

# Unit 1

1.1 The aim in this unit is to revise what you already know

## Present tenses

*He lives with his parents.*

*I'm enjoying the course.*

## Past tense

*He went to America last year.*

*I started learning English two years ago.*

## Future forms

*I'm going to work as a doctor.*

*What are you doing tonight?*

2.2 Auxiliary Verbs

### Present Continuous

The Present Continuous uses the auxiliary verb *to be* in the positive, questions, and negatives.

#### Positive

*I'm studying medicine.*

*She's living at home.*

#### Question

*Are you enjoying the course?*

#### Negative

*We aren't learning French.*

### Present Simple and Past Simple

The Present Simple and the Past Simple use the auxiliary verb *do* in questions and negatives. There is no auxiliary verb in the positive.

#### Positive

*He lives in Spain.*

*We went out last night.*

#### Question

*Where does she work?*

*Who did you see yesterday?*

#### Negative

*I don't have a job.*

*They didn't watch TV.*

### 1.3 Questions

- 1 *Yes/No* questions have no question word.

*Are you hot? Does he smoke?*

- 2 Questions can also begin with a question word.

what where which how who when why whose

*Where's the station?*

*Why are you laughing?*

*Whose is this coat?*

*How does she go to work?*

- 3 *What, which, and whose* can be followed by a noun.

*What time is it?*

*Which coat is yours?*

*Whose book is this?*

- 4 *Which* is generally used when there is a limited choice.

*Which is your pen? The black one or the blue one?*

This rule is not always true.

*What* | newspaper do you read?  
*Which*

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

*How big is his new car?*

*How fast does it go?*

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

*How much is this sandwich?*

*How many brothers and sisters have you got?*

Ex.1

- 1 Match the questions and answers.

Where were you born?  
What do you do?  
Are you married?  
Why are you learning English?  
When did you start learning English?  
How often do you have English classes?

Two years ago.  
Twice a week.  
In Scotland.  
I'm a teacher.  
No, I'm not.  
Because I need it for my job.

Listen and check (T1.1)

Ex.2

2 Complete the text about Anton with verbs from the boxes.

present	past	future
come earn have like 'm living 'm working 'm saving	was born arrived had moved didn't speak	'm going back 'm going to study



**Anton Kristoff**  
from Toronto, Canada

**present** 'Hi! I'm Anton. I <sup>1</sup> come from Canada, but at the moment I <sup>2</sup> \_\_\_\_\_ here in New York. I <sup>3</sup> \_\_\_\_\_ as a bike messenger. I really <sup>4</sup> \_\_\_\_\_ New York, it's the center of the universe and it's very cosmopolitan. I <sup>5</sup> \_\_\_\_\_ friends from all over the world. I <sup>6</sup> \_\_\_\_\_ about \$100 a day in this job. That's good money. I <sup>7</sup> \_\_\_\_\_ money for my education.

Listen and check (T1.2)

## Unit 2

### 2.1 Present Simple

#### Form

##### Positive and negative

I You We They	live don't live	near here.
He She It	lives doesn't live	

#### Question

Where	do	I you we they	live?
	does	he she it	

*Do you like Peter?*

*Does he speak French?*

#### Short answer

*Yes, I do.*

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

#### Use

The Present Simple is used to express:

- 1 a habit.

*I **get up** at 7.30.*

*Jo **smokes** too much.*

- 2 a fact which is always true.

*Vegetarians **don't eat** meat.*

*We **come** from Spain.*

- 3 a fact which is true for a long time.

*I **live** in Oxford.*

*She **works** in a bank.*

## 2.2 Present Continuous

### Form

*am/is/are + -ing* (present participle)

### Positive and negative

I	'm (am) 'm not	working.
He She It	's (is) isn't	
You We They	're (are) aren't	

### Question

What	am	I	wearing?
	is	he she it	
	are	you we they	

### Short answer

*Are you going?*      **Yes, I am./No, I'm not.**      NOT ~~Yes, I'm.~~  
*Is Anna working?*      **Yes, she is./No, she isn't.**      NOT ~~Yes, she's.~~

### Use

The Present Continuous is used to express:

- 1 an activity happening now.  
*They're **playing** football in the garden.*  
*She can't talk now because she's **washing** her hair.*
- 2 an activity happening around now, but perhaps not at the moment of speaking.  
*He's **studying** maths at university.*  
*I'm **reading** a good book at the moment.*
- 3 a planned future arrangement.  
*I'm **seeing** the doctor at 10.00 tomorrow.*  
*What **are** you **doing** this evening?*

## 2.3 Have got/have

### Form

#### Positive

I/You/We/They	have 've got	two sisters.
He/She	has 's got	

#### Negative

I/You/We/They	don't have haven't got	any money.
He/She	doesn't have hasn't got	

#### Question

Do	I/you/ we/they	have	a new car?
Does	he/she		
Have	I/you/ we/they	got	a new car?
Has	he/she		

#### Short answer

Do you have an iPhone?

**Yes, I do./No, I don't.**

Have you got an iPhone?

**Yes, I have./No, I haven't.**

#### Note

We can use contractions ('ve and 's) with *have got*, but not with *have*.

*I've got a sister.*

*I have a sister.* NOT *I've a sister.*

#### Use

- 1 *Have* and *have got* mean the same. *Have got* is more informal. We use it a lot when we speak, but not so much when we write.

**Have you got the time?**

The UK **has** a population of 60 million.

In American English, *have + do/does* is much more common.

- 2 *Have* and *have got* express possession.

I have I've got	a new car.
She has She's got	three children.
He has He's got	blond hair.

- 3 When *have + noun* expresses an activity or a habit, *have* (not *have got*) is used. Look at these sentences.

**I have a shower every day.**

NOT ~~*I've got a shower every day.*~~

**What time do you have lunch?**

NOT ~~*What time have you got lunch?*~~

- 4 In the past tense, we use *had* with *did* and *didn't*.

