

Developing Grammar in Context

Grammar reference and
practice **intermediate**

with answers



extensive practice exercises



G

focus on key areas



real life examples

Mark Nettle and Diana Hopkins

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Introduction

Developing Grammar in Context (intermediate) is a grammar reference and practice book which can be used by learners for self-study, or can be used in class. A basic premise of the book is that learners need to meet examples of a grammatical structure in an authentic context, and think about its use, before they try to use it for themselves.

To the learner

You do not have to start *Developing Grammar in Context* at the beginning and work through to the end. You can use the Contents pages to help you find the particular areas that you want to understand and practise. We do suggest, however, that you start with Unit 1, which is different from the other units. It is a guide to using this book, and it also helps you to think about learning grammar.

To the teacher

Each unit has four sections. These are:

- *Getting started*: This section presents the grammatical structure in context in a written or spoken text. It is a good idea to do some scene-setting work before your learners read the text. For example, in Unit 4, the text is about children's spending money, and you could discuss with your class how much money children have in their country or countries. Teach any difficult words in the text before they read. Let learners do the short exercises in pairs, or let them compare their answers with one another.
- *Looking at language*: This is the language reference section of each unit. You can just read through it with your learners, stopping to do the short exercises which test learners' understanding of the explanations. You could also ask learners to make their own notes from this section. If you prefer to clarify language points in your own way, learners could read this section at home.
- *Getting it right*: Exercise 1 (accompanied by the symbol ►) is the core exercise here. It is designed to raise awareness of a grammatical structure rather than ask learners to produce it. For this reason, always do this exercise with your learners, and do it first. Exercises 2–4 (which have the symbol ▷) provide practice of the structure, and you or your learners can choose which exercises are most useful for your learners and / or the order in which to do them. In all exercises, it is a good idea to allow learners to work in pairs or groups to discuss and compare their answers. You may be able to exploit some exercises for speaking practice.
- *Classwork*: This is a speaking activity designed to provide fluency practice. Make sure that learners are able to do the work in the pairs or groups suggested, and take notes while they are doing an activity so that you can provide feedback (both positive and negative) on their use of the language points practised, as well as their performance of the activity. Think about

how best to use your classroom for these activities; you may want to rearrange seating patterns or furniture.

Review units practise and test mixed structures, so they are best used after all the units in a particular section have been studied. Again, encourage learners to work in pairs and compare answers.

Getting started

1 Read the text below, *How to use this book*, and answer the questions.

a) How many sections does each unit of the book have?

.....

b) Why is Exercise 1 in *Getting it right* important?

.....

c) Where can you find different grammar points in the same exercise?



How to use this book

Each unit of the book begins with a section called *Getting started*. In this, you read a short text and answer some questions about it. The text has examples of the new grammar in the unit. Then the *Looking at language* section explains the new grammar and has some short exercises. The *Getting it right* section provides four exercises. You should always start with Exercise 1 which has a ► sign. This exercise checks you understand the grammar points in the unit. Then Exercises 2–4 of *Getting it right* give you practice in using the grammar. These exercises have a ▷ sign to show that you can choose which ones to do. You can use the last section, *Classwork*, in class. Here you can practise the grammar by speaking to other students.

There are 50 units in the book and five Review units. The Review units revise the grammar points in the previous group of units and let you practise different grammar points in the same exercise.

2 Look at this sentence from the text:

You read a short text and answer some questions about it.

Find an example of the following in the sentence:

- | | | |
|------------------------|---------------------|-----------------------|
| a) a plural noun | c) an article | e) an adjective |
| b) a verb | d) a pronoun | |

Looking at language

Here is a list of some of the grammatical terms used in the book. How many do you know?

Nouns and related words

Noun	This is usually the name of a thing, place or person: <i>table, furniture, London, Sue</i> . Nouns can be countable with a singular and a plural (<i>table, tables</i>) or uncountable (<i>furniture</i>).
Article	<i>the, a, an</i>
Possessive	A word which shows possession: <i>my, your, his, her, its, their, our</i> (<i>house, car</i> etc.)
Pronoun	A word which can replace a noun: <i>I, you, he, she, it, they, we, him, us, which, that, mine, ours</i> .
Adjective	A word which describes a noun: <i>lovely, bad, big, exciting</i> .

Verbs and related words

Main verb	A verb which usually shows actions and situations: <i>She went to bed early last night. I live in London.</i>
Auxiliary verb	(<i>be, do, have</i>) A verb which is used with a main verb to give short answers and to express negatives, questions, the passive and some tenses: <i>This song was written ten years ago. We're having breakfast at the moment. Do you like sport? Yes, I do. Jamie doesn't eat meat. They've travelled all over the world.</i>
Modal verb	(<i>will, would, can, could, may, might, must, should</i> etc.) A verb which is used with a main verb to add extra meaning. Modal verbs express, for example, ability, possibility and obligation: <i>I can speak English. They might have some tickets. You should buy your mother a birthday present.</i>
Active verb	This is used when we want to focus on the person or thing doing the action: <i>Susie opened the parcel. Three cars blocked the road.</i>
Passive verb	This is used when we want to focus on the person or the thing affected by the action: <i>The parcel was sent three days ago. The road was blocked.</i>
Infinitive	A form of the verb: (<i>to</i>) <i>go, (to) eat, (to) write, (to) like</i> .
Imperative	A verb form that looks like the infinitive without <i>to</i> and is used to give orders and instructions: <i>Come here. Take the top off the bottle.</i>
Adverb	A word which describes verbs, adjectives or other adverbs. Adverbs often end with <i>-ly</i> : <i>easily, nicely</i> .
Tag question	A phrase added at the end of a sentence to make a question: <i>It's good, isn't it?</i>

1 Write the grammatical term for each underlined word in the story below.

Edgar Lunden was easily caught and arrested after he stole six pounds of potatoes from a supermarket. One reason for his quick arrest was that Edgar Lunden had his full name tattooed across his forehead.

- 1 was 3 he 5 supermarket 7 his
- 2 easily 4 a 6 quick

Words about sentence structure

Subject	A noun (or pronoun) which normally comes before the main verb: <i>Sue is busy at the moment. Tigers live in the jungle.</i>
Object	A noun (or pronoun) affected by the action of a verb: <i>He watched a film.</i>
Clause	A group of words which contains a subject and main verb. Sentences can have one or more clauses: <i>The plane took off (clause 1) and we were on our way (clause 2).</i>
Phrase	A group of words together: <i>very quickly, at the moment, with long hair.</i>

Other words about grammar

Comparative	A word used to compare two things: <i>bigger, easier, more comfortable.</i>
Conjunction	A word which joins two phrases or clauses together: <i>and, but, when</i> etc.
Contraction	This happens when a verb is shortened and joined with the previous word: <i>I'll, I'd, I'm, we're, you're, it's.</i>
Preposition	A word usually placed before a noun to express a relationship such as time or place: <i>I'll see you at eight o'clock. It's in the house.</i>
Reported speech	This is used to report what someone said: <i>He said that he would like to be president. He invited me to his house.</i>
Superlative	Words used to compare one thing with a group of other things: <i>the biggest, the most comfortable.</i>

2 Draw lines to match each word and phrase to a grammatical term.

- 1 the easiest 2 on 3 they're 4 faster 5 She told me to go. 6 He's nice, isn't he?
reported speech contraction preposition tag question superlative comparative

Getting it right

► Exercise 1 How we learn grammar

A How do you think you learn grammar? Put sentences a)–d) in the right order, 1–4.

- You try to use the new grammar, but make some mistakes.
- You notice some new grammar that you haven't seen before. ...1.
- You read about the grammar again to understand it better, and then you can use it correctly!
- You try to understand the meaning of the new grammar.

B Now match the underlined words in sentences a)–d) to the grammatical terms below.

Example: adjective new

- | | | |
|---------------------|---------------------|---------------------|
| 1 adverb | 4 contraction | 7 plural noun |
| 2 article | 5 infinitive | |
| 3 comparative | 6 modal verb | |

► **Exercise 2 What is grammar?**

A Look at the pairs of sentences and put a cross (✗) next to those which are not correct.

Example: a) Give Sally the flowers. She love flowers. ...✗...

b) Give Sally the flowers. She loves flowers.

1 a) I've been to New York in 1999.

b) I went to New York in 1999.

2 a) She used to live in a big old house in the country.

b) She would live in a big old house in the country.

3 a) He told me he couldn't come with us.

b) He said me he couldn't come with us.

4 a) There were too many people in the room and it got very hot.

b) There were too much people in the room and it got very hot.

5 a) While I was thinking, I walked into a garden.

b) While I was thinking, I walked into the garden.

6 a) I love Italian food. This is wonderful.

b) I do love Italian food. This is wonderful.

7 a) Do you think you could pass me that pen?

b) Can you pass me that pen?

8 a) If I can, I'll get that book for you.

b) If I could, I'd get that book for you.

B Look at these two statements about learning grammar:

a) Learning grammar is learning what is right and wrong.

b) Learning grammar is choosing the best form for a particular situation.

Look back at sentences 1–4 and 5–8 and answer the questions.

1 Which group, 1–4 or 5–8, shows us that statement a) is true?

2 Which group shows us that statement b) is true?

From your answers you can see that learning grammar is learning the correct form and choosing the best form for a particular situation.

▷ Exercise 3 Learning from learners

Look at the corrected mistakes in these examples from learners' writing. Suggest a unit of this book that will help them avoid this mistake again.

Example: At the moment I ^{am taking} ~~take~~ a short course at a language school near my home.

Unit 3 The present continuous

- 1 In my spare time I enjoy ^{listening} ~~listen~~ to music and ^{reading} ~~read~~ storybooks.
.....
- 2 When I was a child I ^{lived} ~~live~~ in Bucharest.
- 3 You ^{put} ~~putting~~ the card in the machine and the money comes out here.
.....
- 4 People need a stadium for sport. It can also ^{be used} ~~use~~ for entertainment.
.....
- 5 I was born in Singapore, but I ^{have lived} ~~live~~ in Kuala Lumpur since I started work.
.....
- 6 I have not been to a single-sex school, but I feel that it is ^{easier} ~~more easier~~ for a teacher to teach in a single-sex school.
- 7 The party was really ^{exciting} ~~excited~~.
- 8 My teacher ^{told} ~~said~~ me I needed to work harder.

▷ Exercise 4 Choosing what to do

You should always do Exercise 1 in *Getting it right*. After that try to choose the most useful exercises for you.

Look at Exercises 2, 3, 4 and Classwork from Unit 2, and choose the most useful exercise(s) for learners 1–5.

Example: I have problems making questions. *Exercise 2 and Classwork*

- Learner 1 I learn best when I can talk to other students and practise my spoken English.
.....
- Learner 2 I think I can improve my grammar by writing in English.
.....
- Learner 3 I'm sure I learn best from seeing mistakes and trying to work out how to correct them.
- Learner 4 I like to do all kinds of grammar exercises as well as practising my writing and speaking.
- Learner 5 I'm not sure about question forms and I also need to try more writing in English.
.....

Classwork

- 1 Look at the questions in the chart about learning a language. Write *yes* or *no* in the *You* column.
- 2 Interview your partner and write his / her answers in the *Your partner* column. Compare your answers. Which questions suggest good ways of learning a language?

Question	You	Your partner
1 When you speak English, do you stop yourself when you notice you have made a mistake?		
2 Do you often guess the meaning of new words?		
3 Do you always speak to your classmates in your own language?		
4 When you are speaking, do you stop the conversation and look up words you don't know in a dictionary?		
5 Do you try to remember new words by using English explanations or pictures?		
6 If someone doesn't understand you, do you try to say the sentence again in a different way?		
7 Can you often guess the meaning of what somebody says from their facial expression or gestures?		
8 Do you try to find people to practise your English with?		

Getting started

- 1 The text below is from an interview with Jodie Foster, a Hollywood actress and director. Read the text and answer the questions.

- a) In what ways is Jodie Foster's life **not** like a star's life?
- b) Why does Jodie want to have an ordinary life?

Jodie enjoys living a life around Los Angeles that is as un-starlike as she can make it. She refuses to have a personal assistant, does her own food shopping and takes her own letters to the post office. 'I have always lived like that,' she says, 'and I always will. I don't want to become someone who doesn't know how to do things. If I'm in Calcutta and I need to get to Bombay and a flight gets cancelled so I need to take the train, I want to know how to do that.' She lives in a rented apartment in Hollywood and says that, when she is not working, her favourite thing is to do absolutely nothing!



- 2 Look at these present simple sentences from the text:

She refuses to have a personal assistant, does her own food shopping and takes her own letters to the post office.

I don't want to become someone who doesn't know how to do things.

She lives in a rented apartment in Hollywood ...

How much do you know about the present simple? Underline the correct choice, i) or ii), below:

- a) The present simple is used to talk about things that are:
 i) generally true ii) happening now
- b) It is used to say how often something happens, with words like:
 i) *for* and *since* ii) *always*, *sometimes* and *never*
- c) It is made like this:
 i) *I / you / we / they take* ii) *I / you / we / they takes*
 she / he / it takes *she / he / it take*
- d) Negatives and questions are made with:
 i) *do* and *does* ii) *did*

Looking at language

The present simple

Use

We use the present simple to talk about things and situations that are generally true:

Digital cameras cost a lot of money. They **have** very complex parts and they **use** a lot of battery power.

She's 27 years old and she **has** a small flat.

The general truth can be:

- a repeated action: *She takes the train to work, but I usually drive.*
- a permanent situation: *She lives in a small flat in London.*

The present simple can also be used in informal stories. For example, describing a film scene or telling a joke:

She walks into the room, and sees the bottle and two glasses on the table, so she knows ...

This man goes into a bar, and orders an orange juice and a packet of crisps ...

1 Fill in the gaps in this text by another Hollywood actress with verbs in the present simple.

Life is pretty busy at the moment. I 1 a 14-hour day, but I'm lucky because we're filming in the Santa Monica mountains, 15 minutes from home. I'm usually up at 4 a.m. My husband 2 up then, too – he 3 to work before the phone starts ringing – and, after a coffee, I 4 to Agoure to arrive at exactly 5.42. It's a wonderful drive – I see mountain lions, coyotes and sometimes snakes. My day 5 with hair and make-up. Then it's straight into filming.

(from *Radio Times*, 9–15 November 1996)

Form

Positive statements	Negative statements	Wh- questions
I / you / we / they play she / he / it plays	I do not (don't) play she does not (doesn't) play	Where do you play ? Where does she play ?
Yes / No questions	Positive short answers	Negative short answers
Do you play ? Does she play ?	Yes, I do . Yes, she does .	No, I don't . No, she doesn't .

Spelling

Other spellings of the third person singular are:

- in verbs which end in *sh, ch, ss, x*, an *es* is added: *washes, watches, kisses, fixes*. This is pronounced /ɪz/.
- in verbs which end in a consonant + *y*, the *y* is changed to an *i* and *es* is added: *try – tries, carry – carries*.

Other points

- We can say how often something happens with adverbs of frequency like (nearly) always, usually, (quite) often, sometimes, (almost) never:
She nearly always takes the train to work.
I don't often go shopping.
 - Note the present simple form of to be: I am, you / we / they are, she / he / it is.
 - Note the third person singular forms: have – has, do – does, go – goes.
 - We often use you + present simple to mean 'everyone':
You need two photos to get a passport.
 - We use the present simple question What do you do? to mean 'What's your job?'
- See Unit 3 for a comparison of the present simple and the present continuous.

Getting it right

▷ Exercise 1 Subjects and verbs

In the advertisements below, fill in the gaps with the correct pronoun from the box. The form of the present simple verb (e.g. doesn't have or don't have) will help you.

he it you I she they

Microwave-heated body/bed warmer

This special warmer gives you all the same warmth as a traditional hot-water bottle but!..... doesn't have the problem of dangerous hot water. 1 just put it in the microwave to heat up, and 2 stays hot for hours.
'3 always use mine on cold nights. It's so easy to use!'

This electronic dictionary contains over 100,000 words.

4 just needs two small batteries to run for hours and hours. Ordinary dictionaries are large, and for many people 5 are inconvenient to carry around, but this electronic dictionary fits easily into your pocket or bag, so 6 can take it wherever you go.
'7 never go anywhere without my electronic dictionary. My colleagues often want to borrow it, and my daughter uses it too – 8 checks her homework with it.'

DIETING SUCCESS

*Does your weight depress you?
Do you hate dieting?*

Dr Dawes's video course can help. On this new video Dr Dawes explains how to eat healthily. In six easy steps, 9 shows you how to change your eating habits. 'I'm much slimmer now, and 10 thank Dr Dawes for that.'

Extension

Write a similar advertisement for something you have bought recently.

▶ Exercise 2 Asking questions

Linda Magee, a television news reporter, was interviewed about her day. Use the underlined sections of the article to write the interviewer's questions.

I get up around 7.00, some time before my husband, Alan. **1** He's a photographer, so he can often choose the time of day that he wants to work. I don't have breakfast, **2** because I eat a lot of snacks in the studio, but I get breakfast for the kids before I leave the house. **3** They usually have fruit and cereal or toast. **4** I generally walk or cycle to work unless the weather's bad, and **5** it takes about half an hour on foot and about ten minutes by bike. When I arrive, **6** I discuss the day's main stories with the news editor over a cup of coffee. We usually prepare the midday news after that, but sometimes new stories come in and we have to start again. At 11.00 Sandy, **7** the hair and make-up assistant, gets me ready for the camera. **8** Just before the broadcast I often feel nervous, even after all these years! **9** The programme starts at exactly 12.00 and **10** lasts 20 minutes. Then it's back to the news editor to do the whole thing again in time for the 4.00 broadcast.

Example: *What time do you get up?.....*

- | | |
|---------|----------|
| 1 | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | 10 |

▶ Exercise 3 Learning from learners

Look at this extract from a learner's letter to a penfriend. There are 11 mistakes in it. Find them and correct them. The first one has been done for you.

Dear Akram,

Thank you for your very interesting letter. I ^{am} very pleased to be your penfriend. Are you really have a swimming pool in the garden? It sound wonderful. As you know from my advertisement, I have 17 years old and came from Cartagena in Chile. I've got two sisters, Maria and Fernanda, and they is both older than me. My father own a small paper factory, but my mother don't work. We living in a house just outside the city. I enjoying playing football and I am like science-fiction films.

▷ Exercise 4 Written practice

Write a description of the world's largest shopping centre using the information below and the verbs in the box in the order given.

West Edmonton Mall, Alberta, Canada

5.2 million square feet.

800 shops, 110 restaurants (25,000 meals a day).

20,000 staff.

20 million visitors per year.

Visitors' spending: \$16 million per day.

A 30-minute drive from the city centre.

26 cinemas but no theatre.

Open 08.00–24.00.

(adapted from an article by Michael Booth, *The Independent on Sunday*, 19 January 1997)

~~cover~~ ~~have~~ serve employ attract spend be have not have open close

West Edmonton Mall covers 5.2 million square feet and has 800 different shops. Its 110 restaurants

.....
.....
.....
.....
.....

Classwork

1 Work in groups of three or four. Learner 1 thinks of a job.

2 Learners 2, 3 and 4 ask him / her questions in the present simple to find out what the job is. They can only ask ten questions. Learner 1 can only answer *Yes*, *No* or *Sometimes*.

Example:

Do you get up early?

Yes, I do.

Do you wear a uniform?

Yes, I do.

Does this job need a lot of qualifications?

No, it doesn't.

Do you work inside?

No, I don't.

Is the job very well-paid?

No, it isn't.

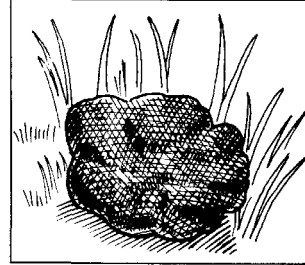
Are you a postman?

Yes, I am.

Getting started

1 A truffle is a fungus found under the ground which is very good to eat. Read the newspaper article about truffle-hunting dogs and answer the questions.

- a) How are truffles found?
.....
- b) What is the problem for truffle farmers in the year of the article?
.....



a truffle

TRUFFLERS DOGNAPPED

Police in southern France are trying to find ten truffle-hunting dogs, stolen from their owners in the middle of the season for the fungi. Police in Carpentras believe the dogs, trained to dig up truffles growing five centimetres below the ground, have been kidnapped.

Farmers are getting around £150 a kilo for truffles this year. Hervé de Chiré, mayor of the village of Pernes-les-Fontaines, said: 'Training the dogs takes years and the truffle season is very short. Some of the farmers are offering up to £650 for the return of their dogs.'

2 Underline three examples of the present continuous (*am / is / are + -ing*) in the article.

3 Tick (✓) the correct choices:

- a) The underlined verbs in the article refer to:
- every year
 - the year of the article
- b) The present continuous is used to talk about actions and situations which are:
- true at the moment
 - always true

Looking at language

The present continuous

Use

The present continuous is used to talk about:

1 Actions that are going on around or at the time of speaking:

Jane's having a bath at the moment.

2 Temporary situations. Compare:

He's working in Oxford just now. (but next year he will do something else)

present continuous – a temporary situation

He works for a company in Oxford. (he works there all the time)

present simple – a permanent situation

3 Changing situations, especially with verbs like *get* and *become* and with comparative adjectives like *more*, *worse*, *better*:

He's getting fat, isn't he?

This city is becoming more and more dangerous.

4 Behaviour that happens more often than expected, with *always*, *forever* and *constantly*:

Why are you always shouting?

She's forever buying me presents.

Note that the auxiliary *be* comes before words like *always* and *forever*.

5 Future plans. See Unit 11.

1 Are these sentences examples of 1, 2, 3 or 4 above?

- I'm sure the air quality is *getting worse* round here.
- I hope he's OK. He's *constantly getting* headaches.
- I'm *staying* with friends in New York at the moment, but I live in Washington.
- You can't see her I'm afraid. She's *trying to get* some rest.

Stative verbs

Some verbs are not usually used in the continuous. They are called **stative verbs**, and are:

- verbs which describe thoughts, feelings and senses: *think, know, believe, agree, remember, forget, understand, like, love, hate, mind, prefer, want, see, hear, smell, taste*. So we do not say: ~~I'm knowing the answer.~~ or ~~She isn't understanding anything.~~ We say: *I know the answer. She doesn't understand anything.*

We use *can* with sense verbs. We do not say: ~~I'm not hearing you.~~ or ~~I don't hear you.~~

We say: *I can't hear you.*

- some other verbs which describe what things (and people) are, what they are like, and what they possess: *be, have, need, own, involve, depend on, seem, look, sound, smell, taste, weigh*. So we do not say: ~~I am being hungry.~~ or ~~This soup is tasting nice.~~ We say: *I am hungry. This soup tastes nice.*

But some of these stative verbs can be used in the continuous sense. Compare *She's tasting the soup* (her action) and *The soup tastes good* (what the soup is like), and *What are you thinking about?* (what are your thoughts?) and *What do you think?* (what is your opinion?).

Form

The present continuous is formed with the present tense of *be* and the *-ing* form of the verb.

Positive statements	Negative statements	Wh- questions
I am (I'm) playing you are (you're) playing we are (we're) playing they are (they're) playing	I'm not playing you're not playing / you aren't playing we're not playing / we aren't playing they're not playing / they aren't playing	Where are you playing?
she / he / it is (she's / he's / it's) playing	he's not playing / he isn't playing	Where is she playing?
Yes / No questions	Positive short answers	Negative short answers
Are they playing? Is he playing?	Yes, they are. Yes, he is.	No, they aren't. / No, they're not. No, he isn't. / No, he's not .

Spelling

- In one-syllable verbs which end in a vowel and a consonant (e.g. *stop, run*), the consonant is doubled in the *-ing* form: *stopping, running*.
- In verbs which end in *e* (e.g. *take, lose*), the *e* is lost in the *-ing* form: *taking, losing*. But verbs which end in double *e* (e.g. *see, agree*), keep both *es*: *seeing, agreeing*.

Other points

- We use *at the moment* with the present continuous to show that something is going on at the time of speaking and is temporary:
He's doing his homework at the moment.
- We use *still* to show that something is continuing and is temporary:
I'm still living with my parents, but I want to get my own flat.

Getting it right

▷ Exercise 1 Learning from learners

Look at this learner's text. Match the teacher's ticks (✓) and corrections 1–10 to rules a)–f) below.

<i>My name is Kim and I'm Korean. My family <u>is living</u> in</i>	<i>lives .b).</i>
<i>an apartment near the centre of Seoul, and they all</i>	1 ✓
1 <u>love</u> the city except me. They 2 <u>are thinking</u> that	2 think
<i>cities are exciting, but 3 <u>I'm not agreeing</u> with them; I</i>	3 don't agree
4 <u>am preferring</u> quieter towns or villages. Anyway,	4 prefer
<i>just this month I 5 <u>work</u> for a small travel agency; I</i>	5 'm working
6 <u>want</u> to go travelling in Europe next month but 7 <u>I'm</u>	6 ✓
<u>needing</u> to earn some money first. 8 <u>I'm thinking</u> of doing	7 need
<i>a course when I come back from Europe – my English</i>	8 ✓
9 <u>gets</u> better so maybe I can study abroad next time.	9 is getting
<i>That's very expensive, of course. Perhaps that 10 <u>is</u></i>	10 depends
<i><u>depending</u> on how much I can earn – and my parents!</i>	

- Use the present continuous to talk about changing situations.
- ~~Use the present simple to talk about a permanent situation.~~
- Use the present simple with a 'thought' or 'feeling' verb.
- Use the present simple with verbs describing what things are, what they are like and what they possess.
- Use the present continuous for a temporary situation.
- Use the present continuous for a temporary thought.

▷ Exercise 2 Choosing the correct tense

In the conversation between two friends below, put the verbs in brackets () into the present simple or present continuous.

A: I hear you *are working* (*work*) in a pub at the moment. What's it like?

B: It *is*. (*be*) fine, although it's very hard work. I'm always tired, but I 1 (*not mind*).

A: Is the money good?

B: No, not really, but I 2 (*like*) the hours. You know I don't like working early in the morning.

A: Oh yes, I 3 (*remember*) now. You never used to get up before 11.00.

B: Well, I'm not like that now, but I certainly don't like getting up before 9.00. Anyway, tell me about you. What 4 you (*do*) now?

A: I 5 (*be*) still a student. I 6 (*study*) German at university. Actually, I 7 (*work*) quite hard at the moment because my exams are next week. I 8 (*want*) to be a teacher when I finish at university.

B: Oh well, good luck in your exams. I must go – I 9 (*start*) work at 12.00 on Mondays, and I 10 (*not want*) to be late. I 11 (*not have*) my car any more, so I 12 (*cycle*) everywhere at the moment.

▷ Exercise 3 Writing about developments

Change the text below so that it is true about developments in your country. Use verbs in the present continuous and underline the word in *italics* that you want. Use the verbs in the box if you want to. You can use the verbs more than once.

change earn fall get go up / down increase leave rise
--

In my country, many things *are changing*. The population 1 , and the number of unemployed people 2 Young people 3 home *earlier / later*, and 4 married *earlier / later* than before. People 5 *more / less* money these days, while the cost of living 6 Our capital city 7 *bigger / smaller*, the number of people with cars 8 and traffic problems 9 *better / worse*. Overall, I think life in my country 10 *better / worse* for most people.

▷ Exercise 4 Extending headlines

Headlines for newspaper articles often use the present simple, but the articles sometimes use the present continuous to describe activities that are still going on. Rewrite these headlines as full sentences to start the articles.

Example: **CHESTER POLICE LOOK FOR STOLEN DINOSAUR EGG**

Museum offers big reward for return of egg

Police in Chester are looking for a stolen dinosaur egg. The Museum is offering a big reward for the return of the egg.

1 **US scientists examine Mars rocks and try to find signs of life**

2 **GRANDMOTHER STILL WORKS IN SUPERMARKET AT 75 BUT THINKS OF RETIRING**

3 ***Man who lives in tree house tries to set new one-year record***

4 **New York man builds own rocket and plans to reach moon**

5 **Tokyo woman celebrates 120th birthday and looks forward to 121st**

Classwork

1 Write three sentences about yourself 'at the moment', using the present continuous. One sentence should be **untrue**.

Example:

I'm preparing for an exam at the moment.

2 Ask questions to find out what your partner wrote, and answer your partner's questions.

Example:

A: *What are you doing at the moment?*

B: *I'm preparing for an exam.*

3 Which of your partner's answers is untrue, do you think?

Getting started

1 In the texts below two children, a five-year-old boy and a ten-year-old girl, talk about how they spent their money one day. Read the texts and answer the questions.

- a) Who is speaking in each text, do you think?
- b) Who do you think spent more money?

Text 1

First of all I went to a fashion shop and bought a necklace with a heart. That cost me £1.50. Then I went to the Body Shop¹ and bought shower gel and bubble bath. Then I went to the book shop and bought a *Babysitters*² book, which cost me £2.99. Then I went to the music shop and bought a CD holder which included five photos of East 17³. After the music shop, I went to the sweet shop and bought some sweets.

¹a shop selling beauty products

²a series of books for children

³a former British pop group

Text 2

I spented my money on a toy car set. It cost me £6.49. It's got street lights and roads and you put it together and play with your cars on it. I didn't want to buy any sweets. Then I went to the cinema with my dad to watch my favourite film, *James and the Giant Peach*. I ate some popcorn. I wish my Mum would give me popcorn every week.

2 a) Find these verbs in the texts:

Text 1: went bought cost included

Text 2: spended cost put play didn't want went ate wish

Which three are **not** in the past simple?

b) There is a mistake in one of the past verbs; can you find it?

3 Are the statements below true or false?

- a) The past simple is used to talk about past, completed actions and events.
- b) You do not need to put a verb in the past simple if you use a time expression, for example, *last year*.
- c) You need to learn the past form of many verbs as they are irregular.

Looking at language

The past simple

Use

We use the past simple to talk about:

- single past actions and events: *I went to a fashion shop and bought a necklace.*
- repeated past actions and events: *I always went shopping on Saturdays.*
- past states (long-lasting situations or feelings): *My father knew the Prime Minister.*

We often use a time expression with the past simple:

I went to the supermarket last Thursday / at lunchtime / in the evening.

Often the time is understood but not mentioned:

Oh yes, we had a great time! (we had a great time at the party last night)

In the text below a boy talks about how he spent his money one day. Put the phrases a)–h) back in the right order by numbering them 1–8.

- a) I've got about £250 in it. b) what I'm going to do with the money. c) and then I went to Burger King d) The rest of the money I put into my bank account e) and had a burger with chips. f) I don't know g) which my grandmother opened for me. h) I bought a leather football for £3.99

The past simple is often used in stories and descriptions of past actions and events with the past continuous (see Unit 5) and the past perfect (see Unit 9).

Form

Positive statements	Negative statements	Wh- questions
Regular verbs I / you / he / she / it / we / they watched	I did not (didn't) watch	What did you watch?
Irregular verbs I / you etc. went / ate / had (See Appendix 1.)	I did not (didn't) go	Where did you go?
Yes / No questions	Positive short answers	Negative short answers
Did you watch it? Did you go home then?	Yes, I did.	No, I didn't.

Spelling

- In verbs which end in *e*, a *d* is added: *liked, hated, danced.*
- In verbs which end in a consonant +*y*, the *y* is changed to *i* and *ed* is added: *try – tried, carry – carried.*
- In one-syllable verbs which end in a vowel and a consonant, the consonant is doubled and *ed* is added: *stop – stopped, plan – planned, jog – jogged.*

Pronunciation

The *-ed* ending has three pronunciations:

- after /t/ and /d/ we say /ɪd/: *wanted* /wɒntɪd/, *needed* /niːdɪd/
- after unvoiced consonants we say /t/: *missed* /mɪst/, *kicked* /kɪkt/
- after voiced consonants we say /d/: *turned* /tɜːnd/, *loved* /lʌvd/

See Appendix 2 for a list of unvoiced and voiced consonants.

2 How do you pronounce the *-ed* in these past forms: /t/, /d/ or /ɪd/?

seemed kissed combed repeated depended brushed

Other points

- The past simple of *to be* is: *I / she / he / it was; you / we / they were*. *Did* is not used in negatives and questions:
She wasn't happy.
Were you at home this morning?
- The past of *can* is *could*:
I couldn't understand.
- We can talk about the order of actions and events using the past simple and linking words and phrases:
First of all I went to a fashion shop and bought a necklace with a heart. That cost me £1.50. Then I went to the Body Shop and bought shower gel and bubble bath.

Getting it right

► Exercise 1 Thinking about use

Are the past simple verbs in these sentences single actions (sa), repeated actions (ra), or past states (ps)?

Example: I *took* the new CD player out of the box, *plugged* it in, and *switched* it on. .sa.

- 1 We *lived* in a small house on the coast which *didn't have* any heating, but we *had* a wonderful, exciting childhood.
- 2 As children, we *went* to the town centre on Saturday afternoons, and *spent* our pocket money on sweets and CDs.
- 3 They *left* at six in the evening and *drove* all the way home without stopping.
- 4 My friend Sally *came* to my house, and we *talked* about the new baby.
- 5 In those days I *got up* really early and nearly always *got* to work before 8.00.
- 6 I *knew* her when she was a shop assistant.

▷ Exercise 2 Learning from learners

Some learners keep a diary about their progress in English. In this diary, write *right* if a verb form is right, or correct it if it is wrong.

We had an English lesson this morning on the past simple. ...right.....
 It didn't was too difficult; we 1 read about some children ...wasn't.....
 and how they spent their pocket money, and then 1
2 studied the grammar. My problem was the irregular 2
 verbs - I 3 didn't knew that there were so many of 3
 them, and I just 4 couldn't remember all the past forms. 4
 I 5 fell silly once or twice when I 6 was wrong. I also 5
7 didn't realise that you need to put a verb in the past 6
 even when you say the time something happens, like 7
 'yesterday'. After the lesson I went shopping, and 8 bought 8
 some clothes, which 9 costed more than I meant to spend! 9
 I didn't even have enough money left to catch the train 10
 home, so I walked, and it 10 taked me nearly an hour.

Read the learner's diary again. Do you feel the same as the writer about the past simple?

▷ Exercise 3 Text completion

The article below describes an unsuccessful driving test. Fill in each gap with a verb from the box in the past simple.

be	not brake	feel	move	pay	push	run	say	say	stop	try
----	-----------	------	------	-----	------	----------------	-----	-----	------	-----

On my first test, I ~~run~~ out of petrol. Shortly after the restart from the emergency stop*, the car **1** again, although I **2**
 I **3** five times to restart it.
 'No,' I **4** to the examiner. 'It won't start.'
 The examiner **5** into the driving seat, and I **6**
 the car to the nearest service station, where I **7** for the petrol.
 'This is not your fault and will not affect whether you pass the test,'
 he **8** , but I **9** terrified and **10** not
 surprised to fail for lack of observation.

*the emergency stop is the part of the test that shows that you can stop quickly in an emergency

▶ Exercise 4 Question formation

Complete the past simple questions in the extracts from conversations. Which extracts come from a conversation about a holiday, and which from a conversation about a job interview?

Example: Did *you have a good time?*... (Holiday).

Yes, we did thanks. The weather was good and the hotel was lovely.

- 1 Where
In a small hotel just next to the beach.
- 2 Did
Yes, very nervous. My hands were shaking!
- 3 What
Lots of things – my education, interests, and career.
- 4 Why
Because a friend told us that it was a nice place, and he was right.
- 5 How much
Don't ask! It was very expensive, but we enjoyed ourselves so it didn't matter!
- 6 How long
About 45 minutes, and then they spent a few minutes showing me round the office.
- 7 What
I bought a new suit specially.
- 8 Did
Yes, wonderful. We ate fantastic seafood every night.
- 9 How many
Three, but one of them never said anything.
- 10 How long
Just a week. It wasn't really long enough.

Classwork

Work as a whole class, sitting in a circle if you can. Together, tell a story about something that happened yesterday. Each person must use a different verb.

Example:

A: Yesterday I went shopping.

B: Yesterday I went shopping and bought a CD.

C: Yesterday I went shopping and bought a CD. Then I took the CD home.

D: Yesterday I went shopping and bought a CD. Then I took the CD home and tried to play it, but ...

Unit

5 The past continuous and the past simple

Getting started

- 1 In the extract below from a radio chat show, Barbara Noakes describes how she changed from being a secretary to making advertisements. Barbara is famous for her Levi's '501' jeans advertisement. Read the extract and answer the question.

Why did she write an advertisement ('ad') when she was still a secretary?

.....

WELL, I was reading a book and a very worried-looking man rushed in and said, 'Where's everybody? What's happening?' And I explained that everyone was away sick with flu, which is why I was reading the book. I had nothing to do. And he explained that there was this terrible problem. They needed an ad urgently, and I said, 'Oh, if you want an ad, I'll try and do one.' So I wrote an ad and I went downstairs and found an art director, and that was my first advertisement!

- 2 Underline examples of the past continuous (*was / were + -ing*) in the extract.
- 3 Find examples of the past simple (e.g. regular: *liked*; irregular: *met*) in the extract, and circle them.
- 4 Fill in the gaps with *past simple* or *past continuous*.
- a) The is used to give an idea of the background situation (what was happening at the time).
- b) The is used to describe the events of the story.

Looking at language

The past continuous and the past simple

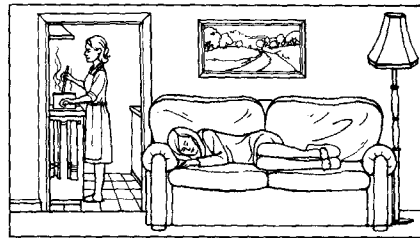
Use

1 We use the past continuous to 'set the scene' (give an idea of the background situation) for a story. The events of the story are described using the past simple. Sometimes the events interrupt the background situation:

I was reading a book (background situation) and *a man rushed in* (event).

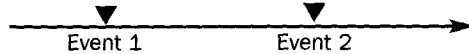
Sometimes the events happen at the same time as the background situation:

While I was sleeping, my mother made me a meal.



Compare the past continuous with the past simple:

I read a book and a man rushed in.



The past simple (*read*) here suggests that she read the book before the man rushed in, and that the reading was an event.

1 In the chat show, Barbara also described how she got the idea for her Levi's '501' jeans advertisement. In this advertisement a man takes off his 501s in a launderette (a shop where you can wash your clothes) and puts them in the washing machine. Underline the verb which sets the scene, and circle the events.

I was sitting in a launderette when a man came in and took his clothes off, and I got very frightened, but he just put them in the washing machine and washed them, sat down, put them in the dryer, put them back on and went.

2 We use the past continuous when we are interested in activities going on around a particular time, not their starting and finishing times or the order in which they happened:

This time last year I was working for two different companies, I was studying for a diploma and I was trying to buy a house. It was a pretty busy time!

Compare this with:

I worked for three months, I did a diploma and I bought a house.

The past simple here suggests a sequence (one thing after another) and completion (each event was finished).

Other points

The past continuous is often used with *as*, *when* and *while* to set the scene:

As / when / while I was waiting for the train, the man next to me started chatting.

Notice that *when* can also be used to introduce the event:

I was waiting for the train when the man next to me started chatting.

Form

The past continuous is formed with the past tense of *be* and the *-ing* form of the verb.

Positive statements	Negative statements	Wh- questions
I / she / he / it: was working	I was not (wasn't) working	Where was he working?
you / we / they were working	you were not (weren't) working	Why were they working?
Yes / No questions	Positive short answers	Negative short answers
Was she working?	Yes, she was.	No, she wasn't.
Were you working?	Yes, we were.	No, we weren't.

See Unit 3 for verbs that do not usually have a continuous form.

See Unit 19 for the past continuous in reported speech.

Getting it right

► Exercise 1 Choosing the best form

Read what each speaker is thinking about. Tick (✓) the best sentence for the speaker to use.

Example: I want to know about your action after the President's death.

a) What did you do when the President died? ✓

b) What were you doing when the President died?

1 I want to describe the situation at the party when I arrived.

a) Everyone danced.

b) Everyone was dancing.

2 I'm thinking of the whole car journey.

a) The driver drove too fast.

b) The driver was driving too fast.

3 I want to tell you what sort of person he was.

a) He talked too much.

b) He was talking too much.

- 4 I want to show that I finished my dream.
- a) I dreamt about a wonderful holiday.
 - b) I was dreaming about a wonderful holiday.
- 5 I want to show that I was interrupted.
- a) I talked about her when she came into the room.
 - b) I was talking about her when she came into the room.
- 6 I want to show that different things happened at the same time.
- a) He made a phone call, cooked supper, and drank a coffee.
 - b) He was making a phone call, cooking supper and drinking a coffee.
- 7 I want to show that different things happened one after another.
- a) She was buying a new house, writing a novel and arranging the wedding.
 - b) She bought a new house, wrote a novel and arranged the wedding.
- 8 I want to describe the situation at the time I broke my arm.
- a) I was carrying a big bag up some steps.
 - b) I carried a big bag up some steps.

▷ Exercise 2 Learning from learners

Look at these extracts from pieces of writing by learners of English. Tick (✓) the past simple or past continuous verbs if they are right, or put a cross (X) if they are wrong.

Example:

The bell rang (✓) at one o'clock in the afternoon and the children were running (✓) out of their classes.

It was like the bell had released a sea of students. Children 1 were running (.....) everywhere.

While we 2 were chatting (.....) two monkeys appeared and 3 were moving (.....) towards us.

When I 4 was working (.....) as an Executive Secretary to the Managing Director I 5 was living (.....) with my parents.

When the police 6 were arriving (.....) Mr Jones was arrested.

One day, while Mr Pippett 7 took (.....) Solom out for a walk, the pair 8 met (.....) Solom's previous owner.

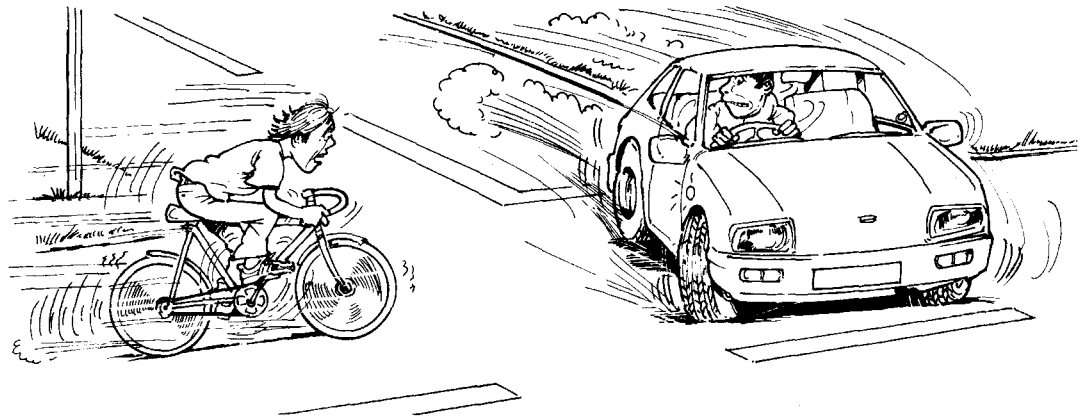
▷ Exercise 3 Written practice

Read the police statement from a cyclist who was in an accident. Complete it with verbs from the box in either the past simple or the past continuous tense.

call cycle fall go ~~happen~~ have hit hurt lie say stop take turn

The accident *happened*... at 5.55 p.m. on 15 August. I 1 home from work along Manning Road. Suddenly a car 2 past me and 3 left. I 4 not time to stop, and I 5 the side of the car. I 6 off my bicycle, and I 7 on the ground when the car 8 and the driver got out. He asked if I was OK. I 9 'No', because my left leg 10 a lot. He 11 an ambulance and it 12 me to hospital.

Look at this picture of the accident. What is wrong?



▷ Exercise 4 Story writing

Below are the beginnings of three short stories. In each story, choose your own verb in the past continuous to set the scene in the first gap, and then continue by describing the first two or three events. Use the verbs in the boxes if you want to. We have started the first story for you.

Story 1

arrive ~~get on~~ ~~leave~~ pull out see shout

It was a cold, dark morning, and a tall man in a grey coat *...was standing...* on the station platform. *Then the train arrived, and the man quickly got on. He left a small bag on the platform, and the train*.....

Story 2

score try win feel

With the score at 2-0, it was nearly the end of the match and United well. Suddenly everything began to change.

Story 3

walk look around take leave

The festival was nearly over. There was still loud music, and people still Then a strange man

Extension

Complete one of the stories above.

Classwork

The speaker at the beginning of this unit was talking about something interesting that happened to her in her past. We call short, usually true, stories like this 'anecdotes'. We often use the past continuous to set the scene at the beginning of an anecdote (I was walking by the river ...), and use the past simple to say what happened (... when I saw someone fall in).

- 1 Work in groups of three. Have you ever done anything dangerous, naughty, exciting or funny? Tell your anecdote to your group. Decide together which of the three anecdotes is the most interesting.
2 Choose a speaker - anyone in the group, not necessarily the person who it happened to - to present the anecdote to the whole class, using I, not she or he. The other groups decide which person in your group the anecdote is about.
3 Which anecdote was the most unusual?

Unit
6

Used to and would

Getting started



1 In the extracts below a famous British writer, John Mortimer, and his daughter, Emily, talk about each other. Read the extracts and answer the questions.

- a) Who is talking in each extract, the father or the daughter?
- b) Who do you like more, the father or the daughter?

1 I used to love gardening, and, much to her embarrassment, I would go to collect her from some club at 2 a.m. wearing my gardening cap.

2 When I was little he used to get up every morning, dress me, cook my breakfast, and drive me to school. And I treated him very badly in return. At the age of four I used to send my eggs back unless they were perfectly cooked.

3 I was embarrassed by the fact that Dad was older and used to wish that I had a father who played cricket and built tree houses. In fact, I used to make him park around the corner from school because he was so old.

4 Emily used to do very well in public-speaking competitions. I used to write her speeches with her.

5 I used to be very embarrassed when, as a teenager, I went out to clubs and Dad would come and collect me wearing his gardening cap.

2 Find examples of *used to* + verb in the extracts and underline them.

3 Find examples of *would* + verb in the extracts and circle them.

4 Are the statements below true or false?

- a) The father and daughter are talking about their lives now.
- b) He collected her from a club many times.
- c) She made him park around the corner once.
- d) They still do the things they talk about using *used to* and *would*.

Looking at language

Used to and would

Use

To talk about something that was true in the past, but is not true any more, we can use *used to + verb*, *would + verb*, or the past simple.

1 *Used to + verb* is used to talk about:

a) a repeated past action that no longer happens:

I used to help her with her homework. (many times in the past, but not now)

We used to collect her from school.

b) a past state (a situation or feeling) that lasted a long time but which is no longer true:

We used to live in London. (now we live in the country)

I used to be very thin. (now I am not very thin)

2 *Would + verb* is only used for repeated past actions (as in 1a above):

She would often go to noisy London nightclubs. (many times in the past, but not now)

Would + verb is not used for past states. We don't say: ~~*I would love gardening.*~~

We say: *I loved gardening* or *I used to love gardening.*

So *used to* and *would* are used when we are remembering the past, and trying to show that our lives are not the same now:



Would is more likely than *used to* when you describe more than one past action, like the four here:

I'd come home late, and my mother would worry about me, and she'd get upset, and we'd start arguing.

3 The **past simple** can also describe repeated past actions and states, but alone it does not tell us that something happened repeatedly or is no longer true. To do this you need to add extra information:

I often came home late when I was young. (See Unit 4.)

We use the past simple if something only happened once, or when we say how many times the action was repeated. We say: *I went to Singapore twice last year.* We don't say:

~~*I used to go to Singapore twice last year.*~~

Cross out the incorrect verbs in this text.

The earliest memory I have of my mother is when we 1 *lived / would live / used to live* in a beautiful house in Stratford. She 2 *played / would play / used to play* games with me in the garden, frightening me and making me laugh. She 3 *loved / would love / used to love* flowers, and we 4 *took / would take / used to take* a basket to collect them down by the river.

Form

Used to and *would* are both followed by the infinitive without *to*.

Positive statements	Negative statements	Wh- questions
I / you / she / he / it / we / they used to cycle.	I did not (didn't) use to cycle.	Where did they use to cycle?
I / you / she / he / it / we / they would (I'd etc.) cycle.	I used not to cycle. Used not to is less common.	
Yes / No questions	Positive short answers	Negative answers
Did you use to cycle?	Yes, I did.	No, I didn't .

Negative and question forms of *would* with this meaning are not very common.

Pronunciation

- Compare the pronunciation of *used to* in these two sentences:
Antibiotics are used to treat infections. (present passive form of main verb use)
 /ju:zd tə/
We always used to have lunch at 1.00 p.m.
 /ju:stə/
- In the negative there is a spelling change (*used to* → *didn't use to*) but the pronunciation stays the same:
I didn't use to like olives.
 /ju:stə/
- See Unit 29 for the difference between *I'm used to cycling to work* and *I used to cycle to work*.

Getting it right

► Exercise 1 Thinking about meaning

Complete each sentence, 1–6, with a suitable ending a)–n). There are more endings than you need.

Example: She used to play ...*b)*

- | | |
|----------------------------------|--|
| 1 I'd watch TV for hours | a) a cat. It's very unfriendly! |
| 2 I used to have | b) tennis every morning before breakfast. |
| 3 I used to feel | c) so I was quite fit. |
| 4 We used to live | d) lonely until I met James. |
| 5 I cycled a lot yesterday | e) last night until my eyes hurt. |
| 6 They would go | f) in Rome, but we're thinking of moving. |
| | g) for a long walk in the countryside last Saturday. |
| | h) so I felt tired. |
| | i) but I never watch it now. |
| | j) in Rome, but we moved to Naples last year. |
| | k) in the 1994 tennis final. |
| | l) for long walks in the countryside. |
| | m) a cat, but it died last year. |
| | n) lonely because I live alone and my neighbours aren't very friendly. |

► Exercise 2 Learning from learners

The two compositions here were written by learners of English. Correct any mistakes with *would* and *used to*.

A

Changes in my country

There have been many changes in my country in the past 20 years. The biggest change is probably in the area of technology. Twenty years ago no one had a telephone. They used communicate by letter. Nowadays many people have mobile phones. People didn't used to have any electrical things in their houses, so they would to wash all the clothes by hand and keep food fresh by hanging it outside. Most people have fridges and washing machines now. Many people still travel by bicycle in my country but there use to be many more bicycles on the roads. Twenty years ago people didn't own cars, but now it's common. There is a real change in the clothes people wear too. People didn't use to wearing Western-style clothes, but now most young people wear the same things as people in the US or Europe.

B

My life ten years ago

My family used to live in a big house in the countryside. I used to have many friends who lived near the house, and we would often play together in the summer. My school was in the village and I wasn't used to go to the city very much. One thing I remember clearly is the peace - we'd heard animal noises but no cars. My family didn't have a car as they were too expensive, so I'd cycle everywhere. I have good memories of life in the countryside, but sometimes I'm used to get bored, and I'm happy to be in the city these days.

➤ Exercise 3 Used to and would in spoken extracts

In the extracts below four parents talk about their children, William, Justin, Tessa and Lizzie, who are now grown up. Fill in the gaps with *used to* or *would* and an appropriate form of a verb from the box. You will have to use the past simple for one.

ask ~~dress up~~ help love play play sing smell tell

We had a box of old clothes and William *used to dress up* all the time as a cowboy, pirate or king. He 1 games, too, where he imagined he was the king of a magical country, and he 2 us stories for hours at a time.

Justin 3 in the bath all the time, and in the garden. I remember the neighbours complained quite often about the noise. And when he wasn't singing he 4 an old guitar, which sounded even worse.

Tessa 5 school, and always talked to the family about the things she had learnt. She 6 her sisters and friends with their homework – she was very good at explaining things.

Lizzie 7 for a chemistry set for her tenth birthday. We were all surprised, but when she got it she never stopped doing experiments. Often, I remember, the whole house 8 of strange chemicals!

Which jobs do you think the children might have now? Draw a line from the child to the job.

William	Justin	Tessa	Lizzie
actor	scientist	singer	teacher

Extension

Write a paragraph about what you used to do as a child. If you are working in class, collect the paragraphs together and guess who wrote each one.

▷ Exercise 4 Written practice: the world's greatest learner

Jorge was a very successful language learner. In two years he became a fluent user of English and a famous TV presenter. Use the notes from a journalist's interview below to write a paragraph for a newspaper about Jorge's successful learning.

Notes

- Bought a grammar book
- Collected examples of grammatical structures from newspapers, books, radio, films
- Kept grammar and vocabulary notebooks
- Didn't worry about understanding every word
- Had special 'speak English' times with friends and family
- Learnt about English-speaking countries
- Asked teachers and friends lots of questions
- Took exams to motivate himself

Jorge had a number of techniques. He bought a grammar book, but he would also collect examples of new grammatical structures from newspapers, books, radio programmes and films. He used to

.....

.....

.....

.....

.....

Classwork

1 Think about when you were younger and complete the sentences below.

- I used to wear
- I'd often go to
- My hair used to be
- I'd play
- My favourite food used to be
- I used to listen to
- I didn't use to like

2 Go round the class asking questions.

Example:

What did you use to wear?

Who in the class had the most similar lifestyle to yours?

Getting started

- 1 Read the newspaper interview with Andrew and Esther and answer the questions.
- a) What animals have Andrew and Esther worked with?
- b) Would they like to change jobs with each other?

Andrew Hayton, 26, has worked at Longleat Safari Park* for more than eight years. He is currently an elephant keeper and has also looked after rhinos.

Why did you choose this job?

I had been doing various jobs here. I heard about the rhino vacancy and I thought, 'This is the job for me' – I've always liked animals.

Have you ever thought of working in a zoo?

Zoos are very good and have a place, but not for larger animals.

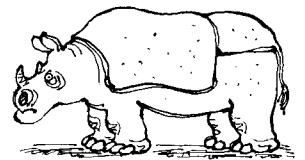
Esther Wenman, 30, has worked at London Zoo for nearly seven years. She is head keeper of reptiles, and before that was a bird keeper.

What made you choose this job?

I've always been interested in conservation and ecology.

Have you ever thought of working in a safari park?

You don't get such good collections of birds and reptiles in safari parks.



a rhino



a reptile

*a safari park is a park where wild animals are kept and in which they can move freely

- 2 Underline seven examples of the present perfect simple in the text (*have / has + past participle*).
- 3 Look at these sentences:
Esther has worked at London Zoo for seven years.
Elaine worked at London Zoo for seven years.
 Who still works at London Zoo now: Esther or Elaine?

Looking at language

The present perfect simple

Use

We use the present perfect simple when we want to link the past with the present in some way. Compare it with the past simple:

<i>The past simple:</i>	<i>The present perfect simple:</i>
talks about the past only: <i>I knew her when I was a child.</i>	links the past with the present: <i>I've known her for ten years. (I met her ten years ago, and I still know her now)</i>
is concerned with a specific past time, either mentioned or understood. <i>I went to London.</i>	does not generally refer to a specific past time. <i>I've been to London.</i>
is used with time expressions to talk about finished periods of time: <i>I saw Jeremy yesterday.</i>	is used with time expressions to talk about periods of time that are not finished: <i>Clare's been a teacher for five years.</i>

The chart below shows three ways in which the present perfect links the past and present. Note the time expressions that often occur with these three uses.

Use	Time expressions	Examples
1 We use the present perfect simple to talk about something that started in the past and is still continuing now.	<i>for</i> + period of time <i>since</i> + a moment in time <i>always</i>	<i>Andrew has worked here for eight years / since 2001. (he still works here)</i> <i>I've always liked animals. (I still like animals)</i>
2 We use the present perfect simple to talk about something that happened in the past and is part of our experience.	<i>before</i> <i>ever</i> in questions = at any time before now <i>never</i> to form negatives	<i>He has looked after rhinos before.</i> <i>Have you ever thought of working in a zoo?</i> <i>I've never thought of working in a zoo.</i>
3 We use the present perfect simple to talk about something that happened in the past but the result is important now. It is often used to give news.	<i>recently</i> = not long ago <i>just</i> = a short time before now <i>already</i> = before now <i>yet</i> = not before now but going to happen	<i>I've hurt my arm. (and it's painful now)</i> <i>A rhino has escaped from the zoo. (it's not in the zoo now)</i> <i>I've seen her recently.</i> <i>He's just returned from abroad.</i> <i>I've already seen that film.</i> <i>Have you finished yet?</i>

Note that the meaning of the present perfect simple changes if there is no time expression.

Compare:

She's lived in Mexico City for six years. (she still lives there now – Use 1)

She's lived in Mexico City. (at some time before now, but she doesn't live there now – Use 2)

1 Fill in the gaps in the phrases with *for* or *since*.

- | | | |
|--------------------------|---------------------------|----------------------|
| 1 a long time | 7 Wednesday | 13 years |
| 2 my last birthday | 8 5 March 1999 | 14 December |
| 3 ages | 9 a few hours | 15 a fortnight |
| 4 I last saw her | 10 yesterday | 16 two o'clock |
| 5 New Year's Eve | 11 we were children | |
| 6 half an hour | 12 six weeks | |

Form

The present perfect is formed with *have / has* and the the past participle. There are many irregular past participles: *go – gone, see – seen, become – become*. See Appendix 1 for a list.

Positive statements	Negative statements	Wh- questions
I / you / we / they have eaten	I / you / we / they have not (haven't) eaten	Where have you eaten?
she / he / it has eaten	she hasn't eaten	Where has she eaten?
Yes / No questions	Positive short answers	Negative short answers
Have you eaten? Has she eaten?	Yes, we have . Yes, she has .	No, we haven't . No, she hasn't .

Other points

- *He's been to Mozambique* means 'he isn't there now'; it's past experience (Use 2). *He's gone to Mozambique* means 'he's there now'; it's news (Use 3).
- Changes are often described using the present perfect (Use 3).
Inflation has risen again in the past few months.
- News often starts with the present perfect (Use 3) but changes to the past simple for details:
Have you heard about Sally? She's lost her job. She found out two days ago.
This tense change is also true for talking about past experience (Use 2):
A: *Have you ever been to Japan?*
B: *Yes, twice actually. I first went in 1996, and then I returned last year.*

2 Match each present perfect sentence to a use (1–3) from the boxes on page 36.

- a) Quick! Get a cloth! I've *spilt* my coffee.
- b) I love this watch. I've *had* it for years.
- c) I've *been* in a helicopter, but I've *never been* in a balloon.

Getting it right

► Exercise 1 Thinking about meaning

In situations 1–10 below, tick (✓) the best sentence, a) or b), for the speaker to use.

- Example:* The baby's a day old and is doing well.
- | |
|---------------------------------|
| a) My sister's had a baby. ...✓ |
| b) My sister had a baby. |
-
- | | |
|--|---|
| 1 It's 7.30 a.m. The postman usually comes between 7.15 a.m. and 7.45 a.m. | a) The postman hasn't come yet. |
| | b) The postman didn't come this morning. |
-
- | | |
|--|-----------------------------------|
| 2 I'm talking about my trip around Eastern Europe last year. | a) I haven't been to Prague. |
| | b) I didn't go to Prague. |
-
- | | |
|-----------------------------------|--|
| 3 Alice is a good friend of mine. | a) She's known me since we were children. |
| | b) She knew me when we were children. |
-
- | | |
|---|--|
| 4 I'm telling you this just after I heard the news. | a) A large shark has attacked a swimmer on Australia's western coast. |
| | b) A large shark attacked a swimmer on Australia's western coast. |
-
- | | |
|-----------------------------------|---|
| 5 He is back with his family now. | a) No one has seen him for ten days. |
| | b) No one saw him for ten days. |
-
- | | |
|-------------------------------|----------------------------|
| 6 My knee is much better now. | a) I've hurt my knee. |
| | b) I hurt my knee. |
-
- | | |
|--|---|
| 7 I'm giving a friend recent news about Alexander. | a) Alexander has given up smoking. |
| | b) Alexander gave up smoking. |
-
- | | |
|----------------------------|---------------------------------------|
| 8 Mike didn't get the job. | a) Mike's applied for a new job. |
| | b) Mike applied for a new job. |
-
- | | |
|---|--|
| 9 I'm still studying maths with the same teacher. | a) I've learnt a lot from my maths teacher. |
| | b) I learnt a lot from my maths teacher. |
-
- | | |
|--|---|
| 10 The drug was never used because it was dangerous. | a) Scientists have found a new drug. |
| | b) Scientists found a new drug. |

► Exercise 2 Learning from learners

A learner completed a present perfect / past simple gap-fill exercise which is a conversation between two old friends. Check the answers, and write *right* or correct them.

- | | |
|---|------------------------|
| A: Have you seen (see) William recently? He grew (grow) a beard! | <i>right</i> |
| B: Yes, actually. I 1 ve seen (see) him last week in the supermarket.
I think the beard suits him. | <i>has grown</i> |
| A: Yes, it's OK. He 2 s lost (lose) a lot of hair in the past few years though. | 1 |
| B: Oh, poor William! All of us 3 changed (change) quite a lot. Look at Marsha. She 4 lost (lose) so much weight since she was a teenager. | 2 |
| | 3 |
| | 4 |

A: Yes. I 5 ~~have~~ never ~~been able to~~ (be able to) lose weight. Anyway, the reason I 6 ~~ve asked~~ (ask) you about William was that he 7 ~~'s decided~~ (decide) to have a college reunion next month and we're all invited. He's only inviting people he 8 ~~'s met~~ (meet) at college. 5

B: That sounds fun. I 9 ~~met~~ (meet) William on my first day of college. We were only 17 and he seemed really shy. He 10 ~~changed~~ (change) a lot since then, that's for sure. 6

A: Look, I'd better go. I'm going to a friend's house, but I 11 ~~haven't been~~ (not be) there before and I don't want to get lost and be late. She 7

12 ~~just moved~~ (just move) house and is having a party to celebrate. 8

9

10

11

12

▷ Exercise 3 Getting the form right

Read the letter to a newspaper travel advice column and fill in the gaps with a verb from the box in the present perfect tense.

be be give go up have have hear like read return visit

Dear Susie

I ~~have not had~~ a holiday for a very long time, but this summer my company
 1 me four weeks' holiday, so I want to go somewhere really exciting.
 I 2 always travelling and 3 lots of
 exciting trips in the past. This year I'm not sure where I want to go.
 I 4 already to Africa and Asia but I 5
 never South America so maybe that's where I should go.
 A friend of mine 6 recently from Brazil and she has some
 wonderful photographs of the carnival in Rio. However, I 7
 that a trip to Brazil is quite expensive and the cost of airfares 8
 just

Can you give me any advice about a good place to go? I 9 your travel
 page every week for the past year, and really respect your advice. 10 you
 ever to Brazil yourself?

► Exercise 4 Writing a text from notes

Complete the profile of Sarah Murray, international chef, using the notes in *italics* and the present perfect. What is the one factual mistake?

Sarah Murray was born in 1962 in Canada and got her first job as a hotel chef in 1989.
..... *successful ever since* (*Career very successful 1989 to the present*).

She 1
(*has the experience of specialising in many different kinds of cuisine*), but she always says her favourite dishes are Indian and Italian. She 2
..... (*has the experience of travelling all over the world*), but she is unusual amongst top chefs because she doesn't like staying in big hotels. She 3
..... (*has the experience of staying in small hotels*) in places such as Calcutta because she likes trying the local food.

She 4
(*married to Michael Whiteley 1992 to the present*), and they have two sons. They 5
..... (*moved to Florida in 1993 and still live there now*), but they also have a home in Toronto.

6 (*In the past she talked about stopping cooking and she still talks about it now*) when she stopped finding food interesting but it hasn't happened yet. Recently she 7
..... (*an offer from Bull Hotels to become their food director*). 8
..... (*She has the experience of working in Bull Hotels in the past*) and she always stays at a Bull Hotel whenever she travels, so she is expected to accept. This is good news for food lovers worldwide.

Classwork

1 Work in pairs to complete **one** of the unfinished questions below.

Example: Have you *been abroad* recently?

Have you recently? Have you already ?

Have you just? Have you yet?

Have you ever?

2 Write your question on the board. Copy all the questions.

3 Go around the class and ask people the questions. Find someone who answers *Yes* to each question. Write their name next to the question. The person who gets a name for all the questions first is the winner.

Example:

Have you *been abroad* recently? Yes, I have.

Where did you go? The States.

Getting started

- 1 Read the article about some unusual Christmas cards. Why are they unusual?

Catherine Wild has been receiving Christmas cards from the same family for the past 17 years. This year the usual card dropped through her letter box from 'Pat and Roger and family' with an extra card they want passed on to Auntie Muriel. Mrs Wild, aged 67, has no idea who is sending the cards. She started receiving the cards after she bought her home in Worcester from a woman called Dawn. She spent years trying to solve the Christmas card puzzle, but now she has given up and puts the card up on the wall every Christmas. 'If only I knew who it was from!' said Mrs Wild.



(adapted from an article by Richard Smith in *The Independent*, 21 December 1996)

- 2 Look at examples a), b) and c) of different tenses from the text:
- Catherine Wild has been receiving Christmas cards from the same family for the past 17 years.
 - She started receiving the cards after she bought her home in Worcester from a woman called Dawn.
 - She spent years trying to solve the Christmas card puzzle, but now she has given up and puts the card up on the wall every Christmas.

Match sentences a), b) and c) to the following tenses:

the past simple the present perfect simple the present perfect continuous

- 3 Match the tenses in Exercise 2 to the following uses:

- an action in the past which has a result in the present
- repeated actions which began in the past and are still continuing
- a single past action

Looking at language

The present perfect continuous

Use

The present perfect continuous describes activities happening in the period **up to now**. It can be used:

- 1 to say how long an activity or situation **has been** in progress (usually with *for* and *since*).

The activity (or situation) began in the past and is still going on or it has just stopped:

Catherine Wild has been receiving Christmas cards from the same family for the past 17 years.

She has been living in Worcester since she bought the house.

- 2 to focus on an activity itself. The result of the activity is **not** important. It is either still going on or it has just stopped:

A: *What have you been doing?* B: *I've been cooking.*

(the cooking is important; **what** you cooked is not)

Sometimes the past activity may have a present result:

A: *You look tired.* B: *Yes, I've been sleeping badly.*

Simple or continuous?

Compare the uses of the present perfect simple and the present perfect continuous.

We use the present perfect simple:	We use the present perfect continuous:
to show that an action was repeated: <i>I've had interviews all year but I still don't have a job.</i>	to show that an action was repeated: <i>I've been having interviews all year but I still don't have a job.</i>
or to say how many times it happened: <i>I've had six interviews but I still don't have a job.</i>	Note that we cannot say how many times it happened using the continuous: <i>I've been having six interviews.</i>
to focus on the result or completion of an activity: A: <i>What have you done this afternoon?</i> B: <i>I've watched some athletics and written a letter.</i> (completed activities this afternoon)	to talk about the activity itself: A: <i>What have you been doing this afternoon?</i> B: <i>I've been watching the athletics.</i> (my activity this afternoon, which is not necessarily completed)
(See Unit 7 for more uses.)	We don't use adverbs like <i>before</i> and <i>already</i> with the present perfect continuous. We don't say: <i>I've been seeing her before.</i> We say: <i>I've seen her before.</i>

Some verbs (see Stative verbs in Unit 3) are not often used in a continuous form. We use the present perfect simple for these verbs:

We don't say: ~~I've been knowing her since I was at school.~~

~~They've been having that house for years.~~

We say: I've known her since I was at school.

They've had that house for years.

See Unit 7 for the difference between *for* and *since*.

1 Are the sentences below right or wrong? Write *right* or *wrong*.

- 1 Oh dear. I've been breaking the window.
- 2 They've scored three goals already and it's only half time.
- 3 We've been having holidays in Spain for years.
- 4 How many exercises have you been doing?
- 5 I haven't understood these questions.

Form

The present perfect continuous is formed with *have / has + been + -ing*.

Positive statements	Negative statements	Wh- questions
I / you / we / they have been working	I have not (haven't) been working	Where have they been working?
she / he / it has been working	she has not (hasn't) been working	Where has he been working?
Yes / No questions	Positive short answers	Negative short answers
Have they been working?	Yes, they have .	No, they haven't .
Has he been working?	Yes, he has .	No, he hasn't .

Getting it right

► Exercise 1 Understanding meaning

Tick (✓) the best statement for each response.

Statements

Example: I've been thinking about changing my job.

I've thought about changing my job. ✓

1 a) I've been writing a letter.

b) I've written a letter.

2 a) I think he's been working in a restaurant.

b) I think he's worked in a restaurant.

3 a) I've been thinking.

b) I've thought of something.

4 a) They've been paying me too much.

b) They've paid me too much.

5 a) She's taken painkillers.

b) She's been taking painkillers.

6 a) I've had a problem with the computer.

b) I've been having problems with the computer.

7 a) He's climbed Mont Blanc, you know.

b) He's been climbing Mont Blanc, you know.

8 a) I've been mending the roof.

b) I've mended the roof.

Responses

Oh really? What did you decide?

Oh. Have you posted it yet?

Yes, I think he was a waiter.

Have you? What about?

Lucky you! For how long?

I know. I think she should stop.

What's the matter with it?

Really? When did he do that?

I know. Have you nearly finished?

Extension

Write a response for each statement you **didn't** tick.

Example: I've been thinking about changing my job. Response: *Oh really? Why's that?*

► Exercise 2 Matching

Complete each sentence, 1–11, with a suitable ending, a)–l). If two endings are possible, write both letters. You can use endings more than once.

Example: I've cut *g*).

- | | |
|--|---|
| 1 I've been cutting | a) another accident. |
| 2 We've talked | b) Brunei twice in the last year. |
| 3 We've been talking | c) some pictures out of magazines. |
| 4 The foreign minister has been visiting | d) football in the park since lunchtime. |
| 5 The foreign minister has visited | e) a lot of arguments recently. |
| 6 He's been having | f) about you. |
| 7 He's had | g) my finger, and it hurts! |
| 8 The kids have played | h) my wedding dress. It's going to look wonderful when it's finished. |
| 9 The kids have been playing | i) two games of cards already. |
| 10 My mother's made | j) about getting a dog before, and the answer is 'No'! |
| 11 My mother's been making | k) my wedding dress. It's wonderful. |
| | l) Malaysia, Brunei and the Philippines. |

► Exercise 3 Choosing the right tense

In this conversation, fill in the gaps using the verb in brackets in the past simple or the present perfect simple or continuous.

- A: I'm exhausted. I *'ve been shopping*. (shop) all afternoon and I don't seem to have found anything.
- B: What 1 (you / look) for?
- A: Oh, 2 I (try) to find Suzie a birthday present.
- B: Well, what does she like?
- A: She loves clothes, so I've been to about ten clothes shops but I 3 (not find) anything suitable yet. I 4 (go) to about five others yesterday too!
- B: She 5 (read) a lot recently, hasn't she? 6 (you / think) of a book? I 7 (just / look) at some really good new novels at that bookshop in the shopping centre.
- A: Good idea – I'll have a look. What about you? Have you had a good day?
- B: Well, I 8 (look) for weeks for a bag to match this jacket, and at last I 9 (find) one. Here it is!

▷ Exercise 4 Learning from learners

A student has asked her teacher to check an e-mail to a friend. The teacher has underlined the mistakes. Rewrite the mistakes using the past simple, present perfect simple or present perfect continuous.

Hi Kyoko
I'm sorry I didn't write for such a long time. How are you? **1** What you do since **2** I have last seen you in Tokyo last Christmas? I remember you weren't feeling too good. **3** Did you meet the man of your dreams yet? As for me, for the last two months **4** I am trying to do two things at once – preparing for my final exams in June, and looking for a job. **5** I've been having three interviews with different magazine companies, but **6** I don't have any luck yet. Did you know that **7** I wrote short weekly articles for the local newspaper since April? **8** I've been writing ten or twelve already. E-mail me soon and tell me your news.
Bye!

Example: ...I haven't written.....

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

Classwork

1 Sometimes we can tell what people have been doing by the way they look or how they say they feel. For example, working on the computer can give you sore eyes. Think of an activity and its effect. Then get into groups of three or four.

