

Bachillerato

1

Students' Reference Guide

English



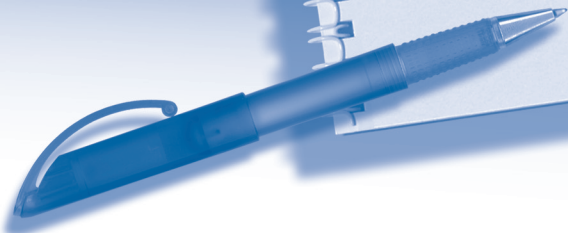
TAKE
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PEARSON
Longman

John Coyle

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English



PEARSON

Longman

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Acknowledgements

The publishers wish to thank the following for their editorial work:

Nuria Vaquero, Ana Morcillo, Karen Chambers and Morlin Ellis.

© PEARSON EDUCACIÓN, S.A., 2004
Ribera del Loira, 28 - 28042 Madrid

Printed in Spain

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Unit 1

THE PRESENT CONTINUOUS

Use

- We use the **present continuous** principally to describe what people are doing or what things are happening at **this moment**.

It is raining.

'Where are you going?' 'I'm going to buy the bread.'

John isn't sleeping; he's listening to music.

- We also use the present continuous to describe **temporary situations** in the present.

This week I'm studying a lot for my exams.

This month it is raining more than usual.

- We also use the present continuous to speak about actions **programmed for a specific time in the future**.

The President of Spain is visiting Brazil next month.

I'm going to a party next Saturday.

Form

- Affirmative: subject + appropriate form of the verb **be** (*am / is / are*) + **-ing** form of the principal verb (*doing, eating* etc.).

I'm (**am**) **cooking** in the kitchen.

You / we / they're (**are**) **playing** in the garden.

He / she / it's (**is**) **making** a lot of noise.

- Negative: subject + correct negative form of the verb **be** + **-ing** form of the principal verb.

I'm **not** (**am not**) **working** today.

You / we / they **aren't** (**are not**) **paying** attention to the teacher.

He / she / it **isn't** (**is not**) **sitting** on my favourite chair.

- Interrogative: correct form of the verb **be** + subject + **-ing** form of the principal verb.

Am I **making** too much noise?

Are you / we / they **going** by bus or by train?

Is he / she / it **using** a new battery?

THE PRESENT SIMPLE

Use

- The **present simple** does not describe what people are doing at this moment. We use the present simple mainly to speak about habits, routines and permanent or stable situations that do not change.

I usually go to bed at 11 o'clock. / My grandparents live in Paris. / David doesn't like basketball. / Do you speak English fluently?

- We can also use the present simple to say what happens in books, stories and films.

At the beginning of the first book, Harry Potter lives with his aunt and uncle.

In this story, a rich model dies, her sister inherits the fortune but with a lot of problems.

Form

- In the present simple we use the subject + infinitive without *to* of the principal verb for all persons **except** the third person singular (*he, she, it*), which ends in *-s* or *-es*. (See spelling rules below).

- Affirmative:

I / you / we / they **eat** a lot of meat.

He / she / it **eats** a lot of meat.

- Spelling Rules:

- The third person singular affirmative ends in *-es* of the infinitive of the verb ends in *-ch, -ss, -x, -sh* or *-z*.

He watches. / She misses. / The boxes.

The class finishes. / A bee buzzes.

- The third person singular affirmative of **go** and **do** also ends in *-es*.

She goes. / He does.

- If the infinitive ends in a consonant + *y*, remove the *y* and add *-ies*.

He studies.

- Negative: the negative form of the present simple **always** contains the infinitive (without *to*).
I / you / we / they **don't (do not) eat** a lot of meat.
He / she / it **doesn't (does not) eat** a lot of meat.
(The main verb does not end in *-s*.)
- Interrogative: the interrogative form of the present simple **always** contains the infinitive (without *to*).
Do I / you / we / they eat a lot of meat?
Does he / she / it eat a lot of meat.
(The main verb does not end in *-s*.)

Test yourself

- Complete these sentences with the present continuous or present simple, using the verb in brackets.
 1. William to the shop because we haven't got any milk. (go)
 2. Paul football very much. He prefers basketball. (not like)
 3. Caroline usually to the beach two or three times a year. (go)
 4. in an office? – No, he in a factory. (your father/work)
 5. My American cousin to visit me next summer. (come)
 6. My parents that I don't study enough. (think)

1. is going, 2. doesn't like, 3. goes, 4. Does your father work ... works, 5. is coming, 6. think.

Answers:

EXPRESSING DURATION WITH SPEND AND TAKE

- We use **spend** to speak about how much time a person voluntarily uses for certain activities.
Tony **spends** about three hours a day playing video games.
Frank **spends** an hour in the pub every evening after work.
Ursula **spends** most of her time looking after her three children.
- We use **take** to speak about the time that is necessary to complete an action. We normally use the construction: *it + takes + person + time + infinitive*.
It **takes** me two or three hours to do my homework.
It **takes** Mike twenty minutes to walk to school.
It **doesn't** usually **take** me very long to tidy my room.

Test yourself

- Choose the correct answer to complete these sentences.
 1. We usually (spend / take) two or three weeks relaxing at the beach in summer.
 2. My mother says that (she spends twenty minutes washing / it takes her twenty minutes to wash) the dishes.
 3. Thanks to the new motorway, (I only spend one hour driving / it only takes me one hour to drive) to Manchester.

1. spend, 2. It takes her twenty minutes to wash, 3. It only takes me one hour to drive.

Answers:



Unit 1

ADVERBS OF FREQUENCY

- We can speak about habits and repeated actions using *sometimes / never / often / seldom / hardly ever / usually / always* and other adverbs of frequency. When we include adverbs of frequency in a sentence, we use the present simple.

Position

- The position of adverbs of frequency is **immediately before** the principal verb and after the auxiliary.
 - I **seldom get up** before 7 o'clock.
 - She **doesn't usually drink** coffee at night.
- Adverbs of frequency go **after** the verb *to be*.
 - He **is always** tired after work.
- The position of longer adverbial phrases of frequency (*every day / every week / every month / once a day / three times a day / once a week / three times a year*, etc.) is after the complement.
 - Helen goes to the cinema about **three times a month**.

Test yourself

- Insert the adverbs of frequency in brackets into the correct position in these sentences.
 1. Julie drinks coffee in the evening. (hardly ever)
.....
 2. Bart is tired in the morning because he goes to bed late. (always)
.....
 3. David plays golf but he isn't very good. (from time to time)
.....
 4. Mandy doesn't get very angry but this morning she was furious. (usually)
.....

Answers:

1. Julie hardly ever drinks coffee in the evening. 2. Bart is always tired in the morning because he goes to bed late. 3. David plays golf from time to time but he isn't very good. 4. Mandy doesn't usually get very angry but this morning she was furious.

STATIC AND DYNAMIC VERBS

- Action verbs (dynamic verbs) describe actions, e.g. *drink, drive, eat, make, play, practise, run, speak, talk, cry, walk, work*.
- Verbs of state or condition (stative verbs) are verbs that do not describe actions. They refer to the senses, emotions, thoughts or mental activity, relationships or degrees, e.g. *like, want, need, prefer, hate, understand, believe, know, realise, agree, smell, see, hear, own, possess, have got, owe*.
- We normally use verbs of state or condition in the present simple and not in the present continuous.
- The verbs *think, have* and *be* are considered action verbs when a person is doing an action but they are verbs of state or condition (so the present simple is used) when they **do not** refer to something happening at the moment of speaking.

I'm thinking about my girlfriend at the moment.
(action verb)

I think my girlfriend is very pretty. (verb of state or condition)

Unit 2

THE PAST CONTINUOUS

Use

- We use the **past continuous** when we refer to an action or activity that was **in progress** (but not completed) at a specific time.

She **was sleeping** when I phoned her.

I **was driving** very slowly when the accident happened.

Somebody stole John's bicycle while he **was studying** in the library.

- We also use the past continuous to refer to two activities that were **in progress simultaneously**.

I **was listening** to music while my brother **was playing** with his computer.

Form

- We form the past continuous with the past simple of the verb **be** and the **-ing** form of the principal verb.

- Affirmative:

I / he / she / it **was working**.

You / we / they **were working**.

- Negative:

I / he / she / it **wasn't (was not) working**.

You / we / they **weren't (were not) working**.

- Interrogative:

Was I / he / she / it working?

Were you / we / they working?

My mother **was reading** the newspaper when I arrived home.

What **were they doing** when you saw them?

I **was doing** my homework while my father **was working** in the garden.

Test yourself

- Choose the correct form of the verb in each of these sentences.
 1. Anne (drank / was drinking) coffee when I (saw / was seeing) her.
 2. Charlie (had / was having) a shower before he (went / was going) to school.
 3. I (didn't have / wasn't having) any supper last night because I wasn't well.
 4. Alex (went / was going) too fast when he (crashed / was crashing) his bike.
 5. Alan (played / was playing) video games while Helen (read / was reading) a comic.

1. was drinking ... saw 2. had ... went 3. didn't have
4. was going ... crashed 5. was playing ... was reading

ANSWERS:

THE PAST SIMPLE

Use

- We use the **past simple** when we refer to actions or situations in the past. We know (or we are asking) **when** the action happened.

He **went** home after school. / I **had** lunch at 2 o'clock. /

Did you **watch** the football on TV last night? /

My mother **lived** in London before she got married. /

Molly is slim now but she **was** quite fat when she

was younger. / Dan **worked** in Manchester from

1998 to 2002.

- In English, we can't use the present perfect simple if we say **when** the action happened. We must use the past simple.

She **went** home five minutes ago.

(Not) She **has gone** home ~~five minutes ago~~.



Unit 2

Form

- We form the negative and interrogative of the **present simple** with *do / does / don't / doesn't* and the infinitive of the main verb without *to*. In the **past simple**, the formula is identical but we use *did* instead of *do / does* and *didn't* instead of *don't / doesn't*.
- Negative:
 - I / you / we / they **didn't (did not) go** to the beach last summer.
 - He / she / it **didn't (did not) invite** me to her party.
- Interrogative:
 - Did I / you / we / they buy** a new car?
 - Did he / she / it go** to Paris by plane?
- Affirmative: To form the affirmative of the past simple of regular verbs we normally add *-ed* to the infinitive.
 - want – wanted
 - need – needed
- Exceptions
 - The verb **be**

Present	Past simple	Example
am not / isn't (is not)	wasn't (was not)	Isabel wasn't happy this morning.
aren't (are not)	weren't (were not)	They weren't at home last night.
am / is	was	Was Bob at the party?
are	were	Were you at the swimming pool yesterday?

The verb **can**

Present	Past simple	Example
can't	couldn't (could not)	I couldn't drive until I was twenty-one.
can	could	Could you use a PC when you were a child?

The verb **have**

- We usually conjugate the verb **have** in the past simple in the same way as a regular verb.
 - Holly **didn't have** breakfast this morning.
 - Did you have** a good weekend?
 - I **didn't have** a computer last year.
 - I **had** a shower last night.

SPELLING RULES FOR PAST SIMPLE ENDINGS

- If the verb finishes in a consonant + *y*, remove the *y* and add *-ied*.
 - study – studied
- If the verb finishes in a consonant + a vowel + a consonant (with the exception of *y*, *x* or *w*), double the final consonant.
 - stop – stopped / refer – referred
 - She prayed. / He boxed. / She sewed.
- The irregular verb forms are only used in the affirmative of the past simple.
 - go – went
 - begin – began
 - come – came

Unit 3

THE PRESENT PERFECT SIMPLE

Use

- We use the **present perfect simple** to speak about news.

Scientists **have discovered** a cure for cancer.

- We use the present perfect simple to speak and ask about actions and experiences in the past but **not** referring to a specific time.

I **have travelled** to France but I've never been to Italy.

Have you ever eaten in a Chinese restaurant?

Simon **hasn't had** breakfast yet.

- If we say **when** something happened, we **can't** use the present perfect; we must use the past simple.

Tony **went** to school **ten minutes ago**.

- We use the present perfect simple to speak about actions or activities that began in the past and still continue in the present.

I **have lived** in Madrid **since** I was born.

Patrick **has had** his computer **for** two years.

We use **since** if we refer to the **moment** an activity began. We use **for** if we say the **duration** of the activity. In this type of sentence we cannot use the present simple because we are not only speaking about the present but a combination of past and present.

- We indicate that something happened a **very short time ago** with **just** before the past participle.

Come and sit down. The film **has just begun**.

- We also use the present perfect simple with the adverbs *yet*, *already* and *still*.

He **has already** finished his exams.

Form

- Affirmative: subject + correct present simple form of *have* + past participle of the main verb (*done*, *cooked*, etc.).

I / you / we / they've (**have**) **eaten** Japanese food.

He / she / it's (**has**) **eaten** Japanese food.

- Negative: subject + correct negative present simple form of *have* + past participle of the main verb.

I / you / we / they **haven't (have not)** **bought** the tickets yet.

He / she / it **hasn't (has not)** **bought** the tickets.

- Interrogative: correct form of *have* + subject + past participle of the main verb.

Have I / you / we / they **grown** much since last year?

Has he / she / it **grown** much since last year?

- The past participle is identical to the simple past for **regular verbs**:

worked – worked

decided – decided

wanted – wanted

- For **irregular verbs**, sometimes it is the same as the simple past and sometimes it is different.

bought – bought / saw – seen

- If we use an **expression of finished time**, use the simple past and **not** the present perfect. If you use an **expression of unfinished time**, use the present perfect.

I had a coffee **five minutes ago**.

Ursula has worked a lot **this week**.

Unit 3

THE PRESENT PERFECT CONTINUOUS

Use

- We use the **present perfect continuous** to speak about recent **activities**.

I've been painting my room all day. / 'You look tired. What have you been doing, Tom?' 'I've been playing football.'

- We use the present perfect continuous to speak about situations and repeated actions that began in a relatively recent past and continue in the present.

We've been living in our new house since last Monday.
Brian has been buying a lot of CDs recently.
Alice has been going out with Henry for almost a year.

Form

- Affirmative: subject + correct form of present perfect simple of *be* + the **-ing** form of the main verb.

I / you / we / they've (have) **been playing** since five o'clock.

He / she / it's (has) **been playing** since five o'clock.

- Negative: subject + correct negative form of present perfect simple of *be* + the **-ing** form of the main verb.

I / you / we / they **haven't (have not) been eating** much recently.

He / she / it **hasn't (has not) been eating** much recently.

- Interrogative: *Have* or *has* + subject + past participle of *be* + the **-ing** form of the main verb.

Have I / you / we / they **been working** too hard this month?

Has he / she / it **been working** too hard this month?

Test yourself

- Choose the correct form of the verb to complete these sentences.
 1. Bart (went / has gone) to Asturias on holiday last month.
 2. How many cokes (did you drink / have you drunk) today?
 3. Ben (lives / has lived / lived) in Manchester since 1997.
 4. I'm tired because I (painted / have painted / have been painting) my flat.
 5. Paul (just got / has just got / has just been getting) up. He's having breakfast now.
 6. Mike (phoned / has phoned) ten minutes ago. He wants you to phone him.

