

Oxford English Grammar Course

ADVANCED-LEVEL TEACHERS' NOTES

INTRODUCTION TO THE BOOK

The purpose of the Oxford English Grammar Course

OEGC is intended to help those students who want or need to make their English more grammatically correct. Our aim is not necessarily to encourage teachers and students to do more grammar – there are many other things that have to be fitted into a language programme. Our purpose is simply to make this important component of a course as effective as possible, so that students can learn the grammar that they need successfully and without wasting time.

The explanations and exercises in a book of this kind will not of course guarantee faultless speech or writing by learners – nothing will, and in any case few foreign-language learners need to aim at a native-speaker level of accuracy. But such work can help to make students more aware of the correct formation and use of key structures, and thus usefully reduce the number of errors in their production.

Using the book

Like any grammar practice book, OEGC Advanced can be used in various ways. Most teachers will probably wish to use it selectively, working on broad topics (e.g. modal verbs) or particular points (e.g. the expression of certainty) that classes or individuals need to learn or revise. Some language specialists, however, may find it useful to work through the whole book. A good deal of the work can be done for homework, thus freeing up valuable class time for other activities. The book is also suitable for self-study.

Teachers will have their own ways of using this kind of material in class, and we would not wish to suggest any kind of step-by-step procedure. We do, however, suggest that, where possible, teachers translate the grammar explanations into the students' mother tongue. (There is no basis in theory or research for the old dogma that the mother tongue should be avoided at all costs in language teaching. There are times when it is extremely helpful, and grammar explanation is one of them.) We also suggest that, as far as possible, teachers avoid a turn-taking oral approach to exercises ('You do number 1, you do number 2, ...'). Students learn what they do, and if what they do is mostly listening to other students, that is what they will learn – scarcely a high-priority skill! The more they can do grammar exercises through group work, or other activity types which enable them all to work at the same time, the more practice each individual will get.

The answer key can be used by students to check whether they have understood the material correctly. Students being what they are, some will no doubt 'cheat' by using the key to do the exercises; they will learn very little English by doing so.

Content and level

OEGC Advanced spans quite a wide range. It includes a good deal of revision work on points which will have been studied earlier, but which may still cause problems to some learners. At the other end of the scale, it covers some topics which may only be valuable for English specialists who need a high-level command of the structures of the language, particularly those of formal written English. For such students, additional notes on matters of detail (printed on a grey background) are provided where this may be useful.

At this level, grammar and skills come closer together, as the aspects of grammar that are involved in the structuring of written and spoken texts assume increasing importance.

OEGC Advanced has a separate 50-page section ('Part 2') which focuses particularly on grammar beyond the sentence.

Illustrations

Structures are often illustrated in real-life contexts such as short texts, quotations, advertisements or cartoons. These are generally intended as undemanding reading matter for students, which will help to introduce the structures and perhaps fix them in students' minds. They are not necessarily meant as exercise material. They can of course be exploited in this way if teachers wish, but we think there is an important place in language work for 'no-hassle' reading.

Cartoons can be problematic, especially with students from backgrounds with different approaches to humour from European cultures: the jokes may sometimes need explanation by the teacher, and may occasionally simply not get across at all. However, cartoon captions can also constitute very direct and memorable illustrations of one or other point of grammar, and we feel they are well worth including for this reason.

The 'Pronunciation for grammar' CD-ROM

Grammar and pronunciation have a good deal to do with each other. For many students, the main problem with English pronunciation is not productive but receptive: they can be understood more or less well, but they may have great difficulty themselves in understanding natural speech. This is largely due to the character of English stress and rhythm: unstressed syllables are pronounced quickly and unclearly, and frequently with a reduced pronunciation. These syllables can be hard for many students to perceive, especially if their languages do not have a similar phonetic structure. These unstressed syllables are mostly grammatical elements: auxiliary verbs, articles, prepositions and conjunctions. Grammatical endings, too, can be hard for non-native hearers to catch: the difference between, for example, *stop*, *stops* and *stopped* is not easy to perceive for a student whose language does not have final consonant clusters.

The 'Pronunciation for grammar' CD-ROM provides a large number of exercises linked to the various grammatical topics dealt with in the book. Their purpose is to sensitise students to these unstressed grammatical elements, so that they learn to perceive them more easily (as well as practising their correct production). The CD-ROM exercises also help students to distinguish the intonation of questions and statements, and to perceive and produce typical English patterns of stress and rhythm.

Learners of English today are likely to use the language in a variety of international contexts. We have felt it useful, therefore, to include some recordings which introduce students not only to different native-speaker accents (standard British, Scottish and US American), but also to examples of non-native (Spanish, Indian, Chinese, Japanese and Arabic) pronunciation.

THE LESSON-BY-LESSON NOTES

'Possible further activities'

OEGC Advanced already provides a good deal of practice material, both in the individual lessons and in the 'More Practice' pages that follow the various topic Sections. However, teachers will often wish to supplement the printed exercises with additional practice, particularly with the kind of personalised communicative activities that can help to bridge the gap between controlled classroom work and accurate spontaneous use of a structure. These Teachers' Notes contain some lesson-by-lesson suggestions for practice of this kind, as well as suggestions for out-of-class work. Teachers will certainly be able to add further activities based on their own thinking and experience. They will also find valuable ideas in the various books that have been written specifically to offer material for grammar practice – for instance Penny Ur's *Grammar Practice Activities* (Cambridge University Press 2009).

Some of the exercises suggested in the following notes will need a little preliminary work by the teacher; others can be done with no preparation. Many of them involve pair work, group work or movement in the classroom. This kind of work is essential if students are to get enough practice to carry over what they have learnt into fluent production; nobody gets very much practice if students speak one at a time in turn. However, students from some educational cultures may not be used to this element of relative freedom, especially where exercises involve moving around in the classroom. They may need to be introduced to this kind of work slowly, starting with simple short activities in pairs.

Some exercises involve mime (which can provide very effective cues for speech), or other kinds of low-level dramatisation. Some students enjoy this kind of activity; others may be self-conscious about having the spotlight on themselves, so to speak; or they may simply get impatient with activities involving acting or miming, preferring real communication to role communication. Other exercise types that may be unfamiliar and meet with resistance for cultural reasons are those that involve exchanging personal information with other students or the teacher; and even where there is no cultural barrier, not all students like talking about themselves in public. It's important to make sure that a class is offered a balanced diet that offers something for everybody, and to avoid pressurising students who are really unwilling to participate in one or other kind of activity.

Where individuals or groups are asked to produce something (for example a mime, a dramatisation or a mini-report) for the rest of the class, it is good to start with confident students, but one should avoid starting with the best (this can discourage the others).

Note that some activity types are useful for practising more than one point of grammar, so there is occasional repetition in what follows. Many of the activities described here are suitable for students at more than one level, and will also be found, with minor differences, in the Teachers' Notes for lower levels of the *Oxford English Grammar Course*.

Some exercises invite students to use an internet search engine such as Google for examples of the structures being practised. These exercises will naturally be done out of class; students will report back on their findings in the next lesson. It may be necessary to remind students to enclose the search items in double quotation marks: "...". Note that an internet search can sometimes be made difficult or impossible by the existence of a current popular reference containing the relevant structure which swamps the net. At the time of writing, for instance, if one searches for sentences beginning "The only time I ...", most of the hits are identical quotations from the same song. It is also worth bearing in mind that English-language internet material will be in British, American and other varieties of English, and will include non-standard usage as well as postings by non-native speakers whose English may contain errors.

'Language notes'

The following material also includes 'language notes' for some of the lessons. In these, we mention typical problems that students may have with certain structures, often because of cross-language differences. We hope that these notes may be useful to less experienced teachers, especially those who are working with students with whose languages they are not familiar. More detailed information about the problems which speakers of particular languages may have with English can be found in *Learner English*, edited by Michael Swan and Bernard Smith (Cambridge University Press 2001).

Section 1 basic sentence types

pages 2–3

language notes

The rules for question construction revised here are those that are followed in formal written and spoken English. It's worth pointing out to students (if they haven't already realised) that informal speech often follows rather different rules. Declarative questions (see pages 286–288) have the same word order as statements:

You're coming on Friday evening, right?

And fronting (see page 257) may bring the subject, object or another part of the sentence before the verb:

That kid – is he pretending to be ill again?

Some elementary mistakes may still occur at this level. Look out for problems of word order with long subjects, for omission of *do*, and for the use of *do* with question-word subjects:

**Where all those people are going?*

**What means 'out of her mind'?*

**Which of these phones does work best?*

Informal questions ending in prepositions are difficult for most students at the early stages, since few languages have a similar structure. Some advanced students who have learnt their English mainly from written models may still have problems.

**About what did she talk?*

**For whom are you waiting?*

The CD-ROM exercises for this Section practise perceiving and producing weak forms of auxiliaries in questions, and distinguishing question and statement intonation.

possible further activities

Personalisation: children's questions If students need more practice in question formation, they could do Exercise 5 on page 15. This could be followed by a personalisation activity in which students say or write some of the questions that they asked when they were small children. Alternatively, get them to invent questions (perhaps five each) that they think small children might ask.

Dialogues: two-word questions Get students into pairs, and give each pair one of the following questions. They have two minutes to prepare a mini-dialogue containing the question; then students deliver their dialogues to the class.

Who for? Who with? Who to? Who from? What about? What for? What with?
What in? Where to? Where from?

Texting role-play Divide students into pairs or groups. In each pair/group, one takes on the personality of someone famous (living or dead), but does not tell the other(s) who he/she is. The others text or email the 'famous people' (out of class), trying to find out who they are by asking as many questions as they can about them (but not asking directly about their identity).

Testing your memory Get each student in turn to say 'Hi' to one other student (not his/her neighbour). Then the students test your memory, like this:

'Who did Maria say 'Hi' to?' 'Who said 'Hi' to Maria?'

page 4

language notes

Mistakes with basic negative structures are unusual at this level. Look out for occasional instances of multiple negation from students whose mother tongues have this feature:

**I didn't say nothing to nobody.*

**We didn't hardly have time to eat lunch.*

It's best not to tell students that this structure is 'illogical'. It's the regular pattern in a number of languages, was correct in Old English, and is still normal and systematic in many dialects of English.

possible further activities

'Hardly': confessions Get students to say or write three or more things that they can hardly do.

'Hardly': mime Mime being hardly able to do something (e.g. see, speak, walk, hear, stand up, sing). The class tell you what you can hardly do. Alternatively, get volunteers to do the mimes.

page 5

language notes

The distinction between *not* and *no* can be tricky. The explanation on page 5 should make things clear if necessary. However, there are cases where the same thing can be said with either structure:

There was not time. / There was no time.

and this can confuse students who may suppose that *no* in the second example goes with the verb (like *not*) rather than with the noun.

possible further activities

Vocabulary expansion: 'no' or 'not'? Teach/revise a number of nouns and adjectives (for example, the ones listed below):

success successful respect respectful impression impressive encouragement
encouraging enjoyment enjoyable creativity creative selection selective
confusion confusing profit profitable doubt doubtful

Then say the words, mixing up the order; students have to repeat them, putting either *no* or *not* before them. Like this:

'money' – 'no money' 'ready' – 'not ready' 'fast' – 'not fast'

'bread' – 'no bread' 'today' – 'not today' 'tickets' – 'no tickets'

Notices Students write notices (one each) for the class/city/country, using the structure *NO ...ING*, to stop people doing things they disapprove of.

pages 6–7

language notes

Some students find the structure of negative questions tricky, even at advanced level.

**Why she didn't phone?*

**Is not the post office open today?*

Negative questions can have two contrasting functions: to confirm a negative belief:

Isn't Peter here yet? Maybe he's missed the train.

or to confirm a positive belief:

Don't you speak German? Yes, I thought you did. Maybe you can translate this for me.

However, this doesn't usually seem to cause confusion.

In some languages, answers to negative questions use the equivalent of *Yes* or *No* in order to confirm or disconfirm the questioner's expectation. This can lead to mistakes:

*'Aren't you working tomorrow? *Yes, I'm not.'*

*'Don't you take sugar? *No, I do.'*

In English, the choice depends on the grammar of the answer, not the meaning (see the explanation on page 6).

Note that negative questions are not used to make polite requests. Compare:

You can't help me for a moment, can you? (Polite request)

Can't you help me? (Complaint: = 'Why can't you help me?')

A CD-ROM exercise helps students to perceive the unstressed syllables that distinguish negative questions from ordinary questions.

possible further activities

Visitor from space: confirming negative beliefs Tell the class to imagine that you are a visitor from a distant planet where *everything* is different! They ask negative questions to check that everything really is different. Like this:

'Don't you have electricity?' 'No, we don't.'

'Don't you eat?' 'No, we don't.'

'Don't you fall in love?' 'Yes, we do.'

pages 8–9

language notes

Transferred negation is common with verbs like *think*, *believe*, *suppose* etc, especially in an informal style. Instead of putting *not* with the negative belief that is being talked about, we often move *not* to the verb of thinking, believing etc. So to report a belief that somebody is not at home, we are more likely to say 'I don't think she's at home' than 'I think she's not at home', though in most cases most structures are possible. With *hope*, however, transferred negation is not used.

I hope they don't attack. (NOT **I don't hope they attack.*)

Notice the common use of a present tense after *hope* to refer to the future.

possible further activities

Unfavourite activities Students complete the following sentence in three or more ways:

I never want to ... again as long as I live.

pages 10–11

language notes

Imperatives (the use of base forms to give instructions, advice etc) should present few problems at this level, though one or two points of word order may need attention. Note the possibility of using *do* with *be* in imperatives.

Some students may still not realise that imperatives are not generally used to ask for things politely. Native English-speakers may be offended by 'requests' beginning with 'Please' and an imperative. 'Please tell me ...', for example, is a command, not a request.

possible further activities

Misleading advice for foreigners Students work in groups to produce five or more pieces of misleading advice for foreigners visiting their country, or the country where they are studying. Each piece of advice should begin 'Always ...' or 'Never ...'. For example:

Always shake hands with everybody when you get on a bus.

Never tip a taxi-driver.

When they are ready, they read out their advice in turn.

page 12

language notes

In some languages, first person plural forms can be used to make suggestions, in the same contexts as English *Let's*. This can lead to mistakes or inappropriate utterances:

**Now, we have lunch.*

Students may take time to get used to the different uses of the structure, and the differences in formality between the various negative forms. Make sure they also realise that the full form *let us* is very formal and uncommon.

possible further activities

Internet Ask students to look for interesting suggestions on the internet beginning "Let's all ...". Tell them to write down three that they would like to follow, and three that they would not.

page 13

language notes

The word order of exclamations beginning *How* or *What* is complicated, and can cause problems even for advanced students:

**How she talks fast!*

Articles may be dropped after *What*:

**What ridiculous idea!*

A CD-ROM exercise helps students to practise stress in exclamations.

possible further activities

Insincere exclamations Teach/revise some formulaic exclamations that might be used to express appreciation of a present. For example:

What (a) beautiful ...! What (a) lovely ...! What (a) remarkable ...!

What (a) wonderful ...! What (an) interesting/unusual/elegant ...!

Then tell students, in pairs, to give each other as 'presents' anything that they have on their desks or in their bags, and to reply accordingly, sounding unreasonably enthusiastic. ('What a beautiful dictionary!' 'What remarkable aspirins!')

Vocabulary expansion Bring some small things into the classroom that students may not know the names of. For example:

a stapler, a paperclip, a hairgrip, a bottle-opener, a plug, a funnel, a skewer, a toilet roll,
a magnifying glass, a keyring, a compass, a letter-opener, a glasses case, a lightbulb,
a shoelace

Teach the names of the things. Then give them to students as 'presents'. They answer as above.

Actions Individually or in small groups, students perform or mime common actions. The class compliment them enthusiastically, like this:

How well/beautifully/wonderfully/elegantly you dance/jump/sing/smile ...!

Personalisation Ask students to complete the following sentence, writing about someone that they admire or have admired.

How well ...!

For example:

How well my grandfather spoke Russian!

How well my girlfriend can sing!

Alternatively, get them to write something beginning 'How badly ...!'

Section 2 *be, have and do*

page 16

language notes

The CD-ROM has an exercise on perceiving unstressed forms of *be*.

pages 17–18

language notes

There is should be reasonably well known at this level, but the more complex structures covered on page 18 are likely to need practice. Note that the equivalent of *there is/are* in students' mother tongues probably does not have a singular-plural distinction:

**There is three candidates for the presidency.*

Note, however, that in informal standard English speech, *there's* can be used before plurals in certain cases.

There's two policeman at the door asking for you, Joe.

Note also that the pronunciation of *there* in *there is/are* (/ðəɪ/) is quite different from its pronunciation in, for instance, *over there* (/ðeə/). Students don't need to get this right in speech, but they do need to recognise the word when they hear it. The CD-ROM exercises for this Section will help.

possible further activities

Planning a town Individually or in groups, students imagine that they are planning a new town. They produce as many sentences as possible in ten minutes on the following patterns:

I/We would like there to be ...

I/We want there to be ...

I/We don't want there to be ...

There may be ...

There's no need for ...

Internet Ask students to find interesting sentences on the internet beginning:

"There has never been ..."

"There will never be a ..."