2 Imagine you have been doing this activity. **Don't** tell your group the activity but tell them, or show them, the **effect**.

Example:

You could rub your eyes to show that you've got sore eyes.

3 The group asks you questions, using the present perfect continuous, to find out what the activity was.

Example:

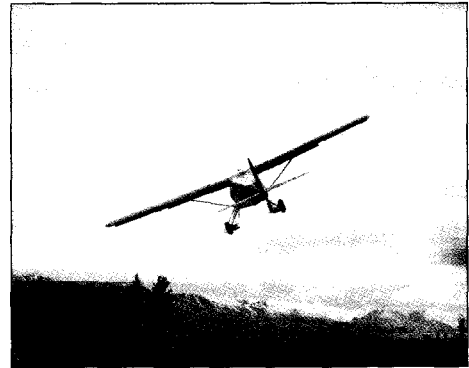
- | | |
|------------------------------------|----------------------------------|
| Have you been chopping onions? | No, I haven't. |
| Have you been watching television? | No, I haven't. |
| Have you been using a computer? | Yes, I have. Now it's your turn. |

4 Continue until everyone in the group has had a turn.

Getting started

1 Read the unusual story and number the events in the box in the order they happened, 1–6.

- a) The plane took off without the pilot.
- b) The plane had mechanical trouble.
- c) The pilot got out to restart the plane.
- d) The pilot took off.
- e) The plane started to move along.
- f) The pilot landed.



The plane that flew solo

Carol Hall looked out of her office window and wondered what was going on. A yellow, single-engine plane was moving along the runway, apparently ready for take-off, except that it just missed another aircraft that was coming in to land.

'We couldn't understand what the pilot was trying to do,' said Ms Hall.

A moment later, she found

the answer, as the pilot rushed into her office and called the emergency services. His plane had left without him. If that was unusual, what followed was almost unbelievable, as the plane got faster, lifted off into the air, and climbed to 2,000 feet.

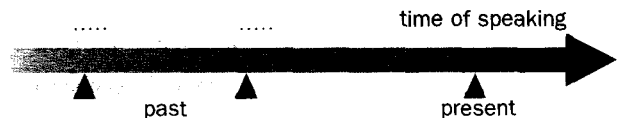
The pilot, Paul Sirks, had taken off early in the morning to meet friends for breakfast in Illinois.

But his plane began having mechanical trouble and as he landed at Grimes Field, the engine stopped – so he got out to restart it by turning the propeller. As he did so, the engine started. And before he could get back in, the plane began to move across the airfield.

'It just got away from him and took off,' Ms Hall explained.

2 Put these events from the story in the correct points on the timeline below:

- a) The pilot called the emergency services.
- b) The plane left without its pilot.



3 Why is the past simple used for one event in the text (*the pilot ... called the emergency services*) and the past perfect used for another (*His plane had left without him.*)?

.....

Looking at language

The past perfect

Use

1 The past perfect is used when we are talking or writing about the past, and want to go back to an earlier time. This is usually for:

- giving information about what happened **before** the events of the story.
He remembered their previous meeting. She'd told him her life story.
- explaining or commenting on something in the story (often following *because*). We often use words like *always, often, never*.

Event in a story	Comment / explanation
<i>He took a second helping.</i>	<i>He'd always liked ice cream.</i>
<i>I felt uneasy about him because</i>	<i>I'd seen his face somewhere before.</i>
<i>They met at the café on the corner.</i>	<i>They'd been meeting there for years.</i>

2 We choose the past perfect continuous when we talk about activities that continued for a time:

It had been snowing heavily and the ground was white when John arrived.
After the match I had a sore throat because I'd been shouting so much.

3 If the order of events is clear because of words like *after, before, and as soon as*, we do not always have to use the past perfect. Instead we can use the past simple:

After he had his lunch he went out. or *After he had had his lunch he went out.*

4 The past perfect is also common:

- in reported speech. Compare:
'We've already seen the film.' (direct speech, with the present perfect)
They told me they had already seen the film. (reported speech, with the past perfect)
(See Units 19 and 20.)
- with *wish* to express regrets: *I wish I'd worked harder at school.* (See Unit 25.)
- in some conditional constructions: *If I'd gone to Thailand instead of Turkey I wouldn't have met you.* (See Unit 25.)

1 Read about a boy who was bitten by a dog. Put phrases a)–d) in the correct gaps.

a) bit me b) I'd been running c) had bitten me d) I was running

That day we did a long run. I think it was five or six miles round the park. Anyway, I'd come out of the park and 1 for about half an hour and I was going back towards school, and 2 along when a dog ran into me and jumped up and 3 on the leg. It didn't hurt so I didn't stop, I just wanted to get back, but when I got back to school, it was hurting a lot. I discovered the dog 4 quite badly and I had to go to hospital.

Form

The past perfect simple is formed with *had* + past participle, and the past perfect continuous is *had been* + *-ing*.

<i>Positive statements</i>	<i>Negative statements</i>	<i>Wh- questions</i>
I / you etc. had worked I / you etc. had been working	they had not (hadn't) worked she had not (hadn't) been working	Where had they worked? How long had she been working?
<i>Yes / No questions</i>	<i>Positive short answers</i>	<i>Negative short answers</i>
Had they worked? Had she been working?	Yes, they had. Yes, she had.	No, they hadn't. No, she hadn't.

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Getting it right

► Exercise 1 Thinking about time

A The text opposite is about the mysterious disappearance of Jim Thompson in Malaysia in 1967.

Read it and underline any examples of the past perfect.

When they got back at about 4.00, the news was not good. They had searched the main paths from the house and with help from local people they had also searched a large area of the jungle, but had found nothing. Martin had gone down to the town and asked at the taxi and bus stands, but again had found out nothing. No one had seen a tall man in his sixties. Martin and Jones had a rest and then went out again to make further enquiries.

This time they went to the golf club in Tanah Rata to ask people there if anyone had seen Jim. When they got there they found that the police had just been and interviewed everyone. One man claimed he had seen a man that looked like Jim at about 3.00 the afternoon before, walking down the hill from the golf club. When Martin and Jones asked him more questions, however, they discovered that the description did not really match. The man he had seen was wearing blue trousers and a white jacket, but Jim was wearing a pair of grey trousers and had left his jacket behind.

B In the columns below, write four events that happened before 4.00, four events that happened after 4.00, and one event on that day for which we do not know the time.

Before 4.00	After 4.00	Don't know
Example: they searched the main paths
.....
.....
.....
.....

This is a true story. Unfortunately, no one knows what happened to Jim Thompson. He has never been seen since his mysterious disappearance.

▷ Exercise 2 Comments and explanations

Add a comment or explanation to the sentences below using the words in brackets and the past perfect simple or continuous.

Example: That year he bought a large and expensive Mercedes. *He'd always wanted one.*
(always / want)

- 1 She refused the shellfish when it was offered at her table.
(never / like)
- 2 He looked exhausted and was breathing heavily. (run)
- 3 They finally let him have a better computer.
(ask for / for weeks)
- 4 I was surprised when she ordered a dessert because
(already have / three courses)
- 5 His health wasn't too good.
(have / several operations)
- 6 She was delighted to be offered the work. (just / lose her job)
- 7 I wasn't able to drive them to the airport.
(car / break down)
- 8 I was relieved when the bus came. (wait / since 7.00)
- 9 When Jim Thompson's friends woke up after their lunchtime sleep he wasn't there. They didn't expect him to be out long because
(not take / jacket)
- 10 Their performance was wonderful.
(practise / for months)

▷ Exercise 3 Learning from learners

Read the extracts from three learners' essays. Underline any mistakes with tenses and correct them. If there are no mistakes, tick (✓) the extract.

Example: My mother packed the picnic lunch and we all collected together our things. At last everything had been ready for us to go. *was*.

- 1 Mimi's family moved into the house next to mine. She became my best friend and we did everything together.
- 2 We were lucky that a group of scouts left a rope which helped us reach the bottom safely.
- 3 It has been almost six years since I last saw her. I miss everything we had done together.
- 4 This was his second marriage. He had been married before, but he had become bored.
- 5 He told his ex-wife that he has decided to marry again.
- 6 After lunch my brother and I went exploring. We had climbed a small hill behind the wood.
- 7 He met her at a disco. She had been dancing with one of his colleagues.
- 8 When I first had met her she was very quiet.
- 9 We couldn't find the way home because we have lost the path.

Which extracts are from an essay about: a) a friend's marriage breakdown? b) the learner's best friend c) a picnic?

a) b) c) *example*

▷ Exercise 4 Text completion

In this story about an argument between neighbours, fill in the gaps using the verb in brackets in the past perfect simple or continuous. You can use any other language you need.

The arguments started quite suddenly one Sunday. Everything had been perfectly friendly between the neighbours up to that point.

Graham *had just got home* (*get home*) when his neighbour, Sally, stopped him on the path they shared. She was holding up her muddy hands – she 1 (*garden*) and she looked very angry.

'I was just going to cut back my rose bushes but someone 2 (*do*) it. Was it you?'

Graham denied it, but secretly he felt quite pleased because the bushes 3 (*grow*) over the path. A few days later Graham received a note through his door asking him to cut down one of the trees in his garden because it was blocking Sally's view. He wrote her a note refusing. When he got home from work the next day, he discovered that someone 4 (*cut down*). He was furious.

A few weeks later, Sally decided to pick some vegetables from her garden. She had seen them the day before and she

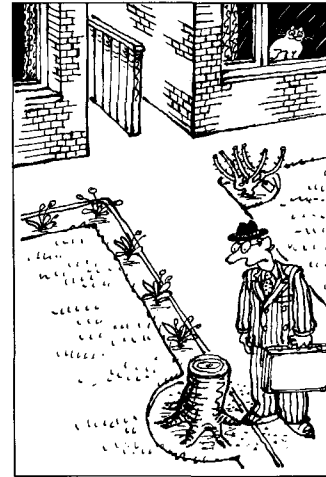
5 (*decide*) they were ready to eat.

But they 6

She was very angry with Graham, but then she and Graham read about someone who

7 (*cut down*) bushes and trees.

The police 8 (*catch*) him while he was cutting down a small tree!



Classwork

1 Work alone. Choose **one** of the sentences below, and think of a way of ending it using the past perfect.

- a) She was wearing one red sock and one white, because ...
- b) She was fired from her job because ...
- c) She looked exhausted because ...
- d) She was furious with Holly because ...
- e) She spent much more than usual because ...
- f) She got home more than three hours late because ...
- g) The house was a complete mess because ...
- h) She couldn't afford a taxi because ...

2 Tell the class your ending only. Can they guess the correct beginning?

Example:

A: Here's my ending: 'she'd forgotten to post her letters.'

B: Is it d)?

A: That's right.

Unit 10

Going to *and* will

Getting started

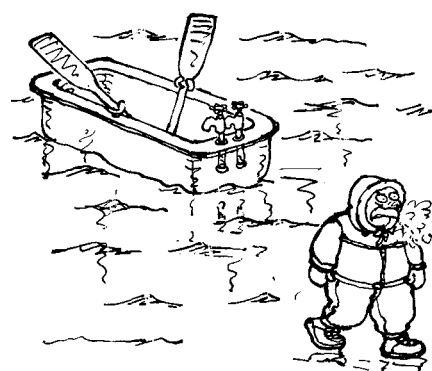
1 Read Stories 1 and 2 about unusual sea crossings and answer the questions.

a) Which types of boat are mentioned?

.....
.....

b) Which type was unsuccessful?

.....



Story 1

In the late 1960s, Kenneth Blyton successfully crossed the English Channel in a metal bottle with a small motor. It was his third crossing, but his first time by bottle. When he landed in France, he described his next plan. 'I have already crossed by bed and by barrel,' he said. 'Next year I'm going to cross by giant banana.'

Story 2

A man from Kentucky tried to row across the icy Bering Strait, between Alaska and Russia, in a bath. Unfortunately, things went a bit wrong for him. According to the explorer, 'By late afternoon on the fourth day, although the sun was still high, the sea went rather thick. Next morning I was frozen in.'

No problem. He left the bath in the ice and walked to land, where he told reporters, 'I'll try again in the summer.'

2 Look at these sentences from Stories 1 and 2 and answer the questions.

i) *Next year I'm going to cross by giant banana.*

ii) *I'll try again in the summer.*

a) Which sentence suggests that the man decided something **before** speaking?

b) Which suggests he decided at **the same time** as speaking?

Looking at language

Going to and will

Use

Be going to and *will* can be used to talk about the future. Sometimes the difference between them is small, but note these points:

We usually choose *be going to* when:

- 1 we've already made a decision:

Next year I'm going to cross by giant banana.

I'm going to study Arabic next term. (I've already decided)

- 2 the present situation tells us something about the future:

She's going to win. (she's only got to win one more point)

We usually choose *will* when:

- 3 we haven't decided about the future yet, or we make a prediction. We often use words such as *think, probably, sure, suppose, definitely, doubt*:

We think we'll buy them some glasses as a wedding present. (haven't decided yet)

I'll probably go home in a few minutes. (haven't decided yet)

She'll definitely feel homesick in the States. (prediction)

The shops will be really busy tomorrow. (prediction)

I doubt that you'll see him tonight. (prediction)

- 4 we decide at the time of speaking to do something (this can be an offer or promise or a response to an offer):

A: *Have you bought Sally a birthday present?* B: *No! I'll buy her some flowers at lunchtime.*
(decision at the time of speaking)

A: *Oh, I've forgotten to turn off the iron!* B: *Don't worry. I'll do it.* (an offer)

I'm sorry. I'm busy, but I promise I'll help you later.

(See Units 39 and 40 for *shall* in offers and suggestions.)

The choice of *be going to* or *will* depends on the speaker's emphasis. Compare:

What's he going to do when he gets here? (I think he's thought about it)

What will he do when he gets here? (I don't think he's decided)

1 Are these sentences right or wrong? Write *right* or *wrong* and correct the wrong sentences.

- 1 A: So, have you thought about your holiday yet? B: Yeah, we'll go to Austria.

.....

- 2 A: Oh dear. I've left my keys in the car. B: Don't worry. I'll go back and get them.

.....

- 3 A: Would you like me to help you? B: Oh, no thanks. I'm going to be OK.

.....

- 4 A: Have you heard from Miyoko? B: Yes, she'll have a baby in April.

.....

Form

	Will	Be going to
Positive statements	I / you etc. will (I'll / you'll) stay	I am (I'm) / you are (you're) etc. going to stay
Negative statements	I will not (won't) stay	I am (I'm) not going to stay
Questions	Will you stay? Where will you stay?	Are you going to stay? Where are you going to stay?
Short answers	Yes, I will . No, I won't .	Yes, I am . No, I'm not .

Pronunciation and spelling

- In informal and spoken English *will* is contracted: *I'll* (/aɪl/), *you'll* (/ju:l/), *we'll* (/wi:l/), *she'll* (/ʃi:l/), *he'll* (/hi:l/), *it'll* (/ɪtəl/), *they'll* (/ðeɪəl/) *be here in a minute*.
- We often pronounce *be going to* /gənə/, and spell it *gonna* in very informal English:
I'm gonna see her tonight.

Other points

- *Shall* (*shan't*) can be used in place of *will* (*won't*) for Use 4 to emphasise our decision. It is usually only used with *I* and *we*:
I shall phone the doctor immediately.
- *Won't* can be used to talk about annoying problems:
The coffee machine won't turn off.
- Future-in-the-past: *was / were going to* can be used if you planned something but didn't do it:
I was going to make something to eat, but in the end I went out.

Getting it right

► Exercise 1 Thinking about use

In this conversation about a wedding, match each example of *be going to* or *will* to Uses 1–4 in *Looking at language*. You can use each rule more than once.

- A: What *are you going to wear* to the wedding? 1..
- B: I don't know. I thought about wearing my suit, but 1 *I'll have to buy* new shoes if I do that. What about you? 1
- A: I have no idea. I don't know what 2 *I'm going to do*. I suppose 3 *I'll buy* something new, but I don't know what. Have you bought them a present yet? 2
- B: No, but I know what 4 *I'm going to get* them. 3
- A: Oh, what? 4
- B: A painting of their village. A friend of mine is painting it.

- A: That sounds great. I'm sure 5 *they'll love it*. 5
- B: Hope so. Have you got anything yet?
- A: No, I haven't. Judy loves cooking, so I've ordered a new cookbook for them.
I just haven't had time to pick it up.
- B: Oh, 6 *I'll get it for you if you like* – I'm going into town now. Which shop is it? 6
- A: That's really sweet of you, but it's OK, thanks. I need to go into town and look for something to wear, so 7 *I'll do it then*. 7
- B: Well, why don't you come into town with me now? 8 *I'm going to do a bit of shopping*. 8
- A: OK. 9 *I'll just get my purse, and we'd better take umbrellas*. I think 9
- 10 *it's going to rain, don't you?* 10

▷ Exercise 2 Learning from learners

In this conversation between two learners, underline the best form: *will* or *be going to*.

- A: I get very confused when I think about *be going to* and *will*. Can you help at all?
- B: I'll / *I will* / *I'm going to* try. When you make a decision at the time of speaking you're more likely to use 1 *will / be going to*. 2 *Will / Be going to* is used if you have already made your decision.
- A: OK. Anything else?
- B: Another use of 3 *will / be going to* is for making predictions. 4 *Will / Be going to* is more likely when the present situation tells us about the future, so for example when you go into an expensive restaurant you might say 5 '*It'll / It's going to be expensive*' because you can see the expensive surroundings.
- A: You make it sound easy! 6 I think *I'll / I will / I'm going to* buy a new grammar book. I saw a good one yesterday.
- B: Good idea. Perhaps 7 *I'll / I will / I'm going to* do that too.

▷ Exercise 3 Choosing the right future form

Complete each sentence using the verb or phrase in brackets and *will* or *be going to*. You may need to make some verbs negative.

Example: I've had a cold for ages. It just *won't go*. (*go*) away.

- 1 Perhaps I (*stay*) at home tonight and watch a film.
- 2 I (*ask*) Sally to walk the dog, but then my son offered.
- 3 We (*have*) a barbecue but it started to rain.
- 4 I feel awful. I think I (*be*) sick.
- 5 A: Careful with my camera! B: I (*not break*) it, promise!
- 6 The two men probably (*reach*) the Amazon sometime in early November.
- 7 That new video I bought doesn't work. It (*not record*).
- 8 It's raining, so she probably (*come*) by car.
- 9 Don't try to stop me. I (*go*) and see her.

Exercise 4 Writing about the future

Write sentences, thinking carefully about which forms of *will* or *be going to* you need to use.

Examples: Write something you have already decided about the future.

I'm going to study business next year.

Make a prediction about daily life in the future.

I think people will work from home much more in future.

1 Write something you have already decided about the future.

2 Make a prediction about daily life in the future.

3 Write something your country's government has decided to do in the future.

4 Write about a past change of plan in your life.

5 Write about something you have decided to do in the future.

6 Write about the weather later today or tomorrow.

7 Write a promise about your future behaviour.

8 Write a question about somebody's future intention.

Classwork

Some people believe that dreams can predict the future. In small groups, discuss what you think the following dream images might predict.

Example:

Combing your hair

A: *I think it means you're going to try to change something in your life.*

B: *Good idea, or maybe it means you're going to solve a problem.*

- | | |
|----------------------------|------------------------|
| a) Going up an escalator | e) A hand |
| b) Going down an escalator | f) A wolf |
| c) Green grass | g) A dove |
| d) A journey | h) A parcel or package |

Unit 11

Present tenses for talking about the future

Getting started

1 Read part of a conversation between two teachers about their next school holiday and answer the questions.

a) What are their holiday plans?

.....

b) What, do you think, are the relationships between:

Doug and Robin

Doug and Christine

Debbie and Mark?

.....



Debbie: What are you doing in your holidays?

Doug: Robin hasn't got school that week, and Christine's working. I'll be in charge of Robin for the week. He wants to go to the swimming pool, but I'm hoping to do as little as possible.

Debbie: You haven't asked me what I'm doing. I'm going on holiday with Mark.

Doug: You're going on holiday? Where are you going?

Debbie: We're going to Scotland.

Doug: Scotland? Whereabouts?

Debbie: Well, we're going to St Andrews where I went to university.

Doug: Is that where you and Mark met?

Debbie: No, Mark's never been to St Andrews.

2 Look at these extracts from the conversation. Decide if statements a)–c) are true or false.

... Christine's working.

You haven't asked me what I'm doing. I'm going on holiday ...

... we're going to St Andrews ...

The underlined verb forms:

a) are in the present continuous tense.

b) refer to something happening at the time of speaking.

c) describe future activities which have already been planned.

Looking at language

Present tenses for talking about the future

The names of tenses in English are not always very helpful. The **present continuous** and **present simple** can both be used to talk about **future** events.

The present continuous with future meaning

We can use the present continuous to talk about **planned** or **arranged** future events. The time of the future event is either given or understood:

Robin hasn't got school that week, and Christine's working. (it's already arranged)

I spoke to Simon yesterday. We're having lunch tomorrow. (we arranged it when we spoke)

The present continuous or *be going to*?

The difference between *be going to* and the present continuous for future plans is often small:

I'm going to see / I'm seeing him tomorrow.

Note, however:

The **present continuous** is more likely when an arrangement is made:

Sue and I are having lunch together tomorrow.
(she knows and I know)

For personal intentions, we use ***be going to***:

I'm going to visit my cousins in Australia next summer, if I have enough money.

(not yet fixed with the cousins)

See Unit 10 for more details of *be going to*.

The present simple with future meaning

The present simple is used for future events which are part of a timetable:

My plane leaves at 4.30, so I need to be at the airport by 3.00. (it's on a timetable)

His new job starts on Monday. He's really looking forward to it. (the contract start date is Monday)

We leave the beach at 12.00 and climb into the mountains. (an extract from a travel itinerary)

Be as a main verb in the present simple is common in spoken English to refer to the future:

Don't worry. I'm here tomorrow so I'll let you in.

She's 50 next week, so I think we should plan a surprise.

1 Underline the verb which refers to future time in the conversation.

A: I'm looking for a book about modern Greek. Have you got any?

B: I don't think we have any here, but our other shop keeps a lot of language titles. Is it urgent?

A: Well, my course starts at the end of September.

Other points

We use **present** forms after *when*, *if* and *as soon as* to refer to the future:

If I see her, I'll tell her.

As soon as he gets back, we'll start the meeting.

When you're talking to her later today, ask her about her weekend.

See Units 2 and 3 for details of the form and other uses of the present simple and present continuous tenses.

Getting it right

► Exercise 1 Thinking about meaning

Decide if the verbs in *italics* in the sentences refer to present time (p) or future time (f).

Example: I'm spending a few weeks with an uncle in the States this summer. ...f..

- 1 I can't find Barbara. Maybe she's *meeting* the others for lunch.
- 2 When you *see* her, could you tell her to give me a call?
- 3 The show *starts* at 8.30 every day except Monday.
- 4 I hope everyone's ready. We *leave* first thing in the morning.
- 5 I can't talk to you then. I'm *meeting* Joe for coffee.
- 6 Sorry about the noise. My neighbour's *having* a party.
- 7 I'm *going to make* something for supper. Are you hungry?
- 8 After 12 weeks in London, the show *opens* on Broadway at the end of the month.
- 9 We're at home next weekend, aren't we? We've been invited to a party.

▷ Exercise 2 Choosing the best way to talk about the future

Fill in the gaps with a suitable form of the verb in brackets.

Example: A: You're looking pleased with yourself. What's happened?

B: I've won some tickets for Disneyland. I *'m taking* (take) the children next month.

- 1 My exams (start) in two weeks so I've got to work hard. As soon as I (get) my degree, I'll try and find work abroad.
- 2 My sister (get married) next month. I (go) to the wedding but my boyfriend can't come. He's got to work then.
- 3 A: What's the director's programme for tomorrow?
B: He's got a really busy day. He (arrive) at 9.00 and (have) three meetings before lunch. They're about the conference which (open) on 3 March.
- 4 Don't forget to phone Dad when you (get) to Paris. He won't be very pleased if you (forget).
- 5 This season's gone really quickly. We've only got one more match! Who we (play)?

Exercise 3 Learning from learners

In the conversation below, two students overuse *will* to talk about the future. If a present form is more suitable, underline the verb phrase and write a correction. Not all examples of *will* need replacing.

- | | |
|---|----------------------------|
| A: What <u>will you do</u> at the weekend? | <u>are you doing</u> |
| B: I haven't decided yet. Maybe I'll go shopping. I'll meet my friend Noriko on Saturday and we'll decide together. What about you? Will you do anything interesting? | 1 |
| A: Oh, I will go to the country. My friend's got a house there. | 2 |
| B: That sounds nice. Will you drive? You've got a car, haven't you? | 3 |
| A: No, actually I haven't any more. It broke down and was too expensive to fix. I'll get the train to Ipoh, which is the nearest town and my friend will meet me. | 4 |
| B: When will you go? Tonight? | 5 |
| A: No, I'll get the early train tomorrow which will get in at 10.00 in the morning, so it still gives me plenty of time there. | 6 |
| B: Well, have a good time. | 7 |
| A: Thanks, and you. | 8 |
| | 9 |

► Exercise 4 Completing conversations

Complete the conversations using a present tense you have studied in this unit.

Example: A: What are you doing at the weekend?

B: Nothing much but I'm going shopping on Saturday.

A: Are you looking for anything in particular or just going for fun?

- 1 A: I really like camping. I think it's the best kind of holiday.
B: So do I. In fact
- A: Oh, I've been there. I'll give you my maps if you like.
- 2 A: We're going to Singapore for our honeymoon. Did I tell you?
B: No! That's wonderful. ?
A: We're having the first two nights in the Raffles Hotel and then we're moving to a cheaper place.
- 3 A: I haven't seen Maisie for months. Have you seen her at all?
B: No, but
- A: Oh, well, can you give her my love?

- 4 A: Don't forget you're coming to the cinema tonight.
 B: No, of course not. ?
 A: Seven thirty, but let's meet outside at 7.15, shall we?
- 5 A: Hello, 874372.
 B: Hello, this is Sophie. I'm just ringing to see how you are.
 A: Oh, I'm much better thanks. The doctor says I can go out in a couple of days.
 B: Oh good. Can I get anything for you?
 A: That's very kind. Yes, actually. Could you get me some milk?
- 6 A: Laura's growing really fast. I can't believe she's one next week!
 B: ?
 A: No, we're not. We haven't got room for a big party and she's too young anyway.

Classwork

- 1** What is your perfect holiday? Plan a holiday by choosing one option from each column in the chart.

Example:

A skiing holiday in a large hotel in Japan in winter.

Type of holiday	Accommodation	Country	Time of year
beach	large hotel	France	spring
skiing	camping	Japan	summer
sightseeing	small hotel	Argentina	autumn
cruise	apartment	Egypt	winter

- 2** Ask questions using the present continuous with future meaning and try to find someone in the class who is planning the same holiday as you.

Example:

A: *Where are you staying on holiday?*

B: *In a hotel.*

A: *Me too. What ... ?*

- 3** If you find someone, plan a programme for someone going on this holiday. Tell the class about it, using the present simple.

Example:

On Monday you visit the Great Pyramid and on Tuesday you fly to Aswan ...

- 4** If you can't find anyone, join other students who have not found a match and plan a different holiday together.

Unit
12

The future continuous and the future perfect

Getting started

- 1 What do you think will be different about medicine and the treatment of diseases in 20 or 30 years' time?
.....
- 2 Read the text about scientists' predictions. How many different ways of diagnosing problems does it discuss?
.....

Will we be using doctors in the future?



In the future doctors will be diagnosing illnesses differently, but we may not need to use doctors at all. We will be able to decide for ourselves what the problem is. We will look up symptoms on the Internet and order a testing kit to check our blood for diseases we think we have. We may not even have to do this. Science will have advanced so much that we will have microchips in our bodies to monitor our blood pressure, temperature and heartbeat on a daily basis.

- 3 Match the underlined verb forms from the text with the correct tense names, i)–iii).
 - a) ... doctors will be diagnosing illnesses differently i) the future with will
 - b) We will look up symptoms on the Internet ii) the future continuous
 - c) Science will have advanced so much iii) the future perfect
- 4 Fill in the gaps in the descriptions with the correct tense names from Exercise 3.
 - a) To make predictions about the future in general we often use a)
 - b) To predict an action in progress at a particular time in the future we use b)
 - c) locates an action that will happen before a particular time in the future.

Looking at language

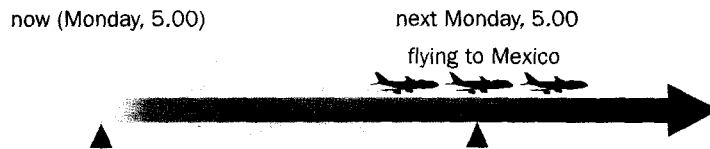
The future continuous and the future perfect

The future continuous: use

We use the future continuous:

- 1 To describe or predict an activity in progress at a particular time in the future:

This time next week I'll be flying to Mexico.



- 2 To describe a future action or event that is already organised, decided or known. Compare:
Don't worry, I'll be picking Karen up at 8.00. (already decided)
OK, I'll pick Karen up at 8.00. (decision at the time of speaking)
This use sounds more formal than the present continuous for future plans. (See Unit 11.)
- 3 To describe something we know is happening now somewhere else:
I mustn't phone my father now. He'll be watching the football.

1 Which use of the future continuous, 1, 2 or 3, are these sentences?

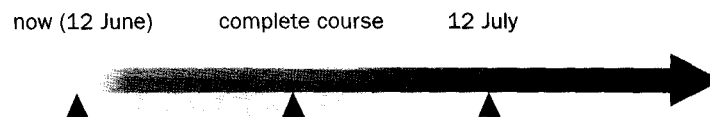
- a) *I'll be seeing Terry tomorrow.* Is there anything you want me to tell him?
- b) On Monday at this time *you'll be taking your exam,* poor you.
- c) Is it 5.00 already? That means Grace *will be leaving work.*
- d) I'm sorry I can't go for a coffee with you but *I'll be working on Thursday morning.*
.....

The future perfect: use

We use the future perfect:

- 1 To describe or predict an event that will be completed before a particular time in the future:

Phil will have completed his course by this time next month.



- 2 When you're sure, because of your knowledge of events, that something has happened somewhere else:
Maddie will have met Peter at the airport by now. (I know the plane arrived at 4.00 and it is now 4.30)

The future perfect with *in* and *by*

We use *by* + fixed points of time with the future perfect:

by the 4th of December, by my birthday, by the summer, by this time next week.

We use *in* + period of time + *time* with the future perfect:

in a couple of hours' time, in a week's time, in two days' time.

Label the timeline to show the meaning of this sentence:

Pierre will have sold his house by the time we all next meet.



Form

The future continuous is formed with *will + be + -ing* form. The future perfect is formed with *will + have + past participle*.

	<i>The future continuous</i>	<i>The future perfect</i>
<i>Positive statements</i>	I / you etc. will (I'll) be flying	I / you etc. will (I'll) have flown
<i>Negative statements</i>	I / you etc. will not (won't) be flying	I / you etc. will not (won't) have flown
<i>Questions</i>	Will he be flying? Where will he be flying?	Will he have flown? Where will he have flown to?
<i>Positive short answers</i>	Yes, he will .	Yes, he will .
<i>Negative short answers</i>	No, he won't .	No, he won't .

Other points

- *Could, might* and *may* make predictions less certain:
Doctors could be diagnosing illnesses differently in the future.
I might have finished this project by next week. You never know.
- We don't use *could* in negative sentences. We say: *Doctors might not be using traditional ways of diagnosing illnesses in the future.* We don't say: ~~*Doctors couldn't be using traditional ways of diagnosing illnesses in the future.*~~
- Texts that talk about the future often contain a **mixture** of the future with *will*, the future perfect and the future continuous:
I got a really cheap package holiday deal to Malaysia at the last moment. I'll be touring round the country, staying in some really nice hotels. I'll probably be able to meet up with Helen while I'm there too – she'll have finished her contract in Singapore a few days before I arrive.

Getting it right

► Exercise 1 Thinking about tenses

Match the grammar rules, a)–e), to the example sentences, 1–5.

Rules

- a) Use the **future continuous** to predict something in progress at a particular time in the future.
- b) Use the **future continuous** to describe something that is already organised for a particular time in the future.
- c) Use the **future continuous** to describe something we know is happening now somewhere else.
- d) Use the **future perfect** with time expressions to show that an event will happen before a particular time.
- e) Use the **future perfect** when you're sure that something has already happened somewhere else.

Example: By four o'clock tomorrow *I'll have taken* my driving test. ...d)

- 1 Don't worry. *I'll have tidied* my room by the time your friends arrive.
- 2 Moira *will be coming round* for a meal this evening.
- 3 It's nearly lunchtime. My friend in the USA *will be getting up* now.
- 4 Lucky you! This time next week *you'll be lying* on a beach in Thailand.
- 5 It's half past five. Kate *will have finished* her interview by now.

► Exercise 2 Choosing the best tense

Underline the correct tenses in the text below about future changes in the medical world. Sometimes you will be able to underline both alternatives.

Scientists predict many advances in medicine over the next 50 years. The role of the doctor will change / will be changing dramatically in the future. We 1 will no longer have / will no longer have had our own doctor but we 2 will contact / will be contacting a doctor on the Internet. In a few minutes the doctor 3 will diagnose / will have diagnosed your problem and told you what medicine is needed.

Other areas that 4 will change / will have changed include old age. Scientists predict that in 50 years' time people 5 will be dying / will have died at a much older age than now. By the year 2050 we 6 will all be living / will all have lived until we are at least 100. By 2050 scientists 7 will have found / will find cures for illnesses such as Parkinson's, and other illnesses 8 will be becoming / will have become easier to avoid because of genetic knowledge. People 9 will be having / will have had children later in life because the 'biological clock' will no longer be a problem.

▷ Exercise 3 Future perfect or continuous?

Put the verbs in brackets into the future perfect or future continuous.

Example: My holidays start tomorrow. I wonder what I ll be doing (do) at six o'clock tomorrow evening?

A: I think I 1 probably (work) this time next year.

B: Really? Have you got something planned?

A: Yes. I 2 (join) the family company when I've got my degree.

B: Lucky you.

A: I wonder what we 3 (do) in two years' time.

B: Who knows!

A: I expect we 4 still (study) English here.

B: Not me. I 5 (take) my exams by then.

A: Lucky Ruth. Her flight left this morning so she 6 (arrive) in Jamaica by now.

B: Yes. I wish I was with her, don't you?

A: Yes.

A: Shall we call Lorenzo and ask him for his advice?

B: Not now. He 7 (watch) that stupid programme that he never misses and he won't answer the phone.

A: Well, we 8 (finish) this by the time he's ready to answer the phone, so that's no good.

A: I can't believe that I 9 (work) here for ten years next week.

B: No. It seems like only yesterday that you began. The question is, 10 you (work) here in another ten years' time?

A: Who knows?

▷ Exercise 4 Thinking about your future

For each of the following times, write what you think you will (or won't) be doing at that time, or something that you will (or won't) have done by then.

Example: the end of this month I will have sent more than 150 e-mails to friends by the end of this month.

- 1 midnight tonight
- 2 this time next week
- 3 the end of this year
- 4 the middle of next summer
- 5 ten years from now

Classwork

- To play the board game below you will need a dice and coins.
- Work in groups of three or four. On pieces of paper write 20 time expressions for the future using *at*, *in* or *by*.

Examples:

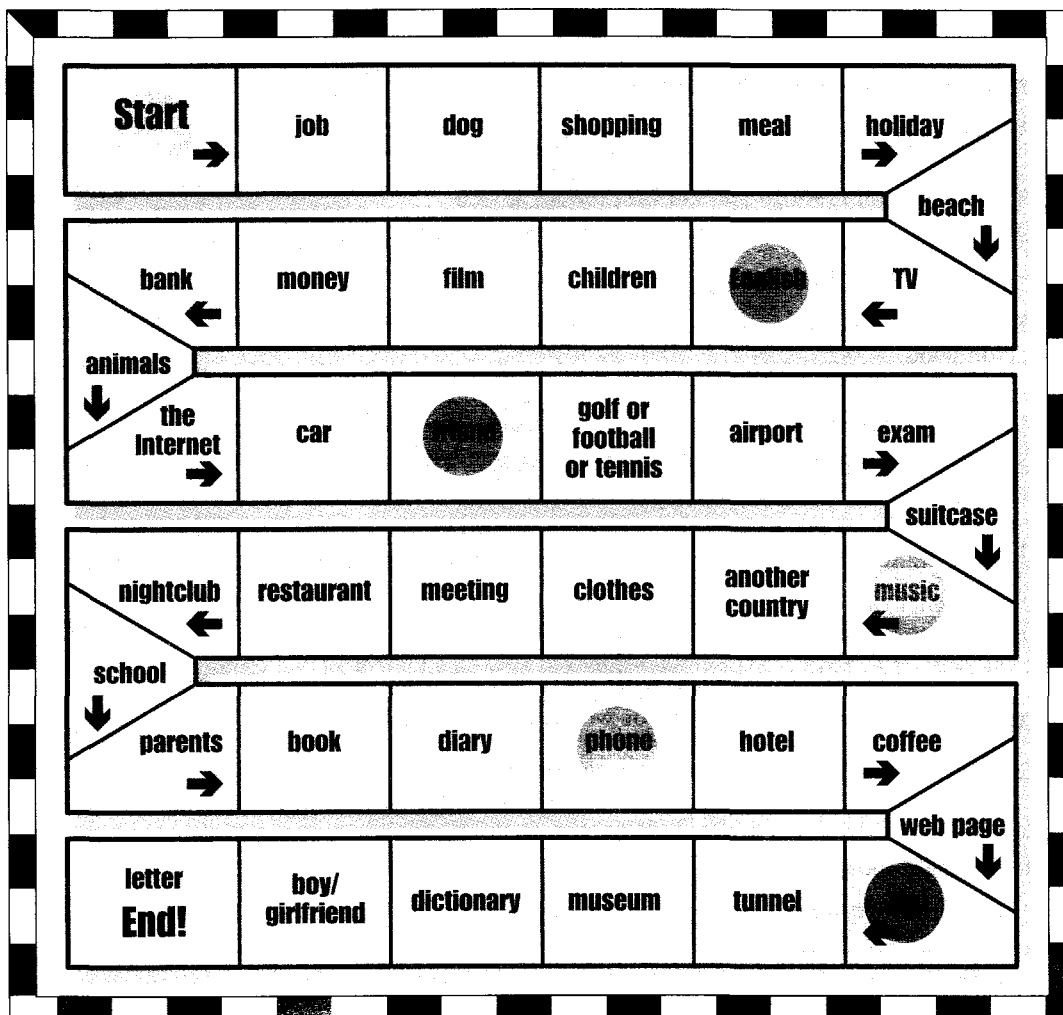
by this time
next week

at 6.00 tonight

in two years'
time

- Put the pieces of paper upside down in a pile. Take turns to throw the dice, and turn over a piece of paper. Make a sentence using the future perfect or continuous, the word in the square and the time expression on your piece of paper. If the sentence is correct, move forward two places. If not, stay where you are. If the sentence is correct **and** you land on a tunnel (●), you can go down to the tunnel on the next row. The first player to reach the end is the winner.

Example: Dice 3, word: *shopping*, at 6.00 tonight At 6.00 tonight, I'll be doing the shopping.



1

Units 2–12 Time and tense

Exercise 1 Mixed tenses Units 2–12

Match the sentences, 1–10, to the tenses, a)–h), and the uses, i)–xi). You can use tenses a)–h) more than once.

Example: I've met a few famous singers.

1 I often work evenings and weekends.

2 I'm working for a local radio station just now.

3 I don't want to change my job at the moment.

4 I'd always wanted to work in the music industry.

5 I bought my first CD when I was ten.

6 I was running a disco when I got this job.

7 I've been with this radio station for two years.

8 I'm tired – I've been preparing tonight's programme.

9 I'm spending some time in America next year.

10 I'll play your favourite song tonight.

Tenses	Uses
a) Present simple	i) A temporary present activity
b) Present continuous	ii) A promise about the future
c) Past simple	iii) A repeated action or situation
d) Past continuous and past simple	iv) A past experience
e) Present perfect simple	v) A background situation and past event
f) Present simple and present perfect continuous	vi) An event at a particular time in the past
g) Past perfect simple	vii) A present result of a past activity
h) Future with <i>will</i>	viii) A planned future activity
	ix) A past before the past we're interested in
	x) A temporary situation (verb doesn't take the continuous)
	xi) Started in the past and not finished

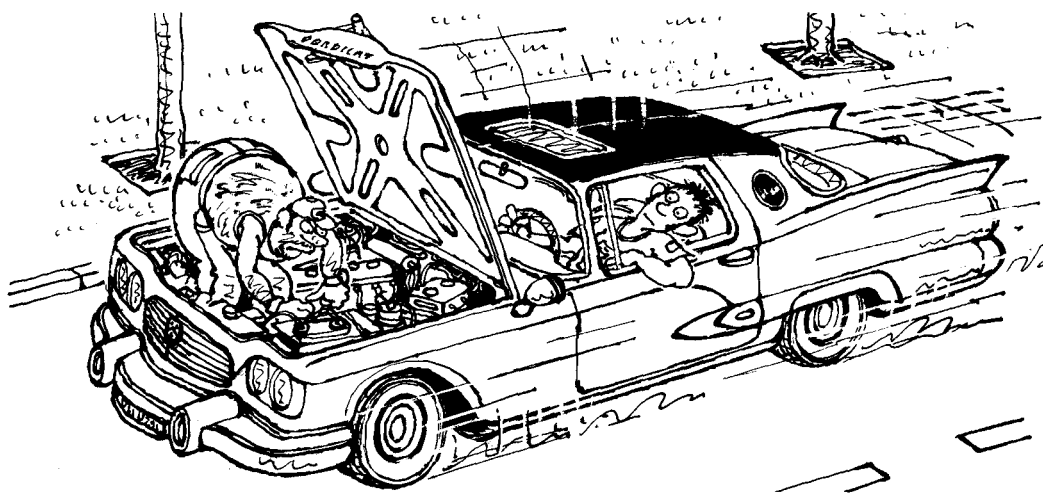
Example: e), iv)...

1 2 3 4 5 6 7 8 9 10

Exercise 2 Past tenses **Units 4, 5, 9**

In the story below, put the verbs in brackets into a suitable tense.

California Highway Patrol officer Dave Guild *stopped* (stop) a moving car because its bonnet
1 (be) open and a man 2 (be) under it. He
3 (be) a mechanic and 4 (work) on the engine. The driver
and the mechanic 5 (have) trouble with the car and the man under the bonnet
6 (keep) the engine running. They 7 (not understand) why the
police 8 (stop) them.



Exercise 3 Mixed tenses **Units 2, 3, 4, 7, 8, 10**

Underline the best tenses in the text. Sometimes you will be able to underline both alternatives.

New baby elephant

Workers at Chester Zoo are celebrating / celebrate a new arrival. The zoo **1** will show / is showing its new baby elephant to the public tomorrow. She **2** was / had been born just before Christmas. She **3** drinks / has drunk 12 litres of milk a day, **4** is putting on / has put on 30 kg in just four weeks and now **5** is weighing / weighs 135 kg.

Viewers of a children's television programme **6** chose / have chosen the baby elephant's name. Her mother **7** isn't looking after / hasn't been looking after her, but she **8** is being / is lively and

well. There **9** are being / are between 34,000 and 51,000 of these elephants in the wild and the population **10** is falling / falls fast.

(adapted from an article by Nicholas Schoon in *The Independent*, 19 January 1996)

Exercise 4 Mixed tenses **Units 2–12**

Match the sentence beginnings, 1–12, to the endings, a)–m).

Example: I haven't got many smart clothes because ...d)

- | | |
|--|--|
| 1 I usually wear a dress to work but | a) our friends used to live there. |
| 2 Olivia arrived late and | b) she's been there several times before. |
| 3 The film started while | c) he thinks he'll have finished it by next month. |
| 4 We always went to a farm for our holidays and | d) I wear a uniform to work. |
| 5 We always went to a farm for our holidays because | e) we'd already started the meeting. |
| 6 She doesn't want to go to the south of Spain because | f) I'd help to feed the animals. |
| 7 Joe's got dirt on his hands because | g) today I'm wearing trousers. |
| 8 I have to go to the station now because | h) I think I'll apply for that job I told you about. |
| 9 I haven't decided for certain but | i) this time next week she'll be moving in. |
| 10 I don't feel too good and | j) my train leaves at 4.00. |
| 11 Marty's been working really hard on his book and | k) he's been digging in the garden. |
| 12 Marianne's house is nearly finished and | l) I think I'm going to be sick. |
| | m) I was talking to my brother on the phone. |

Exercise 5 The future **Units 10–12**

Fill in the gaps using the verbs in brackets in an appropriate future form. There is one example of the future in the past.

A: I need to get back to Oxford by 6.00 this evening.

B: Right. I *ll check* (check) the timetable. OK, there's a train that 1 (leave) at 4.10 and 2 (get in) at 5.45. That 3 (be) the one for you.

A: Yes, great.

A: Rosie 4 (come) to stay on Wednesday, and she 5 (bring) her new man with her.

B: Oh. What's he like?

A: Well, I don't know. I haven't met him yet. I 6 (tell) you next week.

A: Have you finished the work you were doing on your house?

B: Not quite, no.

A: Oh, I 7 (ask) if I could come round next week to see it.

B: Oh, that 8 (be) fine. I 9 definitely (finish) it by then. I've got the rest of the week off work so I 10 (work) on the house every day and should finish by Saturday.

Exercise 6 Past tenses **Units 4-6 and 9**

A Read the story and underline the best ending: a), b) or c).

Today nearly ended in disaster. I had been away from my flat in Edinburgh which I share with two friends, but when I returned to the flat I couldn't find my key. I had left it on the table when I'd left the flat a week earlier. We used to leave a spare key in the plant pot outside the front door, but it wasn't there. We always used to remove it if all three of us were going to be away for a while. I'd seen lots of TV programmes where people opened a lock with a credit card. It didn't work for me, however. So I tried suddenly pushing the door with my shoulder - I'd seen that on TV too. That didn't work either.

In the end I had to call the police. A policeman opened the door easily with his shoulder, but it broke the lock. He didn't let me in until I described where the key was, though. The stupid thing was that I'd done all this because I wasn't expecting my flatmates back for another three days, but

- a) ... in fact, I had got my dates wrong and they didn't come back for five days.
- b) ... while I was fixing the lock, my flatmate turned up. She'd decided to come back early.
- c) ... I found a spare key in my pocket.

B Now try to rewrite the story by filling in the gaps without looking back at the original. Each gap is one word.

Today nearly ended in *disaster*. I had been away from my flat in Edinburgh which I share with two friends, but when I 1 to the flat I 2 my key. I 3 it on the table when I'd left the flat a week earlier. We 4 a spare key in the plant pot outside the front door, but it wasn't there. We always 5 remove it if all three of us were going to be away for a while. I 6 lots of TV programmes where people opened a lock with a 7 It 8 for me, however. So I tried suddenly pushing the door with my shoulder - I 9 that on TV too. That didn't work either.

In the end I had to call the police. A policeman 10 the door easily with his 11, but it broke the lock. He didn't let me in until I described where the 12 was, though. The stupid thing was that I 13 all this because I 14 my flatmates back for another three days, but 15 I 16 the lock, my flatmate 17 up. She'd decided to come back early.

Unit
13 *Word order*

Getting started

- 1 Read the article about the Sutton St Nicholas football team. Fill in the missing statistics about the team.
- | | |
|---|--|
| a) goals scored against Sutton | e) number of hours of play without scoring |
| b) goals scored by Sutton | f) the score in Sutton's most successful match |
| c) age of the goal scorer | |
| d) number of games lost by Sutton this term | |

Golden goal makes it 425-1

A village football team have finally scored their first goal after letting in 425.

The Sutton St Nicholas boys' team, formed a year ago, failed to score at all last season. This term the team lost 32 successive matches.

Worse still, 12-year-old Daniel Durkin became Sutton's second goalkeeper to decide to leave. But he agreed to carry on playing for the team in a different position after his mum offered him £2 per match.



And during his first full game in midfield Daniel delighted Sutton's frustrated fans when he scored with a close range shot to end almost 33 games without a goal. Sutton's fans didn't mind at all that visitors Bromyard Town won the game 12-1.

(adapted from an article by Richard Smith in *The Independent*, 9 November 1998)

- 2 Here are some terms we use to describe parts of a sentence. Match them to the correct parts of the sentence from the text below:

- | | |
|------------------|----------------------------|
| a) object | c) other information |
| b) subject | d) verb group |

A village football team have finally scored their first goal after letting in 425.

- 3 Here are some other ways of organising the sentence. Are they acceptable or not? Write a ✓ or a ✗.

- a) After letting in 425, a village football team have finally scored their first goal.
- b) Their first goal have a village football team finally scored after letting in 425.
- c) Scored have a village football team finally their first goal after letting in 425.

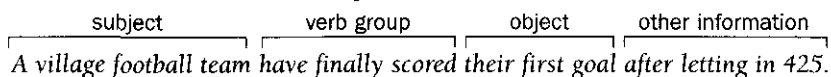
Looking at language

Word order

This unit looks at word order – how to organise what you want to say or write.

The most common word order

The most common word order in statements is SVO: **subject, verb, object**. 'Other information' often follows the object:



We don't usually put 'other information' between the subject and verb, or between the verb and object. We don't say:

~~A village football team after letting in 425 have finally scored their first goal.~~
~~A village football team have finally scored after letting in 425 their first goal.~~

1 Are the verbs and objects together in these sentences? Which sentence sounds strange?

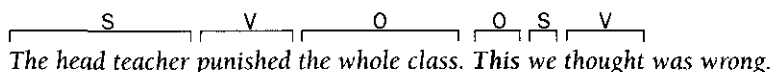
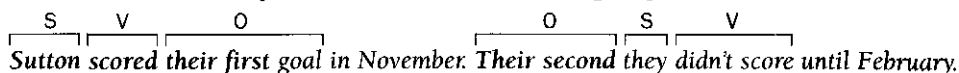
- 1 He kicked the ball straight into the back of the net.
- 2 At the end of the match they received from the President the trophy.

Other word orders

There are other ways of starting a sentence or clause:

- You can start with 'other information':
After letting in 425, a village football team have finally scored their first goal.
This term, the team had 32 successive defeats.
In Sutton most children prefer other sports.
As he kicked the ball he felt a sharp pain in his back.

- You can start with the object to show contrast or strong emphasis:



- You can start with words and phrases that tell us about your attitude: *in my opinion, as far as I'm concerned, in my view, luckily, unfortunately*:
Unfortunately, Sutton still lost 12–1.

Although SVO is the most common word order, a longer text written using only this word order can sound very uninteresting:

The team played very poorly. They didn't score any goals in their first season, and they scored only one in their second season.

Compare this with:

The team played very poorly. In their first season they didn't score any goals, and in their second they scored only one.

See Unit 26 for other ways of organising a text.

2 Do these sentences start with 'other information', an object, or an 'attitude' word or phrase?

- 1 My first girlfriend I met while I was still at school.
- 2 As far as I'm concerned, you're much too young.
- 3 While I was talking, she came back into the room.

Getting it right

► **Exercise 1 Identifying starting points**

In the true stories below, match the sentence beginnings, 1–8, to the starting points, a)–d). You can use a)–d) more than once.

1 A six-foot-three man tried to rob the same bank in Arlington, Virginia twice in a four-hour period. 2 This was not a very good idea, as each time the cashier put the money in a bag, she also put in a tiny bomb that exploded and changed the colour of the money. 3 Unfortunately the bomb exploded each time just outside the bank and the robber ran away empty-handed.

4 As she left an ice-cream parlour, a 52-year-old woman in Albany, New York met a man who wanted to steal her bag. 5 The woman did not give it to him, but hit him repeatedly with her ice cream! 6 After two or three minutes, the man ran away with nothing.

7 As a joke, Dallas disc jockey Ron Chapman invited listeners to send him \$20, promising 'absolutely nothing' in return, but telling them to 'beat the deadline'. 8 This his listeners did, sending him \$240,000 without getting a single thing in return!

- | | |
|---|----------------------------------|
| a) Subject starting point 1..... | c) Object starting point |
| b) 'Other information' starting point | d) Attitude starting point |

► **Exercise 2 Choosing word order**

Read the article about an unusual job, and underline the most suitable word order when you have a choice.

WINDOW CLEANER TO THE SHARKS

The advertisement was interesting / Interesting the advertisement was: WANTED: WINDOW CLEANER. WATER PROVIDED. MUST WORK WELL UNDER PRESSURE AND LIKE FISH. 1 It sounded good / Good it sounded but how could I guess that 'pressure' referred to the air in a scuba tank? Because this was a job cleaning the shark tank at a Sea Life centre.

2 Luckily, I have always sharks liked, / Luckily, I have always liked sharks, but when the moment came to get into the tank I was a little nervous.

3 I dived finally in. / Finally, I dived in. 4 It was cold / Cold it was. 5 It was time to start now the job. / Now it was time to start the job.

6 Fortunately, the sharks showed no interest in me. / Fortunately, the sharks showed in me no interest. They just swam around looking bored as I cleaned the glass walls of the tank.

7 It took about 15 minutes to clean the windows, / About 15 minutes it took to clean the windows, but at £6 per hour there are probably better ways to earn money.

▷ Exercise 3 Learning from learners

Rewrite the underlined sections from a learner's essay to make the style more interesting.

I will never forget that match. I hadn't been playing for my college team for very long, and I'd been injured for some of the time. I was ready to take on anyone fortunately that Saturday. Our opponents were the best team in the area. 1 They at the start of the match played well. Their first two goals came within ten minutes 2 and a third half an hour later they scored. But suddenly we started to play better. In the five minutes before half time, our goalkeeper saved two shots 3 and their leading players several times of the ball lost control. 4 A quick change made the coach at half time. He told me to move up and attack and he told the defenders to come forward.

We weren't sure about all this, but with nothing to lose at 0-3 we wanted to try it. 5 It within minutes succeeded. 6 The score was after half an hour 3-3. The closing minutes were difficult. Our opponents got their energy back. 7 There was left one minute, and it was then that 8 I sent into the back of the net the ball.

Example: Fortunately, I was ready to take on anyone that Saturday.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

► Exercise 4 Rebuilding a story

Complete the story with starting points from the boxes.

As they tried to enter the bank,	Everyone	In desperation,	In 1975	The staff
In the end,	The other two	They	They	They
Unfortunately for them,				

~~a. 1975~~ three men decided to rob a large bank in Scotland. 1 they were not successful. 2 they got stuck in the revolving doors of the bank entrance. 3 helped to free them and they left the building. 4 came back a few minutes later and announced they were robbing the bank. 5 started to laugh, thinking it was a good joke. 6 tried again. 7 asked for £5,000 but the cashier was laughing so much that he didn't give it to them. The robbers lowered their demand to £500, then to £50. 8 they asked for any money at all, but got nothing. 9 one of the robbers jumped over the counter to get the money himself. Unfortunately he fell over instead and hurt his ankle badly. 10 decided to try to escape, but they got stuck in the revolving door again!

Classwork

Work in groups of three or four. Take it in turns to continue the story that starts with the sentences below. When it is your turn, choose a starting point for your sentence from the boxes. You cannot use a starting point more than once.

Story:

It was a warm lunchtime in September. Harry crossed the road and had the strange sensation that someone was following him ...

Suddenly,	He	There	At the end of the road,
Without a sound,	Harry	At that moment	When
And	The stranger	Luckily,	He

Getting started

- 1 Read the text about illusions. (An illusion is something that looks or feels different from what it really is.) Then answer the question.

How many illusions does the text discuss?



LOOK AT THE PICTURE. Is it a young or old woman that you see? Most people see one or the other but not both. You have to make an effort to see the two different images. Illusions happen because sometimes our brains become confused by information from our senses. To experience an illusion that depends on touch, fill three bowls with cold, nearly warm, and hot water. Put one hand in the hot water and the other in the cold water for a few seconds. Then put both hands into the nearly warm water. The nearly warm water will feel cold to the hand that was in the hot water, but hot to the hand that was in the cold water.

- 2 Underline all the imperative verbs (verbs which tell you to do something).

Example: Look.

- 3 What do the underlined verbs do? Tick (✓) the right answer.

- a) They ask questions. c) They tell a story.
b) They give instructions. d) They answer questions.

- 4 Which statement about the imperative is correct? Tick (✓) one.

- a) The imperative looks like the infinitive without *to*.
b) The imperative looks like the past simple of the verb.

Looking at language

The imperative and instructions

Use

The imperative is used in a variety of ways. For example, to give:

- instructions: *Fill three bowls with water.*
- orders that you expect to be obeyed, or requests: *Stand up. Open the window.*
- warnings: *Watch out! Don't walk on the ice – it's dangerous.*
- advice and reminders: *Don't listen to her. Remember to phone your mother.*

Form

The imperative is formed exactly like the infinitive without *to*. Usually there is no subject:

(You) *Take two cans of beans.*

We form negative imperatives by using *don't* + infinitive without *to*:

Don't forget your appointment this afternoon.

We can add *you* when describing how to do something in spoken English.

A: *Tell me how to cook spaghetti.*

B: *Well, you boil some water and then you add your spaghetti with a little olive oil.*

In these kinds of instructions we often use *need (to)* and *have to*:

First you need to buy some real Italian olive oil. (See Unit 49.)

Need to and *have to* cannot be used without *you* when giving instructions.

The illusion described below is from a spoken extract. Add *you* in two of the gaps where it is necessary, and in one other place to make the text sound more natural.

For this illusion 1 need two cans of tomatoes, one large and one small. 2 open the large can and remove some of the tomatoes so that it is the same weight as the small can. 3 can use your kitchen scales to check this. When you have done that, 4 cover the top of each can and 5 ask people to lift the two cans, one in each hand and say which they think is heavier. Most people say that the smaller can is heavier. We expect big things to be heavier and are surprised when they aren't, so that we think they are actually lighter!

Tag questions can be used with imperatives. They are similar to saying *please* in requests, and add emphasis in reminders, advice and warnings:

Positive imperative + tag question for requests:

Open the door for me, will you?

Open the door for me, won't you?

Negative imperative + tag question for reminders:

Don't forget your appointment, will you?

(See Unit 18 for more on tag questions.)

Getting it right

► Exercise 1 Thinking about function

Decide if the imperative is used in the extracts below to give instructions (i), advice / reminders (a / r), orders / requests (o / r) or warnings (w).

Example: Don't touch this wire. It's dangerous. ...w.

- 1 Find a shiny spoon. Each side is a different type of mirror. Look at the reflection of your face in both sides. What are the differences?
- 2 Jake, switch on the television for me, will you?
- 3 It's very easy to make. You heat the sugar and butter in a pan, then add the milk.
- 4 Remember to wear comfortable shoes. And take some warm clothes too.
- 5 Look out, there's a car coming.
- 6 Take care, won't you? It's quite icy on the road.
- 7 Don't forget you're meeting your bank manager at 2.00 today.
- 8 Look at the pie, will you, and tell me if it's ready.
- 9 First put your money in the machine and then press the button.
- 10 Do Exercise 10 for homework.

► Exercise 2 Learning from learners

In the following recipe written by a learner, there are nine mistakes. We have corrected the first one. Can you correct the other eight?

Recipe for Hummus


- You need: 500 grams chickpeas, 2 tablespoons tahina, juice of 2 lemons, 2-3 cloves of garlic, salt and pepper, black olives
- Put ~~Putting~~ the chickpeas in water overnight.
- In the morning they drain and boiling in fresh water for three hours.
- You drain again, but you kept the water.
- Then are put the chickpeas into a blender with the cooking water.
- Adds the tahina, lemon juice, garlic, salt and pepper.
- Now we decorate with black olives, and are serving on a shallow dish.

Extension

Write your own recipe for a famous dish from your country. If you are working in class you can make a class recipe book.

> Exercise 3 Spoken instructions

A Read these written instructions for using a phone card. Put them in the right order.



USING A PHONE CARD

- a) Wait for phone card to be ejected.
- b) Insert phone card.
- c) When call is finished, replace receiver.
- d) Dial number and wait for connection.
- e) Lift receiver and check dialling tone.

1... 2... 3... 4... 5...

B Fill in the gaps in these **spoken** instructions for using a phone with verbs from the box. Some of the gaps are in the imperative and some are in the present simple.

come out dial get need pick up put down put in tell ~~use~~

A: Excuse me, can you tell me how I *use* this phone?

B: Well, have you got a phone card?

A: Yes, here.

B: OK, first 1 the receiver. 2 the card here, see? Right, now, this display 3 you you've got ten pounds and just 4 the number you want. You 5 to watch the display to check how much money you've got left.

A: Thanks. How 6 I my card back at the end? Will it just come out?

B: Yeah. You just 7 the receiver and your card 8

▷ Exercise 4 Written practice

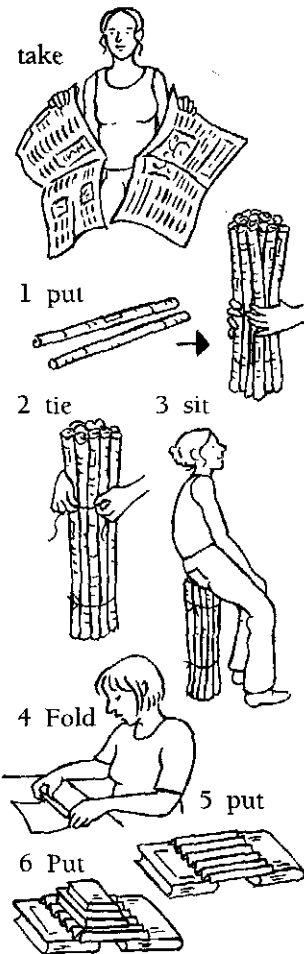
The texts below tell you how to build things out of paper. Using the pictures and verbs to help you, write the missing instructions. Then try following them!

You can use paper to build simple structures that are surprisingly strong. Try building yourself a stool out of old newspapers (you'll need about five).

Take two sheets of newspaper and roll them up.

Fix the roll with sticky tape or a rubber band to stop it unrolling. Do this again with the other sheets until you have about 20 rolls. Now 1 and 2 with string. Stand the bundle upright and 3 See how strong it is – it will easily take your weight.

You can use a sheet of ordinary A4-sized paper to make a supporting structure. 4 (make into parallel folds, each about a centimetre apart) and 5 two books. 6 and see how many it can hold before it falls down.



Classwork

- 1 Divide into two groups. Group 1 looks carefully around the room and then leaves. Group 2 makes changes to the room. For example, you could turn the teacher's desk round, change pictures on the wall, turn lights on or off, move things around etc.
- 2 Group 1 returns, and each person pairs up with someone from Group 2. The person from Group 1 gives instructions to his or her partner, using imperative verbs, to put the room back to how it was. See which pair can make the most changes.
Example:
Thierry, put the cassette player back on the teacher's desk. Turn the table round, and ...
- 3 As a class, discuss who made which changes.
Example:
Mario put the chair back under the desk.
- 4 You can do the activity again, but this time Group 2 leaves the room.

Unit 15

Do and other auxiliaries for emphasis

Getting started

- 1 Richard Wiseman has a very unusual job. Read the interview with him and answer the questions.
- What is his job?
 - Which is the best description of Richard?
 - He believes in the paranormal (things we can't explain scientifically).
 - He's still trying to find out about the paranormal.
 - He doesn't believe in the paranormal.



What does a parapsychologist do?

We study the 'paranormal' – anything such as ghosts that cannot be explained normally.

Do you look for ghosts?

Very few parapsychologists do that. It's a very, very difficult area. You can sit in a house for a week and get nothing. Then, the moment you leave, something happens and you didn't have your camera on it. Looking for ghosts to appear is becoming less popular among parapsychologists, because it doesn't give very good results.

Have you ever been very frightened?

Not yet. I've never seen a ghost or anything like that.

So, don't you believe in the paranormal?

It may be true. We know something is going on. It may be people imagining things, or they might be seeing something paranormal. And, as other parapsychologists do report positive results, I must keep an open mind.

- 2 Look at the interview again and underline any examples of *do*, *does*, *did* and their negatives, *don't*, *doesn't*, *didn't*.
- 3 Decide whether you can take out these underlined examples of *do* etc., or whether you need to keep them.

	Keep	Can take out
<u>Do</u> you look for ghosts?	✓	
a) Very few parapsychologists <u>do</u> that.		
b) ... it <u>doesn't</u> give very good results.		
c) ... other parapsychologists <u>do</u> report positive results ...		

- 4 If you can take out *do*, why do you think it is there?

Looking at language

Do and other auxiliaries for emphasis

Use

Do can be used as a **main verb**:

I do a lot of photography.

A: *What do you do?*

B: *I'm a photographer.*

Do can also be used as an **auxiliary verb**:

<p>in present simple and past simple questions: <i>What does a parapsychologist do?</i> <i>Did you see anything strange?</i></p>	<p>in present and past simple short answers: <i>Do you like it? Yes, I do.</i> <i>Did you see him? No, I didn't.</i></p>
<p>in present and past simple negatives: <i>... something happens and you didn't have your camera on it.</i> <i>... it doesn't give very good results.</i></p>	

See Units 2 and 4 for auxiliary *do* in the present simple and past simple.

Auxiliary *do* can also be used in **positive statements**:

I do believe in the paranormal.

Do is not grammatically necessary here. We often choose auxiliary *do* to emphasise (show the importance of) the ordinary verb in a positive statement. We may want to:

- **contrast** one thing with another:

And, as other parapsychologists do report positive results, I must keep an open mind.
 (Richard has not had positive results; he's never seen a ghost.)

- **correct** something:

A: *You didn't see a ghost – it's impossible.*

B: *I did see one! David was with me. Ask him!*

- **emphasise** something:

You do look nervous!

This use often occurs with imperatives:

Do sit down. Do be quiet, will you?

In a positive statement, *do / does / did* comes **before** the main verb:

I / you / we / they	do	like Spielberg's films.
She / he / it	does	look nice.
I / you / she / he / it / we / they	did	enjoy the day out.

Pronunciation

Do and all other auxiliary verbs can be stressed in spoken English to contrast, correct or emphasise:

She doesn't play the guitar but she does play the piano.

A: *They haven't done their homework yet.* B: *Yes, they have.*

I did enjoy the concert.

- 1 Read the strange story about a birthday card. Are the underlined auxiliaries used to correct or emphasise? Practise saying the sentences and stressing the auxiliaries.

It was my birthday and there was no card from my girlfriend. So I rang her and said, 'You still haven't sent me a birthday card, have you?' She said, 1 'I have sent one! I posted it on Thursday.' 'Oh,' I said. 'Well, the post 2 does come late sometimes so maybe your card will come later.' Anyway, two weeks later the card 3 did arrive, with postmarks from Australia and Mexico, both on the date of my birthday ...

1 2 3

Getting it right

► Exercise 1 Choosing the best verb

A In the conversation below, two friends are talking about the paranormal. Put phrases a)–j) in the correct gaps.

- | | |
|---|--|
| a) didn't say you thought it was nonsense | f) do believe, |
| b) do you think that | g) Do you believe in the paranormal |
| c) she did experience something paranormal | h) doesn't mean I think it's all nonsense |
| d) do always try to explain everything scientifically | i) I do think some of the stories are true |
| e) don't believe any paranormal stories though | j) didn't think about ghosts |

A: What about you *g)* ?

B: I'm not sure. I've never seen a ghost or anything, but 1 A friend of mine has a strange story. She was in hospital, and two strange nurses came to see her in the middle of the night.

She never saw those nurses again, but she 2 or anything until two years later when she heard that two nurses had died in that room. So I think 3 I'm sure you 4

A: Why 5 ? I think I 6 actually. OK, I've never seen anything myself, and I probably never will, but that 7

B: I 8 , it's just that I thought you weren't the sort of person to believe stories like that – you 9 !

B Which of phrases a)–j) use auxiliary *do* for questions (q)? Which use it for negatives (n)? Which use it to emphasise the ordinary verb (e)?

a) b) c) d) e) f) g) h) i) j)

▷ Exercise 2 Matching and pronunciation

Match the spoken extracts, 1–8, to their responses, a)–i), and underline the stressed auxiliary verbs. The stressed verbs may be in either column.

- I haven't bought her a birthday present yet, but I have sent her a card. ...h)
- | | |
|--|---|
| 1 I used to have hair down to my knees, you know. | a) I am the manager. |
| 2 I'm sure you don't remember the last time we met. | b) I can. It was three years ago. |
| 3 Come in. Do sit down. | c) You didn't! I don't believe you |
| 4 You forgot to post my letter! | d) She did walk. I saw her. |
| 5 I do like eggs for breakfast. | e) Yes, I'm sorry, but I did
remember everything else. |
| 6 She says I don't have to go. | f) Mmm, so do I. |
| 7 You're not being very helpful. I'd like to speak to
the manager. | g) Well, I think you should. |
| 8 She didn't walk to school this morning. | h) Oh, that's good.
i) Oh, thank you. |

Try saying the sentences out loud!

▷ Exercise 3 Auxiliary *do* to correct someone

In Exercise 1 you heard about a ghost story. Read the story in more detail below:

Carol: This happened while I was in hospital after an operation, and one night I was woken up by two nurses in my room. One of them touched my hair which I thought was a bit strange. The next day I told a nurse and she asked me to describe the nurses I'd seen, which I did. She looked frightened, but said nothing. I was angry and decided to find the nurses, but I couldn't and I never saw them again. It wasn't until two years later that someone told me that two nurses had been killed in that hospital ten years before.

A friend of Carol's doesn't believe the story. Fill in the gaps in Carol's replies in 1–6.

Example: You didn't really see those nurses – you just imagined it.

I did see them. One nurse touched my hair.

- 1 I don't think anyone touched your hair. You probably dreamt it.
..... I never remember my dreams.
- 2 The sister didn't believe your story, did she?
..... She was frightened.
- 3 I expect you didn't remember clearly what those nurses looked like.
..... I can still remember now.

- 4 Well, perhaps you didn't look everywhere for them.
 ! And I asked people about them.
- 5 Perhaps you knew about the nurses who had been killed before you went to hospital?
 I only found out two years later by chance.
- 6 You don't really believe you saw ghosts, do you?
 They were definitely ghosts.

Exercise 4 Learning from learners

Read the interview with a learner about a course she was doing at a language school. Rewrite the underlined sections with auxiliary **do** for emphasis, or tick (✓) them if they should stay the same.

Why did you choose this course?

I could only come ✓ in April, and they said, well, we don't have classes at your level in April, but we I have these new courses in April.

What do you think is different about the new course?

It's mostly spoken English. There's not much written work. But I 2 think it's very good for people who know some English, and want to improve on some parts of it like telephoning or report writing. I think for them 3 it's really good and you 4 learn a lot in two weeks.

Have you had a chance to tell your teachers about how your English study might relate to your work?

Yes, we have, yes. Our teacher 5 tried to find out what was important, and what we needed.

Classwork

- 1** What do you feel is important when you are trying to learn a foreign language?
Decide how you feel about the following statements, and tick (✓) the appropriate boxes.

	Agree	Not sure	Disagree
Learning grammar is more important than practising speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher should correct every error.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having fun in class helps you to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners learn best by discovering rules about language themselves, not by the teacher telling them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making errors helps you to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You need to repeat new language many times in order to remember it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 2** Find one or two other people who agree with three or four of your opinions. Discuss why you agreed or disagreed with the statements.
- 3** Talk to someone from another group. Try to persuade him or her to agree with your opinions, but listen to his or her arguments as well, in case you want to change your opinion. Try to use some auxiliaries for emphasis.

Example:

A: *You do need to know grammar first. How can you speak without knowing grammar?*

B: *I don't agree. It is possible to communicate without correct grammar, if you really want to.*

- 4** Finally, tell the class how successful you were in reaching agreement.

Unit 16

Features of spoken English

Getting started

- 1 Read the conversation about the end of a relationship. Spoken language is quite difficult to read, so just try to answer this question:

Why do the friends think the relationship ended?

