

THEME 6 Culture and Civilization Rites of Passage

Grammar Skills

Read the sentences. Circle the correct word in each case.

- 1 There were hundreds of guests at the wedding. phrases with ordinal numbers (Table 1)
- 2 It was the the most expensive hotel in the city. form of longer superlative adjectives
- 3 I like both the dresses. structure of partitive *both + noun*
- 4 If people marry young, they may have financial problems. modal with first conditional result clause
- 5 The flowers cost five hundred and twenty euros. expression of ordinal numbers (Table 1)
- 6 They borrowed most of the money for the wedding. structure of quantifier with *of + countable noun*
- 7 My parents married in nineteen seventy two. expression of ordinal numbers: dates (Table 1)
- 8 The ceremony will end around one o'clock. prepositions in time phrases.
- 9 Their clothes look very smart. plural countable nouns (Table 2)
- 10 He gave me some advice about choosing a dress. determiners with uncountable nouns (Table 2)
- 11 How much did you pay for the reception? structure of past simple object questions (Table 3b)
- 12 We didn't have enough money for a big party. quantifiers with uncountable nouns (Table 3a)
- 13 The bride was wearing some beautiful jewellery. determiners with uncountable nouns (Table 2)
- 14 We went on our honeymoon during the summer. prepositions in time phrases (Table 4)
- 15 After the meal, the guests sat and talked. preposition + article + noun in time phrases (Table 4)
- 16 Before getting married, you must decide on a date. preposition + -ing form in time phrases (Table 4)
- 17 The bride arrived just before the ceremony. prepositions in time phrases (Table 4)
- 18 The bride's father has borrowed a lot of money. structure of present perfect simple in 3rd person (Table 5a)
- 19 The government changed the law last year. time reference in present perfect simple aspect (Table 5)
- 20 Have you ever eaten wedding cake? verb form in present perfect questions (Table 5b)

A Look at Table 1.

- 1 Write the word for each number next to it.
- 2 Which numbers contain the word *and* when you say them aloud? 9,990; 250,000; 2002; 2020 (*and* is used before tens and units.)
- 3 Find the following:
 - three numbers that are dates 1999, 2002, 2020
 - half a million 500,000
 - a quarter of a million 250,000
- 4 How are dates different from other high numbers? The numbers in dates are often divided into two when spoken, e.g., nineteen/ninety nine. The word 'thousand' is omitted. (This is not always the case, e.g., 2002)
- 5 What is the difference between *a thousand men* and *thousands of men*? 'A thousand' is an alternative to 'one thousand'. 'Thousands' is an unspecified number meaning several thousands.

Table 1: High numbers

1,000	<u>one thousand</u>	10,000	<u>ten thousand</u>
70,000	<u>seventy thousand</u>	17,000	<u>seventeen thousand</u>
250,000	<u>two hundred and fifty thousand</u>	500,000	<u>five hundred thousand</u>
9,990	<u>nine thousand nine hundred and ninety</u>	1999	<u>nineteen ninety-nine</u>
2002	<u>two thousand and two</u>	2020	<u>two thousand and twenty</u>

B Look at Table 2.

- 1 Decide which group of nouns is countable, i.e., can you put an article or a number in front of them?
The left-hand column.
- 2 Add the following words to the correct column.
job work advice problem wife housework
- 3 Which column goes with the question words *how much ...?* uncountable
Which goes with *how many ...?* countable
- 4 Decide which countable noun in this list is always plural? Can you think of any other nouns like this?
'Clothes'. Some examples of other plural nouns are: earnings, goods, scissors, belongings, trousers.

Table 2: Countable and uncountable nouns

Countable (count) nouns	Uncountable (mass) nouns
	jewellery
euros	money
houses	accommodation
<u>job(s)</u>	clothes <u>work</u>
<u>wife/wives</u>	<u>housework</u>
<u>problem(s)</u>	<u>advice</u>

C Look at Table 3a.

