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Intermediate

Give

English

Grammar

English Grammar **Intermediate**

Contents

Unit 1	Present Simple, Present Progressive	2
Unit 2	Past Simple, Past Progressive	7
Unit 3	Present Perfect Simple, Present Perfect Progressive	12
Unit 4	Past Perfect Simple, Past Perfect Progressive	18
Unit 5	Future Forms	23
	Revision Units 1-5	29
Unit 6	Adjectives, Adverbs, Comparisons	32
Unit 7	Nouns, Quantifiers	39
Unit 8	Articles	46
Unit 9	Infinitive	52
Unit 10	-ing Form	58
	Revision Units 6-10	63
Unit 11	Can, Could, May, Might, Will, Would, Shall, Must	66
Unit 12	Must, Have to, Need, Should, Ought to, Had better	72
Unit 13	Conditional Sentences	78
Unit 14	Would Rather, Wish/If only, Unreal Past	84
	Revision Units 11-14	89
Unit 15	Relative Clauses	92
Unit 16	Passive Voice	97
Unit 17	Causative Form	103
Unit 18	Reported Speech	108
	Revision Units 15-18	115
Unit 19	Clauses	119
Unit 20	Both, All, Neither, None, Either, Both ... and, Either ... or, Neither ... nor	125
Unit 21	Participles, Participle Clauses	130
Unit 22	Prepositions	135
	Revision Units 19-22	141
Student A Pairwork Activities		145
Student B Pairwork Activities		148
Irregular Verbs		151
Word List		152

Unit 1

Present Simple Present Progressive

animals-international.co.uk

1. Read the text below, paying attention to the verb forms in bold.



Who wants to adopt a dolphin?

Dennis, a lively baby dolphin, **lives** with his family in the Mediterranean. However, his life isn't exactly as carefree as one would expect. Pollution and illegal fishing in combination with a number of other factors **are threatening** his well-being. That's why, we, at *Animals International*, **are asking** you to adopt Dennis. **Does** that **sound** a bit extreme? For just £3 a month you can become Dennis' foster parent. Simply fill in the form and send it to us today to help us protect Dennis and other dolphins just like him.

2. Which of the verb forms in bold are in the Present Simple and which are in the Present Progressive? How is each tense used in the text?

Grammar

a Present Simple

We use the **Present Simple**:

- for habitual or repeated actions in the present.
I usually drink coffee in the morning.
The school bus picks us up at 7:30 every morning.
- for permanent situations in the present.
We live in a flat.
- for general truths.
Bees make honey.
- for actions related to timetables and programmes.
What times does your plane leave tomorrow?
- in story-telling, film and book reviews, sports commentaries.
Peter Roth scores and the audience goes wild.

Time Expressions

always, usually, often, rarely, never
every day/week, etc.
once/twice, etc. a day/month, etc.
on Sundays, in the morning, in winter, etc.

Affirmative	Interrogative	Negative
I work He works	Do you work? Does she work?	It does not (doesn't) work They do not (don't) work

Position of adverbs of frequency

The **adverbs of frequency** (**always, often, usually, sometimes, rarely, never**, etc.) are usually placed before the main verb, but after the auxiliary verb (**do/does**) and the verb **be**.

She is never on time.

Do you always buy this brand?

I usually take a nap after lunch.

b Present Progressive

We use the **Present Progressive**:

- for temporary states in the present.
Mary is working at her father's shop this week.
- for actions or events happening at or around the time of speaking.
He's studying for a test right now.
- for future actions related to personal arrangements.
We are going to London next week.
- for annoying repeated actions, with adverbs of frequency such as **always, continually**, etc.
My brother is always telling me what to do!

Time Expressions

now, at present, at the moment, today,
these days, this week/year, etc.
tonight, tomorrow, next week, etc.

Affirmative	Interrogative	Negative
I am (I'm) working	Are you working?	It is not (isn't) working
He is (He's) working	Is she working?	They are not (aren't) working

c Stative Verbs

Stative verbs express states. They are not usually used in the Present Progressive.

Stative verbs usually express:

- **senses**, e.g. smell, taste, hear, see, sound, etc.
 - **emotions**, e.g. like, dislike, love, hate, fear, mind, want, wish, need, prefer, admire, etc.
 - **thought, knowledge, perception, ownership**, e.g. think, believe, know, understand, expect, remember, forget, hope, have, own, belong to, etc.
 - **permanent states**, e.g. cost, weigh, seem, appear, consist, etc.
- Some **stative verbs** can be used in the Present Progressive, but the meaning is different. Some of these are:

Present Simple	Present Progressive
see <i>I see Jack's car in the distance.</i>	see <i>I am seeing my dentist tomorrow.</i>
think <i>I think that Sandra Bullock is a good actress.</i>	think <i>She's thinking of buying a new car.</i>
have <i>They have a Siamese cat.</i>	have <i>We are having breakfast now.</i>
taste <i>This cake tastes delicious!</i>	taste <i>The chef is tasting the food.</i>
look <i>You look worried. Is something wrong?</i>	look <i>What are you looking at?</i>

activities

a Complete the sentences with the **Present Simple** or the **Present Progressive** of the verbs in brackets.

1 Dave: Did you hear about Tom's accident?

Emily: Yeah ... You know (know) what people _____ (say): 'Bad news _____ (travel) fast.'

2 My sister _____ (get) married in September.

3 Package holidays _____ (usually / cost) less than going on holiday on your own.

4 How much _____ you normally _____ (pay) for a business class ticket to Paris?

5 Can you please answer the phone? I _____ (have) a shower.

6 My daughter _____ (hate) being told what to do.

7 Joanne: What time _____ your train _____ (leave)?

Adam: I'm not sure. Let me check my ticket.

8 Laura is getting on my nerves! She _____ (always / take) my things without asking!

9 At the end of the film, the hero _____ (save) his friend's life.

10 How _____ you _____ (get on) at your new school?

b Complete the dialogue with the **Present Simple** or the **Present Progressive** of the verbs in brackets.

Josh: Hey, there! How is it
going (go)?

Stacey: OK, I _____ (suppose). How
are things with you?

Josh: Uh ... I'm OK.

Stacey: Is that mag you _____ (read)
any good? You _____ (look)
like you're really into it!

Josh: Actually, I _____ (do) a quiz
on how people _____ (learn).
It's pretty interesting!

Stacey: So, what does it say about you?

Josh: Let me add up my points and see how I've done ... Listen to this. 'You _____ (tend) to
learn more when you read than when you listen.' Now, you have a go!

Stacey: No, thanks, I _____ (not/need) to do it. I _____ (know) that it's easier for
me to remember things when I _____ (hear) them. I couldn't be bothered to read books!

Josh: Different people, different learning styles, I _____ (guess)! Anyway, _____ we
_____ (go) to the cinema tonight or not?



c Circle the correct words.

Forget me not

There's no doubt that memory is one of our greatest gifts. But why is it that some days we can't even remember our best friend's name? Why (1) **do some people have** / **are some people having** a memory for numbers while others (2) **never forget** / **are never forgetting** names or faces? How come some students (3) **are failing** / **fail** exams even though they're very intelligent? Scientists (4) **get** / **are getting** closer to finding the answers to these questions. They (5) **believe** / **are believing** memory is a series of electromagnetic fields which are closely linked to one another. The mind **is storing** / **stores** information in thousands of brain cells and (7) **accesses** / **is accessing** it in a number of different ways.

Nowadays, more and more people are seeking professional help because they (8) **wish** / **are wishing** to improve their memories. Scientists (9) **claim** / **are claiming** that the more we stimulate our memories, the less likely it is that we'll suffer from memory loss as we get older. So, use it or lose it!

d Expand the notes into sentences and complete the letter. Use the **Present Simple** and the **Present Progressive**.

Dear Agony Aunt,

(1) I / write / this letter / because / I / have got / problem I'm writing this letter because I have got a problem. (2) my best friend Marcia / have party / next Saturday she is having a party. I've been looking forward to this party for weeks, but now (3) I / not think / my parents aren't will let me go. (4) you / see you are, (5) we / get / reports / tomorrow we are getting my reports tomorrow and (6) I / expect / my maths grade / be / very low I expect my grade to be very low. I didn't do very well in the term test, but I never told my parents. I'm sure they'll never let me go out again when they find out. (7) I / really / not know / what / do / now I really don't know; tell them the truth or hide my grades from them? (8) I / desperately / want / go / that party I really want to go to that party. (9) most of my friends / go / as well most of my friends are going as well and I'm sure it's going to be great. (10) what / you / think what do you think I should do?

Confused Sixteen, Lancashire

e There is a mistake in each of the sentences below. Find it and correct it.

- 1 ~~I'm thinking~~ ^{I think} Mrs Miller is an excellent teacher.
- 2 Chris meets with some of his old schoolmates on Saturday.
- 3 The last bus is getting in at 23:00.
- 4 This milk is tasting funny. Are you sure it hasn't gone off?
- 5 This poisonous spider is living in the Amazon.
- 6 Beckham is getting the ball and scores!
- 7 My cousin works at a petrol station this summer.
- 8 She's always riding her bike to school.

Use of English

in combination with

in favour of

in addition to

in danger

in my opinion

Complete each of the sentences with one of the prepositional phrases in the box.

- 1 Dolphins are _____ of becoming extinct because of pollution and illegal fishing.
- 2 Most people are _____ shorter working hours.
- 3 This drug can be safely used _____ other medicines.
- 4 _____ being a very successful journalist, he's also written a number of books.
- 5 _____, Picasso was one of the greatest artists of the 20th century.

f Communication

Complete the sentences below about yourself. Then work in pairs. Ask your partner questions in order to find out how s/he behaves in different situations. Then answer your partner's questions. Finally, report your partner's most interesting answers to the class.

1. When I get up in the morning, _____.
2. When something scares me, _____.
3. The moment I hear the phone ring, _____.
4. As soon as I get home from work/school, _____.
5. When I meet a new person, _____.
6. Whenever I'm bored, _____.
7. Whenever I have some free time, _____.
8. As soon as I realise that somebody is angry with me, _____.
9. Whenever I feel stressed, _____.
10. When I can't have something I want, _____.

e.g. **A:** What do you do when you get up in the morning?
B: When I get up in the morning, I ...

Unit 2

Past Simple Past Progressive

Guilty or not guilty?

1. Complete the dialogue with the Past Simple or the Past Progressive of the verbs below.

watch

stay up

see

clean up

watch

Detective Wright is interrogating the Maley brothers (Robert, 32, and Jonathan, 29), who have been arrested in connection with a bank robbery in Dorchester.

1 So, Robert, where were you last night between 10 pm and midnight?

At home. The house was a real mess so I (1) _____ a bit and then I (2) _____ TV for a while.

2 Was there anybody with you?

No, I was alone. Jonathan went away for the weekend and didn't get back until after midnight. But he can tell you himself!

3 OK, Jonathan, what's your story?

Well, when I got home at around half past midnight, Robert (3) _____ a film on TV but went to bed soon afterwards. I (4) _____ till two in the morning and watched the rest of the film.

4 Well, gentlemen, I think you're both lying. How can you explain the fact that three people (5) _____ both of you outside the bank at around eleven o'clock last night?

2. How are the Past Simple and the Past Progressive used in the dialogue?

Grammar

a Past Simple

We use the **Past Simple**:

- for actions that took place at a specific time in the past.
Our team won the basketball game yesterday.
- for habitual or repeated actions in the past.
I went to the beach every day last summer.
- for completed actions that took place one after the other in the past.
He packed his suitcase, called a taxi and left for the airport.

Time Expressions

when, as, then
yesterday, the day before yesterday
last night/week/month/year, etc.
three hours/days/months ago, etc.
on Monday, in June, in 1995, etc.

Affirmative	Interrogative	Negative
I finished / broke He finished / broke	Did you finish / break? Did she finish / break?	It did not (didn't) finish / break They did not (didn't) finish / break

Used to

Used to + the base form of the main verb describes an action that we were in the habit of doing in the past, but which we no longer do. The interrogative and negative are formed with **did** and **didn't** respectively.

Ben used to collect stamps when he was a teenager.

Did you use to play hide-and-peek when you were kids?

I didn't use to get up early in the morning until I started working.

b Past Progressive

We use the **Past Progressive**:

- for an action that was in progress at a specific point of time in the past.

Kyle was doing his homework at six o'clock yesterday evening.

- for a past action that was in progress when it was interrupted by another action.

My mother was reading the newspaper when I got home this afternoon.

- for actions that were happening at the same time in the past.

While Nicky was looking for her rollerblades, John was fixing her bicycle.

- to describe the setting in a narrative.

It was a beautiful Sunday morning and we were relaxing in the garden.

No one expected that ...

Time Expressions

while, as, when
all day/night/week, etc.
yesterday, the day before yesterday
last night/week/Friday, etc.
three hours/weeks ago, etc.

Affirmative	Interrogative	Negative
I was talking We were talking	Were you talking? Was she talking?	It was not (wasn't) talking They were not (weren't) talking

Note: **Stative verbs** (hear, know, cost, etc.) are usually not used in the **Past Progressive**.

Time linkers

To link main clauses with time clauses, we use the words **when**, **while**, **as**, **as soon as**.

Julie was watering the flowers when she heard a loud noise coming from next door.

While we were having dinner, Tom and Barbara dropped by.

While and **as** are usually used in the **Past Progressive**:

- to link two clauses describing actions which were happening at the same time in the past.

I was doing a crossword while Laura was watching TV.

- to introduce the action of longer duration which was interrupted by another action of shorter duration.

While I was having a shower, the phone rang.

activities

a Complete the sentences with the **Past Simple** or the **Past Progressive** of the verbs in brackets. Use **used to** wherever possible.

- While I was driving (drive) to work the other day, a traffic policeman _____ (stop) me because I _____ (not/wear) my seat belt.
- When Brenda _____ (be) a young girl, her parents _____ (take) her with them when they _____ (go) away on business trips.
- Up until a few months ago, I _____ (think) I'd never be able to afford a house. However, when some friends _____ (advise) me to take out a bank loan, I _____ (start) considering it more seriously.
- _____ (you / be) afraid of the dark when you _____ (be) young?
- My husband _____ (realise) he had left some important documents at home just as his plane _____ (land) in Paris. He _____ (call) me immediately and I _____ (promise) to fax them to him as soon as possible.
- What time _____ you _____ (get) home last night? I _____ (try) to call you at about nine o'clock, but your line _____ (be) busy. When I _____ (try) again later, there _____ (be) no answer!
- Dad _____ (go) fishing some years ago, but he _____ it _____ (give up) when he _____ (decide) that he _____ (need) to do something more energetic.

b Complete the text with the **Past Simple** of the verbs in the box.

be	live	learn	make	start	change	take	introduce
replace	know	have	change	become	be	invent	

From animal skins to computers

Nowadays, we take reading and writing for granted. However, things were very different for the people who (1) lived in Europe in the Middle Ages.

Back then, books were written by hand on sheets made from animal skins.

Naturally, there (2) _____ very few of them around and they were very expensive. So, only monks, scholars and the rich (3) _____ access to

books and (4) _____ how to read and write. But this (5) _____

when people (6) _____ animal skins with paper, which was much

cheaper. With the invention of the printing press in the 15th century, books

(7) _____ even more widely available. As a result, more people

(8) _____ to read and an important change (9) _____ place:

people (10) _____ reading silently, whereas before they used to read

aloud even when they were alone. Also, because paper (11) _____ so cheap and so much of it was

available, writing also (12) _____: Irish monks (13) _____ spaces between words. Later, authors

(14) _____ chapter numbers and headings, which (15) _____ reading a lot easier. However,

nobody in the Middle Ages could have imagined that computers would one day change reading once again.



C Complete the sentences with the verbs in brackets. Use the **Past Progressive** or **used to**.

- 1 It was pouring (pour) and the wind _____ (blow) hard. Suddenly, the door flew open.
- 2 Dennis _____ (go) rock climbing but unfortunately he had to give it up when he injured his knee.
- 3 As I _____ (walk) down the high street, I bumped into an old friend of mine who I hadn't seen in years.
- 4 When I walked into the living room, my dad _____ (read) the paper and my mum _____ (do) a crossword. I knew I would have to break the news to them sooner or later!
- 5 We _____ (go out) quite often, but now, with all this workload, there's hardly any time for fun.
- 6 We _____ (get on) pretty well until she started making nasty comments about my appearance.
- 7 Nicky _____ (not/like) Liz when they were at school, but now they're best mates!
- 8 I don't think Cassie is trying to avoid you. She _____ (have) a shower when you called yesterday – that's why she didn't come to the phone.
- 9 While Jeffrey _____ (drive) to work, he realised that he had hardly any petrol left in his tank.
- 10 What's going on with you and Frank? You _____ (hang out) together a lot, but he hasn't been around in ages, has he?

d This is part of Agatha Christie's biography. Expand the notes into sentences using the **Past Simple** and the **Past Progressive**.

All about the Queen of Crime



People refer to Agatha Christie as 'The Queen of Crime' because **1 she / write / many crime novels, short stories and plays** she wrote many crime novels, short stories and plays.

2 while / Agatha Christie / serve / as a nurse / during / World War I / she / learn / a lot about poison _____

Later, **3 she / use / the knowledge** _____ she had gained in her stories. **4 her first novel, *The Mysterious Affair at Styles*, / come out / in 1920** _____.

One of the characters in that book was the Belgian detective Hercule Poirot, **5 who / appear / in another 25 novels** _____.

6 in 1930 / while Agatha Christie / travel / in the Middle East / she / meet / Sir Max Mallowan, an English archaeologist _____.

7 they / get married / that same year _____.

8 after that / Christie / accompany / her husband _____ on trips to the Middle East every year. **9 these expeditions / give / Christie / ideas** _____ for some of her most famous books, including *Murder in Mesopotamia* (1936) and *Death on the Nile* (1937). **10 in 1952 / Agatha Christie / write / *The Mousetrap*** _____.

11 this / be / one of the most popular plays ever / and / it / receive / The New York Drama Critics' Circle Award in 1955 _____.

can you remember?

Match the two halves of the sentences below and complete the blanks with the correct form of the verbs in brackets. Use the **Present Simple**, the **Present Progressive**, the **Past Simple** or the **Past Progressive**.

- 1 Dana is always telling (always/tell) James what to do f
 - 2 I _____ (take) some time off work next week
 - 3 When I _____ (see) Melody at the opera yesterday,
 - 4 Chris and Freda _____ (live) in a small flat in the city centre,
 - 5 I _____ (meet) my husband ten years ago
 - 6 Clara _____ (often/drive) to work
- a but this week she _____ (take) the bus because her car has broken down.
 - b because I _____ (think) I'm desperately in need of a break.
 - c while I _____ (study) law in York.
 - d but they _____ (plan) to move to the suburbs, because Freda _____ (expect) twins.
 - e she _____ (wear) a fabulous dress.
 - f and he is (be) fed up with it.

Use of English

Complete the sentences with the correct form of the phrases in the box.

tell the truth/a lie

tell the difference

tell sb a story

say hello

say one's prayers

say sorry

- 1 The twins are so much alike you can't really _____ between them, can you?
- 2 Frank's unbelievable. He insulted me in public and he didn't even _____ afterwards.
- 3 Sarah _____ about her uncle's adventure in the Antarctic.
- 4 OK, young man, you'd better _____ or I'll have to punish you.
- 5 My son, Rickie, always _____ before he goes to bed.
- 6 Come on, Jamie, get down from that tree house and _____ to Auntie Mary.



Communication

Ask your partner questions about what s/he did yesterday and what s/he was doing at a particular time in order to fill in his/her schedule. Then report to the class.

- e.g. What time did you get up? I got up at 7 o'clock.
 What were you doing at 6 o'clock yesterday afternoon? I was watching TV.
 George got up at 7 o'clock yesterday morning and at 6 o'clock in the afternoon he was watching TV.

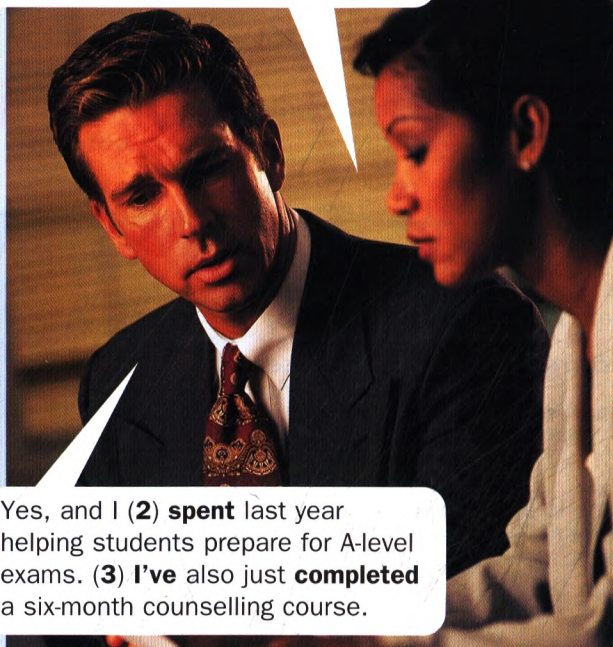
Unit 3

Present Perfect Simple Present Perfect Progressive

A helping hand

The city council is looking for people to do volunteer work at old people's homes. Anna Jones, a council member, is interviewing Alex McPherson. Read the dialogue and match the verb forms in bold with their uses.

So, Mr McPherson, according to your CV, you **(1) have been teaching** History at a state school for the past five years. Right?



Yes, and I **(2) spent** last year helping students prepare for A-level exams. **(3) I've** also just **completed** a six-month counselling course.

Anna Jones: I see. What made you want to do volunteer work here?

Alex McPherson: Well, I **(4) have always wanted** to get more involved in the community but so far I haven't had the opportunity. So, when I saw your advertisement in the paper, I thought, 'Now's my chance!' I think I'm quite suitable for the job, and I'm going to have a lot of free time on my hands in the summer.

Anna Jones: That's good. We usually need a lot of help in the summer. Well, Mr McPherson, thank you for coming to see us. We'll give you a ring soon!

- a** an action which started in the past and continues up to the present **4**
- b** an action which started in the past and continues up to the present, the duration of which is emphasised **1**
- c** a recently completed action **3**
- d** an action which took place at a definite time in the past **2**

Grammar

a Present Perfect Simple

We use the **Present Perfect Simple**:

- for actions which happened in the past, but we don't mention exactly when. The results of these actions are obvious in the present.

Harry doesn't live in New York any more. He's moved to San Francisco.

- for actions which started in the past and continue up to the present.

I've had this computer since January.
(= I still have it.)

- for recently completed actions (usually with **just**).

The plane has just landed.

Time Expressions

ever, never, before, always, recently, yet,
so far, once, twice, just, already,
how long, for + a period of time,
since + a point in time

Affirmative	Interrogative	Negative
I have worked / I've worked He has written / He's written	Have you worked? Has she written?	It has not (hasn't) worked / It hasn't written They have not worked / They haven't written

Notes:

- **For** indicates the duration of an action, while **since** indicates the point in time when the action started.

I've had these rollerblades for two months.
I've had these rollerblades since September.

- **Have/has gone** indicates that someone has gone somewhere and is still there.
Have/has been indicates that someone went somewhere but has returned.

Andy has gone to the supermarket.
Andy has been to Rome twice this year.

Present Perfect Simple or Past Simple?

We use the **Present Perfect Simple**:

- for actions which happened in the past but the exact time is not mentioned.

I've met Mrs Simpson before.

- for actions which started in the past and continue up to the present.

John has worked as a waiter for two years.

We use the **Past Simple**:

- for actions which happened at a specific time in the past.

I met Mrs Simpson at Jenny's party last month.

- for actions which started and finished in the past.

John worked as a waiter when he was a student.

Note:

Present Perfect Simple + since + Past Simple indicates the starting point of an action which continues up to the present.

We haven't heard from Simon since he moved to Portugal.



Present Perfect Progressive

We use the **Present Perfect Progressive**:

- for actions which started in the past and continue up to the present, with emphasis on their duration.

Gillian has been sitting in front of the computer since you called.

- for actions which started in the past and may or may not have finished, but their results are obvious in the present.

Hannah looks tired. She's been working in the garden all morning.

Time Expressions

how long, for, since, all day/morning/night, etc.

Affirmative	Interrogative	Negative
I have been working / I've been working	Have you been working?	It has not (hasn't) been working
He has been writing / He's been writing	Has she been writing?	They have not (haven't) been writing

Notes:

- We use the **Present Perfect Simple** to emphasise the result of an action, whereas we use the **Present Perfect Progressive** to emphasise the duration of an action.

I've tidied my room.

I've been tidying my room all afternoon!

- Stative verbs are not usually used in the **Present Perfect Progressive**.

I've always wanted to travel to the Far East.

- The verbs **live, work, teach** can be used either in the **Present Perfect Simple** or the **Present Perfect Progressive**, with no difference in meaning.

Professor Hill has taught / has been teaching Sociology for twelve years.



activities

- a** Look at the prompts and write sentences. Use the **Present Perfect Simple** or the **Present Perfect Progressive + for / since**.

- 1 I / know / Sarah / she was ten

I've known Sarah since she was ten.

- 2 Enrique / learn / English / two years

Enrique has been ^{learning} English for two years

- 3 we / have / this car / 1995

We have had this car since 1995

- 4 Amy and Ian / be / married / twenty years

Amy and Ian have been ^{be} married for twenty years

- 5 I / want / to fly to the moon / I was a child

I have wanted to fly to the moon since I was a child

- 6 Ryan / be / unemployed / last year

Ryan has been unemployed since last year

- 7 my father / work / in this company / ten years

My father has been working in this company for ~~ten~~ years

- 8 Heather / have / a bad cold / the past week

Heather has had a bad cold since the past week

- 9 we / wait / for you / six o'clock this morning

We have been ^{waiting} for you since six o'clock this morning

- 10 it / rain / continuously / past two days

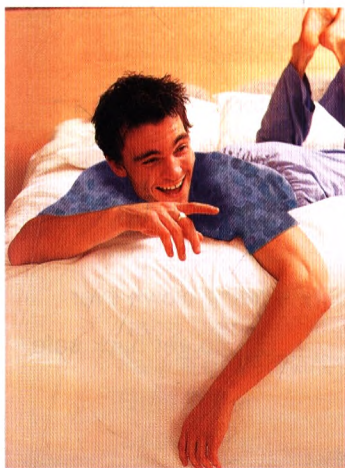
It has been raining continuously for past two days

b Choose *a*, *b* or *c*.

- 1 My parents have never been abroad.
a. ever b. still c. **never**
- 2 Have you seen any good films _____?
a. **still** b. recently c. just
- 3 _____ have you been waiting for a reply?
a. **How long** b. When c. Since
- 4 Ted hasn't started taking driving lessons _____.
a. already b. **yet** c. still
- 5 Kylie has been working in a bank _____ the past few years.
a. **since** b. before c. for
- 6 It has been raining _____, so the kids stayed indoors.
a. yesterday b. since c. **all day**
- 7 He left for Mexico city five days _____.
a. **ago** b. before c. recently
- 8 Both my children have been taking exams all day _____.
a. **yesterday** b. the day before c. today
- 9 _____ did you buy your mobile phone?
a. When b. **How often** c. How long
- 10 Bruce has never tried raw fish _____.
a. ago b. before c. never

c Complete the text with the **Past Simple**, the **Present Perfect Simple** or the **Present Perfect Progressive** of the verbs in brackets.

Sleeping on the job



(1) Have you ever heard (ever/hear) of anyone getting paid to stay in bed for up to two months? Too good to be true? Well, it is! A team of space scientists (2) _____ (want) to investigate the changes that take place in the human body during long space journeys so they (3) _____ (start) carrying out a series of experiments a few months ago. They (4) _____ (put) advertisements in several newspapers for volunteers who were willing to spend 60 days in bed. They were expected to eat, drink, watch TV and even take a shower while lying down! Dr Vladimir Tursunov, one of the scientists that (5) _____ (be) involved in the project since it (6) _____ (start), said: 'Thousands of people (7) _____ (apply) when they (8) _____ (see) the advertisement in the paper. It (9) _____ (be) really difficult to decide

which ten would be the most suitable. By the time the experiment (10) _____ (start), the participants (11) _____ (already/be) exhausted because of all the intense medical examinations. Now, however, they have all the time in the world to relax ...' Alfred, one of the participants in the programme, (12) _____ (lie) in bed for 32 days. 'At first I (13) _____ (find) it hard, but now I (14) _____ (become) quite used to it. Plus, the money is really good; how many people do you know who earn \$6000 in just two months?' Sometimes it pays to sleep on the job!

d Choose the sentence *a*, *b* or *c* which is closest in meaning to the one given.

- 1** Samantha has been rehearsing all day.
 (a) Samantha is still rehearsing.
 b. Samantha stopped rehearsing some time ago.
 c. Samantha will be rehearsing all day tomorrow.
- 2** Travis hasn't spoken to his best mate since they had a fight.
 a. Travis will speak to his best mate soon.
 b. Travis spoke to his best mate after they had a fight.
 (c) The last time Travis spoke to his best mate was before they had a fight.
- 3** Bob has been studying for the biology test for two days.
 a. Bob will finish studying for the biology test in two days.
 b. Bob has finished studying for the biology test.
 (c) Bob started studying for the biology test two days ago and he hasn't finished yet.

e

can you remember?

Complete the text by choosing *a*, *b* or *c*.



It's a dog's life

'Ramona, (1) have you taken Izzy for a walk yet or not?' shouted my mum from downstairs. 'He (2) _____ by the door barking for quite some time now.'
 'OK, mum, you (3) _____ yell. I can hear perfectly well,' I replied, rather annoyed. 'Come on, Izzy boy. Let's get out of here,' I (4) _____ to my dog and I (5) _____ the door. But as soon as we (6) _____ outside, I (7) _____ to regret it bitterly. You see, a strong wind (8) _____ and it (9) _____ as if a bad storm (10) _____.
 'What (11) _____?' I thought to myself. 'I must be completely out of my mind walking around in this horrible weather.' A few seconds later, it started pouring with rain. Izzy (12) _____ mad. As I (13) _____ to calm him down, I (14) _____ some bushes being blown over and a branch falling from a tree. We slowly made our way home and (15) _____ to get back safe and sound, but soaking wet!

- | | | |
|-------------------------------|--------------------|-------------------------|
| 1 (a) have you taken | b. are you taking | c. did you take |
| 2 a. has been standing | b. was standing | (c) is standing |
| 3 a. didn't have to | (b) haven't had to | c. don't have to |
| 4 a. whispered | b. was whispering | c. have been whispering |
| 5 a. was opening | (b) opened | c. have been opening |
| 6 a. step | (b) are stepping | c. stepped |
| 7 a. started | b. was starting | c. have started |

- | | | |
|-----------------------------------|-----------------------|----------------------------|
| 8 a. has been blowing | b. was blowing | c. has blown |
| 9 a. looked | b. was looking | c. has looked |
| 10 a. has been approaching | b. approached | c. was approaching |
| 11 a. have I been doing | b. am I doing | c. was I doing |
| 12 a. goes | b. went | c. have gone |
| 13 a. was trying | b. am trying | c. have been trying |
| 14 a. was seeing | b. saw | c. has been seeing |
| 15 a. have managed | b. manage | c. managed |

Use of English

Complete the sentences with the correct form of the words in the box.

- job
- career
- work
- employer
- employee
- colleague

- 1** This new _____ of mine is really getting on my nerves! She reports everything we say to our boss!
- 2** He's hoping for a(n) _____ in medicine.
- 3** My brother is thinking of applying for that _____.
- 4** What time do you usually go to _____ in the morning?
- 5** Some of the _____ are not happy with the working conditions and have complained to the personnel manager.
- 6** My _____ is a successful businessman who runs two companies.

f Communication

Work in pairs. Imagine that it's Saturday today and it's the last day of your trip to Paris. Choose the places you have visited and complete your diary page/timetable. Then, ask and answer questions as in the example, using the Present Perfect Simple and the Past Simple.

- The Louvre
- Rodin Museum
- Musée D'Orsay
- Disneyland Paris
- Notre Dame
- Palace of Versailles
- Eiffel Tower
- Sacre Cœur

ME

MON	
TUES	
WED	
THURS	
FRI	
SAT	last day

MY PARTNER

MON	
TUES	
WED	
THURS	
FRI	
SAT	going home

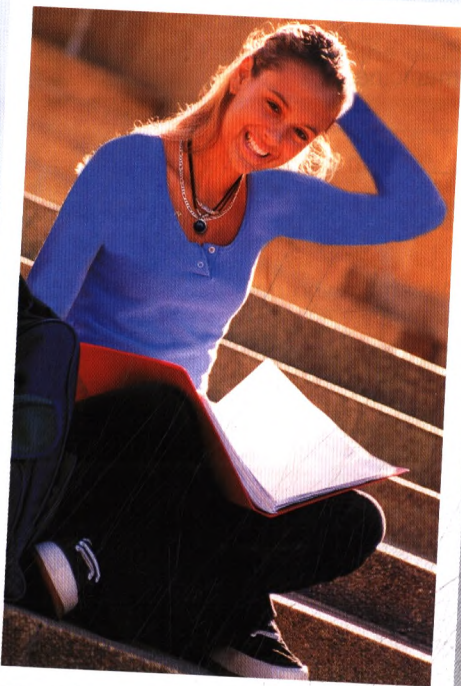
- e.g. A:** Have you been to the Eiffel Tower?
B: Yes, I have.
A: When did you go there?
B: On Tuesday.

Unit 4

Past Perfect Simple Past Perfect Progressive

What a day!

Read the diary entry below and circle the correct tense.



Dear diary,

I'd been looking forward to Fiona's party for weeks. However, just a couple of hours before the party, my best mate Jess called to tell me that she wasn't feeling well, and - guess what! - she wasn't coming to the party! Although I (1) was / **had been** disappointed because we (2) **planned** / **had planned** to go together, I decided not to let it get to me! So, I put on my best smile and off I went! By the time I (3) **got** / **had got** there, the party was in full swing. As I was making my way through the crowd, you'll never guess who I bumped into: Emma and Mark! I (4) **didn't see** / **hadn't seen** either of them since they (5) **moved** / **had moved** away and I missed them! We spent the whole evening chatting and catching up. Luckily, it (6) **turned** / **had turned** out to be a really splendid evening!

Grammar

a Past Perfect Simple

We use the **Past Perfect Simple**:

- for an action which was completed before a specific point of time in the past.

I had finished my homework by 6:00 pm yesterday.

- for an action which happened before another one in the past. The action which happened first is in the **Past Perfect Simple**, while the action which followed is in the **Past Simple** (in time clauses introduced by **before**, **after**, **when**, **by the time**).

She had just woken up when somebody rang the bell.

Time Expressions

by + a point in time
before + a point in time

Time Expressions

already, ever, never, just,
until, before, after, when,
by the time

P. Perfect Past

- We form the **Past Perfect Simple** with **had** and the **past participle** of the verb.

Affirmative	Interrogative	Negative
I had finished / I'd finished He had written / He'd written	Had you finished? Had she written?	It had not (hadn't) finished They had not (hadn't) written

Note: The **Past Perfect Simple** of **have** is **had had**.

b Past Perfect Progressive

We use the **Past Perfect Progressive**:

- for an action which was in progress before another action or a specific point in the past.

By ten o'clock last night, I had been working on the computer for ten hours non-stop.

I had been waiting for 20 minutes before I realised that I was at the wrong terminal.

Time Expressions

by + a point in time
before + a point in time

- for an action which was happening in the past and its results were obvious at a later point in the past.

Rick was exhausted because he had been jogging for two hours.

Time Expressions

already, by the time,
when, for, since, after,
before, how long

Note: With the **Past Perfect Progressive** we emphasise the duration of an action.

- We form the **Past Perfect Progressive** with **had been** and the main verb with the ending **-ing**.

Affirmative	Interrogative	Negative
I had been searching / I'd been searching He had been writing / He'd been writing	Had you been searching? Had she been writing?	It had not (hadn't) been searching They had not (hadn't) been writing

Note: **Stative verbs** are not usually used in the **Past Perfect Progressive**.

Time Linkers, Clauses of Time

While, as, when, before, after, until, as soon as, by the time are time linkers. They introduce **clauses of time**.

When, before, after, until, as soon as and **by the time** are used to link two sentences which describe past actions, one of which happened before the other. The action which happened first is usually in the **Past Perfect Simple**.

By the time we arrived at the cinema, the film had already started.

She bought a new car after she had sold her old one.

While and **as** are usually in the **Past Progressive**. They describe either actions which were in progress when they were interrupted by another action, or actions which were happening at the same time in the past.

While she was cleaning the house, her aunt came for a visit.

I was planting flowers in the garden while Dad was washing the car.

activities

a Complete the dialogue with the **Past Simple** or the **Past Perfect Simple** of the verbs in brackets.

Susan: Hey, Jade. Check out my new mobile phone!

Jade: Wicked! It must have been quite expensive, though!

Susan: My dad (1) gave (give) it to me for my birthday. You know how much I (2) have always wanted (always/want) one, and I never

(3) have stopped (stop) nagging my parents.

Jade: And you finally (4) managed (manage) to convince them, right?

Susan: Not only after I (5) had begged (beg) for some time!

Jade: What (6) did you actually say (actually/say) to them?

Susan: Not much! I just (7) had reminded (remind) them how well I (8) did (do) at school. You see, they (9) promised (promise) me at the beginning of the term that they would buy me a mobile phone only if I did well. So, when they (10) saw (see) my top grades, they (11) didn't have (not/have) much of a choice.

