

## Unit 1 – Read my Lips

### Language Development

#### Adjectives expressing personality:

You can always trust **responsible** people to do what you ask them to.

A **decisive** person makes decisions quickly.

A **bossy** person likes telling people what to do.

An **energetic** person works very hard and like participating in a lot of activities.

**Self-centred** people seem only to care about themselves and they sometimes forget about other people's feelings.

**Ambitious** people want to be successful in life.

**Determined** people know what they want and they do all they can to get it.

**Careful** people do their work with a lot of attention and thought.

**Reserved** people don't like showing their feelings or expressing their opinions.

A **mean** person doesn't like sharing things or giving money.

**Generous** people like giving things to other people and helping them.

**Intelligent** people understand difficult subjects quickly and easily.

**Sensitive** people can get upset easily so you have to be careful of what you say to them.

Impolite, rude ≠ polite, kind

Shy ≠ outgoing, easygoing

Selfish ≠ generous

Active ≠ lazy

Stubborn

Forgetful

Imaginative

Arrogant

Helpful

Cooperative

Unreliable

Disorganised

Loyal

#### Linking ideas

When you describe people's character you can include positive (e.g. kind) and negative (e.g. lazy) qualities.

When you talk about negative qualities you can use expressions: He **can be** / **tends to be** aggressive at times (NOT: He is aggressive).

Look how you can join sentences:

- Similar qualities – She is friendly **and** shy.  
She is friendly **and also** shy.  
She is friendly and shy as well.
- Opposing qualities – He is helpful **but** he can be arrogant at times.  
He is helpful. **On the other hand** / **however**, he tends to be arrogant at times.

## Unit 2 - In the Public Eye

### Language Development

Slender = slim

To overcome = to get over

To reveal = to show

Beliefs = ideas, opinions

To find out = to discover

Currently = at present, now

To be in the public eye

To speak one's mind

To have strong views on life

To sit in the shadows

look at – to watch

look for – to try to find

look after – to take care of sth or sb

look forward to – to expect with pleasure

look up – to try to find an information in a reference book

What do you have strong feelings about?

What are your views on life?

Do you always speak your mind?

Do you sit in the shadows at parties?

Exercise:

Fill in the correct particle:

1. I don't remember her phone number. Let me look it.....
2. Julie looks ..... our children while we're at work.
3. Jane is really looking ..... Her sister's wedding.
4. Helen is looking ..... a new house.

Key: 1. up, 2. after, 3. forward to, 4. for.

### Grammar

#### Relative clauses

**Relative clauses** give extra information about a noun in the main clause. They can refer to a subject or an object:

That's the woman who bought my car. (The woman bought my car – subject)

That is the car which I used to own. (I used to own a car – object)

Relative clauses can be

a) defining –

Defining clauses give important information to tell us exactly what is being referred to:

The boy who is sitting in the corner is my brother.

b) non-defining –

Non-defining clauses give additional information, separated by commas in writing:

The boy, who is sitting in the corner, is my brother.

**Relative pronouns:**

Who – used for people

Which – used for things

Whose – used for possession

A doctor is somebody **who** treats sick people.

An encyclopaedia is a book **which** contains useful information.

That is the boy **whose** bicycle was stolen.

**WHO** and **WHICH** can be replaced by **THAT** but **only in defining clauses:**

This is the book **which/that** I bought.

I have met the boy **who/that** Sally is going to marry.

**WHO / WHICH / THAT** can be omitted when it is the **object** of a relative clause:

This is the car (which/that) he bought last week.

**WHO / WHICH / THAT** cannot be omitted when it is the subject of a relative clause:

She is the girl **who/that** lives in the main street.

**Prepositions** can come

a) before the relative pronouns: The company **for which** I work sells computers.

b) at the end of a relative clause: The company **which** I work **for** sells computers.

**WHO** after prepositions have the form **WHOM**:

This is the girl **with whom** I played tennis.

This is the girl **who** I played tennis **with**.

Exercise:

Make one sentence from each pair of sentences:

1. Brenda is a friend. I went on holiday with her.
2. This is Mr. Smith. His son Bill plays in our team.
3. Her book was published last year. It became a best seller.
4. This is the bank. We borrowed the money from it.
5. I told you about the person. She is at the door.
6. Jack's car had broken down. He had to take a bus.

Key:

1. Brenda is a friend with whom I went on holiday.
2. This is Mr Smith whose son plays in our team.
3. Her book, which was published last year, became a best seller.
4. This is the bank which we borrowed the money from.
5. I told you about a person who is at the door.
6. Jack, whose car has broken down, had to take the bus.

## UNIT 3 – Around the World

### Language Development

#### Adjectives to express extremely positive meaning:

Fabulous  
Lovely  
Magnificent  
Marvellous  
Incredible  
Gorgeous  
Amazing  
Excellent  
Beautiful

#### Opposites:

Fabulous    Horrible  
Wonderful    lousy  
Sunny    cloudy  
Clean    dirty  
Quiet    crowded  
Clear    filthy  
Friendly    unfriendly  
Delicious    disgusting  
Enjoyable    awful

#### Places to stay on holiday:

A hotel  
A camp-site  
A guest-house

#### Weather:

Hot and sticky (humid)  
Warm and sunny  
Cold, rainy, cloudy  
Snowy and freezing  
Stormy, windy

#### Useful questions about a place:

What is \_\_\_\_\_ like?  
What is the weather like there?  
How about the food?  
Where did you stay?

#### Collocations:

**Go** on holiday / trip  
**Take / Have** a holiday  
**Do** some shopping  
**Do** some sightseeing  
**Go** for a walk  
**Go** skiing

## Grammar

### Present Perfect vs. Present Perfect Continuous

#### Present Perfect

**Have/has + past participle (regular verbs + -ed; irregular verbs - 3<sup>rd</sup> form in the list)**

He has passed an exam.

I have seen an elephant.

We use Present Perfect for:

- a recent action that happened at an unstated time in the past

Debbie **has moved** into a new house.

- an action that started in the past and is still continuing in the present

They **have been** teachers since 1987.

- an action which has recently finished and whose results are visible in the present:

John **has broken** the vase in the living room.

Time expressions we use with present perfect:

- since, for, ever, never, just, already, yet, lately, recently, so far, today, this morning / week / year etc.

#### Present Perfect Continuous

**Have been/Has been + V-ing**

I have been walking all day.

We use Present Perfect Continuous:

- to stress the duration of an action which started in the present and continues in the present

They **have been working** in the garden for two hours.

- for an action which started in the past and lasted for some time. The action may have finished or may still be going on. The result of the action is visible in the present

Mary has a stomach ache. She **has been eating** chocolate all morning.

