

- **G** adverbs and adverbial phrases
- **V** confusing adverbs and adverbial phrases
- **P** word and sentence stress

Incredibly short stories

Mini sagas

A mini saga is a story which must be told in exactly 50 words. The original idea came from science fiction writer Brian Aldiss and the British newspaper the *Daily Telegraph* has run several mini-saga competitions.







She recognized the writing on the envelope immediately. The Gypsy had warned her that she had no future with this man, yet here he was – five lonely years after their last meeting, begging her to join him in New York. She felt unbelievably happy as she stepped on board the *Titanic*.

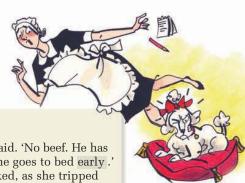
В

He was worried. Unfortunately , since his wife's death his teenage daughter had become increasingly difficult.

They had agreed $2.00~\mathrm{a.m.}$ as the latest return time from nightclubs. It was now 3.30.

He prepared himself for confrontation as the door opened.

'Dad!' she shouted angrily . 'I've been frantic. You're late again .'



Day Marketon and M

'He always has dinner at six,' she told the maid. 'No beef. He has dessert in the garden. Fill the bath at eight – he goes to bed early.'

'When will I meet the master?' the maid asked, as she tripped over a sleeping poodle.

'You already have,' laughed the housekeeper.

Glossary

beg ask sb very strongly or anxiously for sth confrontation a situation where there is angry disagreement

frantic very worried

maid female servant

master man who has people working in his house as servants

poodle a dog with very curly hair

housekeeper woman employee in charge of a house and its servants

hopeless very bad

My house looks as if it's been hit by a bomb. Since I'm hopeless at organizing, I bought a new book *Key to organizing your life*. I felt so proud.

I started cleaning the bookcase. Five minutes later I couldn't believe

I'd bought the same book last year .

From Mini Sagas

1 GRAMMAR adverbs and adverbial phrases

a Read the four mini sagas and match them with the titles. You don't need to use one of the titles.

Generation gap The last laugh Good intentions Written in the cards Meeting the boss

b Read the mini sagas again. Some of them are quite cryptic and the story is not immediately obvious. In pairs, explain each story in your own words. Which story do you like most / least? c Look at the highlighted adverbs or adverbial phrases in the stories. Think about what they mean and notice their position in the sentence. Write them in the correct place in the chart.

Types of adverbs

Time (when things happen, e.g. <i>no</i>	w) <u>immediately</u>	

Manner (how you do something, e.g. slowly)

Frequency (how often sth happens, e.g. sometimes)

Degree (describing / modifying an adjective, e.g. very)

Comment (giving an opinion about a phrase, e.g. *luckily*) _

- **d** Use your instinct. Where should the adverb go in these sentences?
 - 1 He speaks three languages.
 2 I have breakfast during the week.
 3 My brother was in a car crash, but he wasn't hurt.
 4 It's often hot in Greece in July and August.
 5 When I know the date, I'll call you.
 fluently
 hardly ever
 fortunately
 extremely
 straight away
- e **p.134 Grammar Bank 2C.** Read the rules and do the exercises.
- f 2.8 Listen to some sound effects or short dialogues. Then use the adverb in **bold** to complete the sentence.

1 When he got to the bus stop, the bus had just left.	just
2 They were having a party when	suddenly
3 He thought he had lost his boarding pass, but	luckily
4 The woman thought Andrea and Tom were friends,	
but in fact	hardly
5 The driver couldn't see where he was going because	hard
6 Alain couldn't understand the man because	incredibly

2 VOCABULARY confusing adverbs and adverbial phrases

- a Match each pair of adverbs with a pair of sentences. at the moment / actually 5 in the end / at the end late / lately especially / specially near / nearly ever / even still / yet hard / hardly Adverb 1 a Her French isn't very good. She can say anything. b He works very — at least ten hours a day. 2 a My boss always arrives for meetings. b We haven't seen Mary . She's been very busy. 3 a of the concert, everybody applauded. b I didn't want to go, but they persuaded me. 4 a I love all sports, but basketball. b All her clothes are made for her in Paris. 5 a She looks younger than me, but she's two years older. ___ b He's unemployed , but he's looking for a job. stopped raining. We'll be able to leave soon. b Does your boyfriend live here? 7 a Have you found a flat b No, we're looking.
- **b** Now decide which adverb goes where and write it in the adverb column. Compare with a partner, and say what you think the difference is between the two adverbs.

been to Alaska!

c Cover the adverb column and look only at sentences 1–8. Try to remember the adverbs.

8 a Have you been to Texas?

b I've been all over the USA – I've

3 PRONUNCIATION

word and sentence stress

a Underline the main stressed syllable in these adverbs.

absolutely actually almost apparently definitely especially even fortunately ideally incredibly luckily unfortunately

b 2.9 Listen and check.

Remember adverbs, like other 'information' words, are normally stressed in a sentence.

- c 2.10 Now <u>underline</u> the stressed words in each sentence. Listen and check. Practise saying the sentences.
 - 1 There was a lot of traffic, and unfortunately we arrived extremely late.
 - 2 We definitely want to go abroad this summer, ideally somewhere hot.
 - 3 It's incredibly easy even a child could do it!
 - 4 I thought he was Portuguese, but actually he's Brazilian.
 - 5 You said they'd already gone, but apparently they're still here.
 - 6 I absolutely love Italian food, especially pizza.

4 WRITING

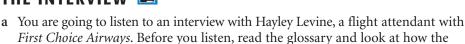
a You are going to write a mini saga.

Your story must be 50 words exactly (not including the title) and you must include at least two adverbs. Contracted forms (e.g. *I'd*) count as one word. First choose one of the titles below.

A holiday romance Revenge is sweet
The lie Never again

- b Think of a plot. Then write a first draft without worrying about the number of words.
- c Now count the words and then try to cut or add words until the story is the right length. Write your final version.
- d Read two other students' stories. Which do you like best?

THE INTERVIEW



words are pronounced to help you understand what she says.

Glossary

 $\begin{tabular}{ll} \textbf{immediate care} & $/$i'mi:diat kea/ first aid, simple medical treatment given \\ \end{tabular}$ to passengers

sick bag /'sik bæg/ a paper bag kept in the seat pocket in case somebody needs to be sick on a flight

gruelling /'gru:əlɪŋ/ very difficult and tiring

emergency exit /i'ma:dʒənsi 'eksit/ the way out of a plane or building, etc. in a dangerous situation

aircraft /'eəkra:ft/ a general word for a vehicle which can fly and carries goods or passengers, e.g. plane, helicopter

- b 2.16 Listen to part 1. Answer the questions with a partner.
 - 1 Why did Hayley apply for a job as a flight attendant?
 - 2 What did she learn in her first week of training?
 - 3 What did she learn in the next four weeks?
 - 4 What kind of person makes a good flight attendant?
 - 5 What are the good and bad sides of the job?
 - 6 What tips does she give for the problem of jet lag?
- c 2.17 Listen to part 2. Answer the questions with a partner.

What does she say about...?

- 1 how to help passengers who are afraid of flying
- 2 how she can tell if a passenger is scared of flying
- 3 a passenger who had a panic attack
- 4 evacuating an aircraft
- 5 how she feels when she flies



d 2.18 Listen and complete the phrases. What do you think they mean?

COMMON PHRASES

- 1 (if something happens) ... you need to be trained to with it, quickly, efficiently.
- 2 ...just someone who's a _____ really.
- 3 Yeah, it's good. I wouldn't _____ for the world. (idiom)
- 4 You do suffer a lot, but, you know, it's part of the job. You just sort of _____ with it . pv
- 5 Poor guy, I felt really him.
- 6 I feel really safe up there, really safe, _____ I wouldn't do it.
- e Listen to the interview again with the tapescript on page 123. Does Hayley make her job sound attractive to you?

IN THE STREET



a 2.19 Listen to four people talking about air travel. Match the speakers to what they most dislike about air travel. Are any of the speakers afraid of flying?







Jeff



Ben

Jordan

not enough space to stretch your legs bad weather conditions what you are given to eat not being able to control what happens to them

- **b** Listen again. Who ...?
 - 1 enjoys not being able to use their phone
 - 2 had a problem at an airport in the USA
 - 3 only talks about general frustrations
 - 4 had a problem with excess baggage
- c 2.20 Listen and complete the phrases. What do you think they mean?

COMMON PHRASES

- 1 But it wasn't _____ on the plane.
- 2 Yeah, one _____ they lost my baggage. (NAmE, informal)
- 3 Air travel, _____-wise , is very frustrating. (informal)
- 4 _____ major, no.
- d Listen to the interviews again with the tapescript on page 123. Then answer the same questions with a partner.

Study Link MultiROM

What do you remember?

GRAMMAR

	1411417414
Cir	cle the right answer, a, b, or c.
1	Some people think that don't
	pay enough tax.
	a the rich
	b the rich people
	c rich
2	A Which shoes do you like best?
	B I like
	a the reds
	b the red
2	c the red ones
3	I got a bag for my birthday. a beautiful leather Italian
	a beautiful leather Italian b Italian leather beautiful
	c beautiful Italian leather
4	We for about five hours when
7	we decided to stop and rest.
	a were driving
	b had been driving
	c have driven
5	When we got to Terminal 2, the flight
	from London
	a had already landed
	b had already been landing
	c already landed
6	As soon as we arrived at the airport,
	we a had checked in
	b were checking in
	c checked in
7	
,	a speaks very fluently English
	b speaks English very fluently
	c speaks English very fluent
8	I just need another five minutes
	a I've nearly finished
	b Nearly I've finished
	c I've finished nearly
9	The driver in the accident.
	a seriously was injured
	b was injured seriously
	c was seriously injured
10	It was boring film that we left
	in the middle of it.
	a a so b such a
	c a such
	C a sacii

VOCABULARY

a Word groups. Underline the word that is different. Say why.

1	striped	spotted	hooded	patterned
2	silk	cotton	fur	smart
3	station	flight	land	pilot
4	backpack	scarf	vest	cardigan
5	to fit	to suit	to hang up	to match
6	lately	slowly	nearly	friendly

- **b** Complete the sentences with one word.
 - 1 The plane took ___ at 7.15.
 - 2 I've just found ____ that my boss is going to work for another company.
 - 3 You'd better walk a bit faster if you don't want to get left ____.
 - 4 People here dress ___ a lot for weddings long dresses and suits.
 - 5 We checked ___ as soon as we got to the airport.
 - 6 My new jeans fit ___ a glove they're so comfortable.
 - 7 I live quite near here, ___ the end of this road.
- c Circle the right word.
 - 1 We haven't seen each other much late / lately.
 - 2 The skirt doesn't fit / suit me. It's a bit too big.
 - 3 The view is awful! You can't even / ever see the sea!
 - 4 I've been working so *hard / hardly* that I think I need a holiday.
 - 5 How much cases / luggage have you got?
 - 6 I love all pasta, especially / specially lasagne.
 - 7 Can I go in jeans? I don't feel like getting dressed / getting changed.