Jade: Lucky you! My parents would never agree to something like that!

Susan: You'll never find out unless you give it a try!



b Complete the sentences with the **Past Progressive** or the **Past Perfect Progressive** of the verbs in brackets.

1 When the two cars collided, Phil was standing (stand) just a few metres away. Fortunately, he wasn't hurt!

2 When Zoe finally arrived at work, Mr Pinder, one of her clients, had been waiting (wait) for her in her office. He was rather annoyed because she was late and he had been waiting (wait) for her a very long time.

3 I had been lying (lie) on the sofa reading a book when I heard a loud noise coming from upstairs.

4 When I left the house, they were playing (play) computer games. When I got back, they hadn't moved! Can you believe that they had been playing (play) computer games for four hours straight?

5 Alicia had been walking (walk) down the High Street when a young man tried to snatch her handbag.

6 She was furious because she had been standing (stand) at the bus stop for forty-five minutes before the bus finally came.

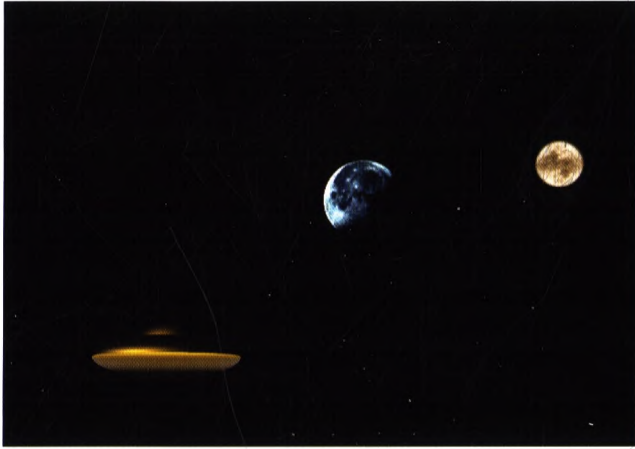
7 Peter had been working (work) hard all day, so when he got home, he went straight to bed.

8 While I had been talking (talk) on the phone, my mum came into my room and told me to hang up immediately.

9 When Lisa looked out of the window, it had been still raining (still/rain). It was so gloomy! It had been raining (rain) continuously for two days!

10 Jared had been jogging (jog) for two hours when we bumped into each other at the park the other day.

C Complete the text with the **Past Simple**, the **Past Progressive**, the **Past Perfect Simple** or the **Past Perfect Progressive** of the verbs in brackets.



UFOs – mystery or fact?

British officials (1) had been denying (deny) the existence of a UFO study carried out in 1951 for more than 50 years before the truth finally

(2) came out (come out) some months ago.

One of the reports included in the study is particularly interesting. A Royal Air Force pilot (3) reported

(report) seeing a fast moving 'bright circular metallic object' while he (4) had been flying (fly) at 20,000

feet. Four radar operators (5) noticed (notice) a fast-moving 'unusual response' on their

radars at around the same time and place. Officials (6) claimed (claim) that the pilot

(7) had either been imagining (either/imagine) the whole thing or he (8) was seeing (see) a 'meteorological

balloon'. Of course, they (9) hadn't said (not/say) where the balloon (10) had been coming (come)

from or give any details about who (11) operated (operate) it. Another

X-Files mystery? Dr Hill, a historian who has been studying the reports, does not think so. 'I think that what

they (12) covered up (cover up) was not knowledge of alien visitors, but the fact that they

(13) wouldn't have (not/have) any real answers', he says.

d Join the sentences. Use the **Past Perfect Simple** and the **time linkers** given.

1 I left the office. Then I realised my briefcase was still on my desk. after
After I had left the office, I realised that my briefcase was still on my desk. / I realised that my briefcase was still on my desk after I had left the office.

2 The thieves ran away. A while later the police arrived. by the time
The thieves had run away by the time the police arrived.

3 Laura finished her assignment. Then she gave it to the teacher. when
She gave her assignment when Laura finished her assignment.

4 Mark typed up his story. A while later his computer broke down. before
Before his computer broke down, Mark had typed up his story.

5 Lucy did the shopping. Then she had coffee with Tina. after
She had coffee with Tina, Lucy had done the shopping.

e can you remember?

There is a mistake in each sentence. Find it and correct it.

- 1 Fiona ^{had} has been waiting for a taxi for an hour yesterday before she finally found one.
- 2 Gomez was playing tennis when he was younger but has ^{he} no time to play any more.
- 3 Tommy had finished doing his homework before he had ^{went} gone out to play in the park.
- 4 John is always saying ^{says} lies so I never know when he's ^{tells} telling the truth.
- 5 How long are you living in the area? ^{live}
- 6 In addition with ^{to} accommodation, we provide a free tour of the island.

- 7 Her career as an artist ended when she has decided she couldn't express herself through art any more.
- 8 I didn't see Mark since he decided to go abroad.
- 9 How often are you visiting your grandparents?
- 10 Marion is thinking her friend can be very bossy sometimes.

Use of English

bump into = meet somebody you know unexpectedly

look forward to = expect something to happen because you think you will enjoy it

put sb through = connect somebody by telephone

turn out = result in a particular way

stand by = support somebody who is in a difficult situation

Complete the sentences with the correct form of the phrasal verbs in the box.

- 1 I feel so tired that I _____ the summer holidays.
- 2 Mrs Nichols _____ her husband when he lost his job at the factory.
- 3 You won't believe who I _____ the other day! Mrs Davies, my primary school teacher!
- 4 Hang on a second, please! I _____ you _____ to the manager.
- 5 Fiona's party last week _____ to be a complete disaster.

f Communication

Think of an event or an experience that made a great impression on you. Talk to your partner and explain the difference that it made in your life, using the Past Perfect and the Past Simple.

*e.g. Last summer, I went on a camping trip. I'd been looking forward to it for weeks. I had never ... before.
But afterwards, I ...*



Unit 5

Future Forms

Are you optimistic or pessimistic about the future?

Do the quiz below. Then look at the verb forms 1-6 and match them with their uses a-c.

By 2100, people ...

	Yes	No
... (1) will be going on space cruises.	<input type="checkbox"/>	<input type="checkbox"/>
... (2) will have solved the problem of world hunger.	<input type="checkbox"/>	<input type="checkbox"/>
... (3) will be having all their meals in pill form.	<input type="checkbox"/>	<input type="checkbox"/>
... (4) will have invented time travel.	<input type="checkbox"/>	<input type="checkbox"/>
... (5) will have been living on other planets for 10 years.	<input type="checkbox"/>	<input type="checkbox"/>
... (6) will be travelling at the speed of light.	<input type="checkbox"/>	<input type="checkbox"/>

If most of your answers are Yes: You're very optimistic. You like looking on the bright side of things and you're very enthusiastic about the future.

If most of your answers are No: You're very pessimistic. You aren't very curious about the future and you always think that the worst will happen!

If you have an equal number of Yes and No answers: You have a rather moderate view of the future. You're neither very optimistic nor very pessimistic about it.

- a** an action in progress at a definite time in the future _____
- b** an action which will be completed before a definite time in the future _____
- c** an action which will continue up to some time in the future (and possibly after that, too), the duration of which is emphasised _____

Grammar

a Future Will

We use the **Future Will**:

- for decisions made at the time of speaking.
Don't worry about that dripping tap. I'll fix it.
- for promises.
I promise I won't make fun of you again.
- for requests.
Will you post this letter for me, please?
- for threats and warnings.
Do as I say or you'll regret it.
- for predictions, usually with **perhaps** or after the verbs **believe, think, hope, expect, be sure**, etc.
I'm sure you'll do well in your exam.

Time Expressions

tomorrow/tonight
next month/year/week/Tuesday, etc.
this weekend/week/month, etc.
in an hour/year, etc.
soon

Affirmative	Interrogative	Negative
You will (You'll) talk / sleep He will (He'll) talk / sleep	Will you talk / sleep? Will he talk / sleep?	You will not (won't) talk / sleep He will not (won't) talk / sleep

b Future Going to

We use the **Future Going to**:

- for actions that we intend to do in the future.
Liz is going to move to Finland next year.
- for predictions based on evidence.
Look at that man. He's going to dive off the cliff!

Time expressions
tomorrow/tonight next month/year/week/Tuesday, etc. this weekend/week/month, etc. in an hour/year, etc. soon

Affirmative	Interrogative	Negative
You are (You're) going to talk / sleep He is (He's) going to talk / sleep	Are you going to talk / sleep? Is he going to talk / sleep?	You are not (aren't) going to talk / sleep He is not (isn't) going to talk / sleep

Note: We don't usually use the **Future Going to** of the verbs **come** and **go**. We use the **Present Progressive** instead.
We're going camping this summer. Josh is coming with me to the doctor's tomorrow.

c Future Progressive

We use the **Future Progressive**:

- for actions that will be in progress at a specific point in the future.
This time tomorrow I'll be flying to Mexico.
- for future actions which have already been planned or are part of a routine.
*We'll be spending the summer at the cottage.
Tonight Laura will be watching TV as usual.*

Time expressions
at two o'clock, at the weekend, at this time tomorrow/ next week, etc. next month/year, etc.

- We form the **Future Progressive** with **will be + main verb + -ing**.

Affirmative	Interrogative	Negative
You will (You'll) be talking / sleeping He will (He'll) be talking / sleeping	Will you be talking / sleeping? Will he be talking / sleeping?	You will not (won't) be talking / sleeping He will not (won't) be talking / sleeping

d Future Perfect Simple

We use the **Future Perfect Simple**:

- for actions which will have been completed before a specific point in the future.
I'll have finished this report by the end of the week.
- for an action that will have been completed before another action in the future. The verb describing the second action is in the **Present Simple**.
When you get to the airport, Greg will have already arrived.

Time expressions
by + a point in time, by the time, by then, before, etc.

- We form the **Future Perfect Simple** with **will have + past participle**.

Affirmative	Interrogative	Negative
You will (You'll) have talked / slept He will (He'll) have talked / slept	Will you have talked / slept? Will he have talked / slept?	You will not (won't) have talked / slept He will not (won't) have talked / slept

e Future Perfect Progressive

We use the **Future Perfect Progressive**:

- for actions which will be continuing up to a specific point in the future (and possibly further - the duration is emphasised).
By the end of this year, I'll have been living in Berlin for 5 years.

Time expressions

by + a point in time,
by the time,
by then, etc.

- We form the **Future Perfect Progressive** with **will have been + -ing**.

Affirmative	Interrogative
You will (You'll) have been talking / sleeping He will (He'll) have been talking / sleeping	Will you have been talking / sleeping? Will he have been talking / sleeping?

Negative

You will not (won't) have been talking / sleeping
He will not (won't) have been talking / sleeping

Time Clauses

Time clauses describe when the action in the **main clause** takes place. They are introduced by time linkers such as **when, after, before, until, while, as soon as, by the time**, etc. When they refer to the future, the verb in the **time clause** is usually in the **Present Simple** and the verb in the **main clause** is in the **Future Will**.

When I see Fred, I'll tell him to give you a call.

Note: When the **time clause** comes before the **main clause**, they are separated by a comma. When the **main clause** comes before the **time clause**, we do not use a comma.

I'll tell Fred to give you a call when I see him.

activities

a Complete the sentences with the **Future Perfect Simple** or the **Future Perfect Progressive** of the verbs in brackets.

- 1 Hopefully, we _____ *will have finished* _____ (finish) the project by the end of July.
- 2 By the end of this year, Mario _____ (learn) English for three years.
- 3 I don't think I _____ (get) back from work by nine o'clock this evening.

- 4** There's so much traffic! By the time Duncan and Ross get here, the film _____ (already/start).
- 5** By midnight we _____ (fly) for five hours.
- 6** Do you think you _____ (manage) to tidy up the house by the time your parents arrive?
- 7** Brad works hard and earns a lot of money. He _____ (make) a fortune by the time he retires.
- 8** In a couple of hours, it _____ (snow) non-stop for two days.
- 9** I'm afraid I _____ (not/finish) by tomorrow.
- 10** By this time tomorrow she _____ (read) another ten pages of the book.

b Complete the sentences with the **Future Perfect Simple** or the **Future Progressive** of the verbs in brackets.

- 1** By the time I get home, they will have eaten (eat) all the cake.
- 2** _____ you _____ (travel) with your father to Sydney next Monday?
- 3** Sorry, I can't make it in time for dinner. I _____ (work) overtime because we must finish the project tonight.
- 4** Don't worry! Tony _____ (send) the letters by the end of the day.
- 5** The children can't go to the pyjama party on Saturday. They _____ (study) for their exams.
- 6** My car is being serviced so I _____ (take) the underground to work for the next three days.
- 7** They _____ (finish) building the stadium before the Olympic Games next year.

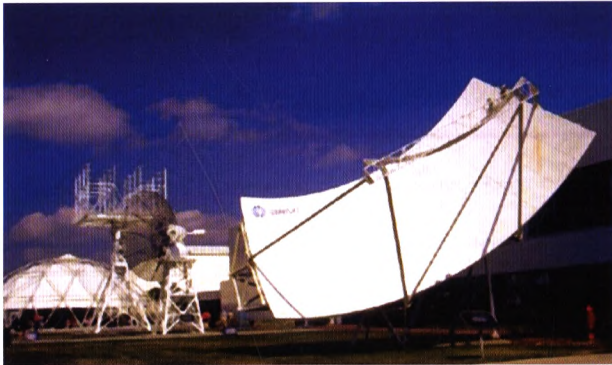
c Complete the sentences with the **Present Simple** or the **Future Will** of the verbs in brackets.

- 1 Jane:** Andy, hurry up! Time to go!
Andy: I 'll be (be) ready in a minute.
- 2 Mike:** Off I go! Bye.
Tina: Here, take this umbrella.
Mike: Why? Do you think it _____ (rain)?
Tina: Well, you never know. It's November after all.
- 3 Sandy:** Is Mr Ellis in his office?
Mandy: He _____ (arrive) at 10:30 on Tuesdays.
- 4 Mr Smith:** I _____ (need) someone to go through these papers immediately!
George: I _____ (do) it for you.
- 5 Helen:** Help me! I don't know how this works.
Kevin: It's simple! You _____ (plug) it in and _____ (press) the red button.
- 6 Sally:** Did Sherry call?
Grace: She _____ (call) as soon as the plane _____ (land).
- 7 Linda:** Are you free on Saturday night, Bruce?
Bruce: Why?
Linda: _____ you _____ (come) to my party?



- d** Complete the text with the correct form of the verbs in brackets. Use the **Present Simple**, the **Present Progressive** and all the **Future forms**.

LIGHTS FROM OUTER SPACE



American scientists have predicted that by 2060 the Earth (1) will be using (use) electricity generated by power stations on the moon. Although some people (2) _____ (find) this hard to believe, Professor Merritt, Chairperson of the World Energy Committee, seems quite convinced. Why? Well, by 2060 we (3) _____ (need) five times more power than we produce today, mainly due to a dramatic increase in population. The scientists in charge of the project (4) _____ (plan) to place large dishes on the moon, which (5) _____ (absorb) the sun's rays and send them to Earth-based receivers. By the time the sun's rays (6) _____ (reach) the Earth, microwaves (7) _____ (already/turn) them into electricity. Professor Merritt believes that the power stations on the moon (8) _____ (eventually/meet) all Earth's existing energy needs in an effective, problem-free way. By 2020, the research team (9) _____ (already/analyse) the first samples from the moon, and this (10) _____ (determine) whether this dream can really come true after all!

e

can you remember?

Choose **a**, **b** or **c**.

- By this time next year I will have been teaching English for nineteen years.
 - will teach
 - am going to teach
 - will have been teaching
- Paula _____ for about an hour when she realised she was going the wrong way.
 - drove
 - had been driving
 - has been driving
- My plane _____ at 8:00 tomorrow morning, so I must be at the airport at around 6:00 at the latest.
 - will leave
 - leaves
 - will have left
- James _____ the door, threw his bag on the floor and sat down to work.
 - opened
 - had opened
 - used to open
- Not long _____, somebody called me to let me know that my mum was in hospital.
 - before
 - later
 - ago
- Don't worry! I _____ everything in no time!
 - 'll fix
 - fix
 - 'll be fixing
- Dad _____ the football match when the lights went out.
 - had been watching
 - used to watch
 - was watching

8 Sandy: How long _____ to get through to the manager?

Leila: About 45 minutes.

- a. have you been trying b. are you trying c. are you going to try

9 When your mum _____, young man, I'll tell her everything.

- a. will call b. calls c. is calling

10 _____ the alarm went off, the burglars ran away.

- a. Until b. As soon as c. While

Use of English

Complete each of the sentences below with one of the adjectives and the prepositions in the box.

angry at = having a strong feeling against somebody who has done something bad

curious about = interested in learning about people or things around you

excited about = very happy or enthusiastic

familiar with = knowing something well and understanding it

grateful to = thankful

terrified of = very frightened

- I'm very _____ going on the school trip next month.
- Miranda is _____ dogs. She won't go near them!
- You should be _____ Audrey for agreeing to look after your flat while you're away.
- Most people are _____ the future.
- Nigel got really _____ Lorna yesterday, but I didn't quite understand why.
- Are you _____ Darwin's theory of evolution?

f Communication

Work in pairs. Think of your dream career. Tell your partner what you will have done by the ages of 30, 40, 50, etc. Decide who will have been the most successful and report to the class.

e.g. By the age of 30, I will have completed my PhD in astrophysics.



Revision Units 1-5

a Complete the sentences with the **Present Simple** or the **Present Progressive** of the verbs in brackets.

- 1 Susan usually reads (usually/read) books in her free time. In fact, she prefers (prefer) reading books to watching TV.
- 2 Helen can't see anyone right now. She _____ (have) a meeting with the boss.
- 3 _____ you _____ (come) with me or not? Will you please make up your mind?
- 4 How _____ that DVD player _____ (work)?
- 5 What _____ you _____ (do), George? I told you to go to bed!
- 6 **Rick:** _____ Sarah _____ (type) the letters now?
Melanie: No, she _____ (have) her coffee break.
- 7 Jeremy _____ (speak) so quickly that I often can't understand him.
- 8 I can't talk to you Linda. I _____ (do) my homework at the moment.
- 9 I _____ (not/think) I can take this any longer. Why _____ you _____ (take) my T-shirts without asking me first?
- 10 What time _____ your plane _____ (leave) next Thursday?

b Expand the notes into sentences. Use the **Past Simple** or the **Past Progressive**.

- 1 Helen / make / a cake / while / Ben / wash / the car
Helen was making a cake while Ben was washing the car.
- 2 when / I / get / my present / I / run / to my bedroom / and / open / it

- 3 as / Melanie / drive / she / listen to / music

- 4 last year / Thomas / work in / a travel agency / and / make / a lot of money

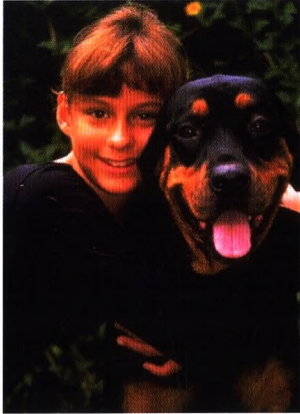
- 5 last week / I / have / the flu / and / not go / to work

- 6 Stewart / get ready / go to bed / when / he / hear / someone shouting

- 7 while / I / work / hard / Jerry / play / computer games

- 8 when / I / saw / Matthew / at the party / yesterday / he / not speak / to me

- c** Complete the text with the correct form of the verbs in brackets. Use the **Present Simple**, the **Present Perfect Simple**, the **Present Perfect Progressive**, the **Past Simple** or the **Past Progressive**.



Pets Online

(1) *Have* you ever *wished* (wish) you could find homes for all your furry friends? That's what Elaine Loclear of Vermont (2) _____ (try) to do for the past two years. Ever since she (3) _____ (start) her *Pets' Friend* website, Elaine (4) _____ (help) hundreds of animals living in animal shelters by finding them loving homes.

With her *Pets' Friend* website, she (5) _____ (link) animal shelters to hundreds of people who are looking for pets – free of charge. 'I (6) _____ (be) 10 when I first (7) _____ (volunteer) at a vet's. I (8) _____ (like) working there, but I really (9) _____ (want) to do something more,' says Elaine.

Elaine (10) _____ (come up) with the idea for a website while she (11) _____ (wait) at a shelter. 'Most shelters (12) _____ (be) only open for a few hours a day and (13) _____ (have) few staff members. With a website, people can look for animals whenever it (14) _____ (suit) them,' she says. (15) _____ you _____ (want) to surf for a pet? Log on to www.petsfriend.com.

- d** Put the words in the correct order and write sentences or questions.

1 Paul / has / packing / finished / ?

Has Paul finished packing?

2 as / the / and / bus / catch / I / fell down / was / running / slipped / to / I

3 gets / Mary / to / time / work / on / never

4 has / her / almost / Pamela / planning / wedding / for / year / been / a

5 bride / was / Gemma / a / beautiful / ?

- e** Complete the sentences with the correct prepositions.

1 Most people are not familiar *with* advanced mathematics.

2 No one was _____ favour of working at the weekend.

3 In addition _____ doing his PhD, Tom is also lecturing at the university.

4 Many people are _____ danger of losing their jobs because of the economic crisis.

5 _____ my opinion, you shouldn't have accepted their offer.

6 'We are grateful _____ Mrs Evans for her help,' said the manager.

7 My dad was very angry _____ me because of what I did yesterday.

8 Laura is terrified _____ spiders.



Join the sentences using the words given. Make all the necessary changes.

1 I wandered around for an hour. Then I found a cosy café to sit at.
I (had) wandered/had been wandering around for an hour before I found a cosy café to sit at.

before

2 Kevin arrives on Thursday. The project will have finished before then.

by the time

3 We left the restaurant. Then my friend arrived.

after

4 The children left for school. Then Fay started tidying up.

until

5 I was sleeping. The phone rang.

while

6 I got off the bus. Then I saw smoke coming out of the engine.

as soon as

7 Michelle worked for the company for three years. Then she got a promotion.

when

8 Go straight ahead. Then you'll see the Town Hall on your right.

until

9 The sun was rising. Raymond went to bed.

as



Choose a, b or c.

1 Every Friday my father takes us out to dinner.
 a. is taking **b. takes** c. has been taking

2 We _____ you when we have the final results.
 a. will inform b. will have informed c. are informing

3 _____? I want to watch something else.
 a. Does that show finish b. Will that show be finishing c. Has that show finished

4 Ann _____ her first car in 1987.
 a. bought b. was buying c. has been buying

5 Henry _____ a shower as soon as he finishes cleaning his room.
 a. will have had b. will have c. will be having

6 _____ the answer to that question?
 a. Are you knowing b. Have you known c. Do you know

7 I _____ the kitchen for the past three hours. I'm exhausted!
 a. have been cleaning b. have cleaned c. clean

8 Hurry up! The bus _____!
 a. leaves b. will be leaving c. is leaving

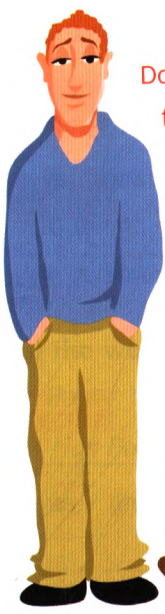
Unit 6

Adjectives
Adverbs
Comparisons

Let's have a look at you ...

Read the text below and look at the adjectives and adverbs in bold. Can you identify the form (positive, comparative, superlative) of each of them?

Everyone's special



Do you think that you could be **the most attractive** person around if you were just a few inches **taller**? Do you often hide your feet under the table because you think they're **bigger** than they should be?

Well, according to the ancient practice of physiognomy of the face and body, there's no need to worry. Physiognomy involves the study of physical characteristics and has shown that:

- **Tall** people are usually **luckier** than **shorter** people but, on the other hand, **short** people are considered to be **cleverer** and **more flexible**.



- If you have a **big** round head, it means that you'll do **well** in life. However, if your head is **small**, then you won't be so **lucky**.

- People with **big** feet are normally **wealthy** and enjoy having power. If your feet are of average size, you'll probably lead an average life, too.



Grammar



Adjectives

- **Adjectives** define nouns. They have no gender and are the same in the singular and plural. We use articles before adjectives only when a noun follows.
Rob is an excellent cook. These cakes are delicious.

- Some adjectives are formed with the endings **-ing** and **-ed**. Adjectives ending in **-ing** define a quality. Adjectives ending in **-ed** describe an emotion.

*The ending of the book was surprising.
We were surprised by the ending of the book.*

-ing	-ed
interesting	interested
boring	bored
tiring	tired
surprising	surprised
exciting	excited
frightening	frightened

- It is possible that several adjectives define one noun. In this case, adjectives come in the following order before the noun.

Article	Opinion	Size	Age	Shape	Colour	Origin	Material	Purpose/ Use	Noun
an			old				plastic	shopping	basket
a	beautiful				black	Italian	leather		bag
a		big		square			wooden		table

b

Adverbs

Adverbs usually define verbs.

Adverbs of Place, Manner and Time

- **Adverbs of Place** (here, there, upstairs, outside, etc.) usually come at the end of a sentence.
Why don't we sit outside?
- Most **adverbs of Manner** (quietly, beautifully, fast, etc.) are formed by adding the ending **-ly** to an adjective. They are usually placed after the verb (and its object, if there is one).
Martin's sister dances beautifully. *She closed the door angrily.*
- **Adverbs of Time** (now, then, tonight, yesterday, etc.) are usually placed at the end of a sentence. When they are placed at the beginning of a sentence, they show emphasis. **Adverbs of time** with only **one syllable** (soon, then, now, etc.) may be placed before the main verb or after the auxiliary/modal verb.
We didn't do anything special yesterday. *Tomorrow I'm seeing Seth.*
We'll soon have the results of those tests.

Notes:

- **Just** is always placed after the auxiliary/modal verb. **Late** always comes after the main verb.
The plane has just landed. *Jenny said she would be arriving late.*
- **Still** usually comes before the main verb or after the auxiliary/modal verb. It is usually used in affirmative or interrogative sentences to emphasise the continuation of an action.
Wayne is still working on the computer. *Is it still raining?*
- **Yet** is used in interrogative and negative sentences and it is usually placed at the end.
Have you packed your bags yet? *I haven't asked Linda yet.*
- **Already** is used in affirmative and interrogative sentences. It is usually placed between the auxiliary/modal verb and the main verb, or at the end of the sentence for emphasis.
I've already had dinner. *I've seen this film twice already.*

Adverbs of Frequency and Degree

- **Adverbs of Frequency** (always, never, often, sometimes, etc.) state **how often** something happens. They are usually placed before the main verb and after the verb **be** and the auxiliary/modal verb.
I don't usually stay up late. *Grace is always ready to help anyone in trouble.*
- **Adverbs of Degree** (hardly, really, much, quite, etc.) are usually placed before verbs, adjectives or other adverbs.
She is quite young, isn't she? *Jennifer runs really fast!*

Notes:

- **Hardly** is usually placed before verbs or **any** and its compounds.
I can't invite him to my party. I hardly know him! *There were hardly any people in the room.*
- Some words ending in **-ly**, e.g. **friendly, lively, lonely, lovely**, etc., are adjectives. The corresponding adverbial expressions are formed with **in a... way/manner**.
Stan is a very friendly person. *She didn't behave in a very friendly way.*
- The words **hourly, daily, weekly**, etc. can be either adjectives or adverbs.
I'm going to the hairdresser's for my weekly appointment.
The doctor told me to take these tablets twice daily.
- When there are more than one adverbs or adverbial expressions in a sentence, they usually appear in the following order: **manner – place – time**. When the verb shows movement, the adverbs appear in the following order: **place – manner – time**.
The baby is sleeping peacefully upstairs now. *She went to work by bus yesterday.*

- Pay attention to the meaning of the following adverbs:

late = not early	lately = recently
hard = with a lot of effort	hardly = almost not any
near = close	nearly = almost

C Comparative and Superlative Form

- We use the **comparative form** of adjectives and adverbs to compare two people, animals or things. The **comparative form** is followed by **than**.

Kim is younger than Matt.

John runs faster than Kate.

- We use the **superlative form** of adjectives and adverbs to compare one person, animal or thing with several of the same kind. The **superlative form** is preceded by **the** and is usually followed by **of** or **in**.

Leonard is the youngest student in the class.

Kim works the hardest of all her colleagues.

Formation of the Comparative and Superlative Form:

- All **one-syllable** and most **two-syllable adjectives** form the **comparative form** with the ending **-er** and the **superlative form** with the ending **-est**.
cheap – cheaper – cheapest *friendly – friendlier – friendliest*
- **Adjectives** with **three or more syllables** and some **two-syllable** adjectives form the **comparative form** with **more + adjective** and the **superlative form** with **most + adjective**.
intelligent – more intelligent – most intelligent *foolish – more foolish – most foolish*
- All **one-syllable adverbs** and **early** form the **comparative form** with the ending **-er** and the **superlative form** with the ending **-est**.
hard – harder – hardest *early – earlier – earliest*
- **Adverbs** with **two or more syllables** form the **comparative form** with **more + adverb** and the **superlative form** with **most + adverb**.
quickly – more quickly – most quickly

Note:

Adjectives ending in **-ed** and **-ing** form the **comparative form** with **more** and the **superlative form** with **most**.

interested – more interested – most interested

interesting – more interesting – most interesting

Irregular Comparative and Superlative Forms

POSITIVE FORM	COMPARATIVE FORM	SUPERLATIVE FORM
good/well	better	best
bad/badly	worse	worst
little	less	least
far	farther/further	farthest/furthest
many/much	more	most

d

Other forms of comparison

- **less + adjective / adverb + than**
This lecture is less interesting than the one before.
- **the least + adjective / adverb + of / in**
The lecture we attended yesterday was the least interesting of all.
- **as + adjective / adverb + as**
Sharon is as tall as my sister.
- **not as / so + adjective / adverb + as**
This car isn't as expensive as that one.
- **comparative + and + comparative**
Your English is getting better and better.
- **The + comparative..., the + comparative**
The more money you have, the more you want.

activities

a Complete the sentences by putting the **adjectives** given in the correct order.

- 1 As soon as I set eyes on that old red Persian carpet, red Persian old
I knew I had to buy it.
- 2 Karen keeps all her jewellery in a _____ box wooden beautiful small
like this one.
- 3 He's very rich and has a big collection of _____ gold Swiss expensive
_____ watches.
- 4 Did you see who was driving that _____ car big black luxurious
that passed by? It was Bob!
- 5 While Diane was in Italy, she bought me a _____ leather lovely brown
_____ handbag.
- 6 Mrs Wilson made a _____ dress silk white wedding
for her daughter. beautiful
- 7 The waiter served us our drinks in _____ tall crystal expensive
glasses.
- 8 My grandfather lives in that _____ house at brick big old
the top of the hill.
- 9 Two _____ vases were stolen from the Chinese valuable ancient
National Museum last night.
- 10 My mother gave me a _____ jumper for my woolen nice green
birthday.

b Circle the correct words.



Makeover on a budget

I had had enough of the way I looked, so I decided it was time for a change. As I'm afraid of change, I took it one step at a time. I didn't want to end up looking **bad** / **badly**. I **hard** / **hardly** had any money, so I decided to ask for some **friendly** / **in a friendly way** advice. My mate, Sarah, who is a hairdresser, was **glad** / **gladly** to help out and even offered to cut my hair **short** / **shortly** and dye it black – for free! The following day I went shopping. I saw a **beautiful** / **beautifully** blue dress in a shop in the High Street, but it was **quite** / **quiet** expensive, so I didn't buy it. A few days later I found the same dress at half price at a shop **nearly** / **near** my house. Needless to say, I bought it **immediate** / **immediately**!

Then, my friend Sarah introduced me to a make-up artist, who was very **good** / **well**.

She **carefully** / **careful** selected the colours that suit me **best** / **the better** and gave me some excellent tips.

It was a **wonderful** / **wonderfully** experience. All my friends think I look **great** / **greatly**, and, best of all, didn't cost me a fortune!

c Complete the sentences with the **comparative** or the **superlative** form of the words in brackets.

- That's the silliest (silly) excuse I've ever heard.
- We prefer to stay at a hotel when we go on holiday. It's _____ (comfortable) than camping!
- My wife recently gave birth to twins, so now we need a _____ (big) car.
- They say that Ms Barlow is 40 years old, but I think she looks _____ (old) than that, don't you?
- In my opinion, Prague is _____ (beautiful) city in Europe.
- Latisha was feeling sick this morning, but she is much _____ (good) now.
- The solution to this problem is _____ (complicated) than you may think.
- This handbag is probably _____ (expensive) accessory I've ever bought!
- The _____ (little) you can say about Emma is that she works _____ (hard) than anybody else!
- Brian got the job because he was _____ (experienced) than Martin.

d Read the sentences. Tick (✓) the appropriate box(es) to show where the adverbs should be placed.

- This project is more demanding than the one we've just finished. much
- The film had started when we arrived at the cinema . already
- it's impossible for Peter to go to bed late at night . almost
- Don't turn the lights off in the building . There are some people working upstairs. still
- I'm taking exams . tomorrow
- This exercise is difficult , isn't it? quite
- I have corn flakes for breakfast. sometimes
- Sorry , it isn't ready . I haven't finished typing it . yet

e Rewrite the sentences using the words given. Do not change the words given.

- Gary's car is faster than Nigel's. as
Nigel's car is not as / so fast as Gary's (is).
- Carla is not as talented as Sophie. less

- If you keep eating a lot, you'll get fat. more

- Jane is more sociable than Annie. so

5 This painter's work is constantly improving.

and

6 Both Ryan and Heather cook well.

as

7 Of all my subjects, I think Physics is the most boring.

least

8 Vicky doesn't dance as gracefully as Rebecca does.

less



can you remember?

Complete the text by choosing *a, b* or *c*.



Exam nerves?

So, you hate exams ... who doesn't? Well, next time exams are round the corner and before you (1) start panicking, there are certain steps you should follow to survive.

First of all, exams are much (2) _____ to handle if you are prepared. So, it's important to make a realistic study plan and try to stick to it, no matter how (3) _____ it is. You may have noticed that in the past you (4) _____ really tired after

studying for one hour non-stop. When this (5) _____, take a short break. Try to do this every forty-five minutes. You'll feel (6) _____ more refreshed and ready to go on after a ten-minute break!

While you (7) _____, you should pay attention to your health and diet. Research (8) _____ that foods rich in vitamin B (9) _____ improve your concentration, so it's advisable to eat plenty of fish, cheese, milk, beef and cereals.

Finally, don't stay up (10) _____ studying the night before the exams. Do something relaxing! Have a bubble bath or read a magazine while you listen to your favourite music. Go to bed early and try to think positive. Success is guaranteed!

- | | | | |
|----|-----------------|----------------------|----------------------|
| 1 | a. will start | (b.) start | c. have started |
| 2 | a. easy | b. easiest | c. easier |
| 3 | a. hardly | b. harder | c. hard |
| 4 | a. were getting | b. got | c. had got |
| 5 | a. happens | b. will happen | c. will be happening |
| 6 | a. many | b. much | c. lots |
| 7 | a. are studying | b. will study | c. will be studying |
| 8 | a. had shown | b. has shown | c. was showing |
| 9 | a. help | b. have been helping | c. are helping |
| 10 | a. lately | b. later | c. late |

Use of English

ancient = of the distant past
old = no longer young or new
old-fashioned = no longer in fashion
traditional = in accordance with tradition
antique = made in the style of an earlier period

Complete each of the sentences below with one of the words in the box.

- 1 I bought this Louis XV chair from a(n) _____ shop on the high street. It cost me a fortune!
- 2 They spent the night listening to _____ music.
- 3 I'm reading a book about _____ civilisations. It's fascinating!
- 4 The house was really _____ and needed a lot of repairs.
- 5 Jenny dresses in very _____ clothes.

9 Communication

Work in groups of 3 or 4. Look at the table below and give each activity/habit a rating from 1 to 4. Give 1 to the least interesting/tiring/healthy/silly activity/habit and 4 to the most interesting/most tiring/healthiest/silliest activity/habit. Then discuss and find out how much you have in common with the rest of your group.

	interesting	tiring	healthy	silly
going to the cinema				
reading books				
running on a treadmill				
smoking				

e.g. I think that ... is the most/least ... activity/habit because ...
 I agree/I don't agree. ... is more/less ... than ...
 I believe that ... is as ... as .../isn't as/so ... as ... because ...

