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“

Learning another language is like becoming another person.

”

- Haruki Murakami, Japanese Writer



UNIT 1

Adverb of manner



Adverb of manner shows how something happens or is done, or how we do something.

Look at these examples:

- Our holiday was too short – the time passed very **quickly**.
- She danced **happily** into the room.

Quickly and **happily** are **adverbs**. Many adverbs are formed from an **adjective + ly**.

Notice the use of adverbs of manner and adjectives.

ADVERB

John answered **correctly**.

ADJECTIVE

The answer was **correct**.

It was a **correct** answer.

Correct	.....>	Correctly
Quiet	.....>	Quietly
Bad	.....>	Badly
Clear	.....>	Clearly
Quick	.....>	Quickly
Sad	.....>	Sadly
Silent	.....>	Silent
Wise	.....>	Wisely
Sincere	.....>	Sincerely
Careful	.....>	Carefully
Beautiful	.....>	Beautifully
Easy	.....>	Easily
<hr/>		
Good	.....>	Well
Fast	.....>	Fast
Hard	.....>	Hard
Loud	.....>	Loud (loudly)
Slow	.....>	Slowly (slow)

Comments: In general, adverbs of manner have an -ly ending. Some common exceptions are: **good, fast, hard, loud, slow**.



Hint: In addition to the adverb *well*, there is also an adjective *well* which refers to state of health.

For example:

- My friend was sick, but now he is well.



Hint: Not all words ending in *-ly* are **adverbs**, some **adjectives** end in **-ly** too.

For example:

Friendly	Lively	Elderly	Lonely	Silly	Lovely
----------	--------	---------	--------	-------	--------

Notice the position of adverbs of manner.

	VERB	DIRECT OBJECT	ADV. OF MANNER	ADV. OF PLACE	ADV. OF TIME
He	Spoke	English	Rapidly	In class	Yesterday.
He	Drives	His car	Carefully	In the city	At night.
He	Drives		Carefully	Everywhere	

Comments: An adverb of manner usually follows a verb and its direct object, if any.

Adjective or adverb?

Adjectives (quick/ careful etc.) tell us about a noun (somebody or something).

We use adjectives before nouns:

- Sam is a careful driver. (Not a carefully driver)
- We didn't go out because of the heavy rain.

Adverbs (quickly/carefully etc.) tell us about a verb (how somebody does something or how something happens):

- Sam drove carefully along the narrow road. (Not drove careful)
- We didn't go out because it was raining heavily. (Not raining heavy)



Compare

She speaks **perfect English**.

adjective + noun

She **speaks** English **perfectly**.

verb + noun + adverb

We also use adjectives after some verbs, especially be, and also look/feel/sound etc.



Compare

- | | |
|-------------------------------------------------------|-------------------------------------------------------------------|
| • Please be quiet. | • Please speak quietly. |
| • I was disappointed that my exam results were so bad | • I was unhappy that I did so badly in the exam. (not did so bad) |
| • Why do you always look so serious? | • Why do you never take me seriously? |
| • I feel happy. | • The children were playing happily. |

1

Exercise 1: Listen to the statement with an adjective (*careful, quiet, etc.*). Form a corresponding statement with an adverb (*carefully, quietly, etc.*).

Teacher: **The careful student is studying.**

Student: **The student is studying carefully.**


Teacher: **The sincere doctor is speaking.**

Student: **The doctor is speaking sincerely.**

- | | |
|------------------------------------|-----------------------------------------------------|
| 1. The quiet student studies. | 7. The slow teacher is talking. |
| 2. The careful doctor is working. | 8. The quiet boy is reciting. |
| 3. The prompt girl is coming. | 9. The careful girl is answering questions. |
| 4. The punctual student arrived. | 10. The prompt student wrote a letter. |
| 5. The careful teacher is writing. | 11. The intelligent student answered the questions. |
| 6. The sincere man spoke. | |


Other usages of adverbs of manner

These adverbs can also modify adjectives, past participles, other adverbs and adverbial phrases.




adverb + adjective

It's **terribly cold** today. (Not ... ~~terrible cold~~.)



adverb + past participle

This steak is very **badly cooked**. (Not ... ~~bad cooked~~)



adverb + adverb

They're playing **unusually fast**. (Not ... ~~unusual fast~~.)



adverb + adverbial phrase

He was **madly in love** with her. (Not ... ~~mad in love~~ ...)

Subject Pronouns and Object Pronouns

SUBJECT PRONOUNS	OBJECT PRONOUNS	SUBJECT	OBJECT
(a) I speak English.	Bob knows me .	I	Me
(b) You speak English.	Bob knows you .	You	You
(c) She speaks English.	Bob knows her .	She	Her
(d) He speaks English.	Bob knows him .	He	Him
(e) It starts at 8:00.	Bob knows it .	It	It
(f) We speak English.	Bob talks to us .	We	Us
(g) You speak English.	Bob talks to you .	You	You
(h) They speak English.	Bob talks to them .	They	Them

<p>(i) I know <u>Tony</u>. <u>He</u> is a friendly person</p> <p>(j) I like <u>Tony</u>. I know <u>him</u> well.</p> <p>(k) I have <u>a red book</u>. <u>It</u> is on my desk</p>	<p>A pronoun has the same meaning as a noun.</p> <p>In (i): <u>He</u> has the same meaning as <u>Tony</u>.</p> <p>In (j): <u>Him</u> has the same meaning as <u>Tony</u>.</p> <p>In grammar, we say that a pronoun “refers to” a noun. The pronouns he and him refer to the noun Tony.</p> <p>Sometimes a pronoun refers to a noun phrase.</p> <p>In (k): <u>It</u> refers to the whole <u>a red book</u> phrase.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2

Exercise 2: Practice the object forms of the personal pronouns.

Teacher: **John explained the question.**

Student: **John explained it.**

Teacher: **We followed John and Mary.**

Student: **We followed them.**

Teacher: **They asked Mary.**

Student: **They asked her.**

Teacher: **The boys attended the class.**

Student: **The boys attended it.**

- The boys helped the girls.
- They study word order.
- The teacher is explaining the pattern.
- Mary answers John.
- The class learned the word.

- I received my books yesterday.
- I helped the new students.
- I am going to see Mary tonight.
- He is going to visit John.
- I followed their car.

3

Exercise 3: Answer the questions affirmatively using the subject and object forms of the personal pronouns. Use the adverb yesterday in your answer.

Teacher: **Did Mary learn the new words?**

Student: **Yes, she learned them yesterday.**

Teacher: **Did the students practice the conversation?**

Student: **Yes, they practiced it yesterday.**

-
1. Did John help his friends?
 2. Did Mary study the lesson?
 3. Did Paul listen to the radio?
 4. Did the students repeat the new word?
 5. Did Mr. and Mrs. Miller look at the painting?
 6. Did Mrs. Miller visit Mary?
 7. Did John move the table and chairs?
 8. Did Paul watch television?
 9. Did John pronounce the new words?
 10. Did Mary answer the letter?
 11. Did Mr. Miller visit Mrs. Allen?
 12. Did Mrs. Miller talk to Mary?



Homework

1 **Exercise 1:** Change the sentences below to present progressive using the phrase 'now' if it is necessary.

1. The teacher goes to school every day.
.....

2. I feel well today.
.....

3. I brush my teeth tonight.
.....

4. John drives fast every day.
.....

5. My brother looks for a new solution for his problem.
.....

6. Jack reads a novel every day.
.....

7. Mr. Smith walks in the park every night.
.....

8. She thinks about him.
.....

9. Bob and I want to come back home this evening.
.....

10. They know the address.
.....

11. I hate orange juice.
.....

12. He likes hiking.
.....

13. David believes in success.
.....

2

Excercise2: Substitute the words and make necessary changes. Follow the pattern.

George is reading slowly at home now.

- | | | |
|--------------------|-----------------------|------------------|
| 1. At school | 6. Talk to his friend | 11. Walk |
| 2. Every day | 7. Honestly | 12. Today |
| 3. Carefully | 8. In the park | 13. Play tennis |
| 4. At the moment | 9. Every week | 14. This morning |
| 5. Listen to music | 10. Quickly | 15. At weekends |

Answers

- 1:
2:
3:
4:
5:
6:
7:
8:
9:
10:
11:
12:
13:
14:
15:

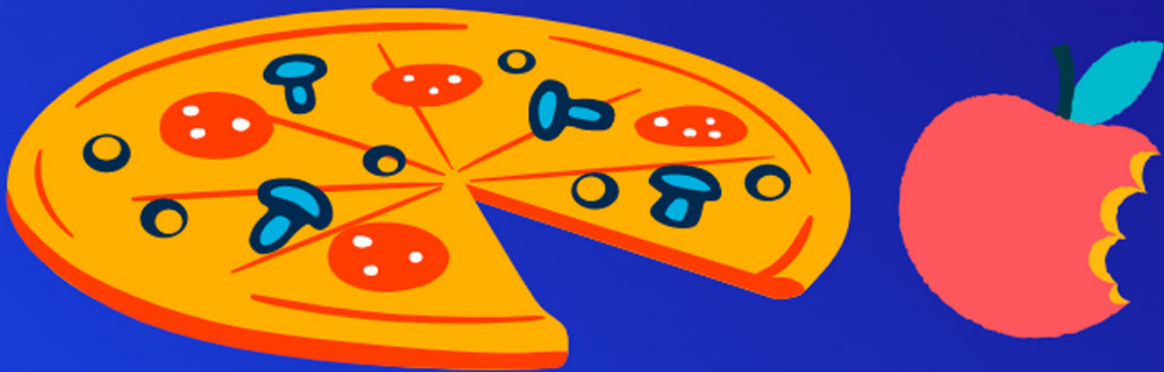
3

Exercise 3: Answer the questions affirmatively using the subject and object forms of the personal pronouns.

- 1. Did your father talk to Mary?
.....
- 2. Did John drive his father's car?
.....
- 3. Did my aunt write the letters?
.....
- 4. Did John see my mother and I in the shopping center?
.....
- 5. Did Mary wait for you and John at school?
.....
- 6. Did John and Mary play with the dogs?
.....
- 7. Did John and I pass the term?
.....
- 8. Did the new students answer the teacher's questions?
.....
- 9. Did your teachers help my sister?
.....
- 10. Did the cats chase the ball?
.....

UNIT 2

Articles & Nouns



Pay attention to this example

Teacher: I ate *a* sandwich and *an* apple.
Sentence: *The* sandwich was good.

Comments

(1) The article (*a*) is used in the first sentence to indicate that the *sandwich* and the *apple* which speaker is talking about are being mentioned for the first time and they are not identified.

(2) In the second sentence, the article "*the*" is used to indicate that the noun *sandwich* has been identified; that is, the listener knows which particular *sandwich* the speaker is talking about.

A note on the article in English

The words (*a*, *an*, and *the*) are called articles. In general, we use the definite article "*the*" when the noun which follows names an identified specimen; that is, when we believe that the listener knows which person, place or thing the noun refers to.

There are three important ways of establishing this identification:

- (1) Sentence A shows that a noun can be identified in a previous sentence.
- (2) In the sentences below, the noun is identified by the phrase which follows:

The book on Mr. Allen's desk is yellow.
The philosophy of Aristotle is interesting.
I like the hat that you are wearing.

(Such phrases are often sufficient to establish identification, but not always)

(3) Sometimes the things referred to are understood from the situation and are therefore identified.

For example:

When the teacher asks, "Is the door open?", You know the teacher is asking about the door of the classroom.

Usages of “a” and “an”

1. The article (a/an): One important use of (a/an) is in sentences of **description** or **classification**.

John is a very good boy.
Paris is a city.

2. Talking about jobs, types etc.

Specifically, we normally put (a/an) with a singular noun that is used for classifying – saying what job somebody has, what class, group or type somebody or something belongs to, what we use something for etc.

She's **a dentist**. (NOT ~~she's dentist.~~)
I'm looking forward to being **a grandmother**.
I used my shoe as **a hammer**.

3. a and an are weak (unstressed) forms of one: We use the full form one when we emphasize the number.



Compare

One boy arrived late, not two.

A boy arrived late, not a girl.

Talking in general

In English, when we are talking about people or things in general, we do not usually use “**the**” with uncountable or plural nouns.

Life is complicated. (NOT ~~The life is complicated~~)

My sister loves horses. (NOT ~~she loves the horses~~)



Hint: However, “**the**” is often required if the noun phrase is followed by an identifying phrase.

For example:

Mary is studying **the** history of the United States.



Hint: But there are some exceptions about identified nouns like: **rivers, seas, oceans, gulfs, canals, jungles, deserts, islands and mountains** which get **"the"**

***The Amazon River, The Black Sea, The Persian Gulf,
The Pacific Ocean, The Rocky Mountains.***



Hint: Usually we **DO NOT** use **"the"** before the name of countries:

I live in France, but my friend is from Germany.

However, we have two groups of **exceptions**:

1. The countries with plural **"s"** at the end of their names like:

The Netherlands, The Bahamas, The Philippines, The Maldives.

2. The countries with an identifying noun phrase in their name like:

***The United Kingdom (of Great Britain and Northern Ireland),
The United States (of America)***



Hint: We **DO** use the definite article **the** when referring to people from a particular country as a whole: **the Spanish, the British, the French, the Irish, the Dutch, the Finnish, the Swiss, the Vietnamese**

The British are very good at queuing.

The Irish like to dance.



Hint: We generally **DO NOT** use **"the"** with nationalities ending in **"s"**:

Americans, Canadians, Russians, Australians, Danes, South Africans, Jamaicans, Mexicans

Americans speak English differently from the British.

South Africans are very tall, similar to the Dutch.



Hint: We **DO NOT** use **"the"** with cities, streets, roads, squares, bridges and parks:

Paris, Times Square, Piccadilly Circus, Central Park, Hyde Park, Waterloo Bridge, Fifth Avenue, Main Road, Russell Square



Hint: We **DO NOT** use the definite article **"the"** when referring to people by name:

Daniel Craig, also known as James Bond, is married to Rachel Weisz.

Romeo and Juliet was written by Shakespeare.



Hint: We **DO** use **"the"** when referring to families, or people in the plural:

The Bidens live in the White House.

The Browns moved to London last year.

Have you heard anything from the Smiths lately?

1

Exercise 1: Substitute the words which are given. Use the article the when necessary.

John is studying music.

Teacher: **Music of Mozart**

Teacher: **Philosophy**

Student: **John is studying the music of Mozart.** Student: **John is studying philosophy.**

1. Philosophy of Aristotle
2. History
3. History of Thailand
4. Music
5. Music of Mexico
6. Mexican music
7. Algebra
8. Art

9. Art of the Netherlands
10. Architecture
11. Architecture of Greece
12. Greek architecture
13. Architecture of Greece
14. English
15. Japanese

2

Exercise 2: Substitute the words which are given. Use the article the where an article is necessary.

I am going to see the professor.

Teacher: **Professor Miller**

Teacher: **Doctor**

Student: **I am going to see professor Miller.** Student: **I am going to see the doctor.**

1. Doctor Allen
2. Miss Smith
3. United States
4. Canada
5. Pacific Ocean
6. State Street
7. New York City
8. South America

9. Amazon Jungle
10. Colombia
11. Professor
12. Professor Taylor
13. Himalaya Mountains
14. Germany
15. Mississippi River

Countable and uncountable

Countable	Uncountable
<ul style="list-style-type: none"> I eat a banana every day. I like bananas. <p>Banana is a <i>countable noun</i></p> <p>A countable noun can be singular (banana) or plural (bananas)</p> <p>We can use numbers with countable nouns.</p> <p>So, we can say 'one banana', 'two bananas' etc.</p> <p>Examples of nouns, usually countable:</p> <ul style="list-style-type: none"> Kate was singing a song. There's a nice beach near here. Do you have a ten-pound note? It wasn't your fault, it was an accident. There are no batteries in the radio. We haven't got enough cups. 	<ul style="list-style-type: none"> I eat rice every day. I like rice. <p>Rice is an <i>uncountable noun</i></p> <p>An uncountable noun has only one form (rice)</p> <p>We cannot use numbers with uncountable nouns.</p> <p>We cannot say 'one rice', 'two rice's' etc.</p> <p>Examples of nouns, usually uncountable:</p> <ul style="list-style-type: none"> Kate was listening to (some) music. There is sand in my shoes. Do you have any money? It wasn't your fault. It was bad luck. There is no electricity in this house . We haven't got enough water.
<p>You can use a/an with singular countable nouns:</p> <p>a beach a student an umbrella</p> <p>You cannot use singular countable nouns alone (without a/the/my etc.):</p> <ul style="list-style-type: none"> I want a banana (not I want banana) There's been an accident (not there's been accident) <p>You can use plural countable nouns alone:</p> <ul style="list-style-type: none"> I like bananas (=bananas in general). Accidents can be prevented. 	<p>You cannot normally use a/an with uncountable nouns.</p> <p>We do not say 'a sand', 'a music', 'a rice'.</p> <p>But you can often use a ... of. for example: a bowl/ a packet / a grain of rice</p> <p>You can use uncountable nouns alone. (without the/my/some etc.):</p> <ul style="list-style-type: none"> I eat rice every day. There's blood on your shirt. Can you hear music.
<p>You can use some and any with plural countable nouns:</p> <ul style="list-style-type: none"> We sang some songs. Did you buy any apples? <p>We use many and a few with plural; countable nouns:</p> <ul style="list-style-type: none"> We didn't take many Pictures. I have a few things to do. 	<p>We can use some and any with uncountable nouns:</p> <ul style="list-style-type: none"> We listened to some music. Did you buy any apple juice? <p>We use much and a little with uncountable nouns:</p> <ul style="list-style-type: none"> We didn't do much shopping. I have a little work to do.

Many nouns can be used as countable or uncountable nouns, usually with a difference in meaning.



Compare

Countable	Uncountable
<ul style="list-style-type: none"> • Did you hear a noise just now? (= A specific noise) • I bought a paper to read. (=A newspaper) • There's a hair in my soup! (= One single hair) • You can stay with us. There's a spare room. (= a room in a house) • I had some interesting experiences while I was traveling. (= Things that happened to me) • Enjoy your trip. Have a good time! 	<ul style="list-style-type: none"> • I can't work here. There's too much noise. (=Noise in general) • I need some paper to write on. (= Material for writing on) • You've got very long hair. (Not hairs) (= All the hair on your bed) • You can't sit here. There isn't room. (=Space) • They offered me the job because I had a lot of experience. (Not experiences) • I can't wait. I don't have time.

Coffee/tea/juice/beer etc. (drinks) are normally uncountable:

- I don't like **coffee** very much.

But in spoken English you can say **a coffee** (= a cup of coffee), **two coffees** (= two cups) etc.:

- **Two coffees** and **an orange juice**, please.