"There can never be ..."

page 19

language notes

Uses of *have* in speech are currently something of a grammatical jungle, with a good deal of variation in the use of *got*-forms and progressives, and some ongoing changes in British English due to American influence. This is mostly unimportant for learners, who will generally just find that they have a choice of reasonably acceptable forms. The main thing for them to note is the avoidance of short question forms (e.g. *Have you a headache?*) in informal speech.

possible further activities

Internet: most frequent activities Can one use the internet to find out which activities are most frequent? Ask students to guess which of the following expressions will get most hits on the internet, listing them in order:

“having breakfast” “having lunch” “having dinner” “having a drink” “having coffee”
“having a baby”

Then get them to check up. They may find the results surprising.

pages 20–21

language notes

These uses of *do* for emphasis (like the use of stress for the same purposes) may not come easily to all students. Other languages may express the same kinds of meaning, for example, by changes in word order, or by special words or expressions whose purpose is to indicate emotive or contrastive emphasis.

A CD-ROM exercise practises stress in these structures.

possible further activities

Personalisation: strong likes Ask students to complete the following sentence:

I do like ...!

Contrastive ‘do’ Ask students to complete the following sentence in one or more ways:

People don’t think ..., but I/we/they do.

For example:

People don’t think that I pay attention in lessons, but I do.

Extending Exercise 3 Get students in groups to make up their own versions of Exercise 3, and then give them to other groups to do.

Section 3 present and future

page 22

possible further activities

More advertisements Students could look (on the internet or elsewhere) for similar advertisements. You could ask them to find three with *will* and three with the simple present, as in the illustration.

page 23

language notes

Terminology varies in this area. We use the terms ‘simple present’ and ‘present progressive’; some students may have learnt to call these forms ‘present simple’ and ‘present continuous’. We also use the term ‘tense’ to cover both tense and aspect, for the sake of simplicity. These differences of terminology are of no practical importance for teaching purposes.

Many of the world’s languages have no tense systems – time relations are expressed in other ways. Those languages that do have tenses may have only one present form. Consequently, even advanced students may still have occasional difficulty in grasping and putting into practice the rather abstract distinctions between the two English present tenses.

**Look – it rains.*

**I’m not working on Saturdays.*

Students may also use a present tense instead of a perfect to talk about duration up to the present, by analogy with what happens in their mother tongues.

**I have this cold for a long time.*

**We’re living here since last June.*

The rules revised here are the basic rules of thumb for present tense use. Like many generalisations about English tenses, they are right most of the time – often enough to be useful – but there are exceptions and in-between cases (for instance, when the temporary-permanent distinction is unclearly defined):

I work for a really go-ahead firm. OR I’m working for a really go-ahead firm.

I don’t see much of Sarah these days. OR I’m not seeing much of Sarah these days.

Word order in present progressive questions with long subjects may still cause difficulty for some students:

**Where are going all those people?*

**Where all those people are going?*

Dropping third-person *-(e)s* is a very common and persistent mistake which may still occur at advanced level:

**My father work in a bank.*

It can happen for several reasons. The student’s mother tongue may not have different verb forms; or it may have some verb endings, but nothing to distinguish third-person singular (Scandinavian languages are like this). Final *-(e)s* may be difficult to pronounce after a consonant, or difficult to pronounce at all, for students whose languages have different phonetic structures from English (e.g. Spanish, Chinese or Thai speakers); sounds which are not pronounced are also easily dropped in writing. Or students may simply feel, with some justification, that third-person *-s* doesn’t really matter very much.

Pronunciation: the unstressed forms of auxiliary *am* and *are* can be difficult for some students to hear in fast speech. The CD-ROM exercises will help students to perceive these, and to pronounce present forms with natural rhythm.

possible further activities

Personalisation Get students to complete some or all of the following sentences:

- I don't remember ...
- I don't understand ...
- I don't know ...
- I don't want to know ...
- I always ...
- I never ...
- I'm trying to ...

page 24

language notes

Instructions for routines are often given with imperatives ('**Cook** the rice gently in butter for a few minutes; then **add** the onions ...'), but present-tense forms are also common, especially in spoken instructions ('**You cook** ...; then **you add** ...').

Present-tense narrative ('This builder's just starting work when his boss comes up to him and says ...') is mostly used in informal spoken English; more formal written narrative is usually constructed with past tenses.

possible further activities

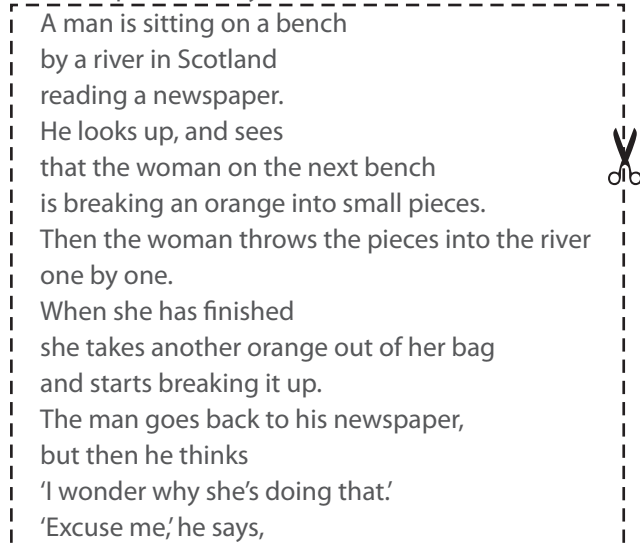
Where are you? Volunteer students give directions from the school (or town centre or wherever) to somewhere else without saying where this is. The others have to follow the directions and work out where they are.

Comparing directions If students are in an English-speaking country, get them to ask people (separately) in the street for directions between the same two places. (Teach a suitable formula like 'Excuse me – could you tell me how to get to ... / the way to ...?'.) Students make notes of the answers they get and compare notes – they are likely to find a surprising number of differences. It will also be interesting to check whether the directions were simple present ('You go ...') or imperative ('Go ...').

Mixed-up story Make two or more copies of the following silly story, cut it up as shown, shuffle the pieces, and give a copy of the mixed-up story to each of two or more groups.

Who can put the story back in order fastest?

A man is sitting on a bench
by a river in Scotland
reading a newspaper.
He looks up, and sees
that the woman on the next bench
is breaking an orange into small pieces.
Then the woman throws the pieces into the river
one by one.
When she has finished
she takes another orange out of her bag
and starts breaking it up.
The man goes back to his newspaper,
but then he thinks
'I wonder why she's doing that.'
'Excuse me,' he says,



→ Section 3 continues

'I'm sorry to disturb you,
but why are you throwing pieces of orange
into the river?'
'To keep the crocodiles away,' she answers.
'But,' the man says,
'There are no crocodiles in this river.'
'You see,' says the woman.
'It works.'



Students' mixed-up stories Get groups of students to produce similar mixed-up stories and give them to other groups to sort out.

Plot summaries Students look at the summary of the opera *La Bohème* on page 39 and do the exercise. Then they write their own present-tense plot summaries of novels, films, plays, operas, traditional stories or other narratives.

pages 25–27

language notes

The simple rules that we teach beginners for the use of present tenses (revised on page 23) need expansion at this level. For instance, repeated actions and events can be referred to with progressive as well as simple forms; progressives can also be used for some relatively permanent situations (long-term changes).

The special use of a present progressive with *always* and similar words, to talk about unpredictable repetition, may not be familiar to all students at this level.

possible further activities

Personalisation Ask students to write or talk about developments that are taking place in their countries or regions, or other places they know.

Research report Ask students to collect information about current developments in a country or region of their choice, and to write a report to be presented to the class.

Internet Ask students to find some interesting sentences on the internet containing some of the following expressions:

"is getting better" "are getting better"
"is getting worse" "are getting worse"
"is getting more difficult" "are getting more difficult"
"is getting crazier" "are getting happier"

and so on, using other comparatives of their choice.

Extending Exercise 5 Ask students to write a letter or email from a prisoner, or a prison officer, to a member of his/her family, talking about the number of people who are dying in the prison. They should use some of the grammar and vocabulary from the text.

pages 28–29

language notes

Students are often told that verbs like *love*, *understand* or *remember* are never used in progressive forms. They are then naturally confused when they find examples that 'break the rule'. In fact, many 'non-progressive' verbs have occasional progressive uses to express particular meanings. There may also be an element of language change, with progressive uses becoming gradually more frequent.

possible further activities

Guesses Show students a picture of a very expensive car or yacht (for example), and ask them to make some guesses and remarks about it, using some or all of the following verbs:

weigh measure belong look imagine suppose impress

Possible answers, among many others:

- I think it weighs half a tonne.
- It measures about three metres in length.
- I imagine it belongs to somebody rich.
- It looks boring.
- It doesn't impress me.

Internet Ask students to check on the internet to see which of the following are more common:

- "it belongs" / "it is belonging"
- "it weighs" / "it is weighing"
- "I understand" / "I'm understanding"

and so on, with some other non-progressive verbs like *contain*, *consist*, *remember*, *promise*, *seem*.

pages 30–31

language notes

See note to students on page 22. While advanced learners will want to get a good grasp of the expression of the future in spoken and written English, it is important not to be perfectionist about this difficult aspect of English grammar. The reasons for the complexity are partly historical. *Will*, the two present tenses and the *going-to* structure all developed future uses at different times, and gradually divided up various kinds of future meaning between them, not very systematically. Consequently, notions such as 'prediction', 'deduction from present evidence', 'intention' 'decision', 'resolution' or 'certainty' can often be expressed by more than one structure. The more subtle distinctions have little practical importance as far as most students are concerned, and advanced learners have generally developed a sense for the main patterns of use. However, look out for occasional misuses of the simple present even at this level:

**I promise I phone you tomorrow.*

**I change my job soon, if I can.*

The difference between *going to* and *will* in predictions is not very clear-cut. Often both are possible, depending on whether we are emphasising what we can see coming (*going to*) or what we know/think/believe (*will*). Both structures are common in weather forecasts and horoscopes.

Unstressed *will* can be difficult to hear. The CD-ROM exercises will give students practice in perceiving the difference between *I go* and *I'll go* etc.

possible further activities

Personalisation Ask students to write:

- three things that they have decided they are going to do: for example 'I'm going to start taking exercise.'
- three plans they have made (present progressive with place and/or time): for example 'I'm seeing my girlfriend tomorrow evening.'
- three things they think somebody they know well will probably do one day: for example 'I'm sure my brother will have a car accident one of these days.'

pages 32–33

language notes

Older grammars and textbooks may still teach a distinction between a so-called ‘pure future’:

I shall
you/he/she/it will
we shall
they will

and a ‘coloured’ future expressing insistence, determination etc:

I will
you/he/she/it shall
we will
they shall

This is not generally valid for modern English.

I/we shall are particularly rare in American English.

possible further activities

Extending Exercise 2 Students imagine they are going on a similar trip, but to a different kind of place (the Sahara, Amazonia, the US, Britain, Mars ...). They write an email to a friend, like the one in Exercise 2, using similar grammar and some of the same vocabulary.

Mime Students mime suggestions with ‘Shall we ...?’. The others have to guess what the suggestion is (e.g. ‘Shall we dance?’ ‘Shall we play tennis?’).

Sample contracts Students might be interested to look at some contracts on the internet (typing “sample contracts” into a search engine such as Google will bring up examples), and to see how frequently *shall* is used in this particular genre.

page 34

possible further activities

Finding more examples This lesson introduces three uses of the **be + infinitive** structure. Ask students to try to find examples of all three on the internet beginning “students are to”, “students are not to”, “visitors are to” or “visitors are not to”.

Extending Exercise 2 Students imagine they are young children or teenagers. They write rules beginning ‘Parents are (not) to ...’.

page 35

possible further activities

Finding more examples Ask students to find interesting sentences on the internet including “will be starting”, “will be paying”, “will be expecting”, “will be running” and “will be playing” (or other verbs of their choice).

page 36

possible further activities

Students’ opinions Ask students to think of one or more things that (in their opinion) will not have been completed/achieved/solved ten years from now. For example: ‘We will not have found life on other planets five years from now.’

Section 4 past and perfect tenses

page 40

language notes

The advertisements reproduced on this page show how both the simple and progressive forms of the present perfect are used to talk about continuing activity up to the present, often with little or no difference of meaning. One of the advertisements contains a present perfect passive – can students find it?

page 41

possible further activities

Memory test (1) Give students cards with the names of continuous actions. For example: read, write, dance, sit on the floor, walk, scratch your head, clap your hands, sing. Shout 'Start!'. Students do their actions and continue for about 30 seconds until you shout 'Stop!', observing each other's actions at the same time. They then have to try to write down what everybody was doing when you shouted 'Stop!'. ('When you shouted 'Stop!', Alicia was dancing, Hiroko was clapping her hands ...')

Memory test (2) If the classroom overlooks a street, get students to look out of the window for a minute (no longer) and memorise what they see. Some time later, ask what they can remember (perhaps working in groups). They should be careful about using tenses appropriately: e.g. 'People were shopping; a police car drove past; the sun was shining; a bus stopped ...'.

Extending Exercise 2 Ask students to write the story from the ostrich's point of view. (Explain that if ostriches could write, they would certainly write in English!) Or, more seriously, ask them to write about an unusual incident (real or imaginary) that has happened to them while travelling. They should use some grammar and vocabulary from the text.

The unstressed forms of auxiliaries *was* and *were* can be difficult to hear in fast speech. The CD-ROM exercises will help students to perceive these, and to pronounce past progressive forms with natural rhythm.

pages 42–43

language notes

These relatively straightforward distinctions between the present perfect and the simple past should be well known to most students at this level. However, confusions still occur. The 'connection with the present' sense expressed by the present perfect is abstract and somewhat nebulous, and is not easy for all students to grasp. Also, several Western European languages have a 'false friend' tense, which is constructed in the same way as the present perfect (with the equivalent of *have* + past participle), but which can be used like the English simple past. This can lead to continuing mistakes like:

**I've got a letter from Franz yesterday.*

**Some people think Shakespeare's plays have been written by somebody else.*

Other languages have a 'perfective' form which expresses completion (but not necessarily any connection with the present); speakers of these languages may also misuse the present perfect under the influence of their mother tongue.

The unstressed forms of auxiliaries *has* and *have* can be difficult to hear in fast speech. The CD-ROM exercises will help students to perceive these, to distinguish present perfect from past, and to pronounce present perfect forms with natural rhythm.

possible further activities

Extending Exercise 1 Put students in small groups. Each group should make up two or three more questions like the ones in the exercise. When they are ready, the groups ask the class their questions.

How many times? (1) Ask students to write true or false completions for the following sentences:

I ... times last week/month/year.

I have ... times this week/month/year.

How many times? (2) Students work in groups. They have to find something that someone in the group has done once; something that someone has done twice; and so on up to five or more times. Then they report to the class. ('Jeanne has been to Paris once; Luc has broken his leg twice; ... Oliver has been in love eight times ...')

News and details Copy the following reports and cut each of them into two separate sentences. Mix up the sentences and distribute them. Students have to find their 'other half'.

Lord Hate, the 'Singing Psycho from Space', has arrived in Britain for a three-week tour. 4000 screaming teenage fans were at the airport to welcome him.

President Murando of Fantasia has arrived in Britain for high-level talks. The Prime Minister met him at the airport and accompanied him to his hotel.

A Cambridge scientist has discovered a cheap new miracle fuel. She hit on the secret while studying the chemistry of a group of organic compounds.

TV chef Marianne Huxley has discovered a cheap new miracle health food which, she says, cures all known diseases.

She hit on the secret while looking for new ways of making potato salad.

Sally Pendragon, the 'Flying Grandmother', has won the Round-Britain cycle race for the third year running.

She beat Luke Prior, her closest rival, by 4 hours and 17 minutes.

Amelia Lobot has won the contest for leadership of the United Reactionary Radical Party. She beat Roland Collier, her closest rival, by 80,000 votes.

A Derbyshire housewife has found the wedding ring that she lost while canoeing on her honeymoon 40 years ago.

It turned up yesterday in a fish that she was preparing for the family dinner.

A Welsh solicitor has found a lost painting by the Dutch artist Rembrandt.

She discovered it while she was looking in the attic for something to kill wasps.

Scottish schoolchildren have made a gigantic model of Edinburgh Castle.

They used 400,000 egg-boxes.

Engineers have completed the flood barrier across the River Severn.

They used 4000 tonnes of steel and concrete.

A small plane has crashed in woodlands near Liverpool.

The pilot and his passenger, who escaped with minor injuries, were able to walk to a nearby pub to ask for help.

Two mineral prospectors have survived a crash in a remote part of Northern Canada.

It took the pilot and his passenger, who had only minor injuries, over a week to reach civilisation.

→ Section 4 continues

page 45

language notes

This summary will be particularly useful to those students who like to have an explicit understanding of how the grammar works. It would be very good to translate it into the students' mother tongue(s), if this is feasible.

pages 46–47

possible further activities

Extending Exercises 1 and 2 Ask students to write five or more sentences on one or both of the following patterns, talking about people or things they knew once that have probably not changed.

I liked (person) because ...

I liked (place) because ...