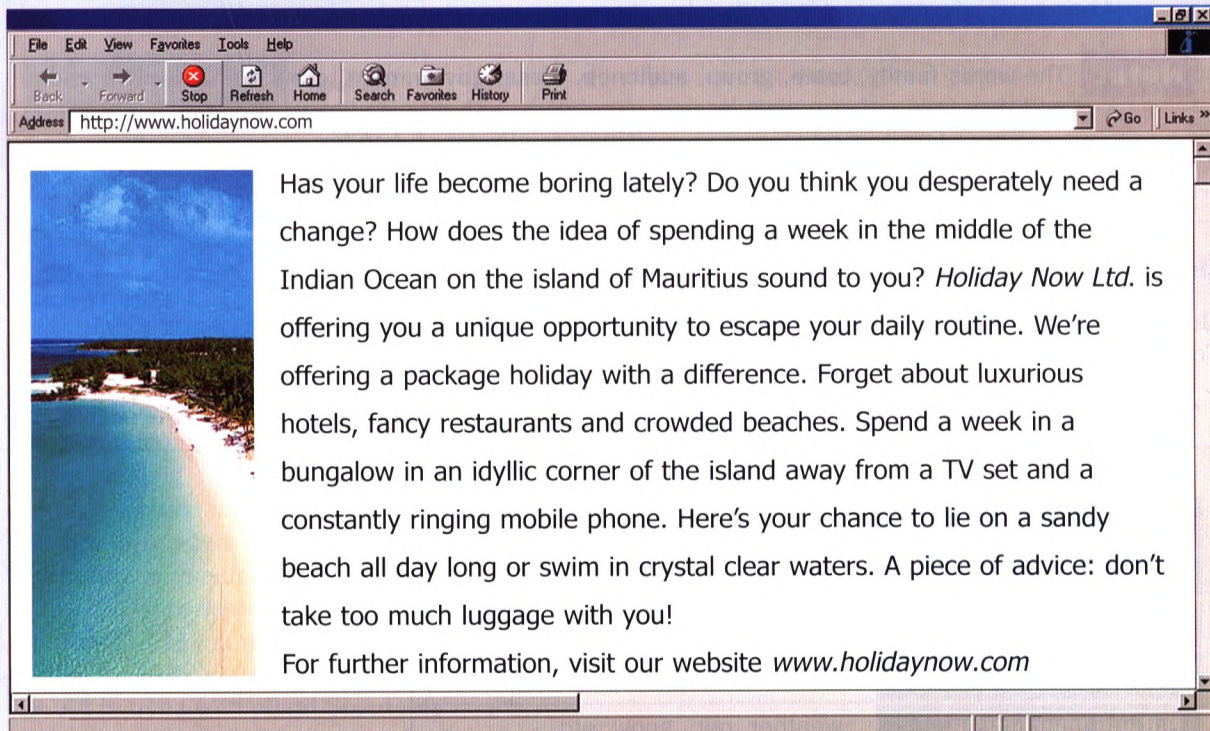


Unit 7

Nouns Quantifiers

A dream beach holiday!


Read the webpage below and underline all the nouns. Which are countable and which are uncountable?



File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Print

Address <http://www.holidaynow.com> Go Links



Has your life become boring lately? Do you think you desperately need a change? How does the idea of spending a week in the middle of the Indian Ocean on the island of Mauritius sound to you? *Holiday Now Ltd.* is offering you a unique opportunity to escape your daily routine. We're offering a package holiday with a difference. Forget about luxurious hotels, fancy restaurants and crowded beaches. Spend a week in a bungalow in an idyllic corner of the island away from a TV set and a constantly ringing mobile phone. Here's your chance to lie on a sandy beach all day long or swim in crystal clear waters. A piece of advice: don't take too much luggage with you!

For further information, visit our website www.holidaynow.com

Grammar

a Nouns

Countable nouns

Countable nouns have singular and plural forms. We can use **a/an** before them in the **singular** and **numbers, some, any** or **no** in the **plural**.

Regular plural forms

noun + **-s**: bird → birds

noun in **-ch, -sh, -x, -s, -ss, -o + -es**: watch → watches, tomato → tomatoes **but** radio → radios

noun in **consonant + -y: consonant + -ies**: baby → babies **but** boy → boys

noun in **-f, -fe: -ves**: leaf → leaves, life → lives **but** roof → roofs

Irregular plural forms

child	→	children	person	→	people	sheep	→	sheep
man	→	men	goose	→	geese	species	→	species
woman	→	women	ox	→	oxen	series	→	series
tooth	→	teeth	louse	→	lice	aircraft	→	aircraft
foot	→	feet	deer	→	deer	salmon	→	salmon
mouse	→	mice	fish	→	fish	trout	→	trout

The following nouns take a **plural** verb:

- **people, clothes, goods, police** (usually).
His clothes are always clean and well ironed.
- Nouns that refer to things consisting of two parts, such as **glasses, trousers, jeans, sunglasses, pyjamas, scissors, binoculars**. To define quantity, we use the expression **a pair of**.
Angie wears glasses. George has bought two new pairs of expensive sunglasses.

Note: The words **family, team, group, audience, class, government, crew** are **collective nouns** and they take either a singular or a plural verb, with no significant difference in meaning.
Tina's family is rich. Tina's family are on holiday.

Uncountable nouns

Uncountable nouns are only used in the singular. We cannot use **a/an** or **numbers** before them. To define quantity, we use **some, any, much, little, a lot of, a piece of**, etc.

Uncountable nouns usually refer to:

Food	meat, sugar, cheese, butter, etc.
Liquids	milk, water, coffee, etc.
Material	wood, gold, paper, glass, etc.
Abstract nouns	love, help, freedom, time, etc.
Natural phenomena	weather, rain, snow, etc.

- A number of words are also **uncountable nouns** and are followed by a singular verb: **advice, baggage, luggage, furniture, homework, money, news, information, business, work, knowledge, traffic, measles, economics, physics, mathematics**, etc.
How many pieces of luggage have you got?
- With nouns that describe **food** and **liquids**, we can use the following words to define quantity: **bottle, cup, glass, jar, can, slice, piece, loaf, carton, box, packet, kilo, litre, bar, bowl**, etc. + **of**.
a loaf of bread four cartons of milk
- The words **hair, light, glass** can be used as **countable nouns** in the plural form, but with a different meaning.

Singular form	Plural form
She has beautiful long brown hair.	There are a couple of hairs in the sink.
A lot of light comes in through the windows.	As soon as I sat down to eat, the lights went out.
She has a lot of ornaments made of glass.	My brother wears glasses.

Compound nouns

Compound nouns can be formed with:

noun + noun	package holiday, computer game, TV set, website
-ing + noun	dining room
adjective + noun	greenhouse

To form the **plural** of these **compound nouns**, we use the plural form of the (second) noun.
package holidays, computer games, TV sets, websites, dining rooms, greenhouses

noun + preposition	passer-by
noun + preposition + noun	sister-in-law

To form the **plural** of these **compound nouns**, we use the plural of the (first) noun.
passers-by, sisters-in-law

other combinations	take-off
--------------------	----------

To form the **plural** of these **compound nouns**, we add **-s** to the last word.
take-offs

b

Quantifiers

Some / Any / No / All / Every / Each

- **Some, any, no** are used with **uncountable** nouns or with **countable** nouns in the **plural** form.
- **Some** is used in affirmative sentences. It is also used in questions, when we are offering or requesting something, or when we expect an affirmative answer.
There are some books on the table. Would you like some coffee?
- **Any** is used in interrogative and negative sentences. It is also used in affirmative sentences with **hardly** (= very few).
Were there any people in the shop? There were hardly any people in the shop.
- **No** is used in affirmative sentences, but it has a negative meaning (= not any).
There were no people in the room. (= There weren't any people in the room.)
- **All** is used with **plural countable** nouns.
All cars have steering wheels.
- **Every** and **each** are used with **singular countable** nouns. **Every** is used when we refer to people or things as a group. **Each** is used when we refer to people or things individually.
*Every car has got a steering wheel.
The Smiths have got three cars. Each one is a different colour.*

Much / Many / A lot of / Lots of / Plenty of / (A) little / (A) few

- **Much** is used before **uncountable** nouns and **many** before **plural countable** nouns. Both of them are used mainly in interrogative and negative sentences, but also in affirmative sentences (mainly in written English or with **too, so, as**).
*How many people were there at the concert last night?
We didn't have much homework to do yesterday.
I couldn't work in that room because there was too much noise.*
- **A lot of, lots of** and **plenty of** are used before **uncountable** nouns and **plural countable** nouns, mainly in affirmative sentences.
*Julie seems to have a lot of friends.
You don't have to rush! We've got plenty of time!*

- (A) **little** is used before **uncountable nouns**. A **little** has a positive meaning (= a small but adequate amount of something), while **little** has a negative meaning (= a small and inadequate amount).

*We've got a little food left over from last night's party.
Hurry up! We've got little time left and we'll miss the bus.*

- (A) **few** is used before plural **countable nouns**. A **few** has a positive meaning (= a small but adequate number of things), while **few** has a negative meaning (= a small and inadequate number).

*There were a few books on the table.
There are few seats left. Some people will have to stand.*

Note: The following are used as pronouns when they are not followed by nouns:

- **some** and **any**.
Have you got any money? No, I haven't got any.
- **much, many, a little, a few, a lot, lots, plenty**.
Have we got any bananas? Yes, there are a few in the fridge.

The **compounds** of **some, any, no** and **every** are pronouns (referring to people and things) and adverbs (referring to places).

Compounds of:	SOME	ANY	NO	EVERY
People	someone somebody	anyone anybody	no one nobody	everyone everybody
Things	something	anything	nothing	everything
Places	somewhere	anywhere	nowhere	everywhere

The **compounds** of **some, any, no** and **every** are used in the same kind of sentences as **some, any, no** and **every**.

activities

- 🎧 Match the words in group A with the words in group B to form **compound nouns**.

Group A

web shopping best bank police film
security brother mobile passer traffic garden

Group B

guard in-law station by tool director
site jam phone centre robber seller

Compound Nouns

website

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

b Complete the sentences using the plural of the **compound nouns** in exercise a. There is one compound noun which you do not need to use.

- 1 Both my *brothers-in-law* are doctors.
- 2 This programme allows you to quickly find the _____ you are most interested in.
- 3 The _____ managed to stop the three _____.
- 4 My father keeps his _____ in the garage.
- 5 It's very annoying when _____ ring during lectures.
- 6 A few _____ helped me when I slipped and fell in the street.
- 7 Drivers waste a lot of time in _____.
- 8 _____ are found both in cities and in small towns.
- 9 A lot of famous _____ showed up at the International Film Festival.
- 10 He is a very popular author. All his novels have become _____.

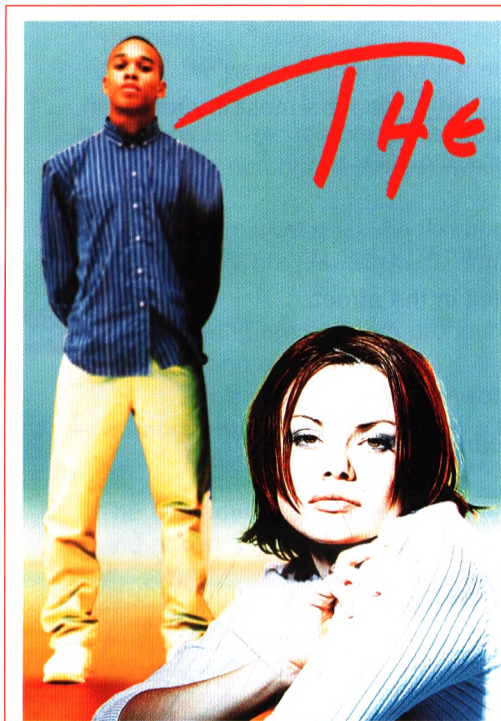
c Circle the correct words.

- 1 All the information you need **(is)** / **are** on the table.
- 2 Geese **don't** / **doesn't** fly, right?
- 3 The scissors **is** / **are** in my drawer.
- 4 Always remember that money **isn't** / **aren't** everything.
- 5 Grandma's furniture **need** / **needs** restoring.
- 6 I wanted to buy a **binoculars** / **pair of binoculars** but I didn't have enough money.
- 7 There **was** / **were** hundreds of mice in the old house.
- 8 Your trousers **is** / **are** dirty. Why don't you wear something else?
- 9 The police **have** / **has** arrived! Now you're in trouble.
- 10 We're open **each** / **every** day except Sunday.

d There is a mistake in each sentence. Find it and correct it.

- 1 They're happy because their business ~~are~~^{is} doing well.
- 2 *Fawlty Towers* were a very popular British TV series in the 1970s.
- 3 The goods that you have ordered is already in the warehouse.
- 4 How much species of tiger have become extinct?
- 5 Jenny gave me a useful advice on how to edit my essay.
- 6 What were the weather like in London last weekend?
- 7 His baggage were so heavy that he had to drag it along the platform.
- 8 Most people doesn't like to work at the weekend.
- 9 At that particular moment, three aircraft was flying overhead.
- 10 My jeans was in the wash, so I had to wear something else.

e Complete the text by choosing *a*, *b* or *c*.



Each month, we introduce you to talented girls and guys who want to become famous. This month, meet the *Fab 2*! Mark Birch and Alison Pratt are classmates. They have written (1) a few songs together and they've already made a CD! 'Our music is a mix, really,' says Alison. ' (2) _____ ethnic, (3) _____ hip-hop and (4) _____ dance. We've got so (5) _____ different influences!' The two work very well together. 'Alison comes up with (6) _____ ideas and then we decide what we're going to do,' explains Mark. 'Yes,' adds Alison. 'We don't have (7) _____ set ideas about what we want our songs to be like. I come up with the basic tune and the lyrics, then Mark writes the music. He plays the guitar, the keyboards and the drums!' Alison sings but she doesn't play (8) _____ musical instrument. Check out their songs on: www.popwire.com

- | | | |
|---|--|---|
| 1 <input checked="" type="radio"/> a. a few | <input type="radio"/> b. a little | <input type="radio"/> c. plenty |
| 2 <input type="radio"/> a. A few | <input checked="" type="radio"/> b. A little | <input type="radio"/> c. Lots |
| 3 <input type="radio"/> a. lots | <input checked="" type="radio"/> b. some | <input type="radio"/> c. plenty |
| 4 <input checked="" type="radio"/> a. many | <input type="radio"/> b. a lot | <input checked="" type="radio"/> c. lots of |
| 5 <input checked="" type="radio"/> a. many | <input type="radio"/> b. much | <input checked="" type="radio"/> c. lot of |
| 6 <input checked="" type="radio"/> a. no | <input type="radio"/> b. some | <input checked="" type="radio"/> c. any |
| 7 <input type="radio"/> a. some | <input checked="" type="radio"/> b. any | <input type="radio"/> c. no |
| 8 <input type="radio"/> a. some | <input type="radio"/> b. no | <input checked="" type="radio"/> c. any |

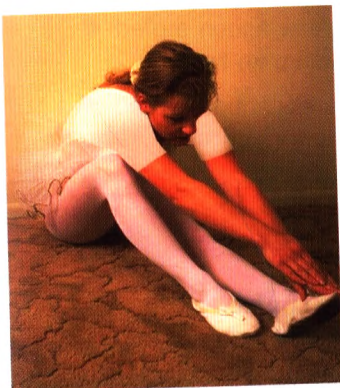
f Complete the sentences with the singular or plural of the words **hair**, **glass** or **light**.

- Denise can't see very well, so she wears glasses.
- I can't stand it when there are _____ on the bathroom floor.
- Patrick is losing his _____ fast. I think he'll be bald in a few years' time!
- We were watching a film on TV when suddenly the _____ went out.
- I cut my toe on a piece of broken _____.
- Plenty of _____ comes into the living room through the large windows.

9

can you remember?

Read the text and think of the word which best fits each space. Use only *one* word in each space.



Showstopper

Last year, my mate and I took part in a dance production at school. After lots (1) _____ practice, we were (2) _____ ready as we would ever be for our very first show. On the night of the show, the school auditorium was full. (3) _____ our teachers were there and most of our classmates, too. Everything (4) _____ going fine until, half an hour after the show (5) _____ started, the dance teacher's two-year-old daughter wandered out onto the stage. My friend and I were trying to give (6) _____ best performance ever, so we didn't notice her until it was too late. In our rush to avoid her, we tripped and fell, pulling down the curtains with us! It was the (7) _____ embarrassing day of our lives!

Use of English

Complete each of the sentences below with one of the prepositional phrases in the box.

for a change

for ages

for sure

for example

for sale

- Where have you been? I've been waiting for you _____!
- One thing is _____. Things will certainly change once the baby's born!
- The Robinsons have put their house up _____.
- Most of our employees have been working here for ages. Edward, _____, has been here for 25 years.
- Still on the Internet? Can't you do something else _____?

h

Communication

Work in groups of 3 or 4. Imagine that you're going on a camping trip. Discuss what equipment you will need to take with you. Complete the list and report to the class, justifying your choices.

a
 an
 some
 a lot of
 many
 a little
 a few

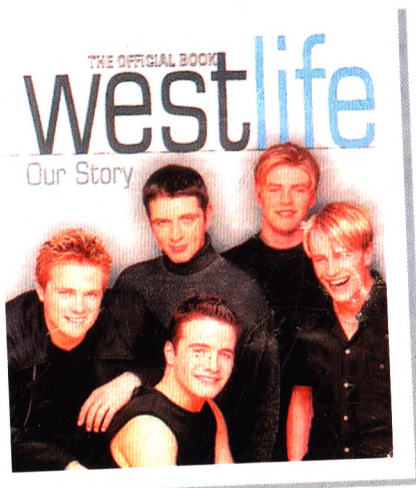
e.g. **A:** We'll need a tent to sleep in.
B: We'll also need a few sleeping bags.

Unit 8

Articles

It's for a good cause ...

Read the dialogue below and circle the correct word. Give reasons for your choice.



Annie: Come and have (1) **a** / **an** look at what we've got on sale and help us raise money for (2) **a** / **the** homeless. For (3) **an** / **a** small amount of money, you can get anything, from (4) **an** / **the** autograph signed by (5) **a** / **the** celebrity to (6) **an** / **a** T-shirt with your favourite group on it!

Paul: How much is this autographed photo of Robbie Williams?

Annie: Excellent choice! That's (7) **a** / **an** picture of Robbie in action at (8) **the** / **a** Royal Stage Club. Robbie has (9) **a** / **the** reputation of being (10) **an** / **the** excellent performer! Don't you think it's a great picture?

Paul: Sure! And what about this *Westlife* T-shirt? How much does it cost?

Annie: Oh, you're (11) **an** / **a** Westlife fan? Then you should definitely get this one. The cover of their first album is on it ... They're one of (12) **a** / **the** most successful boy bands in the world. Don't you agree?

Paul: Sure, but you still haven't told me how much it costs!

Grammar

a Articles

The indefinite article a/an

The indefinite article **a/an** is used before **singular countable nouns**.

We use **a/an**:

- to refer to something that is **not specific** or which is being referred to for the first time.
Tim wants to buy a guitar.
- when we refer to **professions**.
She's a nurse.
- when we refer to **quantity, speed or frequency**.
She goes horse riding once a week. I have a plate of pasta. I have three meals a day. I drink a lot of water.

● When say what smth/someone is or like (machine - mepes i moshon / npefukambak)

a dog is an animal.
what a nice dress.

● an gogorok will have:
I have a sister.

Rather/Quite/Such an interesting question!

The definite article **the**

The definite article **the** is used before **uncountable nouns** and **countable nouns** in the **singular** and **plural** form.

We use **the**:

- before nouns which are **specific** or have been mentioned before.
I tried on a black jacket and a blue one. I liked the blue one better.
- before nouns which are **unique**.
How many astronauts have walked on the moon?
- before names of **seas, rivers, oceans, deserts, canals, lakes (the Baikal)**,
the Red Sea, the Nile, the Indian Ocean, the Sahara Desert, the Panama Canal
- before names of **groups of islands, mountain ranges** and **names of countries** in the **plural**.
the British Isles, the Rocky Mountains, the Philippines, the Netherlands
- with **nationalities** and names of **families** when we refer to the whole nation or family.
The Spanish explored America in the 15th century.
The Taylors are moving to Boston next year.
- with names of **hotels, restaurants, theatres, cinemas, newspapers, ships, organisations, public services**, etc.
the Plaza Hotel, the National Theatre, the Odeon Cinema, The Times, the Titanic, the United Nations, the Fire Brigade
- before names of **inventions** and **musical instruments**.
Who invented the computer? Jennifer can play the violin very well.
- with the words **north, south, east, west** when they are used as **nouns**.
*Surrey is to the South of London. **but** They were heading south.*
- with the superlative form of adjectives and adverbs.
Jill is the tallest girl in her class.
Robbie runs the fastest of all his friends.
- with adjectives referring to classes of people.
*the famous, the rich, the poor, the old, etc. **but** homeless people*

• parts of the day:
- in the morning
- in the evening

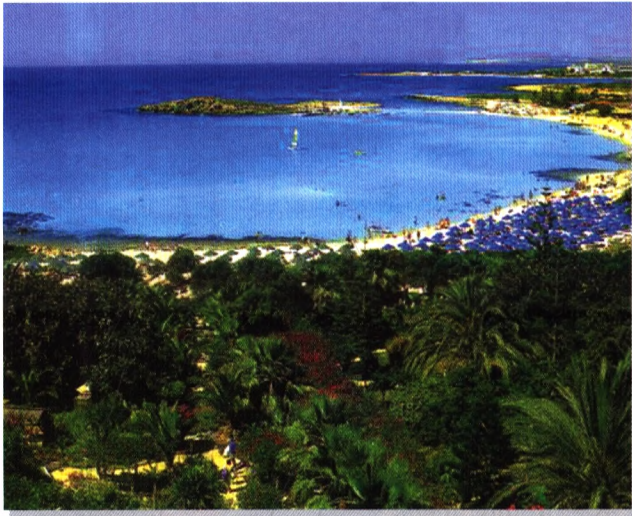
We don't use **the**:

- before **uncountable** and **plural countable** nouns when we are referring to something **in general**.
Dolphins are mammals. Experience is important in any job.
- before names of **people, mountains, islands, lakes, countries, continents** and **nationalities**.
Marie is French.
*Ben Nevis, Ibiza, Lake Michigan, Argentina, Africa **but** the UK, + "republic", "union", "states"*
- before names of **cities, streets, parks, squares**.
Edinburgh, Downing Street, Hyde Park, Times Square, but: the Hague
- before names of **school subjects, sports, games, colours, magazines** and **languages** (when the word **language** does not follow).
Todd is good at physics. Sheila likes playing chess. Her favourite colour is purple.
'Life' is a very famous magazine. Karen speaks Spanish well.
- before the **days** of the week and **months**.
My birthday is in April. See you on Monday.
- before names of **means of transport** (with **by**).
*I go to work by bus. **but** I saw Ken on the bus this morning.*
- with the words **breakfast, lunch, dinner**.
We had dinner at a Lebanese restaurant last night.
- with the words **home, school, bed, church, hospital, work, prison, university, court** when they are used for the purpose for which they exist.
Nobody was at home this morning. My parents were at work and I was at school.

activities

a Complete the text with **a** / **an** or **the**.

Alternative Holidays



Looking for (1) a different place to go on holiday this year? Well, (2) a beautiful island of Cyprus in (3) the Eastern Mediterranean has a lot to offer to even (4) the most demanding traveller. You can enjoy (5) the summer sun on (6) a beautiful beach. In addition, there is (7) a variety of recreational activities to be enjoyed on (8) the island all year round according to (9) a 36-page guide book recently published by (10) the Cyprus Association for Cultural and Special Interest Tourism.

These activities include cycling on (11) the plains and through (12) the mountains, hiking, golf, horse riding, water sports and bird-watching. Furthermore, visitors can also learn a lot about (13) the culture and tradition of (14) the island by visiting (15) various museums and galleries.

b Complete the sentences with **a** / **an** or **-**.

1 Melissa moved to - Paris in - September.

2 **Andrew:** I'm going to have - lunch. Do you want to join me?

Kathleen: Sorry. I'm on a diet.

3 Keith, you're late again! I've been waiting for you for over an hour.

4 My summer holiday was great. I went to a small island and stayed in a isolated village. It was so relaxing!

5 I need a milk, a butter, a packet of sugar and a kilo of cherries to make my favourite cake.

6 No one can get a good job without a university degree.

7 I love a pizza so I want to order a large one with a cheese, a tomatoes and pepperoni.

8 **Claire:** Would you like a sandwich?

Bessy: No, thanks. I'd prefer a apple, instead!

c Complete the text using **a / an, the** or **-**.

Easy Pocket Money



If you need (1) - cash but you aren't old enough to get (2) a job and your parents aren't willing to increase (3) a pocket money they give you every week, here are some ideas.

Firstly, if you are between (4) - 13 and 15 years old, you can help your mother around (5) the house or you can put on your trainers and walk (6) the neighbour's dog for (7) - hour or so every day. Of course, you can also try babysitting. To do (8) a job like this, you must like being around (9) - young children! Whatever you decide to do, keep (10) a record of all (11) - hours you have worked. Don't work more than eight hours (12) a day if you are under age because it's against (13) a law! If you are 15-17 years old, you can try working as (14) - waiter or (15) - shop assistant.

Don't forget that (16) - school comes first, though! This means that (17) a homework should be your first priority and you should always do your best.

Try to relax on (18) - Sundays, and keep in (19) the mind that if you are not happy with your job, you can always leave. (20) The choice is yours!

d Circle **the** or **-**.

1 Max: Who's on the / - phone?

Eleanor: - / The Mary. She's talking to her friend from - / the university.

2 Bob: The / - Joneses bought a new house and will be moving in within - / the next few weeks.

Sheryl: I thought it was - / the Smiths who were moving house!

3 Laura: Isn't Ann going to - / the Italy this summer?

Paula: No, she changed her plans and she's going to the / - United States instead.

4 Pablo: What did you do during the summer?

Consuelo: I went to - / the Greece and saw - / the Acropolis and other interesting sights.

5 Marina: I sent - / the children to - / the bed.

Mike: Good! Now we can watch the / - film in peace.

6 Brad: My favourite sport is the / - tennis.

Belinda: Really? The / - World Tennis Championship is held at the / - Norton Stadium next week. Do you want to go?

7 Frida: Is that a guitar case?

Ludwig: No, I play - / the violin in the / - local orchestra and this is my violin case.

8 Lorenzo: Where did - / the Mike go on holiday?

Paola: Well, he went to Egypt to see the / - Pyramids and then he went to the / - Sahara Desert! Great, isn't it?

e Expand the following newspaper headlines into sentences. Use the articles **a**, **an**, **the** or **-** and make any other necessary changes.

1 INTERNATIONAL OPERA FESTIVAL OPENS NEXT WEEK

2 LOCAL COUNCIL CANCELS CHARITY CONCERT

3 MINISTER OF FINANCE ANNOUNCES NEW TAXES

4 FILM OF THE WEEK: 'THE MATRIX RELOADED'

5 BRAZIL WINS WORLD CUP

6 SNOWSTORM BURIES VILLAGE IN SWISS ALPS

- 1 *The International Opera Festival opens / is opening next week.*
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

f can you remember?

There is a mistake in each sentence. Find it and correct it.

- 1 Martin is the ~~faster~~ ^{fastest} runner on our school team.
- 2 Could you send me an information? ^{sent}
- 3 My grandfather loves reading ~~a~~ ^{The} Sunday Times on Sunday mornings.
- 4 Several passer-bys gathered around the street performer.
- 5 How much things did you buy at the bazaar? ^{market}
- 6 Would you like any coffee? ^a
- 7 A lots of people may not agree with you on this. ^{lot}
- 8 There isn't many food left in the fridge. ^{there are}

Use of English

have a headache

have a meal (breakfast,
lunch, dinner)

have the reputation of

have fun

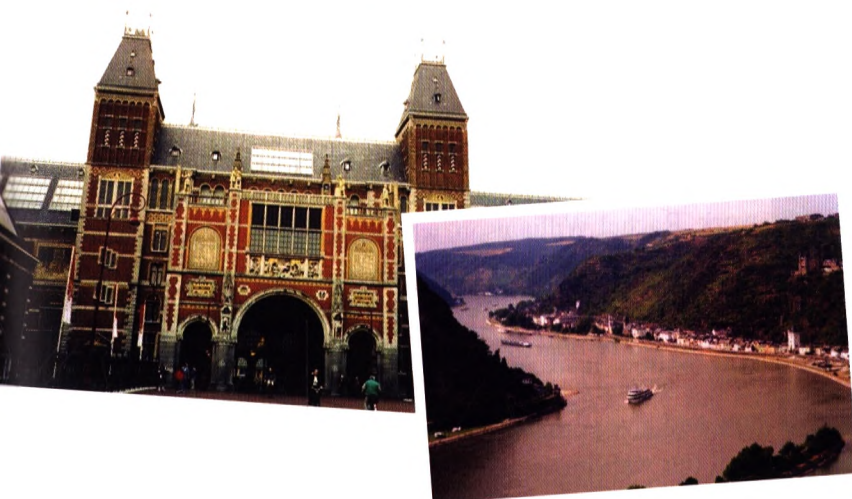
have trouble with

Complete the sentences below with the correct form of the phrases in the box.

- 1 Mrs Jennings _____ being a first-class cook.
- 2 Tricia _____ and decided not to go to work.
- 3 I _____ a lot of _____ maths this year. I think I should talk to my teacher.
- 4 Never _____ without washing your hands first!
- 5 We _____ so much _____ at Mike's party last Saturday!

9 Communication

Work in pairs. Look at the information below and decide which of the two countries you would like to visit and what you would like to do there. Then discuss with your partner.



THE NETHERLANDS

Capital: Amsterdam (Rijksmuseum, Van Gogh Museum)

Other cities and sights: Rotterdam (Blijdorp Zoological Garden), The Hague (Royal Art Gallery)

Environment: River Rhine, Hoge Veluwe National Park, IJsselmer Lake

Activities: cycling, sailing



IRELAND

Capital: Dublin (Liffey River, St. Patrick's Cathedral, Trinity College)

Other cities and sights: Cork (Cork Opera House), Bunratty Castle

Environment: Donegal Mountains, Wicklow Mountains, Aran Islands

Activities: mountain climbing, scuba-diving

e.g. **SA:** We could visit ...

SB: Yes, we could go to ... and ...

Unit 9

Infinitive

Are you willing to give it a try?

Read the advertisement below, paying attention to the infinitives in bold. How many different forms can you distinguish?



THE ART OF *writing*

Do you enjoy writing but don't feel confident enough **to show** your work to others? We at *Writers Inc.* are offering a unique home study course **to help** you **develop** your writing skills. Professional writers will give you advice on how **to become** a successful writer. They'll tell you where **to find** ideas, how **to turn** them into material suitable for publishing and how **to sell** your work. Rachel Williamson, who finished the course a year ago and has already published her first novel, says: 'I would never **have believed** you if you told me that one day I would **be able** to earn my living doing what I love most – writing books!' For further information, call us now and give yourself the opportunity of a lifetime! Visit our website www.writersinc.com

Grammar

a Infinitive

There are two types of **infinitive**:

- **full infinitive**: to + base form of verb *to work*
- **bare infinitive**: base form of verb *work*

We use the **full infinitive**:

- to express **purpose**.
Sue went to the bakery to buy bread.
- after certain **verbs**:
afford, agree, appear, arrange, ask, decide, demand, deserve, expect, fail, hesitate, hope, learn, manage, mean, need, offer, plan, prepare, pretend, promise, refuse, seem, swear, threaten, wait, want, wish, would like, would love, etc.
John refused to co-operate.

- after the **object** of certain **verbs**:
advise, allow, ask, beg, challenge, convince, encourage, expect, force, hire, instruct, invite, need, order, permit, persuade, remind, teach, tell, want, warn, would like, would love, etc.
Tim persuaded me to sell my car and buy a new one.
- after certain **adjectives**:
afraid, anxious, careful, determined, glad, happy, lucky, pleased, prepared, ready, relieved, sad, shocked, sorry, surprised, upset, willing, etc.
Are you ready to go?
- after **it + be + adjective**:
It will be difficult to fix that bike.
- after the question words **who, what, how, when, where, which** in reported questions.
I don't know what to do.
- after **too** and **enough**.
Too is used *before* **adjectives** and **adverbs**.
Enough is used *after* **adjectives** and **adverbs**.
It is too cold to swim today.
It is warm enough to swim today.

Note: When we want to determine for whom something is **too + adjective/adjective + enough**, we use **for + name/object pronoun**. We don't use object pronouns after the **full infinitive**.
The exercise is too difficult for me to do ✗.
The milk is cool enough for the baby to drink ✗.

We use the **bare infinitive**:

- after **modal verbs**: **can, could, may, might, must, will, would, shall, should**, etc.
Judy can play the guitar very well.
- after the verbs **let** and **make** in the Active Voice.
The teacher let the kids play in the schoolyard.
The coach made us run around the football pitch five times.

Notes:

- After the verbs **see, hear, notice, watch, smell** in the Active Voice, we can use either the **bare infinitive** or the **-ing form**.
I saw George wash / washing his car.
- The verb **help** is followed by either the **full infinitive** or the **bare infinitive**.
We helped Josh (to) clear out the attic.

b

Perfect infinitive

The **Perfect infinitive** (**have + past participle**) is used to describe actions that refer to the **past**. It is often used with **modal verbs** (can, could, may, etc.).

Helen is not at home. She might have gone to the library.

Note: When the **subject** of the **verb** is **different** from the **subject** of the **infinitive**, the **subject** of the **infinitive** can be a **common** or a **proper noun** or an **object pronoun**.
I want Betty to tidy her room.
I want her to tidy her room.

activities

a Complete the text with the **full** or the **bare infinitive** of the verbs in the box.

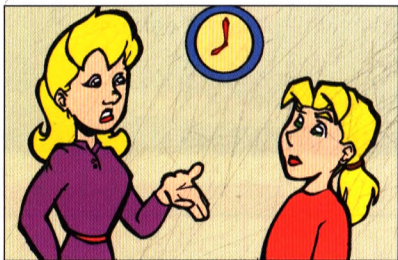
discover do ~~measure~~ decide improve rule learn manage talk

IQ vs EI



How is intelligence measured? Until recently, scientists could only (1) measure intelligence by means of a traditional IQ (Intelligence Quotient) test. A person's score on such a test indicates whether they have a high or a low IQ, in other words how 'intelligent' they are. However, research has shown that it's not fair (2) _____ whether someone is intelligent or not based on the results of an IQ test. Scientists were surprised (3) _____ that a high IQ is no guarantee of success in life. In fact, a lot of so-called 'bright' people fail (4) _____ well in certain areas of their lives simply because they lack another important quality: that of emotional intelligence. Emotional Intelligence (EI) is the ability to deal with emotions in a creative way. Daniel Goleman was the first (5) _____ about Emotional Intelligence, in a book he published in 1995. According to this theory, emotionally intelligent people know how (6) _____ their feelings and they don't let anger or aggression (7) _____ their lives. Unlike IQ, EI can (8) _____ throughout a person's lifetime as long as they are willing (9) _____ from experience. Remember, there's a lot more to intelligence than having the ability to solve complicated mathematical tasks.

b Look at the pictures and the prompts below and write sentences using **too/enough**. Begin with the words given.



1 be / late / go / shopping
It is too late to go
shopping.



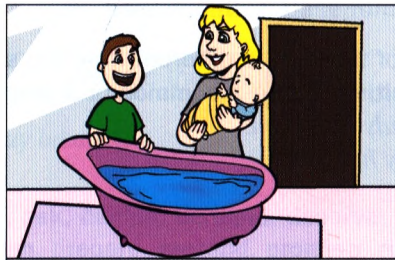
2 be / tired / wash / dishes
Brian _____



3 run / fast / win / race
Linda _____



4 be / old / go / bungee jumping
Mr Birken _____



5 be / warm / baby / have / bath
The water _____



6 busy / go / cinema / tonight
I _____

c Complete the blanks with the **full infinitive**, the **bare infinitive** or the **perfect infinitive** of the verbs in brackets.

1 Stephen: Why is Mary refusing to speak (speak) to Larry?

Lara: Larry persuaded her _____ (buy) his old car and it keeps breaking down.
Mary can't afford _____ (spend) any more money on it.

2 Chris: Dad, where's mum?

Mr Smith: I don't know. She might _____ (go) to visit your grandma. She always visits her on Tuesdays, doesn't she?

3 Fiona: What do you do when your children tell you they want _____ (stay up) late and watch TV?

Eric: I tell them that children under the age of ten must _____ (be) in bed by half past nine and that they shouldn't _____ (watch) TV for more than one hour a day.

Fiona: What if they don't want _____ (take) your advice?

Eric: Well, you should expect them _____ (react) like that. But you have to _____ (be) firm and everything will _____ (work out) fine in the end.

4 Fred: So, Sam, are you going camping this weekend?

Sam: I don't know, Fred. Probably not. You see, I don't think my parents will allow me _____ (go) camping. They'll probably say I'm too young _____ (spend) a weekend away from home. Besides, they'll make me _____ (study) for my exams at the end of the term.

Fred: But you're a good student and you don't need _____ (study) that hard!

Sam: Well, you know what my parents are like. They believe it's important _____ (revise) as often as possible.

Fred: What about Tina's party on Saturday? Will they let you _____ (go) to that?

Sam: I don't think they'll mind as long as I promise _____ (be) back by midnight.

d Rewrite the sentences using the words given and an **infinitive**.

1 I can't go on holiday this summer. I haven't got enough money.

afford

I can't afford to go on holiday this summer.

2 My mother told me to clean my room.

made

My mother _____

3 I think I've left my wallet at home.

may

I _____

4 Lesley cannot play this piece. It is very difficult.

too

This piece _____

5 Claire won't have a problem helping you with your assignment.

happy

Claire _____

6 Frank looks pleased with his new job.

seems

Frank _____

e Complete the sentences with the **full infinitive** or the **bare infinitive** of the verbs in the box.

stay up be see ~~post~~ understand buy organise tell

- 1 Christie went to the post office to post some letters.
- 2 Fred has decided _____ a new car.
- 3 Brenda said that she might _____ a little late today.
- 4 I'm sure she'll be surprised _____ you.
- 5 I tried to make Lou Anne _____ me what happened but she refused.
- 6 You're smart enough _____ what I'm talking about.
- 7 Mrs Lomax offered _____ the school play this year.
- 8 My mother doesn't let me _____ late on weekdays.

f Read the film review below and correct the phrases in bold if necessary.