PRONUNCIATION

a <u>Underline</u> the word with a different sound.

1	S	aisle	fl <mark>igh</mark> t	linen	striped
2		nearly	early	heard	fur
3	ea FIT	wear	airline	carefully	weren't
4	uf	crew	loose	s <mark>ui</mark> t	took
5	at s	crashed	missed	changed	dressed

b Underline the stressed syllable.

stylish undressed	arrivals	passenger	actually
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CAN YOU UNDERSTAND THIS TEXT?

- a Read the article and fill the gaps with a sentence A–E.
 - A 'You see how safe it is,' he smiled.
 - B Apparently, they thought that was what would work best for me.
 - C It was an experience I would rather not go through again.
 - D Like many fearful fliers, I often experienced a heightened sense of hearing, noticing small changes in noises and amplifying them dramatically in my mind.
 - E Which is unfortunate, because as a foreign journalist I can't exactly stay at home.
- **b** Look at the **highlighted** words and phrases. Can you guess what they mean?

CAN YOU UNDERSTAND THESE PEOPLE?

- a 2.21 Listen and circle the correct answer, a, b, or c.
 - 1 What did the woman buy in the sales?
 - a A black sweater.
 - b A blue jacket.
 - c A black jacket.
 - 2 How did the man feel?
 - a embarrassed
 - b offended
 - c confused
 - 3 What is the man's criticism of the book?
 - a It's too long.
 - b It's boring.
 - c It's complicated.
 - 4 The flight to Budapest will leave from ____
 - a Gate B 50
 - b Gate P 50
 - c Gate B 15
 - 5 The man is stressed because ____
 - a his friends have a problem with their luggage
 - b his friends may think he isn't there
 - c his friends' flight was late
- b (2.22) Listen to a Swede talking about people from his country. Answer the questions.
 - 1 What does he think is the stereotype of the Swedes?
 - 2 How much of the stereotype does he think is true?
 - 3 Why does he mention the Swedish army?
 - 4 What three other aspects of the Swedes does he mention?
 - 5 What does he say about Swedish men?

CAN YOU SAY THIS IN ENGLISH?

Can you...?

- describe the strengths and weaknesses of people from your country
- describe what someone in the room is wearing
- describe a trip you have taken by train or plane



How I conquered my fear of flying

Journalist and documentary maker Sean Langan talks about his irrational phobia of flying.

My fear of flying is not just a mild case, but a real, oh-my-God-l'mgoing-to-die-any-second kind of fear. ¹ My job has taken me to dangerous places such as Afghanistan and Iraq, but I'm far more worried about flying planes than by flying bullets. After an awful flight earlier this year on a small plane, I decided I would either have to stop flying altogether or I could try to overcome my fears. Which is why, a few weeks later, I agreed to take the flight to end all fears.

The plane was going almost vertically upwards before moving sharply to the left. To make matters worse, my seat was shaking violently because of severe turbulence. My stomach was turning. The captain, sensing my fear, took his hands off the controls and turned to face me. $^2\square$ In fact Captain Keith Godfrey had designed the flight, or rather the terrifyingly realistic flight simulator, to my needs.

In the two years Virtual Aviation have been running the course at Heathrow, they had never put the plane through such extreme flying before. ³ And they were right. By showing me just how far you can push a plane, and still keep it safely within its limits, they allayed my fears. I had to experience things for myself before I was able to convince myself of the truth. That planes, generally speaking, do not fall out of the sky like rotten apples.

In their careful pre-flight questioning with a therapist called Susie, they focused on what lay beneath my fear. $^4\square$ Something moving in an overhead locker could sound to me like an engine about to fall off. But Susie focused on my heightened sense of movement as my main problem, which is why during the flight the captain flipped the plane over like a pancake.

⁵ But by facing my worst fear, I'd overcome it. And fellow sufferers will be glad to know that I got through my next real flight safe and sound.



- **G** passive (all forms), it is said that..., he is thought to..., etc.
- **V** crime and punishment
- **P** the letter *u*

The one place a burglar won't look

1 SPEAKING & LISTENING

GET IT RIGHT agreeing and disagreeing

Use a variety of expressions for agreeing and disagreeing:

I think it must be... That's what I was thinking.

Do you agree with that? Exactly!

Don't you think...? I don't think that's true.

a Do the quiz in pairs. Give reasons for your answers.

BEAT THE BURGLARS!

- How long do you think a burglar normally takes to search someone's house?
 - a 10 minutes
 - b 20 minutes
 - c 30 minutes
- Which of these are the most common things burglars steal?
 - a TVs, digital cameras, etc.
 - b paintings and antiques
 - c money and jewellery
- Which of these is more likely to stop a burglar coming into your house?
 - a a dog
 - b a burglar alarm
- Which three of these would most influence a burglar to choose a particular house or flat?
 - a It looks expensive.
 - b There is no one at home.
 - c There aren't many other neighbours nearby.
 - d There are good places to hide around house.
 - e They have burgled the house before.
- 5 How are burglars more likely to get into a house?
 - a through an open door or window
 - b by breaking a door or window
- 6 What is the best place to hide your valuables? Number these rooms in the order that burglars usually search them.
 - ☐ the living room ☐ the kitchen
- ☐ the main bedroom ☐ a child's bedroom

From The Sunday Times

- \Box the dining room
- ☐ the study
- b **p.117 Communication** *There's only one place burglars won't look...* Read the answers to the quiz provided by ex-burglars themselves!

c Look at the photos. Have you seen the film *Oliver Twist* or read the book by Charles Dickens? What is the old man teaching the boys to do?





- d 3.1 James Freedman, an ex-magician, worked as the 'pickpocket consultant' for Roman Polanski's film Oliver Twist. Listen to him being interviewed on the radio and answer the questions.
 - 1 What is the main trick pickpockets use when they steal from someone?
 - 2 Why are tourists particularly at risk from pickpockets?
- e Listen again for more detail. Then answer with a partner.

What does he say about...?

- 1 training boys
- 2 Prague
- 3 Roman Polanski's watch
- 4 Fagin
- 5 'misdirection'
- 6 some keys
- 7 the journalist's wallet and pen
- Westminster tube station and Big Ben.
- 'Watch out! Pickpockets about!'
- f What have you learned to do or not to do...?
 - a to protect your house
 - b if you are on holiday in London



2 VOCABULARY crime and punishment

a Match the words for people who steal with the definitions in the list.

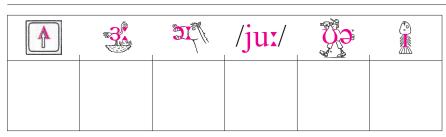
pickpocket	mugger	burglar	robber	shoplifter	thief	
1 A	is so	meone who	breaks in	and steals fro	m a priva	ate house.
2 A		meone who usiness.	breaks in	and steals fro	om e.g. a l	oank
3 A	is so	meone who	steals son	nething when	he / she	is in a shop.
4 A		meone who noticing.	steals from	you in the sti	reet, often	without
5 A	is so	meone who	o uses viole	ence to steal fi	rom you i	in the street.
6 A	is th	e general w	ord for sor	neone who st	eals.	

- b 3.2 Listen and check. Underline the stressed syllable.
- **p.149 Vocabulary Bank** *Crime and punishment.*

3 PRONUNCIATION the letter *u*

a Look at the words in the list, which all have the letter u in them. Put them in the right column below according to how the vowel sound is pronounced.

accuse	bur	glar	caught	communi	ty	court	dr <mark>u</mark> gs	frau	d g <mark>ui</mark> lty
j <mark>u</mark> dge	j <mark>u</mark> ry	mans	laughter	mugger	mι	ırderer	punishn	nent	sm u ggling



- 3.3 Listen and check. Which two words are pronounced exactly the same? What happens to the pronunciation of u in guilty?
- c Practise saying the sentences.
 - 1 He was accused of smuggling drugs.
 - 2 'Murderers must be punished,' said the judge.
 - 3 The burglar is doing community service.
 - 4 It wasn't murder, it was manslaughter.
 - 5 The jury said he was guilty of fraud.
 - 6 The mugger was caught and taken to court.
- **d** Talk to a partner. Find out as much information as possible.

What are the most common crimes in your town or city?

What crimes have been in the news recently?

Do you have trial by jury in your country? Do you think it's a good system? Do you know anyone...?

- · who has been burgled
- · who has been mugged
- · whose car has been stolen
- who has been unfairly accused of shoplifting
- · who has been stopped by the police while driving
- who has been robbed while on holiday
- · who has been offered a bribe
- who has been kidnapped

- **4 GRAMMAR** passive (all forms), it is said that..., he is thought to..., etc.
- a Check what you know. You are going to read two true crime stories. In World Cup thief's own goal complete the article with the verb in brackets in the past simple active or passive. Then in Parrot held in prison, circle the right form. Any problems? Workbook p.25

World Cup thief's own goal

A thief who 1___ _ (steal) a World Cup ticket from a woman's handbag $^2 _$ _ (catch) after he sat down to watch the game next to the victim's husband.

Eva Standmann, 42, 3_ _ (mug) as she was going to the Munich stadium for the game between Brazil and Australia. The thief, a 34-year-old man, 4 (discover) the ticket in her bag and he decided to use it.

But when he 5_ _ (take) the woman's seat in the stadium, he 6_ _ (meet) by her husband Berndt, 43, who immediately called the police on his mobile.

A Munich police spokesman said, 'The thief 7 (find) the ticket in the bag and decided to watch the game. When he sat down next to his victim's husband, officers on duty at the stadium 8_ (inform) of the situation and the thief ⁹ (arrest).



b New grammar. Read another true story. How does the hypnotist rob banks?



Bank clerks in Moldova have been told by the police not to make eye contact with customers after a series of robberies. The robber is believed to be a trained hypnotist from Russia.

He is said to put cashiers into a trance before making them hand over tens of thousands of dollars' worth of notes.

It is thought that the criminal begins talking to bank tellers and gradually hypnotizes them. After getting them to give him money, he then brings them back out of the trance and leaves them with no memory of handing over the cash. It is believed that the man has robbed at least three banks in the last month.

Parrot held in prison

A parrot has spent five days ¹interrogating / being interrogated by police in a prison in Argentina.

A judge ² ordered / was ordered the parrot, which ³calls / is called Pepo, ⁴to hold / to be held in custody until he told police who his real owner was. Two neighbours, Jorge Machado and Rafael Vega, were disputing who the bird ⁵belonged / was belonged to.

Judge Osvaldo Carlos decided the parrot should ⁶send / be sent to prison until he said the name of his owner. After five days, Pepo said Jorge's name and also sung the anthem of his favourite football team, San Lorenzo. Mr Machado said, 'I knew he wasn't going to let me down. He is a real friend and we ⁷support / are supported the same football team.'



- c Look at the highlighted phrases. Do people know this information for sure about the robber or do they only suspect it? How is the structure different after he and after it?
- d p.136 Grammar Bank 3A. Read the rules and do the exercises.
- e Complete the newspaper crime story using the words in brackets.

