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УНИВЕРСИТЕТ

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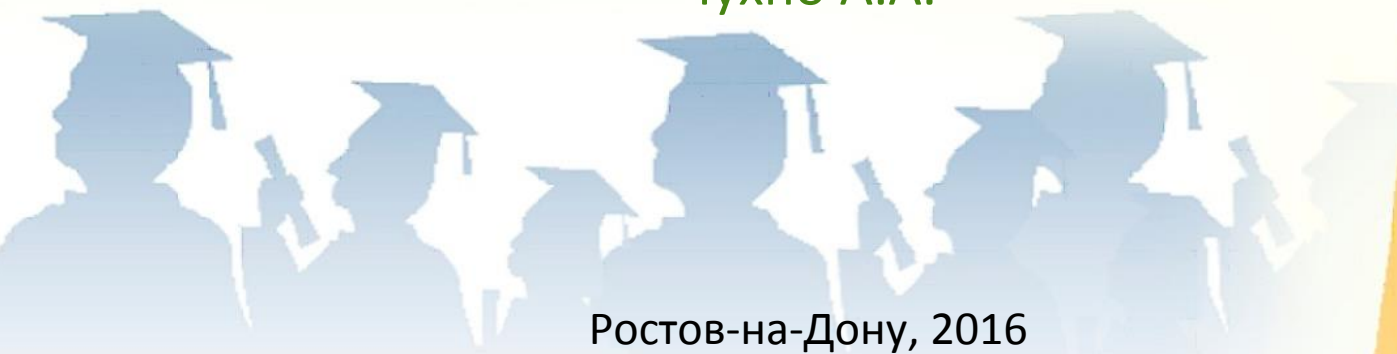
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«Communicative Grammar»

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Аннотация

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Unit 1. Conditionals

Explanations

Real/likely situations: first conditional

- With *if*

A first conditional describes a real or likely situation. A present tense is used after *if*, but the time referred to is the future. *Will/Won't* are common in the result clause.

If you fall, I won't be able to catch you

This means that there is a real possibility this will happen.

Going to can be used instead of *will*.

If it rains, we're going to get wet.

The modal verb *can* is also common in first conditional sentences.

If the cases are too heavy, I can help you carry them.

- *Unless, provided, as long as* *Unless* means *If... not*.

Unless you leave at once, I'll call the police.

If you don't leave at once, I'll call the police.

Provided and *as long as* can also introduce a condition.

Provided you leave now, you'll catch the train.

- With the imperative

It is common to use the imperative instead of *if*.

Get me some cigarettes, and I'll pay you later.

- With *should*

We can use *should* instead of *if* in a conditional sentence. It means *if by any chance ...* and makes the action less likely.

Should you see John, can you give him a message?

Unreal/imaginary - situations: second conditional

With *if*

A second conditional describes an unreal or imaginary situation. A past simple tense is used after *if*, but the time referred to is the future. *Would* is common in the result clause.

If you fell, you would hurt yourself.

This means that there is a small possibility that this will happen. The situation and its result are imagined.

The modal verbs *might* and *could* are common in second conditional sentences.

If you became a millionaire, you might be unhappy.

- *Were*

Were is often used instead of *was* in formal language. Note that *were* is not stressed in speech.

If I were taller, I'd join the basketball team.

If I were you, I'd leave now. (I and you are stressed in speech)

- *Were to*

Were to is another way of expressing a second conditional sentence.

If they were to offer me the job, I'd turn it down.

Unreal imaginary
past situations
past perfect

- With if

A third conditional describes an unreal or imaginary situation in the past. A tense is used after *if*. *Would + have + past participle* is used in the result clause.

If John had studied more, he would have got better marks.

This means that John didn't study more. A past situation, different to the one that really happened, is imagined.

The modal verbs *might* and *could* are common in this kind of sentence.

If you had tried harder, you might have succeeded.

- Mixed conditions

For past events which have a result continuing in the present, it is possible to use the form of a third conditional in the if-clause, and the form of a second conditional in the result clause.

If you had saved some money, you wouldn't be so hard up.

Other if sentences

If can mean *when* in the sense of *whenever*.

If/When/Whenever it rains, we play football indoors instead.

In this type of sentence we use the present simple in both the if-clause and the result clause.

If can also mean *if it is true that*.

If (it is true that) you have a job like that, you are very lucky.

If (it is true that) nothing happened, you were lucky.

If+ past simple can be used for past events with a real possibility, or that we know are true.

This type of sentence does not have any special grammar rules.

If you missed the TV programme last night, you can borrow my recording.

If the police arrested him, they must suspect him.

Practice

1. Underline the most suitable verb forms in each sentence.

- a) If the machine stops/will stop, you press/will press this button.
- b) I can't understand what he sees in her! If anyone treats/will treat/treated me like that, I am/will be/would be extremely angry!
- c) If you help/helped me with this exercise, I will/would do the same for you one day.
- d) According to the timetable, if the train leaves/left on time, we will/would arrive at 5.30.
- e) If it is/will be fine tomorrow, we go/will go to the coast.
- f) If we find/found a taxi, we will get/would get there before the play starts.
- g) It's quite simple really. If you take/will take/took these tablets every day, then you lose/will lose/lost/would lose weight.
- h) I don't like this flat. I think I am/I will be/I'd be happier if I live/will live/would live/lived in a house in the country.
- i) I don't know how to play baseball, but I'm sure that if I will do/did, I play/will play/would play a lot better than anyone in this awful team!
- j) If I phone/will phone/phoned you tonight, are you/will you be/would you be in?

2. Underline the most suitable verb forms in each sentence.

- a) Why didn't you tell me? If you told/had told me, I had helped/would have helped you.
- b) If Bill didn't steal/hadn't stolen the car, he wasn't/wouldn't be/hadn't been in prison now.
- c) If Ann wasn't driving/didn't drive/hadn't driven so fast, her car didn't crash/wouldn't crash/wouldn't have crashed into a tree.
- d) Let me give you some advice. If you smoked/would smoke/had smoked less, you didn't feel/wouldn't feel/wouldn't have felt so tired.
- e) What bad luck! If Alan didn't fall/hadn't fallen/wouldn't fall over, he won/would win/would have won the race.
- f) If you invited/had invited me last week, I was able/had been able/would have been able to come.
- g) I'm sure your letter hasn't arrived yet. If it came/had come I'm sure I noticed/had noticed/would have noticed it.
- h) We have a suggestion to make. How do you feel/would you feel if we offered/would offer/had offered you the job of assistant manager?
- i) If you lent/had lent us the money, we paid/would pay/had paid you back next week.
- j) Terry never catches anything when he goes fishing. And if he catches/caught/had caught a fish, he throws/would throw it back!

3. Put each verb in brackets into a suitable verb form.

- a) Why didn't you phone? If I (know)had known you were coming, I (meet) you at the airport.
- b) It's a pity you missed the party. If you (come) , you (meet) my friends from Hungary.
- c) If we (have) some tools, we (be able) to repair the car, but we haven't got any with us.

- d) If you (not help) me, I (not pass) the exam.
- e) It's a beautiful house, and I (buy) it if I (have) the money, but I can't afford it.
- f) I can't imagine what I (do) with the money if I (win) the lottery.
- g) If Mark (train) harder, he (be) a good runner.
- h) If Claire (listen) to her mother, she (not marry) David in the first place.

4. Rewrite each sentence, beginning as shown. Do not change the meaning.

- a) I didn't have an umbrella with me and so I got wet.
I wouldn't *have got wet if I'd had an umbrella with me.*
- b) I'll call the police if you don't leave me alone!
Unless _____
- c) In the snowy weather we don't go to school.
If _____
- d) Without Jack's help, I wouldn't have been able to move the table.
If _____
- e) Make me some coffee, and I'll give you one of my biscuits.
If _____
- f) If you hadn't told me about Sue's hair, I wouldn't have noticed.
Unless _____
- g) If you see Peter, tell him to be here at 8.00.
Should _____
- h) I wouldn't accept if you asked me to marry you!
If you were _____

5. Rewrite each sentence. Use contracted forms.

- a) If I had known, I would have told you.
..If I'd known, I'd have told you
- b) Tony would not have crashed if he had been more careful.
- c) If I had my credit card with me, I would have bought the coat.
- d) You would not have got lost if you had taken the map.
- e) If Graham had not lost his watch, he would not have missed the plane.
- f) If you had not told me her name, I would have found out from someone else.
- g) If I were you, I would try getting up earlier.

Key points

1. The present tense form in first conditional sentences does not refer to present time. It refers to future time.
2. The past tense form in second conditional sentences does not refer to past time. It refers to future time.

3. The difference between first and second conditional sentences can depend on the attitude of the speaker. The future situation might have a high possibility of happening (first conditional) or a low possibility (second conditional).

If she falls, she'll land in the safety net.

(This means that there is a real possibility that she will fall.)

If she fell she would land in the safety net.

(I am commenting on an imaginary situation, and I do not think she is likely to fall.)

4. *Might* and *could* are common in conditional sentences when we are uncertain about our predictions.

If you leave now, you might catch the train.

If you asked him nicely, he might agree.

If you'd continued driving in that way, you could have hit another car.

5. Mixed conditional forms are possible, especially where a past event has a present result.

If Brenda hadn't stolen the money, she wouldn't be in prison.

6. *Unless*, *provided*, and *as long as* can introduce conditions.

Wishes and related forms

Explanations

Wishes

- Wishes about the present

For wishes about the present we use / *wish* + the past simple. The time referred to is an imaginary present.

I wish I knew the answer to this question. (I do not know the answer.)

I wish I didn't have so much work to do. (I do have a lot of work.)

- Wishes about the past

For wishes about the past we use / *wish* + the past perfect. The time referred to is past time.

I wish I had gone to your party last week. (I did not go.)

- Wishes about the future

We can use *could* to refer to a future event.

I wish June could meet me next week.

We also use *could* to refer to something that is generally difficult or impossible.

I wish I could drive.

I wish I could contact him, but I don't have my mobile phone with me.

We can also use *have to* to refer to a future event.

I wish I didn't have to get up early tomorrow.

- Wishes using *would*

When we want to complain about a bad habit we use *I wish* + *would*.

I wish Peter wouldn't chew gum all the time.

We also use / *wish* + *would* to refer to something that we would like to happen.

I wish the police would do something about these people!

If only

We can replace / *wish* with *If only* for emphasis.

If only I knew the answer to this question!

If only I had gone to your party last week!

In speech, *only* is often heavily stressed.

It's time

The construction *it's time I/you/we ...* is followed by a past tense.

Sorry, but it's time we went home.

The meaning here is similar to a second conditional.

If we went home, it would be better.

High can be added for extra emphasis.

It's high time you learned to look after yourself!

It's time can also be used with the infinitive. The meaning changes slightly.

It's time you started work! (you are being lazy and not working)

It's time to start work. (a simple statement of fact)

I'd rather

The construction *I'd rather I/you/we ...* is followed by a past tense.

I'd rather you didn't tell John about this.

The meaning here is similar to a second conditional.

If you didn't tell John about this, it would be better.

Suppose and imagine

in informal speech we can use *suppose* or *imagine* in place of *if*. The construction is a normal second conditional.

Suppose you lost your keys. What would you do?

Imagine you were rich. How would you feel?

Practice

1. Underline the most suitable verb form in each sentence.

a) I wish Peter *doesn't live/didn't live/wouldn't live* so far away from the town center. We'll have to take a taxi.

b) I feel rather cold. I wish I *brought/had brought* my pullover with me.

c) What a pity. I wish we *don't have to/didn't have to/wouldn't have to* leave.

d) I wish you *tell/told/had told* me about the test. I haven't done any revision.

e) I wish the people next door *hadn't made/wouldn't make/couldn't make* so much noise. I can't hear myself think!

f) Darling, I love you so much! I wish we *are/had been/would be/could be* together always!

g) I'm sorry I missed your birthday party. I really wish I *come/came/had come/would come*.

h) I like my new boss but I wish she *gave/would give/could give* me some more responsibility.

i) Having a lovely time in Brighton. I wish you *are/were/had been* here.

j) This car was a complete waste of money. I wish I *didn't buy/hadn't bought* it.

2 . Put each verb in brackets into a suitable verb form.

a) This train journey seems endless! I wish we (go) **..had** gone by

car.

- b) I wish I (have) the money to buy some new clothes, but I can't afford any at the moment.
- c) I wish the government (do) something about the pollution in the city.
- d) I'm getting really soaked! I wish I (not forget) my umbrella.
- e) I wish you (not do) .that! It's a really annoying habit
- f) That was a lovely meal, but I wish I (not eat) so much.
- g) I wish I (study) harder for the exam. I am not going to pass.
- h) I wish you (not leave) your dirty shoes in your bedroom!
- i) I'm afraid I have no idea where Diana has gone. I wish I (know)
- j) I really enjoyed our trip to the theater. I wish we (go) more often.

3. Underline the most suitable verb form in each sentence.

- a) A cheque is all right, but I'd rather you *pay/paid* me cash.
- b) Imagine you *live/lived* in New York. How would you feel?
- c) If only I *have/had/would have* a screwdriver with me.
- d) If you want to catch the last train, it's time you *leave/left*.
- e) I'd rather you *don't/didn't* tell anyone about our conversation.
- f) I've got a terrible headache. If only I *didn't drink/hadn't drunk* that wine.
- g) If you don't mind, I'd sooner you *practised/had practised/would practise* your violin somewhere else.
- h) It's high time you *learn/learned* to look after yourself.
- i) Jean thinks that everyone likes her. If only she *knows/knew* what people say behind her back!
- j) I'd rather we *stay/stayed* at home this Christmas for a change.

4. Look carefully at each line. Some of the lines are correct, and some have a word which should not be there. Tick each correct line. If a line has a word which should not be there, write the word in the space.

