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**Національний університет водного
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дисципліни «Іноземна мова» /англійська
- спецкурс/ за напрямом підготовки
6.080101 «Геодезія, картографія та
землеустрій»**

(Частина II)

Рекомендовано методичною комісією
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7. EVERYDAY PROBLEMS

водного господарства
та природокористування

A *There's something wrong with ...*

If there is a problem with a machine or a thing that you use e.g. TV, light, washing machine, computer, food mixer, pen, etc., we often use these expressions:

There's something wrong with the TV. (= there is a problem with it)

The light's not working. (= not functioning / there is no light)

The shower's **not working** properly. (= it is functioning but not very well) The telephone is **out of order**. (= not in use / not functioning)

Note: The phrase **out of order** is often used when a public machine or piece of equipment isn't working, e.g. public telephone, public toilet, drinks machine at a station, etc.

B *Out and about*

After Paul went out, things got worse. He left home with a ten-pound note in his pocket, and walked to the bus stop. Unfortunately he was a bit late and the bus was a bit early, so he missed the bus. While he waited for the next one, he got out his walkman, but the batteries had run out (= the batteries were finished). When the bus arrived, he got on and put his hand in his pocket — no ten-pound note (he had lost his money). The driver told him to get off. He didn't want to be late for school, so he started running. Moment; later, he saw a dog, but not its lead — and tripped over the lead.

He got to his feet, carried on to school, then he realised he had left his bag on the bus.

Note: Students often say he forgot his bag on the bus in this situation. In English, we must use the verb leave if we say where something is. For example:

I've forgotten my bag; *but* I left my bag on the bus.

1 *Complete the past tense and past participle of these verbs*

Infinitive: burn break drop spill trip lose leave

2 *Match the sentence beginnings on the left with the correct ending on the right.*

- | | |
|-------------------------------------|-------------------------------|
| 1. I dropped the radio on the floor | 5. I missed the bus |
| 2. The batteries have run out | 6. I burnt myself |
| 3. I'm afraid I left | 7. I forgot |
| 4. I spilt the drink | a) when I lit that cigarette. |



- b) and had to wait ages for another. e) my money at home.
c) and it made a mess on the carpet. f) and now I can't get it to work.
d) to bring my money. g) so I can't listen to my walkman.

4 Write logical answers for each of these questions. using vocabulary from the opposite page.

1. How did you break that glass?
2. Why can't we watch TV?
3. How did you cut your knee like that?
4. I'm cold. What's wrong with the central heating?
5. What happened to the money I gave you?
6. Where's your homework?
7. What's wrong with this radio?
8. Why can't you use the public phone in the station?

5 Answer these questions using often / occasionally / hardly ever / never.

How often do you: drop things? spill things? trip over things? burn things? forget things? run out of things? break things? lose things? leave things behind?

What sort of things do you drop, burn, run out of, etc.?

Activity 3. Fill in the correct present form:

It's 10 o'clock on Monday morning in Atomic Ltd. In the Research and development department they *are having* (have) a meeting at the moment. Everybody who is involved in the new project (attend) it. At the moment Bob (present) his ideas. He has prepared an interesting PowerPoint presentation and while showing it, he (explain) several features. They (organise) such meetings every Monday morning. After these meetings, they all (return) to their desks where they continue with the tasks. In the production department the foreman (walk) around the production plant and (control) the process. He always (make) sure that things (not go) wrong as that (be) usually very costly.

Outside, at the loading ramp a van is parked. Some workers (load) the truck with the faulty components they received yesterday. They (send) them back to the manufacturer.



I *work* (work) for an electric company, called New Electrics. It is located in Kent and it (supply) a lot of households with electricity. We also (provide) other services as we want to have satisfied customers. If something (break) somewhere in the system, we always (send) a specialist right away. If he (not know) what to do, another expert (come) and (have) a look at the fault or damage. We usually have most work after different kinds of storms when lines are broken and whole areas are left without electricity. That also happened last night when we had this huge storm so I really (not have) much time as I must rush off to help people in trouble.

Hello, I am Bob Livingston. I *am* (be) the Technical and Quality Manager at GBS in Berlin and I (work) within the Materials Testing Division which (make) equipment used by different companies. They use our equipment to test different properties of materials, such as strength, durability, softness, resilience and so on. GBS (employ) about 2,800 people and (be) a leading supplier of this type of equipment. I'm responsible for operations which (mean) that I'm in charge of Research & Development and Quality. If something (go) wrong, I'm the one who (have) to find a solution and who (provide) answers to the Board. Currently, we (work) with our new clients from Japan. They have just placed a huge order so we (have) some difficulties fulfilling it. We have called in all workers, also the ones taking a holiday so we can finish the work on schedule.

Jonathan Black *is* (be) an executive recruitment specialist who has turned to writing. The result is the book 'Bosses Speak', based on interviews with 30 Chief Executives. Each top manager – none of them very famous – is given a chapter and there is also some introductory material and a conclusion. This (mean) you can jump from one person to another which is good for people who (be) too busy to read a book from cover to cover. It (not be) expensive although whether it's good value for money it's doubtful. Some of the interviewees started their own business while others joined a company and worked their way up. Some (be) fairly new in their position while others have had years of experience. However, Jonathan



(not seem) interested in these differences. They work in different area, from retailing to airlines, engineering, construction and software. This variety also (form) the main theme of the book. I have to say that Jonathan's approach (annoy) me. He rarely (stay) at a distance from his interviewees, who are mostly presented in their own, positive words. However, he (seem) to dislike certain interviewees. As a result, I (not know) whether to accept any of his opinions or not. It also means that the book (give) no clear lessons. At the very least, I expected to learn what (make) a successful Chief Executive. But these people seem to share two types of qualities. Some of them are very common, suggesting that anyone can be equally successful, which definitely is not true. And the other qualities are the ones that most successful bosses I've seen or met definitely (not have). So in the end, I'm not much wiser what (go) on. Perhaps I'm being unfair. As long as you (not think) about whether you would like them as friends, and pay no attention to what they say, the most readable parts are where bosses describe their way to their present position. Nevertheless, Jonathan (seem) to think that his book would be useful for people who (aim) for the top.

7.1 MUST AND CAN'T

A. Study this example:

We use must to say that we feel sure something is true:

* You've been travelling all day. You must be tired. (Travelling is tiring and you've been travelling all day, so you must be tired.)

* 'Jim is a hard worker.' 'Jim? A hard worker? You must be joking. He's very lazy.'

* Carol must get very bored in her job. She does the same thing every day.

We use can't to say that we feel sure something is not possible:

* You've just had lunch. You can't be hungry already. (People are not normally hungry just after eating a meal. You've just eaten, so you can't be hungry.)

* Brian said he would definitely be here before 9.30. It's 10 o'clock now and he's never late. He can't be coming.

* They haven't lived here for very long. They can't know many people.



Study the structure:

I/you/he (etc.) must/can't be (tired/hungry/at work etc.)

I/you/he (etc.) must/can't be (doing/coming/joking etc.)
do/go/know/have etc.

I/you/he (etc.) must/can't do/go/know/have etc.

B. For the past we use must have (done) and can't have (done). Study

this example: George is outside his friends' house. He has rung the doorbell three times but nobody has answered. They must have gone out. (otherwise they would have answered)

* The phone rang but I didn't hear it. I must have been asleep.

* I've lost one of my gloves. I must have dropped it somewhere.

* Jane walked past me without speaking. She can't have seen me.

* Tom walked straight into a wall. He can't have been looking where he was going.

Study the structure:

I/you/he (etc.) must/can't have been (asleep/at work etc.)

I/you/he (etc.) must/can't have been (doing/working etc.)

I/you/he (etc.) must/can't have done /gone/known/had etc.

