



PROFICIENCY IN ENGLISH 2

LICENCE 2

SEMESTER 3

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1

What do you want to do?

Grammar: Verb patterns • future forms

Vocabulary: -ed/-ing adjectives
Everyday English: How are you feeling?

STARTER Complete these sentences with ideas about you.

- One day I want to ...
- Right now, I'd like to ...
- On Sundays, I love ...
- This weekend I'm going to ...
- I enjoy ... because I like ...

HOPES AND AMBITIONS

Verb patterns

1 Match the people in the photo with their hopes and ambitions.

1. ___ I'd like to be a vet. I have three pets—two rabbits and a kitten named Princess.
2. ___ I'm going to study hard and get really good grades on all my tests.
3. ___ I'm thinking of changing jobs, because I'm tired of traveling all the time.
4. ___ I'm looking forward to going on a world cruise with my friend, Margaret.
5. ___ I'd love to be in a rock band. I want to play lead guitar.
6. ___ I hope to go back to college and study to be a primary school teacher.

CD2 2 Listen and check.

2 Listen again and complete the chart.

	Ambitions/Plans	Reasons
Ella		
Joe		
Juliet		
Hannah		
David		
Edie		



3 Underline the examples of verb + infinitive and verb + -ing in Exercise 1.

I'd like to be a vet ...

Look at the audio script on page 114. Find more examples.

GRAMMAR SPOT

- 1 Complete the sentences with the words *go abroad*. Put the verb *go* in the correct form.

I want *to go abroad*.

I'd like ...

I'm looking forward to ...

I hope ...

I enjoy ...

I'm thinking of ...

I love ...

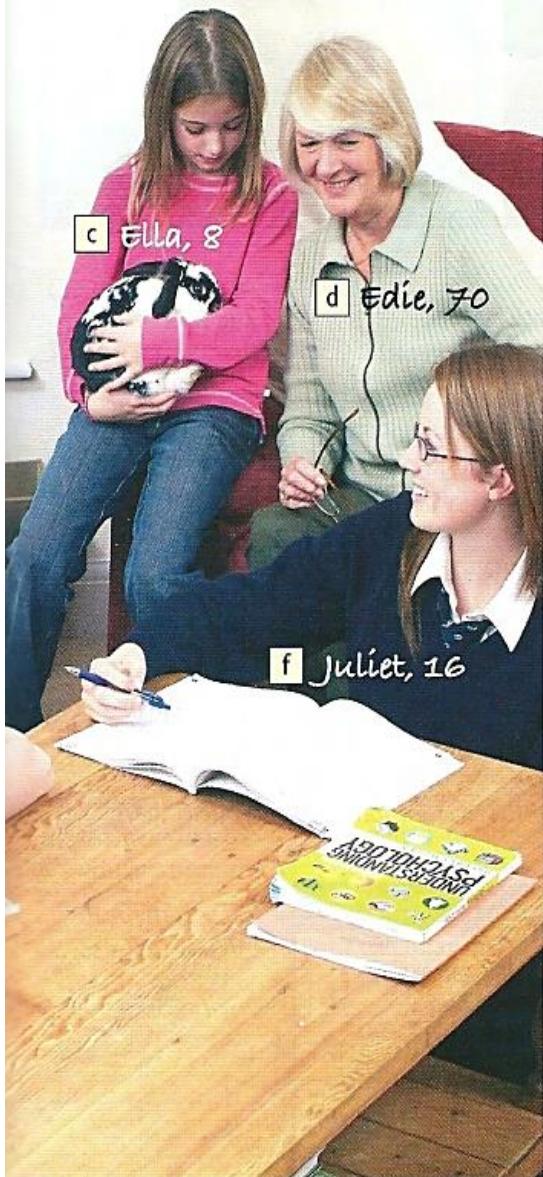
I'd love ...

- 2 What's the difference between these sentences?

I like going to the movies.
I'd like to go to the movies tonight.

►► Grammar Reference 5.1 p. 127

►► Verb Patterns on p. 153



PRACTICE

Discussing grammar

- 1 In these sentences, one or two verbs are correct, but not all three. Check (✓) the correct verbs.

1. I _____ to live in a hot country.

- a. *want* b. *enjoy* c. *'d like*

2. We _____ going to Thailand for our vacation.

- a. *are hoping* b. *'re thinking of* c. *like*

3. I _____ going shopping on the weekend.

- a. *want* b. *like* c. *love*

4. I _____ to see you again soon.

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

5. Do you _____ studying English?

- a. *want* b. *enjoy* c. *like*

6. We _____ having a few days off soon.

- a. *'re thinking of* b. *'d love to* c. *'re looking forward to*

Make sentences with the other verbs.

I enjoy living in a hot country.

Making questions

- 2 Work with a partner and write B's questions. Read the conversations aloud.

1. A I hope to go to college.

B (What/want/study?) _____ ?

2. A One of my favorite hobbies is cooking.

B (What/like/make?) _____ ?

3. A I get terrible headaches.

B (When/start/get/them?) _____ ?

4. A We're planning our summer vacation right now.

B (Where/think/go?) _____ ?

5. A I'm bored.

B (What/like/do/tonight?) _____ ?

CD2 3 Listen and check. What are A's answers? Practice the conversations again. Pay attention to stress and intonation.

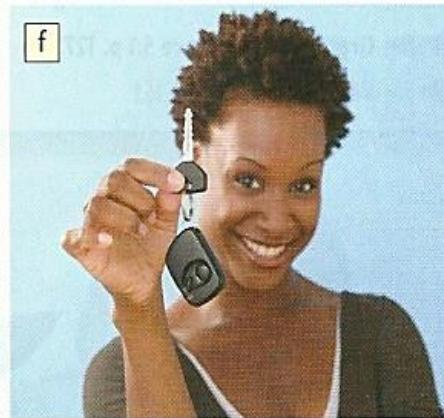
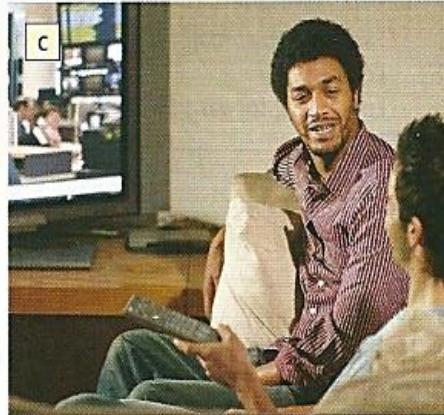
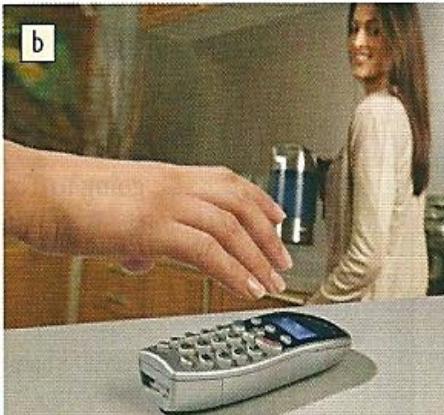
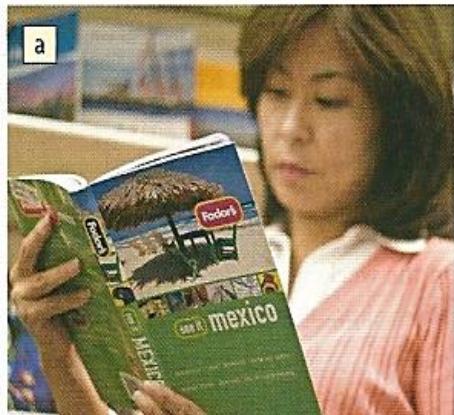
Talking about you

- 3 Ask and answer the questions with a partner.

- Do you like studying English?
- Would you like to learn another foreign language?
- What are you thinking of doing on Saturday morning?
- What do you enjoy doing in the evenings?
- Do you want to get married one day?
- How many children do you hope to have?

FUTURE INTENTIONS

going to, will and Present Continuous for future



1 Match the photos and sentences.

1. They're going to buy a bigger house.
2. I'll give you a ride to the station if you want.
3. She's going to travel around Mexico.
4. It's OK. I'll answer it.
5. Don't worry. I'll lend you some.
6. I'm going to stay in and watch baseball on TV.

2 Use the sentences opposite to add one line before and one line after each sentence in Exercise 1.

Why are Peter and Jane saving all their money?

1. *They're going to buy a bigger house.*
Really? Does that mean they're having another baby?

3 **CD2** 4 Listen and check. Practice the conversations with a partner.

before

I don't have enough money.
What's Annie doing this summer?
The phone's ringing.
Oh no! I'm late. I'm going to miss my train.
What are you doing tonight?
Why are Peter and Jane saving all their money?

after

That's great. Can we go now? It leaves at five after ten.
Well, if it's Susan, say I'm not in.
Thanks. I'll pay you back tomorrow. I won't forget. I promise.
Lucky her!
Really? Does that mean they're having another baby?
Oh, of course. Boston and New York are playing, aren't they?

GRAMMAR SPOT

- 1 All the sentences in Exercise 1 express future intentions.
Which two future forms are used?
Which form means you've already decided?
Which form means you're deciding as you speak?
- 2 Notice the forms of *will*.
I'll = short form *I won't* = negative short form
- 3 The Present Continuous can express a future arrangement.
What are you doing tonight?
Boston is playing New York tonight.



Grammar Reference 5.2 p. 127

Future 1

plans, intentions and predictions:
present continuous; *going to*; *will*

A Context listening

- 1 You are going to hear Tim, a sports team coach, talking to Amanda, a player in the team, about a trip they are going to make. Before you listen look at the pictures. Which sport does the team play? Which two countries will they visit?



- 2 Q5 Listen and complete the table below. Write no more than two words or a number for each answer.

Country	Number of matches	Number of free days	Accommodation	Other plans
1	2	3	stay in a 4	do lots of walking
5	6	7	8	visit some 9

- 3 5 Now listen again and write

- A if Tim makes this statement
- B if Amanda makes this statement
- C if both Tim and Amanda make this statement

- 1 We're travelling to Scotland by plane.
- 2 We'll have fun even if the weather is bad.
- 3 The team will be pleased with the accommodation in Athens.
- 4 The two countries are going to provide very different experiences.
- 5 The team manager is holding a party on our return.

- 4 Look at the statements in Exercise 3 and answer these questions.

- 1 Which tense is used in statements 1 and 5?
- 2 Which structure is used in statements 2 and 3 to refer to the future?
- 3 Which structure is used in statement 4 to refer to the future?
- 4 Which statements talk about a fixed arrangement?
- 5 Which statements are predictions?

B Grammar

1 Present continuous

We use the present continuous to talk about plans or definite arrangements for the future:
We're staying in a small hotel. (we have made the arrangements)

Notice that time expressions are used or understood from the context in order to show that we are talking about the future (and not the present):

The manager is having a party just after we get back. (time expression given)

We're playing four matches there. (future time expression understood)

2 Will

+	will + verb	<i>We'll enjoy it.</i>
-	will not (won't) + verb	<i>He won't enjoy it.</i>
?	will ... + verb?	<i>Will they enjoy it?</i>

We use *will*

◆ to make predictions, usually based on our opinions or our past experience:

I think it'll be extremely hot there.

◆ to talk about future events we haven't arranged yet:

We'll probably stay in some sort of mountain lodge there.

◆ to talk about future events or facts that are not personal:

The best player on the tour will get a special trophy.

The prime minister will open the debate in parliament tomorrow.

◆ to talk about something we decide to do at the time of speaking:

Tell me all about it and I'll pass on the information to the rest of the team.

We often use *will* to make offers, promises or suggestions:

Don't worry, I'll let everyone know. (a promise)

3 Going to

+	am/is/are + going to + verb	<i>We're going to hire a bus.</i>
-	am/is/are not + going to + verb	<i>He's not going to hire a bus.</i>
?	am/is/are ... + going to + verb?	<i>Are they going to hire a bus?</i>

Going to often means the same as the present continuous and *will*.

