

SPEAKING

This image was found in an ancient temple in Mexico. One writer thinks the picture shows a man in a spaceship. In pairs, discuss one of the questions below.

- 1 What can you see in the picture that might make some people believe that this is a picture of a man in a spaceship?
- 2 Try to identify parts of the 'spaceship', such as the controls, the engine, etc.

READING

A Five paragraphs have been removed from the text below. Choose from paragraphs (A–F) on the next page the one which fits each gap (0–4). Gap 0 has already been done for you. There is one paragraph you do not need.

0 E

Very little was known about this ancient civilization at the time, but Catherwood's drawings in the book revealed incredible cities with temples, pyramids and other buildings as impressive as those of their northern neighbours, the Aztecs. These cities, however, were deserted. The people had vanished.

1

When he wrote this, Stephens had already realized that these places were not cities in the European sense. They were, in fact, sacred gathering places for the farmers in the surrounding areas, consisting of a huge central square with various religious buildings around it. The people would journey there for the great religious festivals, and at other times the vast buildings would be empty except for the priests and some of the nobles.

2

In spite of the violence of their religion, the Mayas' civilization was very advanced. Their engineers were capable of moving huge blocks of stone long distances and cutting them into precise shapes and sizes. They also had a highly-developed system of government and of agriculture, as well as an incredibly accurate system for measuring time.

3

A more traditional explanation is that they developed their skills over more than a thousand years, and most archaeologists believe that the process of development began as long ago as 500 BC. The Mayas first began building their great cities in 250 AD, and developed a strong and stable society that lasted for centuries.

4

Some people believe that the end of the Mayas may have been brought about because of diseases or epidemics. Others think that it may have been caused by sudden environmental changes. The real reasons for the sudden collapse of their civilization may never be discovered. All we really know is that when the first Europeans arrived in 1517, this great and mysterious culture was only a memory.

- A At some stage however, Mayan civilization collapsed. Their society was suddenly and totally destroyed, and by the year 1200, their last great capital, Chichen Itza was deserted. All over the Yucatan, the great temples and pyramids were abandoned and allowed to fall into decay as the jungle grew back around them.
- B The discovery of the cities was an experience that most archaeologists could only dream of. As Stephens wrote in his book 'We lived in the ruined palaces of their kings; we went up to their desolate temples and fallen altars, and wherever we moved we saw evidence of their taste, their skill in arts, their wealth and power. As we stood in the desolation and ruin, we looked back to the past and imagined every building perfect, with its terraces and pyramids and its sculptured and painted ornaments.'
- C The Mayas were the only early civilization on the American continent to develop a form of writing that could express all types of thought and language. They used a combination of signs and symbols, and in recent years, considerable progress has been made in understanding these texts.
- D These scientific achievements are particularly remarkable because there is no evidence that the Mayas had any contact with any other ancient cultures. Indeed, one writer has tried to prove that the Mayas must have been visited by aliens from outer space, and that their gods were astronauts.
- E In 1841, a book was published that astonished the world. It was called *Incidents of Travel in Central America, Chiapas and Yucatan*. The author, John Lloyd Stephens, had just returned from a long, difficult and dangerous journey through the thick rainforests of southern Mexico and Guatemala. He had gone there with Frederick Catherwood, an architect and artist, to search for the remains of a lost civilization called the Mayas.
- F The Mayan ceremonies that were held here were terrifying occasions, because the Mayas believed in gods that demanded human sacrifice. Sometimes the believers would offer their own blood to please the gods, and would cut themselves by passing a rope of thorns through their mouth. At other times, they would sacrifice prisoners or children, and Mayan paintings show how they would tear a victim's heart out and then cut off his head.

B In pairs or groups, go through paragraphs A–F again and say why you think they fit the gaps. For example, paragraph E, which fills gap 0, contains information you need to answer these two questions.

- Which 'ancient civilization' is the text about?
- Who was 'Catherwood'?

You would expect to have this information before reading the first paragraph on page 154.

VOCABULARY

Which is the word in each group that does not belong?

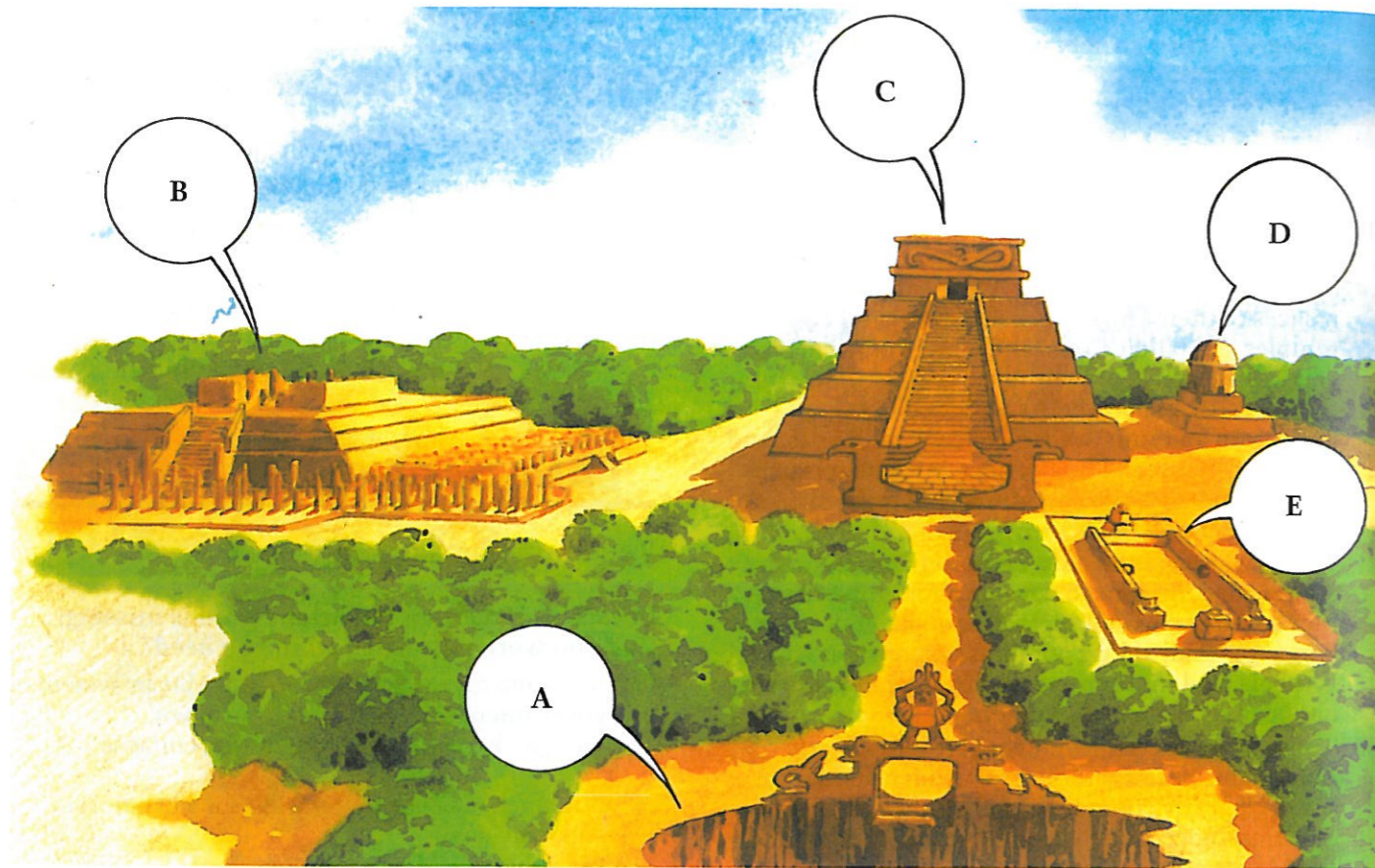
- 1 jungle desert forest woods
- 2 deserted abandoned inhabited empty
- 3 disappear vanish destroy leave
- 4 incredible astonishing unbelievable plain
- 5 exact general accurate precise
- 6 mysterious unusual ordinary strange
- 7 collapse develop decay fall
- 8 disprove demonstrate show confirm

LANGUAGE STUDY

Review of phrasal verbs

In each sentence, an important word is missing. Can you work out which word you need?

- 1 For some mysterious reason, the Mayan system of government suddenly _____ down.
- 2 Nobody knows what brought this collapse _____.
- 3 But when it happened, it was as if a candle had suddenly gone _____.
- 4 No doubt the Mayas had gone _____ some difficult times before.
- 5 Perhaps the Kings found they could no longer count _____ the support of the people.
- 6 Perhaps important supplies of food and minerals were suddenly _____ off.
- 7 Perhaps the people _____ down with strange diseases.
- 8 Writers will probably continue _____ for an explanation.
- 9 But I doubt if they will ever _____ up with a satisfactory answer.
- 10 It is one of the biggest problems historians have ever _____ up against.
- 11 They'll just have to _____ up to the fact that they may never find an answer.
- 12 Do you think they should _____ up trying to find an answer?



LISTENING

Part 1

A You will hear a guide telling a group of visitors about Chichen Itza. Match the five places (A–E) in the picture with the following buildings.

The Temple of Kukulcan	<input type="checkbox"/> 1
The Observatory	<input type="checkbox"/> 2
The Temple of the Warriors	<input type="checkbox"/> 3
The Well of Sacrifice	<input type="checkbox"/> 4
The Ball Court	<input type="checkbox"/> 5

B Listen again and decide which of the places in the picture (A–E) fits the description below. You do not need to use one of them.