The Matrix Reloaded

In *The Matrix Reloaded*, the second film in *The Matrix* trilogy, Neo (Keanu Reeves) has in some ways **begun to resemble** Superman. Now he **can to fly** like a rocket and **to beat** any of his enemies fighting with one hand.

Desperate find out the meaning of a dream in which his closest friend, Trinity (Carrie-Anne Moss), is killed, Neo enters the Matrix **look for** the wise Oracle (Gloria Foster) and ask her **what to do**. The Oracle tells him that he **must to find** the source of the Matrix and destroy it. This will save Zion, the underground city of the 'free minds', from destruction. If you **would like watch** a science-fiction thriller with impressive special effects, you'll be **pleased to know** that *The Matrix Reloaded* is one of the best of its kind. Don't expect much more, though, or you **could be** disappointed.

9 can you remember?

Read the text and think of the word that best fits each space. Use only *one* word in each space.



An embarrassing moment

Last Monday was (1) the first time I didn't complain when my mum asked me (2) _____ do the shopping for her. You see, I wanted (3) _____ try out my new rollerblades. I put them on, took (4) _____ shopping list and headed for the shops. On (5) _____ way back, I bumped into (6) _____ schoolmates of mine. I tried (7) _____ impress them with my moves. I thought I looked cool, but suddenly I slipped and fell! Luckily, I landed on something soft. Within seconds, though, I realised that I was lying on (8) _____ eggs I had just bought! As I got up, there was egg everywhere and my friends were staring at me and laughing. I must (9) _____ looked ridiculous! It was certainly the (10) _____ embarrassing moment of my life!

Use of English

Complete the sentences with the correct form of the phrases in the box.

give permission

give a reason

give advice

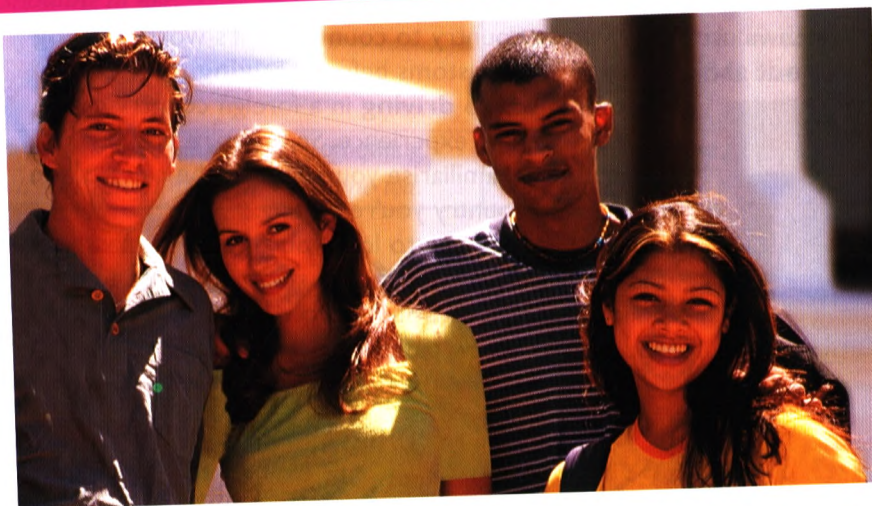
give a performance

give a speech

- The children rehearsed for days and _____ that both parents and teachers enjoyed.
- Did he _____ you a _____ for his strange behaviour?
- Nobody had _____ us _____ to enter that part of the building.
- Don't _____ to anyone unless they ask for it first.
- I can't talk to you now. In five minutes, I have to _____ to the whole school on *The Importance of Literature*.

h Communication

Work in pairs. If you were a parent, how would you bring up your children? Discuss the question with your partner using the verbs and ideas below as well as your own, and give reasons for your decisions.



Verbs

Ideas

allow	study
make	tidy their room
encourage	pass exams
expect	sleep over at a friend's place
tell	exercise
teach	watch the programmes they like on TV
instruct	be polite
warn	eat a lot of sweets
permit	eat fast food
advise	stay out late
let	

e.g. A: *I would(n't) encourage them to go to university because ...*

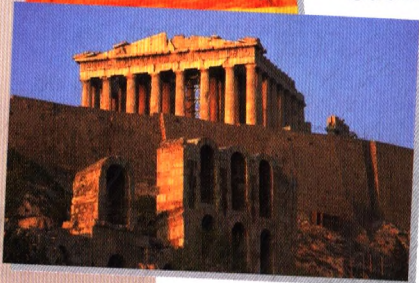
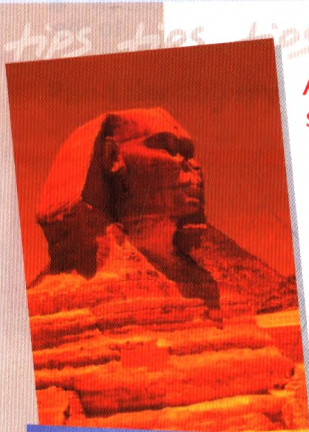
B: *I would(n't) let them stay up late on weekdays because ...*

Unit 10

-ing Form

Do's and Don'ts for Travellers

Read the brochure below, paying attention to all the -ing forms in bold. Which verbs or expressions do they follow?



Are you thinking of **travelling** abroad? Here are some tips for a safe, worry-free stay in a foreign country:

- ◆ If you are planning to arrive late at night, consider **booking** a hotel in advance.
- ◆ Avoid **walking** alone in deserted streets at night.
- ◆ Don't carry more cash with you than necessary when you go out. That way you won't risk **losing** a lot of money or **getting** robbed.
- ◆ Laws usually vary from country to country, so it's worth **finding out** about local laws and customs before **arriving**.
- ◆ **Getting** used to **driving** in a foreign country can be a whole new experience. So, if you're planning to rent a car, familiarise yourself with the rules of the road in the country you're visiting.
- ◆ Finally, if you happen to lose your money or passport, report the loss to the nearest police station and get a copy of the police report. Don't put off **contacting** your embassy, where you can get a new passport.



Grammar

-ing Form

The **-ing form** is formed by the **base form of the verb + -ing**. It is used either as a **subject** or an **object** of the verb.
Swimming is a good form of exercise. *I enjoy swimming.*

We use **-ing forms**:

- after verbs which express **preference** or **dislike**: **like, dislike, love, hate, enjoy, adore, prefer**, etc.
John doesn't like watching TV.
- after verbs which express **beginning** or **end**: **start, begin, finish, stop, continue**, etc.
He started writing a novel last winter.
- after the verb **go** for **activities**:
go swimming, go shopping
- after various other verbs: **admit, avoid, ensure, forgive, imagine, remember, regret, risk, spend (time), suggest, mind, keep, delay, object to, postpone, miss, consider, involve, resist**, etc.
Do you mind closing the window?

- after the expressions: **can't stand, can't help, it's no good, it's no use, it's (not) worth, feel like, be/get used to, be/get accustomed to, look forward to, have difficulty (in), there's no point in, how about ... ? what about ... ? what's the point of ... ? what's the use of ... ?**

Do you feel like going out tonight?

- after prepositions.

Milly is thinking of moving back to York.

Note:

- **For + -ing** expresses purpose.

I use this knife only for cutting bread.

Notes:

- The verbs **like, dislike, love, hate, start, begin, continue, prefer** are followed by either a **full infinitive** or an **-ing form**, with no significant difference in meaning.
Tim likes playing / to play baseball. They continued walking / to walk despite the wind.
- The verbs **stop, remember, forget, regret, try** are followed by either a **full infinitive** or an **-ing form**, with a different meaning in each case.

stop + -ing form: refers to an action which was stopped and not repeated.

He stopped smoking in 1998.

stop + full infinitive: refers to an action that was interrupted by another action but probably continued later.

At one o'clock they stopped to have lunch and then they carried on working.

remember, forget, regret + -ing form: refer to an action which happened in the past.

I don't remember talking to her.

I'll never forget meeting them.

I regretted shouting at her.

remember + full infinitive: remember something before doing it.

Remember to water the flowers tonight.

forget + full infinitive: forget something that you have/had to do.

Don't forget to lock the door.

regret + full infinitive: feel sorry about doing something.

I regret to say that I won't be able to make it.

try + -ing form: test/experiment with something.

If you have a sore throat, try drinking some tea.

try + full infinitive: make an effort.

I'll try to finish this today, but I'm not sure I'll be able to.

activities

- a** Circle the correct words.

Travelling alone

If you plan (1) **to visit** / **visiting** a foreign country alone, that is without a guide or a group and you're not sure what to do, don't worry. Here are some useful tips. To begin with, you can (2) **discover** / **discovering** interesting places and sights by just (3) **walk** / **walking** around. If, on the other hand, you hate (4) **walk** / **walking** around on foot, you can (5) **to rent** / **rent** a car or a motorbike, but make sure you have your passport and your driving licence with you. When you decide to go (6) **shopping** / **to shop**, remember (7) **to look** / **looking** around first before you buy anything, to make sure you don't miss any bargains! If you feel like (8) **to go** / **going** out at night, ask some locals to recommend the most popular clubs and avoid (9) **to go** / **going** to places that are not recommended. Finally, if you get sick, don't risk (10) **take** / **taking** any medication without going to a doctor first. Wherever you decide to go, in order to ensure (11) **have** / **having** a superb holiday abroad, make sure you plan ahead. It's a guarantee for an enjoyable trip.



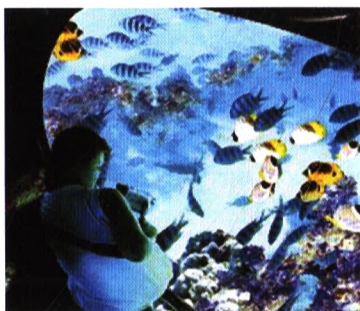
b Tick (✓) the correct sentence in each pair.

- 1 a. Will you remember posting these letters on your way to work?
 b. Will you remember to post these letters on your way to work?
- 2 a. The scenery was breathtaking, so we stopped to take some pictures.
 b. The scenery was breathtaking, so we stopped taking some pictures.
- 3 a. If you have dandruff, try to use this new shampoo.
 b. If you have dandruff, try using this new shampoo.
- 4 a. I will never forget hearing this song for the very first time.
 b. I will never forget to hear this song for the very first time.
- 5 a. We regret informing you that we are unable to offer you a place on our MA programme.
 b. We regret to inform you that we are unable to offer you a place on our MA programme.

c Complete the text below with the **full** or the **bare infinitive** or the **-ing form** of the verbs in the box.

move take visit / forget book ~~explore~~ have / create expect explore

UNDERWATER TOURS



Does the idea of (1) exploring a shipwreck while in a submarine appeal to you? If so, then you should definitely (2) _____ a short trip to Cyprus. Just off Larnaka harbour, anyone who pays the fare can (3) _____ easy access to the underwater world! The submarine *Satlo* has already taken hundreds of tourists into the depth of the sea (4) _____ the wreck of the cargo ship *Sea Queen*, which sank there in 1982. Passengers are taken to the submarine by boat. There, they meet their guide, who tells them what (5) _____. Once on board the submarine, the underwater experience begins. Every effort is made (6) _____ a pleasant atmosphere inside the submarine. Passengers spend their time (7) _____ photos of the fish that gather round *Satlo*, accompanying it as it travels to the bottom of the sea. After an hour of (8) _____ the shipwreck, the submarine slowly starts (9) _____ up towards the surface. Then the trip comes to an end but it is truly an experience you will never (10) _____!

d Rewrite the sentences using the words given. Do not change the words given.

- 1 'Let's go to the beach!' said Matt.
 Matt suggested going to the beach. suggested
- 2 You won't succeed in convincing Clark no matter what you do.
 It's no use _____. trying
- 3 Can you turn the music down, please?
 Would _____. mind
- 4 Did you take the rubbish out before you left the house?
 Did you _____. remember
- 5 Why don't you tell Brenda how you feel?
 Try _____. telling

6 I can't wait to see you again.

I look _____

forward

7 I don't usually travel by plane because I'm scared of flying.

I _____

avoid

8 Joanne became a teacher three years ago.

Joanne _____

started

e Complete the text using the correct form of the verbs in the box and the **full infinitive** or the **-ing form** of the verbs in brackets.

be / pleased regret decide ~~not / like~~ invite be / happy
 start be / not worth look forward to be / afraid of keep

An enjoyable trip



I (1) don't like travelling (travel) very much so when my cousins in Australia (2) _____ (me / visit) them, I didn't know what to say. To begin with, I thought it (3) _____ (spend) so much money on such a long trip for such a short time. But I hadn't seen my relatives in eight years, so I (4) _____ (see) them again and I knew I would (5) _____ (not/go).

So I went to a travel agency to buy my ticket and

(6) _____ (get) ready for the trip. I was quite

nervous when the big day arrived. I (7) _____ (fly), so I (8) _____ (tell) myself, 'Don't worry, everything's going to be fine,' throughout the flight. When I finally arrived in Australia, I was exhausted but (9) _____ (see) my cousins waiting for me at the airport. I had such a great time with my cousins that I (10) _____ (spend) a whole month there. At the end of my stay, I (11) _____ (hear) that my cousins were going to come and visit me the following summer.

f can you remember?

Complete the text below using the **Past Simple**, the **Past Progressive** or the **Past Perfect Simple** of the verbs in brackets and circle the correct form of the words in bold.



A narrow escape

Trevor Caplin first (1) travelled (travel) to Iceland in 1995 **to explore** / **exploring** its frozen, unspoilt wilderness. Caplin, who (2) _____ (already/establish) a new Guinness World Record for 'Freefall Waterfall Kayaking' (3) _____ (be) very **impressed** / **impressing** by this country's amazing waterfalls. So, he (4) _____ (decide) not to let the opportunity **to pass** / **pass** him by. But things (5) _____ (not/work out) the way he (6) _____ (expect) them to. As he (7) _____ (rush) down the Thjofoss waterfall in his kayak, he was hit by a huge

wave. The wave was so powerful that it (8) _____ (pull) him under within seconds. Everything (9) _____ (go) black and he (10) _____ (not/can) **to breathe / breathe**. Free from his kayak, Caplin (11) _____ (sink) like a stone. However, just as he (12) _____ (think) that he would never see the light of day again, all of a sudden he (13) _____ (find) himself back at the surface. A strong water current (14) _____ (push) him up. He (15) _____ (be) lucky **escaping / to escape** with just a broken leg and a few minor injuries. However, he wasn't willing **giving / to give** up so easily ...

Use of English

rent = have and use something which does not belong to you in exchange for a sum of money that you pay regularly

hire = employ somebody to do a particular job for you

let = allow the use of your property in exchange for money

lend = allow somebody to use something that you own for a period of time

borrow = take something from somebody with their permission, intending to return it in the future

Complete the sentences below with the correct form of the verbs in the box.

- 1 Can you _____ me €50? You see, I'm short of cash!
- 2 Walk straight down the road until you see a sign that reads 'Furnished flats to _____'.
- 3 We had such a great time! We _____ a car and explored the island.
- 4 My sister always _____ money from me at the end of every month!
- 5 They are thinking of _____ a lawyer to take the case to court.

9 Communication

Work in pairs. Student A, think of a classmate of yours. Student B, try to guess who your partner is thinking of by asking him/her the questions below and any others you can think of. Student A, answer your partner's questions. Then, change roles.



What / enjoy / do / at the weekend / ?
 What sport / enjoy / play / ?
 What kind / music / like / listen to / ?
 What kind / film / like / watch / ?
 What kind / clothes / like / wear / ?
 What / would not / risk / lose / ?
 What / want / stop / do / ?
 What / household chores / not mind / do / ?

e.g. **A:** Male or female?

B: Male.

A: What does he enjoy doing at the weekend?

B: He...

Revision Units 6-10

a Complete the blanks in the sentences with **a, an, the** or **-**.

- 1 I'm not sleeping at _____ home tonight. We painted _____ house yesterday and there is still _____ very strong smell there.
- 2 _____ Jeffersons always have _____ pool party in _____ July.
- 3 Kevin is learning _____ Spanish and _____ German because he wants to become _____ diplomat.
- 4 Mathew is going to _____ Greece for _____ summer but Eric is going to _____ Bahamas!
- 5 _____ dog I had last year bit _____ postman.
- 6 Paul needs to buy _____ umbrella because he lost his old one.
- 7 _____ chocolate cake I made is on _____ table in _____ kitchen.
- 8 Come on, everybody. _____ dinner is ready and _____ table is set!

b Circle the correct answer.

Dear Katrina,

I haven't heard from you for quite (1) **some** / **a** time, so you must still be settling in. I've been really busy myself lately, but since I have (2) **lot of** / **some** free time at the moment, I thought I'd drop you a line to tell you my news.

(3) **The** / **-** most exciting thing that's happened since you left (4) **is** / **are** that I finally made (5) **the** / **a** school volleyball team. You know how (6) **much** / **many** I've always wanted that! I'm really enjoying myself, although I have to do a (7) **lot of** / **few** practice and I have very (8) **little** / **few** time for anything else. We're playing (9) **a** / **the** very important match next week and I'm really nervous about it!

Our mates are all doing great. Carrie spends (10) **-** / **the** most of her time shopping as usual, Rob hardly does (11) **any** / **no** homework and Patricia spends (12) **every** / **each** minute of her free time listening to Britney Spears and dreaming of travelling to (13) **the** / **-** Seychelles!

We all send our love and hope to hear from you soon.

Take care,
Christie

C Choose *a*, *b* or *c*.

- 1** She stopped _____ *to take* _____ a break before she started on the last exercise.
 a. take **(b.)** to take c. taking
- 2** Do you remember _____ Craig last week?
 a. meet b. to meet c. meeting
- 3** If you have trouble sleeping, try _____ a cup of warm milk before going to bed.
 a. drink b. to drink c. drinking
- 4** I can't stand people _____ me what to do all the time.
 a. tell b. to tell c. telling
- 5** I hope _____ you again soon.
 a. see b. to see c. seeing
- 6** We can't go _____ today. It's Sunday and the shops are closed.
 a. shop b. to shop c. shopping
- 7** Our English teacher makes us _____ only English in the classroom.
 a. speak b. to speak c. speaking
- 8** There's no point in _____ to make him change his mind.
 a. try b. to try c. trying
- 9** This dish is very easy _____.
 a. prepare b. to prepare c. preparing
- 10** Don't bother _____ Jane to help you. She never helps anybody.
 a. ask b. to ask c. asking
- 11** Fiona might still _____ at home. Why don't you give her a call?
 a. be b. to be c. being
- 12** I was surprised _____ that Jackie and Jill were sisters.
 a. find out b. to find out c. finding out

d Expand the notes into sentences.

- 1**
- it / not be / worth / fix / TV

It isn't worth fixing the TV.

- 2**
- city / I / love / most / be / New York

- 3**
- Linda / not / be / old / enough / go / camping / her / friends

- 4**
- Sharon / hate / iron

- 5**
- what / be / point / buy / car / when / you / not know / how / drive / ?

- 6**
- my sister / enjoy / go / shopping / every / Saturday

e Complete the sentences using the **comparative** or **superlative** form of the words given.

1 Tom is 22 years old. His sister is 19.

old

Tom *is older than his sister*.

2 None of the other athletes ran as fast as Jason did.

fast

Jason _____

3 The oak tree is 25 metres tall. The cherry tree is 15 metres tall.

tall

The oak tree _____

4 The blue box weighs nine kilos, the brown one weighs eleven kilos and the red one just six.

light

The red box _____

5 Mary has €100. George has €70 and Ann has €45.

little

Ann _____

f Complete the text with the **full** or the **bare infinitive** of the verbs in the box.

come get ~~have~~ keep do laugh buy call

Snowed in

I desperately wanted (1) *to have* a sleepover at my house. I kept nagging my parents until they said that I could (2) _____ it. The day before the sleepover I went to the shops (3) _____ all the things I would need: a couple of videos, some popcorn and some sweets, which would make my little gathering perfect. On the day of the sleepover, it started snowing and by the time night fell, everyone was snowed in! My friends started (4) _____ me one by one to tell me that they wouldn't be able (5) _____. Even my best friend, Ann, said that it was too difficult for her mother (6) _____ the car out of the garage! My older brother saw how disappointed I was and promised (7) _____ me company. We ate, watched videos and he made me (8) _____ all night. We had a great time!

g Circle the correct words.

Are animals intelligent?

Rats can learn (1) **to perform** / **performing** tricks, cats seem (2) **sense** / **to sense** what we are feeling. Dogs know when their owners are coming home and anyone who has swum with (3) **a** / **the** dolphin will tell you that these animals are (4) **more** / **most** intelligent (5) **than** / **of** most people think. Clearly, animals can (6) **learn** / **to learn** and (7) **remember** / **to remember**. However, they lack language and (8) **the** / **a** ability to understand what they are and they therefore can't really (9) **be** / **being** considered 'intelligent' creatures.



Studies carried out on chimpanzees and gorillas suggested that they are able (10) **to learn** / **learn** symbols and sounds. But are they actually using them (11) **communicate** / **to communicate**? No one knows. In (12) **the** / **a** late 1960s, (13) **an** / **the** American scientist tried (14) **to find** / **finding** out if various animals understood what they actually were. He painted (15) **a** / **the** red dot on their faces and put them in front of a mirror. If an animal touched (16) **a** / **the** red spot, it was, according to (17) **a** / **the** scientist, actually recognising itself in (18) **a** / **the** mirror. Besides humans, only chimpanzees and orang-utans passed this test.

Unit 11

Can, Could, May,
Might, Will, Would,
Shall, Must

Back to nature

Read the dialogue below and match the modal verbs 1-10 with the functions a-e.



Vince: Did you know that some of the products you use on a daily basis (1) **can** be quite dangerous to our health? This article says that lots of products, from washing powders to some of the foods we eat, contain chemicals, which (2) **may** cause a number of health problems. (3) **Can** you believe it?

Tricia: And I guess these same chemicals (4) **must** be harmful to the environment as well! There (5) **must** be a way to put an end to this situation!

Vince: Have you heard of environmentally-friendly products? We (6) **can** find more of these products on supermarket shelves than ever before. They're made from plant-based, natural ingredients and they don't pollute the environment!

Tricia: I (7) **must** have read about them somewhere ... Oh, now, I remember! There was this advertisement on the Internet promoting some of these environmentally-friendly products!

Vince: Really? (8) **Can** you tell me the website address?

Tricia: It (9) **might** still be on my computer. Let's check. If we can't find it, we (10) **can** use a search engine which will give us a list of relevant websites.

a ability

d suggestion

b possibility

e deduction

c request

Grammar

Can, Could, May, Might, Will, Would, Shall, Must

Can, Could, May, Might, Will, Would, Shall, Must are **modal verbs** and:

- do not form all tenses.
- have the same form in all persons.
- form the interrogative and negative without auxiliary verbs (do/did).
- are followed by a **bare infinitive**.

I can drive a car.

May I drive your car?

He couldn't drive a car.

Modal verbs perform various linguistic functions, such as expressing **ability**, **possibility**, etc.

Ability

- **Can** expresses **ability** in the **present**.
Vanessa can play the violin very well.
- **Could** expresses **general ability** in the **past**.
Vanessa could play the violin when she was ten.
- **Was/were able to** express **ability** in a **specific situation** in the **past**.
The questions were difficult but Philip was able to answer them.
- **Couldn't** and **wasn't/weren't able to** express a **lack of ability** in the **past**.
I couldn't run so I wasn't able to catch the bus.

Note: **Can** is used only for the present. In order to express **ability** in tenses that are not formed by **can**, we use **be able to**.

I haven't been able to contact Harry yet.

Possibility

- **Can/may + infinitive** express **possibility** in the **present/future**.
Some household chores can be very tiring. They may invite you to the party.
- **Could/might + infinitive** express a **slight possibility** in the **present/future**.
John could/might be at work right now.
- **May not/might not + infinitive** express **lack of possibility** in the **present/future**.
Henry may not / might not be able to join us.
- **May/might + perfect infinitive** express **possibility** in the **past**.
I may/might have seen this film, but I'm not sure.
- **Could + perfect infinitive** refers to something that was possible in the past but didn't eventually happen.
You were lucky. You could have been hurt.

Permission

- We use **can, could, may, might** to ask for or give **permission**. **May** and **might** are more polite/formal than **can** and **could**.
- We use **cannot (can't)** and **may not** to **refuse permission**.
May I borrow your pen? Yes, you may. / No, you may not.

Requests

To make **requests** we use **can, could, will, would** and **may**. **Could, may** and **would** are more polite/formal than **can** and **will**.

Can you give me that dictionary?

Will you drive me to school tomorrow?

Would you hold my umbrella for a minute, please?

Suggestions and Offers

To make **suggestions** or to **offer** to do something, we use **can, could** and **shall**.

Suggestions	Offers
<i>We can watch a film on TV tonight.</i>	<i>I'm going out. Can I get you anything?</i>
<i>We could spend a few days on an island.</i>	<i>Could I get you some coffee?</i>
<i>Shall we go away for the weekend?</i>	<i>Shall I help you?</i>

Note: **Shall** is used only in the first person singular and plural (I, we).

Deduction

- **Must + infinitive** expresses **certainty** about the **present/future**.
Joanne must be at work right now.
- **Can't + infinitive** expresses **certainty** about something in the **present/future**.
That can't be Jim. Jim is taller and thinner than that man.
- **Must + perfect infinitive** expresses **certainty** that something **happened** in the past.
You must have been really scared.
- **Can't/couldn't + perfect infinitive** express **certainty** that something **didn't happen** in the past.
You can't have seen Joe yesterday. He's in Tunisia.

activities

- a** Look at the pictures and write sentences expressing possibility. Use **may, might, could** and the verbs in the box.

buy crash into break cut hit be



1 She may/might/could
break the vase.



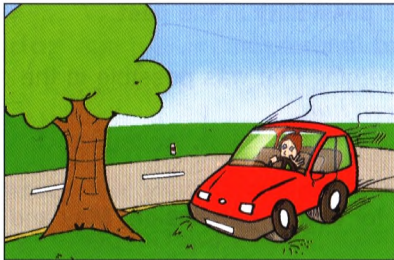
2 _____



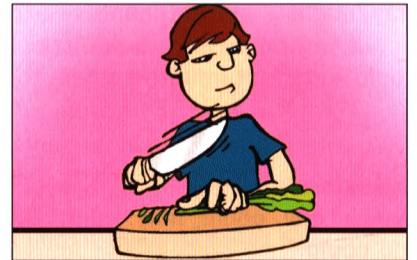
3 _____



4 _____



5 _____



6 _____

- b** Read the situations below and write sentences asking for permission or making suggestions, requests and offers.

1 Your grandmother is carrying a heavy shopping bag. Offer to help her.

Shall I carry the shopping bag for you?

2 A friend of yours has just come to visit you. Offer to make some fresh orange juice.

3 You're in the middle of a family dinner and you suddenly realise that you were supposed to call a friend an hour ago. Ask to be excused.

4 You want your dad to pick you up from school tomorrow. What do you say?

5 You and your friends are thinking about what to do tonight. Suggest going to the cinema.

6 You're very thirsty. Ask your brother to bring you a glass of water.

7 You're at a friend's sleepover and you're feeling hungry. Suggest making some sandwiches.

8 It's too hot in the classroom. Ask your teacher for permission to open the window.

c Make sentences using **must** or **can('t)** as in the example.

- 1 Mary's late again. What happened this time? She / oversleep
She must have overslept.
- 2 Paul started studying for his exam half an hour ago. he / finish / yet

- 3 There are no lights on. they / be / inside

- 4 Lorna has got a runny nose. she / catch / cold

- 5 Chris is late. He is normally very punctual. he / forget / our appointment

- 6 Stephanie studies hard. she / be / very good student

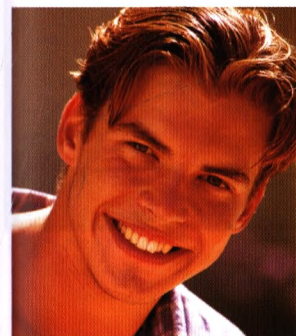
d Choose **a, b** or **c**.

- 1 This chocolate cake is delicious! Can I have another piece?
 a. Should **b. Can** c. Shall
- 2 _____ I get you another glass of milk?
 a. Would b. Shall c. Mustn't
- 3 Chloe _____ reached the door handle. She's too short.
 a. can't have b. can have c. must have
- 4 I _____ left my keys at home. They're not in my bag.
 a. must have b. can have c. could have
- 5 You _____ be back by 10 o'clock, otherwise we'll be late for the meeting.
 a. can b. may c. must
- 6 I'm bored. _____ we go for a walk in the park?
 a. Will b. Shall c. Would
- 7 Where's Harry? I _____ find him anywhere.
 a. can't b. might not c. will not
- 8 Going out alone so late at night was risky. You _____ been attacked.
 a. could have b. would have c. must have

e Complete the text using **can('t)**, **could(n't)** or **be able to** in the correct form.

Hero for a day

I will never forget what happened last summer. One afternoon I was walking my dog along the seashore, enjoying the sunset. I (1) couldn't believe my eyes when I saw that someone was in the water and he (2) _____ get out! I (3) _____ see him in the water waving his arms and I (4) _____ hear him calling for help. 'Calm down,' I yelled. I also said that I'd get help but he (5) _____ hear me. Suddenly, he



disappeared under the water and I (6) _____ see him any more. I knew I had to do whatever I (7) _____ to save him, so I took off my shoes and jumped into the water. Within a few minutes I reached him and I (8) _____ drag him to shore. Soon, he (9) _____ breathe normally again. 'I (10) _____ thank you enough,' said the man. 'You saved my life. I (11) _____ drowned.' I was really happy I (12) _____ help that poor fellow.



can you remember?

Complete the text by choosing **a**, **b** or **c**.

A close call

I had always wanted (1) *to spend* a holiday in the mountains. I just couldn't wait (2) _____ in a tent in the forest and hear the birds (3) _____ in the morning. So, when my friends suggested (4) _____ on a short camping holiday somewhere in the wilderness, I was thrilled.

On the first night, my friend Paul offered (5) _____ a wonderful dinner and we all sat chatting around the campfire before going to bed.

It (6) _____ around 3 o'clock in the morning when I thought I heard a noise. I looked outside and I (7) _____ believe my eyes! A huge grizzly bear was standing outside the tent! It (8) _____ the food and was obviously looking for something to eat! I woke up my two mates. We couldn't risk (9) _____ the tent. Anyway, we were too shocked (10) _____! Suddenly, I saw the animal (11) _____ our tent! I thought we (12) _____ have become the bear's midnight snack! Luckily, it changed its mind and decided (13) _____. This incident, however, prevented us from (14) _____ back to sleep. All we could think of was the bear!

Early the next morning we packed our things and left, hoping (15) _____ face to face with a bear again.



- | | | | |
|-----------|-----------------------|-----------------------|-----------------------|
| 1 | a. to spending | b. spending | c. to spend |
| 2 | a. sleeping | b. sleep | c. to sleep |
| 3 | a. singing | b. to sing | c. sang |
| 4 | a. to go | b. going | c. go |
| 5 | a. cook | b. to cook | c. cooking |
| 6 | a. couldn't have been | b. must have been | c. can't have been |
| 7 | a. couldn't | b. can't | c. mustn't |
| 8 | a. would have smelled | b. can't have smelled | c. must have smelled |
| 9 | a. to leave | b. leave | c. leaving |
| 10 | a. move | b. moving | c. to move |
| 11 | a. to approach | b. approaching | c. to have approached |
| 12 | a. might | b. must | c. should |
| 13 | a. to leave | b. leave | c. left |
| 14 | a. to go | b. go | c. going |
| 15 | a. never to come | b. never come | c. never to have come |

Use of English

on the market

on the spot

on a diet

on purpose

on average

Complete each of the sentences with one of the phrases in the box.

- 1 Although Becky is quite thin, she's always _____. I think she's overdoing it!
- 2 _____, there are 22 students in each class.
- 3 A great variety of products specially designed for children are _____ nowadays.
- 4 'I'm sorry, I didn't do it _____,' Jo said to Matt.
- 5 She was rude to her boss and was fired _____.

9 Communication

Work in pairs. Look at the picture below and discuss what must / may / might / could have happened. You can use some of the words in the box as well as your own ideas.

find look for burglar money ring safe detective jewellery spy important documents



e.g. Somebody must have broken the window. It might have been ...

Unit 12

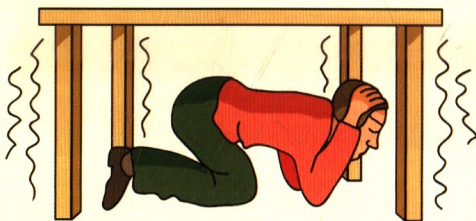
Must, Have to, Need,
Should, Ought to,
Had better

Do's and Don'ts in an earthquake

1. Read the brochure below and match the modal verbs with the functions a-e.

Earthquakes can be very scary and very dangerous. If an earthquake hits, the best thing to do is stay calm and keep the following tips in mind.

DURING an earthquake:



You **should** drop to the ground and take cover under a table or a desk. If the table moves, you **need** to move with it. Otherwise, you **had better** remain where you are until the earthquake is over. In any case, you **ought to** stay calm and encourage others to do the same.

AFTER an earthquake:



- You **mustn't** move anyone who has been seriously injured. However, if you **have to**, do so with caution.
- In the event of an aftershock, you **needn't** panic; it's normal. Just stay calm.
- If you **don't have to** go back into your house after the earthquake, stay where you are until the authorities give the all-clear.

a advice

b prohibition

c obligation

d necessity

e absence of necessity

2. Which other modal verb expresses obligation?

Grammar

Must, Have to, Need, Should, Ought to, Had better

a Must / Have to / Need

Must, have to and need express obligation/necessity, prohibition and absence of obligation/necessity.

Obligation / Necessity

- **Must** refers to the **present**. It expresses an **internal obligation** and is used in the affirmative and interrogative when the speaker feels that something must be done.
I must tidy my desk. Must we leave now?
- **Have to** refers to the **present**. It expresses **external obligation** and is used in the affirmative and interrogative when the speaker is obliged by external factors to do something.
I have to be at work at nine o'clock every morning. When do you have to go?
- **Need** is used in the affirmative and interrogative when it is **necessary** to do something.
I need to go to the supermarket. Need you go, too?
- **Had to** in the affirmative and interrogative expresses **obligation** in the **past**.
I had to hand in my project last week. When did you have to hand in your project?

- **Will have to** in the affirmative and interrogative expresses **obligation** in the **future**.
We'll have to work overtime to get this done!

Prohibition

- Mustn't** is used when we are **not allowed** to do something.
We mustn't make any noise in the library.

Note: **Can't** also expresses **prohibition**.
You can't smoke in this building.

Absence of Obligation/Necessity

- **Don't/doesn't have to, don't/doesn't need to** and **needn't** refer to the present and are used when it is not necessary to do something.
You don't have to go if you don't want to.
We don't need to rush; we've got plenty of time.
We needn't go shopping today.
- **Won't have to** and **won't need to** express a **lack of obligation/necessity** in the **future**.
By the time I'm 40, I'll be so rich that I won't have to / won't need to work.
- **Didn't have to** and **didn't need to** refer to the **past** and are used when something was **not necessary**, but it is not clear if it was done or not.
They didn't have to / didn't need to wait longer than five minutes.
- **Needn't + perfect infinitive** is used when something was **not necessary**, but it was done.
You needn't have carried all those books yourself. I could have helped you!

Note: **Need** is used:

- as a **main verb** in all tenses in the affirmative, interrogative and negative. It is followed by a full infinitive.
- as a **modal verb** only in the interrogative and negative.

Affirmative	Interrogative	Negative
I need to go. He needs to go. You needed to go.	Do I need to go? / Need I go? Does he need to go? / Need he go? Did you need to go? / Need you have gone?	I don't need to go. / I needn't go. He doesn't need to go. / He needn't go. You didn't need to go. / You needn't have gone.

b Should, Ought to, Had better

Ought to is similar to **should**, but it is less common.

We use **should/ought to + bare infinitive**:

- to ask for or give **advice**.
Should I stay or should I go?
- to express an **opinion** that we consider correct.
I think he should study harder.
- to make a **suggestion**.
Should we go to the theatre tonight? You said you wanted to see that play.
- to express **mild obligation**.
You should keep your desk tidy.
- to express **probability** in the present/future.
Why don't you call Tom? He should be at home now.

Note: **Should/ought to + bare infinitive** refer to the present/future.

Should/ought to + perfect infinitive express:

- **regret** about something that should have happened in the past, but didn't.
We should have warned them.
- **criticism** of certain behaviour.
You ought to have finished ages ago!

- **Shouldn't/ought not to + perfect infinitive** express **regret** about something that happened in the past, but shouldn't have happened.
I shouldn't have trusted him.
- **Had better** refers to the present/future, not to the past. It is followed by a **bare infinitive** and it indicates something that would be good to happen. In informal situations, short forms are used.
You had better check your essay carefully.
You'd better not talk to him now; he's quite angry. *He'd better be on time!*



activities



Choose a, b or c.

- June _____ *had to* _____ put her coat on because it was very cold outside.
a. had to b. must c. ought to
- I _____ be on time for my appointment in order to make a good impression.
a. need b. mustn't c. must
- It's raining again. You _____ put on your raincoat.
a. 'd better b. shouldn't c. don't have to
- You _____ worry about money. I have enough.
a. have to b. don't need c. needn't
- You _____ smoke in here, or you'll set off the fire alarm and get into serious trouble.
a. mustn't b. don't have to c. needn't
- If Sam is going to be late, she _____ to tell her parents.
a. should b. had better c. ought
- If you need more information, you _____ call Janet. She's the expert.
a. mustn't b. had better c. need
- You _____ bring me the books today; I don't need them right away!
a. mustn't b. have to c. don't have to



There is a mistake in each sentence. Find it and correct it.

