

7A | Behaving badly

SPEAKING & LISTENING

- 1 When talking about your secondary school, how would you describe each of the nouns in bold? Circle one or more adjectives for each noun as appropriate.

School

single-sex mixed private state

Teachers

easy-going unapproachable strict lenient

Pupils

well-behaved disruptive keen unenthusiastic

Discipline



rigid relaxed poor non-existent

Punishments

severe light effective unfair

Teaching Methods

progressive traditional effective ineffective

- 2 Work in pairs. Explain your choices in exercise 1, giving examples.
- 3  **2.18–2.22** You will hear five people speaking about different acts of misbehaviour at school. For the speakers 1–5 answer these questions:
- 1 What act(s) of misbehaviour do they describe?
 - 2 What was the punishment?
- 4  **2.18–2.22** Listen again. What is each speaker's attitude to the punishment handed out?
- 5 Work in pairs. What are your own views on the punishments in the listening?

READING

- 1 Ignoring the gaps, read the extract from a book by Marie Stubbs, who writes of her experience as headmistress at an inner-city comprehensive school. Answer this question:

What measures does she take to improve discipline and motivation at the school?

A new broom

I have just come out of retirement. At the age of 60, when I should be putting my feet up, I have been asked to take the helm at St George's Roman Catholic Secondary School in Maida Vale. St George's has descended into chaos. (1) ____ I have just four terms to turn it round.

I arrive at St George's a day before the pupils return to school. The playground is a bleak, empty place, a large expanse of tarmac pitted with chewing gum. Inside, the school is painted a uniform, washed-out magnolia, and there are very few posters or noticeboards. An air of exhaustion and despair hangs over the school.

(2) ____ The three of us decide to put up posters at strategic points along the corridors: Welcome Back, Respect Each Other, Walk Don't Run, Talk Don't Shout, Get to Lessons on Time, Put Rubbish in the Bin. At Tracey's suggestion we've had the posters printed with Arabic, Spanish, Portuguese, Farsi and Yoruba translations underneath. More than half the children at St George's speak English only as a second language. Some are refugees who have arrived in Britain unaccompanied, knowing nobody.

- 2 Complete the gaps 1–6 in the extract with the sections a–f.
- a They're a wonderful looking bunch of children, a rich mixture of races and physical types, some watching me with interest, others making it clear they have better things to do.
 - b Order and discipline are said to have broken down, with physical attacks on teachers and ferocious fights between pupils. The school is now on 'Special Measures', which means it's on the brink of permanent shutdown.
 - c I put my head round the door one lunchtime to be met by total hush, as everybody silently eats their chips with their eyes glued to *Lord of the Flies*. Lots of clubs have sprung up, and the whole building seems to have come alive during the lunch hours.
 - d They separate easily – the shock of being physically restrained by a 60-year-old grandmother is enough. But the incident reminds me how little there is for the children to do in the playground.
 - e To help me in my seemingly impossible task, I've brought with me two of the best teachers from my last job: Sean Devlin and Tracey O'Leary. Both are brilliant at dealing with troublesome, overwrought teenagers.
 - f I can see from the faces of the staff that some of them think I'm mad. They can't believe that these 'kids' will ever behave well enough to attend a social event in a formal setting.
- 3 Work in pairs. Discuss the meaning of the highlighted words and expressions in the extract.
- 4 Work in pairs. Discuss the questions.
- How big a problem is indiscipline in schools in your country?
 - Who or what do you think is to blame?

GRAMMAR: ellipsis

Ellipsis involves omitting words to avoid unnecessary repetition. Which words have been omitted in these sentences?

- 1 I look out of the window and (____) see a crowd of children.
- 2 Some pupils keep the books but they're not supposed to (____).
- 3 I'm confident they will behave well, but many of the staff aren't (____).
- 4 'We should inform his mother and (____) father.' 'I already have (____).'
- 5 'Are you going to the May Ball?' 'I'd like to (____) but I can't (____).'
- 6 'Is the cafeteria open yet?' 'It should be (____).'

Look at sentences 1–6 again and decide which one of the following statements is incorrect.

- Words are often omitted after *and* or *but*.
- *to* can be used on its own instead of a full infinitive clause.
- The main verb can be omitted after an auxiliary verb.
- Adverbs (eg *probably*, *already*) can be placed before the auxiliary verb which remains.
- *be* can be omitted after a modal verb.

SEE LANGUAGE REFERENCE PAGE 74

- 1 Cross out those words which could be omitted. In number 5 you will need to change the order of some of the remaining words.