Answers: 1. went, 2. have you drunk, 3. has lived, 4. have been painting, 5. has just got, 6. phoned.

ANSWERS:

Unit 4

THE PRESENT CONTINUOUS

Form

See Unit 1.

Use

- We use the **present continuous** for things that have been planned or are due to happen at a specified time or day in the future.

Marty and Bob **are coming** for dinner on Saturday.

Carol and Jim **are getting** married in September.

'What are you doing tomorrow morning?'

'I'm **playing** football.'

BE GOING TO

Form

The present of *be + going to + infinitive (without to)*

I	am	going to	work hard this year.
You / we / they	are	going to	buy a new TV.
He / she / it	is	going to	fall on the floor.

Use

- We use *be going to* to speak about our **plans** or **intentions**.

I'm **going to start** revising after the Christmas holidays.

Sam **is going to open** his own business when he finishes university.

- We also use *be going to + infinitive (without to)* to make predictions about the future based on **external evidence**.

I'm putting on weight. I'm **going to need** a new dress for the party!

My father's losing a lot of hair. He's **going to be** bald in a year or two.

WILL / WON'T

Form

Affirmative	Subject + <i>will</i> (for all persons) + infinitive (without <i>to</i>)
Negative	Subject + <i>will not (won't)</i> (for all persons) + infinitive (without <i>to</i>)
Interrogative	<i>Will</i> (for all persons) + subject + infinitive (without <i>to</i>)

- We normally use the contracted forms '*ll* and *won't* for all persons, except in questions, in short answers and in formal writing.

She'**ll** (will) be happy.

I **won't** (will not) be late.

When **will** you get your results?

'I don't think Carmen will pass her driving test.' 'Well, I think she **will!**'

The government has announced that it **will not** build any more nuclear weapons.

Use

- We use *will / won't* to make predictions that express a personal opinion:

I think Scotland **will win** the next World Cup.

In my opinion, governments **will be** a lot more ecological in the future.

There **won't be** many people at the football match today. The weather's terrible!

- We use *will / won't* to make promises:

I **won't tell** anyone what happened.

I'**ll buy** you a present when I go to Paris.

- We also use *will / won't* to make threats:

I'**ll phone** the police if you don't turn that music down!



Unit 4

- It can also be used to offer to do something for somebody:

Those bags look heavy. **I'll give you a hand.**

A: It's hot in here!

B: **I'll put** the air conditioning on if you like.

- It is also used to express a decision made **spontaneously** at the moment of speaking:

A: What do you want to drink, Suzanne?

B: Oh,...umm, **I'll have** a Coke, please.

A: What if there aren't any buses when the party finishes, Jessica?

B: Oh, in that case, mum..., **I'll take** a taxi home.

- We also use *will / won't* in conditional sentences:

My father **will be** delighted **if** Manchester United win the league. / I **won't help** you **unless** you say you are sorry for insulting me.

Test yourself

- Choose the correct form of the verb to complete these sentences.
 - Liverpool (are playing / are going to play) Arsenal on Saturday afternoon. Do you fancy going?
 - Because of the internet, I don't think newspapers (are going to / will) exist in another twenty-five years... What do you think?
 - I('m looking / will look) after my baby sister tonight because my parents are going out to the cinema.
 - If I don't pass all my exams, my father (isn't buying / won't buy) me a new PC.
 - My parents are both lawyers but I('m going to / will) study medicine
 - 'What are you going to buy Marie for her birthday?' 'I'm not sure. Wait! I've had an idea. I ('ll buy / am buying) her a new watch.'
 - 'I'm really hungry, mum.' 'I ('ll / 'm going to) make you a sandwich if you want.'

Answers: 1. are playing, 2. will, 3. 'm looking, 4. won't buy, 5. 'm going to, 6. 'll buy, 7. 'll.

ANSWERS

THE FIRST CONDITIONAL

- A conditional sentence contains: (a) a **condition** (a possible action or situation), and (b) the **consequence** of that action or situation.

Condition	Consequence
If I win the lottery,	I'll buy a Porsche!
Consequence	Condition
She'll be very upset	if she doesn't pass her exam.

Use

- We use the **first conditional** to speak about the consequence of an action or situation that might occur in the future.

If you go to England, you will learn to speak English better.

Form

- We can express the condition first and then the consequence:

Condition	Consequence
<i>If + present simple</i>	<i>will / won't + the main verb</i>
If you buy the present,	I'll wrap it.

- We can express the consequence first and then the condition (but with no comma after the consequence):

Consequence	Condition
<i>will / won't + the main verb</i>	<i>if + present simple</i>
I won't be happy	if she doesn't buy me a birthday present.

- We can also make conditional sentences with *unless* as an alternative to *if ... not*.

We'll probably go to the beach **unless** it rains.

Unless you tidy your room, I **won't buy** you that DVD that you want.

- If we are not very sure about the consequence, we can use *might / might not* instead of *'ll / won't*.

If you go to the party, you **might have** a good time.

Will scientists **have found** a cure for cancer by the year 2015?

- We often use the preposition *by* before the specific time in the future.

Use

- The **future perfect** refers to actions completed before a specific time or events that will have happened before a specific moment in the future or to actions which will take place before another action in the future. We imagine a time in the future and speak about actions or events that will have happened before that time.

Test yourself

- Complete these sentences with the correct form of the verbs in brackets.

1. You (get) fat if you (eat) so much junk food every day.
2. If she (phone) me, I (ask) her out to the cinema.
3. You (not pass) your exam unless you (study) more.

Test yourself

- Write five things that you think will have happened by the year 2525.

1. *I think that by the year 2525, somebody will have invented a car that uses cereals, instead of petrol, for energy.*

2.
3.
4.
5.

Answers:

1. 'll get fat ... eat; 2. phones ... 'll ask; 3. won't pass ... study.

THE FUTURE PERFECT

Form

Affirmative	Subject + <i>will have</i> + past participle of the main verb.
Negative	Subject + <i>won't have</i> + past participle of the main verb.
Interrogative	<i>Will</i> + subject + <i>have</i> + past participle of the main verb.

The painters **will have painted** all the bedrooms by the time you arrive home this evening.

I can't buy that game for him for Christmas because I **won't have saved** enough money by then.



Unit 4

THE FUTURE CONTINUOUS

Form

Affirmative	Subject + <i>will be</i> + <i>-ing</i> form of main verb
Negative	Subject+ <i>won't be</i> + <i>-ing</i> form of main verb
Interrogative	<i>Will</i> + subject + <i>-ing</i> form of main verb

Just think of it! At 10 o'clock tomorrow we'll be flying to Santo Domingo!

I can meet you at 5 o'clock if you want. I **won't be working** then.

What **will you be doing** at this time tomorrow?

Use

- We use the **future continuous** to say that an action or activity *will* (or *won't*) be **in progress** at a specific time in the future.

Test yourself

- Answer these questions:

1. What will you be doing at ten o'clock this evening?

.....

2. What will your best friend be doing at six o'clock tomorrow morning?

.....

3. What do you think your teacher will be doing at this time tomorrow?

.....

Unit 5

EXPRESSING OBLIGATION, PROHIBITION, PERMISSION AND RECOMMENDATION

Form

- To speak about **obligation / no obligation, prohibition, permission and recommendation**, we often use the modal verbs in the table below. (With the exception of *have to / has to*, modal verbs have **one form only** for all persons).

Affirmative	Negative
can	can't
could	couldn't
must	mustn't
should	shouldn't
ought to	oughtn't to
be allowed to	not be allowed to
have (got) to	not have to
has (got) to	hasn't (got) to
had to	didn't have to
need to	needn't

Use

- Expressing **permission / no permission / prohibition**.

OK, John. You **can** have a party when you finish your exams.

Mathilda **can** go on holiday with her friends in the summer but Elizabeth **can't**.

When I was 15, I **could** go to parties but I **wasn't allowed to** come home after midnight.

You **can** go to the disco, Peter, but you **mustn't** drink alcohol.

Her children **are allowed to** stay up as late as they want on Saturdays.

- Expressing **obligation or necessity**.

She **has to** buy some new clothes for her new job.

My grandfather **had to** work seven days a week.

You **must** concentrate more if you want to get higher marks.

I **have to** wear my glasses when I'm driving.

Do you have to play that awful music so loud?

- Expressing **no obligation or no necessity**.

My job is hard but fortunately I **don't have to** work at weekends.

You **needn't** cook anything if you don't want to. We can order some pizzas.

I **didn't have to do** much homework at primary school but now I've got lots!

- Expressing **recommendations / opinions and advice**.

You **should** go to Britain if you want to learn to speak English fluently.

I think the government **should** spend more money on social services.

You **shouldn't** go out without a coat.

Diana **shouldn't have gone** to bed so late last night.

You **should have told** me you had a problem.

The following table will help you to remember.

Function	Present	Past
Permission	can; be allowed to	could; was/ were allowed to
Prohibition (no permission)	mustn't; not be allowed to; can't	wasn't/ weren't allowed to; couldn't
Obligation	must; have (got) to	had to
No obligation	don't have to; needn't	didn't have to
Recommendation/ opinion	should/shouldn't	should/shouldn't have + past participle

Unit 5

Test yourself

- First, identify the **function** of the verbs that are missing in the sentences below and then complete the sentences appropriately.
 1. Do you get up early at weekends or you stay in bed?
 2. You go back to bed if you want to get to your class on time.
 3. You to go to the supermarket. I'll go after work, if you want.
 4. You translate sentences word for word. They'll sound very strange.
 5. Oh no! I to do extra homework during the holidays.
 6. I told Charlotte my secret. Now, everybody knows!
 7. In some countries, you to learn to drive until you're 18.
 8. You told me your cousin was so good-looking. I think I'm in love!

1. have to ... can, 2. mustn't / shouldn't, 3. don't have, 4. shouldn't / mustn't, 5. have (got), 6. shouldn't have, 7. aren't allowed, 8. should have.

Answers:

PAST HABITS

- When we refer to habits and states that existed in the past but have changed in the present, we can express this concept with *used to* (negative: *didn't use to*) + the infinitive of the main verb. (Interrogative: *did* + pronoun + *use to* + verb)

I **used to** go out a lot at night but now I prefer to stay at home and relax.

My sister **didn't use to** like sport but now she loves swimming and cycling.

Sandra **used to** be depressed but with her new boyfriend she's a new person!

Did you use to have long hair?

- **Important:** *used to* exists only in the past simple, **not** in the present simple or other tenses.

PRESENT HABITS

- We can refer to present habits with *usually*, *normally* or *generally*. We put these adverbs before the main verb but after the verb *be*.

Ellen **usually** goes out with friends at the weekend.

Tom **doesn't normally** dance much when he goes to a disco.

Mr Scott **isn't usually** late for the English class.

Do you generally eat more in summer or in winter?

Test yourself

- Choose the correct options to complete these sentences.
 1. Henry (used to / didn't use to) cook much but now he cooks every night.
 2. Did your father (use to / used to) have a big motorbike?
 3. I (normally / used to) study on Friday nights but on Saturdays I go to the disco.
 4. My sister (is usually / usually is) still in bed at 11 a.m. on Sundays.
 5. They (use to / usually) go to Marbella in August.

1. didn't use to, 2. use to, 3. normally, 4. is usually, 5. usually.

Answers:

Unit 6

DEFINING RELATIVE CLAUSES

- A relative clause is a part of a sentence that contains a verb and gives more information about a person, thing, place or time mentioned in the main sentence.
- A **defining relative clause** gives us information that helps us to identify a specific person or thing.

The boy **who stole my bike** was arrested.

In the sentence above, the clause *who stole my bike* defines and identifies the person we are talking about (*the boy*). If we omit *who stole my bike*, it is not clear which boy we are speaking about.

- A **defining relative clause** usually consists of a relative pronoun + a verbal phrase.

Subject objet	Relative pronoun	Example
people	who / that	I love people who / that are not self-centred.
things	which / that	The radio which / that is in the kitchen isn't very good. The programme which / that I saw last night was terrible.
places	where	The office where my father works is really quiet.
time	when	I'll never forget when we lived in the country.
possession	whose	The man whose car had been stolen took a taxi home. The little girl whose hamster had died was crying.

OMISSION OF RELATIVE PRONOUNS

- When the relative pronouns *that*, *who* or *which* refer to the **object**, we normally omit them in modern, informal English.

The novel (**which / that**) I started reading yesterday is absolutely fascinating.

The man (**who / that**) I saw stealing was later arrested by the police.

- When the relative pronoun refers to the **subject**, it cannot be omitted.

The book **that/which** is on the table is Marie's.

The people **who/that** bought my flat were from Madrid.

Test yourself

- Complete these sentences with appropriate relative pronouns but **only if the relative pronoun is necessary**.
 1. The boy attacked his English teacher was suspended for two weeks.
 2. Have you got a knife can cut this rope?
 3. What's the name of the CD you bought yesterday?
 4. Can you tell the man car is double-parked to move it, please?
 5. How strange! This morning I saw a girl I had seen in Paris last summer.
 6. That's the church my parents got married.
 7. I'll never forget we didn't have a car. Always waiting for crowded buses!
 8. Did you remember to bring the DVD you said you were going to lend me?

1. who / that, 2. that / which, 3. not necessary, 4. whose, 5. not necessary, 6. where, 7. when, 8. not necessary.

ANSWERS:

Unit 6

PREPOSITIONS IN DEFINING RELATIVE CLAUSES

- After some verbs in English we put a preposition.
 - listen **to**
 - look **at**
 - go out **with**
 - speak **to**
 - come **from**
- When these verbs refer to the object of a defining relative clause, we usually put the preposition at the end of the clause and omit the relative pronoun.
 - That's the radio station I was listening **to**.
 - This is the painting she was looking **at**.
 - Paris is the city they come **from**.
 - She's the girl my brother goes out **with**.

Test yourself

- Use defining relative clauses in this exercise to transform two sentences into one.

Here's the boy. You were looking for him. → *Here's the boy you were looking for.*

 1. Is this the girl? You went to the party with her.
Is this
 2. He's sitting on a chair. The chair was made in Sweden.
The chair
 3. The police were looking for a car. The car was found in London.
The car

1. Is this the girl you went to the party with? 2. The chair he is sitting on was made in Sweden. 3. The car the police were looking for was found in London.

Answers:

NON-DEFINING RELATIVE CLAUSES

- A **non-defining relative clause** gives us extra information about a person or thing that is already defined. A non-defining relative clause is separated by commas from the rest of the sentence. We always introduce the clause with *who* for people and *which* for things. We can't omit the relative pronoun from a non-defining relative clause.

The Matrix, **which was directed by the Wachowski brothers**, was really popular with teenagers.
- In the sentence above, if we omit the relative clause, we can still identify the film.