Losing your memory

Imagine it that one day you woke up and discovered that you had completely lost your memory. How would you have feel exactly? I have thought about this recently after I was involved in a traffic accident. I woke up in hospital, and said to myself 'It's the time I got up and have went to school!' I soon realised my mistake. A nurse came in and asked to me what my name was. I thought about it for a moment and then said, 'I would wish I knew!' Then I tried to get up. 'I'd rather prefer you didn't do that,' said the nurse. 'Don't worry you'll have it your memory back soon.' 'I wish you hadn't have said that,' I replied.

it
v

'Now I am really worried! If I hadn't looked
in my wallet, I wouldn't have been known my
own name!' Unfortunately my memory soon came
back, and I realised I had a maths test the next day!

5. Make Third Conditional sentences for each of the following situations. Begin with the words given.

Example: I was tired. I went to bed early.

If I hadn't felt tired, I wouldn't have gone to bed early, or:

If I hadn't felt tired, I would have gone to bed later.

1 . I didn't have enough money. I didn't take a taxi.

If

2 . I wasn't interested in the film. I didn't go to the cinema.

If

3 . We took the wrong turning. We arrived late.

If

4 . Romeo thought Juliet was dead. He committed suicide.

Romeo wouldn't

5 . Oliver was punished. He asked for more food.

If Oliver

6 . The building had weak foundations. It fell down.

The building wouldn't have

7 . I didn't go downstairs. I was afraid of the dark.

I might

8 . You didn't run fast. You didn't come first.

You could

9 . I didn't know she was the examiner. I made a silly joke.

Had

10 . She didn't have a car. She couldn't have driven there.

If she

6. Complete the text with one suitable word

I often wonder how my life would have (1) different if on that particular day I (2) walked in the other direction. Or what (3) have happened if - in those few seconds - I (4) walked just a little bit faster? She wouldn't (5) been able to do what she did, say the things she said. If it (6) not been for these shy words of greeting, I would not (7) here now - I would probably (8) in the same city I grew up in. It is amazing how our lives depend on the most minute details: a split-second decision which makes all the difference. (9) I ever have found romance at all (10) I hadn't met Francesca that day and if she (11) decided not to walk on that path beside the trees? I couldn't possibly (12) done what I did in my life if we (13) not met on that bright, sunny morning. And if the sun had not (14) shining and the birds singing, she would probably have (15) even spoken to me.

Unit 2. Modal verbs: present and future

Explanations

Ability

Can and *be able to*.

Can, like all modal verbs, cannot be used in an infinitive or continuous form.

We use *be able to* in situations where we need these forms.

I'd like to be able to swim.

Not being able to swim is annoying.

Certainty and Uncertainty

- *Must* and *can't*

These words have a meaning related to certainty - they are used to make deductions. This is when we are sure or almost sure about something because it is logical. This usage is especially common with the verb *be*.

You must be tired after your long journey. (I'm sure you are)

That can't be Sue. She's in Brazil. (I'm sure it's not possible)

These words are also used in other ways: *must* for obligation (see next section) and *can('t)* for ability (see above).

- *May*, *might* and *could*

These words all express uncertainty or possibility. *Could* is not used with *not* in this context.

I might go out, I don't know. I could get wet!

The meaning for all three words is approximately 50 per cent probability. But if we stress the modal verb strongly in speech the probability is reduced.

I might see you later if I finish my work, but don't count on it.
(*might* is strongly stressed in speech)

- *Should* and *ought to*

These words are both used for obligation (see next section).

But they also have a meaning related to certainty - they are used when we expect that something will happen.

Brenda should be home by now. (I expect that she is)

- *Be bound to*

This is used to say that something is certain to happen in the future.

You're bound to see Paula if you go there. (I'm sure you will)

Obligation

- *Must* and *have to*

In writing there is no real difference between these words. In speech there is sometimes a small difference. *Must* is used when the speaker personally feels something is important and *have to* is used when the situation makes something necessary.

You must start working harder! (I say so)

You have to turn left here. (it's the law)

Sorry, I must leave/have to leave now. (in this example there is no difference)

Prohibition
Lack of necessity

Mustn't and *don't have to*

Be careful: *must* and *have to* are very similar in their affirmative forms (see previous paragraph) but they are completely different in their negative forms.

Mustn't describes something which is prohibited. *Don't have to* describes something which is not necessary.

You mustn't leave now. (It's not allowed. It's against the rules.)

You don't have to leave now. (It's not necessary. You have a choice.)

Advice

- *Should* and *ought to*

These words have the same meaning. They are used to say what is the best thing to do. They can be used to give an opinion, some advice, or polite instructions.

We should do something different for our holidays this year.

I think you should see a doctor.

You ought not to smoke if you're pregnant.

You should send in your application by July 18th.

- *Had better*

This phrase gives strong advice about how to stop something going wrong. It can refer to present or future time.

I think you'd better leave now. (before it is too late)

You'd better not drive. (it might be dangerous)

- *Is/Are to*

This is used in formal instructions. *Not* is stressed.

No-one is to leave the room.

You are not to leave the room.

Practice

1. Underline the correct word or phrase in each sentence

There's someone at the door. It *can/must* be the postman.

- a) Don't worry, you *don't have to/mustn't* pay now.
- b) I think you *had better/would better* take a pullover with you.
- c) Jones *could/must* be president if Smith has to resign.
- d) Sorry, I can't stay any longer. I *have to/might* go.
- e) It was 5 o'clock an hour ago. Your watch *can't/mustn't* be right.
- f) It's a school rule, all the pupils *have to/must* wear a uniform.
- g) I suppose that our team *must/should* win, but I'm not sure.
- h) Let's tell Diana. She *could/might* not know.
- i) In my opinion, the government *might/should* do something about this.

2. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- a) I think you should give up smoking immediately.

had

I think you ...*had better give up* smoking immediately.

- b) I expect we will get there by 5.00, if there isn't too much traffic.

should

We 5.00, if there isn't too much traffic.

- c) Is it necessary for me to bring my passport?

have

Do my passport?

- d) I am sure that the cat is in the house somewhere.

be

The cat in the house somewhere.

- e) An aerial is not required with this radio.

have

You don't an aerial with this radio.

- f) It is very inconvenient if you can't drive.

to

It's very inconvenient if drive.

- g) I am sure that John is not the thief,

be

John the thief.

- i) I am certain that Norman will be late.

bound

Norman late.

j) All students should report to the main hall at 9.00.

are

All students to the main hall at 9.00.

k) I thought that you would know better!

ought

You better!

3. Underline the most suitable word or phrase in each sentence.

- a) We can't be lost. *It isn't allowed/I don't believe it.*
- b) Jane is bound to be late. *She always is/She must be.*
- c) Late-comers are to report to the main office. *It's a good idea/It's the rule.*
- d) You don't have to stay *unless it's necessary/if you don't want to.*
- e) Astronauts must feel afraid sometimes. *They're supposed to/It's only natural.*
- f) You can't come in here. *It isn't allowed/I don't believe it.*
- g) All motorcyclists have to wear crash helmets. *It's a good idea/It's the rule.*
- h) I ought not to tell Jack. *It's not a good idea/It's the rule.*
- i) We should be there soon. *I expect so/It's absolutely certain.*
- j) You'd better leave now. *That's my advice/That's an order!*

4. Complete each sentence so that it contains *might, might not, must, mustn't, can or can't*. More than one answer may be possible.

- a) Don't stand up in the boat! You *might* fall in the river!
- b) Sue says she's stuck in traffic and she *be* late.
- c) You really *start* spending more time on your work.
- d) Tell Peter he *stay* the night here if he wants to.
- e) That's a really stupid idea! You *be* serious, surely!
- f) You *realize* it, but this is very important to me.
- g) Don't be silly. You *expect* me to believe you!
- h) We're not sure but we *go* to Prague for Christmas this year.
- i) *Me* learn to fly! You *be* joking!
- j) Bill cooked the lunch, so you *expect* anything special!

5. Rewrite each sentence so that it contains *can, could, must, have to or should* (including negative forms).

- a) I'm sure that Helen feels really lonely.
Helen must feel really lonely.
- b) You're not allowed to park here.
- c) It would be a good idea if Harry took a holiday.
- d) I'm sure that Brenda isn't over thirty.
- e) Do I need a different driving licence for a motorbike?
- f) What would you advise me to do?
- g) Mary knows how to stand on her head.
- h) You needn't come with me if you don't want to.
- i) It's possible for anyone to break into this house!
- j) The dentist will see you soon. I don't think he'll be long.

Key points:

1. Most modal auxiliaries have more than one meaning. You should think carefully about the context, or tone of voice, to understand the meaning.

2 . The negative forms *mustn't* and *don't have to* have different meanings.

You mustn't go. (it's against the rules)

You don't have to go. (it isn't necessary)

3 . In normal speech *should* is a weaker obligation than *must* and *have to*.

You should go to the doctor. (I think it's a good idea)

You must go to the doctor. (it's necessary)

But in formal speech or writing *should* can be a way of expressing a strong obligation.

Passengers for Gatwick Airport should change at Reading.

Unit 3. Modal verbs: past

Explanations

Ability

Could and *was able to*

To talk about general past ability we use *could*.

When I was young, I could run very fast.

To talk about one specific past action we use *was able to*.

Luckily, Mary was able to help us.

Certainty and Uncertainty

- *Must have* and *can't have*

These are used to make logical deductions about past actions.

I must have left my wallet in the car. (I am sure I did)

Jim can't have noticed you. (I am sure he didn't)

- *May have*, *might have* and *could have* These express possibility or uncertainty

Jean might have missed the train.

He may not have received the letter.

You could have been killed!

- *Was/Were to have*

This describes something which was supposed to happen, but didn't. It is formal in use.

He was to have left yesterday. (he was supposed to leave, but he didn't)

Obligation

- *Had to*

Must has no past form, so we use *had to*.

Sorry I'm late, I had to take the children to school.

The question form is *Did you have to?*

Did you have to work late yesterday?

- *Should have* and *ought to have*

These express the feeling that a mistake was made. There is a criticism.

I should have posted this letter yesterday. (I didn't do the right thing)

You shouldn't have told me the answer. (you were wrong to do so)

- *Needn't have* and *didn't need to*

There is a slight difference between these two forms. Compare:

I needn't have arrived at seven.

(I arrived at seven, but it wasn't necessary)

I didn't need to arrive at seven.

(we don't know when I arrived - maybe seven or later)

But in everyday speech we often use *didn't need to* for both cases.

Pronunciation and Writing

In speech, *have* is often contracted in the forms in this unit.

I must've left my wallet in the car.

Must and *shall*

Indirect speech In indirect speech (see Grammar 6) *must* is reported as *must* or *had to*. *Shall* is reported as *should*.
'You must go.' He told me I must go.
He told me I had to go.
'Shall I help?' He asked if he should help.

Practice

1. Choose the most suitable response to each comment or question.

A: What did I do wrong?

B: 1) YOU shouldn't have connected these two wires.

2) You didn't have to connect these two wires.

a) A: Why is the dog barking?

B: 1) It should have heard something.

2) It must have heard something.

b) A: Why are you home so early?

B: 1) I needn't have worked this afternoon.

2) I didn't have to work this afternoon.

c) A: Why did you worry about me? I didn't take any risks.

B: 1) You must have been injured.

2) You could have been injured.

d) A: You forgot my birthday again!

B: 1) Sorry, I should have looked in my diary.

2) Sorry, I had to look in my diary.

e) A: We had a terrible crossing on the boat in a storm.

B: 1) That didn't have to be very pleasant!

2) That can't have been very pleasant!

f) A: Where were you yesterday? You didn't turn up!

B: 1) I had to go to London.

2) I must have gone to London.

g) A: What do you think about the election?

B: 1) The Freedom Party had to win.

2) The Freedom Party should have won.

h) A: There's a lot of food left over from the party, isn't there?

B: 1) Yes, you couldn't have made so many sandwiches.

2) Yes, you needn't have made so many sandwiches.

i) A: What do you think has happened to Tony?

B: 1) I don't know, he should have got lost.

2) I don't know, he might have got lost.

2. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

a) It wasn't necessary for me to go out after all. have
I *needn't have gone out* after all.

b) There was a plan for Jack to become manager, but he left.
was
Jack _____ manager, but he left.

c) It was a mistake for you to buy that car.
bought

You _____ that car.

d) I don't think that Sally enjoyed her holiday.
have
Sally _____ enjoyed her holiday.

e) It's possible that Bill saw me.

may
Bill _____ me.

f) I'm sure that Karen was a beautiful baby.
been

Karen _____ a beautiful baby.

g) Perhaps Alan didn't mean what he said.
meant

Alan _____ what he said.

h) It's possible that I left my wallet at home.
could

I _____ my wallet at home.

i) I think you were wrong to sell your bike.
shouldn't

You _____ bike.

j) The only thing I could do was run away!
had

I _____ run away!

3. Underline the most suitable phrase in each sentence.

a) We should have turned left. *We've missed the turning/We followed the instructions.*

b) We didn't have to wear uniform at school. *But I never did/That's why I liked it.*

c) The butler must have stolen the jewels. *He was ordered to/There is no other explanation.*

d) You could have phoned from the station. *I'm sure you did/Why didn't you?*

e) You needn't have bought any dog food. *There isn't any/There is plenty.*

f) Ann might not have understood the message. *I suppose it's possible/She wasn't supposed to.*

g) You can't have spent all the money already! *You weren't able to/I'm sure you haven't.*

h) I shouldn't have used this kind of paint. *It's the right kind/It's the wrong kind.*

4. Rewrite each sentence so that it contains *can't, might, must, should or needn't*.

a) I'm sure that David took your books by mistake.

b) It was a mistake to park outside the police station.