**I had a bicycle when I was young.**

**Did you have a nice weekend?**

**I didn't have any money when I was a student.**

## Ex 1:

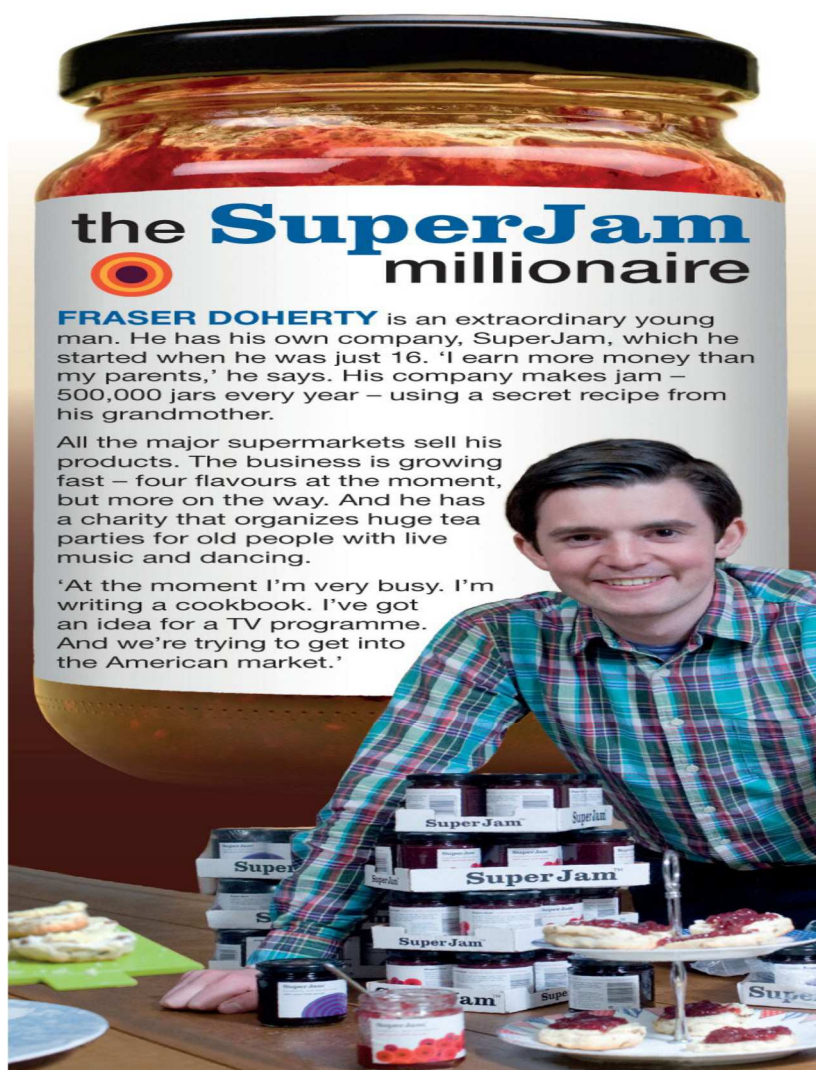
- Some verbs don't usually take the Present Continuous. Complete the sentences with a verb in the Present Simple in the correct form.

think	not know	not believe	look	not agree	love
mean	not matter	need	own	not understand	

- 1 'What time is it?' 'I don't know. Sorry.'
- 2 I'm thirsty! I \_\_\_\_\_ a drink.
- 3 I \_\_\_\_\_ your bag! Where did you get it?
- 4 'I \_\_\_\_\_ Thomas is stupid.'  
'I \_\_\_\_\_. I think he's very clever.'
- 5 Her English isn't very good. I \_\_\_\_\_ her.
- 6 He's very rich. He \_\_\_\_\_ a house in Mayfair.
- 7 You \_\_\_\_\_ sad! What's the matter?
- 8 'Sorry I forgot your birthday!' 'Don't worry. It \_\_\_\_\_.'
- 9 'I'm 74 years old.'  
'I \_\_\_\_\_ you! You don't look a day over 60!'
- 10 I don't understand *learn by heart*. What \_\_\_\_\_ it \_\_\_\_\_?

## Ex2

**T 2.2** Read and listen to the article about Fraser. What is his company? How old was he when he started it? What does his charity do?



**the SuperJam millionaire**

**FRASER DOHERTY** is an extraordinary young man. He has his own company, SuperJam, which he started when he was just 16. 'I earn more money than my parents,' he says. His company makes jam – 500,000 jars every year – using a secret recipe from his grandmother.

All the major supermarkets sell his products. The business is growing fast – four flavours at the moment, but more on the way. And he has a charity that organizes huge tea parties for old people with live music and dancing.

'At the moment I'm very busy. I'm writing a cookbook. I've got an idea for a TV programme. And we're trying to get into the American market.'

**6 T 2.5** Listen to Fraser. What does he like about his work? What does he say about friends and family? Complete the interviewer's lines.

1 It \_\_\_\_\_ to me you really love what \_\_\_\_\_!

2 \_\_\_\_\_ any free time?

3 \_\_\_\_\_ you \_\_\_\_\_ a girlfriend?

4 \_\_\_\_\_ you \_\_\_\_\_ much of your parents?



## Unit 3

### *Past Simple and Continuous*

#### 1. Past Simple

##### Form

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

##### Positive

I He/She/It You We They	finished arrived went	yesterday.
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##### Negative

The negative of the Past Simple is formed with *didn't*.

I He/She/It You We They	didn't (did not) arrive	yesterday.
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##### Question

The question in the Past Simple is formed with *did*.

When	did	she/you/they/etc.	arrive?
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*Did you go to work yesterday?*  
*Did it rain last night?*

##### Short answer

*Yes, I did.*  
*No, it didn't.*

##### Spelling of regular verbs

- 1 The normal rule is to add *-ed* or *-d*.  
work/**worked** start/**started** live/**lived** love/**loved**
- 2 Some short verbs with only one syllable double the consonant.  
stop/**stopped** plan/**planned**
- 3 Verbs ending in a consonant + *-y*, change the *-y* to *-ied*.  
study/**studied** carry/**carried**  
But ...  
play/**played** enjoy/**enjoyed**

There are many common irregular verbs. See the list on p158.

##### Use

The Past Simple expresses a completed past action. Notice some of the time expressions.

*We **played** tennis last Sunday.*  
*I **worked** in London in 2007.*  
*John **left** two minutes ago.*

## 2. Past Continuous

### Form

*was/were + verb -ing* (present participle)

### Positive and negative

I/He/She/It	was wasn't (was not)	working.
You/We/They	were weren't (were not)	

### Question

What	was	I he she it	doing?
	were	you we they	

### Short answer

*Were you working yesterday?*    **Yes, I was./No, I wasn't.**

### Use

- 1 The Past Continuous expresses a past activity that has duration.  
*I had a good time while I **was living** in Paris.*  
*You **were making** a lot of noise last night. **Were you having** a party?*
- 2 The activity was in progress *before*, and probably *after*, a time in the past.  
*'What **were** you **doing** at 8.00 last night?' 'I **was watching** TV.'*  
*When I woke up this morning, the sun **was shining**.*

### 3. Past Simple and Past Continuous

- 1 The Past Simple expresses completed past actions. The Past Continuous expresses activities in progress. Compare these sentences.

*I **washed** my hair last night.*

*I **was washing** my hair when you **phoned**.*

*'What **did** you **do** at the weekend?' 'I **played** tennis.'*

*We **were playing** tennis when it **started** to rain.*

- 2 A Past Simple action can interrupt a Past Continuous activity in progress.

*When I **phoned** Simon he **was having** a shower.*

*I **was doing** my homework when Jane **arrived**.*

- 3 In stories, the Past Continuous can describe the scene. The Past Simple tells the action.

*It **was** a beautiful day. The sun **was shining** and the birds **were singing**, so we **decided** to go for a picnic. We **put** everything in the car ...*

### 4. Prepositions in time expressions

at	in	on
at six o'clock at midnight at Christmas at the weekend	in 2007 in the morning/ afternoon/evening in summer in two weeks' time	on Saturday on Monday morning on Christmas Day on January 18 <sup>th</sup>
<b>no preposition</b>		
two weeks ago yesterday evening this afternoon	next month tomorrow morning tonight	

### Ex.1

1 What is the Past Simple of these verbs?  
Which are regular? Which are irregular?

leave	take	become	begin
go	do	think	meet
walk	arrive	explain	end
want	decide		

### Ex.2 Listen and fill (T3.1)

#### Amazing journey ends after 6,000 miles

Ed Stafford <sup>1</sup> became the first man in history to walk the length of the Amazon River from the source to the sea. He <sup>2</sup> \_\_\_\_\_ for 860 days.

