SUPPORT MATERIAL FOR GRAMMAR, TOURISM SPECIFIC VOCABULARY, READING AND LISTENING

COURSE BOOK: HIGHLY RECOMMENDED 2 (Oxford University Press)

U15 Complaints and Apologies

Lang Focus: Present Perfect / For and Since

Present Perfect Simple

Here is a brief review of the form and function of the present perfect tense.

Form

The present perfect is formed like this: **have** plus **past participle**

I **have studied** for three hours today.

Function

The present perfect is used when the time period has not finished.

> I have seen three movies **this week**.
> (This week has not finished yet.)

The present perfect is often used when the time is not mentioned.

> Gerry has failed his exam **again**.

The present perfect is often used when the time is recent.

> Ikuko has **just** arrived in Victoria.

The present perfect is often used with **for** and **since**.

> Greg has lived here **for** 20 years.
> Greg has lived here **since** 1978.

The Pattern

Present Perfect Simple is formed by combining has/have with a past participle.

Verb	Present Perfect Simple
go	has gone; have gone
study	has studied; have studied
buy	has bought; have bought

The Uses

The Present Perfect always describes a connection between a past action and the present time, but there are three different types of this past-present connection.

1. An action that started in the past and which has continued until now.

> I've lived here for four years.

This means I started to live here four years ago, I continued to live here after that, and I live here now.

2. An action which is recent (it happened a short time ago), but which is important news now.

> Have you heard the news? Sheila's had her baby! It's a boy!

This means that Sheila gave birth to the child a short time ago, and it's important news now (we have a new baby in the world).

3. An action which happened in the past, but it's inside a timeframe which is past until now.

> I've been to Korea, but I've never been to China.

This means that I was in Korea in the past, but I'm looking at my whole life, past until now, and my time in Korea is INSIDE that timeframe. By contrast, I have never been to China inside that same timeframe.

Practice Exercises

http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/pperf1.htm

http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/pperf2.htm

http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/pperf3.htm

http://web2.uvcs.uvic.ca/courses/elc/studyzone/490/grammar/present-perfect-simple1.htm

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COURSE BOOK: HIGHLY RECOMMENDED 2

U16 Mistakes and Problems

Lang Focus: Indirect (Embedded) Questions

Embedded Questions

Introduction

An embedded question is a question that is included inside another question or statement. They are common after introductory phrases, such as:

> I wonder
> Could you tell me
> Do you know
> Can you remember
> Let's ask
> We need to find out
> I'd like to know
> Could you tell me
> I'm not sure
> Would you mind explaining

Five Rules for Using Embedded Questions

Rule One

If the embedded question is part of a statement, use a period and not a question mark at the end of the sentence. Also, if the question is in the present or past simple verb tense, omit the auxiliary verbs **do**, **does**, and **did** and change the verb to its appropriate form, as in the example below.

Direct Question	What time **did** he **leave**?
Embedded Question	I wonder what time he **left**.

Rule Two

If the embedded question includes an auxiliary verb or the verb "to be", reverse the positions of the subject and the auxiliary verb, as in the examples below.

Direct Question	What **did he** say?
Embedded Question	Could you tell me what **he said**?

Direct Question	**Can you** help me?

Embedded Question	I wonder if **you could** help me.

Direct Question	**Is he** a doctor?
Embedded Question	Do you know if **he is** a doctor?

Rule Three

Do not use a verbal contraction at the end of the sentence.

Direct Question	Where **is she**?
Correct Embedded Question	Do you know where **he is**?
Incorrect Embedded Question	Do you know where **he's**?

Rule Four

Embedded questions are introduced by **whether**, **whether or not**, and **if** when there is no question word in the sentence (yes/no questions).

Direct Yes/No Question	Will he be there?
Embedded Question	Do you know **if** he will be there? Do you know **whether or not** he will be there? Do you know **whether** he will be there or not?

Rule Five

The infinitive can follow a question word or whether in embedded questions, as in the following example.

Direct Question	What should I do?
Embedded Question	Please tell me what I should do.

Embedded Question with an Infinitive	Please tell me what to do.

Using Embedded Questions

There are times when native English speakers prefer to use embedded rather than direct questions. Here are two examples.

1. Politely Asking for Information

Direct Question	What time does the bus arrive?
Embedded Question	Could you tell me what time the bus arrives? (more polite)

2. Talking About Something Which Is Unknown to the Speaker

Direct Question	Why did she decide not to come with us?
Embedded Question	I don't know why she decided not to come with us.

Note: The embedded question is in a statement , so it ends with a period, not a question mark.

Practice Exercises

http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/410-embedded-questions1.htm

http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/410-embedded-questions2.htm

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U17 Giving Advice and Assistance

Lang Focus: First and Second Conditionals / Unless

First Conditional

Introduction

The *first conditional* (also called *conditional type 1*) is a structure used for talking about possibilities in the present or in the future. This page will explain how the first conditional is formed, and when to use it.

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1. The structure of a first conditional sentence

A first conditional sentence consists of two clauses, an "if" clause and a main clause:

if clause	main clause
If you study hard,	you will pass the test.

If the "if" clause comes first, a comma is usually used. If the "if" clause comes second, there is no need for a comma:

main clause	*if* clause
You will pass the test	if you study hard.

We use different verb forms in each part of a first conditional:

main clause	*if* clause

main clause	*if* clause
You will pass the test	if you study hard.

2. Using the first conditional

The first conditional is used to talk about things which are possible in the present or the future — things which *may happen:*

Example	Explanation
If it's sunny, we'll go to the park.	*Maybe it will be sunny — that's possible.*
Paula will be sad if Juan leaves.	*Maybe Juan will leave — that's possible.*
If you cook the supper, I'll wash the dishes.	*Maybe you will cook the supper — that's possible.*

Practice Exercises

http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/1cond1.htm

http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/1cond2.htm

Second Conditional

Introduction

The **second conditional** (also called conditional type 2) is a structure used for talking about unreal situations in the present or in the future. This page will explain how the second conditional is formed, and when to use it.

