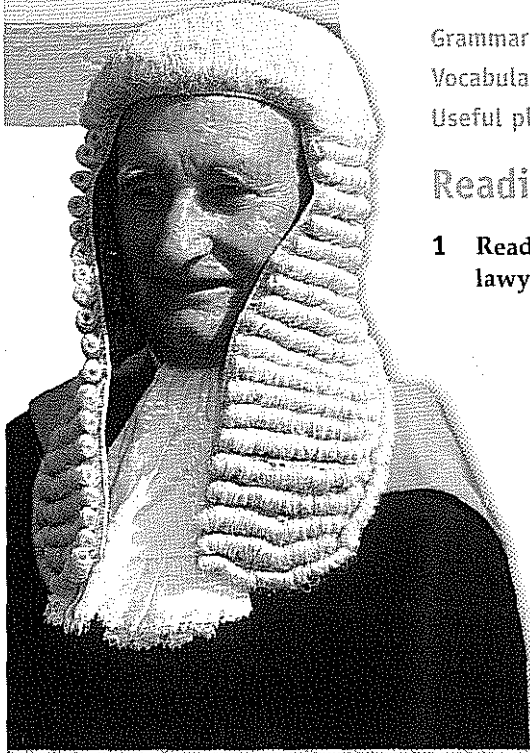


Law



Grammar Paraphrasing. Using modals to talk about the past. Inversion after *neither/nor, so/such*
 Vocabulary Legal vocabulary. Collocations with *law*. Formal vocabulary
 Useful phrases Expressing surprise or disbelief

Reading

1 Read the article about some blunders made in real-life courtrooms. What did the lawyer really want to say?

The following exchanges all occurred in American courts of law. The questions put to those in the witness stand are accompanied in some instances with the responses by the quick-witted – and usually exasperated – witnesses.

- ☞ *'And the youngest son, the 20-year-old, how old is he?'*
- ☞ *'Was it you or your younger brother who was killed in the war?'*
- ☞ *'You say the stairs went down to the basement?'* 'Yes.' *'Did they also go up?'*
- ☞ *'Are you qualified to give a urine sample?'* 'I have been since early childhood.'
- ☞ *'All your responses must be oral, okay? What school did you go to?'* 'Oral.'
- ☞ *'Now, doctor, isn't it true that when a person dies in his sleep, he doesn't know about it until the next morning?'*
- ☞ *'Were you present when your picture was taken?'*

2 Work with a partner. Think of a good title for the article. Compare your title with the rest of the class. Whose title is the best?

Vocabulary

1 The words and phrases in the box are all connected to the theme of law. Work with your partner and categorise them under the headings in the table.

arson attorney award damages barrister community service
 cross-examine embezzlement fine libel manslaughter
 prison sentence probation return a verdict solitary confinement speeding
 sue suspended sentence the accused to sentence weigh up the evidence

Crimes	Punishments	People	Legal processes

2 Complete these sentences with words and phrases from Exercise 1.

- a) Slander is when you say something about someone which isn't true. _____ is when you publish it, and that's when people generally take action.
- b) If a person is on trial the press must refer to them as _____.
- c) You _____ someone to claim money from them if they have harmed you in some way.
- d) The jury has to listen to the case, _____ and then _____.
- e) A '_____' is the person who represents you in court.
- f) _____ can be anything from teaching kids to play football to cutting the grass. Obviously, it's not paid.
- g) Once the prosecution has questioned a witness, the defence have the possibility to _____ him or her.

3 Choose another three words or phrases from Exercise 1 and write three sentences like the ones in Exercise 2. Give them to your partner to complete.

Listening & Grammar


Paraphrasing

Paraphrasing is expressing the same thing using different words.

A strange case was brought before the court.


The case which was brought before the court was a strange one.

It was a strange case that was brought before the court.

- 1  2.27–2.29 Listen to three conversations about crimes. Which of the crimes in Vocabulary, Exercise 1 are the speakers talking about?
- 2 Look at the sentences. Which of the conversations (1–3) do they come from?
 - a) The verdict we returned was unanimous – guilty.
 - b) That's a lesson I won't forget in a hurry.
 - c) The best person to ask is Fred MacIntyre.
 - d) It was fascinating, seeing how a court works.
 - e) It's been almost three weeks since they published the article.
- 3 There is always more than one way of saying something. Paraphrase the sentences (a–e) in Exercise 2 starting with the words given.

1 We ...	3 Fred MacIntyre ...	5 They ...
2 I ...	4 Seeing ...	

Compare your answers with a partner. Are there any differences between your sentences?

