

Prisons in Different Countries

In England and Wales, prisoners are assigned security classes when they are sentenced. Thus prisons are given security classifications depending on the prisoners they are designed to hold. Prisons classified as “A” would typically house prisoners assigned the “A” category during sentencing, and be designed with the level of security necessary for that class. The categories of prisoners in descending order are:

- **Category A prisoners** are those whose escape would be highly dangerous to the public or national security.
- **Category B prisoners** are those who do not require maximum security, but for whom escape needs to be made very difficult.
- **Category C prisoners** are those who cannot be trusted in open conditions but who are unlikely to try to escape.
- **Category D prisoners** are those who can be reasonably trusted not to try to escape, and are given the privilege of an open prison. Prisoners at ‘D Cat’ (as it is commonly known) prisons, are, subject to approval, given ROTL (Release On Temporary Licence) to work in the community or to go on ‘home leave’ once they have passed their FLED (Full Licence Eligibility Dates), which is usually a quarter of the way through the sentence.

The British prison system is also divided into “Open” and “Closed” prisons. Categories A-C are considered “Closed” prisons as prisoners cannot be trusted to interact with society, while category D prisons are generally “Open”, meaning that prisoners with a good record and who are approved can be allowed limited function in society such as home-leave or a nominal employment.

Man Dressed as Snoopy in ‘worst attempted jail-break ever’

Prison wardens were baffled when they were confronted by the character from the Peanuts cartoon trying to break down a staff door while apparently waving a gun.

The man and an accomplice, who were attempting to free a relative from HMP Isle of Wight, went on to hurl concrete missiles at prison officers’ cars.



A prison source told reporters: “It’s not every day you see a giant cartoon dog go on the rampage after trying to break into a prison. They weren’t exactly inconspicuous but they were taken seriously because they appeared to have a gun.

‘They caused a real commotion and it was only later they were found to be armed with a water pistol.’

It emerged after the pair were arrested that they had attempted to break into the wrong prison. They had staged the attempted jail-break at the Isle of Wight’s Albany site, while the relative they were looking for was locked up in the nearby Cramp Hill unit.

Escape from Alcatraz

In 1962, Frank Morris and Clarence and John Anglin used months of meticulous planning to make what has become the prototypical prison escape. The trio were being held in the infamous prison on Alcatraz Island in San Francisco, which was reserved for the most hardened criminals and considered to be one of the most escape-proof prisons ever built. The men used a series of tools including a drill assembled from a vacuum cleaner motor to chip away at the aging concrete in their cells and make it to a nearby ventilation shaft. They then made their way down a chimney to the beach, where they quickly assembled a handmade raft and escaped into the San Francisco Bay. Their escape was not realised until the next morning, as the men had fashioned some dummy heads from soap, human hair, and toilet paper to make it look like they were asleep in their beds. The men were never heard from again, and most evidence suggests they drowned in the bay, but no bodies were ever found.

Project

Research what prisons were like in the past and what punishments criminals received for different crimes. Put the information together in a presentation of no less than 300 words.

Top of the Class!



Discuss

- 1 What are the youths in Picture A doing? Do you think they are having fun? Would you like to be there with them?
- 2 Is the youth in Picture B wasting time? Do you think reading a novel will help him get high grades?
- 3 How do you think the youth in Picture C is feeling? Why? Do you ever feel like that? Why? How could it be avoided?
- 4 Why do you think the parents in Picture D are annoyed? Should they be?
- 5 Is school about grades or about developing your mind?
- 6 What is the best way to benefit from school? Explain.
- 7 List the three most important reasons to go to school and explain why you think they are important.

Listening and Speaking



- Do you ever find it difficult to study for exams? Are you good at organising your time? Do you enjoy learning?

Stop Panicking and Start Revising!

Greg is revising for his GCSEs and his mum is giving him some advice.

- Greg:** Okay, ten hours of maths, then ten hours of English, then ten hours of French and then...then I'll take a 20 minute nap and start again.
- Mum:** Greg, you've got it all wrong. Revision, or learning I should say, is all about taking things in bitesize pieces. Studying for thirty hours non-stop is not humanly possible and it won't work.
- Greg:** I completely agree, Mum. I should just relax, refresh my mind and take a skateboarding holiday to...umm...New York or something.
- Mum:** Now don't get carried away...
- Greg:** Then five minutes before my exam have a quick look over my text book and Bob's your uncle, eight A stars! Mum, you're a genius!
- Mum:** Well, I don't mean that. What I'm saying is take your studies seriously and work hard, but be realistic and organise your time in a way that you will actually absorb something.
- Greg:** So what's realistic, Mum?
- Mum:** Maybe something like two to four topics a day, spending an hour or two on each topic.
- Greg:** Okay, I'll give it a try... once I come back from...
- Mum:** No, no, no...Part of being realistic is that you have to start now.
- Greg:** Mum, I said you were a genius, didn't I?!

Questions

A Put a tick next to the statements that are correct and cross next to those that are not:

- Greg hates revision. (F)
- Greg prefers skateboarding to revision. (T)
- Greg's mum lets her son do whatever he wants. (F)
- Greg's mum gave her son some practical advice. (T)
- Greg hopes for success. (T)
- Greg doesn't get on with his mum. (F)

Discussion

- Greg's mother is much too easy-going with her son's studies. Discuss.
- As long as you revise before your exams, it doesn't matter whether you study well beforehand or not. Discuss.
- The only thing that matters is getting good grades, regardless of whether or not you understand the material and can apply it in your life. Discuss.
- Why do people cheat in exams? Mention at least three reasons.
- Studying less than twelve hours a day is a recipe for failure. Discuss and give your own suggestions.
- Why do students sometimes feel as if they are being punished by having so many exams? Should they feel that way?
- If you had eight topics to study over five weeks, how would you divide up your time? Draw a chart to represent your timetable.



Crammed or Scrambled?

Many teachers say students don't study enough for exams and if they did, the educational system would produce better results. But this simple and familiar phrase— 'study for exams'—, actually encourages student behaviours and attitudes that work against the purpose of human learning. Rather than telling students to study for exams, we should be telling them to study for learning and understanding.

If there is one student attitude that many teachers **bemoan**, it is instrumentalism. This is the view that you go to college to get a degree to get a job to make money to be happy. Similarly, you take this course to meet this requirement, and you do coursework and read the material to pass the course to graduate to get the degree. Everything is a means to an end. Nothing is an end in itself. There is no higher purpose.

When we tell students to study for the exam or, more to the point, to study so that they can do well on the exam, we powerfully **reinforce** that way of thinking. While teachers consistently complain about instrumentalism, our behaviour and the entire system encourages it.

On the one hand, we tell students to value learning for learning's sake; on the other, we tell students they should memorise something, or they should take notes, or they should read the book, because it will be on the next exam; if they don't do these things, they will pay a price in academic failure. This communicates to students that the process of **intellectual** inquiry, academic **exploration**, and acquiring knowledge is a purely instrumental activity—designed to ensure success on the next assessment.

Given all this, it is hardly surprising that students constantly ask us if this or that will be on the exam, or whether they really need to know this reading for the next test.

