

# 1. Grammar

## 1.1 Verbs

- 1 There are three classes of verbs in English.

### **Auxiliary verbs *do, be, and have***

These are used to form tenses, and to show forms such as questions and negatives.

### **Modal auxiliary verbs**

*Must, can, should, might, will, and would* are examples of modal auxiliary verbs. They 'help' other verbs, but unlike *do, be, and have*, they have their own meanings. For example, *must* expresses obligation; *can* expresses ability.

### **Full verbs**

These are **all** the other verbs in the language, for example, *play, run, help, think, want, go, see, eat, enjoy, live, die, swim*, etc.

- 2 *Do, be, and have* can also be used as full verbs with their own meanings.

### ***do***

*I do my washing on Saturdays.*

*She does a lot of business in Eastern Europe.*

### ***be***

*We are in class at the moment.*

*They were at home yesterday.*

### ***have***

*He has a lot of problems.*

*They have three children.*

- 3 There are two forms of *have* in the present.

### ***have as a full verb***

*I have a job.*

*Do you have a flat?*

*He doesn't have a car.*

### ***have + got***

*I've got a job.*

*Have you got a flat?*

*She hasn't got a car.*

## 1.2 Auxiliary verbs and tenses

### 1 **be and the continuous forms**

*Be* + verb + *-ing* is used to make continuous verb forms which describe activities in progress and temporary activities.

*He's washing his hair.* (Present Continuous)

*They were going to work.* (Past Continuous)

*I've been learning English for two years.* (Present Perfect Continuous)

*I'd like to be lying on the beach right now.* (Continuous infinitive)

### 2 **be and the passive voice**

*Be* + past participle is used to form the passive.

*Paper is made from wood.* (Present Simple passive)

*My car was stolen yesterday.* (Past Simple passive)

*The house has been redecorated.* (Present Perfect passive)

*This homework needs to be done tonight.* (Passive infinitive)

There is an introduction to the passive on p135.

### 3 **have and the perfect forms**

*Have* + past participle is used to make perfect verb forms.

*He has worked in seven different countries.* (Present Perfect)

*She was crying because she had had some bad news.* (Past Perfect)

*I'd like to have met Napoleon.* (Perfect infinitive)

Perfect means 'completed before', so Present Perfect means 'completed before now'. Past Perfect means 'completed before a time in the past'.

## 2. Listening

### Polite and Impolite

**T1.4** Ruth is collecting her children, Nick and Lily, from school. Listen and complete the conversation. Which child is more polite? In what way?

Ruth So kids, \_\_\_\_\_ you have a good day at school?

Nick No.

Lily Yes, I \_\_\_\_\_. We \_\_\_\_\_ practising for the school concert.

Ruth Oh, lovely. \_\_\_\_\_ you have much homework?

Lily Ugh! Yes, I \_\_\_\_\_. Loads. I've got Geography, French, and Maths! \_\_\_\_\_ you got a lot Nick?

Nick Yeah.

Ruth Nick, \_\_\_\_\_ you remembered your football kit?

Nick Er ...

Lily No, he \_\_\_\_\_. He's forgotten it again.

Ruth Oh, Nick you know it needs washing. \_\_\_\_\_ you playing football tomorrow?

Nick No.

Ruth Lily, \_\_\_\_\_ you need *your* sports kit tomorrow?

Lily Yes, I \_\_\_\_\_. I've got a hockey match after school. We're playing the High School.

Ruth \_\_\_\_\_ they beat you last time?

Lily Yes, they \_\_\_\_\_. But we'll beat them tomorrow.

Nick No, you \_\_\_\_\_! Your team's rubbish.

Ruth Ok, that's enough children. Do up your seatbelts! Let's go!



Rewrite Nick's lines in exercise 1 to make him sound more polite.

**T1.5** Listen and compare the conversations.

### 3. Reading And Speaking

#### The Kamaus from KENYA

#### PROFILE

**FATHER:** Boniface Kigotho Kamau, 35

**MOTHER:** Pauline Wanjiku, approximately 29 (exact age unknown)

**DAUGHTER:** Joyce Muthoni, 8

**DAUGHTER:** Sharon Wanjiru, 16 months

**Boniface and his wife, Pauline,** live in Ongata Rongai, a small town near the capital, Nairobi. They have two daughters: Joyce, who is in her third year of school, and 16-month-old Sharon.

Their home is a two-bedroom apartment, one of 20 in a **single-storey** block. Boniface works as a taxi driver at the international airport in Nairobi. Each morning he leaves home at 4.30am in his white Toyota – **cracked** windscreen, 200,000 miles on the clock – and is back by 10pm. On a good day he finds two clients. In a typical month he takes home about £140.

‘It’s a hard job but I like it,’ he says. ‘I meet new people, so I get some experience of the world – even though I have never been outside Kenya.’

Pauline is a **dressmaker** but isn’t working at the moment. She stays at home to look after the kids. The weekend is often the only time Boniface sees Joyce and Sharon. Boniface and Pauline met in 1994: ‘We liked each other immediately,’ says Boniface. ‘I didn’t want a woman from the city so when I learned that Pauline was from the country, I was pleased.’

They married in 1995 and at first they lived in a **slum**, and often didn’t have a lot to eat, just sukuma wiki (a green vegetable). Then, in 1996, Boniface won £60 in a cycle race. The money helped them move house to a better area and paid for driving lessons so that Boniface could become a taxi driver.

His salary doesn’t go far. Rent is £30 a month, and he gives the same amount to his parents, who don’t work. Also, as the most successful of six brothers and sisters, Boniface is expected to help their families too. He says, ‘I am always so **stressed** about money.’ Joyce’s school fees cost another £25 a month.

‘We are trying to give our children the best education,’ says Pauline, who, like her husband, never finished school. ‘Joyce wants to be a doctor.’

Next year, Sharon is going to preschool, so Pauline will have more time to start her own dressmaking business. By then, the family might have a new home. ‘This apartment is not a good place to raise a family,’ says Boniface. ‘The toilets are **communal** – one for every four families.’ Boniface plans to build a three-bedroom house in the suburbs of Nairobi.

- a. Someone who makes clothes
- b. With only one floor
- c. An old house in bad condition
- d. Shared by a group of people
- e. Broken
- f. Worried

# A. The Grammar

## Present Simple

### 1. Form

The form is the same for *I/we/you/they*.

*I **work** from 9–5 p.m.*

*They **don't work** full time.*

*Where **do** you **work**?*

*He/She/It*: add *-s* or *-es*, and use *does/doesn't* in questions and short answers.

*He **doesn't work** at weekends.*

*Where **does** she **live**?*

#### Short answer

*Do you live in Bristol?*

*Yes, **we do**.*

*Does he have a car?*

*No, **he doesn't**.*

### 2. Use

The Present Simple is used to express:

- 1 an action that happens again and again (a habit).

*I **go** to work by car.*

*She **drinks** ten cups of coffee a day.*

- 2 a fact that is always true.

*Ronaldo **comes** from Brazil.*

*My daughter **has** brown eyes.*

- 3 a fact that is true for a long time (a state).

*He **works** in a bank.*

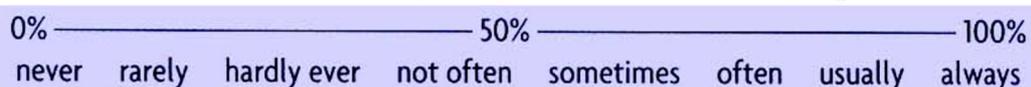
*I **live** in a flat near the centre of town.*

### 3. Spelling of he/she/it forms

- 1 Most verbs add -s to the base form of the verb.  
*wants eats helps drives*
- 2 Add -es to verbs that end in -ss, -sh, -ch, -x, and -o.  
*kisses washes watches fixes goes*
- 3 Verbs that end in a consonant + -y change the -y to -ies.  
*carries flies worries tries*  
But verbs that end in a vowel + -y only add -s.  
*buys says plays enjoys*

#### 4. Adverbs of Frequency

- 1 We often use adverbs of frequency with the Present Simple.



- 2 They go before the main verb, but after the verb *to be*.  
*I **usually** start at 9.00.*                      *They're **usually** here by now.*  
*I **rarely** see Peter these days.*              *We're **rarely** at home at weekends.*
- 3 *Sometimes* and *usually* can also go at the beginning or the end.  
***Sometimes** we play cards.*                      *We play cards **sometimes**.*  
***Usually** I go shopping with friends.*      *I go shopping with friends **usually**.*

# Present Continuous

## 1. Form

***am/is/are + verb + -ing***

*I'm playing tennis.*

*He's cooking lunch.*

*I'm not enjoying my new job.*

*They aren't working today.*

*What's he doing?*

*Where are you living?*

## 2. Use

The Present Continuous is used to express:

- 1 an activity that is happening now.

*Don't turn the TV off. I'm watching it.*

*You can't speak to Lisa. She's having a bath.*

- 2 an activity that is not necessarily happening at the moment of speaking but is happening around now.