Couldn't have ... is possible instead of can't have....:

* She couldn't have seen me.

* Tom couldn't have been looking where he was going.

EXERCISES

1 Put in must or can't.

1. You've been travelling all day. You must be very tired.
2. That restaurant --- be very good. It's always full of people.
3. That restaurant --- be very good. It's always empty.
4. You're going on holiday next week. You --- be looking forward to it.
5. It rained every day during their holiday, so they --- have had a very nice time.
6. Congratulations on passing your exam. You --- be very pleased.
7. You got here very quickly. You --- have walked very fast.
8. Bill and Sue go away on holiday very often, so they --- be short of money.



2 Complete the sentences with a verb in the correct form.

1. I've lost one of my gloves. I must have dropped it somewhere.
2. They haven't lived here for long. They can't know many people.
3. Ted isn't at work today. He must --- ill.
4. Ted wasn't at work last week. He must --- ill.
5. (The doorbell rings) I wonder who that is. It can't --- Mary. She's still at work at this time.
6. Carol knows a lot about films. She must --- to the cinema a lot.
7. Look. Jack is putting on his hat and coat. He must --- out.
8. I left my bike outside the house last night and this morning it isn't there any more. Somebody must --- it.
9. Ann was in a very difficult situation. It can't --- easy for her.
10. There is a man walking behind us. He has been walking behind us for the last 20 minutes. He must --- us.

3 Read the situations and use the words in brackets to write sentences with must have and can't have.

1. The phone rang but I didn't hear it. (I/asleep)
I must have been asleep.
2. Jane walked past me without speaking. (she/see/me)
She can't have seen me.
3. The jacket you bought is very good quality. (it/very expensive)
4. I haven't seen the people next door for ages. (they/go away)
5. I can't find my umbrella. (I/leave/it in the restaurant last night)
6. Don passed the exam without studying for it. (the exam/very difficult)
7. She knew everything about our plans.(she/listen/to our conversation)
8. Fiona did the opposite of what I asked her to do. (she/understand/what I said)
9. When I woke up this morning, the light was on. (I/forget/to turn it off)
10. The lights were red but the car didn't stop. (the driver I see/the red light)
11. I was woken up in the middle of the night by the noise next door. (the neighbours/have/a party)



8. MONEY

A Notes and coins



Here are some examples of British money. The currency (= the type of money used in a country) is called sterling.

banknotes ten pounds fifty pence (we usually say 50p)
a ten-pound note a fifty-pence piece

B Common verbs

Notice how these common verbs are used.

- spend LLL (on) sth.** Last week I spent £100 on food, and £20 on books.
- pay ((or) sth.** I paid £200 for my new desk. (= it cost me £200) Where do I have to pay for these things?
- cost** My new desk cost (me) £200. (= I paid £200)
- charge** The mechanic charged me £100. (= asked me to pay £100 for the service he provided)
- lend** Could you lend me some money? or
- borrow** Could I borrow some money?
- waste** Parents often think that children waste their money (= use it badly) on sweets and other things that they don't need.
- save (up)** I'm saving (up) (= keeping some of my money when I receive it) for new hike. I should have enough by the end of the year.



C Adjectives

free – cheap – reasonable – quite expensive – very expensive – incredibly expensive.

D Important words and phrases

I can't afford (= don't have enough money) to go on holiday this year.

How much is that watch **worth**? (= What is the value of that watch?)

Its **worth** about £50. (=the value is £50)

The **cost of living** (= how much **people pay** for things) is very high in places like Sweden or Norway, but people still have a good **standard of living** (= the level of money and comfort people have).

Exercises

1 . Fill the gaps using the past tense of verbs from the box. Be careful, most of them are irregular.

buy spend lose pay cost sell win waste find give

1. My car was five years old, so I it and a new one.

2. I was very sad when I my watch in the street. It was a present from my wife and it her a lot of money. Fortunately, somebody it the next day and took it to a Police Station.

3. I over £2,000 for my computer, but it isn't worth very much now.

4. My father me £50 last *week* but I most of it on a ticker for a concert on Friday.

5. Last week somebody £1m in a game on television. It was incredibly exciting.

2 What can you say in these situations? Complete the sentences but do not use the underlined words and phrases.

Example: You want to tell a friend that a restaurant wasn't cheap. *The restaurant was quite expensive.*



1. You want to know the value of your friend's gold ring.
How much is
2. A friend wants to go to an expensive restaurant but you don't have enough money. I'm afraid I
3. You want to borrow some money from a friend.
Could you
4. You want to know how much a friend paid for her dictionary.
How much

3 How quickly can you answer these questions? Write down answers to all of them in one minute, then go back and check. If possible, ask someone else the same questions.

1. Is the currency in America called the dollar?
2. Is a five-pound note worth less than a fifty-pence piece?
3. If you lend something to someone, do they borrow it?
4. If you waste money, do you use it well?
5. Is 'sterling' a currency?
6. If you 'can't afford' something, do you have enough money for it?
7. Does 'cost of living' mean the same as 'standard of living'?
8. If someone tells you a hotel is reasonable, is it very expensive?

4 Write down the approximate price of six things in your country, e.g. a daily newspaper, a short bus journey, a cup of coffee in a bar/cafe, a ticket for the cinema, a takeaway hamburger, a pair of jeans, etc. Do you think the price is expensive, reasonable, cheap? Compare your answers with someone from the same town, and if possible, someone from a different country.

8.1 MAY AND MIGHT

A. Study this example situation:

You are looking for Bob. Nobody is sure where he is but you get some suggestions.

You: Where's Bob?

He may be in his office. (= perhaps he is in his office)

He might be having lunch. (= perhaps he is having lunch)

Ask Ann. She might know. (= perhaps she knows)



We use **may** or **might** to say that something is a possibility. Usually you can use **may** or **might** you can say:

- * It may be true. or It might be true. (= perhaps it is true)
- * She might know. or She may know.

The negative forms are **may not** and **might not** (or **mightn't**):

- * It might not be true. (= perhaps it isn't true)
- * I'm not sure whether I can lend you any money. I may not have enough. (= perhaps I don't have enough)

Study the structure:

I/you/he (etc.) **may/might** (not) be (true/in his office etc.)

I/you/he (etc.) **may/might** (not) be (doing/working/having etc.)

I/you/he (etc.) **may/might** (not) do/know/have/want etc.

B. For the past we use **may have** (done) or **might have** (done):

- * A: I wonder why Kay didn't answer the phone.

B: She **may have been** asleep. (= perhaps she was asleep)

- * A: I can't find my bag anywhere.

B: You **might have** left it in the shop. (= perhaps you left it in the shop)

- * A: I was surprised that Sarah wasn't at the meeting.

B: She **might not have** known about it. (= perhaps she didn't know)

- * A: I wonder why Colin was in such a bad mood yesterday.

B: He **may not have** been feeling well. (= perhaps he wasn't feeling well)

Study the structure:

I/you/he (etc.) **may/might** (not) have been (asleep/at home etc.)

I/you/he (etc.) **may/might** (not) have been (doing/waiting etc.)

I/you/he (etc.) **may/might** (not) have done/known/had/seen etc.

C. Sometimes **could** has a similar meaning to **may** and **might**:

- * The phone's ringing. It **could** be Tim. (= it **may/might** be Tim)

* You **could** have left your bag in the shop. (= you **may/might** have left it...)

But **couldn't** (negative) is different from **may not** and **might not**. Compare:

- * She was too far away, so she **couldn't** have seen you. (= it is not possible that she saw you)



* A: I wonder why she didn't say hello.