This **dysfunctional** system reaches its **zenith** with the 'final' exam. We even go so far as to **commemorate** this sacred academic ritual by setting aside a special 'exam week' at the end of each term. This collective exercise in **sadism** encourages students to cram everything that they think they need to know (temporarily for the exam) into their brains, deprive themselves of sleep and leisure activities, complete (or more likely finally start) term papers, and memorise mounds of information. While this traditional exercise might prepare students for the **inevitable bouts** of unpleasantness they will face as working adults, its value as a learning process is **dubious**.

According to those who study the science of human learning, it

occurs only when there is both **retention** and transfer. Retention involves the ability to actually remember what was learned more than two weeks later. Transfer is the ability to use and apply that knowledge for later understanding and analysis. Based on this definition, there is not much learning taking place in university courses.

One reason is that learning is **equated** with studying for exams and, for many students, studying for exams means '**cramming**'. A growing amount of research consistently reports that cramming—short-term memorising—does not help retention or transfer. It may, however, give good exam scores. So long as there are final exams that decide a large part of the final grade, students will cram, and will not learn very much.

An indication of this widespread 'nonlearning' is the **befuddlement** of teachers who can't seem to understand why students don't know something, even though it was covered previously. The reason they don't know it is because they did not learn it. Covering content is not the same as learning it.

Instead, how we assess our students should involve two necessary approaches: **formative** assessment and authentic assessment. Used jointly they can move us toward a healthier learning environment that avoids useless cramming.

Formative assessments allow students to both develop their abilities and **assess** their progress. In this sense, they combine teaching and learning activities with assessment. These are sometimes called classroom-assessment techniques, and they do not require formal grading but rather an opportunity for students, after completing the exercise or assignment, to see what they did well and where they need to improve.

Authentic assessments involve giving students opportunities to demonstrate their abilities in a real-world context. Ideally, student performance is assessed not on the ability to memorise or recite terms and definitions but the ability to use the information and skills to analyse and solve a realistic problem that they might face in the real-world.

The 'open book' assessment is one way of doing this. The text books are like a tool box. Learning is judged on the ability to select the right tool and apply it effectively. If there is any preparation, it is based on a review of the formative assessments that have preceded the graded evaluation.

This all makes educational sense, and some **open-minded** universities have already come to the realisation that final exams do not help student learning. Professors at Harvard, for example, now may choose whether to give final exams, and increasing numbers of professors are choosing not to.

Questions

Answer these questions:

- 1 Does the article support the current use of tests in schools?
- 2 What is instrumentalism? Explain in your own words.
- 3 According to the article, do teachers try to encourage instrumentalism?
- 4 According to the article, does the academic system encourage instrumentalism?
- 5 What does it mean that formative assessment doesn't "require formal grading"? Do you think that could actually work?
- 6 Does the author think that most exams are "authentic"? Do you think that most exams are "authentic"?
- 7 What problems can you see in 'open book' exams? What can't you test with 'open book' exams?
- 8 What does 'an end in itself' mean? What does it mean to 'value learning for learning's sake'?

Discussion

Discuss the following questions with your partner and then share your ideas with the pair next to you.

- 1 Do you feel that exams help you learn? Would you study if there were no tests?

- 2 Why are some students forced to cram? Is it the educational system's fault? Or is it because they are not organised?

- 3 Would you agree that exams are a type of sadism? Do you think it is an exaggeration?

- 4 Do you agree with the author that instrumentalism is as bad as he says? Is it really the opposite of learning?

- 5 If you were a teacher, do you think you could produce educated individuals without exams?

- 6 How could the educational system keep exams and yet promote "value learning for learning's sake"?

New Words

assess

assess (vb.): judge; determine amount.

bemoan

bemoan (vb.): to complain about or express sadness about.

befuddlement

befuddlement (n.): confusion resulting from failure to understand.

dysfunctional

dysfunctional (adj.): not behaving or working normally.

exploration

exploration (n.): the act of travelling to unknown places; study in depth.

equate

equate (vb.): believe something is equal to something else.

formative

formative (adj.): helps build the structure of something; growing.

intellectual

intellectual (adj.): to do with the mind; academic.

open-minded

open-minded (adj.): willing to listen and change.

reinforce

reinforce (vb.): to make something stronger.

sadism

sadism (n.): the activity of getting pleasure from being cruel to or hurting another person.

zenith

zenith (n.): the best or most successful point or time.

Write the definitions of the following words:

bout: (n.): a short period of time.

commemorate: (v.): to call or recall to mind.

cram: (v.): to study rapidly under pressure.

retention: (n.): the power or ability of remembering information.

dubious: (adj.): uncertain, doubtful.

inevitable: (adj.): unable to be avoided.

The Present Perfect

We use the present perfect to express an action that started in the past and is still going on or stopped recently, but has an influence on the present. It puts emphasis on the result.

For example:

*I **have seen** John.*

*John **has studied** Turkish.*

*The children **have just** eaten lunch.*

NOTE:

The Present Perfect **cannot** be used with a **specific time**.

For example:

*I have eaten pizza **at two o'clock**. (✗)*

*I have eaten pizza **before**. (✓)*

- That said, the Present Perfect **can** be used without a **specific time of day, week or year**.

For example:

*Have you ever gone swimming **in winter**?*

*I have gone to sleep **at midnight** twice this week.*

*I haven't seen him **in the morning** before.*

- Even though these times are **specific**, no **specific day, week or year** is intended, so it is no longer **specific**.

Uses of the Present Perfect

Experience	<p><i>I think I have seen people eat that much before. (I have had that experience.)</i></p> <p><i>He has never traveled by rickshaw. (He doesn't know what it is like.)</i></p> <p><i>Joan has studied two foreign languages. (She knows what it takes and how enjoyable it can be.)</i></p>
Change Over Time	<p><i>You have grown so much over the last two years.</i></p> <p><i>In recent years, the government has become more interested in arts education.</i></p> <p><i>Brazil has turned into one of the world's biggest economies. (And it previously wasn't.)</i></p>
Accomplishments	<p><i>Man has walked on the Moon.</i></p> <p><i>Scientists have split the atom.</i></p> <p><i>I have written a book and published many academic papers.</i></p>

For continuing situation

*I **have worked** in that company since June.*

*She **has** been absent for two days.*

*How long **have you lived** here?*

NOTE:

Some **English speakers** tend to use the **past simple** in place of the **present perfect**. This can be very confusing, as it implies a **specific time** that might not be intended by the speaker.

For example:

Mike: Did you see John? (Meaning "Have you seen John?")

Allen: (confused) What do you mean? Was I supposed to see him at a specific time?

Mike: No, I'm just asking did you see him today.

Allen: Oh! You mean have I seen him today.

Mike: Yes, that's what I said!

The Past Perfect

We use the Past Perfect to talk about an action that:

- happened in the past,
- at an unspecific time,
- and finished in the past
- before another action or specific time.

For example:

*When I saw Craig, he **had** already **bought** the car.*

*By the time they **had finished**, they **had** used all the cement.*

*The children **had eaten** by 10 am.*

NOTE:

- The Past Perfect action **cannot** have happened **at a specific time**, but must have happened **by a specific time**.