The following nouns are usually uncountable:

Accommodation	Behaviour	Damage	Luck	Permission	Traffic
Advice	Bread	Furniture	Luggage	Progress	Weather
Baggage	Chaos	Information	News	Scenery	Work

You cannot use **a/an** with these nouns:

- I'm going to buy **some bread** or ... **a loaf of bread**. (not a bread)
- Enjoy your holiday! I hope you have good weather. (not a good weather)

These nouns are not usually plural (so we do not say 'breads', 'furnitures' etc.):

- Where are you going to put all your furniture? (not furnitures)
- Let me know if you need more information. (not informations)

News is uncountable, not plural:

- The **news was** very depressing. (*not The news were*)

Travel (noun) means 'travelling in general' (uncountable). We do not say 'a travel' to mean **a trip** or **a journey**:

- They spend a lot of money **on travel**.
- We had a very good **trip/journey**. (not a good travel)



Compare these countable and uncountable nouns:

Countable	Uncountable
<ul style="list-style-type: none">• I'm looking for a job.• What a beautiful view!• It's a nice day today.• We had a lot of bags and cases.• These chairs are mine.• That's a good suggestion.	<ul style="list-style-type: none">• I'm looking for work. (not a work)• What beautiful scenery!• It's nice weather today.• We had a lot of baggage/luggage.• This furniture is mine.• That's good advice.

You can use **some** with plural countable nouns. We use **some** in two ways.

(1) Some = A number of/ a few of /a pair of:

- **Some friends** of mine are coming to stay at the weekend.
- I need **some** new **sunglasses**. (= A new pair of sunglasses)
- I've seen **some** good **films** recently. (Not I've seen good films)

Do not use **some** when you are talking about things in general. It says that you should not use **some** for things which has a general meaning and when you talk about a thing in general.

For example:

- I like books. (Generally)
- I love **bananas**. (Not some bananas)
- My aunt is a writer. She writes **books**. (Not some books)

(2) Some = Not all:

- **Some children** learn very quickly. (But not all children)
- Tomorrow there will be rain in **some places**, but most of the country will be dry.

3

Exercise 3: Practice the use of a, an, and some with nouns. Substitute the words into the statement and make the necessary changes.

He's going to buy a car tomorrow.

Teacher: **House**

Student: **He's going to buy a house tomorrow.**

Teacher: **Apples**

Student: **He's going to buy some apples tomorrow.**

Teacher: **Fruit**

Student: **He's going to buy some fruit tomorrow.**

-
- | | |
|----------------|------------------|
| 1. Table | 11. Soap |
| 2. Chairs | 12. Toothbrush |
| 3. Furniture | 13. Toothpaste |
| 4. Tomatoes | 14. Orange juice |
| 5. Tomato soup | 15. Coffee |
| 6. Bananas | 16. Milk |
| 7. Bread | 17. Sandwich |
| 8. Cheese | 18. Butter |
| 9. Book | 19. Car |
| 10. Books | 20. Chalk |

Homework

1 **Exercise 1:** Substitute the words in the proper position, and then make necessary changes in the sentences below.

The man was ill yesterday.

- | | | |
|-----------------------|--------------------|--------------------|
| 1. Woman | 10. In the park | 19. The child |
| 2. Women | 11. Hungry | 20. These Children |
| 3. Visit the museum | 12. Sheep | 21. Strong |
| 4. Policeman | 13. Ships/old | 22. Rich |
| 5. Policemen | 14. Funny/children | 23. Businessman |
| 6. People | 15. His wife | 24. Businessmen |
| 7. Meet/their friends | 16. Their wives | 25. Handsome |
| 8. Happy | 17. The mouse | 26. Gentleman |
| 9. Angry | 18. Those mice | 27. Gentlemen |

Answers

- | | |
|-----------|-----------|
| 1: | 16: |
| 2: | 17: |
| 3: | 18: |
| 4: | 19: |
| 5: | 20: |
| 6: | 21: |
| 7: | 22: |
| 8: | 23: |
| 9: | 24: |
| 10: | 25: |
| 11: | 26: |
| 12: | 27: |
| 13: | |
| 14: | |
| 15: | |

2

Exercise 2: Substitute the words in the proper position and the make every necessary changes.

She needs some apples.

- | | | | |
|------------|-------------|--------------|-------------|
| 1. Coffee | 6. Time | 11. Friends | 16. Request |
| 2. Oranges | 7. Mary | 12. Tomatoes | 17. Ink |
| 3. Bread | 8. Help | 13. Milk | 18. He |
| 4. He | 9. Cakes | 14. Tea | 19. Wanted |
| 5. We | 10. Glasses | 15. Want | 20. Need |

Answers

- | | |
|-----------|-----------|
| 1: | 11: |
| 2: | 12: |
| 3: | 13: |
| 4: | 14: |
| 5: | 15: |
| 6: | 16: |
| 7: | 17: |
| 8: | 18: |
| 9: | 19: |
| 10: | 20: |

3**Exercise 3:** Put in **a/an** or **the**.

1.
 - a This house is very nice. Has it got garden?
 - b It's a beautiful day. Let's sit in garden.
 - c I like living in this house, but it's a shame that garden is so small.

2.
 - a Can you recommend good restaurant?
 - b We had dinner in very nice restaurant.
 - c We had dinner in best restaurant in town.

3.
 - a She has French name, but in fact she's English, not French
 - b What's name of that man we met yesterday?
 - c We stayed at a very nice hotel - I can't remember name now.

4.
 - a There isn't airport near where I live. nearest airport is 70 miles away.
 - b Our flight was delayed. We had to wait at airport for three hours.
 - c Excuse me, please. Can you tell me how to get to airport?

5.
 - a 'Are you going away next week?' 'No, week after next.'
 - b I'm going away for week in September.
 - c Gary has a part-time job. He works three mornings week.

UNIT 3

Speaking 1



Part One of the Speaking Test

Part One of the speaking test lasts for 4~5 minutes.

An accurate description of Part One would be:

“Basic questions on familiar topics including your background, hobbies, interests, routines, lifestyle and habits.”

The examiner will select three topics in Part One.

In general the first topic in Part One deals with your background and there are two possible paths.

[A] Where you live (your city, area where you live, street, house)

[B] Your studies, work, job

As a rule, the examiner will select either path A or B but NOT both. All candidates can expect to be asked questions on one of these topics areas.

After this first “personal” topic, the examiner will select two more topics based on hobbies, interests, routines, lifestyle and habits.

Candidates often ask the question: “Is it better to give long or short answers in Part One?”

The answer to this question is quite simple. Actually, in all parts of the speaking test, longer answers are preferable to short answers.

Possible Topics for Part One

Where you live	Music	School
Your studies	Reading	Friends
Your job	Email	Festivals
Hobbies	Learning English	Meeting new people
Sports	Writing	The sea
Television	Clothes	Computers

This list of topics is not complete and every year more topics are introduced into Part One. The important fact is that all of these topics should be quite familiar to you. Even if you don't like sport, you should be able to answer basic questions related to the topic of sport. For example, you might be asked: “What food is popular in your country?” Or “What food do you like eating?” You will NOT be asked: “How do you make Chinese food?” Or “Do you prefer noodles or rice?”

Samples

Take a look at the example answers which is written for the topic weather.

Try to expand these answers.

How can you make them better?

Weather

What kind of weather do you like the most?

I like the transitional weather when it's not too hot or cold. Also, I like rainy weather. So, the weather in spring is my favourite.

What's the weather like in your hometown?

I come from a small town in Iran and my hometown usually has cold weather with relatively hot and dry summers.

Do you like the weather in your hometown?

Yes, I like the weather in my hometown. I am not very fond of the summer months here but usually, I take a vacation on summer, and we go to a trip to a better place to get an escape from the heat.

Do you prefer dry or wet weather?

I prefer the wet weather more than the dry. I like the relief the rain brings and enjoy having tea in the rain.

Internet

How often do you go Online?

What do you use the Internet for?

How do you get Online?

Do you have your own computer?

What's your favourite website?

Neighbours & Neighbourhood

Do you like your neighbours?

What is your neighbourhood like?

How could your neighbourhood be improved?

Do you think it is important to have a good relationship with your neighbours?

Do you think your neighbourhood is a good place for children?

Shopping

Do you like shopping?

What's your favourite shop?

Do you prefer shopping alone or with others?

What kinds of shops are there where you live?

Have you ever bought anything online?

Transport

How did you get here today?

What is your favourite mode of transport?

Do you ever use public transport?

Do you like the transport system in your country?

What is the difference between taking a bus and taking a train?

Art

Are you good at art?

Did you learn art at school when you were a child?

What kind of art do you like?

Is art popular in your country?

Have you ever been to an art gallery?

Clothes

Are clothes important to you?

What kind of clothes do you usually wear?

Do you ever wear the traditional clothes of your country?

Where do you usually buy your clothes?

Have you ever worn a uniform?

Family & Friends

Do you spend much time with your family?

Who are you closest to in your family?

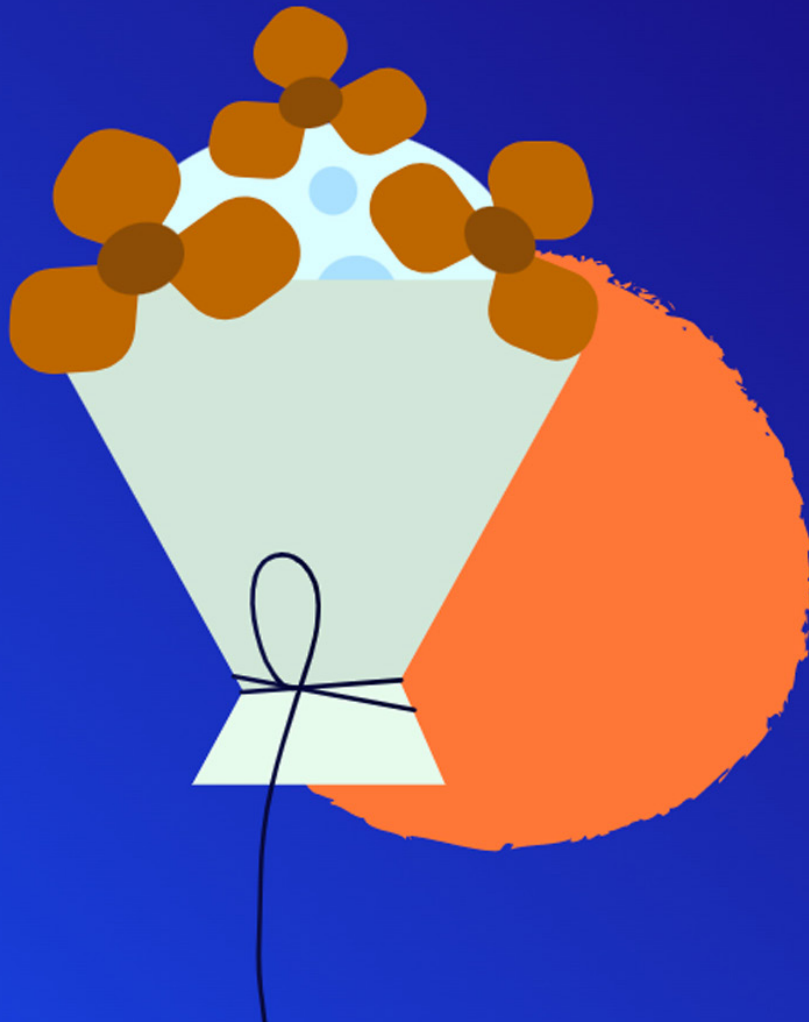
Do you prefer spending time with your family or friends?

Who is your best friend?

Are you still friends with people from your childhood?

UNIT 4

“Some or Any”



In this unit we are going to talk about the differences between **some** and **any**.

In general, we use some (also, **somebody / someone / something**) in positive sentences and **any** (also **anybody** etc.) in negative sentences.

Some	Any
<ul style="list-style-type: none">• We bought some flowers.• He's busy. He's got some work to do.• There's somebody at the door.• I'm hungry. I want something to eat.	<ul style="list-style-type: none">• We didn't buy any flowers.• He's lazy. He never does any work.• There isn't anybody at the door.• I'm not hungry. I don't want anything to eat.



Hint: we also use **any** in the sentences with **negative** meaning.

- She went out **without any** money. (she didn't take any money with her)
- He **refused** to eat **anything**. (he didn't eat anything)



Hint: we usually use any in questions.

- Do you have **any** money?
- I've lost my key. Has **anybody** seen it?



Hint: we use some in questions when we **offer** or **ask for** things, also we use some in questions when we are **sure** the answer of the questions is '**Yes**'.

- Are you waiting for **somebody**? (I think you are waiting for somebody)
- Would you like **something** to eat? (there is something to eat)
- Can I have **some** sugar, please? (there is probably some sugar I can have)



Hint: We often use **any** after **if**:

- If there are **any** letters for me, can you send them on to this address?
- If **anyone** has any questions, I'll be pleased to answer them.
- Let me know if you need **anything**.



Hint: We also use **any** with the meaning '**it doesn't matter which**':

- You can take **any** buses. they all go to the center. (= it doesn't matter which bus you take)
- Sing a song. Which song shall I sing? **Any** song. I don't mind (=it doesn't matter which song)
- Come and see me **any** time you want.
- It's a very easy exam. **Anybody** can pass the examination.

- Let's go out somewhere. Where shall we go? **Anywhere**. I just want to go out.
- The door is open. **Anybody** can come in.

Compare **something** and **anything**:

- A)** I'm hungry. I want something to eat
- B)** what would you like?
- A)** I don't mind. **Anything**. (It doesn't matter what)

Somebody/someone/anybody/anyone

We use singular verbs for **Somebody / someone / anybody / anyone** and also, plural pronouns or possessive adjectives.

- Someone is here to see you.
- Someone has forgotten their umbrella. (=his or her umbrella)
- If anybody wants to leave early, they can. (=he or she can)

Review

Some	Any
<p>Positive sentences</p> <ul style="list-style-type: none"> • <p>Question sentences</p> <ul style="list-style-type: none"> • When the answer is 'Yes' • When it is a request or offer 	<p>Negative sentences</p> <p>Sentences with negative meaning</p> <ul style="list-style-type: none"> • <p>Question sentences</p> <p>More common in question sentences</p> <ul style="list-style-type: none"> • <p>If</p> <p>We often use 'any' after 'if'.</p> <ul style="list-style-type: none"> • <p>It does not matter which, when...</p> <p>We also use any with the meaning 'it doesn't matter which, when ...'</p>

Much, many, little, few, a lot, plenty

We use **much** and **little** with uncountable nouns:

much time much luck little energy little money

We use **many** and **few** with plural nouns:

many friends many people few cars few countries

We use **a lot of / lots of / plenty of** with both uncountable and plural nouns:

A lot of luck plenty of money lots of people
lots of time A lot of friends plenty of ideas

Plenty = more than enough:

- There's no need to hurry. We've got **plenty of time**.

Much is unusual in positive sentences (especially in spoken English). Compare:

- We **didn't** spend **much** money.
But we spent a lot of money (not We spent much money)

We use **many** and **a lot of** in all kinds of sentences:

- **Many** people drive too fast. or **A lot of** people drive fast.
- Do you know **many** people? or Do you know **a lot of** people?
- There aren't **many** tourists here. or There aren't **a lot of** tourists here.



Hint: We say many years / many weeks / many days (not a lot of):

- We've lived here for many years. (not a lot of years)

Countable	Uncountable
a few	a little
many	much
We use these words with both uncountable and plural nouns	
a lot of / lots of / plenty of	

A little or little

A few or few

Little and **few** have **negative** concept but **a few** and **a little** show the **positive** concept:



Compare

- Let's go and have coffee. We have **a little time** before the train leaves (a little time = enough time to have coffee)
- I cannot come to have coffee with you. I have **little** time (little time = I don't have enough time to have coffee)



Compare

- Vicky doesn't like living in London. She has **few** friends there. (=not many, not as many as she would like)
- I enjoy my life here. I have **a few** friends and meet quite often. (a **few** friends=not many but enough to have a good time)



Compare

- He spoke **little** English, so it was difficult to communicate with him.
- He spoke **a little** English, so we were able to communicate with him.



Compare

- She's lucky. She has **few** problems. (=not many problems)
- Things are not going so well for her. She has **a few** problems (=some problems)



Hint: You can say **very little** and **very few**:

- Gary has **very little** time for other things.
- Vicky has **very few** friends in London.



Hint: You can say **only a little** and **only a few**:

- Hurry! We **only** have **a little time**. (not only little time)
- The village was very small. There were **only a few houses**. (not only few house)

1

Exercise 1: Words such as cup, slice, piece, are often used with uncountable nouns. For example: a cup of coffee, a slice of bread, a piece of paper, a bit of news.

Teacher: **I need some paper. I need two pieces.**

Student: **I need two pieces of paper.**

Teacher: **I'm going to eat some bread. I'm going to eat two slices.**

Student: **I'm going to eat two slices of bread.**

Teacher: **John needs some ink. He needs one bottle.**

Student: **He needs a bottle of ink.**

-
1. Mary is going to buy some ink. She is going to buy two bottles.
 2. Mary wants some chalk. She wants two pieces.
 3. Mr. Miller bought some milk. He bought two bottles.
 4. Mr. Miler is going to drink some milk. He is going to drink two glasses.
 5. John drank some water. He drank two glasses.
 6. Mary drank some coffee. She drank four cups.
 7. Mr. Miller bought some bread. He bought one loaf.
 8. Mr. Miller is going to eat some bread. He's going to eat three slices.
 9. John is going to eat some toast. He is going to eat two slices.
 10. Mary bought some soap. She bought three bars.
 11. Mary bought some butter. She bought one pound.
 12. John bought some toothpaste. He bought one tube.

2**Exercise 2:** Practice the use of a little and a few.Teacher: **Do you need any ink?**Student: **Yes, just a little, please.**Teacher: **Do you need any tomatoes?**Student: **Yes, just a few, please.**

1. Butter

2. Bananas

3. Chairs

4. Eggs

5. Information

6. Pencils

7. Money

8. Bread

9. Sugar

10. Gasoline

11. Stamps

12. Envelops

13. Time

14. Water

15. Help

3**Exercise 3:** Practice to use of how much and how many in questions and a little and a few in answer.Teacher: **Ink**Student: **-How much ink did you buy?****-Only a little.**Teacher: **Apples**Student: **-How many apples did you buy?****-Only a few.**

1. Books

2. Coffee

3. Combs

4. Eggs

5. Beer

6. Hot dogs

7. Ice cream

8. Lamps

9. Wine

10. Magazines

11. Milk

12. Newspapers

13. Orange juice

14. Bread

15. Soap

16. Butter

17. Pens

18. Tea

19. Pencils

20. Shirts

21. Stamps

22. Tomato juice

23. Toothpaste

24. Toothbrushes



London streets



Exercise 2: Listen and repeat

It's a **large ball**.



It's a **small ball**.



It's a **long fork**.



It's a **short fork**.



He's a **tall footballer**.



He's a **short footballer**.



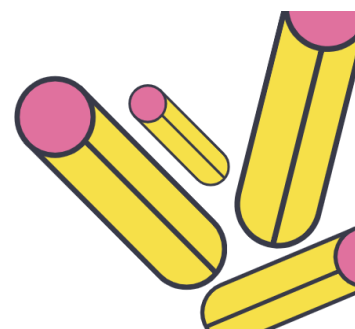
Describe these:



Doctors



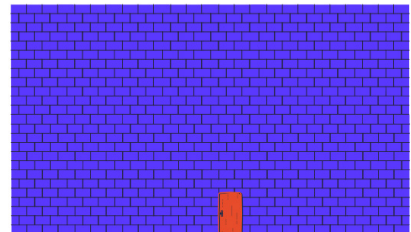
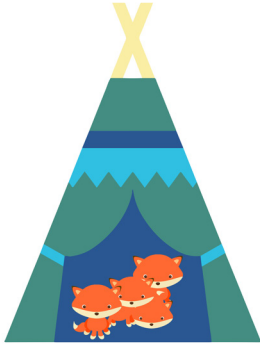
Boxes



Pieces of chalk



Exercise 3



Which picture shows:

- a **shop** with **four tall doctors** in it.
- a **hut** with **four small foxes** in it.
- a **long wall** with a **small door** in it.
- a **bath** with a **lot of hot water** in it.