The structure of a second conditional sentence

Like a first conditional, a second conditional sentence consists of two clauses, an "if" clause and a main clause:

"If" clause	Main clause
If I had a million dollars,	I would buy a big house.

If the "if" clause comes first, a comma is usually used. If the "if" clause comes second, there is no need for a comma:

Main clause	"If" clause
I would buy a big house	if I had a million dollars.

We use different verb forms in each part of a second conditional:

"If" clause	if + subject + simple past verb*
Main clause	subject + would + verb

*Note that this "simple past" form is slightly different from usual in the case of the verb BE. Whatever the subject, the verb form is "were", not "was": If I were rich, I'd buy a big house.

Using the second conditional

The second conditional is used to talk about things which are unreal (not true or not possible) in the present or the future -- things which don't or won't happen:

Example	Explanation
If I were you, I would drive more carefully in the rain.	I am not you — this is unreal.
Paula would be sad if Jan left.	Jan will not leave — that's not going to happen.
If dogs had wings, they would be able to fly.	Dogs don't have wings — that's impossible.

Practice Exercises

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COURSE BOOK: HIGHLY RECOMMENDED 2

U18 Telephone Communication Problems

Lang Focus: The Passive

The Passive

Look at the following sentences.

Sentence A: People eat sushi in many parts of the world.
Sentence B: Sushi is eaten by people in many parts of the world.

Sentence A is considered **active** because the doer of the action (or agent) is the subject of the sentence.

Sentence B is **passive**. That is, the object of the active verb (eat) in the first sentence is the subject of the passive verb (is eaten) in the second sentence.

This means that only verbs which have objects (transitive verbs) can be made passive.

Active sentences are usually regarded as stronger than passive sentences. Passive sentences are common, however, especially in academic writing. In fact, there are three situations when it is better to use a passive sentence instead of an active one. They are listed below.

Using the Passive

Situation One: When we don't care or don't know who performs the action.

> The injured workers were rushed to the hospital.

Situation Two: When we can't or don't want to say who performed the action.

> Has the truth been hidden from us?

Situation Three: When we want to place emphasis on the receiver of the action rather than the doer, or agent.

> Thousands of homes were destroyed by the hurricane.

2. Forming the Passive

We form the passive by using the correct form of the verbs "**be**" *(is, am, are,be, been, being, was, were)* or "**get**" *(get, gets, getting, got, gotten)* plus a past participle. Be careful. Passive sentences with **get** plus **a past participle** are less formal than those with **be** plus **a past participle**. Consequently, they are most often used in spoken English and informal writing.

> Most of the trash got taken to the recycling centre. (**informal**)
> Most of the trash was taken to the recycling centre. (**formal**)

Using the "by phrase"

As you have learned, passive sentences are used when writers don't know or don't care who actually performed the action. Thus, the majority of passive sentences do not include "by phrases". Only when it is important for readers to

know who performs the actions, do writers include it in passive sentences. Consider the following examples.

> That building was designed **by a famous architect**.
> (The "by phrase" is important, so it is included.)
>
> "Macbeth" and "King Lear" were written **by William Shakespeare**.
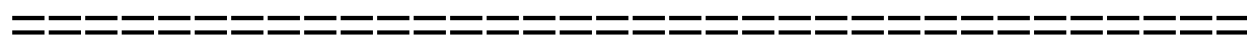> (The "by phrase" is included because it is important.)
>
> The mail is usually delivered before noon.
> (The "by phrase" is not necessary because we know who delivers the mail each day.)

Practice Exercises

http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/410-the-passive1.htm

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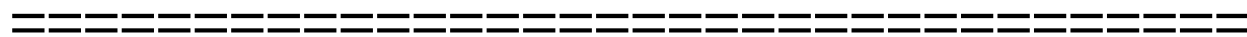
COURSE BOOK: HIGHLY RECOMMENDED 2

U19 Conference and Meeting Enquiries

Lang Focus: Managing Conversation (Well, so, in fact, actually)

http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv247.shtml

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COURSE BOOK: HIGHLY RECOMMENDED 2

U20 Handling Payment

Lang Focus: Handling Payments (Revision of Numbers)

USEFUL VOCABULARY:

http://www.learnenglish.de/vocabulary/money.html

<u>READING</u>

http://www.learnenglish.de/games/reading/readaccount.html

http://www.learnenglish.de/games/reading/readeatingout.html

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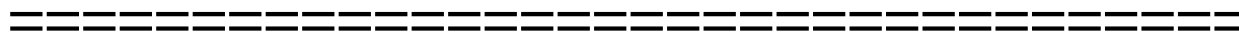<u>COURSE BOOK</u>: **HIGHLY RECOMMENDED 2**

U21 Explaining and Training

Lang Focus: Obligation and Prohibition

Modals with "Not": Must not, Do not have to

Introduction

The verbs "do not have to" and "must not" are **modal verbs.**

Modal verbs are helping/auxiliary verbs that express ideas
like **ability**, **necessity**, **lack of obligation**, and **prohibition**. Many modal verbs
have more than one meaning. They are always followed by the simple form of a
verb. For example:

> Alex doesn't have to call his mother.

This shows that it is not necessary for Alex to call his mother.

Modals for Lack of Obligation

If something is **not necessary** or **not an obligation**, we use the modal
verb **"do/does not have to."** Make sure the verb agrees with the subject.

For example:

<u>13</u>

In Canada, children **do not have to** go to school on Saturdays, but many adults **have to** work.

Common Question: Do children have to go to school on Saturdays? No, they don't.

Negative Question: Don't children have to go to school on Saturdays? No, they don't.