It may have been used to keep prisoners.	<input type="checkbox"/> 6
It was used to decide who should be sacrificed.	<input type="checkbox"/> 7
It was used for an important ceremony once a year.	<input type="checkbox"/> 8
It was of scientific significance.	<input type="checkbox"/> 9
It contains an image of a Mayan god.	<input type="checkbox"/> 10
It was where the majority of the victims were killed.	<input type="checkbox"/> 11

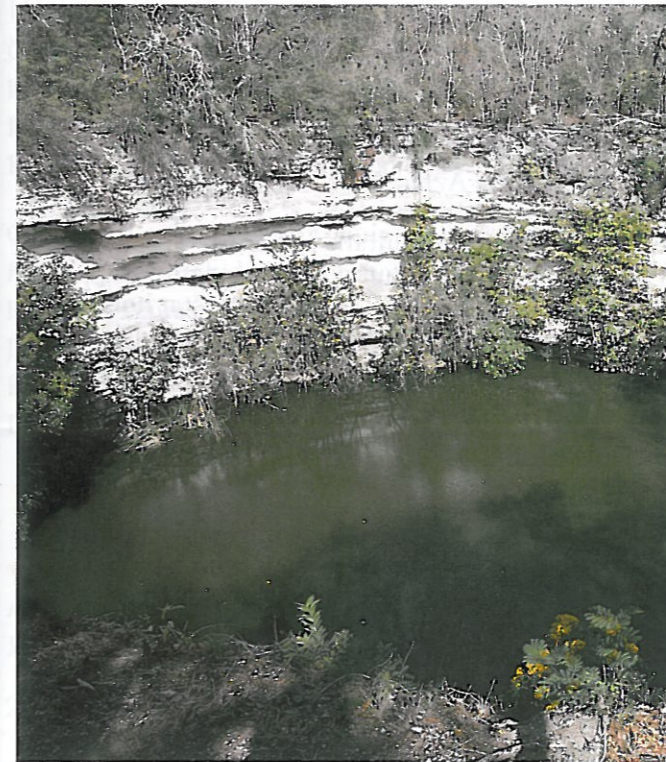
Part 2

Listen and complete the notes.

Built around	<input type="text"/> 12
The length of the court is 137 metres and the height of the walls is	<input type="text"/> 13
Ball courts found at	<input type="text"/> 14
Game was probably	<input type="text"/> 15
May also have had	<input type="text"/> 16
Evidence for this comes from	<input type="text"/> 17
Information about the game comes from	<input type="text"/> 18
Played by between	<input type="text"/> 19
Aim was to get the ball through	<input type="text"/> 20
Players were not allowed to	<input type="text"/> 21
Sometimes members of the losing team	<input type="text"/> 22
Was played very seriously	<input type="text"/> 23
At other times, was played for	<input type="text"/> 24
	<input type="text"/> 25 which was used as
Winners also were given the clothes of	<input type="text"/> 26
	<input type="text"/> 27 and

VOCABULARY

Read the text and choose the best answer, A, B, C or D.



In 1967, a research team from an American university (1) _____ out to explore the Well of Sacrifice at Chichen Itza. Unfortunately, however, the water in this well was so dark that it was impossible for divers to see, so the team had to use filters to clean it.

Just as this work was about to begin, some (2) _____ Indians told the team that the well was (3) _____ by the spirit of a rain god. The god was (4) _____ as Chac, and they warned the team that Chac would (5) _____ revenge if his home was disturbed. The team listened politely but (6) _____ these warnings and went on with their research.

(7) _____ the summer, pumps and filters were used, but it wasn't until (8) _____ months later that the water was clear enough for divers to go down into the well.

When they got (9) _____ to work they began to discover various objects at the (10) _____ of the well. (11) _____ the things they brought back to the surface were human bones, and by the time they had (12) _____, they had recovered more than 50 skeletons. This was (13) _____ that the well had indeed been used for human sacrifice.

Perhaps it would have been better if the team had (14) _____ to the warnings of the Indians, because within a year, several members of the team had been (15) _____ in mysterious accidents.

- 1 A put B broke C set D looked
- 2 A local B natural C near D close
- 3 A lived B housed C resided D inhabited
- 4 A named B called C told D known
- 5 A have B make C do D take
- 6 A ignored B refused C denied D rejected
- 7 A Along B Within C Throughout D Inside
- 8 A few B several C various D any
- 9 A down B through C about D at
- 10 A end B ground C depth D bottom
- 11 A Between B Around C Within D Among
- 12 A ended B finished C concluded D achieved
- 13 A clear B proof C evident D obvious
- 14 A listened B heard C noticed D watched
- 15 A died B wounded C killed D missed

LANGUAGE STUDY

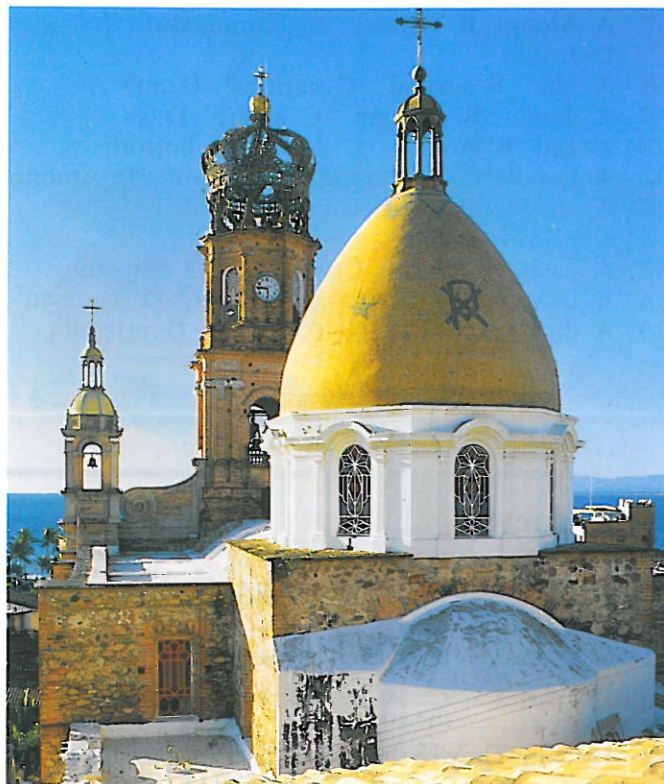
General revision 1

Rewrite the following sentences using the word in bold.

- 1 Stephens really wanted to see the ruins.
forward Stephens was really _____ the ruins.
- 2 He said 'They're the most beautiful things I've ever seen!'
never He said that _____ so beautiful before.
- 3 'Where have the people gone?' he asked.
wondered He _____ gone.
- 4 Although he was ill, he visited other ruins.
spite In _____ he visited other ruins.
- 5 Reaching the other cities wasn't easy.
difficult The _____ reach.
- 6 They managed to return to New York.
succeeded They _____ to New York.
- 7 Stephens wrote his book in three months.
took It _____ write his book.
- 8 People were very interested in it at the time.
found People _____ at the time.
- 9 The book was so good that everyone bought it.
such It _____ that everyone bought it.
- 10 I haven't read it for ages, but I loved it.
been It _____ I read it, but I loved it.

READING

A Read extracts 1 and 2 below from a tourist brochure and underline all the words you think should not be there. An example is given.



MEXICO EXCURSIONS

1 ROUGH GUIDE TO VALLARTA

One of the best ways for to get to know Puerto Vallarta is to take this professionally-guided tour. A guide who he can speak English and Spanish will pick you up in the front of your hotel and deliver you back in time for a lunch. You will have a chance to walk through this Mexican charming small town and during the morning, you'll discover about its main plaza, and see its other attractions like as the Marina Pier and the cathedral. Afterwards, you will also be able to hunt out a few shopping bargains in the flea market.

2 SURF AND TURF

If you will want to see a different side of Mexico, this is a great opportunity to see the Vallarta's unspoilt coast and the countryside. You will be travel to the scenic south coast of Vallarta, and visit Mismaloya beach, where the movie 'Night of the Iguana' was filmed there. You'll be able to have swim in the sea or, if you would prefer, you can just relax yourself and have a drink on a beautiful white sandy beach. After then we'll go inland to one of the area's most best restaurants in a spectacular forest setting, and take an part in a guided walk of the forest.

B In extracts 3 and 4 write the correct form of the words given below.

1 fascinate 2 wonder 3 civilize 4 see
5 include 6 comfort 7 fly 8 impress
9 enjoy 10 choose

3 MEXICO CITY – 2 days/1 night

Spend a (1) _____ two days taking time out to visit the metropolis of this (2) _____ country, namely Mexico City. Fly with us to the land of the early Mayan and Aztec (3) _____, and experience this land of magnificent (4) _____, set against high snow-capped mountains. This all- (5) _____ tour covers a half day tour of the fascinating city, an overnight stay in a (6) _____ two-star hotel and all (7) _____. You will also have a full-day tour out to San Juan Teotihuacan, the City of the Gods, built around 100 BC. Visit the (8) _____ temples of the sun and the moon, and other remains of this ancient culture.

4 FIESTA MEXICANA

A thoroughly (9) _____ evening with the chance to experience a real Mexican party, which includes a (10) _____ of real Mexican drinks such as Margaritas, rum, tequila and beer! With a delicious Mexican-style buffet plus Mexican folk-dancing.

C Now fill in the spaces in extracts 5 and 6 with one word only.

5 BACK TO NATURE BBQ CRUISE

Get away from it (1) _____ and leave the crowds (2) _____ as we sail north of Vallarta (3) _____ our own boat, *The Adventure*. We will stop at (4) _____ Marieta Islands, (5) _____ are uninhabited. Later we will call at the Hidden Paradise Beach, (6) _____ you will be able to swim, snorkel or simply sunbathe and imagine you (7) _____ Robinson Crusoe. The excursion costs £30, including a barbecue. (Note: no toilets (8) _____ restaurant facilities are available here.)