.....

- A: Why did they split up?
B: He finished with her.
A: He finished with her?
B: Apparently she was really upset about it, she said.
A: Well she shouldn't have been looking at other men.
B: No, she shouldn't. But, I mean, I think it was a really strange situation anyway.
A: Because she left him before. Fool. Didn't know when she had a good thing.
B: He's a complete idiot, John.
A: Yeah.
B: 'Cos [because] he's really friendly, is John.
A: Oh, he is. I mean, he's really sweet.
B: Yeah.
A: Can't say I'm surprised it's ended though.



- 2 Find sentences in the conversation which are similar to these sentences.

- a) John is a complete idiot.
b) John is really friendly.
c) She didn't know when she had a good thing.
d) I can't say I'm surprised it's ended though.

What are the differences?

Looking at language

Spoken English

Ellipsis (= leaving things out)

Speakers often leave out words if the situation is clear:

(Have you) *Seen Margo anywhere?*

(The / our) *Car's broken down again.*

We often leave out personal subjects (I, we) with verbs of feeling and opinion:

A: *Have we had any faxes in?* B: *No.* A: *Good.* (I) *Didn't think we would have.*

A: *How are you now?* B: (I) *Feel better than yesterday.*

Ellipsis is also common when speakers use fixed expressions and idioms:

(That's a) *Great idea!*

(That) *Sounds interesting.*

(It) *Serves you right.*

(It's) *Raining cats and dogs out there.*

(It's) *Funny (that) you should say that.*

When the subject of a sentence or clause is repeated, we often leave it, and any auxiliaries, out:

I got really annoyed and (I) asked him to leave.

She's been home and (she's) gone out again.

Heads and tails

Compare these sentences:

John's really nice.

John, he's really nice.

He's really nice, John.

(John = subject)

(John = head)

(John = tail)

- Heads are used to introduce and emphasise who or what you are going to talk about.
- Tails help you to emphasise who or what you've been talking about.

We often use *it + be + adjective* as a head to show our feelings about something:

It was terrible, that day at the beach.

It's lovely, your garden.

- 1 Rewrite the sentence: 1) with *this clock* as a head, and 2) with *this clock* as a tail:

This clock is broken.

1 2

- 2 Which of the features of spoken English (ellipsis and heads and tails) also occur in your language?

Getting it right

► Exercise 1 Recognising spoken language

A Match the extracts, 1–6, to the types of texts, a)–d), in the box.

a) a conversation between friends b) a meeting c) a holiday postcard d) a formal letter

- 1 We've been having a great time, swimming every day, and visiting lots of interesting places. Mike's getting fat on the fantastic food, even though we're playing lots of tennis. I'm not looking forward to coming home because there will be too much to do. I'll try not to think about it now.
.....
- 2 It's great, this pizza. Why didn't you have it?
Don't know. I thought the chicken would be nicer.
.....
- 3 Thank you for coming today. We have quite a lot to do, so let's start with a review of last year's sales.
.....
- 4 Dan? Want anything from the shops?
Yeah. Can you get me a paper? And could you hurry, it always sells out of papers quickly, that shop, so don't worry if you can't get one.
OK then.
.....
- 5 I would be grateful if you could send me your latest brochure. I am particularly interested in travelling to South East Asia.
.....
- 6 Doing anything special this weekend, Sarah?
No. What about you?
Can't think of anything, no. Perhaps we ought to do something together?
Well, Nick, he's having a party, but I wasn't going to go because I wouldn't know anyone there. But we could go, I suppose.
.....

B Look at the conversations between friends in A. Find and underline examples of:

- 1 ellipsis (there are four examples) 2 heads (one example) 3 tails (two examples)

► Exercise 2 Ellipsis

Notice how ellipsis is used in the two conversations below. Rewrite sections 1–12 to show what has been missed out.

Conversation 1

A: Hello, John.

B: Oh hi, Peter. *Been here long?*

A: Not long. **1** *You OK?*

Have you been here long?.....

1

- B: Not too bad, thanks. 2 *Want to get some food?* 2
- A: 3 *Great idea.* I'm really hungry. 3
- 4 *Seen anywhere suitable round here?* 4
- B: There's a Chinese restaurant just round the corner.
I've been over there and 5 *looked at the menu.* 5
- 6 *Looks good.* Do you fancy it? 6
- A: 7 *Sounds fine.* 7

Conversation 2

- A: Oh dear. 8 *Terrible day.* 8
- 9 *Been raining for hours.* 9
- B: Yes, it's awful. Never mind, though – 10 *good film on* 10
- 11 *tonight.* I think we should just stay in and 11 *watch it.* 11
- Would you like something to drink?
- A: Oh yes. Could I just have an orange juice?
- B: Sure. 12 *Ice?* 12
- A: Please.

Extension

Which of the examples of ellipsis are fixed expressions?

▷ Exercise 3 Heads and tails

Underline the heads or tails in sentences a)–g).

- a) The music, it was much too loud.
- b) I think it's broken, the light.
- c) I didn't understand it at all, that letter from the lawyer.
- d) Bees, they can find their way home from up to ten kilometres away!
- e) Your mum, she's been to the new sports centre, hasn't she?
- f) My dad, he's never liked flying.
- g) I didn't enjoy it at all, the meal.

Now choose a sentence from a)–g) for the gap in each short conversation.

Example: A: We went to that new bar last night.
B: Oh, did you? What was it like?
A: a), Otherwise it was OK.

- 1 A: I think we should go out somewhere this afternoon.
B: Yes, let's.
A: Yeah. She said it was great.

- 2 A: Some people are frightened of really common things. Like spiders, or heights.
 B:
 A: Really? Has he always been like that?
- 3 A: I think the trial is finally coming to an end.
 B: I hope so.
 A: Yes, it was confusing.
- 4 A: What a boring evening.
 B: Yeah. The film was all right, though.
 A: I didn't think so.
- 5 A:
 B: Is it? Are you sure it isn't just the bulb?
 A: No, I've already tried changing that.
- 6 A:
 B: You're full of interesting facts, you are.
 A: Wish I could remember more useful information, though.

► Exercise 4 Spoken English

A Ellipsis

Cross out (~~like this~~) words or phrases that can be left out of these spoken sentences.

Example: ~~Are you~~ going shopping?

- 1 Do you come here often?
- 2 I don't much like football.
- 3 We're not sure we can come on Monday, I'm afraid.
- 4 I think I'll go now.
- 5 Have you seen James anywhere this morning?

B Heads and tails

Fill in the gaps to complete the sentences.

Example: My teacher, her husband, *he*..... plays football for the city team.

- 1 My brother, his friend Sarah, 's got a swimming pool in her garden.
- 2 Her next-door neighbour, his parrot, 's got an orange tail and green wings.
- 3 It's got four doors and a more powerful engine than the old one, her new
- 4 She's not very good at cooking but she always makes a meal for the family, my

Classwork

- 1 Work in groups of four to six. You need a dice, a coin and counters for each group. The player with the highest throw of the dice starts.
- 2 If you land in a square with a word or phrase, throw the coin. If the coin is 'heads', make a sentence using the word or phrase as a head. If the coin is 'tails', make a sentence using it as a tail.

Example:

the sea (heads): *The sea, it was really cold.*

the sea (tails): *It was really cold, the sea.*

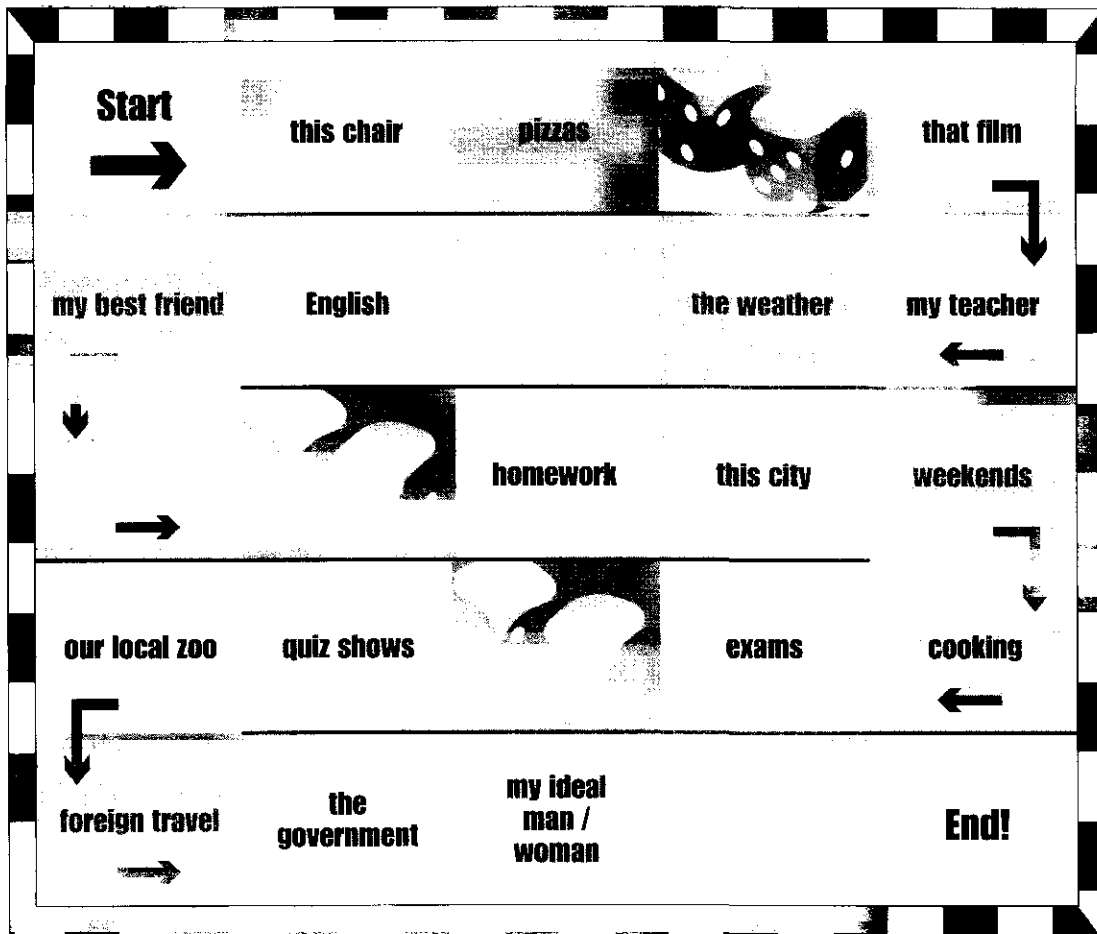


heads



tails

If you can't make a sentence, or the group thinks you make a mistake, go back to where you came from. If you land on a dice square, throw the dice again. If you land on a blank square, you don't have to do anything. The winner is the first player to reach the end.



Getting started

- 1 Read the questionnaire. What are *your* answers to the questions in it? Are any of them the same as Pat Cash's answers?

QUESTIONNAIRE

Pat Cash became Australia's best tennis player at 14. He turned professional in 1982, and in 1987 became Wimbledon champion.

What is your idea of perfect happiness?

Being with my family, living on the beach in a safe environment and having a vegetable garden.

What do you most dislike about your appearance?

My hands – too fat.

Have you ever said 'I love you' and not meant it?

Yes.

Do you believe in life after death?

Yes. I look forward to moving on to the next life.



- 2 Are the speakers in the conversation below friends or family? Who is who?

A: Dad, what you want then?

B: You got a spoon? I'm having this, me.

A: What do you want, Amy? No, come on. What do you want?

C: Erm. Some of that, please.

A: You're quite safe. Our mother didn't make it.

What's Julie having, Mum?

D: She doesn't want anything.

A: And what you having, Mum?

D: I don't know. I'll think about it.

- 3 Underline all the questions in the questionnaire and the conversation. Then complete the rules about forming questions below by underlining the correct choice.

In written questions

a) An auxiliary verb (for example, *do* or *have*) comes *before* / *after* the subject.

b) The verb *to be* *does* / *does not* take an auxiliary.

In spoken questions

c) The auxiliary verb *can* *sometimes* / *must always* be left out.

Looking at language

Basic questions

In written English there are clear rules for forming questions. Spoken English often follows these rules, but not always.

Written questions

An auxiliary verb comes before the subject. The rest of the verb group comes after the subject:

auxiliary subject
Are you enjoying your course?
Have they been living here long?

When there is no auxiliary in the statement, we use auxiliary *do* + infinitive in the question:

Statement	Question
<i>I like Maria.</i>	<i>Do you like Maria?</i>
<i>They went to Jamaica for their holidays.</i>	<i>Where did they go for their holidays?</i>

We do not use *do* in a question if there is another auxiliary or modal verb, or with the verb *to be*:

Have you had lunch yet? Can Dan speak Italian? What is your phone number?

Yes / no questions begin with an auxiliary verb:

Do you want any more?

Wh- questions begin with a wh- word (*who, what, why, when, where, how*) and ask for information:

What do you want, Amy?

Spoken questions

It is always correct to follow the rules for written questions:

What do you want, Amy?

Sometimes the auxiliary verb is left out, or difficult to hear:

Dad, what (do) you want then?

(Have) You got a spoon?

Speakers often add answers to their own wh- questions:

What would you like? A Coke?

Where are you going? Home?

We can also use the word order of a statement to ask questions to show surprise:

You're going on Wednesday? I thought it was Friday.

You're moving in April? As soon as that?

Object and subject questions

Look at this sentence:

subject object

John loves Liz.

Now look at these two questions:

object subject subject object

Who does John love? Liz. **Who** loves Liz? John does.

Who, **what** and **which** can be the subject of a question. If so, we do not use auxiliary *do*:

Who came in just now? **What** made you wake up? **Which** waiter brought the menu?

Intransitive verbs always make subject questions:

What happened? **Which** tree fell down?

- Read the conversation below and **underline** the correct question where you have a choice.

A: *Who* wants coffee? / *Who* does want coffee?

B: Yes, please.

A: *James*, do you want coffee? / *James*, are you want coffee?

C: Erm, I'd rather have tea. Is that possible?

A: Of course. So, tell us. *Who* saw you at Pete's party? / *Who* did you see at Pete's party?

B: Well, I saw Lucy and Simon, and Adam too.

Answers to questions

Answers to questions are usually short and are often not full sentences.

Questions	Possible answers (falling intonation)
Yes / no questions (rising intonation) <i>Did</i> you get a letter from Molly this week?	No, I <i>didn't</i> . / Yes, I <i>did</i> . / Yes, got one yesterday.
Wh- questions (falling intonation) <i>Where</i> do you live?	In <i>Detroit</i> . (I live is left out)
Statement questions (rising intonation) You <i>don't</i> like chocolate?	No, I <i>don't</i> . (the question is like a yes / no question)

Other points

To ask about characteristics we use *what kind / type / sort / size*:

What kind / type / sort of book is it? *What size shoes* do you take?

- Write answers to questions 1 and 2, and questions to answers 3 and 4.

1 Do you like doing sport?

2 Who is your favourite actor?

3 ? I think Liverpool will (win the match).

4 ? Yes, I have (been to Singapore).

Getting it right

► Exercise 1 Questions and auxiliaries

Find the auxiliary verb or modal verb in each question and write it next to the question. If the question does not have one, explain why.

- Examples: Are you working hard at the moment? *Are*
You want anything from the shops, Fred? *Auxiliary left out – spoken English*
- 1 What sort of ice cream do you want?
 - 2 Have you ever been on an aeroplane?
 - 3 Where you going?
 - 4 Which hotel costs the most?
 - 5 What is your name?
 - 6 Where do you live?
 - 7 How can you say such a thing?
 - 8 You think he's good-looking?
 - 9 Who gave you this lovely card?
 - 10 What should I do?

► Exercise 2 Matching

Match the questions, 1–8, to the answers, a)–i).

Example: Who did you see? *g*.

- 1 Who saw you?
 - 2 What's happened?
 - 3 Which house had the best view?
 - 4 Which house did you decide to buy?
 - 5 Who's taken my pen?
 - 6 Whose pen did you take?
 - 7 Who robbed the bank?
 - 8 Which bank did they rob?
- a) I think there's been an accident, but no one's hurt.
 - b) The one with the best view.
 - c) Jane, but it's OK – no one else did.
 - d) Is this it? Sorry, I didn't mean to.
 - e) The most expensive one, of course.
 - f) The one I go to sometimes.
 - ~~g) Marjorie. I shouted but she didn't hear me.~~
 - h) They think it was two escaped prisoners.
 - i) I think it was Jane's.

Unit 3 Learning from learners

Students were asked to interview a partner. Read the conversation between two students and correct the mistakes in the questions, or tick (✓) any correct questions.

- 1 Your name is? *What's your name?*.....
- 2 Lucia Castellano.
- 3 How to spell Castellano? 1
- 4 C-A-S-T-E-L-L-A-N-O.
- 5 OK. 2 Where you are from, Lucia? 2
- 6 Barcelona – in Spain.
- 7 Thank you. 3 What are you do? 3
- 8 I'm a photographer.
- 9 4 Your age is? 4
- 10 A secret. No, really, I'm 35.
- 11 Mira: Oh, you don't look it. You look 25! 5
- 12 Lucia: Thank you.
- 13 Mira: 5 What reason you are taking this course? 6
- 14 Lucia: To improve my spoken English.
- 15 Mira: 6 Who did tell you about this course? 7
- 16 Lucia: My brother studied here last month.
- 17 Mira: OK, nearly finished. 7 What do you like to do in your free time? 8
- 18 Lucia: Oh, the usual things – shopping, cooking, cinema.
- 19 Mira: And, the last one, 8 what you hope to do in the future?
- 20 Lucia: I'd like to become a well-known photo-journalist for an international magazine.

Extension

If you are working in class, interview your partner using similar questions.

▷ Exercise 4 Writing a survey

You work for a market research company. Use the notes below to write the questions for a survey about sport and leisure activities.

- 1 types of sport and leisure activity, winter / summer
- 2 membership of clubs / societies
- 3 times; weekends, evenings, other?
- 4 location and frequency of activities
- 5 spending on equipment, clothes etc.
- 6 individual or team sports?

- 1 Do you do any sport or leisure activities? What do you do in winter and summer?
- 2
- 3
- 4
- 5
- 6

Extension

If you are working in class you can carry out the survey. Work in pairs. Each pair asks everyone in the class one question from the survey. Present your findings to the class.

Classwork

- 1 Work in groups of four. Write four words, nouns or adjectives, on four pieces of paper. They can be objects, feelings or living things.

Examples:

- happy soap horse classroom

- 2 Your teacher will collect your pieces of paper and give you four new ones from another group. Do not look at these yet.
- 3 One of you looks at one piece of paper. The others must guess what is written on the paper by asking questions. You can only ask 20 questions.

Examples:

- Is it a living thing? No.
- Is it a feeling? Yes.
- Is it positive or negative? Positive.
- Where do you feel like this? Oh, it could be almost anywhere.
- When do you have this feeling? When I'm having a good time.
- Is the word happy? Yes, it is.

Question forms 2: tags and indirect questions

Getting started

Read the conversation about a Saint Bernard (a kind of large dog) and answer the questions.

- a) Are the two people talking about a real Saint Bernard or a toy one?
- b) Who do you think 'she' is?



a Saint Bernard

- A: Oh, look at it. Oh, honestly, it's like a real one. Did she get it for Christmas?
 B: Yeah, although she didn't actually like it when she got it. I was really disappointed 'cos [because] I thought she'd love it.
 A: Really? Was she frightened?
 B: It was too big for her. But she loves it now and she just goes and lies on it, you know. But it's such a stupid thing, you know.
 A: Oh.
 B: I love it. I mean it's got such an amazing personality, that dog.
 A: It has, hasn't it? It's almost alive, isn't it? I bet people think it's real, don't they?
 B: Yeah.
 A: That's what real Bernards do, isn't it? They just lie in the corner and spend most of their lives asleep.
 B: Mm.

1 Tags are phrases such as *do they*, *isn't it* and *can he* at the end of statements. Underline all the tags in the conversation above.

2 One of these tags is **not** usually possible. Underline it.

Positive statement + negative tag

Negative statement + positive tag

Positive statement + positive tag

Negative statement + negative tag

3 Look at these examples again:

A: ... *it's got such an amazing personality, that dog.*

B: *It has, hasn't it? It's almost alive, isn't it?*

Why are the tags used here? Tick (✓) the right answer.

a) To ask for information

b) To suggest a shared opinion between speakers

c) To check information

Looking at language

Tags

Use

Tags occur mostly in spoken English. Sometimes we use them to show we agree with the person we are talking to 'keep the conversation going' or to check something we're not sure about, or to ask for information.

Use	Form	Intonation	Examples
1 To suggest a shared opinion, and encourage the other speaker to answer	positive → negative or negative → positive	falling ↘	<i>It's almost alive, isn't it?</i> <i>You can't speak Spanish, can you?</i>
2 To check something we're not sure about	positive → negative or negative → positive or positive → positive	rising ↗	<i>I paid you back, didn't I?</i> <i>She isn't married, is she?</i> <i>You've met Jean before, have you?</i>
3 To ask for help or information	negative → positive	rising ↗	<i>You couldn't give me a hand, could you?</i>

Tags are added to statements, **not** to questions.

We say: *You saw him, didn't you?* We don't say: ~~*Did you see him, didn't you?*~~

A tag uses the auxiliary (or *be*) and the subject of the statement. If there is no auxiliary, we use *do / does / did*:

You haven't been out this morning, have you?

She's here, isn't she?

She saw him, did she?

Statements and tags can have the following combinations:

Statement	Tag	Example
Positive	Negative	<i>It's a lovely day, isn't it?</i>
Negative	Positive	<i>The food wasn't very good, was it?</i>
Positive	Positive	<i>You've met Jean before, have you?</i>

1 Write two possible tags for these statements:

- 1 He's here, / ?
- 2 She can speak Italian, / ?
- 3 You got back late last night, / ?
- 4 We've got enough money, / ?

Answers to tags

Answers to tag questions agree with the **statement**, not the tag:

A: *You're Australian, aren't you?* B: *Yes, I am.*

A: *You aren't Australian, are you?* B: *No, I'm not.*

Other points

- We use *shall we* after *Let's*:
Let's go down to the beach this afternoon, shall we?
- We use *they* after *nobody, somebody, everybody* etc.
Everyone's here, aren't they?
- The tag for *I'm* is *aren't I*:
Sorry, I'm late again, aren't I?

Indirect questions

We can ask questions and express thoughts in an indirect way. Compare:

Excuse me. Where's the Red Lion Hotel? (direct)

Excuse me. Do you know where the Red Lion Hotel is? (indirect)

Indirect questions help us to sound more polite by making a question sound more like a statement. Notice the word order and the two parts of the question:

<i>Do you know</i>	+ wh- + subject + verb
<i>Can you tell me</i>	<i>where the Red Lion Hotel is?</i>
<i>Could you tell me</i>	+ if + subject + verb
<i>I wondered</i>	<i>if the Red Lion Hotel is near here?</i>
<i>I was wondering</i>	+ if + subject + verb (past tense)
	<i>if you wanted to see a film tonight?</i>

Correct the word order in these indirect questions.

- 1 Do you know what time is it?
- 2 I was wondering when could I see you?
- 3 Can you tell me where has Pete gone?

If you need to ask more than one question, we often **start indirectly** and **then use direct** questions:

A: *Excuse me, can you tell me how to get to the station from here?* (indirect question)

B: *Yes, you just go straight on and take the first left.*

A: *Thank you. And what about a cash machine – is there one on the way?* (direct question)

Getting it right

► Exercise 1 Thinking about use

Look at the tags in the conversation extracts below. Write the 'Use' number, 1–3, on page 102, after each tag and mark the intonation.

Example: A: Peter's really good to work for.

B: Yes, he's really helpful, *isn't he?* ..1.....

1 A: You couldn't open the door for me, *could you?*

2 A: Do you know how often trains go to Birmingham?

B: Mike should know, *shouldn't he?* He travels a lot.

3 A: You know Pat and Neil? They never say hello when I see them.

B: Yes, they're really unfriendly, *aren't they?*

4 A: You haven't got a hammer, *have you?*

B: Yes, I'm sure I have somewhere.

5 A: I'm next in the queue, *aren't I?*

B: No, I'm afraid it's me next, actually.

6 A: Have you noticed how people are always great when there's a problem?

B: Yes, they are, *aren't they?*

Now practise saying the conversations, paying attention to intonation.

► Exercise 2 Learning from learners

Add six tags to the learners' conversations below, in places where they make the conversations sound more natural. You may need to delete some words.

A: So, what shall we do tonight? You said you wanted to try the Mexican restaurant, *didn't you?*

B: Yes, I did. What do you think?

A: Well, only if it's not too expensive. It's very expensive to live here.

B: Yes, I agree, for most things. I bought some CDs the other day, and they were twice as expensive as they are at home.

A: But some things are cheaper. Clothes are reasonable.

A: This is more difficult than the first exercise.

B: Oh, I don't know. I think it's OK.

A: You've finished, Marcel. What did you put for number 5?

C: Number 5? It could be 'has been'.

A: Oh yes, it is. And you couldn't tell me the answer to number 8?

C: That's 'has gone'.

Exercise 3 Using tags

Complete each conversation with a statement and a tag. The conversations are examples of Exercises 1–3 on page 102.

Use 1

Example: A: It's much warmer here than I expected.

B: Yes, *it's very hot, isn't it?*

1 A: Nice day today.

B: Yes, ?

2 A: I didn't like the ballet very much.

B: No, it ?

3 A: ? Sally told me.

B: Yes, just a month ago. The old house was much too small.

4 A: I need some advice about holidays in Greece.

B: Try John. He's ?

Use 2

5 A: Sydney ?

B: No, no, Canberra is the capital.

6 A: There isn't any chocolate left! You ?

B: Oh, er, sorry. Yes.

Use 3

7 A: I couldn't ?

B: Yes, in a minute. Just let me look up a couple of words first.

8 A: ?

B: Yes, I have, actually. She's in the garden.

> Exercise 4 Writing indirect questions

Complete each conversation with a suitable indirect question.

Example: A: Excuse me. *Could you tell me how far it is to the city centre?*

B: Yes, of course. It's about three kilometres. You're nearly there.

A: Thanks very much.

1 A: Excuse me. ?

B: No, I'm sorry, I'm afraid I don't. You could go to Tourist Information. They have a list of all the hotels in the area.

2 A: Hello, Ollie, how are you?

B: I'm fine. ?

A: Oh, that's very kind of you, but I'm afraid I'm busy tonight. How about tomorrow?

- 3 A: Have you heard from Deborah recently?
 B: No, I haven't actually.
 A: No, I don't. She said she'd phone me if she got the job, but she hasn't called.
- 4 A: Martin, have you got a minute?
 B: Yes, sure. What's up?
 A: Oh, nothing really, but
 B: Oh yes, I found out last week. 'CE' means cost effectiveness.
- 5 A: And I've only got one more question.
 B: 25 March.
 A: Oh, so your birthday is tomorrow!
- 6 A: Hello, can I help you?
 B: Yes,
 A: Yes, we've got a single room on 20 February.

Classwork

- 1 Work in teams of two to four. Team 1 has one minute to prepare a sentence or exchange using a topic and a tag from the squares below.

Example:

Topic: eating out Tag: will you

A: *Sorry, that was a terrible meal.*

B: *Yes, you won't take me there again, will you?*

If the sentence or exchange is grammatically correct, Team 1 'wins' the squares. If it is not grammatically correct, the squares can be used again.

- 2 Team 2 has a turn, but cannot use any squares already won.
- 3 The winning team is the one with the most squares.

TOPICS			TAGS		
a holiday	the weather	animals	would you	isn't it	wasn't it
a friend	some news	television	can't he	haven't we	weren't they
a gift	grammar	a good book	do they	aren't I	don't you

Getting started

Read the article about a robbery and answer the questions.

- a) Who was the painting of?
- b) How did the thief escape with the painting?

GUNMAN STEALS £650,000 PICASSO

A thief stopped a taxi outside the Hilton hotel at midday yesterday and asked to go to the Lefevre Gallery in central London. Giving the driver a £10 tip to wait, he walked into the private gallery and asked the value of Picasso's *Tête de femme*. The portrait of Picasso's girlfriend, Dora Maar, was painted in 1939 and is valued at £650,000.

'He seemed very civilised until he pulled out his gun,' said Camilla Bois, one of two assistants in the gallery when the thief entered.



He demanded the picture from the other assistant, Jacqueline Cartwright. 'He looked like an art student with long hair,' she said. He told her he had a gun and he wanted the picture. He told her to get it off the wall, but she said she could not. The man then pulled the picture from the wall and ran out of the gallery. The whole operation took 35 seconds.

At the taxi, the thief pointed the gun at the driver and demanded to be taken to Wimbledon, south-west London.

- 2 Find and underline two examples of direct speech (words in quotation marks) and two examples of reported speech in the text.

- 3 Look at these examples of reported speech from the text:

- a) *He told her he had a gun and he wanted the picture.*
 b) *... she said she could not.*

Which of the sentences below, i) or ii), do you think were the original words?

- a) i) 'I've got a gun and want the picture.'
 ii) 'Do as I say because I've got a gun. Give me that picture now.'
- b) i) 'I can't.' ii) 'I'm sorry, I can't do that.'

Looking at language

Say, tell and ask

Direct and reported speech

When we want to report someone's exact words we use **direct speech**:

She said, 'I'm afraid I don't know him – I've never met him before.'

When we want to report the **general meaning** of what someone said, we use **reported speech**.

She said she didn't know him.

Time and tense

We often move the tense of a verb one step back in reported speech because the original words happened before the reported speech:

original words	reported speech
<i>'I'm sorry. I can't do that.'</i>	<i>She said she couldn't.</i>
present tense	past tense

Here are some possible tense changes:

Original words	Reported speech
Present simple / present continuous: <i>'I'm going to the supermarket to buy food for the party.'</i>	Past simple / past continuous: <i>She said she was going shopping.</i>
Past simple / past continuous: <i>'He went in to work late yesterday.'</i>	Past perfect simple / continuous: <i>She told me he'd gone into work late yesterday.</i>
Present perfect simple / continuous: <i>'I've had a terrible cold, but I'm better now.'</i>	Past perfect simple / continuous: <i>She said she'd had a really bad cold.</i>
Past perfect simple / continuous: <i>'I'd been having loads of trouble with my washing machine so I finally got the plumber in yesterday.'</i>	Past perfect simple / continuous: <i>She told me she'd been having trouble with her washing machine but she's had it fixed now.</i>
Will: <i>'My mother will water my plants whilst I'm away.'</i>	Would: <i>She told me her mother would look after her plants until she gets back.</i>
Be going to + verb: <i>'They're going to have a big celebration.'</i>	Was / were going to + verb: <i>She said they were going to have a big party.</i>

Often we don't need to change the tense because:

- what we are reporting is still true:
They said that it's going to be very hot tomorrow.
- the reporting verb is in the present:
She says she's going to be late.
- the original words were in the past simple or past continuous:
'I loved him.' → *She said that she loved him.*

Match the reported statements or questions, 1–5, to the probable tenses used in the original words, a)–e).

- | | |
|--|-------------------------------|
| 1 She asked me if I wanted to go to the cinema. | a) present perfect |
| 2 They told me I'd have to pay before the start of the course. | b) present simple |
| 3 She said that she'd been to New York. | c) present perfect continuous |
| - The Prime Minister said he was going to give more money to education. | d) will + verb |
| 5 We were told he'd been seeing that girl for ages. | e) <i>be going to</i> + verb |

1 and say + that

Tell is followed by an object:

They told us (that) their holiday was great.

Say is not followed by an object:

They said (that) their holiday was great.

You do not have to use *that* after the reporting verb.

Reported questions with ask

Yes / no questions:

Have you been to the States before? → *She asked if I'd been to the States before.*

Wh- questions:

Where have you been? → *She asked me where I'd been.*

Reported speech in informal spoken English

In spoken English the reporting verb can be in the past continuous, especially to report newsworthy information and gossip:

Tracy was saying (that) Diane and Marty have got engaged.

Carla was telling me (that) her home town doesn't have a cinema any more.

2 Here are some reported questions. Write the original questions.

- 1 They asked me where I was going.
- 2 She asked me what I was thinking about.
- 3 He asked her if she was married.
- I asked them whether they'd liked it.

Getting it right

► Exercise 1 Thinking about context

Look at the original words and the reports below and answer the questions.

Example: Original: 'Why are you looking so miserable? What's happened to make you so depressed today?'

Report: He asked me why I was so depressed that day.

Was this report said on the same day, or a week later? *A week later...*

1 Original: 'Have you been to Hong Kong, David?'

Report: Sarah asked David if he'd been to Hong Kong.

Is there a tense change in the report or not?

2 Original: 'We're having friends round for dinner on Saturday.'

Report: He said they're having friends round on Saturday evening.

Is there a tense change in the report or not?

3 Original: 'They're going to buy that house in Bournemouth. You know, the lovely old cottage with the pretty garden.'

Report: Sue was saying they've decided to buy that cottage in Bournemouth.

Is this report spoken or written?

4 Original: 'Can I bring two friends to your party?'

Report: She's asked if she can bring two friends to the party.

Was this report said before or after the party?

5 Original: 'We're really lucky – we've got tickets for the opening night of the show next Saturday.'

Report: She told me they'd got tickets for yesterday's opening night of the show.

Was this report said before or after the opening night?

6 Original: 'We went to an excellent play last night.'

Report: Martin said they went to the theatre last night.

Was this report said on the same day as the original or later?

7 Original: 'I've won two tickets for a weekend in New York!'

Report: She says she's won a weekend for two in New York!

Was this report made soon after the original words or some time later?

8 Original: 'Apparently Denmark only has about 5,000,000 people.'

Report: Pete was saying that the population of Denmark is only about 5,000,000.

The tense is the same in the original and the report. Why?

Exercise 2 Learning from learners

Correct any mistakes in the learners' sentences below.

- 1. **Examples:** She said ~~us~~ that she felt tired.
asked me if I was
- 2. My boss ~~said was I~~ going to work late.
- 3. **She** said last night that she isn't going to come to the party, but look, she's over there.
- 4. **They** said me they had been waiting for a long time.
- 5. He told that he had had a wonderful holiday.
- 6. I asked him what did he do.
- 7. Miguel was telling that you're thinking of changing your job.
- 8. I missed the lecture, so I asked Sheena what had they done.
- 9. I asked him was he free on Friday night but he said he was busy unfortunately.
- 10. He asked me when did the film start.

Exercise 3 Completing a conversation

Use the direct speech on the left to fill in the missing reports in the conversation on the right.

<p>A: 'Helen, my sister, isn't very well.'</p> <p>Jenny: 'I know. I met her in the supermarket.'</p> <p>A: 'That's strange because my sister's too ill to go out.'</p> <p>Jenny: 'She only had a cold, that's all.'</p> <p>A: 'Have you been shopping in the last few days?'</p> <p>Colleague: 'Oh, by the way, I saw your sister, Helen, on Monday.'</p> <p>A: 'Really? Did you speak to her?'</p> <p>Colleague: 'No, I only waved.'</p>	<p>A: How are you, Carolyn?</p> <p>B: I'm fine. What about you?</p> <p>A: Well, not too bad, although I had a bit of a funny day yesterday.</p> <p>B: Why, what happened?</p> <p>A: I met Jenny and I told her <i>that Helen, my sister, wasn't very well...</i> She said 1 already because</p> <p>.....</p> <p>Well, I said I thought 2 because my sister was too ill to go out. Jenny said 3</p> <p>B: Did you ask your sister about it?</p> <p>A: Yes. That afternoon I went round to her house and she was still in bed. I asked her 4 and she looked at me as if I was mad. Then that evening I met an old colleague of mine who said that 5 too. I asked him 6 and he said 7</p> <p>B: Maybe Helen has been so ill she can't remember what she's been doing.</p> <p>A: It looks like it, yes.</p>
---	---

▷ Exercise 4 Reporting and quoting

Read the conversation below between Lucy and a newspaper reporter. Then complete the newspaper article. Use reported speech or direct speech.

Example: Conversation: I'll never forget it.

Direct speech: She said, 'I'll never forget it'. or

Reported speech: She said she would never forget it.

Reporter: So what happened exactly?

Lucy: Well, he held a gun to my face and told me to hand over the money in the till.

Reporter: Can you remember what he looked like?

Lucy: Well, he didn't look like a thief. He was old – probably 65, with grey-white hair – and he looked very ordinary.

Reporter: Did he hurt anyone? Was he violent at all?

Lucy: No. In fact he was quite polite and thanked me when I gave him the money.

Reporter: Why hasn't he been caught, do you think?

Lucy: Maybe just because he looks like anybody's grandad!

THIEF 'LOOKS LIKE GRANDAD'

A THIEF who has robbed six times in the last She described
 year is proving difficult to catch because he him as **2**
 looks so ordinary. The elderly man blamed for He appears to be quite a
 the robberies generally walks into a store, gets polite man. According to Ms Dray, **3**
 out a gun and demands cash from the cashiers.
 Lucy Dray, a cashier at a Birmingham The police are finding it very difficult to
 department store, said **1** catch him. Ms Dray told reporters **4**

Classwork

1 Think of three pieces of personal information about yourself. Two should be true, but the other should be untrue. Tell the student next to you the information, and listen to theirs.

2 Join up with a different person, and report the information you heard about your first partner.

Example:

Jania said she'd been to the USA twice, that she's one of four sisters, and that she's going to study la-

3 Decide together what you think is true and untrue.

4 Go back to your first partner and see if you were right.

Getting started

Read the article about an attempt to fly round the world in a balloon and answer the questions.

- 1 What did the crew throw away by mistake?
- 2 Do you think the journey was successful?

Branson's crew throws away \$2,000

Richard Branson's* crew threw \$2,000 from their round-the-world balloon without realising it, in their efforts to lighten their load over Algeria on Wednesday.

The cash had been placed in a flight bag for use after an emergency landing, but none of the crew knew anything about it until technicians told them it had gone missing.

'We didn't know it was aboard,' Mr Branson said yesterday. 'We just threw it out with most of the other unnecessary things – water, food, oil, everything.'

Per Lindstrand, who was at the controls at the time, remarked that he had suggested that Mr Branson throw out his wallet.



Speaking on the crew's return to London, Mr Lindstrand admitted that the balloon's operating systems had never been properly tested before Tuesday's take-off from Morocco.

*Richard Branson is a famous British businessman

- 2 Find **two** examples of reporting verbs that could be replaced by *said*.

- 3 Here is another reporting verb from the text:

... he had suggested that Mr Branson throw out his wallet.

What do you think Per Lindstrand's **original** words were?

Looking at language

Reporting verbs

In Unit 19 you used *say*, *tell* and *ask* to report the overall meaning of what someone said, rather than the exact words. Reporting verbs such as *invite*, *admit* and *suggest* show the overall meaning of what someone said more precisely.

Compare:

She asked him if he would like to go out for a drink.
She invited him out for a drink.

Here are some other reporting verbs. Notice the form of the following clause. Some verbs can be followed by more than one form of clause.

Reporting verbs with (that) + clause

agree	<i>They agreed (that) the match had been disappointing.</i>
admit	<i>He admitted (that) they had cheated in the exam.</i>
complain	<i>She complained (that) the service was bad.</i>
deny	<i>He denied (that) he had done anything wrong.</i>
promise	<i>We promised (that) we would try to see them the following week.</i>
suggest	<i>He suggested (that) he throw away his wallet.</i>
warn	<i>She warned me (that) he would be late.</i>

Reporting verbs with an infinitive

agree	<i>I agreed to come back later.</i>
advise	<i>He advised her to see a doctor.</i>
demand	<i>We demanded to see a specialist.</i>
encourage	<i>My parents encouraged me to practise the piano.</i>
offer	<i>She offered to help her with her homework.</i>
promise	<i>They promised to get me some money.</i>
refuse	<i>He refused to do what I asked.</i>
remind	<i>He reminded me to go to the meeting at 2.00.</i>
warn	<i>He warned me not to go out with her.</i>

Notice that when *warn* is followed by the infinitive, *not* is always used.

The verbs *agree*, *advise*, *demand*, *promise* and *remind* can also be followed by *not* + infinitive.

Reporting verbs with about

advise	<i>She advised me about my decision.</i>
apologise	<i>He apologised about the service.</i>
complain	<i>She complained about the food.</i>
remind	<i>He reminded me about my meeting at 2.00.</i>

Reporting verbs with -ing form / noun:

accept	<i>He accepted the invitation.</i> (not usually used with the -ing form)
admit	<i>He admitted cheating in the exam.</i> <i>He admitted his guilt.</i>
deny	<i>He denied doing anything wrong.</i> <i>He denied responsibility.</i>

If you have problems with a computer or software you can usually phone a helpdesk. Why are the helpdesk stories below funny? Put a reporting verb in each gap.

A helpdesk technician 1 his customer to put a floppy disk back in the drive. The customer asked him to wait a moment and was heard opening the door and going outside. The customer returned to the phone to say it was OK, the floppy disk was outside on the drive just next to the car.



A customer called up the helpdesk when her words disappeared in the middle of typing. When the helpdesk technician asked her to check if the computer was plugged in, she said it was too dark to see. When the technician 2 that she turn the lights on, the customer said she couldn't because there was a power failure!



Reported requests and orders

We use *ask / tell* (+ object) + infinitive:

'Can you open the window?' → *He asked me to open the window.*

'Get up at once! It's 10.00.' → *She told me to get up immediately.*

2 Report these requests and orders.

- 1 *'Could you phone me later?'* → She
- 2 *'Put the camera down!'* → He
- 3 *'Can you two help us for a few minutes?'* → They

Getting it right

► Exercise 1 Identifying functions

Match the sentences, 1–10, to the reporting verbs, a)–k).

Example: 'I don't think the food in your restaurant is very good.' *d)*

- | | |
|--|------------------------|
| 1 'I don't think you should tell him about this conversation.' | a) remind |
| 2 'I'm fed up with you being late every day.' | b) ask |
| 3 'Don't forget to get some milk on your way home.' | c) encourage |
| 4 'I'm sorry, but I can't accept your offer.' | d) complain |
| 5 'Can I help you?' | e) complain |
| 6 'Would you open the window for me, please?' | f) refuse |
| 7 'I know it was a stupid thing to do.' | g) offer |
| 8 'Why don't we go out somewhere tomorrow night?' | h) suggest |
| 9 'I really think you should learn to drive.' | i) advise |
| 10 'Don't touch it! It's hot!' | j) admit |
| | k) warn |

Extension

Report sentences 1–10.

Example: *She complained about the restaurant.*

► Exercise 2 Learning from learners

Complete the sentences from learners with endings a)–i) and correct the mistake in each sentence. Some verbs are not in *Looking at language*. Use a dictionary to check their meaning and the form of their following clause.

Example: He complained ^{to} me about the facilities in the school but *b*).

- | | |
|---|--|
| 1 Peter invited me out to dinner last week but | a) we suggested to go to the cinema instead. |
| 2 The police accused to him of helping the escaped prisoner but | b) I insisted that they are of the highest standards. |
| 3 In the film they asked him if he had seen the questions before the show and | c) eventually he admitted to have done it. |
| 4 She complained about that the food was cold and | d) I'm refusing do it because it's so long. |
| 5 It was very kind of him to offer help me with my suitcase and | e) I had to refuse going because I was already doing something. |
| 6 I got a letter asking me to fill in a questionnaire but | f) I accepted his help happily. |
| 7 Jason asked us if we wanted to go to the pub tonight but | g) I admitted that completely forgetting about it. |
| 8 My secretary reminded me about my appointment and | h) he denied doing it. |
| | i) the waiter apologised to her. |

► **Exercise 3** Using reporting verbs

Rewrite the sentences and phrases in italics using different reporting verbs.

- | | |
|--|---|
| <p>A: I met Joe on the way home. <i>He asked if we'd like to go round to their house for dinner next Saturday night.</i> 1 I said, yes, we'd love to. I hope that's OK.</p> <p>B: Yes, we're not doing anything. 2 <i>Did you tell him we'd bring some wine?</i></p> <p>A: Yes, and 3 <i>I told him that we would be late.</i></p>
<p>A: How was work today?</p> <p>B: Oh, another pretty awful day, actually. 4 <i>A customer said the food was disgusting and 5 said that he had to see the manager.</i> 6 <i>I said I was very sorry about the food, but that just made him angrier. The manager gave him his money back in the end.</i></p>
<p>A: What did you say to Frances?</p> <p>B: 7 <i>I said that she should arrange a meeting with Max.</i></p> <p>A: 8 <i>Did you tell her not to forget to take the photos?</i></p> <p>B: Yes, and she's going to phone us as soon as she's seen him.</p> | <p><i>He invited us round to their house for dinner next Saturday night.</i>.....</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> |
|--|---|

► **Exercise 4** Writing a summary

A 'syndicate' is a group of people who put their money together to buy lottery tickets. The syndicate below won a lot of money and are meeting to decide how to spend it. Read the conversation and then write a summary of the meeting, using some of the reporting verbs in the box on the next page if you can.

- Sarah: Wow! Twenty-five thousand pounds! What are we going to do with it?
- Dave: Well, I think the best idea is to invest it all together. Think about the long-term future.
- Chris: Yeah, Dave's right. It's a good idea.
- Anna: Wait a minute. We always follow Dave's decisions, and this time I don't agree. I think we should share the money out equally and do what we like with our own share.
- Sarah: What do other people think?
- Marion: Well, I know it's selfish but ... I like Anna's idea of taking our own share. I'm sorry if some of you don't like it but, well, I want to get a new computer.
- Dave: Careful, everyone! Once you've spent it, it's gone!
- Chris: Oh, we're never going to agree. Don't forget we said we should think about it for a month if we ever won a big prize. Why don't we meet again next week when we've all had a chance to think about it?

admit advise agree ask complain remind suggest warn

NOTES FROM MEETING 28 MAY

Present: Sarah, Dave, Chris, Anna, Marion

Sarah started by asking for ideas, and Dave suggested that

Classwork

- 1 Work in pairs. On a piece of paper write a reporting verb.

Example:

deny

- 2 On a different piece of paper write a sentence in direct speech that matches the verb on your new piece of paper.

Example:

I didn't break
those glasses!

Your teacher will collect both pieces of paper.

- 3 Your teacher will give you either a reporting verb, or a sentence in direct speech. Walk around the class to find the person with the matching piece of paper.

Example:

A: I've got 'deny' on my paper. What have you got?

B: I've got 'I didn't break those glasses!', so you're my partner.

- 4 Sit down with your new partner and write a report of the sentence in direct speech using the reporting verb.

Example:

He denied breaking the glasses.

- 5 Read out your report. The class should decide if it is correct or not.

Unit 21

Defining relative clauses

Getting started

You're going to read three stories about a cat, a dog and some monkeys. Which animal(s), do you think, could go in each headline?

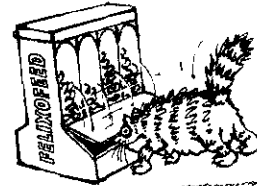
- a) go to prison b) eats money c) is hurt by automatic feeder

Now read the three stories to find out which animals were really involved.

A Southampton dog lover who rescued a lost dog returned home to find it had eaten £800 he had saved for a new car.

MONKEYS which annoy people in the northern Indian state of Punjab are being locked up in a special jail and held until they are ready for release back into society.

A cat feeder, probably for people who secretly hate their cats, was introduced in 1979. It was a plastic machine that made feeding the cat a simple job. You put food into the feeder and it would automatically give it to the cat. Great idea for a pet owner – but not so great for the cat. The lid of the feeder would often fall down while the cat was eating and hit it on the nose.



2 Find these words in the texts: *who*, *which* and *that*. Which of these words:

- a) is used for people?
- b) are used for things and animals?

Read the **spoken** version of the dog story and answer the question.

'There was this man that loved animals, and one day he found a dog wandering around in the street and he took him home with him. He left the dog in his house while he went out shopping and when he came home he had a bit of a shock. The stupid dog had eaten £800 that he had been saving to buy a new car!'

Can *that* be used for things and people?

Using the answers to 2 and 3 above, complete this sentence:

- a) and b) can be used to describe people, and c) and d) can be used to refer to things or animals.

Looking at language

Defining relative clauses

Relative clauses give information about a noun or noun phrase. There are two types:

- **defining relative clauses** give information to help us identify a specific person, animal or thing:

Monkeys which annoy people in the northern Indian state of Punjab are being locked up in a special jail. (not all monkeys in the Punjab, just these specific monkeys)

- **non-defining relative clauses** give additional information which does not identify the person, animal or thing:

The painting was by Picasso, who died in 1973. (we are not identifying this Picasso from any other Picassos)

(See Unit 22 for more on non-defining relative clauses.)

Words like *who*, *that*, and *which* in relative clauses are called **relative pronouns**. The chart below shows what they refer to.

Relative pronoun	Refers to:
<i>who</i> (or <i>whom</i> in formal English when it replaces an object); <i>that</i> (usually in spoken English)	people (and sometimes pet animals): <i>There's the woman who / that told me.</i> <i>There are several people whom I need to talk to.</i> <i>It was my dog who / that chased the cat, not yours.</i>
<i>which</i> and <i>that</i>	things: <i>Flowers which / that attract bees are good for gardens.</i>
<i>where</i> (= <i>in which</i>)	places: <i>It's a place where time seems to stand still.</i> Also in descriptions of stories and films: <i>There's a scene where the hero nearly dies.</i>
<i>when</i>	nouns of time: <i>It was just after 9.00 when he got back.</i>
<i>whose</i>	possessives: <i>The people whose daughter I look after are moving away.</i>
<i>why</i>	after the noun <i>the reason</i> : <i>And that's the reason why we're leaving.</i>

In defining relative clauses you can leave out the relative pronoun when it refers to the object of the verb in the clause.

Compare:

subject verb object
The man who visited us was a salesman.

Here *who* cannot be left out.

object subject verb
The man who we went to visit was a salesman.

Here *who* can be left out:

The man we went to visit was a salesman.

But be careful:

The man with a large expensive house and fast car (who) we went to visit was an insurance salesman.

If you leave out *who* here, the sentence is unclear because the relative clause is a long way from the noun (*the man*) it replaces.

In the text below, can you leave out the relative pronoun in the underlined relative clause? Why / why not?

Lamine Martori, the French boy who last year stole £8,500 from his parents for a luxury holiday at Disneyland Paris, has stolen again. Lamine, 12, took £750 for a three-day visit. After he returned, his mother Jeanne said: 'I'm relieved he's home but I'm sure he'll do it again.'

.....

.....

Other points

- *What* generally means 'the thing(s) that':
 - *We went out again to get what we needed.*
 - *That's what I thought.*
- After prepositions we use *whom* and *which*. Prepositions come before the pronoun in formal language:
 - *The order to which I referred in my previous letter has not arrived.*
 - *The relative with whom I went to India stayed there for another month.*Prepositions come at the end of the clause in informal spoken English:
 - *Careful with that! It's the bag (which) I keep my keys in. (informal / spoken)*
- *Whom* is rare in spoken English.

Getting it right

► Exercise 1 Relative pronouns

Underline the relative pronoun in the sentences below. Explain what it refers to, and decide whether it can be left out.

Relative pronoun	Refers to:	Can it be left out?
Example: I don't know the man <u>that</u> Sarah's talking to, do I?	<u>the man</u> ...	yes.....
1 What's the name of that TV channel which shows classic films?
2 As a vegetarian, there aren't many things that I can eat in that restaurant.
3 What do you think now about the things that you did in your youth?
4 Did you hear about the man who's trying to fly round the world in a balloon?
5 What's the best holiday that you've ever had?
6 The doctor has given me some new antibiotics which are better than the old ones.
7 Jane is someone that I get on really well with.
8 That's the woman who told me about the job.

► Exercise 2 Link up

Match the two halves of the sentences and link them with a suitable relative pronoun.

Example: This is one occasion *when.....h*).

- | | |
|---|--|
| 1 Who's that woman | a) I mean? |
| 2 Do you know | b) I feel you can trust. |
| 3 According to reporters at the scene | c) we went swimming and that boy pushed you in the water? |
| 4 You know the earrings I bought | d) were really expensive? Well, I lost one of them. |
| 5 She's someone | e) saw the event, the police overreacted |
| 6 The trainer gave him some exercises | f) she said. |
| 7 Do you remember the time | g) were aimed at improving his fitness. |
| 8 I can't remember | h) we should work together for the good of the company. |
| | i) always waits at the bus stop? |

▷ Exercise 3 Learning from learners

Look at this learner's story. Sentences 1–8 all contain a relative clause. Two relative clauses are correct, but the others each have a mistake. Find and correct the mistakes.

It was late in the evening and I was travelling home by train after a long weekend in the north of the country. I had been speaking to the woman whom was sitting next to me when suddenly the man opposite interrupted our conversation. 1 He was quite polite, telling us that he was looking for a friend which he had lost touch with. 2 He was trying to find him, because another friend whose they had both known had died and left them some money.

3 I asked him to tell me more about the person which he was looking for. 4 He said that it was someone from the town in where he grew up. 5 He said that this man for whom he was looking was called François Dumont.

6 I had listened to his story quietly, but when I heard the name of the man that he was looking for him I couldn't help feeling excited. 7 I asked him the name of the place which he had known this missing man. And he answered as I had hoped.

And so I told him that my father's name was François Dumont. 8 And after this meeting my father became quite rich because the long-lost dead friend had left a will which gave my father a lot of money.

Exercise 4 Completing conversations

Complete each conversation with a suitable relative clause.

Example: A: Do you want to go out tonight?

B: I'd love to, but there are a few things which I have to do.

1 A: Look over there! That's him.

B: Who?

A: You know! The man who

B: Are you sure? Shouldn't we call the police then?

2 A: I've decided what I want for my birthday. I want that blouse I told you about. The one that

B: Oh, well, I'm afraid I've already got your present.

3 A: Are you going anywhere nice during the holidays?

B: Yes, we are actually. We're going to a lovely place where

- 4 A: I saw Mike yesterday.
 B: Who's Mike?
 A: He's the one whose
 B: Oh yes, she does that news programme on Friday nights, doesn't she?
- 5 A: Have you seen any good films lately?
 B: Yes, I saw a good one on TV last week. There was a brilliant scene where
- 6 A: I saw a woman with a small dog which
 B: Oh, how strange.
 A: Yes, and she was wearing a coat the same colour!
- 7 A: I can't decide which
 B: I think the black ones will look nicer with your new leather jacket.
- 8 A: What are you listening to?
 B: It's the CD that
 A: Oh yes, of course. I'm glad you like it. I couldn't decide what to give you, but when I heard this I thought it would be ideal.

Extension

Look at the relative clauses again and decide which relative pronouns can be left out.

Classwork

- 1 Choose someone in the class for each sentence below and write a relative clause that you think is true for them.

Example: I think Jeanne generally likes people who are extrovert and sociable.

I think ...

- 1 generally likes people who
- 2 likes things that
- 3 doesn't like food which
- 4 often goes to places where
- 5 never goes to see the kind of films where
- 6 finds activities in which you have to difficult / easy
- 7 listens to the kind of music which
- 8 knows someone who

- 2 Read out your sentences one by one and let the person you have named say if they are true or not. If they are true you get a point. The winner is the person with the most points.

Example:

A: I think Jeanne generally likes people who are extrovert and sociable.
 Jeanne: Yes, that's probably true. You can have a point.



Non-defining relative clauses

Getting started

Read the article about a businessman, Reuben Singh. What is unusual about him?



Reuben Singh, who is worth about £14 million, hands the phone to his accountant. 'Most newspapers,' says the accountant, 'state that Reuben is worth 15 million. We are a bit conservative and say 14 million. It is still rather a lot ... especially for a 19-year-old,' he adds before passing the phone back to the teenage businessman, who coughs quietly.

Singh is the owner of the Miss Attitude Retail Group, which supplies fashion jewellery and accessories. He is also a

student at Manchester Metropolitan University, studying for a degree in financial services. Last year, when he was still only worth ten million, he was running his own business while studying for exams at William Hulme Grammar School in Manchester.

He opened the first Miss Attitude shop in Manchester less than a year ago; now he has 14 shops with another 16 planned for next year. He points out that he is the only teenager who has set up a company for his own age group.

(adapted from an article by Douglas Kennedy in *The Independent*, 9 December 1995)

2 Find and underline all the clauses starting with *who*, *which* and *when*.

3 Answer the questions about the clauses in 2.

a) Which clauses have commas (,)?

b) Which clause gives essential information, and cannot be left out?

Looking at language

Non-defining relative clauses

Look at the relative clause in this sentence:

Reuben Singh, who is worth about £14 million, hands the phone to his accountant.

The non-defining relative clause gives extra information. The sentence is still meaningful without it:

Reuben Singh hands the phone to his accountant.

Compare it with this defining relative clause (see Unit 21):

... he is the only teenager who has set up a company for his own age group.

This relative clause is essential to make the sentence meaningful. It distinguishes this teenager from others.

The chart below compares the two kinds of relative clauses.

Defining relative clauses:	Non-defining relative clauses:
identify something or somebody: <i>Reuben Singh is the teenager who runs his own retail business.</i>	give extra information: <i>Last year, when he was still only worth ten million, he was running his own business.</i>
do not have commas (written English) or pauses (spoken English).	are separated from the main clause by commas (written English) or pauses (spoken English).
can use <i>that</i> instead of <i>who</i> or <i>which</i> : <i>Reuben Singh is the teenager that runs his own retail business.</i>	do not use <i>that</i> : <i>Reuben Singh, who is worth about £14 million, hands the phone to his accountant.</i> We don't say: Reuben Singh, that is worth about £14 million...
can sometimes (see Unit 21) leave out the relative pronoun: <i>The business (which) he started is now worth £14 million.</i>	have to have the relative pronoun: We don't say: The business, he started five years ago, owns a chain of shops. We say: <i>The business, which he started five years ago, owns a chain of shops.</i>

Notice how the meaning of a sentence changes according to the type of relative clause:

Non-defining: *The man, who was wearing a lime green hat, seemed a little strange.* (there is only one man)

Defining: *The man who was wearing a lime green hat seemed a little strange.* (there is more than one man, and I want to talk about the one in the lime green hat)

Other points

- *Which* can refer to a whole clause, often with *be + adjective*:
We spent a week high up in the mountains, which was wonderful.
- Non-defining relative clauses come in the middle or at the end of a sentence:
The man, who was wearing a lime green hat, seemed a little strange.
The policeman spoke to the girl, who did not appear to listen.

In the story below, all the commas have been removed. Underline the three relative clauses in the story and add commas where necessary.

A 45-year-old woman has won a major modelling contract after having ten children. Annette Edwards whose last child was born only 19 months ago will appear in advertisements for a face cream. Mrs Edwards who weighs 58 kg claims she has the same figure that she had at 15.

(adapted from an article by Richard Smith in *The Independent*, 3 March 1997)

Getting it right

► Exercise 1 Defining and non-defining relative clauses

Underline the relative clause in each sentence, and say if it is defining or non-defining. Then answer the question about the sentence.

Example: The course, which was very tiring, passed very quickly. *non-defining*

Which is the main information, a) or b)?

a) The course was very tiring. b) The course passed quickly. *b).*

1 My mother, who had been sitting still for a very long time, finally spoke.
Does the sentence make sense if you leave out the relative clause?

2 The woman who was standing in the corner finally left, but the other women stayed behind.
Is the sentence OK if you leave out the relative clause?

3 A boy, who was wearing a jacket, was seen running away from the burning car.
Which is the main information, a) or b)?
a) The boy was wearing a jacket.
b) The boy was seen running away from the burning car.

4 I've got a new job which is wonderful.
What is wonderful, a) or b)?
a) The job itself. b) Having a new job.

5 The chairs, which at first looked old and dirty, were very valuable.
Which is the main information, a) or b)?
a) The chairs were old and dirty. b) The chairs were very valuable.

▷ Exercise 2 Adding relative clauses

In the story below all the relative clauses have been removed. Put clauses a)–g) in the gaps and add commas where necessary. In some places more than one clause will be suitable.

River rescue

A quick-thinking cyclist today received an award for his actions.

Steve Kimberley was cycling home one day last year when an anxious woman asked him to help a man 1 Steve 2 initially tried to pull the man out with a dog lead. Then, as someone else rang for the police, he tried to keep the man

calm and alert by asking him questions. Eventually a police officer threw a rope to the man 3

Mr Kimberley 4 was today being presented with the Tom Mogg Trophy by the Royal Lifesaving Society. Mr Kimberley 5 had been taught by the society's Rescue Unit 6

- a) who lives in Bath
- b) who had recently had a series of three life-saving lessons
- c) ~~who helped save the life of a man who fell into an icy river~~
- d) who had fallen into the river
- e) who works as a computer webmaster
- f) which meets at Culverhay Sports Centre
- g) which he was able to climb up

▷ Exercise 3 Learning from learners

Rewrite each learner's extract as one sentence using a defining or non-defining relative clause.

Example: While I was there I met a really interesting man. He told me all about his travels in Asia

While I was there I met a really interesting man who told me all about his travels in Asia.

- 1 We went to this wonderful holiday complex. There was a huge pool and a fitness centre.
.....
- 2 The pool was used for training by Olympic athletes. It was over 100 metres long.
.....
- 3 Our room had a fantastic view over the beach. The room had a jacuzzi and a large balcony.
.....
- 4 There were lots of insects. They kept me awake at night with their buzzing and biting.
.....
- 5 Fiji has beautiful golden beaches and warm, clear blue sea. The beaches are often empty.
.....
- 6 We went to a place up in the mountains. It had a monastery and amazing views.
.....

➤ Exercise 4 Building sentences

Make sentences by joining the boxes using non-defining relative clauses.

Examples:

- | | | | | |
|---|--------------|---------------------|-----------|--|
| | coat | new | green | <i>His coat, which was new, was green.</i> |
| | hotel | £200 per night | expensive | <i>The hotel costs £200 per night, which is expensive.</i> |
| 1 | story | interesting | too long | ..... |
| 2 | mobile phone | Japan | tiny | ..... |
| 3 | plant | flowers are yellow | rare | ..... |
| 4 | John | job | good | ..... |
| 5 | man | two young daughters | 76 | ..... |
| 6 | Sarah | American | yoga | ..... |

Extension

Copy the words in boxes onto pieces of paper and mix them up in three piles, one for the first boxes, one the second etc. Turn over one from each pile and try to make a sentence including a relative clause.

Classwork

- 1 Write a) below on a piece of paper. Add a relative clause to it:
One day a man called Joe, who was wearing a ridiculous pair of trousers
- 2 Fold the top of the paper over so you cannot see your writing, and pass it to the next student.
- 3 Copy b) in the same way, add a relative clause to it and pass it on.
- 4 Continue like this until sentence f) is completed. Unfold the paper and read the stories.
Whose is the funniest?

a) One day a man called Joe	d) He asked her to go to a restaurant
b) met a woman called Miranda	e) She said she'd prefer to go to the cinema
c) in the	f) In the end they got married and had four children

Review unit

2

Units 13–22 Sentences

Exercise 1 Mixed structures Units 13–22

Match the grammar areas, 1–10, to the example sentences, a)–k).

Example: Using information about time to start a sentence *d)*

- | | |
|--|---|
| 1 Imperative for instructions | a) They advised me not to go there because it's been quite politically unstable recently. |
| 2 Auxiliary <i>do</i> for emphasis | b) I was wondering if you could lend me 50 pence? |
| 3 A tail | c) He's a bit strange, my brother. |
| 4 A <i>wh</i> - question | d) At first she didn't like her new job. |
| 5 A tag question to check something we think we know | e) I know you don't trust her, but she did help me a lot in the past. |
| 6 An indirect question | f) Five boys who were seen in the area just before the robbery have now been arrested. |
| 7 Reported speech using <i>tell</i> | g) The paintings, which went on sale yesterday, are on show at the local gallery. |
| 8 Reported speech using another reporting verb | h) You don't live here, do you? Otherwise you'd know about the village festival. |
| 9 A defining relative clause | i) What time are you meeting Sam? |
| 10 A non-defining relative clause | j) First fill the kettle with water, and then put a teabag in your cup. |
| | k) Her teacher told me she hadn't been seen all day. |

Exercise 2 Imperatives Unit 14

Fill in the gaps with verbs from the box. Then follow the instructions.

add multiply choose take take think think turn

Example: *Think* of a number between 1 and 10 and

- 1 it by 9.
- 2 If the answer is a two-digit number, these digits together to give a new number.
- 3 5 away from the new number.
- 4 this number into a letter from the alphabet where A=1, B=2, C=3 etc.
- 5 the name of a country beginning with this letter.
- 6 the second letter in the country name and of a mammal that begins with that letter.

What have you got?

Exercise 3 Questions and answers in jokes **Units 17-18**

In the jokes below, put the words in questions 1-6 in order, and find the appropriate answers from a)-g).



Example:

Waiter! steak got you Why on thumb my your have? ..c)

Waiter! Why have you got your thumb on my steak?

- 1 is high Why sky the? ..
- 2 be long How the Oxford will train to? ..
- 3 you that Why are making at funny-looking faces dog? ..
- 4 octopus to the did say boyfriend What her? ..
- 5 a and green is pea small Why? ..
- 6 say work What when do from they get bees home? ..

- a) I want to hold your hand, your hand, your hand.
- b) So that birds don't bump their heads.
- c) ~~I don't want it to fall off the plate again.~~
- d) Because if it was large and red it would be a tomato.
- e) 'About 200 metres,' said the station master.
- f) Well, he started it.
- g) Honey, I'm home.

Exercise 4 Mixed structures **Units 14-22**

Fill in the gaps in this phone conversation between a young woman and her mother.

A: Hi, Mum. It's me.

B: Oh, hello! I wasn't expecting you to call. Where are you?

A: We arrived in India yesterday, and an amazing thing happened this morning *which*. I just had to tell you about.

B: Oh, what?

A: Well, you remember the Prices, I used to live next door when I was ten or eleven? Well, I met Jamie Price this morning, in the same hotel!

B: You didn't, 2 ?

A: Yeah, and he looked just the same. I told him he looked familiar and he said I did too, and when he told me his name I immediately remembered him. You still write to them at Christmas, 3 ?

B: Yes. Well, how amazing. What 4 in Delhi?

A: He's doing what I'm doing, travelling for a year. Anyway, I'd better go in a minute, but before I do, I 5 if I could ask you a favour?

B: Of course. Go on.

A: You couldn't ring my bank and check they sent the money I asked for, 6 ?

B: Yes, all right. And what about letters? 7 you want me to open them?

A: Only if they look urgent, and then 8 me any important news. There are Internet cafés everywhere. Must go, Mum. Great to speak to you. I'll ring again in a couple of weeks. Bye.

Exercise 5 Defining and non-defining relative clauses **Units 21-22**

Put relative clauses a)–l) back into sentences or phrases 1–10. Add any necessary full stops (.) or commas (,).

Examples:

My husband's the one^{d)} not me.

The building workⁱ⁾ was running late as well.

- | | |
|--|--|
| 1 There were only three people in the queue. | a) which was good as we wanted to stay outside |
| 2 The place is France. | b) I asked for |
| 3 Our car was damaged by the storm. | c) which was brand new at the time |
| 4 I don't know anyone, do you? | d) who does all the cooking |
| 5 The weather was lovely. | e) that gets on well with him |
| 6 We chose the house | f) who was only 16 at the time |
| 7 Our old flat was very airy and big. | g) that had the bigger garden |
| 8 We've tried to arrange the meeting at a time | h) that I like best for family holidays |
| 9 Moira Fisher was left homeless. | i) which was already over budget |
| 10 The one was a bit bigger than this one. | j) which was on the fourteenth floor |
| | k) which is convenient for everyone |
| | l) which wasn't many for that time of day |

Exercise 6 Reported speech **Units 19-20**

Read the two texts and then write what you think the original words were in 1–8.

When Martin *invited* me to visit his family with him, I 1 *agreed* to go because I'd heard so much about them. On the way down there he 2 *warned* me not to talk about politics. I 3 *asked* him what the problem was, and he 4 *said* that they all disagreed with each other!

Example: *Would you like to come and visit my family with me?*

- 1
- 2
- 3
- 4

David 5 *reminded* Deborah to take her medicine. She's always forgetting to take it and then wonders why she isn't getting any better. I 6 *suggested* she set an alarm to help her remember, but she 7 *refused* to do that. She 8 *said* it was a crazy idea.

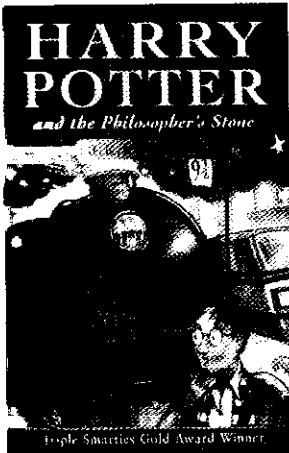
- 5
- 6
- 7
- 8

Unit 23

Verbs followed by the infinitive or the -ing form

Getting started

Read the reviews for the book *Harry Potter and the Philosopher's Stone* by J.K. Rowling. Underline one word in each review that shows the speaker liked the book.



'I think *Harry Potter and the Philosopher's Stone* is brilliant. Once you start reading you can't stop. My Mum kept telling me off because every night I was using up the electricity very late. I didn't want to stop until I'd reached the very end.'

'I love *Harry Potter and the Philosopher's Stone*. Before I read this book my parents had to force me to read anything. I preferred watching TV or playing computer games. Now I want to read all of the Harry Potter books.'

'*Harry Potter and the Philosopher's Stone* is a spectacular book. The story goes straight into your head. It's very funny. It made me wish I was a wizard. I'd love to make up magic spells.'

These verbs in the texts – *start, keep, want, force, prefer, make, love* – are all followed by another verb. Put them in the right column in the chart.

Verb + to + infinitive	Verb + object + to + infinitive
Verb + -ing form	Verb + object + infinitive

Looking at language

Verbs + infinitive or *-ing* form

When you use two verbs together in English you need to decide whether the second verb should be the infinitive with or without *to*, or the *-ing* form. The structure you use depends on the first verb.

Verb + *to* + infinitive

These verbs are followed by *to* + infinitive:

agree	appear	arrange	ask	attempt	choose	decide	encourage
expect	fail	hurry	learn	manage	offer	prepare	promise
recommend	refuse	seem	tell	tend	try	want	warn

We can group some of these verbs like this:

■ **Reality verbs:** *appear, seem:*

He seems to like music.

■ **Effort verbs:** *try, attempt, fail, manage:*

She failed to reach the final of the competition.

Tend + to + infinitive means you usually or often do something.

I tend to get up earlier when the weather's good. I tend not to drink coffee in the afternoon.

Verb + object + *to* + infinitive

These verbs are followed by an object + *to* + infinitive:

ask	choose	encourage	expect	tell	want	warn
-----	--------	-----------	--------	------	------	------

I wanted the sun to shine on my birthday.

Many of these are reporting verbs: *ask, tell, encourage, warn:*

She asked him to speak more quietly. I told her not to leave the room until I came back.

Verb + object + infinitive without *to*

Make and *let* are followed by an object + infinitive without *to*:

My mother made me wear the most awful clothes.

She let me stay out later than most of my friends though.

Verb + *-ing* form

These verbs are followed by the *-ing* form of the second verb:

avoid	can't help	can't stand	consider	deny	enjoy	feel like	
finish	give up	hate	imagine	keep	like	love	mind
practise	prefer	put off	suggest	understand			

We can group some of these verbs like this:

■ **Like and dislike verbs:** *like, love, mind, can't stand, enjoy, hate, prefer:*

I don't like getting up early.

■ **Time verbs:** *start, stop, continue, begin, put off:*

I began taking singing lessons as a child.

Verbs that can take to + infinitive or -ing form

Some verbs – *like, love, begin, start, continue* – can be followed by either the infinitive or the -ing form.

I like sailing. / I like to sail.

She began having lessons. / She began to have lessons.