- 4 Look at the picture and read about a court case in Wales. Rewrite each sentence twice, starting with the words given.
 - a) A recent court case was held in Wales.
 - 1 It was ...
 - 2 Wales ...
 - b) In the witness box stood a Welshman who was accused of shoplifting.
 - 1 A Welshman ...
 - 2 Accused ...
 - c) He was defended by a Welsh lawyer.
 - 1 Defending ...
 - 2 The lawyer ...
 - d) Towards the end of the trial the lawyer asked the judge if he could speak to the jury in Welsh.
 - 1 'May I ...
 - 2 The lawyer ...
 - e) The judge agreed because he didn't wish to appear biased towards English.
 - 1 Not wishing ...
 - 2 In order not to ...
 - f) The jury returned a verdict of not guilty.
 - 1 A verdict ...
 - 2 Not guilty ...
 - g) The judge was puzzled as the defendant was obviously guilty.
 - 1 What puzzled the judge ...
 - 2 The defendant ...
 - h) The judge didn't speak Welsh so he hadn't understood what the lawyer had said.
 - 1 Not being able ...
 - 2 As the judge ...

The lawyer had said to the jury 'The prosecutor is English, the prosecution counsel is English, the judge is English. But the prisoner is Welsh, I'm Welsh and you're Welsh. Do your duty.'

- 5 Use the sentences you have written in Exercise 4 to write an account of the court case for the 'News in Brief' section of a newspaper. Make any changes or additions that you think are necessary.

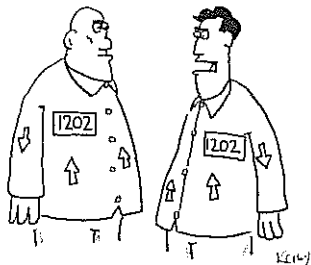
Compare your story with the one on page 132. What differences are there?

- 6 **Grammar Extra 8, Part 1** page 140. Read the explanations and do Exercise 1.

Speaking & Listening

- 1 Put the crimes in the box in order of seriousness. Compare your answers with a partner and decide what punishment should be given for each crime.

graffiti	identity theft	inciting violence	internet piracy	littering
pollution crimes	shoplifting	spreading computer viruses		
tax evasion	texting and driving			



"I'm in for forgery."

- 2 2.30–2.35 Six people were asked what punishment they would give people guilty of some of the crimes in Exercise 1. Listen and answer these questions.

- Which crime is each person (1–6) talking about?
- What punishments do the speakers suggest?

- 3 Listen again and answer these questions.

- Which speaker, in your opinion, has a more lenient approach?
- Which punishment do you think would be the most effective?
- Which speaker holds views most similar to your own?

- 4 Work in small groups. Discuss these questions.

- Do you think punishment is an effective deterrent to crime? If yes, what sort of punishments do you think are most effective? If not, how would you prevent crime?
- Can you think of any cases that have been in the press recently? What was the crime? What was the punishment?

- 5 Work with your partner. Read each case and discuss the questions that follow.

Case one



A driver swerves to avoid a little girl crossing the road. The driver goes off the road and injures a pedestrian.

- What is the driver guilty of, if anything?
- Who should pay for the pedestrian's medical expenses?
- Who should pay for the damage done to the car?

Case two



A footballer trips up an opponent deliberately. The opponent breaks a leg and is unable to play football again. He sues the other footballer for a lifetime of lost earnings.

- Should the footballer pay? Why? / Why not?

- 6 Turn to page 132 and read the rulings for the two cases. Do you agree with the judge? Do you think the rulings are fair? Do you think these rulings would be possible in your country?

Listening

1 Work with a partner. Discuss these questions.

- Have you ever had anything stolen? If you have, what was it? Did you get it back? Were you insured? Was the thief caught?
- If you haven't, what would cause you the most inconvenience if it was stolen? Why?

2 2.36 Listen to Anne telling Tim about a time she had something stolen. Answer the questions.

- What was stolen?
- Who stole it?
- Was she insured against theft?
- What happened in the end?



▲ Anne and Tim

3 Listen again. Are these statements true or false?

- Anne's car was stolen by a band of car thieves.
- Her insurance documents had disappeared from the car.
- Her insurance didn't cover accidents after theft.
- She had read the contract carefully before signing it.
- She thought something fishy was going on with the insurers.
- Her friend finds it difficult to believe the story.
- Her insurance company paid up in the end.
- She split up with her boyfriend.

4 Work with your partner and answer these questions.

- What would you say were the three most important points in Anne's story?
- What details do you think made the story more interesting or dramatic?
- Do you think there's any truth in Anne's conspiracy theory?

Pronunciation

1 Work with your partner. Look at the extracts from the conversation in Listening, Exercise 2. Are the underlined consonants pronounced or are they silent?

- | | |
|---|--|
| a) a brand <u>nd</u> new car | e) they said <u>it</u> didn't matter |
| b) they just didn't <u>want</u> to pay up | f) I was insured <u>against</u> theft |
| c) second <u>nd</u> -hand | g) I ought <u>t</u> to have done |
| d) what <u>d</u> did you do? | h) you could <u>d</u> have asked <u>d</u> a friend |

2 2.37 Listen and check your answers. Then match the two halves of the pronunciation rules.

