

Future 1

plans, intentions and predictions:
present continuous; *going to*; *will*

A Context listening

- 1** You are going to hear Tim, a sports team coach, talking to Amanda, a player in the team, about a trip they are going to make. Before you listen look at the pictures. Which sport does the team play? Which two countries will they visit?



- 2** **5** Listen and complete the table below. Write no more than two words or a number for each answer.

Country	Number of matches	Number of free days	Accommodation	Other plans
1	2	3	stay in a 4	do lots of walking
5	6	7	8	visit some 9

- 3** **5** Now listen again and write

- A if Tim makes this statement
- B if Amanda makes this statement
- C if both Tim and Amanda make this statement

- 1 We're travelling to Scotland by plane.
- 2 We'll have fun even if the weather is bad.
- 3 The team will be pleased with the accommodation in Athens.
- 4 The two countries are going to provide very different experiences.
- 5 The team manager is holding a party on our return.

- 4** Look at the statements in Exercise 3 and answer these questions.

- 1 Which tense is used in statements 1 and 5?
- 2 Which structure is used in statements 2 and 3 to refer to the future?
- 3 Which structure is used in statement 4 to refer to the future?
- 4 Which statements talk about a fixed arrangement?
- 5 Which statements are predictions?

B Grammar

1 Present continuous

We use the present continuous to talk about plans or definite arrangements for the future:

We're staying in a small hotel. (we have made the arrangements)

Notice that time expressions are used or understood from the context in order to show that we are talking about the future (and not the present):

The manager is having a party just after we get back. (time expression given)

We're playing four matches there. (future time expression understood)

2 Will

+	<i>will + verb</i>	<i>We'll enjoy it.</i>
-	<i>will not (won't) + verb</i>	<i>He won't enjoy it.</i>
?	<i>will ... + verb?</i>	<i>Will they enjoy it?</i>

We use *will*

- ◆ to make predictions, usually based on our opinions or our past experience:

I think it'll be extremely hot there.

- ◆ to talk about future events we haven't arranged yet:

We'll probably stay in some sort of mountain lodge there.

- ◆ to talk about future events or facts that are not personal:

The best player on the tour will get a special trophy.

The prime minister will open the debate in parliament tomorrow.

- ◆ to talk about something we decide to do at the time of speaking:

Tell me all about it and I'll pass on the information to the rest of the team.

We often use *will* to make offers, promises or suggestions:

Don't worry, I'll let everyone know. (a promise)

3 Going to

+	<i>am/is/are + going to + verb</i>	<i>We're going to hire a bus.</i>
-	<i>am/is/are not + going to + verb</i>	<i>He's not going to hire a bus.</i>
?	<i>am/is/are ... + going to + verb?</i>	<i>Are they going to hire a bus?</i>

Going to often means the same as the present continuous and *will*.

We use *going to*

- ◆ to talk about events in the future we have already thought about and intend to do:

We're going to hire a bus. (we intend to go, but we haven't made the arrangements yet)

We're going to get a boat to a couple of the islands.

- ◆ to make predictions when there is present evidence:

Well, we're certainly going to have a varied trip. (I am judging this from what I know about the plans)

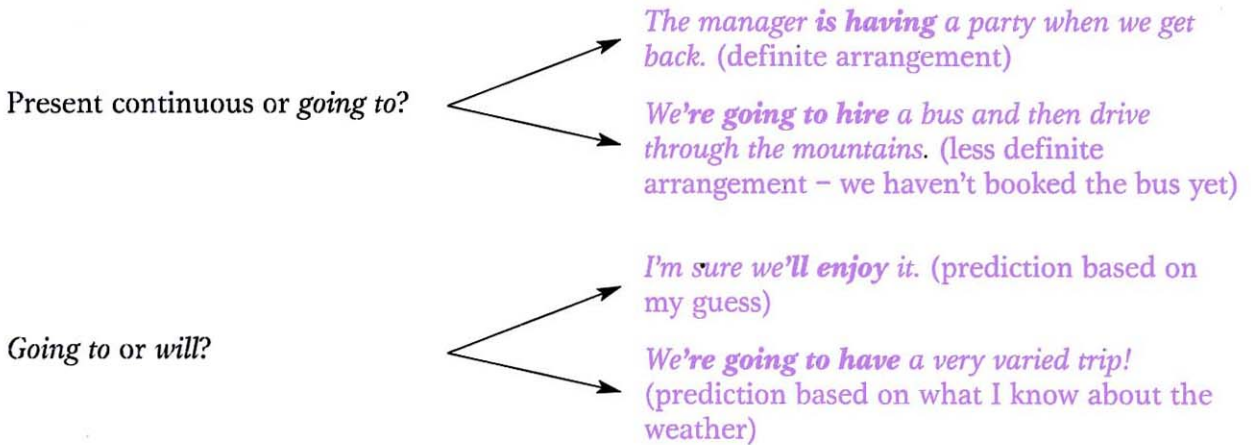
Going to and *will* can follow words like *think, doubt, expect, believe, probably, certainly, definitely, be sure* to show that it is an opinion about the future:

I think it's going to be a great trip.

I'm sure we'll enjoy it whatever the weather.

It'll probably rain every day.

We can often choose different future forms to talk about the same future situation. It depends on the speaker's ideas about the situation:



Often there is very little difference between *going to* and *will* for predictions.

Grammar extra: Making predictions using words other than *will*

In formal writing we often use expressions other than *will* to predict the future (e.g. *be likely to, be predicted to, be estimated to, be certain to*):

The population is likely to increase to 22 million in 2011.

The average annual rainfall is predicted to be ten per cent lower than today's figures.

C Grammar exercises

1 Fill in the gaps in the second half of this model answer with phrases from the box.

Thanks to modern technology, there have been enormous changes in the workplace over the past 100 years.

What are the most significant changes that have occurred and what changes do you foresee in the next 100 years?

are going to feel
are likely to occur
will be
will find

are going to happen
are predicted to work
will continue
will have

are likely to lead to
is likely to become
will develop
will result

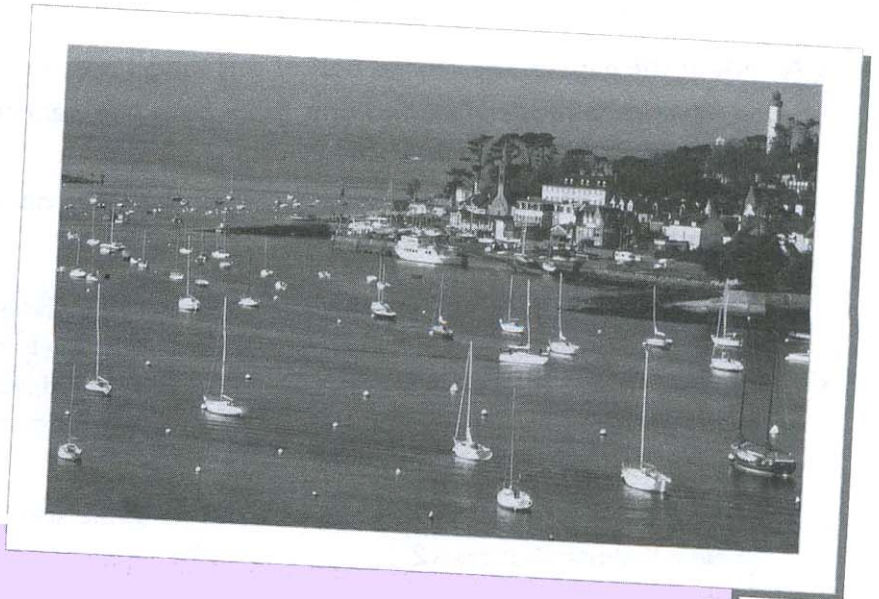
... So, now let us consider the changes that **1** *are likely to occur* in the next 100 years. Unfortunately, I believe that not all changes **2** for the better. For example, in the future more and more people **3** from home and so they **4** more isolated from their colleagues. On the other hand, they **5** (*certainly*) greater freedom to choose their working hours.

A further possible change is that handwriting **6** obsolete. We are already so used to using a keyboard that today's children are losing the ability to spell without the aid of a word processor:

Without a doubt, even greater changes **7** in technology used in the workplace. Computers **8** (*undoubtedly*) to grow even more powerful and this **9** (*probably*) in an even faster pace of life than we have now. Let us hope that our employers **10** a way to reduce the stress on workers this fast pace can bring. I also think these improvements in technology **11** even more globalisation than now and companies **12** very strong international links.



2 Underline the most suitable form of the verbs.



Dear Paul and Claire

We're having a wonderful time here in France. The weather is beautiful and we've got lots of plans for how to spend the next couple of weeks. Tomorrow **1** we're going out / we will go out on a glass-bottomed boat to look at the wonderful sea life, and then on Wednesday we think **2** we're taking / we'll take a tour of the old town. Ollie's aunt lives quite close, so **3** we're visiting / we're going to visit her too if we have time.

The hotel is lovely and lively and has lots of good night life. Tonight **4** they're holding / they'll hold an international evening, with lots of food from different countries.

As you know, we're here with our friends, John and Wendy, but **5** they aren't staying / they won't stay as long as us, so **6** we're probably doing / we'll probably do the really 'touristy' things with them, and be lazy in our second week. You can hire small sailing boats for the day, so we think **7** we're doing / we're going to do that next week, and **8** we're also going to try / we're also trying to have time to do some shopping!

I hope you are ready for your big trip. **9** You're loving / You'll love Australia. In fact **10** you're going to probably end up / you'll probably end up staying there much longer than you've planned.

Have a great time, and **11** we're going to see / we'll see you when you get back.

Love Kath and Ollie

3 Fill in the gaps with the present continuous or *will*-future form of the verbs in brackets.

Kirsty: Hi Elaine. It's Kirsty, here.

Elaine: Hello, how are you?

Kirsty: Fine. Listen, I know this is very short notice but are you doing. (1 *do*) anything tonight?

Elaine: Nothing why?

Kirsty: Well I (2 *take*) my class to the theatre, but one of them can't go. Would you like to come?

Elaine: I'd love to. What's the play about?

Kirsty: Oh, I (3 *tell*) you all about that a little later. I (4 *pick*) you up at 6.30 – is that okay?

Elaine: Yes, OK. Or how about meeting a bit earlier? We could have a coffee beforehand.

Kirsty: Well, I (5 *see*) the school principal at four, but I suppose I could come after that. My meeting (6 *probably/finish*) at about 5.30. Is that okay?

Elaine: Yes, of course. What time does the play actually start?

Kirsty: At 7.30, although we (7 *need*) to be there before as I (8 *meet*) my students at the theatre at seven. Afterwards they (9 *probably/want*) to talk about the play for a little while. But I hope that (10 *not/go on*) for too long. There (11 *be*) plenty of time for us to discuss it at tomorrow's lesson.