Test yourself

- Transform two sentences into one by using non-defining relative clauses.

This computer is the fastest in our company. We bought the computer last year. →
This computer, which we bought last year, is the fastest in our company.

 1. This film is really complicated. It was directed by John Malcolm.
.....
 2. Edinburgh is one of the most cosmopolitan cities in Britain. Edinburgh is the capital of Scotland.
.....
 3. George and Alice have invited us to dinner on Saturday. They live on the other side of town.
.....

1. This film, which was directed by John Malcolm, is really complicated. 2. Edinburgh, which is the capital of Scotland, is one of the most cosmopolitan cities in Britain. 3. George and Alice, who live on the other side of town, have invited us to dinner on Saturday.

Answers:

Unit 7

THE PAST PERFECT

Form

- We form the **past perfect** with *had* + the past participle of the main verb. To form the negative, we use *hadn't* + the past participle of the main verb.

When I arrived home last night, my parents **had gone** out.

I was tired this morning because I **hadn't slept** well.

Had Mark **finished** his homework when you spoke to him?

By the age of thirty-two, he **had made** nearly ten million dollars.

- Affirmative:

I / you / he / she / it / we / they'd (**had**) gone.

- Negative:

I / you / he / she / it / we / they **hadn't** (**had not**) gone.

- Interrogative:

Had I / you / he / she / it / we / they gone?

Use

- We use the **past perfect** to show that one event or activity happened before another in the past. Translate these two sentences and compare their meaning, thinking about which action happened first in each sentence:

When I arrived home my mother **made** lunch.

When I arrived home my mother **had made** lunch.

- Many time expressions that we use with the present perfect can also be used with the past perfect.

Jack **had worked** in London **for** nearly twenty years before going to work in Edinburgh.

I **had just** finished lunch when Frank phoned.

Because I **had already** been to Paris with my parents, I didn't go again with my school.

She **had lived** in California **since** she was born.

Marie was still celebrating with the money that she **had recently** won on the lottery!

- We can also use *by the time* and the preposition *by* to indicate that something had finished before a certain time.

By the time he left university, he **had learnt** to speak four foreign languages.

By ten o'clock the next morning, he **had finished** cleaning the house after the party.

- When we use *when*, *after* and *before* with the first action/event we use the past simple.

When John arrived home, he **immediately switched** on the TV to watch the football.

After Luke finished at secondary school, he **got** a place at Oxford to read Spanish.

Before Jessica went to bed, she **put** the cat out and checked that all the windows were closed.

Test yourself

- Think about these sentences and complete them with the past simple or the past perfect.
 1. John was really glad that he (pass) all his exams and would have the summer free.
 2. When her mother started crying, Susie (say) she was sorry.
 3. Jennifer had her first baby when she was thirty but she (be) married since she was twenty-four.

1. had passed, 2. said, 3. had been married.

ANSWERS:

Unit 7

CONDITIONAL SENTENCES II AND III

- We use **conditional** sentences to express imaginary situations (the condition) and their possible consequences.

TYPE II CONDITIONAL SENTENCES

- When we talk about an imaginary or hypothetical situation in the present we use *if* + a verb in the past simple and *would* / *wouldn't* + the infinitive (without *to*) to speak about the consequence of the event or action. Study the example below.

Reality:

I don't have a lot of money.

Imaginary situation:

Condition	Consequence
If I had a lot of money,	I would buy a house with a swimming pool.

- Remember that we don't use **would** / **wouldn't** in the *if* clause.

~~If I would have a lot of money ...~~

- We can begin the sentence with the condition or with the consequence.

If I didn't travel so much, I would have more money.
I would have more money if I didn't travel so much.

- We can use *were* in the *if* clause instead of *was* after *I* / *he* / *she* and *it*.

If **I were** taller, I would play basketball much better.
If **Mike were** harder-working, he would have no problems with his exams.

- The phrase *If I were you ...* is often used to give advice.

If **I were you**, I would tell my parents the truth about what really happened.

- When the consequence is only a **possibility** (we aren't very sure) we use *might* or *could* in place of *would*.

If you went to Scotland on holiday, you **might** see the Loch Ness monster!

Jack **might** have more friends if he weren't so shy.

TYPE III CONDITIONAL SENTENCES

- When we talk about an imaginary situation in the past we use *if* + a verb in the past perfect and *would've* (*would have*) / *wouldn't have* + the past participle of a verb. Study the example below.

Reality:

Patrick didn't study for the exam and he didn't pass.

Imaginary situation:

If Patrick **had studied** for the exam, he **would have passed**.

- Remember that we don't use **would have** / **wouldn't have** in the *if* clause.

~~If Patrick would have studied for the exam.~~

- We can begin the sentence with the condition or with the consequence.

If I had been more careful, the accident wouldn't have happened.

The accident wouldn't have happened if I had been more careful.

- When the consequence was only a **possibility** (we aren't very sure) we use *might have* or *could have* in place of *would have*.

If you had been more careful, the accident **might not have** happened.

Patrick **might have** passed the exam if he had studied more.

Unit 7

Test yourself

- Complete these sentences with the correct form of the verb in brackets.

1. Bob wouldn't go to work by bike if he (have) a car.
2. Simon (be) angry if you hadn't been so diplomatic.
3. If Mario (go) to the party, he would have danced with Tara.
4. If I knew the answer to that question I (tell) you.

Answers:

1. had, 2. would / might have been, 3. had gone, 4. would tell.

I WISH

- We use *I wish* + past simple to express **how the present could be better**.

I **wish** I **had** more money!

I **wish** I **didn't have** to do exams at school!

- We use *I wish* + past perfect to express **regret**. We are imagining a different and better past.

I'm really tired today. I **wish** I **hadn't gone** to bed so late last night.

I **wish** I **hadn't offended** Julie at the disco. Now she's really angry with me.

Test yourself

- Choose the correct option to complete these sentences.

1. I wish I (can / could) speak English better.
2. I wish I (didn't drink / hadn't drunk) so much beer at the party!
3. I wish my teacher (doesn't give / didn't give / hadn't given) us an exam every month!

Answers:

1. could, 2. hadn't drunk, 3. didn't give.

Unit 8

THE PASSIVE VOICE

- Look at these sentences:

Harry bought a new computer last week.

The sun can burn your skin.

The sentences above contain **active** verb forms because they describe an action that a person or thing does. The **subject** (*Harry / the sun*) **does the action**.

- Now look at these sentences:

Millions of hamburgers are eaten every day.

The best whisky is made in Scotland.

John Lennon was killed outside his home in New York.

- The sentences above contain **passive** verb forms because they describe **an action that happens to the subject**. The subject (*hamburgers / whisky / John Lennon*) does not do the action. Translate the passive sentences above into your language.

Use

- We tend to use the **passive voice** in English:

- When we don't know **who or what does the action**.

My car **was stolen** this morning. (I don't know who stole my car.)

- When **it is obvious** who or what does the action.

George W. Bush **was elected** president of the U.S.A. in 2000.

- When **it is unimportant or uninteresting** who or what does the action.

A new bridge **has been built** over the river.

I'm going to work by bus today because my car **is being repaired**.

- When **we want to put extra emphasis on the person or thing that does the action**. In this case, the agent comes at the end of the clause introduced by the preposition *by*.

The Mona Lisa **was painted by** Leonardo Da Vinci, not by Goya!

The Oscars ceremony **will be presented by** Tom Cruise and not by Michael Douglas as originally planned.

Form

- We form the **passive voice** with the subject + *be* (in the appropriate tense) + the past participle of the main verb.
- Study and remember these **rules** for writing sentences correctly using the passive:

1. Write the subject (the person or thing that the action happens to).
2. Think carefully about the **tense** of the action (present continuous, past simple, present perfect etc.) and put the verb *be* into that tense. (See the table on page 23.)
3. Write the past participle of the main verb (*built, painted, stolen, etc.*).
4. If you want to emphasise who/what does the action, use the preposition *by* before the agent.

Look at this example:

A Japanese architect will design the new opera house in Milan. (Active sentence)

1. The thing that receives the action is *the new opera house in Milan*.
2. The tense of the action is the future with will, so the correct form of 'be' is *will be*.
3. The past participle of the main verb is *designed*.
4. The person doing the action is *a Japanese architect*.

The new opera house in Milan **will be designed by** a Japanese architect. (Passive sentence)

Forms of the verb *be* in passive sentences

Tense	Form	Example
present continuous	am / is / are being	My house is being repainted this week.
present simple	am / is / are	Coca Cola is sold almost everywhere in the world.
past simple	was/were	My computer was made in Taiwan.
present perfect	has/have been	The old bingo hall has been demolished .
past continuous	was/were being	We had to wait while the plane was being re-fuelled .
future	will be	A new national lottery will be introduced next spring.
conditional	would be	You would be sent to prison if you committed a crime.
past perfect	had been	The fire had been extinguished before I arrived home.
future perfect	will have been	I think a cure for cancer will have been found before I'm fifty.
conditional Perfect	would have been	He would have been expelled from school if he had attacked his teacher.
infinitive (after modals)	can / must / might be	I think a solution can be found if we look hard enough.
past infinitive (after modals)	could / must / might + have been	Anna might have been offended if you hadn't asked her to dance at the party.

Test yourself

- Complete these sentences with the correct form of the verb *be*.
 1. A painting by Van Gogh sold for over ninety million euros. This is the highest price ever paid for a work of art.
 2. The assassination of the Governor of Alabama investigated by the F.B.I at this very moment. They believe the assassin may already have left the country.
 3. The government says the new motorway completed by next April.
 4. Millions of litres of Spanish wine exported to the U.S.A. every year.
 5. Do you know when the automatic washing-machine invented?

1. has been, 2. is being, 3. will have been, 4. are, 5. was

Answers:

HAVE / GET SOMETHING DONE

- We use the structure *have / get + object + past participle* with a passive sense to express that it is not the subject who does the action, but someone else who has been asked to do it.

She **had her hair cut** this morning.

We **had the house redecorated** over the summer.

The film in my camera is finished. I need to **get it developed**.

I'm going to **get my TV repaired** next week.

Unit 9

REPORTED SPEECH

- We use **reported speech** (or indirect speech) to tell someone what another person said.

Sarah told me that she didn't want to go to Tom's party on Saturday.

My history teacher asked me why I hadn't done my homework.

Julie's mother told her to take a taxi if she was going to come home late.

- There are three general types of reported speech:
 - Reported statements
 - Reported questions
 - Reported commands

REPORTED STATEMENTS

- We often use the verbs *say* and *tell* in reported statements. We use **tell** if we mention the person who was listening.

Patrick **told me** (that) he didn't have any money.

- We use **say** if we don't mention the person who was listening.

Patrick **said** (that) he didn't have any money.

- The use of *that* is optional. We usually omit *that* in modern informal English.

He told me he was happy. or He told me **that** he was happy.

He said he was happy. or He said **that** he was happy.

- In these types of sentences, *say* and *tell* are called the *reporting verbs*. There are many more reporting verbs, for example, *confess*, *promise*, *explain*, but *say* and *tell* are the most frequent.

Changes to verb forms

- When we report speech, the verb forms usually change when we are referring to something that was said in the past (if the verb introducing the reported speech is in

the past). The table below shows the main changes of verb form when the reporting verb is in the past.

Direct speech	Reported speech	Examples
present simple	past simple	want → wanted
present continuous	past continuous	is eating → was eating
present perfect	past perfect	have seen → had seen
present perfect continuous	past perfect continuous	have been working → had been working
past simple	Past perfect	ate → had eaten
past perfect	past Perfect (no change)	had eaten → had eaten
<i>will</i>	<i>would</i>	will come → would come
<i>would</i>	<i>would</i> (no change)	would buy → would buy
past continuous	past perfect continuous	was watching → had been watching
<i>can</i>	<i>could</i>	can speak → could speak
<i>must</i>	<i>had to</i>	must study → had to study
<i>may</i>	<i>might</i>	may sell → might sell
<i>could</i>	<i>could</i> (no change)	could dance → could dance
<i>should</i>	<i>should</i> (no change)	should use → should use
<i>might</i>	<i>might</i> (no change)	might write → might write

Changes to pronouns and possessive adjectives

- Pronouns and possessive adjectives which appear in the first person in direct speech change to the third person in indirect speech.

'Mum, I've lost my schoolbag,' said Tony.	Tony said he had lost his schoolbag.
'I've cut my finger,' said Anne.	Anne said she had cut her finger.

- The pronoun *you* changes to *I* or *we*.

'You look tired,' she told me.	She told me I looked tired.
'You've all passed,' he said.	He said we had all passed.

Changes to time expressions

- The table below shows some of the most frequent changes we must make to adverbs of time and place in reported speech (as long as the time and place have changed).

Direct speech	Reported speech
here	there
now	then
today	that day
this morning	that morning
tonight	that night
tomorrow	the next day / the following day
yesterday	the day before / the previous day
last night	the night before / the previous night
next week	the following week
last week	the previous week / the week before
two weeks ago	two weeks before that

REPORTING VERBS

- Although *say* and *tell* are the verbs we use most frequently for reporting statements, they are very basic verbs and do not express if the person was angry, promising to do something, explaining something etc. Other verbs, following the same grammar rules above, can be more expressive.

Test yourself

- Translate these sentences.
 - Harry **admitted** he had taken the last piece of cake.
.....
 - Charles and Caroline **announced** they were going to get married.
.....
 - My lawyer **assured** me I wouldn't go to prison.
.....
 - Joe **claimed** he had been studying all evening.
.....
 - The neighbours **complained** that the music was too loud.
.....
 - Matthew **confessed** that he had copied in the exam.
.....
 - Ed **promised** me he would lend me his motorbike.
.....
 - The police **warned** me that they would arrest me the next time.
.....

Unit 9

REPORTED QUESTIONS

- **Reported questions are not questions** in the strictest sense, so we do **not** use the interrogative form of the verb.
- We normally use the verb **ask** to report questions.
The police **asked** me where I lived.
The police **asked** me where I lived.
- When we use the reporting verb *ask* in the past, we must make the same changes to the verb forms as with reported statements. (See the table on page 24.)
- If the question in direct speech begins with an interrogative word/expression (*what, where, how many, etc.*), we use the same word/expression in the reported question.

'How much money do you need?' He asked me **how much money I needed**.

'What time is it, Ben?' He asked Ben **what time it was**.

'What time did you go to bed?' She asked me **what time I had gone to bed**.

'What have you done today?' He asked me **what I had done that day**.

'Where are you going tonight, Gemma?' He asked Gemma **where she was going that night**.

- If the question in direct speech begins with *do / does / did / can / will*, etc. (not an interrogative word/expression), we form the reported question using *if*.

'Did you go out last night?' She asked me **if I had gone out the night before**.

'Does your father work in a bank?' He asked me **if my father worked in a bank**.

'Will you go to Marbella again next year?' She asked us **if we would go to Marbella again the following year**.