With some verbs, different meanings are expressed through these two structures:

Verb	+ to + infinitive	+ -ing form
go on	<i>They went on to talk about their travel arrangements. (They did something new.)</i>	<i>They went on talking after the waiter brought the bill. (They continued doing the same thing.)</i>
need	<i>I need to repair my washing machine. (I will do the job.)</i>	<i>My washing machine needs repairing. (Someone else will do the job.)</i>
remember / forget	<i>I remembered to buy the milk. (I remembered and then I bought the milk.)</i>	<i>I remember buying the milk. (I bought the milk and now I remember doing it.)</i>
stop	<i>He stopped to talk to me. (He stopped in order to talk to me.)</i>	<i>He's stopped talking to me. (He's not talking to me any more.)</i>
try	<i>I'm trying to lose weight. (I'm trying something difficult.)</i>	<i>I'm trying eating just fruit for breakfast. (I'm trying something new.)</i>

Sense verbs: *hear, see, feel, notice*

These verbs can either be followed by the infinitive without *to* or the -ing form but there is a difference in meaning. Compare:

I heard a dog bark, and then a car started and drove off. (I heard the whole of the barking.)

I heard a dog barking as I went past the house. (I heard part of the barking.)

Other points

- With some of these verbs there is a choice of negative with different meanings. Compare:
I didn't ask him to leave (I didn't ask him, but he left) and *I asked him not to leave* (I said, 'Please don't leave.').
- We use the -ing form after a preposition: *We talked about starting earlier.*

1 Read the text about a musician and answer the questions.

Shy ten-year-old pianist

It is lunchtime and the pianist comes to the end of a long practice in preparation for a performance tonight. He has played his Mozart, Beethoven, Schumann and Janacek but can't seem to stop himself. It looks as if someone will have to make him stop. The pianist is ten years old. Lukas Vondracek has come with his mother to play at a music festival. 'At a rehearsal, one of the players was so affected by Lukas's playing that she forgot to play,' said the conductor. Lukas began playing when he was two and was at first taught by his parents, musicians in their home town in the Czech Republic.

- 1 Why is he extraordinary?
- 2 Find examples of these verb patterns:
 - a) Reality verb + *to* + infinitive:
 - b) Time verb + *-ing* form
 - c) Verb + object + infinitive (without *to*):
 - d) Verb that can be followed by *to* + infinitive or by *-ing* form with different meanings:

Getting it right

► Exercise 1 Thinking about meaning

Decide which beginning, a), b), or both, matches each ending and tick (✓) your choice.

Example:

- | | |
|---|---|
| a) They liked playing cards in the evening ...✓ | but that night they decided to go out |
| b) They liked to play cards in the evening ...✓ | instead. |
| 1 a) They stopped to have a drink | because they were thirsty. |
| b) They stopped drinking | |
| 2 a) He remembered buying some sugar | but he couldn't remember where he'd |
| b) He remembered to buy some sugar | put it. |
| 3 a) Oliver tried taking some aspirin | but it didn't make him feel better. |
| b) Oliver tried to take some aspirin | |
| 4 a) The prisoner went on to say that | she was innocent, again and again and |
| b) The prisoner went on saying that | again. |
| 5 a) She started to talk just | at the same moment as me. |
| b) She started talking just | |
| 6 a) Simon heard someone screaming | once and then everything went quiet. |
| b) Simon heard someone scream | |
| 7 a) He began playing the guitar | when he was 12 years old. |
| b) He began to play the guitar | |
| 8 a) I heard the tap drip | and the noise started to send me to sleep |
| b) I heard the tap dripping | |

Exercise 2 Learning from learners

Correct any mistakes in the sentences, or write *correct* if there is no error.

Example: My mother made me to keep my room tidy.

My mother made me keep my room tidy.

- 1 I wanted that he tell me the news.
- 2 You should stop to work so hard.
- 3 I enjoy to go to the cinema.
- 4 He avoided talking about it.
- 5 They won't let us to watch TV late.
- 6 I look forward to receive your reply.
- 7 The university doesn't let students bring food into the classrooms.
- 8 We talked about to go out for a meal one night, didn't we?

Exercise 3 Choosing the correct form

Read the stories and fill in the gaps with verbs from the box in the correct form.

chew give up go ~~hop~~ keep away know lie smoke feed

The doors were just about to close on my underground train when I saw a pigeon *hop* in. The tourists wanted 1 it with crisps, but the bird wasn't interested. It appeared 2 where it was going and as soon as the doors opened at the next station, it flew out.



If you want to give up 3 , you are recommended not 4 electrical cables to help. An Australian builder chewed almost a metre of cable a day for ten years, and found it had a 'sweet and pleasant taste'. Unfortunately the cables he was eating contained lead and last year doctors found the lead levels in the man's blood were three times the safety limit. Fortunately, his blood is now back to normal but he has failed 5 smoking.

On 29 January a worried resident of Tilehurst, Berkshire saw a cobra 6 motionless by the side of the road. He rang the local animal hospital who told him not 7 near it. As the man waited for help he warned other people 8 When a man arrived from the animal hospital in full protective clothing and approached the snake, he realised it was an old car exhaust pipe.

▷ Exercise 4 Text completion

Fill in the gaps with the correct form of a verb from the box, followed by an appropriate form of the verb in brackets ().

begin begin go on go on keep manage need remember tend try **want**

Have I ever told you about the time I ruined a new engine? Well, I ...*wanted to get* (get) a bigger car because the children 1..... (get) bigger, so we 2..... (look) and we 3..... (find) one quite quickly. A few days after I bought it I 4..... (put) some fuel in it, so I stopped at a petrol station and started to fill it up. I 5..... (not notice) what I'm doing in petrol stations and I 6..... just (fill up), paying and driving off. Soon the engine 7..... (make) the most awful noise, and I 8..... (stop) and starting a couple of times but it just 9..... (get) worse, so I pulled in at another garage and of course found out that I'd put diesel in a petrol car. Because I'd 10..... (drive) the engine needed 500 pounds' worth of work. Only a week or two old, too.

Classwork

1 Copy these sentences onto a piece of paper and complete them about yourself using another verb and any other necessary information.

I began when I was

I stopped when I was

I tried but

I love

I hate

I go (how often?)

I remember when I was a child

My parents made me

2 Fold your piece of paper, and put everyone's pieces together.

3 Take a different piece of paper. Try to decide who wrote the sentences, and return the piece of paper to its owner.

First, second and zero conditional sentences

Getting started

- Match Extracts 1, 2 and 3 to the correct headlines, a), b) or c).

a) **What a winner!** b) **Jupiter, saviour of the world** c) **Baby talk**

1 Headline:

If a large comet hit the Earth, humans would very soon die out. If it hit the land, it would cause earthquakes worldwide, knocking down almost every building. If it landed in the deepest ocean, it would send waves thousands of feet high over surrounding continents. A minimum of a billion people might die. But Jupiter helps to stop such disasters.

2 Headline:

MARGARET JONES, 56, can't seem to stop winning. She has won two out of the three competitions she's entered this year, and now she's won the lottery too! OK, so she didn't win the top prize, but she's not unhappy with her £50,000. 'Margaret's amazing. If she enters a competition, she wins!' says husband Mike.

3 Headline:

Rosanna Della Corte was 62 when she gave birth to a son in 1994. Now she's trying for another child. If Rosanna gives birth soon, she'll be nearly 80 when all the teenage problems start!

Find the sentences with *if* and number them 1–5. Write the numbers of the sentences which match a), b) and c) below.

	<i>First clause</i>	<i>Second clause</i>	
a)	<i>If + present tense</i>	<i>will / can + verb</i>	.....
b)	<i>If + past tense</i>	<i>would + verb</i>	.....
c)	<i>If + present tense</i>	<i>present tense</i>	.....

Which of the *if* sentences describe real, possible situations?

Which describe unreal or imaginary situations?

Do any refer to the past?

Looking at language

Conditional sentences

Conditional sentences usually have an *if* clause (the condition) and another clause (the result): *If a large enough comet hit the Earth (condition), humans would very soon die out (result)*. The *if* clause can come either before or after the result clause.

Use and form

- 1 The zero conditional describes something that is or was generally true:

If I eat fish, I get ill. If I didn't eat my meals, Mum got cross.

Form: *If + present tense, present tense or If + past tense, past tense*

If means 'whenever' in a zero conditional sentence.

The imperative (see Unit 14) is often used with the zero conditional:

Tell her about the party if you see her.

- 2 The first conditional describes real or probable future situations:

If it rains, I won't go out.

Form: *If + present tense, will + infinitive*

The present simple, present continuous, present perfect simple or continuous (not *will*) can be used to talk about the future in the *if* clause:

If you're going shopping, will you buy me some milk?

If he's had enough, he'll stop.

When and *as soon as* can replace *if* in a first conditional sentence. Compare:

If I see her, I'll tell her. (Perhaps I won't see her.)

When / As soon as I see her, I'll tell her. (I know I'll see her.)

Will can be replaced to show something is less certain:

If you go now you may / might see her. (It is possible but not definite.)

If I pass my exam, we can / could celebrate. (We can celebrate if we want to.)

In spoken English, we often use *going to* in the *if* clause to suggest a previous arrangement (see Unit 11):

If your sister's going to be there, I'll definitely go.

- 3 The second conditional describes imaginary or unlikely situations:

If I knew, I'd tell you.

Form: *If + past tense, would + infinitive*

In a more formal style we use *were*, not *was*, after *if*:

If I were you, I'd apply for the job.

If he were here, what do you think he'd do?

Would can be replaced to make the situation in the result clause less certain:

If I went to Africa, I might see wild elephants. (It is possible but not definite.)

If I had enough money, I could go round the world. (If I wanted to.)

Conditions are not always stated. Some sentences do not include an *if* clause: it is just suggested:

I'd love to meet your brother. (If you let me.)

- 2 Match the sentence beginnings, 1–6, to the endings, a)–f). Are the sentences examples of first, second or zero conditionals?

- | | |
|---|---|
| 1 If Deborah rings, | a) if she doesn't get the job. |
| 2 If I were you, | b) they won't notice anything. |
| 3 In those days girls only went to school | c) tell her to come round at 7.00. |
| 4 She'll be really upset | d) if everybody lived in big houses. |
| 5 If they're watching television, | e) if they came from a rich family. |
| 6 We'd have no countryside left | f) I'd find a new girlfriend. |

Other points

The choice of first or second conditional often depends on the speaker's view of the situation.

Example: Two people buy lottery tickets every week. One says:

If I win, I'll give up my job. (first conditional; he thinks he can win)

The other says:

If I won, I'd move to the country. (second conditional; she thinks it's unlikely she'll win)

Getting it right

► Exercise 1 Choosing the best form

In situations 1–8 below, which conditionals are possible? Tick (✓) a), b), or both if they are both possible.

Example: The farmer wants to sell the field behind our house to property developers.

- | |
|--|
| a) If they build houses there, it ruins the area. |
| b) If they build houses there, it'll ruin the area. ...✓ |
- 1 That politician Steven Brown has been offered some money by a businessman.
 - a) What will you do in his situation?
 - b) What would you do in his situation?
 - 2 The interview went well, actually. I think they liked me.
 - a) If they offer me the job, I'm going to accept it.
 - b) If they offered me the job, I'd accept it.
 - 3 It's a simple law of physics.
 - a) Water boils if you heat it to 100 °C.
 - b) Water would boil if you heated it to 100 °C.

I can't believe more people are getting on this bus.

 - a) If any more get on, it'll never be able to move.
 - b) If any more got on, it would never be able to move.

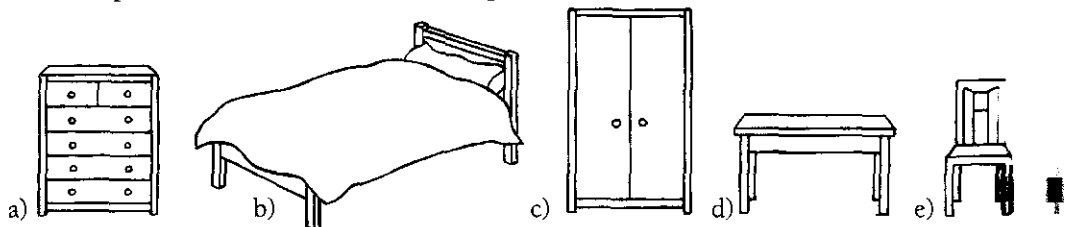
- 5 She's phoned twice already today.
- If she phones again, I'll tell her what I think.
 - If she phoned again, I'd tell her what I thought.
- 6 I think I know how it works.
- If you pushed this, the drink would come out.
 - If you push this, the drink comes out.
- 7 Elvis died in 1977, didn't he?
- If he's still alive today, do you think he's still singing rock'n'roll?
 - If he was still alive today, do you think he'd still be singing rock'n'roll?
- 8 Their baby is due next month.
- If it's a girl, they're going to call her Emily.
 - If it was a girl, they would call her Emily.

▷ Exercise 2 Getting the form right: first conditional

In the conversation below, two friends are putting a new piece of furniture together. Fill in the gaps with the correct form of the verb in brackets.

- A: So where do you think this bit goes?
- B: Well, if we *put* (*put*) it here, this piece *will fit* (*fit*) onto it perfectly.
- A: Yes, but if you 1 (*do*) that, how 2 you (*get*) the doors on?
- B: Good point. Perhaps we should do the doors first. Yes, if we 3 (*attach*) the doors now, we 4 (*be able to*) stand it upright.
- A: But how 5 we (*get*) the top on if we 6 (*do*) that? It 7 (*be*) too tall to reach.
- B: Hmm. OK. Let's put the top on first then.
- A: Yes. Good. Now, if we 8 (*stand*) it upright, we 9 (*be able to*) fix the doors and put the shelf in, and it 10 (*be*) finished.
- B: Not quite. What's this bit?
- A: Ah, that's easy. If you 11 (*read*) the instructions, you 12 (*see*) that it's a spare shelf – we don't need it.

What is the piece of furniture? Choose from pictures a)–e) below.



➤ Exercise 3 Getting the form right: second conditional

Write answers for questions 1–4 below, and write suitable questions for answers 5–8.

Example: How would your friend feel if you always wore the same clothes as him / her?

He'd probably get quite annoyed with me.

1 What would you do if you found £500 in the street?

2 What would you say if your mother asked what you thought of a new dress and you hated it?

3 What would you tell your teacher if you hadn't done your homework?

4 Where would you live if you could live anywhere in the world?

Example: How would you feel if you came top in all your exams?

I'd be really happy, but I'd probably feel a bit sorry for my friends who didn't do as well as me.

5 I'd probably scream and run away, although actually I don't believe in things like that.

6 I wouldn't touch it. I'd call for help and move away from it.

7 I'd walk up to them and ask him / her what he / she was doing, and then tell him / her our relationship was over.

8 First I'd buy a big house with a swimming pool and then I'd invest the rest of it.

Extension

Extend your answer to either question 1 or 4 into a short paragraph giving more information about what you would do and why. If you are working in class, your teacher can read out your paragraphs and other students can guess who wrote them.

Exercise 4 Learning from learners

Two language students are talking about their plans for the future. Decide if their use of conditionals in 1–10 is right or wrong, and put a tick (✓), or correct those that are wrong.

Pietro: I'm thinking of moving to Oxford next month.

Suzi: Really? Why do you want to do that?

Pietro: Because I think if I will stay here, I might get bored. *stay*.....

Suzi: But you might not like Oxford. What will you do then? 1

Pietro: Oh, I know I'll like it because I've been there before. 2

Suzi: Have you? You seem to have been everywhere. I've hardly been anywhere since I arrived.

Pietro: Where 3 <u>would you like</u> to go?	3
Suzi: Oh, lots of places – 4 I <u>like</u> to go to Scotland, and I'd love to see Oxford and Cambridge, of course.	4
Pietro: Well, if 5 I <u>will decide</u> to move to Oxford, 6 <u>come</u> and visit.	5
Suzi: Thanks. When 7 <u>do you know</u> for sure if you're moving?	6
Pietro: Well, if 8 I <u>didn't pay</u> for the course by next week, 9 <u>I'll have to</u> wait until next month. 10 <u>I'd let</u> you know what happens if you like.	7
	8
	9
	10

Classwork

- 1** Work in pairs. Write a first conditional sentence on a piece of paper. Then give it to your teacher.

Example:

If the weather's good tomorrow, we could go to the beach.

- 2** Make a circle. Your teacher gives Player 1 one of the conditional sentences. Player 2 (on Player 1's right) has to use something from Player 1's result clause to make a new sentence. Continue round the circle.

Example:

Player 1: *If the weather's good tomorrow, we could go to the beach.*

Player 2: *If we go to the beach, I'll try windsurfing.*

Player 3: *If you go windsurfing, you'll fall in the sea a lot.*

Player 4: *If you fall in the sea ...*

- 3** You're out if:
 you can't think of a new sentence
 or you repeat an idea
 or the class agree you've made a conditional mistake.
- 4** Start again with a new sentence each time someone loses. The winner is the last person left.

Getting started

Read the articles about lucky rescues and choose the correct sentence, a) or b), to finish each article.

- a) 'I don't know what would have happened to me if he hadn't heard me.'
 b) If rescuers had delayed another 24 hours, he would have used up his supply of oxygen.

ALIVE – after four days under a boat

IT WAS, he said, like heaven. Four days after his yacht capsized in the icy Southern Ocean, Tony Bullimore was finally rescued yesterday. He had spent four days under his yacht in one of the world's most dangerous seas. Waiting in complete darkness, he survived through determination and bits of chocolate. Two days ago he ran out of water.

Talking parrot saves trapped van driver by crying out 'help'



A parrot rescued a man who was trapped under the wheels of a van by copying his calls for help. 'I thought I was going to be stuck under the van all night long,' Mr Stone, 58, said. 'Although I cried and shouted for help, no one seemed to be able to hear me.' But 100 metres away, at the Broadway Caravan Park, Sonny, the parrot, heard him and repeated his shouts which alerted two men who work at the park. 'Sonny is a real life-saver,' said Mr Stone.

- 2 What is the form of the third conditional? Label the underlined parts of the sentence below using phrases from the box.

would if past participle past perfect have

If rescuers had delayed another 24 hours, he would have used up his supply of oxygen.

- 3 Underline the correct alternative in each sentence.

The third conditional talks about 1 *the past / the present / the future*. It describes 2 *what really happened / what might have happened*. The if clause comes 3 *before / after / before or after* the possibility clause.

Looking at language

This unit looks at ways of expressing how things could be or could have been different, and how to express wishes about the present and the past.

The third conditional

The third conditional describes possibilities in the past that did not happen. Look at these examples:

Conditional sentence	What actually happened?
<i>If rescuers had delayed another 24 hours, he would have used up his supply of oxygen.</i>	Rescuers did not delay; he did not use up his supply of oxygen.
<i>I wouldn't have met my husband if I hadn't gone to Italy.</i>	I did meet my husband because I did go to Italy.

We can make the possibility less certain by using *might* or *could* instead of *would*:

We might / could have won the match if Williams hadn't been injured.

Form

If + past perfect, *would(n't) / might(n't) / could(n't) + have + past participle*

If I hadn't gone to Italy, I wouldn't have met my husband.

The *if* clause can come either before or after the possibility clause. When the *would* clause begins the sentence, we do not use a comma:

I wouldn't have met my husband if I hadn't gone to Italy.

Other points

We can mix third with second conditionals (see Unit 24):

If I hadn't gone to Italy, I wouldn't be married now.

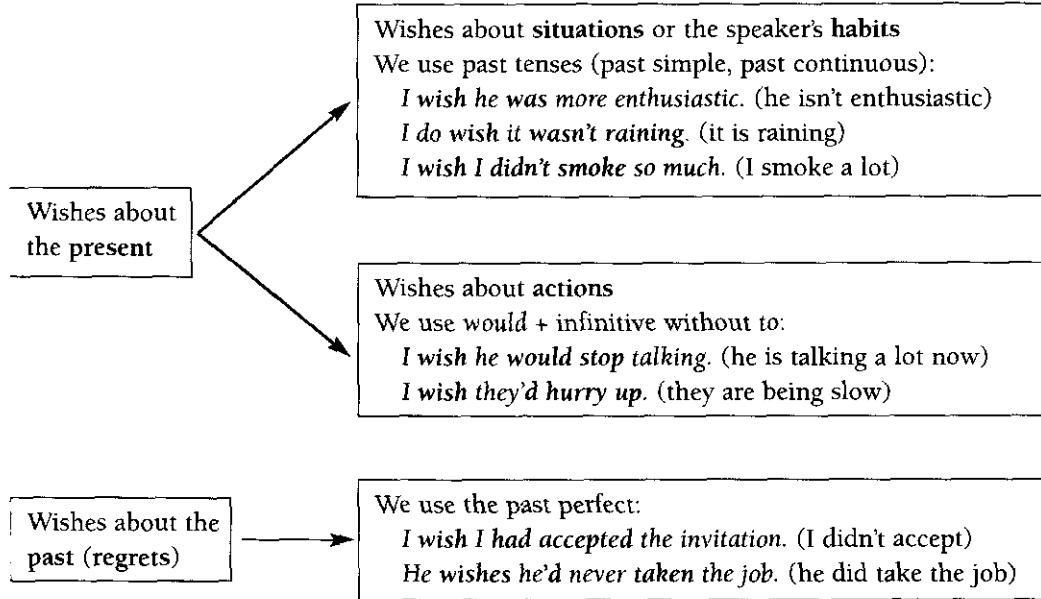
past possibility

present result

1 Fill in the gaps in the third conditional sentences below.

- 1 They (*finish*) by now if they (*start*) the job on time.
- 2 What she (*do*) if her parents (*not like*) her new boyfriend?
- 3 I'm sure lots of people (*apply*) for the job if they (*hear*) about it.

We use *wish* to talk about something in the present or past that is or was not true, but we would like it or would have liked it to be true.



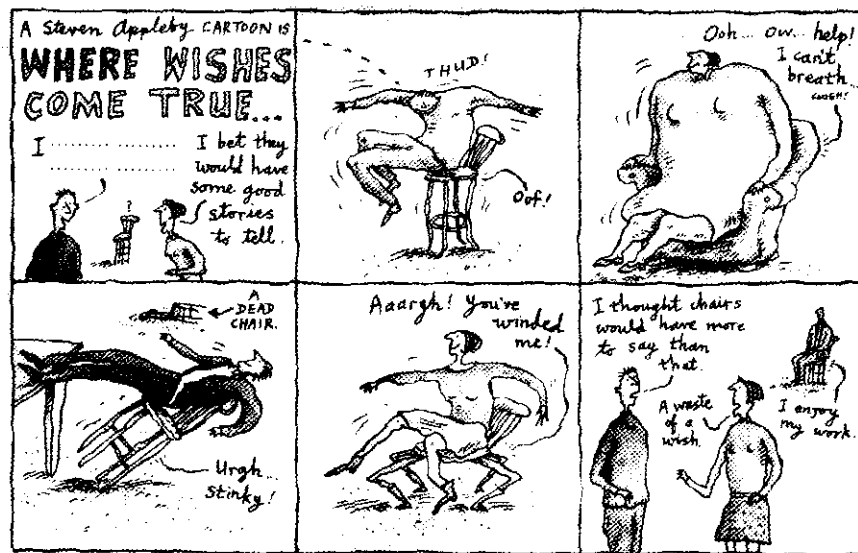
Other points

If only can be used in the same way as *wish* (both present and past). It is slightly stronger and more dramatic:

If only I could drive. (I can't drive.)

If only I'd seen you earlier. I could have warned you about the traffic. (I didn't see you earlier.)

Look at the cartoon. What do you think the missing words are?



Getting it right

► Exercise 1 Choosing the best form

Decide if a) or b) best expresses the idea of sentences 1–8, and tick (✓) your choice. Sometimes both are possible.

- Example:* He doesn't love me, but I want him to.
- | |
|---------------------------------|
| a) I wish he loved me. ...✓ |
| b) I wish he had loved me. |
- 1 I spent a lot of money yesterday. It wasn't a good idea.

a) I wish I didn't spend so much money.
b) I wish I hadn't spent so much money.
 - 2 He is smoking in here and I don't like it.

a) I wish he wouldn't smoke in here.
b) I wish he didn't smoke in here.
 - 3 He phoned me last night. It wasn't a pleasant phone call.

a) I wish he hadn't phoned me.
b) I wish he didn't phone me.
 - 4 I went to London for the day and met an old friend by chance.

a) If I hadn't gone to London, I wouldn't have met Sam.
b) If I hadn't gone to London, I wouldn't meet Sam.
 - 5 I want to be rich.

a) I wish I would be rich.
b) I wish I was rich.
 - 6 I missed my train, which was lucky, as it crashed.

a) If I hadn't missed the train, I might be in hospital.
b) If I hadn't missed the train, I would have been in hospital.
 - 7 I want Mike to write to me more often.

a) I wish he wrote more often.
b) I wish he would write more often.
 - 8 Abigail is making a mess all over the floor with her toys.

a) I wish she didn't make such a mess.
b) I wish she wouldn't make such a mess.

► Exercise 2 Writing regrets

Read the regrets below and fill in the gaps using the information in *italics*.

Example: If *I'd passed my exam*, I'd be a lawyer by now.
I *didn't pass my exam*.

- 1 If I'd left home ten minutes earlier, I
I *didn't catch the bus*.
- 2 Maybe if, and not literature, I would have a more useful job now.
I *didn't study science*.
- 3 I wouldn't have wasted so much time if
the exams were going to be so hard. I wish I'd realised that earlier.
I *didn't know the exams were going to be so hard*.

- Maybe if as a child, I wouldn't be so
scared of dogs now.
I didn't have a pet dog.
- 5 I do sometimes wish I would've been
able to travel more.
I got married quite early.
- Where are Dave and Susannah? The dinner's going to be completely ruined.
I wish
They're always late.
- I wish to work. This awful uniform
makes me look ridiculous.
I can't wear my own clothes.
- 8 My sister wishes
I always borrow my sister's clothes and she hates it.

> Exercise 3 Learning from learners

Learners were asked to talk in groups about their wishes and regrets. Rewrite the underlined mistakes they made with *wish* and the third conditional.

A: Is there anything you regret, Kyoko?

B: Sometimes I think about my career. If I would've listened to my parents, I might've become a violinist. How about you?

A: Actually, 1 I wish I can speak Japanese. I might like to go and work in Japan one day. Oh, and 2 I wish my sister married her boyfriend. The whole family wants her to.

C: A regret of mine is about an ex-boyfriend. 3 I wish now I didn't spend so much money on him. If I'd known how he was going to treat me 4 I would be more careful. Stefan, you're very quiet. Any regrets?

D: Only about food. I was a very fussy eater as a child. 5 I wish I discovered good food earlier. In my family, though, it's my mother who has the regrets. 6 She wishes she would have had the opportunities I had.

Example: *If I'd listened*.....

- | | |
|---------|---------|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |

Extension

Write two regrets that you have.

▷ Exercise 4 Writing people's comments about the past

Read the stories about lucky escapes below and add an appropriate comment using the third conditional. One story is about luck but not a lucky escape. Which one?

Example: A robber broke into Mrs Jakeson's house, tied her up and started to look around for valuable items to steal. But luckily for Mrs Jakeson her nephew arrived unexpectedly. The robber ran off without stealing anything. 'If John, my nephew, *hadn't arrived, the robber might have stolen everything valuable,*' she told a reporter.

- 1 When Sarah Donaldson got to the check-in desk, they asked her if she would stay one more day because they had overbooked the flight. They offered her a room in a luxury hotel, and she agreed as she had no urgent appointments back home. She didn't realise how lucky she was until she read that everyone on the plane had become ill with food poisoning. 'If I
- 2 Mike Watson and his girlfriend Deborah Willis had a lucky escape from their car yesterday. They were driving through town when they saw a friend of theirs walking along, so they decided to park and say hello. One minute after stepping out of their car, it exploded. 'If we
- 3 Last week Sheila Dunnock decided not to play the lottery for the first time in over a year. She had never won anything in the past. She was horrified when her numbers were chosen that week, but then her husband Dick told her he had bought the ticket himself. 'If Dick

Classwork

- 1 Read the amusing article below about a robbery that went wrong.
- 2 Work in teams of three or four. In ten minutes, write as many third conditional sentences about the story as possible.
Example: If the men hadn't got lost, they wouldn't have returned to the same gas station.
- 3 At the end of ten minutes, the group with the most correct sentences wins.

Two men drove into a petrol station in Vancouver, Canada, pointed guns at the cashier, and drove away with \$100. But 20 minutes later, they realised they were lost. They decided to ask for directions, so they pulled into another petrol station.

Somehow they didn't realise that they were at the same station they had robbed earlier, and they asked directions from the same cashier. He stayed cool, gave them directions, and, as soon as they left, he began calling the police.

Then the robbers returned yet another time. This time their car wouldn't start and they needed a mechanic. When they learned that there was no mechanic available until eight the following morning, they kept trying to start the car themselves. The police finally arrived and the men were still there. This time they were on the phone, trying to call a breakdown service. Their car battery was flat.

Getting started

Read one of the extracts from an article about a burglary. Then answer this question:

Why was the burglary unusual?

.....



Extract 1

Police? I want to report a burglary. Somebody has stolen my house.

'I WENT to put the key in the door and the door had gone,' Mr McSharry said yesterday. 'Not only that, but somebody had taken the stone around the door too. Inside there was almost nothing left and I thought there must have been a terrible mistake. It is the worst theft I have ever seen. There was nothing left but the walls.'

The police believe an organised gang carried out the theft.

'It is important the police catch them,' said Mr McSharry. 'You can replace a door, but you can't replace a whole house.'

Extract 2

Police? I want to report a burglary. My house has been stolen.

'I WENT to put the key in the door and the door had gone,' Mr McSharry said yesterday. 'Not only that, but the stone around the door had been taken too. Inside there was almost nothing left and I thought there must have been a terrible mistake. It is the worst theft I have ever seen. There was nothing left but the walls.'

The police believe the theft was carried out by an organised gang.

'It is important they are caught,' said Mr McSharry. 'You can replace a door, but you can't replace a whole house.'

Read both extracts and underline any differences you notice.

- 3 Look at the two headlines. Which headline makes the house more important than the thief? How does it do this?

Looking at language

The passive

Use

In English a verb can be active or passive:

Active: The starting point of a clause is the person or thing that did something (the 'doer'): <i>Somebody has stolen my house.</i>	Passive: You can use a different starting point, not the 'doer': <i>My house has been stolen.</i>
--	--

1 The passive can be used when the 'doer' is understood, or not important:

It is important they are caught. (we know it is the police who will try to catch them)

This use of the passive is typical:

- to describe processes – the emphasis is on **how** something is produced, not **who** does it:
Tea is grown on south-facing hillsides, and is harvested twice a year. It is packed locally before being sent to ...

- in formal writing, especially impersonal letters which focus on **what** happens, not **who** does it:

The statement was sent to you at the end of January, and you were asked to repay the loan by the middle of March. This was not done.

2 We can use the active or the passive to keep the starting points of two clauses the same, even when the 'doer' changes. Compare:

starting point
'doer'

She opened the door and

same starting point
'doer'

(she) shouted to a friend.

The starting point stays the same. Both clauses are **active** because 'she' is the 'doer' in both clauses.

starting point
'doer'

She opened the door and

same starting point passive + by + new 'doer'

(she) was seen by one of her neighbours.

The starting point stays the same, but the second clause is **passive** because 'she' is not the doer.

1 Answer the questions.

1 In the two clauses in the sentence below, is the 'doer' the same or different?

He walked into the room and was asked to sit down.

2 Is the second clause active or passive?

Form

The passive is formed with *be* + past participle:

	Passive	
Tense / verb form	<i>be</i>	Past participle
Present simple	<i>It is</i>	<i>cooked</i>
Present / past continuous	<i>I am / was being</i>	<i>watched</i>
Present perfect	<i>She has been</i>	<i>seen</i>
Will future	<i>They will be</i>	<i>sold</i>
Going to future	<i>They are going to be</i>	<i>sold</i>
Future perfect	<i>She will have been</i>	<i>elected</i>
Past simple	<i>He was</i>	<i>arrested</i>
Past perfect	<i>We had been</i>	<i>asked</i>
Infinitive	<i>I wanted to be</i>	<i>noticed</i>
-ing form	<i>I hate being</i>	<i>watched</i>

Verbs that do not have an object (intransitive verbs) do not have a passive form:
 We say: *The plane took off.* We don't say: ~~*The plane was taken off.*~~

Change the active verb forms into passive forms.

Example: *gives is given. take is / are taken.*

- | | |
|----------------------|------------------------|
| 1 does | 6 had eaten |
| 2 is watching | 7 will teach |
| 3 has read | 8 to make |
| 4 caught | 9 will have seen |
| 5 was carrying | 10 going to ask |

Other points

In spoken English, *get* + past participle can also be used to make the passive, with verbs expressing change or something happening:

My house got broken into / was broken into last night.

If there is no change, or nothing happens, we use *be* + past participle. We don't say: ~~*The meal got enjoyed by everyone.*~~ We say: *The meal was enjoyed by everyone.*

Getting it right

► Exercise 1 Choosing the best form

Underline the correct verb form.

Example: The gallery has over 1,000 paintings. These have been collected / *have collected* during the last 100 years.

- 1 He was a collector as well as an artist. He *collected* / *was collected* nearly 1,000 paintings.
- 2 The first pocket calculator weighed almost a kilogram. Its inventor *invited* / *was invited* to trade fairs all over the world.
- 3 Jonathan is starting a new job next week. He *is going to pay* / *is going to be paid* much more than before.
- 4 These beautiful clocks *assemble* / *are assembled* by hand.
- 5 Visitors *are advising* / *are being advised* to stay away from the city centre at night.
- 6 The five prisoners who escaped last week *have caught* / *have been caught*.
- 7 Welcome to the conference. After this meeting *you'll give* / *you'll be given* a welcome pack with details of the talks and your accommodation.
- 8 I'm fed up with always *asking* / *getting asked* the same question by unfriendly journalists.
- 9 I am pleased to report that your visa application has been successful and that your passport *has been returned* / *has returned* by the Immigration Office.
- 10 A young couple, whose parents *were not allowed* / *didn't allow* them to see each other because of an argument between the two families, have married in secret.

► Exercise 2 Active or passive?

Fill in gaps 1–9 in the statistics below about Coca-Cola with the verb in brackets. Use the active or passive in a suitable tense.

500 million servings of Coca-Cola (*consume*)
..... *are consumed* worldwide every year.*

94 per cent of the world's population 1 (*recognise*)
..... the Coca-Cola trademark.

109 is the number of years since Coca-Cola 2 (*invent*)
.....

148 litres 3 (*consume*)
by the average Brit every year.

The average American 4 (*drink*)
..... 275 litres every year.

195 is the number of countries where Coca-Cola
5 (*sell*)

Seven billion servings of Coca-Cola's products
(these include Cherry Coke, Lilt, Fanta, Sprite
TAB Clear, Five Alive) 6 (*consume*)
..... in Britain last year.

The 40-foot Coca-Cola bottle in Times Square
New York, 7 (*take*) seven
seconds to open, float a straw and empty it ~~set~~.

773 million servings of Coca-Cola products
8 (*drink*) every day
around the world.

Nine billion litres of Coca-Cola 9 (*sell*)
..... in Britain last year.

*all these statistics are from 1995

Exercise 3 Explaining choices

Say if verb forms 1–6 in the stories below are active or passive and tick (✓) the correct explanation for the choice, a), b) or both.

Story 1

BEN BEECH, a bookseller in Scarborough, was amazed recently when *someone offered him* a box of old books containing a poetry book that he had won as a 14-year-old schoolboy. **1** *My mum threw it out one day*, Mr Beech said. The book still had the name of Mr Beech's old school in Derby, 150 miles away. **2** *It was given to Mr Beech for a poem he wrote about a fish tank.*

Example:

- active..... a) *Someone* is the 'doer'. ✓
b) *Someone* is not the 'doer'.
- 1 a) The starting point and 'doer' are the same.
b) The starting point and 'doer' are different.
- 2 a) It is understood who gave Mr Beech the book. (The school.)
b) The starting point is the same as in the sentence before.

Story 2

■ A teenage couple who fell in love but **3** *were separated* by World War Two **4** *were married* yesterday after a chance meeting 56 years later. Tom Bryant, 73, and Ivy Butler, 71, met in 1941, but lost touch when Tom **5** *was called up* for the army. **6** *Both married* other people and settled in different places. Back in his home town of Ellesmere Port this year, Tom saw Ivy shopping.

- 3 a) The starting point (the couple) is the same in this clause as the one before.
b) We don't know what separated them.
- 4 a) The couple is the 'doer'.
b) You need a 'doer' (often a priest) to join two people in marriage.
- 5 a) The 'doer' is understood.
b) Tom is the 'doer'.
- 6 a) *Other people* is the 'doer'.
b) *Both* is the 'doer'.

▷ Exercise 4 Text completion

Read Extract 2 in *Getting started* again. Then fill in gaps 1–8, choosing the active or passive voice. The box of nouns / pronouns and verbs will help you.

Nouns / pronouns: a door the door ~~house~~ I they a whole house
 Verbs: carry out catch go replace ~~replace~~ see ~~steal~~ take think

Police? I want to report a burglary. My *house has been stolen*.

'I went to put the key in the door and 1,' Mr McSharry **said** yesterday. 'Not only that, but the stone around the door 2 too. Inside there was almost nothing left and 3 there must have been a terrible mistake. It is the worst theft I 4 There was nothing left but the walls.'

The police believe the theft 5 by an organised gang.

'It is important 6, ' said Mr McSharry. 'You can 7, but you can't 8

Classwork



Think of a book, film or building. Describe it to **the** others in your group, always using the word **it** as the starting point of the sentence. The others **have** to guess what you are talking about.

Examples:

It was built about 100 years ago in New York. It's very tall, and it was designed to show people ~~that~~ they had arrived in New York. (Statue of Liberty)

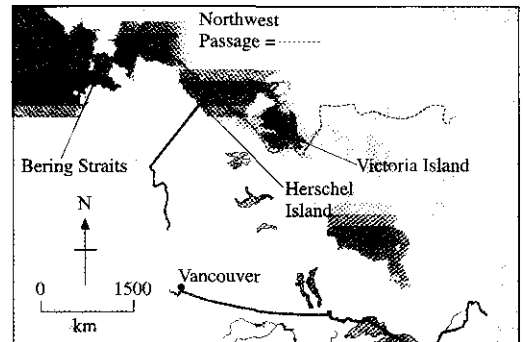
It was written by a Russian over 100 years ago, and it's very long. It has been made into a film ~~more~~ than once, I think. (War and Peace)

It was directed by Quentin Tarantino, and it was made in the States. It was very violent. (Pulp Fiction)

Getting started

Read the strange story about a ship, the *Baychimo*. Which is true, a), b) or c)?

- a) The ship was stolen by some Inuit.
- b) The ship sailed for many years without any people on board.
- c) The ship's crew said there was a ghost on board.



On 6 July 1931, the *Baychimo* left Vancouver, Canada, under the command of Captain John Cornwall. Passing through the Bering Straits, the ship entered the Northwest Passage. The captain spent hundreds of thousands of dollars buying furs along the Victoria Island coast. On the return journey the ship was caught in early winter ice and was unable to move. With the ship in danger of being crushed, Captain Cornwall and his crew made a camp on safer ice closer to shore and prepared to wait there until the spring.

After a storm in November the temperature rose, enabling the men to leave the camp. They found that the *Baychimo* had broken free of its ropes and disappeared. Captain Cornwall learnt that some Inuit had seen the missing ship 45 miles away. Captain Cornwall and his crew managed to find the ship and remove most of its furs, but before they could finish, the *Baychimo* vanished again.

The following spring the ship was seen 300 miles further east near Herschel Island. Since then the *Baychimo* has been seen frequently. The last time was in 1962 when fishermen found the ship in the same area. The *Baychimo* has disappeared since then, but it will turn up again.

Without looking back at the story, tick (✓) the phrases below which were in it.

- a) the temperature was risen
- b) the temperature rose
- c) the *Baychimo* was vanished
- d) the *Baychimo* vanished
- e) The *Baychimo* has been disappeared since then
- f) The *Baychimo* has disappeared since then

Now check your answers to Exercise 2 in the story. Do any of the correct answers look strange? Why?

Looking at language

Verbs confused with the passive

This unit looks at verbs which are easy to confuse with the passive because the 'doer' (the thing that did or caused the action) is not mentioned. There are two types: some are transitive, and can be used in three ways, and others are intransitive.

Transitive verbs confused with the passive

Compare these sentences, which are all possible in English:

- 1 *The boys broke the window.* (Active: the boys are the 'doers')
- 2 *The window was broken by the boys.* (Passive: the boys are the 'doers')
- 3 *The window broke.* (Ergative: there is no 'doer'; the window appears to have broken itself)

Other transitive verbs which behave like *break* are:

boil close cook freeze melt open sink smash start stop

They often describe movement or change.

1 Active	2 Passive	3 Ergative
<i>A guard opened the door.</i>	<i>The door was opened by a guard.</i>	<i>The door opened.</i>
<i>I started the car.</i>	<i>The car was started by James.</i>	<i>The car started first time.</i>
<i>Mary boiled the water.</i>	<i>The water was boiled by Mary.</i>	<i>The water boiled.</i>

In the examples in the third column, the subject of the sentence (*door, car, water*) is not the 'doer'. The 'doer' is not mentioned. (We don't say: ~~*The door opened by a guard.*~~) When the 'doer' is mentioned, the passive is used: *The door was opened by a guard.*

These verbs can be useful to avoid taking responsibility in embarrassing situations. You can say: *The glass has broken* (rather than *I've broken the glass*).

1 Use the words to write sentences for columns 1–3 above.

Example: Tim rang the bell

...Tim rang the bell... The bell was rung by Tim... The bell rang...

1 the sun melted the ice

2 the storm sank the ship

.....

.....

.....

Transitive verbs confused with the passive

Compare these sentences:

- 1 An accident *happened* late last night.
- 2 A careless driver *caused* an accident late last night.

Sentence 1 may sound strange because we often expect the subject of a sentence to be the cause of an action.

There is a group of intransitive verbs in English which behave like *happen* above:

crash die disappear fall happen land rise take off vanish

The passive is **not** possible with these verbs because they do not have an object:

We say:	We don't say:
<p>Something terrible <i>happened</i> yesterday. My cat <i>disappeared</i> last week and hasn't been seen since. Her father <i>died</i> peacefully in the night. The plane <i>took off</i> safely during a storm.</p>	<p>Something terrible <i>was happened</i>. My cat <i>was disappeared</i> last week and hasn't been seen since. Her father <i>was died</i> peacefully in the night. The plane <i>was taken off</i> safely during a storm.</p>

Fill in the gaps with a verb from the box above to give a **similar** meaning to the active, transitive sentences 1–4.

- | | |
|--|--|
| 1 The pilot flew the plane out of the airport. | The plane |
| 2 I couldn't see my friend anywhere. | My friend had |
| 3 The gas lifted the balloon into the air. | The balloon into the air. |
| 4 The bad driver caused an accident. | An accident because of the bad driver. |

Other points

To talk about problems with cars we can say: *I can't / couldn't start the car* or *The car won't / wouldn't start*, but we don't usually say: ~~The car doesn't / didn't start.~~

Getting it right

► Exercise 1 Getting the form right

In 1–10 below, tick (✓) the sentences which are grammatically correct and put a cross (X) next to those that are wrong.

Example: All of a sudden the strange shape was disappeared. ..X.

- 1 At last the sun rose and it suddenly seemed a lot warmer.
- 2 The chicken is cooking at the moment, but it will be ready in ten minutes.
- 3 The ice melted by the heat.
- 4 In the battle the ship was sunk by sailors from its own navy.
- 5 She was died peacefully last year after a long illness.
- 6 She was fallen in love with him almost as soon as she saw him.
- 7 The car crashed into a tree.
- 8 This story was happened in 1988 to my father.
- 9 My glasses have broken again so I'll have to get a new pair.
- 10 Anna will happen an accident if she continues to drive so fast.

Extension

Correct the sentences that you marked wrong.

Example: ...the strange shape disappeared.

► Exercise 2 Choosing the best form

In the strange story below, underline the best form of the verb in 1–10.

The events I'm going to tell you about *was happened / happened* ten years ago when I was a student. I was about to set off for home from college, but my car 1 *wouldn't be started / wouldn't start*. It was about five in the evening and dark. When I got out of the car, the door 2 *was close / closed* behind me without me touching it. When I tried to open the door, I couldn't, so I stood there for about ten minutes wondering what to do. Then I saw a man coming towards me, so I asked him to help me try to open the door. But suddenly he 3 *was disappeared / disappeared*. And then, all of a sudden, I heard a noise and the door 4 *was opened / opened*. I looked **around** but there was no one there. I got back into the car and this time it 5 *was started / started* straight away.

On the way home I had to stop because of an accident. Two cars 6 *had been crashed / had crashed*. A policeman told me the accident 7 *had been happened / had happened* a few minutes earlier and that one of the drivers 8 *had been died / had died*. I had been saved from the accident because my car 9 *had been broken down / had broken down*. After that I 10 *was started / started* believing in guardian angels.

> Exercise 3 Learning from learners

In the extracts from learners' ghost stories below, there are mistakes with the verbs you have studied in this unit, or the passive is chosen wrongly. Find the mistakes and correct them.

Extract 1

I saw a girl standing by the side of the road and I ~~was stopped~~^{stopped} the car to offer her a lift. She got in and I drove her down the road to a farm house. When we got there I got out of the car, but the girl was disappeared completely. A man and a woman came out and I said I had brought their daughter home but she had just been vanished. They looked very surprised and a little scared and told me their daughter was died ten years ago.

(three more mistakes)

Extract 2

The hand without an arm came towards him and was held his hand. He couldn't move or speak but he was terrified.

(one mistake)

Extract 3

My friend dreamt she saw her uncle who was died two months earlier. She told her parents the next day and they went to his grave and found that his grave stone was broken.

(one mistake)

Extract 4

Jenny woke up one night because her bed suddenly was shook violently. There was no one in the room. Suddenly it was stopped as quickly as it was started. She moved out of the flat the next day.

(three mistakes)

Extension

Write a story about something strange that has happened to you or someone you know.

▷ Exercise 4 Rewriting questions

Rewrite sentences 1–8, using the verbs in brackets, so that you avoid claiming responsibility for a difficult situation.

Example: Oh, look! I've pulled the curtain down. (*come down*)

Oh, look! The curtain's come down.

1 I've broken your vase. (*break*)

.....

2 Unfortunately, I dropped the glass and smashed it. (*fall / smash*)

.....

3 I just walked past the car and I set the alarm off. (*go off*)

.....

4 I've burnt the rice. (*burn*)

.....

5 I couldn't start the car this morning. (*start*)

.....

6 I caused an accident early this morning. (*happen*)

.....

7 I've torn my trousers. (*tear*)

.....

8 I was trying to cut the cheese but I bent the knife. (*bend*)

.....

Classwork

1 In small groups, write five sentences, of at least ten words each, one with the verb *disappear*, one with *happen*, one with *die*, one with *stop* and one with *rise*.

Example: *I need to take some notes, but my pen has disappeared.*

2 Choose one word in each sentence (not the verb) to miss out. Replace your word with the word *blank*.

Example: *I need to take some notes, but my blank has disappeared.*

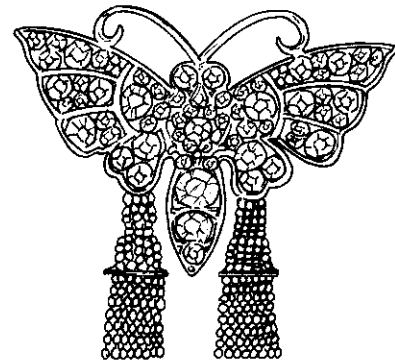
3 Take it in turns to read a sentence with the word *blank* to the other groups. The other groups guess the missing word and write it on a piece of paper. Each group holds up their piece of paper. A group scores a point if they guessed correctly, but they must get **exactly** the right word, not just any word which is grammatically correct.

Example: *pencil* is incorrect, and only *pen* gets a point.

4 The winning group is the one with the most points at the end.

Getting started

- 1 Read the newspaper article and answer the questions.
- a) What was the good news for the woman in the article?
.....
.....
- b) Where did the woman find the brooch?
.....
.....



Woman sells 50p brooch for £13,000

A HOUSEWIFE who feared losing her home sold a brooch bought for 50p for £13,225 at auction yesterday. She had been going through serious financial problems after divorcing her husband.

The buyer bought the diamond butterfly-shaped brooch at auctioneers, Phillips, in west London.

The woman noticed the brooch in the corner of a shelf at her local second-hand shop about a year ago. Her local jewellers told her the diamonds were not real.

When the woman had the brooch valued, Phillips' jewellery specialist, Keith Pearson, told her it would sell for up to £10,000 at auction.

Look at this sentence from the text, and answer the questions.

When the woman had the brooch valued, Phillips' jewellery specialist, Keith Pearson, told her it would sell for up to £10,000 at auction.

- a) Who valued the brooch, the woman or Keith Pearson?
- b) What is the form of the underlined phrase, i) or ii)?
- i) have + object + past participle ii) have + past participle + object

Looking at language

Get / have something done

Use

Look at these sentences about the brooch:

Keith Pearson valued the brooch. Active: We know the 'doer' and want to put him first.

The brooch was valued. Passive: The 'doer' is not important or not known.

The woman had the brooch valued. *Have something done:* We want to put the person affected by an action first, not the 'doer'.

So *get / have something done* is used when:

<p>1 you arrange for somebody else to do something:</p> <p><i>The woman had the brooch valued.</i> (somebody else valued it)</p> <p><i>I'm getting my hair cut at a new place in the town centre tomorrow.</i> (somebody else will cut my hair)</p> <p><i>They've had their house repainted since our last visit.</i> (somebody else has painted it)</p>	<p>2 something happens to you, often (but not always) something unpleasant:</p> <p><i>She got her hat blown off.</i></p> <p><i>I've had my house burgled three times now.</i></p> <p><i>If she's lucky, she'll have her business plan accepted.</i></p>
---	--

We use *get (not have) something done* when no one / nothing else is involved:

I got my finger stuck in the bottle.

He got his hat caught in the branches.

Note that *get something done* is not usually used in the present perfect tense. We say: *I've had my hair cut.* We don't say: ~~*I've got my hair cut.*~~

1 Underline four examples of *get / have something done* in the conversation below.

Are they examples of Use 1 or 2 above?

A: What's that scar you've got on your leg?

B: That's from an accident I had a few years ago. It all happened when I was having a new patio built and I came out with cups of tea for the workmen. I got my sleeve caught on the door handle and the cups flew out of my hands. Then I fell over onto a bit of broken cup. The workmen were great, and I wasn't hurt badly, but I've still got this scar on my leg. I even had a piece of the cup built into the patio.

A: Is it still there?

B: Sadly, no. I had to have the patio redone last year.

1 2 3 4



<i>Tense</i>	<i>Get / have</i>	<i>Object</i>	<i>Past participle</i>
Present simple	<i>He gets / has</i>	<i>everything</i>	<i>delivered to his home.</i>
Present perfect	<i>She's got / had</i>	<i>her hair</i>	<i>done.</i>
Will future	<i>They'll get / have</i>	<i>their computer</i>	<i>upgraded soon.</i>
Past simple	<i>I got / had</i>	<i>new windows</i>	<i>put in.</i>
Past perfect	<i>We'd got / had</i>	<i>the carpets</i>	<i>cleaned.</i>

Notice that *have* is a main verb in *have something done*, so don't use contractions. We say: *I had my eyes tested*. We don't say: ~~*I'd my eyes tested*~~.

Getting it right

► Exercise 1 Thinking about meaning

For sentences 1–10, write *m* if I did the action myself, or *sb* if somebody else did it. For one, both are possible.

Example: I had my hearing checked last week. I was worried about it. ...*sb*...

- 1 I had my hair cut this morning. What do you think of it?
- 2 I've mended your bike. It should be OK now.
- 3 I got my thumb broken in a rugby match.
- 4 I fixed the broken food mixer last night. Try using it again.
- 5 I've had the computer repaired. I hope it's all right.
- 6 I had to clean the car before we could leave.
- 7 I got my handbag stolen when I was on holiday.
- 8 I got the cake made to save some time. I've been so busy!
- 9 I had mended the lamp before he even noticed it was broken.
- 10 By the time they got there I had already put in the new kitchen sink.

▷ Exercise 2 Getting the form right

Fill in the gaps using a *get / have something done* phrase. Use the correct forms of the verbs and noun phrases in the box.

Noun phrases	all his meals his eyes the film her hair my hair his hi-fi her paintings her dress his diaries
Verbs	accept catch cut develop make pay for publish steal test

Example: I think he *got his eyes tested* because he kept getting headaches.

- 1 She's going to this afternoon. I wonder what style she'll have this time!
- 2 I yesterday. There are some really good photos of you and the children.
- 3 She's for the exhibition. I'm so pleased. There are some quite famous artists taking part.
- 4 He's again. He's really annoyed because he'd just bought it.
- 5 Did you know that he's won a holiday to Spain? He's won two weeks in a luxury hotel and he'll even
- 6 Her father died last year, but she's hoping to
- 7 Pat, can you help me a minute? I on my brooch and I can't get it free.
- 8 Fiona's spending a lot on her wedding. She by a top designer.

▷ Exercise 3 Completing a conversation

Fill in the gaps in the conversation about a holiday with words a)–g) and the correct form of *get / have something done*.

- a) some new photos / take
- b) money / send
- c) new passport / issue
- d) it / fix
- e) passport / steal
- f) ~~his feet / cover~~
- g) my camera / catch

Angus: How was your holiday? What did you do?

Katie: Well, on the first day we went swimming, and Luke *got his feet covered* in oil on the beach. It took us ages to get them clean.

Luke: And the next day Katie I

Katie: So I had to 2, and go all the way to the capital to 3 at the embassy.

Luke: And that wasn't all. I 4 in the lift door in the hotel and it broke. I tried to 5 but it cost too much, and anyway we were having money problems.

Katie: Yes, we had to 6 from our bank at home because no one would take our credit card. Somehow we enjoyed ourselves though!

► Exercise 4 Learning from learners

Seven of sentences 1–8 below contain a mistake involving *get / have something done*. Correct the mistakes and tick (✓) the one correct sentence.

Example: I think in some countries you can ~~have delivered shopping~~ ^{have shopping delivered} to your home.

- 1 Oh, that's nice. You've cut your hair.
- 2 If you use a digital camera, you don't need to develop the film at a shop.
- 3 A: What have you done today?
B: The garage had fixed my car this morning, and then I did a bit of shopping.
- 4 Do you like my new ring? It didn't fit when I tried it on at first, so I had enlarged it.
- 5 A: Did you ever have a fight at school?
B: Only once, and I got my nose broken.
- 6 We want to sell our house so we valued it last week. It's worth much more than we thought.
- 7 You haven't been well for ages. I think you should get your blood pressure check.
- 8 I want the invitations to look professional, so I'm going to find somewhere where I can get printed them.

Classwork

- 1 Think about the town or city you are studying in. What would you like to get done to improve the area?

Example:

I'd have the main street pedestrianised. I'd get museum entrance fees reduced.

- 2 Work in three groups. Prepare a list of ideas, and think about how to present your ideas to the class. You have ten minutes. Then present the ideas to the class.

Example:

At the moment there's too much traffic in the city centre, so we'd have the main street pedestrianised, and then people could walk around the shops safely. We would also ...

- 3 Which group has the most ideas, and which group has the best ideas? As a class, vote on the three best ideas for the town.

1 Do you think there are some jobs that men do better than women and some that women do better than men? Which ones?

.....

2 In the article about a woman bus driver, find **two** things she likes about the job and **one** thing that she found difficult at first.

.....

.....

**It's a power thing.
Rosalyn Clark enjoys
life as a bus driver**

I've always loved driving. For some reason I find it relaxing, so driving a bus is ideal. Some of the male bus drivers were a bit funny at first and I think it took them a while to get used to the fact that I was a woman. I could

see it in their faces that they were a bit shocked.

I like *being in control of a big vehicle*. Perhaps it's the power. I don't find London traffic stressful, and I don't let anyone annoy me. I've learnt to manage when people start being rude.

I think I'm quite a good driver, although some days are better than others. Changing back to driving cars when I'm not



working was a bit difficult at first. I kept forgetting how wide the car was, but I'm used to it now.

3 Find and underline two examples of *be / get used to something* in the article.

4 Underline the correct statement.

- a) *Be / get used to something* means that something is:
 i) no longer new and strange ii) finished and no longer true
- b) *Be / get used to* is followed by:
 i) the infinitive ii) a noun / pronoun or the *-ing* form

5 What does *it* refer to in this sentence from the text:

I kept forgetting how wide the car was, but I'm used to it now.

.....

Looking at language

≡ / *get used to*

Use

We use *be used to something* to show that something is familiar (not strange or new) now because you have done it or experienced it many times:

I kept forgetting how wide the car was, but I'm used to it now. (now I know how wide the car is)

We asked them to stay. We were used to having lots of visitors. (we often had visitors)

The negative (*be not used to something*) is very common:

I'm not used to the food in this country. It's too spicy for me.

We use *get used to something* to show that something that was strange is becoming familiar:

It took them a while to get used to the fact that I was a woman.

I find the accent here difficult to understand, but I'm getting used to it.

I couldn't get used to the long hours, so I resigned.

Note that *used to + verb* is completely different; this means you did something regularly in the past but don't do it now:

I used to watch a lot of television, but I prefer radio these days.

(See Unit 6.)

- 1 Does *used to* in the sentences below refer to something familiar (this unit) or a past habit (Unit 6)?
- 1 I don't eat meat much these days, but I used to.
 - 2 They never went abroad in the past, but now they're used to it.
 - 3 Molly was used to going everywhere by car, so she's finding it hard without one now.
.....
 - 4 Paolo used to live in the United States.
 - 5 I haven't had a cigarette for four months and I'm getting used to not smoking now.
.....
 - 6 We always used to go to the same place for our summer holiday.

Form

We use *be / get used to* with a noun, pronoun or the *-ing* form. You can use it in most tenses.

Tense	Example
Present simple	<i>I'm used to it.</i> We don't usually use <i>get used to</i> with the present simple except in the expression <i>you get used to it</i> (you = anyone).
Present continuous	We don't usually use <i>be used to</i> with the present continuous. <i>I'm getting used to my new job.</i>
Present perfect	<i>She's been used to moving house every year, so she can't settle down.</i> <i>They've got used to their son's behaviour.</i>
Will future	<i>They'll be used to it after a few months.</i> <i>They'll get used to people staring at them.</i>
Past simple	<i>He was used to being treated like a prince.</i> <i>She got used to driving a bus.</i>
Past perfect	<i>We'd been used to a much simpler life.</i> <i>I'd got used to buying whatever I wanted.</i>

Negatives

With *get used to* something we usually use *can't* or *couldn't* in present and past tenses:

I can't get used to this awful weather.

I couldn't get used to driving on the left.

With *will future* we often use *never* instead of *not*:

I'll never get used to his strange ways.

Pronunciation

Used to is usually pronounced /ju:stə/.

Other points

Something *took some getting used to* is a common expression:

The climate is completely different here. It's hot and humid. It took some getting used to. (It took a long time to get used to it.)

Getting it right

► Exercise 1 Thinking about meaning

For sentences 1–8, tick (✓) the sentence, a) or b), which is true. In one sentence both a) and b) are true.

- Example:* I expect they'll get used to living in the countryside but it will take some time.
- | |
|--|
| a) They have always lived in the countryside. |
| b) They haven't lived in the countryside before. ...✓. |
- 1 I'm not used to people shouting at me.

a) People shouting at me is unusual.
b) In the past people shouted at me a lot.
 - 2 I used to eat a lot of junk food.

a) I don't eat a lot of junk food now.
b) I eat a lot of junk food these days.
 - 3 They've just moved here and they're not used to so much traffic.

a) There was a lot of traffic where they lived before.
b) There wasn't much traffic where they lived before.
 - 4 I just can't get used to the idea that Marianne is married.

a) Marianne isn't married.
b) I find it strange that Marianne is married.
 - 5 In China I thought I'd never be able to eat with chopsticks, but I got used to it.

a) Using chopsticks is still difficult for me.
b) I can now eat with chopsticks.
 - 6 At first Laura couldn't understand their accent. It took some getting used to.

a) Their accent was strange at first.
b) Laura can understand their accent now.
 - 7 Sabine is finding it hard to take orders from someone, but I'm used to it.

a) I've taken orders from people before.
b) Sabine has taken orders from people before.
 - 8 It took me a while to get used to getting up early every day.

a) I always got up early in the past.
b) Getting up early was new for me.

➤ Exercise 2 Describing changes

Read about changes in two people's lives and complete sentences 1–6 using the correct form of *be / get used to (something)*.

A I live in Canada now, but I was born in Ireland and lived there until I was 15. Although it was quiet there, I was happy. Things are completely different in Vancouver where we live now. The people are nice, but they aren't as friendly as they were in Ireland. When we first arrived I found it quite strange that when I said hello to someone in the street they said nothing. My school is much bigger. There are 40 students in a class. I found that difficult at first, but it's starting to feel normal. The noise seemed very strange when we arrived. We lived in a quiet village before, but Vancouver is a very noisy city, though I find that quite exciting now.

Example: I was *used to living* in a quiet place.

- 1 People aren't as friendly here, but I've now.
- 2 I big classes.
- 3 Vancouver is a noisy city, but I now.

B Marcus changed his job recently. The new job is quite different from his old one and it took him a while to feel comfortable with his new workmates. In the old job he was working with just three other people in a small family company, but now he's responsible for 100 workers. He doesn't know them well, which is completely different from before and he finds that hard. He'd like to be friends with them all, but of course it's impossible.

- 4 At first he his new workmates.
- 5 He with a small number of colleagues.
- 6 He can't not friends with his colleagues.

▷ Exercise 3 Learning from learners

A teacher recorded a conversation with two learners about things that were strange when they first arrived in Britain. After the conversation the teacher noticed eight mistakes with *be / get used to*. Underline seven more mistakes and correct them.

Teacher: What did you find strange when you arrived here in Scotland?

Paloma: Oh, many things, actually. First, of course, the weather. I used to sunny weather nearly all the year, but here it's the opposite! I still can't be used to the cold and rain

Anna: Yes, that's the same for me. I didn't expect the weather to be so bad. You're used so you don't find it hard, but for us it's strange.

Teacher: Well, we don't like the rain either, you know. Anything else?

Anna: Yes, the time you eat your meals. We're used to eat at about nine or even ten in the evening, but my family here eat their evening meal at seven. It's awful for me. I'm no used to it.

Paloma: Yes, it's the same for me. My Scottish family eat at six! And another thing that's strange? Your taps! Why do you have two separate taps for hot and cold? I got used to it now, I suppose.

Teacher: What about the traffic? Has that been a problem for you at all?

Anna: Well, driving on the left side of the road took some getting used.

Paloma: Yes, the same for me, but I'm used now and probably when I go home I'll have problems there.

Example: I'm used to sunny weather.

- 1
- 2
- 3
- 4
- 5
- 6
- 7

▷ Exercise 4 The lottery

Find one sentence in each row that can be rewritten with a similar meaning using *be / get used to*. Rewrite it in the right box. The first row has been done as an example.

1 I always played with dolls when I was a child.	2 When I started typing, my fingers ached, but they don't any more. <i>I've got used to typing.</i>	3 I can't play tennis very well.
4 When I was a student I sang in a choir.	5 I work in a pub and go to bed late every night, which isn't a problem for me.	6 My friends all think I'm mad wanting to be a farmer.
7 It didn't take long before I was familiar with the new car.	8 Leslie has never been abroad.	9 Some of the animals in the zoo once lived in the wild.
10 What do you usually do in your summer holiday?	11 Is it still strange for you living in your new house?	12 It was a difficult exam, but I think I did OK.

Look at the numbers of the sentences you have rewritten. Which is the winning lottery ticket?

- a)

2 4 9 10

 b)

2 6 8 12

 c)

2 5 7 11

Classwork

- 1 Divide into two or three groups. Tear up a piece of paper into ten pieces and on each piece write either a noun, verb, adjective or adverb.

Example: banana beautiful eat

- 2 Pass your words to another group, face down so that they cannot see them. In each group, Learner 1 takes a piece of paper. He / she looks at the word but does not show it to anyone else. Then he / she draws pictures to explain the word. The rest of the group guesses it. When they have guessed it correctly, the whole group writes a sentence using the word and *be / get used to*.

Example: *I'm used to eating bananas because they're very cheap in my country.*

- 3 Then Learner 2 takes another piece of paper and the group guesses that word. The group with the most correct sentences in ten minutes is the winner.



Exercise 1 Mixed structures **Units 23–29**

Underline the correct choice in *italics*. Sometimes both choices are possible.

Example: If it rains / If it will rain again tomorrow, I'm not even going to try to go out.

- 1 I think he *expected to fail* / *expected failing* the exam, so he was very pleased when he heard he'd passed.
- 2 I didn't enjoy the meal last night. If *I felt better* / *I'd felt better* I might have had a better time.
- 3 A: What a lovely vase! Is it very old?
B: I think it *made* / *was made* at the end of the eighteenth century.
- 4 A: You look miserable. What's the matter?
B: *I had turned down my suggestion.* / *I had my suggestion turned down.*
- 5 I'm sorry I'm late. Something *had happened* / *was happened* on the main road and there was a long traffic jam.
- 6 I spoke to her several times, but she continued *causing* / *to cause* trouble.
- 7 You look nice. *Have you cut your hair?* / *Have you had your hair cut?*
- 8 I hated the long train journey to work at first, but I guess *I'm used to it* / *I used to it* now.
- 9 I saw Janice on the way home so I *stopped seeing* / *stopped to see* how she was.
- 10 Have you heard the news? This plane *just vanished* / *was just vanished* over the Atlantic.

Exercise 2 Mixed structures **Units 23–29**

Fill in the gaps in the conversation with words from the box.

been doing ~~had~~ leave to to do travelling used 'll (will)

- A: Hey, you've *had* your hair cut! It's really nice.
 B: Oh, thank you. It's rather different, isn't it?
 A: Yes. What made you decide **1** have it short this time?
 B: I just felt like **2** something different. It's a bit of a shock every time I look in the mirror but I'm getting **3** to it. How are you anyway?
 A: I'm fine, thanks. I've just **4** offered a new job.
 B: Great! Where is it?
 A: It's with a big company in London. It's a long journey, but I don't mind **5**
 I really needed **6** something new.
 B: When do you start?
 A: Well, my company won't let me **7** until March. Then, if I can afford it,
8 have a couple of weeks' holiday.

Exercise 3 Conditionals Units 24–25

Fill in the gaps in these conditional sentences with the correct form of the verb in brackets.

Example: If you're going to help tomorrow, I *ll get up*. (*get up*) a bit later.

- 1 Don't worry. If I needed your help, I (*ask*) for it.
- 2 If I (*stay*) in the sun too long, I get a headache.
- 3 If I (*know*) you were coming, I would've kept some food for you.
- 4 I'd tell the truth if I (*be*) you.
- 5 If we keep saving like this, we (*be able to*) move to a bigger house.
- 6 United could have won if the referee (*not make*) so many bad decisions.
- 7 If you press this button, the motor (*start*).
- 8 I won't answer the phone if you (*not want*) me to.
- 9 I (*recognise*) you if you hadn't worn that hat.
- 10 If you leave the lights switched on, it (*waste*) electricity.

Exercise 4 Conditionals and wishes Units 24–25

Match the sentence beginnings, 1–10, to the endings, a)–k).

Example: I'm upset about not getting the job, but if I had got it *c*).

- | | |
|---|--|
| 1 Well, we're looking forward to seeing you tomorrow. Just let us know | a) I'd never speak to her again. |
| 2 If my sister was as unkind as yours | b) they would never have offered her the job. |
| 3 There are some amazing coincidences in life. I wouldn't be talking to you today | e) I'm not sure I would have accepted it anyway. |
| 4 If Jake was ever rude to his parents | d) if I hadn't missed that plane. |
| 5 I wouldn't want to live on a tropical island for the rest of my life | e) even if I could. |
| 6 Michael gave me some really sensible advice. If only I'd listened to him | f) I hadn't ever met him. |
| 7 He's broken my heart and now I just wish | g) you were alone in a foreign country and you had your passport stolen? |
| 8 I've got a headache and I wish | h) he was sent to his room. |
| 9 If they'd known what she was going to be like | i) I wouldn't be in this mess today. |
| 10 What do you think you'd do if | j) he'd stop talking so loudly. |
| | k) if you think you're going to be late. |

Exercise 5 The passive **Units 26-27**

Learners were asked to write something about their country. Correct the mistakes in the underlined passive structures 1-9, or write a tick (✓) if the use is correct.

A

My country is famous for its tea. The tea are made in the mountainous area in the centre of the country. The leaves is picked by hand and taken to the factory where they 2 dry and then 3 crush. They 4 are then packed into packets by the factory workers. You should buy tea from my country because it is delicious.

is made.....

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

B

If you look at the rug on the floor in your house you may discover it 5 made in my country. They 6 are often made in mountain villages, but they 7 are sell all over the world. It can take a long time to make one rug. Some 8 are taken five years or more. The rugs 9 is often made by women. They have different patterns and colours from different areas.

Exercise 6 *Get / have something done* and *be / get used to* **Units 28-29**

Use language from Units 28 (*get / have something done*) or 29 (*be / get used to something*) to rewrite the phrases in *italics*, but try to keep the meaning the same.

Example: I left the door to my car unlocked and unexpectedly *somebody stole the stereo*.

I *had my stereo stolen*.....

- 1 I was quite surprised when she first talked about her beliefs but *I'm familiar with her funny beliefs now*.
.....
- 2 We needed new pictures for the passports so *we paid someone to take our photos* again.
.....
- 3 I've lived here six months now and *I'm starting to feel that being cold is normal*.
.....
- 4 I took my camera back to the shop and *someone fixed it for me*.
.....
- 5 In my country we have dinner late in the evening, so *it's still strange to be eating so early*.
.....
- 6 I went to the dentist and *she took one of my teeth out*.
.....

Getting started

1 Read the article and answer the questions.

a) What happened at the prison?

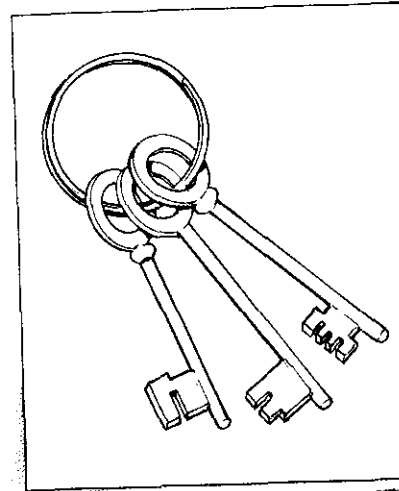
b) How did the prisoner do what he did?

PRISONER COPIED KEYS FROM MEMORY

A PRISON spent thousands of pounds changing locks after a prisoner with a photographic memory copied a vital set of keys.

The prisoner memorised the shape and size of the set of keys after seeing them for only a few seconds. He then made the copies from a plastic mirror.

The alarm was raised when a guard uncovered at least three keys hidden in his cell. As soon as they were found, managers at the prison ordered a complete change of locks in order to reduce the chances of an escape.



(adapted from *The Independent*, 3 March 1998)

2 A, an and the are articles – they come before a noun. Underline any that you find in the text above.

3 A prisoner (paragraph 1) changes to the prisoner (paragraph 2). Why?

4 Why a vital set of keys (paragraph 1) but the set of keys (paragraph 2)?

Pronunciation

The is usually unstressed and pronounced /ðə/. Before a vowel sound, however, it is pronounced /ði/.

Compare:

Have you got the keys? Have you read the article?
/ðə/ /ði/

The letter u often has the consonant sound /j/ at the beginning of words, as in *university*. Before /j/, *the* is pronounced /ðə/.

A and *an* are pronounced /ə/ and /ən/.

