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# English language Lectures 2020-2021

المرحلة الرابعة - الدراساتين الصباحية والمسائية  
الفصل الدراسي الاول

تدريسي المادة :

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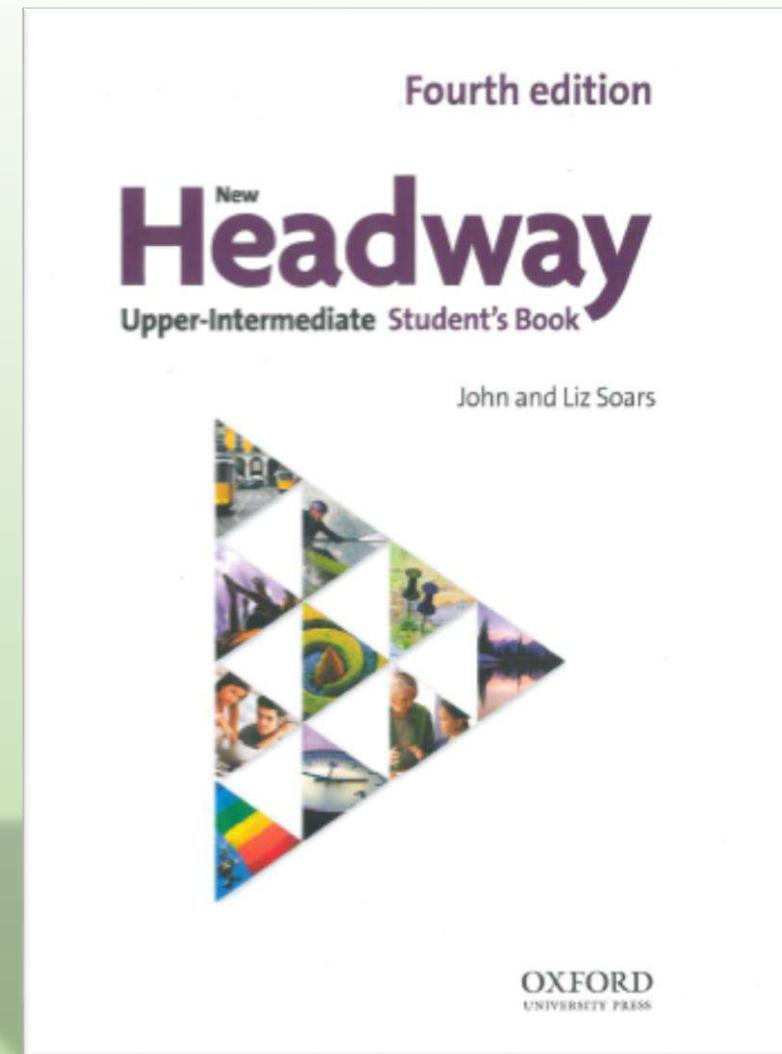
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# English language course (Year four)

**Biology department  
Collage of Science  
University of Baghdad**

**Presented by Dr Ahmad Salim PhD  
University of Liverpool  
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- The tense system

- Informal language

- Compound words

- Casual conversations



# The tense system

**There are three classes of verbs in English:**

**1. Auxiliary verbs**

**2. Modal verbs**

**3. Full verbs.**

**Basic sentence structure in English**

**Subject + main verb+ Object**

**(Adjective or Adverb)**



# The tense system

## 1. Auxiliary verb

The auxiliary verbs are: be, do, and have.

### **Be**

- Be is used with **verb + -ing** to make continuous verb forms.

You **are** lying. (present)

They **were** reading. (past)

I've **been** swimming. (present perfect)

We'll **be** having dinner at eight o'clock. (future)

You must **be** joking! (infinitive)

- Be is used with the **past participle** to make the passive.

Examples:

These books **are** printed in China. (present)

Where **were** you born? (past)

My phone is **been** stolen. (present perfect)

The city had **been** destroyed. (past perfect)

This work should **be** done soon. (infinitive)



# The tense system

## **Do**

- **Do/does/did are used in the Present Simple and the Past Simple.**

**Do you smoke? (question)**

**She **doesn't** understand. (negative)**

**When **did** they arrive? (question)**

- **Do/does/did are used to express emphasis (attention) when there is no other auxiliary.**

**I'm not interested in sport, but I **do** like tennis.**

**'If only she had a car!' 'She **does** have a car!'**

**'Why didn't you tell me?' 'I **did** tell you!'**



# The tense system

## ***Have:***

**Have is used with the past participle to make perfect verb forms .**

**Have** you ever tried sushi? (present)

My car **had** broken down before. (past)

I'll **have** finished soon. (future)

I'd like to **have** met Napoleon. (infinitive)

Having **had** lunch, we tidied up. (participle)



# The tense system

## **have and have got**

- 1 *Have* and *have got* are both used to express possession in the present.

*Do you have* any brothers or sisters?

*Have you got*

Yes, *I do. I have* two brothers.

*I have. I've got*

- 2 *Have to* can be replaced with *have got to* for present obligation.

*Do you have to* go now?

*Have you got to*

Yes, *I do. I have to* catch the bus.

*I have. I've got to*

- 3 Only forms of *have* (not *have got*) are used in all other tenses.

*I had* my first car when I was 19.

*I've had* this car for two years.

*I'll have* a strawberry ice-cream, please.

*I'd had* three cars by the time I was 20.

*I'd like to have* a dog.

He loves *having* a sports car.

- 4 *Have* (not *have got*) is used in many expressions.

*have breakfast*      *have a bath*

*have a party*      *have a good time*

*have fun*      *have a word with someone*

- 5 *Have got* is generally more informal. It is used more in spoken English than in written English. However, they are often interchangeable.

*Have* with the *do/does* forms is more common in American English.



# The tense system

Other use of auxiliary verb,

- **In question tags.**

It's cold today, isn't it?

You don't know Amelia, do you?

You haven't been to China, have you?

- **In short answers.** Yes or No alone can sound abrupt (rudeness).

'Are you hungry?' 'No, I **am** not.'

'Do you like jazz?' 'Yes, I **do**.'

'Did you have a nice meal?' 'Yes, we **did**.'

'Has she seen the mess?' 'No, she **hasn't**.'

- **In reply questions.** These are not real questions. They are used to show that the listener is paying attention and is interested.

'I love hamburgers.' **Do** you? I hate them.'

'I've bought you a present. **Have** you? How kind!



# The tense system

## 2. Modal auxiliary verb

These are the modal auxiliary verbs.

**can    could    may    might    will    would**  
**shall    should    must    ought to    need**

They are auxiliary verbs because they 'help' other verbs.

They are different from be, do, and have because they have their own meanings.

He **must** be at least 70. (= probability)

You **must** try harder. (= obligation) (required to do)

**Can** you help me? (= request)

I'**ll** help you. (= willingness)

(Ring) That'**ll** be the postman. (= probability)



# The tense system

## **3.Full verb**

**Full verbs are all the other verbs in the language.**

**The verbs be, do, and have can also be used as full verbs with their own meanings.**

**Examples:**

**Have you **been** to school today?**

**I want to **be** an engineer.**

**I **do** a lot of business in Russia.**

**The holiday **did** us a lot of good.**



# The tense system

**English tense usage:**

**English tenses have two elements of meaning: time and aspect.**

	simple	continuous	perfect	perfect continuous
present	present simple	present continuous	present perfect	present perfect continuous
past	past simple	past continuous	past perfect	past perfect continuous
future	future simple	future continuous	future perfect	future perfect continuous

**Time** (circled in red)

**Aspects** (circled in red)

Here is a chart showing all the verb tenses. There are three times – present, past and future and four aspects – simple, continuous, perfect and perfect continuous. The times and the aspects combine to make all of the twelve tenses in English.



# The tense system

## Time

**1. The time referred to is usually obvious from the context.**

English people drink tea. (all time)

Shh! I'm watching this programme! (now)

I'll see you later. (future)

I went out with Jenny last night. (past)

**2. Sometimes a present tense form can refer to the future.**

I'm going out tonight. (Present Continuous for near future)

The train leaves at 10.00 tomorrow. (Present Simple for a timetable)

If you see Peter, say hello from me. (Present Simple in a subordinate clause)

**3. Sometimes a past tense form can refer to the present.**

\*I wish I could help you, but I can't.

\*This use of unreal tense usage is dealt with in Unit 11.



# The tense system

## The simple aspect

**1. The simple aspect describes an action or fact that is seen to be complete or permanent, often an action or event that happens repeatedly and consistently.**

**The sun rises in the east. (= repeated)**

**When I've read the book, I'll lend it to you. (= complete)**

**She has red hair. (= permanent)**

**He always wore a suit. (= a habit)**

**It rained every day of our holiday. (= the whole two weeks)**



# The tense system

**2. Remember the verbs that rarely use the continuous aspect. This is because they express states that are seen to be permanent and not subject to frequent change.**

**Verbs of the mind**

**Verbs of emotions**

**Verbs of possession**

**Certain other verbs**

**Know, understand, believe, think, mean**

**love, hate, like, prefer, care**

**have own belong**

**cost need contain depend**

**3. The simple aspect expresses a completed action. For this reason we must use the simple, not the continuous, if the sentence contains a number that refers to 'things done'.**

**She's written three letters this morning.**

**I drink ten cups of tea a day.**

**He reads five books while he was on holiday.**



# The tense system

## The continuous aspect

1. The continuous aspect expresses the ongoing nature of an activity. We are aware of the passing of time between the beginning and the end of the activity. The activity is not permanent.

**I'm staying** with friends until find a flat. (= temporary)

**I've been learning** English for years. (And I still am.)

Don't phone at 8.00. **We'll be eating**. (= in progress)

2. Because the activity is seen in progress, it can be interrupted.

**We were walking** across a field when we were attacked by a bull.

'**Am I disturbing you?**' 'No. **I'm just doing** the ironing:

3. The activity may not be complete.

**I was writing** a report on the flight home. (I didn't finish it.)

**He was drowning**, but we saved him. (He didn't die.)



## The tense system

4. The action of some verbs, by definition, lasts a long time, for example: live, work, play.

The continuous gives these actions limited duration, and makes them temporary.

Hans **is living** in London while he's learning English.

**I'm working** as a waiter until I go to university.

Italy **have been playing** well recently. Maybe they'll win the World Cup.

5. The action of some other verbs lasts a short time, for example, lose, break, cut, hit, crash. They are often found in the Simple.

I lost all my money. I've crashed your car. Sorry.

She's cut her finger. He hit me.

Note: In the continuous, the action of these verbs seems longer or habitual.

**I've been cutting** the grass. (= for hours)

**He was hitting** me, (= again and again)



# The tense system

## The perfect aspect

The perfect aspect expresses two ideas.

1. The action is completed before another time.

**Have** you ever **been** to America? (= some time before now)

When I arrived, Peter **had left**. (= some time before I arrived)

I'll have finished the report by 10.00. (= some time before then)

2. The exact time of the verb action is not important. The perfect aspect refers to indefinite time.

**Have** you **seen** my wallet anywhere? I've lost it. (= before now)

We'll **have arrived** by this evening. (= before this evening)

\*The exception to this is the Past Perfect, which can refer to definite time.

I recognized him immediately. I **had met** him **in 1992** at university.

Perfect tenses are dealt with further in Units 2, 3, and 5.



# The tense system

## Active and passive

1. Passive sentences move the focus of attention from the subject of an active sentence to the object.

**Shakespeare** wrote Hamlet in 1599.

Hamlet, one of the great tragedies, **was written** in 1599.

2. In most cases, by and the agent are omitted (forgot) in passive sentences.

This is because the agent is not important, isn't known, or is understood.

Kedgeriee **is made** with rice and fish.

This house **was built** in the 17th century.

The car **will be cleaned** before its returned.

3 . Sometimes we prefer to begin a sentence with what is known, and end a sentence with what is 'new'. In the passive, the 'new' can be the agent of the active sentence.

'What a lovely painting!' 'Yes. It **was painted** by Canaletto.'



## The tense system

4. In informal language, we often use (you or they) to refer to people in general or to no person in particular. In this way we can avoid using the passive.

**You** can buy anything in Harrods.

**They're** building a new airport soon.

5. There are many past participles that are used more like adjectives.

I'm very **impressed** by your work.

You must be **disappointed** with your exam results.

I'm **exhausted!** I've been on my feet all day.

\*Passive sentences are dealt with further in Unit 3.



# Check point!

Please pay some attention to the questions in **page 8** of unit1.

Try to complete the tenses charts.

Also try to answer questions in the same page regarding (Discussing grammar).

## PRACTICE

### Identifying the tenses

1 Complete the tense charts. Use the verb *work* for the active and *make* for the passive.

ACTIVE	Simple	Continuous
Present	he works	we are working
Past	she	I
Future	they	you
Present Perfect	we	she
Past Perfect	I	you
Future Perfect	they will have worked	he will have been working

PASSIVE	Simple	Continuous
Present	they are made	it is being made
Past	it	it
Future	they	
Present Perfect	they	
Past Perfect	it	
Future Perfect	they will have been made	

2 **T14** Listen to lines from eight conversations and discuss what the contexts might be.



A shop assistant talking to a customer.

3 **T14** Listen again and identify the tenses.  
Present Continuous Passive and Present Continuous.

### Discussing grammar

4 Compare the meaning in the pairs of sentences. Which tenses are used? Why? Discuss your answers with a partner.

- Klaus **comes** from Berlin.  
Klaus **is coming** from Berlin.
- What **were you doing** when the accident happened?  
What **did you do** when the accident happened?
- I **'ve lived** in Singapore for five years.  
I **lived** in Singapore for five years.
- When we arrived, he **tidied** the flat.  
When we arrived, he **'d tidied** the flat.
- We **'ll have** dinner at 8.00, shall we?  
Don't call at 8.00. We **'ll be having** dinner.
- I **didn't teach** English very well.  
I **wasn't taught** English very well.
- How much **are you paying** to have the house painted?  
How much **are you being paid** to paint the house?
- You're very kind. Thank you.  
You're **being** very kind. What do you want?

### Talking about you

- 5 Complete these sentences with your ideas. Then compare with a partner.
- At weekends I often ...
  - My parents have never ...
  - I don't think I'll ever ...
  - I was saying to a friend just the other day that ...
  - I hate Mondays because ...
  - I'd just arrived home last night when ...
  - I was just getting ready to go out this morning when ...
  - I've been told that our teacher ...
  - In my very first English lesson I was taught ...
  - The reason I'm learning English is because ...

**T15** Listen to the lines in conversations and compare your ideas. What are the responses?

### SPOKEN ENGLISH Missing words

Which words are missing in these lines from conversations?

- Heard about Jane and John? Thought not.
- Leaving already? What's wrong?
- Failed again? How many times is that?
- Sorry I'm late. Been waiting long?
- Doing anything interesting this weekend?
- Like the car? When did you get it?
- Bye! See you later.
- Just coming! Hang on!
- Want a lift? Hop in.
- Seen Jim lately?

Read the lines aloud to your partner and think of a suitable response for each one.

**T16** Listen and compare.

▶▶ WRITING Informal writing – Correcting mistakes p103



# FORMAL AND INFORMAL LANGUAGE:

## What is the difference between formal and informal language?

Formal and informal language serve different purposes. The tone, the choice of words and the way the words are put together vary between the two styles. **Formal language** is less personal than informal language. It is used when writing for professional or academic purposes like university assignments. Formal language does not use colloquialisms (slang), contractions (shortening a word by combination) or first person pronouns such as 'I' or 'We'.

**Informal language** is more casual and spontaneous. It is used when communicating with friends or family either in writing or in conversation. It is used when writing personal emails, text messages and in some business correspondence. The tone of informal language is more personal than formal language.



## FORMAL AND INFORMAL LANGUAGE





# Compound words

When two words are used together to yield a new meaning, a compound is formed. Compound words can be written in three ways: as **open compounds** (spelled as two words, e.g., ice cream), **closed compounds** (joined to form a single word, e.g., doorknob), or **hyphenated compounds** (two words joined by a hyphen, e.g., long-term). Sometimes, more than two words can form a compound (e.g., mother-in-law).