The journey <sup>3</sup> \_\_\_\_\_ in April 2008 when Ed <sup>4</sup> \_\_\_\_\_ the town of Camana on the Pacific coast of Peru. It <sup>5</sup> \_\_\_\_\_ in August, 2010 when he <sup>6</sup> \_\_\_\_\_ in Maruda, on the Atlantic coast of Brazil.

He <sup>7</sup> \_\_\_\_\_ through three countries, Peru, Colombia, and Brazil. The journey <sup>8</sup> \_\_\_\_\_ nearly two and a half years. 'I <sup>9</sup> \_\_\_\_\_ it for the adventure,' says Ed.

### Ex.3

4 Practise saying the years.

**2012**   **2002**   **2015**  
**2010**   **1980**   **1969**  
**1994**   **1848**

5 **T 3.17** Write the dates you hear.

1 \_\_\_\_\_      3 \_\_\_\_\_      5 \_\_\_\_\_  
2 \_\_\_\_\_      4 \_\_\_\_\_

## Unit 4

### Expressions of Quantity

#### 4.1 Count and Uncount Nouns

- 1 It is important to understand the difference between count and uncount nouns.

Count nouns	Uncount nouns
a cup	water
a girl	sugar
an apple	milk
an egg	music
a pound	money

We can say *three cups, two girls, ten pounds*. We can count them.  
We cannot say *two waters, three musics, one money*. We cannot count them.

- 2 Count nouns can be singular or plural.

*This **cup** is full.*

*These **cups** are empty.*

Uncount nouns can only be singular.

*The **water** is cold.*

*The **weather** was terrible.*

#### ***much and many***

- 1 We use *much* with uncount nouns in questions and negatives.

*How **much money** have you got?*

*There isn't **much milk** left.*

- 2 We use *many* with count nouns in questions and negatives.

*How **many people** were at the party?*

*I didn't take **many photos** on holiday.*

### **some and any**

- 1 *Some* is used in positive sentences.  
*I'd like **some** sugar.*
- 2 *Any* is used in questions and negatives.  
*Is there **any** sugar in this tea?*  
*Have you got **any** brothers and sisters?*  
*We don't have **any** washing-up liquid.*  
*I didn't buy **any** apples.*
- 3 We use *some* in questions that are requests or offers.  
*Can I have **some** cake?*  
*Would you like **some** tea?*
- 4 The rules are the same for *someone, anything, anybody, somewhere*, etc.  
*I've got **something** for you.*  
*Hello? Is **anybody** here?*  
*There isn't **anywhere** to go in my town.*

### **a few and a little**

- 1 We use *a few* with count nouns.  
*There are **a few biscuits** left, but not many.*
- 2 We use *a little* with uncount nouns.  
*I only have **a little time**.*

### **a lot/lots of**

- 1 We use *a lot/lots of* with both count and uncount nouns.  
*There's **a lot of butter**.*  
*I've got **lots of friends**.*
- 2 *A lot/lots of* can be used in questions and negatives.  
*Are there **lots of tourists** in your country?*  
*There isn't **a lot of butter**, but there's enough.*

## 4.2 Articles *a, an* and *the*

- 1 The indefinite article *a* or *an* is used with singular, count nouns to refer to a thing or an idea for the first time.

*We have a cat and a dog.*

*There's a supermarket in Adam Street.*

- 2 The definite article *the* is used with singular and plural, count and uncount nouns when both the speaker and the listener know the thing or idea already.

*We have a cat and a dog. The cat is old, but the dog is just a puppy.*

*I'm going to the supermarket. Do you want anything? (We both know which supermarket.)*

### Indefinite article

The indefinite article is used:

- 1 with professions.

*I'm a teacher.*

*She's an architect.*

- 2 with some expressions of quantity.

*a pair of a little a couple of a few*

- 3 with some expressions of frequency.

*once a week three times a day*

- 4 in exclamations with *what* + a count noun.

*What a lovely day!*

*What a pity!*

### Definite article

The definite article is used:

- 1 before seas, rivers, hotels, pubs, theatres, museums, and newspapers.

*the Atlantic the British Museum*

*The Times the Ritz*

- 2 if there is only one of something.

*the sun the Queen the Government*

- 3 with superlative adjectives.

*He's the richest man in the world.*

*Jane's the oldest in the class.*

## No article

There is no article:

- 1 before plural and uncount nouns when talking about things in general.

*I like potatoes.*

*Milk is good for you.*

- 2 before countries, towns, streets, languages, magazines, meals, airports, stations, and mountains.

*I had lunch with John.*

*I bought Cosmopolitan at Victoria Station.*

- 3 before some places and with some forms of transport.

at home	in/to bed	at/to work
at/to school/university	by bus	by plane
by car	by train	on foot

*She goes to work **by bus**.*

*I was **at home** yesterday evening.*

- 4 in exclamations with *What* + an uncount noun.

***What beautiful weather!**    **What loud music!***

## Note

In the phrase *go home*, there is no article and no preposition.

*I went **home** early.* NOT *I ~~went to~~ home.*



## Ex. 1 Complete the Sentences

### 1 some / any

- 1 Have they got \_\_\_\_\_ children?
- 2 We don't need \_\_\_\_\_ olive oil.
- 3 Can you lend me \_\_\_\_\_ money.
- 4 Is there \_\_\_\_\_ petrol in the car?
- 5 Can I have \_\_\_\_\_ cake?

### 2 much / many

- 1 Have you got \_\_\_\_\_ homework?
- 2 We don't need \_\_\_\_\_ eggs. Just half a dozen.
- 3 Is there \_\_\_\_\_ traffic in your town?
- 4 I don't know \_\_\_\_\_ students in this class.
- 5 How \_\_\_\_\_ time have you got?

### 3 a little / a few / a lot of

- 1 I have \_\_\_\_\_ very close friends. Two or three.
- 2 He has \_\_\_\_\_ money. He's a millionaire.
- 3 'Do you take sugar in coffee?' 'Just \_\_\_\_\_. Half a spoonful.'
- 4 I'll be ready in \_\_\_\_\_ minutes.
- 5 She speaks good Spanish, but only \_\_\_\_\_ Russian.

### *something/someone/somewhere ...*

#### 4 Complete the lines with the correct word.

some    any  
every    no

+

thing    one/body  
where

- 1 'Did you meet \_\_\_\_\_ nice at the party?'  
'Yes. I met \_\_\_\_\_ who knows you!'
- 2 'Ouch! There's \_\_\_\_\_ in my eye!'  
'Let me look. No, I can't see \_\_\_\_\_.'
- 3 'Let's go \_\_\_\_\_ hot for our holidays.'  
'But we can't go \_\_\_\_\_ that's too expensive.'
- 4 'Where are my glasses. I can't find them \_\_\_\_\_.'  
'What are they on the top of your head?'
- 5 'It was a great party. \_\_\_\_\_ loved it.'  
'They did. \_\_\_\_\_ wanted to go home.'
- 6 'Did you get \_\_\_\_\_ nice in the sales?'  
'No, \_\_\_\_\_. I couldn't find \_\_\_\_\_ I liked.'