- Need you to shout like that? I'm not deaf, you know!
Need you shout like that? I'm not deaf, you know!
- Mum needn't cook all this food. After all, most of the guests didn't show up.

- If you want to get this done quickly, you had better have given clear instructions.

- 4 By law, cyclists must to wear helmets.

- 5 You don't have buy any more bread. We've got enough.

- 6 I haven't heard from Tom for ages. I must have call him soon.

- 7 Your daughter needs study harder if she really wants to pass the exams.

- 8 You don't have to park there. It's not allowed.

- 9 I must have travelled more when I was younger.

- 10 Andrew needn't have come to the airport to pick me up. I'll take a taxi!

C Complete the text by choosing *a*, *b* or *c*.

So ... you want to be a runner



What does it take to become a top-class runner? Our reporter, Vernon Phua, interviewed marathon runner, Michael Chiang, and asked him to tell our readers what they (1) ought to do in order to follow in his footsteps. First of all, you (2) _____ bear in mind that success doesn't come easy and you (3) _____ train hard. 'When I was still at school, I (4) _____ wake up early in the morning to train and then I rushed off to school. After school I trained some more,' says Michael.

At the same time, however, you (5) _____ neglect your studies.

Michael regrets not studying more at school. 'I (6) _____ tried harder to get into university,' he says. You shouldn't allow failure to discourage you. As the Chinese say, 'Failure is the mother of success'. It is part of learning how to be successful: you (7) _____ know what it is like to lose and learn from your mistakes. You also (8) _____ to learn how to deal with stress so that you don't crumble under pressure. And always remember: success doesn't come overnight.

- | | | |
|--------------------|----------------|-----------------|
| 1 a. ought | b. must | c. should |
| 2 a. should | b. need | c. had to |
| 3 a. will have to | b. need | c. needed to |
| 4 a. must have | b. should have | c. had to |
| 5 a. don't have to | b. shouldn't | c. needn't have |
| 6 a. ought have | b. should have | c. needed |
| 7 a. have to | b. need | c. ought |
| 8 a. need | b. must | c. should |

d Circle the correct words.

The party is here!

I am known to organise the best parties, so here are some tips to help you organise a great party. You **mustn't** / **don't need to** buy any decorations for your house, simply because no one will notice them! What you **need** / **ought to** do is make space. You **don't have to** / **must** move the furniture, as you'll need all the space you can get.

You **needn't** / **mustn't** cook enormous amounts of food. People are there to have fun and dance. What you **need** / **should** have, though, is a lot of crisps, cookies, small sandwiches and plenty of soft drinks!

You **don't need to** / **ought not to** hire a DJ! Just make sure all the latest hits are played. You **must** / **need** have a good CD player and very good speakers, otherwise your guests might be a little disappointed.

Of course, you **should** / **had to** be ready at least one hour before the party starts, as some guests might be early and you **had to** / **had better** be prepared. One final thing: You **had better** / **will** notify your neighbours that you're having a party. You don't want them calling the police on you when the party's in full swing!

e Look at the pictures and the prompts and write sentences giving advice. Use **should**, **ought to** or **had better**.

- 1** George wants to lose weight.

go / gym

He should / ought to / had better go to the gym.

eat / chocolate

He shouldn't / oughtn't to / had better not eat chocolate.

- 2** Susan lost her purse.

call / police

leave / handbag /

open

- 3** Bob isn't a very good student.

study / more

stop / watch /

so much TV

- 4** Lucy isn't a very good driver.

drive / so / fast

be / more /

careful

- 5** Susan got sunburnt.

put / cream / on

stay / sun / long



can you remember?

Rewrite the sentences using the words given. Do not change the words given.

1 There's no way I can get there on time.

impossible

It's impossible for me to get there on time.

2 Helen was very rude to me but didn't apologise.

ought

Helen _____

3 It wasn't necessary to call David so late last night.

called

You _____

4 It's a good idea to tell your parents what happened.

better

You _____

5 What about going to Rome for the weekend?

should

We _____

6 Eric hates it when people speak with their mouths full.

stand

Eric _____

7 Steve doesn't have a problem working overtime today.

mind

Steve _____

8 George finally succeeded in talking to the boss yesterday.

managed

George _____

Use of English

Complete each of the sentences below with one of the adjectives in the box.

usual

1 It's very _____ to see people talking on their mobile phones in the streets nowadays.

ordinary

2 Stuart looks really good! Does he take _____ exercise?

common

3 'See you at the _____ time. You'd better not be late!'

regular

4 It was a(n) _____ Sunday morning. No one could have ever imagined what was about to happen.

9 Communication

Work in pairs. Think of a profession. Describe the duties and obligations that a person doing that job has to fulfil as well as the qualities and qualifications that one should have in order to do this job. Then, read your description to the rest of the class and ask them to guess the profession you have thought of.

e.g. You must be on duty ...

You should have a ...

You ought to know how to ...

Unit 13

Conditional Sentences

That's what friends are for ...

Read the dialogue below and underline all the conditional sentences in it. Which ones refer to the present/future and which ones refer to the past?



Ronan: Hey, Nathan, how's it going?

Nathan: Oh, fine, I guess ...

Ronan: What's wrong, mate?

Nathan: Nothing ... You know, it's my sister's birthday next week ...

Ronan: So? What's the problem?

Nathan: Money! What else! You see, if I had more money, I could buy her something nice! But I'm flat broke!

Ronan: There are plenty of things you could do to earn some money.

Nathan: Like what?

Ronan: You can always offer to do some jobs for your neighbours. I'm sure Mr Stenton won't say no if you offer to mow his lawn, for example!

Nathan: Not a bad idea! Or I could help Matt, Mrs Galloway's son, with his homework. You see, Matt isn't very good at maths. In fact, Mrs Galloway asked me to help him a couple of months ago. If I hadn't been so busy at school back then, I'd have taken the job on the spot! I hope her offer still stands.

Ronan: See? Where there's a will there's a way! By the way, my birthday's next month ...

Grammar

Conditional Sentences

Conditional Sentences consist of two clauses, the **if-clause** and the **main clause**. When the **if-clause** comes before the **main clause**, they are separated by a comma.

*If I get that job, I'll move to Edinburgh. **but** I'll move to Edinburgh if I get that job.*

Conditional Sentences Type 1

Conditional Sentences Type 1 refer to situations which are **likely to happen** in the **present** or **future**.

If-clause	Main Clause
If + Present Simple	Future <i>Will</i> may, can, might, must, should + bare infinitive Imperative
<i>If we arrive at the cinema late,</i> <i>If you don't hurry,</i> <i>If you want to make an appointment with the doctor,</i>	<i>we'll miss the beginning of the film.</i> <i>you might miss your train.</i> <i>give him a call.</i>

Note: We may use **should + bare infinitive** in the **if-clause** if there is a **very slight possibility** of something happening.

If you should change your mind, give me a call.

b Zero Conditional

Zero Conditionals express **general truths**.

If-clause	Main Clause
If + Present Simple	Present Simple
<i>If you turn this switch,</i>	<i>the lights go out.</i>

Note: We may use **when** instead of **if** in **Zero Conditionals**.

When you turn this switch, the lights go out.

c Conditional Sentences Type 2

Conditional Sentences Type 2 refer to situations which are **imaginary** or **unlikely to happen** in the **present** or **future**.

If-clause	Main Clause
If + Past Simple	would, could, might + bare infinitive
<i>If I had more money,</i>	<i>I could afford a bigger house.</i>

Notes: ● We may use **were** instead of **was** for all persons in the **if-clause** of **Type 2 Conditional Sentences**.

If Josh were here, he would be very angry.

● We use **If I were you**, to give **advice** or to express an **opinion**.

If I were you, I wouldn't buy that car.

d Conditional Sentences Type 3

Conditional Sentences Type 3 refer to **unreal** or **imaginary situations** in the **past**. They often express **criticism** or **regret** about something that happened in the past, but it would have been better if it hadn't happened.

If-clause	Main Clause
If + Past Perfect	would, could, might + perfect infinitive
<i>If I had seen him,</i>	<i>I would have spoken to him.</i>
<i>If we had been more careful,</i>	<i>we wouldn't have had an accident.</i>
<i>If you had told them the truth,</i>	<i>you wouldn't have got into trouble.</i>

Note: ● In all types of Conditional Sentences, we may use **unless** instead of **if + not** in the **if-clause**.

He won't pass the exam unless he studies harder.

(= *He won't pass the exam if he doesn't study harder.*)

● We may use **only if**, **provided (that)**, **providing (that)**, **as long as** instead of **if** in **if-clauses**.

You can go to the party as long as you promise to be back before midnight.

● **If** and **in case** have different meanings.

I'll take an umbrella in case it starts raining. (=I'll have an umbrella with me anyway, whether it rains or not.)

I'll take an umbrella if it starts raining. (= I'll take an umbrella with me only if it rains.)



activities

a Complete the dialogues with the correct form of the verbs in brackets.

- 1 Lisa:** What are you doing?
Marianne: My phone doesn't work and I'm trying to fix it.
Lisa: By yourself? What if you can't fix (can/not/fix) it?
Marianne: Well, if I don't manage (not/manage) to fix it myself, I'll take it to a technician, and if that doesn't work (not/work) either, I'll buy a new one.
- 2 Jeremy:** Why is Mary so upset?
Tom: She didn't win first prize in the piano competition. She came fourth.
Jeremy: Well, I guess if she played (play) better, she would have won.
Tom: She didn't really practise. If she had practised more, she would have won (probably/win). She's actually pretty good.
- 3 Kim:** I really want these shoes but they're so expensive!
Terry: They look great on you. If you want them, you should buy (buy) them.
Kim: If I did that, I couldn't have (not/have) any money left to pay my bills!
- 4 Winston:** If you have difficulty finding my house, you should call (call) me and I'll give you directions.
Conrad: Thanks, but I don't think that'll be necessary. I'll take a map with me just in case I get (get) lost.

b Expand the notes into sentences. Use Conditional Sentences Type 1 and Type 2.

- 1** if / you / not finish / homework / you / not be allowed / go out / tonight

If you don't finish your homework, you won't be allowed to go out tonight.

- 2** if / I / have / enough money / I / buy / new / sports car

If I have enough money, I will buy new sports car

- 3** you / not pass / test / unless / you / study harder

You don't pass test unless you study harder

- 4** if / you / eat / all / that / chocolate / you / get / sick

If you eat all that chocolate, you get sick.

- 5** if / I / be / you / I / buy / blue one

If I were you I would buy blue one

- 6** if / he / not / hurry / he / miss / bus / and / be / late / school

If he doesn't hurry, he would miss bus and be late school

- 7** we / go / swimming / tomorrow / provided / weather / be / good

We go swimming tomorrow, if weather ^{provided} be good

- 8** if / he / can / do / that / alone / he / not ask / your help

If he can do that alone, he wouldn't ask your help

c Choose **a**, **b** or **c**.

- 1 If the lake freezes, we'll go ice skating.
 a. freeze **b. freezes** c. will freeze
- 2 If you break it, you _____ pay for it.
 a. have **b. will have to** c. would have to
- 3 If you had left without permission, you _____ into serious trouble.
 a. got b. didn't get **c. would have got**
- 4 Unless you apologise, Anthony _____ to you again!
 a. would never speak b. can never speak **c. will never speak**
- 5 If Brandon _____ me, I would never have finished on time.
 a. had helped **b. hadn't helped** c. was helping
- 6 Unless you _____ your sister with you, you can't go to the party.
a. take b. took c. will take
- 7 If I _____ you, I would stay at home tonight.
 a. am b. had been **c. were**
- 8 The boys _____ us if we had asked them to.
a. would join **b. would have joined** c. will join

d Rewrite the sentences using the words given. Do not change the words given.

- 1 You have to do as I say, or else you'll get into trouble.
 You'll get into trouble unless you do as I say.
- 2 I think you should go home and get some sleep.
 If I _____
- 3 I don't have enough time, otherwise I'd have coffee with you.
 If _____
- 4 Adam didn't know you were coming, so he left.
 If Adam _____
- 5 Tom will come to the cinema, but only if he decides which film we see.
 Tom _____
- 6 Dylan didn't get the job because he was nervous during the interview.
 If Dylan _____
- 7 I'll let you go camping, but you have to paint the fence before you leave.
 You can _____
- 8 How was I supposed to call you since I didn't have your phone number?
 If I _____

unless

were

more

would

provided

been

as long as

called

- e** Do this quiz and find out how important success is to you. Write sentences (**Zero Conditionals** or **Conditional Sentences Type 1** and **Type 2**) in the spaces provided. Then, add up your score and find out how ambitious you are!

Are you ambitious?

- 1** A friend invites you to a party but you have a lot of studying to do. You
- a. stay at home and study. *If a friend invited me to a party but I had a lot of studying to do, I'd* _____
- b. forget about studying and go to the party. _____
- c. go to the party and stay for only an hour. _____
- 2** You have some free time. You
- a. ring a friend. _____
- b. relax and watch TV. _____
- c. read a book. _____
- 3** Every time you lose a game, you
- a. get very angry. _____
- b. congratulate the winner. _____
- c. just don't care. _____
- 4** Your uncle offers you a summer job, relevant to your studies but you have holiday plans. You
- a. go on holiday but arrange to work part-time when you return. _____
- b. turn down the job without giving it second thought. _____
- c. accept the job right away and forget about the holiday. _____
- 5** Your school is organising an optional excursion. You
- a. decide not to go because it's a waste of time. _____
- b. decide to go as long as it's educational. _____
- c. decide to go because it should be fun. _____
- 6** You have to work in groups to complete a class project. You
- a. help your group finish the work. _____
- b. demand to be the leader of the group. _____
- c. sit back and let the others do all the work. _____

SCORE		
1	a.3	b.1 c.2
2	a.2	b.2 c.3
3	a.3	b.2 c.0
4	a.2	b.0 c.3
5	a.3	b.2 c.1
6	a.2	b.3 c.0

- 4-8 points** You are not ambitious. You don't spend much time thinking about the future. You like to sit back and let someone else take charge. You should set goals in your life and try to achieve them. You'll be really proud of yourself if you do!
- 9-13 points** Success is important to you, but so are your relationships with other people. You seem to have your priorities in balance. Good for you!
- 14-18 points** You are very ambitious. This is a good thing as long as you don't overdo it. You should be more sociable and more considerate towards your friends. People are important too!



can you remember?

Complete the text with the correct form of the verbs in brackets.

It never rains but it pours!



You (1) will never believe (never/believe) what

(2) _____ (happen) to me last Friday. I

(3) _____ (have) a job interview at 11

o'clock in the morning. I (4) _____

(prepare) for this interview all week as I really

(5) _____ (want) to get the job!

I (6) _____ (arrange) to go to the

hairdresser's the day before and I even (7) _____

(buy) a new suit so that I would look my best!

On the day of the interview I (8) _____ (be) just about to leave when my mother

(9) _____ (advise) me to take an umbrella, as the sky (10) _____

(get) dark. I (11) _____ (decide) not to, thinking I would be back before it

(12) _____ (start) to rain. If I (13) _____ (take) her advice, I

(14) _____ (avoid) a particularly embarrassing experience ...

Halfway to the interview, it (15) _____ (start) raining hard. Although I (16) _____

(try) to protect myself from the rain, it (17) _____ (be) impossible to stay dry. By the time I

(18) _____ (arrive) at the office, I (19) _____ (be) a mess! As soon as I

(20) _____ (walk) into the interviewer's office, I (21) _____ (ask) him to

reschedule my appointment. Fortunately, the interviewer (22) _____ (arrange) to see me the

following week. This time I (23) _____ (not/be) so daring; I (24) _____

(listen) to the weather forecast before I (25) _____ (leave) home!

Use of English

Complete the sentences with the correct prepositions.

- Hugh is so good _____ children; I'm sure he'll be a great father!
- Tanya is really good _____ languages; she speaks French, Spanish and German and she is currently learning Italian!
- Smoking is definitely not good _____ your health!
- Mrs Platt is such a nice lady; she's always been good _____ me even though she doesn't know me that well!

good at sth

good to sb

good with sb/sth

good for sb/sth

9 Communication

Work in pairs.

Student A  Go to page 145

Student B  Go to page 148

Unit 14

Would Rather Wish / If only Unreal Past

In touch with your feelings

Read the brochure below and match the sentences (1-4) with the functions a-d.



Embarrassment management

(1) 'I wish you'd look at me when I'm talking to you,' your wife shouts. Everybody in the restaurant turns and looks at you. And although (2) **you would rather disappear** than let your embarrassment show, your red cheeks will give you away. So, why do we blush? It has actually been proven that it's impossible to play it cool when you are embarrassed. Your feelings will always show, no matter how much (3) **you wish you could control** them. It's your body's way of reacting to a difficult situation. So instead of trying to fight it, maybe (4) **it's time you tried to come to terms with it**. Join our weekly seminars and you'll soon discover a million ways of dealing with your feelings.

Visit our website www.emotionalself.com

- a expressing regret about sth you cannot do at the moment _____
- b expressing annoyance or irritation about a present situation _____
- c stating that the time has come for you to do something _____
- d stating that you would prefer to do something in the present or future _____

Grammar

a Would Rather

Would rather expresses **preference**. The **subject** of **would rather** can be either the same as the subject of the verb or different.

- When the **subject** of **would rather** is the **same** as the subject of the verb, **would rather** is followed by a **bare infinitive** (when it refers to the present/future) or by a **perfect infinitive** (when it refers to the past).

Present/Future	Past
I'd rather travel by train.	I'd rather have travelled by train.
I'd rather not go away this weekend.	I'd rather not have gone away last weekend.

Note: **Would rather** is often followed by **than**.

I'd rather travel by train than by bus.

I'd rather read a book than watch TV.

- When the **subject** of **would rather** is **different** from the subject of the verb, **would rather** is followed by the **Past Simple** (when it refers to the present/future) or by the **Past Perfect** (when it refers to the past).

Present/Future	Past
I'd rather you called more often.	I'd rather you had called me earlier.
I'd rather you didn't disturb me.	I'd rather you hadn't disturbed me.

b Wish / If only

- **Wish / If only + Past Simple:** expresses a **wish** about a **present situation** that we would like to be different.
I wish I had more free time. *If only I had more free time!*
- **Wish / If only + could + infinitive:** expresses **regret** about something we cannot do at **present**.
I wish I could help you. *If only you could help me!*
- **Wish / If only + would + infinitive:** expresses **annoyance** or **irritation** about a **present situation**.
I wish they'd stop making that awful noise. *If only they'd stop making that awful noise!*
- **Wish / If only + Past Perfect:** expresses **regret** about something that happened in the **past** and we wish it could have been different.
I wish you had told us the truth. *If only you had called earlier!*

c Unreal Past

In some cases the **Past Simple** refers to the **present/future** and expresses unreal situations. This use of the Past Simple is called **Unreal Past** and is used with the words/expressions: **if, as if, as though, it's (about/high) time, wish, if only, would rather**.

wish / if only + Past Simple	<i>I wish I had more free time. If only I had more free time!</i>
as if / as though + Past Simple	<i>She behaves as if she won the lottery.</i>
It's (about/high) time + Past Simple	<i>It's time we did something about this situation. It's about time you tidied your room.</i>

Notes:

- In **Unreal Past**, we use **were** instead of **was** for all persons.
She walks as if she were a model.
- **It's time** is also used with the **full infinitive**. To indicate the subject, we use **for + noun/name/pronoun**.
It's time to go. *It's time for you to go.*

activities

a Read the situations below and write sentences using **wish** or **if only**.

- 1 I spent the entire weekend playing video games. I didn't study much for the history test I had on Monday, so I didn't do well.

I wish / If only I had studied more for the history test at the weekend.

I wish / If only I hadn't played video games the entire weekend.

- 2 I always spend my pocket money on clothes and never have any money to go out with my friends.

- 3 I woke up late and forgot to pick up Charlie on my way to work. Now he's very angry with me.

4 My mother told me to put a sweater on last night because it was chilly. I didn't listen to her and now I've got a bad cold.

5 My father warned me to drive carefully. I was careless and had an accident.

6 I have to be able to speak three languages to get the job. I can only speak French.

b Rewrite the following sentences using **I'd rather**. Make all the necessary changes.

1 I don't want to go out tonight.

I'd rather not go out tonight.

2 I don't want to drive. I prefer to take the train.

3 You should have informed me of this earlier.

4 You shouldn't have waited for them.

5 Why are you always criticising me?

6 It's too bad I didn't tidy up before my mother arrived.

7 Maybe you should finish your homework first.

8 It's a pity I washed my car just before it started raining.

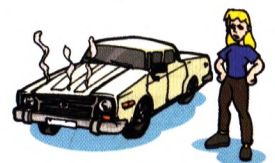
c Look at the pictures and write sentences using **it's time**, as in the example.

1 Sue / buy / new / car

It's time Sue bought a new car.

It's time for Sue to buy a new car.

2 Jimmy / go / bed



3 Jack / do / washing-up



4 we / mow / lawn



d There is a mistake in each of the sentences below. Find it and correct it.

- 1 Can't you be more responsible, son? If only you ^{studied}~~study~~ just a bit harder!
- 2 I'd rather will stay in than go out in that rainy weather.
- 3 It's unbelievable! She behaves as if we have been her slaves.
- 4 I wish you would stopped biting your nails. It's a bad habit!
- 5 It's high time Gwen do something about her financial situation.
- 6 I'd rather Daniel hasn't spoken to her like that.
- 7 I wish I have been on that plane! I desperately need to get away for a while!
- 8 She'd rather paid cash than use a credit card.
- 9 If only Craig had been here; he's always fun to have around!
- 10 Sooner or later you will wish you have taken my advice!

e Rewrite the sentences using the words given. Do not change the words given.

- 1 It's a pity you can't drive.
If only you could drive.
- 2 Do you prefer to leave on Thursday or on Saturday?
- 3 The children should start putting their toys away.
- 4 I prefer tuna salad to chicken salad.
- 5 I would appreciate it if you didn't play the guitar while I'm working.
- 6 You should talk to him about his behaviour.

only

rather

about

would

wish

high

f Complete the sentences with the correct form of the verbs in brackets.

- 1 If only Fiona hadn't lost (not/lose) the concert tickets. Now we can't go.
- 2 I'd rather _____ (not/eat) that fish for dinner. I feel sick now.
- 3 Archie would rather you _____ (phone) him tomorrow morning.
- 4 If only I _____ (have) a puppy to keep me company.
- 5 I don't like Bradley's attitude. He acts as though he _____ (be) the boss.
- 6 I wish you _____ (not/speak) with your mouth full. It's disgusting!

9

can you remember?

Choose **a**, **b** or **c**.

- 1 I'd rather you didn't pick the baby up all the time.
 a. didn't pick b. not picked c. shouldn't pick
- 2 If I lived near Sarah, we _____ to work together.
 a. will go b. go c. would go
- 3 I wish I _____ you some more money, but I don't have much myself.
 a. could lend b. would lend c. lent
- 4 Cynthia would have bought new furniture if she _____ the money.
 a. have had b. had had c. has
- 5 I'd rather you _____ Laura to your party last week. She spoiled the fun.
 a. not invite b. didn't invite c. hadn't invited
- 6 Sam wishes he _____ that job abroad last year.
 a. would accept b. had accepted c. accepted
- 7 I'd rather _____ home now than stay here a minute longer.
 a. to go b. go c. going

Use of English

give away = reveal something that was supposed to be a secret

give back = return something to its owner

give in = admit that you are defeated

give off = produce a smell, heat, light

give out = distribute some things among a number of people

Complete the sentences with the correct form of the phrasal verbs in the box.

- 1 When food goes bad, it _____ a very unpleasant smell.
- 2 Although his costume made him unrecognisable, his voice _____ him _____.
- 3 There was silence as Mr Higgins _____ the corrected exam papers to the students.
- 4 Lack of supplies forced the soldiers to _____.
- 5 Josh finally _____ me _____ the money he owed me.

h

Communication

Work in pairs. Write down five things that you wish were different in your life. Tell your partner what they are and discuss what you could do about them using expressions from the box below.

e.g. A: *I wish I could play the guitar.*

B: *Why don't you start guitar lessons?
Or you could ...*

it's (about/high) time
 wish
 if only
 would rather
 I like/don't like

Revision Units 11-14

a Circle the correct words.

- 1 You **mustn't** / **don't have to** yell like that! I know I've made a mistake, but I'll try to correct it.
- 2 You **must** / **need** follow the instructions, otherwise you might break it.
- 3 The dog looks sick. You **need** / **had better** take it to the vet.
- 4 If you have a stomach ache, you **needn't** / **shouldn't** eat anything heavy.
- 5 You **need** / **must** be careful! You are a new driver.
- 6 That's not a very safe neighbourhood; you **shouldn't** / **don't have to** go there alone.
- 7 I'm very tired. I **need** / **must** to get some sleep.
- 8 Everything is under control. You **needn't** / **don't need** worry about anything.

b Rewrite the sentences using the words given. Do not change the words given.

- 1 I want to get into university, so I must study hard.

If *I study hard*, I *will get into university*.

will

- 2 Take my advice; just go!

If _____

were

- 3 I won't let you go to the party if you don't promise to be back before midnight.

I _____

unless

- 4 We didn't see Tom because he arrived late.

We _____

seen

- 5 Peter hasn't got enough money so he can't buy a new car.

If _____

would

- 6 Be honest with me and I'll help you.

I _____

long

- 7 We didn't take any pictures because our camera wasn't working.

We _____

if

c Read the text below and think of the word which best fits each space. Use only *one* word in each space.

If I were in your shoes ...

If there (1) *was* one thing I wanted for my birthday, it was that fine pair of new trainers I had spotted at the shopping centre. '(2) _____ only I had enough money to buy those trainers,' I'd say to anyone who would listen. My parents (3) _____ have heard me too, because that's exactly what they gave me for my birthday. I was thrilled! I (4) _____ not help admiring my new trainers, thinking how cool I looked in them. 'They were quite expensive,' said my dad, 'so you had (5) _____ take good care of them!' (6) _____ if I needed him to tell me that! I was going to be very careful not to get them dirty. So, when

6 if / you / want / succeed / in / life / you / should / be / more / hard-working

7 it / be / time / you / start / plan / your / career

8 I / wish / I / be / on / beach / as / it / be / very / hot / today

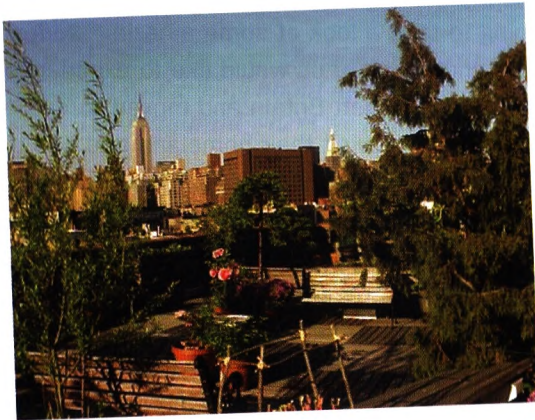
9 if / I / be / you / I / start / tidy up / right away

10 if only / I / take / my parents' / advice / years ago / and / study / medicine / !



Complete the text by choosing *a*, *b* or *c*.

A roof with a view



Imagine you're in New York with cars, people and smog all around you, but you feel as if you (1) *were* on holiday. 'That's impossible,' you (2) _____ be saying. Well, if I were you, I (3) _____ so sure. There are a number of roof gardens at the tops of many tall buildings throughout the US. Environmentalists have already pointed out the potential benefits of rooftop gardens. To begin with, roof gardens (4) _____ significantly reduce air pollution. Apart from that, roofs with a layer of moist soil on top (5) _____ keep buildings warmer in winter and cooler in summer. Since I spend most of my summers in the city, I would much rather

(6) _____ the hot evenings on a roof garden than sit in an air-conditioned flat. Amazing, isn't it? Hold on, there's more! Are you fed up with (7) _____ go to the greengrocer's almost every day? Do you think that fresh vegetables and fruit are rather expensive nowadays? You don't (8) _____ to worry any more! Roof gardens (9) _____ also be used to grow fruit and vegetables and, ultimately, save consumers' money. The state (10) _____ encourage green-roof construction by making the public aware of the benefits of having a garden over your head!

- | | | |
|------------------|-----------------|---------------|
| 1 a. are | b. were | c. have in |
| 2 a. must | b. need | c. might |
| 3 a. wouldn't be | b. hadn't been | c. won't be |
| 4 a. can | b. should | c. had better |
| 5 a. could | b. had better | c. must |
| 6 a. will spend | b. spend | c. to spend |
| 7 a. needing | b. being able | c. having to |
| 8 a. must | b. need | c. ought to |
| 9 a. ought to | b. must | c. can |
| 10 a. needs | b. would rather | c. should |

Unit 15

Relative Clauses

On two wheels

Read the text below and circle the relative pronouns/adverbs. What does each of them refer to?



This is KWM, the radio station everyone loves listening to. I'm John Wong and today we're going to take a look at some amazing stories. You know, the type of thing that many of us would like to experience. Geoffrey and Kathleen Harrison, who left Britain and moved to Australia ten years ago, decided to revisit their homeland and see the world on the way. So, they set off on their motorcycle! Yes, you heard right! After being on the road for five months, last week they finally arrived in Kent, where Kathleen's parents live. They are planning to stay there for two months before returning to Australia. Geoffrey and Kathleen, whose daughter gave birth to her first child just before they set off for Britain, found the whole experience fascinating but they can't wait to return to Australia and hold their grandson in their arms again.

Now, we'll take a short break and when we come back ...

Grammar

Relative Clauses

Relative Clauses specify or give information about a part of the main clause. They are introduced by the **relative pronouns who, which, that, whose** or the **relative adverbs where, when, why**. There are two types of relative clauses, **Defining Relative Clauses** and **Non-defining Relative Clauses**.

a Relative Pronouns and Relative Adverbs

- **Who** refers to **people**.
That's the woman who was looking for you.
- **Which** refers to **animals, things** and **abstract nouns**.
My neighbour has got a cat which keeps jumping into my garden.
- **That** refers to **people, animals, things** and **abstract nouns** (instead of **who** and **which**).
That's the woman that was looking for you.
My neighbour has got a cat that keeps jumping into my garden.

- **Whose** indicates **possession** and replaces **possessive adjectives** and the **possessive case**.
That's the journalist whose articles always cause a lot of discussion.
- **Where** refers to **places**.
That's the hotel where we spent our holidays last summer.
- **When** refers to **time**.
That was the summer when we travelled to the Caribbean.
- **Why** refers to the **cause** of an action.
Is that the reason why he left?

b Defining Relative Clauses

Defining Relative Clauses give essential information about the word they refer to. The main clause is incomplete without the **defining relative clause**. We do not use commas before or after a **defining relative clause**.

We're looking for someone who can speak Swedish fluently.

Are you talking about the film which won seven Oscars?

The restaurant where we had dinner last night was very expensive.

- Notes:**
- **Who, which** and **that** can be omitted when they refer to the object of the sentence, but not when they refer to the subject of the sentence.

The tall man is a painter. You met him at my party.

The tall man (who/that) you met at my party is a painter.

but

The tall man is a painter. He was the first to leave the party.

The tall man who/that was the first to leave the party is a painter.

- **Whose** and **where** are never omitted.
I met a Latin American author whose books are very popular in my country.
The village where he grew up is very small.
- In formal language, **prepositions** are placed before the relative pronoun. In informal language, **prepositions** are placed after the verb of the **relative clause** (or its object, if there is one).
The hotel is expensive. I stayed in it.
The hotel in which I stayed is expensive. (formal)
The hotel (which/that) I stayed in is expensive. (informal)

c Non-defining Relative Clauses

Non-defining Relative Clauses give additional information about the person, thing, etc. they refer to. The meaning of the main clause is not affected even if the **non-defining relative clause** is omitted. **Non-defining relative clauses** are always separated from the main clause by commas.

John, who grew up in Switzerland, speaks French and German fluently.

- Notes:**
- In **non-defining relative clauses**, **that** cannot be used instead of **who** or **which**. Relative pronouns and adverbs cannot be omitted.

- **Which** can refer to a **whole sentence**.

He offered to give me a lift home, which was very kind of him.

- In **non-defining relative clauses**, prepositions are placed at the beginning of the relative clause and are followed by **who** or **which**.

This box, in which I keep some souvenirs, was made in China.

activities

a Complete the sentences with **who, which, that, whose** and **where**.

- 1 That's the boy who/that broke my glasses.
- 2 That was the company _____ I sent my CV to.
- 3 There's the café _____ we are supposed to meet Nora.
- 4 Tom is the boy _____ father is a minister.
- 5 The scientist _____ ruined the experiment was very disappointed.
- 6 Joanna's hat, _____ was given to her by her aunt, is very beautiful.
- 7 The meal _____ they served us was cold and tasteless.
- 8 Spain, _____ Alvaro was born, is a beautiful country.
- 9 Claire was the only student in my class _____ passed the test.
- 10 The boy _____ is walking down the street is my brother, Adam.

b Choose **a, b** or **c**.



A TOUGH HOLIDAY

When school finishes for the summer, most students prefer to go to beaches and places (1) where they can have fun. But not everyone is like that! There are teenagers (2) _____ actually prefer going to special camps (3) _____ they can learn survival skills! These camps, (4) _____ can be found all over the world, usually accept teenagers aged between 16 and 18, and are located near big cities. Teenagers can take part in extreme sports like scuba-diving and develop survival skills, (5) _____ are quite useful. The campers are divided into groups and each group votes for a leader, (6) _____ will be in charge of it. The leader has to wake everyone up at 6 o'clock every morning. They usually go on excursions to mountains, lakes and other places, (7) _____ they learn to survive under difficult conditions. Towards the end of the camping period, there are events and competitions during which the groups can practise what they have learned. The leader (8) _____ group wins a competition gets his/her name written in the camp book. The members of his/her group (9) _____ participated get a medal. These camps are ideal for teenagers (10) _____ are keen to get out there and have some fun!

- | | | |
|-------------|----------|-----------------|
| 1 a. which | b. who | c. where |
| 2 a. who | b. whose | c. which |
| 3 a. that | b. which | c. where |
| 4 a. who | b. where | c. which |
| 5 a. where | b. which | c. whose |
| 6 a. who | b. that | c. whose |
| 7 a. that | b. where | c. which |
| 8 a. who | b. whose | c. where |
| 9 a. where | b. who | c. whose |
| 10 a. which | b. where | c. who |

c Circle the correct **relative pronouns** or **adverbs** and add commas where necessary.

Dancing lions from China



Even the hardest-to-please art critic would have been thrilled to see a live performance by the *Chinese Acrobatic Theatre*. The performance **(that)** / **who** was given at the Coliseum last week certainly lived up to everyone's expectations. The opening number **which** / **that** was received with great enthusiasm by the audience was performed by two giant red dancing lions. The dancers **whose** / **who** dancing was in perfect harmony with the music impressed the audience with their talent. The lion dance was followed by a group of acrobats **who** / **whose** balancing skills were really amazing. The stage **where** / **which** was decorated to look like the Chinese countryside added to the whole atmosphere. The *Chinese Acrobatic Theatre* **which** / **who** is currently touring the world is certainly something you shouldn't miss!

d Join the sentences using **non-defining relative clauses**.

1 Amanda Farrell is a very famous lawyer. She graduated from Cambridge University.

Amanda Farrell, who graduated from Cambridge University, is a very famous lawyer.

Amanda Farrell, who is a very famous lawyer, graduated from Cambridge University.

2 Sicily is a beautiful island in the Mediterranean. It's to the south of mainland Italy.

3 Justin's car is brand new. It is very expensive.

4 Linda is a colleague of mine. She speaks three languages.

5 Mr Wallace's house was badly damaged in the fire. He decided to move to the countryside.

e Join the sentences below using **relative pronouns** or **relative adverbs**, adding commas where necessary. Make any other necessary changes.

1 I've just finished reading a horror story. It was written by Stephen King.

I've just finished reading a horror story which/that was written by Stephen King.

2 That's Sally Brown. Her seven brothers and sisters all live abroad.

3 The leather jacket was a real bargain. I bought it.

4 That new fashion designer is really talented. I saw his summer collection yesterday.

5 Mike works at a restaurant. Famous people often eat there.

6 Tina was talking to the boss. He had just returned from a trip abroad.



can you remember?

Read the text below and think of the word that best fits each space. Use only *one* word in each space.

Unusual pets



You (1) are allergic to fur and think that birds are too noisy. What would be (2) _____ ideal pet for you? Worms! They might not be very affectionate, but they can be fascinating and, best of all, they don't need (3) _____ special care. All you need is (4) _____ large jar or bottle, (5) _____ you fill with soil and sand. Put (6) _____ dead leaves and grass on top and your worms' home (7) _____ ready! You may be wondering:

'Where do I get them from?' Well, you can't really buy worms at (8) _____ pet shop. You will have (9) _____ look for them yourself. Dig up some earth, or look under stones. Three or four worms are enough to begin with. Place them gently on (10) _____ leaves in (11) _____ jar. If you leave your jar in a cool, shady spot for a (12) _____ days, you (13) _____ notice that your pets will (14) _____ made tunnels in the soil and pulled leaves under the surface. (15) _____ you notice that the soil in the jar is starting to dry up, sprinkle it with water and add some more dead leaves and grass every now and again.

