**VOCABULARY**

1. **Each speaker is talking about something from a book, TV show or film. Match one of these words to each description.**

|  |
| --- |
| **character / series / plot / atmosphere / chapter / novel** |

1. The film begins in a scary house and it’s really dark. \_\_**atmosphere**\_\_\_\_\_\_\_\_\_
2. It’s so complicated that after fifteen minutes you don’t know who and what is happening. \_\_**plot**\_\_\_\_\_
3. I’ve just got one more to read. \_\_**chapter**\_\_\_\_\_\_\_
4. This is his best yet. I’ve read all the others but this is great fiction! \_\_**novel**\_\_\_\_\_\_\_
5. Last week they found out it was his son. What happened this week? I missed it I’m afraid. \_\_**series**\_\_
6. I really like her. She’s evil but the most interesting person in it. \_**character**\_\_\_\_\_\_\_\_
7. **Underline the correct adjective.**
8. It’s such a **moving** / outstanding piece of music. I cry every time I hear it.
9. It’s **hilarious** / breathtaking! It must be the funniest show on TV.
10. The actor gave an **outstanding** / a classic performance. It was perhaps the only time we’ll ever see that play performed so well.
11. This **groundbreaking** / incomparable technology allows them to film deep beneath the oceans.
12. **Match the best word in the left column with each category on the right.**

|  |  |  |
| --- | --- | --- |
| **1** | bestseller\_**g**\_\_ | 1. music
 |
| **2** | blockbuster\_**e**\_\_ | 1. work of art
 |
| **3** | critic\_**d**\_\_ | 1. payment
 |
| **4** | royalty\_**c**\_\_ | 1. person
 |
| **5** | household name\_**f**\_\_ | 1. film
 |
| **6** | hit\_**a**\_\_ | 1. celebrity
 |
| **7** | masterpiece\_**b**\_\_ | 1. book
 |

1. **Complete these sentences with words from the left column in Exercise C.**
2. One \_\_**critic**\_\_\_\_ said that he had fallen asleep during it but I really enjoyed it.
3. She earned a 15 percent \_\_**royalty**\_\_\_\_ every time the book was sold.
4. It’s too early to say if that painting will become a \_**masterpiece**\_\_\_\_\_.
5. He’s still a \_**household name**\_\_\_\_\_\_\_ even though he’s been a recluse for the last ten years.
6. It became a \_**hit**\_\_\_\_\_ and stayed at number one in the charts for ten weeks.
7. Harry Potter is the biggest children’s \_**bestseller**\_\_\_\_\_ this century.
8. The trouble with all these \_\_**blockbuster**\_\_\_\_\_\_ movies is that they have lots of special effects and little real acting.

**KEY LANGUAGE: comparing and contrasting**

1. **Complete the conversation with these missing phrases. There is one extra phrase.**

|  |
| --- |
| **Much better / less serious / very different / worse than / same as / very similar** |

**M:** So, what do you fancy this evening?

**W:** Nothing violent. I don’t want you to get any more of those films with endless fight scenes and awful acting.

**M:** How about this one?

**W:** But that’s by the same director.

**M:** Yes, but it’s (1) \_**very different**\_\_\_\_\_\_\_\_\_ from his others.

**W:** Well, the front looks (2) \_**very similar**\_\_\_\_ with all those people fighting. How about a nice romantic comedy? I haven’t seen this one before.

**M:** We must be able to find something (3) \_**much better**\_\_\_\_ than that. It’ll just be lots of kissing in the fields. What’s this?

**W:** It’s that TV series about global warming. It’s beautifully filmed, but I’d rather watch something (4) \_\_**less serious**\_\_\_\_\_ this evening.

**M:** This looks good. It’s set on a spaceship and slowly everyone disappears.

**W:** I suppose we could do a lot (5) \_\_**worse than**\_\_\_ that. I do like the actress in it.

**GRAMMAR**

1. **Read the information about Heinrich Schliemann. Then complete the text by writing *said* or *told* in each space.**

**Heinrich Schliemann – an interview in the 1860s**

Heinrich Schliemann was a German archeologist who excavated a city in Turkey in 1871 and decided that it was ancient Troy. He found evidence of destruction by war, and also discovered some gold objects. Nowadays archeologists believe that his methods of excavation were unscientific, and they also believe that some of his discoveries were false.