For example:

*I had eaten pizza **at two o'clock**. (✗)*

I had eaten pizza. (✗)

*I had eaten pizza **by two o'clock**. (✓)*

- The **past perfect** can be used **with** the **past simple** and **past perfect**, but **not** the **present perfect**:

*The forest **had** grown double its size when I **visited** last. (past simple) (✓)*

*The cat **had** climbed the tree by the time we **had** got back. (past perfect) (✓)*

*I **have** climbed this hill before you **had** climbed it. (present perfect) (✗)*

*I **had** done this before you **have** done that. (present perfect) (✗)*

Grammar

NOTE:

- The past participle of **have** is **had**. So when we put **have** into the past perfect we get **you had had**, with two **had**'s.

For example:

*I **had had** a bad day, so I wasn't very polite to him when he asked about Tom.
They **had had** lunch by the time I arrived.*

- In **spoken English**, **had** is frequently **shortened** to **'d**, making it sound as the shortened form of **would**, which is also **'d**.

For example:

*I'd eaten by 9 pm. (I **had** eaten by 9 pm.)
I'd eat by 9 pm. (I **would** eat by 9 pm.)*

- The only way to tell the difference is to look at the rest of the sentence.

A Using the following infinitives, form sentences with the present perfect.

- Study
I have studied for many years.
- Become
He has become a better man.
- Choose
Many people have chosen to move to England.
- Collect
The troop has collected 1.5 million for charity.
- Discover
Man has discovered many valuable new things.
- Fight
He has fought many battles.



B Using the following infinitives, form sentences with the past perfect.

- Clean
He had cleaned the apartment before I got home.
- eat
The food had all been eaten.
- drink
She had drunk all the milk.
- elect
They had elected their president by a landslide.
- Put in jail
He had been put in jail.
- crown
They had crowned the King.

C Read the following text and correct the mistakes. There are a total of **nine** mistakes.

I **have** always wanted to write about my family history and now the time has come to put pen to paper.

My great grandfather had been in England for some ten years when he **had** married my great grandmother. By the time they had **had** their third child, my grandfather had become a teacher at Aylestone High School. He **has** taught there for twenty years and by the time he had finished he **has** worked his way up to deputy head of the school.

Have **heard**
Did you ever **hear** of Aylestone High School before? I **have** studied there from 1988-1992. When I **was** **had been** there, it had very nice playing fields and very nice teachers. Since leaving the school, I have contact more than one of my teachers, some of whom **have** since moved on to greener grasses.



The Comma 🎧

- *A Panda is a bear-like animal that eats, shoots and leaves.*
- *Let's look for Grandma Sarah.*
- *When hunting lions, hide in the bushes.*

If we look at the sentences above, we should find them quite **confusing**:

*Why would a Panda Bear shoot? Could it even use a gun?!
Who is Grandma Sarah?
Why would some hunt lions?*

In English, commas are used to make things clear. When looking at multiple adjectives, we saw that commas helped us to know if there was an *and* in the list of adjectives or not. Similarly, commas (put in the right place) can help us understand the sentences **correctly**:

- *A Panda is a bear-like animal that eats, shoots and leaves.*

Without the comma, it becomes clear: this animal eats shoots and leaves that grow from trees.

- *Let's look for Grandma, Sarah.*

With the comma, it becomes clear: I am looking for Grandma and I am speaking to Sarah.

- *When hunting, lions hide in the bushes.*

With the comma **in the right place**, it becomes clear: when lions hunt for prey, they hide in the bushes.

So commas are very useful. The easiest way to understand them is to think them as a short **pause for breath**: when you naturally pause or change tone, that's where the comma goes. With this little rule in mind, here are a few common usages of commas:

Lists

*I would like a banana, an orange and two apples.
Jack climbed a tree, picked an apple and ate it.
John helps me with my homework, we skate together and he is very generous to me.*

In **British** English, it is **uncommon** to see a **comma before** the last **and**, but it is sometimes needed for **clarity**:

He ate cereal, eggs, toast and marmalade, and tea.

Without the last comma, it would sound as if the tea was consumed **along with** the toast and marmalade, so it is added to separate the two.

Adverbial Phrases 🎧

When the adverbial phrase comes at the **beginning** of the sentence, it is **followed** by a comma.

I eat my lunch on my way home from school.

On my way home from school, I eat my lunch.

It rains very heavily sometimes.

Sometimes, it rains very heavily.

Craig came running home singing at the top of his voice.

Singing at the top of his voice, Craig came running home.

He lost my passport unfortunately.

Unfortunately, he lost my passport.

NOTE:

If the adverbial phrase is **very short**, the comma is often **omitted**.

For example:

Sometimes it rains very heavily.

Parenthetical Phrases 🎧

Side notes in the middle of the sentence have commas on **either side** of them.

Henry, if he doesn't mind me saying this, is an excellent chef.

The King, a noble and generous man who cares for his people, refused to give up.

My brother is a really good surfer, which really impresses people.



Grammar

A Each of the following sentences has the comma placed in the wrong place. Re-write each sentence, putting the comma in the correct place.

- 1 First of all where, is Hannah?
First of all, where is Hannah?
- 2 In English punctuation, is important.
In English, punctuation is important.
- 3 While riding Jack, saw a falcon.
While riding, Jack saw a falcon.
- 4 Silver in my opinion, is nicer, than gold.
Silver, in my opinion, is nicer than gold.
- 5 England despite, its size, is quite an influential country.
England, despite its size, is quite an influential country.
- 6 Wales however, is, not as influential.
Wales, however is not as influential.
- 7 Although Scotland is part of Britain it, actually has its own laws. Although Scotland is part of Britain, it actually has its own laws.
- 8 As a big fan of tennis Dave, was really excited about the tournaments at Wimbledon. As a big fan of tennis, Dave was really excited ... at Wimbledon.
- 9 Dave actually, missed Wimbledon last year which was rather disappointing. Dave actually missed Wimbledon last year, which was rather disappointing.

B Re-write the sentences that require commas, putting them in the right place.

- 1 John left the house and tried to forget everything that had just happened.

- 2 Oil which is actually cheaper than water in some places may run out one day. Oil, which is actually cheaper than water in some places, may run out one day.
- 3 His horse was a fast skillful and gracious racer.
His horse was a fast, skillful and gracious racer.
- 4 Clive has a number of jobs and some of them even earn him some money!

- 5 I testify that the house was bought in my name and that the work was paid for by me.

- 6 John Axestone whose real name is Gareth Amrose taught himself Chinese while working in foreign trade.
John Axestone, whose real name is Gareth Amrose, taught himself Chinese while working in foreign trade.

- 7 Carrying as many cups as he could Dave made his way up stairs. Carrying as many cups as he could, Dave made his way upstairs.
- 8 The box contained worn clothes old shoes and winter hats. The box contained worn clothes, old shoes and winter hats.
- 9 The uninvited guest wore a dark blue linen shirt.
The uninvited guest, wore a dark blue linen shirt.
- 10 After eating oyster in the Seychelles Sam become a big seafood fan. After eating oyster in the Seychelles, Sam became a big seafood fan.
- 11 Mark Twain in my opinion is the best American writer of all time. Mark Twain, in my opinion, is the best American writer of all time.
- 12 He's able enough isn't he?
He's able enough, isn't he?
- 13 The school children asked the man 'Would you be able to help us?' The school children asked the man, "Would you be able to help us?"
- 14 'I would indeed' replied the man.
'I would indeed,' replied the man.
- 15 After some warm milk and a good deal of care the kitten looked adorable. After some warm milk and a good deal of care, the kitten looked adorable.