Now you try drawing:

- a long box with a lot of small balls in it.
- a large house with four small windows and a door.
- a tall glass with a little water in it.

Homework

1 Exercise 1: Substitute the following words in the request statements.

Use “**any**, **much** and **many**” with negative form “**don’t**”.

Buy some apples.

- | | | |
|----------------|--------------------|---------------------|
| 1. Peaches | 12. Much | 23. Much |
| 2. A few | 13. Use | 24. Apples |
| 3. Hat | 14. Any/dishes | 25. Some |
| 4. Any | 15. Buy | 26. A few |
| 5. Many | 16. Any/apples | 27. A little/ bread |
| 6. Coffee | 17. Cars | 28. Coffee |
| 7. Some | 18. Some | 29. A few/pencils |
| 8. A lot of | 19. A few | 30. Books |
| 9. Any | 20. A little/sugar | 31. Read |
| 10. Drink | 21. Any | 32. All of the |
| 11. All of the | 22. A lot of | |

Answers

- | | |
|-----------|-----------|
| 1: | 17: |
| 2: | 18: |
| 3: | 19: |
| 4: | 20: |
| 5: | 21: |
| 6: | 22: |
| 7: | 23: |
| 8: | 24: |
| 9: | 25: |
| 10: | 26: |
| 11: | 27: |
| 12: | 28: |
| 13: | 29: |
| 14: | 30: |
| 15: | 31: |
| 16: | 32: |

2 Exercise 2: Put **some** and **any**.

1. We didn't buy flowers.
2. This evening I'm going out with of them.
3. I didn't have money.
4. Can I have milk in my coffee.
5. I was too tired to do work.
6. Can you give me information about the museum?

3 Exercise 3: Substitute the words in the proper position.

She drinks a lot of tea.

- | | |
|-------------------------|----------|
| 1. Coffee | 3. Milk |
| 2. Doesn't drink / much | 4. Water |

Answers

- | | |
|----------|----------|
| 1: | 3: |
| 2: | 4: |

Now read the new pattern and substitute the words.

John has little time.

- | | |
|----------------------|--------------------------|
| 1. A little | 6. Didn't answer/ any |
| 2. A lot of | 7. Visited / few museums |
| 3. A few problems | 8. A lot of |
| 4. Doesn't have/ any | 9. Didn't visit / many |
| 5. A few / questions | 10. Interesting places |

Answers

- | | |
|----------|-----------|
| 1: | 6: |
| 2: | 7: |
| 3: | 8: |
| 4: | 9: |
| 5: | 10: |



Speaking time

Food and cooking

What sorts of food do you like eating most?

Who normally does the cooking in your home?

Do you watch cookery programmes on TV?

In general, do you prefer eating out or eating at home?

Talk about your favourite restaurant.

UNIT 5

“No” and “None”



No:

No has two meanings in English:

1. Not a
2. Not **any**

• Because we use 'a' before singular nouns, it is possible to use a singular noun after '**no**':

For example: "No teacher"

• Because we use plural nouns after '**any**', we can also use plural noun after '**No**':

For example: "No teachers"



Hint: in both meanings of '**No**' we have '**not**', so because '**no**' itself has '**not**', we do not use negative verbs with '**no**'

- I have **no money** (not *I don't have no money*)
- **No shop** is open (not *no shop isn't open*)
- I saw **no students** in class (not *I didn't see no students in class*)
- Sue will have **no trouble** finding a job. (= Sue **won't** have **any** trouble ...)
- **No reason** was given for the change of the plan.

None:

None can be used **alone** in a sentence:

- How much money do you have? "**None**"
- How many students did you see? "**None**"
- All the tickets have been sold. There are **none** left. (= **no** tickets left)

None of :

We can use a noun after "**None of**" when we want to emphasize on the noun.

- **None of** the students are here.
- **None of** the teachers spoke to us.
- This money is all yours. **None of** it is mine.

After **none of** + plural (none of the students, none of them etc.) the verb can be singular or plural. A plural verb is more usual:

- None of the shops **were** (or **was**) open.

Nothing | Nobody/No-one | Nowhere

You can use these negative words at the beginning of a sentence or alone (as answers to questions):

- **Nobody** (or **No-one**) came to visit me while I was in hospital.
- "What happened?" " **Nothing**"
- "Where are you going?" " **Nowhere**. I'm staying here."

You can also use these words after a verb, especially after **be** and **have**.

- The house is empty. There's **nobody** living here.
- We **had nothing** to eat.



Hint: When we have nothing, nobody, no-one, nowhere ... the verbs of our sentences will be singular and the pronouns and possessive adjectives will be plural.

- **Nobody** did **their** homework.
- **Nobody is** going to talk to **their** parents to solve **their** problems.
- **Nobody is** prefect, are **they**? (= is he or she prefect)

With **nothing/nobody** etc., do not use negative verb (**isn't**, **didn't**, etc.):

- I said **nothing** (not ***I didn't say nothing***)
- **Nobody** tells me anything. (not ***nobody doesn't tell me***)



Homework

1 **Exercise 1:** Answer the questions and complete the sentences below, use (some, no, any + body/ thing/where)

1. What did you say?

.....

2. The exam was difficult.

So

3. The exam is easy.

So

4. Who phoned yesterday?

.....

5. The situation is uncertain. (anything/happen)

.....

6. I studied Mechanics. I don't know about economics.

7. Have you seen my watch? (anywhere/find)

.....

8. There was complete silence in the room.

He said

9. The bus was completely empty. There was on it.

10. The town is still the same as it was years ago. has changed.

11. I am going out now. If phones while I'm out, can you tell them I'll be back at 11:30?

12. Can I ask you? Sure, what do you want to ask?

2

Exercise 2: Complete the sentences below. (**no, none, any, anything, something**)

1. I'll try to answer questions you ask me.
2. I tried to phone Alice, but there was answer.
3. We cancelled the party because of the people we invited were able to come.
4. It was a public holiday, so there were shops open.
5. What a stupid thing to do! intelligent person would do such a thing.
6. Sarah was upset about and refused to talk to of her friends .
7. We had to walk home because there were taxis.
8. I haven't got money. Can you lend me some?



Speaking time

Movies

What kinds of movies do you like best?

Do you prefer foreign films or films made in your country?

How often do you watch films?

What was the first film that you watched?

Do you like to watch movies alone or with your friends?

DID YOU KNOW?

More people in the world have learned English as a second language than there are native English speakers.

The British Council says that there are 750 million ***English as a foreign language (EFL)*** speakers and 375 million ***English as a second language (ESL)*** learners.

EFL = use the language occasionally.
ESL = use the language daily.

UNIT 6

Present Perfect 1 (I have done)





Helen is looking for her key. She can't find it.

She **has lost** her key.

She **has lost** her key = She lost it recently, and she still doesn't have it.

Have/has lost is the *present perfect simple*:

I/we/they/you have (=I've etc.)	finished
	lost
He/she/it has (=he's etc.)	done
	been etc.

The present perfect simple is **have/has + past participle**. The past participle often ends in **-ed** (finished/decided etc.), but many important verbs are irregular (**lost/done/written** etc.)

Usages of present perfect

1. We use present perfect when we want to say that an activity in the past is connected with the present in some way. Actually, when we use present perfect we are talking about the past and present at the same time. In other words, an activity in the past has a **result** now.

Example:

- "Where's your key?" "I don't know. I've lost it." (=I don't have it now)
- He told me his name, but I've forgotten it. (= I can't remember it now)
- "Is Sally here?" "No, she's gone out." (=She is out now)
- I can't find my bag. Have you seen it? (=Do you know where it is now?)

2. We normally use the present perfect to announce news of recent events.

Example:

- Ow! I've cut my finger.
- The road is closed. There's been (there has been) an accident.
- (from the news) Police have arrested two men in connection with the robbery.

3. We can use the present perfect to say that something has happened several times up to the present. Specially, when it is the first time.

Example:

- It is the first time I've lost my passport
- I've written six letters since lunchtime.
- How often have you been in love in your life?
- I've sometimes thought of moving to Australia.



Hint: Note the difference between **gone (to)** and **been (to)**:

- James is on holiday. He has gone to Italy. (= he is there now or on his way there)
- Jane is back home now. She has been to Italy. (= she has now come back)

Practical words in present perfect:

You can use the present perfect with **just**, **already**, **yet** and **so far**.

Just = A short time ago:

- 'Are you hungry?' 'No, I've just had lunch.'
- Hello. Have you just arrived?

already = We use already to say that something happened sooner than we expected:

- 'Don't forget to pay your electricity bill'. I've already paid it.'
- 'What time is Mark leaving?' 'He's already left.'

Yet = We use yet to say something happened later than we expected. Use yet only in questions and negative sentences:

- Has it stopped raining yet?
- I've written the letter, but I haven't sent it yet.

So far = Up to now ('up until here' or 'up until now'), refers to activities happening from past up to present.

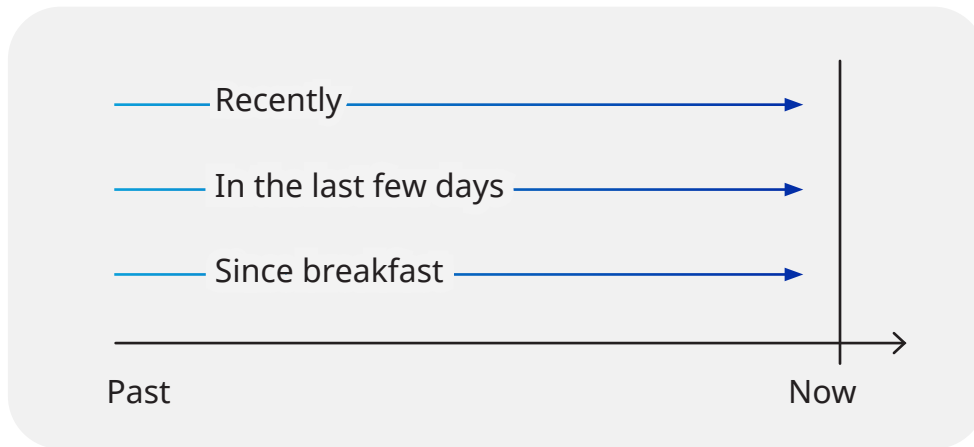
- I have studied four units so far.
- I have only met half of the staff so far. (=I have only met half of the staff up until now)
- How do you like San Francisco? -So far so good! (=How do you like San Francisco? - Great, up until now!)
- So far so good. (= up until now, things are going well)

Time adverbials with present perfect

In the following examples to, the speakers are talking about a period that continues until now

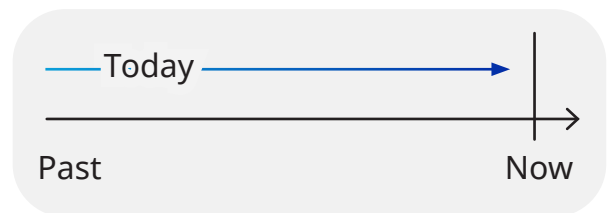
(Recently /in the last few days/so far/since breakfast etc.):

- Have you heard from Brian recently?
- I've met a lot of people in the last few days.
- Everything is going well. We haven't had any problems so far.
- I'm hungry. I haven't eaten anything since breakfast. (= from breakfast until now).
- It's good to see you again. We haven't seen each other for a long time.



In the same way we use the present perfect with today/this evening/this year, etc. When these periods are not finished at the time of speaking:

- I've drunk four cups of coffee today.
- Have you had a holiday this year (yet)?
- I haven't seen Tom this morning. Have you?
- Rob hasn't worked very hard this term.



1

Exercise 1: Use the present perfect whenever possible in this exercise. When it is not possible, use the past tense.

John answered all our questions.

Teacher: **Today**

Student: **John has answered all our questions today.**

Teacher: **Last night**

Student: **John answered all our questions last night.**

1. Yesterday

2. Today

3. Ten minutes ago

4. Before lunch

5. This morning

6. This week

7. Before he came to class

8. Before George came

9. This term

10. From seven o'clock to eight o'clock

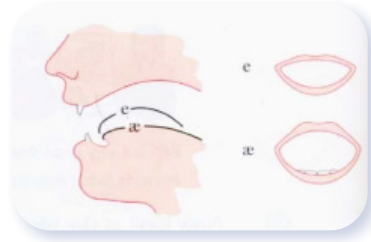
11. This term

12. This morning



London streets

æ



Exercise 1

Listen and repeat:

N

Sound 1

N

Sound 2

Anne



X

X

Axe



Pen

Pan



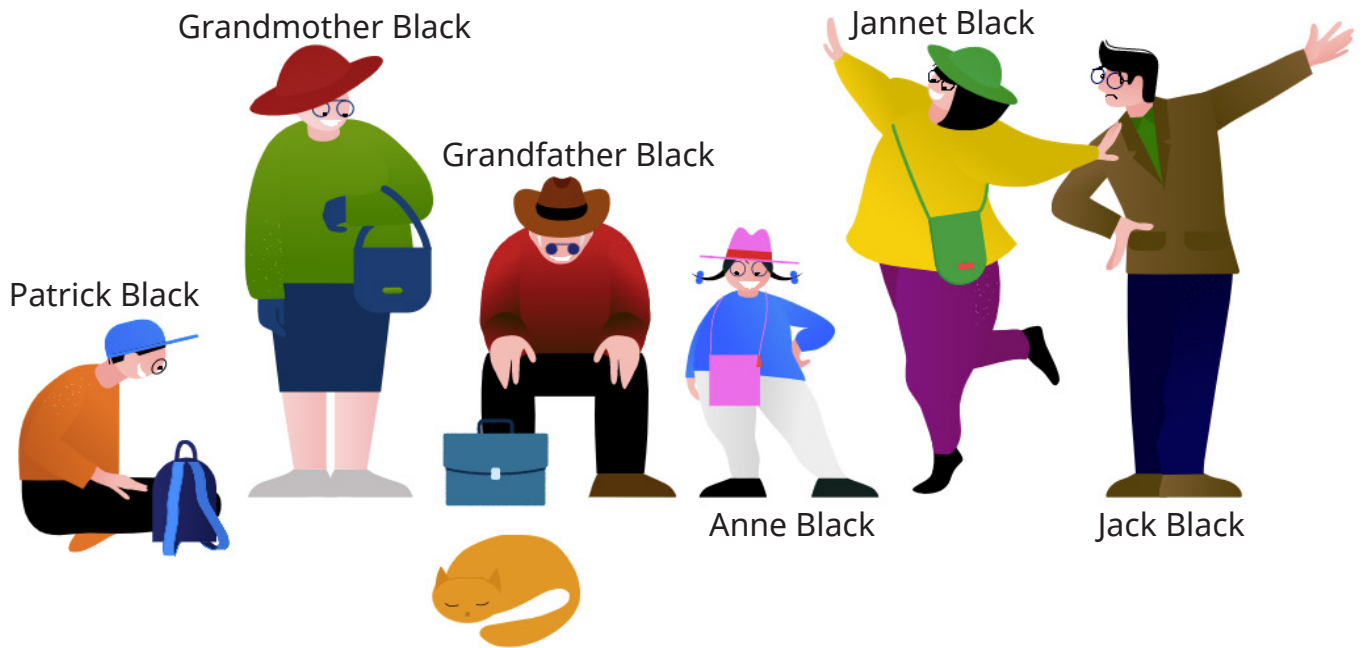
Look at the pairs of sentences below. Put a tick against the sentences you hear.

- a) Her name is Miss **N**. Smith. Her name is Miss **Anne** Smith.
- b) That's a very big **X**. That's a very big **axe**.
- c) Have you got a **pen**? Have you got a **pan**?
- d) The **men** lived here. The **man** lived here.



Exercise 2

The Black Family



Listen and repeat:

Anne Black Janet Black

Grandfather Black

Jack Black

Patrick Black

Grandmother Black

Jack Black is very sad.

Janet Black is very happy.

Grandmother Black is very fat.

Anne Black is carrying a bag.

Grandfather Black is wearing a hat.

Patrick Black is looking at the cat.



Sentence practice:

Example:

Teacher: **Grandmother Black** is very fat.

Student: They are **all** very **fat** **except** for **Jack**.

① Exercise 1: Substitute the words in proper positions.

Have you ever ridden a horse?

- | | |
|------------------|------------------------------|
| 1. A motorcycle | 6. India |
| 2. A camel | 7. Italy |
| 3. A bicycle | 8. Spoken to/a famous person |
| 4. Driven a car | 9. A singer |
| 5. Been/to china | 10. An actor |

Answers

- | | |
|----------|-----------|
| 1: | 6: |
| 2: | 7: |
| 3: | 8: |
| 4: | 9: |
| 5: | 10: |

② Exercise 2: Answer the questions below and use just, already and yet in your answer.

- Would you like something to eat?
No, thanks. (Just/have/lunch)
- Do you know where Julia is?
(Just /arrive /Home)
- What time is David leaving?
(Already-leave)
- What's in the newspaper today?
I don't know (not read/yet)
- Is Sue coming to the cinema with us?
No (Already-see)
- Are your friends here yet?
Yes (Just/arrive)
- What does Tim think about your plan?
(Not tell/ yet)

3

Exercise 3: Complete the sentences using Today/this year/this term/this season.

I saw Tom yesterday, **but I haven't seen him today.**

- 1. I read a newspaper yesterday,
but
- 2. Helen studied hard at school last term,
but
- 3. Our football team, won a lot of games last season,
but
- 4. It rained a lot last year,
but

4

Exercise 4: Read the situations and write questions from the words in the brackets.

- 1. Jack is driving a car, but he is very nervous and not sure what to do.
You ask him: (you/drive)
- 2. Maria is in London. She has just arrived and it's very new for her.
You ask: (you/to be)
- 3. Ben is playing tennis. He's not good at it and he doesn't know the rules.
You ask: (you/played)

5

Exercise 5: Make sentence from the words in brackets. (Use the present perfect or past simple)

- 1. (It/not/rain/this week)
- 2. (The weather/be/cold/recently)
- 3. (It/cold/last week)
- 4. (I/not/read/a newspaper/yesterday)
- 5. (I/not/read/a newspaper/today)
- 6. (Emily/earn/a lot of money/this year)
- 7. (She /not earn/so much/last year)
- 8. (You/have/a/holiday/recently?)

6

Exercise 6: Put the verb into the correct form, present perfect or past simple.

1. raining for a while, but now it's raining again. (it / stop)
2. The town where I live is very different now. a lot. (it / change)
3. I studied German at school, but most of it now. (I / forget)
4. The police three people, but later they let them go. (arrest)
5. What do you think of my English? Do you think ? (it / improve)
6. A: Are you still reading the paper?
B: No, it. You can have it. (I / finished)
7. for a job as a tourist guide, but I wasn't successful. (I / apply)
8. Where's my bike? outside the house, but it's not there now. (it / be)
9. Quick! We need to call an ambulance. an accident. (there / be)
- 10 A: Have you heard about Ben? his arm. (he / break)
B: off a ladder. (he / fall)



Speaking time

Sports/Physical Exercises

Do you like to watch sports on TV?