- 1 I can't play a musical instrument but I really wish I could play a musical instrument.
- 2 A: Do you watch a lot of television?
B: I don't watch a lot of television now but I used to watch a lot of television before.
- 3 I often spend the evening at home on weekdays but I never spend the evening at home on Saturday.
- 4 A: Will you still be in bed at 10 on Sunday morning?
B: I may well still be in bed at 10 on Sunday morning. I don't get up till late.
- 5 I don't smoke. I've never smoked and I'll probably never smoke.

- 2 How true for you are the statements or answers in exercise 1? Tell your partner.



We've decided to stagger the children's return, and today we have only the Year 11s in, aged fifteen and sixteen. Their response to us is crucial, because it will provide a template for the rest of the school. We walk purposefully into the school hall for our first assembly. (3) ____ I tell them that the past is over, and that from now on we will all pull together. 'And for Year 11 only,' I say, 'there will be a special event: a May Ball at a top London hotel.' There is a gasp, and a ripple of excited chatter. (4) ____

One lunchtime in our second week I hear ragged shouts which unify into a chant: 'Fight! Fight!' I look out of the window and see a crowd of children swarming towards one corner of the playground. Two big fifteen-year-olds are embroiled in a vicious fight: kicking, swearing, thumping, grabbing one another's hair. I rush out and grab one of the youths by the arm. Sean gets a grip on the other one. (5) ____ I ask one of the school technicians: 'If I give you £200 from the Governor's Fund, would you go over to B&Q and spend it on the playground?' Soon we have a playground full of benches and tables. The tarmac is painted with zigzag shapes and lines for basketball and football.

We redecorate inside the school next. A different colour for each floor – a sunshine yellow, a brilliant red, and a very bright blue. I buy some electronic signs, which are updated hourly with birthday greetings and other announcements. We start playing music on the Tannoy™ system. There's nothing like a bit of Bob Marley to lift the spirits. If I feel the school is getting too lively I put on a CD by Enya. It's what I call 'beauty shop music': it has a useful soothing effect.

We spend a fortune restocking books for every classroom. The pupils are allowed to take books home, and if the odd one disappears because a child can't bear to give it back, that's all right with me. One of the English teachers sets up a screen in the cafeteria. Every day she projects on to it the text of a selected book, slowly scrolling it down to give the children a taste. (6) ____ I love to walk around it, hearing the sounds of dance music drifting out of the gym and catching glimpses of groups absorbed in other activities. I'm always keen to know what the children themselves want, and I put suggestion boxes around the school asking for their ideas. Some of the suggestions are just flippant – 'Burn the place down', 'More sex education' – but there are heartfelt messages too: 'Get more black teachers', 'I'd like bigger dinners', 'Can we have football teams?' Touchingly, some are thank-you messages. 'I don't have any suggestions, but if I did I know you would listen,' one child wrote.

... & SPEAKING: good & bad

Complete the questions with a noun from the box.

manners queues language offence
trouble parties behaviour hooligans

- 1 Do people in your country generally form orderly queues?
- 2 How would you and your family define good table manners?
- 3 When might a child be told to be on his or her best behaviour?
- 4 Do your neighbours ever keep you awake with rowdy parties?
- 5 What is the cause of the **loutish** behaviour of football hooligans?
- 6 Is there a time at school when you got into serious trouble?
- 7 You name a public figure whose remarks often cause offence?
- 8 Take offence when other people use foul language?

Discuss each of the questions in exercise 1.

With three friends, Jenny, Lucy and Simon, talking about the following topics:

Employee _____

People _____



SPEECH FEATURE: ellipsis in conversation

In spoken English, unstressed words are often left out at the beginning of sentences if the meaning remains clear. Words omitted can be:

- subject pronouns.
(We) Might see some better behaviour at football matches.
(It) Keeps me amused. (It) Doesn't take much, does it?
- auxiliary verbs or *be* in questions.
(Does) Anybody want another piece of cake?
(Are) Your parents back from their holiday yet?
- subject pronouns and auxiliary verbs (or *be*).
(I was) Just trying to offer an explanation.
(Do you) Do that kind of thing very often on the train?
(There's) No eye contact, of course.

In some cases other words may be omitted.

- (Would you like some) More coffee?
(Do you have) Any idea what happened?

➤ SEE LANGUAGE REFERENCE PAGE 74

1 Match the questions 1–8 to the replies a–h, then cross out any words which can be omitted.

- Is there anything else you need for the journey?
 - Did you have any luck with the tickets?
 - Are you sure you're alright?
 - Would you like a cup of tea?
 - Is your mum any better?
 - Are you coming out tonight?
 - Did you enjoy your holiday?
 - Have you got any aspirins?
- No, thanks. I never touch the stuff. It makes me feel sick.
 - Yes, it was fantastic! We've just got back, actually.
 - Yes, thanks. She should be home next week.
 - No, they were sold out, unfortunately. It's a pity, really.
 - I'm sorry. I'm afraid I can't help you.
 - I don't think so. Are you coming to the airport to see me off?
 - I can't, I'm afraid. I've got to work.
 - I'm absolutely positive. I've never felt better.