C Read the following text and add commas where appropriate. (You will have to refer to the rules on commas dealt with in earlier units as well.) There are a total of **21** commas:

Once upon a time, the Prince of Norway, a young man with noble ambitions, decided to kill a blood-thirsty, fire-breathing dragon. After organising his troops, sharpening his weapons and bidding farewell to his father, the King of Norway, he left for the North, the place where the dragon lived. In a little less than a week, he arrived at the place where the dragon was believed to be sleeping. Drawing his sharp, deadly sword and taking a group of ten of his finest loyal men, he went in to the dragon's layer.

To his surprise the dragon was sitting there crying. A little confused, but nevertheless keen to fight the dragon to the death, he shouted at the top of his voice, "Mr Dragon, I have come to kill you. So stand and fight me."

The dragon, who had been crying at the loss of one of his play dolls, turned to face the Prince, stopped crying and, with a beaming face, said, "Oh yippee! A new doll to play with!"

حصري

Practise with your partners:

3 What
soci

4 Is it

- 1 What is the spirit of education?
- 2 Why should we become educated?
- 3 What happens when there is very little education in a society?
- 4 Is it acceptable to study just to get a degree?
- 5 What happens to education when it becomes a means and not an end? Is it actually a problem?
- 6 How can students promote a better spirit of education?
- 7 How does it feel when you learn something difficult and then finally understand it?
- 8 What does it mean to fully understand a topic? Are there limits to how far you can go?
- 9 How can a serious student join between learning and leisure? Is leisure a part of learning?
- 10 Are there any skills or facts that can't be learnt at school and can only be learnt at home or work? Give some examples.



Phrases with **so**

Phrase	Meaning	Example
I think/hope/suspect so	Takes the place of a previous sentence	A "Is Bert jogging?" B "I think so ." (I think he is jogging.)
Doing something so	<i>in this way; like that</i>	Do it so . (Do it like this.) It is pink and has long been so . (It is pink and has long been pink.) So it turned out. (It turned out like that.) The door is about so wide. (The door is about the width I am showing you with my hands.)
To be so	<i>that is true</i>	A 'Is it true that we're not getting paid this month?' B 'I'm afraid so .' (I'm afraid that is true.) A 'Bert and his brother don't get on very well.' B 'Is that so ?' (Is that true?)
So do I	<i>also</i>	A 'I like this street.' B ' So do I.' (I like this street also.) She's got a bike and so has he. (She's got a bike and he also has a bike.) He's hungry and so am I. (He's hungry and I also am hungry.)
So nice! (informal)	very or extremely. Can be used before an adjective or an adverb	I'm so sad. (I'm very sad.) It was so delicious. (It was very delicious.) I'm so heartbreakingly sad. (I'm very sad.) It was so indescribably delicious. (It was extremely indescribably delicious.)
only /just so many /much	a limited or small number or amount:	I can eat only so many pieces of cheese. I can eat only so much cheese.
so much as	<i>even</i>	He doesn't so much as say hello to me.
so much	Something, as an amount or cost, that is not specified or determined	The carpeting is priced at so much per yard.
so much for	all that is or needs to be said or done	So much for the talking, let's get down to some work!
so much so that	To such a degree that it resulted in ...	He was completely obsessed with Spiderman, so much so that he even knew how many what Spiderman ate for breakfast!

A Write a response to the following sentences.
Use I for each answer.

- I have purple hair. I think your hair is so nice!
- I am hungry. So am I.
- He bought a book. Why did you pay so much?
- They ran a marathon. How did you run so many miles?
- I left dishes in the sink. So much for cleanliness.

B Rewrite the following sentences using so.

- You tie your shoelaces like this.
You tie your shoelaces like so.
- She left the bedroom like this.
She left the bedroom like so.
- Fold the clothes like this, then put them in the cupboard.
Fold the clothes like so, then put them in the cupboard.
- The building was abandoned, and was left like that for years.
The building was abandoned, and was left like so for years.

C Write a response to the question using *so* with one of the verbs *hope*, *expect*, *suppose*, *think*, *believe*.

1 Are you coming?

I hope so.

2 Will it rain?

I expect so.

3 Are you nearly finished?

I believe so.

4 Is she upset?

I suppose so.

5 Are they buying the crisps?

I think so.



Phrases with *such*

Phrase	Meaning	Example
Such a man	of the type that has just been mentioned	Such a cat is dangerous. (A cat like that cat is dangerous.) <i>I'm looking for a car that flies. Do you have such a thing?</i> (Do you have a car that flies?) <i>We bought meat, fish and other such things.</i> (We bought meat, fish and other things like those things.)
Such a fun time (informal)	used before a noun or noun phrase to add emphasis	<i>That's such a good zoo.</i> (That's a very good zoo.) <i>It's such a hot day today.</i> (It is a very hot day today.) <i>They're such lovely shoes.</i> (They're very lovely shoes.)
as such	In the true or exact meaning of the word or phrase.	<i>We don't have a doctor as such, but there is a woman who grows herbs and keeps insects.</i> (We don't have a doctor exactly, but there is a woman who grows herbs and keeps insects.)
such as	for example	<i>He thinks cakes such as chocolate or carrot are lovely.</i>

A Re-write the sentences below using *such*-phrases.

1 Books like *Wind in the Willows* are loved by children and parents alike.

Books such as Wind in the Willows, are loved by children and parents alike.

2 He isn't exactly a plumber, but he is good with his hands.

He isn't a plumber as such, but he is good with his hands.

3 We had a really enjoyable trip.

We had such an enjoyable trip.

4 People like that really inspire me.

Such people really inspire me.

5 He is a very horrible man.

He is such an horrible man.

6 People love money a lot to the extent that some people will do almost anything for it.

People have such a love for money, they will do almost anything for it.

7 In winter, many people take part in winter sports like skiing and ice skating.

In winter many people take part in winter sports, such as skiing and ice skating.

8 You have a very fast horse.

You have such a fast horse.

Useful Expressions

That thing

The word **thing** has a number of **idiomatic** uses. Here are but a few of them:

Phrase	Meaning/Usage	Example
The thing that really annoys me	The most annoying aspect of something	You know, the thing that really annoys me is that she didn't even tell me before.
The thing is though	The point that should not be forgotten or overlooked	The thing is though , he is only a child after all.
How are things?	How are you?	Hi, Sam. How are things?
Things are pretty bad	Response to 'How are things', when your circumstances are really quite bad.	Well, to tell you the truth, things are pretty bad . I've just found out that I'm £5 million in debt!
There's one more thing	Another way of saying 'I have something else to say in this regard'.	Sorry to interrupt, but there's one more thing : If anybody thinks John did it for money, then they have misunderstood him.
Do the right thing	Do what is morally correct	Go on, Sam. Do the right thing and apologise.
That sort of thing	Something like that; activities or ideas	"How about we take a hike across the Alps?" "I'm not into that sort of thing , I'm afraid!"
First thing in the morning	At the beginning of the day	Don't be late. The plumber is going first thing in the morning .
The next big thing	The next fashionable item	Wow! That's so cool! It's going to be the next big thing .
First things first	Matters should be dealt with in order of priority. (Only used as an introduction not as a justification.)	Okay, first things first : who is going to go and get some pizza?