Backgrounding Give students (working individually) a few minutes to invent really extravagant pieces of untrue self-promotional 'backgrounding' (like 'I was having lunch with the President yesterday, and she said ...'). Then see who has thought of the best example.

pages 48–49

language notes

While the information on these pages will be useful for advanced students who are aiming at a high level of accuracy, it is important not to be too perfectionist. Teachers sometimes spend a disproportionate amount of time working on complex aspects of grammar (like the present perfect) which are difficult to reduce to simple rules, and which can cause learners continuing difficulty. Remember that mistakes in this area are generally unimportant, and there are many other things that need attention.

page 50

language notes

The explanations here describe tendencies rather than hard and fast rules. As can be seen from the advertisements on page 40, both simple and progressive forms are often possible in similar contexts.

possible further activities

Friendly/unfriendly letters Ask students to write a few sentences to complete the following beginning to a friendly or unfriendly letter (to a real or imaginary person):

Dear X

I've been wanting to tell you this for ages. ...

page 51

language notes

Unstressed auxiliary *had* can be difficult to hear in fast speech. The CD-ROM exercises will help students to perceive this, to identify past perfect forms, and to pronounce them with natural rhythm.

→ Section 4 continues

possible further activities

Split sentences Copy the following sentences and cut them into two halves as shown. Give each student a half-sentence; they have to find their other halves.

- She couldn't get in | because she'd forgotten her key.
- I couldn't buy a ticket | because I'd spent all my money.
- I missed the train | because I'd mistaken the time.
- We couldn't find the restaurant | because we'd lost the address.
- I couldn't phone you | because my battery had run down.
- She passed her exam | because she'd studied hard.
- I woke up late | because I'd forgotten to set my alarm.
- He had trouble getting a job | because he'd been in prison.
- She spoke good Chinese | because she'd spent a year in Beijing.
- I wasn't hungry | because I'd eaten too much breakfast.
- I was tired | because I hadn't slept very well.
- I couldn't see anything | because I'd broken my glasses.

Personalisation Give students a few minutes to think of a time when a journey or arrangement went wrong because they had forgotten something. Then get them to tell the others. This can be done in groups of three or four; then each group chooses one of their stories to tell the whole class.

Internet Ask students to find an interesting sentence on the internet beginning "They said that they had never".

page 52

possible further activities

Class story Get the class to suggest or write a few more sentences to continue the following story, including examples of 'When I had' or 'After I had'.

Plane crash

I managed to get out of the plane, which fortunately had not caught fire, and sat down until I had got over the first shock. When I had recovered a little ...

page 53

possible further activities

Beginning a story Who can write the most interesting completion for the following sentence, which is the beginning of an imaginary novel?

I was astonished when I discovered that X had been ...ing for months.

Internet Ask students to guess which of the following will have most hits on an internet search, and which will have least:

- "because they had been eating"
- "because they had been playing"
- "because they had been talking"
- "because they had been thinking"
- "because they had been walking"
- "because they had been running"
- "because they had been working"

Then get them to search and see if they were right.

language notes

Students may find this use of the present perfect quite strange. A present tense may seem to them much more natural and logical. (As indeed it is; none the less, we generally use a present perfect!)

possible further activities

Vocabulary expansion and memory test Prepare a lot of pictures (e.g. cut-out magazine advertisements, or images printed from the internet) of each of six different things whose names the students don't know. For example:

spice rack, ice-hockey puck, satellite dish, icicle, cardigan, golf club

Show students one picture of each thing and teach its name. Then go on showing the pictures in random order. Students have to say or write: 'That's the second/third/fourth/ etc ... that we've seen' or '... that you've shown us'. As the game continues, it will become increasingly hard for them to keep count of everything they've seen.

Section 5 modal verbs

page 58

language notes

While all languages have ways of talking about certainty, obligation etc, they do not necessarily use special verbs to do so. And in languages which do have roughly equivalent verbs, these may not have special grammatical characteristics, as the English modals do.

Note also that the exact meanings and uses of the English modals can be quite difficult for students to grasp. The differences are not always systematic or clear-cut, and in many cases more than one modal can be used.

possible further activities

Finding more quotations The quotations are simply intended for students to read; no exercise is necessary. However, if you wish you could ask them to look on internet quotation sites for more examples of interesting quotations – say, three or more with different modal verbs.

page 59

possible further activities

Frequency of modal verbs Ask students to look at a page of a newspaper or magazine. How many modal verbs can they find? Are there more of these than other auxiliary verbs? Which is the most common? Do some kinds of text (e.g. reports, readers' letters, fashion articles) have more modals than others?

pages 60–61

language notes

Note that the pronunciation of *can* depends on whether it is stressed (/kæn/) or not (/kən/): this point is practised on the CD-ROM.

The equivalent of *could* can be used in some languages to say that something was actually achieved – like *managed to* or *succeeded in*. This can lead to mistakes:

**After a couple of tries I could open it.*

The use of *can* with *see* and *hear*, explained on page 61, is more common in British than in American English. Compare:

I can see a parking space. (typical BrE) *I see a parking space.* (typical AmE)

possible further activities

'Can see' etc Tell students to go to a market, or some other busy place. They write down some of the things that they can see, hear and smell. Or, working later from memory, they write what they could see/hear/smell.

Achievements Students see if they can complete one or more of these sentences, using *managed to* or *succeeded in ...ing*:

In 1911, Roald Amundsen ...

In 1953, Edmund Hillary and Tenzing Norgay ...

In 1932, Amelia Earhart ...

In 1859, Charles Blondin ...

(Amundsen reached the South Pole, Hillary and Tenzing made the first ascent of Everest, Earhart flew solo across the Atlantic, Blondin crossed Niagara Falls on a tightrope.)

Internet Get students to find interesting predictions on the internet beginning "One day everybody will be able to" or "One day nobody will have to".

page 62

language notes

Past permission: as when talking about past ability, *could* is generally avoided when talking about actual past events (see language note for page 60).

The use of *could* in requests is covered on page 289.

Note that the pronunciation of *can* depends on whether it is stressed (/kæn/) or not (/kən/): this point is practised on the CD-ROM.

possible further activities

Extending Exercise 1 Put students in pairs. Each pair chooses roles (e.g. parent and child, shopkeeper and customer, tourist and person in the street, President and cleaning lady ...). Then they prepare a short conversation in which one of the two asks permission for something: either too politely or not politely enough. They perform their conversations (telling the class what their roles are); the class decide whether they're being too polite or not polite enough, and suggest improvements.

page 63

language notes

The small distinction between *must* and *have (got) to* is a tendency rather than a hard-and-fast rule, and not of very great importance for students.

German-speaking students may sometimes misuse *must not*: German *muss nicht* means 'don't have to / don't need to'.

Note that the pronunciation of *must* depends on whether it is stressed (/mʌst/) or not (/məst/): this point is practised on the CD-ROM.

possible further activities

Rules and laws Students draw up lists of rules/laws for the class, the school, the country, politicians, parents, the teacher etc, using *must* and *must not*. Or they invent the laws used to govern a strange country called Fantasia, where everything is different. This can be done in groups: which group can draw up the best or funniest set of rules?

A nice new law Tell students: You are the dictator of the world. Announce a new law including the words 'do not have to ...'.

Implausible excuses Students invent ridiculous excuses for refusing an invitation, beginning: 'I'm sorry I can't come out tonight. I've got to ...'
Who can think of the least plausible excuse? (e.g. 'I've got to help my grandmother build her helicopter.')

Resolutions Ask students to write three resolutions for themselves beginning 'I must ...' and three beginning 'I must not ...'. ('I must exercise more. I must not interrupt people.')

Past obligation Students say or write what they had to do, or didn't have to do, when they were small children. Help with vocabulary. They may also want to mention things that they were not allowed to do: *couldn't* will do for this. Alternatively, get them to interview an

→ Section 5 continues

older person about things they had to do or didn't have to do (perhaps in a place or at a time when life was difficult), and report back.

Internet Students look for surprising rules on the internet beginning "Students must", "Students must not", "Visitors must", "Visitors must not", "Employees must" or "Employees must not".

page 64

language notes

Students' languages may not make a clear distinction similar to that between *should* and *must*.

possible further activities

Advice for tourists Students list some suggestions for people visiting their country, region or home town. ('You should spend a day or two on the West Coast.' 'You should try our famous fish soup.' 'You shouldn't go out alone at night.')

Internet Get students to find interesting sentences on the internet including the words "rich countries should", "teachers should", "parents should", "drivers should" or "everybody should".

Poem Give out or display the text of the following poem and get students' reactions. Depending on the students' background, it may be necessary to help them to understand the point – irony does not always travel well across cultural frontiers. (The person who is briefly asked for the 'woman's point of view' so patronisingly is of course far more genuinely concerned with 'social dynamics' than her academic questioner.)

THE WOMAN'S POINT OF VIEW

'And now
could you give us
the woman's point of view
Amelia?'
'Yes.
I think people should have
food and shelter
warmth and clothing
love and justice.
I think people
should have a place
where they can be
what they are.
I think people should be free from fear.'
'Thank you, Amelia.
Returning now
to the question
of social dynamics
in the post-modern world ...'

page 65

possible further activities

Vocabulary expansion Preteach the vocabulary that will be used in this activity. Then give students cues for written or spoken sentences beginning 'It can't be ...' and 'It must be ...'.

→ Section 5 continues

Like this:

YOU: I'm thinking of something that can fly. A bison, a swallow, a tractor?

STUDENTS: It can't be a bison or a tractor. It must be a swallow.

Some more suggestions:

... something that conducts electricity. Concrete, copper wire, lemon rind?

... something that floats. Lead, concrete, wood?

... something that lives in the sea and breathes air. A shark, a whale, a squirrel?

... something that lives in trees. A swallow, a shark, a squirrel?

... something that is liquid at room temperature. Mercury, lead, lemon rind?

... something that has six legs. A spider, a beetle, a bison?

... something that is solid at room temperature. Mercury, lead, oxygen?

... something that is a gas at room temperature. Mercury, lead, oxygen?

... something that lives in a hole. A bison, a mole, a whale?

Make sure students give complete answers using *can't be* and *must be*.

They could follow up the exercise by making similar questions for each other.

pages 66–67

language notes

There is no obvious reason for the restrictions on the use of *can* (not used to talk about probability) and *may* (not used in questions about probability) – the language just happens to have developed in this way. Students may find these points difficult to grasp at first.

possible further activities

Present possibilities Ask students what they think some well-known person may be doing just now. Make sure they use the progressive infinitive. ('He may be travelling.' 'She may be relaxing.' 'He may be playing golf.')

Future hopes or fears Students write sentences beginning 'One day I may /might (not) ...'.

pages 68–70

language notes

These structures may still be difficult for some advanced students to handle easily. Look out for occasional mistakes like:

**May have go* **Should gone* **Might had called*

possible further activities

Personalisation: mistakes Students write one or more sentences about mistakes they have made, beginning 'I should have ...' and 'I should never have ...'.

Countries' mistakes Ask students to find sentences on the internet beginning "Britain should never have" or "America/France/Japan ... should never have". Or ask for their own opinions of this kind.

Personalisation: 'could have' Ask students to write sentences about things that they could have done/been/studied, but that did not happen.

Personalisation: speculating about ancestors What ideas do students have about their ancestors? Ask them to write sentences about their guesses. ('My family may have come from a cold country, because I like cold weather.' 'I'm very dark. My ancestors may have come from Africa.')

page 71

language notes

Had best is occasionally used with the same meaning as *had better*, but this is unusual in modern standard English.

possible further activities

Advice Tell the students that you have various problems; ask them to give you advice (spoken or written) beginning 'You'd better'. For example:

I've got a headache. ('You'd better take an aspirin.')

I'm cold. I'm too hot. I'm hungry. I'm thirsty.

I'm tired. I haven't got any money. I'm feeling ill.

My phone has been cut off. I've got holes in all my clothes.

My car's running badly. I get out of breath when I walk upstairs.

My wife/husband/boyfriend/girlfriend is angry with me.

Speculating with 'supposed to' Get students to mime animals or machines, but not very well. The class speculate. ('Are you supposed to be a cat?' 'I think you're supposed to be a sports car.')

Another approach to this is to get students to make rather bad drawings; other students guess what they are supposed to be (remembering to use the structure 'supposed to').

page 72

possible further activities

Personalisation: irritating habits Everybody knows somebody with an irritating habit. Ask students to write sentences beginning 'He/She's a nice person, but he/she will ...'.

page 73

language notes

Note the pronunciation of *use* in this structure: /ju:s/, not /ju:z/.

Some people write *used* instead of *use* after *did* (e.g. *I didn't used to like coffee*). This is incorrect, but quite common – it happens because there is no difference of pronunciation between *use to* and *used to*.

possible further activities

Mime Students mime things that they used to be/have/do etc. The class has to guess what is being mimed. ('You used to play the guitar.' 'You used to have long hair.')

page 74

possible further activities

Personalisation: 'needn't have' / 'didn't need to' Ask students to mention one thing that they needn't have brought to the classroom (but did), and one thing that they didn't need to bring (and didn't). ('I needn't have brought a calculator; I didn't need to bring my raincoat.')

The quotations Students might like to discuss their reactions to the quotations. Which do they find funny? Which are they most in sympathy with? Do they dislike or disagree with any of them?

Section 6 passives

pages 78–79

A few languages form passives in the same way as English, with the equivalent of *be* plus past participle. For many students, however, the structure is likely to be difficult, and can cause occasional problems even at advanced level. A common cause of confusion is the fact that both parts of the passive (*be* and the past participle) are also used in active structures.

Compare:

was eating (active)

was eaten (passive)

has eaten (active)

This can lead to mistakes:

**These cars are making in Japan.*

**My brother questioned by the police.*

**I was studied French at school.*

Transformation exercises There is a traditional kind of exercise in which students have to transform sentences from the active to the passive (e.g. *I ask* > *I am asked* or *Peter invited us* > *We were invited by Peter*). We don't think this activity is very useful. Native speakers of English don't produce passive sentences by starting with the active equivalents (any more than they produce actives by starting with passives). Actives and passives are independent structures, used in different kinds of situation for different reasons. (And note that only about 20% of English passives have expressed agents with 'by ...'.) We feel it is better to practise the formation and use of passives directly in appropriate contexts.

Those languages that have a structure similar to the English passive may not use it in exactly the same way. The equivalent of 'English is spoken', for example, may be something like 'One speaks English', or a reflexive structure similar to 'English speaks itself'. So students may not find it natural to use the passive in some situations:

**The administrative structure has completely reorganised itself.*

The distinction between active and passive meanings is not always clear-cut (for example, is *suffering* something that you do or something that is done to you?). Not all languages draw the dividing lines in the same place, so it is not always obvious to students whether a particular idea should be expressed with an active or a passive verb.

**The coastline is slowly being sunk into the sea.*

Note that the common mistake **I am born* for *I was born* may be a blend of two confusions. The mother-tongue equivalent in, for example, French, is an active present perfect structure – *je suis né* – meaning effectively 'I have come into the world'. Since with this verb French uses the word for *be*, not the word for *have*, as a perfect auxiliary, the English word-for-word equivalent is 'I am born'.

Perfect progressive passives (e.g. *How long has she been being treated for depression?*) are possible but unusual.

The structures dealt with on page 79 may cause continuing problems. Other languages do not generally put prepositions at the ends of clauses. Similarly, in other languages two-object verbs like *give* or *send* do not usually form passives with the recipient as subject (*Joe was given a gold watch*). So students may tend to confuse or avoid these structures.

The CD-ROM has exercises to help students perceive unstressed auxiliaries and verb endings in passives, and to pronounce passives with correct rhythm.

possible further activities

Basic practice If students need further practice on forming basic passive structures, this can be combined with vocabulary expansion. Some suggestions:

Products Individually or in groups, students write sentences about where things are made/grown/found. ('Computers are made in Japan, the US, Korea, and ...' 'Rice is grown in India and ...' 'Diamonds are found/mined in South Africa.') See who can make ten or more sentences. You can teach some useful vocabulary, including the English names of countries.

Materials You can do a similar exercise revising the names of materials. ('Furniture is made of wood, metal or plastic.') Note the difference between *made of* and *made from* in cases like *This table is made of wood / Paper is made from wood.*

Translations Get each student to tell you what something is called in another language. ('This [pointing to her head] is called *Kopf* in German.')

Languages Students say what languages are spoken in different countries, learning the names of some languages at the same time. (Make sure they use 'is spoken' in their sentences.)

Spelling Students can practise spelling their own (or each other's) names, using the English names of the letters. ('My name is spelt *d, a, n, a.*' 'I think your name is spelt ...') Look out for confusions between the English names of *e* and *a*, *i* and *e*, *a* and *r*, and *g* and *j*.

Future fame Get students to say which currently famous people they think will be remembered/forgotten in ten, twenty, fifty or a hundred years. Who will always be remembered / never be forgotten? ('The Beatles will be forgotten in twenty years.' 'Leonardo da Vinci will always be remembered.')

Return visit Tell students to imagine that they return to their home town after twenty years away. A lot of things have been done. Can they imagine three or more? ('A new hospital has been built.' 'A statue of me has been put up in the town centre.') Help with vocabulary.

