



GRAMMAR PRACTICE BOOKLET

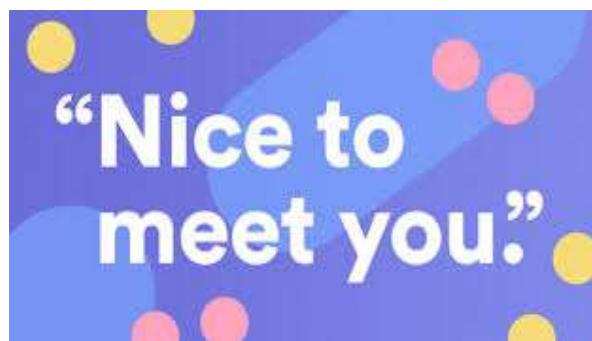
Analista de sistemas
Inglés técnico I





Unit 1

Working in the IT industry



GREETINGS AND INTRODUCTIONS

▪ Greetings

Hello, .../ Hi, ...

Good morning/ afternoon/ evening.

Good/ Nice to see you again.

I'm glad/ happy/ pleased to see you.

<i>How are you?</i>	-	<i>Fine, thanks. And you?</i>
<i>How have you been?</i>	-	<i>Very well. And you?</i>
<i>How are things?</i>	-	<i>Not too bad, thanks.</i>
<i>How is your girlfriend?</i>	-	<i>She's fine.</i>

▪ Introductions

Introducing oneself

Can/ May I introduce myself? My name's Peter.

Let me introduce myself. My name's

I'd like to introduce myself. I'm

I don't think we've met. I'm

Introducing someone else

Can/ May I introduce a good friend of mine? This is

Have you met ... ?

I'd like you to meet

I want you to meet

Making contact

Excuse me, are you Mrs ... ? - Yes, that's right.

Hello, you must be Mrs

You are Mr ..., aren't you?

Have we met?

<i>How do you do?</i>	-	<i>How do you do?</i>
<i>Nice to meet you.</i>	-	<i>Nice to meet you, too.</i>
<i>Please, call me</i>	-	<i>Then you must call me</i>

▪ Good-byes

Good bye/ Bye/ I'll say good bye/ See you later/ See you soon.

I must go now.

I (really) must be going.

I must be off.

I'm afraid I've got to go.

It's getting (very/ rather) late.

I'll miss my train.

They're calling my flight.

I've got some things to prepare for

I've got a lot to do this afternoon.

I want to get away before the traffic gets too bad.

I've enjoyed talking to you.

It's been (most) interesting talking to you.

It's been a very useful meeting/ nice afternoon.

Thanks for everything.

Thank you for (all) your help.

Thank you for coming.

<i>Have a good/ safe trip/ flight.</i>	-	<i>Thank you ... (same to you).</i>
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<i>Have a good weekend.</i>	-	<i>Same to you.</i>
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<i>Enjoy the rest of your stay.</i>	-	<i>Same to you.</i>
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<i>It was nice meeting you.</i>	-	<i>I really enjoyed meeting you, too.</i>
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<i>I hope to see you again.</i>	-	<i>I hope so, too.</i>
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<i>See you on the 13th.</i>	-	<i>See you.</i>
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I look forward to our next meeting.

I look forward to seeing you again.

I look forward to seeing you when you're next in London.

Practice: Greetings and Introductions

1 What is the difference between these phrases?

- a (i) How do you do?
(ii) How are you?
- b (i) Excuse me, are you Mrs Kramer?
(ii) Sorry, I don't know your name.
- c (i) May I introduce myself?
(ii) Hi everybody. My name's Jim Sellers.
- d (i) This is Mary.
(ii) Let me introduce you to Mary Higgins.
- e (i) Goodbye. It's been very interesting talking to you.
(ii) See you. I really had a good time.
- f (i) I got to go now.
(ii) I'm afraid I must be going soon.

2 Complete the following conversations with the most appropriate words or phrases.

a M = Martin, J = Jacqueline

- M Excuse me, _____ Jacqueline Turner?
- J Yes, that's _____.
- M May I _____ myself? I'm Martin Young. How do you do?
- J _____, Mr Young.

b C = Chris, F = Frank

- C Hello, Chris Evans. Mind if I join you?
- F Oh, _____ not. Frank Richards.
- C _____ to meet you, Frank. So how are you finding the conference so far?
- F Actually, I've only arrived this morning.
- C All right. I ...

c L = Lin, D = Dan, P = Peter

- L Dan! Good to see you again. _____ are things?
- D Hello, Lin. Fine, thanks. Pretty busy, as always, I suppose. Can I introduce you to a colleague of _____, Peter Winston? Peter, this is Lin Farrell.
- P Nice to meet you, Ms Farrell.
- L Nice to meet you, too. _____, call me Lin.
- P Then you _____ call me Peter.

3 Think of the most suitable reaction to the following phrases.

- a** How are you?
- b** How do you do?
- c** Pleased to meet you.
- d** It was nice meeting you.
- e** Have a good weekend.
- f** See you next month.
- g** You must be Ann Peterson.
- h** I hope to see you again.

Practice: Socializing

1 Social Quiz: Choose the best possible response. Sometimes more than one answer is possible.

a Hi, how are you?

- (i) Fine, thanks. And you?
- (ii) I'm Mike.
- (iii) Not too bad.

b Meet my friend Jack.

- (i) Nice to meet you.
- (ii) What time?
- (iii) How do you do?

c How was your flight?

- (i) It was all right.
- (ii) Yes, of course.
- (iii) The plane was a bit late but it didn't matter.

d Would you like to look around the company?

- (i) No, it's none of my business.
- (ii) That'd be lovely.
- (iii) Yes, I'd love to.

e Would you prefer red or white wine?

- (i) Yes, of course.
- (ii) I don't want.
- (iii) I don't mind.

f I'm terribly sorry about the delay.

- (i) Don't worry about it.
- (ii) You should be.
- (iii) You're welcome.

g Thank you very much.

- (i) Here you are.
- (ii) Don't mention it.
- (iii) Welcome.

h My sister has had an accident.

- (i) Really?
- (ii) I'm sorry to hear that. Is she all right?
- (iii) I'm sorry to hear that. Is the car OK?

2 You're at a conference drinks party. Match the comments and replies.

Comment

- 1** It's an interesting conference, isn't it?
- 2** How's business?
- 3** Cheers!
- 4** You must try one of these.
- 5** Sorry, I didn't catch your name.
- 6** Do you fancy another drink?
- 7** You're from the Czech Republic, aren't you?
- 8** I must get going.
- 9** Let me give you a lift back to your hotel.
- 10** I'm afraid there's no more orange juice.

Reply

- a** That's right. I live in Prague.
- b** Don't worry. I'll have some soda instead.
- c** Thanks. They look delicious.
- d** Yes please. I'll have a glass of red.
- e** You're very kind but I fancy walking back.
- f** It's Evelyn. Evelyn Burton.
- g** Cheers!
- h** See you tomorrow.
- i** Very good, thank you.
- j** Yes, it is.

3 You're at a reception at an international conference in Glasgow. Make questions using the words offered below and then think of possible answers.

example:

Mind/ join you?

Q: *(Do you) Mind if I join you?*

A: *Please, do.*

giving a talk?

Q: ?

A:

So, what/ you do?

Q: ?

A:

What/ your line of business?

Q: ?

A:

Can/ get/ drink?

Q: ?

A:

Present simple of **be** am, is, are

Use the present simple of *be*:

- with age: *Carlos is fifteen.* *I'm fourteen.*
- with an adjective: *You're right.* *It's easy.*
- with *this* and *that*: *This is my bike.* *That is Helen's house.*
- with nationality: *They are Turkish.* *We're French.*
- with jobs: *Jim is a dentist.* *Tony and Jill are teachers.*

Statements

<i>I am</i>	<i>he is</i>	<i>we are</i>
<i>I'm</i>	<i>he's</i>	<i>we're</i>
<i>you are</i>	<i>she is</i>	<i>they are</i>
<i>you're</i>	<i>she's</i>	<i>they're</i>
	<i>it is</i>	
	<i>it's</i>	

Negative

<i>I am not</i>	<i>he is not</i>	<i>we are not</i>
<i>I'm not</i>	<i>he isn't</i>	<i>we aren't</i>
<i>you are not</i>	<i>she is not</i>	<i>they are not</i>
<i>you aren't</i>	<i>she isn't</i>	<i>they aren't</i>
	<i>it is not</i>	
	<i>it isn't</i>	

I'm not wrong. You *aren't* French. It *isn't* cold. We *aren't* late.

Yes/No Questions

<i>Am I ... ?</i>	<i>Is he ... ?</i>	<i>Are we ... ?</i>
<i>Are you ... ?</i>	<i>Is she ... ?</i>	<i>Are they ... ?</i>
	<i>Is it ... ?</i>	

Am I wrong? *Are you* French? *Is it* cold? *Are we* late?

→ SEE ALSO

Grammar 30: Contractions

1 Complete each sentence with *am*, *is*, or *are*.

- 1 This *is* my family.
- 2 These my parents.
- 3 Lucy English.
- 4 We in the garden.
- 5 This her pen.
- 6 Maria and Anna students.
- 7 My dog happy.
- 8 I happy.

2 Change the sentences into negative sentences.

- 1 It's hot today. *It isn't hot today.*
- 2 I'm at home.
- 3 My friends are here.
- 4 You're a teacher.
- 5 We're at the cinema.
- 6 This is difficult.
- 7 Sam is happy.