- 1 Complete the table with a suitable quantifier.
- 2 Which quantifiers are used with:
 - a countable nouns? too many
 - b uncountable nouns? too much
 - c both? a lot of, (not) enough
- 3 Look at these two sentences:
 - a A lot of people came to my party.
 - b Too many people came to my party.
 In which sentence were there more people than I wanted? b

Table 3a: a lot of, too much, too many, not enough

1	2 countable	3 uncountable
I was happy because 900 people came to the wedding.	<u>A lot of</u> people came to the wedding.	
We had 800 tables, but only 200 chairs.	We had <u>too many</u> tables. We didn't have <u>enough</u> chairs.	
The wedding dress cost £5,000. I only had £2,000.		It cost <u>too much</u> money. I didn't have <u>enough</u> money.
I hired a wedding dress. It was much cheaper.		I saved <u>a lot of</u> money.

D Look at Table 3b.

- 1 Complete the questions with *much* or *many*.
- 2 Which sentence is uncountable and which is countable? 2 is uncountable. 1 is countable.
- 3 Make other questions about the following:

chairs space water guests

Model answers:

How many chairs did you have/were there?

How much space did you have/was there?

How much water was there?

How many guests were there?

Table 3b: Past simple object questions with much and many

Question words	Subject	Aux	Subject	Verb
How <u>many</u>	people	<u>did</u>	you	invite?
How <u>much</u>	money	did	you	<u>spend</u> ?

E Look at Table 4.

- 1 Decide which time phrase on the left goes with each prompt on the right.
- 2 Make sentences using the time phrases on the left and the prompts in the right-hand column.
- 3 In what other position in the sentence can you put the time phrases – in the middle? at the end?
At the end.

4 Think of an extra sentence beginning with each of the three time phrases.

Model answers:

Before the wedding, the bride's father booked the hotel.

The guests went home after the wedding.

During the wedding, the bride's mother cried.

Table 4: before, during and after

Before the wedding	<u>the family decided on the date.</u>	family / decide on / date
Before the wedding	<u>the bride bought a wedding dress.</u>	bride and groom / go on / holiday
During the wedding	<u>the guests sang traditional songs.</u>	guests / sing / traditional songs
During the wedding	<u>the guests ate the wedding cake.</u>	bride / buy / wedding dress
After the wedding	<u>the bride and groom went on holiday.</u>	guests / eat / wedding cake

F Look at Table 5a.

- 1 Which auxiliary and form of the verb is used in the sentences?
'Have' + past participle.
- 2 Complete the second sentence using the 3rd-person form.

Table 5a: Present perfect for experiences

Subject	Aux	Verb	
I	have	eaten	too many cakes.
He	<u>has</u>	<u>spent</u>	too much money.

G Look at Table 5b.

- 1 Complete the questions. Make sure you use the correct verb form.
- 2 Do the questions refer to the past, present or future? Past up until now.
- 3 Do they refer to a specific time? No.
- 4 Which answer is usual? a
 - a Yes, I have.
 - b Yes, I have spent a lot of money.
- 5 Ask and answer similar questions with a partner.

Table 5b: Present perfect for experiences – questions

Aux	Subject	Adverb	Verb	
<u>Have</u>	you	ever	<u>spent</u>	a lot of money?
Have	you	<u>ever</u>	eaten	too much/many <u>cakes</u> ?
Has	<u>Samir</u>	ever	<u>danced</u>	at a wedding?
Have	they	ever	<u>met</u>	a famous person?

THEME 7 They Made Our World Communications

Grammar Skills

Read the sentences. Circle the correct word in each case.

- 1 Have you ever written a book? structure of present perfect simple with *ever*
- 2 Ladislo Biro is the man who invented the ballpoint pen. relative pronouns in defining relative clauses
- 3 He invented it in 1938. past simple vs present perfect tenses with specific past time reference
- 4 Samuel Morse did a lot of experiments to perfect his invention. differentiation between quantifiers *a lot of/too many*
- 5 He said 'I will succeed.' structure and usage of reporting verbs *say* and *tell* (Table 1)
- 6 We told him 'Keep trying!' structure and usage of reporting verbs *say* and *tell* (Table 1)
- 7 He asked me if I had a problem. structure of closed questions in reported speech (Table 2)
- 8 'Do you agree?' He asked. structure of closed questions in direct speech (Table 1)
- 9 In 1914 he said he wanted to keep working. tense change (backshift) in reported speech (Table 2)
- 10 I told her that I was an inventor. object pronouns in reported statements with *tell* (Table 2)
- 11 He learnt a good lesson. use of reflexive pronouns
- 12 She died in January 2000. prepositions in time phrases (Table 3)
- 13 He started in June and finished one month later. word order in time expressions
- 14 He decided to make a better pen. -ing form vs infinitive after verbs (Table 5)
- 15 He started school in 1855. form of nouns after the verb *start*
- 16 After leaving school he studied at home. -ing forms after time adverbs and prepositions (Table 4)
- 17 He had a laboratory for doing experiments. -ing forms after time adverbs and prepositions (Table 4)
- 18 She went on to become a professor. -ing form vs infinitive after verbs (Table 5)
- 19 He died at 8.000 exactly. prepositions in time phrases (Table 3)
- 20 He worked hard during the summer. prepositions in time phrases (Table 3)