6 SAILING CHARTERS

If you really want a change (9) _____ the stresses and strains (10) _____ work, why not charter a sailing boat (11) _____ the day. You will be able to sail wherever you want, stop anywhere, and find secluded sandy beaches and complete privacy. The cost includes a free lunch as well (12) _____ free snorkelling equipment and windsurfers. With a maximum (13) _____ six people, you will have the boat (14) _____ yourselves, or alternatively, we can find sailing partners for you. Don't miss (15) _____ on this wonderful chance to cruise in complete tranquillity.

D Read the texts again and answer the following questions. Match the numbers of the excursions (1 to 6) with the correct description (A–L).

- A The beach lacks some important facilities.
B People who like to eat and drink a lot will really enjoy this excursion.
C It takes the longest.
D This one requires a certain number of people.
E This excursion goes to an island with no houses.
F You will enjoy excellent food and wonderful natural scenery.
G It supplies watersports equipment free.
H The price includes the cost of alcoholic drinks.
I This excursion only takes a morning.
J On this excursion, you go to an archaeological site.
K You will have a chance to buy souvenirs.
L This one involves staying in a different hotel.

SPEAKING

A Talking about yourself

- Which of the excursions above would interest you if you were on holiday in Mexico? Explain why.
- Which excursions would you not like to go on? Why?

B Problem solving

In pairs, plan a one-day excursion which you think would be of interest to a group of tourists coming to the area where you live. Include meals and decide what kind of transport you might use. When you have finished, compare your excursion with that of another pair of students.

C Discussion

- What are the advantages and disadvantages of travelling in an organized group and travelling alone?
- Some people say travel broadens the mind. Explain why you agree or disagree with this statement.

WRITING

When you have finished, work alone for a few minutes. Write out a short description of one excursion. Spend no more than five minutes doing this. Afterwards, compare what you have written with what your partners have written.

LANGUAGE STUDY

General revision 2

Rewrite the following sentences using the words in bold.

- The subject of the guide's lecture was Uxmal.
talk The guide _____ Uxmal.
- I spent an hour travelling to Mexico City.
took It _____ travel to Mexico City.
- Could you take me back to my hotel?
lift Could you _____ back to my hotel?
- The baby-sitter can look after the children.
take The baby-sitter can _____ the children.
- We can organize everything for you.
arrangements We can _____ for you.
- I once studied Mayan architecture.
course I once _____ Mayan architecture.
- I enjoyed the excursion.
time I _____ the excursion.
- I talked to the guide for a long time.
conversation I _____ the guide.
- We have to decide what to do tomorrow.
make We have to _____ what to do tomorrow.
- Would you like to see the photos I took?
have Would you like to _____ the photos I took?
- Uxmal didn't impress me as much as Chichen Itza.
think I didn't _____ as Chichen Itza.
- I'm so sorry we can't stay longer.
wish I _____ longer.
- He was so tired he couldn't go on the excursion.
too He _____ on the excursion.
- I paid someone to make this dress for me in Mexico.
made I _____ me in Mexico.
- I've never stayed in such a good hotel.
ever This is the _____ stayed in.
- Do ancient cities interest you or not?
find Do _____ or not?
- Could you come back a bit later?
mind Would _____ a bit later?
- She said to the tourists 'Please don't take photographs in the museum.'
asked She _____ take photographs in the museum.
- 'Don't take any more photographs!' she ordered.
stop She told them to _____ photographs.
- I expect you don't want to revise any more for the exam.
tired I expect you _____ for the exam.

WRITING

Report 3

When you write a report, you should use language that is as simple and clear as possible. Above all, you must make sure that you answer the exam question fully.

A Sample task

A travel company has asked you to write a short report on the city or town you live in or near. They want to know if it is famous for anything that might attract tourists, what kind of tourist accommodation is available, which other major cities it is near, the quality of food in local restaurants and anything else that tourists might find interesting.

B Read the sample answer. Choose from list A–E the best heading for each paragraph (1–5).

1

Dortmund is one of the most important cities in the north-western part of Germany. It is close to Essen, Dusseldorf, Cologne and other major cities in the Ruhr and Rhineland area. It used to be a centre of the coal mining and steel industries.

2

Dortmund is famous for its beer. There are five breweries. It also has a theatre, a small opera house, a very large sports stadium and a well-known football team. The surrounding countryside is very attractive. In addition, a national garden exhibition takes place there each year.

3

Dortmund has a wide range of hotels and other accommodation for tourists. Rail connections are particularly good. It also has a small airport with flights to most major German cities.

4

Although Dortmund is not famous for its cuisine, there are many restaurants there that offer excellent value for money. Local pubs also serve excellent beer and light meals.

5

I would recommend a stay of one or two days in Dortmund to tourists who are interested in visiting a typical, middle-sized German city.

- A Conclusion
- B Most important features
- C Travel and accommodation
- D Food and drink
- E Location and type of city

C Writing task

A travel company is arranging a 7-day tour of your country. You have been asked to write a report on the city or town you live in or near, saying why it should be included in the tour.

D Discussion

Before you write, discuss in pairs or groups what you can say about that city or town. As you talk, keep these questions in mind.

- 1 Where exactly is it? What else can you say about its size or location and the other places it is near?
- 2 Is it or has it ever been a centre of industry or commerce? If so, what kind of industry or commerce?
- 3 Is it famous for anything? If so, what?
- 4 Can you think of anything else that might interest tourists?
- 5 What about the surrounding countryside?
- 6 How could tourists get there?
- 7 What kind of accommodation is available?
- 8 What kind of food and drink is available in local restaurants?
- 9 What kind of tourists would you recommend it to?
- 10 How long should they stay?

E Now write your report, covering points 1–6 below.

- 1 A brief description of the city or town and where it is.
- 2 Information about the main attractions or places of interest, events there or nearby; the surrounding countryside.
- 3 How to get there; what kind of accommodation is available.
- 4 Information about where to eat.
- 5 At least one reason for recommending it and the kind of tourist you hope would find it worth visiting.
- 6 A typical length of stay for such a tourist.

REVISION AND EXTENSION

Complete the passage with the best word, A, B, C or D.

One of the most exciting archaeological discoveries in history was made in November 1922, when Howard Carter was working in the Valley of the Kings in Egypt. After many months of work, he finally (1) _____ across an unknown tomb.

Together with his friend Lord Carnarvon, who was providing the (2) _____ for the excavations, he entered the dark chamber. At first there was disappointment, because the tomb was (3) _____, and it was clear that it had been (4) _____ at some time in the past. However, one of the workers eventually uncovered a small stairway that (5) _____ down to another door that had not been opened.

Carter went down the dark staircase, walking (6) _____ in case there were any traps. As he opened the door, Lord Carnarvon (7) _____ if he could see anything. He replied 'Yes – wonderful things.' It was clear at once that they had discovered what they had been looking (8) _____. The tomb of the boy pharaoh Tutankhamun was full of treasures of great (9) _____. There were over 5,000 objects of silver, gold and precious stones which had (10) _____ there undiscovered for thousands of years.

Lord Carnarvon's pleasure at (11) _____ the treasures did not (12) _____ long. Many of the local people were afraid of disturbing the pharaohs' tombs, and believed that the pharaohs would (13) _____ revenge on anyone who entered them. Lord Carnarvon had (14) _____ little attention to these warnings, but only a few weeks later, he suddenly fell ill and died; at the exact time of his death, all the lights in Cairo suddenly (15) _____ out, and far away in England, his dog also died.

- 1 A came B arrived C got D found
- 2 A salary B money C currency D wage
- 3 A deserted B abandoned C left D empty
- 4 A taken B robbed C stolen D broken
- 5 A took B brought C led D conducted
- 6 A accurately B carefully C carelessly D precisely
- 7 A demanded B requested C questioned D asked
- 8 A into B after C up D for
- 9 A expense B price C cost D value
- 10 A lied B laid C lain D lying
- 11 A discovering B inventing C learning D searching
- 12 A stay B take C make D last
- 13 A have B take C make D bring
- 14 A sent B paid C taken D made
- 15 A went B passed C gave D ran

LANGUAGE STUDY

General revision 3

Rewrite the sentences, using the words in bold.

- 1 You'd better take some cash as the banks may be closed.
are You'd better take some cash _____ closed.
- 2 It's almost certain that someone saw the thief leaving.
must Someone _____ leaving.
- 3 I made a lot of mistakes because I didn't concentrate.
concentrated If I _____ have made so many mistakes.
- 4 I haven't been able to relax for a long time.
since It's been a long time _____ to relax.
- 5 The computer she bought was very cheap.
pay She _____ the computer.
- 6 Mary doesn't just dance, she also sings.
only Not _____ but she also sings.
- 7 The child started walking three months ago.
for The child _____ three months.
- 8 'Please explain something to me,' I said to the teacher.
asked I _____ something to me.
- 9 I left the party because I was bored.
not I _____ the party if I hadn't been bored.
- 10 Someone ought to have done this job yesterday.
should This job _____ yesterday.
- 11 Something about the way you talk suggests that you know a lot about this subject.
as You talk _____ a lot about this subject.
- 12 We studied this last week. Have you forgotten?
remember Don't you _____ this last week?
- 13 'Is he telling the truth?' I asked myself.
wondered I _____ the truth.
- 14 'If you cause trouble, I'll arrest you,' the policeman told me.
warned The policeman _____ trouble.
- 15 'Study harder,' our teacher said to us.
urged Our teacher _____ harder.
- 16 'Don't forget! Answer the exam questions fully,' the teacher said.
remember 'I hope you'll _____ the exam questions fully,' the teacher told us.
- 17 I'd like to have more time to study, but I haven't.
wish I _____ to study.
- 18 You have used this book and we hope it has been enjoyable at least some of the time.
enjoyed We hope you have _____ least some of the time.