Time expressions we use with Present Perfect Continuous:

- since, for, lately, recently, all morning/week, etc

#### Exercise:

Put the verbs in brackets into present perfect or present perfect continuous:

1. Someone (eat) all the cakes. I'll have to buy some more.
2. What you (buy) your sister for her birthday?
3. It (rain) all day! Why can't it stop?
4. Brenda (learn) Russian but she finds it difficult.
5. My throat is sore. I (sing) all evening.

#### Key:

1. has eaten; 2. have you bought; 3. has been raining; 4. has been learning; 5. have been singing.

## Unit 4 – Travellers' Tales

### Vocabulary Practice

#### Opposites:

Beautiful ugly  
Delicious tasteless  
Fresh stale  
Exciting dull  
Dry wet  
Northern southern

#### Phrasal Verbs – RUN

##### Run – ran - run

Run into sb – meet sb my chance  
Run after – chase  
Run over – hit with a car, etc.  
Run out of – finish; have no more of

#### Exercise:

1. A car almost.....my dog.
2. The ball rolled down the hill and the children .....it.
3. While we were driving to Paris, the car .....petrol.
4. Guess what! I .....Bill yesterday.

Key: 1 ran over; 2 ran after; 3 ran out of; 4 ran into.

#### Prepositions:

**On** the west coast of the USA  
**In** the Pacific  
Famous **for** sth  
**On** a tour  
Shake hands **with** sb  
Sit **on** the beach  
Get **on** a plane

Next to beside  
Near close to  
Opposite  
Below above  
Over

E.g. The restaurant is **opposite** the square.  
The car park is **near / close** to the cinema.  
The chemist's is **below** the hairdresser's.  
There is the bridge **over** the river. etc

#### Asking the way / Giving Directions:

Excuse me, can you show me the way to the..., please?  
How can I get to the ..., please?  
Can you tell me how to get to the..., please?

Turn left / right  
Take the second/third...turning on the left / right...  
Turn into...Street  
Go straight on

Go along this street  
Go past the...  
Carry on until you get to...  
The ... is on you left / right.

## Grammar

### The Definite Article

The definite article **the** is used with both countable and uncountable nouns. e.g. the egg (C), the air (U).

We use **THE**:

-to talk about something specific, that is, something we have mentioned before or which is already known  
Joe bought a house. **The** house is very big.

-with the nouns which are unique

The sun, the moon

-with the names of rivers (the Amazon), seas (the Adriatic Sea), oceans (the Pacific), mountain ranges (the Andes), group of islands (the Virgin Islands), deserts (the Sahara), countries when they include words such as state, kingdom, republic, etc. (the United Kingdom)

- with names of museums (the National Museum), theatres/cinemas (the Royal Theatre), hotels (the Hilton), newspapers (the Guardian).

-with historical periods and events (the Iron Age, the Battle of Hastings)

-with names of musical instruments (I play the piano)

-with names of families (the Smiths)

-with adjectives showing nationalities (the British)

-with adjectives used as nouns to refer to a group of people (the poor, the sick, the blind)

-with titles when the name of the person is not mentioned (the President, the Prince, but, Prince Charles)

-with ordinal numbers (the first, the second)

-with the superlative degree of adjectives (the biggest, the most intelligent)

We do **not** use **THE** with:

-uncountable and plural countable nouns when we talk about something in general  
(Koalas live in Australia.)

-proper nouns (This is Anna.)

-names of countries (Brazil, but The Netherlands), cities (Glasgow, but The Hague), continents (Europe), islands (Rhodes), lakes (Lake Geneva), streets (Oxford Street), parks (Hyde Park), squares (Trafalgar Square), stations (Charing Cross Station), bridges (London Bridge)

-names of sports (I play tennis.)

-names of meals, months, days

-means of transport (by bus, by car, on foot)

-celebrations (Christmas, Easter, Mother's Day)

-languages (I speak Spanish, but, I speak the Spanish language)

-words *school, college, university, hospital, prison, bed* when we refer to the purpose for which they exist.  
(John is in hospital – as a patient; John went to the hospital to visit Jim)

Exercise:

1. ...Ganges is a river which runs through ...India.
2. She went to ...France by ...train.
3. Where is ...Kalahari Desert?
4. He buys ... *Observer* every morning.
5. Woody Allen is a famous director but he also plays ...saxophone.
6. ...Prime Minister is going to resign.
7. ...Computers changed ...people's lives.
8. I'm tired, I'll go to ...bed.
9. James is always ...first to arrive.
10. Have you read ...book I lent you?

Key:

1 the, x; 2 x, x; 3 the; 4 the; 5 the; 6 the; 7 x, x; 8 x; 9 the; 10 the.

## UNIT 5 Enjoy Reading

### Language Development

#### Feelings:

Frightened, scared, terrified  
Sad, miserable, depressed  
Glad, pleased, thrilled, delighted  
Annoyed, angry, furious  
Embarrassed  
Nervous  
Surprised  
Bored  
Relieved

The rain was pouring =  
It was raining heavily =  
It was raining cats and dogs

Strange = unusual = not ordinary  
To wound around = to wrap around  
To aim = to target

Rough calm (sea)  
Moonless moonlit  
(light – lit – lit)

To fire (a gun)

#### Writing (setting the scene)

When we write a story we begin by setting the scene. In order to do this, we imagine that we are looking at the picture and we try to describe the **place** (where), the **time** (when), the **weather**, the **people** involved and their **feelings**. We can use our senses to describe the scene more lively. That is, we can describe what we **see** (e.g. a huge python), **hear** (e.g. hissing), **feel** (e.g. soft jungle floor) or **smell** (e.g. scent of pine trees). We use **direct speech** (e.g. "Help!" she screamed), a variety of **adjectives** (e.g. horrified, stormy), **adverbs** (e.g. silently, strangely) and **verbs** (e.g. whispered, screamed) to make the story more interesting

### Grammar

#### Past Simple Tense

(regular verbs +ed; irregular verbs – 2<sup>nd</sup> form of the verb)

Affirmative form - I walked in the woods.

Negative form – I didn't walk in the woods.

Interrogative form – Did you walk in the woods?

We use **the past simple** for:

-actions which happened or finished at a definite time in the past

We **left** the house at 7.30 pm.

-actions which happened repeatedly in the past but do not happen any more. In this case, we can use adverbs of frequency (always, often, usually etc.)

He often **watched** football matches with his brother when he **was** a teenager.

- actions which happened immediately one after another in the past.

First, he **opened** the window. Then, he **looked** down the street and **saw** a strange black car.

Time expressions we use with the past simple:

-**yesterday**, **last** night/week/year/Monday etc, a month/two years/three weeks etc **ago**, **in** 1960 etc.