- c) It was unnecessary for you to clean the floor.
- d) I'm sure that Liz hasn't met Harry before.
- e) Ann possibly hasn't left yet.
- f) I'm sure they haven't eaten all the food. It's not possible!
- g) Jack is supposed to have arrived half an hour ago.
- h) Perhaps Pam and Tim decided not to come.
- i) I think it was the cat that took the fish from the table!
- j) It was a waste of time worrying, after all!

5. Look carefully at each line. Some of the lines are correct, and some have a word which should not be there. Tick each correct line. If a line has a word which should not be there, write the word in the space

Zoo escape shocks residents

Residents in the Blackwood area complained last night that they should have had been warned about the escape of a dangerous snake. The snake, a python is three metres long, and can kill pets. 'I heard about it on the radio,' said Mrs Agnes Bird. 'I had gone to lock my dog in the kitchen this morning, because I thought the snake could easily have attack it. Now I am not sure what I ought to be do.' The snake, called Lulu, disappeared from the Blackwood Zoo. 'It must be have found a hole in the wall, or it might have been slipped out while the door was open,' said zoo director Basil Hart. Mr Hart said that people didn't needn't have been alarmed. 'A local radio station must have had mixed up its reports,' he went on. 'We found Lulu a few minutes after we missed her. We have had to climb a tree and bring her down. So you see, you should have never believe silly stories you hear on the radio!

v
had

Unit 4. Relative clauses

Explanation

Explanations

Subject or object

- Subject or object

Relative clauses give extra information about a noun in the main clause. Relative clauses begin with a relative pronoun (*who, which, that, whom, whose*). The relative pronoun can be the subject of the clause:

That's the woman who bought my car.

The woman (subject) bought my car (object).

Or the object of the clause:

That's the car that I used to own.

I (subject) used to own the car (object).

- Combining sentences

Note how sentences are combined.

Subject: *This is Jean. She bought my car.*

Jean is the person who bought my car.

She is not repeated, as the person is the subject.

Object: *That is Jean's car. I used to own it.*

That's the car that I used to own.

It is not repeated, as *the car* is the object.

Defining or non-defining

- Defining

Defining clauses give important information which tells us exactly what is being referred to.

That book which you lent me is really good.

This indicates which book we are talking about. Without the relative clause, it might be difficult to understand the meaning.

- Non-defining

Non-defining clauses add extra information. They are separated by commas in writing, and by a pause on either side (where the commas are) in speaking.

The book, which I hadn't read, was still on the shelf.

This gives extra information about the book. We could miss out the relative clause and the meaning would still be clear.

Omitting the relative pronoun

- Defining relative clauses

In a defining relative clause we can leave out the relative pronoun if it is the object of the clause.

That's the car (that) I used to own.

We cannot miss out the relative pronoun if it is the subject of the clause.

That's the woman who bought my car.

- Non-defining relative clauses

In a non-defining relative clause we cannot leave out the relative pronoun.

Which, who and
that

That instead of *which*

When we talk about things, *that* is often used instead of *which*. This is very common in speech.

*Is this the house **that** you bought?*

That instead of *who*

When we talk about people, *that* can be used instead of *who*. This is less common, but we still do it, especially in speech.

*Have you met the boy **that** Sue is going to marry?*

Which in non-defining clauses

That cannot be used to introduce a non-defining clause.

*The hotel, **which** was a hundred years old, was very comfortable.*

Prepositions

That cannot be used after a preposition.

*This is the car (**that/which**) I paid £2000 **for**.* (speech)

*This is the car **for which** I paid £2000.* (formal)

Whom and
whose

Whom is the object form of *who*. It has to be used after prepositions. Its use is formal and quite rare.

This is the person (who) I sold my car to. (speech)

*This is the person **to whom** I sold my car.* (formal)

Whose means *of whom*, and usually refers to people.

This is Jack. His sister is staying with us.

This is Jack, whose sister is staying with us.

Practice

1. Underline any relative pronouns that can be left out in these sentences.

- I think that my boss is the person who I admire most.
- Harry, who was tired, went to bed very early.
- We're taking the train that leaves at 6.00.
- Have you seen the book that I left here on the desk?
- The film which we liked most was the French one.
- My radio, which isn't very old, has suddenly stopped working.
- The clothes which you left behind are at the reception desk.
- The couple who met me at the station took me out to dinner.
- Last week I ran into an old friend who I hadn't seen for ages.

j) Don't cook the meat that I put in the freezer - it's for the dog.

2. Replace the relative pronouns in *italics* with *that*, where possible.

a) This is the magazine *which* I told you about.

This is the magazine that I told you about.

b) John's flat, *which* is in the same block as mine, is much larger.

c) The girl *whose* bag I offered to carry turned out to be an old friend.

d) The policeman *who* arrested her had recognised her car.

e) I work with someone *who* knows you.

f) We don't sell goods *which* have been damaged

g) Brighton, *which* is on the south coast, is a popular holiday resort.

h) I don't know anyone *whose* clothes would fit you.

i) There's a cafe near here *which* serves very good meals.

j) People *who* park outside get given parking tickets.

3. Underline any relative pronouns that can be left out in these sentences.

a) I think that my boss is the person who I admire most.

b) Harry, who was tired, went to bed very early.

c) We're taking the train that leaves at 6.00.

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f) We don't sell goods *which* have been damaged.

g) Brighton, *which* is on the south coast, is a popular holiday resort.

h) I don't know anyone *whose* clothes would fit you.

i) There's a cafe near here *which* serves very good meals.

j) People *who* park outside get given parking tickets.

5. Make one sentence from each group of sentences, beginning as shown.

a) The hotel was full of guests. The hotel was miles from anywhere. The guests had gone there to admire the scenery.

The hotel, which *was miles from anywhere, was full of guests, who had gone there to admire the scenery*

b) I lent you a book. It was written by a friend of mine. She lives in France.

The book I _____

c) A woman's jewels were stolen. A police officer was staying in the same hotel. The woman was interviewed by him.

The woman whose _____

d) A goal was scored by a teenager. He had come on as substitute. This goal won the match.

The goal which _____

e) I was sitting next to a boy in the exam. He told me the answers.

The boy I _____

f) My wallet contained over £100. It was found in the street by a schoolboy. He returned it.

My wallet, _____

g) My friend Albert has decided to buy a motorbike. His car was stolen last week.

My friend Albert, _____

h) Carol is a vegetarian. I cooked a meal for her last week. She enjoyed it.

Carol, _____

6. Put one suitable word in each space, or leave the space blank where possible.

Murder At The Station by Lorraine Small. Episode 5. *Trouble on the 6.15.*

The story so far: Jane Platt, (1) *who* is travelling to London because of a mysterious letter, is the only person (2) witnesses a murder at Victoria Station. The detective to (3) she gives her statement then disappears. Jane goes to an office in Soho to answer the letter (4) she had received. There she discovers that her uncle Gordon, (5)..... lives in South America, has sent her a small box (6) she is only to open if in trouble. Jane, (7)..... parents have never mentioned an Uncle Gordon, is suspicious of the box, (8)..... she gives to her friend Tony. They go to Scotland Yard and see Inspector Groves, (9)..... has not heard of the Victoria Station murder, (10).....was not reported to the police. Jane gives Inspector Groves the murdered man's ticket (11)..... she found beside his body. Then Jane and Tony decide to go to Redhill, (12)..... was the town (13) the murdered man had come from. On the train they meet a man, (14)..... face is somehow familiar to Jane, (15)..... says he knows her Uncle Gordon...

7. These sentences are all grammatically possible, but not appropriate in speech. Rewrite each sentence so that it ends with the preposition in *italics*.

- a) Margaret is the girl *with* whom I went on holiday.
- b) The golf club is the only club *of* which I am a member.
- c) That's the girl *about* whom we were talking.
- d) It was a wonderful present, *for* which I was extremely grateful.
- e) This is the school *to* which I used to go.
- f) Is this the case *in* which we should put the wine glasses?
- g) Can you move the chair *on* which you are sitting?
- h) That's the shop *from* which I got my shoes.
- i) Is that the person *next to* whom you usually sit?
- j) This is Bill, *about* whom you have heard so much.

8. Make one sentence from each group of sentences, beginning as shown.

- a) I got on a train. I wanted to go to a station. The train didn't stop there.
The train I .got *on didn't stop at the station I wanted to go to..*
- b) I read a book. You recommended a book to me. This was the book.
The book I _____
- c) The ship hit an iceberg and sank. Warning messages had been sent to it. The ship ignored these.
The ship, _____
- d) The postman realised I was on holiday. You had sent me a parcel. The postman left it next door.
The postman, _____
- e) I used to own a dog. People came to the door. The dog never barked at them.
The dog I _____
- f) I bought my car from a woman. She lives in a house. You can see the house over there.
The woman I _____
- g) We went to a beach on the first day of our holiday. It was covered in seaweed. This smelled a lot.
The beach we _____
- h) My neighbors have three small children. The children make a lot of noise. My neighbours never apologize
My neighbours, _____
- i) I bought a new computer. It cost me a lot of money.
The new _____

Key points:

Long sentences with relative clauses are more common in writing. In speech it is more usual to join shorter clauses with conjunctions.

The hotel, which was miles from anywhere, was full of guests. (writing)

The hotel was miles from anywhere. It was full of guests. (speech)

The hotel was miles from anywhere, and it was full of guests. (speech)

In speech, relative pronouns are usually left out when they are the object of the clause.

This is the hook I told you about.

In speech it is common to end relative clauses with a preposition.

That's the girl I live next door to.

Unit 5. Verbs followed by *ing* or *infinitive*

Explanations

- Verbs followed by *-ing* or a noun

Some verbs can be followed either by another verb in an *-ing* form or a noun.

Try to avoid walking as much as possible.

I managed to avoid an argument.

Verbs in this list include:

avoid, be worth, dislike, enjoy, fancy, help, keep, mind, miss, practise, risk, can't stand

It's not worth waiting for a bus at this time of day.

I dislike having to get up early.

Do you enjoy meeting people from other countries?

I don't fancy going out this evening.

George can't help laughing when he sees you!

I wish you wouldn't keep interrupting.

I don't mind helping you do the washing-up.

Jane misses going for long country walks.

You should practise introducing yourself.

We can't risk starting a fire in the forest.

I can't stand going to office parties.

- Verbs followed by *-ing*, or a noun, or a *that*-clause

Some verbs can be followed either by another verb in an *-ing* form, or a noun, or a *that*-clause.

Jack admitted stealing the money.

When accused of stealing the money, Jack admitted it.

Jack admitted that he had stolen the money.

Verbs in this list include:

admit, consider, deny, imagine, recollect, report, suggest

Have you considered taking up jogging?

You must consider that Jim has never driven abroad before.

Peter denied stealing the money.

Can you imagine living in California?

I don't recollect meeting you before.

Suddenly I recollected that I had another appointment.

Helen reported losing her watch to the director.

I suggested going to the beach.
I suggested that we went to the beach.

- Verbs followed by *-ing* or infinitive: little change of meaning
Some verbs can be followed either by an *-ing* form or an infinitive and there is little or no change in meaning. Verbs in this list include:
attempt, begin, continue, dread, not bear, hate, intend, like, love, prefer, start
I attempted to leave/leaving but the police stopped me.

The forms *would like, would love* and *would prefer* are followed by an infinitive.

I'd like to come to your party, but I'll be away then.

Like to can have its normal meaning of something that gives pleasure. But has a second meaning which is to talk about a habitual action, whether or not it gives us pleasure.

On Sundays I like to get up early and go for a swim.

- Verbs followed by *-ing* or infinitive: change of meaning
Some verbs can be followed either by an *-ing* form, or by the infinitive, and there is a change in meaning. Study the examples below carefully and check more examples in a dictionary.

forget and remember

We use *forget/remember doing* for memories of the past (the action happens before the remembering). We use *forget/remember to do* for actions someone is/was supposed to do (the remembering happens before the action).

I won't forget meeting you.

I forgot that I had invited ten people to lunch. / forgot to buy any coffee.

I won't forget to go there.

I remember locking the door.

I remembered that I had left my keys behind. Please remember to lock the door.

(meet —• forget) (invite -> forget) (forget -> buy) (forget -> go)

(lock —• remember) (leave - remember) (remember -> lock)

go on

We use *go on doing* when we continue doing something. We use *go on to do* when we move on to do something else.

Diana went on working all night. (did the same thing)

The director went on to say that the strike was over. (did something else)

mean

We use *mean doing* when one thing results in or involves another. We use *mean to do* to express an intention.

This means leaving at 6.00. (involves)

This means that we will have to leave at 6.00! (has a result)

I meant to phone you but I forgot. (intended)

regret

We use *regret doing* when we are sorry about something that happened in the past.

Kate regretted not buying the house.

Kate regretted that she hadn't bought the house.

We use *regret to inform/to tell* when we are giving bad news. This use is formal.

I regret to tell you that you have failed. Stop

stop

We use *stop doing* when we end an action. We use *stop to do* when we give the reason for stopping.

I stopped going to evening classes. (gave up going)

I stopped to buy some coffee. (in order to buy)

try

We use *try doing* when we do something and see what happens. We use *try to do* when we make an effort to do something, but don't necessarily succeed.

Why don't you try getting up early? (suggesting an action)

I tried to get up early, but I couldn't. (try and fail)

• Verbs followed by the infinitive

Some verbs can only be followed by the infinitive. These include:
afford, appear, ask, choose, fail, happen, help, long, manage, offer, prepare, refuse, tend, wait, want

I can't afford to go on holiday abroad this year.

The car appears to have broken down.

David asked me to give this to you.

I chose not to go to university.

Gerry failed to arrive on time.