Britain's most polite armed robber

Stockport in recent weeks.

Police in Stockport in the UK are looking for a man who (believe / be) Britain's most polite armed

The robber, who always says 'please' and 'thank you' when he orders shop staff to give him the money in the till, (say / be) a tall man in his early forties. He wears a mask and washing-up gloves during robberies. It 3_ (think / he / rob) at least four shops in

A police officer said, 'He 4 (report / be) polite to his victims, but there is nothing polite about armed robbery. Last week this man used a knife to threaten shop staff. They were terrified. Saying "please" and "thank you" cannot change that.'

38

- **G** future perfect and future continuous
- **V** weather
- P vowel sounds

Stormy weather

1 READING

- a Look at the three photos, and read extracts from three blogs. In pairs, guess which country / city the people are writing from.
- b Read the blogs again and tick (✔) the right box(es). In which blog does someone...?

go out in spite of a	_
severe weather warning	L

- 2 seem to be a foreigner living abroad \square \square \square
- 3 have fun in spite of the weather □ □ □
- 4 complain about how the weather makes him / her feel
- 5 talk about problems with transport
- 6 describe how surprised people are by the weather \square \square
- 7 criticize some people for doing something
- 8 talk about the damage caused by the weather \Box \Box
- 9 complain that people are not well prepared to cope with the weather \square \square
- c Look at the highlighted words in the blogs and discuss what they mean with a partner.
- d Would any of these three types of weather be surprising where you live? Have you had any surprising weather where you live recently?

Posted: Tuesday 4th September

Yesterday was unbelievable. Though we were warned there was going to be a terrible storm, no one really expected or could possibly have visualized hurricane-force winds destroying bus stops and ripping trees out of the wet soil. They told us not to cycle anywhere and to stay indoors, but I had a job interview in the centre so I had to go out.

Thank God I did manage to get there, but I had to grab hold of traffic lights so I wouldn't be blown into the road. I saw some crazy people on bikes —



some of them got blown over and one even seemed to be going backwards. The canals were full of rubbish bins that had got blown in and there were piles of bikes in the streets and broken umbrellas everywhere, which people obviously thought they were going to be able to use and then couldn't. What a mess!

Comments 8

Posted: Sunday 22nd July

Yet another scorching, sunny day...

I never knew this kind of heat was possible here. Last Wednesday was the hottest day ever in this country. The roads were melting in some areas, and the underground was a total nightmare — it was like being slowly cooked in an oven.

The main problem is that people here don't seem to understand the need for air conditioning during the summer. There is no escaping the heat and if you actually want to go anywhere, you have to be prepared to sweat and learn to enjoy your task sweating. Please tell me, how do you shop? Try on clothes? No thank you. Even going for an ice-cold beer can be uncomfortable if the pub isn't at least equipped with a large fan.

So I sit here sweating in my living room. The French windows are open but the coolest room in the apartment is the bathroom and sadly, there is no Internet connection so I can't work there!



3

Posted: Thursday 8th November

I got woken up today by my daughter screaming, 'Dad...it's snowing... it's snowing!' She just couldn't believe it – not surprising as they said on the news that it hasn't snowed here for nearly fifty years! We decided not to send her to school and we had a great time – we even made a snowman in the yard. We used dried cranberries for the eyes and a baby carrot for the nose because it was a baby snowman. People are so amazed by the 'totally awesome' weather that I've seen some people just standing there staring as if they were in a trance. You kind of feel it's the work of a clever set decorator for a high-budget movie.



It was chaos, though, for people going to work – Interstate 5 was closed in some parts and a whole load of trucks were stuck in the snow. And it's been very bad news for the citrus trees – they're all frozen. Even if it thaws tomorrow, the damage is already done. So I'm afraid we won't be eating any local oranges this year!

Comments 104

2 VOCABULARY weather

- a **p.150 Vocabulary Bank** Weather.
- **b** Talk to a partner.
 - 1 What kind of weather do you think is good or bad for...?
 - a camping
 - b going for a walk in the mountains
 - c running a marathon
 - d sailing
 - e sightseeing

- 2 What cities or countries do you associate with...?
 - a fog
 - b smog
 - c heavy snow
 - d floods
 - e hurricanes

3 PRONUNCIATION vowel sounds

Most vowels, or combinations of vowels, can be pronounced in more than one way. If you are unsure what the vowel sound is in a new word, check with your dictionary.

a Look at the groups of words below. Circle the word with a different sound.

1 blow	snow	showers	below
2 weather	sweat	heavy	heat
3 dr <mark>i</mark> zzle	blizzard	ch i lly	mild
4 hard	warm	yard	f <mark>ar</mark> m
5 flood	cool	monsoon	loose
6 fought	ought	drought	brought
7 muggy	sunny	hurricane	humid
8 scorching	tornado	world	storm

- b 3.4 Listen and check.
- c 3.5 Dictation. Listen and write down five sentences. Then practise saying them.

4 LISTENING

- a 3.6 You're going to listen to Martin Cinert from Prague talking about the night the River Vltava flooded. Mark the sentences T (true) or F (false).
 - 1 His office wasn't at risk, but his flat was.
 - 2 He took his wife and child to his parents' house.
 - 3 He went back to the flat because he was excited by the situation.
 - 4 Martin went to a place near his flat to watch the water level rising.
 - 5 He looked out of the window and saw that his car park was starting to flood.
 - 6 He was the last person to leave his block of flats.
 - 7 All of the roads he tried were flooded now.
 - 8 He decided to follow another car through the water.
 - 9 Martin's car broke down as he drove through the water.
 - 10 All the flats in his building were seriously damaged.
- b Listen again. Then in pairs, correct the false sentences.
- c What do you think you would have done in Martin's situation?



5 SPEAKING & WRITING

GET IT RIGHT modifiers

Cross out the wrong form. Tick (✔) if both are correct.

- 1 It's very cold! / It's very freezing!
- 2 It's really windy! / It's incredibly windy!
- 3 It's really boiling today! / It's incredibly boiling today!
- 4 I was absolutely frightened! / I was absolutely terrified!
- **a** In small groups, talk about a time when you were somewhere when...
 - · there was a flood.
 - it was very foggy or there was bad smog.
 - · it was unbearably cold.
 - it was pouring with rain for days on end.
 - there was a gale or hurricane.
 - there was a terrible heatwave.
 - you were caught outside in a thunderstorm.

What were you doing at the time? What did you do to protect yourself from the weather?

Did you ever feel scared or in danger?

- b Write a short blog (like the ones in 1) describing what the weather has been like recently. Talk about how it has made you feel and how it has affected what you have been doing.
- 6 3.7 SONG ♬ It's raining men



7 GRAMMAR future perfect and future continuous

a Check what you know. Put the verb in brackets in the right future form (*will | shall* + infinitive, *going to* or present continuous). Sometimes more than one form is possible.

Future forms

- 1 A It's freezing in here!
 - B _____ I ____ the window? (close)
- 2 The sky is really clear! I'm sure it ______ a lovely day tomorrow. (be)
- 3 A Do you think _____ while we're in London? (rain)
- B I don't know, but I _____ my umbrella just in case.
 I've already put it in my case. (take)
- 4 A ______ we _____ lunch in the garden? (have)
- **B** I'm not sure if it's warm enough. What do you think?
- A I think it's fine. I ______ the table outside. (lay)
- 5 A What time ______ you _____? (leave)
 - B Soon, in about ten minutes. It's very foggy, but don't worry. I ______ (drive) really slowly, I promise. And I'm sure there _____ too much traffic. (not be)

Any problems? Workbook p.28

b New grammar. Read some of the predictions scientists are making about climate change and complete them with a word from the list below.

become closed down doubled having (x2) melted risen (x3) suffering

c Read the predictions again. Which ones worry you most? Have you noticed the effects of climate change in your country?

Storm clouds on the horizon

Climate change is now something that we cannot close our eyes to, and governments all over the world have finally realized that they have to sit up and take notice. These are some of the things that many scientists predict will happen if we carry on polluting the atmosphere with CO₂ emissions.

Short term: by the year 2050

- More than a third of the world's plant and animal species will have 1 extinct
- The ice in the Arctic Sea will melt every summer, causing the extinction of polar bears, and many glaciers, for example on Mount Kilimanjaro, will have ² ______ completely.
- 50% of the worlds ski resorts will have ³______ due to lack of snow.

Mid term: by the year 2100

- Sea levels will have ⁴_____ by between 16cm and 69cm. This means that low-lying islands like the Maldives will no longer be habitable.
- The number of serious coastal storms and tsunamis will have 5

Long term: by the year 3000

- Temperatures will have ⁷_____ by about 15°C.
- Sea levels will have ⁸ _____ by more than 11 metres, flooding large areas of Bangladesh, and many low-lying cities, such as London. Hundreds of millions of people will be displaced.
- One third of the world will be ⁹ _____ from extreme droughts, and half the world will be ¹⁰ ____ moderate droughts. Tens of millions of Africans will have to emigrate.



- **d** Match the sentences A–C with pictures 1–3. A This time tomorrow it will be snowing.
 - B By tomorrow evening it will have snowed.
 - C It will snow tomorrow.







- e **p.136 Grammar Bank 3B.** Read the rules and do the exercises.
- f What do you think? Explain why (not). What are the alternatives? Talk to a partner.

In 20 years' time...

we'll all be using solar power to heat our houses. low cost airlines will have disappeared and tickets will be extremely expensive. private swimming pools and golf courses will have been banned. everyone will be using public transport to get to work. we'll have stopped using petrol and we will be using electric cars. people won't be going on skiing holidays anymore.

I think it will have become so warm that we won't need any heating.

I disagree. I think we'll be using nuclear power.

8 LISTENING & SPEAKING

- **a** 3.8 Listen to the first part of a news story about a woman called Barbara Haddrill. What did she do? Why?
- b Listen to the first part again and answer the questions.
 - 1 What was Barbara's dilemma? Why?
 - 2 What changes has she made to her lifestyle over the last six years? Why?
 - 3 How did Barbara travel? Through which countries?
 - 4 How was she able to take such a long holiday?
- c 3.9 Listen to the second part and complete the information in the chart.



UK TO AUSTRALIA ONE-WAY

	Cost	Distance	Time	CO ₂ emissions
Barbara	£	miles	days	tonnes
plane	£	miles	hours	tonnes

- d What do you think of Barbara's trip?
- e Read *What can you do to help?* about what *you* can do help prevent climate change. Talk to a partner or in small groups. Which of the tips below...? a do you already do b are you prepared to try to do c are you not prepared to try

What can YOU do to help? The top tips

- 1 Fly less. Use buses or trains instead where possible. If you have to fly, give money to an organization like Carbon Footprints to compensate for the CO₂ emissions of your flight.
- 2 Drive as little as possible. Use bikes, or public transport. And if you need to drive, buy a hybrid, a car which has an extra electric motor which charges up when you brake. You could also car share with a friend.
- **3** Use only energy-saving light bulbs.
- **4** Plant trees. Two or three dozen trees can absorb a whole household's emissions of CO₂.
- **5** Don't keep your TV or other electrical appliances on standby. Switch them off completely.