Elaine: That's fine. I (12 *see*) you at 5.30!

4 Write sentences about yourself.

1 Write two **intentions** about your future.

.....
.....

2 Write three **plans** or **arrangements** for your future.

.....
.....
.....

3 **Predict** three things that you think will happen to the workplace in the future.

.....
.....
.....

D Test practice**General Training Reading****Questions 1–9**

Read the passage below and answer Questions 1–9.

How to choose a university course

How do I choose a course?

You've decided you want to do a course. Whether you would like a career change, a better job or simply to learn something new, it's a good idea to think carefully first. Here's a guide to help you.

Qualifications – why do I need them?

Qualifications prove you've acquired knowledge or developed skills. For some careers like medicine and law, it's essential you have specific qualifications. For others, such as journalism, it helps to have a particular qualification.

Most universities set entry requirements for degree courses. Mature entrants don't always need formal qualifications, but need evidence of recent study, relevant work experience or professional qualifications. Professional bodies may grant you membership if you have certain qualifications. It's not always essential to have a qualification. Working knowledge, such as being able to use computer software, can be just as important.

What type of course should I do?

Your motives will help you choose the best course for your aims and goals. If you are career-driven, you'll need a course relevant to your profession. If you are interested in self-development and meeting people, you should find out who else will be on the course.

There are work-related (vocational) and academic courses. Further education colleges offer academic courses and work-related courses. Universities offer higher education qualifications, such as academic first degrees and higher degrees and the more vocational diplomas.

For a career in plumbing, a vocational course is essential. For teaching, you need a degree. However, for many jobs, you have a choice between academic and vocational courses. A vocational course is better if you like doing things with your hands and working manually. You might prefer an academic course if you like researching, analysing and presenting arguments.

Which type of study would suit me best?

Do you prefer on-the-job training, or do you prefer to research and gather facts? Do you like working in a group covering the same topics and working towards the same goal? If you prefer to work on your own, at your own pace, an open or distance learning course might suit you. You study from home, with the help of tuition packs, computers and tutor support via telephone or email. You can speed through the course or take your time. But you do need self-discipline and motivation.

What about my personal circumstances?

You might prefer an open or distance learning course if:

- you're working and you don't know how much time a week you can commit to
- you work irregular hours
- you're at home looking after pre-school children.

Many colleges and training centres now offer flexible open-learning courses, where you can study at your own pace.

How do I know if it's a good course?

You've decided which subject and type of course you want, and how to study it. You now need to choose between different course titles and providers. There are many courses and they aren't of equal value. The only way to assess the quality and value of a course is by research. Read prospectuses (course guides) carefully and note if a course is accredited or validated by a recognised body (this might be an awarding body or a professional body). This can add extra weight to your qualification.

Don't take everything you read at face value; check out the facts about each course yourself. Ask course tutors as many questions as you want.

How can I be sure I'm making the right choice?

Be clear of your goal. If you've decided on a particular job, get an idea of what the job's about and if you'll like it. Read careers information, buy trade magazines, and speak to people currently working in the job. This research is well worth it. It's better to take your time rather than do a course that leads to a job you might not really want. You'll ensure that you don't waste any time or money.

What am I going to do after the course?

Plan for when you finish. If you're aiming for a particular job, do voluntary work while studying. If you're doing an English course and want to be a journalist, you could write for the student newspaper or work on the radio. Having a plan will help you make the most of the opportunities that come your way when you're on the course.

Questions 1–5

Complete each sentence with the correct ending **A–F** from the box below.

Write the correct letter **A–F** next to Questions 1–5.

- 1 Students who want to do law
- 2 Mature students
- 3 Students who are motivated by self-development
- 4 Students who have young children
- 5 Students who choose a career in journalism

- A** will not need any experience to start a course
- B** will benefit from open-learning courses
- C** could get relevant work experience while they study
- D** can be accepted onto a course without qualifications
- E** should enquire about the other students on their course
- F** must have certain qualifications

Questions 6–9

Classify the following statements as applying to

- A** academic courses
- B** vocational courses
- C** both academic and vocational courses

Write the correct letter **A–C** next to Questions 6–9.

- 6 These courses are available through further education colleges.
- 7 You must take this kind of course if you wish to have a career in plumbing.
- 8 You will learn research methods on this type of course.
- 9 You will learn practical skills on this course.

Grammar focus task

These are extracts from the text. Without looking back at the text, fill in the gaps with the correct form of the verbs in brackets and then answer the questions that follow.

- 1 Your motives (*help*) you choose the best course for your aims and goals.
- 2 If you are career-driven, you (*need*) a course relevant to your profession.
- 3 You (*ensure*) that you don't waste any time or money.
- 4 What (*I/do*) after the course?
- 5 Having a plan (*help*) you make the most of the opportunities that come your way when you're on the course.

Which future forms are used?

Why?

Future 2

present simple; *be about to*;
future continuous; future perfect

A Context listening

- 1 Janet is a university lecturer. She gets nervous when she gives talks at conferences. Look at the pictures. Which do you think would help Janet feel more confident and relaxed?



- 2 6 Listen to Janet's conversation with her colleague, Phil. What advice does Phil give her?

- 3 6 Listen again and complete the sentences below. Write no more than three words for each answer.

- Janet on the report all next week.
- By the end of the year, Janet the same talk at six conferences.
- When she gets to Rome, Janet very nervous.
- Before he gives his talk in London, Phil it at least ten times.
- Janet is in a hurry because the train to the airport in 20 minutes.

- 4 Look at the sentences used in Exercise 3 and answer these questions.

- Which sentences talk about events that will be over before a time in the future?
.....
- Which sentences talk about events or situations in progress at a particular time in the future?
- Which sentence talks about a scheduled event?

B Grammar

1 Present simple

We use the present simple with a future meaning

- ◆ to talk about timetables or schedules:

*The conference only **lasts** three days.*

*The train to the airport **leaves** in 20 minutes.*

- ◆ after conjunctions such as *when, as soon as, after, before, until, as long as*:

*I'll be feeling really nervous **when** I **get to** Rome. (~~not when I will get to Rome~~)*

*Can you do it **before** we **have** the departmental meeting? (~~not before we will have the meeting~~)*

Note that other present tenses are also possible:

*I won't be able to relax **until** I'm actually **giving** my talk.*

2 Be about to

+	<i>am/is/are about to + verb</i>	<i>I'm about to go to Rome.</i>
-	<i>am/is/are not about to + verb</i>	<i>I'm not about to go to Rome.</i>
?	<i>am/is/are ... + verb?</i>	<i>Are you about to go to Rome?</i>

We use *be about to* to talk about something likely to happen in the immediate future:

I'm about to go to Rome for a conference. (I will be leaving very soon)

- ▲ The negative form suggests the speaker has no intention of doing something:

I'm not about to cancel my trip. (= I have no intention of cancelling my trip)

3 Future continuous

+	<i>will be + verb + -ing</i>	<i>I'll be feeling nervous.</i>
-	<i>will not (won't) be + verb + -ing</i>	<i>She won't be feeling nervous.</i>
?	<i>will ... be + verb + -ing?</i>	<i>Will you be feeling nervous?</i>

We use the future continuous

- ◆ to describe or predict events or situations continuing at a particular point in the future or over a period of time in the future:

I'll be working on the report all next week.



I'll be thinking of you in Rome.

*By the year 2015 it is estimated that well over one billion people **will be learning** English.*

- ◆ to talk about events that are planned or already decided (this use is similar to the present continuous for future arrangements):

I'll be seeing Sarah at lunch.

4 Future perfect simple

+	<i>will have + past participle</i>	<i>I'll have done it by then.</i>
-	<i>will not (won't) have + past participle</i>	<i>We won't have done it by then.</i>
?	<i>will ... + have + past participle?</i>	<i>Will you have done it by then?</i>

We use the future perfect simple to talk about a future event that will finish before a specified time in the future, often with *before*, *by* + fixed time, or *in* + amount of time:

By the end of the year I will have given the same talk at 6 conferences!

I'll have finished it by next Friday.

In a week's time I'll have written the report.

5 Future perfect continuous

+	<i>will have been + verb + -ing</i>	<i>I'll have been studying here for three months.</i>
-	<i>will not (won't) have been + verb + -ing</i>	<i>We won't have been studying here for long.</i>
?	<i>will ... + have been + verb + -ing?</i>	<i>How long will you have been studying here?</i>

We use the future perfect continuous to show how long an activity or situation has been in progress before a specified time in the future. We usually mention the length of time:

By the end of the month I'll have been working here for three years.

Grammar extra: The future in the past

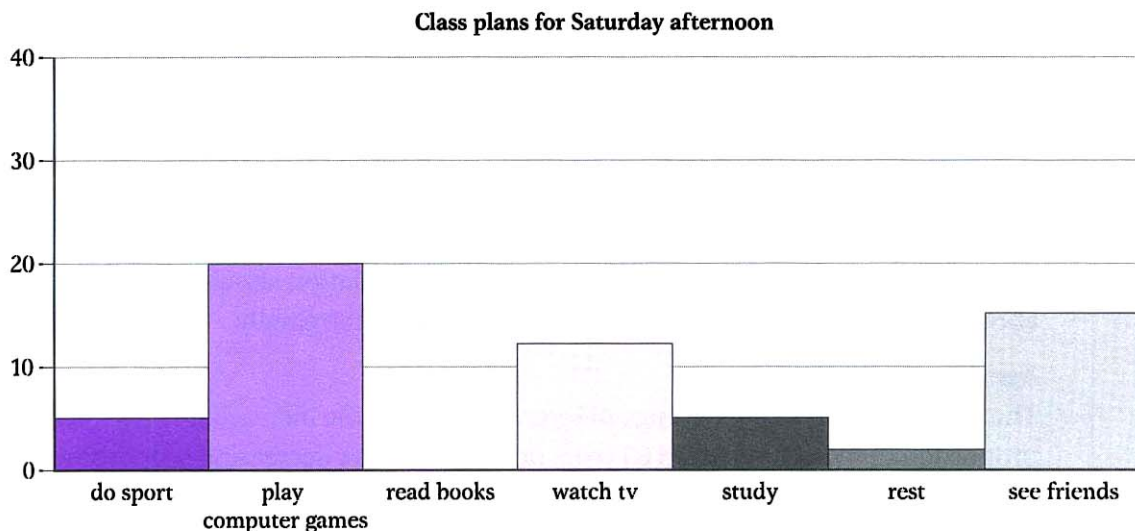
We use *was/were going to*, *was/were planning to*, *was/were about to* + verb to talk something planned which did not or will not happen:

I was going to leave this morning but they cancelled my flight.