I happened to be passing so I dropped in.

• Verbs followed by the infinitive, or a that-clause

Some verbs can be followed by the infinitive or a that-clause. These include:

agree, arrange, decide, demand, desire, expect, hope, intend, learn, plan, pretend, promise, seem, threaten, wish

Tom agreed to meet us outside the cinema.

Tom agreed that he would meet us outside the cinema.

We arranged that we would leave at 5.30.

John decided to take the bus.

John decided that he would take the bus.

• Verbs followed by *-ing*, or infinitive without *to*

Some verbs can be followed by an object + *-ing*, or an infinitive without *to*. There is a change in meaning. These verbs are sometimes called 'verbs of perception' and include: *feel, hear, listen to, notice, see, watch*

If we see or hear only part of the action, or it continues, we use the *-ing* form. If we see or hear the whole action from beginning to end, we use the infinitive without *to*. Compare:

I felt the train moving. (continuing action)

I felt the train move. (one completed action)

Some of these verbs can be used with a *that* clause with a change of meaning.

I feel that you should look for another job. (believe)

I've just heard that the match is off. (receive news)

See that you lock up when you leave. (make sure)

Verb (+ object) + to ... (I want you to ... etc.)

These verbs are followed by *to ... (infinitive)*. The structure can be:
verb + to ... or verb + object + to ...

We expected Dan to be late.

Would you like me to go now?

He doesn't want anybody to know.

Do not say 'want that':-

Do you want me to come with you? (not Do you want that I come)

After help you can use the infinitive with or without *to*. So you can say:

Can you help me to move this table? or Can you help me move this table?

tell remind force encourage teach enable

order warn invite persuade get (= persuade, arrange for)

These verbs have the structure *verb + object + to ...* :

Can you remind me to phone Sam tomorrow?

Who taught you to drive?

I didn't move the piano by myself. I got somebody to help me.

Jim said the switch was dangerous and warned me not to touch it.

In the next example, the verb is *passive* (I was warned / we were told etc.):

I was warned not to touch the switch.

You cannot use *suggest* with the structure *verb + object + to ...* :

We expected to be late.

Would you like to go now?

He doesn't want to know.

verb + -ing (without an object)

I wouldn't advise/recommend staying in that hotel.

They don't allow parking in front of the building.

verb + object + to ...

I wouldn't advise/recommend anybody to stay in that hotel.

They don't allow people to park in front of the building.

After advise, recommend and allow, two structures are possible.

Compare:

Study these examples with (be) allowed (*passive*):

Parking isn't allowed in front of the building

You aren't allowed to park in front of the building

Make and let

These verbs have the structure *verb + object + infinitive* (without to):

I made him promise that he wouldn't tell anybody what happened, (not to promise)

Hot weather makes me feel tired. (= causes me to feel tired)

Her parents wouldn't let her go out alone. (= wouldn't allow her to go out)

Let me carry your bag for you.

We say 'make somebody do' (*not to do*), but the *passive* is '(be) made to do' (with to): We were made to wait for two hours. (= They made us wait ...)

Preposition (in/for/about etc.) + -ing

If a preposition (in/for/about etc.) is followed by a verb, the verb ends in -ing:

Are you interested	<i>preposition</i> in	<i>verb</i> (-ing) working	for US?
I'm not very good	at	learning	languages.
Sue must be fed up	with	studying.	
What are the advantages	of	having	a car?
Thanks very much	for	inviting	me to your party.
How	about	meeting	for lunch tomorrow?
Why don't you go out	instead of	sitting	at home all the time?
Carol went to work	in spite of	feeling	ill.

You can also say 'instead of somebody doing something', 'fed up with people doing something' etc.

I'm fed up with people telling me what to do.

Note the use of the following prepositions + -ing: before -ing and after -ing:

Before going out, I phoned Sarah, (not Before to go out)

What did you do after leaving school?

You can also say 'Before I went out ...' and '... after you left school'.

by -ing (to say *how* something happens):

The burglars got into the house by breaking a window and climbing in.

You can improve your English by reading more.

She made herself ill by not eating properly.

Many accidents are caused by people driving too fast.

without -ing:

We ran ten kilometres without stopping.

It was a stupid thing to say. I said it without thinking.

She needs to work without people disturbing her. lor ... without being disturbed.!

I have enough problems of my own without having to worry about yours.

To -ing (look forward to doing something etc.)

To is often part of the *infinitive* (to do / to see etc.):

- *We decided to go out.*
- *Would you like to meet for lunch tomorrow?*

But *to* is also a *preposition* (like *in/for/about/from* etc.). For example:

- *We drove from London to Edinburgh.*
- *I prefer tea to coffee.*
- *Are you looking forward to the weekend?*

If a preposition is followed by a verb, the verb ends in *-ing*: *in doing about meeting without stopping* (etc.)

So, when *to* is a preposition and it is followed by a verb, you must say *to -ing*:

- *I prefer driving to travelling by train, (not to travel)*
- *Are you looking forward to going on holiday? (not looking forward to go)*

Verb + preposition + -ing (succeed in -ing/accuse somebody of -ing etc.)

Many verbs have the structure *verb + preposition (in/for/about* etc.) *+ object*.

For example:

<i>verb +</i>	<i>preposition</i>	<i>+ object</i>
We talked	about	the problem.
You must apologise	for	what you said.

If the *object* is another verb, it ends in *-ing*:

<i>verb +</i>	<i>preposition</i>	<i>+ -ing (object)</i>
We talked	about	going to America.
You must apologise	for	not telling the truth.

Some more verbs with this structure:

succeed (in)	Have you succeeded	in	finding a job yet?
insist (on)	They insisted	on	paying for the meal.
think (of)	I'm thinking	of	buying a house.
dream (of)	I wouldn't dream	of	asking them for money.
approve (of)	He doesn't approve	of	swearing.
decide (against)	We have decided	against	moving to London.
feel (like)	Do you feel	like	going out tonight?
look forward (to)	I'm looking forward	to	meeting her.

You can also say 'approve of somebody doing something', 'look forward to somebody doing something':

- *I don't approve of people killing animals for fun.*
- *We are all looking forward to Peter coming home.*

verb + object + preposition + -ing (object)

congratulate (on)	I congratulated	Liz	on	getting a new job.
accuse (of)	They accused	US	of	telling lies.
suspect (of)	Nobody suspected	the general	of	being a spy.
prevent (from)	What prevented	you	from	coming to see us?
stop (from)	The rain didn't stop	US	from	enjoying our holiday.
thank (for)	I forgot to thank	them	for	helping me.
excuse (for)	Excuse	me	for	being so late.
forgive (for)	Please forgive	me	for	not writing to you.

You can say 'stop somebody doing' or 'stop somebody from doing':

□ *You can't stop me doing what I want, or You can't stop me from doing what I want.*

Some of these verbs are often used in the *passive*. For example:

□ *We were accused of telling lies.*

□ *The general was suspected of being a spy.*

Note that we say 'apologise to somebody for ...':

□ *I apologised to them for keeping them waiting, (not I apologised them)*

Expressions + -ing

When these expressions are followed by a verb, the verb ends in *-ing*:

• It's no use / It's no good

There's nothing you can do about the situation, so it's no use worrying about it.

It's no good trying to persuade me. You won't succeed.

• There's no point in

There's no point in having a car if you never use it.

There was no point in waiting any longer, so we went.

But we usually say 'the point of doing something':

What's the point of having a car if you never use it?

• It's (nor) worth

I live only a short walk from here, so it's not worth taking a taxi.

Our flight was very early in the morning, so it wasn't worth going to bed.

You can say that a film is worth seeing, a book is worth reading etc. :

What was the film like? Was it worth seeing?

Thieves broke into the house but didn't take anything. There was nothing worth stealing.

• Have difficulty *-ing*, have trouble *-ing*

We say 'have difficulty doing something' (*not to do*):

I had no difficulty finding a place to live. (not difficulty to find)

Did you have any difficulty getting a visa?

People often have difficulty reading my writing.

You can also say 'have trouble doing something':

I had no trouble finding a place to live.

• We use *-ing* after:

a waste of money / a waste of time

It was a waste of time reading that book. It was rubbish.

It's a waste of money buying things you don't need.

spend/waste (time)

He spent hours trying to repair the clock.

I waste a lot of time day-dreaming.

(be) busy

She said she couldn't see me. She was too busy doing other things.

Go swimming / go fishing etc.

We use go -ing for a number of activities (especially sports). For example, you can say: go swimming go sailing go fishing go climbing go skiing go jogging

Also go shopping, go sightseeing

How often do you go swimming?

I'd like to go skiing.

When did you last go shopping?

I've never been sailing.

To ... (afraid to do) and preposition + -ing (afraid of -ing)

*Afraid to (do)
and afraid of (do)ing*

I am afraid to do something = I don't want to do it because it is dangerous or the result could be bad.

We use afraid to do for things we do intentionally; we can choose to do them or not:

This part of town is dangerous. People are afraid to walk here at night.

(= they don't want to walk here because it is dangerous - so they don't)

James was afraid to tell his parents what had happened.

(= he didn't want to tell them because he knew they would be angry, worried etc.)

I am afraid of something happening = it is possible that something bad will happen (for example, an accident).

We do not use afraid of -ing for things we do intentionally:

The path was icy, so we walked very carefully. We were afraid of falling.

(= it was possible that we would fall - *not* we were afraid to fall)

I don't like dogs. I'm always afraid of being bitten. (not afraid to be bitten)

So, you are afraid to do something because you are afraid of something happening as a result:

I was afraid to go near the dog because I was afraid of being bitten.

*Interested in (do)ing
interested to (do)*

I'm interested in doing something = I'm thinking of doing it, I would like to do it: Let me know if you're interested in joining the club, (*not* to join)

I tried to sell my car, but nobody was interested in buying it. (*not* to buy)

We use interested to ... to say how somebody reacts to what they hear/see/read/learn/know/find. For example, I was interested to hear it = I heard it and it was interesting for me:

I was interested to hear that Tanya has left her job.

Ask Mike for his opinion. I would be interested to know what he thinks. (= it would be interesting for me to know it)

This structure is the same as surprised to ... / glad to ... etc.

I was surprised to hear that Tanya has left her job.

*Sorry to (do) and
sorry for/about
(do)ing*

We use sorry to ... to say we regret something that happens:

I was sorry to hear that Nicky lost her job. (= I was sorry when I heard that ...)

I've enjoyed my stay here. I'll be sorry to leave.

We also say sorry to ... to apologise at the time we do something:

I'm sorry to phone you so late, but I need to ask you something.

You can use sorry for or sorry about (doing something) to apologise for

something you did before:
I'm sorry for (or about) shouting at you yesterday, (not sorry to shout)
 You can also say:
I'm sorry I shouted at you yesterday.
but
 We say:
 I want to (do) / I'd like to (do) I failed to (do)
 I allowed them to (do)
 I'm thinking of (do)ing / I dream of (do)ing I succeeded in (do)ing I
 prevented them from (do)ing I stopped them from (do)ing

Practice

1. Complete each sentence with a suitable form of the verb in brackets.

- I really miss (play) *playing* tennis like I used to.
- I'm sorry. I meant (write) to you, but I've been busy.
- Martin failed (pay) the rent on time yet again.
- It's not worth (buy) a return ticket.
- Have you ever considered (work) as a teacher?
- I promise I won't forget (feed) the cat.
- We've arranged (meet) outside the school at 4.30.
- If you've got a headache, try (take) an aspirin.

2. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- Jack said that he hadn't cheated in the exam.
cheating
 Jack. *denied cheating* in the exam.
- It was difficult for me not to laugh at Wendy's letter.
help
 I _____ at Wendy's letter.
- I'm sorry but you have not been appointed to the post.
regret
 I _____ you have not been appointed to the post.
- I needed a drink of water and so I stopped running.
to
 I stopped running _____ water.
- I think it would be a good idea to take the train.
taking
 I _____ the train.
- Don't forget the lights when you leave.
off

Don't forget _____ when you leave.

g) I think Derek has forgotten the meeting.

appears

Derek _____ the meeting.

h) My neighbour said he would call the police!

threatened

My neighbour _____ the police.

3. Complete each sentence with a suitable form of the verb in brackets.

- a) Pauline couldn't manage (eat) *to eat* all the ice cream.
- b) I've decided (not sell) _____ my bike after all.
- c) A witness reported (see) _____ Terry at the scene of the crime.
- d) William pretended (not notice) _____ the 'No Parking' sign.
- e) I suppose I tend (buy) _____ more books than I used to.
- f) Sometimes I regret (move) _____ to this part of the country.
- g) Did you notice anyone (wait) _____ outside when you left?
- h) Mark expects (finish) _____ work round about 6.00.

