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“It doesn't matter  
how slowly, you  
go as long as you  
do not stop.

- Confucius, Chinese philosopher

”



# UNIT 1

Verb + (Gerund or Infinitive)



In English, the users are allowed to use only one verb in each sentence, in case of need, the first verb affects the second one and will change it into a noun, which can be in various forms.

Notice the use of the **-ing** form of verbs following certain other verbs.

I **enjoyed** singing.  
I **kept on** singing.  
I **finished** singing.



**Hint:** Use the **-ing** form of verbs after:

**Enjoy, Keep (on), Avoid, Finish, Consider, Get through, Insist on.**

Do not use to + verb after these words.

### Additional examples:

• I	<b>enjoy</b>	dancing	very much.
• I	<b>can keep (on)</b>	dancing	all night.
• Paul	<b>avoids</b>	going	to dances whenever he can.
• He	<b>insists on</b>	staying	home tonight.
• I	must <b>finish</b>	doing	my homework before the dance.
• I	hope I <b>get through</b>	working	early tonight.
• Will you	<b>consider</b>	helping	me with my work?
• George	<b>can't help*</b>	asking	questions.

\* Can't help is an idiom which means "can't avoid" or "can't stop."

## Verb + **-ing** (enjoy doing / finish doing etc.)

We say:

- I enjoy reading. (**Not I enjoy to read**)
- Would you mind closing the door? (**Not mind to close**)
- Chris suggested going to the cinema. (**Not suggested to go**)

After **enjoy, mind** and **suggest**, we use **-ing** (not to ...).

Some more verbs that are followed by **-ing**:

Stop	Recommend	Admit	Avoid	Imagine
Finish	Consider	Deny	Risk	Fancy

I'll do the shopping when I've **finished cleaning** the flat.

He tried to **avoid answering** my question.

I don't **fancy going** out this evening. (= I'm not enthusiastic about it)

Have you ever **considered going** to live in another country?

They said they were innocent. They **denied doing** anything wrong.



**Hint:** The following examples contain verbs which are followed by either the **-ing** form or the to form with approximately the same meaning.

• They	<b>began</b>	studying	here last year.
• They	<b>began</b>	to study	here last year.
• They	<b>started</b>	learning	English immediately.
• They	<b>started</b>	to learn	English immediately.
• They	<b>continue</b>	practicing	every day.
• They	<b>continue</b>	to practice	every day.
• They	<b>prefer</b>	studying	together.
• They	<b>prefer</b>	to study	together.
• They	<b>like</b>	learning	new patterns.
• They	<b>like</b>	to learn	new patterns.

## 1

**Exercise 1:** Substitute the following words.

Betty considered dancing.

Teacher: **Enjoys**  
Teacher: **Kept on**  
Teacher: **Working**

Student: **Betty enjoys dancing.**  
Student: **Betty kept on dancing.**  
Student: **Betty kept on working.**

- |                |              |                 |
|----------------|--------------|-----------------|
| 1. Insisted on | 7. Enjoy     | 13. Crying      |
| 2. The boys    | 8. I         | 14. Betty       |
| 3. Avoided     | 9. Kept on   | 15. Continued   |
| 4. Studying    | 10. Laughing | 16. Dancing     |
| 5. Finished    | 11. Started  | 17. Got through |
| 6. Eating      | 12. The baby | 18. Considered  |



**Hint:** The following examples contain verbs that are followed by either the -ing form or by the infinitive form but with different meanings.

**Stop:**

- John **stopped eating**.
- John **stopped to eat**.

“**Stopped eating**” means stop the activity of eating.

“**Stopped to eat**” means stopped another activity in order to start eating.

## For example:

### Remember:

- Mary **remembered writing** to her family.
- Mary **remembered to write** to her family.

“**Remembered writing**” means that she wrote at some time in the past and that she remembered later. Thus the writing was first, the remembering second.

“**Remembered to write**” means that she did not forget her intention to write. Thus the remembering was first, and the writing second.

## Verb + (to + verb)

Notice the use of “**to**” before the verb “**to go**”:

**Previous pattern:**

George **should** go.  
George **will** go.

**New pattern:**

George **wants to** go.  
George **plans to** go



**Hint:** When some verbs like “**want**” are followed by another verb, the second verb must be used in infinitive form.



**Hint:** Some additional verbs that can be used in the first verb position of the new pattern are the following:

Agree	Expect	Learn	Promise
Like	Hope	Need	Try
Decide	Intend	Plan	Want

**2** Exercise 2: Practice the “want to” pattern.

**He learned to speak English.**

Teacher: - **Tried**  
- **Read the lessons**  
- **Needs**

Student: - **He tried to speak English.**  
- **He tired to read the lessons.**  
- **He needs to read the lessons.**

- |                        |                   |                       |
|------------------------|-------------------|-----------------------|
| 1. They                | 8. Like           | 15. Can learn         |
| 2. All of the students | 9. Write letters  | 16. Is going to learn |
| 3. Study grammar       | 10. Plans         | 17. Needs             |
| 4. John                | 11. Wants         | 18. Needed            |
| 5. Hopes               | 12. Speak clearly | 19. Is going to try   |
| 6. Write the words     | 13. Is learning   | 20. Will try          |
| 7. Promises            | 14. Must try      | 21. My friend         |

Compare the negated portions of the negative sentence.

**Affirmative sentence:**

**George Promised to go.**

**Negative sentence:**

**A • John didn't promise to go.**

**B • Mary promised not to go**

- In sentence **A**, the entire predicate is negative.
- In sentence **B**, only that part of the predicate after the word not is negative. Notice that not precedes to.

**3** Exercise 3: Change the sentence below to negative based on above patterns.

Teacher: **John promised to go.**

Student: **Mary promised not to go.**

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| 1. John promised to talk.            | 6. John prefers to answer.          |
| 2. John tried to speak loudly.       | 7. John is trying to go.            |
| 3. John is planning to go.           | 8. John expected to go.             |
| 4. John tried to laugh.              | 9. John needs to write.             |
| 5. John must promise to do it again. | 10. John is going to promise to go. |

Notice the noun phrase before the word to.

**Pattern**

George wants **John to go**.

- In above sentence, John is the subject of the second verb (**go**).
- The second verb is preceded by **“to”**.

**4 Exercise 4:** Practice “want somebody to do something”.

Teacher: **John, please open the window.**

Student: **We want John to open the window.**

- |                                             |                                          |
|---------------------------------------------|------------------------------------------|
| 1. John, please tell a story.               | 5. John, please look for the pencils.    |
| 2. Mary, please sing a song.                | 6. George, please wait for Mr. Miller.   |
| 3. Mr. Miller, please lend us a dictionary. | 7. John, please put the books away.      |
| 4. Mary, please call the airport.           | 8. Mr. Smith, please turn on the lights. |



**Hint:** There are some additional verbs which can be followed by:  
a **noun phrase + to + verb**

Tell	Order	Invite	Help	Get
Advise	Urge	Permit	Force	Persuade

**Examples:**

- |                   |                  |             |                      |
|-------------------|------------------|-------------|----------------------|
| • Mr. Miller      | <b>told</b>      | John        | to bring sandwiches. |
| • The Weather man | <b>advised</b>   | us          | to bring the gloves. |
| • The nurse       | <b>persuaded</b> | the child   | to eat.              |
| • Mr. Johnson     | <b>permits</b>   | the student | to use her kitchen.  |
| • The bad weather | <b>forced</b>    | them        | to return early.     |
| • My new glasses  | <b>help</b>      | me          | to read the sings.   |

### Previous pattern:

We **told** him **to go**.

### New patterns:

We **saw** him go  
We **saw** him **going**.

- In the new pattern, saw is followed by a direct object and the simple form of another verb. The second verb (**go**) is never preceded by “**to**”.
- The new pattern contains verbs of perception in the first verb position:  
**See, Hear, Watch, Feel.**

Also these verbs can be followed with -ing form.

- The verb **Let, Make** and **Have** can also be used in the first verb position:

We **let** him go

Compare the verbs with to and without to after the object of the main verb



### Some Hints:

1. **Let** in the new pattern means “**to permit**”.  
**Let, Make** and **Have** (in the sense of cause) are not use in this pattern with -ing forms.  
Make means “ **to cause**” or “**to force**”.

- We **let** him **go**. = We **permitted** him **to go**.
- We **made** him go. = We **forced** him **to go**.

2. **Have** in the new pattern is used in the situation where one person asks a second person to do something and the second person agrees to do it. Usually the first person has authority over the second.

- The boss **had** the secretary call the airport.
- Mrs. Smith **had** her daughter clean her room.

Sometimes no real authority is involved. Instead, the second person performs a service for the first person and is paid for it:

- Mr. Miller **had** the architect design a new house.
- Mrs. Smith **had** the mechanic fix his car.

3. **Help** can also be used in the first verb position of the new pattern. After the verb **help** and a direct object, the use of **"to"** before a second verb is optional.

- We **helped** him **to** find the answer.
- We **helped** him find the answer.

4 **Exercise 4:** Answer the questions using the verbs given.

Teacher: **Did the children take the medicine? (Made)**

Student: **Yes, we made them take the medicine.**

1. Did Mr. Smith call the police? (Had)
2. Did the girl use the car? (Let)
3. Did the children take the medicine? (Saw)
4. Did Mr. Green answer the telephone? (Heard)
5. Did the bus move? (Felt)
6. Did Alfred paint his bicycle? (Watched)

5 **Exercise 5:** Substitute the words given by the teacher.

**They persuaded me to sell the car.**

Teacher: - **Made**

- **Paint the car**

- **Wanted**

Student: - **They made me sell the car.**

- **They made me paint the car.**

- **They wanted me to paint the car.**

1. By the car
2. Advise
3. Wash the car
4. Forced
5. Saw
6. Park the car
7. Push the car
8. Persuaded
9. Told
10. Made



# Homework

**1** **Exercise 1:** Combine the words and phrases into sentences. Use the **-ing** or the **to** form of verb.

- **Mary enjoys** ..... (Swim) very much.  
You say: **Mary enjoys swimming** very much.

- **She likes** ..... (Swim) in the lake.  
You say: **-She likes swimming** in the lake.  
Or: **-She likes to swim** in the lake.

- **She wanted** ..... (Go) there last Saturday.  
You say: **She wanted to go** there last Saturday.

- 
1. She decided ..... (**Ask**) Bill and John to go with her.
  2. They wanted ..... (**Go**) very much.
  3. They considered ..... (**Take**) the bus.
  4. John insisted on ..... (**Take**) his car.
  5. They needed ..... (**Change**) a tire first.
  6. They got through ..... (**Change**) it at 10 o'clock.
  7. They started ..... (**Drive**) immediately.
  8. They enjoyed ..... (**Drive**) through the country.
  9. They kept on ..... (**Laugh**) and ..... (**Sing**) all the way.
  10. They learned ..... (**Sing**) some new songs.
  11. They stopped ..... (**Sing**) when they got to the lake.
  12. They had expected ..... (**Swim**) before lunch .
  13. But Bill insisted on ..... (**Eat**) immediately.
  14. Mary had remembered ..... (**Bring**) a lunch.
  15. They finished ..... (**Eat**) at one o'clock.
  16. They began ..... (**Swim**) at one thirty.
  17. They avoided ..... (**Go**) into deep water.
  18. They continued ..... (**Swim**) all afternoon.
  19. John couldn't help ..... (**Think**) about his homework.
  20. He had planned ..... (**Do**) it that afternoon.

## 2

**Exercise 2:** Complete the sentences. Choose from these verbs (in the correct form):

- Answer    Apply    Forget    Read    Travel    Try  
 Lose    Make    Pay    Listen    Live

1. He tried to avoid ..... my question.
2. I'm trying to concentrate. Please stop ..... so much noise!
3. I enjoy ..... to music.
4. I considered ..... for the job, but in the end I decided against it.
5. Have you finished ..... the newspaper yet?
6. We need to change our routine. We can't go on ..... like this.
7. It's better to avoid ..... during the rush hour.
8. My memory is getting worse. I keep ..... things.
9. I've put off ..... this bill so many times. I really must do it today.
10. I've given up ..... to learn Japanese. I was making no progress.
11. If you gamble, you risk ..... your money.

## 3

**Exercise 3:** Which is right?

1. You aren't allowed **take / to take** pictures here.
2. I'm in a difficult position. What do you advise me **do / to do**?
3. The film was very sad. It made me **cry / to cry**.
4. Lisa's parents always encouraged her **study / to study** hard at school.
5. Please don't interrupt me. Let me **finish / to finish**.
6. You can't make people **do / to do** things they don't want to do.
7. You can't force people **do / to do** things they don't want to do.
8. Sarah won't let me **drive / to drive** her car. She doesn't trust me.
9. Why did you change your decision? What made you **change / to change** your mind?
10. If you enter a country with a tourist visa, you are not allowed **work / to work** there.

**4****Exercise 4:** Put the verb into the correct form, **-ing** or **to ...** .

1. They denied ..... the money. (**Steal**)
2. I don't enjoy ..... very much. (**Drive**)
3. I can't afford ..... away. I don't have enough money. (**Go**)
4. Have you ever considered ..... to live in another country? (**Go**)
5. We were unlucky to lose the game. We played well and deserved ..... . (**Win**)
6. Why do you keep ..... me questions? Leave me alone! (**Ask**)
7. Please stop ..... me questions! (**Ask**)
8. I refuse ..... any more questions. (**Answer**)
9. The driver of one of the cars admitted ..... the accident. (**Cause**)
10. Mark needed our help, and we promised ..... what we could. (**Do**)
11. I don't mind ..... alone, but I'd rather be with other people. (**Be**)
12. The wall was quite high, but I managed ..... over it. (**Climb**)
13. Sarah doesn't know about the meeting. I forgot ..... her. (**Tell**)
14. I've enjoyed ..... to you. I hope ..... you again soon.  
(**Talk, See**)

# UNIT 2

## Speaking Part 2



# Part Two of the Speaking Test

After completing Part One (usually after 4 - 5 minutes) the examiner will move onto Part Two of the speaking test.

In Part Two the examiner gives the candidate a topic card and the candidate has one minute to prepare and make notes. After the one minute preparation time the candidate is required to talk about the topic for between one and two minutes (as a rule you are expected to speak for at least 1 minute 30 seconds-anything less than this and your "Fluency" score may be reduced).

Candidates do not need to worry about "timing" in Part Two because the examiner will stop the candidate when the clock hits two minutes.

The best strategy in Part Two is to keep talking until the examiner says stop. Candidates are naturally nervous in this part of the test so it is not good to try to guess the time.



**IELTS Myth:** Most people believe that in the speaking test, Part One is the easiest, Part Two is more difficult and Part Three is the most difficult section. With regard to performance, this is not usually the case. Most candidates perform quite well in Parts One and Three but the Part Two performance is usually the worst part of the interview ( i.e. the language quality is lower than other parts).

## Part Two Problems

The biggest problem with Part Two is that candidates focus on content. Most people are so busy trying to think about "what to say" and as a result they forget about "language content" of their speech.

As we have already concluded, there are no marks for content, so a Part Two that focuses on content will score quite low on the marking system.



**It is good time to repeat an important note here:**

The examiner is NOT listening to what you say. He / she is only listening to how you say it!

In the past, many of our students have approached us with questions like:

- "In Part Two is it OK for me to describe a Chinese book?"
- "In Part Two should I describe A or B?"
- "In Part Two, what if the examiner isn't familiar with the thing that I describe?"

All of the above questions are totally irrelevant. The examiner is not concerned with your choice of content (however it must be related to the topic. )

During Part Two, the examiner is focused on the marking system.

Any features of the marking system that you produce in Part Two will influence your score; content will not affect your score.

**So again we can see that content or ideas are irrelevant. It really does not matter what you choose to talk about as long as you are talking on the topic.**

## Samples

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

Try to expand these answers.

How can you make them better?

### **Talk about a time when you changed your opinion.**

**You should say:**

- **When was it**
- **What was the original opinion**
- **Why you changed it**

**And explain how you felt about it.**

#### **Sample answer:**

Opinions tend to get modified often and that keeps on altering every time a new perspective comes into the picture. One such incident where my preconceived notion was changed upside down was on my 16th birthday.

Until my 16th birth anniversary celebration, I believed that true ebullience and vitality come only when we celebrate an occasion in the grandest way possible and that throwing lavish parties was synonymous with real joy. I used to celebrate each of my birthdays in the best possible way as per what a typical teenager would think and want to celebrate as.

Then on my 16th birthday, due to certain circumstantial prevalence, I couldn't actualize my plans to celebrate the year of 'sweet 16' in the way I imagined it to be. I still remember how crumpled my emotions were and how disconcerted I was until my parents took me to an orphanage. That was when my definition of contentment was changed and a film of pseudo- happiness was denounced.

My parents bought lots of gifts and until we reached the orphanage, I didn't even have a shade of the idea for whom those gifts were being bought for. The next moment I vividly remember was the wide grin and the sounds of chuckling coming from the beautiful faces of those underprivileged children. I was so contented and overwhelmed with emotions that I couldn't hold myself to stay and play with those kids for the rest of the day and that indeed was a moment of epiphany for me. This incident not only made my 16th birthday the best one to date, but it also changed my opinion and brought me to the actual horizon of humanity and true happiness.

**Describe a conversation topic you were not interested in.**

You should say:

- Who you talked with
- When you had the conversation
- What was the topic

And explain why you were not interested.

.....

.....

**Describe a book that you would like to read again, or you have read.**

You should say:

- Which book it is
- What it is about
- Why you read it

And explain why you want to read it again.

.....

.....

**Describe something that was broken in your home and then repaired.**

You should say:

- What it was
- How it was broken
- How you got it repaired

And how you felt about it.

.....

.....

**Describe something you received for free.**

You should say:

- What it was
- Whom you received from
- Where you received it

And how you felt about it.

.....

.....

**Describe a game that you have played and enjoyed.**

You should say:

- What the name of the game is
- When you played the game
- How you felt when you played it

And explain why you found it enjoyable.

.....

.....

**Describe a person you only met once and want to know more about.**

You should say:

- Who he/she is
- When you met him/her
- Why you want to know more about him/her

And explain how you feel about him/her.

.....

.....

**Describe a time when you felt proud of a family member.**

You should say:

- When it happened
- Who this person is
- What the person did

And explain why you felt proud of him/her.

.....

.....

**Describe your favourite movie.**

You should say:

- When and where you saw it
- What type of film it was
- What the film was about

And explain why it is your favourite film.

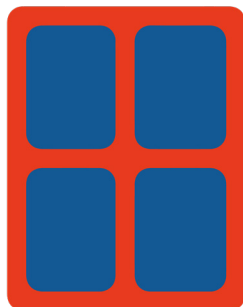
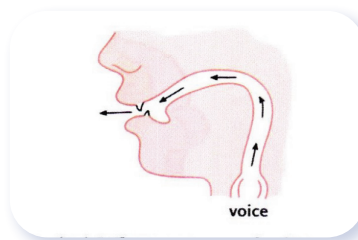
.....

.....



# London streets

# W



window



## Exercise 1

Listen and repeat:

**Sound 1**

**Sound 2**



Vet

Wet



Vine

Wine



Veil

Whale



Look at the pairs of sentences. Listen and tick ✓ the sentences you hear.

### Examples:

a) He's a vet student.

He's a wet student.

b) There's a little vine here.

