

ترجمة المصطلحات الإسلامية: مشاكل وحلول

د/حسن بن سعيد غزالة

بسم الله الرحمن الرحيم

1- مقدمة: تعريف المصطلح الإسلامي

المصطلح الإسلامي: هو باختصار كل لفظ أو تعبير أو مفهوم جديد في اللغة العربية مصدره القرآن الكريم والسنة النبوية الشريفة والفقهاء الإسلاميين. يشتمل هذا على ثلاثة أنواع من المصطلحات في اللغة:

1. النوع الأول: مصطلحات جديدة لم تكن جزءاً من مفردات اللغة العربية أصلاً: مثل الزكاة والجهاد والقرآن الكريم والشهادة والاستشهاد، ومصطلحات القيامة والجنة والنار، ومناسك الحج إلخ.
2. النوع الثاني: مصطلحات موجودة أصلاً في اللغة العربية ولكن بمفهوم جديد أو بُعد دلالي جديد، مثل الصلاة والصوم والحج وأوقات الصلوات الخمس، والطهارة، والوضوء، والعبادة، والدعاء، والطواف، والسعي، والصدقة، والغزوة، والسرية، والشرك، إلخ.
3. النوع الثالث: المصطلحات الإسلامية التي وافقت مصطلحات في اللغة العربية شكلاً ومضموناً، مثل: الكعبة، الجزية، الحرب، السلم، الخراج، العذاب، العقاب، المنافق، المؤمن، الكافر، إلخ.

٢- قابلية المصطلحات الإسلامية للترجمة

المصطلحات الإسلامية قابلة للترجمة، شأنها شأن أي نوع من المصطلحات الأخرى، وليس كما يُظن خطأً أن كثيراً منها ومن غيرها من المصطلحات ذات الصيغة الثقافية والأدبية والشعرية خاصة، غير قابل للترجمة؛ إذ ثمة قاعدة عامة تقول: لا شيء في اللغة غير قابل للترجمة، إنما الاختلاف في الطريقة المتبعة في ترجمتها وفي مدى دقة المصطلح في اللغة الهدف، ونوع المصطلح المرادف، كما ستوضح النقطتان التاليتان بالتحديد.

ولنضرب مثلاً هنا بمصطلح "الزكاة". إذا بحثنا في طول اللغة الإنجليزية وعرضها عن مصطلح مرادف بكلمة واحدة لم نجد، مما يوحي للبعض لأول وهلة بأنه غير قابل للترجمة، وهذا غير دقيق؛ لأن الترجمة بهذا المفهوم الضيق للترادف المباشر - أي كلمة مقابل كلمة - غير واردة ولا مقبولة. فمفهوم الترادف أوسع من هذا بكثير. صحيح أن كلمة واحدة مثل charity أو alms ليست كافية؛ لأنها لا تنقل المعنى المقصود للزكاة، لكن إضافة كلمة أخرى مثل compulsory أو obligatory أو ordained للكلمتين السابقتين، قد يُقرب المعنى المطلوب كثيراً، فتصبح compulsory charity (أي صدقة مفروضة أو إلزامية). وهي قريبة جداً من معنى الزكاة المعروف لدينا. فالقضية قضية دقة هنا، حيث المصطلح الإنجليزي تقريبي وأقل دقة من المصطلح العربي الإسلامي، لكنه واضح إلى درجة مقبولة من حيث اختلافه عن الصدقة charity. هذا والنقاط التالية كفيلة بإعطاء مزيد من التوضيحات.

٣- أترجمة المصطلحات أم شرحها؟

هذا سؤال وجيه تفرضه طبيعة المصطلحات الإسلامية. إذ تقتضي في غالبيتها شرحاً توضيحياً باللغة المترجم إليها، يوضع عادة بين قوسين بعد المصطلح العربي المكتوب حرفياً بأحرف لاتينية، كما في الأمثلة التالية:

-مراحة (murābahah) (resale with a stated profit)؛

-إمغال (imghāl) (to bring forth a child every year).

-جهاد (jihād) (Holy war)؛

-مغرمون (mughramūn) (Left with debts for nothing)؛

-القبلة (qiblah) (prayers direction)؛

-المسجد الجامع ('al-masjid al-jāmi)؛

(the mosque where Friday prayer is conducted)

لكن رب قائل: إن هذه الشروحات إيضاحات، لا ترجمات. هذا صحيح، إذا ما فهمنا الترجمة بمفهوم الترادف الصّرف. أما إذا ما وسعنا دائرة فهمنا للترجمة على أنها أفضل رواية ممكنة في اللغة الهدف، سواء أكانت ترجمة مرادفة أم شرحاً. يبقى السؤال عما إذا كانت ترجمتنا لمصطلح إسلامي ما ترجمة أم شرحاً؟ مطروحاً بقوة حينما يكون الشرح المطلوب طويلاً جداً يتجاوز السطر والسطرين عند ترجمة مصطلحات إسلامية مثل الكعبة المشرفة، مقام إبراهيم، السعي، الاعتكاف، قيام رمضان، الظهار، صحيح البخاري، السنة، الشيعة، أهل الجماعة، زكاة الفطر، التابعون، المهاجرون، الأنصار، إلخ.

وتتعدد المسألة أكثر حينما يطول الشرح أكثر ليصل إلى عدة أسطر أو صفحة، وذلك بحجة توضيح المصطلح الإسلامي في اللغة الهدف، كتقديم شرح مستفيض عن الزكاة والصيام والحج ومناسكه والطلاق البائن بينونة صغرى وبينونة

كبى، والطلاق الرجعى، والوقف الإسلامى، إلخ. فى هذه الحالة والى سبقتها، لم تعد الترجمة ترجمة بل هى شرح لى مكانه النص بل الحواشى أو الملاحظات التى توضع فى آخر الترجمة. وهى فى هذه الحالة لىست جزءاً من النص المترجم بقدر ما هى معلومات وشروحات إضافية حوله. إذاً هناك فرق بين الترجمة والشرح. فالترجمة هى كلمة واحدة أو كلمتان أو بضع كلمات كأقصى حد ممكن لمصطلح واحد. أما ما زاد على ذلك فهو شرح لا مكان له فى النص المترجم.

٤-أنواع مرادفات المصطلحات الإسلامية

في خضم بحث المترجم عن المرادف المناسب للمصطلح الإسلامي في اللغة الأجنبية، تطرح مسألة نوع المرادف المستخدم: هل هو وظيفي، أو وصفي، أو ثقافي، أو ديني، أو إشاري، أو إيجائي، إلخ؟ الأمثلة التالية كفيلة بتوضيح هذه الأنواع:

١. المرادف الوظيفي: القبلة The prayer direction
٢. المرادف الوصفي أو الشرحي: المسجد الحرام
The Holy Mosque in Makkah where Ka'bah is
٣. المرادف الثقافي: زكاة (tax)^(١)
٤. المرادف الديني: البيت الحرام The Holy House of God
٥. المرادف الإشاري: فتوى verdict
٦. المرادف الإيجائي: بيت الطاعة Husband's house

وأكثر هذه المرادفات استخداماً في ترجمة المصطلحات الإسلامية هو المرادف الوصفي أو الشرحي، يليه الوظيفي، فالإشاري، فالديني، فالإيجائي، ثم الثقافي. مرد ذلك إلى أسباب تتعلق بالدقة والوضوح واليسر والتبسيط. لكن هذا ليس قاعدة عامة ثابتة تتبعها في ترجمة هذه المصطلحات، كما توضح الفقرة المتعلقة بطرائق ترجمة المصطلحات الإسلامية.

(١) انظر قول الباحث ص ١٩.

5- درجة فهم المصطلح الإسلامي المترجم

تفاوتت درجة فهم المصطلح الإسلامي المترجم من شخص إلى آخر، بحسب قرينه أو بعده من الإسلام واللغة العربية. فعند المسلم العربي مقومات تؤهله لفهم المصطلحات الإسلامية المترجمة أكثر من المسلم غير العربي الذي يفهم هذه المصطلحات بشكل أفضل من الأجنبي غير المسلم. لكن الصنف الأول من القراء -أي العربي المسلم- ليس مستهدفاً بهذه المصطلحات بل هو معني بترجمتها إلى اللغات الأجنبية أكثر من الصنفين الآخرين من القراء اللذين يستهدفان بها. لكن هذا لا يمنع من أن ينبري لترجمة هذه المصطلحات أشخاص ينتمون إلى هذين الصنفين ويدعون في ذلك، كما هي الحال مع المترجم عبد الله يوسف علي ومحمد مرمدوك وغيرهما كثير.

القضية الأساسية هنا مدى فهم المصطلح الإسلامي لدى قرائه من الصنفين الثاني والثالث. وهذا ما ينبغي للمترجم أن يضعه نصب عينيه. ولكي يتحقق له أقصى درجة ممكنة من الفهم عند هؤلاء القراء، هناك أمران أساسان ينصح بالانطلاق منهما، وهما:

1. الفهم الدقيق للمصطلح الذي يترجمه.
2. الافتراض بأن قارئ المصطلح المترجم لا يعرف شيئاً عنه أو عن الإسلام، أي يترجمه وكأنه يخاطب الأجنبي غير المسلم الذي ما زالت معرفته بالإسلام في المهد. يتيح هذا المنطلق الفرصة للمترجم أن يتخلى عن أي مسلمات عنده عن المصطلحات التي يترجمها. ولعل هذه المسلمات، وعجز المترجم عن إيجاد المرادف المناسب في اللغة الأجنبية، واستسهاله نسخ المصطلح العربي كما هو بأحرف لاتينية، لعل ذلك من أسباب التهافت على تحويل كثير من هذه المصطلحات ورسمها لفظياً بأحرف أجنبية دون أي تغيير يذكر، وأحياناً دون أي مرادف أو شرح

أو وصف باللغة المترجم إليها بين قوسين. حتى إن الأمر تفاقم عند بعض المترجمين إلى درجة نسخ مصطلحات عامة في اللغة كما هي بأحرف اللغة الأجنبية، مثل: فقير، ومسكين، وأمة، وسورة، وآية، ومنافقون، ومتقون، وشيطان، وسكينة، والصلاة، وكثير جداً من المصطلحات المألوفة. وهذه طريقة مؤسفة في الترجمة تعيق الفهم وتزيد من الإبهام. فما المانع من أن نقول؟

poor, needy, nation, chapter, verse, hypocrites, the righteous, Satan/devil, tranquility, prayer, etc.

أليست هذه المصطلحات مفهومة وميسرة؟ فلم الإبهام والإحجام عن استخدامها، حتى ولو توافقت المصطلحات المحولة بشرح بين قوسين، أو كان الهدف من وراء نسخها الترويج لها باللغة الأجنبية بغية ضمها إلى مفرداتها لاحقاً. هذه غاية محمودة، لكنها لا تتحقق بهذه الطريقة، كما أن ضم مصطلح ما إلى لغة أجنبية ليس بهذه البساطة. فأصحاب تلك اللغة هم الذين يضمونه أو لا يضمونه أولاً، وإذا ما قرروا ضم مصطلح ما فإنهم يضمون المصطلح الخاص الذي لا يجدون له مقابلاً مباشراً، أو على الأقل يلتبس مع مصطلح آخر في مدلوله.

لا شك أننا نشدُّ على يد المترجم الذي يستثمر المصطلحات التي دخلت اللغة الأجنبية، وبالتحديد هنا الإنجليزية رسمياً، وهي كثيرة الآن وعلى رأسها: "جهاد وحب وركاة وصلاة" ولكن بشرط أن يُتبعها بشرح بين قوسين. فهي - وإن كانت في معاجم اللغة الإنجليزية مثل ويبستر وكولينز وغيرهما - ليست معروفة لعامة الناس في كثير من الأحيان. وعلى أية حال هذا الباب مفتوح دائماً، بل نشجع عليه، على أن يكون المصطلح الإسلامي خاصاً في معناه، وأن يُرفق بشرح مقتضب بين قوسين. وبهذا يزول الإبهام من جهة، ويتم الشروع بإسهام جديد باقتراح مصطلح قد يدخل اللغة الأجنبية عما قريب رسمياً، أي يضرب المترجم عصفورين بحجر كما يقال.

٦- الجهود المبذولة في هذا الصدد

دأب العديد من العلماء والمترجمين، ولاسيما في السنوات العشرين الأخيرة على ترجمة معاني القرآن الكريم وأمّهات كتب السنة والفقّه مثل (صحيح البخاري) وكتاب (اللؤلؤ والمرجان فيما اتفق عليه الشيخان)، و (فقه السنة) و (رياض الصالحين) وغيرها إلى اللغة الإنجليزية. ومن أبرز هذه الجهود -ولا أدعي هنا مسحاً كاملاً للجهود كلها- ترجمة المترجم عبد الله يوسف علي للقرآن الكريم عام ١٩٣٤م وهي الأشهر وعلى الرغم من أن ترجمة محمد مرمدوك سبقتها بأربعة أعوام، أي عام ١٩٣٠م، والترجمة الثالثة هي التي تم إنجازها ونشرها في هذا المجمع المبارك، مجمع الملك فهد لطباعة المصحف الشريف عام ١٤١٩هـ (١٩٩٨م). هذه الجهود وكل جهد بُذل في خدمة كتاب الله تعالى والإسلام والمسلمين جهود عظيمة مأجورة إن شاء الله. ولكل من هذه الترجمات ميزات وخصائصها التي تنفرد بها، والتي تعبر عن وجهة نظر أصحابها في محاولتهم المستمرة للاقتراب ما أمكن من المعنى، وتحقيق أكبر قدر ممكن من الدقة في الترجمة. ولكنهم في اعتقادي الشخصي ما زالوا بعيدين عن تحقيق ذلك، وسيبقى الأمر كذلك إلى أن يرث الله الأرض ومن عليها. فكلام الله لا يرقى إليه كلام البشر في أي لغة على وجه الأرض، لا معنى ولا لغة ولا أسلوباً ولا نحواً ولا دلالة ولا وقعاً ولا إيقاعاً ولا صوتاً. وهذه الخصائص والمزايا ليست موضع بحث هنا.

تمتاز الترجمات الثلاث المذكورة بالمتابعة الحرفية لكل لفظة ومصطلح في القرآن الكريم سواء أذكرت أم أضمرت، أي تم ما يسمى في مصطلح نظرية الترجمة ملء الفُرج اللفظية التي لم تكن موحدة بالنسبة للترجمات الثلاث. مثلاً في أوائل سورة البقرة، قوله تعالى: ﴿ذَلِكَ أَلْكِتَابُ﴾ (البقرة: ٢) ترجمت عند يوسف علي

ومرمدوك بـ Book و Scripture على التوالي، دون أي إضافات شارحة بينما أضافت ترجمة المجمع "القرآن" بعد "الكتاب" بين قوسين.

وقوله: ﴿وَالَّذِينَ يُؤْمِنُونَ بِمَا أُنزِلَ إِلَيْكَ﴾ (البقرة: ٤)، "إليك" أتبعها

مرمدوك والمجمع بـ محمد (صلى الله عليه وسلم) أما يوسف علي فلم يفعل ذلك. تميزت ترجمة المجمع بكثرة هذه الزيادات اللفظية المضمرة في القرآن الكريم، ربما إلى درجة الإفراط سواء أكانت واضحة أم لا، ربما من منطلق التوضيح الزائد على اللازم، والتي لا أعتقد ضرورتها.

مما يميز يوسف علي ومرمدوك أيضاً: استخدامهما لألفاظ إنجليزية تعد الآن قديمة وليست جزءاً من مفردات الإنجليزية الحديثة: مثال: hath, thine, thee إلخ. وهي من لغة عصر شكسبير الذي يعد حقبة بدايات الإنجليزية الحديثة. ولعل السبب في ذلك محاولة استخدام لغة الإنجيل التي كانت إلى عهد قريب اللغة الإنجليزية القديمة. لكنها من ناحية أخرى سبب في الغموض والغرابة والصعوبة في الفهم، مما حدا بمترجمي طبعة مجمع الملك فهد أن يتخليا عنها ويستبدلا بها اللغة الإنجليزية الحديثة المبسطة، وكانا محقين في ذلك.

من جهة أخرى يميل يوسف علي وطبعة المجمع إلى الشرح والتفسير أكثر من مرمدوك، أما المجمع فقد أكثر من استخدام الرسم اللفظي والنسخ للكلمات العربية التي لها مقابل مباشر في الإنجليزية. وأسهب أحياناً في شرحها في متن النص المترجم، مما حول جزءاً جيداً من الترجمة إلى تفسير. مثلاً "المتقون" في الآية الثانية من سورة البقرة، مفسرة وبإسهاب وببنية قاعدية وليست مترجمة بالمعنى المعهود للترجمة، على النحو التالي:

[the pious believers of Islamic Monotheism who fear Allah much (abstain from all kinds of sins and evil deeds which He has forbidden) and love Allah much (perform all kinds of good deeds which He has ordained)].

شرح طويل جداً، ولا داعي له داخل النص على الأقل، ربما كلمة pious أو believers+righteous أدت المعنى دون هذا الشرح الطويل الذي لا حاجة له أصلاً لوضوح المصطلح.

أما عن المصطلحات المقترحة في الإنجليزية في الترجمات الثلاث، فبعضها موحد، وبعضها الآخر مختلف. مثلاً "إقامة الصلاة" في الآية الثالثة من سورة البقرة، تُرجمت ترجمة مباشرة إلى ما يقابلها في الإنجليزية steadfast in prayer; establish prayers عند يوسف علي، لكنها ترجمت إلى الكلمة العامة worship عند مرمدوك. أما في ترجمة الجمع فأبقيت على حالها بأحرف لاتينية مع حاشية في أسفل الصفحة تشرحها. ولكل فريق حجته. فاستخدام يوسف علي لمصطلح prayer الدقيق أقرب إلى الفهم العام للمصطلح الإسلامي عند غير المسلمين خاصة. أما worship فعلى الرغم من أنها إشارة إلى عبادة بشكل عام، فإنها أكثر ما تستعمل للإشارة إلى الصلاة في الكنيسة عند النصارى وغيرهم. لكن الإبقاء على إقامة الصلاة في ترجمة الجمع، ربما كان عائداً إلى التسليم بأن المصطلح معروف للمسلمين من العرب وغيرهم، ومحاولة إدراجها والتعود عليها في اللغة الإنجليزية، وكذلك التمهيد لشرحها بإسهاب في حاشية في أسفل الصفحة.

لا أعتقد أن في هذا الاختلاف بأساً، بل هو تنوع وإثراء وتعبير عن محاولات طيبة لتحقيق ما أمكن من الدقة في الترجمة.

والنقطة الأخيرة في هذه الترجمات تخص الاتساق consistency في استخدام المصطلح الإنجليزي نفسه هل تحقق أو لا عند ترجمة المصطلح الإسلامي. فالجميع يحاولون تحقيق ذلك، ولكن لم ينجحوا جميعاً بالدرجة نفسها. فمرمدوك مثلاً يترجم الصلاة مرة بـ worship وأخرى بـ prayer، وإقامة الصلاة مرة بـ establish worship وأخرى بـ constancy of prayer لكنه يترجم الزكاة دائماً بـ poor-due. أما يوسف

علي فيترجم إقامة الصلاة مرة بـ steadfast in prayers وأخرى بـ establish regular prayers وثالثة بـ regular prayer والزكاة بـ regular charity مرة، وأخرى بـ charity . أما المجمع فأكثر اتساقاً في المصطلحات، ولا سيما أنه يقي على مثل هذه المصطلحات كما هي بالعربية بأحرف لاتينية مع شرحها مباشرة بين قوسين، أو لاحقاً في حاشية.

أما الجهود الكبيرة الأخرى التي بذلت في هذا الصدد فهي تأليف معاجم المصطلحات الإسلامية. أذكر منها هنا أربعة على سبيل المثال لا الحصر:

١. معجم لغة الفقهاء: عربي-إنجليزي-فرنسي مع كشاف إنجليزي-عربي- فرنسي، لمحمد رواس قلعه جي وحامد قنيسي وقطب سانو-وهو من منشورات دار النفائس-الرياض ١٩٩٦م.

٢. معجم المصطلحات الدينية: عربي-إنجليزي/إنجليزي-عربي، لعبد الله أبو عشي المالكي وعبد اللطيف الشيخ إبراهيم-من منشورات مكتبة العبيكان ١٩٩٧م.

٣. معجم الألفاظ الإسلامية: عربي-إنجليزي/إنجليزي-عربي، لمحمد الخولي-عمان ١٩٨٩م.

٤. قاموس المصطلحات الإسلامية: عربي-إنجليزي، لشحادة فارح وإبراهيم أبو عرقوب-عمان ١٩٩٧م.

هذه الأعمال كلها قيمة وتؤدي خدمة جليلة للمصطلح الإسلامي. ولكن أهمها وأبرزها المعجم الأول، معجم لغة الفقهاء الذي يربو على ٦٥٠ صفحة. يقدم الشرح الفقهي الواضح لكل مصطلح إسلامي ثم يعطي مقابله الإنجليزي والفرنسي بدقة وبأقل عدد ممكن من الكلمات. وهو في ذلك نموذجي ويعتد به مرجعاً موثقاً للمصطلحات الإسلامية. وقد أحسن استخدام المصطلح الإنجليزي والفرنسي

المرادف. لكنه أغفل أحياناً ذكر المصطلح الإسلامي المحول والمقرر رسمياً في اللغتين. إذ بينما أورد "جهاد" و "زكاة" في الإنجليزية، لم يورد "فقه" أو "شريعة" مثلاً. وهناك ميزة أخرى تسجل لهذا المعجم الممتاز، ألا وهي اقتصاره على مصطلح واحد مرادف في اللغة الأجنبية في معظم الأحيان، ومصطلحين في أحيان قليلة إذا ما اقتضت الضرورة، وكانا يؤديان المعنى ذاته.

والمعجم الثاني من حيث الأهمية: هو "معجم المصطلحات الدينية" الذي يقع في حوالي ٣٢٥ صفحة في جزأيه الإنجليزي والعربي. يقتصر على إعطاء المترادفات في اللغتين الإنجليزية والعربية، مع تعدد المترادفات، شأنه في ذلك شأن القواميس التي من هذا النوع. يقدم عدداً لا بأس به من المصطلحات والمترادفات في اللغتين. يعتمد كثيراً على إعطاء المصطلح المرادف وشرحه باللغة الإنجليزية، ويجتهد واضعاه في ذلك اجتهاداً حسناً في كثير من الأحيان. ومن إضافاته المتميزة ملحقات، الأول مختصر لكنه مفيد بعنوان: "عبارات وأقوال مأثورة"، قد وجدت فيه العبارات لكنني لم أجد فيه الأقوال المأثورة، بل وجدت أدعية وأحاديث وأقوالاً عن الرسول صلى الله عليه وسلم وعبارات ذم. لذا نأمل أن يكون العنوان: "عبارات وأدعية مشهورة" أو ما شابه ذلك مما يتلاءم مع محتواه ومع عنوانه بالإنجليزية. الملحق الثاني وهو الأهم، فيه شرح مفصل ودقيق لمجموعة من المصطلحات الدينية الهامة باللغة الإنجليزية. وهذا جهد طيب يشكر عليه صاحبا، ويؤجران إن شاء الله تعالى.

المعجم الثالث من حيث الأهمية: معجم الألفاظ الإسلامية الذي يقع في حوالي ٢٤٠ صفحة، بذل فيه الدكتور محمد الخولي -المعروف بمجهوداته الكبيرة في مجال المعاجم- جهداً طيباً اعتمد فيه على إعطاء المرادف المباشر الدقيق ما أمكن للمصطلح الإسلامي. وهو إسهام جيد يستفاد منه كثيراً، مع ضرورة توخي الحذر في اختيار المصطلح المناسب في حال تعدد المصطلحات المرادفة في الإنجليزية. مثلاً

"فرائض" مترجمة بـ enjoined duties+obligation وكذلك بـ laws of inheritance+prescribed shares of inheritance إذ في حين يخص المصطلحان الأوليان فرائض الإسلام بشكل عام، وبخاصة الأركان، يتعلق المصطلحان الأخيران بقوانين الميراث، ولا يفصل بين المعنيين سوى السياق الذي لم يشر إليه في المعجم. أما المعجم الرابع، قاموس المصطلحات الإسلامية، فشبيهه جداً بالمعجم السابق ويعطي مجموعة جيدة من مرادفات المصطلحات الإسلامية بالإنجليزية، مع تركيز على المصطلح بالإنجليزية ثم مرادفه بالعربية. وهو مختصر ويعوز بعض مصطلحاته الدقة في الإشارة مثال: دعاء invocation+prayer . ومع ذلك يعتبر جهداً طيباً من واضعيه يثري ترجمة المصطلح الإسلامي من الإنجليزية وإليها. تبقى ثلاث نقاط مهمة حول هذه المعاجم:

أولها: نقطة الاختلاف بينها في ترجمة المصطلح الواحد. وهذا أمر طبيعي وبخاصة أنها مجهودات فردية. لكن هذا لا يقلل من شأنها على الإطلاق. كما أن مثل هذا الاختلاف يصبح ميزة إذا ما فهمناه على أنه يعطينا مساحة جيدة للاختيار بين مترادفات عدة، بدل الاقتصار على مترادف واحد. كما أن هذا الأمر أخف ضرراً بكثير مما لو كان المصطلح الإسلامي غير مترجم على الإطلاق. حينها تتفاقم المشكلة.

النقطة الثانية عن هذه المعاجم: وهي عجزها مجتمعة عن الوفاء بالمصطلحات الإسلامية كلها وهذا أمر عادي أيضاً، وذلك لأن هذه المصطلحات أكثر مما يظن الكثيرون، واستيعابها بشكل كامل أمر ليس باليسير، ولكنه ممكن. وهذا ليس عيباً. على العكس هذه شهادة لها ولأصحابها بمجهوداتهم الضخمة التي قدمت حلولاً جيدة لمشكلة ترجمة معظم المصطلحات الإسلامية إلى الإنجليزية بشكل خاص. وأيُّ جهد في هذا الاتجاه له قيمته وأثره وأجره إن شاء الله.

النقطة الثالثة والأخيرة عن هذه المعاجم مجتمعة: وهي قصور المصطلح الإنجليزي أحياناً عن التعبير الدقيق عن المدلولات والمضامين الإسلامية لمصطلحات العبادات بشكل خاص وكيفية أدائها. وسأورد مزيداً من التفاصيل عن هذه النقطة بعد قليل في الفقرة التالية.

لعل من الإسهامات الضخمة في ترجمة المصطلح الإسلامي الترجمات التي صدرت أو المقترحة لبعض كتب الحديث والفقهاء مثل (صحيح البخاري) و (فقه السنة) و (رياض الصالحين) وغيرها إلى الإنجليزية. منها ما نشر هنا في المملكة ومنها ما نشر في مصر ومنها ما نشر في الهند وباكستان ودول إسلامية أخرى. فقد بذل مترجموها وسعهم ونجحوا في اعتقادي نجاحاً باهراً بفضل الله تعالى. لا شك أنهم اختلفوا في طريقة تعاملهم مع المصطلحات الإسلامية، وكذلك في ترجماتهم لها. ولكنهم اتفقوا في أكثر من نقطة في ذلك. اعتمدوا جميعاً على تحويل المصطلح الإسلامي كما هو بأحرف لاتينية أولاً، ثم أعطوا معناه الحرفي المباشر، ثم شرحوه في سياقه الوارد في الكتاب المترجم، دون حاجة إلى حواشٍ وملحوظات. لذا كانت هذه المصطلحات أوضح في اللغة الإنجليزية للمسلمين ولغيرهم من قراء الإنجليزية. ساعد على ذلك طبعاً الدقة الجيدة في الترجمة وطبيعة كتب الفقه التي تعطي الفرصة للمترجم لتوضيح أي مصطلح مبهم وشرحه من خلال النص نفسه، وحرية أكثر في استخدام طرق الترجمة وإجراءاتها بحيث تتضافر لتوضيح المصطلح المعني.

لكن مع هذا كله تبقى حقيقة تنسحب على هذه الجهود الطيبة وأي جهد يبذل في هذا المجال، مجال ترجمة المصطلحات الإسلامية إلى أي لغة أجنبية، ألا وهي: أن أي ترجمة لأي مصطلح إسلامي هي ترجمة تقريبية قاصرة في معناها عن الاحتواء الدقيق والكامل لأبعاد هذا المصطلح كما يُفهم في الدين الإسلامي الفهم الصحيح. وهذا الأمر سواء بالنسبة للمسلمين من غير العرب ولغير المسلمين، اللهم

إلا إذا كان المسلم القارئ للنص الأجنبي لا يعرف مدلول المصطلح الديني الصحيح. في هذه الحالة يصبح الأمر سواء بينه وبين غير المسلم الذي لا يعرف شيئاً عن الإسلام. أقصد بهذا كله أن مدلول المصطلح الإسلامي ليس كمدلول المصطلح المترجم في اللغة الأجنبية، ولا سيما إذا كان القارئ نصرانياً أو يهودياً أو وثنياً. فمدلول prayer (الصلاة) في الإنجليزية ليس سواء للجميع، أي صلاة النصراني ليست كصلاة اليهودي أو الوثني. وهذه كلها مختلفة اختلافاً كلياً عن مفهوم الصلاة عندنا. لذا يعد المصطلح الإنجليزي مصطلحاً تقريبياً يقرب الأمر إلى أذهان غير المسلمين، أي يفهمون منه أن عند المسلمين صلاة، ولكن كيف؟ هذا مما لا يستطيع المصطلح الإنجليزي أن يتضمنه.

كذلك الشأن بالنسبة للحج. فالنصراني واليهودي وحتى الهندوسي يحجون. ولكن شتان بين مفهومهم ومفهومنا للحج. لذا فإن مصطلح pilgrimage تقريبي وليس لمدلوله أي علاقة بمدلوله الإسلامي. بل هو مصطلح عام يشير إلى أن المسلمين يحجون. ينسحب هذا على مصطلح jurisprudence الذي يستخدم عادة لترجمة "فقه". فهو لا يمت بصلة مباشرة إلى مفهوم الفقه في الإسلام. فمعناه الدقيق بالإنجليزية: علم القانون أو فلسفته (science or philosophy of law). حتى إن قاموس المورد -إنجليزي/عربي- وهو من أشهر القواميس وأقدمها، لم يورد معنى فقه لهذا المصطلح حتى في طبعاته الحديثة. كما أن "الشريعة" تترجم بـ Islamic Law (أي القانون الإسلامي) والقانون ليس تماماً كالشريعة. أيضاً مصطلح fasting (الصيام) ليس له مدلول الصيام في الإسلام، ولا مصطلح "الذكر" (remembrance) دال على مفهوم ذكر الله في ديننا الحنيف. وكذا الأمر بالنسبة لتسميات الصلوات الخمس. لا يمكن لأي إنسان غير مسلم ولا يعرف عن الإسلام شيئاً ولا عن هذه الصلوات أن يفهم بالضبط معنى صلاة

الصبح/ الفجر وصلاة الظهر والعصر والمغرب والعشاء، دع عنك عدد ركعات كل واحدة، وماذا نقرأ فيها؟ وكيف نؤديها؟ والفرض والسنة في كل منها والسنن الرواتب وغير الرواتب، وما إلى ذلك.

هذا هو حال ترجمة المصطلحات الإسلامية بشكل عام. لا تفهم في اللغة الأجنبية الفهم الحق المطلوب إلا إذا كان قارئها مسلماً عارفاً بأمور دينه. وإلا فهي مرادفات تقريبية تعطي فكرة عامة عن مفهوم من مفاهيم الإسلام. لا شك أن الشرح والتفسير كفيلاً بإعطاء إيضاحات أكثر وتقريب الفكرة أكثر وتبيين المدلولات الرئيسة، لكن تبقى هذه شروحاً وتفسيرات وإيضاحات، وليست ترجمات، من جهة، ولا تصل إلى درجة التطابق الكامل مع المصطلح الإسلامي فلا تصل إلى ١٠٠ بالمئة بأي شكل من الأشكال. على أية حال، ليس مطلوباً من المترجم أن يحقق النسبة التامة، فنسبة ٧٠-٨٠% نسبة ممتازة.

٧- أهم مشاكل ترجمة المصطلحات الإسلامية

تتلخص أهم هذه المشاكل فيما يلي:

١. غياب المصطلح الإسلامي في اللغة الهدف مما يجعل ترجمته أكثر صعوبة. مثلاً: "زكاة" ليست charity وهذا المصطلح الإنجليزي يدل على "صدقة" وتكون طوعية. أما الزكاة فمفروضة ولا خيار للمسلم فيها، ولا وجود لها في الإنجليزية. لذا ربما كان إضافة كلمة مفروضة/الزامية: compulsory/obligatory إلى charity تجعلها أقرب إلى مفهوم الزكاة في الإسلام. هذا صحيح ربما لم يكن بإمكانهم تقديم ما هو أجود مما عملوا. ولكن compulsory charity تعد متناقضة بالنسبة للقارئ الإنجليزي، لأنه لا وجود لصدقة مفروضة. فالصدقة دائماً طوعية بالنسبة له. لكن هذا لا يمنع من فهمه للمصطلح الغريب "صدقة مفروضة" فهماً عاماً يؤدي الغرض. كذلك الشأن بالنسبة للمصطلحات الإسلامية التي ليست من مفردات اللغة الأجنبية ومفاهيمها أو مفاهيم الديانات الأخرى، كالجهاد، والحديث الشريف ومصطلحاته كالإسناد والتخريج ومراتب الحديث وأنواعه، والبيت الحرام، ومناسك الحج، وزكاة الفطر، والقيام، وغيرها كثير.
٢. خصوصية المصطلح الإسلامي من حيث مدلوله وأدائه والعاطفة الدينية الخاصة تجاهه. وضرربنا على ذلك مثلاً في الفقرة السابقة بالصلاة والشريعة الإسلامية والصيام والفقهاء، والأمثلة كثيرة. فهذه المصطلحات موجودة في الإنجليزية بمترادفات مباشرة، لكن هذه المترادفات لا تحمل خصوصية المصطلحات الإسلامية والشحنة العاطفية الدينية والروحانية التي ترافقها. فالصلاة ليست مجرد عبادة تؤدي بطريقة معينة بعدد معين من الركعات وفي

أوقات معينة، بل هي أولاً وقبل كل شيء وقوف بين يدي الله بخشوع وخضوع وتذلل لله تعالى. على أية حال لا يعني هذا أن الترجمة خاطئة أو مرفوضة في مثل هذه الأمثلة، بل المقصود هنا أنها لا تستطيع أن ترقى إلى الأصل في كل شيء وهي صحيحة إذا عددناها نقلاً للفكرة، لكنها خالية من هذه الخصوصية.

٣. صعوبة التعبير عن المصطلح الإسلامي بلغة أجنبية. وهذا عائد إلى عدم وجود أي أثر لهذا المصطلح في لغة الترجمة. لنأخذ "الاعتكاف" مثلاً: هل هو:

Prayer in seclusion?

Seclusion in the mosque with the intention of worshipping Allah only? or

Retiring into mosque for worship, especially in the last ten days of Ramadan?

ينطبق هذا أيضاً على مصطلحات كثيرة محيرة في التعبير عنها بالإنجليزية، مثل: مقام إبراهيم، صحيح البخاري، الظهر، إحرام، ميقات، تيمم، وغيرها كثير، لا شك أن المترجم يكون في وضع حرج أمام هذه المصطلحات. ولكن ما عليه إلا أن ينقل المصطلح الإسلامي بأقل ما يمكن من الكلمات، وإذا احتاج الأمر، يلجأ إلى حاشية في ذيل الصفحة، أو في آخر النص. ليس له مخرج آخر إلا ذلك، وهو مخرج مقبول شريطة ألا يبالغ في ذلك.

٤. تضارب المترادفات مع المصطلح الإسلامي. وأوضح مثال على ذلك مشكلة مصطلح تعدد الزوجات، حينما نبحث في المعاجم المتخصصة نجد أن هذا المصطلح مترجم خطأ بـ bigamy أو polygamy لأن هذين المصطلحين سلبيان ويستخدمان للتعبير عن جريمة تعدد الزوجات — في

المجتمعات الغربية- أو الأزواج. وقد ورد في معجم ويبستر الموسوعي طبعة عام ١٩٩٦م التعريف التالي لمصطلح bigamy :

The crime of marrying while one has a wife or husband still living, from whom no valid divorce has been effected.

باختصار: هو جريمة تعدد الزوجات أو الأزواج. ترى هل يقبل أحدنا أن ينعى تعدد الزوجات بالجريمة؟ من ناحية أخرى، كيف يستعمل مصطلح في الإنجليزية يساوي بين تعدد الزوجات والأزواج؟ إذاً المصطلح مرفوض لسببين قويين لا يمتان بصلة إلى شرعنا الإسلامي، ومفهوم تعدد الزوجات بمفهوم الإنجليز هو polygyny. على أية حال، لا يتنقل أي من هذه المصطلحات مسألة تعدد الزوجات في الإسلام. ربما يصلح مصطلح مثل polymarriage/multimarriage وإن كان غير متعارف عليه في الإنجليزية أو إضافة Legal لمصطلح polygyny يصلح من الأمر وينقل المعنى العام للمصطلح الإسلامي بمعنى تعدد زوجات شرعي أو قانوني، وإن كان هناك تعارض بين المصطلحين الإنجليزين بالنسبة للإنجليزي لأول وهلة، لكنه كفيل بتوضيحه على أنه تعدد مشروع.

٥. التعارض الثقافي: هناك من المصطلحات الأجنبية ما يتعارض ثقافياً مع مرادفاتنا الإسلامية، لا بد من أخذ حذرنا منها في الترجمة. مثلاً "الزكاة" مترجمة ومشروحة في قواميس اللغة الإنجليزية ويبستر وكولينز وغيرهما على أنها (tax) ضريبة. وهذا غير مقبول في مفهومنا للزكاة في الإسلام. وقد ورد أنفاً ذكر الترجمات الأنسب لها. أيضاً ترجمة جهاد بـ war (حرب) أو فتوحات إسلامية بـ Islamic Colonization (استعمار إسلامي) وما شاكلها غير مقبولة مطلقاً. فالجهاد ليس مجرد حرب، بل قتال في سبيل الله، أو حرب مقدسة (Holy war) على أقل تقدير. كما أن الفتوحات الإسلامية ليست استعماراً بأي شكل من الأشكال، بل هي جهاد في سبيل الله

وفتح للبلاد لنشر الإسلام دين الرحمة والعدل. لذا فإن المصطلح المقبول في الإنجليزية هو conquests.

٦. الفرّج اللفظية: كثير من المصطلحات الإسلامية بحاجة إلى أكثر من مصطلح أجنبي واحد لترجمة كل منها، لأن الاقتصار في ترجمتها المباشرة على مصطلح مرادف واحد يُقَي عليها غامضة. بعبارة أخرى: هناك مصطلحات إسلامية غامضة إذا ما ترجمت كما هي، لذا لا بد من توضيحها بإضافة كلمة أو كلمتين باللغة الأجنبية فقولنا عن "اعتكاف" seclusion لا يكفي؛ لأنه ليس مجرد انعزال أو عزلة، بل هو عبادة خاصة في المسجد سبق لنا ترجمتها. كذلك الحال بالنسبة لـ "طواف": فكلمة circumambulation هي طواف أو دوران حول أي شيء. لكنه كمصطلح إسلامي هو طواف حول الكعبة المشرفة بوصفه عبادة عظيمة. إذاً هناك شيء ناقص في الترجمة في هذه الحالة ينبغي للمترجم سده بإضافته مثلاً: around the Ka'bah (حول الكعبة) لتوضيحه.

٧. الصديقات المزيفات: وهي المصطلحات الأجنبية المطابقة ظاهراً لمصطلحات إسلامية والمختلفة ضمناً في معناها عنها. مثل هذه المصطلحات فخ قد يقع فيه بعض المترجمين. والمثال على هذه المصطلحات: لفظة "فقير" الموجودة في الإنجليزية بهذا اللفظ تماماً وبكتابات أربع: "fakir, faqir, faquir, fakeer" وهي لا تمت في معناها بصلة لمعنى فقير بمعنى المحتاج أو المسكين، بل هي إشارة إلى أحد أفراد جماعة دينية إسلامية أو هندوسية كما تقول مراجع اللغة الإنجليزية المعتمدة، على أن أصلها من كلمة "فقير" العربية بمعنى poor لكنها لم تعد مرادفة لها، لذا لا بد للمترجم من توخّي الحذر والدقة عند وجود مثل هذه المصطلحات.

٨- طرائق ترجمة المصطلحات الإسلامية والحلول المقترحة

تتناول هذه الطرائق كيفية التعامل مع ترجمة المصطلح الإسلامي، والطريقة أو الطرق المتوخى اتباعها في ذلك. إنها بعبارة أخرى الحلول المقترحة للتغلب على مشاكل ترجمة المصطلحات الإسلامية وهي مرتبة حسب الأفضلية وحسب توافرها وإمكان تطبيقها ونوعية النص الإسلامي المترجم:

١. الترجمة الحرفية المباشرة: الكتاب (the Book/Scripture).
٢. المرادف المباشر+مصنّف/كلمة شارحة: هذه الكلمة موضحة لنوع الكلمة التي تصفها نظراً لاحتمال عدم وضوحها لقارئ اللغة الإنجليزية: صوم رمضان (fasting of the month of Ramadan) أضيفت هنا كلمة "شهر" لبيان رمضان.
٣. المرادف المباشر: صلاة (prayer)، عبادة (worship)، صيام (fasting)؛ إلخ.
٤. الترجمة الحرفية المباشرة مع الشرح: وذلك حينما لا تفي الترجمة الحرفية بالغرض وتحتاج إلى توضيح. مثال: الطواف (circumambulation around the Ka'bah). أضيفت عبارة "حول الكعبة" لتحديد الطواف حول ماذا كعبادة. مثال آخر: "الحجر الأسود" (the Black stone: the holy stone niched in the Ka'bah). أضيفت عبارة "الحجر المقدس" الموضوع في الكعبة، لكي تتضح.
٥. الشرح: حينما لا يوجد مرادف مباشر أو غير مباشر للمصطلح الإسلامي، ولا تجدي الترجمة الحرفية ولا المصنّف نفعاً، يلجأ المترجم إلى الشرح المقتضب ما أمكن. مثال: "زكاة الفطر": (a compulsory charity to be delivered by every Muslim towards the end of Ramadan, the month of fasting)

٦. الرسم اللفظي مع الشرح: يمكن في حال الغياب الكامل للمصطلح الإسلامي في اللغة الهدف، أن يلجأ المترجم كحل أخير إلى رسمه تماماً كما يلفظ في اللغة العربية بأحرف لاتينية (ما اصطلاح عليه بالإنجليزية prescription/transference/transliteration)، ثم يشرحه باللغة الأجنبية. مثال: الكعبة (Ka'bah: the House of Allah and the direction of prayers) وهذه الطريقة في الترجمة مطلوبة حتى في حال الاعتراف رسمياً بالمصطلح الإسلامي العربي وضمه إلى اللغة الأجنبية، لسبب بسيط وهو أنه قد لا يكون معروفاً لقاعدة عريضة من القراء. وقد أوردنا أعلاه أمثلة عديدة على مثل هذا النوع من المصطلحات، منها: فقه، وشريعة، وزكاة، وصلاة، وحج، وعمرة، إلخ.

هذه الإجراءات والحلول المقترحة لترجمة المصطلحات الإسلامية هي في الوقت ذاته مراحل ترجمتها وخطوات يمكن للمترجم أن يتبعها حسب ترتيبها وفقاً لأفضليتها. لكن لا بد من أخذ نوع النص وطبيعة الترجمة المطلوبة له بعين الاعتبار. مثلاً، الترجمة المقتضية للقرآن الكريم والمقتصرة على الترادف المباشر لمعانيه، تقتضي اتباع هذه المراحل بدقة. أما الترجمة التفسيرية المطولة لكتاب الله تعالى فرمما تعطي أولوية للترجمة الحرفية المباشرة المتبوعة بالشرح، وللشرح، وللرسم اللفظي مع الشرح الموسع أو المقتضب. أما في ترجمة كتب الفقه، فالأولوية ربما للمرحلة الأخيرة المذكورة آنفاً نظراً لأن طبيعة النص المترجم تسمح بذلك من خلال تكفل السياق بشرح المصطلح المحول بحروف لاتينية. أما في حال ترجمة نص قصير جداً ككشف درجات توصية جامعية من كلية الشريعة أو الدعوة وأصول الدين مثلاً، فالاختصار الشديد مطلوب، وتكون الأولوية للمرادف المباشر أو الترجمة الحرفية المقتضبة، أو للرسم اللفظي للمصطلح باللاتينية -مرافقاً إذا ما كان ذلك ضرورياً- بكلمة أو كلمتين شارحتين على أبعد تقدير.

٩- خاتمة: ملخص ترجمة المصطلحات الإسلامية

تعد ترجمة المصطلحات الإسلامية بحق من أهم التحديات والضغوط الملحة التي تستدعي تزايداً مطرداً من الاهتمام والتصدي لها على أسس علمية وبدقة وتنسيق أكثر مما هو قائم بين مؤسسات إسلامية منها -مجمع الملك فهد لطباعة المصحف الشريف- هذه المؤسسة الوطيدة، وذلك نظراً للانتشار الكبير والسريع للدين الإسلامي في شتى بقاع الأرض، وازدياد الحاجة يومياً -وعلى كل الأصعدة- لمعرفة هذا الدين الحنيف، وباللغات العالمية المختلفة، وليس بالإنجليزية فحسب، كما بيّن في هذا البحث، يمكن التعامل مع مشاكل ترجمة المصطلحات الإسلامية بطرق عدة وإجراءات وحلول مختلفة ومراحل علمية واضحة. وما بذل من جهود عظيمة في هذا المجال الأكبر دليل على إمكان ترجمة هذه المصطلحات على الرغم من التعقيدات الكثيرة التي يطرحها عدد كبير منها. وقد تم التغلب على كثير منها ولو بترجمات تقريبية، وقد مقبولة بل وجيدة. ولعل ما يبذل من جهود وما سيبذل في المستقبل في هذا الصدد كفيل بوضع طريقة علمية دقيقة منظمة لترجمة المصطلحات الإسلامية وإنجاز أكبر قدر ممكن من ترجمتها من خلال ترجمة أمهات كتب الفقه والتفسير وعلم الحديث ماضياً وحاضراً ومستقبلاً إن شاء الله تعالى. ولعل هذا البحث خطوة على الطريق.

والله ولي التوفيق. والسلام عليكم ورحمة الله وبركاته

المراجع

١. بيتر نيومارك، **A Textbook of Translation** 1988 (برينتيس هول، المملكة المتحدة).
٢. حسن سعيد غزالة؛ **الجامع في الترجمة، ترجمة** 1988 A Textbook of Translation، بيتزنيومارك(مالطا، فاليتا، إيلجا، ١٩٩٢م).
٣. شحدة فارح، إبراهيم أبو عرقوب، **قاموس المصطلحات الإسلامية: عربي- إنجليزي** (دائرة المكتبة الوطنية، عمان، ١٩٩٧م).
٤. عبد الله أبوعشي المالكي، وعبد اللطيف الشيخ إبراهيم، **معجم المصطلحات الدينية: عربي- إنجليزي/ إنجليزي-عربي** (مكتبة العبيكان، الرياض، ١٩٩٧م).
٥. عبد الله يوسف علي، **معنى القرآن الكريم باللغة الإنجليزية**، (دار تاه، لندن، ١٩٣٤م).
٦. عبد المجيد خوكار، ومحمد سعيد دباس، وجمال الدين زربوزو، **ترجمة فقه السنة** (للسيد سابق)، الجزء الثاني، إلى اللغة الإنجليزية(دار الفتح للإعلام العربي، القاهرة، ١٤٠٧هـ).
٧. تقي الدين الهلالي، محسن خان، **القرآن الكريم وترجمة معانيه إلى اللغة الإنجليزية** (مجمع الملك فهد لطباعة المصحف الشريف، المدينة المنورة، المملكة العربية السعودية ١٤١٧ هـ).
٨. محمد أمين، وأبو أسامة العربي بن رذوق، **ترجمة رياض الصالحين** (للإمام النووي) إلى اللغة الإنجليزية (دار السلام، المملكة العربية السعودية، الرياض، ١٩٩٩م).

٩. محمد رواس قلعه جي، وحامد صادق قنبيبي، وقطب مصطفى سانو، معجم لغة الفقهاء: عربي-إنجليزي-فرنسي (دار النفائس الرياض، ١٩٩٦م).
١٠. محمد سعيد دباس، وجمال الدين زربوزو، ترجمة فقه السنة (للسيد سابق)، الجزء الأول، إلى اللغة الإنجليزية (دار الفتح للإعلام العربي، القاهرة، ١٤٠٦هـ).
١١. محمد علي الخولي، معجم الألفاظ الإسلامية: عربي-إنجليزي/إنجليزي-عربي (صويلح، عمان، ١٩٨٩م).
١٢. محمد مرمدوك بيكتال، ترجمة القرآن الكريم إلى اللغة الإنجليزية (جوج آلن وأنوين، لندن، ١٩٣٠م).
١٣. قاموس المورد: إنجليزي-عربي (دار العلم للمالين، بيروت، ١٩٩٦م).
١٤. معجم كولينز الألفي للغة الإنجليزية (باللغة الإنجليزية) (مطبعة يورك، هاربركولينز، جلاسكو، المملكة المتحدة+مكتبة لبنان، ٢٠٠٠م).
١٥. معجم ويبستر الموسوعي الموسع للغة الإنجليزية (باللغة الإنجليزية) (جرامسي بوكس، نيويورك، ١٩٩٦م).
١٦. المنجد الإنجليزي-العربي، (المكتبة الشرقية، بيروت، ١٩٨٦م).

فهرس الموضوعات

- ١- مقدمة: تعريف المصطلح الإسلامي..... ١
- ٢- قابلية المصطلحات الإسلامية للترجمة..... ٢
- ٣- أترجمة المصطلحات أم شرحها؟..... ٣
- ٤- أنواع مرادفات المصطلحات الإسلامية..... ٥
- ٥- درجة فهم المصطلح الإسلامي المترجم..... ٦
- ٦- الجهود المبذولة في هذا الصدد..... ٨
- ٧- أهم مشاكل ترجمة المصطلحات الإسلامية..... ١٧
- ٨- طرائق ترجمة المصطلحات الإسلامية والحلول المقترحة..... ٢١
- ٩- خاتمة: ملخص ترجمة المصطلحات الإسلامية..... ٢٣
- المراجع..... ٢٤
- فهرس الموضوعات..... ٢٦

ترجمة المصطلحات الإسلامية: مشاكل وحلول

د/حسن بن سعيد غزالة

بسم الله الرحمن الرحيم

1- مقدمة: تعريف المصطلح الإسلامي

المصطلح الإسلامي: هو باختصار كل لفظ أو تعبير أو مفهوم جديد في اللغة العربية مصدره القرآن الكريم والسنة النبوية الشريفة والفقهاء الإسلاميين. يشتمل هذا على ثلاثة أنواع من المصطلحات في اللغة:

1. النوع الأول: مصطلحات جديدة لم تكن جزءاً من مفردات اللغة العربية أصلاً: مثل الزكاة والجهاد والقرآن الكريم والشهادة والاستشهاد، ومصطلحات القيامة والجنة والنار، ومناسك الحج إلخ.
2. النوع الثاني: مصطلحات موجودة أصلاً في اللغة العربية ولكن بمفهوم جديد أو بُعد دلالي جديد، مثل الصلاة والصوم والحج وأوقات الصلوات الخمس، والطهارة، والوضوء، والعبادة، والدعاء، والطواف، والسعي، والصدقة، والغزوة، والسرية، والشرك، إلخ.
3. النوع الثالث: المصطلحات الإسلامية التي وافقت مصطلحات في اللغة العربية شكلاً ومضموناً، مثل: الكعبة، الجزية، الحرب، السلم، الخراج، العذاب، العقاب، المنافق، المؤمن، الكافر، إلخ.

٢- قابلية المصطلحات الإسلامية للترجمة

المصطلحات الإسلامية قابلة للترجمة، شأنها شأن أي نوع من المصطلحات الأخرى، وليس كما يُظن خطأً أن كثيراً منها ومن غيرها من المصطلحات ذات الصيغة الثقافية والأدبية والشعرية خاصة، غير قابل للترجمة؛ إذ ثمة قاعدة عامة تقول: لا شيء في اللغة غير قابل للترجمة، إنما الاختلاف في الطريقة المتبعة في ترجمتها وفي مدى دقة المصطلح في اللغة الهدف، ونوع المصطلح المرادف، كما ستوضح النقطتان التاليتان بالتحديد.

ولنضرب مثلاً هنا بمصطلح "الزكاة". إذا بحثنا في طول اللغة الإنجليزية وعرضها عن مصطلح مرادف بكلمة واحدة لم نجد، مما يوحي للبعض لأول وهلة بأنه غير قابل للترجمة، وهذا غير دقيق؛ لأن الترجمة بهذا المفهوم الضيق للترادف المباشر - أي كلمة مقابل كلمة - غير واردة ولا مقبولة. فمفهوم الترادف أوسع من هذا بكثير. صحيح أن كلمة واحدة مثل charity أو alms ليست كافية؛ لأنها لا تنقل المعنى المقصود للزكاة، لكن إضافة كلمة أخرى مثل compulsory أو obligatory أو ordained للكلمتين السابقتين، قد يُقرب المعنى المطلوب كثيراً، فتصبح compulsory charity (أي صدقة مفروضة أو إلزامية). وهي قريبة جداً من معنى الزكاة المعروف لدينا. فالقضية قضية دقة هنا، حيث المصطلح الإنجليزي تقريبي وأقل دقة من المصطلح العربي الإسلامي، لكنه واضح إلى درجة مقبولة من حيث اختلافه عن الصدقة charity. هذا والنقاط التالية كفيلاً بإعطاء مزيد من التوضيحات.

٣- أترجمة المصطلحات أم شرحها؟

هذا سؤال وجيه تفرضه طبيعة المصطلحات الإسلامية. إذ تقتضي في غالبيتها شرحاً توضيحياً باللغة المترجم إليها، يوضع عادة بين قوسين بعد المصطلح العربي المكتوب حرفياً بأحرف لاتينية، كما في الأمثلة التالية:

-مراحة (murābahah) (resale with a stated profit)؛

-إمغال (imghāl) (to bring forth a child every year).

-جهاد (jihād) (Holy war)؛

-مغرمون (mughramūn) (Left with debts for nothing)؛

-القبلة (qiblah) (prayers direction)؛

-المسجد الجامع (‘al-masjid al-jāmi‘):

(the mosque where Friday prayer is conducted)

لكن رب قائل: إن هذه الشروحات إيضاحات، لا ترجمات. هذا صحيح، إذا ما فهمنا الترجمة بمفهوم الترادف الصّرف. أما إذا ما وسعنا دائرة فهمنا للترجمة على أنها أفضل رواية ممكنة في اللغة الهدف، سواء أكانت ترجمة مرادفة أم شرحاً. يبقى السؤال عما إذا كانت ترجمتنا لمصطلح إسلامي ما ترجمة أم شرحاً؟ مطروحاً بقوة حينما يكون الشرح المطلوب طويلاً جداً يتجاوز السطر والسطرين عند ترجمة مصطلحات إسلامية مثل الكعبة المشرفة، مقام إبراهيم، السعي، الاعتكاف، قيام رمضان، الظهار، صحيح البخاري، السنة، الشيعة، أهل الجماعة، زكاة الفطر، التابعون، المهاجرون، الأنصار، إلخ.

وتتعدد المسألة أكثر حينما يطول الشرح أكثر ليصل إلى عدة أسطر أو صفحة، وذلك بحجة توضيح المصطلح الإسلامي في اللغة الهدف، كتقديم شرح مستفيض عن الزكاة والصيام والحج ومناسكه والطلاق البائن بينونة صغرى وبينونة

كبى، والطلاق الرجعى، والوقف الإسلامى، إلخ. فى هذه الحالة والى سبقتها، لم تعد الترجمة ترجمة بل هى شرح لى مكانه النص بل الحواشى أو الملاحظات التى توضع فى آخر الترجمة. وهى فى هذه الحالة لىست جزءاً من النص المترجم بقدر ما هى معلومات وشروحات إضافية حوله. إذاً هناك فرق بين الترجمة والشرح. فالترجمة هى كلمة واحدة أو كلمتان أو بضع كلمات كأقصى حد ممكن لمصطلح واحد. أما ما زاد على ذلك فهو شرح لا مكان له فى النص المترجم.

٤-أنواع مرادفات المصطلحات الإسلامية

في خضم بحث المترجم عن المرادف المناسب للمصطلح الإسلامي في اللغة الأجنبية، تطرح مسألة نوع المرادف المستخدم: هل هو وظيفي، أو وصفي، أو ثقافي، أو ديني، أو إشاري، أو إيجائي، إلخ؟ الأمثلة التالية كفيلة بتوضيح هذه الأنواع:

١. المرادف الوظيفي: القبلة The prayer direction
٢. المرادف الوصفي أو الشرحي: المسجد الحرام
The Holy Mosque in Makkah where Ka'bah is
٣. المرادف الثقافي: زكاة (tax)^(١)
٤. المرادف الديني: البيت الحرام The Holy House of God
٥. المرادف الإشاري: فتوى verdict
٦. المرادف الإيجائي: بيت الطاعة Husband's house

وأكثر هذه المرادفات استخداماً في ترجمة المصطلحات الإسلامية هو المرادف الوصفي أو الشرحي، يليه الوظيفي، فالإشاري، فالديني، فالإيجائي، ثم الثقافي. مرد ذلك إلى أسباب تتعلق بالدقة والوضوح واليسر والتبسيط. لكن هذا ليس قاعدة عامة ثابتة تتبعها في ترجمة هذه المصطلحات، كما توضح الفقرة المتعلقة بطرائق ترجمة المصطلحات الإسلامية.

(١) انظر قول الباحث ص ١٩.

5- درجة فهم المصطلح الإسلامي المترجم

تفاوتت درجة فهم المصطلح الإسلامي المترجم من شخص إلى آخر، بحسب قرينه أو بعده من الإسلام واللغة العربية. فعند المسلم العربي مقومات تؤهله لفهم المصطلحات الإسلامية المترجمة أكثر من المسلم غير العربي الذي يفهم هذه المصطلحات بشكل أفضل من الأجنبي غير المسلم. لكن الصنف الأول من القراء -أي العربي المسلم- ليس مستهدفاً بهذه المصطلحات بل هو معني بترجمتها إلى اللغات الأجنبية أكثر من الصنفين الآخرين من القراء اللذين يستهدفان بها. لكن هذا لا يمنع من أن ينبري لترجمة هذه المصطلحات أشخاص ينتمون إلى هذين الصنفين ويدعون في ذلك، كما هي الحال مع المترجم عبد الله يوسف علي ومحمد مرمدوك وغيرهما كثير.

القضية الأساسية هنا مدى فهم المصطلح الإسلامي لدى قرائه من الصنفين الثاني والثالث. وهذا ما ينبغي للمترجم أن يضعه نصب عينيه. ولكي يتحقق له أقصى درجة ممكنة من الفهم عند هؤلاء القراء، هناك أمران أساسان ينصح بالانطلاق منهما، وهما:

1. الفهم الدقيق للمصطلح الذي يترجمه.
2. الافتراض بأن قارئ المصطلح المترجم لا يعرف شيئاً عنه أو عن الإسلام، أي يترجمه وكأنه يخاطب الأجنبي غير المسلم الذي ما زالت معرفته بالإسلام في المهد. يتيح هذا المنطلق الفرصة للمترجم أن يتخلى عن أي مسلمات عنده عن المصطلحات التي يترجمها. ولعل هذه المسلمات، وعجز المترجم عن إيجاد المرادف المناسب في اللغة الأجنبية، واستسهاله نسخ المصطلح العربي كما هو بأحرف لاتينية، لعل ذلك من أسباب التهافت على تحويل كثير من هذه المصطلحات ورسمها لفظياً بأحرف أجنبية دون أي تغيير يذكر، وأحياناً دون أي مرادف أو شرح

أو وصف باللغة المترجم إليها بين قوسين. حتى إن الأمر تفاقم عند بعض المترجمين إلى درجة نسخ مصطلحات عامة في اللغة كما هي بأحرف اللغة الأجنبية، مثل: فقير، ومسكين، وأمة، وسورة، وآية، ومنافقون، ومتقون، وشيطان، وسكينة، والصلاة، وكثير جداً من المصطلحات المألوفة. وهذه طريقة مؤسفة في الترجمة تعيق الفهم وتزيد من الإبهام. فما المانع من أن نقول؟

poor, needy, nation, chapter, verse, hypocrites, the righteous, Satan/devil, tranquility, prayer, etc.

أليست هذه المصطلحات مفهومة وميسرة؟ فلم الإبهام والإحجام عن استخدامها، حتى ولو توافقت المصطلحات المحولة بشرح بين قوسين، أو كان الهدف من وراء نسخها الترويج لها باللغة الأجنبية بغية ضمها إلى مفرداتها لاحقاً. هذه غاية محمودة، لكنها لا تتحقق بهذه الطريقة، كما أن ضم مصطلح ما إلى لغة أجنبية ليس بهذه البساطة. فأصحاب تلك اللغة هم الذين يضمونه أو لا يضمونه أولاً، وإذا ما قرروا ضم مصطلح ما فإنهم يضمون المصطلح الخاص الذي لا يجدون له مقابلاً مباشراً، أو على الأقل يلتبس مع مصطلح آخر في مدلوله.

لا شك أننا نشدُّ على يد المترجم الذي يستثمر المصطلحات التي دخلت اللغة الأجنبية، وبالتحديد هنا الإنجليزية رسمياً، وهي كثيرة الآن وعلى رأسها: "جهاد وحب وركاة وصلاة" ولكن بشرط أن يُتبعها بشرح بين قوسين. فهي - وإن كانت في معاجم اللغة الإنجليزية مثل ويبستر وكولينز وغيرهما - ليست معروفة لعامة الناس في كثير من الأحيان. وعلى أية حال هذا الباب مفتوح دائماً، بل نشجع عليه، على أن يكون المصطلح الإسلامي خاصاً في معناه، وأن يُرفق بشرح مقتضب بين قوسين. وبهذا يزول الإبهام من جهة، ويتم الشروع بإسهام جديد باقتراح مصطلح قد يدخل اللغة الأجنبية عما قريب رسمياً، أي يضرب المترجم عصفورين بحجر كما يقال.

٦- الجهود المبذولة في هذا الصدد

دأب العديد من العلماء والمترجمين، ولاسيما في السنوات العشرين الأخيرة على ترجمة معاني القرآن الكريم وأمّهات كتب السنة والفقّه مثل (صحيح البخاري) وكتاب (اللؤلؤ والمرجان فيما اتفق عليه الشيخان)، و (فقه السنة) و (رياض الصالحين) وغيرها إلى اللغة الإنجليزية. ومن أبرز هذه الجهود -ولا أدعي هنا مسحاً كاملاً للجهود كلها- ترجمة المترجم عبد الله يوسف علي للقرآن الكريم عام ١٩٣٤م وهي الأشهر وعلى الرغم من أن ترجمة محمد مرمدوك سبقتها بأربعة أعوام، أي عام ١٩٣٠م، والترجمة الثالثة هي التي تم إنجازها ونشرها في هذا المجمع المبارك، مجمع الملك فهد لطباعة المصحف الشريف عام ١٤١٩هـ (١٩٩٨م). هذه الجهود وكل جهد بُذل في خدمة كتاب الله تعالى والإسلام والمسلمين جهود عظيمة مأجورة إن شاء الله. ولكل من هذه الترجمات ميزات وخصائصها التي تنفرد بها، والتي تعبر عن وجهة نظر أصحابها في محاولتهم المستمرة للاقترب ما أمكن من المعنى، وتحقيق أكبر قدر ممكن من الدقة في الترجمة. ولكنهم في اعتقادي الشخصي ما زالوا بعيدين عن تحقيق ذلك، وسيبقى الأمر كذلك إلى أن يرث الله الأرض ومن عليها. فكلام الله لا يرقى إليه كلام البشر في أي لغة على وجه الأرض، لا معنى ولا لغة ولا أسلوباً ولا نحواً ولا دلالة ولا وقعاً ولا إيقاعاً ولا صوتاً. وهذه الخصائص والمزايا ليست موضع بحث هنا.

تمتاز الترجمات الثلاث المذكورة بالمتابعة الحرفية لكل لفظة ومصطلح في القرآن الكريم سواء أذكرت أم أضمرت، أي تم ما يسمى في مصطلح نظرية الترجمة ملء الفُرج اللفظية التي لم تكن موحدة بالنسبة للترجمات الثلاث. مثلاً في أوائل سورة البقرة، قوله تعالى: ﴿ذَلِكَ أَلْكِتَابُ﴾ (البقرة: ٢) ترجمت عند يوسف علي

ومرمدوك بـ Book و Scripture على التوالي، دون أي إضافات شارحة بينما أضافت ترجمة المجمع "القرآن" بعد "الكتاب" بين قوسين.

وقوله: ﴿وَالَّذِينَ يُؤْمِنُونَ بِمَا أُنزِلَ إِلَيْكَ﴾ (البقرة: ٤)، "إليك" أتبعها

مرمدوك والمجمع بـ محمد (صلى الله عليه وسلم) أما يوسف علي فلم يفعل ذلك. تميزت ترجمة المجمع بكثرة هذه الزيادات اللفظية المضمرة في القرآن الكريم، ربما إلى درجة الإفراط سواء أكانت واضحة أم لا، ربما من منطلق التوضيح الزائد على اللازم، والتي لا أعتقد ضرورتها.

مما يميز يوسف علي ومرمدوك أيضاً: استخدامهما لألفاظ إنجليزية تعد الآن قديمة وليست جزءاً من مفردات الإنجليزية الحديثة: مثال: hath, thine, thee إلخ. وهي من لغة عصر شكسبير الذي يعد حقبة بدايات الإنجليزية الحديثة. ولعل السبب في ذلك محاولة استخدام لغة الإنجيل التي كانت إلى عهد قريب اللغة الإنجليزية القديمة. لكنها من ناحية أخرى سبب في الغموض والغرابة والصعوبة في الفهم، مما حدا بمترجمي طبعة مجمع الملك فهد أن يتخليا عنها ويستبدلا بها اللغة الإنجليزية الحديثة المبسطة، وكانا محقين في ذلك.

من جهة أخرى يميل يوسف علي وطبعة المجمع إلى الشرح والتفسير أكثر من مرمدوك، أما المجمع فقد أكثر من استخدام الرسم اللفظي والنسخ للكلمات العربية التي لها مقابل مباشر في الإنجليزية. وأسهب أحياناً في شرحها في متن النص المترجم، مما حول جزءاً جيداً من الترجمة إلى تفسير. مثلاً "المتقون" في الآية الثانية من سورة البقرة، مفسرة وبإسهاب وببنية قاعدية وليست مترجمة بالمعنى المعهود للترجمة، على النحو التالي:

[the pious believers of Islamic Monotheism who fear Allah much (abstain from all kinds of sins and evil deeds which He has forbidden) and love Allah much (perform all kinds of good deeds which He has ordained)].

شرح طويل جداً، ولا داعي له داخل النص على الأقل، ربما كلمة pious أو believers+righteous أدت المعنى دون هذا الشرح الطويل الذي لا حاجة له أصلاً لوضوح المصطلح.

أما عن المصطلحات المقترحة في الإنجليزية في الترجمات الثلاث، فبعضها موحد، وبعضها الآخر مختلف. مثلاً "إقامة الصلاة" في الآية الثالثة من سورة البقرة، تُرجمت ترجمة مباشرة إلى ما يقابلها في الإنجليزية steadfast in prayer; establish prayers عند يوسف علي، لكنها ترجمت إلى الكلمة العامة worship عند مرمدوك. أما في ترجمة الجمع فأبقيت على حالها بأحرف لاتينية مع حاشية في أسفل الصفحة تشرحها. ولكل فريق حجته. فاستخدام يوسف علي لمصطلح prayer الدقيق أقرب إلى الفهم العام للمصطلح الإسلامي عند غير المسلمين خاصة. أما worship فعلى الرغم من أنها إشارة إلى عبادة بشكل عام، فإنها أكثر ما تستعمل للإشارة إلى الصلاة في الكنيسة عند النصارى وغيرهم. لكن الإبقاء على إقامة الصلاة في ترجمة الجمع، ربما كان عائداً إلى التسليم بأن المصطلح معروف للمسلمين من العرب وغيرهم، ومحاولة إدراجها والتعود عليها في اللغة الإنجليزية، وكذلك التمهيد لشرحها بإسهاب في حاشية في أسفل الصفحة.

لا أعتقد أن في هذا الاختلاف بأساً، بل هو تنوع وإثراء وتعبير عن محاولات طيبة لتحقيق ما أمكن من الدقة في الترجمة.

والنقطة الأخيرة في هذه الترجمات تخص الاتساق consistency في استخدام المصطلح الإنجليزي نفسه هل تحقق أو لا عند ترجمة المصطلح الإسلامي. فالجميع يحاولون تحقيق ذلك، ولكن لم ينجحوا جميعاً بالدرجة نفسها. فمرمدوك مثلاً يترجم الصلاة مرة بـ worship وأخرى بـ prayer، وإقامة الصلاة مرة بـ establish worship وأخرى بـ constancy of prayer لكنه يترجم الزكاة دائماً بـ poor-due. أما يوسف

علي فيترجم إقامة الصلاة مرة بـ steadfast in prayers وأخرى بـ establish regular prayers وثالثة بـ regular prayer والزكاة بـ regular charity مرة، وأخرى بـ charity . أما المجمع فأكثر اتساقاً في المصطلحات، ولا سيما أنه يبقى على مثل هذه المصطلحات كما هي بالعربية بأحرف لاتينية مع شرحها مباشرة بين قوسين، أو لاحقاً في حاشية.

أما الجهود الكبيرة الأخرى التي بذلت في هذا الصدد فهي تأليف معاجم المصطلحات الإسلامية. أذكر منها هنا أربعة على سبيل المثال لا الحصر:

١. معجم لغة الفقهاء: عربي-إنجليزي-فرنسي مع كشاف إنجليزي-عربي- فرنسي، لمحمد رواس قلعه جي وحامد قنيسي وقطب سانو-وهو من منشورات دار النفائس-الرياض ١٩٩٦م.

٢. معجم المصطلحات الدينية: عربي-إنجليزي/إنجليزي-عربي، لعبد الله أبو عشي المالكي وعبد اللطيف الشيخ إبراهيم-من منشورات مكتبة العبيكان ١٩٩٧م.

٣. معجم الألفاظ الإسلامية: عربي-إنجليزي/إنجليزي-عربي، لمحمد الخولي-عمان ١٩٨٩م.

٤. قاموس المصطلحات الإسلامية: عربي-إنجليزي، لشحادة فارح وإبراهيم أبو عرقوب-عمان ١٩٩٧م.

هذه الأعمال كلها قيمة وتؤدي خدمة جليلة للمصطلح الإسلامي. ولكن أهمها وأبرزها المعجم الأول، معجم لغة الفقهاء الذي يربو على ٦٥٠ صفحة. يقدم الشرح الفقهي الواضح لكل مصطلح إسلامي ثم يعطي مقابله الإنجليزي والفرنسي بدقة وبأقل عدد ممكن من الكلمات. وهو في ذلك نموذجي ويعتد به مرجعاً موثقاً للمصطلحات الإسلامية. وقد أحسن استخدام المصطلح الإنجليزي والفرنسي

المرادف. لكنه أغفل أحياناً ذكر المصطلح الإسلامي المحول والمقرر رسمياً في اللغتين. إذ بينما أورد "جهاد" و "زكاة" في الإنجليزية، لم يورد "فقه" أو "شريعة" مثلاً. وهناك ميزة أخرى تسجل لهذا المعجم الممتاز، ألا وهي اقتصاره على مصطلح واحد مرادف في اللغة الأجنبية في معظم الأحيان، ومصطلحين في أحيان قليلة إذا ما اقتضت الضرورة، وكانا يؤديان المعنى ذاته.

والمعجم الثاني من حيث الأهمية: هو "معجم المصطلحات الدينية" الذي يقع في حوالي ٣٢٥ صفحة في جزأيه الإنجليزي والعربي. يقتصر على إعطاء المترادفات في اللغتين الإنجليزية والعربية، مع تعدد المترادفات، شأنه في ذلك شأن القواميس التي من هذا النوع. يقدم عدداً لا بأس به من المصطلحات والمترادفات في اللغتين. يعتمد كثيراً على إعطاء المصطلح المرادف وشرحه باللغة الإنجليزية، ويجتهد واضعاه في ذلك اجتهاداً حسناً في كثير من الأحيان. ومن إضافاته المتميزة ملحقات، الأول مختصر لكنه مفيد بعنوان: "عبارات وأقوال مأثورة"، قد وجدت فيه العبارات لكنني لم أجد فيه الأقوال المأثورة، بل وجدت أدعية وأحاديث وأقوالاً عن الرسول صلى الله عليه وسلم وعبارات ذم. لذا نأمل أن يكون العنوان: "عبارات وأدعية مشهورة" أو ما شابه ذلك مما يتلاءم مع محتواه ومع عنوانه بالإنجليزية. الملحق الثاني وهو الأهم، فيه شرح مفصل ودقيق لمجموعة من المصطلحات الدينية الهامة باللغة الإنجليزية. وهذا جهد طيب يشكر عليه صاحبه، ويؤجران إن شاء الله تعالى.

المعجم الثالث من حيث الأهمية: معجم الألفاظ الإسلامية الذي يقع في حوالي ٢٤٠ صفحة، بذل فيه الدكتور محمد الخولي -المعروف بمجهوداته الكبيرة في مجال المعاجم- جهداً طيباً اعتمد فيه على إعطاء المرادف المباشر الدقيق ما أمكن للمصطلح الإسلامي. وهو إسهام جيد يستفاد منه كثيراً، مع ضرورة توخي الحذر في اختيار المصطلح المناسب في حال تعدد المصطلحات المرادفة في الإنجليزية. مثلاً

"فرائض" مترجمة بـ enjoined duties+obligation وكذلك بـ laws of inheritance+prescribed shares of inheritance إذ في حين يخص المصطلحان الأوليان فرائض الإسلام بشكل عام، وبخاصة الأركان، يتعلق المصطلحان الأخيران بقوانين الميراث، ولا يفصل بين المعنيين سوى السياق الذي لم يشر إليه في المعجم. أما المعجم الرابع، قاموس المصطلحات الإسلامية، فشبيهه جداً بالمعجم السابق ويعطي مجموعة جيدة من مرادفات المصطلحات الإسلامية بالإنجليزية، مع تركيز على المصطلح بالإنجليزية ثم مرادفه بالعربية. وهو مختصر ويعوز بعض مصطلحاته الدقة في الإشارة مثال: دعاء invocation+prayer . ومع ذلك يعتبر جهداً طيباً من واضعيه يثري ترجمة المصطلح الإسلامي من الإنجليزية وإليها. تبقى ثلاث نقاط مهمة حول هذه المعاجم:

أولها: نقطة الاختلاف بينها في ترجمة المصطلح الواحد. وهذا أمر طبيعي وبخاصة أنها مجهودات فردية. لكن هذا لا يقلل من شأنها على الإطلاق. كما أن مثل هذا الاختلاف يصبح ميزة إذا ما فهمناه على أنه يعطينا مساحة جيدة للاختيار بين مترادفات عدة، بدل الاقتصار على مترادف واحد. كما أن هذا الأمر أخف ضرراً بكثير مما لو كان المصطلح الإسلامي غير مترجم على الإطلاق. حينها تتفاقم المشكلة.

النقطة الثانية عن هذه المعاجم: وهي عجزها مجتمعة عن الوفاء بالمصطلحات الإسلامية كلها وهذا أمر عادي أيضاً، وذلك لأن هذه المصطلحات أكثر مما يظن الكثيرون، واستيعابها بشكل كامل أمر ليس باليسير، ولكنه ممكن. وهذا ليس عيباً. على العكس هذه شهادة لها ولأصحابها بمجهوداتهم الضخمة التي قدمت حلولاً جيدة لمشكلة ترجمة معظم المصطلحات الإسلامية إلى الإنجليزية بشكل خاص. وأيُّ جهد في هذا الاتجاه له قيمته وأثره وأجره إن شاء الله.

النقطة الثالثة والأخيرة عن هذه المعاجم مجتمعة: وهي قصور المصطلح الإنجليزي أحياناً عن التعبير الدقيق عن المدلولات والمضامين الإسلامية لمصطلحات العبادات بشكل خاص وكيفية أدائها. وسأورد مزيداً من التفاصيل عن هذه النقطة بعد قليل في الفقرة التالية.

لعل من الإسهامات الضخمة في ترجمة المصطلح الإسلامي الترجمات التي صدرت أو المقترحة لبعض كتب الحديث والفقهاء مثل (صحيح البخاري) و (فقه السنة) و (رياض الصالحين) وغيرها إلى الإنجليزية. منها ما نشر هنا في المملكة ومنها ما نشر في مصر ومنها ما نشر في الهند وباكستان ودول إسلامية أخرى. فقد بذل مترجموها وسعهم ونجحوا في اعتقادي نجاحاً باهراً بفضل الله تعالى. لا شك أنهم اختلفوا في طريقة تعاملهم مع المصطلحات الإسلامية، وكذلك في ترجماتهم لها. ولكنهم اتفقوا في أكثر من نقطة في ذلك. اعتمدوا جميعاً على تحويل المصطلح الإسلامي كما هو بأحرف لاتينية أولاً، ثم أعطوا معناه الحرفي المباشر، ثم شرحوه في سياقه الوارد في الكتاب المترجم، دون حاجة إلى حواشٍ وملحوظات. لذا كانت هذه المصطلحات أوضح في اللغة الإنجليزية للمسلمين ولغيرهم من قراء الإنجليزية. ساعد على ذلك طبعاً الدقة الجيدة في الترجمة وطبيعة كتب الفقه التي تعطي الفرصة للمترجم لتوضيح أي مصطلح مبهم وشرحه من خلال النص نفسه، وحرية أكثر في استخدام طرق الترجمة وإجراءاتها بحيث تتضافر لتوضيح المصطلح المعني.

لكن مع هذا كله تبقى حقيقة تنسحب على هذه الجهود الطيبة وأي جهد يبذل في هذا المجال، مجال ترجمة المصطلحات الإسلامية إلى أي لغة أجنبية، ألا وهي: أن أي ترجمة لأي مصطلح إسلامي هي ترجمة تقريبية قاصرة في معناها عن الاحتواء الدقيق والكامل لأبعاد هذا المصطلح كما يُفهم في الدين الإسلامي الفهم الصحيح. وهذا الأمر سواء بالنسبة للمسلمين من غير العرب ولغير المسلمين، اللهم

إلا إذا كان المسلم القارئ للنص الأجنبي لا يعرف مدلول المصطلح الديني الصحيح. في هذه الحالة يصبح الأمر سواء بينه وبين غير المسلم الذي لا يعرف شيئاً عن الإسلام. أقصد بهذا كله أن مدلول المصطلح الإسلامي ليس كمدلول المصطلح المترجم في اللغة الأجنبية، ولا سيما إذا كان القارئ نصرانياً أو يهودياً أو وثنياً. فمدلول prayer (الصلاة) في الإنجليزية ليس سواء للجميع، أي صلاة النصراني ليست كصلاة اليهودي أو الوثني. وهذه كلها مختلفة اختلافاً كلياً عن مفهوم الصلاة عندنا. لذا يعد المصطلح الإنجليزي مصطلحاً تقريبياً يقرب الأمر إلى أذهان غير المسلمين، أي يفهمون منه أن عند المسلمين صلاة، ولكن كيف؟ هذا مما لا يستطيع المصطلح الإنجليزي أن يتضمنه.

