

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~~ ^{all my} 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.

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.

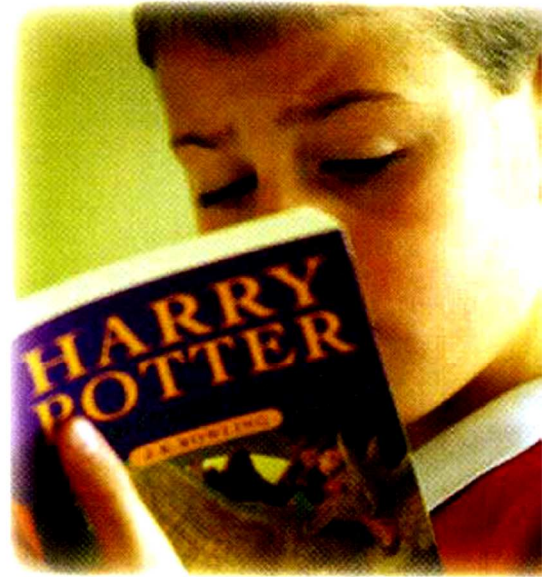
Past Simple – definite

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?

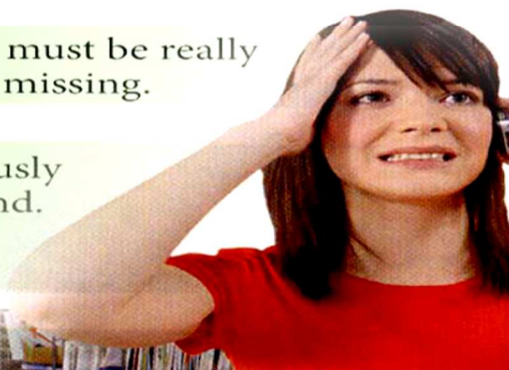
C ...

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.
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- 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
whether

 | she should wear a dress.

- 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.

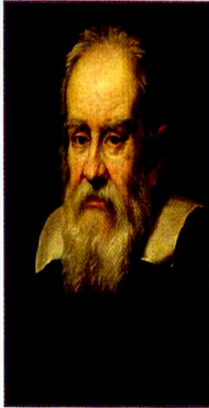
B. Reading and Speaking

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

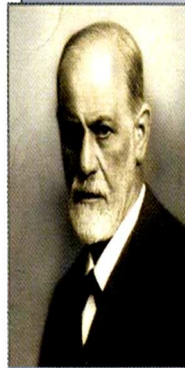
'The proposition that the sun is in the centre of the world is absurd, philosophically false, and heretical; it is contrary to Holy Scriptures.'

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.'