## Past Continuous Tense

(was/were + Verb-ing)

Affirmative form - I was walking.

Negative form – I wasn't walking.

Interrogative form – Were you walking?

We use **the past continuous**:

-for an action which was in progress at a stated time in the past. We do not know when the action started or finished.

At 9 o'clock last night we **were watching** TV.

-for a past action which was in progress when another action interrupted it. We use the past continuous for the action in progress (longer action) and the past simple for the action which interrupted it (shorter action)

She **was cooking** dinner when the doorbell rang.

-for two or more actions which were happening at the same time in the past (simultaneous actions)

David **was reading** the newspaper while Carla **was watching** TV.

-to give background information in a story and to set the scene

The snow **was falling** heavily as Mary **was walking** in the park.

Time expressions we use with the past continuous:

-when, while, as, all day/night/morning etc

Note:

when/while/as + past continuous (longer action)

when + past simple (shorter action)

## Exercise:

Put the verbs in brackets in the past simple or the past continuous tense:

1. Paula 1(look) out of the window. It 2(be) dark and wet outside. Big raindrops 3(run) down the glass. Then she 4(see) them and 5(gasp) in horror. Two thin, white creatures 6(walk) towards the window. Her hands 7(begin) to shake as she 8(realise) that their eyes 9(stare) right into hers.

2. It 1(rain) heavily and the wind 2(blow). Sam 3(walk) back home. It 4(be) very late and the streets 5(be) empty. Suddenly, he 6(hear) footsteps behind him. They 7(get) closer and closer. Sam 8(turn) round and 9(see) a slim woman in a dirty coat walking towards him.

3. Peter 1(work) in the garden. He 2(dig) a deep hole when he 3(find) an old silver box. When he 4(open) it, he 5(be) surprised to see an old map.

## Key:

1. 1was looking, 2was, 3were running, 4saw, 5gasped, 6were walking, 7began, 8realised, 9werestaring.

2. 1was raining, 2was blowing, 3was walking, 4was, 5were, 6heard, 7were getting, 8turned, 9saw

3. 1was working, 2was digging, 3found, 4opened, 5saw.

## UNIT 6 Extinct Animals

### Language Development

#### **The Sabre-toothed Cat**

Extinct (animals) = died out

Fierce = violent, severe

A saber = a sword

Remains = leftovers

A plain = a field

#### **The Tasmanian tiger**

Threat, n. = menace

To declare = to proclaim

To be captured = to be trapped (captivity, n.)

To prefer sth **to** sth (e.g. I prefer coffee to tea.)

Upright, adj. = erect

Species, n. = a kind, a type

#### **The Dodo**

Stubby, adj. = short and thick

Dense, adj. = Thick (e.g. thick woods)

To nest = to make a nest

To set foot = to come

Rare frequent

#### **Stegosaurus**

Long, adj.- length, n.

High, adj.- height, n.

To weigh, v. - weight, n.

Triangle, n.- triangular, adj.

Herbivore – an animal which feeds on plants, herbs

To decrease to increase

To cope = to deal with

Collocations:

To die in captivity

Distant cousins

Badly wounded

Major changes

Protected species

Best known

To stand upright

To set foot

### Grammar

#### **Past Perfect Tense**

**(Had + past participle)**

Affirmative form - I had worked.

Negative form – I hadn't worked

Interrogative form – Had you worked?

We use **past perfect** for:

-an action which happened before a stated time in the past

He had cooked dinner by six o'clock in the evening. (He finished cooking by six o'clock)

- an action which happened in the past before another past action. The action which happened earlier is in the past perfect and the action which happened later is in the past simple.

He had packed his suitcase before he left the house. (He packed first and then left.)

-an action which started and finished in the past and whose result was visible in the past

She had injured her foot, so she couldn't walk.

### **Time expressions we use with past perfect:**

-before, after, already, just, till/until, when, by, by the time, never, ever, etc.

## **Past Perfect Continuous**

### **(had been + V-ing)**

Affirmative form - I had been working.

Negative form – I hadn't been working

Interrogative form – Had you been working?

We use the **past perfect continuous** for:

- to put emphasis on the duration of an action which started and finished before a stated time in the past.

They had been working for three hours by two o'clock yesterday.

- to put emphasis on the duration of an action which started and finished before another past action. The action which happened earlier is in the past perfect continuous, and the action which happened later is in the past simple.

They had been seeing each other for five years before they got married.

-for an action which lasted for some time in the past and whose result was visible in the past.

She was exhausted because she had been traveling all night. (emphasis on duration)

### **Time expressions we use with the past perfect continuous:**

-for, since, how long, before, until, etc.

## **Exercises:**

### **I Put the verbs in brackets into the past perfect or the past simple:**

1. I just (wake) up when someone (knock) on the front door.
2. I (have) by bus pass in my pocket but I (not realize) it (expire).
3. By the time she (reach) the harbour, the ferry (leave).
4. Maria never (see) the ocean before she (leave) her village.
5. Lorna (look) wonderful after she (lose) a few kilos.
6. When she (hang) up the phone she (realize) that she (forget) to write the number.

#### **Key:**

1 had just woken, knocked; 2 had, didn't realize, had expired; 3 reached, had left; 4 had never seen, left; 5 looked, had lost; 6 hung, realized, had forgotten.

### **II Put the verbs in brackets in the past perfect, the past perfect continuous or past simple tense:**

1. They (drive) for two hours before they (reach) their destination.
2. Peter already (learn) to read and write before he (start) school.
3. The baby (cry) half an hour before it (fall) asleep.
4. The burglar (get) away by the time the police (arrive).
5. By the time he (be) eighteen he (become) a professional athlete.

#### **Key:**

1 had been driving, reached; 2 had already learnt, started; 3 had been crying, fell; 4 had got, arrived; 5 was, had become.

## Unit 7 – A Ghostly Welcome

### Vocabulary Practice

To creak - The heavy wooden door slowly creaked open.

To crackle – Dry sticks were crackling in the fire.

To whisper to shout

To howl - (The wind was howling.)

To roar – (The car started with a roar.)

To stare – (Everyone stared at him when he showed up with two different shoes.)

To glance – (He glanced over his shoulder.)

Chill – frightening cold feeling

To lead – to show the way

A guest – a visitor

To weep – to cry

Prepositions:

Get **into** / **out of** the car

Lead sb **to** a place

**To** sb's relief

Die **in** a car accident.

Stare **at** sb in disbelief

Tremble **with** shock

**In** the distance

Remind sb **of** sb

### Phrasal Verb – BREAK

Break down – to stop working (of cars, engines, etc.)

Break into – to enter a place by force

Break out – to begin suddenly (of wars, fires, storms, etc.)