**Ex.2 Complete the sentences with a/an, the or no article**

- 1 He has \_\_\_\_\_ boy and \_\_\_\_\_ girl. \_\_\_\_\_ boy is 22 and \_\_\_\_\_ girl is 17.
- 2 His son is \_\_\_\_\_ engineer and his daughter is \_\_\_\_\_ student.
- 3 He always has \_\_\_\_\_ cheese sandwiches for \_\_\_\_\_ lunch.
- 4 All \_\_\_\_\_ family stayed at \_\_\_\_\_ Grand Hotel.
- 5 \_\_\_\_\_ few people came by \_\_\_\_\_ taxi to \_\_\_\_\_ party.
- 6 It was such \_\_\_\_\_ wonderful party. We had \_\_\_\_\_ best time ever.
- 7 I don't go out to \_\_\_\_\_ work. I work at \_\_\_\_\_ home on my computer.
- 8 I do all my shopping on \_\_\_\_\_ Internet. What \_\_\_\_\_ great way to shop!

## Writing An Email

### *but, although, and however*

2 Read these sentences. They all mean the same, but how are they different?

- I don't write many letters, **but** I send a lot of emails.
- **Although** I don't write many letters, I send a lot of emails.
- I don't write many letters. **However**, I send a lot of emails.

3 Join these pairs of sentences in different ways.

- 1 I love ice cream. I don't eat it often.
- 2 He's a good friend. We don't have a lot in common
- 3 She isn't English. She speaks English very well.
- 4 It rained a lot. We enjoyed the holiday.

### *so and because*

4 Read these sentences.

- 1 He lived in France for many years, **so** he speaks French well.
- 2 He speaks French well **because** he lived in France for many years.

Which pattern goes with which sentence?

- a Result  $\longrightarrow$  Cause  
b Cause  $\longrightarrow$  Result

5 Join the pairs of sentences in two different ways using *so* and *because*.

- 1 I don't eat broccoli. I don't like it.
- 2 She went home. She was tired.
- 3 We didn't enjoy our holiday. The weather was bad.
- 4 He worked hard. He passed all his exams.
- 5 I enjoy history lessons. I like the teacher.
- 6 It started to rain. We stopped playing tennis.

Read the email. Who is writing to who? Why?  
What news does she give? Complete the  
email with these linking words.

but although however so because



**Date:** Wed, 27 Apr. 20:07:36 +0100 (BST)  
**From:** "Lindy Cameron" <lindy.cam5@donwana.com>  
**Subject:** RE: Do you remember me?  
**To:** "Teresa Tate" <Teresa@Tate174.fsnet.co.uk>

Dear Teresa,

How wonderful to hear from you. Of course I remember you  
(1) \_\_\_\_\_ it's nearly seven years since we were neighbours. How  
did you get my email address? You told me a little about you and  
your family, (2) \_\_\_\_\_ now I'd like to know more. You ask how  
we all are, (3) \_\_\_\_\_ here's some of our news.

First things first – George and I are now divorced! I know you never  
liked him much, (4) \_\_\_\_\_ you are probably not too surprised.  
(5) \_\_\_\_\_, we still see each other a lot (6) \_\_\_\_\_ of the  
twins. They're nine now and they're good girls, (7) \_\_\_\_\_, of  
course, sometimes a bit of a handful. We moved from Birmingham  
(8) \_\_\_\_\_ I didn't want them to grow up in a big city. We now  
live in a beautiful, old farmhouse in Wales. I love country life. We have  
lots of land, (9) \_\_\_\_\_ we grow all our own vegetables and keep  
a few chickens. (10) \_\_\_\_\_, it's all very expensive to look after  
and (11) \_\_\_\_\_ I sell some of our produce to the local shops, we  
never have enough money for holidays and treats, (12) \_\_\_\_\_  
we're happy and healthy.

I can't wait to hear more of your news. Write very soon.

Please come to stay. I'd love to see you again.

Love  
Lindy X

## Unit 5

### *Looking Forward*

#### 5.1 Verb Patterns

- 1 Verb + *to* + infinitive  
*They want to buy a new car. I'd like to go abroad.*
- 2 Verb + *-ing*  
*We love going to parties. I enjoy travelling abroad.*
- 3 Verb + *-ing* or + *to* + infinitive with no change in meaning  
*It started to rain/raining.*  
*I continued to work/working in the library.*
- 4 Verb + preposition + *-ing*  
*We're thinking of moving house.*  
*I'm looking forward to having more free time.*

#### *like doing and would like to do*

- 1 *Like doing* and *love doing* express a general enjoyment.  
*I like working as a teacher.* = I am a teacher and I enjoy it.  
*I love dancing.* = This is one of my hobbies.
- 2 *Would like to do* and *would love to do* express a preference now or at a specific time.  
*I'd like to be a teacher.* = When I grow up, I want to be a teacher.  
*Thanks. I'd love to dance.* = At a party. I'm pleased you asked me.

#### **Question**

*Would you like to dance?*  
*Would you like to come for a walk?*

#### **Short answer**

*Yes, I would./Yes, I'd love to.*  
*Yes, I would./No, thank you.*

#### **Note**

*No, I wouldn't* is not common because it is impolite.

## 5.2 Future Forms

### **will**

#### **Form**

*will* + infinitive without *to*

*Will* is a modal auxiliary verb. There is an introduction to modal auxiliary verbs on p143. The forms of *will* are the same for all persons.

#### **Positive and negative**

I/He/She/It/You/We/They	'll (will) won't	come. help you. invite Tom.
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#### **Question**

What time **will** he/you/they **be back**?

#### **Short answer**

Will you help me?      **Yes, I will.**

#### **Note**

No, *I won't* is impolite. It means 'I don't want to help you.'

A polite way of saying 'no' here is '*I'm afraid I can't.*'

'Will you give me a lift?' 'Sorry, ***I'm afraid I can't.***'

#### **Use**

*Will* is used:

- 1 to express a future intention made *at* the moment of speaking.  
'It's Jane's birthday.' 'Is it? ***I'll buy*** her some flowers.'  
***I'll give*** you my phone number.  
'Do you want the blue or the red pen?' '***I'll take*** the red one.'
- 2 to express an offer.  
***I'll carry*** your suitcase.      ***We'll do*** the washing-up.
- 3 to express a future fact. The speaker thinks it is sure to happen in the future.  
***I'll be*** 30 next week.      ***It will be*** a nice day tomorrow.

This use is called the pure future. The speaker is talking about the future without expressing an intention, plan, or personal opinion.

## going to

### Form

*am/is/are + going + to + infinitive*

### Positive and negative

I	'm (am) 'm not	going to leave.
He/She It	's (is) isn't	
You We They	're (are) aren't	

### Question

When	am	I	going to arrive?
	is	he/she/it	
	are	you/we/they	

### Short answer

*Are they going to get married? Yes, they are./No, they aren't.*

### Use

*Going to* is used:

- 1 to express a future decision, intention, or plan made *before* the moment of speaking.  
*How long are they going to stay in Rome?*  
*She isn't going to have a birthday party.*
- 2 when we can see or feel now that something is certain to happen in the future.  
*Look at these clouds! It's going to rain.*  
*Watch out! You're going to drop that vase.*

### **will or going to?**

Look at the use of *will* and *going to* in these sentences.

*I'm going to make a chicken casserole for dinner.*

(I decided this morning and bought everything for it.)

*What can I cook for dinner? Er ... I know! I'll make a chicken casserole!* (I decided at the moment of speaking.)

### **Present Continuous**

The Present Continuous for the future is used:

- 1 to express a planned future arrangement.

*I'm meeting my cousin for lunch.*

'What **are you doing** this weekend?'

'We're **having** a party. Can you come?'

- 2 with the verbs *go* and *come*.