- 6 Use the cold water wash on your washing machine, and use a dishwasher, on the economy programme, which uses less energy and water than hand-washing dishes.
- 7 Try to buy organic food, if possible which has been grown locally. Take your own shopping bags when you go to supermarkets.
- 8 Turn your heating down and wear a sweater if you're cold. If you use air conditioning, don't have it at less than 25°C.
- 9 Have showers not baths.
- **10** Support an environmental organization, for example Friends of the Earth or Greenpeace.
- 11 Regularly recycle paper, glass, plastic, and household waste.
- 12 Vote for the political party which is doing the most to combat climate change.



1A question formation

- 1 Can you drive? Why are you crying?
- 2 Where do you live? Did you go out last night?
- 3 Why didn't you like the film? Isn't this a beautiful place?
- 4 What are they talking about? Where is she from?
- 5 Who lives in this house? How many people came to the party?
- 6 Could you tell me where this bus goes? Do you know if he's coming?
- 1 To make questions with modal verbs and with tenses where there is an auxiliary verb (*be*, *have*, etc.) invert the subject and the modal / auxiliary verb.
- 2 With the present and past simple, add *do / does* or *did* before the subject.
- 3 We often use negative questions to show surprise or when you expect somebody to agree with you.

- 4 If a verb is followed by a preposition, the preposition comes at the end of the question, e.g. What are you talking about? NOT About what are you talking?
- We often just use the question word and the preposition, e.g. A I'm thinking. B What about?
- 5 When who / what / which, etc. is the **subject** of the question, don't use do / did, e.g. Who wrote this? NOT Who did write this?
- 6 Use indirect questions when you want to ask a question in a more polite way. Where does she live? (direct) Could you tell me where she lives? (indirect)
- In indirect questions the order is subject + verb.
 Can you tell me where it is? NOT Can you tell me where is it?
- Don't use *do | did* in the second part of the question. *Do you know where he lives?* NOT does live.
- You can use if or whether after Can you tell me, Do you know, etc., e.g. Can you tell me if / whether he's at home?

1B auxiliary verbs

- 1 A Do you speak French?
- **B** Yes, **I do**. Quite well.
- 2 I like dogs, but my husband doesn't. Jim's coming, but Anna isn't.
- 3 A I loved the film.
- B So did I.
- A I haven't finished yet.
- B Neither have I.
- He's a doctor and **so is his wife**. 4 **A** I went to a psychic yesterday.
- B Did you?
- **A** I'll make the dinner.
- **B** Will you? That's great!
- 5 A You didn't lock the door!
- **B** I <u>did</u> lock it, I promise.
- A Silvia isn't coming.
- B She is coming. I've just spoken to her.
- 6 You won't forget, will you? Your wife can speak Italian, can't she?

Use auxiliary verbs (do, have, etc.) or modal verbs (can, must, etc.):

- 1 in short answers, instead of answering just Yes / No.
- 2 to avoid repeating the main verb / verb phrase, e.g. I like dogs but my husband doesn't (like dogs).
- 3 with *so* and *neither* to say that something is the same. Use *so* + auxiliary + subject with a positive verb, and *neither* (or *nor*) + auxiliary + subject with a negative verb.

- 4 to make 'echo questions', to show interest.
- 5 to show emphasis in a positive sentence. With the present / past simple, add *do / does / did* before the main verb. With other auxiliaries stress the auxiliary verb.
- 6 to make question tags. Use a positive question tag with a negative verb and a negative question tag with a positive verb.
- Question tags are often used simply to ask another person to agree with you, e.g. *It's a* nice day, isn't it? In this case the question tag is said with falling intonation, i.e. the voice goes down.
- Question tags can also be used to check something you think is true, e.g. She's a painter, isn't she? In this case the question tag is said with rising intonation, as in a normal yes / no question.

1C present perfect (simple and continuous)

present perfect simple: have / has + past participle

- 1 I've been to Australia. Have you ever broken your leg?
- 2 We've just phoned the doctor. I've already finished my lunch.
- 3 It's the best book **I've** ever **read**. It's the first time **we've done** this.
- 4 My sister's had a baby! Look, I've cut my finger.
- 5 **I've known** her **since** I was a child. **She's had** the job **for** six months.
- 6 How many of his books have you read? She's been out twice this week.
- the job for six months.
- 1 with *How long?* and *for / since* with **action** verbs to say that an action started in the past and is still happening now.
 - 2 for repeated actions, especially with a time expression, e.g. all day, recently.

1 How long have you been feeling like this? I've been working here for

2 **I haven't been sleeping** well recently. **It's been raining** on and off all day.

3 for continuous actions which have just finished (but which have present results).

Use the present perfect simple:

- 1 to talk about past experiences when you don't say when something happened.
- 2 with *already*, *just*, and *yet*.
- 3 with superlatives and the first, second, last time, etc.
- 4 for finished actions (no time is specified) which are connected in some way with the present.
 5 with *How long?* and *for / since* with **non-action**
- 5 with *How long*? and *for / since* with **non-action** verbs (= verbs not usually used in the continuous form, e.g. *be, have, know, like*, etc.) to say that something started in the past and is still true now.
- 6 when we say / ask *how much / many* we have done or *how often* we have done something up to now.

for continuous actions which have just present perfect simple or continuous?

Use the present perfect continuous:

two months.

1 We've lived / We've been living in this town since 1980.
We've been living in a rented flat for the last two months.

present perfect continuous: have / has + been + verb + -ing

3 I've been shopping all morning. I'm exhausted.

B Yes, I know. **I've been working** in the garden.

A Take your shoes off. They're filthy.

- 2 We've painted the kitchen. We've been painting the kitchen.
- 1 With *How long...?* and *for / since* you can often use the present perfect simple or continuous. However, we often prefer the present perfect continuous for shorter, more temporary actions.
- 2 The present perfect simple emphasizes the completion of an action (= the painting is finished). The present perfect continuous emphasizes the continuation of an action (= the painting is probably not finished).

1A	
a Order the words to make questions. friend known long best have How you your How long have you known your best friend? 1 you messages send ever text Do 2 party was a time you to the When last went 3 if Could bank here a you me near tell is there 4 dinner usually Who the cooks 5 shopping do going Who like you with 6 at don't weekend you What doing the like 7 car to would What you kind like buy of 8 you time concert know finishes Do what the	b Complete the questions. Wheredid you go on holiday last year? (you / go) 1 How often exercise? (you / do) 2 Who Crime and Punishment? (write) 3 Could you tell me how much ? (this book / cost) 4 What at the end of the film? (happen) 5 your trip to Paris last weekend? (you / enjoy) 6 What kind of music ? (Tim / usually listen to) 7 Who Mia's handbag? (steal) 8 Do you know when ? (the swimming pool / open) 9 Where your boyfriend tonight? (you / meet) 10 Can you remember where ? (she / live)
a Complete the mini-dialogues with an auxiliary. A You didn't remember to buy coffee. B Idid It's in the I A It's cold today,	B Yes, I ¹ A It's a great club, ² it? B Yes, it ³ But I don't like the music much. A ⁴ you? I love it! B Really? ⁵ you been here before?
5 A Emma doesn't like me. B She like you. She thinks you're very nice. 6 A Sarah's had a baby. B she? I didn't know she was pregnant! 7 A Will your boyfriend be at the party? B No, he He's away this week. 8 A I can't come tonight. B you? Why not?	B Neither 7 I. A So you 8 go out much, then? B Well, I 9 go out, but I 10 go to clubs very often. A Oh, I 11 I love clubbing. B I'd love a drink. A So 12 I. Let's go to the bar.
a Circle the correct form of the verb. Tick (✔) if both are correct. Have you ever tried / been trying caviar? 1 She's lived / She's been living here for years. 2 Your boss has phoned / has been phoning three times this mo 3 The kids are exhausted because they've played / they've bee outside all day. 4 He hasn't seen / He hasn't been seeing the new James Bond fil 5 I've never met / I've never been meeting his wife. Have you? 6 We've studied / We've been studying English all our lives. 7 I've tidied / I've been tidying the garage all afternoon. I've nearly finished. 8 He'll be here soon. He's just left / He's just been leaving wor. 9 How long have you had / have you been having your car? 10 Oh no! Someone has broken / has been breaking the windo	m playing 3 Rose her homework so she can't go out. (not do) Im yet. 4 Did you know? They live in Torquay now. (they / move) 5 How long together? Five months? (Daisy and Adam / go out) 6 I time to cook dinner. Shall we get a pizza? (not have) 7 We for hours. I think we're lost.

2A adjectives as nouns, adjective order nationalities

- 1 The English are famous for drinking tea. The Dutch make wonderful cheeses. The Chinese invented paper.
- 2 The Argentinians invented the tango. The Greeks are very extrovert.
- 3 **The Turks** drink a lot of coffee. **The Poles** play a lot of basketball.
- You can use *the* with the nationality adjectives which end in *-sh*, *-ch*, -ss, or -ese. Don't add s to these words, or use them without the.
- 2 Nationality words which end in -an and a few others, e.g. Greek and Thai, are both adjectives and nouns. To talk about the people from that country use a plural noun ending in -s.
- 3 Some nationalities have a special noun for the people which is different from the adjective, e.g. *Polish* = adjective, *Pole* = noun. To talk about the people you can either use the + adjective or the + plural noun, e.g. the Polish or the Poles.

⚠ With any nationality, you can also use the adjective + people, e.g. French people.

⚠ To talk about one person from a country you can't use a / an + adjective alone:

- 1 a Japanese man / woman / person, an Englishman / Englishwoman / English person, NOT a Japanese, an English, etc.
- 2 an Italian, a Greek, etc.
- 3 a Turk, a Pole, etc.

specific groups of people

The poor are getting poorer and the rich are getting richer. The government needs to create more jobs for the unemployed.

You can use *the* + some adjectives to talk about specific groups in society, e.g. the young, the blind, the homeless, the old, the elderly, the sick. These expressions are always plural.

one, ones

A Which one would you like? B The red one, please. Two ice creams, please. Big ones.

When we don't want to repeat a noun after an adjective because it is already clear what we are talking about, we use the adjective + one (singular) or + ones (plural).

adjective order

We've got a lovely old cottage just outside Bath. She has long fair hair. I bought a beautiful Italian leather belt.