B: She might not have seen you. (= perhaps she didn't see you; perhaps she did)

EXERCISES

1 Write these sentences in a different way using may or might.

1. Perhaps Margaret is in her office. _She might be in her office._
 2. Perhaps Margaret is busy.
 3. Perhaps she is working.
 4. Perhaps she wants to be alone.
 5. Perhaps she was ill yesterday.
 6. Perhaps she went home early.
 7. Perhaps she had to go home early.
 8. Perhaps she was working yesterday.
- In sentences 9-11 use may not or might not.
9. Perhaps she doesn't want to see me.
 10. Perhaps she isn't working today.
 11. Perhaps she wasn't feeling well yesterday.

2 Complete the sentences with a verb in the correct form.

1. 'Where's Bob?' 'I'm not sure. He might _be having_ lunch.'
2. 'Who is that man with Ann?' 'I'm not sure. It might --- her brother.'
3. 'Who was the man we saw with Ann yesterday?' 'I'm not sure. It might --- her brother.'
4. 'Why are those people waiting in the street?' 'I don't know. They might --- for a bus.'
5. 'Shall I buy this book for Tim?' 'You'd better not. He might already - it.'

3 Read the situations and make sentences from the words in brackets. Use may or might.

1. I can't find George anywhere. I wonder where he is.
a (he/go/shopping) He may have gone shopping.
b (he/play/tennis) He might be playing tennis.
2. I'm looking for Helen. Do you know where she is?
a (she/watch/TV/in her room)



b (she/go/out)

3. I can't find my umbrella. Have you seen it?

a (it/be/in the car)

b (you/leave/in the restaurant last night)

4. Why didn't Tom answer the doorbell? I'm sure he was in the house at the time.

a (he/be/in the bath)

b (he/not/hear/the bell)

4 Complete the sentences using **might not** or **couldn't**.

1. A: Do you think she saw you?

B: No, she was too far away. She couldn't have seen me.

2. A: I wonder why she didn't say hello. Perhaps she didn't see me.

B: That's possible. She might not have seen you.

3. A: I wonder why Ann didn't come to the party. Perhaps she wasn't invited.

B: Yes, it's possible. She ---

4. A: Tom loves parties. I'm sure he would have come to the party if he'd been invited.

B: I agree. He ---

5. A: I wonder how the fire started. Do you think it was an accident?

B: No, the police say it ---

6. A: How did the fire start? I suppose it was an accident.

B: Well, the police aren't sure. They say it ---

9. HEALTH: ILLNESS AND DISEASE

A. Common problems



She's sneezing.



She's coughing.



She's got a
sore throat.



She's blowing
her nose.



She's got
a temperature.

What's the matter? How do you know? Cause of illness

I've got a cold - a sore throat, sneezing, a cough - a virus

I've got flu (U) (more serious than a cold) - symptoms for a cold + aching muscles and a temperature, e.g. 39.5 - a virus

I've got hay fever (U) - sneezing, runny nose, sore eyes - allergic reaction to pollen from grass

I've got diarrhoea (U) - I keep going to the toilet - often food, or a virus

I feel sick - I want to vomit (= be sick) - many e.g. food, alcohol

I've got a hangover - headache, feeling sick - too much alcohol

Note: For these illnesses, you can either buy something from the chemist, or go TO your doctor, who may give you a prescription (= a piece of paper with an order for some medicine) that you get from the chemist.

B Aches and pains

Nouns: We only use ache with the following: I've got toothache (U), a stomach-ache, backache (U), earache (U) and a headache. For other parts of the body we use pain, e.g. I woke up in the night with a terrible pain in my chest.

Verbs: You can use ache for sonic things, e.g. my back aches; but hurt is more common to describe real pain, and it *can* be used with or without a direct object:

She hurt her foot when she jumped off the bus and fell over. (also injured here) or She hurt herself when she jumped off the bus and fell over.

I hit my leg against the table and it really hurts. (= gives me a terrible pain)

Adjectives: The only common adjective is painful – not painless):

I had an injection yesterday and it was very painful.

A: Did it hurt when you had your filling? (= when the dentist fills a hole/cavity in the tooth)

B: No, it was painless.

C Serious illnesses

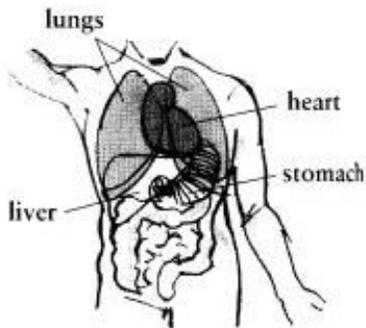
Doctors believe smoking is the major cause of lung cancer. He had a heart attack and died almost immediately. Hepatitis is a liver disease.

Asthma (chest illness causing breathing problems) has become

more common.

Note: Illness and disease are often used in the same way, but disease is used for a serious condition caused by an infection e.g. a liver disease.

Illness is a more general word.



Exercises

1 Write down the main symptom or symptoms for these conditions.

1 a cold:

4 a hangover:

2 flu:

5 diarrhoea:

3 hay fever:

6 asthma:

2 Look at the underlined letters in these pairs of words. Is the pronunciation the same or different: look at the examples first.

Examples: ache pain

same

constipated

stomach

different

1 disease

diarrhoea

4 virus

illness

2 chemist

ache

5 flu

muscle

3 hurt

allergic

6 cough

enough

3 Fill the gaps with a suitable word.

1. I hit my hand on the desk and it really

2. They say she died of a heart

3. She had some apples that weren't ready to eat and now she's got stomache-.....

4. I've got this terrible..... in my neck from sleeping



in the wrong position.

5. He died ofcancer even though he never smoked a cigarette in his life.
6. I went to the doctor, and she gave me a..... for some tablets.
7. Pollution makes her.....worse and it's difficult for her to breathe.
8. There are different forms of hepatitis; one is a more serious than the other
9. I hurt.....when I fell off that chair.
10. My back from sitting at that computer all day.

4. Look at the pictures and write what happened in the space below. Try to use at least three or four words.

I had.....

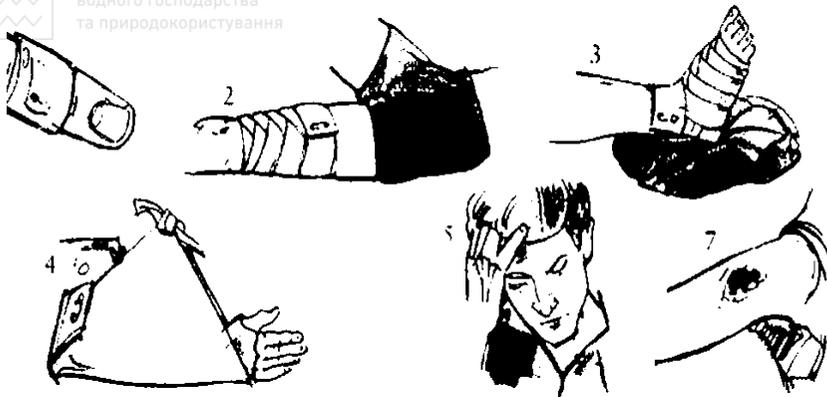


5 Look at the opposite page again. Have you had any of these illnesses recently? Have you had any aches and pains recently? Make a list of the ones you have had. Are there any other illnesses you have had or still have? If so, find the name for it/them in English.

10. HEALTH: INJURIES

A. Common injuries

An injury is damage to part of your body, usually caused by an accident in the home, on the roads, or during a game, e.g. of football. Here are some common injuries:



What's the problem? How did it happen? Result. Solution.

1. I cut (v, n) my finger - using a knife - it's bleeding a bit - a plaster
2. I cut my leg quite badly - I fell over -it's bleeding quite a lot - a bandage (n,v)
3. I twisted my ankle - running for a bus - I can't walk on it easily - rest
4. I broke my arm – I fell off my bike - I can't use it - plaster (U) and a sling
5. I burnt my hand - taking something out of a hot oven
- it's very painful - special cream
6. I've got concussion - playing football - I'm confused: don't know where I am – rest
7. I've got a bruise (n, v) on my arm - I hit it on the side of my desk- it' swollen and blue/black in colour - ice pack

B Hospital treatment

Look carefully at the key words in these texts.