Break up – to stop for holidays (of schools, etc.)

Exercise:

#### I Fill in the correct particle:

1. World War II broke ... in 1939.

2. School is going to break ... for Christmas on 22<sup>nd</sup> of December.

3. My car broke ... so I took it to the garage.

4. Burglars broke ... my house last night and stole all my jewelry.

**Key:** 1 out; 2 up; 3 down; 4 into.

#### II Fill in the correct preposition:

1. Mary reminds me ... my younger sister.

2. She led me ... my room.

3. I started my car at once, ... my relief!

4. Don't stare ... me like that!

**Key:** 1 of; 2 to; 3 to; 4 at.

## Grammar

### Past Tenses – Revision

#### Exercises:

#### **I Put the verbs in brackets into the correct tense, Past Perfect, Past Perfect Continuous or Past Simple:**

1. By the time we (get) home, Sally (prepare) a delicious meal.
2. The farmer (take) a break because he (work) in the fields for hours and he was exhausted.
3. It (be) the most beautiful dress she ever (see).
4. When I (enter) the room, I (notice) that someone (draw) the curtains.
5. After he (finish) packing his suitcases, he (call) the taxi.

#### **Key:**

1 got, had prepared; 2 took, had been working; 3 was, had ever seen; 4 entered, noticed, had drawn; 5 had finished; called.

#### **II Put the verbs in the correct tense, Past Continuous, Past Perfect or Past Perfect Continuous:**

1. It was very noisy next door. The neighbours (have) a party.
2. We were good friends. We (know) each other for years.
3. John and I went for a walk. I had difficulty keeping up with him because he (walk) so fast.
4. Sue was sitting on the ground. She was out of breath because she (run).
5. When I arrived, Kate (wait) for me. She was annoyed because she (wait) for a long time.

#### **Key:**

1 were having, 2 had known, 3 was walking, 4 had been running, 5 was waiting, had been waiting.

## Unit 8 – Hard Times

### Vocabulary Practice

To tease = to make fun of

To apply for = to request officially

To retire = to stop working

To seek = to look for

A promotion = a higher position at work

A pensioner = a retired person

Giving advice / Making recommendations:

Why don't you...?

You (really) ought to / could / should...

How / What about...? + noun/ing-form

If I were you, I would...

The best thing you can do is...

I (strongly) advise you to ...

### Making suggestions / offers / invitations:

Let's...

Shall we...?

Why don't we...?

How / What about...? + ing-form

Would you like to...?

### Refusing

I'd love to, but...

I'm afraid I can't...

I'm sorry I can't...

### Accepting

I'd love to!

That sounds great!

What a great idea!

## Grammar

### Expressing future

#### Future Simple

Affirmative form - I will work.

Negative form – I won't work.

Interrogative form – Will you work?

We use Future simple for:

-predictions about the future, usually with the verbs think, believe, expect etc., the expressions be sure, be afraid, etc., and the adverbs perhaps, certainly, probably etc.

I think it will rain today.

-on the spot decisions

I'm thirsty. I'll have a glass of water.

-promises, threats, warnings, requests and hopes with the verbs promise, hope, etc.

I hope the temperature will drop soon.

## Be going to

Affirmative form - I am / you are / He is going to work.

Negative form – I am not /you aren't / He isn't going to work.

Interrogative form – Am I / Are you / Is he going to work?

We use **be going to** for:

-plans and intentions we have for the near future

I'm going to spend next summer sailing around the world.

-predictions based on what we can see (evidence) or know.

The sky is very cloudy. It's going to rain.

## Present Continuous

-is used for fixed arrangements in the near future

I'm seeing my doctor next week.

## Time expressions we use with the future:

-tomorrow, the day after tomorrow, next week/month/year etc. tonight, soon, in a week/month/year etc.

## Time Conjunctions:

We do not use future tenses in clauses after *while, before, until, as soon as, after, if, by the time, as etc.*

As soon as we finish dinner, I'll serve some ice cream.

(NOT: As soon we will finish)

Note: when (=at what time?) used as a question word can be followed by the future simple:

When will they be back? (When = question word)

But: Susan will call us when she arrives. (When = time conjunction)

## Type 1 Conditionals

If-Clause (hypothesis) - Main Clause (result)

If + present simple                      will / may / can + bare infinitive (infinitive without **to**)

-Type 1 Conditionals express a real or very probable situation in the present or future.

If we leave early, we'll catch the 8 o'clock train.

You may borrow my bike if you promise to be careful.

-We can use **unless** instead of **if...not** in the if-clause of Type 1 conditionals. The verb is always in the affirmative after *unless*.

Unless we leave early, we'll miss the train.

(If we don't leave early, we'll miss the train.)

Exercises:

I Fill in the gaps with *will* or the correct *be going to* form:

1. They \_\_\_ play golf this afternoon.
2. I'm bored. I think I \_\_\_ do a crossword puzzle.
3. They are making lots of noise. They \_\_\_ wake the baby.
4. We hope the dog \_\_\_ find a way home.
5. – I don't know this Maths problem.  
- It's OK, I \_\_\_ help you.
6. – Why are you wearing these clothes?  
- I \_\_\_ paint the garage.

Key: 1are going to, 2will, 3are going to, 4will, 5will, 6am going to.

II Put the verbs in brackets into correct form to make conditional sentences type 1:

1. If it (snow), I'll take the children skiing.
2. I (not go) to the party unless Connie comes.
3. If you (run) fast, you'll win the race.
4. Unless they (work) overtime, they won't earn enough money to go on holiday.
5. The football match (be) cancelled if it rains.
6. If someone (not water) the flowers, they will die.

Key: 1snows, 2won't go, 3run, 4 work, 5will be, 6doesn't water.

## Unit 9 – Lost Civilisations

### Vocabulary Practice

Rich – Wealthy  
Traders – Merchandisers  
To set up – To build  
Gifted – talented  
In search of – seeking  
To settle in – to inhabit  
Learned, adj. – intellectual, scholarly  
Skilled – proficient, experienced  
Grand – great, impressive,  
To develop – establish  
To peak – to climax, culminate  
To decline – to weaken, decrease

### Grammar

#### Reported Speech

**Direct speech** is the exact words somebody said. We use quotation marks (“ ”) in direct speech.  
“I graduated last year,” Pamela said.

**Reported speech** is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. We can either use the word *that* after the introductory verb or we can omit it.

Pamela said (*that*) she had graduated the year before.

#### Say/Tell

**Tell** is always used with a personal pronoun, but **say** may be used with or without a personal pronoun. **Say** is always followed by the preposition **to** when it is used with an object pronoun. In reported speech, **say** is not followed by an object pronoun but it can be followed by *that*. We don't use **to** with **tell**.