- You can put more than one adjective before a noun (often two and occasionally three). These adjectives go in a particular order, e.g. NOT an old lovely cottage.
- Opinion adjectives, e.g. beautiful, nice, lovely, usually go before fact adjectives, e.g. big, old, round.
- If there is more than one fact adjective, they go in this order:

size	age	shape / style	colour / pattern	nationality	material	noun
big	new	long	pink, striped	Italian	silk	scarf

2B narrative tenses: past simple, past continuous, past perfect, past perfect continuous

narrative tenses

- 1 We **arrived** at the airport and **checked in**.
- 2 We were having dinner when the plane hit some turbulence.
- 3 When we arrived at the airport, we suddenly realized that we had left one of the suitcases in the taxi.
- 4 We'd been flying for about two hours when the captain told us to fasten our seat belts because we were flying into some very bad weather.
- Use the **past simple** to talk about consecutive actions in the past, i.e. for the main events in a story.
- 2 Use the **past continuous** (was / were + verb + -ing) to describe a longer continuous past action, which was in progress when another action happened.
- Use the **past perfect** (had + past participle) to talk about the 'earlier past', i.e. things which happened before the main event(s).
- 4 Use the past perfect continuous (had been + verb + -ing) to talk about a longer continuous action that was going on before the main events happened. Non-action verbs are not normally used in the past continuous or the past perfect continuous.

past perfect simple or continuous?

She was crying because she'd been reading a very sad book. She didn't want to see the film, because she'd read the book.

The past perfect continuous emphasizes the continuation of an activity. The past perfect simple emphasizes the completion of an activity.

2C adverbs and adverbial phrases

- 1 I don't understand you when you speak quickly. The driver was seriously injured.
- 2 I never have breakfast. He's always late.
- 3 They'll be here **soon**. It rained **all day yesterday**.
- 4 I've nearly finished. We're incredibly tired. He works a lot.
- 5 **Unfortunately**, we arrived half an hour late. **Ideally**, we should leave at 10.00.
- Adverbs can describe an action (he walked slowly) or modify adjectives or other adverbs (it's incredibly expensive, he works very hard). They can either be one word (often) or a phrase (once a week).
- 1 Adverbs of manner (how somebody does something) usually go after the verb or phrase. However, with passive verbs they usually go in mid-position (before the main verb but after an auxiliary verb).
- 2 Adverbs of frequency go before the main verb but after the verb to be.

A sometimes / usually / normally can go at the beginning of a sentence too.

3 Adverbs of time usually go at the end of a sentence or clause.

- 4 Adverbs of degree (which describe how much something is done or to modify an adjective).
- extremely, incredibly, very, etc. are used with adjectives and adverbs and go before them.
- much and a lot are often used with verbs and go after the verb or verb phrase.
- a little / a bit can be used with adjectives or verbs, e.g. I'm a bit tired. She sleeps a bit in the afternoon.
- 5 Comment adverbs (which give the speaker's opinion) usually go at the beginning of a sentence or clause. Other common comment adjectives are luckily, clearly, obviously, apparently, etc.



⚠ Most other adverbs go in mid-position, e.g. I just need ten more minutes. She didn't even say goodbye.

2A

- a Rewrite the underlined phrase using the + an adjective.
 - The people who live in Spain go to bed very late. the Spanish
 - 1 The people from the Netherlands are very good at languages.
 - 2 The people who had injuries were taken to hospital.
 - 3 The system of reading for people who can't see is called Braille.
 - 4 The people from France enjoy eating good food.
 - 5 A nurse's job is to look after the people who aren't well.
 - 6 I think the people from Switzerland are very punctual.
 - 7 The worst season for people without a home is winter.
 - 8 There is a discount for students and people without a job.

- **b** Write the adjectives in brackets in the right place.
 - a big car park (empty) a big empty car park
 - 1 an attractive man (young)
 - 2 dirty shoes (old)
 - 3 a leather jacket (purple / stylish)
 - 4 a tall woman (thin)
 - 5 a sandy beach (long)
 - 6 a new floor (lovely / wooden)
 - 7 a smart suit (Italian)
 - 8 beautiful eyes (big / dark)
 - 9 an old dog (black / friendly)

2B

a Put the verb in brackets in the past perfect simple (*had done*) or continuous (*had been doing*). If you think both are possible, use the continuous form.

His English was very good. He '<u>d been learning</u> it for five years. (learn)

- 1 My feet were aching. We ______ for hours. (queue)
- 2 She went to the police, because someone ______ her bag. (steal)
- 3 The streets were wet. It ______ all morning. (rain).
- 4 She got to work late because she _____ an accident on the way. (have)
- 5 I almost didn't recognize him. He ______ a lot since I last saw him. (change)
- 6 They were very red. They _____ all morning but they _____ any sun cream. (sunbathe, not put on)
- 7 I could see from their faces that my parents ______(argue)
- 8 Jess had a bandage on her arm. She ______ off her bike the day before. (fall)

b Circle the correct verb form.

Meg and Liam McGowan (got) / were getting a nasty surprise when they 1 had checked in / were checking in at Heathrow airport yesterday with their baby Shaun. They ²had won / won three free plane tickets to Rome in a competition and they 3were looking forward to / had been looking forward to their trip for months. But, unfortunately, they 4had been forgetting / had forgotten to get a passport for their son and so Shaun couldn't fly. Luckily they 5had arrived / were arriving very early for their flight so they still had time to do something about it. They 6had run / ran to the police station in the airport to apply for an emergency passport. Meg ⁷was going / went with Shaun to the photo machine while Liam 8had filled in / was filling in the forms. The passport was ready in an hour, so they 9hurried / were hurrying back to check-in and finally 10caught / had caught their flight.

2C

a <u>Underline</u> the adverb(s) or adverbial phrase(s) and correct the sentences which are wrong.

We're going to be <u>unfortunately</u> late. **X** *Unfortunately, we're going to be late.*

We rarely go to bed before 11.30.



- 1 She likes very much the theatre.
- 2 Dave was late for work yesterday.
- 3 Immediately the ambulance arrived.
- 4 They go usually jogging after work.
- 5 I was extremely tired last night.
- 6 They won easily the match because they played brilliantly.
- 7 I forgot your birthday almost.
- 8 We luckily had taken an umbrella.
- 9 She always eats healthily.
- 10 He's been apparently sacked.

b Put the adverbs in brackets in the normal position in these sentences.

Sadly very {I don't speak/good English. (sadly, very)

- 1 The building was damaged in the fire. (badly, last week)
- 2 We need to do something. (obviously, quickly)
- 3 Ben is at his friend's house. (often, in the evening)
- 4 She walked out and she didn't say goodbye. (just, even)
- 5 He drives fast. (always, extremely)
- 6 She danced at the ballet. (beautifully, last night)
- 7 She wasn't injured when she fell. (luckily, seriously)
- 8 He broke his leg when he was skiing. (apparently, nearly)
- 9 My father sleeps in the afternoon. (usually, a bit)

passive (all forms), it is said that..., he is thought to..., etc.

the passive (all forms)

gerund

present simple Murderers **are** usually **sentenced** to life imprisonment. present continuous The trial is being held at the moment. present perfect My car has been stolen. Jim was arrested last month. past simple past continuous The cinema was being rebuilt when it was set on fire. past perfect We saw that one of the windows had been broken. The prisoner will be released next month. future The verdict **is going to be given** tomorrow. infinitive with to People used **to be imprisoned** for stealing bread. You can be fined for parking on a yellow line. infinitive without to

- Use the passive when you want to talk about an action but you are not so interested in saying who or what does / did the action.
- If you also want to mention the person or thing that did the action (the agent), use by, e.g. Prison sentences are decided by judges. However, in the majority of passive sentences the agent is not mentioned.

it is said that..., he is thought to..., etc.

active passive 1 They say that the company may close. It is said that the company may close. People think that prices will go up. It is thought that prices will go up. The man is said to be in his 40s. 2 People say the man is in his 40s. The police believe he has left the country. He is believed to have left the country.

He paid a fine to avoid being sent to jail.

- This formal structure is used especially in news reports and on TV with the verbs know, tell, understand, report, expect, say and think. It makes the information sound more impersonal.
- 1 You can use *It is said*, *believed*, etc. + *that* + clause.
- You can use He, The man, etc. (i.e. the subject of the clause) + is said, believed, etc. + *to* + infinitive (e.g. *to be*) or perfect infinitive (e.g. to have been).

3B future perfect and future continuous

future perfect: will have + past participle

I'll have finished the article by Friday, so I'll email it to you then. They'll have built the new terminal in six months' time.

- Use the future perfect to say something will be finished before a certain time in the future.
- This tense is frequently used with the time expressions by Saturday / March / 2030, etc. or in two weeks / months, etc.
- By + a time expression = at the latest. With *in*, you can say *in* six months or in six months' time.

future continuous: will be + verb + -ing

Don't phone between 7.00 and 8.00 as we'll be having supper then. This time next week **I'll be lying** on the beach.

Use the future continuous to say that an action will be in progress at a certain time in the future.



• We sometimes use the future continuous, like the present continuous, to talk about things which are already planned or decided, e.g. I'll be going to the supermarket later.

3C conditionals and future time clauses (with all present and future forms)

zero conditional

If you want to be fit, you have to do exercise every day.

If your muscles ache every day, you are probably doing too much exercise.

If you haven't been to London, you haven't lived.

- To talk about something which is always true or always happens as a result of something else, use *if* + present simple, and the present simple in the other clause.
- You can also use the present continuous or present perfect in either clause.

first conditional

If the photos are good, I'll send them to you. If you're not going, I'm not going to go either. If I haven't come back by 9.00, start dinner without me.

I'll have finished in an hour if you don't disturb me.

You can use any present tense in the if clause (present simple, continuous or perfect) and any future form (will, going to, future perfect, future continuous) or an imperative in the other clause.

future time clauses

I'll be ready as soon as I've had a shower.

We'll probably be watching the Cup Final when you arrive. We're not going to go out **until** the rain **has stopped**. I'm not going to work overtime unless I get paid. Take your umbrella in case it rains.

- When you are talking about the future, use a present tense after these expressions: as soon as, when, until, unless, before, after, and in case. This can be any present tense, e.g. present simple, present continuous, present perfect.
- We use in case when we do something in order to be ready for future situations / problems. Compare the use of if and in case: I'll take a jacket if it's cold. = I won't take one if it's not cold. I'll take a jacket in case it's cold. = I'll take a jacket anyway because it might be cold.