We were about to leave when the phone rang.

C Grammar exercises

1 The following chart shows the results of a class survey about planned activities for Saturday afternoon. Complete the sentences using the future continuous tense.



- 1 Twelve students will be watching TV on Saturday afternoon.
- 2 The students books on Saturday.
- 3 The largest group of students this Saturday afternoon.
- 4 A similar number of students and this weekend.
- 5 A very small number of students this weekend.
- 6 Approximately 15 students this weekend.

Write what you will be doing at the following times.

- 7 At six o'clock tomorrow I'll
- 8 Next Saturday afternoon I won't
- 9 On Sunday morning
- 10 In a year's time

2 Read the following projections about the future population of Australia.

Population projections

According to the latest available projections (which are based on several combinations of assumptions reflecting past trends in births, deaths and migration), the total population of Australia is likely to have increased to between 22.3 and 23.3 million by 2021.

The projected population will increase at a declining rate. The average annual growth rate is predicted to be between 0.5 and 0.8 during 2011–2021. Without overseas migration, the projected total population should peak at about 23.3 million in 2041, and then start to decline marginally.

Age distribution

The projected population will age progressively due to the increasing proportion of the elderly (aged 65 years or more) and the decreasing proportion of children (aged under 15 years). In brief, the number of persons aged under 15 is projected to be between 3.7 and 4.1 million in 2031; the population of working age (15–64 years) is projected to increase to between 14.4 and 15.0 million in 2031; and the number of persons aged 65 years or more is projected to increase to between 2.94 and 2.98 million in 2031. The projections also show significant increases in the number of persons aged 80 years or more.

Write the verbs in brackets in the future perfect tense. Then choose the correct ending for each sentence.

- | | |
|---|-----------------------------------|
| 1 By the year 2021 the population of Australia <u>will have reached</u> (reach) | a by the early 2040s. |
| 2 The population of Australia (peak) | b to almost 2.98 million. |
| 3 By the year 2031 the number of children aged under 15 (rise) | c a maximum of 23.3 million. |
| 4 By 2031 the number of people of working age in Australia (grow) | d to between 3.7 and 4.1 million. |
| 5 By 2031 the number of people aged 65 and over (go up) | e significantly. |
| 6 By the year 2031 the number of people aged over 80 (increase) | f to around 15 million. |

3 In six of these sentences there is a verb in the wrong tense. Underline each mistake and write the correction.

- 1 When I'll find the answer I'll let you know. I find
- 2 My exams finish on 27th June.
- 3 I'll be fine in the interview as long as they won't ask me technical questions.
- 4 What time is your meeting about to start tomorrow?
- 5 I'll hand in my notice for this job after I'll get the contract for my new one.
- 6 I'll text you before we set off.
- 7 The bus doesn't arrive until 7.30 in the evening.
- 8 I've got my schedule for the Japan trip. We're about to fly to Tokyo at 10 am on Monday, and then travel by train to Kyoto for one night.
- 9 The moment I'll receive my results I'll phone you.

4 Fill in the gaps with a future form from this unit and the verbs in brackets.

Teacher: What will you be doing (1 *you/do*) this time next year?

Student 1: Well, that's difficult to say but I hope that I (2 *travel*) round the world. Before then I (3 *hopefully/save up*) enough money for the ticket. I plan to end up in Australia and when I (4 *get*) there I'll get a job and earn some money. So, in a year's time I (5 *probably/travel*) for a few months already. I hope that I (6 *visit*) quite a lot of different countries by then too.

Teacher: What do you plan to do when you graduate?

Student 2: Well, my plans have changed a bit. I (7 *do*) a journalism course, but I didn't get accepted. So I've sorted something else out and I (8 *start*) a hospitality course tomorrow, actually. It's for six months, so I (9 *not/finish*) in time to go travelling next spring, unfortunately. However, as soon as I (10 *find out*) if I've passed the course, I can apply for a job in a hotel in Australia.

D Test practice

Academic Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

The birth rate in most developed countries is predicted to begin to fall over the next 50 years. By 2030 it is estimated that over one third of the population in most developed countries will be aged 65 and over.

What effects will these predictions have on developed countries if they prove true? What can be done now to deal with this situation?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

Grammar focus task

Look at the extract from a model answer below. Fill in the gaps with the verbs in the box in the correct future tense.

be pay rise work

... By 2030 the percentage of the population aged 65 or older 1 significantly, to more than 30%. This means that fewer people 2, and therefore fewer people 3 income tax. In the future it may be necessary for governments to increase the official retirement age to 70 or even older. When today's 30-year-olds 4 in their sixties it is unlikely that they will enjoy the relaxed lifestyle that today's older generation can expect when they give up work.

B Grammar

1 Countable and uncountable nouns

Countable nouns

- ◆ generally have a singular and plural form:
a window, lots of windows
▲ Some countable nouns only have a plural form: *clothes, trousers, jeans, scissors*
- ◆ take a singular or plural verb form:
The window is big. The windows are big.
- ◆ can be replaced by a singular or plural pronoun:
I'd like that desk; it's better than mine.
It's got shelves as well. They're really handy.
- ◆ can be measured with weights and measures: *two kilos of potatoes*
or numbers: *It's got three drawers.*
- ◆ can be used with *a/an*:
a desk, an apple

2 Some and any

Some

- ◆ is generally used in positive statements: *There are some shelves above the desk.*
- ◆ can also be used in questions and particularly in requests and offers:
Would you like some biscuits?
- ◆ means 'an unspecified (not large) amount':
It would be great to get some money to help with the rent. (we don't know how much money)
- ▲ We use *some of* with other determiners (e.g. *my, the, these*) to refer to a particular group:
Some of my students have part-time jobs.

Any

- ◆ is usually used in negatives and questions:
My desk hasn't got any drawers. Has your desk got any drawers?
- ◆ can also be used in positive statements to mean 'it doesn't matter who/which/where/when':
Call me any time if you need further help. (= it doesn't matter when you call)
- ▲ We can also use *no + noun* to mean the same as *not ... any*:
My desk has got no drawers. (= my desk hasn't got any drawers)
We use *no* when the noun is a subject:
No applicants had the necessary experience for the job. (not Not any applicants)

Words like *something/anything, somebody/anybody*, etc. follow the same rules as *some* and *any*.

Uncountable nouns

- ◆ cannot be plural: *advice (not advices), furniture (not furnitures), data*
▲ Some uncountable nouns look plural but they are not: *news, economics, physics*
- ◆ take only a singular verb form:
The natural light is really nice.
- ◆ can be replaced by a singular pronoun:
'What shall we say about the furniture?'
'Well, it's not luxurious but it is very comfortable.'
- ◆ can be measured with weights and measures: *two kilos of sugar*
or with words like *a piece of, cup of, bit of, slice of*: *a piece of information*
- ◆ cannot be used with *a/an*:
information (not an information)

Countable and uncountable nouns

countable and uncountable nouns; quantity expressions
(many, much, a lot of, some, any, a few, few, no)

7

A Context listening

1 You are going to hear Alan and Sara talking about advertising a spare bedroom to rent. Before you listen look at the types of furniture below. Tick the furniture you think might be in the room.

- | | | | |
|---|---------------------------------------|---|--|
| <input type="checkbox"/> shelves | <input type="checkbox"/> a wardrobe | <input type="checkbox"/> a lamp | <input type="checkbox"/> a bedside table |
| <input type="checkbox"/> a filing cabinet | <input type="checkbox"/> a bed | <input type="checkbox"/> a desk | <input type="checkbox"/> a mirror |
| <input type="checkbox"/> a sofa | <input type="checkbox"/> a towel rail | <input type="checkbox"/> a coffee table | <input type="checkbox"/> a rug |

2  **7** Listen and answer the questions below.

1 Which three pieces of furniture are in the room?

A a bed

C a desk

F a mirror

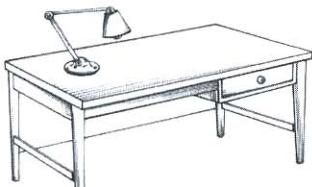
B a bedside table

E a lamp

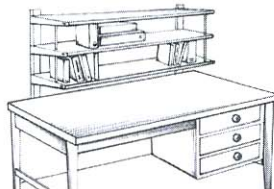
G a wardrobe

2 What does the desk look like?

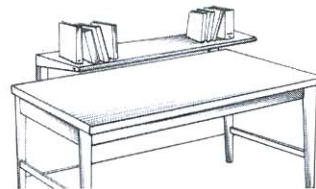
A




B



C



3  **7** Listen again and fill in the gaps in the advertisement. Write no more than one word or a number for each answer.

Accommodation for rent

Small, furnished **1** available. Sunny with a nice view of the **2** Good location close to two types of **3** Rent **4** £..... per **5** Rent includes **6** and all other bills.

4 Look at the two groups of nouns in the table below. How are they different? Add the nouns from Exercises 2 and 3 into the table in the correct group.

Group 1	Group 2
advertisement newspaper windows	money news accommodation

3 Quantities

We can use the following words to say how many or how much:

	Plural countable nouns	Uncountable nouns
everything	<i>all (of)</i>	<i>all (of)</i>
large quantities	<i>lots of / plenty of / a lot of</i> <i>many (of)</i> <i>most (of)</i> <i>a large/considerable/substantial number of</i>	<i>lots of / plenty of / a lot of</i> <i>much (of)</i> <i>most (of)</i> <i>a large/considerable/substantial amount of</i>
medium quantities	<i>some (of)/a certain number of</i>	<i>some (of)/a certain amount of</i>
small quantities	<i>(a) few (of)</i> <i>a small/limited/tiny number of</i>	<i>(a) little (of)</i> <i>a small/limited/tiny amount of</i>
nothing	<i>no / not any / none of</i>	<i>no / not any / none of</i>

A few and *a little* are different from *few* and *little*. Compare:

Few rooms have such good natural light. (= not many, so you are lucky)

We have a few rooms available with a sea view. (= a small number)

Little research has been done in this area. (= not enough)

A little research has already been carried out in this area. (= a small amount)

▲ We use *a few of* with other determiners (e.g. *my, the, these*) to refer to a particular group:

A few of the rooms have a sea view.

Lots of / a lot of are less formal than *much/many*:

There are lots of advertisements for accommodation in the paper.

Many scientists believe that global warming is having a negative impact on our climate.

