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1a *The Titanic*



The Ship that Could not Sink



The word "titanic" in English now also means
 "of, relating to, or held to have characteristics of the
 Titans,"
 or



"marked by very great size of enormous magnitude,
 power, scope, strength, or influence, colossal, gigantic."

Titanic was just the sort of name the White Star Line was seeking for the sister ships that were to be its newest threesome of transatlantic steamers.



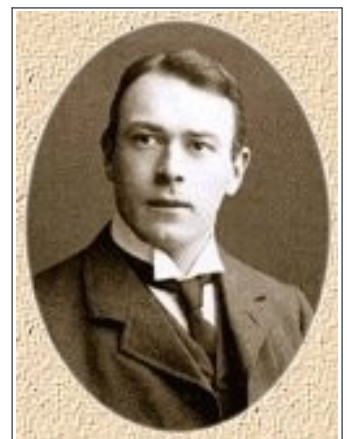
In 1907, five years before *Titanic* would set sail, J. Bruce Ismay, managing director of the White Star Line, and Lord William James Pirrie (*photo left*), chairman of the shipbuilder Harland and

Wolff, met for dinner in London. It was on this night that the two discussed plans for three new liners that would be like nothing the world had seen. Harland and Wolff and the White Star Line had a very loyal partnership, but White Star had major competition from the Cunard line, which was enjoying great success with the *Mauretania* and *Lusitania* and their speed records for crossing the Atlantic. As ships were the only means of crossing the oceans in this era, and as an Atlantic crossing transit still took several days, people would inevitably spend a significant amount of time on ocean liners. White Star and Cunard understood this -- while Cunard's priority was generally speed, backed by their revolutionary turbine engines, The White Star Line had generally opted for the more

comfortable and slightly slower voyage. While White Star maintained this philosophy, the size and luxury of the newly conceived liners held promise to outdo the Cunard ships in more than one respect. The White Star flagships would have both reciprocating steam engines, the norm for the period, and a turbine engine to power the centre of three propellers. Moreover, a double plated hull and a sophisticated system of watertight compartments provided the utmost in security.

The three Royal Mail Steamships were to be called *Olympic*, *Titanic*, and *Gigantic*.

It was the tradition of the White Star Line to make up descriptive names for its ships with the suffix "-ic," and so describing the liners as well as naming them. They were to be virtually identical in size and structure, but *Titanic*



was to be the true shining star. On the 29th of July, 1908, White Star, including Ismay, came to the shipyard of Harland and Wolff in Belfast, Ireland to review the tentative plans for the building of the ships. The creation of these

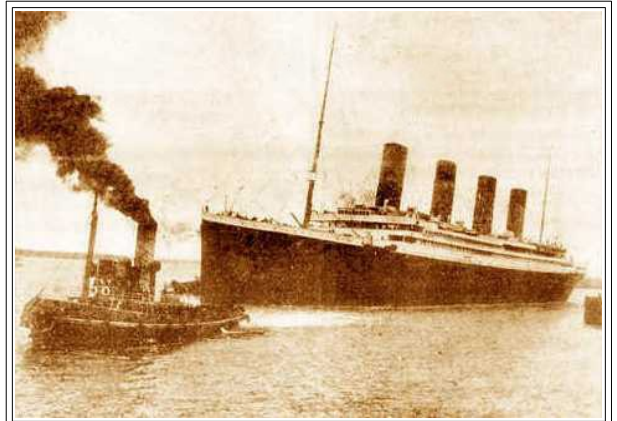
initial plans was under the direct supervision of Thomas Andrews (above), the managing director and senior draughtsman for Harland and Wolff. Andrews oversaw virtually every

detail from blueprint to maiden voyage. About a year and a half after the idea was born for the **White Star Titans**, the keel was laid for the first-born, *Olympic*.

The Ship of Dreams

It has many different names: the Ship of Dreams, the Unsinkable Ship, and the worst Maritime Disaster in all of history. Designed and manufactured by the White Star Line Company, this huge British luxury liner weighed approximately 46,000 gross tons.

The *Titanic* set off on its maiden voyage, carrying more than 2,220 passengers, from the docks of Southampton in early April 1912. *Titanic's* voyage was called the voyage of discovery, but it turned out to be the last voyage that it, and many of its passengers would take. Built originally with enough lifeboat capacity for everyone on the ship, the boat deck seemed too crowded so half of the lifeboats were taken off the ship.



RMS Titanic leaving Southampton on her maiden voyage around noon 10th April, 1912



The *Titanic's* passengers spent their final on-shore moments before boarding. For many emigrants who sailed on the *Titanic's* maiden voyage, the trip to America promised to be the fulfilment of a dream, offering the chance of a new life.

While the great ship was speeding toward New York City, it struck an iceberg about 153 km south of the Grand Banks of Newfoundland, only minutes before midnight on April 14, 1912. *Titanic* was swallowed by the sea in less than three hours, and, even though there was enough room for half of the passengers in the lifeboats, the people panicked and loaded the boats themselves. They filled the boats much less than full because they were worried about being too crowded.

In the end, 1,513 out of the 2,220 passengers perished in the freezing ocean water. Investigations into the happenings of that night are frustrating to say the least. Another ship, the *Californian*, was close enough to *Titanic*

to rescue the passengers, but it did not respond to the *Titanic's* distress calls because its radio operator was off duty and asleep.

Titanic is now at the bottom of the sea, but the dreadful occurrences of 14 April, 1912, live on in the minds and hearts of the survivors and the loved ones of those passengers who were not as fortunate. These are the tragedies, and this is the disaster simply known as *Titanic*.

Questions:

Answer these questions by putting a mark by the one correct answer in each case

- | | |
|---|--|
| <p>1 The Titans were ...</p> <p>a Olympian gods.</p> <p>b some very large people who lived in Greece.</p> <p>c a kind of force found in nature.</p> <p>d a race of giants that never existed.</p> <p>2 Crossing the Atlantic in 1907 ...</p> <p>a took many weeks.</p> <p>b was only possible by ship.</p> <p>c was quite quick.</p> <p>d was not very pleasant.</p> <p>3 What was the difference between the Cunard and White Star Lines?</p> <p>a Cunard used competition but White Star had a partnership.</p> <p>b Cunard used ships while White Star used trains.</p> <p>c Cunard preferred speed but White Star preferred comfort.</p> <p>d Cunard preferred comfort but White Star preferred speed.</p> <p>4 The White Star flagships would have</p> <p>a two reciprocating steam engines.</p> <p>b a turbine engine.</p> <p>c a double plated hull.</p> <p>d a sophisticated system of watertight compartments .</p> <p>e All of the above.</p> <p>f None of the above.</p> | <p>5 The names <i>Olympic</i>, <i>Titanic</i>, and <i>Gigantic</i> ...</p> <p>a were supposed to tell people that the ships were large.</p> <p>b were just nice names that ended with -ic.</p> <p>c were virtually identical in size.</p> <p>d were the names of three shining stars.</p> <p>6 Why were half of the lifeboats taken off the ship?</p> <p>a The ship looked bad with them on.</p> <p>b They were not needed.</p> <p>c There was not enough capacity for so many lifeboats on the ship.</p> <p>d The lifeboats were too crowded.</p> <p>7 When the <i>Titanic</i> sank ...</p> <p>a it took more than three hours for the ship to sink.</p> <p>b the lifeboats could not take more people .</p> <p>c the lifeboats were just about to sink too.</p> <p>d All of the above.</p> <p>e None of the above.</p> <p>8 The <i>Californian</i> did not answer when the <i>Titanic</i> called because ...</p> <p>a the radio operator was busy doing something else.</p> <p>b the radio operator was listening to something else.</p> <p>c the radio operator was sleeping.</p> <p>d the radio operator was not close enough.</p> |
|---|--|

1b *The Titanic*

Vocabulary



Titanic is a word which originates from Greek mythology. The Titans were a race of giants known for their great size and force, and were eventually overthrown by the Olympian gods.



Look the following words up in a dictionary and put the correct number in each box before you read the passages about the *Titanic*.

| Words from text | | Translations | |
|-----------------|----------------------------|--------------|---------------------------|
| | threesome | 1 | forstjóri |
| | steamer | 2 | áætlunarskip |
| | to set sail | 3 | tímabil |
| | managing director | 4 | (hér) sigling |
| | chairman | 5 | óhjákvæmilega |
| | liner | 6 | forgangsatriði |
| | loyal | 7 | gufuskip |
| | era | 8 | þríeyki |
| | transit | 9 | framkvæmdastjóri |
| | inevitably | 10 | að velja |
| | significant | 11 | mikilvægur / marktækur |
| | priority | 12 | leggja af stað |
| | revolutionary | 13 | hélt sig við / halda fram |
| | to opt for | 14 | fundinn upp / upphugsaður |
| | voyage | 15 | tryggur |
| | maintain | 16 | hverfill |
| | philosophy | 17 | byltingarkenndur |
| | conceived | 18 | flókinn / margbrotinn |
| | to outdo | 19 | gera betur en ... |
| | reciprocating steam engine | 20 | sjóferð |
| | turbine | 21 | heimspeki / stefna |
| | propeller | 22 | strokkavél / bulluvél |
| | hull | 23 | það besta |
| | sophisticated | 24 | skrúfa |
| | compartments | 25 | hefð |
| | the utmost | 26 | skipsskrokkur / byrðingur |
| | tradition | 27 | alveg eins |

| Words from text | | Translations | |
|------------------------|--------------------|---------------------|---------------------------------|
| | descriptive | 28 | hólf |
| | suffix | 29 | viðskeyti |
| | virtually | 30 | bráðabyrgða |
| | identical | 31 | lýsandi |
| | tentative | 32 | nánast |
| | initial | 33 | jómfrúarferð (fyrsta sjóferðin) |
| | supervision | 34 | um það bil |
| | senior draughtsman | 35 | siglinga- / haf- / sjávar- |
| | blueprint | 36 | brúttótonn |
| | maiden voyage | 37 | verkstjórn / yfirumsjón |
| | keel | 38 | að farast |
| | maritime | 39 | fyrsti / upprunalegi |
| | approximately | 40 | teikning / áætlun / frumgerð |
| | gross tons | 41 | Ergilegt / pirrandi |
| | capacity | 42 | yfirteiknari |
| | to perish | 43 | kjölur |
| | frustrating | 44 | atburðir |
| | respond | 45 | rúmtak |
| | distress calls | 46 | eftirlifendur |
| | occurrences | 47 | bregðast við / svara |
| | survivors | 48 | harmleikur |
| | fortunate | 49 | goðafraði |
| | tragedy | 50 | heppinn |
| | mythology | 51 | neyðarkall |
| | eventually | 52 | steypa af stóli |
| | to overthrow | 53 | að lokum |

1c Grammar

Modal Verbs: General

The 'modal auxiliary verbs' or 'modal verbs' (ófullkomnar sagnir) are *can, could, may, might, will, would, shall, should, ought to, must, need* and *dare*.

1 Use:

We use modal verbs to talk about, for example, possibility, willingness, ability, obligation, certainty and permission.

- It **might** rain. (possibility)
- You **must** be home by 11 o'clock. (obligation)
- **Will** you help me? (willingness)
- You haven't eaten all day. You **must** be hungry. (certainty)
- **Can** she swim? (ability)
- **May** I borrow your car? (permission)

2 Form:

a We form the affirmative by putting the modal verb between the subject (frumlag) and the full verb.

- I **can** swim.
- We **should** go now.

Modal verbs take the same form in all persons. There is no -s ending in the third person singular.

- She **can** swim. (Not: **She cans** . . .)
- He **should** go now. (Not: **He shoulds** . . .)

After all modal verbs (except *ought*) we use the infinitive (nafnháttur) without to e.g. *swim, go*.

After *ought* we use to + infinitive e.g. *to swim, to go*.

- We **ought to go** now.

b We form the negative by putting *n't/not* after the modal verb.

- She **can't** swim.
- We **shouldn't** go.
- It **might not** rain.

We form questions by inverting the subject and the modal verb. Compare:

- **She can** swim. → **Can she** swim?
- **We should** go. → **Should we** go?

Note that we do not use *do* in questions and negatives. For example, we do not say Does she can swim? She doesn't can swim etc.

c We can use the structure modal verb + be + ...-ing.

- It's getting late. We really **must** be **going** now.
- I **may** be **working** late tomorrow.

d We sometimes use expressions such as *be able to*, *be allowed to* and *have to* instead of modal verbs. These expressions give us certain meanings and forms which are not possible with modal verbs.

- I'd like to **be able to** play the piano. (*Can* has no infinitive (nafnháttur); we cannot say I'd like to can play...)
- She **had to** go to the doctor's yesterday. (*Must* is not used to talk about the past; we cannot say She must go ... yesterday)

e When we talk about the past, we can use modal verb + *have* + past participle (lýsingarháttur þátiðar). We use this structure, for example, to talk about things that possibly happened or things that did not happen.

- 'Peter is late.' 'He **may have missed** his train.' (= Perhaps he missed/has missed his train.)
- I feel really tired today. I **should have gone** to bed earlier last night. (= But I did not go to bed very early last night.)

1d Grammar

Modal Verbs: Ability

can, could, be able to

1 Can

We use **can** to talk about ability. The negative of **can** is **cannot** (contraction: **can't**).

- **Can** you swim?
- He **can** play the guitar.
- I **can't** open this bottle.
- **Can** you meet me tomorrow evening?

We can use *be able to* instead of *can* e.g. **Are you able to swim?** but *can* is more common.

2 Could and was/were able to

a We can use *could* to say that someone had the general ability (getu, hæfileika) to do something in the past.

- I **could** swim when I was 4 years old.
- My sister **could** talk when she was 15 months old.

We also use *was/were able to* with this meaning.

- I **was able to** swim when I was 4 years old.

b But when we want to say that someone had the ability to do something, and that they did it in a particular situation, we must use *was/were able to* (*could* is not possible).

- Even though I'd hurt my leg, I **was able to** swim back to the boat. (Not: ... I could swim back ...)
- The manager wasn't in the office for very long, but we **were able to** speak to him for a few minutes. (Not: ... we could speak to him ...)

We can use *managed to* (+ infinitive) or *succeeded in* (+-ing form) instead of *was/were able to* in this meaning.

- Even though I'd hurt my leg, I **managed to swim** back to the boat / I **succeeded in swimming** back to the boat.

We normally use *managed to* or *succeeded in* when the action was difficult to do.

c There is an exception (undantekning) with the verbs of perception *see, hear, smell, taste, feel*, and some verbs of thinking e.g. *understand, remember*. We use *could* with these verbs when we actually did these things in particular situations.

- We **could** see a man in the garden.
- *I **could** hear a noise outside my bedroom door.*

d We use *could not* (contraction: *couldn't*) for both general ability and particular situations.

- My grandmother **couldn't** dance.
- He tried very hard, but he **couldn't** swim back to the boat.

3 Could have . . .

We use *could have* + past participle (lýsingarháttur þátíðar) to say that someone had the ability or the opportunity to do something in the past but did not do it.

- You **could have helped** me. Why didn't you?
- I **could have gone** to China on holiday last year, but I decided not to.

4 Expressing ability in other forms: *be able to*

Can has no infinitive (nafnháttur), -ing form or participles (lýsingarháttur). So, when necessary, we make these forms with *be able to*.

- *I'd like to be able to play the piano. (We cannot say *I'd like to can play...*)*
- *In the future, people will be able to live on other planets. (We cannot say *...people will can live...*)*
- *She enjoys being able to speak foreign languages. (We cannot say *She enjoys canning ...*)*
- *I've been able to drive since I was 18. (We cannot say *I've could ...*)*

Exercises

A Complete the sentences using *can* or *could* where possible. If *can* or *could* is not possible, use a form of *be able to*. Two examples have been done for you.

0 He has been living in France for 6 months. He [can speak] French very well now.

00 I'll [be able to go] shopping later today.

1 When Robert was younger he [_____] run quite fast.

2 Look! You [_____] see the mountains from this window.

3 Kate [_____] dance really well when she was a young girl.

4 How long have you [_____] play the guitar?

5 Look! I [_____] lift this chair with one hand!

6 I'm sorry, but I won't [_____] come to the party on Saturday.

B Complete the sentences using *could* or *was / were able to*. Sometimes either form is possible. One example has been done for you.

- 0 Simon [*could*] read music when he was 7.
 1 We [] put out the fire before much damage was done.
 2 My daughter [] walk when she was only 11 months old.
 3 I [] finish all the work you wanted me to do yesterday.
 4 '[] you speak French before you went to live in Paris?'
 5 'No, I [] speak it at all.' (use negative)
 6 They were talking quite loudly. I [] hear everything they said.
-

C Robert Wells is 52 years old. Sometimes he feels that he has wasted his life. Read about Robert. Replace the words in *italics* with *could have . . .*, as in the example that has been done for you.

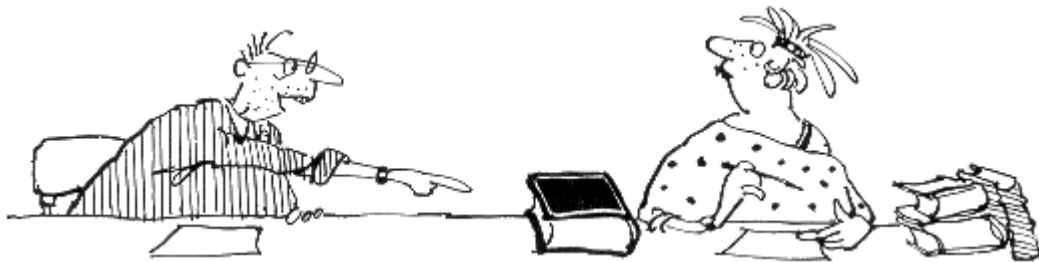
- 0 When Robert was 26 he had the chance to get married, but he decided not to.
 – When Robert was 26 he [*could have got*] married, but he decided not to.
 1 Robert *had the ability to go* to university, but he didn't want to go.
 – Robert [] to university, but he didn't want to go.
 2 He *had the intelligence to pass* his final exams at school, but he didn't take them.
 – He [] his final exams at school, but he didn't take them.
 3 Many people thought he *had the ability to be* a professional footballer when he was younger, but he didn't try.
 – A lot of people thought he [] a professional footballer when he was younger, but he didn't try.
 4 He *had the opportunity to start* his own business once, but he didn't want to.
 – He [] his own business once, but he didn't want to.
 5 He *had the chance to emigrate* to Australia a few years ago, but he decided not to.
 – He [] to Australia a few years ago, but he decided not to.

1e Grammar

Modal Verbs: Permission

can, could, may, might, be allowed to

1 Asking for permission



Can I borrow your dictionary?

We can use *can*, *could* and *may* to ask for permission.

- **Can** I use your pen for a moment?
- **Could** I ask you a personal question?
- **May** I make a suggestion?

Could is less direct and more polite than *can* here. *May* is more formal (and some people think it is more 'correct') than *can* or *could*, but *can* and *could* are more common.

We can also use *might* to ask for permission in a less direct, more formal style.

- **Might** I make a suggestion?

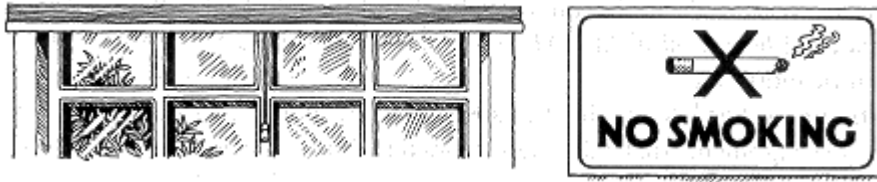
2 Giving permission

When we give permission, we use *can* or *may* (but not *could* or *might*).

- 'Can I use your pen for a moment?' 'Yes, of course you **can**.'
- You **can** borrow my camera if you want to.
- 'Could I make a suggestion?' 'Of course you **may**.'

3 Talking about permission

When we talk about things that are already permitted or not permitted (eg. when there is a law or a rule), we use *can*(*'t*) or *be* (*not*) *allowed to*.