3 Change the statements into questions.

- 1 I'm late. *Am I late?*
- 2 You're ill.
- 3 We're right.
- 4 He's fifteen.
- 5 It's cold.
- 6 The school is in this street.
- 7 My books are in your bag.

4 Choose the most suitable answer (a–e) to each question (1–5).

- | | |
|-------------------------|------------------------|
| 1 What's your name? | a) No, I'm Brazilian. |
| 2 Are you Portuguese? | b) I'm fifteen. |
| 3 Are you at school? | c) My name is Carlos. |
| 4 How old are you? | d) No, it's easy. |
| 5 Is English difficult? | e) Yes, I'm a student. |

1 IT professionals

A Complete these definitions with jobs from the box.

software engineer	computer security specialist	blog administrator	help desk technician
DTP operator	hardware engineer	network administrator	webmaster

- 1 A designs and develops IT devices.
- 2 A writes computer programs.
- 3 A edits and deletes posts made by contributors to a blog.
- 4 A uses page layout software to prepare electronic files for publication.
- 5 A manages the hardware and software that comprise a network.
- 6 A designs and maintains websites.
- 7 A works with companies to build secure computer systems.
- 8 A helps end-users with their computer problems in person, by email or over the phone.

B Listen to four people on a training course introducing themselves and talking about their jobs. Which job in A does each person do?

Speaker 1

Speaker 3

Speaker 2

Speaker 4

2) Complete the definitions.

- a) A programmer
- b) Systems analysts
- c) A community manager
- d) Web developers
- e) An IT support officer

Present simple: affirmative *I like, she plays*

Frequency adverbs *always, usually*

Present simple

The present simple describes general facts, repeated actions and habits, and things that are always true.

- General facts

I like milk.

They speak Turkish.

Maria plays basketball.

We live in Australia.

- Repeated actions and habits

Harry often arrives late.

I usually get up at 7.30.

I walk to school every day.

My brother usually walks with me.

- Things that are always true

The sun rises in the east.

The earth goes round the sun.

I walk

we walk

you walk

they walk

BUT he walks

she walks

it walks

Spelling

Verbs ending in *o, s, ch, sh, x* add *-es* for the *he/she/it* form.

go → *goes*

miss → *misses*

watch → *watches*

wash → *washes*

relax → *relaxes*

always, usually, often, sometimes, never

We often use the present simple with these frequency adverbs.

<i>always</i>	<i>100%</i>	<i>Tim always wears jeans.</i>
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usually	*80%*	*I usually go to bed at 9.30.*
often	*60%*	*Sue often goes to the cinema.*
sometimes	*40%*	*Sam sometimes walks to school.*
never	*0%*	*It never rains here in August.*

- The frequency adverb goes between the subject and the verb.

Monday always comes after Sunday.

GRAMMAR 2 PRESENT SIMPLE: AFFIRMATIVE; FREQUENCY ADVERBS

1 Look at the pictures. Complete each sentence with a verb from the box.

arrive like live rain start teach



- 1 David likes chocolate.
- 2 It here in November.
- 3 Liz with her family in Italy.
- 4 George often late.
- 5 The lesson at 6.00.
- 6 Kate and Jim English in Spain.

2 Underline the correct word in each sentence.

- 1 Juan and Carmen live / lives in Madrid.
- 2 Harry watch / watches television every evening.
- 3 I usually go / goes to school by bus.
- 4 It never snow / snows in this city.
- 5 Sam live / lives in that house.
- 6 You never clean / cleans your teeth!
- 7 Carol get / gets up early every day.
- 8 All the buses leave / leaves from this bus-stop.

3 Complete each sentence. Use the verb and frequency adverb in brackets.

- 1 Tina (sometimes, miss) sometimes misses the bus to school.
- 2 I (never, get up) before 6.00.
- 3 We (usually, take) a holiday in August.
- 4 Jim and Helen (often, go) to the theatre.
- 5 I (often, sing) in the shower.
- 6 Pat (sometimes, play) football on Sunday.
- 7 You (never, finish) your homework!
- 8 Our teacher (always, wear) a tie.



GRAMMAR

Present simple: negative *I don't like ...* and questions *Do you walk?*

Negative

- We use *do not* or *don't* with *I, you, we* and *they* when we make negatives in the present simple.
- We use *does not* or *doesn't* with *he, she* and *it*.
- We put *do not/don't* and *does not/doesn't* after the pronoun *I, you, he* etc.
I don't like ice-cream. She doesn't eat chocolate.

<i>I do not walk.</i>	<i>He does not walk.</i>	<i>We do not walk.</i>
<i>I don't walk.</i>	<i>He doesn't walk</i>	<i>We don't walk.</i>
<i>You do not walk.</i>	<i>She does not walk.</i>	<i>They do not walk.</i>
<i>You don't walk.</i>	<i>She doesn't walk.</i>	<i>They don't walk.</i>
	<i>It does not walk.</i>	
	<i>It doesn't walk.</i>	

I don't drink coffee. *They don't speak Italian.*
Tom doesn't play tennis. *We don't live in France.*

Questions

- We use *do* with *I, you, we* and *they* when we make questions in the present simple.
- We use *does* with *he, she* and *it*.
- We put *do* or *does* before the pronoun *I, you, he* etc.
Do you walk to school or do you take the bus?

<i>Do I walk?</i>	<i>Does he walk?</i>	<i>Do we walk?</i>
<i>Do you walk?</i>	<i>Does she walk?</i>	<i>Do they walk?</i>
	<i>Does it walk?</i>	

Does Ana play basketball? *Do they speak Italian?*
Does Harry often arrive late? *Do you live in Australia?*

Wh- questions

Where does Anna play basketball? When do you usually get up?

→ SEE ALSO

Grammar 35: Wh- questions

GRAMMAR 3 PRESENT SIMPLE: NEGATIVE AND QUESTIONS

1 Complete each sentence. Put the words in brackets into the correct order.

- 1 Our (walk, not, teacher, does) teacher does not walk to school.
- 2 Where (Helen, live, does) ?
- 3 (do, not, go, we) to the cinema on Friday.
- 4 (David, does, ride) a bike?
- 5 (play, do, you) football after school?
- 6 Kate (like, does, not) oranges.
- 7 I (lunch, usually, have) at 1.30.

2 Complete each sentence. Use the words in brackets.

- 1 Mary (like, not) does not like baseball.
- 2 (wash, Peter) his face every morning?
- 3 (watch, you) television every day?
- 4 I (eat, not, often) fruit.
- 5 (teacher, usually, give) you homework?
- 6 My friends (live, not) near my house.

3 Look at the pictures. Write a question or a negative sentence.



Jack

Alice and Mike

- 1 Jack – get up at 7.00 Does Jack get up at 7.00 ?
- 2 Jack – leave home at 8.00 ?
- 3 Jack – not/leave home at 7.00 ?
- 4 Jack – not/wear school uniform ?
- 5 Alice and Mike – walk to work ?
- 6 Alice and Mike – not/arrive late ?
- 7 Alice and Mike – watch TV in the evening ?
- 8 Alice and Mike – not/like tennis ?

Language work: Adverbs of frequency

Study these extracts from the interview.

I: Are you ever bored?

A: No, not really, because it's *never* the same things over and over again; it's different each time.

A: People have problems with the hardware, *often* with printers ... paper jamming. They also have problems finding options in the programs. Mostly with word-processing.

I: Are there any other hardware problems?

A: *Occasionally* a computer freezes, it hangs or freezes. It's usually a memory problem.

I: Is it *always* the machine or is it sometimes the user?

A: *Sometimes* it's the user. The printer isn't switched on, or there's no paper in it.

The words in italics tell us how often something happens. For example:

I: How often does a computer crash?

A: *Sometimes, not very often.*

We can grade these words from *always* to *never* like this:

always

almost always

usually

often

sometimes

occasionally

almost never

never

-
- 1) How often do you have problems with your computer? And your family? Do they ask you for help? Write 8 sentences using adverbs of frequency.

Example: My mum *almost always* has problems with her computer. She *always* asks me for help.

- 2) Write 10 true and false sentences about your daily routine using adverbs of frequency. Read them to your partner. She/he has to guess if they are true or false.

Example:

A: I *always* wash the dishes.

B: That is not true! You *never* wash the dishes.

Unit 2

Computer systems



Most of the remaining two-syllable adjectives take *more* and *most* in front of them.

Examples:

Language focus E

current	more current	most current
boring	more boring	most boring
difficult	more difficult	most difficult
easy	more easy	most easy
complex	more complex	most complex

Making comparisons

Formation

The regular comparative and superlative forms of descriptive words (adjectives and adverbs) are shown below:

1 Words of one syllable add the ending *-er* and *-est*.

Examples:

	Absolute	Comparative	Superlative
Adjectives			
new	newer	newest	
old	older	oldest	
big	bigger	biggest	
Adverbs			
soon	sooner	soonest	
late	later	latest	

2 Words with three or more syllables are preceded by *more* and *most*.

Examples:

	Absolute	Comparative	Superlative
Adjectives	interesting convenient beautiful	more interesting more convenient more beautiful	most interesting most convenient most beautiful
Adverbs	easily carefully	more easily more carefully	most easily most carefully

3 Adjectives with two syllables may be like 1 or 2 above in that they will add the ending *-er* and *-est* if they end in *-y* or *-ly*, *-ow*, *-le* and *-er*.