▲ We do not usually use *lots of* with negative statements:

We don't have a lot of/much time so we'll have to be quick. (~~not we don't have lots of time~~)

▲ We do not usually use *much* in positive sentences:

I found a lot of information on the Internet. (~~not much information~~)

Grammar extra: Nouns that can be both countable and uncountable

Sometimes the same noun can be either countable or uncountable depending on the meaning (e.g. *light, room, cake, time*). Materials and liquids can also be either (e.g. *glass, paper, coffee, wine*). Compare:

The natural light is really nice. (uncountable)

Both of the lights in the ceiling are really old. (countable)

There isn't much room for a desk. (uncountable = space)

We have two spare rooms. (countable = rooms in a house)

Do you drink much coffee? (uncountable = in general)

I'd like to order a coffee, please. (countable = a cup of coffee)

C Grammar exercises

- 1** Fill in the gaps with a word from the box below in the correct form. If the word is countable, you may need to change it to a plural form.

advice cake -challenge electricity information situation size

- 1 I've faced many challenges in my life, but none as difficult as this.
- 2 Some of the best I heard while I was a student was to take regular breaks when studying so that you don't lose concentration.
- 3 A dictionary is a wonderful source of
- 4 I've made some little for Claire's birthday party.
- 5 One hundred years ago cars all looked the same but these days they come in lots of different shapes and
- 6 My job as a journalist means I can find myself in difficult at times, but at least it's never boring.
- 7 There was no in the remote cottage, so they had to cook over the fire.

- 2** Underline the correct form of the verbs.

- 1 Despite the recent improvement in the economy, unemployment has continued / *have continued* to rise.
- 2 Our company hasn't changed its products for over 30 years but now the time *has come* / have come for a rethink.
- 3 The ideas in the report *was* / were presented in a very clear way.
- 4 The data *show* / shows that the numbers of people buying mobile phones has remained stable for the past two years.
- 5 Transport to and from the airport *is included* / are included in the price.
- 6 There *was* / were no facilities like running water or electricity in the village.
- 7 All the information *is* / are interesting and well presented, but we need to consider the whole situation very carefully before we reach a decision.
- 8 There *was* / were some important news about the proposed new hospital in the local paper today.

3 Fill in the gaps with *amount*, *number*, *few*, *little*, *many* or *much*.

How much sleep do we need?

The 1 amount of sleep each person needs depends on 2 factors, including age. Infants generally require about 16 hours a day. For most adults, seven to eight hours a night appears to be the ideal 3 of sleep, although a 4 people may need as 5 as five hours' sleep or as 6 as ten hours' sleep each day. Getting too 7 sleep creates a sleep debt, and eventually, your body will demand that the debt be repaid.

A large 8 of people over 65 have frequent sleeping problems, such as insomnia, and deep sleep stages in 9 elderly people often become very short or stop completely. Microsleeps, or very brief episodes of sleep in an otherwise awake person, are another mark of sleep deprivation. In 10 cases, people are not aware that they are experiencing microsleeps. The widespread practice of burning the candle at both ends in western industrialized societies has created so 11 sleep deprivation that what is really abnormal sleepiness is now almost the norm.

4 Read the extract from a talk about a holiday destination. Decide if the underlined quantity expressions are correct or not. Tick (✓) them if they are right and correct them if they are wrong.

The island is beautiful. Don't be dismayed when you get off the plane and find yourself in a large, rather ugly city with 1 a little sense of the old way of life you have read about. Just a short car ride away is the island you have been promised with its small villages and slow pace of life. And there really is 2 anything for everyone. For those that like sunbathing, it has 3 some of the most beautiful beaches in the world. If you like walking, the paths take you through some breathtaking scenery. 4 Little other places can match the stunning landscape of this island. For water sports enthusiasts, there are 5 any unusual activities such as diving for pearls or turtle spotting, along with 6 few of the more common sports such as waterskiing or windsurfing. If history is your thing, don't worry. There's 7 much history round every corner. Ruins from the ancient civilisations that lived here over 3000 years ago are everywhere, and although 8 a lot of people come here just to see the palace, you can find some lesser remains scattered around the surrounding hills.

Visit it 9 some time of the year and you will not be disappointed. Not 10 many places in the world can offer so much. 11 Not any holiday will ever match this one - our island has got it all!

- 1 a little.....
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11

D Test practice

Academic Reading

You should spend about 20 minutes on **Questions 1–14** which are based on the Reading Passage below.

Dressed to dazzle

As high-tech materials invade high-street fashion, prepare for clothes that are cooler than silk and warmer than wool, keep insects at arm's length, and emit many pinpricks of coloured light.

The convergence of fashion and high technology is leading to new kinds of fibres, fabrics and coatings that are imbuing clothing with equally wondrous powers. Corpe Nove, an Italian fashion company, has made a prototype shirt that shortens its sleeves when room temperature rises and can be ironed with a hairdryer. And at Nexia Biotechnologies, a Canadian firm, scientists have caused a stir by manufacturing spider silk from the milk of genetically engineered goats. Not surprisingly, some industry analysts think high-tech materials may soon influence fashion more profoundly than any individual designer.

A big impact is already being made at the molecular level. Nano-Tex, a subsidiary of American textiles maker Burlington, markets a portfolio of nanotechnologies that can make fabrics more durable, comfortable, wrinkle-free and stain-resistant. The notion of this technology posing a threat to the future of the clothing industry clearly does not worry popular fashion outlets such as Gap, Levi Strauss and Lands' End, all of which employ Nano-Tex's products. Meanwhile, Schoeller Textil in Germany, whose clients include famous designers Donna Karan and Polo Ralph Lauren, uses nanotechnology to create fabrics that can store or release heat.

Sensory Perception Technologies (SPT) embodies an entirely different application of nanotechnology. Created in 2003 by Quest International, a flavour and fragrance company, and Woolmark, a wool textile organisation, SPT is a new technique of embedding chemicals into fabric. Though not the first of this type, SPT's durability (evidently the microcapsule containing the chemicals can survive up to 30 washes) suggests an interesting future. Designers could incorporate signature scents into their collections. Sportswear could be impregnated with anti-perspirant. Hayfever sufferers might find relief by pulling on a T-shirt, and so on.

The loudest buzz now surrounds polylactic acid (PLA) fibres – and, in particular, one brand-named Ingeo. Developed by Cargill Dow, it is the first man-made fibre derived from a 100% annually renewable resource. This is currently maize (corn), though in theory any fermentable plant material, even potato peelings, can be used. In performance terms, the attraction for the 30-plus clothes makers signed up to use Ingeo lies in its superiority over polyester (which it was designed to replace).

As Philippa Watkins, a textiles specialist, notes, Ingeo is not a visual trend. Unlike nanotechnology, which promises to transform what clothes can do, Ingeo's impact on fashion will derive instead from its emphasis on using natural sustainable resources. Could wearing synthetic fabrics made from polluting and non-renewable fossil fuels become as uncool as slipping on a coat made from animal fur? Consumers should expect a much wider choice of 'green' fabrics. Alongside PLA fibres, firms are investigating plants such as bamboo, seaweed, nettles and banana stalks as raw materials for textiles. Soya bean fibre is also gaining ground. Harvested in China and spun in Europe, the fabric is a better absorber and ventilator than silk, and retains heat better than wool.

Elsewhere, fashion houses – among them Ermenegildo Zegna, Paul Smith and DKNY – are combining fashion with electronics. Clunky earlier attempts involved attaching electronic components to the fabrics after the normal weaving process. But companies such as SOFTswitch have developed electro-conductive fabrics that behave in similar ways to conventional textiles.

Could electronic garments one day change colour or pattern? A hint of what could be achieved is offered by Luminex, a joint venture between Stabio Textile and Caen. Made of woven optical fibres and powered by a small battery, Luminex fabric emits thousands of pinpricks of light, the colour of which can be varied. Costumes made of the fabric wowed audiences at a production of the opera *Aida* in Washington, DC, last year.

Yet this ultimate of ambitions has remained elusive in daily fashion, largely because electronic textiles capable of such wizardry are still too fragile to wear. Margaret Orth, whose firm International Fashion Machines makes a colour-changing fabric, believes the capability is a decade or two away. Accessories with this chameleon-like capacity – for instance, a handbag that alters its colour – are more likely to appear first.

Questions 1–6

Look at the following list of companies (1–6) and the list of new materials below.

Match each company with the correct material.

Write the correct letter **A–H** next to the companies 1–6.

NB You may use any answer more than once.

- | | | | |
|-------------------------|-------|------------------------------------|-------|
| 1 Corpe Nove | ..... | 4 Schoeller Textil | ..... |
| 2 Nexia Biotechnologies | ..... | 5 Quest International and Woolmark | ..... |
| 3 Nano-Tex | ..... | 6 Cargill Dow | ..... |

New materials

- A** material that can make you warmer or cooler
- B** clothing with perfume or medication added
- C** material that rarely needs washing
- D** clothes that can change according to external heat levels
- E** material made from banana stalks
- F** material that is environmentally-friendly
- G** fibres similar to those found in nature
- H** clothes that can light up in the dark

Questions 7–14

Complete the summary below.

Write **NO MORE THAN TWO WORDS** from the Reading Passage for each answer.

Major changes in fabrics

Using plants

Nanotechnology will bring changes we can see, while the brand called **7** will help the environment. Fibre made from the **8** plant has better qualities than silk and wool.

Electronics

In first attempts to use electronics, companies started with a material made by a standard **9** method and then they fixed **10** to the material.

Luminex fabric

- needs a **11** to make it work.
- has already been used to make stage **12**
- is not suitable for everyday wear because it is too **13**

The first products that can change colour are likely to be **14**

Grammar focus task

Which of these nouns from the text are countable (C) and which are uncountable (U)? Which is an example of a noun that can be both countable and uncountable? How is it used in the text?

- 1 materials (paragraph 1)C.....
- 2 shirt (paragraph 2)
- 3 heat (paragraph 3)
- 4 technique (paragraph 4)
- 5 sportswear (paragraph 4)
- 6 fibre (paragraph 5)
- 7 clothes (paragraph 6)
- 8 choice (paragraph 6)


Referring to nouns

articles; other determiners (demonstratives, possessives, inclusives: *each, every, both, all, either, neither* etc.)

A Context listening

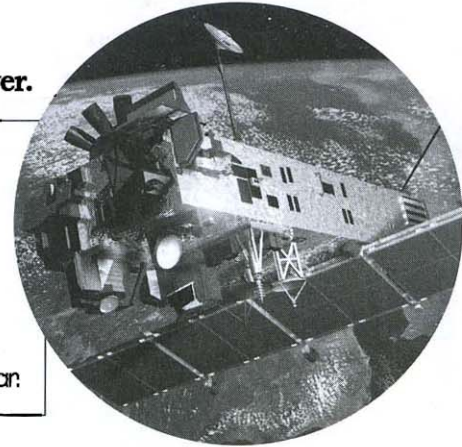
- 1** You are going to hear a speaker at an environmental awareness conference talking about a European satellite called Envisat. Before you listen, put the words below into two groups: *the environment* and *satellites*.

climate fully-equipped global warming instrument
 launch monitoring observation operational costs
 outer space ozone depletion precise

- 2**  **8a** Now listen to the talk and complete the notes below. Write no more than two words or a number for each answer.