*She's coming on Friday.*

*I'm going home early tonight.*

Sometimes there is little or no difference between *going to* and the Present Continuous to express a future arrangement.

*We're seeing a film this evening.*

*We're going to see a film this evening.*

EX.1 Listen (T5.1). Complete the lines.

- 1 I'd love to work there for a couple of years.
- 2 I'm planning \_\_\_\_\_ nothing but read on the beach.
- 3 I \_\_\_\_\_ owing so much money.
- 4 I get fed up with \_\_\_\_\_ at home all day. I'm looking forward to \_\_\_\_\_ back to work.
- 5 I'm pretty good at \_\_\_\_\_ a computer.
- 6 My mum and dad say that I \_\_\_\_\_ leave school.



Ex.2 (T5.2)

In these sentences, one or two verbs are correct, but not all three. Work with a partner. Tick (✓) the correct verbs.

1 I \_\_\_ to work in Paris.

- a  want    b  enjoy    c  'd like

2 We \_\_\_ going to Italy for our holidays.

- a  are hoping    b  like    c  're thinking of

3 She \_\_\_ leave work early tonight.

- a  wants    b  'd like    c  can't

4 I \_\_\_ to see you again soon.

- a  hope    b  'd like    c  'm looking forward

5 He \_\_\_ playing sports games on the Wii.

- a  wants    b  's good at    c  enjoys

6 Are you \_\_\_ learning foreign languages?

- a  want    b  like    c  good at

7 We \_\_\_ having a few days off soon.

- a  're going    b  'd love    c  're looking forward to

8 I \_\_\_ doing housework.

- a  'm fed up with    b  hate    c  don't want

Ex.3 Choose the correct verb form. (T5.7)

1 A Have you decided which university to apply for?

B Oh yes, *I'll / I'm going to* apply for Oxford.

2 A I haven't got your mobile number.

B Really? *I'll / I'm going to* text it to you right now.

3 A We don't have any fruit in the house.

B *I'll go / I'm going* shopping this afternoon.

*I'll / I'm going to* get some apples.

4 A My bag is really heavy.

B Give it to me. *I'll / I'm going to* carry it for you.

5 A Tony's back from holiday.

B Is he? *I'll / I'm going to* give him a ring.

6 A What *will we have / are we having* for supper?

B *I'm going to / I'll* make spaghetti bolognese.

## 5.3 Phrasal Verbs

Phrasal verbs consist of a verb + adverb/preposition.

### 5.3.1 Literal

*I wanted to **move back** home. (move + back)*  
*It **took away** all hope for the future. (take + away)*  
*She **grew up** in a small village. (grow + up)*

### 5.3.2 Idiomatic

*I **gave up** my job because I was bored. (= stopped)*  
*She **picked up** English from the children. (= learnt bit by bit)*  
*The plane **took off** late. (= left the ground)*

### Ex.4

Complete the sentences with a word from the box.

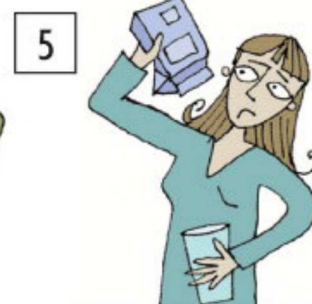
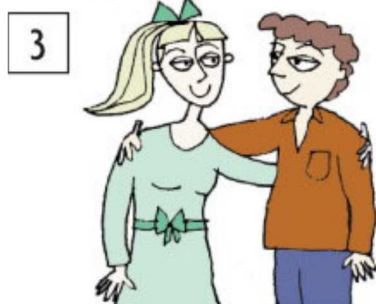
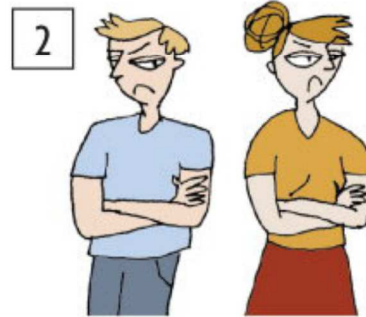
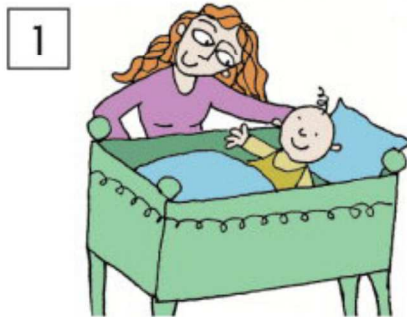
out   at   down   on   back   off
-----------------------------------

- 1 Come in and **take** \_\_\_\_\_ your coat!
- 2 **Put** \_\_\_\_\_ something warm. It's cold today.
- 3 There's some ice-cream in the freezer. Can you **get** **it** \_\_\_\_\_?
- 4 If you don't feel well, go and **lie** \_\_\_\_\_.
- 5 **Look** \_\_\_\_\_ the countryside. Isn't it beautiful?
- 6 I'll lend you £20. **Pay** me \_\_\_\_\_ when you can.

Ex.5

Match the phrases with the pictures.

look up a word	look after a baby	run out of milk
fall out with someone	get on well with somebody	



Ex.6 (T5.13)

- 1 Where did you \_\_\_\_\_? Do you still live in the same house?
- 2 How do you \_\_\_\_\_ your parents?
- 3 Do you ever \_\_\_\_\_ your friends and stop speaking to them?
- 4 Would you like to be a doctor or nurse and \_\_\_\_\_ people?
- 5 Are you good at \_\_\_\_\_ foreign languages?
- 6 Do you \_\_\_\_\_ lots of words in your dictionary?

## The way I see it

### 6.1 What.....Like?

#### Form

*what + to be + subject + like?*

A *What's your teacher like?*

B *She's very patient.*

A *What are his parents like?*

B *They're very kind.*

A *What was your holiday like?*

B *Wonderful. We swam a lot.*

A *What were the beaches like?*

B *OK, but some were dirty.*

#### Note

1 We don't use *like* in the answer.

*She's patient.* NOT *She's like patient.*

2 *Like* in this question is a preposition, not a verb:

*'What's Jim like?' 'He's intelligent and kind, and very good-looking.'*

3 In these sentences *like* is a verb:

*'What does Jim like?' 'He likes motorbikes and playing tennis.'*

#### Use

1 *What ... like?* means 'Describe somebody or something. Tell me about it. I don't know anything about it.'

2 *How's your mother?* asks about health. It doesn't ask for a description.

*'How's your mother?' 'She's very well, thank you.'*

## 6.2 Comparative and Superlative Adjectives

### Form

- 1 Look at the chart.

		Comparative	Superlative
Short adjectives	cheap small *big	cheaper smaller bigger	cheapest smallest biggest
Adjectives that end in -y	funny early heavy	funnier earlier heavier	funniest earliest heaviest
Adjectives with two syllables or more	careful boring expensive interesting	more careful more boring more expensive more interesting	most careful most boring most expensive most interesting
Irregular adjectives	far good bad	further better worse	furthest best worst

\*For short adjectives with one vowel + one consonant, double the consonant: *hot/hotter/hottest; fat/fatter/fattest*.

- 2 *Than* is often used after a comparative adjective.

*I'm younger than Barbara.*

*Barbara's more intelligent than Sarah.*

*Much* can come before the comparative to give emphasis.