Do you play any sports?

Who is your favorite sports star?

Do you think people are keen on doing physical activity? Why?

Which is the popular sport in your country?

DID YOU KNOW?

“The quick brown fox jumps
over the lazy dog”

This sentence uses all 26 letters of the English
alphabet.
As such, it's often used to test typewriters and
keyboards.
We call it a pangram.

UNIT 7

Present perfect 2



To talk about action and situations that have continued up to present, **present perfect** is possible:

I have studied English **for** two years.
I have studied English **since** two years ago.



Hint 1: Time adverbials beginning with **for** may be used in present perfect sentences and also in past tense sentences. In the latter case (that is, past tense) the sentences do not express the idea that the action (or situation) has continued to the present time.

Example:

- I have studied English for two years. (= the last two years)
- I studied for two years. (any two years, for example, five to seven Years ago)



Hint 2: A time expression which follows since represents a point in time:

- Since seven o'clock
- Since yesterday
- Since last week



Hint 3: Negative present perfect sentences are formed by adding **n't** (or **not**) to the auxiliary have.

- John **hasn't** eaten breakfast.
- We **haven't** studied since yesterday.

Compare sentences where have is not used as an auxiliary.

John **doesn't have** our bicycle.

We **don't have** any red pencils.

We **don't have** to study tonight.



Hint 4: In general, the present perfect (that is, **have + past participle**) is used when the action or state described, is relevant at the time of speaking.

Thus, the present perfect is used only when one of the two following conditions is met:

1. The state described by the verb or the results of the action continue the present.
- John has been here for ten minutes. (He is here now.)
 - John has opened the window. (It is still open)



Compare:

John was here for ten minutes. (he is somewhere else now)

John opened the window. (Perhaps it is closed now)

2. The action described by the verb can be repeated in the present or future.



Compare:

John **has visited** New York three times. (He can visit it again)

George Washington **visited** New York many times.

In questions, the use of **have** indicates that the action or situation described is still possible at the time of speaking or in the future.

For example, the question “**Have you eaten breakfast?**” Will be used only in the morning, when it is still possible to eat breakfast. It will not be used at supper time or in the evening.

Consider also these **negative examples**:

- A.** I haven't eaten breakfast this morning.
- B.** I didn't eat breakfast this morning.

Sentence **A** can be used in the morning, but later in the day, when you can no longer change the situation, you should use sentence **B**.

Similarly, sentence **C** below asks about something which is possible to do, while sentence **D** asks about something which can no longer be done.

- C.** Have you seen the President on TV?
- D.** Did you ever see John F. Kennedy in person?

If you are presently in the United States, people might ask you questions similar to the following:

- Have you visited New York?
- Have you seen the Rocky Mountains?

The use of **have** in the above sentences implies that it is still possible for you to visit New York or see the Rocky Mountain. In your own country, after you have returned from a visit to the United States the questions will most likely be formed with did:

- Did you visit New York?
- Did you see the Rocky Mountains?

If, on the other hand, you make repeated trips to the United States, these questions could be formed with **have** also, since opportunities to visit places in the United States will recur in the future.

① Exercise 1: Practice since and for with the present perfect of verbs expressing states or situations.

Teacher: **Bill owns this house .He bought it in January.**

Student: **Bill has owned this house since January.**

Teacher: **Jane belongs to the club. She joined it three weeks ago.**

Student: **Jane has belonged to this club for three weeks.**

-
1. We know this song. We learned it three weeks ago.
 2. We know Mr. Smith. We met him three weeks ago.
 3. The Johnsons live in Canada. They moved there in January.
 4. Mr. Brown holds the position of treasurer. he obtained the position in January.
 5. George has a cold. He caught it three weeks ago.
 6. Betty owes me a dollar. She borrowed it in January.
 7. Alice is in the hospital. She went there three weeks ago.
 8. Charles belongs to the socialist party. He joined it in January.
 9. Dr. Hill owns this machine. He bought it three weeks ago.

2

Exercise 2: Listen to the statements. They tell about situations that began in the past and continue to the present. Give the same information using the present perfect.

Teacher: **I liked American movies in 2018, and I like them now.**

Student: **I've liked American movies since 2018.**

Teacher: **I wanted to see this movie a year ago, and I want to see it now.**

Student: **I've wanted to see this movie for a year.**

Teacher: **I had blond hair when I was a child, and I still have blond hair now.**

Student: **I've had blond hair since I was a child.**

-
1. I needed a new coat two years ago, and I need one now.
 2. I wanted to visit Miami when I came to the United States, and I still want to visit it.
 3. I stopped smoking last Monday, and I haven't smoked again.
 4. Monday was the last time I played baseball.
 5. I liked fish when I was a child, and I like it now.
 6. I preferred history at the beginning of the course, and I still prefer it.
 7. I began to like languages ten years ago, and I like them now.
 8. I started to collect stamps in 1968, and I still collect stamps now.
 9. I began to attend the university three years ago, and I still attend the university now.
 10. I began to work here in March, and I still work here now.

Notice the question pattern and the use of short answer.

Question

Have you visited the museum?

Answers

Yes, I have.

No, I haven't.

ANSWERS

Yes, I have.

No, I haven't.

Yes, you have.

No, you haven't.

Yes, he/she/it has.

No, he/she/it hasn't.

Yes, we have.

No, we haven't.

Yes, you have.

No, you haven't.

Yes, they have.

No, they haven't.

3

Exercise 3: Short answers. (Individually)

Teacher: **Have you visited New York?**

Student: **Yes, I have. (No, I haven't.)**

Teacher: **Have you seen the Empire state Building?**

Student: **Yes, I have. (No, I haven't.)**

1. Have you read any interesting books recently?
2. Have you received any letters from your family this week?
3. Have you had any coffee today?
4. Have you learned any new words today?
5. Have you seen any American football games?
6. Have you played American football?
7. Have you studied mathematics?
8. Have you attended any concerts this semester?

4

Exercise 4: Make replies beginning with the word **but**. Use the present perfect.

Teacher: **He didn't write anything yesterday.**

Student: **But he has written something today.**

-
1. He didn't eat anything yesterday.
 2. He didn't take anything yesterday.
 3. He didn't sing anything yesterday.
 4. He didn't drink anything yesterday.
 5. He didn't begin anything yesterday.
 6. He didn't get anything yesterday.
 7. He didn't forget anything yesterday.
 8. He didn't hide anything yesterday.
 9. He didn't see anything yesterday.
 10. He didn't do anything yesterday.
 11. He didn't give anything yesterday.
 12. He didn't break anything yesterday.
 13. He didn't choose anything yesterday.
 14. He didn't tear anything yesterday.
 15. He didn't throw anything yesterday.
 16. He didn't draw anything yesterday.
 17. He didn't shoot anything yesterday.
 18. He didn't steal anything yesterday.
 19. He didn't bite anything yesterday.



London streets

Silent r

The letter "R" is silent in all the words in this section.

The letter R is only pronounced if it is followed by a vowel.



Girl



Exercise 1

Listen and repeat:



a horse



a bird



a girl



a church

Make sentences with these words: **Large, short, Warm, Thirsty.**

Example:

That's a large church.

Listen and repeat:



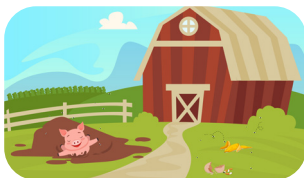
a fork



a garden



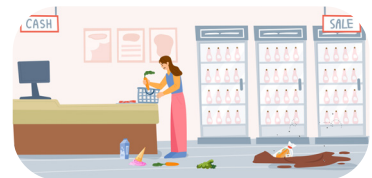
a card



a farm



a carpet



a market

Make sentences with these words: **Large, Dirty.**

Example:

What a large fork!



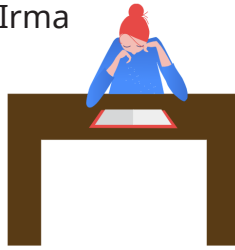
Exercise 2

Reading

The worst student

It's | **Saturday morning.** |
| **Thursday afternoon.** |

Irma



Irma is **learning English** and she's **working hard**. She's **learning thirty words**. Irma **doesn't understand** the **first word**. She's the **worst student** in the **world**.

Do you understand these thirteen words?

Arm **Thirty** **Exercise** **Fourteen** **Important**
Dark **Forty** **Yesterday** **Forget**
Hers **Party**
Worse
North

Sentence Practice

Examples:

I **understand** the **word "arm"**.

I **don't** understand the **word "north"**.



Homework

① Exercise 1: Answer the questions below, using the words in brackets.

1. Do you often go on holiday?
(No/Five years)
2. Do you often see your friend?
(No/about a month)
3. Do you often go to the cinema?
(No/a long time)
4. Do you often eat in a restaurant?
(No/ages)

② Exercise 2: Fill gaps with correct tenses. (Present Perfect or past simple)

1. Richard and Sylvia (live) in long cabin since they (move) to Canada.
2. Since Sylvia (to be) a child, she (love) the outdoors.
3. Richard (want)to live in the woods since he first (go) camping with his parents.
4. They (see) a lot of wildlife since they (buy) their property.
5. Since they (leave) the city, they (feel) a lot more relaxed.

③ Exercise 3: For these situations write sentences and use the words in brackets.

1. Tom started reading a book two hours ago. He is still reading it now. He is on page 53.
..... (Read/ 53 pages so far)
2. Rachel is from Australia. She is travelling around Europe at the moment. She began her trip 3 months ago.
..... (Visit 6 countries so far)
3. Patrick is a tennis player. He began playing tennis when he was ten years old. This year he is national champion again for the fourth time.
..... (Win the national championships 4 times)
4. When they left collage, Lisa and Sue started making films together. They still make films.
..... (Make 5 films since they left college)

4

Exercise 4: write "For" or "Since"

1. It has been raining lunch time.
2. Sara has lived in Paris..... 1995.
3. Paul has lived in London..... ten years.
4. I haven't been to a party..... ages.
5. Jane is away, she has been away.....Friday.
6. The weather is dry, it hasn't rained a few weeks ago.



Speaking time

Social Media

Do you use social networking sites?

Do you like to use Instagram?

How did you first find out about Instagram?

Will you use these sites more in the future?

Why do people use social networking sites in your country?

DID YOU KNOW?

The word "GIRL" was once gender neutral.

At one point during the evolution of the English language, "girl" meant child, or young person, rather than indicating a specific gender.

UNIT 8

Present perfect
continuous (progressive)



Structure of Present perfect continuous

have/has + been + verb +ing

She has been dancing

They have been leaving

The usages of present perfect continuous

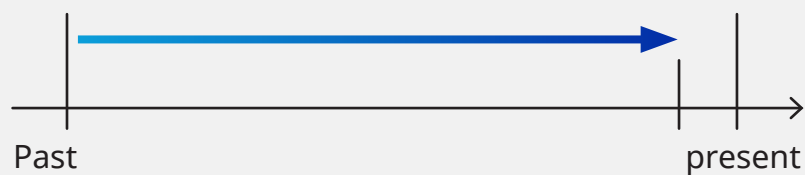
This tense has three different usages which have been explained below one by one.

1. When we are going to talk about an action which started in the past and finished a short time before present.

For example:

Imagine one day you open the window and you see the **sun** is **shining** but the **ground** is **wet**. In this situation you can understand, it **started** to rain in **past** and it **stopped** raining **a short time before present** (because **the ground is still wet**) so here we can use **present perfect continuous**.

It has been raining for four hours



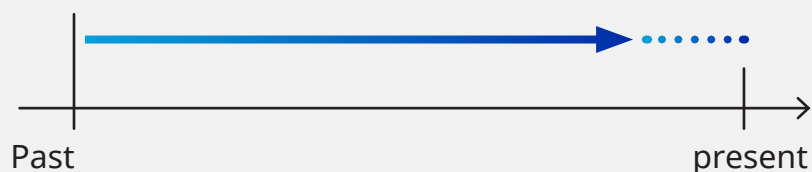
2. When we want to talk about an action which started in the past and it is still continuing: The activity which describes this usage very well, is something that you **have been doing now**.

For example:

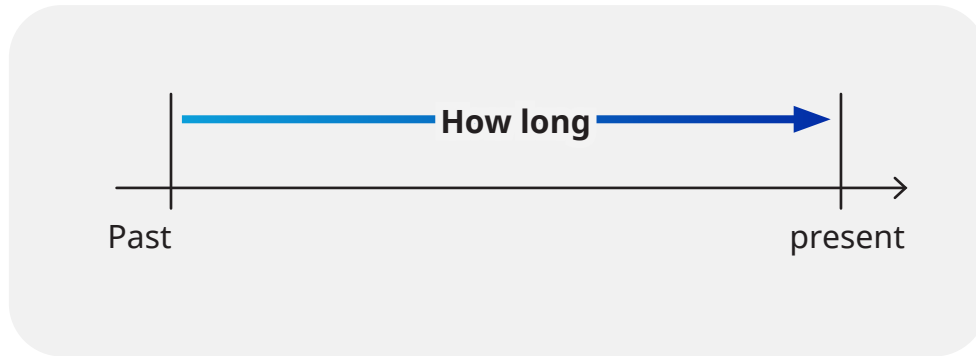
You **started** to **listen** to your teacher **some minutes ago** and you are **still** doing it.

So:

You have been listening to your teacher.



3. When you want to say how long you have been doing an action, from past to present:



Hint: You can use the present perfect continuous for actions repeated over a period of time:

For example: imagine you started working in a company three years ago, when you want to mention this period of time you can say: ***I've been working*** in this company ***for three years***

- Debbie is a very good tennis player. ***She's been playing since she was eight.***
- Every morning they meet in the same café. ***They've been going there for years.***



Compare Present perfect to present perfect continuous

As we mentioned in previous unit, in **present perfect** the **result** of an action is important while in **present perfect continuous** the **activity** itself matters.

Pay attention to these following situations:

I have eaten lunch.

I have been eating lunch.

When someone tells you ***I have eaten lunch***, it shows the result of eating is important and this person is not hungry anymore.

When someone tells you, ***I have been eating lunch*** it means, they ***don't want*** to say if they are ***hungry*** or not. Actually, they just want to emphasize on the activity.



Compare Present continuous to present perfect continuous

1. The first difference between present continuous and present perfect continuous is that you can never use period of time with present continuous while it is possible to use period of time with present perfect continuous.

- I have been teaching in this school for four years.
(Not I am teaching in this school for four years)

2. When we use present continuous, we want to say that certainly we are going to continue the action, but in present perfect continuous maybe the activity finished a short time before present (first usage) or maybe the action is still continuing (second usage).

- I've been studying.
(Maybe I finished a short time ago or I am going to continue studying)

Some verbs (for example, know and like) are not normally used in the continuous:

- We were good friends. We have known each other for years. (Not have been knowing)

1

Exercise 1: Listen to the sentences in the present progressive. Make sentences in the present perfect progressive. Include "for two hours" in your sentences.

Teacher: **John is talking to the teacher.**

Student: **John has been talking to the teacher for two hours.**

Teacher: **The teacher is explaining a difficult pattern.**

Student: **The teacher has been explaining a difficult pattern for two hours.**

Teacher: **Mary is watching television.**

Student: **Mary has been watching television for two hours.**

1. John is working.

2. John is studying at the library.

3. Mary is singing folk songs.

4. George is painting a picture.

5. Paul is looking up words.

6. Bill is writing letters.

7. Bob is listening to the radio.

8. Mrs. Miller is talking to Mrs. Allen.

9. John is studying mathematics.

10. George is doing his homework.

2

Exercise 2: Practice **since** and **for** with the present perfect progressive of verbs expressing activities or events.

Teacher: **The phone is ringing. It started two minutes ago.**

Student: **The phone has been ringing for two minutes.**

Teacher: **The water is running. I turned it on at nine o'clock.**

Student: **The water has been running since nine o'clock.**

-
1. We're discussing politics. We started an hour ago.
 2. The police are helping us. They started helping us at nine o'clock.
 3. Mr. Jones is listening to the radio. He turned it on an hour ago.
 4. The children are watching television. They started watching at nine o'clock.
 5. The engine is running smoothly. It started an hour ago.
 6. Billy is wearing his mother's glasses. He put them on ten minutes ago.
 7. Barbara is studying Greek. She started in September.
 8. Paul is playing the piano. He started playing an hour ago.
 9. It's raining. It started at nine o'clock.
 10. The refrigerator is making funny noises. It started half an hour ago.



London streets

/r/ Silent r

The letter **R** is only pronounced if it is followed by a vowel.

her apples / her books

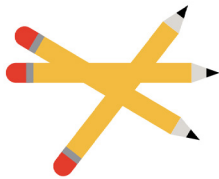


Exercise 1

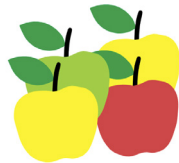
Listen and repeat:



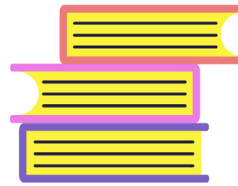
Mary



1. her **pencils**



2. her **apples**



3. her **books**



4. her **eggs**



5. her **ice-creams**



6. her **flowers**



7. her **oranges**



8. her **umbrellas**

Sentence practice

Examples:

They're her pencils.

She's got four pencils.

They're your pencils, Mary.



Homework

① Exercise 1: Write questions with how long.

1. It is raining.
You ask:
2. Kate is learning Japanese.
You ask:
3. I know Tom.
You ask:
4. John and Mary are married.
You ask:
5. Joe is in hospital.
You ask:
6. I am so tired.
You ask:
7. Sorry, I'm late. That's all right.
You ask (wait / long):

② Exercise 2: Put the verb into the present continuous or present perfect continuous.

1. (Maria/ Learn) English for two years.
2. Hello, Tom. (I/ Look) for you. Where have you been?
3. Why (You/look) at me like that? Stop it.
4. Linda is a teacher. (She/teach) for ten years.
5. (I/think) about what you said and I have decided to take your advice.
6. Is Paul on holiday this week? No, (he/ work)
7. Sarah is very tired. (She/work) very hard recently.

3

Exercise 3: Put the verb into the more suitable form, present perfect simple (I have done) or continuous (I have been doing).

1. Where have you been? (You / Play) tennis?
2. Look! (somebody / break) that window.
3. You look tired. (you / work) hard?
4. '..... (You / ever / work) in a factory?' 'No, never.'
5. 'Liz is away on holiday.' 'Is she? Where (she / go)
6. My brother is an actor. (he / appear) in several films.
7. 'Sorry I'm late.' 'That's all right. (I / not / wait) long.'
8. 'Is it still raining?' 'No, (it / stop).'
9. (I / lose) my phone.
(you / see) it anywhere?
10. (I / read) the book you lent me, but
..... (I / not / finish) it yet. It's very interesting.
11. (I / read) the book you lent me, so you can have it back
now.
12. This is a very old book. (I / have) it since I was a child.



Speaking time

Work/Study

Do you prefer part time or full time job? Why?

Which job did you want to do when you were a child?

Which job do you prefer in the future?

Do you think your country has an effective education system?

What is your area of specialization?

UNIT 9

Listening for Time

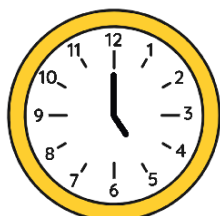


Listening for time is a very important skill. You must know when something happened. You must listen for a date, a day, a month, a year, or a time.