Maggie **doesn't have to** study tonight because she studied all day.

Common Question: Does Maggie have to study tonight? No, she doesn't.

Negative Question: Doesn't Maggie have to study tonight? No, she doesn't.

To put the modal in **past tense**, simply use the phrase "DID not have to."

For example:

For homework last night, we had to read Chapters 4 and 6, but we **didn't have to** read Chapter 5.

Question: Did we have to read Chapter 5 last night? No, we didn't.

As always, modals are followed by the simple form of a verb. The "to" in "do not have to" is not an infinitive. It is part of the modal itself.

Subject + do/does not have to + simple verb + ...

Modals of Prohibition

Finally, in order to show that something is **prohibited** or **not allowed**, we use **"must not."** For example:

Students **must not** copy their work from the Internet. It's illegal!

Children, you **must not** go in a stranger's car. It's dangerous!

Using "must not" is very serious and not very common in North American English. There is no question form or past tense form. It is useful when people in authority are giving instructions or explaining to people what they must not do in a formal way. It is more common in writing than in speaking.

Drivers **must not** drive on the left side of the road in North America.

You **mustn't** drink alcohol before you drive. You could cause an accident.

Practice Exercises

http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/330-modals-not1.htm

http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/330-modals-not2.htm

Modals of Necessity, Prohibition, and Permission

Must, have to and **have got to** convey the idea that something is strongly required or obligatory, often by law. **Must** is a true modal, so its form never changes. **Have to** and **have got to** on the other hand, are phrasal modals which change forms to agree with their subjects. For example:

I **must** renew my passport before I go on vacation.

I **have to/ have got to** renew my passport before I go on vacation.

William **has to/ has got to** renew his passport before he goes on vacation.

Must not and **cannot (and their contracted forms mustn't and can't)** convey the idea that something is not allowed or prohibited, often by law. For example:

You **cannot** drive in Canada without a valid driver's license.

Can is used to convey the idea that something is allowed at the time. **Could** is used to talk about something that was allowed in the past, and **will be able** is used to talk about something that will be permitted in the future. For example:

There's plenty of room in the car. You **can** bring your friend with you.

Several years ago, people **could** smoke in almost all public buildings in British Columbia,

But now it is not allowed. For example:

> In the future, people **will be able** to travel vast distances through space as easily as we travel around the world today.

Should conveys the idea that it would be wise to do something. In other words, it is a good idea to do it. For example:

> In order to get to the airport in time to catch our flight, we have to leave home at 7:00 in the morning. Therefore, everyone **should** go to bed early tonight.

Do/ does are used with **have to** and **has/ have** are used with **have got to** when forming questions. **Must** is not commonly used in American English to form questions, nor is it used with do/does. For example:

It's still early. **Do** you **have to** leave so soon?

She's working hard. **Has** she **got to** finish the assignment tonight?

It's still early. Must we leave now?

Practice Exercises

http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/410-modals-of-necessity-prohibition-and-permission1.htm

http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/410-modals-of-necessity-prohibition-and-permission2.htm

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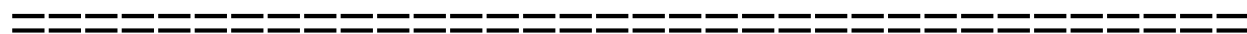
COURSE BOOK: HIGHLY RECOMMENDED 2

U22 Working in housekeeping

Lang Focus: Have Something Done (The Causative)

Causatives

Introduction

The causative is a common structure in English. It is used when one thing or person causes another thing or person to do something. This page will explain how causatives are formed, and how to use them.

Basic causative structures

There are two basic causative structures. One is like an active, and the other is like a passive. These examples use the causative verb "have":

Active	Passive
I had John fix the car.	I had the car fixed.
(I arranged for the car to be fixed by John — I caused him to fix it.)	(I arranged for the car to be fixed by someone. We don't know who, so this is like a passive.)

The active causative structure

This is the basic structure of the active form, along with some more examples:

Subject	Causative verb	Agent	Action verb	Object
Susan	had	her brother	do	her homework.
The police	had	the suspect	stop	his car.
We	had	the carpenter	fix	our window.

The passive causative structure

In the passive form, there is usually no agent. The action verb is in the past participle, and the object comes before it:

Subject	Causative verb	Object	Action verb
We	had	our door	fixed.
Yukiko	had	her hair	cut.

Subject	Causative verb	Object	Action verb
Sanjay	had	the windows	cleaned.

Other causative verbs

All the examples above use the causative verb "have". However, many other verbs can be used in causatives. In the active form, som of these verbs require the action verb to have "to" before it. These are some examples of the most common causative verbs.

Verb	Meaning	Form of Action Verb	Examples
make	force, compel	plain form	The robbers made us lie on the floor. [No passive form]
get	same as "have"	"to" form	I got Jae Won to pick me up in the car. She got her hair cut.
let	allow	plain form	I'll let you borrow my bike. [No passive form]

EXERCISES

http://web2.uvcs.uvic.ca/elc/studyzone/490/grammar/causatives1.htm

http://web2.uvcs.uvic.ca/elc/studyzone/490/grammar/causatives2.htm

MORE ON CAUSATIVE

Causatives: Have and Get

We use a causative verb when we want to talk about something that someone else did for us or for another person. It means that the subject caused the action to happen, but didn't do it themselves. Maybe they paid, or asked, or persuaded the other person to do it. For example, we can say:

- I cleaned my house. (This means I cleaned it myself).

If I paid someone to clean it, of course I can say:

- A cleaner cleaned my house.

But, another way is to use a causative construction. So I can also say:

- I had my house cleaned.

In a sense, using a causative verb is similar to using a passive. The important thing is that the house is now clean. We don't focus on who did the cleaning.

Have + object + past participle (have something done)

We usually use 'have something done' when we are talking about paying someone to do something for us. It's often used for services. The form is 'subject + have + object + past participle'.