- When a word ending in consonant + /t/ or /d/ is followed by a word starting with a consonant other than /t/ or /d/ ...
 - When a word ending in /t/ or /d/ is followed by a word starting with a vowel ...
 - When a word ending in /t/ or /d/ is followed by a word starting with /t/ or /d/ ...
- we only pronounce the /t/ or /d/ in the second word.
 - we often drop the /t/ or /d/.
 - the /t/ or /d/ is always pronounced.

Find examples for each rule in the extracts in Exercise 1.

3 Look at these questions. Work with your partner and decide how the final /t/ and /d/ sounds are pronounced.

- Why is it important to read everything you sign?
- When was the last time you signed an official document? Are you sure you read it all before signing?
- Have you ever had to go to a police station? What for?

Discuss your answers to the questions.

Grammar

Using modal verbs to talk about the past

modal + infinitive

He **couldn't** / **wouldn't** drive.

modal + *have* + past

participle

I **should** / **ought to have** checked.

They **might** / **could** / **may have** taken them.

They **wouldn't have** dared.

That **can't** / **must have** happened.

1 Work with a partner. Underline the modal verbs in the sentences (a–j). Match them to the functions (1–3) below.

- The insurance company wouldn't pay up.
- I couldn't believe it when I saw it!
- You really should have read it before signing it.
- I suppose with hindsight I ought to have done.
- Couldn't you have asked your boyfriend to check it over for you?
- They're standard forms so I thought I'd be all right.
- They might have simply ticked the box themselves to save them having to pay out the equivalent of £8,000.
- They wouldn't have dared do something like that, surely?
- You must have been upset at the time.
- They can't have just stolen the documents like that!

- reporting speech or thought
- speculating / making deductions
- commenting / criticising

2 Look at these sentences. In two of them the modal verb is being used incorrectly. Correct the sentences which are wrong.

- Anne mustn't have been very happy when she found her car had been stolen.
- Her boyfriend must have worked hard to win the case.
- The boys can't have known how to drive very well.
- Anne can have made a mistake about the insurance company.

3 Rewrite these sentences using an appropriate modal verb phrase.

- I believe they stole the documents.
- It's possible that they changed the original contract.
- You were a bit silly signing a contract without reading it first.
- I think it's possible that you were wrong.
- The garage owner had the opportunity to take the documents.
- The boys' parents refused to take any responsibility for the boys' actions.

4 Work with your partner. Look at the photos (1–3). What do you think happened? Write sentences with *might have*, *could have*, *must have* or *can't have*.



Compare your answers with the rest of the class. Who came up with the most original explanation? And the most realistic?

5 Work with your partner. Think of something ...

- you should have done last weekend, but you didn't.
- you could have done last night, but you didn't.

Tell your partner why you didn't do these things. Do you wish you had? How would things have been different if you had done these things?

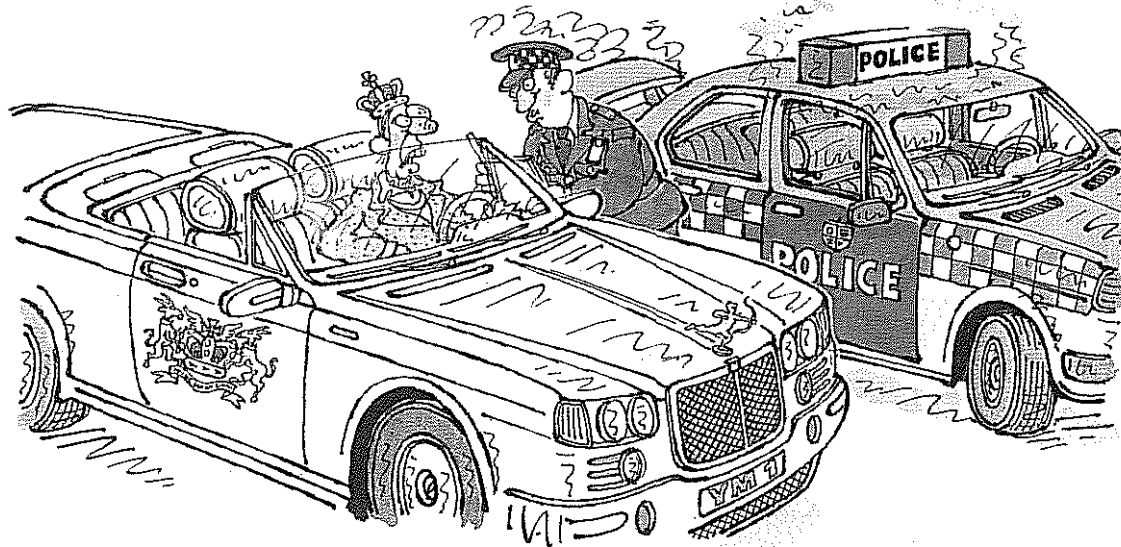
6 Grammar Extra 8, Part 2, page 140. Read the explanations and do Exercise 2.

