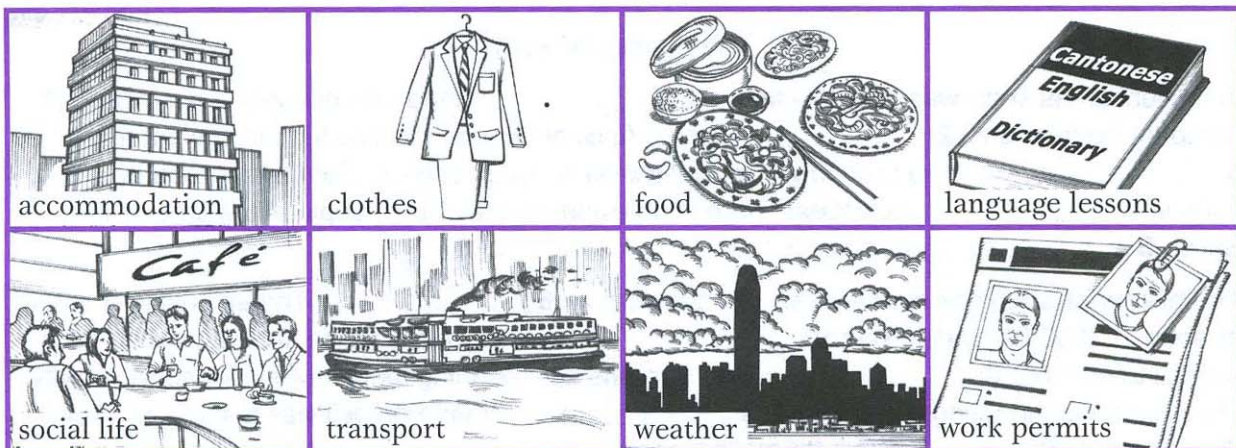




A Context listening

1 You are going to hear a man asking a colleague for advice about living in Hong Kong. Before you listen, look at the pictures and guess which of these topics they talk about.



2  **14** Listen and check if you were right.

3  **14** Now listen again and fill in the gaps in the colleague's advice.

- 1 You a few days to recover from jet lag.
- 2 You the underground system as much as possible.
- 3 You some Cantonese to travel on the public light buses.
- 4 You loose change on the ferries and the buses.
- 5 You to speak Cantonese in some market stalls.
- 6 You a work permit before you go.
- 7 You too casually for work.
- 8 You any guide books in England.
- 9 You lots of passport photos with you.

4 Complete the table below with words from Exercise 3.

strong obligation or necessity	advice or suggestions	no obligation or necessity
need to		

B Grammar

We use expressions of obligation and necessity when there is a need to do something. This need can be internal (the speaker feels it is necessary) or external (rules or the situation make it necessary).

1 Obligation and necessity

The verbs *must* (*mustn't*), *have to*, *have got to*, and *need to* express obligation and necessity:

You'll need to allow a bit of extra time to get over jet lag.

You have to get a work permit before you go.

You mustn't dress too casually for work.

Must is a modal verb and its form doesn't change:

He must try a bit harder. (not he-musts)

We use *must* when the obligation comes from the speaker:

You must invite me to visit you. (the speaker wants this)

When there is an institutional rule or a law *have to* or *need to* are more common than *must*:

You have to get a work permit before you go. (this is a rule)

Have to is more common in spoken English than *must*, but in written English either is used.

Have got to is more common in spoken English than written English:

I've got to find somewhere to live quite quickly.

Must is usually used on signs, notices and printed information:

All employees must hold a valid work permit.

To talk about obligation and necessity in the present we can use *must(n't)*, *have to*, *have got to* or *need to*. We use *have to* or *need to* with past and future tenses:

You will have to learn some Cantonese. (not You-will-must-learn)

He had to get up really early to catch the ferry to work. (not He-must-got-up-early)

▲ We do not usually make questions with *must* and *ought to*:

What sort of things do you need to know? (not What sort of things must you / ought you to know?)

2 No obligation

We use *not have to*, *not need to* and *needn't* to suggest that there is no obligation or necessity to do something:

You needn't buy lots of guide books before you go. (= it is not necessary to buy guide books before you go)

▲ *Mustn't* does not mean the same as *don't have to*, *don't need to* and *needn't*:

You don't have to wait for ages. (= it is not necessary to wait)

You mustn't wait here. (= it is not allowed to wait here)

To talk about lack of obligation in the past we can use *needn't have* + past participle, *didn't need to* or *didn't have to*:

*We **didn't have to** worry about work permits when I was there.*

*I **needn't have bothered** to get a work permit. (= it wasn't necessary)*

There is a difference between *didn't need to* and *needn't have*:

*John picked me up from the station so I **didn't need to** get a taxi home. (= it wasn't necessary so I didn't get a taxi)*

*I **needn't have got** a taxi because John's flat wasn't far from the station. (= I got a taxi but it wasn't necessary)*

To talk about the future we use *not have to* or *not need to*:

*I hope I **won't have to** work late tonight.*

*He's **not going to need to** come to the meeting after all.*

3 Suggestions and advice

We can use modal verbs *should(n't)* and *ought (not) to* to make suggestions or give advice:

*You **should** try and use it whenever you can. (= I think it is a good idea)*

*You **ought to** take lots of passport photos with you.*

*You **shouldn't** dress casually for work.*

We can use *must* to give strong advice:

*You **must** phone me when you get there.*

4 Adverbs

Adverbs like *also*, *always*, *never*, *sometimes*, *just* and *only* come after modal verbs:

*You **should always** carry plenty of loose change.*

*You **must never** do that again.*

To add extra emphasis we can use *really* before the verb:

*You **really have to** see it to believe it.*

5 Formal written English

Verbs of obligation, necessity and suggestion are common in formal and academic writing when giving opinions:

*Governments **should** take advice from the experts before making new laws.*

*Companies **need to** consider cultural differences when engaging in business with overseas organisations.*

C Grammar exercises

1 Underline the correct words. Sometimes both options are possible.

- In my office you *have to* / *don't have to* wear a suit but lots of people do.
- These pills *must not* / *don't have to* be taken if you are under twelve years old.
- I *must* / *have to* leave now because I have a meeting.
- I *didn't need to go* / *needn't have gone* to the station to pick her up because she decided to get the bus, so I finished my essay instead.
- Notice to all conference participants: Please note that you *must* / *have got to* register before entering the conference hall.
- You *mustn't* / *don't have to* smoke inside but you can smoke outside.
- When I was at university I *must* / *had to* write my assignments by hand because there weren't any computers then.
- British dog-owners *have to* / *must* have passports for their dogs when they travel abroad.
- Next year I'll *have to* / *'ll must* get a job to pay back all the money I've borrowed from the bank for my university fees.
- The interview went really well so I *didn't need to worry* / *needn't have worried* about it so much beforehand.

2 Fill in the gaps below with the correct form of (not) *have to*, *must*, (not) *need* or *should*.

- A: I'm going to Florence next week so I *'ll have* to buy a guidebook.
B: Ah, well, you're in luck. You buy a book because I've got a small guide to Florence I can lend you.
- A: What's Mike doing these days?
B: He's studying really hard. He pass his exams in order to get the promotion his company have promised him.
- A: (you) wear a uniform at work?
B: Yes, and I find it rather strange because I've never worn one before. When I was at school we wear a uniform although the girls wear skirts and not trousers.
- A: The rules for university fees have just changed. I was really lucky because I pay for my education, but unfortunately my brother pay when he goes to university next year.
B: Yes, I know. My sister will be affected too.

- 5 A: The bread's in the oven. Can you remind me to get it out in 20 minutes? I forget like last time when I burnt the loaf.
 B: I'm sorry. I'm afraid I go now, so I won't be able to remind you. Can't you set a timer?
 A: Oh, (you/really) go? I'd hoped you'd stay to lunch and have some of my bread!
- 6 A: I've just joined the tennis club. They've got all sorts of rules, you know.
 B: Really? Like what?
 A: Well, you wear white clothes on the courts, of course. But the really silly rule is that you turn your mobile off as soon as you arrive at the club. I don't want to do that – what if I'm needed at work or something?
 B: Perhaps they don't know you're a doctor. You tell them.

3 Read the extract from an Academic Writing Task 2. Decide if the underlined phrases are correct or not. Tick (✓) them if they are right and correct them if they are wrong.

Pollution is causing enormous problems all over the world these days. Governments **1** need to act quickly to stop this problem before it is too late.

The first thing I believe we **2** absolutely should do is reduce the amount we use our cars. Our governments **3** must to encourage us to use public transport. In my country, public transport is not very reliable, so the first thing that governments **4** have to do is to ensure that buses and trains are a viable alternative to the car. They **5** also should reduce the costs to the public of travelling on public transport.

However, it is not only the government that **6** needs to make an effort. All of us **7** should make some effort to reduce pollution. First of all we **8** ought try to walk or cycle if we can, rather than using our cars. In the past people **9** must walk or cycle because they did not have cars. It is a shame that we have become so dependent on cars now. Secondly, we **10** should trying to share car use with our friends and colleagues.

All of us **11** will must make some changes to our lives if we want to reduce pollution. Fortunately, we **12** mustn't make big changes to make big improvements in the situation.

- | | | |
|-----------------------------|---------|----------|
| 1 ✓ | 5 | 9 |
| 2 <u>absolutely must do</u> | 6 | 10 |
| 3 | 7 | 11 |
| 4 | 8 | 12 |

4 Fill in the gaps with the correct form of (*not*) *have to*, *ought to* or *must(n't)* and the verbs in brackets.

Teacher: Do you think it's a good thing for young people to travel to different countries before settling down to a job?

Student: Yes, I think it's a really exciting and interesting thing to do.

Teacher: What 1 *do you have to think* (*you/think*) about if you're going to go travelling?

Student: Well, you 2 (*consider*) lots of things first. For example, you 3 (*have*) enough money in the first place, so you 4 (*work*) a bit first to save some money. Then another important thing to consider is who to go with. You 5 (*travel*) with a friend, but it is probably safer and less lonely if you do. Also, you 6 (*learn*) a bit about the countries before you go. It's a good idea to research cultural issues, so that you don't offend people by your behaviour. If you go to Nepal, for example, you 7 (*shout*) or raise your voice in public, and you 8 (*always/walk*) around a Buddhist temple in a clockwise direction. You 9 (*find out*) these things before you go.

Teacher: What things 10 (*you/arrange*) before you travel?