Examples:

	Absolute	Comparative	Superlative
-y	tiny speedy	tinier speedier	tiniest speediest
-ly	early friendly	earlier friendlier	earliest friendliest
-ow	shallow narrow	shallower narrower	shallowest narrowest
-er	clever	cleverer	cleverest

Use in sentences

Comparisons may show equivalence, non-equivalence, the highest degree of something, and parallel increase.

- 1 Equivalence: the following words or constructions are used to show that things or people are similar in some way.

as ... as	are similar	each
as many ... as	equal to	either
as much ... as	is like	all
the same ... as	similar/ly	both
similar to	equal/ly	alike
the same	compared to/with	

Examples:

- 1 *Here, the term 'processor' is **equivalent to** the central processing unit.*
- 2 *Laptops are **as** powerful **as** microcomputers.*
- 3 *Some companies have **as many** computers **as** employees.*
- 4 *Some companies use **both** disks **and** conventional filing systems for storing data.*
- 5 *A computer virus is **like** a virus in the human body. It can do a lot of damage.*
- 6 *Many word-processing programs are **similar** in that they share certain common functions.*

- 2 Non-equivalence: the following words and constructions are used to compare or contrast things or people that are separate from each other.

not as ... as	greater than	unequal(ly)
...-er than	not as many ... as	unlike
more ... than	not as much ... as	not the same as
fewer ... than	not equal to	not all
less ... than		

Examples:

- 1 *A mainframe is **larger** and **more** expensive **than** a microcomputer.*
- 2 *Learning to use a computer is **not as** difficult **as** learning to program.*
- 3 *A fax board costs **less than** a fax machine.*
- 4 ***Unlike** factory-sealed software, pirated versions may contain viruses.*
- 5 *Desktop publishing is **the same as** electronic publishing.*
- 6 *You can save money with a network because you will need **fewer** printers.*

- 3 The highest degree: the following words and constructions are used to compare one member of a group with the whole group (superlative).

the ...-est	the most ...	the least ...
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Examples:

- 1 *This is **the most popular** package on the market today.*
- 2 *BASIC is probably **the least difficult** programming language to learn.*
- 3 ***The best** programs are those adapted specifically to your own needs.*

- 4 Most of the remaining two-syllable adjectives take *more* and *most* in front of them.

Examples:

Absolute	Comparative	Superlative
careful	more careful	most careful
careless	more careless	most careless
boring	more boring	most boring
awful	more awful	most awful
complex	more complex	most complex

- 5 Some common two-syllable adjectives can have either type of formation.

Examples:

Absolute	Comparative	Superlative
common	commoner/ more common	commonest/ most common
gentle	gentler/ more gentle	gentlest most gentle
quiet	quieter/ more quiet	quietest/ most quiet

- 6 Two-syllable adverbs ending in *-ly* take *more* and *most*.

Examples:

Absolute	Comparative	Superlative
quickly	more quickly	most quickly
slowly	more slowly	most slowly
badly	more badly	most badly

- 7 A small number of adjectives and adverbs have an irregular comparative and superlative form.

Examples:

	Absolute	Comparative	Superlative
Adjectives			
bad	worse	worst	
far	further/farther	furthest/farthest	
good	better	best	
many	more	most	
Adverbs			
badly	worse	worst	
far	further/farther	furthest/farthest	
little	less	least	
much	more	most	
well	better	best	

Making comparisons 1: comparative adjectives *Lisa is older than Clara.*

- Comparative adjectives compare two things. We use *than* with comparative adjectives.

Lisa is older than Clara.

Paula is a faster swimmer than Jane.

- We use *(just) as ... as* when the things compared are equal.

Harry is (just) as good as Jack.

Harry is (just) as good a player as Jack.

- We use *not as ... as* when we compare things negatively.

Cathy is not as good as Mary.

Cathy is not as good a player as Mary.

- We use *more ... than* and *less ... than* for longer adjectives.

This game is more interesting than the last one.

I think this game is less interesting than that one.

Forming comparative adjectives

- One-syllable words: add *-er* to the adjective.

long → *longer*

- One-syllable words ending with one consonant: double the final consonant.

big → *bigger*

- Words ending in consonant + *y*: change *y* to *i*.

dry → *drier*

- Two or more syllables: use *more*.

interesting → *more interesting*

Exceptions

- Some adjectives with two syllables can be formed in either way.

healthy → *healthier OR more healthy*

Others include: *quiet, tired* and words ending *-ow, -y, -le* and *-er*.

Irregular adjectives

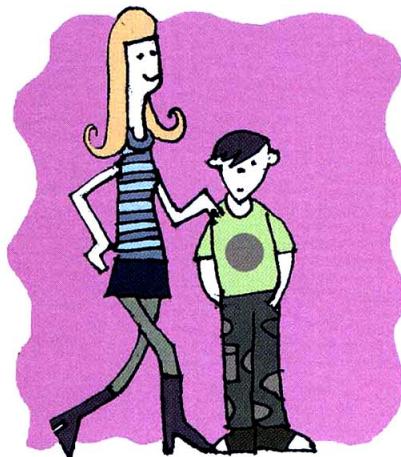
<i>good</i>	→	<i>better</i>	<i>bad</i>	→	<i>worse</i>
<i>little</i>	→	<i>less</i>			

- To talk about family members, *old* has an irregular comparative → *elder*

This is my elder sister.

GRAMMAR 59 MAKING COMPARISONS 1: COMPARATIVE ADJECTIVES

- 1 Write a sentence for each picture. Use the comparative form of the adjective in brackets.



1 (tall)

The girl is taller than the boy.....

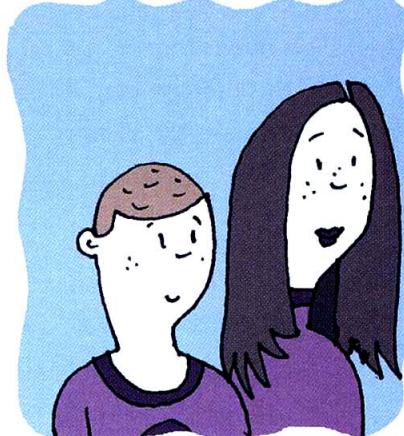


2 (young)

The girl is younger than the man.....



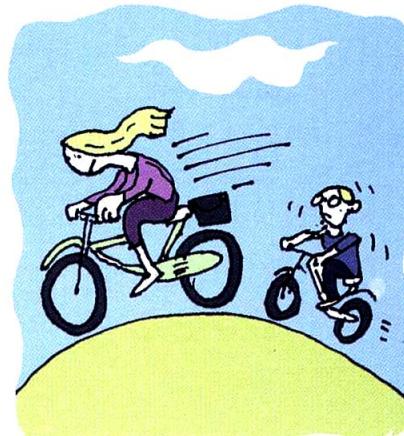
3 (expensive)



4 (short)



5 (small)



6 (big)

ELEMENTARY LANGUAGE PRACTICE

2 Write the comparative form of each adjective.

- | | | |
|--------------|-------|-------------|
| 1 big | | bigger..... |
| 2 happy | | |
| 3 beautiful | | |
| 4 angry | | |
| 5 bad | | |
| 6 important | | |
| 7 dry | | |
| 8 good | | |
| 9 hot | | |
| 10 expensive | | |

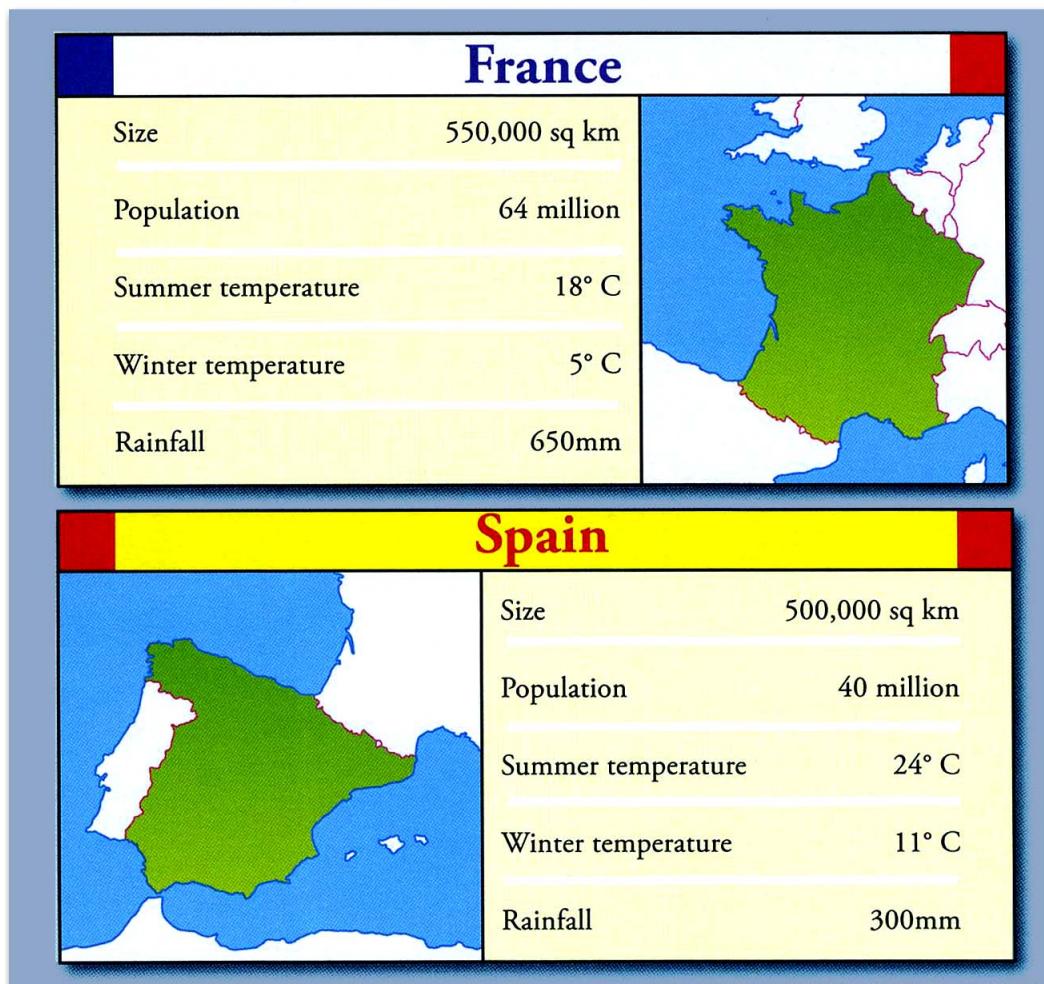
3 Complete the sentences. Write one word in each space.