'Can you use a word processor?' He asked me **if I could use a word processor**.

Test yourself

- Complete these reported questions.
1. 'What time did the film finish last night?'
Tony asked me
- 2. 'Can you play any musical instruments, Ben?'
Gemma asked

1. at what time the film had finished the night before/the previous night. 2. Ben if he could play any musical instruments.

ANSWERS:

REPORTED COMMANDS

- We form **reported commands** with:
 1. The verb **tell**.
 2. The reference to the **person** the command refers to (the listener), who is the **object** of *tell*
 3. The **infinitive** of the action with *to*.
'Tidy your room.' My mother **told me to tidy my room**.
'Write a composition about your ambitions.' Our teacher **told us to write** a composition about our ambitions.
'Take a taxi home, Julie.' Julie's mother **told her to take** a taxi home.
- If the command is negative (*don't lie, don't drink, don't play loud music, etc.*), we simply put **not** before the infinitive of the verb.
'Don't drive that motorbike fast and don't come home late!' My father **told me not to drive** my motorbike fast and **not to come** home late.
- We also use this construction (reporting verb + object –listener– + infinitive) with some other reporting verbs, for example, *advise, beg, ask, invite, remind, recommend, warn*.

Test yourself

- Use a dictionary, if necessary, and translate these reported sentences.
 - His doctor advised him to do more exercise.
 - Jack begged his girlfriend not to leave him.
 - Jim's mother asked him to turn down the music.
 - Sam and Jessica have invited us to have dinner.
 - Can you remind me to buy some blank CDs?
 - I would recommend you not to be late.
 - Joe's father warned him not to let the dog out.

QUESTION TAGS

Form

- If the verb in the statement is affirmative, we form the question tag with the **negative** form of the corresponding auxiliary verb + the appropriate subject pronoun.

Jack loves basketball, **doesn't he?**

Lucy went to Paris last year, **didn't she?**
- If the verb in the statement is negative, we form the question tag with the **affirmative** form of the corresponding auxiliary verb + the appropriate subject pronoun.

Martha isn't playing very well today, **is she?**

Joe hadn't finished painting when you arrived, **had he?**
- When the statement contains a modal verb (*can, must, should, etc.*), we use the same modal verb in the tag question.

You can't play guitar, **can you?**

Helen should smoke less, **shouldn't she?**
- Pay attention to these special cases:

I'm your best friend, David, **aren't I?**

We have to get up early tomorrow, **don't we?**

Nobody saw you stealing the money, **did they?**

Let's have another look, **shall we?**

Use

- We often use **question tags**:
 - To ask for confirmation when we aren't very sure.

Today's the twenty-first of May, **isn't it?**
 - To be sociable, inviting another person to have a conversation.

It's quite cold today, **isn't it?**
- When we use a question tag to ask for confirmation, we are asking for information and the intonation **rises** in the question tag. But when we use a question tag to be sociable, inviting another person to have a conversation, we are **not** asking for information and the intonation **falls** in the question tag. Practise the above examples with the correct intonation.

Test yourself

- Complete these sentences with tag questions and decide if the intonation rises or falls.

		Intonation
Mondays aren't as much fun as Saturdays,	are they?	falls
1. You live near the football stadium,	.....	.....
2. Brazilians are simply fantastic at football,	.....	.....
3. It's a beautiful day,	.....	.....
4. Glasgow isn't the capital of Scotland,	.....	.....

Answers:

1. don't you? ... rises, 2. aren't they? ... falls, 3. isn't it? ... falls, 4. is it? ... rises.



Unit 10

GERUNDS AND INFINITIVES

To help you to remember if you should use the infinitive or the *-ing* form, study and refer to the guidelines below. Memorising one sentence for each example will help you to use infinitives and *-ing* forms correctly.

THE GERUND

- The gerund has the same form as the present participle form of a verb, e.g. *reading, running, studying*.

- We use the **gerund**:

– After certain verbs, e.g. *admit, avoid, delay, deny, enjoy, fancy, feel like, finish, hate, like, love, mind, miss, regret, risk, stop, suggest*.

Luke **admitted cheating** in the exam.

Do you **fancy going** for a swim this afternoon?

Harry **enjoys reading** and **playing** computer games.

I don't **mind tidying** my room but I **hate washing** my dad's car!

– As the subject of a verb.

Swimming is good exercise for nearly all of the muscles in your body.

Living in the country is healthier than living in the city but it can be boring too!

– After most prepositions.

Mary's good **at cooking** but she's terrible at cleaning the kitchen!

Josh gave **up eating** sweets because they were ruining his teeth.

I'm exhausted. I'm not used **to getting up** so early.

Jenny's really looking forward **to going** to London with her school at Easter.

I'm getting used **to going** to bed later.

Sophie never travels by plane because she's scared **of flying**.

THE INFINITIVE + TO

- After certain verbs, e.g., *agree, choose, decide, deserve, expect, manage, pretend, promise, refuse, seem, threaten, want*.

Dan **managed to paint** his whole flat at the weekend.

Tom's father **has promised to buy** him a PC if he passes all his exams.

- To express purpose (why people do certain actions)

Jenny went to Paris **to see** the monuments and **to practise** her French.

Christopher borrowed £200,000 from the bank **to buy** a new house.

'Why did you buy that dictionary, Tom?' **'To help** me learn English better.'

- We can express purpose with *to* + infinitive or with *in order to* + infinitive. *In order to* is a more formal expression than *to*.

Jenny went to Paris **in order to see** the monuments and **in order to practise** her French.

Christopher borrowed £200,000 from the bank **in order to buy** a new house.

- In reported speech for commands, requests and other situations where one person influences another person's actions. We use the structure: person A + reporting verb + person B (object) + *to* + infinitive.

My father told me to turn the music down.

Bill asked Sam to help him with his homework

Susan persuaded John to lend her his car on Saturday.

The doctor advised Bob not to work so hard.

- Other verbs that use this structure are: *would like, want, beg* and *warn*.

She wants me to help her.

- **After certain adjectives** – often adjectives which describe feelings, e.g. (*to be*) *afraid, delighted, desperate, happy, pleased, shocked*.

Carmen is **afraid to** drive her father's new car.

I was very **pleased to** hear that my son had passed all his exams.

I'm very **happy to** be here.

USES OF THE INFINITIVE WITHOUT TO

- The verbs **let** and **make** also use this structure (person A + verb + person B (object) + infinitive) but in this case take the infinitive **without to**.

Paul's father lets him stay out late at weekends but **makes him come** home early the rest of the week.

- After the expressions **would rather** (to express preference) and **had better** (for recommendations), we use the infinitive **without to**.

I **would rather stay** at home tonight than go out.

You **had better be** very careful if you are going to reformat your PC.

- After the verbs **see** and **hear**, we put an **object** + the **infinitive** (without **to**) if we refer to a complete action but we put an **object + the -ing form** if we refer to an action in progress.

I **saw a young man come out** of the house and two minutes later I heard a bomb explode.

I **saw the man hitting** the dog but a woman stopped him.

EXPRESSING DEDUCTIONS

- A deduction is using information that you have in order to form a 'conclusion of probability'.

For example, imagine a friend tells you she goes to an Italian restaurant every weekend with her boyfriend. You form the conclusion that they **probably** like Italian food a lot.

- To express deductions, we use the modal verbs *must, can't, might, may* and *could*. Remember that these

verbs have only one form for all persons and that we never put *to* after them. (~~can't to ...~~)

Deductions about the present

Must

- We use **must + infinitive** (without **to**) to express affirmative deductions about things that you think are **probably** true.

Patrick has been singing all morning. He **must be** happy about something.

People ask Ursula for her autograph every day. She **must look** like somebody famous!

Can't

- We use **can't + infinitive** (without **to**) to express negative deductions about things that you think are **probably** untrue. (NOTE: we do **not** use ~~mustn't~~ with this function.)

That waiter is speaking Spanish with a very strange accent. He **can't be** Spanish.

You **can't love** me very much because you didn't even buy me a present for my birthday!

May / might / could

- When there is some evidence but you are not very sure about your deduction, use *may, might* or *could* + infinitive (without **to**).

I saw Harry buying some flowers this morning. He **may have** a new girlfriend or they **could be** for his mother.

There's a man lying in the street. He **might be** injured, ... or he **could be** dead!



Unit 10

- In the table below there are some more examples for you to study.

Situation	Deduction
Maggie never travels by plane.	She may be scared of flying.
Tony is studying very hard this week.	He must have exams at school.
I've never seen Caroline eating meat.	She could be a vegetarian.
Kate always forgets people's names.	She can't have a good memory.
I see your maths teacher a lot in this area.	He might live near here.
I've never seen Elsa at a disco.	She can't like dancing much.

Test yourself

- Make deductions about these situations:
 - David eats a lot of fruit but he never eats kiwis.
He kiwis.
 - Michael comes to my garage every day for petrol.
He a lot.
 - I haven't seen Jenny this week. She
..... ill or she
on holiday.

Answers:

1. can't like, 2. must drive, 3. may / might / could be, may / might / could be

Deductions about the past

Must + have + past participle

- We use **must + have + past participle** to express deductions about things that we think **probably** happened in the past.

Jack said he would phone you this morning but he didn't phone. You imagine that he probably forgot. You think, 'He **must have forgotten** to phone.'

Can't + have + past participle

- We use **can't + have + past participle** to express deductions about things that we think **probably didn't** happen.

David said he was going to sell his Porsche last month but I saw him driving it this morning. 'He **can't have sold** his Porsche yet.'

May / might / could + have + past participle

- When you think something **possibly** happened or possibly didn't happen (but you aren't very sure), use **may / might / could + have + past participle** to express your deduction.

I haven't seen Luke for days. He **might have gone** on holiday or he **could have moved** house.

I can't find my keys. I **may have left** them at home or I **might have lost** them.

Unit 10

Test yourself

- Complete the second column, expressing the same ideas using *must*, *can't*, *might*, *could*, or *may + have + past participle* (deductions about the past). Use your dictionary when necessary.

- | | |
|--|--|
| 1. Mary possibly got lost. | 1. Mary might have got lost. |
| 2. Campbell probably went to bed late. | 2. Campbell must have gone to bed late. |
| 3. Perhaps Patrick went home early. | 3. |
| 4. I'm quite sure that I didn't leave my PC on. | 4. |
| 5. You probably used the wrong kind of glue. | 5. |
| 6. Maybe she sent the letter to the wrong address. | 6. |
| 7. You probably deleted the file by mistake. | 7. |
| 8. Perhaps you installed the wrong software. | 8. |
| 9. I'm quite sure she hasn't been to the dentist yet. | 9. |
| 10. Maybe they had an argument about something. | 10. |

- Answers:**
3. Patrick **might / may / could** have gone home early.
 4. I **can't** have left my PC on.
 5. You **must** have used the wrong kind of glue.
 6. She **might / may / could** have sent the letter to the wrong address.
 7. You **must** have deleted the file by mistake.
 8. You **might / may / could** have installed the wrong software.
 9. She **can't** have gone to the dentist yet.
 10. They **might / may / could** have had an argument.

Unit 1

DESCRIBING FILMS

- Here are some words associated with films and the cinema. Look at the phonetic transcriptions, practise the correct pronunciation and write the translation of the words in the space provided.

Vocabulary	Translation
1. action /'ækʃən/
2. adventure /əd'ventʃə/
3. based on /'beɪstən/
4. camera operator /'kæməɹə 'ɒpəreɪtə/
5. cartoon /kɑ:'tu:n/
6. characters /'kærɪktəz/
7. comedy /'kɒmədi/
8. director /daɪ'rektə/
9. fantasy /'fæntəsi/
10. horror /'hɒrə/
11. make-up artist /'meɪkʌp 'ɑ:tɪst/
12. musical /m'ju:zɪkəl/
13. plot /plɒt/
14. producer /prə'dju:sə/
15. romance /rəʊ'mæns/
16. science-fiction /'saɪəns 'fɪkʃən/
17. series /'sɪəri:z/
18. sound engineer /'saʊnd endʒɪ'nɪə/
19. special effects /'speʃəl ɪ'fekts/
20. star /stɑ:/
21. suspense /sə'spens/
22. thriller /'θrɪlə/
23. war /wɔ:/
24. wardrobe supervisor /'wɔ:drəʊsb 'sʊ:pəvəɪzə/
25. western /'westən/

EXTREME ADJECTIVES

- Extreme adjectives make descriptions much more interesting. You can use *absolutely*, *really* or *totally* to modify these adjectives but *very* cannot be used as a modifier in these cases.

I think *Star Wars* is an **absolutely brilliant** film.

- Look at the phonetic transcriptions, practise the correct pronunciation and write the translation of the extreme adjectives in the space.

Vocabulary	Translation
1. amazing /ə'meɪzɪŋ/
2. awful /'ɔ:fəl/
3. brilliant /'brɪljənt/
4. fantastic /fæn'tæstɪk/
5. fascinating /'fæsɪneɪtɪŋ/
6. gorgeous /'gɔ:dʒəs/
7. hilarious /hɪ'leəriəs/
8. pathetic /pə'θetɪk/
9. ridiculous /rɪ'dɪkjʊləs/
10. terrible /'terəbl/
11. terrifying /'terɪfaɪɪŋ/
12. thrilling /'θrɪlɪŋ/

Other words and expressions in Unit 1

- Translate the following words from Unit 1.

	Translation
1. brand /brænd/
2. heartbreak /'hɑ:tbreɪk/
3. how often /haʊ 'ɒfən/
4. pretend /prɪ'tend/
5. scene /si:n/

Unit 2

AMERICAN ENGLISH AND BRITISH ENGLISH

- Look at the American English words in the first column and write their British English equivalents in the second column. Then write the translation in the third column.

American English	British English	Translation
1. bill (money)	.....<i>note</i>.....	.....
2. apartment
3. candy
4. cookies
5. cop
6. elevator
7. garbage
8. gasoline
9. line
10. movie
11. pants
12. purse
13. sidewalk
14. subway
15. trashcan
16. truck

Answers:
 2. flat, 3. sweets, 4. biscuits, 5. police officer, 6. lift, 7. rubbish, 8. petrol, 9. queue, 10. film, 11. trousers, 12. handbag, 13. pavement, 14. underground, 15. rubbish bin, 16. lorry.

PHRASAL VERBS CONTAINING UP

- Use the context to deduce the meaning of the underlined *phrasal verbs*.
 - If you continually **make up** stories, nobody will know when to believe you.
 - Petrol **went up** in price four times last year!
 - I'll **pick you up** at your house at about eight.
 - Watching 'The Simpsons' on TV always **cheers me up** when I'm depressed.

- Come on! It's ten past eight. If you don't **hurry up**, we'll be late for school.
- Brian said he would come for dinner at 8 o' clock but he didn't **turn up** till 9:45!
- The bank manager tried to **cover up** the fact that he had badly invested the bank's funds.
- If you take drugs, you could **end up** getting addicted to them.
- Jack has **broken up** with his girlfriend. He says he never wants to see her again.
- I can't **put up with** drivers who don't stop at pedestrian crossings.