Student: Well, to visit some countries you 11 (*have*) a visa, so you 12 (*organise*) that before you go.

D Test practice**General Training Reading Section 2**

Questions 1–13

Read the passage below and answer Questions 1–6.

School rules

- A** Pupils are required to be in their classrooms by 8.30 a.m. each morning for registration. Pupils coming late will be punished accordingly. Pupils may not leave the school grounds during the normal working day without permission. During study periods and recreation students in the sixth form may leave the school grounds provided that parents have given written authorization at the beginning of the year.
- B** Students must come to school in proper attire. If this basic rule is not observed, the school reserves the right to refuse entry to any student.
- C** The school strongly disapproves of pupils taking paid employment. It should certainly never interfere with school activities, and will not be accepted as an excuse for missing any school commitment.
- D** In the case of a pupil being absent from school, please telephone on the first day in all instances. Messages can be left on the answering machine before 7.30 a.m. or you can send an email to the school address to reach us by 8.30 a.m. at the latest.
- E** Except in the case of illness, students are expected to be present for the entire school year. Routine medical and dental appointments should be arranged so as not to conflict with school commitments, as should family travel.
- F** The school regards the completion of careful and regular work at home as an indispensable part of the curriculum. Every pupil has a study plan outlining his/her evening obligations day by day and parents are asked to ensure that their child has a suitable place and time in which to do the work prescribed. If a pupil appears to be doing too little work, parents should contact the form teacher at once.
- G** Homework can be excused only after the receipt and approval by the teacher concerned of a letter from a parent setting out the reasons. Social engagements are not acceptable as an excuse. It is essential that pupils endeavour to catch up on any missed work as soon as possible.
- H** During the holidays the school and its grounds are out-of-bounds for all pupils, unless accompanied by a teacher. Pupils visiting the school's sports hall or any of the school's grounds or taking part in a school visit of any kind, whether in term or in the holidays, are subject to school rules.
- I** No pupil may drive a car or motorbike within the school grounds without permission from the headmaster. Permission to come by bicycle should be obtained from the form teacher. Bikes must be walked onto the school grounds. Cycle helmets must be worn and lights used after dark. Rollerblades, roller skates and skateboards are not permitted within the school grounds at any time.
- J** Bicycles must not be chained to the school railings. Any bicycles brought onto school grounds should be clearly labelled with the owner's name and must be left locked in the bicycle sheds provided.
- K** Parents are strongly advised to put name tags on their children's belongings. The school cannot be held responsible for any loss or theft of students' property. Students must keep track of their belongings and not leave them lying around unattended.

Questions 1–6

The reading passage has eleven rules labelled A–K.

Which rule contains the following information?

Write the correct letter A–K next to Questions 1–6 below.

NB You may use any letter more than once.

- 1 information about what to do if your child cannot attend school
- 2 the person to contact about how much homework your child should be doing
- 3 advice about how students can keep their bicycles secure
- 4 the school's opinion about schoolchildren working to earn money
- 5 details of what parents should do if their child cannot complete their homework
- 6 rules about visiting the school property outside of school time

Questions 7–13

Read the passage below and answer Questions 7–13.

School of Independent Study

The University's Independent Study online and correspondence courses offer you the flexibility to reach your educational goals without giving up your life. The study materials you use in your course have been developed by the university faculty so the material you cover is the same as in the courses offered on campus. The only difference is that you can study and take tests when it's convenient for you!

Tuition and fees

The Independent Study tuition fee is \$115 per course. Students may take as many courses as they want. There is a shipping and handling fee of \$30 for each course. All Independent Study students must purchase a Study Guide at a cost of \$30. The university also charges a connectivity fee of \$12 per course. Students enrolling for the first time will be charged a \$9 per course Academic Excellence fee; for returning students this fee is just \$3 per course. A \$15 Academic Records fee is charged once each term, regardless of the number of courses taken. This fee entitles a student to free replacement copies of end-of-course documentation for life. Tuition and fees for out-of-state students are the same as those of local residents.

Time limits

A course can be finished in a minimum of two weeks per module and must be finished in a maximum of four weeks. For example, if your course has three modules you must remain in it for a minimum of six weeks and a maximum of twelve weeks. If you need to meet a deadline, you should take these minimum and maximum periods into account. These periods are calculated from the date you receive your first lesson from the Independent Study office. Modules cannot always be completed in the minimum amount of time. You need to make sure that you know whether your instructors are on vacation at any stage during your enrolment, as this could affect the return of assignments, exams and final grades. Your enrolment is valid for nine months, which begins on the day we post your enrolment application.

Questions 7–13

Look at the following statements.

Next to Questions 7–13 write

- TRUE** if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

- 7 The course content offered through the School of Independent Study is different to the other courses the university offers.
- 8 Students will receive all course materials by post.
- 9 The Study Guide is optional for Independent Study students.
- 10 Students will need to pay for extra copies if they lose their final certificate.
- 11 Students are able to complete each module in less than two weeks.
- 12 Students may take four weeks to complete a module if necessary.
- 13 Some modules take longer than two weeks to complete.

Grammar focus task

This is an extract from the second text. Without looking back, fill in the gaps with the correct modal verb or *need to*.

