

conditionals (1)

FORM

Conditional sentences have two clauses (or parts): an *if* clause which expresses the condition, and a clause which expresses the consequence of that condition.

		condition	consequence
zero	1	If there is something good on,	I usually stay in and watch TV.
conditional	2	If you heat water to 100°C,	it boils .
		future condition	future consequence
first	3	If I have time,	I will phone you.
conditional	4	If he studies hard,	he will pass the exam.

USE

zero conditionals

Examples 1 and 2 are open or zero conditionals. We use the simple present for both the *if* clause and the consequence clause to refer to a situation that is always true.

first conditionals

In examples 3 and 4 we use *if* + simple present, even though we are talking about a future condition.

if or when?

In zero conditionals we can use *if* or *when* with little or no change in meaning.

*If / When the temperature **drops** to below 0° C, water **freezes**.*

In first conditionals (when we are talking about the future), we use *if* to express the condition. We do not use *when*. *When* refers to something that will definitely happen at a specific time, and does not express a condition.

*If I **have** time, I **will phone** you. (I may not have time, I don't know.)*

*When I **have** time, I **will phone** you. (I will definitely have time and I will definitely phone.)*

NOTE You cannot use the future tense after *if* or *when*.

The *if* clause can come first (followed by a comma), or second. When *if* comes second, we don't use a comma.

*If I **have** time, I'll **finish** the homework this afternoon.*

*I'll **finish** the homework this afternoon if I **have** time.*

*If you **arrive** late, we **won't wait** for you.*

*We **won't wait** if you **arrive** late.*

unless

We often use *unless* instead of *if ... not*, especially in the context of something negative or unfortunate happening (the bad thing will happen except if something prevents it).

***Unless** we **get** (if we don't get) more petrol, we **won't get** there.*

*You'll catch a cold **unless** you put on (if you don't put on) some warm clothes.*

***Unless** we **do** (if we don't do) something now, global warming **will get** worse.*

You cannot use *unless* in questions.

*What **will** you **do** if you **don't pass** your exams? NOT ~~unless you pass your exams?~~*

1 Match the sentence beginnings a to j with endings 1 to 10.

- | | |
|---|---------------------------------|
| a If you cool water to zero degrees, it | 1 it produces magnesium oxide. |
| b Most things expand | 2 it lasts longer. |
| c When magnesium burns in oxygen, | 3 forms ice. |
| d If x times y is six and x is three, | 4 you get static electricity. |
| e If you touch a live wire, | 5 you get an electric shock. |
| f Green plants can't survive | 6 if you heat them. |
| g When a bicycle speeds up, | 7 it is more difficult to stop. |
| h If you put food in a fridge, | 8 when there is no light. |
| i If you rub a balloon with a cloth, | 9 then y is two. |
| j If you fill a balloon with hydrogen, | 10 it floats in the air. |

2 Complete the sentences using the words in brackets.

- a If you don't take an umbrella, you'll get wet.
..... (get wet)
- b If you don't wear a coat,
..... (catch / cold)
- c If he watches too much television,
..... (hurt / eyes)
- d Unless you put on some sun cream,
..... (get sunburnt)
- e I'll be angry
(you / scratch / car)
- f We won't get tickets for the match unless
(buy / now)
- g If he gives us any more work,
..... (not do it)
- h Will you give John the message ? (see / him)
- i You can't go into the club unless (be / member)



3 A friend has decided to cycle round the world. Write questions to ask him / her using the prompts provided.

- a leave the bike / want to go shopping.
Where will you leave the bike if you want to go shopping
- b repair the bike / something breaks
How ?
- c sleep / not find a hotel
Where ?
- d eat / run out of money
How ?
- e do / not stop raining
What ?
- f get home / steal / bike
How ?

4 Complete the sentences using one of the verbs below in the correct tense. Use each verb once.

find get ~~do~~ take travel ~~finish~~ go stop enjoy have save visit not get

- A What a will you do when you b finish the exams?
- B I'm not sure. If I c good enough results, I d to university.
- A Me too, but if I can, I e six months off to work and then I f for six months.
- B Where to?
- A That depends. If I g enough money, I h Australia and the Far East.
- B Won't you find it difficult to study again if you i for a year?
- A I don't think so. I reckon I j my studies more if I k a break first.
- B Anyway, unless you l a job first, you won't have enough money to travel.
- A I know. I'll start to look for work straight away when we finish here in June.
- B Well, you might be lucky. Come on, unless we do some studying now, we m places at university.

5 Complete the sentences using the conditional with *will*.

- a You should work hard, or you won't pass the exam.
If you study hard, you'll pass the exam.
- b You shouldn't speak to the teacher like that or you'll get into trouble.
If you
- c Dave should go to football training tonight or he won't play on Saturday.
Unless Dave
- d You should be careful who you give your e-mail address to, or you'll get a lot of spam.
If you
- e You should go to bed early or you'll be tired tomorrow.
Unless you
- f Sue should study something technical or she won't get a job when she leaves school.
Unless Sue
- g You should fix your computer or you won't be able to use the Internet.
If you
- h You shouldn't go out this weekend or you won't have time to study.
If you
- i We should leave now or we'll miss the start of the film.
Unless we

6 Read the text and then complete the sentences using the prompts.

Global warming: what are the consequences?

What are the consequences of global warming? These are some predictions.

A rise of only a degree or two in the temperature of the planet will cause floods in many parts of the world. This is because the melting of the ice caps will cause a big rise in sea level. We will lose a lot of important farmland, and people will have to leave some of the world's biggest cities.

Some deserts are growing so fast that we can see and measure the changes. Some scientists believe this is because of human activity (mainly cutting down trees), but others think that it is an effect of global warming. Good agricultural land is being changed into desert.

Animals adapt to survive in the climate of the area where they live. If the climate changes, it will become too hot for some animals and too cold for others. Insects like mosquitoes will move to new areas and take malaria with them. Some crops won't grow and many people will starve.

Some scientists believe that nature will absorb the effects of greenhouse gases. For example, carbon dioxide dissolves easily in sea water. Shellfish use it to produce their shells. One theory is the shellfish will be able to absorb the extra carbon dioxide in the atmosphere.

Plants also absorb carbon dioxide. We know that the rainforests use carbon dioxide to photosynthesize and produce oxygen. This is why the rainforests are so important. If we don't protect them, the level of carbon dioxide will increase.

- a If temperatures go up by a degree, *the sea will flood many parts of the world.*
- b If the polar ice caps melt, the level
- c We will lose a lot of farmland if the level
- d If mosquitoes move to new areas, they
- e Many people will starve if
- f If there is extra carbon dioxide in sea water, shellfish
- g The level of carbon dioxide will increase unless



EXTENSION ACTIVITY

Complete the sentences with your own words.

- a If it rains this afternoon,
- b If I get enough money,
- c I have my hair cut if
- e We put on warm clothes if
- f Unless there is a problem,

conditionals (2)

FORM

- | | |
|----------------------------------|---------------------------------------|
| If + present | + will |
| 1 If I have enough money, | I'll go to Greece this summer. |
| If + past | + would + bare infinitive |
| 2 If I had enough money, | I'd go to Greece this summer. |

USE

In example 1, the speaker thinks there is a real possibility of having enough money, so we use a first conditional (see unit 26). In sentence 2, the speaker doesn't think it's a real possibility. He is speculating. We use *If + past*, and *would + bare infinitive* to talk about imaginary present or future situations. This is sometimes called the second conditional. Look at these examples.

- | | |
|---|--|
| imaginary present situation | imaginary present consequence |
| 3 <i>If John studied,</i> | <i>he would get better marks at school.</i> |
| imaginary future situation | imaginary future consequence |
| 4 <i>If I won a big lottery prize,</i> | <i>I would travel around the world.</i> |

In example 3, John doesn't study, and as a result he gets bad marks at school. The speaker is imagining the consequences of a different situation. In example 4, the speaker doesn't think winning a lottery prize is very likely. He is just dreaming.

Many languages have a subjunctive tense to express this idea. In English we use the past tense when we are talking about imaginary present or future situations. Here are some more examples.

- 5 *If he **were** / **was** a friend, I **would invite** him to the party this weekend.*
 Not ~~*If he **would be** a friend*~~ Not ~~*I **will invite** ...*~~
- 6 *What **would** you **do** if you **found** a wallet in the street?*
- 7 *We **wouldn't be** lost if we **had** a map.*
- 8 *If I **were** / **was** taller, I **would be** good at basketball.*

In examples 5 and 8 we can use *were* instead of *was*.

In examples 6 and 7 *if* comes in the middle of the sentence, so there is no comma.

first or second conditional?

The type of conditional we use depends on the attitude of the speaker. Is it a real possibility, or is it just an imaginary situation?

*If an asteroid **hits** the earth, it **will cause** a new ice age.* (The speaker thinks this is likely.)

*If an asteroid **hit** the earth, it **would cause** a new ice age.* (The speaker thinks this is unlikely.)

Put the verb in brackets into the correct form. Is it first or second conditional?

- a If you (study) study hard, you will pass the exam. first
- b If the factory shuts, over 100 people (lose) their jobs.
- c If he (give) up smoking, he'd feel a lot better.
- d If I sold my grandfather's watch, I (get) a lot of money for it.
- e Would Peter mind if I (borrow) his bicycle?
- f If you (go) to live in a different country, would you e-mail me?
- g He's useless at football. If he (be) any good, he (be) in the school team.
- h Don't worry, your secret is safe. If I (see) John today, I (not / tell) him.

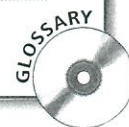
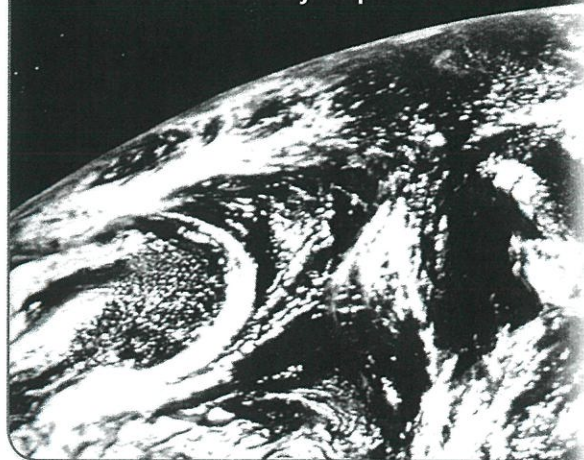
Respond to the sentences using the prompts. Decide if the situation is real or imaginary.