*Don't take that book. Jane's reading it.*

*I'm doing a French evening class this year.*

- 3 a temporary activity.

*Peter is a student, but he's working as a waiter during the holidays.*

*I'm living with friends until I find a place of my own.*

- 4 a planned future arrangement.

*I'm having lunch with Glenda tomorrow.*

*We're meeting at 1.00 outside the restaurant.*

### 3. State Verbs

- 1 There are certain groups of verbs that are usually only used in the Present Simple. Their meanings are related to states or conditions that are facts, not activities.

#### Verbs of thinking and opinions

believe	think	understand	suppose	expect	agree
doubt	know	remember	forget	promise	mean
imagine	realize	deserve	guess		

*I **believe** you.*

*Do you **understand** what I mean?*

*I **know** his face, but I **forget** his name.*

#### Verbs of emotions and feelings

like	love	hate	care	hope
wish	want	prefer	adore	dislike

*I **like** black coffee.*

*Do you **want** to go out?*

*I **don't care**.*

#### Verbs of having and being

belong	own	have	possess	contain	cost	seem
matter	need	depend	weigh	resemble	fit	involve

*This book **belongs** to Jane.*

*How much **does it cost**?*

*He **has** a lot of money.*

#### Verbs of the senses

look	hear	taste	smell	feel	sound
------	------	-------	-------	------	-------

*The food **smells** good.*

*My hair **feels** soft.*

We often use *can* when the subject is a person.

*I **can** hear someone crying.*

***Can** you smell something burning?*

- 2 Some of these verbs can be used in the Present Continuous, but with a change of meaning. In the continuous, the verb expresses an activity, not a state. Compare:

*I **think** you're right.*

(opinion)

*We're **thinking** of going to the cinema.*

(mental activity)

*He **has** a lot of money.*

(possession)

*She's **having** a bad day.*

(activity)

*I **see** what you mean.*

(= understand)

*Are you **seeing** Nigel tomorrow?*

(activity)

*The soup **tastes** awful.*

(state)

*I'm **tasting** the soup to see if it needs salt.*

(activity)

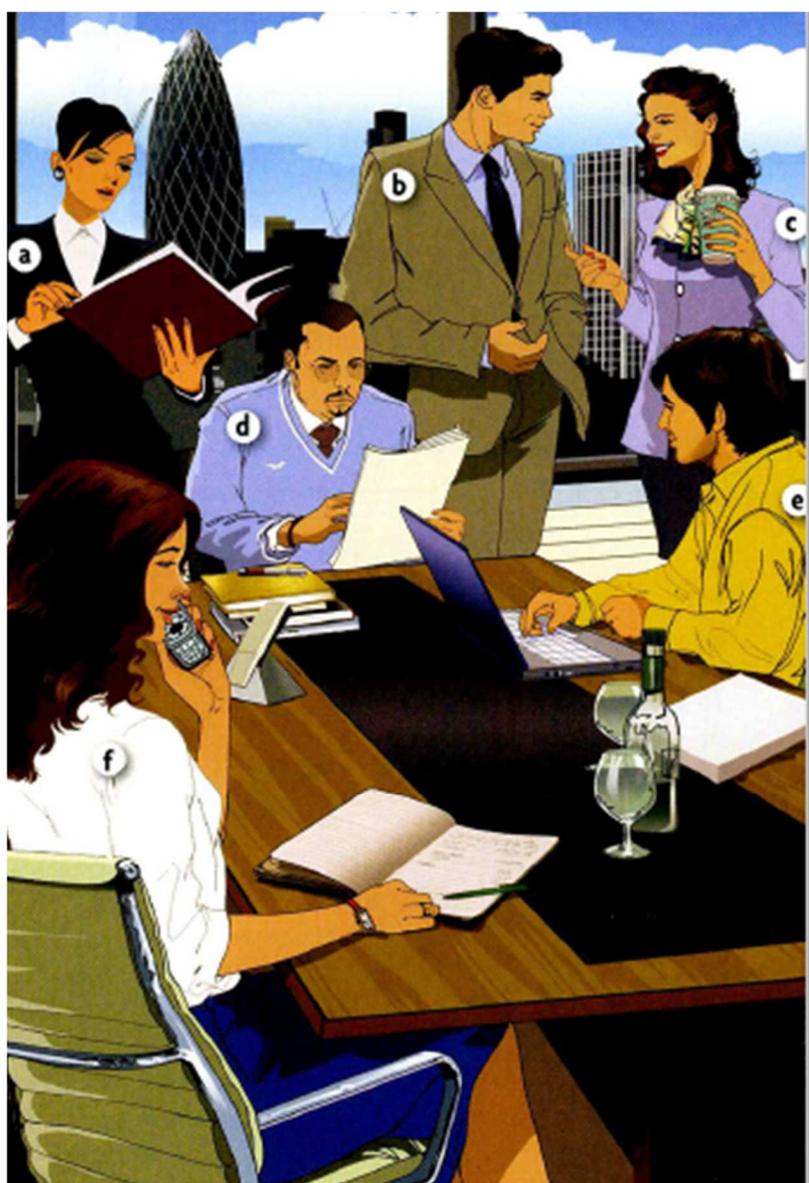
## B. Listening

### 1. Listen to T2.2 and complete the sentences.

- 1 I \_\_\_\_\_ with my parents during term-time.
- 2 I \_\_\_\_\_ day today.
- 3 ... it \_\_\_\_\_ work at all. Time \_\_\_\_\_ by.
- 4 The restaurant \_\_\_\_\_ redecorated at the moment ...
- 5 I \_\_\_\_\_ because it's challenging, but I \_\_\_\_\_ surfing.
- 6 The boards \_\_\_\_\_ in South Africa.
- 7 We rarely \_\_\_\_\_ at the weekend or Christmas Day ...
- 8 Now we're lambing, so we \_\_\_\_\_, either.

### 2. Listen to (T2.5) to two people talking about who's who in the office. What are their names? What are their jobs?

<input checked="" type="checkbox"/> Simon	<b>Accountant</b>
<input type="checkbox"/> Edward	<b>Human Resources (HR) Manager</b>
<input type="checkbox"/> Anna	<b>Managing Director (MD)</b>
<input type="checkbox"/> Jenny	<b>Personal Assistant (PA)</b>
<input type="checkbox"/> Matthew	<b>Information Technology (IT) Manager</b>
<input type="checkbox"/> Christina	<b>Sales Director</b>



## C. Reading And Speaking

# *The life of a hard-working future King*

His eccentric habits are known to the world, but the Prince of Wales has every reason to feel content. A man with wide interests and deep passions, he is finally happily married. **DANIELLA KENT** reports.

**1** **P** **PRINCE CHARLES** is often portrayed as bad-tempered and spoilt. There are stories that every day seven eggs are boiled for his breakfast so that he can find one that is cooked just the way he likes it. His toothpaste is squeezed onto his toothbrush for him. And his bath towel is folded over a chair in a particular way for when he gets out of his royal bath.

He has an enormous private staff – secretaries, deputy secretaries, press officers, four valets, two butlers, housekeepers, two chefs, two chauffeurs, ten gardeners, an army of porters, handymen, cleaners and maids. They are expected to get everything right. When HRH (His Royal Highness) feels they have performed their duties well, they are praised in a royal memo. But if they have made mistakes, they are called into his study and told off. The Prince can get so angry that he has been known to have tantrums, throwing things and screaming with rage.



# A. Grammar

## Past Simple

### 1. Form

The form of the Past Simple is the same for all persons.

*He **left** at three o'clock.*

*They **arrived** three weeks ago.*

*She **didn't finish** on time yesterday.*

*I **didn't visit** my parents last weekend.*

*When **did** he **finish** the report?*

*What time **did** his train **leave**?*

#### Short answer

Did you enjoy the meal?

Yes, we **did**./No, we **didn't**.

### 2. Use

The Past Simple is used to express:

- 1 a finished action in the past.

*We **met** in 2000.*

*I **went** to Manchester last week.*

*John **left** two minutes ago.*

- 2 actions that follow each other in a story.

*Mary **walked** into the room and **stopped**. She **listened** carefully. She **heard** a noise coming from behind the curtain. She **threw** the curtain open, and then she **saw** ...*

- 3 a past situation or habit.

*When I **was** a child, we lived in a small house by the sea. Every day I **walked** for miles on the beach with my dog.*

This use is often expressed with *used to*. See 3.5 on p136.

*We **used to** live in a small house ... I **used to** walk for miles ...*

### 3. Time Expressions

Look at the time expressions that are common with the Past Simple.