Grammar Summary

1 Adjectives

- 1.1 Order of adjectives
- 1.2 Other points to notice about the order and use of adjectives
- 1.3 Comparative and superlative of adjectives
 - 1.3.1 Form
 - 1.3.2 Adjectives of one syllable
 - 1.3.3 Adjectives of more than one syllable

2 Adverbs

- 2.1 Form
- 2.2 Comparative and superlative of adverbs
- 2.3 Position of adverbs and adverb phrases in sentences
- 2.4 Adverb or adjective?

3 Articles

- 3.1 Indefinite article (*a/an*)
- 3.2 Definite article (*the*)
- 3.3 No article (\emptyset)
- 3.4 Changes of meaning
- 3.4.1 Meals
- 3.4.2 Transport
- 3.4.3 Places

4 Conditional sentences

- 4.1 Conditional 1
- 4.2 Conditional 2
- 4.3 Conditional 3

5 Gerunds and infinitives

- 5.1 Verbs followed by the gerund (or *-ing* form)
- 5.2 Verbs followed by the infinitive
 - 5.2.1 Verb + infinitive with *to*
 - 5.2.2 Verb + direct object + infinitive **with** *to*
 - 5.2.3 Verb + direct object + infinitive **without** *to*
- 5.3 Verbs followed by either the *-ing* form or the infinitive
- 5.4 Other uses of the *-ing* form
- 5.5 Other uses of the infinitive

6 Link words

- 6.1 Words expressing result
- 6.2 Words expressing reason
- 6.3 Words expressing purpose
- 6.4 Words expressing contrast
- 6.5 Words expressing time
- 6.6 Words expressing condition
- 6.7 Words expressing additional information or reinforcing a point

7 Modals

- 7.1 *will*
- 7.2 *shall*
- 7.3 *would*
- 7.4 *should*
- 7.5 *may* and *might*
- 7.6 *can*
- 7.7 *could*
- 7.8 *must*
- 7.9 *have (got) to*
- 7.10 *ought to*
- 7.11 *need*

8 The passive

- 8.1 Most common forms
- 8.2 Use
- 8.3 Points to remember

9 Phrasal verbs

- 9.1 What is a phrasal verb?
- 9.2 Phrasal verbs which **can** be separated
 - 9.2.1 Verb + adverb + object

- 9.3 Phrasal verbs which **cannot** be separated
 - 9.3.1 Verb + adverb (no object)
 - 9.3.2 Verb + adverb + preposition + object
- 9.4 Ordinary verbs + prepositions
- 9.5 Verb check-list
 - 9.5.1 Verbs which **can** be separated
 - 9.5.2 Verbs which **cannot** be separated

10 Prepositions

- 10.1 *among*
- 10.2 *at*
- 10.3 *between*
- 10.4 *beyond*
- 10.5 *by*
- 10.6 *except*
- 10.7 *for*
- 10.8 *from*
- 10.9 *in*
- 10.10 *into*
- 10.11 *of*
- 10.12 *off*
- 10.13 *on*
- 10.14 *out of*
- 10.15 *since*
- 10.16 *to*
- 10.17 *under*
- 10.18 *until/till*
- 10.19 *up*
- 10.20 *with/without*

11 Relative clauses

- 11.1 Defining relative clauses
 - 11.1.1 Relative pronouns in defining clauses
 - 11.1.2 Leaving out the relative pronoun in defining clauses
 - 11.1.3 Prepositions used with relative pronouns in defining clauses
- 11.2 Non-defining relative clauses
 - 11.2.1 Relative pronouns in non-defining clauses
 - 11.2.2 Prepositions used with relative pronouns in non-defining clauses
- 11.3 Participle phrases

12 Reported speech

- 12.1 Tenses
 - 12.1.1 Changes
 - 12.1.2 No changes
 - 12.2 Reporting statements
 - 12.2.1 Verb (+ *that*)
 - 12.2.2 Verb + pronoun/noun (+ *that*)
 - 12.2.3 Verb + infinitive
 - 12.2.4 Verb + *for* + *-ing* form
 - 12.3 Reporting requests and orders
 - 12.4 Reporting questions
 - 12.5 Reporting suggestions
 - 12.6 Other points to notice about reported speech

13 Tense forms

- 13.1 Present forms
 - 13.1.1 Present simple
 - 13.1.2 Present progressive
 - 13.1.3 Present perfect
 - 13.1.4 Present perfect progressive
- 13.2 Past forms
 - 13.2.1 Past simple
 - 13.2.2 *used to* and *would*
 - 13.2.3 Past progressive
 - 13.2.4 Past perfect
 - 13.2.5 Past perfect progressive
 - 13.3 Talking about the future

14 Wishes, regrets and preferences

- 14.1 Wishes and regrets
- 14.2 Preferences

15 Words that cause difficulties

- 15.1 *have*
 - 15.1.1 Three basic uses of *have*
 - 15.1.2 Other expressions using *have*
 - 15.1.3 *had better*
- 15.2 *do* and *make*
 - 15.2.1 Meanings of *do* and *make*
 - 15.2.2 Other expressions using *do* and *make*

1 Adjectives

1.1 Order of adjectives

Several adjectives can be used before a noun in English. See p. 64 for a guide to the order in which they can be used. In general we put the more precise adjective nearest the noun but it is not always easy to decide which is the most precise; a possible order would be:

- (1) determiner, your own opinions, dimensions (size, weight), age,
- (2) shape, colour, place of origin, material, purpose.
- (3)
- (4)
- (5)
- (6)
- (7)
- (8)
- (9)

Examples

- a Chinese silk wedding dress
- some short blue denim jeans
- an awful old stair carpet

1.2 Other points to notice about the order and use of adjectives

- 1 He is 1 metre 30 tall.
- 2 I don't like living alone.
- 3 It's difficult to read. The instructions are easy to follow.
- 4a She was worried about him. He's a worried man.
- b It's all very worrying. It's a worrying time for us all.
- 1 Adjectives describing measurement come after the measurement.
- 2 Some adjectives (e.g. *alone*, *afraid*, *alive*, *awake*) come after the verb, never before a noun.
- 3 Adjectives are often followed by an infinitive with *to*.
- 4a Adjectives ending in *-ed* come after a verb like *be*, *seem* or before a noun and describe a person's feelings.
- b Adjectives ending in *-ing* come after a verb or before a noun and describe the person or thing that produces those feelings.

1.3 Comparative and superlative of adjectives

▷ pp. 75, 87

1.3.1 Form

- 1a London is bigger than Edinburgh.
- b This armchair is more comfortable than that wooden seat.
- 2a This is the biggest factory in the area.
- b I have many old books but this is the most interesting.
- We form the comparative by adding *-er* to one-syllable adjectives and to two-syllable adjectives ending in *-y* using *more* + two- and more than two-syllable adjectives + *than*.
- We form the superlative by adding *-est* to one-syllable adjectives and to two-syllable adjectives ending in *-y* using *most* + two- and more than two-syllable adjectives.

- 3 He is as strong as a horse. He isn't as/so clever as his sister.
- 3 We use *as* + adjective + *as* for positive comparisons or *not as/so* + adjective + *as* for negative comparisons.

1.3.2 Adjectives of one syllable

- 1 If the adjective ends in two consonants (e.g. *-ng*, *-rd*, *-rm*) just add *-er*, *-est* to the adjective:
long longer longest
hard harder hardest
warm warmer warmest
- 2 If the adjective ends in one vowel and one consonant (e.g. *-in*, *-at*, *-ot*) double the consonant and add *-er*, *-est* to the adjective:
thin thinner thinnest
fat fatter fattest
hot hotter hottest
- 3 If the adjective ends in *-e* add *-r*, *-st* to the adjective:
wide wider widest
rude ruder rudest
- Exceptions
good better best
bad worse worst
much/many more most
far farther farthest (used to describe distance but can also mean 'additional, extra' e.g. *further* details, *further* information)
old older oldest (used to describe objects and people)
old elder eldest
Notice *elder*, *eldest* are used before a noun to talk about family relationships but after a verb only *older*, *oldest* are possible (e.g. *My older/elder* brother. *My brother is older* than I am.)

1.3.3 Adjectives of more than one syllable

- 1 I've never been happier than I am now. Friday the 13th is the unluckiest day of the year in Britain.
- 2 Sally is cleverer/more clever than her brother. The commonest/most common cause of road deaths is careless driving.
- 3 I find science more interesting than the arts. He told me the most extraordinary story.
- 1 If the adjective ends in *y*, change the *y* to *i* and add *-er*, *-est* to the adjective. Exception *friendly*, *more friendly*, *most friendly*.
- 2 Some adjectives with two syllables can form their comparative and superlative in two ways: either by adding *-(e)r*, *-(e)st* or by using *more*, *most*.
- 3 If the adjective has three (or more) syllables use *more*, *most* + the adjective.

2 Adverbs

2.1 Form

- 1 quick quickly
slow slowly
- 2 careful carefully
beautiful beautifully
- 3 lucky luckily
funny funnily
- 4 He greeted me in a friendly way. She looked at me with a silly expression on her face.
- 1 Adverbs can be formed from adjectives by adding *-ly*.
- 2 The same rule applies to adjectives which end in *i*.
- 3 To form adverbs from adjectives ending in *y*, change the *y* to *i* and add *-ly*.
- 4 To form adverbs from adjectives ending in *-ly* we use a phrase *in a . . . way* etc.

- 5 We arrived **late**.
Stand up **straight**.
He works **very hard**.
Don't walk so **fast**.
- 5 Some adjectives do not change when they become adverbs. **Notice** *lately* and *hardly* have a different meaning from *late* and *hard*: *lately* = recently, *hardly* = scarcely.