He **said**, “Jane is late again.” -> He **said** (that) Jane was late again.

He **said to me**, “Jane is late again.” -> He **said** (that)/**told me** (that) Jane was late again.

He **told me**, “Jane is late again.” -> He **told me** (that) Jane was late again.

**Say** and **tell** are also used with the following expressions:

**SAY** good morning/afternoon/evening etc., something/nothing etc., one's prayers, a few words, no more, so, etc

**TELL** the truth, a lie, a secret, a story, the time, the difference, somebody one's name, somebody the way, one's fortune, one from another, etc.

#### Reported Statements

Reported statements are usually introduced with say (that) or tell (that).

“He has worked for the *Daily Mirror*,” she said. ->

She said (that) he had worked for the *Daily Mirror*.

Personal pronouns, possessive adjectives/possessive pronouns change according to the meaning of the sentence.

“I will look for your key in my purse”, she said. ->

She said that **she** would look for **my** key in **her** purse.

### **When the introductory verb is in the past tense, the verb changes as it follows:**

Present Simple → Past Simple

"I am thirsty," the boy said. → The boy said (that) he was thirsty.

Present Continuous → Past Continuous

"He is sleeping," she said to me. → She told me that he was sleeping.

Present Perfect → Past Perfect

"I have washed the car," he said. → He said that he had washed the car.

Past Simple → Past Perfect

"I played football," John said. → John said that he played/had played football.

Past Continuous → Past Perfect Continuous

"We were dancing all night long," she said. → She said that we were dancing/had been dancing all night long.

Future Simple → Conditional (would)

"I'll try again tomorrow," he said, → He said that he would again try the next day.

The past perfect and past perfect continuous do not change in reported speech.

"John had fixed the car by the time we had dinner," she said. → She said that John had fixed the car by the time they had dinner.

### **Certain words and time expressions change as follows:**

Direct Speech -> Reported Speech

-Tonight, today, this week/month/year → that night, that day, that week/month/year

-Now → then, at that time/moment, immediately

-Yesterday, last night/week/month → the day before/the previous day, the previous night/week/month

-Tomorrow, next week/month → the following day/the day after, the following week/month

-Two days/weeks ago → two days/weeks before

-Here → there

-Come → go

### **Tenses do not change in reported speech when:**

-the introductory verb (say, tell, etc.) is in the present or future tenses

"I made a cake," granny said. → Granny says she made a cake.

-the speaker reports something a short time after it was said (up-to-date reporting)

"The car has broken down again," my sister said. → My sister said that the car has broken down again.

**Tenses can either change or remain the same in reported speech when the speaker reports a general truth, a law of nature or a permanent state.**

"The printing press was invented by Johann Gutenberg," the teacher said. → The teacher said that the printing press was/had been invented by Johann Gutenberg.

### **Reported Questions**

We introduce reported questions with **ask, inquire, wonder** or **want to know**.

When the direct question begins with a question word (who, what, where, how etc.) the reported question begins with the same question word.

"Where do you live?" he asked me. → He asked me where I lived.

When the direct question is a yes/no question and begins with an auxiliary (be, do, have) or a modal verb (can, may, etc.) then the reported question begins with **if** or **whether**.

"Did Tom go to bed late last night?" she asked me. → She asked me if/whether Tom went/had gone to bed late the previous night.

In reported questions, the verb is in the affirmative. The question mark and words/expressions such as please, well, oh, etc., are omitted. Verb tenses, pronouns and possessive adjectives change as in statements.

"Can you open the window, please?" she asked -> She asked me if/whether I could open the window.

## Introductory Verbs

To report the meaning of a speaker's words we can use various introductory verbs.

Study the following examples:

### Promise

"I'll give you a lift." He promised to give me a lift.

"I'll do my homework." He promised that he would do his homework.

### Refuse

"No, I won't call Tom." He refused to call Tom.

### Advise/ask

"You should take an aspirin." He advised me to take an aspirin.

"Could you do something for me?" He asked me to do something for him.

### Apologise for

"I'm sorry I was late." He apologized for being/having been late.

### Suggest

"Let's have a picnic." He suggested having a picnic.

## Exercises

I Rewrite the sentences in the reported speech:

1. "There is no one at home," he said.
2. "I'm going to the dentist now," said Lynn.
3. "Jamie has never seen a dolphin before," John said.
4. "I will order pizza," he said.
5. "The sun rises in the east," the teacher said.
6. "There was a good documentary on TV yesterday," Gregory said.
7. "Mr and Mrs Wilson went on holiday last week," he said.

Key:

1. He said (that) there was no one at home.
2. Lynn said (that) she was going to the dentist then/at the time.
3. John said (that) Jamie had never seen a dolphin before.
4. He said (that) he would order a pizza.
5. The teacher said (that) the sun rises/rose in the east.
6. Gregory said (that) there was/had been a good documentary on TV the previous day/the day before.
7. He said (that) Mr and Mrs Wilson had gone on holiday the previous week.

II Turn the following questions from direct into reported speech:

1. "Who broke the window?" the teacher asked the students.
2. "Where are you going on holiday this year?" Josh asked me.
3. "What time is the wedding?" Helen asked.
4. "Did John go to the party last night?" Jill asked.

5. "Why are you laughing?" Phillip asked.
6. "How long does it take to walk home from here?" Peter asked.
7. "Will you lend me some money?" Lesley asked Sara.
8. "Who is this man?" the old lady asked her husband.
9. "Why did they miss their flight? Paul asked.

Key:

1. The teacher asked the students who broke/had broken the window.
2. Josh asked me where I was going on holiday that year.
3. Helen asked what time the wedding was.
4. Jill asked if John went/had gone to the party the night before.
5. Phillip asked why I was laughing.
6. Peter asked how long it took to walk home from there.
7. Lesley asked Sara if she would lend him some money.
8. The old lady asked her husband who that man was.
9. Paul asked why they had missed their flight.

## Unit 10 – Citizens 2050

### Vocabulary Practice

To foresee – to predict

Benefits – advantages

To demonstrate – to show

Diseases – illnesses

Enthusiasm – excitement

A survey – a research

A portion – a part

Range – variety

### Phrasal Verb – COME

Come across – meet sb/sth by chance

Come back – to return

Come round – to visit

Come into – to inherit sth.

Exercise:

Fill in the correct particle:

1. My bother came \_\_\_ home from university last week.
2. I came \_\_\_ my mum's childhood diary while I was cleaning the attic.
3. Jenny came \_\_\_ a lot of money when her aunt died.
4. You should come \_\_\_ for dinner one evening.

Key: 1back, 2across, 3into, 4round.

### Language Development

#### Linking Words (for similar or opposing ideas)

To link similar ideas, we can use: **also, furthermore, in addition, moreover**, etc. e.g.