 2.24 Listen and check your answers to exercise 1.



- Work in pairs. Practise reading the exchanges in exercise 1.
- With your partner, write an eight-line dialogue which begins or ends with one of the exchanges in exercise 1. Include some further examples of ellipsis.
- Read out your dialogue to the class, but without the exchange from exercise 1. The other students must guess which exchange you chose.

SPEAKING

- You are going to discuss something in groups, A and B.

The national tourist board is concerned that the bad manners and behaviour of its citizens both at home and abroad is putting foreign tourists off visiting the country. It has decided to launch a campaign in an attempt to encourage better behaviour and improve the country's image.

Group A: Turn to page 143.

Group B: Turn to page 149.

- Work with a student from the other group. Explain your choices to each other.
- With your partner decide on **two** posters, one from each group of three, which will be used in a press release to launch the campaign.

Explain your choices to the rest of the class.

Useful language

Discussing relative importance

This is a/an *fairly/relatively/particularly/equally* important area.

This issue is *quite a lot/a great deal/far/even* more important than that one.

It is *vital/essential/more important* that we try to encourage/discourage this behaviour.

Discussing effectiveness

This poster would have a *limited/positive/significant* effect on people's behaviour.

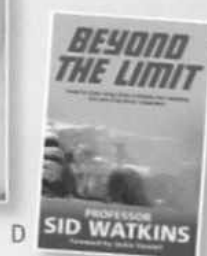
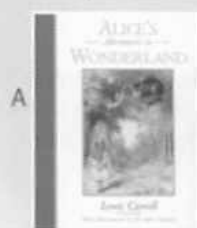
This one would be *only moderately/reasonably/highly* effective in changing attitudes.

Describing the posters

It is *colourful/eye-catching/visually (un)attractive/(un)imaginative/dull*.

It *makes a good point/gets the point across well/doesn't grab my attention*.

7c | Whodunnit?



SPEAKING

1 Match the items 1–8 to the book covers A–H.

- | | | |
|--------------------|----------------|---------------|
| 1 self-help book | 4 crime novel | 7 sports book |
| 2 poetry book | 5 romance | 8 biography |
| 3 literary classic | 6 travel story | |

2 Rank the books in exercise 1 according to how pleased you would be to receive them on your birthday.

Compare your list with your partner's, giving reasons for your choices.

3 Work in pairs and talk about your reading habits. What types of books do you enjoy reading, when do you read them and where?

READING

1 Read the extract from the crime novel *A Dark Devotion* and answer the questions.

- What are the names of the two characters who speak in the extract?
- What do you think their relationship is with
a) each other? b) Grace?

2 Read the blurb on page 154 to check your ideas.

3 Work in groups of three, A, B and C. You will each read a further extract from *A Dark Devotion*.

A: Turn to page 144. C: Turn to page 154.
B: Turn to page 150.

4 Summarize your extract to the others in your group, then discuss together what might have happened to Grace.

A MISSING PERSON

'So who was the last person to see Grace before she disappeared? We don't know.' His voice rose again in agitation. 'Well, the police aren't sure, which amounts to the same thing. After Charlie got back from school Grace took him over to Mum's ...'

5 'She drove?'

'Yes. She stayed for a while, then drove back home.'

'At what time?'

'About four, I think.'

'So after Maggie, no one else seems to have seen her?'

10 'Well, no one so far. But someone might well have seen her driving back or parking the car or going into the house. Or ...'

I thought he was being rather optimistic. Marsh House stood alone at the end of the quay some distance from the nearest house. It was perfectly possible that she had returned home – or travelled elsewhere – unseen.

15 We reached the edge of the meadows and the promise of drier ground.

'Well, it seems to me that there are at least three areas worth looking into,' I announced, following close behind Will as he advanced up the slope in long strides. 'The first is to check out the London end, which I'll arrange. The second is to make sure that no local information has been missed – make sure the police have made sufficient house-to-house enquiries, asked the neighbours if they saw anything odd, that sort of thing.'

25 Sometimes neighbours don't realize the value of what they've seen, don't think of telling anyone about it until they're actually asked. The third ...' Will, listening hard, slowed down and I almost bumped into him. '... is to decide if the police search was adequate, to make sure they haven't missed any obvious places that Grace might have gone to or' – it had to be said – 'been taken to. I would add a fourth area – forensic testing, fingerprints and so on – but if it wasn't done almost immediately ...'