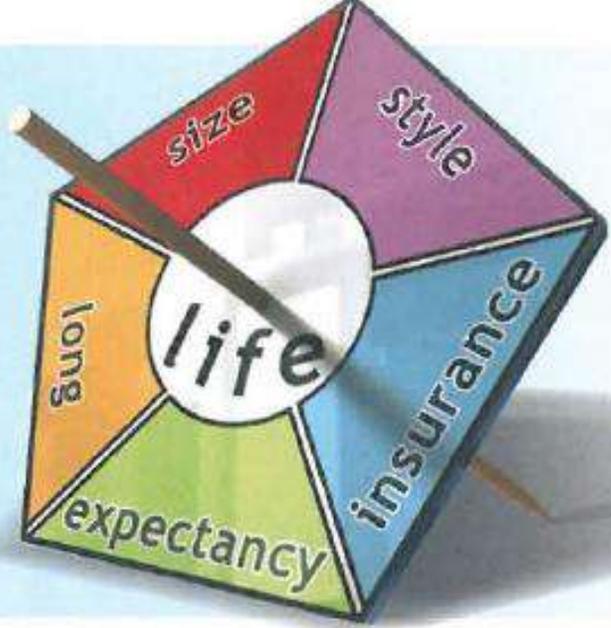
**Compound nouns and adjectives**  
Words can combine to make new words.

1 Look at the examples. Which are nouns and which are adjectives?

**life**    lifestyle    lifelong    life-size  
life expectancy    life insurance

Your dictionary can tell you when to use hyphens and spaces.

2 Read the compounds aloud. Which words are stressed?



# Compound words

## Open Compound Words

An open compound word is created in cases when the modifying adjective is used with its noun to create a new noun. This isn't quite the same as a noun with a modifying adjective. We just use a space between the adjective and the noun, so sometimes it can be hard to identify as a compound; however, if the two words are commonly used together, it's considered to be a compound word.

**living room, full moon, dinner table, coffee mug.**

## Closed Compound Words

Closed compound words look like one word. At one point, these words weren't used together, but they're now accepted as a "real word" in the English language. Closed compound words are usually made up of only two words. Here are some closed compound examples. Notebook, Superman, bookstore.

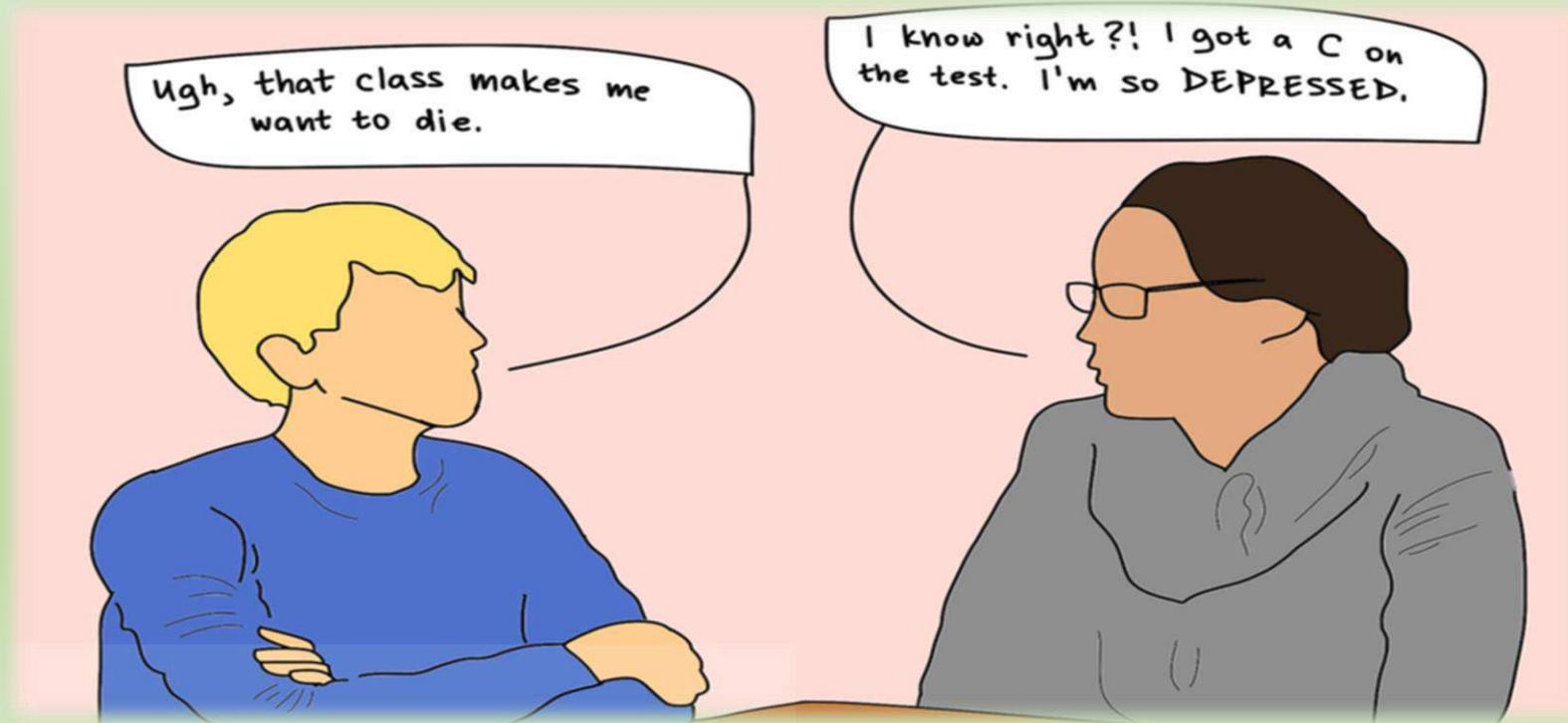
## Hyphenated Compound Words

There are a great many grammar rules regarding hyphens in compound words. One important rule of thumb to remember is that in most cases, a compound adjective is hyphenated if placed before the noun it modifies, but not if placed after the noun. a long-term solution, an up-to-date user guide



# Casual conversation (Every day English)

Casual conversation means chatter, chitchat, gossip, table talk, joking, kidding, dialoguing, and small talk. In a typical day, casual talk may consist of talking to your parents your brothers, sisters, friends, restaurant waiter, colleagues at work, a hairdresser or barber, a receptionist, a customer service representative, and a next door neighbour.



# Casual conversation

**Homework! Please read the dialogue on page 13 in the text book to understand the casual conversation, try to answer the questions on the same page (13).**



**EVERYDAY ENGLISH**  
Casual conversations

1 **Work with a partner.** Match the lines in A and B.

<b>A</b>	<b>B</b>
1 Great to see you! Give us in.	a. Actually, I don't think I'll bother with dessert.
2 Excuse me, don't I know you from somewhere?	b. I was just passing and thought I'd drop in.
3 What if you mean you're not coming?	c. Really? That's a shame. I was hoping to meet her.
4 I'll have the chocolate mousse. What about you?	d. No, I don't think so.
5 My favourite can't make it to your party.	e. Well, I just don't feel up to going out tonight.
6 How come you're not taking a holiday this year?	f. Oh, great stuff! I knew you'd swing it for us.
7 You really should take it easy. You look stressed out.	g. We just can't afford it.
8 I've got you the last two tickets for the show.	h. That's all right but I have a lot on at work.

2 **LISTEN** Listen and check. Practice the lines with your partner.

3 **TEXT** Read and listen to the conversation. Who are the people? Do they know each other? Where are they going?

**A:** Excuse me, is this yours?  
**B:** Let me see. Yes, it is. Thank you. I must have dropped it.  
**A:** Are you going far?  
**B:** Yeah, all the way to London. What about you?  
**A:** I'm getting off at Bristol.  
**B:** Oh, do you live there?  
**A:** Actually, no. I work in Bristol but I live in Bath.  
**B:** Lucky you! I think Bath's a beautiful city!  
**A:** Yeah, you and thousands of others!  
**B:** What do you mean?  
**A:** Well, you know, the tourists. There are just so many all year round.  
**B:** Ah yes, that's a drag. You don't like tourists then?  
**A:** Well, I shouldn't really complain.  
**B:** How come? You can complain if you want.  
**A:** Not really - you see I'm a travel agent so I make a living from them!

4 Find the conversation aloud in pairs, using the stress marks to help.

5 Only the stressed words are given in these conversations. Try to complete the lines. Practice saying them to your partner.

<b>A:</b> Excuse ... know you ... somewhere? <b>B:</b> Actually ... think so. <b>A:</b> Going party last week? <b>B:</b> Not sure ... know anyone ... <b>A:</b> Well, I shouldn't ... really complain. <b>B:</b> How come? You can complain if you want. <b>A:</b> Not really ... you see I'm a travel agent so I make a living from them!	<b>A:</b> Great to see you! Give us in ... <b>B:</b> Excuse me, don't I know you from somewhere? <b>A:</b> What if you mean you're not coming? <b>B:</b> I'll have the chocolate mousse. What about you? <b>A:</b> My favourite can't make it to your party. <b>B:</b> How come you're not taking a holiday this year? <b>A:</b> You really should take it easy. You look stressed out. <b>B:</b> I've got you the last two tickets for the show.
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6 **LISTEN** Listen and interpret your ideas and pronunciation.

Unit 1 • Home and away! 13

**Note: You can find HEADWAY student's book in Google class (material section) as a pdf file (using your teacher's code to access into google class)!**





# English Language Course

For

**Year Four Students**

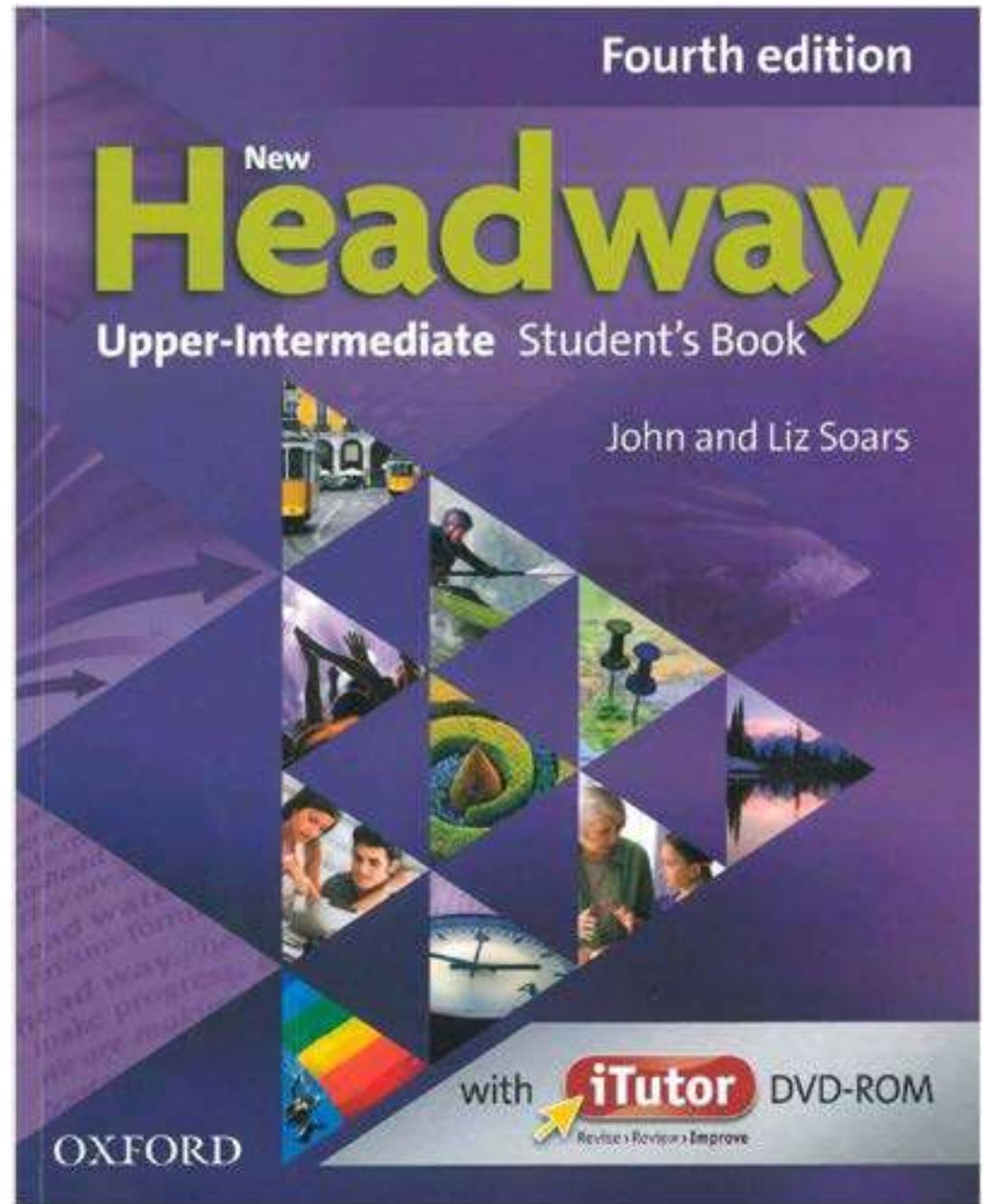
Dept. of Biology  
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## Lecture 2

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# Unit 2

**Present Perfect**

**Simple and continuous**

**Hot verbs - *make, do***

**EVERYDAY ENGLISH**

**Exclamations**

### Introduction to the Present Perfect

1) Many languages have a **past tense** to refer to **past time**, and a **present tense** to refer to **present time**.

English has these, too, but it also has the **Present Perfect**, which relates past actions to the present.

2) The use of the **Past Simple** roots an action in the past, with no explicit connection to the present.

When we come across a verb in the **Past Simple**, we want to know ***When?***

3) The use of the **Present Perfect** always has a link with the present.

When we come across a verb in the **Present Perfect**, we want to know how this affects the situation now.

## Present Perfect

4) Compare these sentences:

*I lived in Rome.* (But not any more.)

*I've lived in Rome, Paris, and New York.* (I know all these cities now.)

*I've been living in New York for ten years.* (And I'm living there now.)

*She's been married three times.* (She's still alive.)

*She was married three times.* (She's dead.)

*Did you see the Renoir exhibition?* (It's finished now.)

*Have you seen the Renoir exhibition?* (It's still on.)

*Did you see that programme on TV?* (I'm thinking of the one that was on last night.)

*Did you enjoy the film?* (Said as we're leaving the cinema.)

*Have you enjoyed the holiday?* (Said near the end of the holiday.)

*Where **have I put** my glasses?* (I want them now.)

*Where **did I put** my glasses?* (I had them a minute ago.)

*It **rained** yesterday.* (= past time.)

*It 's **been snowing**.* (There's snow still on the ground.)

## Present Perfect Simple and Continuous

Present Perfect Simple and Continuous have three main uses:

- 1) **Unfinished past**
- 2) **Present result**
- 3) **Indefinite past**

## Present Perfect Simple and Continuous

Present Perfect Simple and Continuous have three main uses:

### 1) Unfinished past

The verb action began in the past and continues to the present. It possibly goes on into the future, as well.

*We've lived in this house for 20 years.*

*Sorry I'm late. Have you been waiting long?*

*I've been a teacher for five years.*

*I've been working at the same school all that time.*

## Notes

- There is sometimes little or no difference between the simple and the continuous.

*I've played*

*I've been playing tennis since I was a kid.*

- The continuous can sometimes suggest a more temporary situation.

The simple can sound more permanent.

*I've been living with a host family for six weeks.*

*The castle has stood on the hill overlooking the sea for centuries.*

- Certain verbs, by definition, suggest duration, for example, **wait, rain, snow, learn, sit, lie, play, stay**. They are often found in the continuous.

*It 's been raining all day.*

*She's been sitting reading for hours.*

- Remember that state verbs rarely take the continuous.

*I've known John for years. ~~I've been knowing~~*

*How long have you had that car? ~~have you been having~~*

*I've never understood why she likes him. ~~I've never understanding~~*

## 2) Present result

The verb action happened in the past, usually the recent past, and the results of the action are relevant now.

*You've **changed**. What have you done to yourself?*

*I've **lost** some weight.*

*I've **been** doing some exercise.*

*I'm **covered** in mud because I've **been** gardening.*

In this use, the simple emphasizes the completed action.

The continuous emphasizes the repeated or ongoing activities over a period of time.

## Notes

Certain verbs, by definition, suggest a short action, for example, *start, find, lose, begin, stop, break, die, decide, cut*. They are more often found in the simple.

*We've decided to get married.*

*I've broken a tooth.*

*I've cut my finger.*

In the continuous, these verbs suggest a repeated activity.

*I've been stopping smoking for years.*

*You've been losing everything lately. What's the matter with you?*

*I've been cutting wood.*

The use of the simple suggests a completed action.

*I've painted the bathroom.*

The use of the continuous suggests a possibly incomplete action.

*I'm tired because I've been working.* (Finished? Not finished?)