You **can't** smoke / **aren't allowed to** smoke in this room

More examples:

- You **can** get married / **are allowed to** get married in Britain when you are 16. (That's the law.)
- The children normally go to bed at 9 o'clock, but they **can** stay up / **are allowed to** stay up later on Saturdays. (Their parents have decided this.)

4 Could and was/were allowed to

a We use *could* to say that we had general permission to do something in the past.

- When I was 18, I **could** borrow my parents' car whenever I wanted to.

Was/were allowed to is also possible in this meaning.

- When I was 18, I **was allowed to** borrow my parents' car whenever I wanted to.

b But when we want to say that someone had permission to do something and they did it in a particular past situation, we must use *was/were allowed to* (*could* is not possible).

- I **was allowed to** borrow my parents' car last night. (Not: *I could borrow...*)

This is like the difference between *could* and *was / were able to*.

Exercises

A What are these people asking? Find their questions in the box. One example has been done for you. Don't forget the question mark and use the word "please" where appropriate!

| | |
|----------------------------|-----------------------------|
| May I sit | in? |
| Do you think I could close | a look at your magazine? |
| Could I have | this on? |
| Can I try | here? |
| May I come | your bike for half an hour? |
| Can I borrow | the window? |



0

[**Could I have**] [**a look at your magazine, please?**]



1

[] []



2

[] []



3

[] []



4

[] []



5

[] []

B Complete these sentences using *could* or *was/ were allowed to*. Sometimes either form is possible. One example has been done for you.

- 0 I [was allowed to] see him for a few moments.
- 1 Andrew [_____] leave school early yesterday because he wasn't feeling well.
- 2 Until the 19th century, people [_____] travel freely between most countries without a passport.
- 3 Sue's children [_____] watch the film on TV last night.
- 4 Her son has to wear a uniform in his new school, but in his old school he [_____] wear whatever he liked.

1f Grammar

Modal Verbs: Obligation

must, have to, have got to

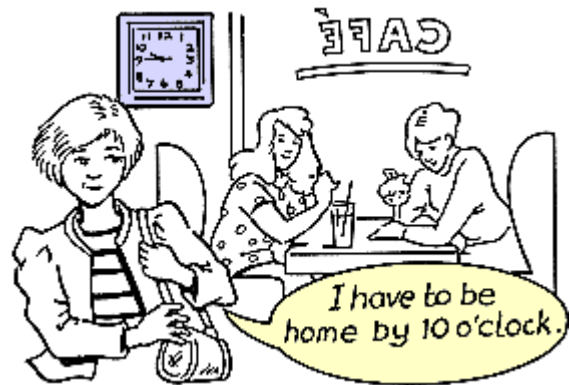
1 **Must and have to**

a We use both *must* and *have to* to express obligation or necessity, but there is sometimes a difference between them:



We normally use **must** when the authority comes from the speaker.

- You **must** be home by 10 o'clock. (I insist.)
- I've got a terrible pain in my back. I **must** go and see the doctor. (I think it is necessary.)
- You **must** drive carefully. (I insist.)



We normally use **have to** when the authority comes from outside the speaker.

- I **have to** be home by 10 o'clock. (My parents insist.)
- I **have to** go and see the doctor at 9.00 tomorrow morning. (I have got an appointment.)
- You **have to** drive on the left in Britain. (That is the law.)

b We only use *must* (+ infinitive) to talk about the present and the future. When we talk about past obligation or necessity, we use *had to*.

- I **had to** work late yesterday. (Not: I must work late yesterday)

c *Must* has no infinitive, -ing form or participles (lýsingarhátt). So, when necessary, we make these forms with *have to*.

- I'll have to work late tomorrow. (We cannot say I'll must ...)
- He hates having to get up early. (We cannot say He hates musting ...)
- She's had to work hard all her life. (We cannot say She has musted ...)

Note that in questions and negatives with *have to* we use *do/does* in the present simple and *did* in the past simple.

- *What time **do** you **have to** start work?*
- *We **don't have to** hurry. We've got plenty of time.*
- ***Did** you **have to** walk home last night?*

2 Have got to

We often use *have got to* instead of *have to* to talk about obligation and necessity. *Have got to* is more informal.

- I **have to** hurry. → I'**ve got to** hurry.
- **Do** you **have to** go? → **Have** you **got to** go?

We normally use *have to*, not *have got to*, for things that happen repeatedly, especially when we use one-word adverbs (atviksorð) of frequency e.g. always, often.

Compare:

- I **always have to** work late on Wednesday evenings
→ I'**ve got to** work late this evening..
- Do you **often have to** get up early?
→ **Have** you **got to** get up early tomorrow?

We use *got* mostly in the present. To talk about the past, we normally use *had to*, not *had got to*.

1g Grammar

Modal Verbs: Necessity

mustn't, don't have to, don't need to, haven't got to, needn't

1 **Mustn't and don't have to:**

Compare *mustn't* and *don't have to*:

Anna has got a bad cold



Sally is on holiday



We use **mustn't** when there is an obligation not to do something.

- You **mustn't** get up today. (= Do not get up.)
- You **mustn't** wash that sweater. It has to be dry-cleaned. (= Do not wash it.)

We use **don't have to** when it is not necessary to do something.

- I **don't have to** get up today. (= It is not necessary to get up.)
- You **don't have to** wash that shirt. It isn't dirty. (= It is not necessary to wash it.)

2 **Don't need to, haven't got to, needn't**

We can also use *don't need to, haven't got to* or *needn't* to say that it is not necessary to do something.

- I **don't need to** get up today.
- I **haven't got to** get up today.
- I **needn't** get up today.

Note that we often use *needn't* when the speaker gives someone permission not to do something.

- You **needn't** pay me back the money you owe me until next week. (= I give you permission not to pay me back the money until then.)

Exercises

A (i) Mrs Woods isn't very well. The doctor is speaking to her. Complete what the doctor says using **must** and the verbs **drink, take, stay** and **continue**. Use each verb only once.

Doctor: Well, Mrs Woods, your temperature is a little high, so you [] in bed for the next few days. You can eat whatever you like, but you [] plenty of liquids. And I'll give you some medicine. You [] it three times a day after meals. And you [] to take it for the next ten days.

(ii) Now Mrs Woods is explaining the doctor's instructions to her husband, Mr Woods. Complete what Mrs Woods says using **have to** and the verbs **drink, take, stay** and **continue**. Use each verb only once.

Mrs Woods: The doctor gave me some medicine. I [] it three times a day after meals. And I [] to take it for the next ten days. I'm not allowed to get up at the moment. I [] in bed for the next few days. Oh, and I'm allowed to eat whatever I like, but I [] plenty of liquids.

B Complete the sentences using **must** or a form of **have to**. Sometimes two answers are possible. Two examples have been done for you.

- 0 I couldn't go to the party last night because I [had to] babysit for my sister.
- 0 I [have to / must] get up early tomorrow morning.
- 1 You [] get a visa to visit the United States.
- 2 Annie will [] do her homework tomorrow.
- 3 It's getting very late. We [] go now.
- 4 I [] stay in bed yesterday because I wasn't very well.
- 5 Mr Mason [] wear glasses since he was a child.
- 6 I don't like [] work at weekends.

C Complete these sentences using the modal verbs in the box. Sometimes two answers are possible. Three examples have been done for you.

| | | | | |
|------|---------|-----|-------|---------|
| must | mustn't | can | can't | needn't |
|------|---------|-----|-------|---------|

- 0 You needn't wait any longer, You [can] go now.
- 0 We mustn't make a noise. We [must] be quiet.
- 0 You must move your car. You [can't / mustn't] park here.
- 1 You mustn't leave the door unlocked. You [_____] lock it.
- 2 You can only smoke in the canteen. You [_____] smoke in this room.
- 3 We needn't do the washing up now. We [_____] do it tomorrow.
- 4 We can stay a bit longer. We [_____] go now.
- 5 You can't keep on using my tennis shoes. You [_____] buy your own.
- 6 You can keep those magazines. You [_____] give them back to me.

2a Superstitions

Vocabulary

- A** Here are some words that appear in the reading text. Look them up in a good dictionary and then match the words and their definitions by putting the correct numbers in the boxes.

| | Word from text | | Translation |
|--|----------------|----|------------------------|
| | superstition | 1 | skýjakljúfur |
| | ancient | 2 | hrekkjóttur |
| | reflection | 3 | umkringdur |
| | skyscraper | 4 | miðalda- |
| | myth | 5 | hjátrú |
| | mischievous | 6 | dulargervi |
| | wallet | 7 | fyrirboði |
| | surrounded | 8 | ævafornt |
| | sacred | 9 | goðsögn |
| | medieval | 10 | spegilmynd |
| | witch | 11 | tákna |
| | disguise | 12 | peningaveski |
| | omen | 13 | hreinleiki |
| | ceremony | 14 | norn |
| | represent | 15 | heilagur |
| | purity | 16 | brúðgumi |
| | innocence | 17 | athöfn |
| | threshold | 18 | rímorð / hending |
| | groom | 19 | jafngilda |
| | rhyme | 20 | þröskuldur |
| | primitive | 21 | illur / slæmur |
| | tribes | 22 | frjósemi |
| | symbolize | 23 | sakleysi |
| | evil | 24 | þar |
| | represents | 25 | stendur fyrir / táknar |
| | fertility | 26 | frumstæður |
| | couple | 27 | hrósa / lofa |

| | Word from text | | Translation |
|--|----------------|----|------------------|
| | refer to | 28 | ættbálkar |
| | praise | 29 | grobbba sig |
| | boast | 30 | koma í veg fyrir |
| | expression | 31 | vísa til |
| | prevent | 32 | orðatiltæki |
| | reply | 33 | siður |
| | custom | 34 | róðukross |
| | crucifix | 35 | svara |



2b Superstitions

Good Luck, Bad Luck

Read the following article and then answer the questions that follow.

A — BREAKING A MIRROR



The superstition that if you break a mirror, you will have seven years' bad luck, comes from the belief in ancient times that a person's reflection was part of

their soul. As a result, people used to think that if you broke anything with this reflection on it, such as a mirror, you would harm the soul.

B — THIRTEEN

In most hotels all over the world, you will not find a room with the number thirteen, and if the hotel is a skyscraper, it will go from floor twelve to floor fourteen. The superstition that thirteen is unlucky can be traced back to a Scandinavian myth. There were originally only twelve gods and then along came the god Loki to make thirteen. Loki was a mischievous god who brought suffering to people. Nowadays, people avoid planning important events on Friday 13th (or Tuesday 13th in some cultures), and if things go wrong on that day, like the loss of a wallet or a key, they blame it on the date.

C — CATS



Cats have always been surrounded by superstitions. In ancient Egypt cats were considered sacred, but in medieval Europe many people believed

cats were witches in disguise. A popular

superstition about cats is that a black cat, crossing your path from left to right, will bring you bad luck. However, in some cultures a black cat is thought to be a good omen rather than a bad one.

D — THE BRIDE'S DRESS

There are some customs connected with the marriage ceremony which go back thousands of years. When the bride puts on her white dress, she is wearing the sacred colour of the Greeks, which represents purity and innocence. Like a modern bride, the ancient Greek bride wore a veil and a crown and was carried over the threshold by the groom. On the day she gets married, a woman is supposed to wear 'something old, something new, something borrowed and something blue'. Blue in the rhyme stands for truth.



E — RICE

In certain primitive tribes the act of eating rice together was the way people got married. This was probably because eating together



symbolized living together and rice happened to be the local food. In some cultures rice is thrown at weddings to protect the couple from evil spirits. It was believed that evil spirits appeared at weddings and had to be fed to keep them from doing harm to the newly-

weds. Rice is also thrown at weddings because it represents fertility and is a symbolic way of wishing the couple many children.

F — THE EVIL EYE

In some Mediterranean countries, the 'evil eye' refers to the fact that if you say something good about someone, you might bring them bad luck. This probably began when people believed that if you praise someone a lot and give them pleasure, the devil becomes envious and finds ways of spoiling that pleasure. Saying a baby is beautiful may bring bad luck, so superstitious people often pretend to be spitting and say to the child 'Let me not give you the evil eye.' People also think they can protect themselves from the evil eye by not boasting about their success.

G — TOUCHING WOOD

In many Christian countries, 'Touch wood' is a superstitious expression that is supposed to prevent bad luck. Often people actually touch wood as they say it, and if there is nothing made of wood within reach, they touch their head or someone else's head instead. If someone asks 'Have you ever had a car accident?', you might reply 'No, touch wood.' meaning 'I hope it never happens.' The origin of this custom dates almost certainly from the time when people wore a crucifix made of wood and touched it as if to say 'May Christ protect me.'



A QUESTIONS

For questions 1-10, choose from the superstitions A-G. Some of the superstitions may be chosen more than once. One has been done for you as an example.

| | | |
|----|--|-------------------------|
| 0 | Which superstition encourages people to be modest? | F – THE EVIL EYE |
| 1 | Which superstition is to do with getting married? | |
| 2 | Which superstition involves a specific period of bad luck? | |
| 3 | Which superstition involves saying something? | |
| 4 | Which superstition involves people wearing something? | |
| 5 | Which superstition involves your hand? | |
| 6 | Which superstition involves an accident? | |
| 7 | Which superstition will affect which room people sleep in? | |
| 8 | Which superstition involves throwing food at someone? | |
| 9 | Which superstition can affect important days in your life? | |
| 10 | Which superstition involves an animal? | |

B VOCABULARY

Find words in the text that mean the following (letter in brackets are sections of the text).

from a long time ago (part A)

an image you see in a mirror or water (part A)

badly behaved (part B)

dressed as someone else (part C)

a sign that something is going to happen in the future (part C)

injury, damage (part E)

jealous (part F)

to stop something from happening (part G)

| |
|--|
| |
| |
| |
| |
| |
| |
| |
| |

C VOCABULARY

Words often confused:

These words sometimes have very similar meanings. Look them up in a dictionary and find out what their translation may be in Icelandic, and then complete these sentences using the *correct form* of one of the words. One has been done for you as an example.

| | | | | |
|------|------|--------|--------|-------|
| harm | hurt | damage | injure | break |
|------|------|--------|--------|-------|

- 0 When he drove the car into a tree yesterday, he [**damaged**] the car, [**broke**] the tree and [**injured**] himself badly.
- 1 It wasn't my fault. I didn't mean to [_____] anyone.
- 2 When I [_____] my arm I had to have it in plaster for a month.
- 3 He was [_____] in the last game and will have to miss the final.
- 4 Strong sunlight can seriously [_____] the retinas of your eyes.
- 5 Stop pulling my hair - it [_____]!
- 6 Trust me and I promise you'll come to no [_____] .
- 7 I'm sorry, I think I've [_____] your alarm clock.
- 8 The building was badly [_____] by the fire.
- 9 There is always a lifeguard at the swimming pool to make sure no one comes to any [_____] .
- 10 The bomb killed two people and [_____] ten more.

2c Grammar

Future tenses:

There are several different ways in English that you can talk about the **future**. This chapter is an introduction to the most important ones:

| | Verb form | negative |
|---------------------------------------|--------------------|------------------|
| Predictions/statements of fact | will | will not / won't |
| Intentions | going to | not going to |
| Arrangements | present continuous | |
| Scheduled events | present simple | |

a Predictions/statements of fact

The auxiliary verb **will** is used in making *predictions* or *simple statements of fact* about the future.

- The sun **will rise** at 6.30 tomorrow.
- Lunch break today **will be** 10 minutes longer than usual.
- In the year 2050 all students **will have** their own computers in school.
- If you help me, I **will help** you.
- Do you think she **will come** soon?
- You **won't pass** your exams if you don't start working harder.
- I know my parents **won't** let me go to the party.
- **Will it snow** for Christmas?
- I know she's sick, but **will** she **be** back in school tomorrow?

b Intentions

The auxiliary verb **going to** is used in talking about individual, personal *intentions*, plans for the future that you have already thought about.

- I am **going to buy** a new car next month.
- I'm **going to work** in a bank when I leave school.
- In the new year I'm **going to stop** eating so much junk.
- He's not **going to go** to the dance. He's got too much work.
- I'm not **going to** watch TV until my science project is finished.
- Are you **going to play** basketball after school?
- What are you **going to have** for lunch today?

The **going to** future is also used when we can see that something is *likely to happen*:

- Be careful! You are **going to fall**.
- Look at those black clouds. I think it's **going to rain**.

Note: **going to** is often used in the *past tense* to talk about an unfulfilled intention.

- I **was going to study** for my grammar test, but I had no time.
- He **was going to call** you, but he couldn't find his mobile phone.
- My grandmother **was going to visit** us, but she fell and broke her arm.

c Arrangements

The **Present Continuous** tense is used in talking about *arrangements* or a plan for the future that you have already thought about and discussed with someone else.

- I'm **meeting** my mother at the airport tomorrow.
- Our grandparents **are visiting** us this Christmas.
- Sorry, I can't stay after school today: I'm **playing** tennis with Andy Murray.
- My sister's **going** to the dentist tomorrow.
- I'm **not returning** home for the holidays, so I can come to your party after all!
- **Are you doing** anything on Sunday morning?
- Do you know if he **is going** to the dance with Mary next week?

d Scheduled events

The **Present Simple** tense is usually used to refer to future events that are *scheduled* or planned according to a time table and, therefore, outside of our control.

- Hurry up! The train **departs** in 10 minutes.
- I **leave** Frankfurt at 5 o'clock in the morning and **arrive** in New York at midnight the next day.
- She **has** an appointment with the headmaster after school today.
- There's no need to hurry. The train **doesn't** leave for another 30 minutes.
- When **does** the meeting **begin**?

Exercise

A Explain the difference in meaning between these pairs of sentences

a I am going to wash my car tomorrow. | I am washing my car tomorrow.

b I am having dinner with Anne on Friday. | I am going to have dinner with Anne on Friday.

c I think it is going to rain. | I think it will rain.

d The train leaves at 5 o'clock. | We are leaving at 5 o'clock.

B Use the verbs in brackets in the correct future tenses: will-future, going to-future, Simple Present or Present Continuous. Be prepared to explain your choice of tense.

1. The train _____ at 11:45. (**leave**)
2. We _____ dinner at a nice restaurant on Saturday. (**have**)
3. It _____ in the mountains tomorrow evening. (**snow**)
4. On Sunday at 8 o'clock I _____ my friend. (**meet**)
5. They _____ to London on Friday evening. (**fly**)
6. Wait! I _____ you to the station. (**drive**)
7. The English lesson _____ at 8:45. (**start**)
8. I _____ my sister in April. (**see**)
9. Look at the clouds - it _____ in a few minutes. (**rain**)
10. Listen! There's someone at the door. I _____ the door for you.
(**open**)
11. They _____ to New York tomorrow morning. (**drive**)
12. I hope the weather _____ nice. (**be**)
13. I offered him this job. I think he _____ it. (**take**)
14. I promise I _____ your secret to anyone. (**not tell**)
15. Take your umbrella with you. It _____. (**rain**)
16. They _____ cards this evening. (**play**)
17. I _____ to the cinema tomorrow. (**go**)
18. They _____ to Seattle next summer holidays. (**fly**)
19. I _____ (**invite**) 50 people to the party, and I hope everyone
_____. (**come**)
20. That exercise looks difficult. I _____ you. (**help**)
21. _____ to the football match? (**he / go**)
22. Are you sure they _____ the match? (**win**)
23. She _____ till Thursday. (**probably / stay**)
24. He _____ tomorrow. (**not leave**)
25. We think he _____ home late in the night. (**come**)

2d Grammar

Other Future forms:

a Future continuous → will be doing

The **Future Continuous**, *will be doing*, is used to indicate that a longer action in the future will be interrupted by a shorter action or at a specific time in the future. Remember this can be a real interruption or just an interruption in time.

- At this time next week I **will be sitting** in the plane on the way to New York.
- Don't call me after 10 o'clock. I'll **be sleeping**.
- If you want to see Mary tomorrow, you will have to go to the school. She **will be taking** a test all afternoon.
- I **won't be working** on my car this weekend. My mother-in-law will be here.

b Future perfect → will have done

The **Future Perfect** tense refers to a completed action in the future. When we use this tense we are projecting ourselves forward into the future and looking back at an action that will be completed some time later than now. It is most often used with a time expression.