Envisat satellite

- Envisat was launched **1**
- Envisat has **2** instrument systems.
- In 1990s ESA launched **3** and **4**
- ESA will spend 2.3 billion euros over **5**
- This is the same as **6** of coffee per person per year.



- 3** Underline the correct words.  **8a** Listen again to check your answers.

- 1 Envisat is *a/the* fully equipped observation satellite.
- 2 *A/The* satellite was launched in 2002.
- 3 With its ten instrument systems it is equipped with *-/the* best eyes possible and offers everything that *-/the* scientists could wish for.
- 4 The total cost of the Envisat Programme is 2.3 billion euros over 15 years. Included in *that/this* sum is development and construction of the instruments.
- 5 *Neither/None* of our countries can afford to let down their environmental guard.

- 4** Look at your answers to Exercise 3 and answer these questions.

- 1 Why do we say *a satellite* in sentence 1 and *the satellite* in sentence 2?
- 2 In sentence 3, why do we use an article before *best*? Why don't we use an article in front of the word *scientists*?
- 3 In sentence 4, what does *this sum* refer to?
- 4 In sentence 5, why can't we use *neither*?

B Grammar

1 Articles

a/an

We use *a/an*

- ◆ to refer to something for the first time:
*I'd like to talk to you today about **an exciting development**.*
- ◆ to refer to any one from a group of several:
*Climate protection is **a challenge** for our entire society. (one of many challenges)*
- ◆ to classify people or things as belonging to a group:
*Envisat is **a fully-equipped observation satellite**. (there are different kinds of satellite)*
- ◆ to say what job somebody does:
*My brother is **an engineer**.*

▲ We can only use *a/an* with singular countable nouns.

the

We use *the*

- ◆ when the listener/reader knows which thing we mean (it may have been mentioned before):
*Envisat is **a fully-equipped observation satellite** ... **The satellite** was launched in 2002.*
or it is understood which thing we mean:
*As part of **the conference** on environmental awareness ... (we are at the conference now so it is clear which one I mean)*
 - Compare:
*I went to **a conference** on Environmental awareness last week. (the person I am talking to does not know which conference I am talking about)*
 - ◆ when there is only one of this thing:
the earth, the sun, the twentieth century, the sixties, the Government, the Prime Minister (there is only one government and one prime minister in each country)
 - ◆ for superlatives (see Unit 11):
*It is equipped with **the best eyes** possible.*
 - ◆ to talk about playing a musical instrument:
*He plays **the piano** and she plays **the guitar**.*
 - ◆ with certain proper nouns:
nationalities (*the British, the Chinese, the Egyptians*)
rivers (*the Thames, the Yangtze, the Nile*)
island groups (*the Maldives, the Philippines, the Seychelles*)
mountain ranges (*the Alps, the Himalayas*)
seas and oceans (*the Black Sea, the Mediterranean, the Pacific*)
country names that represent a group (*the United Kingdom, the United States of America*)
many famous/historical buildings (*the White House*)
noun phrases with *of* (*the Great Wall of China, the Temple of Heaven*)
- ▲ With university names we can say *the University of Bath* or *Bath University*.

No article

We use no article

- ◆ with plural or uncountable nouns to talk generally about things:
*It will deliver **information** about our changing environment.*
*It offers everything that **scientists** could wish for.* (scientists in general not a specific group of scientists)
- ◆ with certain proper nouns:
continents (*Europe, Asia*)
countries (*Australia, China*)
states or counties (*Michigan, Cambridgeshire*)
towns and cities (*Tokyo, Jeddah*)
mountains (*Everest, Kilimanjaro*)
lakes (*Lake Superior*)
companies (*Microsoft, Sony*)
buildings and places with the name of a town (*Heathrow Airport*)
- ◆ with mealtimes:
*I have **lunch** at 12.30.*
- ◆ in common expressions after prepositions:
to/at school/university; to/in class; in prison/hospital/bed
▲ We can use *the/a* if we want to be specific. Compare:
*When I was a child I used to walk **to school**.*
*When I was a child I went **to the school on the other side of town**.*
However, we cannot use an article with the following expressions:
at home; at/to work; at night; by bus/bicycle/car/train/plane; on foot

2 Demonstratives: **this, that, these, those**

We use these words to show whether something is near or remote, in terms of time or place:

	near	remote
time	<i>I'd like to talk to you this morning about an exciting development.</i> (today)	<i>My mother called me later that day.</i> (I am telling you this on a different day)
place	<i>I like these pictures.</i> (here)	<i>Oh, I prefer those pictures.</i> (over there)

We can use *this/that/these/those* to refer back to something previously mentioned in the text:
*The total cost of the Envisat programme is 2.3 billion euros over 15 years. Included in **this sum** ... (this sum = 2.3 billion euros)*

We can refer back to whole sentences or ideas with *this* and *that*:

*Seeing the earth from outer space highlights how tiny and fragile our planet is. Envisat helps people to understand **that**.* (= understand how tiny and fragile our planet is)

There is often very little difference between *this* and *that* when used in this way, so we could say:

*Envisat helps people to understand **this**.*

3 Possessives

We use possessive determiners (*my/your/his/her/its/our/their*) to tell us what or who something belongs to:

our blue planet; their children

▲ We cannot use possessive determiners after other determiners (e.g. *a, the*). We use determiner + noun + *of* + possessive pronoun:

this planet of ours (not ~~this our planet~~)

We use *'s* with singular nouns and irregular plural nouns. We use *s'* after regular plural nouns:

Europe's technological showpiece; the children's toys; my parents' house

We usually use noun + *of* instead of *'s* when the thing we are referring to is not a person or animal:

the price of the hotel (not ~~the hotel's price~~)

4 Inclusives

each, every

Each and *every* are used with a singular noun and verb.

Each is used for things or people in a group of two or more, with a focus on the individuals in the group:

Each European citizen has therefore invested seven euros in the environment.

Every is used for three or more things, with a focus on the group. Often the difference in focus between *each* and *every* is very small:

Every citizen will have access to precise information about changes in the environment (= Each citizen ...)

We can use *each* (but not *every*) + *of* + noun/pronoun:

Each of the students gave the teacher a present. (not ~~every of the students~~)

all, most, some

We use *all/most/some* + plural noun and verb to talk about things in general:

Most children like sweets.

Some people believe space exploration is a waste of money.

We use *all/most/some* + *of* + pronoun or determiner + noun or to refer to a specific group:

Most of the children at my school play football.

▲ We do not need to use *all* + *of* before a noun, but we need *of* before a pronoun:

All the children at my school play a musical instrument.

All of them like music. (not ~~all-them~~)

▲ When *all* is followed by a singular noun referring to time the meaning is different. Compare:

I worked hard all day. (= I worked hard for one whole day)

I worked hard every day. (= I regularly worked hard)

Both, neither, either, none

Both, neither and **either** refer to two people or things. We use **both** + plural noun and **either/neither** + singular noun:

Both satellites were launched in the 1990s.

Neither person knew very much about Envisat before the conference. (= not one or the other)

I don't mind where we go. **Either** restaurant is fine. (= one or the other is fine)

⚠ We use **both** + **of** + determiner + plural noun (or pronoun) with a plural verb. We can use **either/neither** + **of** + determiner + plural noun (or pronoun) with a singular or a plural verb:

Neither of my sisters **lives/live** in the same town as me.

Both of them **are** married. (~~not Both of them is married.~~)

None means 'not one' (of a group). It can be followed by a singular or plural verb:

None of our countries **is/are** able to ignore the implications of global warming.

C Grammar exercises

1 In some of these sentences there is a mistake with articles. Underline each mistake and write the correction.

- 1 My father likes the classical music and listens to it all the time. the classical music
- 2 I saw a man sitting in a restaurant. A woman came and joined him, but the man got up and left without speaking to her! ✓
- 3 Sun was shining and it was a lovely day.
- 4 I can play piano.
- 5 I come from United Arab Emirates.
- 6 I've applied to study at the University of Edinburgh.
- 7 I usually go to work by the bus.
- 8 My husband is doctor.
- 9 Sorry I'm late - car wouldn't start this morning.
- 10 I'm going to take a cruise down river Nile.
- 11 I once saw a cat wearing a pink coat and boots!
- 12 My husband collects the antiques. He's always going to auctions.

2 Fill in the gaps with *a/an* or *the* or put a cross (X) if no article is needed.

BORNEO BORN AND BRED

1 X Local legends say that 2 Borneo's few thousand wild elephants are descendants from those brought to 3 island from India or Malaysia as 4 gift to 5 sultan in 6 eighteenth century. Biologists from 7 Columbia University's Centre for Environmental Research and Conservation compared DNA samples from Borneo elephants with Asian elephants in Sumatra, India and elsewhere. 8 findings confirmed their suspicions: Borneo's elephants are genetically different. In fact 9 DNA differences are so great between them and their closest relatives (elephants in Peninsular Malaysia) that 10 populations may have separated up to 300,000 years ago, say 11 scientists. The animals became isolated when 12 island became totally cut off from the mainland due to 13 rise in sea level. Borneo's elephants are, therefore, 14 important, separate population.



3 Underline the most suitable words.

Report on holiday survey

1 This/That survey aimed to find out about 2 people's / the people's ideal holidays. We used 3 the interviews / interviews and 4 the questionnaires / questionnaires to collect 5 our/their data. 6 Both/All of 7 those/these methods of data collection were quick and simple to carry out and 8 neither/none of them were too demanding of the public. 9 Our findings / Findings show that many people like to take their holidays in the summer. 10 This/The view was reinforced by the destinations suggested by 11 the people / people involved in 12 a survey / the survey. 13 The beach holidays / Beach holidays were the most popular, particularly in 14 the Spain / Spain or 15 the France / France. 16 Most/Both people in the survey said they looked forward to their holiday. 17 Each/All person we interviewed agreed that it was important to have at least one holiday 18 every/all year. 19 The price of the holiday / the holiday's price was important to most people, with general agreement that value for money was a primary consideration.

4 Fill in the gaps with words from the box.

both each every my neither none this that
that their those

My home town is smaller than London, but there are some similarities. 1 Each of the two cities is famous for its architecture. For example, 2 Kuala Lumpur and London have tall, modern buildings, set amongst older historical buildings. Although both cities have rivers running through them, 3 city is by the sea, which is a shame, as I think some of the most beautiful cities in the world are by the sea.

4 major city in the world has one thing in common – being large and busy – and 5 is true of both London and Kuala Lumpur. In fact, some people don't like my city because it is so noisy and busy, but 6 is one reason why I love it.