*Someone's been eating my chocolates.* (There are some left.)

The continuous can be found unqualified by any further information.

*I'm wet because I've **been** swimming.*

*We're tired because we've **been** working.*

*'Why are you red?' I've **been** running.'*

The simple sounds quite wrong in this use.

~~*I've swum. I've worked. I've run.*~~

Sometimes there is little difference between the **Past Simple** and the **Present Perfect**.

*Where **did** you **put** my keys?*

***have** you **put***

American English is different from British English. In American English, these sentences are correct.

*Did you hear the news? The President resigned!*

*Did you do your homework yet?*

*Your father just called you.*

*I had breakfast already.*

### 3) Indefinite past

- The verb action happened at an unspecified time in the past.
- The actual time isn't important.
- We are focusing on the experience at some time in our life.

*Have you ever **taken** any illegal drugs?*

*She's never **been** abroad.*

*Have you ever **been flying** in a plane when it's hit an air pocket?*

#### Note

Notice these two sentences.

*She's **been** to Spain. (At some time in her life.)*

*She's **gone** to Spain. (And she's there now.)*

- The first is an example of indefinite past.
- The second is an example of present result.

# Hot verbs - *make*, *do*

There are many expressions with *make* and *do*.  
 Look at these examples from the text on pp18-19.

- *Plastic makes our lives easier.*
- *Bags and bottles make up most of the plastic garbage.*
- *70 local volunteers were doing their best to remove tons of garbage.*
- *In Bangladesh they have done away with plastic bags.*

**READING AND SPEAKING**  
Our plastic planet

1 The article you are going to read talks about the infinite number of plastic products that fill our lives. In groups, make a list of all the plastic products you use in a typical day. Share your list with the whole class.

2 Here are some more lines from the article. What do you think they are talking about? I realised the sandy beach was being transformed into a plastic beach.

Twice the size of France, the Garbage Patch is like a plastic soup in the sea.

They are being gobbled up by small fish, which in turn are eaten by larger fish – which in turn are eaten by us.

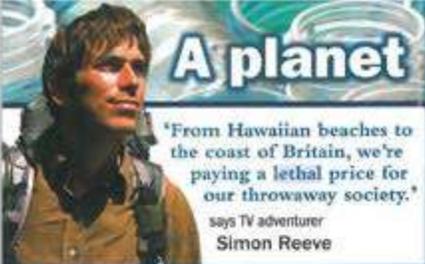
We need to spurn and reject the main outputs.

3 Read through the article quickly. Answer the questions.

- Who is Simon Reeve?
- Which products from your list in exercise 1 are mentioned?
- Which of your ideas about the lines in exercise 2 were correct? Which were not?
- Which places in the world are mentioned?
- What are 'nurdles'?

4 Read the article again. Are these statements true (✓) or false (X)? Correct the false ones.

- Hawaii is protected from rubbish because of its position in the Pacific Ocean.
- Volunteers clear the nurdles from the beaches.
- The sea makes the nurdles smaller and smaller.
- 600,000 tons of plastic rubbish is polluting our seas.
- Factories are reducing the amount of plastics they produce.
- There are three major ways that plastic is ruining our planet.
- Most of the plastic garbage is made up of plastic bags, bottles and packaging.
- Bangladesh and Midbury have something in common.



**A planet**

**'From Hawaiian beaches to the coast of Britain, we're paying a lethal price for our throwaway society.'**

says TV adventurer  
**Simon Reeve**

Hawaii is generally considered to be the one place in the world where you should be able to guarantee finding paradise. The beautiful tropical islands have been used as the setting for countless TV series and films, ranging from *Lost* to *Jurassic Park*. Isolated in the middle of the vast Pacific Ocean, distance alone should protect Hawaii's spectacular landscapes and turquoise sea from the environmental problems facing the rest of the planet.

So when I arrived in Hawaii, I was staggered to discover beaches covered in plastic rubbish, washed up by their around the world. 'Pristine' sand was covered by old plastic toothbrushes, combs, shoes, belts and mouldings. Sam Don, a Hawaiian conservationist, took me to one beach where 70 local volunteers were doing their best to remove tons of garbage. But as soon as it was cleaned, the waves dumped another mountain of rubbish.

The larger pieces of waste can be collected by hand. But when Sam and I dropped to our knees, I could see the surface of the beach was covered with millions of small plastic pellets, known as 'nurdles'. These are the raw material that factories use to form the infinite number of plastic products that fill our lives. These are dumped out of factories into our seas in their trillions.

Yet the big shock came when Sam told me to dig into the sand. Plastic doesn't biodegrade. Instead it breaks down into ever smaller pieces. Among the grains of sand were billions of tiny plastic flecks, which the pounding of the sea was reducing in size. As I dug through the plastic, I realised the sandy beach was being transformed into a plastic beach. A chill went down my spine.

From the beaches of Hawaii to the seas around Britain, we are polluting our own seas. It was a shock to realise how much British beaches have changed since I was a child playing on beautiful coastlines in Dorset and North Wales. Just like those in Hawaii, they are now covered in more litter than their ever before.

**'The beach was covered with millions of small plastic pellets, known as nurdles.'**

**poisoned by plastic**

Since 1994, plastic litter has increased by an extraordinary 121 per cent. The plastic we see on our beaches is just a fraction of the plastic waste that is clogging our oceans. Incredibly all the plastic ever created – totaling hundreds of millions of tons – is still out there in the environment in some form.

There are an estimated 600,000 plastic containers dumped overboard by ships every single day. In total, at least 100 million tons of plastic rubbish is thought to be sloshing around in our seas. The scale of the problem is extraordinary. The beaches I visited in Hawaii are being swamped by rubbish from the Great Pacific Garbage Patch, a vast accumulation of the world's plastic debris floating in the Pacific Ocean. Twice the size of France, the Garbage Patch is like a plastic soup in the sea and is doubling in size each decade.

And it is not alone. Scientists believe that sea currents have created five vast swirling garbage patches in our oceans, including a huge one in the North Atlantic with up to 520,000 tons of rubbish per square mile. This is an international scandal and a global problem, for which we are all responsible.

**'Factories produced more plastic in the first decade of this 21st century than in the entire 20th century.'**

From bicycle helmets to food packaging, from water bottles to toothbrushes, plastic makes our lives easier. But its production and use is completely out of control. Factories produced more plastic in the first decade of this 21st century than in the entire 20th century.

Because tiny fragments of plastic in our oceans are so small and look like food, they are being gobbled up by small fish, which in turn are eaten by larger fish – which in turn are eaten by us.

So plastic is running our beaches, clogging the oceans, and poisoning our food chain. The consequences are still not fully understood, but they are likely to be devastating. We need to spurn and reject the main outputs: plastic bags, packaging and single-use water bottles, a wasteful obsession. These make up the bulk of plastic garbage.

In Bangladesh, they have done away with plastic bags and replaced them with natural jute bags. If they can do it, so can we. England has recently joined the growing number of countries which impose a tax on plastic bags, and the small town of Midbury in Devon has banned them completely.

It takes us the future of beaches, our seas, and the food chain, it is nothing short of an environmental emergency.

**What do you think?**

- Give your personal reactions to the text. Use these phrases.
  - I didn't know/I already knew that...
  - What surprised me was...
  - It's incredible that...
  - It's a shame that...
  - I wonder what can be done to...
- Do you believe plastic is causing an environmental emergency?
- Are there other things that are more harmful to the environment than plastic? What?

**Vocabulary work**

- How many words meaning 'rubbish' can you find in the article?
- Discuss the meaning of the highlighted words.
- Match the words in A and B. What are the contrasts?

A	B
1 turquoise	a number
2 infinite	b water bottles
3 grams of	c chain
4 food	d society
5 mountain of	e currents
6 sea	f sea
7 single-use	g rubbish
8 throwaway	h sand



*Thank you for listening*



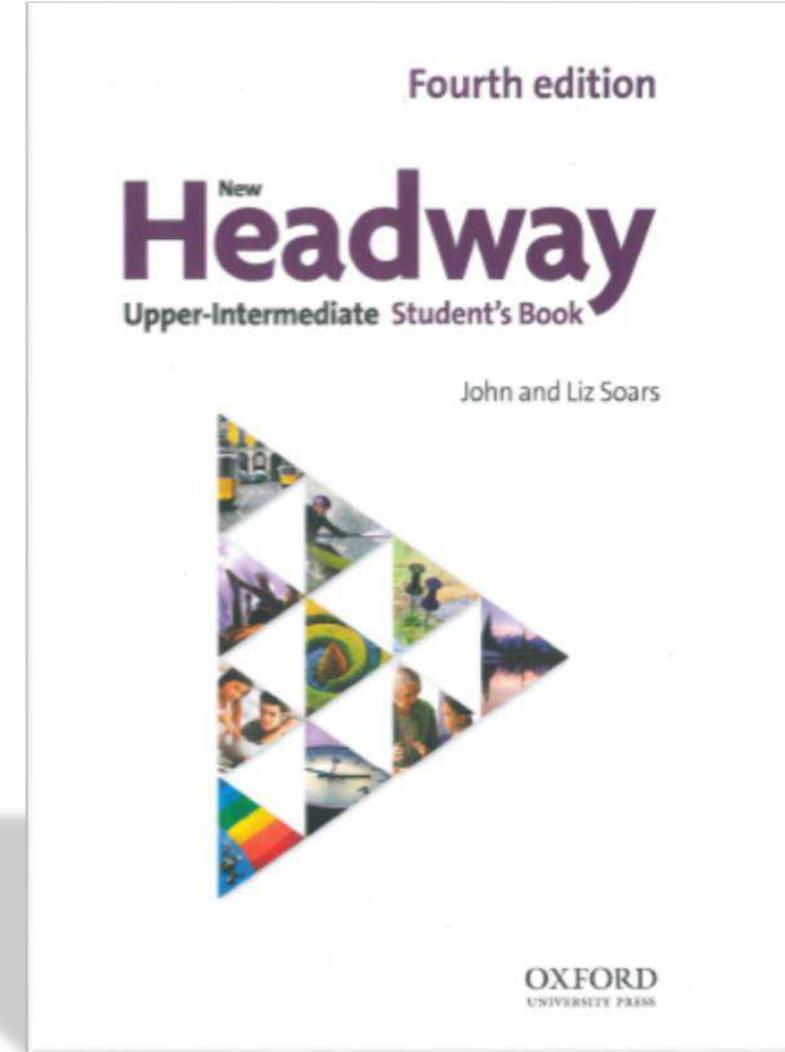
**English language course  
for  
Year four  
Dept. Biology  
Collage of Science  
University of Baghdad**

**Lecture 3**

**Presented by**

**Dr Shamam Naser  
PhD University of Leicester**

**Dr Ahmad Salim  
PhD University of Liverpool**





# 3

## News and views

Narrative tense • Giving news and responding  
Talking about books and films • Showing interest and surprise

### Objectives:

- **The differences between past simple and present perfect.**
- **To understand when to use the past simple, past continuous and past perfect tenses.**
- **The differences between past simple and past perfect.**
- **Time clauses.**





# 3

## News and views

Narrative tense • Giving news and responding  
Talking about books and films • Showing interest and surprise

**Narrative tenses:** are verb tenses that are used to talk about the past. You can often find them in stories, textbooks, spoken accounts and in descriptions of past events.

**Past Simple**

**Past  
Continuous**

**Past Perfect**

**Past perfect  
continuous**





# 3

## News and views

Narrative tense • Giving news and responding  
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### **Past Simple differs from all three uses of the Present Perfect.**

#### **1. The Past Simple refers to finished past.**

**Shakespeare wrote plays. (He's dead.)**

**I've written short stories. (I'm alive.)**

#### **2. There is no present result.**

**I hurt my back. (But it's better now.)**

**I have hurt my back. (And it hurts now.)**

#### **3. It refers to definite past.**

**I saw him**

**last night.  
two weeks ago.  
on Monday.  
at 8.00**





# 3

## News and views

Narrative tense • Giving news and responding  
Talking about books and films • Showing interest and surprise

**Compare this with the indefinite adverbials found with the Present Perfect.**

**I've seen him**

**I haven't seen him**

**I've**

**recently.**

**before.**

**since January.**

**yet.**

**for months.**

**never seen him.**

**just**

**Note:**

**Even when there is no past time adverbial, we can 'build' a past time in our head.**

**Did you have a good journey? (The journey's over. You're here now.)**

**Thank you for supper. It was lovely. (The meal is finished.)**

**Where did you buy that shirt? (when you were out shopping the other day.)**





# 3

## News and views

Narrative tense • Giving news and responding  
Talking about books and films • Showing interest and surprise

## Past Simple

### The Past Simple is used:

**1. to express a finished action in the past.**

**Columbus discovered America in 1492.**

**2. to express actions which follow each other in a story.**

**I heard voices coming from downstairs, so I put on my dressing-gown and went to investigate.**

**3. to express a past state or habit.**

**When I was a child, we lived in a small house by the sea. Every day I walked for miles on the beach with my dog.**

**The verb use is often expressed with used to.**

**We used to live. I used to walk.**





# 3

## News and views

Narrative tense • Giving news and responding  
Talking about books and films • Showing interest and surprise

## Past Continuous

### The Past Continuous is used:

**1. to express an activity in progress before and probably after a time in the past.**

**I phoned at 4.00, but there was no reply. What were you doing?**

**2. to describe a past situation or activity.**

**The cottage was looking so cosy. A fire was burning in the grate, music was playing, and from the kitchen were coming the most delicious smells.**

**3. to express an interrupted past activity.**

**I was having a bath when the phone rang.**





# 3

## News and views

Narrative tense • Giving news and responding  
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**4. to express an incomplete activity in the past.**

**I was reading a book during the flight. (But I didn't finish it.)**

**I watched a film during the flight. (the whole film).**

**5. to express an activity that was in progress at every moment during a period of time.**

**I was working all day yesterday.**

**They were fliting for the whole of the holiday.**





# 3

## News and views

Narrative tense • Giving news and responding  
Talking about books and films • Showing interest and surprise

### Notes

**The Past Simple expresses past actions as simple, complete facts. The Past Continuous gives past activities time and duration.**

**What did you do last night?**

**I stayed at home and watched the football.**

**I phoned you last night, but there was no reply.**

**I was watching the football and I didn't hear the phone.**

**Notice how the questions in the Past Continuous and Past Simple refer to different times.**

**When we arrived, Jan was ironing. She stopped ironing and made some coffee.**

**What was she doing when we arrived? She was ironing.**

**What did she do when we arrived? She made some coffee.**





# 3

## News and views

Narrative tense • Giving news and responding  
Talking about books and films • Showing interest and surprise

## Past Perfect

**The Past Perfect is used to look back to a time in the past and refer to an action that happened before then.**

**She was crying because her dog had died.**

**I arrived to pick up Dave, but he had already left.**

**Keith was fed up. He'd been looking for a job for months, but he'd found nothing.**





# 3

## News and views

Narrative tense • Giving news and responding  
Talking about books and films • Showing interest and surprise

### Notes:

**The past perfect continuous refers to longer actions or repeated activities.**

**The simple refers to shorter, complete facts.**

**He had lost his job and his wife had left him. Since then he had been sleeping rough, and he hadn't been eating properly.**

**The Past Perfect can refer to definite as well as indefinite time.**

**I knew his face immediately. I'd first met him in October 1993.**

**(= definite)**

**I recognized her face. I had seen her somewhere before. (=**

**indefinite)**





# 3

## News and views

Narrative tense • Giving news and responding  
Talking about books and films • Showing interest and surprise

## Past Perfect and Past Simple

### 1. Verbs in the Past Simple tell a story in order.

**John worked hard all day to prepare for the party. Everyone had a good time. Even the food was all right. Unfortunately, Andy upset Peter, so Peter left early. Pat came looking for Peter, but he wasn't there. It was a great party. John sat and looked at all the mess. He felt tired. It was time for bed.**

### 2. By using the Past Perfect, the speaker or writer can tell a story in a different order.

**John sat and looked at all the mess. It had been a great party, and everyone had had a good time. Even the food had been all right. Unfortunately, Andy upset Peter, so Peter left early. Pat came looking for Peter, but he'd already gone. John felt tired. He'd been working all day to prepare for the party. It was time for bed.**





# 3

## News and views

Narrative tense • Giving news and responding  
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### Note:

**For reasons of style, it is not necessary to have every verb in the Past Perfect.**

**... Andy upset Peter ... Peter left ...**

**Once the time of 'past in the past' has been established, the Past Simple can be used as long as there is no ambiguity (doubt).**





# 3

## News and views

Narrative tense • Giving news and responding  
Talking about books and films • Showing interest and surprise

### Time clauses

- 1. We can use time conjunctions to talk about two actions that happen one after the other. Usually the Past Perfect is not necessary in these cases, although it can be used.**

**After I'd had/had a bath, I went to bed.**

**As soon as the guests left/had left, I started tidying up.**

**I sat outside until the sun had gone/went down.**

- 2. The Past Perfect can help to make the first action seem separate, independent of the second, or completed before the second action started.**

**When I had read the paper, I threw it away.**

**We stayed up until all the food had gone.**





# 3

## News and views

Narrative tense • Giving news and responding  
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**3. Two verbs in the Past Simple can suggest that the first action led into the other, or that one caused the other to happen.**

**When I heard the news, I burst out (start) crying.**

**As soon as the alarm went off, I got up.**

**4. The Past Perfect is more common with when because it is ambiguous (unclear). The other conjunctions are more specific. so the Past Perfect is not so essential.**

**As soon as all the guests left, I tidied the house.**

**Before I met you, I didn't know the meaning of happiness.**

**When I opened the door, the cat jumped out.**

**When I had opened the mail, I made another cup of tea.**





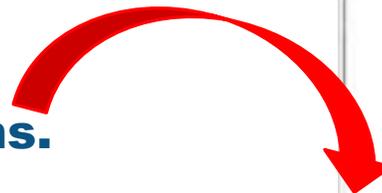
# 3

## News and views

Narrative tense • Giving news and responding  
Talking about books and films • Showing interest and surprise

### LISTENING AND SPEAKING

Please listen to the conversations in page 28 (unit 3) and answer the questions.