- 1 This book is better than..... the other one.
- 2 Jim is not tall as his sister.
- 3 I don't like running. It's interesting than swimming.
- 4 This film is funnier the last one we saw.
- 5 Do this exercise first. It's important.
- 6 These boots are cheaper the other ones.
- 7 Don't worry! It's not bad as you think!
- 8 This road is longer I thought.

4 Rewrite each sentence so it has the same meaning. Use a comparative form of the adjective in brackets.

- | | |
|--|-------------|
| 1 Tim is older than Sarah. | (young) |
| Sarah is <u>younger than Tim</u> | |
| 2 Our house is larger than yours. | (small) |
| Your house is | |
| 3 Bill is not as tall as David. | (short) |
| Bill is | |
| 4 Jack's marks are worse than mine. | (good) |
| My marks | |
| 5 This book is the same price as that one. | (expensive) |
| That book is | |
| 6 Your bike is slower than mine. | (fast) |
| My bike | |

- 5 Read the information about France and Spain. Complete the sentences about the countries, using a comparative form of the words in brackets.



- 1 France *is bigger than* Spain. (big)
- 2 Spain France. (small)
- 3 Spain's population France's population. (large)
- 4 France's population not Spain's population. (small)
- 5 Spain France, in summer. (hot)
- 6 Spain not France, in winter. (cold)
- 7 Spain not France. (rainy)
- 8 France Spain. (rainy)

Making comparisons 2:

superlative adjectives ***She is the fastest runner.***

- Comparative adjectives compare two things.
She is a faster runner than John.
- Superlative adjectives compare one thing in a group with all the other things in that group.
She is the fastest runner in the world. *He is the tallest man I know.*
- We can use a superlative without a noun.
Which cake is the biggest? *I think this dress is the prettiest.*
- We usually use *the* before a superlative, but we can use a possessive (*my, your, his, her* etc.).
Jane is wearing her best dress. *Peter is my youngest brother.*

Forming superlative adjectives

- One-syllable word: add *-est* to the adjective.
long → *longest*
This is the longest river in our country.
- One-syllable words ending with one consonant: double the final consonant.
big → *bigger*
- Words ending in consonant + *y*: change *y* to *i*.
dry → *drier*
- Most adjectives with two or more syllables: use *most* + adjective
modern → *most modern*
interesting → *most interesting*
This is the most interesting book in the shop

Exceptions

- Adjectives with two or more syllables ending in consonant + *y*: add *est*.
happy → *happiest*
- Some adjectives with two syllables can be formed in either way.
common → *commonest* or *most common*
Others include: *quiet, tired* and words ending *-ow, -y, -le* and *-er*.

Irregular superlatives

<i>good</i>	→	<i>best</i>	<i>bad</i>	→	<i>worst</i>
<i>little</i>	→	<i>least</i>	<i>old</i>	→	<i>eldest</i> (for family members)

GRAMMAR 60 MAKING COMPARISONS 2: SUPERLATIVE ADJECTIVES

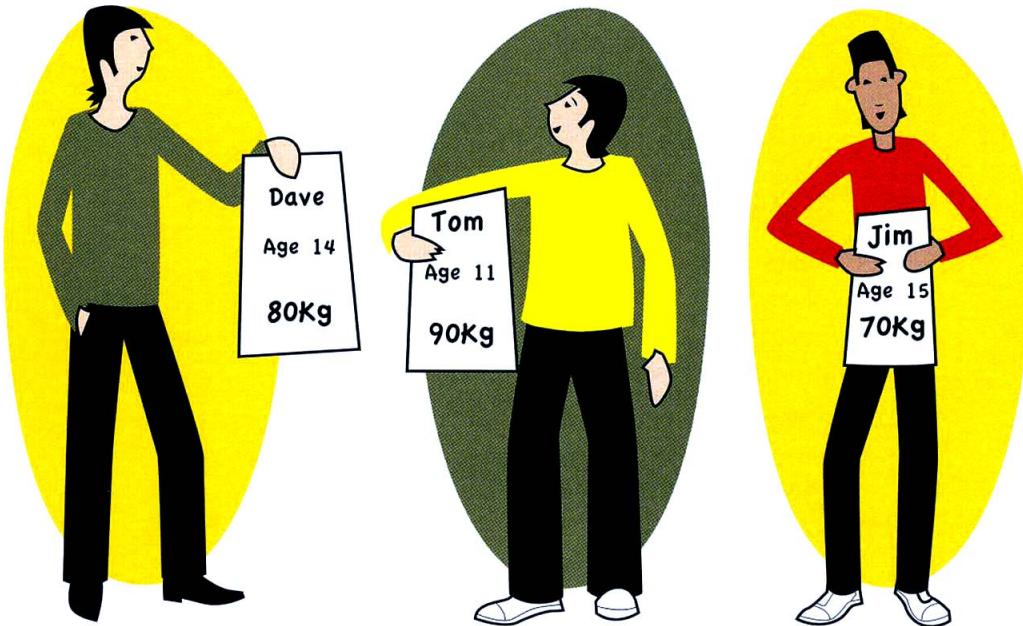
1 Write the superlative form of each adjective.

- | | |
|------------|--------------------------------|
| 1 long | <u>the longest</u> |
| 2 fit | |
| 3 funny | |
| 4 terrible | |
| 5 good | |
| 6 wide | |
| 7 nasty | |
| 8 strange | |

2 Underline the correct word in each sentence.

- 1 This is the better / best restaurant in the town.
- 2 This castle is one of the older / oldest in Europe.
- 3 Your hotel is more / most comfortable than ours.
- 4 This is the worse / worst holiday I have ever had!
- 5 Bill is the richer / richest person in the world.
- 6 George is happier / happiest than he was.
- 7 This film is more / most interesting than the last one.

3 Look at the picture and write sentences using the superlative form of the words in brackets.



- 1 Dave (tall) Dave is the tallest
- 2 Tom (short)
- 3 Jim (old)
- 4 Tom (young)
- 5 Tom (heavy)
- 6 Jim (light)

Language work: Comparison

Study this comparison of three types of computer.

	Mainframes	Minicomputers	Microcomputers
Size	+++	++	+
Power	+++	++	+
Cost	+++	++	+

We compare things using adjectives in two ways.

- 1 We can compare one type of computer with another.

Minicomputers are bigger than microcomputers.

Mainframes are more expensive than microcomputers.

For negative comparisons, we can say:

Microcomputers are not as big as minicomputers.

Microcomputers are not as powerful as mainframes.

- 2 We can compare mainframes to all other types of computer.

Mainframes are the biggest computers.

Mainframes are the most powerful computers.

Mainframes are the most expensive computers.

With short adjectives (*big, small, fast*), we add *-er* and *-est* (*faster, fastest*).

With longer adjectives (*powerful, expensive*), we use *more/less* and *the most/the least* before the adjective (*more powerful, the most powerful*).

Remember these two exceptions:

good – better – the best bad – worse – the worst

Task 7

Choose the correct adjective. Then fill in the gaps with the correct form of the adjective.

- 1 *light/heavy* Laptops are ¹ _____ than desktop computers, but ² _____ than notebooks.
- 2 *large/small* The mainframe is the ³ _____ type of computer. A minicomputer is ⁴ _____ than a microcomputer.
- 3 *common/good* Personal computers are ⁵ _____ than mainframes but mainframes are ⁶ _____ than personal computers at processing very large amounts of data.
- 4 *powerful/expensive* Minicomputers are ⁷ _____ than mainframes but they are also ⁸ _____.
- 5 *fast/cheap* New computers are ⁹ _____ and sometimes ¹⁰ _____ than older machines.
- 6 *powerful/expensive* Laptops are often ¹¹ _____ than PCs but they are not as ¹² _____.

Aids to communication

Here are some phrases to use when agreeing or disagreeing with someone.

- A: *(I think) The best computer for a _____ is _____.*
- B: *I agree. / I think so too.*
- C: *I disagree. / I don't think so.*

Problem-solving

Task 8

In pairs, decide what sort of computer is best for each of these users.

- 1 John Wilmott is a salesperson and he spends a lot of time visiting customers. He wants a computer to carry with him so he can access data about his customers and record his sales.
- 2 Pat Nye is a personnel officer. She needs a computer to keep staff records and to keep a diary of appointments. She also needs a computer for writing letters.
- 3 The University of the North needs a computer to look after its accounts, its network, the records of all students and staff, and to help with scientific research.
- 4 The James family want a computer for entertainment, writing letters, the Internet, and for calculating tax.