Split sentences: various passives Write out some passive sentences on cards; then cut them into three parts, shuffle them, and give one to each student. Students have to walk round saying (not showing) what is on their cards, and trying to form groups of three to make possible sentences. Some suggestions:

These shoes | were made | in Italy.

This book | was written | 100 years ago.

Our new house | will be finished | next year.

My passport | was stolen | while I was on holiday.

We | have all been invited | to a party.

English and French | are spoken | in Canada.

Football | is played | by two teams of 11 players.

This room | has not been cleaned | for a very long time.

Things that need to be done Tell students to imagine that they have just bought or been given an old house that has been empty for years. How many things can they think of that need to be done? Help with vocabulary. Some useful words: *repair, clean, paint, replace, install, connect, tidy up*. Can they think of any things that need to be done in their home, school, classroom, town?

Pronunciation Write up pairs of words like the following. Students say whether they are pronounced the same or aren't pronounced the same. (Make sure they say 'are pronounced' in their answers.)

her/hair (*different*) her/hear (*different*) here/hear (*same*) hair/hear (*different*)

were/where (*different*) were/wear (*different*) wear/we're (*different*)

there/their (*same*) there/they're (*same*) write/right (*same*) walk/work (*different*)

want/won't (*different*) would/wood (*same*) hour/our (*same*)

Key to the pronunciation:

her /hɜː/ hair /heə/ hear, here /hɪə/

were /wɜː/ where, wear /weə/ we're /wɪə/

there, their, they're /ðeə/ write, right /raɪt/

walk /wɔːk/ work /wɜːk/

→ Section 6 continues

want /wɒnt/ won't /wɒnt/
would, wood /wʊd/ hour, our /aʊə/

Prepositional verbs Ask students which of the following they like or dislike most:

being spoken to by strangers
being looked at
being talked about
being taken care of
being laughed at
being smiled at
being shouted at
being sung to

They should use the structure in their answers.

Two-object verbs Get students to say what they were given for their last birthday, or for some special occasion (e.g. Christmas). ('I was given socks by three different people.') Or get students to complete one or more of these sentences:

I'd like to be given ...
I was once promised ..., but ...
I've often been told that ...

Unsuitable gifts Get students to write one or more sentences on this pattern (starting with the recipient, not the gift):

... should not be given ...
(‘Horses should not be given hamburgers.’ ‘Children should not be given guns.’)

Internet Get students to look for interesting sentences on the internet including the words “must never be” (+ past participle).

pages 80–81

language notes

Grammars often give over-simple rules for the choice between active and passive. One of the most important reasons is topic-maintenance: keeping the same person or thing in focus through a stretch of text. This may mean changing from active to passive and back again in order to get the right subject for each verb.

possible further activities

Frequency of passives Divide students into several groups. Tell each group to look at a different type of writing (between lessons), to note the relative frequency of passives and actives, and to report back to the class. Possible types of writing to analyse:

News reports
Novels
Letters and emails
Sports reports
TV or theatre reviews
Song lyrics
Science/technology reports
Instruction manuals

Reasons for using passives Ask students to study a long news report and to find all the passives. What different reasons can they find for the choice of passives?

Writing a news report Get students to write an imaginary news report similar to the one on page 80, using similar grammar and vocabulary. They should write about one of the two following topics, or a similar one of their choice:

→ Section 6 continues

A grandmother who was caught riding a motorbike at 120 mph (190 kph) through Central London at 2 a.m.

A schoolboy who stole a bus and drove it (with its passengers) right across London.

pages 82–83

language notes

The structures dealt with on these pages will be most useful to students who are aiming at a good level of formal written English.

possible further activities

Internet (1) Ask students to find five or more interesting sentences on the internet beginning "For many years it was believed".

Internet (2) Ask students to look for interesting sentences containing the following expressions:

"is known to be" "is believed to be" "is said to have"

"is thought to have" "is understood to be"

Section 7 infinitives and *-ing* forms

page 88

language notes

Noun-like uses of *-ing* forms may correspond to infinitives in other languages. Consequently, students may take some time to learn which of the two is used in one situation or another. The main patterns should be known at this level, but even advanced students may sometimes have difficulty in making the right choice spontaneously:

(*)*To smoke is bad for you.*

**She went out without to say anything.*

The main continuing problem is the case where one verb is followed by another (see pages 93–101). There are no good rules to tell students whether a particular verb is followed by an infinitive or an *-ing* form, and students have to learn the correct structure on a case-by-case basis. Typical mistakes:

**I suggested to take a short break.*

**She pretending understanding what they meant.*

Pronunciation: *to* is normally unstressed, and pronounced /tə/ before a consonant. The CD-ROM exercises will help students who have trouble perceiving the form in fast speech.

possible further activities

The quotations The quotations are intended simply for students to read, as an engaging introduction to the topic. If it seems useful, they could briefly say which are their favourites.

pages 90–91

possible further activities

Personalisation (1) Ask students when or where they would like to have lived. Help with the vocabulary used for historical periods. ('I would like to have lived in Classical Greece / in Ancient China / during the 18th century / the Renaissance / the Russian revolution / the 1960s ...' 'I would like to have grown up in Canada...') Ask students what period of history they would like to have lived in, or what country they would like to have grown up in (and why).

Personalisation (2) Ask students to talk or write about unrealised plans, as follows:

I was to have ..., but ...

page 92

possible further activities

New proverbs Get students to make up their own version of the proverb at the bottom of the page:

It is better to ... than ...

pages 93–95

language notes

Grammars sometimes give a 'rule' which says that verbs that look towards the future (e.g. *hope, expect*) are followed by infinitives, while verbs that look back at the past (e.g. *miss,*

regret) are followed by *-ing* forms. While there is certainly a tendency in this direction, we don't feel it is strong enough for this generalisation to be useful.

Note that *pretend* (which comes in Exercise 1) may be a 'false friend': a similar word in some languages means 'claim' (as in the old expression 'a pretender to the throne').

possible further activities

Quick revision Say the beginnings of sentences, using some of the verbs from these pages. Students have to add 'to go out' or 'going out' as quickly as possible. For example:

- 'I've agreed' – 'to go out'
- 'I can't face' – 'going out'
- 'I want to avoid' – 'going out'
- 'I failed' – 'to go out'
- 'I don't feel like' – 'going out'
- 'I offered' – 'to go out'
- 'I can't afford' – 'to go out'
- 'I attempted' – 'to go out'
- 'I miss' – 'going out'
- 'I'm preparing' – 'to go out'
- 'I don't mind' – 'going out'

Personalisation: pretending Get students to talk about their childhood games: what did they pretend to be?

Mime Students (or you) mime different kinds of people, animal etc. The class decide what is being imitated and say 'You're pretending to be a ...'.

Personalisation: 'can't afford' Get students to complete one or more of the following sentences:

- I can't afford to ...
- I can only afford to ...
- I wish I could afford to ...

Feel like Ask students what they feel like doing right now.

pages 96–97

language notes

The **object + infinitive** structure, after verbs expressing wishes, is peculiar to English, and does not have an equivalent in most other languages. Some students may still find it strange even at this level:

- **My parents wanted that I study architecture.*
- **I didn't mean that you do it all by yourself.*

possible further activities

Other people's wishes Ask students what other people in their lives want/wanted them to do/be. ('My parents want me to study medicine.' 'My father wanted me to be a lawyer.')

Likes and dislikes Ask students to complete one or more of the following sentences:

- I like people ...ing ...
- I love people ...ing ...
- I dislike people ...ing ...
- I hate people ...ing ...

pages 98–101

possible further activities

Personalisation: memories Ask students to complete one or both of the following sentences:

I'll never forget ...ing ...

I still remember ...ing ...

Ask them if they can find interesting sentences on the internet beginning in the same way.

Personalisation: interests What are students interested in doing in the future? ('I'm interested in studying architecture / travelling to South America ...')

Looking for solutions Tell students that your brother/son/nephew has quarrelled with his girlfriend. She won't speak to him. What do they think he should try doing? ('He could try writing to her.')

pages 102–103

language notes

The structure in *easy to understand*, *nice to talk to* is peculiar to English; most expressions of this kind are unlikely to have equivalents in students' languages. They must realise that the infinitives after these adjectives mean 'for people to ...'. So we might say for example that a particular kind of fish is 'good to eat', but not that it is 'good to swim fast'. Even advanced students may continue to have difficulty constructing these expressions correctly:

**His lectures are easy to understand them.*

**She's nice to talk to her.*

or may prefer easier alternatives:

It's easy to understand his lectures.

possible further activities

Personalisation: things to do Tell the students some things that you have to do tonight / this week / ..., using the structure **noun + infinitive**. For example:

I've got some letters to write. I've got some homework to correct. I've got some phone calls to make / some clothes to wash / a book to read / ...

Students tell you if they have the same things to do; and what other things they have to do. ('I haven't got any letters to write. I've got some people to see.')

Descriptions Tell students to prepare descriptions of three common objects, using the structure **something to ... + preposition**. They give their definitions; the others have to decide what is being defined. For example:

'Something to sit on.' – 'A chair.'

'Something to cut with.' – 'A knife.'

'Good to eat' etc Give students a time limit. How many of these can they think of in, say, two minutes?

Something that is:

easy to eat

hard to eat

nice to drink

not nice to drink

pleasant to think about

unpleasant to think about

easy to learn

hard to learn

easy to pronounce

difficult to pronounce
easy to clean
hard to clean

page 104

language notes

This is another idiomatic structure which may take time to get used to. The form with *for there to be* is likely to seem particularly strange to many students.

The CD-ROM will help students to perceive the unstressed syllables in these structures and to pronounce them with natural rhythm.

possible further activities

Students' opinions Ask students to make as many sentences as they can on the following pattern:

- It's important for children to ...
- It's not important for politicians to ...
- It's essential for employers to ...
- It's unnecessary for teachers to ...
- It's silly for people to ...

page 105

language notes

Even at this level, some students may have trouble with the **to ... ing** structure. They may need a little time to understand that *to* can be a preposition (if it can have a noun after it, as in *look forward to*), and that this is not the same as the *to* of the infinitive.

possible further activities

Personalisation Ask students to complete one or both of the following sentences:

- I'll never get used to ...ing.
- I really look forward to ...ing.

Internet Can students find interesting sentences on the internet beginning as follows?

- "I'll never get used to being"
- "I really look forward to being"

Military service Many years ago, one of the authors of this book had to do two years' military service. The first few weeks were tough, because he had to do a lot of things he wasn't used to. For example, he wasn't used to ironing his own clothes. Can students suggest other things that may have been difficult because he wasn't used to doing them?

page 106

language notes

The structure with **object pronoun + -ing** (e.g. *Do you mind me speaking English?*) is probably becoming more common, though the version with possessives (... *my speaking*) is still preferred in formal writing, especially at the beginning of a clause (*My speaking English irritated them*).

Section 8 various structures with verbs

page 111

language notes

This is an area where it is unfortunately difficult to give useful general rules. Possible structures vary from one verb to another, so that a good dictionary is often more helpful than a grammar.

Note that the **make + noun/pronoun + adjective** structure isn't normally used where a common verb is available, so students should be careful not to generalise it too far.

**She made me surprised.*

possible further activities

Reactions to people (1) Get students to write a few sentences on the following pattern:

People who ... make me happy/nervous/tired/cross/angry/furious/sick.

Reactions to people (2) Get students to talk or write about somebody they know, on the following pattern:

I regard X as ...

(Examples of possible continuations: a really good friend / somebody you can trust / almost a brother/sister / an expert on .../ unreliable / a complete idiot.)

page 112

language notes

The difference between phrasal and prepositional verbs may be difficult for some students to grasp (and is only really important in so far as it affects the word order with objects). However, most advanced students probably have a feeling for how these verbs work, and are unlikely to make mistakes like:

**I wandered the street up.*

or:

**Can you clean up it all?*

pages 112–113

possible further activities

Finding more examples Get students to look through a newspaper or magazine and find five more examples of prepositions and five more of adverb particles.

pages 114–115

possible further activities

Quick revision Say the following verbs – students tell you the preposition that follows. As a follow-up, they can do it for each other in groups.

believe (in) insist (on) translate (from/into) specialise (in) spend (on) rely (on)
suffer (from) consist (of) focus (on) depend (on) divide (into) crash (into)
discuss (no preposition) operate (on) marry (no preposition)

Personalisation Students complete one or more of the following sentences:

I often dream of ...ing ...

I'd like to specialise in ...
I (don't) believe in ...
I've never suffered from ...

pages 116–117

language notes

See note to students on page 110. Students and teachers often regard phrasal verbs as a grammatical problem area, and spend a lot of time working on lists of them and comparing, say, *turn up, turn off, turn out, turn down* etc, or *turn up, give up, break up, hold up* etc. Phrasal verbs may certainly need some special attention: if students don't have a similar structure in their mother tongues, they are likely to avoid phrasal verbs and prefer one-word verbs (saying for example *postpone* rather than *put off* or *arrive* rather than *turn up*). However, apart from the word-order question, we feel that phrasal verbs are best seen as vocabulary – just words which happen to have a space in the middle – and are best learnt separately as they arise, like other kinds of vocabulary. Trying to learn *turn up, turn off, turn out, turn down* etc together is a bit like trying to learn lists of single words that begin or end in the same way (e.g. *recite, recipient, recidivism, reciprocity* or *illusion, diffusion, infusion, profusion*): a guaranteed recipe for confusion.

possible further activities

Acting out phrasal verbs This is quite a difficult exercise, but students who like miming/acting may enjoy it. Display the following list of phrasal verbs and make sure students know them all. Then put students in pairs or groups of three and ask them to act out situations illustrating one of the phrasal verbs. They can speak if they want to, but they can't use the verb. The class has to say what each phrasal verb is.

come back go away hurry up pass around wash up fool about
look round run away come in write down run out (of something) call off
crack up turn down make out tell off turn on back up clean up
throw away change round run into put off look out pick up cut up
tear up break off

pages 118–119

language notes

Most students at this level should have little difficulty with the basic grammar of two-object verbs. Passive structures with these verbs may still cause trouble: see page 79.

possible further activities

Presents Students say what presents they gave other people for their birthdays or on other occasions. ('I gave my father some music for his birthday.')

Vocabulary expansion: memory game Everybody in the class gives you something (as many different kinds of thing as possible). Make sure everybody knows the names of the various things. Then put the things where the students can't see them. Students work in pairs and try to write sentences saying what everybody gave you. Can they remember everything? ('Sandra gave you a lipstick. Peter gave you a pen. Lee gave you his watch. ...')

→ Section 8 continues

language notes

Continuing mistakes with these structures may reflect the grammar of the mother-tongue equivalents:

**Make pay them for the extra time we spent.*

**I must get repaired my watch.*

**When did you last make/let service your car?*

possible further activities

Having/getting everything done Students imagine that they are very rich. They write sentences to say what they have/get done for them. ('I have my bed made by the servants.' 'I get all my love letters written by my secretary.')

Memory test Tell students to do a number of things in quick succession. For example:

stand up turn round look at the ceiling jump stand on one leg

smile laugh sing cough cry sit down close your eyes open your mouths

go to sleep wake up touch your hair clap your hands

Then (as a class, or in pairs or groups of three) they must try to remember everything that you got them to do. (Saying 'You got us to ...' for each action.)

Section 9 nouns and pronouns

page 125

language notes

Speakers of European languages, which distinguish countable and uncountable nouns grammatically in much the same way as English, do not have too much difficulty in this area, although some uncountable English words have countable equivalents in some other languages, which can lead to continuing mistakes:

**Can you give me an advice?*

**I need some more informations.*

Speakers of other languages may have more difficulty with the English countable-uncountable distinction:

**We need another paint on the wall.*

**The candidate did not have much supporter.*

This is because, in many languages, there is no grammatical difference between the two kinds of noun. It may not be enough to explain that the English distinction depends on whether things 'can be counted' or not. In students' languages, counting may work in the same way for both kinds of noun, with the equivalent of 'one piece metal', 'two pieces metal'; 'one piece car', 'two pieces car', for example (only more complicated than that!). It's probably better to talk about whether things naturally come as separate items or not. Learners have particular difficulty in cases where the difference seems rather arbitrary (compare *oats/wheat, advertisement/publicity, attack/aggression, job/work*). And words for consumables often have both countable and uncountable uses, as do many abstract nouns.

possible further activities

Other languages Do students speak or know languages in which the uncountable words in Exercise 1 can normally be made plural? (Note: not all languages have a singular/plural distinction.)

Personalisation Get students to complete one or more of the following sentences:

I don't see much point in ...ing ...

I don't have much chance of ...ing ...

I didn't have much difficulty in ...ing ...

pages 126–127

language notes

The CD-ROM has an exercise which will help students to hear whether group nouns are followed by singular or plural verbs.

possible further activities

Groups in the class Get students to complete some or all of the following sentences. Tell them not to use *can* (because this doesn't have different singular and plural forms).

The majority of people in the class ...

A minority of people in the class ...

A large number of people in the class ...

A small number of people in the class ...

A couple of people in the class ...

Internet: group nouns Invite students to check on the internet to see whether they can find examples of *the team, my family* and *the audience* followed by *are* or *have*. What about the

names of well-known British football teams (e.g. Manchester United or Arsenal)? Are these normally followed by *is/has* or *are/have*?