- I hope my mother **will have finished** cooking dinner by the time I get home.
- You can come at 6 o'clock. I **will have done** my homework by then.
- There is no point calling her at home. She **will have left** for work already.
- On June 25, 2020, they **will have been** married for 60 years.

c Future perfect continuous → will have been doing

The **Future perfect continuous**, like the Future Perfect Simple, is used to project ourselves forward in time and to look back. It refers to events or actions in a time between now and some future time that are still going on. It is most often used with a time expression.

- By the time I retire I **will have been working** here for 45 years!
- If she reaches her 60th birthday, she **will have been smoking** for half a century!

Exercises

A Put the verb given into the Future Continuous in these sentences:

1. At three o'clock tomorrow, we _____ ready to go out. (**get**)
2. At three o'clock tomorrow, they _____ their parents. (**meet**)
3. At three o'clock tomorrow, he _____ in the library. (**study**)
4. At three o'clock tomorrow, she _____ at the gym. (**exercise**)
5. At three o'clock tomorrow, I _____ . (**sleep**)

B Put the verb given into the Future Perfect in these sentences:

1. You _____ the book before the next class. (**read**)
2. She _____ work by seven. (**not / finish**)
3. When _____ the work? (**you / complete**)
4. They _____ by dinner time. (**arrive**)
5. We _____ in London for three years next week. (**be**)

C Put the verb given into the Future Perfect Continuous in these sentences:

1. They _____ me all night long. (**look for**)
2. He _____ football all day long. (**play**)
3. You _____ TV all the time. (**watch**)
4. He _____ all morning. (**not / sleep**)
5. _____ for 2 hours? (**they / wait**)

D Complete these sentences with the correct Future Tense: Future Perfect or Future Perfect Continuous.

1. By the time we get to Chicago this evening, we _____ more than four hundred miles. We are going to be exhausted. (**drive**)
2. When Sarah goes on vacation next month, she _____ German for over two years. She should be able to communicate fairly well while she is in Austria. (**study**)
3. I have not travelled much yet; however, I _____ the Grand Canyon and San Francisco by the time I leave the United States. (**visit**)
4. By the time you finish studying the verb tense tutorial, you _____ all twelve tenses including their passive forms. (**master**)
5. Drive faster! If you don't hurry up, she _____ the baby by the time we get to the hospital. (**have**)
6. I came to England six months ago. I started my economics course three months ago. When I return to Australia, I _____ for nine months and I _____ in England for exactly one year. (**study – be**)
7. Margie just called and said she would be here at 8 o'clock. By the time she gets here, we _____ for her for two hours. (**wait**)
8. Frank just changed jobs again. If he keeps this up, he _____

- jobs at least four or five times by the end of the year. (**change**)
9. Come over to my house around 9 o'clock. By then, I _____ my history essay and we can go see a movie. (**complete**)
10. In June, my grandmother and grandfather _____ married for fifty years. (**be**)

E Complete the sentences for situations in the future. Decide which Future Tense you need to use.



1. Aaron is carrying two tyres* – he _____ the tyres on a car. (**change**)
2. Next week _____ the beginning of winter and the weather forecast says that there _____ snow tomorrow. (**be**)
3. That's why many of the garage's customers have made an appointment and _____ today to get their winter tyres. (**call in**)
4. By the end of the day, Aaron _____ about 80 tyres. (**mount**)
5. He _____ tired after that. (**be / probably**)
6. It's a lot of work for one day, but his customers promise that next year they _____ their tyres changed earlier. (**have**)
7. That's what they always say, but they _____ about it by next year. (**forget / surely**)
8. Some customers have agreed that they _____ their cars tomorrow. (**pick up**)
9. They have decided to go home by bus, which _____ in front of the garage every hour. (**stop**)

Look These Up:

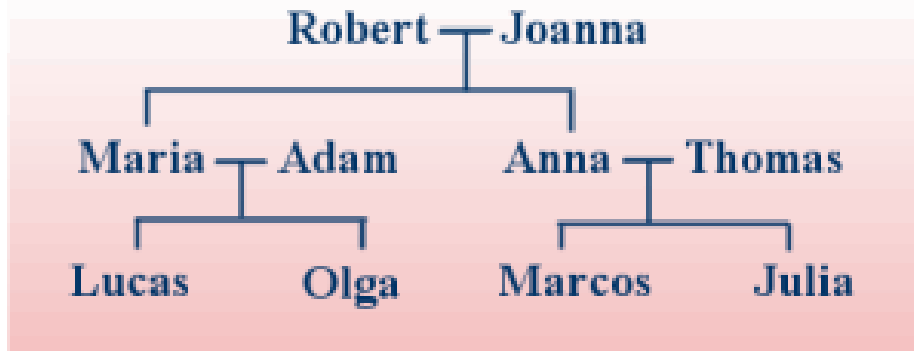
https://en.wikipedia.org/wiki/List_of_unlucky_symbols

* In America the spelling is "tire".

3a FAMILY

Family Words

Family relationships are expressed in words, but different languages have different words and some languages have more words than others. Here is a typical family tree.



Here are some of the words that can be used to say who is related to whom and in what way. Look these words up in the dictionary and then do the vocabulary exercise to say how the family members are related. Note that in some cases you need to use the plural.

| | | | | |
|----------------|---------------|---------------|---------------|-------|
| aunt | father | husband | parent | uncle |
| brother | father-in-law | mother | sister | wife |
| brother-in-law | granddaughter | mother-in-law | sister-in-law | |
| cousin | grandfather | nephew | son | |
| daughter | grandson | niece | son-in-law | |

- Robert is _____ Lucas and _____
- Marcos's _____ Julia are _____
- Maria is _____ Olga is _____
- Adam's _____ Joanna's _____
- Thomas is _____ Anna is Olga's _____
- Maria's _____
- Julia is Maria's _____ Lucas is _____
- Anna's _____
- Robert and _____ Adam is _____
- Joanna are _____ Joanna's _____
- Maria and _____
- Anna's _____

3b Family

Vocabulary from text

A Match by number the words from the text with their definitions. Find an English synonym for the words in bold type.

| Word from text | | Definition | Translation / Synonym |
|---------------------------|-----------|---|-----------------------|
| unison | 1 | kækur, tilgerð, látalæti | |
| identically | 2 | to run the vacuum cleaner | |
| mannerism | 3 | ryksuga | |
| down to the finest detail | 4 | a fraction of a second | |
| vacuum (verb) | 5 | when people say the same words at the same time in the same tone | |
| hoover (noun) | 6 | búa í | |
| split second | 7 | nákvæmleg eins | |
| swap | 8 | heilmikið | |
| inhabit (verb) | 9 | every little thing was the same | |
| flat | 10 | as the result of a situation or action, and without you having to do anything more | |
| telepathic bond | 11 | íbúð | |
| avoid | 12 | að skipta(st) á | |
| a great deal | 13 | franskar kartöflur | |
| automatically | 14 | someone who is ----- has a mysterious ability to know what other people are thinking | |
| counter | 15 | a large number of houses that have been built together in a planned way [→ council house] | |
| chips (UK) | 16 | forðast | |

| | Word from text | | Definition | Translation / Synonym |
|--|--------------------|----|---|-----------------------|
| | housing estate | 17 | the place where you pay or are served in a shop, bank, restaurant etc | |
| | encourage | 18 | skynsamur | |
| | dependence | 19 | when you rely on the help and support of someone | |
| | sensible | 20 | to give someone the courage or confidence to do sth. | |
| | dominate | 21 | when you are with other people and not alone | |
| | intelligent | 22 | many, or involving many things, people, events etc | |
| | company | 23 | a feeling of wanting someone to be happy and healthy | |
| | multiple | 24 | exaggerated incident | |
| | extreme case | 25 | having to do with feelings | |
| | womb | 26 | to control someone or something or to have more importance than other people or things | |
| | concern | 27 | aðskilið | |
| | emotional | 28 | tækifæri | |
| | separated | 29 | a person who has a high level of mental ability and is good at understanding ideas and thinking clearly | |
| | opportunity | 30 | að þróa | |
| | develop | 31 | leg | |

3c Family

TWINS

A Read the following article and decide what you think is the most appropriate title.

- **Twins reunited after a lifetime apart.**
- **Twin sisters trapped in a single mind.**
- **Bringing up twins - the parents' story.**

AT FIRST IT'S HARD TO BELIEVE. They speak in unison, walk in step, dress identically to the last button and match each other mouthful for mouthful at the dinner table. But this is no trick with mirrors. This is everyday East London, where everyone knows Greta and Freda Chaplin, the identical twins.

The twins do everything together. Whether they are out shopping or doing the housework they mirror each other's actions and

mannerisms down to the finest detail. To vacuum the floor both twins grasp the handle of the Hoover at the same time as they guide it slowly around the carpet together. If they make tea, both their hands are on the bottle as they pour the milk. Listening to them talk is like

hearing one person with a slight echo a split second later. If someone gives them a bar of soap in different colours, they will cut theirs in two and swap a half. They have two black coats, but one came with green buttons and one black. They swapped the buttons around so that each twin had two green and two black

buttons on each coat. The sisters themselves say that they feel like one person, not two. Sometimes it's almost as though they inhabit the same mind.

The sisters, now 48, live in a flat in Hackney, East London. They are a familiar sight in the area, where they are often seen out shopping together in their long clothes and waist-length hair. Some people are frightened of their strange telepathic bond, others laugh at them.

The twins realise this and don't like it, so they avoid crowds. They rely a great deal on the protection and friendship of Jack Davenport who has been like a father to them. 'Sometimes it's as if you're seeing double,' he says. 'If we go out shopping, they automatically buy the



same thing in the same colour at the same price, although it might be from a different counter. They do everything at the same time – clean their teeth, eat, drink. If they're having fish and chips, they will pick a chip up at the same time.'

Little is known about the childhood of the sisters, except that they grew up on a housing estate in York. From babies their mother treated them as one and encouraged their dependence on each other. Everything in their life was identical down to the twin dolls they played with. 'She told us always to stick to each other,' say Freda and Greta in unison. 'She said when you go to the shops always ask for two of something and if they've only got one, don't take it.'

As Jack Davenport remarks, 'They do have different personalities although they don't admit it. Greta is the softer, more sensible one. Freda is the one who tends to dominate her sister and lose her temper more quickly. In the last few years they have become quieter

and much more intelligent company. All they want is love, friendship and understanding, which they have never had.'

Dr Elizabeth Bryan, Director of the Multiple Births Foundation says, 'These two are an extreme case, but I'm quite sure there is often telepathy between twins. If you shared the womb and your life together, there is bound to be.'

Having dealt with more than 3,000 sets of twins, she says, 'My concern is to help parents with the emotional stress of having two babies or more at the same time. The mother of Freda and Greta Chaplin tried to bring them up as a single child and didn't give them the chance ever to be separated. So they never had the opportunity to develop as individuals.'

B Now read the article again and decide if the following statements are True or False. Make a note of the part of the text which helps you decide.

T F

- 1 Greta and Freda live in England.
- 2 They speak nearly at the same time.
- 3 They feel the need to look exactly the same.
- 4 Local people are generally very kind and supportive towards the twins.
- 5 Their father's name is Jack.
- 6 Their mother tried to help them grow up with their own identities.
- 7 They have different characters.
- 8 Dr Bryan isn't surprised by the idea of telepathy between Greta and Freda.
- 9 Dr Bryan is concerned with the psychological aspects of multiple births.
- 10 Greta and Freda developed separate identities in early childhood

| T | F |
|---|---|
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3d Grammar

Direct and Reported Speech

Introduction

When we want to report what someone said, we can use 'direct speech' or 'reported speech':



In direct speech, we give the exact words that the person said, and we use quotation marks ('...' or "...").

- Direct speech: Annie said, 'I'm hungry.'

In reported speech, we change some of the words that the person said and we do not use quotation marks.

- Reported speech: Annie said **(that) she was hungry**.
or: Annie says **(that) she's hungry**.

When we use a past reporting verb (e.g. *Annie **said***), the tense in reported speech normally changes (e.g. *I'm* changes to the past: *she **was***).

But when we use a present reporting verb (e.g. *Annie **says***), the tense does not change (e.g. *I'm* stays in the present: *she's*).

3e Grammar

Direct and Reported Speech

say and tell

1 After *tell* we normally use a personal object (e.g. *Sarah, me, us*) to say who is told. We normally use *say* without a personal object. Compare:

- | say + something | tell + someone + something |
|---------------------------------------|-----------------------------------|
| • I said I was going home. | I told Sarah I was going home. |
| • He says he can speak French. | He tells me he can speak French. |
-

2 If we want to put a personal object with *say*, we use *to*.

- I **said to Sarah** that I was going home.
-

3 In a few expressions we can use *tell* without a personal object e.g. *tell a story, tell the time, tell the truth, tell a lie*.

Exercise

Complete the sentences using the correct form of *say* or *tell*. One example has been done for you:

- 0 I'll [tell] you all about my holiday when I see you.
 - 1 Could you [_____] me how to get to Paris?
 - 2 Do you think she's [_____] us the truth?
 - 3 Have you [_____] goodbye to everyone?
 - 4 They [_____] the plane was going to be late.
 - 5 Did he [_____] you that he could play chess?
 - 6 Why didn't you [_____] what you wanted?
-

3f Grammar

Direct and Reported Speech

Reported Statements

1 Changes in Tense

When direct speech in a certain tense is changed into reported speech, the tense changes this way:

| | Direct speech | Reported speech | Example: Direct speech | Example: Reported speech |
|---|--------------------|--------------------------------|---|--|
| 1 | present simple | past simple | 'I <i>teach</i> English' she said | She said she <i>taught</i> English |
| 2 | present continuous | past continuous | 'I <i>am teaching</i> English' she said. | She said she <i>was teaching</i> English. |
| 3 | present perfect | past perfect | 'I <i>have taught</i> English' she said. | She said she <i>had taught</i> English. |
| 4 | past simple | past perfect | 'I <i>taught</i> English' she said. | She said she <i>had taught</i> English. |
| 5 | past perfect | past perfect | 'I <i>had taught</i> English' she said. | She said she <i>had taught</i> English. |
| 6 | past continuous | past perfect continuous | 'I <i>was teaching</i> English' she said. | She said she <i>had been teaching</i> English. |
| 7 | future | would | 'I <i>will teach</i> English' she said. | She said she <i>would teach</i> English. |

Other Changes

When the following words are used in direct speech, some of them change when the sentence is reported:

| | Direct speech | Reported speech | Example: Direct speech | Example: Reported speech |
|---|---------------|---|----------------------------------|---|
| 1 | now | then | 'I am watching him <i>now</i> .' | She said was watching him <i>then</i> . |
| 2 | today | that day | 'I saw Jane <i>today</i> .' | She said she had seen Jane <i>that day</i> . |
| 3 | tomorrow | the next day / the following day | 'I'll see you <i>tomorrow</i> .' | She said she would see me <i>the next day</i> . |

| | Direct speech | Reported speech | Example: Direct speech | Example: Reported speech |
|----|---------------|--|------------------------------------|---|
| 4 | yesterday | the day before / the previous day | 'I met Jane <i>yesterday</i> .' | She said she had met Jane <i>the day before</i> . |
| 5 | next | the following | 'Meet me <i>next Monday</i> .' | He told me to meet him <i>the following Monday</i> |
| 6 | last | the previous | 'We saw him <i>last Tuesday</i> .' | They said they had seen him <i>the previous Tuesday</i> . |
| 7 | this | that | ' <i>This</i> book is mine.' | She said <i>that</i> book was hers. |
| 8 | these | those | ' <i>These</i> books are mine.' | She said <i>those</i> books were hers. |
| 9 | here | there | 'I live <i>here</i> .' | She said she lived <i>there</i> . |
| 10 | ago | before | 'I met him two days <i>ago</i> .' | She said she had met him two days <i>before</i> . |
| 11 | will | would | 'I'll send you a postcard.' | He said he <i>would</i> send me a postcard. |
| 12 | can | could | ' <i>Can</i> I help you?' | She asked if she <i>could</i> help me. |
| 13 | may | might | 'I <i>may</i> join you later.' | She said she <i>might</i> join you later. |
| 14 | must | had to | 'I <i>must</i> leave.' | She said she <i>had to</i> leave. |
| 15 | ought to | no change | 'I <i>ought to</i> leave.' | She said she <i>ought to</i> leave. |
| 16 | might | no change | 'I <i>might</i> come.' | She said she <i>might</i> come. |
| 17 | could | no change | 'I <i>could</i> not do it.' | She said she <i>could</i> not do it. |
| 16 | should | no change | 'I <i>should</i> go.' | She said she <i>should</i> go. |
| 17 | would | no change | 'I <i>would</i> do it for you.' | She said she <i>would</i> do it for me. |



- He said he **was going** home.

Modal verbs

Note the past forms of these modal verbs:

- *can* → *could*
- *will* → *would*
- *shall* → *should*
- *may* → *might*

| SPEAKER'S WORDS | REPORTED SPEECH |
|--------------------------------|---|
| • 'I can swim.' | He said he could swim. |
| • 'I will be at home.' | She said that she would be at home. |
| • 'We may go by train.' | They told me they might go by train. |

The past modals *could*, *would*, *should* and *might* do not change in reported speech.

| SPEAKER'S WORDS | REPORTED SPEECH |
|-------------------------------------|--|
| • 'You could be right.' | I said you could be right. |
| • 'You should see the film.' | They told me I should see the film. |

Must either does not change or it takes the past form (of have to) *had to* .

| SPEAKER'S WORDS | REPORTED SPEECH |
|-----------------------|------------------------------|
| • 'I must go.' | He said he must go. |
| | He said he had to go. |

b We do not always change tenses in reported speech when we use a past reporting verb. If we report something that is still true now, we sometimes use the same tense as the speaker.

| SPEAKER'S WORDS | REPORTED SPEECH |
|--|---|
| • 'The population of London is around 9 million.' | He said that the population of London is around 9 million. |
| • 'I live in Brighton.' | She told me that she lives in Brighton. |

But even when something is still true, we often change the tense in reported speech.

- He said that the population of London **was** around 9 million.

We always change the tense when there is a difference between what was said and what is really true.

- She said that she **was** 18 years old, but in fact she's only 16.

2 Pronouns, adjectives, adverbs, etc.

a Pronouns (e.g. *I*, *me*) and possessive adjectives (e.g. *my*, *your*) often change in reported speech. Compare:

- Direct speech: Sue said, 'I'm on holiday with **my** friend'.
- Reported speech: Sue said (that) **she** was on holiday with **her** friend.

When we talk about Sue, we say *she*, not *I*, and when we talk about Sue's friend, we say *her friend*, not *my friend*.

b People use words like *here*, *now*, *today* to talk about the place where they are speaking and the time they are speaking. If we report these words in a different place or at a different time, they often change. For example:

| SPEAKER'S WORDS | REPORTED SPEECH |
|-----------------|-----------------------------------|
| • here | there |
| • this | that / the |
| • now | then |
| • today | that day |
| • tonight | that night |
| • tomorrow | the next day / the following day |
| • yesterday | the day before / the previous day |
| • next Monday | the following Monday |
| • last Monday | the previous Monday |

Compare:

- 'I'm **here** on holiday.' She said she was **there** on holiday.
- 'I'll see you **tomorrow**.' He said he would see me **the next day**.

The way these words change depends on the situation. For example, if someone was speaking yesterday and they said '*I'll see you **tomorrow***,' we could now say *He said he would see me **today***.

3 That

We often use *that* to join a reported speech clause to the rest of the sentence.

- I said **that** I was feeling tired.
- You told me **that** you would be careful.

After *say* and *tell* (+ person), we often leave out *that*, especially in an informal style.

- I **said** I was feeling tired.
- You **told** me you would be careful.