Recently many experts have \_\_**said**\_\_\_\_\_\_ that Schliemann had a habit of not telling the truth, and this has raised doubts about his work. For example, he \_**told**\_\_\_\_\_\_\_ everyone he was a US citizen, but in fact this wasn’t true. He also \_**said**\_\_\_\_\_\_\_\_\_ he had a degree from the University of Rostock, but in fact the university rejected his thesis. He \_\_**said**\_\_\_\_\_\_\_ he had found gold jewellery at Hissarlik, but some people believe these were modern pieces. In fact, his servant later \_**told**\_\_\_\_\_\_\_\_ people that no jewellery had been found in the places that Schliemann claimed to have found it. He also \_**told**\_\_\_\_\_\_\_\_ the authorities in Turkey that he was an archeologist, but he didn’t have any qualifications. When he talked about his work, he always \_\_**told**\_\_\_\_\_\_\_ people that he had dreamed of finding Troy when he was a small boy, but many people feel that he invented this story later. However, although many archeologists at the time \_**said**\_\_\_\_\_\_\_\_\_\_\_\_\_ that his work was inaccurate, we have to remember that archeology was not a science in Schliemann’s time. He may not have always \_**told**\_\_\_\_\_\_\_\_\_\_ the truth, but he brought a lot of energy to the discovery of the ancient world, and devoted his life and his wealth to his excavations.

1. **Rewrite each sentence about Schliemann as reported speech.**
2. ‘I have always been interested in the story of Troy,’ he told journalists.

\_\_**He told journalists (that) he had always been interested in the story of Troy**. \_\_\_\_\_\_\_\_\_\_\_

1. ‘My father read the stories to me when I was a child,’ he said.

\_\_**He said (that) his father had read the stories to him when he was a child**.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. ‘I have always believed that Troy was a real place,’ he said.

\_\_**He said (that) he had always believed that Troy was a real place**.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. ‘At an early age I decided to discover the site of the city,’ he said.

\_\_**He said (that) at an early age he had decided to discover the site of the city**.\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. ‘For many years I worked as a merchant in the USA and Russia,’ he said.

\_\_**He said (that) for many years he had worked as a merchant in the USA and Russia**.\_\_\_\_\_\_\_\_\_\_

1. ‘I am a wealthy man and I have retired from business,’ he said.

\_**He said (that) he was a wealthy man and he had retired from business**. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. ‘I first went to the site at Hissarlik in 1868,’ he said.

\_**He said (that) he had first been / gone to the site at Hissarlik in 1868**. \_\_\_\_\_\_\_\_\_\_\_

1. ‘Since then I have spent a lot of my own money on the excavation,’ he said.

\_ **He said (that) since then he had spent a lot of his own money on the excavation** \_\_\_\_\_\_\_\_

1. ‘I am working with a British archeologist,’ he said.

\_**He said (that) he was working with a British archeologist**.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. ‘We are hoping to prove that Hissarlik is the site of ancient Troy,’ he said.

\_**He said (that) they were hoping to prove that Hissarlik was the site of ancient Troy**.\_\_\_\_\_\_\_\_\_\_\_

1. **Read the newspaper report and choose the correct words in italics.**

**In Court this week**

**Maggie Givans reports from Brentford Magistrates’ Court**

On Tuesday, local shopkeeper Barry Southgate appeared in court for dangerous driving. Police Constable Harriet Diamon said that on the night of 14 February she (0) *has seen /* ***had seen*** a dark blue Volkswagen Golf travelling at high speed through a residential area. She stopped the motorist, Mr. Southgate, and asked him to tell her his driving speed, he replied that he (1) *has /* ***had*** no idea.

When PC Diamond asked to see his driving licence, he replied that he (2) ***would*** */ will bring* it to the police station (3) *tomorrow /* ***the following day***, closed his door and drove off, again at high speed.