Writing

Task 9

Put the words in brackets into the correct form to make an accurate description of sizes of computers.

There are different types of computer. The (*large*) ¹ _____ and (*powerful*) ² _____ are mainframe computers. Minicomputers are (*small*) ³ _____ than mainframes but are still very powerful. Microcomputers are small enough to sit on a desk. They are the (*common*) ⁴ _____ type of computer. They are usually (*powerful*) ⁵ _____ than minicomputers.

Portable computers are (*small*) ⁶ _____ than desktops. The (*large*) ⁷ _____ portable is a laptop. (*Small*) ⁸ _____ portables, about the size of a piece of writing paper, are called notebook computers. Subnotebooks are (*small*) ⁹ _____ than notebooks. You can hold the (*small*) ¹⁰ _____ computers in one hand. They are called handheld computers or palmtop computers.

1 In a computer shop

A  Imagine you are in a computer shop. Choose five things that would improve your digital life. In pairs, compare your choices.

B  You want to buy a computer. Think of three basic features that will make a big difference to your choice. In pairs, compare your choices.

C  Listen to two people making enquiries in a computer shop. Do they buy anything?

D  Listen again and complete the product descriptions.

iMac

Processor speed 2.33GHz

RAM _____

Hard drive capacity _____

DVD drive included? Yes

Operating system _____

Includes internet software

Price _____



MacBook

Processor speed _____

RAM _____

Hard drive capacity _____

DVD drive included? _____

Operating system _____

Includes internet software

Price £1,029



E Listen again and complete the extract from the conversation.

Assistant: Do you need any (1) _____?

Paul: Um, yes, we're looking for a Mac computer. Have you got any fairly basic ones?

Assistant: Yes, sure. If you'd like to come over here.

Paul: What different (2) _____ are there?

Assistant: At the moment we've got these two models: the iMac, which is a desktop computer with an Intel Core 2 Duo processor (3) _____ at 2.33 gigahertz, and the portable MacBook, which has a processor (4) _____ at 2.0 gigahertz. Core Duo technology actually means two cores, or processors, built into a single chip, offering up to twice the speed of a traditional chip.

Sue: So they're both very (5) _____, then. And which one has more memory? I mean, which has more RAM?

Assistant: Well, the iMac has two gigabytes of RAM, which can be (6) _____ up to three gigabytes, and the MacBook has one gigabyte, expandable to two gigabytes. It all depends on your needs. The iMac is (7) _____ for home users and small offices. The MacBook is more (8) _____ if you travel a lot.

2 Language functions in a computer shop

Look at the language functions in the HELP box and then correct one mistake in each of these sentences. Decide which functions are being expressed in each sentence.

1. The Ulysses SD is a power, expandable computer that offers high-end graphics at a low price.
2. A laptop is likely to be more expensive than the equivalent desktop, but a laptop is less practical if you travel a lot.
3. Where's the storage capacity of the hard drive?
4. I'm looking a desktop PC that has good graphics for games.
5. Do you need the help?
6. And how many does the PDA cost?
7. This workstation is a Pentium processor with dual-core technology, 1,024 gigabytes of RAM, and 1 terabyte of disk space.

HELP box

Language functions useful to a sales assistant

- Greeting and offering help
Good morning. Do you need any help?
- Giving technical specifications (specs)
The MacBook has a processor running at 2.0 gigahertz.
The iMac has two gigabytes of RAM.
They feature a camera built into the display.
- Describing
Both computers are very fast and reliable.
- Comparing
The MacBook is more practical if you travel a lot.
PDAs are cheaper than laptops but laptops are more powerful.

Language functions useful to a customer

- Explaining what you are looking for
We're looking for a personal computer. Have you got any fairly basic ones?
- Asking for technical specs
What's the storage capacity of the hard drive?
Do they have a DVD drive?
- Asking the price
How much do they cost?
How much is it?

3 Role play – buying a computer



Work in pairs. One of you wants to buy a computer, the other is the shop assistant. Use the prompts and product descriptions below to role play the conversation.

Shop assistant

Greet the customer and offer help.

Show the customer two possible models.

Give technical specs (describe the processor, RAM and storage capacity). Compare the two different models.

Give the information required. Compare the two models.

Answer, and mention any final details that might persuade the customer to buy the computer.

Customer

Explain what you are looking for.

Ask for some technical specs.

Ask about any further technical specs (DVD drive, monitor, communications, etc.).

Ask the price.

Decide which computer to buy or leave the shop.

Toshiba Satellite

laptop

2.0GHz Core 2 Duo processor
2GB RAM expandable to 4GB
160GB hard drive
Super Multi drive (double layer)
15.4" wide XGA display
Wireless LAN, Wi-Fi compliance

£1,099

Dell desktop PC

AMD Athlon at 2.4GHz
1GB RAM expandable to 4GB
320GB hard drive
DVD+/-RW drive
17" LCD monitor

£680

Palm TX handheld

Intel 312MHz ARM-based processor
128 MB Flash memory (non-volatile)
Support for memory cards
320x480 TFT touch screen
Wi-Fi and Bluetooth
Lithium-ion battery

£216

4 Choosing the right computer



Listen to four people talking about their computer needs and take notes. In pairs, read the descriptions from the computer shop website and choose the most suitable computer for each person. Give reasons for your choices.

Speaker 1 _____

Speaker 3 _____

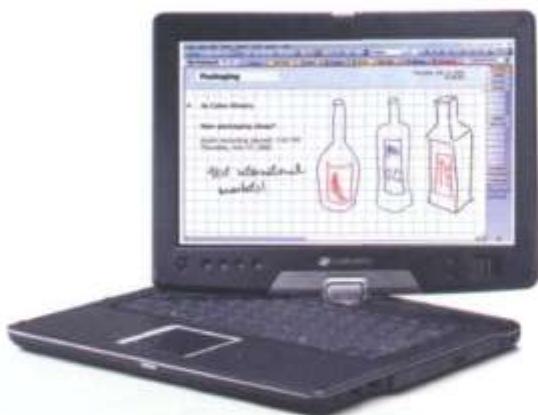
Speaker 2 _____

Speaker 4 _____



Sun workstation

Two AMD Opteron processors at 3.0GHz
4GB RAM; 32GB maximum
1 terabyte hard drive and dual DVD drive
19" Sun TFT flat-panel LCD
Supports several graphics formats
Allows you to handle your toughest technical, scientific, and business-critical applications
Supports Solaris, Windows and Linux
£3,249



Gateway C-120 convertible notebook

Intel Core 2 Duo ULV processor at 1.06GHz
12.1" WXGA TFT touch screen
Gateway Executive stylus pen
1024MB DDR2 SDRAM
80GB serial ATA hard drive
DVD-ROM drive (optical DVD burner)
Integrated modem and Bluetooth
Windows Vista Home Premium
Thin and lightweight (1.17", 2.4 kg)

£805



Sony Vaio AR laptop (VGN-AR51E)

Intel Core 2 Duo Processor at 2GHz
2GB DDR2 SDRAM
200GB hard drive
DVD+/-RW optical drive
17" WXGA high-definition LCD screen
Memory Stick slot
Three USB 2.0 ports
Integrated wireless LAN
Built-in 'Motion Eye' digital camera
Lithium-ion battery
Windows Vista Ultimate

£899



Dell Inspiron 531 desktop PC

AMD Athlon 64 X2 Dual Core Processor
3072MB DDR2 SDRAM
Dell 22" Wide Flat Panel
256MB NVIDIA GeForce 8600GT video card
1.0TB Hard Drive
16x DVD+/- RW Drive
Integrated 7.1 Channel High Definition Audio
Windows Vista Home Premium
Optional features: Windows Media Center, integrated TV Tuner, and a Blu-ray disc drive for high-definition content

From £849



B Look at the notes you made about your ideal computer system in Unit 3 task 6 (page 15). What did you want? Look again at the descriptions of the computers above and choose the one that is closest to your ideal. In pairs, discuss your choices.

HELP box

Comparatives

- We form the comparative of one-syllable adjectives by adding **-er**.
slow → **slower**
*Inkjet printers are **slower** than laser printers, but much **cheaper**.*
- Two-syllable adjectives usually take **more/less**.
modern → **more modern**
*They're designing a **more modern** version at the moment.*
- Adjectives ending in **-y** (for example, **noisy**) take **-er** and the **y** changes to **i**.
*Dot-matrix printers are **noisier** than inkjets.*
- We form the comparative of adjectives with three or more syllables by adding **more/less**.
versatile → **more versatile**
*... they're **cheaper** and **more versatile** than standalone products.*
- Note the irregular forms:
good → **better**
bad → **worse**
little → **less**
*If you want **better** results, you'll need specialized software.*
- Equality is expressed by using **as ... as**. Difference can be shown by using **not as ... as**.
*This is **as fast as** many other printers in its class.*
*Inkjets are **not as expensive as** laser printers.*

Language work: comparatives

Look at the HELP box and then complete these sentences using the comparative form of the adjective in brackets.

- 1 A laser printer is generally (quiet) _____ than a low-cost inkjet printer.
- 2 Multi-function printers are now only slightly (expensive) _____ than conventional printers, and offer much (great) _____ versatility.
- 3 The print quality of this network printer is noticeably (good) _____ than any inkjet, and as (good) _____ as similar laser printers.
- 4 The Agfa platesetter is (reliable) _____ and (easy) _____ to use than most printers of its type.
- 5 Your printer is only as (good) _____ as the paper you use.
- 6 The final result is always (accurate) _____ than the original image.
- 7 An imagesetter is (heavy) _____ than a laser printer.