There's a little wine here.

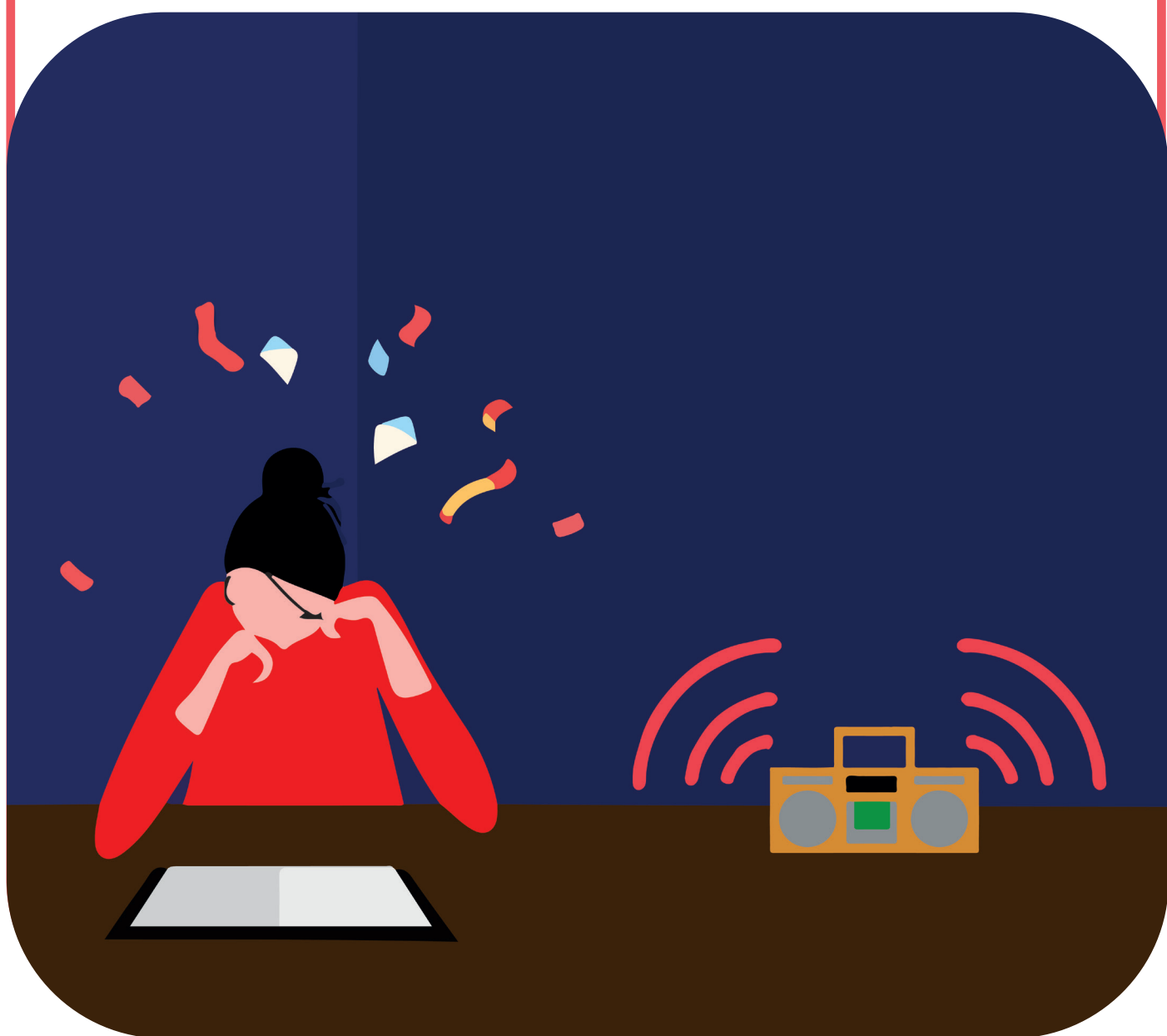
c) That's a veil.

That's a whale.

# UNIT 3

IELTS

Listening module



## IELTS Listening module consist of four parts as presented below:

IELTS Listening test is made to assess your listening abilities. This module is the same for Academic and General IELTS.

The Listening module takes 40 minutes: 30 min for testing and 10 min for transferring your answers to the answer sheet. However, in the computer-based test, you only have 2 minutes to check your answers at the end of the test.

There are 40 questions in the Listening module, with 10 questions in each section.

The listening test consists of four separate sections, each more difficult than the last. In other words, part one is the easiest, and part four is the most difficult. Normally each part has a different theme or focus.

Parts	Number of questions	Number of speakers	Topic Area
Part 1	10	2	General Conversation
Part 2	10	1	Solo Talk
Part 3	10	2-4	Academic Discussion
Part 4	10	1	Academic Lecture

There are various types of question in this test which can be categorized in four main group:

1. Gap-Filling questions
2. Multiple choice questions
3. Matching questions
4. Visual questions

In order to achieve a good score in IELTS listening module, general listening skills are of greatest importance, however some techniques can also aid us to boost our score.

1. Orientation
2. Read the questions
3. Underline the keywords
4. Guess the answers (Gap-Filling questions)
5. Follow the sequence

Try applying these techniques in following exercises:

**Complete the table below.**



Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

3-1

**City Aquarium**

Type of ticket	Cost	Advantage	Requirement
Adult	1. ....	2. ....	
3. ....	\$19	30% discount	Must have a 4. ....
Group	\$250 for group of ten	Price includes a 5. ....	Must pay 6. ....

**Complete the sentences below.**



Write **NO MORE THREE WORDS AND/OR A NUMBER** for each answer.

- 7. You can buy a book that tells you about the ..... in the aquarium.
- 8. The gift shop is situated next to the .....
- 9. The aquarium closes at ..... today.
- 10. The tickets are cheaper when you buy them .....



Listen to the telephone conversation and complete form below. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.



## GOLDEN WHEELS CAR RENTALS

Customer request form:

### Example:

### Answer:

Customers name:

Frank Moorcroft

- **Address:** 1. 26, ....., Richmond
- **Telephone:** 2. 02 .....
- **Type of licence:** 3. ....
- **Type of vehicle:** 4. ....
- **Date for collection:** 5. ....
- **Length of booking:** 6. ....

### Complete the sentences below.



Write **NO MORE TWO WORDS AND/OR A NUMBER** for each answer.

7. The man will pick the car up from .....
8. The car is required at .....
9. A ..... is also needed.
10. The man decides to take the .....



# Homework

**1** Exercise 1: Complete the notes below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

3-3

## NOTES - Christmas Dinner

Number to look for: .....45.....

• **Date of dinner:** 21 December

• **Choices for venue:**

-**First choice:** **1**..... Tel number: Not known

-**Second choice:** **2**..... Tel number: 777192

-**Third choice:** **3**..... Tel number: **4**.....

• **Price per person:** £ 12

Restaurant must have vegetarian food and a **5** .....

• **Menu:**

-**First course:** French onion soup or fruit juice

-**Main course:** Roast dinner or **6** .....

-**Dessert:** Plum pudding - coffee or apple pie

• **Restaurant requires from us:**

**7**..... and letter of confirmation

and we must **8** ..... in advance

• **Must confirm in writing by:** **9**.....

Put notices in **10**.....



## Speaking time

### Describe your holidays.

You should say:

- Where you go for holidays
- How long they last
- Who you go with

And talk about anything interesting that happens during your holidays.

# UNIT 4

## Direct & Indirect Object



Some verbs in English can have of two objects which are called **Direct** and **Indirect objects**.

Look at the example:

- I will **give** a book to Mary.

As we see “**give**” in this example has got two objects, “**book**” which is the direct object, and “**Mary**” which is the indirect object.



**Hint:** Indirect objects are mostly people, while direct objects are mostly things.

In this unit, we want to focus on five groups of verbs and the possible situations for their direct and indirect objects.

## Group 1

**A** • I will **give** a book to Mary.

**B** • I will **give** Mary a book.



**Hint:** Some other verbs which are like “**Give**” are:

**Write, Read, Show, Teach, Tell, Sell, Send, Lend, Bring, Take, and Pass**

These verbs can be used in either pattern **A** or **B**, with the proposition “**to**”.

In this unit, we want to focus on five groups of verbs and the possible situations for their direct and indirect objects.

### Additional examples:

- John has **sold** a book to Mary.
- Mary usually **lends** money to John.
- I have **brought** flowers to my mother.
- Mr. Miller **showed** his passport to us.
- The teacher will **teach** the new grammar to us.
- John and Mary **read** their essays to students.
- John should **tell** a new story to his brother.

## Group 2

**A** • IMPOSSIBLE

**B** • The teacher **asked** Mary a question.

As we can see for some verbs like “Ask” the only pattern which can be used is pattern **B**.



**Hint:** There are only very few verbs like “Ask”. Among them are: **Cost, Save, Charge** and **Wish**.

### Additional examples:

- The book **cost** me 10 dollars.
- The man **charged** us five dollars.
- John is going to **save** his mother 15 dollars.
- They **wish** them a pleasant journey.
- He **asked** me a favour.

## Group 3

**A** • The teacher **explained** the lesson to me.

**B** • IMPOSSIBLE

For some verbs like “Explain” just pattern **A** can be applied.



**Hint:** Other verbs which are like “Explain” are: **Announce, Describe, Introduce, Mention, Prove, Repeat, Say, Speak, Suggest,** and **Report**

### Additional examples:

- The teacher **announced** the examination to the students.
- We **described** our class to him.
- He **introduced** his father to us.
- He **mentioned** the money to Mr. Miller.
- He didn't **prove** anything to us.
- We **repeated** our names to him.
- He always **says** “Hello” to me.
- He is **speaking** English to me.
- He didn't **suggest** anything to us.
- The students **reported** their progress to the teacher.

## Group 4

**A** • I will **buy** a book for John.

**B** • I will **buy** John a book.

Some verbs like “**Buy**” can be used in either pattern **A** or **B**, the “**for**”.



**Hint:** The verbs which are like “**Buy**” are:  
**Get, Make, Find and Do**

### Additional examples:

- John is going to **find** a job for his brother.
- My mother **got** a towel for Mary.
- John should **make** a sandwich for his family.
- Mr. Miller **did** John a favour.

## Group 5

**A** • He **opened** the door for me.

**B** • **IMPOSSIBLE**

For some verbs like “**Open**” just pattern **A** can be used.



**Hint:** Some verbs which are like “**Open**” are:  
**Answer, Close, Cash, Change, Pronounce and Prescribe**

### Additional examples:

- My brother **answered** the question for me.
- He should **close** the door for his sister.
- The cashier **cash**ed the check for us.
- The teacher **pronounced** the words for students.
- I will **change** the shoes for you.
- The doctor **prescribed** the medicine for me.



# Homework

1

**Exercise 1:** Include the words in the statements. Use personal pronouns for the subjects and indirect object.

**- The teacher explained the lesson. (John)**  
You say: **She explained the lesson to him.**

1. The bank cashed a large check. **(John)**

You say: .....

2. Mary's going to make a cake. **(John)**

You say: .....

3. The doctor prescribed medicine. **(Me)**

You say: .....

4. Mr. Jones is going to give a book. **(Me)**

You say: .....

5. I'm going to sell a house. **(Mr. Jones)**

You say: .....

6. I'm going to buy a cup of coffee. **(John)**

You say: .....

7. I asked a favor. **(The man)**

You say: .....

8. I asked a question. **(The girl)**

You say: .....

9. I'm going to tell a story. **(Children)**

You say: .....

10. The teacher explained the lesson. **(Student)**

You say: .....

11. I always say "How are you?" **(Mr. Miller)**

You say: .....

12. I'm going to speak. **(The engineers)**

You say: .....

13. Mr. Wilson described Alaska. **(The professor)**

You say: .....

14. I'm going to write a letter. **(My mother)**

You say: .....

15. My mother is going to write a letter. **(Me)**

You say: .....

## 2

**Exercise 2:** Change the sentences, using **for** or **to**.

**-Please buy me a book.**

You say: **Please buy a book for me.**

**-Please pass John the salt.**

You say: **Please pass the salt to John.**

1. Please get Mary a chair.

You say: .....

2. Please lend Mary a pencil.

You say: .....

3. Please make John a sandwich.

You say: .....

4. Please find Mr. Miller a chair.

You say: .....

5. Please give John a pen.

You say: .....

6. Please get John some books.

You say: .....

7. Please buy Mary a cup of coffee.

You say: .....

8. Please do John a favor.

You say: .....

9. Please give the teacher the homework.

You say: .....

10. Please teach the class new words.

You say: .....



## Speaking time

**Describe a food item that you tried for the first time.**

You should say:

- When you had it
- Where you ate it
- What it was
- And how you felt about it.

# UNIT 5

## Passive



There are two types of sentences in English:

1. Active
2. Passive

**1) Active:** An active sentence is the one whose subject is known.

Look at the example:

- **Mary ate** the apple.

As we can see the subject of this sentence is Mary.

**2) Passive:** A passive sentence is one whose subject is not known or it doesn't matter who/what the subject is.

Pay attention to the example below:

- The **apple was eaten**.

As we can see we do not know who ate the apple.

Sometimes we know the subject but because the doer of the action is not our priority we put it at the end of the sentence or the object is of more priority.

- The **apple was eaten** by Mary.

### How to make passive sentences:

You should know that you do not need to memorize anything to change an active sentence to the passive one. The only thing you need to know is that all passive sentences consist of:

To be + past participle



**Hint:** Different forms of to be:

<b>Present:</b> Am, Is, Are	<b>Past:</b> Was, Were	<b>Basic form:</b> Be	<b>Continuous:</b> Being	<b>Past participle:</b> Been
--------------------------------	---------------------------	--------------------------	-----------------------------	---------------------------------

Pay attention to the sentences and their passive forms:

#### 1) Present Simple:

**Active:** I eat an apple every day.

**Passive:** An apple is eaten every day.

#### 2) Past Simple:

**Active:** I ate an apple yesterday.

**Passive:** An apple was eaten yesterday.

### 3) Present Continuous:

**Active:** I am eating an apple.

**Passive:** An apple is being eaten.



**Hint:** All continuous tenses should have “**being**” in their passive sentences.

### 4) Past Continuous:

**Active:** I was eating an apple.

**Passive:** An apple was being eaten.

### 5) Modal Verbs:

**Active:** I should (may, might, ...) eat an apple.

**Passive:** An apple should ( may, might, ...) be eaten.

### 6) To be going to:

**Active:** I am going to eat an apple.

**Passive:** An apple is going to be eaten.

### 7) Present perfect:

**Active:** I have eaten an apple.

**Passive:** An apple has been eaten.

### 8) Present perfect continuous:

**Active:** I have been eating an apple.

**Passive:** An apple has been eaten.

### 9) Past perfect:

**Active:** I had eaten an apple.

**Passive:** An apple had been eaten.

### 10) Past perfect continuous:

**Active:** I had been eating an apple.

**Passive:** An apple had been (being) eaten.

# 1

**Exercise 1:** Change the following active sentences into the corresponding passive sentence.

Teacher: **They write letters every day.**

Student: **Letters are written every day.**

Teacher: **Someone locks the door every night.**

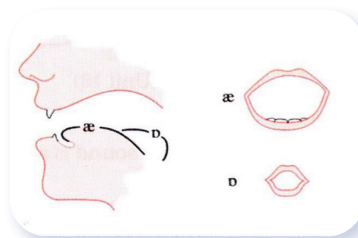
Student: **The door is locked every night.**

- 
1. Someone explains the lesson every day.
  2. Someone closes the window every day.
  3. We need action now.
  4. The government spends billions of dollars every year.
  5. People lose many things every day.
  6. They completed the building before I left.
  7. The teacher explained that lesson yesterday.
  8. They finished the building recently.
  9. Edison invented the electric light before I was born.
  10. Napoleon wrote that letter many years ago.
  11. Bizet composed the opera «Carmen» in the nineteenth century.
  12. The Romans built Rome a long time ago.
  13. Michelangelo painted that picture many years ago.
  14. The Egyptians constructed the pyramids many years ago.
  15. We must stop inflation now.
  16. We should build more houses next year.
  17. We must build more hospitals immediately.
  18. You should answer their questions immediately.
  19. They will write letters tomorrow.
  20. They are going to write letters tomorrow.
  21. The doctor is going to perform the operation.
  22. They are going to bring the books tomorrow.
  23. They are writing the letters.
  24. They are completing the building.
  25. They are reading the book now.
  26. They have written letters.
  27. They have closed the windows.
  28. They have sharpened the pencils.
  29. They have done the homework
  30. They have made the telephone call.
  31. They have been writing letters since 10:00.
  32. We had done the homework before John came.
  33. She had been cooking lunch before John arrived.



# London streets

# b



Clock



## Exercise 1

Listen and repeat:

**Sound 1**

**Sound 2**



Cat

Cot



Pat

Pot



Sack

Sock



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

- |    |                              |                              |
|----|------------------------------|------------------------------|
| a) | I want a white cat, please.  | I want a white cot, please.  |
| b) | That Pat is very strong.     | That pot is very strong.     |
| c) | There's a sack on the floor. | There's a sock on the floor. |



# Homework

## 1 Exercise 1: Put the verb into the correct form, present or past, active or passive.

- Two hundred people are employed ..... (**Employ**) by the company.  
- The company employs (**Employ**) 200 people.
- Water ..... (**Cover**) most of the earth's surface.  
- How much of the earth's surface ..... (**Cover**) by water?
- While I was on holiday, my camera ..... (**Steal**) from my hotel room.  
- While I was on holiday, my camera ..... (**Disappear**) from my hotel room.
- Robert's parents (**Die**) ..... when he was very young.  
- Robert and his sister (**Bring up**) ..... by their grandparents.
- The boat hit a rock and (**Sink**) ..... quickly.  
- Fortunately everybody (**Rescue**) .....
- Bill ..... (**Fire**) from his job. He wasn't very good at it.  
- Sue ..... (**Resign**) from her job because she didn't enjoy it any more.
- It can be noisy living here, but it ..... (**Not / Bother**) me.  
- It can be noisy living here, but I ..... (**Not / Bother**) by it.
- Maria had an accident. She ..... (**Knock**) off her bike.  
- Maria had an accident. She ..... (**Fall**) off her bike.
- I haven't seen these flowers before. What ..... (**They / Call**)?  
- I haven't seen these flowers before. What ..... (**You / Call**) them?

## 2 Exercise 2: Instead of using somebody, they, people etc., write a passive sentence.

- Somebody cleans the room every day.  
.....
- They cancelled all flights because of fog.  
All .....
- Somebody accused me of stealing money.  
..... money.
- How do you use this word?  
How..... used?
- The price includes all taxes.  
All ..... in the price.
- People warned us not to go out alone.  
We.....

7. We don't use this office any more.

This .....

8. They invited five hundred people to the wedding.

Five hundred.....

**3**

**Exercise 3:** Make sentences from the words in brackets. Sometimes the verb is active, sometimes passive.

1. There's somebody behind us. (**We/Follow**)

.....

2. This door is a different colour, isn't it? (**You/Paint?**)

.....

3. My bike has disappeared. (**It/Steal!**)

It .....

4. My umbrella has disappeared. (**Somebody/Take**)

Somebody .....

5. A neighbour of mine disappeared six months ago. (**He/Not/See /Since then**)

He .....