A lot of city markets take place in the day-time, but in 7 home city they don't open until it's dark! Malaysians tend to buy all their groceries at the night markets. In London people tend to use supermarkets for 8 food shopping.

It is always hot in Kuala Lumpur, but London can get very cold. 9 's probably why you get outdoor restaurants all over Kuala Lumpur all year round whereas in London there are almost 10 in the winter. In some restaurants in Kuala Lumpur, you can go to the kitchen and point at the food and say, 'I'll have one of 11, please!' You can't do that in London!

D Test practice

Listening Section 4

Questions 1–2

Choose the correct letter **A**, **B** or **C**.

- 1 Health club membership in Europe
A has reached 36 million.
B has declined in recent years.
C has followed a similar trend to America.
- 2 If people today ate the same amount as their parents did
A they would gain weight.
B they would have more energy.
C they would feel healthier.

Questions 3–4

Choose **TWO** letters **A–E**.

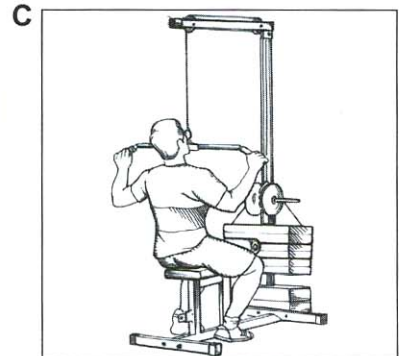
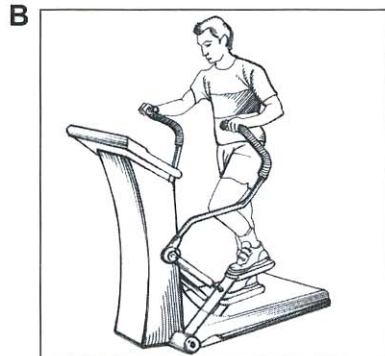
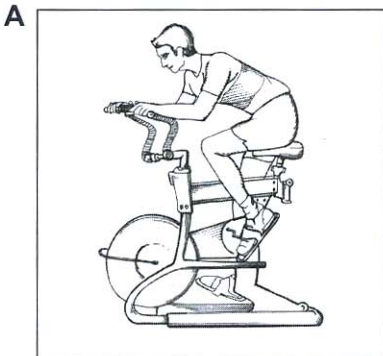
According to the speaker which **TWO** factors have contributed to the change in our fitness levels?

- A** availability of better food
B different working conditions
C labour-saving devices
D changes in healthcare
E diets which do not work

Question 5

Choose the correct letter, **A**, **B** or **C**.

- 5 Which of the following machines has been available for less than ten years?



Questions 6–10

Which exercise method do the following statements apply to?

- A** using an elliptical trainer
- B** running on the road
- C** using a treadmill

Write the correct letter **A**, **B**, or **C** next to Questions 6–10 below.

- 6** The impact on the body is more than twice your own body weight.
- 7** The impact on the body is almost the same as your own body weight.
- 8** It has the same impact on the body as walking does.
- 9** It is the best method for losing weight at speeds over 14 kph.
- 10** It has the highest impact on the joints.

Grammar focus task

Look at the following extracts from the recording. Which words or ideas do the underlined words refer to in the text?

- 1** Unfortunately, instead of eating less than their parents did, many consume a lot more.
- 2** On top of this, the change in employment patterns over the past ...
- 3** And this is where exercise machines come in.
- 4** That's an amazing number of people
- 5** As its name implies, the machine delivers an elliptical motion ...
- 6** In that respect, ellipticals are superior.
- 7** After that, just keep going and going and going ...

Pronouns and referencing

personal, possessive and reflexive pronouns;
avoiding repetition

9

A Context listening

- 1 You are going to hear a conversation between Chi Wen, a student from Hong Kong who is studying in Australia, and her homestay host Mrs Smith. Which household chores do you think Chi Wen will have to do?



2 Listen and write

A if Mrs Smith will do this B if Chi Wen will do this C if both of them will do it

- | | | |
|------------------|----------------|-------------------|
| 1 cook dinner | 4 make lunches | 6 wash sheets |
| 2 make breakfast | 5 wash clothes | 7 clean the house |
| 3 buy food | | |

3 Listen again and fill in the gaps.

- 1 I can introduce to a friend of, Yi Ling.
- 2 I know 's really enjoying here in Australia.
- 3 Now, I have had a lot of students staying with over the years and I do have a few rules.
- 4 First of all, my husband and want everyone to feel at home so treat everyone like 're a member of our own family.
- 5 And what about other meals? Can I cook for?
- 6 Yes, everyone makes their own breakfast and I always make sure there is plenty of food in the fridge so can prepare a packed lunch if you like.
- 7 I expect everyone to wash and iron for
- 8 Can I use to make local calls?

4 Put the words you wrote in Exercise 3 into four groups.

I,
.....
myself,
.....

me,
.....
mine,
.....

B Grammar

1 Personal and possessive pronouns

Subject personal pronouns: *I, you, he, she, it, we, they*
 Object personal pronouns: *me, you, him, her, it, us, them*
 Possessive pronouns: *mine, yours, his, hers, ours, theirs*

We use pronouns to replace nouns and avoid repetition of the noun:

I can introduce you to my friend, Yi Ling. She's a student from Taiwan. (not Yi Ling's a student)

We use subject pronouns before verbs:

I only arrived last month.

and object pronouns after verbs or prepositions:

I have had a lot of students staying with me over the years.

We use possessive pronouns to replace a possessive determiner and a noun:

I don't have a phone here. Can I use yours? (= your phone)

⚠ *Its* is not used as a possessive pronoun.

2 Reflexive pronouns

Reflexive pronouns: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*

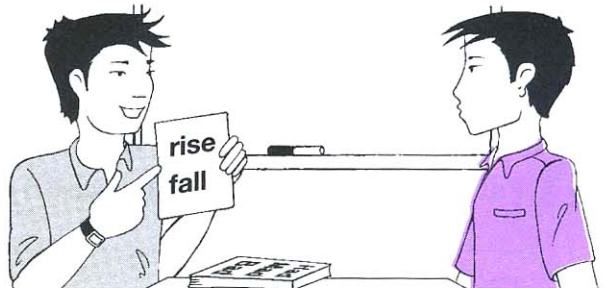
We use reflexive pronouns

- ◆ when the subject and the object of the verb are the same:
You can prepare yourself a packed lunch if you like.
- ◆ to add emphasis to the subject or object:
I clean the kitchen and the living areas myself. (= I do it, not anybody else)
- ◆ with *by* to mean *on my own/on your own* etc.:
I clean the kitchen and the living areas by myself. (= on my own)
- ◆ after some set expressions in the imperative with *yourself/yourselves*:
Help yourself. Look after yourself. (= be careful) Enjoy yourselves.

⚠ Notice the use of *each other/one another* below:

The boys taught themselves English. (= each boy taught himself English)

The boys taught each other/one another some new words. (= each boy taught the other boy some new words)



3 Some special situations

It

We can use *it*

- ◆ as a subject to start a sentence without carrying any meaning. Often the sentences are about the weather, the time or distance:
It didn't always rain. It's five o'clock. It's 10 km from the sea.
- ◆ to start sentences when the real subject is an infinitive or an *-ing* form:
It won't take long to settle in. (= to settle in won't take long)
- ◆ to refer to phrases, whole sentences or ideas:
I only arrived last month and I am still finding it all a bit strange, actually. (= living in a foreign country)

▲ We use *there + be + noun phrase* to show something exists (or doesn't exist), not *it*:
There's a good coffee shop near here. (~~not It is a good coffee shop near here.~~)

You and we

To talk about everybody in general we can use

- ◆ *you*:
In Australia you often eat sandwiches for lunch. (= people in Australia)
- ◆ *we* (when we include ourselves in the group):
We often eat lunch in a bit of a hurry. (= Australian people in general, and the speaker is Australian)

They

We can use *they*

- ◆ to mean experts or authorities:
They have changed the law recently. (= the government)
They have discovered a new kind of beetle. (= scientists)
- ◆ when we do not know or do not need to say if the person is male or female:
I asked a student if they liked learning English and they said no!

One/ones

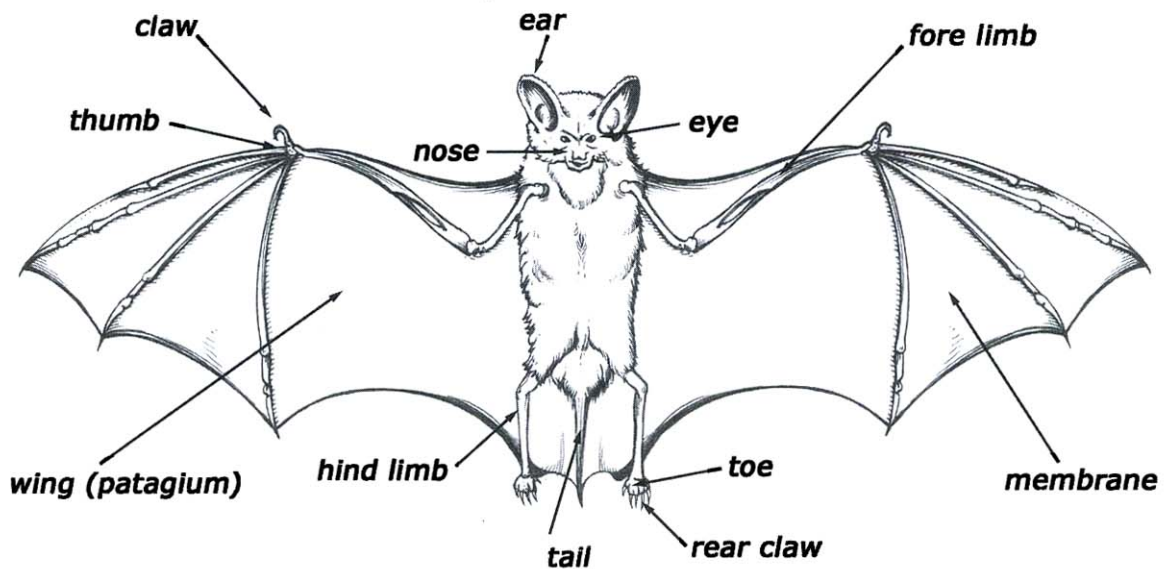
We can use *one/ones* to avoid repetition of a countable noun:

I do have a few rules. The most important one is that I want everyone to feel at home. (= the most important rule)