*She's much nicer than her sister.*

*Is Tokyo much more modern than London?*

- 3 *The* is used before superlative adjectives.

*He's the funniest boy in the class.*

*Which is the tallest building in the world?*

### Use

- 1 Comparatives compare one thing, person, or action with another.

*She's taller than me.*

*London's more expensive than Rome.*

- 2 We use superlatives to compare somebody or something with the whole group.

*She's the tallest in the class.*

*It's the most expensive hotel in the world.*

- 3 *As ... as* shows that something is the same or equal.

*Jim's as tall as Peter.*

*I'm as worried as you are.*

- 4 *Not as ... as* shows that something isn't the same or equal.

*She isn't as tall as her mother.*

*He isn't nearly as clever as me!*

Adjective/Adverb	Comparative	Superlative
good/well	better	best
bad/badly	worse	worst
far	farther, further	the farthest, the furthest
little	less	least

### Ex.1 T6.2

Match a question in **A** with an answer in **B**.

A	B
1 What's your teacher like?	___ a Lovely! Warm and sunny.
2 What sports do you like?	___ b She's great! She helps us a lot.
3 What does your brother look like?	___ c They're OK. Busy as usual.
4 Do you like pizza?	___ d He's got blond hair and blue eyes.
5 What's the weather like today?	___ e Mmm, I love it!
6 How are your parents?	___ f Cycling and skiing.

### Ex.2 Listen and practice the conversation (T6.6 and T6.7)

#### Clever

**A** WHO's cleverer, YOU or BEN?

**B** ME, of course! I'm MUCH cleverer than Ben!  
He isn't NEARLY as clever as ME!

Practise again using these adjectives.

kind	funny	good-looking	ambitious
------	-------	--------------	-----------

## 6.3 Synonyms

### Ex.3 T6.9

Complete the conversations with a synonym in the box.

tiny   clever   annoyed   wealthy   fed up   pleased
--

- 1 'Jane comes from a very rich family.'  
'Really? I knew her uncle was very \_\_\_\_\_.'
- 2 'Was Sophie angry when you were late?'  
'Yeah. She was pretty \_\_\_\_\_, it's true.'
- 3 'Jack's such an intelligent boy!'  
'Mm. He's very \_\_\_\_\_ for a ten-year old.'
- 4 'I've had enough of winter now.'  
'I know. I'm \_\_\_\_\_ with all these dark nights.'
- 5 'Dave and Sarah's flat is small, isn't it?'  
'Mm. It's \_\_\_\_\_. I don't know how they live there.'
- 6 'Are you happy with your new car?'  
'Yes, I'm very \_\_\_\_\_ with it. It goes really well.'



## Unit 7

### *Living History*

#### 7.1 Present Perfect

##### Form

*have/has + -ed* (past participle)

The past participle of regular verbs ends in *-ed*. There are many common irregular verbs. See the list on p158.

##### Positive and negative

I You/We/They	've (have) haven't	won a competition.
He/She/It	's (has) hasn't	

##### Question

Have	I you/we/they	been to the United States?
Has	he/she/it	

*Have you been to Las Vegas?*

*Has she ever written a novel?*

##### Short answer

*Yes, I **have**./No, I **haven't**.*

*Yes, she **has**./No, she **hasn't**.*

##### Note

We cannot use *I've*, *they've*, *he's*, etc. in short answers.

*Yes, I have.* NOT ~~*Yes, I've.*~~

*Yes, we have.* NOT ~~*Yes, we've.*~~

##### Use

- 1 The Present Perfect expresses an action or state which began in the past and continues to the present.

*I've known John for six years.*

*How long **have** you **worked** for The London Gazette?*

The time expressions *for* and *since* are common with this use.

We use *for* with a period of time, and *since* with a point in time.

*We've lived here **for** three years.* (a period of time)

*They've lived here **since** 2010.* (a point in time)

- 2 The Present Perfect connects the present and the past. It expresses experiences in life before now.

*I've met a lot of famous people.* (before now)

*She has won a lot of awards.* (in her life)

*I've travelled a lot in Africa.* (in my life)

*She's written three books.* (up to now)

The action can continue to the present, and probably into the future.

*He's made six TV programmes.* (So far. He'll probably make more.)

*Ever* and *never* are common with this use.

*Have you ever been to Africa?*

*I've never played poker.*

- 3 The Present Perfect expresses a past action with results in the present. It is often a recent past action.

*I've lost my wallet.* (I haven't got it now.)

*The taxi's arrived.* (It's outside the door now.)

*Has the postman been?* (Is there a parcel for me?)

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

*Yet* is used in questions and negatives.

*She's just had some good news.*

*I've already had breakfast.*

*Has the postman been yet?*

*It's 11.00 and she hasn't got up yet.*

## 7.2 Present Perfect and Past Simple

- 1 Read and compare the use of the Past Simple and the Present Perfect in these sentences.

*I **lived** in Paris for two years, from 2007–2009.* (The action is finished.)

*I've **lived** in London since 2009.* (I still do. The action is not finished.)

*I've **been** to Scotland.* (This is an experience in my life.)

*I **went** with my husband two years ago.* (At a definite past time.)

*'Have you ever **flown** in a helicopter?' 'Yes, I **have**.'*

*'Where **did** you **fly**?' 'I **flew** over New York.'*

*'Oh dear, I've **broken** my glasses.'*

*'What happened?'*

*'I **dropped** them.'*

- 2 These are common time expressions used with the Past Simple and the Present Perfect.

Past Simple	Present Perfect
last week	since Monday
yesterday	ever
the day before yesterday	never
in 1999	just
on July 21 <sup>st</sup>	already
three months ago	yet
for two weeks (but now ended)	for two weeks (and continues)

Ex.1 N.HW

1 Complete the time expressions with *for* or *since*.

_____ half an hour	_____ a long time	_____ October
_____ 2001	_____ ten o'clock	_____ last Tuesday
_____ I was 14	_____ three months	_____ a couple of weeks

2 Match the lines in **A** and **B** with a sentence in **C**. There is more than one possible answer. Read them aloud to a partner.

A	B	C
1 I've known John	from 2005 to 2007.	We went to Spain.
2 I last went to the cinema	for over an hour.	We met at university.
3 I've had this watch	two weeks ago.	I really need a coffee.
4 I lived in New York	since 2008.	My Grandpa gave it to me.
5 I've lived in this house	since I was a child.	I had a great time there.
6 We last had a holiday	for ages.	What have you been up to?
7 I haven't seen you	for three years.	The film was really boring.
8 We haven't had a break	two years ago.	It's got a beautiful garden.

**T7.3** Listen, compare, and practise. Make similar sentences about you.

Ex.2 Listen and Complete (T7.7)

- 1 Do you go back to Germany much?**  
**“ No, I don't. I \_\_\_\_\_ back a few times, but I've \_\_\_\_\_ there again. ”**
- 2 What \_\_\_\_\_ you \_\_\_\_\_ at university?**  
**“ I \_\_\_\_\_ Ancient History at Cambridge. ”**
- 3 \_\_\_\_\_ you \_\_\_\_\_ an ordinary job?**  
**“ Of course I \_\_\_\_\_! I \_\_\_\_\_ all sorts of things! After university I \_\_\_\_\_ any money. ”**  
**So what \_\_\_\_\_ you \_\_\_\_\_?**  
**“ I \_\_\_\_\_ in a restaurant! I \_\_\_\_\_ it! ”**
- 4 What's the most dangerous situation you \_\_\_\_\_ in?**  
**“ Well, I \_\_\_\_\_ a very bad car crash in Cairo. I \_\_\_\_\_ seriously injured, and \_\_\_\_\_ several bones. ”**

### 7.3 Letter Writing

Letters are a form of verbal and written communication, which contains information or message, send by one party to another, to convey the message. It is sent by one party to another, to provide certain important information. There are two types of letters, *formal letters* and *informal letters*.