I met her		last night. two days ago. yesterday morning. in 2001. in summer. when I was young.
-----------	--	---

# Past Continuous

## 1. Form

**was/were + verb + -ing**

*I was learning French.*

*They were driving to Paris.*

*We weren't waiting for a long time.*

*What were they doing?*

*Where was he studying?*

**Short answer**

*Were you looking for me?*

*Yes, I was./No, I wasn't.*

*Were they waiting outside?*

*Yes, they were./No, they weren't.*

## 2. Use

The Past Continuous is used:

- 1 to express activities in progress before, and probably after, a particular time in the past.

*At seven o'clock this morning I was having my breakfast.*

*You made a lot of noise last night. What were you doing?*

- 2 for descriptions.

*Jan looked beautiful. She was wearing a green cotton dress. Her eyes were shining in the light of the candles that were burning nearby.*

- 3 to express an interrupted past activity.

*When the phone rang, I was having a shower.*

*While we were playing tennis, it started to rain.*

- 4 to express an incomplete activity.

*I was reading a book during the flight. (I didn't finish it.)*

*I watched a film during the flight. (the whole film)*

## 3. Past Simple or Past Continuous

- 1 Sometimes both tenses are possible. The Past Simple focuses on past actions as complete facts. The Past Continuous focuses on the duration of past activities. Compare:

**A** *I didn't see you at the party last night.*

**B** *No. I stayed at home and watched the football.*

**A** *I didn't see you at the party last night.*

**B** *No, I was watching the football at home.*

- 2 Questions in the Past Simple and Past Continuous refer to different time periods. The Past Continuous asks about activities before; the Past Simple asks about what happened after.

**A** *What were you doing when the accident happened?*

**B** *I was shopping.*

**A** *What did you do when you saw the accident?*

**B** *I phoned the police.*

## B. Listening

1. Listen (T3.5) to four people saying what they did last night. Who said these lines? Write a number 1-4.

- I went for a drink with a couple of friends.
- We talked for a bit.
- I didn't do much.
- I got home about nine.
- I had an early night.
- I didn't get home till about midnight.
- I did some stuff on the computer.
- Quite a late night for me!

## C. Reading and Speaking

### SPOKEN ENGLISH Making an opinion stronger

- 1 Adverbs like *very*, *really*, *just*, and *absolutely* help make an opinion stronger.  
*It's good.* → *It's **very** good.* → *It's **really** good.*  
*It's bad!* → *It's **just** awful!* → *It's **absolutely** awful!*
  - 2 We can use an adverb to qualify an adjective or a verb.  
*He's **really great**, isn't he?*  
*I **really don't like** his sense of humour.*
- Find more examples in the conversation in exercise 1.

## Exercise 1

Make these opinions stronger. Use a wide voice range to sound enthusiastic.

- 1 She's quite nice. *She's absolutely wonderful!* 
- 2 The film was good. *just brilliant*
- 3 The hotel's all right. *really fabulous*
- 4 I like dark chocolate. *absolutely adore*
- 5 I quite like Peter. *really love*
- 6 The book wasn't very good. *absolutely awful*
- 7 I don't like noisy bars. *just can't stand*

**T 3.18** Listen and repeat.

# The Grammar

## *Has / have to*

### 1. Form

#### ***has/have + to + infinitive***

*You **have to** go to school.*

*She **has to** study hard.*

*He **doesn't have to** wear uniform.*

*We **don't have to** take exams.*

***Does she have to** study maths?*

***Do they have to** leave now?*

### 2. Use

- 1 *Have to* expresses strong obligation.  
*You **have to** work hard if you want to succeed.*
- 2 *Have to* expresses a general obligation based on a law or rule, or based on the authority of another person.  
*Children **have to** go to school until they are 16.*  
*Mum says you **have to** clean your room before you go out.*
- 3 *Have to* is impersonal. It doesn't necessarily express the opinion of the speaker.  
*The doctor says I **have to** lose weight.*  
*People all over the world **have to** learn English.*
- 4 *Have to* has all verb forms. *Must* doesn't.  
*I **had to** work last night. (Past)*  
*You'll **have to** study hard. (Future)*  
*She's rich. She's never **had to** do any work. (Present Perfect)*  
*I hate **having to** get up on winter mornings. (-ing form)*

### 3. have got to

- 1 *Have got to* is common in British English but it is more informal than *have to*. It is more spoken than written.  
*I've got to go now. See you!*  
*We've got to get up early tomorrow.*  
*I'm in trouble! You've got to help me!*
- 2 *Have got to* expresses an obligation now, or on a particular occasion soon.  
*I've got to stop eating ice-cream! It's too yummy!*  
*I usually start work at 9.00, but tomorrow I've got to start at 8.00.*  
*Now he's 21, he's got to learn to be responsible.*  
*You've got to pay me back tomorrow.*
- 3 *Have to* expresses a general repeated obligation.  
*I always **have to** tell my parents where I'm going.*  
*Teachers **have to** prepare lessons and correct homework.*

## Modal and Related Verbs

These are the modal verbs:

*can, could, may, might, will, would, shall, should, must, ought to.*

They are used before other verbs and add meanings, such as certainty, possibility, obligation, ability, and permission.

You **must** be exhausted.

I **can** swim.

It **might** rain.

### Form

- 1 There is no -s in the third person singular.  
*She can ski. He must be tired. It might rain.*
- 2 There is no *do/does/don't/doesn't* in the question or negative.  
*What should I do? Can I help you? You mustn't steal!*  
*He can't dance. I won't be a minute.*
- 3 Modal auxiliary verbs are followed by the infinitive without *to*.  
The exception is *ought to*.  
*You must go. I'll help you. You ought to see a doctor.*
- 4 They have no infinitives and no -ing forms. Other expressions are used instead.  
*I'd love to be able to ski.*  
*I hate having to get up on cold winter mornings.*
- 5 They don't usually have past forms. Instead, we use them with Perfect infinitives.  
*You should have told me that you can't swim. You might have drowned!*  
Or we use other expressions.  
*I had to work hard in school.*
- 6 *Could* is used with a past meaning to talk about a general ability.  
*I could swim when I was six. (= general ability)*  
To talk about ability on one specific occasion, we use *was able to/managed to*.  
*The prisoner was able to/managed to escape by climbing onto the roof of the prison.*

### Use

- 1 Modal verbs express our attitudes, opinions, and judgements of events. Compare:  
'Who's that knocking on the door?'  
'It's John.' (This is a fact.)  
'Who's that knocking on the door?'  
'It could/may/might/must/should/can't/'ll be John.' (These all express our attitude or opinion.)
- 2 Each modal verb has at least two meanings. One use of all of them is to express possibility or probability. (See Units 5 and 11.)  
*I must post this letter! (= obligation)*  
*You must be tired! (= deduction, probability)*  
*Could you help me? (= request)*  
*We could go to Spain for our holiday. (= possibility)*  
*You may go home now. (= permission)*  
'Where's Anna?' 'I'm not sure. She may be at work.' (= possibility)

## Permission : *can and be allowed to*

### Can is a modal verb

#### 1. Use

The main use of *can* is to express ability.

*I can swim.*

*Can and be allowed to* express permission. *Can* is more informal and usually spoken.

*You can borrow my bike, but you can't have the car. I need it.*

*They can't come in here with those muddy shoes!*

*You're allowed to get married when you're 16.*

*Are we allowed to use a dictionary for this test?*

### B. Listening

1. Choose the correct verb to complete the sentences. After that listen to T4.1 and check.

- 1 I don't get on with my boss. Do you think I *should / must* look for another job?
- 2 We're giving Tom a surprise birthday party. You *shouldn't / mustn't* tell him about it.
- 3 Please Dad, *can / must* I go to Tom's party? It'll be great.
- 4 You *should / have to* drive on the left in Britain.
- 5 Do you *must / have to* wear a uniform in your job?
- 6 Are you *can / allowed to* take mobile phones to school?
- 7 I *must / had to* go to bed early when I was a child.
- 8 You *mustn't / don't have to* go to England to learn English, but it's a good idea.

## C. Reading and Speaking

# Back to the 1970s

- 1 The TV company, Channel 4, transported a typical 21st century family back in time to the 1970s. The Gregory family live in a large house in Milton Keynes. Fifteen years ago the father, Jon, set up his own business and made a fortune. The children, Hannah, 12, and Josh, 10, have huge bedrooms full of expensive hi-tech toys and clothes. They don't have to help at all with the running of the house.
- 2 This is all very different from Jon's childhood in the 70s. He grew up in a small council house in Leeds, one of five children brought up by their father after his mother died. Discipline, order and thrift ruled his life. "We ate what we were given. We walked to school and we had to share all the household chores. We had to do what we were told. Dad was very strict."
- 3 The TV company transformed the Gregorys' house and their lives. For two weeks the family had to go back to the 70s and live Jon's childhood. The house was stripped of all modern gadgets and equipment. Hannah and Josh had to wash and iron their own clothes, do all the washing-up, and help dig the vegetable garden. The family car was exchanged for a battered, old VW van and they had to live on just £39 a week.
- 4 At first there were tears and furious rows as the children tried to adjust. Hannah couldn't believe that she wasn't allowed to buy hair mousse and was horrified to find her wardrobe emptied, leaving her with just jeans, two tops and a 'Sunday Best'. Josh had to give up watching his wide-screen television and take up the piano. They didn't have to walk to school but were filled with embarrassment when their dad drove them to the school in their 'new' van.
- 5 However, gradually Hannah and Josh learnt to appreciate small treats. They enjoyed eating the vegetables they'd dug up from the garden. They made some extra money by selling cookies they'd baked to their neighbours. They started to save rather than spend and understand the value of a £90 pair of trainers.