A Re-write the following sentences using the phrases above:

- We have to look at what takes priority: Sam, you go and see if there is any money left.
First things first. Sam you go and see if there is any money left.
- Tony was very uneasy. He felt like he hadn't done what he was supposed to do.
Tony was very uneasy. He felt he didn't do the right thing.
- How are you doing?
How are things?
- There was just one point I wanted to add....
There's one more thing...
- What annoys me the most is...
The thing that annoys me the most is...



Writing a Report

A report is a systematic, well-organised document which defines and analyses a subject or problem. It is not a story and should **not** include **descriptive** or **emotive** language. (See unit seven.)

When might you need to write a report? In the world of work, you might have to:

- when something goes wrong and management needs to know how to correct it.
- when a big decision has to be made and all the facts and considerations have to be organised and presented,
- when surveys need to be evaluated or if you have a business proposal that you would like to present to a company.

Reports may include:

- the record of a sequence of events
- interpretation of the significance of these events or facts
- evaluation of the facts or results of research presented
- discussion of the outcomes of a decision or course of action
- conclusions
- recommendations

Reports must always be:

- targeted
- accurate
- concise
- clear
- well-structured

In business and scientific or technical subjects, we usually write reports; whereas in the arts, we write essays.

A report should usually follow this structure:

- 1 Title page
- 2 Contents page
- 3 Terms of reference
 - a What exactly is your report going to be about?
 - b Why are you writing the report?
 - c What exactly are the assessment criteria?
 - d Who are you writing the report for?
- 4 Procedure (How the research is carried out)

5 Summary/Introduction

6 Main body/findings

a This is the substance of your report. Headings and sub-headings should be used to clearly indicate the different sections (unlike an essay).

b Charts, diagrams and tables can be used to reinforce your arguments, although sometimes it may be better to include these as an appendix (particularly if they are long or complicated).

c Do **not** include **opinions, conclusions** or **recommendations** in **this section**.

7 Results

8 Recommendations

9 References

Project

Choose one or more of the following topics to write a report.

- Climate change - What impact has it had on the environment and society so far?
- Exams - Do exams only measure a student's ability to take exams? Should exams be replaced with some other form of assessment?
- Fast food - Is it right to blame fast food restaurants for obesity? How much personal responsibility do people have for their health?

Report

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What is Illiteracy?

The number of adults who are functionally illiterate in one European country is estimated at 6 to 8 million. Globally, more than 796 million people in the world cannot read and write. About 67 million children do not have access to primary school education. The cost of illiteracy to the worldwide economy is estimated at 2% of global GDP.

What is Illiteracy?

Complete illiteracy means a person cannot read or write at all. Of equal relevance is the concept of functional illiteracy, which means an individual may have basic reading, writing and numerical skills but cannot apply them to accomplish tasks that are necessary to make informed choices and participate fully in everyday life. Such tasks may include:

- Reading a medicine label
- Balancing a chequebook
- Filling out a job application
- Reading and responding to correspondence in the workplace
- Comparing the cost of two items to work out which one offers the best value

Poor literacy also limits a person's ability to engage in activities that require either critical thinking or a solid base of literacy and numeracy skills. Such activities may include:

- Understanding government policies and voting in elections
- Using a computer or smartphone to look up and access up-to-date news and information; communicate with others via email or social networking sites; or shop online, read product reviews and user feedback, and get the best prices for goods and services
- Completing a higher education degree or training
- Assisting children with homework.

What is the Cost of Illiteracy to Society?

Around the world, the impact of illiteracy on personal income varies but it is clear earning potential is limited. Illiterate people earn 30%-42% less than their literate counterparts and do not have the literacy skills required

After reading this, you'll know what it feels like to be illiterate.

to undertake further vocational education or training to improve their earning capacity.

Education and the Role of the Family

Illiterate parents tend to have lower expectations and aspirations regarding education for themselves and their children. Poor families often place work before education and the children of parents who have failed to complete primary education tend to do the same. When parents are uninvolved in their children's education, young students are more likely to display behavioural problems, get poor school results, repeat school years or drop out of school. Illiterate parents cannot read to their children, nor encourage a love of learning. When illiterate adults improve their literacy skills, this has a flow-on effect to their children. With these new skills they can help a child with homework, read notes and correspondence sent home from school, understand the school system their children engage in, and guide and encourage them better.

Project

Research the percentage of people who are illiterate in your country and the number of jobs you can do without literacy. Research the ways in which governments worldwide are promoting literacy. Choose one means of promoting literacy and present it to your class.

5-8 Review 2

A Fill in the blanks using **two** words from the box:

deploy	dysfunctional	recount
devise	sadism	athletic
coercion	bemoan	adversarial
confess		

- Drivers bemoan dysfunctional cars because they don't work.
- Helen recounts how athletic the Argentinean football players were.
- He confessed that he had devised the plan to kill Mr Harper.
- Only sadism could make one deploy vicious animals on people.
- After much coercion, he confessed to the crime.
- Adversarial pressure could make one confess to a crime that one did not commit.
- Some students recount the coercion they receive from bullies.
- Policeman deploy coercion to get information out of criminals, but they never torture anyone.
- Sadism could only exist in a dysfunctional society.
- Schools are devising programs to meet the needs of their athletic students.

B Paraphrase the following sentences:

- Had there been some food, I would have eaten it.
He would have eaten, if there was food.
- Were I poor, I would still help the poor.
If I were poor, I would still help the poor.

- Should she complain, tell her it is her fault.
If she complains, tell her it's her fault.
- Were he stronger, he would be able to carry the tyre.
He could carry the tyre if he were stronger.
- Had they not drunk all the juice, we would have been able to offer some to the guests.
If they had not drunk all the juice, we would have been able to offer our guests some.
- Were they our colleagues, we would have shared the data with them.
We would share the data with them if they were our colleagues.
- Should the king visit, I would very much like to see him.
I would like to see the King, if he visited.
- Were I you, I would take the red one.
If I were you, I would take the red one.
- Had the dog not died, we would have been able to herd the sheep.
They could have herded the sheep if the dog hadn't died.
- Were they not here, they would not be able to see the king.
They would not be able to see the king if they weren't here.
- Should Angus wake up while I'm away, tell him I will be back soon.
If Angus wakes up, tell him I'll be back.
- Were I Angus, I would stay in bed.
He would stay in bed if he were Angus.

Review 2

- C** Read the following description of “Life as a Teacher” and answer the questions that follow.

Paul Keogh MBE

What first attracted you about teaching?