'It wasn't,' he reported darkly.

'And you didn't notice anything when you got back that morning – or since? Tyre marks, smears of dirt, footprints, things like that?'

'No!'

The agitation had come back into his face and I added hastily, 'It was only a thought. It's very rare to find anything like that.'

GRAMMAR: participle clauses

Participle clauses can be used instead of relative clauses. Present participles replace verbs in the active; past participles replace verbs in the passive.

Will, listening hard, slowed down and I almost bumped into him. (= who was listening)
Above the fireplace was a carriage clock, given to him on his retirement. (= which had been given)

Participle clauses can also be used:

- in place of conjunctions such as *after*, *as*, *if*, *once*, *when*, *while*.
Reaching the path, Will paused. (= when he reached)
Walking on, we fell into step. (= as we walked on)
- after some conjunctions.
When asked who he had met, he refused to comment.
- to describe the cause or result of something.
Having lost his wallet, he had to walk home.
He fell off a ladder, *breaking his leg in three places*.

SEE LANGUAGE REFERENCE PAGE 74

- 40 Reaching the path, Will paused. 'Look ... perhaps it might be best if you did go and talk to the police,' he said awkwardly. 'You know which questions to ask.' I said, in a rush, 'Of course.'
- 45 'I always get so angry when I see them! I feel they're being so bloody useless! And the way they look at me, Alex! I know what they're thinking – they make it so bloody obvious!' He gave a short bitter laugh before shooting me a quick glance to see if I could guess what was coming. 'They think I'm responsible! They think I must have done away with her.'
- 50 'They're bound to think that.'
- He wasn't quite sure how to take this remark. 'The great majority of disappearances are linked to family situations,' I explained. 'To stress or money
- 55 worries. Or violence within the family. It's a statistic that gets drummed into the police, I'm afraid. They're apt to get tunnel vision.'
- He gave a long ragged sigh which was almost a laugh. 'So I shouldn't take it personally?'
- 60 'Absolutely not.'
- 'You're sure about that?'
- But he wasn't really expecting an answer and, walking on, we fell into step. Aware of his eyes on me, I looked across at him. He said, in a rough voice, 'Glad you're
- 65 here, Alex.'
- 'Me too.' And I reached for his hand and squeezed it.

- 1 Rewrite the underlined sections using the words in the box.

if after while who which
because with the result that

Anyone earning less than £20,000 will remain unaffected by the changes in tax rates.
Anyone who earns less than £20,000


- 1 A pencil portrait of the musician, drawn on an envelope, has been sold for £300,000.
 - 2 Not wanting to appear rude, we accepted their invitation to see their wedding video.
 - 3 Stored in an airtight container, the cakes will remain fresh for up to two weeks.
 - 4 High winds brought down power lines, leaving 30,000 residents without electricity.
 - 5 Walking by the river yesterday, I heard the unmistakeable call of a cuckoo.
 - 6 Having discussed it further with his wife, he decided not to accept the job.
- 2 Combine the following pairs of sentences using participle clauses.


Torrential rain continued to fall yesterday. It caused extensive flooding in many areas.
Torrential rain continued to fall yesterday, causing extensive flooding in many areas.

- 1 She tripped and fell. She cut her knee quite badly and sprained her ankle.
 - 2 He had worked at the factory for over 40 years. He was devastated at the news of its impending closure.
 - 3 This book is a first edition. It was signed by the author.
 - 4 He was told he had won the award. He broke down in tears. (Begin *When* ...)
 - 5 She spoke to journalists after the trial. She said that justice had been done.
- 3 Complete each sentence in a suitable way.
- 1 Having lived in Spain for fifteen years, _____.
 - 2 Driving through the city centre last night, _____.
 - 3 When asked why he had stolen the traffic sign, _____.
 - 4 _____, causing serious delays for travellers.
 - 5 Not wanting to appear greedy, _____.
- 4 Work in pairs. Take turns to read out the clauses you have written for sentences 1–5 above in random order. For each clause your partner will try to identify which sentence in sentences 1–5 you have completed.