John fell off a chair, hit his head on the floor, and **knocked himself unconscious**. His wife called an **ambulance** but John was still **unconscious** when it arrived. He was **rushed** to hospital (= taken very quickly) where they kept him for two days for **blood tests**. I jumped for the ball and **collided** with another player (= we ran into / hit each other). We both had **cuts** on our head but I had to go to



C Wounds and injuries

Wound (n, v) and **injury** are both used to describe damage to the body, but a wound is generally caused by a weapon (e.g. gun or knife) and it is usually intentional.

He shot the man in the chest. (= a bullet wound in the chest) (from a gun) He stabbed the boy in the back. (= a knife wound in the back)

He got into a fight and got beaten up. He had a black eye and two broken ribs.

Complete the table with the correct verb forms.

<i>Noun</i>	<i>Verb</i>	<i>Noun</i>	<i>Verb</i>
cut wound injury shot		blood bandage bruise treatment	

2 look at the pictures and write the story.



Now compare your story with the model answer in the key.



Exercises

1 Complete these conversations in a suitable way.

1. A: ... bleeding quite a bit, so I had to put a plaster on it before I could finish.

B: How did you do it, anyway?

A: Oh, I was

2. A: ... the next day the eye was really swollen and he had bruises down both his arms.

B: My goodness. What did he tell his parents?

A: More or less the truth. He said

3. A: ... tried to get up again but I couldn't move. It was incredibly painful, but fortunately there were a few pedestrians around to help me.

B: That's lucky. But what were you doing?

A:

4. A: ... my face was cut and he had a terrible bruise on his head.

B: Sounds very unpleasant. How did it happen exactly?

A:

2 Answer these questions about yourself. If possible, ask another person the same questions.

1 Have you ever broken your arm or leg?

2 Have you ever needed stitches ?

3 Have you ever had concussion?

4 Have you ever been unconscious?

5 Have you ever had a blood test?

6 Have you ever been in an ambulance?

10. 1 MUST MUSTN'T NEEDN'T

A. Must mustn't needn't

'You must do something' = it is necessary that you do it:

* Don't tell anybody what I said. You must keep it a secret.

* We haven't got much time. We must hurry.



'You mustn't do something' = it is necessary that you do not do it (so don't do it):

* You must keep it a secret. You mustn't tell anybody else. (= don't tell anybody else)

* It's essential that nobody hears us. We mustn't make any noise.

'You needn't do something' = it is not necessary that you do it, you don't need to do it:

* You can come with me if you like but you needn't come if you don't want to. (= it is not necessary for you to come)

* We've got plenty of time. We needn't hurry. (= it is not necessary to hurry)

B. Instead of needn't, you can use don't/doesn't need to. So you can say:

* We needn't hurry. or We don't need to hurry.

Remember that we say 'don't need to do', but 'needn't do' (without to).

Needn't and don't need to are similar to don't have to (see Unit 31C):

* We've got plenty of time. We don't have to hurry.

C. Needn't have (done)

Study this example situation:

I think it's going to rain. I'll take the umbrella.

I needn't have brought the umbrella.

George had to go out. He thought it was going to rain, so he decided to take the umbrella.

But it didn't rain, so the umbrella was not necessary. So:

He needn't have taken the umbrella.

'He needn't have taken the umbrella' = He took the umbrella but this was not necessary. Of course, he didn't know this when he went out.

Compare needn't (do) and needn't have (done):

* That shirt isn't dirty. You needn't wash it. * Why did you wash that shirt? It wasn't dirty. You needn't have washed it.

D. Didn't need to (do) and needn't have (done)

I didn't need to ... = it was not necessary for me to... (and I knew this at the time):

* I didn't need to get up early, so I didn't.



* I didn't need to get up early, but it was a lovely morning, so I did.

'I needn't have (done) something' = I did something but now I know that it was not necessary:

* I got up very early because I had to get ready to go away. But in fact it didn't take me long to get ready. So, I needn't have got up so early. I could have stayed in bed longer.

EXERCISES

1 Complete the sentences using needn't + one of these verbs:

ask come explain leave tell walk

1. We've got plenty of time. We _needn't leave_ yet.
2. I can manage the shopping alone. You --- with me.
3. We --- all the way home. We can get a taxi.
4. just help yourself if you'd like something to eat. You --- first.
5. We can keep this a secret between ourselves. We --- anybody else.
6. I understand the situation perfectly. You --- further.

2 Complete the sentences with must, mustn't or needn't.

1. We haven't got much time. We _must_ hurry.
2. We've got plenty of time. We _needn't_ hurry.
3. We have enough food at home so we --- go shopping today.
4. Jim gave me a letter to post. I --- remember to post it.
5. Jim gave me a letter to post. I --- forget to post it.
6. There's plenty of time for you to make up your mind. You --- decide now.
7. You --- wash those tomatoes. They've already been washed.

3 Read the situations and make sentences with needn't have.

1. George went out. He took an umbrella because he thought it was going to rain. But it didn't rain. He needn't have taken an umbrella.
2. Ann bought some eggs when she went shopping. When she got home, she found that she already had plenty of eggs. She ---.
3. A friend got angry with you and shouted at you. You think this was unnecessary. Later you say to him/her: You ---.
4. Brian had no money, so he sold his car. A few days later he won some money in a lottery. He ---.
5. When we went on holiday, we took the camera with us but we didn't

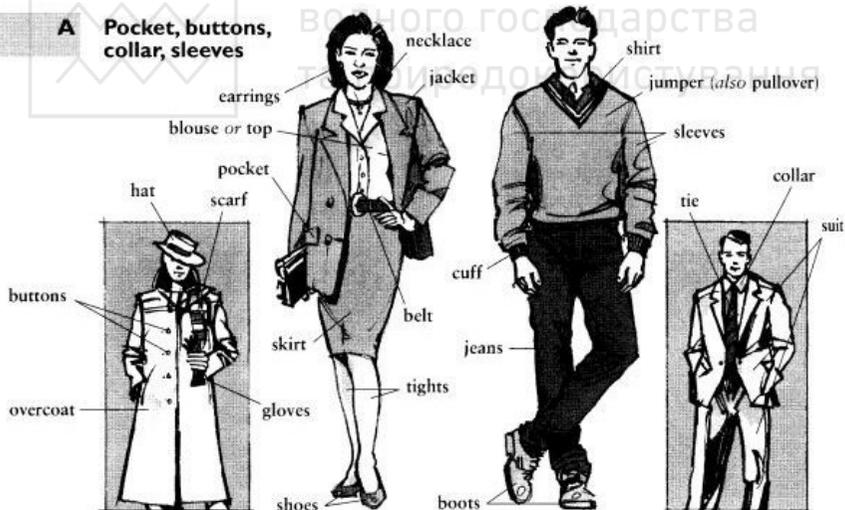
use it in the end. ---.

6. I thought I was going to miss my train so I rushed to the station. But the train was late and in the end I had to wait 20 minutes. ---.

4 Write two sentences for each situation. Use needn't have in the first sentence and could have in the second (as in the example). For could have see Unit 27.

1. Why did you rush? Why didn't you take your time?
 You needn't have rushed. You could have taken your time.
2. Why did you walk home? Why didn't you take a taxi?
3. Why did you stay at a hotel? Why didn't you stay with us?
4. Why did she phone me in the middle of the night? Why didn't she phone me in the morning?
5. Why did you leave without saying anything? Why didn't you say goodbye to me?

11. CLOTHES



Note: Some of these words are plural nouns, e.g. jeans and trousers. See Unit 27.