6. I wonder how Jessica is these days. (**I/Not /See /For ages**)

I .....

7. A friend of mine was stung by a bee recently. (**You /Ever /Sting /Bee?**)

.....you .....

8. The bridge was damaged recently. (**It /Repair /At the moment**)

It .....

9. Tom's car was stolen recently. (**It /Not /Find /Yet**)

.....

10. I went into the room and saw that the table and chairs were not in the same place.

(**The furniture/Move**)

The .....

**4**

**Exercise 4:** Instead of using **somebody, they** etc., write a passive sentence.

1. Somebody has cleaned the room.

The .....

2. They are building a new road around the city.

A..... around the city.

3. They have built two new hotels near the airport.

Two ..... near the airport.

4. When I last visited, they were building some new houses here.  
When I last visited, some .....
5. The meeting is now on 15 April. They have changed the date.  
The date of .....
6. I didn't know that somebody was recording our conversation.  
I didn't know that our .....
7. The windows were very dirty. Nobody had cleaned them for ages.  
The windows were very dirty. They .....

**5 Exercise 5:** Instead of using **somebody, they** etc., write a passive sentence.

1. I tried to contact Tom.  
I called his office but I was ..... (**Tell**) that he was in a meeting.
2. Amy retired from her job recently.  
She ..... (**Give**) a present by her colleagues.
3. I didn't know there was a meeting yesterday.  
I ..... (**Not /Tell**) about it.
4. Sarah's salary is very low.  
I don't understand why she ..... (**Pay**) so little.
5. You will need to use this machine.  
Have you ..... (**Show**) how it works?
6. I had an interview for a job recently. It wasn't easy.  
I ..... (**Ask**) some questions that were very hard for me to answer.
7. They didn't tell us much about the project.  
We ..... (**Not /Give**) enough information.
8. I was surprised to get the job I applied for.  
I didn't expect ..... (**Offer**) it.



## Speaking time

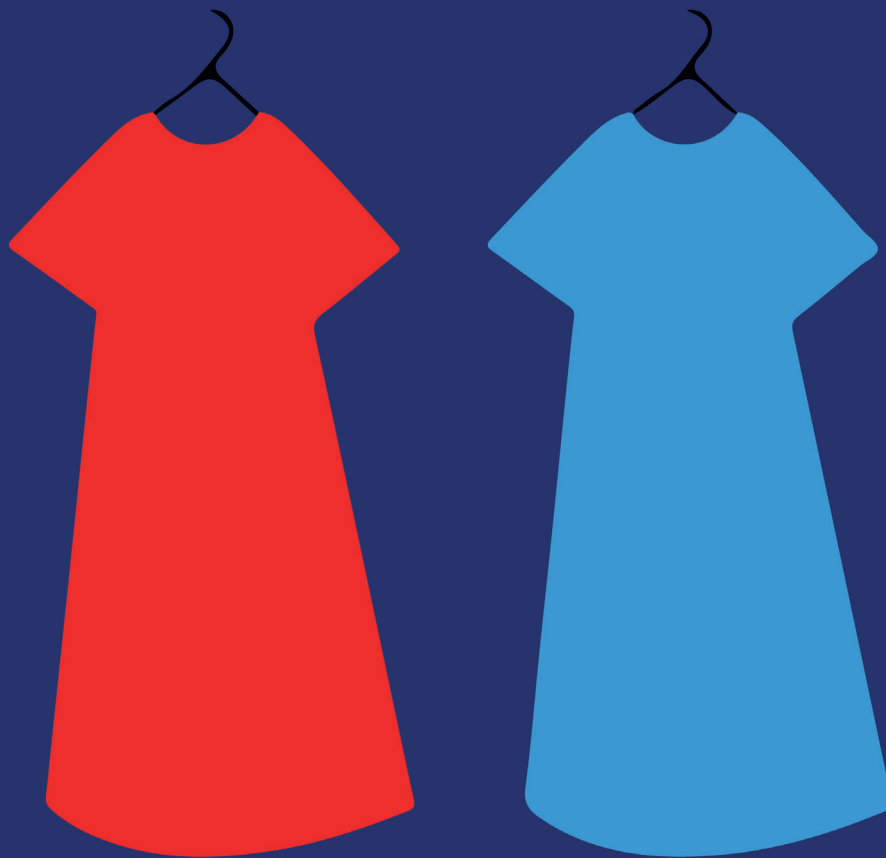
**Describe a natural talent you want to improve like sports, music.**

You should say:

- What it is
- When you discovered it
- How you want to improve it
- And how you feel about it.

# UNIT 6

## Expressions of Comparison



Notice the use of “**the same as**” and “**different from**”.

- My pencil and your pencil are the same.
- There is no difference.
- My pencil is **the same as** yours.

- John’s coat is large and brown.
- Paul’s coat is small and gray.
- John’s coat is **different from** Paul’s.



**Hint:** The “**same as**” and “**different from**” are used to compare two persons, things, places, animals, etc.



**Hint:** “**Different**” than is sometimes used in place of different from. However, **different from** is preferred in writing.

## 1

**Exercise 1:** Form new sentences.

Teacher: **My shoes are brown and size ten and yours are too. There is no difference.**

Student: **My shoes are the same as yours.**

1. This is a grammar book. That book is too. There is no difference.
2. This radio is small, but that one is large.
3. Four times three is twelve and three times four is, too.
4. John’s pen is blue. Mary’s pen is green.
5. John is short. He’s always happy. Paul is tall and he’s seldom happy.
6. Two times three is six and three times two is, too.
7. Mary’s address is 804 Washington Street. Nancy lives there, too.
8. John’s address is 909 Fifth Street. Bob’s address is 910 Main Street.
9. John’s coat is brown. Paul’s is black.



**Hint:** In a sentence such as “My coat is **like** yours”, the word like means “**almost the same**” or “**similar to.**”

## 2

**Exercise 2:** Make sentences with **like**.

Teacher: **John’s coat is similar to Paul’s.**      Student: **John’s coat is like Paul’s.**

1. John is very similar to his father.
2. Paul’s eyes are almost the same as his mother’s.
3. John looks similar to his father.
4. John works very hard and a horse does too.
5. Paul eats a lot and a horse does too.
6. Mary eats very little and a bird does too.

Notice the use of **the same ... as** and **as ... as**.

### Previous pattern

- My pencil is **the same as** yours.

### New pattern

- My pencil is **the same length as** yours.
- My pencil is **as long as** yours.



**Hint:** **The same ... as** is used with nouns and **As ... as** is used with adjectives.

### 3

**Exercise 3:** Form new sentences using the structures above.

Teacher: **This pencil is as long as the other one.** (Noun: **Length** opposite adj.: **Short**)

Student A: **This pencil is the same length as the other one.**

Student B: **This pencil is as short as the other one.**

1. This street is as wide as the other one. (Noun: **Width**/Opp adj.: **Narrow**)
2. This book is as thick as the other one. (Noun: **Thickness**/Opp adj.: **Thin**)
3. This shelf is as high as the other one. (Noun: **Height**/Opp adj.: **Low**)
4. This student is as tall as the other one. (Noun: **Height**/Opp adj.: **Short**)
5. This lake is as deep as the other one. (Noun: **Depth**/Opp adj.: **Shallow**)
6. This piece of metal is as hard as the other one. (Noun: **Hardness**/Opp adj.: **Soft**)
7. This student is as old as the other one. (Noun: **Age**/Opp adj.: **Young**)
8. This chair is as heavy as the other one. (Noun: **Weight**/Opp adj.: **Light**)
9. This chair is as big as the other one. (Noun: **Size**/Opp adj.: **Small**)
10. This chair is as expensive as the other one. (Noun: **Price**/Opp adj.: **Inexpensive**)
11. This train is as fast as the other one. (Noun: **Speed**/Opp adj.: **Slow**)
12. This store is as far as the other one. (Noun: **Distance**/Opp adj.: **Near/Close**)



**Hint:** The expression **as ... as** is also used with expressions of quantity (**much, many, little, few**) and expressions of quantity followed by nouns.

### 4

**Exercise 4:** Practice the use of **as ... as** with quantity expressions.

Teacher: **Bob bought five books, and George did too.**

Student: **-Bob bought as many books as George.**

**-Bob bought as many as George.**

1. Bob has two dogs, and George does too.
2. Bob drank two glasses of milk, and George did too.
3. Bob ate three sandwiches, and George did too.
4. Bob drinks a glass of milk every day, and George does too.
5. Bob bought two shirts, and George did too.
6. Bob talked to two students, and George did too.
7. Bob uses ten pieces of paper every day, and George does too.
8. Bob reads two magazines every week, and George does too.
9. Bob wants a gallon of ice cream, and George does too.
10. Bob wrote three letters, and George did too.



**Hint:** The expression **as . . . as** is also used with adverbs.

**5**

**Exercise 5:** Practice the use of **as ... as** with adverbs.

Teacher: **John speaks very clearly, but Paul doesn't.**

Student: **Paul doesn't speak as clearly as John.**

1. John talks very slowly, but Paul doesn't.
2. John works very carefully, but Paul doesn't.
3. John writes very well, but Paul doesn't.
4. John swims very fast, but Paul doesn't.
5. John works very hard, but Paul doesn't
6. John teaches very well, but Paul doesn't.
7. John runs very fast, but Paul doesn't.
8. John drives very carefully, but Paul doesn't.
9. John speaks very clearly, but Paul doesn't.
10. John reads very fast, but Paul doesn't.
11. John walks very slowly, but Paul doesn't.

**Review:**

**The same ... as**

Noun → John is **the same age as** Mary.

**As ... as**

Adjective → John is **as tall as** Mary.

Adverb → John speaks **as clearly as** Mary.

Quantity expression → John has **as many** books **as** Mary.  
 → John drank **as much** coffee **as** Mary.



# Homework

## ① Exercise 1: Write sentences using "the same as".

1. David and James are both 22 years old. David ..... James.
2. You and I both have dark brown hair. Your hair ..... mine.
3. I arrived at 10.25 and so did you. I arrived ..... you.
4. My birthday is 5 April. It's Tom's birthday too. My birthday ..... Tom's.

## ② Exercise 2: Complete the sentences using **as ... as**.

1. I'm tall, but you are taller. I'm not ..... you.
2. My salary is high, but yours is higher. My salary isn't .....
3. You know a bit about cars, but I know more.  
You don't .....
4. We are busy today, but we were busier yesterday.  
We aren't .....
5. I still feel bad, but I felt a lot worse earlier.  
I don't .....
6. Our neighbours have lived here for quite a long time, but we've lived here longer.  
Our neighbours haven't .....
7. I was a little nervous before the interview, but usually I'm a lot more nervous.  
I wasn't .....

## ③ Exercise 3: Complete the sentences using **as ... as**. Choose from:

- |                               |                                |                                  |                               |
|-------------------------------|--------------------------------|----------------------------------|-------------------------------|
| <input type="checkbox"/> Fast | <input type="checkbox"/> Long  | <input type="checkbox"/> Quietly | <input type="checkbox"/> Well |
| <input type="checkbox"/> Hard | <input type="checkbox"/> Often | <input type="checkbox"/> Soon    |                               |

1. I'm sorry I'm late. I got here ..... I could.
2. It was a difficult question. I answered ..... I could.
3. 'How long can I stay with you?' 'You can stay ..... you like.'
4. I need the information quickly, so let me know ..... possible.
5. I like to keep fit, so I go swimming ..... I can.
6. I didn't want to wake anybody, so I came in ..... I could.
7. You always say how tiring your job is, but I work just ..... you.

**4**

**Exercise 4:** Complete the table below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

3-4

## OPENING A BANK ACCOUNT

Customer request form:

**Example:**

**Answer:**

Application for a: ...Current.... bank account

- **Type of current account:** The **1.** '.....' account
- **Full name of applicant:** Pieter Henes
- **Date of birth:** **2.** .....
- **Joint account holder(s):** No
- **Current address:** **3.** ..... Exeter
- **Time at current address:** **4.** .....
- **Previous address:** Rielsdorf 2, Utrecht, Holland
- **Telephone:** **Work 5.** .....  
**Home** .....
- **Occupation:** **6.** .....
- **Identity (security):** Name of his **7.** ..... : Siti
- **Opening sum:** **8.** € .....
- **Statement:** Every **9.** .....

**Requests:** Supply information about the bank's **10.** ..... service



## Speaking time

**Describe a time when you feel bored.**

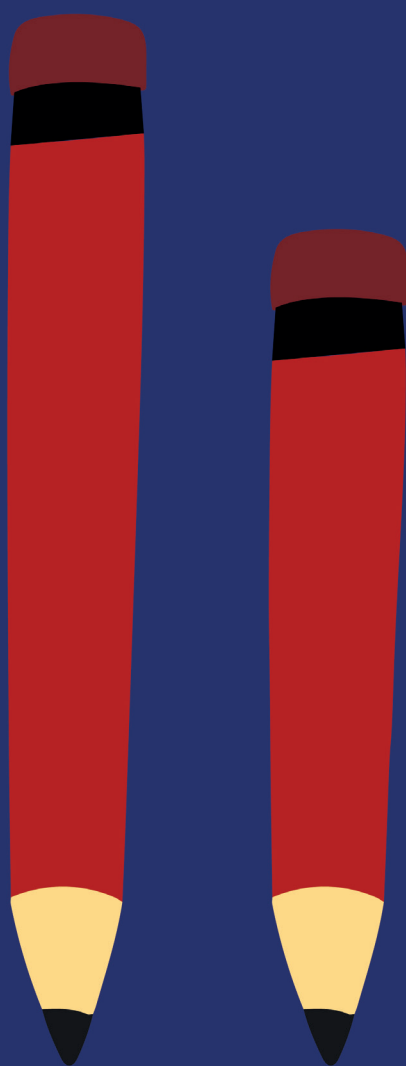
You should say:

- When it was
- Where it was
- Why you got bored

And explain how you felt about it.

# UNIT 7

## Comparative & Superlative



Notice the comparative forms with **-er** and **more**:

**Paul is tall.  
John is very tall.  
John is taller than Paul.**

The suffix **-er** is used:

**A) With adjectives and adverbs of one syllable:**

- |         |         |
|---------|---------|
| • Tall  | Taller  |
| • Clear | Clearer |
| • Fast  | Faster  |
| • Hard  | Harder  |
| • Nice  | Nicer   |
| • Quick | Quicker |
| • Soon  | Sooner  |

**B) With adjectives that end in -y (two syllables)**

- |          |          |
|----------|----------|
| • Busy   | Busier   |
| • Easy   | Easier   |
| • Happy  | Happier  |
| • Heavy  | Heavier  |
| • Lazy   | Lazier   |
| • Pretty | Prettier |
| • Early  | Earlier  |

**Paul is careful.  
John is very careful.  
John is more careful than Paul.**

The word **more** is used:

**A) With most adjectives and adverbs of two or more syllables:**

- |               |                  |
|---------------|------------------|
| • Careful     | More careful     |
| • Beautiful   | More beautiful   |
| • Expensive   | More expensive   |
| • Interesting | More interesting |
| • Important   | More important   |
| • Necessary   | More necessary   |
| • Often       | More often       |

**B) With adverbs have the adverb suffix -ly**

- |             |                |
|-------------|----------------|
| • Carefully | More carefully |
| • Clearly   | More clearly   |
| • Easily    | More easily    |
| • Quickly   | More quickly   |
| • Rapidly   | More rapidly   |

Note the following **irregular forms**:

- |         |                    |              |
|---------|--------------------|--------------|
| • Good  | Better             | The best     |
| • Well  | Better             | The best     |
| • Bad   | Worse              | The worst    |
| • Badly | Worse              | The worst    |
| • Far   | Farther (Further)* | The farthest |

\* In general **farther** and **further** can be used interchangeably. However, only **further** can be used to mean “**additional**.”

**Additional examples:**

- A **further** example

# 1

**Exercise 1:** Use comparative structures and answer questions.

Teacher: **Is George tall?**

Student: **Yes, he is taller than I am.**

Teacher: **Did George come early?**

Student: **Yes, he came earlier than I did.**

Teacher: **Did George write carefully?**

Student: **Yes, he wrote more carefully than I did.**

1. Is George careful?

9. Did George jump high?

2. Did George work hard?

10. Did George read fast?

3. Did George answer quickly?

11. Did George drive well?

4. Is George busy?

12. Did George walk slowly?

5. Is George fast?

13. Is George lazy?

6. Did George run fast?

14. Is George clean?

7. Did George speak clearly?

15. Does George speak badly?

8. Is George young?

16. Is George handsome?

# 2

**Exercise 2:** Use comparative structures to form new sentences.

Teacher: **This pencil isn't long enough.**

Student: **Let me get you a longer one.**

Teacher: **This picture isn't beautiful enough.**

Student: **Let me get you a more beautiful.**

1. This car isn't fast enough.

8. This raincoat isn't cheap enough.

2. This glass isn't big enough.

9. This shirt isn't good enough.

3. This movie isn't exciting enough.

10. This story isn't interesting enough.

4. This table isn't strong enough.

11. This magazine isn't new enough.

5. This watch isn't old enough.

12. This spoon isn't clean enough.

6. This chair isn't big enough.

13. This knife isn't sharp enough.

7. This suit isn't nice enough.

14. This fish isn't fresh enough.

# 3

**Exercise 3:** This is a summary exercise to practice the use of adjectives and adverbs in expressions of comparison. Use **as ... as**, **more ... than** and **-er than**.

Teacher: **John is six feet tall, but Mary is only five feet tall.**

Student: **John is taller than Mary.**

Teacher: **Alice is very interesting, but her sister isn't.**

Student: **Alice is more interesting than her sister.**

Teacher: **John is the same height as Paul.**

Student: **John is as tall as Paul.**

1. Mary is very happy, but Alice isn't.
2. This lesson is very easy, but the other one isn't.
3. The post office is very near, but the bookstore isn't.
4. John talks very fast, but Mary doesn't. 5. Mary is the same height as Alice.
6. This book is very expensive, but the other one isn't.
7. We entered very quietly, but they didn't.
8. Mary talks very slowly, but Mr. Smith doesn't.
9. John speaks very rapidly, but Paul doesn't.
10. Mary is the same age as Alice.
11. Alice is very happy, but John isn't. .
12. The first lesson was very easy, but the second one wasn't.
13. This lesson is very difficult, but the other one wasn't.
14. This table is the same size as that one.
15. This chair is very comfortable, but that one isn't.
16. This diamond is the same price as that one.

Notice the **superlative forms**, which are made with -est and most.



**Hint:** The suffix **-est** is used with the same words that **-er** is used with:

### 1. Adjectives and adverbs with 1 syllable:

• Tall	Taller	The tallest
• Clear	Clearer	The clearest
• Fast	Faster	The fastest
• Hard	Harder	The hardest
• Nice	Nicer	The nicest
• Quick	Quicker	The quickest

### 2. Adjectives that end in -y with 2 syllables:

• Busy	Busier	The busiest
• Easy	Easier	The easiest
• Happy	Happier	The happiest
• Heavy	Heavier	The heaviest
• Lazy	Lazier	The laziest
• Pretty	Prettier	The prettiest
• Early	Earlier	The earliest



**Hint:** The word **most** is used with the same words that more is used with:

### 1. Adjectives of two or more syllables:

• Careful	More careful	The most careful
• Beautiful	More beautiful	The most beautiful
• Expensive	More expensive	The most expensive
• Interesting	More interesting	The most interesting
• Important	More important	The most important
Necessary	More necessary	The most necessary

### 2. Adverbs that have the adverb suffix **-ly**:

• Carefully	More carefully	The most carefully
• Clearly	More clearly	The most clearly
• Easily	More easily	The most easily
• Quickly	More quickly	The most quickly
• Rapidly	More rapidly	The most rapidly

## 4

### Exercise 4: Practice **-est** and **the most**.

Teacher: **John is taller than Peter.**

Student: **But George is the tallest.**

Teacher: **John is more careful than Peter.**

Student: **But George is the most careful.**

- John is younger than Peter.
- John is busier than Peter.
- John is quicker than Peter.
- John is nicer than Peter.
- John is happier than Peter.
- John is faster than Peter.