C Grammar exercises

1 Fill in the gaps with *it, its, itself, they, their* or *themselves*.

Anatomy of a bat



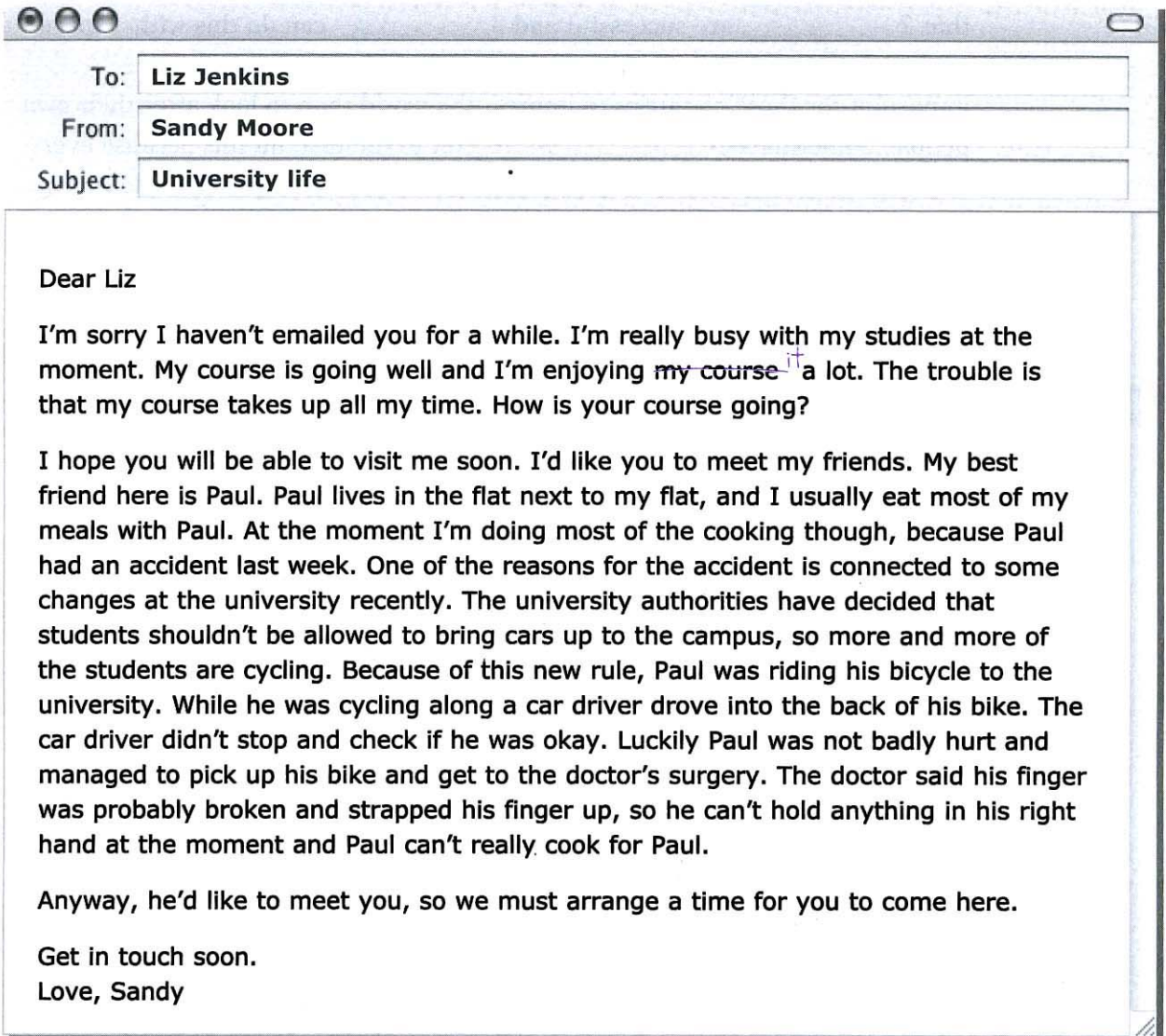
The entire wing of a bat is called the *patagium*. Many species also have a membrane between 1 their hind limbs enclosing the tail. The *patagium* is full of fine blood vessels, muscle fibres and nerves. When it is cold, these bats wrap 2 up in 3 wings like a coat. In warm weather 4 flap 5 wings in order to cool 6 bodies.

The bat has claws on 7 thumbs and sometimes on the toes of 8 fore and hind limbs. The rear claws enable 9 to hang 10 on to a tree branch or ledge.

All bats are active at night or at twilight, so 11 eyes are poorly developed. Instead 12 use 13 nose and ears to orientate 14

- 2** Find and correct 13 places where nouns could be replaced with the pronouns in the box to make the email sound more natural.

He He he he he him himself it it it mine
They us yours



To: Liz Jenkins

From: Sandy Moore

Subject: University life

Dear Liz

I'm sorry I haven't emailed you for a while. I'm really busy with my studies at the moment. My course is going well and I'm enjoying my course ^{it} a lot. The trouble is that my course takes up all my time. How is your course going?

I hope you will be able to visit me soon. I'd like you to meet my friends. My best friend here is Paul. Paul lives in the flat next to my flat, and I usually eat most of my meals with Paul. At the moment I'm doing most of the cooking though, because Paul had an accident last week. One of the reasons for the accident is connected to some changes at the university recently. The university authorities have decided that students shouldn't be allowed to bring cars up to the campus, so more and more of the students are cycling. Because of this new rule, Paul was riding his bicycle to the university. While he was cycling along a car driver drove into the back of his bike. The car driver didn't stop and check if he was okay. Luckily Paul was not badly hurt and managed to pick up his bike and get to the doctor's surgery. The doctor said his finger was probably broken and strapped his finger up, so he can't hold anything in his right hand at the moment and Paul can't really cook for Paul.

Anyway, he'd like to meet you, so we must arrange a time for you to come here.

Get in touch soon.
Love, Sandy

3 Fill in the gaps with a suitable pronoun or *there*.

Teacher: Do you think that governments spend too much on space exploration nowadays?

Student: Well, I think that 1 there are a lot of different factors to take into consideration. For example some countries want to show the rest of the world that 2 are successful and 3 can do this with a space exploration program. 4 seems that 5 is more important for these countries to impress the world than to look after their own people. Sometimes 6 is difficult to understand this because every country in the world has 7 problems and has poor people that need to be looked after because they can't look after 8 So, yes, I do think that these countries should look after people first before 9 start trying to send men to the moon! 10 are too many other problems here on earth that we need to sort out.

4 Underline the correct words.

There are many reasons why 1 we / they should recycle household waste. The main reason is to avoid using up valuable resources making new things when 2 it is / we are not necessary. However, I do not think the government should make 3 it / the law compulsory for people to recycle their waste.

If the government makes a law that all households must recycle 4 their / its rubbish, 5 the law / it could lead to more problems. For example, how can 6 you / people check that people are recycling everything? 7 It is not practical to do this. / To do this is not practical. In addition, there is the argument that individuals should be allowed to decide for 8 each other / themselves whether to throw something away or to recycle 9 it / something.

I believe the most sensible approach is for the government to put more money into recycling schemes. The most successful are 10 the ones / them where the government gives each household special boxes to put different kinds of waste in, and 11 the government / they provide a regular collection service. 12 They / There are separate boxes for plastic, metal, glass etc. This makes 13 to recycle easier for people / it easier for people to recycle and 14 they / there are therefore less likely to throw things in the rubbish bin.

D Test practice

Academic Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic.

Governments spend millions of dollars each year on their space programmes. Most recently, Mars is the focus of scientists' attention. Some people think this money would be better spent on dealing with problems closer to home.

Do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

Grammar focus task

Look at these extracts from a model answer. Match the pronouns (1–5) to the uses (A–E).

... However, some people believe this cannot justify the huge amount of money spent on space research when there is a greater need for **1 it** here on earth ...

... For example, the United States and the USSR raced each other to see who could put a man on the moon first. **2 It** would have been much easier and cheaper if **3 they** had pooled resources and information, and made a joint expedition into space ...

... **4 It** is very difficult to argue against these criticisms ...

... In my opinion, **5 we** need a balance between how much money is spent on space exploration and how much money is invested into solving problems here on earth. With continued co-operation between nations over space travel more will be achieved for less money. This should leave more money to be spent on problems at home ...

A a subject which doesn't carry a specific meaning

B to refer to *the United States and the USSR*

C to refer to *money*

D to refer to people in general

E to replace an infinitive as a subject

10

Adjectives and adverbs

describing things; adding information about manner, place, time, frequency and intensity

A Context listening

- 1 You are going to hear a man talking about a recent trip. Look at the following pictures and try to guess which three countries the man visited.



- 2 Listen to check if you were right.

- 3 Listen again and complete the table below. Write no more than two words for each answer.

Countries visited	Interesting facts
1	◆ many 2 and beautiful mosques
3	◆ travelled there by 4 ◆ good for 5 ◆ bought a beautiful 6
7	◆ visited Gujarati Textile 8 ◆ great examples of 9 embroidery ◆ lots of wildlife in 10 areas ◆ saw incredible 11 birds and several poisonous 12

- 4 Look at Exercise 3 and make a list of all the adjectives.

interesting

B Grammar

1 Adjectives

Adjectives describe nouns.

How adjectives are used

We can use adjectives

- ◆ before nouns:
*There are so many **historical buildings**.*
*It was well worth the trip, especially if you like **local crafts**.*
- ◆ after the following verbs: *be, become, get, seem, appear, look, smell, taste, feel*
*The mosques in particular **are very beautiful**.*
*They always **seem pleased** to see you.*
- ◆ after *find/make/keep* + object:
*Work hard on your research if you want to **make your trip enjoyable and rewarding**.*
*I **found the insects** rather **frightening**.*
- ◆ with other adjectives or with other nouns to describe a noun:
*a **long, tiring boat ride** (adjective + adjective + noun + noun)*

The order of adjectives

When we use adjectives together, we put words which express opinion before words which describe the characteristics or type of what we are talking about:

*a **beautiful Turkish** carpet (beautiful = opinion + Turkish = type: ~~not a Turkish beautiful carpet~~)*

We often use nouns as adjectives to add information about type:

*the Gujarati **Textile Museum***

When we use more than one adjective to describe characteristics or type, they usually follow this order:

size → temperature → age → shape → colour → nationality → material → type

Indian silk embroidery small mountain villages

hot black coffee a beautiful old round table

When there are two or more adjectives after a verb or noun, we use *and* between the last two:

*The people are very **welcoming and friendly** towards visitors.*

We use *and* between two colours:

*vivid **blue and green** feathers*

Adjectives ending in *-ed* and *-ing*

Some adjectives connected with feelings are formed from verbs and have two possible forms, usually *-ed* or *-ing* e.g. *tired/tiring*. We use *-ed* forms to talk about how we feel:

*I was **fascinated** to see the extraordinary range of patterns.*

*I was **amazed** at the variety of wonderful animals.*

We use *-ing* forms to describe the things or people that cause the feelings:

*It's an absolutely **amazing** city to visit.*

*India is a **fascinating** country.*

2 Adverbs

Adverbs give information about verbs, adjectives or other adverbs. Adverbs tell us *how* (manner), *where* (place), *when* (time), *how often* (frequency), or *how much* (intensity) something happens or is done. An adverb can be a single word (*sometimes*) or a phrase (*from time to time*).