Internet: quantifying expressions Can students find any examples of “the majority of us is” or “a number of people is” on the internet? How common are these compared with the “the majority of us are” and “a number of people are”? (Note that a singular verb is often there because of an earlier noun, not because of *majority* or *number*.)

page 127

language notes

When talking about several people each doing or having the same thing, students' languages may use a singular noun where English prefers a plural:

**They all put on their coat and went out.*

pages 128-129

language notes

See note to students on page 124. The differences between the different ways of putting nouns together in English are complicated. The guidelines on these and following pages will help, but it's not possible to give completely clear and simple rules. Students' languages may put a noun modifier after a head noun, or they may use prepositional structures rather than noun + noun. This can lead to occasional mistakes even at this level:

**There's a meeting (of) budget this afternoon.*

possible further activities

Vocabulary expansion: finding examples Ask students how many noun + noun combinations they can find in the classroom, or think of in a typical house or town ('computer table', 'wall poster', 'light switch', 'kitchen door', 'soup spoon', 'clothes shop', ...). Ask them to find ten or more in advertisements for food or drink.

Examples in text How many noun + noun combinations can students find on one page of a newspaper or magazine?

Headlines Ask students to find news headlines (in newspapers or on the internet) which have strings of three or more nouns.

pages 130–131

possible further activities

Visual punctuation Say some nouns (mixed singular, plural and irregular plural). Keep to nouns for people. Students add the possessive endings by drawing them in the air, like this:

sister – students draw apostrophe s

doctors – students draw apostrophe s

children – students draw apostrophe s

page 132

language notes

Expressions like *have a think*, *take a look*, common in spoken English, do not generally have equivalents in other languages. Students may be inclined to prefer one-word verbal expressions (*think*, *look*).

In some languages, ordinary nouns have grammatical gender. Even advanced students may occasionally use *he* or *she* for things (especially living creatures), reflecting the mother-tongue gender:

**Look at that spider! She's enormous!*

Some grammars may say that ships and countries are referred to with feminine pronouns *she* etc. However, this is no longer common.

page 133

language notes

This is one of those areas that are on the frontier between grammar and vocabulary. In order to be sure what structure is used with a particular noun, it is generally necessary to consult a good dictionary. Some common cases are practised here, and others are listed on pages 308–309.

The CD-ROM will help students to hear unstressed words in these structures, and to pronounce them with a natural rhythm.

possible further activities

Personalisation Get students to complete some or all of the following sentences, with their own ideas:

- I have no desire for ...
- I have no wish to ...
- I disagree with people's criticism of ...
- I have a feeling that ...
- There is a common belief that ...
- There is no need for people to ...
- I don't like the thought of ...ing ...

pages 134–135

language notes

The choice between subject and object pronouns in English is complex, depending partly on syntactic position and level of formality. Students whose languages make a simple consistent distinction between the equivalents of *I* and *me* may find English usage confusing in this respect, and may feel, wrongly, that *It is I* or *as old as she* are more 'correct'. In double subjects and objects containing pronouns, the *I/me* distinction often breaks down completely in informal usage:

John and me saw a great film yesterday.

All debts are cleared between you and I. (Shakespeare: Merchant of Venice)

These are not mistakes, although some native speakers believe they are wrong. They are simply examples of informal standard spoken usage. Students should however avoid these structures in formal writing, where they are definitely unacceptable.

possible further activities

'Me' Ask questions like the following. Students answer 'Me' or 'Not me'.

- Who likes fish?
- Who speaks [name of language]?
- Who was born in March?
- Who can drive?
- Who goes to bed late?
- Who gets up early at weekends?

Who goes skiing?
Who's been to the US?

Then, if you like, you can ask the questions all over again and ask for more complete short answers ('I do', 'I was', 'I can', 'I don't' etc).

pages 136–137

possible further activities

A world of perfect leisure In a world of perfect leisure, things would do themselves. Food would cook itself; houses would clean themselves; ... Put students in pairs or small groups and ask them to find at least ten more examples.

page 138

language notes

In American English, *his* is sometimes used as a possessive equivalent of *one*:

One should always keep his promises.

This is unusual in British English.

possible further activities

Complaints Students imagine that they are grumpy old men and women, always complaining about what 'they' are doing. For example:

They're always digging up the roads.

They keep putting prices up.

Can they add five or more complaints?

page 139

language notes

Some people feel that the singular use of *they* must be wrong, because '*they* is plural'. In fact *they*, like *you*, has both singular and plural uses. This singular indefinite use of *they* has been common in informal English for centuries.

The grammar of the substitute word *one* is quite complicated, and students can easily get confused:

**I would like a one with a big garden.*

possible further activities

Acting: 'a ... one' Put students in groups. Tell them that they are in a room. Give each group a card with an adjective. In turn, the groups have to show what kind of room they are in by mime or acting, without using the word on the card. The others say what kind of room it is, using *one* ('a cold one', 'a big one' ...). Possible adjectives:

cold, hot, big, small, dirty, beautiful, dark, noisy

You can do the same kind of activity with other nouns (e.g. *car, dog, child, ...*). Not every group has to have the same noun.

An asterisk (*) indicates an incorrect form or use.

Section 10 determiners (1): articles, demonstratives and possessives

page 142

language notes

Completely correct article use is difficult to achieve, even at advanced level, especially for students whose languages don't have an equivalent. Typical mistakes:

**What is programme today?*

**We need the new plan.*

Speakers of Western European languages, which have article systems, have less difficulty, but there are some differences which can cause such students to get things wrong in English – for example when they are saying what jobs people do, or when they are generalising:

**My sister is engineer.*

**The life is hard.*

The rules revised and taught in this Section will help learners to be more correct, but not all uses of articles fit into simple patterns; the correct use in some common expressions has to be learnt on a case by case basis. (Compare *on the radio – on TV*.) It's important not to be perfectionist in this area: if students end up getting most of their articles right most of the time, they will communicate successfully, and too much correction can destroy confidence. (In fact, there are relatively few article mistakes that cause serious comprehension problems.)

Articles are unstressed, and may be difficult for some students to perceive. The CD-ROM exercises will help with this.

pages 143–145

possible further activities

'The' in a text Ask students to look at a news report of a few hundred words. Can they see the reasons for all or most of the uses of *the*?

Extending Exercise 4 If students would like to learn even more new vocabulary, get them to find the English names of five or more other professions, using their bilingual dictionaries.

Personalisation Get students to write five or more sentences about the jobs of relatives or friends of theirs, on the following pattern:

My ... is a ...

pages 146–147

possible further activities

Generalising with 'a' Get students to write a few sentences about what particular animals can and can't do, on the following pattern:

A ... can ...

A ... can't ...

Generalising: expressions with adjectives Students write as many sentences as they can on the following pattern:

I love / like / don't like / hate (national adjective) (noun)

For example:

I like Belgian chocolate.

An asterisk (*) indicates an incorrect form or use.

→ Section 10 continues

I love Scottish folk music.
I don't like English breakfasts.
How many different countries can they bring in?
Help with the adjectives for countries and regions as necessary.

pages 150–151

language notes

Older grammars may use the term 'demonstrative adjectives' for *this*, *that* etc. In fact, they are determiners, not adjectives. However, the terminology is not very important.

Note that the English two-part division into words for 'near' (*this*, *here*) and 'distant' (*that*, *there*) is not necessarily found in students' mother tongues. They may have a three-part system, with words equivalent to *this*, *that*, and *more distant*, or *here*, *there*, and *way over there*. Or one of the words for *this* and *that* may be much more common than the other, and used informally for both meanings:

**I'm not happy in that country.*

**I didn't like this film yesterday.*

This/these and *that/those* are used in English to indicate not only closeness or distance in space, but also temporal and emotional closeness or distance. Compare:

Listen to **this**. **That** was interesting.

I do like **this** music. Switch off **that** bloody noise!

For more about the use of demonstratives in text, see page 253.

possible further activities

'Those who ...' Quite a number of sayings, proverbs and quotations begin 'Those who ...'. Can students find a few on the internet? A quotations website (with a search facility) is a good place to look.

pages 152–153

Terminology relating to possessives is generally unclear and confusing. Often *my*, *your* etc are called 'possessive adjectives', and *mine*, *yours* etc are called 'possessive pronouns.' In fact, the *my*-series function as determiners, not adjectives, in noun phrases (like articles and demonstratives). And both *my* etc and *mine* etc are pronouns. *My* stands for the noun phrase 'the speaker's'; and *mine* stands for 'the speaker's possession' (so it is in fact a kind of double pronoun). None of this is of any practical importance for teaching purposes.

Students often put apostrophes in *yours*, *ours* and *theirs*, and confuse *whose* and *who's* or *its* and *it's*. (Understandably, because possessive nouns have apostrophes.) Many native speakers make similar mistakes:

**Who's election manifesto is the most convincing?*

**Its not at all clear who will win.*

possible further activities

Personalisation: 'a ... of mine' Ask students to complete the following sentences:

A friend of mine ...

Two friends of mine ...

Three friends of mine ...

Four friends of mine ...

Can they go any further?

An asterisk (*) indicates an incorrect form or use.

Section 11 determiners (2): quantifiers

page 156

possible further activities

Finding more examples If you are studying determiners in general (and not just particular ones), you could ask students to see how many different determiners they can find in advertisements, magazines, public notices or other sources (using the internet if necessary).

Personalisation If there is nobody in the class who might be sensitive to references about over- or under-eating, ask students to complete some or all of the following sentences:

- I don't eat enough ...
- I eat too much ...
- I should eat less ...
- I should eat more ...

page 157

language notes

When *all* comes in the verb phrase, the word order is the same as for some adverbs (see page 180).

Quite a common mistake is to use *all the* in generalising:

- **All the languages are hard to learn.*
- **Nearly all the life depends on oxygen.*

possible further activities

Personalisation Get students to complete one or both of the following sentences:

- All I want is ...
- All I can remember from when I was ... years old is ...

Personalisation (generalisations) Get students to complete some or all of the following sentences (or others of your choice).

- All my friends ...
- I have ... all my life.
- (Nearly) all children ...
- (Nearly) all women ...
- (Nearly) all men ...
- All countries ...
- All politicians ...
- All religions ...

Class survey In groups, students try to find as many things as possible that they all have in common. (Give a time limit – perhaps 10 or 15 minutes.) Then they report to the class. ('We all like skiing.' 'We all hate pizza.' 'We have all been to Thailand.' 'We all live in cities.' 'We are all under 25.' 'We all speak Catalan.') You may need to revise the word order with *all*.

'Every day' and 'all day' etc Get students to tell you things that they do every day / morning / evening / etc. Ask if they do them all day. ('I brush my teeth every day.' 'Do you do it all day?' 'No!') Can they think of anything that happens/happened all day/evening/etc? ('On Monday we have lessons all day.' 'On Saturday I played football all afternoon.')

Internet (1) Get students to find three or more interesting sentences on the internet beginning "Why is everybody".

Internet (2) Get students to see if they can find a few 'parallel' sentences on the internet, using *every* and *all* to say the same thing. A good place to start is with "every child" / "all children". There are plenty of pairs, for example, 'Every child has the right to education.' / 'All children have the right to education.'

Internet (3) Get students to find a few interesting sentences on the internet using *every day* and *all day*.

Internet (4): quotations Using internet quotation sites, students can try to find interesting or amusing quotations beginning or containing:

"all men" "all women" "all children"

"all English people / Americans / Germans / Italians" etc

Do they know, or can they find, a famous quotation from a book by George Orwell beginning "All animals ..."? ('All animals are equal, but some animals are more equal than others', from *Animal Farm*.)

page 158

language notes

The similarity in pronunciation (in some students' ears) between *whole* and *all* may cause confusion.

possible further activities

Personalisation Can students think of cases in their own experience where they had to study the whole of something? (a book, an author, a topic ...)

page 159

Similarities Mention two cities or countries. Students have to find one positive and one negative thing that they have in common, and make sentences with *both* and *neither*. (Help with vocabulary if necessary.) For example:

(Dublin and Paris) Both cities are on rivers. Neither city is in England.

(Japan and Mexico) Both countries are in the northern hemisphere. Neither country is in Africa.

page 160

language notes

The difference in meaning between *every* and *each* is slight, and is a tendency rather than a hard-and-fast distinction.

possible further activities

Vocabulary expansion: parts of the body Revise or teach the following words for parts of the body (or some of them). All of these can be used with *each*; only five of them can be used with *every* (when talking about one person). Ask students which these are.

lung kidney ankle wrist finger rib knuckle elbow knee thumb nostril
earlobe hip shoulder shoulder-blade bicep big toe heel vein artery

The other obvious paired parts of the body (breast, nipple, testicle) may be considered taboo items: students will think of them (and teenagers will giggle), but it may not be appropriate to mention them.

Opinions Ask students to complete the following sentences with their own opinions:

Every person should have the right to ...

Every child should learn ...

→ Section 11 continues

Every person in the class should ...
Every person in the country should ...

page 161

possible further activities

Possessions: 'hardly any' Get students to complete this sentence:

I've got hardly any ...

Cooking Get students to think of something that they know how to cook. They write one or more sentences beginning in each of the following ways:

(to cook X)

You need a ...

You don't need a ...

You need some ...

You don't need any ...

You can cook X without any ...

This is a good opportunity to teach some more vocabulary.

Vocabulary expansion Teach or revise words for people who lack something, using definitions with *no*. For example:

bald: A bald person has no hair.

broke (slang): If you're broke you've got no money.

naked: If you're naked you're wearing no clothes.

starving: If you're starving you've got no food.

unemployed: ... no work.

overworked: ... no free time.

lonely: ... no friends.

an orphan: ... no parents.

childless: ... no children.

friendless: ... no friends.

homeless: ... no home.

toothless: ... no teeth.

Then give the definitions; students have to remember the words (without looking at their notes). After that, do it the other way round: say the words, and students have to remember and write/say the definitions.

'None of us ...' Get students to write sentences about things they believe about the whole class, using *none of us*:

None of us are ...

None of us know ...

None of us can ...

None of us have ...

If students are going to have to do formal writing for study or exams, you might prefer to have them use singular verbs.

page 162

language notes

The first explanation here describes a tendency rather than a hard-and-fast rule. As with many grammatical distinctions, there are intermediate cases where both forms are possible.

→ Section 11 continues

page 163

language notes

The CD-ROM has an exercise to help students distinguish the strong and weak pronunciations of *some*.

possible further activities

'Some' meaning 'an impressive number' Ask students to try to find internet examples of this use of *some*, searching for instance for "some sixteen", "some 2 million" etc.

Personalisation: opinions Ask students to complete the following sentence in one or more ways:

Some people think ..., but I think ...

page 164

possible further activities

'Anybody can ...' It's quite common to hear generalisations like 'Anybody can sing'. Ask students to think of other examples ('draw, dance, ...'). Do they think they are true?

Medical advice How many pieces of medical advice can students think of beginning 'Any doctor will tell you ...'?

page 165

possible further activities

Students' generalisations Get students to complete some or all of the following generalisations. Do other students agree?

- Most children ...
- Most people ...
- Most British people ...
- Most Americans ...
- Most teachers ...
- Most politicians ...
- Most governments ...
- Most men ...
- Most women ...

Internet Can students find similar generalisations on the internet? Are they true?

page 166

language notes

Some students may find the article in *a few/little* hard to perceive. The CD-ROM has an exercise which will help with this.

possible further activities

Personalisation Ask students to tell you about languages that they know just a little of, or things they know just a little about. ('I speak just a little German.' 'I know just a few words of Japanese.' 'I know just a little about Chinese history.')

Vocabulary expansion: negative characteristics Teach or revise adjectives for negative personality traits. For example:

→ Section 11 continues

talkative, reserved, shy, over-confident, aggressive, quarrelsome, timid, nervous, worried, self-critical, intolerant, lazy, untidy, forgetful, disorganised, extravagant

Then get students to write one or more sentences about themselves, or about somebody they know (relative, partner, friend, ...), beginning:

I wish I / X was less ...

(*I wish ... were* is also possible in this structure, but *was* is perfectly correct in modern English.)

Possessions etc Get students to complete one or both of these sentences:

I've got less ... than I'd like.

I've got fewer ... than I'd like.

Class survey Find out who has got, for example, the fewest pairs of shoes in the class, or the least spare time, or the least distance to travel to the lessons; or who eats the least breakfast; or who spends the least time asleep.

page 167

language notes

Enough can sometimes follow a noun ('time enough'), but this is relatively unusual.

possible further activities

Word order Get students to write three sentences beginning in each of the following ways:

This country/city/place doesn't have enough good ...

This country/city/place doesn't have good enough ...

Personalisation: extending Exercise 3 Ask students to complete each of the following sentences:

I haven't got nearly enough ...

I've got just enough ...

I've got quite enough ...

I've got more than enough ...

Page 168

possible further activities

Places Get students to work in groups, and give them five minutes to write as many sentences as they can about a place of your choice (the room, the school, the local town, another town, another country, ...), beginning:

There is/are plenty of ...

There is/are a lot/lots of ...

There isn't much ...

There aren't many ...

Help with vocabulary as necessary. Which group can make the most sentences?