Other points

- We use *an*, not *a*, before vowels (*a, e, i, o, u*): we say *a prisoner*, but *an artist*.
- In spoken English, *this* can mean *a(n)* in stories.
This (a) prisoner, he copied keys just using his memory. (See Unit 33.)
- We **must** use an article with a singular countable noun, even when there is also an adjective. We say: *He is an interesting man*. We don't say: ~~He is interesting man~~.

4 Match the sentence beginnings, 1–6, to the best endings, a)–f).

- | | |
|---|---|
| 1 I think football | a) thrillers. |
| 2 I think the football | b) – I don't know who – has won some money. |
| 3 The boy that lives next door | c) a thriller. |
| 4 A boy at college | d) is always playing loud music. |
| 5 A few years ago I used to read a lot of | e) is a bit boring. |
| 6 The best book I ever read was | f) needs more air in it. |

Getting it right

► Exercise 1 Thinking about use

Read the texts and answer the questions.

Example: As we sat there *the* moon came up in *the* east.

Why do we say *the* moon and *the* east? *There is only one moon and one 'east'.*

Text 1

An officer from the Prison Service said: 'Yes, some keys were stolen, but the situation has now been dealt with.' No one at the prison would comment on the cost of replacing the locks, but a Prison Service officer said that nothing similar would be allowed to happen in future.

Do you think the same spokesperson for the Prison Service spoke each time, or a different one?

.....

- 5 Visitors to India may be surprised to see
 (cows / Hindu temples). Cows are important in the Hindu religion and allowed to go where they want.
- 6 (coffee room / not be / available)
 between 2.00 and 5.00 today. We apologise to staff for any inconvenience.
- 7 You know (dress / I / wear /
 yesterday)? Well, it was my mother's when she was my age!
- 8 I'm really hungry. Would you mind
 (get / me / banana) from the kitchen?
- 9 My parents have just bought a new car.
 (It / small / Renault).
- 10 I work in a big insurance company with about 1,500 employees. In fact,
 (I / Managing Director / company).

Classwork

- 1** Work with a partner. Write three sentences, each including an article. One of the sentences must have a mistake in the use of the article.

Examples:

My father works as an accountant. (Right.)

Let's meet on a corner of Bridge Street and Park Lane at 7.00. (Wrong – the corner.)

- 2** Pass your sentences to another pair, who should try to find the mistake.
- 3** Pass the papers back. Did they find the mistake? Did they find the right mistake?

Getting started

- 1 Read the advertisement for two holidays and answer the questions.
 - a) Which holiday would be more suitable for someone who likes to visit places of natural beauty?
 - b) Which holiday would you choose?

MARRAKESH – four nights by air from Gatwick Airport

In Marrakesh the present-day traveller can see an old unchanged Africa. The High Atlas mountains supply water to the city, making Marrakesh an oasis on the main caravan routes from the Sahara. Our weekends in Morocco include a guided tour of Marrakesh, and a full-day trip to the High Atlas mountains. The five-star Hotel Imperial Borj has a café, bar, restaurant and a swimming pool.

CAIRO – four nights by air from Heathrow Airport

The Pharaohs believed that the goddess, Nut, gave birth daily to the sun as it travelled from east to west. So the Ancient Egyptians lived on the east bank of the Nile and died on the west. Our weekends in Egypt include a guided tour of the Pyramids at Giza and a guided tour of Cairo including the Egyptian Museum. The Mena House Oberoi is an elegant, traditional, deluxe hotel, near the Great Pyramid.



- 2 Underline all the proper nouns (nouns starting with capital letters, such as *Pharaohs*) in the advertisement.
- 3 Do the types of proper nouns in the box need *the* or not? Put them in the correct column in the chart and add an example from the advertisement.

airports	cities	continents	countries	deserts	hotels
mountain ranges	museums	nationalities	rivers		

Nouns with the	Example	Nouns without the	Example
		airports	Heathrow Airport

Looking at language

Articles

Special uses of *the*

1 Some names (proper nouns) always use *the* and some do not:

Nouns with the	Examples	Nouns without the	Examples
Deserts	<i>the Sahara, the Gobi</i>	Airports	<i>Heathrow, JFK</i>
Many famous / historical buildings	<i>the Pyramids, the White House</i>	Castles and palaces	<i>Buckingham Palace</i>
Hotels	<i>the Hilton, the Oberoi</i>	Cities and towns	<i>Riyadh, Athens</i>
Island groups	<i>the Canary Islands</i>	Companies	<i>Sony, Samsung</i>
Mountain ranges	<i>the Himalayas</i>	Continents	<i>Africa, Asia</i>
Museums and art galleries	<i>the British Museum, the Louvre</i>	Countries	<i>Germany, New Zealand</i>
Nationalities	<i>the French, the British</i>	Days, months, years	<i>Tuesday, April, 2009</i>
Newspapers	<i>the Independent</i>	Individual islands	<i>Crete, Sicily</i>
Oceans and seas	<i>the Atlantic</i>	Individual mountains	<i>Everest</i>
Rivers and canals	<i>the Amazon, the Suez Canal</i>	Languages	<i>English, Cantonese</i>
Theatres and cinemas	<i>the Globe</i>	Squares and streets	<i>Red Square, Oxford Street</i>
		States and regions	<i>California, Wales</i>

Noun phrases containing a proper noun and *of* usually need *the*:
the Palace of Westminster / the King of Spain / the University of Bath

1 Can you think of another example for each of the noun types that need *the*?

- | | |
|-----------------------------|--|
| 1 a desert | 7 a famous / historical building |
| 2 a hotel | 8 an island group |
| 3 a mountain range | 9 a museum |
| 4 a nationality | 10 a newspaper |
| 5 an ocean / sea | 11 a river / canal |
| 6 a theatre or cinema | |

- 2 We use *the* to talk about:
- playing a musical instrument:
*I didn't know you could **play** the guitar.*
*but I didn't know you **had** a guitar.*
 - periods of time in history:
*The Beatles were famous in **the** sixties.*
The 1990s were difficult for many people around the world.
*Mozart lived in **the** eighteenth century.*
 - inventions:
*The camera was first used in **the** second half of the nineteenth century.*
- 3 We use *the* + *most* for superlatives (see Unit 43):
*It was **the most** interesting holiday I've had in years.*
*Team A scored **the most** goals in the whole competition.*
but without *the* to mean the majority / nearly all:
Most people have a television. (nearly all people)
- 4 We use *the* with the names of some countries:
the United States (but ~~the~~ America), the United Kingdom (Britain), the Philippines.

Special uses of *a(n)*

We use *a(n)* with:

- hundred, thousand, million, billion etc.:
*There are **a** hundred names on the list. There are **a** thousand people.*
- occupations:
*She's **a** student / **a** nurse etc.*

Other points

- Places
We use *the* to talk about most local, familiar places:
*I'm going to **the** shops / **the** bank / **the** supermarket. Can I get you anything?*
School, university, hospital, prison and church are different.
We use no article to talk generally:
*A long stay in **hospital** can be very boring;*
or when someone is a pupil, student, employee, patient, prisoner or churchgoer:
*It's terrible. **Brian's** in **prison** again. Sally starts **school** soon.*
But we use *the* with these nouns to talk about particular (identified) places:
*They live near **the** prison, just outside the city. She's going to **the** school I went to.*
- *Bed, work, home*
We don't use an article with these words:
*Grandad's still in **bed**. What time do you go to **work**? Let's go **home**.*
- School subjects
We don't use an article with school or university subjects:
*I'm studying **computer science** at university.*

2 In the spoken extracts below, decide whether or not *the* is needed in the gaps.

'Well, school – I never really liked 1 school. I only went there basically to meet my friends and things. But I would've liked to have done well at 2 school.'

'Even though we had a photocopy of a map and instructions we still got lost. We went round and round. We asked five different people and they all said different things. Finally at ten to one I said 'There you are. There's 3 school on the right', so we just made it in time.'

'There's an open day at Trent University which I want to go to, so I hope my mum will take me to 4 university and then she'll have three or four hours to look round the town.'

'No, I didn't really enjoy my time at 5 university. I know you're supposed to, but I'm afraid I just didn't very much.'

Getting it right

► Exercise 1 Explaining article choice

For each sentence, 1–10, complete the rule about the use of articles.

Example: Samsung has over 200,000 employees!

Don't use the with company names.

1 Didn't you know? My brother's a doctor.

Use a with

2 I'm flying from Heathrow Airport very early tomorrow.

Don't use the with names.

3 The country with the most televisions per person is the USA.

Use the with

4 Most people in the USA have at least one television.

Don't use the when most means

5 English is used as the language of commerce in more and more countries.

Don't use the with

6 I wish I could play the piano. *Use the to talk about musical instruments.*

7 I was a schoolgirl in the 1990s. *Use the to talk about*

8 K2 is the second highest mountain in the Himalayas. *Use the with*

9 A multinational team is planning to climb K2 without oxygen later this month.

Don't use the with names.

10 I've heard the Philippines is beautiful. countries need the.

▷ Exercise 2 A, an, the or no article

Why do you think the name 'Dorothy Comm' might be special? In gaps 1–10 write a, the or – if you think there is no article.

Dorothy Bell Comm is wondering what all the fuss is about. In the past three months the quiet 68-year-old from California, 1 English professor and mother, has become 2 international celebrity with appearances on television, and now, in her favourite newspaper, 3 Times.

Her name is the reason for her fame. Dorothy, known to her friends as Dot Comm, rose to instant fame in 4 October when she was 'discovered' by 5 Excite, an Internet media company.

6 name Dot Com is heard several times an hour on television and radio stations throughout 7 North America, and increasingly 8 world, as 9 companies who do business on 10 Internet publicise their web addresses. The vast majority of these addresses start with www and end with .com (dot com).

▷ Exercise 3 Learning from learners

Read these descriptions of famous places written by learners. They made some mistakes with articles. Correct the underlined phrases or tick (✓) them if they are correct. What cities are they describing?

River Seine flows through this city. It's famous for its tower which gives a wonderful view across the city. It's called 1 the Eiffel Tower. There's a world famous art gallery called 2 Louvre. Just outside this city is 3 Palace of Versailles. City name:

This city is divided into two by 4 the Bosphorus Sea. Half of it is in 5 the Asia and half in 6 the Europe. It has many beautiful old buildings, including 7 the Blue Mosque and 8 the Topkapi Palace. It used to be called 9 the Constantinople. City name:

This city is famous for its cathedral, 10 the Duomo, and the bridge over 11 Arno River called 12 the Ponte Vecchio. There are almost 13 hundred museums and art galleries in this city. 14 Most famous art gallery is 15 uffizi. City name:

X The

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15

▷ Exercise 4 Correcting a text

A schoolchild wrote the following geographical description of Britain, but a computer error removed all examples of *the*. Add *the* in 17 more places (after the example).

The
United Kingdom is an island surrounded by English Channel, Atlantic,
Irish Sea and North Sea. It is made up of four regions: England,
Scotland, Wales and Northern Ireland, and although London is capital
of whole country, each region has its own capital city (London,
Edinburgh, Cardiff and Belfast). Best-known rivers are Thames, which
flows through London, Severn which divides England and Wales, and in
north of England, Humber and Mersey. Highest mountains in United
Kingdom are found in Scotland (Grampians) and North Wales (Cambrian
Mountains), while England's major range is called Pennines. English is
spoken everywhere in Britain, although there are other languages
such as Welsh and Gaelic, but there are also a lot of distinct regional
accents.

Classwork

1 Work in groups of three or four to answer the quiz questions.

- 1 Where is Mount Everest?
- 2 What is the longest river in the world?
- 3 Name another language spoken in Spain apart from Spanish.
- 4 What is the name of the long range of mountains in South America?
- 5 What is the name of the famous square in Moscow?
- 6 What is the name of an airport in New York?
- 7 Where is the Taj Mahal?
- 8 In which decade did the Beatles become famous?

2 Your teacher will tell you the correct answers. Which group got the most right?

3 Now write four questions of your own. The answers should include language you have studied in this unit – deserts, mountains, cities etc. Ask the other groups your questions. You might like to give points for the first correct answers. Which group is the class winner?

Getting started

- 1 The text below describes robots designed to think like people. Read the text and answer the question.

How are the robots different from humans?

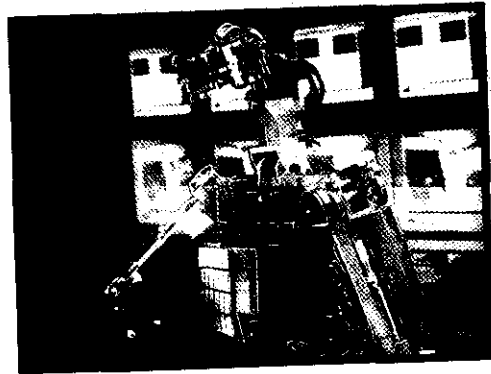
.....

March of the machines

We built lots of little robots on wheels. We gave them 'eyes' to see with, a tiny brain to learn with – the same sort that humans have, but much less powerful. And the rest we let them find out for themselves.

We didn't programme them; we didn't give them instructions. And what did they do in the new world they found themselves in? Like children, they learned.

One of them became a 'leader'. When they wanted to, they chose a new leader. And when one of these little robots became weak, with a low battery, the others 'bullied' him. They built up a whole social order of their own. Yet they were machines with less brain power



than a bee. A brain's power can be measured by the number of cell-connections in it. Our robots have 50. A human brain has a billion.

We humans, their creators, gave our robots just one basic instinct – survival. The rest they found out for themselves.

- 2 Are the pronouns underlined in these sentences correct or not? Look back at the text to check.

- a) We didn't programme they; we didn't give they instructions.
- b) ... the others 'bullied' he.
- c) They built up a whole social order of their own.
- d) The rest they found out for themselves.

- 3 In the text, who or what is:

- a) we b) it c) they

Looking at language

Pronouns

Form

Pronouns replace nouns. Here are the main types:

Type	Form
Personal subject pronouns	<i>I, you, she, he, it, we, they</i>
Non-subject pronouns	<i>me, you, her, him, it, us, them</i>
Possessive pronouns	<i>mine, yours, hers, his, ours, theirs (no its)</i>
Reflexive pronouns	<i>myself, yourself, herself, himself, itself, yourselves, ourselves, themselves</i>

For the possessives *my, your, her, his, its, our, their* + noun, see Unit 33.

Use

Subject pronouns come before verbs:

We built lots of little robots on wheels. Like children, they learned.

Non-subject pronouns can come after verbs and prepositions:

We gave them 'eyes' to see with. One of them became a 'leader'.

Possessive pronouns replace a possessive (see Unit 33) and a noun:

We made the robots, but they weren't ours. (our robots)

Notice the structure **noun + of + possessive pronoun**:

a friend of mine / those keys of yours / something of his

Reflexive pronouns are necessary when the subject and object are the same:

And what did they do in the new world they found themselves in?

The first three types of pronouns help you to avoid repeating nouns:

And when one of these little robots became weak, with a low battery, the others circled and 'bullied' him. They built up a whole social order of their own. Yet they were machines with less brain power than a bee. A brain's power can be measured by the number of cell connections in it.

1 Use lines and circles to show the words or phrases that the underlined pronouns refer to.

A CLEANER in a hotel was asked to clean a lift. The job took him four days.

His confused supervisor asked him why it had taken so long. The cleaner replied, 'Well, there are 12 lifts, one on each floor, and sometimes some of them aren't there.'

Apparently, the man thought each floor had a different lift, so he went to each floor and cleaned the same lift 12 separate times.

Other points

Written and spoken English

- Reflexive pronouns can also be used to emphasise the subject or object, with the meaning 'nobody or nothing else':
The rest they found out for themselves.
(they found out, nobody else)
- It can replace whole phrases, sentences and ideas:
We want to get another telephone line, but it (getting a telephone line) can take a long time.
- You is often used to mean 'everybody', including yourself:
When do you leave school in your country?
When you're 16. (Not ~~When I'm 16.~~)

Mainly spoken English

- The reflexive pronoun *yourself* is common after some imperatives (see Unit 14) that need an object:
Help yourself to tea or coffee.
Enjoy yourself.
- They often means 'people in power' or experts, but you don't know exactly who:
They say that the world is getting warmer, don't they?
- They and them can replace *he or she* or *someone* when you don't know if a person is male or female:
I saw someone outside, but I don't know if they (he or she) saw me.

2 Match the nouns or noun phrases, 1–5, to their possible replacement pronouns, a)–d).

a) she b) they c) it d) we

- 1 somebody 3 finding a job 5 the government
- 2 the beautiful girl 4 Janet and I

Getting it right

► Exercise 1 Which use?

Match the pronouns in italics, 1–8, to the best rule, a)–i), below.

Well, I looked at *myself* in the mirror, and thought my hair looked terrible. So I cut it **1** *myself*.

2 You can find anything on the Internet these days. **3** You use the Internet a lot, don't you, Peter?

I saw someone come into the theatre, and **4** *they* told us to keep quiet. Then the show began, and the children loved it. **5** *They* all started clapping.

They earned high salaries for years, but **6** *it* didn't make them happy. I was happy the day I found \$10. I picked **7** *it* up and walked home smiling.

Have you heard? **8** *They're* going to build a new road right behind the school.

- a) *they* = he or she e) *myself* for emphasis
b) *you* = everybody f) personal *they*
c) ~~*myself* because the subject and~~ g) personal *you*
~~object are the same~~ h) *it* replaces singular / uncountable noun
d) *it* = whole phrase i) *they* = people in power or experts

c). 1 2 3 4 5 6 7 8

▷ Exercise 2 Learning from learners

Read the letter to a language school. In 1–9, choose a pronoun to replace the underlined word or phrase, or to fill in the gap.

Dear Mrs Brown

I am writing to find out about courses at your school for my daughter. My daughter is 16 years old and can come to your school in July. I would like 1 my daughter to live with a British family, as I hope that 2 living with a family will give her more opportunities to practise her English. A friend of 3 _____ knows someone who studied at your school. 4 Her friend enjoyed 5 _____ very much. Are your courses available all year round or only in the summer? Is it true that all your teachers are well qualified? Are 6 the teachers experienced? What facilities do you have at your school? I am a teacher 7 _____ and am therefore very interested in your facilities and courses.

I would be grateful if you could send 8 _____ a brochure about your courses and fees.

I look forward to hearing from 9 _____.

Yours sincerely
Yolanda Perez

She 1 2 3 4 5
6 7 8 9

▷ Exercise 3 Guess the object

What do you think is being described in the 'Guess the object' party game below? Fill in the gaps in the description with a suitable pronoun.

I am going to describe something of 1 which is very dear to 2
3 was my grandmother's and 4 came from Turkey where 5
lived in the 1920s. It's not particularly valuable, and 6 see a lot of 7
around these days, but what makes this one so special is its history. My grandmother worked
as a nurse and often visited villages in the mountains. One of the women 8 treated
gave 9 this present to thank 10 Her mother had made it 11
when 12 was a child, and it must have been on the floor of her house for 20 or
30 years before it came into our family. What do you think it is?

▷ Exercise 4 Personalisation

Fill in the gaps in the questions with a pronoun. Then answer the questions.

Do *you* do the cooking in your home? *No, I don't. My sister does it.*
If not, who does?

- 1 Someone in the street asks you for money. Do you give it to ?
- 2 When are allowed to vote in your country?
- 3 Did you buy this copy of *Developing Grammar in Context* ?
- 4 say that too much exercise can be bad for you. What do you think?
- 5 If people talk about you behind your back, does upset you?
- 6 In a British home, the host might say 'Help to biscuits'. Does the same happen in your country?

Classwork

- 1 Think of an object that you own – if possible something that is special to you in some way, perhaps because someone gave it to you, or because it has been in your family for a long time.
- 2 Work in groups of three or four. Take it in turns to talk about your object, but don't say what it is. Use pronouns to describe the object, and to say how you got it. (Look back at Exercise 3 on page 192 for help.) Can the others guess what it is?

Example:

A: It's quite small, and fairly valuable. I wear it every day. In fact, most people wear theirs every day. Mine is quite old, and my father gave it to me.

B: Is it your watch?

A: Yes, it is.

Looking at language

Possessives

Use

~~P~~ossessives (*my, your, his, her, its, our, your, their, David's, whose*) tell us who or what something belongs to.

- They are followed by a noun or noun phrase:

His classroom was up some steps.

- We use *whose* to make questions about possession:

Whose classroom is up a flight of stairs?

David's is.

- To make a noun possessive, we use an apostrophe. With **singular nouns** we use 's:

David's classroom was up some steps.

The woman's babies were in a large pram.

With names ending in *s* we can write *Chris' book* or *Chris's book*.

With **plural nouns** we use *s'*:

She left the twin babies' pram at the bottom.

The girls' school wasn't far from the boys' school.

With **irregular plurals** we use *'s*:

The children's mother was with them.

What possessives could replace the underlined words?

- 1 My sister's party was really good.
- 2 I didn't realise it was the boy's pen.
- 3 The men's changing room was very small.
- 4 Nicky and Simon's new house needs a lot of work.
- 5 The frying pan's handle was broken.

Other points

- We don't use an article with a possessive:

I went back to my house.

We don't say: ~~*I went back to the my house.*~~

- We use possessives to talk about parts of the body. We say: *I've broken my arm*. We don't say:

~~*I've broken the arm.*~~

- *It's* is a contraction of *it is* or *it has*:

It's nearly six o'clock.

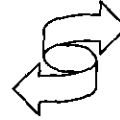
Its is a possessive:

I took the TV back to the shop because its remote control didn't work.

Demonstratives (*this, these, that, those*)

Use

These words give information about where something is. Things can be **near** (*this, these*) or **distant** (*that, those*) in terms of time and space:



Time	Space
<i>This story will make you laugh. Listen.</i> <i>That story you told us yesterday was really interesting.</i>	<i>Do you want these books here?</i> <i>No, those ones on the other table.</i>

- *This, that, these* and *those* are not always followed by a noun or noun phrase:

Do you want these? (these things I'm holding)

- *This* and *that* are often used to point back to whole sentences or ideas:

He was terrified of flying. This / That was why he'd never been abroad.

- Often there is little difference in meaning between *this* or *that* in backward-pointing reference, although we prefer *that* to point back to something that is now finished and past:

That was an interesting story.

- Usually we use only *this* and *these* for forward-pointing reference:

Watch! This is the way to turn on the oven.

2 Answer the questions about the underlined demonstratives.

- This book is really good. Do you want to borrow it?
Is *This* used to refer to nearness of time or space?
- Peter didn't agree with them. This made the decision more difficult.
Does *This* point back to a single thing or a whole sentence?
- Peter didn't agree with them. This made the decision more difficult.
Can *This* be replaced with *That*?
- This / That took a lot of work, but I'm glad it's over now.
Which is better, *This* or *That*?
- I've got some great new CDs. Listen to these.
Is *these* used for forward- or backward-pointing reference?

Other points

- We often use *this / these / that / those + one(s)* to avoid repeating nouns:

Which colour do you like? That one. (that colour)

- We say *these days* to talk about the present, but in *those days* to talk about the past:

People don't seem so polite these days.

I was brought up in the 1970s. In those days nobody had CD players.

Getting it right

► Exercise 1 Recognising meaning

Say what or who the underlined possessives refer to.

Within two months a two-year-old girl, Robin Hawkins of Grand Rapids, Michigan, has destroyed her family's television, dishwasher and refrigerator, flushed the cat down the toilet and managed to start 1 their car, making it crash into a tree and causing over \$1,000-worth of damages. Among 2 her other acts are painting the walls with nail varnish, and drilling 50 holes in them.

Robin Hawkins.....

1

2

3

A resident of Oak Harbor, Washington, reported 3 his neighbour to the police for putting 4 his dog on the bonnet of 5 his car and driving along at 70 mph. The owner said the dog loved it.

4

5

6

Patrick M. O'Connor, 21, was arrested when he tried to rob a grocery-store in Calgary, Canada. He failed because of two things: 6 his only weapon was an ordinary can opener, which did not scare the shop assistant, and he was with 7 his girlfriend's 16-month-old baby, who kept falling out of 8 its pushchair while O'Connor was trying to get away.

7

8

► Exercise 2 Learning from learners

Look at Extracts a)–h) from learners' writing and speaking, including possessives and demonstratives. Correct nine more mistakes after the example. There may be more than one mistake in each extract.

a) *Then ^{my} aunt came round and asked me to go shopping with her to buy something for my sister wedding.*

e) *My friend class does more fun things. We always study those grammar exercises.*

b) *I don't like this exercises. Can I do a different one?*

f) *My sister was getting married soon. His idea was to have a really big party and invite everyone she knew.*

c) *In the my country we drink tea with sugar and milk.*

g) *José isn't here. He told me he's broken the arm. He'll try and come on Thursday.*

d) *These are the things I don't like much about that country. I'm looking forward to leaving and going home to some good food.*

h) *My parents had booked the biggest hotel in town for the party because his reputation was good. It was one of that places that really knew how to organise a successful wedding.*

Which extracts are about:

- i) a wedding ii) food and drink iii) a learner's class

▷ Exercise 3 Putting back possessives

Fill in the gaps in the conversation with *its, my, our, your* or *their*. You can use a word more than once.

After just two singles, people are describing The Toys as the next big rock'n'roll band. Paul Gray talks to John Rogers in the *Evening Sun*.

John: Do you think you'll still be successful in ten years' time?

Paul: Probably. Our latest recording is the best yet and 1 music makes people get up and dance.

John: What do you think when people criticise 2 image?

Paul: We don't care about image much. When I get up in the morning I'm not thinking about whether someone might take 3 photograph today.

John: How do you feel about 4 sudden rise to fame?

Paul: I don't mind being famous, but I don't like it when a journalist tells lies just to try to sell 5 papers. I mean, that happened last month, when a newspaper said we were going to break up. 6 fans were upset but it was total rubbish. In fact 7 editor later apologised to us, which was great!

▷ Exercise 4 Rewriting a letter

In the letter below to a bank, put sections a)–e) in the correct order.

1 c) 2 3 4 5

- a) This
Paying back the money will not be possible for the following reasons:
- b) I suggest you check your records, and I imagine that your records will show serious errors on your part.
- c) I am writing with reference to the letter from you of 14 July. The letter requested that I repay the bank the sum of £1,000 by the coming Thursday.
- d) 1 I do not have £1,000.
2 I did not borrow £1,000 from the bank in which you work.
3 I am not, and have never been, a customer of your bank. I bank with the bank opposite you, and the service of this bank is always excellent.
4 You addressed the letter to 'Mr Andrew Rogers'. Mr Andrew Rogers is not my name. My name is Roger Andrews.
- e) Should you wish to discuss the matters mentioned above further, the address of my solicitor is reproduced below.

Now replace each of the underlined words or phrases with a word or phrase from the box. There are more answers than you need.

its service its service my solicitor's address my solicitors' address That the one these these these matters ~~This~~ This this this sum this sum of money those matters your your bank your letter

Classwork

To play the board game below you will need a dice, and coins as your counters. Work in groups of three or four. The first player throws the dice and talks about the subject they land on.

Example:

My best friend's house. My best friend is Jane. Her house is near here. It's modern and nicely furnished. There are three bedrooms and it's got a small garden too.

If you land on a *this*, *that*, *these* or *those* square, talk about something you can see around you in the classroom or out of the window.

Example:

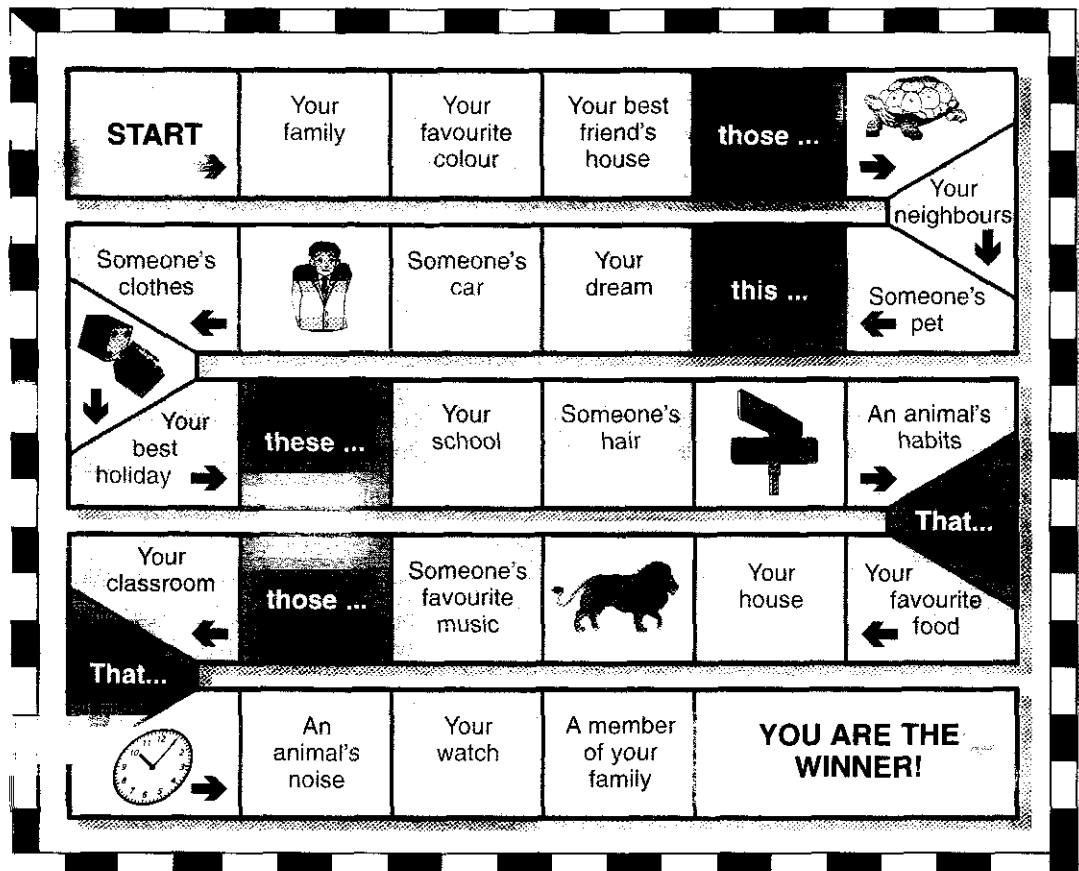
I don't like these chairs. I find them uncomfortable during long lessons.

- 5 If you land on a square with a picture in it, you can ask someone else any question you like.

Example:

Jean Luc, where do you live?

- 4 The first player to reach the end is the winner.



Unit 34 *Countable and uncountable nouns and expressions of quantity*

Getting started

1 Read the text about Malaysia's rainforests and answer the questions.

- a) Why do people visit the national park in the text?
- b) Why do they need a torch?

Malaysia has some of the most ancient rainforests in the world, which have remained unchanged for many millions of years. Mammals in these forests include elephants, rhinos (very rare now), tigers, leopards, several kinds of deer, various gibbons and monkeys and porcupines to name a few.

Malaysia's great national park, Taman Negara, covers 4,343 square kilometres of rainforest. Some visitors see lots of wildlife and come away happy, others see very little and find the park disappointing.

There are several hides in the park where you can stay overnight. You need to take your own sleeping bag or some sheets, and a powerful torch to see any animals that come out at night. Even if you're not lucky enough to see any wildlife, the sounds of the jungle are fantastic.



a gibbon

2 Which of these words and phrases from the text are countable (singular or plural), and which are uncountable? Write *c* or *u* after each word or phrase.

- a) animals b) wildlife c) millions of years d) sheets e) hides

3 Find examples of the following in the text: *many*, *a few*, *lots of*, *several*, *some*, and *any*. Use the text and your own knowledge to complete the table.

	<i>many</i>	<i>several</i>	<i>a few</i>	<i>some</i>	<i>lots of</i>	<i>any</i>
Can be used with plural nouns	✓					
Can be used with uncountable nouns	✗					

Looking at language

Countable and uncountable nouns

Nouns can be **countable** or **uncountable**.

Countable nouns have a singular and plural form. They are things which occur in individual units or parts of a whole thing; *bottle, bottles*.

Uncountable nouns usually have only one form (without an *s* on the end). They are often words to describe materials, substances or abstract things: *wood, air, love*.

Some nouns can be countable and uncountable, with slightly different meanings. Compare:

Can you switch on the lights? (countable – electric lights)

There isn't much light in here. (uncountable – a 'substance')

Many foods are countable when you're referring to a whole thing and uncountable when referring to a smaller part for serving:

I bought two chickens at the market for the party. (countable)

There's some chicken in the fridge if you'd like it. (uncountable)

We use singular verb forms and pronouns with uncountable nouns:

The food is ready. Get it while it's hot.

1 Are these nouns usually countable (c) or uncountable (u)? Which can be either (e)?

1 information 2 furniture 3 country 4 luggage

5 hair 6 watch 7 news 8 computer 9 advice

10 equipment 11 chocolate 12 noise

Expressions of quantity

■ We can use exact quantities to talk about the quantity of things:

I need two pineapples and half a kilo of rice.

■ Or we can use words to describe inexact quantities. With uncountable nouns these are:

some, any, (not) much, a little, little, lots / a lot (of), plenty (of), a bit (of), most.

With plural countable nouns they are:

some, any, (not) many, a few, few, lots / a lot (of), plenty (of), several, most.

■ We can use these expressions with a noun to talk generally:

Most people like chocolate.

A little money is better than no money.

We can use them without a noun if the meaning is clear:

Of 100 people questioned, most said they liked chocolate.

■ We use them with *of the* + noun to be specific:

Most of the people in the room were Swiss.

I used a little of the money to buy the drinks.

Some and any

Some and *any* come before plural and uncountable nouns.

- *Some* means 'a number of'. Compare:
I saw *some monkeys*. (a number of monkeys)
There are *monkeys* in most parts of India. (no article: the monkeys are impossible to count).
- *Some* is typically used in statements and questions:
I drove into town, and noticed there were *some new traffic lights*.
Have you got *some letters* for me?
- *Any* is typically used in questions and negatives (including *never*):
Were there *any people*? Is there *any more*? There weren't *any other cars*. I *never eat any breakfast*.
- In questions and offers we use *some* /səm/ when we expect the answer to be 'yes', and *any* when there is a possibility that the answer will be 'no'. Compare:
Would you like *some biscuits*? (I expect you to say 'yes')
Are there *any biscuits*? (perhaps there aren't any)
- Stressed *some* /sʌm/ means 'not all':
I like *some jazz music*. (not all jazz music)
- Stressed *any* can mean 'it doesn't matter which':
You can put *any vegetables* in this dish.

Much, many and lots of / a lot of

Much and *many* are usually used in questions and negative sentences. We use *much* with uncountable nouns and *many* with plural countable nouns:

- How *much time* have we got?
- There aren't *many people* here, are there?

We use *lots of* (in spoken English) and *a lot of* (in spoken and written English), with plural and uncountable nouns. They can be in positive and negative sentences and questions:

- He's had *a lot of accidents*.
- There's *lots of coffee* left.
- We haven't got *a lot of time*.
- Are there *lots of people* in your class?

(a) few and (a) little

We use *(a) few* with plural countable nouns, and *(a) little* with uncountable nouns.

A few and *a little* mean a small amount. *Few* and *little* are similar in meaning to *not many* and *not much* and usually suggest that the small amount is some kind of problem.

Compare:

- He explained the situation, and *a few people* understood it. (neutral)
- He explained the situation, but *few people* understood it. (it was a problem)

Only *a little / few* also have negative meanings:

- Is there *any milk* left? *Only a little*.

2 Underline the best quantifier in the sentences below.

- 1 Can I have *some / any* biscuits, please?
- 2 Not *lots of / many* people were injured in the crash.
- 3 *A few / A little* trains were running late.
- 4 Beth's had *little / few* news of her sister since she left.
- 5 *How much / How many* sheep are in the field?
- 6 My cousin likes *some / any* Indian food, but not the really spicy dishes.

Getting it right

► Exercise 1 Checking meaning

Read the conversation between three friends and decide if statements 1–10 are true or false.

- | | | |
|----------|--|--|
| Sarah: | Would you like <i>any</i> more? | <i>Any</i> could be replaced by <i>some</i> . |
| Fiona: | No thanks. It was delicious. | <i>true</i> |
| Sarah: | Would you like 1 <i>coffee</i> then? | 1 <i>Any</i> or <i>some</i> could be added here. |
| Fiona: | Yes, that would be nice. | ..... |
| Sarah: | Fiona, do you want 2 <i>some milk</i> ? | 2 <i>Some</i> could be replaced by <i>any</i> here. |
| Fiona: | Just 3 <i>a little</i> , thanks, and 4 <i>lots of</i> sugar! | ..... |
| Sarah: | What about you, William? | 3 We use <i>a little</i> because <i>milk</i> is |
| William: | Oh, milk please, yes, but 5 <i>not much</i> .
And no sugar. I meant to ask you, Sarah,
did you see that programme the other
night about the lost city under the sea
near Japan? | countable. |
| Sarah: | No, but I read about it. Was it interesting? | 4 <i>Lots of</i> could be replaced by <i>much</i>
here. |
| William: | Yes, it was amazing actually. There are
6 <i>some</i> incredible ruins. At least they
think they're ruins. | 5 We use <i>not much</i> because <i>milk</i> is
uncountable. |
| Sarah: | Yes, the article I read thought it was
7 <i>a lot of</i> rubbish and that there were
8 <i>few</i> scientific facts to support the idea. | 6 <i>Some</i> could be replaced by <i>any</i> here.
..... |
| William: | Well, on the programme there were
9 <i>some</i> facts, such as several stone bowls
they've found nearby. | 7 <i>A lot of</i> can only be used with
uncountable nouns like <i>rubbish</i> .
..... |
| Sarah: | Well, I don't know what I think but they'll
probably have some definite proof one
day soon. 10 <i>Some</i> more coffee, Fiona? | 8 <i>Few</i> could be replaced by <i>not many</i>
here. |
| | | 9 <i>Some</i> is pronounced /sʌm/ here.
..... |
| | | 10 <i>Some</i> is only used with uncountable
nouns like <i>coffee</i> |

► Exercise 2 Choosing the best form

Read the introduction to a cookery book, *Round the World in Recipes*, and underline the correct expressions of quantity.

Some / *any* recipes in the book are quick and easy. But it's an insult to people's intelligence to suggest they should never do anything which takes more than *a little* / a few minutes. **1** *Some* / *any* recipes are long, slow and economical (beans, for example). **2** *Some* / *any* require **3** *little* / *a little* skill but **4** *some* / *any* patience like sourdough bread. **5** *Most* / *much* have ingredients which are easily available. Only **6** *a few* / *few* have unusual spices such as the Thai *kaffir* lime leaves or the Indonesian shrimp paste, *baluchan*, and **7** *some* / *any* cook will know how to adapt the recipes. The traditional fat in the countries of origin is given in the recipes because it can contribute to a special flavour. But beware – **8** *some* / *any* cooks believe that if **9** *a few* / *a little* oil does you good, then **10** *a lot* / *much* must be better. If only this was true!

▷ Exercise 3 Learning from learners

Read the learners' reports below about a survey of people's eating habits in their school. Correct any mistakes in the underlined words and phrases or tick (✓) correct examples.

Report A

We discovered that a little ^{a few} people don't have breakfast at all, but that most do. Of those who do have breakfast, 1 not much have a cooked breakfast, 2 most have some cereal or toast, and 3 many have tea and coffee.

Report B

We wanted to find out how often people ate out and how often they stayed at home. We got interesting results. 4 Several of people have a lot of meals out, three or four a week, especially at the weekend, but one person never has any meals out. 5 Only a few people said they enjoyed cooking at home - 6 most of people had meals out to avoid cooking.

Report C

We looked at lunches on school days. 7 Lots people pay for school canteen lunches, but 8 most don't think the food is very good! 9 No many people bring their own food, but those that do bring sandwiches and salads. 10 A few people buy takeaway food from outside school.

Find one place where *some* could be added to make the sentence sound better.

▷ Exercise 4 Remembering forms and writing

For each expression of quantity, 1-8, note the types of nouns which can follow. Then include the expression in a sentence about your country.

Quantifier	Followed by	Sentence
Example: a few	plural	There are a few areas with high mountains.....
1 not many
2 most of
3 plenty of
4 several
5 some
6 not much
7 few
8 lots of

Classwork

- 1 Divide into two groups: the Noughts, who can write Os, and the Crosses, who can write Xs. Then divide into small teams in these groups. Rewrite the sentence in each square, using the word(s) in bold under each sentence.

Example: *Have you got many suitcases?*

luggage

Have you got much luggage?

- 2 With another team, take turns to choose a square and read out your new sentence. If it is correct, put your O or X in that square on the grid. If it is not correct, you've lost your turn. The winning team is the first to get a line of three Os or Xs horizontally, vertically or diagonally.

How many minutes does the cake need? time	The equipment we need is pretty expensive. skis and ski-boots	She gave me a really good idea. advice
Are there any places left on the bus? room	I've only got a few coins left in my pocket. money	The latest reports from the capital are disturbing. news
There isn't much healthy food in the house. vegetables	There are lots of boys in my class. girls	I had a bit of experience working as a journalist. years

Getting started

- 1 Read the article about tips for shopping in the sales. There is one piece of advice that came from another text. Which one?

Experts' advice –

discount shopping tips from the *Marie Claire* fashion team

- Never feel you have to buy something just because it's very cheap.
- Before going shopping, have a good idea of what you really want.
- Walk around the shop once, and if nothing seems right, simply leave.
- Always, always try things on.
- Choose neutral colours as these will go well with the clothes you already have.
- Check clothes thoroughly for marks or holes. Remember, you can rarely return discounted goods.
- Remember to wash the material before you start to make your clothes.
- Buying something that you can have altered to fit you perfectly is a good idea, but only if you really will do it. Major alterations are not a good idea. Shoulder pads, for example, cannot be removed very successfully. Shortening an item can work well.
- Try to remember what clothes you already have. Do you really need another pair of black trousers?



- 2 Look at these sentences from the article.

Never feel you have to buy something just because it's very cheap.

Check clothes thoroughly for marks or holes.

Cheap is an **adjective**, and *thoroughly* is an **adverb**. Find more examples of adverbs and adjectives in the article, and write *adjectives*, *adverbs* or *very* in the gaps in the rules below.

- a) are usually used with nouns.
- b) are usually used with verbs.
- c) can give more information about adverbs and adjectives.
- d) are often formed by adding *-ly* to the

Looking at language

Adjectives

Adjectives are used to describe nouns. They can come:

- before nouns:

What a lovely colour! He's a kind man.

- after these verbs: *be, become, get, seem, appear, look, feel, sound, taste, smell:*

Jane is tall for her age. She's become difficult to talk to. Lunch smells good.

- after *get / make / keep / find* + object:

She got the room ready for the guests.

They made their house bigger by building an extension.

See Unit 36 for the order of two or more adjectives. See Units 43 and 44 for comparative and superlative adjectives.

Adverbs

Here are some groups of adverbs and adverb phrases:

- 'Manner' adverbs tell us **how** something is done or happens. They usually come after the verb and object:

Check garments thoroughly for marks and holes.

I bought it quickly.

- 'Place' adverbs tell us **where** something is done. They usually come after the verb:

We went shopping there last week. She went outside.

- 'Time' adverbs tell us **when** or **how often** something is done. Time adverbs often come before the verb, but adverb phrases can come at the beginning or end of a sentence:

Try to remember what clothes you already have. I bought it this morning.

- 'Intensifying' adverbs, such as *very, really* and *absolutely* change the strength of adjectives and adverbs: *very cheap / very successfully.*

We use *absolutely* with adjectives that are already very strong.

We say: *It was absolutely fantastic.* We don't say: ~~*It was absolutely good.*~~

We use *very* with other adjectives:

It was very good.

We use *really* with both types of adjective, and before *very*:

really good / really very good / really fantastic.

Intensifying adverbs are often stressed in spoken English:

Did you see the match? It was really close, wasn't it?

Note that adverbs nearly always come after *be* and auxiliary verbs:

I'm never happy with anything I buy. We've already seen her.

If there are two or more adverbs at the end of a clause, the order can vary, but it is usually best to put a time adverb at the end:

manner place time
They played happily in the snow all day.

See Unit 42 for adverbs of frequency (*never, always, sometimes*).

Form

The form of many adverbs is adjective +ly:

rare → *rarely*, *successful* → *successfully*, *perfect* → *perfectly*

Sometimes there are spelling changes:

tragic → *tragically*, *happy* → *happily*.

Some adverbs have the same form as the adjective:

hard → *hard*, *fast* → *fast*, *late* → *late*, *straight* → *straight*

Be careful – some adjectives look like adverbs: *lovely*, *silly*, *lonely*, *friendly*. Use a phrase to form the adverb, such as:

He looked at me in a friendly way.

Some adverbs do not have an adjective form: *already*, *ever*, *never*, *still*, *there*, *yet*.

1 Underline the best form, adjective or adverb.

- 1 The room wasn't very *quiet* / *quietly*.
- 2 The dessert tasted *strange* / *strangely*.
- 3 He ran home as *quick* / *quickly* as he could.
- 4 She put the phone down *sad* / *sadly*.
- 5 The business was *successful* / *successfully* in its first year.

Other points

- Adjectives meaning 'easy' or 'difficult' are often followed by *to* + infinitive:
It's hard to understand his behaviour. Some people are just impossible to live with.
- *Good* / *well*: *good* is an adjective:
It was a good match.
Well can be an adjective:
I don't feel well;
or an adverb:
You played really well.
- *Hard* / *hardly* / *hardly ever*: *Hard* is an adjective or an adverb:
It was a hard exam. I tried hard. *Hardly* is an adverb meaning 'very little':
I've hardly done any work today.
Hardly ever means almost never:
He's always out. We hardly ever see him.
- The verbs *appear*, *look*, *feel*, *sound*, *taste* and *smell* can be used with adjectives and adverbs, but with a different meaning. Compare:
With adjective: *He appeared tired.* (seemed)
With adverb: *He suddenly appeared with a bunch of flowers.* (arrived)

2 Which of these words are adjectives (adj), adverbs (adv) or either (e)?

- 1 friendly 2 fast 3 completely 4 yet
- 5 nice 6 lovely 7 softly 8 grammatically
- 9 well 10 easy 11 here 12 dead

Getting it right

► Exercise 1 Word choice and order

In each sentence 1–10, fill in one gap with a word or phrase from the box, and put a cross (X) in the gap you don't need. Underline adjective or adverb to show which type of word you've used.

absolutely	angrily	fast	happy	hard	interested	late	next week	really	red	very
------------	---------	------	-------	------	------------	------	-----------	--------	----------------	------

Example: There were hundreds of ~~red~~ flowers X in the field. adjective / adverb

- 1 Jack shouted at the other driver for being so stupid. *adjective / adverb*
- 2 He was very pleasant despite what people say. *adjective / adverb*
- 3 When we went to Spain, the weather was beautiful although it was hot at times. *adjective / adverb*
- 4 I was terrified on the way here because my taxi driver drove so *adjective / adverb*
- 5 Many people seem to be in doing this course. *adjective / adverb*
- 6 He didn't look very when I saw him. *adjective / adverb*
- 7 I got to work on Thursday and my boss was angry. *adjective / adverb*
- 8 My new course is , but I'm really enjoying it. *adjective / adverb*
- 9 My father is coming to stay *adjective / adverb*
- 10 Did you try the chicken? It was wonderful. *adjective / adverb*

► Exercise 2 Matching and linking

Match the sentence beginnings, 1–10, to the endings, a)–k), and add a suitable adjective or adverb in the gaps.

Example: I'm going to take some aspirin because I've got a terrible d).

- | | |
|--|---|
| 1 See Samantha over there. She looks | a) wet and cold. |
| 2 I want to run the marathon, but I'll have to train | b) wonderful in that dress. |
| 3 I'm proud of Maud. She's done really | c) like it. |
| 4 I'm worried about the weather for our holiday. They say it's going to be | d) headache. |
| 5 He's so lazy. He's | e) hard. |
| 6 It's a bad phone line. It's | f) to understand, but it still didn't work. |
| 7 Never buy something unless you | g) from under a bush with a bone. |
| 8 The camera instructions were | h) done anything this morning. |
| 9 My dog appeared | i) to hear what you're saying. |
| 10 Despite my lack of confidence about the answer, my teacher appeared | j) with what I said. |
| | k) in her exams. |

▷ Exercise 3 Learning from learners

Look at the extracts from learners' writing. There are eight mistakes with adjectives and adverbs. Find and underline them and write the correction.

The kidnappers had taken his daughter. Mr Tasher didn't know what to do. He wasn't a rich man. They must have made a badly mistake and kidnapped the wrong person. When he received the ransom demand, he near died of shock. But that afternoon, imagine his surprise when he heard a car drive quick up to his house and saw his daughter get out. He was very delighted to see she was OK, and he hadn't paid any money.

(three mistakes)

bad

1

2

3

We chatted excited over breakfast about the day out. Lucky, the weather was good. We packed up the car with our food and equipment and set off at 10.00. When we got to the beach we went for a swim while my parents got ready the food. We came back and started to eat hungrily. Everything tasted wonderfully, of course. It was only after lunch that the problems began.

(five mistakes)

4

5

6

7

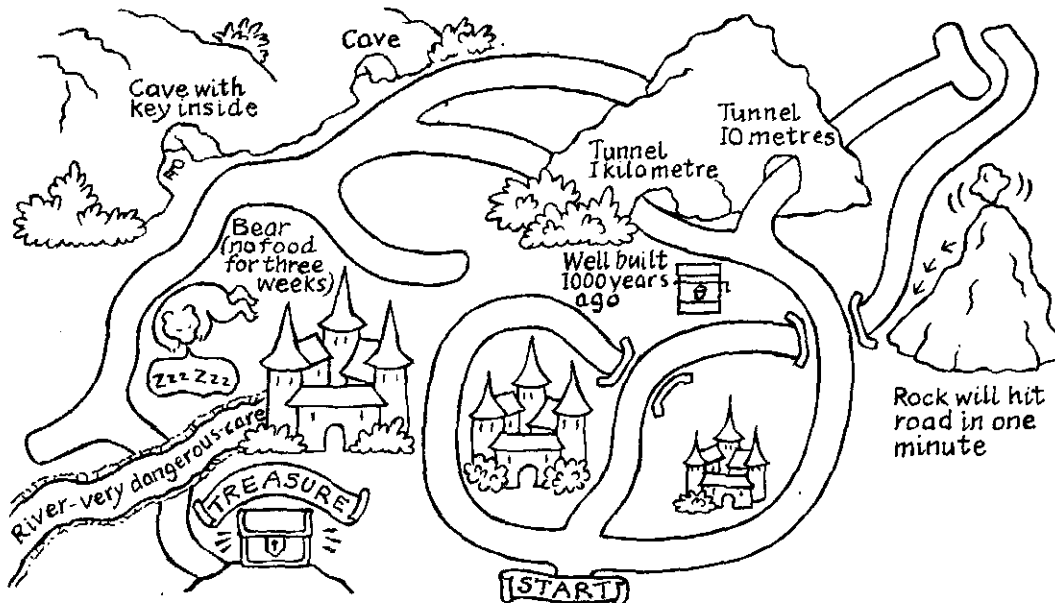
8

▷ Exercise 4 A treasure hunt

Look at the map and write detailed instructions for the route to the treasure on a piece of paper. Use the words in the box. They are not in the right order.

carefully hungry inside long old quickly quietly sleeping small

Example: First go right, past the small castle.



Classwork

Work in small groups. Answer the following questions as quickly as possible. Each question depends on the previous answer, so you must answer in order. The first group to get all the answers correct is the winner.

Questions

- 1 What object do we use to keep dry in the rain?
- 2 What adjective begins with the last two letters of the answer to number 1 and is the opposite of *small*?
- 3 What adjective begins with the last two letters of the answer to number 2 and means very kind?
- 4 Delete the first two letters of the answer to number 3, and add one letter in the middle to make an adjective. What is the adverb form?
- 5 Make an adjective about age starting with the last letter of the answer to number 4.
- 6 The past participle of *hang* rhymes with (sounds the same as) the answer to number 5. Add four letters at the end to make an adverb.
- 7 What adjective begins with the first two letters of the answer to number 6, and means enormous?
- 8 Which adjective and adverb (with the same spelling) has the same number of letters, and begins with the same letter, as the answer to number 7?
- 9 Which meal begins with the last letter of the answer to number 8?
- 10 What rhymes with the answer to number 9 and describes your group if you have finished first?

Getting started

1 Here is a list of things for sale on a website. Match them to the categories in the box below.

- a) A pretty, antique, pine kitchen table
- b) Japanese hand-painted tea cups
- c) An ancient Roman oil-lamp
- d) An outstanding mountain scene
- e) A set of small blue bowls
- f) Two beautiful two-seater sofas
- g) Two large luxury bath towels



antiques ceramics furniture paintings small items for the home

2 Find and underline examples of two or more adjectives, or words used as adjectives, before a noun.

3 Which come first:

- adjectives of size or adjectives of colour?
- adjectives that give opinion or feelings about something (e.g. *beautiful*) or adjectives that describe **physical characteristics** (e.g. *ancient*)?

4 Which of these adjectives, or nouns used as adjectives, can have *very* in front of them?

- a) large b) Japanese c) kitchen
- d) small e) beautiful

Looking at language

Adjectives and nouns can modify (change the meaning of) other nouns:

adj noun adj adj noun noun
 I bought a lovely painting. Two large luxury bath towels.

There are two types of words which can modify nouns:

- **classifiers** are nouns or adjectives which tell us what **type** something is:
a kitchen table two-seater sofas
- **describers** are adjectives which tell us about the **quality** of the final noun or the speaker / writer's **attitude** to it:
a large towel a nice sofa

There are some rules about the order of describers and classifiers:

- Describers come before classifiers:

We say:	We don't say:
<i>a large wooden table</i>	<i>a wooden large table</i>
<i>a pair of cheap leather boots</i>	<i>a pair of leather cheap boots</i>
<i>a small sports car</i>	<i>a sports small car</i>

- Describers often follow this order:

opinion before size before age before shape before colour:
an interesting old film a big yellow truck a small round yellow clock

In general, subjective (feeling and opinion) describers come before objective (factual characteristics) describers.

- Classifiers often follow this order:

nationality before material before type:
an Italian leather motorcycle jacket an English wooden coffee table

We don't often use more than two or three adjectives at once, but it is possible:

describers:	classifiers:
opinion → size	nationality → material
<i>I found a lovely little Swiss gold watch, but it was too expensive.</i>	

1 Put these adjectives and nouns in order.

- 1 a belt leather new wonderful
- 2 a German fascinating movie old
- 3 an intelligent legal new secretary

Other points

- In written English, we sometimes break the 'rules' above, and put commas (,) between adjectives:
It was an old, interesting film. A round, small clock.
- Use *and* between two colours:
a red and yellow dress
- If there is more than one adjective after a noun, use *and* between the last two:
Her watch was new and expensive. The house was large, old and cold.

Getting it right

► Exercise 1 Noticing adjective order

Find one example of each adjective pattern, 1–8, from sentences a)–i).

Example: opinion, opinion ..f).

- | | |
|-----------------------------|-----------------------|
| 1 colour, nationality | 5 opinion, size |
| 2 colour, colour | 6 age, material |
| 3 opinion, age | 7 size, shape |
| 4 material, type | 8 age, type |

- My friend's got a lovely young son who smiles all the time.
- I liked the blue American car best. What about you?
- I'm selling my wooden coffee table if you're interested?
- What did that silly little boy say?
- She wore a red and gold wedding dress.
- ~~Frances wanted to meet him because he sounded such a charming polite man.~~
- Shall we throw away those old coffee cups?
- Susan's the one with the large round face.
- Jackie found an antique silver bracelet on the beach.

► Exercise 2 Learning from learners

In the extracts from learners' descriptive writing below there are some mistakes with the order of adjectives. Correct the mistakes, or tick (✓) the order if it is correct.

A LUCKY ESCAPE

My aunt was a overweight plain woman, with 1 grey short hair and a pair of 2 brown sparkling eyes. I loved her very much. She lived alone with her cats. One of her cats, Farid, who was a 3 ginger very small cat, always liked to sit on me when I visited. One day when I visited my aunt, I knocked on the door but there was no answer. Suddenly I heard a 4 horrible loud scream from inside the house. I found that the door was open. I went inside and up the stairs. In the bedroom I found Farid making the terrible noise sitting next to my aunt. She was unconscious and lying on the 5 wooden dark floor. I managed to phone for an ambulance and get her to hospital. She recovered, but if I hadn't heard the cat I wouldn't have gone into the house.

plain overweight

-
-
-
-
-

A CHILDHOOD MEMORY

It was a 6 bright Sunday beautiful morning. Birds were singing and dogs were barking. It was the day of my first picnic on the beach. As soon as we parked the car, I ran down to the 7 lovely golden long beach. I could feel the 8 re-freshing gentle breeze on my skin. My family found a tree to sit under for our picnic, and my mother unpacked all the 9 fresh delicious food she had prepared. I played in the sand for a while. I built a sandcastle, but unfortunately a 10 little nasty girl came and walked on it. This upset me, but I decided to build another one after lunch.

- 6
- 7
- 8
- 9
- 10

➤ Exercise 3 Completing conversations

Choose adjectives from each box to complete each conversation. More than one answer may be possible.

Example: leather small

- A: Judy found a small leather purse. Is it yours?
- B: Oh, thanks. I've been looking for that everywhere.

Italian leather leather lovely low modern Turkish wooden

- A: I'm looking for some 1 trousers. Have you got any?
- B: Italian? I've got some very nice 2 trousers, but they've got a 3 design. You'll find them on the 4 shelves at the other end of the shop.

French funny new old shiny

- A: Have you seen James and Alice recently? There's a 5 car sitting outside their house!
- B: Really? I rather liked that 6 one they had, but they needed something newer.

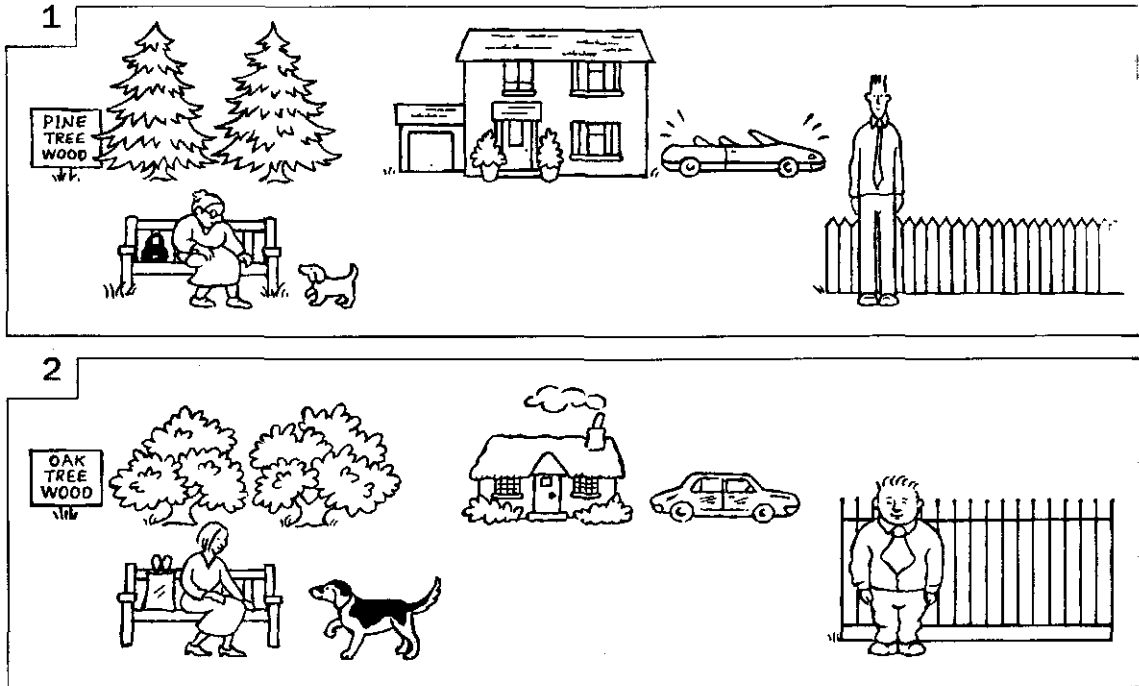
cotton dark white woollen

- A: Can you pass me my hat?
- B: There's a 7 hat here.
- A: No, not that one. It's much too warm. The 8 one, please, if you can find it.

▷ Exercise 4 Spot the difference

Look at the two similar pictures. There are eight differences between them. Write a sentence for each difference using the language you have learnt in this unit.

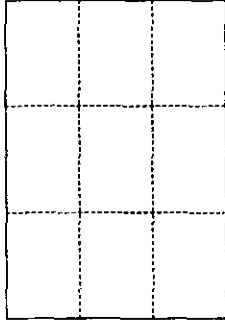
Example: *In picture 1 there's a shiny sports car, but in picture 2 there's a dirty saloon car.*



- 1 In picture 1 there's a , but in picture 2 (house)
- 2 In picture 1 there's a , but in picture 2 (man)
- 3 In picture 1 , but in picture 2 (tie)
- 4 In picture 1 , but in picture 2 (fence)
- 5 , but in picture 2 (woman)
- 6 , but in picture 2 (dog)
- 7 , but in picture 2 (bag)
- 8 , but in picture 2 (trees)

Classwork

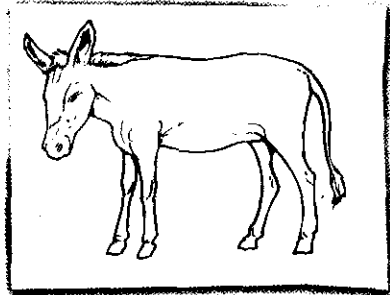
Make nine pieces of paper by tearing up an A4 sheet:



On six of the pieces, write a different adjective: beautiful hot large etc.

On the other three pieces of paper write three different nouns: garden piano etc.

Work in groups of three or four. You will have 27 or 36 pieces of paper. Mix them together. Add one more piece of paper with a picture of a donkey on it. Deal the pieces out between you.



Look at your cards, but don't let anyone else see them. Make as many combinations of adjective + adjective + noun as you can, and put them down on the table in front of you.

beautiful large garden

- 5 Hold your remaining cards up, but don't let the other players see what they are. Now Player 1 takes a card from the player on their left (Player 2) and tries to make a new combination.

Put any new combinations down in front of you.

Player 2 now takes a card from Player 3 and so on. Continue until no one has any cards left. The winner is the player with the most combinations of cards on the table. The loser is the player left with the donkey card.

Getting started

- 1 The article below is about a little girl who got lost. Read it and correct two factual mistakes in these notes.

Emily Waterhouse - three years old - walked one and a half miles - missing two hours - found by parents - safe and well

Lost girl takes a tough walk through field and forest

WHEN little Emily Waterhouse left her home, she went on an amazing mile-and-a-half walk through the winter countryside. The lost two-year-old made her way across thick woodland, pools of water, and rough tracks. Finally, after she had been missing for two hours, a police helicopter spotted her among the trees.

Emily set out on her journey as she was playing in the back garden of the family's seven-bedroomed home.

'It's amazing that a girl of her age and size managed to get so far. It is difficult for adults to walk there, never mind a small child,' said her mother Henrietta.

PC Shaun Laverty spotted her as he hovered in a helicopter. 'We were all pretty amazed by how far she had got. It is rough ground and there are no paths, so it was quite remarkable.'

Mrs Waterhouse said, 'I was astounded that she wasn't hurt. But Emily didn't seem upset by it all. She was just disappointed she could not ride back in the helicopter.'



- 2 Look at these sentences from the text:

... she went on an amazing mile-and-a-half walk through the winter countryside.

We were all pretty amazed by how far she had got.

Some adjectives have an -ing and an -ed form. Which of these statements is / are true about them?

- a) They are formed from verbs. c) -ed adjectives refer to the past.
b) They often describe feelings.

Are there any others in the text?

.....

Looking at language

-ed and -ing adjectives

Adjectives which come from verbs (participles) can have two forms:

Verb	Adjective 1: present participle	Adjective 2: past participle
disappoint	disappointing	disappointed
amaze	amazing	amazed
fall	falling	fallen

The *-ed* participle describes a feeling caused by something or somebody else:

We were all pretty amazed by how far she had got ... (our feeling was caused by how far she had got)

The *-ing* participle describes something or somebody that causes a feeling:

In an amazing mile-and-a-half walk ... (the walk causes the feeling)

We use the *-ing* participle with *It ...* :

I didn't enjoy myself at the party last night. It was disappointing.

1 Fill in the gaps with *-ed* or *-ing*.

- Maudie gave me an amaz..... present for my birthday.
- My teacher was really pleas..... with our exam results.
- The new musical is quite bor..... actually.
- She seemed interest..... in our ideas.

Here are some more present and past participle adjectives:

Verb	Present participle -ing	Past participle -ed
amuse	amusing	amused
annoy	annoying	annoyed
bore	boring	bored
depress	depressing	depressed
embarrass	embarrassing	embarrassed
excite	exciting	excited
frighten	frightening	frightened
interest	interesting	interested
please	pleasing	pleased

Verb	Present participle -ing	Past participle -ed
satisfy	satisfying	satisfied
shock	shocking	shocked
surprise	surprising	surprised
worry	worrying	worried
<i>Irregular</i>		
delight	delightful	delighted
hurt	hurtful	hurt
impress	impressive	impressed
scare	scary	scared

Occasionally the difference is time:

- They ran from the falling tree.* (Present participle to describe an unfinished action.)
They walked past a fallen tree. (Past participle to describe a finished action.)

Only verbs that describe an action that has a beginning and an end can form these adjectives.

They often describe natural processes:

They stood and watched the burning car. Burnt sugar is delicious.

Other examples are: *boiled / boiling; closed / closing; cooled / cooling; dead (not died) / dying; fallen / falling; grown / growing; melted / melting; increased / increasing*

2 Fill in the gaps with the correct adjective form.

- 1 You make tea with boil..... water, but for coffee you need to let it cool a bit.
- 2 Heat it slowly and when it is totally liquid pour the melt..... chocolate over your ice cream.
- 3 There was no air in the house because the windows were all tightly clos.....

Getting it right

► Exercise 1 Who had the feeling?

In each sentence, write *f* above the person who had the **feeling** expressed by the adjective. Write *c* above the **cause** of the feeling.

Examples: ^c He was so *amusing*. ^f We laughed at his jokes for hours.

^f We were very *impressed* by your ^c work.

- 1 She was *amazed* when I told her about the accident.
- 2 It was a *delightful* meal. I enjoyed the first course most.
- 3 I've had enough of him. His behaviour has been really *hurtful*.
- 4 We didn't tell you about this *amazing* castle we visited the other day, did we?
- 5 I was so *bored* by that stupid man. He just talked and talked and talked.
- 6 It was a *depressing* day for everyone when the company closed. No one knew what to say.
- 7 You've been to Kuala Lumpur? Did you see the Twin Towers? I know Joe was really *impressed*.
- 8 She was rather *shocking*, really, wearing clothes like that. I didn't like it at all.

➤ Exercise 2 Learning from learners

Write X if the underlined adjective is the wrong participle.

I'm very satisfying with everything in the school.

I am so 1 boring with my lessons. I've done everything before

X (i)

We had a wonderful time and saw 'The Lion King' at the theatre which was really 2 amazing. My sister was really 3 exciting to be in London. It was her first time.

I'm not very 4 pleased with this bike. I think I'll take it back tomorrow.

1

2

3

4

5

6

7

8

9

10

I was quite 5 embarrassing by the other students. They were talking all through the lesson. I think that's rude.

I'm really enjoying my class, but I'd find it a bit more 6 stimulating if the other students took it more seriously. They're always mucking around.

I thought it was quite 7 disappointed, actually. I'd expected lots of beautiful historical buildings, but my memory of it is dirty buildings, and 8 appalling traffic jams.

I know it's much cheaper, especially if you do it by the month, but I think it's a 9 frightened thought to be doing it on such busy streets, so I'm going to stick to the bus.

It was an incredibly 10 interested museum, with all those things you can touch and experiment with.

Label each extract a), b) or c) depending on whether it is from a conversation: a) with a teacher; b) about hiring a bicycle, or c) about a trip to London.

➤ Exercise 3 Choosing the right form

An interviewer (I) is talking to a politician (P). Fill in the gaps in their conversation, using the verb in brackets to form a suitable present or past participle adjective. Use the chart in *Looking at language* if you need to.

- I: It's *interesting* (interest) that after so many years of high tax rates, you're talking about lower taxes. Why?
- P: You shouldn't be 1 (surprise). We have always kept tax as low as possible, and now with 2 (increase) numbers of new jobs, and a 3 (fall) rate of inflation, people will be 4 (please) with our plans to lower tax rates still further.
- I: Yes, but there is a 5 (worry) trend towards spending less on public services. The statistics on hospitals can only be described as 6 (shock) – six 7 (close) hospitals last year alone. Surely that is pretty 8 (embarrass) for your government?
- P: Any hospital closures are simply due to the 9 (impress) number of large hospitals. Most people will be 10 (delight) with what we're doing.

▷ Exercise 4 Writing responses

Write a suitable response for each of the comments or questions below. Include a participle adjective each time.

Example: I didn't laugh at his comments very much. What about you?

Oh, *I thought he was quite amusing.*

- 1 How did you feel about your exam result?
.....
- 2 Her dress cost nearly \$3,000!
Really?
- 3 I don't enjoy talking about politics.
Don't you? I
- 4 Have you seen the results of the questionnaire? They're not at all what I was expecting.
Yes, I agree.
- 5 I thought that some of his comments were rude and insensitive.
Yes.
- 6 How was the holiday?
Oh,

Classwork

- 1 Work in pairs. Make two copies of the grid below on a piece of paper. Put six adjectives (some *-ed*, some *-ing*) from the chart in *Looking at language* anywhere in one grid. Do not show your partner your grid. (Use the other grid to keep a record of your partner's grid.)

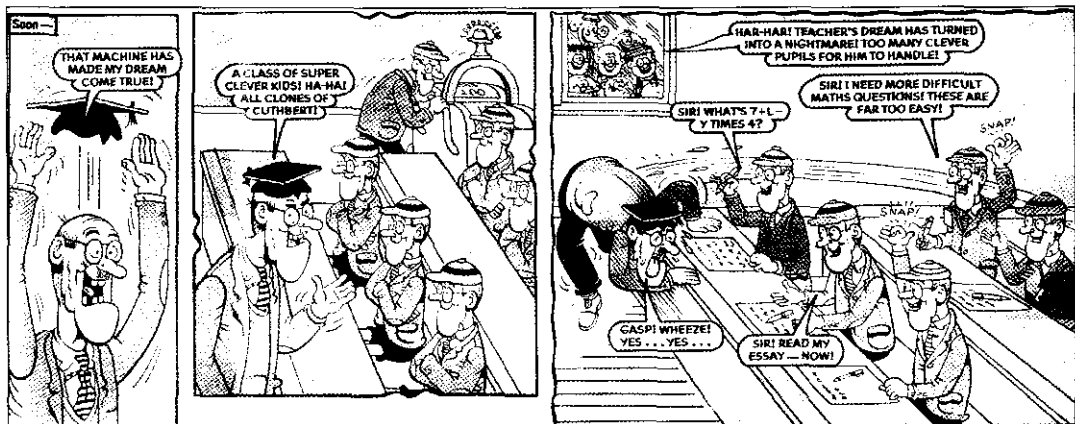
	1	2	3	4
A				
B				
C				
D				

- 2 Take turns to call out a grid square. If your partner has an adjective in the square, she / he tells you the adjective. Make a sentence (of at least six words) including the word.
Example:
A: B3.
B: *Excited.*
A: *We were so excited about going to the cinema that we forgot our tickets.*
If your sentence is correct, your partner says 'Hit!' and crosses out the word like this:
~~excited~~. If there is no word in the square, your partner says 'Missed!'
- 3 It's now your partner's turn to call a grid reference. The winner is the first to 'hit' all six of their partner's adjectives.