In response to Magistrate Richard Pound’s questions Mr. Southgate said (4) *I /* ***he*** knew he had been over the speed limit, but he didn’t know exactly what speed he (5) *was /* ***had been*** travelling at. He also said that he (6) *has /* ***had*** forgotten to take his licence to the police station (7) ***the next day*** */ next day*. The Magistrate wanted to know how he could forget something important like that, and Mr. Southgate explained that his wife (8) has had / had had their first baby that day, so he (9) *can’t /* ***hadn’t been able*** to take his licence to the police station. He added that he had been rushing to the hospital (10) ***the evening before*** */ yesterday evening*, and that was why he had been driving so fast. Magistrate Pound said that Mr Southgate still (11) *must /* ***had to*** pay the fine for speeding but that he (12) *wishes /* ***wished*** him and his new family all the best.

1. **Complete the reported statements. Make all the changes you can.**

**0)** **Politician (to reporters):** I’m ready to answer your questions.

The politician told the reporters \_**that he was ready**\_\_\_\_\_\_\_\_\_\_\_\_\_ to answer their questions.

**1) Reporter:** People were offended by remarks in your speech.

A reporter said people\_\_**had been offended by**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ remarks in the politician’s speech.

**2)** **Politician:** I didn’t make any offensive remarks in my speech yesterday.

The politician stated \_\_**(that) he hadn’t made**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ any offensive remarks in his speech \_**the day before**\_\_\_\_\_\_\_\_\_\_\_.

**3)** **Politician:** I was just describing my plans for next year.

He said that \_**he had just been describing**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his plans for the next year.

1. **Reporter:** You must know that people have asked for your resignation.

The reporter said that the politician \_\_**had to know that people had asked**\_\_\_\_\_\_\_\_\_\_\_\_\_ for his resignation.

1. **Politician:** I can’t understand it myself. I simply described the situation in the country.

The politician said \_\_**he couldn’t understand it**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ himself.

He \_\_**had simply described**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the situation in the country.

1. **Politician:** I have been working very hard and I see no reason to resign.

He added that \_\_**he had been working very hard**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and he saw no resign.

1. **Politician:** I will make a full statement about my plans tomorrow afternoon.

He ended by saying that \_**he would make a full statement about his plans the following / next afternoon**\_\_.

1. **Match the sentences a to h with the same words reported in 1-8.**

|  |  |
| --- | --- |
| 1. This is how you turn on the computer. \_**1**\_\_
 | 1. He explained how to turn on the computer.
 |
| 1. I wouldn’t turn on the computer if I were you. \_**8**\_\_
 | 1. He warned me not to turn on the computer.
 |
| 1. I’ll turn on the computer. \_**7**\_\_
 | 1. He invited me to turn on the computer.
 |
| 1. It’s not true – I didn’t turn on the computer. \_**6**\_\_
 | 1. He suggested I turned on the computer.
 |
| 1. Careful – don’t turn on the computer. \_**2**\_\_
 | 1. He refused to turn on the computer.
 |
| 1. Why don’t you turn on the computer? \_**4**\_\_
 | 1. He denied turning on the computer.
 |
| 1. Would you like to turn on the computer? \_**3**\_\_
 | 1. He offered to turn on the computer.
 |
| 1. No, I won’t turn on the computer! \_**5**\_\_
 | 1. He advised me not to turn on the computer.
 |
| 1. Let’s download the new program. \_**10**\_\_
 | 1. He admitted downloading the program illegally.
 |
| 1. Yes, I downloaded the program illegally.\_**9**\_\_
 | 1. He suggested downloading the new program.
 |

1. **Complete the reported requests or commands.**
2. ‘Fill the jar with water, John.’

The teacher \_**told John to fill the jar with water**.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. ‘Please help him, Angela.’

The teacher \_\_**asked Angela to help him**.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. ‘Michael, don’t spill the water!’

The teacher \_\_**told Michael not to spill the water**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. ‘Please pour a little water into here, Allison.’

The teacher \_\_**asked Alison if she would pour / to pour a little water into the test tube**\_\_\_\_\_\_\_\_\_\_.