- John swims faster than Peter.
- John works harder than Peter.
- John studies faster than Peter.
- John is more intelligent than Peter.
- John is smarter than Peter.
- John is friendlier than Peter.



**Hint:** The expressions **more ... than** and the **most** are used also with nouns.

**5**

**Exercise 5:** Follow the pattern and form new sentences.

Teacher: **Books**

Student: **-Mary has more books than Alice.  
-Helen has the most books.**

Teacher: **Money**

Student: **-Mary has more money than Alice.  
-Helen has the most money.**

- |                    |                        |                |                 |
|--------------------|------------------------|----------------|-----------------|
| 1. Pencils         | 5. Chairs              | 9. Apples      | 13. Diamonds    |
| 2. Chalk           | 6. Furniture           | 10. Fruit      | 14. Homework    |
| 3. Pieces of chalk | 7. Pieces of furniture | 11. Sandwiches | 15. Assignments |
| 4. Flowers         | 8. Hats                | 12. Bread      | 16. Time        |



**Hint:** We can also use more and most without a following noun:

Alice has a lot of intelligence.  
Mary has more than Alice.  
Helen has the most.



**Hint:** **Less** is the opposite of **more**.  
**Least** is the opposite of **most**.

In general, less and least are used with the same words that more and most are used with:

**Adjectives:**

John and Paul are more careful than George.  
George is less careful than John and Paul.  
George is the least careful.

**Adverbs:**

John and Paul write more carefully than George.  
George writes less carefully than John and Paul.  
George writes the least carefully.

**Uncountable nouns:**

John and Paul drink more coffee than George.  
George drinks less coffee than John and Paul.  
George drinks the least coffee.

**Countable nouns:**  
(Use **fewer** and the **fewest**)

John and Paul have more books than George.  
George has fewer books than John and Paul.  
George has the fewest books.

**6****Exercise 4:** Make sentences with opposite meanings.

Teacher: **John has more cars than Mary and Alice.**

Student: **John has fewer cars than Mary and Alice.**

Teacher: **John is the most careful.**

Student: **John is the least careful than his brother.**

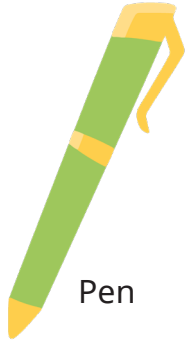
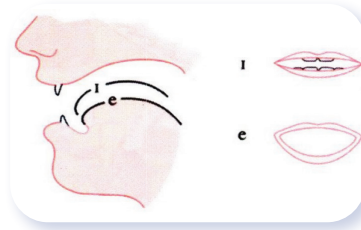
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1. My teacher was more patient than yours.
2. John's brother works more carefully than I do.
3. My parents have more problems than you.
4. Mary is the most beautiful girl in the class.
5. I bought the most pieces of paper.
6. I answered more questions than others.
7. He spoke the most quickly.
8. Peter eats more food than his friends.



# London streets

# e



Pen

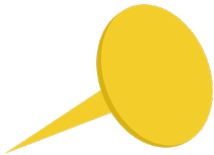


## Exercise 1

Listen and repeat:

**Sound 1**

**Sound 2**



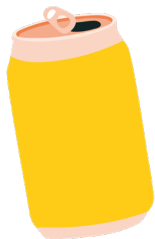
Pin

Pen



Bin

Ben



Tin

Ten

# 10

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

- |    |                         |                         |
|----|-------------------------|-------------------------|
| a) | Have you got a pin?     | Have you got a pen?     |
| b) | That's my bin.          | That's my Ben.          |
| c) | That tin is very small. | That ten is very small. |

## Exercise 2

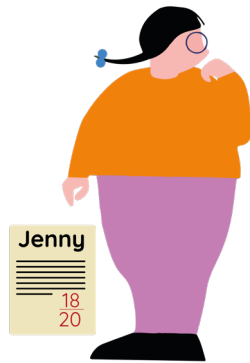
Listen and repeat:

Ben	Betty	Clever	Better
Fred	Jenny	Very Clever	Best

**Ben, Jenny, Betty and Fred are very clever.**



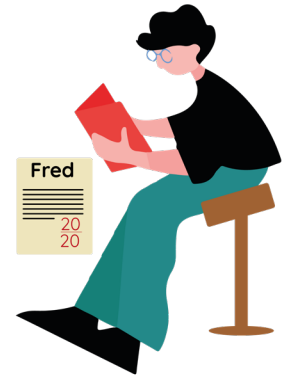
**Ben is a very good student.**



**Jenny is better than Ben.**



**Betty is better than Jenny.**



**Fred is the best student.**

Now look at the pictures and ask and answer questions.

### Examples:

1. Fred ..... Ben.  
Student A: Is **Fred better** than **Ben**?

Student B: **Yes.**

2. Ben ..... Betty.  
Student A: Is **Ben better** than **Betty**?

Student B: **No. Betty is better** than **Ben.**

1. Fred ..... Ben.

2. Ben ..... Betty.

3. Fred ..... Jenny.

4. Betty ..... Ben.

5. Jenny ..... Ben.

6. Ben ..... Betty.

7. Ben ..... Betty.

8. Ben ..... Betty.

9. Ben ..... Betty.

## Exercise 3

Say these letters: f s x l m n

Spell these words:

Left	Lesson	Boxes
Next	Listen	Sixes
Men	Many	Second
Thief	Money	Funny



# Homework

## 1

**Exercise 1:** Complete the sentences by choosing the correct option. Use than where necessary.

- Big                       Early                       High                       Important                       Interested
- Reliable                       Serious                       Slowly                       Thin                       Peaceful

1. I was feeling tired last night, so I went to bed ..... usual.
2. I'd like to have ..... car. The one I have keeps breaking down.
3. Unfortunately the problem was ..... we thought at first.
4. You look ..... . Have you lost weight?
5. We don't have enough space here. We need a ..... apartment.
6. James doesn't study very hard. He's ..... in having a good time.
7. Health and happiness are ..... money.
8. I like living in the country. It's ..... living in a town.
9. I'm sorry I don't understand. Can you speak ....., please?
10. In some parts of the country, prices are ..... in others.

## 2

**Exercise 2:** Complete the sentences. Choose from:

- Than                       Worse                       Longer                       Careful
- More                       Quietly                       Better                       Frequent

1. Getting a visa was complicated. It took ..... than I expected.
2. Sorry about my mistake. I'll try and be more ..... in future.
3. Your English has improved. It's ..... than it was.
4. You can travel by bus or by train. The buses are more ..... than the trains.
5. You can't always have things immediately. You have to be ..... patient.
6. I'm a pessimist. I always think things are going to get .....
7. We were busier ..... usual in the office today. It's not usually so busy.
8. You're talking very loudly. Can you speak more .....

3

**Exercise 3:** Complete the sentences. Use a superlative (-**est** or **most** ...) or a comparative (-**er** or **more** ...).

1. We stayed at ..... hotel in the town. (**Cheap**)
2. Our hotel was ..... than all the others in the town. (**Cheap**)
3. I wasn't feeling well yesterday, but I feel a bit ..... today. (**Good**)
4. What's ..... thing you've ever bought? (**Expensive**)
5. I prefer this chair to the other one. It's ..... . (**Comfortable**)
6. Amy and Ben have three daughters. .... Is 14 years old. (**Old**)
7. Who is the ..... person you know? (**Old**)
8. What's ..... way to get to the station? (**Quick**)
9. Which is ..... - the bus or the train? (**Quick**)
10. I can remember when I was three years old. It's ..... memory. (**Early**)
11. Everest is ..... mountain in the world. It is than any other mountain. (**High**)
12. A: This knife isn't very sharp. Do you have a ..... one?  
B: No, it's ..... one I have. (**Sharp**)

# 4

**Exercise 4:** Complete the table below.

Write **NO MORE THAN THREE WORDS AND/OR NUMBERS** for each answer.

3 - 5

## Host Family Applicant

### Example:

Name:

### Answer:

Jenny Chan  
.....

- **Present address:** See View Guest House, **1.** .....
- **Daytime phone number:** 2237676  
  
[Best time to contact is **2.** .....]
  - **Age:** 19
  - **Intended length of stay:** **3.** .....
  - **Occupation while in UK:** student
  - **General level of English:** **4.** .....
  - **Preferred location:** in the **5.** .....
  - **Special diet:** **6.** .....
  - **Other requirements:** own facilities  
own television  
**7.** .....  
to be **8.** .....
  - **Maximum price:** **9.** £ ..... a week
  - **Preferred starting date:** **10.** .....



## Speaking time

**Describe a tradition in your country.**

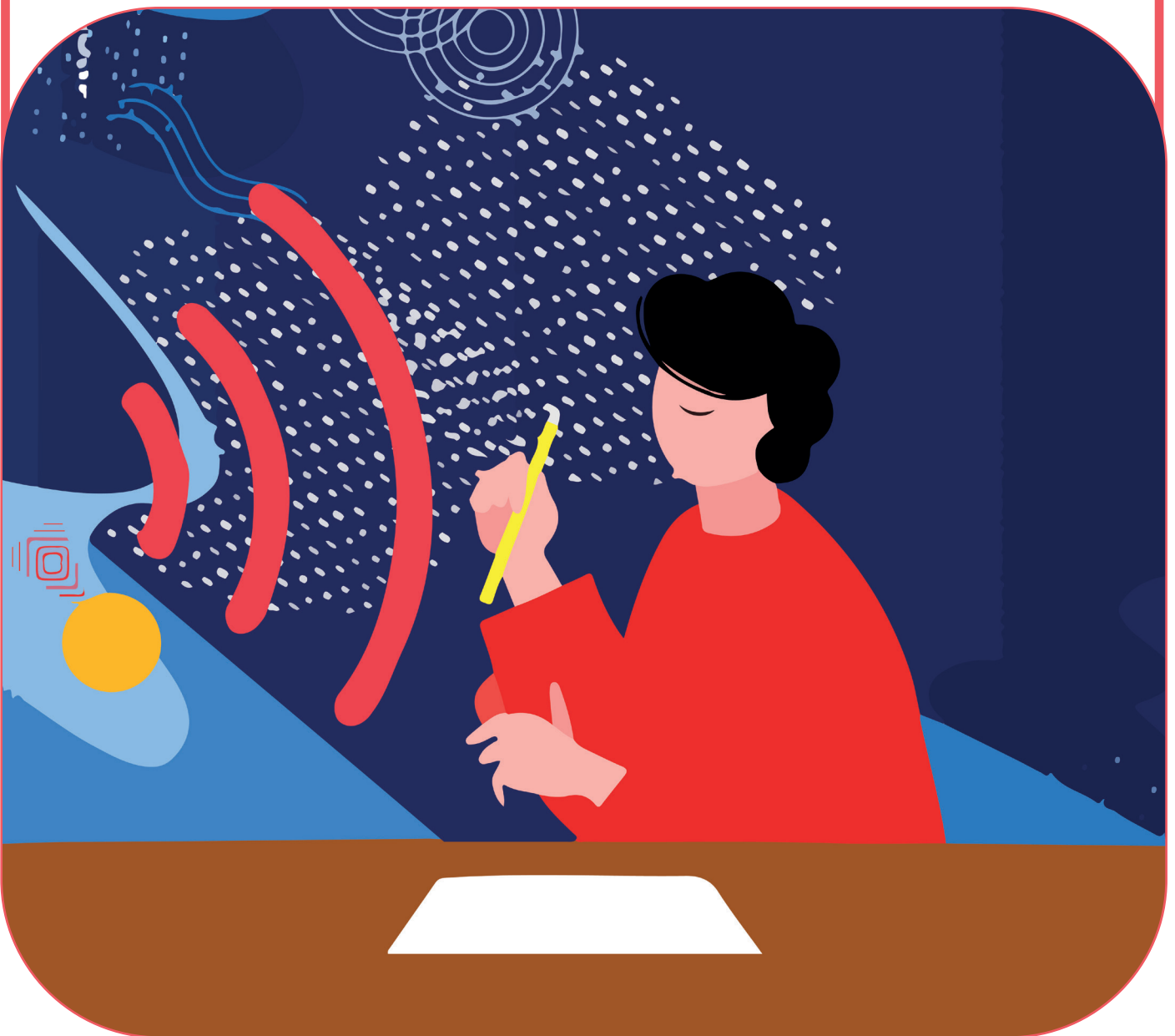
You should say:

- What it is
- Who takes part in it
- What activities there are

And explain how you feel about it.

# UNIT 8


## Listening for Comparison



Speakers often compare or contrast objects or ideas to help describe something. On the IELTS Listening section, you will have to determine what is being compared and what is being contrasted.

### Example:

You will see: Put a tick (✓) to show if these items are alike or different.



		Same	Different
<b>A</b>	Nationality		✓
<b>B</b>	Sex		
<b>C</b>	Age		
<b>D</b>	Given name		
<b>E</b>	Present occupation		
<b>F</b>	Future occupation		
<b>G</b>	Sports		
<b>H</b>	Love of dancing		

These words and phrases are often used with comparison and contrast.

### Comparison:

- Almost the same as
- Also
- As
- At the same time as
- Correspondingly
- Either/Or
- In a like manner
- In the same way
- In common
- Just as
- Like, Alike
- Neither/Nor
- Resemble
- Similar to
- Similarly
- Than

### Contrast:

- Although
- But
- Differ from
- Different from
- Even though
- However
- In contrast to
- Instead
- Less than
- More than
- Nevertheless
- On the other hand
- Otherwise
- Still
- Unlike
- While
- Yet



## Question 1-4

Complete the chart below based on what you hear.

### 1. Jobs



		Alike	Different
A	Salary		
B	Schedule		
C	Responsibilities		
D	Location		
E	Transportation		

### 2. Libraries

		Alike	Different
A	Location		
B	Size		
C	Parking facilities		
D	Number of books		
E	Services		

### 3. Club Memberships

		Alike	Different
A	Cost		
B	Use of club facilities		
C	Access to fitness classes		
D	Locker room privileges		
E	Individual fitness plan		

### 4. Frogs and Toads

		Alike	Different
A	Place for babies to live		
B	Place for adult to live		
C	Type of skin		
D	Shape		
E	Way to make sound		

**1**

**Exercise 1:** Complete notes below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

3 - 8

## GOODBYE PARTY FOR JOHN

### EXAMPLE:

Date: 22nd December

Venue: **1.** .....

### Invitations (Tony)

Who to invite:

- Jon and his wife
- Director
- The **2.** .....
- All the teachers
- All the **3.** .....

Date for sending invitations: **4.** .....

### Present (Lisa)

Collect money during **5.** .....

Suggested amount per person: **6.** \$.....

Check price for:

- CD player
- **7.** .....
- Coffee maker

Ask guests to bring:

- Snacks
- **8.** .....
- **9.** .....

Ask student representative to prepare:

**10.** .....

## 2

**Exercise 2:** Complete the notes below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

3-9

### LIBRARY INFORMATION

#### EXAMPLE:

Minimum joining age: ..... 18 Years

#### For registration, must take

- Two **1.** .... and
- Two forms of I.D. e.g. driving license, **2.** .....

Cost to join per year (without current student card): **3.** £ .....

Number of items allowed (members of public): **4.** .....

Loan times: four weeks

Fines start at: **5.** £ .....

Computers can be booked up to **6.** ..... hours in advance

Library holds most national papers, all **7.** ..... and magazines

Need **8.** ..... to use photocopier

#### Creative Writing class

- Tutor is John **9.** .....
- Held on **10.** ..... evenings



### Speaking time

**Describe an old friend you got in contact with again.**

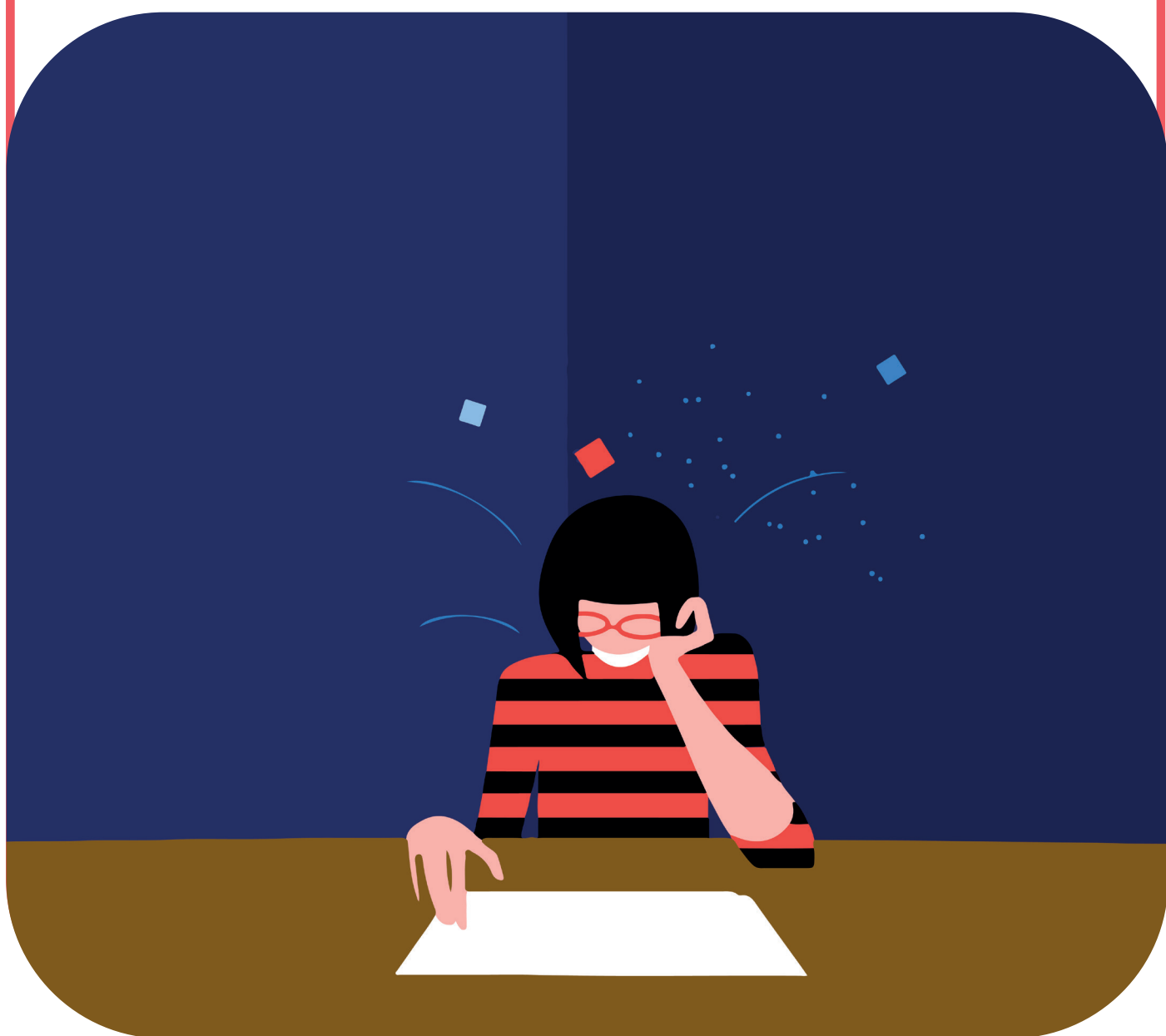
You should say:

- Who he/she is
- How you got in contact
- What he/she is like

And explain how you felt about it.