7D | Crime reports

LISTENING

- 1 Work in pairs. Look at the webpage and discuss the possible stories behind the different news headlines.
- 2  2.25-2.27 You are going to hear radio news reports on three of the headlines on the webpage. As you listen, match each report to a headline and write down who each of the following people are:

Report 1	Report 2	Report 3
Peter Simpson	Sheila Danbury	Sally Blofeld
James Boyle	Paula Banes	Jerry Wexford
David Westwood	Ian Stride	Daniel Roberts
Anna Coleby		
- 3  2.25-2.27 Listen again and make notes on what is said by and/or about each of the people in exercise 2.
- 4 Work in small groups. Discuss the following statements. Give reasons for your opinions.
 - Householders should have the right to use any force they consider necessary to defend themselves and their homes.
 - Parents should be punished if their children play truant or commit other offences.
 - Courts should hand out prison sentences to officials of companies which commit environmental crimes.

VOCABULARY: legal matters

- 1 Complete the sentences with a preposition from the box. You will need to use two of the prepositions more than once.

against for of on to with

- 1 A pensioner who stabbed a would-be burglar ... has been **cleared** ____ assault.
- 2 Peter Simpson had been **charged** ____ the offence following a failed burglary at his home.
- 3 Boyle ... **pleaded guilty** ____ six counts of burglary.
- 4 Sheila Danbury was **sentenced** ____ 60 days' imprisonment ____ failing to ensure that her eldest daughter attended school regularly.
- 5 Ms Danbury's lawyer said his client would be **appealing** ____ the sentence.
- 6 Fines **imposed** ____ companies **convicted** ____ polluting the environment are insufficient.
- 7 Jerry Wexford called for tougher penalties for organizations **found guilty** ____ causing pollution.
- 8 A spokesman ... **accused** the environmentalists ____ exaggerating the extent of the problem.

Check your answers in tapescripts 2.25-2.27 on pages 157 & 158.

Radio Ambria



News

Sport

Weather

Travel news

Features

Pictures

Latest news

- Mayor arrested in housing corruption scandal.



- Computer virus causes hospital treatment delays.



- Pensioner used 'reasonable force' to defend himself.



- 'Polluters must pay more,' say environmentalists.



Weather today



max 21°
min 13°

- Mother jailed for teenage daughter's truancy.



- Unpaid traffic fines abroad 'will not go unpunished'.

- 2 Complete the sentences with the appropriate noun form of the verb in capital letters. You may need to write a plural form.

- | | |
|---|----------|
| 1 A leading politician is to go on _____ for fraud next week. | TRY |
| 2 They denied all _____ of money laundering. | ACCUSE |
| 3 Police have made a number of _____ in connection with the bombing. | ARREST |
| 4 She is being held by police on _____ of arson. | SUSPECT |
| 5 Smith entered a _____ of 'not guilty' to tax evasion. | PLEAD |
| 6 He had several previous _____ for traffic offences. | CONVICT |
| 7 Police have dropped all _____ of bribery and corruption against him. | CHARGE |
| 8 The jury returned a guilty verdict and he was given three life _____ for the murders. | SENTENCE |
- 3 Work in pairs. Describe two recent high-profile court cases in your country using some of the verbs and nouns in exercises 1 and 2.

SPEAKING

- 1 Work in small groups. Look at the situations 1–5 and discuss the following questions:
- How much sympathy do you have for the people involved?
 - How should the law deal with them?
- 1 An elderly lady is having trouble making ends meet. She goes to her local supermarket and puts a tin of meat into her bag. A security guard notices this and intercepts her as she attempts to leave without paying.
 - 2 A car travelling at 165kph is stopped by police on its way to the airport. The speed limit is 120kph. The driver explains that he and his family will miss their flight and a three-week holiday in Thailand if they do not check in within half an hour.
 - 3 A number of undergraduates throw a party to celebrate the end of their final exams. As a result of complaints from neighbours, the police call at 12.30am to break it up. A week later they have a bigger party to celebrate their results.
 - 4 A young man refuses to do military service on ideological grounds. The alternative is eighteen months' community service; he again refuses.
 - 5 After a hazardous sea crossing, a small boat full of men, women and children lands on foreign shores. The occupants hope to find work there but none of them has either a work permit or a passport.

DID YOU KNOW?

- 1 Work in pairs. Read the information about the Canadian Mounties and discuss the questions.



THE ROYAL CANADIAN MOUNTED POLICE

is one of Canada's best-known symbols internationally. The image of the police officer, or 'Mountie', riding a horse in his scarlet tunic and wide-brimmed Stetson hat has been glamorized by Hollywood and used to promote Canada abroad for over a century.

Created in 1873, when it was known as the North West Mounted Police, its original function was to bring law, order and Canadian authority to the North-West Territories, wipe out the illegal whisky trade and improve relations with First Nations, the Canadian term for indigenous people.

Nowadays, the RCMP is responsible for an unusually wide range of duties across the whole country. It enforces federal laws, but also provides policing services under contract to Canada's three territories, eight of its provinces, more than 200 municipalities and over 150 aboriginal communities.