Language work: superlatives

HELP box

Superlatives

- We form the superlative of one-syllable and most two-syllable adjectives by adding **-est**
cheap → the cheapest
clever → the cleverest
- Some two-syllable adjectives (including those ending in **-ing**, **-ed**, **-ful** and **-less**) form the superlative with **the most/least**.
advanced → the most advanced
- Adjectives with three or more syllables also take **the most/least**.
fantastic → the most fantastic
powerful → the least powerful
- But two syllable adjectives ending in **-y** (for example, **noisy**) take **-est** and the **y** changes to **i**.
noisy → the noisiest
- Note the irregular forms:
good → the best
bad → the worst
little → the least
(with amounts, not size)

Complete these sentences with the superlative form of the adjectives in brackets.

- Always buy the (fast) _____ scanner with the (high) _____ resolution you can afford.
- They have created the (revolutionary) _____ camera to date.
- FotoFinish is the (easy) _____ photo editing software for your digital camera.
- This scanner gives you the (good) _____ scans with the (little) _____ effort.
- Our university has bought the (modern) _____ computer equipment.



In pairs, discuss who or what you think is:

- the most difficult computer game you've ever played.
- the most exciting film you've ever seen.
- the funniest programme on TV.
- the most dangerous computer virus.
- the best blogger or webmaster on the Web.
- the most popular web browser.

Present continuous: affirmative *I'm waiting.*

- Use the present continuous for actions happening at the moment.
I am sitting in my car. She's watching television.
- We form the present continuous with the present of *be* + verb + *ing*
I am watching He is watching

<i>I am waiting.</i>	<i>He is waiting.</i>	<i>We are waiting.</i>
<i>I'm waiting.</i>	<i>He's waiting.</i>	<i>We're waiting.</i>
<i>You are waiting.</i>	<i>She is waiting.</i>	<i>They are waiting.</i>
<i>You're waiting.</i>	<i>She's waiting.</i>	<i>They're waiting.</i>
<i>It is waiting.</i>		
<i>It's waiting.</i>		

I'm studying English. We're swimming in the sea.

My brother's talking on the telephone now.

Sue's reading a book at the moment.

Spelling

- Verbs with two vowels and ending in one consonant, add *-ing*.
wait → *waiting*
- Verbs ending in *e*, drop *e* and add *-ing*.
make → *making*
decide → *deciding*
write → *writing*
- Verbs ending with one vowel and one consonant, double the consonant.
sit → *sitting*
swim → *swimming*
cut → *cutting*
- Verbs ending *ie*, change *ie* to *y*.
lie → *lying*
tie → *tying*
die → *dying*
- Verbs ending in a vowel and *y*, add *-ing*.
stay → *staying*
play → *playing*
say → *saying*

GRAMMAR 4 PRESENT CONTINUOUS: AFFIRMATIVE

1 Look at the pictures and write sentences.



1 I / eat

.....I'm eating.....

2 They / listen

.....

3 The teacher / come

.....



4 You / move

.....

5 It / rain

.....

6 We / sing

.....

2 Complete this postcard with the present continuous form of the verbs in brackets.

Dear Jim,

We (1) (have) are having a terrible holiday. It (2) (rain) I (3) (sit) in the apartment. I (4) (watch) television. Tom and Peter (5) (play) computer games. Alice (6) (read) a book. Susan (7) (make) a cup of coffee. The baby (8) (cry)

I want to go home.

See you soon,

George



Present continuous: negative *I'm not waiting.* and questions *Is he waiting?*

Negative

<i>I am not waiting.</i>	<i>He is not waiting.</i>	<i>We are not waiting.</i>
<i>I'm not waiting.</i>	<i>He isn't waiting.</i>	<i>We aren't waiting.</i>
	<i>(He's not ...)</i>	<i>(We're not ...)</i>
<i>You are not waiting.</i>	<i>She is not waiting.</i>	<i>They are not waiting.</i>
<i>You aren't waiting.</i>	<i>She isn't waiting.</i>	<i>They aren't waiting.</i>
<i>(You're not...)</i>	<i>(She's not ...)</i>	<i>(They're not ...)</i>
	<i>It is not waiting.</i>	
	<i>It isn't waiting.</i>	
	<i>(It's not waiting.)</i>	

I'm not walking to school today.

I'm not drinking milk, I'm drinking cola.

They aren't playing football. They're playing rugby.

Questions

<i>Am I waiting?</i>	<i>Is he waiting?</i>	<i>Are we waiting?</i>
<i>Are you waiting?</i>	<i>Is she waiting?</i>	<i>Are they waiting?</i>
	<i>Is it waiting?</i>	

Are you waiting for me?

Are you reading? No, I'm not reading.

Wh- questions

What are you doing?

Where are you going?

→ SEE ALSO

Grammar 34: Yes/no questions and short answers

Grammar 35: Wh- questions

GRAMMAR 5 PRESENT CONTINUOUS: NEGATIVE AND QUESTIONS

1 Change the statements into questions.

- 1 I'm making a lot of noise.Am I making a lot of noise?....
- 2 Clare is reading.
- 3 You are watching the news.
- 4 It is snowing.
- 5 We are waiting in the right place.
- 6 You are sitting here.
- 7 David is enjoying his holiday.
- 8 The bus is stopping.

2 Change the statements into negative sentences.

- 1 It is raining.It isn't raining.....
- 2 Tim is studying.
- 3 We're talking.
- 4 You're listening to me.
- 5 Katherine is lying.
- 6 They are waiting for us.
- 7 Anna's having a good time.
- 8 I'm reading at the moment.

3 Correct each sentence or question. Use the correct present continuous form.

- 1 I playing tennis with my best friend.
I'm playing tennis with my best friend......
- 2 You're coming to the cinema tonight?
.....
- 3 John and Mandy don't going to the beach.
.....
- 4 Is Emma and Sam flying to America?
.....
- 5 'Where's Ann?' ' She is walk on the beach.'
.....
- 6 We not studying French at school this year.
.....
- 7 You have a good time?
.....
- 8 I aren't watching the TV. Turn it off.
.....
- 9 Fred are eating a sandwich for his lunch.
.....
- 10 Are waiting they for a bus?
.....

Present continuous	<i>I am watching</i>
and present simple	<i>I watch</i>

Present continuous

Use the present continuous to describe things that are happening at the moment.

Jim is watching television at the moment.

Present simple

Use the present simple to describe habits and routines.

- Things we do often, every day, every week, etc.
 - Things that always happen

I arrive at school at 8:30.

The first lesson starts at 8.45

The lesson finishes at 9.30

- We generally use these verbs with the present simple, not the present continuous:

This bike costs £200

Anna likes rap music.

Do you know the answers?

I don't understand this

Do you believe me?

- Some verbs have one meaning in the present simple, but a different meaning in the present continuous

Do you have a bike? = Do you own a bike?

(in general)

I'm having a great time! = It's a great party!

(in general)
(at the moment)

I think this film is great! = I like this film a lot

(in general)

Quiet! I'm thinking = I'm doing a difficult exercise

(in general)
(at the moment)



Joe lives in New York. (New York is his home. He lives there all the time.)

We are living near the station at the moment. (We want to move to another house soon.)

1 Choose the best sentence for the situation.

- 1 A I'm in the bathroom! I wash my hair.
B I'm in the bathroom! I'm washing my hair. ✓
- 2 A This maths problem is difficult. Do you know the answer?
B This maths problem is difficult. Are you knowing the answer?
- 3 A Do you wait for the school bus? You're in the wrong place!
B Are you waiting for the school bus? You're in the wrong place!
- 4 A Look at that bike! It costs £350.
B Look at that bike! It is costing £350.
- 5 A Do you understand this exercise?
B Are you understanding this exercise?
- 6 A Sorry, I'm busy. I do my homework.
B Sorry, I'm busy. I'm doing my homework.

2 Complete each sentence. Use the words in brackets. Use present simple or present continuous.

- 1 Richard (always, get up) always gets up before 7.00.
- 2 Hurry up! The bus (wait) for us!
- 3 Where (we, go) ? This is the wrong road!
- 4 My friends (not believe) my story.
- 5 Please be quiet! I (read) a very interesting book.
- 6 (like, Susan) horror films?
- 7 Maria (usually, sit) at the front of the class.
- 8 Carlos can't talk to you at the moment. He (have) a shower.
- 9 Please wait for a moment, Jane. I (talk) to Susan.
- 10 This bike (cost) a lot of money.

3 Choose the most suitable word or phrase for each space.

- 1 'Someone B. for you outside.' 'Who is it?'
A waits B is waiting C waiting
- 2 'What of this book?' 'I think it's fantastic!'
A do you think B is you think C you do think
- 3 in ghosts?
A Are you believe B Are you believing C Do you believe
- 4 Kate is busy. She for a test.
A is study B is studying C is studies
- 5 a great time at the moment!
A We are have B We're have C We're having
- 6 Tina usually at 7.00.
A get up B is getting up C gets up

CHECKPOINT 1

1 Correct each sentence or question.

- 1 I ~~doesn't likes~~ this film. *don't like*.....
- 2 What do you wants?
- 3 Jim walk sometimes to school.
- 4 When the lesson begins?
- 5 I don't gets up early on Saturdays.
- 6 Tina not like computer games.
- 7 Alex watchs television every night.