A Look at Table 1.

- 1 Choose the correct option to complete each sentence.
- 2 Which reporting verb do we use when we say *who* we are talking to? tell
- 3 Which reporting verb do we use when we *do not mention* who we are talking to? say
- 4 Which reporting verb **a** always, **b** never, **c** sometimes takes an object?
 - a tell
 - b say
 - c ask

Table 1: Reporting verbs

Direct speech	
He <u>said</u> / told me / asked me,	'You all work very hard.'
He said / <u>told me</u> / asked me,	'You work very hard.'
He said / told me / <u>asked me</u> ,	'Do you work hard?'

B Look at Table 2a.

1 Find three differences between these reported speech sentences and the direct speech sentences in Table 1.

- 1 There are no quotation marks in reported speech.
- 2 The verb tense is different.
- 3 The words 'that' (in statements) and 'if' (in closed questions) are used in reported speech.
- 4 Change of pronouns in reported speech.

2 True (T) or false (F)?

- Sometimes the tense goes back (present to past) when speech is reported.
- There is no need for quotation marks in reported speech.
- Reported statements always use the word *that*.
- Reported questions always include the word *if* or *whether*.
(Open questions do not need 'if' or 'whether'.)

Table 2a: Reported speech

Reported speech		
He <u>said</u> / told me / asked me	that	we all worked very hard.
He said / <u>told me</u> / asked me	that	I worked very hard.
He said / told me / <u>asked me</u>	if	I worked hard.

C Look at Table 2b.

- 1 Complete the sentences.
- 2 Check that the pronouns in the reported speech sentences have been changed where necessary.
- 3 What else needs to change? *The verb tenses.*

Table 2b: Direct speech vs reported speech

Direct speech	Reported speech
She said, 'Salem is very clever.'	She said that <u>Salem was very clever</u>
She told me, 'You look tired.'	She told me that <u>I looked tired</u>
She asked me, 'Do you like maths?'	She asked me if <u>I liked maths</u>

D Look at Table 3.

1 Strike through the time clause that is not possible. There are two possible answers for each sentence.

2 Read the following rules:

- The preposition *at* is used with a specific time of day or clock time.
- The preposition *on* is used with a day or date.
- The preposition *in* is used with a year, month or season.

What is the rule for *during*? 'During' is used with a period of time in the same way as 'in'. It is also used before other noun phrases, e.g., 'during lunch', 'during the lecture'.

3 Which other preposition can we use if the time is imprecise? around

Table 3: Time expressions with prepositions

	Time expressions
He moved to Michigan	at the age of 7 / in his 7 th year / in 7 .
He went to school for a short time	around 1855 / on 1855 / in 1855.
He went deaf	around the age of 12 / in the age of 12 / at the age of 12.
He liked to work	after the night / during the night / at night.
His workshop was cold	in winter / during the winter / around winter .
He invented a lot of things	on his life / during his life / in his life.

E Look at Table 4.

1 Complete the sentences using the *~ing* form of the words in brackets.

2 Which of these sentences is like the ones in the table? Why? b, because the preposition 'for' is followed by a verb.

a *She apologized for the mistake.*

b *She apologized for making a mistake.*

Table 4: Verb + ~ing form after prepositions and time linking words

	Verb + ~ing form	
She was influenced by	<u>growing up</u>	in the 1 st World War. (grow up)
Before	<u>going</u>	to Hollywood, she went to London. (go)
As a result of	<u>meeting</u>	Louis B. Meyer, she got a movie contract. (meet)
She helped the US Navy by	<u>inventing</u>	a new device. (invent)
She died after	<u>winning</u>	an award. (win)

F Look at Table 5.