We use *going to*

◆ to talk about events in the future we have already thought about and intend to do:

We're going to hire a bus. (we intend to go, but we haven't made the arrangements yet)

We're going to get a boat to a couple of the islands.

◆ to make predictions when there is present evidence:

Well, we're certainly going to have a varied trip. (I am judging this from what I know about the plans)

Going to and *will* can follow words like *think*, *doubt*, *expect*, *believe*, *probably*, *certainly*, *definitely*, *be sure* to show that it is an opinion about the future:

I think it's going to be a great trip.

I'm sure we'll enjoy it whatever the weather.

It'll probably rain every day.

We can often choose different future forms to talk about the same future situation. It depends on the speaker's ideas about the situation:

Present continuous or *going to*?

The manager is having a party when we get back. (definite arrangement)

We're going to hire a bus and then drive through the mountains. (less definite arrangement – we haven't booked the bus yet)

Going to or *will*?

I'm sure we'll enjoy it. (prediction based on my guess)

We're going to have a very varied trip! (prediction based on what I know about the weather)

Often there is very little difference between *going to* and *will* for predictions.

Grammar extra: Making predictions using words other than *will*

In formal writing we often use expressions other than *will* to predict the future (e.g. *be likely to*, *be predicted to*, *be estimated to*, *be certain to*):

The population is likely to increase to 22 million in 2011.

The average annual rainfall is predicted to be ten per cent lower than today's figures.

C Grammar exercises

- 1 Fill in the gaps in the second half of this model answer with phrases from the box.

Thanks to modern technology, there have been enormous changes in the workplace over the past 100 years.

What are the most significant changes that have occurred and what changes do you foresee in the next 100 years?

are going to feel
are likely to occur
will be
will find

are going to happen
are predicted to work
will continue
will have

are likely to lead to
is likely to become
will develop
will result

... So, now let us consider the changes that 1 are likely to occur in the next 100 years. Unfortunately, I believe that not all changes 2 for the better. For example, in the future more and more people 3 from home and so they 4 more isolated from their colleagues. On the other hand, they 5 (certainly) greater freedom to choose their working hours.

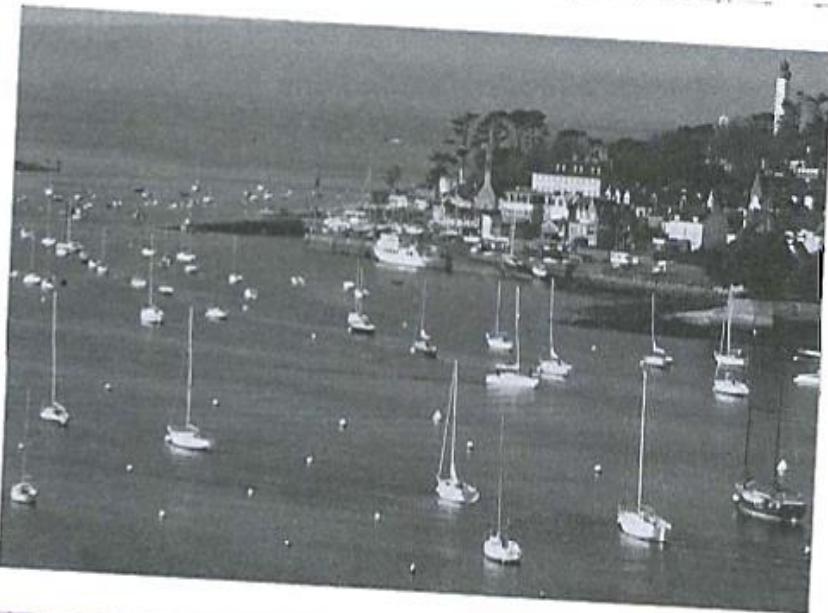
A further possible change is that handwriting 6 obsolete. We are already so used to using a keyboard that today's children are losing the ability to spell without the aid of a word processor.

Without a doubt, even greater changes 7 in technology used in the workplace. Computers 8 (undoubtedly) to grow even more powerful and this 9 (probably) in an even faster pace of life than we have now. Let us hope that our employers 10 a way to reduce the stress on workers this fast pace can bring.

I also think these improvements in technology 11 even more globalisation than now and companies 12 very strong international links.



2 Underline the most suitable form of the verbs.



Dear Paul and Claire

We're having a wonderful time here in France. The weather is beautiful and we've got lots of plans for how to spend the next couple of weeks. Tomorrow 1 we're going out / we will go out on a glass-bottomed boat to look at the wonderful sea life, and then on Wednesday we think 2 we're taking / we'll take a tour of the old town. Ollie's aunt lives quite close, so 3 we're visiting / we're going to visit her too if we have time.

The hotel is lovely and lively and has lots of good night life. Tonight 4 they're holding / they'll hold an international evening, with lots of food from different countries.

As you know, we're here with our friends, John and Wendy, but 5 they aren't staying / they won't stay as long as us, so 6 we're probably doing / we'll probably do the really 'touristy' things with them, and be lazy in our second week. You can hire small sailing boats for the day, so we think 7 we're doing / we're going to do that next week, and 8 we're also going to try / we're also trying to have time to do some shopping!

I hope you are ready for your big trip. 9 You're loving / You'll love Australia. In fact 10 you're going to probably end up / you'll probably end up staying there much longer than you've planned.

Have a great time, and 11 we're going to see / we'll see you when you get back.

Love Kath and Ollie

3 Fill in the gaps with the present continuous or *will*-future form of the verbs in brackets.

Kirsty: Hi Elaine. It's Kirsty, here.

Elaine: Hello, how are you?

Kirsty: Fine. Listen, I know this is very short notice but are you doing (1 *do*) anything tonight?

Elaine: Nothing why?

Kirsty: Well I (2 *take*) my class to the theatre, but one of them can't go. Would you like to come?

Elaine: I'd love to. What's the play about?

Kirsty: Oh, I (3 *tell*) you all about that a little later. I (4 *pick*) you up at 6.30 – is that okay?

Elaine: Yes, OK. Or how about meeting a bit earlier? We could have a coffee beforehand.

Kirsty: Well, I (5 *see*) the school principal at four, but I suppose I could come after that. My meeting (6 *probably/finish*) at about 5.30. Is that okay?

Elaine: Yes, of course. What time does the play actually start?

Kirsty: At 7.30, although we (7 *need*) to be there before as I (8 *meet*) my students at the theatre at seven. Afterwards they (9 *probably/want*) to talk about the play for a little while. But I hope that (10 *not/go on*) for too long. There (11 *be*) plenty of time for us to discuss it at tomorrow's lesson.

Elaine: That's fine. I (12 *see*) you at 5.30!

4 Write sentences about yourself.

1 Write two **intentions** about your future.

2 Write three **plans** or **arrangements** for your future.

3 Predict three things that you think will happen to the workplace in the future.

D Test practice

General Training Reading

Questions 1–9

Read the passage below and answer Questions 1–9.

How to choose a university course

How do I choose a course?

You've decided you want to do a course. Whether you would like a career change, a better job or simply to learn something new, it's a good idea to think carefully first. Here's a guide to help you.

Qualifications – why do I need them?

Qualifications prove you've acquired knowledge or developed skills. For some careers like medicine and law, it's essential you have specific qualifications. For others, such as journalism, it helps to have a particular qualification.

Most universities set entry requirements for degree courses. Mature entrants don't always need formal qualifications, but need evidence of recent study, relevant work experience or professional qualifications. Professional bodies may grant you membership if you have certain qualifications. It's not always essential to have a qualification. Working knowledge, such as being able to use computer software, can be just as important.

What type of course should I do?

Your motives will help you choose the best course for your aims and goals. If you are career-driven, you'll need a course relevant to your profession. If you are interested in self-development and meeting people, you should find out who else will be on the course. There are work-related (vocational) and academic courses. Further education colleges offer academic courses and work-related courses. Universities offer higher education qualifications, such as academic first degrees and higher degrees and the more vocational diplomas.

For a career in plumbing, a vocational course is essential. For teaching, you need a degree. However, for many jobs, you have a choice between academic and vocational courses. A vocational course is better if you like doing things with your hands and working manually. You might prefer an academic course if you like researching, analysing and presenting arguments.

Which type of study would suit me best?

Do you prefer on-the-job training, or do you prefer to research and gather facts? Do you like working in a group covering the same topics and working towards the same goal? If you prefer to work on your own, at your own pace, an open or distance learning course might suit you. You study from home, with the help of tuition packs, computers and tutor support via telephone or email. You can speed through the course or take your time. But you do need self-discipline and motivation.

What about my personal circumstances?

You might prefer an open or distance learning course if:

- you're working and you don't know how much time a week you can commit to
- you work irregular hours
- you're at home looking after pre-school children.

Many colleges and training centres now offer flexible open-learning courses, where you can study at your own pace.

How do I know if it's a good course?

You've decided which subject and type of course you want, and how to study it. You now need to choose between different course titles and providers. There are many courses and they aren't of equal value. The only way to assess the quality and value of a course is by research. Read prospectuses (course guides) carefully and note if a course is accredited or validated by a recognised body (this might be an awarding body or a professional body). This can add extra weight to your qualification.

Don't take everything you read at face value; check out the facts about each course yourself. Ask course tutors as many questions as you want.

How can I be sure I'm making the right choice?

Be clear of your goal. If you've decided on a particular job, get an idea of what the job's about and if you'll like it. Read careers information, buy trade magazines, and speak to people currently working in the job. This research is well worth it. It's better to take your time rather than do a course that leads to a job you might not really want. You'll ensure that you don't waste any time or money.

What am I going to do after the course?

Plan for when you finish. If you're aiming for a particular job, do voluntary work while studying. If you're doing an English course and want to be a journalist, you could write for the student newspaper or work on the radio. Having a plan will help you make the most of the opportunities that come your way when you're on the course.

Questions 1–5

Complete each sentence with the correct ending A–F from the box below.

Write the correct letter A–F next to Questions 1–5.

- 1 Students who want to do law
- 2 Mature students
- 3 Students who are motivated by self-development
- 4 Students who have young children
- 5 Students who choose a career in journalism

- A will not need any experience to start a course
- B will benefit from open-learning courses
- C could get relevant work experience while they study
- D can be accepted onto a course without qualifications
- E should enquire about the other students on their course
- F must have certain qualifications

Questions 6–9

Classify the following statements as applying to

- A academic courses
- B vocational courses
- C both academic and vocational courses

Write the correct letter A–C next to Questions 6–9.

- 6 These courses are available through further education colleges.
- 7 You must take this kind of course if you wish to have a career in plumbing.
- 8 You will learn research methods on this type of course.
- 9 You will learn practical skills on this course.

Grammar focus task

These are extracts from the text. Without looking back at the text, fill in the gaps with the correct form of the verbs in brackets and then answer the questions that follow.

- 1 Your motives (*help*) you choose the best course for your aims and goals.
- 2 If you are career-driven, you (*need*) a course relevant to your profession.
- 3 You (*ensure*) that you don't waste any time or money.
- 4 What (*I/do*) after the course?
- 5 Having a plan (*help*) you make the most of the opportunities that come your way when you're on the course.

Which future forms are used?

Why?

2

Fame!

- Grammar: Present Perfect • for and since
- Vocabulary: Word endings
- Everyday English: Making conversation (2)

STARTER

What is the Past Simple and the past participle of these verbs? Are they regular or irregular?

write	be	make	marry	have
come	fight	get	speak	become

►► Irregular Verbs on p. 153



John Lennon (1940–1980) musician



Julian Lennon (1965–) musician

FAMOUS FAMILIES

Present Perfect and Past Simple

- 1 Look at the photographs. How do you think the people are related?
- 2 Who are the sentences referring to? Write the names.