كذلك الشأن بالنسبة للحج. فالنصراني واليهودي وحتى الهندوسي يحجون. ولكن شتان بين مفهومهم ومفهومنا للحج. لذا فإن مصطلح pilgrimage تقريبي وليس لمدلوله أي علاقة بمدلوله الإسلامي. بل هو مصطلح عام يشير إلى أن المسلمين يحجون. ينسحب هذا على مصطلح jurisprudence الذي يستخدم عادة لترجمة "فقه". فهو لا يمت بصلة مباشرة إلى مفهوم الفقه في الإسلام. فمعناه الدقيق بالإنجليزية: علم القانون أو فلسفته (science or philosophy of law). حتى إن قاموس المورد -إنجليزي/عربي- وهو من أشهر القواميس وأقدمها، لم يورد معنى فقه لهذا المصطلح حتى في طبعاته الحديثة. كما أن "الشريعة" تترجم بـ Islamic Law (أي القانون الإسلامي) والقانون ليس تماماً كالشريعة. أيضاً مصطلح fasting (الصيام) ليس له مدلول الصيام في الإسلام، ولا مصطلح "الذكر" (remembrance) دال على مفهوم ذكر الله في ديننا الحنيف. وكذا الأمر بالنسبة لتسميات الصلوات الخمس. لا يمكن لأي إنسان غير مسلم ولا يعرف عن الإسلام شيئاً ولا عن هذه الصلوات أن يفهم بالضبط معنى صلاة

الصبح/ الفجر وصلاة الظهر والعصر والمغرب والعشاء، دع عنك عدد ركعات كل واحدة، وماذا نقرأ فيها؟ وكيف نؤديها؟ والفرض والسنة في كل منها والسنن الرواتب وغير الرواتب، وما إلى ذلك.

هذا هو حال ترجمة المصطلحات الإسلامية بشكل عام. لا تفهم في اللغة الأجنبية الفهم الحق المطلوب إلا إذا كان قارئها مسلماً عارفاً بأمور دينه. وإلا فهي مرادفات تقريبية تعطي فكرة عامة عن مفهوم من مفاهيم الإسلام. لا شك أن الشرح والتفسير كفيلاً بإعطاء إيضاحات أكثر وتقريب الفكرة أكثر وتبيين المدلولات الرئيسة، لكن تبقى هذه شروحاً وتفسيرات وإيضاحات، وليست ترجمات، من جهة، ولا تصل إلى درجة التطابق الكامل مع المصطلح الإسلامي فلا تصل إلى ١٠٠ بالمئة بأي شكل من الأشكال. على أية حال، ليس مطلوباً من المترجم أن يحقق النسبة التامة، فنسبة ٧٠-٨٠% نسبة ممتازة.

٧- أهم مشاكل ترجمة المصطلحات الإسلامية

تتلخص أهم هذه المشاكل فيما يلي:

١. غياب المصطلح الإسلامي في اللغة الهدف مما يجعل ترجمته أكثر صعوبة. مثلاً: "زكاة" ليست charity وهذا المصطلح الإنجليزي يدل على "صدقة" وتكون طوعية. أما الزكاة فمفروضة ولا خيار للمسلم فيها، ولا وجود لها في الإنجليزية. لذا ربما كان إضافة كلمة مفروضة/الزامية: compulsory/obligatory إلى charity تجعلها أقرب إلى مفهوم الزكاة في الإسلام. هذا صحيح ربما لم يكن بإمكانهم تقديم ما هو أجود مما عملوا. ولكن compulsory charity تعد متناقضة بالنسبة للقارئ الإنجليزي، لأنه لا وجود لصدقة مفروضة. فالصدقة دائماً طوعية بالنسبة له. لكن هذا لا يمنع من فهمه للمصطلح الغريب "صدقة مفروضة" فهماً عاماً يؤدي الغرض. كذلك الشأن بالنسبة للمصطلحات الإسلامية التي ليست من مفردات اللغة الأجنبية ومفاهيمها أو مفاهيم الديانات الأخرى، كالجهاد، والحديث الشريف ومصطلحاته كالإسناد والتخريج ومراتب الحديث وأنواعه، والبيت الحرام، ومناسك الحج، وزكاة الفطر، والقيام، وغيرها كثير.
٢. خصوصية المصطلح الإسلامي من حيث مدلوله وأدائه والعاطفة الدينية الخاصة تجاهه. وضرربنا على ذلك مثلاً في الفقرة السابقة بالصلاة والشريعة الإسلامية والصيام والفقهاء، والأمثلة كثيرة. فهذه المصطلحات موجودة في الإنجليزية بمترادفات مباشرة، لكن هذه المترادفات لا تحمل خصوصية المصطلحات الإسلامية والشحنة العاطفية الدينية والروحانية التي ترافقها. فالصلاة ليست مجرد عبادة تؤدي بطريقة معينة بعدد معين من الركعات وفي

أوقات معينة، بل هي أولاً وقبل كل شيء وقوف بين يدي الله بخشوع وخضوع وتذلل لله تعالى. على أية حال لا يعني هذا أن الترجمة خاطئة أو مرفوضة في مثل هذه الأمثلة، بل المقصود هنا أنها لا تستطيع أن ترقى إلى الأصل في كل شيء وهي صحيحة إذا عددناها نقلاً للفكرة، لكنها خالية من هذه الخصوصية.

٣. صعوبة التعبير عن المصطلح الإسلامي بلغة أجنبية. وهذا عائد إلى عدم وجود أي أثر لهذا المصطلح في لغة الترجمة. لنأخذ "الاعتكاف" مثلاً: هل هو:

Prayer in seclusion?

Seclusion in the mosque with the intention of worshipping Allah only? or

Retiring into mosque for worship, especially in the last ten days of Ramadan?

ينطبق هذا أيضاً على مصطلحات كثيرة محيرة في التعبير عنها بالإنجليزية، مثل: مقام إبراهيم، صحيح البخاري، الظهر، إحرام، ميقات، تيمم، وغيرها كثير، لا شك أن المترجم يكون في وضع حرج أمام هذه المصطلحات. ولكن ما عليه إلا أن ينقل المصطلح الإسلامي بأقل ما يمكن من الكلمات، وإذا احتاج الأمر، يلجأ إلى حاشية في ذيل الصفحة، أو في آخر النص. ليس له مخرج آخر إلا ذلك، وهو مخرج مقبول شريطة ألا يبالغ في ذلك.

٤. تضارب المترادفات مع المصطلح الإسلامي. وأوضح مثال على ذلك مشكلة مصطلح تعدد الزوجات، حينما نبحث في المعاجم المتخصصة نجد أن هذا المصطلح مترجم خطأ بـ bigamy أو polygamy لأن هذين المصطلحين سلبيان ويستخدمان للتعبير عن جريمة تعدد الزوجات — في

المجتمعات الغربية- أو الأزواج. وقد ورد في معجم ويبستر الموسوعي طبعة عام ١٩٩٦م التعريف التالي لمصطلح bigamy :

The crime of marrying while one has a wife or husband still living, from whom no valid divorce has been effected.

باختصار: هو جريمة تعدد الزوجات أو الأزواج. ترى هل يقبل أحدنا أن ينعى تعدد الزوجات بالجريمة؟ من ناحية أخرى، كيف يستعمل مصطلح في الإنجليزية يساوي بين تعدد الزوجات والأزواج؟ إذاً المصطلح مرفوض لسببين قويين لا يمتان بصلة إلى شرعنا الإسلامي، ومفهوم تعدد الزوجات بمفهوم الإنجليز هو polygyny. على أية حال، لا ينقل أي من هذه المصطلحات مسألة تعدد الزوجات في الإسلام. ربما يصلح مصطلح مثل polymarriage/multimarriage وإن كان غير متعارف عليه في الإنجليزية أو إضافة Legal لمصطلح polygyny يصلح من الأمر وينقل المعنى العام للمصطلح الإسلامي بمعنى تعدد زوجات شرعي أو قانوني، وإن كان هناك تعارض بين المصطلحين الإنجليزين بالنسبة للإنجليزي لأول وهلة، لكنه كفيل بتوضيحه على أنه تعدد مشروع.

٥. التعارض الثقافي: هناك من المصطلحات الأجنبية ما يتعارض ثقافياً مع مرادفاتنا الإسلامية، لا بد من أخذ حذرنا منها في الترجمة. مثلاً "الزكاة" مترجمة ومشروحة في قواميس اللغة الإنجليزية ويبستر وكولينز وغيرهما على أنها (tax) ضريبة. وهذا غير مقبول في مفهومنا للزكاة في الإسلام. وقد ورد أنفاً ذكر الترجمات الأنسب لها. أيضاً ترجمة جهاد بـ war (حرب) أو فتوحات إسلامية بـ Islamic Colonization (استعمار إسلامي) وما شاكلها غير مقبولة مطلقاً. فالجهاد ليس مجرد حرب، بل قتال في سبيل الله، أو حرب مقدسة (Holy war) على أقل تقدير. كما أن الفتوحات الإسلامية ليست استعماراً بأي شكل من الأشكال، بل هي جهاد في سبيل الله

وفتح للبلاد لنشر الإسلام دين الرحمة والعدل. لذا فإن المصطلح المقبول في الإنجليزية هو conquests.

٦. الفرُج اللفظية: كثير من المصطلحات الإسلامية بحاجة إلى أكثر من مصطلح أجنبي واحد لترجمة كل منها، لأن الاقتصار في ترجمتها المباشرة على مصطلح مرادف واحد يُقَي عليها غامضة. بعبارة أخرى: هناك مصطلحات إسلامية غامضة إذا ما ترجمت كما هي، لذا لا بد من توضيحها بإضافة كلمة أو كلمتين باللغة الأجنبية فقولنا عن "اعتكاف" seclusion لا يكفي؛ لأنه ليس مجرد انعزال أو عزلة، بل هو عبادة خاصة في المسجد سبق لنا ترجمتها. كذلك الحال بالنسبة لـ "طواف": فكلمة circumambulation هي طواف أو دوران حول أي شيء. لكنه كمصطلح إسلامي هو طواف حول الكعبة المشرفة بوصفه عبادة عظيمة. إذاً هناك شيء ناقص في الترجمة في هذه الحالة ينبغي للمترجم سده بإضافته مثلاً: around the Ka'bah (حول الكعبة) لتوضيحه.

٧. الصديقات المزيفات: وهي المصطلحات الأجنبية المطابقة ظاهراً لمصطلحات إسلامية والمختلفة ضمناً في معناها عنها. مثل هذه المصطلحات فخ قد يقع فيه بعض المترجمين. والمثال على هذه المصطلحات: لفظة "فقير" الموجودة في الإنجليزية بهذا اللفظ تماماً وبكتابات أربع: "fakir, faqir, faquir, fakeer" وهي لا تمت في معناها بصلة لمعنى فقير بمعنى المحتاج أو المسكين، بل هي إشارة إلى أحد أفراد جماعة دينية إسلامية أو هندوسية كما تقول مراجع اللغة الإنجليزية المعتمدة، على أن أصلها من كلمة "فقير" العربية بمعنى poor لكنها لم تعد مرادفة لها، لذا لا بد للمترجم من توخّي الحذر والدقة عند وجود مثل هذه المصطلحات.

٨- طرائق ترجمة المصطلحات الإسلامية والحلول المقترحة

تتناول هذه الطرائق كيفية التعامل مع ترجمة المصطلح الإسلامي، والطريقة أو الطرق المتوخى اتباعها في ذلك. إنها بعبارة أخرى الحلول المقترحة للتغلب على مشاكل ترجمة المصطلحات الإسلامية وهي مرتبة حسب الأفضلية وحسب توافرها وإمكان تطبيقها ونوعية النص الإسلامي المترجم:

١. الترجمة الحرفية المباشرة: الكتاب (the Book/Scripture).
٢. المرادف المباشر+مصنّف/كلمة شارحة: هذه الكلمة موضحة لنوع الكلمة التي تصفها نظراً لاحتمال عدم وضوحها لقارئ اللغة الإنجليزية: صوم رمضان (fasting of the month of Ramadan) أضيفت هنا كلمة "شهر" لبيان رمضان.
٣. المرادف المباشر: صلاة (prayer)، عبادة (worship)؛ صيام (fasting)؛ إلخ.
٤. الترجمة الحرفية المباشرة مع الشرح: وذلك حينما لا تفي الترجمة الحرفية بالغرض وتحتاج إلى توضيح. مثال: الطواف (circumambulation around the Ka'bah). أضيفت عبارة "حول الكعبة" لتحديد الطواف حول ماذا كعبادة. مثال آخر: "الحجر الأسود" (the Black stone: the holy stone niched in the Ka'bah). أضيفت عبارة "الحجر المقدس" الموضوع في الكعبة، لكي تتضح.
٥. الشرح: حينما لا يوجد مرادف مباشر أو غير مباشر للمصطلح الإسلامي، ولا تجدي الترجمة الحرفية ولا المصنّف نفعاً، يلجأ المترجم إلى الشرح المقتضب ما أمكن. مثال: "زكاة الفطر": (a compulsory charity to be delivered by every Muslim towards the end of Ramadan, the month of fasting)

٦. الرسم اللفظي مع الشرح: يمكن في حال الغياب الكامل للمصطلح الإسلامي في اللغة الهدف، أن يلجأ المترجم كحل أخير إلى رسمه تماماً كما يلفظ في اللغة العربية بأحرف لاتينية (ما اصطلاح عليه بالإنجليزية prescription/transference/transliteration)، ثم يشرحه باللغة الأجنبية. مثال: الكعبة (Ka'bah: the House of Allah and the direction of prayers) وهذه الطريقة في الترجمة مطلوبة حتى في حال الاعتراف رسمياً بالمصطلح الإسلامي العربي وضمه إلى اللغة الأجنبية، لسبب بسيط وهو أنه قد لا يكون معروفاً لقاعدة عريضة من القراء. وقد أوردنا أعلاه أمثلة عديدة على مثل هذا النوع من المصطلحات، منها: فقه، وشريعة، وزكاة، وصلاة، وحج، وعمرة، إلخ.

هذه الإجراءات والحلول المقترحة لترجمة المصطلحات الإسلامية هي في الوقت ذاته مراحل ترجمتها وخطوات يمكن للمترجم أن يتبعها حسب ترتيبها وفقاً لأفضليتها. لكن لا بد من أخذ نوع النص وطبيعة الترجمة المطلوبة له بعين الاعتبار. مثلاً، الترجمة المقتضية للقرآن الكريم والمقتصرة على الترادف المباشر لمعانيه، تقتضي اتباع هذه المراحل بدقة. أما الترجمة التفسيرية المطولة لكتاب الله تعالى فرمما تعطي أولوية للترجمة الحرفية المباشرة المتبوعة بالشرح، وللشرح، وللرسم اللفظي مع الشرح الموسع أو المقتضب. أما في ترجمة كتب الفقه، فالأولوية ربما للمرحلة الأخيرة المذكورة آنفاً نظراً لأن طبيعة النص المترجم تسمح بذلك من خلال تكفل السياق بشرح المصطلح المحول بحروف لاتينية. أما في حال ترجمة نص قصير جداً ككشف درجات توصية جامعية من كلية الشريعة أو الدعوة وأصول الدين مثلاً، فالاختصار الشديد مطلوب، وتكون الأولوية للمرادف المباشر أو الترجمة الحرفية المقتضبة، أو للرسم اللفظي للمصطلح باللاتينية -مرافقاً إذا ما كان ذلك ضرورياً- بكلمة أو كلمتين شارحتين على أبعد تقدير.

٩- خاتمة: ملخص ترجمة المصطلحات الإسلامية

تعد ترجمة المصطلحات الإسلامية بحق من أهم التحديات والضغوط الملحة التي تستدعي تزايداً مطرداً من الاهتمام والتصدي لها على أسس علمية وبدقة وتنسيق أكثر مما هو قائم بين مؤسسات إسلامية منها -مجمع الملك فهد لطباعة المصحف الشريف- هذه المؤسسة الوطيدة، وذلك نظراً للانتشار الكبير والسريع للدين الإسلامي في شتى بقاع الأرض، وازدياد الحاجة يومياً -وعلى كل الأصعدة- لمعرفة هذا الدين الحنيف، وباللغات العالمية المختلفة، وليس بالإنجليزية فحسب، كما بيّن في هذا البحث، يمكن التعامل مع مشاكل ترجمة المصطلحات الإسلامية بطرق عدة وإجراءات وحلول مختلفة ومراحل علمية واضحة. وما بذل من جهود عظيمة في هذا المجال الأكبر دليل على إمكان ترجمة هذه المصطلحات على الرغم من التعقيدات الكثيرة التي يطرحها عدد كبير منها. وقد تم التغلب على كثير منها ولو بترجمات تقريبية، وقد مقبولة بل وجيدة. ولعل ما يبذل من جهود وما سيبذل في المستقبل في هذا الصدد كفيل بوضع طريقة علمية دقيقة منظمة لترجمة المصطلحات الإسلامية وإنجاز أكبر قدر ممكن من ترجمتها من خلال ترجمة أمهات كتب الفقه والتفسير وعلم الحديث ماضياً وحاضراً ومستقبلاً إن شاء الله تعالى. ولعل هذا البحث خطوة على الطريق.

والله ولي التوفيق. والسلام عليكم ورحمة الله وبركاته

المراجع

١. بيتر نيومارك، **A Textbook of Translation** 1988 (برينتيس هول، المملكة المتحدة).
٢. حسن سعيد غزالة؛ **الجامع في الترجمة، ترجمة** 1988 A Textbook of Translation، بيتر نيومارك (مالطا، فاليتا، إيلجا، ١٩٩٢م).
٣. شحدة فارح، إبراهيم أبو عرقوب، **قاموس المصطلحات الإسلامية: عربي-إنجليزي** (دائرة المكتبة الوطنية، عمان، ١٩٩٧م).
٤. عبد الله أبوعشي المالكي، وعبد اللطيف الشيخ إبراهيم، **معجم المصطلحات الدينية: عربي-إنجليزي/إنجليزي-عربي** (مكتبة العبيكان، الرياض، ١٩٩٧م).
٥. عبد الله يوسف علي، **معنى القرآن الكريم باللغة الإنجليزية**، (دار تاهة، لندن، ١٩٣٤م).
٦. عبد المجيد خوكار، ومحمد سعيد دباس، وجمال الدين زربوزو، **ترجمة فقه السنة** (للسيد سابق)، الجزء الثاني، إلى اللغة الإنجليزية (دار الفتح للإعلام العربي، القاهرة، ١٤٠٧هـ).
٧. تقي الدين الهلالي، محسن خان، **القرآن الكريم وترجمة معانيه إلى اللغة الإنجليزية** (مجمع الملك فهد لطباعة المصحف الشريف، المدينة المنورة، المملكة العربية السعودية ١٤١٧ هـ).
٨. محمد أمين، وأبو أسامة العربي بن رذوق، **ترجمة رياض الصالحين** (للإمام النووي) إلى اللغة الإنجليزية (دار السلام، المملكة العربية السعودية، الرياض، ١٩٩٩م).

٩. محمد رواس قلعه جي، وحامد صادق قنبيبي، وقطب مصطفى سانو، معجم لغة الفقهاء: عربي-إنجليزي-فرنسي (دار النفائس الرياض، ١٩٩٦م).
١٠. محمد سعيد دباس، وجمال الدين زربوزو، ترجمة فقه السنة (للسيد سابق)، الجزء الأول، إلى اللغة الإنجليزية (دار الفتح للإعلام العربي، القاهرة، ١٤٠٦هـ).
١١. محمد علي الخولي، معجم الألفاظ الإسلامية: عربي-إنجليزي/إنجليزي-عربي (صويلح، عمان، ١٩٨٩م).
١٢. محمد مرمدوك بيكتال، ترجمة القرآن الكريم إلى اللغة الإنجليزية (جوج آلن وأنوين، لندن، ١٩٣٠م).
١٣. قاموس المورد: إنجليزي-عربي (دار العلم للمالين، بيروت، ١٩٩٦م).
١٤. معجم كولينز الألفي للغة الإنجليزية (باللغة الإنجليزية) (مطبعة يورك، هاربركولينز، جلاسكو، المملكة المتحدة+مكتبة لبنان، ٢٠٠٠م).
١٥. معجم ويبستر الموسوعي الموسع للغة الإنجليزية (باللغة الإنجليزية) (جرامسي بوكس، نيويورك، ١٩٩٦م).
١٦. المنجد الإنجليزي-العربي، (المكتبة الشرقية، بيروت، ١٩٨٦م).

فهرس الموضوعات

- ١- مقدمة: تعريف المصطلح الإسلامي..... ١
- ٢- قابلية المصطلحات الإسلامية للترجمة..... ٢
- ٣- أترجمة المصطلحات أم شرحها؟..... ٣
- ٤- أنواع مرادفات المصطلحات الإسلامية..... ٥
- ٥- درجة فهم المصطلح الإسلامي المترجم..... ٦
- ٦- الجهود المبذولة في هذا الصدد..... ٨
- ٧- أهم مشاكل ترجمة المصطلحات الإسلامية..... ١٧
- ٨- طرائق ترجمة المصطلحات الإسلامية والحلول المقترحة..... ٢١
- ٩- خاتمة: ملخص ترجمة المصطلحات الإسلامية..... ٢٣
- المراجع..... ٢٤
- فهرس الموضوعات..... ٢٦

أدبيات

الترجمة الكلاسيكية

بين النظرية والتطبيق

الدكتور محمد عناني

منتدى سور الأزبكية

WWW.BOOKS4ALL.NET

<https://twitter.com/SourAlAzbakya>

الشركة المصرية العالمية للنشر - لونجمان



منتدی سور الازبکیہ

WWW.BOOKS4ALL.NET

[*https://twitter.com/SourAlAzbakya*](https://twitter.com/SourAlAzbakya)

<https://www.facebook.com/books4all.net>



أديبات

التجويد الأدبي

بين النظرية والتطبيق

الدكتور محمد عناني

أستاذ الأديب الإنجليزي بجامعة القاهرة

الطبعة الثانية

الشركة المصرية العالمية للنشر - لونجمان



© الشركة المصرية العالمية للنشر - لويفان، ٢٠٠٣

١١ شارع حسين واصف، ميدان المساحة، الدقي، الجيزة - مصر

يطلب من : شركة أبو الهول للنشر

٣ شارع شواربي بالقاهرة ت (٣٩٣٥٦٠٨، ٦١٦، ٣٩٢٠)

١٢٧ طريق العرية (قواد سابقا) - الضلالت، الإسكندرية ت (٤٩٢٤٨٣٩)

جميع الحقوق محفوظة : لا يجوز نشر أي جزء من هذا الكتاب، أو تخزينه
أو تسجيله بأي وسيلة، أو تصويره دون موافقة خطية من الناشر.

الطبعة الثانية ٢٠٠٣

رقم الإيداع ٢٠٠٢/١٦٣٢٧

الترقيم الدولي ٩ - ٠٦٦٨ - ١٦ - ٩٧٧ ISBN

طبع في دار نوبار للطباعة، القاهرة

أديبانے

البرجهم الاشهر

بين النظرية والتطبيق

إشراف الدكتور محمود علي مكي

أستاذ الأدب الأندلسي - كلية الآداب بجامعة القاهرة

و عضو مجمع اللغة العربية

المحتويات

	الصفحة
المقدمة	٤-١
الفصل الأول : معنى الترجمة الأدبية	٤٤-٥
الفصل الثاني : الترجمة ومستويات اللغة	٩٠-٤٥
الفصل الثالث : ترجمة الشعر نظماً ونثراً	١٥٢-٩١
الفصل الرابع : ترجمة التراكيب البلاغية	١٧٩-١٥٣
الفصل الخامس : ترجمة « النغمة » في النصّ الأدبي	٢١٦-١٨٠
الفصل السادس : الترجمة الأدبية والأدب المقارن	٢٤٩-٢١٧

المقدمة

هذه فصول في فن الترجمة الأدبية ، تهدف إلى إلقاء الضوء على هذا الفن المتخصص من خلال المشكلات التي يصادفها من يمارسه ، سواء كان ذلك من العربية إلى الإنجليزية أو العكس ، وإلى طرح بعض المبادئ النظرية التي قد تشجع الباحثين على دراستها دراسة علمية أشمل وأعمق .

وهكذا فإن هذه الفصول تعتبر مقدمة لاستقصاء المشكلات ، والاهتمام بالأسئلة يفوق الاهتمام بالأجوبة فيها ، والمادة فيها هي المادة « العملية » التي تناولتها إما بالترجمة أو بالدراسة ، ولمن يريد الاستزادة أن يرجع إلى الدراسات التي كتبتها بالإنجليزية في الكتابين التاليين :

M. Enani: *Comparative Moments*. Cairo, State Publishing House, (GEBO) 1996. (With M. S. Farid) .

M. Enani: *The Comparative Tone*: Cairo, State Publishing House (GEBO) 1995. (With M. S. Farid) .

وكانت هذه الفصول ، التي كتبت متفرقة أول الأمر ، أبحاثاً ألقيت أو قدمت إلى مؤتمرات علمية في القاهرة ، على مدار العام المنصرم ، كما استقي بعضها من مقدماتي لترجمات شكسبير ؛ وهي « تاجر البندقية » (١٩٨٨) ، و « يوليوس قيصر » (١٩٩١) ، و « حلم ليلة صيف »

(١٩٩٢) و « روميو وجوليت » (١٩٩٣) . ولذلك فالفصول تتَّسَّمُ بقدرٍ محدودٍ من التَّكرارِ لم أشأ أن أتفاداه بالحذف أو بإعادة الصِّياغة حتَّى لا أفسد وحدة كلِّ فصلٍ وتكامله . ولذلك فأرجو ألا يغضبَ القارئُ إذا صادفَ إنكاري المتكرر لوجودِ لغةٍ خاصَّةٍ بالأدب ، أو إلحاحي على ضرورة مزجِ بُحورِ الشُّعرِ في المسرح ، أو استطرادي في موضوعاتٍ خاصَّةٍ بالنقد واللغة ، فالترجمة الأدبية تَجْمَعُ بين الدراسة النَّقدية واللُّغوية ، ولا يمكن الفصلُ بينهما في مبحثٍ كهذا .

والمبادئ النظرية التي أشرتُ إليها قد تُشكِّلُ ، وقد لا تشكل نظرةً عامَّةً (ولا أقول نظرية) وقد تنمُّ على وجهات نظرٍ شتَّى ، فلم يكن مرمائي وضع نظرية ، ولم أطمح يوماً في أن أكونَ من « المنظرين » ، بل إن الكتاب يستند كما قلت إلى المشكلاتِ العملية ، وهي مشكلاتٌ حقيقية صادفتها في غضون ترجمتي للأدب .

و هكذا فإن هذا الكتاب يعتبر امتداداً لكتابي « فن الترجمة » (ط ١ - ١٩٩٢ ، ط ٢ - ١٩٩٤ ، ط ٣ - ١٩٩٦) الصادر في سلسلة « أدبيات » هذه ، والمادة التي يتضمنها تدين بالكثير للعمل الذي انهمكت فيه ، بعد أن منَّ الله عليّ بالشفاء عام ١٩٩٣ ، من تأليفٍ وترجمة ، فأخيراً ، أصدرتُ الترجمةَ الشعريةَ الكاملةَ لمسرحية « الملك لير » لشكسبير (١٩٩٦) وترجمة منشورة لمسرحية « الملك هنري الثامن » لشكسبير أيضاً (١٩٩٧) و كتاب " *Comparative Moments* " الذي ترجمت فيه قصائد لأربعين شاعراً عربياً إلى الإنجليزية ، مما زاد إدراكي لهذه المشكلات ، ودفعتني إلى كتابة الأبحاث التي أدرجتها هنا .

ولم أتردد في استخدام بعض المصطلحات النقدية الجديدة في هذا الكتاب ، واثقاً من أن القارئ لن يقفَ عندها في حيرة بعد أن ساهمت في إيضاحها بكتابي « المصطلحات الأدبية الحديثة ؛ دراسة ومعجم » (١٩٩٦) الصادر في هذه السلسلة نفسها .

وقد أشارَ عليّ بعضُ الزملاءِ والأصدقاءِ ممن اطلعوا على مخطوط هذا الكتاب أن أتوسّعَ في باب ترجمة أساليب النثر ، تحقيقاً للتوازن المنشود بين ترجمة لغة الشعر ولغة المسرح الشعري ولغة النثر القصصي وغير القصصي ، ولكنّ المشكلات التي أتناولها هنا لا تفرّقُ بين أساليب الفنون الأدبية المختلفة ، ولا تقتصرُ على نوع أدبيٍّ مُحدّد ، فهي تتناولُ ظواهرَ الأسلوب الأدبيّ بصفة عامة ، ولو كانت الأمثلة ترجح كفة الشعر .

أمّا أساليب السرد narrative styles فهي تتطلّبُ مبحثاً مستقلاً لأنّ طرائق ترجمتها لم تبلور بعد إلى الحدّ الذي يسمحُ بإفرادِ دراسةٍ خاصةٍ بها ، وأمّا محاولةُ ترجمةِ الأسلوبِ النثريِّ بمعنى محاكاة الصياغة الأجنبية فأننا أرفضها بدايةً بسبب المخاطر الكبيرة التي تحفُّ بها ، ولأننا لم نصلُ بعدُ إلى نتائجٍ علميةٍ ثابتةٍ عن ألوانِ أسلوبِ السردِ وحدودها ، ولأن محاولة المضاهاة بينها في اللغتين تتطلّبُ بحثاً ، بل بحوثاً أعمقَ وأشملَ مما يتّسعُ له هذا الكتاب .

ولو كانت هناك فكرةٌ واحدةٌ أتمنى أن يخرجَ بها القارئ من هذا الكتاب ، فهي أن الترجمةَ الأدبيةَ ضربٌ من ضروبِ الأدبِ المقارن ، وأن ممارسةَ الترجمةِ الأدبيةِ تتطلّبُ دراسةً أدبيةً ونقديةً إلى جانبِ إجادَةِ اللغتينِ المترجمَ منها والمترجمِ إليها ، وأنه لا يوجد ما يسمى بالنص المثالي في

الترجمة (أو ما كان يسمى بالترجمة النموذجية) لأن كل عمل مترجم هو في الحقيقة محصلة لتلاقي إبداع المؤلف ، ومفهوم المترجم له على ضوء خبرته باللغة التي يترجم إليها ، وفي إطار ثقافته الخاصة ، وأعراف أدب هذه اللغة ! ولذلك فقد خصّصت لهذه الفكرة فصلاً كاملاً ، وأرجو أن أعود إليها في كتاب لاحق .

وبعد ، فالمقدمة لا تعدو أن تكون مقدمة ، وهي موجهة لكل من يدرس الأدب واللغة لا للمترجم فقط ، وأرجو أن يجد فيها القارئ غير المتخصص بعض فائدة أيضاً .

والله الموفق .

محمد عناني

القاهرة ، ١٩٩٧

الفصل الأول

معنى الترجمة الأدبية

(١)

الحدود

يقع علم الترجمة الحديث بصفة عامة على تخوم علوم اللغة والفلسفة وعلم النفس والاجتماع ، وتقع علوم الترجمة الأدبية على تخوم هذه العلوم جميعاً مع علوم الفنون السَّمعية والبصرية ، والدراسات الثقافية والفكرية التي تعتبر في مجملها من روافد علم السياسة الحديث . فإذا كان علم الترجمة الحديث ، الذي اشتد ساعده في التسعينيات بصدور سلسلة دار رتلدج Routledge في نظريات الترجمة ، يستفيد من علم الألسنة الحديث linguistics من حيث الأبنية والتراكيب والدراسة الآنية synchronic وعبر الزمنية diachronic أو التاريخية للغة ، فهو يشترك مع الفلسفة في انشغاله بالمعرفة cognition لا من حيث إنها نظرية فلسفية بل من حيث ارتباطها بطبيعة التفكير وما أسهم علم النفس المعاصر به من نظرات في هذا السبيل . وقد أثبت كتاب جاكندوف Jackendoff الصادر عام ١٩٨٩ بعنوان « دلالة الألفاظ والمعرفة » *Semantics and Cognition* مدى هذا الارتباط ، مثلما أكدته الكتب الشعبية مثل كتاب *The Language Instinct*

أي غريزة اللغة (١٩٩٥) وغيرها . وهو يرتبط كذلك بعلم الاجتماع من حيث التطبيقات اللغوية في بقاع المجتمع المختلفة ، ولا أقول الطبقات الاجتماعية أو الفئات ، وهو المبحث الذي يهتم به علم التداولية أو pragmatics الذي يختصُ باستعمال اللغة ، ويركز، خصوصاً في مبحث علم الألسنة الاجتماعي sociolinguistics على مظاهر التفاوت اللغوي من مكان إلى مكان في نسيج المجتمع الواحد أو فيما بين المجتمعات . ودلالة كل هذا للمترجم أوضح من أن تحتاج إلى إثبات .

ولكن علوم الترجمة الأدبية تتجاوز ذلك جميعاً إلى مجال الفنون ، ثم إلى مجال الفكر والثقافة ؛ أي إن المترجم الأدبي لا ينحصر همه في نقل دلالة الألفاظ أو ما أسميه هنا بالإحالة reference أي إحالة القارئ أو السامع إلى نفس الشيء الذي يقصده المؤلف أو صاحب النص الأصلي ، بل هو يتجاوز ذلك إلى المغزى significance وإلى التأثير effect الذي يفترض أن المؤلف يعتزم إحداثه في نفس القارئ أو السامع ، ولذلك فهو لا يتسلح فقط بالمعرفة اللغوية بجميع جوانبها السابقة ، بل هو يتسلح أيضاً بمعرفة أدبية ونقدية ، لا غنى فيها عن الإحاطة بالثقافة والفكر ، أي بجوانب إنسانية قد يُعفى المترجم العلمي من الإحاطة بها .

ومن قبيل الإيضاح أقول إن من هذه الجوانب الإنسانية الإلمام بالمبادئ الأولى للفنون البصرية والسَّمعية ، مثل توافق الألوان والأشكال أو تفاوتها وتناقضها ، ومغزى الاتساق الصوتي في المخارج والإيقاعات ، والحس الموسيقي بصفة عامة ، ومغزى التكرار وأنواعه وألوانه ، ودلالات المجاز والكناية والأمثال الشعبية والحكم التراثية والقيم الدينية والعادات الاجتماعية

التي تؤثر في مدى تذوق السامع أو القارئ لقصيدة أو لقصة ما . وقس على ذلك ما أسميته بالثقافة ، وأقصدُ به أسلوبَ الحياة الذي هو جماعُ تقاليدَ موروثية وأعرافٍ آنية ، والتقاء تيارات الماضي بالحاضر وتفاعلها وتطورها على مر الزمن ، والمناهج الفكرية المتولدة من ذلك ، وكل ما عساه أن يؤثر في مدى تذوق القارئ أو السامع للنص الأدبي .

وسوف أركز في هذه الدراسة على الفرق بين الإحالة ، التي هي الهدفُ الأولُ للمترجم العلمي ومدى صعوبتها ، وضرورة الاستعاضة عنها أحياناً بالتعريب أي بكتابة الكلمة كما هي بلفظها الأجنبي ، وبين الإحالة في الأدب التي لا يمكن أن تكون هدفاً أوحدَ للمترجم ، فإذا كانت الإحالة - كما سوف أبين - تهدفُ إلى نقلِ المعنى الذي ترمي إليه الألفاظُ في النصِّ العلمي وتنجحُ غالباً في ذلك ، فإنها لا تستطيعُ نقلَ المعنى الأدبي أبداً ، لأن المعنى في النصِّ الأدبي لا يمكن تجريدُه من الشكل الفني الخاصُّ بالعمل ، بل ومن الأنساقِ الثقافية لهذا العمل ، وهي التي ترتبطُ كما قلتُ بجوانبِ إنسانيةٍ عامَّةٍ وجوانبِ اجتماعيةٍ محدَّدةٍ ، يصعبُ إبعادُ العمل الفني عنها . ولهذا فإن علماء دَلالةِ الألفاظِ يفرِّقون بين المعنى والدلالة ، قائلين إن الدلالة يمكنُ الوصولَ إليها عن طريق الإحالة وحسب ، أما المعنى فيتطلَّبُ عواملَ أخرى هي موضوع هذه الدراسة .

تعريف

الترجمة الأدبية هي ترجمةُ الأدبِ بفروعه المختلفةِ أو ما يطلقُ عليه الأنواع الأدبية المختلفة literary genres - مثل الشعر والقصة والمسرح وما إليها ، وهي تشتركُ مع الترجمة بصفةٍ عامةٍ أي الترجمة في شتى فروعِ

المعرفة ، من علومٍ طبيعِيَّةٍ (كالفيزياء والكيمياء والأحياء) وإنسانية (كالفلسفة وعلم النفس والاجتماع والتاريخ) وتجريبِيَّةٍ أو تطبيقِيَّةٍ (مثل الهندسة والزراعة والطب) على سبيل المثال ؛ في أنها تتضمنُ تحويلَ شفرةٍ لغويَّةٍ verbal code أي مجموعة من العلامات المنطوقة أو المكتوبة oral or written signs إلى شفرةٍ أخرى . ووجود المبادئ اللُّغويَّةِ العالميَّةِ universals والطاقة اللُّغويَّةِ الفطريَّةِ المشتركة بين البشر جميعاً لا ينفي أن الشفرات المستخدمة فعلياً في الكلام والكتابة تختلفُ من لغةٍ إلى أخرى ، وتقتضي التحويل transformation ابتغاء توصيل المعنى الذي هو الهدفُ الأولُ للمتَرجِم . وقد يكون المعنى إحيالياً محضاً referential وقد يكون أدبياً يتضمنُ عناصرَ بلاغيةَ وبنائيةَ وموسيقيةَ . ومن ثمَّ أصبحَ تحويلُ الشُّفرةِ اللُّغويَّةِ هو مناط البحثِ في علمِ الترجمةِ ، مما يتطلَّبُ مقارناتٍ دائبةً على جميعِ المستوياتِ بين اللُّغاتِ ، خصوصاً في علم التراكيب syntax والتداولية pragmatics وعلوم اللُّغوياتِ الثقافيَّةِ والنفسيةِ والاجتماعيةِ التي تعتبرُ تخصصاتٍ مشتركةً interdisciplinary مع علومٍ طبيعِيَّةٍ وإنسانيةٍ أخرى .

الشفرة اللُّغوية والإحالة

وإذا كانت الشُّفرةُ اللُّغويَّةُ هي مناط البحثِ في علومِ اللُّغةِ بصفةٍ عامَّةٍ ، فإن الشُّفرةَ الأدبيَّةَ - ونعني بها مجموعةَ القواعدِ والأعرافِ السائدةِ في تراثٍ أدبيٍّ معيَّنٍ - هي مناطُ البحثِ في فنونِ التَّرجمةِ الأدبيَّةِ . فالمتَرجِمُ الذي يهدفُ إلى توصيلِ المعنى الإحاليِّ فحسب سينصبُّ اهتمامه بطبيعةِ الحالِ على قواعدِ وأشراطِ الإحالةِ reference - أي التَّركيزِ على إحالةِ قارئِ النصِّ الأصليِّ المتَرجِمِ إلى نفسِ الأشياءِ (مجردةً كانت أو مجسَّدةً)

التي يُحال إليها قارئ النصّ الأصليّ . وهذه هي ما نسمّيها بالترجمة التّوصيليّة communicative أحياناً - وأقرب الأمثلة عليها ما يسمى بترجمة الأخبار أو ترجمة لغة وسائل الإعلام current affairs . فالمترجم يختار من بين عدّة صيغ formulae لغويّة، الصّيغة التي يرى أنها أقدر على الإحالة إلى نفس مدلول النصّ الأصليّ . فالذي يترجم خبراً في الصحيفة عن « جهاز تنظيم الأسرة » لا يقف عند معاني الألفاظ المفردة بل يعرف أن الترابط فيما بينها أي syntagmatically في هذه الصيغة يحيل القارئ إلى الهيئة المعنوية بتحديد النسل ، أو تقليل عدد الأبناء والبنات في الأسرة .

وهو يسعى إذن إلى الإحالة إلى ذلك الشيء نفسه - أي إلى دلالة هذه العبارة بالنسبة لقارئ الإنجليزية مثلاً بأن يترجمها بالعبارة التالية : Family Planning Authority وقد يستبدل بالكلمة الأخيرة كلمة Agency إذا كان يخاطب جمهوراً أمريكياً ، ولن يخطر له بحال أن يستخدم كلمة Organization بدلاً منها أو من Authority لأنها لا تحيل إلى نفس المدلول في اللّغة الإنجليزية ، وفي كلتا الحالتين نجد أن المترجم يعرف أن هذا الجهاز هيئة حكوميّة ، أو يفترض ذلك ، ولذلك فهو لا يختار من البدائل كلمة مثل Committee (لجنة) أو Commission (لجنة دائمة أو هيئة) ناهيك بأشبه المترادفات التي تتعدّد به عن المقصد تماماً مثل Establishment أو Foundation أو بالمقابل الدقيق لكلمة جهاز في العلوم الطبيعية وهي apparatus .

والمترجم هنا أيضاً يتعدّد عن المعنى التّراثي للفظ الجهاز ، الذي يصادفه في كتب الغزوات مثلاً بمعنى العُدّة والزراد للمحارب a fighter's provisions ،

أو المعنى الاجتماعي الشائع مثل جهاز العروس - كالأثاث أو الملابس و المعدات الشخصية للزواج (trousseau) بل إنه يقصي عن ذهنه مفردات الشفرة القديمة التي كانت تحيل إلى نفس المدلول - أي تحديد النسل birth control مدركاً أن الموضة تقتضي استخدام الكناية المهذبة euphemism في الإشارة إلى هذا الموضوع الذي كان ولا يزال خلافياً controversial في الدين ، في أوروبا والعالم العربي جميعاً ، وقد أصبحت الكناية المهذبة في أيامنا هذه مجال اهتمام كبير من دعاة المساواة ونبذ التمييز ، و أصبح يُطلقُ عليها اللباقة الاجتماعية political correctness .

واللباقة هنا (والكلمة في الأصل تعني الصواب أو السداد) معناها هو تحاشي جرح شعور الآخرين ، كأن تشير إلى المعوق handicapped بأنه مختلف different وإلى الفقراء بأنهم disadvantaged (أي المحرومون من المزايا) أو underprivileged أي من يتمتعون بمزايا أقل منك ، أو vulnerable أي المعرضون للتأثر بصروف الحياة وغيرها ، وكأن تتجنب الإشارة إلى أن الكاتب رجل أو امرأة ، حتى لا تتسبب في التمييز بين الجنسين ، أو الإشارة إلى أن الكاتبة سيده أو أنسة مساواة لها بالرجل الذي يشار إليه دائماً بالسيّد بغض النظر عن حالته الاجتماعية .

والملاحظ هنا أيضاً أن مترجم عبارة Family Planning Authority إلى العربية لن يستخدم لفظ (التخطيط) لترجمة الكلمة الوسطى ، أو كلمة السُّلطة في ترجمة الكلمة الأخيرة (!) و كذلك لن يقول « السيطرة على المواليد أو على المولد » ترجمة لتعبير birth control - فالترجم يتعامل مع وحدة إحالة كاملة لا مع مفردات هذه الوحدة .

هذه الاعتباراتُ جزءٌ لا يتجزأ من الإلمام بالشُّفرة ، اللّازم لصدق الإحالة ، وهو من عدّة المترجم الذي أخرج لنا جهازَ تنظيم الأسرة ، وقد فطنَ صلاح جاهين إلى جانب اللباقة المذكور والذي يشارُ إليه اختصاراً بـ P.C. عندما رسم رسماً كاريكاتورياً يضمُّ أباً وحوله رهط من الأطفال من مختلف الأعمار و الأشكال و جعله يخاطب مسئول الجهاز المذكور قائلاً : « ها قد أتيت بالأسرة.. أرجوكم نظموها لي !»

واللباقة جانبٌ جديدٌ من جوانب الشُّفرة ، وهو مهمٌ للمترجم الذي يرمي إلى صدق الإحالة وحسب ، أي الصدق في توصيل المعنى خارج الأبنية اللفظية أو خارج الشُّفرة اللُّغوية ، فمن يقرأ عن تثبيت أسعار البترول في صحيفة يومية يعرف أنها قد انخفضت ، وربما لا يكون مطالباً هنا بالالتزام باللباقة في مخاطبة الجمهور الأجنبيّ مكتفياً بالمعنى الإحالي وهو lower oil prices ، وقس على ذلك تحريك الأسعار بمعنى زيادتها ، أو الأقمشة الشعبية أو المساكن الشعبية بمعنى رخيصة الثمن أو سيئة الصنع ، أو الموجهة للفقراء لا بمعنى المحبوبة أو التي أنتجها الشعب أو التي يُقبلُ عليها الشعب .

المترجمُ التوصيليُّ إذن هو الذي يهتمُّ بالإحالة وإدراك المحال إليه؛ أي المدلول في المقام الأول ، ويتوقَّفُ نجاحه في الترجمة التوصيلية على هذا الإدراك . فإذا كان من أبناء اللُّغة التي يترجمُ منها كان ذلك عليه يسيراً ، وإن كان من أبناء اللُّغة التي يترجم إليها كان عليه أن يأخذ في اعتباره جوانب دلالية إضافية :

فكلمة activist التي عادةً ما تستخدم بصيغة الجمع تتفاوتُ دلالتها ،

ومن ثم تتفاوت إحالتها ، وفقاً للغة المترجم إليها ، فإذا اقترنت بحقوق الإنسان human rights activists أصبح معناها يتوقفُ على موقفِ أصحابِ اللُّغة المنقولِ إليها من هؤلاء - هل هم دعاةُ حقوقِ الإنسان ؟ هل هم أنصارُ حقوقِ الإنسان ؟ أم هم (جماعات) أو (تنظيمات) خاصة بحقوق الإنسان بما توحى به كلُّ من هاتين الكلمتين من مناوئةٍ للنظامِ ؟

وقس على ذلك كلمة militants التي قد تقتربُ من معنى (المناضلين) إذا كنت تؤيدُهم ، وقد تقتربُ من معنى المناوئين أو المتمردين إذا كنت تعارضُهم ، وقد تقترب من معنى (الثوريين) إن كنت تميل إلى قبولهم وتخطبُ جمهوراً قد يتعاطفُ مع الثَّورة بسبب مشاعر استياءٍ وسخطٍ دفينه! وينطبقُ هذا على استخدام الكلمة الأولى activists في سياقِ الدعوةِ إلى تحريم الإجهاض ، في إطارِ الكنيسة الكاثوليكية مثلاً ، أو في سياقٍ مختلفٍ مثل الدعوةِ إلى حقوقِ المرأة في كلِّ مكانٍ ، ولذلك فقد نزعَت الأمم المتحدة إلى ترجمتها ترجمة محايدة هي (العناصر النشيطة) - نشداناً للسلامة من الشطط في التفسير الذي قد يغضب دولةً ما.

(٢)

المعنى الإحالي في الترجمة العلمية

وقد لا تكونُ مشكلةُ الإحالة من المشاكل التي يُعتدُّ بها في العلومِ الطبيعيَّة كالفيزياء والكيمياء مثلاً ، بسبب ثبات المصطلحات ، والاتفاق شبه الكاملِ على معانيها ، خصوصاً بين اللُّغات التي تنتمي إلى أسرةٍ لغويَّةٍ

واحدة ، أو التي شاعت بصورة موحدة بين شتى اللغات ، كأن تغزو كلمة مشتقة من اليونانية عدة لغات أوربية ، وإن اختلف هجاؤها وفقاً لكل لغة ، فهي تكتب بصورة متشابهة تعفي القارئ من ترجمتها ، ولكننا نعرب بعضها في العربية وترجم البعض الآخر مما يسبب لنا شتى ألوان العنت .

فعندما أتفق على ترجمة atmosphere بالغللاف الجوي ، تحاشياً لكلمة الجو التي يمكن أن تعني حالة الجو weather (أو الطقس - الكلمة المحدثه) أو الهواء المحيط بالأرض circumambient air ، وخصوصاً air التي قد تشير إلى الهواء باعتباره مجموعة من الغازات gases والهباء aerosols (والكلمة تعني أيضاً بخاخات السوائل القاتلة للحشرات أو النشرة للعطري) أو إلى حالة الجو . فالطيارون يشيرون إلى all-air combat aircraft أي الطائرات المقاتلة في جميع الأجواء ، ويقصدون بها all-weather أي جميع حالات الجو ، ويستخدمون الاصطلاحين بالتناوب alternatively .

أقول عندما أتفق على تلك الترجمة ، استناداً إلى التفرقة بين الغلاف الجوي والغلاف الحيوي مثلًا biosphere ، أي الكائنات الحية من نبات وحيوانات على ظهر الأرض ، نشأت مشكلة مفهوم الغلاف ، فإذا كان معناه الغطاء أصبح يشتبك مع تعبيرات علمية أخرى ، مثل الغطاء الحرجي forest cover (أي الغطاء الذي يتكوّن من الغابات) ، والغطاء الأخضر green cover (أي الغطاء النباتي) والغطاء الأرضي ground cover (أي الأعشاب التي تزرع حتى تمنع التربة من الانجراف) ، والغطاء الأرضي land cover (أي الغطاء النباتي للأراضي) ، والغطاء النباتي vegetation cover . وكلها تشترك في معظم الدلالة وتختلف اختلافات دقيقة لن

تفصحَ عنها الترجمة .

فالمقطع sphere الذي يوازي الغلافَ هنا ليس غلافًا بالمعنى المفهومِ .
ولكنه يدلُّ أصلاً على الشكل الكرويِّ ، اشتقاقاً واصطلاحاً ، ومن ثمَّ
تعذرتُ ترجمةَ الكلماتِ الأخرى التي تشيرُ إلى طبقاتِ الغلافِ الجويِّ ،
مثل الأيونوسفير ionosphere أي الطبقة المتأينة ، والكلمةُ الأخيرةُ معرَّبةٌ عن
الأجنبية ion التي وضعها العالمُ الإنجليزي مايكل فاراداي Michael
Faraday بصورة توقيفية arbitrary للإشارة إلى اكتسابِ الذرَّةِ شحنةً موجبةً
أو سالبةً أثناء التفاعل الكيميائيِّ . وقد فضَّل العلماءُ الإبقاءَ على صورتها
الأجنبيةً لصعوبةِ استخدامِ كلمة الكهرباء ومشتقاتها التي أصبحت تقتصرُ
على الإلكترون electron (الكهرب) ومشتقاته ، وقسُ على ذلك الكلماتِ
التي تشيرُ إلى سائرِ طبقاتِ الغلافِ الجويِّ - نوردها بسبب أهميَّةِ ترجمة
مقاطعها المشتقة من اليونانية ، والتي قد تضلُّ المترجم إذا لم يكن محيطاً
بالمادة العلمية - وهي ليست عسيرة المنال لمن يريدُ الاستزادة من العلمِ
باللُّغة .

وهذه هي بالترتيب من أسفل إلى أعلى : troposphere (حتى ١٠ كم)
ثمَّ tropopause (١٠-٢٠ كم) ثم stroposphere (٢٠-٥٠ كم) ثمَّ
stropopause (٥٥-٥٠ كم) ثم mesosphere (٥٥-٨٠ كم) ثمَّ
mesopause (٨٥-٨٠ كم) ثم thermopause (٨٥ كم) ثمَّ
thermosphere (من ٨٥-٥٠٠ كم) حتى نصلَ إلى exosphere وهو
المتاخِمُ للفضاءِ الخارجي !

أما الكلمتانِ الأوليانِ فتتكونان من مقطعين الأول هو tropo المأخوذ من

اليونانية tropos بمعنى « الميل » وهو هنا ميل مدار الأرض حول الشمس ومنها اشتق (tropic) أي مدار (السرطان أو الجدي) ومداري tropical ، ومنها اشتقت الكلمة الإنجليزية trope أيضاً بمعنى التعبير المجازي (أي الذي ينحرف عن الحقيقة) والثاني هو sphere أي النطاق المحيط بالكرة ، وهكذا نرى أن المترجم الذي يستند إلى الأصل الاشتقاقي لن يصل إلى المعنى الإحالي للكلمة وهو الطبقة الدنيا من الغلاف الجوي التي تتميز بوجود بخار الماء وحركة الرياح الرأسية وظواهر الطقس المعروفة ونقص درجات الحرارة كلما ازداد الارتفاع عن سطح الأرض !

والكلمة التالية تجمع إلى جانب المقطع الأول مقطوعاً يدل على التوقف pause ، ولكن هذا خادع ، فكل ما تعنيه الكلمة هو وجود طبقة فاصلة يستمر فيها انخفاض درجات الحرارة قبل الوصول إلى ثبات درجات الحرارة في الستراتوسفير ، وينطبق ذلك على الستراتوبوز ، ثم نأتي إلى كلمة mesosphere التي تتكون من المقطع الثاني الذي سبقت الإشارة إليه ومقطع آخر هو meso المشتق من اليونانية mesos بمعنى وسط أو أوسط أو متوسط . فترجمتها بالغلاف الأوسط ستؤدي إلى الخلط ، لأن هذه الطبقات متداخلة وهي ليست ثلاثاً حتى نحدد الأول والأوسط والأخير بسهولة !

وأخيراً نأتي إلى كلمة thermopause وهي تتكون من مقطع يفيد الحرارة thermo والمقطع الذي يفيد التوقف ، وقد ترجمتها الأمم المتحدة بطبقة الرُّكود الحراري ، إلى جانب تعريبها ، وقد تكون هذه ترجمة صائبة لأن درجة الحرارة تثبت فيها عند الصفر بعد الارتفاع التدريجي ابتداءً من الطبقة السابقة ، ولكن الصفة المضافة على الترجمة لا تفي بالغرض لأنها

لا تنقلُ المعنى ، خصوصاً عندما تترجمُ الأمم المتحدة المصطلحَ الآخر thermosphere بالغلافِ الحراريِّ ، دون إتاحة التعريبِ أي كتابة الكلمة بصورتها الأجنبية بدلاً من ترجمتها ، وسر الاعتراض أننا عندما نتصدى لتحديد المدلولات في إطار مجموعة مصطلحات متخصصة ويأخذ بعضها برقاب بعض ، فلا ينبغي لنا أن نمزج بين التعريب والترجمة ، خصوصاً إذا كانت الترجمة ترجمةً للجذور الاشتقاقية لا للمعنى الاصطلاحي المفهوم أي الذي يحيلُ إلى مدلولٍ بعينه .

وأين الأيونوسفير إذن ؟ إنه طبقةٌ يحددها العلماءُ على أسسٍ مختلفةٍ ، فأساسها الأوحْدُ هو قابليةُ الذراتِ للتأينِ أي لتغييرِ شحنتها الكهربائية . وقد يمتدُّ من الستراتوسفير حتى الثرموسفير ! وإنما ضربت هذا المثلَ ؛ للتدليلِ على أن الترجمةَ العلميَّةَ قد لا تحققُ المثلَ الأعلى للإحالةِ ، وأن التعريبَ قد يكونُ أفضلَ في الوفاءِ بالغرضِ ، وأن المتخصِّصَ قد يفهمُ المادةَ ويعرف معنى المصطلحِ ثم يتعثرُ دون إلمامٍ واسعٍ باللُّغةِ - في وضعِ المقابلِ الدقيقِ ، أو في صياغةِ الترجمةِ الدقيقةِ الواضحةِ إذا لم يكنْ لديه إلمامٌ كافٍ بفنونِ اللُّغةِ والكتابةِ .

إن الإحالةَ باعتبارها مثلاً أعلى للترجمةِ التَّوصيليةِ ليست ممكنةً دائماً فالترجمة دائماً ما تؤدي إلى خلطِ المعاني ، والتعريب في الترجمة العلميةِ أي كتابة الكلمة بصورتها الأجنبية بحروفٍ عربيةٍ أنجح في الترجمة العلميةِ ، والكاتب الذي يطمئنُ إلى ترجمة dust بالترابِ سيواجهُ معاني أخرى للكلمة ، ففي بريطانيا يطلقونها على القمامة (أو الزباله) بالعاميةِ المصريةِ (والمعجم الوسيط يورد الزبال فقط بمعنى جامع القمامة) ويطلقون

dustmen على جامعيها ، وأذكر أنني أحسستُ بالحرَجِ عندما سألني أحدهم؟ where is your dust? أي أين وَضعتَ القمامة؟ ولم أفهم إلا حين أشارَ إلى dust bin أي صندوق القمامة الذي يسميه الأمريكيون garbage can ويطلقون على القمامة أيضاً trash و rubbish والصفة منها dusty تعني أيضاً (بلون التراب) (أي ترابي) وتطلقُ على من وَخَطَ الشيبُ شعرهم أو في الحقيقة تيمناً بأن يعمرُوا حتى يخطُ الشيبُ شعرهم . وهي تطلق على الرجلِ والمرأةِ ، وأشهرُ من نعرفُها هي المغنية Dusty Springfield - والترابُ لا شكُّ أقربُ معاني الكلمةِ ، ولكن ما بالُ أشباهِ المترادفاتِ معها مثل العثِيرِ (وغدا العثِيرُ في الجوِّ سحاباتِ سواد) و النَّقْعِ (بيت بشار بن برد المشهور « كأنَّ مثارَ النَّقْعِ فوق رؤوسنا ... وأسيافنا ليلٌ تهاوى كواكبهُ ») والرَّغامِ (بيت حافظ إبراهيم المشهور « يا حديداً ينسابُ فوق حديدٍ ... كانسيابِ الرِّقْطَاءِ فوق الرَّغامِ ») والثَّرَى (في قوله تعالى ﴿ له ما في السَّمواتِ وما في الأَرْضِ وما بينهما وما تحت الثَّرَى ﴾ - طه - ٦) والأديمِ (بيت أبي العلاء المعري المشهور « خَفَّفَ الوطاءَ ما أظنُّ أديمَ الأَرْضِ إلا مِنْ هَذِهِ الأَجْسَادِ »)

أقول إن المعنى الأوَّلَ هو أقربُها ، فهو المعنى الديني ، "Earth to earth, ashes to ashes, dust to dust" (قوله تعالى ﴿ خلقه من ترابٍ ﴾ - آل عمران - ٥٩ ، ﴿ أم يدُّسُهُ في التُّرابِ ﴾ - النحل - ٥٩ ، ﴿ أئذا مِنَّا وَكُنَّا تُرَاباً ﴾ - الصافات - ١٦) ، ولكن الإنجليزية تستخدمُ كلمة earth أيضاً للإشارة إلى التربةِ أو الترابِ إلى جانب soil ، واختيار المترجمِ التوصيليِّ غير محدودٍ بالمعنى الشائع ، فرغم أن الإحالةَ واحدةً في كلِّ حالةٍ

أي أن الكلمات تشير إلى الشيء نفسه تقريباً ، فإن الاختلافات التداولية أي الراجعة إلى تداول اللُغة واستخدامها pragmatics هي التي تملي على المترجم اللفظ الذي يختاره ويرتاح إليه .

الدلالة والمعنى

ولكن مشكلة الإحالة اللفظية في الأدب تزداد تعقيداً حين نجد الألفاظ داخلة في تركيبات ربما لا يعيها المؤلف نفسه الوعي كله ، كما أثبت علماء النفس من المهتمين بالأسس النفسية للإبداع الفني من أبرامز Abrams في كتابه المرأة والمصباح *The Mirror and the Lamp* إلى مصطفى سويف ومصري حنوره (وأخيراً شاكر عبد الحميد) ، بل كثيراً ما يدهش الشاعر كيف كتَبَ هذا الكلام ، و عندما يحاول أن يكتب شيئاً على غراره ويفشل يصاب بخيبة أملٍ واكتئابٍ ! ولن نذهب بعيداً للتدليل على ذلك ، خذ مثلاً قصيدة (أنا والمدينة) :

هذا أنا وهذه مدينتي
 عند انتصاف الليل
 رحابة الميدان والجدران تلّ
 تبين ثم تختفي وراء تلّ
 وريقة في الريح دارت ثم حطت
 ثم ضاعت في الدروب
 ظلّ يذوب
 يمتدّ ظلّ
 وعين مصباح فضوليّ مبلّ

دُستُ على شُعاعِهِ لما مرَّرتُ
وجاشَ وجداني بمقطَعِ حَزِينِ
بَدَأَتْهُ ثم سَكَتَ
مَنْ أَنْتَ يَا ... مَنْ أَنْتَ ؟
الحَارِسُ الغَيْبِيُّ لَا يَعِي حِكَايَتِي
لقد طُرِدْتُ اليَوْمَ من غُرْفَتِي
وصيرتُ ضائِعاً بدونِ اسمِ
هذا أنا وَهذه مَدِينَتِي !

لقد سبق لي أن تعرّضتُ لهذه القصيدةِ بالتحليل في كتابي « النقد التحليلي » عام ١٩٦٣ ، ولكنني لم أترجمها إلا عام ١٩٨٥ ، وعندها وقفت لأول مرةٍ عند المشكلات التي كنت أظنُّ أنني حللتها . الموقفُ في القصيدة يسير الفهم : شخصٌ طرد من غرفته وأصبح بلا مأوى ، يعيشُ في المدينة دون أن يقطنَ فيها ، أي أنه يسكنُ المدينةَ كُلَّها ولا يسكنُ أي جزء منها ، فهو مثل المال العام في تعريفِ رجال القانون *res nullus* باللاتينية أي الشيء الذي لا يملكه أحد ، ومن ثم فهو ملكٌ مشاعٌ للجميع ، ومع فقدانِ الشَّخص الذي يتقمَّصه الشاعِرُ ، أي الذي يقولُ القصيدةَ على لسانه (وهو ما يسمى بالقناع *mask* أو *persona*) لسكناه ، يفقدُ أيضاً ذاتيته أو هويته ، فيصبحُ دون اسم !

ولكن ما الذي يحدث في القصيدةِ ؟ إن هذا الشخصَ ولنطلقُ عليه تعبيرَ بطل القصيدة *protagonist* ، يمرُّ في ميدانٍ ما في المدينة ، وعينه تلاحظ بعض الأشياءِ ثم يقابلُ شرطياً يسميه الحارسَ - يسأله سؤالاً لا إجابة له ،

ثم تنتهي القصيدة بلحظة التّكشّف . أي أننا أمام بناءٍ قصصيٍّ ، يستمدُّ هيكله من الدّراما ؛ حيث يوجد حدثٌ له بدايةٌ ووسطٌ ونهايةٌ ! والنّهاية هي التّكشّفُ أو ما يسمّى اصطلاحاً بالتنوير أو الحلّ denouement - والإطارُ الزّماني العامُّ هو الحاضرُ ، أي أننا نشهدُ شيئاً يحدث أمام أعيننا ، وحادثَةُ الطّردِ نفسها قد حدثت اليومَ . والعباراتُ تتراوحُ بين المضارعِ ، وبين المبتدأ والخبرِ ، وبين المضارعِ التامِ present perfect الذي هو أيضاً مضارع !

المرجمُ إذن يواجهُ موقفاً يمكن تسميته بموقفٍ دراميٍّ - وهو يتضمّنُ عباراتٍ حديثٍ مباشرٍ وغيرٍ مباشرٍ (أو ما يسمّى بلغةِ النّقْدِ الحديثِ direct free discourse و indirect free discourse) ومن وصفٍ ما يرى البطلُ يدركُ القارئُ أنه يسير ثم يقف ، يبدأ الغناء ثم يتوقف ، يُسأل فلا يجيب ، وهكذا فإن لدينا أفعالاً مجهضةً تتوالى ، وتناقضاتٍ داخليةً بين الانفساحِ والانقباضِ ، وبين الضوءِ والظلِّ ، وبين الكلامِ والسكونِ ، وبين الظاهرِ والباطنِ ، وهذه جميعاً مما تحتفلُ به مدرسة البنيوية وتصر على تأكيده !

وليسأل سائلٌ و ما لهذا كله بالترجمة ؟ و الردُّ (دون لأي) هو أن المترجمَ لا بدُّ أن يستوعبَ ذلك كله حتى يخرجَ المقابلَ ، إذا لم يستطع أن يخرجَ المثيلَ بالإنجليزية ! فالقصيدة مكتوبة ببحر الرّجز ، وهو أيسر بحور العربية وأقربها إلى النثر ، وهو لسهولته كان يسمّى حمار الشعر ، بمعنى أن كلّ إنسانٍ يستطيعُ أن يركبهُ ، وكان الذي ينظم شعره كله رجزاً يسمّى رجزاً لا شاعراً مثل رؤبة والعجاج ، و كان الرّواة حين يروونه يقولون « فارتجز قائلاً » لا « فقال قصيدة هي » .

وتيسيراً على من لا يعرفونه يتكوّن هذا البحرُ من حركةٍ وسكونٍ مرتين ثمَّ حركتينِ وسكونٍ كأن تقول (إن لم تكن) ، ثمَّ تكررها ، ويجوزُ في البحرِ تعديلُ هذه الحركاتِ والسكناتِ بعدةِ طرقٍ تسمى (الزحافات والعلل) كأن تحذفُ الحرفَ المتحركَ الثاني ، أو الرابعَ وهلمَّ جراً. وأهمية ذلك للمتّرجمِ واضحةٌ . قد يحاولُ مجازاةَ الأصلِ في الزمنِ فيترجمُ البيتَ الأوّلَ هكذا :

This is I and this my city

والبحرُ الإنجليزي هنا هو بحر الأيamb iambus (من اليونانية iambo) الذي يتكوّن من مقطعٍ خفيفٍ ومقطعٍ منبورٍ ، أي يقعُ الضغطُ عليه ؛ ومن ثمَّ فسوف يرى أنه قد افترض أن القارئ سوف يجعل الضغطَ واقعاً على فعل الكينونة is ثم على I ثم على my وأخيراً على ty (أي المقطع الأخير في كلمة city) مع قلبِ نظامِ النبر في التفعيلة الثانية أي عكسها لتصبح تفعيلةً من بحر trochee بحيث تكون I منبورةً و and غير منبورة ، ولكن استخدامَ ضمير المتكلم في حالة الخبر مرفوعاً أي I بدلاً من me) يرجع إلى اللاتينية ، ويتبعُ قواعدَ النحو اللاتيني ، وهو كما يقول علماء اللغة « موضة قديمة » لأن الشائع في الإنجليزية المعاصرة أن تقول This is me رغم أن me وفقاً لقواعدِ النحو في حالة المفعول به لا الخبر ! ولكن استعمال ضمير المتكلم « I » يأتي بقافيةٍ داخليةٍ مع my ويتطلبُ الوقوفَ عليها أثناء الإلقاء — This is I — فإذا قرأت المقاطع الثلاثة التالية and this my أحسست بالجرسِ النابعِ من الموسيقى الداخلية الذي يُعمق من الإحساسِ بالمفارقة ؛ إذ إنه هو ليس هو ! أي أن المتكلمَ — الذي يزعمُ

إن هذه الصيغة تحتفظ بالصورة الأصلية التي تتضمن الغموض الذي أشرت إليه ، ولكنها تنحرف عن المعنى الإحالي الذي هو :

The vastness of the square, the walls a hill,
Appearing to disappear behind a hill !

المعنى الإحالي وضع الجدران في موضعها الدلالي المحدد ، مع حذف فعل الكينونة الذي هو مجرد auxiliary وحذفه يسمى suppression وهو جائز في الشعر ، وأبقى على الفعل في موضع الخبر ، باعتبار أن الخبر جملة فعلية ! وماذا عن اختيار ترجمة الرحابة بـ vastness بدلاً من spaciousness مثلاً ؟ هذه كلها اعتبارات تمثل ما أعنيه بمشكلات الدلالة في مقابل المعنى الشعري !

فإذا انتقلنا إلى البيت التالي وجدنا مشكلة حقيقية : ورقة ! ورقة صغيرة ! ورقة كتاب أو كراسٍ ؟ ورقة شجر ؟ أم قطعة من الورق ؟ والورقة هنا مفعول به في صورة الفاعل - أي ما يسمى في النحو الحديث patient فهي تدور في الريح بينما تديرها الريح في الحقيقة ، أفعالها تسمى في العربية بأفعال المطاوعة كقولك فتحت الباب فانفتح الباب ، فالعبارة هنا تتضمن فاعلاً هو مفعول به ، أي إنها رمز واضح لإحساس المتكلم بالضياح والضالة لأنه في مهب الريح ! لماذا رآها البطل ؟ أو لماذا قرأ الشاعر أن يجعله يلحظها ويثبتها فيما التقطه وعيه من مشاهد ذلك الميدان في تلك الليلة ؟ وانظر إلى تتابع الأفعال المنسوبة إلى ذلك المفعول به وتواليها في عبارة متماسكة « دارت ثم حطت ثم ضاعت ! » فإذا قلنا إنها ورقة مما يكتب عليه استحال تصغيرها بالإنجليزية ، و الأيسر أن نفترض أنها ورقة

شجر ، فربما لم تكن في حاجة إلى تصغير ! هل هي إذن a scrap of paper طبقاً للمعنى الإحالي الظاهر ؟ أو a leaf التي قد تعني لحسن الحظ ورقة من كتاب أيضاً ؟ أم هل نختار كلمة مثل bit أو a small piece ! الاختيارات هنا لا يحكمها بالقطع المعنى الإحالي الدقيق بقدر ما يحكمها تفسير المترجم الذي يضع نفسه في موضع الشاعر !

وليست الأفعال المتتابعة سهلة الترجمة هي الأخرى ، فالشاعر يقدم شبه الجملة « في الريح » . وهي prepositional phrase - عامداً حتى ينتهي ب « دارت » ، ويؤخر شبه الجملة الأخيرة إلى مكانها الطبيعي :

Circled, then landed, was lost in the alleys

إن circled in the wind غير circled in the air وتحديد معنى الريح أيضاً يتوقف على الإحساس الذي يحدد تفسير حركة الهواء ! والذي يترجمها بالإنجليزية eddied من eddy بمعنى دوامة الريح يجعل حركة الهواء شبه ثابتة في مكان واحد ، على عكس من يختار circled وهي الكلمة التي توسع من دائرة الحركة ، أما الذي يتعد عن الإحساس بتأثير فعل المطاوعة الموحى به كأن يجعل الريح فاعلاً فيقول blown أو swept by the wind round and round by the wind أو حتى bandied up and down by the wind فهو سوف يتعد تماماً عن المعنى الشعري مهما اقترب من المعنى الإحالي !

ولنتأمل هذه الحيلة التركيبية التي تسمى chiasmus في البلاغة الإنجليزية ، وترجمها بمصطلح « العكس » أي إيراد بناءٍ للعبارة ينعكس في العبارة التالية :

في الريح دارت - ثم حطت - ثم ضاعت في الدروب
 لدينا هنا ثلاث وحدات : شبه جملة وفعل - ثم فعل - ثم فعل وشبه
 جملة - أي إن الوجدتين على جانبي الفعل ذواتا بنائين معكوسين،
 chiasmatic structure فهل يصير المترجم على إبراز ذلك هكذا :

A leaf in the wind circled,

Then landed, was lost in the alleys

مما يتيح للنص الإنجليزي أن يمثل أيضاً ما يسمى بالتركيب السائلِ
 fluid syntax بلغة النقد الأدبي أو إمكان اختلاف التقطيعِ different
 segmentation بمصطلح اللغويين ؟ ومعنى هذا أن يستطيع القارئ أن يقرأ
 البيت « وريقة في الريح » ثم يقف - قبل أن يأتي بالفعل ، في الترجمة
 تماماً مثل الأصل ! والواضح أنني لا أقف عند ترجمة الكلمات المفردة
 فهذه أقل ما يقلق بالي في ترجمة الشعر ، فالدروب هي الشوارع على
 اختلافها : طرقات واسعة ، وحوار وأزقة وعطوف ! وأقرب ترجمة لها هي
 ways - قياساً على قصيدة وردزورث Wordsworth المعروفة :

She dwelt among the untrodden ways

وإن كان عيبُ هذا الاختيار هو أن ways توحي بطرائق الحياة كقولك
 He must mend his ways أي لا بد أن يحسن سلوكه ! أو عليه أن يصلح
 من أخلاقه ! والمعنى الإحالي هنا محال ، فالمعروف أن كلمة الشارع ،
 نفسها تتضمن هذا المعنى فهي « الطريق الأعظم الذي يشرع فيه الناس
 عامة » كما يقول « لسان العرب » ، ولا أدري لماذا يتجنبها أهل المغرب
 فيطلقون على الشارع « الجادة » و « النهج » ، وهكذا كان يفعل خليل

مطران في ترجمته لشكسبير ، أمّا الدُّرب فالأصلُ فيه هو المضيقُ في الجبلِ . ثمَّ تطوَّر المعنى فأصبحَ الطريقَ النافذَ ، ومنه اشتقَّ التدريبُ أي تعلُّم الطُّرائقِ والسُّبُل ! ومن ثمَّ أصبحتِ الدُّرْبَةُ صنوًّا للمِرانِ والمراسِ . والاختياراتُ الإحاليَّةُ لا نهايةَ لها : فالإنجليز يطلقون شتى الأسماءِ على شوارعهم ، من avenue (إذا كانت تظللها الأشجار) إلى crescent إذا كان على شكل هلالٍ ، إلى cul-de-sac إذا كان زقاقًا إلى mews إذا كان حارةً مسدودةً ، إلى lane إذا كان سكةً من السُّككِ ، أو خطأً في طريقٍ ، أو طريقًا ذا اتجاهٍ واحدٍ (مثل one-way street) لا كما شاعَ من أنها حارةٌ (وبينما نحن نجوزُ حارةً : إذ فاجأتنا عندها سيارة) . إلى آخر القائمةِ التي تطولُ فيضيقُ المقامُ بها ! ولكن حتى road التي يظنُّ أنها مقصورةٌ على الشوارعِ الرئيسيَّةِ أو التي تربطُ بين المدنِ قد تطلقُ على شوارعٍ جانبيَّةِ نافذةٍ أي thoroughfare أو مسدودةً ، وكلمة path ذات دلالاتٍ دينيةٍ ترتبطُ بالطريقِ القويمِ the straight path و pathway قديمةً ، و footpath هو المدقُّ ، وهلم جراً* .

هل نعودُ إلى street ؟ أو نقنعُ بالكلمةِ الموجودةِ و حسب ، أي alleys ؟ الأهمُّ من هذا أن نلاحظَ البناءَ العكسيَّ في « ظل يذوب / يمتد ظل ! » أما الاستعارة الأولى فيسيرةٌ لأن لها مقابلًا في الإنجليزية هي to melt away والبناءُ هنا له مقابلٌ في قصيدة « الأرض اليباب » *The Waste Land* للشاعر

* قد تعني alley ما نسميه « الحتة » بالعامية ، أي the neighbourhood أو مجموعة الشوارع الصغيرة المتجاورة التي يعرف أبنائها بعضهم بعضاً ، وهي تطلق صفة على قطة الشارع alley cat التي هي « بنت الحتة » مثل القصيدة المشهورة « سالي بنت حتتنا » *Sally in our Alley* ! وكلنا نعرف « مين قال لك تسكن في حارتنا ؟ » وهي أغنية للمطربة شادية .

ت. س. إليوت التي شاعت ترجمتها بالأرض الخراب ، فإليوت يقول :

... Your shadow at morning striding behind you
or your shadow at evening rising to meet you

فالظِّلُّ حين « يمتد » وحين « يظهر » له مقابلٌ بالإنجليزية ، ومع ذلك فالواضح أن « امتداد الظل » يتضمن إشارةً إلى الآية الكريمة ﴿ أَلَمْ تَرَ إِلَى رَبِّكَ كَيْفَ مَدَّ الظِّلَّ وَلَوْ شَاءَ لَجَعَلَهُ سَاكِنًا ﴾ (الفرقان - ٤٥) و مترجمو القرآن يذهبون أغرب المذاهب في ترجمتها ، فمارماديوك بيكتول يترجمها هكذا :

Hast thou not seen how thy Lord hath spread
the shade – And if He willed He could have made it still.

ويوسف علي يترجمها هكذا :

Hast thou not turned thy vision to thy Lord ?
How He doth prolong the shadow ! If He willed,
He could make it stationary !

وداود يترجمها هكذا

Do you not see how your Lord lengthens the shadows
Had it been His will He could have made them constant.

و رودويل Rodwell يتفق في نفس الفعل مع داود ، وأربري وغيره يترجمها extends وهكذا تتكاثر المعاني التي تعتبر مضمرةً في كل محاولةٍ للإحالة هنا ، مع أن المعنى لا بدُّ أن يكون واحداً ، وكلام الله ، على أي حال لا يعلم تأويله إلا الله .

وإذا كنتُ أقولُ إن الكلماتِ المفردةَ هي أقلُّ ما يقلقُ بالي في ترجمة الشعرِ ، فذلك لأن الكلماتِ المفردةَ قد تتعدَّدُ دلالاتها خارجَ السِّياقِ ، ولكن السِّياقَ لا بدُّ أن يحدِّدَ هذه الدِّلالةَ ، ومن ثمَّ فالاهتمامُ يجبُ أن ينصبَّ على السِّياقِ . والسِّياقُ هنا يوحي بأن الظلالَ التي تنحسرُ (أو تذوبُ كما يقول الشاعر) وتمتدُّ لا ترجعُ إلى حركة مصدر الضوء (كما هو الحال في الآيةِ الكريمة ﴿ ثم جعلنا الشمسَ عليه دليلاً ﴾ ولا في إليوت فهو يشير أيضاً إلى الشروقِ والغروبِ) بل إلى حركةِ الجسمِ السَّائرِ ، فهل ترى ينتمي هذان الظَّلانِ إلى شخصٍ واحدٍ يقتربُ من المصباحِ فيذوبُ ظلُّه ثم يبتعدُ عنه فيمتدُّ ظله ، أم إلى عدة أشخاص ؟ وإذا كان ينتمي إلى شخصٍ واحدٍ فهل ينتمي إلى بطلِ القصيدةِ الذي يقتربُ من المصباحِ ثم يبتعدُ عنه ؟ فالبيت « ظل يذوب / يمتدُّ ظل » يتبعه بيتٌ آخرُ يفسِّره هو « وعين مصباح فضوليّ ممل / دست على شعاعه لما مررت » ! الغموضُ هنا أساسيٌّ في الصُّورةِ ولا ينبغي للمترجم أن يسعى لإزالتها ، بل حبذا لو أبقى عليه وعلى التركيبِ العكسيّ chiasmic في البيت - مثلاً :

A shadow melts away,

While extends another

وهذا ليس منافياً للنحو الإنجليزي ، ولكنه يتضمن قدراً من التفسيرِ و لا شك ، في while أو أي رابطٍ ، سواء كان رابطاً تبعيةً أو تنسيقيةً subordinating or coordinating مثل but و and . والخروج من المأزقِ بنُشْدانِ الحيادِ إثارةً للسلامة ليس حلاً مثاليّاً- مثلاً :

A shadow melts away

Another stretches out

ولكنه حلٌ على أي حال ! وأحياناً ما يضيق بمترجم الشعر الحال فيصيح : من يبغى جمالَ الصياغةِ العربيةِ فعليه أن يعودَ إلى الأصل ! ولكننا لا نصيحُ هذه الصيحات الغاضبة ، وأمامنا مشكلة « عين المصباح الفضولي الممل » !

« فضولي » ؟ أجل ! فهو يمزقُ سترَ الظلام ليفضح ! وهو لا يعنيه حال البطل ! إنه يتدخل فيما لا يعنيه ! فهو إذن intrusive أو على وجه الدقة intruding أكثر من كونه inquisitive أو curious ! ولكن المعنى الأخير قائمٌ في الكلمة ولا شك ، فعين المصباح التي تكشفُ الخبيء ، وتهتك الستر تريد أن تعرفَ أيضاً ما حدث ! ولكن ما بال صفة « الممل » التي يضيفها الشاعرُ على المصباح ؟ لماذا يصفه بأنه « ممل » ؟ هل يعني أنه لا إثارة به ولا جدّة ولا رونق ؟ ومن ثم فهو dull ؟ أم أنه رتيبُ الضوءِ يبعثُ على الملل (monotonous and thence boring) المشكلة هنا أن dull (وشبهاتها مثل lacklustre) قد تنسحب على الضوءِ نفسه الذي ربما كان باهراً قوياً نفاذاً ! والدليلُ على قوة الضوءِ إحساسُ البطل به باعتباره شيئاً مادياً « دُست على شعاعه لما مررت ! » إنه ليس قطعاً faint أو dim ، وصفةُ المللِ تنطبق دون شكٍ على الإحساس لا على الضوء ، فكأنما يشيرُ البطلُ إلى لونٍ من السأمِ والضجرِ القريبِ من صفة الـ weariness - و من ثم فهي تمثّلُ انعكاساً لحالته هو التي ينقلها إلى المصباح !