2.2 Comparative and superlative of adverbs

- 1 She drives **more carefully** than her husband.
This is the **most efficiently** run office in the area.
- 2 We arrived **later** than you.
He walked the **fastest**.
- 1 We usually form the comparative and superlative by using *more*, *most* + adverb.
- 2 Adverbs with the same form as adjectives form their comparative and superlative with *-er*, *-est*.
- Notice some exceptions to these two rules**
- | | | |
|---------------|---------------|--------------|
| <i>well</i> | <i>better</i> | <i>best</i> |
| <i>badly</i> | <i>worse</i> | <i>worst</i> |
| <i>little</i> | <i>less</i> | <i>least</i> |
| <i>much</i> | <i>more</i> | <i>most</i> |

2.3 Position of adverbs and adverb phrases in sentences

- 1 He plays the piano **well**.
She sings **beautifully**.
- 2a She's **very** clever.
I can **hardly** read it.
I don't **quite** understand.
- b I have **enough** money.
He's not tall **enough** to join the police force.
They don't work hard **enough**.
- 3a He's coming **tomorrow**.
- b **Yesterday** he was in Paris.
Today he's in Rome.
- 4a The magazine comes out **weekly**.
We are paid **monthly**.
- b **Every Saturday** we go out.
- 5a He **never** buys cigarettes.
He **always** makes his own.
- b She is **always** late.
- c They have **never** offered to help.
We are **often** being asked for information of this kind.
- 6 Sit down **there**.
He went to the cinema in the **High Street** in town.
Put the book **on the table** in the dining room.
- 1 Adverbs which tell us 'how' usually come in the end position.
- 2a Adverbs which tell us 'to what extent or to what degree' usually come in the middle position.
- b **Notice** *enough* comes before a noun and after an adjective or adverb.
- 3a Adverbs which tell us 'when' usually come in the end position.
- b They can come at the beginning for special emphasis.
- 4a Adverbs which tell us 'how often' usually come in the end position.
- b Phrases like *every week*, *every Saturday* can also come at the beginning of a sentence.
- 5a Adverbs which 'do not tell us exactly when' usually come before a one-word verb.
- b If the verb is *be* they always follow the verb.
- c If it is a two- (or more) word verb they come after the first part of the verb.
- 6 Adverbs and adverb phrases which tell us 'where' usually come in the end position with the direction (*to the cinema*) mentioned first and the places second (smaller places come before larger ones).

- 7 He reads his newspaper **quickly at the breakfast table every morning**.
- 7 Adverbs and adverb phrases which tell us 'how, where and when' usually come in that order in the sentence (e.g. how = *quickly*, where = *at the breakfast table*, when = *every morning*).

2.4 Adverb or adjective?

- That **smells good**, but it **tastes awful**.
- Notice** If the verb is *seem*, *appear*, *look*, *sound*, *feel*, *smell* or *taste* we use an adjective not an adverb.

3 Articles

3.1 Indefinite article (a/an)

- 1 You will need **a pen and an exercise book**.
- 2 There was **a terrible storm** last night. The storm swept across the whole country.
- 3 **A million people** received our help last year. **A few, however**, were not so lucky.
- 4 We come to classes **twice a week**.
- 5 She's **a lorry-driver**.
He's **an old-age pensioner**.
- Use with singular countable nouns
- 1 for more general meaning (it doesn't matter which pen).
Notice *an* is used before a word that begins with a vowel sound (e.g. *an hour*, *an heir*, *an MP* but *a university*).
- 2 for a noun mentioned for the first time. **Notice** we use *the* for the second mention.
- 3 with numbers (e.g. *a hundred*, *a thousand*, *a million*) and fractions (e.g. *a half*, *a quarter* etc.).
Notice
a few (people) = some
a little (help) = some but
few (people) = not many
little (help) = not much
- 4 to mean 'every' with expressions of time (e.g. *once a year*)
- 5 to describe a person's job or situation

3.2 Definite article (the)

- 1 Jane: A man phoned last night. Peter: Well, what did **the man** want?
- 2 Last night I read **the book** you recommended.
- 3 **The sun** rises in **the east** and sets in **the west**.
- Use with most nouns for more specific meaning
- 1 to refer back to something already mentioned
- 2 when we know which one we are talking about
- 3 when we refer to only one of its kind

3.3 No article (Ø)

- 1a Ø Museums are interesting
Ø places.
- b Ø Sound travels very fast in
Ø water.
- 2a I live in Ø Rome/Ø Percy Road/
Ø China/Ø Jersey/near Ø Lake
Windermere.
- b I shop at Ø Harrods.
- c I read Ø *Punch*.
- d The Queen lives in Ø
Buckingham Palace.
- e He went to Ø Sheffield
University.
- 3a Ø MAN FOUND DEAD ON Ø
TUBE
- b Send Ø representative
immediately.
- c Ø Dinner in Ø oven.
- 4 You will need a knife and Ø fork.
Take a bucket and Ø spade to
the beach.
- We do not use an article
- 1a with plural countable nouns and
- b with uncountable nouns when speaking about the noun in general (e.g. food, music, love, etc.). **Compare** I hate *the* sound of a drill (a particular sound).
Notice a few uncountable nouns (e.g. advice, news, luggage, information, research) require a phrase like *a/the bit of* or *a/the piece of* to refer to a particular example of that noun: *a bit of advice*, *the piece of news*
- 2 with the names of most
- a towns/cities, streets, countries, single/individual islands, lakes
- b shops
- c magazines. **Notice these exceptions** *The Economist*, *The Listener* and most newspapers (*The Times*, *The Daily Mail*)
- d named buildings
- e named institutions (e.g. universities, schools, churches, etc.)
- 3a for newspaper headlines
- b for telexes (where the message should be as short as possible)
- c for personal, informal messages
- 4 before a second noun in a linked pair of nouns

Notice these other uses of the

- 4 The computer has revolutionized office systems.
- 5 You can buy the best pizzas in town at Paulo's.
- 6 The British and the French agreed to build a channel tunnel. The strong should help the weak.
- 7 I live in the United States/the Netherlands/the Falklands/the West Indies/the Philippines/the USSR.
- 8 Paris lies on the Seine. The Atlantic separates Britain from America. It's very hot in the Mediterranean at the moment.
- 4 with singular countable nouns when they stand for an invention or a species
- 5 with a superlative (*the first*, *the most enjoyable*)
- 6 with adjectives as plural nouns
- 7 with the names of countries or groups of islands which are plural. **Notice these exceptions** *The United Kingdom*, *The Yemen*
- 8 with names of rivers, oceans and seas

3.4 Changes of meaning

Sometimes the use (or omission Ø) of the article changes the meaning of what we say.

3.4.1 Meals

- 1 A dinner was held last night at the Savoy.
The dinner we had last night was marvellous.
- 2 Come to Ø dinner next Saturday. What time do you have Ø breakfast?
- 1 *a/an* or *the* for particular meals
- 2 no article (Ø) for mealtimes in general

3.4.2 Transport

- 1 I hailed a taxi but it didn't stop. The six o'clock train was ten minutes early.
- 2 I always travel by Ø bus. I came here on Ø foot.
- 1 *a/an* or *the* for particular forms of transport
- 2 no article (Ø) for the form of transport in general

3.4.3 Places

- 1 The meeting was held in a school. The workmen are busy in the church repairing the roof.
- 2 He's at Ø university (studying). She's in Ø hospital (receiving treatment). He's in Ø prison (serving a sentence).
- 1 *a/an* or *the* to refer to a particular or known place or building
- 2 no article (Ø) to refer to the normal activity which goes on at a place or building

4 Conditional sentences

Both *if* and *unless* (= *if...not*) can be used to introduce conditional sentences. The *if*-clause can come before or after the main (or 'result') clause. Notice we often use a comma when the *if*-clause comes first.

4.1 Conditional 1 ▷ pp. 51, 57

- Use
- 1a If you take drugs regularly, you become addicted to them.
- b If you mix the colours blue and red, you get purple.
- 2 If you work hard, you'll get a good job. Unless you study, you won't pass your exams. I'll explain it again if you don't understand.
- 1a for general facts that do not change
- b for scientific facts. **Notice** the verbs in both parts of the sentences are in the present.
- 2 mainly for future possibilities. **Notice** the verbs after *if* and *unless* are in the present but the verbs in the 'result' part of the sentence are in the future.

4.2 Conditional 2

▷ pp. 51, 57

Use

- 1a **If I had** a million pounds, I **would buy** a yacht.
If he knew the answer, he **wouldn't tell** me.
If Mary were here now, she **would drive** me home.
- b **If I were** you, I **wouldn't marry** him.
- 1a for 'unreal' or improbable conditions in the present or future
- b for giving advice and suggestions.
Notice the verbs after *if* are in the past but the verbs in the 'result' part of the sentence are in the present conditional.

4.3 Conditional 3

▷ p. 147

Use

- 1a **We would have gone** abroad for our holidays **if we hadn't bought** a new car.
- b **If we hadn't set out** late, we **wouldn't have been caught** in that traffic jam.
- c **If you had listened** to your father, you **wouldn't have made** so many mistakes.
- 1a for 'unreal' or impossible conditions in the past
- b to imply regret
- c to imply criticism.
Notice the verbs after *if* are in the past perfect but the verbs in the 'result' part of the sentence are in the perfect conditional.

5 Gerunds and infinitives ▷ pp. 85, 89

5.1 Verbs followed by the gerund (or *-ing* form)

I **can't stand waiting** in queues.
We **considered buying** a house in the countryside, but we **enjoy being** in the town too much.
I **miss living** abroad.