Too, (not) very, (not) enough, so and such

Getting started

Look at the cartoon. Cuthbert is the cleverest boy in the class. He has just invented a cloning machine (for copying people exactly). Why does the teacher's dream turn into a nightmare?



Look at these extracts from the cartoon:

(There are) Too many clever pupils for him to handle!
 These are far too easy!

Put ticks (✓) and crosses (X) in the chart to show the rules for the use of *too* and *too many*.

	Used before an adjective	Used before a noun or noun phrase
<i>too</i>		
<i>too many / too much</i>		

- 3 Read the information about two other clever children, and look back at the cartoon. Decide if statements a)–e) are true or false.

Ruth Lawrence

In 1985, Ruth Lawrence became Oxford University's youngest graduate at the age of 13. As a small girl Ruth was so good at maths that her father decided to teach her himself. Her teachers agreed that they were not experienced enough to teach a small child about high level mathematics. Now 25, Ruth is assistant professor of mathematics at the University of Michigan, USA.

Luke McShane

In April 1997, at the age of 13, Luke McShane became the UK international chess champion. No other British chess player has become champion at such a young age. However, it may not be very easy for Luke to hold on to his record. There are several young players showing signs of great chess talent at the moment. With so much talent around, a new, younger chess champion is possible in the next few years.

- a) *So* and *such* are used to emphasise something.
- b) *So* is used before nouns.
- c) *Too* usually means that there is some kind of a problem.
- d) *Not very easy* = difficult.
- e) *Not enough* is only used with nouns.

Looking at language

The words and expressions in this unit affect the meaning of nouns, adjectives and adverbs.

So and such

To emphasise an adjective or adverb we use:

- *so* + adjective / adverb:
It's so beautiful here. They always talk so loudly.
- *such a / an* (+ adjective) + singular noun:
That was such a wonderful film.
- *such* (+ adjective) + plural or uncountable noun:
They're such clever children. He's such a professional.

We can also use *very* for emphasis, but *so* and *such* are stronger.

To emphasise quantity we use: *so much* + uncountable noun, *so many* + countable noun or *such a lot of* + noun:

- I've never seen so much mess. There are so many people here.*
- I've eaten such a lot of junk food recently.*

So and *such* are often followed by a *that* clause showing the effect of the adjective:

Ruth was ^{cause}so good at maths ^{effect}that her father decided to teach her himself.

So and *such* are usually stressed in spoken English.

Getting it right

► Exercise 1 Choosing the best meaning

In 1–8 below, look at the speaker's thoughts. What did they say? Choose a) or b).

Example:

I wanted the questions to make me think.

- a) I thought question 6 in that exercise wasn't difficult enough. ...✓.
- b) I thought question 6 in that exercise was too difficult.

1 I want to emphasise how nice he is as much as I can.

- a) He's such a nice man. Have you met him?
- b) He's a very nice man. Have you met him?

2 I probably won't buy the dress because of the price.

- a) That dress I want is so expensive.
- b) That dress I want is too expensive.

3 I'll say a fact about that part of Australia.

- a) It's too hot in that part of Australia.
- b) It's very hot in that part of Australia.

4 I don't think I like their garden.

- a) They've got so many trees in that garden.
- b) They've got too many trees in that garden.

5 I can't go to university because of my exam results.

- a) My exam results weren't good enough.
- b) My exam results weren't very good.

6 I think we should give him the job.

- a) I'm sure he's got enough experience.
- b) He hasn't got very much experience.

7 I didn't like the ending of the film.

- a) The film seemed to finish too quickly.
- b) The film seemed to finish very quickly.

8 I want to make it very clear how busy I am.

- a) I've got such a lot to do.
- b) I've got a lot to do.

▷ Exercise 2 Replacing missing words

In the interview below from a plane passenger who had a lucky escape, the last letters of each line have not been printed. Use language from this unit, and any other language necessary, to complete the lines.

PILOT'S ACTION SAVES LIVES

It was terrible. If it hadn't been for the pilot's quick thinking *w.e.d.* probably all be dead now. I can't explain my feelings. It was 1 s..... scary. I heard this bang and looked out of the window and saw a 2 fir..... on the wing. My life didn't flash before my eyes. There wasn't 3 en..... time for that. I remember thinking 'Help! I don't want to die. 4 I'm t..... young to die.' I suppose everybody thinks that. There were too 5 m..... things I still wanted to do. Anyway, we're all very lucky, we 6 kn..... that for sure. And you know what the captain said? Honestly, 7 he's s..... modest! He said he was only doing his job, but he made the 8 decisi..... to ignore the rule book and make an immediate crash 9 landi..... Apparently, a fire on the wing isn't supposed to be serious enough 10 t..... cause us to turn back, but in fact, if we'd carried on we 11 prob..... would have crashed into houses and we'd all have died. He's 12 s..... a hero!

▷ Exercise 3 Learning from learners

Correct the mistakes (both grammar and style) in extracts 1–6 from learners' speech.

Example: A: Welcome back! Did you have a good holiday?

B: Wonderful! The time seemed to go ^{much too quickly} ~~too much quickly~~.

1 A: Have you heard about Karin's new job?

B: Yes. I saw her yesterday. It's so good news. It's just what she was looking for.

2 A: Did you enjoy the film?

B: Not really. It was very long for me and I was bored in the last half hour.

3 A: I'm so glad to have finished this term's work, aren't you?

B: Yes, but I feel sorry for Fabienne. They said her project was bad. She'll have to do it again.

4 A: Did you see the football?

B: Of course. Don't I always? Not very good, though, was it?

A: No. The problem is the forwards – they're just not enough fast.

5 A: Everything is so much expensive in this country. I don't know how you can afford it.

B: We can't – or at least I can't most of the time.

6 A: Did you buy anything?

B: I got these shoes, but I'll have to take them back. They're not small enough.

▷ Exercise 4 Rebuilding a text

Put phrases a)–f) in spaces 1–5 in the newspaper article. Join them with one word from the language in this unit.

- a) ... time to study them properly
- b) ... impressive they may help in the design of robots
- c) ... huge weights with so little effort
- d) ... strong it would make a weightlifter look weak
- e) ... long
- f) ... strong

Beetle weight lifters

It's only three inches long but this beetle has incredible strength. In fact, the insect is *so...d* .

Researchers have discovered that it can carry one hundred times its own body weight. The results of their study were **1** A big mystery was how the beetles managed to move **2**

Research leader Rodger Kram said last night, 'It is a mystery why they are **3** It shook us. But we will have to wait until August to do any more research. This year we didn't have **4** The beetles come out in August and don't live **5** – only a few weeks.'



Classwork

- 1 Work in groups. You need at least three groups in the class.
- 2 Write any three words or phrases on a piece of paper (try to make them unusual and unrelated) and give it to another group.

a very long time sailing boat chocolate bar

- 3 Write a short story including the words on the piece of paper you receive and any three phrases from the box below.

too much work	so unpleasant	not very interesting
very pleased	such a wonderful place	not (-n't) enough people

- 4 Read your story to the class. Can the other groups (not the group who gave you the words) guess which words were on the piece of paper?

Exercise 1 Determiners **Units 30–34**

Read the text about a very large family. In 1–13 underline the correct determiner. Choose – if you think no word is needed.

It's Sunday teatime in the Turners' house, and 14 people are about to sit down around the / its table. But 1 this / these isn't a party or a special get-together. In fact, I am 2 – / the only visitor. All the other 13 diners are Turners: Mike, Rowena and 3 their / theirs 11 children. Even around their big table it's a bit of a squeeze, but the Turners try to eat together 4 the most / most evenings. Today tea is 5 a / – baked potatoes, a giant bowl of 6 a / – cheese, and 7 a / the mountain of bread – one of 8 the / this ten loaves a week eaten by the family. The Turners' children range in age from 20 years to three



months, and they don't appear to have 9 any / some plans to stop there. John, who at 16 is the third eldest, is 10 most / the most talkative. Yes, he agrees, when you see the family all together it can be 11 a bit / bit of a surprise. At 12 the school / school

people joke about it all the time. 'When the pictures of my school came out, someone said it was a snap of the Turner family,' he says. 'There are 13 thousand / a thousand people in my school.'

Exercise 2 Adjectives and adverbs **Units 35–38**

In 1–10 put a tick (✓) if you think the underlined word or phrase is correct, or write a correction if you think it is wrong.

There's a black big cloud coming this way

big, black

A: That smells 1 well. What's cooking?

.....

B: Nothing very 2 exciting, I'm afraid. It's just soup, that's all.

.....

A: Oh, that'll be fine. I'm not very hungry anyway.

I saw a job ad that looked 3 perfectly for me, but I'm 4 not old

.....

enough for it. They want someone over 21.

.....

A: It's a very 5 impressive painting, isn't it?

B: Hmm. The colours are 6 very wonderful. I like it.

A: Yes, but it seems 7 sadly to me, somehow, as well.

Jane wants to go to Corsica for a holiday this year, but I
8 already have been there.

A: Why did you come home early?

B: Oh, the party was 9 bored. I found it 10 difficult to enjoy
myself, so I left.

Exercise 3 Mixed structures **Units 30, 34 and 38**

Read the stories about Hodja and fill in gaps 1–19 with a word from the box. Write – if no word is possible. You can use words from the box more than once.

a an enough little so such the too

One day Hodja was very hungry. 'If I just had ... a nice hot bowl of soup,' he thought, 'I would be 1 happy.' Just then someone knocked at 2 door. He opened it and there stood 3 young boy with 4 empty bowl in his hands. 5 boy said, 'My mother is not feeling well. Can you please give her a 6 hot soup?'

'Oh, no!' exclaimed Hodja. 'Not even my thoughts are my own. I only have to think of 7 soup and my neighbours can smell it!'

A farmer once brought Hodja 8 letter and asked him to read it to him. '9 handwriting is 10 bad that I can't read it,' Hodja said. 11 farmer became angry and said 'You wear 12 turban of a learned man and you're not even clever 13 to read a letter!' Hodja took off his turban and placed it in front of him. 'If you think that everyone who wears 14 turban is a learned man, then you put it on and see if you can read it.'

One summer day it was 15 hot to travel, so Hodja got off his donkey and lay down under the shade of a nut tree near where watermelons were growing. He thought for a while and said, 'How strange it is that God created 16 watermelons to grow on 17 a tiny stalk while these little nuts grow on 18 a large tree.' Just then 19 nut fell from the tree and hit Hodja on the head. Hodja rubbed his head and said, 'God knows best! If watermelons grew on trees my head would have been seriously injured.'



Exercise 4 Pronouns and *this, that, these, those* **Units 32–33**

Look at sentences 1–10 and say if the statements on the right are true or false.

Example:

- | | |
|--|--|
| <p>I had expected a red T-shirt for my birthday, so I was quite disappointed when I opened the present and it was green.</p> | <p><i>It</i> refers to the T-shirt. <i>true</i></p> |
| <p>1 The weather was terrible, with heavy rain and a cold wind, but <i>this</i> didn't stop us from setting off for our picnic as planned.</p> | <p><i>This</i> refers to 'a cold wind'.</p> |
| <p>2 I don't like tomatoes but <i>they</i> now say they help prevent cancer.</p> | <p><i>They</i> refers to tomatoes.</p> |
| <p>3 You can't get such delicious chocolate in my country.</p> | <p><i>You</i> means 'everybody'.</p> |
| <p>4 You know about computers, don't you?</p> | <p><i>You</i> means 'everybody'.</p> |
| <p>5 Someone phoned for you, Mike, but <i>they</i> didn't want to leave a message.</p> | <p><i>They</i> refers to more than one person.</p> |
| <p>6 At first Joe hated his new job but he decided to give <i>himself</i> a few months to see if it got any better.</p> | <p><i>Himself</i> is necessary because the subject and object are the same.</p> |
| <p>7 As I was walking along I heard <i>these</i> strange noises and I got pretty scared.</p> | <p>We use <i>these</i> here to make the story more dramatic.</p> |
| <p>8 Once everything had gone quiet again I looked out of the window and saw that all the cars' windows were broken.</p> | <p>The windows of one car were broken.</p> |
| <p>9 I made the dress <i>myself</i>, what do you think?</p> | <p><i>Myself</i> is used to emphasise the subject.</p> |
| <p>10 <i>That</i> was an excellent meal. Thank you.</p> | <p><i>That</i> is used because they are still eating the meal.</p> |

Exercise 5 Countable and uncountable nouns **Unit 34**

Put the correct form of *be* (*is* or *are*) in the gaps in the following pairs of similar sentences, and underline a word when you have a choice in italics.

Examples: There ~~are~~ too much / many people here. I can't find anywhere to sit.

There ~~isn't~~ much / many space here. I can't find anywhere to sit.

- 1 The information you need in this file, and I hope *it* / *they* useful.
- 2 The facts you need in this file, and I hope *it* / *they* useful.
- 3 The chairs in the room next door over 100 years old, and *it* / *they* still look / looks wonderful.
- 4 The furniture in this room over 100 years old, and *it* / *they* still look / looks wonderful.
- 5 Can you open the curtains? There n't enough light in here.
- 6 It always seems dark in here. There n't enough lights.

- 7 There a hair on the sleeve of your jacket.
 8 Her hair darker than mine.
 9 My suitcases still in Chicago. *It / They* got left behind, and I hope I get it / *them* back.
 10 My luggage still in Chicago. *It / They* got left behind, and I hope I get it / *them* back.
 11 Loven't everything.
 12 Friends just as important.

Exercise 6 Order of adverbs and adjectives **Units 35-36**

Put these jumbled sentences in order.

Example:

with and children white The were playing ball large a blue

The children were playing with a large blue and white ball......

1 a was He velvet wearing black jacket

.....

2 never classical has She liked music

.....

3 little It just mistake was a stupid

.....

4 nice coffee like a cup of I'd hot

.....

5 before been here I've

.....

6 Chinese in She food bowl the served a beautiful

.....

Unit 39

Requests, permission and offers

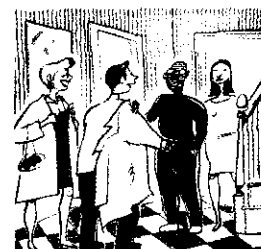
Getting started

1 In the conversation below, two guests are visiting friends at their house. Read the conversation and answer questions a), b) and c).

a) There are four speakers, A, B, C and D. Which ones live at the house, and which ones are visitors?

b) Does everyone know everyone else? How do you know?

c) A says, 'Shall I just put these upstairs?' What do you think *these* are?



A: Actually, I wonder if they're in.

Oh, they are in.

B: They obviously are.

C: Hello.

A: Hello.

C: Come in.

B: I'm Mike.

C: How are you?

B: Fine.

A: Shall I just put these upstairs?

C: Well, yeah. Can you put them in our room, please?

A: Sure.

C: How were the roads?

A: Oh, fine. No problem.

B: No problems. No.

A: Are you in there, Alison? Mmmm.

Hello there.

D: Hello.

A: Do you mind if I put my bag here?

D: Oh, go ahead. Want a cup of tea?

A: Yeah.

2 Match these questions from the conversation to their functions.

a) *Shall I just put these upstairs?*

i) a request

b) *Can you put them in our room, please?*

ii) asking for permission

c) *Do you mind if I put my bag here?*

iii) an offer

3 Which words are missing from this offer from the text?

..... *Want a cup of tea?*

4 Without looking back at the conversation, can you remember how the phrases in Exercise 2 were answered?

.....

Looking at language

The way we make a request, ask for permission or make an offer depends on:

- the relationship between the people involved, and
- how likely it is that we will get a positive answer.

Requests

A request is when we ask someone to do something:

William, would you make me a cup of coffee?

We use the modal verbs *can*, *could*, *will* or *would* in requests:

Can you put them in our room, please?

Could I have my glasses, please?

Would you pass me my glasses?

Would you mind phoning the doctor for me?

Will you come with me to the dentist, please?

In informal, spoken English we sometimes make requests using *Do you want to ...* or

Would you like to ...:

A: *Do you want to get me a glass of water?* B: *Yes, OK.*

We often add *just* in spoken English:

Would you like to just open a window for me?

Sometimes we use *Can* / *Could I have ...* with the meaning *Can you get it for me?*:

Can I have my suitcase? (Can you get my suitcase for me?)

Requests are often longer when the situation is more formal, and / or there's a strong possibility of a negative response. Compare:

Can you give me your pencil for a minute? (informal, likely to get a positive response)

This is a huge favour, but I was wondering if you could lend me your music system for the party? (more formal, less likely to get a positive response)

Here are some other expressions to make requests longer and more polite:

Would it be possible to borrow your car tonight?

Do you think you could help me?

1 Which one of these requests is made to someone in a formal situation?

- Would you like to make some coffee for everyone?
- Do you think you could work late for the next couple of nights so we can get this finished?
- Could you pass me a piece of paper?

Responses to requests

✓ Positive responses:

We use expressions such as: *Yes, of course. Sure. Yeah. OK. No problem.*

✗ Negative responses:

If you can't do something, apologise and give an excuse:

Can you pick me up from the station? Oh, I'm so sorry, but I can't. Our car is at the garage.

Asking for and giving permission

We use *Can / Could / May I ...* to ask if it is all right to do something:

A: *Can / Could / May I give my homework in late?* B: *Well, all right, since you've been unwell.*

We can also use other more formal expressions:

Would you mind if I / Would it be all right if I went out tonight?

Do you mind if I / Is it all right if I go out tonight?

We use *can* to give permission:

You can borrow the car whenever you want to.

Offers

We use these expressions to say we will do something for someone:

Can I help you?

Shall I open the door for you?

I'll post those letters for you.

Would you like me to speak to him on your behalf?

Other points

- The request phrase *I would be grateful if you could ...* is useful in formal letters:
Following our telephone conversation, I would be grateful if you could send me a copy of your latest catalogue.
- Ellipsis is common in very informal offers:
Want a cup of coffee? (Do you want ...)
Like me to give you a lift home? (Would you like me ...)

Pronunciation

Would you and *Could you* are pronounced with a /dʒ/ sound:

Could you pass me that newspaper?

/kudzu:/

Intonation: if we begin a request with a high intonation it sounds more polite.

2 Match sentences a)–c) to the responses, i)–iii).

- | | |
|--|--|
| a) Shall I carry those bags for you? | i) Oh, thank you. That's very kind. |
| b) Could you type a few letters for me? | ii) Oh, I'm sorry. I think it's already booked for the next few weeks. |
| c) Would it be at all possible for my brother to borrow your beach house at the weekend? | iii) Yes, OK, but I can't do them until later this afternoon. |

Getting it right

► Exercise 1 Recognising function

Decide if questions 1–10 are a request (r), offer (o) or asking for permission (p).

Example: Can I look at the newspaper a minute? ...r.

- 1 You don't look too good. Shall I call a doctor for you?
- 2 I'm sorry to be a nuisance, but would it be all right if I spread these papers on the table here? It'll only take a couple of minutes.
- 3 This train's running rather late. Would you like me to go and ask what's happening?
- 4 Would you post these letters for me on your way to work?
- 5 I know you hate giving bad news. I'll tell him if you like.
- 6 Would you mind being a bit quieter, only I've got a headache?
- 7 Could I use your phone for a minute?
- 8 Would you mind if I had a quick look at your newspaper?
- 9 Can you pick up some milk for me when you go out?
- 10 Do you want to lay the table for me?

Which extracts sound like people who know each other well?

► Exercise 2 Making offers, requests and asking for permission

Use situations and instructions 1–8 to make offers and requests and ask for permission.

Example: The phone is ringing. Offer to answer it.

Would you like me to answer the phone?

- 1 Someone is carrying heavy bags. Offer to help.
.....
- 2 You're writing a letter to a travel company. Request their brochure.
.....
- 3 You're in a friend's house. It's hot. Ask permission to open the window.
.....
- 4 Your friend needs to go to the airport. Offer to drive him / her there.
.....
- 5 You're at a restaurant table with friends. Request the salt.
.....
- 6 You need a day off work. Ask your boss for permission.
.....
- 7 Your brother has a broken arm. Offer to tie his shoelaces.
.....
- 8 Your new neighbour is playing loud music late at night. Ask her to turn it down.
.....

➤ Exercise 3 Preparing for a holiday

A couple are preparing for their holiday. Fill in the gaps in their requests and offers using words and expressions from this unit.



A: Just two days to go. *Can* you switch the TV off?

B: Why?

A: Well, I was 1 if we could spend a few minutes thinking about what we need to do before we go.

B: Oh, yes. OK. Would you like 2 to collect the tickets in the morning?

A: Yes, please. And do you 3 you could go to a bank and get some money?

B: Oh, sorry, I 4 The bank's too far from the office. I can't get there in my coffee break.

A: OK, 5 go to the bank. 6 you stop at a shop on your way home and get some first aid supplies? You know, plasters, sun cream, insect repellent – that sort of thing.

B: No 7 8 you check and see if we've got aspirin and travel sickness pills?

A: Sure. 9 I phone to check the airport terminal?

B: Thanks, yes. And 10 get the suitcases out.

A: Oh, good. I can never remember where you keep them.

▶ Exercise 4 Responses

Think of a suitable **negative** response to the requests and requests for permission (1–8).

Example: I'd like to borrow your minidisc player if it's not too much trouble.

Oh, I'm sorry. I'll be using it this weekend.

- 1 I need some fresh air. Is it OK if I open the window?
.....
- 2 Oh, I've just remembered. I need to call Jan. I don't suppose it would be possible to use your mobile for a few minutes?
.....
- 3 You're going out, are you? Do you think you could post these letters for me?
.....
- 4 Will you take these chairs and move them into the other room?
.....
- 5 Can you give me a hand getting the food ready tomorrow night? I've got a lot of people coming for dinner.
.....
- 6 Do you mind if we eat out tonight? I don't feel like cooking.
.....
- 7 You couldn't help me with this DVD player, could you? I don't understand the instructions.
.....
- 8 Can I have some more apple juice? I'm still thirsty.
.....

Classwork

- 1 You are going to plan a class newspaper. Work in groups of four to eight, and choose an 'editor' to lead your group. As a whole class, think of all the parts of a typical newspaper, and make a 'contents' list.

Examples:

News articles

A travel section – a description of an interesting place to visit

- 2 Look at your contents list, and hold a meeting to decide who will write what. You can offer to write something, or the editor may make a request for you to write something.

Example:

I'll do the travel bit, if you like. I've just come back from Sri Lanka.

- 3 If you have time, produce your class newspaper. You'll need to write the articles, add headlines, and give the paper a name. You may want to wordprocess the articles and find pictures. Display the newspaper in the classroom for other groups to read.

Unit 40 Suggestions and advice

Getting started

- 1 Look at the cartoon. What are the family talking about? (Frinton is a seaside town in England.)



- 2 Answer the questions.

- How many suggestions are made?
- Who doesn't make a suggestion?

- 3 Here are some examples of suggestions. Use the cartoon to help you fill in the gaps.

Making suggestions:

- Why we + infinitive (without *to*) or
- We + infinitive (without *to*)

Replying to suggestions:

- + an alternative suggestion
- I don't* + question word (*where, what, how* etc.)

Looking at language

Suggestions and advice

Use

Suggestions are ideas for someone else to think about. **Advice** is stronger, and means telling someone what you think they should do.

Forms

Asking for suggestions	Making suggestions	Responding to suggestions
<p><i>What shall I / we do?</i> <i>Has anybody got any ideas?</i></p>	<p>To others, or ourselves and others: <i>Why don't you / we etc. go to the cinema?</i> <i>You could (always) go to the cinema.</i> <i>How about</i> | <i>going to the cinema?</i> <i>What about</i> |</p> <p>To ourselves and others: <i>Let's go to the cinema.</i> <i>Shall we go to the cinema?</i> <i>Let's go to the cinema, shall we?</i></p>	<p>Accepting: <i>That's a good idea.</i> <i>That sounds like a good idea.</i> <i>Yes, let's.</i> <i>Yes, OK.</i></p> <p>Refusing: <i>Good idea, but I'm busy this evening.</i> <i>Hmm, I think I'd prefer to stay in tonight.</i> <i>Couldn't we stay in tonight?</i></p>
Asking for advice	Giving advice	Responding to advice
<p><i>What shall I do?</i> <i>What do you think I should do?</i> <i>What would you do if you were me?</i></p>	<p><i>I think you should</i> | <i>change jobs.</i> <i>If I were you I'd</i> | <i>You'd (had) better</i> |</p>	<p>Accepting: <i>That's a good idea.</i> <i>That sounds like a good idea.</i> <i>Yes, I'll do that.</i> <i>Yes, I could / should.</i></p> <p>Rejecting: <i>That's a good idea but</i> | <i>I can't.</i> <i>Yes I could / should but</i> | <i>I know, but</i></p>

1 Are the following comments suggestions (s) or advice (a)?

- Why don't you tell him you don't want to see him again?
- Let's not go out tonight after all.
- If I were you I'd stop taking that medicine.
- I think you should buy yourself a nice new dress for the party.
- Why don't we get married?
- Shall we cancel the holiday?

Other points

- Imperatives (see Unit 14) are often used to give advice, especially when we are sure our advice is right:
Don't leave the TV plugged in while you're away.
- In spoken English we can use *let's* to mean 'let me'. It is a request or an offer (see Unit 39), not a suggestion:
Let's have a look. (give it to me to see)

Getting it right

► Exercise 1 Thinking about function

Match the suggestions / advice in 1–8 to the responses, a)–i).

Example: You should try doing more exercise. *b).*

- | | |
|---|---|
| 1 Why don't we go to Hawaii this year? | a) That's a good idea. She's always losing hers. |
| 2 You shouldn't work such long hours. | b) Yes, you're right. It would do me good. |
| 3 Don't think about her. | c) Yes, or we could go somewhere cheaper. |
| 4 We could get her a new pen. | d) We could, but I think I'd prefer to watch TV. |
| 5 Shall we go out tonight? | e) That's sensible advice, but I can't forget her. |
| 6 Why don't you ask her to meet you? | f) I know, but I've got a lot to do. |
| 7 Let's go for a walk, shall we? | g) Do you think so? If I leave it much longer I might miss my chance. |
| 8 You could always put the decision off a little bit longer. | h) Hmm. I'm too shy to do that. |
| | i) Yes, good idea. I need some fresh air. |

► Exercise 2 Getting the forms right

Use the verbs in brackets, and the instructions to complete the conversation.

- Ask for advice* A: What do you think I should do?
Give advice B: It's a difficult situation, but if I were you *I'd think (think)* about it.
A: I have, and I just don't know what to do. That's why I'm asking you.
Give advice B: Well, I you always (*accept*) both jobs now.
Reject advice A: 2 that's just delaying the decision.
Make a suggestion B: Well then, perhaps you 3 (*write*) a list for each job with advantages and disadvantages.
Accept a suggestion, make a suggestion A: That's a 4 5 we (*do*) it now?
Accept a suggestion, make a suggestion B: Yeah, OK. 6 (*start*) with the local job, and then do the overseas one, 7 ?
Refuse a suggestion A: Yes, or we 8 (*do*) each one together, comparing the positive and negative points as we do it.

What is A's problem?

▷ Exercise 3 Learning from learners

A learner wrote this reply to a letter asking for advice. Underline six more mistakes and write the corrections. Does the letter reply to Extract A, B or C below?

Dear Unhappy
 Your letter was very interesting, and you are certainly in a difficult situation. I think the first thing you do is arrange a meeting with your daughter. Then, if I were you I tell her exactly how I felt about her husband's behaviour. She might get angry at first, but hopefully she will listen and understand your situation. You could trying asking her to speak to her husband. She should to talk to him and find out why he's always rude to you. If she still doesn't understand your problem, perhaps you should to try to talk to your son-in-law yourself. And finally, why you don't stop worrying too much. You should being happy that your daughter is such a good friend!
 Fabienne

- you should do
- 1
 - 2
 - 3
 - 4
 - 5
 - 6

A

He drinks too much and never gets home until very late at night.

B

She always agrees with him and is never friendly to me any more.

C

He is always rude to me and seems to disagree with everything I do.

Extension

Write your own reply to one of the other two problems.

▷ Exercise 4 Completing conversations

Add the missing line in conversations 1-8 below.

Example: A: I'm fed up.

B: Well, perhaps that's your fault. You never do anything.

A: OK then. Let's go out for a meal and then on to a club tonight.

B: Great idea. You sound more positive already.

1 A: Have you told anyone else about this problem?

B: No, I'm not sure who to talk to.

A:

- 2 A: It's Rory's birthday next week. Any ideas for a present?
 B: No, I'm useless at presents. Why don't you think of something?
 A: Well, I had one idea.
- 3 A: Sandra, you know about these things. I've won some money, and I'm not sure what to do with it.
 B: Why don't you open an Internet-only savings account? They give very good rates.
 A:
- 4 A: What are you doing tomorrow night?
 B: Nothing. Why?
 A: Do you fancy going out somewhere?
 B: Definitely.
- 5 A: I'm cold. Are you?
 B: A little bit. It would be nice to get a hot drink somewhere, wouldn't it?
 A: Yes.
- 6 A: What do you think Simon and Nicky should do about living in that tiny flat now that they're having a baby?
 B:
- 7 A: I can't sleep at night these days.
 B: Really? Do you know why?
 A: No. I just lie there with thoughts going round and round in my head.
 B:
- 8 A: Jake keeps asking for a pet, you know. Do you think we should get him one?
 B: Oh, dear. I'm not too keen. It's a huge responsibility. And anyway, I don't like cats or dogs much. I suppose something small and easy to look after would be OK.
 A:

Classwork

- 1** Work with a partner. Together think of a real or imaginary problem.

Example:

I want to speak good English, but I'm shy speaking to strangers. What shall I do?

- 2** Now divide into two groups, with one from each pair in each group. Ask each student in your new group for advice about your problem, and give them advice about theirs.
- 3** Go back to your partner and compare the advice you have been given. Decide who gave the best advice.

Unit 41

Talking about ability

Getting started

1 The four extracts below all talk about different abilities. Match Extracts 1–4 with topics a)–d).

- | | |
|---|---|
| a) animal intelligence | c) learning a new dance |
| b) using a part of the body, in an unusual way, to do a job | d) using a part of the body for an unusual task |

Which extract is from spoken English?

1 An 11-year-old girl is to appear on a TV show tonight – as a human juicer. Sally Harner, of Darlington, can squeeze juice from an orange between her shoulder blades.



2 In the 1980s, Alex, the talking parrot of Purdue University, Indiana, was famous because he could name more than 40 objects, recognise five colours and four shapes and name them correctly.

3 Bob has a long moustache. It has been growing since 1986 and last Friday reached 299 centimetres. Thanks to his moustache, Bob is able to help aeroplanes park without using hand signals. That's why Bob has recently been promoted to Senior Parking Instructor at Inverness Airport.

4 Four or five of them made it look so easy. And I followed this young man, and he'd got the jeans and the shirt on and the right kind of boots, and he could do it perfectly. And he said to me, 'When the music's really quick like this', he said, 'do the steps a bit smaller.' When I came out of there, I managed to get a lift home from somebody who didn't live far from me, and they brought me all the way home. And coming in, I found muscles I never knew I had. Well, on Monday morning I couldn't get out of bed.

2 Which of the underlined phrases in the extracts:

- express ability (or inability):
 - a) in the present?
 - b) in the past?
- are about ability (or inability):
 - c) to do something at any time?
 - d) to do something on one occasion?

Looking at language

Ability

Expressing present ability

We use *can / cannot / can't*:

Sally Harmer, of Darlington, *can* squeeze juice from an orange between her shoulder blades.

Be able to is also possible:

Bob *is able to* help aeroplanes park without using hand signals.

Expressing ability in the future

We use *will be able to* to make predictions:

By 2050 people *will be able to* learn a language by taking a pill.

Expressing ability with perfect forms

We use *be able to*:

He's *been able to* speak fluent French since he was a child. (present perfect)

If she'd *been able to* type she might have got the job. (past perfect)

Expressing past ability

We use different verbs for general and specific past ability:

- to describe ability at any time in the past (general ability) we use *could, couldn't* or *(not) be able to*:

Alex the parrot *could / was able to* name more than 40 objects.

I *couldn't / wasn't able to* dance until I met you.

- to describe ability on one occasion only in the past (specific ability) we use *couldn't* (but not *could*), *(not) be able to*, *(not) manage to*:

I *wasn't able to* phone her last night.

I *managed to* get a lift home after the party.

I *didn't manage to* phone him yesterday.

I *couldn't* get out of bed on Monday morning.

General ability	Specific ability
could, couldn't, be able to	couldn't, be able to, manage to

Manage to means you are able to do something, but only with difficulty:

I *managed to* start the car, but only after ten minutes of trying.

Notice the different negatives of *manage to*:

I *didn't manage to* get out. (I wanted to get out but I couldn't)

I *managed not to* see him. (I tried not to see him and I succeeded)

1 Can the verbs of ability be replaced by *could(n't)* in the following sentences? Write *yes* or *no*.

- 1 He was able to type 80 words a minute.
- 2 I managed to escape from the crowd.
- 3 The hotel was terrible, but Belinda was still able to enjoy her holiday.
- 4 Although it was hot, they didn't manage to get a suntan.

Form

	Statement	Negative	Question
can	She can swim.	She can't swim.	Can she swim?
could	She could swim.	She couldn't swim.	Could she swim?
be able to	She's able to swim.	She isn't able to swim. She's unable to swim.	Is she able to swim?
manage to	I managed to swim.	I didn't manage to swim. I managed not to drown.	Did he manage to swim?

Pronunciation

Can is pronounced /kaen/ when it is stressed, usually in short answers:

A: *Can you come?* B: Yes, *I can*.

Can is pronounced /kən/ when it is unstressed, usually in statements:

I can speak Greek.

Can't is usually stressed, and pronounced /kɑ:nt/:

I can't swim.

Other points

- With the sense verbs *see, hear, smell, feel, taste* we often use *can* instead of the continuous form to express a sensation happening at the time of speaking:
I can smell something cooking. Can you?
We don't say: ~~*I'm smelling something cooking. Are you?*~~ (See Unit 3.)
- With the verbs *remember, understand, speak, play* (an instrument), we can leave out *can* with little change in meaning. Compare:
I can remember seeing that film at university. I remember seeing that film at university.
- In conditional sentences *would be able to* can be replaced by *could*:
If I had more time to practise I could play football really well.

Getting it right

► Exercise 1 Recognising meaning

In sentences 1–10, do the underlined verbs and expressions refer to the past, present or future or are they a perfect form? Do they talk about general (g) or specific (s) ability?

Sentence	Tense	General ability (g) or specific ability (s)
Example: When I was a child I <u>was able to</u> stand on my head easily.	past.....	.g..
1 I <u>managed to</u> get a doctor's appointment yesterday.
2 New research suggests that people <u>will soon be able to</u> lose weight by taking pills.
3 People <u>are able to</u> do all sorts of things today that were impossible only 30 years ago.
4 My uncle <u>can't</u> hear very well.
5 Sue <u>was unable to</u> understand why I wanted to keep that old chair.
6 I <u>didn't manage to</u> phone my sister last night.
7 I <u>haven't been able to</u> run since I broke my leg last year.
8 Tyrannosaurus Rex <u>was able to</u> bite with the force of a lorry on each tooth.
9 I'm <u>not able to</u> do the tango. It's really difficult.
10 My friend Alice lost her house keys yesterday, but she <u>was able to</u> climb in through the bathroom window.

Extension

In three sentences the verb or expression of ability can be replaced with *could* or *couldn't*.

Which three sentences?

► Exercise 2 Choosing the best form

Underline the correct verb or verb phrase. (Sometimes both are possible.)

Example: Animals can / manage to communicate with each other.

- 1 I managed to / could persuade him to come to the restaurant with us.
- 2 She managed to / could persuade anybody to do anything.
- 3 I couldn't / didn't manage to understand the instructions for the game.
- 4 Pierre wasn't able to / couldn't wash the car because he had to leave early.
- 5 'I can smell / I'm smelling something burning,' said Natasha.
- 6 To be an airline pilot you must be able to / can react quickly in difficult situations.
- 7 Rebecca won't be able to / can't come at the weekend after all.
- 8 I've been able to / can drive since I was 17.

► Exercise 3 Solving puzzles

Read puzzles A–E below. Then put phrases 1–5 back in a suitable place, either in a puzzle or as a solution to a puzzle. You can use more than one phrase in a puzzle.

A In a hotel two businessmen stay in rooms next to each other. The first businessman sleeps very well *example*. He phones the other and falls asleep immediately after the call. Why can he now fall asleep?

Solution:

B Every morning a man gets into the lift on the fourteenth floor, and goes down to the ground floor. Every evening when he gets home from work he gets out of the lift on the seventh floor, and walks up to the fourteenth floor. Why?

Solution:

C One day a father and son were badly injured in an accident and taken to hospital. The son was taken to the operating theatre. The surgeon said, 'He's my son.' How is this true?

Solution:

D Mrs Jones wanted a new house. She liked to see the sun shining into a room, so she asked the builder to build a house with all four walls facing south. How?

Solution:

E A taxi driver picked up a talkative passenger. The driver was tired and didn't want to talk. At the end of the journey, he pointed to the meter to show the passenger how much to pay. She walked away from the taxi. How did she realise the truth?

Solution:

Example: , but the second cannot sleep

- 1 , so he pretended not to be able to hear or speak
- 2 He isn't very tall, and he can't reach the button.
- 3 I can't operate on him.
- 4 Suddenly she realised that he had been able to hear.
- 5 After much thought, he managed to do it.

Can you think of solutions to the remaining puzzles?

▷ Exercise 4 Completing a text

Fill in each gap in the sentences below with a verb of ability. (More than one is possible for most of the gaps.)

- Monkeys 1 count up to nine, and 1 recognise which groups of objects are larger than others. Scientists have shown that animals 2 think, even though they 3 talk.
Humans 4 look at groups of four or fewer objects and know how many things are in the group without having to count. Researchers found that the monkeys 5 count to four, so they were then tested on five to nine objects. They did just as well. They 6 do this, the researchers say, because they had learnt some rules about numbers and counting.
- Some years ago in Atlanta, Georgia, a bonobo chimpanzee called Kanzi 7 slice his food by breaking a rock into small pieces and using a sharp part to cut with.
- British experimenters tested sheep's abilities by showing them photographs of each other. Now we know that sheep 8 recognise each other from photographs.

Classwork

1 Complete as many of the sentences in the grid below as you can. Write about yourself. You have just three minutes.

	A	B	C
1	I could ... when I was younger, but I can't now.	I managed to ... but I'd never expected to.	I couldn't ... when I was younger.
2	I can't	I hope one day I might be able to ...	I can remember ...
3	I've never been able to ...	I could ... if I had more time.	I can ...

2 Work in pairs. Take turns to say the names of a square from the grid. Your partner reads out their sentence from that square, and has to explain it in more detail. If your partner is able to do this, she / he gets one point. If they wrote nothing, you get a point.

Example:

Player 1: Square 2B.

Player 2: *I hope one day I might be able to play a musical instrument. I'm too busy learning English and studying for exams at the moment.*

3 Continue until all the squares have been called. The winner has the most points.

- 1 Read the article about a 90-year-old woman. What makes her unusual for her age?

Miriam, 90, puts her feet up for yoga

A 90-year-old woman is so good at yoga that she can do it standing on her head. Grandmother Miriam Horton has been practising yoga for the last 16 years, and her favourite position is the yogic headstand.

Miriam, who celebrated her 90th birthday on Sunday, first started the eastern meditation technique when she was 74. She said, 'I didn't think the teacher would accept me because I was 74, but luckily she decided she would.'

Now Miriam practises yoga every morning and evening, and talks enthusiastically about the benefits. 'I feel much better for it,' she said. 'I do ache a bit the next day, but I feel so good, it's worth it.'

In fact, Miriam does more than just yoga. 'I go swimming twice a week, and like to do lots of gardening as well,' she said.

And she has no intention of slowing down. 'I shall keep coming to my yoga classes until they throw me out,' she said.



- 2 Underline these expressions in the article: *every morning and evening* / *twice a week*. Then put these questions in the right order.

a) A: do How practise often yoga you ? B: Every morning and evening.

b) A: often go do How swimming you ? B: Twice a week.

- 3 What other expressions can you make with *every* and *twice*?

every *morning, evening*,

twice a *week*,

Looking at language

Frequency expressions

This unit looks at language that tells us how often something happens.

- We use these expressions to talk about **definite frequency** (real time):

<i>once, twice, three times a(n) second, minute, hour, day, week, month, year</i>	<i>every minute, hour, morning etc., day, week, month, season, year / every two weeks etc.</i>	<i>hourly, daily, weekly, monthly, quarterly, yearly (as adjectives or adverbs)</i>
<i>I go swimming twice a week. Two or three times a year I see my cousins.</i>	<i>Every morning and evening Miriam practises yoga. She goes to a yoga class every two weeks.</i>	<i>The society produces a quarterly newsletter. It meets weekly, on a Thursday.</i>
These expressions can begin or end sentences and clauses.		Adjectives come before the noun, and adverbs come after the verb.

- We use these adverbs and adverbial expressions to talk about **indefinite frequency**:
*always, ever, frequently, from time to time, generally, hardly ever, never, now and then,
occasionally, (quite) often, once in a while, rarely, regularly, sometimes, usually.*

A: *Do you ever see Miriam?* B: *Yes, from time to time. We usually stop for a chat.*

1 Put these expressions of frequency in order from *never* to *always*.

usually occasionally often sometimes hardly ever

never always

Word order

Adverbs of indefinite frequency come after *be* and auxiliary verbs, and before other verbs:

She's often late. They've often talked about you. I often see Miriam when I'm in town.

Questions: *Is she often late? Do you often see Miriam?*

You can also put most of these expressions (but not *never* and *always*) at the start or end of a sentence or clause:

Once in a while I like to watch a really romantic film.

Occasionally I eat something really naughty, like a large chocolate cake.

She's rather unfriendly sometimes.

Questions

You can use these questions to ask about frequency of activities:

A: *How often do you see James?* B: *Just occasionally.* A: *Oh, I thought it was more.*

A: *Do you go out much in the week?* B: *No. Not often.* A: *No, me neither.*

Tend to

Tend to + infinitive is very common in English to describe regular actions, events and habits:

People tend to think big shopping centres are cheaper, but it isn't always true.

I tend not to enjoy dinner parties. I tend to prefer a night out in a club.

We tend to go out on a Friday evening, and spend Saturday at home.

Other points

- We can use the modal verb *can* to tell us about frequency:
It can get quite hot here in July and August. (it sometimes gets hot)
- *Per* is more formal than *a / an* in expressions with *once a*:
I have meetings three or four times per week.
- We say: *once a week / month / year.* We don't say: ~~*once in a week / month / year.*~~

Getting it right

► Exercise 1 Word order

Look at the groups of three sentences. Underline the frequency expression. Tick (✓) the sentences which have acceptable word order, and cross (X) any sentences which do not.

Example: Often I feel like going for long walks by myself. ...✓.

I often feel like going for long walks by myself. ...✓.

I feel often like going for long walks by myself. ...X.

- 1 a) Never he gets here before 9.00 in the morning.
b) He never gets here before 9.00 in the morning.
c) He gets here before 9.00 in the morning never.
- 2 a) We're sometimes surprised by his attitudes.
b) Sometimes we're surprised by his attitudes.
c) We sometimes are surprised by his attitudes.
- 3 I tried calling Joanne but she wasn't there. It's funny –
a) she's usually in at this time of day.
b) usually she's in at this time of day.
c) she's in at this time of day usually.
- 4 a) I've thought about that holiday we had quite often.
b) I've quite often thought about that holiday we had.
c) I quite often have thought about that holiday we had.

- 5 a) She from time to time is really amusing.
 b) From time to time she's really amusing.
 c) She's really amusing from time to time.
- 6 a) Twice a day I have to take one of these orange pills.
 b) I have to take twice a day one of these orange pills.
 c) I have to take one of these orange pills twice a day.

▶ Exercise 2 Similar meanings

Rewrite sentences 1–8 using a different frequency expression with similar meaning. (The meaning does not have to be **exactly** the same.)

Example:

- I generally visit my parents about twice a month. *I generally visit my parents every two weeks.*
- 1 We try to hold a meeting four times a year.
- 2 I go to an English class every Thursday.
- 3 He seems to work seven days a week.
- 4 Do you travel abroad much?
- 5 She has to spend a week in Paris every month.
- 6 Once in a while the whole family gets together.
- 7 I try to exercise daily.
- 8 It can get cold high up in the hills.

▶ Exercise 3 *Tend to* in spoken English

In conversations 1–5 below, examples of *tend to* have been removed. Put them back in the most appropriate place. You may need to change the form of *tend to*, or of other verbs.

Example: It's boredom, I suppose. I ^{tend to} eat too much if I spend a morning in the house.

- 1 A: What's the matter?
 B: I've got a headache. I get them if I sit in front of a computer screen for too long.
- 2 A: What are your best-selling lines?
 B: T-shirts, shorts, beachwear. We sell a lot of them in summer, obviously, though you'd be surprised what people will buy at Christmas.
- 3 A: Are there any types of clothes you don't sell?
 B: Yes, more formal work clothes. They don't fit in with our younger ranges.

- 4 A: I'd just like more variety around here. I get bored doing one thing all the time.
B: Yeah, so do I. Last week wasn't too bad though, was it?
- 5 A: Careful – Sian's around again. She wants to talk when she's out of her office and you can never get anything done.
B: Thanks for warning me!

Which two conversations are with the owner of a boutique, and which three come from a chat between two colleagues in an office?

▶ Exercise 4 About yourself – sentence completion

Complete sentences 1–8 by choosing and underlining a suitable expression of frequency and finishing the sentence about yourself.

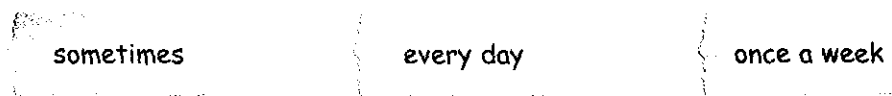
Example: I often / never forget my brothers' birthdays.

- 1 I usually / always wear when I see friends.
- 2 I tend to / tend not to listen to music when I'm in a good mood.
- 3 Occasionally / Quite often I eat
- 4 I go about once a week / twice a month.
- 5 I hardly ever / sometimes see
- 6 I think about every minute / every day.
- 7 I can be / tend to be quite when I need to.
- 8 From time to time / Now and then I enjoy

Classwork

- 1 Work with a partner. Write ten expressions of frequency on separate pieces of paper. Mix them up and put them upside down in a pile.

Examples:



- 2 Take turns with your partner to turn up an expression of frequency. Make a sentence about yourself or someone in your family using the expression. The sentence can be true or false.

Example:

Sometimes I don't have any breakfast.

- 3 Your partner has to decide if the sentence is true or false. If your partner guesses correctly he / she keeps the piece of paper, but if he / she is wrong you keep it. The winner is the player with the most pieces of paper at the end.

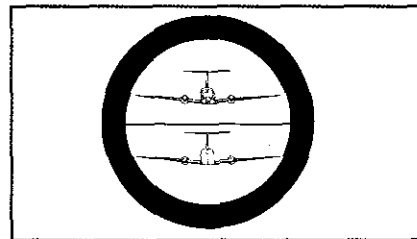
Getting started

1 The text and picture below describe a Japanese idea for transport between cities in the future. Read the text and answer the questions.

a) Would you like to travel this way?

b) Why is the 'flying train' better than present transport systems?

Leading Japanese scientists and a building company are working together to create what they hope will be the ideal mode of transport between big cities in the 21st century. It is a vehicle that will be faster, cheaper, more reliable and more environmentally friendly than existing systems: it is the flying train.



The idea is to build a large tunnel into which they will put a type of aircraft capable of flying about one metre above the ground at speeds of 650 kilometres an hour.

2 Look at this sentence from the text:

It is a vehicle that will be faster, cheaper, more reliable and more environmentally friendly than existing systems: it is the flying train.

The underlined words are comparative adjectives. How much do you know about comparatives and superlatives? Fill in gaps 1-4 in the chart below.

	Adjective	Comparative	Superlative
Short adjectives	1	faster	the fastest
	cheap	2	the cheapest
3 adjectives	reliable	more reliable	the 4 reliable

Looking at language

Comparative adjectives

We use comparative adjectives to:

- compare two things:

The flying train is lighter than a jet.

- or compare the same thing at different times:

Train tickets are more expensive now, aren't they?

Comparatives are often followed by a *than ...* clause, especially in written English.

To give more information about a comparison, we can add a word or phrase before the comparative:

The flying train is a lot / far safer than a plane, but it's a bit slower. It can take you much nearer to a city centre, and it's a little quieter than road traffic.

We can emphasise comparatives with *even*:

It was cold yesterday, but it's even colder today.

Superlative adjectives

We use superlative adjectives to show that something is different from all the others it is compared to:

They're building the fastest jet in the world. (it is faster than all other jets)

The tunnel is Japan's most expensive building project. (It is more expensive than all other building projects in Japan.)

That was the best journey I've ever had. (it was better than all other journeys)

We usually put *the* or a possessive (*my, your, her, Japan's* etc.) before a superlative.

We can also use *one of the / some of the + superlative + plural*:

This is one of the most exciting modern transport developments, and it will have one of the world's longest tunnels.

Japan has some of the fastest trains in the world.

We often use *in + place* and *of + period of time* with superlatives:

It's the tallest building in the world.

Yesterday was the hottest day of the year.

Comparing quantities

Plural nouns		Uncountable nouns	
more / the most	clothes, people, cars	more / the most	information, cheese
fewer / the fewest	fish, women, men	less / the least	luggage, fuel

For example:

The flying train will carry more people than a jet, but fewer (people) than a ship. It will use the least fuel of any fast transport.

Many native English speakers now use *less* with plural nouns: *less clothes, less people*.

Forms

	Adjective	Comparative	Superlative
Most one-syllable words: +er, +est	fast cheap	faster cheaper	the fastest the cheapest
One-syllable words ending in -e: +r, +st	large nice	larger nicer	the largest the nicest
One-syllable words ending in consonant, vowel, consonant: double the last consonant	hot thin	hotter thinner	the hottest the thinnest
Two-syllable words ending in y: +ier, +iest	heavy dirty	heavier dirtier	the heaviest the dirtiest
Two or more syllables: more, the most ..., less, the least ...	modern expensive reliable	more modern more expensive less reliable	the most modern the most expensive the least reliable
Irregular	good bad far	better worse further (or farther)	the best the worst the furthest (or farthest)

- 1 The text below compares the flying train to a present-day jet plane. Look at the text and the table of statistics. Underline the mistake in the text.

Better than a jet?

At just over half a kilometre long, the flying train carries 400 passengers into city centres without the need for a runway. Wind, snow and fog are not a problem, and nor is noise pollution. The flying train would be lighter and faster and carry more people than a jet, and the designers say it would use a quarter of the fuel of a jet.

Flying train	Jet
45 tons	80 tons
400 people	236 people
650 km/h	880 km/h
1,000 litres fuel	4,000 litres fuel

Other points

You can use *the* + comparative, *the* + comparative to link two things that change:

The faster the journey, the happier I am.

Pronunciation

Than is unstressed in comparative expressions and pronounced /ðən/:

The flying train is lighter than a jet.

See Unit 44 for more ways of comparing in English.

Getting it right

► Exercise 1 Choosing the best form

In the conversation below, two friends are talking about a train journey. In numbers 1–8, underline the best phrase in italics.

A: Why are you going by train?

B: Because it's much *cheaper* / *more cheaper* than the plane.

A: But aren't they both 1 *the most expensive* / *more expensive* than the coach?

B: Yes, but the coach is 2 *less comfortable* / *least comfortable*, and 3 *much* / *more* slower. And it's 4 *more easy* / *easier* to read on a train if I want to. All in all the train is 5 *the best* / *the good* choice for me.

A: How long does the train journey take?

B: About five hours. But 1 think it's one of the most beautiful 6 *trip* / *trips* you can do. You go very near the country's 7 *highest* / *the highest* mountains. Even the food's 8 *the best* / *better* these days!

Extension

Think of a journey that you make regularly, perhaps to work or school. Write a few sentences comparing different forms of transport that are possible for that journey.

► Exercise 2 Learning from learners

A learner wrote the composition below, which compares her home city and her capital city. Underline eight more mistakes in it and write the corrections.

If you want to visit my country, you should try to visit my city and the capital, but there are some differences. My city is much more far north, so it gets colder in the rainy season, but you can sunbathe and swim in the sea in summer. It's more beautiful than the capital, too, because it's by the sea, and it has more hill, park and garden. It's bit more difficult to visit my city than the capital because we don't have an international airport, but there are the best train and coach services than there used to be. One of the most interesting thing you can do near my city is take a tour into the jungle, and we also have some of the oldest buildings in the country. The capital is more modern, of course, so the buildings are more taller, and it has much more exciting nightlife. It's also hoter in the dry season. But I think the people of my city are friendlier – maybe friendliest in the world! So do come and visit. The sooner you visit, happier I'll be.

much further

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

▷ Exercise 3 Comparatives in spoken extracts

Five sports stars are talking about how their performance has changed in the last year. Read their descriptions and fill in the gaps with the comparative or superlative form of an adjective from the box. Which sport do you think each person is talking about?

confident difficult easy fast fit good happy old ~~strong~~ tall tired

I feel much *stronger* now than last year. I've lifted 180 kg this year for the first time. Sport: *weightlifting*.....

Yes, my game has improved a lot. I've done a lot of training, so I'm much 1 than before, and I'm scoring more goals. The whole team is a lot 2 to beat now! Sport:

This car is 3 on the circuit. With the changes, everybody is much 4 about the engine and gears, and it's a bit 5 to drive than it was. Sport:

Well, I'm a little 6 every year, and I get 7 after a race these days. But I feel 8 with every race, and if my legs are strong enough, I'm sure I can win again! Sport:

Oh, my game's much 9 now. I've grown a bit 10, which helps my serve, and I'm winning more often. I still prefer playing doubles, though. Sport:

▷ Exercise 4 Comparatives and superlatives in written extracts

The health facts and tips below are unfinished. For each gap, 1–8, choose a word from Box A and a phrase from Box B to complete the extract.

A
better bigger cheaper ~~far~~ less more older the warmest

B
... happier ... dirty than ... ~~more effective~~ ... the person ... relaxed you are
... to keep ... place in the house ... the ears ... pets

When it comes to pain relief, some painkillers seem to work differently for women and men. Researchers found that some painkillers were *far more effective* in women.

If you want to know someone's real age, look at their ears. According to some doctors, the ears are the only part of the body which keep growing, so the 1, the 2

One thing you can do to avoid getting a cold is to calm down and avoid stress.

3 and the 4
the stronger your body will be for fighting illness.

Snakes make 5 than cats and dogs because they are good for your health. Touching them can calm you down. Derek Grove keeps his in the bedroom because it's the 6 Snakes are 7 dogs or cats, and after paying for the cage are 8

Classwork

- 1 *Work in groups of three to five. Describe an advertisement you have seen or heard to the other people in your group. Have they also seen or heard it?*
- 2 Choose a product, perhaps something that one of you has bought recently. What adjectives could you use to describe it?
Examples:
computer game: exciting, difficult, fast
leather jacket: fashionable, comfortable
- 3 What name will you give your product?
- 4 Prepare a television advertisement for your product. You can:
 - compare your product with others using comparatives.
Example:
Triton shampoo makes your hair shinier and cleaner than any other shampoo.
 - show that your product is better than all others using superlatives.
Example:
Santando – the most exciting computer game you've ever played.
 - show that your product has improved using comparatives.
Example:
The new camera from Ashiba is smaller and easier to use than ever before.
- 5 Perform your advertisement to the class. Who has the most interesting and effective advertisement?

Getting started

- 1 How much do you pay for a pair of jeans? Read the text about antique jeans and answer the questions.
- a) What product is worth: i) £500
 ii) £5,000?
- b) Why are these jeans so valuable?

At £5,000 a pair, the jeans worth inheriting

If your favourite pair of jeans dates back to before 1971, they could be valuable.

Collectors are prepared to pay up to £5,000 for denim jackets and jeans more than a few decades old. 'Jeans have become the classic thing of our century and people want the earlier examples,' says antiques expert Madeleine Marsh.

Levi's number one jackets - made around a hundred years ago - and Big E Levi's - which have a capital 'E' on the label - are the most wanted. 'They are as rare as a Ming vase,' says Miss Marsh.

'Until quite recently, jeans were just work clothes. People didn't save them,' Patricia Penrose, owner of a clothing shop, said. 'Good, original examples can be as hard to find as the most precious antiques.'

Levi's says jeans become valuable before 1971, the year the company began to use a small 'e', rather than capital 'E' on its label. A pair of 1950s Levi's can be worth up to £500 while a pair of 501s from the 1930s sell for up to £5,000.



- 2 Look at these sentences from the text. Tick (✓) the true statement i), ii), or iii).

- a) 'They are as rare as a Ming vase.'
- i) The jeans are rarer than a Ming vase.
 - ii) Ming vases are rarer than the jeans.
 - iii) Jeans and Ming vases are equally rare.
- b) 'Good, original examples can be as hard to find as the most precious antiques.'
- i) Original examples are harder to find than precious antiques.
 - ii) Original examples and precious antiques are equally hard to find.
 - iii) Precious antiques are harder to find than original examples.

- 3 In this sentence, what other words could replace while?

A pair of 1950s Levi's can be worth up to £500 while a pair of 501s from the 1930s sell for up to £5,000.

Looking at language

Ways of comparing

In Unit 43 you studied some ways of comparing. This unit looks at more ways.

Saying things are different	Saying things are the same
Comparative adjective (+ than ...) <i>Jake's shoes are nicer than mine.</i> See Unit 43 for adjective + er.	the same as / the same <i>Those jeans are the same price as mine.</i> <i>The cost of living is the same here as in my country.</i> <i>Our mobile phones are the same.</i>
not as ... as = less than <i>Most jeans aren't as expensive as Levi's.</i> (most jeans are cheaper than Levi's) We can also say not so ... as : <i>It's not so hot as I thought it would be.</i> (it's cooler than I thought it would be) We don't always need to say what we are comparing something with: <i>We're not as happy here (as we were in London).</i>	as ... as with adjectives or adverbs <i>Old Levi's are as rare as a Ming vase.</i> (they are equally rare) <i>I like shopping here as much as in the market.</i> (I like both places equally) <i>She runs as fast as I do.</i> (we run at the same speed) See Units 45 and 46 for more ways of describing similarities.
different from <i>Gina's school is completely different from mine.</i>	
compared with / to <i>I think trousers are comfortable compared to / with skirts.</i> (trousers are more comfortable)	

Conjunctions

These link two clauses to show a contrast. *And* and *but* usually come **between** two clauses:

John's British, but Mike isn't. Josh likes playing the piano and I play the flute.

(*Al*)*though*, *while* and *whereas* can be **between** two clauses or at the **beginning** of the first:

I want to go to university (al)though my sister doesn't.

While / Whereas this pair of jeans cost £20, these cost over £100.

Comparison of adverbs

We can use adverbs + *more* or *most* to compare actions:

My secretary types much more quickly than me. I can read more easily now I have glasses.

But there are some exceptions:

- adverbs that have the same form as the adjective (*fast, hard, straight*), add *-er*:

My secretary types much faster than me.

- irregular adverbs (e.g. *well, better, best, far, further, furthest, badly, worse, worst*):

She speaks English better than me.

- 6 My boyfriend can't cook very well, but I can.
- 7 We've just moved to a new house and it's not as far from work as the old place.
- 8 You're a really good cook, whereas I can't even make a simple cake.
- a) Although I can cook quite well, my boyfriend can't.
- b) My boyfriend can't cook very well and I can't cook very well.
- a) The old house was nearer work than the new one.
- b) The new place is nearer work than the old one.
- a) Our cooking is equally good.
- b) Your cooking is better than mine.

▷ Exercise 2 Learning from learners

A teacher has underlined some mistakes in the learner's text below. Write the corrections. There is one mistake with language from Unit 43.

Learning English at home and abroad

Although I stayed with a British family when I studied in Britain, but when I was in my own country I lived at home. Also I studied more hours in the UK than at home. My course I wasn't so much intensive at home. I think I did about six hours a week only, whereas in Britain my course was every day. The teaching methods were 2 same in my country as in Britain, but you learn 3 more quick in Britain because you have to speak English to the other people in the class. It's 4 not the same like learning English at home, because the students come from all over the world and we have to speak English. I liked that, but sometimes I wished there was someone else from my country. 5 One of the best thing about studying in Britain was that I also learnt English outside the classroom. At home you speak 6 as much you can but after the lesson you can't really practise your English. But in Britain I practised my English all the time. I definitely think it's worth spending the money to go abroad. You learn 7 much quicker 8 compared studying at home.

Example: *I stayed with a British family when I studied in Britain, but*

- 1 5
- 2 6
- 3 7
- 4 8

Which mistake is acceptable in spoken English?

▷ Exercise 3 Completing a text

In the text about fakes (copies of real products), fill in gaps 1–11 with suitable language of comparison from this unit and Unit 43.

Fakes are everywhere, especially perfume, watches and clothing. However, fakes are never exactly the same as the real product. The price of a product is *as good as* a place to start. *any*. If a famous product seems much 1 than you expected, it's probably a fake. Other signs help you to know if you are buying the real product or not.

First, you need to check the labels on clothes carefully. Fake labels are usually 2 detailed 3 labels on the real thing. Sometimes the colour of fake perfume boxes is strange. Look at perfume boxes 4 carefully 5 usual to see if the colour is right. With jeans, especially Levi's, colour is again a clue. Very pale but thick material is probably a fake. The light-coloured authentic jeans are made of a 6 material. With watches it's 7 to tell if they are copies or not unless you can look inside! However there are still some things you can do. Look at the strap. Is it real leather? If not, you've probably got a fake. Fake gold watches often look extremely shiny 8 to the real thing because they are not real gold. Look for signs of paint coming off. Fakes are painted with gold (or silver) paint 9 the real thing will be made of the solid metal. Remember, you get what you pay for. If you don't want to pay much, maybe a fake is 10 close to the real thing 11 you are likely to get.

▷ Exercise 4 Making comparisons with other people

Write sentences comparing yourself and your life with people in your family and other people in your class. Use each of the ways of comparing in the box once.

... compared to different from ... not as ... as ... as ... as ... although ...
... while the same as more + adverb ...

Example: *Carmen's house is completely different from mine.*

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

Classwork

1 Work in pairs. Are the sentences true or false?

- 1 Moscow to Paris isn't as far as Rio de Janeiro to New York.
- 2 The Eiffel Tower in Paris is the same height as the Empire State Building in New York.
- 3 Spoken Japanese and Chinese are completely different from each other.
- 4 Antidisestablishmentarianism is the longest word in the English language.
- 5 Cheetahs run faster than horses.
- 6 Humans don't usually live as long as tortoises.
- 7 Summer in Ireland is hot compared with summer in Florida.
- 8 The Pyramids are as old as Stonehenge.



Stonehenge

2 Join up with another pair and check the answers on page 326 if you have the Answer Key. Which pair got the most right?

3 Winners: choose your prize from the winners' list below.

Others: choose from the non-winners' list.

There is only one prize for each pair, so you need to agree which prize you want. Come to agreement by discussing why you want the prize you want and using the language of comparison that you have studied in this unit.

WINNERS' PRIZES

- A new car
- A two-week holiday in Hawaii for two
- £2,000 to spend on clothes
- A year of evening English lessons at a school of your choice
- £2,000 to spend on music
- £2,000 of gold jewellery of your choice

NON-WINNERS' PRIZES

- A personal computer
- A digital camera
- A motorbike
- A designer watch
- A weekend in Paris for two
- A mobile phone for a year

Getting started

- 1 Read the extract from a radio interview with a woman called Jayne. What do you think a 'lookalike' is?
-



Liz Hurley

I was modelling for television, and the photographer took some photos and he said, 'You know, you really look like Liz Hurley* in these photos', and another man said 'You can make a lot of money doing this. Why don't you send the photos to a lookalike agency?' And as a sort of joke I said, 'Well, OK,' and the next week they wrote back saying 'Oh, yes. We'd like you to work as a lookalike.'

In my first job as a lookalike, I walked into the room and there were Richard Gere, Joan Collins and Joanna Lumley*, and they looked so realistic, I had to look twice!



Jayne

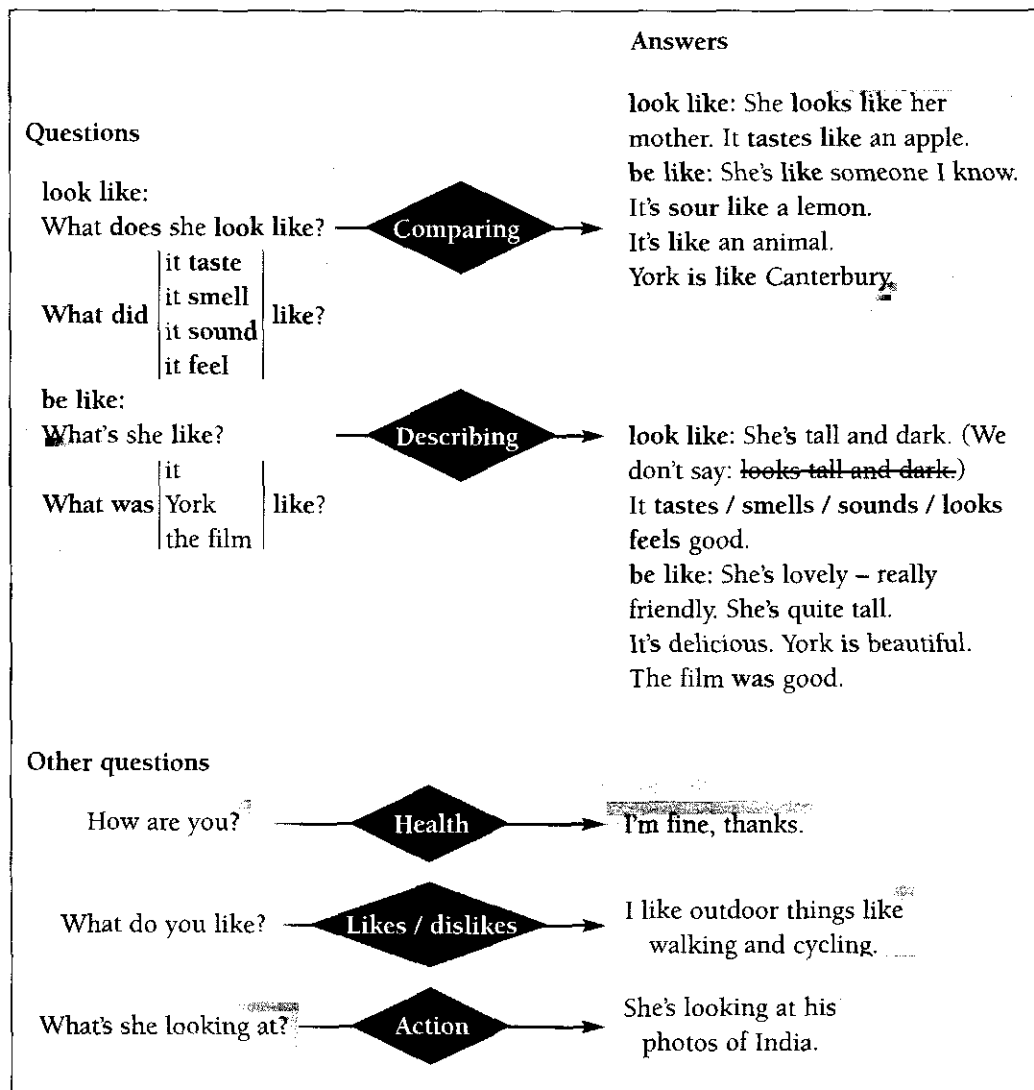
*Liz Hurley, Richard Gere, Joan Collins and Joanna Lumley are famous actors

- 2 Underline any examples of the verb *look* in the extracts.
- 3 Match the questions about Jayne, a)–e), to the correct answers, i)–v).
- | | |
|------------------------------------|--|
| a) Who does she look like? | i) She's tall, with a round face. |
| b) What's she like? | ii) The camera. |
| c) What does she like doing? | iii) She looks like Liz Hurley. |
| d) What does she look like? | iv) Reading, travelling and eating good food. |
| e) What's she looking at? | v) She's a lovely woman, always friendly and pleased to see you. |

Looking at language

Look and like

The diagram below shows the main forms and uses of *look like* and *be like* for comparing and for describing.



1 In this extract, Jayne, the 'lookalike', talks about what she's doing at the moment. Fill in the missing words. (Sigourney Weaver is a famous American actress.)

Actually, I'm doing some acting. I'm going to do a student film next week – Alien 3 – because they thought I 1 a bit 2 Sigourney Weaver. You can really 3 anyone!

Other points

- *Look (taste / smell / sound / feel) like* is often used with these expressions to say **how much** someone looks like someone else:

She looks

a bit
a lot / very
just / exactly

 like me.

- We use *look + adjective of character* to comment on people:
She looks nice. He looks friendly.
- We cannot use the preposition *like* with *how*. We say: **What was the film like?** We don't say: ~~How was the film like?~~

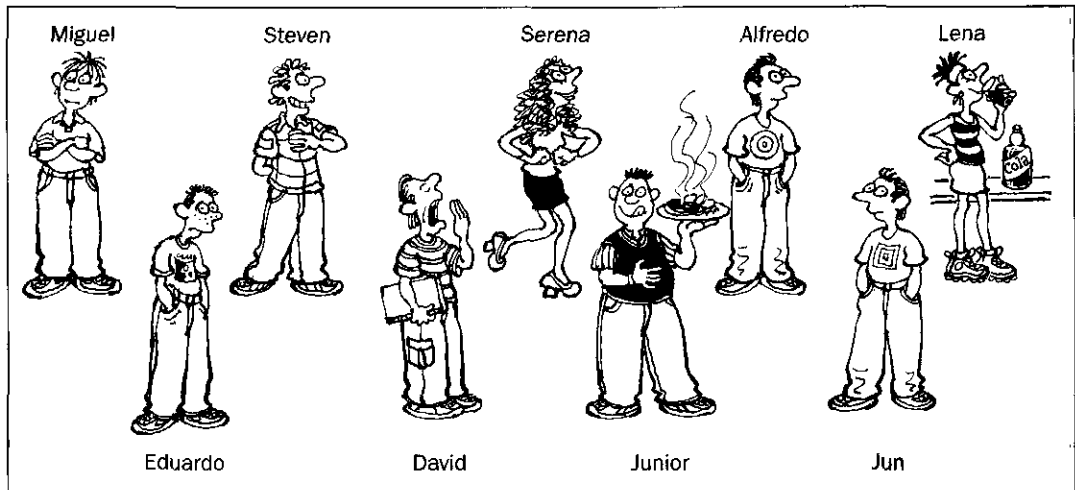
2 Which of the answers to the questions are correct (✓), and which are incorrect (X)?

- 1 A: What does she look like? B: She looks like pretty with large blue eyes.
- 2 A: Does it taste nice? B: Yes. It tastes a bit like chicken.
- 3 A: What's your new teacher like? B: He likes reading and playing basketball.
- 4 A: Who does your daughter look like? B: She exactly looks like her father.

Getting it right

► **Exercise 1 Thinking about meaning**

Look at the picture of a party, and answer questions 1–8.



Example: Find someone who likes dancing. *Serena.*

- 1 Who is looking at Serena?
- 2 Find someone who likes Cola.
- 3 Miguel's shy. Who's like him?
- 4 Who thinks the food tastes good?
.....
- 5 Find two people who look like each other.
.....
- 6 Who looks tired?

▷ Exercise 2 Learning from learners

Two learners in an English class, Marco and Maria, are finding out about each other's family. Decide if sentences and questions 1–8 are right (✓) or wrong (✗), and correct any that are wrong.

Marco: So, can you tell me about your family, Maria? What does your father like?

Maria: Well, people often say he looks bad-tempered, but they don't know him well enough. He's quite shy, but friendly when you get to know him.