- I had my car washed.
- John will have his house painted.

Get + object + past participle (get something done)

We can also use 'subject + get + object + past participle'. This has the same meaning as 'have', but is less formal.

- The students get their essays checked.
- I'll get my hair cut next week.
- He got his washing machine fixed.

[Try an exercise about 'have something done' and 'get something done' here.](#)

Have someone do something (have + person + infinitive)

We can also use the construction 'subject + have + person + infinitive'. This has a very similar meaning to 'have something done', which we've already talked about, but this time we say who did the thing - we talk about the person who we asked to do the thing for us.

- I had the electrician look at my broken light.
- The doctor will have the nurse call the patients.
- The teacher had the students write the answers on the whiteboard.

Get someone to do something (get + person + to + infinitive)

Finally, we can also use the construction 'get + someone + to + infinitive'. Again, this means that you cause the other person to do the action, maybe by paying them to do it, or by asking them to do it, or by persuading them to do it.

- She gets her son to do his homework by promising him ice cream when he's finished.
- I got the cleaner to clean under the cupboards.

Sometimes, this construction has the feeling that we needed to convince someone to do something, while the other constructions on this page are neutral.

MORE EXERCISES

http://www.perfect-english-grammar.com/causatives-exercise-1.html

http://www.perfect-english-grammar.com/causatives-exercise-2.html

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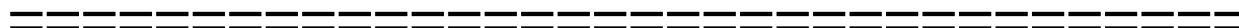
COURSE BOOK: HIGHLY RECOMMENDED 2

U23 Health Safety and Security

Modals of Advice: Should, Ought to, Had better

Introduction

These three verbs are modal verbs.

- should
- ought to
- had better

Modal verbs are helping/auxiliary verbs that express ideas like **ability**, **advice**, and **obligation**. Many modal verbs have more than one meaning. They are always followed by the simple form of a verb. For example:

Amanda should go to the doctor.

This shows that we think it is a good idea for Amanda to visit the doctor.

Modals for Advice

Let's learn how to give **advice**!

English speakers use the modal verbs **"should," "ought to" and "had better"** to express that they think something is a good (or a bad) idea. **"Should" is the most common way to give advice.**

Look at these examples:

Affirmative	Negative	Question
A: I failed my test. B: Really? You **should study** harder.	Young children **shouldn't watch** violent TV shows.	I have a problem. **Should** I **call** my parents or my friend?
A: It's really cold outside.	("ought to" is not usually used in the negative	("ought to" is not common in question form)

Affirmative	Negative	Question
B: You **ought to wear** a warm jacket.	form)	
A: You **had better slow down**. You are driving too fast!	You **had better not forget** to pay your tuition. If you do, the university will kick you out!	("had better" is not usually used in question form)

These examples have the same basic advice message, but **"had better"** is a bit stronger. It includes the idea of a warning: something bad will happen if you do not follow my advice. For example:

You **had better** not forget to pay your tuition. If you forget, the university will kick you out

You **had better** do your homework. If you do not do your homework, the teacher will give you a low mark.

Note: "You had better..." can be contracted to become "You'd better...." This is correct grammar, and very common in speaking. Some native speakers say, "You better ...," but this is incorrect. The "had" is necessary in good grammar.

In the above examples, you can see that the modals are followed by the simple form of a verb in these patterns.

Subject + modal + basic verb + ... ➡ You should study harder.

You should *to* study harder. ➡ Wrong!

You had better slow*ing* down. ➡ Wrong!

She ought to *to* drink more water. ➡ Wrong!

Remember that "ought to" is a modal verb and is followed by a simple verb. The "to" is not an infinitive "to."

Modal + subject + basic verb + ...?? ➡ Should I call my parents or my friend?

WH- (information) questions can also be formed by putting the WH- question word immediately before the modal.

For example:

What should I do about my problem?

Where should we have dinner tonight?

Why should you believe them?

When should they call their boss?

Practice Exercises.

http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/330-modals-advice1.htm

http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/330-modals-advice2.htm

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COURSE BOOK: HIGHLY RECOMMENDED 2

U24 Countries and Cultures

Lang Focus: Verb+ -ing or (to) infinitive

Gerunds and Infinitives

Here is a brief review of the differences between gerunds and infinitives.

Gerunds are formed with **ING**.

> walking, talking, thinking, listening

Infinitives are formed with **TO**.

> to walk, to talk, to think, to listen

Jobs

Gerunds and infinitives can do several jobs:

Both gerunds and infinitives can be the **subject of a sentence**.

> **Writing** in English is difficult.
> **To write** in English is difficult.

Both gerunds and infinitives can be the object of a verb.

> I like **writing** in English.
> I like **to write** in English.

But... **only gerunds** can be the **object of a preposition**.

> We are talking about **writing** in English.

Usage

It is often difficult to know when to use a gerund and when to use an infinitive. These guidelines may help you.

Gerunds	Gerunds are often used when actions are **real**, **concrete**, or **completed**. For example: I stopped **smoking**. (The smoking was real and happened until I stopped.)
Infinitives	Infinitives are often used when actions are **unreal**, **abstract**, or **future**. For example: I stopped **to smoke**. (I was doing something else, and I stopped; the smoking had not happened yet.)

Practice Exercises

http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/gerinf1.htm

http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/gerinf2.htm

http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/gerinf3.htm

http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/gerinf4.htm

http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/gerinf5.htm

http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/gerinf6.htm

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COURSE BOOK: HIGHLY RECOMMENDED 2

U25 Exploring Different Cultures

Lang Focus: Reporting Verbs

Reporting Verbs

The verbs 'say', 'tell' and 'ask' are used in reported speech. However, we can also use many other verbs to report what someone said, like 'promise', 'warn', 'advise' and 'recommend'.