Internet Get students to find three or more interesting sentences on the internet beginning "There are not many" and three or more beginning "There is not much".

page 169

language notes

Plural expressions beginning *any/none/neither/either of* are most often followed by a plural verb (e.g. 'None of us know the answer'). An internet check will show that, for example, *none*

→ Section 11 continues

of us are/have/know is much more common than *none of us is/has/knows*. There is an old prescriptive rule (which some examiners and teachers may believe in) according to which a singular verb is supposed to be more 'correct' in this structure. Because of this, singular verbs are quite common in formal writing.

Some students may find unstressed *of* after quantifiers difficult to perceive. The CD-ROM has an exercise which will help with this.

possible further activities

Determiners in song titles How many of the following determiners (both with and without *of*) can students find in song titles?

some some of any any of no none of every every one of each each of
most most of

Personalisation: 'most' and 'most of' Get students to complete the following sentences:

Most people ...

Most of the people I know ...

More personalisation: quantifiers with and without 'of' Get students to think of ten or more generalisations beginning *Most people ...*, *Some people ...*, *Not many people ...* or *A few people ...*. For example:

'Most people like pop music.' 'Some people are vegetarians.'

'Not many people can play the violin.'

Write these up. Then get students to choose one of the generalisations each, and say how many of their friends it's true of. ('Most of my friends are vegetarians.' 'All of my friends like pop music.' 'None of my friends like football.')

Section 12 adjectives, adverbs and comparison

page 172

possible further activities

Writing advertisements Get students to write advertisements for an imaginary product, with as many as possible of the adjectives on this page (or other adjectives of their choice).

page 173

language notes

In some languages, adverbs of manner have the same form as adjectives. This can lead to occasional mistakes even at advanced level:

**He explained it quite tactful.*

In informal American English, this adverbial use of adjective forms is not uncommon:

Pick it up real careful.

Drive friendly.

Some non-European languages have very few adjectives. In these languages, what we consider 'adjectival' meanings may be expressed by verbs or nouns – so the equivalent of *She's tall* might be something like 'She talks' or 'She has tallness'. Speakers of such languages may have occasional problems with part-of-speech assignment even at advanced level, using verbs or nouns where adjectives are appropriate, or vice versa.

**The operation was very problem. *The surgeons encountered several problematic.*

possible further activities

Choosing a characteristic Tell students to imagine that they can only be one of the following. Which would they choose?

lovely friendly lively

Now tell them to imagine that they have to be all but one of the following. Which would they drop?

cowardly silly ugly lonely

Internet Tell students to look for examples of "happy smile", "friendly smile", "smiled happily" and "smiled friendly" on the internet. How many do they find of each? What do the results tell them?

Weather forecast Ask students to forecast tomorrow's weather, completing one of the following sentences:

It's likely / quite likely / unlikely to (+ verb) ...

It's likely/unlikely to be (+ adjective) ...

There's likely to be (+ noun) ...

Mime: 'look' + adjective Get students to suggest adjectives that can follow 'look'. Then get them (perhaps in pairs or groups) to mime some of these. The others decide what the adjective is, and say 'You look cold/hot/tired/bored/interested/excited/intelligent/stupid/worried ...'.

Acting out adverbs Make a set of cards with verbs, and a separate set with adverbs. Give each student one of each (either preselected or chosen at random). Students have to act the two-word expression; the class guess what is being acted. ('You're walking slowly.' 'You're singing badly.' 'You're talking quietly.') If a student feels he/she can't act the expression in question, offer another choice.

page 174

possible further activities

Observation: pairs of adjectives How many things can students see in the classroom, or through the window, that can be described with two or more adjectives, including one showing the colour? ('a big white table' 'two small black leather handbags' 'a dirty long blue bus')

Wishes Get students to tell you something that they'd like. They must use adjectives from at least three of the categories listed at the top of the page: 'other', 'colour', 'origin/place', 'material', 'purpose'. ('I'd like a big pink leather hat.')

Internet Get students to check which is more frequent: "big green" or "green big".

page 175

language notes

The use of *well* and *ill* before nouns is becoming somewhat more common.

possible further activities

The meaning of 'a mere' This is a useful expression that students may not be familiar with. Explain the meaning ('nothing more than a') and get them to look in their dictionaries to see what words it commonly occurs with. Then ask them which of the following expressions they think are normal English:

a mere beginner a mere detail a mere tractor a mere interruption a mere distraction
a mere house a mere \$20 a mere breath of wind a mere earthquake a mere cold

page 176

possible further activities

Expressions with participles How many expressions can the class think of beginning 'a falling' and 'a broken'? Examples of possible answers:

a falling leaf a falling rock a falling star (also called 'a shooting star') a falling body
a broken bone a broken promise a broken glass a broken home a broken engagement

What about 'a dripping'? ('A dripping tap' is the only common collocation.)

page 177

language notes

This can be a sensitive area for language use. Some blind, deaf or otherwise disadvantaged people dislike general labels like 'the blind' or 'the deaf', feeling that such labels have a derogatory implication – they suggest, perhaps, that the people concerned belong to an abnormal group, separate and distinct from the 'normal' population. Many people therefore prefer less absolute terms like 'partially sighted', 'with hearing difficulty'; or expressions that are felt to be less negative in tone ('the disabled' rather than 'the handicapped').

possible further activities

Good causes Put students in groups of four or so. Tell each group that they have £1000 (or the equivalent in another currency). They must donate the money to a charity or charities supporting one or more of the following groups:

the blind, the deaf, the disabled, the homeless, the unemployed, the mentally ill

→ Section 12 continues

They have ten minutes to discuss how much they will give to each of their chosen charities. Then groups tell the class what they have decided. Who gets the most support?

Internet Get students to find out the names of some of the charities in English-speaking countries that support these various disadvantaged groups.

page 178

language notes

As with structures after nouns, this is one of those areas that are on the frontier between grammar and vocabulary. In order to be sure what structure is used with a particular adjective, it is generally necessary to consult a good dictionary. Some common cases are practised here, and others are listed on pages 308–309.

possible further activities

Personalisation Get students to complete some or all of the following sentences:

- I'm often critical of ...
- I'm anxious to ...
- I'm angry about having to ...
- I'm proud of being ...
- I'm not happy about ...

page 180

possible further activities

Personalisation: certainty and completeness Get students to complete some or all of the following sentences:

- I once completely forgot to ...
- I sometimes completely forget to ...
- I have definitely decided to ...
- I have definitely decided not to ...

Class survey: frequency Each student writes a question beginning 'How often do you ...', about one of the following activities, or some other activity of your or their choice:

- eat red cabbage
- sing in the shower
- eat fruit
- drive fast
- read women's magazines
- dream in English
- talk to strangers
- read novels
- watch TV
- play basketball

Then students go round asking their questions and noting the answers. Encourage answers with short adverbs of frequency (*always, often, sometimes, occasionally, hardly ever, never*), but other expressions like 'once a day', 'twice a week', 'three times a year' may be needed as well. Finally students report to the class:

- Mario often eats red cabbage.
- Three students never play tennis.
- One person falls in love twice a week.

Building sentences: frequency Write some or all of the following sentences (or others) on cards. Cut each into three as shown and distribute them. Students have to walk round saying (not showing) their sentence components to find the people they need in order to build possible sentences. When they've done it, groups of three read out their sentences, making sure they get the order right. (There are quite a lot of possible answers, not all of them sensible.)

- we always cook | soup | beautifully
- we often sing | folksongs | in the bath
- we don't speak | Japanese | very well
- we write | poetry | at night

→ Section 12 continues

we play | football | at weekends
we read | the newspaper | every morning
we play | the piano | in the evening
we make | coffee | very badly
we watch | TV | for three hours a day
we never eat | sandwiches | in the mountains
we always listen to | rock music | in bed

page 181

language notes

Older grammars often say that *so ... as* is normally used after *not*. In fact, in modern English *not as ... as* is also common and correct.

possible further activities

Extending Exercise 4 Students' languages certainly have some colourful traditional comparisons. Can they think of some examples and translate them into English? They should use *as* both times, not just once as in the Texan examples.

page 182

language notes

The formation of comparatives and superlatives should cause few problems at this level. Any students who still have difficulty can find the rules in Appendix 2 on page 296.

Personalisation: vocabulary expansion Run over the following adjectives for personality-types and make sure students know them all. Add any that they suggest.

talkative reserved shy self-conscious confident over-confident
aggressive quarrelsome timid nervous worried calm courageous
critical self-critical tolerant intolerant hard-working lazy tidy untidy
forgetful organised disorganised economical extravagant
optimistic pessimistic

Then get students to make sentences about themselves or people they know, on the following pattern:

I'm / X is the (superlative adjective) person in my family / my group of friends / the class.

page 183

language notes

These structures may still cause difficulty:

**It's getting more interesting and more interesting.*

**(The) more she is nervous, (the) more she talks.*

**Faster we drove, (the) more I got frightened.*

possible further activities

Personalisation (1) Get students to complete some of the following sentences, using the double comparative structure practised on this page:

I'm getting ...

My (name of relation) is getting ...

(Name of person) is getting ...

This town is getting ...

This country is getting ...

An asterisk (*) indicates an incorrect form or use.

→ Section 12 continues

The world is getting ...
... is getting ...

Mime Give out cards with double comparative expressions to small groups of students. Each group has to mime what's on the card; the others guess what is being mimed.

Suggestions:

faster and faster slower and slower colder and colder
warmer and warmer later and later happier and happier
more and more tired angrier and angrier more and more excited
more and more beautiful hungrier and hungrier older and older

Internet Ask students to find interesting sentences on the internet containing "slower and slower"; "faster and faster"; "more and more expensive" or other double comparatives of their choice.

Extending Exercise 2 Bright students may be able to think of a lot more chains of this kind. Make sure they get the word order right where there is a verb and an object: 'the more races he wins', 'the more confidence he gains', 'the more responsibility she gets', 'the more exercise I take' etc.

Personalisation (2) Ask students to complete one or more of the following sentences:

The more I try to ...
The older I get, ...
The more books I read, ...

Internet Ask students to find interesting sentences on the internet beginning "The more we".

page 184

possible further activities

Social attitudes Can students complete any of the following generalisations about the societies they live in or are familiar with?

Older people tend to ...
Younger people tend to ...
Richer people tend to ...
Poorer people tend to ...

page 185

possible further activities

Personalisation (1) Ask students to complete one or more of the following sentences:

I'm happiest when I'm ...
I'm happiest when I can ...
I'm happiest when I don't have to ...

Internet Ask students if they can find a few interesting sentences on the internet beginning "He's most dangerous when".

Personalisation (2) Get students to complete the following sentence:

I'd like to be the first person to ...

→ Section 12 continues

page 186

possible further activities

Personalisation: comparatives If physical comparison is not a sensitive area, put students in groups of three. Each student has to find one way in which he/she is very different from one of the others, using comparatives with modifying expressions (*much, far, a little, a bit, a lot* etc). ('I'm much taller than Nadia.' 'I'm a bit older than Abbas.'). Alternatively, get students to make similar sentences about members of their families.

Mime: comparatives Students work in pairs, and do exaggerated mimes to show that one is much more X than the other. The class say what is being demonstrated:

Jean is much colder than Andrea. [Jean is shivering as hard as he can.]

Personalisation: superlatives As before, but now each student has to find one way in which he/she is 'superlative' in the group, using modifying expressions (*much, by far, quite, almost* etc). ('I'm by far the tallest person in the group.' 'I've got almost the longest hair.' 'My handbag is much the biggest.')

Home towns etc Students produce exaggerated statements about their home towns/villages/countries etc. ('Wuppertal is by far the most romantic spot in Western Europe.' 'Yokohama has much the finest architecture in Japan.' 'Denmark has easily the best food in the world.')

page 188

possible further activities

'Such' or 'so'? Say a series of adjectives and noun phrases (the ones on this page and others). Students have to add *such* or *so*. Like this:

'warm' – 'so warm'

'a warm day' – 'such a warm day'

'ideas' – 'such ideas'

Keep it going fast, but not so fast that the students get confused.

page 189

language notes

The use of *like* as a conjunction (e.g. *like I said; like her life depended on it*) is common in informal speech and writing, though in the past it has been regarded as 'incorrect'.

possible further activities

Colourful comparisons Do students know the following comparisons?

She was running around like a headless chicken.

He's like a winter's day: short, dark and dirty.

He smokes like a chimney / drinks like a fish / eats like a horse.

Can they think of any colourful comparisons in their own language(s) and translate them into English?

Internet Can students find amusing comparisons on the internet beginning "Men are like" or "Women are like"? Do they think any of them are true?

Personalisation: jobs Ask students to write three completions for each of the following sentences. Help with vocabulary as necessary.

I'd like to work as a ...

I'd hate to work as a ...

Section 13 prepositions

page 192

language notes

Some languages have few or no prepositions. In such languages, space and time relationships may be expressed, for example, by adding endings to nouns. Students who speak these languages may tend to drop prepositions in English, though this is unlikely to happen often at advanced level:

**We arrived the airport an hour early.*

Prepositions are normally unstressed, and some of them have weak pronunciations (e.g. *at, of, to, for, from*); some students may have difficulty in perceiving these. The CD-ROM exercises will help with this.

possible further activities

Personalisation Ask students to write or say sentences about when they work best – in the morning, in the afternoon, in the evening or at night. They can also talk about what they like to do in the evenings, at weekends, in the summer etc.

page 193

possible further activities

Meeting up Tell students to decide (without saying anything) that they will be at a particular café (for instance) at a certain time in the morning, afternoon or evening, on a certain day. (For example: at ten o'clock in the morning on Friday.) Then they walk round saying when they will be there (with all the prepositions!), and trying to find somebody else who will be there at the same time on the same day.

Vocabulary expansion: 'in' or 'on'? Get students to think of five or more places where *on* would be appropriate (e.g. the floor, a pavement, a counter), and five or more where *in* would be appropriate (e.g. a bowl, a cupboard, a hospital ward). Teach new vocabulary as necessary.

The classroom Get students to describe the classroom, finding as many examples of *in* and *on* as possible.

Journeys Ask students to write short descriptions of journeys they have made, using *at* where possible (e.g. *changed at, stopped for lunch at, stayed overnight at, arrived at*).

page 194

language notes

To talk about the uses of things, we can either use the *for ... ing* structure practised here (*Have you got anything for getting fruit juice off clothes?*) or an infinitive (*Have you got anything to get fruit juice off clothes?*). The infinitive structure is preferred when we are talking about a particular one-time use (*I used this stuff to get the fruit juice off my shirt*).

possible further activities

Extending Exercise 2 Teach/revise the names of some more useful things, and get students to write what they are for. Examples:

a paintbrush a file a hearing aid a bathmat a mower a curtain rail
a picture hook a mop glue disinfectant a compass

Internet Ask students how they think these sentences might begin:

- ... by blowing bubbles.
- ... by standing on her head.
- ... by eating paper.

Then get them to check on the internet for some real examples, and report back to the class.

page 195

possible further activities

Quizzes Get students, individually or in groups, to prepare and ask quiz questions on the pattern 'Who was ... by?'. Possible verbs: *written, painted, composed, directed, built, made, discovered, invented*.

page 196

possible further activities

Personalisation Get students to complete one or more of these sentences:

- My teachers /employer / parents / paid no attention to the fact that I ...
- The fact that I could ... did not help me to ...

page 197

language notes

Students are sometimes told that *between* is used for a position in relation to two other things, and *among* when there are more than two. This is misleading.

Students' languages may have a single word corresponding to English *by* and *until* used to refer to time limits. This can lead to mistakes:

**Can you clean this suit until Thursday?*

Students' languages may also have a single word corresponding to English *for* (referring to time) and *during*:

**I lived in London during six years.*

possible further activities

Geography Can students say what other countries these are between?

Switzerland Romania Austria Pakistan Mali Botswana Bolivia Brazil

Predictions Get students to complete the following two sentences:

- This government will stay in power until ... at the latest.
- We'll have a new government by ...

Personalisation Ask students to give estimated (or real) answers to some or all of the following questions, using *for*:

- How long can you hold your breath?
- How long can you run without stopping?
- How long can you go without sleep?
- How long can you stand on one leg?
- How long can you sing one note?
- How long can you keep your eyes open without blinking?

language notes

In front of is a false friend for speakers of some languages such as Italian, Spanish or French: it looks like their expression for *opposite* (*di fronte a, enfrente de, en face de*). This can lead to occasional confusion even at advanced level:

**They're building a hospital in front of our house.*

possible further activities

Exceptions Get students to complete the following sentences in two or three different ways:

I like all ... except ...

I dislike all ... except ...

Additions Students think of an instrument or game they can play, or a language they can speak. Then they mention an additional one, like this:

Besides ..., I can play ...

Besides ..., I can speak (some) ...

Section 14 conjunctions, clauses and tenses

page 200

language notes

The analysis on this page is provided for students who like to have a 'map' of the overall structure of the language they are studying. (Some do, some don't.) The terminology has little practical importance for most learners.

In some languages, conjunctions and linking adverbs may not be clearly separate categories. And note that the whole sentence-clause-conjunction structure discussed here is typical of European languages, but may not correspond to the organisation of some students' mother tongues.

page 201

language notes

In some languages, the meaning of a conjunction may be backed up by an adverb. This can lead to occasional mistakes in English:

**Although she was tired, but she went to work.*

For speakers of languages that work differently from English, it may seem strange to have a conjunction (which joins two clauses) right at the beginning of a sentence instead of between the clauses.