Vocabulary

1 Match the collocations with *law* (a-i) to their meanings (1-9).

- | | | |
|--------------------------------------|---|---|
| a) against the law | 1 | suspected of having committed a crime |
| b) a law unto herself | 2 | she doesn't follow rules |
| c) by law | 3 | we are all equal in the eyes of the law |
| d) in trouble with the law | 4 | take revenge without using the legal system |
| e) law-abiding | 5 | bossing people about |
| f) my word is law | 6 | what I say must be respected |
| g) no-one is above the law | 7 | illegal |
| h) take the law into one's own hands | 8 | obeying and respecting the law |
| i) laying down the law | 9 | legally |

2 Complete these sentences with the collocations in Exercise 1.



- Policeman: You were doing 160 kilometres per hour.
Prince: Yes, but do you know who I am?
Policeman: Yes, but _____.
- After years as a _____ citizen, John decided to rob a bank and flee the country.
- There was a constable here earlier. I think Mark's _____ again!
- I was tempted to _____ and wring his neck.
- 'Do this! Do that! Be back by 10!' My father was always _____.
- You can never tell what Ruth's going to do. She's _____.
- I'm the boss and _____.
- Most Europeans are required _____ to carry ID cards.
- In some countries it's _____ to chew gum.

3 How many of the collocations in Exercise 1 are similar in your language? In English we talk about making and breaking laws as if they were material objects. Do you use the same metaphors in your language?

Speaking

1 Work in small groups. Look at these proposals for laws and discuss with your group which would affect you personally. Which of these laws do you think would make the world a better place?

- No-one should work more than a 32-hour week.
- Politicians should only be allowed to serve for a maximum of eight years and then be made to work in the real world.
- All major cities should provide free Wi-Fi access in all public places.
- Families should not be allowed to have more than one car.

2 Are there any laws in your country that you would like to change or introduce?

Reading

1 Read a real-life legal anecdote and decide which is the best title for it, *a*, *b* or *c*.

- a) It pays to do your homework b) Honesty is the best policy c) Crime doesn't pay

A prominent Canberra barrister, Ian Byrne, appeared for an Italian who was seeking worker's compensation for an injury which he claimed he received at work.

It was alleged on his behalf that he had difficulty in moving, bending and even walking. He could not lift any heavy article, nor could he indulge in his hobbies of gardening and tennis. So severe was the injury that he was practically housebound.

Prior to the trial the respondent insurance company engaged a loss assessor to follow the applicant Italian, photograph him when he was unaware, and report with a view to giving evidence at the trial.

Eventually the application came on for hearing. Ian Byrne put his client (whom I shall call Bruno) in the witness box. He told his story of pain and suffering. He showed that he had severe limitation of movement and could not bend or carry weights because of his unfortunate injury.

At the end of his examination Ian Byrne's opponent, a somewhat inexperienced Counsel, sprang to his feet, enthusiasm gleaming in his eyes, and said 'Your Worship, I have here nearly 350 metres of film which shows this man Bruno bricklaying, lifting weights, concreting, vaulting a fence, working on his own house and even running. I would ask leave of Your Worship to run the film before I begin to cross-examine the applicant.'

The film was then run. It showed the applicant running, making a brick wall, carrying wheelbarrow loads of bricks, picking up slabs of concrete, climbing up and down ladders, digging in the garden and running behind a lawnmower. Further, it depicted the applicant's home and his small truck with his name clearly

marked on the door, and also showed him wearing a red cardigan which he was wearing in the witness box. At the finish of the screening the enthusiastic Counsel for the insurance company commenced his cross-examination.

'You saw that film?'

'Yes,' said Bruno.

'There is nothing wrong with your back at all, is there?'

'Yes,' said Bruno. 'Everything that I said before is true. That was not me in the picture. That was my brother.'

'But,' exploded Counsel. 'That was your house, wasn't it?'

'Yeah,' said Bruno.

'And the same cardigan you've got on today is the one shown in the film?'

'Yeah,' said Bruno, 'I lent it to my brother. He is very good to me. He helps me round the house, he paints, he cements the paths, he mows the lawns.'

'But,' said learned Counsel, 'His Worship has seen the film and he knows it is you.'

'It is not me. It's my brother.'

In due course Ian Byrne called the brother, and when he walked into Court it was obvious to all that he was the identical twin of the applicant; and after a few questions it was obvious that he was the one in the film doing all the physical acts.

The angry Counsel for the defendant had the applicant recalled and said to him, 'You have tried to deceive the Court. You and your brother knew he was being photographed.'

'Yes,' said the applicant, 'we thought it was funny.'