How adverbs are used

Adverbs which tell us about

- ◆ **manner** are often formed by adding *-ly* to the adjective form:
careful → *carefully* *happy* → *happily*
They usually come after the verb (and object, if there is one):
I plan my trips very carefully. (~~not I plan very carefully my trips~~)
- ◆ **place** usually come after the verb:
It was the first time I had been there.
Try to stay near the old part of the city.
- ◆ **time** such as *today*, *tomorrow*, *now*, *since 2003*, *for three minutes* can go at the beginning or the end of a clause:
I had a very memorable trip last year. (or *Last year I had a very memorable trip.*)
- ◆ **frequency** usually come before the verb but after *be* or an auxiliary verb:
I often travel for my job.
I have always enjoyed my visits there.
He's never late.
- ◆ **intensity** affect the strength of adjectives or adverbs:

*fairly, quite,
rather, pretty*

*very, extremely,
highly, really*

*absolutely,
completely, totally*

weaker

stronger

The adverbs at the stronger end of the scale (*absolutely, completely, totally*) can only be used with some adjectives. These tend to be 'extreme' adjectives that suggest a limit in their meaning (e.g. *terrifying, excellent, exhausted*). Other 'non-extreme' adjectives (e.g. *frightened, good, tired*) never collocate with these stronger adverbs. Compare:

There are some absolutely stunning examples of Indian silk embroidery. (~~not fairly stunning~~)
The people are very friendly. (~~not absolutely friendly~~)

Really collocates with most adjectives.

▲ We cannot intensify adjectives or nouns which describe type (~~not a very Textile Museum~~).

The order of adverbs

When two or more adverbs are used together at the end of a clause the order is usually manner → place → time:

I'll meet you outside the station at six o'clock. (*outside the station* = place, *at six o'clock* = time)

Irregular adverbs

Some adverbs of manner look the same as the adjective form (e.g. *hard, fast, straight, late, early*):

Work **hard** on your research. (adverb)

This is a **hard** exercise. (adjective)

Hard is an adjective and an adverb, and **hardly** is an adverb meaning *very little*:

He **hardly** had time to say hello. (= he had very little time to say hello)

Good is an adjective, and **well** is the adverb:

He spoke **very good** English. (describes *English*)

He spoke English **very well**. (describes how he spoke)

However, **well** can also be an adjective when talking about health:

She's not **well** – she's got a cold.

Grammar extra: Adjectives

Some adjectives can be followed by *to* + infinitive to add to their meaning (e.g. *able, likely, right, wrong, lucky*) and some adjectives describing feelings (e.g. *surprised, afraid, happy, delighted*):

I'll be **happy to answer** questions.

I was **fascinated to see** the extraordinary range of patterns.

Some adjectives can be followed by a preposition + *-ing* (see Unit 19):

People are **tired of hearing** politicians' promises. (~~not tired to hear~~)

I am not very **good at taking** photographs. (~~not good to take photographs~~)

C Grammar exercises

- 1 Read the test task and the students' responses. Some of the adjectives they used are underlined. If they are used correctly, put a tick (✓). If they are wrong, write the correct answer.

Describe a favourite place.
You should say:
 where it is
 what kind of place it is
 what makes it special
 and explain why you like it so much.

My favourite place is a 1 quiet little wood near my home town in Indonesia. I like it because it is a 2 green peaceful place. It is full of 3 old tall trees and there are lots of 4 wild interesting animals.

1 ✓
 2 *peaceful green*
 3
 4

I'm going to tell you about my bedroom. I love it because it is full of my things. The walls are painted with 5 blue yellow stripes, and there is a 6 wooden dark floor. There is a 7 lovely old photo of my family by my bed, and all my precious books are on the shelves.

5
 6
 7

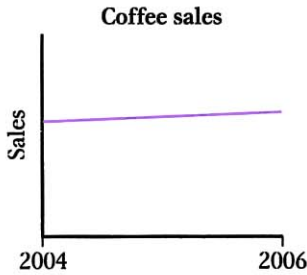
My favourite place is the town I grew up in. It has 8 an ancient beautiful ruined castle and lots of 9 historical old buildings. The streets are 10 narrow winding, and there are lots of good shops. It is 11 busy noisy, but I like that. I feel good there because I have so many 12 childhood happy memories.

8
 9
 10
 11
 12

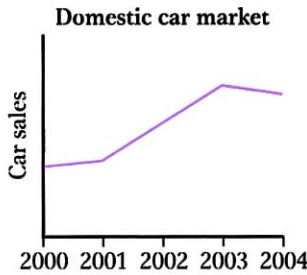
- 2 Write the missing adjectives and adverbs.

..... dramatic - *dramatically* impressive - slight -
 steady - sharp - steeply -

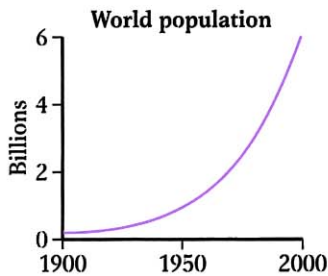
Now use the words to fill in the gaps on the next page. Use one pair of words for each question.



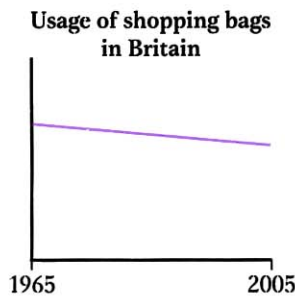
- 1 a Sales of coffee showed a slight increase between 2004 and 2006.
 b Sales of coffee increased slightly between 2004 and 2006.



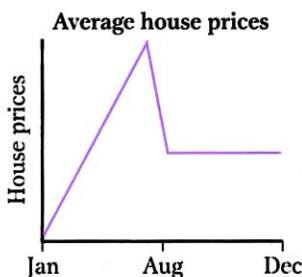
- 2 a The domestic car market showed an growth of 50% for three consecutive years from 2001 to 2003.
 b The domestic car market grew by 50% for three consecutive years from 2001 to 2003.



- 3 a The world population grew between 1950 and 2005.
 b The world population experienced a growth between 1950 and 2005.



- 4 a The number of British households using their own shopping bags when shopping fell between 1965 and 2005.
 b There was a fall in the number of British households using their own shopping bags when shopping between 1965 and 2005.



- 5 a House prices climbed during the first half of the year before falling in August.
 b There was a climb in house prices during the first half of the year before a fall in August.

- 3** Match the beginnings (1–8) and the endings (a–h) of the sentences. Join them by adding a suitable *-ed* or *-ing* adjective formed from one of the verbs in the box. Use each verb once.

excite frighten interest please relax surprise tire satisfy

- | | | |
|--|----------------------|---|
| 1 I was really | <u>pleased</u> ..c.. | a an adventure I've ever had. I can't wait to go back! |
| 2 Martin's excellent exam results were very | ..... .. | b as he had hardly had time to study. |
| 3 The jungle was full of strange noises and I felt | ..... .. | c when I opened my present because it was just what I wanted. |
| 4 After so much hard work, it was a very | ..... .. | d after exercise. |
| 5 Paula wasn't | ..... .. | e a moment when I finally finished the project. |
| 6 Having a warm bath can be very | ..... .. | f so I had a warm bath. |
| 7 My trip through the jungle was the most | ..... .. | g during the whole trip. |
| 8 After walking so far I felt very | ..... .. | h in the lecture so she fell asleep. |

- 4** Underline the correct words.

Environmentalists and conservationists tell us that there are ways that each of us can help to 1 *very reduce* / *greatly reduce* our impact on the planet. We can 2 *work hard* / *hardly work* to conserve energy and we can invest in equipment to help us create our own power. People 3 *say often* / *often say* that they want to save the planet, but the only way to do this is to 4 *take immediately action* / *take action immediately*.

It is 5 *really important* / *important really* for individuals to 6 *responsibly act* / *act responsibly* and try to reduce their contribution to greenhouse gases. There are several ways we can do this. For example there are mini wind turbines that you 7 *can install easily* / *easily can install* on your roof as well as very efficient solar panels that 8 *work good* / *work well* all year round to provide electricity.

But if this is all too expensive, there are other ways to conserve energy that actually save you money. In cooler weather, simply keep the heat 9 *inside safely* / *safely inside* by closing doors after you so that the warmth doesn't escape. It is 10 *absolutely essential* / *very essential* that we all take this seriously and do our best to lead a more sustainable life.

D Test practice

General Training Reading

Questions 1–8

Look at the information about five museums **A–E** in Seoul, South Korea.

For which museum are the following statements true?

Write the correct letter **A–F** next to Questions 1–8.

NB You may write any letter more than once.

- 1 This museum also functions as an occasional venue for performing arts.
- 2 You can learn about natural history in this museum.
- 3 This museum is the only one of its kind in Korea.
- 4 This is the most high-tech of the museums.
- 5 A historical building once stood where this museum stands today.
- 6 This museum contains something for the very distant future.
- 7 The exhibits in this museum include objects from the distant past.
- 8 You can take classes one day a week at this museum.

A Namsangol Traditional Folk Village

Located just north of Namsan Park, this re-creation of a small village depicts the architecture and gardens of the Chosun Dynasty (1393–1910). There are five restored traditional houses from that era. A large pavilion overlooks a beautiful pond and an outdoor theatre hosts dance and drama performances on weekends. There is also a hall displaying traditional handicrafts and a kiosk selling souvenirs. Recently, a time capsule containing 600 items representing the lifestyle of modern-day people of Seoul was buried to celebrate the city's 600th anniversary. In 2394, it will be opened!

B Eunan Museum

This privately-owned museum displays rare specimens of animals, ores, and species of insects collected from around the world. The building comprises six floors, one under ground

and five above. Among the fauna on exhibition are shellfish, insects, butterflies and birds. The collection is housed on the lower floors. On the third floor is a library and the fifth floor has a study room and an ocean exhibition hall. One aim of the museum is to bring animal extinction to the attention of the public.

C National Museum of Korea

This is one of the most extensive museums in Seoul, housing art and archaeological relics from Korean prehistory through to the end of the Chosun Dynasty (1910). Throughout the three-floor museum, there are 4,500 artefacts on display in 18 permanent galleries. Audio guides, touch screens, and video rooms all help to bring the ancient world alive here. In addition to regular exhibitions, the museum offers special educational programs such as public lectures, arts and crafts classes, and special tours.