Use of English

set about = start doing or dealing with something
set in = something unpleasant begins and becomes a reality
set off/out = begin a journey
set on = make an animal attack someone
set up = establish something (home, business, organisation, etc.)

Complete the sentences with the correct form of the phrasal verbs in the box.

- When Mr Jones saw the burglar in his living room, he _____ the dog _____ him.
- It's getting rather chilly! It looks like winter is finally _____.
- My best mate Chris and I are planning to _____ a business together.
- We _____ for Dad's home town early yesterday morning.
- After breakfast, we _____ cleaning the house.

g Communication

Work in pairs.

Student A  Go to page 146

Student B  Go to page 149

Unit 16

Passive Voice

Learning for life

Read the article below and underline all the verbs in the Passive Voice. What do you notice about their form and use?

The following is part of a questionnaire which was completed by high school students across the country over a period of six months (November-April).

A lot of time and effort was put into this research and we hope that the findings give voice to students' real thoughts and anxieties.

1. Are you happy with the educational system?
 - a. Yes
 - b. No
 - c. Not sure
2. Do you think that what you are taught at school will help you later on in life?
 - a. Yes
 - b. No
 - c. Not sure
3. How do you feel about the recent changes in the curriculum?
 - a. I agree
 - b. I disagree
 - c. Not sure

Please give a reason for your answer: _____

A significant number of students appear to be extremely worried about the kind of education they receive at school. Furthermore, they are quite sceptical about the changes that have been recently put forward by the Minister of Education. They say that these will involve taking more exams and learning things that are of no practical value.

Most of the students, however, appeared to be quite positive about the following issues:

Grammar

Passive Voice

The **Active Voice** indicates that the subject of the verb carries out an action.

The students cleaned the schoolyard.

The Passive Voice:

- indicates that the subject of the verb receives the result of an action carried out by somebody or something else.

The schoolyard was cleaned by the students.

- is used to emphasise the action, rather than who or what is responsible for it.

My wallet was stolen yesterday.

This bank has been robbed twice.

Notes:

- The person or thing that carries out an action is called an **agent** and is preceded by the preposition **by**.
- When we use **by + agent**, we emphasise who does or what causes the action.
- We omit **by + agent** when the agent is unknown or obvious from the context. In these cases, in the Active Voice, the subject is usually **people, they, someone, one**, etc.

The children will be picked up from school by my mother.

The questionnaire must be completed in thirty minutes.

Formation of the Passive Voice

a Simple tenses

We form the **Passive Voice** with the verb **be** in the appropriate tense or form + the **past participle** of the main verb.

Present Simple	am/is/are + past participle	<i>Millions of bicycles are made each year.</i>
Past Simple	was/were + past participle	<i>The letter was sent from Dover.</i>
Present Perfect Simple	have/has been + past participle	<i>The building has been renovated recently.</i>
Past Perfect Simple	had been + past participle	<i>Dinner had been served when we arrived.</i>
Future Will	will be + past participle	<i>The hall will be decorated tomorrow.</i>
Future Perfect Simple	will have been + past participle	<i>All the invitations will have been sent by tomorrow.</i>

The interrogative and negative are formed with the corresponding interrogative and negative forms of the verb **be**.

Was the letter sent from Dover? The building hasn't been renovated for years.

b Progressive tenses, Future Going to

We form the **Progressive tenses** in the **Passive Voice** with the appropriate form of the verb **be + being + the past participle** of the main verb.

Present Progressive	am/is/are + being + past participle	<i>These buildings are currently being renovated.</i>
Past Progressive	was/were + being + past participle	<i>Dinner was being served when we arrived.</i>

We form the **Future Going to** in the **Passive Voice** with the appropriate form of the verb **be + going to + be + past participle** of the main verb.

Future Going to	am/is/are + going to + be + past participle	<i>The invitations are going to be sent out tomorrow.</i>
------------------------	---	--

The interrogative and negative are formed with the corresponding interrogative and negative forms of the verb **be**.

Are these buildings currently being renovated? The invitations aren't going to be sent out tomorrow.

c Modal verbs

We form the **Passive Voice** with the **modal verb + be + the past participle** of the main verb.

*The photographs **can be developed** in thirty minutes.*

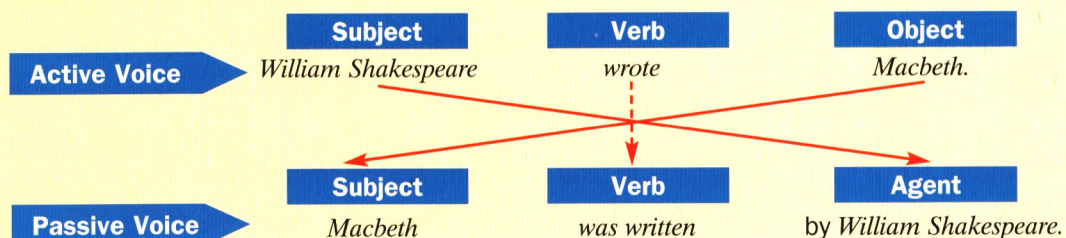
*All the essays **have to be handed in** by tomorrow morning.*

The interrogative and negative are formed with the corresponding interrogative and negative forms of the **modal verb**.

*Can all the furniture **be delivered** by tomorrow?*

*The car **was so badly damaged** that it **couldn't be repaired**.*

Changing from Active Voice into Passive Voice



Notes:

- The verbs **make, see, hear**, etc. are followed by a **bare infinitive** in the Active Voice but by a **full infinitive** in the Passive Voice.
The teacher made us put the books on the shelves. —> We were made to put the books on the shelves.
Did anyone see him leave the building? —> Was he seen to leave the building?
- Certain verbs, like **believe, consider, know, expect, report, say, think, understand**, etc., which take a **that-clause** in the Active Voice, have two Passive forms.

Active Voice

People **think** that air pollution **causes** a number of health problems.

Passive Voice

- **It is thought** that air pollution **causes** a number of health problems.
- **Air pollution is thought to cause** a number of health problems.

Active Voice

People **believe** that Pelé **was** one of the greatest footballers ever.

Passive Voice

- **It is believed** that Pelé **was** one of the greatest footballers ever.
- **Pelé is believed to have been** one of the greatest footballers ever.

Verbs with two objects

Certain verbs (**give, offer, send**, etc.) take two objects in the Active Voice.

Arthur gave Sheila a book.

Mary bought the children new clothes.

These verbs have two **Passive** forms.

- **Indirect object as subject** + **verb be** + **past participle** + **direct object** + **agent**
Sheila was given a book (by Arthur).

- **Direct object as subject** + **verb be** + **past participle** + **to/for** + **indirect object** + **agent**
A book was given to Sheila (by Arthur).
New clothes were bought for the children (by Mary).

The first form is more common, i.e. the **indirect object** in the Active Voice becomes the **subject** of the verb in the Passive Voice.

activities

a Rewrite the following sentences using the **Passive Voice**.

- 1** Felix is fixing the phone.

The phone is being fixed by Felix.

- 2** Father placed the presents under the tree while the children were asleep.
-

- 3** We'll inform you tomorrow.
-

- 4** The children broke the vase while they were playing.
-

- 5** The architect has already drawn up the plans for the new offices.
-

- 6** Three masked men robbed the bank yesterday.
-

- 7** You must send all the documents by tonight.
-

- 8** The company will pay for the damages.
-

b Circle the correct words.

A family affair

At our house, mealtimes are very important. Let's take dinner for example. Dinner **always serves** / **(is always served)** at 7:00 pm and everyone **must attend** / **must be attended**. It's the time when the entire family gathers around the table and we **can spend** / **can be spent** some time together. My mother starts calling us at about a quarter to seven. We **have learnt** / **have been learnt** not to be late, because, once my mother **is started** / **starts** yelling, her voice **can hear** / **can be heard** all over the neighbourhood! We always enjoy the food that my mother **has cooked** / **has been cooked** and afterwards we usually talk about what our day was like. I really enjoy this tradition myself, and I hope my family **keeps** / **is kept** it up for many years to come.



c Rewrite the following sentences using the **Passive Voice**. Write the sentences in two ways, as in the example.

- 1 Aston University offered Terry a scholarship.

Terry was offered a scholarship by Aston University.

A scholarship was offered to Terry by Aston University.

- 2 Brenda will give Barbara the report tonight.

Be

- 3 The company gave Nellie a farewell present.

- 4 The children fed the monkeys peanuts at the zoo yesterday.

- 5 Richard has offered Andy a great job.

- 6 My father will send me the money I need.

- 7 They brought him everything he had asked for.

d Rewrite the following sentences using the **Passive Voice**. Write sentences as in the example.

1 They believe that Jenny Holmes is a successful businesswoman.

It *is believed that Jenny Holmes is a successful businesswoman.*

Jenny Holmes *is believed to be a successful businesswoman.*

2 We all expect that John will win the race.

It _____

John _____

3 People say that Karen is responsible for what happened.

It _____

Karen _____

4 Everybody thinks that Cindy has moved abroad.

It _____

Cindy _____

5 Experts believe that a flat tyre caused the accident.

It _____

A flat tyre _____

e Complete the text with the correct tense of the verbs in brackets in the **Active** or in the **Passive Voice**.

A global language

The English language **(1)** *has been* (be) around for quite a long time. It **(2)** _____ (originally/speak) in Britain by the Anglo-Saxons 1500 years ago, but it **(3)** _____ (differ) a lot from the language we **(4)** _____ (know) today. In fact, we would have great difficulty understanding Old English now.

Since then, the English language **(5)** _____ (change) a lot and it **(6)** _____ (spread) all over the world. It **(7)** _____ (speak) as a first language in the UK, the USA, Australia, New Zealand, Canada, South Africa and the Caribbean, and it **(8)** _____ (use) as an official language in more than 70 countries. A lot of different forms and varieties of English **(9)** _____ (use) not only across the world, but even within the British Isles.

English **(10)** _____ (increasingly/become) a global language. It **(11)** _____ (teach) as a foreign language in several countries. More and more people **(12)** _____ (use) English when travelling and doing business abroad. It seems that English is here to stay as the language of international communication.





can you remember?

Complete the text by choosing **a**, **b** or **c**.

Care for some chocolate?

Whether it's plain, bitter, milky or stuffed with nuts and raisins, chocolate is one of the world's (1) most loved foods. Have you ever wondered how it (2) _____ its name? The word *chocolate* (3) _____ from the Aztec word *xocoatl*, (4) _____ meant 'bitter water'. It comes from South America, a large part of (5) _____ the Spanish conquered in the early 16th century. Chocolate (6) _____ originally a drink made of cocoa beans and spices. Vanilla, chillies and rose petals (7) _____ for flavour. The Spanish disliked it so much that they considered it to be a drink (8) _____ was unfit even for animals. Luckily, they (9) _____ a way to make it tastier by (10) _____ sugar, milk, cinnamon and almonds. Taste the recipe yourself at the Aztec exhibition which will be on at the Royal Academy's Hot Chocolate Bar in London until 19th June.

- | | | |
|----------------------|---------------------|----------------|
| 1 a. most | b. more | c. less |
| 2 a. is got | b. was got | c. got |
| 3 a. comes | b. is coming | c. has come |
| 4 a. who | b. what | c. which |
| 5 a. where | b. which | c. that |
| 6 a. has been | b. was | c. was being |
| 7 a. was often added | b. were often added | c. often added |
| 8 a. what | b. which | c. whose |
| 9 a. found | b. are found | c. were found |
| 10 a. add | b. to add | c. adding |



Use of English

put aside = save, usually money, for a particular purpose

put forward = to suggest an idea, a plan, a course of action for other people to consider

put into = devote a lot of time and effort to something

put on = gain (e.g. weight)

put off = postpone

Complete the sentences with the correct form of the phrasal verbs in the box.

- I think I should go on a diet. I _____ a bit of weight recently.
- The Mayor _____ a plan to help fight pollution.
- We'll have to _____ the barbecue if the rain continues.
- You should always _____ some money _____. You never know when you might need it.
- You must _____ a lot of effort _____ your garden. It looks lovely!

9 Communication

Work in groups of 3-4. Imagine that you are preparing a candidate's campaign for the position of mayor in your city/town. Think about the things that weren't done by the previous mayor, what has to be done and what will be done if the candidate you are supporting is elected. Write your candidate's campaign and then read it to the rest of the class. When you've heard all the candidates' campaigns, vote for the candidate who has the best campaign. (You can't vote for the one whose campaign you have prepared!)

e.g. No sports facilities were built by the previous mayor.

If our candidate is elected, a sports centre will be built in the town in the next two years.

Unit 17

Causative Form

A day in a star's life

Read the dialogue below. What do the phrases in bold mean?



Sonia May was awarded this year's Best New Artist award at the *Music Now Awards*. Unfortunately, she was unable to attend the awards ceremony herself, so **she had the award sent** to her. Peter Young had a chat with her just before she flew to Paris for a concert.

Peter: Sonia, what's the key to giving a successful performance?

Sonia: Well, on the morning of the concert you should do things that take your mind off the concert. For example, **I usually have my nails done!** I know it sounds silly but it really works for me!

Peter: Really? I thought singers usually spent the last few hours before a concert rehearsing.

Sonia: I've tried that but it made me even more nervous! Besides, I'm not a last-minute kind of person.

Peter: So, tomorrow's your big gig in Paris! Will you be doing anything special when you arrive in the French capital?

Sonia: Not really. **I'll have my hair cut!** I've heard that French hairdressers can work miracles. I'll try to resist all the French delicacies and go to bed as early as possible!

Peter: It was nice talking to you, Sonia! I'm sure Paris will love you!

Sonia: Thanks, Peter. See you around!

Grammar

Causative Form

The **Causative Form** is used when we do not do something ourselves, but we arrange for someone else (usually an expert) to do it for us.

The **Causative Form** is formed as follows:

subject + **have / get** + **object** + **past participle**

We had/got the house painted last month.

Present Simple	<i>I usually have my car serviced at a local garage.</i>
Present Progressive	<i>I'm having my car serviced at the moment.</i>
Past Simple	<i>I had my car serviced last week.</i>
Past Progressive	<i>We were having some shelves put up in the study when Aunt Mary came to visit.</i>
Present Perfect Simple	<i>I've already had my car serviced.</i>
Past Perfect Simple	<i>I had had my car serviced before I went on holiday.</i>
Future Will	<i>I'll have the letters posted as soon as possible.</i>
Future Going to	<i>I'm going to have my car serviced tomorrow.</i>
Imperative	<i>Get this finished as soon as possible.</i>
Modal verbs	<i>You can have your shopping delivered to your door. I must get my hair cut soon.</i>

The interrogative and negative of the **Present Simple** and **Past Simple** are formed with **do/does** and **did** respectively.

Did you have this suit professionally dry-cleaned?

Ian doesn't have his hair cut very often.

Notes:

- **Get** is more informal than **have**.
Where could I have this essay printed? Where can I get this essay printed?
- We often use the **Causative Form** for accidents or misfortunes.
Grace had her handbag stolen yesterday.
- When we want to emphasise who is doing an action, we use **by + agent**.
We had an alarm system installed by a security company.

activities

a Tick (✓) the person/people responsible for the action described in each of the sentences below.

- | | | | | | |
|--|-------------|-------------------------------------|---------------|--------------------------|-------------------------------------|
| 1 I've had my computer upgraded. | I | <input checked="" type="checkbox"/> | somebody else | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 I've already had lunch. | I | <input type="checkbox"/> | somebody else | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Joe has changed the light bulb. | Joe | <input type="checkbox"/> | somebody else | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Joe had his lawn mowed. | Joe | <input type="checkbox"/> | somebody else | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 We had the windows cleaned yesterday. | we | <input type="checkbox"/> | somebody else | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 We've planted a lot of flowers in our garden. | we | <input type="checkbox"/> | somebody else | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Our company is having a new computer system installed. | our company | <input type="checkbox"/> | somebody else | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Our company is currently developing a new computer programme. | our company | <input type="checkbox"/> | somebody else | <input type="checkbox"/> | <input type="checkbox"/> |

b Expand the notes into sentences using the **Causative Form**.

- 1** Ronan / clean / his car / every week

Ronan has his car cleaned every week.

- 2** I / must / type / these letters / by / tonight

- 3** Rita / always / do / her nails / beauty salon

4 Brenda / redecorate / flat / recently

5 Derek / decide / look after / house / Cliff / while / be / on / holiday

6 Tricia / dye / her hair / next week

7 Betty / think / build / swimming pool / her back garden

8 Nathan / check / teeth / last week

9 Susan / should / operate on / her arm

10 Anne / replace / her old furniture / tomorrow

C Rewrite the following sentences using the **Passive Voice** or the **Causative Form**.

1 Mary typed the letters yesterday.

The letters *were typed by Mary yesterday*.

2 We made the children stay at home.

The children _____

3 Sophia hires professionals to decorate her house when she has parties.

Sophia _____

4 Linda asked her brother to wash the dishes after dinner.

Linda _____

5 When Jim broke his leg, Tina drove him to work.

When Jim broke his leg, he _____

6 They arranged for food to be given to the poor.

They _____

7 We have asked Tom to paint our house.

We will _____

8 Linda paid the bill on time.

The bill _____

9 Richie and Liz will ask a professional to make their wedding cake.

Richie and Liz _____

10 Aunt Laura filled the box with sweets.

The box _____

d There is a mistake in each of the sentences below. Find it and correct it.

- 1 Jenny is ^{having} being her car serviced at the moment.
- 2 Kim had her meal cooking by her mother yesterday.
- 3 Richard hasn't the piano fixed yet.
- 4 George will get his hair cutting at 11 o'clock tomorrow morning.
- 5 Have the letters sending by tonight, Monica.
- 6 Stephanie has always having her dresses made for her.
- 7 You need to have your picture take for your passport.
- 8 Did you have all the presents wrapped from the shop assistant?
- 9 I was have the leak in the bathroom fixed when you phoned me.
- 10 Do you always have your clothes dry-clean?

e Rewrite the following sentences using the **Causative Form**.

- 1 My father always prepares my lunch.
I always have my lunch prepared by my father.
- 2 David called a technician to repair his new computer.

- 3 Ray's first book was published last month.

- 4 Get someone to replace the light bulb, Cory, will you?

- 5 A private security company guards our neighbours' house.

- 6 Don't worry, the maid will make our beds.

- 7 The travel agency couldn't arrange Mary's trip last week.

- 8 I must ask the cleaners to clean the windows at the office.

- 9 I think you should arrange to build more shelves for your books.

- 10 Some technicians are installing a new security system in my office.

- 11 You should get somebody to fix the broken window.

- 12 An optometrist is going to examine my eyes this afternoon.



can you remember?

Rewrite the sentences using the words given. Do not change the words given.

- 1 An environmental organisation is organising a charity concert to help save endangered species. being
A charity concert is being organised by an environmental organisation to help save endangered species.
- 2 A technician set up Ron's computer yesterday. had
Ron _____
- 3 My ticket is going to be delivered by the travel agency. delivered
I _____
- 4 I think you had better accept their offer. were
If _____
- 5 If she doesn't go on a diet, she won't lose any weight. unless
She _____
- 6 People believe that she has a lot of money. believed
It is _____
- 7 Some of the things you do amaze me. amazed
I _____
- 8 I hate it when people show no respect for others. who
I hate _____

Use of English

resist = stop yourself from doing something, although you would like to do it

avoid = take action so as not to do something unpleasant or have something unpleasant happen

prevent = stop somebody from doing something or something from happening

refuse = say "no" to a proposal or invitation; turn down, deliberately not do something

deny = not accept an accusation

Complete the sentences with the correct form of the verbs in the box.

- 1 We set off early in the morning to _____ rush-hour traffic.
- 2 Sharon _____ having broken mum's favourite vase.
- 3 I ate the whole cake. I simply couldn't _____ it.
- 4 Although it was Jim's turn to do the washing-up, he _____ to do it, saying he was tired.
- 5 Nothing would _____ him from going on that trip.



Communication

Work in pairs.

Student A  Go to page 147

Student B  Go to page 150

Unit 18

Reported Speech

Sleep tight!

Read the article below. Underline all the sentences in both Direct and Reported Speech. What do you notice about them?



Lack of sleep to blame for road accidents

Statistics show that most road accidents usually happen late in the afternoon or in the very early hours of the morning. Why is that so? According to Professor Nigel Jones, the answer is obvious: 'People tend to feel sleepy at those times.'

That was the case with Dan Saner, who was involved in a car accident last May. Dan was driving home after a hard day at work when he lost control of his vehicle and crashed into a passing car. Luckily, nobody was hurt. When the police arrived, he told them that he had probably fallen asleep at the

wheel. When the detective asked him whether he had slept well the previous night, Dan was a bit hesitant. 'Well, the truth is that I stayed up quite late last night, trying to catch up on some work,' he replied.

This is just one of the many cases that verify Dr Jones's conclusions. 'Most people need to sleep every twelve hours. As this is not always possible, we really need to make the most of the time when we sleep,' Dr Jones points out. If you want to find out how you can start sleeping like a baby, then you should get a copy of Dr Jones's latest book, *Have a good night's sleep, every night!*

Grammar

Reported Speech

In **Direct Speech**, we give the exact words that someone said. We usually use the verb **say** and the words of the speaker are put in quotation marks.

Henry said, 'Alex has bought a new car.'

In **Reported Speech**, we report the meaning of what someone said, without using their exact words. We use a reporting verb, usually **say** or **tell**, followed by **that** and the reported statement.

Henry said that Alex had bought a new car.

Notes:

- We may omit **that** before the **reported statement**.
- We use **say** as the **reporting verb** when there is no **indirect object** in the main clause.
Louise said, 'I feel ill.' *Louise said (that) she felt ill.*
- We use **tell** as the **reporting verb** when there is an **indirect object** in the main clause.
Louise said, 'I feel ill, Tim.' *Louise told Tim (that) she felt ill.*
- 'I'll be late,' Mary **said to me**. **but** Mary **told me that she would be late**.

Reporting statements

- When we change a sentence from **Direct Speech** to **Reported Speech**, **pronouns** and **possessive adjectives** change according to the context.

Liz said, 'I can't find my keys.'

Liz said (that) she couldn't find her keys.

- When the **reporting verb** is in the **Past Simple**, we make the following changes:

DIRECT SPEECH		REPORTED SPEECH	
Present Simple	<i>Julie said, 'I play tennis every Saturday.'</i>	Past Simple	<i>Julie said (that) she played tennis every Saturday.</i>
Present Progressive	<i>John said, 'I'm working.'</i>	Past Progressive	<i>John said (that) he was working.</i>
Past Simple	<i>Ian said, 'I turned the lights off.'</i>	Past Perfect Simple	<i>Ian said (that) he had turned the lights off.</i>
Present Perfect Simple	<i>Sandra said, 'I've never travelled abroad.'</i>	Past Perfect Simple	<i>Sandra said (that) she had never travelled abroad.</i>
Present Perfect Progressive	<i>Andy said, 'I've been waiting for an hour!'</i>	Past Perfect Progressive	<i>Andy said (that) he had been waiting for an hour.</i>
will	<i>'I'll wait for you,' said Alex.</i>	would	<i>Alex said (that) he would wait for me.</i>
can	<i>Simon said, 'I can't fix it!'</i>	could	<i>Simon said (that) he couldn't fix it.</i>
may	<i>Catherine said, 'I may have his number.'</i>	might	<i>Catherine said (that) she might have his number.</i>
must	<i>Bill said, 'I must work hard!'</i>	had to	<i>Bill said (that) he had to work hard.</i>
Conditional Sentences Type 1	<i>Diane said, 'If we take a taxi, we'll get there quicker.'</i>	Conditional Sentences Type 2	<i>Diane said (that) if they took a taxi, they would get there quicker.</i>
this / these	<i>She said, 'These shoes are very tight.'</i>	that / those	<i>She said (that) those shoes were very tight.</i>
here	<i>Eric said, 'I saw it here.'</i>	there	<i>Eric said (that) he had seen it there.</i>
now	<i>Mandy said, 'I'll talk to him now.'</i>	then	<i>Mandy said (that) she would talk to him then.</i>
today / tonight	<i>Dave said, 'They're arriving tonight.'</i>	that day / that night	<i>Dave said (that) they were arriving that night.</i>
yesterday	<i>Donald said, 'They arrived yesterday.'</i>	the previous day / the day before	<i>Donald said (that) they had arrived the day before.</i>
tomorrow	<i>Kate said, 'I'll see them tomorrow.'</i>	the next day / the following day	<i>Kate said (that) she would see them the following day.</i>
last week/month, etc.	<i>Ron said, 'I saw him last weekend.'</i>	the previous week, etc. / the week, etc. before	<i>Ron said (that) he had seen him the previous weekend.</i>
next week/month, etc.	<i>Paul said, 'I'll be in Brazil next week.'</i>	the following week/month, etc.	<i>Paul said (that) he would be in Brazil the following week.</i>

- **Could, would, should, might** and **mustn't** do not change in **Reported Speech**.
He said, 'We mustn't make any noise.' → *He said (that) we mustn't make any noise.*
- **Conditional Sentences Type 2** and **3** do not change in **Reported Speech**.
Nina said, 'If I had a lot of money, I'd travel to Africa.' → *Nina said (that) if she had a lot of money, she would travel to Africa.*
'If I had known, I wouldn't have talked about it,' said Andrew. → *Andrew said (that) if he had known, he wouldn't have talked about it.*
- The **Past Perfect Simple** and the **Past Perfect Progressive** do not change in **Reported Speech**.
Ollie said, 'We had never been there before.' → *Ollie said (that) they had never been there before.*
- The **Past Progressive** usually does not change in **Reported Speech**. But when it refers to a completed action, it changes to the **Past Perfect Progressive**. In **time clauses** the **Past Simple** and the **Past Progressive** usually do not change.
Ian said, 'I was standing there.' → *Ian said (that) he was standing there.*
Mrs Roberts said, 'My son was thinking of studying Medicine but he has decided not to.' → *Mrs Roberts said (that) her son had been thinking of studying Medicine but he had decided not to.*
Rose said to Kevin, 'I called you when I got home.' → *Rose told Kevin (that) she had called him when she got home.*

Note:

Tenses, adverbs etc. do not change:

- when the **reporting verb** is in the **Present, Future** or **Present Perfect tense**.
Kelly says, 'I want to study Art.' → *Kelly says that she wants to study Art.*
- when the sentence expresses a general truth or something that is unlikely to change.
Mike said, 'I don't like strawberries.' → *Mike said (that) he doesn't like strawberries.*

Reporting verbs

In addition to **say** and **tell**, as **reporting verbs** we may also use:

- **refuse, promise, agree + full infinitive**
'No, I'm not getting into your car!' said Karen. → *Karen refused to get into my car.*
'OK, I'll help you,' said Joan. → *Joan agreed to help me.*
- **suggest, admit, deny + -ing form/that-clause**
'Why don't we go to the cinema?' said Fiona. → *Fiona suggested going to the cinema.*
'No, I haven't touched your things!' said Fred. → *Fred denied touching my things. / Fred denied that he had touched my things.*
- **advise, remind + object + full infinitive/that-clause**
'Remember to close all the windows,' he said to me. → *He reminded me to close all the windows.*
'I think you should see a doctor,' she said to me. → *She advised me to see a doctor / that I should see a doctor.*

b**Reporting questions**

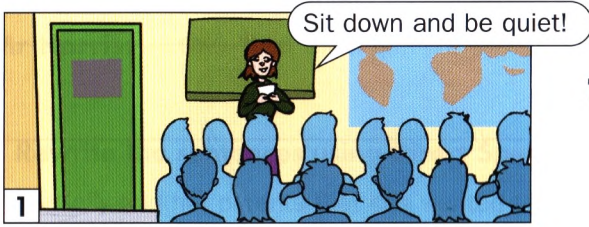
- To change **questions** from **Direct Speech** into **Reported Speech**, we change tenses, pronouns, and other words just as in **reported statements**.
- **Reported questions** begin with the reporting verbs **ask, wonder** and **want to know**.
'Where are you going?' asked Martha. → *Martha wanted to know where I was going.*
- **Reported questions** follow the word order of affirmative sentences, ie. **subject + verb + object**. There is a full stop, not a question mark at the end of a **reported question**.
'Do you play golf?' he asked. → *He asked me if I played golf.*
- When the **direct question** begins with a **question word (who, what, which, whose, where, when, why, how)**, the **reported question** also begins with the question word.
'When are they coming back?' she asked. → *She wondered when they were coming back.*
- When the **direct question** does not begin with a question word, but with an auxiliary verb (**do/does, did, have/has, etc.**), the **reported question** begins with **if** or **whether** after the **reporting verb**.
'Have you seen John?' asked Mary. → *Mary asked me if / whether I had seen John.*

c**Reporting Commands and Requests**

- To change **commands** from **Direct Speech** into **Reported Speech**, we use **tell, order**, etc. as reporting verbs. The **Imperative** becomes a **full infinitive**.
'Put that down!' he said. → *He told me to put that down.*
- To change **requests** from **Direct Speech** into **Reported Speech**, we used **ask, beg**, etc. as reporting verbs. The **Imperative** becomes a **full infinitive**.
'Please open a window,' she said to me. → *She asked me to open a window.*
'Don't drive so fast,' she said to him. → *She asked him not to drive so fast.*

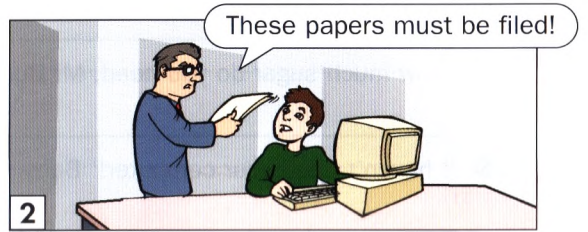
activities

a Rewrite the sentences in **Reported Speech**.



1 Mrs Harris told us *to sit down and be quiet*.

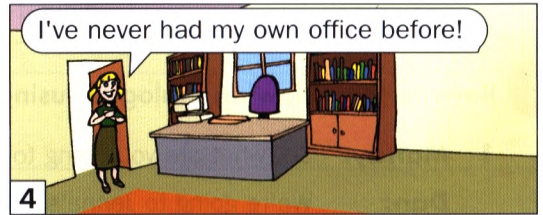
2 Mr Walker told Richard that _____



3 Jonathan told _____



4 Barbara said _____



5 Ray said _____



6 Ronald told _____



7 Peggy asked Sue _____



8 Mr Bergen asked his wife _____



b Rewrite the following sentences using **Reported Speech**. Use one of the reporting verbs in the box, as in the example.

remind beg ask refuse admit order deny ~~want to know~~

- 1 'Where is everybody going?' asked Jane.
Jane wanted to know where everybody was going.

- 2 'Please, let me borrow your blue sweater!' said my sister.

- 3 'I won't do it!' said Arthur.

- 4 'How much sugar do you need, Mr Burns?' asked the shop assistant.

- 5 'I haven't used your computer!' Barry said to Claire.

- 6 'OK, I hid your bag,' said George.

- 7 'Chris, don't forget to send the invitations tomorrow,' said Tina.

- 8 'Go to your room immediately!' said my father.

c Rewrite the following dialogues using **Reported Speech**.

- 1 **Mandy:** So, what are you doing tonight? _____
Dan: We're going to Jenna's party, _____
remember? _____
Mandy: I completely forgot about it! _____
Dan: I'll pick you up at 9 o'clock tonight. _____
Mandy: Will you be mad at me if I don't go? _____
Dan: Yes! I've been looking forward to this _____
party for weeks. Besides, we have to _____
go! Jenna is our best friend. Start _____
getting ready! _____

- 2 **Mr Harris:** Where are the children? _____
Mrs Harris: They're already asleep because _____
they are going camping tomorrow. _____
Mr Harris: What? But they're too young to go _____
on a camping trip on their own! _____
Mrs Harris: It's a school trip and they really _____
want to go. _____
Mr Harris: Why didn't anyone tell me? _____

Mrs Harris: You were away on business, remember? _____

Mr Harris: But camping is dangerous. _____

Mrs Harris: No, it isn't. Besides, it's the last school trip before the exams and they've really _____
worked hard this year. _____

Mr Harris: OK, I'll let them go. _____

d Rewrite the sentences using **Direct Speech**.

1 Kelly told her parents that she wanted to become an actress.

'Mum, Dad, I want to become an actress!' said Kelly.

2 Jan suggested trying to finish the project by Friday.

3 Peter told Tom that he couldn't be there on time.

4 Mary told us that she had never met Larry's brother before.

5 Charlie said that he would be working all day that day.

6 My father told me that if I disobeyed, I would get into serious trouble.

7 My sister wanted to know what time Brian was meeting us.

8 The policeman ordered me to give him my passport immediately.

e Circle the correct words.



Our first big break

My friend Jack and I are musicians and we have a small band. Last month Jack told me we **would be meeting** / **are meeting** the owner of a club to discuss the possibility of doing a gig there. Jack said that it **was** / **has been** the big break our band had been waiting for. I was thrilled and told him that we **must do** / **had to do** our best to make a good impression.

The owner wanted to know what kind of music we **played** / **are playing** and asked all sorts of questions. When all the details had been discussed, we asked how much **would we** / **we would** get paid. 'What? You want money too?' was his reaction. He went on to say that he **is offering** / **was offering** us the opportunity of a lifetime and that we should be grateful for that. We refused to do the gig and left.

As we were walking down the road, we saw an old friend we hadn't seen in a long time. Our friend told us that he **had been opened** / **had opened** a new club and asked us if we **would be** / **would have been** interested in playing there. He said he **would pay** / **was paid** us €300 a week!



can you remember?

Choose **a**, **b** or **c**.

- 1 Tim said that they were arriving late that night.
 (a) were arriving b. have been arriving c. must arrive
- 2 Richard _____ every two weeks.
 a. has mowed his lawn b. has his lawn mowed c. is mowing his lawn
- 3 The incident _____ to the police before they left the scene of the crime.
 a. is being described b. had been described c. has been described
- 4 Ms Taylor announced that she _____ in New Zealand the following week.
 a. would be b. be c. would have been
- 5 Karen _____ last week.
 a. had had her handbag stolen b. her handbag was stolen c. had her handbag stolen
- 6 My sister _____ because she spent hours talking on the phone instead of working.
 a. fired b. was fired c. was being fired
- 7 Paperwork _____ much easier with computer technology.
 a. has made b. made c. has been made
- 8 Mark said he _____ in the queue for fifteen minutes before he realised he had left his wallet at home.
 a. has been standing b. had been standing c. is standing

Use of English

case = a particular situation

accident = something that happens unexpectedly and injures someone or damages something

incident = something that happens, usually unpleasant

event = something that happens, often important or unusual

occasion = a particular time when something happens

Complete the sentences with the correct form of the words in the box.

- 1 The terrible _____ of last year had a negative effect on the national economy.
- 2 If that's the _____, we'll need to work overtime.
- 3 On the _____ of the university's 100th anniversary, the Minister of Education announced changes in the curriculum.
- 4 One in five _____ is caused by drivers who fall asleep at the wheel.
- 5 No serious _____ have been reported so far.

9 Communication

Your teacher will give you the name of a person in your class. Write a brief message to him / her and deliver it. Answer any message you get (on the same piece of paper) and return it.

e.g. Do you want to go to the beach on Saturday, Louise?

Afterwards, report your message and the answer you received to the person next to you.

e.g. I asked Louise if she wanted to go to the beach on Saturday. She ...

Revision Units 15-18

a Match the sentences 1-8 with the **relative clauses** a-h, adding the appropriate **relative pronoun** or **adverb** and **commas**, where necessary.

- | | |
|--|---|
| <p>1 Tom, _____, bought a new car and a new house.</p> <p>2 The girl _____ got into serious trouble.</p> <p>3 The restaurant _____ closed down yesterday.</p> <p>4 Mrs Horton _____ has the most beautiful garden I've ever seen.</p> <p>5 The architectural plans _____ were finally presented yesterday.</p> <p>6 The book _____ became a bestseller.</p> <p>7 People _____ are less likely to develop certain diseases.</p> <p>8 The reason _____ is because he's been getting a lot of headaches lately.</p> | <p>a _____ my neighbour Carmen wrote</p> <p>b _____ diets are rich in vitamins</p> <p>c _____ <i>who</i> won the lottery last month</p> <p>d _____ lives next door</p> <p>e _____ broke the window</p> <p>f _____ Stuart wants to see a doctor</p> <p>g _____ took three weeks to complete</p> <p>h _____ we had lunch last Tuesday</p> |
|--|---|

b Rewrite the sentences using the words given. Do not change the words given.