By the year 2050, we will have started using cleaner forms of energy. **In addition**, we will have discovered a way to get rid of rubbish without damaging the environment.

To link opposing ideas, we can use: **however, but, on the other hand, although**, etc. e.g.

By the year 2050, we will have started using cleaner forms of energy. **On the other hand**, the rivers, lakes and seas will have become too dirty to swim in.

#### Expressing opinions:

I think...

I believe...

In my opinion...

In my view...

It seems to me that...

As far as I'm concerned...

### Grammar

#### Future Continuous

Will be + Verb-ing

Affirmative form: I will be working.

Negative form: I won't be working.

Interrogative form: Will you be working?

We use the future continuous:

-for an action which will be in progress at a stated time in the future.

This time next week we will be packing for our holiday.

-for an action which will definitely happen in the future as the result of a routine or arrangement.

Don't post Ann's invitation. I'll be seeing her at work tomorrow, so I'll give it to her.

When we ask politely about someone's plans for the near future – to find out if they can do something for us

Will you be going to the post office today?

#### **Time expressions we use with the future continuous:**

Tomorrow, tonight, next week/month etc., in two/three etc., days, the day after tomorrow, soon, in a week/month etc.

#### **Future Perfect**

Will + perfect infinitive of the main verb

Affirmative form: I will have done it.

Negative form: I won't have done it.

Interrogative form: Will you have done it?

We use the future perfect for:

-an action which will be finished before a stated time in the future

They will have bought a house by the end of this year.

#### **Time expressions we use with the future perfect:**

By, by the time, before, till, until, etc.

**Note:** we use the present simple after the time expressions **by the time, until, till, before,** because they introduce time clauses.

By the time you **arrive**, I will have finished cooking.

Exercise:

Put the verbs in brackets in either future continuous or future perfect:

1. Sally can't come to the cinema on Friday, she (babysit) for her little brother then.

2. I (finish) typing all the letters by the time Howard arrives.

3. You (go) to the supermarket later?

4. I (not finish) work by 8 o'clock tonight.

5. In a few weeks Carol (sail) in the Caribbean.

6. I (see) Fred at the basketball practice later on, so I'll tell him about the party.

Key:

1 will be babysitting, 2 will have finished, 3 will you be going, 4 won't have finished, 5 will be sailing, 6 will be seeing.

## Unit 11 – Narrow Escapes

### Vocabulary Practice

To rescue – to save  
Agony – great pain  
Destination – the end of the journey  
Relieved – comforted  
To drown – to die underwater  
Exhausted – very tired  
Eventually – finally  
Voyage – trip  
To raise – to lift  
To rise (rose, risen) – increase, get up  
To disappear – to vanish

### Language Development

#### Giving advice/Expressing criticism

**Should (n't) + bare infinitive** is used to give advice  
e.g. You should give up smoking.  
You shouldn't smoke.

**Should (n't) + perfect infinitive** is used to express criticism about a past event  
e.g. He should have checked the timetable (but he didn't).  
He shouldn't have gone alone (but he did).

### Grammar

#### Reported orders/requests

We introduce reported **commands** or **instructions** with the introductory verbs **order** or **tell** + sb + (not) + to-infinitive.

"Don't move," she said to him. -> She ordered him not to move. (command)

"Put the groceries away," she said to them. -> She told them to put the groceries away.  
(instruction)

We introduce **requests** in reported speech with the introductory verbs **ask** or **beg** + sb + (not) + to-infinitive.

"Please, help me," Kate said to Jim. -> Kate asked Jim to help her.

"Please, please call an ambulance," he said to June. -> He begged June to call an ambulance.

In reported speech we can use a variety of introductory verbs. Study the following examples to see how these verbs are used:

#### **Agree, offer, promise, refuse, threaten + to-infinitive:**

"Yes, I'll post the letters." -> He agreed to post the letters.

"Shall I drive you to work?" -> He offered to drive me to work.

"No, I won't call her." -> He refused to call her.

**Ask, beg, command, invite, order, remind, warn + sb + to-infinitive:**

"Could you help me?" -> He asked me to help him.

"Tidy your room!" -> He ordered me to tidy my room.

"Don't forget to pay the bill." -> He reminded me to pay the bill.

**Admit (to), accuse sb of, apologise for, complain to sb of, deny, suggest + -ing form:**

"Yes, I took the money." -> He admitted (to) taking the money.

"I'm sorry I forgot your birthday." -> He apologised for forgetting my birthday.

"Let's go for a walk." -> He suggested going for a walk.

**Agree, complain, deny, promise + that-clause:**

"Yes, it's a lovely hat." -> She agreed that it was a lovely hat.

"I didn't break your glasses." -> He denied that he had broken my glasses.

"Of course I'll help you." -> He promise that he would help me.

**Reporting a Conversation/Dialogue**

We use a mixture of statements, commands and questions in conversations or dialogues. When we turn them into reported speech we use: and, as, adding that, and he/she added that, because, but, since, etc. We can also use introductory verbs in the present participle form (offering, begging, explaining, etc.) Words or expressions such as Oh!, Oh dear!, Well, etc. are omitted in reported speech.

"Oh! This is a fantastic painting!" she said. "Who painted it?" -> She said (that) it was a fantastic painting and asked who (had) painted it.

He took an old lady by the arm and said, "Can I help you cross the street?" -> He took an old lady by the arm offering to help her cross the street.

**Exercise:**

Turn the following sentences into reported speech using appropriate introductory verb:

1. My brother said to me, "Could you help me with my science project?"
2. My sister said, "You wore my dress without asking me!"
3. She said to me, "Don't forget to call John."
4. Rich said to Susan, "Yes, I'll pick you up at the station."
5. She said, "I really will call you as soon as I arrive."
6. "I'm sorry I couldn't come to your wedding," Mary said to Jane.
7. He said, "Shall I make something to eat?"

**Key:**

1. My brother asked me to help him with his science project.
2. My sister accused me of wearing her dress without asking her.
3. She reminded me to call John.
4. Rick agreed to pick up Susan at the station.
5. She promised to call me/that she would call me as soon as she arrived.
6. Mary apologised to Jane for not being able to go to her wedding.
7. He offered to make something to eat.