The Mounties' distinctive uniform, known as the Red Serge, is now only worn on special occasions, and has been replaced by more conventional attire for day-to-day police work. Similarly, recruits are no longer taught to ride and care for horses when they join the force, and the car has become their favoured mode of transport.

- How is the police force organized in your country?
- What do you know about its history?
- What reputation does it have both at home and abroad? Why?

7 | Language reference

GRAMMAR

Participle clauses

Clauses which begin with a participle are known as participle clauses; they are more common in written than in spoken English. Generally speaking, present participles replace verbs in the active and past participles replace verbs in the passive.

1 Participle clauses can be used:

- in place of relative clauses.

*Residents most seriously **affected** by the flooding will receive compensation.* (= **who were ... affected**)

*The royal newly-weds were cheered by thousands of people **lining** the route.* (= **who lined/were lining**)

- to show that one action occurred immediately after another.

***Closing** the door quietly behind her, she tiptoed up the stairs to bed.* (= **after she closed**)

A perfect infinitive stresses that the first action has finished before the second begins:

***Having read** the letter, he tore it up and put it in the bin.*

- to show that one action occurred at the same time as another.

*We sat there for ages **waiting** to be served.*

- to describe the cause of something.

***Not knowing** her postal address, he sent her an email instead.* (= **because he didn't know**)

***Having had** a particularly stressful day at work, she was in no mood for screaming children.*

- to describe the result of something.

*The building collapsed, **sending** up a cloud of dust.*

- in place of *if* in conditional sentences.

***Left** on his own in the kitchen, my husband wouldn't know where to begin.* (= **if he were left**)

- after the object of verbs of perception such as *see, hear, watch, notice, feel*.

*She felt something **crawling** up her back.*

- after conjunctions such as *after, if, once, when, while*.

*He was attacked **while walking** his dog.*

***Once installed**, the device is simple to use.*

***If passed**, the law will come into immediate effect.*

2 The subject of a participle clause is usually the same as the subject of the main clause.

***Coming** from London, **she** knows all about city life.*

However, participle clauses can have their own subject.

***His car being** at the garage for its annual service, **he** caught the bus to work.*

with is sometimes used to introduce a different subject.

***With fierce northerly winds slowing** their progress, **they** decided to set up camp for the night.*

Ellipsis

When they are obvious from context, words can be 'ellipted' (= omitted) to avoid repetition.

1 Words are often omitted after *and* and *but*.

He's made friends with some of the older boys and (the older) girls in the school.

2 The main verb (and its object) can be omitted after an auxiliary verb.

*I've seen the film but Mike **hasn't** (seen the film).
She wanted to come with us but she **couldn't**.*

be or *been* cannot be omitted after a modal verb.

*'Is it time for dinner?' 'It **must be** - I'm starving.'
'Was Paul there?' 'He **might have been**.'*

Adverbs can be placed before an auxiliary verb if the main verb has been omitted.

*I'll **almost certainly** go and Tom **probably will** too.*

When there is no auxiliary verb, *do, does* or *did* are added to avoid repeating the main verb.

*I enjoyed the film and I think Peter **did**, too.*

(See Substitution on page 11 of Unit 1.)

3 *to* can be used instead of a full infinitive clause.

*She told him the truth - she **didn't want to** but felt she **had to**.*

Ellipsis in conversation

Words can also be omitted from the beginning of sentences, provided of course that the meaning of the sentence is clear from the context. This is a feature of spoken English.

Subject pronouns can be omitted before both ordinary and auxiliary verbs.

***Said** he wasn't coming.* (= **he** said)

***Might** change her mind.* (= **she** might)

Auxiliary verbs or the verb *be* can be omitted in questions, except before *I* or *it*.

She get back home OK? (= Did she get back home OK?)

Anybody else coming? (= Is anybody else coming?)

You serious about that? (= Are you serious about that?)

But no omission is possible in this sentence:

***Am I** imagining things or **is it** really snowing?*

If it is clear who or what the subject is, then both auxiliary verb (or *be*) and pronoun can be omitted.

Been fishing lately? (= Have you been fishing lately?)

Catch anything? (= Did you catch anything?)

Happy, darling? (= Are you happy, darling?)

be, keep, take and *get* can sometimes be omitted from imperatives.

(Be) careful! (Take your) elbows off the table, please.

(Keep your) hands off my things! (Get) off the chair!

In some situations more words can be left out.

(Do you have) any comments?

(Would you like it) with or without sugar?