**LISTENING AND SPEAKING**  
Page 28 screen

- 1 What was the last film that you saw or book that you read? Would you recommend it? Why/Why not?
- 2 Look at the list of books and films. Which do you know? Which are both a book and a film?
 

The Da Vinci Code	Toy Story	Mamma Mia!
The Matrix	Pride and Prejudice	The Dark Knight
The Great Gatsby	The Hunger Games	Les Misérables
- 3 **1.11** Listen to four people talking about some of the titles in exercise 2. Which do they talk about? How do you know? Discuss in a class.
- 4 **1.12** Listen to Esay and Rachel talking about books. What is the relationship between them? Answer the questions.
 
  - Why is Esay surprised about Rachel's change of opinion?
  - What benefits to the films do they talk about? And what features?
  - Why isn't Esay as keen as Rachel to switch to using a Kindle?
- 5 **1.13** Now listen to Greg and Eddie talking about films and answer the questions.
 
  - What development in cinema has Eddie found out about?
  - What are the pros and cons of going to the cinema? And of downloading/downloading content?
  - Why doesn't Greg like the same type of films as he did then?
  - How does Eddie offer to help Greg?

**What do you think?**  
Work in small groups.

- Who do you agree with most in both conversations? Why?
- What will be the future for printed books and the cinema in 5 years? 10 years?
- Imagine you are creating an online list of top books and films. Which three films and which three books would you choose? Discuss and decide together.
- Tell the class about your choices. Use some of the language below.

It's a 'must-see' thriller/romance/horror story ...  
It's set in ...  
The main characters are ...  
What we really like about the story is ...  
What's unusual about it is ...  
What happens in the end is ...

28 Unit 3 • News and views





# 3

## News and views

Narrative tense • Giving news and responding  
Talking about books and films • Showing interest and surprise



HEAK RITHY OFFICIAL





# Unit 4

## Questions & Negatives

1. Question forms

2. Asking for descriptions

3. Indirect questions

4. Forming negatives

5. Negative questions

## Question forms

Notice these question forms:

### 1. Subject questions with no auxiliary verb

*Who broke the window?*

*What happens at the end of the book?*

### 2. Questions with prepositions at the end

*Who is your email from ?*

*What are you talking about?*

### 3. Question words + noun/adjective/adverb

*What sort of music do you like?*

*How big is their new house?*

*How fast does your car go?*

## Question forms

**Other ways of asking ( *Why* ) ?**

*What did you do that for?*

*How come you got here before us?*

*How come ... ?* expresses surprise.

Notice that there is no inversion and no ***do/does/did*** in this question form.

### Question forms

#### *what and which*

1. **What** and **which** are used with nouns to make questions.

*What size shoes do you take?*

*Which of these curries the hottest?*

2. Sometimes there is no difference between questions with **what** and **which**.

*What/ Which is the biggest city in your country?*

*What/ Which channel is the match on?*

3. We use **which** when the speaker has a limited number of choices in mind.

*There's a blue one and a red one. Which do you want?*

We use **what** when the speaker is not thinking of a limited number of choices.

*What car do you drive?*

Asking for descriptions

1. *What is X like?* means Give me some information about X because I don't know anything about it.

*What's your capital city like?*

*What are your parents like?*

### Asking for descriptions

2. ***How is X?*** asks about a person's health and happiness.

- ***How's your mother these days?***

Sometimes both questions are possible. ***What ... like?*** asks for objective information. ***How ...?*** asks for a more personal reaction.

***'What was the party like?' 'Noisy. Lots of people. It went on till three.'***

- ***'How was the party?' 'Brilliant. I danced all night. Met loads of great people.'***

- ***How was your journey?***

- ***How's your new job?***

- ***How's your meal?***

## Indirect questions

There is no inversion and no ***do/does/did*** in indirect questions.

*I wonder **what** she's doing.* ~~*I wonder what is she doing.*~~

*I don't know **where** he lives.* ~~*I don't know where does he live.*~~

*Tell me **when** the train leaves.*

*I didn't understand **what** she was saying.*

*I've no idea **why** he went to India.*

*I'm not sure **where** they live.*

*He doesn't know **whether** he's coming or going.*

## Forming negatives

1. We make negatives by adding ***not*** after the auxiliary verb.

*I haven't seen her for ages.*

*It wasn't raining.*

*You shouldn't have gone to so much trouble.*

*We don't like big dogs.*

*They didn't want to go out.*

## Forming negatives

2. The verb **have** has two forms in the present.

*I don't have any money.*

*I haven't got any money.*

But, in the past ... *I didn't have any money.*

3. Infinitives and -ing forms can be negative.

*We decided **not to do** anything.*

*I like **not working**. It suits me.*

## Forming negatives

4. **Not** can go with other parts of a sentence.

*Ask him, **not** me.*

*Buy me anything, but **not** perfume.*

5. When we introduce negative ideas with verbs such as: **think**, **believe**, **suppose**, and **imagine**, we make the first verb negative, not the second.

*I don't think you're right. \*~~I think you aren't right.~~*

*I don't suppose you want a game of tennis?*

## Negative questions

1. Negative questions can express various ideas.

*Haven't you finished school yet?* (surprise)

*Don't you think we should wait for them?* (suggestion)

*Wouldn't it be better to go tomorrow?* (persuasion)

*Can't you see I'm busy? Go away!* (criticism)

*Isn't it a lovely day!* (exclamation)

## Negative questions

2. In the main use of negative questions, the speaker would normally expect a positive situation, but now expresses a negative situation. The speaker therefore is surprised.

*Don't you like ice-cream? Everyone likes ice-cream!*

*Haven't you done your homework yet? What have you been doing?*

## Negative questions

3. Negative questions can also be used to mean **Confirm** what I think is true. In this use it refers to a positive situation.

*Haven't I met you somewhere before? I'm sure I have.*

*Didn't we speak about this yesterday? I'm sure we did.*

### Negative questions

4. The difference between the two uses can be seen clearly if we change them into sentences with question tags.

*You **haven't** done your homework yet, **have you?*** (negative sentence, positive tag)

*We've met before, **haven't we?*** (positive sentence, negative tag)

## EVERYDAY ENGLISH

### Being polite

- 1 **T 4.11** Listen and read the pairs of lines.  
Which lines are more polite?

1 I'm sorry to bother you, but could you possibly change a ten-pound note?

Have you got change for a ten-pound note?

2 Where's the station?

Could you tell me where the station is, please?

- T 4.11** Listen again and repeat.

- 2 **T 4.12** Listen to some conversations. After each one say which is more polite. In what ways? Look at the tapescripts on p126 and practise some of the polite conversations with a partner.

- 3 Make these requests and offers more polite. Use the expressions below them.

- 1 Give me a lift.
- 2 Help me find my glasses!
- 3 Come for a meal tomorrow evening!
- 4 Lend me your dictionary.
- 5 Look after my dog while I'm on holiday.
- 6 Where's the toilet?
- 7 Can I help you with this exercise?

Could you possibly ...?

Would you mind (not) ...?

I wonder if you could ...?

Do you think you could ...?

Would you like (me) to ...?

Do you happen to know ...?

- 4 Work with a partner. Take turns to make the requests and offers in exercise 3 and refuse them politely, using one of these expressions.

That's really kind of you, but ...	I'd love to, but ...
I'm terribly sorry, ...	I'm afraid I ...
Believe me, I would if I could, but ...	

- T 4.13** Listen and compare your answers.



### Roleplay

- 5 Ben and Anna have invited Luciana and Henry to their house for dinner. Work in groups of four to complete the conversation and practise it.

**Ben** Luciana! Hello! Great to see you.  
Come on in. Let me take your coat.

**Luciana** ...

**Anna** Oh what lovely flowers! How kind of you! Thank you so much. Now, I don't think you know Henry? Let me introduce you. Henry, this is Luciana.

**Henry** Hello, Luciana. Nice to meet you. I've heard a lot about you.

**Luciana** ...

**Henry** Where exactly are you from, Luciana?

**Luciana** ...

**Henry** That's interesting. And what are you doing in London?

**Luciana** ...

**Henry** And how do you find London, Luciana? Is it like home, or is it very different?

**Luciana** ...

**Ben** Now, Luciana. What would you like to drink?

**Luciana** ...

**Ben** Right. I'll just get that for you.

**Luciana** ...

**Anna** Right, everybody. Dinner's ready. Come and sit down. Luciana, can you sit next to Henry?

**Luciana** ...

**Ben** Has everyone got a drink? Great. Cheers, everybody!

**Luciana** ...

**Anna** Luciana, help yourself. Would you like some cheesy parsnips?

**Luciana** ...

**Anna** Well, they're parsnips coated in parmesan cheese and roasted. Would you like to try some?

**Luciana** ...

**Ben** Another glass of wine, perhaps?

**Luciana** ...

**Ben** Yes, of course. Sparkling or still?

**Luciana** ...

**Anna** Well, bon appetit everyone!

- T 4.14** Listen and compare. Act it out to the class.

*Thank you for listening*



**English language course  
for  
Year four  
Dept. Biology  
Collage of Science  
University of Baghdad**

**Lecture 5**

**Presented by**

**Dr Shamam Naser  
PhD University of Leicester**

**Dr Ahmad Salim  
PhD University of Liverpool**

Fourth edition

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**will and going to for prediction**

**Decisions and intentions - will and going to**

**Present Continuous for arrangements**

**Present Simple for timetables**

**Future Continuous**

**Future Perfect**





## **Introduction to future forms**

**There is no one future tense in English. Instead, there are several verb forms that can refer to future time. Sometimes, several forms are possible to express a similar meaning, but not always.**





## will for prediction

**1. The most common use of will is as an auxiliary verb to show future time. It expresses a future fact or prediction - at some time in the future this event will happen. This use is uncoloured by ideas such as intention, decision, arrangement, willingness, etc.**

***I'll be 30 in a few days' time.***

***It will be cold and wet tomorrow, I'm afraid.***

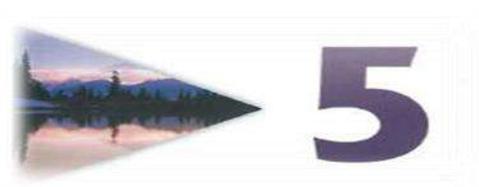
***Who do you think will win the match?***

***You'll feel better if you take this medicine.***

***I'll see you later.***

**This is the nearest English has to a neutral, pure future tense.**





## will for prediction

**2. Will for a prediction can be based more on an opinion than a fact or evidence. It is often found with expressions such as I think ... , I hope ... , I'm sure**

*I think Labour will win the next election.*

*I hope you'll come and visit me.*

*I'm sure you'll pass your exams.*

**3. Will is common in the main clause when there is a subordinate clause with if, when, before, etc. Note that we don't use will in the subordinate clause.**

*You'll break the glass if you aren't careful.*

*When you're ready, we'll start the meeting.*

*I won't go until you arrive.*

*As soon as Peter comes, we'll have lunch.*





## *Going to for prediction*

**Going to** can express a prediction based on a present fact. There is evidence now that something is sure to happen. We can see the future from the present.

*Careful! That glass is going to fall over. Too late!*  
*Look at that blue sky! It's going to be a lovely day.*

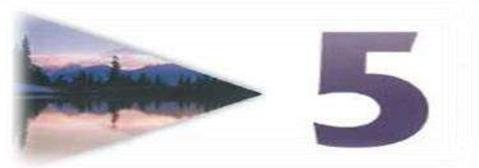
### **Notes:**

**Sometimes there is little or no difference between will and going to.**

*We'll run out of money if we aren't careful.*

*We're going to*





## ***Going to for prediction***

- **We use going to when we have physical evidence to support our prediction.**

*She's going to have a baby. (Look at her bump.)*

*Liverpool are going to win. (It's 4-0, and there are only five minutes left.)*

*That glass is going to fall. (It's rolling to the edge of the table.)*

- **We can use *will* when there is no such outside evidence. Our prediction is based on our own personal opinion. It can be more theoretical and abstract.**

*I'm sure you'll have a good time at the wedding. (This is my opinion.)*

*I reckon Liverpool will win. (Said the day before the match.)*

*The glass will break if it falls. (This is what happens to glasses that fall.)*





## Decisions and intentions - *will* and *going to*

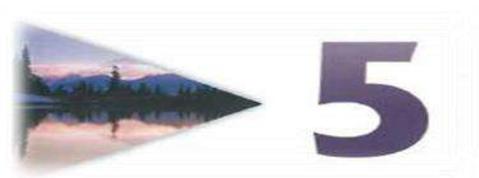
**1. Will is used to express a decision or intention made at the moment of speaking.**

*I'll phone you back in a minute.  
Give me a ring some time. We'll go out together.  
The phones ringing: 'I'll get it.'*

**2. Going to is used to express a future plan, decision, or intention made before the moment of speaking.**

*When she grows up, she's going to be a ballet dancer.  
We're going to get married in the spring.*





## Other uses of will and shall

**1. Will as a prediction is an auxiliary verb that simply shows future time. The word itself has no real meaning.**

*Tomorrow will be cold and Windy.*

**2. Will is also a modal auxiliary verb, and so it can express a variety of meanings. The meaning often depends on the meaning of the main verb.**

*I'll help you carry those bags. (= offer)*

*Will you marry me? (= willingness)*

*Will you open the window? (= request)*

*My car won't start. (= refusal)*

*I'll love you for ever. (= promise)*

*The phones ringing.' 'It'll be for me: (= prediction about the present)*





## Other uses of will and shall

**Shall is found mainly in questions. It is used with I and we.**

*Where shall I put your tea? (I'm asking for instructions.)*

*What shall we do tonight? (I'm asking for a decision.)*

*Shall I cook supper tonight? (I'm offering to help.)*

*Shall we eat out tonight? (I'm making a suggestion.)*





## Present Continuous for arrangements

**1. The Present Continuous is used to express personal arrangements and fixed plans, especially when the time and place have been decided. A present tense is used because there is some reality in the present. The event is planned or decided, and we can see it coming. The event is usually in the near future.**

*I'm having lunch with Brian tomorrow.*

*What time are you meeting him?*

*Where are you having lunch?*

*What are you doing tonight?*





## Present Continuous for arrangements

**2. The Present Continuous for future is often used with verbs of movement and activity.**

*Are you coming to the cinema tonight?*

*I'm meeting the director tomorrow.*

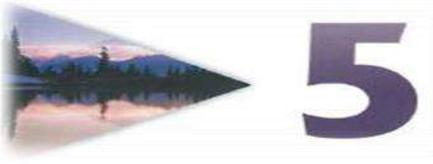
*We're playing tennis this afternoon.*

**3. The Present Continuous is used to refer to arrangements between people. It is not used to refer to events that people can't control.**