1 Complete the sentences with an *~ing* form or *to* + infinitive.

2 Which sentences can use either form without changing the meaning of the sentence?

Sentences 1, 2 and 4.

3 What is the difference in meaning between the following pairs of sentences?

- He went on to become a doctor. He went on working.

went on + to + infinitive = did an activity (became a doctor) after doing something else

went on + ~ing = continued to do an activity (working)

- He stopped to check she wasn't hurt after the accident. He stopped working after the accident.

stop + to + infinitive = stopped and then did the action (checking)

stop + ~ing = discontinued the activity (working)

4 Talk about your own life using the verbs from the table.

Table 5: Verb + infinitive and verb + ~ing form

She	<u>started training/started to train</u>	to be a nurse in 1980. (start / train)
He	<u>began to meet/began meeting</u>	her for lunch. (begin / meet)
He	<u>went on to become</u>	a doctor. (go on / become)
They	<u>continued to work/continued working</u>	together for six years. (continue / work)
She	<u>finished studying</u>	for her degree in 1990. (finish / study)
He	<u>stopped working</u>	after the accident. (stop / work)

Read the sentences. Circle the correct word in each case.

- 1 *King Lear* is the greatest English play. form of longer superlative adjectives
- 2 He believed that he was right. tense changes in reported speech
- 3 The action takes place in Britain. prepositions of place
- 4 The events happened around 870 BCE. prepositions of time
- 5 Regan was untruthful. adjective endings ~ful and ~less (Table 5a)
- 6 Othello killed his wife and then himself. reflexive pronouns (Table 3)
- 7 Shakespeare was the most successful author of his day. form of longer superlative adjectives
- 8 We wanted to find the answer. verbs followed by infinitive forms (Table 1)
- 9 The conspirators decided to kill Caesar. verbs followed by infinitive forms (Table 1)
- 10 It was a bad decision. word building: noun and verb endings (Table 4)
- 11 Some people thought he was too powerful. adverbs of degree
- 12 His army invaded Britain. word building: noun and verb endings (Table 4)
- 13 The themes of the play are timeless. adjective endings ~ful and ~less (Table 5a)
- 14 Caesar's wife dreamed about him. Possessives with apostrophe s (Table 2)
- 15 What happens at the start of the play? possessives with *of* (Table 2)
- 16 Who were the murderers? word building: noun endings with ~er (Table 4)
- 17 Lear was angry with one of his daughters. possessive adjectives and object pronouns (Table 3)
- 18 It has a surprising ending. adjective endings ~ed and ~ing (Table 5b)
- 19 She persuaded him to do it. subject and object pronouns (Table 3)
- 20 I am interested in Roman History. adjective endings ~ed and ~ing (Table 5b)

A Look at Table 1.

- 1 Complete the table with the infinitive form of the verbs in brackets.
- 2 Look at the text '*The Noblest Roman of Them All*' on page 8. Can you find some other verbs that are followed by the infinitive form?

Examples:

allow, help, try

- 3 How can you make these sentences negative? verb + not + infinitive

Table 1: Verbs followed by infinitive forms

Subject	Verb	Infinitive	Object pronoun
Some men	decide	<u>to kill</u>	him. (kill)
They	persuade him	<u>to help</u>	them. (help)
He	wants his daughters	<u>to flatter</u>	him. (flatter)
He	agrees	<u>to give</u>	them his lands. (give)

B Look at Table 2.

- 1 Complete the table with either a plural *s* or possessive *s* in each gap.
- 2 Complete the rules for the possessive form:
 - We normally use the apostrophe + *s* with animals and people, e.g., *Caesar's wife*, not *the wife of Caesar*.
 - We normally use *of* with things and places and when there is a long phrase, e.g., *the end of the play*, not *the play's end*.
- 3 Look at the apostrophes in *his daughters' names* and *his daughter's name*. What is the difference?
 Phrase 1 refers to several daughters. When the noun is plural, the apostrophe goes after the *s*.
 Phrase 2 refers to one daughter. When the noun is singular, the apostrophe goes before the *s*.