For problems relating to the distinction between conjunctions and adverbs (e.g. *but* and *however*) in formal writing, see pages 254–256.

possible further activities

Personalisation: one conjunction is enough Get students to complete the following sentences:

I'm (un)happy because ...

I'm (un)happy although ...

Then get them to rewrite their sentences like this:

..., so I'm (un)happy.

..., but I'm (un)happy.

Both ways round Get students to complete one or more of the following sentences, using them as both beginnings and endings. Who can think of the most interesting completions?

... because there was a horse in the garden.

... because they're good for me.

... because she lost her temper.

... although he had really big feet.

... although the cat was asleep on it.

... although it was really terrible.

For example:

I knew Aunt Mary had arrived because there was a horse in the garden.

Because there was a horse in the garden, I knew Aunt Mary had arrived.

page 202

language notes

It's possible to have a list of adjectives without *and*. However, this is usually rather poetic in tone, and is avoided in ordinary formal writing.

She was exotic, mysterious, inscrutable. His whole soul yearned to grasp the enigma of her being. And yet, ...

possible further activities

Invention Who can find the best way of beginning this sentence?

... and disappeared for ever.

page 203

possible further activities

Internet: prediction How would students expect this sentence to continue?

She both sings and ...

Get them to check on the internet. What are the most common continuations? Are there any they didn't think of?

pages 204–205

language notes

Students are normally taught that we use present tenses to talk about the future after time conjunctions (*I'll phone when I **arrive***) and after *if* (*We'll have the party indoors if it **rains***). In fact, this also happens in other situations:

*They'll give us as much **as** we **ask** for.*

*The man **who marries** my daughter will need a lot of patience.*

*I'll give a reward to **whoever finds** my watch.*

*I'll go **where** you **go**.*

This is part of a more general tendency to simplify tenses in subordinate clauses, explained on these pages.

possible further activities

Scheduling activities Divide students into groups of three or four. Tell them that they have to carry out the following tasks; groups have five minutes to decide in what order they will do them. They can leave one out.

clean the windows

paint the walls

take a break

write a song

go for a walk

learn a lot of irregular verbs

have a party

They then have to report as follows, listing the tasks in their chosen order:

We'll start by ...ing.

After we've ..., we'll ...

After we've ..., we'll ...

Personalisation Students complete some or all of the following sentences:

I won't be happy until ...

I'll give a reward to whoever ...

→ Section 14 continues

I'm going to live somewhere where ...
I want to ... before I ...

Internet Get students to look for interesting sentences on the internet beginning "I won't be happy until" or "We won't rest until".

page 206

language notes

English past tenses are used not only to express distance in time, but also other kinds of 'distance': interpersonal distance (see page 290), and indefiniteness or unreality (for example in conditional sentences, and in the structures dealt with on this page).

The use of a past tense in a clause after *I'd rather* and *It's time* may take time for students to get used to.

Tense use with *If only* and *I wish* is slightly more complex than shown here, but the refinements are generally unimportant for students.

possible further activities

Preferences Ask students if they would like an irregular verb test. It is up to them to tell you what they would rather do instead, using *I'd rather* + infinitive.

Mime In pairs, students mime situations in which one is telling the other 'It's time you ...'. The others have to decide (more or less) what sentence is being mimed. Give out sentences for miming on cards if students need help. Possibilities:

It's time you:
went to bed.
woke up.
had your hair cut.
cleaned your shoes.
got new glasses.
went to the dentist.
did your music practice.
cooked supper.
gave me a kiss.

Time travel Tell students that they have been transported back in time to the 17th century. Which three 21st-century things do they wish they had? They should write sentences beginning 'I wish I had ...' or 'If only I had ...'. Then ask for everybody's wishes – what are the most common ones?

Section 15 adjective (relative) clauses

pages 208–209

language notes

In some languages which have relative clauses, these may contain ‘resumptive pronouns’ which repeat the meaning of the relative pronoun. This can lead to mistakes even at advanced level:

**They made me an offer which I decided to reject it.*

Some other elementary points, revised here, may still cause occasional problems at this level. For example, some students may still have difficulty in producing and reading sentences in which object pronouns are dropped. See pages 270–272 for further work on this.

possible further activities

Personalisation: dropping ‘that’ Get students to write sentences beginning as follows:

A man/woman/girl/boy I know ...

A man/woman/girl/boy I met once ...

A boy/girl I went to school with ...

Internet Ask them to look for interesting sentences on the internet beginning in the same way.

Guessing identity Tell students to think of somebody in the class and say something about him/her, beginning ‘The person I’m thinking of’ (without giving the person’s name). The others have to decide who is meant. Like this:

‘The person I’m thinking of comes from Brasilia and likes dancing.’ ‘Jo.’

Vocabulary expansion: dropping ‘that’ Teach some useful nouns, and get students to write definitions beginning ‘A thing you ...’, ‘Something you ...’, or ‘Things you ...’ and ending in prepositions (help with vocabulary as necessary). Like this:

‘a lawnmower’ – ‘a thing you cut grass with’

‘skeleton keys’ – ‘things burglars open doors with’

Paraphrase Tell students that they are having a conversation with English-speaking friends, but they keep forgetting words. How can they use relative clauses to make themselves clear? Give them some simple words to paraphrase. They can practise dropping *that* at the same time. Like this:

‘cup’ – ‘something you drink out of’

They won’t always have to use the preposition-final structure, but it will often be needed.

Relative *where* will also be useful:

‘kitchen’ – ‘a place where you cook / a room you cook in’

Vocabulary expansion: ‘what’ Teach or revise some useful nouns, along with simple definitions like the following:

Perfume is what makes you smell nice.

Paint is what you put on walls to make them beautiful.

Glue is what sticks things together.

Enamel is what you have on your teeth.

Fertiliser is what makes things grow.

A saucepan is what you use to cook things like soup.

A kettle is what you use to boil water.

Exercise is what makes you healthy and tired.

A torch is what you use to see when it’s dark.

Propaganda is what makes people believe lies.

A lid is what you put on a saucepan.

Then: 1. Give students the definitions and see if they can remember the nouns. 2. Give them the nouns and see if they can remember the definitions.

Do people tell the truth? Ask students to complete one or more of the following sentences:

What people say is usually ... what they think.

What politicians say is usually ... what they think.

What small children say is usually ... what they think.

What I say is usually ... what I think.

Help with suitable modifying expressions if necessary ('very different from', 'a bit different from', 'the opposite of', 'not at all' ...).

Internet check: 'everything that/which/what' Get students to check on the internet to see which of the following are most and least frequent (as continuous expressions):

"everything that" "everything which" "everything what"

page 210

language notes

The grammar of relative clauses depends partly on whether the clause is 'identifying' or 'non-identifying' (also called 'defining/non-defining' or 'restrictive/non-restrictive'). The 'identifying' type, common in speech and informal writing, may still need some attention at this level. However, students who wish to develop a good command of formal written English (including native speakers) will also need to pay careful attention to the way non-identifying clauses are structured.

The distinction between the two types is revised here; for more about the grammar of the two kinds of clauses, see pages 211–215.

Punctuation: note that in some languages (e.g. German), both types of relative clause tend to be 'fenced off' from the rest of the sentence by commas; in English this only happens with non-identifying clauses.

**The people, who caused the riots, included a number of unemployed youths.*

possible further activities

Building sentences with identifying clauses; dropping 'that' Write the separate parts of the sentences below (or other sentences with a similar structure) on cards. Give out the cards; students then have to go round trying to join up with the two others whose sentence-parts go with theirs. You can make it more challenging if you wish by not using capital letters or full stops.

The woman | our dog bit | is still in hospital.

The house | my parents bought 20 years ago | is worth ten times what they paid for it.

Some students | my brother knows | are in trouble with the police.

A painting | my neighbour found hanging in his attic | has been sold for £50,000.

Some boxes | a dustman found standing open in the street | contained secret documents.

Not all of the things | John was taught at school | were useful to him in later life.

Places | people revisit years later | often turn out to be disappointing.

Building sentences with non-identifying clauses Make up sentences about people who are likely to be well known to the students, with the same structure as the ones below. Proceed as in the above exercise; make sure the separate parts include the punctuation.

Princess Diana, | who married Prince Charles, | died in a car crash.

Barack Obama, | who was elected in 2008, | was the first black President of the USA.

Personalisation Ask students to complete some or all of the following sentences, paying careful attention to punctuation.

The person who has influenced me most in my life is ...

A person I really admire is ...

People who ... really get on my nerves.
My friend [Name], who ..., is really good at ...
[Name], who was ..., did our country a great deal of good/harm.

Internet Ask students to find one or more interesting sentences on the internet beginning as follows:

"The Prime Minister, who"
"The Prime Minister who"
"Edinburgh Castle, which"

Are commas used (or not used) mostly as taught here?

page 211

language notes

Students may not need a productive knowledge of this kind of identifying structure unless they need to write in a relatively formal style. However, if they are not familiar with it, it may cause comprehension difficulty (see page 272).

possible further activities

Personalisation Ask students to complete some or all of the following sentences:

I can't eat dishes made with ...
I like/don't like ... made of ...
I like ... made of ... more than ... made of ...
... made today are not as good as ... made ... ago.
... made today are much better than ... made ... ago.
... sold in this country are much cheaper / more expensive than ... sold in ...
The useful/useless subjects taught at my school include(d) ...

Building sentences Write the separate parts of the sentences below (or other sentences with a similar structure) on cards, and proceed as in the 'building sentences' activities suggested for page 210.

The tiger | seen wandering in the park | had escaped from the city zoo.
A diamond necklace | found on a table in a burger bar | had been stolen from a local jeweller's.
82 % of the children | questioned | said they did not believe in Father Christmas.
Police | called to a wedding party | found a fight in progress.
Most of the people | asked for their opinions | had nothing to say.
The two children | kidnapped in Berlin last week | have been released unhurt.

Internet Ask students to try to find one or more sentences on the internet containing each of the following expressions:

"the man arrested" (meaning 'the man who has been/was arrested')
"cars sold" (meaning 'cars that are/were sold')
"people living in" (meaning 'people who live/lived in')
"planes arriving at" (meaning 'planes which arrive/arrived at')

pages 212–213

possible further activities

Extending Exercise 1 Get students to make up more wrong definitions like those in Exercise 1. Then they exchange their definitions and correct each other's.

Personalisation Get students to complete one or more of the following sentences:

The person I have learnt most from is ...
A person I have great respect for is ...

→ Section 15 continues

A person I have very little respect for is ...

Lie-detecting Get students to complete the following sentence either truthfully or with a lie. The others have to decide whether it is true or not.

I left school/college/university in (date), after which I ...

pages 214–215

possible further activities

'Whose': quizzes The following version would suit students with a certain kind of cultural background knowledge. The format can be easily adapted, however, (by you or by the students themselves) to suit classes with other areas of interest.

Students read the questions (using dictionaries where necessary) and choose the right answers (underlined here) from the alternatives given. They will need some help with vocabulary.

Name the following:

A composer whose ninth symphony includes a choir.

Beethoven

Mozart

Tchaikovsky

A country whose 16th president was assassinated.

Russia

South Africa

The United States

A painter whose most famous picture has a mysterious smile.

Rembrandt

Leonardo da Vinci

Andy Warhol

A play whose author also wrote *Hamlet*.

Gone with the Wind

Romeo and Juliet

The Cherry Orchard

A country whose capital is on the River Seine.

Belgium

Japan

France

An animal whose home is in the Arctic.

Polar bear

Giraffe

Llama

A king whose wives had a 50–50 chance of surviving.

Herod the Great

Charlemagne

Henry VIII

A girl whose lover used her shoe to find her.

Cinderella

Red Riding Hood

Helen of Troy

A girl whose grandmother got eaten by a wolf.

Cinderella

Red Riding Hood

Helen of Troy

→ Section 15 continues

A queen whose beauty caused a ten-year war.

Cinderella

Red Riding Hood

Helen of Troy

A Swiss town whose name begins with Z.

Zürich

Zaragoza

Zanzibar

A theory whose originator was Swiss, but emigrated to the US.

Evolution

Relativity

Astrology

Your class might respond better to questions (easily prepared) that begin for example:

A football team whose captain comes from ...

A band whose lead singer ...

A singer whose biggest hit is ...

Students could draw up one or more questions themselves individually or in groups.

Section 16 noun clauses

The revision exercises are provided here for students who may still need them. However, for many learners indirect speech is mostly unproblematic. In particular, tenses in indirect speech mostly have nothing special about them: they are nearly always the tenses that are natural for the situation. Compare 'She was tired because she had been working late' and 'She said she was tired because she had been working late'. Both sentences use 'was' and 'had been working' – adding 'She said' makes no difference. The main exception is when we report present-tense statements and questions: here we may use past tenses to talk about things that are still true:

*'How old **are** you?' 'What?' 'I asked how old you **were**.'*

But in general, there is no need to teach complicated rules about tense changes to most students, and exercises in which students change direct to indirect speech may be unnecessary, as well as being unnatural – that isn't how native speakers construct indirect speech sentences.

However, in some languages indirect speech does have special grammar, so some students may have continuing problems due to transfer of mother-tongue structures:

**I told her that I don't understand her problem.*

**I thought that I would have been late, so I hurried.*

And some languages do not have a separate indirect speech structure like those in European languages, so speakers of these languages may mix direct and indirect structures:

**They told us you must come back tomorrow, but we couldn't.*

pages 218–219

possible further activities

Differences between direct and indirect speech Get students to find a short piece of dialogue (perhaps in a language-teaching book), and to underline the words that would be changed if one of the speakers reported the conversation to someone else in another place.

Memory test Get each student to tell the class one true thing and one untrue thing about him/herself, using a present tense. ('I've got three brothers.' 'I speak Arabic.') In the next lesson, see if students can remember what each one said.

Natalie said she had three brothers.

Franz said he spoke Arabic, but it isn't true.

Interviews Students prepare interview questions for each other on topics of their choice. Then they interview each other, and write reports in indirect speech.

pages 220–221

possible further activities

Old beliefs Ask students if they can think of things that people used to believe. Help with vocabulary as necessary.

People believed that the earth was flat.

Personalisation: childhood beliefs Small children believe some very strange things. Give students a few minutes to think, and then ask them to tell the class about things they believed when they were small. ('I believed my mother knew everything.' 'I believed that the teacher lived in the school.')

Personalisation: misinformation Ask students to think of things they have been told in their lives (by parents, teachers, politicians, newspapers, boyfriends, girlfriends, strangers, ...) that were not true.

Internet Refer students to the 'past and past perfect' explanation box on page 220 and ask them to check the accuracy of the explanation. Suggest they look for the following:

"He said his wife had been"

"People believed that dinosaurs had been"

"People believed that dinosaurs were"

pages 222–223

possible further activities

'How to' etc Ask students to remember a time when they first arrived in a new place (new city, new school, new country ...). Can they write five or more sentences on the following patterns?

I didn't know how to ...

I didn't know where to ...

I didn't know what to ...

I didn't know when to ...

page 226

possible further activities

Personalisation Ask students what they feel glad about – probably quite a lot of things. Give them a few minutes to think, supply vocabulary as necessary, and then ask them to write at least five sentences beginning *I'm glad* (followed by a clause without *that*).

For example:

I'm glad the cold weather's finished.

I'm glad I live in ...

I'm glad I'm ...

I'm glad I don't ...

'The fact that ...' Ask students to think of one thing that has made life easier for them and one thing that has made life difficult. Get them to talk about these using 'The fact that ...'.

For example:

The fact that I was good at sport made life at school easier.

The fact that I was very shy made life difficult for me when I was younger.

page 227

possible further activities

Difficult teenagers Ask students to imagine that they are difficult teenagers (perhaps they are!), and to complete the following statements for their parents.

I'll ... whoever I ...

I'll ... whatever I ...

I'll ... wherever I ...

I'll ... whenever I ...

I'll ... however I ...

(Sentences might end for example with *like, want, choose, feel like* or *decide*.)

possible further activities

Personalisation Ask students to complete some or all of the following sentences with their own opinions:

It's amazing how many ...

It's not surprising that ...

It's always good to ...

I love it when ...

I hate it when ...

Section 17 adverb clauses

pages 233–234

language notes

Students at this level shouldn't have very much difficulty with conditional structures, but some revision may be useful. Some students may be confused because of the misleading rules that they have been taught about 'three kinds of conditional'. And even at this level, a few students may not really understand that past tenses can be used not only to refer to past time, but also to express unreality, indefiniteness, hesitancy etc.

The use of *were* (an old subjunctive) instead of *was* after *if* is still common in formal writing, but is becoming steadily less frequent in speech. Some people believe that *was* is incorrect in this case. This is not true; in modern English it is normal and common in standard speech and writing, especially in an informal style. However, some teachers and examiners may share this belief, so be careful! Note that *were* is still very common in the fixed expression *If I were you*.

possible further activities

Putting things right Invite students to complete the sentence 'If ..., the world would be a better place.'

Song titles Do students know, or can they find on the internet, song titles beginning with *if*?