1. _____ started wrestling crocodiles at the age of nine.
2. _____ had two sons, Princes William and Harry.
3. _____ has hosted TV shows and is a “tourism ambassador” for Australia.
4. _____ wrote songs with fellow Beatle, Paul McCartney.
5. _____ has worked for CNN, NBC, and other TV networks.
6. _____ has not had as much success as a songwriter as his father.
7. _____ was the youngest U.S. president.
8. _____ has been in the army since he was 20.



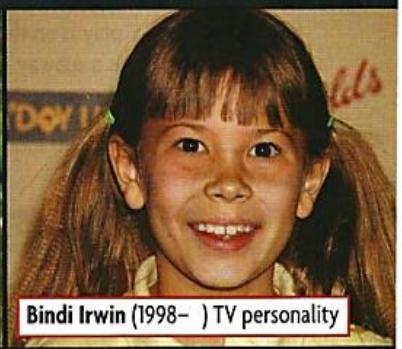
John F. Kennedy (1917–1963) politician



Maria Shriver (1955–) TV news reporter



Steve Irwin (1962–2006) wildlife expert



Bindi Irwin (1998–) TV personality



Princess Diana (1961–1997)



Prince Harry (1984–)

CD2 | 28 Listen and check.

GRAMMAR SPOT

- 1 Find examples of the Past Simple in the sentences in Exercise 2. Find examples of the Present Perfect.
- 2 Why are the different tenses used in these sentences?

John Lennon made a lot of records.

Julian Lennon has made a lot of records.

Why is this sentence wrong?

John Lennon has played with the Beatles for twelve years.

- 3 *For* and *since* are often used with the Present Perfect. Look at the examples. When do we use *for*? When do we use *since*?

for two hours/six weeks/ten years

since six o'clock/yesterday/last week/1997

►► Grammar Reference 7.1 and 7.2 pp. 129–130

- 3 Put the verbs in the Present Perfect or Past Simple.

1. John Lennon started (start) his first band when he was 15. His eldest son, Julian, has been (be) in the music business since he was 19. He _____ (make) seven albums so far. His last album, *Conscious*, _____ (come out) in 2008.
2. John F. Kennedy _____ (become) President of the United States in 1960 and _____ (be assassinated) in Dallas, Texas, in 1963. His niece, Maria Shriver, _____ (work) as a TV journalist since the 1980s and _____ (write) six books. In 1986 she _____ (marry) the actor Arnold Schwarzenegger, who _____ (become) governor of California in 2003.
3. Steve Irwin _____ (be) the star of the Australian TV show *The Crocodile Hunter*. In 2006 he _____ (be killed) by a stingray. His young daughter, Bindi Irwin, _____ (speak) at his funeral. Bindi is a TV star like her father. She _____ (have) her own wildlife show, *Bindi the Jungle Girl*, since she was two and she _____ (appear) on many other TV shows around the world.
4. Lady Diana Spencer _____ (marry) Charles, Prince of Wales, when she was just 20 and _____ (become) Princess Diana. However, in 1996, after 14 difficult years of marriage, they _____ (divorce). In 1997 she _____ (die) in a car crash in Paris. Her younger son, Prince Harry, often _____ (get) into trouble as a teenager. However, he _____ now _____ (join) the army and a few years ago he _____ (fight) in Afghanistan.

CD2 | 29 Listen and check.

- 4 Write questions using the prompts. Ask and answer with a partner.

1. When / John Lennon / start his first band?
2. How long / Julian Lennon / be in the music business?
3. When / John F. Kennedy / become president?
4. How many books / Maria Shriver / write?
5. How / Steve Irwin / be killed?
6. How long / Bindi Irwin / have her own wildlife show?
7. Who / Princess Diana / marry?
8. Where / Prince Harry / fight?

CD2 | 30 Listen and check.

PRACTICE

Discussing grammar

- 1 Choose the correct verb form.

1. *Have you ever been / Did you ever go to a rock concert?*
2. *I saw / have seen U2 last week.*
3. *I love rock music. I like / have liked it all my life.*
4. *U2's concert was / has been fantastic.*
5. *I have bought / bought every record they have made / made.*
6. *U2 have been / are together since 1976.*

Speaking

- 2 Choose a number between one and ten. Then turn to page 146 and match your number to a sentence that begins *Find someone who ...*

Decide on the question, beginning *Have you ever ... ?* Stand up, and ask everyone in the class.

Have you ever met a famous person?

No, I haven't.

Yes, I have.

Ask questions to find out more.

Who did you meet? What was he/she like?

- 3 Report back to the class.

Clara and Bo-wei have never met a famous person, but Mayumi has. She saw Tom Cruise at a movie premiere.

for and since

- 4 Complete the time expressions with *for* or *since*.

- | | | |
|--------------------------|-------------------------|----------------|
| 1. ____ a year | 4. ____ nine o'clock | 7. ____ months |
| 2. ____ August | 5. ____ I was a student | 8. ____ 2002 |
| 3. ____ a couple of days | 6. ____ half an hour | 9. ____ years |

- 5 Match the lines in A, B, and a sentence in C. There is more than one answer. Read them aloud to a partner.

A	B	C
1. I've known my best friend	from 2005 to 2009.	It's not bad. I really like it.
2. I last went to the movies	for an hour.	I went camping with some friends.
3. I've had this watch	two weeks ago.	We met when we were 10.
4. We've used this book	since 2004.	I really need a cup of coffee.
5. We lived in Montreal	since the beginning of school.	My dad gave it to me for my birthday.
6. We haven't had a break	for years.	We moved because I got a job in Toronto.
7. I last had a vacation	for three years.	The movie was terrible.
8. This building has been a school	in 2008.	Before that it was an office.

CD2 | 31 Listen, check, and practice. Make similar sentences about you using the lines in A.

Asking questions

- 6 Complete the conversation. What verb tenses are the three questions?

- A Where _____ live, Anna?
B In an apartment on Green Street.
A How long _____ there?
B Only for, um, ... three months. Yes, since June.
A And why _____ move?
B Well, we wanted to live near the park.

CD2 | 32 Listen and check. Practice the conversation with a partner.

- 7 Make more conversations, using the same verb tenses.

1. A What ... do? B I work A Really? How long ... ? B For A And what ... do before that? B I worked	2. A ... have a car? B Yes, we A How long ... ? B Since A ... pay a lot for it? B Not really. It was	3. A ... know Alan Brown? B Yes, I A How long ... ? B For A Where ... meet him? B We
-----------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------

CD2 | 33 Listen and compare.

- 8 With a partner, ask and answer questions beginning *How long ... ?*

How long have you lived / worked / known / had ... ?

Then get some more information.

Why did you move?

What did you do before ... ?

Where did you meet ... ?

Present perfect

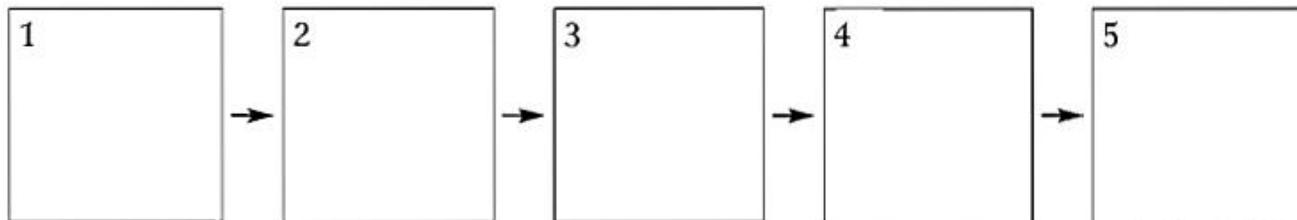
present perfect simple and continuous

A Context listening

- 1 You are going to hear two university students, Carl and Sue, talking about an assignment. Before you listen, look at the list of activities (A–F). Put the activities in the order which you think is best when writing an assignment.

- A make notes
- B start to write
- C do research
- D make a plan
- E re-read books
- F get a book list

- 2 3 Listen to the first part of the conversation. Which five activities does Sue mention? Write the letters A–F in the correct order in boxes 1–5 on the flowchart.



- 3 3 Listen to the second part of the conversation and fill in the gaps.

- 1 Sue: I plenty of information for the assignment.
- 2 Sue: When I was in the library last week, I those leaflets.
- 3 Carl: I tired since I started this course!
- 4 Carl: I and I'm already tired.

- 4 Look at your answers to Exercise 3 and find examples of each of the following:

- a something that only happened recently
- b something that happened at some time before now, but we do not know when
- c an action + the length of time it has been going on
- d something that happened at a stated time in the past

Which tense is used in each of the examples a–d above?

B Grammar

We use the present perfect when we want to show a link between the present and the past.

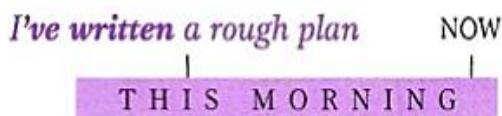
1 Present perfect simple

- + **have/has + past participle** *She's started the assignment.*
- **have/has not + past participle** *I haven't started the assignment.*
- ? **have/has ... + past participle?** *Have you started the assignment?*

We use the present perfect simple

- ♦ to talk about a time period that is not finished (e.g. *today*, *this week*):

I've written a rough plan this morning. (it is still morning)



- ♦ to show that something happened at some point in the past before now. We don't state when it happened:

I've collected plenty of information. (at some point before now and I will use it to write my essay)

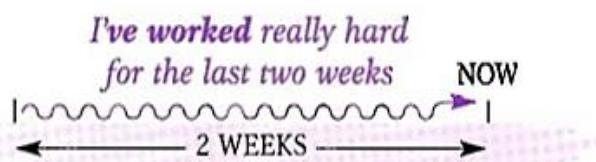
The following time expressions are often used: *ever*, *never*, *before*, *up to now*, *still*, *so far*.

It's the longest I've ever had to write. (at any point before now)

▲ If we state when something happened we must use the simple past:

I wasted a lot of time last week. (~~not I have wasted a lot of time last week~~)

- ♦ to talk about a present situation which started in the past, usually with *for/since*:



I've worked really hard for the last two weeks. (I've worked hard till now)

We use *for* with a length of time (e.g. *for two hours*, *for three days*, *for six months*) and *since* with a point in time (e.g. *since 2001*, *since Monday*, *since ten o'clock*, *since I was four*, *since I started the course*).

- ♦ to talk about something that happened at an unstated time in the past but is connected to the present:

I've read all the books on the reading list. (I have the notes now)

The following time expressions are often used: *recently*, *just*, *already*, and *yet* with negatives or questions.

I've just got up.

Have you written your assignment yet?

Compare the use of the present perfect with the past simple:

Present perfect

- ◆ links the past with the present:
I've made quite a lot of notes. (at some point before now and I may make more notes)
- ◆ does not talk about a specific time in the past:
Have you read the leaflet? (at some time before now)
- ◆ uses time expressions that show the time period is unfinished:
I've read six articles this week. (the week isn't finished)

Past simple

- ◆ only talks about the past:
I made notes on the most important things. (when I did the reading and I've finished making notes)
- ◆ states a specific past time, or the time is understood:
I read the leaflets when I was in the library. (I'm not in the library now and the reading is finished)
- ◆ uses time expressions that show the time is finished:
I read five books last week. (last week has finished)

Note the position of the following time expressions that occur with the present perfect:

- ◆ between the auxiliary and main verb (e.g. *recently, already, always, ever, just, never*)

I've already written the notes.

I've just finished my essay.

Ever is generally used with questions or negatives:

Have you ever been to Buenos Aires?

- ◆ after the main verb (e.g. *all my life, every day, yet, before, for ages, for two weeks, since 2003, since I was a child etc.*)

I've felt tired for weeks.

I haven't flown before.

If there is an object clause, the time expression comes at the end:

I've gone to bed early every night since then.