A course can be finished in a minimum of two weeks per module and 1 be finished in a maximum of four weeks. For example, if your course has three modules you 2 remain in it for a minimum of six weeks and a maximum of twelve weeks. If you 3 meet a deadline, you 4 take these minimum and maximum periods into account. These periods are calculated from the date you receive your first lesson from the Independent Study office. Modules cannot always be completed in the minimum amount of time. You 5 make sure that you know whether your instructors are on vacation at any stage during your enrolment, as this could affect the return of assignments, exams and final grades.

Are the verbs used to show obligation, necessity or advice?

A Context listening

- 1** You are going to hear an interview with Christopher West, the Managing Director of a company called Angleside. Before you listen, look at the newspaper headlines below. Which of the topics in the box do you think Mr West mentions?

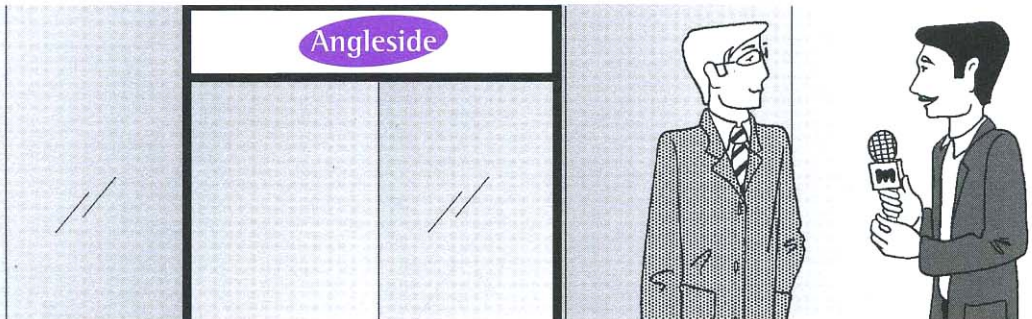
**JOBS TO GO
AT ANGLESIDE**

**DOUBTS OVER
COMPANY'S FUTURE**

voluntary redundancy early retirement low profits good business sense
a promising future poor relationship between management and workers

- 2** **15a** Listen to the first part of the recording and check if you were right.

- 3** **15a** Listen to the first part again and fill in the gaps.




Mr West: However, we 1 voluntary redundancy and early retirement and 2 to cover most of the jobs this way.

Interviewer: And what has led to this situation? 3 a result of Angleside's poor performance over the past five years?

Mr West: No, the company 4 badly. This 5 nothing to do with the figures. It just makes good business sense.

Interviewer: So 6 that your figures 7 the basis for this decision to cut jobs?

Mr West: Absolutely. We 8 the way we operate our business two years ago.

- 4** Here is the journalist's radio report. Fill in the gaps with the verbs in the box.
 **15b** Then listen to the second part of the recording to check your answers.

announced asked assured claimed denied hoped promised said

At local company Angleside, up to 150 employees will lose their jobs. Christopher West, the Managing Director, 1 they would be offering voluntary redundancy and early retirement and 2 to cover the job losses in this way. I 3 Mr West if these cuts were a result of Angleside's poor performance over the past five years but he 4 that the company had not been doing well and 5 that the job losses have nothing to do with the figures. West 6 that they decided to make changes two years ago. He 7 me that the company would continue to operate in the future and 8 to do his best for the employees.

- 5** What are the main differences between the texts in Exercise 3 and Exercise 4?

B Grammar

We can use reported speech to report in writing or speech what someone has said.

1 Tense changes

When we report what someone has said we sometimes change the tense of the main verb: we move tenses 'back' one tense.

Original tense of main verb	Tense in reported speech
present simple <i>I live in Italy.</i>	→ past simple <i>She said she lived in Italy.</i>
present continuous <i>I'm living in Italy.</i>	→ past continuous <i>She said she was living in Italy.</i>
past simple <i>I lived in Italy.</i>	→ past perfect <i>She said she had lived in Italy.</i>
past continuous <i>I was living in Italy.</i>	→ past perfect continuous <i>She said she had been living in Italy.</i>
present perfect <i>I've lived in Italy.</i>	→ past perfect <i>She said she had lived in Italy.</i>
past perfect <i>I'd lived in Italy.</i>	→ past perfect <i>She said she'd lived in Italy.</i>
be going to <i>I'm going to live in Italy.</i>	→ was/were going to <i>She said she was going to live in Italy.</i>
will <i>I'll live in Italy.</i>	→ would <i>She said she would live in Italy.</i>
may / might <i>I may/might live in Italy next year.</i>	→ might <i>She said she might live in Italy next year.</i>
can <i>I can live in Italy.</i>	→ could <i>She said she could live in Italy.</i>
must <i>I must live in Italy.</i>	→ had to <i>She said she had to live in Italy.</i>

However, we often choose not to change the tense. This may be because

- ◆ what we are talking about remains true:

'This has nothing to do with the figures.'

→ *He said that the job losses have nothing to do with the figures.* (at the time of reporting this fact is still true)

- ◆ the original tense was past simple or past continuous:

'We decided to change the way we operate our business two years ago.'