*It's going to rain this afternoon. ~~It's raining this afternoon~~*

*The sun rises at 5.30 tomorrow. ~~The sun is rising.~~*



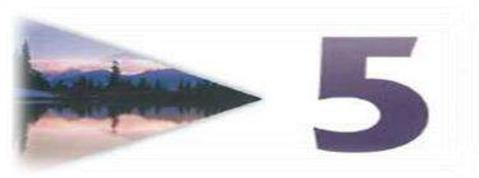


**Notes**

**1. Sometimes there is little or no difference between the Present Continuous and going to refer to the future.**

*We're seeing Hamlet at the theatre tonight.*  
*We're going to see*





## Notes

- **When there is a difference, the Present Continuous emphasizes an arrangement with some reality in the present; going to expresses a person's intentions.**

*I'm seeing my friend tonight.*

*I'm going to ask her to marry me. \* ~~I am asking~~*

*What are you doing this weekend?*

*What are you going to do about the broken toilet? (== What have you decided to do?)*





## Present Simple for timetables

- 1. The Present Simple refers to a future event that is seen as unalterable because it is based on a timetable or calendar.**

*My flight leaves at 10.00.*

*Term starts on 4 April.*

*What time does the film start?*

*It 's my birthday tomorrow.*

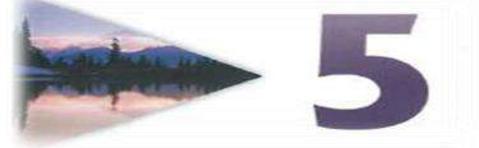
- 2. It is used in subordinate clauses introduced by conjunctions such as if, when, before, as soon as, unless, etc.**

*We'll have a picnic if the weather stays fine.*

*When I get home, I'll cook the dinner.*

*I'll leave as soon as it stops raining.*





## Future Continuous

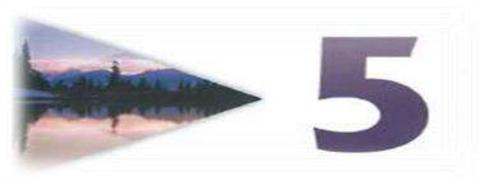
**1. The Future Continuous expresses an activity that will be in progress before and after a time in the future.**

*Don't phone at 8.00. We'll be having supper.  
This time tomorrow I'll be flying to New York.*

**2. The Future Continuous is used to refer to a future event that will happen in the natural course of events. This use is uncoloured by ideas such as intention, decision, arrangement, or willingness. As time goes by, this event will occur.**

*Don't worry about our guests. They'll be arriving any minute now.  
We'll be going right back to the football after the break. (said on TV)*





## Future Perfect

**The Future Perfect refers to an action that will be completed before a definite time in the future. It is not a very common verb form.**

*I'll have done all my work by this evening.*



## EVERYDAY ENGLISH

### Over the phone

- 1 **T.S.1** Listen to the beginning of three phone calls. What's the difference between them?
- When and why do we make small talk? Who with? What about?
  - Why do organizations have automatic caller menus? Why do people find them frustrating?
- 2 A caller is trying to get through to Customer Services in a credit card company. Complete the text with lines a–e.

- a All our lines are now closed  
b We are currently experiencing unusually heavy call volumes  
c and you will be connected to an operator  
d Please continue to hold  
e to report a lost or stolen card

Thank you for calling Fast Response Credit. Our priorities are service, quality, and customer satisfaction. To help us deal with your call more efficiently, please select one of the following options. To update your account details, press **1**. To check your balance, press **2**. **3**, press **4**, to request a statement, press **5**. To leave a voice message, press **6**. For all other enquiries, please hold **7**.

**8**. You may experience a delay of up to five minutes. Please hold and you'll be connected to an operator shortly.

Your call is important to us. **9**. Alternatively, please submit your query through [www.fastresponse.com](http://www.fastresponse.com).

Thank you for calling Fast Response Customer Services Department. **10**. To speak to an operator, please call Monday to Friday, 8.30 a.m. to 4.30 p.m.



**T.S.2** Listen and check your answers.

### Ending a phone call

- 3 Here is the end of a telephone conversation between two work colleagues, Andy and Barry. Put the lines in the correct order.



- I** A So, Barry, it was good to talk to you. Thanks very much for phoning.  
A I certainly will. And you'll email me a copy of the report?  
A That's great, Barry. Have a good weekend!  
B My pleasure. By the way, how's your golf these days? Still playing?  
B Same to you, too! Bye, Andy.  
B OK. Don't want to keep you. So, you'll give me a ring when you're back, right?  
A No, not much. I just don't seem to find the time these days. Anyway, Barry ...  
B It'll be with you first thing tomorrow.  
A It's true. Right, Barry. I must fly. I'm late for a meeting.  
B What a shame! You used to enjoy it so much.  
**II** A Bye, Barry.

**T.S.3** Listen and check your answers.

- 4 Discuss the questions.
- Who's trying to end the conversation?
  - Who wants to chat?
  - How does Andy try to signal that he wants to end the conversation?
  - How do they confirm their arrangements?
- 5 Work with a partner. Look at the role card and list of expressions from your teacher. Plan your phone conversation, including small talk if necessary. Sit back to back and have the conversation.





# English Language Course

For

**Year 4 Students**

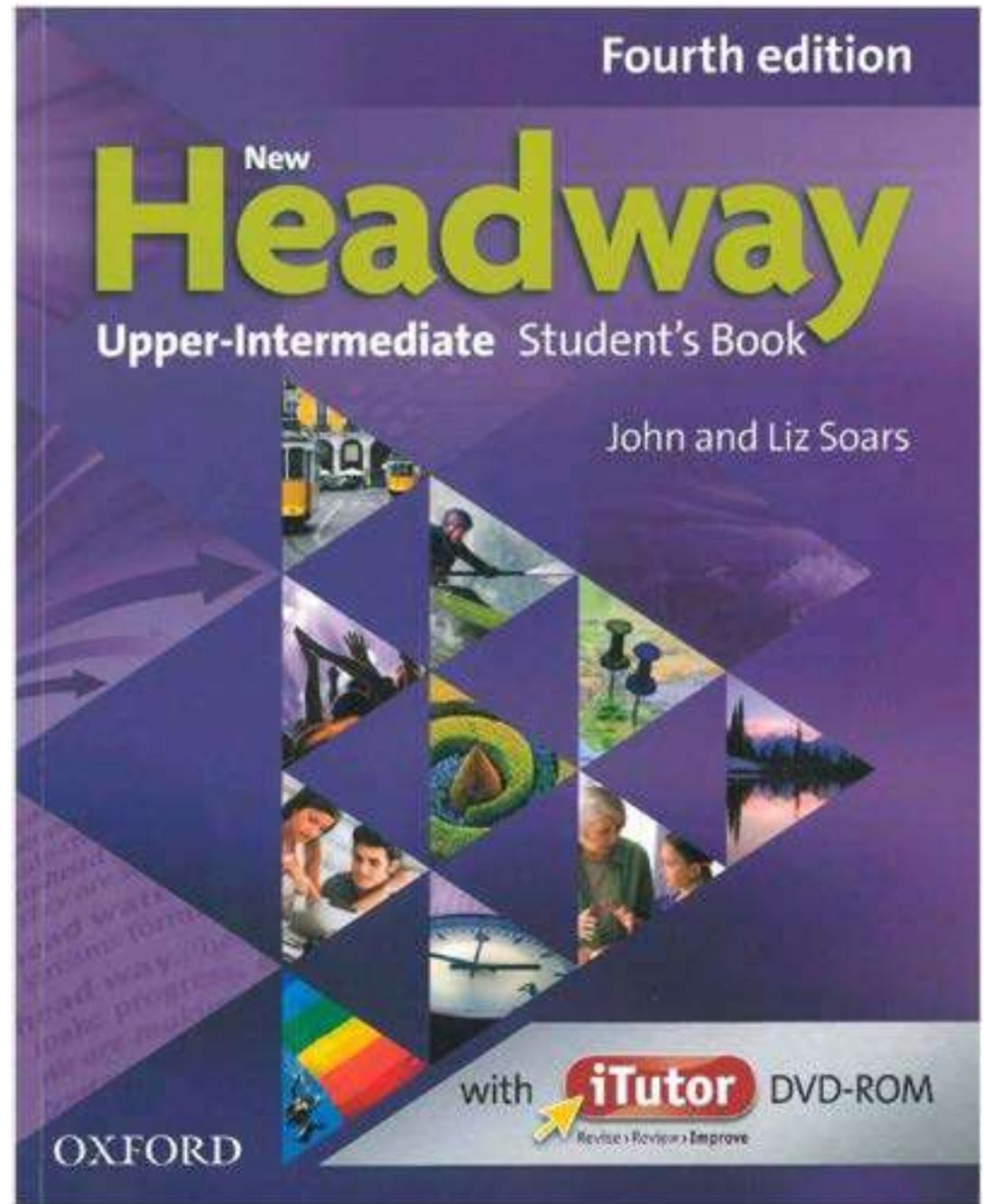
Dept. of Biology  
College of Science  
University of Baghdad

## Lecture 6

Presented by

**Dr Ahmed S K Al-Khafaji PhD**  
University of Liverpool

**Dr Shamam Naser PhD**  
University of Leicester



# Unit 6

## Expressions of quantity

### 1. Quantifiers

### 2. some, any, somebody, anything

### 3. nobody, no one, nowhere, nothing

### 4. much, many, a lot of, lots of, a great deal of, a large number of, plenty of

### 5. little/few/less/fewer

### 6. all

# 1. The following can be used before a noun.

some/any    much/many,    each/every    more/most    a little/little a few/few    both    fewer/less    several    all/no    enough		
With count nouns only	With uncount nouns only	With singular count nouns only
(not) many biscuits a few cars very few trees fewer books several answers	(not) much luck a little cheese very little experience less time	each boy every time
		With plural count nouns only
		both parents

## With both count and uncount nouns

some money

more/most wine

enough food

some eggs

more/most people

enough apples

(not) any water

all/no work

(not) any friends

all/no children

2. Most of the quantifiers can be used without a noun. **No**, **all**, **every**, and **each** cannot.

- *Have you got any money?*     **Not much / a little / enough.**
- *Are there any eggs?*     **A few / not many.**
- *Have some wine.*     **I don't want *any*.**
- *How many people came?*     **Very few.**
- *Have some more tea.*     **I've got *some*.**
- *Did Ann or Sam go?*     **Both.**

3. Most of the quantifiers can be used with ***of + the/my/ those, etc. + noun.***  
***No*** and ***every*** cannot.

- *They took **all of my money.***
- *Take **a few of these tablets.***
- ***Some of the people** at the party started dancing.*
- *Were **any of my friends** at the party?*
- ***Very few of my friends** smoke.*
- ***Not much of the food** was left.*
- *I've missed **too many of my French lessons.***
- *I couldn't answer **several of the questions.***
- *I'll have **a little of the strawberry cake,** please.*
- ***Both of my children** are clever.*
- *I feel tired **most of the time.***
- *I've had **enough of your jokes.***

4. For ***no*** and ***every***, we use ***none*** and ***everyone*** or ***all***.

- *None of the audience was listening.*
- *All of the hotels were booked.*

In formal, written English, *none* is followed by a Singular form of the verb.

*None of the guests has arrived yet.*

But in informal English, a plural verb is possible.

- *None of my friends smoke.*
- *None of the lights are working.*

### Note

When we use ***none*** with a plural noun or pronoun, the verb can be singular or plural. Grammatically, it should be singular, but people often use the plural when they speak.

- *None of my friends **is** coming.*
- *None of my friends **are** coming.*

## *some, any, somebody, anything*

1. The basic rule is that **some** and its compounds are used in affirmative sentences, and **any** and its compounds in negatives and questions.

- *I need **some** help.*
- *I need **somebody** to help me.*
- *Give me **something** for my headache.*
- *I don't need **any** shopping.*
- *We can't go **anywhere** without being recognized.*
- *Is there **any** sugar left?*
- *Did anyone remember to buy milk?*

2. **Some** and its compounds are used in requests or invitations, or when we expect the answer 'yes'.

- *Have you got **some** money you could lend me?*
- *Would you like **something** to eat?*
- *Can we go **somewhere** quiet to talk?*

3. **Any** and its compounds are used in affirmative sentences that have a negative meaning.

- *He **never** has **any** money.*
- *You made **hardly any** mistakes.*
- *I made the cake myself **without any** help.*

4. **Any** and its compounds are used to express *It doesn't matter which/who/where*.

- *Take **any book** you like. I don't mind.*
- ***Anyone** will tell you 2 and 2 makes 4.*
- *Sit **anywhere** you like.*
- *I eat **anything**. I'm not fussy.*

*nobody, no one, nowhere, nothing*

1. These are more emphatic forms.

- *I saw **nobody** all weekend.*
- *I've eaten **nothing** all day.*

2. They can be used at the beginning of sentences.

- ***No one** was saved.*
- ***Nobody** understands me.*
- ***Nowhere** is safe any more.*

*much, many, a lot of, lots of, a great deal of, a large number of, plenty of*

1. ***Much*** and ***many*** are usually used in questions and negatives.

- *How much does it cost?*
- *How many people came to the party?*
- *Is there much unemployment in your country?*
- *I don't have much money.*
- *Will there be many people there?*
- *You don't see many snakes in England.*

2. We find ***much*** and ***many*** in affirmative sentences after ***so, as,*** and ***too.***

- *He has so much money that he doesn't know what to do with it.*
- *She's got nearly as many Facebook friends as I have.*
- *You make too many mistakes. Be careful.*

### 3. In affirmative sentences, the following forms are found.

#### Spoken/informal

- *There'll be **plenty of food/people**.* (uncount and count)
- *We've got **lots of time/friends**.* (uncount and count)
- *I lost **a lot of my furniture/things**.* (uncount and count)

#### Written/more formal

- ***A great deal of money** was lost during the strike.* (uncount)
- ***A large number of strikes** are caused by bad management.* (count)
- ***Many world leaders** are quite young.* (count)
- ***Much time** is wasted in trivial pursuits.* (uncount)

### 4. These forms are found without nouns.

- *Have you got enough socks? **'Lots'***
- *How many people were there? **'A lot'***
- *Don't worry about food. We've got **plenty**.*

***little/few/less/fewer***

1. *A little* and *a few* express a small amount or number in a positive way.

Although there is only a little, it is probably enough.

- *Can you lend me a little sugar?*
- *A few friends are coming round tonight.*

2. *Little* and *few* express a small amount in a negative way. There is not enough.

- *Very few people passed the exam.*
- *There's very little milk left.*

3. *Fewer* is the comparative of *few*; *less* is the comparative of *little*.

- *Fewer people go to church these days.* (= count noun)
- *I spend less and less time doing what I want to.* (= uncount noun)
- It is becoming more common to find *less* with a count noun. Many
- people think that this is incorrect and sounds terrible.

~~\*Less people go to church.~~

~~\*You should smoke less cigarettes.~~

## *all*

1. We do not usually use *all* to mean *everybody/everyone/everything*.

- *Everybody* had a good time.
- *Everything* was ruined in the fire.
- I said hello to *everyone*.

But if *all* is followed by a relative clause, it can mean *everything*.

- *All (that) I own* is yours.
- I spend *all* I earn.

This structure can have a negative meaning, expressing ideas such as *nothing more* or *only this*.

- *All I want* is a place to sleep.
- *All I had* was a couple of beers.
- *All that happened* was that he pushed her a bit, and she fell over.

2. Before a noun with a determiner (for example *the, my, this*) both *all* and *all of* are possible.

- You eat **all (of)** the time.
- **All (of)** my friends are coming tonight.
- Before a noun with no determiner, we use *all*.
- **All people** are born equal.

3. With personal pronouns, we use *all of*

- **All of you** passed. Well done!
- I don't need these books. You can have **all of them**.

EVERYDAY ENGLISH  
Business expressions and numbers

1 Match a line in A with a reply in B.

A

- 1 Mike: Long time no see! How are things?
- 2 I'm afraid something's come up, and I can't make our meeting on the 6th.
- 3 What are your travel arrangements?
- 4 Could you confirm the details in writing?
- 5 They want a deposit of 2½ per cent, which is £7,500, and we get ...  
a ... a 2,000 ...
- 6 I'll give you £5,250 for your car. That's my final offer.
- 7 I don't know their number offhand. Bear with me while I look it up.
- 8 OK. Here's their number. Are you ready? It's 0800 205080.
- 9 So what's your salary, Dave? 35K? 40K?
- 10 Have you applied for that job?