I've written more than ten assignments since I started this course.

2 Present perfect continuous

+ have/has been + verb + -ing	<i>I've been studying really hard.</i>
- have/has not been + verb + -ing	<i>He hasn't been studying really hard.</i>
? have/has ... been + verb + -ing?	<i>Have you been studying really hard?</i>

We can use either the present perfect simple or the present perfect continuous to say how long a situation or activity has been going on (often with *for* or *since*):

I've felt tired for weeks.

I've been feeling tired since I started this course.

I've worked at the restaurant since I moved here.

I've been working at the restaurant for three years.

Compare the different uses of the present perfect simple and the present perfect continuous:

Present perfect continuous

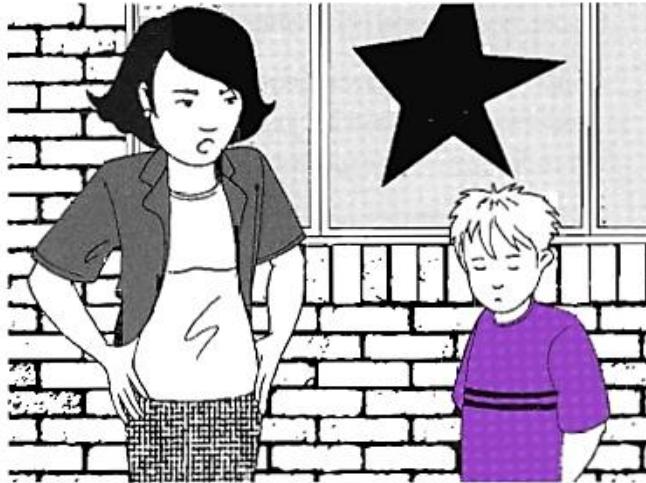
- emphasises how long:
I've been reading for the past two weeks.
- focuses on the activity itself (it does not show whether the activity is completed or not):
I've been writing my essay. (we don't know if the essay is finished or not)



What have you been doing? (the boy's mother is interested in the activity that made him so dirty now)

Present perfect simple

- says how many times:
I've read three articles.
- focuses on the result or completion of the activity:
I've written my essay. (the essay is finished but we don't know when)



What have you done? (the boy's mother is interested in the result of the action: the broken window)

► State verbs (see Unit 1) do not generally have a continuous form:

I've known them since I was a child. (*not I've been knowing them since I was a child*)

Grammar extra: *This is the first time etc.*

We use the present perfect tense with the following structures: *it/this/that is the first / the second / the best / the only / the worst ...*

It's the first time I've ever had to write such a long assignment.

Is this the only time you've travelled abroad?

That's the sixth cup of coffee you've had today.

C Grammar exercises

1 Tick (✓) the correct underlined verbs, and correct the verbs that are wrong.

I would like to be considered for your degree course in Zoology, starting in October next year. I feel I am a good candidate for this course as I 1 have always been interested in natural history and even as a child I 2 have enjoyed studying animals and insects in my garden. Your science faculty has a good reputation and I would very much like to be part of it.

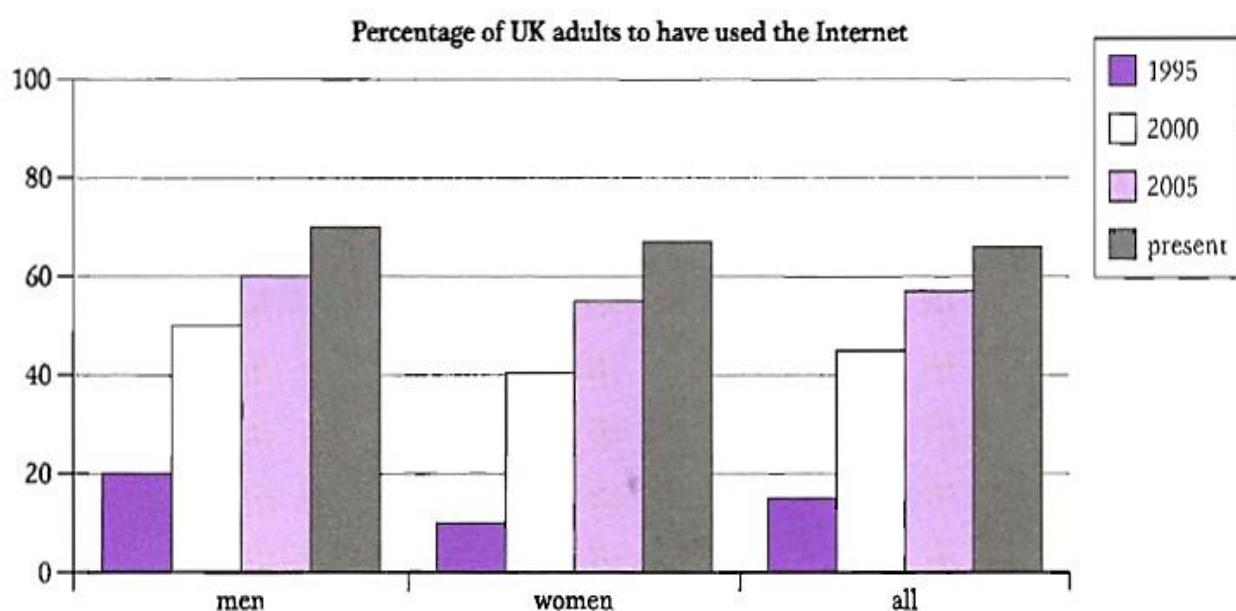
As you 3 already saw in Section A of this application, I have a good academic record and I 4 just received the results of my recent exams, all of which 5 have been excellent.

In addition, your university attracts me because I enjoy sports and I 6 have read in your prospectus about the large number of sports on offer. Last year I 7 have represented my school at badminton and I 8 played in football teams since I was eleven. I 9 have recently joined a basketball team which competes at a national level.

I 10 did not travel abroad much yet, although as a young child I 11 have been to Singapore and Hong Kong with my family. I realize that I 12 have not spent much time away from home up to now, but am keen to become more independent.

- 1 ✓
- 2 enjoyed
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

2 Look at the chart and fill in the gaps with the past simple or present perfect simple of the verbs in brackets to make true sentences.



- 1 The chart shows the percentage of British adults who have used (*use*) the Internet since 1995.
- 2 The number of women who have ever used the Internet increase (*increase*) by more than 60% since 1995.
- 3 The percentage of men who have accessed the Internet rise (*rise*) to 60% in 2005.
- 4 The number of women to have accessed the Internet rise (*rise*) each year.
- 5 The percentage of men who used the Internet be (*be*) greater than the percentage of women from 1995 to 2005.
- 6 However, British women overtake (*overtake*) British men in Internet usage since 2005.
- 7 The total number of people accessing the Internet grow (*grow*) each year although the most significant rise occur (*occur*) between 1995 and 2000.

3 Underline the correct form of the verbs.

To: Paul Johnson

From: Sunita Soh

Subject: Seminar presentation on Friday

Dear Paul

1 I've just received / I've just been receiving your message to us all about the seminar on Friday. 2 I've worked / I've been working on my presentation for the last week, and 3 have now finished / now finished it, so I am happy to be one of the first to present it. However, 4 I've made / I made an appointment to see the university careers advisor immediately after the seminar, so I will need to leave on time.

I'd like some advice about my presentation. At last week's lecture 5 you've said / you said that we should use visual aids as much as possible. 6 I haven't found / I didn't find anything to use. Is it essential? 7 I've done / I did lots of presentations before, and I feel OK about this one. In my last presentation 8 I used / I have been using the overhead projector, and I want to do this again – does this count as a visual aid?

One last question: 9 I've been / I went to Professor Russell's lecture yesterday, and 10 have been learning / learnt quite a lot that is relevant to this course. Is it okay to refer to another course in my presentation? 11 I've been wondering / I wondered about this – maybe it is better to stick to the materials and references 12 you've given / you've been giving us. I hope you can let me know.

Thanks for your help.

Sunita

- 4** Fill in the gaps with a verb from the box in the present perfect simple or present perfect continuous. You will need to use some verbs more than once.

be do feel have live pass study start take travel want work

Interviewer: How long ...*have you been living*... (1 *you*) here?

Student: I (2) in London for the past three years. I come from Japan originally. I (3) at a college here since I arrived.

Interviewer: (4 *you*) any travelling over the past three years?

Student: Yes, I (5) really lucky. I have long holidays so I (6) all over Europe. I especially liked Spain.

Interviewer: What is the most interesting thing you (7) recently?

Student: Well, I (8) to play tennis, and I (9) singing lessons for a few months now too. But the thing that I am most proud of is that I (10 *just*) my driving test. It's the first time I (11) it so I'm really pleased but I (12 *never*) so nervous in all my life!

Interviewer: How do you think English will be useful in your life?

Student: I (13) a Hospitality and Tourism course over here, so I need English for my studies and my job. I (14 *always*) to work in the tourist industry because I (15 *always*) interested in history and cultural sites, and I (16 *already*) as a tour guide in my home town.

Now answer these questions about yourself.

17 How long have you been studying English?
.....

18 Have you studied any other languages? (Which ones? For how long?)
.....

19 Have you travelled very much? (Where have you been to?)
.....

20 What have you been doing to prepare for this exam?
.....

21 How has your life changed over the past ten years?
.....

3

Going places

Grammar: Time clauses • if
Vocabulary: Hot verbs make, do, take, get
Everyday English: Directions

STARTER Make sentences about you using the phrases in the box. Tell the class.

If the weather is nice this weekend,	I think I'll ...
If the weather isn't nice this weekend,	I'll probably ...
When I get home tonight,	I'm going to ...

A YEAR ABROAD

Time and conditional clauses

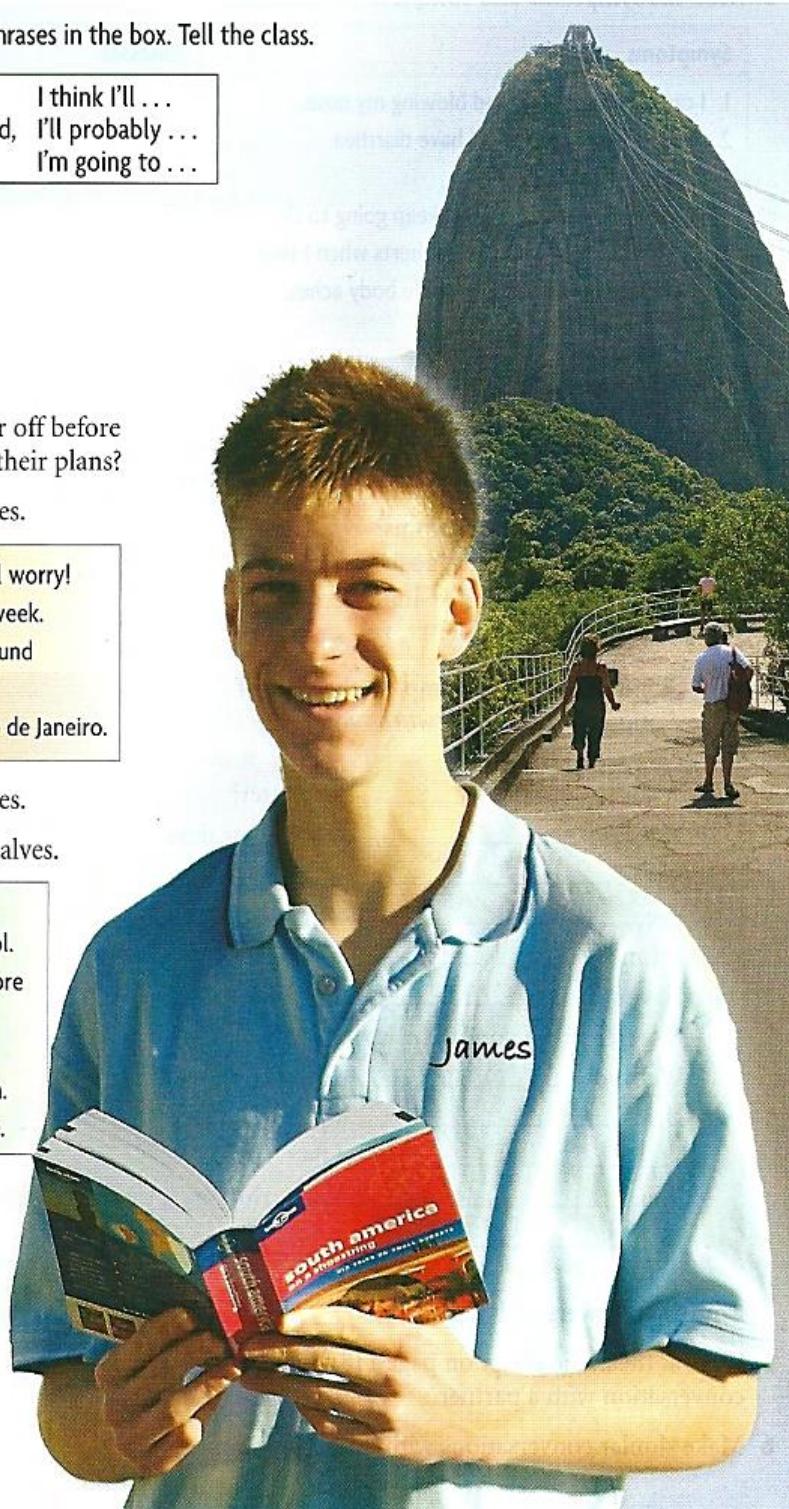
- 1 James and Jessie, both 18, are going to take a year off before they go to college. Look at the photos. What are their plans?
- 2 **CD3 2** Listen to James. Match the sentence halves.