→ *West claimed that they decided to make changes two years ago.*

2 Reporting verbs

When we report what someone has said, we are unlikely to use exactly the same words as in the original speech. We can choose from many different reporting verbs to help us convey the general idea using fewer words than in the original speech. Here are some common reporting verbs:

reporting verb (+ that)
<i>agree, admit, announce, argue, believe, claim, complain, deny, explain, insist, promise, propose, reply, request, say, state, suggest, think, warn:</i> <i>The director claimed (that) they decided to make the changes two years ago.</i>
reporting verb + someone + that
<i>assure, inform, persuade, remind, tell:</i> <i>He assured the interviewer that the company would continue to operate in the future.</i>
reporting verb + to-infinitive
<i>agree, ask, claim, offer, promise, propose, refuse:</i> <i>He promised to do his best for the employees.</i>
reporting verb + someone + to-infinitive
<i>advise, ask, encourage, invite, persuade, remind, tell, urge, warn:</i> <i>They urged the employees to stay calm.</i>
reporting verb + preposition + -ing / noun
<i>argue about, complain about: He complained about the terrible food.</i> <i>apologise for: The company apologised for causing redundancies.</i> <i>insist on: The manager insisted on seeing the staff.</i> <i>complain to: He complained to the manager.</i>
reporting verb + someone + preposition + -ing / noun
<i>accuse of: They accused the company of planning badly.</i> <i>advise about, remind about: They reminded her about the meeting.</i> <i>advise on, congratulate on: He advised me on the deal.</i> <i>blame for, thank for: They thanked her for coming.</i>
reporting verb + -ing / noun
<i>accept, admit, deny, suggest:</i> <i>The director denied having financial problems.</i> <i>The employees accepted the offer of early redundancy.</i>
reporting verb + someone (+ noun)
<i>offer, promise, refuse:</i> <i>He offered her a job.</i>

▲ Some of the same verbs can be used in different ways (e.g. *admit, claim, offer, persuade*):
*West **claimed** that they decided to make the changes two years ago.*
*West **claimed** to have decided to make the changes two years ago.*

3 Time references etc.

We sometimes need to change other words or phrases in reported speech if they are reported at a different time from the original words:

<i>today</i> → <i>that day</i>	<i>tomorrow</i> → <i>the following day / the next day</i>
<i>yesterday</i> → <i>the day before</i>	<i>next week</i> → <i>the following week</i>
<i>now</i> → <i>then / straight away</i>	<i>this</i> → <i>that</i>
<i>here</i> → <i>there</i>	

He said he would see me tomorrow. (reported on the same day)

He said he would see me the next day. (reported at a later date)

Sometimes the context requires pronouns to change:

'I like you.' → *He said he liked her.*

'I like you.' → *I said I liked her.*

4 Reporting questions

We use statement word order when reporting questions:

I asked Mr West how he was going to deal with the problem. (not ~~I asked Mr West how was he going to deal with the problem.~~)

To report questions with question words (*who, what, where, why, when, how*) we keep the question word:

'What has led to this situation?'

→ *The interviewer asked what had led to this situation.*

We can use *if* or *whether* to report yes/no questions:

'Are these cuts a result of Angleside's poor performance over the past five years?'

→ *I asked if/whether these cuts were the result of Angleside's poor performance over the past five years.*

▲ We do not use a question mark for reported questions.

Grammar extra: Other ways of reporting

We can use other expressions to report speech e.g. *according to* (common in spoken and written English), *apparently*, *supposedly*, *seemingly* (more common in spoken English):

According to the radio programme, they are cutting 150 jobs.

C Grammar exercises

1 Here is a conversation between Tanya and her teacher.



When are you taking the IELTS test? Have you registered yet?

Yes. I'm doing it next Saturday.



Do you feel prepared for it?

Well, your classes have been really helpful, so I think so.



You've made excellent progress.

Thank you. I'm feeling very nervous though.



Oh, try not to worry. You've worked very hard.

Yes, I have. I think I'll be alright once I'm doing the test.



A week later, Tanya tells her friend about the conversation. Fill in the gaps.



To: Clara

From: Tanya

Subject: IELTS test on Saturday!

Hi Clara

I was talking to my teacher about my IELTS test last week. She asked

1 me when I was taking the test. I said 2 Saturday. She asked
 3 prepared for it. I replied 4 really helpful. She
 told 5 excellent progress. I said 6 very nervous.
 She told 7 worry and said 8 very hard. I said
 9 alright once I 10 the test.

2 Underline the correct verb in each sentence.

- 1 Some people argue/*remind* that banning cars from city centres would reduce pollution.
- 2 The organisation campaigns against pollution and for the environment and they *insist*/urge people to start walking and cycling more.
- 3 My boyfriend is always forgetting things so it was a good thing I *reminded*/suggested him to bring his passport when we went on holiday.
- 4 I was very unhappy with the service so I *complained*/*insisted* to the manager and he gave me a discount on my meal.
- 5 I needed to talk to my boss so I *reminded*/suggested a meeting and we arranged one for later that day.
- 6 The students felt very strongly about the issue and *refused*/*insisted* on seeing the vice-chancellor to discuss it.
- 7 I asked him really nicely but he still *refused*/*denied* to help me.
- 8 The tennis player regretted his actions and *blamed*/*apologised* for his behaviour afterwards.
- 9 Jane was having difficulties sleeping and the doctor *advised*/suggested her to take some rest from her heavy work schedule.
- 10 The armed robbers *warned*/*announced* the bank staff not to move or they might use their guns.