B

- a Sorry, I didn't quite get that last bit. What was it again?
- b Sure. I'll email them to you as an attachment.
- c Hey! Mind your own business! You wouldn't tell anyone yours!
- d There's no point. I'm not qualified for it. I wouldn't stand a chance.
- e I'm getting flight BA 2762, at 18.45.
- f Good, thanks, Jeff. Business is booming. What about yourself?
- g Great! It's a deal. It's yours.
- h Never mind. Let's go for the following week, is Wednesday the 13th good for you?
- i No worries. I'll hold.
- j I'll read that back to you. Oh eight double oh, two oh five, oh eight oh.

**T 6.9** Listen and check. Practise some of the lines around the class.

- 2 Work with a partner. Cover the lines in B. Try to remember the conversations. Then cover the lines in A and do the same.
- 3 Practise the numbers in the conversations. How is the phone number said in two different ways?



"Yes, I'm still on hold. Are you still in business?"

4 Practise saying these numbers.

375 1,250 13,962 23,806 150,000 5,378,212

$\frac{1}{2}$   $\frac{3}{4}$   $\frac{1}{3}$   $\frac{1}{4}$   $\frac{2}{5}$

4.3 7.08 10.5 3.142 0.05

17 Sept Feb 3 22 Nov Aug 14

19th century 21st century 1960s

2007 1980 1786 1902

12.00 p.m. 12.00 a.m. 14.05 22.30

07775 360722 0800 664733 0990 21 22 23

(football) 2 - 0 (tennis) 30 - 0

**T 6.10** Listen and check.

- 5 Write down some numbers. Dictate them to your partner. Ask your partner to read them back to you.

*Thank you for listening*



**English language course  
for  
Year four  
Dept. Biology  
Collage of Science  
University of Baghdad**

**Lecture 7**

**Presented by**

**Dr Shamam Naser  
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**Introduction to modal auxiliary verbs**

**Modal auxiliary verbs of probability, present and future**

**Other uses of modal auxiliary verbs and related verbs**





## **Introduction to modal auxiliary verbs**

**These are the modal auxiliary verbs:**

<b>can</b>	<b>could</b>	<b>may</b>	<b>might</b>	<b>shall</b>	<b>should</b>
<b>will</b>	<b>would</b>	<b>must</b>	<b>ought to</b>		

**They are used with great frequency and with a wide range of meanings. They express ideas such as willingness and ability, permission and refusal, obligation and prohibition, suggestion, necessity, promise, and intention. All modal auxiliary verbs can express degrees of certainty, probability, or possibility.**





**modal auxiliary verbs have several characteristics.**

**1. There is no -s in the third person.**

*He can swim.*

*She must go.*

**2. There is no do /does in the question.**

*May I ask a question?*

*Shall we go?*

**3. They are followed by an infinitive without to. The exception is ought to.**

*It might rain.*

*Could you help?*

*We ought to be on our way.*





**4. They don't really have past forms, infinitives, or -ing forms. Other verbs are used instead.**

*I had to work hard when I was young.  
I'd love to be able to ski.  
I hate having to get up in the morning.*

**5. They can be used with perfect infinitives to refer to the past.**

*You should have told me that you can't swim.  
You might have drowned!  
She must have been crazy to marry him.*





## **Modal auxiliary verbs of probability, present and future**

**The main modal auxiliary verbs that express probability are described here in order of certainty. Will is the most certain, and might/could are the least certain.**

### **Will**

**1. Will and won't are used to predict a future action. The truth or certainty of what is asserted is more or less taken for granted.**

*I'll see you later.*

*His latest book will be out next month.*





**2. Will and won't are also used to express what we believe or guess to be true about the present. They indicate an assumption based on our knowledge of people and things, their routines, character, and qualities.**

*'You've just got a text: 'That'll be the taxi.'*

*Leave the meat in the oven. it won't be cooked yet.*

*I wonder what Sarah's doing: 'Well, it's Monday morning, so i guess that right now she'll be taking the children to school.'*





## **Must and can't**

**1. Must is used to assert what we infer or conclude to be the most logical or rational interpretation of a situation. We do not have all the facts, so it is less certain than will.**

*You say he walked across the Sahara Desert! He must be mad!  
You must be tired. That was a long walk!*

**2. The negative of this use is can't.**

*She can't have a ten-year-old daughter! She's only 21 herself.  
'Whose is this coat?' 'It can't be Mary's. It's too small:*





## **Should**

**1. Should expresses what may reasonably be expected to happen. Expectation means believing that things are or will be as we want them to be. This use of should has the idea of *if everything has gone according to plan.***

*Our guests should be here soon (if they haven't got lost).*

*This homework shouldn't take you too long (if you've understood what you have to do).*

*We should be moving into our new house soon (as long as nothing goes wrong).*

**2. Should in this use has the idea that we want the action to happen. It is not used to express negative or unpleasant ideas.**

*You should pass the exam. You've worked hard.*

*You should fail the exam. You haven't done any work at all.*

*We would say ... I don't think you'll pass the exam.*





## **may and might**

**1. May expresses the possibility that an event will happen or is happening.**

*We may go to Greece this year. We haven't decided yet.*

*'Where's Ann?' 'She may be having a bath, I don't know.'*

**2. Might is more tentative and slightly less certain than may.**

*It might rain. Take your umbrella.*

*'Where's Peter?' 'He might be upstairs. There's a light on.'*





# Could

**1. Could has a similar meaning to might.**

*You could be right. I'm not sure.*

*That film could be worth seeing. It had a good review.*

**2. Couldn't is not used to express a future possibility, The negative of could in this use is might not.**

*You might not be right.*

*That film might not be any good.*

**3. Couldn't has a similar meaning to can't above. only slightly weaker.**

*She couldn't have a ten -year-old daughter! She's only 21 herself.*





## **Related verbs**

**Here are some related verb forms that express probability.**

*William's so brainy. He's bound to pass the exam.*

*We're having a picnic tomorrow, so it's bound to rain.*

*You 're likely to find life very different when you live in China.*

*Are you likely to come across Judith while you're in Oxford?*





## **Other uses of modal auxiliary verbs and related verbs**

### **Ability**

**1. Can expresses ability. The past is expressed by could.**

*I can speak three languages.*

*I could swim when I was three.*

**2. Other forms are provided by be able to.**

*I've never been able to understand her. (Present Perfect)*

*I'd love to be able to drive. (infinitive)*

*Being able to drive has transformed my life. (-ing form)*

*You'll be able to walk again soon. (future)*

**3. To express a fulfilled ability on one particular occasion in the past, could is not used. Instead, we use was able to or managed to.**

*She was able to survive by clinging onto the wrecked boat.*

*The prisoner managed to escape by climbing onto the roof*





## **Advice**

**1. Should and ought express mild obligation or advice. Should is much more common.**

*You should go to bed. You look very tired.*

*You ought to take things easier.*

**2. We use had better to give strong advice, or to tell people what to do. There can be an element of threat - 'If you don't do this, something bad will happen:**

*You had better get a haircut before the interview. (If you don't, you won't get the job)*

*I'm late. I'd better get a move on. (If I don't, I will be in trouble.)*





## Obligation

- 1. Must expresses strong obligation. Other verb forms are provided by have to.**

*You must try harder!*

*You mustn't hit your baby brother.*

*What time do you have to start work?*

*I had to work hard to pass my exams. (Past Simple)*

*You'll have to do this exercise again. (future)*

*We might have to make some economies. (infinitive)*

*She's never had to do a Single day's work in her life. (Present Perfect)*

*I hate having to get up early. (-ing form)*

- 2. Must expresses the opinion of the speaker.**

*You must do this again. (Teacher to student).*

**Must is associated with a more formal, written style.**

*Candidates must answer three questions. (On an exam paper)*

*Books must be returned by the end of the week. (Instructions in a library).*





**3. Have to expresses a general obligation based on a law or rule, or based on the authority of another person.**

*Children have to go to school until they're 16. (It's the law.)  
Mum says you have to tidy your room.*

**4. Mustn't expresses negative obligation. Don't have to expresses the absence of obligation.**

*You mustn't steal. It's very naughty.  
You don't have to go to England in order to learn English.*





**5. Have got to is common in British English. It is more informal than have to.**

*I've got to go now. Cheerio!*

*Don't have. a late night. We've got to get up early tomorrow.*

**6. Here are some related verb forms that express obligation.**

*Visitors are required to have a visa.*

*When you're 18, you're supposed to take responsibility for yourself.*

*You aren't supposed to park on double yellow lines.*

*You need to think carefully before you make a decision.*

*He doesn't need to work. He's a millionaire.*





**May, can, and could are used to ask for permission.**

*May I ask you a question?*

*May I use your phone?*

*Can/Could I go home? I don't feel well.*

*Can/Could I borrow your car tonight?*

**May is used to give permission, but it sounds very formal. Can and can't are more common.**

*You can use a dictionary in this exam.*

*You can't stay up till midnight. You're only five.*

*You can't smoke in here. It's forbidden.*





## **Willingness and refusal**

**1. Will expresses willingness. Won't expresses a refusal by either people or things. Shall is used in questions.**

*I'll help you.*

*She says she won't get up until she's had breakfast in bed.*

*The car won't start.*

*Shall I give you a hand?*

**2. The past is expressed by wouldn't.**

*My boss said she wouldn't give me a promotion. I'm going to look for another job.*

## **Requests**

**Several modal verbs express a request.**

*Can/Could/Will/Would you do me a favour?*

*Can/Could I open the window?*





## Hot verb get

**The verb get has many different uses. Here are some examples.**

*He sank a glass of wine and got started.*

*Renting a house gets more and more expensive*

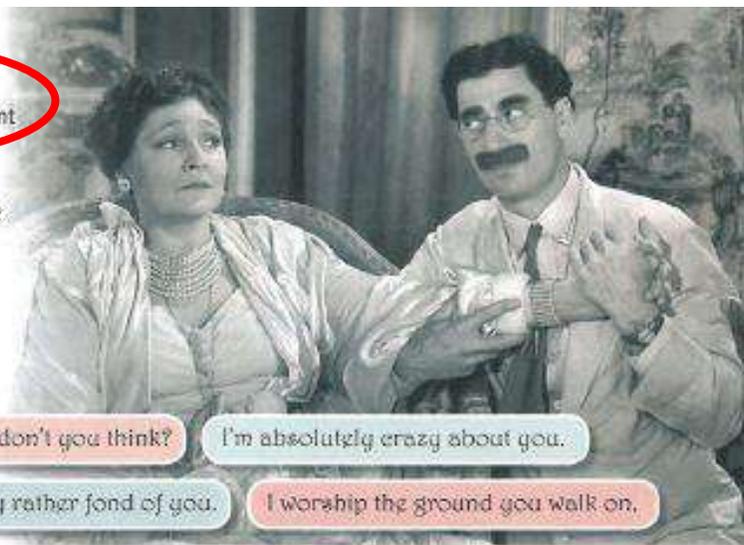
*We are scared of getting old.*



## EVERYDAY ENGLISH

### Exaggeration and understatement

- Which nationalities have a reputation for being passionate, spontaneous, and temperamental? Which nationalities are more controlled and reserved?
- Which of these declarations of love are exaggerated? Which are understated?



We get on pretty well, don't you think?

I'm absolutely crazy about you.

I'm really rather fond of you.

I worship the ground you walk on.

- Match a line in A with a line in B. Use your dictionary to look up new words.

#### A

- They're obviously madly in love.
- His family are pretty well off, aren't they?
- You must have hit the roof when she crashed your car!
- I think Tony was a bit rude last night.
- I can't stand the sight of him!
- He isn't very bright, is he?
- I'm fed up with this weather! It's freezing.
- Well, that was a fantastic holiday!
- I'm knackered. Can we stop for a rest?
- I'm absolutely dying for a drink!

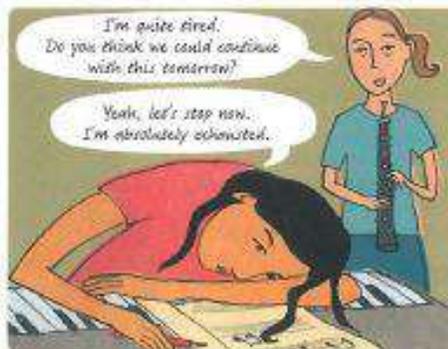
#### B

- Yes, it was a nice little break.
- You're not kidding! He's as thick as two short planks.
- Yes, my throat's a bit dry, I must say.
- Too right! He was totally out of order!
- I suppose it is a bit chilly.
- Yeah, they do seem to get on quite well.
- OK, I feel a bit out of breath, too.
- Well, yes, I was a bit upset.
- You can say that again! They're absolutely loaded!
- I must admit, I'm not too keen on him either.

- 7.20** Listen and check your answers. Pay attention to stress and intonation. Which words are examples of exaggeration? Which are understatements? Practise the conversations with a partner.

- Work with a partner. Take turns to read aloud these understated remarks and give an exaggerated reply.
  - Is that a new watch? I bet that cost a bit.
  - It's a bit chilly in here, don't you think?
  - These shoes are rather nice, aren't they?
  - Can we stop at the next service station? I could do with something to eat.
  - I think those two like each other, don't you?
  - I bet you were a bit upset when your team lost.

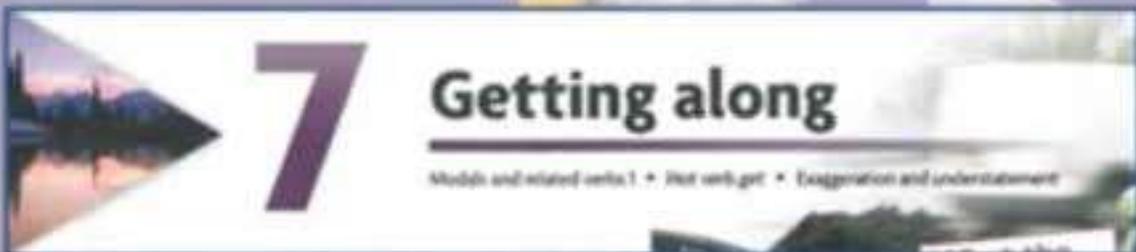
**7.21** Listen and compare.



I'm quite tired.  
Do you think we could continue with this tomorrow?

Yeah, let's stop now.  
I'm absolutely exhausted.





# 7 Getting along

Models and related verbs 1 • Hot verb get • Exaggeration and understatement



HEAK RITHY OFFICIAL



# English Language Course

For

**Year 4 Students**

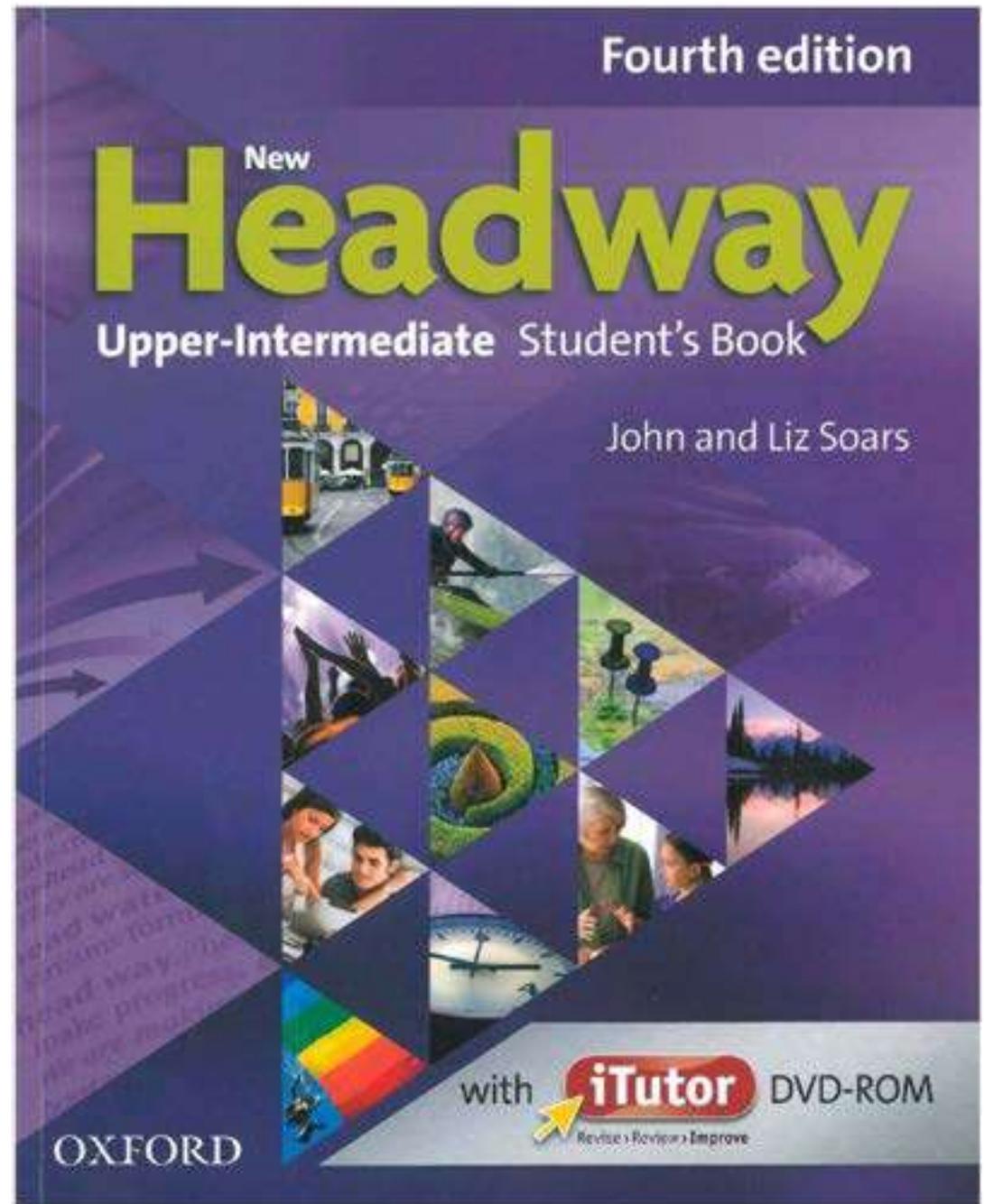
Dept. of Biology  
College of Science  
University of Baghdad

## Lecture 8

Presented by

**Dr Ahmed S K Al-Khafaji *PhD***  
University of Liverpool

**Dr Shamam Naser *PhD***  
University of Leicester



# Unit 8

**How remarkable!**

1. Relative clauses
2. Participles
3. Adverb collocations
4. Exclamations

## Introduction to relative clauses

It is important to understand the difference between two kinds of relative clauses.