Table 2: Possessives – apostrophe *s* and of

Caesar's wife	dreams	about Caesar's death.
Brutus,	a friend of Caesar's	joins the conspirators.
Lear	dies	at the end of the play.
What	are	his daughters' names?
Who	becomes	ruler of Britain?

C Look at Table 3.

- 1 Choose the correct pronoun to complete each sentence on the table.
- 2 Find the following:
 - Two sentences where the pronoun and the subject of the sentences is the *same thing*.
Sentences 2 and 4.
 - Two sentences where the pronoun refers to a *possession* (of the subject or other person).
Sentences 1 and 5.
 - Two sentences where the pronoun refers to a *person* who is not the subject of the sentence.
Sentences 3 and 6.
- 3 Identify a subject pronoun, an object pronoun, a reflexive pronoun and a possessive pronoun in the following sentence:
It's mine, I can do it myself.
 'It' – subject pronoun; 'mine' – possessive pronoun; 'it' – object pronoun; 'myself' – reflexive pronoun.

Table 3: Pronouns – object, possessive and reflexive pronouns

Subject	Verb	Pronoun
That book	is	me / mine / myself.
You	will enjoy	you / yours / yourself.
He	doesn't respect	her / hers / herself.
Romeo	kills	him / his / himself.
His plan	is better than	us / ours / ourselves.
Mark Antony	persuades	them / theirs / themselves.

D Look at Table 4.

- 1 Complete the table with verbs and nouns from pages 8–9.
- 2 How are the nouns in column 1 different to the nouns in column 2? The nouns in column 1 are types of people, in column 2 they are other things.
- 3 Look at the columns labelled 1. How many different suffixes are used to form the nouns? Can you think of other verbs that follow the same patterns? Two: '~or' and '~er' (although it can be said that there is a third suffix; '~ator', as in *conspirator*)
- 4 Look at the columns labelled 2. True (T) or false (F)?
 - Many different suffixes are used when nouns are formed from verbs.
 - Sometimes the verb and noun forms are the same.

Table 4: Noun and verb forms

1 noun	1 verb	2 noun	2 verb
actor	<u>act</u>	behaviour	<u>behave</u>
<u>conspirator</u>	conspire	<u>speech</u>	speak
leader	<u>lead</u>	ending	<u>end</u>
<u>murderer</u>	murder	<u>persuasion</u>	persuade
ruler	<u>rule</u>	invasion	<u>invade</u>

E Look at Table 5a.

- 1 Complete each adjective with the suffixes *~ful* or *~less*.
- 2 Think of other adjectives that use the same suffixes.

Examples:

~ful: lawful, meaningful, beautiful

~less: thoughtless, hopeless, soundless
- 3 Which adjective can only take one of the suffixes? *timeless*

Table 5a: Adjective endings: ~ful and ~less

Subject	Verb	Adjective
Julius Caesar	was	a <u>powerful</u> man.
The play	deals with	a <u>timeless</u> theme.
Leaders	must be	<u>careful</u> with their power.

F Look at Table 5b.

- 1 Read the following rules:
 - Adjectives ending in *~ed* describe how someone responds to or feels about something else, e.g., *I was bored by the play.*
 - Adjectives ending in *~ing* describe what the thing itself is like or the effect it has on someone, e.g., *The film was boring.*
- 2 Complete the sentences in the table using the appropriate forms of the adjectives.
- 3 Discuss your response to the stories of *King Lear* and *Julius Caesar* using similar adjectives.

Table 5b: Adjective endings: ~ing and ~ed

Subject	Verb + adverb	Adjective
The play	is very	<i>interesting.</i> (interest)
I	felt rather	<i>confused.</i> (confuse)
The ending	was slightly	<i>surprising.</i> (surprise)

Read the sentences. Circle the correct word in each case.