Exercises

A Put these statements into reported speech, as in the examples.

| | | |
|---|--|---|
| 0 | 'I'm tired,' she said. | She said (that) she was tired. |
| 0 | 'I need to borrow some money,' my brother told me. | My brother told me (that) he needed to borrow some money. |
| 1 | 'I can't swim very well,' I told her. | |
| 2 | 'Mr Mason has gone out,' the secretary told me. | |
| 3 | 'I don't want to go swimming,' Andrew said. | |
| 4 | 'We're leaving on Friday,' we said. | |
| 5 | 'We had lunch in Luigi's restaurant,' they said. | |
| 6 | 'I'll phone you later,' Sarah told Simon. | |

B This is what some people said to Sally today:

The manager of the bank where Sally works: 'You'll get a pay rise* later in the year.'

An optician: 'There is nothing wrong with your eyes. You don't need to wear glasses.'

Sally's boyfriend, Peter: 'I'd like a big family. I want at least five children.'

Sally's father: 'I've done the shopping. I'll be home at about seven.'

Sally's driving instructor: 'You drove very well. You're making good progress.'

A man who works in a dry-cleaner's: 'Your skirt will be ready on Saturday.'

It is evening now and Sally is telling her mother about her day. Complete what Sally says using reported speech.

Sally: I went to the dry-cleaner's at lunchtime. The man there said *my skirt would be ready on Saturday*.

Mother: And what about the optician? What did she say?

* Important! There is some confusion over the nouns **rise** and **raise** when talking about pay or salary. In British English a (pay) **rise** is an increase in pay. In American English the word is (pay) **raise**.

Did you get a 4% pay rise last year? (BrE)

My boss said he's giving me a pay raise next month. (AmE)

Sally: Oh, she told me [1_____] eyes and that I [2_____] glasses.

Mother: Oh, that's good. And what about your driving lesson? How did that go?

Sally: Oh, fine. My instructor told me that I [3_____] and that I [4_____] progress.

Mother: That's very good. And what about Peter? Did you see him today?

Sally: No, but he phoned me at work. He made me laugh. He said he [5_____]
_____] and that he [6_____]
children.

Mother: Five! Well, I hope you can afford them.

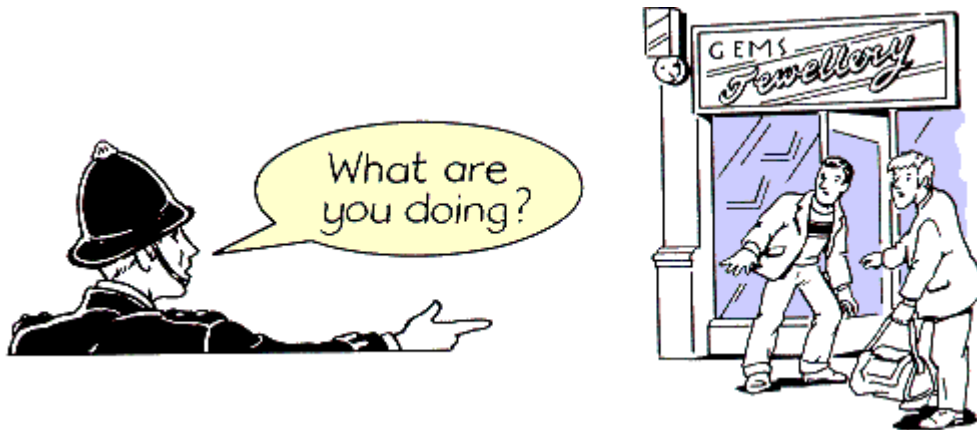
Sally: Oh, yes. That reminds me. I was speaking to the manager at work and she said that I [7_____].

Mother: Oh, that's good.

Sally: Yes. Oh, and before I forget. Dad phoned. He said he [8_____]
_____] and that he [9_____] seven.

3g Grammar

Reported Questions



The policeman asked the men **what they were doing**.

1 Tenses, adjectives, pronouns, etc. in reported questions change in the same way as in reported statements.

| SPEAKER'S WORDS | REPORTED SPEECH |
|---------------------------------|--|
| • 'What are you doing?' | The policeman asked the men what they were doing. |
| • 'How is your brother?' | She asked how my brother was . |

In reported questions, the word order is the same as in statements (e.g. *they were doing*, *my brother was*), and we do not use a question mark (?).

2 In reported questions, we do not use the auxiliary verb *do* (*do*, *does* or *did*).

| SPEAKER'S WORDS | REPORTED SPEECH |
|----------------------------------|------------------------------------|
| • 'What do you want?' | I asked what she wanted . |
| • 'Where does he live?' | They asked where he lived . |
| • 'Why did you say that?' | He asked why I'd said that. |

3 When there is no question word (e.g. *what*, *where*, *why*), we can use *if* or *whether* to introduce a reported question.

| SPEAKER'S WORDS | REPORTED SPEECH |
|---------------------------|--|
| • 'Are you cold?' | I asked if he was cold. |
| • 'Do you want a drink?' | She asked if I wanted a drink. |
| • 'Can you speak German?' | They wanted to know whether I could speak German. |

4 After ask, we often use an object (e.g. *Ken, me*) to say who was asked.

- I **asked Ken** if he was cold.
- He **asked me** why I'd said that.

5 We can use **if** or **whether** (hvort) to report indirect yes-no questions and questions with *or*. **If** is more common than **whether**.

- "Do you speak English?" He asked me **if / whether** I spoke English.
- "Would you like coffee or tea?" He asked me **if / whether** I wanted coffee or te.

Exercises

A Which questions would you ask to which people? One example has been done for you.

| | | |
|---|--|-----------------------|
| 0 | 'Will it take long to repair the car?' | a hotel receptionist |
| 1 | 'Can I park my car in West Street?' | a doctor |
| 2 | 'What time does the film finish?' | a policeman |
| 3 | 'Do you have a double room?' | a mechanic |
| 4 | 'How many times a day should I take the medicine?' | a waiter |
| 5 | 'What's the soup of the day?' | a cinema attendant |

Report the questions. Begin: *I asked the* One example has been done for you

| | |
|---|---|
| 0 | I asked the mechanic if it would take long to repair the car. |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

B Andrew had a frightening experience recently while on holiday. He was out walking in the countryside when suddenly he was surrounded by a group of soldiers. Here are the questions which one of the soldiers asked Andrew



- 0** 'What are you doing here?'
- 1** 'Why are you carrying a camera?'
- 2** 'Didn't you see the signs warning people not to enter the area?'
- 3** 'Have you been taking photos of the army base?'
- 4** 'What's your name?'
- 5** 'Can I see some proof of your identity?'

After the holiday, Andrew told some friends what had happened. Complete Andrew's story using reported speech.

'I was about seven miles from the youth hostel in the middle of nowhere when suddenly a Jeep roared up to me and I was surrounded by soldiers pointing guns! An officer asked me [what I was doing there]. Then he pointed at my Kodak and asked me [1_____]. I tried to explain that I was on holiday there, but then he wanted to know [2_____]. I told him I hadn't. Then he asked me [3_____]. I said that I didn't even know there was an army base there. Then he wanted to know [4_____] and [5_____]. Then, just because I couldn't prove who I was, they put me in the Jeep and drove me to some kind of underground army base. They kept me there while they phoned the youth hostel to check up on me.'

3h Grammar

Using the *to infinitive* in reported speech

1 We often report orders, requests, warnings, advice and invitations using the structure *verb + object + to infinitive*.

| SPEAKER'S WORDS | REPORTED SPEECH |
|--|--|
| • 'Get out of my room.' | She told the man to get out of her room. |
| • 'Could you carry some bags, Mike?' | I asked Mike to carry some bags. |
| • 'Stay away from me.' | He warned them to stay away from him. |
| • 'You should phone the police.' | She advised him to phone the police. |
| • 'Would you like to have dinner with us?' | They invited me to have dinner with them. |

2 We often report offers, promises and threats using the structure *verb + to infinitive*.

| SPEAKER'S WORDS | REPORTED SPEECH |
|----------------------|--------------------------------------|
| • 'Can I help you?' | The woman offered to help me. |
| • 'I'll be careful.' | You promised to be careful. |
| • 'I'll hit you!' | She threatened to hit me. |

3 In negative orders, promises etc. we use *not to + infinitive*.

| SPEAKER'S WORDS | REPORTED SPEECH |
|----------------------------|--|
| • 'Don't touch my camera.' | He told me not to touch his camera. |
| • 'I won't be late.' | You promised not to be late. |

Exercise

Report these sentences using the to infinitive form. Two examples have been done for you.

- 0 'I'll pay back the money.' (She promised)
She promised to pay back the money.
-
- 00 'Hurry up.' (He told me)
He told me to hurry up.
-
- 1 'Can I do the washing up?' (I offered)
-
- 2 'I'll phone the police!' (She threatened)
-
- 3 'You should stop smoking.' (The doctor advised my brother)
-
- 4 'Could you change the light bulb for me?' (He asked me)
-
- 5 'Don't be stupid.' (She told me)
-
- 6 'Would you like to come to my party?' (He invited her)
-
- 7 'I won't forget the shopping.' (I promised)
-
- 8 'Don't leave the door unlocked.' (She warned them)
-

3i Grammar

Review of Reported Speech

Read again all the instructions for the use of Reported Speech and then do the following exercises. A few examples have been done for you.

0 'I'm tired,' he said.

He said (that) he was tired.

0 'Did you enjoy the film?' I asked her.

I asked her if she had enjoyed the film.

0 'Switch off the TV.' she told me.

She told me to switch off the TV.

0 Can you lend me some money? he asked me.

He asked me if I could lend him some money.

1 'I can't type,' I told them.

2 'Are you English?' they asked me.

3 'Where are you going?' I asked her.

4 'We're going into town,' they said.

5 'I haven't got any money,' he told me.

6 'Could you speak more slowly?' he asked her.

7 'Don't touch the wire,' he warned me.

8 'I was on holiday in July,' he told her.

9 'What time did you get home?' they asked him.

10 'Can you do me a favour?' she asked me.

11 'We won't be home late,' we told them.

12 'I've posted the letters,' I said.

13 'My sister doesn't know,' he said.

14 'My parents had gone to bed,' she said.

15 'You should go to the doctor,' she told him.

16 'We'll do the dishes,' they promised.

17 'Where do you work?' I asked her.

18 'Can you phone the doctor for me?' she asked him.

19 'I passed my driving test in 1986,' he told his boss.

20 'I don't know what to do,' I said.

4a One Small Step ...

Vocabulary:

A Word Search: Find words in the text that mean the same as these words and phrases. The numbers indicate the paragraph where you can find them:

- send spacecraft into the sky (1) _____
- succeeding in doing something (2) _____
- preferred (3) _____
- said what is going to happen in the future (5) _____
- people who know a lot about something (5) _____
- to start an organization or build a town (6) _____

B Space Travel Nouns and Verbs: Here are some words that have something to do with space travel. Look them up and find out which ones are both verbs and nouns.

| | Noun | Verb | Both |
|------------|------|------|------|
| launch | | | |
| explore | | | |
| vehicle | | | |
| man | | | |
| orbit | | | |
| circle | | | |
| plan | | | |
| satellite | | | |
| Luna | | | |
| flight | | | |
| experiment | | | |
| station | | | |
| igloo | | | |
| race | | | |

C Odd One Out: Mark the two words that do not go with the verbs in bold.**1 launch**

- rocket
- bicycle
- spacecraft
- lesson
- boat
- attack
- campaign

2 discover

- America
- television
- truth
- penicillin
- light bulb
- a new plant

3 explore

- jungle
- crime
- the coast
- space
- disease
- a country
- possibilities

4 found

- colony
- treasure
- city
- institute
- money
- school
- hospital

5 commit

- error
- success
- murder
- yourself
- shopping
- crime
- suicide

6 spend

- money
- time
- the night
- one's holidays
- effort
- energy
- homework

D Missing Words: Complete these sentences using the correct form of one of the words in bold in the exercise above.

- 1 NASA was [] in 1958 by President Eisenhower.
- 2 Robots will be sent to [] the surface of the Moon and bring back information.
- 3 Many people came to see the rocket being [].
- 4 Livingstone was the first European to [] the Zambezi river in Africa.
- 5 I [] far too much money when I visited London.
- 6 I can't [] myself to having children.

4b One Small Step ...

Race to the Moon:

On 4 October 1957, the USSR launched into orbit the world's first satellite, *Sputnik 1*. It was a tremendous success: the Earth had a new moon and it bore the letters CCCP. Then the USA launched its first satellite, *Explorer 1*, on 31 January 1958. Six months later, President Eisenhower created NASA, the National Aeronautics and Space Administration, which immediately began the Mercury programme to launch a manned space vehicle. Then, on 12 April 1961, the Soviets stole another march on the Americans when *Vostok 1* took Yuri Gagarin for a single orbit around the Earth, becoming the first man in space.



On 25 May 1961, President John F. Kennedy told the US Congress 'that this nation should commit itself to achieving the goal, before the decade is out, of launching a man on the Moon and returning him safely to Earth'. The Apollo project had been born. But the Americans had still not managed to get a man into orbit. That came when an Atlas rocket sent John Glenn into space for five hours on 20 February 1962.



Behind the scenes, however, NASA was very uncertain about exactly how to get a man on the Moon. Von Braun favoured sending two rockets into orbit round the Earth, one to refuel the other which would then travel to the Moon. But other scientists at NASA preferred to fire a two-part spacecraft directly to the Moon, where it would separate, with two crew members descending to the surface while a third circled the Moon in the other part. When

the lunar landing was over the spacemen on the Moon would rejoin their companions, leaving their landing vehicle behind. The plan was riskier than Von Braun's but it was the one that was eventually adopted.

Finally on 16 July 1969, Apollo 11 set off for the Moon. The names of the astronauts on that trip would go down in history: Neil Armstrong, Edwin Buzz Aldrin and Michael Collins. Neil Armstrong, after four days in space, climbed down the ladder of the lunar module *Eagle*, which had landed on the Moon's Sea of Tranquillity. He stepped off on to the surface of the Moon. Millions watched on TV screens all over the world as Armstrong took 'One small step for man; one giant leap for mankind.'



Other visits to the Moon followed. The last time was on 15 December 1972 and it was, as President Nixon had predicted, to be 'the last time in this century that men will walk on the Moon'. On the twentieth anniversary of the Apollo 11 mission, President Bush, imitating Kennedy, announced grandly that the USA should aim to send a man to Mars before the year 2029. Experts, however, brought him down to earth saying the President had 'good intentions but they are unrealistic'.

Although NASA has decided to leave the Moon in peace, the same cannot be said of the private sector. Private space companies such as International Space Enterprises and General Dynamics, both based in California, will be launching their first manned space

flights to the Moon in the near future. In the long term, they aim to found the first colonies on the Moon. Is this vision that some people will be living on the Moon one day any crazier than the idea, say 50 or 100 years ago, that a man would walk on the Moon?

The plan looks a bit like this: the first stage will take place in 2010, when robot explorers will be sent to the Moon to gather information concerning the suitability of the soil. Ten years later, by which time the ideal area will have been found, astronauts will arrive to carry out experiments on the spot and they will start building the first station. By then, scientists hope they will have identified suitable rocks and other minerals for the construction of the Moon station.

If all goes well, by 2060 the first colony on the Moon will be ready: a huge space station shaped like an igloo, which will have been equipped with all the



latest technological gadgets. It will also have been furnished to receive its first guests: several hundred scientists for whom it will be the first home in space. It is not unlikely that after several decades, or perhaps a century later, these igloos will have increased in number. Many scientists claim that if human beings are ever forced in the future to emigrate to another planet, the Moon would be their first choice.

Answer these questions by marking the one correct answer in each case.

1 The USSR succeeded in

- A) discovering a new Moon.
- B) reaching the Moon before the USA.
- C) launching an artificial satellite before the USA.
- D) the field of propaganda.

2 The goal in the second paragraph refers to

- A) sending a man to the Moon.
- B) orbiting round the Earth.
- C) getting a man into space.
- D) returning safely to Earth.

3 The landing on the Moon involved

- A) three astronauts and one two-part rocket.
- B) two astronauts and two rockets.
- C) three astronauts and one rocket.
- D) three astronauts and three one-part rockets.

4 Whose aims for space exploration will probably not be fulfilled?

- A) Von Braun's
- B) President Kennedy's
- C) President Nixon's
- D) President Bush's

5 The long-term aim of space companies is

- A) to make people emigrate to the Moon.
- B) to build houses of Moon rocks.
- C) to found colonies on the Moon.
- D) to start manned flights to the Moon.

4c One Small Step ...

Vocabulary by Matching

Match the words on the left with their translations on the right by putting the correct numbers in the boxes.

| | Word from text | | Translation |
|--|------------------------|----|------------------------------------|
| | launch | 1 | farartæki |
| | orbit | 2 | vilja heldur / kjósa frekar |
| | satellite | 3 | leggja sig fram |
| | tremendous | 4 | tungl |
| | immediately | 5 | eldflaug |
| | vehicle | 6 | gervihnöttur |
| | stole another march on | 7 | áhafnar meðlimur |
| | commit yourself | 8 | hleypta af stokkunum |
| | achieve | 9 | fara niður |
| | goal | 10 | gríðarlegt |
| | decade | 11 | tungl- (adj) |
| | behind the scenes | 12 | aim / objective |
| | to favour | 13 | sporbaugur |
| | rocket | 14 | fylla af eldsneyti |
| | refuel | 15 | ná / öðlast |
| | prefer | 16 | instantly |
| | spacecraft | 17 | geimflaug |
| | crew member | 18 | urðu fyrri til |
| | descend | 19 | sameinast aftur |
| | Luna | 20 | áratugur |
| | rejoin | 21 | hallast að / |
| | companion | 22 | að tjaldabaki / bak við luktar dyr |
| | adopt | 23 | spá fram í tímann |
| | ladder | 24 | rósemd / spekt |
| | module | 25 | árlegur minningardagur / afmæli |
| | tranquillity | 26 | sendiför |
| | giant | 27 | félagi |
| | predict | 28 | hylki |

| | Word from text | | Translation |
|--|-----------------------|-----------|-------------------------|
| | anniversary | 29 | valinn / tekinn upp |
| | mission | 30 | risastór |
| | lunar | 31 | stigi |
| | imitate | 33 | tilkynna |
| | announce | 34 | stórhuga |
| | grandly | 35 | geiri |
| | intention | 36 | framτίðarsýn |
| | sector | 37 | fyrirætlan |
| | to found | 38 | könnuðir |
| | vision | 39 | líkja eftir |
| | explorers | 40 | hentugleiki / hagkvæmni |
| | concerning | 41 | að stofna |
| | suitability | 42 | tilvalinn |
| | soil | 43 | varðandi |
| | ideal | 44 | innréttá |
| | astronauts | 45 | jarðvegur |
| | carry out | 46 | framkvæma |
| | identify | 47 | steinefni |
| | minerals | 48 | geimfarar |
| | for construction | 49 | snjóhús |
| | colony | 50 | bera kennsl á |
| | igloo | 51 | til byggingar |
| | equipped | 52 | útbúinn |
| | gadgets | 53 | nýlenda |
| | furnish | 54 | flytjast búferlum |
| | emigrate | 55 | græjur / búnaður |

Bonus! Provide an English synonym for the following words:

| Word | Synonym | Word | Synonym |
|-------------|----------------|-------------|----------------|
| achieve | | eventually | |
| decade | | giant (adj) | |
| prefer | | leap | |
| lunar | | intention | |
| sector | | to found | |
| gadget | | emigrate | |

4d Use of English

Phrasal Verbs — Introduction

1 Phrasal verbs (sambandssagnir) are verbs which change their meaning in some way by adding 'particles' e.g. *down, away, on, in, up, after, off, across*.

- Please **sit down**.
- I'll **throw away** the rubbish.
- Could you **turn on** the TV?

2 In some cases, the meaning of a phrasal verb is a combination of the meanings of its separate parts. Some people even say that these are just ordinary verbs, and should not be called phrasal verbs.