Some of these verbs look a bit more complicated to use than 'say' and 'tell', but it's just a question of getting to know the verb patterns (or verb structures).

We want to use 'that' or not in English. It is in brackets () to show that it's optional. The meaning is exactly the same if you use 'that' or if you don't use 'that'.

1: SAY

Let's look first at the verbs we've already talked about. The basic verb pattern

for using 'say' for reported speech is:

say + (that) + clause

- She said (that) she had already eaten.

(The direct speech for this is "I've already eaten".)

2: TELL

On the other hand, with 'tell' we need to use an object, a person who we tell the information to. See also the difference between 'say' and 'tell' here.

tell + someone + (that) + clause

- I told John (that) I had seen the new film.

(The direct speech for this is "I've seen the new film".)

When we are reporting orders, we can also use another pattern with 'tell':

tell + someone + to + infinitive

- She told the children to go to bed.

3: ASK

We use 'ask' to report questions or requests. For questions we use the pattern:

ask + someone + if / question word + clause

- I asked my boss if I could leave early.
- She asked them where the station was.

For requests we use the pattern:

ask + someone + to + infinitive

- I asked Lucy to pass me the salt.

(Remember, the first two examples with 'ask' are no longer real questions, so we use the normal sentence word order. We don't use inversion. We say 'she asked them where the station was', NOT ~~'she asked them where was the station'~~.

Other reporting verbs follow a variety of patterns. I'm afraid there aren't any rules about which verbs follow which patterns. You need to learn each one.

4: ADVISE*

(= Give someone advice. Notice the different spelling for the verb and the noun.)

Advise + someone + to + infinitive

- She advised him to see a doctor.

Advise + (that) + clause

- The staff advise that you carry water at all times.

Advise + against + verb-ing

- I'd advise against leaving early.

5: AGREE

Agree + to + infinitive

- We agreed to meet the following day.

Agree + (that) + clause

- I agreed that the children could do their homework later.

6: APOLOGISE

Apologise + (to + someone) + for + verb-ing

- They apologised to us for being late.
- She apologised for forgetting the book.

Apologise (+ to + someone) + for + noun

- She apologised for the delay.

7: DECIDE

Decide + to + infinitive

- They decided to go to the cinema.

Decide + (that) + clause

- They decided that they would go to the cinema.

8: ENCOURAGE

Encourage + someone + to + infinitive

- She encouraged him to take the exam again.
- The teacher encouraged the students to ask questions.

9: EXPLAIN

Explain + (that) + clause

- The teacher explained that the course was finished.

Explain + noun + to + someone

- She explained the grammar to the students.

NOT: ~~She explained me the grammar.~~

Explain + question word + to + infinitive

- They explained how to buy a train ticket on the internet.
- John explained where to find the restaurant.

Explain + question word + clause

- We explained what the exams would cover.

10: INSIST*

Insist + on + verb-ing

- He insisted on paying.

Insist + (that) + clause

- He insisted that we sit down.

11: PROMISE

Promise + to + infinitive

- He promised to arrive early.

Promise + (someone) + (that) + clause

- I promised him that I wouldn't do it again.

12: RECOMMEND*

Recommend + verb-ing

- I recommend visiting the British Museum while you're in London.

Recommend + (that) + clause

- I recommend that you visit the British Museum

13: REMIND

Remind + someone + to + infinitive

- She reminded him to take his keys.

Remind + someone + (that) + clause

- They reminded me that there is a party tonight.

14: SUGGEST*

Suggest + verb-ing

- I suggest leaving soon

Suggest + (that) + clause

- I suggest that you come as soon as you can.

NOT: ~~I suggest him to come.~~

15: WARN

Warn + someone + (not) + to + infinitive

- I warned them not to go in the water.

Warn + someone + about + something

- She warned us about the dangerous roads.

Negatives
To make the verbs that we have reported negative, we need to look at the verb pattern:

- When there's a clause, we make the negative in the usual way: She said that she **didn't like** ice cream.
- When there's 'to + infinitive', we generally put 'not' before 'to': He promised **not to do** it again.
- When there's 'verb-ing', we generally put 'not' in front of it: I advise **not taking** the bus.

EXERCISES

http://www.perfect-english-grammar.com/reporting-verbs-exercise-1.html

* Advanced Point

In formal English, some verbs that are followed by '(that) + clause' use the infinitive instead of a present tense verb. Some people suggest that this is a kind of subjunctive in English. You only need to worry about this in very formal writing.

Mostly, this doesn't make a difference, because the present simple form in English is often the same as the infinitive form. But when the subject is 'he', 'she' or 'it' or when the verb is 'be', we can see it clearly.

- I advise that he **go** to bed early. (Normally we'd expect: I advise that he goes to bed early.)
- I insist that she **come** now. (Normally we'd expect: I insist that she comes now.)
- They suggested that the cats **be** put in the garden for the night. (Normally we'd expect: They suggested that the cats are put in the garden for the night.)

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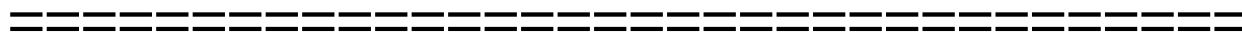
COURSE BOOK: HIGHLY RECOMMENDED 2

U26 Working Life

Lang Focus: Adjective + preposition

Adjective + Preposition Combinations

English also has many instances of prepositions coming after adjectives. In many cases, the prepositions precede phrases containing nouns, as in example (a), or pronouns, as in example (b). It is also possible for the prepositions to precede an -ing verb, as in (c).

> (a) I was **amazed at** all the improvements.
> (b) We were all **shocked by** his behaviour.

(c) Because the exam was more difficult than I expected, I'm **worried about** passing.