- 1 Early football games had very few rules. quantifiers *few* and *a few*
- 2 Two villages played against each other. reflexive pronouns
- 3 They use a ball made of wood. prepositions after passive constructions with *made*
- 4 The sun was shining all day yesterday. use of past continuous aspect (Table 1)
- 5 When the army attacked, they rode fast horses. adverbial time clauses
- 6 Meanwhile, the village was sleeping. time connectors
- 7 I knew the rules of the game. past tense stative verbs (Table 2)
- 8 We were watching the match when the accident happened. past continuous for interrupted actions (Table 1)
- 9 They didn't learn how to play until they were ten. past tense stative verbs (Table 2)
- 10 What were you doing at eight o'clock last night? past continuous for actions in progress at a time in the past (Table 1)
- 11 Millions of people watch sport every day. simple aspect for habits and facts (Table 2)
- 12 When did people first start keeping horses? word order in past tense questions (Table 3)
- 13 Have you ever played this game before? verb form in present perfect questions (Table 3)
- 14 Roman emperors owned a lot of horses. past simple for completed event in the past (Table 2)
- 15 I've never eaten horse meat. verb form in present perfect statements (Table 3)
- 16 He can run very fast. irregular form of adverb *fast* (Table 4)
- 17 He didn't actually score a goal. position of modifying adverbs (Table 5)
- 18 They were a really friendly team. position of modifying adverbs (Table 5)
- 19 They scored at the exact moment when he blew his whistle. form of adjectives (Table 4)
- 20 They were probably feeling nervous about the race. position of modifying adverbs (Table 5)

A Look at Table 1.

1 Complete the sentences using the past continuous.

2 Read the information about the past continuous.

We often use the past continuous to describe:

- the background to a story or event. Sentence 4
- a longer action or activity that is interrupted by a shorter one. Sentence 3
- an activity that was in progress at a particular time in the past. Sentences 1 and 2

3 Match each of these uses to one of the sentences in the table.

Table 1: Past continuous

	Auxiliary + present participle	
People	were <u>riding</u>	horses in Egypt by 1580 BCE. (ride)
Breeders	were <u>bringing</u>	Arabian horses to England by 1600 AD. (bring)
The fight started while he	<u>was playing</u>	football. (play)
I	<u>was not feeling</u>	well on the day of the race. (feel)

B Look at Table 2.**1** Read the information about the past simple.

We often use the past simple:

- to describe completed events in the past.
- to describe short actions in the past.
- with stative verbs that cannot be used in the continuous aspect, e.g., *believe, belong to, know* (see Theme 5 Table 4a).

2 Complete the sentences with the words in brackets. Choose between the past continuous and the past simple.**Table 2: Past simple and past continuous**

Subject + verb(s)	
<u>He banned</u>	the game because it was too violent. (he / ban)
<u>They played</u>	football even before the first white people arrived. (they / play)
<u>She knew</u>	how to ride a horse. (she / know)
<u>It rained</u>	but she kept on riding. (it / rain)
<u>You watched</u>	the game when I arrived? (you / watch)

C Look at Table 3.**1** When we answer a question, we usually use the same verb tense as in the question. Identify the tense used in the answers in the right-hand column.

Sentence 1: Past continuous

Sentence 2: Past simple

Sentence 3: Present perfect simple

2 Complete the questions using the same verb tense as in the answer.**3** Choose the correct option:

The subject of the question comes before/after the auxiliary verb.

4 Which verb tenses use *do/did* as an auxiliary in questions but not in positive statements?

Present simple and past simple

5 Think of an additional question about sport to ask a partner using each of the three question forms.**Table 3: Questions about the past**

What <u>were you doing</u> at 8.00 last night?	I was playing football.
Where <u>did you learn</u> to ride a horse?	I learned to ride in Spain.
<u>Have you ever played</u> this game before?	No, this is the first time I've played it.

D Look at Table 4a.**1** Discuss the differences between the sentences in column 1 and column 2.**2** Which column contains adjectives and which contains adverbs? Column 1 contains adjectives.

Column 2 contains adverbs.

3 Which describes a noun – an adverb or an adjective? An adjective**4** Which describes a verb? An adverb**5** Which sentence in the table contains an adverb which describes an adjective? Sentence 2: 'really violent'**6** True or false? All adverbs of manner have the suffix *-ly*. False. Most do, but there are some irregular adverbs of manner such as 'fast' and 'well'.

Table 4a: Adjectives and adverbs

1	2
The tribesmen rode wild horses.	They rode the horses wildly.
This is a really violent game.	They are playing the game really violently.
It was one of the original horses.	The horses came from Arabia originally.
The Arabs rode fast horses.	They rode their horses fast.

E Look at Table 4b.