1. Before I go to college,	I know my parents will worry!
2. As soon as I have enough money,	I'll call home twice a week.
3. When I'm traveling around,	I'm going to travel around South America.
4. If I don't keep in touch,	I'll book a flight to Rio de Janeiro.

- 3 Cover the orange box. Try to say the full sentences.
- 4 **CD3 3** Listen to Jessie and match the sentence halves.

1. I'm going to work in an old people's home	after the job ends.
2. I'll also live in the home	as soon as I finish school.
3. I'll work	if I have a vacation before school starts!
4. I'm going to Florida with some friends	until I've saved enough money for a vacation.
5. I won't be tired	while I'm working there.

- 5 **CD3 2** and **CD3 3** Listen again to James and Jessie and check.



GRAMMAR SPOT

- 1 Underline the words that introduce the clauses in the green boxes.

Before I go to college
after the job ends

- 2 Which tenses are the verbs in the green boxes?

Do they refer to the present or the future?

- 3 What are the different future forms in the orange boxes?

- 4 What's the difference between the sentences? Which is sure? Which is possible?

When I go traveling, I'll send you lots of postcards.

If I go traveling, I'll send you lots of postcards.

►► Grammar Reference 9.1–9.3 p. 132

PRACTICE

What if . . . ?

- 1 Look at these hopes for the future. Make sentences using *If . . . , I'll . . .*

If I don't go out so much, I'll do more work.

If I do more work, I'll . . .

If . . .

I don't go out so much

↓
do more work

↓
pass my tests

↓
go to college

↓
study medicine

↓
become a doctor

↓
save people's lives

I spend less on new clothes

↓
have more money

↓
save some every week

↓
be rich when I'm 30

↓
start my own business

↓
make a lot of money

↓
retire when I'm 50

If . . .

What will you do if . . . ?

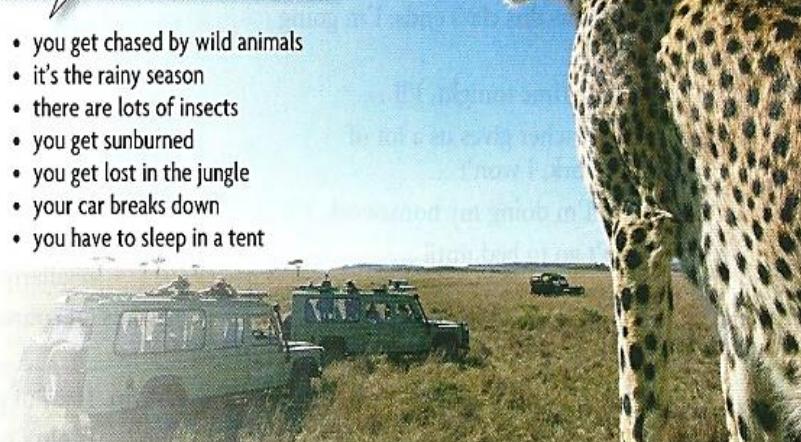
- 2 Work with a partner. One of you is going on safari in Africa. The other sees lots of problems. Use the ideas below to help you.

I'm going on safari in Africa.

But what will you do if you get chased by wild animals?

It'll be OK. I won't get chased. But I hope I'll see lots of wild animals.

- you get chased by wild animals
- it's the rainy season
- there are lots of insects
- you get sunburned
- you get lost in the jungle
- your car breaks down
- you have to sleep in a tent



CD3 | 4 Listen and compare. Look at the audio script on page 118 and practice the conversation with a partner.

- 3 Make a similar conversation about one of these topics.

learning to snowboard going mountain climbing
quitting your job to travel the world joining the army

Discussing grammar

- 4 Complete the sentences with *when*, *if*, *before*, *as soon as*, or *until*. Sometimes more than one answer is possible. Compare answers with a partner.

1. I'll take a bath _____ I go to bed.
2. I'm coming to Chicago tomorrow. I'll call you _____ I arrive.
3. We're planning a barbecue _____ it's nice on the weekend.
4. Wait here _____ I get back.
5. _____ you have any problems, just ask for help.
6. I'm going to quit this job _____ I find a better one.
7. I'm only going to do this job _____ I find a better one.
8. I want to get home _____ it gets dark.
9. I'm going to study English _____ I'm completely fluent.
10. Don't forget to give me your address _____ you leave.

Talking about you

- 5 Complete the sentences with your ideas. Compare your ideas with a partner, then with the class.

1. As soon as this class ends, I'm going to ...
2. If I have time tonight, I'll ...
3. If our teacher gives us a lot of homework, I won't ...
4. While I'm doing my homework, I'll ...
5. I won't go to bed until ...
6. If I go on vacation this summer, I'll probably ...
7. When my English is fluent, I'm going to ...
8. As soon as I'm earning a good salary, I'll ...
9. Before I get old, I'm going to ...
10. When I'm old, I won't ...

When I get to Rio ...

- 6 James (from page 66) is leaving for Rio de Janeiro. He's saying good-bye to his mother. Put the verbs in parentheses in the correct tense. Put *if*, *when*, *while*, or *as soon as* into each box.



Mom Bye, sweetie. Have a good flight to Rio.

Remember, we're expecting (expect) a phone call from you **when** you get there!

James I _____ (call) you _____ I arrive at Paolo's house.

Mom Good. What time will you get there?

James Well, the flight takes twelve hours. _____ the plane _____ (arrive) on time, I _____ (be) there about 11:30—Rio time, of course. _____ you _____ (be) asleep when I call, I _____ (leave) a message.

Mom I won't be asleep!

James OK! OK! Don't worry, Mom. I'll be fine.

Mom All right. But _____ you _____ (travel) around the country, _____ you _____ (remember) to call us regularly? Make sure you call twice a week.

James Of course! And I _____ (call) you _____ I _____ (run out of) money!

Mom Ha! But please take care of yourself. Give my best wishes to Paolo's parents, and don't forget to give them this present _____ you _____ (get) to their house.

James Don't worry. I won't. Oh, my flight _____ (board)! Love you, Mom. Bye!

Mom Love you, James. Take care!

CD3 | 5 Listen and check. Practice the conversation with a partner.

VOCABULARY AND SPEAKING

Hot verbs – *make, do, take, and get*

Make, do, take, and get are common verbs in English. Read these examples from Exercise 6 on page 68.

What time will you **get there**?

... the flight **takes twelve hours**.

Make sure you call twice a week.

Take care!

make and do

1 Add the words and phrases to the correct columns.

friends	the dishes	up your mind
me a favor	my best	a fortune

MAKE	DO
friends	

2 Complete the sentences with a phrase and *make* or *do* in the correct form.

- I _____ last night. It's your turn tonight.
- Please tell the children not to _____. I'm trying to work.
- I _____, but I still failed the test.
- I don't know if I want the chicken or the fish. I just can't _____.
- My sister's very popular. She _____ very easily.
- Could you _____ and give me a ride to the station? Thanks.
- My grandfather _____ in business. He's a rich man.

CD3 | 6 Listen and check.



take and get

3 Add the words and phrases to the correct columns.

a photo	a cold	angry	a long time	care	better
two tablets a day	along well with	ready	a degree		

TAKE	GET
a photo	

4 Complete the sentences with a phrase and *take* or *get* in the correct form.

- Everybody smile! I want to _____ of you all.
- I know my bedroom's a mess, but don't _____. I'll clean it soon.
- Bye-bye! See you soon. _____ of yourself.
- Achoo! Oh dear. I think I'm _____.
- The doctor told me to _____ until I _____.
- I like Ines very much. I _____ her.
- It _____ to become really fluent in a foreign language.
- If you don't hurry up and _____, we'll be late for the party.
- I'm going to _____ in Spanish before I move to Mexico.

CD2 | 7 Listen and check.

Talking about you

5 Complete the questions with the correct form of *make*, *do*, *take*, and *get*.

- How long does it _____ you to _____ ready in the morning?
- What time did you _____ to school today?
- Do you always _____ your homework?
- Do you sometimes _____ mistakes in English?
- When did you last _____ angry?
- Who usually _____ the dishes in your family?
- Did you _____ many photos on your last trip?
- Do you know anyone who has _____ a lot of money?
- Is your English _____ better?
- Would you like to _____ a degree in another language?

CD3 | 8 Listen and check. Ask and answer the questions with a partner. Give true answers.

4

Things that changed the world

 Grammar: Passives

 Vocabulary: Verbs and nouns that go together

Everyday English: Making phone calls

STARTER 1 Make true sentences from the chart.

2 What is made and grown in your country?

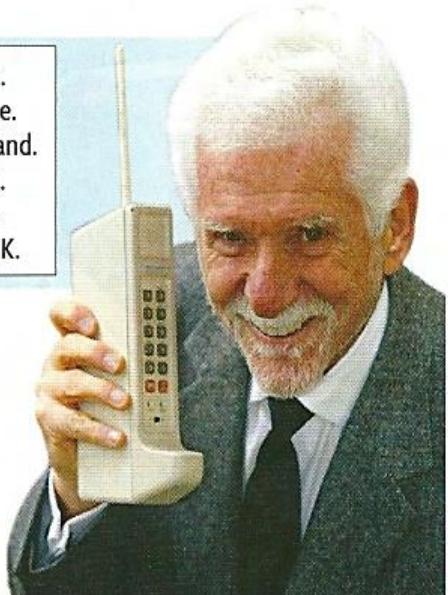
Rolls-Royce cars			Japan.
Nikon cameras			France.
Coffee	is	made in	Thailand.
Champagne	are	grown in	Brazil.
Tea			India.
Pineapples			the UK.

A PHONE CALL THAT CHANGED THE WORLD

Passives

1 Read the story of the cell phone on page 75. Are these sentences true (✓) or false (✗)?

1. The cell phone was invented by Martin Cooper in 1983.
2. The first cell phone call was made to Cooper's boss.
3. The first cell phone was built in less than two months.
4. Less than half the people in the world have a cell phone.
5. "Smart phones" are only used to send e-mail.
6. Cell phones aren't used in poor countries.