3 Correct the mistakes in these sentences.

- 1 I met Annie and ~~she said me~~ she was getting married. she told me / she said
- 2 The education minister encouraged students take out a loan to cover their fees.
- 3 At the interview he asked did I want to start the job tomorrow!
- 4 The speaker urged people that they should vote for him.
- 5 We agreed making our presentation to the group first.
- 6 My tutor promised mark the first draft of my dissertation immediately.
- 7 Jacques invited us going to his house for dinner on Friday.
- 8 During the Speaking module the examiner asked me what were my hobbies.
- 9 The customers complained the quality of the food.
- 10 When the college announced about the changes, everyone was worried.
- 11 I wanted to pay for myself but my boyfriend insisted to pay.
- 12 The university sent me an email asking me when would I be arriving.

- 4** Report each of the sentences below using a verb from the box. Remember that you do not need to report the original words exactly.

agree apologise ask ask deny encourage persuaded promise
refuse suggest

1 'We are going to lower taxes and reduce unemployment!'

The government *promised to lower taxes and reduce unemployment.*

2 'I really think you should apply for the job. You'd have a good chance of getting it.'

She

3 'No, I won't help you. Do it yourself!'

He

4 'Oh, okay, I'll go to the meeting.'

She

5 'I didn't cause the accident. It wasn't me.'

He

6 'We are very sorry that we lost your application form.'

They

7 'Why aren't there many poisonous snakes in Britain?'

He

8 'Are you going to the lecture tomorrow?'

She

9 'Why don't you have a day off? You could do with a rest.'

She

10 'Please come to the theatre with me, Dan. I really think you'll enjoy it.'

'Oh, alright then, Claire.'

Claire

D Test practice

Listening Section 3

Questions 1–3

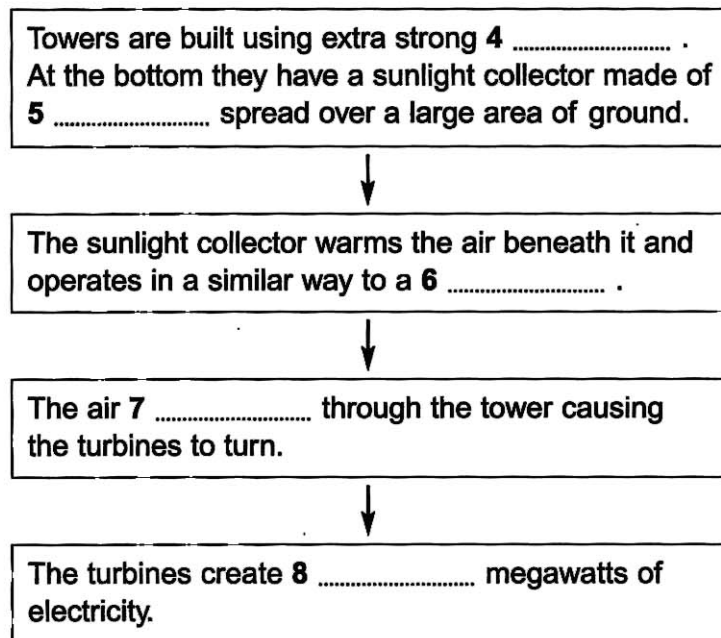
Complete the sentences. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

- 1 Solar towers create energy from moving
- 2 The first ever recorded use of this type of energy was in the
- 3 The location of the first solar tower was

Questions 4–8

Complete the flowchart. Write **NO MORE THAN TWO WORDS** for each answer.

Solar tower flowchart



Questions 9–10

Circle **TWO** letters **A–E**.

What are **TWO** disadvantages of solar towers?

- A they are too expensive to run
- B heat escapes from the solar collector
- C they require a great deal of land
- D they cannot produce electricity at night
- E they need to be able to withstand high winds

Grammar focus task

Look at the extract from the recording and the summary of the discussion below. Complete the summary using reporting verbs from this unit. Do not use *say*.

Luke: But what about at night when there is no sun?

Millie: Well, they've managed to find a way to store the electricity produced during the day so it's no problem at night or even on cloudy days.

Tanya: So, there are no drawbacks then?

Millie: I didn't say that. One problem they do have is that a lot of the energy in the sunlight is lost in the form of heat from the collector, and then, of the remaining heat, a large proportion escapes from the top of the tower. But they're still worth the investment because, as I said, sunlight is free!

Luke 1 what happened at night when there is no sun. Millie
2 that they had managed to find a way to store electricity produced during
the day. She 3 having said that there were no drawbacks and 4
that one problem was that a lot of the solar energy is lost from the collector. However, she
5 that they were still worth the investment because sunlight is free.

A Context listening



1 Freya is doing a course. What job do you think she wants to do?

2 **16** Listen and answer these questions.

- 1 What course is she doing?
- 2 What does she enjoy most?
- 3 What fear has she overcome?

3 Complete these sentences from the recording by using the verbs in brackets.

16 Listen again and check your answers.

- 1 I decided (*do*) an animal management course.
- 2 I chose (*study*) at Fairfield College because it's got a good range of animals and everyone's really friendly.
- 3 The course is only three days a week, so I've already started (*work*) part-time at a pet shop.
- 4 I prefer (*take*) time so I can get to know them.
- 5 I don't even mind (*clean*) them out.
- 6 They've let us (*treat*) some minor problems, like removing splinters from paws.
- 7 They make us (*handle*) all kinds of animals including spiders and snakes.
- 8 I remember (*feel*) really scared.
- 9 As long as you remember (*do*) it the way you've been taught, it's fine.
- 10 Before, if I heard him (*bark*), I just told him (*be*) quiet.
- 11 I'd really like (*work*) in either a zoo or a safari park.