1 Look at the words in the right-hand column. Make them into adverbs by adding *-ly*.

Note: Words ending in *-le* drop the 'e', e.g., *probable* – *probably*.

2 Put the adverbs into the sentences on the left.

3 Which is the position where all the adverbs can fit: '*c*' is the safest place for modifying adverbs.

a at the beginning of the sentence?

b at the end of the sentence?

c before the main verb in the sentence?

Table 4b: Adverbs

They <u>certainly</u> told a lot of stories.	(certain)
They <u>possibly</u> kept the horses for food.	(possible)
Where did horse racing <u>actually</u> begin?	(actual)
We don't <u>exactly</u> know the answer.	(exact)

THEME 10 Nutrition and Health Truths and Myths

Grammar Skills

Read the sentences. Circle the correct word in each case.

- 1 Is all fat bad for you? use and form of adjectives and adverbs
- 2 Please don't forget to drink lots of water. form of negative imperatives with *please* (Table 1)
- 3 Just be careful not to drink too much! position of *just* with imperatives (Table 1)
- 4 If you increase your exercise you will use more calories. structure of conditional clause in first conditional sentences (Table 1)
- 5 First, look at the information on the packet. sequencing adverbs
- 6 When he went on a diet his weight went down. multi-word verbs (Table 2)
- 7 I want to give up ice cream, but I can't give it up. separation of transitive multi-word verbs with a pronoun (Table 2)
- 8 You can look it up on the Internet. separation of transitive multi-word verbs with a pronoun (Table 2)
- 9 He went on a diet. multi-word verbs (Table 2)
- 10 Some diets tell you to eat lots of protein. use of *of* in quantifying phrases (Table 3a)
- 11 There are a few diet tips on this website. quantifiers *few* and *a few* (Table 3a)
- 12 In some situations you need to eat more food. use of *of* in quantifying phrases (Table 3a)
- 13 I'll just have a little fruit. quantifiers with uncountable nouns (Table 3a)
- 14 Most of the time my diet is balanced. use of *of* in quantifying phrases (Table 3a)
- 15 Is there less fat in eggs than in cheese? quantifiers with uncountable nouns in comparative sentences (Table 3b)
- 16 This bread contains 1.3 grams of fat. present tense stative verbs (Table 4a)
- 17 I go on the rowing machine every week. present simple for habits (Table 4b)
- 18 Manual work uses more calories than housework. present simple for facts (Table 4b)
- 19 I'm driving to my aerobics class this afternoon. present continuous for future arrangements (Table 4b)
- 20 I ate too much when I was young. past simple for completed past situations (Table 4b)

A Look at Table 1.

- 1 Read the sentences and underline the imperative structure in each one.
- 2 How can you make the first four sentences negative? Add 'don't' before the imperative.
- 3 How can we 'soften' the imperative? Add 'please' before the imperative.
- 4 Which of the following words can be added to the imperatives in the table? All of them. 'First' is used to sequence several imperative instructions. 'Just' and 'do' add force to the imperative. 'Please' makes it more polite. 'Don't' is used to create the negative. 'Everyone' can be used when the imperative applies to a group of people.

first just do please everyone

- 5 Do they go before or after the verb? All of them go before the verb. Although 'first', 'please' and 'everyone' can also be put at the end of the sentence.

Table 1: Imperative (positive and negative)

If you want to find out how many calories you burn,	<u>look at</u> the table.
<u>Drink</u> lots of water	when you first go on a diet.
First, <u>calculate</u> how much energy you need,	then you can cut down on what you eat.
<u>Eat</u> between meals	if you feel hungry.
You can increase your exercise level,	but <u>don't</u> go mad.

B Look at Table 2.

- 1 Find the multi-word verb in each sentence.
- 2 How is the first sentence different to the others? Clue: What part of speech are the underlined words? Sentence 1 does not have an object. (The object is underlined in the other sentences.)
- 3 Replace the underlined part of each sentence with the pronoun *it*. Where can it be positioned in the sentence? Don't use it up. I looked it up on the Internet. You should give it up. We went on it.
- 4 Which sentence is different to the others? This one is a prepositional verb. The others are phrasal verbs. With a prepositional verb, the particle may not be separated from the verb. Sentence 4

Table 2: Multi-word verbs

My weight has <u>gone down</u>	to 56 kilos.
Don't <u>use up</u>	all <u>your energy</u> .
I <u>looked up</u>	the information on the Internet.
You should <u>give up</u>	<u>chocolate</u> .
He <u>went on</u>	a <u>high-protein diet</u> .