1. Defining relative (DR) clauses qualify a noun, and tell us exactly which person or thing is being referred to.

*She likes people **who are good fun to be with.***

*Politicians **who tell lies are odious.***

*A corkscrew is a thing **you use to open a bottle of juice.***

*She likes people* on its own doesn't mean very much; we need to know which people she likes.

*who tell lies* tells us exactly which politicians are odious. Without it, the speaker is saying that all politicians are odious.

*A corkscrew is a thing* doesn't make sense on its own.

2. Non-defining relative (NDR) clauses add secondary information to a sentence. almost as an afterthought.

*My friend Andrew, **who is Scottish**, plays the bagpipes.*

*Politicians, **who tell lies**, are odious.*

*My favourite building is Durham Cathedral, **which took over 200 years to build**.*

*My friend Andrew* is clearly defined. We don't need to know which Andrew is being discussed. The clause *who is Scottish* gives us extra information about him.

The clause *who tell lies* suggests that all politicians tell lies. It isn't necessary to identify only those that deceive - they all do!

*My favourite building* is clearly defined. The following clause simply tells us something extra.

3. DR clauses are much more common in the spoken language, and NDR clauses are more common in the written language. In the spoken language, we can avoid a NDR clause.

*My friend Andrew plays the bagpipes. He's Scottish, by the way.*

4. When we speak, there is no pause before or after a **DR** clause, and no commas when we write. With **NDR** clauses, there are commas before and after, and pauses when we speak.

*I like the things you say to me. (No commas, no pauses)*

*My aunt (pause), who has been a widow for 20 years (pause), loves travelling.*

## Defining relative clauses

1. Notice how we can leave out the relative pronoun if it is the object of the relative clause. This is very common.

### Pronoun left out

*Did you like the present ( ) I gave you?*

*Who was that man ( ) you were talking to?*

*The thing ( ) I like about Dave is his sense of humour.*

2. We cannot leave out the pronoun if it is the subject of the clause.

### Pronoun not left out

*I met a man **who** works in advertising.*

*I'll lend you the book **that** changed my life.*

*The thing **that** helped me most was knowing I wasn't alone.*

3. Here are the possible pronouns. The words in brackets are possible, but not as common. ( ) means 'nothing':

	Person	Thing
Subject	who (that)	that (which)
Object	( ) (that)	( ) (that)

## Notes

*That* is preferred to *which* after superlatives, and words such as *all*, *every (thing)*, *some(thing)*, *any(thing)*, and *only*.

*That's the **funniest** film **that** was ever made.*

***All that's** left is a few slices of beef.*

*Give me **something that**'ll take away the pain.*

*He's good at **any sport that** is played with a ball.*

*The **only thing that**'ll help you is rest.*

- *.That is also preferred after it is ...*

*It is a film **that** will be very popular.*

- Prepositions usually come at the end of the relative clause.

*Come and meet the people I work **with**.*

*This is the book I was telling you **about**.*

*She's a friend I can always rely **on**.*

## Non-defining relative clauses

1. Relative pronouns cannot be left out of NDR clauses.

### Relative pronoun as subject

*Paul Jennings, **who** has written several books, addressed the meeting. His last book, **which** received a lot of praise, has been a great success.*

### Relative pronoun as object

*Paul Jennings, **who** I knew at university, addressed the meeting. His last book, **which** I couldn't understand at all, has been a great success.*

2. Look at the possible pronouns. **Whom** is possible, but not as common.

	Person	Thing
Subject	... , who ... ,	... , which ... ,
Object	... , who (whom) ... ,	... , which ... ,

## Note

Prepositions can come at the end of the clause.

*He talked about theories of market forces, which I'd never even heard of*

In a more formal written style. prepositions come before the pronoun.

*The privatization of railways, to which the present government is committed, is not universally popular.*

## ***Which***

*Which* can be used in NDR clauses to refer to the whole of the sentence before.

*She arrived on time, which amazed everybody.*

*He gambled away all his money, which I thought was ridiculous.*

*The coffee machine isn't working, which means we can't have any coffee.*

## ***Whose***

*Whose* can be used in both DR clauses and NDR clauses.

*That's the woman whose son was killed recently.*

*My parents, whose only interest is gardening, never go away on holiday.*

## ***What***

*What* is used in DR clauses to mean *the thing that*.

*Has she told you **what's** worrying her?*

***What** I need to know is where we're meeting.*

## *Why, when, where*

1. *Why* can be used in DR clauses to mean *the reason why*.

*I don't know why we're arguing.*

2. *When* and *where* can be used in DR clauses and NDR clauses.

*Tell me when you expect to arrive.*

*The hotel where we stayed was excellent.*

*We go walking on Mondays, when the rest of the world is working.*

*He works in Oxford, where my sister lives.*

## Participles

1. When present participles (*-ing*) are used like adjectives or adverbs, they are active in meaning.

*Modern art is interesting.*

*Pour boiling water onto the pasta.*

*She sat in the corner crying.*

2. When past participles (usually *-ed*) are used like adjectives or adverbs, they are passive in meaning.

*I'm interested in modern art.*

*Look at that broken doll.*

*He sat in his chair, filled with horror at what he had just seen.*

3. Participles after a noun define and identify in the same way as relative clauses.

*I met a woman riding a donkey. (= who was riding ... )*

*The car stolen in the night was later found abandoned. (= that was stolen ... )*

4. Participles can be used as adverbs. They can describe:

- two actions happening at the same time.

*She sat by the fire **reading** a book.*

- two actions that happen one after another.

***Opening** his case, he took out a gun.*

If it is important to show that the first action is completed before the second action begins, we use the perfect participle.

***Having finished** lunch, we set off on our journey.*

***Having had** a shower, she got dressed.*

- two actions that happen one because of another.

*Being mean, he never bought anyone a Christmas present.*

*Not knowing what to do, I waited patiently.*

**5. Many verbs are followed by *-ing* forms.**

*I spent the holiday reading.*

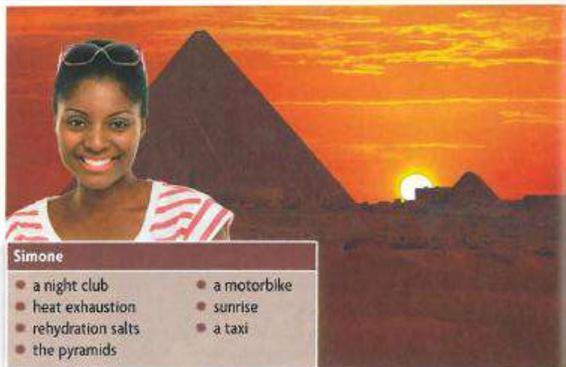
*Don't waste time thinking about the past.*

*Let's go swimming.*

*He keeps on asking me to go out with him.*

**LISTENING AND SPEAKING**  
Extreme temperatures

- 1 What's the coldest, hottest, or wettest place you've ever been? What were you doing? Work in groups, and then tell the class.
- 2 You are going to listen to **Simone** and **Anna** recalling their extreme experiences of heat and cold. Look at the words in the boxes and discuss what you think happened.
- 3 **T 8.10** Listen to **Simone** and answer the questions.
  - 1 Where was she?
  - 2 What was the temperature?
  - 3 What did she do that was stupid or silly?
  - 4 What kind(s) of transport did she use?
  - 5 Where was she going to? Why?
  - 6 What did she see when she arrived?
  - 7 Who did she meet? Was this person helpful?
  - 8 How did the temperature affect her?
  - 9 What happened in the end?
- 4 Guess the answers to the same questions about **Anna's** story.
- 5 **T 8.11** Listen and answer the questions in exercise 3 about **Anna**. Compare your ideas.



**Simone**

- a night club
- heat exhaustion
- rehydration salts
- the pyramids
- a motorbike
- sunrise
- a taxi



**Anna**

- \* an anonymous landscape
- \* huge blocks of flats
- \* frozen nostrils
- \* a tram
- \* scarves
- \* an old lady
- \* bonfire

**SPOKEN ENGLISH** Adding a comment

In conversation we can add a comment with *which* as an afterthought. This often expresses our reaction to what we have said.

*He gave me a lift home, which was nice.*

- 1 Add a suitable comment from **B** to Simone's and Anna's comments in **A**. Sometimes more than one is correct.

A	B
1 We went dancing in temperatures of over 40°C,	which is hard to believe, which was just amazing.
2 My friends were worried I'd get lost,	which was rather a stupid thing to do, which was no joke.
3 We visited the pyramids at sunrise,	which was no laughing matter, which was understandable.
4 My nostrils actually froze,	which is hardly surprising because my Russian's lousy.
5 This motorbike broke down in the desert,	
6 The old lady didn't understand a word I said,	

- T 8.12** Listen and check. Practise saying the comments with a partner.

- 2 Write sentences ending with a comment from **B**. Tell the class.  
*I missed the last bus home, which was no laughing matter.*

**Language work**

- 6 Complete the sentences with the adverbs used by **Simone** and **Anna**.

completely	dramatically	exactly
extremely	profusely	properly
really	seriously	stupidly

- 1 It was \_\_\_\_\_ hot and \_\_\_\_\_ we decided to go dancing.
- 2 We were sweating \_\_\_\_\_.
- 3 The temperature rises \_\_\_\_\_.
- 4 My brain wasn't working \_\_\_\_\_.
- 5 It was \_\_\_\_\_ anonymous, this landscape.
- 6 They all looked \_\_\_\_\_ the same.
- 7 I was beginning to \_\_\_\_\_, \_\_\_\_\_ panic.

**EVERYDAY ENGLISH**

Exclamations

Exclamations are often constructed with *How* and *What*. We use:

- *What* + adjective + plural or countable noun  
What fabulous shoes! What awful music!
- *What a/an* + (adjective) + singular countable noun  
What a (lovely) surprise! What an idiot!
- *How* + adjective  
How nice! How strange!

- 1 Write *What ...*, *What a ...* or *How ...* to complete the exclamations.

- 1 \_\_\_\_\_ silly mistake!
- 2 \_\_\_\_\_ brilliant idea!
- 3 \_\_\_\_\_ utterly ridiculous!
- 4 \_\_\_\_\_ dreadful weather!
- 5 \_\_\_\_\_ rubbish!
- 6 \_\_\_\_\_ mess!
- 7 \_\_\_\_\_ awful!
- 8 \_\_\_\_\_ wonderful!
- 9 \_\_\_\_\_ relief!
- 10 \_\_\_\_\_ terrible thing to happen!

Which are positive reactions?  
Which are negative?

- 2 **T 8.13** Listen to some situations. Respond to them, using one of the exclamations in exercise 1.

- 3 Write an exclamation from the box on each line.

Whoops! Phew! Yuck! Oh dear!  
Hey, Peter! Ouch! Wow! Mmm!

- 1  \_\_\_\_\_ I dropped it! Sorry about that!
- 2  **!** **Mmm** It's absolutely delicious!
- 3  \_\_\_\_\_ What a relief! Thank goodness for that!
- 4  \_\_\_\_\_ How amazing!
- 5  \_\_\_\_\_ That's disgusting!
- 6  \_\_\_\_\_ What a shame!
- 7  \_\_\_\_\_ That really hurt!
- 8  \_\_\_\_\_ Come over here and sit with us!

- 4 **T 8.14** Listen to the lines of conversation and reply to each one using a line from exercise 3.



- 5 **T 8.15** Listen and check. Complete the extra lines from the conversation.

- 1 Just the \_\_\_\_\_ I like it.
- 2 You \_\_\_\_\_ be so disappointed!
- 3 Triplets! That'll \_\_\_\_\_ them busy!
- 4 I told you that \_\_\_\_\_ happen.
- 5 Don't worry. I'll \_\_\_\_\_ you a new one.
- 6 You wouldn't \_\_\_\_\_ me eating that!
- 7 Let's have a \_\_\_\_\_.
- 8 I hadn't done any \_\_\_\_\_ for it at all.

- 6 Practise the conversations, paying special attention to intonation. You could act some of them out and make them longer!

- 7 Write a dialogue with a partner. Use some of the exclamations on this page. You could ask about a party, a meal, a holiday, or a sports event. Act out your conversations to the class.