Some verbs are followed by the *-ing* form. Here are some of the most common:

appreciate	keep (on)
avoid	look forward to
can't help	mention
can't stand	mind
consider	miss
deny	object to
dislike	practise
enjoy	put off
feel like	risk
finish	suggest
give up	be/get used to
imagine	be worth

5.2 Verbs followed by the infinitive

5.2.1 Verb + infinitive with *to*

We **can't afford to have** a holiday this year.
We **decided to get** married.
I **managed to find** another glass to replace the one I broke.

Some verbs are followed by the infinitive with *to*. Here are some of the most common:

afford	forget
appear	happen
arrange	hope
decide	intend
fail	learn

manage	promise
mean	refuse
offer	seem
plan	threaten
prepare	

5.2.2 Verb + direct object + infinitive *with to*

He **advised me to take** the exam.
They **persuaded me to stay** for a few days.

Some verbs have a direct object before the infinitive *with to*. Here are some of the most common:

advise	persuade
allow	remind
encourage	teach
force	tell
invite	warn
order	

5.2.3 Verb + direct object + infinitive *without to*

I **heard him sing** Figaro.
He **let me borrow** his car.
He **made her tell** him the truth.

Some verbs have a direct object before the infinitive *without to*. Here are some of the most common:

feel	let
hear	make
see	

Notice *hear* and *see* can be followed by the *-ing* form to express hearing or seeing only part of an action (e.g. compare *I heard him singing in the bath.*)

5.3 Verbs followed by either the *-ing* form or the infinitive ▷ p. 89

1 He **continued working/to work** after everybody else had left the office.

Some verbs take either the *-ing* form or the infinitive.

1 Sometimes there is very little difference in meaning.

2a I **like going** to the cinema. She **loves dancing**.

2a When verbs like *can't bear*, *like*, *love*, *hate*, *prefer* are followed by the *-ing* form, they tend to refer to a general activity

b I **like to go** to the cinema once a week.

b **but** when these verbs are followed by the infinitive, they tend to refer to particular occasions.

3a I **began studying/to study** in 1984.

I **started writing/to write** when I was very young.

3a *begin* and *start* can take either the *-ing* form or the infinitive

b I **began to see** that something was wrong.
I **started to realize** what he had done for me.

b **but** before a verb expressing understanding (*see*, *realize*) these verbs are followed by the infinitive.

5.4 Other uses of the *-ing* form

- 1 **Walking** is good for you.
- 2 **After walking** to work, I'm ready to sit at my desk all day.
- 3 I'm afraid of **missing** the train. He's good at **telling** others what to do.

The *-ing* form is also used

- 1 as the subject of a clause or sentence
- 2 following time words like *after*, *before*, *when*, *since*, *while*
- 3 after certain adjectives + prepositions. Here are some of the most common:

afraid of	good at
bad at	keen on
bored with	interested in
clever at	tired of
fond of	worried about

5.5 Other uses of the infinitive

- 1 I came here **to study** English.
- 2 She **doesn't know what to do** next.
Can you explain how **to do** it?

The infinitive is also used

- 1 to express purpose
▷ GS 6.3
- 2 after *who*, *what*, *where*, *how*, *whether* and verbs like *know*, *explain*, *wonder*. **Notice** the infinitive is not used in this way after *why*.

6 Link words

6.1 Words expressing result

- 1a He was **so** tired **that** he went to bed early.
He spoke Russian **so** well **that** everyone thought he was Russian.
 - b It was **such** a difficult exam **(that)** he knew he wouldn't pass it.
 - 2 It was late, **so** he decided to take a taxi home.
 - 3a We have invested too much money in this project. **Consequently**, we are in financial difficulties.
 - b His wife left him **and, as a result**, he became very depressed.
 - 4 We feel, **therefore**, that a decision must be made.
- 1a *so* + adjective/adverb + *that* + clause
 - b *such* + noun + *that* + clause
Notice *that* can be left out in informal speech.
 - 2 *so* + clause
 - 3a *as a result*, *consequently*, can begin a new sentence.
 - b *and*, *as a result*, is used in the middle of a sentence.
 - 4 *therefore* often comes in the middle of a sentence (it can also come at the beginning or the end).

6.2 Words expressing reason

- 1 **Seeing that/Since/As** we arrived late, all the best seats had been taken.
 - 2 We couldn't find a good seat **because** all the best ones had been taken.
 - 3 We were unable to go by train **because of** the rail strike. Many of the deaths of older people are **due to** heart attacks.
- 1 *since*, *as*, *seeing that* + clause often come before the main clause.
 - 2 *because* + clause usually comes after the main clause.
 - 3 *because of*, *as a result of*, *owing to* and *due to* are followed by a noun or noun phrase.
Notice *due to* means 'caused by' or 'resulting from'.

6.3 Words expressing purpose

- 1 We came to the countryside **to** find some peace and quiet. Handle the flowers carefully **in order not to** damage them.
 - 2 He chose this university **so that/in order that** he could study Physics.
- 1 We can use the infinitives *to (do)*, *in order (not) to (do)*, *so as (not) to (do)* to express purpose.
Notice *in order to*, *so as to* are more formal.
 - 2 *so that*, *in order that* + clause (often with the verbs *can*, *could*, *might*, *would* in the clause)

6.4 Words expressing contrast

- 1 **Although/Even if/Even though** the car is old, it is still reliable.
 - 2a **Despite/In spite of** the rain, I went for a walk.
 - b We enjoyed our walking holiday **despite/in spite of the fact that** it was tiring.
- 1 *although*, *even if*, *even though* + clause can come before or after the main clause.
Notice *even though* is more informal.
 - 2a *despite*, *in spite of* + a noun or noun phrase or *-ing* form
 - b *despite the fact that*, *in spite of the fact that* + clause

- 3a Buying a house is expensive. It is, **however**, a good investment.
- b It's a big decision to make, **though**.
- 4 John is very rich **but/while/whereas** his friends are extremely poor.
- 5 **On the one hand** these computers are expensive. **On the other hand** they are exactly what we want.
- 3a *however* can come at the beginning, in the middle or at the end of a sentence.
- b *though* is more informal and comes at the end of a sentence.
- 4 *but, while, whereas* are usually placed in the middle of two main clauses expressing contrasting ideas.
- 5 *on the one hand* and *on the other hand* can be used at the beginning, in the middle or at the end of two sentences expressing contrasting ideas. **Notice** *on the other hand* is often used at the beginning of the second sentence.

6.5 Words expressing time

- 1 **When/While/As** I was driving along the road, I saw a terrible accident. He went out **after** he'd finished work.
- 2 **Whenever/Every time** I see him, he's driving a different car.
- 3 **First** he closed all the windows, **then** he locked the doors. **Later** he came back to check that everything was all right.
- 4 **During/All through** the summer we get a lot of visitors. It rained heavily **throughout** the night.
- 1 *when, while, as* and *after* + clause can come before or after the main clause. ▷ GS 5.4
- 2 *whenever, every time* + clause often come before the main clause for added emphasis.
- 3 *first, then, later, etc.* can be used to introduce a chain of events.
- 4 *during, all through* and *throughout* are followed by a noun or a noun phrase.

6.6 Words expressing condition

▷ p. 153 and GS 4

- 1 **Even if** you are born rich, life is still difficult. You can borrow the car **as long as** you're careful with it! You can't come with me **unless** you promise to keep quiet.
- 2 I don't know **whether** you have met him or not.
- a They **discussed whether** they should attend the Games.
- b It depends **on whether** the government takes any action. The organizers will decide **whether to impose** fines.
- 3 Take this umbrella **in case** it rains. **In case of** emergency, break the glass.
- 1 *even if, as long as* and *unless* + clause can be used before or after the main clause. **Notice** *unless* means *if... not*
- 2 *whether* + clause usually comes after the main clause and is often used in indirect questions with *or not*.
- a Certain verbs (e.g. *discuss*) can be followed by *whether* but not *if*.
- b After prepositions and before to infinitives use *whether* but not *if*. ▷ GS 12.4
- 3 *in case* + clause usually comes after the main clause. **Notice** *in case of* + noun (often used in formal written notices)

6.7 Words expressing additional information or reinforcing a point

- 1a I don't really want to go out tonight. **Besides**, there's a good film on TV. We are still waiting for the goods we ordered three months ago. **Furthermore**, we have been overcharged for our last order.
- b This theory about the origins of the universe is new. It is, **moreover**, extremely interesting.
- 2a The painting is **not only** valuable **but also** a work of art. She **not only** writes novels **but** (she) lectures **as well**. The house was **not only** large **but** (was/it was) **also** modern.
- b **Not only is the restaurant** superb **but it is also** expensive.
- 3 They robbed a bank **as well as** a post office. **As well as** being sent to prison, they were fined £2,000.
- 4 They like Indian food. I like Indian food **too/as well**. They aren't very generous people. They haven't got any friends **either**.
- 1a *besides, in addition (to that) and furthermore* can be used at the beginning of the sentence following the first statement made. **Notice** *besides* is less formal, *furthermore* is more formal.
- b *moreover* can be used at the beginning or in the middle of the sentence which gives additional information.
- 2a *not only... but also/as well* can link two sentences, phrases or words to give additional information. **Notice** *but also* are used together when there is no subject pronoun and verb in the second part of the sentence. *but... also* are separated when there is a verb in the second part of the sentence.
- b *Not only* can come at the beginning of the first part of the sentence to emphasize what the speaker is saying. In this case it is necessary to change the order of the subject and verb. In sentences like these the subject pronoun and verb in the second part of the sentence are usually mentioned and *but... also* are separated.
- 3 *as well as* can be followed by a single word, a phrase or *...-ing*.
- 4 *too, as well* and *not either* are informal and usually come at the end of the sentence which gives additional information.