GRAMMAR SPOT

1 Many of the verb forms in the text are in the passive.

Cell phones are owned by over 3 billion people.
The first cell phone was built in 1973.

How do we make passive forms?

2 Read the text again. Write the passive verb forms in the chart.

Present Simple	Past Simple	Present Perfect	will future
are owned	was built		

►► Grammar Reference 10.1 page 133

2 Complete the sentences.

1. One billion text messages _____ every day.
2. Nokia _____ Finland.
3. The first cell phone network _____ Japan.
4. The first text message _____ in 1989.
5. Phones _____ for three-year-old children.
6. Climbers _____ from mountaintops.
7. Who knows what cell phones _____ for in the future.

CD3 Listen and check. Practice the sentences.

3 What can you do on your cell phone? What do you think they will be used for in the future?

Perhaps they'll be used as credit cards.

Maybe they'll be used as passports.

A phone call that changed the world



The first cell-phone call was made over 30 years ago, on April 3, 1973, by an American engineer named Martin Cooper. He called an engineer at a rival company to boast about his new invention!

The first phone was designed and built in about six weeks. It was over 20 cm long and weighed 1.3 kilograms. The battery died if the phone was used for more than 36 minutes. The first commercial cell phone network was built in Japan in 1979.

Today, cell phones are owned by over 3 billion people (more than half the population of the planet). They operate in about 90% of the world. In some places, for example Italy and Hong Kong, there are more mobile phones than people!

Today's cell phones are used for much more than just making phone calls. The first text message was sent in 1989. Now one billion messages are sent every day. Camera phones have been sold since around 2002, and "smart phones" can send e-mails and surf the Web. In some countries, TV shows are broadcast directly to cell phones.

Nokia, which is based in Finland, is the world's largest manufacturer of cell phones. They have even made a phone with gold and diamonds. Phones have even been designed for children as young as three years old.

Cell phones are also making the world a better place. In poor countries, they are used by farmers to find the best price for their crops. Climbers have been rescued from mountaintops thanks to cell phones, and microscopes have been added to some phones to help doctors in remote places. Who knows what cell phones will be used for in the future?

Active and passive

4 Complete the sentences with an active or passive form.

Active	Passive
1. They make Rolls-Royce cars in the UK.	Rolls-Royce cars <u>are made</u> in the UK.
2. They <u>_____</u> tea in India.	Tea is grown in India.
3. Alexander Graham Bell invented the telephone in 1876.	The telephone <u>_____</u> by Alexander Graham Bell in 1876.
4. Thieves <u>_____</u> two pictures from the museum last night.	Two pictures were stolen from the museum last night.
5. They have built three new factories this year.	Three new factories <u>_____</u> this year.
6. They <u>_____</u> the picture for \$5,000.	The picture has been sold for \$5,000.
7. The factory will produce 10,000 cars next year.	10,000 cars <u>_____</u> next year.
8. <u>_____</u> they <u>_____</u> many cars last year?	Were many cars made last year?
9. Bell didn't invent television.	Television <u>_____</u> by Bell.

PRACTICE

Active and passive

- What is paper made of? Who invented it? Read "The History of Paper" and check your ideas.
- Read the text again. Put the verbs in parentheses in the correct tense, active or passive.

CD3 12 Listen and check.

Questions and answers

- Match the question words and answers.

When? (x2)	Ts'ai Lun.
Where? (x2)	About 300 kg
Who/by?	In Spain.
How long?	In 105 AD.
How much?	Since the 18th century.
	In China.
	In the 10th century.

- Write the questions, using the passive. Ask and answer them with a partner.

When was paper invented?

In 105 AD.

CD3 13 Listen and check.

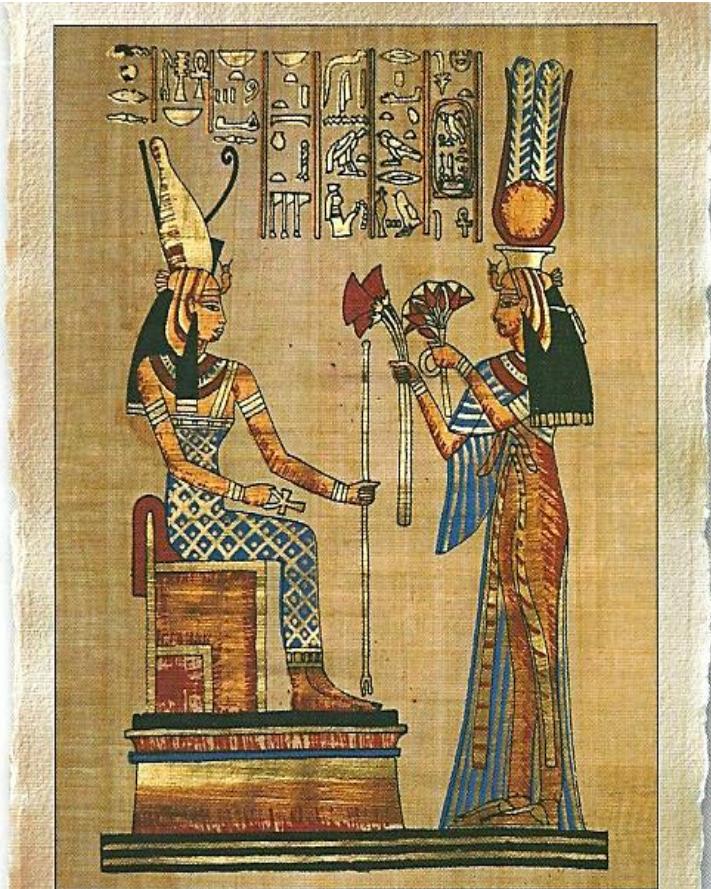
- Correct these sentences.

- Paper is only used to make newspapers and books.
No, it isn't. It's used to make hundreds of everyday things.
- All clothes are made out of paper.
No, they aren't. Only some ...
- Before paper, people wrote on trees.
- Paper was invented by a Chinese scientist.
- The Chinese gave their invention to the world immediately.
- The Chinese made paper out of wood.
- The first paper mill in Europe was built in France.
- Most paper has been made out of cloth since the 18th century.

CD3 14 Listen and check.

Check it

- Underline the correct word or words in each sentence.
- Where *was / were* these shoes made?
 - I was given this watch *by / from* my uncle.
 - Someone *has stolen / has been stolen* my bag!
 - The newsstand *sells / is sold* stamps.
 - British policemen *don't carry / aren't carried* guns.
 - Have all the sandwiches *eaten / been eaten*?



The History of Paper

Today, paper (1) _____ (use) for hundreds of everyday things—books and newspapers, of course, but also money, stamps, cups, bags, and even some clothes.

Long ago, before paper, people (2) _____ (write) on animal skins, bones, and stones. Then in 2700 BC, the Egyptians (3) _____ (start) to make papyrus, which was similar to paper. But the first real paper (4) _____ (invent) in 105 AD by a Chinese government official, Ts'ai Lun. It (5) _____ (make) from a mixture of plants and cloth. The Chinese (6) _____ (keep) their invention secret for centuries.

Finally, in the 10th century, paper (7) _____ (bring) to Europe by the Arabs. The first European paper mill (8) _____ (build) in Spain in 1150. Since the 18th century, most paper (9) _____ (make) out of wood, because it is much stronger than cloth.

Nowadays, each person (10) _____ (use) about 300 kg of paper every year. That's a lot of paper!

The passive

the passive; reporting with passive verbs;
have something done; need + -ing

A Context listening

- 1 You are going to hear a student representative talking to new students and answering their questions. Before you listen, match the words (1–8) with the definitions (a–h).

1 union	a deal with / handle documentation etc.
2 president	b speak for
3 process (<i>verb</i>)	c buildings, equipment or services
4 represent	d leader
5 run (<i>verb</i>)	e working group or board
6 election	f organised group or association
7 committee	g organise/manage
8 facilities	h an organised vote

- 2 Listen and answer the following questions.

1 What do new students need to do to get a library card?

.....

2 What is the students' union?

.....

3 What is the students' union responsible for?

- 3 Listen again and fill in the gaps.

Questions

- 1 '..... applications quite quickly?'
- 2 'So, the student's union?'
- 3 'And how the executive committee?'

Answers

- 'Oh, yes..All applications on the spot so they'll be able to issue you a card straight away.'
- 'No, the union by students, seven students to be precise.'
- 'Well, the executive committee by the students through an election process.'

- 4 Look at the objects of the verbs in the questions in Exercise 3. What happens to them in the answers?

B Grammar

1 The passive: form

The active voice shows what something does. The passive voice shows what happens to something. We make the passive with a form of the verb *be* + past participle.

Tense	Passive form: <i>be</i> + past participle (+ <i>by</i> + agent)
present simple	→ <i>The union is run by 7 executive officers.</i>
present continuous	→ <i>The union is being run by 7 executive officers.</i>
past simple	→ <i>The union was run by 7 executive officers.</i>
past continuous	→ <i>The union was being run by 7 executive officers.</i>
present perfect	→ <i>The union has been run by 7 executive officers.</i>
past perfect	→ <i>The union had been run by 7 executive officers.</i>
going to	→ <i>The union is going to be run by 7 executive officers.</i>
will	→ <i>The union will be run by 7 executive officers.</i>
Other forms	
infinitive	→ <i>The union is to be run by 7 executive officers.</i>
-ing form	→ <i>The university insists on the union being run by 7 executive officers.</i>
used to	→ <i>The university used to be run by 7 executive officers.</i>
modals	→ <i>The university should be run by 7 executive officers.</i>
need to / have to	→ <i>The university needs to/has to be run by 7 executive officers.</i>
need + -ing	→ <i>The university needs running by 7 executive officers.</i>

⚠ We do not use the passive with intransitive verbs (verbs which cannot have an object):
he arrived (~~not *he was arrived*~~)

2 The passive: use

We use the passive

- when the object is more important than the subject and the agent is either obvious, not important, or unknown:

All applications are processed on the spot. (it is obvious that it is the library staff who process the cards)

- in formal writing to make it less personal:

You are advised to return the application form within three days. (impersonal)

The active voice is more direct and personal:

I advise you to return the application form within three days.

- when we describe a process:

The union is run by seven executive officers who are elected by students.

⚠ We do not generally use the passive for natural (or biological) processes, where people are not involved (e.g. the carbon cycle):

Plants take up carbon dioxide from the air as part of photosynthesis.

Notice how if we want to repeat the ending of the previous clause or sentence at the beginning of the next, we may need to use the passive:

Does the university run the union?

No, the union is run by seven executive officers

who are elected by students each year.

The executive officers are held accountable by the union council.

The council is also elected by the student population.

This pattern is typical of academic writing.

3 Reporting with passive verbs

With reporting verbs and verbs of thinking or feeling we can use

- ♦ it + passive verb + that (e.g. agree, announce, argue, believe, claim, decide, disclose, expect, feel, hope, know, predict, recognize, report, say, suggest, think, understand):
It was felt that the facilities were in need of renovation.

- ♦ subject + passive verb + to-infinitive (e.g. ask, believe, consider, estimate, expect, feel, know, mean, report, say, see, suppose, think, understand):

Our sports facilities are said to be among the best in the country. (= people say our sports facilities are among the best in the country)

This building is believed to be the oldest in the town.

4 Have something done

To show that someone performs a paid service for us we use have + object + past participle:

You'll need to have your photo taken. (= someone else will take your photograph)

In informal English get + past participle can be used in the same way:

I got my photo taken yesterday.