- Now write the letter of the definition that corresponds to each phrasal verb.

Phrasal Verbs	Definition
1. make up	a) rise or get high
2. go up	b) finish a relationship
3. pick up	c) arrive late or unexpectedly
4. cheer up	d) make or become happy
5. hurry up	e) do something faster or go more quickly
6. turn up	f) find yourself in a situation after a series of events
7. cover up	g) tolerate
8. end up	h) invent a story or excuse
9. break up	i) collect someone
10. put up with	j) try to hide the facts about something illegal or bad

Answers:
 1-h, 2-a, 3-i, 4-d, 5-e, 6-c, 7-j, 8-f, 9-b, 10-g.

Unit 3

THE FAMILY

- Read the phonetic transcriptions and practise the correct pronunciation. Then write the corresponding translation.

Vocabulary	Translation
1. cousin /'kʌzn/
2. grandparents /'grænpəərənts/
3. brother-in-law /'brʌðəɪnlɔ:z/
4. eldest /'eldɪst/
5. aunt /ɑ:nt/
6. parents /'peərənts/
7. half-brother /'hɑ:fbrʌðə/
8. childhood /'tʃaɪldhʊd/
9. single /'sɪŋgl/
10. divorced /dɪ'vɔ:st/

- Now read the phonetic transcriptions and practise the correct pronunciation. Then write a translation for each phrasal verb.

Phrasal Verbs	Translation
bring up /'brɪŋʌp/
get on well with /'getɒn wel wɪð/
grow up /'grəʊ ʌp/
look after /lʊk'ɑ:ftə/
take after /teɪk'ɑ:ftə/
tell off /tel'ɒf/

PHRASAL VERBS

- Use the context to guess the meaning of the underlined *phrasal verbs* in the following sentences and how you would translate them.
 1. Although I **was brought up** in Glasgow, I have lived in Edinburgh since 1996.
 2. I **get on well with** my brother but I **don't get on well with** my sister.
 3. I **grew up** in a very quiet village. Maybe that's why I don't like living in a city.
 4. Can you **look after** my plants when I go on holiday, please?
 5. I **take after** my father; we are both very stubborn.
 6. Joe's teacher **told him off** because he was late for school three times last week.

Unit 4

PERSONALITY ADJECTIVES

- Here are some adjectives for describing people. Read the phonetic transcriptions and practise the correct pronunciation. Then write the corresponding translation.

Adjectives	Translation
1. cheerful /'tʃiːəfʊl/
2. good-looking /gʊd'lʊkɪŋ/
3. hard-working /'hɑːd'wɜːkɪŋ/
4. honest /'ɒnɪst/
5. interesting /'ɪntrɪstɪŋ/
6. rational /'ræʃənəl/
7. open-minded /'əʊpən'maɪndɪd/
8. optimistic /'ɒptɪ'mɪstɪk/
9. outgoing /'aʊtɡəʊɪŋ/
10. patient /'peɪʃənt/
11. reliable /rɪ'laɪəbl/
12. sincere /sɪn'sɪə/
13. talkative /'tɔːkətɪv/
14. mature /mə'tʃʊə/

VERBS + PARTICLES

- We can often change the meaning of a sentence by changing the particle we put after a verb.

I'm looking **for** a photograph.

I'm looking **at** a photograph.

- Use your dictionary to help you to translate these sentences.

Sentences	Translation
1. Angela was gossiping about Rosemary.
2. Angela was gossiping to Rosemary.
3. I would never tell lies to my boyfriend.
4. I would never tell lies about my boyfriend.
5. Who are you talking to ?
6. Who are you talking about ?

USE PREFIXES TO MAKE OPPOSITES

- The first column in the table below contains adjectives which all begin with prefixes. The second column shows you how to pronounce them. Complete the first and third columns.

Adjective	Pronunciation	Translation
1. disloyal	/dɪs'lɔɪəl/	.....
2.	/dɪs'ɒnɪst/	.....
3.	/ɪm'peɪʃənt/	.....
4.	/ɪnsɪn'sɪə/	.....
5.	/rɪzɪ'spɒnsəbl/	.....
6.	/ʌn'ɪntrɪstɪŋ/	.....

Answers:
First column: 2. dishonest, 3. impatient, 4. insincere, 5. irresponsible, 6. uninteresting.

Answers:

Unit 5

PERSONALITY ADJECTIVES

- Complete the adjective column, using the noun and pronunciation columns to help you. Then complete the translation column.

Noun	Adjective	Pronunciation	Translation
1. adventure	/əd'ventʃərəs/	.....
2. aggression	/ə'gresɪv/	.....
3. ambition	ambitious	/æm'bɪʃəs/	.....
4. arrogance	/'ærəgənt/	.....
5. anxiety	/'æŋkʃəs/	.....
6. cheer	/'tʃɪəʃl/	.....
7. competition	/kəm'petɪtɪv/	.....
8. creation	/kri:'eɪtɪv/	.....
9. curiosity	/'kjʊərɪəs/	.....
10. diplomacy	/dɪplə'mætɪk/	.....
11. dirt	/'dɜ:tɪ/	.....
12. emotion	/'ɪməʊʃən/	.....
13. efficiency	/'ɪfɪjənt/	.....
14. help	/'helpfʊl/	.....
15. imagination	/'ɪmædʒɪnətɪv/	.....
16. independence	/'ɪndɪ'pendənt/	.....
17. intellect	/'ɪntɪ'lektʃʊəl/	.....
18. logic	/'lɒdʒɪkl/	.....
19. mystery	/'mɪs'tɪəriəs/	.....
20. patience	/'peɪjənt/	.....
21. practicality	/'præktɪkəl/	.....
22. self-confidence	/'self'kɒnfɪdənt/	.....
23. sensitivity	/'sensɪtɪv/	.....
24. sociability	/'səʊʃəbl/	.....
25. superstition	/'su:pə'stɪʃəs/	.....
26. thought	/'θɔ:tfʊl/	.....
27. tradition	/'trə'dɪʃən/	.....

NOUNS ENDING IN -HOOD AND -SHIP

- The period of life when you are a *child* is *childhood*. The situation or condition of being a *father* is *fatherhood*.
 - Stages and conditions in life: *babyhood, childhood, manhood, motherhood, adulthood, parenthood*.
 - Groupings of people: *brotherhood, neighbourhood, sisterhood*.
- Nouns finishing with *-ship* often refer to the relationship between two people or entities, or to status or position: *friendship, membership, relationship, partnership, leadership, scholarship*.

ADVERBS OF MANNER

Forma

- To form adverbs in English, we usually add *-ly* to the end of the adjective: *careful – carefully, quiet – quietly, helpful – helpfully*.
- If the adjective ends with *-ic* add *-ally*, e.g. *energetic – energetically*.
- If the adjective ends with *-able* or *-ible*, remove the *-e* before adding *-ly*, e.g. *responsible – responsibly*.
- If the adjective ends with *-y*, remove the *-y* and add *-ily*, e.g. *angry – angrily*.
- Irregular: *hard – hard, fast – fast, good – well*.

Use

- Adverbs of manner** describe how we do things.
I always do my homework **carefully**.
- Don't put the adverb between the verb and the complement.
Tom always plays squash very energetically.
~~Tom always plays energetically squash.~~

Unit 6

COMPOUND ADJECTIVES

- Compound adjectives are formed by joining two words together to express a single idea. Sometimes we use a hyphen, e.g. *long-lasting* and at other times we simply join the two words together, e.g. *heartbreaking*. Compound adjectives are very common in advertising and journalism to emphasize ideas and to make the language used more interesting.
- In the table below, the first column contains compound adjectives and other important vocabulary from Unit 6. Practise pronouncing the vocabulary and write the translation.

Vocabulary	Translation	Vocabulary	Translation
1. bargain /'bɑ:ɡən/	15. heartbreaking /'hɑ:tbreɪkɪŋ/	.....
2. be successful /bi: sək'sesfəl/	16. life-threatening /'laɪf'θretnɪŋ/	.....
3. brand /brænd/	17. locker /'lɒkə/	.....
4. creative /kri:'eɪtɪv/	18. long-lasting /'lɒŋ'lɑ:stɪŋ/	.....
5. dense /dens/	19. lovely /'lʌvli/	.....
6. dependable /dɪ'pendəbl/	20. new /nju:z/	.....
7. easy-going /'i:zi'gəʊɪŋ/	21. powerful /'paʊəfʊl/	.....
8. effective /ɪ'fektɪv/	22. purse /'pɜ:s/	.....
9. free /fri:z/	23. record-breaking /'rekɔ:dbreɪkɪŋ/	.....
10. fun-loving /'fʌn'lʌvɪŋ/	24. responsible /rɪs'pɒnsəbl/	.....
11. gentle /'dʒentl/	25. sense of humour /'sensəv 'hju:mə/	.....
12. good-looking /'gʊd'lʊkɪŋ/	26. survey /'sɜ:veɪ/	.....
13. hard-working /'hɑ:d'wɜ:kɪŋ/	27. sweet-smelling /'swi:t'smelɪŋ/	.....
14. have a break /'hævə'breɪk/	28. tight-fitting /'taɪt'fɪtɪŋ/	.....

Unit 7

DESCRIBING PEOPLE'S APPEARANCE

- Here are some nouns and adjectives for describing what people look like. Practise pronouncing the words and then translate them.

Nouns	Translation
1. cheeks /tʃi:ks/
2. chin /tʃɪn/
3. ear /ɪə/
4. eyebrows /'aɪbrəʊz/
5. eyes /aɪz/
6. face /feɪs/
7. finger /'fɪŋgə/
8. forehead /'fɒrɪd/
9. glasses /'glɑ:sɪz/
10. hair /heə/
11. hand /hænd/
12. head /hed/
13. heart /hɑ:t/
14. knee /ni:/
15. leg /leg/
16. lips /lɪps/
17. moustache /mə'sta:ʃ/
18. mouth /maʊθ/
19. nails /neɪlz/
20. nose /nəʊz/
21. palm /pɑ:m/
22. scar /skɑ:/
23. shoulders /'ʃəʊldəz/
24. teeth /ti:θ/

Adjectives	Translation
1. bald-headed /'bɔ:ld'hedɪd/
2. blue-eyed /blu:'aɪd/
3. broad /brɔ:d/
4. broad-shouldered /'brɔ:dʃəʊldəd/
5. bushy /'bʊʃi/
6. coarse /kɔ:s/
7. cruel-looking /'kru:əl'lʊkɪŋ/
8. fine /faɪn/
9. firm /fɜ:m/
10. heavy /'hevi/
11. knobbly /'nɒbli/
12. long /lɒŋ/
13. long-legged /'lɒŋ'legɪd/
14. massive /'mæsɪv/
15. pale /peɪl/
16. pointed /'pɔɪntɪd/
17. round /raʊnd/
18. sharp /ʃɑ:p/
19. short-haired /'ʃɔ:t'heəd/
20. skinny /'skɪni/
21. slim /slɪm/
22. smooth /smu:ð/
23. spotty-faced /'spɒtɪ'feɪst/
24. snub-nosed /'snʌb'nəʊzɪd/
25. squat /skwɒt/
26. straight /streɪt/
27. strong /strɒŋ/
28. thin /θɪn/
29. thick /θɪk/

Unit 8

WORD FORMATION

- Use the phonetic script to help you to complete the table.

Verb		Adjective		Noun	
deepen	/ˈdiːpən/	deep	/diːp/	depth	/depθ/
.....	/ˈleŋθən/	long	/lɒŋ/	.....	/leŋθ/
.....	/ˈluːsən/	.....	/luːs/	looseness	/ˈluːsnəs/
shorten	/ˈʃɔːtən/	.....	/ʃɔːt/	.....	/ˈʃɔːtnəs/
.....	/ˈstreŋθən/	.....	/strɒŋ/	strength	/streŋθ/
.....	/ˈtaɪtən/	tight	/taɪt/	.....	/ˈtaɪtnəs/
.....	/ˈwiːkən/	.....	/wiːk/	weakness	/ˈwiːknəs/
widen	/ˈwaɪdən/	.....	/waɪd/	.....	/ˈwaɪdθ/

Answers:

lengthen-long-length; loosen-loose-looseness; shorten-short-shortness; strengthen-strong-strength; tighten-tight-tightness; weaken-weak-weakness; widen-wide-width

- Use the phonetic script to help you to complete the table. Remember that the stress symbol [ˈ] indicates that the **following** symbol is pronounced more strongly.

Verb	Pronunciation	Noun	Pronunciation
1. analyse	/ˈænləaɪz/	analysis	/ˈænləʊsɪs/
2. announce	/əˈnaʊns/	.....	/əˈnaʊnsmənt/
3. classify	/ˈklæsɪfaɪ/	.....	/ˈklæsɪfɪˈkeɪʃən/
4. criticise	/ˈkrɪtɪsaɪz/	.....	/ˈkrɪtɪsɪzəm/
5.	/dɪˈsaɪd/	decision	/dɪˈsɪʒən/
6. describe	/dɪˈskraɪb/	.....	/dɪˈskrɪpʃən/
7. design	/dɪˈzaɪn/	.....	/dɪˈzaɪn/
8.	/dɪˈstrɔɪ/	destruction	/dɪˈstrɔɪʃən/
9. dictate	/dɪkˈteɪt/	.....	/dɪkˈteɪʃən/
10. disappear	/dɪsəˈpiə/	.....	/dɪsəˈpiəriəns/
11. discover	/dɪˈskʌv/	.....	/dɪsˈkʌvəri/
12.	/ˈestɪmɪt/	estimation	/ˈestɪˈmeɪʃən/
13.	/ɪˈvɒlʃən/	evolution	/ɪˈvɒlʃən/
14. exchange	/ɪksˈtʃeɪndʒ/	.....	/ɪksˈtʃeɪndʒ/

Verb	Pronunciation	Noun	Pronunciation
15. explode	/ɪksˈpləʊd/	.....	/ɪksˈpləʊʒən/
16. exploit	/ɪksˈplɔɪt/	.....	/ɪksˈplɔɪtɪʃən/
17.	/ɪmˈpres/	impression	/ɪmˈpreʃən/
18. improve	/ɪmˈpruːv/	.....	/ɪmˈpruːvmənt/
19. increase	/ɪnˈkriːs/	.....	/ˈɪnkriːs/
20. maintain	/meɪnˈteɪn/	.....	/ˈmeɪntɪnəns/
21. modernise	/ˈmɒdənaɪz/	.....	/ˈmɒdənaɪˈzeɪʃən/
22. modify	/ˈmɒdɪfaɪ/	.....	/ˈmɒdɪfɪˈkeɪʃən/
23. perceive	/pəˈsiːv/	.....	/pəˈsepʃən/
24. predict	/prɪˈdɪkt/	.....	/prɪˈdɪkʃən/
25.	/prɪfərə/	preference	/ˈprefərəns/
26. protest	/prəˈtest/	.....	/ˈprəʊtest/
27. replace	/rɪˈpleɪs/	.....	/rɪˈpleɪsmənt/
28. report	/rɪˈpɔːt/	.....	/rɪˈpɔːt/
29. retire	/rɪˈtaɪə/	.....	/rɪˈtaɪəmənt/
30. research	/rɪˈsɜːtʃ/	.....	/rɪˈsɜːtʃ/
31. synthesise	/ˈsɪnθesaɪz/	.....	/ˈsɪnθəsɪs/
32.	/trænzˈleɪt/	translation	/trænzˈleɪʃən/
33. understand	/ʌndəˈstænd/	.....	/ʌndəˈstændɪŋ/

Answers:

• The answers can be found on pages 109 and 111 of the *Pairwork* section in the *Students' Book*.