## What should today's parents do?

It's difficult to get things right as a parent. Jon says: "We shouldn't give in to our kids' demands. There's no feeling like getting something you've worked really hard for." Hannah now has £30 in the bank, all earned by doing extra jobs round the house. She has learnt some valuable lessons about life and she doesn't buy hair mousse any more!

# A. The Grammar

## will/going to and the Present Continuous

### 1. Form

#### Positive and negative

*I'll see you later.*

*I won't be late.*

*We're going to stay in a hotel.*

*We aren't going to rent a cottage.*

*I'm meeting Jan for lunch.*

*I'm not seeing her till 2.00.*

#### Question

*When will you be back?*

*Where are you going to stay?*

*What time are you seeing Jan?*

### 2. Fact and predictions

#### **will**

- 1 The most common use of *will* is as an auxiliary verb to show future time. It expresses a future fact or prediction. It is called the pure future or the Future Simple.

*We'll be away for two weeks.*

*Those flowers won't grow under the tree. It's too dark.*

*Our love will last forever.*

*You'll be sick if you eat all those sweets!*

- 2 *Will* for a prediction can be based more on an opinion than a fact.

*I don't think Laura will do very well in her exam. She doesn't do any work.*

*I am convinced that inflation will fall to three per cent next year.*

#### **going to**

- 1 *Going to* can also express a prediction, especially when it is based on a present fact. There is evidence now that something is certain to happen.

*She's going to have a baby.*

(We can see she's pregnant.)

*Our team is going to win the match.*

(It's four-nil, and there are only five minutes left to play.)

*It isn't going to rain today.*

(Look at that beautiful blue sky.)

- 2 Sometimes there is no difference between *will* and *going to*.

*This government will ruin the country.*

*This government is going to ruin the country.*

### 3. Plans, decisions, intentions, and arrangements

#### **will**

*Will* is used to express a decision, intention, or offer made at the moment of speaking.

<i>I'll have the steak, please.</i>	NOT	<del><i>I have the steak ...</i></del>
<i>Give me a call. We'll go out for coffee.</i>	NOT	<del><i>We go ...</i></del>
<i>There's the phone! I'll get it.</i>	NOT	<del><i>I get ...</i></del>

#### **going to**

*Going to* is used to express a future plan, decision, or intention made before the moment of speaking.

*When I grow up, I'm going to be a doctor.*  
*Jane and Peter are going to get married after they graduate.*  
*We're going to paint this room blue.*

### 4. Arrangements

- 1 The Present Continuous can be used to express a future arrangement between people. It usually refers to the near future.

*We're going out with Jeremy tonight.*

*I'm having my hair cut tomorrow.*

*What are we having for lunch?*

- 2 Think of the things you put in your diary to remind you of what you are doing over the next few days and weeks. These are the kinds of events that are expressed by the Present Continuous for the future. There is often movement or activity.

*I'm meeting Peter tonight.*

*The Taylors are coming for dinner.*

*I'm seeing the doctor in the morning.*

- 3 You can't use the Present Simple for this use.

<i>We're going to a party on Saturday night.</i>	NOT	<del><i>We go ...</i></del>
--	-----	-----------------------------

<i>I'm having lunch with Sarah.</i>	NOT	<del><i>I have ...</i></del>
-------------------------------------	-----	------------------------------

<i>What are you doing this evening?</i>	NOT	<del><i>What do you do ...</i></del>
---	-----	--------------------------------------

- 4 Sometimes there is no difference between an arrangement and an intention.

*We're going to get married in the spring.*

*We're getting married in the spring.*

## B. Listening

**1 T 5.1** Hannah and Dan are expecting their first baby. They're looking at the photos in the newspaper. Listen to their conversation. Answer the questions.

- 1 What is Hannah worried about?
- 2 Why is Dan surprised?
- 3 What do the scientists say about the future?
- 4 What examples of global warming does Hannah mention?
- 5 How does Dan try to reassure Hannah? What does he say?

**2** Listen again and complete the lines with the *exact* words from the conversation.

- 1 What \_\_\_\_\_ the world \_\_\_\_\_ like when he or she grows up?
- 2 Don't they make you worry about what \_\_\_\_\_ happen in the future?
- 3 Of course, things \_\_\_\_\_ change a lot in the next hundred years, ...
- 4 No one says it \_\_\_\_\_ get warmer or it \_\_\_\_\_ get warmer any more.
- 5 Scientists say that it definitely \_\_\_\_\_ warmer.
- 6 They say temperatures \_\_\_\_\_ rise by up to 4°C.
- 7 You \_\_\_\_\_ a baby soon.
- 8 We \_\_\_\_\_ do our bit.
- 9 OK, but maybe it \_\_\_\_\_ help. It \_\_\_\_\_ too late already.

## C. Reading and Speaking

### 1 Life expectancy

Within 50 years, living to a 100 while still enjoying active, healthy lives will be the norm. Professor Richard Miller of the University of Michigan says: '  We will be able to do the same for humans.' So with regular injections, centenarians will be as vigorous as today's sixty-year-olds. Women will be able to give birth well into old age; their biological clocks could be extended by ten years.

### 2 Growing body parts

Professor Ellen Heber-Katz says: 'People will take for granted that injured or diseased organs can be repaired in much the same way as we fix a car.  Damaged parts will be replaced. Within 50 years whole-body replacement will be routine.' But doctors will need huge supplies of organs for transplant. Where will they come from? Scientists say these could be grown inside animals from human cells.

### 3 Understanding the brain

We don't yet know how the brain gives us our awareness of being alive. 'But,' says Professor Susan Greenfield of Oxford University, 'in 50 years' time we may have a clearer idea of how the brain generates consciousness.' Studies of the brain and the nature of consciousness will bring much greater understanding of disorders such as schizophrenia and depression.  Other scientists go further than Professor Greenfield. They believe that by 2060 computers will develop their own consciousness and emotions. Human beings may eventually be replaced by computers in some areas of life.

## **D. Writing**

### **An Informal Letter**

An informal letter is a non-official letter that we usually use to write to our friends, family, or relatives. These letters are personal letters that are not used for official purposes. There could be many reasons for which we write these letters to our family and friends. We write them a letter to spread our news.

#### **1. The Topics**

There could be many topics to write informal letters. Let us see here some of them:

- Inviting a friend for a ceremony, say for a birthday
- Calling a friend for a trip or holiday
- Asking sorry or apologizing to someone for mistakes you have done
- Congratulating a friend for his success or achievement
- Writing to ask for the wellbeing of a person
- Invitation for a marriage
- Asking for help from someone
- Informing about someone's demise in family or friends

#### **2. Format of Informal Letter**

The format of an informal letter should include the following things:

- Address of the sender
- Date of writing a letter
- Address of receiver
- Salutation/Greeting
- Body of the letter
- Conclusion
- Signature of the sender

[Address of the Sender]

Date:

Dear (name of person)

Body of the letter:

Paragraph 1: Ask for the wellbeing of the person

Paragraph 2: The main reason to write the letter

Paragraph 3: Conclusion and end of the letter

Yours lovingly,

Name of sender

## Birthday Party Invitation Letter

33, Fifth Avenue,  
4th cross road  
Mumbai - 89  
Maharashtra

Date: 18th June 2020

Dear Preeti,

How are you? How are your family members? How is the weather there? Hope you are doing well. I am also fine here.

I am writing this letter to invite you for my birthday party which will be celebrated on 30th June 2020. The party will be conducted in my Lonavala's farmhouse. It will begin at 6 PM in the evening. The complete address of the venue is (\_\_\_\_). If you have any confusion regarding the address you can directly call me on my phone number.

It's been a long time since we have seen each other. And I will be really very happy if you can attend my birthday party. Waiting to meet you soon.

Take care.

With Love,

Pooja

## Letter to Father

33, Fifth Avenue,  
4th cross road  
Mumbai - 89  
Maharashtra

Date: 18th June 2020

Dear Dad (or how you address your father)

How are you? How are your family members? How is the weather there? Hope you are doing well. I am also fine here.

I am writing this letter to inform you that I have ranked first in my university for the last semester exam. I am sure you will be happy to hear this news. Please inform Mother also for the same.

It's been a long time since we have seen each other. I am planning to come home in the coming vacation. We will celebrate this achievement together. Waiting to meet you soon.

Take care until then.

Take care.