1. ‘Light the gas, Steve.’

The teacher \_\_**told Steve to light the gas**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. ‘Don’t touch it with your finger, Alan.’

The teacher \_\_**told Alan not to touch it with his finger**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. ‘Sarah, heat the water gently until it boils.’

The teacher \_\_**told Sarah to heat the water gently until it boiled**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. ‘All of you, please watch the water carefully.’

The teacher \_**asked all of them to watch the water carefully**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. **For questions 1-10, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.**
2. ‘Have you ever been to a psychiatrist?’ Arthur asked Mary. (visited)

Arthur asked Mary \_**if she had ever visited**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a psychiatrist.

1. ‘When was the last time you went to the doctor?’ (been)

He wondered when she \_\_**had last been**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the doctor.

1. ‘Where did the concert take place?’ (had)

He wanted to know \_\_\_**where the concert had taken**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ place.

1. ‘Was it a good meal?’ (been)

He asked her\_**if it had been**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a good meal.

1. ‘Did you meet him last night?’ Chris asked Lucy. (met)

He wanted to know \_**if she had met him**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the night before.

1. How do you manage on your salary?’ Helen asked Maria. (managed)

Helen couldn’t understand \_**how Maria managed on**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ salary.

1. ‘What did you do yesterday?’ asked the old lady. (day)

The old lady asked me what \_\_**I had done the day**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ before.

1. ‘Do you think we should smoke in here?’ (they)

He asked her \_**if they should smoke in\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ there.

1. ‘Have you ever been to the ballet?’ (he)

She wondered \_\_**if he had ever been**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the ballet.

1. **For questions 1-10, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do no change the word given. You must use between two and five words, including the word given.**
2. ‘I did not steal the money from the till,’ said the boy. (stolen)

The boy \_**said he hadn’t stolen**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the money from the till.

1. ‘I have never killed anyone,’ said the accused. (ever)

The accused denied that he \_**had ever killed**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ anyone.

1. ‘Who ate the cake?’ she asked. (had)

She wanted \_\_**to know who had eaten**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the cake.

1. ‘Freud’s book was not the first one about dreams,’ said the lecturer. (written)

The lecturer explained that books about dreams \_\_**had been written before**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Freud’s book.

1. ‘Do you ever have nightmares in which you’re falling from a great height?’ (dreamt)

She asked him whether \_**he had ever dreamt**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about falling from a great height.

1. ‘He must pay his bill soon,’ said Jill. (pay)

She said\_\_\_**he had to pay**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his bill soon.

1. The psychiatrist asked her what she had dreamt about the night before. (dream)

‘What \_\_**did you dream last**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ night?, asked the psychiatrist.

1. ‘You mustn’t work so hard,’ said the doctor to Katy. (not)

The doctor advised \_\_**Katy not to work so**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hard.

1. He promised he would come on time in future. (late)

‘I promise I \_**won’t be late from**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ now on,’ he said.

1. She asked them the way to the station. (way)

‘Could \_**you tell me the way**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the station?’ she asked.

**GERUNDS & INFINITIVES**

|  |  |  |
| --- | --- | --- |
| VERB + INFINITIVE WITH TO | VERB + -ING FORM | VERB + PREPOSITION + -ING FORM |
| HopeManageTendWantDecideNeedSeemPlanRefuseCan’t affordPromise | KeepEnjoySuggestFancyAvoidMindCan’t help (=can’t stop)GoFinish | Think aboutSucceed inLook forward toTalk aboutCarry onGive upBe interested inBe good at Be bad at |

1. **Read the interviews with Toby and Matilda. Write the verbs in the correct form.**

I: Toby, what would you like \_\_**TO BE**\_\_ (be) when you grow up?

T: I’d like \_\_\_**TO WORK**\_\_ (work) in space research.

I: Wow! Why do you want \_\_**TO DO**\_\_ (do) that?

T: Well, I enjoy \_\_\_**LEARNING**\_\_ (learn) about the planets, and I love \_\_**THINKING\_**\_ (think) about what’s out there in space.

I: Where do you hope \_\_**TO WORK**\_\_ (work)?