- a Are you going to tell her about it? (If / tell / she / laugh at me)
No way. If I told her about it, she'd laugh at me.
- b Do you think he is going to pass his driving test? (Unless / get nervous / not have / problems)
I think so.
- c Are you going to invite Sarah to the party? (If / invite / Dave / have to invite Sarah too)
It depends.
- d I've got a bad headache but we haven't got any aspirin. (If / take / aspirin / you / feel better)
Oh dear.
- e He almost had an accident. (Unless / stop / drinking and driving / kill himself)
What, again?
- f I haven't enough time to start a hobby. (If / have / time / start one)
.....
- g Can you tell me the answer to question five? (If / know / answer / tell you)
No, I'm sorry.

3 Complete the text with the verb in brackets. Use *would* + bare infinitive or the past tense.

What would happen if I **drilled** a **tunnel** through the centre of the Earth and jumped into it?

It would be impossible to do this on Earth because it is too hot, but you could do it on the moon. Imagine a tunnel through the moon. If you
a (jump) jumped into the tunnel you
b (accelerate) toward the centre at a very high speed because of gravity. Then you
c (go) through the centre and start slowing down. Then, when you
d (reach) the end of the tunnel on the other side of the moon, you
e (stop), and then you
f (fall) back down the tunnel in the other direction. You g (go) backwards and forwards like this forever.



used to

FORM

used to + bare infinitive

She **used to be** a teacher.
 They **didn't use** to like cooking.
Did you use to live in the country?

to be + used to + -ing

I'm **used to walking** to work.
 We're **not used to working** hard.
Are you used to living alone?

USE

We use *used to* + bare infinitive to talk about how things were different in the past. Sometimes we want to talk about habitual behaviour in the past and to contrast it with behaviour now, which is different in some way.

Dave **used to play** rugby but now he plays football.
 Do you like cycling? I **used to cycle** every day. I'd like to start again but I haven't got time.

Sometimes we want to contrast past situations with present situations.

Geoff **used to like** science subjects but now he wants to study languages.
 My dad **used to have** an old Opel Astra but he's got a BMW now.

We can always use the past simple instead of *used to*, but we cannot always use *used to* instead of the past simple. For example, *used to* does not refer to single past events.

I **went** swimming last Saturday. NOT ~~I used to go~~ swimming last Saturday.

We form the negative and questions in the same way as regular verbs using *did* + *use to*, (NOT ~~did + used to~~).

I **didn't use to like** coffee but now I love it. NOT ~~didn't used to~~
 Julian **didn't use to read** much, but Harry Potter changed his attitude.
Did you use to play football or rugby at school? NOT ~~Did you used to~~

We often say *never used to* instead of *didn't use to*.

I **never used to like** tea, I always drank coffee.
 You **never used to be** so bad-tempered.

We can only use *used to* to talk about the past. For frequent actions and events in the present, we use the present simple + *usually*.

Dominic **usually arrives** late to class. NOT ~~Dominic uses to arrive~~ late to class.

used to + -ing

There is a similar structure in English which is *to be used to* + *-ing* form. This structure means 'to be accustomed to doing something'.

I **used to get up** early because I had to get to school at 08.00.
 (This was the situation before, I no longer have to get up early because I don't go to school.)
 I'm **used to getting up** early. (I am accustomed to it because I've been doing it for some time.)
 Jane **isn't used to having** her evening meal so early.
Are you used to studying after school?
 We're all **used to doing** exams after doing so many.

1 Make sentences with the prompts and *used to* or *didn't use to* about life in the USA.

One hundred years ago in the USA...

- a ... the average life expectancy was 47.
people / die earlier *People used to die earlier.*
- b ... only 14% of the homes had a bathtub.
houses / have baths
- c ... the maximum speed limit in most cities was 10 mph.
cars / go so fast
- d ... the average wage was \$0.22 / hour.
workers / earn a lot less
- e ... more than 95% of all births happened at home.
women / have babies / in hospital
- f ... only six per cent of all Americans were high school graduates.
most teenagers / go / high school
- g ... marijuana, heroin and morphine were all available in shops.
be legal / buy addictive drugs
- h ... there were only about 230 reported murders in the entire US.
be / much less crime

2 Complete the dialogue with the verbs in the box and *used to* or *didn't use to*.

watch get ~~love~~ kiss work like pay go help

A Darling, do you love me?

B Yes, of course I do.

A Do you? I think you a *used to love* me, but I'm not sure that you do now.

B Why not?

A You b me more attention.

B I still do.

A No you don't. You c me and give me presents.

B Don't be ridiculous.

A You d so much football. You
e out with me.

B What are you talking about? I haven't changed.

A Yes, you have. You never f angry like you are now.

B I'm not angry. In any case, you g football.

A No, I didn't really. I just pretended I did.

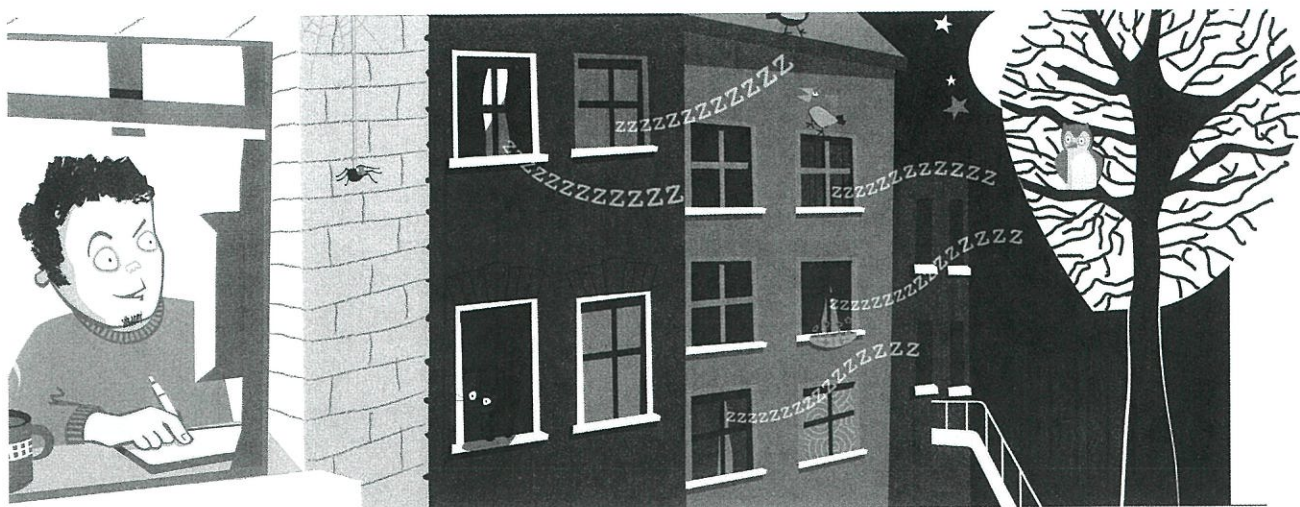
B Did you?

A Yes, I did.

B Things are different now. We didn't have the children and I
h so hard.

A That's another thing. You i more with the housework.
Nowadays you don't do anything.

3 Read the situations and write sentences using the prompts and *be used to*.



- a John works at night and sleeps during the day. It doesn't bother him. He's had this job for two years.
John / work / night *John is used to working at night.*
- b Computers are common in schools these days and students do a lot of their work on them.
School students nowadays / work / computers
- c I sit at this desk every day and I don't like having to sit at another desk.
I / sit / desk
- d The children were born in a hot country so they don't mind the weather here.
They / live / hot country
- e Our cat, Muxu, never goes outside. He never has so he doesn't know what it's like.
Muxu / live / flat
- f With this new job I have to get up early and I find it difficult.
I / not / get up / early
- g He hasn't lived in the country before and finds it too quiet.
He / not / live / country
- h Dave and Sue have lived in Japan for ten years.
They / eat / rice / chopsticks

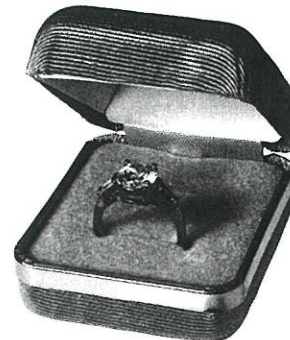
4 Complete the sentences with *used to* and *be used to* and the correct form of the verb in brackets.

- a Helen lives in England so she (drive) *is used to driving* on the left.
- b In Sweden they (drive) on the left but now they drive on the right.
- c I (sleep) on a soft bed but my back hurt so I bought a harder one.
- d He plays in a football team so he (train)
- e He (play) in a football team but now he plays basketball.
- f Jake (like) pizzas but now he won't eat them.
- g People in the UK (have) an early evening meal, but I'm not.
- h Joel is a student so he (live) on very little money.
- i Matt is a baker so he (get) up early in the morning.
- j When I was little I (believe) that all cats were female dogs.

5 Read the information about marriage in England and Wales.

Marriage and divorce in England and Wales

- 1 Since 1973, the number of marriages taking place in England and Wales has decreased. The highest number of marriages was in 1970 (almost 340,000) and has since fallen to less than half this number – 150,200 in 2002.
- 2 Compared to the past, people get married when they are older. The average age for first marriages in England and Wales in 2003 was 31 for men and 29 for women. This compares with 26 for men and 23 for women, 40 years earlier.
- 3 One explanation for this is an increase in the number of people who live together without getting married. There are also other factors. Nowadays, for example, more young people (especially women) continue their education after school and go on to higher education and university.
- 4 The number of couples who get divorced has gone up a lot. In 1961, there were 27,200 divorces. By 1969 the figure was 55,600. The number of divorces then doubled again by 1972, to 124,600.
- 5 Over the last ten years, the average age for divorce in England and Wales has risen from 39 to 42 for men, and from 36 to 40 for women.



Complete the sentences with the phrases in the box. Which paragraph does each sentence summarise? Write the number.

~~used to get~~ didn't use to be used to be didn't use to go
used to be didn't use to live used to marry

- a More people used to get married in the UK than at present.1
- b In England and Wales there more marriages than there are now.
- c People together before getting married.
- d In general, women to university.
- e Divorce so common.
- f People earlier in life.
- g The average age for divorce lower.

GLOSSARY

6 Correct the sentences. All of them have one mistake.

- a I ~~use~~ to do more sport. I used to do more sport.
- b We didn't used to have so much work.
- c Did you use be so good at swimming?
- d Where did you used to live?
- e He isn't used to work hard.
- f He used to working hard.
- g Are you use to getting up early?
- h People didn't use to living so long.