WORD LIST

Good & bad behaviour

be on one's best behaviour	/bi: ɒn wʌnz 'best bɪ,heɪvjə(r)/
cause offence	/,kɔ:z ə'fens/
form orderly queues	/,fɔ:(r)m ,ɔ:(r)də(r)li 'kju:z/
foul adj *	/faʊl/
get into serious trouble	/get ɪntə ,sɪəriəs 'trʌb(ə)l/
loutish adj	/'laʊtɪʃ/
rowdy adj	/'raʊdi/
table manners n pl	/'teɪb(ə)l ,mænə(r)z/

Legal matters

accuse (sb) of v	/ə'kju:z ,ɒv/
appeal against v	/ə,pil: ə'genst/
arson n U	/'ɑ:(r)s(ə)n/
bribery n U *	/'braɪb(ə)ri/
charge (sb) with v	/'tʃɑ:(r)dʒ wɪð/
clear (sb) of v	/'kliə(r) ,ɒv/
convict (sb) of v	/kən'vɪkt ,ɒv/
count n C **	/kaʊnt/
deny accusations of	/di,naɪ ækjʊ'zeɪʃ(ə)nz əv/
drop charges of (sth) against (sb)	/drɒp 'tʃɑ:(r)dʒɪz əv ə,genst/
enter a plea of	/,entə(r) ə 'pli: əv/
find (sb) guilty of v	/'faɪnd 'ɡɪlti əv/
fraud n U **	/frɔ:ɪd/
give (sb) a life sentence for	/ɡɪv ə 'laɪf ,sentəns fɔ:(r)/
go on trial for	/,ɡəʊ ɒn 'traɪəl fɔ:(r)/
hold (sb) on suspicion of	/,həʊld ɒn sə'spɪʃ(ə)n əv/
impose fines on	/ɪm'pəʊz ,faɪnz ɒn/
make an arrest	/,meɪk ən ə'rest/
money laundering n U	/'mʌni ,lə:nd(ə)rɪŋ/
plead guilty to	/,pli:d 'ɡɪlti tu/
previous convictions	/'pri:vɪəs kən,vɪkʃ(ə)nz/
return a verdict	/rɪ,tʃ:(r)n ə 'vɜ:(r)dɪkt/
sentence (sb) to	/'sentəns ,tu:/
tax evasion n U	/'tæks ɪ'veɪʒ(ə)n/

Other words & phrases

acquittal n C	/ə'kwɪt(ə)l/
allegation n C **	/'ælə'geɪʃ(ə)n/
animosity n U	/'ænɪ'mɒsəti/
apt adj *	/æpt/
attire n U	/ə'taɪə(r)/
avidly adv	/'ævɪdli/
be glued to	/bi: 'ɡlu:d tu/
betray v **	/'bɪ'treɪ/
bitter adj **	/'bɪtə(r)/
bleak adj *	/'bli:k/
bloody adj	/'blʌdi/

break (sth) up v	/breɪk 'ʌp/
bump into v	/'bʌmp 'ɪntə/
cane v	/keɪn/
catch a glimpse of	/,kætʃ ə 'ɡlɪmps əv/
catty adj	/'kæti/
chatter n U	/'tʃætə(r)/
chivalry n U	/'ʃɪvəlri/
contagious adj	/kən'teɪdʒəs/
contempt n U *	/kən'tempt/
courtesy n U *	/'kɜ:(r)təsi/
crack down on v	/kræk 'daʊn ɒn/
dead adj ***	/ded/
deceit n U	/di'si:t/
detention n C *	/di'tenʃ(ə)n/
disarmingly adv	/dɪs'ɑ:(r)mɪŋli/
disruptive adj	/dɪs'rʌptɪv/
drag v **	/dræg/
dread v	/dred/
drum (sth) into	/drʌm 'ɪntə/
embroiled adj	/'ɪm'brɔɪld/
empathy n U	/'empəθi/
enforce v **	/'ɪn'fɔ:(r)s/
etiquette n U	/'etɪket/
expel v	/'ɪk'spel/
fag n C	/fæg/
fall into step	/,fɔ:l ɪntə 'step/
fingerprint n C	/'fɪŋɡə(r),prɪnt/
flippant adj	/'flɪpənt/
forensic adj	/'fɔ:rensɪk/
fry-up n C	/'fraɪ ,ʌp/
gasp n C	/ɡɑ:sp/
get a grip on	/'get ə 'ɡrɪp ɒn/
grossly adv	/'ɡrɔ:slɪ/
grumpy adj	/'ɡrʌmpi/
guidelines n pl **	/'ɡaɪd ,laɪnz/
hastily adv	/'heɪstəli/
have a go at	/hæv ə 'ɡəʊ æt, ət/
have the good grace to	/hæv ðə 'ɡʊd ɡreɪs tu, tə/
hazardous adj *	/'hæzə(r)dəs/
heartfelt adj	/'hɑ:(r)t,felt/
householder n C	/'haʊs,həʊldə(r)/
house-to-house enquiries	/'haʊs tə 'haʊs ɪn,kwaɪrɪz/
hush n U	/hʌʃ/
impending adj	/'ɪm'pendɪŋ/
indigenous adj	/'ɪn'dɪdʒənəs/
intercept v	/'ɪntə(r)'sept/
intruder n C *	/'ɪn'tru:də(r)/
jail term n C	/'dʒeɪl ,tɜ:(r)m/
lead (sb) on v	/'li:d 'ɒn/
leak v *	/'li:k/
lenient adj	/'li:nɪənt/
leopard n C	/'lepə(r)d/
let (sb) off v	/'let 'ɒf/
magistrate n C *	/'mædʒɪ'streɪt/
make ends meet	/'meɪk 'endz mi:t/
malevolence n U	/'mæl'evələns/
marsh n C *	/'mɑ:(r)ʃ/
mess around v	/'mes ə'raʊnd/
mimic v	/'mɪmɪk/
negligent adj	/'neglɪdʒ(ə)nt/
on the brink of	/'ɒn ðə 'brɪŋk əv/