You will hear: The train was almost thirty minutes late. It didn't arrive until five o'clock.

You will see: Choose the correct letter, **A**, **B**, or **C****A**.....

A.



B.



C.



Useful Words and Phrases for Time

10:00 A.M.	in January	1920
noon	in February	1925
5:00 P.M.	May 3	2005
midnight	November 14	2007
at 4:00		
before 6:30	March 5 of this year	in the spring
after 7:00	April 12 of next year	in the summer
half-past two	last December 10	in the autumn (or fall)
quarter-past three		in the winter
quarter to four		
Sunday	on June 10th	yesterday
Monday	on the 5th of July	tomorrow
Tuesday	on August 3rd	day after tomorrow
this week	on weekday mornings	
this month	any afternoon from 1:00	two years ago
next week	during the week	a year from now
next month	every other weekend	
next year		

Time: Questions 1-6

Listen for the correct time.

Questions 1 and 2

Choose the correct letter, A, B, or C.

1. What time does the class usually begin?
 - A. 2:00
 - B. 2:30
 - C. 4:00
2. What time will the final exam begin?
 - A. 1:45
 - B. 3:15
 - C. 4:05

Questions 3 and 4

Choose the correct letter, A, B, or C.

3. What time will the next train leave for Chicago?

A.



B.



C.



4. What time will it arrive in Chicago?

A.



B.



C.



Questions 5 and 6

Complete the schedule with the correct times.

Cindy's Schedule

Monday

9:00	Spanish class
11:30	haircut
5.	lunch with Jeannine
1:30	job interview
6.	exercise class



Date: Questions 1-6

Most of the world writes the date as day/month/year (dd/mm/yy). Americans write month/day/year (mm/dd/yy).

American: May 15, 2014 April 23, 2013

International: 15 May 2014 23 April 2013

Both forms are included in these exercises.

Listen for the correct date.

Questions 1 and 2

Complete these notes with the correct date and month.

Notes

City Museum of Art
Opened: August **1.** , 1898
Opening celebration: **2.** 1, 1898

Questions 3 and 4

Complete the form with the correct month and date.

Insurance Application

Applicant Name:Priscilla Katz

Date of birth: **3.**22 ..

Spouse: George Katz

Date of birth: ..July.. **4.**

Questions 5 and 6

Choose the correct letter, A, B, or C.

5. Which is the most popular time to visit Silver Lake?
- A. August
 - B. September
 - C. October
6. What day will the man leave for Silver Lake?
- A. 7 November
 - B. 11 November
 - C. 17 November



Day: Questions 1-6

Listen for the correct day.

Questions 1 and 2

Complete the schedule with the correct days.

Class Schedule for ... Jim McDonald ...

English: **1.** and Wednesday

History: **2.**

Questions 3 and 4

Complete each sentence with the correct day.

There are tennis lessons at the club every **3.** and Saturday.

The steam room is closed every **4.**

Questions 5 and 6

Choose the correct letter, A, B, or C.

5. When is the final exam?

- A. Thursday
- B. Friday
- C. Saturday

6. When is the essay due?

- A. Monday
- B. Tuesday
- C. Wednesday

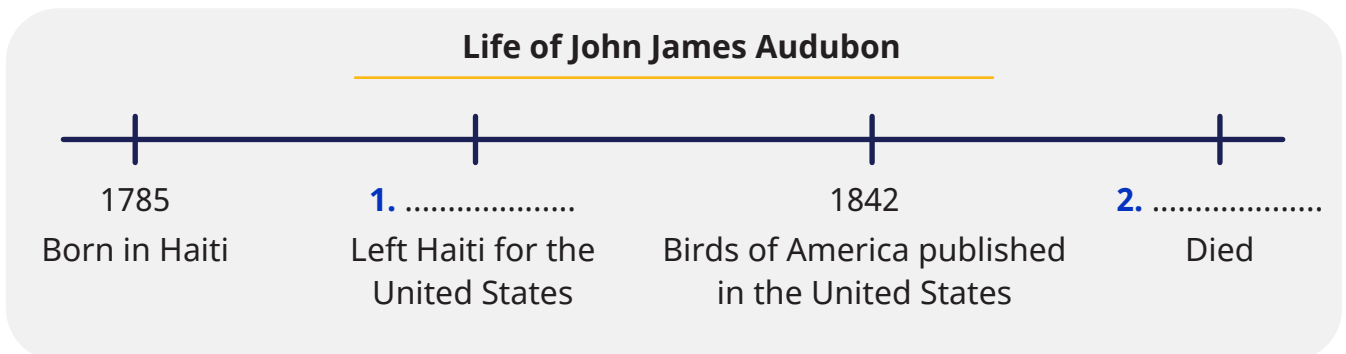


Year: Questions 1-6

Listen for the correct year.

Questions 1 and 2

Complete the timeline with the correct year.



Questions 3 and 4

Choose the correct letter, A, B, or C.

3. When was Maria Mahoney born?
- A. 1808
 - B. 1908
 - C. 1928
4. When did she become governor?
- A. 1867
 - B. 1957
 - C. 1967

Questions 5 and 6

Complete the sentences with the correct years.

5. Library construction was begun in
6. The construction was finished in



Season: Questions 1-6

Listen for the correct season.

Questions 1 and 2

Complete the table with the correct seasons.

Season	Weather
1.....	Cool, Rainy
2.....	Hot, Dry

Questions 3 and 4

Choose the correct, letter, A, B, or C.

3. When did Josh begin his hiking trip?
 - A. late winter
 - B. early spring
 - C. late spring

4. When did he finish his trip?
 - A. late summer
 - B. late autumn
 - C. early winter

Questions 5 and 6

Complete the sentences with the correct seasons.

5. The busiest time of year at the language school is
6. The least busy time of year at the language school is

UNIT 10

Past Perfect (I had done)



Study this example situation:

Sarah **went** to a party **last week**. Paul **went** to the party **too**, but they **didn't** see each. Paul **left** the party at **10.30** and Sarah **arrived** at **11** o'clock.

So: When Sarah arrived at the party, Paul wasn't there.

- **He had gone** home.

Had gone is the past perfect (simple).

The past perfect simple is:

had + past participle (gone/seen/finished etc.).

I/we/they/you

He/she/it

had

(= **I'd** etc.)

(= **he'd** etc.)

gone

seen

finished, etc.

Sometimes we talk about something that happened in the past:

- Sarah **arrived** at the party.


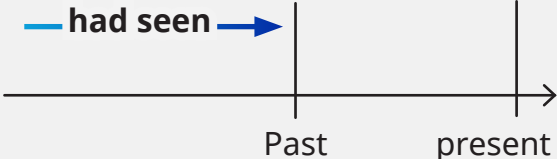
This is the starting point of the story. Then, if we want to talk about things that happened before this time, we use the past perfect (**had + p.p**):

- When Sarah arrived at the party, Paul **had** already **gone** home.

Some more examples:

- When we got home last night, we found that somebody had broken into the flat.
- Karen didn't want to come to the cinema with us because she'd already seen the film.
- At first, I thought I'd done the right thing, but I soon realized that I'd made a big mistake.
- The man sitting next to me on the plane was very nervous. He hadn't flown before.
Or ... He had never flown before.

Compare the present perfect (**have been** etc.) and the past perfect (**had been** etc.):

Present perfect	Past perfect
	
<ul style="list-style-type: none">• Who is that woman? I've seen her before. But I can't remember where.• We aren't hungry. We've just had lunch.• The house is dirty. They haven't cleaned it for weeks.	<ul style="list-style-type: none">• I wasn't sure who she was. I'd seen her before, but I couldn't remember where.• We weren't hungry. We'd just had lunch.• The house was dirty. They hadn't cleaned it for weeks.

Present perfect is connected to **present**, while **past perfect** is connected to **past simple**, so the result can be seen on the **past simple**.

Compare the past simple (**left, was** etc.) and the past perfect (**had left, had been** etc.):

<ul style="list-style-type: none">• A: was Tom there when you arrived? B: yes, but he left soon afterwards. <p>Kate wasn't at home when I phoned. She was at her mother's house.</p> <ul style="list-style-type: none">•	<ul style="list-style-type: none">• A: Was Tom there when you arrived? B: No, he had already left. <p>Kate had just got home when I phoned. She had been left at her mother's house.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Hint: Past perfect is normally used in formal writings, so it can be substituted by past simple in other situations

- Susan (had) finished her homework, before she went to the cinema.

1

Exercise 1: Combine two sentences to form a new one which contains the word because. When you change the order of the two sentences, use the past perfect.

Teacher: **John studied very hard. He answered all the questions correctly.**

Student: **John answered all the questions correctly because he had studied very hard.**

Teacher: **Marry played tennis all afternoon yesterday. She was tired last night.**

Student: **Mary was tired last night because she had played tennis all afternoon.**

-
1. The boys walked for a long time. Then they decided to rest.
 2. Mary waited for the bus for a long time. She decided to take a taxi.
 3. John needed a new coat for a long time. He bought one yesterday.
 4. Mary saved enough money for a plane ticket. She went to Europe.
 5. John worked hard all year. He took a long vacation.
 6. John's old car broke down. He bought a new one.
 7. John slept for ten hours. He was wide awake yesterday morning.
 8. John practiced for many years. He played the piano very well yesterday.

2

Exercise 2: (to review had + the past participle form of a verb.) Listen to the statements in past time.

Repeat the statements and other statements which express an action which occurred previously. Use after . . . had + the past participle form of the verb which is given.

Teacher: **He recovered. (Get)**

Student: **He recovered after he had gotten sick.**

Teacher: **He waited. (Miss)**

Student: **He waited after he had missed the bus.**

-
1. She cried. Hear
 2. He protested. See
 3. We left. Report
 4. He slept. Eat
 5. He went to bed. Study
 6. They celebrated. Win
 7. We rested. Watch
 8. We talked. Hear
 9. I returned home. Visit
 10. I dressed. Sleep
 11. They replied. Get
 12. She telephoned. Arrive

1**Exercise 1:** Read the situation and write sentences from the words in the bracket.

1. You went to Sue's house. But she wasn't there.

(she/go/out)

You say:

2. You went back to your hometown after many years. It wasn't the same as before.

(it/change/a lot)

You say:

3. I invited Raul to the party, but he couldn't come.

(he/ arrange/ to do something else)

You say:

4. You went to cinema last night. You got to the cinema late.

(the film/already/begin)

You say:

5. It was nice to see Dom again after such a long time.

(I/not/see/him for five years)

You say:

6. I offered sue something to eat but she wasn't hungry

(she/just/have/breakfast)

You say:

7. The man sitting next to you on the plane was very nervous, it was his first flight.

(fly) + (before)

You say:

8. A woman walked into the room. She was a complete stranger to me

(see + before)

You say:

9. Sam played tennis yesterday. He wasn't very good at it because it was his first game.

(play + before)

You say:

10. Last year we went to Denmark. It was our first time there.

(be there + before)

You say:

Now complete the sentences below with past Perfect and past simple.

11. Was Paul at the party when you arrived? No, he (go) home.
12. I felt very tired when I got home, so I (Go) straight to bed.
13. The house was very quiet when I got home. Everybody..... (Go) to bed.
14. Sorry I'm late. The car (Break) down on my way here.
15. We were driving along the road when we (See) a car which
..... (Break) down, so we (Stop) to help.

2 Exercise 2: Combine two sentences to form a new one which contains the word "because."

1. John practiced hard. He passed his exam.
.....
2. My friend Played chess all the evening yesterday. She was tired last night.
.....
3. They ran for a long time. Then they decided to eat lunch.
.....
4. She danced a lot at the party, she decided to leave early.
.....
5. Mary's glass broke. She bought a new one yesterday.
.....

3

Exercise 3: Use the simple past or the past perfect form of the verbs in parentheses to complete the sentences. In some cases, either tense is correct.

How was your day?

1. I woke up with a headache, but I (feel) better after I (take) some medicine.
2. I was late for my first class. The teacher (give, already) a quiz when I (get) to class.
3. It was raining really hard when I (leave) home this morning. My shoes were soaked when I (get) to work. Fortunately, by the time I (be) ready to leave, they (dry, already)
4. I (make) a fantastic lunch to take to work. I (put) it in the staff fridge this morning. I never (have) a chance to eat it. When I went to the fridge, someone (eat, already) it.



Speaking time

Celebrities

Who is your favourite celebrity in your country?

Do you like any foreign celebrities?

Would you like to be a celebrity? Why?

Do you think we should protect famous people's privacy?

How do celebrities influence their fans in your country?

DID YOU KNOW?

Only 2 modern English words end in -gry.

There are only 2 modern English words that end in -gry:

Angry

Hungry

There is a third word in some dictionaries that ends in -gry: anhungry. Anhungry was a synonym for hungry, but it is no longer used in modern English.

UNIT 11

Past Perfect Continuous



Study this example situation:

Yesterday morning I got up and looked out of the window. The sun was shining, but the ground was very wet.

It had been raining.

It was not raining when I looked out of the window;

The sun was shining. But it had been raining before.

Had been -ing is the past perfect continuous:

I/we/They/
You/
He/She/It

had

(= **I'd** etc.)
(= **he'd** etc.)

Been

Doing
Working
Playing etc.

Some more examples:

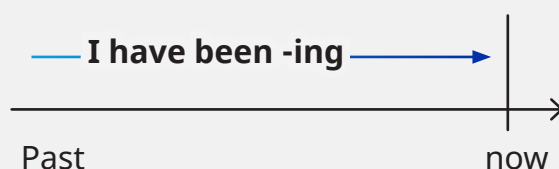
- When the boys came into the house, their clothes were dirty, their hair was untidy and one of them had a black eye. They'd been fighting.
- I was very tired when I got home. I'd been working hard all day.
- When I went to Madrid a few years ago, I stayed with a friend of mine. She hadn't been living there very long, but she knew the city very well.

You can say that something had been happening for a period of time before something else happened.

- We'd been playing tennis for about half an hour when it started to rain heavily.
- George went to the doctor last Friday. He hadn't been feeling well for some time.

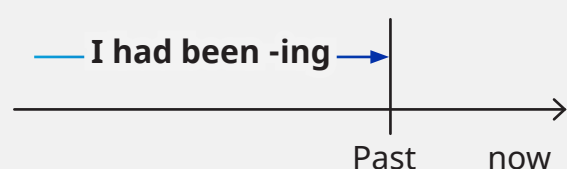
Compare have been -ing (present perfect continuous) and had been -ing (past perfect continuous):

Present perfect continuous



- I hope the bus comes soon. I've been waiting for 20 minutes. (before now)
- James is out of breath. He has been running.

Past perfect continuous



- At last the bus came. I'd been waiting for 20 minutes. (before the bus came)
- James was out of breath. He had been running.



Compare had P. P. (past perfect) and had been -ing

As we mentioned in previous unit, in **past perfect** the **result** of an action is important while in **past perfect continuous** the **activity** itself matters.

Pay attention to these following situations:

- I had studied very well, so I could pass the exam with a good mark.
- I had been studying, before Mary arrived.



Compare was -ing (past continuous) and had been -ing :

- It wasn't raining when we went out. The sun was shining. But it had been raining, so the ground was wet.
- Katherine was sitting in an armchair resting. She was tired because she'd been working very hard.

Some verbs (for example, know and like) are not normally used in the continuous:

- We were good friends. We had known each other for years. (not had been knowing)



Exercise 1: Listen to the two statements. Combine them in a single statement. Use had been + the -ing form to indicate the action in progress before the second event took place.

Teacher: **I was studying. John came.**

Student: **I had been studying before John came.**

Teacher: **I was studying. I took a walk.**

Student: **I had been studying before I took a walk.**

Teacher: He was reading. Mary telephoned.

Student: **He had been reading before Mary telephoned.**

1. They were talking. John arrived.
2. Mary was working. She left town.
3. They were eating. He telephoned.
4. They were talking. The concert began.
5. He was smoking. The program began.
6. Mary was walking. She went to the drug store.
7. I was eating. I telephoned John.
8. The man was singing. The police arrived.
9. I was writing a letter. John called.
10. They were eating. Bob knocked on the door.
11. She was reading. She called up Jane.
12. I was walking. It started to rain.



Review Exercise: Listen to the statement. Expand the statement with **but ... any since**. Use **haven't** and **hasn't** in the added part. In this exercise, omit time expressions after the word **since**. The time expressions are already in the sentence and are therefore not repeated. They are understood.

Teacher: **I met several architects last year.**

Student: **I met several architects last year, but I haven't met any since.**

Teacher: **I read a French book last semester.**

Student: **I read a French book last semester, but I haven't read any since.**

-
1. I sent Mary two letters last week.
 2. I spent some money last Friday.
 3. John lent me something a week ago.
 4. I made some mistakes yesterday.
 5. He had two operations last month.
 6. My brother cut some wood last week.
 7. I put some paper there an hour ago.
 8. He left a package last Tuesday.
 9. Last month he said some intelligent things.
 10. Mary brought two notebooks to class last week.
 11. I bought a shirt last summer.
 12. I taught a lot of English two years ago.
 13. The teacher told us a story last week.
 14. He sold a lot of hats last week.
 15. We kept records of our income in 1969.
 16. They fed us some meat last week.
 17. They held three meetings two weeks ago.
 18. Mr. Miller built two houses last summer
 19. I found some money two years ago.
 20. John lost some weight five years ago.
 21. Mary set some fresh flowers on the table last month.