(From *The Oxford Book of Legal Anecdotes*)

Glossary

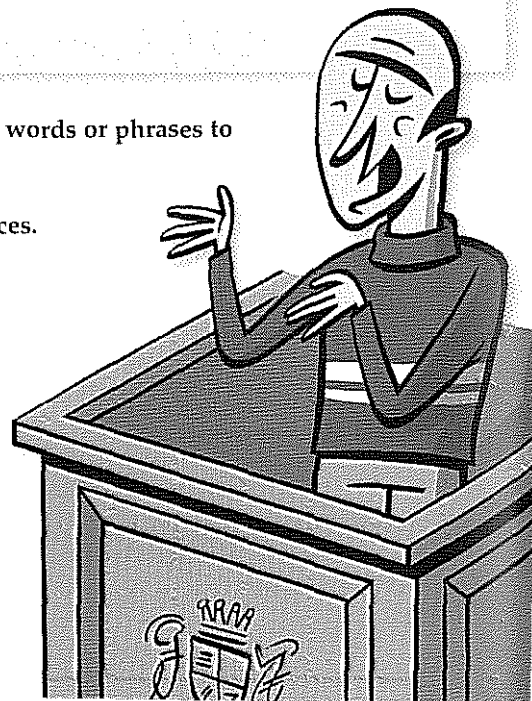
- a) _____ verb [I]: showed
 b) _____ adj: well-known
 c) _____ conj: in addition
 d) _____ verb [T]: to trick
 e) _____ adv: before
 f) _____ verb [I]: said
 g) _____ adj: very bad
 h) _____ verb [I]: asking for
 i) _____ verb [I]: enjoy
 j) _____ verb [T]: employed
 k) _____ verb [I]: started
 l) _____ phrase: later

2 Read the anecdote again and find formal words or phrases to complete the glossary.

3 Work with a partner. Complete the sentences.

- a) Bruno was in court because ...
 b) He was photographed in order to ...
 c) The lawyer representing the insurance company didn't know ...
 d) When Bruno's brother walked into the courtroom the lawyer felt ...
 e) After the court case ...

Compare your answers with the class.



Grammar

Inversion after *neither/nor, so/such*

They weren't hungry, **nor** were they thirsty.

He wasn't seeking recognition and **neither** did he appreciate it when it came.

So disgusted was he by the service, he decided to complain.

Such was the weather that even the most daring windsurfers stayed at home.

- Look at these sentences. Which come from the anecdote on page 84?
 - He could not bend or move easily, **neither** could he walk without assistance.
 - He could not lift any heavy article, **nor** could he indulge in his hobbies of gardening and tennis.
 - So** severe was the injury that he was practically housebound.
 - Such** was the nature of his injury that he could no longer work.
- Look at the sentences in Exercise 1 again. What do you notice about the position of the verb and the subject after *nor, neither, so (+ adj)* and *such*?
- Rewrite the sentences in Exercise 1 using the words given.
 - He couldn't move, bend or ...
 - He couldn't lift heavy objects or ...
 - His injury was ...
 - The nature of his injury meant ...

Which form of the sentence is more formal? The one in Exercise 1 or the one you have just written?

- Match the sentence beginnings (a-d) to the endings (1-4).

a) They didn't release the prisoner	1 but he is very popular.
b) He isn't young and he isn't good-looking either,	2 that they have recommended the company to all their colleagues.
c) They were so happy with the results	3 and they didn't let the family see him.
d) There was such an outcry over the new proposals	4 that the government is having to reconsider its plans.
- Rewrite the sentences in Exercise 4 using inversion. Make any other changes that are necessary.

They didn't release the prisoner, nor did they let his family see him.
- Work with a partner. Look again at the sentences you wrote in Exercise 5. Invent a context for each of the sentences.

Vocabulary

- The anecdote on page 84 contains a lot of formal vocabulary. Use some of the formal words and phrases from the glossary on page 84 to complete the newspaper headlines. Make any changes necessary to the verbs.

a Mayor caught in bribe scandal ____ election

b ____ flooding hits southern France. Hundreds left homeless over night

c ____ politician loses driving licence in drink driving scandal

d Shock photos ____ banker as tropical playboy


e Number of refugees ____ asylum in Europe grows

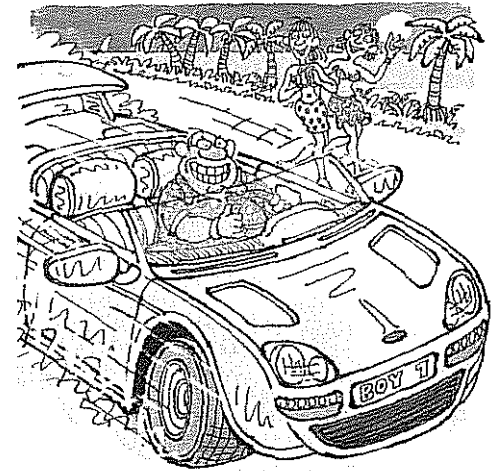
f Internet users ____ by online scams

- Work with your partner. Look at the headlines in Exercise 1 again. Which stories are about a law being broken? What do you think happened? Do you know of any other stories in the news at the moment that involve laws being passed or broken?



Useful phrases

- 1  2.38 Listen to two colleagues discussing some news. Answer the questions.
- a) What's the news? b) What's their reaction to the news?




- 2 Listen again and complete the conversation with the useful phrases in the box.