overpowering adj	/'əʊvə(r)'paʊwəɪŋ/
overwrought adj	/'əʊvə(r)'rəʊt/
pitted adj	/'pɪtɪd/
play truant	/'pleɪ 'tru:ənt/
premises n pl **	/'premɪsɪz/
press release n C	/'pres rɪ'li:s/
pull together v	/'pʊl tə'geðə(r)/
put (sb) off v	/'pʊt 'ɒf/
put one's feet up	/'pʊt wʌnz 'fi:t ʌp/
put up with v	/'pʊt 'ʌp wɪð/
quay n C	/ki:/
ragged adj	/'ræɡɪd/
recruit n C *	/'rɪ'kru:t/
relish n U	/'relɪʃ/
remorse n U	/'rɪ'mɔ:(r)s/
restock v	/'rɪ'stɒk/
restrain v *	/'rɪ'streɪn/
retort v	/'rɪ'tɔ:(r)t/
revive v **	/'rɪ'vaɪv/
righteousness n U	/'raɪtʃəs(ə)s/
rigid adj **	/'rɪdʒɪd/
ripple n C	/'rɪp(ə)l/
sceptical adj *	/'skeptɪk(ə)l/
scroll (sth) down v	/'skrɔ:l 'daʊn/
see (sb) off v	/'si: 'ɒf/
self-help book n C	/'self'help bʊk/
self-restraint n U	/'self rɪ'streɪnt/
set (sth) off v	/'set 'ɒf/
sewage n U	/'su:ɪdʒ/
sewer n C	/'su:ə(r)/
shoot (sb) a glance	/'ʃu:t ə 'ɡlɑ:ns/
single-sex adj	/'sɪŋɡ(ə)l 'seks/
slam v **	/slæm/
slob n C	/slɒb/
slope n C **	/sləʊp/
smear n C	/'smɪə(r)/
softly-softly adj	/'sɒftli'sɒftli/
soothing adj	/'su:ðɪŋ/
sprain v	/'spreɪn/
spring up v	/'sprɪŋ 'ʌp/
squeeze v **	/'skwi:z/
stagger v *	/'stæɡə(r)/
stall v *	/'stɔ:l/
stand out v	/'stænd 'aʊt/
stick (sth) out v	/'stɪk 'aʊt/
stride n C *	/'straɪd/
swarm v	/'swɔ:(r)m/
take the helm	/'teɪk ðə 'helm/
tart (sth) up v	/'tɑ:(r)t 'ʌp/
template n C	/'tem,pleɪt; templat/
throw a party	/'θrəʊ ə 'pɑ:(r)ti/
thump v *	/'θʌmp/
trespass v	/'trespəs/
troublesome adj	/'trʌb(ə)ls(ə)m/
truancy n U	/'tru:ənsi/
tunic n C	/'tju:nɪk/
tunnel vision n U	/'tʌn(ə)l 'vɪʒ(ə)n/
turn (sth) round	/'tɜ:(r)n 'raʊnd/
vicious circle	/'vɪʃəs 'sɜ:(r)k(ə)l/
washed-out adj	/'wɒʃd'aʊt/
wide-brimmed adj	/'waɪd'brɪmd/
wipe (sth) out v	/'waɪp 'aʊt/
zigzag adj	/'zɪɡzæg/