3 <i>A</i>					
	Rewrite the sentences in the passive (without <i>by</i> The police caught the burglar immediately. The burglar <i>was caught immediately</i> . 1 Police closed the road after the accident. 2 Somebody has stolen my handbag. 3 The painters are painting my house. 4 They'll hold a meeting tomorrow. 5 The inspector fined them for travelling without a ticket. 6 The police can arrest you for drink-driving. 7 Miranda thinks someone was following her last night. 8 They had sold the house five years earlier.	The road My handbag My house A meeting They You Miranda thinks she		Rephrase the sentences to make them more for People think the murderer is a woman. It is thought that the murderer is a woman. The murderer is thought to be a woman. 1 Police believe the burglar is a local man. It The burglar 2 People say the muggers are very dangerous. It The muggers 3 Police think the robber entered through an open of the companient	window.
	Complete the sentences using the future perfer future continuous. The film starts at 7.00. I will arrive at the cinem When I arrive at the cinema, the film will have so the plane to Paris takes off at 9.00 and lands at At 10.00 they	contire contire contire a at 7.15. A Wel the 2 the 2 the 3	nuo l, it 22nd at d l, th pera ds l use ms a cent i big n't e a c spo	attures here in London, as high as 30°. And ber, we 1 on the beach, we in 30°, which is quite different. And like the Maldives 3 by 2150 of the rise in the sea level. They say the number of and tsunamis 4 by the middle of any too, so even more people 5 tites looking for work. Big cities 6 ger by then. Can you imagine the traffic? think there will be a problem with the traffic by then anyway, so nobody will ear. Someone 8 a new method of	have not lie work disappear double move grow run out invent drive
	Circle the correct form. Don't worry. Rob (will have passed) / has passed the exam if he's studied enough. If I'm not feeling / I won't be feeling better tomorrow, I'm going to go to the doctor's. Kerry won't be going / doesn't go to work next week if her children are still ill. Don't call Chloe now. If it's eight o'clock, she'll bath / will be bathing the baby. You can be fined if you aren't wearing / won't be wearing a seat belt in your car. If we're lucky, we'll have sold / we've sold our house by Christmas.	after as so I'll call you He's going They're se Sophie wil needs her. I'm meetin I'll call you Lily will he	tting a	entence with a time expression from the list. —as before if in case (x2) unless until when as soon as I get back from my holiday. pack his suitcase	oss

4A unreal conditionals

second conditional sentences: if + past simple, would / wouldn't + infinitive

- 1 If there was a fire in this hotel, it would be very difficult to escape. I wouldn't live in the country if I didn't have a car.
- 2 If you weren't making so much noise, I could concentrate better.
- 3 If I were you, I'd make Jimmy wear a helmet when he's cycling.
- 1 Use second conditional sentences to talk about hypothetical or improbable situations in the present / future.
- 2 In the *if* clause you can also use the past continuous. In the other clause you can use *could* or *might* instead of *would*, e.g. *If you weren't making* so much noise, *I could concentrate* better.
- 3 With the verb be you can use was or were for I, he, and she in the if clause, e.g. If he was / were here, he would know what to do. However, in conditionals beginning If I were you... to give advice, always use were.

third conditional sentences: if + past perfect, would / wouldn't have + past participle

- 1 If you had studied more, you would have done better in the exams. I wouldn't have been late if I hadn't overslept.
- 2 He would have died if he hadn't been wearing a helmet.
 If they had known you were coming, they might have stayed longer.
- 1 We use third conditional sentences to talk about a hypothetical <u>past</u> situation and its consequence.
- 2 You can also use the past perfect continuous in the *if* clause. You can use *could have* or *might have* instead of *would have* in the other clause.

second or third conditional?

- 1 If you studied more, you would probably pass the exam.
- 2 If you **had studied** more, you **would** probably **have passed** the exam.
- Compare the two conditionals. 1 = You don't study enough. You need to study more. 2 = You didn't study enough, so you failed.



We sometimes mix second and third conditionals if a hypothetical situation in the past has a present / future consequence, e.g. *He wouldn't be so relaxed if he hadn't finished his exams*.

4B past modals

must | might | can't, etc. + *have* + past participle

- 1 I **must have passed** the exam. I'm sure I got all the answers right.
 You **must have seen** something. You were there when the robbery happened.
- 2 Somebody **might have stolen** your wallet when you were getting off the train. He still hasn't arrived. I **might not have given** him the right directions.
- 3 They can't have gone to bed yet. It's only ten o'clock. They can't have seen us. It was too dark.
- Use must / may / might / can't / couldn't + have + past participle to make deductions or speculate about past actions.
- 1 Use *must have* when you are almost sure that something happened or was true.

A The opposite of *must have* is can't have NOT mustn't have.

- 2 Use *might | may have* when you think it's possible that something happened or was true. You can also use *could have* with this meaning, e.g. *They could have stolen your wallet when you were getting off the train.*
- 3 Use *can't have* when you are almost sure something didn't happen or that it is impossible. You can also use *couldn't have*.

should + have + past participle

It's my fault. I **should have told** you earlier that she was coming.

We've gone the wrong way. We **shouldn't have turned** left at the traffic lights.

- Use *should* + *have* + past participle to say that somebody didn't do the right thing.
- You can use ought to have as an alternative to should have, e.g. I ought to have told you earlier.

4C verbs of the senses

look | feel | smell | sound | taste

- 1 She looks tired. That smells good! These jeans don't feel comfortable.
- 2 He looks like his father. This material feels like silk. This tastes like tea, not coffee.
- 3 She looks as if she's been crying. It smells as if something's burning. It sounds as if it's raining.
- 1 Use look, feel, etc. + adjective.
- 2 Use look, feel, etc. + like + noun.

 \triangle feel like can also mean 'want / would like', e.g. I don't feel like going out = I don't want to go out.

- 3 Use look, feel, etc. + as if + clause.
- You can use like or as though instead of as if, e.g. It sounds like / as though it's raining.

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-	·A

a Complete with a suitable form of the verb in brack

If he <u>hadn't broken</u> his leg, he would have played. (not break)

1	I you a present if I'd known it was your birthday. (buy)
2	If you to bed earlier, you wouldn't have been so tired. (go)
3	I you some money if I had any. (lend)
4	If I someone's wallet, I'd keep it. (find)
5	Joe wouldn't have crashed if he so fast. (not drive)

- 5 Joe wouldn't have crashed if he ____
- _____ in the country. (live) 6 We would have a dog if we ____
- 7 If you'd looked after the plants, they _ _ (not die)
- _ the news if you'd been watching the TV. (hear)
- 9 They wouldn't have bought the flat if they ____ _ what the neighbours were like. (know)
- 10 If she _ more sociable, she'd have more friends. (be)

- **b** Complete using a second or third conditional. I didn't wait another minute. I didn't see you. If I'd waited another minute, I would have seen you.
- 1 Luke missed the train. He was late for the interview. If Luke hadn't missed the train, ...
- 2 Rebecca drinks too much coffee. She sleeps badly at night. If Rebecca didn't drink so much coffee, ...
- 3 It started snowing. We didn't reach the top of the mountain. If it hadn't started snowing, ...
- 4 Millie didn't buy the jacket. She didn't have enough money. Millie would have bought the jacket if...
- 5 I don't drive to work. There's so much traffic. I'd drive to work if...
- Matt doesn't speak German fluently. He won't get the job. If Matt spoke German fluently, ...

4B

- a Rewrite the **bold sentence** sentence with *must / might* (not) / can't + have + verb.
 - I'm sure I left my umbrella at home. I don't have it now. I must have left my umbrella at home.
 - 1 I'm sure Ben has read my email. I sent it yesterday.
 - 2 Holly's crying. Perhaps she's had an argument with her boyfriend.
 - 3 I'm sure Sam and Ginny haven't got lost. They had a map.
 - 4 You saw Ellie yesterday? That's impossible. She was in bed
 - 5 Perhaps John didn't hear you. You know he's a bit deaf.
 - 6 I'm sure Lucy has bought a new car. I saw her driving a Mercedes!
 - 7 **I'm sure Alex wasn't very ill.** He was only off for one day.
 - 8 They didn't come to our party. Maybe they didn't receive the invitation.

b Respond to the first sentence using *should | shouldn't have* + a verb in the list.

buy eat go (x2) invite learn save

- A Sue is in bed with a stomach ache.
- B She *shouldn't have eaten* so much chocolate cake.
- 1 A We couldn't understand anybody in Paris.
 - ____ some French before you went.
- 2 A Tom told me his phone number but I've forgotten it.
 - B You _ _ it on your mobile phone.
- 3 A Rob was late because there was so much traffic.
 - by car. The train is much faster.
- 4 A Amanda was rude to everyone at my party.
 - _ her. She's always like that.
- 5 A I haven't got any money left after going shopping yesterday.
 - _ so many shoes. Did you need three pairs?
- 6 **A** You look really tired.
 - B I know. I _ to bed earlier.

4C

a Circle the correct form.

Your boyfriend *looks* /(looks like) a rugby player.

- 1 You've gone completely white. You look / look as if you've seen a ghost!
- 2 What's for dinner? It smells / smells like delicious!
- 3 I think John and Megan have arrived. That sounds / sounds like
- 4 Have you ever tried frogs' legs? Apparently they taste like / taste as if chicken.
- 5 Are you OK? You sound / sound as if you've got a cold.
- 6 Can you put the heating on? It feels / feels like really cold in here.
- 7 You *look / look like* really happy. Does that mean you got the job?
- 8 Your new bag feels / feels like real leather.
- 9 Let's throw this milk away. It tastes / tastes like a bit strange.
- 10 Can you close the window? It smells / smells as if someone is having a barbecue.

- **b** Match the two halves of the sentence.
 - That group sounds like
 - Those boys look
 - She looks like 3
 - That guitar sounds

 - He looks as if
 - Your car sounds as if
 - Your new jacket feels
 - This apple tastes
 - 9 It smells as if
 - Your perfume smells like
 - 11 This rice tastes as if

- A her mother.
 - B completely out of tune.
 - C very soft.
 - D someone has been smoking in here.
 - E really sweet. F REM.
 - G too young to be drinking beer.
- H it's been overcooked.
 - roses.
 - it's going to break down.
 - K he's run a marathon.

5A gerunds and infinitives

verbs followed by the gerund and verbs followed by the infinitive

- 1 I enjoy listening to music. I couldn't help laughing.
- 2 I want to speak to you. They can't afford to buy a new car.
- 3 It might rain tonight. I would rather eat in than go out tonight.
- When one verb follows another, the first verb determines the form of the second. This can be the gerund (verb + -ing) or the infinitive (with or without to).
- 1 Use the **gerund** after certain verbs and expressions, e.g. *admit*, *avoid*, *can't help*, *can't stand*, *carry on*, *deny*, *enjoy*, *fancy*, *finish*, *give up*, *keep on*, *imagine*, *involve*, *mind*, *miss*, *postpone*, *practise*, *risk*, *stop*, *suggest*.
- 2 Use the **infinitive** (with to) after certain verbs and expressions, e.g. agree, appear, be able to, can't afford, can't wait, decide, expect, happen, have (got), help, learn, manage, offer, plan, pretend, promise, refuse, seem, teach, tend, threaten, want, would like.
- 3 Use the **infinitive** (**without** *to*) after modal verbs, e.g. *can*, *may*, *might*, *must*, *should*, *had better*, *would rather*, and after the verbs *make* and *let*.
 - A In the passive, make is followed by the infinitive with to. Compare My boss makes us work hard. At school we were made to wear a uniform.
 - A Some verbs can be followed by the gerund or infinitive (with *to*) with no change of meaning, e.g. *begin*, *start*, *continue*.
 - ▲ like, love, hate, and prefer can also be used with either, but the gerund is more common when you are talking generally, and the infinitive when you talk about a specific occasion. Compare I like skiing (in general). I like to ski in February or March (specific).

verbs that can be followed by either gerund or infinitive with a change of meaning

- 1 **Remember to lock** the door.
 I **remember going** to Venice as a child.
- 2 Sorry, I **forgot to do** it.
 I'll never **forget seeing** the Taj Mahal.
- I **tried to open** the window. **Try calling** Miriam on her mobile.
- 4 You need to clean the car. The car needs cleaning.
- Some verbs can be followed by the gerund or infinitive (with to) with a change of meaning.
- Remember + infinitive = you remember first, then you do something. Remember + gerund = you do something then you remember it.
- 2 *Forget* + infinitive = you didn't remember to do something. *Forget* + gerund = you did something and you won't forget it. It is more common in the negative.
- 3 *Try* + infinitive = make an effort to do something. *Try* + gerund = experiment to see if something works.
- 4 *Need* + gerund is a passive construction, e.g. *The car needs cleaning* = The car needs to be cleaned. NOT *needs to clean*.