EXTENSION ACTIVITY

Write down

- a three things that you used to do, but now don't.
- b three things that you are used to doing.

like

FORM

like + noun / -ing form

She **likes** reading.
I **don't like** spiders.
Do you **like** coffee?

would like + noun / to-infinitive

The children **would like** some ice-cream.
I **wouldn't like** a drink.
Would you **like** to see a film?

like + to-infinitive

I **like to go** running before breakfast.
She **doesn't like to go** to bed late.
Do you **like to get** up early?

USE

like as a verb

We use *like* with things and people.

I like Ann and she likes me. All children like ice cream.

We use *like* with the *-ing* form to say that we find certain activities enjoyable.

We like going out at the weekend. Helen likes meeting new people.

We use *like* with *to-infinitive* to say that we think it's a good idea to do something and make a habit of it.

I like to get some exercise at least three times a week. We like to have a good breakfast.

We use *would + like* to ask for something. Compare:

I'd like a coffee, please. (= I want one now) I like coffee. (a general preference)

Would you like to come round for dinner tomorrow? Yes, I'd like that.

like as a preposition

We use *like* as a preposition to say things are similar.

*Bob is like his brother. They're both good at football.
The kangaroo is a marsupial like the koala or the wallaby.*

We use *like* after the verb *look* to say things have a similar appearance.

*The dolphin looks like a fish but in fact it's a mammal.
Joe looked like his father. They both had red hair.*

If we want someone to describe a person or thing we can ask *What is / are / was / were like?*

What was the exam like? Fine. I think I did OK.

What was your holiday like? Not very good. The hotel was very noisy.

We use *What does look like?* when we are asking about someone's appearance. Compare:

What does Dave look like? He's tall and thin, and he wears glasses.

What is Dave like? He's always very cheerful; you'll like him.

Note that we use *How is?* when we are asking about someone's health.

"How is Dave?" "He's very well, thanks."

like and as

Like and *as* are easily confused. We use *as*, not *like*, to say what job a person has, or what function something has.

He worked as a gardener while he was studying for his degree. NOT like a gardener.

You can use a computer as a television if you have the right hardware.

1 A friend is on a student exchange in the USA. Ask questions about life there.

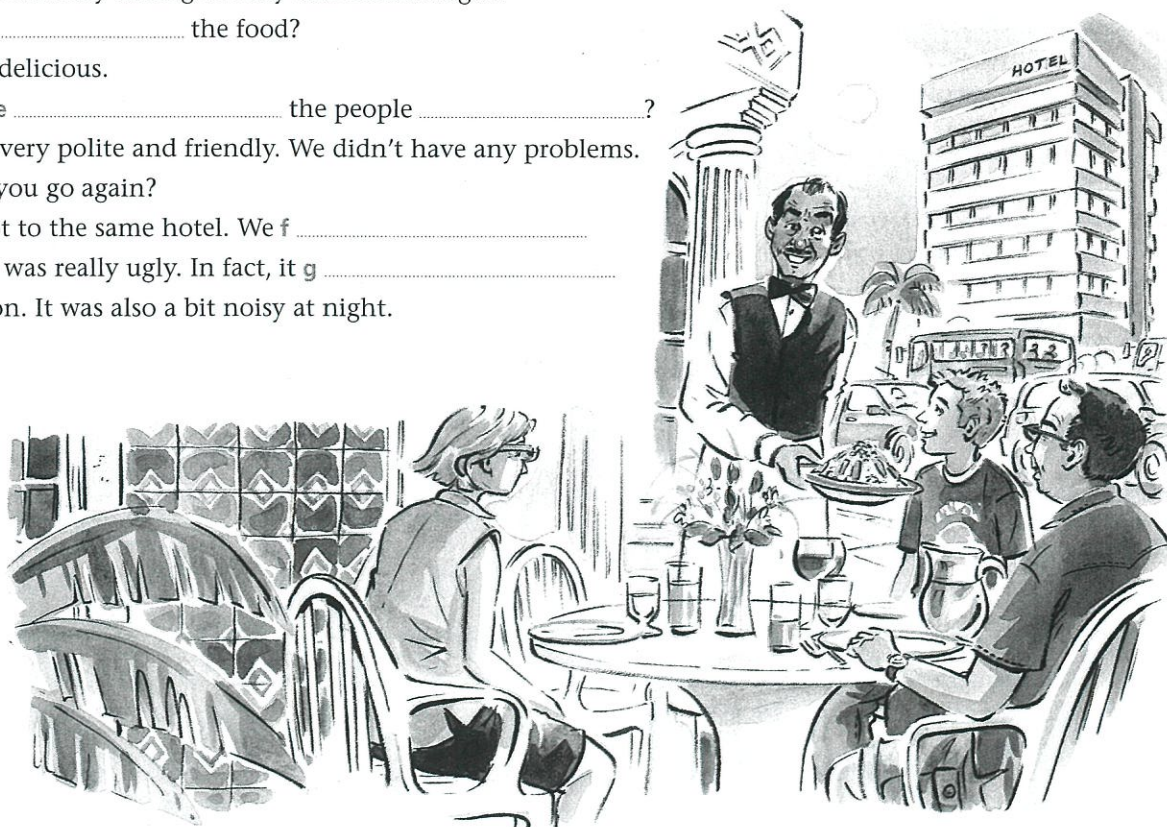
- a the food *What's the food like*
- b the school
- c the cities
- d the other students
- e the cars
- f the TV

2 Match the questions a to h to the answers 1 to 8.

- | | |
|---|--|
| a Do you like ice cream? | 1 I don't know. Go out with my friends I suppose. |
| b Would you like some ice cream? | 2 Yes, I do, especially vanilla flavour. |
| c What does your brother look like? | 3 Every week. |
| d What is your brother like? | 4 He's not very tall, has blonde hair and wears glasses. |
| e What was your weekend like? | 5 Yes please. Just some of the strawberry. |
| f What would you like to do this weekend? | 6 Not much. I find it tiring. |
| g How often does she like to see you? | 7 Not very interesting. I didn't go out at all. |
| h Do you like travelling? | 8 He's very bad-tempered most of the time. |

3 Complete the dialogue with phrases using *like*.

- A Hello Jim. a *Would you like* something to drink?
 B Oh, thanks. b a coke, please. So, how was your holiday?
 A It was great. We had a really good time.
 B Where did you go this time?
 A Tunis. It's very interesting and really cheap.
 B What c the weather? It's been awful here.
 A Perfect. Hot and dry during the day and cool at night.
 B d the food?
 A Yes, it was delicious.
 B And what e the people?
 A They were very polite and friendly. We didn't have any problems.
 B So, would you go again?
 A Yes, but not to the same hotel. We f
 it much. It was really ugly. In fact, it g
 a bus station. It was also a bit noisy at night.



The world at eighteen

What is life like for young people in today's world? We asked 18-year-olds in different countries about their likes, dislikes, problems and hopes for the future.

	from	likes	dislikes	hopes	background
Petra Joeni	Holland Pop: 16,5 m GDP: \$32,000 Lit: 99% LE: 79 yrs	sailing travelling	religion politics	to be a designer and have her own company	lives in a nice house has holidays abroad
Agnes Ngilu	Kenya Pop: 36 m GDP: \$1,200 Lit: 85% LE: 55 yrs	her house football players pop groups	having to walk five minutes to get to a bathroom	to be a hairdresser to get married to a nice man	lives in a hut no money for studies
Marcella Morelli	Argentina Pop: 40 m GDP: \$15,200 Lit: 97% LE: 76 yrs	the country open air life reading & music	the city alcohol smoking	to study biology or geology	mother doesn't work father has a business
Chow Yuan	China Pop: 1,300 m GDP: \$7,700 Lit: 91% LE: 73 yrs	basketball	speeches about discipline from director of school	to be able to vote to design computer games	lives in small house but has own room
Stefan Kisielewski	Poland Pop: 38,5 m GDP: \$14,300 Lit: 99% LE: 75 yrs	being with friends cinema meeting people from other countries	wars, taxes and unemployment	to go to university to study business to have his own business	father engineer with own business last holiday in Greece
Mark Warner	USA Pop: 301 m GDP: \$44,000 Lit: 99% LE: 78 yrs	going out with his friends helping people	the beds in his student residence	to work in cinema or TV to have his own business	rich parents studies cinema

GDP = Gross Domestic Product per capita (the total income of the country divided by the population).

Lit = literacy (percentage of the population that can read and write).

LE = life expectancy (how long people expect to live).

- 4 A magazine asked young people in different countries about their lives. Look at the information and answer the questions.

- What doesn't Petra like? *She doesn't like politics and religion.*
- What would Petra like to do in life?
- What is Agnes' life like?
- What does Marcella like doing?
- What doesn't Stefan like?
- What is Chow's house like?

5 Look at the information again and write questions for the answers.

- a What does Eva like ? She likes sailing and travelling.
- b ? She doesn't like having to walk five minutes to get to a bathroom.
- c ? He wants to study at university and have his own business.
- d ? Not bad. Her father has a business so they have quite a good standard of living.
- e ? He'd like to be able to vote in free elections.
- f ? He likes going out with his friends and helping people.
- g ? It has an enormous population and the people don't earn a lot of money.
- h ? A hairdresser.

6 If necessary, correct the sentences below. Tick (✓) the ones which are correct.

- a Would you like to go out tonight? ✓
- b Would you like a sandwich? ~ Yes, I do. Thanks. Yes, I would.
- c How is Daniel? Oh, he's one of the ugliest people I know.
- d Nowadays you can use most mobile phones like a camera.
- e I've been working as a waiter to earn some money.
- f This weekend I like to see some friends.
- g I like a hamburger and chips, please.
- h Did you like the film last night? No, I wouldn't.
- i He's always behaving like a dictator.
- j What is your sister like? Oh, she's fine thanks.
- k Do you like my face? Would you like to look as me?

EXTENSION ACTIVITY

Complete the sentences so they are true for you.

- a Right now I'd like
- b I like but I don't have enough time to do it.
- c In my family, I am most like
- d Some people say I look like
- e I like because I think it's healthy.

FORM

I stayed at home **to rest.**
for a rest.
in order to rest.
so (that) I could rest.
because I wanted to rest.

USE

There are different ways to express the purpose of an action or the reason why we do things.

to-infinitive

I went to the shop **to buy** some food. NOT ~~for buying some food.~~
My tutor called my parents **to discuss** my marks. NOT ~~for discussing my marks.~~

for + noun

Compare these two sentences:

Dave went to the shop **to buy** some bread.
Dave went to the shop **for** some bread.

in order to

We normally prefer to use *in order to* + bare infinitive instead of the *to*-infinitive

- when we want to be more formal.
The scientists did the experiment **in order to** test the new drug.
In order to avoid any problems please install the anti-virus program.
- before verbs which indicate states (not actions) like *know*, *seem*, *appear*, *understand*, *have*, etc.
She is saving all her pocket money **in order to** have enough to go on holiday.
In order to understand this exercise, you need to pay close attention.