4 All the verbs you have written in Exercise 3 follow other verbs. Which verbs are followed by:

- 1 (object +) *to*-infinitive
- 2 (object +) *-ing*
- 3 object + infinitive without *to*

Which verb is followed by two different patterns?

B Grammar

When you use two verbs together the form of the second verb depends on the first verb. The second verb can be the *to*-infinitive, the infinitive without *to*, or *-ing*.

▲ Many verbs can also be followed by a *that*-clause e.g. *recommend, suggest, tell* (see Unit 15).

1 Verb + *to*-infinitive

Some verbs are followed directly by the *to*-infinitive and do not need an object:

agree aim appear arrange attempt be able be likely claim decide deserve
fail hope learn manage offer plan promise refuse seem tend try

*Was animal care something you always **hoped to do**?
I **decided to do** an animal management course during my last year at school.*

Some verbs are always followed by an object + *to*-infinitive:

advise allow encourage force get persuade remind teach tell warn

*This course **has taught me to respect** all animals and overcome my fears. (~~not This course has taught to respect all animals~~)
I just **told him to be** quiet.*

*Get is used with an object + *to*-infinitive when it means *persuade* or *make*:
If you want to **get your teachers to notice** your work you should make sure you hand it in on time.*

Some verbs can be used with or without an object + *to*-infinitive:

ask choose dare expect help intend need prefer prepare want

*I didn't **want to touch** the snakes.
They **wanted us to touch** the snakes.*

2 Verb (+ preposition) + *-ing*

Some verbs are followed by *-ing*:

avoid approve of can't help can't stand carry on consider deny don't mind
enjoy feel like finish give up imagine include insist on involve keep mention
mind practise put off recommend resist suggest think of/about

*I **prefer dealing** with the customers but I **don't mind cleaning** out the animals and **feeding** them.
We've **practised handling** animals.*

When a verb is followed by a preposition (except *to*) then the following verb is always *-ing*:
*I was **thinking about doing** another course.*

3 Verb + to-infinitive or -ing

Some verbs are followed by either *to*-infinitive or *-ing* with little difference in meaning:

attempt begin bother continue hate like love prefer start

I've started working at a pet shop. (= I've started to work at a pet shop.)

I like feeding the animals. (= I like to feed the animals.)

▲ *Would like / would love / would prefer* are followed by the *to*-infinitive:

I'd really like to work in either a zoo or a safari park.

I'd prefer to stop studying for a while.

Some verbs mean something different when they are followed by the *to*-infinitive or *-ing*:

forget go on need remember stop try

verb	+ <i>to</i> -infinitive	+ <i>-ing</i>
<i>go on</i>	<ul style="list-style-type: none"> one action follows another: <i>After university she went on to get a job as a vet.</i> (= she finished university and then she got a job as a vet) 	<ul style="list-style-type: none"> an action is repeated or continued: <i>She went on talking even though the film had started.</i> (= she continued talking)
<i>remember</i>	<ul style="list-style-type: none"> you remember before you do the action: <i>As long as you remember to do what you've been told, it's fine.</i> (= 1 remember 2 do what you've been told) 	<ul style="list-style-type: none"> you remember after doing the action: <i>I remember feeling really scared.</i> (= 1 I felt scared 2 I remembered that feeling)
<i>forget</i>	<ul style="list-style-type: none"> the action did not happen: <i>I forgot to post my application form.</i> (= I didn't post it) 	<ul style="list-style-type: none"> the action happened: <i>I'll never forget meeting you that cold winter's day.</i> (= we did meet) <p>This form is usually in the negative.</p>
<i>stop</i>	<ul style="list-style-type: none"> there are two actions and the first stops so that the second can begin: <i>I stopped to ask the way.</i> (= I stopped and then I asked) 	<ul style="list-style-type: none"> there is one action which stops: <i>I'm going to stop studying for a while.</i>
<i>try</i>	<ul style="list-style-type: none"> make an effort to do something. You may not always be successful: <i>I try to find out why he's barking.</i> 	<ul style="list-style-type: none"> experiment with doing something: <i>She tried adding a bit more sugar but it still tasted horrible.</i>
<i>need</i>	<ul style="list-style-type: none"> the subject of the sentence will do the action: <i>I need to mend my jeans.</i> (= I will mend them) 	<ul style="list-style-type: none"> there is a passive meaning: <i>My jeans need mending.</i> (= we don't know who will mend them)

4 Verb + object + infinitive without to

feel hear help let make notice see watch

Make and *let* are always followed by an object + infinitive without *to*:

They made us handle all kinds of animals including spiders and snakes.

They let us take it slowly.

▲ When *make* is used in the passive we use the *to*-infinitive:

I was made to handle all kinds of animals including spiders and snakes.

Help can be followed by an infinitive with or without *to*:

The course helped me understand my own dog better. (= The course helped me to understand my own dog better.)

5 Negatives

If we want to make the second verb negative we use *not*:

I chose not to study at this college.