- | | |
|---|-----------------|
| <p>1 'I went shopping last week,' Denise said to me.
<u>Denise told me (that) she had gone shopping the previous week.</u></p> | <p>had</p> |
| <p>2 'Give me all the money,' shouted the bank robber to the cashier.
_____</p> | <p>ordered</p> |
| <p>3 'I'll call him tomorrow,' Martha said to me.
_____</p> | <p>day</p> |
| <p>4 The accountant won't collect the money until Friday.
_____</p> | <p>be</p> |
| <p>5 An electrician installed our new satellite TV last week.
_____</p> | <p>had</p> |
| <p>6 They bought a new fridge last week. It was very expensive.
_____</p> | <p>which</p> |
| <p>7 'Where have I left my glasses?' thought Tina.
_____</p> | <p>wondered</p> |
| <p>8 We never let our son stay out late.
_____</p> | <p>allowed</p> |
| <p>9 I think my car needs servicing.
_____</p> | <p>get</p> |

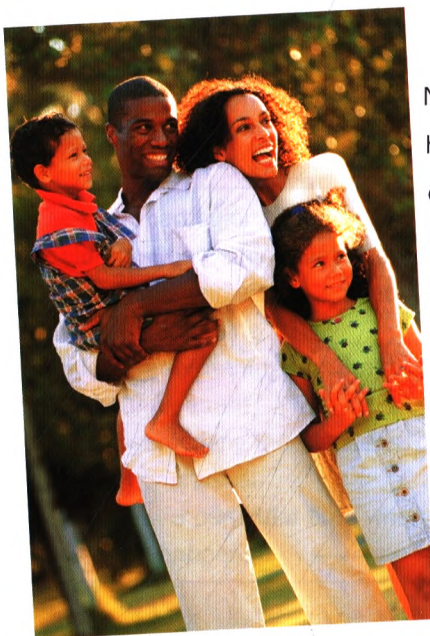
- c** Read the text below and think of the word which best fits each space. Use only *one* word in each space.



TWIN MATTERS

Even though twins make up only 2% of the world's population, studies of twins are regularly carried out (1) by scientists. Researchers (2) _____ particularly interested in identical twins, that is twins (3) _____ look exactly the same. Rita and Molly, two fourteen-year-olds from Birmingham, love the fact that they're identical twins. When we asked them (4) _____ they enjoyed being twins, they replied (5) _____ they loved every minute of it. 'Being a twin is brilliant!' says Rita, (6) _____ loves sharing a room with her sister. However, Becky and Kim from Kent, (7) _____ are also fourteen-year-old identical twins, are not so happy with their situation. 'Becky's really messy, (8) _____ drives me mad,' complains Kim. 'But I'm the one (9) _____ always tidies up the bedroom,' protests Becky. Untidiness is just one of the reasons (10) _____ the girls fight so often! So, (11) _____ being a twin an enjoyable experience? I guess that it depends on who you ask (12) _____ answer the question.

- d** Complete the text with the correct form of the verbs in brackets in the **Active** or the **Passive Voice**.



BILINGUAL KIDS

Nowadays, more and more children (1) grow up (grow up) in homes where two languages (2) _____ (speak). In such cases, children need to (3) _____ (encourage) to feel comfortable with both the languages they (4) _____ (expose) to. Language experts (5) _____ (find) that children can learn two languages at the same time and that they can't really tell the difference between them. Young children (6) _____ (pick up) words very easily. The two languages (7) _____ (store) in the same part of the brain, and as children (8) _____ (get) older, they (9) _____ (think) and (10) _____ (dream) in both languages. So, when they (11) _____ (speak), they can easily switch from one language to the other. According to Dr Emma Redmond, children (12) _____ (not/confuse) by using two languages once they (13) _____ (learn) when and with whom they should use each language. However, the most important thing is to let children learn in an environment free from pressure, where they don't have to worry about grammatical rules. Making them fluent in both languages can be really frustrating unless parents (14) _____ (motivate) their children to communicate in both languages as often as possible. So, if they (15) _____ (love) the *Power Rangers*, then they should feel free to talk about their favourite heroes in either of the two languages!

e Rewrite the sentences using the **Passive Voice**.

1 The community is funding the new school.

The new school is being funded by the community.

2 I must invest the money as soon as possible.

3 We have planned a party to celebrate the end of the school year.

4 We must look into the matter.

5 People believe that Tom will become the new manager.

6 When did you have the car serviced?

7 They will fully equip the shop by the end of the week.

f Rewrite the sentences using **Reported Speech**.

1 'I'm leaving early today,' said Wendy.

Wendy said (that) she was leaving early that day.

2 'This is the happiest day of my life,' said Sandra.

3 'I forgot my car keys again,' Ross said to me.

4 'Why is the road closed?' asked Philip.

5 'I'll take the job,' she said.

6 'Can I go out with you guys tonight?' asked Sally's younger brother.

7 'What happened to Laura?' asked my father.

8 'Please don't shout, Tess,' said Raymond.

Unit 19

Clauses

A young genius

Read the article below and circle the correct words.

Reaching for the stars



Although / Because Ross Barrett is only fifteen, he is planning to start a Physics degree at the University of Gloucester next year. Ross lives in Colchester, Essex, with his parents and his five-year-old sister, Tricia. At the moment he is studying hard for his A-level exams in June. All his teachers consider Ross to be an exceptionally bright young man. He is **so / such** determined to succeed that he has given up almost everything teenagers love; friends, TV, even computer games! Instead, he gets up at 5 am and studies until the rest of his family wakes up, at around 7:30 am. He has breakfast with them and, as soon as he has finished, he

leaves the table and goes back to his room until 6 pm. **What / How** a day!' most of us would say. **But / Because** studying all day for Ross is no problem, **as / however** he has big plans for the future. 'I want to get a good job and make plenty of money and then I want to buy an expensive car and travel around the world,' he says. James and Lucy Barrett are really proud of their son. 'We've never forced Ross to study hard and get good grades. He simply loves what he's doing. **Although / However**, we can't help feeling a bit worried about whether he'll be able to handle all this pressure **because / despite** he's very young,' says his mum.

Grammar

Clauses

a Clauses of Reason

Clauses of Reason express the **reason** for something. They are introduced by **because** and **as**. When the **clause of reason** comes before the **main clause**, they are separated by a comma.

I didn't call you yesterday because I was very busy.

As I didn't have a map with me, I got lost.

b Clauses of Result

Clauses of Result express a **deduction** or the **result** of an action and are introduced by **so ... that** and **such ... that**.

It was so cold outside that the lake froze.

It was such a cold day that very few people were outside.

Clauses of result are formed as follows:

- **so + adjective/adverb + that**
That maths problem was so difficult that I couldn't solve it.
They shouted so loudly that everybody heard them.
- **so + much/many/little/few + noun + that**
I've heard this song so many times that I know it by heart now.
- **such + a/an + (adjective) + singular countable noun + that**
It was such a beautiful day that we decided to go for a picnic.
- **such + (adjective) + uncountable/plural countable noun + that**
She was wearing such strange clothes that everyone was looking at her.
- **such + a lot of + noun + that**
I've put on such a lot of weight that I don't fit into my clothes any more.

Note:

- **That** can be omitted, particularly in spoken language.
The fog was so thick (that) we couldn't see.
- **So, therefore** and **as a result**, which introduce main clauses, also express result.
I hadn't studied, so I didn't do well in the test.

C **Clauses of Concession**

Clauses of Concession express **contrast** or **opposition**. They are introduced by **although, even though** and **though**. When the **clause of concession** comes before the **main clause**, they are separated by a comma.

Although I slept eight hours last night, I'm still tired.
He refused to eat even though he was hungry.

Concession is also expressed with:

- **in spite of / despite + noun/-ing form**
The pilot managed to land the plane safely despite the heavy rain.
In spite of not feeling well, she came to work this morning.
- **in spite of / despite + the fact that + clause**
He refused to eat despite the fact that he was hungry.
- **but / however + main clause**
Maria has got a driving licence but she doesn't drive.
Diane likes watching ice skating competitions. However, she has never tried ice skating herself.

d **Exclamatory Clauses**

Exclamatory Clauses give emphasis to an adjective or adverb.

Exclamatory clauses are formed as follows:

- **how + adjective/adverb**
How wonderful! How beautifully she sings!
- **what + (a/an) + adjective + noun**
What a big house! What lovely shoes!
- **so + adjective/adverb**
She's so pretty! He ran so fast!
- **such + (a/an) + adjective + noun**
You used to be such good friends! It's such a beautiful day!



activities

a Rewrite the sentences using the words given. Do not change the words given.

1 The journey was very tiring. I slept all day when I got home.

such

It was such a tiring journey that I slept all day when I got home.

2 Mary's desk was a mess. I asked her to tidy it.

such

3 Ann has a university degree but she can't find a job.

although

4 Even though it was raining, the wedding ceremony took place outdoors.

despite

5 I've done a lot of work today. I'm exhausted.

much

6 Helen loves horses; however, she has never tried horse riding.

but

7 The rope was very long. The man had to cut it.

so

8 It was dark but we went swimming anyway.

although

b Choose *a*, *b* or *c*.

1 I have so many things to do today that I might have to work overtime.

a. so many

b. so much

c. a little

2 Christine and Mike are getting married in June. _____ nice!

a. What

b. How

c. So

3 _____ I hadn't studied at all, I failed the test.

a. So

b. As

c. As a result

4 There was _____ food left in the fridge that I had to go shopping.

a. so few

b. so much

c. so little

5 Conrad made _____ money that he sold his business and retired early.

a. lots

b. so many

c. such a lot of

6 It was _____ a hot day that everyone wanted to go to the beach.

a. such

b. so

c. as

7 Everyone came to the party _____ the weather was very bad.

a. despite

b. however

c. even though

8 In _____ of the fact that he was wearing a seat belt, Henry was injured in the accident.

a. despite

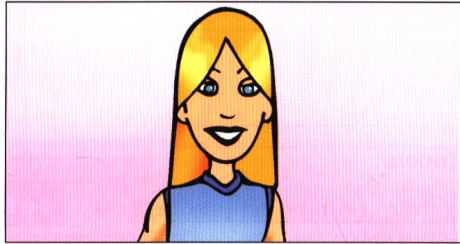
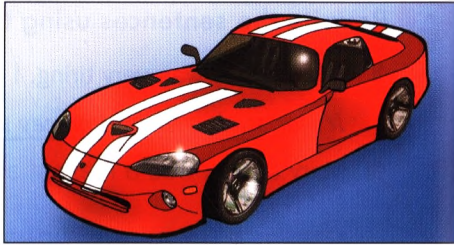
b. spite

c. but

C Look at the pictures and write two exclamatory sentences for each situation. Use **How** / **What** and the adjectives in the box.

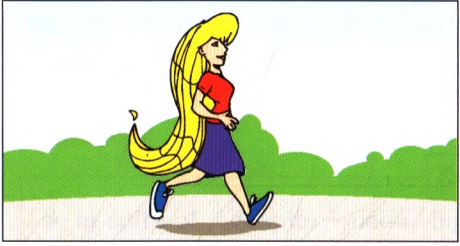
pretty awful ~~expensive~~ long difficult

1 *How expensive this car is!* _____
What an expensive car (this is)! _____



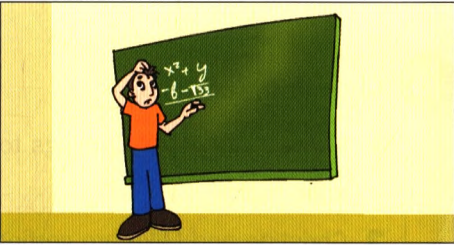
2 _____

3 _____



4 _____

5 _____



d Complete the text by choosing *a*, *b* or *c*.



Losing a good friend

Helen never realised that keeping a secret can be (1) so important that a friendship can depend on it. A couple of months ago, Helen's friend Tina was planning a surprise party for her husband, John. There was (2) _____ a lot to do that Tina asked Helen to help her, but told her not to say a word to anyone. (3) _____ of what Tina had told her, Helen mentioned the surprise party to a few people, who mentioned it to a few more people. By the end of the week, so (4) _____ people knew about the party that it was no longer a surprise. Helen even left a message about the party on Tina's answering machine, which John heard. Tina was furious; she couldn't believe that Helen had been (5) _____ thoughtless. Tina phoned Helen and shouted at her so loudly (6) _____ the whole neighbourhood heard her. (7) _____ John tried to sort

out the matter, he was unable to calm his wife down. In the end, they had the party. (8) _____ the fact that John tried hard to cheer Tina up, it was hopeless. Helen, who had done her best to organise the party, was invited (9) _____ never showed up. Helen and Tina haven't spoken since (10) _____ other friends of theirs have tried to bring them together. (11) _____ a mess!

- | | | |
|---------------|----------------|-------------|
| 1 a. so | b. such | c. a lot of |
| 2 a. that | b. so | c. such |
| 3 a. Although | b. However | c. In spite |
| 4 a. many | b. much | c. a lot of |
| 5 a. such | b. so | c. as |
| 6 a. because | b. that | c. as |
| 7 a. However | b. Despite | c. Although |
| 8 a. In spite | b. Although | c. Despite |
| 9 a. but | b. as | c. because |
| 10 a. however | b. even though | c. but |
| 11 a. So | b. How | c. What |

e Complete the dialogues with **so, such, that, how** or **what**.

1

Mary: I'm so mad I could just scream!
Sam: What's the problem?
Mary: I've had (1) such a bad day!
Sam: Why?
Mary: I've lost my wallet! I'm (2) _____ careless sometimes.
Sam: Are you sure you've looked everywhere?
Mary: Yes!
Sam: (3) _____ sure (4) _____ you would bet on it? Have a look in your jacket pocket!
Mary: Oh my goodness! (5) _____ funny!



2

Pat: Tom! (1) _____ a surprise! Come in!
Tom: I'm so sorry I didn't call before coming over, but it is an emergency. I've had (2) _____ a shock. Someone broke into my house!
Pat: (3) _____ horrible!
Tom: I called the police but I'm (4) _____ scared that I don't feel safe spending the night there. Can I stay here?
Pat: Of course, you can! If I'd had (5) _____ a bad experience, I'd feel exactly the same.



can you remember?

Rewrite the sentences using the words given. Do not change the words given.

- | | |
|--|----------|
| <p>1 The painting was very expensive so we didn't buy it.
<i>It was such an expensive painting that we didn't buy it.</i></p> | such |
| <p>2 A famous fashion designer made my wedding dress.</p> | had |
| <p>3 'I need a break, Greg!' said Jane.</p> | told |
| <p>4 Did they give it to you?</p> | was |
| <p>5 'Lock all the doors and windows before you leave,' said the boss.</p> | to |
| <p>6 It was hot but I didn't go for a swim.</p> | although |
| <p>7 I forgot the directions he gave me and got lost.</p> | as |
| <p>8 It was such an interesting book that I couldn't put it down.</p> | so |
| <p>9 A gardener plants some flowers in our garden every year.</p> | have |
| <p>10 The surgeon will operate on the patient's leg tomorrow.</p> | operated |

Use of English

rise = move upwards, stand up
raise = support by collecting money
arise = begin to exist or become known to people (for a situation or problem)
lift = raise something or somebody to a higher position or level

Complete the sentences with the correct form of the verbs in the box.

- 1** This box is so heavy that if you try to _____ it, you'll hurt your back.
- 2** The telemarathon last night _____ a considerable sum of money for the homeless.
- 3** The water level in the river _____ a couple of metres in the winter.
- 4** A number of questions _____ once the agreement had been signed.

9 Communication

Play a class game. It was your best friend's birthday yesterday but you didn't go to his/her party. Try to think of as many excuses as possible using clauses of reason, result and concession. Read your excuses out to the class. The person who thinks up the most excuses using clauses is the winner.

e.g. Although I really wanted to come to your party, I couldn't because / as ...
 I had so much work to do that ...

Unit 20

Both, All,
Neither, None, Either,
Both ... and,
Either ... or,
Neither ... nor

Keeping burglars out

Read the text below and match the words in bold (1-5) with the meanings a-e.

Home secure home



According to the British Crime Survey, the number of burglaries in **(1) both** England **and** Wales has increased over the last year. Crime specialists, however, point out that almost **(2) all** these incidents took place because people failed to take the necessary precautions. For example, you should **(3) neither** leave a spare key under the doormat **nor** leave the house without making sure that the door is properly locked. Otherwise, it's like inviting a burglar into your home. I imagine **(4) none** of you would like that to happen. As most burglaries happen while the owners are on holiday, you can **(5) either** leave a couple of lights on **or** ask a neighbour to draw the curtains and take in your mail in your absence. You should, of course, cancel all milk and newspaper deliveries.

Finally, it would be a good idea to have an alarm system installed. According to the same survey, 60% of burglary attempts were unsuccessful because the houses were protected by an efficient alarm system.

Securing your property can also mean securing your life!

- a any one of the two
- b the whole number of people or things
- c not one of a group of people or things
- d the one as well as the other
- e not one and not the other

Grammar

a Both, All, Neither, None, Either

We use **both**:

- to state that something is true for two people, things, etc.

Robin and Daniel are best friends.

They both go to the same school.

Both of them go to the same school.

We use **all**:

- to state that something is true for more than two people, things, etc.

Rita was fired.

Her colleagues were all shocked to hear the news.

All (of) her colleagues were shocked to hear the news.

Notes:

- **both** and **all** may be used on their own or they may be followed by a **plural countable noun** or **of + noun/pronoun**. The verb of the sentence is always in the plural form.
All/Both (of) my children speak excellent English.
All/Both of them speak excellent English.
- when **both** and **all** refer to the subject of the sentence, they may be placed at the beginning of the sentence, before the main verb or after the verb **be**.
Both cats are Persian. My sister's cats all/both eat a lot. My sister's cats are all/both Persian.

We use neither:

- to state that something is not true for two people, things, etc.
Sue and Cathy are British. Neither of them speaks French.

We use none:

- to state that something is not true for more than two people, things, etc.
I'm going on holiday to Malta with my family this summer. None of us have ever been there.

Notes:

- **Neither** and **none** are used in affirmative sentences, but with a negative meaning. The verb of the sentence can be either in the singular or the plural form.
None of the books here is / are mine.
- **Neither** and **none** are usually followed by **of + noun/pronoun**.
Neither of the students / Neither of them took part in the competition.

We use either:

- to state that something is true for any one of two people, things, etc. The verb of the sentence is either in the singular or the plural form.
- on its own, or before a **noun** or **of + noun/pronoun**.
Would you like to go to the cinema or stay in and order some pizza? Either is fine by me.
Either candidate would be excellent for the job.

b Double Conjunctions

Double conjunctions (both... and, either... or and neither... nor) link two words or phrases in the same sentence. They are used only in affirmative sentences.

Both... and

- They state that something is true for two people or things.
- The verb of the sentence is always in the plural form.
Both my mother and my father work long hours. (= My mother works long hours and my father works long hours, too.)

Either... or

- They state that something is true for any one of two people, things, etc.
- The verb of the sentence is either in the singular or plural form.
Either she was too busy or she didn't want to come.

Neither... nor

- They have a negative meaning and state that something is not true for either of the two people, things.
- The verb of the sentence is either in the singular or plural form.
Neither Glenn nor Peter seem / seems to understand what I'm going through. (= Neither of them understands.)

activities

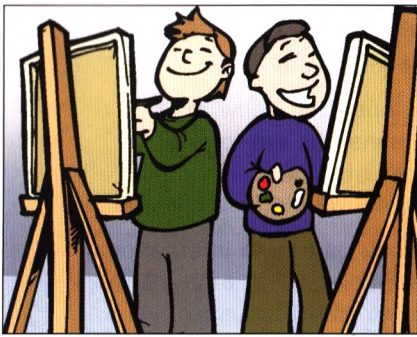
a Complete the blanks with **all**, **both**, **either**, **neither**, **none**.

- 1 Mike:** Do you want to travel by boat or by plane, Sharon?
Sharon: I don't mind at all. Either is fine just as long as we get to the island!
- 2** Lucy and Ron are very good at chemistry. They both took part in an international chemistry competition and won prizes.
- 3** none of my friends have a car, so they all use the underground quite often.
- 4** Both Robert and I want to go out but neither of us have money, so we're staying at home.
- 5** neither Robin nor Kelly wanted to work on Saturday.
- 6 Ken:** Why did Martin and Paul have a fight?
Sean: I don't know. I haven't spoken to neither of them since Tuesday.
- 7** Kim has three older brothers and all of them are doctors, like their father.
- 8 Chris:** How are we going to get there?
Josh: We can either walk or take a taxi.
- 9** We've got two TVs, but neither works properly. We'll have to buy a new one.
- 10 Jean:** Which of the two dresses would you choose?
Josh: Neither. They're both terrible.

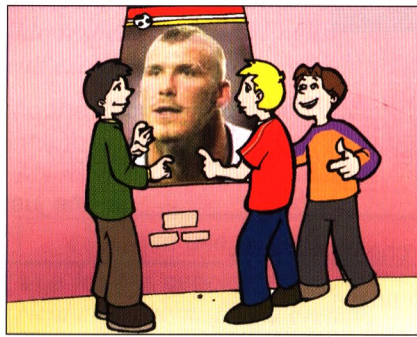
b Rewrite the sentences using the words given. Do not change the words given.

- 1** Tina is allergic to cats. Her sister is allergic to cats too. both
Both Tina and her sister are allergic to cats. / Tina and her sister are both allergic to cats.
- 2** There are only five girls in my class. Every single one of them studies very hard. all
All girls in my class studies very hard
- 3** Peter usually takes the dog out for a walk. If he can't do it, his sister does. either
Either Peter or his sister take the dog
- 4** We had to tell Sandra the bad news but nobody wanted to do it. none
None of us had to tell Sandra
- 5** When Carmen fell, she broke her leg. She broke her arm too. both
→ Both her leg and arm she broke
- 6** Charlie didn't tell the truth. James didn't tell the truth, either. nor
Neither Charlie nor James tell the truth
- 7** Paris is very expensive. London is very expensive, too. both
Both Paris and London is very expensive
- 8** Ben's mother speaks Italian. She speaks German as well. both
Ben's mother speaks
Both Italian and German Ben's mother speaks

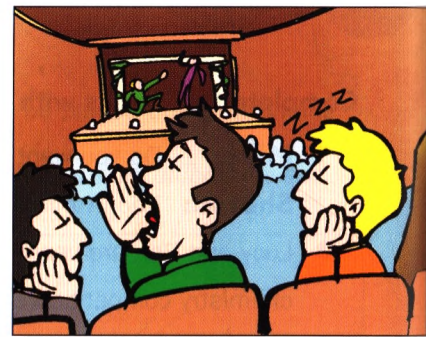
C Look at the pictures and write sentences using **both, all, neither, none**.



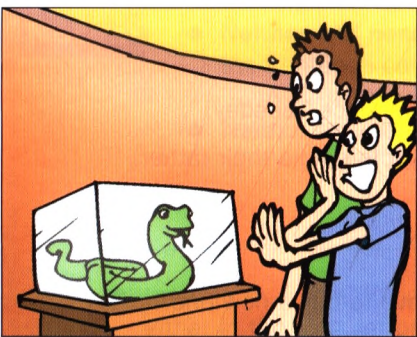
1 like / painting
 They both like painting.
 Both of them like painting.



2 admire / David Beckham
 All of them admire David Beckham



3 enjoy / performance



4 hate / snakes



5 finish / studying



6 work / chef

d Complete the dialogue with **both, both ... and, either, neither, neither ... nor, all** or **none**.



Mike: Did you know that all reptiles are cold-blooded? _____ of them can survive in very high temperatures and _____ of them can move well if it's too cold, because their bodies become very stiff. Read the information here. It says that their body temperature is the same as the temperature around them.

Lisa: I didn't know that.

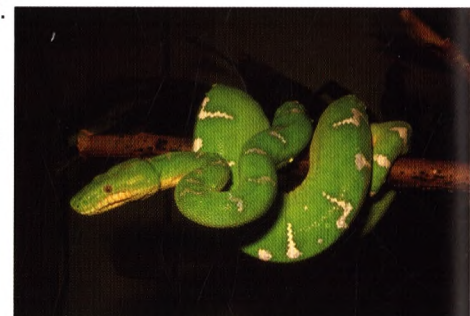
Mike: Which snake do you like most, this boa constrictor or that garter snake over there?

Lisa: _____. I think that they're _____ disgusting.

Mike: I like _____ of them. Their colours are beautiful.

Lisa: Is _____ of them poisonous?

Mike: No, _____ the boa _____ the garter snake is poisonous. But about one third of _____ snakes are poisonous. For example, _____ the cobra _____ the tiger snake are dangerous for people.



can you remember?

Rewrite the sentences using the words given. Do not change the words given.

1 Jane is nineteen years old. Steve is nineteen years old too.

both

Both Jane and Steve are nineteen years old. / Jane and Steve are both nineteen years old.

2 Both of the dresses are too short.

long

3 The dog was so big that I was afraid to go inside.

such

4 The students all failed the test.

none

5 The electrician is installing a new camera at the bank.

being

6 I can't leave now and Sophie can't leave either.

neither

7 It started raining but the children continued to play football.

though

8 You can choose between the hamburger and the roast beef.

either

Use of English

survey = trying to find out information about a group of people by asking a series of questions

research = scientific study of something

inspection = looking at something carefully or an official visit to a building, organisation, etc. to check that everything is correct and legal

investigation = carefully examining the facts of a situation, an event or a crime in order to find out the truth about it or how it happened

examination = looking at somebody or something carefully in order to find out if there is anything wrong with them

Complete the sentences below with the correct form of the words in the box.

- Paul is doing some fascinating _____ on sharks.
- Simon had to undergo a series of medical _____.
- The soldiers are ready for _____, Sir.
- The murder is currently under _____.
- A recent _____ showed that 80% of the people in the city were against hunting.

f Communication

Go around the class trying to find at least one thing you have in common with as many other members of the class as you can. Talk to each person until you find something that you have in common. Then change partners. Write down the name of the person and what you have in common.

e.g. **A:** Laura, do you like ice cream?

B: Yes, I do.

A: Both Laura and I like ice cream.

A: Peter, do you speak German?

B: No, I don't.

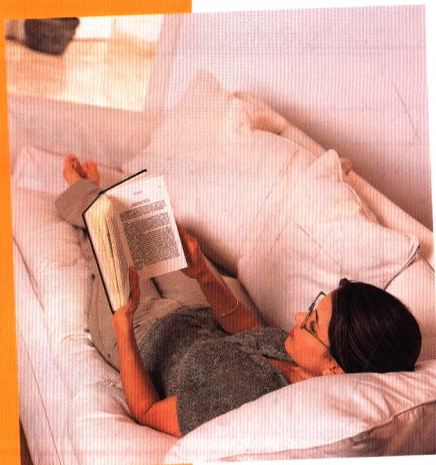
A: Neither Peter nor I speak German.

Unit 21

Participles Participle Clauses

Feeling energetic

1. Read the text below, paying attention to the words in bold.



Improve the quality of your life

Does your busy lifestyle leave you feeling **exhausted**? The following tips can help you improve the quality of your life:

- It is really important to include vegetables in your daily diet. So, make sure you eat plenty of salads. There is a wide variety of vegetables that can provide you with all the vitamins you need. Also, snack on low-fat, high-energy foods like fruit, eggs or soups, which can make you feel more energetic for longer.
- No matter how busy you may be, always try to find some time to do things for yourself. Read a book or listen to music. At the end of a **tiring** day at work, give yourself a treat. **After slipping** into a bubble bath, for instance, you'll feel **relaxed** within seconds!
- Watch your favourite comedy along with your family and laugh till you cry! Laughter is a great way to relieve stress.
- Create a pleasant atmosphere at home. Research has shown that people **living** in attractive surroundings are energetic and high-spirited. Let the sunlight and fresh air into your house! Even a vase of fresh flowers can brighten up a room!

2. Which of the participles above are used:

- a. as adjectives? tiring
- b. instead of a relative clause? _____
- c. instead of a time clause? _____

Grammar



Participles

The **Present Participle** is formed with the base form of the verb and the ending **-ing**.

exciting boring tiring stealing

The **Past Participle** of regular verbs is formed with the base form of the verb and the ending **-ed**.

excited bored tired

The **Past Participle** of irregular verbs is formed in various ways.

bought stolen heard given

накупивши гієнрими. мін. часу (е ф. купивши нагаданні)

гієнрими. акт. часу Тен. часу, гієнрими. нежок. Вуау (е ф. хвінорими, виворими)

Participles as Adjectives

The **Present Participle** is used as an adjective to describe **people, places** or **situations**.

The trip was tiring. *That idea sounds very exciting.*

The **Past Participle** is used as an adjective to describe **emotions**.

I felt very tired. *We were all very excited about the trip.*

b

Participle Clauses

Present Participle

We may use the **Present Participle** to describe **manner** or a **state**.

He gave me an envelope, asking me not to open it until after he had left.

We found our cat lying under the kitchen table. *I didn't see the car coming towards me.*

The **Present Participle** may replace:

- **Clauses of time (when, while, after, etc. + subject + verb)**

While I was reading my essay, I noticed that I had made a serious mistake.

Reading my essay, I noticed that I had made a serious mistake.

- **Clauses of reason (because/as + subject + verb)**

She spent an hour in front of the mirror because she wanted to look her best.

Wanting to look her best, she spent an hour in front of the mirror.

- **Relative clauses in the Active Voice.**

The man who is working in the garden is my uncle Ted.

The man working in the garden is my uncle Ted.

Past Participle

The **Past Participle** may replace **clauses** in the **Passive Voice**.

Because he was shocked by what had happened, he couldn't speak.

Shocked by what had happened, he couldn't speak.

Perfect Participle

The **Perfect Participle** refers to an action which happened before another one in the past. The **Perfect Participle** in the **Active Voice** is formed with **having + past participle**.

having walked *having stolen*

She couldn't get into her flat because she had lost her keys.

Having lost her keys, she couldn't get into her flat.

- Notes:**
- **Participle clauses** may be introduced by conjunctions such as **while, before, after, if** and **though**.

I noticed some scratches on my car while washing it.

If left unattended, your luggage will be removed and destroyed.

- The negative is formed with **not + participle**.

Not wanting to be late, he ran all the way to the theatre. (= He ran all the way to the theatre because he didn't want to be late.)

- In **participle clauses**, the **subject** of the participle is the same as the subject of the main clause.

Realising that she was going to be very late, Harriet called and asked us to start the meeting without her.

activities

a Circle the correct words.

- The children were so **exciting** / **excited** about the school trip that they couldn't sleep the night before.
- Our dog got **annoying** / **annoyed** when Sam started patting it on the head.
- I like talking to Martin because he is a very **interested** / **interesting** person.
- The most **terrifying** / **terrified** experience in my life was when I came face to face with a bank robber.
- When the situation became too **complicated** / **complicating**, we asked for Dan's help.
- We were all **surprising** / **surprised** to hear that Jim was fired.
- She was very **frightening** / **frightened** when she entered the dark room.
- The little girl was **fascinating** / **fascinated** with her new jewellery box.
- The programme was so **bored** / **boring** that I fell asleep before the end.

b Rewrite the following sentences using a present or past participle.

- Tom broke his arm while he was playing tennis.
Tom broke his arm (while) playing tennis.
- While he was digging in the garden, Travis found an old box with a diary in it.

- I didn't say anything because I realised how angry Vera was.

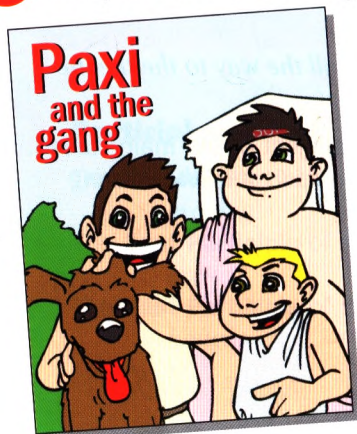
- When Theo remembered that he had left his briefcase at home, he made a U-turn and headed back.

- After he had decided to move out of his parents' house, Liam started looking for a flat in the city centre.

- I thought that I was being followed by a man who was wearing a black coat.

- If it is provoked, my neighbour's dog may attack passers-by.

c Complete the text using the present, the perfect or the past participle of the verbs in brackets.



A star writer is born

- (1) *Being* (be) extremely (2) _____ (interest) in ancient history, I collect all sorts of books about the past. This started a long time ago. I'll never forget the (3) _____ (fascinate) stories about Hercules and Zeus that I heard when I was a child.
- (4) _____ (always/be) a fan of the classics, I decided to write a story that took place in ancient times. I created Nike, Ares and Kriton, a group of (5) _____ (interest) teenagers (6) _____ (live) in ancient

Sicily. The gang gets into all sorts of trouble (7) _____ (try) to solve different mysteries. Along with their (8) _____ (devote) dog, Paxi, they come across dangerous people and (9) _____ (frighten) creatures, and always manage to set things right in the end. (10) _____ (send) manuscripts to different publishing companies without much success, I was very (11) _____ (surprise) to receive a letter from an American publishing house, (12) _____ (offer) me a contract (13) _____ (accompany) by a substantial amount of money. And that's how my career as a novelist began.

d Complete the sentences using the **present** or the **past participle** of the verbs in the box.

move discourage horrify wait ~~thrill~~ wear slam disturb

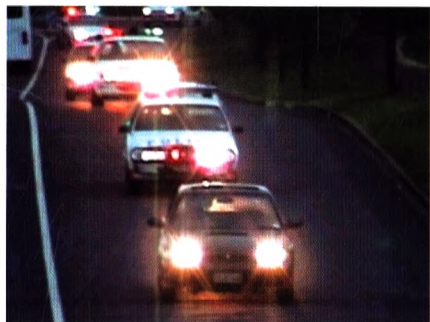
- 1 Mario was thrilled when he was offered a place at Harvard.
- 2 _____ by Kelly's unwillingness to become a partner, Nathan decided not to set up the business.
- 3 See that man _____ a blue jacket? He's my Science teacher.
- 4 I was _____ when I entered my office and saw that all the computers and some documents had been stolen.
- 5 There's no telling how the lions will react if _____.
- 6 _____ by the poor boy's tragic story, a lot of people called the TV station to offer their support.
- 7 After _____ for Blake to call for over an hour, I realised that the phone was out of order!
- 8 Jack left the room, _____ the door behind him.

e

can you remember?

Complete the text by choosing **a**, **b** or **c**.

Road Test



I thought that getting my driving licence last month would be a (1) thrilling experience. I (2) _____ for it for months. I (3) _____ the written test and knew I was ready for the actual driving test. As I (4) _____ in the car ready to start, I was (5) _____ nervous that I could hear my heart beating. However, when I actually started driving, everything was going (6) _____ smoothly that I knew I would pass the test.

Suddenly, a blue van jumped out in front of us followed by a police car. I slammed on the brakes and, (7) _____ I managed to avoid (8) _____ the van (9) _____ the police car, the police car crashed into a wall. No one was hurt, but the two police officers got out of their car and jumped into ours, (10) _____ us to follow the van! 'Step on it!' one of them shouted and I did as I was told. I drove like a lunatic, (11) _____ to keep up with the van. In the end, with the help of the two police officers and some other police cars, (12) _____ had arrived on the scene, we managed to surround the van. It was an (13) _____ experience. I passed my driving test and I made (14) _____ an impression on the police officers that they said I should think of entering the Police Academy! (15) _____ a day!

- | | | |
|--------------------------------|------------------------------|------------------------------|
| 1 a. thrilled | b. thrilling | c. thriller |
| 2 a. am preparing | b. had been preparing | c. have prepared |
| 3 a. had already passed | b. am already passed | c. was already passed |
| 4 a. am sitting | b. have been sitting | c. was sitting |
| 5 a. such | b. so | c. too |
| 6 a. so | b. such | c. that |
| 7 a. despite | b. however | c. although |
| 8 a. all | b. both | c. either |
| 9 a. of | b. or | c. and |
| 10 a. told | b. telling | c. tell |
| 11 a. trying | b. tried | c. try |
| 12 a. who | b. whose | c. which |
| 13 a. amazement | b. amazing | c. amazed |
| 14 a. so | b. such | c. what |
| 15 a. How | b. Why | c. What |

Use of English

tip

advice

instructions

directions

guidelines

Complete each of the sentences below with the correct form of the words in the box.

- The government has issued _____ on how the new school subject should be taught.
- The article included some clever _____ on how to save money.
- Why don't we ask the guy over there for _____ to the stadium?
- Follow the _____ on the packet carefully and you'll have a nice meal in no time.
- Peter always gives good _____.



Communication

Work in groups of 3 or 4. Read the beginning of the story below and try to continue it, using sentences with participles. Make your story as funny, scary or crazy as you wish. The words and phrases in the box may give you some ideas. When you finish the story, write it down and then read it to the rest of the class.

I had always wanted to go into the abandoned house on the hill. So one day ...

Being very curious, ...

Realising that it was quite late, ...

Suddenly, ...

Hearing a strange noise, ...

haunted

ghost

scared

laughter

terrifying

staircase leading to the basement

light shining in the distance

Unit 22

Prepositions

But I'm a survivor

Read the article below. Which of the prepositions in bold express time, place or movement?

ALL'S WELL THAT ENDS WELL



Helen Reed, 22, from Bristol, had quite an unpleasant experience while on holiday **in** Australia.

Last June, Helen decided to visit her friend, Emma, 23, who had gone **to** Australia on a student exchange programme. She met up with Emma **in** Perth and together they travelled **up** the west coast **to** Darwin, then on to Uluru (Ayers Rock) and across to Cairns. Helen liked the country so much that she decided to stay **until** the end of the summer.

One sunny morning **in** mid-January, as she was

gazing **up at** Mount Tyson, Helen decided that she was going to climb **to** the top. She threw some fruit and a bottle of water **into** her backpack and off she went! The climb was difficult as well as dangerous. Nothing, however, would stop her from getting **to** the top, not even the unbearable heat!

Several hours later, as she was making her way **through** trees and bushes, Helen slipped and fell **down** some rocks. She froze with fear when she realised that her left foot was stuck **between** two rocks. Helen was in a lot of pain. It was getting dark and she started to panic. Helen was very tired and, despite her anxiety, she fell asleep, whispering to herself that she was going to make it **in** the end.

She was woken up by the sound of a helicopter hovering **above** her. Emma had reported her disappearance to the police. The rescue team had managed to find her. All's well that ends well, as they say!