4. Complete each sentence with a suitable form of one of the verbs in brackets.

- a) Mary was so angry that she _____ demanded to see the manager.
(demand, hope, risk, stop)
- b) The weather is so awful that I don't _____ going out this evening.
(fancy, like, try, want)
- c) The children could hardly _____ to leave their pets behind.
(bear, forget, regret, seem)
- d) John _____ to let his children go to the concert.
(afford, avoid, refuse, stop)
- e) If I give you the information, I _____ losing my job!
(expect, mean, prepare, risk)
- f) What do you _____ to be doing in ten years time?
(begin, expect, remember, suggest)
- g) Do you _____ tell the police about the missing money?
(admit, confess, deny, intend)

5. Put the verb into the correct form: infinitive (do/make/eat etc.), to + infinitive, or -ing.

1. They don't allow people to park in front of the building, (park)
2. I've never been to Iceland, but I'd like _____ there, (go)
3. I'm in a difficult position. What do you advise me _____ ? (do)

4. The film was very sad. It made me _____ (cry)
5. Diane's parents always encouraged her _____ hard at school, (study)
6. I don't recommend _____ in that restaurant. The food is terrible, (eat)
7. She said the letter was personal and wouldn't let me _____ it. (read)
8. We are not allowed _____ personal phone calls at work, (make)
9. 'I don't think Alex likes me.' 'What makes you _____ that?' (think)

6. Put the verb into the correct form, -ing or to Sometimes either form is possible.

- 1 They denied _____ the money, (steal)
- 2 I don't enjoy _____ very much, (drive)
- 3 I don't want _____ out tonight. I'm too tired, (go)
- 4 I can't afford _____ out tonight. I don't have enough money, (go)
- 5 Has it stopped _____ yet? (rain)
- 6 Our team was unlucky to lose the game. We deserved _____ (win)
- 7 Why do you keep _____ me questions? Can't you leave me alone? (ask)
- 8 Please stop _____ me questions! (ask)
- 9 I refuse _____ any more questions, (answer)
- 10 One of the boys admitted _____ the window, (break)
- 11 The boy's father promised _____ for the window to be repaired, (pay)
- 12 If the company continues _____ money, the factory may be closed, (lose)
- 13 'Does Sarah know about the meeting?' 'No, I forgot _____ her.' (tell)
- 14 The baby began _____ in the middle of the night, (cry)
- 15 Julia has been ill, but now she's beginning _____ better, (get)
- 16 I've enjoyed _____ you. I hope _____ you again soon, (meet, see)

7. Put the verb into the correct form.

- 1 . a I was very tired. I tried **to keep** (keep) my eyes open, but I couldn't.
 b I rang the doorbell, but there was no answer. Then I tried _____ (knock) on the door, but there was still no answer.
 c We tried _____ (put) the fire out but without success. We had to call the fire brigade.
 d Sue needed to borrow some money. She tried _____ (ask) Gerry, but he was short of money too.
 e I tried _____ (reach) the shelf, but I wasn't tall enough,
 f Please leave me alone. I'm trying _____ (concentrate).
- 2 . a I need a change. I need _____ (go) away for a while.
 b My grandmother isn't able to look after herself any more. She needs _____ (look) after.
 c The windows are dirty. They need _____ (clean).
 d Your hair is getting very long. It needs _____ (cut).
 e You don't need _____ (iron) that shirt. It doesn't need _____ (iron).
- 3 . a They were talking very loudly. I couldn't help _____ (overhear) what they said.
 b. Can you help me _____ (get) the dinner ready?
 c He looks so funny. Whenever I see him, I can't help _____ (smile).

d The fine weather helped (make) it a very enjoyable holiday.

8. Complete the sentences using by -ing. Use the following (with the verb in the correct form):

- borrow too much money ~~break~~ a window drive too fast
put some pictures on the walls stand on a chair turn a key

- 1 . The burglars got into the house by breaking a window
- 2 . I was able to reach the top shelf _____
- 3 . You start the engine of a car _____
- 4 . Kevin got himself into financial trouble _____
- 5 . You can put people's lives in danger _____
- 6 . We made the room look nicer _____

9. Complete the sentences with a suitable word. Use only one word each time.

0. We ran ten kilometres without stopping

- 1 . He left the hotel without _____ his bill.
- 2 . It's a nice morning. How about _____ for a walk?
- 3 . We were able to translate the letter into English without _____ a dictionary.
- 4 . Before _____ to bed, I like to have a hot drink.
- 5 . It was a long journey. I was very tired after _____ on a train for 36 hours.
- 6 I was annoyed because the decision was made without anybody _____ me.
7. After _____ the same job for ten-years, I felt I needed a change.
- 8 . We lost our way because we went straight on instead of _____ left.
- 9 . I like these photographs you took. You're good at _____ photographs.

10. For each situation, write a sentence with I'm (not) looking forward to.

1. You are going on holiday next week. How do you feel?
I'm looking forward to going on Holiday.
2. Diane is a good friend of yours and she is coming to visit you soon. So you will see her again soon.
How do you feel? I'm
3. You are going to the dentist tomorrow. You don't enjoy going to the dentist. How do you feel?
I'm not.....
4. Carol is a student at school. She hates it, but she is leaving school next summer.
How does she feel?
5. You've arranged to play tennis tomorrow. You like tennis a lot. How do you feel?
.....

11. Write sentences using difficulty.

- 1 . I managed to get a visa, but it was difficult.
I had difficulty

- 2 . I find it hard to remember people's names.
I have difficulty
- 3 . Lucy managed to get a job without difficulty.
She had no
- 4 . It won't be difficult to get a ticket for the game.
You won't have any

12. Complete the sentences. Use only one word each time.

- 1 It's a waste of money _____ buying things you don't need.
- 2 Every morning I spend about an hour _____ the newspaper.
- 3 'What's Sue doing?' 'She's going away tomorrow, so she's busy _____'
- 4 I think you waste too much time _____ - television,
- 5 There's a beautiful view from that hill. It's worth _____ to the top.
- 6 It's no use _____ for the job. I know I wouldn't get it.
- 7 Just stay calm. There's no point in _____ angry.

13. Complete these sentences with the following (with the verb in the correct form):

go riding go ~~sailing~~ go shopping go skiing go swimming

- 1 Barry lives by the sea and he's got a boat, so he often goes sailing
- 2 It was a very hot day, so we..... in the lake.
- 3 There's plenty of snow in the mountains, so we'll be able to.....
- 4 Helen has got two horses. She..... regularly.
- 5 'Where's Dan?' 'He's..... There were a few things he needed to buy.'

14. Use the words in brackets to write sentences. Use afraid to ... or afraid of -ing.

- 1 . The streets are unsafe at night.
(a lot of people / afraid / go / out)
- 2 . We walked very carefully along the icy path.
(we / afraid / fall)
- 3 . I don't usually carry my passport with me.
(I / afraid / lose / it)
- 4 . I thought she would be angry if I told her what had happened.
(I / afraid / tell / her)
- 5 . We rushed to the station.
(we / afraid / miss / our train)
- 6 . In the middle of the film there was an especially horrifying scene.
(we / afraid / look)
7. The vase was very valuable, so I held it carefully.
(I / afraid / drop / ir)

8 . I thought the food on my plate didn't look fresh.
a . (I / afraid / eat / it)

b. (I / afraid / get / sick)

**15. Complete the sentences using in ... or to Use these verbs:
buy get know look read start**

1 I'm trying to sell my car, but nobody is interested *in buying* it.

2 Julia is interested her own business.

3 I was interested..... your letter in the newspaper last week.

4 Ben wants to stay single. He's not interested..... married.

5 I met Mark a few days ago. You'll be interested..... that he's just got a
job in Paris.

6 I don't enjoy sightseeing. I'm not interested..... at old buildings.

16. Complete each sentence using sorry for/about or sorry to Use the verb in brackets.

1. I was..... that you didn't get the job you applied for. (hear)

2. I'mall those bad things about you. I didn't mean them, (say)

3. I'm..... you, but do you have a pen I could borrow? (disturb)

4. I'mthe book you lent me. I'll buy you another one. (lose)

17. Complete each sentence using the verb in brackets.

1. We wantedthe building, (leave)

2. We weren't allowed the building, (leave)

3. We were preventedthe building, (leave)

4. Peter failed..... the problem, (solve)

5. Chris succeeded..... the problem, (solve)

6. I'm thinking..... away next week, (go)

7. I'm hoping..... away next week, (go)

8. I'd like..... away next week, (go)

9. I'm looking forward..... away next week, (go)

10. Helen wanted me..... lunch, (buy)

11. Helen promised..... me lunch, (buy)

12. Helen insisted..... me..... lunch, (buy)

13. Helen wouldn't dreamme lunch, (buy)

Unit 6 Passives

Explanation

Uses

- Transitive and intransitive verbs

Only verbs with an object (transitive verbs) can be made passive.

They sent the letter. The letter was sent.

They arrived late. (cannot be made passive)

Verbs with both direct and indirect objects can be made passive in two

ways *They sent me the letter. I was sent the letter.*

The letter was sent to me.

Some transitive verbs cannot be made passive in some uses. For example *like* and *love*.

I like this place. (a passive form of this sentence is not possible)

- Focus on important information

By placing the object at the beginning of the sentence, the passive can change the focus of interest in a sentence.

United were beaten by Arsenal. (we are more interested in United)

The passive is used in a variety of contexts. Notice how the agent (person who does the action) is unimportant, unknown or clear from the situation,

Impersonal statements *Students are asked not to smoke.*

When the agent is unknown *My bike has been stolen!*

(Here we could say *Someone/They have stolen my bike.*)

When the agent is obvious *Mr Jones will be arrested.*

How something was done *The box was opened with a knife.*

Reporting verbs verbs

- The passive is often used with *say, believe, understand, know* and similar used in reporting speech to avoid an impersonal *they* or *people*.

People say that John Wilson lives in New York.

John Wilson is said to live in New York.

- Other verb forms can also be reported in this way.

They say John Wilson is travelling in Africa.

John Wilson is said to be travelling in Africa.

People say John Wilson has arrived in Australia.

John Wilson is said to have arrived in Australia.

Have/Get something done

- When someone does some work for us, we can use *have something done*.

Last year I had new tiles put on the roof.

I'm having my hair cut this afternoon.

The same construction can describe bad luck caused by an unspecified person.

Peter had his car stolen last week.

And then he had his leg broken playing football.

- Using *get* instead of *have* in the examples in paragraph 1 above would be more informal.

Using *get* can also suggest managing to do something difficult.

It was difficult but we got the painting done in the end.

Needs doing

This is an idiomatic way of expressing a passive sentence where a thing or person needs some kind of action.

The floor is filthy. It needs to be cleaned.

The floor is filthy. It needs cleaning.

The preposition stays with the verb in a passive sentence.

People shouted at the Prime Minister during his speech.

The Prime Minister was shouted at during his speech.

- *Be born* is a passive form but does not have an obvious passive meaning.

I was born near Kyoto.

- *Make* (when meaning *force*) is followed by *to* in the passive.

They made David work hard.

David was made to work hard.

- Because the agent is unimportant, unknown or obvious, it is often not included. If we want to say who does the action we use *by*.

This letter was delivered this morning.

This letter was delivered this morning by courier.

It is said that...

He is supposed to ...

Study this example situation:

Henry is very old. Nobody knows exactly how old he is, but:

It is said that he is 108 years old.

or He is said to be 108 years old.

Both these sentences mean: ‘People say that he is 108 years old.’

You can use these structures with a number of other verbs, especially:

alleged believed considered expected known reported thought understood Compare the two structures:

He is said to

Cathy works very hard.

It is said that she works 16 hours a day.

The police are looking for a missing boy.

It is believed that the boy is wearing a white pullover and blue jeans.

The strike started three weeks ago.

It is expected that it will end soon.

A friend of mine has been arrested.

It is alleged that he hit a policeman.

The two houses belong to the same family.

It is said that there is a secret tunnel between them.

or She is said to work 16 hours a day.

or The boy is believed to be wearing

a white pullover and blue jeans.
 or The strike is expected to end soon.
 or He is alleged to have hit a policeman
 or There is said to be a secret tunnel between them.

These structures are often used in news reports. For example, in a report about an accident: □ It is reported that two people were injured in the explosion. or Two people are reported to have been injured in the explosion.

(Be) supposed to

Sometimes (it is) supposed to ... = (it is) said to ... :

I want to see that film. It's supposed to be good. (= it is said to be good)

Mark is supposed to have hit a policeman, but I don't believe it.

But sometimes supposed to has a different meaning. We use supposed to to say what is intended, arranged or expected. Often this is different from the real situation:

The plan is supposed to be a secret, but everybody seems to know about it.
 (= the plan is intended to be a secret)

What are you doing at work? You're supposed to be on holiday.

(= you arranged to be on holiday)

Our guests were supposed to come at 7.30, but they were late.

Jane was supposed to phone me last night, but she didn't.

I'd better hurry. I'm supposed to be meeting Chris in ten minutes.

You're not supposed to do something = it is not allowed or advisable:

You're not supposed to park your car here. It's private parking only.

Jeff is much better after his illness, but he's still not supposed to do any heavy work.

Practice

1 Underline the verb forms which are not possible.

- My car has being stolen.
- Jack was borned on a Thursday.
- Then I realised that none of the guests had been sent an invitation.
- Mary's car is being serviced today.
- Your order will been sent as soon as possible.
- The hole in the road was being repaired when I came home.
- This swimming pool is used by over a thousand people each week.
- When was this church built?
- An address is writing on the back of the envelope.
- Customers are request to ask for a receipt.

2. Underline the most suitable verb form in each sentence.

- Their new house hasn't been finished/wasn't finished yet.
- The robbers were arrested/have been arrested as soon as they left the bank.
- Sue told us her baby is born/had been born two weeks earlier than expected.
- If there is too much snow, the match has been cancelled/will be cancelled.
- By the time we got there, the rain had stopped/had been stopped.

- f) When *were you told/have you been told* about the new rules?
- g) Most of the passengers *were swimming/were swum* easily to the shore.
- h) The winning horse *was ridden/was riding* by Pat Murphy.
- i) I looked again for the old man, but he *was vanished/had vanished*.
- j) I don't think that you *will be asked/are being asked* to show your passport.

3. Put each verb in brackets into a suitable passive form.

- a) I'm sorry, madam, but this carpet (already sell) *has already been sold*. ..
- b) The old house on the corner (knock down)..... last year.
- c) When exactly..... (John give)..... his prize?
- d) Most people agree that America(not discover) by Christopher Columbus.
- e) All complaints about products..... (deal with) by our customer services department.
- f) Police confirmed that the murder weapon (since discover)..... in a nearby lake.
- g) I don't believe that this play (write)by Shakespeare.
- j) Ann really likes (invite)..... to dinner parties.
- g) It (announce)yesterday that the government has decided not to raise income tax.
- h) Good news! I (ask)..... to take over as the new manager.