Coming from a family of teachers I suppose it was in my blood, but I didn't always want to become a teacher. I really did want to be a presenter for Blue Peter, the world's longest-running children's television programme. But having spent a year of my degree as a foreign language assistant in a secondary school in France, and having thoroughly enjoyed it, I decided to do my Postgraduate Certificate in Education (PGCE). I wanted to make a difference and pass on my enthusiasm for languages and learning to my students.

What route did you take into teaching?

I studied a degree in French language and literature at Liverpool University before doing my PGCE at Leeds University.

Teaching really is the best job in the world. Having always wanted to be a Blue Peter presenter, teaching tops it for variety, fun and the chance to work with talented people – the kids!

How did you go about finding a job?

I had a desire to return to Liverpool, Leeds or Manchester to work in an inner city school, but ended up in a large comprehensive in north Yorkshire. I got my current job on my first interview and have been there ever since! I saw the advert in the Times Educational Supplement (TES), applied, and the rest is history as I have been there 20 years.

What is life like now that you are a teacher?

I am currently head of languages in a large faculty of 10 specialists, three foreign language assistants and four initial teacher training students. I also work as an **Abstract Syntax Tree** supporting the delivery of primary and secondary modern foreign languages, both regionally and nationally. In 2003-4 I was named National Teacher of The Year in a secondary school, and since then I have been very busy. I do a lot of media work promoting teaching and learning on radio, TV and in the press. I speak at national and international conferences on a wide range of educational issues, but the favourite part of my current job is being in the classroom with the kids!

- 1 What does it mean to say that teaching “was in my blood”? Why did Paul say that?
- 2 Where did Paul graduate?
- 3 How long has Paul been teaching?
- 4 What is his role at work?

Discuss:

- 1 Would you like to be a teacher? Give a detailed answer.
- 2 What are some advantages and disadvantages of being a teacher?
- 3 Is there any difference between teaching at kindergarten and teaching in a university? List at least three differences.

- D** Rewrite the following sentences putting the commas in the right place.

- 1 On the other hand he might like it.
On the other hand, he might like it.
- 2 Three erudite well-educated professors presented a defence.
Three erudite, well-educated professors presented a defense.
- 3 If I could I would build a castle.
If I could, I would build a castle.
- 4 Many if not most would agree with you.
Many, if not most, would agree with you.
- 5 He won the medal which was a surprise.
He won the medal, which was a surprise.
- 6 Leaning out of the window he waved his family goodbye.
Leaning out of the window, he waved his family goodbye.
- 7 My friend what can I do for you?
My friend, what can I do for you?
- 8 Here it is Hannah!
Here it is, Hannah!
- 9 I like chocolate crisps and marmalade.
I like chocolate, crisps and marmalade.
- 10 Harriet Helen Oscar and Josh were all there.
Harriet, Helen, Oscar and Josh were all there.

5-8 Review 2

E Fill in the blanks using words from the box.

- 1 be
He has always wanted to be a pilot.
- 2 become
It took years to become a doctor.
- 3 seem
It always seems to rain at the weekend.
- 4 prove
The lawyer proved of ignorant.
- 5 sound
The guard sounded alarmed.

F Rewrite the sentences using the passive voice.

- 1 Mum washes the plates.
The plates are washed by Mum.
- 2 The bear has eaten the fish.
The fish were eaten by the bear.
- 3 She makes pastries.
Pastries are made by her.
- 4 The lawyer won the case.
The case was won by the lawyer.
- 5 The groom had forgotten something.
Something had been forgotten by the groom.
- 6 His friend is not going to buy the vase.
The vase is not going to be bought by his friend.
- 7 The sheep ate the grass.
The grass was eaten by the sheep.

G Fill in the blanks or answer the questions using the options provided.

- 1 Dad was angry at _____ for leaving a mess.
☒ a us
b our
c we
- 2 The children's drawings are beautiful.
a Okay, but who do you prefer?
b Okay, but whom do you prefer?
☒ c Okay, but whose do you prefer?
- 3 _____ is the best family in the world!
a Our
b Your
☒ c Ours
- 4 These ideas of _____ are strange to say the least.
a their
b your
☒ c yours
- 5 They stole his car and now they want _____.
☒ a mine
b its
c my
- 6 Manager: Helen is late and Garry is sick?
Employee:
a Yes, but him is on time.
b Yes, but his is on time.
☒ c Yes, but he is on time.

H Correct the order of adjectives in the following sentences:

- 1 This green big boat is wonderful.
This big green boat is wonderful.
- 2 Young today's men are well-behaved.
Today's young men are well-behaved.
- 3 Metal purple tins are quite handsome.
Purple metal tins are quite handsome.
- 4 Little silly rabbits tend to annoy foxes.
Silly little rabbits tend to annoy foxes.
- 5 Rocket Chinese scientists had changed science.
Chinese rocket scientists had changed science.

Review 2

- 6 Wooden white doors can get very dirty.
White wooden doors can get very dirty.
- 7 I saw a sheep little dog yesterday.
I saw a little sheep dog yesterday.
- 8 White poodles most are vicious.
Most white poodles are vicious.
- 9 Harry has a new nice car.
Harry has a nice new car.
- 10 Clay pots whose are these?
Whose clay pots are these?

I Add commas where you see fit:

- 1 I met a strange, eccentric and enthusiastic old man.
- 2 Two cheap, comfortable and elastic t-shirts were hanging on the line.
- 3 Foreign financial aid has been of great economic social and educational benefit.
- 4 Most short orange trees only produce fruit after they mature.
- 5 Three school children were seen helping an old lady.
- 6 Red, orange and yellow flowers tend to grow in these parts.
- 7 Acute bone pain can result in disability.
- 8 My favourite little brother is Alex.
- 9 Then all of a sudden, along came a two-legged, sick, dirty little dog.
- 10 My father said that when he was young he was a well-mannered, prompt, articulate student.

J Using the following infinitives, form sentences with the present perfect.

- a Guide
He has guided us for generations.
- b Have
We have had Chinese food.
- c Derive
The root has been derived using math.
- d Suspend
She has been suspended from school.
- e Elect
Their president has been elected.

- f Chew
The gum has already been chewed.
- g contrive
We have contrived a masterful plan.
- h debate
The candidates have finished their debate.
- i alienate
He has been alienated because of his accent.
- j write
She has written many letters.
- k hang
That picture has always been hung there.
- l catch
He has caught the ball.

K Using the following infinitives, form sentences with the past perfect.

- a follow
They had followed their intuition.
- b surround
We had surrounded the fortress.
- c promise
She had broken her promise.
- d issue
The general had issued the orders.
- e detect
The flaw had already been detected when I pointed it out.
- f itch
I had itched my arm.
- g rent
All the rooms had been rented.
- h mould
The basement had begun to mould.
- i punch
He had punched his brother.
- j pause
The recording had paused a long time.
- k queue
He had queued for hours.
- l drink
They had drunk all our juice.

Writing for a Persuasive Presentation

Now

You write a persuasive presentation for one or more of the following:

- 1 Students should be allowed to have cell-phones in class.
- 2 Students's textbooks should be replaced by notebook computers.
- 3 Driving age should be raised to 21.

Essay on why we should replace textbooks with notebooks.

I am certain that after you have read this essay, you, students and teachers will be casting away your textbooks and will be buying laptops, notebooks and technology alike.