T: I’d love \_\_**TO GO**\_\_ (go) to Switzerland and work for CERN, the nuclear research organization. That would be my dream job!

I: Well, good luck!

I: Matilda, what are you going to do when you retire?

M: Well, I’m very interested in \_\_**FINDING**\_\_ (find) out about my family history. I’ve decided \_\_**TO** **DO**\_ (do) some research on the net. I think I will succeed in \_\_FINDING\_ (find) some cousins who emigrated to Australia.

I: Would you like \_\_**TO** **GO**\_ (go) to Australia?

M: Yes, I would! Australia is a fascinating country. I love \_\_**TRAVELLING**\_\_ (travel)! I’ve just come back from \_\_**DRIVING**\_ (drive) across America.

I: Where are you going next?

M: My friend and I are planning \_\_**TO** **CROSS**\_\_ (cross) Russia by train. It takes about a week.

I: Wow! That sounds wonderful!

**NEW GRAMMAR**

1. There are some verbs which can be followed by ***–ing*** or ***to…*** **with a difference of meaning.**

**REMEMBER**

|  |  |
| --- | --- |
| I **remember** **doing** something = I did it and now I remember this.You **remember doing** something ***after*** you have done it.* I’m absolutely sure I locked the door. I clearly **remember locking** it.

(= I locked it, and now I remember this.)* He could **remember driving** along the road just before the accident happened, but he couldn’t remember the accident itself.
 | I **remembered to do** something = I remembered that I had to do it, and so I did it.You **remember to do** something ***before*** you do it.* I **remembered to lock** the door when I left but I forgot to shut the windows.

(= I remembered that I had to lock the door and so I locked it.)* Please **remember to post** the letter.

 (= don’t forget to post it.) |

**FORGET**

|  |  |
| --- | --- |
| I **forget doing something** = not recall* I’ll never **forget meeting** her for the first time.

 (=I’ll never forget when I met her for the first time. That event or that moment is very important for me so I can’t get it out of my mind.)* Sally forgot playing tennis when she was young.

(= she was playing tennis many years ago but now she doesn’t remember it.) | I **forget to do** something = not remember* I’m sorry, I **forgot to call** you.

(= it was your birthday but I was very busy and I just couldn’t remember it.)* Don’t forget to meet Mr Morison at 10 this morning.

 (= you should meet him.) |

 **STOP**

|  |  |
| --- | --- |
| I **stop doing** something = I stop an activity* It’s a good idea to **stop eating** sweets between meals.
* I **stopped smoking**.

 (=I gave up smoking.) | I **stop to do** something = I stop in order to* They **stopped to buy** some food, and then continued their journey.

(= they were driving and they wanted to buy some food so they stopped driving in order to buy food.) * I’ve written three essays and now I want to **stop to have** a rest.
 |

 **TRY**

|  |  |
| --- | --- |
| **Try to do** = attempt to do, make an effort to do:* I was very tired. I tried to keep my eyes open but I couldn’t.
* Please try to be quiet when you come home. Everyone will be asleep.
 | Try also means ‘do something as an experiment or test’. For example: * These cakes are delicious. You must **try** one.

(=you must have one to see if you like it.)* We couldn’t find anywhere to stay. We **tried** every hotel in the town but they were all full.

 (=we went to every hotel to see if they had a room.),If **try** (**with this meaning**) is followed by a verb, we say **try –ing**:* A: The photocopier doesn’t seem to be working.

B: **Try pressing** the green button. (=press the green button – perhaps this will help to solve the problem) |
| * I **tried to move** the table but it was too heavy. (so I couldn’t move it.)
 | * I didn’t like the way the furniture was arranged, so I **tried moving** the table to the other side of the room. But it still didn’t look right, so I moved it back again.
 |

1. **HELP & CAN’T HELP**

 These two verbs seem similar but they have **a different meaning**.

 You can say **‘HELP TO DO’** or **‘HELP DO’** (infinitive with or without to):

* Everybody **helped to clean up** after the party. Or Everybody **helped clean up**…
* Can you **help me to move** this table? Or Can you **help me move** this….?