BASIS FOR COMPARISON	FORMAL LETTER	INFORMAL LETTER
Meaning	A formal letter is a letter, written in formal language, in the stipulated format, for official purpose.	A letter written in an friendly manner, to someone you are familiar with, is called informal letter.
Objective	Professional Communication	Personal Communication
Format	Written in prescribed format only.	No prescribed format.
Written in	First person - Business letters, third person - others.	First, second or third person.
Written to	Business, college/institute, employer, organizations, etc.	Friends, family, acquaintances etc.
Voice	Passive	Active
Sentences	Long and complex	Short and simple
Size	Concise	Large or concise
Contractions and Abbreviations	Avoided	Used

	<b>Formal</b>	<b>Informal</b>
Starting Phrases	Dear Mr Ali, Dear Sir or Madam,	Hi Ali, Hi there Ali, Morning/Afternoon/ Evening Ali,
Ending Phrases	Yours sincerely, Yours faithfully,	Regards, Cheers,

H.W. Write the meaning of the Selected Words in English language

## Unit 8

### *Girls and Boys*

#### 8.1 have to

##### **Form**

*has/have + to + infinitive*

##### **Positive and negative**

I You/We/They	have don't have	to	work hard.
He/She It	has doesn't have		

##### **Question**

Do Does	I/you/we/they	have to	work hard?
	he/she/it		

##### **Short answer**

*Do you **have to** wear a uniform?*

*Yes, I **do**.*

*Does he **have to** go now?*

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

##### **Past of *have to***

The past tense of *have to* is *had to*, with *did* and *didn't* in the question and the negative.

*I **had to** get up early this morning.*

*Why **did** you **have to** work last weekend?*

*I **didn't have to** do any housework when I was a child.*

## Use

- 1 *Have to* expresses strong obligation. The obligation comes from 'outside' – perhaps a law, a rule at school or work, or someone in authority.  
*You **have to** pass a driving test if you want to drive a car.*  
(That's the law.)  
*I **have to** start work at 8.00.* (My company says I must.)  
*The doctor says I **have to** do more exercise.*
- 2 *Don't/doesn't have to* expresses absence of obligation (it isn't necessary).  
*You **don't have to** do the washing-up. I've got a dishwasher.*  
*She **doesn't have to** work on Monday. It's her day off.*  
*I **didn't have to** get up early this morning, but I did get up because it was such a lovely day.*

## Note

*Have got to* is more informal. It usually expresses an obligation on one particular occasion.

*Look at the time! I've got to go.*

*I'm going to bed. I've got to get up early tomorrow.*

*She's got to work hard. Her exams start next week.*

The forms of *have got to* + infinitive are the same as *have got* + noun.

## 8.2 Introduction to Modal Auxiliary Verbs

### Form

These are modal auxiliary verbs.

can	could	must	shall	should	will	would
-----	-------	------	-------	--------	------	-------

They have certain things in common:

- 1 They go with another verb and add meaning.  
*He **can** play the guitar.*  
*I **must** wash my hair.*
- 2 There is no 's in the third person singular. The form is the same for all persons.  
*She **can** dance very well.*  
*He **should** try harder.*  
*It **will** rain soon.*  
*We **must** hurry.*
- 3 There is no *do/does* in the question.  
***Can** she sing?*  
***Shall** we go now?*
- 4 There is no *don't/doesn't* in the negative.  
*I **wouldn't** like to be a teacher.*  
*They **can't** speak French.*

### Note

*will not* = *won't*

*It **won't** rain tomorrow.*

- 5 Most modal verbs refer to the present and future. Only *can* has a past tense form, *could*.  
*I **could** swim when I was three.*



## 8.3 should

### Form

*should* + infinitive without *to*

The forms of *should* are the same for all persons.

### Positive and negative

I You/We/They He/She	should shouldn't	do more exercise. tell lies.
----------------------------	---------------------	---------------------------------

### Question

*Should I/she/they see a doctor?*

*Do you think I/he/we **should** see a doctor?*

*Should I phone home?*

*Should I buy a motorbike?*

### Short answer

*Yes, you **should**.*

*No, you **shouldn't**.*

### Use

- 1 *Should* is used to express what the speaker thinks is the best thing to do. It expresses mild obligation, or advice.

*I **should** do more work.* (This is my opinion.)

*You **should** do more work.* (This is my advice.)

*Do you think we **should** stop?* (I'm asking for your opinion.)

- 2 *Shouldn't* expresses negative advice.

*You **shouldn't** sit so close to the TV. It's bad for your eyes.*

- 3 *Should* expresses the opinion of the speaker, and it is often introduced by *I think* or *I don't think*.

*I **think** politicians **should** listen more.*

*I **don't think** people **should** get married until they're 21.*

## 8.4 must

### Form

*must* + infinitive without *to*

The forms of *must* are the same for all persons.

### Positive and negative

I You/We/They He/She	must mustn't	try harder. steal.
----------------------------	-----------------	-----------------------

### Note

Questions with *must* are possible, but *have to* is more common.

*What time **do we have to** leave?*

### Use

- 1 *Must* expresses strong obligation. Generally, this obligation comes from 'inside' the speaker.

*I **must** have a shower.* (I think this is necessary.)

*We **must** get a new car.*

- 2 *You must ...* can express a strong suggestion.

***You must** see the Monet exhibition. It's wonderful.*

***You must** give me a call when you're next in town.*

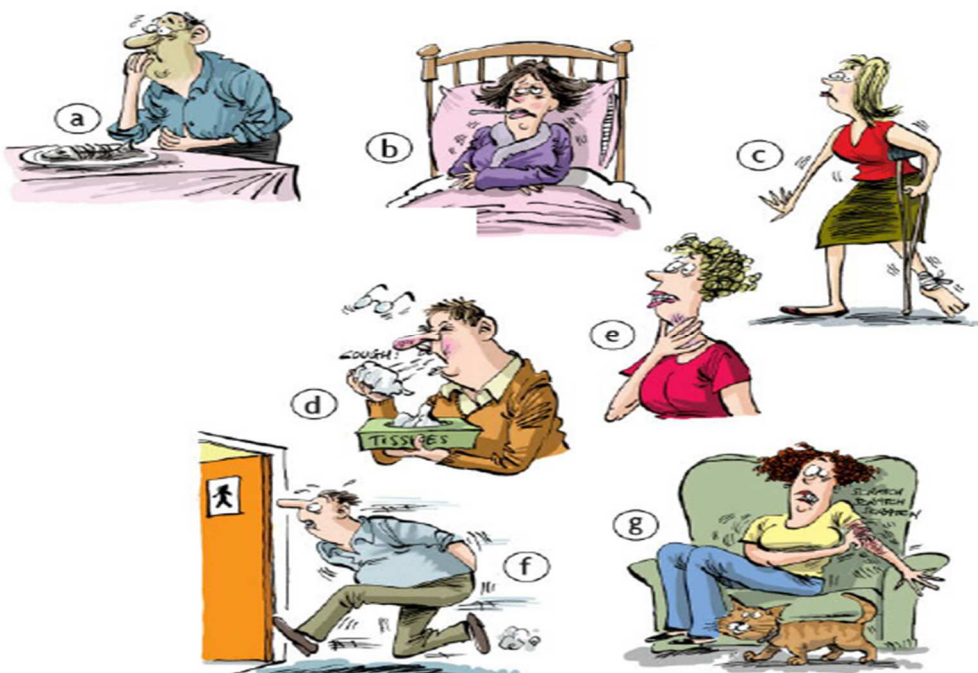
Ex.1 Complete the lines from the interview with words in the box (T8.1)