7 Modals

▷ p. 137

will, shall, would, should, may, might, can, could, must, have (got) to, ought to, need

7.1 will

- will* is used to express.
- 1 It'll be raining tomorrow.
- 2 Nothing on TV. I'll go to the cinema instead.
- 3 **Will** you sit down, please? I **won't** go with you.
- 4 I'll take you to the cinema.
- 5 Could you lend me £1? Of course I **will**.
- 6 You **will** start work at 8 on Monday.
- 7 I **will not** be treated in this way.
- 1 a prediction about the future ▷ GS 13.3
- 2 a decision made while you are speaking
- 3 a request or a refusal
- 4 a promise
- 5 willingness
- 6 an order
- 7 determination

7.2 shall

- 1 **We shall** send you the information as soon as possible.
- 2 **Shall** we go out for a meal tonight?
- 3 **Shall** I carry that case for you?
- 4 No pupil **shall** enter the library without the permission of a teacher.

shall is used to express

1 the future (in the same way as *will* but only with *I* and *we*)

2 a suggestion

3 an offer

4 **Notice** *shall* is occasionally used in very formal (written) orders.

7.3 would

- 1 I'd like to go now. I wish you **wouldn't** smoke so much.
- 2 I **would** move house if I had the money.
- 3 **Would** you type this for me, please?
- 4 I'd rather have tea than coffee.
- 5 Will you ring me? He asked if I **would** ring him.
- 6 He **would** sing at the top of his voice in the shower.

would is used to express

1 a wish (sometimes suggesting annoyance or disapproval) ▷ GS 14.1

2 the 'result' part of a conditional sentence ▷ GS 4.2–4.3

3 a polite request

4 a preference with *rather* ▷ GS 14.2

5 the reporting of *will* ▷ GS 12.1.1

6 a habit in the past ▷ GS 13.2.2

7.4 should

- 1 I **should** really help my mother with the dishes (but I won't).
- 2 You **should** study harder.
- 3 **We should** be taking off in a few minutes.
- 4 I/We **should** be most grateful if you could send us a copy of the agreement.
- 5 I **should** have told you but I forgot.

should is used to express

1 an obligation (which you may not carry out)

2 advice

3 something that will almost certainly happen as long as nothing unexpected prevents it

4 conditional sentences in more formal/written style with *I* and *we*

5 (with the perfect infinitive) an obligation which was not carried out

7.5 may and might

- 1 He **may/might** be the new teacher.
- 2 He **may/might** be late this evening.
- 3 **May/Might** I ask a question?
- 4 They **may/might** have been held up in the traffic.

may and *might* are used to express

1 a possibility now

2 a possibility in the future. **Notice** *might* is rather less certain than *may* in meaning.

3 asking for permission. **Notice** *may* is more common than *might* here and *can* is often used instead of *may*.

4 (with the perfect infinitive) a possible explanation for something in the past

7.6 can

- 1 I **can** ski/drive a car.
- 2 I'm free tomorrow. I **can** drive you to the airport.
- 3 **Can** I go now?
- 4 **Can** you come to the party?
- 5 You **can't** be tired! You've been asleep all morning.
- 6 You **can't** have been pleased when you realized what he had done!

can is used to express

1 knowing how to do something

2 being able to do something

3 asking for permission (used informally instead of *may*)

4 a possibility

5 an unlikely explanation for something now: *It's impossible for you to be tired.*

6 (with the perfect infinitive) an unlikely explanation for something in the past: *It wasn't possible for you to be pleased.*

7.7 could

- 1 When I was six I **could** play the piano.
- 2 When I was younger I **could** drive for hours without a break.
- 3 **Could** I use your phone?
- 4 **Could** he be right?
- 5 They **couldn't** have phoned her. She hasn't got a phone!

could is used to express

1 knowing how to do something in the past

2 being able to do something in the past

3 asking for permission (used informally instead of *may* but rather more polite than *can*)

4 a possibility (rather less strong than *can*)

5 (with the perfect infinitive) an unlikely explanation for something in the past: *It wasn't possible for them to phone her.*

7.8 must

▷ pp. 13, 133

- 1 I **must** wash my hair tonight.
- 2 The work **must** be done before tomorrow.
- 3 You **must** not smoke in here.
- 4 You **must** be exhausted after all that work.
- 5 You **must** have been surprised when she said she was getting married.

must is used to express

1 a personal obligation

2 what you consider to be someone else's obligation

3 (with *not*) what is not allowed

4 a reasonable conclusion made about something now

5 (with the perfect infinitive) a reasonable conclusion about something in the past

7.9 have (got) to

- I've **got to/have to** be on time tomorrow. We **haven't got to/don't have to** do it if we don't want to.

have (got) to is used to express what is or isn't necessary ▷ GS 15.1.1

7.10 ought to

ought to is used to express an obligation (which you may or may not carry out)

(with the perfect infinitive) an obligation which you did not carry out.

Notice *ought to* is rather stronger than *should*.

- 1 I really **ought to** go and see her.
- 2 I **ought to have gone** to see her but I was busy.

7.11 need

needn't is used here as a modal verb.

There is also a question form, constructed in the same way as questions with *can*, *must* and other modals.

needn't with the perfect infinitive expresses the idea that something in the past was not necessary but it was done.

Compare the ordinary verb *need*:
You don't need to shout. I can hear you.
Do I need to take anything to the party?
You didn't need to phone. I already knew you were coming.

- 1 You **needn't** shout. I can hear you. You **needn't** bring anything to the party.
- 2 **Need** I take anything to the party? **Need** you ask that question?
- 3 You **needn't** have phoned. I already knew you were coming.

8 The passive

▷ p. 131

8.1 Most common forms

It	is has been will be was	done seen reported
----	----------------------------------	--------------------------

This toy **is made** in Japan.
 A strange object **has been seen** in the night sky.
 Further information **will be given** in our next news bulletin.
 This report **was prepared** by a team of experts.

The passive is formed by using a form of *be* (*is, has been, will be, was, etc.*) + the past participle of the verb (*made, seen, given, prepared*).

Notice when the person or thing responsible for the action (the agent) is mentioned, use the preposition *by*.

8.2 Use

The passive is used

- 1 when the agent is unknown (we may not know who killed the policemen) or not important. **Notice** the passive is often used in newspaper reports and in scientific experiments or processes.

- 1 Five policemen **have been killed** in Northern Ireland. The water **was heated** and a solution of chemicals **was prepared**.

- 2 A description of the gunman **was issued** by the police.
- 3 A charity record **has been made** by many famous names in the world of pop music.
- 2 to make the object of the active verb more important (attention is drawn to the description of the gunman rather than who issued it)
- 3 when the description of the agent is very long (*many famous names in the world of pop music*)

8.3 Points to remember

- 1 The painting **should be finished** by next week.
- 2 The decorating **would have been finished** but I ran out of paint.
- 3 Mother Teresa **was awarded** the Nobel Peace Prize. The Nobel Peace Prize **was awarded** to Mother Teresa.
- 4 I **got stuck** in a traffic jam. She **is getting married** next month.
- 5a **It is thought** that he started the fire deliberately.
 b **He is thought** to have started the fire deliberately.
- 6a **He had/got** his hair **cut** yesterday.
 b **He had** his car **stolen**.
- 7 This job **needs/wants doing**.
- 1 Use *be* + past participle after *should* and other modals. ▷ GS 7
- 2 Use *been* + past participle after *would have, should have, etc.* ▷ GS 7
- 3 Verbs with two objects which can form two types of active sentence can also form two types of passive sentence.
- 4 *get* + past participle is sometimes used instead of *be* with passive meaning. Expressions with *get* are often used in informal English.
- 5 The passive is used in constructions with verbs like *think, believe, say, consider, feel, find, know, understand*
 - a after the introductory *it*
 - b before an infinitive
- 6 *have/get something done* expresses the idea of
 - a arranging for or paying for somebody to do something for you. **Notice** *get* is more informal. ▷ GS 15.1.1
 - b experiencing something
- 7 After *need, want* the *-ing* form can be used with passive meaning. ▷ GS 5.3

9 Phrasal verbs

9.1 What is a phrasal verb?

- 1 A phrasal verb consists of a verb plus one or two words like *on, up, into, etc.*
- 2 The words which come after the verb are usually adverbs, although sometimes a phrasal verb can consist of verb + adverb + preposition.
- 3 When an ordinary verb is followed by a preposition, the meaning of the verb will usually be clear from the meanings of the individual parts of the verb. In the case of a phrasal verb, however, the parts of the phrasal verb together have one basic meaning which may be completely different from their individual meanings.

Ordinary verbs + prepositions

I looked into the mirror.

She ran out of the room crying.

Phrasal verbs

The police *are looking into* the murder.

We *ran out of* money on holiday.

Notice these verbs change their meaning when adverbs and prepositions are added e.g. *look into* (a murder) = investigate; *run out of* (money) = have none left.

9.2 Phrasal verbs which can be separated

9.2.1 Verb + adverb + object

- 1 **He looked a word up** in the dictionary.
He looked up a word in the dictionary.
- 2 **He looked it up**.
- 1 If the object is a noun it can come before or after the adverb.
- 2 If the object is a pronoun (e.g. *it*) it must come **before** the adverb.

9.3 Phrasal verbs which cannot be separated

9.3.1 Verb + adverb (no object)

They called in to see us.
The plans fell through.
They turned up unexpectedly.

You cannot separate the two parts of the verb. **You cannot say** 'They called to see us in'.

9.3.2 Verb + adverb + preposition + object

We dropped in on the Smiths.
We dropped in on them.

Even when the object is a pronoun it must come **after** the adverb + preposition.

9.4 Ordinary verbs + prepositions

The boy ran over the bridge.
He stepped over the puddle.
He stepped over it.