Unit 8

MAKE / DO

Use

- We normally use **make** and not **do** when we **produce** or create something but there is no perfect rule or explanation. The best idea is to memorise the expressions and to pay careful attention when you see a new expression with *make* or *do*. Some common expressions are in the table below. Translate them and memorise them.

Do	Translation
do an exam
do someone a favour
do some revision
do something
do the cooking
do the housework
do the ironing
do the shopping
do the washing-up
do your homework

Make	Traducción
make a cake
make a decision
make a fuss
make a mess
make an effort
make a phone call
make a plan
make a suggestion
make up excuses
make your bed

ORDER OF ADJECTIVES

- When two or more adjectives are used in a description, the order is usually as follows:

1	opinion boring
2	size small
3	shape rectangular
4	age modern
5	colour black
6	origin French
7	material plastic

- Write the adjectives in the correct order in the sentences below.
 - She's wearing a cotton / new / beautiful dress.
 - My father bought a(n) French / 18th century / interesting painting last week.
 - What's that round / brown / strange thing in the kitchen?

1. She's wearing a beautiful, new, cotton dress. 2. My father bought an interesting, 18th century, French painting last week. 3. What's that strange, brown, round thing in the kitchen?

Answers:

- If you want to give more information then use *with*, or a relative clause, after the noun.

A rectangular, black, metallic object with lots of keys on the top. Hmm, do you mean a calculator?

Mary's got a strange, white, plastic thing that makes an unusual noise. What can it be?

Unit 9

DESCRIBING LIFESTYLES: RESIDENCE / WORK / FREE TIME / APPEARANCE

- Use the phonetic transcriptions to practise pronouncing the vocabulary from Unit 9 in the table below and then write appropriate translations.

Vocabulary	Translation
1. lifestyles /'laɪf steɪlz/
2. residence /'rezɪdəns/
3. accommodation /ə'kɒmə'deɪʃən/
4. bed-sit /'bedsɪt/
5. city centre /'sɪtɪ'sentə/
6. hut /hʌt/
7. mortgage /'mɔːgɪdʒ/
8. rent /rent/
9. semi-detached /'semi'detʃt/
10. squat /skwɒt/
11. suburbs /'sʌbɜːbz/
12. work /wɜːk/
13. anthropologist /æ'nθrɒ'pɒlədʒɪst/
14. be made redundant /biː meɪd rɪ'dʌndənt/
15. bricklayer /'brɪkleɪə/
16. deliver /dɪ'lɪvə/
17. drop out /drɒ'paʊt/
18. engineering /endʒɪ'nɪərɪŋ/
19. evening classes /'iːvniŋ 'klɑːsɪz/
20. give up /'gɪvʌp/
21. nurse /nɜːs/
22. on the dole /ɒn ðə dəʊl/
23. mechanic /mɪ'kænɪk/
24. part-time /'pɑːt'taɪm/
25. fruit picker /fru:t 'pɪkə/
26. shipyard /'ʃɪpjɑːd/
27. train to be /'treɪn tə biː/

Vocabulary	Traducción
28. work abroad /wɜːk ə'brɔːd/
29. free time /'friː taɪm/
30. be fond of /biː 'fɒndəv/
31. be keen on /biː 'kiːnən/
32. be into /biː 'ɪntə/
33. do-it-yourself /'duːɪtjə'self/
34. gardening /'gɑːdnɪŋ/
35. go hang-gliding /gəʊ 'hæŋglaɪdɪŋ/
36. grow tomatoes /grəʊ tə'mɑːtəʊz/
37. hill-walking /'hɪl'wɔːkɪŋ/
38. photography /fə'tɒgrəfi/
39. raves /reɪvz/
40. working out in the gym /'wɜːkɪŋ'auətɪn ðə dʒɪm/
41. appearance /ə'pɪərəns/
42. baggy /'bægi/
43. baldness /'bɔːldnɪs/
44. baseball cap /'beɪsbɔːl kæp/
45. casual clothes /'kæʒʊəl kləʊðz/
46. checked shirt /'tʃekt ʃɜːt/
47. dyed /daɪd/
48. hiking boots /'haɪkɪŋ buːts/
49. jacket /'dʒækɪt/
50. jumper /'dʒʌmpə/
51. leather /'leðə/
52. piercing /'pɪəriŋ/
53. shaved head /'ʃeɪvd hed/
54. short skirt /'ʃɔːt skɜːt/
55. spiky hair /'spaɪki heə/
56. tight top /taɪt tɒp/

Unit 9

LIKE

- In English we use **like** as a **verb** (*I like playing computer games*). But we also use *like* as a **preposition**, meaning 'similar to' or 'for example'.

My sister is **like** your sister – they both talk about clothes and boys all the time!

Is your computer **like** mine? Does it give you lots of problems?

I listen to a lot of old music, **like** Elvis Presley and The Beatles.

I love science fiction films **like** 'The Matrix'.

- We use **be like** to ask for a general description of somebody or something.
 - '**What's** the weather **like**?' 'It's sunny but quite cold.'
 - '**What's** Samantha **like**?' 'She's tall, slim and has a nice personality?'
- We use **look like** to describe or ask about appearance.
 - 'What does your boyfriend **look like**?' 'Well, he's tall, he's got short hair and brown eyes.'
 - I think Patrick **looks like** Mick Jagger.

- Similarly, we use **sounds like**, **tastes like**, **feels like** and **smells like** to describe or ask about other perceptions and sensations.

It **sounds like** a trumpet.

It **tastes like** chicken.

It **feels like** rubber but maybe it's plastic.

It **smells like** Indian food.

- We use **feel like** + the *-ing* form of the verb to speak about what we would like to do at a specific time in the future.

I'm exhausted. I **feel like going** to bed for a week!

'What **do** you **feel like doing** tonight Sam?' 'Me? I **feel like going** to the disco!'

Unit 10

-ED AND -ING ADJECTIVES

Use

Active: The philosophy class can be really **boring**.

Passive: I was really **bored** in the philosophy class.

- Adjectives that finish in *-ing* **produce** an effect: *an interesting book / a fascinating experience / a boring class / an exciting party / an amazing story.*
- Adjectives that finish in *-ed* describe people's **emotions** and **feelings**.

I'm bored, let's go out. / I am fascinated by my new video game. / Katie was really excited about going out.

ADJECTIVES AND NOUNS ASSOCIATED WITH EMOTIONS

- The table contains adjectives associated with emotions. Practise the pronunciation, translate the adjectives and complete the What Verb? column with the verb you would normally use in your language.

Adjective	Translation	What Verb?
1. afraid /ə'freɪd/
2. amazed /ə'meɪzd/
3. amazing /ə'meɪzɪŋ/
4. aggressive /ə'ɡresɪv/
5. bored /bɔ:d/
6. boring /'bɔ:ɪŋ/
7. confused /kən'fju:zd/
8. confusing /kən'fju:zɪŋ/
9. depressed /dɪ'prest/
10. depressing /dɪ'presɪŋ/
11. disappointed /dɪsə'pɔɪntɪd/
12. disappointing /dɪsə'pɔɪntɪŋ/
13. disgusted /dɪs'gʌstɪd/
14. disgusting /dɪs'gʌstɪŋ/
15. embarrassed /ɪm'bærəst/
16. embarrassing /ɪm'bærəsɪŋ/

Adjective	Translation	What Verb?
17. excited /ɪk'saɪtɪd/
18. exciting /ɪk'saɪtɪŋ/
19. fascinated /'fæsɪneɪtɪd/
20. fascinating /'fæsɪneɪtɪŋ/
21. interested /'ɪntrɪstɪd/
22. interesting /'ɪntrɪstɪŋ/
23. irritated /'ɪrɪteɪtɪd/
24. irritating /'ɪrɪteɪtɪŋ/
25. lonely /'ləʊnli/
26. relieved /rɪ'li:vɪd/


- In the following table there are some of the adjectives from the previous table. Try to find the nouns associated with emotions that are related to these adjectives

Adjective	Noun	Translation
1. aggressive	..... /ə'ɡrefəns/	.....
2. amazing	..... /ə'meɪzɪmənt/	.....
3. boring	..... /'bɔ:dəm/	.....
4. confused	..... /kən'fju:zən/	.....
5. depressing	..... /dɪ'presən/	.....
6. disappointed	..... /dɪsə'pɔɪntmənt/	.....
7. disgusted	..... /dɪs'gʌst/	.....
8. embarrassed	..... /ɪm'bærəsmənt/	.....
9. exciting	..... /ɪk'saɪtmənt/	.....
10. fascinating	..... /'fæsɪ'neɪfən/	.....
11. happy	<i>happiness</i> /'hæpɪnɪs/	.....
12. interesting	..... /'ɪntrɪst/	.....
13. irritating	..... /ɪrɪ'teɪfən/	.....
14. lonely	..... /'ləʊnɪnɪs/	.....

Answers:
 1. aggression, 2. amazement, 3. boredom, 4. confusion,
 5. depression, 6. disappointment, 7. disgust,
 8. embarrassment, 9. excitement, 10. fascination,
 12. interest, 13. irritation, 14. loneliness.

Unit 1

THE SOUNDS /eə/, /eɪ/ AND /ɑː/

1. Listen and repeat. 
- a) /eə/: prayer hair wear
 b) /eɪ/: wake take stay
 c) /ɑː/: heart darling car

2. Write the following in English.

1. /aɪ 'weɪkɪp ət eɪt ə'klɒk/

2. /aɪ 'tɔːlweɪz seɪ ə 'lɪtl 'preə ɪn ðə 'mɔːnɪŋ/

3. /dʒeɪ 'lev gəʊ tə 'dɪskəʊz/

4. /'hɑːwɒfn dʒeɪ baɪ 'mjuːzɪk/

4. How often do you buy music?
 3. Do you ever go to discos?
 2. I always say a little prayer in the morning.
 1. I wake up at eight o'clock.

Answers:

Unit 2

PRONUNCIATION OF WAS AND WERE

- We normally use the **unstressed** (weak) forms and pronounce *was* /wəz/ and *were* /wə/.

At nine o'clock last night, Martha **was** /wəz/ listening to music with some friends.

We **were** /wə/ in Paris on holiday the day of the New York tragedy.

What **were** /wə/ you doing when you heard the explosion?

1. Can you write these sentences in English?

- a) /weə wəz jə 'sɪstə?

- b) /ðeɪ wə 'slɪːpɪŋ wen ðə bɒm ɪk'spləʊdɪd/

- c) /wiː wə 'ləʊn ɪn ðə dɑːk/

- a) Where was your sister? b) They were sleeping when the bomb exploded. c) We were alone in the dark.

Answers:


- We use the **stressed** (strong) forms *was* /wɒz/ and *were* /wɜː/ for **short answers** and for emphasis.

Yes, he **was** /wɒz/.

Yes, they **were** /wɜː/.

When I went to her room, she wasn't sleeping but she **was** /wɒz/ in bed.

Test yourself

- Listen to these sentences.  Do you hear /wəz/, /wɒz/ or /wə/?

1. 2. 3.
 4. 5.

1. /wəz/ 2. /wəz/ 3. /wəz/ 4. /wə/ 5. /wə/

Answer:

Unit 2

2. In these sentences, do you pronounce the words in **bold type** (/wəz/, /wɒz/, /wə/ or /wɜː/)?

- What **were** you doing when she got angry?
- Emily wasn't drunk at the party but her boyfriend **was**!
- They weren't shouting but they **were** speaking very loud.
- I **was** quite fat when I **was** younger.
- I wasn't making a noise but James and Kate **were**!

a) /wə/ b) /wɒz/ c) /wɜː/ d) /wəz/ e) /wɜː/

Answers:

PAST SIMPLE OF REGULAR VERBS

• The most important rule to remember is that we pronounce an extra syllable /ɪd/ **only** after the sounds /t/ or /d/.

want /wɒnt/	wanted /'wɒntɪd/
excite /ɪk'saɪt/	excited /ɪk'saɪtɪd/
need /niːd/	needed /'niːdɪd/
decide /dɪ'saɪd/	decided /dɪ'saɪdɪd/

• We pronounce **-ed** as /d/ after /b/, /v/, /z/, /g/, /m/, /n/, /l/, /ð/, /r/ /dʒ/ /w/ and after all vowel sounds.

close /kləʊz/	closed /kləʊzɪd/
call /kɔːl/	called /kɔːld/
die /daɪ/	died /daɪd/

• We pronounce **-ed** as /t/ after /θ/, /p/, /f/, /s/, /tʃ/, /ʃ/ and /k/.

stop /stɒp/	stopped /stɒpt/
watch /wɒtʃ/	watched /wɒtʃt/
pass /pɑːs/	passed /pɑːst/

Unit 3

PRONUNCIATION OF CAN AND CAN'T

• We **normally** use the **unstressed** (weak) form and pronounce *can* /kən/.

I **can** /kən/ play the guitar quite well.

My cousin George **can** /kən/ speak English, French and German.

• *Can't* is pronounced /kɑːnt/.

• The **stressed** (strong form) of *can* (/kæn/) is used in **short answers** or for **emphasis**.

Can /kæn/ you use a word processor?

Yes, I **can** (/kæn/).

I **can't** /kɑːnt/ come on Friday but I **can** /kæn/ come on Saturday.

1. Write these sentences in English.

a) /maɪ 'mʌðə kən kʊk 'rɪːli wel/

.....

b) /kən juː gɪv miː ə hænd?/

.....

c) /aɪ kɑːnt draɪv ə kɑː/


.....

a) My mother can cook really well. b) Can you give me a hand? c) I can't drive a car.

Answers:

Unit 3

Test yourself

- Listen to these sentences.  Do you hear /kən/, /kæn/ or /kɑ:nt/?

-
-
-
-
-

5. /kɑ:nt/ /kæn/
1. /kən/ 2. /kɑ:nt/ 3. /kæn/ 4. /kɑ:nt/ /kæn/

Answers:

Unit 4

SILENT LETTERS

- Many English words contain one or more letters that we do not pronounce.
- The words in phonemics in the first column below all appear in Unit 4 of the *Student's Book* and all contain silent letters. Write the words in English and then write a translation.