Why is that? Well, no one wants to waste paper, nor do students and teachers enjoy writing with a pen when they could be typing. It will make it easier for students to give in their homework by email, and an easier life for teachers to mark it by using automatic correction. Also, students will have more spare time because typing an essay is faster and easier to correct than writing and correcting on paper.

Now all you have to do is to get rid of all the textbooks, and go to the store to buy a new notebook. Students can use Microsoft Word to type. Teachers can disable the auto-correction so that the students don't cheat.

Every paper you write comes from a cut down tree. So every paper you throw away means a wasted tree. It is obvious that typing is way much faster than writing. A good typer can type up to 30 to 60 WPM. Including correction, that's an essay done in less than ten minutes. Writing can take up to half an hour and even then, if you did your correction with it, you would still have to write another whole final draft.

In conclusion, students and teachers would have an easier life using the technology for schoolwork. Less paper would be wasted and that means fewer trees wasted. Students and teachers will have more spare time in which they can enjoy life even more.

Pros and Cons Essay (2)

- 1 Taking a topic of your own choice and preference, write a detailed pros and cons essay in no less than 300 words.
- 2 Examples of topics to write about;
 - Internet (Good or Bad?)
 - Technology
 - Drugs
 - Mobile Phones
 - Media
 - Online Shopping ...etc.

Time is Running Out

While scientists are debating whether the people of the earth should be concerned about global warming, Canadians need to act. This is not said to belittle the debate among scientists; their research provides vital information. However, since many scientists claim that the global warming trend is likely to have negative consequences, the people of Canada should plan for the future with this information in mind.

Why the people of Canada? Many scientists agree that if the atmosphere continues to get warmer, many regions will experience negative effects. True, some regions may enjoy some benefits. For example, the farmers on the prairies might enjoy a longer growing season.

But, most Canadians would suffer negative consequences. The Maritimes and the West Coast would experience coastal flooding; arid regions of southern Alberta would turn into deserts; and the permafrost in the Yukon would decay more and more. Skiers would have fewer places to ski in British Columbia, Ontario and Quebec because of a shortage of snow. The fish migration patterns along the eastern shoreline might change so much that the prime fishing areas would disappear. All these changes together would have a negative impact on the lifestyle of most Canadians.

Of course, more research is needed to determine the impact of global warming. But that is not good enough for responsible Canadians. We need to take steps immediately to slow down the global warming trend. Canadians should object more strongly to clear cut logging in British Columbia. We must change from being one of the highest users in the world of fossil fuels to one of the lowest. This would be a promising start to save Canada, as we know it. Not to respond to the threat of global warming would be like ignoring a tornado warning. Let's not wait till devastation is upon us.

- Climate change - What impact has it had on the environment and society so far?
- Exams - Do exams only measure a student's ability to take exams? Should exams be replaced with some other form of assessment?
- Fast food - Is it right to blame fast food restaurants for obesity? How much personal responsibility do people have for their health?

Grammar Reference

Unit 1

The Present Simple tense is used for:

- Repeated Actions:**
 - The train **leaves** every morning at 8 am.
- Facts or Generalisations:**
 - California **is** in America.
 - Cats **like** milk.
- Scheduled Events in the Near Future:**
 - The plane **departs** tonight at 6 pm.
- Now (Verbs of State):**
 - He **likes** water sports.
 - She **is not** here now.

The Present Continuous Tense is used for:

- Longer Actions in Progress Now:**
 - She **is studying** biology this year.
- Fixed Arrangements in the Future:**
 - I **am meeting** some friends at 6.00 am.
- Temporary States in the Present:**
 - At the moment I **am living** at my brother's.
- Remarkable/Annoying Repeated Actions:**
 - Mark **is always talking** in lessons.

Relative Pronouns

Relative pronouns, like **that**, **which** and **who**, are frequently used to qualify a noun. Such a relative pronoun introduces what we call a **restrictive clause**.

For example:

- The man **that** helped me was very tall.
- The people **whom** you asked to sign the petition have written to me.

When a relative pronoun is used with a **preposition**, it comes **before** the **pronoun**.

For example:

- The topic **about which** we spoke is very private. Please don't talk about it.
- The people **to whom** you wrote the letters have written back to me.

Unit 2

Modal-Related Verbs

The **modal-related verbs** below give **similar meanings** to some of the modal auxiliaries. They are not defective because they do have present and past participles.

Verb	Used for	Examples
to be supposed	(similar to should) Past, present, future: duty	Mary was supposed to be here by now.
to be bound	(similar to will) Past, present, future: inevitability	The car is bound to stop soon; the petrol is almost finished .
to be able	(similar to could) Past, present, future: ability	Last night we were locked out , but we were able to get into the house through the window.
to be allowed	(similar to may) Past, present, future: permission	You are not allowed to use calculators in the test.
to refuse	similar to won't) Past, present, future:	They refused to pay the bill.
to be required	similar to must) Past, present, future: obligation	They are required to wear white socks at school.

Direct Speech

reports someone's speech or thought in its original form.

- In **British English** we usually use **single** quotation marks (though it is not wrong to use double).
- The words actually **spoken** or thought are enclosed in **quotation** marks (also called speech marks) around it:
 - She said, "It's raining."
 - "It's raining," Frank thought.
- Every time there is a **new speaker**, we start a **new paragraph**:
 - "It's freezing outside," Mum said, "and it's starting to snow," Frank added.
- There should be a **punctuation mark** (e.g. a comma, full stop, question mark, or exclamation mark) at the end of direct speech. We place it **inside** the closing quotation marks:
 - 'Can I go out?' he asked.
 - 'No way!' she shouted.
 - 'You're crazy,' he said.
 - 'Takes one to know one.'
- If the direct speech comes **after** information about who is speaking, we use a **comma** before the first inverted comma:
 - Mum replied, 'Rice and chicken.'
- If we **break up** the direct speech with information about who is speaking, we use
 - a **comma**, question mark or exclamation mark to end the first piece of speech
 - a **full stop** or comma before the quotation marks of the second piece of direct speech
 - 'You're right,' he said. 'It tastes great.'
 - 'It is easier to do well,' she said, 'if I don't rush.'
 - 'Yes!' he agreed. 'Pace is everything!'

Unit 3

Grammar

Relative clauses are often used to give more **information** about someone or something.

Example: I love the blouse **that** you just brought.

Sometimes this information **defines** the person or thing being spoken about and sometimes it is just for **extra** information.

Compare the two sentences below:

A The man **who** just called is from Portugal. His name is Paolo.

B The man, **who** just called, is from Portugal. His name is Paolo.

In the first sentence, the man is **unknown** and has to be **defined** by some distinguishing mark or sign. In this case, the fact that he just called. If the phrase *who just called* wasn't used, the man could be just about anyone.

In the first sentence, the man is **known** to both the speaker and the listener (because they have both seen him or spoken about him before). The phrase *who just called* is used to give **extra information**.

Questions

1 Questions in English take a different grammatical form than statements: the **verb** usually comes **before** the **subject**.