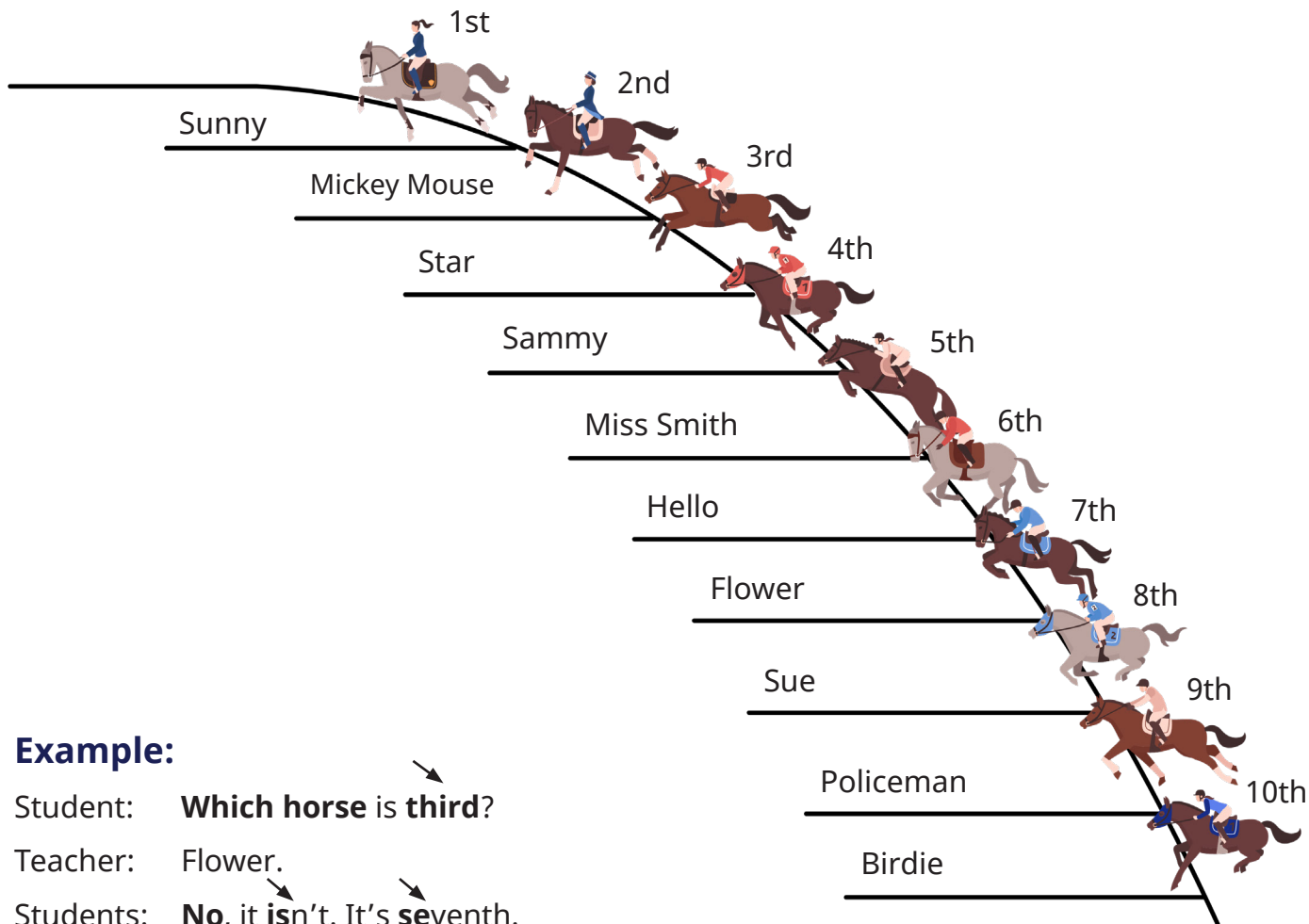


London streets



Sentence practice

Look at the picture.



Example:

Student: **Which horse is third?**

Teacher: Flower.

Students: **No, it isn't. It's seventh.**

Now listen.

There are two boys here:



Which boy is in the first picture?
 The boy with the book or the boy with the bicycle?

The boy with the book.



Sentence practice

Example:

Teacher: **Which boy is in the first picture?**

Student: The **boy** with the **book**.

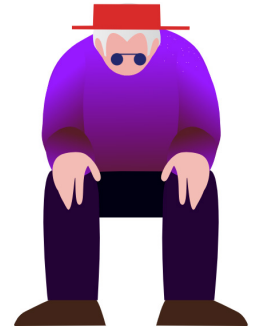
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4



5



6



7



8



Exercise 2

Listen and repeat

Mother

Grandmother

Father

Grandfather

Brother



Sentence practice



This is Sue with a picture of her family.

Answer the questions below.

Which one is Sue's

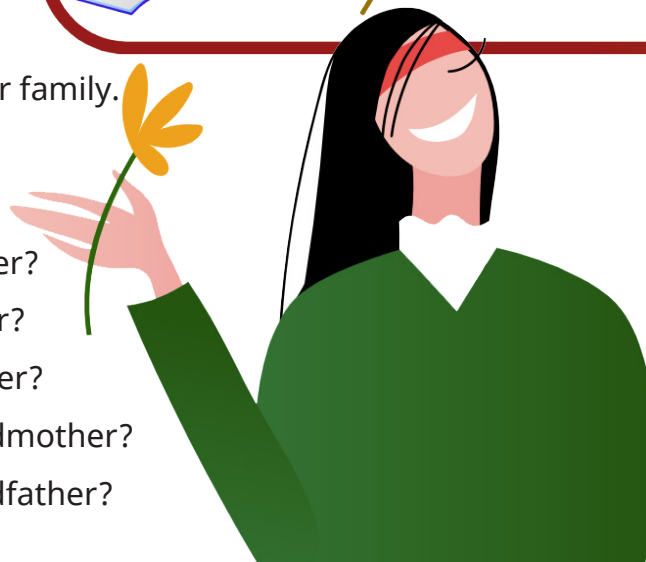
Mother?

Father?

Brother?

Grandmother?

Grandfather?





Homework

① Exercise 1: Read the situations and make sentences from the words in brackets.

1. I was very tired when I arrived home.

(I / work / hard all day)

2. The two boys came into the house. They had a football game and both of them were tired.

(they / play / football)

3. I was disappointed when I had to cancel my holiday.

(I / look / forward to it)

4. Ann woke up in the middle of the night. She was frightened and didn't know where she was.

(She / dream)

5. When I got home, Tom was sitting in front of TV. He had just turned it off.

(he / watch / a film)

② Exercise 2: Read the situations and complete the sentences with: **past simple - past perfect - past perfect Continuous - Past Continuous.**

1. We played tennis yesterday. Half an hour after we began playing, it started to rain.

We for half an hour when.....

2. I had arranged to meet Tom in a restaurant. I arrived and waited for him. After 20 minutes, I understood it was the wrong restaurant.

I for 20 minutes when I.....it was the wrong restaurant.

3. Sarah got a job in factory. 5 years later the factory closed down.

At the time the factory, Sarah.....there for 5 years.

4. I went to a concert last week. The orchestra began playing, after about 10 minutes a man in audience suddenly started shouting.
The orchestra for about 10 minutes when.....
5. It was very noisy next door. Our neighbours (Have) a party.
6. We were good friends. We (Know) each other for years.
7. John and I went for a walk. I had difficulty keeping up with him because he (Walk) so fast.
8. Sue was sitting on the ground. She was out of breath. She(run)
9. When I arrived, everybody was sitting round the table with their mouths full. They (eat)
10. When I arrived, everybody was sitting around the table and talking. Their mouths were empty but their stomachs were full. They..... (eat)
11. Jim was on his hands and knees on the floor. He..... (Look) for his contact lens.
12. She was annoyed with me because I was late and she (Wait) for a long time.
13. I was sad when I sold my car. I (Have) it for a very long time.
14. We were extremely tired at the end of the journey. We (Travel) for more than 24 hours.



Speaking time

Dream

Do you remember your dreams when you wake up?

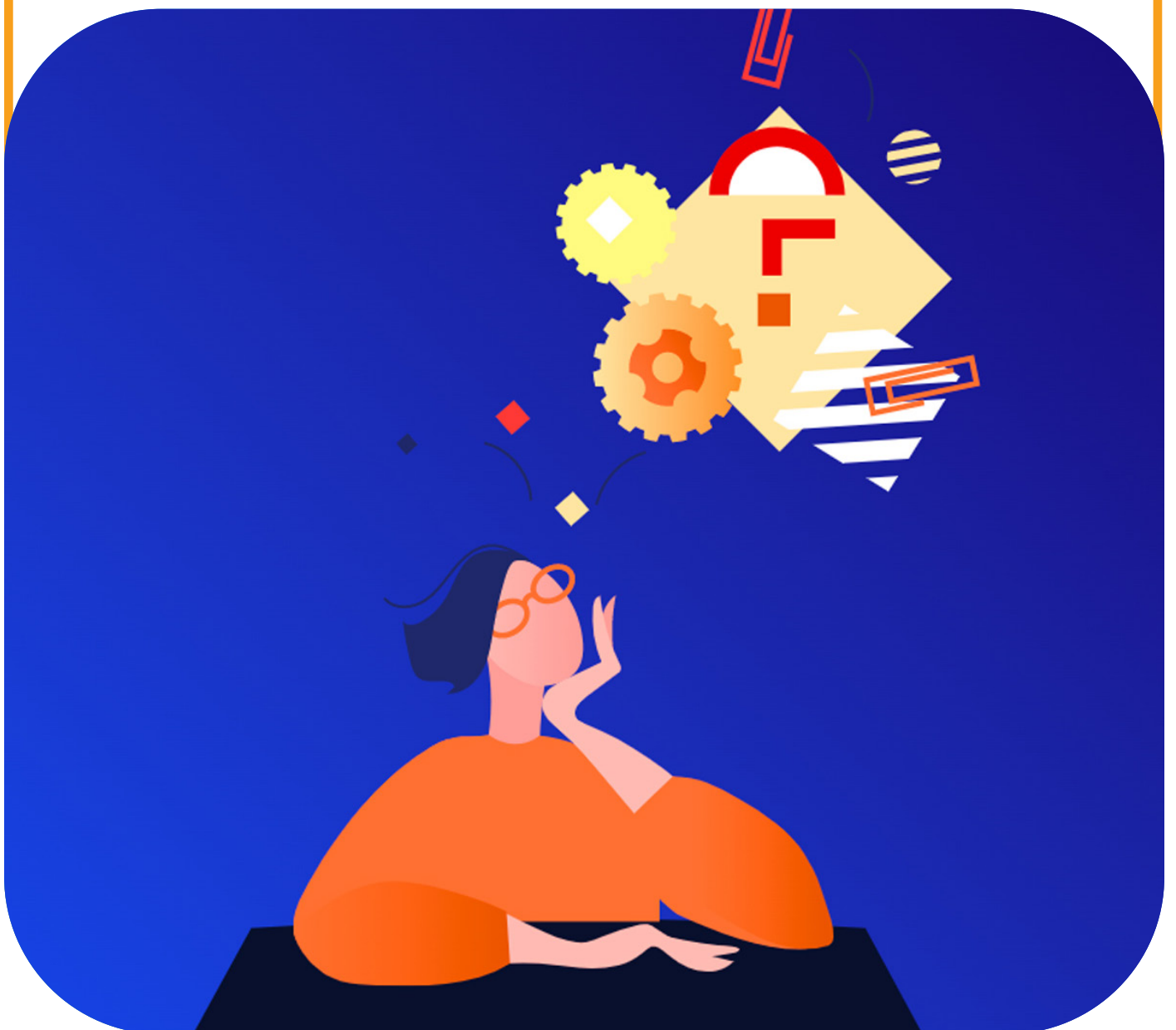
Do you like hearing others' dreams?

Do you dream much at night?

Do you think dreams will affect life?

UNIT 12

Speaking 2



Rest

How often do you take a rest?

What do you do when you take a rest?

Do you take a nap?

How do you feel after taking a nap?

Do you think people have enough time to take a nap in your country?

Forest/trees

When was the last time you went to a forest?

Would you like to go to the forest if you are free?

Did you ever climb trees when you were a child?

Have you ever planted a tree?

Would you like to live in a place that has a lot of trees?

Is there a forest near your hometown?

Concentration

When is it hard for you to concentrate?

What may distract you when you are trying to stay focused?

In what situations do you need to concentrate?

What do you do to improve your concentration?

Is it easy for you to do two things simultaneously?

New year

How do you celebrate New Year?

How has celebrating new years changed in your country in recent years?

Talk about one of the most memorable new year you remember?

Why do people think New Year is a new beginning?

Email

Do you often send / write emails?

What do you write about?

Do you think Emails are useful?

What kind of Emails do you send or receive?

Do you like writing letters to your relatives and friends?

Fruit and vegetable

Do you like fruits and vegetables?

How often do you eat fruits and vegetables?

Why do you think Fruits and vegetables are important for us?

What kind of fruit do you prefer?

Is it easy and convenient to buy fruits where you live?

Mobile phones

How often do you use your phone?

Can you describe your phone? Why did you choose it?

What was your first mobile phone?

Would you buy a new one in the future?

How has your phone changed your life?

Outdoor activities

What do you do in your spare time?

Do you like outdoor activities? (Give examples)

What kind of outdoor activities are popular in your country?

How much time do you spend outdoors every week?

Do you like outdoor sports and games? Why?

UNIT 13

Modal Verbs



What are modal auxiliary verbs?

The verbs (can, could, may, will, would, shall (mainly British English), should, must and ought) are called “modal auxiliary verbs”. They are used before the bare infinitives of other verbs, and add certain kinds of meaning connect with certainty, or with obligation and freedom to act.

Structure:

Subject + Modal verb + Bare infinitive + ...



Some Hints:

1. After modal verbs we have the basic form of the verbs (**No s/es, No -ing, No to**)
2. We can only have one modal verb in each sentence.

Example:

- We will can swim. (**Incorrect**)
- We will be able to swim. (**Correct**)

3. We put modal verbs at the beginning of the sentence in order to make question form.

Example:

- Can you swim?

4. We can put “not” after modal verbs to make the sentence negative.

Example:

- I will not swim.

Now here are various modal verbs and their different usages:

Will

Future: I will visit Paris next summer.

Shall: Shall is nowadays used when three following conditionals are all met:

1. Subject must be “I” or “we”.
2. We must have a question.
3. We must ask someone’s opinion.

Example:

- Shall I clean the board?

Would

1. **Past of will:** My father told me that he would buy a car for me.
2. **Imagination:** I would buy a Porsche with one million dollars.
3. **Polite Request:** Would you please answer the phone?
4. **Polite offer:** Would you like tea?

May

1. **Possibility:** We may go climbing in the Alps next summer.
2. **Permission:** May I put the TV on?

May vs. Might

“Might” is mostly used as a less definite form of “may”

- I may go to London tomorrow. (Perhaps a 50% chance)
- Joe might come with me. (Perhaps a 30% chance)

Can

1. **Ability:** I can understand Italian but I can't speak it.
2. **Permission:** Can I ask you something?
3. **General possibility:** These trees can grow here.
4. **Requests and offers:** Can you put the children to bed? / Can I carry your bag?

Could

1. **Past ability:** She could read when she was four.
2. **Imagination:** I could buy a great villa with one million dollars.
3. **Request and offers:** Could you lend me five pounds until tomorrow?
I could mend your bicycle for you.

Should

1. **Obligation:** Your teacher: You should study English hard.
2. **Desirability:** Your friend: You should study English well.

Must

1. **Necessity:** You really must stop smoking
2. **Positive conclusion:** You must be Mary's sister- you look just like her.

Must vs. Have to

The positive forms of "must" and "have to" are kind of the same:

- You must stop smoking = You have to stop smoking

▶ But their negative forms are totally different.

"Must not" has negative necessity

Example:

- You don't have to leave the class. (it means you can either stay or leave the class)

Pay attention that we do not have the past form of "must". So, you should use "had to" when you want to talk about something necessary in the past.

Example:

- I had to stay awake to study last night.

Conclusion (Must or Cannot)

In positive sentence, we use "must" to make conclusion.

Example:

- John has recently finished high school, so he must be eighteen years old.

However, in negative sentence we use "cannot" to make conclusion.

Example:

- John is just eighteen years old; he is too young. He cannot be a doctor

1

Exercise 1: Form sentences using the modal verbs.

Teacher: **Paul is going to write the letter tomorrow.**

Student: **Paul will write a letter tomorrow.**

Teacher: **George is able to speak French very well.**

Student: **George can speak French very well.**

Teacher: **The students have permission to smoke in the hall.**

Student: **The students may smoke in the hall.**

Teacher: **It is possible that George will go to Chicago.**

Student: **George might go to Chicago,**

Teacher: **Mary ought to write to her parents.**

Student: **Mary should write to her parents.**

Teacher: **Paul has to take an exam next week.**

Student: **Paul must take an exam next week.**

-
1. Paul and George are going to play tennis tomorrow.
 2. It is possible that George is a very good tennis player.
 3. John is able to swim very well.
 4. We have to get up at six tomorrow morning.
 5. It is possible that George will watch television tonight.
 6. It is possible that Mary is home now.
 7. Paul is able to read Japanese.
 8. You have permission to come in and see the doctor.
 9. George is going to study in the library tonight.
 10. It is possible that Helen will make an apple pie.
 11. My brother is in your class. I conclude that you know him.
 12. Mary is able to play the violin.
 13. Mr. Moro has to get a new passport soon.
 14. It is possible that George is going to study business administration.
 15. Mr. Moro has to take another English course.
 16. Paul ought to write a letter to his parents every week.
 17. It is very probable that you spend a lot of time in the laboratory. (I conclude that you spend a lot of time in the laboratory.)
 18. Every student ought to read one good book every week.
 19. Last year all of the students were able to read and write.

Examples of must meaning

Inference, conclusion, or reasonable supposition

1. Juan is from Mexico. He must speak Spanish.
2. George plays the piano very well. He must practice a lot.
3. George knows everyone in the class. Therefore, he must know Paul.
4. Paul recently finished high school. Therefore, he must be about eighteen years old.
5. Helen lived in Japan for ten years. She must speak Japanese.

Negative forms of modal verbs

Negative forms	Contractions	Short answers
Will not	Won't	No, he won't
Cannot	Can't	No, he can't
Could not	Couldn't	No, he couldn't
May not	-	No, he may not
Might not	-	No, he might not
Should not	Shouldn't	No, he shouldn't
Must not	Mustn't	No, he mustn't

Example:

- Mr. Miller won't go to Chicago tomorrow
- Paul can't speak French
- You may not drive without the license
- Gorge might not go to George's house tonight
- Children shouldn't play with matches
- Children mustn't play with matches



Hint 1: May not and might not are not usually contracted.



Hint 2: cannot is usually written as one word.

2**Exercise 2:** Make negative statements about Mary.Teacher: **George can go.**Student: **Mary can't go.**Teacher: **George should go.**Student: **Mary shouldn't go.**Teacher: **George may go out today.**Student: **Mary may not go out today.**

- | | |
|-------------------------------------------|-------------------------------------------|
| 1. George will go tomorrow. | 7. George can speak French. |
| 2. George can play the piano. | 8. George should eat fast. |
| 3. George might visit us. | 9. George can swim very well. |
| 4. George will go to Chicago on Saturday. | 10. George will watch television tonight. |
| 5. George might attend the concert. | 11. George could read the sign. |
| 6. George will write a letter tomorrow. | |

3**Exercise 3:** Change the statements into yes/no questions. Another student will give a short answer.Teacher: **Mary can play the piano.**Teacher: **John will study tomorrow.**Student: **-Can Mary play the piano?**Student: **-Will John study tomorrow?****-Yes, she can. (No, she can't.)****-Yes, he will. (No, he won't.)**

- | | |
|--------------------------------------------------|----------------------------------------|
| 1. Mary should answer the letter. | 7. She should return in next week. |
| 2. George can play the piano. | 8. Birds can fly. |
| 3. Mr. Miller will explain the lesson to George. | 9. Horses can fly. |
| 4. John should wait for Mr. Smith. | 10. You will study English tomorrow. |
| 5. Paul must see a doctor immediately. | 11. You can play baseball. |
| 6. Mary may keep the book for seven days. | 12. You will go to the movies tonight. |



Homework

① **Exercise 1:** Put in '*can*' / '*can't*' / '*could*' / '*couldn't*'. If none is possible, use '*be able to*' in the correct tense:

1. you swim when you were 10?
2. We get to the meeting on time yesterday because the train was delayed by one hour.
3. He arrive at the party on time, even after missing the train, so he was very pleased.
4. He's amazing, he speak 5 languages including Chinese.
5. I drive a car until I was 34, then I moved to the countryside so I had to learn.
6. I looked everywhere for my glasses but I find them anywhere.
7. I searched for your house for ages, luckily, I find it in the end.
8. She's 7 years old but she read yet – her parents are getting her extra lessons.
9. I read the book three times but I understand it.
10. James speak Japanese when he lived in Japan, but he's forgotten most of it now.