I enjoy not working late.

C Grammar exercises

1 Fill in the gaps with the correct form of the verbs in brackets.

Tutor: So have you managed 1 to finish (*finish*) the assignment, Kumiko?

Kumiko: Well, I've nearly finished but I forgot 2 (*add*) a bibliography, so I'd like 3 (*have*) an extension, if that's possible?

Tutor: How long will you need 4 (*do*) it?

Kumiko: I aim 5 (*finish*) it today, but maybe two days would be the best thing.

Tutor: Yes, that's fine. Have you begun 6 (*work*) on your dissertation yet?

Kumiko: Yes, I started 7 (*write*) my questionnaire a couple of weeks ago, but I stopped 8 (*complete*) this assignment. I'm planning 9 (*get*) the questionnaire ready by the end of the week, and I'm hoping 10 (*show*) it to you for your comments before I use it. Could we meet next week?

Tutor: Yes, of course. I'm afraid I can't find my diary though. I remember 11 (*put*) it in my briefcase this morning, but it doesn't seem 12 (*be*) there. Why don't you email me with a suitable time?

Kumiko: Yes, okay.

Tutor: So, I'll see you in the seminar tomorrow. Don't forget 13 (*email*) me!

Kumiko: Thank you, I'll try 14 (*remember*).

2 Underline the correct form of the verbs.

- Mario remembered to give / giving his assignment to his tutor because he had spoken to her about its length, but she insisted that she had never received it.
- If you can't find the information at the library, try to look / looking on the Internet.
- She studied medicine at university and went on to become / becoming a surgeon.
- Look at Mum's car! It definitely needs to clean / cleaning!
- I'll never forget to fall / falling off that swing when I was a child.
- I was really nervous about the interview, and although I tried not to worry / not worrying, I was awake most of the night.
- The new government needs to take / taking notice of the opinions of the people.
- It seems that the new system of sending out reminders has worked, because this year 90% of members remembered to renew / renewing their membership in time.
- Economists predict that house prices will go on to rise / rising for at least another year.
- We weren't able to see the concert because Tamsin forgot to bring / bringing the tickets.

- 3** Decide if the underlined sections are correct or not. Tick (✓) them if they are right and correct them if they are wrong.

Teacher: What impact do you feel a good learning experience at school can have on people in terms of future learning?	
Student: Oh, well, obviously, having a good experience as a student will <u>1 allow you feel</u> positive about learning in general. If you've had supportive teachers at school who <u>2 encouraged you to work hard</u> , you are more likely <u>3 to go on to be</u> conscientious in your university studies.	1 <u>allow you to feel</u> 2 ✓ 3
Teacher: Can you give me an example?	
Student: Well, with my art classes, my teacher was so supportive that I <u>4 tried very hard</u> <u>pleasing</u> her. However, I have had other teachers who <u>5 have made me to feel</u> useless, and that <u>6 made me wanting</u> to give up.	4 5 6
Teacher: How can teachers ensure that their students have a positive learning experience?	
Student: I think teachers <u>7 need to be</u> interested in their students. If they aren't interested, their students <u>8 will stop to make</u> an effort. Also, if students <u>9 enjoy being</u> in class, they are more likely to learn. Students <u>10 don't mind to work</u> hard if they like what they are doing. So teachers should <u>11 try to make</u> their classes stimulating.	7 8 9 10 11
Teacher: Do you think that the curriculum in schools allows teachers to be creative and make their lessons interesting?	
Student: Yes, in my country teachers must follow a curriculum, but the government <u>12 doesn't force them</u> teach in a certain way. That means that teachers can <u>13 decide to teach</u> the topic however they like. So, teachers can still be creative and <u>14 let their students deciding</u> how they learn.	12 13 14

4 Fill in the gaps in the letter using both of the verbs in brackets.

Dear Sir,

I am writing to complain about the service I received in your hotel at the weekend. I arrived at your hotel at lunchtime on Friday and your receptionist 1 *told me to take* (*tell/me/take*) a seat while she dealt with some other customers. I 2 (*not feel like/wait*) after a long journey but I sat down anyway. However, after your receptionist 3 (*finish/talk*) to the other customers she walked away and left no one behind the desk. After about ten minutes, I rang the bell, but still no one came. I 4 (*try/find*) someone else to help me, and when I 5 (*fail/do*) this I went behind the desk and called through the door. The receptionist was sitting in the back room at the computer. When she 6 (*see/me/stand*) in the doorway, she apologized and said she 7 (*need/send*) an urgent email and 8 (*carry on/look*) at her screen.

If this had been the only poor service I received during my stay, I would not 9 (*bother/write*) this letter. However, later that evening, in the dining room, I had another bad experience. Your menu only had one vegetarian dish, so I ordered this. Imagine my horror when I 10 (*start/eat*) and discovered meat in the dish. I 11 (*consider/leave*) immediately, but instead I explained the situation to the waiter. I 12 (*expect/him/get*) me another vegetarian meal, but instead he simply shrugged his shoulders, removed the plate and walked away.

I 13 (*hope/receive*) a full apology from you for this poor service and some recompense for the unpleasant time I experienced whilst staying in your hotel. I 14 (*advise/you/give*) your staff some customer care training in the immediate future.

Yours faithfully,
Geraint Rees