Come in



Sit down

3 In other cases, the phrasal verb has a different meaning to the meanings of its separate parts.

- | | |
|---|---|
| • He's given up eating meat. | (= He's stopped eating meat.) |
| • Sue takes after her mother. | (= Sue looks like or is like her mother.) |
| • Looking after a baby is hard work. | (= Taking care of a baby is hard work.) |

Exercise

A Complete the sentences using the correct form of the phrasal verbs below. Use each phrasal verb only once. One example has been done for you.

| | |
|--------------------------------|----------------------|
| speak up (= speak louder) | fill in (= complete) |
| come across (= find by chance) | keep on (= continue) |
| turn down (= refuse) | go up (= increase) |
| go off (= explode) | hold up (= delay) |

- 0** It was lucky that nobody was killed when the bomb [went off].
- 1** Could you [_____] this application form, please?
- 2** They just [_____] making a noise even though I'd asked them to stop.
- 3** The price of coffee has [_____] again.
- 4** We can't hear you very well. Could you [_____] a bit, please?
- 5** The coach was [_____] by the heavy traffic and didn't arrive in London until 8.00.
- 6** Unfortunately, your request for a pay rise has been [_____].
- 7** He [_____] some old photographs when he was cleaning the attic.

4e Use of English

Phrasal Verbs:

Types of Phrasal Verbs

Phrasal verbs are formed by adding 'particles' e.g. *away, up, down, out, off, after, in, on* to verbs.

- I'll **throw away** the rubbish.
- He's **given up** smoking.

There are four basic types of phrasal verbs:

Type 1

These phrasal verbs do not take an object (andlag).

verb + particle

- **Sit down.**
- **Look out!** (= take care)
- We **set off** on our journey. (= started)

Exercise A

Complete the sentences using the correct form of the type 1 phrasal verbs in the box. Use each phrasal verb only once. One example has been done for you.

break down break out get up grow up take off

- 0 The lift has [broken down] and isn't working at the moment.
- 1 Our plane [_____] from New York at 6 o'clock yesterday evening.
- 2 My younger sister wants to be a doctor when she [_____].
- 3 A fire [_____] in the offices of the ABC cinema last night.
- 4 Do you like [_____] early in the mornings?

Type 2

These phrasal verbs take an object. When the object is a noun, it can go after or before the particle.

verb + particle + object

- I'll **throw away** the rubbish.
- **Take off** your shoes.

verb + object + particle

- I'll **throw** the rubbish **away**.
- **Take** your shoes **off**.

But when the object is a pronoun e.g. *it, them*, it can only go before the particle, not after it.

- I'll **throw it away**. (Not: *I'll throw away it.*)
- **Take them off**. (Not: *Take off them*)

Exercise B

Complete the sentences using the type 2 phrasal verbs in brackets. Sometimes two answers are possible. One example has been done for you.

0 Could you | the light? (**switch on**)

Could you switch on the light? / Could you switch the light on?

1 Would you like to | this jacket? (**try on**)

2 I don't enjoy playing football any more. I think I'll | it. (**give up**)

3 My wife wants me to | my moustache. (**shave off**)

4 I have to speak to Mr Mason. I'd better | him. (**ring up**)

5 That music is rather loud. Would you | it? (**turn down**)

Type 3

These phrasal verbs take an object, but we cannot separate the verb from the particle.

verb + particle + object

- Sue **takes after** her mother. (Not: *Sue takes her mother after.*)
- **Looking after** a baby is hard work. (Not: *Looking a baby after is hard work*)

Exercise C

Replace the words in italics with the correct form of the type 3 phrasal verbs in the box. One example has been done for you.

come into get over ~~go into~~ look after run into

0 We've *examined* the problem very carefully.

We've **gone into** the problem very carefully.

1 Who is going to *take care of* the children while you go to the pub?

2 Although she had very good medical care, it took her a long time to *recover from* her illness.

3 Jane *inherited* a great deal of money when her grandmother died.

4 I *met* an old friend *by chance* in town yesterday afternoon.

Type 4

These phrasal verbs have three parts: a verb + particle + preposition e.g. **look forward to**. We cannot separate the verb from the other parts.

verb + particle + preposition + object

- I'm **looking forward to** the weekend.
- You go now and I'll **catch up with** you later.
- You shouldn't **go back on** your promises.

Exercise D

Replace the words in italics with the correct form of one of the type 4 phrasal verbs in the box. One example has been done for you.

come up with get rid of ~~go back on~~ look back on put up with

0 You shouldn't *break* a promise.

You shouldn't **go back on** a promise.

1 Have you *thrown away* your old typewriter?

2 We must *try to find* a solution to the problem.

3 When you *remember* the past, it's easy to see the mistakes you've made.

4 I don't think I can *tolerate* this awful weather much longer.

4f Grammar

Endaspurningar (Question tags)

Þetta fyrirbæri er samsett úr **aðalsetningu** og **endaspurningu**.
Dæmi: You *have driven* this car before, *haven't you?*

- 1) Ef það er **hjálpasögn (DO / BE / HAVE)** eða **ófullkomin sögn** (sjá næstu síðu) í aðalsetningunni, eru þær endurteknar í endaspurningunni.

Dæmi: He *hasn't arrived yet*, *has he?*
 Hér er *hasn't* hjálparsögn og *arrived* aðalsögn,

Dæmi: You *should be in bed now*, *shouldn't you?*
 Hér er *should* ófullkomin sögn og *be* aðalsögn.

- 2) Ef það er **bara aðalsögn** í aðalsetningunni, er endaspurningin búin til með rétttri mynd af sögninni **DO**.

Dæmi: You *know how to change a wheel*, *don't you?*
 Hér er bara ein sögn, aðalsögnin *know*.

MUNDU!

- 3) Það **verður að vera neitun** í öðrum hvorum hluta setningarinnar:

| Aðalsetning | Endaspurning | Dæmi |
|--------------|-----------------------|---------------------------------------|
| Engin neitun | Verður að vera neitun | <i>You're coming, aren't you?</i> |
| Neitun | Má ekki vera neitun | <i>He doesn't like jazz, does he?</i> |

- 4) Á eftir boðhætti (skipun) kemur alltaf **will you** eða **would you**.

Dæmi: Pay attention, *will you?* eða Pay attention, *would you?*

MUNDU! Ef það er **neitun** í skipuninni má **ekki nota would you**, bara **will you**.

Dæmi: *Don't be late, will you?*

- 5) Ef eftirtalin **neitunarorð** eru í aðalsetningunni (no / nothing/ nowhere / nobody), má **ekki vera neitun** í endaspurningunni.

Dæmi: He takes **no** interest in his work, does he?
 She was **nowhere** to be seen, was she?

- 6) Ef orðin somebody/someone, everybody/everyone, nobody/no-one eru í aðalsetningunni, kemur alltaf THEY í endaspurningunni.

Dæmi: *Nobody called for me, did they?*
Everyone was very pleased, weren't they?

- 7) Ef orðin nothing, anything eru í aðalsetningunni, þá kemur alltaf IT í endaspurningunni.

Dæmi: *Nothing could be better, could it?*
Anything is possible, isn't it?

MUNA!

- 8) Ef það er I'm / I am í aðalsetningunni, þá kemur alltaf aren't I í endaspurningunni.

Dæmi: *I'm late, aren't I?*
I'm taller than you are, aren't I?

- 9) Ef það er Let's í aðalsetningunni, er alltaf shall we í endaspurningunni.

Dæmi: *Let's go swimming, shall we?*
Let's go to the movies, shall we?

- 10) Ef það er You'd better í aðalsetningunni, þá stendur það fyrir You had better og endaspurningin verður því alltaf hadn't you?

Dæmi: *You'd better close that window, hadn't you?*

| Ófullkomnar sagnir | Ófullkomnar sagnir |
|--------------------|--------------------|
| can | should |
| could | must |
| may | have to |
| might | will |
| shall | would |

1 Skoðaðu þessi dæmi.

- It's cold today, **isn't it?**
- You haven't seen my keys, **have you?**

Endaspurning er orðalag á borð við *isn't it?* og *have you?* sem sett er aftan á staðhæfingu.

2 Endaspurningar eru settar saman úr hjálparsögn og fornafni. Nokkrar einfaldar reglur stýra samsetningu þeirra:

a Ef aðalsetningin inniheldur hjálparsögn (*do, be, have*) eða ófullkomna sögn, þá er hún endurtekin í spurningunni.

- You aren't listening to me, **are you?**
- You haven't seen my keys, **have you?**
(NB **have** can also be used as an ordinary verb)
- He can swim, **can't he?**

b Ef það er venjuleg sögn í aðalsetningunni, þá þarf að nota hjálparsögnina *do* í endaspurningunni.

- You know how to change a wheel, **don't you?** (nú tíð)
- They went to Russia last year, **didn't they?** (þá tíð)
- They had an accident last year, **didn't they?** (þá tíð – **HAD** er venjuleg sögn hér)

3 Við setjum venjulega neikvæða endaspurningu með jákvæðri staðhæfingu, og jákvæða endaspurningu með neikvæðri staðhæfingu.

Skoðaðu:

- | | |
|---|--------------------------------------|
| • <u>It isn't cold today, is it?</u> | <u>It's cold today, isn't it?</u> |
| • <u>You don't like football, do you?</u> | <u>You like football, don't you?</u> |
| • <u>He can't swim, can he?</u> | <u>He can swim, can't he?</u> |

4 Merking endaspurningar fer oft eftir tóninum:

a Þegar við spyrjum spurningar sem við viljum fá svar við þá er notaður rísandi tónn.

- You haven't seen my keys, **have you?** (= Have you seen my keys?)

b En ef við þykjumst vita svarið og erum aðeins að fá viðmælandann til að vera sammála (rhetorical question), þá notum við fallandi tón.

- It's cold today, **isn't it?** (= It is cold. Don't you agree?)

c Við notum oft neikvæða staðhæfingu + jákvæða endaspurningu til að biðja um eitthvað eða til að fá hjálp eða upplýsingar.

- You couldn't lend me some money, could you?
- You don't know where Peter lives, do you?

5 Athugaðu:

a Endaspurningin fyrir *I am* er *aren't I?* Orðskrípið **ain't** er alltaf rangt.

- **I'm right, aren't I?**

b Á eftir boðhætti getum við notað endaspurningarnar *will / would you?* eða *can / can't / could you?* þegar við viljum að fólk geri eitthvað.

- **Switch** on the light, **will you?**
- **Help** me with these bags, **could you?**

Á eftir neikvæðum boðhætti notum við *will you?* en aldrei *would you?*

- **Don't forget** to post my letter, **will you?**

c Á eftir *let's* notum við *shall we?* þegar við komum með tillögur.

- **Let's** listen to some music, **shall we?**

d Við notum *they* í endaspurningum á eftir *somebody/someone, everybody/everyone* og *nobody/no one*.

- **Somebody** told you, didn't **they?**
- **No one** phoned for me, did **they?**

e Við notum *it* í endaspurningum á eftir *nothing*.

- **Nothing** is wrong, is **it?**

f Við getum notað *there* sem frumlag í endaspurningum.

- **There** won't be any problems, will **there?**

g Í málsgreinum sem byrja á *You'd better...*, er 'd stytting á *had*.

- **You'd better** do what he says, **hadn't** you?

Exercises

A Add question tags to these statements. Sometimes more than one answer is possible. One example has been done for you. Remember to add the question mark (?).

| | | |
|----|--------------------------------------|-----------|
| 0 | It's a good restaurant, | isn't it? |
| 1 | You don't like this music, | |
| 2 | Robert isn't at work today, | |
| 3 | I'm too late, | |
| 4 | You haven't seen the newspaper, | |
| 5 | Lynne speaks French and German, | |
| 6 | They didn't go to the concert, | |
| 7 | You'd like to have something to eat, | |
| 8 | We're leaving tomorrow, | |
| 9 | You couldn't do me a favour, | |
| 10 | You don't know where Sarah is, | |
| 11 | Switch on the light for me, | |
| 12 | Don't forget to lock the door, | |
| 13 | Nobody was watching the TV, | |
| 14 | Everyone will be here soon, | |
| 15 | Nothing terrible has happened, | |
| 16 | There's plenty of time, | |
| 17 | Pass me that magazine, | |
| 18 | Let's have a cup of tea, | |

5a Aviatrix*

Fabulous Flying Women

by Matt Hickman

Earlier this summer (2012), the worlds of aviation and space exploration lost a legend when the first American woman to fly in space, Sally Ride, succumbed to pancreatic cancer at the age of 61. Ever since Ride went into orbit aboard the *Challenger* in 1983, the trailblazing astronaut has inspired countless number of young women to take flight and follow their dreams by pursuing careers in aviation and astronautics.

Interestingly enough, just days before Ride's death, veteran pilot Liu Yang, 33, became the first Chinese woman to enter space while aboard spacecraft *Shenzhou 9* on a 13-day mission.

In honour of Ride and Yang, we've rounded up three other pioneering aviators who have shattered flight records and stereotypes and changed the course of history in the process.

We've come a long way since 19-year-old Aida de Acosta, much to the chagrin of her horrified parents, hopped into a dirigible in Paris and became the first woman to fly solo in a powered aircraft in 1903.

Baroness Raymonde de Laroche

Although she may have disappointed her parents by not going into the family trade of toilet de-clogging, this Paris-born daughter of a plumber went on to change history in 1910

as the first woman to receive a pilot's license. Under the tutelage of aviation expert Charles Voisin, the feisty actress-turned-aviatrix took to the sky numerous times and, despite her decidedly plebeian lineage, earned herself the title of baroness in the process.

De Laroche, also an accomplished balloonist and engineer, cheated death on more than one occasion. In 1910, de Laroche's aircraft crashed at an air show in Reims, France, and she suffered injuries so severe that she was grounded for two years. In 1912, she was once again injured in a car crash that claimed the life of her mentor, Voisin. After serving as a military chauffeur during World War I, de Laroche was reunited with her true love: aviation.



In 1919, while attempting to become the first professional female test pilot, de Laroche's experimental aircraft

crashed during approach at an airfield in the seaside village of Le Crotoy. De Laroche, 36, and her co-pilot were both killed on impact. There is a statue erected in her honor at Paris' Le Bourget Airport, and Women of *Aviation Worldwide Week* falls on the date, March 8, that de Laroche earned her wings.

Bessica Raiche

It's an understatement to say that this Wisconsin-born mega-renaissance woman

* There are two plural forms for the word aviatrix: aviatrixes and aviatrices.

broke the mould of how women in the early 20th century were expected to conduct themselves on both a personal and professional level. In short, Bessica Raiche wore pants (quelle horreur!), drove a car, shot guns and practised medicine, first as a dentist and then as one of the first female specialists in obstetrics and gynaecology in the United States. To top it off, she was also an accomplished linguist, artist and musician.

Oh, and we should probably mention that on Oct. 13, 1910, Raiche became the first American woman to make a solo flight in an aircraft. (Blanche Stuart Scott, the first woman to drive a car from coast to coast, accomplished a similar feat just a month prior, although that flight was thought to be non-intentional and was not accredited by the Aeronautical Society of America.)

And get this: Raiche's home-made, Wright Brothers-inspired aircraft was constructed in the living room of her Mineola, N.Y., home using just silk, piano wire and bamboo (hubbie Francois Raiche helped with the DIY design-build process). Raiche's aviation career was short-lived, as she moved to Southern California to focus on her career in medicine, later becoming president of the Orange County Medical Association.

Amelia Earhart

This pioneering female aviator's claim to fame is well-known: in May 1932, the Kansas-born record-breaker became the first woman to fly solo, non-stop, across the Atlantic Ocean. Only one person, Charles Lindbergh, had previously accomplished that feat. In 1937, she disappeared at the age of 39 under mysterious circumstances in the central Pacific while making a round-the-world trip.

In addition to her famous transatlantic flight, Earhart became the first woman to fly solo, non-stop, across the United States from Los Angeles to Newark in 1932. Earhart was the first pilot, male or female, to fly solo from Hawaii to the U.S. mainland (1935). Additionally, she was the first person to fly solo between Los Angeles and Mexico City and between Mexico City and Newark (also in 1935). Before taking control in the cockpit during her famous long-haul solo flights in 1932, Earhart was the first woman to fly across the Atlantic Ocean as a passenger (1928).

A prolific author and essayist, Earhart served as an editor of *Cosmopolitan* magazine from 1928 to 1930. An accomplished seamstress, Earhart designed and endorsed her own fashion line sold at Macy's. She is believed to be the first celebrity to do so.

Assignment

Check out Women In Aviation International's comprehensive list of the 100 Most Influential Women in the Aviation and Aerospace Industry to see even more female pilots. Pick one of them and put together a slide show telling the class about her achievements and how she influenced the world of flying.

<https://www.wai.org/pioneers/100womenscript>

A Match the words on the left with their Icelandic equivalents on the right by writing the correct number in the box.

| No | English | No | Icelandic |
|----|-------------------|----|----------------------|
| 1 | aviation | | brautryðjandi |
| 2 | succumbed | | gremja/skappaun |
| 3 | pancreatic cancer | | afkastamikill |
| 4 | trailblazing | | loftfar/loftskip |
| 5 | astronaut | | flug |
| 6 | veteran | | almúgalegt ætterni |
| 7 | aviator | | herskár/fylginn sér |
| 8 | chagrin | | árekstur/högg |
| 9 | dirigible | | beið lægri hlut |
| 10 | de-clogging | | kvensjúkdómafræði |
| 11 | tutelage | | briskrabbamein |
| 12 | feisty | | geimfari |
| 13 | plebeian lineage | | flugmaður |
| 14 | approach | | viðurkennt |
| 15 | impact | | losa stíflur |
| 16 | obstetrics | | vanur/þaulreyndur |
| 17 | gynaecology | | aðflug |
| 18 | linguist | | handleiðsla |
| 19 | non-intentional | | langflug |
| 20 | accredited | | fæðingalækningar |
| 21 | constructed | | ritgerðarhöfundur |
| 22 | cockpit | | saumakona |
| 23 | long-haul | | búið til/smíðað |
| 24 | prolific | | málvísindamaður |
| 25 | essayist | | framselja/setja fram |
| 26 | seamstress | | stjórnklefi |
| 27 | endorsed | | óviljandi |

B Answer the following questions by putting a mark by the one correct choice.**1. Sally Ryde**

- a) was the first woman to fly in space.
- b) was the first American to fly in space.
- c) was the first American woman to fly in space.
- d) was the first woman to die in space.

2. Because of Sally Ride

- a) many women have gone into space
- b) many women have taken up flying.
- c) many women have studied trailblazing.
- d) only women can be astronauts.

3. How many Chinese women have gone into space?

- a) 1
- b) 9
- c) 13
- d) 33

4. Raymonde de Laroche

- a) did not want to work in the plumbing industry.
- b) was born in Paris in 1910.
- c) taught Charles Voisin to fly.
- d) made her parents very proud.

5. Raymonde de Laroche

- a) was severely injured in an aeroplane crash.
- b) was severely injured in a car crash.
- c) worked as a driver during World War One.
- d) All of the above.
- e) None of the above.

6. Bessica Raiche

- a) broke moulds for a living.
- b) behaved badly most of the time.
- c) did not do what was expected of her.
- d) worked as a bus conductor.

7. Which of the following did Bessica Raiche NOT do?

- a) Make and sell pants for Quelle.
- b) Drive cars.
- c) Cure people.
- d) Fix teeth.
- e) Deliver babies.

8. Bessica Raiche is said to be the first American woman to fly solo because

- a) nobody had done it before.
- b) Blanche Stuart Scott only flew coast to coast.
- c) Blanche Stuart Scott and she had similar feet.
- d) Blanche Stuart Scott did it by accident.

9. Bessica Raiche's plane was made of

- a) silk.
- b) piano wire.
- c) bamboo.
- d) All of the above.
- e) None of the above.

10. In May 1932 Amelia Earhart

- a) flew non-stop to Kansas and back.
- b) flew alone from America to Europe.
- c) flew alone to a mysterious spot in the Pacific.
- d) flew around the world non-stop.