Phonemics	Word	Translation
1. /frend/	friend	.....
2. /bɒm/
3. /'bɪldɪŋ/
4. /'bɪznɪs/
5. /kʊd/
6. /'tʃɒklɪt/
7. /eɪt/
8. /gɪv/
9. /gəʊst/
10. /hɑ:f/
11. /hæv/
12. /kɪst/
13. /'lɪsn/
14. /ni:/
15. /preə/
16. /tɔ:k/
17. /wɜ:k/
18. /wɜ:ld/

Answers:
2. bomb 3. building 4. business 5. could
6. chocolate 7. eight 8. give 9. ghost 10. half
11. have 12. kissed 13. listen 14. knee 15. prayer
16. talk 17. work 18. world

Unit 4

Test yourself

- Listen and write the words from the list on page 46 that you hear.



1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

10. eight
 6. bomb 7. kissed 8. business 9. chocolate
 1. listen 2. knee 3. world 4. talk 5. friend

Answers:

- Now pronounce and decipher these sentences.

1. /hɪz 'tɔ:kɪŋ tə maɪ 'frend/

2. /aɪ 'wɒntə sɪ: ðe wɔ:ld/

3. /aɪm'wɜ:kɪŋən'tɪl 'hɑ:fpɑ:s'teɪt/

1. He's talking to my friend.
 2. I want to see the world.
 3. I'm working until half past eight.

Answers:

Unit 5

PRONUNCIATION OF THE LETTER O

- When the letter o is **stressed** (the accentuated syllable), the pronunciation is usually:
 - a) /ɔ:/: more /mɔ:/, store /stɔ:/
 b) /ɒ/: not /nɒt/, doll /dɒl/
 c) /ʌ/: brother /'brʌðə/, somebody /'sʌmbədi/
 d) /əʊ/: go /gəʊ/, alone /ə'ləʊn/
- When the letter o is **not stressed** (not an accentuated syllable) the pronunciation is usually /ə/, e.g. inventor /ɪn'ventə/.

Unit 5

- The words in phonemics in the first column below all appear in Unit 5 of the *Student's Book* and all contain the letter *o*.

Pronounce the words aloud and write them in English in the second column. Then write a translation in the third column.

Phonemics	Word	Translation
1. /strɒŋ/	.....<i>strong</i>.....	.....
2. /'səʊldʒə/
3. /lʌ/
4. /dʒɒb/
5. /'dʒɒsɪtɪ/
6. /'mʌðə/
7. /'sə'saɪtɪ/
8. /dɪ'vɔ:st/

1. strong 2. soldier 3. love 4. job
5. joking 6. mother 7. society 8. divorced


Answers:

Unit 6

STRESS

- Word stress** means pronouncing one part of a word more strongly and longer than other parts. The stress symbol [ˈ] tells us that the **following syllable** is pronounced more strongly with more emphasis.

Test yourself


- Listen to these words and notice the stress. 

- beautiful /'bjʊ:tɪfʊl/
- doctor /'dɒktə/
- incredible /ɪn'kredəbl/
- understandable /ʌndə'stændəbl/

Unit 6

- **Sentence stress** means pronouncing some words in a sentence more strongly than others. This affects the **intonation** of the sentence (see Unit 7). We usually stress the most important words in the sentence.

Test yourself

- Listen to the sentence below and then practise saying it. 
- Gerry works in Glasgow** but his **wife** works in **Manchester**.

- Stress can be difficult for people learning English but it is very important for speaking and understanding English well, so practise as much as you can.


Unit 7

SENTENCE STRESS

- In Unit 6, we practised **word stress** (emphasising one part of a word more and for longer than other parts). Now we are going to practise **sentence stress**.
- **Sentence stress** refers to pronouncing some words in a sentence more strongly than others. The stressed words are the most important ones for understanding the meaning of the sentence.
- Look at this example and pay special attention to the underlined stressed words.

My parents went on holiday by plane to Denmark last July.

Test yourself

- Complete the sentences with appropriate words.
 1. What Suzanne buy supermarket yesterday?
 2. How many brothers sisters got, Angela?
 3. ever eaten Chinese restaurant, Carol?
- Practise reading the complete sentences paying special attention to the pronunciation of the stressed words and syllables.
- Listen to the sentences then practise them again. 

Answers:

1. did ... at ... the. 2. and ... have ... you. 3. have ... you ... in ... a.

Unit 8

CHIP OR CHEAP, /tʃɪp/ OR /tʃi:p/


- Some words in English are very similar. Sometimes only one sound differentiates two words, e.g. *chip* /tʃɪp/ and *cheap* /tʃi:p/. /i:/ is a longer and more open sound than /ɪ/. When listening, use the context of the sentence to help you to understand.

What time did you leave home this morning?

- The context tells you that the verb is *leave* and not *live*. *What time did you live home?* makes no sense.
- In the table below, you can see some words that are pronounced with /i:/ and similar words pronounced with /ɪ/. Practise pronouncing them correctly and translate them.

/i:/	Translation	/ɪ/	Translation
been	bin	.....
beat	bit	.....
cheap	chip	.....
deed	did	.....
feast	fist	.....
feel	fill	.....
feet	fit	.....
field	filled	.....
heat	hit	.....
keys	kiss	.....
leap	lip	.....
leave	live	.....
meal	mill	.....
peak	pick	.....
peel	pill	.....
seat	sit	.....
seen	sin	.....
sheep	ship	.....

Test yourself

- Listen to these sentences and write the words you hear from the table above. 
1. 2. 3.
4. 5.

1. fill 2. keys 3. hit 4. pill 5. fit

Answers:

THE SOUND /aɪ/

- Many different combinations of letters can produce the sound /aɪ/ in English. Look at these two sentences and use the phonemic transcriptions to help you to pronounce them correctly.

Simon buys white ties. /'saɪmən baɪz waɪt taɪz/

I like a glass of wine on Friday nights. /aɪ laɪk ə glɑ:s əv waɪn ɒn 'fraɪdi naɪts/

- Two of the most frequent combinations of letters that are pronounced /aɪ/ are:
 - **-ight:** *light, lighten, bright, brighten, right, fight, tight, tighten, delight*
 - **i + consonant + e:** *white, whiten, time, despite, write, excitement*

Test yourself

- Decipher the words below. They all contain **-ight** or **i + consonant + e**.

1. /dɪ'saɪd/ decide
2. /ɪn'saɪd/
3. /ɪk'saɪt/
4. /maɪt/
5. /tə'nɑɪt/
6. /pə'raɪv/

2. inside 3. excite 4. might 5. tonight 6. arrived

Answers:

Unit 9

INTONATION IN QUESTIONS

Falling intonation

- We generally use **falling** intonation in questions when the question begins with an interrogative word or expression: *What, who, how many, how much, when, where, why.*

What time is it? / **Who** killed John Lennon? / **How** often do you go to discos?

Rising intonation

- We normally use **rising** intonation in questions where the answer will be *yes* or *no*. These questions begin with an auxiliary verb (*do, does, did, will, would, can, should, etc.*), with *be* (*am, are, is, was, were*) or *have* (*have, has, had*).

Did you buy any tomatoes? / **Are** you serious? / **Have** you got any brothers?

Test yourself

- Listen to these sentences. Write **R** if the intonation goes up (rises) at the end of the question and write **F** if the intonation goes down (falls) at the end of the question.
 - Do you like pizza? **R**
 - Do you play any sports?
 - Can you play the guitar?
 - What did you have for lunch today?
 - How much money do you need?
 - Are you English?
- Practise these questions with the correct intonation.
 - Did Henry pass his exam?
 - Who did you go to the party with?
 - How much did you spend?
 - Is he working today?

2-R 3-R 4-F 5-F 6-R

Answers:

Unit 10

MONDAY /'mʌndi/ OR MANDY /'mændi/


- Many words in English contain the sound /æ/:
 - angry /'æŋgri/
 - man /mæn/
 - understand /ʌndə'stænd/

- Many English words contain the sound /ʌ/.


- Repeat the following examples:

- come /kʌm/
- another /ə'nʌðə/
- one /wʌn/
- sun /sʌn/

- It is important not to confuse these two sounds. *Monday* is **not** pronounced /'mændi/ – the correct pronunciation is /'mʌndi/.

- Which words do you hear? Write **a** or **b**. 

- a) sandy /'sændi/ o) b) Sunday /'sʌndi/
- a) angry /'æŋgri/ o) b) hungry /'hʌŋgri/
- a) cap /kæp/ o) b) cup /kʌp/
- a) ran /ræn/ o) b) run /rʌn/

- Now listen to the differences between these pairs of words. Try to repeat exactly what you hear. 

- | | | | |
|----------|----------|--------|-----------|
| 1. angry | /'æŋgri/ | hungry | /'hʌŋgri/ |
| 2. cap | /kæp/ | cup | /kʌp/ |
| 3. cat | /kæt/ | cut | /kʌt/ |
| 4. crash | /'kræʃ/ | crush | /'krʌʃ/ |
| 5. hang | /'hæŋ/ | hung | /'hʌŋ/ |
| 6. hat | /'hæt/ | hut | /'hʌt/ |
| 7. match | /'mætʃ/ | much | /'mʌtʃ/ |
| 8. ran | /ræn/ | run | /rʌn/ |
| 9. sandy | /'sændi/ | Sunday | /'sʌndi/ |
| 10. tan | /'tæn/ | ton | /'tʌn/ |



Unit 1

HOW TO WRITE A FILM REVIEW

a) Structure

Paragraph 1 – Introduction

- Begin with some general information about the film e.g. the name of the film; the type of film (*comedy, action, romance, etc.*); the stars and the director; when and where it was filmed.

Notting Hill is a classic romantic comedy. Directed by Roger Michell in 1999, it stars Hugh Grant and Julia Roberts and was filmed in London.

Paragraph 2 – Synopsis

- Write a summary of what happens in the film.

Hugh Grant plays the part of William Thacker, a bookshop owner with a normal life and normal friends. His life changes forever when Anna Scott, a famous Hollywood film star, walks into his shop and buys a book. They fall in love but the question is, can they have a normal relationship?

Paragraph 3 – Opinion

- Write your opinion of the film and any aspect of it you think is especially good (or bad!).

The acting in general is excellent. Julia Roberts is totally convincing as the rich film actress and Hugh Grant is brilliant as the eccentric bookshop owner. This is a very funny film and some of the scenes are absolutely hilarious.

Paragraph 4 – Conclusion

- Summarise your opinion and say if you recommend it or not.

Notting Hill is, in my opinion, a wonderful fairy-tale romantic comedy with lots of laughs and a great soundtrack. My recommendation is to see this film now. It is well-made, well-acted and perfect for a great evening with friends.

b) Linkers

- Try to include linkers (*although / however / afterwards / also, etc.*) to connect ideas.

Although the acting is excellent, the plot is too predictable.

I really enjoyed this film. However, some people may find it too old-fashioned.

c) Editing

- When you have finished your writing exercise, check:
 - a) spelling, b) grammatical correctness, c) variety of adjectives and d) use of linkers.

Unit 2

HOW TO WRITE AN OPINION ESSAY

a) Structure

Paragraph 1 – Introduction

- Begin with an introductory paragraph which includes a short summary of your opinion and shows that you understand other people's opinions.

Although I can see why many people are attracted to Manchester because it is a very modern and exciting city, in my opinion, Edinburgh offers everything that Manchester does –for instance, excellent shopping and sporting facilities, theatres and educational institutions. Furthermore, Edinburgh is a much more beautiful city, as well as being more culturally developed.

Paragraph 2 – Expanding

- Expand what you have said in the first paragraph.

One the one hand, despite being a very cosmopolitan city, Manchester, from my point of view, also has the disadvantages of being really polluted, of having terrible traffic problems and of being the wettest city in Britain! Edinburgh, on the other hand, is on the coast, and not only is the air cleaned more easily but the climate is also much more pleasant.

What is more, in my opinion, the people of Edinburgh are friendlier and more open-minded than the people of

Manchester. However, I must confess that Manchester has a bigger, better and more modern airport, which is excellent for international travel.

Paragraph 3 – Conclusion

- Conclude by presenting a short summary of your argument.

In conclusion, my opinion is that Edinburgh is one of the most beautiful, historical, cultural and interesting cities in Europe, with everything that Manchester has (except the football team!) and ... a lot more.

b) Linkers

- Use linking words and expressions to connect your ideas. (Look at the **underlined** expressions above.) These are expressions that you can use in **every** opinion essay.
- Use a dictionary to check your vocabulary and spelling. (Be careful with silly mistakes e.g. ~~wich~~ instead of *which*.)

c) Editing

- Check your punctuation. Have you used commas, full stops and new paragraphs correctly?
- Check that you have conjugated your verbs correctly.
- Imagine the person who will be reading your composition. Will it be clear, comprehensible, well-structured and cohesive to him/her?



Unit 3

WRITING A REPLY TO AN E-MAIL FROM A FRIEND

a) Structure

Paragraph 1

- You can begin by **thanking** your friend for his/her **e-mail** and making a comment on what he/she wrote to you or by apologising for not having written before now.

Hi Andy,

Good to hear from you. Sorry I haven't written before but ... Thanks for your e-mail. Sorry to hear about your father's accident. I hope he gets better soon. Good to see you passed all your exams. Did you celebrate? So, you're going to France on holiday. Sounds great!

Paragraph 2

- In your next paragraph you can tell your friend any **news** you have and mention your **recent activities**.

I've finished my exams too, thank goodness! I finished the last one (history - arrgh) on Monday. However, I haven't received my results yet but I think I did OK despite not revising much. Since then, I've been playing video games every day! What's more, I've also been going out with Emma. I really like her!

Paragraph 3

- In the final section of your e-mail you can mention your **hopes** and **plans** for the **future**.

Anyway, I have to go now - I'm meeting Emma in half an hour! I hope you have a great time in France and don't forget to send me a postcard. We're going to the coast in August as well as spending a few days with my grandparents, so maybe I'll see you in September. OK?

- Finally, say goodbye but **informally**, e.g. *All the best / Enjoy the summer / Keep in touch / Write back soon / Hope to see you soon.*

b) Style

- Use the past simple if you say when something happened. Use the present perfect for news if you don't say when something happened. Use the present perfect continuous for recent activities.
- Use contractions e.g. *don't* and informal language e.g. *Good to hear from you / Thanks for the e-mail.* (~~Dear friend~~ is **not** appropriate!)
- Use a **new paragraph** when you begin a new section of your e-mail.

c) Linkers

- Remember to include linkers e.g. *although / however / what's more / on the other hand / anyway / despite / as well as / but / also.*

d) Editing

- Now edit your e-mail for mistakes. Check your spelling, commas, full stops and use of new paragraphs. Check the verb forms. See if you can include more linkers.

Unit 4

WRITING A SKETCH

a) Structure

Characters

- Indicate clearly: a) the character's name; b) directions for the actors; c) dialogue. You can do this with capital letters, (brackets), underlining and inverted commas (' '). Put a colon (:) before the start of the dialogue.