هل نقول إذن :

The eye of a boring intrusive lamp
On whose beam I trod
As I passed on ?

أم نقول :

The inquisitive eye of a bored lamp ... etc.

وفي هذه الحالة نكون قد استخدمنا حيلةً بلاغيةً إنجليزيةً هي تبادلُ موقعي الصفةِ والموصوفِ transferred epithet بحيث يكون السِّمُّ الضُّجْر هو البطلَ لا المصباح !؟ أم هل تستبدل كلمة peeping بصفة الفضولي ، أي المتلصِّص الذي يسترُق النظر ؟

وما نكاد نفرغ من مشكلةِ الكلماتِ المفردةِ حتى تواجهنا مشكلةُ التركيبِ: ما شأن هذا المصباح ؟ وبالمناسبةِ فإن lamp الإنجليزية لا تعني اللمبة الكهربائية بل المصباح كُله ، أو حتى الأباجورة ، أما اللمبة فاسمها bulb ، وعمود النور هو lamp post - وكلمة bulb كما هو معروفٌ اختصاراً لتعبير electric bulb - فهل ترى يقول البطلُ إنه كان هناك مصباح وحسب ؟ أم هل نفترضُ عطفاً على البيتِ السابقِ « يغيب .. ويمتد » ؟ قد يلجأ المترجمُ الإنجليزي الحديثُ إلى اشتقاقِ فعلٍ من إحدى الصفات ، وهذا شائعٌ بل متفشٍ إلى حدٍّ مذهلٍ ، وفيه ما فيه من تجنُّ على الأصل ، كأن يقول :

The eye of a dull lamp
On whose beam I trod, passing by,

Peeped out curiously

وجمالُ الصياغةِ هنا مع القافية الطبيعية ، لا تمثلُ الحلَّ الأمثلَ ،
فالمترجمُ يحاولُ أن يتقمَّصَ المعنى الشعري ويتمثله مع الحد الأدنى من
التفسيرِ ، وهو هنا يتجاوز هذا الحدَّ !

وحلُّ هذه المشكلةِ يفضي إلى مشكلةٍ أخرى هي « جاش وجداني
بمقطعِ حزينٍ » وهو سطرٌ ذو صعوبةٍ خاصةٍ بسبب الصورة الدفينةِ
sunken image أي التي تحملها كلمةُ جاش ، فهي كلمةٌ عسيرةٌ بالغةُ
العسرِ ! هل المقصودُ أن وجداني (بمعنى مشاعري أو أحاسيسي) فاضٌ ،
وهو المعنى القريب ؟ أم المقصودُ هو المعنى الأصلي بمعنى « ارتفع » ؟
والوسيطُ يأخذُ من لسانِ العربِ ما يراه شائعاً ولكن اللسانُ يضعُ المعاني في
تسلسلٍ منطقيٍّ مُقنِعٍ ، فارتفاعُ البحرِ يعني هياجَهُ ، وجيشانُ العينِ
ارتفاعُ الدمعِ فيها ، وجيشانُ الماءِ تدفُّقُهُ ومن ثم يأتي معنى الغليانِ ،
وكذلك المعنى الأصيلُ في الكلمةِ وهو الغثيانُ أو التقيؤُ نتيجة ارتفاع
الطعامِ إلى الفمِ !

وكذلك يأتي معنى الفزعِ والجزعِ ! المعنى القريبُ هنا هو تحرُّكُ
مقطعٍ من أغنيةٍ أو قصيدةٍ في داخلِ نفسه ، أي ارتفاعُ مدِّ الحزنِ في
أعماقِهِ دون أن يفيضَ !

هذا الإيجازُ الذي يسمَّى في البلاغةِ الإنجليزيةِ ellipsis (ويترجمُ
المصطلحَ مجدي وهبة بإيجازِ الحذف) يفرضُ على المترجمِ أن يختارَ ما
حُذِفَ لإكمالِ المعنى ، فإذا كان المقطعُ موسيقياً حدَّدَ ذلك (a sad tune)

وإذا كان شعرياً أفصحَ عنه (a couplet, a stanza) أما الجيشانُ فاختياراته
يحددها تفسير ما حَدَثَ في الوجدانِ وهل الوجدانُ هو القلبُ heart أم
النفس soul وكلاهما يستعملان في الشعرِ كنايةً عن الوجدان ؟ مثلاً :

A sad tune reverberated in my heart,
No sooner started than suppressed

وفي هذا أيضاً ما فيه من تفسيرٍ - أو :

My soul overflowed with a sad tune,
But it hardly rose before I was stopped

وفيه تفسيرٌ أكبرٌ - أو :

A sad couplet echoed in my mind,
But it was soon interrupted.

ولنا أن نضيفَ تفسيراتٍ أخرى إلى ما لا نهاية !

وأخيراً لن نقف إلا عند كلمة « يعي » في عبارة « الحارس الغبي لا
يعي حكايته » هل قصُّ البطلُ قصته عليه فلم يستطع الحارس لغبائه أن
يفهمها ؟ أم هل يقصد الشاعر فحسب أن الحارس لا يعرفُ الحكاية أي
الموضوع ، وهو غبي لأن البطلَ يرى أن حراسَ المدينة لا بدُّ أن يكونوا أغبياء
ماداموا لا يدركون مثلَ هذه الأمور ؟ والإحالةُ هنا لن تشفي الغليلَ فليس
الوعي هنا هو المقصودُ ، ولكن المقصودُ هو المعرفةُ وحسب ، ولحسن الحظِّ
يوجدُ في الإنجليزية ما يقابلُ ذلك تماماً :

The stupid guard is not aware of my plight

ف تعبير is not aware معناه ببساطة لا يعرف ، رغم أن ال awareness هو الوعي ! أما الحكاية فقصّة أخرى . ويكفي ذلك .

(٣)

الدلالة إذن هي المعنى الإحالي ، والمعنى هو كل ما نخرجُ به من النصّ الأدبي من معانٍ لا تكمنُ فقط في دلالاتِ الألفاظِ ، فتكرارُ ياء النسبةِ في حكايتي ، وغرفتي ، ومدينتي في آخرِ القصيدةِ مقصودٌ به تأكيدُ مفارقةِ عدم الانتماء ! ونحمدُ الله على أن الشعرَ كلّه ليس معقداً هذا التعقيد ، فهناك قصائدُ ميسرة المأخذِ ، ولكن القصيدةُ التي تستولي على الذهنِ وتعيشُ في الذاكرة ، ويجيشُ بها الوجدانُ ، هي التي تتضمنُ مشاكلَ تجعلُ ترجمتها معضلة كآداء !

المعنى الشعري

والمعنى الشعري إذن هو مجموعُ الخصائص التي تميّزُ الشعرَ عن النثرِ العلمي ، أو تميّزُ الأسلوبَ الأدبيَّ عن غيرِ الأدبي ، وأودُّ أن أوكدُ هنا أن الأسلوبَ الأدبي لا يعني وجودَ لغةٍ خاصّةٍ بالأدبِ ، ولا يعني قطعاً وجودَ أسلوبٍ أدبي واحدٍ ، ولكن استعمالَ اللغةِ في الأدبِ قد يختلفُ عن استعمالِ اللغةِ في الكتابةِ العلميّةِ ، كما تعرّضتُ لذلك في غيرِ هذا المكان ، ولكنني أحاولُ هنا فحسب أن أرصدَ جانباً لم يتعرّضَ له الكثيرون وهو على تعبير ريتشاردز « معنى المعنى » *The Meaning of Meaning* ذلك الكتابُ القديمُ الذي ما فتى يطلُّ علينا بالجديدِ كلَّ مرّةٍ نقرؤه !

لقد أطلت في تحليل هذه القصيدة القصيرة عامداً ؛ لأنني لست من المولعين بالنظريات ، فالنظريات لاحقة على العمل ، وهي لا يضعها المفكرون لكي يطبقها الممارسون بل يخرج بها الدارسون من ممارسة الممارسين ، وأظن أن ما ذكرته من خلال هذه الرحلة الشاقّة بين أبيات معدودة كفيلاً بتبيان صعوبة النصّ الذي قد يبدو لأول وهلة يسيراً الفهم عاطلاً من حيل الصنعة ! وربما كان تركيزي ينصبُّ على الألفاظ وتراكيبها أكثر من الأنماط النغمية والإيقاعية ، لأن هدفي كان تبيان الفارق بين المعنى الدلالي الذي أسميته المعنى الإحالي والمعنى الشعري الذي عرفته الآن . ولكن السؤال يظلُّ قائماً : هل يختلف المعنى الشعري باختلاف المترجم ؟ أي أننا حتى لو استطعنا تحديد المعاني الإحالية للألفاظ والتراكيب في قصيدة ما فهل نستطيع تحديد معناها الشعري أيضاً بحيث نتوقّعه في كلِّ مرّة تترجم فيها إلى لغةٍ أخرى ؟

التفرقة التي سبق أن ذكرتها في أول المقال بين ما يسمى بالألمانية Sinn und Bedeutung تتولى الإجابة على ذلك . فالكلمة الأولى Sinn التي نترجمها بالإنجليزية sense تعني المعنى المعجمي للكلمة أي تعريف الكلمة إن كان لها تعريف محدد مطلق ، وهو ما لا بدُّ من الإقرار به في الترجمة العلمية ، أما الإحالة Bedeutung التي ترجمتها بـ reference فهي إشارة هذه الكلمة إلى شيء بعينه . وهذا من أشقِّ الأمور - كما بين تحليلي السابق للقصيدة - حتى ولو كان الكاتب بالغ الدقّة ، لأن اللغّة ملك مشاع للبشر في أماكن كثيرة وعصور كثيرة ، ومن ثمّ فاختلاف الصورة التي تفد إلى الذهن عند قراءة نصّ أدبيّ أمر محتوم . فهل ينطبق ذلك أيضاً

على العناصر الأدبية الأخرى التي تعتبر من صلب القصيدة ؟ هل ينطبق على الوزن مثلاً ؟ وإذا كانت المعاني الإحالية تختلف من مكان إلى مكان ومن زمان إلى زمان ، فهل يختلف إيقاعها كذلك في معناه المطلق والإحالي ؟

الإجابة هنا ستكون قطعاً بالإيجاب ، فموسيقى الشعر لها معنى ، ولكنه معنى لا ينفصل عن الألفاظ بتراكيبها القائمة ، والمترجم الذي يبغى الأمانة لن يفعل إزاءها ما يفعله مع الدلالات الإحالية ، أي أنه لن يحيل السامع إلى واقع خارجي ، ولو كان ذلك نغماً مجرداً أو مجموعة من النبرات أو الصعود والهبوط في الصوت ، أو سلسلة من الإيقاعات المتوالية ، فهذه ترتبط ارتباطاً وثيقاً بالكلمات التي توحى بها ، وأهم من ذلك كله فهي ترتبط باللغة التي ألفت بها ، والتي لا يمكن فصلها عن ثقافة المؤلف والقارئ والمجتمع والعصر . وإذن فلا معنى للمضاهاة بين الأوزان الشعرية في ذاتها ، أي محاولة الموازنة بين الخبب مثلاً (في القصيدة التالية) وأي بحر أجنبي آخر * :

سلة ليمون

تحت شعاع الشمس المسنون

والولد ينادي بالصوت المحزون

عشرون بقرش بالقرش الواحد عشرون !

الصورة مصرية صميمة ، وهي مهما تبلغ براعة المترجم ، لن تنقل إلى

* انظر الفصل الخاص بترجمة الإيقاع في هذا الكتاب ، ص ٩١ .

ذهن القارئ الأجنبي ما تنقله إلى ذهن القارئ العربي ، بل لن تنقل إلى ابن المدينة ما تنقله إلى ابن القرية ، أو من يعيش في بلد عربي لم يشهد فيها هذا المشهد ! فالقارئ الأجنبي عندما يقرأ :

A basketful of lemons
Under the sharp beams of the sun,
And a boy plaintively cries
Twenty for a penny, for a single penny twenty !

سوف يتصور سلة كبيرة مملوءة بالليمون الضخم الذي تنتجه أوروبا أو ما نسميه نحن « لمون أضراليا » (وربما كان أصل الكلمة أناضوليا) ولن يتصور مهما يشتت به خياله معنى « المسنون » فكلمة sharp التي تفيد حدة النصل القاطع لا تخلو من الإشارة إلى قرينتها التي يعرفها كل مسلم في الآية الكريمة ﴿ ولقد خلقنا الإنسان من صلصالٍ من حمأٍ مسنون ﴾ (الحجر - ٢٦) والتي اختلف الشراح في معناها واختلف المترجمون كذلك أيضاً ،

فبكتول يترجمها We created man of potter's clay of black mud altered

ويترجمها يوسف علي هكذا :

We created man from sounding clay
From mud moulded into shape

و يترجمها داود

We created man from dry clay, from black moulded loam

و رودويل :

We created man of dried clay, of dark loam moulded

وهكذا يفعل أربري وأسد وغيرهما ، بينما يورد الصابوني في مختاره ما ذهب إليه الجمهور من أن المسنون هو « المتغير » وهو المعنى الذي ترمي إليه الكلمتان altered و moulded ولكن ابن كثير يقول :

من « حمياً مسنون » أي الصلصال من حمياً ، وهو الطينُ ، والمسنونُ الأملس ، وروي عن ابن عباس أنه قال هو الترابُ الرطبُ ، وعن ابن عباس ومجاهدٍ أن الحمأ المسنون هو المنتن ، وقيل المسنون ههنا المصبوب .

والواضح من الراغب الأصفهاني وغيره أن المسنون تستند في اشتقاقها إلى السنة ، أي سن القانون والنظم التي تحكم الخلق ، فهي أقرب ما تكون إلى معنى rule-informed أو proportionate باللغة الإنجليزية الحديثة ، أي أن يخضع لسنن وقواعد تحكم تناسبه وعلاقاته الداخلية ، والغريب أن هذا المعنى على بعده عن المعنى الأول يأتي إلى الذهن بسبب القافية ! فنسورة « الحجر » تنتهي آياتها بنفس روي القصيدة ، وتكاد توحى موسيقاها الداخلية بما يحيلنا الشاعر إليه ! خصوصاً الآية التالية مباشرة وهي « والجآن خلقناه من قبل من نار السموم » (الحجر - ٢٧) وقد يربط القارئ الملم بالتراث في ذهنه بين نار السموم والإحساس بشعاع الشمس المسنون ، وقد لا يفعل ، ولكن الإيقاع هنا يقوم بدور حاسم !

فالبحر هو بحر الخبب الجديد ، وهو الصورة المعاصرة للمتدارك ، الذي قيل إن الأخفش قد أضافه إلى بحور الخليل أو استدرك الخليل فيه فسمي المحدث أو المتدارك ، وهو بحر قريب جداً من النثر ويستخدم كثيراً في

المسرح ؛ بسبب اعتماده على حرية الزحاف ، التي تجعله كما يقول الدكتور أحمد مستجير (استناداً إلى كتاب شكري عياد ومن اتبعه مثل كمال أبو ديب وسيد البحراوي) بحر سبب لا بحر تفعيلة ، أي أنه يعتمد على الوحدة الصغرى للإيقاع - أصغر وحدة - وهي الحركة والسكون أو الحركتان المتواليتان - كقولك « لم تر » - لم = حركة وسكون و « تر » = حركتان ، وبذلك جاز فيه ما لا يمكن أن يجوز في بحور الشعر الراسخة أو المعتمدة ، وهو توالي خمس حركات أو سبعة بل وفي بعض الأحيان تسعة ! وانظر إلى الشطر الأول من البيت الأول : « سلة ليمون » - أربعة أسباب - خفيف أي حركة وسكون ، ثم ثقيل أي حركتان ، ثم ثقلان !

ولاحظ أيضاً تأكيد السكون الأخيرة بحرف ساكن قيمته العروضية صفر ، لأنه لا يجوز تتابع السكونين فتكون النتيجة حرف علة مطوياً بلا نهاية ! وكذلك يبدأ البيت الثاني والثالث بتفعيلة جديدة هي فاعل ثم تتلوها ثلاث تفعيلات كلها أسباب ثقيلة تنتهي بنفس التأكيد للسكون الأخيرة !

لن يستطيع المترجم إذن أن ينقل هذا الإيقاع مهما تبلغ مهارته ، بل هو غير مطالب به ، فهو هنا يفعل ما أسميه بالتحويل الفني تفريقاً له عن التحويل اللغوي الذي أشرت إليه في صدر المقال ، أي تحويل الأنغام العربية إلى ما يقابلها بالأنغام الإنجليزية ، لأنه حتى لو استطاع أن يأتي بنفس الأنغام فلن يستطيع القارئ الإنجليزي تذوقها ! وحتى لو أتى بالأنغام المجردة التي اكتسبت ثوب الحروف الإنجليزية ، فكيف يأتي بتتابع الحروف السينية والثينية (sibilants) - « شعاع الشمس المسنون ! » - « عشرون

بقرش بالقرش ... عشرون «؟! ثم كيف يحيل القارئ الأجنبي إلى أنغام كتاب الله العظيم؟

إن المعنى الشعري يعتمدُ إلى حدٍ كبيرٍ على هذا الإيقاع ، والإيقاعُ القرآنيُّ ليس مُتعمِّدًا ولا أعتقَدُ أن الشاعرَ كان يقصدُه ، ولكن وجوده لا يمكنُ إنكاره وإيقاع ﴿ من صلصالٍ من حمإٍ مسنون ﴾ ينتمي إلى بحر الخبب ، والشاعرُ يحاكيه على أعماقِ مستويات اللاداعي ، والاختلافُ في المعنى يؤكد قيمة التناص *intertextuality* أي إحالة نصٍّ حديثٍ إلى نصٍّ قديمٍ أو حديثٍ ، وإشارته إليه بحيث يلقي الضوءَ على معانيه . والإحالةُ الفنيةُ إذن تتضمنُ ما أسميه بالتحويل الفني عند التَّرجمة ، فالترجمُ الأجنبي يقوم في هذه الحالة بتحويل ما يدركه من إيقاعاتِ النصِّ العربي إلى ما يقابله ويمكنُ أهل لغته من تذوقه .

وهذه هي الإجابةُ على السؤالِ الثاني ، أي ما هو الهدفُ من التَّرجمةِ الأدبيةِ ؟ وتطبيق ذلك أيسرُ على التَّرجمةِ من الإنجليزية . فالترجمُ العربيُّ يستوعبُ النصَّ الأجنبيَّ بعد دراسةِ أعوامٍ وأعوامٍ ثم يقدمُ ما يراه المقابل الذي يستطيعُ أهل العربية أن يتذوقوه ، فمثلما فعلت جانيت عطية عندما أخرجت أنغامَ أحمد شوقي وقوافيه في ترجمتها الرائعة لمجنون ليلي بالإنجليزية ، يحاول مترجمُ شكسبير الملمُّ بالشعرِ العربيِّ وعروضه أن يخرج موسيقى وقوافيَ شاعرِ الإنجليزية الأكبر ، وهاكم نماذجَ نختتم بها حديثنا عن التحويل الفني الذي يشرحُ معنى الإحالة الفنية والمعنى الشعري .

يقول شكسبير :

If music be the food of love, play on,
Give me excess of it, that, surfiating,
The appetite may sicken, and so die.
That strain again ! It had a dying fall :
O, It came o'er my ear like the sweet sound,
That breathes upon a bank of violets
Stealing and giving odour ! Enough, no more;

ومن ترجمَ هذه الأبيات لينقل معناها الإحاليّ يكونُ قد ضحَى بقوة
إيقاعِها، وقدرتها على تجسيدِ معنى شعريّ يحدد معنى المسرحيةِ كلّها ،
وهي هنا الليلة الثانية عشرة ، أما ترجمتها نظماً فهي أقدرُ ما يكونُ على
تجسيدِ ذلك :

إن كانتِ الأنعامُ قوتاً للغرامِ فاعزفوا ثمّ اعزفوا
وأثخموا شهيتي حتى إذا عُصتُ
فربّما اعتلتُ وماتتُ !

هيا أعيدوا ذلك اللّحنَ الذي يهوى فيذوي !
آه لقد مرّ على أذني كصوتِ ذي أريجٍ يتنفّسُ !
قد جاءَ يسترقُّ الخطى فوق البنفسجِ في الرُّبا
ويشيعَ أنفاسَ الشّذا - لا بل كفاكم !

والغريبُ أن الترجمةَ الشعريّةَ على صعوبتها تتيحُ للمترجمِ اختياراتٍ
أكبر من حيث المعاني الإحاليّةِ والشّعريّةِ جميعاً ! فمترجمُ الشعرِ يحررُ خياله

مما ارتبطَ في ذهنه من كلماتٍ عربيةٍ بكلماتٍ أجنبيةٍ تكادُ لطولِ التصاقِها أن تشبهَ الأزواجَ الكاثوليكين - لا طلاقَ بينهم - وتفوقُهم في أنه لا طلاقَ بينها ولا زواجٍ مع غيرها حتى بعد الموتِ ! فكلمة food الإنجليزية ترتبطُ في الأذهانِ بالغذاءِ ، أو بالطعامِ ، وترجمُها الأممُ المتحدة بصيغة الجمع ، أي بكلمة « الأغذية » - ولكن المعنى هنا هو ما يقتاتُ عليه الغرامُ ، ما يمسيكُ رمةً ويقيمُ أوده ، فهو القوتُ لا الطعامُ مهما يكنُ طعمه ! وقسْ على ذلك الموسيقى التي قد تعني الألحانَ أو الأنغامَ وفقاً للموقفِ الشعري ! و مترجمُ الشعر يخضع أولاً للموقف في العمل الأدبي : هل odour هو العبيرُ أم الشذا أم الأريج ؟ إنه يعتمدُ هنا على تراث العربية الزاخر ينهل منه ، وقد تكونُ الصياغةُ العربيةُ هي الحكم في ذلك ، فالتناغمُ الموسيقي يفرضُ الكلمة في « ويشيع أنفاسُ الشذا » ولو استبدلت كلمة أخرى بها ما حلت محلها كما ينبغي !

ويتوقف اختيارُ البحر metre كذلك على الإحساس بالموقف في العمل الأدبي ، فهو هنا رجزٌ على نحو ما يقولُ شكسبير على لسان الذهب :

All that glisters is not gold
Often have you heard that told
Many a man his life hath sold
But my outside to behold.

ما كلُّ براقٍ ذهبُ
مثل يدور على الحقب
كم باعَ شخصٌ روحه

كيما يُشاهدني وحسب

ولكن البحر يتغير عندما يقول شكسبير على لسان « الفضة » :

The fire seven times tried this
Seven times tried that judgment is
That never did choose amiss.
Some there be that shadows kiss
Such have but a shadow's bliss :
There be fools alive, I wis,
Silver'd o'er; and so was this.
Take what wife will you to bed,
I will ever be your head :
So be gone : you are sped

صهرتني الأيدي مرّات سبعا في النار
فتطهر حكمي مرّات سبعا
حتى ما أخطأ يوماً في أمر خيار
لن يسعد من لثم الأوهام
إلا بنعيم الأحلام
كم من حمقى لون الفضة يكسوهم
وأنا منهم
فاصحب من شئت إلى مخدع عرسك
لن تخلع رأس الأحمق من رأسك
آن أو أن رحيلك

فامضِ لحالِ سبيلِك !

ثم يتغير البحرُ كذلك عندما يقولُ شكسبيرُ في غناءٍ بين مطربٍ والجوقة:

Tell me where is fancy bred

Or in the heart or in the head ?

How begot, how nourished ?

Reply, Reply

It is engender'd in the eyes,

With gazing fed; and fancy dies

In the cradle where it lies.

Let us all sing fancy's knell :

I'll begin it, – Ding, dong, bell !

ما أصلُ وهمِ الحُبِّ في العينِ أم في القلبِ

قلْ كيفَ يولدُ .. قلْ ! وكيفَ يرتوي .. أجبْ

أجبْ ! أجبْ !

العينُ مولدُهُ فبنظرةٍ يُروى

لكنَّهُ يذوي ويضيعُ في لحظه

أنعوه يا صَحبي ولأبتدي الأتراحُ

وشاركوني الدمع حزناً على ما راحُ

لهفي على ما راحُ

والبحرُ يتغيرُ طبعاً بتغيرِ موقعِ الشعرِ في الدراما ، ولكن هذه النماذجُ

تكفي لإيضاح موضوع هذا المبحث .

الفصل الثاني التَّرجمة ومستويات اللُّغة

لم تكن اللُّغة العربيَّة لغةً موحَّدةً على مدى تاريخها الطويل ، وأنا لا أعني بذلك اختلافَ اللُّهجاتِ العربيَّةِ ، ولكنني أقصدُ أن الانفصالَ بين لغة « الأدب الرِّسمي » ولغة الحياة اليوميَّة كان قائماً بدرجاتٍ متفاوتةٍ منذ أقدمِ العصور ، (وليست اللغة العربيَّة فريدةً في هذا) ولكننا لا نستطيع أن ندركَ درجاتِ هذا الانفصالِ وأشكاله ؛ لأنَّهم الرُّواةُ والمؤرخين كان الحفاظُ على الأدب « الرِّسمي » واللُّغة الرِّسميَّة وحدها دون المستوى الآخر .

فالشُّعْرُ الذي حفظه لنا الرُّواةُ ومن بعده النُّثر الفني المسجَّل في الكتب كانا يمثلان التيارَ الرِّيسيَّ الذي تصبُّ فيه تقاليدُ الأُمَّة العربيَّة وأعرافها ، وهي لا تقتصرُ على التقاليدِ اللُّغويَّة والأدبيَّة بل تتخطَّها إلى التقاليدِ الاجتماعيَّة والإنسانيَّة العامَّة ، وكانت جميعاً ترصدُ أبعادَ الشُّخصيَّة العربيَّة وتحافظُ عليها . فكانَ التعليمُ الرِّسميُّ يبدأ بتعلُّمِ اللُّغة ، وكانت مباحثُ اللُّغة والأدبِ المختلفةُ تمثلُ الفروعَ الأساسيَّة للعلمِ الذي يتلقاه المتأدِّبُ في صباه وهكذا كان همُّ المجتمع بصفةٍ عامَّةٍ - هو الحفاظُ على هذا التُّراثِ وصيانتِهِ من « كلامِ العامَّة » خصوصاً بعد التوسُّعِ الكبير - جغرافياً

وحضارياً - في القرون الأولى للهجرة ، والتفكك الكبير أيضاً فيما يسمى بعصر الانحطاط .

ولهذا فنحن دائماً ما نجد في الكتب التي جمَعَ فيها أصحابها تراث السلفِ إشاراتٍ إلى من قال كلاماً « أصاب » فيه أو « أخطأ » أو إلى عجمة هذا الشاعر أو ذلك ، وأحياناً تفلت من أيدي الرواة عبارات بل فقرات كاملة على ألسنة من يروون عنهم يختلفُ فيها مستوى العربية اختلافاً بيناً عن مستوى الشعر المسجلِ في الكتبِ بل عن مستوى النثر الذي يستخدمه الراوي نفسه . ولا داعي للإفاضة في هذا فقد أثبتته دارسو الأدب الشعبي العربي (مثل حسين نصار وعبد الحميد يونس وغيرهما) ، فكل ما أريدُ أن أوضحه هو أن التيارَ الرسميَّ للأدبِ العربيِّ (واللغة العربية) كان يخفي دائماً تياراً آخر لا يقلُّ عنه أهميةً ، وهو إذا كان ينفصلُ عنه انفصالاً خارجياً (أي إذا كان الرواة والمؤلفون يفصلونَ بين التيارين في كتبهم) ، فهو يتصلُّ به اتصالاً داخلياً وثيقاً لأنه « يغذيه » ويبقى على حيويته . وفي ظني أن دراسة تطوُّر اللغة والأدب لن تكونَ كاملةً ، ولن يكونَ لها المعنى الذي نرجوه إلا إذا ربطنا بين التيارين .

وعلى مرِّ القرونِ تطوَّرت اللغةُ المستخدمةُ في الحياة اليومية ، وفشى فيها الكثيرُ مما كان أعجمياً أو مما جرى على ألسنة الناسِ من ألفاظٍ وتراكيبٍ ومعانٍ وقيمٍ بلاغيةٍ وأشكالٍ أسلوبيةٍ بل وتغيرت بعضُ الأصواتِ العربيةِ (كما أثبتَ ذلك الدكتور رمضان عبد التواب) وأقبلَ الكثيرُ من الكتابِ على استخدام اللغة المتطورة التي اكتسبتْ بالتدرجِ احترامَ النقادِ (رغم وجود نفرٍ في كل عصر لا يقبلون إلا القديم ، وينفرون من كلِّ جديدٍ)

حتى جاء يومٌ ابتعدت فيه اللُّغةُ الأدبيةُ القديمةُ ابتعاداً واضحاً عن أقلامِ الأدباءِ ، وأصبحت اللُّغةُ المتطورةُ هي المستخدمةُ في إبداعِ الأدباءِ بصفةٍ عامَّةٍ .

والواقعُ أن لغةَ العامَّةِ أي اللُّهجةَ العربيةَ المحليةَ التي تختلف من بلدٍ إلى بلدٍ لم تكن يوماً بمعزلٍ عن هذا التطور بل إنها كانت دائماً من العوامل الحاسمة في إحداثه ، فهي تُستخدَمُ في الحديثِ اليوميِّ وفي التفكيرِ وفي الإحساسِ والتعبيرِ عن المشاعر . ولذلك فقد كانت أقربَ إلى الألسنةِ العربيةِ من « اللغةِ الرسميةِ » التي يتعلمها الصبيانُ في المدارس ، وكثيراً ما فرضت نفسها على صور هذه اللغةِ وقولها فغَيَّرَتْها من وقتٍ إلى وقتٍ ، طوراً بالإضافة (بإضافة ألفاظٍ وتراكيبَ جديدةٍ تقتضيها المعاني والمفاهيمُ الجديدةُ) وطوراً بالتعديلِ (الذي كان القدماءُ يعتبرونه تحريفاً وتشويهاً) وطوراً بتقديمِ المقابلِ الجديدِ لشكلٍ من أشكالِ التعبيرِ القديمِ أصبح مهجوراً لبعْدِ العهدِ به ولظهورِ « سياقاتِ » حيويَّةٍ (حياتية) جديدةٍ تتطلب العربيةَ العاميةَ لا العربيةَ القديمةَ .

وهكذا نرى أن لدينا ثلاثةَ مستوياتٍ متداخلةٍ للُّغةِ العربيةِ : أولها هو مستوى اللُّغةِ الأدبيةِ القديمةِ ، وثانيها هو مستوى اللُّغةِ المعاصرةِ التي أصبحتُ تستخدمُ في الأعمالِ الأدبيةِ الحديثةِ والمترجمةِ ، وثالثها هو مستوى العربيةِ العاميةِ ، أو ما أسميته في دراستي بالإنجليزية « العربيةِ المصريةِ » (Egyptian Arabic) * وهي تستخدمُ أيضاً في الأعمالِ الأدبيةِ

* انظر :

M. Enani: *The Language of Arabic Fiction: An Introduction to Modern Standard Arabic* , in *The Comparative Tone*. Cairo, 1995.

الحديثة إما وحدها أو في سياق اللغة المعاصرة.

وقد كنتُ عرضتُ مذهبي في ترجمة النصوص الأدبية العالمية في مقدمتي لترجمة مسرحية شكسبير « تاجر البندقية » قائلاً : إنني لا أعتزُّ بأي حواجز تفصلُ بين هذه المستويات فصلاً خارجياً ، فالقارئ العربيُّ ينتقلُ بينها بصورة طبيعية وتلقائية ، كما قلتُ إنني أوجهُ عملي الأدبي إلى القارئ المعاصر الذي درج على دراسة القديم وهو يتحدثُ العامية ، ويستخدمُ في حياته اليومية العربية المعاصرة التي تقبل شتى ألوان التعبير القديمة والعامية لأنها تمثلُ التيارَ الرئيسيَّ للعربية في عصرنا هذا . ولكن كلُّ نصٍّ أدبيٍّ يأتي معه بصعوبةٍ جديدةٍ . فما هي الصعوبةُ التي تأتي بها مسرحيةٌ مثل « يوليوس قيصر » وكيف نحاول حلها ؟

الصعوبةُ ذات شقين - أما الشقُّ الأولُ فيتصلُّ بمفهوم لغة الأدب ، وأما الثاني فيتعلَّقُ بنوعين من الترجمة الأدبية أستطيعُ من باب التيسير أن أصفهما بفنٍّ إيراد المقابل (الذي يصلُّ في حالاتٍ مثاليةٍ نادرةٍ إلى مستوى المثل) وفنٍّ إيراد البديل إذا تعذَّر المقابل ، ويكفي أن أقول فيما يتعلَّقُ بالشقُّ الأولُ إن القولَ بأنَّ للأدب لغةً تختلفُ عن لغة « العلم » مثلاً أو لغة الفلسفة قولٌ مضللٌّ وبنبغي ألا نقبله دون إدراكٍ للتعميم الشديدي الذي يشوبه ؛ إذ ما المقصودُ بلغةِ الأدبِ ؟

المقصودُ هو اللغةُ المستخدمةُ في الأدبِ لا اللغةُ التي هي بطبيعتها أدبٌ ! وقد نشأ هذا الخلطُ بكلِّ أسفٍ في فترةٍ من فتراتِ التحول اللغوي ، كانت اللغةُ العربيةُ تخطو فيه بحذرٍ من المستويات « القديمة » (والتي اتخذت صوراً بلاغيةً شكليةً محضة) إلى المستويات « الحديثة » إذ استطاعَ عددٌ من

الكتاب أن يتدعوا أشكالاً لغويةً جديدةً قادرةً على نقلِ التراثِ الفكريِّ الحديثِ إلى العربيةِ . وكان معظمُ هؤلاء الكتابِ رُواداً في العلومِ الإنسانيةِ ، وإن كانَ بينهم عددٌ غير قليل من العلماء ، فمن أجادَ منهم اللُغةَ العربيةَ ، وصقل أسلوبه فنفي عنه العُجمةَ والرُّكاكَةَ عُدَّ من الأدباءِ ، كأنما انحصَرَ الأدبُ في الكتابةِ بأسلوبٍ منمَّقٍ، بل إن أحدَ أساتذةِ العلومِ وهو المرحوم الدكتور أحمد زكي كان يوصَفُ بأنه أديبٌ لأنه يكتُبُ لُغةً عربيَّةً ناصعةً ، ويستخدم أسلوباً رشيقيًا أصبحَ علماً عليه (يفصلُ فيه بين الصِّفةِ والموصوفِ ويكثرُ من الابتداءِ بالنكرةِ ، ويحافظُ على التماثلِ في بناءِ العباراتِ المتتاليةِ وما إلى ذلك) وأذكر أن أحدَ الكُتبِ المدرسيَّةِ كانَ يقولُ للطلبةِ إن ثمة شيئاً اسمه الأسلوبُ «العلمي الأدبي» - وما المقصودُ إلا عَرَضَ المادةِ العلميَّةِ بلُغةٍ سليمةٍ وأسلوبٍ فصيحٍ .

وما زال الخلطُ قائماً حتى يومنا هذا فكلُّ من كتَبَ العربيةَ فأجادها كاتبٌ ، وكلُّ من تميَّزَ أسلوبه بعضَ الشيء (انظر كتاب الدكتور شكري عياد عن الأسلوب) اكتسبَ لنفسه صفةَ الأديبِ ، مما دَفَعَ أحدَ الأساتذةِ من الجيلِ الماضي ، وهو الدكتور توفيق الطويل إلى كتابةِ دراسةٍ كاملةٍ عن «لُغةِ الأدبِ ولُغةِ العلمِ» يستندُ فيها إلى التعميماتِ التي أحذَّرُ منها ، والتي قد يلجأ إليها المدرِّسُ لتبسيطِ الأمورِ للتلميذِ ، مثلما يفعلُ كلينث بروكس Cleanth Brooks في كتابه *The Well-Wrought Urn* (الإناء المحكم الصنع) - (وقد عرضت رأيه في كتابي النقد التحليلي - مكتبة الأنجلو المصرية - ١٩٦٣ و الطبعات التَّالية) أو مثلما فعلتُ أنا في كتابي «الأدب وفنونه» ، (مكتبة الشباب - الثقافة الجماهيرية - ١٩٨٤

والطبقات التالية) ولكن الناقد الجاد ينبغي أن يحذر منها كل الحذر ، خصوصاً وهو يعرضُ لقضيةٍ كبرى مثل الترجمة الأدبية ، فلم يعد من المقبول ولا المعقول أن نعدَّ كلَّ من يُجيدُ العربية كاتباً ، ولا كلَّ من ينمقُ أسلوبه أديباً ، انطلاقاً من الموازنة الخاطئة بين اللُّغة والأدب .

هل للأدب لغة خاصة؟

أليس للأدب إذن لغةٌ تميّزه عن لغةِ العلم ؟ أ فلا يستطيعُ الإنسانُ عندما يفتح كتاباً أن يستدلَّ من لغته على طبيعته - أي أن يحدسَ دونَ تمحيصٍ إن كان علمياً أو أديباً ؟

والإجابة عن هذا السؤال في صورته تتوقف على تعريفنا للأدب - فإذا قال قائلٌ إن الأدبَ مادةٌ مكتوبةٌ تتناولُ حياةَ الإنسانِ - أفكاره ومشاعره ونشاطه ومجتمعه وما إلى ذلك - فربما ردُّ عليه من يقول إن العلومَ الإنسانيةَ أيضاً تتناولُ حياةَ الإنسانِ وتشملُ هذه الجوانبَ ، فإذا قيلَ إن الهدفَ هو الذي يفرِّقُ بين الكتابةِ الأدبيةِ والكتابةِ العلميةِ - أي أن الكتابةَ الأدبيةَ تستهدفُ إثارةَ المشاعرِ والخيالِ ، وتنبه الواعي لدى القارئ فربما كان الردُّ هو أن كتابة التاريخ مثلاً أو الكتابة الفلسفية يمكن أن تحقِّقَ هذا الهدفَ وإن لم ترمِ إليه !

فإذا قيلَ إن للأدب صوراً معروفةً من العبثِ إنكارها مثل القصيدةِ والقصّةِ والمسرحية - وكلُّ منها يتميزُ بخصائصَ شكليةٍ تهيئنا إلى طبيعتها الأدبيةِ - كان الردُّ إن هذه الأشكالَ قد تخلو من جوهرِ الأدبِ كما حدّده النقادُ على مرِّ الزمنِ ، فقد تكونُ القصيدةُ نظماً فارغاً ، أو نظماً علمياً

(كألفية ابن مالك) وقد تكونُ القصةُ روايةً تاريخيةً تسردُ الوقائعَ الجافةَ ،
وقد تكونُ المسرحيةَ حواريةً باردةً ، أو فلسفيةً لا تُخرجُ كوامنَ الشُّخص ولا
انفعالاتها !

فإذا قيلَ إن أساسَ التَّفَرُّقَةِ في الواقعِ هو أن الأدبَ يتناولُ « الخيالَ »
أي أن « وقائعه » لم « تقع » وأن شخوصه وأحداثه « مبتكرة » وغيرَ
« حقيقية » كان الردُّ إن سردَ الوقائعِ الخياليةِ قد يقصُرُ عن بلوغِ مرتبةِ
الأدبِ ، وبأن رصدَ الواقعِ وتسجيله قد يبلغُ هذه المرتبةَ بل وقد يفوقُ
الخيالَ في إحداثِ تأثيره !

فإذا قيلَ أخيراً إن المسألة تتوقفُ في النهايةِ على « الطريقة » التي يُروى
بها هذا أو ذاك ، وعلى الأسلوبِ الذي يتَّخذه الكاتبُ ، كان الردُّ إن
الطريقةَ وحدها لا تكفي ، و فن الصنعة « أداة » يستخدمها الفنانُ لنقلِ
« رؤية » أو « تجربة » ولا مكانَ للأداةِ دونَ الرؤيةِ ولا للرؤيةِ دونَ الأداةِ !

كيف نعرِّفُ الأدبَ إذن ؟ وهل يتضمن تعريفنا له تعريفاً للغةِ التي
تستخدمُ في كتابته ؟ لا شكُّ أن معظمَ الملامحِ التي يشيرُ إليها من
يتصدى لتعريفِ الأدبِ يمكنُ رصدُها فيما اتفق على أنه أدبٌ ، ولكن
تعريفنا للأدبِ يتغيرُ على مرِّ العصورِ ، وإن كان ثمة ثوابتُ في هذا التعريفِ
إلى جانبِ المتغيِّراتِ ! فهل اللغةُ من الثَّوابتِ أم من المتغيِّراتِ ؟

إن النظرةَ الحديثةَ تؤكدُ أن استخدامَ اللغةِ في الأدبِ يختلفُ عن
استخدامِها في العلمِ مثلاً أو في الحياةِ اليوميةِ رغم أن المادةَ اللغويةَ نفسها لا
تتغيرُ ! ولذلك وجدنا أن المعاييرَ التي تقاسُ بها الأنماطُ اللغويةُ المستخدمةُ

في الأدب تتفاوت بتفاوتِ العصور وتفاوتِ الأنواع الأدبية ، مثلما تتغير اللغة بصفة عامة من عصر إلى عصر ، ومثلما يتغير مفهومنا للأدب من عصر إلى عصر. فما كان نقاد الماضي يعتبرونه أدباً في عصور الانحطاط (من نهاية العصر العباسي الثاني حتى فجر النهضة الحديثة) لم يعد له شأن كبير بيننا ، وإن كنا نجد في بعضه ما يتفق وتعريفنا للأدب ! وكثير مما أهمله التاريخ الأدبي يعود « اكتشافه » اليوم وإقراره بيننا ، فكل عمل أدبي يضيف إلى جسد الأدب العالمي ما يجعلنا نغير من مفهومنا للأدب فنعيد تقويمنا للأدب القديم نفسه على ضوء هذا المفهوم !

وهذا هو ما قاله ت. س. إليوت T. S. Eliot في مطلع هذا القرن ، وما عاد تيري إيجلتون Terry Eagleton - رغم عدائه السافر لإليوت - ليؤكد أنه بعد نصف قرن من الزمان ! فالأدب ذو ألوان متعددة وصور لا حصر لها ، وإخراج تعريف جامع مانع له من المحال ! ولذلك فنحن لا نستطيع حصر خصائص اللغة التي يكتب بها الأدب لأنها ليست لغة واحدة ، بل هي تتفاوت من نوع أدبي إلى نوع آخر ، ومن عصر اتخذ فيه هذا اللون شكلاً معيناً إلى عصر تغير فيه هذا الشكل ، ولأن العمل الأدبي نفسه قد يتضمن ألواناً مختلفة من المستويات اللغوية ، بل قد تشترك بعض هذه المستويات مع لغة العلم التي شاع عنها جفافها وجفاؤها ، وتحديد مدلولات ألفاظها وتوحد هذه الدلالات ودقتها . إذ قد نجد في مسرحية أو رواية أو قصة قصيرة إشارة أو تعبيراً فلسفياً دقيقاً أو ذكراً لحقائق علمية مصوغة صياغة دقيقة لا تقبل الإيحاء ولا تعدد الدلالات ولا ظلال المعاني (وهي الصفات التي كثيراً ما نميز بها لغة الأدب عن لغة العلم) وقد نجد في

مسرحيةً مشهداً يدور الحوارُ فيه بصورة واقعية تحاكي لغة الحياة اليومية ، وتبدو في عريها من ملامح « لغة الأدب » كأنها نقل مباشر من الحياة لم يُعملِ الفنان فيه خياله أو قوته التشكيلية أو الإبداعية على الإطلاق ، بينما هو في موقعه في المسرحية زاخر بالدلالة عامر بالإيحاء عميق المعنى !

تنوع أشكال الأدب في العصر الحديث إذن ، وتغير تعريف الأدب تبعاً لذلك ، هو السببُ في تغير مفهومنا للغة التي يُكتبُ بها الأدبُ أو ما كنا نسميه « لغة الأدب » . ومعنى هذا - بإيجازٍ - أن اللغة المستخدمة في الأدب لا تختلف عن لغة الحياة ، وإن كانت بعض الأنواع الأدبية تتطلب مستويات خاصة من اللغة ، خصوصاً ذلك النوع الأدبي الذي اتفقنا على تسميته بالشعر ، ففي هذا النوع بالتحديد ، أو في أنواع خاصة من هذا النوع بتحديد أدق ، تختلف الأبنية اللغوية لفظاً وتركيباً ودلالة عن لغة الحياة العادية ليس فقط بسبب « النظم » (فالشعر كما أفهمه يُكتبُ نظماً) وليس فقط بسبب القافية (فكثير من ألوان الشعر مقفأة) ولكن بسبب « الضغط » أو التكتيف الذي تتميز به لغة ذلك الفن الأدبي الخاص .

ولكن هذا الاستدراك ليس استدراكاً مطلقاً هو الآخر ! فالنظم ليس قالباً خارجياً جاهزاً جامداً تصبُّ فيه الكلمات ، بل هو موسيقى لفظية تختلف باختلاف الكلام نفسه ولو كان من نفس البحر ومن نفس اللغة . وقد ضربت أمثلة لذلك في كتابي « النقد التحليلي » المشار إليه ، وكذلك الحال بالنسبة للقافية وسائر « خصائص » لغة الشعر الغنائي من صور فينية وحيل بلاغية وما إلى ذلك . كما أن مفهوم اللغة الشعرية أي اللغة التي قد تختلف عن لغة الحياة العادية قد تعرّض للهجوم والطعن هو الآخر (ولم

يَعُدُّ من القضايا التي لا خلافَ عليها) منذُ بدايةِ الحَرَكَةِ الرومانسيةِ الإنجليزيةِ ، وإصرارِ شيخِ شعراءِ الرومانسيةِ وليمِ وردزورثِ على إزالةِ الحواجزِ بينَ لُغَةِ الشُّعْرِ poetic diction ولُغَةِ النثرِ أو لُغَةِ الحياةِ اليوميةِ ، مُقَوِّضاً بذلكِ ركناً ركيناً من أركانِ الكلاسيكيةِ الجديدةِ ، وقد تعرَّضتُ لهذا في مقدمتي لديوانِ الشَّاعرِ بهاءِ جاهين « الرِّقْصُ في زحمةِ المرورِ » ولا أعتقدُ أنه أصبحَ من القضايا التي تحتاجُ إلى إعادةِ الطرحِ .

فإذا تَرَكَنا الشُّعَرَ الغنائيَّ بمشاكلِهِ الكثيرةِ المتداخلةِ - وتأملنا اللُّغَةَ التي يُكتبُ بها النثرُ الأدبيُّ بمستوياتِها المتعددةِ لأدركنا الصُّعُوبَةَ التي يواجهها مترجمُ العملِ الأدبيِ الحديثِ إلى العربيةِ ؛ إذ إنه يواجهُ أحياناً نصوصاً تتضمنُ مستوياتٍ لغويةً لا يمكنُ أن يتقبَّلها القارئُ الذي اعتادَ اللُّغَةَ الجزلةَ التي اتَّسمَ بها تراثُ العربيةِ الكلاسيكيِّ ، والتي يُعترفُ بها وحدها أدباً ! وهو - ثانياً - يواجهُ نصوصاً تتحدثُ فيها الشُّخصياتُ « لغاتٍ » مختلفةً ؛ إذ كثيراً ما ترى لغةَ المؤلِّفِ وقد ابتعدتِ كلُّ البُعْدِ عن المستوياتِ اللُّغويةِ التي تستخدمها الشُّخصياتُ التي ابتدعها سواءً كان ذلك في المسرحِ أو في الروايةِ والقصةِ القصيرةِ ، بل إن النقادَ يعيِّبون على المؤلِّفِ توحيدَ اللُّغَةِ التي يستخدمها هو ، ومن يتحدثُ على ألسنتهم أو من وجهةِ نظرهم في تلكِ الفنونِ الأدبيةِ . بل إن هذا العيبَ يصبحُ نقصاً بالغاً في المسرحِ حيث يتوقعُ الجمهورُ أن تختلفَ اللُّغَةُ التي يستخدمها المثقفون عن لغةِ رجلِ الشارعِ مثلاً فلا يعقلُ في إطارِ المذاهبِ الفنيةِ الحديثةِ أن يتحدثَ نجارٌ أو حدادٌ مثلاً - مهما يبلِّغُ امتيازَه الشخصيَّ ومهما تبلِّغُ فطنتُه - نفسَ اللغةِ التي يتحدثها قاضٍ أو طبيبٌ أو مهندسٌ - ولا أقولُ الأستاذَ المتخصصَ في علمِ

من العلوم .

وهذا هو مربط الفرس كما يقولون ! فمعنى تعدد مستويات اللغة (أو حتى اختلافها « النوعي ») هو اختلاف « أنواع » البلاغة التي نصادفها في كل مستوى . فليس من المنطقي أن نتوقع نفس الصيغ « البلاغية » من فم الإسكافي والصحفي ، أو من فم ربة المنزل وأستاذ الجامعة ، وكذلك فنحن لا نتوقع نفس المنهج « البلاغي » في حوار سائق التاكسي مع راكب ريفي وفي حوار مدير المصلحة مع موظف لديه !

وقد تعرض لهذا الموضوع عددٌ من النقاد الذين تخصصوا في مستويات اللغة من أهمهم إريك أورباخ Eric Auerbach الألماني الذي كتب عدة دراسات قيمة عن مستويات البلاغة في الآداب الكلاسيكية القديمة وركز في كتابه *Mimesis* (أي المحاكاة) على التفاوت بين التراجيديا والكوميديا في اللغة والحيل البلاغية المستخدمة ، وإن كانت معظم نماذج من الأدب اللاتيني ، كما تعرض له كلٌ من كتب عن لغة شكسبير ، وتفاوت مستوياتها وأساليبها البلاغية . ولكننا ما زلنا في العالم العربي نرفض الاعتراف بأي مستويات بلاغية تخرج عن علوم الأقدمين (علوم البيان والبديع والمعاني ، وما إليها) وننهج في تحليلنا للبلاغة منهجاً شكلياً ناقصاً - وأنا أقول إنه ناقص لأنه لم يتسع بعد بالدرجة الكافية ليشمل الفنون الأدبية الجديدة التي عرفها العالم في العصر الحديث .

إن لدينا الآن تراثاً حافلاً بالعامية المصرية في المسرح يتضمن ضرورياً منوعةً من بلاغة الحديث الحي التي تنبع من السياق ، ومن تقابل بواطن الشخصيات واصطدامها وتصارعها بعضها مع البعض ، وقد تبلغ كلمة

واحدة يقولها زائر القاهرة الريفي لسائق التاكسي درجةً من البلاغة لا مثيل لها في تراث العربية القديم ، وقد نجد في حوار ربة المنزل مع بائع الخضر من البلاغة ما تقصر عنه الفصحى ، وما لا يترجم إلى الفصحى إلا بشق النفس ، وقد فعل ذلك المازني في العديد من كتبه .

ولا أريد أن أسهب وأطيل فالأنواع الأدبية الجديدة تتحدث عن نفسها ، وتصوير الكاتب حواراً بين نفرٍ من العامة أو تسجيله الدقيق لما يدور داخل نفوس الشخصيات قد يبلغ درجاتٍ عليا من البلاغة يندر أن نجدها في شعر الأقدمين . وأما افتراض شوقي ضيف أن العربية المصرية (العامية) هي فصحى محرقة نستطيع عن طريق إصلاحها أن نحولها إلى فصحى فلا يقبله علماء اللغة المحدثون (انظر شوقي ضيف : « تحريفات العامية للفصحى في القواعد والبنيات والحروف والحركات » . القاهرة ، دار المعارف ، ١٩٩٤) .

لقد اختلف معنى البلاغة في عصرنا عما كان عليه في العصور الخوالي ، وليس من المعقول أن نقتصر في تحليلاتنا البلاغية على ما أورده النقاد العرب الذين كانوا يستمدون أفكارهم ممن سبقهم ، وينون أحكامهم على شعر الماضي (أو على شعر زمانهم كما فعل الثعالبي في « يتيمة الدهر ») بعد أن اضطرتنا الأنواع الأدبية الجديدة إلى تعديل معاييرنا البلاغية .

الفصحى والعامية

ولكن ما هي حدود استخدام الفصحى والعربية المصرية في الترجمة ؟

بل ما هي حدودُ العامية التي يمكنُ استخدامها : وما حدودُ مستوياتها ؟
 هذه أسئلة لا يمكنُ أن تُوفى حقّها - بطبيعة الحال - في هذا السياق
 إلا فيما يتعلّقُ بترجمة النصوص المسرحية الحيّة . فأما حرية المترجم في
 إيجاد المقابل أو المعادل فهي محدودة كما ذكرنا بمفهومي الخاص للنص
 (في ضوء الشروح والتفاسير التي يقدمها أئمة النقاد بطبيعة الحال) ولكن
 فكرة المقابلة أو المعادلة تتطلّبُ بعض الإيضاح - فالمترجم هنا يقدم نصاً
 أدبياً حياً ، وأدبُ المسرح (أو الدراما) أكثر ألوان الأدب نبضاً بالحياة لأنه
 ربما قدّم على المسرح بل إنه ينبغي أن يقدم على المسرح فيشهده
 الجمهور المعاصر ، ويفهمه ، ويستجيب له .

وهنا نجدُ أن مترجم المسرح لا يحاولُ فحسب تقديم المعنى (حسب
 تفسيره الخاص ومفهومه - طبعاً - على نحو ما شرحنا في الفصل الأول)
 ولكنه يحاول أيضاً أن يلبسَ ذلك المعنى ثوباً عصرياً ، أي أن ينشئ من
 الألفاظ قناة تواصلٍ تنفذ إلى قلب الجمهور وعقله ، وهذا لا يتأتى إلا
 باستخدام اللّغة التي يستخدمها الجمهور في واقع الحياة ، إن لم يكن في
 الحديث اليومي ، ففي الكتابة والقراءة - لغة الفكر والإحساس .

ولكن هذه القاعدة تصطدمُ بصعوبة خاصة في العربية كما ذكرنا ،
 بسبب الازدواج اللغوي الذي يكادُ يجعلُ من الفصحى القديمة لغة غريبة ،
 ندرسها في المدارس ، ونجهدُ في دراستها وربما استطعنا إجادتها إجادتنا
 اللغات الأجنبية (كما يقول أستاذنا الدكتور شكري عياد) وربما لم نستطع .
 وأما اللّغة المعاصرة فهي لغة حيّة متطورة ، تقبل الكثير من الألفاظ
 والتراكيب العامية ، بل وتغذي اللّغة العامية بمفوماتها العلمية والفكرية

المستقاة من علوم العصر ، وكثيراً ما تحاكي اللغة العامية في إيقاعاتها ونبراتها .

وينبغي ألا نغفل هنا عن حقيقة بالغة الأهمية ، وهي اشتراك العامية والفصحى المعاصرة في الإيقاع والنبرة والكثير من التراكيب والألفاظ ، بل إننا نقل إلى الفصحى المعاصرة من العامية (أو نترجم إليها) كثيراً من لغة الحديث بحيث تكتسب في صورتها الفصحى المعنى العامي . فعندما يطرق الباب طارق مثلاً وتقول له « تفضل ! » لا تتصور أنك تستخدم كلمة من الفصحى رَغَمَ فصاحتها ، ولكنك في الحقيقة تقول له « اتفضل ! » أي « ادخل ! » - فالتفضل في معناه القديم هو ادعاء الفضل على الآخرين ﴿ مَا هَذَا إِلَّا بَشَرٌ مِّثْلُكُمْ يُرِيدُ أَنْ يَتَفَضَّلَ عَلَيْكُمْ ﴾ ؛ أو إعطاء الشخص فضلاً ، وعادة ما يكون في صورة مال (زِدْ هَشًّا بَشًّا تَفَضَّلْ ادْنِ سُرًّا صِلْ - كما يقول المتنبي) أو ارتداء الفضال وهو لباس المنزل . ذلك أن الأفكار الشائعة في لغتنا العامية لم تكن شائعة عند العرب من أجدادنا ، وهي أفكار بسيطة (أي غير معقدة) ونبتت من طبيعة الحياة العصرية نفسها.

ولا أظني بحاجة إلى الدخول في تفاصيل ليس هذا مجالها مثل التوليد (انظر كتاب الدكتور حلمي خليل عن المؤكد في العربية الحديثة) أو تأثير اللغات الأجنبية في العامية المصرية مثلاً ، فكل ما أريد أن أقوله هو أن الكاتب الذي يكتب حواراً بالفصحى اليوم في مسرحية يؤلفها كثيراً ما يجد أنه يترجم عن العامية .

وعادة ما يلجأ المخرج المسرحي إلى العامية ؛ لإيضاح نبرة الأداء للممثل الذي يتحدث الفصحى القديمة - فهذه ليست لغة حوار حية ولا

حياة لها دون الإحالة إلى لغة الحياة الواقعية أي العربية الحديثة والا خلقنا ما يسمى بالتغريب ، أي إيهام المتفرج أنه يشهد أناساً لا يتكلمون لغته ولا يعيشون عصره . ويكفي للتدليل على ذلك مقارنة مسرحيات محمود تيمور المكتوبة في صورتين إحداهما فصحي والأخرى عامية ، أو إلى استخدام نجيب محفوظ للحوار في رواياته ، إذ يُحوّل العبارات العامية إلى فصحي ، ويتوقّع من القارئ أن يحيلها في خياله إلى عامية ، أو استخدام جمال الغيطاني لعبارة عامية مكتوبة بالفصحي ، ودون أن أقدم قائمة (فالقائمة طويلة) أذكر في الغيطاني تعبير « ممكن خمسة ؟ » (وقائع حارة الزعفراني) الذي أحرار المترجم الأمريكي (بيتر أودانيل) لأنه لم يدرك أنه عامي ، وأنه يعني « هل أستطيع التحدّث معك خمس دقائق ؟ »

وبصفة عامة نستطيع تحديد منهجين للإحالة إلى العامية - الأول منهج اللغة الوسطى أي اللّغة التي تخضع للنحو العربي ولكنها تكاد تكون عامية (لفظاً وتركيباً) والثاني هو الفصحي التي تعتبر ترجمة لحوار ما بالعامية - ولا بأس من إيراد نماذج لإيضاح هذه الفكرة . انظر معي إلى هذا الحوار - (وقد حذف الشخصيات حتى لا يستدل القارئ عليه) :

أ - عندما يظهر سيدي من تحت الشجرة

ب - ومتى يظهر سيّدك من تحت الشجرة ؟

أ - عندما تنادي عليه سيدي ..

ب - ومتى تنادي عليه سيدتك ؟

أ - عندما يرطّب الجو في الجنيّة

ب - ومتى يرطب الجو في الجنية ؟

أ - عندما تقول له سيدتي ذلك .

لو أننا أحللنا هنا كلمة « لما » (بمعناها العامي) محل « عندما » وكلمة « إمتى » محل « متى » وحذفنا كلمة « ذلك » الأخيرة ، ونطقنا سيدي بمقابلها العامي أي « سيدي » وكذلك سيدتي « ستي » وقس على ذلك الجنية (الجنية أو الجينة) ويرطب - لخرج إلينا نصر لا شك في محاكاته للعامية المصرية الصادقة . فعلامات الإعراب هي وحدها التي تحدد مستوى اللغة في هذه الحالة ، وهو تحديد شكلي وحسب ، لأن صلب الأفكار والتراكيب نفسها مستمدة من اللغة الحية التي يتكلمها الناس .

وأما المنهج الثاني فهو الأسلوب « الفصيح » الذي يعتمد على إلمام القارئ والمشاهد بما يقابله من أفكار وأساليب بالعامية أي بنظائره الدارجة . وهو الأسلوب المستخدم هذه الأيام في ترجمة المسرحيات العالمية ، بل إنه قد شاع إلى درجة كبيرة وهبته استقلالاً خاصاً ، بحيث اجتذب من يحاكونه من كتاب المسرح بالفصحى ، وبحيث أصبحت له تقاليد الراسخة ، ولم يعد ثم مجالاً للتشكيك في وجوده باعتباره ممثلاً للغة حوارية حية . وأقرب مثال عليه هو ما قرأته في مسرحية من نوع الكوميديا أو الملهة يصر صاحبها على استخدام الفصحى هرباً من تهمة انحطاط الأسلوب ، بل وهرباً من الظن بأنه ابتعد عن أدب المسرح الرفيع لو كان استخدم العامية ، وقد حذفت أيضاً أسماء الشخصيات :

أ - أين ذلك الشيء الذي أتيت به ؟

ب - في الداخل .

أ - أين في الداخل ؟

ب - في الداخل أقول لك .

أ - في غرفة الطعام ؟

ب - وهل يكون في غرفة النوم ؟ طقم جديد من الصيني .. أين

أضعه ؟ في جيبي ؟

أ - ها نحن نعود إلى سلاطة اللسان والبذاءة !

والواضح هنا أن الكاتب يحيلنا إلى موقف من مواقف حياتنا اليومية لا يمكن تصوّره إلا في منزل معاصر ولا علاقة له بالحياة التي بادت في عصورنا الخوالي ، ولهذا فهو يستند كما قلت إلى معرفة القارئ بأمثال هذا الموقف، والحوار المقابل بالعامية في هذه الحالة هو :

أ - فين البتاع ده اللي انت جبتة ؟

ب - جوه

أ - جوه فين ؟

ب - جوه بأقول لك ..

أ - في أودة السفارة ؟

ب - أمال في أودة النوم ؟ طقم صيني جديد .. حاحطه فين ؟ في

جيبي ؟

أ - رجعنا لطول اللسان والقباحة ؟

والغريب أن هذا الحوار يشترك مع معظم لغات الأرض الحية في تراكيبه بحيث لا يجد المترجم صعوبة في نقله إلى أي من هذه اللغات دون تغيير سياقي يذكر ، مما يدل على التأثيرات المتبادلة بين لغات الأرض الحية

جميعاً *

فإذا تساءلنا عن أي نصوص تصلح لها اللغة المعاصرة ، كان علينا أولاً أن نسأل عن حدود تلك اللغة المعاصرة . هل هي حقاً لغة واحدة لها عدة مستويات - كما يذهب معظم الدارسين - أم أنها لغة الإعلام والكتابة وحسب ؟

وإذا كانت لها مستويات فما حدودها ؟ هل هي مستويات لفظية أم تراكيبيّة أو دلالية ؟ أم تراها هذه المستويات جميعاً ؟ فلنعدّ إذن إلى العبارات الحوارية التي أوردتها في الصفحة السابقة لنرى كيف تشبك هذه المستويات وتتعدّد : إن كلمة « جيبي » بالمعنى الحديث مولدة ، وكانت تعني فتحة الثوب في الماضي و تعبير « أين في الداخل » تعبير مستحدث ، وقد يجده أهل اللغة ركيكاً - أما « في غرفة الطعام » فالمستحدث هنا هو الدلالة لأن غرفة الطعام من ابتكار العصر الحديث ، وكذلك « غرفة النوم » و « طقم الصيني » - أما تعبير « هل يكون في ... » فهو تعبير جديد أتت به اللغة العامية ، والفصيح يفضل « أتراني أضعه في ... » أو « وهل تتصور أن أضعه في ... » وما إلى هذا بسبيل ، وكذلك استخدام الضمير « نحن » في الإشارة إلى المتحدث .

* A. Where is that thing you bought ?

B. In there!

A. In where ?

B. In there I say.

A. In the dining room ?

B. Can't be in the bedroom, can it ? A new china set ! Where else could it be ? In my pocket ?

A. Here we go again ! Insolence and obscenity !

وهذا المستوى من مستويات اللُّغةِ المعاصرةِ يتضمَّنُ المنهجينِ السابقينِ في الإحالةِ إلى العاميةِ ، وقد نسميه مستوى لغةِ الحديثِ اليومي أو نتَّقُ مع توفيقِ الحكيمِ في تسميتهِ باللُّغةِ الثالثةِ ، أو اللغةِ الوسطى . ولكن لغةَ الحديثِ لها مستوياتٌ أخرى غير مستوى الحديثِ اليومي ، فالذي يرسلُ رسالةً إلى صديقهِ يتخذ نبراتِ الحديثِ العادي (أي أنه يخاطبه دون تكلف) لكنه قد يستخدمُ أسلوباً رفيعاً أو مستوى آخر من هذه اللُّغةِ نفسها يتسمُ بنبراتِ الفصحى العريقةِ ، ويحفلُ بالأفكارِ المعقدة التي لا يمكنُ أن تنقلها إلا الفصحى . وقس على ذلك من يكتبُ كتاباً يوجهُ فيه الخطابُ إلى القارئِ بأسلوبِ حميمٍ ، ومن يخاطبُ جمهوراً من المتعلمين الذين أتقنوا اللغةَ العربيةَ في مرحلةٍ ما من مراحلِ دراستهم وهلمَّ جرّاً .

إننا نفتقرُ إلى الدِّراسةِ العلميةِ الجادة التي تُفصِّلُ لنا القول في مستوياتِ لغتنا العربيةِ المعاصرةِ ، و تفسر لنا سرَّ الألفةِ التي نحس بها في كتابةِ كاتبين ، الأول يقتربُ من العاميةِ كلَّ الاقترابِ مثل يوسف إدريس ، والثاني يتعد عنها كلَّ البعدِ مثل طه حسين .

أما في المسرحِ فالأمرُ واضحٌ ؛ إذ نحن نحاولُ قدر الطاقةِ التقريبَ بين لغتنا القديمةِ وهذه اللُّغةِ المعاصرةِ ، وذلك باصطناعِ مستوى معين تلتقي فيه اللُّغتان ، بحيث يكونُ الأسلوبُ حياً نابضاً ، لاتصاله بلغةِ حديثنا وإحساسنا (وهي العاميةُ) ولغةِ تفكيرنا وكتابتنا (وهي الفصحى المعاصرةُ) ، وبحيث ينهلُ من مناهلِ العربيةِ الجزلةِ ، وهي مناهلُ زاخرةٌ فياضةٌ ، وهي بحرٌ في أحشائه الدرُّ كامنٌ ، وأنا أقبلُ وصفَ حافظِ إبراهيمِ إياه بالدرِّ لأنه قادرٌ على نقلِ الأفكارِ والصُّور التي تعجزُ عنها العاميةُ بل وتعجزُ عنها أحياناً

لغاتٍ أخرى كثيرة من لغاتِ الأرض . وهذا المستوى الذي أُحدثُ عنه هو المستوى الذي نستخدمه عادةً في الترجمة ، أي أننا نستخدمُ في الترجمةِ اللغةَ التي نستخدمها اليوم في الكتابةِ والقراءةِ ، وهي اللغةُ التي أشاعها التعليمُ العامُ أولاً ثم ثبَّتتها وطوّرتها أجهزةُ الإعلام ، والتي أسميتها اللغةَ المعاصرة .

أساليب النثر

وقبل أن نناقشَ القضايا المرتبطةً بمشكلاتِ أساليبِ النثرِ ، يجملُ بنا أن نضربَ نماذجَ لمزجِ العربيةِ الفصحى بالعاميةِ (العربيةِ المصرية) وما لا بدُّ للمترجمِ من مراعاتِهِ عند ولوجِ هذا الطريقِ الوعرِ . فالمسرحُ يفترضُ كما قلنا نبراتِ العاميةِ ولو كان ذلك فقط بسببِ كونها اللغةَ الحيَّةَ التي نحيلُ إليها الفصحى عند الترجمةِ ، ولكن الأمرَ يختلفُ في ترجمةِ الروايةِ ، خصوصاً عندما يكون المترجمُ غيرِ واعٍ بتحوُّلِ الكاتبِ الأجنبيِ من مستوى فصيحٍ إلى مستوى دارجٍ ، ولذلك فسوفُ أقتصرُ في الأمثلةِ على نماذجِ عربيةٍ لا شكَّ في اتسامها بهذه السمة . ولنبدأُ بفقرةٍ قصيرةٍ من روايةِ « الحداد » للكاتبِ يوسف القعيد :

« هل كنت تحب يا أبي ؟ أنت رجلٌ صارمٌ تضحكُ قليلاً ، بصفةٍ نادرةِ الحدوثِ إذا كنتَ بينَ الناسِ ، في المنزلِ لم تكنُ تضحكُ إلا معي ، حتى حامدُ أخي الأكبر لم تبتسم في وجهه . فيم العجبُ . خلف هذه الملامحِ الجامدةِ وهذا الصدرِ القوي ، قلبٌ ينبضُ ، في كلِّ صدورِ قلوبٍ ، قد يكونُ ما تنبضُ به حباً أو كراهيةً ، ولكنها قلوبٌ على أيةِ حالٍ . باقي الحكايةِ معروفٌ .

البنيت ما كانتش من بلدنا . عايز أتجوزها بابا . قال : لأ . كانت هيه الكلمة . ما قدرتش أرد عليه . ثاني يوم ما لقيتش عيشة ولا حد من أهلها ... ما ذنبهم هم ؟ قال في مرارة : وما ذنبي أنا ؟ واغتيالُ الأمنيات الصغيرة ، ووادُ أحلامنا البكرِ يفقدُ الحياةَ معناها فما قيمة كلِّ شيءٍ ؟!

« الأعمال الكاملة » - المجلد الرابع ، ص ٩

هذا المونولوج الداخلي استدعته عبارة قالها الرجل هي « وأنا صغيرٌ حبيت واحدة اسمها عيشة » - أي أن العبارة العامية ، والتي نفترض أنها حديثٌ مباشرٌ ، هي التي ولدت هذا الحديث المنفرد على المستوى النفسي داخل ذهن المتحدث . فلنتأملُ إذن تركيبَ هذا المونولوج : إنه يبدأ بترجمةِ الفكرة التي لا بُدَّ أنها راودت الفتاة « عيشة » بالعامية إلى الفصحى . وهي فكرةٌ تستمرُّ نحو ستة أسطرٍ ، ولأنها تتضمن أفكاراً مجردةً قد تستعصي على التعبيرِ بالعاميةِ المصريةِ فقد فضلَ الكاتبُ ترجمتها إلى الفصحى ، ثم بدأت العامية على شكلِ عباراتٍ حواريةٍ مباشرةٍ ، قد يكونُ المتحدث قد سمعها ، ثم عادت الفصحى التي تنهلُ من مناهل التراثِ العربيِّ القديمِ ، وتقتربُ في صياغتها من النثرِ الشعريِّ الرفيعِ . كيف نترجمها إذن ؟

“Were you in love, father ? You are a stern man. You laugh but little and rarely if in company. At home you'd laugh only in *my* company. You never smiled even to Hamed, my eldest brother. Hardly surprising ! Behind

such frozen features and within that strong chest there is a heart that feels. There are hearts in all chests. They may harbour love or hate, but they *are* hearts no doubt. The rest of the story is well known. The girl was a stranger in our town. I'd like to marry her, father. No, he said. His decision was final. I couldn't answer back. The next day I found that both Aisha and her family had gone. What did they do to him ? What about me, he bitterly said, what did I do wrong ? The assassination of burgeoning hopes, and the nipping in the bud of our dreams makes life meaningless. What is the use of everything.”

وسوف يلاحظُ القارئُ بوضوحٍ تغييرَ النبرة والملامح الأسلوبية هنا ،
وبعض التحويلات الكفيلة بنقل التحول من الفصحى إلى العامية ثم إلى
الفصحى . و لكن بعض العبارات لا يمكن نقلها بدلالاتها الثقافية مثل
« كانت هيه الكلمة » فالترجمة الإنجليزية تنقل المعنى فحسب ، أي أننا
نترجمها إلى الفصحى بدلاً من نقلها بالعامية ! أما عن اللجوء إلى التفسير
في ترجمة باقي العبارات العامية فهو ضررٌ و ضرورة ، فعبارة مثل « ذنبهم
إيه ؟ » يمكن تفسيرها بأكثر من طريقة :

- What was their offence ? (literal)
- What did they do wrong ?
- What did they do [to deserve that fate] ?
- What did they do to him ?

وقد اخترت التفسيرَ الأخيرَ لاتفاقه مع سياقِ القصَّةِ ، ومعنى ذلك أن مشكلةَ التفسيرِ تظلُّ قائمةً ، مهما يكنُ من براعةِ المترجمِ ، بسببِ احتمالاتِ فهمِ السِّياقِ بطرقٍ مختلفَةٍ . ويصدقُ ذلك حتى على أبسطِ العباراتِ العاميةِ « ما لقيتِش عيشة ولا حد من أهلها » . وقد يكونُ معناها واحداً من عدة معانٍ - مثلاً :

- a) I could find neither Aisha nor any member of her family.
(literal)
- b) Neither Aisha nor any member of her family could be found anywhere.
- c) Aisha and her family had gone away.
- d) Aisha and her family had gone.

وإن دلَّ هذا على شيءٍ فإنما يدلُّ على صعوبةِ ترجمةِ اللُّغةِ الحيَّةِ التي لا تكتسبُ معناها إلا في السِّياقِ الواقعي . فترجمةُ العباراتِ الفصحى ، مهما يبلغُ غموضُها ، أيسرُ من نقلِ المعاني التي تزخرُ بها العامية . فعبارة مثل « قلب ينبض » قد ترجمت إلى « قلب يحس ويشعر » ، فهذا هو المقصودُ وليس المقصودُ خفقانَ القلبِ throbbing أو ضرباته beating ، والمجازُ مقبولٌ في العربيةِ وشائعٌ (ليته يعرف الملل / دائم الخفق لم يزل / هذه الشوق فانبرى يقتل اليأسَ بالأمل) ويقابله بالإنجليزية فعل feel المستعمل في تعبيرِ a feeling heart و هو الشائعُ في الشعرِ الرومانسيِّ الإنجليزي . وقسُ على ذلك « فيم العجب » فهي لا تعني No wonder (ولا غرو) بل Why should you wonder أو لماذا الدهشة Not surprisingly - والعباراتُ الأخرى التي لا تسمحُ إلا بأقلِ قدرٍ من التفسيرِ ، « فاللامحُ

الجامدة « قد تكون rigid وقد تنقل إلى التراث الثقافي للإنجليزية في frozen (المجمدة) والصدر طبعاً هو chest وليس breast لأن الكلمة الأخيرة قد تستعمل هي نفسها مرادفة للقلب (و bosom كذلك) !

و لم أتعرضُ لحرية التفسير في نقل الصور الثقافية التراثية مثل « وأد الأحلام » ومعناها الحرفي to bury alive our dreams وقد فضلت نقل الصورة بصورة ثقافية مقابلة ، بينما أبقيت على صورة الاغتيال ، وكان يمكن اختيار كلمة أخرى مثل smother أو throttle !

المرجمُ الأدبيُّ إذن يتعرضُ لمشكلة التفسير العويصة عند التصدي للعامية ، وكثيراً ما يجد أنه يختار ما يمليه عليه فهمه الخاص للنص ، والذي قد لا يشاركه فيه كثيرون . وإذا تلونت الفصحى برنة العامية أصبح التفسير هو العامل الحاسم في تحديد مسار النص المترجم ، فمثلاً نجد أن كلمة « الأمنيات الصغيرة » لا تعني في السياق little hopes (بمعنى الضئيلة أو الطفيفة) بل ولا small hopes بمعنى الأمنيات البعيدة التحقيق ، ولكنها تعني الأمنيات التي لا تزال في مستقبل العمر ، أي حديثه السن ، مما يمثل انعكاساً لحالة المحب الذي يكابدُ آلام الحب في يفوعه ، ولهذا ترجمت بـ burgeoning أي التي تفتحت براعمها ، وهي تساوي budding - فهي صغيرة بمعنى صغر السن لا صغر الحجم أو استحالة التحقيق ! وهذا المعنى مستقى من تراث العامية (كنت عايزة لو يكون لي / قلب غير قلبي الصغير !) فالفصحى التراثية لا تعرف الأمنيات الصغيرة ... لا ولا الكبيرة !

وربما يفيدنا في إدراك ذلك مقارنةً هذا الأسلوب الحديث بأسلوب قديمٍ بعض الشيء ، هو أسلوبُ كاتبٍ فذٍّ هو جمال الدين أبو المحاسن (ابن تغري بردي الأتابكي) :

« وفي هذه الأيام ادعى رجلٌ النبوةَ ، وأن معجزته أن ينكحَ امرأةً فتلد من وقتها ولداً ذكراً يخبرُ بصحةِ نبوتهِ . فقال بعض من حضر : إنك لبئسَ النبيُّ . فقال : لكونكم بئسَ الأمةُ . فضحك الناسُ من قوله . فحبس وكشف عن أمره فوجدوا له نحو اثني عشرَ يوماً من حين خرج من عند المجانين . »

« النجوم الزاهرة » - المجلد العاشر ، ص ٢٦٩-٢٧٠

ولياذن لي القارئ أولاً أن أشير إلى الإيجاز الشديد الذي تتميز به الجملة الثانية ، ثم ازدحام المعاني في هذه القصة الموجزة بحيث يحار المترجم في اختيار أفضل منهجٍ لمحاكاة ذلك الأسلوب ! ولنبدأ إذن « بالمعنى » الظاهر أولاً قبل النظر في البدائل :

In those days a man claimed to be a prophet. His miracle, he said, was that he could marry a woman who would instantly give birth to a baby boy who should confirm that he was a prophet. Some of the listeners said “What a sordid prophet you are !” “That is because,” he retorted, “you are a sordid nation”, which made people laugh. He was detained and his case was investigated. He was found to have left the madhouse twelve days previously.”

هذا المعنى الظاهرُ يخفي « موقفاً » روائياً كاملاً . فتعبيرُ « في هذه الأيام » لا يقابله ما أوردناه في الترجمة ، ولكنه يعني ، على وجه الدقة ، « في الأيام الأولى من ذلك الشهرِ » in the early day of that month .
وتعبيرُ « ادعى النبوة » يعني « جاء إلى السلطانِ وزعم أنه نبيٌّ » ولذلك ذَكَرَ الرَّاوي « فقال بعضُ من حضرَ » أي بعض من حضر مجلسَ السلطانِ ! ولكن الاختلافَ في المعنى طفيفٌ ، ولنحاولُ إذن بعض البدائل الأسلوبية :

“About the same time, a man [called on the Sultan] claiming that he was a prophet. His miracle, he said, was that if allowed to marry a woman [of his choice] she would bear him a son, and that she would give birth to that boy immediately. It was that boy, he asserted, who would corroborate the validity of the prophecy claim. “What a bad prophet you are !” exclaimed some of those present; to which he answered, “that is because you are such a bad people !” His remark aroused laughter. He was put in gaol and, on investigation, it was found that he had left the madhouse only twelve days previously.”

الواضحُ هنا أن الترجمةَ الثانيةَ حاولتُ إدراجَ بعض المعاني غيرِ المصرَّح بها في القصةَ الموجزة ، إلى جانبِ استعمالِ حيل الصياغةِ الإنجليزية التي تبتعدُ بالأسلوبِ عن الأصلِ الموجزِ . وهذا في الواقع هو ما يفعله معظمُ مترجمي الأدبِ المنشورِ ، فترجمةُ الأسلوبِ بمعنى الاحتفاظِ بالخصائص الفنية للغةِ الأصلية ما زالَ من القضايا الخلافية .

ولنضرب لذلك مثلاً من ترجمة فقرة من رواية « وقائع حارة الزعفراني »
لجمال الغيطاني :

الساعة الثامنة مساء اليوم ، الأربعاء ، ساعة حاسمة بالنسبة
لعاطف الأعزب ، الموظف بالهيئة العامة لزراعة الخضراوات ،
خريج الحقوق ، الجامعي الوحيد بالزعفراني . الساكن بمفرده في
شقة ؛ ثلاث حجراتٍ وصالة بالطابق الثالث ، منزل رقم ٦ ، أو
كما يعرفه الأهالي بيت أم محمد مع أنها ليست مالكته ، نسب
إليها لأنها أقدم ساكنة ، ولجلوسها الدائم أمام بابه ترى الضوء ،
تشمُّ الهواء ، أحياناً تتبادلُ الحديث مع النساء . أما صاحبة المنزل
فهي أم كوثر الإسكندرانية المقيمة بحارة بير جوان ، لا تجيء إلا
مرة واحدة في الخامس من كل شهر لتحصيل الإيجار .