There is also an expression ‘**can’t/couldn’t help doing** something’. I can’t help doing something = I can’t stop myself from doing something.

* I don’t like him but he has a lot of problems. I can’t help feeling sorry for him.
* She tried to be serious but she couldn’t help laughing.
* I’m sorry I’m so nervous. I can’t help shouting at everybody.
1. **MAKE & LET**

These verbs have the structure **verb + object + infinitive (without to)**:

* The customs officer **made Sally open** her case.
* Hot weather **makes me feel** tired.
* Her parents never **let her go** out alone.
* **Let me carry** your bag for you.
1. **Complete the conversation with the correct form of the verbs (-ing or to +verb).**

**Mario:** Brian, hi! So, you seem \_\_\_**TO** **BE**\_\_ (be) really worried about the timetable.

**Brian:** Well, yes. You see, some of the students have a really important exam next term, and I can see them starting \_\_\_\_\_**TO** **GET**\_\_\_ (get) very tired already. That’s why I decided \_\_\_\_**TO** **ASK**\_\_ (ask) you about this now.

**Mario:** Good idea. In fact, I know other lecturers want \_\_**TO** **DISCUSS**\_\_\_\_ (discuss) similar issues as well. But first I need \_\_\_**TO** **FIND** **OUT**\_\_\_\_ (find out) what exactly the problem is. I am thinking of \_\_\_**CALLING**\_\_ (call) a meeting.

**Brian:** Really? That would be very useful. In the meantime, maybe we could all keep \_\_\_**LOOKING**\_\_\_ (look) for more research on teenagers’ sleep problems.

**Mario:** Sure. I remember when we were teenagers, our teachers tended \_\_\_**TO** **BLAME**\_\_\_ (blame) us if were tired in the morning.

**Brian:** Yeah, it was the same at our college. But our problems had nothing to do with laziness, or going to bed late.

**Mario:** I know. It was beyond our control. Nobody likes \_\_\_**STUDYING**\_\_\_ (study) when they are tired.

1. **Match these sentence halves.**

|  |  |
| --- | --- |
| 1. The aim of our college is to help all students \_\_\_**C**
 | 1. to change the timetable.
 |
| 1. Marcus apologised to his teacher \_\_\_**F**
 | 1. to do better in their exams next time.
 |
| 1. When I was a teenager I never enjoyed \_\_\_**D**
 | 1. give the best of themselves.
 |
| 1. At the request of students and teachers, the college decided \_\_\_**A**
 | 1. having to get up at 6.00 a.m.
 |
| 1. Most students have never thought of \_\_\_**E**
 | 1. writing as something fun to do.
 |
| 1. Our children are hoping \_\_\_**B**
 | 1. for behaving badly in class.
 |

1. **Complete the text with the –ing or to- infinitive form of the verbs in brackets.**

 People who remember \_\_**TO DO**\_ (do) everything they have planned are usually people who organize their tasks in some way, and avoid \_\_**GETTING**\_\_ (get) into a muddle. A shopping list is a good example of this technique, if you remember \_\_**TO TAKE**\_\_ (take) the list with you when you go \_\_**SHOPPING**\_\_ (shop).

 It’s sometimes possible to remember a fact, for example, if first of all you stop \_\_\_**TO** **THINK**\_\_ (think) for a few moments. When you try \_\_**TO** **REMEMBER**\_\_ (remember) something, this will be easier if you have learnt it inan organized way. If you are not sure how to do this, try \_**WRITING**\_ (write) brief notes about the text you are reading. Many people find this an effective way of learning. After all, it’s easy to read something and not understand or remember it, usually because you have stopped \_\_**PAYING**\_ (pay) attention.

**Complete the text with the –ing or to- infinitive form of the verbs in brackets.**

 **Reading the digital way**

 **Reading the digital way**

 Many of us who love \_\_\_**READING**\_\_ (read) are changing our habits. Today, a lot of us have decided \_\_\_**TO USE**\_\_\_ (use) e-readers, and so we’ve stopped \_\_\_**BUYING**\_\_ (buy) traditional books.