David (very depressed, speaking slowly and seriously, looking sadly at Marcos):
I thought you were my friend.

Stage directions

- Include directions for the actors: emotional state, how to speak, movements and gestures.

(very angry, waving arms and almost shouting)

(very nervous, lots of pauses —...erm ... mm...—, moving nervously)

(sad, not moving, looking into the distance, speaking very quietly and slowly)

b) Style

- Remember that the characters are **speaking**; so use contractions, e.g. *hasn't* / *didn't*, etc., short answers, e.g. *No, I didn't* / *Yes, you did*, and use language appropriate to the character and the situation.

Lucy (very upset, speaking quietly): But Ruth, I didn't know you wanted to go to the concert.

Ruth (angry and looking hard at Lucy): Yes, you did! You know they're my favourite group.

- Use grammar, expressions and vocabulary that you have studied but don't use language if you're not sure that it's correct in this instance. It is better to use simpler but correct language than structures that are complicated but incorrect.
- Don't translate word for word from your language. Many words have more than one meaning or translation, so if you use a dictionary, use it carefully.

c) Editing

- When you have finished writing your sketch, check it by looking for mistakes and seeing how you can improve it.

d) Practice

- Practise reading your sketch **aloud** as many times as possible with clear pronunciation and intonation.
- Don't try to speak too fast. It is more important to speak **clearly** than fast. Ask yourself if your audience will understand your sketch easily.
- Finally, memorizing your sketch will help you because you will remember the vocabulary and expressions long after the performance.



Unit 5

WRITING YOUR OPINION FOR A MESSAGE BOARD

a) Content

- In Unit 2 you wrote an opinion essay about your country. Writing to a message board is similar (you are writing about your opinion) but simpler and less formal.
- You can use opinion expressions: *In my opinion / From my point of view / I must disagree with / I couldn't agree more (with the view that.) / I agree up to a point (with / that) / does Jonathan Ross honestly believe?*
- You can use linkers: *although / despite / but / as well as / what's more / also / however / otherwise.*
- You can use comparatives: *much more reasonable than / (not) as efficient as / different from / (not) the same as / similar to.*

b) Style

- The main difference between writing to a message board to express your opinion and an opinion essay, is that the style of the former is more similar to **spoken language**.
- You don't need the formalities of an opinion essay: the introductory paragraph and the conclusion are unnecessary. One paragraph is usually sufficient.
- Your paragraph is usually short – nobody wants to read a long, boring message – and expresses only one or two points.
- At the beginning, you can make a reference to the topic or to another person's opinion.

I agree up to a point with your view of the Eurovision Song Contest, but...

- You can use informal language.

You can't be serious! You must be joking!
Come off it! I wouldn't dream of...

- You can use contractions: *don't / isn't / shouldn't*, etc.
- Here is an example paragraph (based on the advice above) to a message board about wearing school uniforms.

I couldn't agree more that wearing school uniforms should be abolished. In my view, although this tradition exists at many schools, it is authoritarian and can be humiliating for teenagers who want to be treated with more respect and not like small children. Those who say that it helps discipline can't be serious! Give children more freedom and there will be less need for discipline. Don't you agree?

Frank Elliot, Liverpool.

c) Editing

- When you finish a writing exercise, check spelling, verb forms and grammar, punctuation and good use of vocabulary and linkers. Ask yourself how you can improve it, and make some changes.
- Imagine your teacher is reading your text. Is your answer really relevant to the question? Is your message clear and easy to understand?

Unit 6

WRITING AN ADVERT

a) Aims and objectives

- Choose an **objective** that you can identify with, e.g. If you are an ecologist, you will probably have a lot of ideas for a *Greenpeace* advert. If you are a vegetarian, it will be harder for you to write an advert for hamburgers.
- Decide **where** your advert will appear (on a poster, in a newspaper, in a magazine etc.) and how big it will be.
- Decide **who** you want to influence: teenagers (boys or girls) / housewives / students / children / adults in general / car drivers, etc.

b) Techniques

- Decide **how** you will try to attract attention to your advert and how you will influence people.
 - By using **sensational language and compound adjectives**.
 - A once in a lifetime experience!
 - The best decision of your life!
 - Remember, only until the end of this month!
 - For a long-lasting effect.
 - A never-to-be-forgotten experience!
 - By making people think about **morals and ethics**.
 - A small donation from you can help save a life in Africa.
 - By using **rational arguments** related to the consequences of an action.
 - This shampoo can make your hair feel softer and give you more confidence.
 - By appealing to people's **vanity**.
 - Spoil yourself – you deserve it!
 - Your friends will really envy you!
 - You'll look and feel ten years younger!

c) Style

- Decide on the **style** to use for this type of text:
 - Use **rhyme** to make people remember.
 - Don't be dense – you know it makes sense!
 - Be smart – don't start! (drugs / smoking)
 - Use **questions** to make people think.
 - Could you possibly say no?
 - Wouldn't the world be a better place?
 - Don't you think so?
 - Are you so blind?
 - Use **alliteration** (repetition of the same sound).
 - Bartie bakes better biscuits. Buy Bartie's!
 - Use **imperatives**.
 - Don't be a fool!
 - Don't delay – do it today!
 - Don't forget, today's children are tomorrow's parents.
 - Call this number now!
 - Use **graphics** (a photo or an illustration appropriate to your objective).

d) Editing

- Take your time and compose a **first version** of your advert. Then look through it and decide: if it is boring or if it is interesting; if it expresses your message clearly or not; if it will influence people or not; if it contains too much/too little text. Then decide if any changes would make it better.
- Now write your **second version** and remember to check it for spelling, punctuation, verb forms etc.



Unit 7

WRITING A COMPLETE DESCRIPTION OF A PERSON

a) Content

Age

- You can start by mentioning the person's age.
She's about twenty. / He's a teenager. / She's a bit older than me.

Physical appearance

- You can then talk about the most characteristic aspects of the person's physical appearance.
- Revise Adjectives and Parts of the Body in the Vocabulary Section of Unit 7.
*She's got long blonde hair.
He's blue-eyed.
She looks very Spanish, with dark-brown eyes, black hair and smooth, dark skin.
He's a bit taller than me but not much.*

Personality

- It is also important to mention what you like / don't like about this person.
- Revise Personality Adjectives in the Vocabulary Section of Unit 5.
*Mike is one of the most sensitive and thoughtful people I know.
I like Caroline because she's very sincere but I don't like the way she is so stubborn.
Paul is the kind of person who will always try to help you if you've got a problem.*

Clothes

- To complete the description of the person's physical appearance, you can mention the kind of clothes he/she usually wears.
*He usually wears casual clothes, like a T-shirt and jeans.
She is always well-dressed and always wears the latest fashions.*

Work / studies

- When you start to mention other aspects about the person, remember to say what he/she does, whether

he/she works or studies and how important these things are in his/her life.

He is studying Economics at university and wants to open his own business when he finishes.

She is working in a supermarket during the holidays but she would like to find something less boring.

Lifestyle, hobbies and abilities

- After talking about the professional side of the person, you can point out some of his/her hobbies and interests.
*He's a very quiet person and doesn't go out much.
He prefers to stay at home and read or do things with his computer, although he likes going for long walks in the country and he enjoys fishing.
Claire is really sociable and outgoing. There is nothing she enjoys more than clubbing at the weekend.
David's really good at science subjects but he's terrible at languages.*

Relationship

- To complete the description you should talk about the person's relationship with other. Is he / she married or single? Has he / she got a girlfriend / boyfriend? Is it a serious relationship? Has he / she got many friends / a best friend / brothers and sisters?
*Andrew has been going out with Catherine for nearly two years. I think they're quite serious.
Rachel used to have a boyfriend but she isn't going out with anyone now.
John's got an older brother and a younger sister. Although he's got a lot of friends, his best friend is definitely his cousin Steve.*

Details

- To conclude, mention things that make this person special.
*Joe is a very nocturnal person and likes to read or listen to music until about 4 o'clock in the morning.
Louise adores dancing and goes to discos at least three times a week!
Elena is crazy about music and spends a fortune on CDs and going to concerts.
She never wears any make-up or jewellery.*

Unit 7

b) Style

- It can be boring if you begin every sentence with the same subject, for example: **He** is... / **he** has ... / **he** likes... / **he** works...
- Try to use a **variety** of subjects and **linkers** when constructing sentences.

Rachel really loves sport. Furthermore, some people say she could be a champion one day, though that won't be easy. On the other hand, you can often see her at discos with her boyfriend, although she never stays out really late.

- It isn't necessary to repeat the subject pronoun (*he, she, etc.*) after *and, but* and *or*.

Marty loves music and works in a music shop at weekends.

She loves clubbing but never goes out from Monday to Friday.

At weekends Jack plays football and tennis or goes camping with some friends.

c) Editing

- When you have finished your description, check that you have described all the above aspects of the person. Also check your spelling and that you have used the correct verb forms.



Unit 8

DESCRIBING AN INVENTION

a) Content

- To describe an invention you should include the following aspects in your text:

Function

The electric shaver is a wonderful invention that allows men to shave quickly and without needing hot water. It is used by millions of men all over the world.

Where and when it was invented and who it was invented by

It was invented in the 1920s by the Canadian Jacob Schick, who didn't have any hot water in his house.

Information about how to use it

To use it, you simply plug it into an electric socket and slowly move it up and down and around your face. Furthermore, some models even work with batteries, which makes it even more useful.

What it looks like (details of its shape and size)

A modern electric shaver can be as small as a mobile phone and weighs about the same. Some even look like phones!

What it is made of

Electric shavers are normally made of a plastic case with metallic components.

Any additional information of interest

Another advantage of these shavers is that they are very useful when travelling, before important meetings and at other moments when appearance is important.

How much it costs and where you can buy it

Nowadays, electric shavers are not very expensive and can be bought in shops that sell electrical goods, as well as in most supermarkets.

How recommendable the invention is

Although they have become very popular, personally I still prefer the fresher, cleaner feeling of an old-fashioned shave with shaving cream and hot water.

b) Style

- Use relative clauses:
 - who didn't have any hot water / a wonderful invention that allows men to / ...batteries, which makes it even more useful.
- Use a variety of verbs:
 - allows / plug it into / move it up and down / weighs / when you need to / when travelling / prefer
- Use the passive:
 - It is used by / It was invented / are normally made of / can be bought / are sold
- Use a variety of adjectives and adverbs:
 - wonderful / quickly / hot / cold / slowly / normally / plastic / metallic / useful / important / fresh / clean / old-fashioned
- Use comparatives:
 - even more useful / as small as / the same (as) / fresher / cleaner
- Use linkers:
 - furthermore, / nowadays / as well as / although
- Use a dictionary to help you to check vocabulary – don't invent words!

Unit 9

WRITING A FORMAL LETTER

a) Structure

Addressing a letter

- Write your address (**not** your name) and the date in the top right corner of your letter. Then write the name and address of the person you are writing to on the left side of your letter.
- If you know the person's name, begin *Dear Mr. Brown* (not *Dear Mr. John Brown*).
- If you are writing to a woman, use *Dear Mrs. Brown* if she is married; *Dear Miss Brown* if she is single; and *Dear Ms Brown* if you don't know if she is married or single.
- If you don't know the person's name, begin *Dear Sir/Madam*.

Paragraph 1 – Introduction

- Starting your letter: briefly explain why you are writing.

I am writing to you about the Ecology Camp in Alaska that you are organising this summer. I was advised to write to you by a good friend of mine, Marta MacDonald, whom you interviewed in the month of April. I hope it is not too late to apply as I am very interested in participating in this adventure.

Paragraph 2 – Interests and experience

- Give more **detail about why** you are writing. Include **relevant** information about your **interests and experience**.

I am a sixteen-year-old student at Hamilton Comprehensive School, Birmingham. Although I have no experience of ecology camps, I am a lover of nature and have always enjoyed camping in natural surroundings. I am physically fit and, as a lover of nature, I am very interested in learning how to survive in the wild. As regards my character, I am a very hard-working and friendly person and particularly enjoy working as part of a team.

Paragraph 3 – Additional information

- Include any other relevant information and ask for any **further information** you would like.

As a very ecologically-minded person I would enjoy helping to monitor the effects of pollution. Could you please let me know if I would also have the opportunity of sailing with the whales, which I am sure would be a wonderful experience? I would be grateful if you would send me further information about prices and travel arrangements to and from Alaska. I will finish my last exam at school on June 25th and will be free and available until September 12th.



Unit 9

Paragraph 4 – Closing

- Ending your letter. Say goodbye in an appropriate and polite manner.

I would be very grateful if you could send me this information as soon as possible and I very much hope that you will find me acceptable for the Ecology Camp.
I look forward to hearing from you.

- To finish the letter, use these expressions:
 - *Yours faithfully*, if you began the letter *Dear Sir / Madam*.
 - *Yours sincerely*, if you began the letter *Dear* + the person's name.

b) Style

- Use only the non-contracted forms: *I am writing to you to...* / *I would appreciate*, etc.
- Use only formal language: ~~great~~ – excellent; ~~I want to~~ – *I would like to*; ~~okay~~ – satisfactory; ~~tell me~~ – please let me know; ~~I'd love to~~ – *I would really like to*; ~~write soon~~ – *I look forward to hearing from you soon*.
- Remember to use object relative pronouns, e.g. *The summer camp that you are organising* not *The summer camp you are organising*.

Unit 10

NARRATING AN EVENT

a) Content

- Use your imagination. You can be a popstar, filmstar, a top model, a president – anything you want.

b) Style

- Use **expressive** verbs, adjectives and adverbs to make your description more interesting.
 - Simple sentence: **He gave her a kiss and told her he loved her.**
 - More expressive sentence: **He kissed her softly and whispered that he loved her.**
- Use linkers. Note the difference between these two texts:

I finished my exams. I didn't feel happy. I felt empty. I didn't know what to do with my time. I was still thinking about those exams. Louise invited me to her party. I felt better.

Although I had just finished my exams, instead of being happy, I felt empty, not knowing what to do with my time. However, when Louise invited me to her party, I immediately felt much better. What's more, I immediately forgot about my exams.

- Using direct speech can make your narrative more dramatic.

Just when I was thinking that nobody was going to stop me, I heard a voice of authority say, 'Excuse me sir, we would like to ask you some questions, if you don't mind.'

- Use modal verbs and other grammatical constructions that you have studied in this book (defining relative clauses, the passive etc.).

The Spanish girl who won the Olympic gold medal must have been delighted. Although she had been training for three years, she knew the other athletes had been very well prepared too.

- Use a variety of tenses to make your story more interesting.

I had hidden the money and I was going to tell my story to the police, convinced that they would believe me.

c) Editing

Remember to check your spelling, (with a dictionary if necessary), punctuation and verb forms. Correct your mistakes and think about how you can make your sentences more expressive.