The object must come **after** the verb + preposition, even when it is a pronoun.

9.5 Verb check-list

9.5.1 Verbs which can be separated

- | | |
|---|--|
| Back | Bring |
| back . . . up – support | bring . . . about – cause |
| Break | bring . . . back – return |
| break . . . off – bring to an end (talks, engagement) | bring . . . off – succeed in doing |
| break . . . up – smash to pieces | bring . . . out – make clear |
| | bring . . . round – help to regain consciousness |
| | bring . . . up – raise (a family, a point) |

Call

call . . . off – cancel
 call . . . up – take people into the army

Carry

carry . . . out – finish, perform a duty

Check

check . . . in – present your ticket/luggage at an airport
 check . . . out/over – make sure everything is as it should be

Clear

clear . . . up – make tidy

Count

count . . . in – include
 count . . . out – not include
 count . . . up – add up

Cross

cross . . . out – put a line through

Cut

cut . . . off – disconnect (on the phone)
 – make unavailable
 cut . . . out – remove with scissors
 cut . . . up – divide into parts

Do

do . . . out of – cheat, stop from having

Draw

draw . . . out – take money (out of the bank)

Get

get . . . across – explain what you mean
 get . . . back – regain possession of
 get . . . down – write down
 – depress, make unhappy

Give

give . . . away – betray, reveal
 – not take money for
 give . . . back – return
 give . . . out – distribute
 give . . . up – stop doing

Hand

hand . . . in – present something official
 hand . . . out – distribute
 hand . . . over – give up

Have

have . . . in/round – receive as guests

Hold

hold . . . back – restrain
 hold . . . up – delay
 – rob (a bank)

Keep

keep . . . back (from) – not tell something, keep secret
 keep . . . down – retain in the stomach
 – control
 keep . . . in – not allow out

Knock

knock . . . down/over – make fall
 knock . . . out – make lose consciousness

Leave

leave . . . out – omit

Let

let . . . down – not keep a promise
 let . . . in – allow to come in
 let . . . off/out – allow to go free

Look

look . . . over – examine closely
 look . . . up – search for and find in a book or list

Make

make . . . out – see clearly
 – write in certain details
 make . . . up – invent in order to deceive
 – forget your differences/anger

Pass

pass . . . off (as) – pretend to be

Pay

pay . . . back – return something borrowed

Pick

pick . . . up – go and collect
 – take hold of and lift

Pull

pull . . . down – demolish
 pull . . . off – succeed in doing

Put

put . . . off – not do something at the proper time, delay

put . . . on	– switch on – dress in	take . . . back	– withdraw what you said – return an object
put . . . out	– switch off	take . . . in	– deceive – absorb, understand
put . . . through	– connect people on the telephone	take . . . on	– accept responsibility for
put . . . up	– raise the price of	take . . . over	– gain control of
Ring		take . . . up	– start a hobby
ring . . . back	– phone again	Think	
ring . . . up	– phone	think . . . over	– consider carefully
Rub		Throw	
rub . . . out	– make disappear	throw . . . out	– get rid of
Run		Try	
run . . . over	– hit and knock down	try . . . on	– check clothes for size
See		try . . . out	– see if it works
see . . . off	– say goodbye to	Turn	
Send		turn . . . back	– refuse someone entry
send . . . in	– present something/ someone official	turn . . . down	– reject an offer – lower sound (of TV, radio, etc.)
send . . . off	– post	turn . . . into	– change into something different
send . . . on	– forward by post	turn . . . off	– switch off
Set		turn . . . on	– switch on
set . . . back	– halt progress	turn . . . up	– make louder
set . . . up	– organize, establish	Wear	
Show		wear . . . out	– make exhausted/ useless
show . . . in	– bring in	Work	
show . . . off	– display – boast about	work . . . out	– solve a problem – draw up a plan
Stick			
stick . . . out	– put up with		
Take			
take . . . away	– remove – subtract		

catch up with	– reach the same level as	fall through	– not succeed (e.g. plans)
Check		Feel	
check in	– register at a hotel	feel like	– want to do
check out	– leave a hotel	feel up to	– be capable of
check up (on)	– make sure everything is correct	Get	
Clear		get along (with)	– have a good relationship with
clear off	– disappear quickly	get away	– escape
clear up	– stop raining	get away with	– not be punished for
Come		get by	– survive, manage
come across	– find by accident	get in(to)/ out	– enter/leave a car
come by	– pass	get off/on	– board/leave a train/bus
come down	– be reduced in price	get on with	– continue doing
come forward	– appear – present oneself	get out of	– escape or avoid (work, a meeting, etc.)
come off	– succeed	get over	– recover from (an illness, surprise, etc.)
come out	– appear (sun, flowers)	get round to	– find the time to do something
come round	– visit – regain consciousness	get through	– succeed in doing
come up	– face or meet a problem	get together	– meet
come up against	– produce, find	get up	– get out of bed
come up with	– produce, find	Give	
Count		give in	– surrender
count on	– rely or depend on	Go	
Cut		go after	– pursue, follow
cut down (on)	– reduce expenses	go down	– fall (prices)
Do		go down with	– become ill with
do away with	– get rid of, abolish	go in for	– take up an interest
do without	– manage if you haven't got something	go off	– enter competitions
Draw		go on	– become bad (e.g. food)
draw up	– stop (e.g. cars etc.)	go on	– continue
Drop		go out	– stop burning, shining (of light)
drop in (on)	– visit without an arrangement	go out with	– go to a theatre/ cinema/ restaurant, etc. with a boy/ girlfriend
drop out	– not take part in at the last minute	go over/ through	– examine
Face		go through	– suffer, endure
face up to	– confront problems	go up	– rise, increase
Fall		go with	– match (e.g. colours)
fall for	– be very strongly attracted to		
fall in with	– be deceived by		
fall out	– agree to		
	– have an argument		

Hang		pull out	– move out (to overtake cars etc.)
hang about/ around	– stand about doing nothing	Put	
hang back	– hesitate	put in for	– apply for
hang on	– wait	put up with	– stand for, tolerate
hang onto	– keep a grip on something	Ring	
hang up	– put the telephone receiver down (in anger)	ring off	– put the phone down
Hold		Run	
hold on	– wait	run away/ off with	– elope – take something which does not belong to you
hold onto	– not let go	run into	– encounter, meet – collide with
Join		run out (of)	– have no more
join in	– take part in	run over/ through	– read or examine quickly
join up	– enter armed forces	See	
Keep		see about/to	– arrange, attend to
keep back	– stay away from (danger)	see through	– not be deceived by
keep off	– stay away from	Send	
keep on	– do something more than once	send for	– ask to come and see
keep up	– maintain, not allow to end or fall	Set	
keep up (with)	– go at the same speed or pace	set off/out	– depart/leave
Live		Sit	
live on	– support oneself by means of	sit for	– take an exam
live through	– survive a difficult period	Stand	
live up to	– do what is expected of you	stand back	– not come too near
Look		stand by	– stick to what you say – give help, support
look after	– take care of	stand for	– mean – tolerate
look around	– inspect, survey	stand in for	– act as a substitute for
look for	– search for	stand out	– be noticeable
look in on	– visit unexpectedly	stand up for	– act in support of
look into	– investigate	stand up to	– resist
look out (for)	– take care	Stick	
look through	– examine, inspect	stick to	– not change course
look up to	– respect	Stop	
Make		stop off (at)	– break your journey
make for	– go towards	stop over	– spend the night
make up for	– compensate for	Take	
Miss		take after	– resemble
miss out (on)	– not take the opportunity to do	take down	– write down
Pass		take off	– leave the ground
pass away	– die	take to	– like straight away
pass out	– lose consciousness		
Pull			
pull in/up	– stop (e.g. cars)		

take up	– occupy (time or space) – begin (a hobby)	turn out	– be the result in the end
Think		turn up	– arrive unexpectedly
think of	– have an opinion about – remember	Wear	
Turn		wear off	– disappear (effects of something)
turn back	– go back where you started from	Write	
		write away (for)	– send away (for) by post

10 Prepositions

10.1 among ▷ p. 149

- 1 Divide these sweets **among** the children.
 - 2 The workers talked **among** themselves as they waited to see the boss.
 - 3 He was the only one **among** all my friends who supported me.
- Use for a group of things to express
- 1 'with a share for each of'
 - 2 'with one another'
 - 3 'in the group/company of'

10.2 at

- Use to express
- 1 The train left **at** midnight/8.30p.m.
 - 2a I'll meet you **at** the corner of the street.
 - b The train stops **at** Birmingham. I studied **at** London.
 - 3 Look **at** this new car. Aim **at** the centre.
- an exact point of time
an exact position or place
with the name of a city, town or village if we are interested in a particular point or activity in it rather than the whole place
'in the direction of'

Useful expressions

at all costs/ events	at hand at home/the office	at peace/war at present	astonished at bad at clever at good at shocked at shoot at shout at smile/laugh at surprised at
at any rate	at last	at sea	
at church/the school	at least	at a time (when)	
at Christmas/ Easter	at a loss/a profit	at the same time (as)	
at ease at first (sight)	at lunch at night at once	at times at the weekend at work	

9.5.2 Verbs which cannot be separated

Ask		Burst	
ask after	– inquire how someone is getting on	burst in(to)	– enter suddenly
ask for	– request	Call	
Back		call for	– require, demand
back out of	– withdraw from an agreement	call (in) on	– visit
Break		Care	
break down	– stop working (e.g. a car) – collapse emotionally or physically	care about	– take an interest in, love
break into	– enter by force	care for	– like, look after
break out	– escape (e.g. from prison)	Carry	
break up	– separate (e.g. husband and wife)	carry on	– continue
		Catch	
		catch on	– become fashionable