2

Exercise 2: Put in *'must'* or *'should'* or *'must not'* or *'don't / doesn't have to'*:

1. We have a lot of work tomorrow. You be late.
2. You tell anyone what I just told you. It's a secret.
3. The museum is free. You pay to get in.
4. Children tell lies. It's very naughty.
5. John's a millionaire. He go to work.
6. I do my washing, because my mother does it for me.
7. We rush. We've got plenty of time.
8. Where is my purse? I saw it earlier, so it be in this room.
9. You smoke inside the school.
10. You can borrow my new dress but you get it dirty.
11. We miss the train, it's the last one tonight.
12. It be cold outside. That man in the street is wearing a coat.
13. She do this work today, because she can do it tomorrow.
14. I clean the floor today because I cleaned it yesterday.
15. We forget to lock all the doors before we leave.
16. We stay in a hotel in London, we can stay with my brother.
17. I spend too much money today. I've only got a little left.
18. Keiko always does really well on exams. She study a lot.
19. They get up early today, because it's Sunday.
20. I eat too much cake, or I'll get fat!
21. That woman drives a very expensive car. She spend a lot of money.
22. We be late for the exam.
23. You tidy up now. I'll do it later.
24. He cook tonight because he's going to a restaurant.
25. Anna has a huge library in her house. She have a lot of books.

3

Exercise 3: Put in *'can't'* or *'must'*:

1. Why is that man looking around like that? He be lost.
2. That woman be a doctor! She looks far too young.
3. John always fails the tests, even though he's clever. He study enough.
4. The food is really good at that restaurant. They have a great chef.
5. Who's that at the door? It be Susie – she left her office an hour ago.
6. This be John's house. This house has a red door, and it is number 24, just like he said.
7. Julie have much money, or she would buy a new car. Her old one is falling apart.
8. He be at work now, can he? It's nearly midnight.
9. What a lot of lovely flowers you have! You really like gardening
10. David drink a lot of coffee. He's finished two packets already this week!
11. This be Jamie's coat. He's very tall, and this is tiny.
12. Her life be easy. She has four children and very little money.
13. Where's Lucy? She be at the library, as she often goes there at this time.
14. This bill be right! £50 for two cups of coffee!
15. Emma's amazingly good at the piano. She practice a lot.
16. The car in front is driving so slowly that I think they be looking for something.
17. You've already eaten enough for three people! You still be hungry!
18. This book belong to the library. It's certainly not mine.
19. It only takes three hours to fly from London to Sydney? That be correct!
20. There be something wrong with the fridge! It's making a very unusual noise.

4

Exercise 4: Match the sentences. Type the letter in the box.

- A.** You might have health problems.
- B.** It might be cold.
- C.** It might rain.
- D.** You might have an accident.
- E.** It might not be good for your skin.
- F.** It might not be good for your ears.

1. You should take an umbrella.
2. You shouldn't sunbathe too much.
3. You shouldn't drive fast.
4. You shouldn't smoke.
5. You shouldn't listen to rock music with headphones.
6. You should wear a thick jumper.



Speaking time

Housework

Do you do housework at home?

What housework do you usually do?

Do you think that men and women should share housework?

What kind of housework do you dislike doing?

Do you think that children should do housework?

UNIT 14

WH-QUESTIONS



Different types of questions:

Yes/No questions:

These types of questions are the one whose answers are Yes or No.

Example:

Are you a student? Yes, I am.
 No, I am not.

WH- questions:

This type begins with a question word such as who, whom, what, when, where, what time and etc.

Who	Who substitutes for a noun phrase which refers to a person. (subjective or objective)
Whom	Whom substitutes for a noun phrase which refers to a person. (objective)
What	What substitutes for a noun phrase which refers to things, animals, situations and some activities.
Where	Where substitutes for an adverbial which refers to a place.
When	When substitutes for an adverbial which refers to time.
What time	What time substitute for an adverbial which refers to time.
How	How substitute for a noun phrase refers to quality / manner/ process.
Why	Why is used to ask about reasons/ causes.
Which	Which is used to ask about choices.



Hint 1:

WH-questions of this type, begin with a question word such as **who, whom, what, when, where, what time and etc.** After question word the pattern is normally the same as in yes/no questions. In other words, do, does or some other auxiliaries are placed before the subject.



Hint 2:

How much is used with uncountable nouns.

- How much time do we have to finish the test?
- How much money did you spend?
- If the verb To Be is used with an uncountable noun, it is in singular form (= is or was etc.)
- How much milk is in the fridge?

How much can also be used when we want to know the PRICE of something.

- In this case, we can use How much with countable nouns (both singular and plural nouns).
- How much is that painting?
- How much are those shoes?



Hint 3:

How many is used when we want to know the QUANTITY of something.

- It is only used with plural countable nouns.
- How many days are there in January?
- How many people work in your company?



Hint 4:

Please note that all WH-question words whose place is for subject shouldn't be followed by any auxiliaries.

For example:

- A dog bites stranger.
What bites strangers?
- Jack eats a lot.
Who eats a lot?



Hint: Who in objective position is less formal standard English. It is used in conversation and in notes and letters to friends and relatives. Whom is formal standard English and is used in speeches and formal writing, such as papers which students submit to colleges.

How to make a WH- question:

To make a WH- question we have to different methods:

Method A:

This method is used when we want to make questions about the subject of the sentence just in one single step:

- ▶ We just need to put the appropriate WH- word instead of the subject.

Example:

- Mary loves Alex. —————• Who loves Alex?
- The dog eats the bone. —————• What eats the bone?

Method B:

This method is used when we want to make questions about all other parts of the sentence, in three steps:

- Mary loves Alex.

Imagine we want to ask about Alex.

step 1 — Making a Yes/ No question:

Does Mary love Alex?

step 2 — Putting the appropriate WH- word:

Who (m) does Mary love Alex?

step 3 — Omitting the answer:

Who (m) does Mary Love?



Hint: After the WH- question below you always need a noun:

- **Whose**
- **Which**
- **How much**
- **How many**

Example:

How much **money** do you need?

Whose **book** is it?



Exercise 1: Practice the use of when in questions. Listen to the information about Paul. Ask a corresponding question about John.

Teacher: **Paul arrived in June.**

Teacher: **Paul studied a year ago.**

Teacher: **Paul telephoned yesterday.**

Student: **When did John arrive?**

Student: **When did John study?**

Student: **When did John telephone?**

1. Paul studied a month ago.

2. Paul telephoned yesterday.

3. Paul studied a year ago.

4. Paul arrived yesterday.

5. Paul called two hours ago.

6. Paul arrived a year ago.

7. Paul practiced a year ago.

8. Paul telephoned at 8 o'clock.

9. Paul returned a week ago.

10. Paul worked yesterday.

11. Paul called on Wednesday.

12. Paul practiced in the morning.

2 Exercise 2: Practice the use of where in questions. Listen to the information about Paul. Ask a corresponding question about John and Mary.

Teacher: **Paul lives in New York.**

Student: **Where do John and Mary live?**

1. Paul eats dinner at a restaurant.
2. Paul lives on Main Street.
3. Paul plays tennis in the park.
4. Paul reads books in the library.
5. Paul studies at home.
6. Paul has coffee at a restaurant.

Teacher: **Paul studies in the library.**

Student: **Where do John and Mary study?**

7. Paul practices in class.
8. Paul learns new words in class.
9. Paul lives in New York.
10. He usually reads in the library.
11. He usually eats lunch at a restaurant.

3 Exercise 3: Change the teacher's statement into a question beginning with whom.

Teacher: **The teacher knows John.**

Student: **Whom does the teacher know?**

1. Mary telephoned Paul.
2. Mary assisted the new student.
3. John called Paul.
4. John visited Mr. Miller.
5. The teacher asked Mary.

Teacher: **Mary visited her father.**

Student: **Whom did Mary visit?**

6. The teacher knows Mary.
7. John sees Mary.
8. The students see the teacher.
9. The students are near the teacher.
10. The students understand the teacher.

4 Exercise 4: Listen to the statement about Paul. Make a wh-question with the word you. Another student will answer.

Teacher: **Paul studies in the morning.**

Student: - **When do you study?**

- **At night. (In the afternoon, etc.)**

1. Paul studies in the library.
2. Paul sees Mr. Miller.
3. Paul is a lawyer.
4. Paul studied grammar yesterday (two possibilities)
5. Paul was in New York last year (two possibilities)

Teacher: **Paul is a doctor.**

Student: - **What are you?**

- **A student. (An architect, etc.)**

6. Paul studies business administration
7. Paul studies in Chicago.
8. Paul arrived last week.
9. Paul studies at night
10. Paul was at the library last night. (Two possibilities)



Hint: Sometimes we need to make questions about the activity about the sentence.

Example:

- They study English at 7 o'clock.
The activity about which we want to make a question is "study English".

- 1.** Making a Yes/ No question:
 - Do they study English at 7 o'clock?

- 2.** Putting the appropriate WH- word:
 - What do they study English at 7 o'clock?

- 3.** Omitting the answer:
 - What do they ... at 7 o'clock?

- 4.** Since we do not have a main verb, we need to put "do" in the gap as the main verb.
→ **What do they do at 7 o'clock?**

5

Exercise 5: make WH- questions using the expression do what.

Teacher: **John eats breakfast at 7 o'clock.** Teacher: **John goes to class at 8 o'clock.**
 Student: **What does John do at 7 o'clock?** Student: **What does John do at 8 o'clock?**

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. John has coffee at 10 o'clock 2. John eats lunch at noon 3. John studies in the afternoon. 4. John studies English in the library. 5. John has dinner at 6 P.M. 6. John usually watches television in the evening. 7. Mr. Miller usually studies in the evening. | <ol style="list-style-type: none"> 8. Mr. and Mrs. Miller have dinner at 6:30. 9. Mr. Miller often reads in the evening. 10. Mr. and Mrs. Miller sometimes visit friends in the evening. 11. They visited friends yesterday. 12. They talked. 13. They played cards after dinner. 14. They watched television at nine o'clock. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

6

Exercise 6: Listen to the statement. Ask the next student a corresponding wh-question. He will give a true answer.

Teacher: **Paul is practicing Spanish.**

Student: **-What are you practicing?
-English.**

Teacher: **Paul is studying in Mexico.**

Student: **-Where are you studying?
-In the united states.**

1. Paul is sitting in the classroom
2. Paul is looking at the teacher.
3. Paul is studying Japanese.
4. Paul is watching Mr. Allen.

5. Paul is talking to Mr. Miller.
6. Paul is practicing in the classroom.
7. Paul is looking at Mr. Miller.

(Continue, reviewing the simple present and past tenses.)

8. Paul likes coffee.

9. Paul studies in the library.

10. Paul studies at night.

11. Paul sees the teacher.

12. Paul is from Canada.

13. Paul was in Mexico last year.

14. Paul studies English.

15. Paul studied in New York.

7

Exercise 7: Listen to the statements. From questions using who, what, where, whom, etc. Another student will answer according to the situation.

Example:

Situation: John will sell his car tomorrow.

Who: Teacher: **Who will sell his car tomorrow?**
Student: **John.**

What: Teacher: **What will John sell tomorrow?**
Student: **His car.**

When: Teacher: **When will John sell his car?**
Student: **Tomorrow.**

Situation A: John will buy some new shoes for Mary tomorrow.

- 1. Who
- 2. What

- 3. When
- 4. Whom

Situation B: That new student might see Mary in the library tonight.

- 5. Which student
- 6. Who
- 7. Whom

- 8. Where
- 9. When
- 10. whom

Situation C: Fifteen students can sit in the classroom.

- 11. How many students

- 12. Who

- 13. Where

Situation D: some of those sentences might be difficult for the new students.

- 14. How many of those sentences
- 15. What

- 16. Which students
- 17. Whom

Situation E: those students should do a lot of homework tonight.

- 18. Which students
- 19. Who
- 20. How much homework

- 21. What
- 22. When

Situation F: A lot of beautiful flowers will grow in that new garden.

- 23. How many beautiful flowers
- 24. What

- 25. Which garden
- 26. Where

Situation G: People shouldn't throw paper on the sidewalk.

- 27. Who

- 28. What

- 29. where



Homework

① **Exercise 1:** Make all WH-questions that are possible for the following sentences:

John met Mary in the library last week.

1.
2.
3.
4.

John's sister buys her mother a flower every week.

1.
2.
3.
4.
5.

The new students might travel to a new city next month.

1.
2.
3.
4.

Jack should write a letter to Mary's brother tomorrow.

1.
2.
3.
4.
5.

Mary's sister has sent three letters to John's brother this week.

1.
2.
3.
4.
5.
6.
7.

Ten doctors have been learning English here for two months.

1.
2.
3.
4.
5.



Speaking time

Names

How did your parents choose your name?

Does your name have any special meaning?

Is your name common or unusual in your country?

If you could change your name, would you?

Who normally chooses the names for children in your culture?

UNIT 15

Adverbs of Frequency




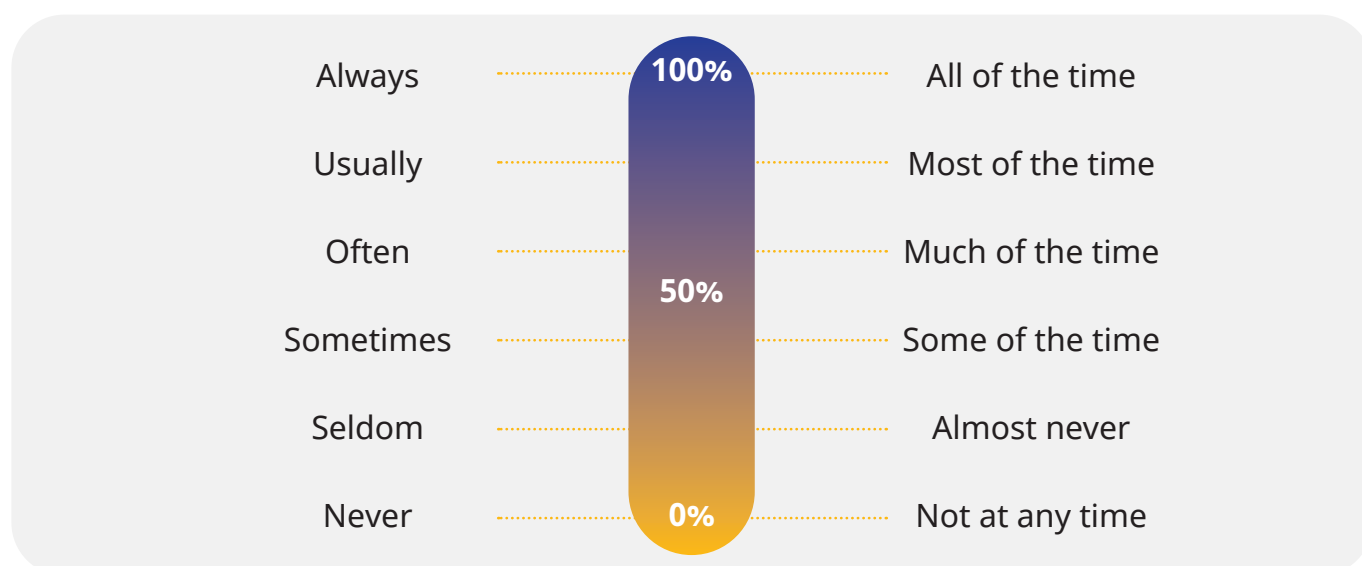
Notice the position of words like always and compare their meanings

	SINGLE-WORD ADVERB OF FREQUENCY	MAIN VERB	
John	always	studies	at night.
Mary	usually	studies	at night.
Bob	often	studies	at night.
Bill	sometimes	studies	at night.
Alice	seldom	studies	at night.
Tom	never	studies	at night.

COMMENTS

Adverbs like always (single-word adverbs of frequency) come before the main verb of a sentence.

 **Hint:** Some of these adverbs are also used in other positions, as in the sentence: Sometimes I study at night.



1

Exercise 1: Substitute a word like always for the multi-word adverbials of frequency.

Teacher: **Mary drinks milk all of the time.**

Teacher: **John drinks milk most of the time.**

Student: **Mary always drinks milk.**

Student: **John usually drinks milk.**

1. John drinks coffee some of the time.
2. He almost never drinks tea.
3. Mr. Allen drinks coffee much of the time.
4. Mrs. Allen almost never drinks coffee.
5. She drinks tea most of the time.
6. Mr. Miller has coffee at 10 A.M. all of the time.
7. Mrs. Miller has coffee at 10 A.M. some of the time.
8. Mrs. Miller almost never drinks milk in the morning
9. She has coffee in the morning most of the time.
10. Mr. and Mrs. Miller eat in a restaurant some of the time.
11. John eats in restaurants all of the time.
12. Mary almost never eats in a restaurant.
13. She eats at home most of the time.
14. Mr. and Mrs. Allen eat in a restaurant much of the time.

Compare the positions of always.

Previous Pattern:



New Pattern:



2

Exercise 2: Substitute a word like always for the multi-word adverbials of frequency.

Teacher: **John is busy all of the time.**

Student: **John is always busy.**

Teacher: **Mr. Allen is busy most of the time.**

Student: **Mr. Allen is usually busy.**

1. Mrs. Allen is busy much of the time.
2. She is tired some of the time.
3. Mr. Miller is almost never tired.
4. Mr. Miller is thirsty most of the time.
5. He is hungry some of the time.
6. John is hungry much of the time.
7. He is thirsty most of the time.
8. He is almost never in the room.
9. He is at home most of the time.
10. Mr. Alen is at home some of the time.
11. Mr. Allen is right most of the time.
12. He is almost never wrong.
13. Mr. and Mrs. Allen are happy most of the time.
14. They are almost never sad.

3

Exercise 3: Summary exercise.

Teacher: **John drinks milk much of the time.**

Student: **He often drinks milk.**

Teacher: **He is thirsty much of the time.**

Student: **He is often thirsty.**

1. He has cornflakes for breakfast all of the time.
2. He is sleepy at breakfast all of the time.
3. He is late to class some of the time.
4. He studies at night all of the time.
5. Mrs. Miller almost never drinks coffee.
6. She drinks tea most of the time.
7. She is at home much of the time.
8. She eats at home most of the time.
9. She is busy most of the time.
10. She sings at home some of the time.

Notice the position of always in questions.

STATEMENT:

John always studies at night.

QUESTION:

John always studies at night.
Does John always study at night?

STATEMENT:

John is always busy.

QUESTION:

John is always busy.
Is John always busy?

COMMENTS

Adverbs like always come before the main verb (study, arrive, etc.) in questions as well as in statements. With forms of be (am, are, is) the adverb of frequency remains with the rest of the predicate when the verb is put before the subject to make a question.

4

Exercise 4: Change the teacher's statement into a question. The next student will answer the question.

Teacher: **The teacher is usually busy.**

Student: - **Is the teacher usually busy?**
- **Yes, he is.**

Teacher: **You are often busy.**

Student: - **Are you often busy?**
- **Yes, I am. Or no, I'm not.**

1. You are sometimes tired.
2. You are sometimes hungry.
3. You always eat breakfast in the morning.
4. The windows are always open.
5. The teacher is usually in the room.
6. You usually have coffee for breakfast.
7. You usually eat lunch at noon.
8. The door is sometimes open.
9. The windows are often closed.
10. You sometimes read at night.
11. You usually understand the lesson.
12. Pencils are usually light.
13. Shoes are always white.
14. Shirts are often white.