« الأعمال الكاملة » - المجلد الرابع ، ص ٣٠

وهذه هي الترجمة المنشورة لبيترو أودانيل - في سلسلة الأدب العربي

المعاصر :

It is 8.00 p.m., Wednesday, a crucial moment for Atif, the bachelor. An employee in the National Association for Vegetable Produce, graduate of Law School, he is the only university graduate in Za'frani Alley. He lives alone in a three-room apartment with entrée, on the third floor, of house number 6, or, as the neighbours refer to it, Umm Muhammad's House. She does not own it, but it is associated with her because she is the oldest

tenant and because she is always sitting at the front door to take in the sunlight and the fresh air. Sometimes she engages in conversation with the other women. As for the owner of the building, it is Umm Kawthar, the Alexandrian lady who lives in Bir Gowan Alley. She only comes to the alley once a month, on the fifth, to collect the rent.

Incidents in Za'frani Alley, pp. 43-4

الترجمة ممتازة ولا شك . فهي دقيقة كلِّ الدقّة ، وهي تحافظُ على تدفق « المعلومات » الواردة في النصّ العربي بنفس الترتيب ، دون أن تعيدَ تنظيم عناصرها ، حتى عند الرّبطِ بين تلك العناصرِ في جمل ذات صلابةٍ نحويّةٍ واضحة . فالترجمُ هنا لم يتردد في افتراض أن قارئه أجنبيٌّ ، وأن ذلك القارئ لا بد أن يقرأ نصّاً إنجليزيّاً يفصحُ عن الأبنية المعتادة بتلك اللّغة. أي أنه يحوّلُ الأبنية العربية إلى ما يماثلها لو كان الكاتبُ إنجليزيّاً – مستخدماً الأفعالَ المساعدةً أولاً ، وأهمّها فعل الكينونة (is) [to be] في ترجمةِ المبتدأ والخبر ، وللإيحاء بالزمن الحاضرِ الذي يلتزمُ به الكاتبُ ، ويتطلبه تقديمُ « الحقائق » [facts] عن الموقف . وهو يربطُ الجملتين التّاليتين بحيل الرّبطِ المألوفة في الإنجليزية ، مستخدماً الزمنَ المضارعَ البسيطِ ، ثم يلتزمُ بذلك حتى آخر فقرة .

ولنلاحظُ أن الغيطاني لا يستخدمُ في الفقرة كلّها إلا عدداً محدوداً من الأفعالِ التي تعرفُ بأنها غيرُ حركيّةٍ ، باستثناءِ فعلٍ أو فعلين ، وأن الصّيغةَ السائدةَ هنا هي صيغة اسم الفاعل (حاسمة ، الساكن ، مالكته ، ساكنة ،

صاحبة ، المقيمة) وترتبطُ بها صيغُ الصفات ، سواء كانت على وزن فعيل أو مصادر من قبيل النسبة (الأعزب ، خريج ، الجامعي ، الوحيد ، أقدام ، جلوس ، الدائم ، واحدة) وثلاثة ألفاظٍ عديدةٍ هي الشامنة ، والثالث والخامس ! فإذا تجاهلَ ذلك المترجمُ خَرَجَ عن روح الأسلوب . وقد يقول قائلٌ إن تقطيعَ العباراتِ في النصِّ الإنجليزي يختلفُ عنه في العربية ، والرّد على هذا ببساطةٍ هو أننا أمام لوحةٍ يرسمها القاصُّ ، ويريدُ لها أن تكون ثابتةً ، فإذا تحقّق ذلك بأسلوبِ اللّغة المترجم إليها كان دليلاً على نجاح الترجمة .

ترجمةُ الأسلوبِ لا تعني إذن محاكاةَ بناء العباراتِ ، فهذا هو أسوأ ما يمكنُ أن يفعله المترجمُ ، وليس الهدفُ مطلقاً أن يحسَّ القارئُ أنه يقرأ نصّاً أجنبياً ، بل العكسُ هو الصّحيحُ ، فترجمةُ الأسلوبِ معناها الاحتفاظُ بروح النص من وجهة نظر اللّغة المترجم إليها - أي اللّغة المستهدفة target language - وهذه الروحُ هي ما نسميه أحياناً بالنغمة tone . بل إن مجدي وهبة يترجمُ tone في معجمه العظيمِ بالجوّ العام وروح الأسلوبِ ، وهو يفرّقُ بينه وبين الأسلوبِ style استناداً إلى تأثيره في القارئ - وهذا هو المحكُّ والمعيّارُ ، كما يقولون ، وأما المعنى الآخرُ للنغمة وهو مدى الصدق أو الجدُّ أو الهزلِ ... إلخ ، في موقفِ الكاتبِ من مادّته فسوف نعرضُ له في أحد الفصول التالية ، فهو مبحثٌ بالغ الأهميّة ، ولا أعتقدُ أنه قد حظي بما هو جديرٌ به من بحثٍ في الترجمة حتى الآن .

ولكن ما الفرقُ بين الأسلوبِ وروح الأسلوبِ ؟ إننا نُعرّفُ الأسلوبَ في أيامنا هذه تعريفاتٍ « فنيّة » أو « تقنية » technical أي تتصلُّ بفنون بناء

العبارات ، وتركيب النص من هذه العبارات ، بفضل المعرفة الحديثة التي أتاحتها فروع علم اللغة (أو علم اللسانيات الحديث linguistics) ولكننا نهتدي في ذلك دائماً بنظريات مسبقة عن الأعراف اللغوية والأدبية في اللغة المستهدفة . ولا شك أن هناك قواعد عامة وعالمية تشترك فيها كل اللغات ، وهي قواعد فنية أكثر منها لغوية مثل الإيقاع - ونعني به تكرار الوحدات الصوتية في الشعر أو البنائية في النثر ، فالأول يسمى موسيقى الشعر ، ويختص علم العروض بدراسته ، والثاني يُسمى فن البناء ، ويختص علم الأسلوب بدراسته . فقد تتكرر صيغة معينة لبناء الجملة في النص ؛ بحيث يكون على المترجم حتماً أن يُحاكيها في الترجمة ، وهو يحاكي مبدأ التكرار لا البناء للجملة الأصلية ، فبناء الجملة الأصلية يرتبط باللغة التي كُتبت بها الجملة أصلاً . وقد تعرّضت لمبدأ التكرار في دراستي للحيل البلاغية في فصل آخر من هذا الكتاب .

ولكن هناك قواعد وأعرافاً مقصورة على لغة بعينها ، وتتفاوت من لغة إلى لغة . فإذا كان كل إنسان قادراً على الاستجابة للتكرار باعتباره سمة عالمية ، فقارئ العربية لا يستطيع أن يستجيب لما يسمى في الإنجليزية بـ absolute clause (العبارة المطلقة) التي تُعرفها كاتي ويلز في معجم علم الأسلوب (Katie Wales, A Dictionary of Stylistics) بأنها عبارة ظرفية لا تتضمن فعلاً زمنياً ولا تتصل بالجملة الرئيسية سياقياً أو دلاليًا بأي عنصر مشترك ، كقولك :

The match will be played Saturday, weather permitting
(cf. ... if the weather permits)

سوف تُجرى المباراة يومَ السبتِ إذا سمحت أحوالُ
الطقس / إذا كانت أحوال الطقس مناسبة .

فالمترجم هنا ، لا يستطيع أن يحاكي الصيغة النحوية الإنجليزية ؛ لعدم
وجودها في العربية ، ولكنه يستفيد منها عندما يترجم من العربية إلى
الإنجليزية والعكس :

We shall, God willing, leave for Alexandria next week.

سوف نُسافر إن شاء الله / بإذن الله إلى الإسكندرية في
الأسبوع القادم .

وقد تكون الصلة العلية causal هي أداة الشرط أو جملة الشرط ، وقد تكون
سببية :

No matters arising, the meeting finished promptly at
5.00 pm (cf. Since there were no matters arising ...)

ولما لم تنشأ مسائلُ أخرى (تستدعي مناقشتها) ، فقد انتهى
الاجتماعُ في موعده تماماً في الخامسة مساءً .

وقس على ذلك شتى ألوانِ العباراتِ الظرفية الشهيرة ، فأجاثا كريستي
شهيره بعبارتها « Human nature being what it is » أي « ولما كان هذا
هو شأن الطبيعة البشرية » ، وكنا فيما مضى نطلق على العبارة الظرفية
المطلقة تعبير « القابل المطلق » ablativ absolute وفقاً للنحو اللاتيني ،
ولكن هذه التسمية لم تعد قائمة لأن الإنجليزية غير مُعرَبة ، ولا توجد فيها
حالة القابل أصلاً ablativ case ، والأفضل أن تعتبر هذه الصيغة من

خصائص الإنجليزية الحديثة . وسوف يُلاحظ القارئ أنني ترجمتها بالعبارة الظرفية ، متجاوزاً في ذلك ما سبق أن ذكرته في « فن الترجمة » من أن adverb هو الحال ، وذلك حتى لا أقول « جملة الحال » التي تختلف في العربية تماماً عن ذلك - وأمثلتها : ﴿ فَنَادَتْهُ الْمَلَائِكَةُ وَهُوَ قَائِمٌ يُصَلِّي فِي الْمِحْرَابِ ﴾ (آل عمران - ٢٩) - فالجملة التي تبدأ بواو العطفِ جملة حال ، ونحن نترجمها بعبارة ظرفية إما كاملة أو مختزلة reduced :

While he was standing at prayer in the chamber, the angels called unto him.

(Yusuf Ali)

And the angels called to him as he stood praying in the sanctuary;

(Pickthall)

فهذه ، كما هو واضح ، تختلف تماماً بسبب علاقتها المباشرة بالفاعل أو المفعول به في الجملة الأصلية . ولا أريد الإطالة هنا فكل ما أريده هو التنبه إلى أن محاكاة الخصائص الأسلوبية العامة أو العالمية ، أي تلك التي يستجيب لها القراء في كل زمانٍ ومكان ، قد يكون ممكناً بل ومستحباً ، على العكس من محاولة محاكاة الخصائص اللغوية المقصورة على كل لغة . فمن أبواب التكرار في البناء باب التوازي (parallelism) أي إيراد عبارات متوازية في البناء يتلو بعضها بعضاً ، ونطلق عليه اصطلاحاً لفظ parison ، فهو من خصائص العربية التراثية ، وهو من أبواب البلاغة الإنجليزية التقليدية ، وكذلك ما يسمى بربط التجاور parataxis وهو إقامة روابط

الجوار juxtaposition بدلاً من العلية أو التعاقب الزمني بين العبارات ، وبدلاً من العطف بحروف العطف سواء كانت حروفاً تربط بين عبارة رئيسية وأخرى ثانوية (كما هو الحال في الآية الكريمة حيث تُعتبر عبارة « نادته الملائكة » العبارة الرئيسية ، وجملة الحال العبارة الثانوية ، ومن ثم تُسمى هذه العلاقة علاقةً تبعيةً subordination واسمها الاصطلاحي hypotaxis) أو كانت حروفاً تربط بين عبارتين متساويتين في الأهمية أو القيمة الإخبارية information value بمعنى عدم تفضيل أو تغليب إحداها على الأخرى ، وهي تُسمى هنا علاقةً تنسيق coordination ولكن المقصود بربط التجاور parataxis هو وضع الجملتين معاً ، وترك استشفاف العلاقة للقارئ ، كما نرى في بيت أبي العلاء المعري :

خَفَّفِ الْوَطْءَ مَا أَظَنَّ أَدِيمَ الـ أَرْضِ إِلَّا مِنْ هَذِهِ الْأَجْسَادِ

Tread lightly ! The very earth is, I think, made of our own bodies !

فالعلاقة السببية موحى بها هنا وحسب ، فأبو العلاء لا يقول « لأنني أظن » ولكنه يحذف حرف السبب استناداً إلى منطق السياق ، ومثلها بالإنجليزية :

Boys and girls come out to play

The moon doth shine as bright as day.

إلى الخلاءِ يا أولادِ يا بنات للمراح
البدْرُ ساطِعٌ وغامرُ الضياءُ كالصباح

وقد يكون المحذوفُ حرفَ تعاقبٍ زمني (ف / ثم) وقد يكون أي لونٍ من ألوانِ الرِّبْطِ المنطقيِّ ، فالذي نريد إيضاحه هو إمكانية نقل ذلك في التَّرجمة ، على عَكْسِ ما نرى فيما يسمَّى بالإدراج أو التَّضمينِ embedding وهو اصطلاح مستقى من علم النحو التوليديّ generative grammar للدلالة على إدراج عبارة في عبارة أخرى ، أو تضمينها إياها ، بحيث يمكن أن تقتربَ مما أسميناه بالتبعية subordination - أي اعتبار عبارة تابعة لعبارة أخرى أو من مكوناتها ، أو مكملة لها . وهكذا تعتبر جملة الصِّلة - حسبما نطلق على relative clause بالعربية - جملة مدرجة أو متضمنة ، ويمكن أن تكونَ جملة الصِّلة مدرجةً في العبارة الاسمية noun phrase في الجملة الرئيسيَّة ، ومن كبار الباحثين الذين أسهموا في هذا الفرع عالم اللُّغويات الشهير هالتيدي ، ولو أنه فيما يبدو يقصر في كتابه « مقدمة إلى النحو الوظيفي » *An Introduction to Functional Grammar, 1985* مفهوم الإدراج على جملة الصِّلة أو أي عبارة أو جملة تعمل في نطاق مجموعةٍ من العبارات والجمل ، كما هو الحال فيما يسمَّى بالتوصيفِ اللاحق postmodification ، أي وضع العبارة الاسمية أو شبه الجملة prepositional phrase بعد الاسم الذي يعتبر الكلمة الرئيسيَّة ، ومنها مثلاً (شبه الجملة / جار ومجرور) « رجلٌ لكلِّ العُصور » *A man for all seasons* أو جملة الصِّلة التالية في العنوان : *The man who would be king* أي « الرجل الذي يود أن يصبح ملكاً » أو جملة الصِّلة المختزلة التالية *A woman killed with kindness* (امرأة قُتلت بالرحمة / قتلها الرحمة) وهذا اللونُ يطلق عليه راندولف كويرك (في النحو الشامل للغة

الإجليزية (١٩٨٥) تعبير الإدراج غير المباشر indirect embedding .

ولكن استخدام هاليداي للمصطلح يؤكد معنى « التضمين الوسطي » (medial) أي إدراج العبارة في وسط الجملة ، ونجده أحياناً يستخدم « الإدراج » بدلاً من « التبعية » كمترادف لتعبير « التعشيش » nesting ومعناه وضع العبارة في وسط الجملة الرئيسية بدلاً من قبلها أو بعدها في الأبنية المتفرعة branching structures . وهذه السمة من السمات الأسلوبية الشائعة في الأساليب الأدبية الرفيعة (الرسمية formal) [انظر معنى التعبير في « المصطلحات الأدبية الحديثة » - القاهرة ، ١٩٩٦] وهي تختص باللغة الإنجليزية ومن العبث أن نحاول نقلها إلى العربية ، حتى إن كان ذلك ممكناً . فأمثلة الإدراج في العربية محدودة ، وهي تقتصر على الدعاء للمخاطب (أو عليه) وأشهرها قول النابغة :

أَتَانِي أَيُّتَ اللَّعْنِ أَنَّكَ لُمْتَنِي وَتِلْكَ الَّتِي أَهْتَمُّ مِنْهَا وَأَنْصَبُ

وقول زهير:

سَمِمْتُ تَكَالِيفَ الْحَيَاةِ وَمَنْ يَعْشُرُ ثَمَانِينَ حَوْلًا لَا أَبَا لَكَ يَسَامُ

وإذا دخلت في بناء الجملة العربية بالصورة المعهودة في الإنجليزية عُدَّتْ عِيًّا بسبب إعاقته لمجرى المعنى كقول المتنبي:

جَفَخَتْ وَهُمْ لَا يَجْفَخُونَ بِهَا بِهِمْ شِيمٌ عَلَى الْحَسَبِ الْأَغْرُ دَلَائِلُ

فإذا انتزعت الجملة الوسطى قرأت البيت بيسر : لديهم صفات تدل على حسبهم الكريم ، وهي تفخر بهم - بينما هم لا يفخرون بها ! وقد أخرجتها في هذا الشرح لبيان ما تقوم به من اعتراض سبيل المعنى اليسير .

وخلاصة القول أننا لا نحاكي أبنية لغوية بعينها في الترجمة الأدبية ولكننا نطمح في نقل روح الأسلوب . وقد استدعى هذا الاستطراد ضرورة بيان الفرق بين مفهوم الأسلوب من الناحية اللغوية الصرفة ، ومفهومه من الناحية الأدبية العامة . فالأسلوب لا يقتصر على أبنية الجمل والعبارات ، بل هو يتضمن كما قلت الأعراف الأدبية السائدة التي تتحكم في الأبنية اللغوية . فالمترجم الذي يواجه نصاً مسرحياً نثرياً ينتمي إلى تيار الدراما الواقعية سيحاول نقل الحوار إلى اللغة الحية ، وهذا يسير كما سبق أن أوضحنا رغم الصراع بين مصطلح العامية ومصطلح الفصحى أحياناً ، والذي يترجم مسرحية شعرية تفصلنا عنها مدة زمنية طويلة لا بد أن يحدد أولاً ما إذا كان سوف يحافظ على هذا البعد الزمني أو سيلغيه . فإذا قرر الاحتفاظ به لم يكن هناك بدٌّ من اختيار الفصحى المنظومة التي تهين للقارئ ذلك البعد ، وإذا كان سوف يلغيه فربما هبط بمستوي الفصحى قليلاً أو تخلى عن النظم تماماً ، وهو في كل حالة يتبع ما يقضي به مفهومه للنص أولاً - أي أن الأحكام النقدية هنا تسبق عملية الترجمة .

ومن يترجم النثر يواجه صعوبات مماثلة . فهو يحكم أولاً على العمل حكماً نقدياً عاماً يجعله يقرر من البداية لون الأسلوب أو الروح الأسلوبية التي سينتقيها . وقد يواجه المترجم عملاً يتضمن النظم والنثر على نحو ما نرى في شكسبير ، وقد يتعجل فيتصور أن النظم يماثل الفصحى والنثر يوازي العامية ، ولكنه إذا أنعم النظر في الأجزاء المكتوبة بالنثر لوجدها لا تقل في مستواها اللغوي من حيث روح الأسلوب عن النظم ، بل إن بعض الناشرين كان يختلط عليهم الأمر أحياناً ، فيطبعون النظم نثراً مثلما فعل

ناشر طبعة الكوارتو (قَطْع الرُّبْع) من « روميو وجوليت » (١٥٩٩) إذ أورد حديث مر كوشيو الطويل عن « الملكة ماب » على أنه نشر (انظر الصورة الفوتوغرافية للصفحة المذكورة في ترجمتي للنص المنشورة عام ١٩٩٣) وسوف يجد القارئ كلاماً عن النجوم وتأثيرها في الإنسان مرة بالنظم في « يوليوس قيصر » ، ومرة بالنشر في « الملك لير » . وقد وجدت أن ثلث المسرحية الأخيرة مكتوب بالنشر ورصدت مواقع النشر فوجدته يكثر في أماكن المقابلة بين الحبكة الرئيسية والحبكة الثانوية - فالمشهد الثاني من الفصل الأول يبدأ نظماً حتى البيت ٣٠ وهو بداية قيام إدموند بخداع أبيه جلوستر، وخداع أخيه إدجار ، ثم يختتم بتسعة أبيات يواجه فيها إدموند الجمهور وحده مثلما واجهه في البداية ! وحوار كِنتُ مع أوزوالد في المشهد الثاني من الفصل الثاني مكتوب نثراً ثم يتحول إلى النظم عند دخول كورنوول بل بعد دخوله بعدة دقائق يستمر فيها الحوار نثراً ، وبعد أن يعترض كورنوول على ما يدّعيه كنت (في رأيه) من الصراحة يفاجئه كنت بأبيات متقعرة تحاكي المديح الزائف المعتاد في البلاط ، ثم يعود إلى النثر - وهذه هي الفقرة :

Cornwall : ... These kind of knaves I know, which in this plainness

Harbour more craft and more corrupter ends

Than twenty silly ducking observants

That stretch their duties nicely.

Kent : Sir, in good faith, in sincere verity,

Under the allowance of your great aspect,

Whose influence, like the wreath of radiant fire

On flickering Phoebus' front —

Cornwall : What mean'st by this ?

Kent : To go out of my dialect, which you discommend so much. I know, sir, I am no flatterer. He that beguiled you in a plain accent was a plain knave, which, for my part, I will not be, though I should win your displeasure to entreat me to 't.

كورنوال : ... إني لأعرف تلکم الأوغادَ حقَّ المعرفةِ
فهم يخفونَ في القولِ الصَّريحِ من مَكْرِ الطَّويةِ أو فسادِ القصدِ
ما يربو على عشرينَ تابعاً ذليلاً ساذجاً
يُخلصونَ في أداءِ واجبِ المداهنةِ !

كنت : ألا إني مولاى بالحقِّ أنطقُ وبالصدقِ والإخلاصِ لفظي أخلقُ
أذنتم لنا إذناً كريماً ومشرقاً جلال محياكم به يتألقُ
بطاقة نارٍ لا يزال شعاعها على جبهةِ الشمسِ المهيبةِ يخفقُ

كورنوال : ماذا تعني ماذا تقصد ؟

كنت : أقصدُ أن أغيرَ لهجتي التي أغضبتك كلَّ الغضبِ . فأنا واثق ،
يا سيدي ، أنني لست مداهناً . والذي يخدعك بصريح العبارات
وغد صريح . وهذا ما تأباه نفسي ، ولو أغضبتك إن طلبت مني
ذلك .

ف ٢ / م ٢ / ٩٣ - ١٠٤

والواضح أن التحول إلى النثر لم يهبط بمستوى اللغة ، ولكنه أقرب
إلى البسط المنطقي ، وللدقة في الصياغة ، وأحياناً ما يتسم النثر في هذه
المسرحية بالتأمل الفلسفي الذي لا يقل عمقاً عما يحفل به النظم ، ومن

العبث إذن أن نقول إنه قريب من لغة العامة (أو اللغة العامية) - فهذا الملك لير يقول في فقرة شهيرة :

Lear : Why, thou wert better in thy grave than to answer with thy uncovered body this extremity of the skies. Is man no more than this ? Consider him well. Thou owest the worm no silk, the beast no hide, the sheep no wool, the cat no perfume. Ha ! Here's three on's are sophisticated. Thou art the thing itself; unaccommodated man is no more but such a bare, forked animal as thou art. Off, off, you lendings ! Come, unbutton me here.

لير : أن ترقدَ في القبر خيرٌ من أن تواجهِ بجَسَدِكَ العاري غضبةَ السماواتِ الجائحة . ألا يزيد الإنسان عن ذلك الجسد ؟ تأملوه أنعموا النَّظر ! إنك لا تدين بالحريرِ لدود القزِّ ، ولا للحيوان بالجلود ، ولا للأغنام بالصوف ، ولا للغزال بالمسك . انظروا ! إن ثلاثنا مُزيَّفون ! أما أنت فالإنسانُ في صورته الأصلية . فالإنسان المجرد حيوانٌ ضعيفٌ عارٍ يمشي على اثنتين ! فلأتخلص إذن من هذه الثياب المستعارة ! تعال فك أزرار قميصي !

ف ٣ / م ٤ / ٩٦ - ١٠٣

وإدجار في نفس المشهد يبدأ حديثه نشرًا ثم يتحول إلى النظم مرددًا مقطوعات مستقاة من الأغاني الشعبية ، ونجد مشاهد كاملة مكتوبة بالنثر ، كالمشهد الخامس من الفصل الثالث ، ويذهب بعض النقاد إلى أن القصد من التحول إلى النثر هو إبطاء الإيقاع ، تأكيداً لجانب التآمر أو الشر ،

ولكنهم يختلفون حول ضرورة النشر ، فالنظم يستخدم أيضاً في مشاهد التآمر ، وكثيراً ما نشهد التحول من هذا إلى ذاك في نفس المشهد ودون تغيير في الإيقاع . و يقول ويلسون نايت : إن ذلك مما يزيد من عمق الكوميديا « الجروتيسك » أي كوميديا البشاعة والقبح والتوحش ، ولكن إينيد ولسفورد تقول : إن التلوين في الإيقاع يؤكد تفاوت صور الحقيقة ، فالمهراج يتحدث نظماً (بالأغاني والأناشيد) ونشراً في حوارهِ مع الملك كي يؤكد ضرورة الأسئلة التي تطرحها المسرحية دون إجابات !

المسألة إذن لا تنحصر في الشعر أو النثر بل في مستوى اللغة المستخدمة، وقد ناقشت « ضرورة » ترجمة « يوليوس قيصر » نشراً في باب منفصل بسبب طبيعة اللغة ، التي قد تتأثر بإيقاع النظم ، وقبل أن أختتم الفصل الحالي أورد لونين من الأسلوب النثري لكاتب اشتهر بأسلوبه السهل الميسر ، وهو جورج أروويل ، وعنوان الرواية « أيام في بورما » *Burmese Days* - وأنا أدين لهذا الكاتب بالكثير لأنه حُبب إليّ قراءة الروايات في أواسط الستينيات بعد أن كنت لا أقرأ إلا الشعر ، ومنه تعلمت الكثير عن الحياة والناس - والفقرة التي اخترتها أولاً هي :

He was not quite twenty when he came to Burma. His parents, good people and devoted to him, had found him a place in a timber firm. They had had great difficulty in getting him the job, had paid a premium they could not afford; later, he had rewarded them by answering their letters with careless scrawls at intervals of months. His first six months in Burma he had spent in Rangoon,

where he was supposed to be learning the office side of his business. He had lived in a "chummery" with four other youths who devoted their entire energies to debauchery. And what debauchery ! They swilled whisky which they privately hated, they stood round the piano bawling songs of insane filthiness and silliness, they squandered rupees by the hundred on aged Jewish whores with the faces of crocodiles. They too had been a formative period.

Penguin Edition, 1972, p. 62 (1st. ed. 1934) p. 62

أهمُّ ما نلاحظه هنا هو زمن الأفعال ، و هو الماضي أولاً ثم الماضي التام . وتتراوح أزمنة الفقرة بين هذين الزمنين ، وتنقسمُ « المعلومات » فيها بين ما فعله الوالدان من أجل ابنيهما ، ونمط حياته في الشهور الستة الأولى من الإقامة في رانغون ، عاصمة بورما (وقد تغير اسم بورما الآن فأصبح ميانمار) . ويتسمُّ الأسلوبُ بالأتزان في البداية ، ثم الصعود إلى ذروته عند وصف حياته مع « الخلان » . وهذه هي الترجمة المقترحة :

لم يكن قد بلغ العشرين من عمره عندما أتى إلى بورما . وكان أبواه من أسرة كريمة ، وكانا يحبانه حباً جماً ، واستطاعا أن يجدا له عملاً في مصنع لقطع الأخشاب ، بعد جهدٍ جهيد ، وبعد أن دفعا مبلغاً من المال يفوق طاقتهما . ولم يكن جزأؤهما فيما بعد إلا عدم تلقي ردود على خطاباتهما إلا كل عدة شهور، وهي ردود تنضح بالإهمال وبأن خطها لا يكاد يقرأ . وكان في الشهور الستة الأولى يقيم في رانغون ليتعلم أساليب

العمل في المكتب الذي كان يمثل جزءاً من عمله . وكان يسكنُ آنذاك في شقةٍ للعزاب مع أربعة شبان كرسوا كل طاقاتهم للفساد والانحلال ، وما كان أشده من انحلال! كانوا يجرعون الويسكي الذي كانوا يكرهون أن يشربوه على انفراد ، ويقفون حول البيانو وهم يغنون بأصواتٍ صارخةٍ أغنياتٍ قذرةٍ وبلهَاءٍ إلى درجة الجنون ، ويغدقون مئات الروبيات على مومساتٍ يهودياتٍ شمطاوات وجوههن كوجوه التماسيح . كانت الحياة معهم بمثابة فترة من فترات تكوينه أيضاً .

وهذه هي الفقرة الثانية ، من نفس الرواية ، بل ومن الصفحة التالية:

He acclimatized himself to Burma. His body grew attuned to the strange rhythms of the tropical seasons. Every year from February to May the sun glared in the sky like an angry god, then suddenly the monsoon blew westward, first in sharp squalls, then in a heavy ceaseless downpour that drenched everything until neither one's clothes, one's bed nor even one's food ever seemed to be dry. It was still hot, with a stuffy, vaporous heat. The lower jungle paths turned into morasses, and the paddy fields were great wastes of stagnant water with a stale, mousy smell. Books and boots were mildewed. Naked Burmans in yard-wide hats of palm-leaf ploughed the paddy fields, driving their buffaloes through knee-deep water .

وباستثناء الجملتين الأوليين تعتبر الفقرة وصفاً « لا زمنياً » لبورما ، رغم استعمال الكاتب للزمن الماضي ، لسبب واضح هو رواية هذا الوصف من وجهة نظر الشخصية . والمترجم هنا ليس مضطراً إلى الالتزام بالزمن الماضي لأنه لا يتناول حدثاً وقع وانتهى بل « منظرًا » بصورة الكاتب ويحاول بعثه أمام أعيننا . والظاهرة المميزة للفقرة هي كثرة الصفات والأسماء اللازمة للوصف ، فهي بمثابة الألوان للوحة ، بل إن الأفعال نفسها تنهض بنفس المهمة . وها هي ذي الترجمة المقترحة :

تأقلم على الحياة في بورما ، واعتاد جسده إيقاع الفصول الاستوائية ، وهو إيقاع غريب تمكن من التوافق معه . ففي كل عام ، ما بين فبراير ومايو ، تتوهج الشمس في كبد السماء مثل إله وثني غاضب ، ثم تهب الرياح الموسمية فجأة في اتجاه الغرب ، فتتهطل الأمطار أولاً في شأبيب غامرة ، ثم تنهمر انهمازاً دائماً لا ينقطع ، فتبلل كل شيء حتى يخيل للمرء أن ملابسه وسريره بل وطعامه في حالة بلل دائم ، كما ترتفع حرارة الجو ارتفاعاً خانقاً ، وهي حرارة تشيع فيها أبخرة الماء ، على حين تتحول الطرقات في الأجزاء المنخفضة من الغابة إلى مستنقعات و أوحال ، وتتحول حقول الأرز إلى مساحات شاسعة من المياه الآسنة العطنة التي تذكرك برائحة الفئران ، وتكتسي الكتب والأحذية الطويلة بالفطريات ، ويقوم أبناء بورما ، وقد خلعوا ملابسهم وارتدوا قبعات من الخوص عرض الواحدة نحو متر ، بحرث حقول الأرز ، وهم يسوقون أمامهم الجاموس في المياه التي يصل ارتفاعها إلى الركبة .

والخلاصة هي أننا ينبغي أن ننفي عن أذهاننا وجود لغة مستقلة للأدب - أي لغة موحدة يستطيع المترجم أن ينقل إليها شتى الأعمال الأدبية العالمية ، بل أن نؤكد ضرورة هضم المترجم للنص الأدبي أولاً ؛ للتحقق من نوع اللغة المستخدمة فيه ، ونوع البلاغة التي يستخدمها الكاتب قبل الشروع في الترجمة. وهذا يؤدي بنا إلى السؤال الثاني وهو الهدف من الترجمة و وسيلة تحقيقه ؛ أي منهج الترجمة الذي يصل بالمترجم إلى غايته .

سبق لي أن ذكرت أن النص الأدبي المترجم يعتبر عملاً أدبياً جديداً . وما أجدرنا أن ننقل إلى مكتبتنا العربية عيون الأدب العالمي بحيث يمكن الرجوع إليها والاعتماد عليها مثلما يرجع الإنجليز مثلاً إلى ترجمات تشيخوف الإنجليزية عن الروسية التي أبدعتها كونستانس جارنيت وترجمات إبسن الإنجليزية عن النرويجية مثلاً (التي أخرجها وليم آرثر) - فهذه الترجمات قد أصبحت جزءاً لا يتجزأ من تراث الإنجليزية .

وأذكر أن رواية « ذئب الأحراش » للكاتب الألماني (هيرمان هسه) لم يكتب لها النجاح إلا عندما ترجمت إلى الإنجليزية ، وانتشرت في أرجاء العالم المتحدّث بالإنجليزية حتى لقد بيع منها في الستينيات خمسة ملايين نسخة ، وأثرت على جيل كامل من الشباب الذي كان لا يزال يعاني آثار ما بعد الحرب ، ويناقد القضايا الاجتماعية الساخنة التي برزت إلى السطح في تلك الآونة . وأذكر أنني كنت أقرأها جنباً إلى جنب مع روايات جورج أورويل المشار إليه (مؤلف رواية « مزرعة الحيوانات » ورواية « ١٩٨٤ »

و « لتحيا زهرة الصبار » وغيرها) دون أن أشعر أن (هسه) ألماني و (أورويل) إنجليزي (واسمه الحقيقي إريك بلير ولغته الأولى الإنجليزية). كما كنت أقرأ مسرحيات الكاتبة الفرنسية (مارجريت دورا) المترجمة إلى الإنجليزية بعد أن احتلت مكاناً راسخاً بين المؤلفين المسرحيين الإنجليز دون أن أشعر بأن أصلها فرنسي.

وإذا كان الهدف هو إخراج عمل أدبي جديد فلا بد أن يقرر المترجم (وهو في أحسن حالاته أديب مبدع) ما إذا كان سيرمي إلى إخراج المقابل - الذي قد يرقى إلى مستوى المثيل - أم إلى إخراج البديل ؟ فما هو المقابل وما هو البديل ؟

إن المترجمين يلجأون عادةً إلى المقابل أولاً فإذا تعثرت جهودهم لجأوا إلى البديل - أما المقابل فهو إيجاد ما يقابل الفن الأسلوبى المحدد في لغة ما من فنون أسلوب اللغة المنقول إليها ، فلغات الأرض الحية تشترك في بعض الخصائص التي يمكن الموازنة بينها ، وإقراراً بتوازيها مثل حيل الصنعة العامة كالوزن والقافية في الشعر . فالمترجم الذي يطمح في إيجاد المقابل لقصيدة غنائية lyric (أي قصيدة قصيرة تتميز بالموسيقى الغلابة ويتحدث فيها الشاعر بضمير المتكلم ، ويستخدم فيها الصور البسيطة واللغة السلسة أياً كان الموضوع الذي يطرّقه) يحاول أن يقدم لنا صورة عربية للقصيدة تتميز بخصائص النظم والقافية في العربية لا في الإنجليزية . وهذا لا شك عسير ولكنه ممكن ، وربما اضطر المترجم هنا إلى الخروج عن حرفية النص الأصلي ؛ لتقديم هذه المقابلات بل قد يقدم قصيدة تبتعد في بعض

تفاصيلها الهامشية عن القصيدة الأصلية للحفاظ على الوزن والقافية إذا كانت هاتان السماتان أهم عناصر القصيدة الأصلية بحيث إذا أغفلتا ضاعت القصيدة . ولكن أهمية الوزن والقافية تتفاوت من قصيدة إلى أخرى في الشعر الغنائي مع أنهما دائماً من سماته الأساسية ، وهم يميزان هذا اللون من الشعر عن الشعر القصصي (كشعر الملاحم) أو الشعر المسرحي . وهذا ما سوف نناقشه في الفصل التالي .

الفصل الثالث

ترجمة الشعر نظماً ونثراً

١ - ترجمة الإيقاع في الشعر

الإيقاعُ هو التَّرجمةُ المتفقُ عليها للكلمةِ الإنجليزية rhythm ومقابلاتها باللُّغات الأوربية الأخرى، وأصلها هو الكلمةُ اللاتينية rhythmus القائمة على اليونانية rhythmos ، بمعنى مقياس أو حركةٍ محسوبة ، أي يمكنُ قياسُ وحداتها . ولها علاقةٌ بفعل rhein بمعنى يتدفق ، الذي يعتبرُ « المادة » في اللُّغاتِ الهندية الأوربية للجذع sreu بنفس المعنى ، والذي أتى في الألمانية بفعل strom وفي الإنجليزية بالفعل stream والاسم منه .

والمعنى الدقيقُ الحديثُ للإيقاع هو التدفقُ المتواصلُ الذي يتَّسمُ بملامحٍ منتظمةٍ متكرِّرةٍ ، تتميز بالتَّراوح بين لونين أو أكثرَ أو بالتقابل بين ضربين من الضُّرباتِ مثل دقاتِ القلبِ في الكائن الحي مثلاً .

والمصطلحُ الفنيُّ يتضمَّنُ إلى جانبِ هذين العنصرين أي التدفق والتَّكرار المنتظم عنصر النمط pattern أي إمكان إدراكِ السَّامع أو الرائي للوحداتِ التي تشكُّلُ فيما بينها أنماطاً ، بمعنى أن الوحدةَ الصغيرةَ التي قد تتكوَّنُ من ضربتين قد تتكرَّرُ بحيث تشكُّلُ نمطاً يتكوَّنُ من عدة وحداتٍ يجمعُ

بينهما جامع ، والفيصلُ في هذا هو الممارسةُ الفنيّةُ ، أي ما أخرجهُ المبدعون من إيقاعاتٍ مركبةٍ في الموسيقى مثلاً أو في الشعرِ ، بحيث يكونُ عملُ الدّارس قائماً على إنتاج قرائح المبدعين فهو يضعُ تصنيفاته للأنماطِ الإيقاعية على أسس ما يدركه منها في الفنونِ السّمعيةِ أولاً مثل الموسيقى والشعرِ ، وفي الفنونِ البصرية ثانياً ، باستعارةِ المصطلح لاستعماله فيها ، وأخيراً في الفنونِ الحركيةِ أو التي تجتمعُ بين شتى تلك الفنون .

وقد شغل النّقادُ في العصرِ الحديثِ بالدّلالة الفلسفية للإيقاع أي من حيث معناه للإنسان . فقال قائلٌ إنه دليلٌ على النظام الذي تقومُ عليه الحياةُ ، وقال آخرٌ إنه تجسيدٌ لنزوع الإنسان إلى نظامٍ غيرٍ موجودٍ ، وذهب ثالثٌ إلى أنه يفى بحاجةٍ إنسانيةٍ متأصلةٍ إلى الإحساس بالنظام في مواجهةِ عالم لا يبدو أن فيه نظاماً من لونٍ ما - ومن ثمّ ارتبطَ تحليلُ الإيقاع بمنظورين متعارضين : الأول يقول إن الفنَّ يضيفي النظام على الكون ، والثاني يقول إن الفنَّ يقدمُ صوراً تعكس مثل المرأة النظام الكائن في الوجود ، وعلى اختلافِ وجهات النّظرِ اتفق الجمهور على أن الإيقاع الذي يتجلّى في الشعر على صورة النظم له ضرورته ، وأنه يستجيب لنزعة أو لحاجة بشرية لا مرآة فيها ، ومن ثمّ فإنّ كلّ دورةٍ أدبيةٍ تناهض النظم تنتهي إلى دورةٍ أدبيةٍ تؤيده تأييداً شديداً حتى وجدنا شعراء الحركة الإنجليز The Movement الذين كتبوا معظمَ ما كتبوه في الربع الثالث من القرن العشرين ، يؤيدون النظمَ تأييداً شديداً ، وكان شعرَ فيليب لاركن (المتوفى عام ١٩٨٩) نموذجاً للشعرِ الموزونِ المقفى بل العمودي كأكثر ما يكون الشعرُ التزاماً بالوزن والقافية .

الإيقاع في اللغة

ولكن الإيقاع في اللغة لا يعتمد على الوزن وحده . فليست الأوزانُ قوالبَ مجردةً أي أصوات لها وجودٌ بذاتها خارج اللغة ، ولكنها هي نفسها الأصواتُ التي تشكلها اللغة ، ومن ثمَّ فمن العسيرِ وفقاً لأحدثِ النظرياتِ الأدبيةِ فصلُ الكلماتِ عن الوزنِ ، أي القول بأن كلمتين تشتركان في الوزنِ بمعنى البناءِ الصرفي morphology أو البناءِ الوزني metrical structure ستكون لهما نفس القيمةِ الإيقاعيةِ rhythmic value مهما تشابه حروفُهما الصائتةُ أي حروفُ العلةِ القصيرةِ (الحركات) والطويلةِ (أي الألف والياء والواو والسكنات في العربية) . ومن ثمَّ تصبحُ لكلِّ قصيدةِ أنماطها الصوتيةِ أي phonological patterns التي من المحال تجرئها إلا في حدودٍ ما يضطر إليه الباحثُ للتبسيطِ والشرحِ ، ومن الهيجال كذلك استبدالُ أنماطٍ صوتيةٍ أخرى بها دون تغييرٍ في الدلالةِ الفنيةِ أي في المعنى الشعري ، بل وفي المعنى الإحالي كذلك .

ولما كانت الأنماطُ الصوتيةُ خاصةً باللغة التي كتبتُ بها ، فمن الطبيعيُّ أن ترتبطَ بالتراكيبِ الخاصةِ بتلك اللغةِ syntax وسياقاتها ودلالات ألفاظها الخاصةِ semantic features ، وقد أفاضَ في ذلك أصحابُ المدرسةِ الشكليةِ الروسيةِ The Russian Formalists ومدرسة براغ The Prague School ومدرسة موسكو - تارتو Moscow-Tartu وأقطابِ البنيويةِ في فرنسا وأمريكا ، ومن ثم فلا حاجةٌ لنا إلى تكرارِ ما قالوا وما أسهبوا فيه إسهاباً . ولكننا نقفُ هنا عند قضيةِ اختلفوا فيها ، وهي مدى استقلالِ معنى الإيقاع عن العملِ الفنيِّ ، أو عن الدلالةِ . هل يمكن أن يكون للإيقاع في ذاته معنى ؟ وهل هو مؤيدٌ ومساندٌ ومعضدٌ لمعاني الكلمات أم يمكن أن

يتمتع باستقلالٍ داخليٍّ عنه بحيث يؤيده أيضاً ، ويتناقض معه أحياناً ؟ ولنطرح السؤال بصورةٍ أخرى : هل يمكن أن يستعمل الشاعرُ الإيقاعَ لتعديل بعض معاني الألفاظِ ، أو لإضافة معانٍ أخرى إليها ، أو أحياناً لإلغاء معناها الظاهر والإيحاء بمعنى مناقض له ؟

هذه أسئلةٌ لا تزالُ قيدَ البحثِ ، وتقريباً للفكرة الأخيرة من أذهانِ قراء العربية أقول إن بعضَ الإيقاعات قد ارتبطت تاريخياً بمعانٍ معينة ، أو بنغمةٍ جدِّ رفيعة - كبحر الطويل في العربية الذي اعتدناه في المعلقات - وكذلك ارتبطت إيقاعاتٌ أخرى بأنغامٍ أقلَّ جدًّا أو حتى بالهزل . ولذلك فالقارئ لا يتوقَّع من الشَّاعر أن يخلطَ بين هذه الإيقاعات وما ارتبطت به . فعندما يقول شوقي :

مقاديرُ من جفنيك حوَّلن حاليًا فذقتُ الهوى من بعد ما كنتُ خاليًا
نَفَذَنَ عَلَيَّ اللَّبُّ بِالسُّهْمِ مُرْسَلًا وبالسُّحْرِ مَقْضِيًا وبالسَّيْفِ قَاضِيًا

لا بدُّ أن يشعر السامعُ برنةِ الإحالة إلى الماضي في التَّؤدَّةِ الإيقاعيةِ للطَّويل ، ونَغْمَةِ الجِدِّ التي تميِّزُ قناعَ الشَّاعرِ الكلاسيكي classical persona وهو الذي طالما اتهم العقاد شوقي باصطناعه ، فالانتظامُ الذي يدعو للتمهُّل يجبرُ المرءَ على البطءِ ، مهما يحاول شوقي الإسراع ولو عن طريق حيل الصياغةِ التي أبدعَ فيها أيما إبداعٍ :

مُفَسِّرَ آيِ اللَّهِ بِالْأَمْسِ بَيْنَنَا قُمْ الْيَوْمَ فَسِّرْ لِلْوَرَى آيَةَ الْمَوْتِ
رُحِمْتَ مَصِيرَ الْعَالَمِينَ كَمَا تَرَى وَكُلُّ هِنَاءٍ أَوْ عَزَاءٍ إِلَى فَوْتِ
هُوَ الدَّهْرُ : مِيلَادٌ فَشُغْلٌ فَمَاتَمُ فَذِكْرٌ كَمَا أَبْقَى الصَّدَى ذَاهِبُ الصَّوْتِ

ولقد تعمدت أن آتي بشعر حب في البداية قبل هذا الرثاءِ حتى أمهد

لموضوعاتٍ أخرى تؤكدُ ما ذهبت إليه ، فهذا شوقي يوجّهُ الأبياتَ التاليةَ
لعلّي ابنه وهو في الثانيةٍ من عمره :

هذه أولُ كَبُوهُ	هذه أولُ خُطُوهُ
ك أنْ تَحُدُّو حَدُّوهُ	لا تَقُلْ كانَ أبي إِيَّا
سِ سِوى فَنجانِ قَهوهِ !	أنا لَمْ أَعْنَمُ مِنَ النَّا
ح مِنَ الأَملاكِ فَرَوهِ !	أنا لَمْ أَجْزَ عَنِ المَدِّ

ومجزوء الرَّمَلِ هنا يذكُرنا بمجزوءِ الكامل الذي أغضبَ كثيراً من
الكلاسيكيين ، وكان الأخرى بهم أن يذكروا مجزوءَ الهزج الشهير لبشار
(ربابة ربة البيت) - وعلى أي حال هذا ما يقوله شوقي :

هذا التَّجَنِّي ما مداه	قولوا له رُوحِي فداه
حتّى يُحَمِّلَنِي نَوَاه	أنا لَمْ أَقْمُ بِصُدودِهِ
ومن العَجائبِ لا أراه	سَميُّتُهُ بدرَ الدُّجى
ض فلم أجِدْ روضاً حَوَاه	ودعوته غصنَ الرِّيا
ل ولا أرى إلا أخاه !	وأقولُ عنه أخو الغزا

ولا أدلُّ على خفّةِ النبرةِ في الأبياتِ الأخيرةِ من قيامِ بعضِ الشعراءِ
المحدثين بالسُّخريةِ من هذا الشعرِ ، بل وإقدامِ شاعرٍ هازلٍ على نشرِ
محاكاةٍ ساخرةٍ للقصيدَةِ parody في إحدى المجلاتِ الأدبيّةِ في
الخمسينيات ، وأذكرُ أن البيتَ الأخيرَ في قصيدةِ شوقي و هو :

أذُنُ الفَتى في قَلْبِهِ حيناً وحيناً في نِهاهِ

قد ظهر في الصُّورةِ التاليةِ :

عَيْنُ الْفَتَى فِي وَجْهِهِ حِينًا وَحِينًا فِي قَفَاهِ

والواقع أن مجال تأكيد الإيقاع للمعنى الشعري أكبر من مجال التعديل فيه أو إلغائه ، ومن هذا المنطلق أتصور أن الإيقاع عنصرٌ جوهريٌّ من عناصر الشعر الإيجابية ، وأقول ما أقوله دائماً إن الوزن أياً كانت صورته أساسٌ من أسس الشعر ، ولن يهتز إيماني بذلك طالما كان في العالم من يكتبون الشعر المنظوم . أما إذا مال معظم الشعراء المجيدين إلى كتابة النثر ، لا قدر الله ، وقد يسمونه نثراً شاعرياً أو شعرياً أو شعراً منشوراً أو نثرياً ، فسوف أعيد النظر في موقفي على ضوء إبداعاتهم العجيبة .

مشكلات المعادلة

إذا كان مترجم معنى الكلام يسعى إلى إيجاد الكلمة العربية التي تنقل معنى الكلمة الإنجليزية فإن مترجم الشعر يحاول أو نحن نتوقع منه أن يحاول إيجاد الإيقاع الذي ينقل معنى الإيقاع في اللغة المنقول منها . أي أنه لن يأتي بالقوالب الصوتية نفسها والتي ترتبط - كما سبق أن ذكرت - بالكلمات الأصلية ، ولكنه مثلما يحلُّ كلماتٍ عربيةً محلَّ الكلمات الأجنبية سوف يحلُّ إيقاعاً عربياً محلَّ الإيقاع الأجنبي . ومثلما يجد من الصعب عليه أن يأتي بكلمةٍ تترادفُ ترادفاً كاملاً مع الكلمة الأصلية ، سيتعدَّرُ عليه إيجاد الإيقاع الذي يعادل تماماً الإيقاع الأصلي . فلكلِّ لغةٍ إيقاعاتها ، ولكلِّ إيقاع أصوله وتنويعاته .

والمشكلة الأولى هي الاختلاف النوعي بين الإنجليزية والعربية في أصول الإيقاع الشعري - فالعربية ذات إيقاعاتٍ كميَّةٍ أي تعتمد على عدد

الحروفِ السَّواكنِ والمتحرِّكةِ جميعاً باعتبارها أصواتاً تطرُقُ الأذنَ بغضِّ النظرِ عن النبرِ stress ، أي الضَّغطِ على البعضِ دون البعضِ . أما الإيقاعُ في الإنجليزية فهو نبريّ qualitative أي أنه يعتمدُ على طريقةِ نطقِ المقاطعِ في الحديثِ العادي ، لا على عددِ الحروفِ أو المقاطعِ . وإيضاح ذلك مهم .

خذ كلمةً مثل « قيثارتي » (qee thaa ra tee //././) إنها تتكوَّنُ وَفَقاً لنظامِ العَروضِ العربيِّ من ضربتينِ قصيرتينِ تتكوَّنُ كلُّ منهما من حرفٍ ساكنٍ يتلوه حرفٌ متحركٌ ، تتلوهُما ضربةٌ طويلةٌ تتكوَّنُ من حرفينِ متحرِّكينِ يتلوهُما حرفٌ ساكنٌ . والضربةُ القصيرةُ تسمى سبباً خفيفاً ، والضربةُ الطويلةُ تسمى وتداً مجموعاً . وترمزُ لها الأصواتُ التاليةُ « إن لم تكن » (أو مستفعلن) أي أننا نقيسُها بعددِ الحروفِ المتحرِّكةِ والسَّاكنةِ ، ونمطِ تكرارِ الحركةِ والسُّكونِ . فالكمُّ هنا هو المعيارُ . ولاعبرةً بمن ينطقُها بالضَّغَطِ على المقطعِ الأوَّلِ أو غيره . ولكننا إذا قرأناها باعتبارها كلمةً أجنبيةً فستكوَّنُ العبارةُ لا بالحركةِ والسُّكونِ و لكن بالمقطعِ الذي يقعُ الضَّغَطُ عليه - هكذا :

/ / x /

qee tha ratee

x x / x

qee tha ra tee

أو

x / x /

qee tha ra tee

وفي كل مرة يخرج لنا إيقاعٌ مختلفٌ . وإيضاح معنى النبرِ انظر معي هذا البيتَ الشهيرَ لكريستوفر مارلو :

x / x / x / x /

Come live / with me / and be / my love

وقد قطعتُه هنا التقطيعَ الآليَّ الذي يَخْتَلِفُ عن القراءةِ الشعريَّةِ الحقيقيَّةِ من باب الإيضاح فحسب . فهنا نجدُ أن كلَّ كلمةٍ هي مقطعٌ مستقل ، ولو كتبناها بالعربيَّةِ لخرجَ لنا بحرُ الخبِّ الحديث (صورة المتدارك أو المحدث الجديدة) ولكن العبرةُ هنا ليست بالكمِّ بل بأن الضُّغْطَ يقعُ على مقاطع بعينها من البيت - أي على الكلماتِ المهمَّةِ في البيتِ مثل الأفعالِ الرئيسيَّةِ أو الأسماءِ ذات الدلالة . وإذا قرأت هذه الكلمات وحدها لخرَجَ لك ما يشبه المعنى للبيت ، أما إذا قرأت المقاطع غيرَ المنبورة لما خرجت بشيء !

مثلاً :

live / me / be / love

في مقابل :

come / with / and / my

ولو أن القراءةَ الصحيحةَ للبيت هي :

/ / x / x / x /

come live / with me / and be / my love

أي أنها تتضمنُ زحافاً في التفعيلةِ الأولى على نحو ما سنشرحُ فيما يلي . المعادلةُ النوعيةُ مستحيلةٌ إذن ، ومن العبثِ أن نقيس لغةً بمقياس لغةٍ أخرى ، فاختلافُ اللُّغةِ يفرضُ اختلافَ الإيقاعِ و اختلافَ استجابةِ المستمع . ولذلك ، كما أرجو أن أوضح ، من المحالِ بل من العبثِ القولُ بأن بحرًا من البحورِ الإنجليزيَّةِ يعادلُ بحرًا من البحورِ العربيَّةِ .

البحور الإنجليزية

أما البحور الإنجليزية فأقرب ما تكونُ إلى البحور الصّافية بالعربيةِ أي التي تتكرّر فيها التفعيلات المفردة ، ولا تتضمّنُ تشكيلاتٍ ثابتةً من التفعيلات مثلما نجدُ في بعض البحور العربيةِ المركبة كالطّويل والبسيطِ والخفيف وما إليها . وتنقسمُ من حيث النّغم الموسيقي إلى قسمين رئيسيين : ذات النغم الصاعد *rising beat* وذات النغم الهابط أي *falling beat* - بمعنى أن موجاتِ الصوتِ تمثّل انتقالاً في الحالةِ الأولى من المنخفض إلى المرتفع ، والعكسُ في الحالةِ الثانيةِ . وهذا الخطُّ النغمي الأساسي هو ما نسميه الإيقاعَ الأساسيَّ *base rhythm* أما في الممارسةِ الفعليةِ ، فكثيراً ما تطغى الزّحافاتُ والعللُ على هذا النغم الأساسي بحيث يتحول من هابط إلى صاعد والعكس خصوصاً في الأعمالِ الدراميةِ حيث يقتضي الموقفُ أو الحالة النفسية ذلك .

وفي النغم الأساسي الصّاعد وهو الأكثرُ شيوعاً في الإنجليزية يكثُرُ استخدامُ تفعيلةِ الأيamb *iambus* التي تتكوّنُ من مقطعٍ خفيفٍ أو غير منبورٍ يتلوه مقطعٌ منبورٌ أو ثقيلٌ ، وإلى درجةٍ أقلّ تفعيلةِ الأنايبست *anapaest* التي تتكوّنُ من مقطعين خفيفين يتلوها مقطعٌ منبورٌ . أما في النغم الهابطِ فيكثُرُ استعمالُ تفعيلةِ التروكي *trochee* التي تتكوّنُ من مقطعٍ منبورٍ أو ثقيلٍ يتلوه مقطعٌ غير منبورٍ أو خفيفٍ ، وإلى درجةٍ أقلّ تفعيلةِ الداكتيل *dactyl* التي تتكوّنُ من مقطعٍ منبورٍ أو ثقيلٍ يتلوه مقطعان غير منبورين ، أي خفيفان .

هذه هي التفعيلاتُ الأربعُ الرئيسيةُ . وكل ما عداها يدخلُ في بابِ

الرّحاف modulations . ولكن ذلك يحتاجُ إلى تقديم قصير . فما أصلُ الحكايةِ كما يقولون ؟

لم تكن الإنجليزية القديمة تعرفُ البحورَ الشعريّةَ كما نعرفها الآن . وحتى الإنجليزية الوسطى كانَ المتبعُ هو ما يسمى ببحر سجع البداية alliteration أو the alliterative metre - أي اشتراك الكلماتِ في حروفِ البداية لا في حروفِ النهاية ، ووفقاً لذلك النظام كان البيتُ يتكوّنُ من أي عددٍ منَ الكلماتِ شريطةً أن يكونَ من بينها أربعُ كلماتٍ مهمّةٍ ، وأن تشتركَ الكلماتُ الثلاثُ الأولى منها في حرفِ البداية . ووصف الكلمة بأنها مهمة وصف غير دقيقٍ بطبيعة الحال ، ولكن المتفق عليه في كتبِ العَروضِ prosody هو أنّها كانتُ كلماتٍ محوريّةً ، يقعُ عليها ضغطُ القارئ إذا قرأ البيتَ قراءةً عاديّةً بسبب دلالتهِ الأساسيةِ للبيتِ . مثل الأفعالِ العاملة أو الأسماءِ الرئيّسيّة .

وكان الفرنسيون - بسبب زيادة ارتباطِ لغتهم باللاتينية - أقربَ إلى النّظم الكميّ ، وكانوا يعتمدون على عددِ المقاطع في البيتِ الواحدِ لا على النبر ، وكان بيتُ الشعرِ في الفرنسيةِ القديمة يتكوّنُ من عددٍ ثابتٍ من المقاطع . وسرّعانَ ما اقتبسَ الإنجليز من الفرنسيين فكرةَ العددِ الثابتِ ، وإن كانوا قد استعاضوا عن عددِ المقاطع بعددِ التفعيلات ، وربما كان ذلك لأنّ الإنجليز كانوا ولا يزالون يولون للتّنغيم intonation اهتماماً يفوقُ اهتمامَ الفرنسيين به . ومن هنا نشأت فكرةُ العددِ الثابتِ للمقاطع في البيتِ ، وفكرةُ العددِ نفسها .

وقد جدّدَ بعضُ المحدثين هذا المنهجَ الإيقاعي فيما أصبح يسمى

بإيقاع النبر stress rhythm ، أشهرهم قاطبة هوت . س . إليوت ، الذي أحيا النظام القديم أي نظام العدد الثابت للمقاطع المنبورة في البيت الواحد ، واتبعه حشدٌ من المحدثين ، الذين وجدوا فيه بعضَ التحرُّر من النظام القديم الذي يهددُ أو يوحى بالجنوح نحو النظام الفرنسي ، وإن كان كبارُ شعراءِ التراث الإنجليزي نادراً ما يخرجون عنه ، منذ العصر الحديث من شكسبير إلى ملتون والكلاسيكيين بل إلى وردزورث وشلي وبايرون !

وعمودُ الشعر الإنجليزي إذن هو عددُ المقاطع في البيت الواحد ، الذي قد يكون سطرًا monostich أو سطرين distich وقد يكونُ مقفًى أو غيرَ مقفًى ، وقد يتكون من فقرات يتفاوت عددُ سطورها . والمهمُّ ألا ننسى أن الزحافات تمثلُ عناصرَ جوهريةً في عمودِ الشعر الإنجليزي ، أي أنه من المحال تصوُّرُ بحر شعرٍ إنجليزي يخلو من شتى أنواع الزحافات والعلل (خصوصاً علل الزيادة) . ولهذا سأجملها فيما يلي :

١ - أوَّل نوع هو حذفُ مقطعٍ خفيفٍ في التفعيلة الأولى بالبيتِ أو

إضافة مقطعٍ خفيفٍ إليها . ونموذج الأولى من بحر الأيامب هو :

/ x x x / x /

soft/ly she / was go/ing up

x x / x / x /

And a star / or two / beside

Coleridge, *The Ancient Mariner*, 101

البدر كان يعتلي السماء في بطءٍ ورقّة

[رجز]

ونجمةً أو نجمتانِ في جواره

x x / x / x /

From / a thous/and pe/tty rills

Milton, *Comus*, 926

[رجز] من ألفِ جدولٍ صغير

٢ - والثاني هو استبدالُ تفعيلةِ تروكي في مطلع البيت بتفعيلةِ الأيamb:

/ x

Under / the wide and starry sky

Stevenson, *Requiem*

[رجز] تحتَ النجومِ في السَّماءِ الشَّاسعةِ

أو في أي مكانٍ آخر في البيت :

— x

A noise / like of / a hidden brook

Coleridge, *The Ancient Mariner*, 104

[رجز] صوتٌ كأنه خريرُ جدولٍ خفيّ

/ x

For what are men / better / than sheep or goats ?

Tennyson, *Morte d'Arthur*

[رجز] فما الذي يميز الإنسانَ عندنا عن المعيز والغنم ؟

٣ - والنوع الثالثُ يخرجُ لنا صورةً مزاحفةً من تفعيلةِ الأيamb أو من

التروكي لا تقعُ إلا زحاقاً ، أي لا يبنى منها النظم وحدها ، وهي

توالي مقطعين غير منبورين : وتسمى التفعيلة في هذه الحالة pyrrhic :

x x

Thrice welcome, dar/ling of / the spring

W. Wordsworth, *To the Cuckoo*

أهلاً ومرحباً ثلاثاً يا حبيبة الربيع ! [رجز]

x / x / x / x x x /

For they / appeal / from ty/ranny / to God

Byron, *Chillon*

فهم إلى القدير يجأرون بالشكوى من الطغيان [رجز]

٤ - والنوع الرابع يخرج لنا صورةً مزاحفةً من الأيامب أو التروكي لا

تقع إلا زحافاً أيضاً ، أي لا يبنى منها بيتٌ كاملٌ مثلاً ، وهي توالي

مقطعين منبورين ، وتسمى في هذه الحالة spondee :

x / / /

And no / birds sing

Keats, *La Belle Dame Sans Merci*

وحيث لا تشدو الطيور [رجز]

x / / / x / / /

The long / day wanes; the slow / moon climbs

Tennyson, *Ulysses*

يَطْوِي نَهَارُنَا الطُّوَيْلُ صَفْحَتَهُ

وَيَعْتَلِي الْبَدْرُ الْوَيْدُ قَبَّةَ السَّمَاءِ ! [رجز]

٥ - فإذا تلت البيريك تفعيلةً سبوندي نشأ ما يسميه العروضيون ionic a

minore ومثالها :

x x / /

And the / loud laugh / that spoke / the va/cant mind

Goldsmith, *The Deserted Village*

والضحكة الرنانة التي

تشى بقلب من خلا من الفكر ! [رجز]

x x — — x x — —

To a / green thought / in a / green shade

Marvell, *The Garden*

لفكرة خضراء حيث تمتد الظلال الخضراء ! [رجز وهزج]

٦ - فإذا وَقَعَتْ تفعيلة التروكي بعد الأيام ، سواء كان ذلك في أول البيت وهو الشائع بل ما يكاد يمثل قاعدة زحافية ، أو في الحشو أي في منتصف البيت ذهب العروضيون إلى الجمع بين التفعيلتين في مركب واحد يطلقون عليه اسم choriambus ، ومثاله :

x x x / x x / / x /

Full in / the smile / of the / blue fir/mament

Keats, 'To one who has been long in city pent', *Poems*, p. 35

وحيث أشرقت عليه بسمه السماء في زرقتها [رجز]

x / x / x / / x x /

For Lycidas is dead, dead ere his prime

Milton, *Lycidas*, 8

ترجمة الشعر نظماً ونثراً ١٠٥

/ x x / / x x / x /

Day after day, flight after flight / go forth

Crabbe, *The Borough*, 12

قد ماتَ لِسِيداسِ ! قد ماتَ في شَرخِ الشَّبَابِ ! [رجز]

ملتون

إنهم يمضون يوماً بعد يومٍ ، رحلة من بعدِ رحلة ! [رمل]

كراب

٧ - ويعتبرُ الأنابيست anapaest من تفعيلةِ الأيامِ المزاحفةِ كذلك -
وعادةً ما نصادفُهُ في خِصَمِ ذلكِ البحرِ :

x x —

Alone / on a wide / wide sea

Coleridge, *The Ancient Mariner*

وحيد على وجهِ بحرٍ عريضٍ مديدٍ [متقارب]

x x —

Awake my heart / to be loved / awake awake

Bridges, *Shorter Poems*, BK III, No . 15

(*Works*, Vol. II, P. 113)

قد أتاكُ الحبُّ يا قلبُ أفقُ واطرحُ سُبَاتَكَ ! [رمل]

٨ - ويعتبرُ الدَّاكتيل (dactyl (/xx)) من التفعيلاتِ النادرةِ ، وهي على أي حال من تفاعيل التروكي المزاحفةِ ، وعادةً ما يقعُ في صورةِ تسمع باعباره تروكي ، حين يكونُ المقطعُ الثاني غيرَ ثابتٍ ، ويسمى

المقطع المنزلق gliding . وفيما يلي نماذج له :

— (x) x

Brightening / the skirts of a long cloud ran forth

Tennyson, *Morte d'Arthur*

[رمل] مرّ ومض البرق في أطراف مُزِنِ غائمة

/ x x

Obstinate silence came / heavily / again

Keats, *Endymion*, BK. II, 1, 335

[رمل] من جديد حلّ صمتٌ رازحٌ لا ينتوي أن يرحلا

٩ - ومن النادر أيضاً ما يسمى ترايبراك (xxx) tribrach وهو توالي ثلاثة

من المقاطع غير المنبورة ، والمثال عليه :

/ / x x x / / x x

The Life, / Death, Mir/acles of / Saint Some/body

Browning, *The Ring and the Book*, BK. 1,80

[وافر] حياةٌ أو مماتٌ معجزاتٌ ... ومن نفحات قديس غريب

(x) x x

Contin/uous as / the stars that shine

In the Milky way,

Wordsworth, *The Daffodils*

وذات خيطٍ متّصلٍ ... مثل النجوم البارقات في المجرة [رجز]

١٠ - ويعتبر زحاف الأمفيبراك (x/x) amphibrach شائعاً في النظم

الخالي من القافية blank verse الذي تُكْتَبُ به معظمُ الأعمالِ المسرحيةِ ، لأنه يتضمَّنُ إضافةً مقطعٍ خفيفٍ أي غير منبورٍ إلى تفعيلة الأيamb ، وهذا هو الشائعُ في شكسبير مثلاً ، ولكنه يستخدمُ أيضاً في الشعر الغنائيُّ . وفيما يلي نماذجُ من الشعر الرومانسي :

x / x

A thing of beauty is a joy for ever

Keats, *Endymion*, I,1

كل جمال مصدر للفرح لا ينضب [رجز]

x / x

x / x

As if his whole / vocation were endless im/itation

Wordsworth, '*Immortality Ode*', Stanza 6.

فكأنما كانت رسالته وحسب

هي أن يحاكي الناس عن بعد وقرب ! [كامل]

ولكن الأبيات الطويلة من البحر السُداسي التفعيلة كثيراً ما تتميزُ بوقفةٍ في منتصفها تختلفُ عما يسمى بالقطع أو الشُّقَّة / القيصرية Caesura لأنها لا تتسمُ بقافيةٍ داخليةٍ ولا بعلامةٍ فصل بارزةٍ ، بل إن هذه التفعيلة هي ما يميِّزها ، وهي أكثرُ شيوعاً في شعرِ المحدثين . مثلاً :

/ x / / x / x x x / x /

I have / seen dawn / and sunset || on moors / and win/dy hills

/ x x / x / x x / / / x /

Coming / in so/lemn beauty || like slow / old tunes / of Spain

Masefield, *Beauty*, (P. W. , p. 62)

إنني رأيتُ الفجرَ والغروبَ في المروجِ والتلالِ في أيدي الرياحِ
العاصفةِ

وقد كساها الحُسنُ من سكينتهِ

ما يُشبهُ النِّغمَ التَّليدَ المُتَّمدَ .. أيام إسبانيا القديمة ! [رجز وكامل]

١١- وزحاف باكيوس (//x) bacchius تنويح نادرٌ ، وهو غالباً ما
يستخدمُ في النظمِ الدراميِّ ، مثل النوعِ التَّالي ، وهذا هو المثلُّ الشهيرُ:

some kinds of baseness

/ / x

Are nobly undergone, and most / poor matters

Point to rich ends.

The Tempest, (III, i. 2-4)

للحظة ألوانٌ نتحمَّلها وبعزةِ نفسِ نرضاها

بل أغلبُ ما نستصغِرُه يثمرُ ثمرًا جمًّا [خبيب]

١٢- وزحاف أنتيباكيوس (x//) antibacchius هو عكسُ الزحافِ

السابق ، ونادرًا ما يستخدمُ خارجَ الدراما .

(x) x / x / x / /

To silence envious tongues / Be just / and fear not

King Henry VIII, III. II, 446

الصمتَ إذنٌ ، يا ألسنةَ الحُسادِ ! من يجنحُ للعدْلِ فلا خوفَ عليه !

[خبيب]

١٣- ويضعُ العروضيونُ زحافاتٍ مركبةً تسمى البيون paeon وهي من

أربعة أنواع ، ويتكون كلٌّ منها من أربعة مقاطع ، ولكنها افتراضية .
فالبيون الأول هو (/xxx) والثاني (x/xx) والثالث (xx/x) والرابع (xxx/).
أي إن عمادها هو المقاطع الخفيفة التي تشترك مع مقطع ثقيل
واحد، فإذا كان أولها سميت التفعيلة بالبيون الأول وإذا كان ثانياها
سميت التفعيلة بالبيون الثاني وهكذا .

١٤ - وعلى عكس تفعيلة سابقة (رقم ٥) توجد تفعيلة ionic a
majore وهي التي تتكوّن من تفعيلة سبوندي يتبعها بيريك .

١٥ - وأخيراً يهتم العروضيون بما يسمونه تفعيلة كريتيك cretic وهي
ثلاثية (/x/) وتشيعُ في الشعر الغنائي مثلما تشيعُ في الشعر الدرامي .

ويتضحُ من هذا العرض السريع لزحافات البحور الإنجليزية أن الأساس هو
بحر الأيامب الصاعد النغمة ، ولكن النظم الإنجليزي يختلفُ عن النظم
العربيّ في شيء أهم من البحور أو الإيقاعات في ذاتها ، ألا وهو شكلُ
القصيدة ، من حيث طول الأبيات ، وتشكيلها في وحدات ، وتفاوت
أطوالها وفقاً لنوع النظم المستخدم .

أشكال النظم

ولسنا هنا في مجالٍ تعدد أشكال النظم ، ولكننا نود أن نشيرَ فحسب
إلى أن طول البيت يتحكّم في الإيقاع في الإنجليزية ، مثلما يتحكّم طبعاً
في إيقاع الشعر بأي لغةٍ من اللغات ، وإن يَكُن ذلك بصورةٍ تختلفُ عن
العربية في أن « الشعر الدوار » أي الأبيات التي يتصلُّ بعضها ببعض نحواً
ومعنى run-on lines تعتبرُ من الوسائل الأساسية في الشعر الكلاسيكي

وحتى العصر الحديث . فالشعر العربي القديم يفضل وحدة البيت ، ويكره التضمين بهذا المعنى ، ولذلك فقد تواجهنا مشكلات نابعة من التمييز بين ما ينبغي الوقوف عنده من إيقاعات ، وما ينبغي وصله enjambement ومتابعته .

وإلى جانب ذلك توجد صور شتى لتنظيم الأبيات في فقرات stanzas قد تتطلب إيقاعات أخف من إيقاعات البحور الطويلة ، مثل ما يسمى بالفقرة الثلاثية terza rima أو الرباعية quatrain أو فقرة البالاد (وهو الموال الغربي) والتي تتكون من أبيات تتكون من أربع تفعيلات وثلاث تفعيلات بالتناوب ، وقد يتبعها قرار refrain أي سطر يتكرر بعد كل فقرة ، وبين ألوان الفقرات في الشعر الغنائي والقصصي التي قد تتكون من ستة أبيات أو سبعة ، وقد تتفاوت أطوالها ، والفقرة الثمانية ottava rima التي كان بايرون مغرمًا بها ، والفقرة التي اقترن اسمها بالشاعر سبنسر وتنسب إليه ، ولا يقل طولها عن تسعة أبيات ولا يزيد على أحد عشر بيتًا . وأطوال هذه الأبيات وقواعدها العروضية مجال بحث عريض لا يتسع له المقام .

فالمترجم الذي يحاول أن ينقل صورة إيقاعية لبحر من البحور الإنجليزية في العربية محكوم إلى حد ما بضرورة تقريب هذه الصورة إلى أسماع قراء العربية ، دون أن يغالي في الالتزام بالصورة الأصلية إلى الحد الذي يفسد فيه المذاق العربي للنص المترجم ، أو في الابتعاد عنه بحجة إضفاء أكبر قدر من الطابع الإيقاعي العربي عليه . فالحد الأقصى من الالتزام بالإيقاع الأصلي أو ما يقابله - مثل خمس تفعيلات مثلاً مقابل التفعيلات الخمس الأصلية - قد يتطلب إضافات لا تزيد عن كونها حشواً لا لزوم له ، والحد

الأقصى في الابتعادِ عنه قد يخرج لنا قصيدةً عربيةً يضحى المترجمُ فيها بالكثيرِ من الصُّورِ الأصليةِ مثلاً ولأبدأ بنموذج من فقرة البالاد - وهي وحدة واحدة من قصيدةِ قصصيةِ شهيرةِ هي « الملاحُ الهرمُ » أو كما ترجمها بعضهم « الملاح القديم » The Ancient Mariner للشاعر كولريديج. والفقرة شهيرةٌ وتتميزُ كالعادةِ بزخافاتِها الكثيرةُ :

x / x / / / x /
 Alone, / alone, / all all / alone
 x / x x / / /
 Alone / on a wide/, wide sea,
 x / x x / / / x x
 And ne/ver a saint / took pi/ty on
 x / x / x x
 My soul / in ag/ony.

وحيدٌ وحيدٌ ودونَ رفيقي وحيدٌ
 وحيدٌ على وجهِ بحرٍ عريضٍ مديدٌ
 وما مال قديس [عَطْفٍ] رحيمٌ
 لينقذني من عذابي الأليمِ !

الملاحظُ هنا أن الأبياتَ الإنجليزية أطوالها العروضية هي ٤ - ٣ - ٤ -
 ٣ وقوافيها هي أ ب أ ب - ولكن الأبياتَ العربية أطوالها العروضية هي ٤
 - ٤ - ٣ - ٣ ، وقوافيها هي أ - أ - ب - ب ، أي أن المترجمَ عدلَ
 من النظام الإيقاعي بين أطوالِ الأبياتِ وقوافيها ، ربما ليتَّفَقَ مع النظام
 العربي ، مع التزامِهِ بتفعيلِ المتقارب غيرِ المزاخفة إلا في ثلاثة مواضع ، مع
 الاحتفاظِ بالزيادةِ في كلِّ بيت .

ونلاحظُ أيضاً أنه قد استغلَّ التنوينَ في كلماتِ البيتِ الأولِ لإرجاعِ
صدى حرفِ النونِ الغالبِ عليه ، ولكن مثل هذه الحيلة قد لا تصلحُ في
ألوانٍ أخرى من الشعرِ . وقد لا يتمكَّنُ من إرجاعِ صدى الصَّوتِ في كلِّ
حالةٍ . خذ المثالَ التالي من قصيدةِ سيدةِ شالوتِ للشاعرِ تنيسون :
/ x / x / x / x
Only / reapers, / reaping / early
x x / x / x / x
In a/mong the / bearded / barley
/ x / x / x / x
Hear a / voice that / echoes / cheerly
x x / x / x / x
From the / river / winding / clearly,
x x / x / x /
Down to tow/ered Ca/melot.

ولكن من يحصدون بوقتِ البكور
يبعض حقولِ الشعيرِ النَّضيرِ
تناهى لأسماعِهِم غنوةٌ في صداها السُّرورِ
من النَّهرِ إذ يتلوى بصفو الغديرِ
إلى برجِ قلعةِ كاميلوت !

وأول ما نلاحظُه هو أن تنيسون يستخدمُ هنا بحرَ التروكي رباعي
التفعيلةِ ، أي أن الإيقاعَ الأساسيَّ هابطٌ ، وأنه لا يسرفُ في استخدامِ
الرَّحافاتِ ، بحيثُ تخرجُ الأنغامُ غلابةً وذاتِ جرسٍ قاهرٍ ، كما أنه يستخدمُ

قافيةً موحّدةً ، حاولَ المترجمُ الحفاظَ عليها في الرُّويِّ دونَ القافية ، وإن كانَ بعضَ العروضيين يسمحونَ بتبادلِ الواو والياء في القوافي . ونلاحظُ أيضاً أنه خرجَ عن الخضوع لإحساس الأذنِ العربيّةِ بالحروفِ المفردّةِ ، كما كانَ الحالُ في الترجمةِ السابقةِ التي تشابه فيها كلمة alone تماماً كلمة « وحيد » في بنائها الموسيقي العربي ، واعتمد هنا على أن تفعيلة المتقارب تتكون من مقطعين - الأول هو الوند المجموع (فعو) والثاني هو السببُ الخفيف (لن) مما يقابل تماماً إيقاع بحر التروكي .

ولكن تلك الموازاة أو الموازنة ، كما ذكرت في المقدمة خادعة . فأفضلُ الأنغام الإنجليزية هي التي تكثُر من الزحافات تجسيدا للحالات الشعورية . وقد بلّغت فنونُ العروض أوجها بالطّبع لدى كبار الشعراءِ ، وما دمنا لا نزالُ ننظر إلى المقطوعةِ القصيرةِ ، فهناك بعضُ أبياتٍ شهيرةٍ للشاعر الميتافيزيقي أندرو مارقل :

x x / x / x /

At my back / I al/ways hear

/ / x / x / (x) x /

Time's win/ged cha/riot hur/rying near

x / x x / x /

And yon/der before / us lie

/ x x / x / x x

Deserts / of vast / eter/nity

أسمعُ دوماً من خلفي
خَفَقَ جناحيّ مركبةِ الزّمنِ المقتريةِ

بيننا تنساب على البعد أمامي
أطراف فيافي الأبد الممتدة

إن الإيقاعَ الأصليَّ للأبياتِ الإنجليزيةِ ، وهو بحر الأيامب ، يتميزُّ بعدةِ زحافاتٍ أولها الأنابيست في البيتِ الأوَّلِ ، وثانيها السبوندي في البيتِ الثاني - إلى جانبِ أنابيستٍ محتملٍ في آخره ، إذا اعتبرنا المقطعَ المنزلقَ (x) مقطوعاً قائماً برأسه ، ثم أنابيستٍ آخر في منتصف البيت الثالث ، ثم تفعيلة بيريك في آخر البيت الأخير . وهذا التنوعُ يبطنُ من إيقاع ذلك البحرِ مع الضَّغَطِ على بعض الألفاظِ التي لا بدُّ أن لها معانيَ مهمةً في نظرِ الشاعرِ ، وربما كان ذلك ما دفعَ المترجمَ إلى الخبب الذي تتراوحُ صورة تفعيلته المزاحفة بين ، فاعِلٌ ، وفَعْلُنٌ ، وفَعْلُنٌ ، أي بين تركيباتٍ من الأسبابِ الخفيفةِ والثقيلةِ تتنوعُ وَفَقاً لموقعها في البيتِ ، إذا كان هذا البحرُ « بحر سبب » كما يقول أحمد مستجير ، أمّا إذا كان تحويراً عن فاعلن ، وهو بحر مهجورٌ لم تَرِدْ فيه أشعارٌ ، وما كان للخليل بن أحمد أن يتجاوزه إلا لذلك السببِ ، فستظلُّ المشكلة قائمة .

والممارسةُ تؤكدُ صحَّةَ أبحاثِ أحمد مستجير ، فليسَ من قبيل المصادفة أن تؤكدَ الدِّراساتُ الرياضيةُ التي استعان فيها بالحاسبِ الآليِّ صحَّةَ أوزان الخليل بن أحمد ، وأن تثبتَ أن ما يقال من أن الأخفش قد أتى به تداركاً للخليل ليس تحويراً لفاعلن بل بحر مستقل لا يقبل توالي الساكنين مطلقاً! أليس من الغريب أن نرى في هذا البحرِ من الحركاتِ المتواليةِ ثلاثاً وخمساً وسبعاً بل وتسعاً أحياناً ، ولا نرى حركتين متواليتين مطلقاً ؟

وعلى أي حال فقد أثبت هذا البحرُ قدرةً فائقةً على التلون الإيقاعي في
ترجمة الشعر ، وقدرة على الخضوع للحالات الإيقاعية التي توحى بها
القصيدة إلى حد جعله مؤهلاً للاستعمال في ترجمة المسرح ، وخصوصاً
في الحوار الذي يصعب قبول الأوزان المركبة فيه من قبيل الطويل أو
الخفيف أو البسيط .