# UNIT 9

## Reading & Guess Meaning technique



# The Reading module

When you go to university or college you may be overwhelmed by the amount of reading you are expected to do. You will have to do a lot of this reading on your own and you will need to be able to read discriminately. This means you will need to have the skills required to focus in on the information that is important to you and to skim through the information that isn't.

The IELTS examination tests your ability to read approximately **2,750** words in a fairly short period of time in order to find out certain information. In both the Academic and the General Training modules, **you are given 60 minutes to answer a total of 40 questions** and each question is worth one mark. Within this time, you also have to **transfer all your answers onto an answer sheet**.

## Academic Reading module:

The test has three reading passages and each of the passages is accompanied by a set of 13 or 14 questions. The passages will be written in a variety of different styles.



Generally, **Passage 1** is a more descriptive text, while **Passages 2 and 3** are discursive and contain some argument.

Each passage may have more than one type of question.

### For example:

- You may be asked to find detailed information in a passage in order to complete sentences.
- You may have to identify views within a passage.
- You may have to understand how something works and complete a diagram or chart.

If you can identify the reading skills being tested in each set of questions and if you have a strategy for doing each question type, you will have a better chance of completing the Reading test successfully.

## General Training Reading module:

The test has three sections:

- Section 1: contains two or more texts which are based on social situations.
- Section 2: contains two texts based on work- or course-related situations
- Section 3: contains one text that tests general reading comprehension.

The question types are similar to those in the Academic module.



The texts in the **first two sections** are more likely to be descriptive and factual. The text in the **third section** may contain some argument.

If you are studying for the General Training module you will benefit from doing Reading Units 1-7 as well as Units 8-10.

All aspects of the Reading test, as well as additional skills, are covered in this book.

# The Impact of Wilderness Tourism

## A.

The market for tourism in remote areas is booming as never before. Countries all across the world are actively promoting their 'wilderness' regions - such as mountains, Arctic lands, deserts, small islands and wetlands - to high-spending tourists. The attraction of these areas is obvious: by definition, wilderness tourism requires little or no initial investment. But that does not mean that there is no cost.

As the 1992 United Nations Conference on Environment and Development recognize, these regions are fragile (i.e. highly vulnerable to abnormal pressures) not just in terms of their ecology, but also in terms of the culture of their inhabitants.

The three most significant types of fragile environment in these respects, and also in terms of the proportion of the Earth's surface they cover, are deserts, mountains and Arctic areas. An important characteristic is their marked seasonality, with harsh conditions prevailing for many months each year. Consequently, most human activities, including tourism, are limited to quite clearly defined parts of the year.

Tourists are drawn to these regions by their natural landscape beauty and the unique cultures of their indigenous people. And poor governments in these isolated areas have welcomed the new breed of 'adventure tourist', grateful for the hard currency they bring. For several years now, tourism has been the prime source of foreign exchange in Nepal and Bhutan. Tourism is also a key element in the economies of Arctic zones such as Lapland and Alaska and in desert areas such as Ayers Rock in Australia and Arizona's Monument Valley.

## B.

Once a location is established as a man tourist destination, the effects on the local community are profound. When hill-farmers, for example, can make more money in a few weeks working as porters for foreign trekkers than they can in a year working in their fields, it is not surprising that many of them give up their farm-work, which is thus left to other members of the family. In some hill-regions, this has led to a serious decline in farm output and a change in the local diet, because there is insufficient labour to maintain terraces and irrigation systems and tend to crops. The result has been that many people in these regions have turned to outside supplies of rice and other foods.

In Arctic and desert societies, year-round survival has traditionally depended on hunting animals and fish and collecting fruit over a relatively short season. However, as some inhabitants become involved in tourism, they no longer have time to collect wild food; this has led to increasing dependence on bought food and stores. Tourism is not always the culprit behind such changes. All kinds of wage labour, or government handouts, tend to undermine traditional survival systems. Whatever the cause, the dilemma is always the same: what happens if these new, external sources of income dry up?

The physical impact of visitors is another serious problem associated with the growth in adventure tourism. Much attention has focused on erosion along major trails, but perhaps more important are the deforestation and impacts on water supply arising from the need to provide tourists with cooked food and hot showers. In both mountains and deserts, slow-growing trees are often the main sources of fuel and water supplies may be limited or vulnerable to degradation through heavy use.

## C.

Stories about the problems of tourism have become legion in the last few years. Yet it does not have to be a problem. Although tourism inevitably affects the region in which it takes place, the costs to these fragile environments and their local cultures can be minimized. Indeed, It can even be a vehicle for reinvigorating local cultures, as has happened with the Sherpas of Nepal's Khumbu Valley and in some Alpine villages. And a growing number of adventure tourism operators are trying to ensure that their activities benefit the local population and environment over the long term.

In the Swiss Alps, communities have decided that their future depends on Integrating tourism more effectively with the local economy. Local concern about the rising number of second home developments In the Swiss Pays d'Enhaut resulted in limits being Imposed on their growth. There has also been renaissance In communal cheese production in the area, providing the locals with a reliable source of income that does not depend on outside visitors.

Many of the Arctic tourist destinations have been exploited by outside companies, who employ transient workers and repatriate most of the profits to their home base. But some Arctic communities are now operating tour businesses themselves, thereby ensuring that the benefits accrue locally. For instance, a native corporation in Alaska. employing local people, is running an air tour from Anchorage to Kotzebue, where tourists eat Arctic food, walk on the tundra and watch local musicians and dancers.

Native people in the desert regions of the American Southwest have followed similar strategies, encouraging tourists to visit their pueblos and reservations to purchase high-quality handicrafts and artwork. The coma and San Ildefonso pueblos have established highly profitable pottery businesses, while the Navajo and Hop groups have been similarly successful with jewellery.

Too many people living in fragile environments have lost control over their economies, their culture and their environment when tourism has penetrated their homelands. Merely restricting tourism cannot be the solution to the Imbalance, because people's desire to see new places will not just disappear. Instead, communities In fragile environments must achieve greater control over tourism ventures in their regions, in order to balance their needs and aspirations with the demands of tourism. A growing number of communities are demonstrating that, with firm communal decision-making, this is possible. The critical question now is whether this can become the norm, rather than the exception.



## Speaking time

### **Describe an art or craft activity that you had in school.**

You should say:

- What you made
- How you made it
- What it looked like

And how you felt about activity.





# UNIT 10

## Too, So, Either & Neither



Notice the affirmative statements connected with **and** and **too**.

#### Using a "To be verb"

- Paul **is** a student.
- Mary **is** a student.

• Paul is a student, and Mary is too.

#### Using a "Modal"

- A** John **can** play the piano.
- B** Alice **can** play the piano.

**C** John **can** play the piano, and Alice **can** too.



**Hint:** Two simple sentences with identical predicates, such as **A** and **B**, can be joined by the word "**and**" to form one compound sentence, such as **C**. The predicate is not repeated completely in the second part of the compound sentence. An auxiliary such as "**can**" or "**does**" must be included in the second part of the sentence. Simple forms of "**be**" (is, are, etc.) are treated like auxiliaries.

#### Additional examples :

- Helen **is** going to play tennis, and Alice **is** too.
- George **wrote** a letter, and paul **did** too.
- We have to **take** an exam, and they **do** too.

#### Using a "Main verb"

- George **studies** hard.
- Helen **studies** hard.

• George **studies** hard, and Helen **does** too.

# 1

**Exercise 1:** Listen to the two statements. Connect them with **and** and **too**.

Teacher: - **John can speak English.**

- **Mary can speak English.**

Student: **John can speak English, and Mary can too.**

Teacher: - **He has to learn Spanish.**

- **She has to learn Spanish.**

Student: **He has to learn Spanish, and she does too.**

Teacher: - **He is studying it now.**

- **She is studying it now.**

Student: **He is studying now, and she is too.**

Teacher: - **He studied French last year.**

- **She studied French last year.**

Student: **He studied last year, and she did too.**

- 
1. He is taking a course in French now. She is taking a course in French now.
  2. He is going to study French tonight. She is going to study French tonight.
  3. He studies every night. She studies every night.
  4. He will have an exam tomorrow. She will have an exam tomorrow.
  5. He has to take the exam. She has to take the exam.
  6. He should study for it tonight. She should study for it tonight.
  7. He might pass the exam. She might pass the exam.
  8. He passed the last exam. She passed the last exam.
  9. He is a good student. She is a good student.
  10. Examinations are necessary. Homework is necessary.
  11. John and Mary have to do a lot of homework. We have to do a lot of homework.
  12. They had to study last night. We had to study last night.

Notice the negative statements connected with **and** and **either**.

#### Using a "To be verb"

- John **isn't** a teacher.
- Mary **isn't** a teacher.
- John **isn't** a teacher, and Mary **isn't** either.



**Hint:** "And" and "either" are used to connect two negative statements when the meanings of their predicates are the same.

#### Additional examples :

- Alice **isn't** going to eat in the restaurant, and Helen **isn't** either.
- Paul **wasn't** hungry, and George **wasn't** either.
- Mr. Smith **didn't** forget the address, and Miss Ford **didn't** either.
- Homework **isn't** always easy, and examinations **aren't** either.

#### Using a "Modal"

- Paul **can't** play the violin.
- Alice **can't** play the violin.
- Paul **can't** play the violin, and Alice **can't** either.

#### Using a "Main verb"

- Helen **doesn't** play baseball.
- Alice **doesn't** play baseball.
- Helen **doesn't** play baseball, and Alice **doesn't** either.

## 2

**Exercise 2:** Listen to the two statements. Connect them with **and** and **either**.

Teacher: **George doesn't sing well. Paul doesn't sing well.**

Student: **George doesn't sing well, and Paul doesn't either.**

Teacher: **George didn't play tennis yesterday. Paul didn't play tennis yesterday.**

Student: **George didn't play tennis yesterday, and Paul didn't either.**

1. George might not be here tomorrow. Paul might not be here tomorrow.
2. George isn't always early. Paul isn't always early.
3. George doesn't drink beer. Paul doesn't drink beer.
4. George wasn't at the movies yesterday. Paul wasn't at the movies yesterday.
5. Alice might not go to the movies tonight. Mary might not go to the movies tonight.
6. Alice isn't going to be late. Mary isn't going to be late.
7. Alice doesn't like cigarette smoke. Mary doesn't like cigarette smoke.
8. Alice wasn't very busy yesterday. Mary wasn't very busy yesterday.



**Hint:** "And so" can be used in place of "and ... too" as in the following sentences:

- (1) I can go, **and** John can **too**.
- (2) I can go, **and so** can John.

The meanings of sentences **1** and **2** are the same. Similarly, "**and neither**" can be used in place of "**and ... either**".

- (3) Mary can't go, **and** Helen can't **either**.
- (4) Mary can't go, **and neither** can Helen.

The meanings of sentences **3** and **4** are the same.

Note that after the expressions "**and so**" and "**and neither**" the auxiliary must be placed before the subject:

- AUX SUBJECT**  
(5)... **and so** does Mary.

### 3

#### Exercise 3: Practice **and ... so** and **and ... neither**.

Teacher: **George read a good book last night. Alice read a good book last night.**

Student: **George read a good book last night, and so did Alice.**

Teacher: **George isn't hungry. Alice isn't hungry.**

Student: **George isn't hungry, and neither is Alice.**

1. George can't go to the party tonight. Alice can't go to the party tonight.
2. George isn't studying. Alice isn't studying.
3. He can play the piano. She can play the piano.
4. George isn't tired now. John isn't tired now.
5. Bob and Alice will be here tomorrow. We will be here tomorrow.
6. They don't have to come. We don't have to come.
7. John should write home. Mary should write home.
8. John studies every day. Mary studies every day.
9. We shouldn't arrive late. The teacher shouldn't arrive late.
10. We have to arrive on time. He has to arrive on time.
11. We don't have to arrive early. He doesn't have to arrive early.
12. John arrived late yesterday. His friend arrived late yesterday.
13. John is going to visit Canada. George is going to visit Canada.
14. My shoes were expensive. My suit was expensive.

Notice the statements which are connected with "**but**".

Example 1:

- John is a student.
- Mr. Hill isn't a student.

• John is a student, **but** Mr. Hill isn't.

Example 2:

- Mr. Hill isn't a student
- John is a student.

• Mr. Hill isn't a student, **but** John is.



**Hint:** In the above pattern, “**but**” is used to connect two statements which have the same predicate except that one predicate is affirmative and the other one is negative. In the second predicate of such sentences, only the auxiliary is expressed. Simple forms of “**be**” are treated like auxiliaries.



**Hint:** “**But**” is also used to connect other contrasting statements:

- John will go to Detroit, **but** Mary will go to Chicago.
- Helen likes chocolate ice cream, **but** Alice prefers vanilla.

## 4

**Exercise 4:** Join the two sentences with **but**. Omit part of the second predicate as shown in the examples.

Teacher: **John is tired. George isn't tired.**

Teacher: **John won't go. George will go.**

Student: **John is tired, but George isn't.**

Student: **John won't go, but George will.**

1. John lives in the city. George doesn't live in the city.
2. John wasn't happy yesterday. George was happy yesterday.
3. John isn't going to have a cup of coffee. George is going to have a cup of coffee.
4. John bought a new radio. George didn't buy a new radio.
5. John didn't know the answer. George knew the answer.
6. John watched television last night. George didn't watch television last night.
7. John should eat more for breakfast. George shouldn't eat more for breakfast.
8. John doesn't like hot dogs. George likes hot dogs.

(In each of the examples below, both parts have the same subject, but the auxiliary is changed.)

9. Paul doesn't study very much. He should study a lot.
10. Paul watches television every evening. He shouldn't watch television every evening.
11. Paul shouldn't go to the movies tonight. He might go to the movies.

**1****Exercise 1:** Listen to two statements. Connect them with **too**.

1. Helen can swim. Alice can swim.
2. John has to take a new English class. Mary has to take a new English class.
3. Tom is studying English now. Helen is studying English now.
4. Mr. Thomson studied French last year. Mr. Miller studied French last year.
5. He is going to eat dinner at home tonight. Sue is going to eat dinner at home tonight.
6. John plays tennis twice a week. Tom plays tennis twice a week.
7. He will buy a shirt tomorrow. She will buy shirt tomorrow.
8. The students are writing now. The teachers are writing now.
9. He should speak English in class. She should speak English in class.
10. He might receive a letter tonight. She might receive a letter tonight.
11. He is a good tennis player. She is a good tennis player.
12. They had to sing last night. We had to sing last night.

**Answers:**

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....

**2** **Exercise 2:** listen to the statements. Connect them with “**and neither...**” .

1. George doesn't drive well. Paul doesn't drive well.
2. George didn't study last night. Paul didn't study last night.
3. Mr. Allen might not take an exam. The teacher might not take an exam.
4. Helen isn't always busy. Tom isn't always busy.
5. Mrs. Smith doesn't eat pizza. Mrs. Thompson doesn't eat pizza.
6. My mother wasn't here yesterday. Your mother wasn't here yesterday.
7. Alice might not cook tonight. Mary might not cook tonight.

**Answers:**

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

**3** **Exercise 3:** Join the sentences with “**but**” .

1. Paul goes to school. Tom doesn't go to school.
2. Paul won't eat fish. Tom will eat fish.
3. Paul wasn't right yesterday. George was right yesterday.
4. John isn't going to study. Mary is going to study.
5. My sister bought a new pair of shoes. My brother didn't buy a new pair of shoes.

**Answers:**

1. ....
2. ....
3. ....
4. ....
5. ....

4

**Exercise 4:** Summary exercise: **and ... so, and ... neither, but.**

**-He can go to the party. His friends can go to the party.**

You say: **He can go to the party, and so can his friends.**

**-He doesn't wear a hat. His friends don't wear a hat.**

You say: **He doesn't wear a hat, and, neither does his friends.**

**-John can't play the piano. Mary can play the piano.**

You say: **John can't play the piano, but Mary can.**

1. Mary arrived early. Her friends didn't arrive early.

You say: .....

2. John was here yesterday. Paul was here yesterday.

You say: .....

3. They weren't in Chicago. Mary was in Chicago.

You say: .....

4. They should come to class every day. She should come to class every day.

You say: .....

5. They shouldn't miss class. She shouldn't miss class.

You say: .....

6. They have to take an exam. She has to take an exam.

You say: .....

7. Mary can't go to the dance tomorrow night. John can go to the dance tomorrow night.

You say: .....

8. John didn't go to Mexico last summer. Bob went to Mexico last summer.

You say: .....

9. Mr. and Mrs. Thompson will come to the party. Their children will come to the party.

You say: .....

10. Mr. and Mrs. Smith might not come. Their friends might not come.

You say: .....

11. Uruguay isn't a very big country. Brazil is a very big country.

You say: .....

12. Paul and George never go to the movies. John goes to the movies.

You say: .....

13. Mary frequently goes to the movies. John frequently goes to the movies.

You say: .....

**5**

**Exercise 5:** Complete the table below.

Write **NO MORE THAN THREE WORDS** for each answer.

3 - 10

**Notes on sports club**

**Example:**

**Name of club:**

**Answer:**

Kingswell  
.....

• **Facilities available:**

Golf

**1.** .....

**2.** .....

• **Classes available:**

Kick-boxing

**3.** .....

• **Additional facility:**

**4.** ..... (restaurant opening soon)

Complete the table below.

Write **NO MORE THAN TWO NUMBER** for each answer.

**Membership Schemes**

Type	Use of facilities	Cost of classes	Times	Joining fee	Joining fee
GOLD	All	Free	Any time	£250	<b>5.</b> £ .....
SILVER	All	<b>6.</b> £ .....	from <b>7.</b> .....to.....	£225	£300
BRONZE	Restricted	£3	From 10.5 to 3.5 weekdays only	£50	<b>8.</b> £ .....

Complete the sentence below.

Write **ONE WORD ONLY** for each answer.

**9.** To join the centre, you need to book an instructor's .....

**10.** To book an trial session, speak to David ..... (0458 95311).



## Speaking time

### **Describe a difficult thing you did.**

You should say:

- What it was
- How you completed it
- Why it was difficult

And how you felt about it.

# UNIT 11

## Reflexive Pronouns & Reading Instructions



Notice the use of the reflexive pronoun himself.

### Previous pattern

John sees      Mary in the mirror.  
Subject      Object

### New pattern

John sees      himself in the mirror.  
Subject      Object



**Hint: Reflexive pronouns**, such as **himself**, are used when the subject and object of a sentence are the same person or thing.