When the purpose is to avoid doing something, we have to use *in order not to* – *not to* is not possible.

In order not to upset you I didn't say anything about the accident. NOT ~~Not to~~ upset you.
 We're going to leave now **in order not to** be late. NOT ~~leave now not to~~ be late.

so (that)

So (that) is a less formal way of saying 'in order (not) to'. We use *so (that)* is optional

- with the negative forms *don't*, *doesn't* (purpose in the present or future), *won't* (purpose in the future) and *wouldn't* (for purpose in the past) where the purpose of an action is to avoid something.
He's going to take a map **so he won't / doesn't get** lost. (... in order not to get lost.)
You should drive slowly **so you don't have** an accident. (... in order not to have an accident.)
We left early **so we wouldn't arrive** late. (... in order not to arrive late.)
- with *can* (purpose in the present or future) or *could* (purpose in the past).
I'm learning to type **so I can** write my assignments faster. (... in order to write ...)
He's doing the work now **so he'll be** free at the weekend. (... in order to be ...)
Jane stayed behind after the class **so she could** talk to the teacher. (... in order to talk ...)

We also use *so (that)* when one person does something to make it possible for another to do something else. NOTE We can't use *in order to* in this situation.

He sent me an e-mail **so I knew** what time he was arriving. NOT ~~in order I knew~~ ...
She wears dark glasses **so nobody recognizes** her in the street.

1 Complete the sentence beginnings with the endings below and *for* or *to*-infinitive.

~~send and receive e-mails~~
table reservations
test the theory
an eye test

pass the exam
healthy growth
lunch
check the time of the flight

dangerous experiments
open the door
keep awake

- a He needs a computer *to send and receive e-mails.*
- b You can use the restaurant's web page
- c They did an experiment
- d You should go to an optician
- e You need to study hard
- f Children should have a balanced diet
- g I went to a café
- h She rang the airport
- i We wear these special glasses
- j He needed the key
- k I only drink coffee



2 Rewrite each sentence with the words in brackets so it means the same.

- a He took an umbrella in order not to get wet. (so that)
He took an umbrella so that he wouldn't get wet.
- b I shouted because I wanted someone to help me. (so that)
- c We advise passengers to arrive an hour before departure so we can avoid delays. (in order)
- d You should book your seats well in advance in order not to be disappointed. (so that)
- e He's training hard in order to get fit. (because)
- f She gave me her phone number because she wanted me to call her. (so that)
- g I'm going home early in order to study. (so that)
- h He carefully wrote the message down so he wouldn't forget it. (in order)
- i I'm leaving now because I don't want to miss the train. (so)
- j She's studying because she wants to be a doctor. (to)

defining relative clauses

FORM

	People	Things
relative pronoun + verb	<i>who, that</i> <i>The student who had the key arrived late.</i> <i>The scientist that discovered radium was a woman.</i>	<i>which, that</i> <i>We did an experiment which showed the density of gases.</i> <i>The elephant is an animal that lives in hot countries.</i>
relative pronoun + pronoun / noun + verb	<i>who, that, --</i> <i>The maths teacher who we had last year was very strict.</i> <i>He is the best footballer that I have ever seen.</i> <i>The man the police arrested was innocent.</i>	<i>which, that, --</i> <i>The film which I saw last night was great.</i> <i>Where is the pen that I left on the table?</i> <i>Has anyone seen the magazine I was reading?</i>

USE

Defining relative clauses describe or identify the people or things we are talking about. For this reason they are also known as adjective clauses.

A man and a woman are talking to each other in a restaurant. Who are they?

*The woman **who is talking to the man** is the manager.*

*The woman **who* the man is talking to** is the manager.*

*The customer is the man **who is talking to the woman.***

*The customer is the man **who* the woman is talking to.***

The clauses **in bold** indicate which woman and man we are referring to.

* When the relative pronoun refers to the object of the adjective clause we often leave it out in spoken English. We can say:

*The woman **the man is talking to** is the manager.*

*The customer is the man **the woman is talking to.***

We normally use *who*, *which* and *that* as relative pronouns.

We also use *whose*, *where* and *when* with defining relative clauses.

- We use *whose* to show that something belongs to someone or something.

*There's the man **whose car they damaged.***

*(There's the man. They damaged **his** car.)*

*I've found a plant **whose flowers are yellow.***

*(I've found a plant. **Its** flowers are yellow.)*

- *Where* refers to a place.

*We went to a campsite **where we stayed ten years ago.***

*(We went to a campsite. We stayed **there** ten years ago.)*

- We use *when* to refer to a time.

*Is there a time **(when) we can talk about this?***

*I'll never forget the day **(when) I met you.***

*I remember the holiday **when we went to Greece.***

We can omit *when* after words which refer to time – *the time*, *the day*, *the week*, etc.

1 Underline all the defining relative clauses in the sentences, including those that do not have a relative pronoun.

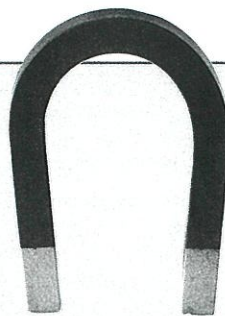
- a Technology is something that we use every day.
- b The food that we eat, the places where we live, the clothes we wear are all things that technology helps us with.
- c The book you are using now was made with technology.
- d The mobile phone you have in your pocket is a piece of technology.
- e The house where you live is full of technology: washing machines, TVs, DVD players.
- f Scientists who work for big companies are busy making new products all the time.
- g A person whose job is to design new products is called a 'product developer'.
- h Technology that was once very fashionable becomes out-of-date very quickly.
- i For example, CDs that used to be very modern are now old-fashioned because everyone wants mp3 players.
- j To be environmentally friendly, only buy products that can be recycled.

2 Complete the sentences with *who*, *which*, *whose* or *where*.

- a A person who doesn't have a mobile phone is hard to contact.
- b An mp3 player which has a 40GB memory is more expensive than one with a 20GB memory.
- c E-mails which advertise things are called 'spam'.
- d A subject which you might like is Information Technology.
- e Someone who is scared of technology is called a 'technophobe'.
- f A place where you can get cheap technology is the Internet.
- g A person whose e-mail account is full won't be able to send or receive any e-mails.
- h Airports are where you can buy new electronic products without paying tax.

3 Put the words in the correct order to complete the sentence.

- a night was great the we went to last film see
The film we went to see last night was great.
- b dad the works going to close company is my for down
The
- c picture you looking I are painted the at
I
- d accident about you Peter had told the me
Peter
- e spoke is the man my to you uncle
The
- f family the staying she Jane is likes with
Jane
- g hotel you what the is the name at of stayed?
What
- h classroom they painting the study in we are
They



4 Match a to m with 1 to 13, and complete with *who*, *which* or *where*.

- | | | |
|-------------------------------------|----|---|
| a Photosynthesis is a process... | 1 | every living cell inherits. |
| b Magnetism is a force... | 2 | attracts objects containing iron. |
| c Gravity is a force... | 3 | studies space. |
| d DNA is a material... | 4 | <i>which</i> plants use to make food. |
| e Haemoglobin is a protein ... | 5 | easily explodes. |
| f A thermometer is an instrument... | 6 | we use to measure temperature. |
| g An astronomer is someone... | 7 | we do scientific experiments. |
| h An astrologer is someone... | 8 | predicts the weather. |
| i A meteorologist is someone... | 9 | carries the oxygen in our blood. |
| j A telescope is a thing... | 10 | attracts bodies with mass. |
| k A microscope is a thing... | 11 | we use to look at very small things. |
| l A laboratory is a place... | 12 | we use to look at the stars. |
| m Hydrogen is a gas... | 13 | predicts the future. |

GLOSSARY

5 Combine the phrases to make one sentence. Make the information in italics the adjective clause.

- a I have a friend. *He speaks four languages.*
 I have a friend *who speaks four languages.*
- b An American girl is staying with us. *We met her last year.*
 The American girl *who we met last year* is staying with us.
- c We have a teacher. *She comes from Australia.*

- d A girl lent me a book. *I sat next to her.*

- e There were three people at the party. *They knew me.*

- f We lost the match. *We played it on Saturday.*

- g Has anyone seen the paper? *I had it a minute ago.*

- h I didn't accept the money. *He offered it to me.*

- i What did you think of the film? *It was on TV last night.*

- j The teacher was a substitute. *She gave our class today.*

- k I have read the book. *John was talking about it.*

- l He's a friend. *I've known him for years.*

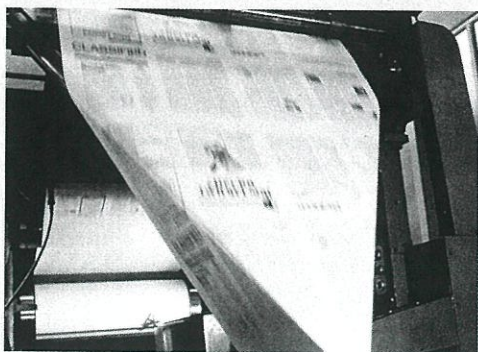
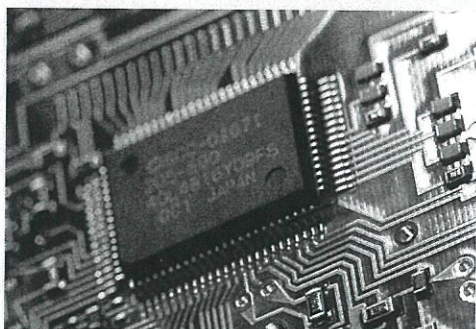
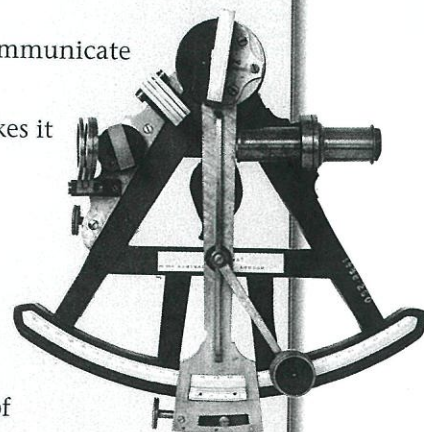
- 6 Complete the gaps in the descriptions with *who*, *which*, *whose* or *when*. Then put the name of the invention in the box which corresponds to each description.

electricity microchip sliced bread penicillin glasses Velcro
~~the printing press~~ steel the Internet the sextant paper the bicycle

- a This is a machine which is used for making books, magazines and newspapers.
the printing press
- b Most people study use this to get information and communicate with their friends.
- c When you flip the switch turns on the lights this makes it possible.