11. In 1937

- a) Amelia Earhart and Charles Lindbergh flew together non-stop across the Atlantic.
- b) Charles Lindbergh disappeared at the age of 39.
- c) Amelia Earhart tried unsuccessfully to cross the Pacific Ocean.
- d) Amelia Earhart accomplished a mysterious feat.

12. Amelia Earhart was the first woman to

- a) fly alone from coast to coast in America.
- b) fly alone from Hawaii to the U.S. mainland.
- c) fly as a passenger across the Atlantic.
- d) All of the above.
- e) None of the above.

13. Which of the following statements is NOT true about Amelia Earhart?

- a) She was 34 years old when she set her first record.
- b) She designed clothes that were sold in a famous shop.
- c) She became an editor of *Cosmopolitan* magazine at the age of 30.
- d) She married Charles Lindbergh in 1937.

14. Mark these statements True or False according to the information in the text.

| | |
|--|---|
| | Raymonde de Laroche worked as a test pilot in 1919. |
| | Raymonde de Laroche crashed at Le Bourget Airport in Paris. |
| | Bessica Raiche designed and built her own aeroplane. |
| | Bessica Raiche preferred medicine to aviation. |
| | Amelia Earhart wrote many books. |
| | Amelia Earhart owned a famous magazine. |
| | Amelia Earhart bought all her clothes at Macy's. |

C Confusing Words:

Look at these examples.

Many animals are very careful when it comes to **rearing** their young.
Some sea birds **lay** their eggs on a cliff shelf, not in nests

Look up the words raise, rise, rear, lay or lie, which sometimes are confused. Then complete the following sentences, using the correct form of one of the words in each sentence.

raise rise rear lay lie

- 1** Public concern about environmental issues [_____] considerably in recent years.
- 2** We came across a magnificent lion [_____] down in the shade of a tree.
- 3** We got some wonderful photos of a tiger cub [_____] its head on its mother's side.
- 4** In some parts of England, birds [_____] to be shot for sport during the shooting season.
- 5** In zoos, it can sometimes be difficult to get animals to [_____] their young as they would do in the wild.

D Compound Adjectives

Look at this example from the text.

Raiche's home-made, Wright Brothers-inspired aircraft...

Compound adjectives are adjectives (lýsingarorð) made up from one adjective and one noun with a hyphen (bandstrik) between them. Here are some examples. Look them up in a dictionary and find out what they mean.

deep-sea free-range lead-free man-eating nuclear-free factory-farmed world-famous

Complete the following newspaper article, using the compound adjectives in the box.

Environmentalists meeting at a conference in London today discussed several serious issues. A [(1)_____] conservationist expressed concern about the number of tigers still surviving in the wild. He suggested that one reason for the continuing decline in their numbers is the myth of the [(2)_____] tiger, which continues in some places, leading to tigers being shot by local farmers out of fear. The conference delegates were warned that marine pollution appears to be getting worse, so much so that [(3)_____] fishing vessels are finding that their catches are decreasing every year.

Despite these ongoing problems, there are also some encouraging developments. In many countries, the demand for [(4)_____] produce is falling, while there is increased demand for produce like [(5)_____] eggs and organically-grown vegetables.

Further good news for the environment is that more countries have declared themselves to be [(6)_____] zones and there has been a huge rise in the amount of [(7)_____] petrol being sold.

5b Grammar

A Tilvísunarsetningum má skipta í tvo flokka. Í þessum dæmum eru tilvísunarsetningarnar undirstrikaðar. Berið saman:

Nauðsynlegar upplýsingar (Defining)

Viðbótarupplýsingar (Non-defining)

| | |
|--|--|
| <p>Flokkur 1</p> <ul style="list-style-type: none"> The woman <u>who lives next door</u> is a doctor. Barbara works for a company <u>that makes washing machines</u>. We stayed at a hotel <u>(that) Ann recommended to us</u>. <p>Í þessum dæmum skýrir tilvísunarsetningin hvaða (eða hvers konar) persónu eða hlut um er að ræða:</p> <ul style="list-style-type: none"> 'The woman <u>who lives next door</u>' skýrir hvaða konu um er að ræða. 'A company <u>that makes washing machines</u>' segir hvaða gerð fyrirtækis er rætt um. 'The hotel <u>(that) Ann recommended</u>' segir hvaða hótél um er að ræða. | <p>Flokkur 2</p> <ul style="list-style-type: none"> My brother Jim, <u>who lives in London</u>, is a doctor. Colin told me about his new job, <u>which he's enjoying very much</u>. We stayed at the Grand Hotel, <u>which Ann recommended to us</u>. <p>Í þessum dæmum skýrir tilvísunarsetningin ekki hvaða (eða hvers konar) persónu eða hlut um er að ræða. Við vitum <i>nú þegar</i> um hvað er rætt: 'My brother Jim', 'Colin's new job', og 'the Grand Hotel'. Tilvísunarsetningarnar í þessum setningum gefa okkur viðbótarupplýsingar um persónuna eða hlutinn.</p> |
| <p>Kommu (,) eru ekki notaðar til að afmarka svona setningar:</p> <ul style="list-style-type: none"> We know a lot of people <u>who live in London</u>. (<i>hvers konar fólk</i>) | <p>Svona setningar eru afmarkaðar með kommu (,):</p> <ul style="list-style-type: none"> My brother Jim, <u>who lives in London</u>, is a doctor. (<i>viðbótarupplýsingar um Jim</i>) |

B Í báðum þessum tilvísunarsetningum er **who** notað um fólk og **which** um hluti. En:

| | |
|--|--|
| <p>Flokkur 1</p> <p>Hægt er að nota that :</p> <ul style="list-style-type: none"> Do you know anyone who/that speaks French and Italian? Barbara works for a company which/that makes washing machines. | <p>Flokkur 2</p> <p>Hér er ekki hægt að nota that:</p> <ul style="list-style-type: none"> John, who (<i>ekki 'that'</i>) speaks French and Italian, works as a tourist guide. Colin told me about his new job, which (<i>ekki 'that'</i>) he's enjoying very much. |
| <p>Hægt er að sleppa that/who/which þegar það er andlag:</p> <ul style="list-style-type: none"> We stayed at the hotel (that/which) Ann recommended to us. This morning I met somebody (that/who) I hadn't seen for ages. <p> Whom er ekki notað í svona setningum.</p> | <p>Hér er ekki hægt að sleppa who eða which:</p> <ul style="list-style-type: none"> We stayed at the Grand Hotel, which Ann recommended to us. <p>Hægt er að nota whom (þegar það er andlag):</p> <ul style="list-style-type: none"> This morning I met Jane , whom (<i>eða who</i>) I hadn't seen for ages. |
| <p>Hér má nota whose og where:</p> <ul style="list-style-type: none"> We met some people whose car had broken down. What's the name of the place where you spent your holidays. | <p>Hér má nota whose og where:</p> <ul style="list-style-type: none"> Amy, whose car had broken down, was in a very bad mood. Mrs Bond is going to spend a few weeks in Sweden, where her daughter lives. |

Relative clauses:

Defining relative clauses with *who*, *that* and *which*

1 Study these examples:

- I spoke to the woman **who owns the hotel**.
- Did you see the letter **that came this morning**?

Who owns the hotel and ***that came this morning*** are 'defining relative clauses' (skilgreinandi tilvisunarsetningar). These clauses tell us which person or thing the speaker means (e.g. *who owns the hotel* tells us which woman; and *that came this morning* tells us which letter).

2 We use ***who*** for people. Compare:

- I spoke to the woman. She owns the hotel.
 - I spoke to the woman **who** owns the hotel.
- The man was very nice. He interviewed me.
 - The man **who** interviewed me was very nice.

We use ***that*** for things. Compare:

- Did you see the letter? It came this morning.
 - Did you see the letter **that** came this morning?
- The keys have disappeared. They were on this table.
 - The keys **that** were on this table have disappeared.

Note that *who* and *that* replace the pronoun.

- I spoke to the woman **who** owns the hotel. (Not: I spoke to the woman **she** owns the hotel.)
-

3 We can use ***which*** instead of ***that*** (to talk about things) in a defining relative clause.

- Did you see the letter **which** came this morning?
- The keys **which** were on this table have disappeared.

In an ***informal*** style, it is also possible to use ***that*** instead of ***who*** (to talk about people).

- I spoke to the woman **that** owns the hotel.
-

Exercise

A Join each pair of sentences using **who** for people and **that** for things. Two examples have been done for you.

| | | |
|---|--|--|
| 0 | That's the woman. She works in the post office. | That's the woman who works in the post office. |
| 0 | The man wasn't English. He spoke to us. | The man who spoke to us wasn't English. |
| 1 | He's the man. He painted my house. | |
| 2 | What is the name of the boy? He telephoned you. | |
| 3 | What's happened to the money? It was on my desk. | |
| 4 | They're the people. They offered Sue a job. | |
| 5 | The car has now been found. It was stolen. | |
| 6 | She's the person. She gives me a lift to work every day. | |
| 7 | The lock has now been repaired. It was broken. | |
| 8 | Most of the people are very nice. They work in Peter's office. | |

5c Grammar

Relative clauses:

Leaving out *who*, *that* and *which* in defining relative clauses

1 **Who**, **that** and **which** can be the subject (frumlag = á undan sögninni) or the object (andlag = á eftir sögninni) of a defining relative clause. Compare:

- Marianne is the girl **who invited us to the party**.
who is the subject: *she* invited us to the party
 - Marianne is the girl **who we met last night**.
who is the object: we met *her* last night
-

2 We often leave out **who**, **that** or **which** when they are the objects in defining relative clauses.

- Marianne is the girl **we met last night**. (We met *her* last night)
 - Have you seen the book **I put on this table**? (I put *it* on this table)
-

3 But we cannot leave out **who**, **that** or **which** when they are the subjects in these clauses.

- Marianne is the girl **who invited us to the party**.
(Not: **Marianne is the girl invited us ...**)
 - Have you seen the book **that was on this table**.
(Not: **Have you seen the book was on this table?**)
-

4 We can use **whom** instead of **who** (for people) when it is the object of the verb in a relative clause.

- I met a woman **whom I know**. (I know *her*)

But **whom** is quite formal and not very common in everyday speech. Instead, we use **who** or **that** (or we leave them out).

I met a woman (**who**) **I know**.

Exercise

A Complete the sentences using *who* for people and *that* for things; if it is possible to leave out *who* or *that*, write *(who)* or *(that)* - in brackets. Two examples have been done for you

- 0 I can't find the envelopes [_____ (that) _____] I bought this morning.
- 0 Have you seen the film [_____ that _____] is on TV tonight?
- 1 John Murray is the man [_____] owns the Grand Hotel.
- 2 The man [_____] we spoke to wasn't very nice.
- 3 This is the sweater [_____] I bought on Saturday.
- 4 What is the name of the company [_____] you work for?
- 5 A bi-lingual person is someone [_____] can speak two languages equally well.
- 6 Who's that boy [_____] Sally is dancing with?
- 7 Are these all the letters [_____] came in this morning's post?
- 8 Have you found the money [_____] you lost?
- 9 The people [_____] used to live in that house have moved.
- 10 I don't like films [_____] are very violent.

5d Grammar

Relative clauses:

Defining relative clauses with *whose*, *where*, *when* and *why/that*

1 Whose

We use **whose** in relative clauses (in place of *his*, *her*, *their*, etc.) to talk about possession (eignarfall). Compare:

- I've got a friend. His brother is an actor.
 - I've got a friend **whose** brother is an actor.
- They're the people. Their house caught fire.
 - They're the people **whose** house caught fire.

Do not confuse **whose** and **who's**. *who's* = *who is* or *who has*.

- I've got a friend **who's** at university. (= *who is* at university)

2 Where, when and why/that

a We can use **where** (for places = þar sem) and **when** (for times = þegar) in relative clauses.

- The factory **where I work** is going to close down.
- Is there a time **when we can meet**?

b After the word **reason**, we can use **why** or **that** in relative clauses.

- Is there a reason **why/that you want to leave now**?

c We can leave out **when**, **why** and **that**.

- Is there a time **we can meet**?
- Is there a reason **you want to leave now**?

d We can also leave out **where** if we use a **preposition**.

- The hotel **we stayed at** was very small.

6a William Shakespeare

Stratford-Upon-Avon

You are going to read some information about Stratford-upon-Avon where William Shakespeare, the world's most famous playwright, was born and brought up. For questions 1 to 10 below the text, choose from the places (A-H). Some places may be chosen more than once. In some cases more than one answer is possible.

A Shakespeare's Birthplace

Shakespeare's Birthplace, purchased as a national memorial in 1847, is a half-timbered building of a type common in Elizabethan Stratford.



When William was a child, part of his family home was used by his father in connection with his trade as a glover. Today, one half of the property, including the living room, the kitchen and the bedrooms, has period furnishings which re-create the atmosphere of a middle-class home of the period. The other half contains an exhibition illustrating the life and work of the dramatist, as well as the history of the property itself.

B Anne Hathaway's Cottage

At Shottery, 1¼ miles (2 kms) from the town centre.

Purchased by the Trust in 1892, this picturesque thatched cottage was the home of Shakespeare's wife before her marriage.



In Shakespeare's time the 'cottage' was in fact a 12-roomed house occupied by the Hathaways, a substantial yeoman family. The kitchen, with its open fireplace and bake-oven still intact, and the dairy or buttery are vivid reminders of the long history of this farmhouse.

As a well-preserved example of early domestic architecture it has few equals and the exterior view of the cottage, in its garden and adjoining orchard setting, is justly famous. Refreshments are available and the attractive Tea Garden is open throughout the summer season. The Thatch Restaurant takes lunch bookings for coach parties.

C Mary Arden's House and the Shakespeare Countryside Museum

At Wilmcote, 3½ miles (5.5 kms) north west of Stratford off the A3400.

Mary Arden's House, believed to be the girlhood home of Shakespeare's mother, was in use as a farm until the Shakespeare



Birthplace Trust acquired it in 1930. The farmhouse was built in the early 16th century with local timber and stone. Many of its original outbuildings have survived and are used to display an extensive museum of farming and country life. The barns, stable and cowsheds are intact, together with a remarkable stone dovecote* which has about 600 nesting holes.

* **dovecote** (dūv'kōt', -kōt') also **dovecot** (-kōt')
n.

A compartmental structure, often raised on a pole, for housing domesticated pigeons.

D Hall's Croft

Situated in Old Town, Hall's Croft was purchased by the Trust in 1949 as the home of Shakespeare's daughter, Susanna, and her husband, Dr John Hall. This fine Tudor town residence contains some exceptional Elizabethan and Jacobean furniture. There is a dispensary, complete with apothecaries' jars and surgical instruments, and an exhibition about Dr Hall's career and the medical background of his time. The beautiful walled garden is a restful haven for visitors who can also enjoy coffee, meals and tea at the Tea Room on the premises.

**E** New Place / Nash's House

The site and foundations of New Place, in Shakespeare's day a large and handsome house where he spent his retirement and died in 1616, were purchased for preservation in 1862. The site, on the corner of Chapel Street opposite the historic Guild Chapel, is presented as a garden and an Elizabethan-style knot-garden is a special feature here. Entry is through the adjoining Nash's House which belonged to Thomas Nash, the first husband of Shakespeare's grand-daughter, Elizabeth Hall. Nash's House has a Tudor interior with period furnishings together with local archaeological and historic material illustrating the earlier and later history of Stratford.

**F** The World of Shakespeare

Travel back in time to the authentic atmosphere of Elizabethan England. From the centre of a darkened auditorium you are a bystander and actually experience the splendour and the pageantry, the horrors of the plague cellars, the spectacle of the royal fireworks and many other aspects of life in Shakespearean England.



Twenty-five life-sized tableaux combined with dramatic light and sound techniques and original music bring vividly to life one of the most exciting periods of history. Twenty-five action-packed minutes that will live in the memory for ever.

G Stratford-upon-Avon Butterfly Farm

Whatever the weather, stroll through the wonderful world of an exotic rainforest: a lush landscape of tropical blossom surrounding splashing waterfalls and fish-filled pools. Enjoy the unique pleasure of watching hundreds of the world's most spectacular and colourful butterflies flying all around. See their entire life-cycle at first-hand and marvel at nature's ingenuity.



See the dangerous and deadly (in perfect safety) in Arachnoland. Get close to the world's largest spider, observe the habits of rainforest scorpions and much more. See also the fascinating and strange in Insect City, a bustling metropolis of ants, bees, etc.

H Ragley Hall

Ragley Hall is the stately home of the Earl and Countess of Yarmouth and has been the seat of the Conway-Seymour family since it was built in 1680. Ragley is very



much a family home and houses a superb collection of furniture, paintings and china collected by several generations of the family. The Great Hall is a magnificent centrepiece to the house, decorated with England's finest baroque plasterwork, designed by James Gibbs in 1750. The South Staircase is equally stunning as it contains the modern mural "The Temptation" by Graham Rust which was commissioned by the Marquess of Hertford, Lord Yarmouth's father.

Answer these questions by putting the letter for the correct place (A - H) in the space provided. Some places may be chosen more than once. In some cases more than one answer is possible.

Which place would you recommend to a Stratford visitor who ...

| | | |
|-----------|--|--|
| 1 | is interested in the poet's childhood? | |
| 2 | has studied medicine? | |
| 3 | likes fish? | |
| 4 | enjoys firework displays? | |
| 5 | keeps or looks after birds? | |
| 6 | likes special gardens? | |
| 7 | is looking for exhibitions? | |
| 8 | wants somewhere to eat? | |
| 9 | is interested in Elizabethan cooking? | |
| 10 | wants to see furniture? | |

6b Vocabulary

Translate the following words into Icelandic.

| A: Shakespeare's Birthplace | | | |
|-----------------------------|---------------|--|------------------------------|
| 1 | purchase | | |
| 2 | memorial | | |
| 3 | half-timbered | | |
| 4 | trade | | |
| 5 | glover | | hanskakaupmaður/-gerðarmaður |
| 6 | exhibition | | |
| 7 | illustrate | | |
| 8 | dramatist | | |

| B: Anne Hathaway's Cottage | | | |
|----------------------------|-----------------------|--|-------------------|
| 1 | picturesque | | |
| 2 | thatched | | |
| 3 | occupy | | |
| 4 | substantial | | |
| 5 | yeoman | | sjálfseignarbóndi |
| 6 | dairy | | |
| 7 | buttery | | rjórabú |
| 8 | vivid | | |
| 9 | domestic architecture | | |
| 10 | exterior | | |
| 11 | adjoining | | |
| 12 | orchard | | |
| 13 | refreshments | | |
| 14 | coach | | |

| C: Mary Arden's House | | | |
|-----------------------|--------------------|--|--|
| 1 | acquired | | |
| 2 | trust | | |
| 3 | extensive | | |
| 4 | dovecote / dovecot | | |

| D: Hall's Croft | | | |
|------------------------|-----------------|--|--|
| 1 | situated | | |
| 2 | exceptional | | |
| 3 | dispensary | | lyfjaverslun / (lyfjabúr á sjúkrahúsi) |
| 4 | apothecary | | |
| 5 | on the premises | | á staðnum |

| E: New Place / Nash's House | | | |
|------------------------------------|----------------|--|-------------------------|
| 1 | site | | |
| 2 | foundations | | |
| 3 | retirement | | |
| 4 | preservation | | |
| 5 | guild | | gildi / iðngreinasamtök |
| 6 | feature | | kennileiti |
| 7 | entry | | |
| 8 | adjoining | | |
| 9 | interior | | |
| 10 | archaeological | | |
| 11 | illustrate | | |

| F: The World of Shakespeare | | | |
|------------------------------------|------------|--|------------------|
| 1 | authentic | | |
| 2 | auditorium | | |
| 3 | bystander | | sjónarvottur |
| 4 | splendour | | |
| 5 | pageantry | | viðhöfn / skraut |
| 6 | plague | | |
| 7 | spectacle | | |
| 8 | aspects | | |
| 9 | tableaux | | myndræn lýsing |

6d Grammar

Relative Clauses:

Defining and non-defining relative clauses

1 'Defining' (skilgreinandi) relative clauses identify nouns: these clauses **tell us which** person, thing, etc. the speaker means.