have to    don't have to    do you have to    had to    didn't have to    can't

- 1 'I'm sure you have to be very fit and strong to go climbing.'
- 2 'How often \_\_\_\_\_ train?'
- 3 'I \_\_\_\_\_ train every day, just two or three times a week, that's enough.'
- 4 'Sometimes I \_\_\_\_\_ work at the hospital at the weekend.'
- 5 'I \_\_\_\_\_ climb very early in the morning.'
- 6 'You \_\_\_\_\_ climb later in the day, it's too hot.'
- 7 'He \_\_\_\_\_ climb with me. He took the photo from a nearby tourist spot.'

Ex.2 Match the pictures with an illness from the box

a sore throat    diarrhoea /daɪə'riə/    flu    an allergy    a twisted ankle    food poisoning    a cold



## Unit 9

### *Time for a Story*

#### 9.1 Past Perfect

##### Form

*had* + *-ed* past participle.

The past participle of regular verbs ends in *-ed*. There are many common irregular verbs. See the list on p158.

##### Positive and negative

I He/She/It You/We/They	'd (had) hadn't	arrived.
-------------------------------	--------------------	----------

##### Question

Had	I he/she/it we/you/they	left already?
-----	-------------------------------	---------------

##### Short answer

*Yes, I had.*

*No, they hadn't.*

##### Use

- 1 We use the Past Perfect to express an action in the past which happened before another action in the past.  
*When I arrived at the theatre, the play **had** already **started**.*
- 2 We use the Past Simple to express actions in the order they happened. Look at these actions in the Past Simple.

##### Action 1

*The bear **went**.*

*John **left** the party.*

*They **walked** a long way.*

##### Action 2

*The man **came** down from the tree.*

*I **arrived**.*

*They **were** tired.*

Notice how they are expressed using the Past Perfect.

##### Action 2

*The man came down from the tree ... after the bear **had gone**.*

*When I arrived at the party ...*

*They were tired ...*

##### Action 1

*John **had left**.*

*because they'd **walked** a long way.*

- 3 If it is clear that one action was completed before, it isn't necessary to use the Past Perfect.  
*I tidied up after everyone **went** home.*  
*I tidied up after everyone **had gone** home.*

## 9.2 Conjunctions

We use conjunctions to join sentences.

- 1 *when, while, as soon as, after, before, as, and until*, are conjunctions of time. They can go in two places in the sentence.

***When** I arrived home, Tom was cooking the meal.*

*Tom was talking to me **while** he was cooking the meal.*

***As soon as** I arrived home, Tom started cooking the meal.*

*Tom cooked the meal **after** I arrived/I'd arrived home.*

*He had cooked the meal **before** I arrived home.*

***As** he was talking, I was thinking about the last time we'd met.*

*He didn't start cooking the meal **until** I arrived home.*

- 2 *so* is a conjunction of result.

*He was bored **so** he went for a walk.*

***because** is a conjunction of reason.*

*He went for a walk **because** he was bored.*

- 3 *but* and *although* are conjunctions which join contrasting ideas.

*It was raining, **but** we played tennis.*

***Although** it was raining, we played tennis.*

### 9.3 so, such(a), so many, so much

#### Form

##### **so + adjective/adverb**

*I was **so** scared.*

*He always drives **so** fast.*

##### **such a + adjective + singular noun**

*She's **such a** nice person.*

##### **such + adjective + plural/uncountable noun**

*The Smiths are **such** friendly neighbours.*

##### **so many + plural nouns**

*Some children have **so many** toys.*

##### **so much + uncountable nouns**

*Footballers earn **so much** money these days.*

#### Use

*So* and *such* are used for emphasizing an adjective or noun. They are used more in spoken than written English. They are often exclamations, with an exclamation mark (!).

*He works **so hard!*** is stronger than *He works **very hard.***

Ex.1 Match a line in A with a line in B (T9.5)

- A**
- 1 I was nervous on the plane because
  - 2 When I'd had breakfast,
  - 3 I met a girl at a party. Her face was familiar.
  - 4 I felt tired all day yesterday because
  - 5 My wife was angry with me because
  - 6 The little girl was crying because

- B**
- \_\_\_ I was sure I'd seen her somewhere before.
  - \_\_\_ I'd never flown before.
  - \_\_\_ I'd forgotten our anniversary.
  - \_\_\_ she'd fallen over and hurt herself.
  - \_\_\_ I went to work.
  - \_\_\_ I hadn't slept the night before.

Ex.2 Join the sentences using the conjunction. Put one verb in the Past Perfect. (T9.7)

1 I did my homework. I went to bed.	WHEN
2 I drove two hundred miles. I stopped for a coffee.	AFTER
3 She passed her driving test. She bought a car.	AS SOON AS
4 I didn't go to Italy. I learned Italian.	UNTIL
5 I read the book. I didn't understand the film.	ALTHOUGH
6 His mother sent him to bed. He was naughty.	BECAUSE
7 She burnt the food. We went out to eat.	SO
8 She cooked a lovely supper. Unfortunately I ate a large lunch.	BUT



## 9.4 Report Writing

The structure of a report is very important to lead the reader through your thinking to a course of action and/or decision. It's worth taking a bit of time to plan it out beforehand.

### Step 1: Know your brief

**You will usually receive a clear brief for a report, including what you are studying and for whom the report should be prepared.**

### Step 2: Keep your brief in mind at all times

**During your planning and writing, make sure that you keep your brief in mind: who are you writing for, and why are you writing?**

## 9.5 The Structure of a Report

### 9.5.1 Executive Summary

The **executive summary** or **abstract**, for a scientific report, is a brief summary of the contents. It's worth writing this last, when you know the key points to draw out. It should be no more than half a page to a page in length.

Remember the executive summary is designed to give busy 'executives' a quick summary of the contents of the report.

### 9.5.2 Introduction

The **introduction** sets out what you plan to say and provides a brief summary of the problem under discussion. It should also touch briefly on your conclusions.

### 9.5.3 Report Main Body

The **main body of the report** should be carefully structured in a way that leads the reader through the issue.

You should split it into sections using numbered sub-headings relating to themes or areas for consideration. For each theme, you should aim to set out

clearly and concisely the main issue under discussion and any areas of difficulty or disagreement. It may also include experimental results. All the information that you present should be related back to the brief and the precise subject under discussion.

#### 9.5.4 Conclusions and Recommendations

The **conclusion** sets out what inferences you draw from the information, including any experimental results. It may include recommendations, or these may be included in a separate section.

**Recommendations** suggest how you think the situation could be improved, and should be specific, achievable and measurable. If your recommendations have financial implications, you should set these out clearly, with estimated costs if possible.