ولكنني يجب أن أحذر من الإسرافِ في استخدامهِ دون تروٍّ لأنه قد يغري
بالسرعةِ حين لا يجبُ الإسراعُ ، وحين يغري بالغلبةِ الموسيقيةِ حيث لا
وجه لها . وهاك نموذجاً لما أعني - للشاعر شلي من قصيدةِ عنوانها :
أبيات كتبت في تلال يوجانيا :

The spark beneath his feet is dead

He starts to see the flame it fed

/ x x

How/ling through / the darkened sky

x x /

With a myr/iad tongues victoriously

x / x x / /

And sinks / down / in fear : / so thou

/ / x x x / x /

O Tyranny / , beholdest now

/ x / x x x / x

Light / around / thee, and / thou hearest

x / / x / x / x

The loud / flames / ascend, / and fearest :

/ x x x / / /

Grov/el on / The earth / ; ay , hide

x

In / the dust / thy purp/le pride !

Shelley, 'Lines Written among the Euganean Hills',

II. 275–285, *Poetical Works*, p. 553

وها هي الترجمةُ بالخبب أولاً :

تحتَ القدمين خبَّتْ جذوة

فغدا يشهد ألسنة النار المتقدِّة

تعوي في أجواءِ الظلِّمة

بالوفِ الألسنة المنتصِرة

كي تهوي في دُعرِ فزعة

يا طغيان اشهدْ في هذي اللحظة

أضواء تُشرقُ من حولكِ واسمعْ

أصواتَ اللهبِ تصاعدُ وتقعقع

ولتقذفْ في جنبكِ الرُّعب

اقعْ على الأرضِ تمرُّعْ وادفنْ في التُّرب

قطراتِ الزَّهو المسفوكِ من القلبِ .

وهذه - بعد ذلك - ترجمة أخرى من المتقارب للقطعة نفسها :

على قدميه الشرارُ انطفأ

فأصبحَ يشهدُ ما راعه من ضيرام

توقَّدَ منه وشتقَّ سماءً كساها الظلام

ويعوي باللفِ لسانِ عواءِ الظفر

ويَهوي وقد نالَ منه الفزع !
لتشهدُ إذن أيها الطاغية
سنا كُلُّ ضوءٍ حوَالِكَ واسمَعُ
حسيسَ اللهبِ الذي قد تصاعدَ وافزعُ
تمرَّعُ على الأرضِ ولتُخفِ تحتَ الثرى
دمَ الكبرياءِ الذي قد دَوَى !

ولسنا بطبيعة الحال في مجال المقارنة بين الترجمتين ، فالذي يعيننا هو الفرق بين الإيقاع هنا وهناك ، ومدى تأثير التفعيلة الأطول في الإبطاء بالحركة .

فإذا تركنا هذه البحور الرباعية ، على اختلافها وأحوال زحافاتهما ، وضرورات القافية في فقراتها ، فسوف نصل إلى ما أسميته في البداية بعمود الشعر الإنجليزي ، وهو النظم المرسل أي غير المقفى ، من بحر الأيamb الخماسي التفعيلة . فهو شعر الملاحم والمسرح الشكسبيري ، وهو الذي استخدمه الشعراء في ترجمة الكلاسيكيات اليونانية واللاتينية . وإذا كنت قد عرضت لاحتمالات المتقارب والخبب ، وملت إلى تفضيل هذا على ذلك أحياناً ، فأنا أتصور أن أفضل ما أفادني في خبرتي على مدى سنوات العمر كله هو بحر الرجز وتنويعاته - وأنا لا أقصد فقط ما يدخل عليه من الزحافات في العروض والحشو إلخ - ولكن أيضاً ما يتحوّل إليه في خضمّ الممارسة الفعلية في ترجمة المسرح - إذ يشتبك مع زميليه في الدائرة الخليلية وهما الرمل ثم الهزج . وكثيراً ما كنت أتصور أن التحويل المقتسر لأحدهما إلى الآخر بالعضادات المعروفة لن يكون له لزوم إذا أبخنا لأنفسنا

في الشعر العربي ما أباحه أصحاب اللغات الأخرى من مزج للبحور ،
خصوصاً إذا كان البحران من دائرة واحدة ، أي يشتركان في النغم
الأساسي ، أو إذا كان الفارق ظاهرياً مثل تحوّل الكامل إلى رجز بإسكان
الثاني المتحرك في تفعيلته المتكررة (متفاعلن) .

ولأبدأ بالكامل إذن في ترجمة هذه المقطوعة ، التي هي نفسها ترجمة
عن اللاتينية ، ترجمها الشاعر ساري Surrey عن الإنيادة :

/ x x / x / x x / /

Who can express the slaughter of that night

x / x / x x x / /

Or tell the number of the corpses slain ?

x / x / x / x / x x

Or can in tears bewail them worthily ?

x / x / x / x / x /

The ancient famous city falleth down

x / x / x / / / x x

That many years did hold such signiory

x / x / x / x / x /

With senseless bodies every street is spread,

/ / x x / x / x x /

Each palace and / sacred / porch of / The Gods.

Surrey, *The Aeneid*, BK. II, P.B. 36

من ذا الذي يقوى على وصفِ الدّم المَهراقِ ليلتها إذن ؟
من ذا الذي يحصي لنا القتلى وأعداد الضحايا والجثث
أو يذرفُ الدّمعَ الهتونَ ليرثي الماضين حقّ رثائهم ؟

سقطت صروحُ البلدةِ الشَّمَاءِ ذاتِ العزِّ والصَّيْتِ التَّلِيدِ !
بعد الصُّمُودِ على مدى الأعوامِ والأمجَادِ والجَاهِ العريضِ !
وتناثرت أجسادُ من لا يسمعون ولا يروُنَ بكلِّ شارعٍ
وبكلِّ قصرٍ شامخٍ وبكلِّ أقداسِ الهياكلِ في المعابدِ !

والواضحُ أن ساري الذي ترجمَ عن اللاتينيةِ كانَ متأثراً بالنَّظمِ الكميِّ
اللاتيني فأخرجَ لنا أعداداً منتظمةً من المقاطعِ ولا تكادُ تتضمَّنُ زحافاتِ
ذاتِ بالٍ ، مما دَفَعَ المترجمَ العربيَّ إلى محاكاتهِ بإخراجِ ترجمةٍ كميةٍ ،
يتضمَّنُ كلُّ بيتٍ فيها خمسَ تفعيلاتٍ تامَّةٍ ، فكأنما هو يحاكي الأصلَ
اللاتينيَّ ، ولا يقتصرُ على محاكاةِ الترجمةِ ! على أن للمترجمِ الحقَّ في
الخروجِ عن ذلك ولو في حدودِ الكاملِ نفسه ابتغاءَ التنويعِ الذي تتطلبه
الأذنُ العصريةُ :

من ذا يعبرُ عن مدى سفكِ الدَّماءِ بليلاً ؟
من ذا الذي يدري بأعدادِ الضُّحايا والجثثِ
أو يذرفُ الدَّمعَ الجَدِيرَ بنعيمِهم ؟
هَوَّتِ العريقةُ والشَّهيرةُ في المدنِ
بعد الصُّمُودِ طوالِ أعوامٍ وبعد المنعةِ
وتناثرت أجسادُ مَنْ لا يشعرون بكلِّ شارعٍ
وبكلِّ قصرٍ بَلٍ وكلِّ هياكلِ الأربابِ فيها !

على أن النموذجِ الذي سيحسمُ القضيةَ حقاً هنا هو من الشعرِ
المسرحيِّ ، وها هي ذي مقطوعةٌ من أشهرِ ما أبدعه كريستوفر مارلو في
رائعتهِ « مأساة الدكتور فاوستوس » - وسوف أنوه فقط بالزحافاتِ الواردةِ في

النص، ثم أقدم ترجمة من الكامل تسمح بالرجز وزخافاتهِ وتسمح أيضاً
بالهزج :

/ / x

Ah Faustus,

/ x x / / / / x /

Now / hast thou / but one bare hour / to live,

And then thou must be damned perpetually :

/ / x / x / x / x /

Stand still / you ever mov/ing spheres / of heaven,

That time may cease, and midnight never come :

/ / / /

Fair Na/ture's eye, / rise, rise / again and make

(x)x / / /

Perpet/ual day, / or let / this hour / be but

x / (x)x /

A year, / a month, / a week, / a nat/ural day,

x x

That Faus/tus may / repent, / and save / his soul,

O lente lente curite noctis equi

/ / / /

The stars move still, / time runs, / the clock / will strike

x x / x x

The De/vil will come / , and Faus/tus must / be damned.

/ x x x / / /

O I'll / leap up / to my God : Who pulls / me down ?

/ / / / x x /

See see / where Christ's / blood streams / in the firm/ament

/ / x / x / / x / / x /
 One drop / would save / my soul, / half a / drop, ah / my Christ

x x / x x
 Ah rend / not my heart / for nam/ing of / my Christ,

/ / / /
 Yet will / I call / on him / , oh spare / me Luc/ifer !

/ x
 Where is / it now ? / 'tis gone; / and see / where God

/ x /
 Stretches out / his arm / , and bends / his ire/ful brows :

/ /
 Mountains / and hills / , come come, / and fall / on me,

x x
 And hid / me from / the heav/y wrath / of God.

Sc. XIX, II. 133–153.

أواه فاوستوس

[هنالك غير ساعة]

لم يبقَ في عمري إذن غير سُوَيْعة

حتماً ستفضي للجحيم الأبدى

فتوقّفي عن سعيك الدائبِ أفلاكِ السَّماءِ

[سبحك الموصول / المحتوم]

حتى إذا وَقَفَ الزمنُ ... لم يأتِ نصفُ الليلِ وهو موعدي !

ولتُشرقِ ، يا مُقلّةِ الطبيعة الحسنةِ أشريقي [يا مقلّة الكون الجميلة]

ولتمكثي في الأفقِ في عينِ النَّهارِ السَّرمدي

أو فليكن طول السّويعة مثل عام كاملٍ أو مثل شهرٍ أو كأسبوعٍ ..
بلى !

يوماً وليلة ! كيما أكفر عن ذنوبي وأتوب [تائباً]
تمهلي في الرّكضِ ، يا خيولَ ليلتي !
لكنما النّجومُ سائرة ، والوقت ساربٌ يكرّ ،
وحالما تدق ساعتي .. سيحضر الشيطان ثم أنتهي إلى سقر !
لا بدّ أن أسعى لرّبي .. من ترى يمنعي ؟
انظر معي هذي دماء يسوع تجري في السّما
ذي قطرة تنجيك من سوء المصير ... بل نصف قطرة
أواه ، يا مسيخ .. لا تصدّع فؤادي إن ذكرت اسمَ المسيح
إني سأدعوه إليّ ! لا تقتلن إياي ، يا إبليس !
أين اختفى دمّ المسيح ؟ ! قد مضى ! وانظر فهذا الله مدّ ذراعَه
نحوي ويعقد حاجبيه من الغضب !
أواه يا جبال ، يا تلال أقبلي ! ولتسقطي فوقي [رجز + هزج]
بل ولتهيلي فوق رأسي ما يقيني سورة الغضب الشديد .

ولقد أتحت لكاتب هذه السطور تجربة هذا المزج في ترجمات شكسبير
من قبل ، وكان الرضا الذي صادفه المزج مصحوباً بتجهم العروضيين الذين
لا صبر لهم على مزج البحور . ولا شك أن بعضهم كان محقاً ، فالإيقاعُ
العربي الذي تستريح الأذن إلى رتابته يسبب قلقاً إذا « اختلف » (و لا أقول
انكسر - وأنا أستعمل فعل المطاوعة عامداً) فالأذن التي تتوقع الانتظام
الكامل لن تسيع تغيير النغمة ، ولكننا خصوصاً في الشعر الدرامي لا نجد

مفراً من ذلك ، ولذلك فالحل الذي هدنتني خبرتي إليه بعد طول معاناة هو
المزج بين البحور الصافية ، وحبذا لو كان الرجز هو الأصل ، ولاضير علينا
إن قالوا إننا مترجمون رجازون ، وهذا إذن نموذج من مسرحية « الملك لير »
لم يكن هناك بد من المزج فيه بين البحور .

Let the great gods
That keep this dreadful pudder o'er our heads,
Find out their enemies now. Tremble, thou wretch
That hast within the undivulged crimes,
Unwhipped of justice; hide thee, thou bloody hand;
Thou perjured, and thou simular man of virtue,
That art incestuous; caitiff, to pieces shake,
That under cover and convenient seeming
Has practised on man's life; close pent-up guilts,
Rive your concealing continents, and cry
These dreadful summoners grace. I am a man
More sinned against than sinning.

أربابنا العُظماء

يا مَنْ أُنزِئْتُمْ كُلَّ هذِي القَعَقَعَاتِ المُرْعِبَاتِ فَوْقَ رُؤُوسِنَا
قَدْ آنَ وَقْتُ قِصَاصِكُمْ مِنَ العِصَاةِ ! وَلتَرْتَعِدْ يَا أَيُّهَا الشَّقِي
يَا مَنْ تَكْتُمْتَ الجَرَائِمَ الَّتِي ارْتَكَبْتَهَا وَلَمْ تَجْلِدْكَ أَسْوَاطُ العَدَالَةِ
فَلتَخْتَبِئْ يَا ذَا اليَدِ الَّتِي تَلَطَّخَتْ بِالدَّمِ ! يَا شَاهِدَ الزُّورِ اخْتَبِئْ !

وأنت يا من تستعير ثوباً زائفاً من الفضيلة
يُخفي انتهاكك المحارم ! يا أيها الشقي ! يا من تحت أستار الظلام
دبرت اغتيالَ صاحبك ، وفوق وجهك الرياء ، فلترتعدُ فرائصك !
وأنت أيتها الذنوبُ المستكنةُ في الخفاء ... مزقي السُّتورَ واطلبي
صفح الذين قد دعوك الآن للحساب ! أما أنا
فإن ما ارتكبته من الذنوب
أقل مما حاقَ بي مِنَ الخطايا !

وتتفاوت الأعمالُ المسرحيةُ الشعريةُ أيضاً في مدى اتكائها على هذا النوع من النظم الذي يمكن أن نطلق عليه النظم الدرامي ، وتتفاوت في درجة تحررها من الإيقاع الشعري ، كما تتفاوت أجزاءها المختلفة في درجة اتكائها عليه أو تحررها منه ، فشكسبير دائماً ما يُخضع لغته لمقتضيات فنه الدرامي وهو - كما ذكرت في مقدمة ترجمتي لمسرحية « تاجر البندقية » - لا يتقيّد بقوالب النظم الخارجية ، ويكاد يبتكر أنواع الموسيقى التي تتطلبها مواقفه الدرامية . وقد حاولت عندما شرعت في ترجمة « يوليوس قيصر » أن أحاكي النظم الذي اختاره أو أن أمزج بين النظم والنثر - مثلما فعلت في ترجمة « روميو وجوليت » (القاهرة ، دار غريب ، ١٩٨٦) - ولكنني كنت دائماً أصطدم بعقبة كأداء ، وهي أنني لا أستطيع أن أضحي بأي جانب من جوانب اللغة المستخدمة تركيباً أو تنسيقاً أو ألفاظاً في سبيل الإيقاع الشعري ! فلغة المسرحية تسيطر عليها دقة نادرة قد تفسدها إعادة ترتيب العبارة أو تركيب الجملة نُشداناً للإيقاع الشعري . ويسيطر على المسرحية - خصوصاً في المواقف الدرامية الحرجة - منطقُ

المتأمرين ومنطقُ الثأر المدروس المتأنّي ، حتى حين يبدو أن الشاعر قد أطلق العنان لمشاعر الشخصيات ، وجعلها تُخرج ما في باطنها دون حساب أو تدبير . ولذلك فقد فضلت آخر الأمر أن أقلع عن محاولة الترجمة المنظومة ، وأن أستعيز عنها بإيقاع اللغة العربية الذي يتفاوتُ من موقفٍ إلى موقف ، ولكنه يتجاوب في كل حالةٍ مع إيقاع الإنجليزية المنظومة - فهو في رأيي يمثل « البديل » لنظم شكسبير .

وقد مكنتني هذا « البديل » من أن أضبط الصياغة العربية لأخرج المقابل (الذي كثيراً ما يصل إلى درجة المثل) للجوهر الدرامي لمسرحية « يوليوس قيصر » الذي ينسجه شكسبير نسجاً بارعاً حاذقاً لا في الحوار فحسب ولكن أيضاً في البناء المحكم ، فكل ما تقوله الشخصيات قائم على تفكير دقيق ومرسوم بتأنٍّ وتمهّل ، حتى في المشاهد التي تلهب فيها المشاعر ويلوح لغير الخبير أنها كُتبت عفواً الخاطر .

أما السُّمةُ الأولى لِلُّغَةِ المسرحية وهي تفاوتُ مستوياتها بين النظم والنثر وبين اللُّغَةِ الرفيعة (أي الأسلوب الرفيع) واللُّغَةِ العامية ، فيكفي للتدليل عليها أن نورد فقرات محدودة من المشهد الافتتاحي الذي يتضمن حواراً يمزج بين هذه المستويات جميعاً :

Flavius :

Hence ! home, you idle creatures, get you home.

Is this a holiday ? what! know you not

Being mechanical, you ought not walk

Upon a labouring day without the sign

Of your profession ? Speak, what trade art thou ?

First Citizen :

Why, sir, a carpenter.

Marcellus :

Where is thy leather apron and thy rule ?

What dost thou with thy best apparel on ?

You, sir, what trade are you ?

Second Citizen :

Truly, sir, in respect of a fine workman , I am but, as you would say, a cobbler.

Marcellus :

But what trade are thou ? Answer me directly.

Second Citizen :

A trade, sir, that I hope I may use with a safe conscience; which is, indeed, sir, a mender of bad soles.

Marcellus :

What trade, thou knave ? Thou naughty knave, what trade ?

Second Citizen :

Nay, I beseech you, sir, be not out with me; yet if you be out, sir, I can mend you.

Marcellus :

What meanest thou by that? Mend me thou saucy fellow!

Second Citizen :

Why , sir, cobble you !

Marcellus :

Thou art a cobbler, art thou ?

Second Citizen :

Truly, sir, all that I live by is the awl : I meddle with no tradesmen's matters nor with women's matters, but with awl.

(I. i. 21)

فالواضحُ هنا أن الضابطين فلاقيوس ومارسيلوس يجنحان إلى النظم الكميّ في معظم سطور حوارهما ، بينما يلتزم الصّانعان (النجار والإسكافي) بالنثر ، ولكن الجميع يتحدث لغة عامية تتدنى في حديث الإسكافي إلى مستوى البذاءة و السوقية - مما يغضب الضابط غضباً شديداً - وترتفع في حديث الضابط إلى مستوى الأسلوب (الرسمي) . ومعنى الأسلوب « الرسمي » هو الأسلوب الذي يفترض « مسافة ما » بين المتحدث والسامع ، بحيث لا تشيعُ فيه رنة الألفة ، وما يصاحبها من ظواهر أسلوبية معروفة مثل استخدام ألفاظ بعينها أو بعض التراكيب العامية الشائعة أو الخروج عن النظم الصحيحة لبناء العبارات ، وفقاً لقواعد النحو في الفصحى أو اللغة المكتوبة - لغة التفكير العلمي والأدب « الرسمي » وما إلى ذلك . كما أن الضابطين يتحدثان بالنظم الحرّ الذي وصفته آنفاً - ويلاحظ أنه يقترب كثيراً من أنماط النظم الحديثة التي تعتمد على عدد المقاطع المنبورة في البيت الواحد رغم إبقاء شكسبير على القاعدة الكميّة أي على المقاطع العشرة في معظم الأبيات . وخذ نموذجاً على ذلك أول حديث للضابط مارسيلوس :

Where is thy leather apron and thy rule ?

What dost thou with thy best apparel on ?

You, sir, what trade are you ?

فالملاحظ هنا أن كل بيت يتضمن أربع مقاطع منبورة رغم أن كلا من البيتين الأول والثاني يتكون من خمس تفعيلات (عشرة مقاطع) بينما لا يزيد الثالث على ثلاث تفعيلات أي ستة مقاطع فحسب ! وإذا نظرنا إلى نظام النبر هنا فسوف يتضح لنا مدى تحرر شكسبير من قيود الإيقاع التقليدية

لبحر الأيamb إذ يدخل فيه عدداً من ألوان الزحاف تكاد تخرج به عن طبيعته تماماً - فالبحر غير المزاحف يتكون من خمس وحدات (تفعيلات) تتكوّن كل منها من مقطعين الأول غير منبور unstressed والثاني منبور stressed ويرمز له هكذا (من اليسار إلى اليمين) :

x - x - x - x - x -

وكما سبق أن شرحنا قد تدخل عليه ضروب الزحاف فتحل تفعيلات من بحور أخرى فيه أهمها : بحر التروكي trochee (وتفعيلته عكس الأيamb أي x -) و بحر السبوندي spondee (مقطعان منبوران - -) والبيريك pyrrhic (مقطعان غير منبورين x x) أو الأنايبست anapaest (مقطعان غير منبورين يتلوهما مقطع منبور - x x) . وإذا رصدنا التركيب الإيقاعي للأبيات الثلاثة خرجنا بما يلي :

- x / x - / x - / x x / x - /

x - / - x / x - / x - / x - /

- - / x - / - x /

معنى هذا أن استخدام شكسبير لتفعيلات من بحور أخرى (وهو ما يوازي الزحاف لدينا في العربية) لم يؤثر على عدد المقاطع المنبورة في كل بيت ، وهي أربعة في كل سطر ، رغم تفاوت عدد المقاطع في كل بيت واختلاف جرسه وإيقاعه العام أي أنه كما ذكرت يقترب في هذا من طريقة الإيقاع النبري stress rhythm الذي أحياه ت. س. إليوت عن الإنجليزية القديمة . وشكسبير يستخدم هذا بحذق شديد - فهو يجعل مارسيلوس يعتمد بعد إجابة الإسكافي إلى تنويع آخر على نفس البحر مضيفاً مقطعاً إلى

المقاطع العشرة ومستخدماً تفعيلةً من بحر الأنابيست (— x x) :

But what trade art thou ? Answer me directly !

x x — / x — / — x / x x / — x /

مع الإبقاء على عدد المقاطع المنبورة الأربعة ، وذلك قبل أن يعود إلى صورة بحر الأيamb المنتظمة في البيت التالي له :

What trade thou knave ? Thou naughty knave what trade ?

x — / x — / x — / x — / x — /

وقبل أن يزيد تفعيلة كاملة في البيت التالي له بحيث يصبح البحر سكندرياً أي يتكون من ست تفعيلات (ومقطع زائد أيضاً !) :

What meanest thou by that ? Mend me, thou saucy fellow ?

x — / x — / x — / — x / x — / x — / x

وأخيراً يعود إلى البحر الثلاثي المزاحف :

Thou art a cobbler, art thou ?

x — / x — / x — / x

وإن كان بعض النقاد يميلون إلى اعتباره رباعياً حُذِف منه آخر مقطع غير منبور أي أنه يجب أن يعتبر هكذا :

x — / x — / x x / —

والغاية التي أسمى إليها هي باختصار إيضاح مدى الحرية التي يتمتع بها الشاعر المسرحي الإنجليزي ، والتي من المحال أن تتحقق في العربية ؛ إذ إن شكسبير هنا كاتبٌ مسرحيٌّ في المقام الأول ، وهو يتوسلُ بضروبٍ منوعةٍ من النظم للاتكاء على معانٍ خاصة بالموقف الدرامي ، ولا يمكن إبرازها إلا

عن طريق التغيير المتواصل للبحور والإيقاعات الداخلية من خلال الزحاف والعلل . ويكفي أن ينظر القارئ إلى السطور الافتتاحية للمسرحية (التي يقولها الضابط فلاقيوس) ليدرك مرماي ، فالسطر الأول يتكون من خمس تفعيلات تتضمن ستة مقاطع منبورة ، والعبارة الثالثة التي تبدأ في منتصف السطر الثاني لا تنتهي إلا في السطر الخامس ، وتتفاوت في السطور عدد المقاطع المنبورة تفاوتاً كبيراً !

فإذا انتقلنا إلى أحاديث العامة - ويمثلهم هنا المواطنان الأول والثاني أي النجار والإسكافي - وجدنا أن شكسبير يستخدم النثر من البداية إلى النهاية مع ما وصفته بالتدني إلى درجة السوقية والبذاءة - وإذا كان الهدف الذي وضعتَه نصب عيني في البداية (وأرجو أن يكون نُصِبَ عَيْنِي كُلُّ مترجم أدبي أيضاً) هو إيجاد المقابل الذي قد يرقى إلى مستوى المثل فربما كانت العامية المصرية أفضل مستويات العربية المتاحة لترجمة هذه العبارات ، ولكنني أتبع في ترجمة المسرحية كلها لغة عربية معاصرة تستطيع أن ترقى إلى مصاف اللغة الرفيعة ، وأن تهبط إلى بعض مستويات العامية الدنيا - ولذلك فأنا نشدتُ البديل في الحالين أي في ترجمة النظم المسرحي بنثر فصيح أعتبره بديلاً مقبولاً ، وترجمة النثر المسرحي العامي بنثر مبسط يستخدم بعض المفردات ذات الدلالة الحية في العامية المصرية باعتباره بديلاً مقبولاً . وهذه هي ترجمة الأبيات العشرين الأولى :

فلاقيوس : انصرفوا ! عودوا إلى منازلكم أيها العاطلون !

هل اليوم يومٌ عطلة ؟

أ لا تعلمون أنه يجبُ على أبناءِ الحرفِ

ألا يسيروا في الشارع في أيام العمل دون ما يرمز لحرفهم ؟

قل لي أنت ما هي صنعتك ؟

نجار : أنا نجار ، يا سيدي !

مارسيلوس : أين إذن المريلة الجلد والمسطرة ؟

ولماذا ترتدي أفرخ ثيابك ؟

وأنت يا سيد ! ما صنعتك ؟

الإسكافي : الحق ، يا سيدي ، أنني لا أقارن بالصناع المهرة !

فما أنا إلا مرقع - ولا مؤاخذه !

مارسيلوس : ولكن ما هي صنعتك ؟ بلا لف ودوران !؟

الإسكافي : هي صنعة ، يا سيدي ، أتمنى أن أؤدبها بإخلاص وأمانة -

فأنا أرقع ما انخرم وأصلحه !

مارسيلوس : ما صنعتك أيها الوغد ؟ أيها الوغد اللكعي ، ما صنعتك ؟

الإسكافي : أرجوك ، يا سيدي ! لا تُخرم في الكلام معي !

فإذا خرمت .. رقت لك !

مارسيلوس : ماذا تعني بهذه الألفاظ البذيئة ؟

كيف تُرقع لي ، يا سليط اللسان ؟

الإسكافي : أرقع لك ، يا سيدي .. حذاءك !

مارسيلوس : أنت إسكافي إذن ؟

الإسكافي : حقاً ، يا سيدي ! كل ما أحيأ به هو المخراز !

لا شأن لي بأمور التجار .. أو أمور النساء !

إلا بالمخراز !

ولياًذن لي القارئ أن أقتبس ، إيضاحاً لهذه النظرة ، ما سبق أن أوردته في كتابي « فن الترجمة » (الشركة المصرية العالمية للنشر - لوجمان ط ١ ١٩٩٢ ، ط ٢ ١٩٩٤ ، ط ٣ ١٩٩٦) عن دقة الصياغة اللغوية في نص شكسبير التي قد تفسد إذا اختار المترجم إيقاع النظم بدلاً من النثر الذي يتيح دقة الصياغة دون عائق الإيقاع المنتظم . وليأذن لي أن أعيد ما ذكرته عن « التفكير الدقيق المرسوم بتأن وتمهل » وهو الذي يعتبر الأساس لكل ما تقوله الشخصيات حتى حين تلتهب المشاعر ، ويلوح لغير الخبير أن كلامها يصدر عفو الخاطر . ولذلك فأنا أعيد الحديث عما ذكرته عن مشهد من أهم مشاهد مسرحية « يوليوس قيصر » وهو المشهد الثاني من الفصل الثالث الذي كثيراً ما يقدم وحده باعتباره قلب المسرحية ، ليس فقط لأنه يقع في منتصفها بل لأنه أيضاً محور الارتكاز الذي يتغير عنده الحدث ، عند بداية الانتقام من قتل قيصر .

يبدأ المشهد بدايةً نثريةً ؛ إذ يتخلى شكسبير عن النظم كي يحكم بناء المنطق الذي يتحكم في بناء المشهد ، ولذلك نجد أن الخطبة الأولى التي يلقيها بروتس - وطولها سبعة وعشرون سطرًا - منثورة ، وبعدها يقاطعه أحد الأهالي بسطرٍ قصير ثم يستأنف خطبته ، ويتحدث على مدى أربعة عشر سطرًا أخرى نثرًا ! وبعد ذلك يتحدث الأهالي في سطور منفصلة ومقطعة يعربون فيها عن اتباعهم لبروتس حتى السطر ٧٨ - وعندها يتكلم أنطونيو مع الأهالي حتى آخر المشهد تقريباً (حتى السطر ٢٥٤) وهو يستأثر في الحقيقة بما يربو على مائة وثلاثين سطرًا تتخللها نداءات الأهالي وصياحاتهم .

ولكن ماذا يقول أنطونيو في هذه السطور الكثيرة ؟ إن خطبته الطويلة التي تستغرق صفحات متوالية مقسمة تقسيماً دقيقاً بين القسم الأول (من ٧٤-١٠٩) الذي يضع فيه أنطونيو بعناية أسس إدانته لبروتس وعصبته ، وبين القسم الثاني (١٢٠-١٣٩) الذي يلقي فيه بخبر وصية قيصر حتى يثير فضول الجمهور ، والقسم الثالث (١٥١-١٧٠) الذي يعتبر نقطة تحول من الوصية إلى التركيز على بشاعة الجريمة التي ارتكبتها الخونة وذلك في القسم الأخير (من ١٧٠-١٩٩) حيث تتحوّل مشاعر الجمهور تماماً إلى مساندة أنطونيو والعداء للسافر لبروتس وكاشيوس وسائر المتآمرين ، وبعد عددٍ من الصيحات التي يُعرب فيها الجمهور عن عدائه لزمرة الخونة (٢٠٠-٢١٠) يعود أنطونيو إلى التلاعب بمشاعر الجمهور لكي يحوّل استيائهم إلى موقفٍ صلبٍ أي إلى عملٍ إيجابي - وهو يحسب لكل كلمة حسابها في هذا الخطاب - حتى يصل (٢١١ - ٢٣٢) إلى كلمة « الثورة » التي يرددها الشعب - أي الانتقام لمقتل قيصر ... وعندها فقط يعود إلى ذكر الوصية التي يكون الجمهور قد نسيها حتى يضمن ولاءه التام (٢٣٧-٢٥٤) فيسود الهرج والمرج - ويدخل رسول أوكتافيوس فيجد أن أنطونيو واثقٌ كل الثقة من قدرة « كلماته » على أن تفعل فعلها في نفوسهم ! (٢٥٤ - حتى آخر المشهد) .

إن هذه الخطبة الطويلة مبنيةً بناءً هندسيّاً يتراوح بين الصعود و بين الهبوط - كما أوضحت آنفاً - أي أن أنطونيو يحسب حساباً لكل كلمة يقولها ويعرف معرفة وثيقة أين يضعها وفي أي سياق بالتحديد - ولذلك فالنظّم هنا ثانوي بل هو إطار يلتزم به البعض (مثل أنطونيو) ولا يلتزم به

الآخرون (مثل بروتس والأهالي) وعدد السطور في هذا المشهد مقسمة بين المنثور والمنظوم تقسيماً شبه متعادل ، كما أن النظم الذي استخدمه أنطونيو لا يضمُّ في ثناياه ما اعتدناه من شاعرية شكسبيرية - فهو يكثر من استعمال الزحاف والرخص الشعرية إلى حد الاقتراب من موسيقى النثر ، كما شرحت ذلك من قبل ، وهو يستخدم لغةً منطقيةً تخلو من الصور الشعرية ، وليس من قبيل المصادفة أن تخلو هذه السطورُ جميعاً من الاستعارات الغلابة أو المهيمنة (dominant metaphors) أي الاستعارة التي تلقي بظلالها على الحديث برمته ، وتشكل إطاراً نفسياً ومجازياً له ! كل ما هنالك هو استعارات محدودة ومقصورة على موضعها في السياق .

ولنأخذ مثلاً السطور من ٢١٩ إلى ٢٢٥ ؛ إذ يقول أنطونيو :

I am no orator, as Brutus is;
 But as you know me all, a plain blunt man,
 That love my friend; and that they know full well
 That gave me public leave to speak of him
 For I have neither wit, nor words nor worth,
 Action, nor utterance, nor the power of speech
 To stir man's blood : I only speak right on :

(III. ii. 219-225)

ففي هذه السُّطور السبعة يلخِّص لنا أنطونيو صفات الخطيبِ المصقِّع في زمانه ، وهي الخصال الست المعروفة :

- | | |
|----------|----------------------|
| 1. wit | (البديهة الحاضرة) |
| 2. words | (الألفاظ المنتقاة) |

- | | |
|--------------------|----------------------|
| 3. worth | (المكانة المرموقة) |
| 4. action | (براعة الأداء) |
| 5. utterance | (حسن الإلقاء) |
| 6. power of speech | (ذلاقة اللسان) |

وقد أجمع النقاد على أن شكسبير كان يتعمد وضعها في هذا الترتيب ؛
ليبين أن الصفة الأولى هي البديهة الحاضرة ، وهي الصفة التي تميز أنطونيو
أكثر من غيره من الشخصيات ، ويليهما حسن اختيار الألفاظ ومكانة
الخطيب في المجتمع ثم براعة أدائه التمثيلي أثناء الخطبة وحسن إلقائه ،
وأخيراً ذلاقة اللسان أو قدرة المتحدث على إثارة مشاعر الناس ! والواضح أن
هذه الصفات التي ينكرها أنطونيو في نفسه هي أهم صفاته هو ، مع أنه
ينسبها إلى بروتس ، أي أنه يثبتها حين ينكرها وبهذا الترتيب !

ومعنى ذلك ببساطة هو أن أيّ تغيير في ترتيب الألفاظِ والعبارات سوف
يقلل من تأثير هذه الفقرة التي تبدأ بإنكار صفة الخطيب المصقع ، وتنتهي
بادعاء الحديث العفوي ! وها هي إذن ترجمتي لها ، وأعتقد أنها أقرب ما
تكون إلى هذا البناء :

لست خطيباً مفوّهاً مثل بروتس
لكنني - كما تعرفون جميعاً - رجلٌ بسيطٌ ساذجٌ
يخلصُ الحبُّ لصديقه ، وهم يعرفون ذلك خيرَ المعرفة -
من سمحوا لي أن أتحدّث عنه أمامكم !
فأنا أفنقرُ إلى البديهة الحاضرة ، والألفاظِ المنتقاة
والمكانة المرموقة ، وبراعة الأداء ، وحُسن الإلقاء

وذلاقة اللسان التي تثير مشاعر الناس !
لكنني أتحدّث عفو الخاطر فحسب !

أما زيادة بعض الألفاظ (وكلها صفات) في النصّ العربي ، فهذا يرجعُ إلى ما أسميه بضرورة التفسير الخاص للنص قبل أن يشرعَ المترجمُ في نقل العمل الأدبي ، وهو ما تعرضت له في مقدمتي لترجمة « تاجر البندقية » المشار إليها آنفاً . وإنما ضربت هذا المثل لأبين أن حديث أنطونيو مرسوم بدقة بالغة ، فإذا حاول المترجمُ أن يصوغه نظماً عربياً لم يجد بُدّاً من التوضحية ببعض جوانب هندسة البناء الفكري التي يستند إليها البناء اللغوي - كأن يعيدَ ترتيب هذه الصفات ، أو يستعيض عن كلمة بأخرى تتفق والوزن الشعري (وما أكثر ما يفعل الشاعر نفسه ذلك !) أو يضيف كلمة طلباً للقافية - وهذا كله مقبول بل ومحمود في ترجمة الشعر الغنائي الذي تلعب فيه الوزن والقافية كما قلت دوراً كبيراً ، ولكنه غير مقبول ولا محمود عندما يكون التركيب الفكري هو الأساس لا الصورة أو الموسيقى والقافية !

وحتى لا يظنّ القارئ أنني لم ألجأ إلى الترجمة المنظومة كسلاً أو تراخياً ، سأورد صورةً اعتبرها مقبولةً في ترجمة الشعر الغنائي ، صورة منظومة لهذه الفقرة ، وأترك للقارئ الحكم على مدى جورها على الأصل - أما من يأنس في نفسه القدرة على إخراج ترجمة منظومة أكثر دقة فهو مدعو للمشاركة في هذا الجهد الجميل الممتع :

إنني لست خطيباً مصقفاً مثل بروتس -

بل أنا - قد تعلمون -

ساذج بل وغرير
أخلصُ الحبَّ لمن صادقت حقاً
وهمو لا يجهلون !
كلُّهم يدركُ ذلك
ولهذا سمحوا لي
بحديثٍ صادقٍ عنه إليكم !
أين لي حذقُ البديهة ؟
أين لي سحرُ الكلام ؟
أين لي شرفُ المكانة ؟
أين لي حسنُ الأداء ؟
لست ذا علمٍ بإلقاء الخطب
لا ولا عندي أفانين الأدب
كي أثيرَ العقلَ والقلبَ لديكمُ
بل أنا ألقى كلامي
كيفما يأتي لشفتي !

أقول إنني أتركُ للقارئ الحكم على مدى ابتعادها (أو اقترابها) من الأصل ، وإن كان لا بدَّ لي أن أشير إلى أن الموسيقى الغلابة هنا ، والقافية غير المقصودة ، تجوران على الأصل ذي الإيقاع الخافت الذي يقترب كثيراً من النثر ! ويكفي أن أقول إن أنطونيو لوتحدت هكذا - بالنظم العربي الجَهْورِيّ - لأحسن الجمهور بفنّ الصنعة الذي لا يُنبئُ عن نفس صافية صادقة ، فالموقف الدرامي يرفض غلبة الموسيقى هنا التي قد تخب الأذن

دون أن تصلَ إلى العقل أو القلب ، وأنطونيو يحاول أن يصل إلى قلوب السامعين وعقولهم لا أن يخلبَ آذانهم ! ومن ثم كان قراري بأن البديلَ النثري أقربُ إلى تحقيق المقابل الدرامي من المقابل المنظوم ، مثلما كان قراري بالالتزام بالعربية المعاصرة بمستوياتها المتعددة .

وهذا هو ما فعلته في الواقع في مسرحية تاريخية لم تحظَ باهتمام الدارسين العرب وهي « الملك هنري الثامن » (القاهرة ، هيئة الكتاب ، ١٩٩٧) ؛ إذ وجدتُ أن النظم قد يؤثرُ في الأبنية الفكرية والشعورية للعبارات والجمل الطويلة ، مما قد يغيّرُ من روح الأسلوب (ترجمة مجدي وهبة لمصطلح tone أي النغمة على نحو ما أناقشه في فصل لاحق) خصوصاً بسبب الخلاف حول نسبة بعض أجزاء المسرحية إلى شكسبير وإلى فلتشر Fletcher إذ رأيتُ أن التدخّل بالإيقاع العربي سيضيف حتماً (نغمة) غريبةً عن هذه الأساليب ، وأن محاولة الاقتراب الحرفي والدقيق من النصّ الأصلي نثراً أصدقُ للمسرحيات التاريخية وأقربُ للحفاظ على روح الحقائق (الوقائع) المروية . فالنظم العربي الذي حاولته في البداية كان يميلُ إلى إلغاء البعد الزمني وإيجاد روح الألفة ، وهذا ما لا تتطلبه المسرحية التي تمثلُ لقراء العربية وقائع تاريخية حقيقية مرتبطةً بزمانٍ ومكانٍ من المحال تجريدُ أيٍّ منهما .

وسوف أوردُ هنا فقرتين تُنسبُ الأولى لشكسبير والثانية لفلتشر ، وإن كانت الدراسات الحديثة تقطعُ بنسبتها جميعاً للأول ، وقد ترجمتُ كلا منها نظماً ونثراً لإيضاح مدى الاختلاف الذي قد يحدثه النظم في الأبنية الفكرية .

أما الأولى فهي إجابة الكاردينال وولزي على الملك هنري الثامن في
المشهد الثاني من الفصل الثالث :

My Sovereign, I confess your royal graces
Shower'd on me daily, have been more than could
My studied purposes requite, which went
Beyond all man's endeavours. My endeavours
Have ever come short of my desires,
Yet fill'd with my abilities : Mine own ends
Have been mine so, that evermore they pointed
To th'good of your most Sacred Person, and
The profit of the state. For your good graces
Heap'd upon me (poor Undeserver)I
Can nothing render but allegiant thanks,
My prayers to heaven for you ; my loyalty
Which ever has, and ever shall be growing,
Till death (that Winter) kill it.

III. ii. 166 - 179

مولاي إنني أقرُّ بالعطايا الملكية
وكلُّ ما أمطرتني به من النعم .. في كلِّ يوم
تلك التي تفوق ما أستطيع أن أناله مهما بذلت من جهود
بل فوق ما يستطيع أيُّ فردٍ أن يحققه
أما إذا كانت جهودي قد أتت ببعض خيرٍ لي
فإن غايتي كانت ولا تزال تحقيقَ الذي
يعودُّ بالخير العميم دائماً

لشخصيكم وما له من بالغ القداسة
 وثروة البلاد كلها ! وفي مقابل المكارم العظيمة
 تلك التي أغدقتموها (فوق من لا يستحقها ، أنا الضعيف)
 لا أستطيع غير الشكر والولاءِ
 وكل دعوة من أجلكم إلى السماء
 وإخلاصي الذي ما أنفك ينمو ، بل وسوف يظل ينمو ،
 بل ولن يفنيه إلا الموت (ذلك الشتاء) .

أما النموذج الثاني فهو حديث منفرد يقوله وولزي أيضاً على المسرح بعد
 إدراك انهيار آماله وضياع حظوته لدى الملك واقتراب النهاية المحتومة :

So farewell, to the little good you bear me. 350

Farewell ? A long farewell to all my Greatness.

This is the state of Man; today he puts forth

The tender leaves of hopes, tomorrow blossoms,

And bears his blushing honours thick upon him :

The third day, comes a frost; a killing frost, 355

And when he thinks, good easy man, full surely

His greatness is a - ripening, nips his root,

And then he falls as I do. I have ventur'd

Like little wanton boys that swim on bladders:

This many summers in a sea of Glory, 360

But far beyond my depth: my high-blown Pride

At length broke under me, and now has left me

Weary, and old with service, to the mercy

Of a rude stream, that must for ever hide me.

Vain pomp, and glory of this World, I hate ye, 365
 I feel my heart new open'd. Oh how wretched
 Is that poor man, that hangs on Princes' favours!
 There is betwixt that smile we would aspire to,
 That sweet aspect of Princes, and their ruin,
 More pangs, and fears than wars, or women have; 370
 And when he falls, he falls like Lucifer,
 Never to hope again.

III. ii. 350-372

٣٥٠ إِذْنٌ وَدَاعًا لِلْقَلِيلِ مِمَّا تَضْمُرَانِهِ مِنْ كُلِّ خَيْرٍ !
 وَدَاعٌ ؟ بَلْ وَدَاعٌ دَائِمٌ لِلْمَجْدِ وَالْعِظْمَةِ !
 فَذَاكَ حَالُ كُلِّ إِنْسَانٍ هُنَا ! فِي يَوْمِهِ
 قَدْ يَنْشُرُ الْأُورَاقَ مِنْ آمَالِهِ الْغَضَّةَ
 وَيَشْهَدُ الْبِرَاعِمَ الْحَسَنَاءَ فِي غَدِهِ
 وَيَحْمَلُ الْوُرُودَ الْقَانِيَاتِ الْوَافِرَاتِ فِي مَدَارِجِ الشَّرْفِ
 ٣٥٥ لَكِنَّهُ يَرَى الصَّقِيعَ الْقَاتِلَ الثَّقِيلَ قَادِمًا فِي ثَالِثِ الْأَيَّامِ
 وَعِنْدَمَا يَظُنُّ وَهُوَ نَاعِمٌ فِي الْخَيْرِ وَالْهِنَاءِ
 أَنَّ الثَّمَارَ أَوْشَكَتْ عَلَى النُّضُوجِ ، وَأَنَّ مَجْدَهُ لَا شَكَّ قَدْ أَتَى ،
 يَرَى الصَّقِيعَ نَاحِرًا جَدُورَهَا
 وَالْجَذَعَ قَدْ هَوَى كَمَا أَهْوَى أَنَا !
 ٣٦٠ لَقَدْ نَزَلَتْ سَابِحًا فِي بَحْرِ مَجْدِ صَاحِبِ
 مِثْلِ الصُّغَارِ السَّابِحِينَ يَمْسِكُونَ بِالْقَرَبِ
 وَكَنتَ كُلَّ صَيْفٍ أَضْرَبُ الْأَمْوَاجَ حَتَّى اجْتَرَتْ مِنْطَقَةَ الْأَمَانِ

وبعدها شهدتُ كبريائي مثلَ قرية الصُّغار تنفجرُ
 ورُحْتُ أهوى منهكاً محطماً من طولِ ما جهدتُ
 وتحت رحمة البحر العنيفِ إذ سيطويني إلى الأبد !
 ٣٦٥ يا زيفَ مجد العالم الخاوي وزيفَ الأبهة !
 لشدّ ما أبغضكا ! إني لأشعر أن قلبي يتفتحُ
 ما أتعس الذي يعيش عائلة على رضى الأمراءِ ما أفقره !
 فبين بسمة نحاولُ اقتناصها وبسمة الرضى على المحيا
 وبين وهدة السقوط والهلاك ألوان من الألم
 وهوة من المخاوف التي تزيد عن هول الحروبِ أو مخاوفِ النساءِ
 فإنه عند السقوط مُبلسٌ كأنه إبليسٌ قد ضاع الرجاء منه للأبد !

وقد وضعت الأرقامَ هنا لمساعدة القارئ على المقارنة . ويعلق هاريسون
 على الفرق بين النصين قائلاً : إن النهايات الضعيفة إيقاعياً في الحديث
 المنفرد الأخير هي مما يُزعم أنه ينتمي إلى فلتشر أكثر مما يميز أسلوب
 شكسبير ، والمقصود بالنهايات الضعيفة استناد حروف القافية على مقطع
 غير منبور مثل 'left me' (٣٦٢) و 'hide me' (٣٦٤) و 'hate ye'
 (٣٦٥) - وهذا أيضاً مما قاله سيدنج Spedding ، ولكنه ليس من جوهر
 حجته ؛ إذ يستندُ جوهرُ الحجّة على تفاوت المستوي اللغوي بين أجزاء
 المسرحية ، وتفاوت الإيقاعات أيضاً ، وهذا ما دفعني إلى اقتباس هاتين
 الفقرتين اللتين يزعمُ سيدنجُ نسبتَهُما إلى كاتبين مختلفين . ولن أفيضَ
 في تحليل الإيقاعات فهي واضحة لمن يقرأ النصّ بصوتٍ عال .

وهذه ، بعد ذلك ، ترجمة القطعتين نثراً . وهذه هي الأولى :

وولزي : إني أعترفُ يا مليكي أنْ نِعَمَكَ وأفضالكِ الملكيّة
التي ما فتئت تمطرني بها وتغدقها علي في كلِّ يوم
كانت أكثر مما يمكن أن أحققه بجهودي مهما تكُن ،
وأكثر مما أستحقُّ ! كانت جهودي دائماً تقصرُ عن تحقيق غاياتي
وإن كنتُ أبذل حقاً كلَّ ما أستطيعُ !
وإذا كانتُ جهودي قد عادتُ علي ببعض الخير
فإن غاياتي كانت دائماً ترمي إلي ما فيه الخير لشخصكم المقدّس
ورفاهية الدّولة وراثتها !
وليس في وسعي أن أقدم جزاءً علي هذه النعم العظيمة
التي تغدقونها علي ، أنا الضعيفُ الذي لا أستحقُّها ،
إلا آيات الشكر العامرة بالولاء .
والدعوات التي أرفعها إلي السّماء من أجلكم
والإخلاص الذي ما برحَ ينمو ، وسيظلُّ ينمو ،
حتى يذوي ويموتَ في برودة شتاء الموتِ !
وهذه هي الثانية :

وولزي : وكذا وداعاً للخير القليل الذي تكونه لي ! ٣٥٠
وداعٌ ؟ بل وداعٌ طويلٌ لجميع أطراف العظمة !
هذا هو حالُ الإنسان ! ينشر في يومه أوراق الأمل الغضّة
على أغصان حياته ، ويشهد في غده البراعم وهي تتفتح ،
وزهراتِ المجد وهي تزهر بألوان المجد الكثيفة من حوله ،
ولكن الصّقيع القاتل ينقضُّ عليها في اليوم الثالث ! ٣٥٥

وعندما يقولُ واثقاً ، وهو يتقلَّبُ في أعطاف النِّعيم ،
إن ثمارَ عظمتِه أوشكتْ على النُّضج ،

يرى الصقيعَ وقد نخر جذورها

والشَّجرة تهوي ساقطةً مثلما أسقطُ الآن !

لقد نزلت البحرَ سايحاً مثل الصَّبِيَّةِ اللاهين

بعوامات من القربِ المنفوخة

وظللتُ في بحرِ المجدِ صيفاً من بعدِ صيف ٣٦٠

حتى ابتعدت عن شاطئ الأمان ووصلتُ لمنطقة أعمقَ من طاقتي !

وهنا انفجرتُ عوامة كبريائي المنتفخة ، وتركتني خائر القوى ،

منهكاً من طول الخدمة ، وتحت رحمة بحر هائج متلاطم ،

لا بدَّ أن يتلغني آخر الأمر إلى الأبد .

أيتها الأبهةُ الزائفةُ ! يا مجدَ الدنيا الخاوي ! ٣٦٥

لكم أبغضُك الآن ! أشعر أن قلبي يتفتَحُ الآن من جديد !

ما أتعس حياة الإنسان المسكين الذي يعتمدُ على حظوة الأُمراء !

وفيما بين الابتسامة التي نحاولُ أن نحظي

بها من الأمير ومخايل الرِّضا على مُحيّاه ،

وبين إسقاطنا وإهلاكِنا ، ألوانَ مِنَ الألم والفرع

لا تعرفها الحروبُ ولا النساءُ ! وعندما يهوي الواحدُ منا ٣٧٠

فإنه يسقطُ سقوطَ إبليس ، إذ يفقدُ الأملَ إلى الأبد !

واعتقدُ أن المقارنة سوف توضحُ الفروقَ بما لا يدعُ مجالاً للشك .

دلالة استخدام النظم

وليس معنى هذا أن شكسبير يفصل فصلاً خارجياً بين استخدام النظم والنثر في مسرحياته ، بل هو أحياناً يكتب ما يتصور القارئ أنه نثر و هو نظم ، وقد أخطأ ناشرو طبعة الكوارتو الثانية (١٥٩٩) لنص « روميو وجولييت » ، كما سبق أن ذكرت ، عندما طبعوا حديث « الملكة ماب » المنظوم التي يليه مركوشيو كأنه قطعة منثورة ، وكثيراً ما عجب النقاد من المزاوجة بين النثر والنظم في عدد من مسرحياته ، وتعدد وظائف النظم أحياناً ، كما سوف نبين .

ففي مسرحية « تاجر البندقية » أيضاً يستخدم الشاعر النظم بمستوياته المختلفة وقد يرتفع إلى مستوى الشعر كما نفهمه (في أحاديث بورشيا مثلاً) وقد يظل عند مستوى الحوار المنظوم للغة الحياة اليومية ، وقد يهبط إلى مستوى النثر الحافل بالنكات اللفظية والعبارات السوقية بل والبذاءات كما يفعل في مسرحياته الأخرى . وقد دأب ناشرو شكسبير على مر العصور على مناقشة هذه المستويات ، والمقابلة بينها وكثيراً ما استوقفتهم بعض التناقضات التي ترجع في بعض الأحيان إلى أخطاء النساخ إذ إن الطباعات المختلفة للمسرحيات كانت تعتمد على النسخ التي كان الممثلون يستخدمونها على خشبة المسرح ، وهي نسخ تتسم بالتفاوت في القراءات المختلفة (وكثيراً ما تدخل الناشر فحذفوا من النص ما تصوروا أنه يחדش الحياء ، خاصة وأن المسرحية تُدرّس للطلبة في المدارس والجامعات ، وتقاليد العصر الفكتوري تقضي بعدم الإشارة إلى العلاقة بين الجنسين على المسرح) ولهذا كثيراً ما تجد حديثاً كتب بالنثر دون مبرر في سياق الشعر أو

النظم .

على أن أهم ما تتسم به هذه المستويات الفنية كما سبق أن أوضحت هو براعة شكسبير في تنويع إيقاعاته بحيث يبدو الإيقاع الأساسي للشعر المرسل ، وهو بحر الإيامب أشهر بحور الشعر الإنجليزي قاطبة ، وكأنه بحر آخر . ونظام الزحاف في الشعر الإنجليزي يختلف عنه في العربية ، كما سبق أن أوضحت إذ إن للشاعر حرية تغيير الإيقاع تغييراً جذرياً دون أن يُعتبر خارجاً على البحر . وهذا هو الذي يمكن شكسبير من كسر الرتبة التي يملئها البحر الواحد ، بل وأن يجعله في مواطن كثيرة قادراً على الإيحاء بأنغامٍ متناقضة لا تصدر إلا عن شاعر ملك ناصية الأنغام اللغوية . وقد رصد الدارسون خمسة وعشرين باباً من أبواب الزحاف والعلل وتغيير البحر - إما باستخدام المزيد من التفعيلات أو تغيير التفعيلة نفسها ، أو المزج بين التفعيلات من بحورٍ مختلفة في « تاجر البندقية » . فمثلاً يستخدم شكسبير أطوالاً مختلفة من بحر الإيامب ، فلديه البحر الخماسي المعتاد (ذو التفعيلات الخمس) انظر أول بيت في المسرحية :

In sooth I know not why I am so sad

حقاً لا أدري سرَّ الحزن الرَّاسخ في نفسي

ولديه البحرُ السُّداسي (السكندري) :

Because you are not sad. Now by two-headed Janus

فلأنك لست حزينا ! أقسم بإله المسرح (جانوس) ذي الرأسين

ولديه البحر الرباعي الذي يستخدم تفعيلة مختلفة هي عكس تفعيلة

الإيامب :

All that glisters is not gold
Often have you heard that told

ما كُلُّ بَرَّاقٍ ذَهَبٌ
مَثَلٌ يَدُورُ عَلَى الْحَقَبِ
ولديه البحر الثلاثي :

Who chooseth me shall gain
What many men desire

من يخترنني يحظ بما تبغيه الكثرة

ولا داعي للاستطراد هنا ، فشكسبير يخضع إيقاعاته للحالات الشعورية التي تقتضيها المواقف الدرامية ، ولا يعمدُ - إلا في الأغاني - إلى تغليب النبرة الإيقاعية التي تتميز بها البحور العربية المنتظمة (أي التي لم يدخل عليها الزحاف) . وأما القافية فهي مقصورة على نهاية المشاهد والأغاني ، وهي عموماً نادرة .

ولذلك أرى أن أفضل وسيلة لترجمة هذا النص ترجمة أمينة تقترب من إطاره النفسي والثقافي واللغوي هي استخدام ما يسمى بالشعر الحرّ تجاوزاً ، أو الشعر الحديث خطأ ، أو الشعر المرسل أو شعر التفعيلة ، وهي جميعاً صفات لا تبلغ حد التعريف ، ولكنها تفيد في التمييز بين النظم الجديد وبين الشعر العمودي . وكان البحران اللذان استخدمتهما بالتناوب أقرب البحور إلى إيقاع النثر حتى لا تغلب الموسيقى على سائر مقومات الشعر ، إلا في الأغاني التي التزمت فيها بانتظام الإيقاع والقافية .

والبحران هما الرّجز والخبب ، والأخير هو الصورة الحديثة من صور المحدث أو المتدارك - وقد وجدت أنهما طيّعان ومتناسقان ، بل إنني كثيراً (دون أن أعني ذلك) كنت أخرج من أحدهما إلى الآخر أثناء التّرجمة - خصوصاً في صورهما المزاحفة . كما استخدمت بعض البحور الصّافية الأخرى وأهمها الرّمْلُ والمتقارب والهجج ، وأحياناً كانت تأتي التّرجمة رَغْماً عني في بحور مركبة ، ولكن هذا نادر الحدوث ، وقد أطلقت لأذني عنانها في التّرجمة بحيث لا أفرض صورة معيّنة من بحر ما على النّظم ، إذ لم يكن النظم همّي الأول ، ولذلك جاءت ترجمة الأجزاء المنثورة وبها إيقاع يقترب كثيراً من إيقاع النظم ، وإن لم يكن مقطّعا تقطيع النظم . وأخيراً فإن تغيير البحر عندي يبدأ عند انتقال الحديث من شخصية إلى أخرى لا أثناء حديث الشخصية ، ولكنني اعتمدت في تلوين التباين في الحالة الشعورية على الزّحاف ، بل إنني اعتمدت على قدرة الكلمات نفسها على تحديد البحر وتلوين الاختلاف في إيقاعاته نفسها - ويكفي المثل التالي لإيضاح ما أعنيه - وهذا مقطع من الفصل الرابع :

Sal . : My lord, here stays wrthout

A messenger with letters from the doctor,

New come from Padua

Duke : Bring us the letters : call the messenger .

Bas . : Good cheer, Antonio ! What, man, courage yet !

The Jew shall have my flesh, blood, bones and all,

Ere thou shalt lose for me one drop of blood.

Ant . : I am tainted wether of the flock,

Meetest for death : the weakest kind of fruit

Drops earliest to the ground; and so let me :

You cannot better be employ'd Bassanio,

Than to live still, and write mine epitaph

(Enter Nerissa, dressed like a lawyer's clerk)

Duke : Came you from Podua, from Bellario?

Ner . : From both, my Lord. Bellario greets you ...

المشهد الأول :

ساليريو: يا سيدي ! قد حلّ بالبابِ رسولٌ قادمٌ من بادُوا

معه رسائلٌ من لدى الأستاذ

الدوق : هات الرسائل وادع ذلك الرسول

باسانيو : بشرى خيرا يا أنطونيو ! اطرح عنك الحُزْنَ ! تَجَلَّدُ !

لن تُسْفِكَ من أجلي قطرةُ دَمٍ

وَلْيَفْزُ العبرانيُّ بلحمي وِدَمي وعِظامي !

(يُخرجُ شيلوك سكيناً يشحذها على نعل حذائه)

أنطونيو: إنني حملٌ مريضٌ في القطيع ..

أنسبُ الأشياءِ لي موتٌ سريع

إنما أول ما يهوي على الأرض الثمار الواهية

فَدَعُونِي اليومَ أهوي مثلها ..

ليت باسانيو يعيشُ بعد موتي

الفصل الرابع

ترجمة التراكيب البلاغية

من أشقّ المهام التي يواجهها المترجم الأدبي ترجمة ما يسمّى بالأنماطِ أو التراكيب البلاغية ، والتي يشار إليها باسمِ جامعٍ هو الوسائل أو الحيل البلاغية rhetorical devices . وكان الاتجاه العام في النقد الأدبي قديماً يُرجع استخدامها أو الإسرافَ فيه إلى الصنعة ، ويسم استخدامها بالابتعادِ عن « الطبع الصادق » ، ولكن الاتجاه الحديث يخالف ذلك . فعندما تعرضت مادلين دوران في كتابها عن « لغة شكسبير الدرامية » (١٩٧٦) لمسرحية « حلم ليلة صيف » وجدناها تقول :

« إن الشُّبابَ هم الذين تجرفهم مشاعرهم إلى استخدام الأنماطِ البلاغية .. فالشُّبان والشابات تتميز لغتهم بالصنعة الواضحة ، وهم يلجأون إلى الصنعة لا لأنهم يفتقرون إلى المشاعر بل لأنهم يجيشون بها . »

ويتعرض هارولد بروكس في تقديمه لطبعة آردن من هذه المسرحية لهذه الأنماطِ البلاغية ، ويُعددها مشيراً إلى أن شكسبير كان على وعي كامل بترات البلاغة اللاتينية ، وسواء وافقناه أم اختلفنا معه فنصُّ المسرحية المذكورة يمثل بعض المشكلات للمترجم التي لا بدَّ من حلها ؛ إذ إن التراكيب البلاغية المذكورة rhetorical schemes تختلفُ عن المحسنات

المألوفة لدينا في علوم البيان والبديع والمعاني لدى العرب لسبب واضح وهو أن اللغة الإنجليزية لغة غير معربة، وتعتمد على ترتيب الكلمات في الجملة لإخراج المعنى ، بينما تتمتع العربية مثل اللاتينية بحرية أكبر في البناء ، ومن ثم فقد يتعدّد التقابل بين التراكيب البلاغية في اللغتين . وقد أورد بعضها الدكتور مجدي وهبة في « معجم مصطلحات الأدب » ، مكتبة لبنان، ١٩٧٤ ، وحاول ترجمتها أو إيراد المقابل لها بالعربية ، وسوف أقدم للقارئ العربي فيما يلي نماذج محدودة للتراكيب البلاغية في هذه المسرحية مما يدخل جميعاً في إطار التكرار .

وأول هذه الأنماط أو التراكيب البلاغية في إطار التكرار هو ما يسمّى epizeuxis أي التكرار المباشر ، ويعني تكرار اللفظة مباشرة في نفس العبارة ودون فاصل ، كقول هيلينا :

Is't not enough, is't not enough, young man

(II. ii. 124)

وكقول إيجيوس :

Enough, enough, my lord, you have enough !

I beg the law, the law upon his head !

They would have stol'n away, they would, Demetrius !

(IV. i. 153-155)

فترجمة هذا النمط يسيرة ، ويمكن أن يقدم المترجم المثل التراكيبي syntactic equivalent دون أن يخسر شيئاً بل ودون أن يكسب شيئاً ؛ إذ إن

التكرار هنا ليست له قيمة كبرى في البلاغة العربية ، فهو مجرد توكيد لفظي ولده الموقفُ الدرامي ، وكثيراً ما يلجأ إليه الممثلون إذا اقتضى الأمر ، ودون الاستناد إلى التكرار الوارد في نص المؤلف :

أ فلا يكفي ، أ فلا يكفي ، أيها الشاب ...

(١٢٤-٢-٢)

يكفي يكفي ، يا مولاي ! لقد سمعتُ ما يكفي !
أطالبُ بالقانونِ . بالقانونِ على رأسِهِ !
(أطلب بتطبيق القانون عليه !)

كانا يريدان الفرارَ ! الفرار ، يا ديمتريوس !

(١٥٣-١-٤)

ولذلك فقد آثرت الانصياعَ لمقتضيات النصِّ العربي في هذه الأحوال ؛ إذ اكتفيت في النص المنثور بـ (أ لا يكفي) واحدة في السطر ١٢٤ (٢-٢) وأبقيت على التكرار في السطر ١٥٣ (١-٤) وفي السطر ١٥٥ (١-٤) بينما حذفته في السطر ١٥٤ (١-٤) .

وينتمي إلى نفس النوع أيضاً تكرارُ الكلمة أو العبارة مع فاصل بينهما ، وهو ما يسمّى (plocé) ومن نماذجه :

Confounding oath on oath

III. ii. 93

truth kills truth

III. ii.129

و« الحلاوة » كما يقول أحد كبار نقّاد شكسبير التي تكتسبها مثل هذه

التراكيب ليس مصدرها التكرار كما يذهبُ إلى ذلك أربابُ البلاغة القديمة ، بل جمال الجرس الذي تؤكدُه الحيلُ العروضية - فالجمالُ الصوتي في التعبير الأول (phonological) مصدره تتابع حرفِ العلة وحرف النون الساكن في إيقاع شعريّ منتظمٍ لا زحاف فيه :

Con / foun / ding / oath / on / oath /

أي أن التكرار هنا وظيفته صوتية محضة ، والبيت الكامل هو :

A million fail, confounding oath on oath !

ومن ثمّ فعلى المترجم إما أن يجد المماثل الصوتي فيتجاهل التكرار :

يخون مليون محب ، ويحنتون في أيماهم !

أو أن يُحاكي التكرار في العربية .

وقسُ على ذلك المثال الآخر ، فإن جماله ينبعُ من صيغة المفارقة فيه ، وترجمته الحرفية « عندما يقتل الإخلاصُ الإخلاصَ » وبقية البيت تؤكدُ هذه المفارقة :

When truth kills truth, O develish-holy fray !

III. ii.129

والأفضلُ في هذه الحالة توصيل المعنى إلى القارئ ، وإلى مُشاهد المسرحية الذي يريد أن يفهم ما يقال ، بدلاً من الاتكاء على بدائع الصيغ البلاغية وحدها :

عندما يقتلُ إخلاصُك لفتاةٍ إخلاصُك لأخرى

فإن الصِّراعَ شيطانيَّ ومقدَّسٌ في نفس الوقت !

وهذه المفارقةُ أو (التناقض الظاهري) من الحيل البلاغية أيضاً oxymoron (الإرداف الخلفي - وهبة) ولذلك فالترجمة تحافظ عليها حتى ولو ضحت بالصورة المضغوطة للعبارة الأصلية ابتغاء الإيضاح .

أما النوع الثاني من التكرار فهو التكرار في البداية والنهاية ، وهو من أبواب أربعة - فالأول أن يبدأ السطر ، وينتهي بنفس الكلمة epanolepsis :

Weigh oath with oath, and you will nothing weigh !

ومن المحال إخراج ذلك بنفس الصورة ، بسبب اختلاف التراكيب ما بين اللغتين ، وبسبب تغير صورة الفعل المضارع في العربية عنه في صيغة الأمر بينما تتفق الصيغتان في الإنجليزية ، ولذلك فقد يُستحسن في هذه الحالة إيراد المقابل بدلاً من المثل :

لا تَضَعْ في المِيزانِ قَسَمًا أمامَ قَسَمٍ
وإلا كنتَ تَزِنُ العَدَمَ !

والباب الثاني هو الانتهاء بنفس الكلمة في شطرين أو سطرين متعاقبين epistrophe ولنأخذ نماذج له من الفصل الثاني المشهد الأول ، فأما النموذج الأول فهو عسيرٌ في ترجمته :

I love thee not, therefore pursue me not.

II. i.188

قلتُ لكِ لا تطارديني ، فأنا لا أحبك !

وأما النموذج الثاني فيتضمن صعوبات أخرى منها التورية في كلمة

: wood

Thou told'st me they were stol'n into this wood;
And here am I, and wood within this wood ...

II. i. 191-192

فالأولى تتضمنُ الإيحاء بأنه مجنونٌ أي لا عقلَ له « كالخشب »
والثانية تشيرُ إلى الغابةِ ، والتورية خصيصةٌ لغويةٌ يندرُ أن تنجحَ ترجمتها .
والباب الثالث هو أن تكونَ آخر كلمة في السطر بدايةً لسطر جديدٍ ،
وهو ما يسمّى anadiplosis - ففي الفصل الثاني تكونَ آخر كلمات هيلينا
هي :

... then be content

(II. ii. 109 - 110)

فيرد ليساندر قائلاً :

- Content with Hermia ?

وهنا لا بدُّ من التَّغيير أيضاً :

.. ولك إذن أن تسعدَ !

- أسعد بهيرميا ؟

والباب الرابع هو تماثلُ بدايات السطور المتعاقبة anaphora ، وهذا أيضاً
مما تصعبُ المضاهاة فيه بين اللغتين :

Hermia : By Cupid's strongest bow,

By his best arrow with the golden head,

By the simplicity of Venus' doves,

By that which knitteth souls and prospers lovers,

(I. i. 169–ff)

أقسمُ لكَ بأقوى أقواس كيوبيد
وأفضل سهامه ذي النّصل الذهبية
وبراءة حمامات فينوس
وبالقوة التي تربط الأرواح وتُسعد الأحبة ...

ويلاحظُ في المثالِ الأخير تساوي طول السُّطور الثلاثة الأخيرة (isocolon) وهذا أيضاً من الأنماطِ البلاغية القديمة ، ولها ما يوازيها في العربية ، ولذلك فقد كان من الأيسر إخراجه ، وإن ضحّي النص هنا بتمائل البدايات فلم يأت بحرف الباء (باء القسم) في بداية كلِّ سطر ، ولا أقولُ بالقسمِ نفسه .

أما النوعُ الثالث فهو التكرارُ مع عكس بناء الجملة أي عكس ترتيب الكلماتِ في السُّطر واسمه antimetabole (العكس - وهبة) ومثله البيت الثاني من البيتين التاليين :

Of thy misprision must perforce ensue

Some true love turn'd, and not a false turn'd true.

(III. ii. 90–91)

وسوف يؤدّي خطؤك ولا شكّ
إلى خيانة حبيبٍ مخلص ، لا إلى إخلاص حبيب خائن
ومثله أيضاً البيتان التاليان :

Hermia : I would my father look'd but with my eyes

Theseus : Rather your eyes must with his judgment look

(I. i. 56-57))

هيرميا : ليت والدي ينظرُ بعيني

ثيسوس : بل الأخرى أن تنظرَ عيناك بحكمته !

والنوع الرابع هو التوازي أو المقابلة بين الكلمات parison سواءً كان ذلك في إطار التّمائل في الطول (isocolon) أم سواه ، وأولُ نماذجه وأشهرها هو قول هيلينا :

You both are rivals, and love Hermia;

And now both rivals to mock Helena.

(III. ii. 155–156)

إنكما تتنافسان في حبِّ هيرميا

وتتنافسان الآن في السُّخرية من هيلينا

ومن غير التّساوي في الطول نجد هذا المثالَ الأشهر :

Demetrius : But I shall do thee mischief in the wood.

Helena : Ay, in the temple, in the town, the field,

You do me mischief.

II. ii. 237–239

ديمتريوس : سأؤذيك في الغابة !

هيلينا : نعم ! إنك لتؤذيني في المعبدِ ، وفي المدينةِ ، وفي الخلاءِ !

والنوع الخامس هو تكرارُ جذر الكلمة دونَ معناها ، أو تكرار صورة من

الصُّورُ النَّحْوِيَّةُ أَوْ الصَّرْفِيَّةُ لِلْكَلِمَةِ (واسمه polypoton) (جناس الاشتقاق - وهبة) بحيث تومئ الثانية إلى الأولى وهذا النوع يصعب إخراجهُ في العربية بصورته الإنجليزية ، وإن كانت بعض أشكاله ممكنة مثل :

I follow'd fast, but faster he did fly

III. ii. 414

أسرعت في أثره ، ولكنه كان أسرع في فراره !

وتنتمي إلى هذا النوع فئة من فئات التورية هي الـ paronomasia ؛ إذ تكون الكلمة الثانية مشتركة في الجذر مع الأولى وإن اختلف معناها :

For lying so, Hermia, I do not lie

II. ii. 51

والتورية ، كما ذكرت ، من أعسر ما يتعرَّضُ له المترجمُ :
لأنني حين أرقدُ إلى جوارك يا هيرميا
لن أخونَ ثقتك !

أو تكونُ الكلمةُ الثانية ذات دلالة استعارية :

The one I'll slay, the other slayeth me !

(II. i. 190)

سأقتلُ أحدهما ، وتقتلني الأخرى !

وأعتقد أن هذه النماذج تكفي لإيضاح صعوبات المضاهاة بين التراكيب البلاغية الإنجليزية والتراكيب البلاغية العربية ، ولكن الصعوبات تمتد أيضاً إلى الحيل البلاغية الأخرى التي ربما كانت أكثر شيوعاً في اللغات الأوربية

الحديثة بسبب ارتباطها بالدراما وهو الفن الذي لم يشتهر العرب بممارسته، فمثلاً نجد حيلة بلاغية اسمها stichomythia (التناشد المسرحي - وهبة) شائعة في شكسبير، وهي في أصولها يونانية قديمة، ومعناها إدارة الحوار بين شخصيتين في سطور منفصلة، خصوصاً في لحظات الخلاف الشديدة، وتتسم بالطباق وأنواع التكرار البلاغي الذي سبقت الإشارة إليه. وهذه الحيلة تختلف عما يسمى في الدراما الحديثة repartee وهي فنون الحوار السريعة التي تعتمد على حضور البديهة wit والتي تشيع في أنواع معينة من الفنون الدرامية. وليست هذه أو تلك مما يناسب المواقف الشعاعية أو الغنائية أو العاطفية، ولكن شكسبير يستخدمها هنا مما يدل على ولعه بالحيلة نفسها من حيث هي حيلة بلاغية:

Her : I frown upon him; yet he loves me still

Hel : O that your frowns would teach my smiles such skills!

Her : I give him curses; yet he gives me love

Hel : O that my prayers could such affection move !

Her : The more I hate, the more he follows me.

Hel : The more I love, the more he hateth me

Her : His folly, Helena, is no fault of mine

Hel : None but your beauty; would that fault be mine !

(I. i. 194-201)

هيرميا : إني أعبسُ فيزيدُ غراماً

هيلينا : آه لو تتعلمُ بسماتي سحرَ عبوسِك

هيرميا : إني أشتمهُ فأنالُ الحب

هيلينا : آه لو بعثت بعض ضراعاتي هذا الحب
هيرميا : أزدادُ كراهيةً فتزیدُ ملاحظتهُ
هيلينا : أزدادُ غراماً فتزیدُ كراهيته
هيرميا : لستُ المسئولةُ يا هيلينا عن هذا الحمق
هيلينا : لا ذنبَ لديكِ سوى حسِنِكِ !
أتمنى أن أحمل ذنبَكِ !

والواضحُ هنا أن جوهرَ الحوار السَّرِيعِ يمكنُ تقديمهُ في التَّرجمةِ دون أن
يجور المترجمُ كثيراً على الحيل البلاغيةِ المستخدمة ، وبوسع القارئ أن
يرصدَ أشكالَ التكرار التي عددها في هذه المقدمةِ هنا وقد تحوّلت بعض
الشيء في النصِّ العربي المنشور ، ولكن جوهرَ الحيلةِ البلاغيةِ المذكورة
(stichomythia) موجود ولا شك . وكذلك حين يوظفُ شكسبير هذه
الحيلة توظيفاً غنائياً لا علاقة له بالموقف الدرامي ، يستطيعُ المترجمُ أن يبرزه
نثراً مثلما يبرزه نظماً ، ودون إخلال كبير بمقصد شكسبير :

Lys : The course of true love never did run smooth;

But either it was different in blood.

Her : O cross ! too high to be enthral'd to low.

Lys : Or else misgraffed in respect of years.

Her : O spite ! too old to be engag'd to young.

Lys : Or else it stood upon the choice of friends.

Her : O hell ! to choose love by another's eyes.

(I. i. 134–140)

ليساندر : إن الحبَّ الصادقَ لم يعرفِ الطريقَ اليسيرَ الممهّدَ

فإمّا أن يهيمَ عاشقٌ بمن دونه منزلة
 هيرميا : يا لها من عقبةٍ ! إذا هامَ الشَّريفُ بحبِّ الوضيع
 ليساندر : أو أن يكونَ غير متناسب ... لفارق السنِّ بينهما
 هيرميا : يا له من حائل ! إذا هامَ الشيوخُ بحبِّ الشباب
 ليساندر : أو إذا قامَ على اختيار الأصدقاء
 هيرميا : يا لها من كارثةٍ ! إذا اختار أحدهم حبيباً بعيني شخص آخر !
 وهنا أيضاً سيلاحظُ القارئ سمات التكرار التي ألمحنا إليها ، إلى
 جانب الطَّباق الذي يُعتبر من السَّمات الرئيسية لهذا اللون من البناء اللغوي ،
 والحقُّ أن الطباق antithesis من الحيل البلاغية التي تشيعُ في لغة شكسبير
 بصفة عامة ، هي والمفارقة بأنواعها paradox ، وإن كنا قد استخدمنا نفسَ
 المصطلح في الإشارة إلى نوع آخر هو oxymoron في موقع سابق من هذه
 المقدمة . فالمقابلات التي تزخر بها لغة شكسبير في هذه المسرحية ، ويمكن
 تصنيفها على أسس لفظية ومعنوية ، تنبعُ من تصور شكسبير نفسه لفكرة
 الحب والتقلب الذي يصاحبُ أهواء العشاق . وقد يجهد المترجمُ نفسه
 لإخراج هذه المقابلات فيصيب أحياناً ويخطئ أحياناً . تأمل البيتين
 التالين :

The more my prayer, the lesser is my grace

(II. ii. 88)

كلُّما ازدادَ توسلي ، نقص وصاله لي !
 (ازدادَ جَفَاؤه لي)

Their sense thus weak, lost with their fears thus strong

(III. ii. 29)

وبعد أن طاش صوابهم ، وازدادَ خوفُهم ورعبُهم !

أما البيتُ الأولُ فيتضمَّن مشكلةً تتصلُّ بالمعنى . وقد أجمع الشُّراحُ على أن استخدامَ grace هنا بمعنى الوصال (أو الظفر والغنيمة) مفتعلٌ مقتسَر حتى في الإنجليزية المستخدمة في عصر شكسبير ، ومن ثمَّ فالأفضل أن يضحى المترجمُ بالطباق ، ويخرج بدلاً منه عبارتين متوازيتين بالعربية ، وأما البيت الثاني فيتضمَّن تركيباً مفتعلاً هو الآخر، ولا يستطيع المترجمُ إزاءه إلا الاستعاضة عنه بالصورة العربية المقبولة ، مضحياً بالطباق . وكذلك كثيراً ما يضطر المترجمُ إلى التضحية بالمفارقات التي لا يتوقَّع من القارئ العربي إدراكها - مثل قول ليساندر :

Nature shows art

(II. ii. 103)

بمعنى أن الطَّبيعة تبدي فنون الصنعة - والطَّبْعُ والصَّنْعَةُ نقيضان ! والنصُّ المترجمُ يوحي بهذا المعنى البعيد وحسب حين يقول « ما أمهر يد الطبيعة » - وقسُّ على ذلك كثرة الحكم والأمثال aphorisms التي تعتبر من الحيل البلاغية بسبب استنادها إلى المفارقات :

Things base and vile, holding no quantity,

Love can transpose to form and dignity.

(I. i. 232-233)

قد يهبُ الحبُّ أخطَّ الأشياء وأقبحها

بل ما لا ذِكرَ له أو وزن

أشكالاً ذات سموٍّ وجمال !

والواقع أن هذه الصورة للحب امتداداً للصورة التي تقدّمها مسرحية روميو وجوليت (المعاصرة لهذه المسرحية أو السابقة عليها بقليل) ويمكن تفسير مسارات الصور الفنية imagery أي الصور الشعرية بوجه عام في ضوء المفهوم الذي سبق أن أشرت إليه . وما أسميته بالمقابلات في الفقرة السابقة يصل إلى حدّ المفارقات ، و وصف الحب السابق هنا (I. i. 232-233) يعيد إلى الذهن ما قاله الدوق أورسينو عنه في افتتاحية الليلة الثانية عشرة ، أو ما قاله روميو عنه :

سرور حزين و حزن مَرِح
 ودمع ضحوك وفرح ترح
 عماء من الصّورة الرائعة !
 جمال من البدع الشائهة !
 رصاص من الريش مثل الهواء
 دخان يضيء كنار السماء
 وثلج من النار حار رطيب
 وجسم صحيح عليل معاً
 ونور يناجي نجوم الفضاء
 وصحوة قلب تناجي الهباء !

وهذا هو الذي يفسّر لنا ميل شكسبير إلى التورية بأنواعها ، وأبسطها هو استخدام كلمتين لهما نفس الشكل مع اختلاف المعنى - (antanaclasis) وهذا من المحال ترجمته كقول ديمتريوس (wood within wood) (II. i. 92) أي « مجنون وسط الغابة » - ومحاولة إيجاد

التقابل هنا لن تنجحَ فلا كلمة الغاب توحى بالغيابِ عن الوعي ولا بغيابةِ الحب ! ولا تعبيرَ « مغيب وسط الغاب » قادرَ على نقل التورية ! وكذلك اتهام ليساندر بأنه غنى تحت شباك هيرميا في ضوء القمر (بصوت خادع) with faining voice (verses of feigning love) أناشيد غرام زائف) - (I. i. 31) وقسْ على ذلك التورية الشائعة في العربية أي إحياء كلمة واحدة بمعنيين معاً - (syllepsis) لوجودها في تركيبين متعاقبين ، فهي شائعة في « روميو وجولييت » - (في ٣/م/٤/٤ وفي ٢/م/٥/٧٤) .