B Important verbs

Use this text to guess the meaning of the key words.

I got up at 7.30, had a shower, **got dressed**, and had breakfast. It was a cold morning so I **put on** my overcoat and left home about 8.20. When I got to work I **took off** my coat and **hung it up** behind the door. It was hot in the office, so I **took** my jacket **off** as well. During my lunchbreak I had a look round the shops. I saw a nice jacket in one shop and **tried it on**, but it didn't **fit** me — it was too small and they didn't have a bigger size.

Note: Notice the different word order with the verbs put on, take off, hang up, and try on. If you want to know the rule about this, turn to Unit

C Too small and not long enough

The man is wearing a suit, but it doesn't fit him very well: the jacket is too small (= not big enough); the trousers are too short (= not long enough).



Exercises

1 Finish this sentence with six different items of clothes.

I need a pair of

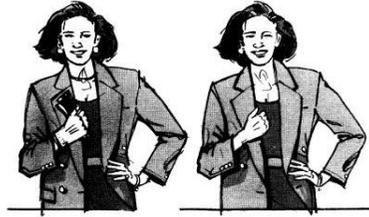
2 Find a logical order for these sentences.

1. He took off his trousers.
2. He put his shoes back on.
3. He tried on the suit.
4. He went into the changing room.
5. He took it off.
6. He paid for the suit.
7. He took off his shoes.
8. He went back to the sales assistant.



9. He put his trousers on again.

3 What's missing? Write down anything that is missing in the second picture of the woman.



4 Fill the gaps with suitable words. (More than one answer may be possible in some cases.)

1. She decided to wear a..... and a instead of a dress.
2. I tried on a ; the jacket was fine but the were too short.
3. It was hot in the office, so I took off my jacket and..... , and rolled up the sleeves of my.....
4. I wanted to buy the jacket, but unfortunately the one I tried on wasn't big and they didn't have it in a bigger.....
5. I also wanted a new jumper, but unfortunately the medium size was
..... big and the small size wasn't big

5 Write down:

1. five things usually worn by women only; and five things worn by men and women.
2. a list of clothes you like and don't like wearing.
3. five more items of clothing you have at home in your wardrobe / chest of drawers.

11.1 SHOULD

A. You should do something = it Is a good thing to do or the right thing to do. You can use should to give advice or to give an opinion:

- * You look tired. You should go to bed.
 - * The government should do more to help homeless people.
 - * 'Should we invite Susan to the party?' 'Yes, I think we should.'
- We often use should with I think/I don't think/Do you think...?:



* I think the government should do more to help homeless people.

* I don't think you should work so hard.

* 'Do you think I should apply for this job?' 'Yes, I think you should.'

'You shouldn't do something' = it isn't a good thing to do:

* You shouldn't believe everything you read in the newspapers.

Should is not as strong as must:

* You should apologise. (= it would be a good thing to do)

* You must apologise. (= you have no alternative)

B. We also use should when something is not right or what we expect. For example:

* I wonder where Liz is. She should be here by now. (= she isn't here yet, and this is not normal)

* The price on this packet is wrong. It should be L1.20, not L1.50.

* Those boys shouldn't be playing football at this time. They should be at school.

We use should to say that we expect something to happen:

* She's been studying hard for the exam, so she should pass. (= I expect her to pass)

* There are plenty of hotels in the town. It shouldn't be difficult to find somewhere to stay. (= I don't expect that it will be difficult)

C. 'You should have done something' = you didn't do it but it would have been the right thing to do:

* It was a great party last night. You should have come. Why didn't you? (= you didn't come but it would have been good to come)

* I'm feeling sick. I shouldn't have eaten so much chocolate. (= I ate too much chocolate)

* I wonder why they're so late. They should have been here an hour ago.

* She shouldn't have been listening to our conversation. It was private.

Compare should (do) and should have (done):

* You look tired. You should go to bed now.

* You went to bed very late last night. You should have gone to bed earlier.



D. Ought to ...

You can use ought to instead of should in the sentences on this page. Note that we say 'ought to do...' (with to):

- * Do you think I ought to apply for this job? (= Do you think I should apply ...?)
- * Jack ought not to go to bed so late. (= Jack shouldn't go ...)
- * It was a great party last night. You ought to have come.
- * She's been studying hard for the exam, so she ought to pass.

EXERCISES

1 For each situation write a sentence with should or shouldn't + one of the following.

go away for a few days go to bed so late look for another job put some pictures on the walls take a photograph use her car so much

1. (Liz needs a change.) _She should go away for a few days._
2. (My salary is very low.) You ---.
3. (Jack always has difficulty getting up.) He ---.
4. (What a beautiful view!) You---.
5. (Sue drives everywhere. She never walks.) She ---.
6. (Bill's room isn't very interesting.) ---.

2 Read the situations and write sentences with I think/I don't think ... should...

1. Peter and Judy are planning to get married. You think it's a bad idea. (get married) _I don't think they should get married._
2. You don't like smoking, especially in restaurants. (be banned) I think--
3. I have a very bad cold but I plan to go out this evening. You don't think this is a good idea. You say to me: (go out) ---.
4. You are fed up with the government. You think they have made too many mistakes. (resign) ---.

3 Complete the sentences with should (have) + the verb in brackets.

1. Margaret should pass the exam. She's been studying very hard. (pass)
2. You missed a great party last night. You should have come. (come)
3. We don't see you enough. You --- and see us more often. (come)
4. I'm in a difficult position. What do you think I ---? (do)



5. I'm sorry that I didn't take your advice. I --- what you said. (do)
6. I'm playing tennis with Jill tomorrow. She --- she's much better than me. (win)
7. We lost the match but we ---. We were the better team. (win)
8. 'Is John here yet?' 'Not yet, but he --- here soon.' (be)
9. I posted the letter three days ago, so it --- by now. (arrive)

4 Read the situations and write sentences with should/shouldn't. Some of the sentences are past and some are present.

1. I'm feeling sick. I ate too much. _I shouldn't have eaten so much._
2. That man on the motorbike isn't wearing a helmet. That's dangerous. He _should be wearing a helmet._
3. When we got to the restaurant, there were no free tables. We hadn't reserved one. We ---.
4. The notice says that the shop is open every day from 8.30. It is 9 o'clock now but the shop isn't open yet. ---.
5. The speed limit is 30 miles an hour, but Catherine is doing 50. She ---.
6. I went to Paris. A friend of mine lives in Paris but I didn't go to see him while I was there.
When I saw him later, he said: You ---.
7. I was driving behind another car. Suddenly, the driver in front stopped without warning and I drove into the back of his car. It wasn't my fault ---.
8. I walked into a wall. I wasn't looking where I was going.

12.SHOPPING

A Shops and shopping

shop assistant: person who works in a shop; also called sales assistant

shop window: the window at the front of the shop

shopping centre: a place with many shops, outside or indoors

window shopping: to look round the shops but not buy anything

shopping list: a list of things to buy

I went shopping yesterday (= I went to the shops to buy food or



clothes, etc.)

I did the shopping yesterday (= I bought food and household goods)

B Types of shop (and what they sell)

department store - almost everything (furniture, clothes, electrical appliances, e.g. TV and washing machine, toys, jewellery, etc. and sometimes food)

supermarket - food and household goods, e.g. cleaning products

newsagent('s) - newspapers, cigarettes, sweets, stationery, e.g. writing paper, cards, envelopes, etc.

butcher('s) - meat

greengrocer('s) - fruit and vegetables

boutique - fashionable clothes

chemist('s) - medicine, baby products, shampoo, soap, toothpaste, etc.

Note: Most other shops are just '+ shop', e.g. shoe shop, record shop, camera shop, etc.

C Useful words and expressions

ASSISTANT: Can I help you?