### Additional examples:

- **I**            see            myself.
- **You**        see            yourself.
- **He**         sees          himself.
- **She**        sees          herself.
- **We**         see            ourselves.
- **You**        see            yourselves.
- **They**       see            themselves.
- **It**          sees          itself.

It was pointed out that two patterns are possible when a direct object and an indirect object follow certain verbs.

- John bought a book for Mary.
- John bought Mary a book.

Similarly two patterns are possible when the indirect object is a reflexive pronoun.

- **John** bought a book for himself.
- **John** bought **himself** a book.

**1 Exercise 1:** Repeat the statements, omitting the prepositions for and to and making the necessary changes in word order.

Teacher: **John bought a book for himself.**

Student: **John bought himself a book.**

Teacher: **Mary wrote a note to herself.**

Student: **Mary wrote herself a note.**

1. George is going to buy a coat for himself.
2. George sent a package to himself.
3. John made a sandwich for himself.
4. Mary is going to bake a cake for herself.
5. George is going to find a job for himself.
6. Bill cut a slice of bread for himself.
7. Mr. and Mrs. Miller are going to build a house for themselves.
8. John ordered a hamburger for himself.
9. George found a chair for himself.
10. Mary sewed a dress for herself.

Notice the use of self words to indicate emphasis.

#### Previous pattern

- John bought a tie for himself.
- John bought himself a tie.

#### New pattern

- John bought a tie himself.



**Hint:** In the new pattern, the subject is emphasized by adding a self pronoun. To emphasize means “to concentrate or focus attention on something” or “to make something important.” In the example sentence above, John is emphasized: John —not someone else— bought the tie.



**Hint:** Self pronouns are also used immediately following the noun phrases they emphasize. This usage is more common in writing than in speech.

John himself bought the tie.

**2** **Exercise 2:** Add a self pronoun to each statement for emphasis.

Teacher: **George bought a car.**

Student: **George bought a car himself.**

Teacher: **Mary told the story.**

Student: **Mary told the story herself.**

1. John is going to make dinner.
2. George made a sandwich.
3. Mary is going to bake a cake.
4. George is going to find a job.
5. Mr. and Mrs. Miller are going to build a house.
6. George went to the store.
7. Alice wrote the letter.



**By myself, by yourself, by himself, etc. mean "alone."**

**3** **Exercise 3:** Substitute by myself, etc. in the following statements.

Teacher: **I'm going alone.**

Student: **I'm going by myself.**

Teacher: **Do you live alone?**

Student: **Do you live by yourself?**

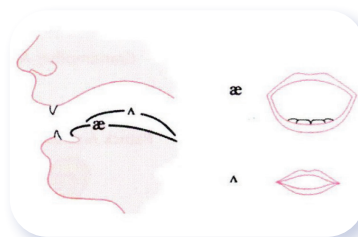
Teacher: **John likes to be alone.**

Student: **John likes to be by himself.**

1. You can't play tennis alone.
2. The children are singing alone.
3. I don't like to go to the movies alone.
4. Mary is going alone.
5. Professor Taylor prefers to work alone.
6. There was too much work for us to do alone.
7. Mary is going to go downtown alone.
8. Do you like to study alone?
9. John and Mary were alone.
10. There was so much work that I couldn't do it alone.



# London streets



Cup



## Exercise 1

Listen and repeat:

**Sound 1**

**Sound 2**



Cap

Cup



Hat

Hut



Cat

Cut



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

- |                             |                          |
|-----------------------------|--------------------------|
| a) Is this your cap?        | Is this your cup?        |
| b) Look at that little hat. | Look at that little hut. |
| c) That's a very bad cat.   | That's a very bad cut.   |



## Exercise 2

Listen and repeat:

### Sound 1



Cut



Hut

### Sound 2



Cart



Heart

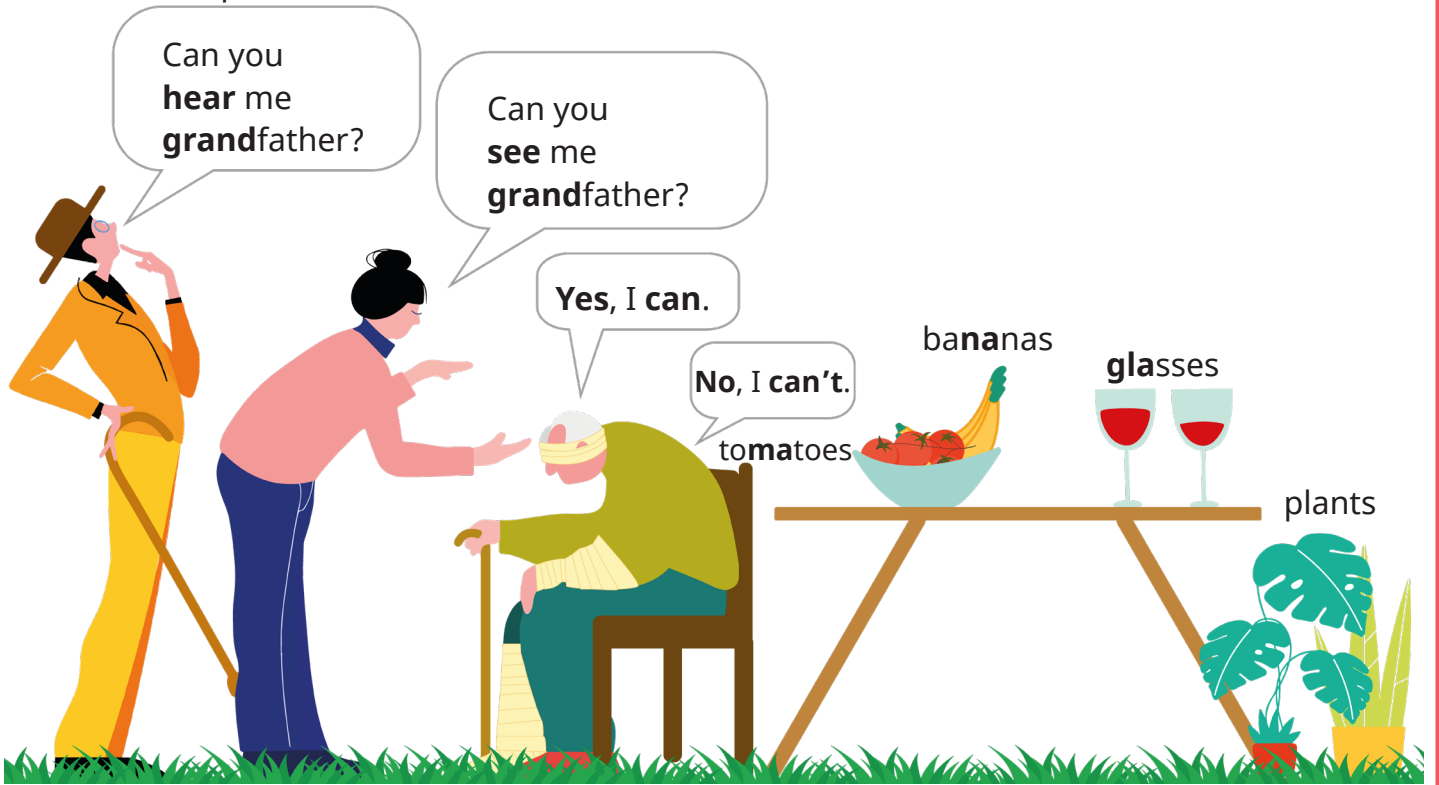
Look at the pairs of sentences below. Put a tick against the sentences you hear.

- a) That's a very bad cut.                      That's a very bad cart.  
b) Look at that little hut.                      Look at that little heart.



### Exercise 3

Listen and repeat:



Uncle  
Charles

Aunt  
Ann

Grandfather

grass

Grandfather is in the **garden**.

Are **Charles** and **Ann** asking questions?

Are they **answering questions**?

**Yes, they are.**

**No, they aren't.**

Practise these questions and answers:

Student A: Are the **bananas** **tomatoes** **glasses** **plants** on the **grass** on the **table** in the **garden** ?

Student B: **Yes, they are** **No, they aren't** .

# Orientating yourself to the text



**Hint:** As a reader you need to have strategies to help you understand a text quickly. The first step is to predict what the text will be about by reading the title and subheading.



**Hint:** You can form a quick overview by asking yourself certain questions as you read. You need to pay attention to paragraph themes and key words.

1

**Exercise 1:** Read the title and subheading of this article.

## Air Heads

Pilots' judgement may be impaired by too many long-haul flights

Globetrotting across several time zones on long-haul flights impairs memory and reaction times by shrinking part of the brain. This might mean that airlines should allow their crews at least 10 days to recover from jet lag before they work on another long-haul flight, says the scientist who discovered the effect.

**Additional Exercise:** Read the title and subheading of this passage.

## Pearly Gems

Would women through history have been so keen on the pearls around their necks if they'd known what was inside? Robert Dunn peels back the layers of this eco-miracle

There is a mystery and preciousness that we attach to pearls, yet despite what some people believe, it has nothing to do with a grain of sand. Pearls, which have long been the treasures of the wealthy, are often the products of dead worms, which remain entombed at the centre of the jewels, minute, translucent and ethereal.

Larval tapeworms drill into the flesh of mussels to use them as intermediate hosts en route to their later hosts, which in most cases are ducks or fish. The mussels' immune systems battle the worms by encircling them in layer after layer of nacre, the same calcium-based material found in the mussels' shells. The invaders suffocate and then rest for eternity encased in these tiny chambers.

**1****Exercise 1:** Use reflexive pronouns as an **object** in the following sentences.

**-John wrote a letter.**  
Pattern A: **John wrote a letter to himself.**  
Pattern B: **John wrote himself a letter.**

1. Mary bought a flower.

Pattern A: .....

Pattern B: .....

2. John sent a letter.

Pattern A: .....

Pattern B: .....

3. My father wants to buy a car.

Pattern A: .....

Pattern B: .....

4. My mother sewed a nice dress.

Pattern A: .....

Pattern B: .....

5. They are going to order a cake.

Pattern A: .....

Pattern B: .....

6. John found a good job.

Pattern A: .....

Pattern B: .....

7. Peter cut a slice of cake.

Pattern A: .....

Pattern B: .....

2

**Exercise 2:** Use reflexive pronouns to emphasize the subject.

**-John did the homework.**  
Pattern A: **John did the homework himself.**  
Pattern B: **John himself did the homework.**

1. Mary has published a new book.

Pattern A: .....

Pattern B: .....

2. They destroyed that house.

Pattern A: .....

Pattern B: .....

3. John order a pizza.

Pattern A: .....

Pattern B: .....

4. We solved the problems.

Pattern A: .....

Pattern B: .....

5. I made the mistake.

Pattern A: .....

Pattern B: .....

6. John found some money.

Pattern A: .....

Pattern B: .....

7. My mother sewed that beautiful dress.

Pattern A: .....

Pattern B: .....

# UNIT 12

## That-Clauses & Wh-Clauses



## That-Clause:

We use “**that**” as a conjunction to link a verb, adjective, or noun with the following clause.

**Pay attention to the following example:**

**Noun Phrase:**

I know something.

**Statement:**

Mary is from California.

**New Structure:**

I know that Mary is from California

In the sentence above, “that Mary is from California” is a **noun clause**. It is used as the object of the verb “**know**”. The word “**that**” is usually omitted in speaking; however, it is usually included in formal writing.

Different types of That-Clauses are listed below:

### 1. Verb + That-Clause:

Verbs commonly followed by “**that**” include reporting verbs (**say, tell, admit**, etc.) and mental process verbs (**believe, think, know, hope**, etc.):

- They **said that** four million workers stayed at home to protest against the tax.
- He **knew that** something bad had happened.
- Do you **think that** they forgot to pay or that they stole it?

See the list below for verbs commonly followed by a **that-clause**:

<b>Agree that</b>	<b>Feel that</b>	<b>Know that</b>	<b>Remember that</b>
<b>Believe that</b>	<b>Find out that</b>	<b>Learn that</b>	<b>Say that</b>
<b>Decide that</b>	<b>Forget that</b>	<b>Notice that</b>	<b>Tell that</b>
<b>Discover that</b>	<b>Hear that</b>	<b>Promise that</b>	<b>Think that</b>
<b>Explain that</b>	<b>Hope that</b>	<b>Need that</b>	<b>Understand that</b>

# 1

**Exercise 1:** Practice the use of **I think (that)...** (The word **that** is optional.)

Teacher: **Which do you think is bigger - New York or Chicago?**

Student: **I think (that) New York is bigger.**

Teacher: **Which do you think is older - London or New York?**

Student: **I think (that) London is older.**

1. Which do you think is more expensive - a Cadillac or a Volkswagen?
2. Which do you think is more dangerous - a mouse or a tiger?
3. Which do you think is deeper - a lake or an ocean?
4. Which do you think is higher - Mt. Blanc or Mt. Everest?
5. Which do you think is lighter in weight - a horse or a cat?
6. Which do you think is longer - a mile or a kilometer?
7. Which do you think is faster - a mouse or a turtle?
8. Which do you think is sharper - a butter knife or steak knife?
9. Which do you think is sweeter - an orange or a lemon?
10. Which do you think is taller - the Empire State Building or the White House?
11. Which do you think is warmer - Miami or Boston?
12. Which do you think is older - Montreal or Paris?
13. Which do you think is heavier - a car or a plane?

# 2

**Exercise 2:** Listen to the statement and to the words that follow it. Combine them to form a new sentence.

Teacher: **New York is the largest city in the United States. I know ...**

Student: **I know that New York is the largest city in the United State.**

Teacher: **Much of New York is surrounded by water. I understand ...**

Student: **I understand that much of New York is surrounded by water.**

1. Most of the city is on islands. I guess ...
2. New York is the busiest port in the United States. I suppose ...
3. A ship arrives or departs every twenty minutes. I heard ...
4. Approximately eight million people live in New York. I understand ...
5. The United Nations is on the island of Manhattan. I assume ...
6. The Empire State Building is more than 1,200 feet tall. I think ...
7. The average temperature in New York in February is 28 degrees. I believe ...
8. The average temperature in July is 74 degrees. I understand ...

9. The first European arrived in New York in 1524. I learned ...
10. His name was Verrazano. I believe ...
11. The Dutch purchased Manhattan for \$24. I heard ...
12. The city became British in 1664. I understand ...

## 2. Subject + Be + Adjective + That-Clause:

We use **be + adjective + that-clause** to express opinions and feelings. Some adjectives commonly used in this way are:

**sure, certain, right, important, afraid, pleased, sorry, surprised, and worried**

We can omit **that** with no change in meaning:

- It's **important** (**that**) we look at the problem in more detail.
- I'm **sure** (**that**) you'll know a lot of people there.
- They were **afraid** (**that**) we were going to be late.

Look at the examples below:

I'm <b>Afraid</b> that	Al is <b>Certain</b> that	We're <b>Happy</b> that	Jan is <b>Sorry</b> that
I'm <b>Amazed</b> that	Al is <b>Confident</b> that	We're <b>Pleased</b> that	Jan is <b>Sure</b> that
I'm <b>Angry</b> that	Al is <b>Happy</b> that	We're <b>Proud</b> that	Jan is <b>Surprised</b> that
I'm <b>Aware</b> that	Al is <b>Glad</b> that	We're <b>Relieved</b> that	Jan is <b>Worried</b> that
It's <b>Amazing</b> that	It's <b>Interesting</b> that	It's <b>Obvious</b> that	It's <b>True</b> that
It's <b>Clear</b> that	It's <b>Likely</b> that	It's <b>Possible</b> that	It's <b>Undeniable</b> that
It's <b>Good</b> that	It's <b>Lucky</b> that	It's <b>Strange</b> that	It's <b>Well known</b> that
It's <b>Important</b> that	It's <b>Nice</b> that	It's <b>Surprising</b> that	It's <b>Wonderful</b> that

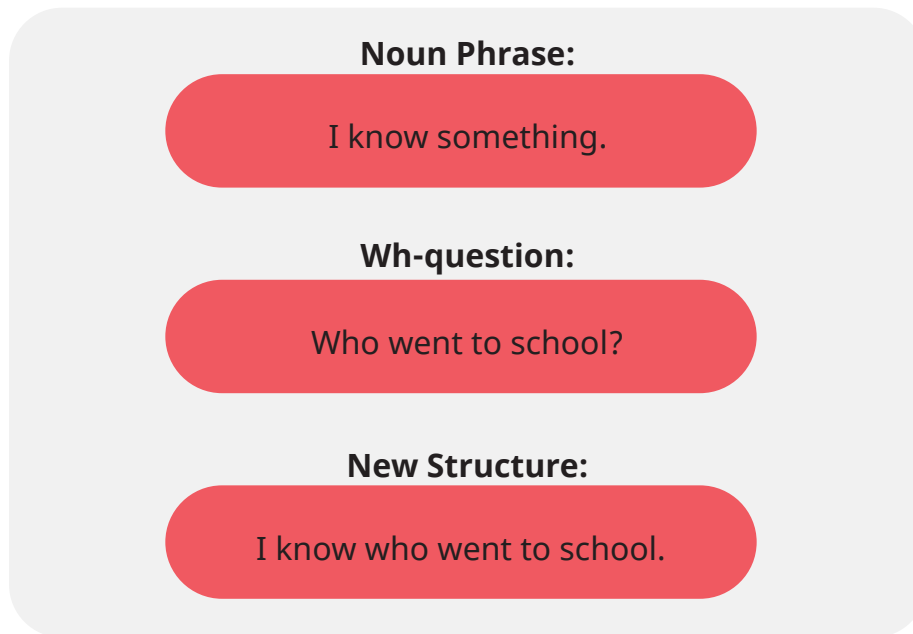


## Wh-Clause:

Noun clauses can also begin with question words.

**Pay attention to the following examples:**

### 1. Subjective pattern:



**Noun Phrase:**  
I know something.

**Wh-question:**  
Who went to school?

**New Structure:**  
I know who went to school.

Notice that in the new sentence “**Who**” is playing the role of the subject.

### Additional examples :

- She knows **what** happened here.
- John told Mary **which** answer was correct.
- He told her **which** was correct.
- John remembers **whose** book was on the desk.
- John asked Mary **how many** students went on the picnic.
- Mary can tell us **how many** went.
- She will explain **how much** money is necessary.
- She remembers **how much** is necessary.

## 2. Objective pattern:

**Noun Phrase:**  
I know something.

**Wh-question:**  
Where did John go?

**New Structure:**  
I know where John went.

Notice that in the new sentence “**John**” is playing the role of the subject.



**Hint:** Do not use question word order in a noun clause. **Helping verbs** (does, did, and do) are used in questions but not in noun clauses.

### Additional examples :

- John knows **which** book we want.
- He remembers **which** one we want.
- He can tell us **how many** books we need.
- He told us **how much** they will cost.
- Mary knows **what** time it is.
- She knows **when** the plane will leave.
- John explained **where** Boston is.
- He can understand **why** Mary wants to go there.
- Mary would like to know **how** far it is.
- Mary learned **how often** John practices English.
- She found out **how long** he practices every day.
- Everyone knows **how well** he can speak English now.
- Mary knows **how** difficult it is.
- George knows **how late** the store is open.