- I spoke to the woman **who owns the hotel**. (*who owns the hotel* tells us which woman)
- The house **which Sue has bought** is over 100 years old. (*which Sue has bought* tells us which house)

2 'Non-defining' relative clauses do not tell us which person, thing, etc. the speaker means; these clauses **give more information** about a person or thing already identified (aukaupplýsingar)

- Ken's mother, **who is 69**, has just passed her driving test. (*who is 69* does not tell us which woman: we already know that it is Ken's mother)
- Sue's house, **which is in the centre of town**, is over 100 years old. (*which is in the centre of town* does not tell us which house; we already know that it is Sue's house)

Non-defining clauses are more common in a formal style, especially in writing. When we write these clauses, we put commas (,) at the beginning of the clause (and often at the end of the clause as well).

- Last weekend I met Sue, **who told me she was going on holiday soon**.
- Frank Morris, **who is one of my best friends**, has decided to go and live in France.

3 In a non-defining clause we always use **who** for people and **which** for things; we cannot use **that**.

- She gave me the key, **which** I put in my pocket. (Not: **She gave me the key, that I put in my pocket.**)

In a non-defining clause we cannot leave out *who* or *which*.

- My uncle John, **who lives in Manchester**, is coming to visit me next week. (Not: **My uncle John, lives in Manchester, is coming...**)
- She gave me the key, **which** I put into my pocket. (Not: **She gave me the key, I put into my pocket.**)

Exercises

A In each case you get two sentences with a relative clause, one with commas, and one without. Say which sentence is correct and why. One example has been done for you.

| | | |
|---|--|---|
| 0 | a) <u>Robert's parents, who are both retired, live in Spain.</u> ← b) Robert's parents who are both retired live in Spain. | <i>who are both retired</i> is a non-defining clause and therefore a) is correct. |
| 1 | a) The people, who live next door, helped us to move the furniture. b) The people who live next door helped us to move the furniture. | |
| 2 | a) Have you still got the money, that I gave you? b) Have you still got the money that I gave you? | |
| 3 | a) Sydney, which has a population of more than three million, is Australia's largest city. b) Sydney which has a population of more than three million is Australia's largest city. | |
| 4 | a) Peter's sister, who I've known for years, is a very nice person. b) Peter's sister who I've known for years is a very nice person. | |
| 5 | a) We saw Sue last night with that man, who works in the library. b) We saw Sue last night with that man who works in the library. | |
| 6 | a) The chair, that was broken, has now been repaired. b) The chair that was broken has now been repaired. | |

B Complete the sentences using *who*, *that* or *which*, but only where necessary – put in a hyphen (bandstrik) to leave a blank if possible. In one sentence two answers are possible. One example has been done for you.

| | |
|---|--|
| 0 | Is that the same song [_____ - _____] we heard yesterday? |
| 1 | Maria, [_____] has only been in Britain for a few weeks, speaks excellent English. |
| 2 | Who was the girl [_____] you were speaking to just now? |
| 3 | My sister, [_____] wasn't feeling very hungry, didn't want to go to the restaurant. |
| 4 | I've lost all the money [_____] you gave me. |
| 5 | This is the letter [_____] came in today's post. |
| 6 | Mr and Mrs Woods, [_____] live next door to us, have gone on holiday. |
| 7 | Brighton, [_____] is a tourist centre on the south coast of England, is about 85 kilometres from London. |

6e Grammar

Relative Clauses:

Non-defining relative clauses with *whose*, *where*, *when* and *whom*

1 We can use *whose*, *where* and *when* in non-defining relative clauses.

- Tina Harris, **whose brother is the actor Paul Harris**, is a good friend of mine.
- We visited a town called Christchurch, **where we had lunch in an Italian restaurant**.
- We're going on holiday in September, **when the weather isn't so hot**.

We can also use *whom* instead of *who* when it is the object of the verb in a non-defining clause.

- Sarah Ross, **whom you met in Madrid last summer**, will be at the party tonight.
- Sarah Ross, **who you met in Madrid last summer**, will be at the party tonight.

Exercise

A Peter is going to the United States next year. Complete what he says about his visit using *whose*, *who/whom*, *where* and *when*. One example has been done for you

'I'm going to the States at the beginning of January when, hopefully, it won't be too cold. I'm flying to New York, [0 where] my friend Brian has been living for the past two years. I'm really looking forward to meeting his American girlfriend Cindy, [1 _____] I met when they both came over to London last year. Cindy, [2 _____] brother is quite a famous jazz musician, has promised to take me to Greenwich Village, [3 _____] there are a lot of jazz clubs. After two weeks in New York, I'll take the Greyhound bus to Cleveland, Ohio. I'm going to stay there with my Aunt Jackie, [4 _____] son – my cousin Abe – I met last summer in England. Then, if I have enough money, I'll travel south to New Orleans. I hope to get there by the first two weeks of February, [5 _____] the Mardi Gras Festival takes place.'

6f Grammar

Relative Clauses:

Relative clauses with prepositions + **which** and **whom**

1 Defining clauses

We can use a **preposition** (forsetningar) before **which** and **whom** (e.g. *in which*, *with whom*) in a defining relative clause.

- That's the town **in which he was born**.
- The people **with whom I stayed** were very kind.

But, in everyday speech, it is more usual to put the preposition at the end of the clause and to leave out the pronoun *which*, *whom*, etc.

- That's the town **he was born in**.
- The people **I stayed with** were very kind.

2 Non-defining clauses

a In a very formal style, we can also use a preposition before **which** and **whom** in a non-defining relative clause.

- She's studying chemistry, **about which I know very little**.
- Mr and Mrs Morris, **with whom we went on holiday**, live in Bristol.

But, in everyday speech, it is more usual to put the preposition at the end of the clause and to use **who** instead of **whom**.

- She's studying chemistry, **which I know very little about**.
- Mr and Mrs Morris, **who we went on holiday with**, live in Bristol.

Note that we cannot leave out the pronoun **which**, **who**, etc. in a non-defining clause.

b Note the structure *some of / many of / much of / none of / all of* etc. + **which / whom**.

- A number of my friends, **some of whom you've met before**, will be at the party.
- He gave me a lot of advice, **much of which was very useful**.

Exercises

A Join each pair of sentences without using *who*, *whom* or *which*. Two examples have been done for you.

| | | |
|----|--|---|
| 0 | The restaurant was in West Street. We went to it. | The restaurant we went to was in West Street. |
| 00 | The woman is a good friend of mine. I borrowed the money from her. | The woman I borrowed the money from is a good friend of mine. |
| 1 | The man is Sue's cousin. I introduced you to him. | |
| 2 | The hotel overlooked the sea. We stayed at it. | |
| 3 | The shop is closed. I bought the shoes from it. | |
| 4 | The people like him very much. He works with them. | |

B Join each pair of sentences using either an informal way (using *who* or *which*) or a formal way (using a preposition + *whom* or *which*). An example has been done for you in both ways.

| | | |
|---|---|---|
| 0 | Mr Jones is a teacher at Annie's school. I was talking to him a moment ago. | Informal: Mr Jones, who I was talking to a moment ago, is a teacher at Annie's school. Formal: Mr Jones, to whom I was talking a moment ago, is a teacher at Annie's school. |
| 1 | Peter's party is next Saturday evening. We are all invited to it. | |
| 2 | Mr Mason apologized for the mistake. We complained to him. | |
| 3 | The film <i>Family Life</i> is showing next week. I've heard good reports about it. | |

A holiday in Scotland : Relative clauses

We spent our holiday in Scotland last year. Scotland is in the north of Great Britain.

Last year we

People live in Scotland. They are called Scots.

The people

We first went to Edinburgh. Edinburgh is the capital of Scotland.

We first

Arthur Conan Doyle was born in Edinburgh. He wrote the Sherlock Holmes stories.

Arthur Conan Doyle

Then we visited a lake. It is in the Highlands.

The lake

Loch Ness is 37 km long. People know it for its friendly monster.

Loch Ness

There we met an old man. He told us that he had seen Nessie.

An old man

We then travelled to a mountain. The mountain is near the town of Fort William.

We then

The mountain is the highest mountain in Great Britain. It is called Ben Nevis.

The mountain

I sent you a postcard. It was written on the summit of Ben Nevis.

The postcard

6g Use of English

English Idioms: Animals

What is an **idiom**? The dictionary defines **idiom** as *a use of words, a grammatical construction peculiar to a given language, an expression which cannot be translated literally into a second language.*

All languages have idioms. Try translating these Icelandic idioms literally into English. They sound stupid. What do they really mean?

- Það er margt skrýtið í kýrhausnum.
There are many strange things in the head of a cow.
- Þar liggur hundurinn grafinn.
That is where the dog lies buried.

Instead of translating, one must get the meaning across, and to do that one must understand. The best way to understand idioms is to look them up in a dictionary and then try and reword the sentence so that it makes sense.

Exercise

The following sixteen sentences all have idioms with an animal in it. Look the animals in the box up in a good dictionary and try to find out which one fits in which sentence. In some cases you need to use the plural form. Does the sentence make sense with the correct animal in it? Try to find a way to say the same thing in Icelandic, preferably with an idiom. One example has been done for you.

| | | | |
|------|-----------|--------|------|
| bird | crocodile | goat | lion |
| bull | dog | goose | pig |
| cat | donkey | horse | rat |
| cow | fish | kitten | stag |

- 0 Turning up half an hour late for the interview really cooked his [___goose___].
(= eyðilagði möguleika hans)
- 1 We were hoping to keep the wedding a secret, but my mother soon let the [_____] out of the bag.
- 2 You're flogging a dead [_____] trying to get Harry to change his mind!
- 3 I don't think I'd recognise her now; it's [_____]’s years since I last saw her.

4 Harold has really gone to the [] since his wife died. Looking at him now, it's hard to believe he was once a successful barrister.

5 It's not that I mind giving her a lift home every Tuesday, but what gets my [] is the fact that she's never once offered to pay for the petrol.

6 As I had to go to Swansea on business, I decided to kill two [] with one stone and visit my old school as well.

7 Although he had only known her for two weeks he decided to take the [] by the horns and ask her to marry him.

8 She loved tennis and could watch it until the [] came home.

9 You're upset now, I know. But you'll soon forget her – after all, there are plenty more [] in the sea.

10 That's the last time I invite Steve for a meal. He really made a [] of himself last night.

11 Don't be fooled. She's not a bit sad; they're just [] tears.

12 When their grandfather died, Robert and his sister got the []'s share of his money.

13 After years of commuting from Brighton to London, he decided to get out of the [] race and buy a small farm in Wales.

14 When I tell my parents that Paul and I have decided to call off the wedding they're going to have [] .

15 We're off to a [] party tonight – David's getting married on Saturday.

7a Tattoo

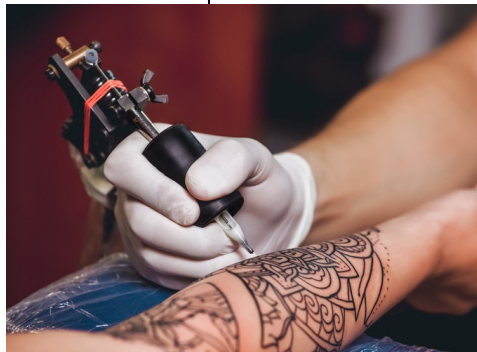
Why People Get Tattoos

1. Jack lay, quiet and unmoving, for thirty minutes while a stranger **repeatedly** stabbed him with sharp needles, causing blood to pour steadily out of his leg. Jack was getting a tattoo. His friend Tony had recently gotten a tattoo, and Jack was so impressed by Tony's **bravery** and his tattoo that he decided to get one too. Getting a tattoo because your friends and **peers** have them is just one of the reasons why a lot of young people in North America get tattoos. Peer pressure, media influence, and personal expression are some of the common reasons for wearing tattoos today.

2. The desire to be part of a group, to be accepted by one's friends or peers, can have a great influence on what a person does. Sometimes, wearing a tattoo can be a sign that you belong to a certain group. Gangs often use special clothes and tattoos to **identify** their **particular** group. For example, in one gang all the members may wear green army jackets and have large 'Xs' tattooed on their arms. It is not only gangs that have this type of special 'uniform'. Young people often belong to a certain group of friends. Some of these groups wear only brand-name clothes. Some wear only black clothes. Others wear tattoos. When a person's friends are all doing something, such as getting a tattoo, that person has a **tendency** to do the same thing, and get a tattoo too.

3. The media is another big influence behind the **popularity** of tattoos in North

America. A wide **variety** of media images show tattoos. Tattoos can be seen on people appearing in **commercials** selling expensive cars. Famous sports heroes with tattoos are shown in magazines. Fashion models are often seen in magazines and on TV wearing designer clothes that show their bodies tattooed with detailed and colourful **patterns**. These media images link tattoos to ideas of wealth, success, and status. As a result, many people decide to get a tattoo for its fashion and status **value**.



4. It is not always the influence of other people or the media that results in a person getting a tattoo. Many people decide to wear tattoos in order to express their artistic nature, their beliefs, or their feelings – in other words, to show their

individuality. A musician in a rock band may get a tattoo of a guitar on the arm. Some environmentalists may tattoo pictures of **endangered** animals on their shoulders. Lovers may tattoo each others' names over their hearts. A tattoo can be a public **symbol** to show what is important in a person's life.

5. As you can see, there are many reasons why young North Americans get tattoos. A tattoo can be part of a group's uniform. It can be a sign of fashion. It can be an **expression** of individuality. The decision to get a tattoo is most often a result of the influence of friends or media or the **desire** to express oneself. For Jack, it was a mixture of all three.

A Choose the best option according to the text above.

1. **How did Jack feel about Tony getting a tattoo?**

- He felt jealous
- He felt envious
- He felt admiration and respect
- He felt sick to his stomach

2. **Gang members use many ways to stand out as a group. Which one of the four below is mentioned in the text?**

- Fancy dress costumes
- Expensive designer clothes
- Baseball caps
- Only camouflage army clothes

3. **Find the underlined sentence in paragraph 2. What idea is it describing?**

- Peer pressure
- Envy
- Jealousy
- Hatred

4. **According to the text, photographs portrayed in the media connect tattoos to:**

- a certain social standing
- classical musicians
- Shakespeare actresses
- media commentators

5. **According to the text, people who tattoo animals of endangered species on them are most likely:**

- politicians
- religious people
- animal lovers
- people concerned about nature and climate

6. **According to the last paragraph, wearing a tattoo may be a person's way to show that they are:**

- part of a group
- unique
- fashionable
- All of the above
- None of the above

7. **Which option best expresses the author's main purpose in writing this article?**

- To urge people to get tattoos.
- To convince people that they will become accepted if they have tattoos.
- To prove that tattoos are harmless.
- To explain why people in the USA normally get tattoos.



B Word Search: Ten words in the text are in **bold type** (feitiletruð). Find the six which mean the same as the English definitions in the table below. Write them behind the correct definitions

| | English definition | Word from text |
|---|--|----------------|
| 1 | is likely to | |
| 2 | a regularly repeated arrangement of shapes, colours or lines | |
| 3 | something you say, write, or do that shows what you think or feel | |
| 4 | to recognize and correctly name someone or something | |
| 5 | advertisements | |
| 6 | a person of the same age, status, or ability as another specified person | |

C Vocabulary by Matching: Five words in the text are in *italicized type* (skáletruð). Match the words and the correct translations in the table below by writing the correct number in the empty column on the left.

| | English words from text | | Translations |
|--|-------------------------|---|--|
| | bravery | 1 | the differences within a group, set of actions etc. that make it interesting |
| | particular | 2 | the importance or usefulness of something |
| | variety | 3 | a picture or shape that has a particular meaning |
| | value | 4 | actions, behaviour or an attitude that shows courage and confidence |
| | symbol | 5 | the one that you are talking about, and not any other |

D Vocabulary by Matching: Match the words from the text and the translations.

| | Words from Text | | Icelandic Translations |
|--|------------------|----|----------------------------|
| | repeatedly | 1 | stöðugt |
| | pour | 2 | hugrekki / dirfska |
| | steadily | 3 | þrýsingur frá vinahópnum |
| | impressed | 4 | jafningjar |
| | bravery | 5 | tjáning |
| | peers | 6 | þörf / löngun |
| | peer pressure | 7 | síendurtekið |
| | media influence | 8 | gengi / klíka |
| | expression | 9 | hrifinn af |
| | desire | 10 | flæða / hellast |
| | accepted | 11 | viðurkenndur |
| | identify | 12 | merkjavara |
| | particular | 13 | áhrif fjölmiðla |
| | gang | 14 | úrval / fjölbreytni |
| | brand name | 15 | birtast í |
| | tendency | 16 | sérstaka |
| | popularity | 17 | bera kennsl á /merkja sig |
| | variety | 18 | munstur |
| | image | 19 | staða |
| | appearing in | 20 | tilhneiging |
| | commercials | 21 | mynd |
| | pattern | 22 | vinsældir |
| | status | 23 | til þess að |
| | as a result | 24 | auglýsingar |
| | status value | 25 | tjá / túlka |
| | in order to | 26 | þar af leiðir / þess vegna |
| | express | 27 | listrænt eðli |
| | artistic nature | 28 | stöðutákn |
| | environmentalist | 29 | í útrýmingarhættu |
| | endangered | 30 | einstaklingseðli |
| | symbol | 31 | umhverfissinni |
| | individuality | 32 | blanda |
| | mixture | 33 | tákn |

7b Grammar

Germynd og þolmynd (active / passive)

Notkun tíða í germynd og þolmynd (active / passive)

| Tíð | Germynd | Þolmynd |
|-----------------------------|--|-------------------------------------|
| Nú tíð | Somebody serves dinner | Dinner is served |
| Þá tíð | Somebody served dinner | Dinner was served |
| Samsett nú tíð | Somebody is serving dinner | Dinner is being served |
| Samsett þá tíð | Somebody was serving dinner | Dinner was being served |
| Núliðin tíð | Somebody has served dinner | Dinner has been served |
| Þáliðin tíð | Somebody had served dinner | Dinner had been served |
| Einföld framtíð | Somebody will serve dinner | Dinner will be served |
| Þáframtíð | Somebody will have served dinner | Dinner will have been served |
| | | |
| Going to | Somebody is going to serve dinner | Dinner is going to be served |
| | | |
| Ófullkomnar sagnir í nú tíð | Somebody can serve dinner | Dinner can be served |
| Ófullkomnar sagnir í þá tíð | Somebody could serve dinner | Dinner could be served |

A Dæmi:

*This house **was built** in 1930*

'**Was built**' er þolmynd. Berið saman germynd og þolmynd:

Somebody (frumlag) **built** this house (andlag) in 1930. - germynd

This house (frumlag) **was built** in 1930. - þolmynd

Í germynd lýsir sögnin því sem frumlagið gerir:

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

Í þolmynd lýsir sögnin fyrir hverju frumlagið verður - hvað gert er við frumlagið:

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

B *Þolmynd* er oft notuð þegar ekki er vitað hver gerandinn er eða ekki skiptir máli hver hann er:

- A lot of money **was stolen** in the robbery. (einhver stal þeim, en við vitum ekki hver)
- Is this room **cleaned** every day? (er það þrifið, ekki spurt hver geri það)

Ef við viljum hafa gerandann með í *þolmynd*, þá er notað **by**...

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

C Í *þolmynd* er notuð hjálparsögnin **be (is/was/have been o.s.frv.) + lýsingarháttur þátíðar (done/cleaned/seen o.s.frv.)**

Berið saman germynd og *þolmynd* í *einfaldri nútíð og þátíð*:

Einföld nútíð

Germynd: **clean(s)/see(s)** o.s.frv.

Somebody **cleans** this room every day.

Þolmynd: **am/is/are cleaned/seen** o.s.frv.

This room **is cleaned** every day.

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

Einföld þátíð

Germynd: **cleaned/saw** o.s.frv.

Somebody **cleaned** this room yesterday.