With Love,

Pooja

## **A. The Grammar Information Questions**

### **1. What and Which**

*What* and *which* can be followed by a noun.

***What colour*** are your eyes?

***What size*** shoes do you take?

***What sort*** of music do you like?

***Which part*** of town do you live in?

***Which way*** do we go?

***Which one*** do you want?

### **2. Whose**

*Whose* can be followed by a noun.

***Whose book*** is this?

***Whose*** is this book?

### **3. How**

*How* can be followed by an adjective or an adverb.

***How tall*** are you?

***How big*** is the memory?

***How far*** is it to the station?

***How often*** do you go to the cinema?

***How long*** does it take you to get ready?

*How* can be followed by *much* or *many*.

***How many*** rooms are there?

***How much*** money do you have?

#### 4. What ..... like? How...?

- 1 *What ... like?* asks about the permanent nature of people and things. It asks for a general description.

*What's Indian food like?*

*Really tasty.*

*What's Pete like?*

*He's a great guy.*

- 2 *How ...?* asks about the present condition of something. This condition can change.

*How's work these days?*

*It's better than last year.*

*How was the traffic this morning?*

*It was worse than usual.*

To ask about the weather, we can use both questions.

How's the weather

What's the weather like

where you are?

- 3 *How ...?* asks about people's health and happiness.

*How's Peter?*

*He's fine.*

- 4 *How ...?* asks about people's reactions and feelings.

*How's your meal?*

*How's your new job?*

#### B. Listening

Match (T6.1) a question with an answer.

DESCRIBING PEOPLE	
1 <input checked="" type="checkbox"/> e What's she like?	a She's in her twenties.
2 <input type="checkbox"/> What does she look like?	b She likes dancing and shopping.
3 <input type="checkbox"/> What does she like doing?	c Five foot eight.
4 <input type="checkbox"/> How tall is she?	d She's quite tall and pretty.
5 <input type="checkbox"/> What colour eyes has she got?	e She's really nice. Very easy-going.
6 <input type="checkbox"/> How old is she?	f She's fine.
7 <input type="checkbox"/> What kind of clothes does she wear?	g Brown.
8 <input type="checkbox"/> What's her hair like?	h It's sort of long, fair, and wavy.
9 <input type="checkbox"/> How is she?	i Not smart. Casual. She has a lot of style.

## C. Reading and Speaking

- 1 Q How much is your house worth?**  
**A** About £6 million.
- 2 Q What is your kitchen like?**  
**A** There are two. The beach kitchen is simple. The house kitchen is futuristic. I don't know how everything works, so it's all a bit 'alien' to me.
- 3 Q How big is it?**  
**A** 45 sq m
- 4 Q What's your favourite thing?**  
**A** The three ovens, but they take up too much space. The lift that brings the groceries from the five-car garage is handy.
- 5 Q How much time do you spend in the kitchen?**  
**A** About seven to eight hours a day. But not cooking. It's the room we live in.
- 6 Q How many meals do you cook a day?**  
**A** Two to three, if you count cereal and bagels. But only one, if you mean actually doing things with real food.
- 7 Q What's in your fridge and cupboards?**  
**A** Fruit, vegetables, champagne, milk, yoghurt, pâté, cheeses, crisps, and cereal. Lots of take-away food. And dog food.
- 8 Q What would make your life easier in the kitchen?**  
**A** A chef. We do everything for the kids ourselves. No nannies, housekeepers, or cooks for them.
- 9 Q Who helps you?**  
**A** My husband and kids take food out of take-away containers and put it on plates. Does that count as helping?
- 10 Q How often do you sit down and eat together as a family?**  
**A** Every morning and evening.
- 11 Q How much do you spend on groceries every week?**  
**A** £300. Everything is low-fat and organic, pre-packed and prepared. It's all delivered.
- 12 Q What can you see from your kitchen windows?**  
**A** A panoramic, 180-degree view of the Pacific Ocean.
- 1 Q How much is your house worth?**  
**A** To rebuild it would cost about £1,250.
- 2 Q What is your kitchen like?**  
**A** It's small, dark, and crumbling. I dislike just about everything about it. It's so old.
- 3 Q How big is it?**  
**A** 5 sq m
- 4 Q What's your favourite thing?**  
**A** The stone where I grind my spices.
- 5 Q How much time do you spend in the kitchen?**  
**A** Six to seven hours a day – sometimes more. I'm always cooking or washing.
- 6 Q How many meals do you cook a day?**  
**A** Two or three.
- 7 Q What's in your fridge and cupboards?**  
**A** We don't have a fridge. On shelves I have lentils, rice, spices such as chillies, turmeric powder, some vegetables, and salt.
- 8 Q What would make your life easier in the kitchen?**  
**A** Running water. A daughter-in-law would be good as well! But God has given me life and I am grateful.
- 9 Q Who helps you?**  
**A** My eldest son helps when he has time. My younger son isn't well and needs constant care. My husband doesn't help.
- 10 Q How often do you sit down and eat together as a family?**  
**A** Men eat before women in our community. We don't eat together.
- 11 Q How much do you spend on groceries every week?**  
**A** £4. Sometimes less. It depends how much money we have.
- 12 Q What can you see from your kitchen windows?**  
**A** I have no windows in my kitchen.

## **D. Writing Formal Emails**

Email is the most common form of business communication for most of us, so it's important to get it right. Although emails usually aren't as formal as letters, they still need to be professional to present you and your company's good image.

### ***How to write a formal email***

Follow these five simple steps to make sure your English emails are perfectly professional.

1. Begin with a greeting
2. Thank the recipient
3. State your purpose
4. Add your closing remarks
5. End with a closing

#### **1. Begin with a greeting**

Always open your email with a greeting, such as "**Dear Lillian**". If your relationship with the reader is formal, use their family name (e.g., "**Dear Mrs. Price**"). If the relationship is more casual, you can say, "**Hi Kelly**". If you don't know the name of the person you are writing to, use: "**To whom it may concern**" or "**Dear Sir/Madam**".

#### **2. Thank the recipient**

If you are replying to a client's inquiry, you should begin with a line of thanks. For example, if someone has a question about your company, you can say, "**Thank you for contacting ABC Company**". If someone has replied to one of your emails, be sure to say, "**Thank you for your prompt reply**" or "**Thanks for getting back to me**". Thanking the reader puts him or her at ease, and it will make you appear more polite.

### **3. State your purpose**

If you are starting the email communication, it may be impossible to include a line of thanks. Instead, begin by stating your purpose. For example, **"I am writing to enquire about ..."** or **"I am writing about..."**.

Make your purpose clear early on in the email, and then move into your email's main text. Remember, people want to read emails quickly, so keep your sentences short and clear. You'll also need to pay careful attention to grammar, spelling, and punctuation so that you present a professional image of yourself and your company.

### **4. Add your closing remarks**

Before you send your email, it's polite to thank your reader one more time and add some polite closing remarks. You might start with **"Thank you for your patience and cooperation"** or **"Thank you for your consideration"** and then follow up with, **"If you have any questions or concerns, don't hesitate to let me know"** and **"I look forward to hearing from you"**.

### **5. End with a closing**

The last step is to include an appropriate closing with your name. **"Best regards"**, **"Sincerely"**, and **"Thank you"** are all professional. Avoid closings such as **"Best wishes"** or **"Cheers"** unless you are good friends with the reader. Finally, before you hit the send button, review and spell check your email one more time to make sure it's truly perfect!

## 6. Signature

Be sure to have set your emails to end with all the important information about you, including:

- name and surname
- job title
- relative details about your company (name, address..)
- link to the company website

### **Example 1: Delay with the delivery of an order**

*Subject: Delivery delay*

*Dear Mr Pascal,*

*We regret to inform you that we will not be able to respect the deadline previously agreed for the delivery of your order. Our supplier has warned us today that they are experiencing supply problems, which will result in a delay in our production chain. We count on your understanding and thank you for your patience.*

*Please accept our apologies.*

*Best regards,*

**Example 2: Replying to a job advertisement**

*Subject: Web Content Editor position*

*Dear Sir/Madam,*

*With reference to your job ad in xxx, I would like to submit my application for the position of Web Content Editor in your company.*

*I graduated in Communication Sciences at the University of xxx and worked for several years in a Digital Agency as Content Specialist. I believe my skills and experience are in line with the requirements for the job position. I will be glad to introduce myself in an interview, that will allow you to better evaluate my possible recruitment.*

*Please find attached a copy of my resume. I look forward to hearing from you.*

*Yours faithfully,*

## A. The Grammar

### Present Perfect

#### 1. Form

##### **has/have + past participle**

*I've lived in Rome.*

*She's lived in London.*

*He hasn't lived here long.*

*They haven't bought their flat.*

*How long have they known Peter?*

*How long has she been married?*

#### 2. Use

##### a. Unfinished past

The Present Perfect expresses an action that began in the past and still continues.