### 3

**Exercise 3:** Use wh-clauses to form a new sentence.

Teacher: **Who is that man? I don't know ...**

Student: **I don't know who that man is.**

Teacher: **What is the date of the party? I don't know ...**

Student: **I don't know what the date of party is.**

- 
1. When is the party? I don't know ...
  2. How far is Detroit from here? I don't know ...
  3. Which did he want? Do you remember ...
  4. What is his name? Do you know ...
  5. Who is that man? Do you know ...
  6. What are you going to do when you live the United States? Do you know ...
  7. Where was the concert? Who knows ...
  8. How many boys were there? Who knows ...
  9. What section was he in? Who knows ...
  10. Why wasn't he there? He didn't say ...
  11. Why weren't they in class? They didn't say ...

### 3. Question words followed by infinitives:

Question words (**When, where, how, who, whom, whose, what, and which**) may be followed by an infinitive.

**Old pattern:**

I don't know what I should do.

**New pattern:**

I don't know what to do.

**Old pattern:**

Jim told us where we could find it.

**New pattern:**

Jim told us where to find it.



**Hint:** Each pair of sentences in the examples has the same meaning.

Notice that the meaning expressed by the infinitive is either **should** or **can/could**.

#### 4 Exercise 4: Substitute the words given by the teacher.

Teacher: **how**

Student: **He knows how to go.**

Teacher: **to drive**

Student: **He knows how to drive.**

Teacher: **where**

Student: **He knows where to drive.**

- 
- |                 |                   |                          |
|-----------------|-------------------|--------------------------|
| 1. To practice  | 7. Where          | 13. What                 |
| 2. When         | 8. Please tell me | 14. They haven't decided |
| 3. What         | 9. To park        | 15. He knows             |
| 4. I don't know | 10. You must know | 16. How                  |
| 5. How long     | 11. How           | 17. To drive             |
| 6. To sleep     | 12. To write      | 18. Where                |

## 1

**Exercise 1:** Use wh-clauses to form a new sentence.

- **Where were they? They didn't say ...**  
You say: **They didn't say where they were.**

1. Where are they going? Do you remember ...

You say: .....

2. When did Mary arrive? Do you remember ...

You say: .....

3. Where is he from? Do you know ...

You say: .....

4. Where was the fire? Who knows ...

You say: .....

5. What is his profession? He didn't say ...

You say: .....

6. Where is the post office? Can you tell me ...

You say: .....

7. What did he lose? I don't know ...

You say: .....

8. What did he choose? I don't know ...

You say: .....

9. What did he say? I can't remember ...

You say: .....

10. What did he leave? I don't know ...

You say: .....

11. Where did he go? Do you remember ...

You say: .....

12. What did he want? I don't know ...

You say: .....

13. How many students are there in the English course? Who can tell me ...

You say: .....

2

Exercise 2: Answer the questions with "I don't know + wh-clause".

- Is he from Chicago or New York?  
You say: I don't know where he is from.

1. Is this answer correct or is that answer correct?

You say: .....

2. Was John here or was Paul here?

You say: .....

3. Is he a doctor or is he a lawyer?

You say: .....

4. Did ten people come or did fifteen people come?

You say: .....

5. Is your friend in Detroit or is he in New York?

You say: .....

6. Was he here yesterday or last week?

You say: .....

7. Was it 3 o'clock or was it 4 o'clock?

You say: .....

8. Is it forty miles or is it fifty miles to Detroit?

You say: .....

9. Is that Paul or is that John?

You say: .....

10. Were ten people or were fifteen people at the party?

You say: .....

11. Does he want a course in English or a course in geography?

You say: .....

12. Can I buy my books here or in a drugstore?

You say: .....

13. Was the doctor here or was the lawyer here?

You say: .....

14. Did he come by plane or by ship?

You say: .....



## Speaking time

### **Describe a difficult thing you did.**

You should say:

- What it was
- How you completed it
- Why it was difficult

And explain how you felt about it.

# UNIT 13

## Speaking part 2



### **Describe a zoo that you have visited.**

You should say:

- Where it is located
- When you went there
- How you felt about it

And explain if you want to visit it again.

.....

.....

### **Describe a positive change in your life.**

You should say:

- What the change was
- When it happened
- How it happened

And explain why it was a positive change.

.....

.....

### **Talk about an important/Special event you celebrated.**

You should say:

- What it was
- When you celebrated
- Who was with you

And explain why it was special.

.....

.....

### **Describe an activity you do to keep fit.**

You should say:

- What the activity is
- When and where you usually do it
- How you do it

And explain why it can keep your fit.

.....

.....

### **Describe something important that you lost.**

You should say:

- What it was
- How you lost it
- How you felt when you lost it

And explain why it was important to you.

.....  
.....

### **Describe an interesting thing you have learned from a foreign culture.**

You should say:

- What it is
- How you learnt it
- Why you learnt it

And explain how you think it will help others.

.....  
.....

### **Describe a quiet place you like to spend your time in.**

You should say:

- Where it is
- How often you go there
- What you do there

And explain why you like the place.

.....  
.....

### **Describe a museum that you have visited.**

You should say:

- Where it is located and what kind of museum it is
- What specific things you can see there
- How you would compare it with other museums you have visited

And explain what you particularly remember about it.

.....  
.....

# UNIT 14

## Relative Clause



Clauses beginning with question words (e.g. **who**, **which**, **where**) are often used to modify nouns and some pronouns- to identify people and things, or to give more information about them. These are called “**relative clauses**”.

**Example:**

- Do you know the people **who live next door**?
- She loves the chocolate **which I bought**.
- The bar in Barcelona **where I met my wife** is still there.

When **who**, **which**, **where**, etc. are used in this way, they are called “**relative pronouns**”. That can also be used as a relative pronoun.

## Who, whom, and which

The relative pronouns **who** and **whom** refer to people; **which** refers to things.

**Example:**

- What’s the name of the tall man **who** just came in?
- It’s a book **which** will interest children of all ages.

**Who** and **which** can be the subjects of verbs in relative clauses.

**Example:**

- I like people **who smile** a lot.
- This is the key, **which opens** the garage.

**Who(m)** and **which** can also be the object of verbs in relative clauses. **Whom** is unusual in an informal style.

**Example:**

- Do you remember the people **who we met** in Italy? (Who is the **object** of met)
- I forget most of the films **which I see**. (Which is the **object** of see)



**Hint:** Not only can we avoid repetition using relative clauses, but they are also known as a major method to make complex structures.

## Steps to form complex structures using relative clauses:

1. Know your “Main and Explanation sentences”.
2. Find a word in common in these sentences.
3. Choose the appropriate relative pronoun for the explanation sentence.
4. Join sentences using the words in common (the relative pronoun must be followed with the explanation sentence).

In order to illustrate the method to make complex sentences two patterns are offered below:

### 1. Subjective:

Look at the following examples to learn how to use relative clauses to form a complex structure when the relative pronoun functions as the subject.

I saw **a man**. **The man** speaks English.

Main sentence → I saw **a man**.  
Object

Explanation sentence → **The man** speaks English.  
Subject

**The man** in the explanation sentence can be replaced with **Who**, so the new sentence would be:

I saw a man **who speaks English**.

**The man** knows you. **He** is talking to John.

Main sentence → **The man** knows you.  
Subject

Explanation sentence → **He** is talking to John.  
Subject

**He** in the explanation sentence can be replaced with **Who**, so the new sentence would be:

The man **who is talking to John** knows you.

## 2. Objective:

Look at the following examples to learn how to use relative clauses to form a complex structure when the relative pronoun functions as the object.

I ate **the cake**. Mary baked **it**.

Main sentence → I ate **the cake**.  
Object

Explanation sentence → Mary baked **it**.  
Object

It in the explanation sentence can be replaced with **Which**, so the new sentence would be:

I ate the cake **which** Mary baked.



**Hint: Which** is the subject of bake. Therefore, it is incorrect to say "I ate the cake which Mary baked it" (Since there are two objects in a sentence).

**The man** knows you. John is talking to **him**.

Main sentence → **The man** knows you.  
Subject

Explanation sentence → John is talking to **him**.  
Object

**Him** in the explanation sentence can be replaced with **Who(m)**, so the new sentence would be:

The man **whom** John is talking to knows you.



**Hint: Whom** is the subject of talk. Therefore, it is incorrect to say "The man whom John is talking to him knows you" (Since there are two objects in a sentence).

**1**

**Exercise 1:** Form a new statement using the subjective relative clause.

Teacher: **I saw the man. The man helped us.**

Student: **I saw the man who helped us.**

Teacher: **We ate the cake. It was on the table.**

Student: **We ate the cake which was on the table**

---

1. I will read the book. The book describes New York.
2. This is the homework. It is for lesson 16.
3. I saw the man. He wrote the book.
4. This is the building. The building belongs to the school.
5. She read the book. The book tells about Lincoln.
6. That is the pen. It was on the president's desk.
7. That is the man. He waited for us yesterday.
8. That is the painting. It was on the wall yesterday.

**2**

**Exercise 2:** Form a new statement using the objective relative clause.

Teacher: **I saw the man. We helped the man.**

Student: **I saw the man whom we helped.**

Teacher: **We ate the cake. Mary baked it.**

Student: **We ate the cake which Mary baked.**

---

1. I will read the book. John described the book.
2. This is the homework. We did it yesterday.
3. I saw the man. John described him.
4. This is the building. We like the building.
5. She read the book. John told her about the book.
6. That is the pen. The president writes with it.
7. That is the man. We waited for him yesterday.
8. That is the painting. We looked at it yesterday.

**3**

**Exercise 3:** Form a new statement that contains a relative clause.

Teacher: **The man was here yesterday. He is in New York now.**

Student: **The man who is in New York now was here yesterday.**

1. The man wrote the letter. He will talk to you tomorrow.
2. The student wrote the poem. He is from Panama.
3. The book fell down. It was on the desk.
4. The person called on the telephone. He asked for Mr. Olsen.
5. The man sold the car. He will call you.
6. The doctor gave the prescription. He is my brother.
7. The doctor came yesterday. He saw Mr. Miller.
8. The car is stolen. It was parked next to the school.

**4**

**Exercise 4:** Form a new statement that contains a relative clause.

Teacher: **The man is in New York. Mary talked to him.**

Student: **The man who(m) Mary talked to is in New York.**

1. The doctor came yesterday. Mary called him.
2. The man is very rich. I work for him.
3. The cake smells good. Mary baked it.
4. The book came yesterday. You ordered the book last week.
5. The man is from Spain. I talked to him.
6. The book is at home. John is looking for the book.
7. The book is not expensive. John bought it.
8. The people are very friendly. I work with them.

**① Exercise 1:** Make one sentence from two.

1. The girl was injured in the accident. She is now in hospital.

.....

2. The waitress served us. She was impolite and impatient.

.....

3. The building was destroyed in the fire. It was rebuilt last year.

.....

4. The bus goes to the airport. It runs every half hour.

.....

5. The woman is a doctor. She lives next door to me.

.....

6. The woman was on holiday. I wanted to visit her.

.....

7. The dress is not expensive. Lisa bought it.

.....

8. The books are on the shelves. You are looking for them.

.....

9. The man cried all the time. I was sitting next to him.

.....

10. The man was very brave. He was killed in the war.

.....

11. Did you see the man? The man wrote the book.

.....

12. Did you meet the girl? John talked to her.

.....

13. What is the name of the book? You told me about it.

.....

14. I don't know the man. George is speaking to him.

.....

15. John couldn't read the book. It was written by his professor.

.....

## 2

**Exercise 2:** Are these sentences wrong? Correct them where necessary.

1. I don't like stories who have unhappy endings.      Stories which/that have .....
2. What was the name of the person who phoned?      .....OK.....
3. Where's the nearest shop who sells bread?      .....
4. Dan said some things about me they were not true.      .....
5. The driver which caused the accident was fined £500.      .....
6. Do you know the person that took these pictures?      .....
7. We live in a world what is changing all the time.      .....
8. Gary apologized for what he said.      .....
9. What was the name of the horse what won the race?      .....

## 3

**Exercise 3:** What do you say in these situations? Complete each sentence with a relative clause.

**- Your friend lost some keys. You want to know if he found them.**  
You say: Have you found **the keys which you lost**.

1. A friend is wearing a dress. You like it.  
You tell her: I like the dress.....
2. A friend is going to the cinema. You want to know the name of the film.  
You say: What's the name of the film.....?
3. You wanted to visit a museum, but it was shut.  
You tell a friend: The museum .....was shut.
4. You invited people to your party. Some of them couldn't come.  
You tell someone: Some of the people .....couldn't come.
5. Your friend had to do some work. You want to know if she has finished.  
You say: Have you finished the work .....
6. You rented a car. It broke down after a few miles.  
You tell a friend: Unfortunately the car .....broke down after a few miles.

# UNIT 15

## Relative Clause 2



# Whose

Look at the following examples to learn how to use relative clauses to form a complex structure when the relative pronoun functions as the subject.

I saw **a girl**. **Her** hair came down to her waist.

Main sentence → I saw **a girl**.

Explanation sentence → **Her** hair came down to her waist.

**Her** in the explanation sentence can be replaced with **Whose**, so the new sentence would be:

I saw a girl whose hair came down to her waist.  
(~~Not ...whose her hair came down...~~)



**Hint:** We use **whose** mostly for **people**.

## Example:

- A widow was a woman **whose husband is dead**.  
(**Her** husband is dead)
- I meet someone whose brother I went to school with.  
(I went to school with **his/her** brother)



## Compare

### Who and Whose:

I met a man who knows you.  
(**He** knows You)

I met a man whose sister knows you.  
(**His sister** knows you)



## Compare

### Whom and Whose:

I met a man whom you know.  
(You know **him**)

I met a man whose sister you know.  
(You know **his sister**)



**Hint:** Do not confuse **Whose** and **Who's**. The pronunciation is the same, but:  
**Who's** = **Who is** or **Who has**.

## Examples:

- I have a friend **who's learning** Arabic. (**Who's** = **Who is**)
- I have a friend **who's just started** learning Arabic. (**Who's** = **Who has**)
- I have a friend **whose** sister is learning Arabic.

# 1

**Exercise 1:** Form a new statement that contains a possessive relative clause.

Teacher: **The man is my neighbour. His car is red.**

Student: **The man whose car is red is my neighbour.**

1. An orphan is a child. His parents are dead.
2. A widow is a woman. Her husband is dead.
3. What is the name of the man? You borrowed his car.
4. This school is only for children. Their first language is English.
5. I haven't met the writer. I admire his novels.
6. The girl answered the question. We visited her father.
7. The teacher likes to listen to jazz. We visited his home.
8. The man called the police. His car was stolen.

## Where

We can use "**Where**" in a relative clause to talk about a **place**:

### Examples:

- I would love to live in **a place where** there's plenty of sunshine.
- I recently went back **to the town where** I grew up.
- The **restaurant where** we had lunch was near the airport.
- Do you know **a shop where** I can buy shoes?



**Hint:** When the place we refer to is the subject of the explanation sentence, only **which** or **that** can be used (Not where)

### Example:

- The restaurant **which/that** has good pasta is located next to the Grand Library.

## When

We can use "**When**" in a relative clause to talk about **time**:

### Examples:

- I'll never forget **the day when** I first met you.
- Do you remember **the day when** we went to the Zoo?
- Remind me of **the day when** we have to pay the bill.

## Why

**Why** is used after **reason**:

### Examples:

- Do you know **the reason why** she doesn't like me?
- I didn't get **the reason why** she left the party.

## Which, referring to a whole clause

**Which** can refer not only to a noun, but also to the whole of a previous clause:

### Examples:

- He got married again a year later, **which** surprised everybody.
- Despite studying hard, John failed the exam, **which** was surprising.
- She cycled from London to Glasgow, **which** is pretty good for a woman of 75.

## What

**What** does not refer to a noun that comes before it. It acts as "**noun + relative pronoun**" together, and means "**the thing(s) which/that**". Clauses beginning with **what** can act as subjects or objects.

### Examples:

- **What she said** made me angry.
- I hope you're going to give **what I need**.
- This is exactly **what I wanted**.

**1****Exercise 1:** Complete the sentences using **who/whom/whose/where/which**.

1. We help some people ..... car had broken down.
2. A cemetery is a place ..... people are buried.
3. A pacifist is a person ..... believe that all wars are wrong.
4. An orphan is a child ..... parents are dead.
5. What's name of the hotel ..... your parents are staying.
6. This school is only for children ..... first language is not English.
7. The person ..... I bought my car from is a friend of my father's.
8. I live in a friendly village ..... everybody knows everybody else.
9. I know a doctor ..... last name is Doctor.
10. The place ..... prisoners stay is a "correctional facility."
11. The professor ..... teaches art history is excellent.
12. The city ..... is next to my hometown is beautiful.
13. I apologized to the man ..... coffee I spilled.
14. The house ..... we want to buy is very old.
15. The woman ..... the boss selected for the job has been working in this office for over 10 years.
16. The city ..... I was born is beautiful.

## 2

**Exercise 2:** Complete the table below.

Write **THREE WORDS AND/OR A NUMBER** for each answer.

3 - 11

### JOB ENQUIRY

#### Example:

**Work at:** a restaurant  
.....

- **Type of work:** 1. ....
- **Number of hours per week:** 12 hours
- **Work in the:** 2. .... branch
- **Nearest bus stop: next to:** 3. ....
- **Pay:** 4. £..... an hour
- **Extra benefits:**
  - a free dinner
  - extra pay when you work on 5. ....
  - transport home when you work 6. ....
- **Qualities required:**
  - 7. ....
  - ability to 8. ....
- **Interview arranged for:** Thursday 9. .... at 6 p.m.
- **Bring the names of two referees**
- **Ask for:** Samira 10. ....



### Speaking time

#### Describe a bag you want to own.

You should say:

What kind of bag it is

Where you want to buy it

How much it will cost you

And explain why you want this kind of bag.

# UNIT 16

## Usages of Other



Notice the use “**another one**” and “**the other one**”.

- I have a pen here on table.
- I have **another one** at home.
- This one is old, and **the other one** is new.



**Hint (1): Other** means “additional” or “different”



**Hint (2):** When the article “**an**” precedes the word “**other**”, the two words are written as one: “**another**”.



**Hint (3):** In the example, “**another one**” means another pen. The noun “pen” can be replaced by the substitute “**one**” because the context makes it clear which noun is being replaced.

## 1

**Exercise 1:** Practice the use of another one.

Teacher: **John is reading a magazine now.**

Student: **He is going to read another one tomorrow.**

1. Mr. Allen is writing a letter now.
2. George is reading a book now.
3. Tom is visiting a museum now.
4. Bill is attending a concert now.
5. Mr. Ross is eating a sandwich now.
6. Mr. king is drinking a cup of coffee now.
7. Mr. Taylor is painting a picture now.

## 2

**Exercise 2:** Practice the use of the other one.

Teacher: **Mr. Allen is going to write two letters. He is writing one now.**

Student: **He is going to write the other one tomorrow.**

1. Mrs. Taylor is going to paint two pictures. She is painting one now.
2. George is going to read two books. He is reading one now.
3. John is going to study two grammar lesson. He is studying one now.
4. Tom is going to visit two museums. He is visiting one now.
5. Miss Ford is going to buy two hats. She is buying one now.
6. The students are going to practice two conversations. They’re practicing one now.



**Hint:** “Other” can be also used in the plural form:

- The other pens
- The other ones
- The others

The following sentences illustrate the use of “other” in the plural.