5 Need + -ing

We can sometimes use need + -ing as an alternative to the passive to say that it is necessary to do something without stating who will do it:

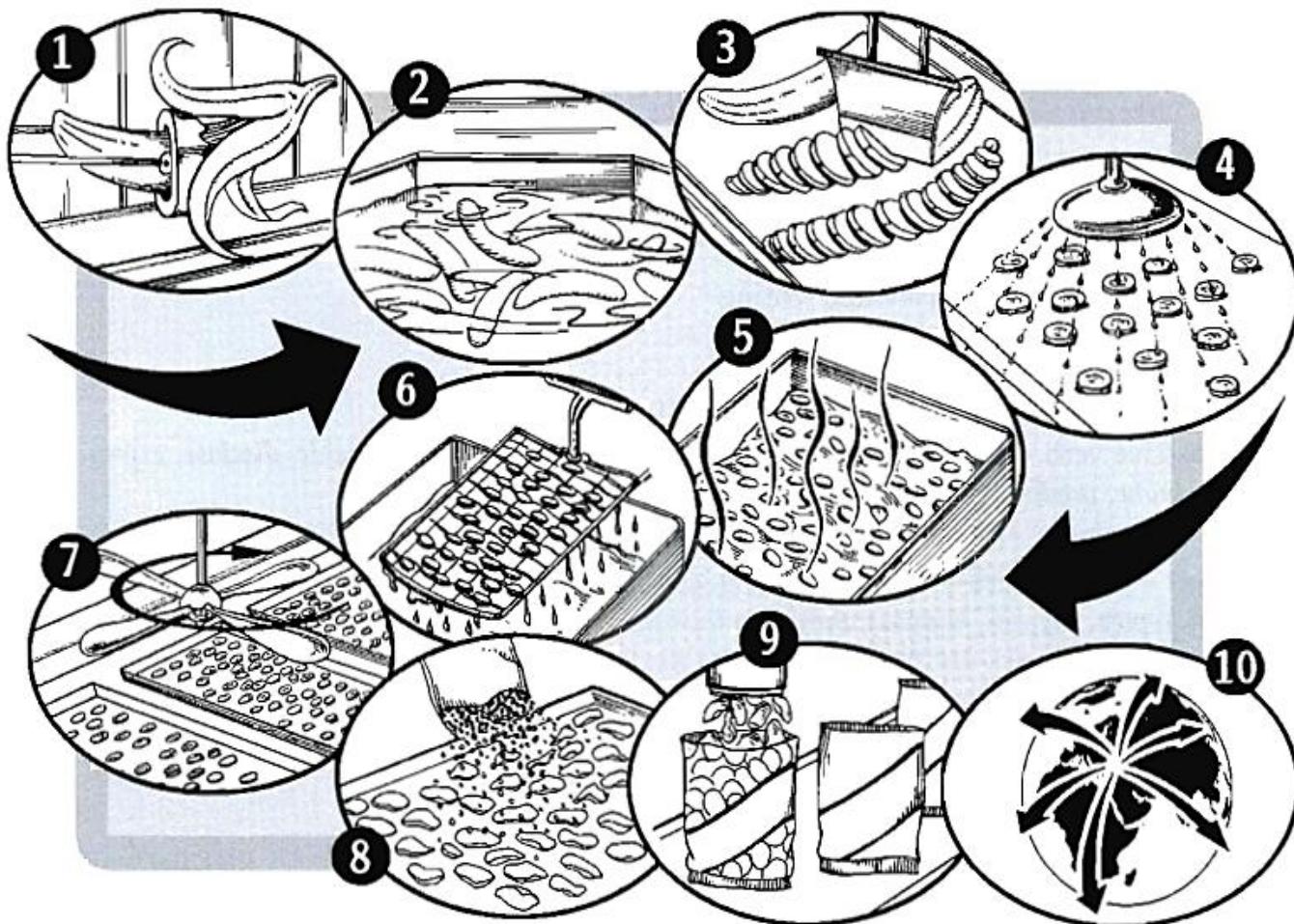
Some facilities need improving around the campus. (= it is necessary to improve some facilities)

C Grammar exercises

- 1 Read the test task. Fill in the gaps in the model answer with the verbs in the box in the passive.

The flowchart below shows how banana chips are made.

Summarise the information by selecting and reporting the main features and make comparisons where relevant.



add distribute fry leave make peel put remove rinse sell slice soak

The flowchart shows how banana chips 1 are made First, the bananas 2 by a special machine and then they 3 in water. Next the clean bananas 4 into a chipping machine where they 5 into thin chips. After this they 6 Once they are dry, the banana chips 7 in hot oil in large deep fat fryers. The cooked banana chips 8 from the fryers using a special sieve which allows all of the oil to drain off. The banana chips 9 (then) to cool. When they have reached the right temperature, spices 10 for extra taste. Finally the banana chips are packaged ready to 11 around the world and 12

- 2** There are 12 mistakes with active or passive verbs in this conversation. Find and correct the mistakes.

Teacher: People are said that the increase in travel will lead to a loss of different cultures around the world. Do you agree?

Student: Well, yes, I suppose that is a possibility. I'm sure the way of life of many people around the world has changed by contact with tourists. But the change might have been happened anyway, I suppose.

Teacher: Yes, maybe. So, do you think we should try to stop the disappearance of native cultures?

Student: Oh, yes. I think it will be very sad if we lose different cultures. They enrich our world, don't they? But it is also argued that many people from poor countries have given opportunities that they wouldn't have had if there wasn't any tourism. Their cultures may have changed, but they have been benefited from improvements in education and health as well as their standard of living.

Teacher: So do you think that improvements like this inevitably bring about a loss of culture, as some people have been suggested?

Student: I suppose I do think that, yes. As we are continued to be provided with better and better education and we have more and more contact with the world outside our own countries, we are becoming more and more the same!

Teacher: Can you give some examples of what you mean?

Student: Well, in my country we now have American restaurants and we watch American movies on TV. American culture feels to be too dominant by many people in my country. And English words have been come into my language too.

Teacher: Oh, that's interesting. And do you think that there will one day be only one language in the world?

Student: Well, the way we live has affected in a big way by things like the Internet, email and cheap travel. All countries are using English for these things, and so we all know a little bit of English already. But I am not sure it will use by all countries instead of their own language. That seems unlikely to me.

Teacher: You've made some very interesting points. Thank you.

1	<u>sav</u>	4	7	10
2	5	8	11
3	6	9	12

3 Fill in the gaps with an appropriate form of the verb in brackets.

- 1 For a long time people thought (*think*) the giant panda was a type of raccoon.
- 2 At the beginning of the experiment, the chemicals placed (*place*) in the beaker.
- 3 In medieval times the earth believed (*believe*) to be flat.
- 4 Up until now students allowed (*allow*) to wear what they want, but the new head-teacher has decided to introduce a uniform.
- 5 I can't drive you to the airport because my car serviced (*service*) tomorrow.
- 6 Next year the new theatre opened (*open*) by some of Britain's biggest acting stars.
- 7 It expected (*expect*) that the President will resign due to the recent revelations.
- 8 Chocolate made (*make*) from the bean of the cacao tree.
- 9 This report claimed (*claim*) that there is corruption throughout the company.
- 10 Several students knew (*know*) to have cheated in their exams.
- 11 People need encouraged (*encourage*) to use public transport if we want to reduce our carbon emissions.
- 12 I went on holiday because I really needed taking (*take*) a break.

4 Underline the correct words.

Air pollution In cities Is growing at an alarming rate. What measures could be taken to address this problem?

Air pollution can 1 define / be defined as the addition of something harmful to the air at a faster rate than it can 2 absorb / be absorbed. Everyone should be concerned about air pollution. It 3 affects / is affected us all, and as it 4 continues / is continued to worsen, so the environmental impact increases.

One of the major causes of air pollution in cities is car use. Cars 5 use / are used for even the shortest of journeys, and all efforts by governments to encourage people 6 to use / to be used public transport seem to be failing. Industry is another major cause of pollution in our cities, but fortunately, new industrial sites 7 are building / are being built away from large urban centres.

It 8 says / is said that there are too many contributing factors for us to 9 to decide / to be decided exactly which one is the main problem, but I believe that one of the most serious problems that needs 10 to tackle / tackling is the use of the car. In some cities laws 11 have passed / have been passed concerning car use. Athens, for example, only 12 allows / is allowed a certain number of cars into the city centre each day. In my opinion, this is a good idea. With this kind of law, people have no choice and 13 force / are forced to use buses and trains. This ensures governments 14 know / is known that public transport 15 will use / will be used, and can therefore justify the investment and expense of ensuring the system works properly.

Another thing governments could do is to force people to 16 have their cars checked / check their cars for carbon emissions and fine people with cars that produce high levels of harmful gases.

D Test practice

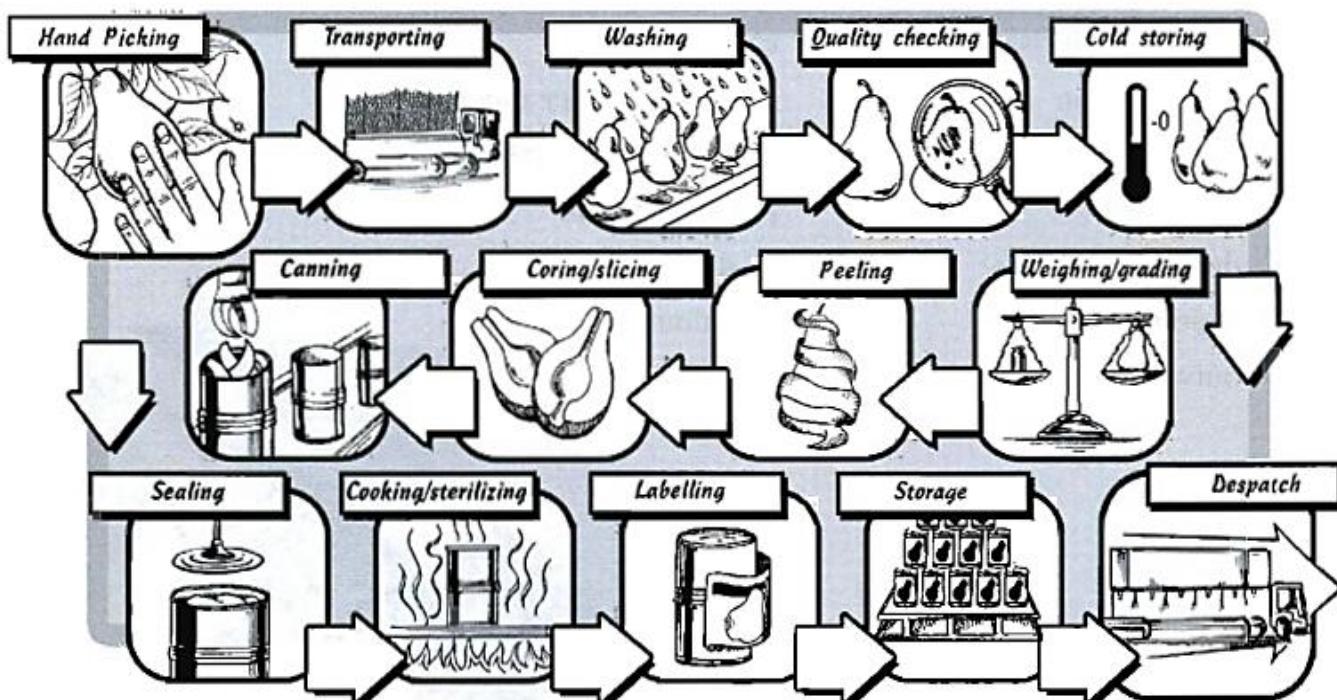
Academic Writing Task 1

You should spend 20 minutes on this task.

The diagram shows how fruit is canned.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

You should write at least 150 words.



Grammar focus task

Look at these sentences describing the flowchart. Rewrite them using a passive verb. Then put the sentences in the correct order according to the flowchart.

- 1 They allow the cans to cool.

Passive:

- 2 They sterilize the cans using a special heating process.

Passive:

- 3 They take the fruit to the cannery in large trucks.

Passive:

- 4 They check the fruit before storage and they reject any poor quality fruit.

Passive:

Now write your own answer.