Here are some more adjectives and prepositions that are used together:

proud of	identical to	different from	tired of
related to	opposed to	satisfied with	eager for
based on	famous for	necessary for	excited about

accustomed to	He is accustomed to having his own office.
addicted to	She is addicted to watching TV.
afraid of	She is afraid of speaking in public.
anxious about	Norma is anxious about making the presentation.
bored of	I am bored of doing the same old job.
capable of	He is capable of winning a gold medal.
committed to	She is committed to improving her English.
concerned about	Nancy was concerned about being late.
content with	Tim is content with winning second place.
dedicated to	The organization is dedicated to ending poverty.
devoted to	The money will be devoted to protecting the environment.
disappointed with	Fiona was disappointed with coming in third place.
discouraged by	He was discouraged by not getting the job.
excited about	The researcher was excited about going to Africa.

famous for	That actor is famous for being extremely weird.
fond of	She is fond of having picnics.
frightened of	She is frightened of being alone at night.
guilty of	The banker was guilty of stealing money.
happy about	He was happy about winning the lottery.
interested in	She is interested in becoming a doctor.
involved in	He was involved in making the movie.
known for	She was known for causing problems.
opposed to	They are opposed to building a new road in the park.
proud of	He was proud of having completed the marathon.
remembered for	She is remembered for protecting mountain gorillas.
responsible for	He is responsible for causing the damage.
scared of	Tina is scared of being alone at night.
terrified of	The surfer is terrified of being attacked by a shark.
tired from	She is tired from working all day.
tired of	Margaret is tired of making dinner every night.
worried about	The hikers were worried about not having enough water.

ADJECTIVE + PREPOSITION

nice / **kind** / **good** / **stupid** / **silly** / **intelligent** / **clever** / **sensible** (1) / (im te / **rude** (2) /**unreasonable** (3) OF someone (to do something)

Thank you it was very nice / kind of you to help me. It's stupid of her to g

out without a coat.

nice / kind / good / (im)polite / rude / (un)pleasant (4) / (un)friendly / cr
O someone

She has always been very nice / kind to me. Why are you so rude / unfrier
to Ann?

angry / furious (5) ABOUT something / WITH someone / FOR something

Why are you so angry about it? They were furious with me for not inviting
them to my party.

pleased (6) / disappointed (7) / satisfied (8) WITH something

I was pleased with the present you gave me. Were you disappointed with y
examination results?

bored / fed up (9) WITH something

You get bored / fed up with doing the same thing every day.

surprised (10) / shocked / amazed (11) / astonished (12) AT / BY someth

Everyone was surprised by /at the news.

excited / worried / upset (13) ABOUT something

Are you excited about going on holiday next week?

afraid / scared (14) / frightened / terrified OF someone / something

Are you afraid of dogs?

proud / ashamed (15) OF someone / something

I'm not ashamed of what I did.

good / bad / excellent / brilliant / hopeless (16) AT (doing) something

I'm not very good at repairing things.

married TO someone (Linda is married to an American.)

sorry ABOUT something (I'm sorry about the noise last night.)

sorry FOR doing something (I'm sorry for shouting at you yesterday.)

be / feel sorry FOR someone (I feel sorry for George.)

famous FOR something (Florence is famous for its art treasures.)

responsible (17) FOR something (Who was responsible for this noise last night?)

interested IN something (Are you interested in art?)

fond (18) OF something / someone (Mary is fond of animals.)

full OF something (The letter was full of mistakes.)

short OF (19) something (I'm a bit short of money.)

keen ON (20) something (We stayed at home because Mary wasn't very ke on going out in the rain.)

similar TO (21) something (Your writing is similar to mine.)

crowded WITH (22) (people,...) (The city was crowded with tourists.)

Practice Exercises

http://www.english-4u.de/adj_prep_ex1.htm

http://www.english-4u.de/adj_prep_ex2.htm

http://www.english-4u.de/adj_prep_ex3.htm

ALPHABETICAL LIST OF MORE ADJECTIVES AND PREPOSITIONS

ADJECTIVE	PREPOSITION
A	
accustomed	to
accused	of
acquainted	with
addicted	to
annoyed	about/with/at
allergic	to
amazed	at/by
anxious	about
appreciated	for
ashamed	of
associated	with
astonished	at/by
aware	of
angry	with
afraid	of
attached	to
B	
bad	at
based	on
beneficial	to
boastful	for
bored	with
brilliant	at
busy	with
C	
capable	of
careful	with/about/of
certain	about
characteristic	of

clever	at
connected	with
conscious	of
content	with
crazy	about
crowded	with
curious	about

D

dissatisfied	with
doubtful	about
delighted	at/about
derived	from
different	from
disappointed	with

E

eager	for
eligible	for
enthusiastic	about
excellent	in/at
excited	about
experienced	in
exposed	to
envious	of

F

faithful	to
familiar	with
famous	for
fed up	with
free	of/from
frightened	of
friendly	with

fond	of
furious	about
furnished	with
full	of

G

generous	with/about
guilty	of/about
gentle	with
good	at
grateful	to

H

happy	about
hopeful	of/about

I

identical	with/to
immune	to
impressed	with
inferior	to
indifferent	to
innocent	of
interested	in
involved	with
incapable	of

J

jealous	of

K

kind	to
keen	on

L

late	for
limited	to

lucky	at

M

nervous	of/about
notorious	for

O

opposed	to

P

patient	with
pessimistic	about
pleased	with
polite	to
popular	with
presented	with
proud	of
punished	for
puzzled	by/about

Q

qualified	for

R

ready	for
related	to
relevant	to
respectful	for
responsible	for
rid	of

S

sad	about
safe	from
satisfied	with
scared	of
sensitive	to

serious	about
sick	of
similar	to
shocked	by
skilful	at
slow	at
sorry	for/about
successful	in
suitable	for
sure	of/about
superior	to
surprised	at
suspicious	of
sympathetic	with

T

terrible	at
terrified	of
tired	of
thankful	to/for
trilled	with
troubled	with
typical	of

U

unaware	of
upset	about
used	to

W

wrong	with/about
worried	about

==

U27 Job Allications

Lang Focus: Talking about the future: *going to* and *will*

Future: "Will"

Introduction

In English, there are many ways of expressing future time. One of the most common is using the modal auxiliary verb "**will**". This page will explain the main meanings of "**will**" and show you how to form the future with "**will**".