- (1) I have three pens. One is here.
- (2) The other ones are at home.
- (3) The others are at home.

Sentences **2** and **3** mean the same. In the plural, it is very common to use the short form “**the others**” in place of “**the other ones**”.

**3**

**Exercise 3:** Listen to the statement about one student. Make a question about the other students, using who, what, or where.

Teacher: **One student is reading a magazine.**

Student: **What are the other students reading?**

1. One student is drinking milk.
2. One student is eating in a restaurant.
3. One student is buying some stamps.
4. One student is learning some words.
5. One student is playing baseball.
6. One student is sitting on a chair.
7. One student is listening to the radio.
8. One student is talking to the teacher.
9. One student is looking at the magazine.
10. One student is washing his car.



**Hint:** **Other** may be followed by adjectives:

- Another **old** book
- Some other **old blue** shirt
- The other **green** bananas
- Other **young** American students

In place of the articles (**an-**, **the**, **some** and **zero**), "**other**" may also be preceded by either a demonstrative or a possessive according to the following formula:

Quantity expression	<ul style="list-style-type: none"> <li>• Article</li> <li>• Demonstrative</li> <li>• Possessive adjective</li> </ul>	(Other) (Adjective) Noun
---------------------	----------------------------------------------------------------------------------------------------------------------	--------------------------

**Examples:**

- This **other** old book
- His **other** books
- **Another** old blue shirt
- Those **other** young American student
- Some of these **other** blue shirts are dirty

In addition, **articles**, **demonstratives**, and **possessives** may be preceded by quantity expressions.

**Examples:**

- A lot of **the other** books
- Many **other** books
- A few of these **other** green bananas
- None of your **other** old blue shirt
- Three of those **other** young American student
- Three **other** young American student

**4**

**Exercise 4:** Statements are descriptions of something that occurs in the morning. The same situation occurs at night. Describe the situation at night using others.

Teacher: **Four men work here in the morning.**

Student: **Four others work here at night.**

1. Several students read a newspaper in the morning.
2. Sixteen people work here in the morning.
3. Three students eat there in the morning.
4. Three people write letters in this room in the morning.
5. Many students study in the morning.
6. Some teachers teach in the morning.
7. Ten students read books here in the morning.
8. Many students sing songs in the morning.
9. Three hundred automobiles leave the factory in the morning.

Notice the use of the word **one** as a noun substitute.

- Did you buy a pencil yesterday.  
-No, I'm going to buy **one** tomorrow.

In the sentence above, **one** is a substitute for a pencil.



**Hint:** The substitute for the **pencil** is **it**:

- I need the pencil. Does John have **it**?

### Examples:

- I need **an eraser**. -The teacher has **one**.
- Did you ever see **an elephant**? -Yes, I saw **one** yesterday.
- Are you going to write **a letter** to your parents. -Yes, I'm going to write **one** tonight.

## 5

**Exercise 4:** Practice the use of **one** and **some** as noun substitutes. Use **tomorrow** in your answer.

Teacher: **Did you write a letter yesterday?**

Student: **No, I'm going to write one tomorrow.**

Teacher: **Did you buy some apples yesterday?**

Student: **No, I'm going to buy some tomorrow.**

- 
1. Did you buy a pen yesterday?
  2. Did you buy some stamps yesterday?
  3. Did you read a newspaper yesterday?
  4. Did you learn any words yesterday?
  5. Did you get some milk yesterday?
  6. Did you buy a magazine yesterday?
  7. Did you visit a museum yesterday?

Continue as above using **one** and **it** in the responses.

1. Did you buy a pen yesterday?
2. Did you buy that pen yesterday?
3. Did you read a newspaper today?
4. Did you read the New York Times yesterday?
5. Did you visit a museum today?
6. Did you visit the art museum today?
7. Did you bring a book today?
8. Did you bring the grammar book?

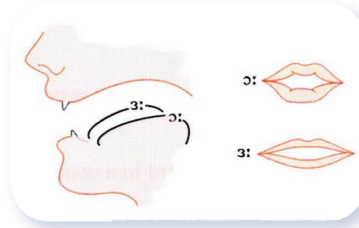


# London streets



girl

# 3



## Exercise 1

Listen and repeat:

**Sound 1**

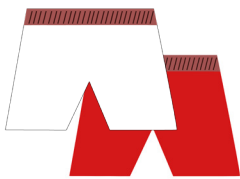
**Sound 2**



Paul



Pearl



shorts



shirts



walks



works

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

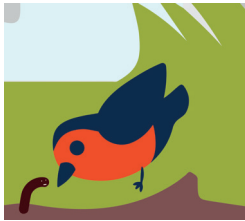
- a) Is your name Paul.
- b) I want white shorts, please.
- c) He walks in the garden.

- Is your name Pearl?
- I want white shirts, please.
- He works in the garden.

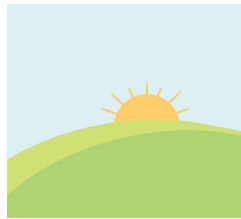


## Exercise 2

Listen and repeat:



a **worm**    a **bird**



It's **early** in the **morning**



a **bird** in a **warm nest**

Learn this proverb:

It's the **early bird** that **catches the worm**.



## Exercise 2

Listen and repeat:



**Pearl** is a **working girl**. She **gets up** early.



**Pearl's** **thirsty** in the **morning**.



She **puts on** a **short shirt** and a **long skirt**.



She **walks to work** at **seven thirty**.



Pearl **arrives at work** at **eight thirty**.



It's the **early bird** that **catches the worm**.

She's the **first person** at **work**.

## ① Exercise 1: Practice the use of **another one**.

- **Mr. Miller is singing a song now.**  
You say: **He is going to sing another one tomorrow.**

1. John is studying a lesson in the grammar book now.

You say: .....

2. George is learning a conversation now.

You say: .....

3. Miss. Ford is buying a book now.

You say: .....

4. Mrs. Miller is singing a song now.

You say: .....

5. The students are practicing a conversation now.

You say: .....

## ② Exercise 2: Practice the use of **the other one**.

- **John is going to read two magazines.**  
You say: **He is reading one now. He is going to read the other one.**

1. The students are going to write two letters.

You say: .....

2. John is going to make two sandwiches.

You say: .....

3. Mr. Miller is going to build two buildings.

You say: .....

4. The teacher is going to teach two lessons.

You say: .....

5. The visitors are going to visit two museums.

You say: .....

### 3

**Exercise 3:** Listen to the statement about one student. Make a question about the other students, using **who**, **what**, or **where**.

- One student is eating a hot dog.  
You say: **What are the other students eating?**

1. One student is playing football.

You say: .....

2. One student is walking in the park.

You say: .....

3. One student is waiting for the bus.

You say: .....

4. The teacher is teaching two lessons.

You say: .....

5. One student is standing near the door.

You say: .....

6. One student is eating an apple.

You say: .....

7. One student is talking to Mr. Miller.

You say: .....

8. One student is washing a shirt.

You say: .....



## Speaking time

**Describe an art or craft activity that you had in school.**

You should say:

- What you made
- How you made it
- What it looked like

And explain how you felt about the activity.



# UNIT 17

## Speaking parts 1 & 2



## Part 1

The examiner ask the candidate about him/herself, his/her home, work or studies and other family topics.

### EXAMPLE

#### House or Apartment

- Do you live in a house or an apartment?
- Which is your favourite room in your home? [Why?]
- Would you change anything about your home? [Why / why not?]
- Would you like to move to a different home in the future?

## Part 2

You will have to talk about for one to two minutes.

You have one minute to think about what are you going to say.

You can make some notes to help you if you wish.

#### Describe an invention that has changed how people live.

You should say:

- What it is
- How it has changed people's lives
- What benefits it brought

And explain if it is more important for older or younger people.

.....

.....

## Part 1

The examiner ask the candidate about him/herself, his/her home, work or studies and other family topics.

### EXAMPLE

#### Perfume

- Do you like perfumes?
- What kind of perfumes do you like?
- What does perfume mean to you?
- Have you received perfume as a gift?

## Part 2

You will have to talk about for one to two minutes.

You have one minute to think about what are you going to say.

You can make some notes to help you if you wish.

### **Describe a friend whom you would like to work with in the future.**

You should say:

- Who the person is
- Which occupation you would like to choose
- What kinds of work you would like to do with the person

And explain how you will feel if you can finally work together.

.....  
.....

## Part 1

The examiner ask the candidate about him/herself, his/her home, work or studies and other family topics.

### EXAMPLE

#### Rubbish

- Why do some people throw garbage on the street?
- What do you do with garbage when you are on the street?
- How do you feel when you see people throw garbage on the street?
- Do you think your city is clean or not?

## Part 2

You will have to talk about for one to two minutes.

You have one minute to think about what are you going to say.

You can make some notes to help you if you wish.

### Describe a friend you like to talk to.

You should say:

- Who he/she is
- What you like to talk about
- Why you like to talk to him/her

And explain how you feel about him/her.

.....  
.....

## Part 1

The examiner ask the candidate about him/herself, his/her home, work or studies and other family topics.

### EXAMPLE

#### Sleep

- How many hours do you sleep every day (Or every night)?
- Do you think it's good to have a nap during the day?
- Do you think old people need more sleep than young people?
- Have your sleeping habits changed since you were younger?

## Part 2

You will have to talk about for one to two minutes.

You have one minute to think about what are you going to say.

You can make some notes to help you if you wish.

### Describe an interesting neighbour of yours.

You should say:

- How long you have known this neighbour
- What sort of person he/she is
- How often you see him/her

And explain what kind of relationship you have with him/her.

.....

.....

## Part 1

The examiner ask the candidate about him/herself, his/her home, work or studies and other family topics.

### EXAMPLE

#### Reading

- Do you like reading?
- What kind of books do you read?
- Do you read electronic books?
- Do you read books related to your profession?

## Part 2

You will have to talk about for one to two minutes.

You have one minute to think about what are you going to say.

You can make some notes to help you if you wish.

### Describe something that helps you concentrate.

You should say:

- What it is
- When you do it
- How you learnt about it

And explain how it helps you concentrate.

.....  
.....

## Part 1

The examiner ask the candidate about him/herself, his/her home, work or studies and other family topics.

### EXAMPLE

#### Plan

- Do you makes plan every day?
- Are you good at managing your time?
- What is the latest plan you made?
- What is the hardest part about making plan?

## Part 2

You will have to talk about for one to two minutes.

You have one minute to think about what are you going to say.

You can make some notes to help you if you wish.

### Describe something that saves your time.

You should say:

- What it is
- When you usually do it
- Why you do it

And explain how you think it saves your time.

.....  
.....

## Part 1

The examiner ask the candidate about him/herself, his/her home, work or studies and other family topics.

### EXAMPLE

#### Patience

- What do you think "patience" is?
- Do you think patience is important?
- Would you say you are a patient person?
- Have you ever lost your patience?

## Part 2

You will have to talk about for one to two minutes.

You have one minute to think about what are you going to say.

You can make some notes to help you if you wish.

### Describe an introvert person whom you know.

You should say:

- Who the person is
- How well you know him/her
- What makes him/her introverted

And explain how you feel about this person.

.....  
.....

## Part 1

The examiner ask the candidate about him/herself, his/her home, work or studies and other family topics.

### EXAMPLE

#### Teacher

- Do you like any teacher of yours?
- Do you still keep in touch with your teachers?
- Do you want to be a teacher?
- What qualities should a good teacher have?

## Part 2

You will have to talk about for one to two minutes.

You have one minute to think about what are you going to say.

You can make some notes to help you if you wish.

### **Describe an occasion when you got positive feedback for work that you did.**

You should say:

- What you did
- When it was
- Why you got positive feedback

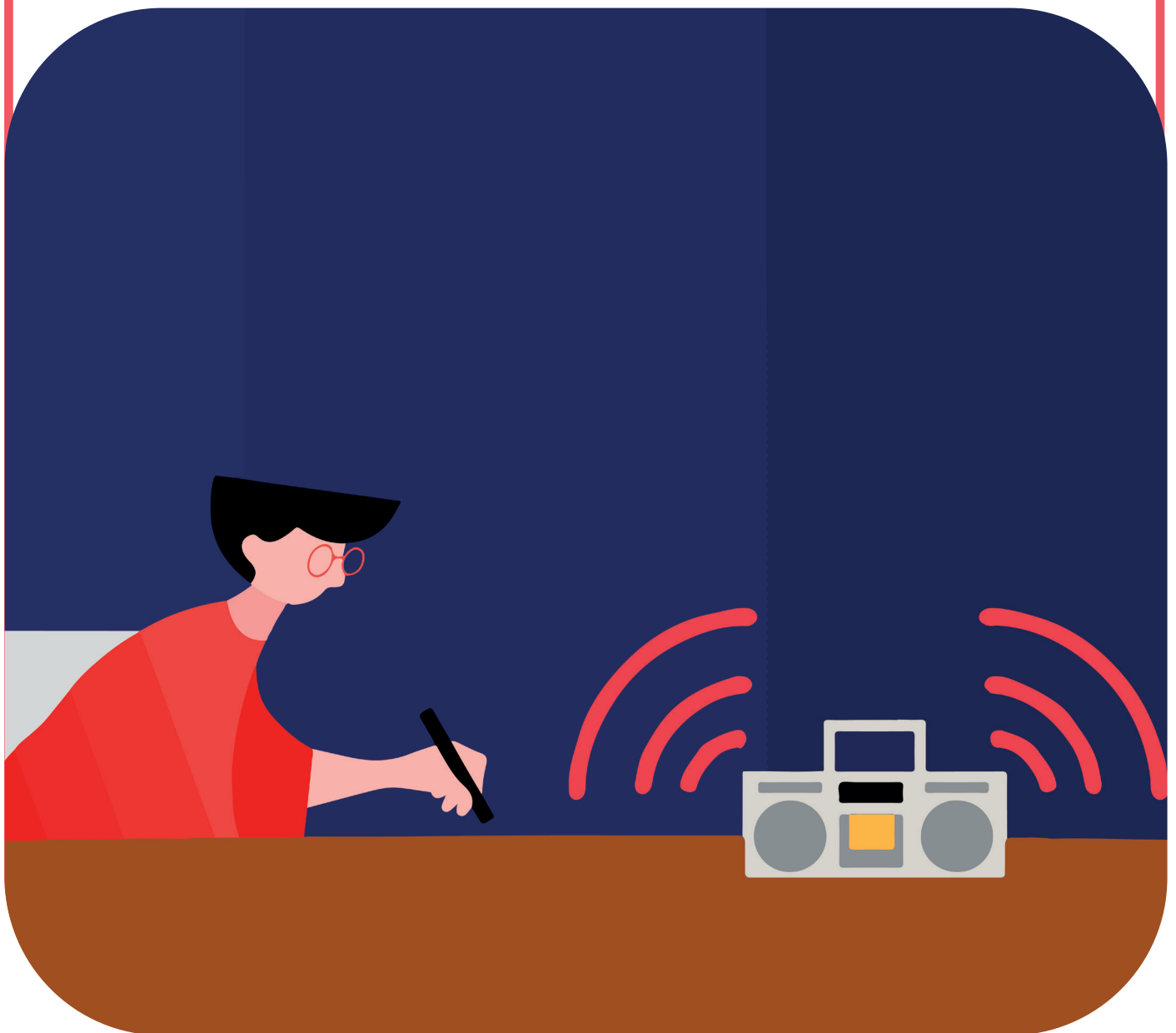
And explain how you felt about it.

.....

.....

# UNIT 18

## IELTS Listening



## Complete the form below.



Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

3 - 12

### TOTAL INSURANCE INCIDENT REPORT

#### Example:

Name:

#### Answer:

.....  
Michael Alexander

- Address: 24 Manly Street, **1.** ....., Sydney
- Shipping agent: **2.** .....
- Place of origin: China
- Date of arrival: **3.** .....
- Reference number: 601 ACK

## Complete the table below.



Write **ONE WORD AND/OR A NUMBER** for each answer.

Item	Damage	Cost to repair/replace
Television	The <b>4.</b> ..... needs to be replaced	not known
The <b>5.</b> ..... cabinet	The <b>6.</b> .....of the cabinet is damaged	<b>7.</b> \$ .....
Dining room table	A <b>8.</b> ..... is split	\$200
Set of China	Six <b>9.</b> ..... were broken	about <b>10.</b> \$ ..... in total

## Complete the form below.



Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

3 - 13

### Rented Properties Customer's Requirements

**Name:** Steven Godfrey

#### Example:

**No. of bedrooms:**

#### Answer:

Four  
.....

- **Preferred location:** In the **1.** ..... area of town
- **Maximum monthly rent:** **2.** £.....
- **Length of let required:** **3.** .....
- **Starting:** September 1st

## Complete the table below.



Write **ONE WORD AND/OR A NUMBER** for each answer.

Address	Rooms	Monthly rent	Problem
Oakington Avenue	living/dining room, separate kitchen	£550	no <b>4.</b> .....
Mead Street	large living room and kitchen, bathroom and a cloakroom	£580	the <b>5.</b> ..... is too large
Hamilton Road	living room, kitchen diner, and a <b>6.</b> .....	£550	too <b>7.</b> .....
Devon Close	living room, dining room, small kitchen	<b>8.</b> £ .....	none



# Homework

1

**Exercise 1** Complete the notes below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

3 - 14

## West Bay Hotel - details of job

**Example:**

**Answer:**

Newspaper advert for ..... temporary ..... staff.

- Vacancies **1.** .....
- Two shifts
- Can choose your **2.** ..... (must be the same each week)
- Pay: £5.50 per hour, including a **3.** .....
- A **4.** ..... is provided in the hotel
- Total weekly pay: £231
- Dress: a white shirt and **5.** ..... trousers (not supplied)  
a **6.** ..... (supplied)
- Starting date: **7.** .....
- Call Jane: **8.** ..... (Service Manager) before **9.** .....  
tomorrow (Tel: 832009)
- She'll require **10.** .....



## Speaking time

**Describe something that you have shared with others.**

You should say:

- What you shared
- When it was
- Who you shared it with

And explain why you shared it and how you felt about it.

## Some common verbs that are normally followed by -ing forms:

Admit	Dislike	Give up	Practice
Appreciate	Endure	(Can't) Help	Put off
Avoid	Enjoy	Imagine	Resent
Burst out (crying/ laughing)	Escape	Involve	Resist
	Excuse	Keep (on)	Risk
Consider	Face	Leave off	(Can't) Stand
Contemplate	Fancy	Mention	Suggest
Delay	Feel like	Mind	Understand
Deny	Finish	Miss	
Detest	Forgive	Postpone	

## Some common verbs that are normally followed by infinitive forms:

Advise	Forbid	Love	Request
Allow	Force	Mean	Teach
Ask	Get	Need	Tell
(Can't) Bear	Hate	Oblige	Tempt
Beg	Help	Order	Trouble
Cause	Instruct	Permit	Want
Command	Intend	Persuade	Warn
Compel	Invite	Prefer	Wish
Encourage	Leave	Recommend	
Expect	Like	Remind	

## After some verbs, either an -ing form or an infinitive can be used. These include:

Advise	Forbid	Hear	Prefer	Start
Allow	Forget	Intend	Propose	Stop
Can't bear	Go	Like	Regret	Try
Begin	Go on	Love	Remember	Watch
Continue	Hate	Permit	See	