Who'd have thought it Did I hear you right I never
 You don't expect me to believe that you've got to be kidding you never can tell

- A: Have you heard about Bainbridge?
 B: No, what? ..
 A: He's been arrested!
 B: What? (1) _____? Arrested? But he **wouldn't hurt a fly**. What are they charging him with?
 A: Embezzlement.
 B: Come on, (2) _____. Embezzlement? Old Bainbridge? (3) _____, do you?
 A: Well, that's what they're saying. Seems it's been going on for some time as well. Hundreds of thousands they're talking about.
 B: Well, (4) _____! (5) _____? *But what did he do with all the cash? I mean, he hardly lives in the lap of luxury*, does he?
 A: Ah well, it seems **you can't judge a book by its cover**. Apparently he'd bought himself a house in the south of France ... and a sports car to go with it.
 B: Wow! Well, *it just goes to show*, (6) _____ ...
 A: Yeah, but it's always the quiet ones, isn't it? **Still waters run deep** and all that ...

What do the missing useful phrases have in common? Do you have the same expressions in your language?

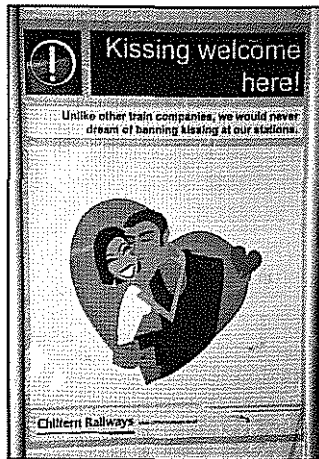
Look at the four idiomatic expressions in bold. What do they mean?

- 3  2.39 Listen to extracts from four conversations. What's the news in each one?
- 4 Listen again and make a note of the useful phrases used to express surprise or disbelief. Can you think of any other useful phrases used to show surprise or disbelief?
- 5 Work with a partner. Take it in turns to break one of the pieces of news from the list below. Respond using useful phrases from Exercises 2 and 3.
- You're quitting your job/studies and going to work for a charity in Africa.
 - Your grandad has just won a million on the lottery.
 - Your boss/teacher has published a best-selling novel under a pseudonym.
 - The government is going to prohibit the use of mobile phones on public transport.
 - Your boss is going to give everyone a massive pay rise and three weeks' holiday.
 - Your college has just announced they're going to abolish written exams.

News stories

- 1 Work with a partner. Student A: read article a. Student B: read article b. Tell each other about your article. Decide which one was published first.

a
TRAIN STATION SPREADS LOVE



A SIGN informing rail passengers kissing is welcome has been put up at a train station days after it was BANNED at another stop.

The notice at the entrance to High Wycombe station in Buckinghamshire shows a cartoon couple in a pink heart sharing an embrace and tells customers 'Kissing welcome here!'

Smooching

It was put up after news earlier this week that smooching had been outlawed at a passenger drop-off point at Warrington Bank Quay Station in Cheshire because it holds up commuters.

No-kissing signs appeared in the taxi rank, forcing couples to only use 'designated areas' for a quick kiss.

But in High Wycombe, passion is being encouraged by train operator Chiltern Railways who state on the poster: 'Unlike other train companies, we would never dream of banning kissing at our stations.'

b
Kissing banned at railway station

Couples have been banned from kissing at Warrington Bank Quay Station

No-kissing signs have appeared in the taxi rank at Warrington Bank Quay Station, forcing lovers to use designated areas only.



The signs were erected after concerns that passionate embraces were causing delays for commuters with more passengers being attracted there.

Warrington Bank Quay is believed to be the first in the country to put up such signs.

The no-kissing signs are part of the £650,000 station refurbishment funded by Virgin Trains, Network Rail, the Northwest Regional Development Agency and the Department for Transport.

- 2 Work with your partner. Which article do you think was published in the popular press? And which in a quality newspaper? Look at the notes explaining the difference between the two and check your ideas.

Quality press

Newspapers which are generally aimed at the 'educated classes'. News is reported in a formal style. The items reported are generally of a serious nature and cover issues of national and global interest. Examples of British quality newspapers include *The Times*, *The Independent* and *The Guardian*.

POPULAR PRESS

Newspapers which contain bold headlines and large photographs. The writing style is informal; sentences are short and dramatic vocabulary, exclamation marks and capital letters are used to grab the reader's attention, especially in the headlines. British popular newspapers include *The Sun*, *The Mirror* and *The News of the World*.

- 3 Match the phrases (a-d) from the articles in Exercise 1 to the phrases (1-4) with similar meanings.

- | | |
|-----------------|------------------------|
| a) held up | 1 a passionate embrace |
| b) a quick kiss | 2 erected |
| c) put up | 3 an intimate farewell |
| d) smooching | 4 were causing delays |

Can you find more examples of differences in style between the two stories?

- 4 Work with your partner. Look again at article b in Exercise 1. Rewrite it in the style of a popular newspaper. Use no more than 100 words.

Unit 8 Listening & Grammar (page 79)

During a recent court case held in Wales, an English judge learnt a lesson about using Welsh in the courtroom. A Welshman stood in the witness box, accused of shoplifting. Defending him was a Welsh lawyer.