2 Complete each sentence with one word. Contractions are one word.

- 1 What *do*..... you usually eat for lunch?
- 2 George and Terry speak Portuguese. They speak English.
- 3 It's 9.30 and the children sitting at their desks.
- 4 Ken like tea. In fact, he hates it.
- 5 When it rains, you take an umbrella?
- 6 What it say on the board? I can't see from here.

3 Choose the most suitable word or phrase for each space.

- 1 What time to bed?
A usually do you go B do usually you go C do you usually go
- 2 Every day, Frank to work.
A goes B is going C go
- 3 Stop it! it!
A I'm not liking B I don't like C I not like
- 4 What ? Is it an orange?
A you are eating B are you eating C do you eat
- 5 Anna feels ill, so she basketball.
A doesn't play B isn't play C isn't playing
- 6 Pay attention, Philip! ?
A Do you listen B Is it listening C Are you listening
- 7 Excuse me. to the city centre?
A This bus goes B Does this bus go C Is this bus go

4 Rewrite each sentence using the words in brackets.

- 1 Jo goes to school by bus. (usually)

Jo usually goes to school by bus......

- 2 I'm working hard. (not)

.....

- 3 Sara likes sport. (not)

.....

- 4 I get up at 6.30. (always)

.....

- 5 We speak German. (not)

.....

- 6 Peter goes to the beach. (often)

.....

- 7 George drinks beer. (never)

.....

- 8 We're having a good time. (not)

.....

5 Present simple or present continuous? Change the verb if it is wrong.

- 1 Are you having a motorbike?

Do you have a motorbike?.....

- 2 I'm staying in a hotel near the sea.

.....

- 3 I'd like to buy this coat. How much is it costing?

.....

- 4 What you doing?

.....

- 5 I'm usually getting up at 6.00.

.....

- 6 This book is difficult. I'm not understanding it.

.....

- 7 I watch a lot of TV every night.

.....

- 8 Excuse me. Are you knowing the way to the museum?

.....

Think about grammar!

Are the sentences true or false?

- 1 Present simple questions always begin with the word **do**.

- 2 *I eat rice* means the same as *I'm eating rice*.

- 3 Some verbs have a different meaning in present simple and in present continuous.

Language work: Present simple vs Present continuous

Study these examples of the Present simple and the Present continuous from the interview with Colin. Which tense does Colin use for:

- 1 routines and procedures?
- 2 things happening now?
- 3 likes and dislikes which are always true?

Present continuous

an example of what we're working on at the moment

there are three main areas we're working in

*I'm, at the moment, trying to learn how to use Active Server pages
we're now using a system called Visual Failsafe*

Present simple

we speak to the users

we offer solutions

we don't spend a full day programming

we go to the canteen and work it out

I enjoy my work

We use the **Present simple** to describe routines, standard procedures, and things which are always true, such as likes and dislikes.

We use the **Present continuous** for actions going on at the moment.

Complete these sentences by putting the verb in brackets into the Present simple or Present continuous.

- 1 At the moment I _____ (work) on a program for schools.
- 2 We always _____ (ask) the users, not the managers, what they need from the system.
- 3 Paul is a database expert so usually he _____ (do) anything on databases and I _____ (get) the interfaces.
- 4 We _____ (use) Active Server for this project because it's Web-based.
- 5 Commonly we _____ (use) C++ and JavaScript.
- 6 Whenever we _____ (finish) part of a project, we put a copy of the software in a sub-folder as a record.
- 7 I _____ (subscribe) to two magazines.
- 8 Right now I _____ (try) to learn how to use Active Server properly.
- 9 At the moment we _____ (develop) a Web-based project.
- 10 It's a magazine for people who know what they _____ (do).



Tips for running your first marathon

You don't have to be a world-class athlete to run a marathon. You don't even need to be super fit. But you do have to follow a good training programme. And you must start training several months before your first race.

For a few days before the big race, you must make sure you rest well and eat lots of carbohydrates. During the race itself, remember to drink lots of water. You mustn't get dehydrated.

Presentation

must, have to, need to

Use *must*, *have to* and *need to* to say that it is obligatory or very important to do something. There is very little difference between the three verbs in the affirmative.

Must suggests that the speaker thinks something is necessary: *I must get up early tomorrow morning.* (= I think it's very important.)

Have to and *need to* suggest that somebody else has made the decision: *My trainer says I have to / need to get more practice over the full distance.*

You can also use *must*, *have to* and *need to* to give advice:

You must start training as soon as possible. (= this is my advice.)

mustn't

Use *mustn't* to express prohibition, or to say that it is very important not to do something:

You mustn't get dehydrated. (= It's very important that you don't get dehydrated.)

Spectators must not cross the road when the race is on. (= This is not permitted.)

don't have to, don't need to

Use *don't have to* and *don't need to* to show that ...

- something is not important or essential: *You don't have to / don't need to be a world-class athlete to run a marathon.*
- you can choose not to do something if you want: *You don't have to / need to get up early to train; you can train in the evenings instead.*

don't have to, mustn't

Notice the difference between *don't have to* and *mustn't*:

You don't have to run every day. You can take a day off from time to time. (= There's no obligation, it's your choice.)

You mustn't run every day. You aren't fit enough. (= It's a really bad idea, it's prohibited.)

Obligation / Necessity	must	You must start training several months before your first race.
	have to	You have to follow a good training programme.
	need to	You need to run a distance of ten miles at least three times a week.
Prohibition	mustn't	You mustn't get dehydrated.
No obligation / No necessity	don't have to	You don't have to be a world-class athlete to run a marathon.
	don't need to	You don't need to be super fit.

1 Choose the correct form.

- 1 You *have to* / *mustn't* train really hard if you want to run a marathon.
- 2 You *need to* / *don't have to* follow the advice of an expert if you haven't run a marathon before.
- 3 You *mustn't* / *must* run for at least two hours three or four times a week.
- 4 It can be quite hard at times but you *don't need to* / *mustn't* stop.
- 5 I *need to* / *don't need to* get up really early in the morning if I want to go running before work.
- 6 You *mustn't* / *don't need to* run every day if you don't want to, but I think it helps.
- 7 You *mustn't* / *don't have to* run the whole race. You can walk some of the way if you want.
- 8 You really *must* / *mustn't* be careful not to run too far when you first start training.

2 ⚡ Complete the texts using *have to*, *don't have to* and *mustn't*. Then listen and check.



I like my job. I ¹ wear a uniform. I can work in jeans and a T-shirt. I ² get up early. I start work at 12. But I ³ be late! The boss gets really angry if I'm late.



I love chess. You ⁴ be tall, or fast or strong to play! Of course, you ⁵ be quick and intelligent. And you ⁶ let yourself get distracted. That's a sure way to lose the game!

3 Complete the second sentence using the word given so it has the same meaning as the first sentence.

- 1 It is essential that you answer all the questions on the exam paper.
(must) You all the questions on the exam paper.
- 2 It isn't necessary for you to take me in the car. I can go by bus.
(need) You me in the car. I can go by bus.
- 3 It is sometimes necessary for us to work at weekends.
(have) We at weekends.
- 4 Smoking is not allowed in the school buildings.
(must) You in the school buildings.
- 5 It is essential that you go to the front desk when you arrive.
(must) You to the front desk when you arrive.
- 6 You must get a good night's sleep before an exam.
(need) You a good night's sleep before an exam.

4 Write three things that you *have to do* and three things you *mustn't do* in your flat or house.

have to do

- 1
- 2
- 3

mustn't do

- 4
- 5
- 6

Modals: ability and possibility *can, can't, cannot*

- We use *can* when we talk about ability and possibility.

Can you ride a bike? No. (I don't know how to do it.)
Sorry, but I can't come to your party on Friday. (It's not possible.)
I can't lift this table. (It's impossible.)

- *Can* is a modal auxiliary verb. We use a modal auxiliary with a verb infinitive (without *to*).
- A modal auxiliary does not change its form.

Statements

<i>I can swim.</i>	<i>He can swim.</i>	<i>We can swim.</i>
<i>You can swim.</i>	<i>She can swim.</i>	<i>They can swim.</i>
<i>It can swim.</i>		

Negatives

<i>I can't swim.</i>	<i>He can't swim.</i>	<i>We can't swim.</i>
<i>You can't swim.</i>	<i>She can't swim.</i>	<i>They can't swim.</i>
<i>It can't swim.</i>		

Cannot is the full negative form, used in formal writing and speech.

I cannot swim.

Questions

<i>Can I swim?</i>	<i>Can he swim?</i>	<i>Can we swim?</i>
<i>Can you swim?</i>	<i>Can she swim?</i>	<i>Can they swim?</i>
<i>Can it swim?</i>		

Short answers

Can you see it? Yes, *I can.* / No, *I can't.*

Tag questions

You can see it, can't you? *You can't see it, can you?*

For the past, use *could*. For the future, use *be able to*.



- 1** Read the form and write sentences about Petbot, the robot dog.

What can it do?

PetBot, the robot Dog	
walk?	✓
run?	✗
dance?	✓
smile?	✓
speak English?	✗
ride a bicycle?	✗



- 1** It can walk.....
 - 2**
 - 3**
 - 4**
 - 5**
 - 6**
- 2** Rewrite each sentence so it has the same meaning. Use *can* or *can't*.
- 1** I'm not able to come to your party.
I can't come to your party.....
 - 2** Is it possible for you to play basketball tonight?
.....
 - 3** Do you know how to use a computer?
.....
 - 4** It isn't possible for you to borrow my bike.
.....
 - 5** It's impossible for us to answer this question.
.....
 - 6** It's not possible for me to help you.
.....
 - 7** I don't know how to play this game.
.....
 - 8** Is it possible for you to help me?
.....