CUSTOMER: Yes, ***I'm looking for*** (= I want) a blue jumper.

ASSISTANT: Can I help you?

CUSTOMER: No, ***I'm just looking***, thanks. (= I don't need help)

ASSISTANT: Can I help you?

CUSTOMER: ***I'm being served***, thanks. (= another assistant is already serving/helping me)

ASSISTANT: What ***size*** are you looking for? (e.g. big? small? medium? 12? 14? 16?)

CUSTOMER: Where's the ***changing room***? (= the room where you try on clothes; also called the ***fitting room***)

ASSISTANT: It's down there on the right.

CUSTOMER: Yes, ***I'll take*** this one I these. (= Yes, I want to buy this

one / these)

CUSTOMER: No, *I'll leave* it thanks. (= No, I don't want to buy it/them)

CUSTOMER: Excuse me. Where do *I pay* for these?

ASSISTANT: Over at the *cash desk/till*.

CUSTOMER: And can I *pay by* cheque / credit card?

ASSISTANT: Yes, of course.

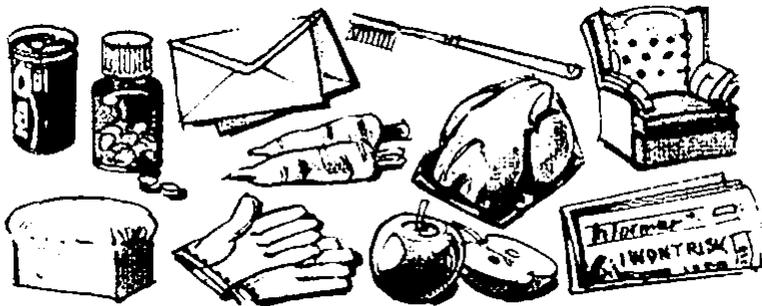
1 Can you find a 'general' word on the opposite page to describe each group of items below?

Example: fruit e.g. apples, oranges and peaches

- 1 e.g. shoes, a blouse, a jacket
- 2 e.g. a sofa, an armchair, a table
- 3 e.g. a television, a washing machine, a food mixer
- 4 e.g. washing powder, soap, milk, toilet paper
- 5 e.g. teddy bear, plastic gun, lego
- 6 e.g. writing paper, envelopes

2 Where would you buy each of the items on the ? Choose from the shops in the box.

newsagent chemist department store butcher greengrocer supermarket



Now write down two more things you could buy in each shop.



3 What word or phrase is being defined in these sentences?

1. A shop where you can buy fashionable clothes.
2. A place with many shops, either outside or indoors.
3. A person who works in a shop.
4. The place where you can try on clothes in a shop.
5. The place where you pay for things in a shop.
6. To look round the shops without planning to buy anything.
7. The shop where you buy meat.
8. The shop where you buy medicines, baby products, shampoo, etc.

4 Complete this shopping dialogue.

ASSISTANT 1: Can I help you?

CUSTOMER: Yes, I'm (1)..... a blouse like this, but in blue.

ASSISTANT 1 : I see. And what (2) are you looking for?

CUSTOMER: Uh, 14 usually.

ASSISTANT 1: Ok, I'll just go and see if we've got any.

CUSTOMER: Thank you.

ASSISTANT 2: Can I help you?

CUSTOMER: No, it's OK, I'm (3)..... thanks.

ASSISTANT 1: Here we are. The last one in stock.

CUSTOMER: Great. Can I try it on?

ASSISTANT 1: Yes of course. The (4)..... is just over there.

ASSISTANT 1: How was it?

CUSTOMER: Fine. I'll (5).....

ASSISTANT: Right. Would you like to pay over there at the (6)?

12.1 PASSIVE VOICE (IS DONE/WAS DONE)

A. Study this example:

This house was built in 1930.

'Was built' is passive.

Compare active and passive:

Somebody built this house (object) in 1930. (active)



This house (subject) was built in 1930. (passive)

We use an active verb to say what the subject does:

- * My grandfather was a builder. He built this house in 1930.
- * It's a big company. It employs two hundred people.

We use a passive verb to say what happens to the subject:

- * This house is quite old. It was built in 1930.
- * Two hundred people are employed by the company.

B. When we use the passive, who or what causes the action is often unknown or unimportant:

- * A lot of money was stolen in the robbery. (somebody stole it but we don't know who)
- * Is this room cleaned every day? (does somebody clean it?--it's not important who)

If we want to say who does or what causes the action, we use by...

- * This house was built by my grandfather.
- * Two hundred people are employed by the company.

C. The passive is be (is/was/have been etc.) + the past participle (done/cleaned/seen etc.): (be) done (be) cleaned (be) seen (be) damaged (be) built etc. For irregular past participles (done/known/seen etc.), see Appendix 1. Study the active and passive forms of the present simple and past simple:

Present simple

active: clean(s)/see(s) etc.

Somebody cleans this every day.

passive: am/is/are cleaned/seen etc.

This room is cleaned every day.

- * Many accidents are caused by careless driving.
- * I'm not often invited to parties.
- * How is this word pronounced?



Present simple

active: cleaned/saw etc.

Somebody cleaned this room yesterday.

passive: was/were cleaned/seen etc.

This room was cleaned yesterday.

* We were woken up by a loud noise during the night.

* 'Did you go to the party?' 'No, I wasn't invited.'

* How much money was stolen?

EXERCISES

1 Complete the sentences using one of these verbs in the correct form:

cause damage hold include invite make overtake show translate write

1. Many accidents are caused by dangerous driving.
2. Cheese --- from milk.
3. The roof of the building --- in a storm a few days ago.
4. There's no need to leave a tip. Service --- in the bill.
5. You --- to the wedding. Why didn't you go?
6. A cinema is a place where films ---
7. In the United States, elections for President --- every four years.
8. Originally the book --- in Spanish and a few years ago it
9. We were driving along quite fast but we --- by lots of other cars.

2 Write questions using the passive. Some are present and some are past.

1. Ask about the telephone. (when/invent?)
When was the telephone invented?
2. Ask about glass. (how/make?) How ---
3. Ask about Australia. (when/discover?)



4. Ask about silver. (what/use for?)
5. Ask about television. (when/invent?)

3 Put the verb into the correct form, present simple or past simple, active or passive.

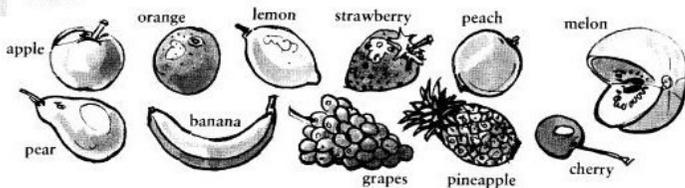
1. It's a big factory. Five hundred people are employed (employ) there.
2. Water --- (cover) most of the Earth's surface.
3. Most of the Earth's surface --- (cover) by water.
4. The park gates --- (lock) at 6.30 p.m. every evening.
5. The letter --- (post) a week ago and it --- (arrive) yesterday.
6. The boat --- (sink) quickly but fortunately everybody --- (rescue).
7. Ron's parents --- (die) when he was very young. He and his sister --- (bring) up by their grandparents.
8. I was born in London but I --- (grow) up in the north of England.
9. While I was on holiday, my camera --- (steal) from my hotel room.
10. While I was on holiday, my camera --- (disappear) from my hotel room.
11. Why --- (Sue/resign) from her job? Didn't she enjoy it?
12. Why --- (Bill/sack) from his job? What did he do wrong?
13. The company is not independent. It --- (own) by a much larger company.
14. I saw an accident last night. Somebody --- (call) an ambulance but nobody --- (injure) so the ambulance --- (not/need).