5B used to, be used to, get used to

used to | didn't use to + infinitive

I **used to drink** five cups of coffee a day, but now I only drink tea. When I lived in France as a child I **used to have** croissants for breakfast. I didn't recognize him. He **didn't use to have** a beard.

- Use *used to / didn't use to +* infinitive to talk about past habits or repeated actions or situations / states which have changed.
 - used to doesn't exist in the present tense. For present habits, use usually + the present simple, e.g. I usually walk to work. NOT I use to walk to work.
- You can also use would to refer to repeated actions in the past. When I lived
 in France as a child I would always eat croissants for breakfast. But you can't use
 would with non-action verbs. NOT I didn't recognize him. He wouldn't have a
 beard.

be used to / get used to + gerund

- Carlos has lived in London for years. He's used to driving on the left.
 I'm not used to sleeping with a duvet. I've always slept with blankets.
- 2 A I can't **get used to working** at night. I feel tired all the time.
 - B Don't worry. You'll soon get used to it.
- 1 Use *be used to* + gerund to talk about a new situation which is now familiar or less strange.
- 2 Use *get used to* + gerund to talk about a new situation which is **becoming** familiar or less strange.
- You can't use the infinitive after be | get used to.

 NOT He's used to drive on the left.

5C reporting verbs

structures after reporting verbs

- 1 Jude **offered to drive** me to the airport. I **promised not to tell** anybody.
- 2 The doctor **advised me to have** a rest.

 I **persuaded my sister not to go out** with George.
- 3 I **apologized for being** so late.
 The police **accused Karl of stealing** the car..
- To report what other people have said, you can use say or a specific verb, e.g. "I'll drive you to the airport."
 - Jude **said** he would drive me to the airport. Jude **offered** to drive me to the airport.

• After specific reporting verbs, there are three different grammatical patterns.

1 + to + infinitive $2 + person + to + infinitive$	3 + -ing form
agree offer refuse (not) to do promise something threaten advise ask convince somebody encourage invite persuade remind tell warn	apologize for accuse sb of admit (not) doing blame sb for deny insist on recommend regret suggest (not) doing something

In negative sentences, use the negative infinitive (not to be) or the negative gerund (not being), e.g. He reminded me not to be late. She regretted not going to the party.

5A

a	Complete with the gerund or infinitive of a verb fro	om the list.	b Circle the correct form.
	call not come do get go go out know talk tid	dy wait work	Your hair needs cutting / to cut. It's really long!
	I suggested <u>calling</u> a taxi so we wouldn't be late. 1 I'm exhausted! I don't fancy tonight.		1 I'll never forget <i>to see seeing</i> the Grand Canyon for the first time.
	2 If you carry on, you'll have to leave the	e room.	2 He needs <i>to call / calling</i> the helpline. His computer has crashed.
	3 We'd better some shopping if we want		3 Have you tried <i>to read / reading</i> a book to help
	4 I'm very impatient. I can't stand in que		you sleep?
	5 She tends angry when people disagree		4 I must have my keys somewhere. I can
	6 My parents used to make me my room	n every morning.	remember to lock / locking the door this morning.
	7 I'd rather tonight. I need to study.		5 We ran home because we had forgotten <i>to</i>
	8 I can't wait on holiday! 9 I don't mind late tonight if I can leave	early tomorrow	turn / turning the oven off.6 Their house needed to paint / painting so they
1	10 Do you happen her phone number?	earry tolliorrow.	called the painters.
	ner phone number:		7 Did you remember <i>to send / sending</i> your sister
5 E			a card? It's her birthday today.
			8 We tried to learn / learning to ski last winter
d	Right (\checkmark) or wrong (\checkmark)? Correct the wrong phrases.		but we were hopeless!
	She isn't used to have a big dinner in the evening. X isn't used to having		
		-	d to, be used to, or get used to and the verb in brackets.
	2 When we visited our friends in London we	•	e ' <u>s used to driving</u> on the right. (drive)
			rted his first job, he couldn't at 6 a.m. (get up)
			se weight, then you'll have to less. (eat)
			g dinner at 10.00 – I a meal so late. (not / have) nildren we all day playing football in
	closed down three years ago.	the park. (spend)	
			a nurse all her life so she nights. (work)
			classes before, but I'll have to them. (wear)
			you! You long hair, didn't you? (have)
	7 Did you used to wear a uniform at your school?	8 Amelia is an only	child. She her things. (not / share)
50	C		
a		Complete using a	reporting verb from the list and the verb in brackets.
	the verb in brackets.	deny invite of	fer remind refuse suggest threaten
	They advised me <u>to buy</u> a new car. (buy)		I'll take you to the station.'
	1 Jamie insisted on for the meal. (pay)		ke (take) me to the station.
	2 Lauren agreed with him at the weekend. (go out)		go for a walk. It's a beautiful day.'
	3 I warned Iana through the nerly at		(go) for a walk.
	night. (not walk)		egetables,' said my daughter.
	4 Jacob admitted the woman's	, .	(eat) the vegetables.
	nandbag. (stear)	-	told him, 'I'll call the police if you have any more parties.'
	5 The doctor advised Lily coffee.		(call) the police if he had any more parties. 1, 'We did not write on the wall.'
	(give up)		we did not write on the wall. (write) on the wall.
	6 Our boss persuaded Megan the		e, 'Would you like to have dinner with me on Friday night?'
	company. (not leave) 7 Freya accused me of her pen. (take)		(have) dinner with him on Friday night.
			k, 'Don't forget to go to the dentist.'
	birthday. (not remember)	•	(go) to the dentist.
	• •	•	-

6A articles

basic rules: a / an / the, no article

- 1 My neighbour has just bought a dog. The dog is an Alsatian. He got into the car and drove to the Town Hall.
- 2 Men are better at parking than women. I don't like **sport** or **classical music**. I stayed at home last weekend.
- 1 Use a / an when you mention somebody / something for the first time or say who / what somebody / something is. Use the when it's clear who / what somebody / something is (e.g. it has been mentioned before or it's unique).
- 2 Don't use an article to speak in general with plural and uncountable nouns, or in phrases like at home /work, go home / to bed, next / last (week), etc.

institutions (church, hospital, school, etc.)

My father's in hospital. They are building a new hospital in my town.

With prison, church, school, hospital, and university, etc. don't use an article when you are thinking about the institution and the normal purpose it is used it for. If you are just thinking about the building, use *a* or *the*.

geographical names

- 1 Tunisia is in North Africa.
- Selfridges, one of London's biggest department stores, is in Oxford Street.
- Lake Victoria and Mount Kilimanjaro are both in Africa.
- 4 The River Danube flows into the Black Sea.
- 5 The National Gallery and the British Museum are London tourist attractions.
- We **don't normally use** *the* with:
- most countries, continents, regions ending with the name of a country / continent, e.g. North America, South East Asia, islands, states, provinces, towns, and cities (exceptions: the USA, the UK / United Kingdom, the Netherlands, the Czech Republic).
- 2 roads, streets, parks, shops, and restaurants (exceptions: motorways and numbered roads, the M6, the A25).
- individual mountains and lakes.
- We **normally use** *the* with:
- 4 mountain ranges, rivers, seas, canals, deserts, and island groups.
- 5 the names of theatres, cinemas, hotels, galleries, and museums.

6B uncountable and plural nouns

uncountable nouns

- 1 The **weather** was terrible, but at least there wasn't much **traffic**. The **scenery** is beautiful here, but it's spoiled by all the **rubbish** people leave.
- 2 We bought some new furniture for the garden. That's a lovely piece of furniture.
- 3 Iron is used for building bridges. I need to buy a new iron. My old one's broken.
- The following nouns are always uncountable: behaviour, traffic, weather, accommodation, health, progress, scenery, rubbish, work, politics (and other words ending in -ics, e.g. athletics, economics).
- They always need a singular verb, they don't have plurals, and they can't be used with a / an.
- 2 These nouns are also uncountable: furniture, information, advice, homework, research, news, luck, bread, toast, luggage, equipment. Use a piece of to talk about an individual item.
- 3 Some nouns can be either countable or uncountable, but the meaning changes, e.g. *iron* = the metal, an iron = the thing used to press clothes. Other examples: glass, business, paper, light,

plural and collective nouns

- Your **clothes** are filthy! Put a pair of / some clean trousers on.
- Our staff are very efficient.
- *Arms* (=guns, etc.), *belongings*, clothes, manners, outskirts, scissors, trousers / shorts are plural nouns with no singular. They need a plural verb and can't be used with a / an.
- If they consist of two parts, e.g. scissors, trousers, shorts, they can be used with a pair of or some.
- Crew, police, staff are collective nouns and refer to a group of people. They need a plural verb.

6C quantifiers: *all / every*, etc.

all, every, most

- 1 All animals need food. All fruit contains sugar. All (of) the animals in this zoo look sad. The animals all looked sad.
- 2 **Everybody** is here. **Everything** is very expensive.
- 3 **Most people** live in cities.
- Most of the people in this class are women.
- 4 All of us work hard and most of us come to class every week.
- 5 Every room has a bathroom. I work every Saturday.
- 1 Use *all* or *all* (*of*) *the* + a plural or uncountable noun. All = in general, all (of) the = specific.All can be used before a main verb (and after be).
- 2 *All* can't be used without a noun. Use *everything* / *everybody*, + singular verb, e.g. Everything is very expensive.
- 3 Use *most* to say the majority. *Most* = general; *Most of* = specific.
- 4 We often use all / most of + an object pronoun, e.g. all of us, most of them, all of you, most of it.
- 5 Use every + singular countable noun to mean 'all of a group'.