Notice the questions with ever and the short answer.

QUESTIONS:

Do you ever have cornflakes for breakfast?
Are you ever sleepy?

SOME POSSIBLE
SHORT ANSWERS:

Yes, always.
Yes, Usually.
Yes, sometimes.
Yes, often.
No, never.

COMMENTS

Ever, meaning 'at any time,' has the same position as adverbs like always. It is used in questions but not in affirmative statements.



Hints:

1. An alternative way to make short answers is to include do or be. In these answers, adverbs such as always precede the forms of do and be.

Yes, I always do.
Yes, I always am.

2. There is a statement pattern in which ever does occur.
3. The following short answers with but are also appropriate replies to questions with ever:

Yes, but seldom.
Yes, but rarely.
Yes, but not often. etc.

5

Exercise 5: Change the statement into a question. Include **ever** in the question, then give a true answer.

Teacher: **You study at night.**

Student: **-Do you ever study at night?**
-Yes, usually. (No, Never, etc.)

Teacher: **You are tired.**

Student: **-Are you ever tired?**
-No, seldom. (Yes, Often, etc.)

Teacher: **You eat fish.**

Student: **-Do you ever eat fish?**
-Yes, Sometimes. (No, Seldom, etc.)

-
1. You eat soup.
 2. You have toast for breakfast.
 3. You have coffee after dinner.
 4. You are hungry in the morning.
 5. We practice.
 6. You have cornflakes for breakfast.
 7. You have coffee at 10 A.M.
 8. You are busy.
 9. You drink tea in the afternoon.
 10. We learn new words in class.
 11. You have orange juice for breakfast.
 12. You write letters at night.
 13. You sing in the morning.
 14. You have a coke in the afternoon.

Listening for frequency

There are certain adverbs that tell you when something might happen. These two groups of adverbs will help you determine the time.

Example:

You will see: Choose the correct letter A,B, or C.

Sam goes to the gym

A) every day.

B) often.

C) occasionally.

You will hear: Sam works out at the gym several days a week.

Common adverbs of frequency

Always

Usually

Often

Sometimes

Occasionally

Seldom

Hardly ever

Rarely

Never

Common adverbial time words or phrases

Every day / Daily

Twice a week

Once a month

On occasion

Every year / Yearly

Every other week

From time to time

Once in a while



Questions 1-6

Listen to the conversations. Put a check by the frequency of the action.

	Always	Often	Sometimes	Seldom	Never
1					
2					
3					
4					
5					
6					



Questions 7-12

Listen to the conversations. Put a check by the frequency of the action.

	Daily	Twice a week	Once a month	Every other week	From time to time
7					
8					
9					
10					
11					
12					

Listening for emotions

Can you tell if someone is excited to do something or is not looking forward to something? While listening try to determine a speaker's emotion. How is that emotion expressed?

Example

You will see: Choose the correct letter **A,B,** or **C.**

What is Mark's attitude toward the debate?

- A)** He's nervous.
- B)** He's looking forward to it.
- C)** He's more excited than Jane.

You will hear: Jane: I can't wait to debate the team from Oxford.

Mark: I'm more apprehensive than excited. In fact, I'm not looking forward to it at all.

Common words that express emotions

Afraid	Confused	Exhausted	Miserable	Shocked
Angry	Disappointed	Frustrated	Nervous	Surprised
Annoyed	Disgusted	Happy	Pleased	Unhappy
Ashamed	Ecstatic	Jealous	Proud	Upset
Bored	Embarrassed	Mad	Sad	Worried



Questions 1-6

Listen to the conversations and answer the questions about emotions.

1. How did local residents feel about the millionaire's donation?
A. angry
B. surprised
C. excited

2. How does the man feel about his science experiment?
A. frustrated
B. glad
C. eager

3. What confuses students?
A. foreign languages
B. language lab equipment
C. class assignments and tests

4. What is the man's attitude toward the contest?
A. He's upset.
B. He's disappointed.
C. He's indifferent.

5. How did people at the school feel about the mayor's visit?
A. They were surprised.
B. They were bored.
C. They were annoyed.

6. How does the woman feel about her research project?
A. nervous
B. bad
C. happy



Homework

① **Exercise 1:** Substitute adverbs of frequency for the multi-word adverbials of frequency:

1. Jack goes to the stadium not at any time.

.....

2. He walks home most of the time.

.....

3. Sarah is afraid of skating some of the time.

.....

4. My father and I have an argument with each other much of the time.

.....

5. Ms. Chen almost never eats Chinese food.

.....

6. My daughter complains about everything all of the time.

.....

7. They have coffee in the evening not at any time.

.....

8. They drive to work very fast some of the time.

.....

9. He has warm milk for his breakfast not at any time.

.....

11. Mrs. Smith vacuums the house all of the time.

.....

12. Jerry lends money to his friends much of the time.

.....

13. I have class in the morning most of the time.

.....

14. She almost never rides a horse.

.....

15. She wakes up late much of the time.

.....

2

Exercise 2: Change the statements into a question:

1. They never understand me.

.....

2. We always spend our time in park.

.....

3. Mary usually lays in bed.

.....

4. They often lose their keys.

.....

5. Sea is always beautiful.

.....

6. They never play tennis at 10 A.M.

.....

7. Mary often buys food from mall.

.....

8. Cars are often heavy.

.....

9. Sport shoes are sometimes expensive.

.....

10. We never practice hard.

.....

11. Children always fight with each other.

.....

12. My father seldom drinks tea.

.....

13. Boys are usually clever.

.....

14. We never ride a motorcycle.

.....

15. My daughter never plays with cats.

.....

3

Exercise 3: Change the statements to question. Include **EVER** in the question then give a true answer:

1. You eat salad.

.....

2. You wash your car.

.....

3. They play tennis in park.

.....

4. They wash the dishes.

.....

5. We break the window.

.....

6. You shout loudly.

.....

7. Sarah plays with the dog.

.....

8. You bake a cake every day.

.....

9. You stay out late.

.....

10. I sleep late.

.....

11. They exercise hard.

.....

12. We practice English at the library.

.....

13. You eat beef.

.....

14. They sing a song.

.....

15. John and Mary cook delicious food.

.....



Speaking time

Singing

Did you enjoy singing when you were younger?

How often do you sing now?

Do you have a favourite song you like listening to?

How important is singing in your culture?

Do you think singers earn a lot of money?

DID YOU KNOW?

British accents today

5 different accents are commonly spoken in England today, which differ in terms of region, class, and ethnicity: Received Pronunciation, Estuary English, Multicultural London English, General Northern English, and Urban West Yorkshire English.

UNIT 16

Conjunctions



A conjunction is a word like and, but, although, because. Conjunctions have an important function because they join other words and phrases together. Without conjunctions, we could only make very simple sentences.

Contrast conjunctions

Contrast conjunctions connect ideas and clauses that contrast. The following words and phrases are contrast conjunctions:

But	Although	Though	Even though	However
In spite of	Despite	While	Whilst	Whereas

But

'But' is one of the most common contrast conjunctions. We use 'but' to connect ideas that contrast or oppose each other.

When we use 'but' to join two independent / main clauses (sentences), we must use a comma before 'but'. If there aren't two independent clauses on either side of 'but', we don't need a comma.

- I want to go for a walk, **but** it's raining outside.
- That lady is beautiful **but** temperamental.



Hint: "Yet" can be used in the same situation as "But" in positive sentences.

- I want to go for a walk, **yet** it's raining outside.
- That lady is beautiful **yet** temperamental.

Although/Though/Even though

We use 'although', 'though' and 'even though' to join the main clause to a subordinate clause that contains a surprise or unexpected results.

They do not connect two independent (main) clauses. The clause that contains 'although', 'though', or 'even though' is a subordinate clause and cannot stand alone as a full sentence. When the subordinate clause comes first, we use a comma after it.

- **Although** I hate camping, I am going hiking and camping this weekend.
- **Though** she waited for almost an hour, her friend never showed up.
- **Even though** I got ready to go, we decided to just stay at home.

When the subordinate clause comes after the main clause, we do not need a comma.

- I am going hiking and camping this weekend **although** I hate camping.
- Her friend never showed up **though** she waited for almost an hour.
- We decided to just stay at home even **though** I got ready to go.

Both 'although' and 'though' have the same meaning, however, 'although' is more formal and more common in writing. We can use 'even + though' to add emphasis to 'though'.

In spite of / Despite

These two conjunctions are also used to indicate contrast, but pay attention that they must be followed by a noun phrase (Not a complete sentence)

- I arrived on time **in spite of / despite** heavy traffic.
- **In spite of / despite** having a bad teacher, the students all did well on their test.
- The baby slept well **in spite of/ despite** all the noise.
- I enjoyed the party **in spite of/ despite** having a headache.

However

'However' can also be used to link contrasting ideas. It should be normally separated from its position.

- **However**, the police did not believe him.
- The police, **however**, did not believe him.
- The police did not believe him, **however**.

While/Whilst/Whereas

We use 'while', 'whilst', and 'whereas' to join contrasting ideas. 'While' and 'whilst' mean the same thing though 'while' is more common and 'whilst' is more formal. They both mean 'at/during the same time that something else is happening,' or 'in contrast with.'

- **While/Whilst** I prefer to eat at the table, my husband prefers to eat in front of the television. (**contrast**)
- You get some onions **while/whilst** I get the meat. (**at the same time**)

We cannot use 'whereas' to mean 'at the same time.' We only use 'whereas' to join contrasting ideas. We use a comma with 'whereas' in the same way that we do for 'although'/'though' and other subordinating clauses.

- **Whereas** I like to get up early and go for a run, my partner likes to sleep in and go for a run in the evening.
- John spends his money right away **whereas** Joan saves hers for a rainy day.

Reason Conjunctions

As/ Because/ Since

All three of these words can be used to refer to the reason for something.

As and Since

As and since are used when the reason is already known to the listener/reader, or when it is not the most important part of the sentence. As- and since- clauses often come at the beginning of sentence.

- **As** it's raining again, we'll have to stay at home.
- **Since** he had not paid his bill, his electricity was cut off.

As- and **since-** clauses are relatively formal; in an informal style, the same ideas are often expressed again, with **so**.

- It's raining again, **so** we'll have to stay at home.

Because

Because puts more emphasis on the reason, and most often introduce new information which is not known to the listener/reader.

- **Because** I was ill for six months, I lost my job.

When the reason is the most important part of the sentence, the because- clause usually comes at the end. It can also stand alone. Since and as cannot be used like this.

- Why am I leaving? I'm leaving **because** I'm fed up!
(NOT ... I'm leaving as/since I'm fed up)
- Why are you laughing? ~**Because** you look so funny.

A because- clause can be used to say how one knows something.

- You didn't tell me the truth, **because** I found the money in your room.
(...I know because I found ...)

Because of/ Due to

These two refer to the reason, yet must be followed by a noun phrase.

- We were late **because of/ due to** the train.
- I'm happy **because of/ due to** your success.



Hint: Pay attention "**Due to**" is normally used in more formal situations, such as written works.

Conclusion Conjunctions

So/ Therefore/ Hence/ Thus

These are used for conclusion. When you did something and you want to get a logical result after that.

- I love my job and it has a very good salary, **so** I'm not going to leave it.
- He killed three innocent people, **hence** the court recognized him guilty.

Either ...or

We use either ... or to talk about a choice between two possibilities (and sometimes more than two).

- I don't speak **either** French **or** German.
- You can **either** come with me now **or** walk home.
- If you want ice-cream there's **either** raspberry, lemon **or** vanilla.

We often balance this structure, so that the same kind of words or expressions follow either and or.

- You can have **either** tea **or** coffee. (**nouns**)
- He's **either** in London **or** in New York. (**prepositional expressions**)
- **Either** you'll leave this house **or** I'll call the police. (**clauses**)

However, unbalanced sentences with either ... or are common. Some people prefer to avoid them.

- You can **either** have tea **or** coffee.
- He's **either** in London **or** New York.
- You'll **either** leave this house **or** I'll call the police.

Neither ... nor

This structure is used to join two negative ideas. (It is the opposite of both ... and.) It is usually rather formal.

- I **neither** smoke **nor** drink. (less formal: I don't smoke or drink.)
- The film was **neither** well-made **nor** well-acted.

Sometimes more than two ideas are connected by neither ... nor.

- He **neither** smiled, spoke, **nor** looked at me.

When singular subjects are connected by neither ... nor, the verb is normally singular, but it can be plural in a less formal style.

- **Neither** James **nor** Virginia was at home. (normal)
- **Neither** James **nor** Virginia were at home. (less formal)



Homework

①

Exercise 1: choose the right answer to Fill in the blanks.

1. You need to earn money when you live in a foreign country you are a student.
 at the moment because even though
2. Mary's mother told her that they don't need to come back home the rain.
 in spite of since even though
3. the other students are absent it is better for you to come to the class.
 yet nonetheless even though
4. The teacher became angry no one studied the lesson.
 in spite of although because
5. we cannot take the baby out it's snowing.
 even though because though
6. You are going to take an IELTS exam you are going abroad for studying.
 otherwise however because
7. He came into my room I was sleeping.
 because since while
8. John passed the exam he was sick and he didn't study the lessons.
 whilst because since
9. I lived with American students in the United States; I cannot talk in English well.
 while because although
10. we punished them, they made the mistake again.
 although hence yet

2

Exercise 2: Choose the correct option.

1. being very rich, he never shows off.

Other than

Instead

Despite

Otherwise

2. I had my launch, I didn't miss Pizza.

Although

Finally

Moreover

Already

3. She never helps anyone having a lot of money.

otherwise

in spite of

however

instead

4. You shouldn't go out it's raining heavily.

for

because

already

but

5. it is very cold there, we have postponed our visit.

Since

Due to

Yet

Because of

6. I am very tired I have been working all day.

So

Hence

Because

Because of

7. it may sound strange, I don't like watching football.

Despite

As

Although

Due to

8. Andy plays the violin well, the trumpet is his favorite instrument.

So

But

Since

Because



Speaking time

Hometown

Tell me about your hometown.

What's your hometown known for?

How long have you been living there?

Do you think you'll continue living there for a long time?

How has your town changed in the last 20 years?

UNIT 17

Listening





Questions 1-5

Complete the form below. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Woodside Apartments Tenant Application Form

Example

Type of apartment requested:One bedroom.....

Last name: **1** First name:James.....

Address **2** 1705 Street, Apt. **3**

Phone: Home721-0584..... Work: **4**

Date of birth **5** 12, 1978

Questions 6-8

Choose three letters, **A-G**

What features will James get with his apartment?

- A** study
- B** balcony
- C** garage parking space
- D** storage space
- E** exercise club
- F** fire place
- G** washing machine

Questions 9-10

Complete the sentences. Write **NO MORE THAN THREE WORDS** for each answer.

- 9** The apartment will be ready next
- 10** James will have to pay of the first month's rent as a deposit.

How to fill IELTS listening answer sheet

IELTS candidates often score less due to lack of experience in filling the IELTS listening answer sheet. Filling incorrect answers in spite of correct answers disappoints IELTS candidate. This part elaborate on how to fill answers in the IELTS answer sheet. This will explain rules of filling the IELTS answer sheet and how you can utilize your 10 minutes to transfer your answers to your answer sheet.

Step 1: Before you start your listening exam, you need to shade your Centre Number, write Full Name in capital letters, shading test date having a day, month, and year. Make sure you fill it correctly using a **pencil** as you are **NOT allowed to use pens** in the answer sheets.

Step 2: While answering your listening question in the question paper provided to you, make sure that you write every spelling in **capital letters**. This is because sometimes the writing is so confusing that the examiner/computer is not able to understand what is written. But in case of capital letters, the letter remains universal and thus creates no confusion.

Step 3: Once you have answered all your questions in the question paper, there will be a time of 10 minutes to transfer your answers to the answer sheet.

Step 4: Do NOT write anything in the marker initials section, band score and listening total section as this part is only for examiner purpose.

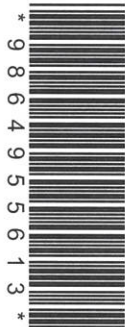
To conclude, 10 minutes is sufficient time to transfer your answers, however, you must not be lazy in transferring your answer. You must also make sure that you take care of the above points to make sure that you fill your answers meticulously.



Some hints:

- 1 You have TEN minutes to transfer your answers onto the answer paper.
- 2 You must use a pencil to transfer your answers.
- 3 You must write your full name in CAPITAL letters. The centre number will already be completed for you.
- 4 Indicate your candidate and the date by shading the appropriate boxes. Your candidate number will be given to you before the test and will be displayed on a piece of paper on the desk you sit at during the exam.
- 5 Write your answers next to each question number. If you want to change you can either erase the answer and write it again, or put a line through the answer and write it again.
- 6 Remember you must stop writing after ten minutes.
- 7 You will have time to check the spelling of your answers carefully.

IELTS Listening Answer Sheet



Candidate Name

Candidate No.

Centre No.

Test Date Day Month Year

Listening Listening Listening Listening Listening Listening Listening

1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>
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14	<input type="text"/>
15	<input type="text"/>
16	<input type="text"/>
17	<input type="text"/>
18	<input type="text"/>
19	<input type="text"/>
20	<input type="text"/>

Marker use only

1	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>
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36	<input type="text"/>
37	<input type="text"/>
38	<input type="text"/>
39	<input type="text"/>
40	<input type="text"/>

Marker use only

21	<input type="checkbox"/>	<input type="checkbox"/>
22	<input type="checkbox"/>	<input type="checkbox"/>
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37	<input type="checkbox"/>	<input type="checkbox"/>
38	<input type="checkbox"/>	<input type="checkbox"/>
39	<input type="checkbox"/>	<input type="checkbox"/>
40	<input type="checkbox"/>	<input type="checkbox"/>

Marker 2 Signature: Marker 1 Signature: Listening Total:

UNIT 18

Speaking 3



Tea and Coffee

What do you prefer, tea or coffee?

What do you usually prepare for your guests, tea or coffee?

When was the last time you drank coffee or tea?

Flowers

Do you like flowers? (Why?)

Which/What is your favorite flower?

Do you think flowers are important?

Are flowers important in your culture? (Give examples)

Do people in your country ever use flowers for special occasions?

What are the occasions when people give or receive flowers?

In your country, do people (ever) give flowers as a gift?

When was the last time you gave flowers to someone?

Clothes and Fashion

What types of clothes do you like to wear?

What kind of clothes do you never wear?

Where do you buy most of your clothes?

Have you ever worn a uniform?

Animals/Pets

What's your favorite animal?

Do you like to see animals in the zoo?

Do you keep a pet?

Did you have a pet when you were young?

What pet will you have later?

If you raise children in the future, will you allow them to keep a pet?

Air Pollution

Is there anything being polluted in your hometown?

What are the common types of pollutions in the countryside?

What are the causes of those pollutions?

Have you ever done anything to help the environment?

Photography

Do you like taking photographs?

How often do you take photos?

In which situation do you like take photos?

Do you prefer to take photographs yourself or to have other people take photos?

How do you keep your photos?

Are there any photos on the walls of your house?

Physical Exercise or Activities

Do you do any physical exercise?

Do young people in your country like to do exercise?

Do you think people are keen on doing physical activity? Why?

Sunglasses

Do people in your country wear sunglasses?

Do you like to wear sunglasses?

Do you often wear sunglasses?

Where do you buy sunglasses?