4 Rewrite these sentences. Instead of using 'somebody/they/people' etc. write a passive sentence.

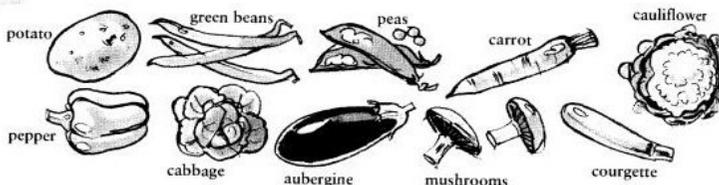
1. Somebody cleans the room every day. The room is cleaned every day.
2. They cancelled all flights because of fog. All ---
3. People don't use this road very often. ---
4. Somebody accused me of stealing money. I ---
5. How do people learn languages? How ---
6. People advised us not to go out alone. ---

13. FOOD

A Fruit

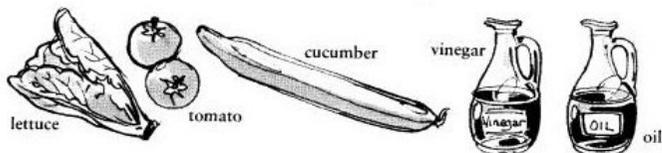


B Vegetables



C Salad

A salad is a mixture of uncooked vegetables. The main ingredient in a salad is lettuce, but it may also contain tomato, cucumber, and other things.



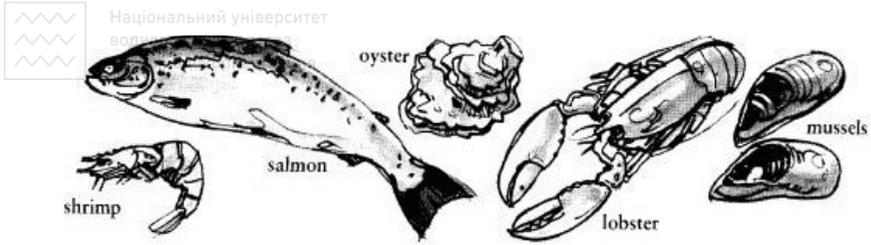
D Animals (meat), fish and shellfish

Animal: cow - Meat: beef

Animal: calf (= young cow) - Meat: veal

Animal: lamb (= young sheep) - Meat: lamb

Animal: pig - Meat: pork



Note: A person who does not eat meat is a vegetarian.

Exercises

1 Can you write down a vegetable and fruit:

Vegetable *Fruit*

1. beginning with the letter 'p'
2. beginning with the letter 't'
3. beginning with the letter 'm'
4. beginning with the letter 'c'
5. beginning with the letter 'a'

2 Which is the odd one out in each group, and why?

1. pork veal salmon beef
2. salmon shrimp oyster lobster
3. lettuce aubergine tomato cucumber
4. peach onion mushroom courgette
5. chicken lamb beef mussels

3 Do you eat the skin (= the outside) of these fruits — always, usually, or never? Make three lists.

apples pineapples cherries grapes pears bananas peaches mangoes
 oranges lemons melons strawberries

4 Using words from the opposite page, complete these sentences about yourself and your country. If possible, compare your answers with someone else who has done this exercise.

1. In my country is/are more common than
2. In my country..... is/are more expensive than.....
3. In my country a mixed salad usually contains
4. In my country we don't grow
5. And we don't often eat
6. Personally, I prefer to
7. I love but I don't really like
- 8 My favourite meat is

13.1 REPORTED SPEECH (HE SAID THAT ...)

A. Study this example situation:

You want to tell somebody else what Tom said.

There are two ways of doing this: You can repeat Tom's words (direct speech): Tom said 'I'm feeling ill.' Or you can use reported speech: Tom said that he was feeling ill.

Compare: direct: Tom said 'I am feeling ill.' in writing we use these to show direct speech. reported: Tom said that he was feeling ill.

B. When we use reported speech, the main verb of the sentence is usually past (Tom said that ... I told her that... etc.). The rest of the sentence is usually past too:

* Tom said that he was feeling ill.* I told her that I didn't have any money. You can leave out that:

* Tom said (that) he was feeling ill. * I told her (that) I didn't have any money.

In general, the present form in direct speech changes to the past form in reported speech:

am/is -> was, do/does -> did, will -> would, are -> were, have/has -> had
can -> could, want/like/know/go etc. -> want/liked/knew/went etc.

Compare direct speech and reported speech:

You met Judy. Here are some of the things she said to you in direct speech: Judy: 'my parents are very well.' 'I'm going to learn to drive.'



'John has given up his job.' 'I can't come to the party on Friday.'

'I want to go away for a holiday but I don't know where to go.' 'I'm going away for a few days. I'll phone you when I get back.'

Later you tell somebody what Judy said. You use reported speech:

* Judy said that her parents were very well.* She said that she was going to learn to drive. * She said that John had given up his job.

* She said that she couldn't come to the party on Friday. * She said that she wanted to go away for a holiday but (she) didn't know where to go.

* She said that she was going away for a few days and would phone me when she got back.

C. The past simple (did/saw/knew etc.) can usually stay the same in reported speech, or you can change it to the past Perfect (had done/had seen/had known etc.): direct: Tom said: 'I woke up feeling ill, so I didn't go to work.' reported: Tom said (that) he woke up feeling ill, so he didn't go to work. or Tom said (that) he had woken up feeling ill, so he hadn't gone to work.

EXERCISES

1 Yesterday you met a friend of yours, Charlie. Here are some of the things Charlie said to you:

1. I'm living in London now.
2. My father isn't very well.
3. Sharon and Paul are getting married next month.
4. Margaret has had a baby.
5. I don't know what Fred is doing.
6. I saw Helen at a party in June and she seemed fine.
7. I haven't seen Diane recently.

8. I'm not enjoying my job very much.
9. You can come and stay at my flat if you are ever in London.
10. My car was stolen a few weeks ago.
11. I want to go on holiday but I can't afford it.
12. I'll tell Ann I saw you.

Later that day you tell another friend what Charlie said. Use reported



speech.

- | | |
|--|---------|
| 1. _Charlie said that he was
living in London now._ | 7. --- |
| 2. He said that --- | 8. --- |
| 3. He --- | 9. --- |
| 4. --- | 10. --- |
| 5. --- | 11. --- |
| 6. --- | 12. --- |

2 Somebody says something to you which is the opposite of what they said before. Write a suitable answer beginning I thought you said

1. A: That restaurant is expensive.

B: Is it? _I thought you said it was cheap._

2. A: Ann is coming to the party tonight.

B: Is she? I thought you said she ---

3. A: Ann likes Paul.

B: Does she? I thought ---

4. A: I know lots of people.

B: Do you? I thought you said you ---

5. A: I'll be here next week.

B: Will you? ---

6. A: I'm going out this evening.

B: Are you? ---

7. A: I can speak a little French.

B: Can you? ---

8. A: I haven't been to the cinema for ages.

B: Haven't you?

14. TOWNS

A. Here are some of the things you will find in most big towns.

a commercial centre: an area with lots of banks and company offices

shopping centres: places with many shops, either indoors or outdoors

car parks: places to leave many cars

factories: buildings where you make/manufacture things, e.g. cars

suburbs: areas outside the centre of town where people live

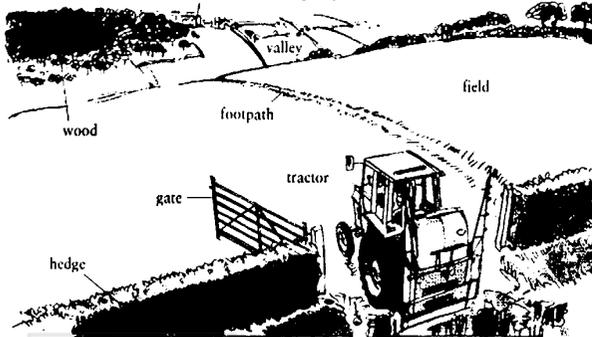
libraries: places where you can borrow books

pollution: dirty air because of smoke and petrol fumes

night-life: places to go AC night, e.g. bars, restaurants, cinemas, theatres, discos, etc.