## Unit 12 – Ancient Buildings

### Vocabulary Practice

To wonder – to ask, inquire

To wander – to roam

A storey – a floor

A story – a tale

To reign – to rule

To complete – to finish, terminate

To give rise to –

To leap – to jump

rectangle, n. - rectangular, adj.

triangle, n. – triangular, adj.

circle, n. – circular, adj.

square, n. – square, adj.

a feature – a characteristic

a ray – a beam

to find (found, found) – to discover

to found (founded) – to build, to establish

### Grammar

#### The Passive

##### To be + past participle

We use the passive:

-when the person who carries out the action (the agent) is unknown, unimportant or obvious from the context

My car was stolen last night. (agent unknown)

The plants are watered every day. (agent unimportant)

The house was burgled. (by a burglar – agent obvious)

-when the action itself is more important than the agent, especially in news headlines, newspaper articles, formal notices, instructions, advertisements, etc.

The new wing of the hospital was opened by the President yesterday morning.

-when we want to emphasise the agent

The town library was built by my great-great-grandfather in 1874.

-when we want to make statements more polite or formal

My CD player is broken. (It's more polite than: You broke my CD player.)

##### **Study the following examples to see how the passive is formed in different tenses:**

Present Simple: They develop films here. -> Films are developed here.

Present Continuous: They are developing a film now. -> A film is being developed now.

Present Perfect: They have already developed ten films. -> Ten films have already been developed.

Past Simple: They developed the film yesterday. -> The film was developed yesterday.

Past Continuous: They were developing a film when I arrived. -> A film was being developed when I arrived.

Past Perfect: They had developed five films by two o'clock. -> Five films had been developed by two o'clock.

Modals: They will develop a film tomorrow. -> A film will be developed tomorrow.

They must develop the film by noon. -> The film must be developed by noon.

Note: The present perfect continuous, the future continuous and the past perfect continuous are not normally used in the passive.

In colloquial English, get is often used instead of be to express something happening by accident. Alex got hit by a bus while he was cycling down the street. (=Alex was hit...)

### Changing from active to passive

When changing a sentence from active into passive:

-the object of the active sentence becomes the subject of the passive sentence

-the active verb changes into passive form

-the subject of the active sentence becomes the agent and is either introduced with the preposition **by** or omitted

-only transitive verbs (i.e. verbs which take an object) can be changed into the passive

Steve wrote a letter. (transitive verb) -> A letter was written by Steve.

She came home late last night. (the verb come is intransitive so the sentence cannot be changed into the passive)

-Verbs which take two objects (give, take, offer, tell, etc.) can have two passive forms

Mary told Kevin a secret. -> a) Kevin was told a secret by Mary. b) A secret was told to Kevin by Mary.

-**By**+agent is omitted in the passive sentence when the agent is unknown, unimportant or obvious from the context. It is also omitted when the subject of the active sentence is a word such as someone, people, I, you, etc.

Exercises:

I Put the verbs in brackets into a suitable passive tense:

1. Two men (see) running out of the bank yesterday morning.
2. The flowers already (water).
3. The house (paint) at the moment.
4. The note (could/not/read) because the handwriting was too messy.
5. His car (wash) every Sunday.

II Rewrite the following paragraph in the passive:

The news reporter announced that the police are looking for a man who broke into the National Bank. The thief cut the wires of the alarm and then broke into the bank's city centre branch some time late last night. The thief stole £500,000 from the bank. The police are searching the city centre as they believe the thief is still in the area.

Key:

I 1 were seen, 2 have already been watered, 3 is being painted, 4 couldn't be read, 5 is washed.

II It was announced by the news reporter that a man broke into the National Bank is being looked for by the police. The wires of the alarm were cut and the bank's city centre branch was broken into some time late last night. £500,000 was stolen from the bank. The city centre is being searched by the police as it is believed that the thief is still in the area.

## Unit 13 – Nature’s Fury

### Vocabulary Practice

Crater – large hole  
Region – area  
To pour – to flow  
Stage – point  
Vast – huge  
To release – to free  
Due to – because of  
Casualties – victims  
Force – strength  
To rescue – to save  
To cope – to deal with

Natural disasters:

Hurricane, earthquake, volcanic eruption, drought, flood, famine

### Phrasal verb PUT

Put out: to extinguish, to stop a fire burning  
Put up: to let somebody stay in your house  
Put on: to place clothes on one’s body  
Put off: to postpone

Exercise:

Fill in the correct particle:

1. He put \_\_\_ his coat and left the house.
2. He put \_\_\_ the meeting for the next week.
3. Bill put me \_\_\_ for the night as I could find nowhere else to stay.
4. Don’t forget to put the candles \_\_\_ before you go to bed.

Key: 1 on, 2 off, 3 up, out.

### Grammar

#### Need

We use **need** and an **–ing form** or a **passive infinitive** to show that it is necessary to improve or repair something

The windows need cleaning.

The windows need to be cleaned.

#### Personal/Impersonal Construction

The verbs think, believe, say, report, know, expect, etc. are used in the following passive patterns in personal and impersonal constructions.

People say that he has won the lottery. ->

It is said (that) he has won the lottery. (impersonal construction)

He is said to have won the lottery. (personal construction)

People expect that Sue Peters will break the world record. ->

It is expected (that) Sue Peters will break the world record.

Sue Peters is expected to break the world record.

## Unit 14 – Tricky Jobs

### Vocabulary Practice

Risk – danger  
Instrument – tool  
Depend on – rely on  
Tough – difficult  
Countless – very many, numerous  
Thrill – excitement  
Profession – job, occupation  
Handle – treat  
Courageous – brave  
Mend – fix, repair / heal  
Bite – bit – bitten

### Language Development

Pros and cons – positive and negative sides

#### **Think about the pros and cons for each of the following occupations:**

Traffic warden, waiter, doctor, policeman, flight attendant, porter, typist, gardener, teacher, farmer, builder, secretary, pilot, fire fighter, optician, butcher, surgeon

#### **Linking similar ideas:**

Also/In addition to this/What is more/Further more/Moreover/Besides this

It's a tiring job because you might get burnt. Besides this/Moreover/In addition to this...you have to work on Saturdays.

#### **Linking opposing ideas:**

However/On the other hand/Nevertheless

It's a dangerous job because you might get hurt. However, you get long holidays.

Although/In spite the fact (that)/Despite the fact (that)

Despite the fact (that) it's a difficult job, it is very poorly paid.

In spite of/Despite of

In spite of being a difficult job, it is very poorly paid.

Yet/But

It's a difficult job, yet it is poorly paid.

Exercise:

Join the sentences using the mentioned linking words:

1. It's an interesting job. I earn a lot of money.
2. It's an exciting job. You travel a lot which is exhausting.
3. It's not a steady job. It's not well-paid.

Key:

1 besides that/also/moreover...

2 but/however

3 besides that/moreover/in addition to that..

## Grammar

### Type 2 Conditionals – Unreal present

#### If +past simple - would/could/might + bare infinitive

Type 2 Conditionals are used to express imaginary or improbable situations, which are unlikely to happen in the present or future.