The lawyer asked the judge towards the end of the trial whether he could speak to the jury in Welsh. Not wishing to appear biased towards English, the judge agreed. Shortly afterwards, a verdict of not guilty was returned. What puzzled the judge was the verdict, as the defendant was obviously guilty.

Not being able to speak Welsh, the judge hadn't understood what the lawyer had said, which was: 'The prosecutor is English, the prosecution counsel is English, the judge is English. But the prisoner is Welsh, I'm Welsh and you're Welsh. Do your duty.'

Unit 8 Speaking & Listening (page 80)

Case 1

The driver was driving within the established speed limit and was not guilty of violating any driving offences. As such, he could not be made liable for the injuries to the pedestrian. However, his car was insured against accidental injuries to third parties and the driver's insurance company paid the pedestrian £5,000 in damages for the injuries incurred (a broken wrist and resultant loss of earnings). As the car was covered under a fully comprehensive insurance policy, the insurance company also paid for the damages to the car. The insurance company sought to take the child's parents to court to sue them for the damages to both car and pedestrian, but the court ruled that the parents could not be held liable for their child's having crossed the road as they had done everything in their power to try to stop her.

Case 2

The court found the footballer not guilty of deliberately seeking to injure his opponent, and although he had committed a foul, he had not premeditated an assault on his opponent. However, the club's insurance company were forced to pay damages for loss of earnings whilst the player was recovering from his injuries.

Unit 9 Reading & Speaking (page 88)

Mostly As

You are definitely a lark, or a morning person. You are alert and at your peak first thing in the morning, and go steadily downhill after that. You accomplish your best work in the morning, so try to do important tasks then and leave the afternoon and evening for winding down and relaxing.

Mostly Bs

Like most people, you are neither an owl or a lark, but somewhere in between. This means you can fit in with most schedules and can accommodate the occasional early morning or late night with little disruption to your body clock.

Mostly Cs

You are definitely an owl, or an evening person. You tend to spend the first part of the day waking up and really come to life in the evening. Getting up and fitting in with most work schedules can be a challenge, but you are able to enjoy and make the most of all the nightlife that is on offer.

Unit 10 Grammar (page 103)

Student A

Read the information about an historic site under threat. Write a brief report using passive structures, answering these questions: a) What is the problem? b) What is being done? c) What has been done? d) What should be done in future?

Lascaux caves, Dordogne, France

Bacterial and fungal infection threaten prehistoric paintings. Caves now closed to tourists. Authorities monitoring the situation. Preserving the paintings is necessary.

Unit 7 Complex sentences. Speculating about the future

Part 1: Complex sentences

Simple sentences only contain one clause: *I called Tom*. A complex sentence contains two or more clauses:

- (1) *I called Tom* (2) *because I was bored*.
(1) *Feeling bored* (2) *I called Tom* (3) *who was still at work*.

Complex sentences are used to show the link between ideas and events and to avoid unnecessary repetition. The main clause describes the main or central event: *I called Tom*. A main clause is similar to a sentence: it typically contains a subject and a verb. The other clauses are subordinate clauses and add information about the main event: *Because I was bored, I called Tom, who was still at work*.

Linkers are often used to introduce subordinate clauses.

I called you because I wanted to talk about the project.

Relative pronouns are also used: ... *the project that starts next week*.

Subject pronouns, auxiliaries and main verbs can often be dropped in subordinate clauses: *I called you to talk about the new project*.

Participle clauses are often used to combine sentences and avoid repetition. They are particularly common in more formal written styles: *Needing to talk to someone, I picked up the phone*.

► See page 138 Unit 6 for more information about participle clauses.

► Now do Exercise 1.

Part 2: Speculating about the future

Modal verbs

will = you are confident that something will happen:

Time travel will one day be possible.

may/might = there is a possibility, but you're not 100% sure:

Time travel may/might one day be possible.

could = it's logically or physically possible, but you are not

saying that it will definitely happen: *It could happen one day.*

should/ought to = you think it is logical/reasonable to expect that something will happen, although there may be unforeseen setbacks: *It should happen fairly soon if our projections are correct.*

Adverbs with will and won't:

You can use adverbs such as *certainly, almost certainly, definitely, easily, probably* with *will* and *won't* to clarify or modify your speculations: *We will probably have colonised the moon before the end of the century.*

The adverbs usually come between *will* and the main verb but before *won't*: *We certainly won't have developed a way to*

travel through time.

Adverbs with may, might and could.

You can use the adverbs *possibly / (very) well / easily* with *may, might* and *could*: *Our grandchildren may / might / could well travel to the moon.*

Phrases: the following phrases can also be used to speculate about the future:

be sure to / bound to = you're confident that something will happen: *They're bound to find a clean alternative to oil.*

be (highly) likely to / that = you're fairly confident but not 100% sure: *It's likely to happen in the next twenty years.*

be (highly) unlikely to / that = you're fairly confident something will not happen: *It's highly unlikely that people will ever live on the moon.*

Note: use *to* + infinitive after *likely/unlikely* when the subject of the verb is the same: *We're likely to be late*. Use *that* when the subject is different: *It's likely that we'll be late*.