*We've lived in the same house for 25 years.*

*How long have you known each other?*

*They've been married for 20 years.*

##### b. Experience

The Present Perfect expresses an experience that happened at some time in one's life. The action is finished, but the effects of the action are still felt.

*I've been to the United States. (I still remember.)*

*Have you ever had an operation? (at any time in your life)*

*How many times has he been married? (in his life)*

Exactly *when* the action happened is not important. Questions and answers about definite times are expressed in the Past Simple.

*When did you go to the United States?*

*I broke my leg once.*

##### **Time expressions**

The adverbs *ever*, *never*, and *before* are common with this use.

*Have you ever been to Australia?*

*I've never tried bungee jumping.*

*I haven't tried sushi before.*

### c. Present result

The Present Perfect expresses a past action that has a present result. The action is usually in the recent past.

*The taxi **hasn't arrived** yet.* (We're still waiting for it.)

*What **have** you **done** to your lip?* (It's bleeding.)

We often announce news in the Present Perfect.

***Have** you **heard**? The Prime Minister **has resigned**.*

*Susan's **had** her baby!*

Details will be in the Past Simple.

*She **resigned** because she **lost** a vote of no confidence.*

*It's a boy. He **weighed** 3.5kg.*

#### Time expressions

The adverbs *yet*, *already*, and *just* are common with this use.

*I haven't done my homework **yet**.* (negative)

*Has the postman been **yet**?* (question)

*I've **already** done my homework.*

*She's **just** had some good news.*

### 3. Present Perfect or Present Simple

- 1 The Present Perfect can express unfinished actions. The Past Simple expresses completed actions.

#### Present Perfect

*I've lived in Texas for six years.*

(I still live there.)

*I've written several books.*

(I can still write some more.)

#### Past Simple

*I lived in Texas for six years.*

(Now I live somewhere else.)

*Shakespeare wrote 30 plays.*

(He can't write any more.)

- 2 The Present Perfect refers to indefinite time. The Past Simple refers to definite time. Notice the time expressions used with the two tenses.

#### Present Perfect – indefinite

I've done it		for a long time.
		since July.
		before.
		recently.

I've already done it.

I haven't done it yet.

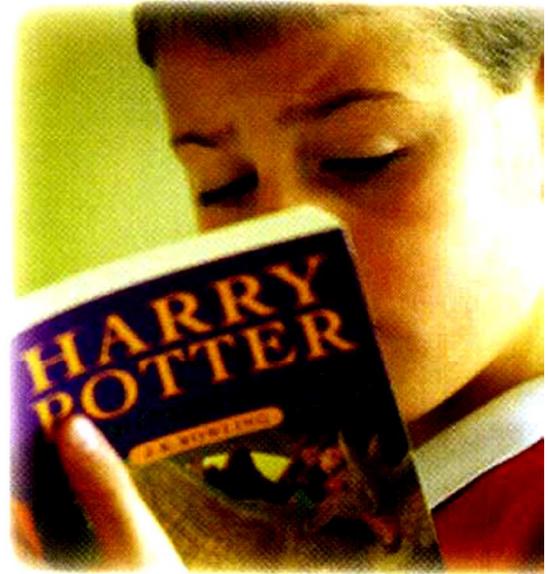
#### Past Simple – definite

I did it		yesterday.
		last week.
		two days ago.
		at eight o'clock.
		in 1987.
		when I was young.
		for a long time.

## B. Listening

**T 7.3** Jack, aged 10, is a big fan of Harry Potter books. Listen and complete the questions he was asked. What are his answers?

- 1 How long have you been a fan of the books?
- 2 How many of the books \_\_\_\_\_?
- 3 Which \_\_\_\_\_ like best?
- 4 \_\_\_\_\_ any of the Harry Potter films? \_\_\_\_\_ like them all?
- 5 Have you any idea how many Harry Potter books \_\_\_\_\_ in the world?
- 6 What \_\_\_\_\_ about the author?
- 7 \_\_\_\_\_ a lot of your friends \_\_\_\_\_ the books?
- 8 I know as well as Harry Potter you have another passion. How long \_\_\_\_\_ football?
- 9 What would you rather do this afternoon? Read a Harry Potter or play football?



## **C.Writing**

### **Telling a Story**

Here are some storytelling tips that can help you strengthen your narratives and engage your audience:

1. Choose a clear central message. A great story usually progresses towards a central moral or message. When crafting a story, you should have a definite idea of what you're building toward. If your story has a strong moral component, you'll want to guide listeners or readers to that message; it's important to be very clear on the central theme or plot point you are building your story around.
2. Embrace conflict. As a storyteller, you can't shy away from conflict. Great storytellers craft narratives that have all sorts of obstacles and hardships strewn in the path of their protagonists. To be satisfied with a happy ending, audiences have to watch the main characters struggle to achieve their goals. Compelling plots are built on conflict, and you must embrace conflict and drama to become a better storyteller.
3. Have a clear structure. There are many different ways to structure a story, but the three ingredients a story must have are a beginning, middle, and end. A successful story will start with an inciting incident on a more granular level, leading to rising action, building to a climax, and ultimately settling into a satisfying resolution.
4. Mine your personal experiences. Whether you tell a real story directly based on personal experience, you can always look to your life for inspiration when coming up with new stories. Think about important experiences in

your real life and how you might craft them into narratives.

5. Engage your audience. Great storytelling requires you to connect with your audience, but much of how you captivate your audience depends upon the mode of storytelling you're using.
6. Observe good storytellers. Your personal stories will always be unique and specific to you, but there's no better way to learn how to craft and deliver a narrative than by watching storytellers you admire relate their own stories.
7. Narrow the scope of your story. If you're telling a true story from your own life, it can be hard to choose the important main points that you should include. Many people tend to include every detail and end up inundating their audience with facts that dilute the central story arc. Choose a clear beginning and end to your story, then write the key plot events as bullet points between them.

# A. The Grammar

## Conditions

There are many different ways of making sentences with *if*. It is important to understand the difference between sentences that express:

- possible conditions = first conditional
- improbable conditions = second conditional
- impossible conditions = third conditional
- no condition = zero conditional

### Possible conditions

*If I see Dave, I'll tell him to call you.*

This is a sentence about reality.

- If I see Dave ...* = a real possibility
- ... I'll tell him to call you.* = the result of a possible situation

### Improbable conditions

*If I had the money, I'd buy a Mercedes.*

This is a sentence which is contrary to reality.

- If I had the money ...* = not impossible. The reality is I don't have the money.
- ... I'd buy a Mercedes.* = the result of an improbable situation

### Impossible conditions

*If I'd known you were coming, I'd have cooked you a meal.*

This is a sentence about an impossible situation. It didn't happen, and now it's too late to change the result.

- If I had known ...* = impossible, because I didn't know.
- I'd have cooked ...* = the result of an impossible situation.

### No conditions

*If I get a headache, I take an aspirin.*

*If metal is heated, it expands.*

These are sentences that are always true. They refer to 'all time', and are called zero conditionals. *If* means *when* or *whenever*.

## 1. Second conditional: improbable conditions

### a. Form

**if + Past Simple, would + verb**

**Positive**

*If I **won** some money, I'd **go** around the world.  
My father **would kill** me **if** he **could** see me now.*

**Negative**

*I'd **give up** my job **if** I **didn't like** it.  
If I **saw** a ghost, I **wouldn't talk** to it.*

**Question**

*What **would** you **do** **if** you **saw** someone shoplifting?  
If you **needed** help, who **would** you **ask**?*

### b. Use

- 1 We use the second conditional to express an unreal situation and its probable result. The situation or condition is improbable, impossible, imaginary, or contrary to known facts.  
*If I **were** the president of my country, I'd **increase** taxes.* (But it's not very likely that I will ever be the president.)  
*If my mother **was** still alive, she'd **be** very proud.* (But she's dead.)  
*If Ted **needed** money, I'd **lend** it to him.* (But he doesn't need it.)
- 2 *If I were you, I'd ...* is used to give advice.  
*If I **were** you, I'd apologize to her.*  
*I'd take it easy for a while **if I were** you.*
- 3 When the condition is understood, it is common to find the result clause on its own.  
*What would you do if you had lots of money?  
I'd **travel**.*  
*I'd **give** it all away.*  
*I'd **buy** my mum and dad a nice house. They'd **love** that!*  
*You'd **give away** your last penny!*
- 4 *Would* can express preference.  
*I'd love a cup of coffee.*  
*Where **would** you like to sit?*  
*I'd rather have coffee, please.*  
*I'd rather not tell you, if that's all right.*  
*What **would** you rather do, stay in or go out?*
- 5 *Would* can express a request.  
***Would** you open the door for me?*  
***Would** you mind lending me a hand?*

## 2. Third Conditional: impossible conditions

### a. Form

***if + Past Perfect, would + have + past participle***

#### Positive

*If I'd (had) worked harder, I'd (would) have made more money.  
They'd (would) have been here hours ago if they'd (had) followed my directions.*

#### Negative

*If I hadn't seen it with my own eyes, I wouldn't have believed it.  
If you'd listened to me, you wouldn't have got lost.*

#### Question

*What would you have done if you'd been me?  
If the hotel had been full, where would you have stayed?*

### b. Use

We use the third conditional to express an impossible situation in the past and its probable result. It is too late! These things didn't happen.