Þolmynd: **was/were cleaned/seen** o.s.frv.

This room **was cleaned** yesterday.

- We **were woken** up by a loud noise during the night.
- 'Did you go to the party?' 'No, I **wasn't invited**.'
- How much money **was stolen**?

7c Grammar

The Passive:

General

1 Form

a We form passive verbs with the different tenses of **be** (e.g. *is, was, is being, have been*) + **past participle**.

- Present simple: am/are/is + past participle
 - The office **is cleaned** every evening.
- Present continuous: am/are/is + being + past participle
 - The house **is being cleaned** at the moment.
- Past simple: was/were + past participle
 - My car **was cleaned** last night.
- Past continuous: was/were + being + past participle
 - The bridge **was being cleaned** last week.
- Present perfect simple: have/has + been + past participle
 - Sarah **has been cleaned** because she is going to the party.
- Past perfect simple: had + been + past participle
 - I thought that you **had been cleaned** before.

The past participle of regular verbs ends in *-ed* e.g. *locked, painted*. Irregular verbs have different past participle forms e.g. *steal* → *stolen*, *tell* → *told*.

When we add *-ed* to verbs, there are sometimes changes in spelling e.g. *stop* → *stopped*.

b Compare these active and passive sentences:

- **Active:** Someone **locks the office** every evening.
- **Passive:** **The office is locked** every evening.
- **Active:** Someone **has invited Sarah** to the party.
- **Passive:** **Sarah has been invited** to the party.

Note that the object of an active verb (e.g. **the office, Sarah**) becomes the subject of a passive verb.

c The rules for choosing tenses in the passive are the same as in the active. For example, to talk about something that is in progress now, we use the present continuous.

- The house **is being painted** at the moment.

2 Use

a We often use the passive when we do not know who or what does something.

- My car **was stolen** last night. (I do not know who stole the car.)

b We also use the passive when we are not interested in who or what does something.

- The factory **was painted** during the war.
- Sarah **has been invited** to the party.

In these sentences we are interested in the *factory* and *Sarah*, not who painted the factory, or who invited Sarah.

c We also use the passive when we do not want to say who or what does something. Compare:

- **Active:** I **made** a mistake.
- **Passive:** A mistake **was made**.

Exercises

A Complete the sentences. Use the present simple passive (*is done*) of the verbs in the box. One example has been done for you.

destroy export make play speak use

0 Bread [is made] from wheat.

1 Football [_____] all over the world.

2 Millions of cars [_____] from Japan every year.

3 A compass [_____] for showing direction.

4 How many languages [_____] in Switzerland?

5 Millions of trees [_____] by pollution every year.

B Complete the sentences. Use the past simple passive (*was done*) of the verbs in the box. One example has been done for you.

assassinate build discover invent paint play

- 0 President John F. Kennedy [was assassinated] in Dallas in 1963.
- 1 The 1990 World Cup for football [_____] in Italy.
- 2 When [_____] television [_____]?
- 3 The first pyramids of Egypt [_____] around 3000 BC.
- 4 Penicillin [_____] by Alexander Fleming in 1928.
- 5 *The Mona Lisa (La Gioconda)* [_____] by Leonardo da Vinci.

C Complete the sentences. Use the past continuous passive (*was being done*) or past perfect passive (*had been done*) of the verbs in the box. One example has been done for you.

clean interview not invite repair sell steal

- 0 I couldn't wear my suit last Saturday. It [was being cleaned].
- 1 When I got back to the car park, my car wasn't there. It [_____].
- 2 We couldn't use the photocopier this morning. It [_____].
- 3 By the time I arrived at the concert hall, there were no tickets left. They [_____] out.
- 4 We didn't go to the party on Saturday because we [_____].
- 5 The man admitted stealing the money while he [_____] by the police.

7d Grammar

The Passive:

Infinitive and -ing forms

1 There is a passive infinitive form: *be + past participle*. We use this form after modal verbs (*must, can, will, etc.*) and after a number of other structures (e.g. *going to, have to, want to* and *would like to*).

- This door must ***be kept*** locked.
 - The job can't ***be done***.
 - He's going to ***be interviewed*** next week.
 - The new motorway will ***be opened*** next summer.
 - I don't want to ***be disturbed***.
-

2 There is a passive perfect infinitive form: *have been + past participle*. We can use this form to talk about the past.

- The newspaper may ***have been thrown*** away last night.
 - We should ***have been told*** about the dangers.
-

3 There is also a passive -ing form: *being + past participle*.

- I don't like ***being cheated***.
 - He remembers ***being given*** the book.
-

Exercises

A Put these sentence into the passive leaving out the agent where possible. One example has been done for you.

0 Someone might steal the car.

The car might be stolen.

1 Someone will clean the room.

2 They had to cut down that tree.

3 Someone should tell Sally what happened.

4 They're going to build a new hospital.

5 We can solve the problem.

6 Someone has to finish the job.

7 They may send the man to prison.

8 We must do something now.

9 Someone should have told Kate about the meeting ages ago.

10 Someone ought to have thrown this rubbish away yesterday.

7e Grammar

The Passive:

Using *get* instead of *be*

We sometimes use **get** (+ past participle) instead of **be** (+ past participle) to make passive verbs. We do this, for example, when we talk about **things that happen by accident or unexpectedly**.

- My flat **got burgled** when I was on holiday.
- I was surprised that I didn't **get invited** to the party.
- My parents' fence **got blown** down in the storm.

We use **get** mostly in an **informal** style.

Exercises

A **Billy Palmer was a burglar once. He is speaking about a night some years ago when everything went wrong for him. Complete Palmer's story using the past simple passive with *get* and the verbs given in brackets. One example has been done for you.**

'It was terrible. First of all, my jeans [0 got ripped] (**rip**) as I was climbing over the garden wall. Then I [1 _____] (**stick**) climbing through the bathroom window. Then I [2 _____] (**bite**) by a dog inside the house. The dog made so much noise that everyone in the house woke up and I [3 _____] (**hit**) over the head with an umbrella. Then, when I finally got out of the house, there was a police car waiting there. But, to my surprise, I [4 _____] (**not | catch**) that night. Although it wouldn't really have mattered if I had. Two weeks later, I [5 _____] (**arrest**) burgling another house and I [6 _____] (**sentence**) to three years in prison.'

7f Use of English

English Idioms: Parts of the Body

Idioms very often use common words and ideas in a new way. Here are eighteen sentences where parts of the body are used to express ideas that very often have nothing to do with the body at all.

Exercise

- A** Look the words in the box up in a good dictionary and then use them to fill in the missing words in the sentences below. In some cases you might have to use the plural form of the word given. Try to find a way to say the same thing in Icelandic, preferably with an idiom. One example has been done for you.

| | | | | | |
|-------|--------|--------|------|-------|---------|
| arm | bone | cheek | foot | heart | nerve |
| back | brain | chest | hair | leg | stomach |
| blood | breast | finger | hand | mouth | tooth |

- 0** Being retired, he suddenly found himself with lots of time on his [hands] but with little to do to occupy it. (Hann hafði heilmikinn frítíma)
- 1** You need to have a strong [_____] to work in a slaughterhouse.
- 2** He got up very late this morning and then had the [_____] to complain about his breakfast being cold!
- 3** She had a sweet [_____] and couldn't resist buying chocolates and cream cakes.
- 4** None of the students liked Mr Baker. In fact, everyone was glad to see the [_____] of him when he left to teach in Italy.
- 5** I think I'll go and stretch my [_____]. I've been sitting down all morning and I'm feeling a bit stiff.
- 6** I've got an essay to write on the history of computing. Unfortunately, I don't know anything about it, so do you mind if I pick your [_____]?

- 7 He used to love mountain-climbing, but when a friend of his was killed in the Himalayas he lost his [_____] and never went climbing again.
- 8 The viewers were up in [_____] when the television station announced it was going to change the time of the evening news broadcast from 9 o'clock to 9.30.
- 9 There's something wrong somewhere. I can't put my [_____] on what it is exactly, but something just doesn't feel right.
- 10 The cruel way some owners treat their pets makes my [_____] boil.
- 11 "Hurry up, Dorothy! The taxi's waiting!"
"All right, all right, keep your [_____] on! I'm coming."
- 12 Getting a problem off your [_____] is the first stage to being able to solve it.
- 13 She decided to make a clean [_____] of everything and confess that she was the one who had stolen the money.
- 14 You'd better be careful what you say to Samantha. You know how sensitive she is to criticism – she takes everything to [_____] .
- 15 I think there's going to be trouble at the meeting tonight; I can feel it in my [_____].
- 16 David and the new boss seem to have got off on the wrong [_____] .
Poor David! There go his chances for promotion.
- 17 Stop putting words into my [_____]! I never said opera was boring, I just said I preferred musicals, that's all.

8a Smartphone Addiction

Smartphone Addiction Has Turned Mobile Devices Into 'Our Other Limb'

We all know we are attached to our smartphones, but sometimes the addiction does not really hit us until we're left without it.

Research shows that 73 percent of Americans would feel "panicked" if they lost their mobile phone, while 14 percent took it a step further and said they would feel "desperate" without their device. The prospect of taking a subway ride without a phone was "paralyzing" for *HuffPost Live* host Caitlyn Becker, who recently wrote about her anxiety after leaving her phone at the office.

"We've all gotten so used to having these appendages, these devices that are almost



like our other limb, that when they're not there we start to panic," said *HuffPost's* Executive Lifestyle Editor Lori Leibovich during a conversation with *HuffPost Live*.

Part of the addiction to smartphones stems from our worry that something enormously important will happen while we are incommunicado, and we will not be able to react. But that worry is overblown, Leibovich said.

"The truth is there's almost never a life-and-death circumstance where someone is going to need you that badly, but we've just sort of forgotten about that because we're so used to having [our phones]," she said.

Six Signs Your Smartphone Is Stressing You Out

1. You Have To Respond... Immediately

If unanswered texts or emails get your heart rate going, there is a good chance that your smartphone is adding stress to your life rather than making it easier. Constantly interrupting what you are doing – whether it is writing a college essay or spending some quality time with your friends – to check your phone might be an indication that your behaviour has become compulsive. When you start getting anxious about your inbox, take a moment to step back and remind yourself that it is probably not as urgent as it seems. Sleeping with your phone away from your bed and keeping it in your backpack



instead of your pocket during class can also gradually help to lessen your urge to be constantly checking for new messages.

2. You Have Phantom Cellphone Syndrome

You could have sworn you felt your phone vibrating in your back pocket, but when you took it out, you saw that nothing had happened. Phantom cellphone vibration syndrome is a real sign of technology addiction – and it is more common than you might think. A study conducted at Indiana University-Purdue University Fort Wayne found that a whopping 89 percent of undergrads had experienced feeling non-existent cellphone vibrations.

3. You Have A Bad Case Of FOMO

Are you constantly thinking about what everyone else is doing and all the things you might be missing out on at any given moment? Does scrolling through party photos and enthusiastic weekend updates on your News Feed make you feel sad or anxious? Well, there's a name for that: FOMO. It's not uncommon for social media and smartphone users to experience a "fear of missing out" when they're unable to get to their phones or when they're getting updates about all the exciting things that everyone in their social network is doing. The best way to combat FOMO is to step back and say no sometimes, and just take some time to do whatever you want – not what other people are doing or telling you to do.



your relationships, make a resolution to give your full attention to whoever you're with in person and save the screen time for later.

5. You Feel Restless When You're Away From Your Phone

If you experience withdrawal when you can't check your phone or respond to messages, you might have a technology addiction. Studies have found that turning off their phones can induce physical and mental withdrawal symptoms similar to those exhibited by drug addicts. If you feel yourself becoming nervous and antsy when you're away from your phone, take note of those feelings and find a coping mechanism – taking deep breaths, going for a walk or exercising could help you get past the anxiety.

4. You're Not Paying Attention To Your Friends & Family

We have all been there – you are having dinner with friends or family with your phone sitting next to your plate, and instead of ignoring it, you turn your attention away from the conversation to respond to a text. While there is nothing wrong with picking up important calls or excusing yourself to answer messages when necessary – but if you make a habit of giving only half your attention to the people you are with while the other half is busy checking Twitter, it might be time to rethink your phone habits. To avoid damaging

6. Poor Performance In School

If you're having an increasingly difficult time focusing in class and eagerly await the ringing of the bell so that you can check your phone and return that unanswered text, an Internet or smartphone addiction may be partially to blame for low grades. Although there may be many factors at play in decreasing academic performance, constant distraction and excessive time spent on your smartphone can easily interfere with your schoolwork. If the lure of your phone is too powerful for you to concentrate on homework, try downloading an app that blocks social media activity and online distractions.

Huff Post November 18, 2013

http://www.huffingtonpost.com/2013/10/10/smartphone-addiction_n_4079309.html



A Answer the following questions by putting a mark by the one correct choice in each case according to the article.**1. When do we find out that we are addicted to our phones?**

- When we lose a limb.
- When something hits us.
- When we do not know where it is.
- When we can not get a signal.

2. Caitlyn Becker ...

- is a desperate housewife.
- likes to use her smartphone on the subway.
- is anxious to order a subway on her smartphone.
- really panicked when she left her smartphone at work.

3. Lori Leibovich says ...

- we must have access to our phones to respond to emergencies.
- we need our phones urgently because we are frequently in a life-and-death situation
- we have forgotten what it was like not to have a phone.
- the odds of something terrible happening while the phone is out of reach are very small.

4. If you are constantly looking at your messages ...

- your stress levels are probably high.
- you suffer from compulsive behaviour.
- you believe every message is more important than what you are doing at the moment.
- All of the above.
- None of the above.

5. Imagining that your phone is ringing

- never happens.
- happens occasionally.
- is quite frequent.
- happens to nearly everybody.

6. FOMO means ...

- never having to say you are sorry.
- that someone wants to know you.
- that you think everyone else is having a great time.
- that everyone else is sad and anxious.

7. When you are having a romantic dinner with someone ...

- it is OK to keep checking your messages and e-mail.
- you should ignore this person and get some texting done.
- it is quite acceptable to check Twitter every other minute.
- you should really give all your attention to the person you are with.

8. You have a technology addiction if ...

- you turn your phone off all the time.
- you feel withdrawal symptoms when you can not check your phone.
- you become nervous and antsy when you see a drug addict.
- you are constantly taking deep breaths and going for long walks.

9. Smartphone addiction may be to blame for your low grades because

- you are constantly thinking about your text messages.
- you are anxiously waiting for the bell to ring.
- you spend too much time on your phone.
- All of the above.
- None of the above.

10. The purpose of this article seems to be to ...

- bring attention to a growing problem in our society.
- make fun of addicts and drug users.
- entertain the reader with a fictional subject.
- All of the above.
- None of the above.

8b Vocabulary

Use this table, or any other form, to design your own vocabulary glossary from the chapter.

Smartphone Addiction Has Turned Mobile Devices Into 'Our Other Limb'

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Use this table, or any other form, to design your own vocabulary glossary from the chapter.

Six Signs Your Smartphone is Stressing You Out

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8c Grammar

The Passive:

Verbs with two objects in the passive

Some verbs e.g. *give* can have two objects (tvöfalt andlag).

- Someone gave **Jimmy the money**. (The two objects are **Jimmy** and **the money**.)

In cases like this, we can make two different passive sentences.

- Jimmy** was given the money.
- The money** was given to Jimmy.

In general, it is more usual for passive sentences to begin with the *person*.

Other verbs which can have two objects include *send, offer, show, pay, teach, promise* and *tell*.

- I was sent** a telegram.
- She will be told** the news.

Exercises

A Put these sentences into the passive, beginning with the words given. One example has been done for you.

| | | |
|---|--|---|
| 0 | They promised Robert an interview for the job. | Robert was promised an interview for the job. |
| 1 | They showed Sarah the photographs. | Sarah |
| 2 | Normally, they pay me my salary every month. | Normally, I |
| 3 | I think that they have sent us the wrong tickets. | I think that we |
| 4 | I hope that someone will give Sally the message. | I hope that Sally |
| 5 | They didn't ask me for my address. | I |
| 6 | I thought that someone had told you about the meeting. | I thought that you |

8d Grammar

The Passive:

Agents, Instruments and Materials

1 *By* + agent

Compare these sentences:

- **Active:** Marconi invented the radio.
- **Passive:** The radio was invented by Marconi.
- **Active:** The strong winds blew down a number of trees.
- **Passive:** A number of trees were blown down by the strong winds.

We sometimes use the subject of an active sentence (e.g. Marconi, the strong winds) as 'the agent' in a passive sentence. When this happens, we use **by** to introduce the agent in the passive.

We only use *by* + *agent* when it is important to say who or what is responsible for something.

2 *With* + instrument

We use **with** to talk about an instrument which is used by the agent to do something. Compare these two sentences:

- I was hit **with** an umbrella.
- I was hit **by** an old lady.

3 *With* + material

We also use **with** to talk about materials or ingredients.

- The room was filled **with** smoke.
- Irish coffee is made **with** whiskey.

Exercises

A Complete the sentences using the past simple passive of the verbs in the box and *by* or *with*. You have to use some of the words twice, or even three times and some never. Two examples have been done for you

| | | | | |
|------------------|-------|--------|----------|--------|
| compose and sing | cover | direct | discover | invent |
| make | paint | take | write | read |

- 0 *The Old Man and the Sea* [**was written by**] Ernest Hemingway.
- 00 My desk [**was covered with**] papers
- 1 Radium [_____] Pierre and Marie Curie.
- 2 *The Goldrush* [_____] Charlie Chaplin.
- 3 These photos [_____] a very cheap camera.
- 4 These photos [_____] my sister.
- 5 "Imagine" [_____] John Lennon.
- 6 The cake [_____] dried fruit.
- 7 The cake [_____] my aunt.
- 8 *The Chair* [_____] Vincent van Gogh.
- 9 The garage [_____] a new kind of paint.
- 10 The garage [_____] a friend of mine.

8e Use of English

English Idioms: Colours

Idioms very often use common words and ideas in a new way. Here are twenty sentences where different colours are used to express ideas that very often have nothing to do with the colour at all.

Exercise

A Use the colours in the box to fill in the missing words in the sentences below. You will need to use some words more than once.

| | | |
|-------|-------|--------|
| black | blue | brown |
| green | grey | pink |
| red | white | yellow |

- In most countries, goods that are scarce are usually freely available on the [] market – provided you have the money to pay for them.
- You can argue with her until you're [] in the face, but once she's made up her mind she won't listen to you, no matter what you say.
- After several weeks of discussions, the group were given the [] light, and could finally go ahead with the new project.
- There's no point in asking my boss for a day off next week. I'm in her [] books at the moment so she's bound to say no.
- She had only recently had lunch with her cousin, so the news of his death came as a bolt from the [] .
- Although we got a lot of nice wedding presents, we also got one or two [] elephants.
- There is a common prejudice that girls who are very beautiful must automatically be lacking in [] matter – so-called 'dumb blondes'.
- Next Friday is a []-letter day for my sister and her husband; it's their 25th wedding anniversary.

- 9 After sunbathing for two hours every day, Joanna was as [] as a berry.
- 10 The managing director's reference to the forthcoming sales conference was a [] herring. He just wanted to get off the subject of this month's poor sales figures.
- 11 She went as [] as a sheet when she heard about the accident.
- 12 If there was a war, I don't think I'd fight. I've got too much of a [] streak. I'd be terrified of getting killed.
- 13 I'm sorry, James, I refuse to believe it unless you can show it to me in [] and []!
- 14 Ever since Tom got that huge order with Saudi Arabia he's been the boss's []-eyed boy.
- 15 Don't mention the present government in front of my father; it's like a [] rag to a bull.
- 16 I was [] with envy when my neighbour drove up in a brand-new Jaguar.
- 17 By the way, Joyce, my husband was tickled [] at your asking him to judge the flower show.
- 18 For some reason, Swedish films are often synonymous with [] films, which is very strange as there is relatively little pornography in Sweden.
- 19 Sometimes it is better to tell a [] lie than to hurt someone's feelings.
- 20 My wife always goes bright [] whenever she gets embarrassed.