Grammar

Prepositions

a Prepositions of time

at with telling the time
with points in time
with age
with the expressions:

at three o'clock
at noon/night/midnight/midday/dawn
at fifteen, at the age of twenty-one
at the moment, at Christmas, at Easter,
at the weekend / at weekends,
at breakfast/lunch/dinner

on with days
with dates
with the expressions:

on Monday
on 8th January
on Christmas Day, on New Year's Eve,
on a Sunday morning, on a spring day,
on his birthday

in with months
with seasons
with years and centuries
with periods of the day

in April
in spring
in 2003, in the 18th century
in the evening **but** *on Tuesday evening*

from ... to/till/until
during
before
after
by
for
since

We usually work from nine to five.
They made a lot of noise during the lesson.
We should get together before the summer holidays.
Where did you go after school?
I will have left by eleven o'clock.
They've been waiting for an hour.
He's lived there since 1980.

Notes:

- **on time** = at the appropriate time
Sarah is always on time; she's never late.
- in time** = early enough for an event
There was a lot of traffic but I managed to arrive at work in time for the meeting.
- **by** = not later than
You have to hand in your essay by Monday.
- until/till** = indicates the point in time when an action ends
I stayed up until two o'clock in the morning.
- not ... until/till:** not before a particular point in time or event
I didn't realise who he was until much later.
- in + a period of time:** indicates the period of time within which something must take place
You must do this test in twenty minutes.
- **in the beginning** = initially (indicates time)
In the beginning, I couldn't understand him because of his heavy Scottish accent.
- at the beginning (of)** = during the first stages of something
At the beginning of the term, students are given a list of books that they are expected to read.
- in the end** = finally
They didn't speak to each other for two months but they made up in the end.
- at the end (of)** = when something finishes
Is there a glossary at the end of the book?
- **for** indicates the duration of an action.
I've been trying to call you for two hours now.
We have to work for three more days.
- since** indicates the point in time when an action began.
I haven't seen him since last summer.

b Prepositions of place

on
in
at
over
under
in front of
behind
near
opposite
next to
beside
between

among

The books are on the shelf.
The clothes are in the suitcase.
Mary is standing at the bus stop.
The sign over the door read 'Exit'.
The cat is sleeping under the kitchen table.
The man standing in front of me was really rude.
Dave was hiding behind the door.
Is there a park near your house?
The library is opposite the school.
The bookshop is next to the bank.
Who's that tall guy standing beside Helen?
The post office is located between the public library and the cinema complex.
I found this letter among some old photos.

- The prepositions **on**, **in** and **at** are used in various other expressions.
 - on**: with the expressions: **on the left**, **on the right**
 - in**: with names of continents, countries, cities, villages:
in Africa, *in Argentina*, *in Los Angeles*, *in Wivenhoe*
 - at**: with confined areas: **at the cinema**, **at the airport**, **at the station**, etc.
with addresses: *He lives at 58 Park Lane.*
with the expressions: **at work**, **at home**, **at school**, **at the back**, etc.

C Prepositions of movement

to	<i>Are you going to the supermarket?</i>
into	<i>I don't want to go into that room.</i>
off	<i>I fell off my bike and hurt my knee.</i>
out of	<i>As soon as the bell rang, the kids ran out of the classroom.</i>
from	<i>When is Josh coming back from work?</i>
towards	<i>He was coming towards me with an angry look on his face.</i>
over	<i>The dog jumped over the fence.</i>
up	<i>The boys are racing up the hill.</i>
down	<i>Some rocks were rolling down the hill.</i>
across	<i>They're going to swim across the lake.</i>
along	<i>We walked along the river bank.</i>
through	<i>The road goes through a beautiful forest.</i>
past	<i>He walked past me but he didn't see me.</i>
(a)round	<i>I've run around the block three times so far.</i>

Notes:

- We do not use a preposition with the word **home** when it is used with verbs of movement.
What time did you get home last night?

- With means of transport, we use the prepositions **by**, **on**, **off**, **into** and **out of**.
on foot, *on horseback*
by car / *train* / *bus* / *plane* / *coach* / *bicycle* / *ship* / *boat*
by sea / *air* / *road* / *rail*

When there is an article or another word before the means of transport, we use **in** and **on**.

I saw Kevin in George's car. As soon as she got on the plane, she started shaking with fear.

With the verb **get** we use **in**, **into**, **on**, **off** and **out of**.

get in / *into a car*

get out of a car

get on / *off a bus* / *train* / *horse* / *bicycle* / *motorbike* / *plane*

activities

a Circle the correct preposition.

- 1 The plane arrives **in** / **(at)** four o'clock this afternoon.
- 2 Jill got into trouble because she was talking **during** / **before** the test.
- 3 What happened **until** / **after** the earthquake?
- 4 George will be back soon. He said he would only be out **for** / **since** about an hour.
- 5 Lorna arrived just **on** / **in** time to get her ticket before the train left.
- 6 All the work must be handed in **by** / **since** Friday.
- 7 The athlete jumped **up** / **over** the hurdle.
- 8 Richard hurt his back when he fell **out of** / **off** his horse.

d Expand the notes into sentences, using the prepositions given in the correct order.

1 key / be / box / which / be / shelf / my bedroom

in in on

The keys were in a box, which was on a shelf in my bedroom.

2 I / always / go / gym / school / four / six o'clock

after from to till

3 beginning / I / think / book / be / boring / but / end / I / like / it

in in

4 postman / jump / his van / when / dogs / run / him

towards into

5 Mark / move / Los Angeles / April / and / be / really happy / there

in to

6 wait / for me / bus stop / my house

at in front of

e Read the text below and correct the prepositions in bold.

A turning point

Randy has been working ^{at/for} **on** an advertising company **since** many years. He started **on** the age of 25 and now **in** 37, he wants a change. **At** 12 years he has been waking up **over** 6:30 **by** the morning to catch the 7:30 train in order to be **in** work **since** 8:30. There were times when he had to work **for** weekends **since** many hours and last year he even worked **during** New Year's Eve. He hardly gets any time off **at** the summer and he never spends enough time with his family. He feels that life has been passing him by **on** the last 12 years and that now is the time for a new beginning.

f

can you remember?

Rewrite the sentences using participles.

1 The man who is driving the bus is my brother.

The man driving the bus is my brother.

2 The decisions which were taken at today's meeting will affect all of us.

3 After I had left the office, I remembered I had to make a phone call.

4 When we arrived at the house, we saw Sandra waiting outside.

5 As Ron was unhappy with his current job, he decided to look for a new one.

- 6 As I didn't know that Gina had returned from the US, I was very surprised to see her.

- 7 Who is the man who is mowing the lawn in the back garden?

- 8 After Fred had spent the whole morning working in the garden, he decided to go for a swim.

- 9 Tara left work early because she didn't feel very well.

- 10 All the articles which are included in the reading list have to be read in the first term.

Use of English

make one's way = go in the direction of a place
make sth clear = make something easy to understand
make a fortune = earn a lot of money
make a good/bad impression = cause someone to like or dislike you judging by the way you look, talk or behave
make a living = earn enough money to cover your basic needs (e.g. food, accommodation, clothing, etc.)

Complete the sentences with the correct form of the phrases in the box.

- 1 Mr Fletcher _____ selling second-hand cars when he was young and he hasn't worked since.
- 2 Before you go ahead with your plan, I want to _____ it _____ that I do not like it.
- 3 Tim doesn't have a proper job and he barely _____.
- 4 Deborah desperately wanted to get the job, so she tried hard to _____ on the interviewer.
- 5 The team of explorers tried to _____ through the jungle.

9 Communication.

Work in pairs. First look at the table below and form sentences about yourself. Ask your partner questions using prompts from all three columns. Then, answer your partner's questions.

(not) going to be ... was (not) ... will go ...	school home the sea London the town centre the country	22nd May 1987 summer December Monday morning yesterday afternoon evening midnight the year 2000 Tuesday weekend my birthday New Year's Eve
---	---	---

e.g. *I'm going to be at school on Monday morning.*
Were you in the town centre yesterday afternoon?

Revision Units 19-22

a Rewrite the sentences using **present, past or perfect participles**.

1 I decided not to go for a walk because I was very tired.

Being very tired, I decided not to go for a walk.

2 When I spotted my dog on the beach, I was relieved.

3 I sat by the phone because I was waiting for my mother to call.

4 As I had already booked the tickets, I couldn't cancel the trip.

5 The girl who is talking to Tessa is her best friend's sister.

6 I rushed home because I thought that I'd left the oven on.

7 Don't play with your food while you're eating.

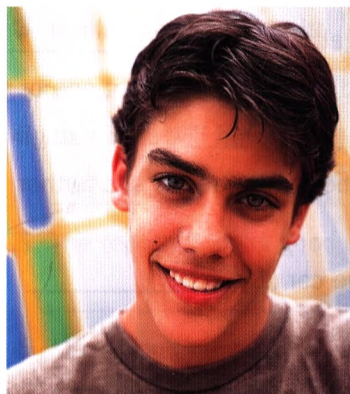
8 If it is found, the bag will be returned to you.

9 Before I met Tara, I didn't believe that I'd ever find such a good friend.

10 After I had spoken to the teacher about the incident, I felt much better.

b Circle the correct words.

Boost your confidence!



Do you often feel that you aren't intelligent, interesting / **interested** or good-looking enough? You may feel better knowing that you're not the only one. Every one of us has had those feelings **at** / **in** some point in our lives. And **as** / **so** worrying about it doesn't really help, here are five tips to help boost your confidence:

- 1** **Don't put yourself down.** Focusing on your faults will **either** / **neither** change how you feel **nor** / **none** the way others see you. Get your friends to point out every time you put yourself down. If you become more aware of it, you might find it easier to stop criticising yourself.
- 2** **Make an achievement diary.** If you feel a bit insecure, keep a notebook next

to / for your bed and, every night, make a list of **all** / **both** the good things you've done that day. You might just be **surprised** / **surprising** at how many things you find to write down.

- 3 Reward yourself.** As your confidence grows, make sure you congratulate yourself on your progress. Even if you take only five seconds to tell yourself that you've done something well, it will make **so** / **such** a difference **what** / **that** you'll immediately start to feel more confident.
- 4 Study your strengths.** If you think about your good points for just a few minutes every day, you'll be **amazed** / **amazing** at how much more positive you'll feel.
- 5 Look after yourself.** **Both** / **All** healthy eating **or** / **and** regular exercise will give you more energy and confidence in yourself.

C Complete the text by choosing *a*, *b* or *c*.

Surviving a landslide



My mum and I spent New Year with friends on the Welsh coast. (1) *On* our last day there, we went for a walk with our friends, Keith and Monica.

While (2) _____ along the beach, we suddenly heard a deafening noise. I looked up at the road running (3) _____ the cliffs above the beach and I couldn't believe my eyes! There was a car hanging over the edge of the cliff! As I stood there, (4) _____ to understand what was happening, mud and stones began to slide (5) _____ the cliff, which seemed to be collapsing (6) _____ my eyes. It was a landslide!

After it stopped, my mum ran up to the road to see if she could help and Keith, Monica and I followed. When we got closer, we saw that there were people (7) _____ inside the car. 'Are you OK?' my mum asked. 'We can't get out!' they cried. Just then, Keith spotted a garage nearby and went to get help. I could tell that

the people (8) _____ the car were (9) _____, so I tried to reassure them, telling them that help was on the way.

Seconds later, Keith came back with two men. They had just managed to get the people (10) _____ the car when the mud started to slide again. I was (11) _____ we'd be swept away, but one of the men pointed to the garage and yelled, 'Quick. Let's go in there.' We ran (12) _____ the garage and stood there, watching the mud flow (13) _____ us. We watched in horror as the car slid further (14) _____ the cliff edge and disappeared over the edge.

When the landslide stopped, we went down to the beach, where we saw the car (15) _____ upside down on the sand. We all felt very lucky to be alive!

- | | | |
|----------------------------|-----------------------|-----------------------|
| 1 a. In | b. On | c. At |
| 2 a. walked | b. walk | c. walking |
| 3 a. across | b. among | c. along |
| 4 a. tried | b. try | c. trying |
| 5 a. down | b. up | c. into |
| 6 a. between | b. in front of | c. behind |
| 7 a. having trapped | b. trapping | c. trapped |
| 8 a. on | b. in | c. at |
| 9 a. frightened | b. frighten | c. frightening |
| 10 a. off | b. out of | c. from |
| 11 a. scared | b. scare | c. scaring |
| 12 a. round | b. into | c. past |
| 13 a. to | b. down | c. past |
| 14 a. out of | b. towards | c. into |
| 15 a. lay | b. lain | c. lying |

d Complete the sentences with the correct preposition from the box.

off at down in over to through ~~off~~ on at at in

- Can you get the lid off this jar for me, please?
- The river Thames flows _____ London.
- As soon as we got _____ the plane, we were happy to be on solid ground again.
- We're flying _____ Hamburg _____ 11th August.
- _____ the end, we decided to move out of the flat.
- Donna was standing _____ the top of the stairs! She must have overheard what we were saying.
- Patty is arriving _____ Athens _____ 8 o'clock tomorrow morning.
- Don't run _____ the stairs! You'll fall and hurt yourself.
- You can fly _____ New York in a Helitour helicopter.
- Rod is a genius. He got his degree in mathematics _____ the age of 15!

e Join the sentences using **both ... and**, **either ... or**, **neither ... nor**.

- I feel happy. I also feel anxious.
I feel both happy and anxious.
- My father doesn't speak German. My mother doesn't speak German, either.

- Sonia can help you with your project. If she is busy, Mary can help you instead.

- Someone will have to tell Grace the news. If it's not you, it'll have to be Ben.

- The red shirt looks good on you. The blue shirt looks good on you, too.

- Macy won't come to the cinema tonight. Wendy won't come either.

7 We can go rollerblading. If you want, we can go swimming instead.

8 I haven't read the book. I haven't seen the film either.

f Rewrite the sentences using the words given. Do not change the words given.

1 Although it started to get cloudy, we went ahead with the picnic as planned.

spite

We went ahead with the picnic as planned in spite of the fact that it started to get cloudy.

2 Jackie isn't a good swimmer and neither is Laura.

nor

Neither _____

3 The course will end with a party.

at

There will be a party _____

4 The top shelf was too high for the children to reach.

that

The top shelf was _____

5 Although he wasn't feeling well, Clive went to work yesterday.

feeling

Despite _____

6 His handwriting is so small I can hardly read it.

such

He has _____

7 You can buy your sister a present or you can send her flowers.

either

You can _____

8 It was such an interesting article that I couldn't put it down.

so

The article was _____

g Choose *a*, *b* or *c*.

1 The sun rises in the east.

a. raises

(b.) rises

c. arises

2 The police haven't yet completed their _____ into the cause of the accident.

a. examination

b. survey

c. investigation

3 The manual provides clear _____ on how to operate the computer.

a. instructions

b. guidelines

c. directions

4 Most artists find it difficult to _____ from art alone.

a. make a living

b. make clear

c. make a good impression

5 Please, keep me informed of any problems that may _____.

a. raise

b. rise

c. arise

6 The headteacher went on an _____ tour of all the classrooms.

a. inspection

b. examination

c. investigation

7 Take my _____ – stay away from him!

a. tips

b. advice

c. instructions

8 Don't even try to _____ that box – it's too heavy!

a. rise

b. raise

c. lift

Pairwork activities

STUDENT A

Unit 13

The pictures below show part of Marie Curie's life. You and your partner have both got the beginning of the narration and Student B has got the missing information. Ask and answer questions to find out how her life would have been different if certain things hadn't happened.

e.g. A: What would have happened if Marie hadn't moved to Paris to join her sister?

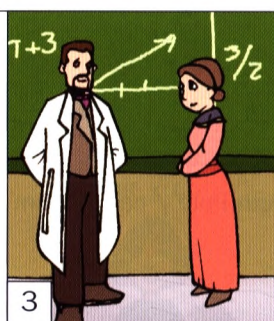
B: If she hadn't moved to Paris to join her sister, she wouldn't have studied science at Sorbonne University. What would have happened if she hadn't studied science at Sorbonne University?



1



2



3



4

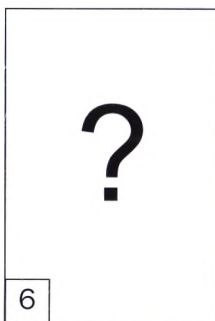


5

Marie / move /
Paris / join / sister

Marie / meet /
Pierre Curie

Marie / Pierre / start /
do / research together



6



7



8



9

Marie / Pierre / win /
Nobel Prize / Physics

Marie / win / Nobel Prize /
Chemistry

Pairwork activities

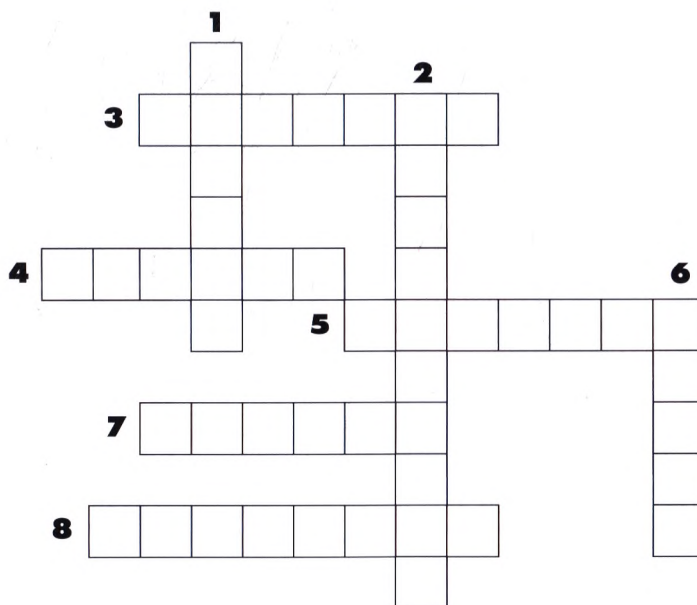
STUDENT A

Unit 15

Look at the prompts below. Expand each of them into crossword clues, using the relative pronouns and adverbs *who*, *which*, *that*, *whose* and *where*. Give your partner a clue to help him/her complete his/her crossword. Then, listen to the clue your partner gives you in order to complete your crossword. Take turns until you both have completed your crossword puzzles.

e.g. **A:** Number 1 is a sea which/that is south of Europe.

1 sea / is / south / Europe	→	Mediterranean
2 man / invented / telephone	→	Bell
3 place / you / can / watch / films	→	cinema
4 ocean / lies / between / Europe / America	→	Atlantic
5 animal / eats / meat / lives / jungle	→	lion
6 person / job / is / serve / people / restaurants	→	waiter
7 black and white / bird / lives / South Pole / can / swim / can't / fly	→	penguin
8 things / people / wear / on / feet	→	shoes



Pairwork activities

STUDENT A

Unit 17

Look at the jobs below. Choose one and give your partner a clue to help him/her guess which job it is, as in the example. Then listen to your partner's clue and guess which job s/he is describing. Take turns until you have described all the jobs on the page.

e.g. **A:** You can have your dinner cooked by this person.

B: A cook / chef.



1 dinner / cook



2 hair / cut



3 car / repair



4 leak / fix



5 house / design



6 clothes / design



7 eyes / check



8 house / clean

Key: 1 cook/chef 2 hairdresser 3 car mechanic 4 plumber 5 architect 6 fashion designer 7 optometrist 8 cleaner



Pairwork activities

STUDENT B

Unit 13

The pictures below show part of Marie Curie's life. You and your partner have both got the beginning of the narration and Student A has got the missing information. Ask and answer questions to find out how her life would have been different if certain things hadn't happened.

e.g. A: What would have happened if Marie hadn't moved to Paris to join her sister?

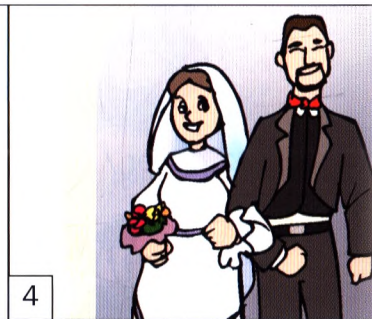
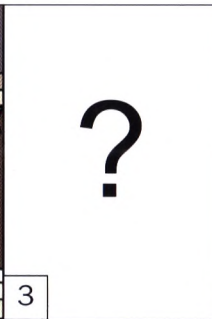
B: If she hadn't moved to Paris to join her sister, she wouldn't have studied science at Sorbonne University. What would have happened if she hadn't studied science at Sorbonne University?



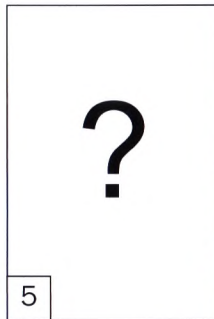
1 Marie / move / Paris / join / sister



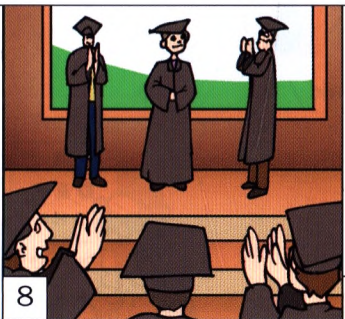
2 Marie / study science / Sorbonne University



4 Marie / marry / Pierre Curie



6 Marie / Pierre / discover / radium



8 Marie / become / first woman / teach / Sorbonne



Pairwork activities

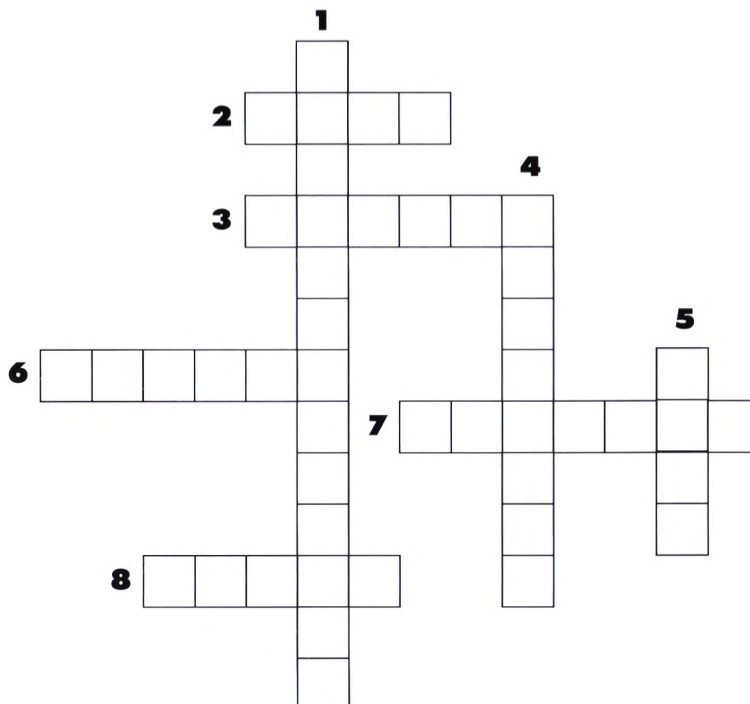
STUDENT B

Unit 15

Listen to the clue your partner gives you and complete the crossword. Then look at the prompts below. Expand each of them into crossword clues, using the relative pronouns and adverbs *who*, *which*, *that*, *whose* and *where*. Give your partner a clue to help him/her complete his/her crossword. Take turns until you both have completed your crossword puzzles.

e.g. **B:** Number 1 is the river which/that flows through London.

- | | | |
|---|---|------------|
| 1 river / flows / through / London | → | Thames |
| 2 place / you / can / have / dinner | → | restaurant |
| 3 place / you / can / watch / plays | → | theatre |
| 4 food / people / usually / have / with / milk / breakfast | → | cereal |
| 5 ocean / lies / between / Asia / America | → | Pacific |
| 6 surname / woman / discovered / radium | → | Curie |
| 7 person / job / is / treat / sick people | → | doctor |
| 8 big / grey / animal / eats / grass and leaves / lives / jungle | → | elephant |



Pairwork activities

STUDENT B

Unit 17

Listen to your partner's clue and guess which job s/he is describing. Then give your partner a clue to guess a job below, as in the example. Take turns until you have described all the jobs on the page.

e.g. **A:** You can have your dinner cooked by this person.

B: A cook / chef.



1 dinner / cook



2 food / serve



3 computer / repair



4 portrait / paint



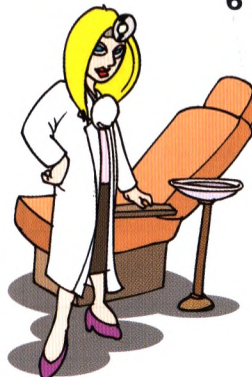
5 holiday / book



6 trees / plant



7 photo / take



8 teeth / check

Key: 1 cook/chef 2 waiter 3 technician 4 painter 5 travel agent 6 gardener 7 photographer 8 dentist

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was/were	been	let	let	let
bear	bore	borne	lie	lay	lain
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bite	bit	bitten	meet	met	met
break	broke	broken	mow	mowed	mowed/mown
bring	brought	brought	overdo	overdid	overdone
build	built	built	overhear	overheard	overheard
burn	burnt/burned	burnt/burned	oversleep	overslept	overslept
buy	bought	bought	pay	paid	paid
catch	caught	caught	prove	proved	proved/proven
choose	chose	chosen	put	put	put
come	came	come	read	read	read
cost	cost	cost	ride	rode	ridden
cut	cut	cut	ring	rang	rung
deal	dealt	dealt	rise	rose	risen
do	did	done	run	ran	run
draw	drew	drawn	say	said	said
drink	drank	drunk	see	saw	seen
drive	drove	driven	sell	sold	sold
eat	ate	eaten	send	sent	sent
fall	fell	fallen	shine	shone	shone
feed	fed	fed	show	showed	shown
feel	felt	felt	sing	sang	sung
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	slide	slid	slid
forget	forgot	forgotten	smell	smelled/smelt	smelled/smelt
forgive	forgave	forgiven	speak	spoke	spoken
freeze	froze	frozen	spend	spent	spent
get	got	got	spill	spilled/spilt	spilled/spilt
give	gave	given	stand	stood	stood
go	went	gone	steal	stole	stolen
grow	grew	grown	swear	swore	sworn
hang	hung	hung	swim	swam	swum
have	had	had	take	took	taken
hear	heard	heard	teach	taught	taught
hide	hid	hidden	tell	told	told
hit	hit	hit	think	thought	thought
hold	held	held	throw	threw	thrown
hurt	hurt	hurt	undergo	underwent	undergone
keep	kept	kept	understand	understood	understood
know	knew	known	wake	woke	woken
lead	led	led	wear	wore	worn
learn	learned/learnt	learned/learnt	win	won	won
leave	left	left	write	wrote	written
lend	lent	lent			

Word List

A

abandoned
 abroad
 absolutely
 absorb
 accept
 access (v)
 accommodation
 accompany
 according to
 accountant
 accustomed to
 achievement
 actual
 add to
 admire
 admit
 adopt
 adore
 advanced mathematics
 affectionate
 afford
 aftershock
 aggression
 alarm
 A-level exams
 allergic
 allow
 almond
 along with
 alternative
 amaze
 amazing
 ambitious
 amount (n)
 announce
 annoyance
 annoyed
 annoying
 answering machine
 anxiety
 anxious
 apologise
 appeal
 appear
 appearance
 applicant
 apply for a job
 appointment
 appreciate
 approach (v)
 architectural
 argue
 arrange
 arrest (v)
 art critic
 assignment
 atmosphere
 attack (v)
 attempt (n)
 attend
 attitude
 attractive
 available
 award (n)
 (be) aware of
 (become) aware of
 awful
B
 baggage
 bald
 bargain (n)
 bark (v)
 basement
 bazaar
 (be/get) bored
 bear in mind
 beat
 beauty salon
 beg
 behave
 behaviour
 benefit (n)
 bestseller
 binoculars
 bite (v)
 bitter
 blame (v)
 blush (v)
 boa constrictor
 book (v)
 boost (v)
 boss
 bother
 bottom
 brain cell
 brain
 brand
 break into
 break the news
 breathe
 breathtaking
 briefcase
 bright
 brighten up
 bring together
 bring up
 brochure
 brother-in-law
 budget
 burglar
 burglary
 bury

C

calm down
 campaign
 camper
 cancel
 candidate
 carefree
 careless
 cargo ship
 carry on
 carry out
 case
 cash
 cashier
 catch up (with sb)
 catch up on sth
 cause (v)
 caution (v)
 celebrity
 ceremony
 chairperson
 challenge (v)
 change sb's mind
 charity
 chat (v)
 check (v)
 cheek
 chemical (n)
 chilli
 (be) chilly
 cinema complex
 cinnamon
 circular
 city council
 claim (v)
 client
 cliff
 coast
 collapse
 collide
 combination
 come face to face

come up with an idea
 communicate
 community
 competition
 complain
 complicated
 conclusion
 conditions
 confidence
 confident
 confuse
 congratulate
 congratulations
 conquer
 consider
 considerable
 considerate
 constantly
 construction
 consumer
 contact (v)
 contract (n)
 convince (v)
 convicted (adj)
 council (n)
 counselling course
 court (n)
 cover up
 cover (n)
 crash into sth
 create
 creative
 creature
 credit card
 crime
 criticise
 crowd
 crumble (v)
 current
 currently
 curriculum
 customer

CV (Curriculum Vitae)

D

damage (n)
 damage (v)
 dandruff
 deafening
 deal with
 definitely
 degree
 delicacy
 delicious
 deliver
 delivery
 demanding
 depend (on)
 deserted
 deserve
 design (v)
 desperately
 determine
 determined
 develop (photos)
 develop
 devote
 diet
 differ
 dig
 disappear
 disappointed
 discourage
 discussion
 disobey
 distinguish
 disturb
 do a gig
 document (n)
 door handle
 do's and don'ts
 doubt (n)
 drag
 draw up the plans

drip
 driving licence
 drop by
 drop sb a line
 drop to the ground
 dry-clean
 dye (v)

E

earn my living
 earn
 edge
 educational
 effect
 effective
 efficient
 elect
 electrician
 embarrassing
 embarrassment
 embassy
 emergency
 emphasise
 empty (v)
 encourage
 energetic
 enormous
 ensure
 enthusiasm
 enthusiastic
 envelope
 environment
 environmentalist
 environmentally-friendly
 equip
 escape (v)
 essay
 establish
 every single one
 evolution
 exceptionally
 excuse (n)

exhibition
 existence
 expectation
 expedition
 experience (v)
 experiment (n)
 expert
 explore
 expose
 (become) extinct
 extreme sports
 extremely

F

fact
 factor
 fail
 failure
 fall asleep
 familiarise oneself with something
 family affair
 fare
 farewell present
 fascinated
 fascinating
 (be) fed up with
 feelings
 female
 fence
 fight (v)
 fight (n)
 fill in
 film review
 financial
 find out
 finding
 fire alarm
 fire (v)
 firm (adj)
 fit into one's clothes
 (be) flat broke
 flat tyre

flexible
 flow (v)
 flu
 fluent
 footsteps
 for a good cause
 force (v)
 foster parent
 freeze
 frozen
 frustrating
 fund (v)
 fur
 furious
 furnished

G

gain
 gang
 gather
 gathering (n)
 gaze (v)
 generate
 get into trouble
 get involved
 get on one's nerves
 gift
 gig
 give birth
 give it a try
 give the all-clear
 give sb a ring
 give up
 give voice to
 global
 gloomy
 go off
 gracefully
 graduate
 grass
 grateful
 greenhouse

grid	in advance	keep a record
grizzly bear	in balance	keep sth up
guaranteed	in full swing	knowledge
guard (v)	in one's absence	
guest	in progress	L
guide book	incident	lack of
	include	lack (v)
H	increasingly	landslide
habit	indicate	(a) last-minute kind of person
hand in	influence (n)	layer
handle (v)	ingredient	lead an average life
hang on	injure	leak (n)
hang out with	injured	lecture (v)
hang up	insecure	lie (v)
harbour (v)	install	lifestyle
haunted (adj)	instruct	light bulb
have access to	intelligent	link (v)
have a chat	intense	lively
have a look	interrogate	loan
head (v)	interview (v)	local (n)
heat	interview (n)	(be) located
helping hand	introduce	log on
hesitant	invent	look after
hesitate	invention	lose control of
hide-and-seek	investigate	lottery
high street	involve	low-fat
high-energy food	(be) involved	luckily
high-spirited	IQ (Intelligence Quotient)	luggage
hit (n)	irritation	lunatic
home study course	isolated	
homeless	issue (v)	M
household chore	issue (n)	MA programme
hover		maid
huge	J	make the team
	join sb	make the most of one's time
I	journalist	makeover
identical	jungle	male
idyllic		manage
illegal	K	management
impress	keen	manuscript
impression	keep a secret	masked men
improve	keep doing something	mate

material
 mayor
 mealtime
 medical
 medication
 medicine
 mess
 message
 messy
 microwaves
 mind (v)
 minister of education
 minister of finance
 minor injury
 miracle
 miss sb/sth
 moderate
 moist
 monk
 move (to/out of)
 mow the lawn
 mud

N

nag
 nail
 narrow escape
 nasty
 national
 natural
 neglect (v)
 nervous
 non-stop
 notice (v)
 notify
 nut

O

oak tree
 object to
 obviously
 official language

official (n)
 on a daily basis
 on sale
 operate on
 opportunity of a lifetime
 optimistic
 optional
 optometrist
 oracle
 orang-utan
 otherwise
 overdo
 overhear
 oversleep
 overtime
 owe
 owner

P

package holiday
 (be in) pain
 participant
 participate
 particularly
 pass by
 passer-by
 passing car
 past (adj)
 peanut
 performance
 performer
 permission
 permit
 personnel manager
 persuade
 pessimistic
 physics degree
 physiognomy
 pick sb up
 pick up
 (football) pitch
 plain (adj)

plain (n)
 plan (v)
 plan ahead
 plant-based
 plug sth in
 pocket money
 point out
 pollute
 pollution
 population
 positive
 possibility
 post (v)
 postpone
 potential (adj)
 pour
 power station
 precautions
 predict
 prepare
 press
 pressure
 pretend
 previously
 print
 printing press
 priority
 prize (n)
 product
 professional
 progress (n)
 promise (v)
 promote
 promotion
 properly
 property
 protest (v)
 proud
 prove
 provide
 provoke
 publish

punctual
punish
put effort into
put myself down
put on weight
put on
put sth down
put up

Q

quality
questionnaire
queue (n)
quite

R

radar operator
raisin
raw
ray
react
reaction
realise
reassure
receive
receiver
recent
recently
recognise
recommend
recreational
reduce
refreshed (adj)
regret (v)
rehearse
relative (n)
relax
relevant
reliable
relieve
relieved (adj)
remain

remind
remove
renovate
repair
replace
reply (n)
report (v)
reputation
reschedule (an appointment)
rescue team
resemble
response
responsibility
restore
retire
reward (v)
ridiculous
roast beef
robbery
rock (v)
roll
rollerblade (v)
rose petal
rude
rule (v)
run a company
run all the way
runny nose
rush hour
rush off
rush things
rush (v)

S

safe and sound
sample
save money
save
scene of the crime
scenery
sceptical
scholar

scholarship
scratch (n)
scream (v)
seat belt
second-hand
section
secure (v)
seek
select
send out
sense (v)
(a) series of
serious trouble
serve
service (v)
set eyes on
set goals
set things right
set up (a computer)
settle in
settle the matter
shallow
share (v)
shelter (n)
shock (v)
(be) short of cash
show respect
show up
sight (n)
sign (v)
sign (n)
significant
sister-in-law
situation
skill
slam on the brakes
slam (v)
slave (n)
sleep over
sleepover (n)
slide (v)
slip (v)

smoothly	suburb	thrilled
snack (n)	success	tiring
snatch (v)	successful	tradition
snowed in	suggest	traffic policeman
snowstorm	suit (n)	train
soaking wet	suit sb	travel agency
sociable	suitable	treadmill
soil (n)	sum (of money)	tune (n)
solid ground	superb	tunnel
sort out the matter	supplies	turn down
source (n)	support (v)	turn sth into sth else
space (n)	suppose	
spare key	(be) supposed to	U
specialist (n)	surface (n)	ultimately
spice (n)	surgeon	unattended
splendid	surprised	unbearable
spoil (v)	surprising	unbelievable
spot (v)	surround	undergo
spot (n)	surroundings	unemployed
spread (v)	survival	unfit
sprinkle	survive	unpleasant
staff members	suspect (v)	unrecognisable
staff	swear	unspoilt
staircase	symbol	untidiness
stare (v)		unwillingness
state school	T	upgrade (v)
statistics	take cover	upset (v)
stay up	take for granted	U-turn
stay (n)	take part in	
steal	take time off work	V
steering wheel	take-off	value (n)
step on it	tasteless	van
stick to sth	tax	variety
stimulate	technician	vehicle
store (v)	term	verify
storm (n)	terminal	view (n)
straight (adv)	terrifying	volunteer (v)
strength	the offer stands	volunteer work
student exchange programme	there's no point in	
stuffed (adj)	there's no telling	W
submarine	thoughtless	wander
substantial	threaten	warehouse

warn
washing powder
(a) waste of time
water current
water (v)
waterfall
weather forecast
wedding cake
wheel
whisper (v)
widely
wilderness
without (giving it) a second thought
willing
wise
wonder
work out
working conditions
workload
worm (n)
worry-free
(be) worth
wrap (a present)
(ship)wreck

Y

yell (v)

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