'If'-chains Start with a sentence about the future beginning 'I think ...' – for example, 'I think it will rain tomorrow'. Get the class to suggest continuations with *if*. For example:

If it rains, I'll stay at home.

If it rains, I'll dance in the garden.

Choose one and invite continuations:

If I dance in the garden, my neighbours will call the police.

If I dance in the garden, I'll get wet. etc

Choose one again, and go on to build up a big *if*-chain.

'You don't really love me.' Get students to complete the following, addressed to anybody of their choice (real or imaginary).

You don't love me. If you really loved me, you would ...

Who can produce the most ridiculous demand?

Internet (1) Get students to find out which seems to be more common in modern English: "if I was" or "if I were". How much more common? What about "if I was you" and "if I were you"?

Internet (2) Get students to decide which of the following expressions they think are most likely:

If cats are people ... / If cats were people ...

If horses can speak ... / If horses could speak ...

If dogs understand ... / If dogs understood ...

Then get them to check their decisions on the internet.

Personalisation Ask students to write about a turning point in their lives, completing one of these sentences (or something similar):

If I had(n't) ..., everything would have been different.

If I had(n't) ..., I would(n't) have ...

If ... hadn't ..., I would(n't) be ... today.

→ Section 17 continues

Story Invite students to write a very short story beginning 'If I hadn't answered the phone ...'. Help with vocabulary as necessary.

Internet (3) Get students to find two or three interesting sentences on the internet beginning "If we hadn't".

page 235

language notes

Some languages (e.g. French and German) have 'false friend' expressions which resemble *in case* but are used as equivalents of *if*. This can lead to mistakes:

**Phone me in case you have any problems.*

Note, however, that the expression *in case of* does have an 'if' kind of meaning.

Break glass in case of fire. (but not **Break the glass in case there's a fire.*)

possible further activities

Regulations Can students think of three or more laws or regulations that can be expressed as follows? Help with vocabulary as necessary.

You can't ... unless you ...

This could be done in groups: which group can think of the most?

Inventing regulations Students (perhaps in groups) write regulations for the classroom, beginning 'You can't come in here unless ...'.

Crazy insurance Divide the class into groups of three or four. Each group is an insurance company, and it has to advertise three or more crazy insurance policies, each with a title and a description beginning 'in case'. For example:

Elephant Insurance: In case an elephant breaks into your house.

Kitten insurance: In case your cat gets pregnant.

If students are short of ideas, make some suggestions, leaving students to decide on the 'in case' part. Possibilities:

Crocodile Insurance Floor Insurance Shoe Insurance

Red Paint Insurance Neighbour Insurance

Exploding Piano Insurance Flying Fish Insurance

Which group can come up with the craziest set of policies?

pages 236–238

language notes

Students who have learnt not to put *if* and *will/would* together in ordinary conditional sentences may need time to adjust to these uses of *if ... will/would* to express willingness or result.

page 239

possible further activities

Advice Tell the class that you have various problems, and ask for advice (written or spoken) beginning 'If I were you'. For example:

'I'm lonely.' 'If I were you, I'd join a club.'

Help with vocabulary as necessary. Other possible problems:

I'm tired. I'm not feeling well. I don't know what to do this weekend.

I've just won €10,000 in a lottery. I need money. I'm depressed.

My girlfriend/boyfriend/partner ... won't speak to me. I'm tired of teaching.

pages 240–242

possible further activities

100-word stories Students write stories in exactly 100 words, beginning in one of the following ways:

- As I sat reading the paper, ...
- Because Sandra refused to listen to me, ...
- While Eric was walking down the street, ...

Who can write the most terrifying/romantic/surprising story?

page 243

possible further activities

'Wherever', 'however' Ask students to complete one or both of the following sentences:

- Wherever you go, you'll find ...
- However hard I try, I can't ...

pages 244–245

language notes

This is another structure that is more common in formal writing than in speech; it occurs very frequently in narrative.

Participle clauses of this kind normally relate to the subject of the main clause:

Knowing what he was like, I was very careful to be polite.

or to the whole of the main clause:

Alice had a violent row with Peter, completely ruining the evening.

Participles in clauses that do not follow this rule are often called 'misrelated participles' or 'dangling/hanging participles' and considered incorrect:

(*) **Walking** out of the front door, the wind hit her like a blow in the face.

In fact, this is an over-simple prescriptive rule which is not always followed; but students need to pay attention to it in formal writing.

possible further activities

Beginning a story Ask students to write the first sentence of a story, beginning 'Putting down her book, Alice ...'. Who can produce the most exciting or unexpected beginning? Ask them to do it again, but this time to produce the most boring possible beginning.

Version of a story Ask students to write a short adaptation of a traditional children's story (e.g. *Red Riding Hood*), using at least five participle clauses. ('... **Opening the door of her grandmother's house**, the little girl saw at once that it was not her grandmother in the bed, but the wolf. **Taking her mobile phone out of her basket**, ...')

Finding more examples Ask students to look through an English novel or short story and find five more examples of participle clauses.

Internet Ask students to find interesting sentences on the internet beginning in one or both of the following ways:

- "Running to the door, she"
- "Putting down the phone, he"

→ Section 17 continues

page 246

possible further activities

Beginning a story Ask students to write the first sentence or two of a story, beginning in one of the following ways:

On seeing the ghost, ...

After realising that his dog could talk, ...

While travelling in Ireland, ...

Who can produce the most exciting or unexpected beginning? Ask them to do it again, but this time to produce the most boring possible beginning.

page 247

Beginning a story Ask students to write the first sentence or two of a story, beginning in one of the following ways:

I walked in the front door, only to find ...

I opened my lunch box, only to find ...

We went up the hotel reception desk, only to find ...

Who can produce the most exciting or unexpected beginning? Ask them to do it again, but this time to produce the most boring possible beginning.

part 2

page 251

language notes

European languages organise information in sentences and texts in roughly similar ways, moving from 'known' to 'new'. Students whose languages work differently may still find it difficult to write continuous texts in ways that English-speaking readers find natural.

possible further activities

Studying text structure Get students to look at a passage of a novel or a report, or the text of a song. Ask them to try to see why the sentences begin as they do.

page 252

language notes

Not all languages typically begin sentences with the grammatical subject. Some may 'topicalise' – bringing some other 'known' element to the front (as spoken English often does: see page 257). Speakers of these languages may need practice in choosing appropriate subjects and verbs so that they can begin with 'known' information in a way that is natural to written English.

The structure with *have* illustrated here ('X had something happen to him/her') is a convenient way of talking about things that happen to people, when neither an ordinary active nor a passive works well.

possible further activities

The structure with 'have': bad experiences Get students to write about bad things that have happened to them, using the structure with *have*. For example:

I had my bicycle stolen last week.

We had our house broken into while we were on holiday.

page 253

possible further activities

Announcements Get students to write the beginnings of brief announcements of a house for sale, a new book or a new film. They should be structured as follows:

1. Name of house/book/film. 2. 'This ...' 3. 'It ...'

For example:

'Rose Cottage. This is a charming 18th-century cottage in excellent condition. It is situated in a quiet village, with good rail and road communications.'

'Screaming Coffins'. This is the latest in Helen Highwater's gripping series of horror novels. It tells the story of an elderly schoolteacher who ...'

'The Young Prince'. This charming biopic is set to smash box-office records. It follows the Prince from his birth in 1998 to ...'

pages 254–256

language notes

Linking words in European languages work in more or less the same ways, though punctuation may not. Other languages may not have a clear distinction corresponding to that between our conjunctions and adverbs. Speakers of these languages may have quite a lot of difficulty in mastering the English conventions for clause- and sentence-linking.

possible further activities

Checking punctuation Get students to choose and look at a formal written text of two or three pages – for example an extract from a magazine or a novel. It should have fairly long and complex sentences. Can they find examples of linking adverbs such as *however*, *therefore* and the others listed on page 254? What punctuation comes before each – a full stop, a comma, a semi-colon or nothing?

Testing each other Get students to take a paragraph of continuous formal writing (with reasonably long sentences) and copy it without the punctuation. Make sure there are a number of different texts for the students to work with. They then exchange the results and try to restore the punctuation in each other's texts.

page 257

possible further activities

See the notes for pages 282–283 for practice in fronting in speech.

pages 258–259

possible further activities

Split sentences Copy the following half-sentences (or other similar ones of your choice) on cards, and give them out. Students have to find their other halves.

Under no circumstances | will I vote for the Radical Reactionaries.

Never in her life | had she felt such an immediate attraction for anyone.

Not only | was he good-looking, he was also a wonderful dancer.

Not until the following year | did she find out the reason why he had left.

Hardly had I opened the door | when a massive dog came rushing out.

Round the corner | came Mrs Marriott, like a ship in full sail.

"Go away and stay away!" | screamed Maria.

In front of the temple | stood three colossal statues.

Never in the history of the world | have we faced so many problems.

page 260

possible further activities

Mad patriots Tell students to imagine that they are mad English patriots (or mad patriots of any other nationality they choose). They insist that all the great inventions, discoveries and creations in the history of the world were achieved by their countrymen. Like this:

It was George Smith who built the Eiffel Tower.

It was Shakespeare who discovered America.

It was Mary Jones of Birmingham who invented the motor car.

page 261

possible further activities

Personalisation: extending Exercise 2 Get students to write sentences like those in Exercise 2, but about themselves.

pages 262–267

language notes

Actually (page 267) is a 'false friend' for speakers of many European languages, in which similar words (*actuellement*, *aktuell* etc) mostly mean 'at present'.

Students may also misunderstand the special concessive use of *certainly* and *it is true that* (page 265), thinking that they just have their literal meanings and not realising that they imply a following 'but'.

possible further activities

Finding discourse markers Get students to look at a few pages of a formal written text – perhaps an article that is setting out an argument. How many discourse markers can they find? They could do the same with a playscript or a radio drama. If students have to listen to lectures in English, get them to note the lecturers' favourite structuring expressions: 'Right' and 'OK' are very common.

pages 270–273

possible further activities

Building sentences (This is a repeat of an activity suggested for page 210.) Write the separate parts of the sentences below (or other sentences with a similar structure) on cards. Give out the cards; students then have to go round trying to join up with the two others whose sentence-parts go with theirs. You can make it more challenging if you wish by not using capital letters or full stops.

The woman | our dog bit | is still in hospital.

The house | my parents bought 20 years ago | is worth ten times what they paid for it.

Some students | my brother plays football with | are in trouble with the police.

A painting | my neighbour found hanging in his attic | has been sold for £50,000.

Some boxes | a dustman found standing open in the street | contained secret documents.

Not all of the things | John was taught at school | were useful to him in later life.

Places | people want to go back to | are often disappointing on a second visit.

Building sentences: reduced relative clauses (This is a repeat of an activity suggested for page 211.) Do the same as in the above exercise, with sentences like these:

The tiger | seen wandering in the park | had escaped from the city zoo.

A diamond necklace | found on a table in a burger bar | had been stolen from a local jeweller's.

82 % of the children | questioned | said they did not believe in Father Christmas.

Police | called to a wedding party | found a fight in progress.

Most of the people | asked for their opinions | had nothing to say.

The two children | kidnapped in Berlin last week | have been released unhurt.

Extending Exercises 4–6 Get volunteers to prepare their own versions of Exercises 4–6 and bring them to class for the others to try.

Finding more examples Get students to see if they can find more examples in news reports of the structures practised on these pages.

page 274

possible further activities

Finding more examples Get students to see if they can find more examples of complicated noun phrases in advertisements. Estate agents and car dealers are good sources of this sort of language, because they need to get a lot of information into a small space.

pages 276–277

language notes

The restrictions on the use of *do so* are hard to define – the explanation on page 277 gives a rough guide.

possible further activities

Finding sentence beginnings Get students to try to write beginnings to go with the following endings:

- ... and I think he will.
- ... and I know he has.
- ... so she did.
- ... but they haven't.
- ... but we can't.

page 278

possible further activities

Scripting dialogues Get students to work in pairs. Give them two minutes or so to prepare mini-dialogues including one of the following:

- I hope to.
- I don't expect to.
- She started to.
- They never managed to.
- I'd love to.
- We can't afford to.
- I don't think you need to.
- I used to.
- It seems to.
- I'm going to.
- I meant to, but I forgot.

page 279

possible further activities

Scripting dialogues Get students to work in pairs. Give them two minutes or so to prepare mini-dialogues including one of the following:

- I think so
- I don't think so.
- I suppose so.
- I don't suppose so.
- I don't expect so.
- I hope so.
- I hope not.

I'm afraid so.
I'm afraid not.

pages 282–283

language notes

There are various grammatical differences between informal speech and formal writing. Many of these are to do with processing: written language can be more dense and complex than speech, because readers, unlike listeners, can process sentences at their own speed and go back over difficult material if necessary. Also, since speakers and listeners are generally in the same situation and place, not so much has to be explained, and words can often be dropped. Because of these differences, many native-speaking children, although they are fluent speakers, find it hard to master the conventions of formal writing. For literate non-native speaking learners of English, the problem is often the opposite. They may be very familiar with the typical structures of written English – these are what is normally taught in textbooks and illustrated in grammars – but they may have learnt little or nothing about spoken sentence structure.

Spoken sentences often begin by ‘fronting’ something that is not the subject (see also page 257). This structure – topicalisation – is rare in written English. While advanced learners don’t necessarily need to produce native-like informal speech, it is important for them to be familiar with the way sentences like these are constructed, so that they can understand them more easily when they hear natural conversational English.

Back at work, then, is she, Maggie?

That discussion, Peter’s new idea, what did you think of it?

Gets on everybody’s nerves, she does.

Note, however, that in some languages (e.g. Japanese) topicalisation is common in writing as well as speech. Speakers of such languages may need to learn *not* to use these structures in written English. Comparing the grammar of speech and writing will help them in this.

In some cultures written language has very high prestige, and the grammar of informal speech may be regarded as inferior or incorrect. Students from this kind of background may need to be persuaded that the structures discussed here are valid and worth studying in their own right.

possible further activities

Split sentences Write some or all of the following sentence fragments (as many as necessary) on cards, including the numbers. Give out the cards, one to each student. Explain the numbers (for example, a card with ‘2/3’ contains the second part of a three-part sentence). Students go round finding the other parts of their sentences. When they are all ready, they say their sentences. You can follow up by getting students to ‘translate’ their sentences into a more formal style.

^{1/3}That film | ^{2/3}load of rubbish | ^{3/3}I thought.

^{1/3}Your sister | ^{2/3}still going out with Pete | ^{3/3}is she?

^{1/3}Gone back home then | ^{2/3}has he | ^{3/3}your brother?

^{1/3}Playing football | ^{2/3}this Saturday | ^{3/3}are they?

^{1/3}Don’t know | ^{2/3}what they’re talking about | ^{3/3}some of these people.

^{1/3}Never anything good | ^{2/3}on TV | ^{3/3}is there?

^{1/3}Go swimming | ^{2/3}in the lake this evening | ^{3/3}shall we?

^{1/2}Going anywhere nice | ^{2/2}for your holiday?

^{1/2}Where she buys her clothes | ^{2/2}I can’t begin to imagine.

^{1/6}Monday | ^{2/6}was on my way home | ^{3/6}this guy | ^{4/6}never seen him before in my life |

^{5/6}he stops me in the street | ^{6/6}and says ‘Hi, John, I need some money’.

Speech in films etc Watch part of a film or a recorded TV sitcom or cartoon with the class and study some of the dialogue. Look for examples of spoken grammar. Are there also examples of unrealistic speech with grammar more typical of written language?

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possible further activities

Reply questions Tell the class some things about yourself (things you've done, your family, ...). The class respond with reply questions, and you then go on to give a little more information. Like this:

YOU: I've got this funny old aunt.

CLASS: Have you?

YOU: Yes, she lives in Berlin ...

Scripting dialogues Get students, in groups of three or four, to prepare, practise and perform dialogues containing examples of all the structures practised here. They will need quite some time to do this. Suggest topics if necessary.

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possible further activities

Echo questions Give the class some surprising pieces of information. They reply with echo questions, questioning either the whole sentence or a part of it. Like this:

'There's a squirrel in my bag.' 'There's a **what** in your bag?'

'I've shot the headmaster.' 'You've done **what?**' / 'You've shot **who?**'

Scripting dialogues Get students, in groups of three or four, to prepare, practise and perform dialogues containing examples of all the structures practised here. They will need quite some time to do this. Suggest topics if necessary.

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possible further activities

Formal and Informal requests Get students to prepare pairs of very short mini-dialogues making (1) formal and (2) informal requests, and replying to them. For example:

'I'm sorry to trouble you, but do you know where I can get a coffee?' 'Yes; there's a good place just along there on the right.'

'You couldn't lend me a pen, could you?' 'Sure, here you are.'

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possible further activities

Scripting dialogues Get students, in groups of three or four, to prepare, practise and perform dialogues containing examples of several of the politeness structures practised here. They will need quite some time to do this. Suggest possible situations if necessary.

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possible further activities

Improving a paragraph Get the class to rewrite the paragraph beginning 'In this report ...'.

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possible further activities

To-do lists Get students to write real or imaginary to-do lists (for themselves, for a celebrity, for a Roman Emperor ...).

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possible further activities

Headlines Get students to find news headlines with the different grammatical characteristics discussed on this page.