*Thank you for listening*



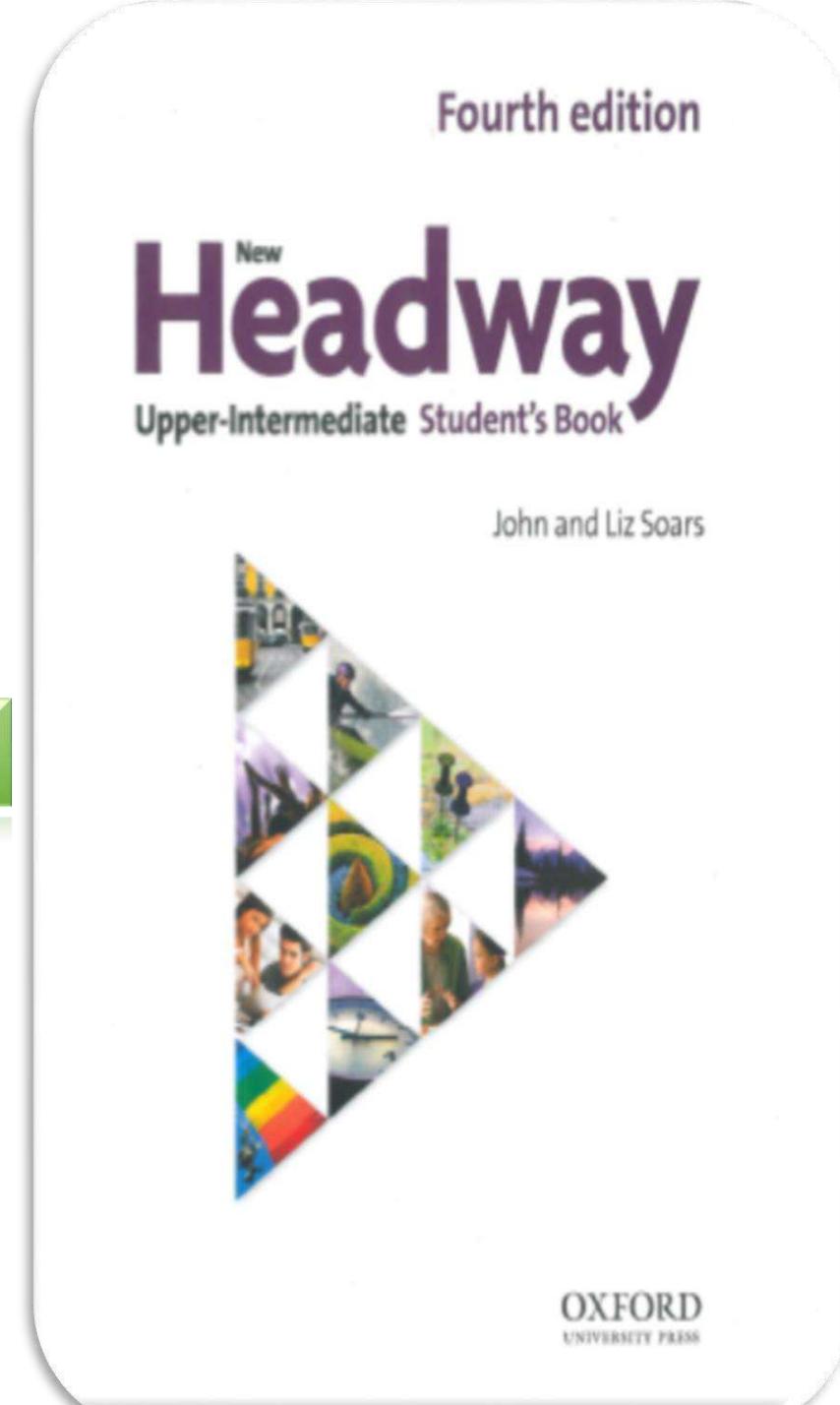
**English language course  
for  
Year four  
Dept. Biology  
Collage of Science  
University of Baghdad**

**Lecture 9**

**Presented by**

**Dr Shamam Naser *PhD*  
PhD University of Leicester**

**Dr Ahmed Salim *PhD*  
PhD University of Liverpool**



**Expressing habit**

**Present Simple**

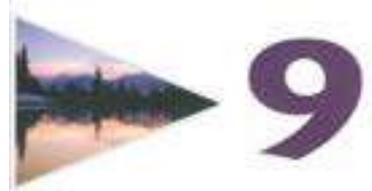
**Present Continuous**

**will and would**

**used to + infinitive**

**Be/get used to + noun + -ing form**

**Homonyms and homophones**



## Present Simple

**1. Adverbs of frequency come before the main verb, but after the verb to be.**

*We hardly ever go out.*

*She frequently forgets what she's doing.*

*We don't usually eat fish.*

*I rarely see Peter these days.*

*We are seldom at home in the evening.*

*Is he normally so bad-tempered?*



# 9

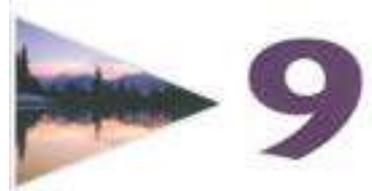
**2. Sometimes, usually, and occasionally can come at the beginning or the end of a sentence.**

Sometimes *we play cards.*

*We go to the cinema* occasionally.

**The other adverbs of frequency don't usually move in this way.**

~~*\*Always I have tea in the morning.*~~



## Present Continuous

**1. The Present Continuous can be used to express a habit which happens often and perhaps unexpectedly. It happens more than is usual.**

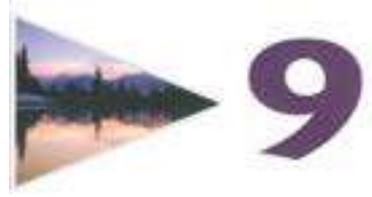
*I like Peter. He's always smiling.  
She's always giving people presents.*

**2. However, there is often an element of criticism with this structure. Compare these sentences said by a teacher.**

*Pedro always asks questions in class. (This is a fact.)  
Pedro is always asking questions in class. (This annoys the teacher.)*

**3. There is usually an adverb of frequency with this use.**

*I'm always losing my keys.  
She's forever leaving the bath taps running.*



## **will and would**

**1. Will and would express typical behaviour. They describe both pleasant and unpleasant habits.**

*He'll sit at his computer for hours on end.*

*She'd spend all day long gossiping with the neighbours.*

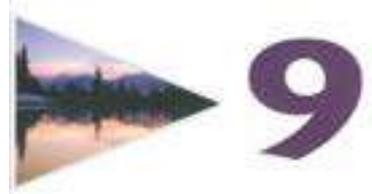
**Would cannot be used to express a state.**

*He would live in a large house*

**2. Will and would, when decontracted and stressed, express an annoying habit or action.**

*He **WILL** come into the house with his muddy boots on.*

*She **WOULD** make us wash in ice-cold water.*



## used to + infinitive

**1. This structure expresses a past action and/or a state. It has no present equivalent.**

*When I was a child, we used to go on holiday to the seaside. (action)*

*He used to live in a large house. (state)*

**2. Notice the negative and the question.**

*Where did you use to go?*

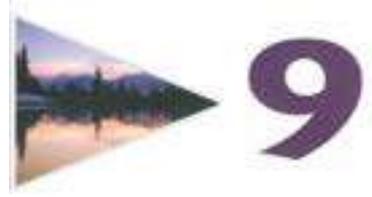
*We didn't use to do anything interesting.*

**3. We cannot use used to with a time reference + a number.**

~~*We used to have a holiday there for 10 years/ three times.*~~

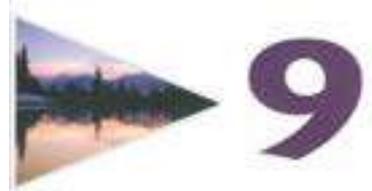
**BUT**

*We used to go there every year.*



**In a narrative, when expressing a series of past actions, it is common to begin with used to, then continue with would, for reasons of style.**

*When I was a child, we used to go on holiday to the seaside. We'd play on the beach, then we'd eat at a small cafe at lunchtime.*



## Be/Get used to + noun + -ing form

**1. This is totally different from used to + infinitive. It expresses an action that was difficult, strange, or unusual before, but is no longer so. Here, **used is** an adjective, and it means **familiar with**.**

*I found it difficult to get around London when I first came, but I'm used to it now.  
I'm used to getting around London by tube.*

**2. Notice the use of get to express the process of change.**

*I'm getting used to the climate.  
Don't worry. You'll get used to eating with chopsticks.*



# 9

## Homonyms and homophones

**Homonyms are words with the same spelling and more than one meaning.**

*A bank in the High Street*

*The bank of a river*

*I've supported you up till now, but don't bank on it forever.*

**Homophones are words with the same pronunciation, but different spellings and different meanings.**

*The road to the town centre*

*She rode a horse.*

*I rowed across the river.*





# English Language Course

For

**Year 4 Students**

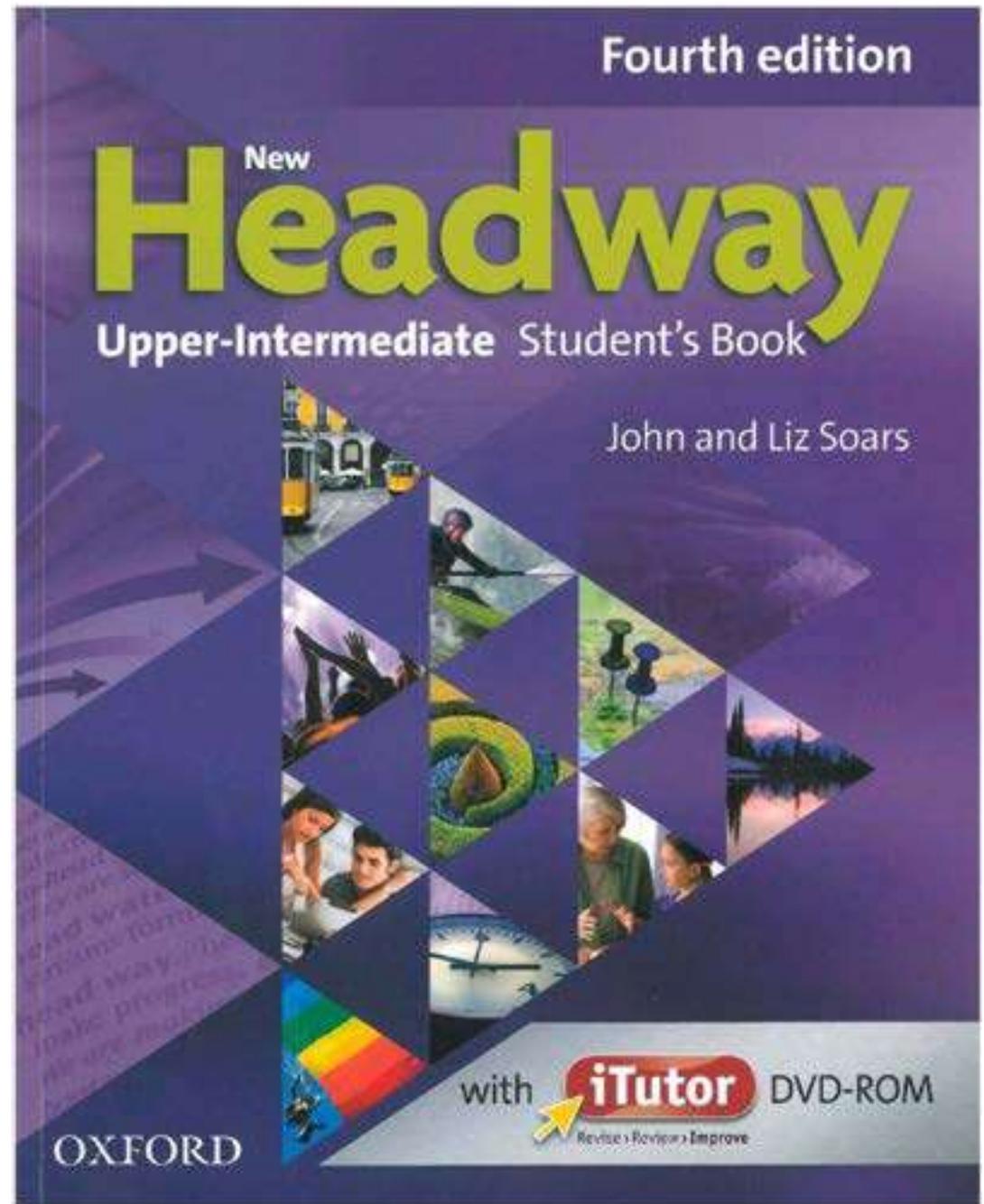
Dept. of Biology  
College of Science  
University of Baghdad

## Lecture 10

Presented by

**Dr Ahmed S K Al-Khafaji PhD**  
University of Liverpool

**Dr Shamam Naser PhD**  
University of Leicester



# Unit 10

## Over my dead body!

1. Modal auxiliary verbs
2. Synonyms
3. Metaphors and idioms - the body

## Modal auxiliary verbs 2

Modal auxiliary verbs of probability in the past

1. All modal auxiliary verbs can be used with the perfect infinitive.

They express varying degrees of certainty. *Will have done* is the most certain. and *might/may/could have done* is the least certain.

- *'I met a girl at your party. Tall. Attractive.'* ***'That'll have been Sonya'***
- ***It must have been*** a good party. Everyone stayed till dawn.
- ***The music can't have been*** any good. Nobody danced.
- ***Where's Pele? He should have been*** here ages ago!
- ***He may have got*** lost.
- ***He might have decided*** not to come.
- ***He could have had*** an accident.

## Modal auxiliary verbs

Modal auxiliary verbs of probability in the past

2. **Would have thought** is common to express an assumption or supposition.

- *I'd have thought they'd be here by now. Where are they?*
- *You'd have thought she'd remember my birthday, wouldn't you?*
- *Wouldn't you have thought they'd ring if there was a problem?*

## Other uses of modal verb, in the past

### should have done

1. **Should have done** can express advice or criticism about a past event. The sentence expresses what is contrary to the facts.

- *You should have listened to my advice. (You didn't listen .)*
- *I shouldn't have lied to you. I'm sorry. (I did lie.)*
- *You shouldn't have told her you hated her. (You did tell her.)*

2. Look at these sentences.

- *You should have been here yesterday!*
- *You should have seen his face!*

**Should have done** is used here for comic effect. The suggestion is because it was so funny!

## Other uses of modal verb, in the past

### could have done

1. **Could have done** is used to express an unreal ized past ability.

Someone was able to do something in the past, but didn't do it.

- *I could have gone to university, but I didn't want to.*
- *We could have won the match. We didn't try hard enough.*
- *I could have told you that Chris wouldn't come. He hates parties.*

2. It is used to express a past possibility that didn't happen.

- *You fool! You could have killed yourself!*
- *We were lucky. We could have been caught in that traffic jam.*
- *When I took the burnt meal out of the oven, I could have cried!*

3. It is used to criticize people for not doing things.

- *You could have told me that Sue and Jim had split up!*
- *I've been cleaning the house for hours. You **could** at least **have done** your bedroom.!*

## Other uses of modal verb, in the past

### *might have done*

1. The above use of *could have done* can also be expressed with *might have done*.

➤ *You might have helped instead of just sitting on your backside!*

2. *I might have known/guessed that ...* is used to introduce a typical action of someone or something.

➤ *I might have known that Peter would be late. He's always late.*

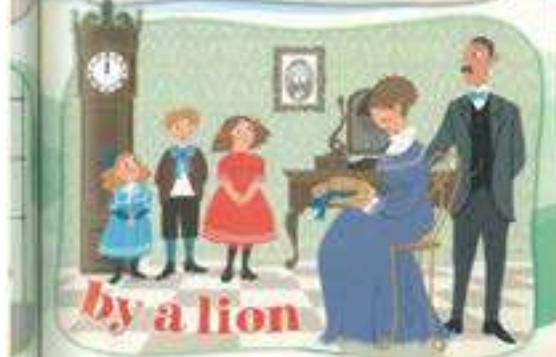
➤ *The car won't start. I might have guessed that would happen.*

## Other uses of modal verb, in the past

### *needn't have*

*Needn't have done* expresses an action that was done, but it wasn't necessary. It was a waste of time.

- *I needn't have got up so early. The train was delayed.*
- *'I've bought you a new pen, because I lost yours.'* *'You needn't have bothered. I've got hundreds.'*



No wonder Jim ... it!  
 No wonder that he ... 'It'  
 The honest keeper heard his cry.  
 Though very ... he almost ran  
 To help the little gentleman.  
 'Yontol' he cried, with ... frown  
 Let go sir! Down sir! Put it down!  
 The lion having reached his head.  
 The ... boy was dead!

When nurse ... his parents they  
 Were more ... than I can say:  
 His mother, as she dried her eyes,  
 Said, 'Well - it gives me no ...'  
 He would not do as he was told!  
 His father, who was ...  
 Bids all the ... round attend  
 To James' miserable ...  
 And always keep a hold of nurse  
 For fear of finding something worse.

loathed / detested  
 shouted / screamed  
 fat / overweight  
 furious / angry  
 miserable / unfortunate  
 told / informed  
 concerned / upset  
 shock / surprise  
 reserved / self-controlled  
 kids / children  
 fate / end



EVERYDAY ENGLISH

Metaphors and idioms –  
 the body



- Which part of the body is associated with ...?  
 intelligence  
 manual skills  
 emotions
- The phrases in *italics* are metaphors. Rephrase them.
  - I'd offer to help, but I've got *my hands full* right now.
  - Give me *a hand* to move this sofa. It's so heavy.
  - She's so clever. She's *heading for* great things in life.
  - But she's not at all *big-headed*.
  - My daughter has a very good *head* for business.
  - She shouts a lot, but really she's got a *heart of gold*.
  - We had a *heart-to-heart*, and things are clearer now.
  - My parents wanted me to be a lawyer, but *my heart wasn't in it*. Now I'm a journalist.
- Complete the sentences with one of these expressions.

putting on a brave face    on its last legs    a sharp tongue  
 goes to their head    pulling your leg    finding my feet

- My car's done over 200,000 kilometres.  
 It's \_\_\_\_\_ now. I'll have to buy a new one.
- With so many celebrities, success \_\_\_\_\_ and they start to believe they're really special.
- She's being very courageous and \_\_\_\_\_, but I know she's in a lot of pain.
- I'm in my first term at uni, and it's all a bit strange, but I'm slowly \_\_\_\_\_.
- 'Sue says some really cruel things.'  
 'Yes, she's got \_\_\_\_\_.'
- 'Did you really tell Sue I don't like her?'  
 'No, of course not. I'm just \_\_\_\_\_.'
- 110.5** Listen to three conversations. Replace some of the phrases used with an expression on this page.
- 110.6** Listen and check.
- Find useful idioms or metaphorical uses for another part of the body in your dictionary. Explain them to the class.

*Thank you for listening*