- d A small piece of silicon makes the computer work.

- e This is a useful invention for a person wants to make a sandwich but doesn't have a knife.
- f Fleming was a scientist discovery has saved millions of lives. This is the name of it.



- g The page you are looking at now is made of this.
- h This is an important invention for people eyesight is not very good.

- i A machine many people say is the most efficient form of transport.

- j The town you live is full of buildings and objects made of this material.

- k There are many sailors and explorers in history .. success depended on this device.

- l There are times this invention is the best way to hold things together.



EXTENSION ACTIVITY

Translate these sentences into your own language.

- That is the worst joke I've ever heard.
- He's the man whose dog attacked the child.
- This is a picture of the hotel where we stayed on holiday.
- The girl talking to the boy is my best friend.
- The student who invented the machine is now a millionaire.

reported speech (1)

FORM

If the reporting verb is in the past (eg *said*, *told*), present tenses in the words spoken become past tenses when reported.

	Direct Speech	Reported Speech
present → past	<i>I love spaghetti.</i> <i>John doesn't like the new film.</i> <i>I'm quite happy.</i> <i>The school isn't very good.</i> <i>We are studying Spanish.</i>	<i>He said that he loved spaghetti.</i> <i>She told us that John didn't like the new film.</i> <i>She said she was quite happy.</i> <i>He said that the school wasn't very good.</i> <i>John said they were studying Spanish.</i>

Here are some other changes in verbs.

can → could	<i>I can drive.</i>	<i>Lenny said he could drive.</i>
will → would	<i>I'll phone later.</i>	<i>She said she would phone later.</i>
have → had	<i>We have finished the exercise.</i>	<i>John said they had finished the exercise.</i>
must / have to	<i>I must go to the dentist.</i>	<i>He said he had to go to the dentist.</i>
→ had to	<i>We have to go.</i>	<i>She said that they had to go.</i>

Some modal verbs do not change.

should → should	<i>You should see a doctor.</i>	<i>He told me I should see a doctor.</i>
would → would	<i>I would like a cup of tea.</i>	<i>She said that she would like a cup of tea.</i>
could → could	<i>We could take the train or bus.</i>	<i>He said they could take the train or bus.</i>

In reported speech it is normally necessary to make changes to pronouns.

I → he / she	<i>I like fish.</i>	<i>Peter said that he liked fish.</i>
my → his / her etc	<i>It is my book.</i>	<i>Jane told us that it was her book.</i>

Adverbs of time and place also often change.

here → there	<i>I don't like it here.</i>	<i>Paul said he didn't like it there.</i>
now → then	<i>We'll see you now.</i>	<i>They said they would see me then.</i>
today → that day	<i>We've worked hard today.</i>	<i>She said they'd worked hard that day.</i>
etc		

USE

There are two ways of reporting what people say.

- 1 *John said "This book is very interesting."*
- 2 *John said (that) the book was very interesting.*

We can repeat the actual words spoken in quotation marks (" "), as in sentence 1, or use reported speech as in sentence 2. When we use reported speech, the pronouns, tenses and adverbs of time and place may all change.

Say and *tell* are the most common reporting verbs. There is an important difference. *Tell* is always followed by a direct object: tell + someone (that) + reported statement.
*He told **her** that he was tired.* NOT *He told that he was tired.*

Say is not followed by a direct object: say (that) + reported statement.
*He **said** he was tired.* *He **said to me** he was tired.* NOT *He ~~said me~~ that he was tired.*

1 Complete the sentences with *said* or *told*.

- a The new student *said* history was his favourite subject.
- b The teacher us that sand was used to make glass.
- c Scientists have we shouldn't use so much energy.
- d He me that Athens was the capital of Greece.
- e Martina she didn't like maths.
- f Jacob his friend that he wanted to go to the library.
- g My parents me that I couldn't go to the party.
- h She pi was 3.14.
- i Joaquin him it was his birthday that day.
- j He there were eight planets, not nine.

2 Complete the sentences from Exercise 1 in direct speech.

- a "My favourite subject *is* history."
- b "Sand to make glass."
- c "You so much energy."
- d "Athens of Greece."
- e "I maths."
- f "I to the library."
- g "You to the party."
- h "Pi 3.14."
- i "It today."
- j "There, not nine."

3 Rewrite these statements as reported speech. Make all necessary changes.

- a "I'll see Sally this week."
He said *he would see Sally that week.*
- b "I work for a travel agency."
She said
- c "You'll have an exam tomorrow."
The teacher told us
- d "I think the film is brilliant."
John said
- e "I can't go to the party tonight."
She said
- f "I don't think it's a very good idea."
He told us
- g "I'm thinking of going to England this summer."
She said
- h "I have my car here, so I can give you a lift."
She told him

reported speech (2)

In Unit 32 we looked at ways of reporting statements using *say* or *tell*.

- "I am tired." → John **said** that he was tired.
 "I know the answer." → Jan **told** me that she knew the answer.
 "I won't see you tomorrow." → Dave **said** he wouldn't see me the next day.
 "We don't like the book." → The students **said** they didn't like the book.

We can report a question using the verbs *ask* or *want to know*.

- He **wanted to know** how John was feeling.
 She **wanted to know** who knew the answer.
 I **asked** her if I would see her tomorrow.
 The teacher **asked** them if they liked the book.

When we report a question there are some changes which are the same as for reported statements.

- changing of the person eg *I* → *He*
- change of tenses eg present tense → past tense
- changing of expressions of time eg *yesterday* → *the day before*

In reported questions there are some other changes. In reported questions

- we use the same word order as for a statement (subject – verb).
 How **are you**? They asked me how **I was**.
 How long **are you staying** here? He asked me how long **I was staying** there.
- we do not use the auxiliaries *do / does / did* or a question mark (?).
 Where **do you live**? He asked me where **I lived**.
 NOT He asked me where **I did live**.
 What time **do you get up**? She wanted to know what time **I get up**.
 NOT She wanted to know what time **I do get up**.
- with yes / no answers there is no question word (*why, what, when*, etc) so we use *if* or *whether*.
Are you tired? He asked **whether I was** tired.
Will you be at the party? She wanted to know **if he would be** at the party.

1 Complete the sentences to report the questions.

- a "What are you doing?" She asked him *what he was doing.*
- b "Do you want to go to the cinema?" They asked him
- c "Where is the nearest bank?" He wanted to know
- d "Can I borrow your bicycle?" She asked me
- e "Do you have anything to declare?" The customs officer asked him
- f "What is Jim doing here?" He asked me
- g "Where are you going on holiday?" She asked them
- h "Do you ever go abroad?" We asked them

2 A student has a meeting with his tutor. Put the dialogue in order.

- TUTOR: Good morning Blakemore. Now, do you have your homework with you?
- 1 STUDENT: Err No, I don't but I can explain why.
- STUDENT: Yes sir. I'll make a special effort to catch up with my work.
- 9 STUDENT: Thank you sir. Goodbye.
- STUDENT: I know sir, but the final is on Friday.
- STUDENT: I'm very busy this week because the football team is training every night.
- TUTOR: Well, I'm sorry but your schoolwork is more important.
- 2 TUTOR: Oh dear. What is the excuse?
- TUTOR: I understand but this year is very important for your future.
- TUTOR: Very well. You can give me your homework next week.

3 Now complete the gaps to report the conversation.

- BROWN: How did it go with the tutor last week?
- SMITH: Not very well. He asked me a *if I had my homework* and I had to tell him
b Then he asked me c
- BROWN: What did you say?
- SMITH: I said d because
- BROWN: How did he react?
- SMITH: He told me that e but I said
f but
- BROWN: And what did he say to that?
- SMITH: Well, he said g but
- BROWN: He always says that.
- SMITH: Yeah, so I said h
- BROWN: Did he believe that?
- SMITH: Yeah, he said i next week.
- BROWN: So you got away with it. That was lucky.

infinitive or -ing form?

verb + to-infinitive

We usually use to-infinitive after verbs which express plans, decisions, expectations and commitments (ideas about actions which follow).

arrange	forget	learn	plan	ask	help	manage	promise
decide	hope	offer	refuse	expect	intend	prepare	want

He **asked to leave** the class early. We are **learning to use** a new program.

My brother **promised to help** me with my homework.

Other verbs which take to-infinitive are those connected with the idea of making people think something: *pretend, appear* and *seem*.

verb + -ing form (gerund)

We use an -ing form after some common verbs.

avoid	feel like	mind*	risk	delay	give up	miss	spend time / money
dislike	practise	suggest	enjoy	keep	put off	understand	

Please **avoid arriving** late for class tomorrow. My tutor **suggested revising** for the exam.

How much time do you **spend watching** TV every day?

(*) We use *mind* in questions and negative sentences.

Did he **mind lending** you his notes?

I don't **mind being** alone when I'm busy.

verb + to-infinitive or -ing form: little or no change in meaning

After *like, love, hate, prefer, start, intend, begin, continue* and *prefer* we can use either the to-infinitive or the -ing form with little or no change in meaning.

He **started to play / playing** the piano when he was four.

Why do you **continue to behave / behaving** in this way?

I **like to get / getting** up early in the morning.

Note: After *would like, would prefer, would love, and would hate* we use the to-infinitive.

I'd **love to go** the party. I'd **hate to fail** the exam. **Would you like to have** a coffee?

verb + to-infinitive or -ing form: different meanings

After other verbs (such as *like, try, remember, forget, stop*) you can use a to-infinitive or an -ing form, but the meaning changes.

I **remembered to buy** a pen on the way to school. (I didn't forget to buy it.)

I **remember locking** the door when I left home. (I know I locked it.)

He **stopped having** lunch at school. (Now he has lunch at home.)

At twelve we **stopped to have** lunch. (The reason for stopping was to have lunch.)

We **tried to call** you but your mobile was off. (We made an attempt to call you.)

The scientist **tried using** different materials but none worked. (He did experiments with different materials to get a result.)

1 Underline the correct form.

- a They expect you to work / *working* hard all year.
- b We decided to go / *going* into town in the afternoon.
- c Jane enjoys to write / *writing* poetry.
- d They seem to be / *being* very kind.
- e He enjoys to go / *going* cycling at the weekend.
- f We hope to see / *seeing* you again soon.
- g I can't imagine your mum to get / *getting* angry.
- h His parents agreed to let / *letting* him stay out late.
- i Laura should stop to smoke / *smoking*.
- j He wants to buy / *buying* a new computer game.
- k Jenny practises to play / *playing* the piano every day.
- l Would you mind to pay / *paying* for my lunch?
- m Please avoid to make / *making* silly mistakes in this exercise.
- n It is not worth to worry / *worrying* about.
- o I suggested to go / *going* out for a walk.