 \triangle every and all + time expressions: Every day = Monday to Sunday. All day = from morning to night.

no, none, any

- 1 Is there any milk? Sorry, there is **no** milk. There **isn't any** (milk).
- 2 Is there any food? No, none. / There is none. But **none of us** are hungry.
- 3 Come any weekend! Anyone can come.
- Use no + a noun and a + verb, or any + noun + verb to refer to zero quantity. Any can also be used without a noun.
- Use *none* in short answers, or with a \pm verb to refer to zero quantity. You can also use none + of + pronoun / noun.
- Use any (and anything, anyone, etc.) and a \pm verb to mean it doesn't matter when, who, etc.

both, neither, either

- 1 Both Pierre and Marie Curie were scientists. Neither Pierre nor Marie was / were aware of the dangers of radiation. Marie Curie wanted to study either physics or mathematics. In the end she studied **both** subjects at the Sorbonne in Paris.
- 2 She and her husband both won Nobel prizes.
- 3 Neither of them realized how dangerous radium was.
- Use both, either, and neither to talk about two people, things, actions, etc. both = A and B; either = A or B; neither = not A and not B.
- Use a \pm verb. The verb is plural with *both*, and either singular or plural with *neither*. When *both* refers to the subject of a clause it can also be used before
- a main verb.
- We often use both / either / neither + of + object pronoun, e.g. us, *them*, etc. or + *of the* + noun.

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6A			
	Circle the correct article. James bought (a) / the / (-) new suit at the weeken The weather was awful so we stayed at a / the / (-) ho A / The / (-) dishwasher we bought last week has stopped working already. I love reading a / the / (-) historical novels. Sarah had had an exhausting day so she went to a / the / (-) bed early. My boyfriend drives a / the / (-) very cool sports of the teachers are on strike so the children aren't go to a / the / (-) school. Turn left immediately after a / the / (-) church an up the hill. My neighbour's in a / the / (-) prison because he pay his taxes. People are complaining because the council have refused to build a / the / (-) new hospital. Visitors will not be allowed to enter a / the / (-) hospital after 7.00 p.m.	me. 1 I think Sicily is the largest isla	ouvre when we so for its beautiful simalayas. Dian Sea. le we were the Theatre. Detween England
33 44 5	Right () or wrong ()? Correct the wrong phrases Our accommodation isn't satisfactory. The news are good. The news is We had a beautiful weather when we were on holid They've got some lovely furnitures in their house. My brother gave me a useful piece of advice. The police has arrested two suspects. I need to buy a new trousers for my interview tomo The staff is very unhappy about the new dress code Your glasses are really dirty. Can you see anything? The homeworks were very difficult last night.	The traffic (is) / are awful during the rush hour. 1 Athletics is / are my favourite sport. 2 I bought a pair of / some jeans. 3 Harvey's clothes look / looks really expensive. 4 The flight crew work / works hard to make pa 5 I found out some / a piece of useful information. 6 Is that vase made of a glass / glass?	ssengers comfortable. on at the meeting. o you with that report. ur job application. e last two weeks.
1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Circle the correct word(s). We've eaten (all the) / all cake. 1 Most of / Most my closest friends live near me. 2 I'm afraid there's no / none room for you in the car. 3 All / Everything is ready for the party. We're just waiting for the guests to arrive. 4 Most / Most of people enjoy the summer, but for some it's too hot. 5 She goes dancing all / every Friday night. 6 We haven't got any / no onions for the soup. 7 Any / None of us want to go out tonight. We're all broke.	Complete the second sentence so that it means the first. Use the bold word. I like meat. I like fish too. I like both meat and fish. We could go to Greece. We could go to Italy. We could go I didn't stay very long. You didn't stay very long. stayed very long. I think her birthday is on the 6th of May – but perhaps it's the 7th. Her birthday is on One of my children could read when he was four. So could the other one.	both either neither either
8	8 Nobody / Anybody can go to the festival. It's free.	when they were four.	

5 My brothers don't smoke. My sisters don't smoke.

neither

7A structures after wish

wish + past simple, wish + would / wouldn't

- I wish I was taller!
 - My brother wishes **he could** speak English better.
- 2 I wish the bus **would come.** I'm freezing. I wish you wouldn't leave your shoes there. I almost fell over them.
- 1 Use wish + past simple to talk about things you would like to be different in the present / future (but which are impossible or unlikely).
- After wish you can use was or were with I, he, she, and it, e.g. I wish I were taller.
- Use wish + person / thing + would to talk about things we want to happen, or stop happening because they annoy us.

A You can't use would for a wish about yourself, e.g. NOT I wish I would...

wish + past perfect

I wish you had told me the truth. I wish I hadn't bought those shoes.

Use *wish* + past perfect to talk about things that happened or didn't happen in the past and which you now regret.



You can also use If only instead of I wish with these tenses, e.g. If only the bus would come. If only I hadn't bought those shoes.

7B clauses of contrast and purpose

clauses of contrast

- **Although** the weather was terrible, we had a good time. I went to work even though I was ill. I like Ann **though** she sometimes annoys me.
- 2 **In spite of / Despite** his age, he is still very active.

being 85, he is still very active. the fact that he's 85, he is still very active.

- 1 Use although, though, even though + a clause.
- Although and even though can be used at the beginning or in the middle of a sentence.
- Even though is stronger than although and is used to express a big or surprising contrast.
- Though is more informal than although. It can only be used in the middle of a sentence.
- 2 After in spite of or despite, use a noun, a verb in the -ing form, or the fact that + subject + verb.



Don't use of with despite NOT Despite of the rain...

clauses of purpose

- 1 I went to the bank to
 - in order to talk to my bank manager. so as to
- 2 I went to the bank **for** a meeting with my bank manager.
- 3 I went to the bank **so that** I could take out some money.
- 4 I wrote it down so as not to forget it.
- Use to, in order to, so as to, for and so that to express purpose.
- 1 After to, in order to, and so as to use an infinitive.
- 2 Use for + a noun, e.g. for a meeting.

A You can also use for + gerund to describe the exact purpose of a thing, e.g. This liquid is for cleaning metal.

- 3 After so that, use a subject + modal verb (can, could, would, etc.).
- To express a negative purpose use so as not to or in order not to NOT not to. You can also use so that + subject + wouldn't, e.g. I wrote it down so that I wouldn't forget it.

of tourists.

7C relative clauses

defining relative clauses

- She's the woman who / that lives next door. That's the book which / that
- 2 That's my neighbour whose dog never stops barking.
- James is the man (who) I met at the party. That's the shop (which) I told vou about.
- 4 My sister's the only person to whom I can talk. My sister's the only person (who) I can talk to.
 - That's the drawer in which I keep my keys.
- 5 She told me what she had seen. What I like best about London is the parks.
- Use who, which, whose, whom, and what to introduce a defining relative clause, i.e. a clause which gives essential information about somebody or something.
- 1 You can use that instead of who / which.
- 2 Use whose to mean 'of who' or 'of which'.
- 3 When who or which are the object of the verb in the relative clause, you can leave them out.
- 4 After a preposition, use whom for a person and which for a thing. In informal English, it is more common to leave out the relative pronoun and put the preposition after the verb.
- 5 Use what as a relative pronoun to mean 'the thing' or 'things which'.

non-defining relative clauses

- My aunt, who doesn't like cats, was given a kitten for Christmas. The palace, which was built in the 12th century, is visited by thousands
- 2 Adriana hasn't come to class for two weeks, which is a bit worrying.
- A non-defining relative clause gives extra, non-essential information about a person or thing.
- In written English, this kind of clause is separated by commas, or between a comma and a full stop.
- You can't use that instead of who / which.
- 2 Which can also be used to refer to the whole of the preceding clause.

7A

- a Circle the correct form.
 - I wish I was / would be thinner! My clothes don't fit me!
 - 1 I wish I had / would have blonde hair!
 - 2 She wishes her parents lived / would live nearer.
 - 3 You're driving too fast. I wish you would drive / drove more slowly.
 - 4 I wish it stopped / would stop raining. I want to go out for a walk!
 - 5 Ben's been wearing the same clothes for years. I wish he bought / would buy some new clothes.
 - 6 Chloe wishes she *knew / would know* how to play the guitar.
 - 7 I'm cold. I wish my flat had / would have central heating.
 - 8 Their TV is really loud. I wish they turned / would turn it down.

- **b** Write a sentence with *I wish* + past perfect.
 - I spent all my money last night and now I'm broke.
 - I wish I hadn't spent all my money last night
 - 1 I left my camera in the car and someone stole it.
 - 2 I didn't set my alarm clock, so I was late for work.
 - 3 I bought a house in the country, but I really miss the city centre.
 - 4 I dropped my phone in the bath and now it doesn't work.
 - 5 Unfortunately, I couldn't go to your party.
 - 6 I didn't have a holiday last year and now I'm really stressed.

7B

- a Complete the sentences with one word.
 - We're happy in our new house, <u>though</u> there's a lot to do.
 - _____ the weather. 1 We enjoyed our holiday ___
 - Carl doesn't like spending money ___ _____ though he's very rich.
 - 3 They went to the airport _____ catch a plane.
 - 4 Sandy made a note of his number so _____ not to forget it.
 - 5 My mother called the doctor's in _____ to make an appointment.
 - Guy passed the exam in _____ of the fact that he hadn't studied much.
 - Angela took a jacket so ___ ____ she wouldn't get cold.
 - _____ the service was poor, the meal was delicious. 9 I went home _____ a shower before I went out.

 - _ being late, he stopped for a coffee.

- **b** Rewrite the sentences.
 - Despite playing badly, they won the match. Even though they played badly, they won the match.
 - 1 We took a taxi so as not to arrive late. We took a taxi so that...
 - 2 Despite earning a fortune, she drives a very old car. Although...
 - 3 Everyone saw the film even though the reviews were terrible. Everyone saw the film in spite of...
 - 4 The plane managed to land despite the very thick fog. The plane managed to land even though...
 - 5 I told her I liked her jacket so that I wouldn't offend her. I told her I liked her jacket so as...
 - 6 The manager called a meeting so as to explain the new policy. The manager called a meeting in order...

7C

- a Right (\checkmark) or wrong (\checkmark)? Correct the wrong sentences.
 - That's the man I met on the bus. She's the woman who her daughter works with me. X whose daughter works
 - 1 This is the programme I was telling you about.
 - 2 Is this the train that it goes to the mountains?
 - 3 She told her boss she'd overslept, that was absolutely true.
 - 4 My son, that is very tall, enjoys playing basketball.
 - 5 The employee to who I spoke gave me some incorrect information.
 - 6 Everyone in my family always eats that I cook.
 - 7 The Canary Islands, which are situated off the coast of Africa, are a popular tourist destination.
 - 8 The woman who suitcase disappeared is a friend of mine.
 - 9 Did you hear I just said?
 - 10 The bag what I bought last week is already broken!

- **b** Join the sentences with a relative pronoun. Be careful with the punctuation.
 - I've just failed my driving test. It's a pity. I've just failed my driving test, which is a pity.
 - 1 His girlfriend is very intelligent. She's an architect. His girlfriend...
 - They gave us a present. This was a complete surprise.
 - 3 He was saying something. I didn't understand it. I didn't understand...
 - 4 A car crashed into mine. It was a Mini. The car...
 - 5 I spoke to a police officer. She was working on the reception desk. The police officer...
 - 6 We bought our computer two months ago. It keeps on crashing. Our computer...
 - I left some things on the table. They aren't there any more. The things...
 - 8 It's too hot in my flat. This makes it impossible to sleep.