C Look at Table 3a. The sentences show statistics about weight.

- 1 Rewrite the first part of each sentence. Replace the percentages with one of these quantifiers:

some	most	a few	few
------	------	-------	-----
- 2 Which quantity phrases do not need the preposition *of*? Sentences 2 and 3. 'Of' is only used when talking about parts of a whole.
- 3 What is the difference between *a few* and *few*? 'A few' = some, a small number. It has a more positive meaning. 'Few' = not many. It has a more negative meaning.
- 4 Find out how people in the group use energy. Then make similar sentences using quantifiers.

Table 3a: Quantifiers: most, some, few

(90% of the time) <u>Most of the time</u>	people want body energy to be in balance.
(In 50% of situations) <u>In some situations</u>	body energy was not in balance.
(10% of people) <u>A few people</u>	needed more than 3,000 kcals per day.

D Look at Table 3b.

- 1 Read the comparisons in the left-hand column and decide which quantity is greater in each case.
- 2 Decide whether the underlined nouns in the right-hand column are countable or uncountable
Countable: a serving of cereal; Uncountable: energy, cheese
- 3 Complete the sentences in the right-hand column with these quantifiers.

more	less	fewer
------	------	-------
- 4 Which quantifiers are used with:
a countable nouns? few, a few, fewer **b** uncountable nouns? a little, less **c** both? more

Table 3b: Comparatives with quantifiers: more, less, fewer

A serving of cereal has 219 kcal, a serving of bread has 254 kcal.	<u>A serving of cereal</u> has <i>fewer</i> calories than a serving of bread.
In one hour, you use 650 kcals playing squash, you use 400 kcals walking.	You use <i>less</i> <u>energy</u> walking than playing squash.
100 g of cheese contains 34.4 g of fat and 0.1 g of carbohydrates.	<u>Cheese</u> contains <i>more</i> fat than carbohydrates.

E Look at Table 4a.

- 1 Quite a lot of verbs are stative: they express states, not actions, e.g.. *know, believe, contain, feel* (= have an opinion), *hate, like, love, need, own, realize, remember, seem, sound* (= give out a sound), *think* (= have an opinion), *understand, weigh* (= have weight).
- 2 Look at the table and tick the sentences where the verbs have stative meanings.
I see your problem. He weighed 70 kilos.
- 3 Compare the difference in meaning with the sentences that express actions.
He weighed 70 kilos = 70 kilos was his weight.
He was weighing my bags. Describes the action of putting the bags on the scales.
- 4 Make similar pairs of sentences with *We have ...* and *We're having ...* and *I think* and *I'm thinking about ...*

Examples:*We have a big house.**We're having a party.**I think my family is unusual.**I'm thinking about my family.***Table 4a: Stative and action verbs**

State	Action
I see your problem.	She is seeing a doctor about her weight.
He weighed 70 kilos.	He was weighing my bags.

F Look at Table 4b.

- 1 Decide whether the following are characteristics of simple or continuous verb forms. Mark each characteristic C (for continuous) or S (for simple).
 C S used for plans and arrangements
 C S used to describe actions in progress at present or at a specific time in the past
 S C used to describe actions that are or were part of a routine
 C S used to describe actions that are temporary or interrupted
 S C used to describe facts
 S C used to describe states such as knowing and believing
- 2 Circle the correct verb form to complete the sentences in the table.
- 3 Look at the underlined time phrases and adverbs. Which ones are often used with the continuous aspect? While, at the moment, this afternoon Which one is not? normally

Table 4b: Simple and continuous aspects

I try / <u>(am trying)</u>	to lose weight.	<u>at the moment.</u>
<u>While</u> I watched / <u>(was watching)</u>	TV	last night, ...
I <u>(heard)</u> / was hearing	that diets are / are being	bad for you.
I <u>(don't do)</u> / am not doing	much exercise	<u>normally,</u>
but I <u>(am playing)</u> / play	squash	<u>this afternoon.</u>