► Now do Exercise 2.

Unit 8 Paraphrasing. Using modals to talk about the past

Part 1: Paraphrasing

The normal word order in a sentence in English is: subject verb object adverb: *They called the police at once*.

However, this order is often varied to add emphasis or avoid repetition. You can change the order in a number of ways:

- Using the passive: *The police were called at once*.
You use the passive to bring the object of an action to the beginning of the sentence.
► See page 142 Unit 10 for more information about the passive.
- Using participle clauses: *They called the police as soon as they heard the bang.* → *Hearing a bang, they called the police.*
You often use participle clauses to highlight relationships

of cause and effect, or the sequence of events.

► See page 138 Unit 6 for more information about participle clauses.

- Varying the position of adverbials: *As soon as they heard the bang, they called the police.*
► See page 134 Unit 1 for more information about the position of adverbials.
- Using cleft sentences: we use clauses with *it* or *what* plus *be* to focus attention on the information that follows: *it was the bang that made them call the police; what made them call the police was the bang*
► See page 32 for more information about cleft sentences.
► Now do Exercise 2.

Part 2: Using modals to talk about the past

Modal + infinitive: Use *would* to talk about (1) past habitual actions: *We would drive to town every Sunday*. (2) to explain that someone refused to do something: *They just wouldn't accept no as an answer*.

Use *could* as the past form of *can* to talk about abilities, possibilities and permission: *I couldn't believe my eyes. / We could do whatever we liked*.

Modal + have + past participle: use *should / ought to have* to suggest that a past action was not good or advisable. *You shouldn't have signed it* → I don't think it was a good idea to sign it.

Use *may / might / could have* to speculate about possible past

actions: *They might have made a mistake* = I don't know, I'm just suggesting a possible explanation.

Use *would have* to give an opinion about past events: *They wouldn't have said something that rude, surely.* = I don't believe they could say something like that.

Use *can't have* to say that you think a past event was impossible: *He can't have forgotten. He never forgets appointments.*

Use *must have* to say that it is sure to have happened: *He must have got caught in traffic.* = It's the only explanation.

△ Note that you can't use *can have* or *mustn't have*. *He may / might / could / must have forgotten.* ✓ (NOT *He can have forgotten*). *She can't have liked it.* (NOT *She mustn't have liked it*).

► Now do Exercise 2.

Unit 7 Exercises

1 Combine the three simple sentences to make one complex sentence. Use the words in brackets. Do not reuse the words that are crossed out.

- I needed a new phone. Someone had stolen mine. I went to the shop to buy a new one.
(needing, because, †) _____
- There was a new PDA. It had some great new features. One of the features was a built-in satnav system.
(that, such as, it) _____
- I thought about it for some time. I decided it was too expensive. I bought a simpler model.
(having, so) _____
- I thought about it again. I realised I just needed a straightforward phone. I use my phone to make calls and send text messages.
(thinking, †use) _____
- I'm happy with my purchase. It's smaller and lighter. It looks really good!
(because, being, it's) _____

Write two complex sentences describing the last time you bought a phone or other electronic gadget.

2 Underline the correct alternatives.

- I may / won't well have to do some work over the weekend.
- I probably won't / might not be taking another holiday until next year.
- I think I could / should be able to get this exercise done fairly quickly.
- It's highly unlikely to be / that I'll be going out tonight.
- I'm bound to / It's unlikely to get a new job before the year's out.
- I certainly won't / won't certainly be studying English this time next year.

Are the sentences true for you? If not, change them and then compare your new sentences with a partner.

Unit 8 Exercises

1 Complete each sentence so that it means the same as the one above it.

- Grammar is the most difficult aspect of learning a language.
It's _____.
- Grammarians often make grammar rules appear more difficult than they really are.
Grammar rules are _____.
- Grammar is best learnt by using and being exposed to the language.
The best way _____.
- I learnt my first language through exposure, so I think it's the best way to learn a language.
Having _____.
- Studying grammar rules and doing grammar exercises is a waste of time.
It's a _____.
- I think it's important to study the rules of the language because it helps me learn more efficiently.
What helps me _____.

Do you agree with the statements? Discuss them with your partner.

2 Put the words in the correct order to make sentences.

- must / He / have / forgotten / keys / his / or / something
- window / The / may / purpose / have / left / on / open / been
- climbing / out / actually / front / The / have / stuck / got / he's / door / could / and
- can't / wanted / He / do / it / have / to
- into / my / lost / keys / I / my / get / flat / once / couldn't / and / back
- the / doormat / under / kid / When / I / we / used / leave / key / young / was / to / a / the

Which sentences refer to the picture? Which of these sentences do you think are most probable? Can you think of any other explanations? Look at the sentences that don't refer to the picture. Are they true for you? Compare your answers with your partner.