---

1. Using "will" with verbs

"**Will**", like all modal verbs in English, does not change its form, and it is followed by the simple form of the main verb. "**Will**" is NOT usually used in first person questions. Note also that **will** is often shortened to **'ll**. This diagram should make the situation clearer:

Subject	Statement	Question
I	I will stop smoking. I'll stop smoking.	*[not usually used]*
You	You will stop smoking. You'll stop smoking.	Will you stop smoking?
He	He will stop smoking. He'll stop smoking.	Will he stop smoking?
She	She will stop smoking. She'll stop smoking.	Will she stop smoking?

Subject	Statement	Question
It	It will be hard to stop. It'll be hard to stop.	Will it be hard to stop?
We	We will stop smoking. We'll stop smoking.	*[not usually used]*
They	They will stop smoking. They'll stop smoking.	Will they stop smoking?

Negatives are formed with "will not" or "won't":

He **will not** stop smoking.
He **won't** stop smoking.

2. The meaning of "will" future forms

"**Will**" is usually used in three situations:

Situation	Example
Volunteering to do something	"Will someone open the window for me?" "I'll do it!"
Deciding to do something	"I've made up my mind. I'll go to Whistler for my vacation."
Forcing someone to do something.	"Dad, I don't want to clean my room!" "You'll do it, and you'll do it NOW!"

"**Will**" is NOT usually used for fixed plans or scheduled events.

Practice Exercises:

http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/futwil1.htm

http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/futwil2.htm

Future: "Be Going To"

Introduction

In English, there are many ways of expressing future time. One of the most common is the "be going to" construction. This page will explain the main meaning of "be going to" and show you how to use "be going to" in sentences and questions.

1. How to form "be going to" sentences

To make a verb form with "be going to", you first put "be" into the correct form to agree with the subject, and then add "**going to**" + the simple form of the verb. Note also that the "be" form is often shortened. This table lists the main forms:

Subject	Statement	Question	Negative
I	I am going to leave. I'm going to leave.	Am I going to leave?	I am not going to leave. I'm not going to leave.
You	You are going to leave. You're going to leave.	Are you going to leave?	You **are not** going to leave. You **aren't** going to leave. You**'re not** going to leave.
He	He is going to leave. He's going to leave.	Is he going to leave?	He **is not** going to leave. He**'s not** going to leave. He **isn't** going to leave.
She	She is going to leave. She's going to	Is she going to leave?	She **is not** going to leave. She**'s not** going to

Subject	Statement	Question	Negative
	leave.		leave. She **isn't** going to leave.
It	It is going to leave. It's going to leave.	Is it going to leave?	It **is not** going to leave. It**'s not** going to leave. It **isn't** going to leave.
We	We are going to leave. We're going to leave.	Are we going to leave?	We **are not** going to leave. We**'re not** going to leave. We **aren't** going to leave.
They	They are going to leave. They're going to leave.	Are they going to leave?	They **are not** going to leave. They**'re not** going to leave. They **aren't** going to leave.

2. The meaning of "be going to" future forms

"Be going to" is usually used when something is already planned or definite. Look at the difference between these sentences:

> **I'll make the supper tonight.**
> (Making a decision/volunteering to do something.)

> **I'm going to make the supper every Wednesday.**
> (This is already planned and organized.)

Practice Exercises

http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/gofut1.htm

Tag Questions

Introduction

A tag question is a small question that is attached , or "tagged", to the end of a sentence. Rather than repeat the main verb, a form of "be" or other auxiliary verb or modal is used in the tag. Below are a few examples.

> You came by train, **didn't you?**
> It's very windy today, **isn't it?**
> You can meet me at the station, **can't you?**
> You couldn't give me a ride, **could you?**

Sentence Pattern

If the sentence is negative, the tag is usually positive, as in the example below.

> You didn't tell him, **did you?**

Note: Sentences with negative words are considered to be negative. Therefore, they require positive tag question endings, as in these examples:

> He never drinks alcohol, **does he?**
> Nobody left a message, **did they?**

If the sentence is positive, the tag is usually negative, as in the next example.

> You told him, **didn't you?**

Twelve Rules for Tag Questions

Rule	Example
1. After "let's", the tag begins with "shall".	Let's invite the neighbours over for dinner on the weekend, **shall we?**
2. Use "aren't I" in tags to mean "I am not".	I'm on time, **aren't I?** (correct) I'm on time, **am't I?** (incorrect)

Rule	Example
3. Use "won't" for polite request tags.	You'll bring the other things, **won't you?**
4. Use "will" or "would" with imperative sentences (commands).	Wait here until I return, **will you?** Wait here until I return, **would you?**
5. Use "mustn't" with the modal "must".	This must be the address, **mustn't it?**
6. Two endings are possible when "have" is the main verb of the sentence.	You have enough money, **haven't you?** (British English) You have enough money, **don't you?** (North American English)
7. Use pronouns for people, not proper names, in question tags.	Paul is a good tennis player, **isn't he?** Betty has a good job, **hasn't she?**
8. Use "it" in a question tag when the sentence includes the words "this" or "that".	This is your pen, **isn't it?**
9. Use "they" in a question tag when the sentence includes "these" or "those".	Those are your sandals, **aren't they?**
10. Use "there" in a question tag when the sentences includes "there + a form of be".	There is a lot of work to do today, **isn't there?**
11. Use "they" in a question tag when the sentence includes indefinite pronouns (nobody, no one, someone, somebody, everyone, everybody).	Everyone is here now, **aren't they?** Nobody has eaten yet, **have they?**
12. Use "didn't" in a question tag when the sentence includes the verb "used to".	You used to go skating very often, **didn't you?"**

Tag questions are used to ask for agreement or to ask for **things**, **favours**, or **new information**. To determine which, listen to the speaker's tone. A **rising tone** at the end of a tag question indicates that it is a real question. The speaker wants to know something or wants someone to do something. **Falling tone** however, means that the speaker is looking for agreement.