For example:

- Your name **is** John.
Subject Verb

- Is your name John?
Verb Subject

2 With most verbs, the **auxiliary verb to do** is used along with the infinitive.

For example:

- He **ate** the chocolate. (✓)
- Ate he the chocolate? (✗)
- Did he **eat** the chocolate? (✓)

3 When an **auxiliary verb** has already been used, **to do** is **not** used.

For example:

- He **has** eaten all the chocolate. (✓)
- Did he **have** eaten all the chocolate? (✗)
- Has he eaten all the chocolate? (✓)
- He **should** eat less chocolate. (✓)
- Does he **should** eat less chocolate? (✗)
- Should he eat less chocolate? (✓)

Unit 4

Future Continuous

To talk about an action that will occur in the **future** and will happen **over a period of time** we use the Future Continuous:

1 Subject + **will** + **be** + **gerund**

For example:

Edward **will be sitting** here **all night**.

My friends **will be asking** me about it **until** I tell them the whole story.

2 Subject + **to be** + **going to** + **be** + **gerund**

For example:

Rachel **is going to be cutting** my hair **for the next hour** or so.

We **are going to be going** to school **while** you are going to university.

Future Perfect

To say that an action will occur in the **future before a time** or before another **action**, we use the **Future Perfect**, which is just a combination of the future simple and the present perfect.

1 Subject + **will** / **going to** + **have** + **past participle**

For example:

Edward **will have read** the book before we arrive.

We **are going to have broken** the world record for the most correct grammar by the time we finish this book.

I **will have** not even **reached** the bridge by then. I need more time.

Future Perfect Continuous

To say that an action will **be occurring** in the **future, before a time** or before another **action**, we use the **Future Perfect Continuous**, which is just a combination of the future simple and the present perfect.

1 Subject + **will** / **going to** + **have** + **been** + **gerund**

For example:

Edward **will have been reading** that book for eight hours before we arrive!

We **are going to have been walking** for three weeks before we reach Mount Everest!

I **will be** in great need of money because I **will have been spending** so freely.

Unit 5

Conditionals

1 The Zero Conditional

The Zero Conditional is used for **a rule** and **always happens**. It takes the form:

if + Simple Present, Simple Present

For example:

*If water **is** heated to 100 degrees, it **boils**.*

*If one **is** added to three, it **equals** four.*

*If red **is** mixed with white, it **makes** pink.*

2 Conditional Sentence Type 1

The Conditional Sentence Type 1 is used for something that is **possible** and also **very likely**. It takes the form:

if + Simple Present/Present Continuous, will-Future/imperative

For example:

*If I **find** her email address, I'll **send** her an invitation.*

*If I **find** her email address, please **send** her an invitation.*

*He **will not want** us to disturb him **if** he **is** sleeping.*

3 Conditional Sentence Type 2

The Conditional Sentence Type 2 is used for something that is **possible** but **very unlikely**. It takes the form:

if + Simple Past, would + Infinitive

For example:

*If I **found** her jumper, I **would give** it to her.*

4 Conditional Sentence Type 3

The Conditional Sentence Type 3 is used for something that is **impossible**. It takes the form:

if + Past Perfect, would + Past Participle

if + Past Perfect, would + have + Past Participle

For example:

*If I **had found** her address, I **would have sent** her an invitation. (But I didn't find her address, so I couldn't send her an invitation.)*

Linking Verbs

Linking verbs do **not** express **action**. Instead, they **connect** the subject of the verb to additional information about the subject.

Keila **is** a teacher.

Being isn't something that Keila can **do**. Rather, the word **is** **connects** the subject, Keila, to additional information about her, that she teaches.

After drinking the old milk, Anne **turned** green.

Turned connects the subject, Anne, to something said about her, that she felt sick and the colour of her face changed.

Clair **seemed** very upset.

Seemed connects the subject, Clair, with something said about it, being very upset.

Irene always **feels** sleepy after eating pizza.

Feels connects the subject, Irene, to her state of being which is sleepiness.

Unit 6

Pronouns

Pronouns, however, do change form when they change case:

Subjective	Objective	Possessive
I	me	mine
you	you	yours
he	him	his
she	her	hers
it	it	its
we	us	our
they	them	theirs

Conjugation of Verbs in the Passive Voice

We can form the passive in **any tense**. The **main verb** is always in the **past participle** form and the auxiliary verb is **be**.

Example:

Tenses		Examples
simple	present	A letter is written.
	past	A letter was written.
	future	A letter will be written.
continuous	conditional	A letter would be written.
	present	A letter is being written.
	past	A letter was being written.
perfect	present	A letter has been written.
	past	A letter had been written.
	future	A letter will have been written.

Unit 7

Order of Adjectives

When we have more than one adjective, a certain order must usually be followed:

1	2	3	4	5
Demonstrative/ Possessive/ Interrogative	Number/ Quantity	General opinion/ quality	Specific opinion/ quality	Size

6	7	8	9	10
Shape	Age	Colour	Nationality	Material

Commas between Adjectives

When **adjectives** in a **list** come from the **same category**, we divide them with an **and** or a **comma**.

For example:

- **Red and blue** flowers are pretty.
- He is an **intelligent and hardworking** fourteen year-old boy
- He is an **intelligent, hardworking** fourteen year-old boy.
- These few **reliable, professional and enthusiastic** Welsh doctors saved the baby's life.
- These few **reliable, professional, enthusiastic** Welsh doctors saved the baby's life.

When **adjectives** in a **list** come from **different categories**, **no and or comma** is needed to divide them.

For example:

- **Many** no comma **strange** no comma **tall** no comma **green** plants grow near this spring.
- He is an **intelligent, hardworking** no comma **fourteen year-old** boy.
- **These** no comma **few** no comma **reliable, professional and enthusiastic** no comma **Welsh** doctors saved the baby's life.

Unit 8

The Present Perfect

We use the Present Perfect to talk about an action that:

- 1 happened in the past,
- 2 at an unspecific time
- 3 and finished in the past.

For example:

I have seen John.

John has studied Turkish.

The children have eaten.

The Past Perfect

We use the Past Perfect to talk about an action that:

- 1 happened in the past,
- 2 at an unspecific time,
- 3 and finished in the past
- 4 before another action or specific time.

For example:

When I saw Craig, he had already bought the car.

By the time they had finished, they had used all the cement.

The children had eaten by 10 am.

Lists

I would like a banana, an orange and two apples.

Jack climbed a tree, picked an apple and ate it.

John helps me with my homework, we skate together and he is very generous to me.

In **British** English, it is **uncommon** to see a **comma before** the last **and**, but it is sometimes needed for **clarity**:

He ate cereal, eggs, toast and marmalade, and tea.

Adverbial Phrases

When the adverbial phrase comes at the **beginning** of the sentence, it is **followed** by a comma.

I eat my lunch on my way home from school.

On my way home from school, I eat my lunch.

It rains very heavily sometimes.

Sometimes, it rains very heavily.

Craig came running home singing at the top of his voice.

Singing at the top of his voice, Craig came running home.

Parenthetical Phrases

Side notes in the middle of the sentence have commas on **either side** of them.

Henry, if he doesn't mind me saying this, is an excellent chef.

The King, a noble and generous man who cares for his people, refused to give up.

My brother is a really good surfer, which really impresses people.

To the Max

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