*If she'd known he was cruel, she wouldn't have married him.  
My parents wouldn't have met if they hadn't studied at Oxford University.*

# Modal Verbs Of Probability

## 1. Probability in the present and future

- 1 *Must* and *can't* express the logical conclusion of a situation.  
*must* = logically probable  
*can't* = logically improbable  
We don't have all the facts, so we are not absolutely sure, but we are pretty certain.  
*He must be exhausted. He hasn't slept for 24 hours!*  
*Sue can't have a ten-year-old daughter! She's only 24!*  
*He's in great shape, even though he must be at least 60!*  
*A walk in this weather! You must be joking!*  
*Aren't they answering? They must be in bed. They can't be out this late!*
- 2 *May/might/could* express probability in the present or future.  
*May/might + not* is the negative. *Couldn't* is rare in this use.  
*He might be lost.*  
*They may be stuck in traffic.*  
*You could win the lottery this week. Who knows?*  
*Dave and Beth aren't at home. They could be at the concert, I suppose.*  
*We may go to Greece for our holiday. We haven't decided yet.*  
*Take your umbrella. It might rain later.*  
*I might not be able to come tonight. I might have to work late.*  
*They may not know where we are.*
- 3 The continuous infinitive is formed with *be + -ing*.  
*You must be joking!*  
*They can't still be eating!*  
*Peter might be working late.*  
*They may be coming on a later train.*  
*I could be sitting on a beach right now.*

## 2. Probability in the past

- 1 The perfect infinitive is formed with *have + past participle*.  
*He must have caught a later train.*  
*They might have lost our phone number.*
- 2 These forms express degrees of probability in the past.  
*He must have been exhausted.*  
*She can't have told him about us yet.*  
*The letter may have got lost in the post.*  
*He might have changed his mind.*  
*They could have moved house.*
- 3 The continuous infinitive is formed with *have + been + -ing*.  
*She must have been joking.*  
*They can't have been trying very hard.*  
*He could have been lying to you.*

## B. Listening

**T 11.5** Christina is calling Rachel. Read and listen to Rachel's side of the conversation. What do you think has happened?

R Hello.

C ...

R Hi, Christina, what on earth's wrong? Tell me.

C ...

R Oh, no! That's terrible. When?

C ...

R They must have known no one was at home. What did they take?

C ...

R Had you saved everything?

C ...

R Thank goodness. What else is missing?

C ...

R Not your camera! Well at least you still have your photos. Oh, and Ella's expensive leather jacket! Does she know?

C ...

R She's going to get such a shock when she gets back – and she's got her final exams soon.

C ...

R Yeah, that's good. I know she always takes it with her to lectures. Have you called the police?

C ...

R Good. Have they any idea who might have done it?

C ...

R So it wasn't just *your* flat then? Is there much mess? Did they ransack the place?

C ...

R Oh, how awful! Your lovely clothes. Did they take any of them?

C ...

R Yes, of course, and anyway, it must be really difficult to see exactly what's missing.

C ...

R Look, Christina you're obviously really upset. I'm coming round. I'll help you tidy up. I'll be there in 15 minutes.

C ...



## A. The Grammar

### Reported speech and thought

- 1 It is usual for the verb in the reported clause to move 'one tense back' if the reporting verb is in the past tense (e.g. *said, told*).

Present → Past

Present Perfect → Past Perfect

Past → Past Perfect

*will* → *would*

'I'm **going**.' *He said he **was going**.*

'She's **passed** her test.' *He told me she **had passed** her test.*

'My father **died** when I was six.' *She said her father **had died** when she was six.*

'I'll **see** you later.' *She said **she'd** see me later.*

The verb also moves 'one tense back' when we are reporting thoughts and feelings.

*I thought she **was** married, but she isn't.*

*I didn't know he **was** a teacher. I thought he **worked** in a bank.*

*I forgot you **were coming**. Never mind. Come in.*

*I didn't realize you **were** here.*

*I hoped you **would** call.*

- 2 There is no tense change if ...

... the reporting verb is in the present tense (*says*).

'The train **will be** late.' *He says the train **will be** late.*

'I **come** from Spain.' *She says she **comes** from Spain.*

... the reported speech is about something that is still true.

'Rain forests **are being** destroyed.'

*She told him that rain forests **are being** destroyed.*

'I **hate** football.'

*I told him I **hate** football.*

- 3 Some modal verbs change.

*can* → *could*

*will* → *would*

*may* → *might*

'She **can** type well.' *He told me she **could** type well.*

'I'll help you.' *She said she'd help me.*

'I **may** come.' *She said she **might** come.*

Other modal verbs don't change.

'You **should** go to bed.' *He told me I **should** go to bed.*

'It **might** rain.' *She said she thought it **might** rain.*

Must stays as *must*, or changes to *had to*.

'I **must** go!' *He said he **must/had to** go.*

## 1. Reporting verbs

- 1 We rarely use *say* with an indirect object.

*She said she was going.* NOT ~~*She said to me ...*~~

- 2 *Tell* is always used with an indirect object in reported speech.

She told	me the doctor us her husband	the news.
----------	---------------------------------------	-----------

- 3 We can use *that* after *say* and *tell*.

*He told her (that) he would be home late.*

*She said (that) sales were down from last year.*

- 4 Many verbs are more descriptive than *say* and *tell*, for example:

explain	promise	invite	insist	admit
complain	warn	offer	refuse	

Sometimes we report the idea, rather than the actual words.

'I'll lend you some money.' *He offered to lend me some money.*

'I won't help you.' *She refused to help me.*

- 5 There are different verb patterns.

verb + *sb* + infinitive

*He told me to go away.*

*They asked me to teach them English.*

*I invited her to come.*

*We encouraged him to apply for the job.*

*She reminded me to post her letter.*

verb + infinitive

*She promised to help.*

*They offered to lend me some money.*

verb + *that* + clause

*He explained that he would be home late.*

*She complained that she never had any free time.*

*They admitted that sales were down that year.*

*I agreed that it would be best to stop trying.*

- 6 We use *tell* for reported statements and reported commands, but the form is different.

#### **Reported statements**

*He told me that he was going.*

*She told them what had been happening.*

#### **Reported commands**

*He told me to keep still.*

*The police told people to move on.*

- 7 We use *ask* for reported commands and reported questions, but the form is different.

#### **Reported commands**

*He asked me to open my suitcase.*

*She asked me to leave.*

#### **Reported questions**

*He asked me what I did for a living.*

*She asked me why I had come.*

- 8 For negative commands, use *not* before *to*.

*He told me not to tell anyone.*

*The police warned people not to go out.*

## **2. Reported questions**

- 1 The word order in questions is different in reported speech. There is no inversion of subject and auxiliary verb and there is no *do/does/did*.

‘Why have you come here?’ *I asked her why she had come here.*

‘What time is it?’ *He wants to know what time it is.*

‘Where do you live?’ *She asked me where I lived.*

- 2 If there is no question word (*What, Who, Why, Where, ...*), use *if* or *whether*.

She wants to know | if | she should wear a dress.  
                                  | whether |

- 3 The rules are the same when we report questions that are thoughts.

*I didn't know what was happening.*

*I wondered where she'd bought her dress.*

*We couldn't understand what they were saying.*

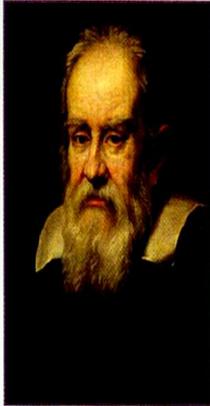
## B. Reading and Speaking

### GALILEO GALILEI 1564-1642

Galileo was born in Pisa, Italy. He spent years observing the movements of the planets through a telescope. At the time it was generally thought that the earth was the centre of the universe. Galileo believed, as Copernicus had done seventy years before, that the earth rotated on its axis once daily and travelled round the sun once every year. At the time, this was a fantastic concept, and considered dangerous by the Church.

In 1633 he was found guilty of heresy, and spent the final years of his life imprisoned in his own home.

Galileo is referred to as the 'father of modern science'. He paved the way for the separation of science and religion.



#### HE SAID

*'All truths are easy to understand once they are discovered; the point is to discover them.'*

#### THEY SAID

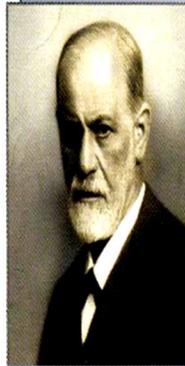
*'The proposition that the sun is in the centre of the world is absurd, philosophically false, and heretical; it is contrary to Holy Scriptures.'*

### Sigmund Freud 1856-1939

Sigmund Freud was born in Austria. He developed the technique of psychoanalysis in his treatment of patients with mental disorders. His most famous book, *The Interpretation of Dreams*, was published in 1900.