2 Complete the sentence with the *to*-infinitive or *-ing* form of the verb in brackets.

- a I prefer to play music than to listen to it. (play)
- b I prefer music to listening to it. (play)
- c Do you remember him the key? (give)
- d Did you remember him the key? (give)
- e You should stop chocolate – it's bad for you. (eat)
- f You should stop something – you need energy. (eat)
- g I'll never forget my first computer. (buy)
- h Don't forget some bread on your way home. (buy)

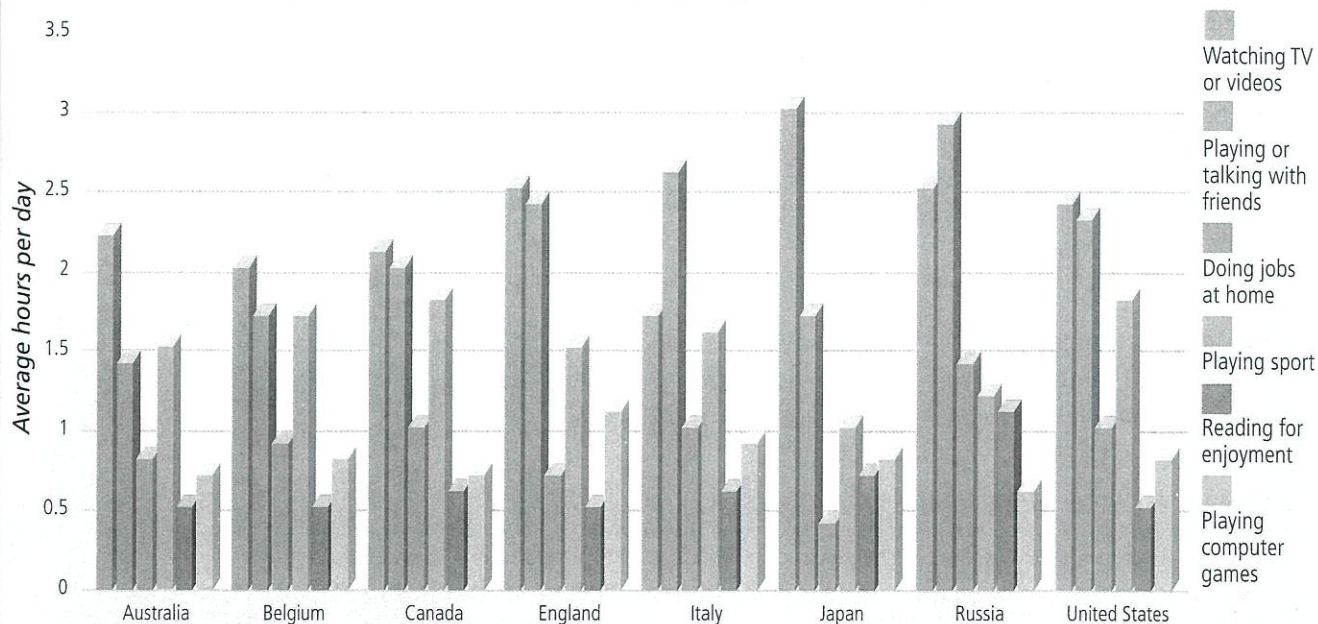
3 Complete the sentences using the words in the box.

~~mind~~ offered like remember intend learn planning stop regret

- a Would you mind closing the window? It's cold.
- b I'd to speak to Mr Davis, please. Is he there?
- c They to build houses on the school playing fields.
- d She doesn't telling him about the party.
- e When I'm 18 I'll buy a car and to drive.
- f He's to go to university when he leaves.
- g I really buying this computer – it's useless.
- h making that noise! It's really irritating.
- i He to help her but she said no.

4 Study the chart which compares how students in different countries use their leisure time.

Hours per week spent on leisure activities by eighth grade students



Use the information given in the chart to complete the sentences.

- Students in nearly every country except Italy and Russia enjoy watching TV or videos more than anything else.
- Students in Italy and Russia prefer than any other activity.
- In most countries students like In six out of eight they spend more than 1.5 hours a week on it.
- Everybody avoids Russia is the only country where students dedicate more time to this than to sport.
- Students around the world apparently dislike In every country except Russia it accounts for less than one hour a week.
- Although people think that students like, England is the only country where the average time is over an hour.
- 1.5 hours a week is the minimum average time that students spend



5 Complete the sentence using a verb from the box and the word in brackets. Make any necessary changes. You will have to use some verbs more than once.

stay go play watch do write stay

- I love staying in bed , especially at the weekend. (bed)
- Tonight I'd like but I have to do my homework. (out)
- If I can choose, I prefer (home) to (sport)
- Most of my friends avoid (housework)
- I don't mind (DVD), but I prefer (cinema)
- I don't understand how some people like (essays)

6 Complete the dialogue between two friends with the *to*-infinitive or *-ing* form of the verbs in brackets.

- A Hey! Stop a (work) *working* so hard. It's bad for you.
B It's my maths homework. I forgot b (do) it last night.
A Did you? What happened?
B I wanted c (finish) something on the computer and it took ages.
A I know what you mean. I always put off d (start) my homework until the last minute.
My parents keep e (ask) about it all the time.
B I don't mind f (study), but it's hard to get started. I should do it because I want to go to university.
A Yeah, I want g (go) to university too. I'm trying h (finish) that geography project, but I've still got lots to do.
B Me too. I'm planning i (do) it this weekend. Anyway, see you later.

7 Complete the text with the *to*-infinitive or *-ing* form of the verbs in the box.

do be go study get spend improve benefit

A homework evaluation the kids are going to love

Some children do too much homework. According to data from the US Department of Education, if you spend more than two hours a *doing* your homework, it can be bad for your marks.

Researchers looked at the maths scores of students in the eighth grade and the amount of homework they did. Then the results were compared with similar studies of homework in other countries. They expected the results b similar around the world but they weren't.

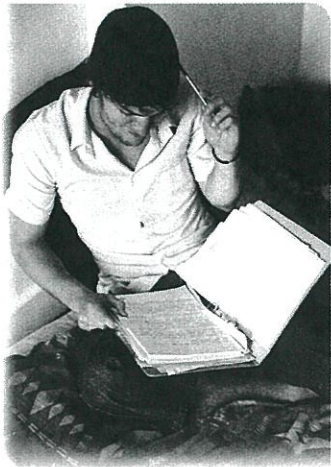
In the US scores are best for students when they do about one hour of homework each night. When they keep c longer than two or more hours their marks begin to fall.

In Japan when students study for more than two hours their marks start d down – but only slightly.

Canadian students seem e from between one and two hours of homework – but when they do more, they don't manage f their results. They are about the same as when they work for only one hour!

German students get higher marks when they do two to three hours homework a night, but risk g lower scores when they do three or more hours.

The conclusion seems to be that you should avoid h too much time on your homework!



EXTENSION ACTIVITY

Translate these sentences into your own language.

- a He always avoids doing the shopping or cleaning.
- b Have you learnt to use the new program?
- c Tom doesn't enjoy running or swimming.
- d Did you remember to bring the books?
- e We tried to open the door but it was locked.

the infinitive

We can group verbs which are used with the infinitive according to the structures that we can use with them – some of them take an object and some take the *to*-infinitive. Here are some common examples.

1 verb + *to*-infinitive (with no object after the verb and followed by *to*-infinitive)

agree
decide
forget to go
hope to work
offer
promise
plan

He **decided to buy** (her) a new pair of trainers.
NOT ~~He decided her to buy~~ ...
Lenny **forgot to bring** his books to school.

2 verb (+ sb / sth) + *to*-infinitive (with or without an object after the verb and followed by *to*-infinitive)

want to go
ask to work
expect
would like you
help John to go
choose the students to work

They **expected to pass** the exam.
They **expected James to pass** the exam.
I'd like to come later.
I'd like you to come later.
Jan **helped (to) carry** the books.*
Jan **helped Ms Stevens (to) carry** the books.*

* After *help* we can use bare infinitive or *to*-infinitive.

3 verb + sb / sth + *to*-infinitive (always with an object after the verb and followed by *to*-infinitive)

tell
remind
order you (not)
teach John to go
invite the students to work
force
use a knife to cut
 a mobile to call

The Janitor **reminded us to lock** the door.
NOT ~~The Janitor reminded to lock~~ ...
Jack often **tells the children not to be** so noisy.
Why don't you **use a screwdriver to open** the can?
I usually **use a computer to do** my homework.

4 verb + sb + *to*-infinitive OR verb + *-ing* form

advise going
encourage working
allow you (not)
permit John to go
 the students to work

Mr Jones **advised Joe not to apply** for the course.
Mr Jones **advised applying** for the course.
They **don't allow us to eat** in class.
They **don't allow eating** in class.
They **encouraged him to join** the team.
They **encouraged joining** the team.

5 verb + sb + bare infinitive (always with an object after the verb and followed by bare infinitive)

make you go
let John work
 the students

They **make the students work** hard at his school.
NOT ~~They make the students to work~~ ...
Her parents **won't let her go** to the concert.

6 *to be* + adjective + *to*-infinitive

I'm pleased **to be** here.
 happy **to meet** you.

It was difficult **to say** what happened.
 impossible **to remember** everything.
 hard

1 Underline the correct form.

- a Sarah agreed *help* / *helping* / *to help* me with the project.
- b They won't permit *build* / *building* / *to build* in the village.
- c My parents always expect me *to do* / *doing* / *do* well in exams.
- d Her dad won't let her *to stay* / *staying* / *stay* out late at night.
- e The coach told me *to train* / *training* / *train* harder if I wanted to play in the team.
- f The weather was too bad *to play* / *playing* / *play* the match.
- g They don't allow *to park* / *parking* / *park* in our street.
- h You asked me *to come* / *coming* / *come* so here I am.
- i Do you want me *to give* / *giving* / *give* you a lift to school?
- j He offered *to lend* / *lending* / *lend* me some money.
- k At my school they encourage all students *to do* / *doing* / *do* some sport.