Rising tone – asking for a favour	You couldn't lend me some money, could you?
Rising tone – asking for information	You don't happen to know if the No. 50 bus has already passed here, do you?
Falling tone – asking for agreement	The boss wasn't in a good mood today, was he? That dress looks great on her, doesn't it?

Note: We usually use a negative sentence with a positive tag to request **things** or **information**, as in the preceding examples.

EXERCISES.

http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/410-tag-questions1.htm

http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/410-tag-questions2.htm

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COURSE BOOK: HIGHLY RECOMMENDED 2

U28 Job Interviews

Lang Focus: Past Simple or Present Perfect?

Present Perfect and Simple Past

Introduction

This section will help you to understand the differences between the Present Perfect Tense and the Simple Past Tense.

Has the time period finished?

Rule	Example	Explanation
The **present perfect** is used when the **time period has NOT finished**.	I **have seen** three movies **this week**.	(This week has not finished yet.)
The **simple past** is used when the **time period HAS finished**.	I **saw** three movies **last week**.	(Last week has finished.)

Is it new information or old?

Rule	Example	Explanation
The **present perfect** is often used when giving **recent news**.	Martin **has crashed** his car again.	(This is new information.)
The **simple past** is used when giving **older information**.	Martin **crashed** his car last year.	(This is old information.)

Is it a specific time?

Rule	Example	Explanation
The **present perfect** is used when the **time is not specific**.	I **have seen** that movie already.	(We don't know when.)
The **simple past** is used when the **time is clear**.	I **saw** that movie **on Thursday**.	(We know exactly when.)

Has the action finished (sentences with "for" or "since")?

Rule	Example	Explanation
The **present perfect** is used with **for** and **since** when the **actions have not finished** yet.	I **have lived** in Victoria for **five years**.	(I still live in Victoria.)
The **simple past** is used with **for** when the **actions have already finished**.	I **lived** in Victoria for **five years**.	(I don't live in Victoria now.)

Practice Exercises

http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/ppvpast1.htm

http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/ppvpast2.htm

http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/ppvpast3.htm

http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/ppvpast4.htm

http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/ppvpast5.htm
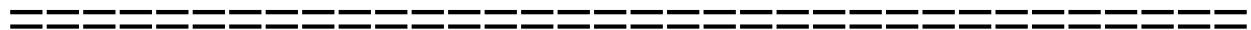
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ENG 101 VOCABULARY PRACTICE

ENGLISH VOCABULARY GAMES

http://www.vocabulary.cl/Games/Hotels.htm

http://www.vocabulary.cl/Games/Hotel-Dialogues.htm

http://www.vocabulary.cl/Games/Professions.htm

http://www.vocabulary.cl/Games/See_Look_Watch_Hear_Listen.htm

MORE VOCABULARY PRACTICE

Vocabulary: Accommodation

Study the below list then go to the link that follows to practice accommodation words above.

minimum   dormitories   rent   tents   mid-week   self-catering   twin   diner   fully-booked   facilities

http://www.examenglish.com/A2/A2_vocabulary_accommodation.htm

Vocabulary: Description of places

http://www.examenglish.com/A2/A2_places_vocabulary.htm

Vocabulary: Holiday activities

http://www.examenglish.com/A2/A2_holiday_vocabulary.htm

Vocabulary: Transport

Study the below list then go to the link that follows to practice accommodation words above.

ferry   coastguard   pilot   deck   passenger   coach   'shuttle bus'   harbour   terminal   aircraft

http://www.examenglish.com/A2/A2_transport_vocabulary.htm

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ENG 101 READING PRACTICE

Reading: Accommodation

http://www.examenglish.com/A2/A2_reading_accommodation.htm

Reading: Shopping

http://www.examenglish.com/A2/A2_reading_shopping.htm

Reading: Education

http://www.examenglish.com/A2/A2_reading_education.htm

ENG 101 LISTENING PRACTICE

Test your Level of English Listening

http://www.examenglish.com/leveltest/listening_level_test.htm

Listening: Accommodation

http://www.examenglish.com/A2/A2_listening_accommodation.htm

ENG 102 VOCABULARY PRACTICE

Vocabulary Topic – Travel & transport

http://www.examenglish.com/vocabulary/travel.htm

Vocabulary Topic – Food and drink 1

http://www.examenglish.com/vocabulary/b1_food_and_drink.htm

Vocabulary Topic – Food and drink 2

http://www.examenglish.com/vocabulary/b1_food_and_drink2.htm

Vocabulary Topic – Services

http://www.examenglish.com/vocabulary/b1_services.htm

ENG 102 READING PRACTICE

Reading: Job application

http://www.examenglish.com/B1/b1_reading_job_application.htm

Reading: Accommodation
http://www.examenglish.com/B1/b1_reading_hotel_reviews.htm

Reading: Free Time
http://www.examenglish.com/B1/b1_reading_free_time.htm

ENG 102 LISTENING PRACTICE

Listening: Transport

http://www.examenglish.com/B1/b1_listening_transport.htm

Listening: Free time activities

http://www.examenglish.com/B1/b1_listening_free_time.htm

Listening: Accommodation

http://www.examenglish.com/B1/b1_listening_accommodation.htm

Listening: Holidays

http://www.examenglish.com/B1/b1_listening_holidays.htm