Freud argued that we all have an unconscious mind as well as a conscious one. The unconscious is where our motivations originate and our fears are buried. Memories, especially from childhood, have a huge influence on the way we are now, but we are largely unaware of their significance. We deny or resist becoming conscious of these motives.

Freud's proposals came at a time when strict scientific methods were seen as the only way to discover truth. By introducing the notion of the unconscious, Freud undermined the belief that we are in control of our actions, thoughts, and behaviours at all times.



He is commonly referred to as 'the father of psychoanalysis' and his work has been highly influential.

#### HE SAID

*'The mind is like an iceberg, it floats with one-seventh of its bulk above water.'*

#### THEY SAID

*'His ideas are unverifiable. His attitude to scientific research is irresponsible.'*

# Unit 10

## 10.1 Noun Phrases

### 10.1 NOUN PHRASES

A noun phrase is a group of words before and/or after a noun.

*book* = **noun**

*a book*  
*my book*  
*this book*  
*some books*  
*the book that I was reading*  
*my favourite cook book*

} = **noun phrases**

Grammatically speaking, these words are:

**articles** – *the, a/an*

**possessives** – *my, your, his, her ...*

**demonstratives** – *this, that, these, those*

**determiners** – *some, any, all, each, every ...*

**relative pronouns** – *who, that, which ...*

**compound nouns** – *notebook, address book ...*

## 10.2 Articles

### Indefinite articles

The indefinite articles *a/an* are used:

- 1 to say what something or somebody is.

*This is **a** book.*

*Jane's **a** teacher.*

*I'm **an** optimist.*

*He's **an** idiot.*

- 2 to refer to a thing or a person for the first time.

*She lives in **a** farmhouse.*

*He's going out with **a** model.*

*I bought **a** pair of shoes today.*

- 3 to refer to a thing or a person when it doesn't matter which one.  
*Can you lend me **a** pen?*  
*Shall we go for **a** drink?*

### **Definite article**

The definite article *the* is used:

- 1 to refer to a person or a thing known to the speaker and the listener.  
*Have you got **the** car keys?*  
*The children are in **the** garden.*
- 2 to refer to a person or a thing for the second time.  
*I got **a book** and **a computer** for Christmas. **The book** is about the British Empire. I haven't unpacked **the computer** yet.*
- 3 when it is clear which one(s) we mean.  
*I'm going to **the** shops. Do you want anything?*  
*Dave's in **the** kitchen.*  
*Did you enjoy **the** party?*  
*What's **the** score?*  
*Have you heard **the** news?*  
*We went to **the** same school.*  
*I'll meet you on **the** corner.*
- 4 to refer to the only one there is.  
***The** sky is very grey today.*  
***The** earth is older than we think.*  
***The** government in this country is rubbish.*  
***The** French like all things French.*
- 5 to refer to things in our physical environment that we all know.  
*I love walking in **the** country.*  
*People always talk about **the** weather.*  
*We can see **the** sea from our house.*  
*We're going to **the** cinema tonight.*
- 6 with superlatives.  
*You're **the best** teacher.*  
*He was **the first** boy I kissed.*
- 7 with some place names.  
***the** United States of America*  
***the** Eiffel Tower*  
***the** Pyramids*  
***the** British Museum*  
***the** Empire State Building*

## **Zero article**

No article (-) is used:

- 1 to refer to things or people in general.

*I like (-) cheese.*

*(-) Doctors earn more than (-) teachers.*

*I'm afraid of (-) dogs.*

*(-) English is spoken all over the world.*

*(-) Life is hard.*

- 2 in some common expressions.

### **places**

*He's at (-) work. She's at (-) home in (-) bed.*

*He's at (-) school. She's at (-) university.*

### **travel**

*I travel by (-) car/bus/train ...*

### **meals**

*We had (-) lunch at 12.00.*

*What do you want for (-) dinner?*

### **time**

*I'll do it (-) next week.*

*I saw her (-) last year.*

### **academic subjects**

*I'm no good at (-) maths.*

### **games**

*I like (-) chess.*

- 3 in some place names.

*I've travelled a lot in (-) Europe and (-) South America.*

*I live in (-) Station Road.*

*She studied at (-) Oxford University.*

*We walked in (-) Hyde Park.*

*We had lunch in (-) Carluccio's Restaurant.*

*The plane left from (-) Heathrow Airport.*

*I'll meet you at (-) St Pancras Station.*

*I climbed (-) Mount Everest.*

## 10.3 Possessives

### Possessive adjectives and pronouns

- 1 Possessive adjectives are used with a noun.

*This is **my** brother.*

*You must come and see **our** new house.*

***Their** teacher is new.*

- 2 The possessive pronouns are:

mine yours his hers ours theirs

They are used on their own.

*Don't touch that! It's **mine**.*

*Take it. It's **yours**.*

*Can you bring those books? They're **ours**.*

### Apostrophe 's and s'

- 1 's is used with singular nouns.

*Lorna's dog*

*Harry's girl-friend*

*the boy's father (= one boy)*

*'Whose is this?' 'It's my brother's.'*

*I've got a week's holiday.*

- 2 s' is used with regular plural nouns.

*my parents' house*

*the boys' father (= more than one boy)*

For irregular plurals we use 's.

*the children's room*

Notice we use 's with two people.

*We were at Alan and Carol's house last night.*

- 3 's is used with some places.

*I bought it at the chemist's.*

*I'm going to the hairdresser's.*

*You can buy stamps at a newsagent's.*

## 10.4 *all* and *every*

### ***all***

*All* can be used in different ways:

1 *all* + noun

*All men are born equal.*

*I like **all** kinds of music.*

*I invited **all** the students in my class.*

*I've loved the Beatles **all** my life.*

2 *all* + *of* + noun

*I invited **all of** the students in my class.*

*'How much did you eat?' 'All of it.'*

*'Who did she invite?' 'All of us.'*

3 *all* + adjective/adverb/preposition

*I'm **all wet**.*

*She lives **all alone**.*

*Tell me **all about** your holiday.*

4 pronoun + *all*

*The sweets are for everyone. Don't eat **them all**.*

*She loves **us all**.*

5 *all* + verb

*We **all support** Manchester United.*

*They have **all been** to university.*

*My friends **all love** you.*

### ***every***

*Every* is used with a singular noun.

***Every student** in the class passed the exam.*

*I've been to **every country** in Europe.*

## **all and every**

- 1 *All* is not usually used to mean everybody/everything.  
*All the people came to the party.* NOT ~~*All came ...*~~  
*Everybody came to the party.*  
*She lost **all** her possessions in the fire.* NOT ~~*She lost all in ...*~~  
*She lost **everything** in the fire.*
- 2 *All* can mean everything, but only in relative clauses.  
***All** I want for Christmas is you.*  
*That's **all** I need.*  
*I've told you **all** I know.*  
*Love is **all** you need.*

## 10.5 *themselves* and *each other*

### **Reflexive pronouns**

- 1 Reflexive pronouns are:

myself	yourself	himself	herself
itself	ourselves	yourselves	themselves

- 2 We use reflexive pronouns when the subject and object are the same.  
*I cut **myself** shaving.*  
*You could kill **yourself**.*  
*I'm going to buy **myself** something nice.*  
*Make **yourselves** at home.*  
*I hope you're enjoying **yourself**.*
- 3 They are used after prepositions.  
*You should be ashamed **of yourself**.*  
*She looked **at herself** in the mirror.*  
*I live **by myself**.*  
*Selfish people only think **of themselves**.*  
*I can look **after myself**.*
- 4 We use reflexive pronouns for emphasis.  
*Do you like the cake? I made it **myself**.*  
*My daughter can dress **herself** now.*  
*The manager **himself** interviewed me.*

### **each other**

*Each other* expresses the idea of one to another.  
*They looked at **each other**.*  
*We send **each other** birthday cards.*  
*They hate **each other**.*  
*We've known **each other** since childhood.*

**H.W.**

1. Correct the mistakes in these sentences.

- 1 I buy ~~my all~~ <sup>all my</sup> clothes in the market.
- 2 All was stolen in the burglary.
- 3 'Did they take any of your CDs?' 'All.'
- 4 In my family we like all football.
- 5 All enjoyed the party.
- 6 All of employees in my company work hard.

2. Complete the sentences with *all* / *everything* / *everybody* / *everyone*.

- 1 Two plus two is four. Everybody knows that.
- 2 \_\_\_\_\_ I want is you.
- 3 I'm having a terrible day. \_\_\_\_\_ is going wrong.
- 4 My girlfriend gets at me \_\_\_\_\_ the time.
- 5 My sister is really popular. She knows \_\_\_\_\_ ,  
and \_\_\_\_\_ knows her.