B. The country

Here are some of the things you will find in the countryside



C Advantages and disadvantages

People who prefer the countryside to big towns, often say this:

Towns:

- are noisy
- are dirty and polluted
- are stressful
- are crowded (= full of people)
- are dangerous

The countryside:

- is quiet and peaceful
- is clean
- is calm and relaxing
- has lots of open space
- is safe

People who prefer big towns have a different point of view:

In towns:

- there are plenty (= lots) of things to do
- it's exciting
- there's a wide range of shops (= many different shops)
- there's lots of night-life, e.g. bars, cinemas, discos

In the countryside:

- there's nothing to do
- it's boring
- there are only a few shops
- there's no night-life



Exercises

1 Complete this table of opposites.

Big towns and cities

.....

.....

exciting

stressful

.....

.....

dangerous

Village life and the countryside

quiet and peaceful

clean air

.....

.....

lots of open spaces

nothing to do in the evening

.....

Do you agree with everything in the table above? Put a tick (✓) beside each answer you do, and a (X) beside each answer you don't. If possible compare and discuss your answers with someone else.

2 Organise the words in the box into three groups: things that you usually find in towns (in your country), things you usually find in the country, and things you often find in both town and country.

Fields, factories, gates, car parks, libraries, tractors, suburbs, villages, traffic, Town Hall, shopping centres, footpaths, pollution, valleys, night-life, woods.

Town

Country

Town and country

3 Look at the picture on the opposite page for one minute, then cover it and complete this text based on the picture.

We opened the (1).....,said 'hello' to the man on the (2)....., and then followed the (3)..... across the (4).....and down into the (5) We stopped and had a picnic by the river and then walked up through the (6) on the other side of the (7) A bit later we came to a (8) where we stopped and bought some bread.



4 Think of your journey to school, college or work. How many of these things do you see or pass?

a car park, factories, woods, a library, a museum, parking meters, lots of traffic, commuters, a night club, fields, suburbs, a railway station

14.1 CAN, COULD AND (BE) ABLE TO

A. We use can to say that something is possible or that somebody has the ability to do something.

- * We use can + infinitive (can do/can see etc.):
- * We can see the lake from our bedroom window.
- * Can you speak any foreign languages?
- * I can come and see you tomorrow if you like.

The negative is can't (= cannot):

- * I'm afraid I can't come to the party on Friday.

B. (Be) able to ... is possible instead of can, but can is more usual:

- * Are you able to speak any foreign languages?

But can has only two forms, can (present) and could (past). So sometimes it is necessary to use (be) able to... Compare:

- * I can't sleep.

but I haven't been able to sleep recently. (can has no present perfect)

- * Tom can come tomorrow.

but Tom might be able to come tomorrow. (can has no infinitive)

C. Could and was able to...

Sometimes could is the past of can. We use could especially with:
see hear smell taste feel remember understand

- * When we went into the house, we could smell burning.

- * She spoke in a very low voice, but I could understand what she said.

We also use could to say that somebody had the general ability or permission to do something:

- * My grandfather could speak five languages.

- * We were completely free. We could do what we wanted. (= we were

allowed to do ...)

We use could for general ability. But if we are talking about what happened in a particular situation, we use was/were able to... or managed to... (not could):

* The fire spread through the building quickly but everybody was able to escape.

or ... everybody managed to escape. (but not 'could escape')

* They didn't want to come with us at first but we managed to persuade them.

or ... we were able to persuade them. (but not 'could persuade')

Compare:

* Jack was an excellent tennis player. He could beat anybody. (he had the general ability to beat anybody)

but * Jack and Alf had a game of tennis yesterday. Alf played very well but in the end Jack managed to beat him. or ... was able to beat him. (= he managed to beat him in this particular game)

The negative couldn't (could not) is possible in all situations:

* My grandfather couldn't (could not) is possible in all situations

* We tried hard but we couldn't persuade them to come with us.

* Alf played well but he couldn't beat Jack.

EXERCISES

1 Complete the sentences using can or (be) able to. Use can if possible; otherwise use (be) able to.

1. George has travelled a lot. He can speak four languages.
2. I haven't been able to sleep very well recently.
3. Sandra --- drive but she hasn't got a car.
4. I can't understand Martin. I've never --- understand him.
5. I used to --- stand on my head but I can't do it now.
6. I can't see you on Friday but I --- meet you on Saturday morning.
7. Ask Catherine about your problem. She might --- help you.



2 Write sentences about yourself using the ideas in brackets.

1. (something you used to be able to do) I used to be able to sing well.
2. (something you used to be able to do) I used ---
3. (something you would like to be able to do) I'd ---
4. (something you have never been able to do) I've ---

3 Complete the sentences with can/can't/could/couldn't + one of these verbs:

come cat hear run sleep wait

1. I'm afraid I _can't come_ to your party next week.
2. When Tim was 16, he was a fast runner. He --- 100 meters in 11 seconds.
3. Are you in a hurry?' 'No, I've got plenty of time. I ---.'
4. I was feeling sick yesterday. I --- anything.
5. Can you speak up a bit? I --- you very well.
6. 'You look tired.' 'Yes, I --- last night.'

APPENDIX 1

Short forms (I'm/you've/didn't etc.)

1. In spoken English we usually say I'm/you've/didn't etc. (short forms) rather than I am/you have/did not etc. We also use short forms in informal written English (for example, in letters to friends).

When we write short forms, we use an apostrophe (') for the missing letter(s):

I'm = I am you've = you have didn't = did not

2 List of short forms of auxiliary verbs

'm = am -> I'm

's = is or has -> he's, she's, it's

're = are -> you're, we're, they're

've = have -> I've, you've, we've, they've

'll = will -> I'll, he'll, she'll, you'll, we'll, they'll



'd = would or had -> I'd, he'd, she'd, you'd, we'd, they'd

's can be is or has:

* She's ill. (= She is ill.)

* She's gone away. (= She has gone away.)

but let's = let us:

* Let's go now. (= Let us go)

'd can be would or had:

* I'd see a doctor if I were you. (= I would see)

* I'd never seen her before. (= I had never seen)

We use some of these short forms (especially 's) after question words (who/what etc.) and after that/there/here:

who's, what's, where's, how's, that's, there's, here's, who'll, there'll, who'd

* Who's that woman over there? (= who is)

* What's happened? (= what has)

* Do you think there'll be many people at the party? (= there will)

You can also use short forms (especially 's) after a noun:

* John's going out tonight. (= John is)

* My friend's just got married. (= My friend has)

You cannot use 'm/'s/'re/'ll/'d at the end of a sentence (because the verb is stressed in this position):

* 'Are you tired?' 'Yes, I am.' (not 'Yes, I'm.')

* Do you know where she is? (not 'Do you know where she's?')

APPENDIX 2

Negative short forms

isn't(= is not)

aren't(= are not)

wasn't(= was not)

weren't(= were not)

doesn't(= does not)

didn't(= did not)

don't(= do not)

haven't(= have not)

hasn't(= has not)

hadn't(= had not)

can't(= cannot)

couldn't(= could not)

won't(= will not)

wouldn't(= would not)



shan't(= shall not)
shouldn't(= should not)
mightn't(= might not)

mustn't(= must not)
needn't(= need not)
daren't(= dare not)

Negative short forms for is and are can be:

he isn't/she isn't/it isn't or he's not/she's not/it's not

you aren't/we aren't/they aren't or you're not/we're not/they're not

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