هل النظمُ حيلةٌ بلاغيةٌ ؟

وأعتقدُ أن هذه اللمحة السريعة عن لغة شكسبير في هذه المرحلة تكفي لإلقاء الضوء على بعض صعوبات ترجمتها . أما الصعوبة الأكبر فتتمثل في تحديد ما يترجم منها نثراً وما يترجم نظماً ، ثم ما يترجم نظماً حراً ، وما يترجم نظماً عمودياً مقفى . ومصدر قرار المترجم هو النصُّ ولا شك . فالنصُّ مكتوبٌ بكلِّ هذه الألوان الصياغية ، ويحفلُ بضروبٍ شتى من الأساليب ، وقد تكونُ محاكاتها جميعاً ابتغاء الأمانة ، أمراً عسيراً ، ولكن المحاولة ضرورية .

من المستحسن أن يترجمَ كلُّ ما هو منظومٌ مقفى مثل الأغاني والأناشيد في المسرحية إلى نظمٍ عربيٍّ مقفى . فالأغاني - تعريفاً - قطعٌ غنائيةٌ قد تناسبُ الموقفَ الدراميُّ ، وقد تنبعُ منه وتصبُّ فيه ، ولكنها تتمتعُ بقدرٍ من الاستقلال يتطلَّبُ المحافظة على جوهرها الشكليِّ . والقارئ يعرف ولا

شك أن موسيقى الشعر الغنائي جوهرية لمعناه . أي أن لها معنى لا يقل أهمية عن معنى الألفاظ بل وأحياناً ما يزيدُ عنه ، وقد سبق لنا إيضاح ذلك في فصلٍ سابق . فالأبيات التي يقولها بوتوم في المشهد الثاني من الفصل الأول - لا يقصدُ منها توصيلَ معنى (شاعري) بالمعنى المفهوم ، ولكنها سخريةٌ لاذعةٌ من تصور أهل زمانه أن البلاغة الرفيعة تقتضي الإشارة إلى الآلهة الوثنية في اليونان ، واستخدام الأسلوب الطنان الرنان الذي شاع في بعض ترجمات القرن السادس عشر عن اليونانية واللاتينية ، وربما في الترجمة التي قام بها جون ستادلي John Studley (١٥٨١) لإحدى مسرحيات سينيكا (الروماني) عن هرقل . وربما كان شكسبير يسخر أيضاً كما يقول رولف Rolfe من هذا النوع من النظم النمطي (في مقدمته لطبعة قديمة صدرت عام ١٨٧٧ لهذه المسرحية ، والحق أنه أول من أشار إلى أن شكسبير كان يسخر من ستادلي) . ولذلك فإن ترجمة معاني الكلمات ، أياً كانت دقة الترجمة ، دون النظم والقافية ، تضيع المقصد الفني للأبيات .

أما « المقصد الفني » للأبيات فهو خروجها بهذه الصورة من فم بوتوم (النساج) الذي لا يستطيع الحديث بلغة سليمة ، ويخطئ أخطاء فادحة في النحو والصرف ، ويتحول في المسرحية إلى حمار .. والموقف الذي تخرج فيه الأبيات يجعلها مناقضة لكل ما يتوقعه الجمهور . أما الأبيات الإنجليزية فمكتوبة في ثمانية أسطر ، يتكون كل منها من تفعيلتين ، مع تفاوت القافية - وقد حاولت أن أحاكي ذلك ببحر يسير هو مجزوء الكامل ، وأن ألبأ إلى الزحاف حتى أبرز الإيقاع المقصود :

The raging rocks
And shiv'ring shocks
Shall break the locks
Of prison gates
And Phibbus Car
Shall shine from far
And make and mar
The foolish fates

إن الصُّخُورَ الغاضبة
ستحطمُ الأقفالَ في
ولسوف يسطعُ من بعيدٍ
كيما يحدّد سيرَ أقدارٍ
والصّاعِقَاتِ الرَّاجِفَةِ
كلُّ السُّجُونِ الموصِدةِ
موكبُ الشَّمسِ المهيبِ
خطاها طائشة

والنوعُ الثاني من النظم هو « الأنشودة » ، وهو يشيعُ في مشاهدِ الجان ،
والأنشودة ليس لها شكلٌ محددٌ ، ولذلك تتفاوتُ أطوالُ أبياتها ، كما
تتفاوت بين اللغتين إيقاعاتها . فالمجموعةُ تغني أنشودة النوم لملكة الجان ،
وتنفرد إحدى الجنّيات بأبياتٍ تاليةٍ لها :

Chorus : Philomel, with melody

Sing in our sweet lullaby;

Lulla, lulla lullaby; lulla, lulla, lullaby;

Never harm, nor spell, nor charm

Come our lovely lady nigh;

So goodnight, with lullaby.

First Fairy : Weaving spiders, come not here;

Hence, you long-legg'd spinners, hence !

Beetles black, approach not near;

Worm nor snail, do no offence.

المجموعة : يا بلبل غني الألحان

في أنشودة نوم الجان

ابعد يا ضرّ ، ابعدي يا شرّ ، ابعدي يا سحر !

لا تؤذي مليكتنا الحسناء !

ولتصبح في خير وهناء !

الجنية الأولى : أيا عناكب النسيج ، يا نحيلة - ابتعدي !

يا غازلات ذات أرجل طويلة - ابتعدي !

يا ثلة الخنافس السوداء ، يا مرذولة - ابتعدي !

لا تقربي منا قواقع المحار ، يا مجدولة - ابتعدي !

يا دود بطن الأرض كف الشر !

فالترجمة هنا - كما هو واضح ليست ترجمة لمعاني الألفاظ المفردة بقدر ما هي ترجمة لأنشودة متكاملة ، وأتصور أن يعتبرها القارئ أنشودة مقابلة لأنشودة ، لا سطوراً أو كلمات مقابلة لسطور أو كلمات . وقد حاولت قدر الطاقة أن أجد الموسيقى اللفظية المقابلة في العربية فخرج الإيقاع من بحرین هما الخبب و الرجز ، وإن كانا يتضمّنان بعض مظاهر التجديد العروضي المعاصر ، وهي المظاهر التي شاعت في زحافات بحر الرجز على وجه التحديد ، وغني عن القول أنها غير مقصودة بل أملاها النصّ إملاء !

والنوع الثالثُ من النظم في المسرحية هو النظمُ المقفَى الذي لا يلتزم
بمنهج في القافية ، فهو لا يلتزمُ بتقفية البيتين المتتاليين (الكوليه) ، ولا
يلتزمُ بمنهجٍ ثابتٍ للقطعة ككل - (مثل نظام السوناتا) - ولكنه يستخدم
قافية من نوعٍ ما وحسب . وأحياناً يلجأ إليه أوبرون (ملك الجان) في
تعويذاته :

What thou seest when thou dost wake,
Do it for thy true love take;
Love and languish for his sake.
Be it ounce, or cat or bear,
Pard, or boar with bristled hair,
In thy eye that shall appear
When thou wak'st, it is thy dear.
Wake when some vile thing is near. (II. ii. 26-33)

أوبرون : أول ما تشهدُ عينك لدى صحوك

اعتبريه حبيبَ فؤادك من فورك

وأحبَّيه وعاني من أجله

حتى إن يكُ فهداً أو قِطاً أو دُباً

أو نمرّاً أو خنزيراً ذا شعْرٍ شائك

إذ يتبدى في عينك عند استيقاظك

حبّاً محفوراً في وجدانك

واصحي حين يمرُّ قبيحٌ بشعِّ بجوارك

والواضحُ أن الترجمةَ هنا تقتربُ من النصِّ الأصلي في المعنى والمبنى

أكثر من اقتراب « الأنشودة » ، ليس بسبب يُسر الصياغة الأصلية ولكن لأن الموقف يتطلب المعنى الحرفي قدر ما يتطلب الموازنة بين عدد الأبيات وجود قافية من نوع ما ، فالتعويذة ليست مجرد كلام سحري ولكنها تتضمن دقائق لا غنى لمشاهد المسرحية عن الإلمام بها حتى يتابع الأحداث - وفيها تفاصيل مهمة للمعنى الشعري والاستعاري للحدث - فهي تقوم على ما ترى العينان ، وعلى ما يتبدى لهما ، أي ما يتصور الإنسان أنه يراه لا ما يراه حقًا ، أي ما يراه الذهن لا ما يراه الآخرون .

والنوع الرابع من النظم هو الذي يستخدم القافية الثنائية ، أي ما يقابل تصريح الشطور في الشعر العربي ، فكل بيتين يشتركان في قافية ، والبحر المستخدم هنا هو نفس بحر النظم الخالي من القافية أي البحر الخماسي (لا الرباعي كما رأينا في التعويذة ، أو في الأنشودة ، أو الثنائي في مقطوعة بوتوم) . وهذا النوع يتفاوت في اقترابه من روح الشعر الشكسيري المؤلف ، فبعضه يقترب إذا كان في صورة المونولوج من الشعر الغنائي ، الذي نكاد نسمع فيه صوت الشاعر يخاطبنا مباشرة - كما نرى عندما تكون هيلينا وحدها على المسرح فتحدث الجمهور مباشرة في أبيات من هذا النوع :

How happy some o'er other some can be !
 Through Athens I am thought as fair as she.
 But what of that ? Demetrius thinks not so;
 He will not know what all but he do know;
 And as he errs, doting on Hermia's eyes,
 So I, admiring of his qualities.
 Things base and vile, holding no quantity,

Love can transpose to form and dignity,
Love looks not with the eyes but with the mind,
And therefore is wing'd Cupid painted blind.

(I. ii. 226–235)

هيلينا : ما أسعدَ بعضَ النَّاسِ وما أشقىَ البعضَ الآخرَ !
في شتى أرجاء أثينا يعتقدُ النَّاسُ بأنِّي أعدلها حسناً
لكن ما الفائدةُ وديمتريوس لا يعتقدُ بذلك ؟
لن يعرفَ ما يعرفُه الكلُّ ولن يبصرَ إلا رأيه !
وكما يُخطئُ إذ يشتاقُ لعينيها
أخطئُ إذ تبهرني أوصافه
قد يهبُ الحُبُّ أخطأَ الأشياءِ وأقبحها
بل ما لا ذكرَ له أو قيمة
أشكالاً ذاتِ سموٍّ وجمالٍ
فالعاشقُ لا يبصرُ بالعينِ ولكن بالذهنِ
ولهذا صوِّرُ ربُّ الحُبِّ الخافقُ بجناحيه كفيفاً .

إن شكسبير ابتداءً من السطر ٢٣٢ وحتى النهاية يتحدث إلينا من خلال هيلينا ، فيقدم إلينا إحدى الثيمات الأساسية في المسرحية بل والتي تتردد في شتى مسرحياته ، وهي هنا تتطلب الدقة في النقل أكثر مما تتطلب جمالَ القافية ، ولذلك كان البحرُ الشعريُّ هو الخببُ ، وهو من أقرب البحور إلى النثر ، وأصلح ما يكون للترجمة الدقيقة التي تقترب من الحرفية . وقد يتعد هذا النوعُ من النظم عن روح الشعر الشكسبيري ليساهم في

خلق الجوَّ « الرعويّ » أو جو الغابة القمرية الذي يهيمن على أحداثِ المسرحية ، وهو الذي شاعتْ تسميته في العربية (مع بعض التّجاوز) باسم الجوَّ « الرومانسي » ، نسبة إلى ولع الشعراء الرومانسيين بالطّبيعة والخيال ، وما يقترن بذلك من عواطف رهيبة - ومن ذلك قول أوبرون إلى خادمه باك (Puck) :

I know a bank where the wild thyme blows
Where oxlips and the nodding violet grows,
Quite over-canopied with luscious woodbine,
With sweet musk roses and with eglantine,
There sleeps Titania sometime of the night,
Lull'd in these flowers with dances and delight;
And there the snake throws her enamell'd skin,
Weed wide enough to wrap a fairy in;

(II. ii. 249-256)

في الغابة الفيحاءِ أعرفُ ربوةً سريةً
تنمو عليها الزهرة البرية
تحفها الورودُ والبنفسجُ الذي يميلُ للنسيم
وفوقها خميلةٌ كثيفةٌ من الرّيحان
وحولها براعمُ المسك العطرُ
وأقحوانٌ فارغٌ نضيرُ
هناك تغفو زوجتي جزءاً من الليل الطويل

وسط الزهور

ما بين رقصٍ وغناءٍ وسرور

وهناك تلقي الحية الثوب القديم

كي ترتدي الجلد المزركش بعض جنياتها .

وسوف يلاحظ القارئ هنا أنني حاولت إبراز مقصد الشاعر في خلق الجو الخاص الذي يعيش فيه الجان في أبيات من بحر الكامل وبحر الرجز ، تبدأ بالكامل وتعود إليه (فهما أخوان) وتستخدم لونا ما من القافية ، مع التفاوت في الطول طبقاً لما يمليه الموقف الشعري في المسرحية .

أما النوع الخامس فهو النظم الخالي من القافية ، والذي ليس فيه من الشعر إلا الإيقاع ، وقد ذكر النقاد أنه يقترب من مستوى نثر المسرحية الواقعية خصوصاً في مشاهد المشاجرة بين العشاق ، بل قد يصل إلى ما نسميه في مصر بالرّدح : (انظر كتابنا « فن الكوميديا » ، ١٩٨٠) .

Lys. : Hang off, thou cat, thou burr ! Vile thing, let loose,

Or I will shake thee from me like a serpent.

Her.: Why are you grown so rude ? What change is this, Sweet love ?

Lys.: Thy love ? Out, tawny Tartar, out !

Out, loathed medicine ! O hated potion, hence !

ليساندر : اتركيني أيتها القطعة ، أيتها الشوكة .

أيتها الكائن الحقيق ، لا تمسكيني !

وإلا نزعتك عني كما أنزع حية التفت حولي !
 هيرميا : ما هذه الألفاظ الجارحة ؟ ما الذي غيرك هكذا ، يا حبيبي
 الرقيق ؟

ليساندر : حبيبيك ؟ ابتعدي أيتها التتريّة السّمراء !
 ابتعدي أيتها الدواء المرّ ! ابتعدي أيتها الشراب الكريه !

Her.: O me (to Helena) You juggler ! You canker-blossom!

Hel.: Fie, fie, you counterfeit ! you puppet you !

Her.: 'Puppet' ! Why, so ? Ay that way goes the game !

Now I perceive that she made me compare
 Between our statures; she has urg'd her height;
 And with her personage, her tall personage,
 Her height, forsooth, she has prevail'd with him.
 And are you grown so high in his esteem
 Because I am so dwarfish and so low ?
 How low am I, thou painted maypole ? Speak :
 How low am I, I am not so low
 But that my nails can reach into thine eyes.

(III. ii. 282, 288–298)

هيرميا : ويلي ! (إلى هيلينا) أيتها المخاتلة !
 أيتها الدودة الخبيثة !

هيلينا : تَبَا لك أيتها الزائفةُ ! تَبَا لك أيتها الدُّمية !
هيرميا : دُمية ؟ لماذا ؟ فهمتُ ! هذه هي اللعبةُ إذن !
الآن فهمت بعد أن جعلتني أرى الفرقَ بين قامتنا !
لقد استغلَّت طولها في التأثير عليه !
لقد استغلت قامتها ! قامتها الهيفاء
وطولها في السَّيطرة عليه !
قولي هل ارتفعتْ مكانتك لديه
لأنني قصيرةٌ وقميئةٌ ؟
ما مدى قصري أيتها العمودُ المملونُ ؟ تكلمي
ما مدى قصري ؟ لستُ أقصرَ من أن
أغرس أظافري في عينيك !

والواقعُ أن استخدامَ النَّثر هنا يعين المترجم على إخراج صورةٍ مماثلة للنص
الأصلي إلى حدٍ بعيد - ليس فقط في معاني الألفاظ المحددة بل في
التراكيب التي تعكس الحالة النفسية للشخصية - فالقارئ سوف يلاحظُ أن
إطار النظم هنا إطارٌ خارجيٌّ وحسب ، وتأثيره محدودٌ في تدفق الأفكارِ
والأبنية الشعورية الداخلية ، ولذلك يعتمد شكسبير إلى أبنيةٍ نحويةٍ وتراكيبيةٍ
لا تتقيد بأبنية النظم ولا بموسيقاه ، بل تعكسُ وحسب الحالة النفسية
« وتدفق الأفكار » لدى الشخصية ، ولهذا أيضاً يكثر من الزحافاتِ والعلل
حتى يقتربَ بنظمه من النثر .

أما النشر في المسرحية فيتميز بأنه يستخدم لغة تقترب من العامية ، وأعترف أنني حاولت استخدام العامية المصرية في ترجمة المشهد الثاني من الفصل الأول ، وكنت أظن أنني فتحت فتحاً جديداً حين مزجت العامية بالفصحى في ترجمة مسرحية واحدة ، ولكن النتيجة كانت محزنة ؛ إذ قرأت الترجمة العامية على بعض الأصدقاء من الأدباء والنقاد فأجمعوا على عدم اقترابها من النص الأصلي - وقالوا محقّين إن العامية المصرية لم تنجح هنا - وأنها نزلت بمستوى اللغة إلى مستوى لغة المسرحيات الواقعية المصرية التي لا هي بكوميديات راقية ولا هي بهزليات فاقعة ! ومن ثم حافظت على الفصحى في الترجمة ، وإن كنت لجأت إلى فصحى معربة تقترب من العامية في تراكيبها حتى إذا قرأها القارئ دون « إعراب » وجدها من نوع العامية الجزلة - (كما يقول الدكتور محمد مندور) أو اللغة الوسطى كما يقول توفيق الحكيم . ولا داعي هنا لضرب كثير من الأمثلة بل يكفي مثل واحد :

Quince : Is all our company here ?

Bottom : You were best to call them generally, man by man.
according to the scrip.

Quince : Here is the scroll of every man's name which is thought
fit through all Athens to play in our interlude before the
Duke and the Duchess, on his wedding-day at night.

Bottom : First, good Peter Quince, say what the play treats on;
then read the names of the actors; and so grow to a point.

كوينس : اكتملت الفرقة ؟

بوتوم : الأحسن أن تنادي الأسماء جميعاً .. واحداً واحداً .. حسب النصّ ..

كوينس : هذا الدفتر فيه أسامي كل من يعرف التمثيلَ في أثينا ..
ليشترك في مسرحيتنا التي سنعرضها أمام الدوق والدوقة ليلة زفافهما ..

بوتوم : اسمع يا بيتر كوينس ، يا صاحبي .. قل لنا أولاً موضوع المسرحية .. ثم اقرأ أسماء الممثلين .. قبل أن نبدأ العمل ..

الفصل الخامس

ترجمة « النغمة » في النصّ الأدبي

تعني النغمة tone باختصار (موقف) الكاتب من المادة الأدبية : هل هو جادٌ أم هازلٌ ؟ وإذا امتدح شخصاً - فهل هو يسخرُ منه أم يعني ما يقولُ ؟ وهل يقصد (المبالغة) (overstatement) حين يبالغُ أم يتعمدُ (التّضخيم) و (التّفخيم) لكي يفرغَ الكلمات من معناها ؟ وهل يقصد (المخافضة) (understatement) حين يقتصدُ في القول أم يفعل ذلك دون وعي بهدفٍ بعيدٍ ؟ وكيف نستطيعُ أن نصدرَ أحكاماً على (النغمة) حين يمزج (القائلُ) بين الأشكالِ البلاغيةِ الجامدةِ والأشكالِ الحديثةِ ؟ أي أن تحديدَ النغمةِ - بدايةً - أمرٌ عسيرٌ ، فما بالك بترجمتها من لغةٍ إلى لغةٍ أخرى تختلفُ عنها في تقاليدِها الأدبية ، وفي الجمهور الذي يتلقى العملَ الأدبي الذي كتبت به ؟

و (النغمة) من الصّفات التي يتّصفُ بها النصُّ الأدبي أياً كانت اللغة التي يكتب بها ، ومعنى ذلك أنها صفةٌ لا تخلو منها العربية بل ربما كانت أقوى في العربية منها في كثيرٍ من اللّغاتِ القديمةِ ، ولكننا نكاد نفقدُ الإحساسَ بها لبعدها الشُّقّةُ ، ولغيابِ صوتِ العربيةِ الحيّ عن آذاننا ، بينما نعرفُها كلّ يومٍ في العاميّةِ - وهي مستوى معروفٌ من مستويات

العربية (السعيد بدوي - مستويات اللغة العربية في مصر) بل ونعتمدُ عليها في إيصال معانينا للسامعين . ومن ذا الذي لا يقول لمن أساء إليه « شكراً ! » بدلاً من أن يشتمه أو يقول لمن قدّم إليه (معلومات) معروفة و لا قيمة لها « أفدتنا .. أفادك الله ! » ، وقد يصف بعضنا شيئاً ممتازاً (بالعامية المصرية بل والسودانية) بأنه « ابن كلب ! » وقد نلجأ إلى المبالغة عندما نقولُ إن فلاناً عاد إلى منزله وهو « أسعد أهل زمانه » (عبارة أبي الفرج الأصبهاني المفضلة) أو عندما نقولُ إن فلاناً ضمَّ أطراف المجد أو السؤدد وما إلى ذلك ، وقد نلجأ - على العكس من ذلك - إلى المخافضة عندما نقولُ إن فلانة سعيدة بزواجها من المليونير فلان « فهو لا يشكو الفاقة » أو إن طه حسين لا يخطئ كثيراً في اللغة العربية وما إلى ذلك - فالمعنى في كلِّ حالةٍ من الحالات السابقة (عامية كانت أم فصحي) يتوقف على تفسيرنا للنغمة ، وهو التفسيرُ الذي يحدده الموقف أي تحدّده معرفتنا بالمشركين في الحديث، وعلاقتهم بعضهم ببعض والمناسبة التي يقولون فيها ما يقولون .

وحسبما أعلمُ كان صلاح عبد الصبور أولَ من تطرّق إلى دراسة (النغمة) في الشعر العربي عندما حاول استشفافَ روح السُّخرية في قصيدة المنخلِ اليشكُري الذائعة ، بل وأورد بعضَ الدلائل على أنه كان يقومُ بحركاتٍ تمثيليةٍ أثناء إلقائها تساعدُ على إدراك النغمة التي يرمي إليها ، وربما كان على حقٍّ في أن علينا أن نعيدَ قراءة الكثير من الشعر الذي وصلنا بحيث نضعه في سياقه الأصليِّ وربما اكتشفنا به نغماتٍ مختلفةً عن النغماتِ التي درجنا عليها (انظر « قراءة جديدة لشعرنا القديم ») - وأظنُّ ظناً أن هذا جانبٌ مما حاوله أستاذنا الدكتور شكري عياد حين قدم لنا « في

اللغة والإبداع » تحليلاً لقصيدة المتنبي « ملومكما يجلُّ عن الملام » فوضع البيت التالي في سياقٍ جديدٍ :

عيون رواحلي إن حرت عيني وكلُّ بغامٍ رازحةٍ بغامي

إذ يفسره على أن المتنبي يسخر من نفسه حين يقول إنه حين يضلُّ طريقه فيصبح مثل البعير فلا يرى إلا ما يرى ، بل ويصبحُ صوتُهُ مثل صوتِ ناقتهِ ! وقد كنتُ قد درجت على تفسير البيتِ طبقاً لما جاء في شرح الديوان (للبرقوقي أو اليازجي) من أن الرُّواحل تهديه إذا حارَ ، وغني عن البيان أنني كنتُ أحراراً أنا نفسي في إدراكِ هذا المرمى ! فما وجهُ الفخرِ في أن الناقة تبصرُ حين لا يبصرُ ، أو أن أصواتَ النوقِ تحاكي صوته ؟ وقد نهج هذا النهج - مع اختلافٍ في زاوية المدخل - أحمد عبد المعطي حجازي في كتابه « قصيدة لا » .

وربما كان السببُ في قلةِ الأمثلةِ على تفاوتِ النغماتِ في أدبنا العربيِّ هو احتفالنا التقليدي بالجدِّ ونفورنا مِنَ الهزلِ ، والواقعُ أننا نفترضُ أن للتراجيديا قيمةً إنسانيةً أعلى بكثيرٍ من الكوميديا ، وأحياناً ما نفصح عن ذلك حين نشطب عملَ كاتبٍ شطباً يكادُ يكونُ كاملاً حين نصفُهُ بأنه هازلٌ ، ونحن ننصح أبناءنا ألا يعمدوا إلى الهزلِ « إلا بمقدارِ ما تعطي الطعامَ من الملحِ » - كما يقول الشاعر - وبأن يتجهموا كأنما لا بدُّ أن يصاحبَ الجدُّ في العملِ تقطيبٌ وجوههم !

أقولُ إننا درجنا على ذلك دون مبررٍ في الحقيقةِ سوى تقاليدِ (الرواية) أي اعتمادِ الأدبِ العربيِّ منذ عصوره الأولى على الرواةِ ، واعتمادِ الجهودِ

الدينية التي صاحبت انتشار دين الله الحنيف أيضاً على الرواية ومن ثم على السند ، وهذا يقتضي أن يكون الرواة ممن يعرف عنهم الجد والابتعاد عن الهزل أياً كانت المناسبة ، ولقد ذكر مثلاً في أحد الكتب القديمة (المستطرف للأبشيهي) أن أحد الرواة « لم ييسم طول حياته ومات دون أن يرى أحد سنه » (يقصد أسنانه) [ص ٧٢] كما تكثر الإشارات إلى أن فلاناً كان « كثير الضحك » بمعنى أنه (يحب الهزل) ومن ثم فرواياته يمكن أن تكون غير صادقة !

ومن الطبيعي في هذا الجو الذي يتطلب الجد (بمعنى التجهم) حتى يتمكن الإنسان من اكتساب مكانته الوقور في المجتمع فتقبل شهادته أمام القاضي ، ويروى عنه ما يروى من أحداث العصر وشعر الماضي وأدبه ، أقول إن الطبيعي في هذا الجو الغائم الملبد أن تفرض على الأدب (نغمة) واحدة ، وأن يعمد الأديب إلى بث الطمأنينة في قلوب سامعيه (أو قرائه في مرحلة لاحقة) بأن يؤكد لهم أنه صادق في كل ما يقول ، وأنه لا يهزل مطلقاً ولا يحب اللهو أو الطرب أو السرور !

ويشهد الله أنني لم أكن أتصور أن ذلك يمكن أن يكون صحيحاً حتى كتب لي أن أعاشر أقواماً من بقاع شتى في الوطن العربي الشاسع وأرى بنفسني كيف يعجز إنسان عن الابتسام طول عمره (أو لعدة أعوام هي الزمن الذي عشناه معاً في الغربية) ثم أفهم ما قصده ابن بطوطة حين زار مصر في القرن الرابع عشر الميلادي وقال :

« وأهل مصر ذوو طرب وسرور ولهو ، شاهدت بها مرة فرجة بسبب براء

الملك الناصر من كسر أصاب يده ، فزين أهل كل سوق سوقهم ، وعلقوا بحوانيتهم الحلل والحلي ، وثياب الحرير ، وبقوا على ذلك أياماً .» (ص ٣٢ . بيروت ، دار التراث ، ١٩٦٨) .

وهو يعجبُ للعملِ الدائبِ (الذي ما يتوقَّفُ أبداً) ومع ذلك يلاحظُ طيبَ المعشر (مؤانسة الغريب) ورقة الطبع (اللطف) والميل إلى الضحك والسخرية من كلِّ شيء! لقد دهَّشَ الرجلُ دهشةً كبيرةً ، وكلُّ من يقارنُ ما قاله ابنُ بطوطة عن مصرَ بما قاله عن البلدان الأخرى التي زارها سيدهشُ لاختلاف الطبع اختلافًا بيِّنًا ، وسيزداد دهشُهُ حين يدركُ أن التراثَ العربيَّ المشترك (تراث اللُّغة والأدب) لم يؤثِّرْ في تفاوتِ الطُّباع ، وأعتقد أن العكس هو الصحيحُ فإنَّ الطبعَ المصريَّ الميالَ إلى « الطرب و السرور و اللهو » حتى في أحلكِ فتراتِ تاريخنا ، قد أثر على نغمةِ الأدبِ الذي نكتبُهُ ، وجعلنا نحتفلُ بالكوميديا احتفالنا بالحياة نفسها ، فالكوميديا في أحد تعريفاتها (احتفال بالحياة) - ويلي سايفر « الكوميدي » ، انظر كتابنا « فن الكوميديا » . ولم يولد لدينا التَّقسيم الكلاسيكي الذي صاحب الآداب اليونانية والرومانية من استخدام الشعر مثلاً في التراجيديا والنثر في الكوميديا ، أو اقتصار الفصحى على الأولى والعامية على الثانية ، فامتزجَ هذا وذاك في آدابنا الحديثة إذ كتبت التراجيديا بالعامية والنثر ، وكتبت الكوميديا بالفصحى والشعر .

ولسوفَ يسهلُ على قارئِ الترجمات الحديثة أن يكتشفَ النغمات المتفاوتة حين يلتزمُ المترجمُ الأمانة في ترجمته فلا يجفلُ من استخدام كلمةٍ عاميةٍ أو تعبير عاميٍّ يساعده على نقل النغمة ، وحين يدركُ أن للُّغة

مستوياتٍ متعددةً هي التي تساعد الكاتبَ على (الصعود) أو (الهبوط) في نغماته - دون أن يكون لذلك علاقة مباشرة بالسُّلمِ الاجتماعي للغة! فإذا أدركنا ذلك وضعنا أيدينا على العيب الأساسي الذي شاب ترجمات شكسبير حتى منتصف هذا القرن، وخصوصاً مشروع الجامعة العربية. فالترجمون بلا استثناء يستخدمون الفصحى المعربة المنثورة - ويلتزمون بقوالب العربية القديمة (الجزلة) مهما تكن طبيعة النص الذي يتعرضون له، ومهما يكن مستوى لغة المتحدث أو (نغمته). ولا يقولنَّ أحد إن ذلك لونه من ألوان الترجمة، الهدفُ منه تقديمُ معنى الألفاظ فحسب، فترجمة الأدب (ولا أقول الشعر) لا تتطلب معاني ألفاظ مفردة فقط، بل إن معاني الألفاظ المفردة نفسها تتأثر بالنغمة، وتتفاوت من موقفٍ إلى موقفٍ في المسرحية، كما سبق أن بينتُ في الفصل الأول.

دور الوزن في تحديد النغمة

ومن الطبيعي أن أقولَ ذلك كي أبسطَ منهجي في الترجمة وأدافعُ عنه، فترجمة مقطوعةٍ شعريةٍ صُلبها الوزنُ وعمادها الإيقاعُ تتطلب الاقترابَ من هذا الوزنِ وذلك الإيقاعِ، وما أكثرُ ما نردُّ أقوالاً عربية كان يمكن أن تختزل إلى النصف أو الربع لولا الوزن! ومن هذا الباب جاءَ ظلمُ مترجمي العربية من المستشرقين الذين تنحصر معرفتهم بالعربية في الألفاظ المفردة، فنحن حين نستشهد بقول شاعرٍ « كناطح صخرة » إشارة إلى جهد من يحاول المحال، فنحن نشيرُ في الحقيقة إلى بيت كامل يقفُ على قدميه وهو:

تطبيقية للتعليم عن طريق الخبرة» - لندن - ١٩٧٦) فإن إبطاء الإيقاع عن طريق تكرار بعض الألفاظ أو العبارات في قوالب نغمية محدّدة يضاعف من الزمن الذي يستغرقه الذهن في استيعاب المعاني ، ويجعل للأذن المهمة الكبرى في عملية التلقي حتى ولو كان القارئ يقرأ شعراً مهموساً (وهو الاصطلاح الذي أتى به الدكتور محمد مندور ليفرق به بين شعر الخطابة القديم والشعر « الوجداني » الحديث) . ولذلك فإن (نغمة) الشاعر لا بد أن تختلف مما يلقي على المترجم للشعر عبثاً جديداً وإن كان قاصراً على التصدي (للنغمة) - ماذا عساه فاعل بمن يبدو أنه يهزل وهو جاد - أو من يبدو أنه جاد وهو يهزل ؟ إن روميو مثلاً في هذه المسرحية يهزل هزلاً صريحاً في بداية المسرحية وفي باطنه الجد - ونغمته تختلف في تحديدها النقاد - وذلك حتى يقابل جوليت فيتحوّل إلى نغمة جادة كل الجد لا أثر فيها لهزل على الإطلاق - وإن كان شكسبير لا يتوقف عن التلاعب بالألفاظ (كالتوريات مثلاً) إلى آخر سطر في المسرحية!

ولأقرب ما أعني الآن بقصيدة كتبها بالعربية المصرية صلاح جاهين وصعد بفنونها الشعرية إلى مصاف التوحّد والتفرد بل وتخطى - دون مبالغة - كل من سبقوه :

باحبّ المقابر وأموت في التراب

هناك زيّ حي الغناي في الهدوء الجميل

هناك زي شطّ البحور في النسيم العليل

هناك العجب

هناك تمشي تسمع لرجلك ديب عالي يرضي الغرور

هناك كُله راقِد ما فيش غيرك أنت اللي واقف فخور
وأما الزهور

هناك بالمقاطِف على الأرض يا مُسورقة يا بتحتضر
تجيب أدوات العطور

وتصنعها عطر اسمه مثلاً عبير العبر

تبيعه وتكسب ذهب

وتدهس على العضم وتقول كلام فلسفه

وتملا كتب

ده غير الثواب اللي تقدر كمان تكسبه

من الفاتحة ع الميتين

فمنها عبادة ومنها استفادة ومنها أدب

لهذا السبب

باحب المقابر .. لكين

بعقلي الرزين

باحب البيوت واللي فيهم زيادة !

من البداية نجد النغمة الهازلة في - (الصدمة) التي تقدمها لنا الكلمات الأولى ، وتؤكد لها المفارقة الواضحة في « أموت في التراب » - فهي من النكات الذائعة لدى المصريين في باب القافية [أ) الحانوتي حياخذ له بالميت عشرين جنيه ! (ب) طب ومن غير ميت ؟] وهكذا نجد أن هذه اللمسة تحدد لنا (السلم الموسيقي) الذي يساعدنا في إدراك النغمة ! فكيف سنقرأ « زي حي الغناي » ؟ بمفارقتها المؤلمة ! (حد واخذ منها حاجة ؟)

وكيف ستقرأ « زي شط البحور » ؟ (على شط البحور والنسمة / حوالينا الحياة مبتسمة!) (على شط بحر الهوى !)

ولا شك أن ذلك كله لا بد أن يؤدي إلى العجب الذي يعني به صلاح جاهين الدهشة الشعرية poetic wonder التي يتسم بها كل شعر عظيم - فهي دهشة اكتشاف ، مثلما نجد أن كل قصيدة عمل استكشافي (heuristic) ! فنحن فجأة نواجه حركة وسكوناً : السير بخطوات عالية

(خفف الوطاء ما أظن أديم الـ أرض إلا من هذه الأجساد)

ومفارقة الدبيب (العالي) المتناقض فيما يشبه (الطباق) الكلاسيكي مع (راقد) والذي ينتهي (بواقف) ! أي أن تتابع الحركة والسكون هنا مشهداً كاملاً لا مجرد تسجيل لحدث في الماضي .. إننا مع زائر القبور ، بل نحن الذين نزور القبور الآن فتضيع نظراتنا في الدهشة !

وعلى الفور ينتقل صلاح جاهين إلى الأرض ليشير إلى رموز الجمال والفتنة والرقّة ، وقد أصبحت مغشياً عليها أو هي بسبيلها إلى الفناء ، كأنما نحن نطالع تراثاً كاملاً من الشعراء الإنجليز في القرن السابع عشر الذين احتفلوا بالحياة عن طريق تأمل الموت ، وذلك من خلال ما يسمى بثيمة عش يومك *carpe deim* أي اقتطف لحظة الزمان السانحة فهي مثل الزهور تورق وتخضئل ثم تذوي ويبتلعها خضمّ الفناء ! (المقاطف) هي أدوات إهالة التراب و (التراب) الذي يربطنا بالتربة سيصبح زهوراً لكي يؤدي بنا إلى صورة أساسية في الشعر الإنجليزي الحديث أيضاً وهي « الخوف الكامن في حفنة من التراب » (fear in a handful of dust) - وهي الصورة التي يشير

بها ت. س. إليوت إلى أسطورة سيبيل اليونانية التي تمت أن تعيش طويلاً فوعدها الآلهة بعدد من السنوات يساوي عدد حبات الرمل أو التراب التي تستطيع أن تقبض عليها بيدها ! فعاشت دهوراً وأخذت تنكمش حتى أصبحت في حجم الطائر الصغير فوضعت في قفص ، وكان التلاميذ يمرّون عليها في طريقهم إلى المدرسة وإذا سألوها ماذا تريدن يا سيبيل ؟ قالت لهم أريد أن أموت !

وأرجو ألا يتصور القارئ أنني من أتباع المدرسة التفكيكية deconstruction الذين لا يرون في النص معنى واحداً ، ولا يعترفون بقدرته الإحالية - بل يقولون بتغيير معناه من قارئ إلى قارئ ، فأنا من دعاة الالتزام بالنص وحسب ، وهو هنا نص ذو نغمة خاصة تتطلب قراءة خاصة ! (فالمقطف) ، في العامية المصرية لا يملأ إلا تراباً ، وحين يملأ خبزاً (مثلاً) يصبح فرداً (فرد عيش / فرد سرس : ... إلخ) بترقيق الرء لا تفخيمها ، فإذا تصورنا هذا المقطف الذي يرتبط بالأرض مثل هذا الارتباط وقد امتلأ بزهور مغمى عليها أو في سكرات الموت - بمعنى الغياب عن الوعي أو الوقوف على مشارف العالم الآخر (شأنها شأن جميع الأحياء الذين لا تقاس أعمارهم إلا باللحظات العابرة) ؛ وتصورنا ما سيفعله صاحبنا (المخاطب أو المتحدث) من تحويل هذه المثل العليا للجمال والرقة إلى عطر (طيّار) هو حلقة الوصل بين الوجود والعدم (فهو رائحة أي روح والعلاقة بين الروح والريح والروح والرواح أكثر من اشتقاقية !) ؛ وإذا تصورنا بعد هذا كله أن (عبير العبر) لن يفلح في إيصال (العبرة) بل سيتجمد في صورة هي أقسى صور الانشغال بالأرض وكنوزها - صورة

(الذهب) ؛ وليس من قبيل الصدفة أن يختار الشاعر هذه الصورة ليربط الشراء (حي الغنائي) بالمرض (العليل) والموت (الترب) من خلال الذهب الذي يتحول - كما يعرف كلُّ دارسٍ لتاريخنا المصري - إلى تابوت : « بل إن دودَ القبرِ يحيا في توابعِ الذهب ! » (تاجر البندقية - لشكسبير) أقول إذا تصورنا ذلك كله فسوف نعرف أن رنة الجد خادعة ، وأنها تخفي مفارقة تجعل الشاعر أشدَّ سخرية مما قد يتبادر إلى ذهن القارئ المتعجل ، فهو يسخر في آن واحدٍ من الأحياء والأموات ، وهو يضيف معاني جديدة على البيت التالي (وتدهس على العضم وتقول كلام فلسفة / وتملاً كتب !) إذ يفرغ الفلسفة من معناها أمام الموت ، ويجعل الكتب مجرد أوراقٍ خاوية ، خصوصاً عند تحويل هذا الدرس القاسي إلى فوائد مادية زائفة خادعة تعكس تماماً (أي تأتي بعكس أو نقيض) ما يقوله في ختام قصيدته (فمنها عبادة ومنها استفادة ومنها أدب !) فالعبادة ليست مجرد الحصول على (الثواب) (الأجر) ، و الفائدة المادية - كما سبق القول - خادعة ، والأدب مجرد كلامٍ يطير في الهواء مثل الرائحة (الروح) وإن كان في الحقيقة أي في معناه الحقيقي ذا وجود أبدي مثل الروح نفسها !

ولو لم تكن هذه النغمات المتفاوتة ما استطاع الشاعر أن يصل بنا إلى ذروة المرارة في محاولته التمسك بالحياة عند إعلانه الحب للأحياء في بيوتهم أكثر من حبه للمقابر ! ولم ينس صلاح جاهين أن يذكرنا هنا أنه يحاول ذلك بعقله لا بقلبه ، فهو نوعٌ من الحب الذي يمليه منطق الأحياء ، إذ نشتم هذا المعنى من تركيبة (بعقلي الرزين) التي قد تعني « متوسلاً بعقلي لا بقلبي » وقد تعني « لأن لي عقلاً منطقياً غير عاطفي »

- وهو يؤكدُ هذه المفارقة حين يقدم (البيوت) (التي هي أحجار مينة بل ومألها الهدم) على الأحياء الذين لا نسمعُ عنهم بل ولا نجد لهم ذكراً في أي مكان في تلك القصيدة العجيبة !

إن التنوع الشديد في (النغمة) يمكن الشاعر من أن ينتقل بنا من حالة نفسية إلى نقيضها ، ولا يخفي على دارس الشعر والترجمة مغزى الانتقال من ضمير المتكلم (باحب) إلى ضمير المخاطب (تمشي تسمع / ما فيش غيرك انت) ثم العودة إلى ضمير المتكلم في الأبيات الأربعة الأخيرة فإلى جانب توالي التقابل بين المتكلم والمخاطب نجد أن التقابل يتوهج أيضاً بين الحياة والموت ، حين تختلف (نغمات) أفكار الحياة لتكتسي مذاق (الفناء) ، وتختلف نغمات أفكار (الفناء) لتصبح الحياة الحقيقية - أي الحياة فيما بعد الموت !

النغمة في العامية المصرية

ولا يخفى على اللبيب أن (النغمة) تمثل التحدي الأكبر للمترجم ، لأنها قد تعتمد على مصطلح اللغة الأصلية الذي تتعذر ترجمته إلى أي لغة أخرى ، وما دما ضربنا المثل من صلاح جاهين فلا بد من التنويه بالترجمة العبقرية التي أخرجتها نهاد سالم للرباعيات (دار إلياس العصرية للنشر - ١٩٨٨) والتي حققت فيها أكبر قدرٍ ممكنٍ من النجاح في نقل (النغمة) التي تمثل سر نجاح هذا اللون من الشعر الذي يستخدم لغة الناس ، مثلما كان شكسبير يفعل ، ومثلما فعل كلُّ شاعرٍ أراد الوصول إلى الناس ، وسوف أدلل على هذا النجاح أولاً قبل التدليل على الصعوبات . اقرأ معي هذه الرباعية الجميلة :

أحب أعيش ولو أعيش في الغابات
أصحي كما ولدتني أمي وأبات
طائر .. حوان .. حشرة .. بشر بس أعيش
محلا الحياة حتى في هيئة نبات

وأول سؤال هو : هل الشاعرُ جادٌ في إعرابه عن حبه للحياة ؟ فإذا كانت الإجابة بنعم فسوف تكون (النغمة) موجهة لتأكيد هذا المفهوم الذي يتردد في جنبات المصطلح الدارج - ويتعدّل داخلياً من خلال الهبوط بمستوى الإنسان إلى مستوى الكائنات الدنيا ، أي الكائنات غير العاقلة حتى يصل إلى ما يلغي إنسانية الإنسان ! وإذا اتكأنا على هذه اللمحة الأخيرة وجدنا معنى آخرَ كامناً في باطن هذا المفهوم ، وهو ليس - ببساطة - حبّ الحياة بل تأكيد إنسانية الإنسان أي أن الشاعر لا يقول فقط إنه يحب الحياة ولكنه لا يحبُّ أن يعيشَ إلا إذا كان إنساناً !

أما الترجمة فهي :

I love to live, be it in a jungle deep
Naked to wake, and naked go to sleep
To live as beast, bird, man or even ant
Life is so lovely even as a plant

p. 27 .

وقبل أن أناقش الصعوبات سأشيرُ إشارةً عابرةً إلى أنني كنتُ أفضلُ (even) على (be it) في السطرِ الأوّلِ ؛ إذ إن مصطلحَ الإنجليزية يتطلّبُ جملةً مقارنةً "be it .. or .." ولا تستخدم هذه الصيغة وحدها إلا في "so be

” it بمعنى « فليكن ! » [« يا لله بقى ! » - « و ماله ! » - « ماشي ! » - « حنعمل إيه ؟ » .. إلخ] و كنت أفضلُ عدم الإغراب في صياغة السطر الثاني الذي يعطف to wake على to live فيجعل بقية العبارة قلقةً من الناحية النحويةٍ دونما داع ولو كان ذلك من متطلبات القافية ، إلى جانب العطف في الفعل التالي (السطر الثالث) - وكذلك الاهتزاز المنطقي في السطر الأخير الذي نتجَ من الخضوعِ للصياغةِ العربيةِ .

أقول إنني لن أتوقفَ عند هذه الملامح الشكلية التي ترجع إلى مزاج كلِّ مترجمٍ وتكوينه اللغويِّ ، ولكنني سوف أتوقفُ طويلاً عند الكلمة « المفتاح » بالعربية وهي تعبير « بس أعيش » ؛ إذ إنها هي التي تحدّد لنا ما إذا كنا سنقبل (حب الحياة) باعتباره معنىً مطلقاً أو أنها ستغيّر (النغمة) فتجعله معنىً مقيّداً qualified ؟

ماذا تعني (بس أعيش) في لغتنا العربية المصرية ؟ إنها تعني « آه يا ليتني أستطيع الحياة ! » (أو بالإنجليزية المعتادة if only I could live) وهي من الناحية التداولية (pragmatically) لا تقالُ إلا في موقف إنسانٍ عزّت عليه الحياة إما للمرضِ الشديد أو لأنه لم يستطع الحياة الحقّة بعد ! [خمسين جنيه خمسين جنيه بس أسافر !] = [يخفصوا المرتب بس أفضل في الوظيفة] = [يعملوا اللي عايزينه فيّ بس أعيش !] أي إن هذه الصيغة تعني أن قائلها يريدُ الحياةَ بأي ثمن ! وهذه هي المبالغة التي تجعلُ « في هيئة نبات » في السطر الأخير توحى بأنها ذروة مقصودة للمفارقة الكامنة في إحساسِ الشاعرِ ! فهل هو حقاً يريدُ الحياةَ بأي ثمن - حتى ولو كان نباتاً ؟ [والفعل الإنجليزي المشهور to vegetate معناه أن يصبحَ الإنسانُ فاقداً

لإرادته وغاياته مثل النباتِ !] فإذا اتفقنا أن هذه هي (النغمة) الصَّحيحةُ فسوف نكتشفُ أن تصوُّرنا لجدية الشاعرِ في البداية كان وهماً ، وأن الرباعيةَ - في الحقيقة - إعلاءٌ لإنسانية الإنسانِ ، وتميُّزه على الكائنات جميعاً مهما تَكُن صفات الحياة التي تشاركه إياها !

وسر نجاح نهاد سالم هو إدراكها لهذه (النغمة) التي تكاد لخفائها أن تصبح (نغمة تحتية) (undertone) وإصرارها على إبقائها خبيئة ! أي إن المترجم هنا لم يلجأ إلى التأويل بل ولا إلى التفسير . بل حاول الالتزام بالنغمة الظاهرة حتى يظل الخبيء خبيئاً ! وهي تلجأ إلى مصطلح الإنجليزية الأصيلِ لكي توحى بهذه النغمة الباطنة حين تبدأ البيتَ الثالثَ بالعبارة الصارخة ! To live as beast فهذه هي المقابلُ إن لم تَكُن البديلَ للعبارة « المفتاح » [بس أعيش] لأنها توحى من طرفٍ خفيٍّ برفض هذه الحياة الحيوانية - وكلمة beast كلمة ذات دلالة واضحة تشير إلى النغمة التحتية ، فنحنُ نستخدمها في ذمِّ كلِّ سلوكٍ بشريٍّ يجرِّد الإنسانَ من إنسانيته ، والصفةُ منها beastly تستخدمُ في اللُّغة الدَّارجة بمعنى الانحطاط والدَّناءة . وقد كانَ يمكنُ أن تستخدمَ كلمة animal - وهي كلمة محايدة في ظاهرها حسنة الدلالة في باطنها لأنها مشتقة من anima بمعنى النفس أو الرُّوح ، وكثيراً ما يوصفُ الإنسانُ بأنه thinking animal وما إلى ذلك ، بل ونطلقها على حاجاته (البشرية) ، والصفةُ منها animal spirits معناها الخفة الفطرية ، ولا أظنُّ أن المترجمة اختارتها من أجل القافية المبدئية alliteration (مع bird) فدلالتها هي الدافعُ الأول والعامل الحاسم في اختيارها إياها .

ومعنى ذلك هو أن المترجم يواجه نصاً حياً لا مناصاً من إيجاد إطاره الحي الذي يحفظ له أنغامه الظاهرة (والباطنة إن أمكن) ، وما يصدق على الشعر الغنائي (أي الذي يتوسل بالصوت المفرد) يصدق بدرجة أكبر على الشعر المسرحي الذي تتعدد فيه الأصوات . وقبل أن أنتقل إليه سأوردُ رباعية أخرى لصلاح جاهين وترجمتها بالإنجليزية لنهاد سالم :

اقلع غمماك يا تور وارفض تلف
اكسر تروس الساقية واشتم وتف
قال بس خطوة كمان .. وخطوة كمان..
يا اوصل نهاية السكة يا البير يجف !

Throw off your blindfold, Bull ! Refuse to go !
Break the cogs of the waterwheel, spit in our eye !
The bull said with a sigh : “One more step, or so,
Either I reach the end, or the well will dry ” ...

p. 43

إن سرَّ عبقرية هذه الترجمة لا يكمن فحسب في الالتزام بالمعنى الشعري (الذي لا بدَّ له من وزنٍ وقافيةٍ) ولكن أيضاً في إدراك (النغمة) وإخراجها ولو بإضافة عبارة ذات دلالة - وهي هنا (with a sigh) فهي العبارة التي تعوضنا عن فقد الدلالة العامية لكلمة تور (طور) بالعربية المصرية ، لأن كلمة bull الإنجليزية ذات دلالاتٍ لا تغطي ما تقوله (طور) وإن كانت تشترك معها في بعض العناصر . ولهذا فإن هذه الإضافة تجسّد لنا (النغمة) الأساسية في الصورة - فهي آهة استسلامٍ للمصير resignation قبل أن تكون آهة شكوى من الزمان ! وقد نختلفُ مع المترجم في تصويرنا هذه

(النغمة) أو في تصورنا (للنغمة) الحقيقية أو المقصودة - ولكن - من ذا الذي يستطيع أن يزعم أن لكل قصيدة أو لكل بيت (نغمة) واحدة فقط - أو نغمة (حقيقية) أو (مقصودة) ؟

تحديد النغمة في النصّ الدرامي

وليكن هذا مدخلنا إلى شكسبير ! فمن ذا الذي يستطيع أن يقطع بأن هذه (النغمة) جادة أو هازلة ؟ حقيقية أو زائفة ؟ عرضية أي عارضة أو مقصودة ؟ وهل رنة السخرية في كلام الشخصية - إذا تأكدنا منها - موجهة إلى الشخصيات الأخرى أم إلى القارئ مباشرة ؟

ومعنى السؤال الأخير هو : هل يمكن لنا (أي هل من المقبول فنياً) اقتطاع أبيات أو فقرات من المسرحية باعتبارها شعراً غنائياً يتحدث فيه الشاعر مباشرة إلى القارئ ؟ ولا يظنّ أحد أن هذه (زندقة نقدية) أي خروج عن قواعد النقد الفني (المقدسة) ، فكلُّ شاعر مسرحي له لحظاته التي يتحدث فيها من خلال شخصياته إلى الجمهور ، أو إلى القارئ ، وقد يسمع المشاهد صوته واضحاً ويدركه القارئ دون عناء ، خصوصاً عندما ينتقل من سياق الحدث إلى التعليق على حال الإنسان بصفة عامة أو على أشياء بعينها في مجتمعه يعرفها هو وجمهوره خير المعرفة . وهذه جميعاً من العوامل التي تؤثر في تحديد (النغمة) ومن ثمّ في (الترجمة) والأسلوب المختار لها .

وقد صادفت هذه الصعوبة لأول مرة عندما عدت إلى نص « روميو وجوليت » عام ١٩٩٢ (أي بعد ما يزيد على سبعة وعشرين عاماً من

الترجمة الثرية) لأترجمه ترجمة شعرية كاملة (باستثناء الإعداد الغنائي للمسرح عام ١٩٨٥) فإذا بي أفاجأ بأن النص الذي كان يكتسي صور الجد من أوله إلى آخره حافل بالهزل وبالسخرية والنغمات المتفاوتة ! ولقد رأيت أن التزام النظم وحده لن يحل المشكلة ، بل ولا محاكاة القوافي والحيل البلاغية ! وتمثل الحل في اللجوء إلى تنوع الأسلوب مثلما يفعل شكسبير من استخدام النثر حيناً والنظم حيناً آخر ، والعامية في بعض الأحيان ، وصولاً إلى (النغمات) التي يرمي إليها فالبطل هنا - روميو - ليس في الحقيقة مثلاً أعلى للحب (أو للحبيب) الرومانسي ، ولكنه غلام متهور يحب الحب ؛ أي فكرة أو نزعة الاتصال بشخص آخر والتوهُ به (كما يقول كولريديج) أكثر من حبه الشخص الذي يمكن - بسبب صفاته وشمائله الموضوعية - أن يثير في نفسه هذا الحب !

وجولييت فتاة في الرابعة عشرة - سن الزواج في الأيام الخوالي - تركب رأسها وتندفع بطيش المراهقة إلى مغامرة غير محسوبة العواقب فتنتهي نهاية مفاجئة ! والجو الذي تقع فيه الأحداث هو جو البحر المتوسط بحرارته ونزقه والتهاب عواطفه !

وشكسبير يصر منذ البداية على أن يعزف لنا (أنغاماً) مرحة في حوار فكاهي بالشر ، يعتمد على التوريات والنكات اللفظية ، وخصوصاً ما يمس منها العلاقة بين الرجل والمرأة ، بحيث نتهياً باسمين بل وضاحكين لظهور ذلك المحب الواله ، وعندها نعرف أن حبيبته اسمها روزالين ، وأنها قد أقسمت ألا تتزوج وأن تظل عذراء إلى الأبد !

وهذا (الموقف المستحيل) يجعل كل ما يقال بشأن الحب ورب الغرام

كيوبيد - خصوصاً بالقياس إلى غلام أمرد مثل روميو وأصدقائه المراهقين -
كلاماً ذا نغمات نصف جادة على أحسن تقدير ، والفصلُ الأولُ يمثلُ لنا
هذه النغماتِ التي تتراوحُ بين المعقولِ واللامعقولِ - إذا استعرنا عبارة
زكي نجيب محمود - فالفكاهات البذيئة تتطورُ بلا أي معنى إلى صراعٍ
لا معنى له هو الآخر بين الأسرتين اللتين توارثتا كراهية عبثية لا معقولة
مما جعلنا نقبل في هذا الإطار التناقض الأول بين النغمات ، كما يصوره
غرام فتى يبدو عليه الضياعُ ولكنه مهذار ، فهو يهزل من البداية وحين
يلمحُ سماتِ الجدِّ على وجهه بنقوليو يسأله :

- Dost thou not laugh ?
- No, coz, I rather weep !
- Good heart, at what ?
- At thy good heart's oppression!

وليسمح لي القارئُ بنقل جوهر هذا التراشق إلى العامية المصرية لتجسيد
النغمة الصحيحة « الله ! انت مابتضحكش ليه ؟ » فيرد بنقوليو قائلاً :

- « والله يا بن عمي أنا عايز أعيط ! »

- « ليه يا حبيبي ليه بس ؟ »

- « على ظلمك وعذاب قلبك ! »

فيجيئنا ردُّ روميو الحاسم :

- Why, such is love's transgression ...
- Dost add more grief to too much of mine own !
- Love is a smoke rais'd with the fume of sighs !

- بس ده ظلم إله الحب ! (ما أنت عارفه !)

أرجوك .. أنا عندي كفايتي ومش عايزك تحمّلني زيادة !

هو الحب إيه يعني ! دخان من الآهات والزفرات ! ...

وهكذا ! فالواضح أن هذه (نغمات) محب يلعب دور المحبّ الوامق أي أنه يعي ما يفعله كلّ الوعي ، وأرجو من القارئ أن يعودَ إليّ النصّ في الترجمة الحالية أو في الأصل الإنجليزي ليرى كيف يطوّر روميو هذا الهزلَ ابتداءً من السّطر ١٩٠ (ف ١ م ١) فالتلاعبُ بالألفاظ المحسوبُ والمحكمُ حتى السطر ٢٠٠ لا يمكن أن يقدم لنا صورةَ عاشقٍ جادٍ أو يؤكّد الصورةَ التي رسمها له والداه وأكدها بنقوليو قبل ظهوره . وأعتقد اعتقاداً راسخاً أن التلاعبَ بالألفاظ هنا لا يرجع فحسب إلى ولوع شكسبير في تلك المرحلة من كتابته للمسرح باللّغة في ذاتها (فلقد ظلّ مولعاً بها طول عمره) ولكن الدافع عليه أولاً هو محاولته تقديم صورة للعاشق التقليدي الذي صوره كُتّاب السوناتات في عصره، الذين استقوا مادتهم من الإيطاليين (ومن الإسبان ومن العرب من قبلهم) كيف يقول الواله المعذب الأبيات التالية :

She is too fair, too wise, wisely too fair,

To merit bliss by making me despair !

(212-213)

وهذا هو الشرحُ paraphrase :

It is improper that her excess of beauty (fair) and wisdom, a beauty she hoards with too much prudence (“wisely too

fair”) should earn heaven for her while driving me to
despair (therefore to damnation)

(G. B. Evans)

وترجمة هذه الفكرة المعقدة هي :

مِنَ الظُّلْمِ أَنْ تَسْتَحِقَّ النِّعِيمَ لفرطِ العفافِ وفرطِ الجمالِ
ويأسِي يدحرجني في الجحيمِ لأنني حرمتُ رضابَ الوصالِ!

ويلاحظ القارئ هنا أنني اقتربت من الشرح أكثر من اقترابي من
الأصل المنظوم لسبب واضح ، وهو استحالة محاكاة التلاعب اللفظي
الذي يبدعه ذلك الغلام الحاذق ! وإصرار شكسبير على تصوير روميو -
قبل لقاء جوليت - بهذه القدرات الذهنية واللغوية يؤكد لنا أنه يتعمد أن
يظهره في صورة مَنْ يدرك تماماً ما يفعله ، وأنه (على العكس مما يدعيه)
واع كل الوعي بما يحدث حوله فهو لم يفقد كيانه بل هو موجود « هنا »
و لم يمض إلى أي « مكان آخر » (وإن كان من المفارقات أن يصدق ذلك
القول أيضاً بمعنى أن الجمهور سوف يدرك بعد قليل أنه يشاهد القناع لا
روميو الحقيقي !):

Tut ! I have lost myself; I am not here,

This is not Romeo ! he's some other where !

(I. i. 188-189)

هراء ! فقد ضاع مني كياني ولست هنا !

وهذا إذن ليس روميو ! فذاك مضى لمكان بعيد !

أما الدافع على روح الهزل والدعابة التي تشيع في المشاهد الأولى من

المسرحية فهو إبراز التناقض بين لهو الشباب الذي ينغمس فيه روميو وأصدقائه من الأغنياء المدللين - وأهمهم مركوشيو - وبين رنة الجد التي تغلب على كلامه بعد لقائه جوليت ذلك اللقاء (القدرى) العجيب ! فالمشهد الثاني يبدأ بداية منثورة إذ يقدم لنا شكسبير تنوعاً على ثيمة الحب والزواج من وجهة النظر المقابلة - وفي الأسرة المعادية لأسرة روميو (أسرة كابيوليت والد جوليت) ! إذ (يتقدم) باريس ليطلب يد جوليت رسمياً ! وبتركيز كاتب المسرح البارِع يدفع شكسبير بالخادم الذي ذهب يدعو الضيوف إلى حفل كابيوليت في طريق روميو ، بحيث نرى استمراراً لرنه الفكاهة التي يولدها شكسبير عن طريق التناقض بين الشعر والنثر - والجد والهزل ! فالخادم الذي يشير إليه المخرج في قائمة الممثلين على أنه مهرج يحاور روميو هكذا :

روميو : أين سيذهب هؤلاء !

الخادم : إلى هناك !

روميو : إلى أين ؟ إلى حفل عشاء ؟!

الخادم : إلى منزلنا !

روميو : منزل من ؟!

الخادم : منزل سيدي !

روميو : أفادك الله ... إلخ .

وعندما ينصحه بنقوليو بأن يذهب إلى حفل أسرة أعدائه ليرى فتاة تنسيه حبه لروزالين إذ « لا يشفي لسع النار سوى نار أخرى » ينطلق روميو ليقدم لنا في أبيات ستة مشاعر ودفقات عاطفية بولغ فيها عمداً حتى تؤدي إلى

المفارقة الدرامية فيما بعد (أي في المشهد الخامس وهو ذروة الفصل الأول حين يرى جوليت) :

إن حلَّ الباطلُ في عينيَّ محلَّ الإيمانِ الصادقِ
فلتتحولَّ عبراتي لجحيمٍ حارقٍ !
ولتُحرقْ فيه العينانِ الكاذبتانِ الصّافيتانِ الصّابعتانِ
وهما من أغرقتنا - لكن ما ماتت أيهما - بالدّمعِ الدّافقِ !
أفتاةٌ أجملُ من فاتنتي ؟ قد رأت الشمسُ جميعَ الخلقِ
ولم تر أجملَ منها من أوّلِ يومٍ خلَقَ النَّاسَ الخالقُ !

When the devout religion of mine eye
Maintains such falsehood, then turn tears to fires;
And these who, often drowned, could never die,
Transparent heretics, be burnt for liars.
One fairer than me love ! The all-seeing sun
N'er saw her match since first the world begun.
I. ii. 88-93

كيف نتقبلُ هذه المبالغة الصارخة ؟ إنها - كما قلت - مقصودةٌ لكي
تحدثَ التناقضَ مع مشهد اللقاءِ الأوّلِ مع جوليت - وشكسبير يعمّقُ من
تمهيدِهِ لهذا اللقاءِ بالإصرارِ على الفُكاهةِ النابعةِ من التلاعبِ بالألفاظِ
وبالبذاءةِ من فم المريّةِ التي لا تستطيعُ أن تتكلّمَ إلا نثرًا ، وبالفكاهاتِ
الصريحةِ من مركوشيو الذي يتحوّلُ فيما بعد إلى النثر :
... إذا كنت مغروساً في الوحلِ فسوفَ نتشلكِ منه

أو (ولا مؤاخذه) إذا كنت مغروساً في الحب
حتى أذُنَيْكَ !

(ف ١ - م ٤ - ٤١ - ٤٣)

If thou art dun, w'll draw thee from the mire,
Or (save your reverence) love, wherein thou stickest up to
the ears !

أما تغيير (النغمة) فقد يعتمد على الانتقال من الفصحى إلى العامية ، أو الانتقال من النثر إلى الشعر انتقالاً رقيقاً أي بالزيادة التدريجية للإيقاع حتى يصل إلى إيقاع النظم ! ولذلك كان الأمر يختلط أحياناً على ناشري شكسبير حين يتصورون الشعر نثراً لوقوعه في سياق الهزل ، كما حدث لمونولوج مركوشيو عن الملكة ماب ، ولقد رأيت في هذا الهزل ما هو أعمق من الهزل المعتاد بسبب المفارقات التي تكتسي نغمات هزل صارخة ، وهي ذات دلالة عميقة لا يمكن الاستخفاف بها لارتباطها بالإطار الاستعاري العام للدراما ، وهو الذي يسميه شكسبير في « تاجر البندقية » بوهم الحب fancy ، ويصوره في مسرحية معاصره لـ « روميو وجوليت » هي « حلم ليلة صيف » باعتباره عاطفة هوائية متقلبة بل باعتباره صورة من صور الأحلام التي تنتمي لعالم الخيال (انظر الفصل الخامس - المشهد الأول من « حلم ليلة صيف » - كلام ثيسوس) ولننعم النظر الآن إلى المونولوج الشهير عن الملكة ماب : إنه يبدأ في وسط حوار هازل في المشهد الرابع بين روميو ومركوشيو حين يعمد روميو إلى اللعب على الألفاظ فيعترض عليه مركوشيو قائلاً : « افهم قصدي ! فالحكم الصائب يعتمد

على حسن الفهم !» فيرد روميو قائلاً : « مقصدنا حسنٌ إن نحن ذهبنا
للحفلةِ .. لكن زيارتنا لا توحى بالحكم الصائبِ » - (لاحظ الإيقاع
الذي يقتربُ من النظم) :

Rom. And we mean well in going to this masque;

But 'tis no wit to go

Mer. Why, may one ask ?

Rom. I dream'd a dream to-night.

Mer. And so did I.

Rom. Well, what was yours ?

Mer. That dreamers often lie.

Rom. In bed asleep, while they do dream things true.

Mer. O! then, I see, Queen Mab hath been with you ! ...

She's the fairies' midwife...

ر : مقصدنا حسن إن نحن ذهبنا للحفلة

لكن زيارتنا لا توحى بالحكم الصائب

م : ولماذا من فضلك ؟

ر : لأنني رأيت حلماً .. البارحة !

م : وأنا أيضاً !

ر : وماذا رأيت ؟

م : الحالمون غالباً ما يكذبون !

ر : أثناء النوم فقط .. لكنهم يروْنَ كلَّ حق !

م : إذن فقد زارتك بالأمس المليكة « ماب » !

تلك التي تولد الجنيات ..

أي أن تفاوت النغمات الذي يعتمد على تفاوت الإيقاع (خبب - رجز - رجز - خبب - متقارب - رجز - خبب + رجز - رجز + كامل - رجز ...)
يوشي للقارئ بعدم الانتظام أي بعدم وجود نظام أو نظم في مجرى الفكرة
التي ينقلها الحوار ، حتى إذا وصلنا إلى نهاية المونولوج وجدنا قصداً ثابتاً
لهذا الهزل - وهو ما أسميته بالإطار الاستعاري العام (وهم الحب وطبيعته
المتقلبة مثل الهواء) :

Rom. Peace, peace! Mercurio, peace!

Thou talk'st of nothing !

Mer. True, I talk of dreams,

Which are the children of an idle brain,

Begot of nothing but vain fantasy;

Which is as thin of substance as the air

And more inconstant than the wind, who woos

Even now the frozen bosom of the north,

And being anger'd, puffs away from thence

Turning his face to the dew-dropping south.

ر : يكفي يكفي يا مر كوشيو .. ذاك كلام فارغ !

م : هذا صحيح إذ أنا أحكي عن الأحلام

وهنّ من بنات كلّ ذهنٍ عاطل

أما أبوهنّ فوهنّ باطل

كيانه مثل الهواء في رهافته

لكنه أشدّ من ربّ الرياح في تقلبه

ذاك الذي يسعى لأحضانِ الشمالِ الباردة
لكنه يلقي الصدودَ فيستديرُ مغاضباً نحو الجنوب
حيث الرضا وتساقطُ الأنداءِ في كلِّ الدروب !

ف ١ - م ٤ - ٩٥ - ١٠٣

وتتصلُّ الاستعارةُ هنا - كما هو واضحٌ - باتجاه روميو إلى التغيير بعد أن لقي الصدودَ من روزالين التي أصبحت في هذا الإطار مقابلة « لأحضان الشمال الباردة » - ومن ثم فنحنُ نواجهُ هنا ما يسمى في الدراما بالإلماح إلى المستقبل finger-post أي الإشارة التي توجهنا إلى ما سوف يحدث ، إذ يلتقي روميو بجولييت - فيتغير ويقع في غرامها - رغم ما سبق أن ذكرنا من أنه ما زال على عهده من حب للحب نفسه ! ولذلك أيضاً نجد أن الإطارَ الاستعاريَّ يقلب (النغمة) هنا فجأة من الهزل إلى الجد ومن فوضى النظمِ إلى انتظامِ النظمِ ! فكلام روميو الذي يبشر به لما سوف يحدث له في الحفل - وهو هنا في قمة الجمع بين الدراما والشعر - من بحرِ الكامل الصافي ، وقد يختارُ القارئ أن يكتبهُ بالصورة العمودية (معظمه من مجزوء الكامل) أو يتركه كما هو في الأصل الإنجليزي :

روميو : بل نحن بكرنا كثيراً يا أصحاب ! فالآن أوجسُ خيفةً

مما تخبئه الطوالع في غدي

قدر رهيب بعد هذا الحفلِ رهنَ الموعدِ

ولسوفَ يغشي بالمرارة قصتي

حتى نهاية عمري المحبوسِ بين جوانحي

عمرٌ يضيقُ بما بيّه

فأموتُ قبلَ زمانِيهٍ
يا من توجّه دفتي
أصلحَ شراعَ سفينتي
هيا بنا فخرَ الرجالِ !
بنقوليو : الطبلِ يا طبالِ !

١٠٦-١١٤ (ف ١ - م ٤)

Rom. I feel too early; for my mind misgives
Some consequences yet hanging in the stars
Shall bitterly begin his fearful date
With this night's revels, and expire the term
Of a despised life close'd in my breast
By some vile forfeit of untimely death.
But here, that hath the steerage of my course,
Direct my sail ! On, lusty gentlemen.

Ben. Strike, drum !

فإذا تأملنا تغير اتجاه (النغمة) هنا من الهزل إلى الجدّ مجسّداً في العلاقة بين النثر والشعر وجدنا أن التذبذب الذي كانت تتسم به أجزاء الفصل الأول بمشاهدته الخمسة يبدأ في الاختفاء في نحو منتصف المشهد الخامس، وذلك حين يرى روميو لأول مرة تلك الفتاة التي قدّر لها أن تصبح زوجته - جوليت ! واختفاء التذبذب معناه ابتعاد رنة الهزل عن كلام روميو تماماً، وانفصاله عن أصحابه ورفاق لهوه، إذ يعتبر الفصل الثاني - زمنياً - امتداداً للفصل الأول، فالمشهد الخامس من الفصل الأول يجمع بين روميو

وجولييت ، ويفصل بين روميو وأصدقائه ، ولذلك نجده عازقاً عن مصاحبتهم في المشهد الأول من الفصل الثاني ، مختبئاً يستمع إلى سخريتهم منه ويصبر حتى ينصرفوا ثم يتقدم وحده من الجمهور لكي يعلن بنبرات حاسمة : (من لم يذق طعم الجراح .. يسخر من الندوب !) وهي بداية مشهد الشرفة الشهير (ف ٢ - م ٢) الذي يعتبر النموذج الذي وضعه شكسبير لحب المراهقين الدفاق ! وربما كان مفتاح تغير النغمة ما يقوله القس لورنس لروميو في نهاية المشهد الثالث عندما يقدم له تفسيره الخاص (وربما كان التفسير الصحيح) لحبه لروزالين : إنه لم يستطع أن يكسب ودها لأنها كانت تحس بزيف عاطفته :

كانت تعلم حق العلم
أن غرامك ينشد أبياتاً يحفظها
لكن لا يعرف معناها !

O ! She knew well

Thy love did read by rote and could not spell

أي إن القس يدرك أن روميو لم يكن يقول ما يعنيه إلى حبيته الأولى ! ولذلك فإن فكاهات روميو الأولى كانت غير صادقة هي الأخرى ، لأنه - كما سبق أن قلت - كان يلعب دور المحب الذي (يزعج) أصدقاءه بآهاته وزفراته ! ولذلك أيضاً فإن حب جولييت يحدث تأثيره المباشر فيه بعد لقائه مع القسيس إذ يجعله يعود (لطبيعته) أي يجعله يطرح قناع المحب :

Mer. Why, is not this better now than groaning for love ? now art thou sociable, now art thou Romeo; now art thou what thou

art, by art as well as by nature: for this drivelling love is like
a great natural, that runs lolling up and down to hide his
bauble in hole !

مركوشيو : عجباً لك ! أليس هذا أفضل من التأوه والأنين من لدع
الحب ؟ إنك الآن ودود وتعاشر أصدقاءك ، وهذا هو روميو
الحقيقي .. على طبيعته وبديته الحاضرة ! أما ذلك الحب
المتهالك فيشبه الأبله الكبير الذي يجري هنا وهناك فراراً من
الصبية .. ليخفي غصاه المضحكة في ركن بعيد !

ولقد تسبب سوء فهم كثير من القراء لهذا الموقف القائم على المفارقة
في عدم فهم طبيعة (النغمات) الشعرية فيها ، ومن ثمّ عدم إصدار
الأحكام النقدية الصائبة على أدائها التمثيلي ! فعودة روميو بسبب الحب
إلى طبيعته الحققة ليست سوى البداية للصراع الحقيقي في المسرحية بين
رقة الحب التي تجعل روميو يصل إلى النضج عند شكسبير بسرعة خارقة ،
وبين غشم الكراهية التي تبقى على العداة الذي يسلب أفراد الأسرتين
صفاتهم الإنسانية ! ونحن لا نصل إلى الصدام الحقيقي بين هذين القطبين
من أقطاب المأساة إلا بعد أن يربط الحب بين روميو وجولييت بعقد الزواج
المقدس ، فروميو صادق في (نغمته) هنا :

روميو : إنك إن تضمم أيدينا بالكلمات القدسية

لن أكثرث بما يجرؤ أن يفعله الموت !

ولا يستطيع روميو لفرط سعادته أن يعرب عن سعادته فيطلب من

جولييت أن تفعل ذلك ، ولكنها هي أيضاً لا تستطيع ، فكأنما تخلق في
الهواء - كما يقول القس :

Here comes the lady: O ! so light a foot
Well ne'er wear out the everlasting flint:
A lover may bestride the gossamer
That idles in the wanton summer air,
And yet not fall; so light is vanity.

III. i. 16 - 20

هذي هي الفتاة أقبلت وما أخف خطوها
هيهات أن ينال هذا الخطو من أحجار صوان صمود
للعاشق الولهان أن يمشي على خيوط بيت العنكبوت
تلك التي تهزها نسائم الصيف اللعوب دون أن يقع
إذ ما أخف زهو حامل الهوى !

ومع بداية الشجار في الفصل الثالث بين الأسرتين ، أي حين يريد
تيبالت أن ينتقم من روميو بسبب تطفله على أسرة كابيوليت ، يعود النثر
وتعود فوضى النظم ، كأنما أصبحنا غير واثقين من لون (النعمة) السائدة ،
فالمتصارعان يعمدان إلى السخرية ، ولا تؤدي السخرية إلا إلى الموت :

Tyb. Mercutio, thou consort'st with Romeo, ...

Mer. Consort ! What ! dost thou make us minstrels ? an thou make
minstrels of us, look to hear nothing but discords:here's my
fiddlestick; here's that shall make you dance. ...

Tyb. ... Here comes my man. ...

تيبالت : اسمع يا مركوشيو ! كثيراً ما أراك بمصاحبة روميو !
مركوشيو : بمصاحبة ؟ هل جعلت منا منشدين يعزف أحداً بمصاحبة
الآخر ؟ إذا كنا منشدين فلن نسمع إلا النشاز ! ها هي قوس
الكمان (يخرج سيفه) هذا ما سيجعلك ترقص بمصاحبةتي .

تيبالت : قد أقبل الرجل الذي أبغيه !

مركوشيو : تبغي ؟ إنك لا تستطيع البغي بأحد !

إن هذه النكات ذات (نغمة) جادة ، فنحن نخشى ما وراءها ، وحين
يحدث ما نتوقع ونرى مركوشيو وهو يحتضر لا نستطيع أن نضحك على
فكاهاته :

مركوشيو : ... أرجو أن تسأل عني غداً في عنواني الجديد .. بين
القبور ! لقد شويت في هذا الدنيا و (استويت) !

ولكننا ندرك تماماً ما يعنيه نضج روميو العاطفي حين يسيء هو نفسه
فهم ما حدث له ، فهو يقدم لنا صورة لما حدث من وجهة نظر روميو
القديم :

Rom. This gentleman, the prince's near ally,
My very friend, hath got his mortal hurt
In my behalf ; my reputation stain'd
With Tybalt's slander, Tybalt, that an hour
Hath been my kinsman. O sweet Juliet !
Thy beauty hath made me effeminate,
And in my temper soften'd valour's steel !

(Re-enter Benvolio)

Ben. ... brave Mercutio's dead !

That gallant spirit hath aspir'd the clouds,
Which too untimely here did scorn the earth.

Rom. This day's black fate on more days does depend ;
This but begins the woe others must end !

(*Re-enter Tybalt*)

Ben. Here comes the furious Tybalt back again.

Rom. Alive in triumph ! and Mercutio slain ?
Away to heaven, respective lenity,
And fire-ey'd fury be my conduct now !

روميو : أما كانَ هذا النَّبيلُ (قريبُ الأميرِ الحميمِ وِخلِّي الوفي)
يدافعُ عن سمعتي حينَ أرداه جرحَ عميقٍ ؟
لقد سبني ذلك المتفاخرُ تيبالتُ .. صهري من ساعة واحدة !
ولكنَّ حُسْنِكَ ، يا حلوتي ، أصابَ الفؤادَ بِلينِ الأنوثة
وفي سيفِ طبعي الغشمشم ألقى النُّعومة !

(يدخل بنقوليو)

بنقوليو : مات مر كوشيو الشُّجاع ! روحه ذات الشهامة
قد تسامتُ للسَّحاب .. وغدت تحتقرُّ الأرضَ ..
رَدْحًا قبل الأوانِ !

روميو : المقادير التي أَلقت على اليوم ظلالاً من سوادِ
كيف تعفي قابل الأيام ؟
صفحةُ الأحزان لن تُطوى سوى بعد زمن !

(يدخل تيبالت)

الحب الرفيع (ترجمة مجدي وهبة) *courtly love* إلى مفهوم الحب العذري ، وما أبعَد الشُّقَّةَ بينهما ، فالأوَّلُ يتضمَّنُ عناصرَ رئيسيةَ أهمُّها اعتبارُ الحبيبة مثلاً أعلى في الجمال الجسدي والنفسي معاً ، أي اعتبارها نموذجاً مجرداً للكمالِ خَلْقاً وَخُلُقاً ، وهي لذلك أسمى منه وأرفعُ ، وعليه أن ينشدَ هذه الرفعةَ من خلالِ الاقترانِ بها . ومع ذلك فلا يعني ذلك أن يكونَ هذا الاقتران عن طريق الزواج ، أي من خلال العلاقة المشروعة ، بل إن أشعارَ « الحب الرفيع » وقصصه حافلةً بالعلاقات غير المشروعةِ والتي تتضمَّنُ الزنا صراحةً ، دون أن يرى القارئ أي دليل على الإحساس بالتناقض في وعي الشاعر بين التسامي والاستغراق في اللذة الحسية !

ولذلك فينبغي ألا يدهشَ القارئ لهذا التراثِ ، كما يقول توماس أ. كيربي Thomas A. Kirby إذا تعددت صور هذا الحب فوجده « يسمو لعفته بالنفس في قصيدة ، ويقوم على الزنا في قصيدة ثانية ، ويعتمد على عدم الإشباع العاطفي والحرمان في قصيدة ثالثة » *The Princeton Encyclopaedia of Poetry and Poetics, 1993* والحقُّ أنه لتعدد صورهِ يكادُ يستعصي على التعريفِ الجامع المانع ، فمنشؤه هو المجتمع الأرسطوقراطي القائم على تقاليد الفروسية ، وهو يستمدُّ مادته الفنية منذ نشأته وترعرعه في القرن الثاني عشر في أوربا من أشعار أوفيد (الروماني) مثل صور الحرب و « مرض الحب » وتقنين مراحل تطور العلاقة بين المحبِّ والمحبيبِ ، كما يستمدُّ بعض تقاليد تصويره من تقاليد النظام الإقطاعي (العبد والسيد - أو السيدة في هذه الحالة) وكذلك صور المسيحية الأولى

التي تعلي من شأن التواضع والمحبة والإحسان والعذرية (بسبب البتول طبعاً) ولذلك فإن كتاب ك. س. لويس C. S. Lewis « قصة الحب الرمزية » *The Allegory of Love* (١٩٣٦) يعرفه بأنه :

« ضرب بالغ الخصوصية من الحب ، نستطيع أن نعدّد سماته المميزة فيما يلي : التواضع ، والسلوك المهذب ، والزنا ، ودين الحب .»