If I had a lot of money, I would buy a house in Monte Carlo. (But I don't have a lot of money. Here, we refer to the present.)

If my car broke down, I would take a bus. (But I don't expect my car to break down. Here, we refer to the future)

We use *if + were* to give advice:

If I were you, I would talk to my parents.

We can use *were* instead of *was* for all persons in the if-clause.

If he were/was here, he would help us solve the problem.

### Type 3 Conditionals – Unreal past

#### If+past perfect – would/could/might + bare perfect infinitive (have + past participle)

Type 3 Conditionals are used to express imaginary or improbable situations which never happened in the past. They are also used to express regret or cinism.

If I had known that Sam was in town, I would have invited him to the party. (But I didn't know that Sam was in town, so I didn't invite him to the party.)

If he had arrived at the theatre earlier, we would have found the seat. (But we didn't, so there weren't any seats left.)

## Wishes

*Wish/If only + subject + past simple* is used to express wish/regret about a present situation

I wish/If only I knew where she lived. (I'm sorry I don't know where she lives.)

I wish / If only I were taller. (But I'm not)

We can use *were* instead of **was** for all persons.

*Wish/If only + subject + past perfect* is used to express regret about a past situation. (something that happened od didn't happen in the past.)

I wish/If only I hadn't lied to him. (I'm sorry that I lied to him)

### Exercises:

I Put the verbs in brackets into the correct tense:

1. If Steven (wake) up earlier, he wouldn't have been late fir school.
2. If I (be) you, I would study law.
3. If Mary had enough money, she (open) her own restaurant.
4. If George (know) her name, he would tell me.
5. If he had taken an insect repellent, he (not be) bitten by mosquitoes.

II Rewrite the following sentences to express either an unreal situation in the present or a regret about a past event. Begin with 'I wish':

1. I scratced my sister's favourite CD.
2. I haven't got a motorcycle.
3. I am not old enough to go to nightclubs.
4. I left school without qualifications.
5. I didn't call my grandfather last night.
6. I don't speak French.

Key:

I 1 had woken, 2 were, 3 would open, 4 knew, 5 wouldn't have been.

II

1. I wish I hadn't scratched my sister's favourite CD.
2. I wish I had a motorcycle.
3. I wish I were old enough to go to nightclubs.
4. I wish I hadn't left school without qualifications.
5. I wish I had called my grandfather last night.
6. I wish I spoke French.

## Unit 15 – Panic is Rare

### Vocabulary Practice

Thrilling – exciting  
Trainer – teacher  
To leap – to jump  
Concerned – worried  
Abilities – skills

### Phrasal Verb – **TURN**

Turn into – to change into  
Turn down – to refuse to accept  
Turn on – to switch on (opposite – turn off)  
Turn up – a) to increase volume (opposite - turn down)  
              b) to arrive

Exercise:

Fill in the correct particles:

1. We waited for hours but she never turned \_\_\_\_ .
  2. Could you turn \_\_\_\_ the light, please?
  3. The magician made the bird turn \_\_\_\_ a rabbit.
  4. They turned him \_\_\_\_ for the job because he didn't have the right qualifications.
- Key: 1 up, 2 on, 3 into, 4 down.

## Grammar

### Infinitives and –ing forms

#### The to-infinitive

We use the to-infinitive:

-to express purpose

She went to the chemist's to buy some aspirin.

-after **would love, would like, would prefer**

I would love to see the Taj Mahal one day.

-after certain adjectives such as **glad, difficult, happy, sorry, willing**, etc

We were glad to help them fix their roof.

-after certain verbs such as **advise, agree, appear, decide, expect, hope, learn, manage, offer, promise, refuse, seem, teach, want**, etc

We can't decide where to eat tonight.

In the expressions to **tell you the truth, to begin with, to be honest, to start with, to sum up**, etc

To be honest, I hate watching horror films

-after **too** and **enough**

This curry is too spicy for me to eat.

#### The bare infinitive (infinitive without to)

We use the bare infinitive:

-after modal verbs: can, could, may, might, will, would, must, mustn't etc

You must call your mother immediately.

-after the verbs **feel, hear, make, let, see**.

She made him clean his room.

**But:** be made/be heard/be seen + to-infinitive

He was made to clean his room.

## The –ing form

We use the –ing form:

-as a noun

Smoking is forbidden.

-after **love, like, dislike, hate, enjoy, prefer**, etc.

I love watching the sun set every evening.

-after prepositions

They left without taking their change.

-after certain verbs such as avoid, **admit, fancy, finish, forgive, imagine, keep (continue), mind (object to), regret, suggest**, etc

They suggested eating at the local restaurant

-after expressions **I'm busy, it's no use, it's (not) worth, can't help, can't stand, there's no point, look forward to, what about..?, how about..?**

It's no use calling him, he can't hear.

Certain verbs may be followed by either the to-infinitive or the –ing form. In this case, however, there is **a change in meaning**.

### Forget

Forget+ to-inf = not remember

I'm sorry I forgot to call you.

Forget+ -ing form = forget a past event

I will never forget meeting the president.

### Remember

Remember + to-inf = not forget

She remembered to lock the door.

Remember + -ing form = recall a past event

I don't remember turning off the TV.

### Try

Try+ to-inf = do one's best, attempt

The divers tried to find the treasure but they couldn't.

Try+ -ing form = do sth as an experiment

Try going to bed earlier, you might feel better.

### Stop

Stop + to-inf = stop for a while in order to do sth else

He stopped to eat a sandwich and then continued studying.

Stop + -ing form = finish, end

She stopped drinking coffee because it keeps him awake.

### Regret

Regret + to-inf = be sorry

We regret to inform you that the flight to Boston has been cancelled.

Regret + -ing form = have second thoughts

I regret shouting at him that way.

**Note:**

The verbs **hear, see, watch, notice** and similar verbs of perception can be followed by:

-->**object + bare infinitive**

I saw him cross the bridge. (= As I looked, he crossed it from one side to another.)

or

-->**object + -ing form**

I saw him crossing the bridge. (= As I looked, he was crossing it – he was in the middle, on his way to cross.)

Exercise:

Put the verbs in brackets in the correct infinitive form or –ing form:

1. Can you (help) me with my homework?
2. I've tried (read) but it's too difficult for me (understand).
3. What do you want (do) tonight?
4. How about (see) a film?
5. I hate (go) to the cinema.
6. It's no use (talk) to Rick.
7. He refuses (change) his mind.
8. Bob and Laura have decided (get) married.
9. I was glad (hear) the news.
10. In her spare time she loves (paint) and (write) poetry.

Key: 1 help, 2 to read, 3 to do, 4 seeing, 5 going, 6 talking, 7 to change, 8 to get, 9 to hear, 10 painting, writing.