Modals: obligation ***must, have to, should***

must

- We usually use *must* when we talk about necessary or important actions.

I must leave now. I don't want to be late.

We must remember to take our passports.

I must leave.

He must leave.

We must leave.

You must leave.

She must leave.

They must leave.

It must leave.

- We can also use *have to* in these situations.

have to

- We use *have to* when we talk about a rule made for us by somebody else.

We have to wear a uniform at my school. (a rule)

When the lights are red, you have to stop. (a rule)

- *Have to* changes to *has to* for *he, she, it*.

Paul has to do his homework now.

- We don't usually use *must* to make questions.

I must leave at 6.00. Do I have to leave at 6.00?

I have to leave.

Do I have to leave?

You have to leave.

Do you have to leave?

He has to leave.

Does he have to leave?

She has to leave.

Does she have to leave?

It has to leave.

Does it have to leave?

We have to leave.

Do we have to leave?

They have to leave.

Do they have to leave?

should

- *Should* gives the speaker's opinion of what is a good thing to do.

You should check your work at the end of the lesson.

You should eat fruit every day.



The 'T' in *should* is silent.

1 Rewrite each imperative with *must*.

- 1 Do it again! *You must do it again!*
- 2 Work faster!
- 3 Turn to page 50!
- 4 Hurry up!
- 5 Stop talking!
- 6 Listen to me!
- 7 Give me your homework!
- 8 Sit down!

2 Change the statements into questions and the questions into statements.

Life at school

- 1 We have to wear a uniform *Do you have to wear a uniform?*
- 2 Do you have to do homework?
- 3 I must sit in the same place
- 4 He has to arrive before 8.00.
- 5 Does she have to eat lunch at school?
- 6 I have to change classrooms.
- 7 They must do gym.
- 8 Do you have to learn German?

3 Complete each sentence using *should*.

- 1 If I were you, I'd go to the doctor's.
I think *you should go to the doctor's*
- 2 It's a good idea to wear a warm coat.
You
- 3 My advice is to leave early.
I think you
- 4 It's a good idea to take more exercise.
You
- 5 In my opinion, it's a good idea for you to read a lot.
I think
- 6 It's a good idea to do that.
You
- 7 My advice is for you to ride a bike.
I think
- 8 If I were you, I would buy a dog.
I think



Modals: negative obligation

mustn't, don't have to, shouldn't

mustn't

- *mustn't* = *must not*. We use *mustn't* when something is not allowed.

You mustn't shout!

Students must not eat or drink in the classroom.

I mustn't do that.

He mustn't do that.

We mustn't do that.

You mustn't do that.

She mustn't do that.

They mustn't do that.

It mustn't do that.

- *Must not* is more formal and is used in written English.

don't have to

- We use *don't have to* when something is not necessary.

We don't have to go to school tomorrow. We can stay at home.

Jim doesn't have to get up early tomorrow.

I don't have to

He doesn't have to

We don't have to

You don't have to

She doesn't have to

They don't have to

It doesn't have to

shouldn't

should not = *shouldn't*

- We use *shouldn't* when we think it is a bad idea to do something.

You shouldn't watch television all day. (In my opinion this is a bad idea.)

Kate shouldn't eat so much chocolate.



The first 't' in *mustn't* is silent.



1 Look at the notices and say what is not allowed.

- | | |
|--------------------------------|---------|
| 1 You mustn't talk | 2 |
| 3 | 4 |
| 5 | 6 |

2 Use the prompts to write sentences with *should* and *shouldn't*.

Health tips for students

<table border="0" style="width: 100%; border-collapse: collapse;"> <tr><td style="border: 1px solid #ccc; padding: 2px;">1</td><td>eat lots of sweets</td></tr> <tr><td style="border: 1px solid #ccc; padding: 2px;">2</td><td>keep fit</td></tr> <tr><td style="border: 1px solid #ccc; padding: 2px;">3</td><td>eat healthy food</td></tr> <tr><td style="border: 1px solid #ccc; padding: 2px;">4</td><td>drink lots of fizzy drinks</td></tr> <tr><td style="border: 1px solid #ccc; padding: 2px;">5</td><td>go to the gym</td></tr> <tr><td style="border: 1px solid #ccc; padding: 2px;">6</td><td>watch TV all night</td></tr> </table>	1	eat lots of sweets	2	keep fit	3	eat healthy food	4	drink lots of fizzy drinks	5	go to the gym	6	watch TV all night	<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid #ccc; padding: 2px; text-align: center;"><input checked="" type="checkbox"/> X</td> <td>..... You shouldn't eat lots of sweets</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px; text-align: center;"><input checked="" type="checkbox"/> ✓</td> <td>.....</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px; text-align: center;"><input checked="" type="checkbox"/> ✓</td> <td>.....</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px; text-align: center;"><input checked="" type="checkbox"/> X</td> <td>.....</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px; text-align: center;"><input checked="" type="checkbox"/> ✓</td> <td>.....</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px; text-align: center;"><input checked="" type="checkbox"/> X</td> <td>.....</td> </tr> </table>	<input checked="" type="checkbox"/> X You shouldn't eat lots of sweets	<input checked="" type="checkbox"/> ✓	<input checked="" type="checkbox"/> ✓	<input checked="" type="checkbox"/> X	<input checked="" type="checkbox"/> ✓	<input checked="" type="checkbox"/> X
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3 Use the verbs in brackets to make negative sentences with *have to*.

- 1 Kate (take) *doesn't have to take* an exam tomorrow.
- 2 Jim (get up) *early*.
- 3 I (make) *a phone call*.
- 4 George (do) *the shopping*.
- 5 You (sit) *here*.
- 6 Helen (do) *her homework*.

Must/have to, mustn't/don't have to

- 1** We use **must** when the speaker thinks it is necessary or important to do an action:
You must go. (= It is important that you go.)

We make negatives, questions and short answers like this:

You mustn't go.
Must you go? ~ Yes, I must.

- 2** We use **have to** to talk about an action that is necessary because of rules or laws, or because someone obliges us to do it:

Doctors sometimes have to work on Sunday.
 (It is in the rules of their work.)

We make negatives, questions and short answers with a form of **do**:

Teachers don't have to work on Sunday.
Do you have to work today? ~ No, I don't.

- 3** **POSITIVE**

In positive sentences we can often use **must** and **have to** with little difference in meaning, because many things are important both because we think so and because there are rules:

You must work hard in order to succeed
 (OR ... *you have to work ...*).

- 4** **NEGATIVE**

Note the difference in meaning between **mustn't** and **don't have to**.

In negative sentences we often use **mustn't** to say that something is against the rules, or against the law:

You mustn't smoke on buses. (Smoking is against the rules.)

In football you mustn't touch the ball with your hands. (Touching the ball is against the rules.)

We use **don't have to** to say that people are not obliged to do something:

In Britain, people don't have to carry a passport with them. (= People are not obliged to carry one.)

Nowadays pupils do not have to learn Latin at school. (= They are not obliged to learn it.)

- 5** **QUESTIONS**

In questions we usually use **do/does ... have to** (NOT **must**) to ask if something is obligatory or important:

Does Michael have to get up early tomorrow?
Do we have to wait here?

Practice

- A** The Stanton Squash Club has decided that it is important for all club members to do these things:

wear sports shoes and clean clothes have a shower pay before you play finish on time

But these things are not allowed:

disturb other players eat or drink outside the bar take club balls home

Put **have to**, **don't have to** or **mustn't** in the gaps.

- You don't have to wear white clothes, but you have to wear sports shoes.
 - You mustn't disturb other players, but you don't have to be silent.
- 1 You finish on time, but you start on time.
 - 2 You play with club balls, but if you do, you take them home.
 - 3 You eat or drink outside the bar, but you buy your food in the bar if you don't want to.
 - 4 You have a shower, and you wear clean clothes.

B Look at the signs and complete the sentences with *don't have to* or *mustn't*.

ANTIQUES

Please feel free to come in.
(No eating inside.)

- You *don't have to* go in.
- You *mustn't* eat inside.

Entry possible
30 minutes

before the concert.
No late arrivals
allowed.

- 1 arrive half an hour early.
- 2 You arrive late.

All vehicles – **slow**.

Drivers of large
vehicles, wait for
guard before crossing.

- 3 Small vehicles wait.
- 4 Drivers of large vehicles cross alone.

STUDENTS!

Please be quiet –
4th-year exam
in progress.

- 5 Students make a noise.
- 6 Third-year students take the exam.

LIBRARY

No talking.
Please leave books
on tables.

- 7 You talk in the library.
- 8 You put the books back on the shelves.

SWIMMING POOL

Free swim today.
No eating.
No drinking.

- 9 Swimmers pay today.
- 10 Swimmers eat or drink by the pool.

C Put the words in the box in the gaps. Don't add any other words.

Does	she	have	to	has	she	has	must	mustn't	have	does	she
------	-----	------	----	-----	-----	-----	------	---------	------	------	-----

Mark: We (►) *have* to get up early tomorrow.

Bob: Why?

Mark: Have you forgotten? Angela (1) to move to a new flat tomorrow, and I promised we would help her.

Bob: (2) have to move out by a particular time?

Mark: No, there's no rush. She doesn't (3) leave her old flat before the afternoon, but there are lots of things that (4) to pack, so we (5) get there fairly early.

Bob: Why (6) have to move, by the way?

Mark: She said that I (7) tell you because she wants to tell you herself, when she sees you tomorrow.