"Love of a highly specialized sort whose characteristics may be enumerated as Humility, Courtesy, Adultery, and the Religion of Love."

وقد أوردت هذه العبارة عامداً لأبين الفرق بين تقاليد الحب العربية التي سبقت أوربا بقرون عديدة ، وهذا اللون « المتخصص » من الحب كما يسميه لويس ، فلدينا في العربية الحب الذي يقوم على الشّهامة والفتوة والمروءة ، ولدينا النوعان اللذان شاعا في العصر الإسلامي وهما الحب العفيف الطاهر ، والحب الحسي الذي ينزغ نحو المتعة الجمالية والجنسية أيضاً ، والمضاهاة بين صور هذه التيارات وبين الحب الرفيع عسيرة معقدة .

ولا تقتصر صعوبة الترجمة الأدبية هنا إذن على المستويات الدلالية للألفاظ بل تتعدّها إلى إدراك السياق الثقافي لكل منها ، إذ إن اختيار المترجم للفظ الذي يراه أقرب ما يكون إلى معنى الشاعر يتوقف على إلمامه بالتراث الأدبي للّغتين ، وهو الذي لا شك في انتمائه إلى مبحث الأدب المقارن ، فتقاليد العلاقة بين الرجل والمرأة ليست مطلقة أو مجردة ، بل هي تنتمي إلى أنساق اجتماعية محددة قد تكون أساس التقاليد الأدبية ، وقد

تكون التقاليد الأدبية هي التي أثرت فيها ، أو حتى شكلتها .

والمترجم الذي يراعي هذه الأنساق إنما يقومُ بجهدٍ على أعمقِ المستويات في مجال الأدب المقارن ، فالقصيدة المترجمة هي سجل لتفسيره للأدب الذي ينقل عنه أي هي سجلٌ تفسيره في إطار لغته الأم للأدب الأجنبي .

(٢)

التفسير والتراث الأدبي

والتفسير الذي أعنيه ليس مقصوداً إذن على معاني الألفاظ الإحالية ، بل هو يتضمّن الشفرات الأدبية القديمة والجديدة ، حتى في إطار اللغة الأصلية ، والمضاهاة بينها . فاستعمال استعارة السكر والانتشاء شائع مثلاً في العربية للدلالة على تخطّي الوعي بالحاضر أو بالواقع ، وتخفيف حدة الإحساس بالزمن ، وهو ما كان الشعراء على مرّ العصور يعتبرونه مصدر ألم للإنسان ، (حكمة الدهر أن نعيش سكارى .. فاجمعا لي الكؤوس والأوتارا - بشارة الخوري) ، والإشارة إلى نشوة الحب مثلاً لم تعد تفهم حرفياً على أنها سكرة يتبعها صحو ، ولكن المفهوم الشائع لها هو الفرحة الطاغية التي تفصل المرء عن اللحظة ، والكامنة في كلمة jouissance (المشتركة بين الفرنسية والإنجليزية) أو الطرب ecstasy أو النعيم bliss أو فورة السعادة euphoria . وقد يدهش القارئ العربي إذا علم أن هذه المعاني ليست شائعة في الأدب الإنجليزي مثلاً ، وعندما تأتي على لسان شاعرٍ مبدعٍ فأهل الإنجليزية يحتفلون بها أيما احتفال ، مثل تعبير كيتس عن سعادته الغامرة

لسماع صوتِ البلبلِ في أنشودته الشهيرة التي تبدأ بتشبيه تأثيرِ أغنية البلبلِ في نفسه بالألم الذي تتحوَّلُ إليه المتعةُ حين تجاوزُ كلَّ حدٍّ ، ولهذا فالدكتور زاهر غبريال يقدمها في صورةٍ عربيةٍ رائعةٍ سبق لي أن أشرتُ إليها في أكثرَ من موضعٍ ، وإن كنت لم أعرضُ لها بالتفصيلِ من حيث إنها إبداعٌ جديدٌ ينتمي دون شكٍّ إلى مجال الأدب المقارن .

ما لقلبي يتنزى سقمًا

ولحسي بات يرعى الألما

أتراني قد شربتُ الموتَ سمًّا ؟

أو رشفتُ الخمرَ ناراً حمماً

لحظةً مرّت ؛ فإذا بي قد نسيت الكونَ طرّاً

ومضت في عالمِ الأحلامِ بي الدنيا .

(روائع من الشعر الإنجليزي - القاهرة ، الهيئة المصرية العامة للكتاب ،

١٩٧٩)

والأصل هو :

My heart aches and a drowsy numbness pains

My sense, as though of hemlock I had drunk

Or emptied some dull opiate to the drains

One minute past, and Lethe-wards had sunk

فإذا قال قائلٌ إن المترجمَ قد خرجَ عن « معاني » النص الظاهرة ، ردُّ عليه دون مشقّةٍ بأن النقادَ لا يزالون في خلافٍ حول تلك « المعاني » ، ظاهرة وباطنة ! فالكلمتان اللتان تشيران إلى الألم في البيت الأوّل (aches ،

(pains) ليستا مترادفتين ، لأن الأولى معناها الوجع أو المرض المسبب للألم ، والشاعرُ يستخدمُ الفعلَ بصورتهِ اللازمة ، بحيث يمكنُ أن يشير إلى أوجاع القلب ، أو العلة المحدثة للألم ، أو إلى الألم نفسه ، بينما يستخدم الفعل الثاني في صيغة الفعل المتعدّي واضعاً إياه بين فاعل موصوف ومفعول مجرد ، مما يوحي بأن التركيبَ بسيطاً وما هو بسيطٌ لأن الفاعلَ المركّبَ هنا يتضمن ما يسمّى بتبادل موقعي الصفة و الموصوف transferred epithet ، أي احتمال تفسير الصفةِ على أنّها موصوف والموصوفُ على أنه صفة ، فتعبير drowsy numbness قد يعني numb drowsiness أو بعبارة أوضح numbing drowsiness - ومن ثمّ فإن ظاهر المعنى وهو « الخدر الناعس » أو « خدر النعاس » قد يعني « النعاس الذي يجلب الخدر » أو « نعاس الخدر » !

تُمثّلُ هذه المجالات الدلالية ، بتعبير أصحابِ النقدِ الحديث ، المنطقة التي يتحرّكُ فيها التفسيرُ ، مما يسمَحُ للمترجم أن يحدّدَ لنفسه ما يراه وفقاً لمفهومه الخاص للنص ، ولذلك فإن المترجم وهو شاعرٌ مفطورٌ يشاركُ الشاعرَ وعيهُ بتلك اللحظة الفريدة ، كما يقول نقادُ الوعي من أرباب مدرسة جنيف (مثل جورج بوليه Georges Poulet) فينقل فكرة النعاس ، والفكرة هنا بمعنى خيط الصورة أو التيمة (theme أو motif) إلى آخر بيت في ترجمته بعد أن يكسوها رداء الأحلام ، ويحيل الصورة المباشرة « الألم يخدر إحساسي » إلى مصطلح العربية العريق وهو « حسيّ بات يرعى الألم » . فالرعي صورة متأصلة في وجدان أبناء العربية ، وهو يستقي من صورة السائل الذي شربه ، وهو شراب سامّ ومسكّر معاً ، صورة « التّزي »

ليربط على أعمق مستويات اللاوعي (أي subliminally) بين الدّم والخمر ! وهو يستخدم نفس الحيلة اللغوية التي أشرنا إليها وهي « تبادلٌ موقعي الصّفة والموصوفِ » في « شربت الموت سمّاً » ، والمقصود هو « شربت السمّ المفضي إلى الموت » كأنما يقول « شربت السمّ موتاً » ! والواقع أن كيتس يعود إلى نفس التركيب في dull opiate التي تعني حرفياً الشراب المسكّر الذي يعطل الإحساس ، وإن كان التركيب يصفُ الشراب نفسه بأنه « مُعطل الإحساس » .

وفي البيت الرابع من الترجمة العربية نأتي إلى صورة الخمر العربية التي لا ترد في الأصل صراحةً ولكنها مضمرة في صورة المشروب السّام hemlock (واسمه العلمي الشوكران) وصورة الأفيون opiate ، والمقصود به شيء من مشتقاته ، أي أنه يستخدم من خلال حدسه الفني intuition مبدأ الإضمار implicature ، وهو هنا إضمار عرفي conventional (حسب تعريف ليفنسون Levinson وتعريف براون Brown) لأنه يستند إلى الشفرة الأدبية للغة العربية ، أي إلى الأعراف الأدبية التي تملّي على المترجم أن يحيل الشفرة الأجنبيّة إلى مثيلاتها أو إلى أقرب مثيل لها بالعربيّة .

ولذلك فهو عندما يخوض من جديد تجربة الشاعر الأصلية يجد أن الخمر الملتهبة تتطلّب الإفصاح عنها بدلاً من إضمارها ، وتفسيره يجعل للخمر « ناراً حمماً » تضع خاتمة للحظة الغياب عن الوعي بأشد وسيلة « عرفية » وهي النار الحارقة !

ولذلك فالمترجم يخرج عن معنى كلمتي one minute past أي « منذ دقيقة واحدة » وكان بوسعه ، دون كسر لتفعيله بحر الرمل أن يقول « منذ

لحظة « (فاعلاتن) وحسب ، ولكنه ينهي العبارة بالحمم ، ويبدأ جملة الجديدة بعبارة خبرية صارمة هي « لحظة مرت » (فاعلاتن فا) كي يرغمنا على التوقفِ موسيقياً ، مستخدماً « إذا » الفجائية في عرض صورة النسيان ، وهو هنا يحيل اسم نهر النسيان Lethe إلى فكرة النسيان وحسب ، ثم يعود كما سبق أن قلت إلى فكرة التُّعاسِ التي تحولت إلى الأحلام ، « فعالم الأحلام » كناية عن النوم ، وهي تعتمد كما يقول جاكوبسون Jakobson على التلامس contiguity ، وما أحرى الشاعر العربي بأن يختم ترجمته باستعارة تتضمن كنايةً (مضت الدنيا بي في عالم الأحلام) !

(٣)

تحويل الشفرة والتناص

ولا أريدُ أن أطيلَ على القارئ في تحليل هذا التحويل transformation في الشفرة الأدبية ، الذي هو في صلبِ دراسةِ الأدبِ المقارنِ ، فكل ما أردت أن أوضحه هو أن الشاعرَ الذي يحيلُ التجربةَ الأدبيةَ الأجنبيةَ إلى نظائرها العربيةَ لا مفرَّ له من التناصِ intertextuality بمعنى أن نصَّهُ الجديد يشتركُ مع نصوص اللُّغةِ التي يترجم إليها (وعلى عدة مستويات لغوية) في بعض العناصرِ الجوهريةِ، وقد رَكَّزْتُ هنا على صورةِ الخمرِ فحسب ، وكنت أريدُ أن أشيرَ إلى استخدام المترجم للفظِ « الدنيا » في ترجمة « الهبوط إلى نهرِ النسيان » فهو أيضاً يحيلُ القارئَ إلى « قلنا اهبطوا منها » - البقرة ٢٦ - والهبوطُ هو هبوطٌ إلى الدنيا !

ولكن إضافة الخمرِ الصَّريحةِ هي لبُّ الموضوع ، ولن نحتاجَ إلى أبي

نواس لكي ندرك أهميَّة هذه الصورة التي أصبحت « بلاغية » بمعنى اتفاقِ القارئ والكاتب على أنها تستخدمُ مجازاً في جميع الأحوال تقريباً ومن ثمَّ أصبحتُ عرفاً أدبياً أي جزءاً من شفرةِ العربيَّة ! وانظر قول شوقي في قصيدته عن أم كلثوم :

سَلُوا كُؤُوسَ الطَّلَا هَلْ لَامَسَتْ فَاهَا
 وَاسْتَخْبِرُوا الرَّاحَ هَلْ مَسَّتْ ثَنَائِيهَا
 بَاتتْ عَلَى الرَّوْضِ تَسْقِينِي بِصَافِيَةٍ
 لَا لِلسُّلَافِ وَلَا لِلرُّورِدِ رِيَّاهَا
 مَاضِرٌّ لَوْ جَعَلتْ كَأْسِي مَرَاشِفَهَا
 وَلَوْ سَقَتْنِي بِصَافٍ مِنْ حُمَيَّاهَا

الطَّلَا هو الطلاءُ وهو الخمرُ ، وكذلك الرَّاحُ ، والصَّافِيَةُ هي كأسُ الخمرِ ، وكذلك السُّلَافِ والسُّلَافَةُ ، والحُمَيَّا تعني الخمر كذلك ! أما الفم فهو يرد أولاً مباشرة (فاها) ثم من خلال المجاز المرسل (الثنايا أي أسنان مقدمة الفم) ثم من خلال الكناية (المراشف) . وتكرَّرَ كلمة الصافي مرتين ، والكأسُ مرتين كذلك !

نحن إذن بصددِ قصيدةٍ أو أبياتٍ لا تهدفُ إلى الاقتصادِ في التعبير لتوصيل معنى محددٍ ، بل بصددِ أبياتٍ تمثلُ العرفَ الأدبيَّ العربيَّ فيما يتصلُ باستعمال هذه الصورة ودلالاتِها ، والشاعرُ لا يرمي إلى الإحالةِ إلى معانٍ ثابتةٍ خارجِ النصِّ بل إلى إيجادِ حالةٍ بلاغيَّةٍ تتضافرُ فيها عواملُ الشعرِ المألوفة ، فالأبيات تستقي جلَّ جمالِها من الصِّياغةِ اللغويَّةِ والموسيقيةِ الغلابةِ ، ويكفي أن تنظرَ إلى تتابعِ الواوين والألفين - مع اللام) في الشطرِ

الأول لتعرفَ ما أعني (سلوا كؤو - الطلا - هل لا) ثم إلى توازي المعنى والتركيب بين الشطرين الأول والثاني :

سلوا	كؤوس الطلا	هل لامست	فاها
↓	↓	↓	↓
واستخبروا	الراح	هل مست	ثناياها

فهذا هو ما يعنيه أبو هلال العسكري (في الصناعتين) « بتشبه أعجازه بهواده وموافقة مآخيره لمبادئه » ، وإن كان شوقي يستخدم حيلةً بلاغيةً كلاسيكية أيضاً هي التوسيع amplification أو التوسع في المعنى ، الذي أصبح يشار إليه هذه الأيام بالتعبير الموسيقي « التكرار مع التنوع » : repetition with variation

... لو جعلت كأسى مراشفها
ولو سقتني بصاف من حُمياها

فالتنوع هنا يمزج بين ما يفترض الشاعر أن المغنية قد شربته ، وبين ما يظنُّ هو أنه شربه ونهلَ منه فارتوى أثناء غنائها ، أي أن للتنوع ضرورةً فنيةً لأنه يدمج الصورتين ، ويوحى بصورة أخرى هي تمنيه تقييلها !

والمترجمُ الدارسُ للأدب الإنجليزي لن يتوقفَ طويلاً عند المعنى الإحاليّ أي دلالة ألفاظِ هذا النصِّ على أشياء ماديةٍ بعينها مثلما يفعلُ مترجمُ النصوص العلمية ، ولكنه واعياً أو دون وعيٍ يستدعي نصّاً آخر بالإنجليزية ، ويقوم بتفسير نصِّ شوقي ومن ثمَّ يترجمه من خلاله ألا وهو نصُّ قصيدة للشاعر بن جونسون بعنوان To Celia :

Drink to me only with thine eyes
And I will pledge with mine
Or leave a kiss but in the cup
And I shall not ask for wine
The thirst that from the soul doth rise
Doth ask a drink divine
But might I of Jove's nectar sup
I shall not change for thine !

وترجمتها المنشورة الحرفية هي : اشربي نخبي بكأس عينيك ، وسوف
أبادلك النخب بكأس عيني ، أو اتركي قبلةً وحسب في الكأس ، وعندها
لن أطلب الخمر ! فالعطش الذي يزداد في الروح يطلب شراباً مقدساً ،
لكنني حتى لو شربتُ رحيقَ ربِّ الأربابِ ، فلن أستبدلهُ بخمر عيونك !
لقد كانت هذه أغنية مألوفة في عصر النهضة ، ولا يكاد يخلو منها
كتاب من كتب المختارات الشعرية ، وشفرتها الأدبية أجنبية صرفة ،
فتبادل الأنخاب بصك كأسى الشاربين تقليد غربي محض ، واستعمال
الصور الرومانية الوثنية ، كصورة رب الأرباب ، كان مألوفاً باعتباره من حيل
البلاغة الشعرية حتى بعد استتباب أديان التوحيد ! ولكن الموقف هنا يتضمّن
عناصر تقبل المقارنة مع موقف شوقي ، خصوصاً إذا أجرينا الموازنة المعقولة
بين الشفاه والعيون ، وقبلة الكأس تبرز لدى الشاعرين بصورة لا لبس فيها
ولا غموض !

ولذلك فسوف نلمح في الترجمة الإنجليزية التالية تشابك معاني
القصيدتين وتجاوب أصداً صورهما :

Ask ye those cups of wine
 If they have touched her lip !
 For the distilled nectar fine
 She offers me this eve to sip
 In the meadow of melody
 Beats both rose and wine
 In quenching the thirst of soul and body !
 Oh, that her lips were but my cup
 So that from her wine I may now sup !

بل إن المترجم هنا ، عن وعي أو عن غير وعي ، يستخدم القوافي نفسها ، وبعض الكلمات التي استخدمها الشاعر الإنجليزي في الإشارة إلى الخمر (wine-nectar) ويزيد من طول الأبيات تدريجياً من ثلاث تفعيلات إلى خمس تفعيلات ، منتفعاً بعلة الزيادة والنقص في تنوع أنغامه الإنجليزية ، ولكن أهم الإضافات التي تقطع في رأي المترجم بنص بن جونسون ، هو الإشارة إلى أن خمر الغناء « تروي عطش الروح والجسد » ، وشوقي يستعمل كلمتين في الإشارة إلى ذلك هما « تسقيني » و « رباها » ، دون تخصيص الروح أو الجسد ، وإذن فلن نكون مجحفين إذا قلنا إن المترجم أخذ صورة « ريّ الروح » من بن جونسون ، وأضاف الجسد لإتمام معنى شوقي ، وربما لإحكام القافية كذلك !

(٤)

التفسير والأدب المقارن

نحن لا نبالغ إذن حين نقول إن التفسير نفسه ، إذا صح أنه يمثل

مرحلة منفصلة سابقة للصياغة ، يتضمّن مقارنةً دفيئةً مع النصّ الأجنبي ، فالمرجمُ يتكلم لغةً بن جونسون ، ويستخدم الكلمات القديمة أو الشعرية مثل ye بدلاً من you ، وربما للإشارة إلى أن المخاطبَ « جمع » لا « مفرد » ، و eve بدلاً من evening في نقل الإيحاء بأن الحمامة التي يخاطبها الشاعرُ (المغنية) تصدحُ في هدأة الليل - ودليله على ذلك لا يقتصرُ على كلمة « باتت » بل يدعمه استخدام شوقي للفظ الليل صراحة في بيتٍ لاحقٍ :

مدت إلى الليلِ جيداً نافرأ ورمت
إليه أذنا وحات فيه عيناها

وهو يضيفُ صفةً للروضِ meadow تحيله إلى « روض الألحان » أو الروض الذي تتردّدُ فيه الألحان ، وإن كانت الإضافة هنا يمكنُ أن تصل إلى حدّ الاستعارة كما تقول كريستين بروك -روز Christine Brooke-Rose في كتابها « الأسس النحوية للاستعارة » *A Grammar of Metaphor* ، والاستعارة عن طريق الإضافة لست غريبة عن العربية ، وكذلك فإن المترجمَ يستخدمُ التركيبَ الذي اشتهرَ به ملتون وهو وضعُ الموصوفِ بين صفتين ، أي تقديمُ صفةٍ وتأخير أخرى ، وربما كان ذلك هنا بسببِ ضروراتِ الوزن والقافية .

الصياغة تفسير

ولكن التفسيرَ في الواقع مرحلة لا تنفصلُ عن مرحلة الصياغة في الترجمة الأدبية ، فالمرجمُ شأنه في ذلك شأنُ الشاعرِ الأصلي ، يستكشفُ

معاني القصيدة وصورها في المرحلتين ، وهو في مرحلة الصياغة مفسر أيضاً ، وإن كانت الصياغة باعتبارها مرحلة لاحقة تقتضي أخذ عوامل أخرى في الحسبان ، تتعلق في المقام الأول بالجمهور الذي يخاطبه ، فمترجم أبيات شوقي يضع نفسه في الموقع الذي أراده شوقي من سامعيه وهو الانتماء إلى تراث قديم ، وتقديم صورة معاصرة له يقربه بها من أفهام سامعيه ، أي يحييه بها ، وهذا هو معنى حركة الإحياء أو البعث !

فقارئ الترجمة الإنجليزية سوف يدرك من اختيارات المترجم للألفاظ والزخافات العروضية وتلوين القافية أنه إزاء نص قديم - منذ المطلع نفسه الذي يستند فيه المترجم إلى عكس inversion بناء السؤال (Ask ye) وهو صيغة استفهام في الأساس ، وإن كانت تتضمن هنا معنى الأمر أيضاً - فالإنجليزية الحديثة تتوسل بالأفعال المساعدة modal auxiliary مثل do أو can أو may هنا - (do you ask ?) ولذلك فإن السؤال الإنكاري الذي يضمّر الأمر imperative يعتبر عاملاً من عوامل تحديد الزمان (والمكان) deixis (والصفة منها deictic) وهي عوامل مهمة عند ترجمة نص قديم أو معاصر .

وينطبق ذلك على ترجمة النص المسرحي المعاصر . فالمترجم الذي يختار الفصحى بدايةً لتقريب النص المسرحي إلى القارئ يكون قد حدد الابتعاد الزمني والمكاني عنه . وهذه من أولى الخطوات على طريق خيارات الصياغة . فإذا اختار الفصحى التراثية كان يقول لنا ضمناً إنه يعتبر النص قديماً ، ويطلب من القارئ أن يضع ذلك في اعتباره عند قراءته بكل ما يستلزمه ذلك من منهج ثقافي أثري archeological أي منهج استقرار الزمن القديم

والمكان الموحى به ، لا إدراج النص في سياق خبرة القارئ الواقعية . أما إذا اختار المترجم اللغة الدارجة (العربية المصرية مثلاً) فإنه يحكم بدايةً بأن الصورة التي يراها للنص صورة معاصرة ، أي أن تفسير المترجم له تفسير معاصر ؛ فالمترجم هنا مؤلف بالنيابة vicarious .

(٥)

التفسير والصياغة مقارنة

ولننظر الآن في مدى التغيير الذي يحدث للنص المترجم حين يضع المترجم نفسه في موقع المفسر والصائغ معاً ، أي حين يرينا في اختياره مدى موازنته بين تفسيره للنص الأجنبي ومدى حرصه على إخراج صورة عربية منه ، تراعي جمهور الأحياء . هذه أبيات ثمانية من الفصل الثالث في مسرحية تاجر البندقية لشكسبير يعتبرها النقاد مقطوعةً غنائيةً lyrical وكثيراً ما يدرجها مؤلفو كتب المختارات في نماذج الشعر الغنائي :

Portia: How all the other passions fleet to air

As doubtful thoughts, and rash-embraced despair.

And shuddering fear, and green-eyed jealousy !

O Love !

Be moderate; allay thy ecstasy;

In measure rain thy joy; scant this excess.

I feel too much thy blessing; make it less,

For fear I surfeit.

III. ii. 108-115

المعنى الحرفي واضح وهو ، نشرأ ، (انظر) كيف تطير جميع الشعاع

الأخرى وتضيعُ في الهواءِ ! مثل الظنون واليأس الذي يعانقُه الطيشُ ،
والخوفُ الذي يبعثُ الرعدةَ ، والغيرةُ ذات العينين الخضراوين ! أيها الحبُّ !
كن معتدلاً ، وخفف من حدةِ نشوتك ، اقتصد في الفرح الذي تمطره
(في نفسي) ، وقلل من غلوائك ، فإن هناعك يغمرنِي بإحساس أكبر مما
ينبغي ، فاقتصد فيه لأنني أخشى التخمة !

وهذا المعنى هو ما أسميته في أولِ الفصل بالمعنى الإحالي ، أي ما تدلُّ
عليه الألفاظُ بتركيباتها القائمة بعد تجريدها من السياق الشعريِّ ، أما
السياق الشعريُّ فيتضمَّنُ إلى جانب ذلك عنصرين لا يمكنُ تجاهلُهما في
الشعر ، وهما الوزن والقافية . فشكسبير هنا يقدمُ لنا مقطوعةً موزونةً مقفاةً
لا يمكنُ إدراكُ معناها الشعريِّ دون أخذِ الوزنِ والقافية في الاعتبار ،
ولذلك فقد لجأ المترجمُ عندما وضع نفسه في موضع الشاعرِ إلى تمثُّل
هذين العنصرين ، وأتى لنا بالمقابل العربي الذي يتكئ عليهما ، ولو ضحى
في سبيل ذلك ببعضِ الصور :

وما عدا الحبُّ من مشاعرٍ ولى	ومضى في الهواءِ مثل الهباءِ
من ظنونٍ وبعضِ يأسٍ شرودٍ	أو كخوفٍ وغيرةٍ حمقاءِ
أيها الحبُّ رحمةً بي ترفقُ	لا تُذبني بسكرةٍ وانتشاءِ
أمطر الفرحَ بين جنبيِّ لكنْ	اقتصدْ وابتعدْ عن الغلواءِ
يغمر النفسَ منك فيضُ هناعِ	وأنا أخشى تخمة الامتلاءِ

البحر هنا هو الخفيفُ (فاعلاتن مستفعلن فاعلاتن) والقافية موحدة ،
مع نقل التصريح من البيتِ الأولِ إلى الأخير ، وقد اقتضتْ الضرورةُ الشعريةُ
إبرازَ همزة (الامتلاء) في البيتِ الأخير ، وفيما عدا ذلك لا تتضمَّنُ

الأبيات من الزحافات والعلل ما يزيد عن المؤلف في الخفيف ، وأما ما حذفه المترجم فهو صورة عناق الطيش لليأس ، وصورة تأثير الخوف أي الرعدة ، وإن كان قد استعاضَ عن الطيش بصفة « الشرود » ، وعن لون عيني الغيرة بصفة الحمق ، مما يعد من قبيل التفسير !

نحن إذن أمام عمليين أدبيين بلغتين مختلفتين مهما يبلغ من تماثلهما لأن كلاً منهما يتوسلُ بالشفرة الأدبية لكل من اللغتين ، ويطوع الموسيقى الشعرية لمقتضيات الجمهور ، ويراعي التماثل في الموقف الذي ينعكس في التراكيب . فالبيتُ الأولُ يكررُ معنى الذهابِ في « مضى و ولى » ، ولا بد أنه ينظر إلى قول محمود حسن إسماعيل :

ارفع الرأسَ يا أخي فلقد ما ت و ولى زمان الاستعباد

فالتماثلُ في البحر لا يمكنُ أن يكونَ من قبيلِ المصادفةِ ، والألف الممدودةُ في القافية (رغم اختلاف الرّوي) توحى بذلك ، و « مضى و ولى » تماثل « مات و ولى » وإن كان التعبيرُ الأخيرُ غريباً فالميتُ لا يتحركُ ! و على أي حال ، فالإيحاء بموسيقى العربية الأصيلةِ في بحرٍ مركّبٍ (أي من غير البحور الصافية التي لا تتغير فيها التفعيلات) يؤكد حالة الاطمئنان التي تريدُ بورشياً أن تفصح عنها ، خصوصاً من خلال تجانس الحركاتِ *assonance* (ترجمة مجدي وهبة) أو التجانس الصوتي في الهواءِ والهباءِ ، والظنون والشُرودُ وما إلى ذلك ، بحيث يمكنُ للدارس أن يعتبرَ الترجمةَ عملاً جديداً يقف على قدميه ، ويقبل المقارنةَ بالعملِ الإنجليزي .

ولكن هذه الترجمة ، كما سبق أن ذكرت ، تحدّد ضمناً زمن القصيدة ومكانها ، فكأنما يقول المترجم لنفسه : لو كنت عربياً وكنت أعيش في عصر سابق و وضعت نفسي في موضع بورشيا فماذا كنت أقول ؟ ومعنى ذلك إذن أن تفتح أمامنا إمكانات إخراج صور أدبية متعددة للنص الواحد ، ونحن لا نستطيع قياس مدى نجاحها مستندين فحسب إلى مدى اقترابها من الأصل فذلك هو معيار الترجمة العلمية فقط ومثلها الأعلى هو الإحالة التي تحدثنا عنها في أول الفصل ، ولكننا لا بدّ أن نستخدم معايير أخرى مستقاة من النقد الأدبي وتطبيقاته على اللغة والصياغة .

(٦)

الترجمة أدب مقارن

ولذلك فالمقارنة بين الترجمات هي أيضاً من مباحث الأدب المقارن . ولننظر الآن في ختام هذا المبحث إلى ترجمات منوعة لحديث عطيل في المشهد الثالث من الفصل الأول من مسرحية « عطيل » ، ونرى كيف ترجمه نعمان عاشور بالعربية المصرية (الدارجة) وترجمه غيره نثراً ونظماً :

Othello : Her father loved me; oft invited me;

Still question'd me the story of my life,

From year to year, the battles, sieges, fortunes 130

That I have passed.

I ran through it all, even from my boyish days

To the very moment that he bade me tell it;

Wherein I spake of most disastrous chances,

Of moving accidents by flood and field, 135

Of hair-breadth scapes i' the imminent deadly breach.
 Of being taken by the insolent foe
 And sold to slavery, of my redemption thence
 And portance in my travels' history;
 Wherein of antres vast and deserts idle. 140
 Rough quarries, rocks and hills whose heads touch beaven.
 It was my hint to speak, – such was the process;
 And of Cannibals that each other eat,
 The Anthropophagi and men whose heads
 Do grow beneath their shoulders. This to hear 145
 Would Desdemona seriously incline;
 But still the house–affairs would draw her thence
 Which ever as she could with haste dispatch,
 She'd come again and with a greedy ear
 Devour up my discourse : which I observing 150
 Took once a pliant hour, and found good means
 To draw from her a prayer of earnest heart
 That I would all my pilgrimage dilate.
 Whereof by parcels she had something heard.
 But not intentively : I did consent, 155
 And often did beguile her of her tears.
 When I did speak of some distressful stroke
 That my youth suffer'd. My story being done.
 She gave me for my pains a world of sighs :
 She swore, in faith, 'twas strange, 'twas passing strange, 160
 'Twas pitiful, 'twas wondrous pitiful :
 She wish'd she had not heard it, yet she wish'd

That heaven had made her such a man : She thank'd me,
 And bade me, if I had a friend that loved her,
 I should but teach him how to tell my story, 165
 And that would woo her. Upon this hint I spoke;
 She loved me for the dangers I had pass'd,
 And I loved her that she did pity them.
 This only is the witchcraft I have used;
 Here comes the lady; let her witness sit. 170

I. iii. 127-170

قد يدهش القارئ من إيراد هذا النص الطويل (٤٤ سطرًا) بدلاً من قطعة قصيرة ، والواقع أنني تعمدت ذلك لأنه يمثل لونا خاصًا من الكتابة الأدبية وهو أسلوب « السرد الدرامي » - وهو نوعٌ جدُّ خاصٌ ، يتطلَّبُ براعةً لا يكادُ يتفوق فيها أحد على شكسبير ، بمعنى أنه أساسًا أسلوبٌ قصصيٌّ ، ولكنه مدرج في صلبِ الحدثِ الدراميِّ بحيث يتخذُ موقفًا وسطًا بين السردِ وبين الحوارِ !

فعطيل هنا يشرحُ للحاكم كيف أحب ديزدمونة وأحبته ، مخصصًا نصف الحديث تقريبًا لما قصه على ديزدمونة من مغامراتِ الشبابِ ، كأنما ليعيدَ ما جرى أمامَ أعيننا ، ثم بنى على أساس ذلك إيضاحه لتأثر ديزدمونة بالقصةِ حتى إن الحاكمَ ليبيدي إعجابَهُ بها ، ويقولُ إنها قصةٌ خليقةٌ بأن تستهوي فؤادَ ابنته هو نفسه ! والنصفُ الثاني يتضمَّنُ روايةً لحديث ديزدمونة من وجهةِ نظرِ عطيل ورده على ما قالته ، أي أنه حوارٌ مروى يصعدُ إلى ذروةٍ ، ويشبه بناؤه بناء الحكاية المستقلة ، وإن كان لها مكانها

في صُلبِ الحدثِ الدرامي في المسرحية .

ماهي الاختياراتُ المتاحةُ أمام المترجم إذن ؟ إنه سؤالٌ ينتمي أدبيًا إلى مباحث الأدب المقارن بل إنه من الأسئلة الثابتة في الأدب المقارن ! إن عطيل ، كما هو واضح ، ذو أسلوب ناضج وصياغة لغوية محكمة - يستخدمُ الجملةَ الطويلة حين يضمنُ متابعةَ السامع واستغراقه ، ثم ينزِعُ إلى تقصيرِ العبارة واستخدام التقديم والتأخير لجذب الانتباه أو للتشويق . وحيله اللغوية كما يقول سلجادو (طبعة سوان للمسرحية) تدلُّ على خبيرٍ بفنِّ القول ، وعلى أن إيقاع حديثه المنظوم ينهض بمهمةٍ كبرى في توصيل المعنى الدرامي ، الذي يصبحُ في غضونِ المسرحية معنى شعريًا أيضًا ! فهو عربي فصيحٌ يحيطُ بفنونِ البلاغة . ، ويبرز بين أبطال شكسبير باعتباره ذلقَ اللسانِ ناصعَ البيانِ ، وما أشبهه بأمير المغرب (الذي سبق لشكسبير تصويره في تاجر البندقية) الذي يفاجأ بورشيا بقوله :

Mislike me not for my complexion,
The shadow'd livery of the burnish'd sun,
To whom I am a neighbour and near bred.

لا تنفري مني لسمرة الأديمِ إنها
رداءُ ظلٍ أكتسيه
في حَضْرَةِ الشَّمْسِ التي تُشعُّ ناراً
جارتني و بنت موطني !

(الأبيات الأولى من المشهد الأول من الفصل الثاني)

هل يختار المترجم العربية المصرية (الدارجة) لترجمة هذا الشعر؟ هل يقع اختياره على النثر بالفصحى المعربة؟ وكيف يحدد مستوى أسلوبه حتى يحقق مرامي شكسبير؟ إنني لا شك معجب بجرأة نعمان عاشور على الإقدام على ترجمة هذا النص بالعربية المصرية، ولكنني غير معجب باختصاره لهذا الحديث المسهب، وعدم استخدامه لتراث العامية الحافل، ولننظر إذن في البداية إلى الصورة العامية التي قدمها نعمان عاشور، الكاتب المسرحي الفذ، رحمه الله:

عطيل: كان أبوها بيحبني ودايماً يعزمني ويلح عليّ أحكي له قصة حياتي سنة ورا سنة .. المهالك اللي شفتها .. والمعارك اللي خضتها . وكنت باحكي له على كل حاجة . ازاى بقيت أنفذ بجلدي على آخر لحظة ولما أسروني وباعوني في سوق العبيد ... والحيوانات والوحوش اللي اتعرضت لها ... وكأنت ديزدمونة ميالة تسمع حكاياتي . ولو أن مشاغل البيت كانت بتبعدها كثير .. لكن كانت ما بتصدّق تخلصها وتدنها راجعة و ودانها مفتحة تلقف اللي أقوله لقف . لدرجة أنها ساعات كانت تعيط على اللي شفته واللي قاسيته في صبايا وشبابي . قصره . حبتني للمخاطرة والأهوال اللي مرّيت بيها ، وأنا حبيتها لأنها كانت بتعطف عليّه . ودا هو النوع الوحيد من السحر اللي استعملته معاها ، ومع كل ، أهي جاية وحتسمعوا شهادتها .

(مجلة المسرح - القاهرة - سبتمبر / أكتوبر ١٩٨٤)

الواضح أن نعمان عاشور هنا قد تأثر بتوفيق الحكيم ، فقدّم لغة وسطى غير معرّبة بينما كان توفيق الحكيم يدعو إلى الفصحى المعرّبة التي « تستفيد » من ثراء العامية ، ولكن اللّغة الوسطى الذي يستخدمها عاشور تتضمن لكنتاً أجنبيةً تبعُدُ بها تماماً عما كان يسميه محمد مندور بالعامية الجزلة (التي اشتهر بها سعد وهبة مثلاً) لأن عاشور يتردد بين الالتزام بالكلمات الفصيحة والبناء العامي للجملة ، مما جعل الترجمة شبيهةً بحديثِ « الخواجات » « بتبعدها كثير » « كانت تعيط على اللي شفته » - ولكن العيبَ الأساسيَّ هو الاختصارُ ، ومفتاحه كلمة « قصره » (inshort) غير الموجودة في نص شكسبير ولا يمكنُ أن توجدَ ! وهو يكتبُ النصَّ من جديدٍ بالعامية كأنما يكتبُ حواراً في مسرحية واقعية له ، أي أنه أساء فهم الشفرة الأدبية لـ « عطيل » بإحالتها إلى تراث مدرسة أدبية مختلفة ، وهو لم يجهد نفسه في تقمُّصِ روح النصِّ الأصلي أو تحويلِ شفرته الخاصة إلى الشفرة العربية المقابلة ولا نقولُ المماثلة !

وأمامي الآن ترجمتان سأوردهما دون تعليقٍ مسهبٍ ، مكتفياً بهذا التقديم : الأولى من إبداع شاعرٍ فحلٍ هو خليل مطران . وترجمته تنشد الأمانة والصدق في النقل ، وهو لا يكادُ يخطئ في معنى لفظٍ واحدٍ رغم أنه كان يترجمُ عن الفرنسية . وهو إلى ذلك ينجحُ في تفسير نبرات حديث عطيل ، وينقله إلى الشفرة العربية المضاهاة به ، وأنا أقولُ ذلك رغم إدراكي لصعوبة الحكم على التقاليد الأدبية والأعراف اللغوية التي بعد العهدُ بها ، فقد كان مطران ينتمي إلى جيل شوقي وحافظ والمنفلوطي والرافعي ، أرباب

الأسلوب الرفيع والصياغة البارعة . وكان يشارك جيل الرواد في صناعة العربية المعاصرة ، اشتقاقاً ونحتاً وتعريباً وترجمة ، وكان مثله الأعلى هو المثل الأعلى المطلق للبلاغة العربية القديمة مهما يكن قد بالغ في ذلك بعض الشيء ؛ إذ لا بد أن يلاحظ القارئ إحاطة مطران بمصطلح اللغة العربية الأصيل « رقتها لي » و « ثلثة من ثلمات الحصار » و « قالت في بعض ما قالت » وكثرة توسله بالصيغ الدينية التي تمثل جزءاً لا يتجزأ من تراث العربية « لولا لطف من الله تداركني » و « لأقوام أخرج جعل الله رؤوسهم تحت أكتافهم » ، بحيث تخرج ترجمته نسيجاً متجانساً لا حيرة فيه ولا تخبط بين أسلوب وأسلوب ، رَحِمَ اللهُ مطران .

والترجمة الثانية هي ترجمة جبرا إبراهيم جبرا الذي يكتفى بالمعاني الإحالية للألفاظ ، فترجمته ترجمة إحالية ، ولا تخلو من أخطاء في فهم المعنى - مثل تصويره ، رحمه الله ، أن floodand field تعني « الفيضانات والحروب » ! وهي لا تعني إلا في البحر والبر (وقد وضعها مطران في صورتها القرآنية « في البر والبحر ») وقد شاع استخدامها بعد شكسبير حتى أصبحت من المصطلح العام للغة الإنجليزية !

والمنهج الذي يتبعه جبرا يذكرنا بمنهج مشروع ترجمة شكسبير الذي تبنته جامعة الدول العربية في الترجمة الحرفية التي تصر على تقديم لفظ واحد مقابل كل لفظ ، ويدافع عنه حالياً مترجمو الأمم المتحدة استناداً إلى أن ترجمتهم علمية ، وأقل ما يقال عن هذا المنهج هو أنه فاسد ، فلم يعد أحد من دارسي اللغة يعتبر الكلمة المفردة وحدة للتعبير ، بل لقد تجاوز

بعضُ العلماءِ اعتبارَ الجملةِ وحدةَ التعبيرِ ، وأجازوا ضمَّ العباراتِ بعضها إلى البعضِ إذا اقتضى الأمرُ ذلكَ ، وقرَّ رأيُ أساتذةِ ترجمةِ الكتابِ المقدسِ (انظر *The Poetics of Translation*) على ضرورةِ ضمِّ الآياتِ بعضها إلى بعضٍ في الترجمةِ حتى لا يُتسرَّ المعنى ، ولم يعارضُ أحدٌ ذلكَ !

والأعجبُ من ذلكَ أنه عندما حاولُ « التصرف » في الترجمةِ كأن يجد عوضاً عن *a world of sighs* (عالم أو دنيا من التنهدات ، بمعنى زفراتٍ وآهاتٍ لا تحصى ، أي لا أولَ لها ولا آخر) يجعلها « كافأتني على أتعابي بوابلٍ من التنهدات » ! والوابل بعد هو شؤبوب المطر (في العربية التراثية) والكلمة تستخدمُ في العربية المعاصرة في معانٍ مجازيةٍ غيرِ حسنةٍ مثل « وابلٍ من الرصاص / الطلقات / الشتائم » !

ويكفي هذا التقديمُ ، وسوف أوردُ النصين متقابلين كيما يرى القارئ مدى إبداعِ مطرانٍ نثراً ومدى حَرْفيَّةِ وأخطاءِ جبرا ، ثم أحتتمُ المقالَ بترجمتي المنظومةِ للحديثِ نفسه ، وأعتقدُ أن الصورةَ الأدبيةَ التي تخرجُ في كل نص لـ « عطيل » العربي تكفي لإثبات ما سعيت لإثباته من انتماء الترجمةِ الأدبيةِ إلى الأدبِ المقارن .

جبرا إبراهيم جبرا	خليل مطران
<p>كان والدها يحبني ، وكثيراً ما يستضيفني . ويسألني دوماً عن قصة حياتي من سنة إلى سنة . وما رأيت ١٣٠ من معارك ، وحصارات ، وتقلبات . فرويت له كل شيء ، منذ أيام الصبي حتى اللحظة التي طلب فيها إليّ الكلام . فتحدثت عن نوازل جد رهيبة ، وأحداث مشيرة من فيضانات وحروب ١٣٥ عن النجاة مراراً بقيد شعرة من الشجرة المهذدة بالتهلكة ، عن وقوعي أسيراً في يد العدو الوقح الذي باعني عبداً ، وكيف افتديت بعد ذلك ، وما فعلته في أيام تجوالي وترحالي ، فأتيح لي الحديث عن كهوف هائلة وصحاري خاوية . عن مقالع وعرة وصخور ، ١٤٠ وشواهد تلامس رؤوسها السماء - هكذا كانت حكايتي .</p>	<p>كان أبوها يحبني . وكان كثيراً ما يدعوني فيسألني ترجمتي مفصلة سنة بسنة ، وبيان المكافحات والمحاصرات التي شهدتها ، وتعدد ما أحرزته من النصرات ، فكنت أجيبه إلى أمنيته حتى لم تبق في حياتي كبيرة ولا صغيرة إلا حدثته بها وذلك منذ نعومة أظفاري إلى اليوم الذي كنت أجالسه فيه . فمما وصفته له الطوارئ الرائعة والفواجع المبكية التي لقيتها براً وبحراً من مثل ما جرى لي يوماً وقد أوشكت أن أقتل في ثُلْمَة من ثُلْمَات الحصار لولا لطف من الله تداركني عن قيد شعرة ، ومن مثل استئساري يوماً لعدوٍ وقح باعني بيع الرقيق ، ومن مثل شرائي رقبتني ، وضروب الغرائب التي صادفتها في أيامي . وكان في خلال إخباري بتلك الوقائع يدخل في كلامي تصويرٌ مفاوز فسيحة وصحاري قاحلة ومحاجر كالحجة ، وصخور وجبال تشمخُ بقممها إلى العنان .</p>

جبرا إبراهيم جبرا	خليل مطران
<p>وعن أكلة البشر الذي يلتهم بعضهم البعض ، والأنثروبوفاجيين ، وأناس تطلع رؤوسهم من تحت أكتافهم . ١٤٥ بسماع هذا كله شغفت دزديمونة ، غير أن شؤون المنزل كانت بين الحين والحين تشغلها عني ، فتفرغ منها بأعجل ما تستطيع ، لتعود من جديد ، وبأذن نهمة تلتهم حديثي . وأنا عندما لحظت ذلك ، اغتنت ساعة مواتية ، تمكنت فيها من أن أستخرج منها رجاء من القلب بأن أسرد عليها حكاية ترحالي كلها بتفصيل . بعد أن كانت قد سمعت منها نتفاً دونما تركيز . و وافقت أنا ، ١٥٥ وكثيراً ما استدررت دمعها وأنا أروي لها عن هذه النكبة أو</p>	<p>كُل هذه الأغراض كانت تمر تباعاً في أقوالي ، ناهيكم بمشاهداتي لأكلة اللحوم البشرية ولأقوام آخر ؛ جعل الله رؤوسهم تحت أكتافهم . وكانت ديدمونة تسمع هذه الأقاويص بشغف . سوى أن بعض مشاغل البيت كانت بين آن وأن تضطرها للقيام فإذا انصرفت لها قضتها بأسرع ما تستطيع وعادت تشرب حديثي بأذن ظمأى . فلما لمحت ذلك منها استدرجتُها ذات يوم في ساعة مناسبة لتسألني أن أقص عليها بالتمام سيرة رحلاتي التي كانت قد سمعت منها نتفاً ولم تتمكن من استتباعها فأعدت عليها تلك السيرة كما أرادت وكنت أراها غير مرة تبكي رحمةً لشبابي مما أصابني فيه من الأرزاء الأليمة . وعندما ختمت قصتي كافأني عليها بتنهيدات لا تحصى ، وأقسمت أنها غريبة في الغاية وأنها محزنة إلى النهاية بحيث تمننت لو لم تسمعها - على أنها قالت في</p>

جبرا إبراهيم جبرا	خليل مطران
<p>تلك مما حلّ بي في شبابي . وكلما انتهت حكايتي كافأتني على أتعابي بوابل من التنهيدات . وراحت تقسم قائلة إنها غريبة في منتهى الغرابة ، ١٦٠ إنها مؤسية ، في غاية الأسي ، وتمنت لو أنها لم تسمعها ، ولكنها تمنت لو أن السماء جعلتها رجلاً مثلي . لقد شكرتني ، وطلبت إليّ إن كان لي صديق يحبها أن أعلمه كيف يروي قصتي ١٦٥ فيكسب بذلك ودها . فاغتنمت تلك الفرصة ، وتكلمت . لقد أحببني لما عرفتُ من مخاطر ، وأحببتها لأنها أشفقت عليّ منها . هذا هو السحر الوحيد الذي استخدمته . وها هي السيدة قادمة . فتشهد علي ذلك . ١٧٠</p>	<p>بعض ما قالت أنها كانت تود لو خلقها الله رجلاً على هذا المثال ثم شكرت لي معروفني ، وكاشفتني بأنه إذا كان لي صديق يحبني فحسبي أن أعلمه كيف يقصُّ ترجمة حياتي لترضَى به قريباً . هذه العبارة جرأتني فَبَحْتُ لها بما في ضميري وعلمت منها أنها أحببني بسبب الأخطار التي عانيتها وشعرتُ من نفسي أنني أحببتها لما تبينتُ من شفقتها عليّ ورقَّتْها لي . ذلك هو الفنُّ الوحيد الذي توسلت به إليها من أفانين السحر . على أنها قادمة وستسمعون شهادتها . (تدخل ديدمونة)</p>

وأخيراً أقدمُ صورةً منظومةً لنفس الحديثِ ، لم تنشرُ بعد ، حاولت أن أجمعَ فيها بين الالتزام بالمعنى وبين سهولة الصياغة التي قصدتُ بها مخاطبةَ جمهورِ اليومِ . بلغةِ اليومِ ، ومحاكاةِ إيقاعاتِ شكسبير من خلال الرّجزِ الذي أحياناً ما يتداخلُ مع صاحبيه في الدائرة الخليلية وهما الرّمل والهزج وأحياناً ما يتحول إلى الكامل :

عُطيل : لَكُمْ أَحْبَنِي أَبُوها ! وكم دَعَانِي لِلزَّيَارَة

وكان كلُّ مرّةٍ يلحُّ أن أقصَّ قصتي عليه

وما شَهِدْتُهُ على مرِّ السنين من معارك

١٣٠

ومن وقائعِ الحصارِ أو تقلُّبِ القدرِ .

وقد قصصتها جميعاً منذ أيام الطفولة

للحظة التي رويتُ فيها هذه الرواية .

حدثته عن الكوارثِ المرّبة التي ادلَّهَمَّتْ

١٣٥ وما ألمَّ بي من المخاطرِ المثيرة ، في البحرِ أو في البرِّ ،

وعن نجاتي بعدما أصبحتُ قيدَ شعرةٍ من الهلاكِ

قبيلَ ذلكَ قلعةٍ محاصرةٍ ،

أو عندما وقعتُ في أيدي الأعداءِ الظلمة

وكيف باعوني بأسواقِ النخاسة

وكيف عندها فديت نفسي ، وكل ما شاهدتُ في أسفاري .

١٤٠ حدثته عن شاسعِ الكهوفِ أو عن موحشِ الصَّحاري

وعن وعورةِ المحاجرِ التي وقَعْتُ فيها والصُّخورِ والرَّواسبِ التي

تناطح السماء ! وهكذا مضيت في روايتي :

- حدثته عن آكلي لحم البَشْرِ
 من يأكلون بعضهم بعضاً ، وعن رجالٍ تنبتُ الرؤوسُ عندهم
 ١٤٥ تحت المناكبِ ! و شاق أن تصغي لذلك « ديزدمونة »
 لكنَّ شغل المنزلِ الكثيرَ كان يقتضي انصرافها
 فتنتهي منه بأقصى سرعة
 كيما تعودَ لالتهامِ ما أقصُهُ بأذن نهمة !
 ١٥٠ وعندما لاحظتُ ذاك رمت ساعة مناسبة
 وآنذاك - جعلتها تسألني بكل صدقٍ واشتياقٍ
 أن أقصَّ رحلتي عليها كاملة
 بدلاً من الشذراتِ والتُّفِ التي
 سمعتُ بها في تلكم الأثناءِ دونما تسلسل !
 ١٥٥ أجبت سؤالها وكم نزحت الدمعَ من عين الفتاةِ
 حين قصصتُ بعضَ ما عانيت في صدرِ الشبابِ من محن
 وعندما فرغتُ من روايتي
 أخذت أجراً سابغاً .. بحرّاً من الزفراتِ والآهاتِ !
 ١٦٠ بل أقسمتُ بأنها حقاً لقصة غريبة .. جدُّ غريبة !
 وإنها تذكى مكانمَ الشجونِ والأسى !
 وقالت ليت أني ما سمعتها ، لكنها تمنّتُ
 لو أن ربَّ الكونِ أبدعَ خلقها رجلاً كمثلي !
 وبعد أن أزجتُ إليَّ الشكرَ قالت إنها ترجو
 إن كنت أعرف صاحباً يحبُّها

١٦٥

فما عليّ إلا أن أعلمه

كيف يقصُّ قصتي وسوف ترضى بالزواجِ منه !

وعندها أفصحتُ عن مشاعري !

لقد أحبتني لما شهدته من المخاطرِ

أما أنا فعشقت ما أبدته من عطفٍ وإشفاقٍ عليّ

لم أستعن إلا بهذا السحرِ وحده !

١٧٠

ها قد أتتْ بنفسها ، ولتطلبوا منها الشهادَةَ .

منتدی سور الازبکیہ

WWW.BOOKS4ALL.NET

<https://twitter.com/SourAlAzbakya>



John Eastwood

NEW EDITION
now with tests

Oxford Practice Grammar

with answers

Oxford University Press

Second edition

Oxford Practice Grammar

with answers John Eastwood

Oxford University Press

Oxford University Press
Great Clarendon Street, Oxford OX2 6DP

Oxford New York
Auckland Bangkok Buenos Aires Cape Town Chennai
Dar es Salaam Delhi Hong Kong Istanbul Karachi
Kolkata Kuala Lumpur Madrid Melbourne Mexico
City Mumbai Nairobi Sao Paulo Shanghai Singapore
Taipei Tokyo Toronto

with an associated company in Berlin

Oxford and *Oxford English*
are trade marks of Oxford University Press.

ISBN 0 19 431369 7 (with answers)
ISBN 0 19 431427 8 (with answers with CD-ROM)
ISBN 0 19 431370 0 (without answers)

© Oxford University Press 1992, 1999

First published 1992 (reprinted nine times)
Second edition 1999
Tenth impression 2002
Printing ref. (last digit): 6 5 4 3 2 1

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of Oxford University Press.

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, resold, hired out, or otherwise circulated without the publisher's prior consent in any form of binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

Illustrated by Richard Coggan Designed by Richard Morris, Stonesfield Design Typeset by Tradespools Ltd., Frome, Somerset Printed in China

Thanks

The author and publisher would like to thank:

all the teachers in the United Kingdom and Italy who discussed this book in the early stages of its development;

the teachers and students of the following schools who used and commented on the pilot units of the first edition:

The Bell School of Languages, Bowthorpe Hall,
Norwich

The Eckersley School of English, Oxford
Eurocentre, Brighton Eurocentre, London
Victoria King's School of English,
Bournemouth Academia Lacunza -
International House, San Sebastian, Spain

the teachers and students of the following schools who used and commented on the first edition of this book:

Anglo World, Oxford
Central School of English, London
Linguarama, Birmingham

Thomas Lavelle for his work on the American English appendix;

Rod Bolitho for his valuable advice on what students need from a grammar book.

The author would also like to thank:

Stewart Melliush, David Lott and Helen Ward of Oxford University Press for their expertise and their commitment in guiding this project from its earliest stages to the production of this new edition;

Sheila Eastwood for all her help and encouragement.

Contents

Introduction *page vi*
Key to symbols *vii*
Starting test *viii*

Words and sentences

- 1 Word classes: nouns, verbs, adjectives, etc 2
- 2 Sentence structure: subject, verb, object, etc 4
- 3 Direct and indirect objects 6

Verbs

- 4 The present continuous 8
- 5 The present simple 10
- 6 Present continuous or simple? 12
- 7 State verbs and action verbs 14
Test 1: Present tenses 16
- 8 The past simple 18
- 9 The past continuous 20
- 10 Past continuous or simple? 22
Test 2: Past simple and past continuous 24
- 11 The present perfect (1) 26
- 12 The present perfect (2): **just, already, yet; for and since** 28
- 13 The present perfect (3): **ever, this week, etc** 30
- 14 Present perfect or past simple? (1) 32
- 15 Present perfect or past simple? (2) 34
Test 3: Present perfect and past simple 36
- 16 The present perfect continuous 38
- 17 Present perfect continuous or simple? 40
- 18 The past perfect 42
- 19 Review of the past simple, continuous and perfect 44
- 20 The past perfect continuous 46
Test 4: Past and perfect tenses 48
- 21 Review of present and past tenses 50
Test 5: Present and past tenses 54
- 22 Introduction to the future 56
- 23 **Will and shall** 58
- 24 **Be going to** 60
- 25 **Will and be going to** 62
- 26 Present tenses for the future 64
- 27 **When I get there, before you leave, etc** 66
Test 6: The future with **will, be going to** and present tenses 68

- 28 **Will be doing** 70
- 29 **Will have done and was going to** 72
- 30 Review of the future 74
Test 7: The future 76
- 31 The verb **have** 78
- 32 Short forms, e.g **it's, don't** 80
- 33 Emphatic **do** 82

Questions, negatives and answers

- 34 Yes/no questions 84
- 35 Short answers, e.g. Yes, **it is.** 86
- 36 Wh-questions 88
- 37 Subject/object questions 90
- 38 Prepositions in wh-questions 92
- 39 **Who, what or which?** 94
Test 8: Questions 96
- 40 Negative statements 98
- 41 Negative questions 100
- 42 Question tags, e.g. **isn't it?** 102
- 43 **So/Neither do I and I think so** 104
Test 9: Questions, negatives and answers 106

Modal verbs

- 44 Ability: **can, could and be able to** 108
- 45 Permission: **can, may, could and be allowed to** 110
- 46 Possibility and certainty: **may, might, could, must, etc** 112
- 47 Necessity: **must and have to** 114
- 48 Necessity: **mustn't, needn't, etc** 116
- 49 **Should, ought to, had better and be supposed to** 118
- 50 Asking people to do things 120
- 51 Suggestions, offers and invitations 122
- 52 **Will, would, shall and should** 124
- 53 **It may/could/must have been, etc** 126
Test 10: Modal verbs 128

The passive

- 54 Passive verb forms 130
- 55 Active and passive (1) 132
- 56 Active and passive (2) 134
- 57 Special passive structures 136
- 58 **Have something done** 138
- 59 **To be done and being done** 140
Test 11: The passive 142

The infinitive and the ing-form

- 60 Verb + to-infinitive 144
- 61 Verb + ing-form 146
- 62 Verb + to-infinitive or verb + ing-form? 148
- 63 **Like, start, etc** 150
- 64 **Remember, regret, try, etc** 152
Test 12: Verb + to-infinitive or ing-form 154
- 65 Verb + object + to-infinitive or ing-form 156
- 66 Question word + to-infinitive 158
- 67 Adjective + to-infinitive 160
- 68 **For** with the to-infinitive 162
- 69 The infinitive with and without **to** 164
- 70 Verb/Adjective + preposition + ing-form 166
- 71 **Afraid to do or afraid of doing?** 168
- 72 **Used to do and be used to doing** 170
- 73 Preposition or linking word + ing-form 172
- 74 **See it happen or see it happening?** 174
- 75 Some structures with the ing-form 176
Test 13: The infinitive and the ing-form 178

Nouns and articles (a/an and the)

- 76 **Ship and water:** countable and uncountable nouns 180
- 77 **A carton of milk, a piece of information, etc** 182
- 78 Nouns that can be either countable or uncountable 184
- 79 Agreement 186
- 80 Singular or plural? 188
- 81 Pair nouns and group nouns 190
- 82 Two nouns together 192
Test 14: Nouns and agreement 194
- 83 **A/an and the** (1) 196
- 84 **A/an and the** (2) 198
- 85 **A/an, one and some** 200
- 86 **Cars or the cars?** 202
- 87 **Prison, school, bed, etc** 204
- 88 **On Friday, for lunch, etc** 206
- 89 **Quite a, such a, what a, etc** 208
- 90 Place names and **the** 210
Test 15: **A/an and the** 214

This, my, some, a lot of, all, etc

- 91 **This, that, these and those** 216
- 92 **My, your, etc and mine, yours, etc** 218
- 93 The possessive form and **of** 220
- 94 **Some and any** 222
- 95 **A lot of, many, much, (a) few and (a) little** 224
- 96 **All, half, most, some, no and none** 226
- 97 **Every, each, whole, both, either and neither** 228
Test 16: **This, my, some, a lot of, all, etc** 230

Pronouns

- 98 Personal pronouns, e.g. **I, you** 232
- 99 **There and it** 234
- 100 Reflexive pronouns 236
- 101 Emphatic pronouns and **each other** 238
- 102 The pronoun **one/ones** 240
- 103 **Everyone, something, etc** 242
Test 17: Pronouns 244

Adjectives and adverbs

- 104 Adjectives 246
- 105 The order of adjectives 248
- 106 **The old, the rich, etc** 250
- 107 **Interesting and interested** 252
- 108 Adjective or adverb? (1) 254
- 109 Adjective or adverb? (2) 256
Test 18: Adjectives and adverbs 258
- 110 Comparative and superlative forms 260
- 111 Comparative and superlative patterns (1) 264
- 112 Comparative and superlative patterns (2) 266
Test 19: Comparative and superlative 268
- 113 Adverbs and word order 270
- 114 **Yet, still and already** 274
- 115 Adverbs of degree, e.g. **very, quite** 276
- 116 **Quite and rather** 278
- 117 **Too and enough** 280
Test 20: Adverbs and word order 282

Prepositions

- 118 Prepositions of place 284
- 119 In, **on** and **at** (place) 288
- 120 In, **on** and **at** (time) 290
- 121 **For**, **since**, **ago** and **before** 292
- 122 **During** or **while**? **By** or **until**? **As** or **like**? 294
- 123 Preposition + noun, e.g. **on holiday** 296
- 124 Noun + preposition, e.g. **trouble with** 298
- 125 Adjective + preposition, e.g. **proud of** 300
- Test 21: Prepositions 302

Verbs with prepositions and adverbs

- 126 Prepositional verbs, e.g. **wait for** 304
- 127 Verb + object + preposition 306
- 128 Phrasal verbs (1) 308
- 129 Phrasal verbs (2) 310
- 130 Phrasal verbs (3) 312
- 131 Verb + adverb + preposition 314
- Test 22: Verbs with prepositions and adverbs 316

Reported speech

- 132 Direct speech and reported speech 318
- 133 Reported speech: person, place and time 320
- 134 Reported speech: the tense change 322
- 135 Reported questions 324
- 136 Reported requests, offers, etc 326
- Test 23: Reported speech 328

Relative clauses

- 137 Relative clauses with **who**, **which** and **that** 330
- 138 The relative pronoun as object 332
- 139 Prepositions in relative clauses 334
- 140 Relative structures with **whose**, **what** and **it** 336
- 141 The use of relative clauses 338
- 142 Relative pronouns and relative adverbs 340
- 143 Relative clauses: participle and to-infinitive 342
- Test 24: Relative clauses 344

Conditionals and wish

- 144 Conditionals (1) 346
- 145 Conditionals (2) 348
- 146 Conditionals (3) 350
- 147 Review of conditionals 352
- 148 **If**, **when**, **unless** and **in case** 354
- 149 **Wish** and **if only** 356
- Test 25: Conditionals and **wish** 358

Linking words

- 150 **But**, **although** and **in spite of** 360
- 151 **To**, **in order to**, **so that** and **for** 362
- 152 Review of linking words 364
- 153 Links across sentences 366

Appendices

- 1 Word formation 368
- 2 The spelling of endings 370
- 3 Punctuation 372
- 4 Pronunciation 374 (missing)
- 5 American English 377
- 6 Irregular verbs 383

Key to the starting test 385

Key to the exercises 386

Key to the tests 414

Index 425 (missing)

Introduction

Who is this book for?

Oxford Practice Grammar is for students of English at a middle or 'intermediate' level. This means students who are no longer beginners but who are not yet expert in English. The book is suitable for those studying for the Cambridge First Certificate in English. It can be used by students attending classes or by someone working alone.

What does the book consist of?

The book consists of 153 units, each on a grammatical topic. The units cover the main areas of English grammar. Special attention is given to those points which are often a problem for learners: the meaning of the different verb forms, the use of the passive, conditionals, prepositions and so on.

Many units contrast two or more different structures such as the present perfect and past simple (Units 14-15). There are also a number of review units. The emphasis throughout the whole book is on the meaning and use of the forms in situations. Most units start with a dialogue, or sometimes a text, which shows how the forms are used in a realistic context.

There are also 25 tests. These come after each group of units and cover the area of grammar dealt with in those units.

Each unit consists of an explanation of the grammar point followed by a number of exercises. Almost all units cover two pages. The explanations are on the left-hand page, and the exercises are on the right-hand page. There are a few four-page units, with two pages of explanation and two pages of exercises.

The examples used to illustrate the explanations are mostly in everyday conversational English, except when the structure is more typical of a formal or written style (e.g. Unit 75B).

There are also appendices on a number of other topics, including word formation, American English and irregular verbs.

What's new about this edition?

There have been many changes in both the content and design of the book.

The number of units has been increased from 120 to 153. There are more two-page units and fewer four-page units.

The 25 tests are a new feature. There is also a Starting test to help students find out what they need to study.

There are many more dialogues and illustrations on the explanation pages. Many of the examples and situations are new.

- There are many new exercises and more different types of exercise.

The number of appendices has been increased from two to six.

This new edition features a group of characters whose lives are the basis for many of the situations in both the explanations and the exercises. (But you can still do the units in any order.)

How should the book be used?

There are various ways of using the book. If you know that you have problems with particular points of grammar, then you can start with the relevant units. The contents list and index will help you find what you want. Or you can do the Starting test (see page *viii*) and then use the results to decide which parts of the book to concentrate on. Or you can start at the beginning of the book and work through to the end, although the grammar topics are not ordered according to their level of difficulty.

When you study a unit, start with the explanation page and then go on to the exercises. Often you can study a part of the explanation and then do one of the exercises. The letter after each exercise title, e.g. (A), tells you which part of the explanation the exercise relates to. If you have made mistakes in your answers to the exercises, look back at the explanation.

What about the tests?

There are 25 tests at intervals through the book. You can do a test after you have worked through a group of units. At the beginning of each test you are told which units are being tested.

The tests do two things. Firstly, they enable you to find out how well you have mastered the grammar. (If you get things wrong, you can go back to the relevant unit or part of a unit.) Secondly, the tests give you practice in handling exam-type questions. Many of the test questions are similar to those used in the Cambridge First Certificate Use of English Paper.

What's the best way to learn grammar?

It is usually more effective to look at examples of English rather than to read statements about it. The explanations of grammar in this book are descriptions of how English works; they are a guide to help you understand, not 'rules' to be memorized. The important thing is the language itself. If you are learning about the present perfect continuous, for example, it is helpful to memorize a sentence like *We've been waiting here for twenty minutes* and to imagine a situation at a bus stop like the one in Unit 16A. The explanation - that the action happens over a period of time lasting up to the present - is designed to help towards an understanding of the grammar point. It is not intended that you should write it down or memorize it.

Active learning will help you more than passive reading, so it is important to do the exercises and to check your answers.

Another way of actively learning grammar is to write down sentences you see or hear which contain examples of the grammar you are studying. You may come across such sentences in English books or newspapers, on television or on the Internet. You may meet English speakers. For example, someone may ask you *How long have you been living here?* Later you could note down this sentence as a useful example of the present perfect continuous. It is also a good idea to collect examples with a personal relevance like *I've been learning English for three years.*

Key to symbols

The symbol / (oblique stroke) between two words means that either word is possible. *I **may/might** go here?* means that / ***may** go* and ***I might** go* are both possible. In exercise questions this symbol is also used to separate words or phrases which need to be used in the answer.

Brackets () around a word or phrase mean that it can be left out. *There's (some) milk in the fridge* means that there are two possible sentences: *There's **some** milk in the fridge* and *There's milk in the fridge*.

The symbol ~ means that there is a change of speaker. In the example *How are you?* ~ *I'm fine, thanks*, the two sentences are spoken by different people.

The symbol > means that you can go to another place in the book for more information. > 7 means that you can find out more in Unit 7.

The symbol ► in an exercise means an example.

Starting test

This test will help you to find out which parts of the book you need to spend most time on. You don't have to do the whole test at once - you could do numbers 2 to 22 first to test your knowledge of verbs. Choose the correct answer - a), b), c) or d).

Some of the questions are quite difficult, so don't worry if you get them wrong. This book was written to help you get them right in future!

Words and sentences

- 1 We gave a meal.
a) at the visitors b) for the visitors c) the visitors d) to the visitors

Verbs

- 2 I'm busy at the moment on the computer.
a) I work b) I'm work c) I'm working d) I working
- 3 My friend the answer to the question.
a) is know b) know c) knowing d) knows
- 4 I think I'll buy these shoes really well.
a) They fit b) They have fit c) They're fitting d) They were fitting
- 5 Where the car?
a) did you park b) did you parked c) parked you d) you parked
- 6 At nine o'clock yesterday morning we for the bus.
a) wait b) waiting c) was waiting d) were waiting
- 7 When I looked round the door, the baby quietly.
a) is sleeping b) slept c) was sleeping d) were sleeping
- 8 Here's my report it at last.
a) I finish b) I finished c) I'm finished d) I've finished
- 9 I've made some coffee. It's in the kitchen.
a) ever b) just c) never d) yet
- 10 We to Ireland for our holidays last year.
a) goes b) going c) have gone d) went
- 11 Robert... .. ill for three weeks. He's still in hospital.
a) had been b) has been c) is d) was
- 12 My arms are aching now because since two o'clock.
a) I'm swimming b) I swam c) I swim d) I've been swimming
- 13 I'm very tired. over four hundred miles today.
a) I drive b) I'm driving c) I've been driving d) I've driven
- 14 When Martin the car, he took it out for a drive.
a) had repaired b) has repaired c) repaired d) was repairing
- 15 Janet was out of breath because ...
a) she'd been running b) she did run c) she's been running d) she's run
- 16 Don't worry. I be here to help you.
a) not b) shall c) willn't d) won't

1. Word classes: nouns, verbs, adjectives, etc

A Introduction



Look at the different kinds of word in this sentence.

Pronoun	Verb	Determiner	Adjective	Noun	Preposition	Noun	Adverb
I	have	an	important	conference	at	work	tomorrow,
Linking word	Pronoun	Verb	Adverb	Adjective			
So	I	am	rather	busy.			

B What kind of word?

There are eight different kinds of word in English. They are called 'word classes' or 'parts of speech'. Here are some examples from the conversations in the cafe. The numbers after the examples tell you which units in the book give you more information. 1 Verb: **have, am, is, would, like, come, are, sitting, look** 4-75

Noun: **conference, work, coffee, party, Saturday, Jessica, friends, corner** 76-82

Adjective: **important, busy, good, cheap** 104-109

Adverb: **tomorrow, rather, really, here** 113-117

Preposition: **at, to, on, in** 118-125

Determiner: **an, this, our, the** 83-97

Pronoun: **I, it, you** 98-103

Linking word: **so, and** 150-153

C Words in sentences

Some words can belong to different classes depending on how they are used in a sentence.

VERBS

*Can I **look** at your photos? We **work** on Saturday morning.*

NOUNS

*I like the **look** of that coat. I'll be at **work** tomorrow.*

1 Exercises

1 What kind of word? (B)

Read this paragraph and then say which word class each underlined word belongs to. To help you decide, you can look back at the examples in B.

Andrew didn't go to the cafe with the other students. Rachel told him they were going there, but he wanted to finish his work. Andrew isn't very sociable. He stays in his room and concentrates totally on his studies. He's an excellent student, but he doesn't have much fun.

- | | | | |
|----------|--------------------|--------------|-------|
| ? to | <i>preposition</i> | 7 sociable | ..... |
| ? cafe | <i>noun</i> | 8 in | ..... |
| 1 the | ..... | 9 and | ..... |
| 2 told | ..... | 10 totally | ..... |
| 3 they | ..... | 11 an | ..... |
| 4 there | ..... | 12 excellent | ..... |
| 5 he | ..... | 13 but | ..... |
| 6 finish | ..... | 14 fun | ..... |

2 What kind of word? (B)

Read this paragraph and then write the words in the spaces below. Write the first three verbs under 'Verb', and so on. Do not write the same word more than once.

Henry thinks Claire is wonderful. He loves her madly, and he dreams of marrying her, but unfortunately he is rather old for her. Today they are at a cafe with their friends Sarah and Mark, so Henry can't get romantic with Claire. But he might buy her some flowers later.

- | | | | |
|--------------|--------------|-----------|--------------|
| Verb | Noun | Adjective | Adverb |
| <i>think</i> | <i>Henry</i> | . | |
| Preposition | Determiner | Pronoun | Linking word |

3 Words in sentences (C)

Is the underlined word a verb, a noun or an adjective?

- ? Shall we go for a walk? *noun*
- ? Shall we walk into town? *verb*
- 1 Laura wanted to talk to Rita.
- 2 Laura wanted a talk with Rita.
- 3 The windows aren't very clean.
- 4 Doesn't anyone clean the windows?
- 5 We went to a fabulous show in New York.
- 6 Laura wanted to show Rita her photos.
- 7 Henry thought Claire looked beautiful.
- 8 A strange thought came into Emma's head.
- 9 Sarah is feeling quite tired now.
- 10 Studying all night had tired Andrew out.

2. Sentence structure: subject, verb, object, etc

MIKE AND HARRIET ARE MOVING THEIR PIANO UPSTAIRS. TOM, MELANIE AND DAVID ARE HELPING THEM.



Sentence structure

The parts of a sentence are the subject, verb, object, complement and adverbial. A statement begins with the subject and the verb. There are five main structures which we can use to make a simple statement.

1 SUBJECT VERB

My arms are aching.
Something happened.

2 SUBJECT VERB OBJECT

I need a rest.
Five people are moving the piano.

The subject and object can be a pronoun (e.g. **I**) or a noun phrase (e.g. **the piano**).

3 SUBJECT VERB COMPLEMENT

This piano is heavy.
It was a big problem.

The complement can be an adjective (e.g.

heavy) or a noun phrase (e.g. **a big problem**).

The complement often comes after **be**. It can also come after **appear, become, get, feel, look, seem, stay or sound**. For adjectives and word order see Unit 104B.

4 SUBJECT VERB ADVERBIAL

It is on my foot.
Their house is nearby.

An adverbial can be a prepositional phrase (e.g. **on my foot**) or an adverb (e.g. **nearby**).

5 SUBJECT VERB OBJECT OBJECT

It is giving me backache.
David bought Melanie a present.

We use two objects after verbs like **give** and **send** (see Unit 3).

B Adverbials

We can add adverbials to all the five main structures. *My arms are aching terribly.* *I really need a rest.* *Of course this piano is heavy.* *Fortunately their house is nearby.* *To everyone's surprise, David actually bought Melanie a present yesterday.*

2 Exercises

1 Parts of the sentence (A)

Mike and Harriet are on holiday. They have written a postcard to David and Melanie. Look at each underlined phrase and say what part of the sentence it is: subject, verb, object, complement or adverbial.

► We're having a great time. *object*

1 The weather is marvellous.

4 We're on a farm.

2 We really enjoy camping.

5 We like this place.

3 It's great fun.

6 The scenery is beautiful.

2 Sentence structure (A)

After moving the piano, the five friends had a rest and a cup of tea.

Look at this part of their conversation and then write the letters a)- e) in the correct place.

a David: That was a difficult job.

b Tom: I agree.

c Mike: I'm on my deathbed.

d David: Someone should give us a medal.

e Harriet: I've made some more tea.

► Subject + verb *b*

1 Subject + verb + object

2 Subject + verb + complement

3 Subject + verb + adverbial

4 Subject + verb + object + object

3 Word order (A)

Put the words in the correct order and write the statements.

► is / Melanie / very nice *Melanie is very nice.*

1 football / likes / Tom

2 an accident / David / had

3 moved / the piano / we

4 a tall woman / Harriet / is

5 sat / on the floor / everyone

6 gave / some help / Mike's friends / him

4 Adverbials (B)

These sentences are from a news report. Write down the two adverbials in each sentence.

Each adverbial is a prepositional phrase or an adverb.

► Prince Charles opened a new sports centre in Stoke yesterday. *in Stoke yesterday*

1 He also spoke with several young people.

2 The sports centre was first planned in 1994.

3 Naturally, the local council could not finance the project without help.

4 Fortunately, they managed to obtain money from the National Lottery.

3 Direct and indirect objects



A Introduction

Henry gave Claire some flowers. Here the verb **give** has two objects. **Claire** is the indirect object, the person receiving something. **Some flowers** is the direct object, the thing that someone gives.

Henry gave some flowers to Claire. Here **give** has a direct object (**some flowers**) and a phrase with **to**. **To** comes before **Claire**, the person receiving something.

Here are some more examples of the two structures.

INDIRECT OBJECT	DIRECT OBJECT	DIRECT OBJECT	PHRASE WITH TO/FOR
<i>Emma gave Rachel</i>	<i>a CD.</i>	<i>Emma gave the CD I'll</i>	<i>to Rachel.</i>
<i>I'll send my cousin</i>	<i>a postcard.</i>	<i>send a postcard We</i>	<i>to my cousin.</i>
<i>We bought all the children</i>	<i>an ice-cream.</i>	<i>bought ice-creams</i>	<i>for all the children.</i>

B To or for?

We give something to someone, and we buy something for someone.

We can use **to** with these verbs: **bring, feed, give, hand, lend, offer, owe, pass, pay, post, promise, read, sell, send, show, take, teach, tell, throw, write**

Vicky paid the money to the cashier, OR Vicky paid the cashier the money. Let me read this news item to you. OR Let me read you this news item. We showed the photos to David, OR We showed David the photos.

We can use **for** with these verbs: **book, bring, build, buy, choose, cook, fetch, find, get, leave, make, order, pick, reserve, save**

They found a spare ticket for me. OR They found me a spare ticket. I've saved a seat for you. OR I've saved you a seat. Melanie is making a cake for David, OR Melanie is making David a cake.

C Give + pronoun

Sometimes there is a pronoun and a noun after a verb such as **give**. The pronoun usually comes before the noun.

Henry is very fond of Claire. He gave her some flowers.

We use **her** because Claire is mentioned earlier. **Her** comes before **some flowers**.

Henry bought some flowers. He gave them to Claire.

We use **them** because the flowers are mentioned earlier. **Them** comes before **Claire**.

3 Exercises

I Give (A)

Look at the Christmas presents and write sentences about them.

Put one of these words at the end of each sentence: *necklace, scarf, sweater, tennis racket, watch*



► Harriet gave Mike a watch.

Indirect object or to? (A)

Write the information in one sentence. Put the underlined part at the end of the sentence.

Sometimes you need *to*.

- ? Daniel lent something to Vicky. It was his calculator. → Daniel *lent Vicky his calculator*.
 ? Mark sent a message. It was to his boss. → Mark *sent a message to his boss*.
 1 Emma sold her bike. Her sister bought it. → Emma
 2 Tom told the joke. He told all his friends. → Tom
 3 Melanie gave some help. She helped her neighbour. → Melanie
 4 Ilona wrote to her teacher. She wrote a letter. → Ilona

3 To or for? (B)

Mark's boss at Zedco is Mr Atkins. He is telling people to do things. Put in *to* or *for*.

- | | | |
|---|--------------------------|------------------|
| ? Give these papers <i>to</i> my secretary. | 3 Don't show these plans | anyone. |
| ? Could you make some coffee <i>for</i> us? | 4 Leave a message | my secretary. |
| 1 Book a flight | me, could you? | 5 Fetch the file |
| 2 Can you post this cheque | .. the hotel? | 6 Write a memo |
| | | all managers. |

4, Give + pronoun (C)

Complete each answer using the words in brackets. Sometimes you need to use *to* or *for*.

- ? Matthew: Why is everyone laughing? (a funny story / us)
 Vicky: Daniel told *us* a funny story.
 ? Trevor: There's some fish left over, (it / the cat)
 Laura: I'll feed *it* to the cat.
 1 Mark: What are you doing with those bottles? (them / the bottle bank)
 Sarah: I'm taking
- 2 Trevor: How are things with you, Daniel? (a job / me)
 Daniel: Fine. Someone has offered
- 3 David: What about those papers you found? (them / the police)
 Tom: Oh, I handed
- 4 Emma: It's pouring with rain, look, (my umbrella / you)
 Rachel: It's OK. I'll lend

4 The present continuous

A Introduction

The present continuous means that we are in the middle of an action.



B Form

The present continuous is the present tense of be + an ing-form.

I am looking OR I'm looking

you/we/they are looking OR you/we/they're looking

he/she/it is looking OR he/she/it's looking

NEGATIVE

I'm not looking

you/we/they aren't looking

he/she/it isn't looking

QUESTION

am I looking?

are you/we/they looking?

is he/she/it looking?

I'm getting the lunch ready. The train is coming, look.

We're looking for a post office. Rachel isn't wearing her new dress.

What are you doing? Who is Vicky dancing with?

For rules about the spelling of the ing-form see page 370.

C Use

We use the present continuous to say that we are in the middle of an action.

I'm waiting for the train. (I'm at the station now.)

I'm getting the lunch ready. (I'm in the kitchen now.) *I'm waiting* means that I am in the middle of a period of waiting. The wait is not yet over.