Marco: 1 What's he look like?

Maria: 2 He certainly doesn't look like me! He's quite short, grey haired, and doesn't have a beard or moustache. 3 I'm look much more like my mother. 4 She still looks like great, even at 60.

Marco: 5 What she like? 6 Is she like you?

Maria: In some ways. 7 We both like arguing, and I've got her love of music. 8 She's like my sister as well.

Examples: ✗ What's your father like?

✓

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

Extension

Put someone in your family (father, sister) in the gap and answer the questions.

- 1 What is your like?
.....
- 2 What does she / he look like?
.....
- 3 Do you look like him / her?
.....
- 4 What does she / he like?
.....

▷ Exercise 3 Spoken extracts

In Extracts A, B and C below, someone describes a fruit or vegetable to a friend from another country. Fill in gaps 1–10 with one word from this unit, and decide which fruit or vegetable is being described.

A Well, it's *like* a lemon, but it's smaller. It doesn't 1 like a lemon because it's green, not yellow, but you can use it in the same way. It's sour 2 a lemon, but drinks 3 good when you add a slice.

Fruit or vegetable:

B It looks a bit 4 a cauliflower, but it's green, not white. It 5 strange when you touch it, and a lot of children don't 6 it.

Fruit or vegetable:

C The inside is orange 7 a peach, but the outside is green. When it 8 soft it's ready to eat. Nearly everyone 9 it because it 10 so sweet.

Fruit or vegetable:

▷ Exercise 4 Matching and writing

Match the sentence beginnings, 1–8, to the endings, a)–i), and then write an alternative answer.

Example: What was the party like? *c*

- | | |
|--|--|
| 1 What does she look like? | a) They seem really nice. |
| 2 What was the concert like? ..... | ..... |
| 3 What's Cambridge like? | b) She's young-looking, with lovely, long, blond hair. |
| 4 How is your sister? ..... | ..... |
| 5 What are you looking at? | e) It wasn't very good really. I didn't know many people.
<i>It was great. I had a wonderful time.</i> |
| 6 What does it taste like? | d) It was wonderful. The orchestra was great. |
| 7 What does it feel like to be a new parent? ..... | ..... |
| 8 What are your neighbours like? | e) It's an old city with lots of beautiful buildings. |
| | f) A bit strange. I never thought I would be one, you see. |
| | |
| | g) Oh, nothing. I just thought I saw someone I knew. |
| | |
| | h) It tastes a bit like an apple. |
| | |
| | i) Oh, she's much better now, thank you. |
| | |

Classwork

- 1** Take a piece of paper and fill in information about yourself following the instructions below.

In the top left corner, write the name of somebody in your family.

In the top right corner, write the name of your favourite place.

In the bottom left corner, write the name of something you don't like.

In the bottom right corner, write the name of your favourite actor or other famous person.

In the middle, write the name of your favourite meal.

Example:

<i>Simon (brother)</i>	<i>Florence, Italy</i>
<i>Paella</i>	
<i>Mobile phones</i>	<i>Tom Cruise</i>

- 2** Now go round the class with the piece of paper. Practise comparing and describing with *look* and *like* by asking other students about what they have written.

Examples:

What does Simon look like?

What's Florence like?

Why don't you like mobile phones?

- 3** Who in the class has the most similar family, likes and dislikes to yours?

Unit
46

Similarities and differences: so and neither

Getting started

- 1 Read the article about two married couples with a lot of similarities. How many similarities do they share?

Sunshine seekers meet their shadows

TWO COUPLES who met when they shared a table at a holiday hotel found that they also shared first names and much more.

Albert and Betty Cheetham and Albert and Betty Rivers arrived and departed for their holidays in Tunisia on the same days. During their holiday they realised that both had celebrated 55 years of marriage and the date and time of their weddings were the same: 2.00 p.m. on August 15, 1942.

Mr Cheetham, 77, and his wife, 78, have two sons born in 1943 and 1945, as have the Rivers. Both couples have five grandchildren.

Mr Cheetham said yesterday, 'It was absolutely unbelievable. At first we were laughing. Then it got quite strange. The coincidences just kept coming.'

Both Bettys had worked in post offices in their home towns. Both Alberts had been workers in railway workshops at the same time. Neither Betty could show the other her engagement ring as both had lost them. But they did have identical watches, which had had the same parts broken and repaired.

- 2 Underline examples of *both* and *neither* in the article.
- 3 Put *both* and *neither* in the correct box in the chart.

	Betty Rivers	Betty Cheetham	Both or neither?
Worked in the post office	✓	✓
Could show engagement ring	✗	✗

Looking at language

Both, neither, all and none

Both and *neither* are used to talk about two things that are the same:

Both Bettys had worked in post offices in their home towns. (**both + plural**; one and the other)

Neither Betty could show the other her engagement ring. (**neither + singular**; not one and not the other)

All means 'every member of a group':

All visitors (everyone who is a visitor) *should report to Reception.*

We can use *both*, *neither* and *all* before a **noun**: *both Bettys / neither girl / all visitors*

or with *of + noun phrase / object pronoun*: *both of the women / neither of the girls / all of us.*

We can use *both* and *all* after *we* and *they*:

We both speak French. They all had colds.

We can use *both* and *neither* as pronouns:

I've got two brothers. Both are older than me, but neither is taller.

We do not use **both + negative**; We use **neither**

We don't say: ~~*Both Bettys couldn't ...*~~ we say: *Neither Betty could ...*

Both and *all* can go before nouns, before main verbs, or after *to be*:

Both Bettys had worked in post offices.

The two Bettys had both worked in post offices.

They are both retired.

None means 'not any' (of a group of more than two) and is used with *of + noun / object pronoun*:

None of the coincidences was easy to explain. None of us wanted to go home.

So and neither

When we want to answer someone by saying that something is similar, we use:

so / neither + auxiliary verb / be + pronoun / noun / possessive.

To show differences, we use **pronoun / noun / possessive + auxiliary / be.**

	Examples	Similarities	Differences
Positive	<i>We went to Tunisia last year. My name's Alfred. My mobile's been stolen.</i>	<i>Really? So did we. So is mine! So has Lucy's.</i>	<i>Really? We didn't. Mine isn't. Mine hasn't.</i>
Negative	<i>We didn't go out at all at the weekend. I can't understand this exercise. I haven't seen Jane this morning.</i>	<i>Neither did we. Neither can I. Neither have I.</i>	<i>Oh, we did! It's OK. I can. I have. She's outside.</i>

Other points

Me too, me neither and *as well* also express similarities in spoken English:

A: *I'll come back later.* B: *Me too.* (So will I.)

A: *I don't like this weather.* B: *Me neither.* (Neither do I.)

A: *I saw Elaine earlier.* B: *Oh, I did as well.* (So did I.)

1 Add the correct auxiliary.

1 A: I won't see her tomorrow.

B: Neither I.

2 A: I don't understand this.

B: Neither I.

3 A: We didn't stay long.

B: Neither we.

4 A: I haven't been here long.

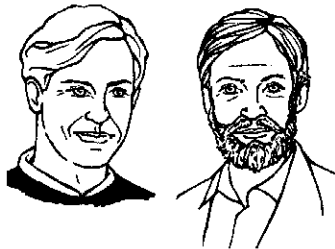
B: Neither we.

Getting it right

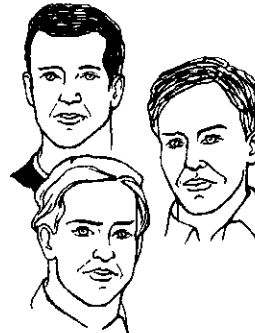
► Exercise 1 Recognising meaning

In 1–8 below, look at the sentences and the pictures. Tick (✓) them if the meanings match the pictures, and put a cross (X) if they do not.

Example: Neither of them have beards. X.



1 None of them have beards.



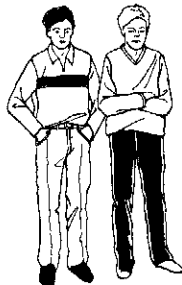
2 A: Sue's hair is really short.

B: Oh, so is Anna's.



3 A: Have you seen Mike recently? He's really tall now.

B: Oh, Dennis isn't.



4 Both of us like watching football.



5 A: I didn't pass my driving test first time.

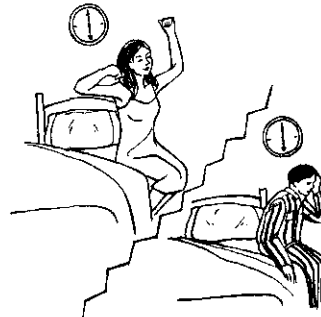
B: No, neither did I.



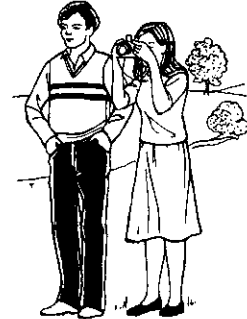
6 They all wear jeans all the time.



7 A: I don't like getting up early.
B: Me neither.



8 A: I haven't brought my camera.
B: Oh, I have.



► Exercise 2 Learning from learners

A teacher has asked two learners in a new class to talk to each other and find things they have in common. Tick (✓) the underlined phrases or correct them if they are wrong.

A: OK, I'm from Rome, and I live with my family.
B: So do I, but I'm from Caracas. I have just one younger sister.
A: I'm not. I've got three brothers. I'm finishing high school this year. I'm 18.
B: 1 So me. Do you play any sports?
A: Volleyball, and I swim a lot too.
B: I don't play volleyball, but 2 I swim quite often as well. I haven't got a boyfriend at the moment.
A: 3 So don't have I. I play the guitar, but I'm not very good at it.
B: Well, I don't play any musical instruments, but I listen to a lot of music.
A: Yeah, 4 so listen I. What sort of music?
B: Lots, but I'm listening to a lot of reggae just now.
A: So, what have we got in common? 5 We live both at home, 6 both of us like swimming ...
B: ... yes, and 7 we're both 18 and like music. Oh, and 8 none of us has a boyfriend at the moment.

- ✓
- ~~X~~ I haven't
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

► Exercise 3 Completing a conversation

Fill in the gaps, using a *so ...* or *neither ...* phrase, in this conversation between the two couples you read about in *Getting started*.

A: My name's Alfred.
B: How funny! *So is mine!*
A: Isn't that strange, that we've got the same names! If you don't mind me asking, how long have you been married, then?
B: We've been married, well, 55 years this year.
A: Really? 1 ! Since 1942?

C: That's right. We got married on August 15, 1942.
 D: You didn't? That's extraordinary! 2 – at two o'clock.
 C: And two o'clock for us, too. How incredible.
 D: It was a lovely day. Unfortunately I haven't got my engagement ring any more.
 C: 3 I lost mine.
 D: 4 Years ago. Have you got any children or grandchildren?
 C: Yes – two sons and five grandchildren.
 B: This is getting really strange. 5 When were your sons born?
 A: 1943 and 1945. And yours?
 B: The same again. What did you do before you retired?
 A: Oh, I worked in a railway workshop ...
 B: No! 6 !
 A: ... and Betty in a local post office.
 B: You can't have done! 7 !

► Exercise 4 Summarising an article

Use your memory of the article about the two couples to complete the summary of it.

The two couples who met on holiday had the same names, Albert and Betty, and they all arrived and left on the same day. Both couples

.....

.....

.....

.....

Classwork

1 Work in groups of three. Two of you have three minutes to find as many things in common with each other as possible, while the third member of the group listens and takes notes.

Things you could compare:

age family travel languages occupation interests likes / dislikes

Example:

A: I'm 22.

B: I'm not. I'm 20. I've got a brother and a sister.

2 The listener from each group reports any similarities to the class.

Example:

They're different ages, but both of them have a brother and sister.

Unit 47

Possibility in the present

Getting started

1 Read the two stories about monsters that people believe they have seen in lakes and answer the questions.

a) Where are the lakes in each story?

b) Which story says it is definitely not a monster?



Story 1

A 15-second video clip taken by a Japanese film crew may show a present-day dinosaur swimming in Lake Tele, in central Africa.

The film shows something large moving across the lake a few hundred metres from land. Looking closer, it seems to show a flat shape with two tall, thin shapes rising from it – maybe a neck and a hump. The object also dived under water suggesting it is an animal, according to expert Karl Shuker. 'You could see it as a dinosaur if you wanted to, but it could be one of the big turtles that live in the lake.'

Story 2

CAMERON TURNER, 27, discovered six bones 60 ft (18 m) down at Loch Morar, a 310 metre-deep lake in Scotland, during a diving expedition. It was suggested they might be the bones of Morag, the monster, first seen in 1895, that some people believe lives in the loch; but they were later identified as deer bones.

2 Tick (✓) the statements which are true about the underlined words in the texts.

- a) They are all modal verbs.
- b) They all show some kind of possibility.
- c) They are all followed by an infinitive.
- d) They suggest that we do not know the facts for certain.

Looking at language

We can talk about possibility in the future, present or past.

Expressing possibility in the present

The modal verbs *must*, *may*, *might*, *could* and *can't*, and adverbs such as *certainly*, *probably* and *possibly* are used to express the speaker's view of how certain something is:

Speaker's view	Positive		Negative	
	Verbs	Adverbs	Verbs	Adverbs
more certain	must	certainly	can't / couldn't	certainly not
↓		probably		probably not
	may	maybe / perhaps	may not	
less certain	might / could	possibly	might not	possibly not

For example:

That must be a fish, not a dinosaur. (I'm certain it's a fish)

They can't be dinosaur bones. (I'm certain they are not dinosaur bones)

We may have the game you want. I'll look at the back of the shop.

They may not be ready to leave. They're still talking.

She might be home by now. Let's phone her and see.

- There is only a small difference in meaning between *may*, *could* and *might*.
- *Must not* is not used for possibility.
- *Couldn't* is the same as *can't*, not *mightn't*.

- 1** The modal verbs *can't*, *could*, *might* and *must* have been removed from the text below. Put them back in the right places.

Scientists have never found the death worm of the Gobi Desert. People who live there believe it is real. A local man told researchers that a death worm once killed a boy and his parents instantly when they tried to remove it from the child's toy box. An American also died when he touched a worm.

The incredible conclusion that **1** be drawn is that the worm can kill by using electricity. This amazing animal **2** even be able to pass electricity across a small space, which **3** explain the belief among the Gobi people that it can kill from a distance.

But does the worm exist? The answer **4** be far off, surely, with all those scientists looking for it.

Form

Modal verb + infinitive without *to*:

He must be happy now he's married.

He might visit her every Saturday. I can't remember.

or modal verb + *be* + *-ing* form:

She isn't at home. She must be visiting her sister.

Questions often have the form *Do you think* + modal (**not may**):

Do you think she might be at home at the moment?

Adverbs of possibility – word order

Perhaps and *maybe* often start a sentence:

Perhaps she's at home. Maybe she's getting lunch ready.

Certainly, *probably* and *possibly* can come:

after an auxiliary / *to be*: *She's certainly at home.*

before main verbs and negatives: *She certainly likes cooking.*

Other points

- *Can* can have the same meaning as 'sometimes':

It can rain a lot round here in early summer. (it sometimes rains ...)

She can be very determined if she doesn't get what she wants. (she is sometimes very determined)

- We often say *You must be joking!* to respond to unbelievable news or impossible requests:

A: *Can you come to work on Sunday? We've got lots to do.*

B: *You must be joking! I need the break.*

Getting it right

► Exercise 1 Thinking about meaning

In comments 1–8 below, tick (✓) the beginning, a) or b), which best matches the continuation on the right.

Example: a) He can't be the murderer. ✓

b) He isn't the murderer.

His feet look bigger than the footprints found at the scene of the crime.

1 a) That might be someone swimming out there.

b) That's someone swimming out there.

Who knows?

2 a) Maybe he's unhappy at work.

b) He's unhappy at work.

It's just an idea.

3 a) Shhh! Someone must be listening!

b) Shhh! Someone may be listening!

I'm sure I heard someone in the next room.

- 4 a) He could be the one for the job. I don't think we even need to interview him.
 b) He must be the one for the job.
- 5 a) You can get a sore wrist from using the computer. You only use it for a few minutes each day.
 b) You can't have a sore wrist from using the computer.
- 6 a) It must be hard working at night all the time. I don't know why I do it.
 b) It's hard working at night all the time.
- 7 a) He must like Beethoven. Look at all his CDs. He belongs to a Beethoven society too.
 b) He likes Beethoven. Look at all his CDs.
- 8 a) She might not be home yet. I think she sometimes works late on Tuesdays.
 b) She can't be home yet.

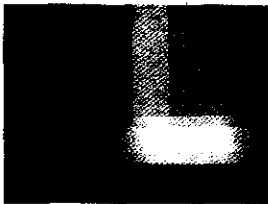
▷ Exercise 2 Learning from learners

What do you think the small parts of pictures below are? Some learners discussed the pictures. Find four mistakes in their discussions and correct them using modal verbs.

Example: It ~~is~~ ^{could be} a tyre, but I'm not sure.



- A: It can be some kind of fence, or maybe a gate.
 B: I don't think it's a gate, but it could be a boat.
 A: It musn't be a boat. The water would get in.



- A: Perhaps it's a modern carpet with a simple design.
 B: Or it might be road markings of some sort.
 No, wait a minute. Aren't those lines, painted on the ground?
 It must a tennis court or football pitch or something like that.



- A: I have no idea! Is it food of some kind? Do you think it could be sweets?
 B: Yes, or perhaps it's soap. It could be soap before it's wrapped up.
 A: Yes, it can be soap.

▷ Exercise 3 Completing a conversation

Fill in the gaps with an appropriate modal verb or another way of expressing possibility.

Deputy Director: Excuse me. Have you seen Bob anywhere? We had a meeting arranged for 10.00 and now it's 10.05.

Receptionist: Er, no. Have you tried the canteen? He *might* be there, I suppose.

Deputy Director: Yes, I've looked there. Do you think he 1 be with James?

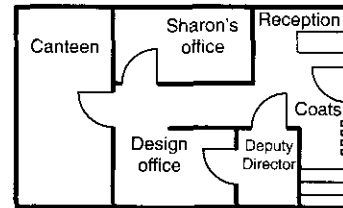
Receptionist: No, he 2 be because James is out this morning. I know – he 3 be with Sharon. He's working on a project with her.

Deputy Director: Oh, right.

Receptionist: Oh, hang on. I'm wrong. He 4 be there because Sharon's on holiday this week. I forgot. Look, that's his coat, so he 5 be somewhere nearby. Are you sure he's not in the design office?

Deputy Director: Yes, positive. I was in there with Jeremy and his desk was empty. 6 he's not in today?

Receptionist: No, I'm sure that's his coat.



Use the plan to help you finish this sentence:

Bob must be in the because
.....

▷ Exercise 4 Phrase writing

Fill in the gaps with a suitable phrase expressing possibility.

Example: A: Let's go and see Louise.

B: No, let's phone first. She *might not be there* and it would be a shame to go all that way and then have to come home...

1 A: Look at that! There's an animal through those trees. What do you think it is?

B: I don't know, but I suppose it because it's big and brown.

2 A: I'm really sorry. I don't have those figures you asked me for.

B: I don't believe it! You ! The presentation is this afternoon, and they're the main part of it!

3 In my opinion, football is the only sport worth watching, although baseball
..... from time to time.

4 What? You want me to do my job and yours while you're on holiday? You
..... ! No way. Sorry.

5 I think we should go to his party. I know the last one was boring, but we know he's put a lot of effort into it. You never know, this one

- 6 A: Come and look at this! Strange, isn't it? Is it some kind of spider?
 B: No, it It's only got six legs.
- 7 A: I'm bored. This is much too easy.
 B: It for you, but I'm having trouble with it.
- 8 Oh, look at the view! You're so lucky. It to live in such a beautiful spot.

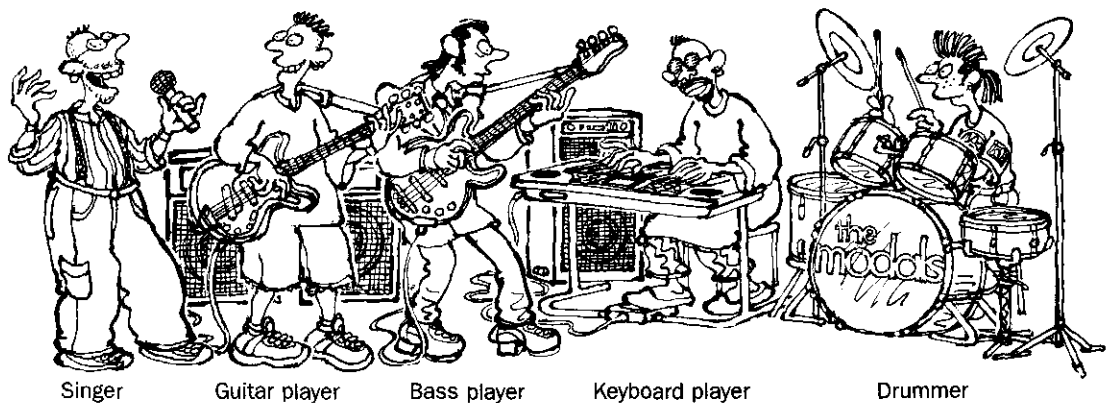
Classwork

The Modals are a pop group. Complete the chart about them using the information below. Work with a partner.

Example:

Alvin, Chas and Elvis can't be the drummer because they are not the youngest in the group. So, the drummer could either be Damon or Buddy.

- The youngest member of the group plays the drums.
 The oldest member of the group is ten years older than the youngest.
 The members of the group are called Alvin, Buddy, Chas, Damon and Elvis.
 Buddy plays the keyboards.
- The singer is 27, three years older than the bass player.
 Buddy is younger than Alvin, Chas or Elvis.
 Alvin is two years older than the singer.
 Alvin is the oldest, and doesn't sing or play bass.
 Chas can't play any instruments.
 One member of the group is 21.



Singer Guitar player Bass player Keyboard player Drummer

Name	Alvin	Buddy	Chas	Damon	Elvis
Position in band	.....	keyboard player	singer .....	.....	bass player
Age	.....	.....	.....	.....	.....

Unit 48

Possibility in the past

Getting started

1 The articles below are about new ideas about early life on earth. Read them, and answer the questions.

a) How does the first article suggest the dinosaurs died out?

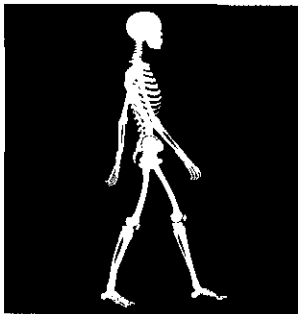
b) How did early humans walk, according to the second article?

Killer comet's deadly strike

The first results from a mission to explore the largest crater on Earth are starting to show the size of a disaster which may have led to the death of the dinosaurs. A huge comet or asteroid is believed to have crashed into our planet 65 million years ago. 'We just can't imagine what it must have been like when the asteroid hit,' a researcher from Cambridge University said.



(adapted from *The Cambridge Evening News*, 29 January 1997)



Our ancestors were such an upright lot

EARLY HUMANS walked upright as soon as they left the trees and never bent over as pictures often suggest. They must have learnt to stand on two feet. Scientists at the University of Liverpool built a computer model of the body and programmed it to 'walk' on two legs. They then gave the model the proportions of 'Lucy', whose 3.6 million-year-old skeleton was found in Africa in the 1980s. 'When we asked the model to walk like a chimpanzee, it fell over,' said Dr Robin Crompton. But when they told the Lucy model to walk upright, it succeeded.

(adapted from an article by Charles Arthur, *The Independent*, 11 September 1996)

2 Look at these phrases from the articles. Which underlined modal verb shows certainty, and which shows uncertainty?

a) ... a disaster which may have led to the death of the dinosaurs.

b) They must have learnt to stand on two feet.

3 Finish this sentence:

To talk about possibility in the past, we can use a verb + *have* +

Looking at language

Expressing possibility in the past

To talk about possibility in the past you can use:

- the modal verbs *must, may, might, could, can't / couldn't*
- the adverbs of possibility, *probably* and *perhaps*.

Use

We use this language to make guesses about the past using information we have:

Guess: *Early humans ... must have learnt to stand on two feet.*

Information we have: Experiments by scientists at the University of Liverpool.

See Unit 47 for the meanings of the different modal verbs.

Probably is stronger than *perhaps*:

Perhaps I saw a UFO, but it was probably just a plane.

Form

Modal verb + *have* + past participle:

They must have learnt to stand on two feet. It may have led to the death of the dinosaurs.

or modal verb + *have* + *been* + -ing form:

A: *She looks exhausted.* B: *Yes, she does. She must have been working too hard.*

1 In these crime stories, underline the most appropriate modal phrases.

Stop, thief! You've dropped your cash

A thief running away after robbing a supermarket couldn't believe his luck when customers raced after him – to help him pick up money falling out of his bag.

Police said: 'Several people stopped to help him pick up the cash. It 1 *might have been* / *must have been* his lucky day.'

£30,000 dog kidnapped

A £30,000 show dog which disappeared during a walk with its owner 2 *may have been* / *can't have been* stolen to order. Police fear the animal has been sold on to a breeder and 3 *could have been* / *must have been* smuggled abroad.

Pronunciation

In spoken English *have* becomes weak:

She might've wanted to see you. I must've left my wallet in the café.

Other points

The modal verb + *have* + past participle can express the past simple:

The dog must have eaten it. (it is probable that the dog ate it)

or the present perfect:

I might have passed the exam. (it is possible that I have passed the exam)

Getting it right

► Exercise 1 What would you say?

Read the information on the left, and tick (✓) the most appropriate comment, a) or b), on the right.

Information	Comment
<i>Example:</i> You start talking about a news headline. Your friend says, 'Sorry – what are you talking about?'	a) Oh, you can't have heard the news. ✓ b) Oh, you might not have heard the news.
1 You arrive on an empty beach expecting to meet a friend. There are no footprints.	a) He can't have been here. b) He may not have been here.
2 You missed the last five minutes of a football match. When you left, the score was United 4, Rangers 1. You arrive home and talk about the final result.	a) United must have won. b) United might have won.
3 A student is late for class. She sometimes drives, and sometimes takes the train.	a) She must've missed her train. b) She might've missed the train.
4 A famous personality has disappeared while on holiday. No one knows what has happened.	a) He could've drowned, I suppose. b) He must've drowned, I suppose.
5 You hear the phone ringing but you don't get to it in time.	a) I wonder who that was. It might've been my mother. b) I wonder who that was. It must've been my mother.
6 You're expecting a friend called Peter about now. The doorbell rings.	a) Perhaps that's Peter. b) That's probably Peter.

► Exercise 2 Completing conversations

Complete the extracts from conversations using a suitable modal verb and the correct form of the verb in brackets.

Example: A: Have you got the car keys?

B: Oh, sorry – I think I *must have left* (leave) them in my jacket pocket.

1 A: ... and then this man appeared holding a knife and took my bag!

B: Oh! You (be) terrified.

2 A: Jane went for an interview yesterday in bright pink tights and those yellow boots of hers!

B: Really? She (not make) a very good impression.

- 3 A: I feel terrible. I didn't realise she was in the room when I said those things.
 B: Come on, it (be) worse. You didn't say anything awful.
- 4 I was on the motorway when this car went past followed by a police car, sirens blaring. They (do) at least 160 km an hour when they passed me.
- 5 Do you know, I think I saw Joe this morning. He (see) me because he walked straight past without stopping.
- 6 A: Can you tell me what he looked like?
 B: Oh, he (be) about 55, and he was tall with grey hair.
- 7 A: Have you seen Estelle anywhere?
 B: No, but she (go) home. She said she had a headache.
- 8 A: David hasn't spoken to me since I got the job we both tried for.
 B: Yeah, he's really upset, isn't he? He (want) it a lot.

► Exercise 3 Who killed Henry?

Learners were asked to try to solve a murder mystery using the information in the box. Read some of the things they said and correct the mistakes. One extract has no mistake but the others have one each.

The rich businessman Henry Farringdon was found dead from gunshot wounds in his own home. Shots were heard at 3.00 p.m. and size 44 footprints were found near the body.

Example:

Thomas could ^{have} be done it. He wanted his father's money to pay his debts.

4
Yeah, but Alice might do it. She hated Henry because he didn't pay her much.

1
I think the farmer, Jack, Thomas's friend, can have done it because we know he had a gun. He was in love.



Or Edie, his wife – she might wanted to kill him because her marriage was unhappy.

2
No, Jack mustn't have done it. He has an alibi. He was in town.

3
What about Charlotte, Henry's daughter? She could have killed him because Henry hated her.

6
No, Edie mustn't have done it. Her feet weren't size 44, surely? That's a man's size.

Who do you think the murderer was?

▷ Exercise 4 Writing: unsolved mysteries

Read Stories 1–4 which are real mysteries which have never been solved. Using modals or adverbs of possibility, suggest possible explanations. Try to write at least two sentences for each story.

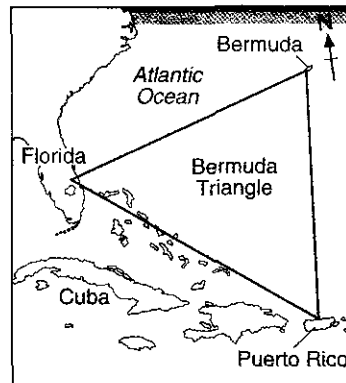
1

Owen Parfitt was an old man who was unable to walk. He was sitting in the doorway of his cottage, next to a busy road, on a summer evening in 1768. His sister left him alone for a few minutes and when she returned he had disappeared. He was never seen again.

He can't have left by himself because he was unable to walk.

2

Many ships and planes have disappeared in the small area known as the Bermuda Triangle. Most of them leave no wreckage or bodies, they simply disappear. Take the example of the British passenger plane, the Star Tiger. The last message heard from the plane was 'Expect to arrive on schedule.' There was no further word. A year later, another plane disappeared in the middle of the Bermuda Triangle, with their last message being that the weather was fine and all was well.



3

In the nineteenth century, Daniel Dunglas Home demonstrated the ability to handle burning hot coals. He could also pick up a glass lampshade that was hot enough to light a match, and show no burns or injury.

4

The story of the *Marie Celeste* is a famous unexplained puzzle. In 1872 the ship was discovered floating in the sea with no one on board, alive or dead. The ship was in good condition and there was plenty of food on board. What could have happened to the people, and why did they abandon an undamaged ship?

Classwork

1 Have you ever seen or heard anything you could not explain?

2 Work in groups of three or four. Tell the group your story. It could be something that happened to you, or to someone you know, or a news story.

Example:

When I was about seven or eight, I was on holiday with my family in the countryside. At dusk one evening I saw lights, red and white through the trees, moving away, but there was no sound. I still don't know what it was, so it's my UFO story.

3 The rest of the group should try to explain the story.

Example:

A: It might've been a plane or helicopter.

B: It can't have been. He didn't hear anything. It was probably just the lights of a car in the distance.

4 If there is a particularly interesting story in your group, tell the rest of the class and let them try to explain it.

Getting started

- 1 Denise Lewis is a British heptathlete (an athlete who competes in seven events). Read the interview with her and answer the questions.
- a) What different things does she do in her training?
- b) How can we tell this interview took place over the phone?

Anna Blundy calls

Denise Lewis



- DL: I do about four or five hours' training a day, six days a week.
- AB: *How awful. What do you do exactly?*
- DL: Oh, it's not too bad really. You get used to it. I do running and aerobic exercise and then high-jump technique, shot put, hurdle, javelin. If you want to achieve, you have to make sacrifices.
- AB: *But wouldn't you rather stay in bed?*
- DL: Yes, always. I love my sleep. I had to get up at eight o'clock this morning instead of 8.45, and it was awful. It makes a difference, that 45 minutes.
- AB: *But you lie in at the weekend?*
- DL: Hmm... Well, I don't really mind getting up early when I don't have to. Hang on! I've got to go through to make-up now. I'll take my mobile with me. ●

(adapted from an article by Anna Bundy, *The Times Magazine*, London, 14 February 1998)

- 2 Match the phrases, a)–d), taken from the text, to the descriptions, i)–iv).
- a) *I had to get up at eight o'clock this morning* i) a present necessity
- b) *... when I don't have to* ii) a past obligation
- c) *... you have to make sacrifices* iii) freedom from obligation or necessity
- d) *I've got to go through to make-up now* iv) a present obligation using informal style

Looking at language

Obligation: This is a requirement to do something which comes from the speaker.

Necessity: This is a requirement to do something which comes from external circumstances (for example, rules and customs) or the situation.

Obligation

The verbs *must*, *have to* and *have got to* can all be used to express obligation:

You must tell me. You promised. / You have to tell me. You promised.

The verb *should* is also common to express weaker obligation or advisability. (See Unit 40.)

Note, however:

- *must* is more common than *have to* in conversation to express obligation.
- *have got to* is used especially in spoken English: *I've got to go now.*
- to express past or future obligation, we use *have to*. (See Unit 50.)

Necessity

The verbs *must*, *have to / have got to* and *need to* can all be used to express necessity. Note, however:

- when the necessity is due to a rule, *have to* or *need to* is usually used:
You have to wear a uniform in the army. I need to / have to be at work by 8.45 every day.
- *Must* is often used in public notices or signs:
Visitors must report to reception. Guests must be signed in at the desk.

Negatives

We use *mustn't* to express an obligation or necessity **not** to do something:

You mustn't talk about people behind their backs. (this is a bad thing to do)

Bananas mustn't be kept in the fridge. (this is not a good thing to do)

- We use *don't have to / haven't got to* when obligation / necessity is **usually** expected, but **not** on this occasion or in this situation:

I don't have to go to school today. It's a holiday. (I usually go to school, but today is a holiday)

We don't have to wear a uniform at my school. (I can wear my own clothes)

- *Don't need to* is similar to *don't have to* to express freedom from necessity:

You don't need to bring a sleeping bag. We've got a spare duvet.

Need not is also possible:

You needn't worry.

Questions

- Questions with *have to* and *have got to* are common:

Do I have to go to school today? Have I got to wear smart clothes?

- Questions with *must / mustn't* are unusual, but possible:

Must I go to school today?

1 Read the text about MI5, Britain's secret service, and answer the questions. Write *yes* or *no*.

Oddjobs for young Bonds

MI5 is sending out a glossy recruitment brochure to universities to attract students into spying. It says agents need to have imagination and patience, but must 'keep a low profile'. You don't need to be like James Bond to be chosen. In fact you mustn't be too outgoing. They say they are looking for ordinary people who will fit in anywhere.

- 1 Can you replace *need to* with *must*?
- 2 Can you replace *need to* and *must* with *have to*?
- 3 Can you replace *don't need to* with *don't have to*?
- 4 Can you replace *mustn't* with *don't have to*?

Pronunciation

Have to is pronounced /hæftə/ in spoken English. However, in short answers it is pronounced /hæftu:/

A: *Do you always look smart for work?* B: *Yes, I have to.*

Other points

- *Need* can be followed with a direct object:
You need a qualification in English to do this job.
- Words like *just*, *only*, *also*, *always*, *sometimes* etc. come **before** *have to* / *have got to* / *need to* but **after** *must*:
You only have to do it once. You must only do it once.
- The present perfect form is:
We've had to sell the boat. The restaurant's had to close.
- Other verbs can express obligation or necessity:
I insist that you leave now. (obligation) You are required to leave now. (necessity)

Getting it right

► Exercise 1 Recognising meaning

Match the sentence beginnings, 1–6, to the endings, a)–g), and state if the phrases in *italics* express obligation (o), necessity (n), or freedom from obligation or necessity (f).

Example: I must do something about my cough .d). ..o.

- | | |
|--|---|
| 1 <i>We don't have to</i> go out | a) every time I go to our other office. |
| 2 <i>I have to</i> wait in a traffic jam | b) but I hate going so I keep putting it off. |
| 3 You <i>have to</i> work hard | c) if you'd rather stay in. |
| 4 They <i>needn't</i> wait for an invitation because | d) before it gets worse. |

- 5 I *need to* go to the dentist,
 6 He *needs to* be there by 8.00

- e) if you want to succeed in this job.
 f) or else he'll be in trouble.
 g) they are welcome to come any time.

Extension

Write an alternative beginning for five of the endings a)–g), using expressions of obligation or necessity.

Example: I must fix this broken door before it gets worse.

▶ **Exercise 2 Learning from learners**

Read the descriptions of jobs, A–C, written by learners. Tick (✓) their use of modal verbs of obligation or necessity if they are correct, or use a different verb if they are not.

<p>A I work in the theatre. You <u>mustn't</u> have any formal qualifications, but you <u>have to</u> be trained by an experienced supervisor and you <u>must</u> work long hours.</p>	<p><u>don't have to</u></p> <p>✓</p> <p>1</p> <p>2</p> <p>3</p>
<p>B In this business you <u>must</u> work long, irregular hours. You <u>have to</u> be prepared to do simple tasks like the washing-up as well as manage your staff. People <u>mustn't</u> be highly qualified; they just <u>must</u> be enthusiastic. I really <u>have to</u> go now and phone some of my staff.</p>	<p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p>
<p>C I have a very ordinary job. You <u>mustn't</u> be anything special; you <u>must</u> like people. Oh, and you <u>must</u> be able to be polite even when you're feeling annoyed with someone. I suppose something else that the bosses consider important is that they <u>must</u> be able to trust you with all that money. I <u>mustn't</u> wear a uniform like they do in some of the other places, but I <u>must</u> look smart.</p>	<p>12</p>

Match the jobs in the box to learners A–C.

banker wardrobe assistant catering manager

▷ Exercise 3 Choosing the right form

Fill in the gaps 1–8 in the conversations below, using ways of expressing obligation and necessity you have learnt in this unit.

A: Do you fancy going for a pizza?

B: I can't. *I've got to* make some phone calls and do some packing. I just haven't got time.

A: Oh, I'm hopeless at this. I'm giving up.

B: Oh, you 1 say that! It's just a matter of practice. Everyone finds driving difficult at first.

A: What's the matter? What are you trying to do?

B: It's this word processor. I want to make a table with shaded boxes, but I can't get it to work.

A: Oh, you can do it like that, but you 2 Just use 'Autoformat'.

A: Any holiday plans?

B: Yes, I've booked a safari in Kenya. You've been, haven't you? What do I 3 take?

A: I 4 remember to phone Judy later. She's off to the States tomorrow and I want her to get me some bits and pieces.

B: Oh, is she? I'll try and remind you.

A: Here. This is for you.

B: Oh, Joe! It's beautiful, but I can't accept it. You made it, didn't you?

A: Yes, I did, and you 5 accept it. I absolutely 6 that you do.

A: What 7 you do in your new job?

B: It's not very different from the old one, but now I have more responsibility, that's all.

A: How is your brother these days?

B: Oh, not very good really. He's 8 give up work because of his bad back.

A: Oh, I am sorry to hear that.

▷ Exercise 4 What could we say?

Rewrite each of the written notices 1–6 below, using spoken language. Use the verbs you have studied in this unit. Start each sentence with *You*.

PLEASE SIGN THE VISITORS' BOOK

You've got to sign the visitors' book......

SHOW YOUR PASSPORT AT RECEPTION

1

Wear rubber gloves when using this product

2

Shake bottle for best results

3

DO NOT LEAVE YOUR BAG UNATTENDED

4

Remember to take all your belongings with you when you leave the aircraft

5

DANGER – DO NOT TOUCH!

6

Classwork

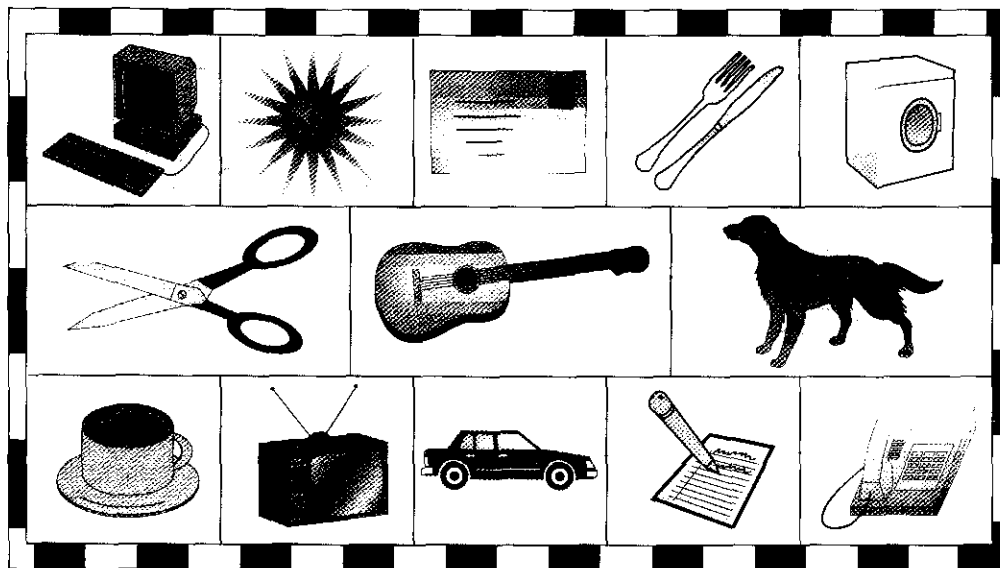
- 1 Work in groups of three to play *Excuses Excuses*. Player 1 makes a request based on any picture in the chart below. Player 2 makes an excuse using *have to / have got to / need to*, based on a **different** picture.

Example:

A: *Could you take the dog out for a walk?*

B: *Oh, I'm sorry, I can't. I've got to make some urgent phone calls.*

- 2 Player 3 decides whether the excuse is reasonable or not. If it is reasonable, Player 2 scores a point.
- 3 Take turns, so that in the next round Player 2 makes a request, Player 3 makes an excuse, and Player 1 is the judge. Do not use a picture twice. Continue until you have used all the pictures. Who has the highest number of points?



Unit 50

Past and future obligation and necessity

Getting started

1 Read the two stories and place Extracts a) and b) in the correct gaps.

- a) ... hundreds of birds descended on the field and the game had to be delayed for half an hour while they were removed.
b) ... in front of the wrong motorbike.'

Story 1

On driving tests

In London, a man was taking his motorbike driving test. At the test centre they gave him the instructions they always gave: he had to drive a specific route and at some point the hidden examiner would appear and step in front of the motorbike. He had to brake quickly to show how quickly he could stop. The man drove the route but no examiner appeared, so he did it again, and still no examiner appeared. Finally the man stopped at the test centre and asked where the examiner was. 'We're sorry,' he was told. 'He stepped out

Story 2

BIRD MAN

This story concerns a student at the Massachusetts Institute of Technology who went to the Harvard football ground every day for an entire summer wearing a black and white striped shirt. He would walk up and down the pitch for 10 to 15 minutes throwing birdseed all around him, blow a whistle and then walk off the field. At the end of the summer, the Harvard football team played its first home match to a huge crowd. When the referee walked on in his black and white shirt and blew his whistle,



2 Compare these two sentences which express past obligation and answer the questions.

- a) *When I was at school we had to wear a horrible uniform.*
b) *The funfair had to close down because it was too dangerous.*

Which sentence suggests action was needed:

- because there was a rule? ■ because of circumstances?

3 Find one example of past obligation in each story, and say if the obligation comes from rules (r) or circumstances (c):

Story 1 Story 2

Looking at language

Past obligation

To talk about past obligation we use **had to + verb**. The obligation can come from rules:

My parents were very strict and I had to go to bed at 7.00 every night.

or from circumstances:

The game had to be delayed for half an hour while they removed the birds.

Note that **must**, used for present obligation, does not have a past form.

Negatives

We use **couldn't + verb** or **wasn't / weren't allowed to + verb** to express an obligation not to do something in the past:

We couldn't wear rings to school. We weren't allowed to smoke.

We use **didn't have to + verb** to describe a past situation where obligation is usually expected, but this time there was no obligation:

I didn't have to pay for parking. This man gave me his ticket as he was leaving.

We didn't have to go to school yesterday. It was a staff training day.

We can also use **didn't have to + verb** to show we had a choice:

I didn't have to go to the meeting, but I went because I thought it might be useful.

Future obligation and necessity

To talk about future obligation and necessity we use **have got to + verb** or **will have to + verb**:

I've got to give a talk next week. You'll have to train hard before you go trekking.

Past necessity

To talk about something that was necessary to do in the past, we use **needed to + verb**:

A: *I went to the station on my way home.* B: *Did you? Why?* A: *Oh, I needed to check the train times.*

To say that something **did** happen, but now we know that it was unnecessary, we use **needn't have + past participle**:

You needn't have washed those socks. I'm throwing them away. (you did wash them, but it wasn't necessary)

When we use **didn't need to + verb**, we don't say whether something happened, but we say that it was unnecessary:

They didn't need to wash the car. (we don't know whether they washed the car, but it was unnecessary)

However, the context often makes it clear whether something happened:

I didn't need to wear a hat to the ceremony, but I did because I'd just bought a new one.

1 Fill in the gaps with *had to*, *didn't have to* or *needn't have* and put the verb in brackets in a suitable form.

- 1 Yesterday I (stay) at work late, so I missed my favourite TV programme.
- 2 I (go) to the talk. It didn't tell me anything I didn't already know.
- 3 It was my choice really. I (go) but I wanted to.

Other points

Other verbs and expressions can show past obligation or necessity:

The weather was terrible, so we were forced to cancel the festival.

The rules changed, and I was required to work another four hours a week.

School was only compulsory until you were 14 in those days.

Pronunciation

We don't contract *had to*. We say: *I had to go to the doctor*. We don't say: ~~*I'd to go to the doctor*~~

Getting it right

► Exercise 1 Thinking about meaning

A *Have to*

Decide if the obligation comes from rules (r) or circumstances (c).

Example: We were lucky, actually. We bought our tickets the day before the price rise so we *didn't have to pay* as much as you. ...

- 1 We locked ourselves out last night and *had to break a window* to get in.
- 2 *Cars didn't have to have seat belts* when I first bought one.
- 3 *We've got to wear* a black skirt and white blouse for graduation.
- 4 When I was at school we *had to have lunch there*, but nowadays children can have packed lunches.
- 5 It rained so hard while I was out yesterday that *I had to buy an umbrella*.
- 6 *I had to wait for ages* at the dentist yesterday. It was really busy.
- 7 Even if I'd had insurance *I would have had to pay for the first £100 of damage*, so it didn't make any difference in this case.
- 8 It's no good. *We'll have to get a new car*. This one is on its last legs.
- 9 *They've got to go to London* to catch a direct Edinburgh train.

B Need to

Decide whether the action happened (H), didn't happen (NH), or we don't know (DK).

Example: We *didn't need to see Terry*, so we left before he got there. *dh*

- 10 Tillie *didn't need to pass her exams* to get into university because they'd already given her an offer of a place.
- 11 You *needn't have done the washing-up*. We've got a dishwasher.
- 12 Luckily we *didn't need to go to the police station* or anything like that.
- 13 I'll tell you why your cake probably didn't rise. You *needed to heat the oven* before you put the cake in.
- 14 We *needed to get someone in* to replace the window the next day.

Four of sentences 1-14 come from the same story. Which ones?

► Exercise 2 Link up

Use a verb from the box to join the sentence beginnings, 1-8, to the endings, a)-i). You may need to change the form of the verb.

book buy buy do the washing up get ~~make~~ talk wear write

Example: When I was a child I had to *make*.....f).....

- | | | |
|---|--|--|
| 1 I didn't have anything to wear to the wedding so I had to | | a) with your right hand until fairly recently. |
| 2 In many schools it was compulsory to | | b) the table because the restaurant was empty. |
| 3 Although the weather wasn't great we didn't have to | | c) jumpers or coats at all. |
| 4 Oh, Robert. You didn't need to | | d) the bus into town. |
| 5 The car wouldn't start so we had to | | e) to you? |
| 6 We realised we needn't have | | f) my bed every day. |
| 7 Sorry about the mess. I'll have to | | g) me a present, but thanks very much. |
| 8 Where were you when I needed to | | h) later because I've got to go out now. |
| | | i) a new outfit. |

Extension

Write new endings for the sentence beginnings.

Example: When I was a child I had to *eat all kinds of things. I hated* .

▷ Exercise 3 Learning from learners

Read the two extracts from learners studying in the UK describing what they did at the weekend. Improve the extracts by following the instructions.

Gianluca Add two more examples of *had to*, and rewrite a phrase using *needn't have*.

Orhan and I went to London for the weekend. We couldn't afford the train so we ~~went~~ ^{had to go} by bus. Actually it wasn't as bad as we thought it would be and it wasn't necessary to have bought our tickets in advance - there was plenty of room on the bus. The hotel was cheap and quite good, although the rules meant we checked out really early - 9:00 yesterday morning. So we carried our bags around most of yesterday until we got the bus back in the evening.

Kumiko Add four examples of *had to*, one example of *will have to* and rewrite one phrase using *didn't have to*.

We had a funny weekend. We didn't go anywhere. We just stayed here, but lots happened. The first thing that happened was that I locked myself out of the house and I phoned up my landlord to get him to come and open the door for me. Then when I met Mari in town for lunch she realised she'd lost her purse, so we went to the police station to report it. Just when we sat down to eat in a café she found her purse in her coat pocket, so we went back to the police to tell them. And then in the evening we went to the cinema and I had my purse stolen whilst we were there, so we went back to the police one more time. I'll phone them again later today just to check they haven't found it before I complete my insurance claim. I'm sure 20 years ago it wasn't necessary to be so careful about your bags and purses.

▷ Exercise 4 Text completion

In the two extracts a printer error caused the last few letters of each line to disappear. Write what you think they were. They may be past obligation structures, or other language.

Extract 1 A hairdresser talks about her work

I qualified in June and got work going to other people's houses, which meant I to do it in the evenings on the nights when Peter wasn't working. Peter h drop me off where I was going because, of course, I can't drive. We even h have the next-door neighbour come and watch the kids for half an hour someti while he came and picked me up. So it became too difficult and I decided to w from home, but people aren't so keen to come to you, so it's not so good. I ha carry on though, because we had to pay the rent somehow.

- had
- 1
 - 2
 - 3
 - 4
 - 5

Extract 2 A visit to the dentist

I hadn't been for ages and was dreading it. Even if I'd gone years ago I would have had to pay the money because I work, and this is the first time in my life I've had to pay, so it just shows how long it's been. But she was really good. I just went straight in. It didn't use to be like that, but maybe it was because of the price. Actually, it probably was because other people had complained they had to wait an hour and then pay loads of money for a five-minute appointment.

- 6
- 7
- 8
- 9
- 10

Classwork

- 1** Look at the chart below. In groups of three or four, think of four more sentences like the examples, and write them in the chart.

<i>Circumstances</i>	<i>Obligation</i>
I left home without any money	so I had to go back and get it.
My brother hurt his leg playing football	and he had to go to hospital.
1 .....	.....
2 .....	.....
3 .....	.....
4 .....	.....

- 2** Groups take turns to read out the **circumstances only** from a sentence. The other groups write down the possible obligation. The group with the closest idea to the original gets a point.

Example:

Group 1's circumstances: *I left home without any money.*

Group 2's obligation: *so I had to go to the bank.*

Group 3's obligation: *but it didn't matter because I didn't have to buy anything.*

Group 4's obligation: *and I had to go home again to get it.*

Group 4 has the closest idea (see Group 1's obligation in the chart above) and gets a point.

- 3** Continue until all groups have read out all their circumstances. The winning group is the one with the most points.

Exercise 1 Mixed modals and tend to Units 39–42 and 47–50

Choose a modal verb from the box for each gap. You can use each verb more than once.

can could had to have to might must shall should tend to will would

Example: I'll *(will)* get the shopping tomorrow if you like.

- 1 you read Japanese? I need some help with this article.
- 2 A: Well, what do you think? I stay or I go and live in the States?
B: If I were you, I think about it for a few more days. It's a big decision.
- 3 This fish is rather tasteless. you pass me the salt?
- 4 You look terribly thin. You eat more.
- 5 My parents were very old-fashioned. In't watch television after eight o'clock.
- 6 A: Oh, these bags are heavy.
B: I help you with them?
- 7 A: We're meeting on Thursday, aren't we?
B: I'm not sure. It be Friday.
- 8 We eat out about once a week. Nearly always at the same place, though.
- 9 I didn't sleep well. There was a lot of noise. It have been the traffic.
- 10 That be Peter over there. I don't know anyone else that tall.

Exercise 2 Functions Units 39–42 and 47–50

Look at Exercise 1 again and find examples of the following functions in sentences 1–10. There may be more than one example, and you can use a number more than once.

- | | |
|--------------------------------|------------------------------|
| Ability in the present | Obligation in the past |
| Asking for advice | Offer |
| Describing regular habit | Possibility |
| Giving advice | Request |

Exercise 3 Frequency expressions **Unit 42**

Put these jumbled sentences in order.

Example: The hour bell rings an once

The bell rings once an hour.

1 or week other We each a see two three times

2 a holiday time go for I to abroad from time

3 a have to meeting try We weekly

4 evenings at home I'm usually the in

5 a while food once in I Thai cook

6 in live house ever to I've hardly larger wanted a

7 see do you often How Janice ?

8 you out Do eat much ?

Exercise 4 Comparing and describing **Units 43-46**

Fill in the gaps in the extracts below by making a suitable comparative or superlative, using the adjectives in brackets (), or by using words from the box, or both. You can use words from the box more than once.

as ... as both both from less like like looks
look like ~~more~~ same as sounds whereas

A Yes, the location is great. It's much *more suitable* (suitable) for us than the old one. But the view here isn't 1 (beautiful) the old one. Actually, we 2 really miss that view.

- B You've grown so much. You 3 your mother now. Your eyes and mouth are exactly the 4 your mother's. But you're 5 (*tall*) than she is. And your hair is completely different 6 hers.
- C Did you have a good time? What was the place 7 ? Did you get on well with your mother for such a long time? I don't think I'd 8 to go on holiday with my mother. I'm sure I'd end up 9 (*relaxed*) than before, and I'd need another holiday!
- D I can't make up my mind about where to go. Greece 10 wonderful, but maybe it'll be too hot for me. And Spain has such interesting places to visit as well as some of the 11 (*good*) beaches in Europe. They cost about the same, and the accommodation in 12 places 13 excellent from the pictures in the brochure. At the moment I think I'll choose Greece because it's 14 (*easy*) to get there from where I live. You can fly direct from my local airport 15 for Spain I have to fly from London. But I'm just not sure.

Extension

Match these titles to Extracts A–D.

- Choosing a holiday Like mother like daughter
 A new home On holiday with mother

Exercise 5 Possibility Units 47–48

Match a word or phrase from a grey box to a word or phrase from a white box. Make two sentences from them using language of possibility and any other language you need.

- | | | | |
|-----------------------------|-------------------------------|--------------------------|---------------------|
| not see the sign | looks tired | a cat | board pens |
| a teacher | eat them all | driving too fast | working late |
| no a | on holiday | hairs all over the house | Hungarian |
| new batteries | interesting accent | at home | camera doesn't work |
| | | | not at home |

He was driving too fast. He can't have seen the sign.

.....

.....

.....

.....

.....

.....

.....

.....

Exercise 6 Obligation **Units 49-50**

Match the sentence beginnings, 1-9, to the endings, a-j, to complete the texts about becoming a pilot and taking a driving test. Fill in the gaps with words from the box in an appropriate form (past, present, positive or negative).

be allowed to have to must need need to

HOW TO BE AN AIRLINE PILOT

Example: If you want to be a pilot you
(.e.)

- 1 I'm not sure what the maximum age is for starting training, (.....)
- 2 You to be good at (.....)
- 3 You also pass a (.....)
- 4 When I first started the job you (.....)
- 5 And most important of all, you (.....)

- a) you take a written test.
- b) although you be too old.
- c) ever lose your cool. You to stay calm no matter what is happening.
- d) fitness test and you remain healthy.
- e) ~~have to train for a long time.~~
- f) because the examiner was only interested in my driving.
- g) and do an emergency stop.
- h) maths and physics.
- i) any questions.
- j) to speak foreign languages, but you do now.

CHANGES IN THE DRIVING TEST

- 6 When I took my test 20 years ago you only do the driving test, and (.....)
- 7 You drive backwards round a corner, (.....)
- 8 You ask the examiner (.....)
- 9 I remember I wore smart clothes but I (.....)

Appendix 1

Irregular verbs

The verbs in blue have a different past and past participle form.

<i>Verb</i>	<i>Past</i>	<i>Past participle</i>	<i>Present participle</i>	<i>Verb</i>	<i>Past</i>	<i>Past participle</i>	<i>Present participle</i>
be	was / were	been	being	fall	fell	fallen	falling
beat	beat	beat	beating	feed	fed	fed	feeding
become	became	become	becoming	feel	felt	felt	feeling
begin	began	begun	beginning	find	found	found	finding
bend	bent	bent	bending	fly	flew	flown	flying
bet	bet	bet	betting	forbid	forbade	forbidden	forbidding
bite	bit	bitten	biting	forget	forgot	forgotten	forgetting
blow	blew	blown	blowing	forgive	forgave	forgiven	forgiving
break	broke	broken	breaking	freeze	froze	frozen	freezing
bring	brought	brought	bringing	get	got	got	getting
broadcast	broadcast	broadcast	broadcasting	give	gave	given	giving
build	built	built	building	go	went	gone	going
burst	burst	burst	bursting	grow	grew	grown	growing
buy	bought	bought	buying	hang	hung	hung	hanging
catch	caught	caught	catching	have	had	had	having
choose	chose	chosen	choosing	hear	heard	heard	hearing
come	came	come	coming	hide	hid	hidden	hiding
cost	cost	cost	costing	hit	hit	hit	hitting
creep	crept	crept	creeping	hurt	hurt	hurt	hurting
cut	cut	cut	cutting	hold	held	held	holding
deal	dealt	dealt	dealing	keep	kept	kept	keeping
dig	dug	dug	digging	kneel	knelt	knelt	kneeling
do	did	done	doing	know	knew	known	knowing
draw	drew	drawn	drawing	lay	laid	laid	laying
drink	drank	drunk	drinking	lead	led	led	leading
drive	drove	driven	driving	leave	left	left	leaving
eat	ate	eaten	eating	lend	lent	lent	lending

<i>Verb</i>	<i>Past</i>	<i>Past participle</i>	<i>Present participle</i>	<i>Verb</i>	<i>Past</i>	<i>Past participle</i>	<i>Present participle</i>
let	let	let	letting	sleep	slept	slept	sleeping
lie	lay	lain	lying	slide	slid	slid	sliding
light	lit	lit	lighting	speak	spoke	spoken	speaking
lose	lost	lost	losing	spend	spent	spent	spending
make	made	made	making	split	split	split	splitting
mean	meant	meant	meaning	spit	spat	spat	spitting
meet	met	met	meeting	spread	spread	spread	spreading
pay	paid	paid	paying	spring	sprang	sprung	springing
put	put	put	putting	stand	stood	stood	standing
read /ri:d/	read /red/	read /red/	reading	steal	stole	stolen	stealing
ride	rode	ridden	riding	stick	stuck	stuck	sticking
ring	rang	rung	ringing	sting	stung	stung	stinging
rise	rose	risen	rising	stink	stank	stunk	stinking
run	ran	run	running	strike	struck	struck	striking
say	said	said	saying	swear	swore	sworn	swearing
see	saw	seen	seeing	sweep	swept	swept	sweeping
seek	sought	sought	seeking	swim	swam	swum	swimming
sell	sold	sold	selling	swing	swung	swung	swinging
send	sent	sent	sending	take	took	taken	taking
set	set	set	setting	teach	taught	taught	teaching
sew	sewed	sewn	sewing	tear	tore	torn	tearing
shake	shook	shook	shaking	tell	told	told	telling
shine	shone	shone	shining	think	thought	thought	thinking
shoot	shot	shot	shooting	throw	threw	thrown	throwing
show	showed	shown/showed	showing	understand	understood	understood	understanding
shrink	shrank	shrank	shrinking	wake	woke	woken	waking
shut	shut	shut	shutting	wear	wore	worn	wearing
sing	sang	sung	singing	weep	wept	wept	weeping
sink	sank	sunk	sinking	win	won	won	winning
sit	sat	sat	sitting	write	wrote	written	writing

Find another verb that follows the same pattern as verbs 1–5.

Example: ring, rang, rung *sing, sang, sung*

- 1 creep, crept, crept
- 2 feel, felt, felt
- 3 lend, lent, lent
- 4 tear, tore, torn
- 5 sting, stung, stung

Appendix 2

Phonemic symbols

In this book pronunciation is shown using the symbols below.

ɪ	pit	ʊ	put	ɑ:	arm
e	wet	ə	ago	ɔ:	saw
æ	cat	i	cosy	u:	too
ʌ	run	u	influence	ɜ:	her
ɒ	hot	i:	see		
eɪ	day	aʊ	how	ʊə	sure
aɪ	my	ɪə	near	aɪə	fire
ɔɪ	boy	eə	hair	aʊə	sour
əʊ	low				
b	bee	k	key	t	ten
d	do	l	led	v	van
f	fat	m	map	w	wet
g	go	p	pen	z	zip
h	hat	r	red		
j	yet	s	sun		
dʒ	general	θ	thin	ʒ	measure
ŋ	hang	ʃ	ship	tʃ	chin
ð	that				

Unvoiced and voiced consonant pairs

The second consonant sound in each pair below is voiced (formed using your voice).

/p/ and /b/ /t/ and /d/ /tʃ/ and /dʒ/ /k/ and /g/ /f/ and /v/ /θ/ and /ð/
/s/ and /z/ /ʃ/ and /ʒ/

Here are some words in phonemic symbols. What are they?

- 1 /græmə/
- 2 /wɜ:d/
- 3 /naʊn/
- 4 /sɪmbəl/
- 5 /stʌdl/

Glossary

- active verb:** used when we want to focus on the person or thing doing the action: *Susie opened the parcel. Three cars blocked the road.*
- adjective:** a word which describes a noun: *lovely, bad, big, exciting*
- adverb:** a word which describes verbs, adjectives or adverbs, and often ends with *-ly*: *easily, nicely*
- article:** *the, a, an*
- auxiliary verb:** (*be, do, have*) a verb which is used with a main verb to give short answers and to express negatives, questions, the passive and some tenses: *Do you like sport? Yes, I do. Jamie doesn't eat meat. This song was written ten years ago. We're having breakfast at the moment. They've travelled all over the world.*
- clause:** a group of words which contains a subject and main verb. Sentences can have one or more clauses: *The plane took off (clause 1) and we were on our way (clause 2).*
- comparative adjective:** *bigger, easier, more comfortable: You are taller than me.*
- conditional:** a clause or sentence usually beginning with *if*: *If it's sunny tomorrow we'll have a picnic. If you had more money what would you do?*
- conjunction:** a word which joins two phrases or clauses together: *and, but, when ...*
- contraction:** the shortened form of two words put together: *I'll, I'd, I'm, we're, you're, it's etc.*
- countable noun:** a noun that can be singular or plural: *cat – cats*
- demonstrative:** *this, that, these, those*
- determiner:** a word which gives more information about a noun or noun phrase. These can be articles, demonstratives, possessives, quantifiers.
- direct speech:** repeating the exact words that somebody has said. *'I'd like to be the president one day.'*
- doer:** the person or thing that does / did something: *I (doer) gave the present to Dana. The house was built by Jack Harcourt (doer).*
- ellipsis:** leaving words out: *I walked up the stairs and (I) opened the bedroom door.*
- emphasise:** show the importance of something: *I do love you. (stronger than I love you)*
- function:** what the language is used to do: *Would you like some cake? = an offer Let's go to the cinema. = a suggestion*
- imperative:** a verb form that looks like the infinitive without *to* and is used to give orders and instructions: *Come here. Take the top off the bottle.*
- indirect question:** a way to ask a question and express thoughts without being direct: *Can you tell me the way to the station? I wonder if Mike has arrived yet.*
- infinitive:** a form of the verb; (*to*) *go, (to) eat, (to) write, (to) like*
- intensifier:** a word (usually an adverb) which makes the meaning of adjectives, adverbs and verbs stronger: *It was very hot. He ran really fast. I completely disagree.*
- intention:** an aim to do something in the future: *I'm going to be a doctor when I grow up.*
- intransitive verb:** a verb which does not have an object: *He laughed.*
- main verb:** a verb which usually shows actions and situations: *She went to bed early last night. I live in London.*

modal verb: (*will, would, can, could, may, might, must, should* etc.) a verb which is used with a main verb to add extra meaning. Modal verbs express, for example, ability, possibility and obligation: *I can speak English. They might have some tickets. You should buy your mother a present.*

narrative: a story and description: *I was walking down a dark road when suddenly a loud noise made me jump and set my heart racing ...*

negatives: *I didn't like the food. It is not the same in my country.*

noun: this is usually the name of something: *table, student, love, bag, ability, memory, furniture*

noun phrase: a group of words with a noun (or pronoun) as the main part: *The woman who is wearing a red coat is my mother.*

object: a noun (or pronoun) affected by the action of a verb: *He watched a film.*

passive verb: used when we want to focus on the person or the thing affected by the action: *The parcel was sent three days ago. The road was blocked. The parcel was opened by the girl. That book was written by me.*

past participle: the third form of the verb: *ask – asked – asked, go – went – gone*. Past participles are used for the passive and perfect tenses and as adjectives. Past participles often end in *-ed* (*finished, waited*) but many are irregular: *lost, found, gone* (see Appendix 1).

phrase: a group of words together

plural noun: more than one example of a countable noun: *tables, students, bags*

prediction: a guess about the future: *I think Rosie and Alistair will get married.*

preposition: *at, in, under, to, through* etc.

present participle: the *-ing* form of the verb: *ask – asking, go – going* (see Appendix 1).

possessive: a word which shows possession: *my, your, his, her, its, their, our* (*house, watch, car* etc.)

pronoun: a word which can replace a noun or noun phrase: *I, you, he, we, which, mine, ours*

proper noun: names of particular places, people or things. Always spelt with a capital letter: *Paris, Peter, the Sahara*

quantifier: *some, any, many, much, few, little, a lot of* etc.

relative pronoun: a word like *who, which, where* or *that* in relative clauses: *The man who was speaking looked like my brother.*

reported speech: used to report what someone said but not using exactly the same words: *He said that he would like to be president one day. He invited me to his house.*

semi-modal: a verb which can work like a modal verb or main verb: *need, dare*

singular noun: one example of a countable noun: *table, student, bag*

stative verb: a verb describing long-lasting situations or feelings: *know, live, love* (see Unit 3)

subject: a noun (or pronoun) which normally comes before the main verb: *Sue is busy at the moment. Tigers live in the jungle.*

superlative adjective: an adjective used to show that someone or something has more of a particular quality than anyone or anything else: *He's the nicest man I know.*

tag question: a phrase added to a sentence to make a question or to add emphasis: *You're the new secretary, aren't you? You don't recognise me, do you?*

tail: a word or phrase used to emphasise who or what you've been talking about: *Matthew's nice, he is.*

topic: a word or phrase used to introduce who or what you are going to talk about: *Matthew, he's nice.*

transitive verb: a verb which can take an object: *I ate the biscuit.*

uncountable noun: a noun that has no plural form and cannot use *a / an*: *love, furniture*

verb phrase: the part of the sentence which contains the main verb and any objects or other information: *Joe took Sally to the party.*

Answer key

Unit 1

Getting started

- a) Four.
b) It checks that you understand the grammar points in the unit.
c) In the Review units.
- a) questions b) read / answer
c) a d) You / it e) short

Looking at language

- 1 auxiliary verb 2 adverb
3 pronoun 4 article
5 noun 6 adjective
7 possessive
- 1 superlative 2 preposition
3 contraction 4 comparative
5 reported speech
6 tag question

Getting it right

Exercise 1

- A 2 d) 3 a) 4 c)
B 1 correctly 2 the 3 better
4 haven't 5 to understand
6 can 7 mistakes

Exercise 2

- A Incorrect sentences: 1 a)
2 b) 3 b) 4 b)
5-8: both are correct

- B 1 1-4 2 5-8

Exercise 3

- Unit 23 Verbs followed by the infinitive or the -ing form
- Unit 4 The past simple
- Unit 14 The imperative and instructions
- Unit 26 The passive
- Unit 7 The present perfect simple
- Unit 43 Ways of comparing 1
- Unit 37 -ed and -ing adjectives
- Unit 19 Reported speech 1: say, tell, ask

Exercise 4

- Classwork 2 Exercise 4
- Exercise 3 4 Exercises 2, 3, 4 and Classwork 5 Exercises 2 and 4

Classwork

Ways 3 and 4 are probably less useful ways of learning a language than the others.

Unit 2

Getting started

- a) She doesn't have a personal assistant, does her own food shopping and takes her own letters to the post office. She lives in a rented apartment.
b) So that she knows how to do things.
- a) i) b) ii) c) i) d) i)

Looking at language

- 1 work 2 gets 3 likes / starts 4 drive 5 starts / begins

Getting it right

Exercise 1

- 1 You 2 it 3 I 4 It
5 they 6 you 7 I
8 she 9 he 10 I

Exercise 2

Possible answers:

- What does he do?
- Why don't you have breakfast?
- What do your kids have for breakfast?
- How do you get to work?
- How long does it take to get to work on foot? / How long does it take to walk to work?
- What do you do when you arrive?
- Who is Sandy? / What does Sandy do?
- How do you feel before the broadcast?
- When / What time does the programme start?
- How long does it last? / How long is the programme?

Exercise 3

Do you really ...
It sounds wonderful.
I am 17 years old and come from ...
... they are both older than me.

My father owns ...

... my mother doesn't work.

We live ...

I enjoy playing ...

... I like science-fiction films.

Exercise 4

Possible description:

Its 110 restaurants serve 25,000 meals a day and the Mall employs 20,000 staff. It attracts 20 million visitors per year, and they spend \$16 million per day. It is a 30-minute drive from the city centre. The Mall has 26 cinemas but it doesn't have a theatre. It opens at eight in the morning and closes at midnight.

Unit 3

Getting started

- a) Dogs dig them up.
b) Ten dogs have been kidnapped.
- are trying, are getting, are offering
- a) ii) b) i)

Looking at language

- 1 a) 3 b) 4 c) 2 d) 1

Getting it right

Exercise 1

- 1 c) 2 c) 3 c) 4 c)
5 e) 6 c) 7 d) 8 f)
9 a) 10 d)

Exercise 2

- don't mind 2 like
- remember 4 are you doing
- 'm / am 6 'm / am studying
- 'm / am working 8 want
- start 10 don't want
- don't have 12 'm / am cycling

Exercise 3

Possible answers:

- is rising
- is going up
- are leaving home later
- (are) getting married later
- are earning more

- 6 is going up
- 7 is getting bigger
- 8 is increasing
- 9 are getting worse
- 10 is getting better

Exercise 4

Possible answers:

- 1 American scientists are examining rocks from the planet Mars. They are trying to find signs of life.
- 2 A grandmother is still working in a supermarket at the age of 75, but she is thinking of retiring.
- 3 A man who is living in a tree house is trying to set a new one-year record.
- 4 A New York man is building his own rocket. He is planning to reach the moon in it.
- 5 A woman from Tokyo is celebrating her 120th birthday, and says she is looking forward to her 121st.

Unit 4

Getting started

- 1 a) Text 1: girl Text 2: boy
b) Probably the girl spent more money.
- 2 a) put, play, wish
b) 'Spended' (spent) is the mistake.
- 3 a) and c) are true, and b) is false.