2 Rewrite each sentence using the verb in brackets and a bare infinitive or to-infinitive.

- a "Stay at my house on Saturday night," Jean said to Maria. (invite)
Jean invited Maria to stay at her house on Saturday.
- b "You should go to the police," they said to me. (advise)
They
- c His older brother forced him to tidy the bedroom. (make)
His older
- d "I'm going to leave immediately," he said. (decide)
He
- e The people there give the impression of being very kind. (seem)
The people
- f His mother gave him a cookery lesson. (teach)
His mother
- g Dave doesn't allow anyone to touch his computer. (let)
Dave
- h "Don't forget to clear up," Mr Brown said to us. (remind)
Mr Brown
- i She told him that he should be quiet. (warn)
She
- j We were surprised to see him. (expect)
We

3 Complete the sentences with the words in the box.

~~want~~ allow love expect remind ordered invites warning persuaded

- a I want my dad to lend me some money.
- b We would you to come on holiday with us.
- c I didn't the meal to be so expensive.
- d Please me to buy some bread on the way home.
- e Janet's parents didn't her to go to the concert.
- f Doctors are people not to eat so much fast food.
- g His friends him to go with them.
- h The captain the men to shoot.
- i Jake often friends to stay at his house.

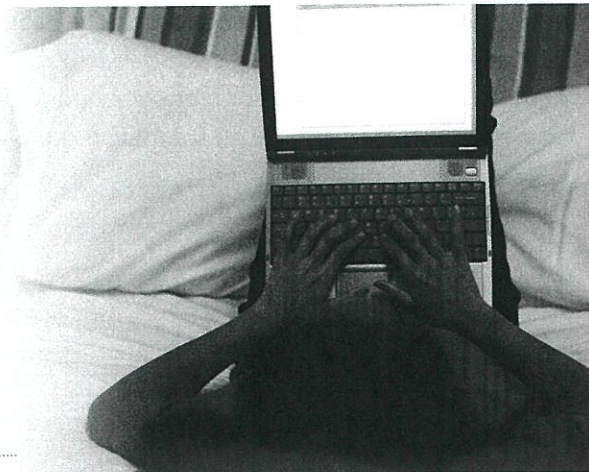
- 4 Read the text about advantages and disadvantages of using the Internet. Complete the sentences with the bare infinitive, *to*-infinitive or *-ing* form of the verbs in the box. Use each verb once.

send obtain know commit surf become filter publish do attach waste join

Advantages and disadvantages of the World Wide Web

ADVANTAGES

- a E-mail allows us to send messages all around the world quickly and easily.
- b You can print out an e-mail and keep it as proof that someone has agreed something for you.
- c It's easy documents, photos and files to e-mails.
- d People can use e-mail mailing lists on topics that interest them and receive regular news and updates.
- e The Internet allows people information easily and cheaply on a limitless range of subjects.
- f Organizations can publish news as it happens and let people what is happening.



DISADVANTAGES

- g In working situations, the use of the Internet and e-mail can encourage time.
- h The Internet helps criminals crimes involving fraud and attacking systems.
- i Children can use the Internet web sites that are unsuitable for them.
- j Over-use of the Internet can make certain people addicts who are no longer interested in anything else.
- k The problem of unwanted junk mail forces us all our incoming messages.
- l A lot of information on the Internet is inaccurate. There is very little quality control and this allows dishonest operators information that is quite untrue.

- 5 Put the words in order. Then complete the sentence with the correct form of the verb.

- a hard / find / study / it's / time
It's hard to find time to study.
- b this software / easy / use
.....
- c was / I / see / surprised / in town last night / Pippa
.....
- d your e-mail / nice / it / get / was
.....



e lovely / last / it / see you / was / weekend

f hot weather / in April / unusual / have / it's

g my / pleased / say / passed / all / I've / I'm / exams

6 Read this text about Elizabeth Bathory. Then complete the text with the bare infinitive, to-infinitive or -ing form of the verbs in the boxes.

die
stay
~~murder~~
watch

start
stop
do
marry
send

investigate
take
stop
confess

Elizabeth Báthory: 'The Blood Countess' (1560–1614)

Elizabeth Báthory was a Hungarian countess. According to legends, four women helped her a to murder between 20 and 2,000 girls. She did not let her victims b quickly, and liked c them suffer. They say that she hoped d young by drinking blood.

She was born in Hungary in August 1560. In 1575, her family made her e Francis Nádasdy, a soldier. Her husband knew about her activities, but he did not try f her. He was busy fighting wars, so he allowed her g what she wanted. A witch taught Elizabeth black magic and encouraged her h torturing and killing for pleasure. At first her victims were poor people, but later she began inviting rich families i their daughters to the castle.

Because of her social position, it was difficult j her, but in the end the complaints forced the Emperor k action. He ordered the prime minister l the case. The prime minister arrested Elizabeth and her four helpers.

Elizabeth denied doing anything wrong, but the investigators made three of her helpers m under torture. They were burned alive and Elizabeth was sealed into the walls of her castle. She survived for three years and died on August 21, 1614.



EXTENSION ACTIVITY

Complete the sentences so they are true for you.

- a I have promised
- b My parents expect me
- c I would like to invite
- d In my school they allow us
- e I am very happy to

36

verbs and objects

Every sentence or clause has a subject and a verb. If the verb has an object, it is transitive. The object can take different forms. It might be a noun, a pronoun, a reflexive pronoun or a *that* clause.

noun:	<i>I bought a book.</i> NOT <i>I bought.</i>
pronoun:	<i>It's too difficult. I can't do it.</i> NOT <i>I can't do.</i>
reflexive pronoun:	<i>Did you enjoy yourself at the party.</i> NOT <i>Did you enjoy at the party?</i>
clause:	<i>She said that she was tired.</i> NOT <i>She said.</i>

Examples of transitive verbs are: *build, make, find, hate, hit, like, lock, remind, tell, and warn.*

If the verb does not have an object, then the verb is intransitive.

*I usually **sleep** very well.*
*The cat **ran** across the room.*

Examples of intransitive verbs are: *appear, arrive, come, disappear, exist, fall, go, happen, live, occur, remain, rise, sleep and wait.*

Many verbs have both transitive and intransitive uses.

transitive (with an object)	intransitive (without an object)
<i>We finished the exams.</i>	<i>The exams finished.</i>
<i>The teacher opened the door.</i>	<i>The door opened.</i>
<i>Did you telephone your parents?</i>	<i>Did Jim telephone this afternoon?</i>

With some verbs we can use two objects – usually a thing (direct object) and a person (indirect object). There are two possible word orders.

a person + thing	b thing + to + person
<i>Peter gave my sister a book.</i>	<i>Peter gave a book to my sister.</i>
<i>They pay John a lot of money.</i>	<i>They pay a lot of money to John.</i>
<i>She showed us the new house.</i>	<i>She showed the new house to us.</i>

If we want to give special importance to the person, we use b. There are some cases where you must use the word order shown in b:

- when the thing is a pronoun.
You must give it to John tomorrow. NOT ~~*You must give John it tomorrow.*~~
- with certain verbs. For example: *describe, explain, report, introduce, mention, prove, recommend, repeat, report, say, suggest.*
*Can you explain **the rule to me** again?* NOT ~~*Can you explain me the rule again?*~~
*He recommended **the A5 notebook to Joe**.* NOT ~~*He recommended Joe the A5 notebook.*~~

With some verbs we use *for* + person instead of *to* + person.

person + thing	thing + for + person
<i>They bought the teacher a present.</i>	<i>They bought a present for the teacher.</i>
<i>My mum left me my lunch on the table.</i>	<i>My mum left my lunch for me on the table.</i>

Other examples of these verbs are: *bring, buy, call, change, choose, cook, cut, do, fix, keep, leave, make, mend, order, prepare and save.*

1 Some of the sentences below are not complete. Tick (✓) the ones which are correct and put a cross (X) after the ones which are missing an object.

- | | | | |
|------------------------------|-------|-----------------------|-------|
| a I like. | X | f Where did you go? | |
| b He's talking. | ✓ | g We're trying to do. | |
| c We enjoyed on the holiday. | | h You're lying. | |
| d He's wearing. | | i Did you buy today? | |
| e She's fallen. | | j I don't run. | |

2 Underline the correct alternative. If necessary, use a dictionary to check if the verbs are transitive or intransitive (usually marked with a T or an I).

- a The teacher *warned to us* / warned us that we had an exam the next day.
- b I can't remember what he *said me* / *said to me*.
- c Please remember *to telephone us* / *telephone to us* when you arrive.
- d He spoke *to me* / *me* the other day and said he was having a good time.
- e The scientist described *the reporter the experiment* / *the experiment to the reporter*.
- f Before you leave please remember *to lock the door* / *to lock*.
- g You *remind me* / *remind* of my brother.
- h Can you lay *me table* / *the table for me*?
- i I've mended the computer *for you* / *to you*.

3 Put the words and phrases in order to make a sentence.

- a please to give after the lesson your compositions me
Please give your compositions to me after the lesson.
- b your compositions me please after the lesson give
Please
- c I this morning you sent to a text message
I
- d I'll an e-mail send you tomorrow
I'll
- e you a friend sell to should never anything
You
- f you give should never anyone over the Internet personal information
You
- g I last week to you lent ten euros
I
- h David Jane's to returned hasn't physics notes her
David
- i he from an online store bought a present his brother
He
- j they a scooter if he passes Alan his exams will buy
They

4 If the sentence is correct put a tick (✓). If it is wrong, write the correct sentence.

a Can you explain the problem to me again?

✓

b Last year Mr Johnson taught to us history.

Last year Mr Johnson taught us history.

c My dad has worked the government all his life.

d I left my homework on the bus this morning.

e We gave the teacher our essays last week and she still hasn't returned us them.

f A friend told to me that you were leaving.

g My parents bought a car to my sister last year.

h I'm going to recommend them it because we all thought it was good.

i Jonathan slipped in the shower and broke his arm.

j Peter showed to me the answer when the teacher wasn't looking.

5 Complete the sentences with *to* or *for*.

a Nowadays boys don't often buy flowers *for* girls.

b My grandparents gave some money me last year.

c I showed my marks my parents and they were very pleased.

d Will you watch my bike me while I go in the shop?

e I downloaded this program you from the Internet. Do you want it?

f Are you suggesting me that we should all leave school at 16?

g Peter mentioned me that he was thinking of going to the match.

h I've changed the settings you so the program should work better.

i Do you want me to turn off the computer you?

6 Put the phrases in the appropriate gap. They are all objects of transitive verbs.

communities and families some weapons change and progress the Republic
bad equipment that the war was over a quick victory Guernica

The Spanish Civil War

All wars are terrible but perhaps civil wars are the worst. They divide a *communities and families*, with brothers sometimes fighting on different sides. The Spanish Civil War (1936–1939) was no different. It lasted for three years and at the end over 350,000 were dead.