4. Rewrite each sentence, putting the verb in *italics* in the passive where possible. Do you need to mention the agent?

- a) I really *like* this hotel.
...not possible.
- b) Jane *won* the poetry competition.
..The poetry competition was won by Jane.
- c) Peter's new car *cost* over £20,000.
- d) Martin always *wears* casual clothes.
- e) One of our visitors *lost* this cigarette lighter.
- f) They *haven't decided* the exact time of the match yet.
- g) Most of the guests *had left* the hotel by midday.
- h) Some parents *read* to their children every night.

- i) This bike *belongs* to my sisters.
- j) People *ate* most of the food at the party.

5. Rewrite each sentence so that it contains a form of *have something done*. Do not include the agent.

- a) A painter painted our house last month.
...We had our house painted last month
- b) The hairdresser is cutting my hair this afternoon.
- c) Someone has stolen my motorbike.
- d) The dentist has taken out all of Ricky's teeth.
- e) I haven't been to the car-wash for a long time.
- f) The men are coming to put in the new central heating on Saturday.
- g) Someone broke Harry's nose in a fight.
- h) Isn't it time someone fixed your television?

6. Rewrite each sentence so that it contains a passive form, and does not contain the words in *italics*.

- a) *Apparently*, Freddie has a wife in Scotland.
- b) *Nobody* knows *anything* about Brenda's family.
- c) *People* think that *someone* started the fire deliberately.
- d) You should *ask* a doctor to see to that cut.
- e) *People* say that Chris was in the army.
- f) My trousers *need* to be pressed before I leave.
- g) *No-one* has signed this letter.
- h) Mary's hair still *needs* cutting.

7. Look carefully at each line. Some of the lines are correct, and some have a word which should not be there. Tick each correct line. If a line has a word which should not be there, write the word in the space.

Opening of new Gulliver Sports Centre
The Gulliver Sports Centre, which has been

v

completely rebuilt, was been reopened yesterday by the Minister of Sport. The building it was originally used to as a market, but was sold to Fairdene Council in 1981, and it then converted into a sports hall. Local schools were played football and basketball indoors, and keep-fit classes were held there. In 1990 the hall was damaged when by a fire which was broke out in the heating system. The hall could not be used, and remained empty while discussions continued about its future. It was then and decided that the hall would to be rebuilt, and an appeal for money was launched. Two years ago a local businessman offered to pay for the building work, and plans were drawn up. The new hall is includes a swimming pool, running track and other sports facilities which can be used by anyone in the Fairdene area. The Minister was made a speech in which she congratulated everyone involved.

been
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8. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- a) Excuse me, is somebody serving you, sir? being
Excuse me, *are you being served.* , sir?

- b) I think we should go home.
went
It's..... home.

- c) The painters painted our house last month.
had
We..... last month.

- d) It's a pity that Charles always complains so much.
wouldn't
I..... so much.

- e) Someone will meet you at the airport.
be
You..... at the airport.

- f) People think that train-robber Dave Briggs has escaped.
have
Train-robber Dave Briggs..... escaped.

- g) 'Don't forget to buy some bread, Mum,' said Pauline.
reminded
Pauline..... buy some bread.

- h) Have you received your salary yet?
been

Have yet?

i) I think I'll manage to finish the letters by 4.00.

get

I think I'll..... by 4.00.

j) My parents made me study every night.

was

I..... every night by my parents.

9. Put each verb in brackets into a suitable verb form.

A friend in the rain

Last week I (1) **...was walking..** (walk) home after playing tennis when it
2) (start)..... raining very heavily. 'Oh no, I(3)
(get) soaked before I (4)..... (reach) home,' I thought. 'I wish I
5) (remember) to bring my raincoat.' But unfortunately I
6) (leave) it at home. How stupid of me! I (7)
(always forget) to bring it with me. Luckily just then a friend of mine passed in
her car and offered me a lift. '(8) (you go) home?' she asked,
'or (9)..... (you want) to go for a drink?' 'I think I'd rather you
10)(take) me home,' I said. 'If I (11)..... (not
change) my clothes, I know I (12)..... (fall) ill, and then I
13) (not be able)..... to play in the tennis tournament next week.
And I (14)..... (practise) hard for the last month.' 'I
(15)..... (wait) for you to change if you..... (16)
(like),' she told me. 'I think it's time you (17)..... (relax) for a
change. You (18)..... (worry) too much about things lately. And
people who (19)..... (worry) too much (20)..... (fall)
ill more easily. It's got nothing to do with the rain!'

10. Put each verb in brackets into a suitable verb form.

The facts about sugar

Packet sugar from the supermarket (1) **...is extracted...** (extract) from either
sugar cane or sugar beet. These products (2)(mix)..... with hot
water, which (3)..... (dissolve) their natural sugar. Sugar
3) (also find) in fruit some of which, such as dates and grapes,
4) (contain) very high amounts of sugar. To be a little more
specific, sugar should (6)..... (call) sucrose. Sucrose
7) (make up) of two substances: glucose, which
8) (use) for instant energy, and fructose, which
9) (last) longer as a source of energy. The sugar in fruit is
mainly fructose. So when we (10)(eat) fruit, we
11)(also eat) quite large amounts of natural sugar. Some
scientists (12) (believe)..... that too much sugar
(13)..... (eat) in sweets, cake and biscuits. It (14).....
(say) to be generally bad for the health, although nothing (15).....
(definitely prove) so far. However, it (16).....(known) that sugar

- 17) (cause) tooth decay. As one expert put it: 'If other foods
 18) (damage) our body as much as sugar (19).....
 (damage) our teeth, they (20)..... (ban) immediately'

11. Decide which answer (A, B, C or D) best fits each space.

The stolen bike

One morning last week I realised that my bike (1) **B** stolen from my garden. I phoned the police and two officers called at my house the next day. They (2) me if I had seen or heard anything. I told 3) I had been out that evening, and hadn't noticed anything suspicious when I came home. 'If I had seen anything, I (4) you,' I replied. 'It was raining hard too. If the weather (5) so bad, I would have ridden my bike.' The officers told me that lots of people (6) their bikes stolen lately. 'The thieves (7) to have put the bikes in a van,' said one of the officers. 'I (8) I had known about that,' I said. 'I saw a black van that evening. In fact, it (9) opposite my house.' The officers asked me what the van's number (10) , but I couldn't remember. '(11) you saw the van again, (12) you recognise it?' one of them asked. 'It (13) painting. I remember that,' I replied. However, there was a happy ending to this story. After the officers had left, I (14) by a friend of mine. 'By the way', she said, '(15) you want your bike, I'll bring it back this afternoon. I borrowed it a couple of days ago.'

- | | | | | |
|-----|--------------|---------------|--------------------|--------------------------------------|
| 1) | A had | B had been | C had had itself | D had not |
| 2) | A reminded | B questioned | C told | D asked |
| 3) | A them | B that | C if | D later |
| 4) | A called | B would | C had called | D would have called
wouldn't have |
| 5) | A wasn't | B wouldn't be | C hadn't been | D been |
| 6) | A had | B had had | C had to have | D hadn't |
| 7) | A think | B are thought | C have thought | D are thinking |
| 8) | A would | B realise | C wish | D thought |
| 9) | A was parked | B had parking | C is parked | D has parked |
| 10) | A is | B was | C had | D wrote |
| 11) | A If | B When | C Remember | D Suppose |
| 12) | A do | B can | C would | D if |
| 13) | A needed | B had been | C looked like | D seemed |
| 14) | A called up | B was phoned | C had a phone call | D heard some news |
| 15) | A unless | B if only | C if | D as long as |

12. Write these sentences in another way, beginning as shown. Use the underlined word each time.

1 . It is expected that the strike will end soon.
 The strike.....

2 . It is expected that the weather will be good tomorrow.

The weather is

3 . It is believed that the thieves got in through a window in the roof.
The thieves

4 . It is reported that many people are homeless after the floods.
Many people

5 . It is thought that the prisoner escaped by climbing over a wall.
The prisoner

6 . It is alleged that the man was driving at 110 miles an hour.
The man

7. It is reported that the building has been badly damaged by the fire.
The building

8. a It is said that the company is losing a lot of money.
The company

9. It is believed that the company lost a lot of money last year.
The company

10. It is expected that the company will make a loss this year.
The company

13. There are a lot of rumours about Alan. Here are some of the things people say about him:

- Alan speaks ten languages.
- He knows a lot of famous people.
- He is very rich
- He has twelve children
- He was an actor when he was younger.

Nobody is sure whether these things are true. Write sentences about Alan using supposed to.

1. Alan is supposed to speak ten languages.
2.
3.
4.
5.

14. Complete the sentences using supposed to be + the following:

on a diet a flower my friend a joke a secret working

1. Everybody seems to know about the plan, but it
2. You shouldn't criticise me all the time. You
3. I shouldn't be eating this cake really. I

4. I'm sorry for what I said. I was trying to be funny. It
5. What's this drawing? Is it a tree? Or maybe it
6. You shouldn't be reading the paper now. You

15. Write sentences with supposed to + the following verbs:

arrive block park phone start

Use the negative (not supposed to) where necessary.

- 1 You *are not supposed to park* here. It's private parking only.
- 2 We _____ work at 8.15, but we rarely do anything before
8.30.
- 3 Oh, I _____ Helen, but I completely forgot.
- 4 This door is a fire exit. You _____ it.
- 5 My train _____ at 11.30, but it was an hour late.

Key points.

Not all verbs can be made passive. You can check in a dictionary whether the verb is transitive or intransitive.

The agent is only included if this information is needed.

Passive forms are often used to give an impersonal view.

When we change from passive to active the meaning changes slightly. In particular, the focus of interest changes. A passive form may be more suitable in some contexts but unsuitable in others.

Passive forms tend to be used more often in writing, especially in scientific and technical language.

Appendix 1

Communication activities

These activities are designed to practice given grammar rules in speaking and real life communication

Unit 1.

Communication 1.1

I think you would

Student A

Complete the sentences about B.

1. If you could be anywhere in the world right now, I think you'd choose to be in _____
2. If you bought a new car today, I think you'd buy a _____
3. If you didn't study English, I think you'd like to study _____
4. If we had lunch together, I think you'd take me to _____
5. If you could go to a concert tonight, I think you'd go and see _____
6. If you could travel to an English-speaking country on holiday, I think you'd go to _____
7. If you could meet a famous person, I think you'd like to meet _____
8. If you could choose your ideal job, I think you'd like to be a / an _____
9. If you did a new sport / hobby, I think you'd like to _____
10. If you bought a new flat, I think you'd buy one in _____

Read your sentences to B. Were you right?

Listen to B's sentences about you. Tell him / her if they are right or wrong, and why.

Student B

Complete the sentences about A.

1. If you got a new pet, I think you'd buy a _____
2. If you had a big problem, I think you'd speak to _____
3. If you were an animal, I think you'd be a / an _____
4. If you went to a karaoke bar, I think you'd sing _____
5. If you had more money, I think you'd buy a _____
6. If somebody wanted to buy you a present, I think you'd love a / some _____
7. If you could change one thing in your house or flat, I think you'd _____
8. If you could learn to play a musical instrument well, I think you'd choose _____
9. If someone invited you to a very expensive restaurant, I think you'd order _____
10. If you could appear on a TV program, I think you'd appear on _____

Listen to A's sentences about you. Tell him/her if they are right or wrong, and why. Read your sentences to A. Were you right?

Communication 1.2

Talk to a partner.

Imagine. Why would you do that? Use second conditional to talk

Paint yourself blue	Shout "Hello" in the middle of the street	Cry in class	Tell your teacher to be quiet
Kiss a stranger	Play with children's toys	Shout at a police officer	Stand on a bus when there are free seats
Move to the Arctic	Fail a test on purpose	Sing a song to the class	Cycle 1000 km
Climb a tall tree	Steal a penguin from the zoo	Dance in the street	Start a fire in your house
Sit on a dog	Bark like a dog	Run through the supermarket	Eat a book
Walk in the middle of the road	Drink water from the sea	Break a window in your house	Sing during an exam

Communication 1.3

Complete the sentences with your own ideas

START

If you'd had Google maps on your phone, we...

If I hadn't left my mobile at home, I...

I would have got better marks at school if...

We would have gone skiing if...

If I had got to the station a minute earlier,

If England hadn't missed the penalty, they...

I wouldn't have answered the phone if...

If we had known it was your birthday we...,

The boss wouldn't have sacked Ben, if

If we hadn't phoned the restaurant to book, we...

You would have slept better if...

If you had told me you were a vegetarian, L

We would have picked you up at the airport if...

George wouldn't have crashed his car if...

If the jacket had been a bit cheaper I...

I would have won a million pounds if...

If we had played better...