Looking at language

- 1 The correct order is:
1 h) 2 c) 3 e) 4 d)
5 g) 6 a) 7 f) 8 b)
- 2 /d/ seemed, combed
/t/ kissed, brushed
/rd/ repeated, depended

Getting it right

Exercise 1

- 1 ps 2 ra 3 sa 4 sa
5 ra 6 ps

Exercise 2

- 1 right 2 studied
3 didn't know 4 right
5 felt 6 right 7 right
8 right 9 cost 10 took

Exercise 3

- 1 stopped 2 didn't brake
3 tried 4 said 5 moved
6 pushed 7 paid 8 said
9 felt 10 was

Exercise 4

Possible answers:

- 1 Where did you stay? Holiday
- 2 Did you feel nervous? Interview
- 3 What did they ask you about? Interview
- 4 Why did you go there? Holiday
- 5 How much did the holiday cost? or How much was the holiday? Holiday
- 6 How long was the interview? Interview
- 7 What did you wear? Interview
- 8 Did you enjoy the food / have good food? Holiday
- 9 How many people interviewed you? Interview
- 10 How long did you stay? Holiday

Unit 5

Getting started

- 1 Everyone else was ill and somebody needed an ad urgently.
- 2 was reading, was reading
- 3 rushed, said, explained, was, had, explained, was, needed, said, wrote, went, found, was
- 4 a) past continuous
b) past simple

Looking at language

- 1 Sets the scene: was sitting
Events: came in, took off, got, put, washed, sat down, put, put on, went

Getting it right

Exercise 1

- 1 b) 2 a) 3 a) 4 a)
5 b) 6 b) 7 b) 8 a)

Exercise 2

- 1 ✓ 2 ✓ 3 X 4 ✓
5 ✓ 6 X 7 X 8 ✓

Exercise 3

- 1 was cycling 2 went
3 turned 4 did not have
5 hit 6 fell 7 was lying
8 stopped 9 said
10 hurt / was hurting 11 called
12 took

Picture: The car went past the cyclist and turned left. It did not turn right in front of him.

Exercise 4

Possible answers:

- 1 ... the train pulled out. A woman saw the bag and shouted to him but it was too late.
- 2 ... and United were playing well. Suddenly everything began to change. The other team scored

two goals. United tried to score, but the other team scored again and won. United felt very disappointed.

- 3 ... and people were still enjoying themselves. Then a strange man walked in and looked around. He took the microphone and sang a song. Then he left the stage and walked out.

Unit 6

Getting started

- 1 a) Extracts 1 and 4: the father; Extracts 2, 3 and 5: the daughter
- 2 used to love, used to get up, used to send, used to wish, used to make, used to do, used to write, used to be
- 3 would go, would come
- 4 a) false b) true c) false d) false

Looking at language

- 1 Incorrect verbs: 1 would live
3 would love 4 took

Getting it right

Exercise 1

- 1 i) 2 m) 3 d) 4 j)
5 h) 6 l)

Exercise 2

- A ... didn't use to have any electrical things
... would wash
... there used to be many more bicycles
... didn't use to wear
- B ... used to live
... we would often play together
... I didn't use to go to the city
... we'd hear animal noises
... so I'd cycle everywhere
... sometimes I used to get bored

Exercise 3

- 1 used to / would play
2 used to / would tell
3 used to / would sing
4 used to / would play
5 used to love (not would love)
6 used to / would help
7 asked
8 would / used to smell
William: actor Justin: singer
Tessa: teacher Lizzie: scientist

Exercise 4

Possible answer:

... He used to keep grammar and vocabulary notebooks, and he didn't worry about understanding

every word. He'd have special 'speak English' times with friends and family and he learnt as much as he could about English-speaking countries. He used to ask his teachers and friends lots of questions, and he took English exams to motivate himself.

Unit 7

Getting started

- a) Andrew: elephants and rhinos
Esther: birds and reptiles
b) No.
- has worked, has looked after, 've ... liked, Have ... thought, has worked, 've ... been, Have thought
- Esther

Looking at language

- 1 for 2 since 3 for
4 since 5 since 6 for
7 since 8 since 9 for
10 since 11 since 12 for
13 for 14 since 15 for
16 since
- a) 3 b) 1 c) 2

Getting it right

Exercise 1

- a) 2 b) 3 a) 4 a)
5 b) 6 b) 7 a) 8 b)
9 a) 10 b)

Exercise 2

- saw 2 right 3 have changed 4 's / has lost
5 right 6 asked 7 right
8 met 9 right 10 's / has changed 11 right
12 's / has just moved

Exercise 3

- 's / has given
2 have always liked
3 have had
4 've / have already been
5 've / have never visited
6 's / has recently returned
7 've / have heard
8 has just gone up
9 've / have read
10 Have you ever been

Exercise 4

Possible answers:

- has specialised in many different kinds of cuisine
- has travelled all over the world
- has stayed in small hotels
- has been married to Michael Whiteley since 1992

- have lived in Florida since 1993
- She has talked about stopping cooking
- has had an offer from Bull Hotels to become their food director
- She has worked for Bull Hotels in the past

Unit 8

Getting started

- Because Mrs Wild doesn't know who is sending them.
- the past simple: b)
the present perfect simple: c)
the present perfect continuous: a)
- a) the present perfect simple
b) the present perfect continuous
c) the past simple

Looking at language

- wrong 2 right 3 right
4 wrong 5 right

Getting it right

Exercise 1

- b) 2 b) 3 a) 4 a)
5 b) 6 b) 7 a) 8 a)

Exercise 2

- c) 2 f, j) 3 f) 4 l)
5 b), l) 6 e) 7 a), e)
8 d), i) 9 d) 10 k)
11 h), k)

Exercise 3


- have you been looking
- 've been trying
- haven't found
- went
- 's been reading
- Have you thought
- 've just been looking
- 've been looking
- 've found

Exercise 4

- What have you been doing
- I last saw 3 Have you met
- I've been trying 5 I've had
- I haven't had 7 I've been writing 8 I've written

Unit 9

Getting started

- 1 d) 2 b) 3 f) 4 c)
5 e) 6 a)
- b) a) 

- To show that one event happened before the other. The order of events in *time* is different from the order in the *story*.

Looking at language

- 1 b) 2 d) 3 a) 4 c)

Getting it right

Exercise 1

- had searched, had searched, had found, had gone down, had found out, had seen, had seen, had been, had seen, had seen, had left
- Before 4.00: they searched a large area of jungle, Martin went to town and asked at the taxi and bus stands, no one saw a tall man in his sixties
After 4.00: they had a rest, they went out again, they went to the golf club, they asked a man more questions
Don't know: the police went to the golf club

Exercise 2

- She'd never liked shellfish.
- He'd been running.
- He'd been asking for one for weeks.
- ... she'd already had three courses.
- He'd had several operations.
- She'd just lost her job.
- My car had broken down.
- I'd been waiting since 7.00.
- ... he hadn't taken his jacket.
- They'd been practising for months.

Exercise 3

- ✓
- had left a rope
- everything we *did* together
- ✓
- he *had decided* to marry again
- We *climbed* a small hill
- ✓
- When I first met her
- we *had lost* the path.
- a) 4,5,7 b) 1,3,8 c) 2,6,9

Exercise 4

Possible answers:

- had been gardening
- had already done
- had been growing
- had cut down his tree / had cut it down
- had decided
- had gone
- had been cutting down
- had caught

Unit 10

Getting started

- 1 a) A metal bottle, a bed,
a barrel, a giant banana and
a bath.
b) The bath.
2 a) i) b) ii)

Looking at language

- 1 1 wrong: ... *we're going to go* ...
2 right 3 wrong: ... *I'll be*
OK. 4 wrong: *She's going to*
have ...

Getting it right

Exercise 1

- 1 3 2 1 3 3 4 1 5 3
6 4 7 4 8 1 9 4 10 2

Exercise 2

- 1 will 2 Be going to 3 will
4 Be going to 5 It's going to
6 I'll 7 I'll

Exercise 3

- 1 'll stay
2 was going to ask
3 were going to have
4 'm going to be
5 won't break
6 will probably reach
7 won't record
8 'll probably come
9 'm going to go

Exercise 4

Possible answers:

- 1 I'm going to find a part-time job.
2 Everyone will work at home with
computers in the future.
3 They're going to raise taxes.
4 I was going to go to university,
but I got a job instead.
5 I'm going to give up smoking.
6 It will remain fine.
7 I promise I'll work hard.
8 What are you going to buy?

Classwork

Psychologists say:

- a) You're going to be successful.
b) You're going to fail at something
important.
c) You'll probably be healthy.
d) You're going to travel.
e) You're going to get help.
f) You will probably experience
hard times.
g) The future is going to be good.
h) You're going to have a nice
surprise.

Unit 11

Getting started

- 1 a) Doug is looking after Robin;
Debbie is going to Scotland.
b) Doug is Robin's father; Doug
is Christine's husband;
Debbie is Mark's wife /
girlfriend
2 a) true b) false c) true

Looking at language

- 1 starts

Getting it right

Exercise 1

- 1 p 2 f 3 p 4 f 5 f
6 p 7 f 8 f 9 f

Exercise 2

- 1 start, get
2 is getting married, 'm going
3 arrives / is arriving, has, opens
4 get, forget
5 are we playing

Exercise 3

- 1 *I'm meeting* my friend Noriko
2 *Are you doing* anything interesting?
3 *I'm going to* the country.
4 *Are you driving?*
5 *I'm getting* the train ...
6 ... and my friend *is meeting* me.
7 *When are you going?*
8 *I'm getting* the early train ...
9 ... which *gets in* ...

Exercise 4

Possible answers:

- 1 I'm going camping in Wales next
month.
2 Where are you staying?
3 I'm seeing her this weekend.
4 What time does the film start?
5 I'm going shopping this morning.
6 Are you having a big party?

Unit 12

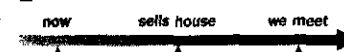
Getting started

- 2 Two: looking up symptoms on
the Internet and ordering a
testing kit; having microchips in
our bodies.
3 a) ii b) i c) iii
4 a) the future with will.
b) the future continuous.
c) *The future perfect*

Looking at language

- 1 a) 2 b) 1 c) 3 d) 4 1

2



Getting it right

Exercise 1

- 1 d) 2 b) 3 c) 4 a)
5 e)

Exercise 2

- 1 will no longer have
2 will contact
3 will have diagnosed
4 will change / will have changed
5 will be dying
6 will all be living
7 will have found
8 will have become
9 will be having

Exercise 3

- 1 'll probably be working
2 'll be joining
3 'll be doing
4 'll still be studying
5 'll have taken
6 will have arrived
7 'll be watching
8 'll have finished
9 'll have worked / 'll have been
working
10 will you be working

Exercise 4

Possible answers:

- 1 I'll be sleeping at midnight
tonight.
2 I'll have been to Jenny's party by
this time next week.
3 By the end of this year I'll have
left this job.
4 In the middle of next summer I'll
be travelling in Europe.
5 In ten years from now I'll be
living in a big house.

Review Unit 1

Exercise 1

- 1 a) iii) 2 b) i) 3 a) x)
4 g) ix) 5 c) vi) 6 d) v)
7 e) xi) 8 f) vii) 9 b) viii)
10 h) ii)

Exercise 2

- 1 was 2 was 3 was
4 was working 5 were having
or had been having 6 was
keeping 7 didn't understand
8 had stopped

Exercise 3

- 1 will show / is showing
2 was 3 drinks 4 has put on
5 weighs 6 chose / have chosen
7 isn't looking after / hasn't been
looking after 8 is 9 are
10 is falling

Exercise 4

- 1 g) 2 e) 3 m) 4 f)
5 a) 6 b) 7 k) 8 j)
9 h) 10) l) 11 c) 12 i)

Exercise 5

- 1 leaves 2 gets in 3 is / will be
4 's (is) coming
5 's (is) bringing 6 'll tell (will tell)
7 was going to ask
8 will be 9 will definitely have finished
10 'll (will) be working

Exercise 6

A b)

- B 1 returned 2 couldn't find
3 had left 4 used to leave
5 used to 6 'd (had) seen
7 credit card 8 didn't work
9 had seen 10 opened
11 shoulder 12 key
13 'd (had) done
14 wasn't expecting 15 while
16 was fixing 17 turned

Unit 13

Getting started

- 1 a) 425 b) 1 c) 12 d) 32
e) almost 33 f) 12-1

- 2 a) object
b) subject
c) other information
d) verb group

- 3 a) ✓ b) ✗ c) ✗

Looking at language

- 1 1 Yes. 2 No. This sounds strange.

- 2 1 object 2 attitude phrase
3 other information

Getting it right

Exercise 1

- a) 1, 2, 5 b) 4, 6, 7 c) 8
d) 3

Exercise 2

- 1 It sounded good
2 Luckily, I have always liked sharks.
3 Finally, I dived in.
4 It was cold.
5 Now it was time to start the job.
6 Fortunately, the sharks showed no interest in me.
7 It took about 15 minutes to clean the windows.

Exercise 3

- 1 At the start of the match they played well. / They played well at the start of the match.
2 and half an hour later they

scored a third / and they scored a third half an hour later

- 3 and their leading players lost control of the ball several times. / and several times their leading players lost control of the ball.
4 At half time the coach made a quick change. / The coach made a quick change at half time.
5 It succeeded within minutes. / Within minutes it succeeded.
6 The score was 3-3 after half an hour. / After half an hour the score was 3-3.
7 There was one minute left
8 I sent the ball into the back of the net.

Exercise 4

- 1 Unfortunately for them,
2 As they tried to enter the bank,
3 The staff 4 They
5 Everyone 6 They 7 They
8 In the end, 9 In desperation
10 The other two

Unit 14

Getting started

- 1 Two.
2 fill, Put, put
3 b)
4 a)

Looking at language

- 1 You is necessary for gaps 1 and 3. You is possible but not necessary in the other gaps, and sounds most natural in 4.

Getting it right

Exercise 1

- 1 i 2 o/r 3 i 4 a/r
5 w 6 w o r a / r 7 a / r
8 o / r 9 i 10 o / r

Exercise 2

In the morning *drain and boil (them) ...*
Drain again, but keep the water.
Then *put* the chickpeas ...
Add the tahina ...
Now *decorate* with black olives, and *serve ...*

Exercise 3

- A 2 b) 3 d) 4 c) 5 a)
B 1 pick up 2 put the card in
3 tells 4 dial 5 need
6 do I get 7 put the receiver down
8 comes out

Exercise 4

Possible answers:

- 1 put them together
2 tie them
3 sit on it
4 Fold the paper
5 put it across
6 Put some books on it

Unit 15

Getting started

- 1 a) He is a parapsychologist.
b) ii)
3 You can take out do in c).
4 For emphasis.

Looking at language

- 1 to correct 2 to emphasise
3 to emphasise

Getting it right

Exercise 1

- A 1 i) 2 j) 3 c) 4 e) 5 b) 6 f)
7 h) 8 a) 9 d)

- B a) n b) q c) e d) e
e) n f) e g) q h) n
i) e j) n

Exercise 2

- 1 c) didn't! 2 b) can
3 i) Do 4 e) did 5 f) (I) do
6 g) should 7 a) am
8 d) did

Exercise 3

Possible answers:

- 1 Someone did touch my hair! / I didn't dream it!
2 She did believe my story.
3 I did remember.
4 I did look everywhere!
5 I didn't know about them!
6 I do believe they were ghosts. / I do believe I saw ghosts.

Exercise 4

- 1 do have 2 do think 3 ✓
4 do learn 5 did try

Unit 16

Getting started

- 1 Because she was looking at other men.
2 a) He's a complete idiot, John.
b) 'Cos he's really friendly, is John.
c) Didn't know when she had a good thing.
d) Can't say I'm surprised it's ended though.

Looking at language

- 1 This clock, it's broken.
2 It's broken, this clock.

Getting it right

Exercise 1

- A 1 c) 2 a) 3 b) 4 a)
5 d) 6 a)

B 1 Don't know.

Want anything from the shops?

Doing anything special ... ?

Can't think of anything ...

2 Nick, he's having a party ...

3 It's great, this pizza.

... it always sells out of papers quickly, that shop ...

Exercise 2

1 Are 2 Do you 3 That's a

4 Have you 5 I've 6 It

7 That 8 What a / It's a

9 It's 10 There's a

11 we should 12 Would you like

Extension

Great idea. Sounds fine.

Exercise 3

b) the light.

c) that letter from the lawyer.

d) Bees.

e) Your mum,

f) My dad,

g) the meal.

1 e) 2 f) 3 c) 4 g)

5 b) 6 d)

Exercise 4

A 1 ~~Do you~~ 2 ~~I~~ 3 ~~We're~~

4 ~~I~~ 5 ~~Have you~~

B 1 she 2 it 3 car

4 mother / sister / grandmother

Unit 17

Getting started

2 Family. B and D are A and C's father and mother.

3 Questionnaire

What is your idea of perfect happiness?

What do you most dislike about your appearance?

Have you ever said 'I love you' and not meant it?

Do you believe in life after death?

Conversation

Dad, what you want then?

You got a spoon?

What do you want, Amy?

What do you want?

What's Julie having, Mum?

And what you having, Mum?

a) before b) does not

c) can sometimes

Looking at language

1 1 Who wants coffee?

2 James, do you want coffee?

3 Who did you see at Pete's party?

2 1 Yes, I do. / No, I don't.

2 example Leonardo DiCaprio

3 Who (do you think) will win the match?

4 Have you been to Singapore?

Getting it right

Exercise 1

1 do 2 Have 3 Auxiliary left out – spoken English

4 No auxiliary – subject question

5 No auxiliary – verb to be

6 do 7 can 8 No auxiliary – spoken statement with rising intonation

9 No auxiliary – subject question

10 should

Exercise 2

1 c) 2 a) 3 e) 4 b)

5 d) 6 i) 7 h) 8 f)

Exercise 3

1 How do you spell Castellano?

2 Where are you from, Lucia?

3 What do you do?

4 How old are you? / What is your age?

5 Why are you taking this course?

6 Who told you about this course?

7 ✓

8 What do you hope to do in the future?

Exercise 4

Possible questions:

2 Do you belong to / Are you a member of any clubs or societies?

3 When do you do your sport?

4 Where do you do your sport? How often do you do it?

5 How much do you spend on equipment and clothes?

6 Do you do the sport alone or with a team?

Unit 18

Getting started

1 a) a toy

b) Probably B's daughter.

2 hasn't it, isn't it, don't they, isn't it

3 Negative statement + negative tag

4 b)

Looking at language

1 1 isn't he? / is he?

2 can't she? / can she?

3 didn't you? / did you?

4 haven't we? / have we?

2 1 Do you know what time it is?

2 I was wondering when I could see you?

3 Can you tell me where Pete has gone?

Getting it right

Exercise 1

1 3 ✓ 2 2 ✓ 3 1 ✓

4 3 ✓ 5 2 ✓ 6 1 ✓

Exercise 2

Possible tags:

It's very expensive to live here, isn't it?

Some things are cheaper, aren't they? or Clothes are reasonable, aren't they?

This is more difficult than the first exercise, isn't it?

You've finished, haven't you, Marcel?

It could be 'has been', couldn't it?

And you couldn't tell me the answer to number 8, could you?

Exercise 3

Possible answers:

1 ... it's lovely, isn't it?

2 ... wasn't very good, was it?

3 You've moved house, haven't you?

4 ... been to Greece, hasn't he?

5 ... is the capital of Australia, isn't it?

6 ... haven't eaten it all, have you?

7 ... borrow your dictionary, could I?

8 You haven't seen Jane (or any woman's name), have you?

Exercise 4

Possible answers:

1 Do you know where the nearest hotel is?

2 I was wondering if you'd like to go out somewhere this evening?

3 Do you know how she got on in her interview?

4 ... I was wondering if you knew what 'CE' meant.

5 Could you tell me when you were born?

6 Can you tell me if you have any single rooms available on 20 February?

Unit 19

Getting started

1 a) Dora Maar. b) By taxi.

2 Direct speech:

'He seemed very civilised until he pulled out his gun.'

'He looked like an art student ...'

Reported speech:

... asked to go to the Lefevre ...

... asked the value of Picasso's *Tête de femme*.

He demanded the picture ...

He told her he had a gun and he wanted the picture.

He told her to get it off the wall, but she said she could not.

... and demanded to be taken to Wimbledon ...

- 3 a) probably ii) b) probably ii)

Looking at language

- 1 1 b) 2 d) 3 a) 4 e) 5 c)

- 2 1 Where are you going?
2 What are you thinking about?
3 Are you married?
4 Did you like it?

Getting it right

Exercise 1

- 1 Yes. 2 No. 3 Spoken.
4 Before. 5 After. 6 The same day. 7 Soon after.
8 The situation hasn't changed.

Exercise 2

- 1 ... that she wasn't
2 They told me / They said to me
3 He told me that / He said that ...
4 ... what he did.
5 Miguel was telling me / was saying that
6 ... what they had done.
7 ... if he was free
8 ... when the film started.

Exercise 3

- 1 she already knew because she'd met her in the supermarket
2 that was strange
3 she only had a cold
4 if she'd been shopping (in the last few days)
5 he'd seen Helen the day before
6 if he'd spoken to her
7 he'd only waved

Exercise 4

Possible answers:

- 1 he held a gun to her face and told her to hand over the money
2 'old - probably 65, with grey-white hair'
3 he thanked her when she gave him the money
4 'he looks like anybody's grandad!'

Unit 20

Getting started

- 1 a) \$2,000 b) No.
2 remarked, suggested, admitted
3 Possible answer:
Why don't you throw out your wallet?

Looking at language

- 1 1 advised
Funny because the technician meant the computer's disk drive, not the drive where you park a car.
2 suggested
Funny because the computer wasn't working because of a power cut.
2 1 She asked me to phone her later.
2 He told me to put the camera down.
3 They asked us to help them for a few minutes.

Getting it right

Exercise 1

- 1 i) 2 e) 3 a) 4 f)
5 g) 6 b) 7 j) 8 h)
9 c) 10 k)

Exercise 2

- 1 e) ... refuse to go
2 ... accused to him h)
3 c) ... admitted having done it.
4 She complained about that ... i)
5 ... to offer to help f)
6 d) I'm refusing to do it
7 a) we suggested going
8 g) I admitted that completely forgetting I had completely forgotten ...

Exercise 3

- 1 I accepted.
2 Did you offer to bring some wine?
3 I warned him we would be late.
4 A customer complained about the food
5 demanded to see the manager.
6 I apologised about the food
7 I suggested that she arrange a meeting with Max.
8 Did you remind her to take the photos?

Exercise 4

Possible answer:

Sarah started by asking for ideas, and Dave suggested that we should invest the money all together. Chris agreed, but Anna said that we should share the money out

between everybody. Marion agreed, but Dave warned everyone that they needed to be careful. Chris admitted that we would never agree, but reminded everyone that we had agreed to think for a month before deciding what to do with a big prize.

Unit 21

Getting started

- 1 a) Monkeys b) Dog
c) Cat
2 a) who b) which, that
3 Yes.
4 a) Who b) that c) which
d) that

Looking at language

- 1 You can't leave the relative pronoun out because it refers to the subject, not the object.

Getting it right

Exercise 1

- 1 which = that TV channel, no
2 that = many things, yes
3 that = the things, yes
4 who = the man, no
5 that = the best holiday, yes
6 which = some new antibiotics, no
7 that = someone, yes
8 who = the woman, no

Exercise 2

- 1 who i) 2 what / who a)
3 who e) 4 which / that d)
5 who / whom / that b)
6 which / that g) 7 when c)
8 what f)

Exercise 3

- 1 which who / that / whom / no relative pronoun
2 whose who / whom / no relative pronoun
3 which who / whom / that / no relative pronoun
4 in / in which
5 correct
6 him
7 which where / in which
8 correct

Exercise 4

Possible answers:

- 1 we saw in the newspaper.
2 is bright pink.
3 the beaches are white.
4 wife / mother is on television.
5 they fell into a volcano.
6 was blue.
7 trousers to buy.
8 you gave me.

Unit 22

Getting started

- 1 He is a teenage millionaire businessman.
- 2 who is worth about £14 million, who coughs quietly, which supplies fashion jewellery and accessories, when he was still only worth ten million, who has set up a company for his own age group
- 3 a) All of them except the last one.
b) who has set up a company for his own age group

Looking at language

- 1 Annette Edwards, whose last child was born only 19 months ago, will appear in advertisements for a face cream. Mrs Edwards, who weighs 58 kg, claims she has the same figure that she had at 15.

Getting it right

Exercise 1

- 1 who had been sitting still for a very long time, non-defining, Yes.
- 2 who was standing in the corner, defining, No.
- 3 who was wearing a jacket, non-defining, b)
- 4 which is wonderful, defining, a)
- 5 which at first looked old and dirty, non-defining, b)

Exercise 2

- 1 d) 2 ,a), / ,b), / ,e),
3 ,g) 4 ,a), / ,b), / ,e),
5 ,a), / ,e), 6 ,f)

Exercise 3

- 1 We went to this wonderful holiday complex where there was / which had a huge pool and a fitness centre.
- 2 The pool, which was over 100 metres long, was used for training by Olympic athletes.
- 3 Our room, which had a jacuzzi and a large balcony, had a fantastic view over the beach.
- 4 There were lots of insects which / that kept me awake at night with their buzzing and biting.
- 5 Fiji has beautiful golden beaches, which are often empty, and warm, clear blue sea.
- 6 We went to a place up in the mountains which / that had a monastery and amazing views.
- 7 We used to go to the same place every year, which I liked because it felt like a second home.

Exercise 4

Possible answers:

- 1 The story, which was interesting, was a bit too long.
- 2 The mobile phone, which I bought in Japan, was tiny.
- 3 The plant, which had yellow flowers, was rare.
- 4 John has a new job, which is good.
- 5 The man, who has two young daughters, is 76.
- 6 Sarah, who is American, does yoga.

Review Unit 2

Exercise 1

- 1 j) 2 e) 3 c) 4 i)
5 h) 6 b) 7 k) 8 a)
9 f) 10 g)

Exercise 2

- 1 Multiply 2 add 3 Take
4 Turn 5 Choose
6 Take, think
You should have an elephant!

Exercise 3

- 1 Why is the sky high? b)
- 2 How long will the train to Oxford be? e)
- 3 Why are you making funny-looking faces at that dog? f)
- 4 What did the octopus say to her boyfriend? a)
- 5 Why is a pea small and green? d)
- 6 What do bees say when they get home from work? g)

Exercise 4

- 1 who 2 did you? 3 don't you? 4 's he doing 5 was wondering 6 could you?
7 Do 8 send

Exercise 5

- 1 There were only three people in the queue, l)
- 2 The place h) is France.
- 3 Our car, c), was damaged by the storm.
- 4 I don't know anyone e), do you?
- 5 The weather was lovely, a).
- 6 We chose the house g).
- 7 Our old flat, j), was very airy and big.
- 8 We've tried to arrange the meeting at a time k).
- 9 Moira Fisher, f), was left homeless.
- 10 The one b) was a bit bigger than this one.

Exercise 6

Possible answers:

- 1 Yes, I'd love to.
- 2 Don't talk about politics.
- 3 What's the problem?
- 4 We all disagree with each other.
- 5 Don't forget to take your medicine.
- 6 Why don't you set an alarm to help you remember?
- 7 I don't want to do that.
- 8 It's a crazy idea!

Unit 23

Getting started

- 1 brilliant, love, spectacular
- 2 Verb + to + infinitive: want, love
Verb + object + to + infinitive: force
Verb + -ing form: start, keep, prefer
Verb + object + infinitive: make

Looking at language

- 1 1 Because he is only ten.
2 a) seem to stop
b) began playing
c) make him stop
d) forgot to play

Getting it right

Exercise 1

- 1 a) 2 a) 3 a) 4 b)
5 a) and b) 6 b) 7 a) and b)
8 b)

Exercise 2

- 1 I wanted him to tell me ...
- 2 You should stop working ...
- 3 I enjoy going to the cinema.
- 4 correct
- 5 They won't let us watch TV late.
- 6 I look forward to receiving ...
- 7 correct
- 8 We talked about going out ...

Exercise 3

- 1 to feed 2 to know
3 smoking 4 to chew
5 to give up 6 lying 7 to go
8 to keep away

Exercise 4

- 1 kept getting
- 2 began to look / looking
- 3 managed to find
- 4 needed to put
- 5 tend not to notice
- 6 remember just filling up
- 7 began to make / making
- 8 tried stopping
- 9 went on getting
- 10 gone on driving

Unit 24

Getting started

- 1 b) 2 a) 3 c)
- 2 a) 5 If Rosanna etc. b) 1 If a large comet etc. 2 If it hit the land etc. 3 If it landed etc. c) 4 If she enters etc.
- 3 Real, possible situations: 4 and 5
Unreal or imaginary situations: 1, 2 and 3
None of the sentences refers to the past.

Looking at language

- 1 c), zero conditional
2 f), second conditional
3 e), zero conditional
4 a), first conditional
5 b), first conditional
6 d), second conditional

Getting it right

Exercise 1

- 1 b) 2 a) and b) 3 a) 4 a)
5 a) 6 b) 7 b) 8 a)

Exercise 2

- 1 do 2 will you get 3 attach
4 'll / will be able to 5 will / can
get 6 do 7 'll / will be
8 stand 9 'll / will be able to
10 'll / will be 11 read
12 'll / will see
It is a wardrobe – picture c)

Exercise 3

Possible answers:

- 1 I'd take it to the police.
- 2 I'd tell her I liked it, but it didn't suit her.
- 3 I'd tell her I'd forgotten to do it.
- 4 I'd live in Hawaii.
- 5 What would you do if you saw a ghost?
- 6 What would you do if you saw a snake?
- 7 What would you do if you saw your boy / girlfriend with another girl / boy?
- 8 What would you do if you won a lot of money?

Exercise 4

- 1 ✓ 2 ✓ 3 ✓ 4 'd like
5 decide 6 ✓ 7 will you know
8 don't pay 9 ✓ 10 'll let

Unit 25

Getting started

- 1 Alive: b), Talking parrot: a)
- 2 If (if) rescuers had delayed (past perfect) another 24 hours, he would (would) have (have)

used (past participle) up his supply of oxygen.

- 3 1 the past 2 what might have happened 3 before or after

Looking at language

- 1 1 would have finished, had started
2 would she have done, hadn't liked
3 would have applied, had heard
- 2 The missing words are: 'wish chairs could talk.'

Getting it right

Exercise 1

- 1 b) 2 a) and b) 3 a) 4 a)
5 b) 6 a) 7 a) and b)
8 a) and b)

Exercise 2

- 1 would have caught the bus
- 2 I'd studied science
- 3 I'd known
- 4 I'd had a pet dog
- 5 I hadn't got married so early / I'd got married later
- 6 they weren't always late
- 7 I could wear my own clothes
- 8 I wouldn't borrow her clothes / I didn't always borrow her clothes

Exercise 3

- 1 I wish I could speak Japanese
- 2 I wish my sister would marry her boyfriend
- 3 I wish now I hadn't spent so much money on him
- 4 I would have been more careful
- 5 I wish I had discovered good food
- 6 She wishes she had had

Exercise 4

Story 3 is about luck but not a lucky escape.

Possible answers:

- 1 If I hadn't accepted their offer, I would have become ill with food poisoning.
- 2 If we hadn't seen our friend, we would have been killed.
- 3 If Dick hadn't bought the ticket, we wouldn't have won anything.

Unit 26

Getting started

- 1 Because the house was stolen.
- 2 Somebody has stolen my house. / My house has been stolen. somebody had taken the stone around the door too / the stone around the door had been taken

too, an organised gang carried out the theft / the theft was carried out by an organised gang, 'It is important the police catch them,' / 'It is important they are caught.'

- 3 The headline in 2 makes the house more important by using the passive to make the house the starting point of the sentence.

Looking at language

- 1 1 Different. 2 Passive.
- 2 1 is done
2 is being watched
3 has been read
4 was / were caught
5 was being carried
6 had been eaten
7 will be taught
8 to be made
9 will have been seen
10 going to be asked

Getting it right

Exercise 1

- 1 collected 2 was invited
3 is going to be paid 4 are assembled 5 are being advised
6 have been caught 7 you'll be given 8 getting asked 9 has been returned 10 didn't allow

Exercise 2

- 1 recognise 2 was invented
3 are consumed 4 drinks
5 is sold 6 were consumed
7 takes 8 are drunk 9 were sold

Exercise 3

- 1 active: a) 2 passive: a) and b)
3 passive: a) 4 passive: b)
5 passive: a) 6 active: b)

Exercise 4

- 1 the door had gone
- 2 had been taken
- 3 I thought
- 4 have ever seen
- 5 was carried out
- 6 they are caught
- 7 replace a door
- 8 replace a whole house

Unit 27

Getting started

- 1 b)
- 2 b), d), f)
- 3 Because the verb form is in the active, but the subject (the temperature, the Baychimo) is not the 'doer' of the action.

Looking at language

- 1 1 The sun melted the ice. The ice was melted by the sun. The ice melted.
2 The storm sank the ship. The ship was sunk by the storm. The ship sank.
- 2 1 took off 2 disappeared / vanished 3 rose 4 happened

Getting it right

Exercise 1

- 1 ✓ 2 ✓ 3 ✗ The heat melted the ice. 4 ✓
5 ✗ She died peacefully last year after a long illness. 6 ✗ She fell in love with him almost as soon as she saw him. 7 ✓ 8 ✗ This story happened in 1988 to my father. 9 ✓ 10 ✗ An accident will happen if Anna continues to drive so fast.

Exercise 2

- 1 wouldn't start 2 closed
3 disappeared 4 opened
5 started 6 had crashed
7 had happened 8 had died
9 had broken down 10 started

Exercise 3

Extract 1: *had disappeared, had just vanished, had died*

Extract 2: *held*

Extract 3: *had died*

Extract 4: *shook, stopped, had started*

Exercise 4

- 1 Your vase has broken.
2 Unfortunately, the glass fell and it smashed.
3 I just walked past the car and the alarm went off.
4 The rice has burnt.
5 The car wouldn't start this morning.
6 An accident happened early this morning.
7 My trousers have torn.
8 I was trying to cut the cheese, but the knife bent.

Unit 28

Getting started

- 1 a) She now had a lot of money.
b) In her local second-hand shop.
2 a) Keith Pearson.
b) i)

Looking at language

- 1 I was having a new patio built, Use 1
I got my sleeve caught, Use 2

I even had a piece of the cup built into, Use 1
I had to have the patio redone, Use 1

Getting it right

Exercise 1

- 1 sb 2 m 3 sb / m 4 m
5 sb 6 m 7 sb 8 sb
9 m 10 m

Exercise 2

- 1 have / get her hair cut
2 had / got the film developed
3 had her paintings accepted
4 had his hi-fi stolen
5 have / get all his meals paid for
6 have / get his diaries published
7 've got my hair caught
8 's having / 's had / had her dress made

Exercise 3

- 1 had her passport stolen
2 get / have some new photos taken
3 get / have a new passport issued
4 got my camera caught
5 get / have it fixed
6 get / have some money sent

Exercise 4

- 1 You've had your hair cut.
2 ... have the film developed
3 ... fixed / I had my car fixed
4 ... had it enlarged
5 ✓
6 ... had it valued
7 ... checked.
8 ... them printed.

Unit 29

Getting started

- 2 She likes driving and being in control of a big vehicle. She found changing back to driving cars difficult at first.
3 to get used to, I'm used to
4 a) i) b) ii)
5 It refers to how wide the car was.

Looking at language

- 1 1 past habit
2 something familiar
3 something familiar
4 past habit
5 something familiar
6 past habit

Getting it right

Exercise 1

- 1 a) 2 a) 3 b) 4 b)
5 b) 6 a) and b) 7 a) 8 b)

Exercise 2

- 1 got used to it
2 wasn't used to / 've got used to
3 'm used to it / 've got used to it
4 wasn't used to
5 was used to working
6 get used to not being

Exercise 3

- 1 I still can't get used to
2 You're used to it so you don't find it hard
3 We're used to eating
4 I'm not used to it.
5 I'm used to it now
6 ... took some getting used to.
7 but I'm used to it now

Exercise 4

Possible answers:

- 5 I work in a pub and I'm used to going to bed late every night.
7 It didn't take long before I got used to the new car.
11 Are you used to / Have you got used to living in your new house?
The winning lottery ticket is c).

Review Unit 3

Exercise 1

- 1 expected to fail
2 I'd felt better
3 was made
4 I had my suggestion turned down.
5 had happened
6 causing / to cause
7 Have you had your hair cut?
8 I'm used to it
9 stopped to see
10 just vanished

Exercise 2

- 1 to 2 doing 3 used
4 been 5 travelling 6 to do
7 leave 8 'll (will)

Exercise 3

- 1 'd ask 2 stay 3 'd known
4 were 5 'll be able to
6 hadn't made 7 starts
8 don't want 9 might / would have recognised 10 wastes

Exercise 4

- 1 k) 2 a) 3 d) 4 h)
5 e) 6 i) 7 f) 8 j)
9 b) 10 g)

Exercise 5

- 1 are picked 2 are dried
3 crushed 4 ✓ 5 was made
6 ✓ 7 are sold 8 take
9 are often made

Exercise 6

- 1 I'm used to them
- 2 we had our photos taken
- 3 I'm getting used to being cold
- 4 I had it fixed
- 5 I'm not used to eating so early
- 6 I had one of my teeth taken out

Unit 30

Getting started

- 1 a) A prisoner copied the keys.
b) He memorised the keys and used a mirror to make the copies.
- 2 A prison, a prisoner, a photographic memory, a vital set, The prisoner, the shape, the set of keys, a few seconds, the copies, a plastic mirror, The alarm, a guard, the prison, a complete change, the chances of an escape
- 3 *The prisoner* is the second mention so we know who is being referred to.
- 4 *The set of keys* is the second mention so we know what is being referred to.

Looking at language

- 1 1 e) 2 f) 3 d) 4 b)
5 a) 6 c)

Getting it right

Exercise 1

Text 1: Different, because *the* is not used the second time.
Text 2: Because they are identified (on the menu).
Text 3: Because the second time the stranger and the bar are mentioned we know which ones are being talked about.
Text 4: Because the text is talking generally.
Text 5: Because the speaker is talking generally about groups of people.

Exercise 2

- 1 a 2 an 3 a 4 The
- 5 - 6 a 7 the 8 a
- 9 the 10 the 11 the
- 12 the 13 the 14 a
- 15 the

Exercise 3

- 1 ✓ 2 ✗ the 3 ✓
- 4 ✗ a 5 ✓ 6 ✓
- 7 ✗ the 8 ✗ an 9 ✓
- 10 ✓ 11 ✗ the 12 ✓

Exercise 4

Possible answers:

- 1 *The* sun was shining
- 2 He picked up *the* key
- 3 (*no article*) plastic bottles and cardboard boxes
- 4 she was carrying *a* large shopping bag
- 5 (*no article*) cows in Hindu temples
- 6 *The* coffee room will not be available
- 7 *the* dress I was wearing yesterday
- 8 getting me *a* banana
- 9 It's *a* small Renault.
- 10 I'm *the* Managing Director of the company

Unit 31

Getting started

- 1 a) Marrakesh
- 2 Cairo, Heathrow Airport, Pharaohs, Nut, Ancient Egyptians, Nile, Egypt, Pyramids, Giza, Cairo, Egyptian Museum, Mena House Oberoi, Great Pyramid; Marrakesh, Gatwick Airport, Marrakesh, Africa, High Atlas, Marrakesh, Sahara, Morocco, Marrakesh, High Atlas, Hotel Imperial Borj

3

Nouns with the	Example
deserts	the Sahara
hotels	the Mena House Oberoi the Hotel Imperial Borj
mountain ranges	the High Atlas mountains
museums	the Egyptian Museum
nationalities	the Ancient Egyptians
rivers	the Nile

Nouns without the	Example
cities	Cairo, Marrakesh
continents	Africa
countries	Egypt, Morocco

Looking at language

- 1 Possible answers:
 - 1 the Kalahari
 - 2 the Sheraton
 - 3 the Alps
 - 4 the Chinese
 - 5 the Pacific
 - 6 the National Theatre
 - 7 the Empire State Building
 - 8 the Azores
 - 9 the Natural History Museum
 - 10 the Daily Mail
 - 11 the Danube
- 2 *The* is needed for 3 and 4.

Getting it right

Exercise 1

- 1 occupations 2 airport
- 3 superlatives 4 the majority
- 5 languages 6 playing
- 7 periods of time 8 mountain ranges 9 individual mountain
- 10 A few

Exercise 2

Dorothy is often shortened to 'Dot', so her name sounds like '.com' (an Internet suffix).

- 1 an 2 an 3 *The* 4 -
- 5 - 6 *The* 7 - 8 the
- 9 - 10 the

Exercise 3

- 1 ✓ 2 ✗ the Louvre
- 3 ✗ the Palace of Versailles
- City name: Paris 4 ✓
- 5 ✗ Asia 6 ✗ Europe
- 7 ✓ 8 ✗ Topkapi Palace
- 9 ✗ Constantinople City name: Istanbul 10 ✓ 11 ✗ the Arno River 12 ✓ 13 ✗ a hundred
- 14 ✗ The most famous 15 ✗ the Uffizi City name: Florence

Exercise 4

the English Channel, *the* Atlantic, *the* Irish Sea and *the* North Sea. ... London is *the* capital of the whole country, ... *The* best-known rivers are *the* Thames, ... *the* Severn ... *the* north of England. *the* Humber and *the* Mersey. *The* highest mountains in *the* United Kingdom ... (*the* Grampians) and North Wales (*the* Cambrian Mountains), ... *the* Pennines.

Classwork

- 1 On the border between China and Nepal. 2 The Nile. 3 Basque / Catalan / Galician. 4 The Andes. 5 Red Square. 6 JFK / La Guardia. 7 In India. 8 The 1960s.

Unit 32

Getting started

- 1 Their brains are less powerful.
- 2 a) We didn't programme *them*; we didn't give *them* instructions.
b) ... the others 'bullied' *him*.
c) correct
d) The rest they found out for *themselves*.
- 3 a) the scientists b) the brain
c) the robots

Looking at language

- 1 A cleaner in a hotel was asked to clean a lift. (The job) took (him) four days. His confused supervisor asked him why (it) had taken so long. The cleaner replied, 'Well there are (12 lifts), one on each floor, and sometimes some of (them) aren't there.' Apparently, (the man) thought each floor had a different lift, so (he) went to each floor and cleaned the same lift 12 separate times.

- 2 1 b) 2 a) 3 c) 4 d)
5 b) / c)

Getting it right

Exercise 1

- 1 e) 2 b) 3 g) 4 a)
5 f) 6 d) 7 h) 8 i)

Exercise 2

- 1 her 2 it 3 mine 4 They
5 it 6 they 7 myself 8 me
9 you

Exercise 3

- 1 mine 2 me 3 It 4 it
5 she 6 you 7 them
8 she 9 her 10 her
11 herself 12 she

It is a Turkish carpet or rug.

Exercise 4

- 1 them 2 you 3 yourself
4 They 5 it 6 yourself

Unit 33

Getting started

- 1 He thought the babies had been there for a week.
- 2 ... His classroom ... her twin babies in their pram ... her child into the classroom. After a week of this David said, 'It's sad those babies have been forgotten ...

- 3 b) another mother's babies
c) the twin babies' pram
d) another mother's child
- 4 The story so far.
He says 'those babies' because he is not standing next to them when he speaks. He is probably standing some distance away.

Looking at language

- 1 1 Her 2 his 3 Their
4 Their 5 Its
- 2 1 Space. 2 A whole sentence.
3 Yes. 4 That. 5 Forward.

Getting it right

Exercise 1

- 1 the family 2 Robin Hawkins
3 a resident 4 a neighbour
5 the neighbour
6 Patrick M. O'Connor
7 Patrick M. O'Connor
8 the baby

Exercise 2

- sister's wedding
- exercise
- the my country
- this country
- My friend's class, these grammar exercises
- Her idea
- ... he's broken his arm.
- its reputation, those places
- a), f), h) ii) c), d)
iii) b), e), g)

Exercise 3

- 1 our 2 your 3 my
4 your 5 their 6 Our 7 its

Exercise 4

- 2 a) 3 d) 4 b) 5 e)
- the following these
your records these
the letter from you your letter
The letter This
the your
the coming this
£1,000 this sum of money
the bank in which you work your bank
the bank the one
the service of this bank its service
Mr Andrew Rogers That
the matters mentioned above these matters
the address of my solicitor my solicitor's address

Unit 34

Getting started

- 1 a) To see wildlife.
b) To see animals at night.
- 2 a) c b) u c) c d) c
e) c
- 3

	many	several	a few	some	lots of	any
Can be used with plural nouns	✓	✓	✓	✓	✓	✓
Can be used with uncountable nouns	x	x	x	✓	✓	✓

Looking at language

- 1 1 u 2 u 3 c 4 u
5 e 6 c 7 u 8 c
9 u 10 u 11 e 12 e
- 2 1 some 2 many 3 A few
4 little 5 How many
6 some

Getting it right

Exercise 1

- 1 true 2 true 3 false 4 false
5 true 6 false 7 false
8 true 9 true 10 false

Exercise 2

- 1 Some 2 Some 3 little
4 some 5 Most 6 a few
7 any 8 some 9 a little
10 a lot

Exercise 3

- 1 not many 2 ✓ 3 ✓
4 Several 5 ✓ 6 most
7 Lots of 8 ✓ 9 Not many
10 ✓

Some could be added to this sentence in Report B: We got some interesting results.

Exercise 4

Possible answers:

- 1 plural: There aren't many unemployed people.
- 2 uncountable or plural: Most of the countryside is flat.
- 3 uncountable or plural: There are plenty of interesting places to visit.
- 4 plural: There are several national parks.
- 5 uncountable or plural: You should taste some local fruit and vegetables.
- 6 uncountable: There isn't much water in some parts.

- 7 plural: Few people can speak English.
8 uncountable or plural: There are lots of beautiful beaches.

Classwork

How much time ..., The skis and ski-boots are ..., some ... advice, Is there any room ..., I haven't got much money ..., The latest news ... is ..., There aren't many vegetables ..., There aren't many girls ..., I had a few years' experience ...

Unit 35

Getting started

- 1 From another text: Remember to wash the material before you start to make your clothes.
2 a) Adjectives b) Adverbs
c) Very d) Adverbs ... adjectives

Looking at language

- 1 1 quiet 2 strange 3 quickly
4 sadly 5 successful
2 1 adj 2 e 3 adv 4 adv
5 adj 6 adj 7 adv
8 adv 9 e 10 adj
11 adv 12 adj

Getting it right

Exercise 1

- 1 Jack shouted *angrily* ... adverb
2 He was *really very* pleasant ... adverb
3 ... although it was very hot at times. adverb
4 ... because my taxi driver drove so *fast*. adverb
5 Many people seem to be *interested* in doing this course. adjective
6 He didn't look very *happy* ... adjective
7 I got to work *late* on Thursday ... adverb
8 My new course is *hard* ... adjective
9 My father is coming to stay *next week*. adverb
10 It was *absolutely* wonderful. adverb

Exercise 2

Answers and possible words:

- 1 absolutely b) 2 very / really / extremely e) 3 well k)
4 really / very a) 5 hardly h)
6 difficult / hard i) 7 really c)
8 easy f) 9 suddenly g)
10 happy / satisfied / pleased j)

Exercise 3

- 1 ... he *nearly* died of shock.
2 ... a car drive *quickly* ...
3 He was *absolutely* delighted ...
4 We chatted *excitedly* ...
5 *Luckily* ...
6 ... my parents got *the food ready*.
7 ... started to eat *hungrily*.
8 Everything tasted *wonderful* ...

Exercise 4

Possible answer:

Go past the hill extremely quickly, and then pass the old well. Go through the long tunnel on the left. Then turn left and go into the cave with the key inside. Take the key. Walk quietly past the sleeping bear, because he is very hungry. Cross the river carefully to reach the treasure. Open the treasure box with the key.

Classwork

- 1 umbrella 2 large
3 generous 4 nervously
5 young 6 hungrily
7 huge 8 hard 9 dinner
10 winner

Unit 36

Getting started

- 1 a) antiques b) ceramics
c) antiques d) paintings
e) ceramics f) furniture
g) small items for the home
2 a) pretty, antique, pine kitchen
b) Japanese hand-painted tea
c) ancient Roman
d) outstanding mountain
e) small blue f) beautiful two-seater g) large luxury bath
3 Size comes before colour. Opinion or feelings come before physical characteristics.
4 a), d), e)

Looking at language

- 1 1 a wonderful new leather belt
2 a fascinating old German movie
3 an intelligent new legal secretary

Getting it right

Exercise 1

- 1 b) 2 e) 3 a) 4 c)
5 d) 6 i) 7 h) 8 g)

Exercise 2

- 1 short grey 2 ✓ 3 very
small ginger 4 ✓ 5 dark
wooden 6 beautiful bright

- Sunday 7 lovely long golden
8 ✓ 9 delicious fresh
10 nasty little

Exercise 3

Possible answers:

- 1 Italian leather 2 Turkish leather 3 lovely modern
4 low wooden 5 shiny new
6 funny old French 7 dark / white woollen 8 white / dark cotton

Exercise 4

Possible sentences:

- 1 In picture 1 there's a large modern house, but in picture 2 there's a small old house.
2 In picture 1 there's a tall thin man, but in picture 2 there's a short fat man.
3 In picture 1 the man's wearing a long, thin tie, but in picture 2 the man is wearing a short, wide tie.
4 In picture 1 there's a short wooden fence, but in picture 2 there's a tall metal fence.
5 In picture 1 the woman on the bench is short and old, but in picture 2 the woman is tall and young.
6 In picture 1 there's a small white dog, but in picture 2 there's a big black and white dog.
7 In picture 1 the woman has got a small black leather bag, but in picture 2 the woman has got a large white plastic bag.
8 In picture 1 there are two tall pine trees, but in picture 2 there are two small oak trees.

Unit 37

Getting started

- 1 two years old, found by *police*
2 a) true b) true c) false
Others: astounded, disappointed

Looking at language

- 1 1 amazing 2 pleased
3 boring 4 interested
2 1 boiling 2 melted
3 closed

Getting it right

Exercise 1

- 1 f: She C: the accident.
2 c: meal f: I
3 f: I c: His behaviour
4 f: We c: castle
5 f: I c: that stupid man
6 f: everyone: c: the company closed

- 7 c: the Twin Towers f: Joe
8 c: She f: I

Exercise 2

- 1 X a) 2 c) 3 X c) 4 b)
5 X a) 6 a) 7 X c) 8 c)
9 X b) 10 X c)

Exercise 3

- 1 surprised 2 increasing
(increased is also possible)
3 falling 4 pleased
5 worrying 6 shocking
7 closed 8 embarrassing
9 impressive 10 delighted

Exercise 4

Possible answers:

- 1 I was really disappointed /
pleased.
2 Really? That's shocking.
3 Don't you? I think politics is
really interesting.
4 Yes, I agree. The results are very
surprising / interesting.
5 Yes. I was really annoyed.
6 Oh, it was really exciting.

Unit 38

Getting started

- 1 Now the teacher has to answer
questions from every pupil all
the time.

2

	Used before an adjective	Used before a noun or noun phrase
too	✓	X
too many / too much	X	✓

- 3 a) true b) false c) true
d) true e) false (It is also
used with an adjective: not
experienced enough.)

Looking at language

- 1 1 so 2 very 3 such

Getting it right

Exercise 1

- 1 a) 2 b) 3 h) 4 b)
5 a) 6 a) 7 a) 8 a)

Exercise 2

- 1 so 2 fire 3 enough
4 too 5 many 6 know
7 so 8 decision 9 landing
10 to 11 probably 12 such

Exercise 3

- 1 It's *such* good news.
2 It was *too* long for me.
3 They said her project wasn't very
good / wasn't *good enough*.
4 ... they're just not *fast enough*.

- 5 Everything is *so expensive* ...
6 They're *too big*.

Exercise 4

- 1 so b) 2 such c) 3 so f)
4 enough a) 5 very e)

Review Unit 4

Exercise 1

- 1 this 2 the 3 their
4 most 5 - 6 - 7 a
8 the 9 any 10 the most
11 a bit 12 school
13 a thousand

Exercise 2

- 1 good 2 ✓ 3 perfect 4 ✓
5 ✓ 6 absolutely wonderful
7 sad 8 have already been
9 boring 10 ✓

Exercise 3

- 1 so 2 the 3 a 4 an
5 The 6 little 7 - 8 a
9 The 10 so 11 The
12 the 13 enough 14 a
15 too 16 - 17 such
18 such 19 a

Exercise 4

- 1 false - This refers to 'the
weather'.
2 false - They refers to 'experts'.
3 true
4 false - You is specific in this
example.
5 false - They means 'a person'
here.
6 true
7 true
8 false - Cars' windows means the
windows of the cars.
9 true
10 false - They have probably
finished the meal.

Exercise 5

- 1 is, it is 2 are, they are
3 are, they, look 4 is, it, looks
5 is 6 are 7 is 8 is
9 are, They, them 10 is, It, it
11 is 12 are

Exercise 6

- 1 He was wearing a black velvet
jacket.
2 She has never liked classical
music.
3 It was just a stupid little mistake.
4 I'd like a nice hot cup of coffee /
a cup of nice hot coffee.
5 I've been here before.
6 She served the food in a beautiful
Chinese bowl. / She served the
Chinese food in a beautiful bowl.

Unit 39

Getting started

- 1 a) Live at the house: C and D.
Visitors: A and B.
b) No. We know because B says
'I'm Mike'.
c) Coats or jackets.
2 a) iii) b) i) c) ii)
3 Do you
4 a) Well, yeah.
b) Sure.
c) Oh, go ahead.

Looking at language

- 1 b)
2 a) i) b) iii) c) ii)

Getting it right

Exercise 1

- 1 o 2 p 3 o 4 r 5 o
6 r 7 r 8 p 9 r 10 r

People who probably know each
other well: 1, 4, 5, 9, 10,
possibly 7

Exercise 2

Possible answers:

- 1 Would you like me to carry
those?
2 I would be grateful if you could
send me your brochure.
3 Do you mind if I open the
window?
4 Shall I drive you to the airport?
5 Can you pass me the salt?
6 Would it be all right if I had the
day off?
7 Shall I tie your shoelaces for you?
8 I was wondering if you could
turn the music down.

Exercise 3

- 1 wondering 2 me 3 think
4 can't 5 I'll 6 Can
7 problem 8 Can 9 Shall
10 I'll

Exercise 4

Possible answers:

- 1 I'd rather you didn't. I'm feeling
cold.
2 I'm so sorry. It's not working at
the moment.
3 Well, I could, but I'm not going
past a post box.
4 I'm sorry, but I'd better not. I've
got a bad back.
5 Oh, I'm sorry, but I can't. I won't
be home until late.
6 I don't really feel like eating out,
but don't worry, I'll do the
cooking.

- 7 I'm afraid I can't. I'm just going out.
8 Oh, I'm sorry. It's all gone.

Unit 40

Getting started

- 1 Holidays.
2 a) Two. b) The daughter / girl.
3 a) don't b) could
c) Yes, or we could d) mind

Looking at language

- 1 1 s 2 s 3 a 4 a
5 s 6 s

Getting it right

Exercise 1

- 1 c) 2 f) 3 e) 4 a)
5 d) 6 h) 7 i) 8 g)

Exercise 2

- 1 could always accept
2 Yes, I could, but / That's a good idea, but
3 could write / should write
4 good idea
5 Why don't we do / Shall we do
6 Let's start / We could start
7 shall we / couldn't we
8 could do

A's problem: A has been offered two jobs and doesn't know which one to accept.

Exercise 3

- 1 I'd tell her 2 try asking
3 should talk 4 should try
5 why don't you stop 6 should be
The letter replies to Extract C.

Exercise 4

Possible answers:

- 1 Why don't you talk to your brother?
2 How about getting him something to eat or drink?
3 That's a good idea.
4 Why don't we have a meal somewhere?
5 Shall we try this café?
6 I think they should look for somewhere bigger.
7 You could try a milk drink before you go to bed.
8 Yes. How about some fish?

Unit 41

Getting started

- 1 a) 2 b) 3 c) 4 d) 1
Extract 4 is from spoken English.
2 a) Sally Harmer ... can squeeze etc., Bob is able etc.

- b) Alex ... could name etc., he could do it perfectly, I managed to get a lift home, I couldn't get out of bed
c) Sally etc., Alex etc., Bob etc., he could do it etc.
d) I managed etc., I couldn't get out of bed

Looking at language

- 1 1 yes, could 2 no 3 no
4 yes, couldn't

Getting it right

Exercise 1

- 1 past s 2 future g
3 present g 4 present g
5 past s 6 past s 7 perfect s
8 past g 9 present g 10 past s

Extension

- 5 Sue couldn't understand ...
6 I couldn't phone ...
8 Tyrannosaurus Rex could bite ...

Exercise 2

- 1 managed to 2 could
3 couldn't / didn't manage to
4 wasn't able to / couldn't
5 I can smell 6 be able to
7 won't be able to / can't
8 've been able to

Exercise 3

- A Solution: The first businessman was snoring until the phone rang and woke him up.
B Solution: *He isn't very tall, and he can't reach the button.*
C The surgeon said, 'I can't operate on him. He's my son.' Solution: The surgeon is a woman.
D ... facing south. *After much thought, he managed to do it.* Solution: The house is at the North Pole.
E She walked away from the taxi. *Suddenly she realised that he had been able to hear.* Solution: The driver understood her when she told him where to take her.

Exercise 4

- 1 can / are able to 2 can / are able to 3 cannot / are not able to 4 can / are able to 5 could / were able to 6 could / were able to 7 could / was able to 8 can / are able to

Unit 42

Getting started

- 1 She can stand on her head.
2 a) How often do you practise yoga?

- b) How often do you go swimming?

every afternoon, night, hour, day, week, month, year
twice a day, month, year

Looking at language

- 1 never, hardly ever, occasionally, sometimes, often, usually, always

Getting it right

Exercise 1

- 1 never a) X b) ✓ c) X
2 sometimes a) ✓ b) ✓ c) X
3 usually a) ✓ b) ✓ c) ✓
4 quite often a) ✓ b) ✓ c) X
5 from time to time a) X b) ✓ c) ✓
6 twice a day a) ✓ b) X c) ✓

Exercise 2

- 1 We try to hold a meeting every three months / quarterly.
2 I go to an English class once a week.
3 He seems to work every day of the week.
4 Do you often travel abroad?
5 She has to spend a week in Paris every four weeks.
6 Now and then / Occasionally the whole family gets together.
7 I try to exercise every day.
8 It sometimes gets cold high up in the hills.

Exercise 3

- 1 I tend to get them if I sit ...
2 We tend to sell a lot ...
3 They don't tend to fit in with ...
4 I tend to get bored ...
5 She tends to want to talk ...
Boutique: 2, 3
Office: 1, 4, 5

Exercise 4

Possible answers:

- 1 I usually wear jeans when I see friends.
2 I tend to listen to pop music when I'm in a good mood.
3 Occasionally I eat at a restaurant.
4 I go shopping for clothes about twice a month.
5 I sometimes see my grandparents at the weekend.
6 I think about my girlfriend every minute.
7 I can be quite forceful when I need to.
8 Now and then I enjoy going swimming.

Unit 43

Getting started

- 1 b) It is faster, cheaper, more reliable and more environmentally friendly.
- 2 1 fast 2 cheaper 3 Long 4 most

Looking at language

- 1 The mistake: faster. (It is not faster than a jet.)

Getting it right

Exercise 1

- 1 more expensive 2 less comfortable 3 much 4 easier
- 5 the best 6 trips 7 highest 8 better

Exercise 2

- 1 ... it has more *hills, parks and gardens*.
- 2 It's a bit more difficult ...
- 3 ... there are *better* train and coach services ...
- 4 One of the most interesting *things* ...
- 5 ... the buildings are *more* taller ...
- 6 It's also *hotter* in the dry season.
- 7 ... maybe *the* friendliest in the world!
- 8 ... the sooner you visit, *the* happier ...

Exercise 3

- 1 fitter 2 more difficult, Sport: football 3 the fastest
- 4 happier 5 easier, Sport: motor racing 6 older 7 more tired (or tireder in *spoken* English)
- 8 more confident, Sport: running 9 better 10 taller, Sport: tennis

Exercise 4

- 1 bigger the ears
- 2 older the person (1 and 2 in either order)
- 3 The happier
- 4 more relaxed you are
- 5 better pets
- 6 warmest place in the house
- 7 less dirty than
- 8 cheaper to keep

Unit 44

Getting started

- 1 a) i) A pair of 1950s Levi's.
ii) A pair of 501s from the 1930s.
b) Because they are so rare.
- 2 a) iii) b) ii)
- 3 whereas, but, although, and

Looking at language

1 d 2 s 3 d 4 s 5 d

Getting it right

Exercise 1

- 1 a) 2 b) 3 a), b) 4 a)
- 5 b) 6 a) 7 b) 8 b)

Exercise 2

- 1 wasn't as / so intensive
 - 2 the same in my country as
 - 3 more quickly
 - 4 not the same as
 - 5 One of the best things
 - 6 as much as
 - 7 much more quickly
 - 8 compared with
- Number 7, *much quicker*, is acceptable in spoken English.

Exercise 3

- 1 cheaper 2 less 3 than
- 4 more 5 than 6 thinner
- 7 harder / more difficult
- 8 compared 9 whereas / while / but 10 as 11 as

Exercise 4

Possible answers:

- 1 I'm short compared to Luciano.
- 2 Toshio's political opinions are different from mine.
- 3 My hair isn't as long as Maria's.
- 4 I'm as tall as Jean.
- 5 Although he doesn't do much exercise, he is quite fit.
- 6 I like horror movies while Jackie likes romantic movies.
- 7 My jeans are the same as Soo Myong's.
- 8 He behaves more strangely than his brother.

Classwork

- 1 true 2 false (Eiffel Tower 320 m, Empire State 381 m)
- 3 true 4 true 5 true (cheetah 110 kph, horse 64 kph)
- 6 true (tortoises can live up to 150 years) 7 false 8 false (Pyramids 2600 BC, Stonehenge 2000 BC)

Unit 45

Getting started

- 1 A 'lookalike' is someone who earns money because they look like a famous person.
- 2 ... you really look like Liz Hurley ... and they looked so realistic, I had to look twice!
- 3 a) iii) b) v) c) iv)
d) i) e) ii)

Looking at language

- 1 1 looked 2 like 3 look like
- 2 1 ~~X~~: She is pretty ...
2 ✓
3 ~~X~~ Possible answer: He's quite nice.
4 ~~X~~: She looks *exactly* ...

Getting it right

Exercise 1

- 1 Steven 2 Lena 3 Eduardo
- 4 Junior 5 Alfredo and Jun
- 6 David

Exercise 2

- 1 ~~X~~ What does he look like?
- 2 ✓ 3 ~~X~~ I look much more like
- 4 ~~X~~ She still looks great 5 ~~X~~ What's she like? 6 ✓ 7 ✓
- 8 ✓

Extension

Possible answers:

- 1 She's / He's really kind.
- 2 He's / She's tall and dark.
- 3 No, I look like my aunt. / Yes, I look a bit / exactly like him / her.
- 4 He / She likes watching old films and going for long walks.

Exercise 3

- 1 look 2 like 3 taste
- Fruit or vegetable A: lime 4 like
- 5 feels 6 like
- Fruit or vegetable B: broccoli 7 like
- 8 feels 9 likes 10 tastes
- Fruit or vegetable C: mango

Exercise 4

Possible answers:

- 1 b) She's tall and slim.
- 2 d) Not very good. It wasn't my style of music.
- 3 e) It's quite nice and not too big.
- 4 i) She's fine, thanks.
- 5 g) That lovely picture.
- 6 h) It's very sweet.
- 7 f) Wonderful!
- 8 a) A bit unfriendly.

Unit 46

Getting started

- 1 Twelve.
- 2 ... both had celebrated ... Both couples ... Both Bettys ... Both Alberts ... Neither Betty ... both had lost them.

3

	Betty Rivers	Betty Cheetham	Both or either
Worked in the post office	✓	✓	Both
Could show engagement ring	✗	✗	Neither

Looking at language

1 1 will 2 do 3 did 4 have

Getting it right

Exercise 1

1 ✓ 2 ✓ 3 ✗ 4 ✓ 5 ✗
6 ✓ 7 ✗ 8 ✓

Exercise 2

1 ✗ So am I. / Me too. 2 ✓
3 ✗ Neither do I. 4 ✗ so do I.
5 ✗ We both live at home 6 ✓
7 ✓ 8 ✗ neither of us has a boyfriend

Exercise 3

1 So have we 2 So did we
3 Neither have I 4 So did I
5 So have we 6 So did I
7 So did Betty

Exercise 4

Possible answer:

Both couples had been married for 55 years and the date and time of their weddings were the same. Both couples had two sons and five grandchildren. Both Bettys had worked in post offices and both Alberts had worked in railway workshops. Neither Betty had an engagement ring because they had both lost them. They also both had identical watches.

Unit 47

Getting started

1 a) Story 1: central Africa
Story 2: Scotland
b) Story 2 says they were deer bones not those of a monster.
2 b) ✓ d) ✓

Looking at language

1 1 must 2 might / could
3 could / might 4 can't

Getting It right

Exercise 1

1 a) 2 a) 3 a) 4 b)
5 b) 6 b) 7 b) 8 a)

Exercise 2

It *could / might* be some kind of fence ...

If *can't* be a boat.

It *must* be a tennis court ...

... it *could / might* be soap.

Exercise 3

1 could / might 2 can't
3 might / could / must 4 can't
5 must 6 Perhaps / Maybe

Bob must be in the Deputy Director's office because he isn't in any of the other rooms.

Exercise 4

Possible answers:

1 could be a bear
2 must have them
3 can be good
4 must be joking
5 might / could / may be fun
6 can't be a spider
7 might be easy
8 must be wonderful

Classwork

Alvin: guitar player, 29
Buddy: keyboard player, 21
Chas: singer, 27
Damon: drummer, 19
Elvis: bass player, 24

Unit 48

Getting started

1 a) As a result of a comet or asteroid crashing into the earth.
b) Upright.
2 a) uncertainty b) certainty
3 modal verb + have + past participle

Looking at language

1 1 must have been 2 may have been 3 could have been

Getting it right

Exercise 1

1 a) 2 a) 3 b) 4 a)
5 a) 6 b)

Exercise 2

1 must have been
2 can't / couldn't have made
3 could have been
4 must have been doing
5 can't have seen
6 must have been / might have been
7 may / might / could have gone
8 must have wanted

Exercise 3

1 ... *could* have done it ...
2 ... *can't / couldn't* have done it
3 no mistake
4 ... Alice *might have done* it.
5 ... she *might have wanted* ...
6 ... *can't / couldn't* have done it.

Henry's son, Thomas, must have done it, because the footprints were a man's size and the other man, Jack, had an alibi.

Exercise 4

Possible answers:

1 He might have been taken by aliens in a UFO. He can't have been kidnapped because someone would have seen the kidnappers.
2 They can't have crashed because there was no wreckage. They could have been pulled into the sea by some strange force.
3 He can't have done it. I don't believe it. He might have been a clever magician. / He must have been hypnotised.
4 Perhaps they saw something frightening. / They might have been attacked by pirates. There can't have been a storm because the ship was in good condition.

Unit 49

Getting started

1 a) Running, aerobic exercise, high jump, shot put, hurdle, javelin.
b) Because she says, 'I'll take my mobile (phone) with me' and the title says 'Anna Blundy calls Denise Lewis'.
2 a) ii) b) iii) c) i) d) iv)

Looking at language

1 1 Yes 2 Yes 3 Yes 4 No

Getting It right

Exercise 1

1 c) f 2 a) n 3 e) n
4 g) f 5 b) n 6 f) o

Exercise 2

1 ✓ 2 ✓ 3 ✓ 4 don't have to / don't need to 5 have to / need to (because of the word order with just) 6 ✓ 7 don't have to / don't need to 8 ✓
9 ✓ 10 ✓ 11 don't have to 12 ✓ banker C wardrobe assistant A catering manager B

Exercise 3

- 1 **mustn't**
- 2 **don't need to / don't have to**
- 3 **need to / have to**
- 4 **must (have to, 've got to, need to)**
- 5 **must ('ve got to, have to)**
- 6 **insist**
- 7 **do ... have to (have ... got to)**
- 8 **had to**

Exercise 4

Possible answers:

- 1 You've got to / have to / need to / must show your passport at Reception.
- 2 You need to / have to / 've got to / must wear rubber gloves when using this product.
- 3 You need to / have to / 've got to / must shake the bottle to get the best results.
- 4 You **mustn't** leave your bag unattended.
- 5 You **mustn't** forget / need to / must remember to take all your belongings with you when you get off the plane.
- 6 You **mustn't** touch that – it's dangerous.

Unit 50

Getting started

- 1 Story 1 b) Story 2 a)
- 2 a) rule b) circumstances
- 3 Story 1: he had to drive / He had to brake – both rules
Story 2: the game had to be delayed – circumstances

Looking at language

- 1 had to stay
- 2 **needn't** have gone
- 3 **didn't** have to go

Getting it right

Exercise 1

A 1 c 2 r 3 r 4 r 5 c
6 c 7 r 8 c 9 c

B 10 dk 11 h 12 dh
13 dh 14 h

Sentences 1, 7, 12 and 14 all come from the same story.

Exercise 2

- 1 buy i) 2 write a) 3 wear c)
- 4 buy g) 5 get d) 6 booked b)
- 7 do the washing up h) 8 talk e)

Extension

Possible answers:

- 1 ... borrow something from a friend.
- 2 ... wear a uniform.

- 3 ... put the heating on.
- 4 ... bring me flowers.
- 5 ... walk.
- 6 ... arrived on time **because** everyone else was late.
- 7 ... tidy up when I get back.
- 8 ... get your advice?

Exercise 3

Gianluca: we **needn't** have bought our tickets ... although we **had to** check out really early ... So we **had to** carry our bags ...

Kumiko: I **had to** phone up ... we **had to** go to the police station ... we **had to** go back to the police ... we **had to** go back to the police one more time. I'll **have to** phone them ... you **didn't** have to be so careful 20 years ago.

Exercise 4

- 1 had to 2 had to 3 sometimes
- 4 work 5 had to 6 have
- 7 had 8 went 9 pain
- 10 wait

Review Unit 5

Exercise 1

- 1 Can 2 Should, should, would
- 3 Could / Can 4 should
- 5 could 6 Shall / Can
- 7 could / might 8 tend to
- 9 must (might / could) 10 must

Exercise 2

- Asking for advice 2
- Describing regular habit 8
- Giving advice 2, 4
- Obligation in the past 5
- Offer 6
- Possibility 7, (9), 10
- Request 3

Exercise 3

- 1 We see each other two or three times a week.
- 2 I go abroad for a holiday from time to time.
- 3 We try to have a weekly meeting.
- 4 I'm usually at home in the evenings.
- 5 I cook Thai food once in a while.
- 6 I've hardly ever wanted to live in a larger house.
- 7 How often do you see Janice?
- 8 Do you eat out much?

Exercise 4

- 1 as beautiful as 2 both
- 3 look like 4 same as 5 taller
- 6 from 7 like 8 like
- 9 less relaxed 10 sounds
- 11 best 12 both 13 looks
- 14 easier 15 whereas

Extension

- A A new home B Like mother like daughter C On holiday with mother D Choosing a holiday

Exercise 5

Possible answers:

It's August. They must be on holiday.

She looks tired. She must have been working late.

He was carrying board pens. He must be a teacher.

There's a light in the window. They must be at home.

There's no answer. They can't be at home.

There are hairs all over the house. They must have a cat.

There aren't any more apples.

Someone must have eaten them all. She has an interesting accent. She might be Hungarian.

This camera doesn't work. It must need new batteries.

Exercise 6

- 1 b) **mustn't** 2 need h)
- 3 **must** d) have to / need to / must
- 4 j) **didn't** need 5 **mustn't** c) need
- 6 had to a) **didn't** have to / **didn't** need to 7 had to g)
- 8 weren't allowed to i)
- 9 **needn't** have f)

Appendix 1

- 1 keep, kept, kept
sleep, slept, slept
sweep, swept, swept
- 2 kneel, knelt, knelt
- 3 bend, bent, bent
- 4 swear, swore, sworn
wear, wore, worn
- 5 swing, swung, swung

Appendix 2

- 1 grammar 2 word 3 noun
- 4 symbol 5 study

Nettle and Hopkins

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