 E-readers have a number of advantages. They are very practical, so they are ideal for people who like \_\_\_**TRAVELLING**\_ (travel). If you’re abroad, you don’t need \_\_**TO** **LOOK** **FOR**\_\_ (look for) a bookshop that has books in your language – you can download it as a digital book. In addition to this, e-readers are private, so people around you can’t \_\_\_**SEE**\_\_ (see) what you’re reading. Finally, when you finish \_\_**READING**\_\_(read) a book, you no longer have to find room for it on a bookshelf.

 However, there are some disadvantages. Some people say it makes your eyes \_\_HURT\_\_ (hurt) if you spend a long time in front of the screen. As well as this, an e-reader can let you \_\_GO ON\_ (go on) reading as long as the battery lasts, so you have to remember \_\_**TO** **TAKE**\_\_\_ (take) your charger with you and you mustn’t forget \_\_**TO** **CHARGE**\_\_ (charge) the battery.

**EXTRA PRACTICE**

1. **Choose the correct sentence with the closest meaning to the given sentence.**
2. The burglars couldn’t leave the house since the dog wouldn’t let them so.
3. Since the dog was sleeping soundly, the burglars were able to leave the house easily.
4. If the dog had been asleep, the burglars might have entered the house.
5. **The dog prevented the burglars from leaving the house.**
6. Although the dog was walking around, the burglars left the house.
7. The dog started to bark furiously, so the burglars couldn’t leave the house.
8. Writing a beautiful sonnet is as hard as finishing a 400-page-novel.
9. Writing a beautiful sonnet isn’t as hard as reading a book.
10. When you read a beautiful sonnet, you feel as if you had finished a thick book.
11. When writing a beautiful sonnet and finishing a 400-page-novel are compared, the former is harder.
12. **Writing a beautiful sonnet is not less difficult than finishing a 400-page-novel.**
13. Not everybody can write a sonnet but they can finish a 400-page-novel.
14. French is the only language other than English spoken on five continents.

**A)French and English are the only languages that are spoken on five continents.**
**B)** Unlike French, English is spoken on five continents.
**C)** French and English are spoken widely in official and commercial circles.
**D)** Before English, French was the only language spoken on five continents.
**E)** Worldwide, French is the most widely taught second language after English.

1. **Complete the paragraphs with the most appropriate sentences.**
2. \_\_\_\_\_\_\_\_\_\_\_. However, the most common cause is an undersea earthquake which is too small to create a tsunami by itself may trigger an undersea landslide quite capable of generating a tsunami.
3. Tsunamis have been historically referred to as tidal waves because as they approach land, they take on the characteristics of a violent onrushing tide.
4. Since tsunamis aren’t actually related to tides, the term is considered misleading.
5. The term tsunami comes from the Japanese language meaning ‘harbor’ and ‘wave’.
6. A tsunami can travel hundreds of miles over the open sea and cause extensive damage when it encounters land.
7. **A tsunami can be generated by any disturbance that rapidly moves a large mass of water such as volcanic eruption.**
8. The term ‘broadband’ refers to telecommunication in which a wide band of frequencies is ready to send information. \_\_\_\_\_\_\_\_\_\_\_\_\_. It allows uses to access the Internet at higher speeds rather than traditional modems. High-speed Internet allows users access to advance data processing and high-speed transmission technologies.
9. They include cable modem, wireless access, satellite access and power line access.
10. **It is frequently used as another term for high-speed Internet access.**
11. However, there are also many advantages of using broadband.
12. There was obviously no need to dial-up your Internet provider.
13. The information was downloaded into his computer at a higher speed.
14. We know that dogs are a human’s best friend. They love us and we love them. \_\_\_\_\_\_\_\_\_\_\_\_. Many scientists think they came from wolves 15,000 years ago. Although wolves are wild and dogs are tame, they’re still a lot alike. Both wag their tails when happy and put their tails between their legs when scared.
15. **However, we’re not so sure where they came from.**
16. Some were trained to do more than keep us company.
17. Working dogs guide blind and wheel chair-bound people
18. So they’re good at finding things using their keen senses.
19. Handlers teach the dog how to find specific things.