FINISH

Communication 1.4

Third Conditional

Read these historic facts and complete the sentences below

<p>When: 12th Century b.c. Where: Troy (west coast of modern day Turkey) Who: The Trojans What: After ten unsuccessful years of war, the Greeks decided to build a huge wooden horse as a ‘gift’ to the Trojans to end the war. The Trojans accepted this ‘gift’ and allowed the horse to be pushed into the city, with thirty Greek soldiers inside.</p> <p>If the Trojans had(n’t) _____</p> <p>I would(n’t) have _____</p>	<p>When: 1173 Where: Pisa, Italy Who: unknown What: One of Italy’s biggest tourist attractions was actually a huge mistake, after the decision was taken to build a fifty-metre-tall tower on soft soil.</p> <p>If they had(n’t) _____</p> <p>I would(n’t) have _____</p>	<p>When: 1876 Where: the USA Who: William Orton, President of the Western Union Telegraph Company What: When Alexander Graham Bell presented his idea for the telephone to Orton, he replied, ‘while it is a very interesting novelty ... it has no commercial possibilities’ Bell patented his invention himself and founded his own company, AT&T. It went on to become the most valuable patent ever.</p> <p>If William Orton had(n’t) _____</p> <p>I would(n’t) have _____</p>
<p>When: 1920 Where: the USA Who: United States government What: After World War I, people were worried about social decline and a drop in moral standards in the USA. The government decided the problem was with alcohol and made it illegal. Alcohol consumption over the next ten years actually increased, along with organised crime, and they dropped the law in 1933.</p> <p>If the government had(n’t) _____</p> <p>I would(n’t) have _____</p>	<p>When: 1962 Where: London, England Who: Dick Rowe, Decca Records What: After listening to The Beatles Dick Rowe contacted The Beatles’ manager, Brian Epstein, and told him he wasn’t interested, and that guitar music was ‘finished’. The Beatles then went on to become one of the most famous bands of all time.</p> <p>If Dick Rowe had(n’t) _____</p> <p>I would(n’t) have _____</p>	<p>When: 1979 Where: the USA Who: Ross Perot What: Perot saw Bill Gates’ Microsoft company as having a good future, and offered to buy it for a figure between \$6 million and \$15 million. Bill Gates wanted \$40–\$60 million. Perot thought this was too much and walked away. Microsoft is now worth billions of dollars.</p> <p>If Perot (or Gates) had(n’t) _____</p> <p>I would(n’t) have _____</p>

Unit 2

Communication 2.1

Grammar: must, have to, should

You want to tell your partner how to learn a new skill or to start a new activity/give up a bad habit (e.g. learn a foreign language or succeed in sport)

Complete the following chart

How to _____	How to _____
1 You must	1 You must
2 You don't have to	2 You don't have to
3 You shouldn't	3 You shouldn't
4 You mustn't	4 You mustn't
5 You should	5 You should
6 You have to	6 You have to
How to _____	How to _____
1 You must	1 You must
2 You don't have to	2 You don't have to
3 You shouldn't	3 You shouldn't
4 You mustn't	4 You mustn't
5 You should	5 You should
6 You have to	6 You have to

Communication 2.2

Law and Order in the UK

Read the sentences about the UK and decide if they are true or false

True False

1. You mustn't cycle on bus lanes
2. Pubs mustn't sell alcohol to anyone under 21
3. You don't have to pay to use motorways
4. All dogs and cats must have a microchip with the name and address of their owner
5. If you have a TV, you have to buy a license to watch it
6. You have to be 18 to ride a motorbike
7. You don't have to have an ID card
8. All shops must close on Sundays
9. You mustn't leave a child under 12 at home alone
10. You mustn't play loud music in your house after 9 pm.
11. You have to be 17 to vote in a general election
12. If you don't want to vote, you don't have to
13. You have to be over 16 to have a Facebook or Twitter account
14. If you have a dog, you must have a special license
15. TV programs before 9 pm mustn't include bad language
16. You don't have to study a foreign language at school
17. You don't have to wear seat belts in the back of the car
18. Parents don't have to sent their children to school.

I need some advice

Read the situations and ask your partner for advice

<p>I want to do some exercise but I have a back problem What exercise should I do?</p>	<p>I have a job interview in English next week and I really want this job. How should I prepare for it?</p>
<p>I had a big argument with my partner yesterday. It was my fault. What should I do now?</p>	<p>My friend has invited me to stay for the weekend but she doesn't like dogs. I have a dog and I don't have anyone to leave it with. What should I do?</p>
<p>Some friends are coming to dinner and I cannot cook. What should I do?</p>	<p>I want to learn to dance. What kind of dancing should I learn?</p>
<p>I can't sleep at night. What should I do?</p>	<p>I would like to learn another foreign language. Which one should I learn?</p>
<p>I would like to buy me English teacher a present. What should I buy?</p>	<p>I want to spend a romantic evening with my partner. Where should we go?</p>
<p>I am very stressed and I need to relax What should I do?</p>	<p>I'd like to get a new phone. What phone should I buy?</p>
<p>A company has offered me a fantastic job and I'd have to travel a lot. I am afraid of flying. What should I do?</p>	<p>I would like to go on holiday somewhere different this year. Where should I go?</p>
<p>I forgot my friend's birthday this year and she always remembers mine. What should I do?</p>	<p>I want to save money to buy a new laptop. How should I save the money?</p>
<p>I don't like my friend's new partner but he/she is very happy. What should I do?</p>	<p>My neighbors are really noise at night What should I do?</p>

Unit 3

Communication 3.1

Student A

Complete the bold sentences in a natural way using have and a verb phrase,

Read sentence 1 to B, who has the completed sentence. If you say what B has, he / she will say 'That's right\ if not he / she will say 'Try again'. You can have a maximum of three guesses.

If all your three endings are different from what B has, B will tell you his / her sentence.

- 0 Greg's really late. He may
- 1 I didn't know they didn't accept credit cards. We should have brought some cash.
- 2 **You can't _____ You only started it yesterday and it's got over 600 pages!**
- 3 Maria looks so tired. She can't have slept very well last night.
- 4 **You should _____ last night. We had a great time!**
- 5 Nobody's answering the phone at the Town Hall. They might have left early.
- 6 **Ellie always rings me on my birthday, but this year she didn't. She must _____.**
- 7 I don't have my wallet with me! I must have left it at home.
- 8 **My neighbour's just bought a really expensive new car. She might _____!**
- 9 It's your own fault you got sunburnt! You ought to have put on sunscreen.
- 10 **It's OK to call them. It's only 10.00 They can't _____.**
- 11 The cat got into the kitchen last night! You must have left the window open.
- 12 **Have you seen Kathy's huge engagement ring? It must _____ !**
- 13 They can't have gone out. Their car's outside.
- 14 **I've got a stomach-ache. I ought not to _____.**
- 15 Michelle isn't in her office. She may have gone home. She wasn't feeling very well.

Student B

Complete the bold sentences in a natural way using have and a verb phrase.

A is going to invent an ending for 1. He/ She has three turns to try to say exactly what you have written. If all A's three endings are different from what you have, tell A the sentence.

Now read sentence 2 to A, who has the completed sentence. If you say what A has, he / she will say 'That's right' if not, he / she will say 'Try again!'. You can have a maximum of three guesses.

0 Greg's really late. He may have got lost.

1 I didn't know they didn't accept credit cards. We should _____

2 You can't have finished that book. You only started it yesterday and it's got over 600 pages!

3 Maria looks so tired. She can't _____ - last night.

4 You should have come with us last night. We had a great time!

5 Nobody's answering the phone at the Town Hall. They might _____ .

6 Elbe always rings me on my birthday, but this year she didn't. She must have forgotten.

7 I don't have my wallet with me! I must _____

8 My neighbour has just bought a really expensive new car. She might have won the lottery!

9 It's your own fault you got sunburnt! You ought to _____

10 It's OK to call them. It's only 10.00. They can't have gone to bed yet.

11 The cat got into the kitchen last night! You must _____ .

12 Have you seen Kathy's huge engagement ring? It must have cost a fortune!

13 They can't _____ . Their car's outside.

14 I have got a stomach-ache. I ought not to have eaten so much.

15 Michelle isn't in her office. She may _____ - She wasn't feeling very well.

Unit 4

Communication 4.1

Relative clauses

Worksheet A

1 Read out the sentence halves for your partner to complete.

- 1 YouTube is a website where you can ...
- 2 I visit my favourite website, which is flash.com, ...
- 3 My mother, who is a web designer, ...
- 4 Findit.com is the website which I always use for ...
- 5 The internet company which I most respect is ...
- 6 Today's children, who spend too long on the internet, ...

2 Now listen to your partner's sentence halves and complete them with your endings.

- A ... help you with technical problems related to your computer.
- B ... information about a particular company.
- C ... every day.
- D ... humour online.
- E ... has a lot of animation.
- F ... share opinions on your favourite websites.

3 Using the underlined phrases, make sentences that are true for you.

Worksheet B

1 Listen to your partner's sentence halves and complete them with your endings.

- A ... at least three times a day.
- B ... loves her job.
- C ... share videos.
- D ... searches.
- E ... will have problems with communication later in life.
- F ... savetheplanet.com.

2 Now read out the sentence halves for your partner to complete.

- 1 My personal homepage, which I use for homework projects, ...
- 2 Cyberforum.com is a new website where you can ...
- 3 A support technician is a person who can ...
- 4 SN.com, which is a social networking website, is the first website I visit ...
- 5 LOL, which means 'laughing out loud', is the best way to express ...
- 6 A corporate website is a place where you can go to find out ...

3 Using the underlined phrases, make sentences that are true for you.

Communication 4.2

Which definition is right?

Cut the cards for students to complete the definitions for the words.

Ask the students to give definitions for a partner to guess. The right answer has been marked C (correct)

<p><u>Card 1</u></p> <p>a teetotaller 1. a person who never drinks alcohol C (correct) 2. the card where you write your score in golf 3. _____</p> <p>a nightingale..... 1. a small lamp which children have during the night 2. _____ 3. a bird which sings at night C</p> <p>a pushchair 1. a thing you put a small child in when you go for a walk C 2. a thing which people have to push when they learn to walk after an operation 3. _____</p>	<p><u>Card 2</u></p> <p>a midwife 1. a woman who lives with a man but is not married 2. _____ 3. a person who helps a woman to have a baby C</p> <p>a saucepan 1. a thing made of metal which is used for cooking C 2. _____ 3. A kind of tree which has very long brunches</p> <p>a conservatory 1. a cupboard in the kitchen where you keep food 2. a roof with a glass roof and walls attached to a house C 3. _____</p>
<p><u>Card 3</u></p> <p>a widower 1. a person who watches a TV program 2. _____ 3. A man whose wife has died C</p> <p>a lighthouse 1. a building which is on fire 2. _____ 3. a tall building with a light on the top which tell ships when there is danger C</p> <p>an off-licence 1. _____ 2. A shop where you can buy alcohol C 3. a place where you to go to get a new driving licence</p>	<p><u>Card 4</u></p> <p>a busybody 1. a person who works in show businessman 2. a person who is too interested in other peoples lives C 3. _____</p> <p>a lullaby 1. a song which you sing to a baby to make it sleep 2. _____ 3. a small animal like a kangaroo C</p> <p>a cellar 1. the thing you use to charge your phone 2. _____ 3. a room under a house, where people keep things like wine</p>

Card 5

an undertaker.....

1. a person who works for the London underground
2. a person who organizes funerals **C**
3. _____

a jigsaw

1. _____
2. a dance which is very popular in Ireland
3. a game which has pieces you put together to make a picture **C**

Card 6

a publican.....

1. a person that owns or manages a pub **C**
2. a thing that you stand on when you speak in public
3. _____

a jetty

1. a place where boats land **C**
2. a kind of dessert which is made with gelatine
3. _____

Unit 5

Communication 5.1

Something I am going to tell you about

Choose six topics and think about what you are going to say. Talk to a partner. Give and ask for more information.

The best way to learn a language	Something you learnt to do as a child but can't do now
Something you think is important to teach young children	Something you sometimes forget to do before you go to bed
Why tourists come to your country	Something you need to buy soon
The things you do to relax after a hard day	Something you have decided to do in the future
A sport you tried to do but gave up	Something you find difficult to do in English
Something you wanted to be when you were younger	What you want to do this weekend
Somebody you would like to meet	The best way to make new friends
Something you started to do but decided to stop doing	Things that are important to do if you go for a job interview

Communication 5.2

Gerund or infinitive?

Student A

A Complete the verb column with the correct form of the verbs in brackets. Q Ask your partner the questions in a.

Q Answer B's questions.

- 1 Could you manage _____ for a week without your phone? (live)
 - 2 Do you ever get the chance to practise _____ English outside class? (speak)
 - 3 If you really hated your friend's partner, would you pretend him _____ her? (like)
 - 4 Is there any kind of housework you can't stand _____? (do)
 - 5 Would you ever risk _____ something which was past its sell-by-date? (eat)
 - 6 Is there anything that you think you ought to give up _____? (do)
 - 7 What kind of things do you tend _____ about? (worry)
 - 8 Did your parents let you _____ in the street when you were a child? (play)
 - 9 Do you sometimes forget _____ things or do you have a good memory? (do)
 - 10 Is there a city or country that you really fancy _____? (visit)
 - 11 Are there any apps you'd recommend _____? (get)
 - 12 Is there a TV programme you can't help _____ even though you don't think it's very good? (watch)
-

Student B

B Complete the verb column with the correct form of the verbs in brackets. A Ask your partner the questions in a.

Q Answer A's questions.

- 1 Do you think it's worth _____ a yearly medical check up? (have)
- 2 Is there anything that really needs _____ to your house or flat? (do)
- 3 Have you ever tried _____ flat pack furniture? (assemble)
- 4 Can you imagine _____ to another country? (emigrate)
- 5 Would you rather _____ an e-book or a paper book? (read)
- 6 Are there any jobs in the house that you don't mind _____?(do)
- 7 Do you remember _____ your best friend for the first time? (meet)
- 8 Have you ever had to stop _____ a type of food because you were told it wasn't good for you? (eat)
- 9 Did your parents ever make you _____ something you really didn't enjoy? (learn)
- 10 Do you think that you'll carry on _____ English next year? (study)
- 11 Is there a film you're looking forward to _____ at the cinema? (see)
- 12 Would you prefer _____ a week on the beach or a week in the country? (spend)

Communication 5.3.

Find someone who:

Find someone who answers “yes” to your questions. Then ask for more information.