Writing

UNIT 1 DESCRIBING FRIENDS – Correcting common mistakes

- 1 Look at the symbols often used to correct mistakes in writing. Correct the mistakes in the sentences. Compare your answers with a partner.

Sp Spelling	1. I'm <u>enjoing</u> the party.
WW Wrong word	2. My brother has a good <u>work</u> .
WO Word order	3. I have <u>two brothers younger</u> .
Gr Grammar	4. She's got some new <u>reds</u> shoes.
T Tense	5. He <u>arrive</u> yesterday.
P Punctuation	6. They <u>arent</u> coming.
W Word missing	7. She's doctor.
Prep Preposition	8. They went <u>in</u> China on vacation.

- 2 Work in two groups. In each of the sentences below there is one mistake.

Group A Find the mistakes in A. Use the symbols to mark them, but don't correct them.

Group B Find the mistakes in B. Use the symbols to mark them, but don't correct them.

A

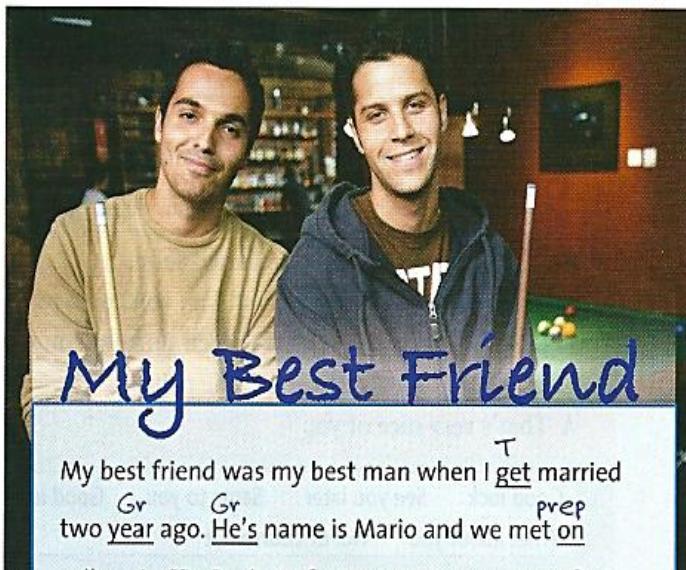
1. I like New York because is a beautiful city.
2. She studied for three years psychology.
3. There aren't any milk.
4. He's speaking Chinese, Korean, and Japanese.
5. I watched TV than I went to bed.
6. Did you by any bread at the supermarket?

B

1. I lost my all money.
2. What did you last night?
3. He always wear jeans.
4. My town is quite on the weekend.
5. I want that I pass the test.
6. They arrived at Mexico City.

- 3 Find a partner from the other group. Correct each other's sentences.

- 4 Correct this piece of student writing.



My Best Friend

My best friend was my best man when I get married ^T ^{Gr} ^{Gr} two year ago. He's name is Mario and we met on ^{Prep} college in São Paulo. In fact, we met on our very first ^{Sp} day their. Mario was first person I spoke with ^{Prep} and we discovered we were both studying English and that we were both soccer fans. When we finished college, ^{WO} ^{Gr} we went together traveling for six month. We had ^P ^P a fantastic time touring the us and canada.

The travel through California was amazing. When we were ^{WW} in New York, we met two sisters of London, Tamsin and ^{Prep} Tanya. Now I'm married with Tanya, and next year ^{Prep} Mario and Tamsin going to get married. I like Mario because he very funny and we has really good times ^{Gr} ^{Gr} together. He live in a different town now, but we text ^{WO} or call often each other. I'm very lucky that he's my friend.

- 5 Write about your own best friend.

- 6 Exchange papers with a partner and see if you can find any mistakes. Read some examples of your work aloud to the class.

UNIT 2 AN E-MAIL – Linking words *but*, *although*, *however*, *so*, and *because*

- 1 Imagine that you receive an e-mail from an old friend. It is many years since you last heard news from him or her. Make notes about what you want to say about you and your life in your reply.

but, *although*, and *however*

- 2 Read these sentences. They all mean the same. How are they different?

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

- 3 Join these pairs of sentences in three different ways using *but*, *although*, and *however*.

- He's a good friend. We don't meet often.
- She isn't American. She speaks English very well.
- It rained a lot. We enjoyed the trip.

so and *because*

- 4 Read these sentences.

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

Which pattern goes with which sentence?

- a. Result ←————— Cause
b. Cause —————→ Result

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

- She went home. She was tired.
- We didn't enjoy our trip. The weather was bad.
- He worked hard. He passed all his exams.
- I enjoy history class. I like the teacher.
- It started to rain. We stopped playing tennis.

- 6 Read the e-mail. Who is writing to who? Why? What news does she share? Complete the e-mail with these linking words.

but although however so because

From: "rebecca king" <bec.king5@wana.com>
Date: Wed, 27 Apr. 20:07:36 +0100 (BST)
To: "Martha Baines" <m@baines.fsnet.com>
Subject: Re: Do you remember me?



Dear Martha,

How wonderful to hear from you. Of course I remember you, (1)_____ it's over ten years since we last met. Who gave you my e-mail address? It was great to learn a bit about you and your family. You asked what I'm doing these days, (2)_____ here's some of my news.

First things first—I married George! I know you never liked him much, (3)_____ you'll probably be glad to hear that we're now divorced. (4)_____ , we still see each other a lot (5)_____ we have two children, twins, Sam and Toby. They're six now and they're good boys, (6)_____ of course, they're sometimes a bit of a handful. We moved from Boston (7)_____ I didn't want the boys to grow up in a big city. We now live in a big, old farmhouse in Vermont. It's really beautiful (8)_____ it's expensive to maintain (9)_____ it's so old. George still lives in Boston, (10)_____ he often visits and the boys always spend part of their vacations with him.

I know you're busy (11)_____ I'd love you to visit us soon and meet my new husband. Yes, I'm married again. Do you remember Hugo King? He was older than us and I think you liked him a lot! Well, we got married a year ago. Can you believe it?

I can't wait to hear more of your news, (12)_____ write very soon.

Love,

Rebecca (Becca)

- 7 Write an e-mail to your old friend. Use your notes from Exercise 1 and the phrases below.

Dear ...,
How wonderful/amazing to hear from you.
I was so surprised./What a wonderful surprise!
How did you get my e-mail address?
It was great to hear from you.
Let me tell you something about my life.
I can't believe that ... Let's keep in touch.
Guess what! Best wishes,/All the best,
Do you remember ...?

Exchange e-mails with a partner. Read your partner's e-mail.

UNIT 5 FILLING OUT A FORM

1 When do you fill out forms? Give some examples.

2 Match the expressions and questions.

1. First name	a. Are you married or single?
2. Last name	b. What do you do in your free time?
3. Date of birth	c. What's your phone number?
4. Place of birth	d. What's your first name?
5. Permanent address	e. What do you do?
6. Marital status	f. Where were you born?
7. Occupation	g. When were you born?
8. Education	h. What's your last name?
9. Hobbies/Interests	i. Where do you live?
10. Tel. no.	j. What degrees, diplomas, certificates, etc., do you have?

3 Follow these instructions. Write about you.

1. Write your name in capital letters.

2. Sign your name.

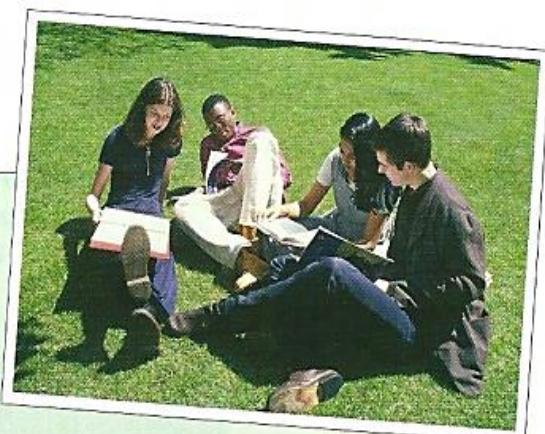
3. Circle one:

Mr. Mrs. Miss Ms.

4. Write your zip code.

4 Complete the form.

5 Compare the information on your form with other students.



The Global School of English

PLEASE WRITE IN CAPITAL LETTERS

Mr./Mrs./Ms. Last name

First name

Sex

Date of birth

Nationality

First language

Level of English

Address in your country

Occupation

E-mail address

Where did you hear about the school?

Have you been to ... before?

If yes, when?

Date of arrival

Date of departure

Reason for learning English: Business/pleasure/exams/other (If other, please specify)

How many hours a day do you want to study?

Signature

UNIT 8 LETTERS AND E-MAILS – Formal and informal expressions

- 1 Work with a partner. Discuss which greetings can go with which closings. More than one is sometimes possible. Which are formal? Which are informal? Which are usually only used in e-mails?

1. Dear Peter,	a. Lots of love, Harry
2. Dear Ms. Lombard,	b. Love, Maria
3. Hello Cathy,	c. Yours, George
4. Dear Sir or Madam,	d. Bye for now, Sammy
5. Dear Mom,	e. Sincerely, Kay Macey
6. Hi Rob,	f. Best wishes, Dave

A formal letter

- 2 Read the formal letter. Complete it with the words or phrases from the box.

frequently	advertisement	However
interested in	Sincerely	to hearing
some information	to improve	application form

- 3 Look at the different parts of the letter. Compare it with formal letters in your country.

- Are the names, addresses, and the date in the same place?
- Do you have many different greetings and closings for formal and informal letters and e-mails?

Your address	• Av. Alvaro Obregón 47 Co 1. Roma Mexico City 06700 Mexico
The date	• March 29
Name and address of who you are writing to	• Harriet Lombard, Principal Denver English School 20 Providence Street Denver, CO 80201
Greeting	• Dear Ms. Lombard,
Introduction	• I saw your (1) _____ for English classes in this month's <i>English Today</i> magazine and I am (2) _____ coming to your school this summer.
Main parts	• I studied English for six years at school and I have to use English (3) _____ in my job. (4) _____, I now feel that it is necessary to continue my studies. I would especially like (5) _____ my pronunciation. Please could you send me further information about your courses, and an (6) _____ ? I would also like (7) _____ about housing.
Conclusion	• I look forward (8) _____ from you soon.
Closing	• (9) _____ ,
Signature	• Maria Perez Maria Perez

UNIT 8 LETTERS AND E-MAILS – Formal and informal expressions

An informal e-mail

- 4 Read Maria's e-mail to her English friend Rob. Compare it with the letter. How does she express the highlighted lines from the e-mail more formally in the letter?
- 5 Match these lines from an e-mail and a formal letter.

A	B
1. It was great to hear from you.	a. Please find enclosed a photocopy of ...
2. Thanks for ...	b. I apologize for ...
3. I want to ask about ...	c. Thank you for your letter of November 1.
4. I'm sorry about ...	d. If you require further assistance, ...
5. I'm sorry to have to tell you that ...	e. I regret to inform you that ...
6. I'm sending you a copy of ...	f. I would like to enquire about ...
7. If you need any more help, ...	g. Thank you for ...

From: "Maria Perez" <mariap@yoohoo.com>
Date: Sat, 21 May 07:50:28 -0700 (PDT)
To: robbjon@nworld.com
Subject: Coming to the US

Hi Rob,

Just to let you know that I'm thinking of coming to the U.S. this summer. You know I have to use English a lot at work now, and I think I need some extra classes. I especially want my pronunciation to be better—you're always telling me it's bad! Anyway, I saw an ad in a magazine for a school in Denver. Isn't that pretty near you?

Can you send me some more information about language schools in your area? It would be great to see you while I'm there, and I'd also love to meet some of your friends.

Can't wait to hear from you. See you soon I hope.

Bye for now,

Maria

- 6 Write a similar letter about yourself to the school in Denver. Then write an e-mail to an American friend and tell them about it.