In 1936 Spain had big political and social problems. The Republicans, Socialists, Communists and Anarchists wanted b On the other side there were Monarchists, Carlists, the Falange and the Catholic Church. They wanted to keep their power and position and they hated the new republican government.

Franco and some other Spanish army generals began the war on 18 July 1936. At the beginning, about half the army supported

c and about half joined Franco and the rebels. However, the rebels had the best soldiers while the republican army had d and was inefficient.

Both Hitler and Mussolini helped Franco and German and Italian forces bomb

e (the subject of the famous painting by Picasso.)

The republicans had problems getting help from abroad. Russia supplied

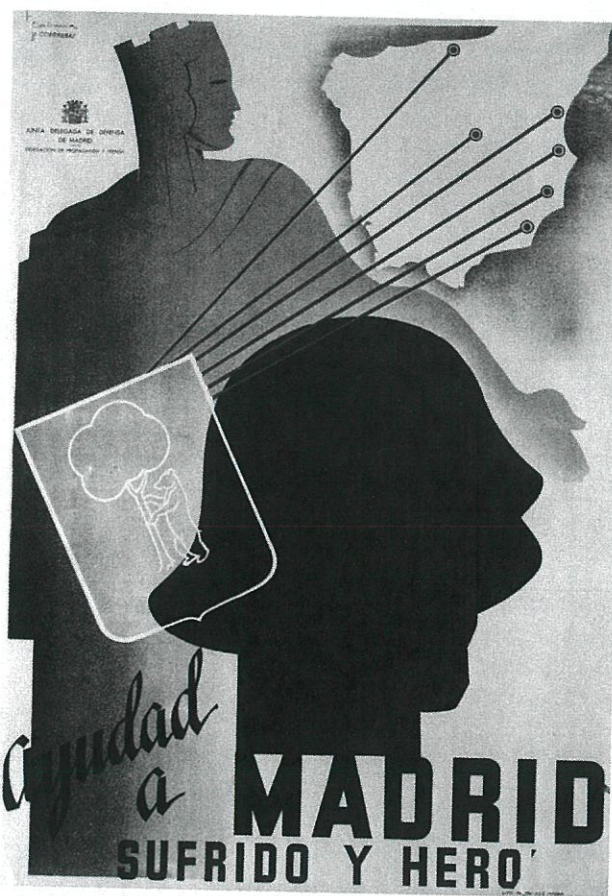
f and the volunteers of the International Brigades fought with them.

Franco and the rebels expected

g but they were wrong. They quickly took control of most of the country, but failed in Barcelona and Madrid.

The fighting continued for three long years before Franco was able to announce

h



GLOSSARY

EXTENSION ACTIVITY

Translate these sentences into your own language.

- We gave Mr Jones a gold watch when he retired.
- I've mended that old clock for you.
- The teacher didn't explain the rule to us.
- I've left the books for you on the table.
- You gave us the homework yesterday.

linking words (1)

Look at these two sentences:

It was raining. I took my umbrella.

We can join them together to form one sentence like this:

*It was raining, **so** I took my umbrella.*

The two clauses in the sentence are joined with the word **so**. The word **so** shows that the second idea is the result of the first.

So is a conjunction. A conjunction is a word which joins two separate ideas together into a single sentence. Conjunctions have different functions.

and, but, or, so

We put **and, but, or** and **so** in the middle of a sentence, usually preceded by a comma.

	function	example
and	joins two related ideas together	<i>The lesson finished, and everyone went home. She doesn't like him, and he doesn't like her.</i>
but	joins two contrasting ideas	<i>I didn't like the film, but Andy thought it was great. They are English, but they live in France.</i>
or	joins two alternative ideas	<i>We could go out, or we could stay in and watch TV. Do you want a cup of tea, or would you prefer coffee?</i>
so	shows that the second idea is the result of the first	<i>Jane was sick, so she didn't go to school. I arrived late, so I didn't see John.</i>

because, as, although, even though

We can put **because, as, although** and **even though** at the beginning of a sentence (with a comma at the end of the clause) or in the middle (with no comma).

	function	example
although	expresses a contrast between ideas	<i>Although it was hot, he was wearing a coat. He was wearing a coat although it was hot.</i>
even though	extra emphasis between contrasting ideas	<i>I failed the exam even though I studied for it. Even though it was 40° in the shade, he kept his jacket on.</i>
because	shows that the idea after the conjunction is the cause of the other idea	<i>Because I was often late, I lost my job. I lost my job because I was often late.</i>
as	a more formal word for because	<i>As I didn't know anyone at the party, I went home. I went home as I didn't know anyone at the party.</i>

so and because / as

So, because and **as** are conjunctions which show relationships of cause and result. Compare:

result ← cause: *We didn't go to the match **because** / **as** we had to study.*

cause → result: *We had to study **so** we didn't go to the match.*

Complete the sentence with one of the words in the box.

and but so or

- a David was cold, so he closed the window.
- b Martin wanted to watch the film, he fell asleep half way through.
- c To get into town, you can take the bus, you can walk.
- d It isn't in a very nice part of town, it's a good restaurant.
- e I wanted to buy some of those new trainers, I couldn't find them anywhere.
- f Pierre was having some problems with maths, he had some private lessons.
- g The climate is getting warmer. Maybe it's natural, maybe it's caused by us.
- h Julian loves football, he plays really well.

Complete the sentence with one of the words in the box.

although as but so and

- a As it was raining, I took an umbrella.
- b Ana couldn't go to the concert she didn't have any money.
- c I like football, I prefer to watch rugby on TV.
- d Dominic got fantastic marks, mine were awful.
- e We wanted to sunbathe it rained all day.
- f Maria didn't do any revision, she didn't pass the exam.
- g he was only 15 they offered him a place at the university.
- h I don't drink fizzy drinks no one really knows what's in them.
- i I didn't like the book I don't like the film.



My marks were awful and the teacher was angry.

Complete the text with *because, and, but, or, so, as, although* and *even though*.

Hello Nina

This is just a quick e-mail a because I'm going out soon. I hope you're feeling better

b will be back at college on Monday. I know you were worried about missing classes c here is a list of homework.

Maths: Finish page 72 and 74 d don't do page 73. Mr Carson said we'll do it next lesson.

Chemistry: Write a report on the experiment we did on Monday, e the one on Wednesday – you decide.

Geography: f we had a test last lesson, we still have homework! Write 100 words about global warming g 100 words about what we can do about it.

History: No homework h the teacher was away.

I didn't get very good marks last week i I'm going to study really hard this weekend, j there's a party tomorrow night!

Bye, Simone

4 Join the two sentences using the word in brackets.

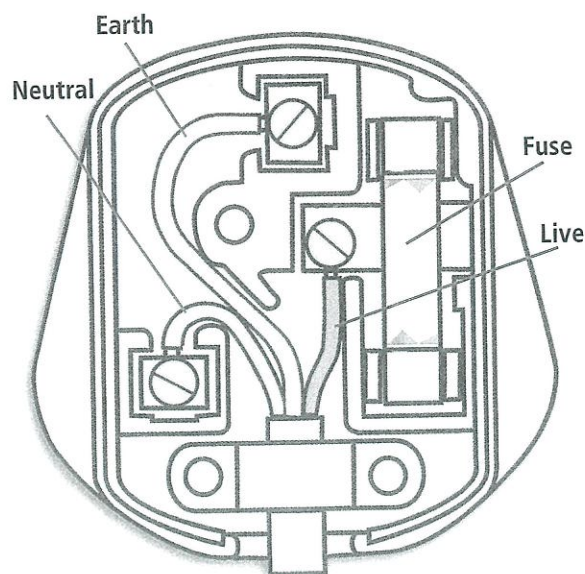
- a It's an old computer. It works okay. (although)
Although it's an old computer, it works okay.
- b There weren't enough students. They closed the village school. (as)
- c Some students came to school as usual. Others stayed at home. (but)
- d There was no snow. We couldn't go skiing. (because)
- e Cycling is fun. It can be hard work. (although)
- f Nobody wanted to go. They cancelled the school trip. (so)
- g Do you want to go out tonight? Have you got to study? (or)

5 Read the text about how to connect a plug. Then underline the correct conjunction.

Household wiring

In nearly all countries, household electricity has alternating current (AC). In Europe the frequency of alternating current is 50Hz, a but / because in the USA it is 60Hz. The voltage and power rating can also vary from place to place b as / so some electrical devices will work in one country, but not in others. The electrical cable used in household circuits consists of three wires:

- The brown (or red) wire is the live wire. The current of the live wire alternates from positive to negative, c so / but the current flows backwards and forwards through the circuit. If you touch a live wire, you get a shock d although / because the current passes through your body to the earth.
- The blue (or black) wire is the neutral wire. It completes the circuit by providing the return path to the mains supply e but / because there is no danger of an electric shock when you touch it.
- The green and yellow wire is the earth wire. This wire is for safety purposes f as / and some electrical appliances have metal cases. If the covering of a live wire becomes damaged, the wire might make contact with the case. This makes the case 'live', g but / so there is a danger of electrical shock. h However / Although, if the case is connected to the earth wire, the current will flow to earth through the wire instead of through the person.
- i Because / Although the switch must be on the live wire it is very important to wire domestic sockets and plugs correctly. If the switch is on the neutral wire, turning off the switch on the wall socket will not disconnect the appliance from the live terminal and the appliance will still be live. This means that j although / because the current is switched off it is still possible to get a shock from it.



Wiring of a safety plug used in England

6 Read the text below about the origin of money.

What is money?

Everybody uses money. We all want it, work for it and think about it, **a** ? Throughout history people have used things like animal skins as money. A standard unit of value like an animal skin made it easier to buy and sell products and services. In those days, the things people used were valuable because they were useful, **b** It was also important that they were strong and easy to carry and store.

Gold is another example of something people have used as money, **c** It is valuable because people want it. It's not very useful – you can't eat it or use it to keep warm, **d** Gold is something that is only valuable **e** The use of gold as money gives us an idea of how our modern money works. The money we use is made of paper and cheap metals, **f** This is the result of our perception and 'faith'. **g** they have symbolic value. They represent the power to buy things. Money is valuable because we want it, but we only want it **h**



Now write the number of each phrase below (1-8) in the gaps.

- 1 ~~but what is money~~
- 2 but most people think that it is beautiful
- 3 but it has value in the same way as gold does
- 4 so people wanted them
- 5 Although the notes and coins have no material value
- 6 because we can obtain a desired product or service
- 7 but in a different way
- 8 because people agree it is

EXTENSION ACTIVITY

Complete the sentences so they are true for you.

- a Although I find it difficult,
- b As I don't like
- c I am studying so
- d I like watching TV but
- e Even though I