Find someone who.....	Students name	More information
-----------------------	---------------	------------------

1. likes getting up early
2. is afraid of flying.
3. doesn't mind waiting for people who are late.
4. hated going to school when they were younger.
5. enjoys reading in bed.
6. Is good at cooking.
7. has started doing new activity recently.
8. thinks doing exercises is boring
9. spends more than an hour walking every day,
- 10.enjoys being alone.
11. has felt like doing a dangerous sport
12. thinks playing computer games teaches you something
- 13.has stopped doing an activity recently
- 14.liked eating fruit and vegetables as a child
- 15.is thinking of getting a new haircut soon

Communication 5.4

What I think about you

Student A

a. Put the verbs in brackets in the correct form. Finish the sentences about B. Take turns to read your sentences to B. Listen to B sentences. Say if they are right or wrong.

I think that

- 1 an activity you prefer _____ (do) on your own is _____.
- 2 a gadget you would like but can't afford _____ (buy) is _____.
- 3 something your parents didn't allow you _____ (do) when you were little was _____
- 4 what you most enjoy about _____ (study) English is _____
- 5 when you were younger you wanted _____ (be) a _____
- 6 a language you might decide _____ (learn) one day is _____
- 7 something you often forget _____ (take) with you when you leave home in the mornings is _____
- 8 a book you read which you would recommend _____ (read) is _____
- 9 a type of food you avoid _____ (eat) is _____
- 10 when you finish _____ (work/study) you always _____

Student B

a. Put the verbs in brackets in the correct form. Finish the sentences about A. Take turns to read your sentences to A. Listen to A sentences. Say if they are right or wrong.

I think that....

- 1 the types of programs you hate _____ (watch) on TV are _____
- 2 something you need _____ (buy) for yourself is _____
- 3 something you are planning _____ (go) for yourself is _____
- 4 the thing you feel like _____ (do) this weekend is _____
- 5 what you keep _____ (have) problems with in English is _____
- 6 if you wanted _____ (buy) a pet, you would get a _____
- 7 the person who helps you _____ (make) a decision when you have a problem is _____
- 8 a place you avoid _____ (go) when you can is _____
- 9 a famous person you would like _____ (meet) is _____
- 10 a country you can imagine _____ (live) in is _____

Unit 6

Communication 6.1

General knowledge quiz

Student A

1. Which month is named after a Roman emperor?

- a) **August** b) July c) January

2. What sport is played at Flushing Meadows. USA?

- a) basketball b) baseball c) **tennis**

3. Where are polar bears found?

- a) the South Pole b) **Alaska** c) Antarctica

4. What is the Greek goddess of victory called?

- a) Adidas b) Reebok c) Nike

5. On a computer keyboard, which letter is found between Z and C?

- a) V b) P c) **X**

6. What was the first song sung in space?

- a) **Happy Birthday to You** b) We Wish You a Merry Christmas c) We Are the Champions

7. In which European city is the Nobel Peace Prize given?

- a) London b) Paris c) **Oslo**

8. What is *tofu* made of?

- a) water b) **soya milk** c) cow's milk

9. What drink was created by The Coca-Cola Company in Germany during World War II? a) Coca-Cola b) Dr Pepper c) **Fanta**

10. In which country was golf first played?

- a) England b) **Scotland** c) Spain

Student B

1. In which city was the Titanic built?
a) Belfast b) New York c) Portsmouth

2. Who was the ball point pen invented by?
a) Mr Bic **b) Mr Biro** c) Mr Parker

3. On which day is Thanksgiving celebrated in the USA?
a) the fourth Thursday in November b) the second Thursday in July c) the First Thursday in December

4. In which decade was Greenpeace founded?
a) the 1960s b) the 1980s **c) the 1970s**

5. Which style of music was created by Antonio Carlos Jobim and Joao Gilberto in Brazil?
a) heavy metal **b) bossa nova** c) samba

6. In which film was the word 'supercalifragilisticexpialidocious' used?
a) *Mary Poppins* **b) *Harry Potter*** c) *E.T.*

7. Who was the Sistine Chapel painted by?
a) Tintoretto **b) da Vinci** **c) Michelangelo**

- 8) The Canary Islands are named after which animal?
a) a canary b) a cat **c) a dog**

- 9) How many squares are there on a chess board?
a) 144 b) 96 **c) 64**

- 10) Which is the most visited paying monument in the world?
a) the Taj Mahal **b) the Eiffel Tower** c) the Empire State Building

Communication 6.2

Ask and answer with your partner.

Student A

Has your car or bike ever been stolen?

Would you like to be painted by a famous artist?

How much are you influenced by advertisements on TV and online?

What's the best present you've ever been given?

When you were a child, did you use to be punished a lot for doing something wrong?

At what age do you think people should be allowed to vote?

At what age do you think people should be allowed to drive?

Have you ever been caught a) cheating in an exam, or b) speeding?

Do you prefer driving or being driven?

Name the best thing that was invented or discovered by someone from your country.

Student B

Do you like being photographed?

When was the last time you were invited to a wedding?

Which jobs in your country do you think are a) not paid enough, or b) paid too much?

Have you ever been photographed by a professional photographer?

Are you often asked to show your ID? When was the last time?

How do you feel about being corrected when you are speaking English?

Have you ever been attacked by an animal?

Has one of your holidays or flights ever been cancelled?

Do you think life skills, like cooking, should be taught at school?

How soon do you think e-books will be used in all schools instead of paper books?

Appendix 2 Tests

Unit 1

Please choose the correct, most natural-sounding response to complete each of the following sentences:

1. If I lose my job, I _____ for a new one. (to look)
will look
would look
look
2. If she hadn't told me to stay, I _____. (to go)
will go
would have gone
would go
3. She _____ to come to the party if she had known that her ex-boyfriend would be there. (to agree)
would not agree
did not agree
would not have agreed
4. If you come tonight, I _____ enchiladas. (to make)
will make
would make
will have made
5. If I were him, I _____ that job. (to take)
did take
will take
would take
6. He will never speak to me again if he _____ what happened. (to find out)
will have found out
finds out
would find out
7. Our cat _____ you if you rub her belly. (to bite)
will bite
would bite
would have bitten

8. I _____ you if I hadn't thought it was important. (to tell)
will not tell
wouldn't have told
would not tell
9. If I _____ you were coming, I would have prepared lunch. (to know)
knew
had known
will know
10. If I were you, I _____ to the beach instead of going to work. (to go)
will have gone
will go
would go
11. P1: Would you have told her truth? P2: No, I _____. (to lie)
would have lied
would lie
will lie
12. If he _____ me to come, I will. (to ask)
asked
asks
would ask
13. I really thought that my team _____. (to win)
will win
would have won
would win
14. They would have won if they _____ better. (to play)
had played
will play
have played
15. If you _____ more, you wouldn't be so tired. (to sleep)
will sleep
had slept
slept
16. If you hadn't told him, he _____. (to find out)
will never find out
would have never found out
never finds out

17. If I need money next week, I _____ it from my brother (to borrow)
will borrow
borrow
would borrow

18. I _____ here if you need me. (to be)
would be
will be
would have been

19. I _____ if I had known it was such a sensitive topic. (to laugh)
didn't laugh
wouldn't have laughed
laughed

Unit 2-3

Choose the correct answer

1. I be really mean to her, but I don't want to treat her like that.
need
could
could have
have
2. You follow the law or you will go to jail.
could have
need
must
have
3. I go to the wedding. I have to work on the same day.
could have
need
can't
haven't
4. I really be angry with him. It's not his fault.
haven't
have
shouldn't
couldn't have
5. I go to Hawaii this year. I've almost saved up enough money for the flight.
might
don't have
need
have
6. She speak for a moment. She was too emotional.
should
need to
must have
couldn't
7. Do you to work on Sundays?
must
could
should have

8. I to pay for this traffic ticket on time.

- must
- have
- might
- should

9. It rain tomorrow. The weather forecast doesn't look good right now.

- have
- need to
- might
- could have

10. Let's go fishing tomorrow. Do you think you come over at 5 am so we can get on the lake early in the morning?

- can
- must do
- had
- need

11. I speak French without a problem now because I have had many lessons.

- may
- can
- have

12. They do their homework today because it is a holiday at the school.

- must not
- don't have
- don't have to

13. I help you with your shopping because you have a lot of bags.

- ought
- ought to
- thought

14. When will you come and see us in our new house?

- can
- be able to
- must

15. I may go to Paris next week because there is a very big exhibition there.

- have
- have to
- had

Unit 4

Choose the correct answer!

1. You are allowed to have just half an hour, after you are supposed to submit your exam paper.

- A) what
- B) that
- C) when
- D) which
- E) whom

2. There are no special actors I would like to meet one day.

- A) who
- B) when
- C) whose
- D) where
- E) whom

3. When we reached our arranged holiday resort, we were planning to spend two weeks, we realized that it was no worth.

- A) which
- B) whose
- C) where
- D) for which
- E) that

4. As soon as the 12 year-old genius by his father climbed on the stage, he was going to give a short account of his success, every one burst into applause.

- A) attending / which
- B) attended / on which
- C) to attend / where
- D) attended / when
- E) attending / where

5. Mary resigned from her post after she was rejected to promote, did not surprise us at all.

- A) which
- B) by whom
- C) for what

- D) that
- E) why

6. By nature, strong animals eat are weaker and inferior physically.

- A) these / what
- B) whose / what
- C) those / which
- D) what / that
- E) those / whom

7. Do you know the exact time our orders will be delivered at?

- A) where
- B) which
- C) when
- D) whose
- E) in that

8. Ezgi is among the few students we can rely for the organization of the charity exhibition.

- A) who
- B) with whose
- C) in which
- D) to whom
- E) on whom

9. Do you remember Hazal into laughter thanks to a picture to her.

- A) who burst / which shown
- B) that bursting / what was shown
- C) burst / that is showing
- D) which was bursting / where shows
- E) bursting / that was shown

10. Is it really important Ahmet has come or not provided he has sent us the agreement by our rivals.

- A) whether / that signed
- B) when / signing
- C) if / signed
- D) how / that was signing
- E) whether / signing

Unit 5

1. I can't imagine _____ abroad.
to live
live
living
to living
2. She looked forward _____ her new boss.
to meet
meet
meeting
to meeting
for meeting
3. I don't mind _____ a few minutes.
waiting
to wait
wait
about wait
4. I couldn't open the door. Then I tried _____ on the window.
knock
to knock
knocking
to knocking
5. My honeymoon was great! I remember _____ Mount Vesuvius.
climbing
to climb
climb
to climbing
6. Your children need _____ more books.
to read
reading
to reading
in reading
7. I tried _____ my work on time, but it was too difficult.
finishing
finish
to finish

to finishing

8. Linda failed _____ to the office on time.

to get

get

to getting

getting

9. Charles denied _____ the window.

breaking

to break

break

to breaking

10. I congratulated him _____.

graduate

to graduate

on graduating

with graduating

graduating

11. He threatened _____ his land.

not to sell

not sell

not selling

not to selling

to sell not

don't sell

12. The college agreed _____ the deadline.

extend

to extend

extending

to extending

13. I always enjoy _____ to my best friend.

to talk

talk

talking

to talking

14. Fred's parents urged him _____ to college.

in going

to go

going
go

15. She accused her subordinate _____ money.

steal
stealing
of stealing
in stealing
to steal

16. John promised _____ late.

being
not to be
be
to be
not being

17. My brother's car needs _____.

wash
in washing
to wash
washing

18. I don't fancy _____ for two hours.

wait
waiting
to wait
to waiting

19. My parents considered _____ to another town.

relocate
to relocate
relocating
about relocating

20. Police are warning all citizens _____ extra care.

taking
take
to take
to taking

21. Teachers always encouraged us _____ global issues.

discussing
to discuss

discuss
to discussing

22. Clara suggested _____ a light meal at a café.
eat
eating
to eating
to eat

23. Carla refused _____ that she was wrong.
admitting
admit
to admitting
to admit

24. Sarah avoided _____ his question.
answer
to answer
answering
to answering

25. Nobody can persuade her _____ her mind.
change
to change
changing
to changing

Unit 6

The first sentence is in the ACTIVE VOICE. Choose the most correct way of saying the same thing in the PASSIVE VOICE:

1. They passed me up for that position.

I _____ for that position.

was passed up

was being passed up

am passed up

2. By tomorrow, I will have bought the car.

By tomorrow, the car _____ by me.

was being bought

will have been bought

was bought

3. John bought the Picasso painting.

The Picasso painting _____ by John.

was bought

will have been bought

is bought

4. Most students misunderstand this story.

This story _____ by most students.

was misunderstood

has been misunderstood

is misunderstood

5. My brother carried the groceries into the room.

The groceries _____ by my brother into the room.

were being carried

have been carried

were carried

6. Juan is preparing the enchiladas.

The enchiladas _____ by Juan.

are being prepared

were being prepared

are prepared

7. His brother was telling him to calm down.

He _____ to calm down by his brother.

is being told
was being told
is told

8. A dog bit me.

I _____ by a dog.
was being bitten
was bitten
have been bitten

9. The movers have delivered the furniture.

The furniture _____ by the movers.
will have been delivered
would be delivered
has been delivered

10. This city will surprise you. You _____ by this city.

are surprised
will be surprised
will have been surprised

11. They were interviewing her for the job.

She _____ for the job.
was being interviewed
was interviewed
has been interviewed

12. Tom is writing the letter.

The letter _____ by Tom.
was written
is being written
has been written

13. Everyone understands English.

English _____ by everyone.
is understood
has been understood
was understood

14. The employees brought up this issue during the meeting.

This issue _____ by the employees during the meeting.
has been brought up
is brought up
was brought up

15. The professor told him not to talk in class.

He _____ by the professor not to talk in class.

has been told

was told

was being told

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