We can also use the present continuous when we are in the middle of something but not actually doing it at the moment of speaking.

*I must get back to the office. We're **working** on a new project.*

*I'm quite busy these days. **I'm doing** a course at college.*

We can use the present continuous when things are changing over a long period. *The number of cars on the road is **increasing**. The earth is slowly **getting** warmer.*

For the future meaning of the present continuous see Unit 26A. *I'm **playing** badminton with Matthew **tomorrow**.*

3 Exercises

1 Form (B)

Look at the pictures and say what people are doing.

Use these verbs: *carry, paint, play, ride, take*

Use these objects: *a bicycle, a parcel, a photo, a picture, basketball*



► *He's riding a bicycle.*

1	3
2	4

2 Form (B)

Rachel is in the computer room at college. Complete her conversation with Andrew. Put in a present continuous form of the verb.

Andrew: What (►) *are you doing?* (you / do)

Rachel: (►) *I'm writing* (I / write) a letter to a friend. He's a disc jockey. Vicky and I

(1) (try) to organize a disco.

Andrew: That sounds a lot of work. How (2).... (you / find) time for your studies?

Rachel: Well, as I said, Vicky (3) (help) me.

(4) (we / get) on all right. (5) (we / not / spend)

too much time on it. (6) (it / not / take) me away from my studies,

don't worry about that. Oh, sorry, (7) (you / wait) for this computer?

Andrew: Yes, but there's no hurry.

Rachel: (8) (I / correct) the last bit of the letter. I've nearly finished.

3 Use(C)

What can you say in these situations? Add a sentence with the present continuous.

► A friend rings you up in the middle of 'Neighbours', your favourite soap opera. Is it important? *I'm watching 'Neighbours'.*

1 A friend is at your flat and suggests going out, but you can see rain outside.

I don't want to go out now. Look,.....

2 A friend rings you up at work.

Sorry, I can't talk now.

3 You want to get off the bus, but the man next to you is sitting on your coat.

Excuse me,

4 A friend wants to talk to you, but you have just started to write an important letter.

Can I talk to you later?

5 You have been ill, but you're better now than you were.

I'm OK now

4 The present simple



A Use

We use the present simple for

- thoughts and feelings: / **think so, I like it.**
- states, things staying the same, facts and things that are true for a long time:
*We **live** quite near* (see Unit 7).
- repeated actions: *We **come** here every week.*

and also

- in phrases like **I promise, I agree**, etc:
*I **promise** I'll pay you back.*
- in a negative question with why to make a suggestion: *Why **don't** we go out?*

For the future meaning of the present simple see Units 26 and 27.

*The new term **starts** next week.*

B Positive forms

*I/you/we/they **get**
he/she/it **gets***

In the present simple we use the verb without an ending.

*I **get** the lunch ready at one o'clock, usually. We always **do** our shopping at Greenway.
Most children **like** ice-cream. You **know** the answer.*

But in the third person singular (after **he, she, it, your friend**, etc), the verb ends in **s** or **es**. For spelling rules see page 370.

*It **gets** busy at weekends. My husband **thinks** so, too.
Sarah **catches** the early train. She **faxes** messages all over the world.*

C Negatives and questions

NEGATIVE

*I/you/we/they **do not get** OR **don't get**
he/she/it **does not get** OR **doesn't get***

QUESTION

***do** I/we/you/they **get**?
does he/she/it **get**?*

We use a form of **do** in negatives and questions (but see Unit 37). We use **do** and **don't** except in the third person singular, where we use **does** and **doesn't**.

*We **don't live** far away. He **doesn't want** to go shopping.
Do you **live** here? ~ Yes, I do. What **does** he **want**? ~ Money.*

We do not add **s** to the verb in negatives and questions.

NOT *He-~~doesn't~~ gets* and NOT *Does he gets?*

4 Exercises

1 Use (A)

Look at each underlined verb and say what kind of meaning it expresses. Is it a thought, a feeling, a fact or a repeated action?

- ? Matthew loves sport. *a feeling*
- ? Sarah often works late at the office. *a repeated action*
- 1 I hate quiz programmes.
- 2 We play table tennis every Thursday.
- 3 The computer belongs to Emma.
- 4 These plates cost £20 each.
- 5 I believe it's the right thing to do.
- 6 I'm hungry. I want something to eat.
- 7 I usually go to work by bus.
- 8 It's OK. I understand your problem.

2 Forms (B-C)

Complete the sentences by putting in the verbs. Use the present simple. You have to decide if the verb is positive or negative.

- ? Claire is very sociable. She *knows* (know) lots of people.
- ? We've got plenty of chairs, thanks. We *don't want* (want) any more.
- 1 My friend is finding life in Paris a bit difficult. He..... (speak) French.
- 2 Most students live quite close to the college, so they (walk) there.
- 3 My sports kit is really muddy. This shirt (need) a good wash.
- 4 I've got four cats and two dogs. I (love) animals.
- 5 No breakfast for Mark, thanks. He (eat) breakfast.
- 6 What's the matter? You (look) very happy.
- 7 Don't try to ring the bell. It (work).
- 8 I hate telephone answering machines. I just..... (like) talking to them.
- 9 Matthew is good at badminton. He (win) every game.
- 10 We always travel by bus. We (own) a car.

3 Forms (B-C)

Complete the conversation. Put in the present simple forms.

- Rita: (►) *Do you like* (you / like) football, Tom?
Tom: (►) / *love* (I / love) it. I'm a United fan. (1) (I / go) to all their games.
Nick usually (2) (come) with me.
And (3) (we / travel) to away games, too.
Why (4) (you / not / come) to a match some time?
Rita: I'm afraid football (5) (not / make) sense to me — men running after a ball. Why (6) (you / take) it so seriously?
Tom: It's a wonderful game. (7) (I / love) it. United are my whole life.
Rita: How much (8) (it / cost) to buy the tickets and pay for the travel?
Tom: A lot. (9) (I / not / know) exactly how much.
But (10) (that / not / matter) to me.
(11) (I / not / want) to do anything else.
(12) (that / annoy) you?
Rita: No, (13) (it / not / annoy) me.
I just (14) (find) it a bit sad.

5 Present continuous or simple?

A Now or sometimes?



PRESENT CONTINUOUS

We use the present continuous for something happening now. / *am speaking to you live* means that Kitty is in the middle of a live broadcast.

Here are some more examples.

*It's **raining** at the moment.*

*I'm **watching** this programme.*

*Look. That man **is taking** a photo of you.*



PRESENT SIMPLE

We use the present simple for repeated actions. / *often speak live to the camera* means that she does it again and again.

*It **always rains** at the weekend.*

*I **watch** television most weekends.*

*He's a photographer. He **takes** lots of photos.*

B Thoughts, feelings and states

We normally use the present simple to talk about thoughts and feelings.

/ *think it's a good programme.* / *Kitty **likes** her job.* We also use it to talk about states (see Unit 7) and permanent facts.

*Reporting **means** a lot to her.* / *Paper **burns** easily.* We also use the present simple in **I promise, I agree, I refuse**, etc.

*I **promise** I'll write to you.* / *It's all right. I **forgive** you.*

C Temporary or permanent?

PRESENT CONTINUOUS

We use the present continuous for a routine or situation that we see as temporary (for a short period).

*I'm **working** at a sports shop for six weeks.*

*At the moment they're **living** in a very small flat.*

PRESENT SIMPLE

We use the present simple for a routine or situation that we see as permanent.

*I **work** at a sports shop. It's a permanent job.*

*They **live** in a very nice flat.*

D Always

PRESENT CONTINUOUS

We can use **always** with the present continuous to mean 'very often', usually with the added meaning of 'too often'.

*Tom **is always inviting** friends here.*

(= He invites them very often.)

*I'm **always making** silly mistakes.*

(= I make silly mistakes too often.)

PRESENT SIMPLE

Always with the present simple means 'every time'.

*Tom **always invites** us to stay at Christmas.*

(= He invites us every Christmas.) / ***always***

***make** silly mistakes in exams.* (= I make mistakes in every exam.)

5 Exercises

1 Present continuous or simple? (A-B)

At work Mark is talking to Alan in the corridor. Complete their conversation.

Put in the present continuous or simple of the verbs.

Mark: (►) *Are you looking* (you / look) for someone?

Alan: Yes, (►) / *need* (I / need) to speak to Neil. He isn't in his office.

Mark: (1)..... (he / talk) to the boss at the moment.

(2)..... (I / think) (3)..... (they / discuss) money.

Alan: Oh, right. And what about you? (4)..... (you / look) for someone too?

Mark: Yes, Linda. (5)..... (you / know) where she is?

Alan: Oh, she isn't here today. She only (6)..... (work) four days a week.

(7)..... (she / not / work) on Fridays. She'll be here on Monday.

Mark: Thank you. (8)..... (you / know) a lot about Linda.

Alan: Well, most days (9)..... (I / give) her a lift,

or(10)..... (she / give) me one. (11)..... (she / live)

quite close to me. (12)..... (it / save) petrol.

Mark: Yes, of course. Good idea. Yes, (13)..... (I / agree).

Well, (14)..... (I / waste) my time here then. I'll get back to my computer.

2 Present continuous or simple? (A-C)

Complete the sentences. Put in the present continuous or simple of the verbs.

► *I'm writing* (I / write) to my parents. / *write* (I / write) to them every weekend.

1 (it / snow) outside. (it / come) down quite hard, look.

2 Normally (I / start) work at eight o'clock, but (I / start) at seven this week. We're very busy at the moment.

3 I haven't got a car at the moment, so.....(I / go) to work on the bus this week. Usually (I / drive) to work.

4 The sun (rise) in the east, remember. It's behind us so (we / travel) west.

5 I'm afraid I have no time to help just now (I / write) a report. But (I / promise) I'll give you some help later.

6 (I / want) a new car (I / save) up to buy one.

3 Always (D)

Complete the sentences. Use *always* and the present continuous or simple.

► Melanie: Tom talks too much, doesn't he?

Rita: Yes, and *he's always talking* about football.

► Laura: You forget your keys every time.

Trevor: I try to remember them, but / *always forget*.

1 Claire: Sarah takes the train every day, doesn't she?

Mark: Yes, the train.

2 Vicky: Rachel misses lectures much too often in my opinion.

Emma: I agree. lectures.

3 Mike: Every time I drive along here, I go the wrong way.

Harriet: But it's very simple, isn't it? Why..... the wrong way?

4 David: Trevor and Laura argue much too often, I think.

Melanie: I know

7 State verbs and action verbs

A States and actions

STATES

A state means something staying the same.

*The flat **is** clean.*

*The farmer **owns** the land.*

*The box **contained** old books.* State verbs cannot usually be continuous. NOT
~~*The farmer **is owning** the land.*~~

ACTIONS

An action means something happening.

***I'm cleaning** the flat.*

*The farmer **is buying** the land.*

*He **put** the books in the box.* Action verbs can be simple or continuous.

*He **put** / He **was putting** everything away.*

Some state verbs: **be, believe, belong, consist of, contain, depend on, deserve, exist, hate, know, like, love, matter, mean, own, need, prefer, remember, resemble, seem, understand**

B I think/I'm thinking etc

Sometimes we can use a verb either for a state or for an action.

STATES (simple tenses)

I think** you're right. (= believe) **We

have** three cars. (= own) **I come

***from** Sweden. (= live in)*

***I see** your problem. (= understand)*

***Do you see** that house? (= have in sight)*

*This picture **looks** nice.*

*She **appears** very nervous. (= seems)*

*The bag **weighed** five kilos.*

*The coat **fits**. (= is the right size)*

ACTIONS (simple or continuous)

***I'm thinking** about the problem.*

*We're **having** lunch. (= eating)*

***I'm coming** from Sweden. (= travelling)*

*/ usually **come** on the plane.*

*Mark **is seeing** his boss. (= meeting)*

***I see** Daniel quite often.*

***I'm looking** at this picture.*

*She **appeared/was appearing** in a film.*

*They **weighed/were weighing** my bag.*

***I'm fitting** a lock to the window.*

These examples with the verb **be** are about how people behave.

PERMANENT QUALITY

*Claire **is** a very sociable person.*
*That man **is** an idiot. **being** very sociable today.*

TEMPORARY BEHAVIOUR

*Andrew **is***
***You are being** an idiot this morning.*
(= You are behaving like an idiot.)

We use **am/are/is being** only to talk about behaviour, not about other things. *I'm better now, thanks. **Are** you ready? **Is** anyone interested?*

I like/I'm liking etc

We can use some state verbs in the continuous to talk about a short period of time.

PERMANENT STATE (simple tenses)

*/ **love/enjoy** parties.*

***I like** school.*

*Holidays **cost** a lot of money.*

SHORT PERIOD (continuous)

I'm loving/enjoying** this party. **I'm

liking** school much better now. **This

***trip is costing** me a lot of money.*

Sometimes we can use either the simple or the continuous with no difference in meaning.

*You **look** well, OR You're **looking** well. **We feel** a bit sad. OR **We're feeling** a bit sad.*

7 Exercises

1 States and actions (A)

Tom is on the Internet. He's telling people about himself.
Say which verbs express states and which express actions.

- I surf the Net most evenings, *action*
- 1 My flat is in the town centre.....
 - 2 I drive a taxi in the daytime.....
 - 3 I own two cars.
 - 4 I go to lots of parties.
 - 5 I love football.

2 I think/I'm thinking etc (B)

Complete the conversation. Choose the correct form of the verb.

- Emma: Hi, Matthew. What (►) ~~do you look~~/are you looking at?
Matthew: Oh, hi. These are photos of me when I was a child.
Emma: Oh, look at this one. (1) I think/I'm thinking you look lovely, Matthew.
Matthew: (2) I have/I'm having some more photos here.
Emma: Look at this. Why such a big coat?
Matthew: It was my brother's. That's why (3) it didn't fit/it wasn't fitting properly.
Emma: Oh, (4) I see/I'm seeing. And (5) you have/you're having your tea here. And in this one (6) you think/you're thinking about something very serious.
Matthew: This is a photo of the village (7) I come/I'm coming from.
Emma: Oh, that's nice.
Matthew: And I caught this fish, look. (8) It weighed/It was weighing about half a kilo.
Emma: What a nice little boy! And what a sentimental old thing you are now!

3 The verb be (B)

Put in the correct form of *be*.

- ? Daniel is doing some of the work. He *s being* very helpful at the moment.
? I *'m* tired. I want to go home.
- 1 The children..... very polite today. They don't usually behave so well.
 - 2 I'm afraid Melanie can't come because sheill.
 - 3 Of course you can understand it. Youstupid, that's all.
 - 4 We interested in doing a course here.
 - 5 Vicky very lazy at the moment. She's done no work at all today.

4 I like/I'm liking etc (C)

Write a sentence which follows on. Choose from these sentences.

- | | |
|---|--|
| <i>I think it's going to be perfect for me.</i> | <i>And I've still got a chance to win.</i> |
| <i>I've never wanted to change it.</i> | <i>It uses so much petrol.</i> |
| <i>It's too expensive to buy.</i> | <i>I play it every weekend.</i> |

- I enjoy the game. *I play it every weekend.*
- 1 I'm enjoying the game.
 - 2 The car costs a lot of money.
 - 3 The car is costing a lot of money.
 - 4 I'm liking my new job
5 I like my job.....

Test 1 Present tenses (Units 4-7)

Test 1A

Read the conversation between two students. Then look at the answers below and write the correct answer in each space.

Lisa: Who (►) *is* Michelle talking to?

Amy: I can't see Michelle.

Lisa: You(1)..... looking in the right place. She's over there.

Amy: Oh, that's Adrian. He's new here.

Lisa: Really? Where (2)..... he live? (3)..... you know?

Amy: No, I(4)..... know anything else about him.

Lisa: What (5) they talking about, I wonder?

Amy: Well, he (6) look very interested. He's got a very bored expression on his

face. And he (7)

saying anything.

► a) are b) do c) does d) is

1 a) aren't b) doesn't c) don't d) isn't

2 a) are b) do c) does d) is

3 a) Are b) Do c) Does d) Is

4 a) aren't b) doesn't c) don't d) 'm not

5 a) are b) do c) does d) is

6 a) aren't b) doesn't c) don't d) isn't

7 a) aren't b) doesn't c) don't d) isn't

Test 1B

Read Tessa's postcard to Angela and write the missing words. Use one word only in each space.

We're (►) *having* a great time here. It's beautiful, and the sun (1) shining.

Yesterday I went water-skiing! What (2) you think of that?

I'm (3) at a table in our hotel room and writing a few postcards. The room is

fine, but we (4) like the food very much. But it (5)

matter because we (6) out to a restaurant every evening.

We're both (7) very lazy at the moment. I (8) up quite

late in the morning, and Nigel (9) up even later. You know of course how much

Nigel's work (10) to him and how he's (11) talking

about it. Well, the holiday is so good that he's forgotten all about work. So it's the perfect holiday. The

only problem is that it's (12) us a lot of money. But we'll worry about that later.

Test 1C

Each of these sentences has a mistake in it. Write the correct

sentence. ► The children is doing their homework now. *The children are doing their homework now.*

~~1 The girls are play tennis at the moment.~~

~~2 Both my brothers likes sport.~~

~~3 Anna wearing her new coat today~~

- 4 What colour you like best?

~~5 My suit case is weighing ten kilos?~~

~~6 At the moment I stay at a hotel.~~

~~7 Robert catch the same bus every month~~

~~8 What is this word mean here~~

Test ID

Complete the conversations. Put in the correct form of each verb.

Use the present continuous or the present simple. ► A: Is Janet in, please?

B: Yes, but / *think* (I / think) she's busy at the moment. *She's washing* (she / wash) her hair.

1 A:(I / think) of buying a new computer.

B: But computers (cost) so much money. What's wrong with the one we've got?

A: (it / get) out of date now.

2 A: Your new trousers (look) nice.

B: Thank you. The trouble is ... (they / not / fit) properly.
(I / not / know) why I bought them, really.

3 A: What (you/do)?

B: (I / weigh) this letter..... (I / need) to know how many stamps to put on it.

4 A: (I / think) this road is really dangerous. Look how fast that lorry

B: (I / agree). People shouldn't go so fast.

5 A: (I / like) musicals. And this is a great show, isn't it?
 (you / enjoy) it?

B: Yes, I am.(I / love) every minute of it.

6 A:(I / always / fall) asleep. I just can't keep awake.

B: What time (you / go) to bed?

A: About ten o'clock usually. But (it / not / make) any difference.

7 A: Could you post the goods to me, please?

B: Yes, certainly.

A:(I / live) at a guest house at the moment as..... (I / look) for a flat. So could you send it to my work address?

B: Yes, of course. And you'll have the goods by the end of the week,..... (I / promise).

8 A: Why(you / want) to change the whole plan?

B: I'm just not happy with it.

A: And (I / not / understand) why (you / be) so difficult about it.

8 The past simple

A Introduction

B

Positive forms

A regular past form ends in **ed**.

*It **happened** very quickly. The van **crashed** into the car I **posted** the letter yesterday. We once **owned** a caravan*

For spelling rules, see page 370.

Some verbs have an irregular past form.

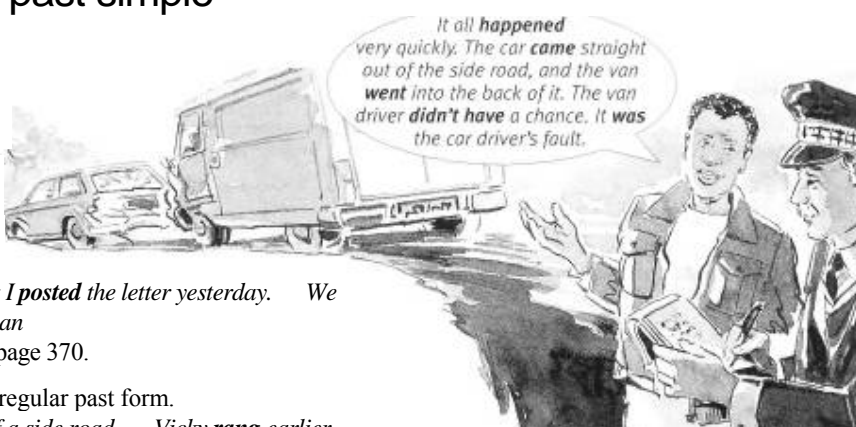
*The car **came** out of a side road. Vicky **rang** earlier. I **won** the game.*

*I **had** breakfast at six. The train **left** on time. We **took** some photos.*

For a list of irregular verbs, see page 383.

The past simple is the same in all persons except in the past tense of be.

*I/he/she/it **was** I **was** ill last week,
you/we/they **were** Those cakes **were** nice.*



C Negatives and questions

We use **did** in negatives and questions (but see Unit 37).

NEGATIVE

*I/you/he/she/it/we/they **did not stop**
OR **didn't stop***

QUESTION

did** I/you/he/she/it/we/they **stop?

*The car **did not stop**. The driver **didn't look** to his right.
What **did** you **tell** the police? ~ Nothing. **Did** you **ring** home? ~ Yes, I did.*

We do not use a past form such as **stopped** or **rang** in negatives and questions.

NOT *The car ~~didn't stopped~~* and NOT *Did you ~~rang?~~*

We also use **was** and **were** in negatives and questions.

NEGATIVE

*I/he/she/it **was not** OR **wasn't**
you/we/they **were** OR **weren't***

QUESTION

***was** I/he/she/it?
were you/we/they?*

*I **wasn't** very well last week. The gates **weren't** open.
Where **was** your friend last night? **Was** your steak nice?*

D Use

We use the past simple for something in the past which is finished.

*Emma **passed** her exam **last year**. We **went** to the theatre **on Friday**. Elvis Presley **died** in 1977.
I **knew** what the problem **was**. **When did** you **buy** this car? ~ About **three years ago**.*

10 Past continuous or simple? 14-15 Present perfect or past simple?

8 Exercises

1 Positive forms (B)

What did Claire do on holiday last month? Look at her photos and use these words:
go out dancing, have a picnic, lie on the beach, play volleyball, swim in the sea



► *She lay on the beach*

1
 2.....

3.....
 4.....

2 Positive forms (B)

Complete the newspaper story about a fire. Put in the past simple forms of the verbs.

Two people (►) *died* (die) in a fire in Ellis Street, Oldport yesterday morning. They
 (1).....(be) Herbert and Molly Paynter, a couple in their seventies. The fire
 (2).....(start) at 3.20 am. A neighbour, Mr Aziz, (3).....(see)
 the flames and (4) (call) the fire brigade. He also
 (5)..... (try) to get into the house and rescue his neighbours, but the heat
 (6)..... (be) too great. The fire brigade (7) (arrive) in five
 minutes. Twenty fire-fighters (8) (fight) the fire and finally
 (9)..... (bring) it under control. Two fire-fighters (10).....
 (enter) the burning building but (11)..... (find) the couple dead.

3 Negatives and questions (C)

Complete the conversation. Put in the past simple negatives and questions.

Claire: (►) *Did you have* (you / have) a nice weekend in Paris?

Mark: Yes, thanks. It was good. We looked around and then we saw a show.

(1) (we / not / try) to do too much.

Claire: What sights (2) (you / see)?

Mark: We had a look round the Louvre. (3)..... (I / not / know) there was so much
 in there.

Claire: And what show (4).....(you / go) to?

Mark: Oh, a musical. I forget the name. (5) (I / not / like) it.

Claire: Oh, dear. And (6)..... (Sarah / enjoy) it?

Mark: No, not really. But we enjoyed the weekend. Sarah did some shopping, too, but
 (7) (I / not / want) to go shopping.

9 The past continuous



A Introduction

The past continuous means that at a time in the past we were in the middle of an action.

B Form

The past continuous is the past tense of be + an ing-form.

I/he/she/it was playing
you/we/they were playing

NEGATIVE

I/he/she/it wasn't playing
you/we/they weren't playing

QUESTION

was I/he/she/it playing?
were you/we/they playing?

Soft music was playing. People were walking in the park. I wasn't dreaming. I really was in New York City. Why did you give our secret away? What were you thinking of? Was Matthew already waiting for you when you got there?

C Use

Read this conversation.

Melanie: *I rang at about three yesterday afternoon, but you weren't in. I didn't know where you were.*

David: *Oh, I was helping Mike. We were repairing his car. It took ages. We were working on it all afternoon.*

Melanie: *It was raining. I hope you weren't doing it outside.*

David: *No, we were in the garage. So I didn't get wet. But I'm afraid I got oil all over my new trousers.*

Melanie: *Why were you wearing your new trousers to repair a car?* David: *I don't know. I forgot I had them on.*

It was raining at three o'clock means that at three o'clock we were in the middle of a period of rain. The rain began before three and stopped some time after three. *We were working all afternoon* means that the action went on for the whole period. David is stressing the length of time that the work went on.

We use the continuous with actions. We do not normally use it with state verbs (see Unit 7). For states we use the past simple.

I didn't know where you were, NOT ~~*I wasn't knowing...*~~

9 Exercises

1 Form (B)

Today is the first of January, the start of a new year. Most people are feeling a bit tired. What were they doing at midnight last night?

Use these verbs: *dance, drive, listen, watch, write*

Use these phrases after the verb: *an essay, his taxi, in the street, television, to a band*



► Claire was listening to a band.

- 1 Trevor and Laura
- 2 Vicky and Rachel
- 3 Tom
- 4 Andrew

2 Form (B)

Complete the conversation. Put in the past continuous forms.

Jessica: (►) *I was looking* (I / look) for you, Vicky. I'm afraid I've broken this dish.

Vicky: Oh no! What (1).....(you / do)?

Jessica: (2)..... (I / take) it into the kitchen.

I bumped into Emma. (3)..... (she / come) out just as

(4)..... (I / go) in.

Vicky: I expect it was your fault. (5)..... (you / not / look) where

(6)..... (you / go).

Jessica: Sorry. I'll buy you another one as soon as I have some money.

3 Use(C)

What can you say in these situations? Add a sentence with the past continuous to say that an action lasted a long time.

► You had to work yesterday. The work went on all day.
/ was working all day.

- 1 You had to make phone calls. The calls went on all evening.
- 2 You had to wait in the rain. The wait lasted for half an hour.
- 3 You had to make sandwiches. This went on all afternoon.
- 4 You had to sit in a traffic jam. You were there for two hours.
- 5 Your neighbour played loud music. This went on all night.

10 Past continuous or simple?

A Introduction

A reporter is interviewing Mike and Harriet.

Reporter: *Mike and Harriet, tell me what you **saw**.*

Harriet: *Well, when we **were driving** home last night, we **saw** a strange object in the sky.*

Mike: *As we **were coming** down the hill into town, it just suddenly **appeared** in front of us. We **stopped** the car and **got** out.*

Harriet: *It **was** a very clear night. The stars **were twinkling**.* Mike: *It **was** a spaceship. It **seemed** quite big. It **had** some strange writing on the side.*

*And a light **was flashing** on the top.* Harriet: *As we **were watching** it, it suddenly **flew** away and **disappeared**.*

PAST CONTINUOUS

We use the past continuous for an action that we were in the middle of.

*We **were driving** home.*

(We were in the middle of our journey.)

*A light **was flashing**.*

We do not normally use the past continuous for states. See Unit 7.

NOT ~~*The spaceship **was seeming** ...*~~

NOT ~~*It **was having** writing ...*~~

NOT ~~*I **wasn't knowing** ...*~~

PAST SIMPLE

We use the past simple for a complete action in the past.

*We **drove** home.*

(We finished our journey.)

*The spaceship **flew** away.*

We also use the past simple (not normally the continuous) for states. See Unit 7.

*The spaceship **seemed** quite big.*

*It **had** writing on the side.*

*I **didn't know** what it was.*

B It happened as I was driving

We often use the past continuous and simple together when one (shorter) action comes in the middle of another (longer) one.

*As we **were driving** down the hill, a strange object **appeared** in the sky.*

*While Laura **was sitting** in the garden, it suddenly **began** to rain.*

*You **drove** right past me when I **was waiting** for the bus.*

The appearance of the strange object comes in the middle of the longer action, the drive down the hill.

Shorter action: *An object **appeared**.*

In the three sentences above, the past continuous comes after **as**, **while** or **when** (*As we **were driving** ...*). We can also use **when** before the past simple.

*We **were driving** down the hill **when** a strange object **appeared** in the sky.*

*David **was making** lunch **when** the phone **rang**.*

But we use two past simple verbs for one action after another.

*When we **saw** the spaceship, we **stopped** the car. (= We saw it and then we stopped.)*

C The sun was shining

PAST CONTINUOUS

We often use the past continuous to describe the background.

*The sun **was shining**.*

*The stars **were twinkling**.*

PAST SIMPLE

We use the past simple for actions in a story,

*We **arrived** at the beach.*

*The aliens **landed** quietly.*

10 Exercises

1 Past continuous or simple? (A-B)

David is always having accidents. His girlfriend Melanie is talking about some of the accidents. Write her sentences from these notes. Each sentence has one verb in the past continuous and one in the past simple.

? when / he / carry / a suitcase / he / drop / it / on his foot

When he was carrying a suitcase, he dropped it on his foot.

? he / break / his leg / when / he / ski

He broke his leg when he was skiing.

1 he / sit down / on a chair / while / I / paint / it

2 as / he / run / for a bus / he / collide / with a lamppost

3 his hair / catch / fire / when / he / cook / chips

4 when / he / hold / a beautiful vase / he / suddenly / drop / it

5 he / sit / in the garden / when / a wasp / sting / him / on the nose

2 Past continuous or simple? (A-B)

Put in the correct form of the verb.

Rita: I hear the lights (▶) *went* (go) out in your flats last night.

Emma: Yes, (▶) / *was watching* (I / watch) a documentary on TV when suddenly

(1)..... (we / lose) all the power. But

(2).....(it / come) on again after about ten minutes.

Vicky: Rachel (3)..... (come) down the stairs when the lights

(4)..... (go) out. She almost (5)..... (fall) over.

Daniel: Matthew and I (6)..... (play) table tennis at the time.

Andrew: (7)..... (I / work) on the computer.

(8)..... (I / lose) a whole hour's work. But this morning

(9)..... (I/get) up early and (10)..... (do) it again.

3 Past continuous or simple? (A-C)

Find the second part of each sentence. Put each verb into the correct form.

? Vicky (have) a beautiful dream when she (touch) the wire.

? When Andrew (see) the question, when I (find) a £10 note in it.

1 The train (wait) when the alarm clock (ring).

2 I (read) a library book the crowd (rush) in.

3 Sarah (have) an electric shock he (know) the answer immediately.

4 When the doors (open), they (see) that the sun (shine).

5 When the campers (wake), when we (arrive) at the station.

? *Vicky was having a beautiful dream when the alarm clock rang.*

? *When Andrew saw the question, he knew the answer immediately.*

1

2

3

4

Test 2 Past simple and past continuous (Units 8-10)

Test 2A

Put in the past simple of the verbs in brackets.

► The car *stopped* (stop) at the lights.

- 1 We..... (leave) the cinema before the end of the film.
- 2 The streets.....(be) crowded with people.
- 3 My grandmother..... (die) last year.
- 4 Everyone..... (have) a marvellous time.
- 5 We..... (not / like) the food they gave us.
- 6 Claire..... (go) to Egypt last month.
- 7 The accident..... (happen) last weekend.
- 8 It..... (not / be) a very comfortable journey.
- 9 I..... (know) that ages ago.

Test 2B

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

► There were lights on the spacecraft, (had)

The spacecraft had lights on it.

- 1 I had my old coat on. (wearing)
- 2 I was on holiday, and you were on holiday, too. (we)
- 3 It isn't true that I made a mistake, (didn't)
- 4 The boys were in the middle of a game of cards, (playing)
- 5 No one told me about the change of plan, (know)
- 6 My friend was the winner of the competition, (won)
- 7 Is it a fact that the Romans built this wall? (did)

Test 2C

Lorna Bright is a long-distance walker. Look at this part of her diary describing a morning's walk along the coast. Write the missing words. Use one word only in each space.

It was a fine day (►) *when* I started out on the last part of my walk around the coast of Britain. The sun was(1)....., and a light wind (2)..... blowing from the south-west. I was pleased that it (3)..... raining. I knew by now that I (4)..... like rain. In fact I (5)..... it. I (6)..... along the cliff top and then down into the lovely little fishing village of Wellburn, past a cafe where people (7)..... having morning coffee. Three miles past Wellburn I (8)..... down for five minutes and (9)..... a drink. Now it (10)..... getting warmer, so I (11)..... off one of my sweaters. I (12)..... stop for long because I (13)..... to reach Seabury by lunch-time. (14)..... I finally got there, it (15)..... just after half past twelve.

Test 2D

Each of these sentences has a mistake in it. Write the correct sentence,

The hotel were very quite.

The hotel was very quiet.

1 ~~It was peaceful, and the birds were sing.~~

2 ~~I washed my hair when the phone rang.~~

3 ~~You came to the club last night.~~

4 ~~It taked ages to go home.~~

5 ~~We tried to keep quiet because the baby sleeping~~

6 ~~As I was watching him, the man was suddenly running away.~~

7 ~~We pass a petrol station two minutes ago.~~

8 ~~Everything was seeming OK.~~

9 ~~Where bought you that bag?~~

10 ~~When I heard the alarm I was having the room immediately.~~

Test 2E

Complete the sentences. Put in the correct form of each verb. Use the past continuous or past simple. ►

When Martin *arrived* (arrive) home, Anna *was talking* (talk) to someone on the phone. Martin *started* (start) to get the tea.

1 I..... (lie) in the bath when the phone..... (ring).

It.....(stop) after a few rings.

2 It.....(be) cold when we..... (leave) the house that day, and
alight snow.....(fall).

3 Your friend who.....(come) here the other day..... (seem)
very nice. I..... (enjoy) meeting her.

4 When I..... (see) the man, he..... (stand) outside the bank.
He..... (have) a black baseball cap on.

5 When I..... (open) the cupboard door, a pile of books
(fall) out.

6 I..... (walk) along the street when I suddenly..... (feel)
something hit me in the back. I..... (not / know) what it was.

We..... (go) to London yesterday, but on the way

We..... (hear) about a bomb scare in Oxford Street. So

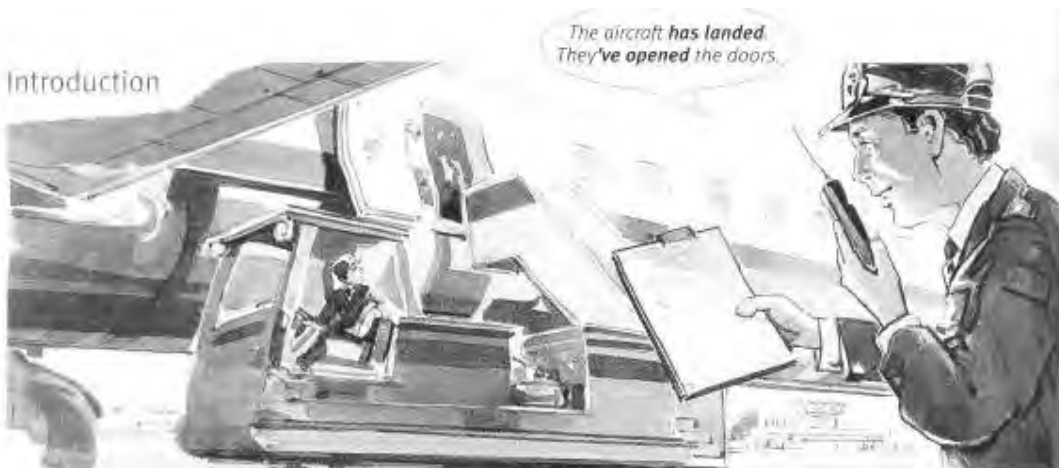
We..... (drive) back home straightaway.

8 Something very strange..... (happen) to me on my way home from work
yesterday afternoon. I..... (drive) along the bypass at the time. Suddenly

I..... (see) my mother in the seat beside me. But she died three years ago.

11 The present perfect (1)

A Introduction



The present perfect tells us about the past and the present.
The aircraft has landed means that the aircraft is on the ground now.

B Form

The present perfect is the present tense of **have** + a past participle.

I/you/we/they have washed OR *I/you/we/they've washed*
he/she/it has washed OR *he/she/it's washed*

NEGATIVE

I/you/we/they haven't washed
he/she/it hasn't washed

QUESTION

have I/you/we/they washed?
has he/she/it washed?

Regular past participles end in **ed**, e.g. **washed, landed, finished**. *We've washed the dishes. Have you opened your letter? The aircraft has landed safely. How many points has Matthew scored? The students haven't finished their exams.*

C Irregular forms

Some participles are irregular.

I've made a shopping list. We've sold our car. I've thought about it a lot.

Have you written the letter? She hasn't drunk her coffee. For a list of irregular verbs see page 383.

There is a present perfect of **be** and of **have**.

The weather has been awful. I've had a lovely time, thank you.

D Use

When we use the present perfect, we see things as happening in the past but having a result in the present.

We've washed the dishes. (They're clean now.) *The aircraft has landed.* (It's on the ground now.)
We've eaten all the eggs. (There aren't any left.) *They've learnt the words.* (They know the words.)
You've broken this watch. (It isn't working.)

11 Exercises

1 Form (B)

Add a sentence. Use the present perfect.

- ▶ I'm tired. (I / walk / miles) *I've walked miles.*
- 1 Emma's computer is working now. (she / repair / it)
- 2 It's cooler in here now. (I / open / the window)
- 3 The visitors are here at last, (they / arrive)
- 4 Mark's car isn't blocking us in now. (he / move / it)
- 5 We haven't got any new videos, (we / watch / all these)

2 Irregular forms (C)

Look at the pictures and say what the people have done.

Use these verbs: *break, build, catch, see, win*

Use these objects: *a film, a fish, a house, his leg, the gold medal*



▶ *She's won the gold medal.*

- | | |
|----|---|
| 1. | 3 |
| 2. | 4 |

3 Review (A-D)

Trevor and Laura are decorating their house. Put in the verbs. Use the present perfect.

Laura: How is the painting going? (▶) *Have you finished?* (you / finish)

Trevor: No, I haven't. Painting the ceiling is really difficult, you know.

(1) (I / not / do) very much. And it looks just the same as before. This new paint (2) (not / make) any difference.

Laura: (3) (you / not / put) enough on.

Trevor: (4) (I / hurt) my back. It feels bad.

Laura: Oh, you and your back. You mean (5) (you / have) enough of decorating. Well, I'll do it. Where (6) (you / put) the brush?

Trevor: I don't know. (7) (it / disappear).

(8) (I / look) for it, but I can't find it.

Laura: You're hopeless, aren't you? How much (9) (you / do) in here?

Nothing! (10) (I / paint) two doors.

Trevor: (11) (I / clean) all this old paint around the window.

It looks much better now, doesn't it?

Laura: (12) (we / make) some progress, I suppose.

Now, where (13) (that brush / go)?

Oh, (14) (you / leave) it on the ladder, look.

12 The present perfect (2): just, already, yet; for and since



A Just, already and yet

We can use the present perfect with **just**, **already** and **yet**.

Just means 'a short time ago'. Vicky heard about the concert not long ago. **Already** means 'sooner than expected'. They sold the tickets very quickly. We use **yet** when we are expecting something to happen. Vicky expects that Rachel will buy a ticket.

Just and **already** come before the past participle (**heard**, **sold**). **Yet** comes at the end of a question or a negative sentence.

Here are some more examples.

We've **just come** back from our holiday.

I've **just had** an idea.

It isn't a very good party. Most people **have already gone** home.

My brother **has already crashed** his new car.

It's eleven o'clock and you **haven't finished** breakfast **yet**.

Has your course started yet? But for American English see page 377.

B For and since

We can use the present perfect with **for** and **since**.

Vicky **has only had** that camera **for** three days. Those people **have been** at the hotel **since** Friday.

I've **felt** really tired **for** a whole week now.

We've **lived** in Oxford **since** 1992. NOT ~~We live here since 1992.~~ Here something began in the past and has lasted up to the present time.

We use **for** to say how long this period is (**for** three days). We use **since** to say when the period began (**since** Friday).

We use **how long** in questions.

How long has Vicky **had** that camera? ~ *Since Thursday, I think.*

How long have Trevor and Laura **been** married? ~ *Oh, for about three years.*

We can also use the present perfect with **for** and **since** when something has stopped happening. /
haven't seen Rachel **for** ages. She **hasn't visited** us **since** July.

11,13 More on the present perfect 14-15 Present perfect or past simple?

17 Present perfect continuous or simple? 114 **Yet, still** and **already** 121 **For, since, ago** and **before**

12 Exercises

1 Just (A)

Write replies using the present perfect and *just*.

Use these past participles: *checked, eaten, made, remembered, rung, tidied*

► We must find out the address. ~ It's all right, *I've just remembered it.*

- 1 The children's room looks neat. ~ Yes, they've
- 2 Is Daniel making some coffee? ~ It's ready.
- 3 What happened to that chocolate? ~ Sorry,,
- 4 Has Rachel got all the answers right? ~ Yes,
- 5 Have you told your sister? ~ Yes, I've

2 Just, already and yet (A)

Complete the dialogue. Use the present perfect with *just, already* and *yet*.

Vicky: (►) *You haven't done your project yet* (you / not do / your project / yet), I suppose.

Rachel: No, I haven't. (1) (I / not / start / it / yet).

Vicky: (2).....(I / just / see / Andrew), and he says

(3).....(he / already / do) about half of it.

Rachel: Well, he works too hard.

Vicky: (4)..... (I / not / finish / my plan / yet).

Rachel: (5).....(you / already / begin) to worry about it, haven't you?
Take it easy. There's plenty of time.

Vicky: (6)..... (we / already / spend) too long thinking about it.

(7).....(I / not / do / any real work / yet)

and (8)..... (I / just / realize) that there are only four weeks
to the end of term.

Rachel: OK. (9)..... (I / just / decide) to start next week. Well, maybe.

3 For and since (B)

Andrew is a very hard-working student. It's midnight and he is still working at his computer.

Write sentences with the present perfect and *for* or *since*.

► be / at his computer / six hours *He's been at his computer for six hours.*

- 1 not / have / any fun / a long time
- 2 have / a cold / a week
- 3 not / see / his friends / ages
- 4 not / do / any sport / last year
- 5 be / busy with his studies / months

4 For and since (B)

Complete the sentences.

? You ought to wash the car. You haven't *washed it for* ages.

? I'd better have a shower. I haven't *had one since* Thursday.

- 1 I think I'll ring my girlfriend. I haven't the weekend.
- 2 We're going to see some old friends. We haven't..... five years.
- 3 Let's watch a video, shall we? We haven't..... quite a while.
- 4 We could have a barbecue. We haven't last summer.
- 5 Shall we play tennis? We haven't..... our holiday.

13 The present perfect (3): ever, this week, etc

A Gone to or been to?



Claire has **gone** to Australia.
Gone there means that she is still there.



Claire has **been** to Australia.
Been there means that the visit is over.

B Ever and never

Mark: *Where have you been this time, Claire?*

Claire: *I've just come back from the States. Florida.*

Mark: *You get around, don't you? I've never been to Florida. Was it good?*

Claire: *It was OK. Not as good as Australia. I might go to Brazil next time. Have you ever been there?*

Mark: *No, / haven't.*

We can use **ever** and **never** with the present perfect. We use **ever** in questions. In *Have you ever been to Brazil?* the word **ever** means 'in your whole life up to the present time'. **Never** means 'not ever'.

Here are some more examples.

Have you ever played cricket? ~ No, never. Has Andrew ever had any fun? ~ I don't think so. I've never ridden a motor bike in my life. You've never given me flowers before. This is the most expensive hotel we've ever stayed in.

C First time, second time, etc

After **It's/This is the first/second time**, we use the present perfect.

This is the first time we've been to Scotland, so it's all new to us.

This is the second time Rachel has forgotten to give me a message. I love this film. I think it's the fourth time I've seen it.

D Today, this week, etc

We use the present perfect with **today** and phrases with **this**, e.g. **this morning, this week, this year**.

We've done quite a lot of work today.

I haven't watched any television so far this week.

Have you had a holiday this year? ~ No, not yet. This year is the period which began in January and has lasted up to the present time.

13 Exercises

1 Gone to or been to? (A)

Complete the conversation. Put in *gone* or *been*.

Emma: Hi. Where's Rachel?

Vicky: She's (►) *gone* to the supermarket to get something for a meal.

Emma: But I've got some chicken for tonight. I've just (1)..... to a supermarket on my way home, that new place near the station.

Natasha: I haven't (2).to that one yet.

Vicky: Where's Jessica? Isn't she here?

Emma: No, she's (3)..... to London. She'll be back tomorrow.

2 Ever and never (B)

Write the questions and answers. Use the information in brackets.

► Matthew: (sailing?) *Have you ever been sailing?*

Natasha: (no, windsurfing) *No, I've never been sailing, but I've been windsurfing.*

1 Laura: (San Francisco?)

Mark: (no, Los Angeles)

But

2 Tom: (basketball?)

Trevor: (no, volleyball)

But

3 Daniel: ('Hamlet?')

Vicky: (no, 'Macbeth')

But

3 First time, second time, etc (C)

What would you say in these situations? Use *time* and the present perfect.

► You are watching a cricket match. You have never seen one before.

This is the first time I've seen a cricket match.

1 You have lost your bank card. It has happened once before.

This is

2 The washing-machine has broken down. This has happened twice before.

3 You are in England for the first time in your life.

4 You are staying in a hotel where you once stayed before.

5 You have missed the bus. You've done the same thing about four times before.

4 Today, this week, etc (D)

Complete the sentences. Use the present perfect.

► Mark buys a newspaper most mornings, but *he hasn't bought one this morning.*

1 I see Vicky most days, but

2 We go to the club most weekends, but

3 We usually have a party each term, but ..

4 Someone usually rings in the evening, but no one

14 Present perfect or past simple? (1)

A I have done or I did?



The present perfect tells us about the past and the present. United **have won** the Cup, so it's theirs now.

The past simple tells us about the past, a time which is finished. Last year is in the past.

We use the past simple (not the present perfect) to talk about times in the past such as yesterday, last week, in 1994, a hundred years ago.

We **watched** *United last week*, NOT We ~~have watched~~ *United last week*.
Long ago dinosaurs **lived** here. NOT Long ago dinosaurs ~~have lived~~ here.

Here are some more examples.

PRESENT PERFECT

*Emma **has packed** her case.*
(So her things are in the case now.)
*Mike **has repaired** the chair.*
(So it's all right now.)
*The plane **has just landed**.*
*I've **turned** the heating on.* (It's on now.)
*I've **dropped** my calculator.* (It's on the floor now.)

PAST SIMPLE

*Emma **packed** her case last night.*
(Her things may be unpacked now.)
*Mike **repaired** the chair.*
(It may be broken again now.)
*The plane **landed** ten minutes ago.*
*I **turned** the heating on earlier, but it's off again now.*
*I **dropped** my calculator, but it seems to be OK.*

6 I've done it. I did it yesterday.

Trevor: *We've **bought** a new car.*
Tom: *Oh, have you? What sort?*
Laura: *An Adagio. We **bought** it last week.*

We often give a piece of news in the present perfect, e.g. *We've bought a new car.* (The car is ours now.) We use the past simple, e.g. *We bought it last week*, to give details or to ask for details about things such as when and where it happened.

Here are some more examples.

*I've **found** my wallet. ~ Oh, good. Where **did** you **find** it?*
*Your parcel **has arrived**. The postman **brought** it at eight o'clock.*
*They've **closed** the factory. ~ Really? When **did** they **do** that?*

C Structures with for, since and last

PRESENT PERFECT

We can say that something hasn't happened for a long time or since a specific time in the past.
*We **haven't had** a party **for** ages.*
*We **haven't had** a party **since** Christmas.*

PAST SIMPLE

We can say that it is a long time since something happened or when was the last time it happened.
*It's ages **since** we **last had** a party.*
*Christmas was **the last time** we **had** a party.*

14 Exercises

1 I have done or I did? (A)

Put in the correct verb form.

- ? *I've done* (I / do) all the housework. The flat is really clean now.
- ? A young couple *bought* (buy) the house next door. But they didn't live there long.
- 1 Our visitors..... (arrive). They're sitting in the garden.
 - 2 There's still a problem with the television. Someone (repair) it, but then it broke down again.
 - 3..... (I / lose) my bank card. I can't find it anywhere.
 - 4 The match..... (start). United are playing well.
 - 5 My sister..... (run) away from home. But she came back two days later.
 - 6 Daniel..... (earn) some money last week. But I'm afraid he's already spent it all. (we / plant) an apple tree in the garden. Unfortunately it died.
 - 8 Prices..... (go) up. Everything is more expensive this year.
 - 9 Someone..... (turn) on the hi-fi. What's that song called?
 - 10 (I / phone) the office at eleven to speak to the manager, but he isn't there today.
 - 11 (I / make) a cake. Would you like a piece?
 - 12 The runner Amos Temila..... (break) the world record for the 1500 metres in Frankfurt. Then two days later in Helsinki, Lee Williams ran it in an even faster time.

2 I've done it. I did it yesterday. (B)

Things that have happened today are on the radio and TV news.

Give the news using the present perfect and past simple.

- the Prime Minister / visit Luton University / speak to students there / earlier today
The Prime Minister has visited Luton University. He spoke to students there earlier today.

- 1 the train drivers / go on strike / stop work / at twelve o'clock
- 2 the Queen / arrive in Toronto / fly there / in an RAF aircraft
- 3 two men / escape from Parkhurst Prison / get away / during the night
- 4 the actor Howard Bates / die in a car accident / his car / crash into a wall
- 5 Linda Jones / win the women's marathon / run it / in 2 hours 27 minutes

3 Structures with for, since and last (C)

Complete the conversations.

- Mike: This car is filthy. I haven't been to the car wash for about a year.
Tom: What! You mean it's twelve months *since you last went* to the car wash?
- 1 Laura: I haven't used my camera recently. June was the last time I took a photo.
Trevor: Really? I'm surprised you June.
 - 2 Rachel: I haven't seen Andrew for weeks.
Daniel: Nor me. It's him.
 - 3 Tom: What about a game of cards? We haven't played since your birthday.
David: Really? You mean my birthday cards?
 - 4 Emma: I feel terrible. It's three days since I ate anything.
Vicky: What did you say? You three days?

15 Present perfect or past simple? (2)

A I've been or I was?



PRESENT PERFECT

We use the present perfect for a state which has gone on up to the present. (David is still in hospital.)

We've lived here for ten years.
(And we still live here.)



PAST SIMPLE

We use the past simple for a state in the past, in a period which is finished. (David's stay in hospital is over.)

We lived there for ten years.
(We don't live there now.)

B Have you (ever)...? and Did you (ever)...?

PRESENT PERFECT

We use the present perfect for actions in a period of time up to the present.

This young director has made four films so far. He has made films means that it is possible he will make more films.

Here are some more examples.

Have you ever been to America? ~ Yes, twice. I've played table tennis before. We've never had any money.

PAST SIMPLE

We use the past simple for actions in the past, a period which is finished.

The director made many films in his long career. He made films means that his career in films is over. He won't make any more.

Did Churchill ever go to America? ~ Yes, I think so. I played table tennis at college. We never had any money in those days.

C Today, this week, etc

PRESENT PERFECT

We use **today** and phrases with **this** for a period up to the present.

It hasn't rained today.
Have you seen this week's magazine?

PAST SIMPLE

We use **yesterday** and phrases with **last** for a past period.

It rained yesterday.
Did you see last week's magazine?

But sometimes **today** etc can mean a past period. Compare:

I haven't seen Rachel today.
(It's still daytime.)
Has the post come this morning?
(It's still morning.)

I didn't see Sarah at work today.
(The working day is over.)
Did the post come this morning?
(It's later in the day.)

15 Exercises

1 I've been or I was? (A)

Complete this letter to a newspaper. Put in the present perfect or past simple.

A few days ago I (►) *learned* (learn) that someone plans to knock down the White Horse Inn. This pub (VJ *has been* (be) the centre of village life for centuries. It (1)..... (stand) at our crossroads for 500 years. It (2)..... (be) famous in the old days, and Shakespeare once (3)..... (stay) there, they say. I (4)..... (live) in Brickfield all my life. The villagers (5)..... (know) about the plans for less than a week and already there's a 'Save Our Pub' campaign. Last week we (6)..... (be) happy, but this week we're angry. We will stop them, you'll see.

2 Have you (ever)...? and Did you (ever)...? (B)

Look at each conversation and choose the best sentence, a) or b).

- Have you heard about the woman walking across the US? ~ Yes, she's reached the Rockies.
a) The walk is continuing, b) The walk has finished.
- 1 Have you ever played beach volleyball? ~ Yes, we played it on holiday.
a) The holiday is still going on. b) The holiday is over.
- 2 Did you know old Mr Green? ~ No, I never met him.
a) Mr Green is probably alive, b) Mr Green is probably dead.
- 3 Wayne Johnson is a great footballer. ~ Yes, he's scored 200 goals for United.
a) Wayne Johnson still plays for United, b) Wayne Johnson has left United.

3 Today, this week, etc (C)

Put in *this*, *last*, *today* or *yesterday*.

- *Last* month prices went up, but *this* month they have fallen a little.
- 1 It's been dry so far week, but week was very wet.
- 2 I went shopping earlier and spent all the money I earned
- 3 We didn't have many visitors year. We've had a lot more year.
- 4 I don't feel so tired now. We got up quite late morning. I felt really tired when we got up so early.

4 Present perfect or past simple? (Units 14 and 15)

Put in the verbs.

- Tom: (►) *Have you heard* (you / hear) the news about David?
Harriet: No. (1) (what / happen)?
Tom: (2) (he / have) an accident. He was walking down some steps.
(3) (he / fall) and (4) (break) his leg.
Harriet: Oh, how awful! When (5) (it / happen)?
Tom: Yesterday afternoon. Melanie (6) (tell) me about it last night.
Harriet: Last night! (7) (you / know) about it last night, and
(8) (you / not / tell) me!
Tom: Well, (9) (I / not / see) you last night. And
(10) (I / not / see) you today, until now.
Harriet: I hope he's all right. (11) (he / have) lots of accidents, you know.
(12) (he / do) the same thing about two years ago.

Test 3 Present perfect and past simple (Units 11-15)

Test 3A

Put in the past participles of the verbs in brackets.

- We've *found* (find) all the answers.
- 1 Have you..... (wash) the car?
 - 2 You haven't (eat) very much.
 - 3 They've..... (open) a new supermarket.
 - 4 You've..... (write) it in pencil.
 - 5 I've..... (make) the sandwiches.
 - 6 We've..... (have) our lunch.
 - 7 United have..... (score) a goal.
 - 8 The balloon has.....(land) in a field.
 - 9 Who's..... (break) this glass?
 - 10 It's warm because the heating has (be) on.
 - 11 Have you(sell) your flat yet?
 - 12 I've..... (finish) that job at last.

Test 3B

Complete the second sentence so that it follows on from the first. Use the present perfect.

- My hair is tidy now. I've *brushed* my hair.
- 1 The door is open. Someone the door.
 - 2 This is Oliver's drawing. Look. Oliver a picture.
 - 3 The calculator is broken. Someone the calculator.
 - 4 United are the winners. United..... the game.
 - 5 There's no more wine in the bottle. We all the wine.
 - 6 The floor is clean now. I the floor.
 - 7 I know my number now. I my number by heart.
 - 8 The guests are here now. The guests
 - 9 I'm still working on the computer. I with the computer yet.

Test 3C

Decide which word is correct.

- I'd like to borrow this book. Has Anna read it *yet*?
- a) done b) for c) just d) yet
- 1 Ben writes very quickly. He's..... finished his essay,
a) already b) been c) for d) yet
 - 2 What are you going to do? ~ I don't know. I haven't decided
a) just b) long c) since d) yet
 - 3 I've..... to London. I went there in June.
a) been b) gone c) just d) yet
 - 4 Have you done any skiing?
a) ever b) for c) just d) long
 - 5 My boyfriend hasn't rung..... week,
a) for b) last c) since d) this
 - 6 I haven't seen that coat before. How have you had it?
a) already b) for c) long d) since
 - 7 The girls have to the cinema. They won't be back until ten o'clock.
a) already b) been c) gone d) just

- 8 I haven't seen my parents last Christmas.
 a) already b) before c) for d) since
- 9 This is the first I've ever lived away from home.
 a) already b) since c) that d) time
- 10 This programme must be new. I've seen it before.
 a) ever b) never c) since d) yet

Test 3D

Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (/). If it is incorrect, cross the unnecessary *have* or *has* out of the sentence and write it in the space.

- ? Susan has lost her keys. She can't find them anywhere. V
- ? Christopher has hurt his hand, but it's OK now. *has*
- 1 The directors have arrived half an hour ago, but they didn't stay long.
- 2 It's raining, and Peter has left his umbrella behind, look.
- 3 It's a long time since your friends have last visited us.
- 4 None of you have called me for weeks. Aren't we friends any more?
- 5 We can play tennis now. The others have finished.
- 6 The company has bought some land, but then it sold it.
- 7 The computer isn't on now. Someone has turned it off.
- 8 Tessa has posted the parcel. It's on its way to you.
- 9 Several bombs have gone off in the city centre. It has happened an hour ago.
- 10 Simon has left. He and Oliver have left after lunch.

Test 3E

Put in the present perfect or past simple of the verbs in brackets.

- ? *I've had* (have) these shoes since my eighteenth birthday.
- ? I *tidied* (tidy) my desk, but now it's in a mess again.
- 1 The last time I (go) to Brighton was in August.
- 2 I'd like to meet a ghost, but I (never / see) one.
- 3 I've finished my homework. I (do) it before tea.
- 4 And the race is over! And Micky Simpson (win) in a record time!
- 5 I (work) for a computer company for a year. That was after college.
- 6 What time (you / get) to work this morning?
- 7 Martin (be) to Greece five times. He loves the place.
- 8 The President (come) out of the building and is going to make a speech.
- 9 You won't believe this, but I've got some tickets for the concert. ~ Oh, well done. How (you / get) them?
- 10 Of course I can ride a bike. But I (not / ride) one for years.
- 11 Marilyn Monroe (be) in about thirty films.
- 12 (you / ever / bake) your own bread? ~ No, but I might try it some time.
- 13 Janet (be) very ill three years ago.
- 14 Rupert has left a message for you. He (ring) last night.
- 15 (you / see) the news today? ~ No, not yet. I'll watch it at ten.
- 16 We moved here in 1993. We (be) here a long time now.

16 The present perfect continuous

A Introduction

We use the present perfect continuous for an action (*waiting*). The action happens over a period of time (*for twenty minutes*). Here the period lasts up to the present - they are still waiting now.



B Form

The present perfect continuous is the present tense of **have + been + an ing-form**.

I/you/we/they have been waiting OR *I/you/we/they've been waiting*
he/she/it has been waiting OR *he/she/it's been waiting*

NEGATIVE

I/you/we/they haven't been waiting
he/she/it hasn't been waiting

QUESTION

have I/you/we/they been waiting?
has he/she/it been waiting?

We've been standing here for ages. It has been raining all day.
Have you been waiting long? Our team hasn't been doing very well lately.

C Use

We use the present perfect continuous for an action over a period of time leading up to the present (see A). In these examples the action is still going on.

We've been waiting here for twenty minutes. (We're waiting now.)

Listen. That burglar alarm has been ringing since eight o'clock this morning.

We must use the perfect in these situations.

NOT ~~*We wait here for twenty minutes*~~ OR ~~*We're waiting here for twenty minutes.*~~

We can use the present perfect continuous to talk about repeated actions up to now.

Natasha has been playing the piano since she was four. We can also use it to talk about an action which ends just before the present.

I've been swimming. That's why my hair is wet.

D For, since, how long and recently

We can use the present perfect continuous with **for** and **since** (see Unit 121).

My sister has been staying with me for three weeks now.

You've been playing on that computer since seven o'clock.

We use **how long** in questions.

How long have you been waiting?

Note also **recently** and **lately**. These both mean 'in the last few days or weeks'. *I haven't been feeling very well recently. What have you been doing lately?*

16 Exercises

1 Form (B)

Put in the verbs. Use the present perfect continuous.

Ilona: Sorry I'm late.

Emma: It's OK. (►) / *haven't been waiting* (I / not / wait) long.

What(1)..... (you/do)?

Ilona: I've been with Mrs King. (2) (she / help) me with my English.

Emma: Your English is very good. You don't need lessons, surely.

How long (3)..... (you / study) English?

Ilona: Er, eight years now. But my accent wasn't so good before I came to England.

(4)(I / try) to improve it.

I think (5) (it / get) better lately.

Emma: Your accent is fine, Ilona. Honestly.

2 Use(C)

Say what these people have been doing. Use these verbs: *argue, cook, drive, wait, work*



► Andrew is tired because *he's been working* all day.

1 Trevor and Laura are upset because

2 David is hot because.....

3 Mark feels very stiff because

all day.

4 Henry is annoyed..... a long time for Claire.

3 Use(C-D)

What could you say in these situations? Write sentences with the present perfect continuous and a phrase with *for*. Use these verbs: *play, read, swim, talk, travel, work*

► A video is on. It began two hours ago, and it hasn't finished yet.

The video has been playing for two hours.

1 Matthew went into the water an hour ago. He doesn't want to come out yet.

2 Your friends started their journey around the world three months ago. They've gone about halfway now.

3 Mark got to the office early this morning. Ten hours later he's still there.

4 Melanie rang Rita forty minutes ago, and they're still on the phone.

5 Trevor has got an interesting book. He started it quite a long time ago. Ask him how long.

17 Present perfect continuous or simple?

A I have been doing or I have done?



Mike has been repairing the car.

We use the present perfect continuous for an action happening over a period of time (see Unit 16). We are thinking of Mike doing the repair and getting oil on his hands.



Mike has repaired the car.

We use the present perfect simple for a complete action (see Unit 11). We are thinking of the finished repair and the result of the repair - that the car is all right now.

Here are some more examples.

OVER A PERIOD (**have been doing**)

We've been touring Scotland. A strong wind has been blowing all day. Vicky is out of breath. She's been running. I've been writing an essay. I'm tired now.

We normally use the continuous form when we say how long.

*Rachel has been playing music all day.
I've been ironing shirts since ten o'clock.
How long have you been learning to drive?*

COMPLETE (**have done**)

We've finished our tour of Scotland. The wind has blown a tree over. Vicky is here at last. She's run all the way. I've written an essay. I can hand it in now

We normally use the simple form when we say how much/many.

*Rachel has played at least twenty CDs.
I've ironed eight shirts.
How many driving lessons have you had?*

B States and actions

We cannot normally use the continuous form with a state verb (see Unit 7).

I've known the secret for a long time, NOT ~~I've been knowing the secret~~. My parents have had this car for about ten years. We've never been very happy here, I'm afraid.

Live and work (= have a job) can be continuous or simple, with no difference in meaning.

We've been living here since 1992. OR We've lived here since 1992.

Sarah has been working for the company for three years now. OR Sarah has worked for the company for three years now.

17 Exercises

1 I have been doing or I have done? (A)

Look at these conversations and put in the correct form of the verb. Use the present perfect continuous or simple.

- Sarah: I feel really tired.
Mark: It's because *you've been doing* (you / do) too much.
Sarah: Well, at least *I've finished* (I / finish) that report now, and I can relax.
- 1 David: Someone (leave) the ladder outside, look.
Harriet: I expect that's Mike. (he / clean) the windows. I don't think (he / finish) yet.
- 2 Laura: You've got mud on your shoes.
Trevor: It's all right, I'll take them off. (I / work) in the garden.
Laura: Yes, it looks a lot tidier. Well done (you / do) a good job.
- 3 Tom: (I / hear) that you and Harriet are building a garage.
How long (you / do) that?
Mike: Oh, for about a month now. (we / do) about half of it.

2 I have been doing or I have done? (A)

What would you ask in these situations? Use the present perfect continuous or simple.

? Your friend is wearing glasses. You've never seen him with glasses on before. Ask him how long ...

How long have you been wearing glasses ?

? Nick is playing computer games. Ask him how many ...

How many computer games have you played ?

1 You meet a group of people walking across country. Ask them how many miles ...

2 Some workmen are digging up the road outside Sarah's house. Ask her how long ...

3 Laura is taking lots of photos of you and your friends. Ask her how many ...

4 You have just woken up from an afternoon sleep and seen that it is raining. Ask your friend how long ...

3 I have been doing or I have done? (A-B)

Complete the conversation. Put the verbs in the present perfect continuous or simple.

Laura: What are you doing, Trevor? (►) *You've been* (you / be) in here for ages. You're making an awful mess.

Trevor: (1) (I / clear) out this cupboard most of the afternoon. There's a lot of old stuff in here. (2) (I / find) these, look.

Laura: (3) (you / sit) there staring at those old boots for the last five minutes. (4) (I / watch) you.

(5) (you / be) in a dream.

Trevor: They're football boots. (6) (I / have) them since I was about sixteen. (7) (they / be) in here for years.

Laura: Well, throw them away. And what about that tennis racket? Is that yours?

Trevor: No, it must be yours. (8) (I / never / have) a tennis racket.

18 The past perfect

A Introduction

IN THE CANTEEN AT WORK, MARK IS TELLING A COLLEAGUE ABOUT THE DREADFUL DAY HE HAD YESTERDAY.



*I felt really tired when I took the train to work yesterday because Sarah and I **had been** to a party the evening before. We **hadn't gone** to bed until after one. I **hadn't been** on the train long when I had a bit of a shock. I suddenly realized that **I'd left** my wallet at home. Then I began to wonder. **Had I left** it in the office the day before? I just couldn't remember. I wanted to go back to bed. I felt awful.*

The situation is in the past (**I took the train ... I felt tired ...**). When we talk about things before this past time, we use the past perfect.

*Sarah and I **had been** to a party the evening before.*

***I'd left** my wallet at home.*

We are looking back from the situation of the train journey to the earlier actions - going to a party and leaving home without the wallet.

Here are some more examples of the past perfect. *It was twenty to six. Most of the shops **had just closed**.*

*I went to the box office at lunch-time, but they **had** already **sold** all the tickets. By*

*1960 most of Britain's old colonies **had become** independent.*

As well as actions, we can use the past perfect to talk about states.

*I felt better by the summer, but the doctor warned me not to do too much. **I'd been** very ill. The news came as no surprise to me. **I'd known** for some time that the factory was likely to close.*

B Form

The past perfect is **had** + a past participle.

*He **had enjoyed** the party, OR He'd **enjoyed** the party.*

*They **hadn't gone** to bed until late. Where **had** he **put** his wallet? For irregular past participles see page 383.*

C Present perfect and past perfect

Compare these examples.

PRESENT PERFECT (before now)

*My wallet isn't here. **I've left** it behind.*

*The match is over. United **have won**.*

*That man looks familiar. **I've seen** him somewhere before.*

PAST PERFECT (before then)

*My wallet wasn't there. **I'd left** it behind.*

*The match was over. United **had won**.*

*The man looked familiar. **I'd seen** him somewhere before.*

18 Exercises

1 The past perfect (A)

Read about each situation and then tick the right answer.

- ▶ Two men delivered the sofa. I had already paid for it.
Which came first, a) the delivery, or b) ✓ the payment?
- 1 The waiter brought our drinks. We'd already had our soup.
Which came first, a) the drinks, or b) the soup?
- 2 I'd seen the film, so I read the book.
Did I first a) see the film, or b) read the book?
- 3 The programme had ended, so I rewound the cassette.
Did I rewind the cassette a) after, or b) before the programme ended?
- 4 I had an invitation to the party, but I'd arranged a trip to London.
Which came first, a) the invitation, or b) the arrangements for the trip?

2 The past perfect (A-B)

Add a sentence with the past perfect using the notes.

- ▶ Claire looked very suntanned when I saw her last week.
She'd just been on holiday. (just / be on holiday)
- 1 We rushed to the station, but we were too late.
..... (the train / just / go)
- 2 I didn't have an umbrella, but that didn't matter.
..... (the rain / stop)
- 3 When I got to the concert hall, they wouldn't let me in.
..... (forget / my ticket)
- 4 Someone got the number of the car the raiders used.
..... (steal / it / a week before)
- 5 I was really pleased to see Rachel again yesterday.
..... (not see / her / for ages)
- 6 Luckily the flat didn't look too bad when my parents called in.
.....(just / clean / it)
- 7 The boss invited me to lunch yesterday, but I had to refuse the invitation.
..... (already / eat / my sandwiches)

3 Present perfect and past perfect (C)

Put the verbs in the present perfect (*have done*) or past perfect (*had done*).

- ? It isn't raining now. It's *stopped* (stop) at last.
- ? We had no car at that time. *We'd sold* (sell) our old one.
- 1 The park looked awful. People (leave) litter everywhere.
- 2 You can have that newspaper. I(finish) with it.
- 3 There's no more cheese. We.....(eat) it all, I'm afraid.
- 4 There was no sign of a taxi, although I..... (order) one half an hour before.
- 5 This bill isn't right. They (make) a mistake.
- 6 I spoke to Melanie at lunch-time. Someone(tell) her the news earlier.
- 7 I was really tired last night. I.....(have) a hard day.
- 8 Don't you want to see this programme? It(start).
- 9 It'll soon get warm in here. I.....(turn) the heating on.
- 10 At last the committee were ready to announce their decision.
They..... (make) up their minds.

19 Review of the past simple, continuous and perfect

A Introduction

Read this true story. It happened some years ago.

*A young man **walked** into a supermarket in Southampton and **put** a few items of food in a basket. He had **chosen** a time when not many people **were shopping** in the store. He **found** a checkout where no one else **was waiting**. When the cashier **had checked** the goods, the man **gave** her a £10 note. When she opened the till, the man quickly **snatched** all the money from it and **ran** out of the store before she **realized** what was **happening**. At the time the security guard **was standing** at the other end of the store. When staff **checked** the records in the till, they **found** that the thief **had taken** only £4.37. As he **had left** the £10 note behind, the operation **had cost** him £5.63.*

B Comparison of tenses

We use the past simple to talk about the past (see Unit 8).

*He **snatched** the money and **ran** away.* The past simple is used for the actions in the story, to tell us what happened next.

We use the past continuous (see Unit 9) for something around a past time or a past action.

*At the time of the incident, not many people **were shopping** in the store.*
The few customers were in the middle of doing their shopping.

We use the past perfect (see Unit 18) for things before a past situation.

*Staff **found** that the thief **had taken** only £4.37.* The theft of the money happened before they found out how much.

C Past simple and past continuous

We often use these two forms together when a shorter action comes in the middle of a longer one (see Unit 10B).

*I **was waiting** at the checkout when I **noticed** a strange-looking man.*
Seeing the man came in the middle of the wait.

D Past simple and past perfect

When we use these two forms together, we use the past perfect for what happened earlier.

*A man **walked** into a supermarket. He **had chosen** a quiet time.* The choice of the time came before the arrival in the supermarket.

In this example, one past action followed another.

*He **filled** the basket and **went** to the checkout.* We can also use either **when ... had done**, or **after ... did/had done**.

***When** he **had filled** the basket, he **went** to the checkout.*

***After** he **had filled** (OR **After** he **filled**) the basket, he **went** to the checkout.* But when one short action comes straight after another, we use the past simple for both.

*When she **opened** the till, he **snatched** all the money out of it.*

Note the different meanings.

*When I switched the TV on, the programme **started**.* I was just in time.

*When I switched the TV on, the programme **had started**.* I missed the beginning. We can use the past perfect or the past simple with **before** or **until**. There is no difference in meaning.

*The man arrived at the store before it **had opened**/before it **opened**.*

*The chairman didn't speak until he **had heard**/until he **heard** all the arguments.*

19 Exercises

1 Past simple, continuous and perfect (A-D)

Look at these sentences and then tick the right answer.

- ▶ David and Tom were talking together when a young woman spoke to them.
Which took more time, a) what David and Tom said, or b) what the woman said?
- 1 Mike had put up the tent, but Harriet was still unloading things from the car.
Which finished first, a) putting up the tent, or b) unloading?
- 2 Mark went home and switched off the computer.
What did he do first, a) go home, or b) switch off the computer?
- 3 When Claire arrived, Henry was walking up and down.
Which started earlier, a) Claire's arrival, or b) Henry's walking?
- 4 When Sarah had phoned the office, she drove to the hotel.
Did she phone the office a) before, or b) after driving to the hotel?

2 Past simple and past perfect (D)

Write the two sentences as one. Use *when* and the past perfect in either the first or the second part of the sentence.

- ▶ I took the book back to the library. I read it.
/ took the book back to the library when I'd read it.
- ▶ The students did the experiment. They wrote a report on it.
When the students had done the experiment, they wrote a report on it.
- 1 Nick saved enough money. He bought a motor bike.
- 2 Mark put all the dishes away. He dried them.
- 3 I looked both ways. I pulled out into the road.
- 4 The golfers went into the clubhouse. They played the last hole.

3 Past simple, continuous and perfect (A-D)

Daniel is telling the story of how he forgot his passport. Put the verbs into the correct form.

- (▶) */(happened (it / happen) last August at the airport. A few weeks before, a group of us*
- (1)..... (decide) to go to Greece together for a holiday.
 - (2)..... (we / wait) in the queue at passport control when suddenly
 - (3).....(I / realize) that (4).....(I / forget) my passport.
 - (5)..... (it / be) quite a shock. (6)..... (I / hurry) to a phone and
 - (7) (ring) my parents. (8)..... (they / work) in the garden, but luckily my mother (9)..... (hear) the phone.
 - (10)(they / find) the passport and immediately
 - (11).....(drive) to the airport with it. (12)..... (I / meet) them at the information desk. (13)(we / have) no time to talk, but
 - (14).....(I / say) goodbye to them earlier that morning.
 - (15)..... (I / run) all the way to the plane. I was just in time. When
 - (16).....(I / get) there, the passengers (17).....(sit) in their seats ready for take-off. When (18) (they / see) me, everyone
 - (19)..... (start) clapping.

20 The past perfect continuous

A Introduction



David is talking about a situation in the past (**ifell and broke my leg**). When we look back to something before this past time, we use the past perfect simple (see Unit 18) or the past perfect continuous.

Past perfect simple: *I had taken a bus into town.*

Past perfect continuous: *I had been swimming in the pool*

We use the past perfect continuous for an action which happened over a period of time. The swimming went on for some time before David broke his leg.

B Form

The past perfect continuous is **had been** + an ing-form. / *had been waiting ages*, OR *I'd been waiting ages*. *I had not been paying attention*, OR *I hadn't been paying attention*. *Was the ground wet?* *Had it been raining?*

C I had been doing or I had done?

Compare the past perfect continuous and simple.

OVER A PERIOD (**had been doing**)

I found the calculator. I'd been looking for it for ages. Vicky felt tired because she'd been working all day.

We are thinking of Vicky's work going on as she got tired.

We normally use the continuous with a phrase saying **how long**.

When the company went bankrupt, it had been losing money for months.

We do not normally use the past perfect continuous for states (see Unit 7). NOT ~~He had been seeming unwell~~

COMPLETE (**had done**)

I finally bought a new calculator. I'd looked everywhere for the old one. Vicky felt pleased because she'd done so much work. We are thinking of Vicky's work as complete.

We normally use the simple form with a phrase saying **how much/many**.

When the company went bankrupt, it had lost over a million pounds.

We also use the past perfect simple for states (see Unit 7).

The old man had seemed unwell for some time before he died.

D Comparison with other continuous forms

Compare the **present** perfect continuous (**has/have been doing**) and the **past** perfect continuous.

Vicky looks very upset. I think she's been crying.

Vicky looked very upset. I thought she'd been crying. Compare the past continuous (**was doing**) and the past perfect continuous.

When I phoned, Natasha was having a piano lesson. (I phoned **during** the lesson.)

When I phoned, Natasha had been having a piano lesson. (I phoned **after** the lesson.)

20 Exercises

1 Form (B)

Complete the conversation. Put in the past perfect continuous of the verbs.

Rachel: How was your job interview?

Vicky: Awful. I felt terribly nervous. (►) *I'd been worrying* (I / worry) about it all week. And I was tired because (1)..... (I / work) on my project the night before.
(2) (I / not look) forward to the interview at all.

Rachel: So what happened?

Vicky: The woman interviewing me was half an hour late because

(3).....(she / deal) with an unexpected problem, she said.
(4) (I / wait) ages, and I'd got even more nervous.

Rachel: How did the interview go?

Vicky: Well, I tried to sound confident. (5) (I / read) a book that said that's what you have to do in job interviews. But I don't know if I gave the right answers.

2 Form and use (A-B)

Add a sentence with the past perfect continuous to explain why. Look at the pictures to find the reasons.



► Claire got burnt. *She'd been lying in the sun.*

- 1 Vicky looked upset.....
- 2 Henry was stopped by the police.....
- 3 The children started a fire.....
- 4 A young man was struck by lightning.....

Comparison with other tenses (C-D)

Put in the correct form of the verbs.

► Tom could hear shouts from the flat next door. His neighbours *were arguing* (argue) again.

- 1 Emma went into the sitting-room. It was empty, but the television was still on. Someone.....(watch) it.
- 2 I(play) tennis, so I had a shower. I was annoyed because I (not win) a single game.
- 3 The walkers finally arrived at their destination. They(walk) all day, and they certainly needed a rest. They(walk) thirty miles.
- 4 When I saw Nick last week, he said he(stop) smoking. But when I saw him two days later, he..... (smoke) a cigarette. He looked rather ashamed.
- 5 I really must go and see the dentist. One of my teeth(ache) for weeks.
- 6 When Melanie arrived at David's place, he..... (lie) on the sofa reading a detective novel. He(buy) it at the second-hand bookshop, and he(read) it for most of the afternoon.

TEST 4 Past and perfect tenses (Units 16-20)

Test 4A

Read the conversation. Then look at the answers below and write the correct answer in each space.

Tessa: Hello, Robert. I (►) *haven't* seen you for ages.

Robert: Hello, Tessa. Great to see you. What have you (1)..... doing lately?

Tessa: (2)..... just started a new job in computer software.

Robert: You (3)..... working for Tuffex Plastics when we last met.

Tessa: That's right. I hadn't (4)..... working there long before I got fed up. I

(5)..... realized what a horrible job it would be. But what about you?

(6)..... you found a job?

Robert: Well, six months ago I (7)..... working for a car hire company, but then they (8)..... bankrupt. So I'm out of work now.

(9)..... been looking around for another job.

Tessa: Well, I'm sure you'll find one soon.

- a) didn't b) hadn't c) haven't d) wasn't
1 a) been b) had c) has d) was
2 a) I'd b) I'll c) I'm d) I've
3 a) did b) had c) have d) were
4 a) be b) been c) done d) had
5 a) didn't b) hadn't c) haven't d) wasn't
6 a) Did b) Had c) Have d) Were
7 a) been b) had c) have d) was
8 a) go b) going c) gone d) went
9 a) I'd b) I'll c) I'm d) I've

Test 4B

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

► Susan had a green dress on. (wearing)

Susan was wearing a green dress.

- 1 The doctor began work at six o'clock and is still working, (has)
- 2 Rupert didn't have his credit card, (forgotten)
- 3 I didn't want to go without taking a photo, (until)
- 4 Nancy has been writing the report. It is finished now. (written)
- 5 My wait in the queue has lasted forty minutes so far. (I)
- 6 When we arrived, everyone was on the dance floor, (dancing)
- 7 The computer has been mine for four years, (had)
- 8 In the middle of our lunch there was a knock at the door, (when)
- 9 Nigel felt sick from eating too many cakes, (because)

Test 4C

Write the sentences correctly.

- I like this CD. ~~I've been having it for ages.~~
I've had it for ages.

- 1 It was my first day back at work. ~~I was on holiday.~~
- 2 I'm quite tired now. ~~I play badminton~~
- 3 I had to sit down. ~~I'd been havig a shock~~
- 4 You need a rest. ~~How much have you been working?~~
- 5 The robbery happened at midday. ~~Lots of people walked along the street outside.~~
- 6 My sister speaks good English. ~~She is practising her English since last summer.~~
- 7 At last I have my qualification. ~~I've been passing my exam.~~
- 8 Michelle looked really sunburnt. ~~She'd lie in the sun for too long.~~
- 9 We got to the coach stop at nine yesterday. ~~But the coach has already gone.~~

Test 4D

Complete the conversations. Put in the correct form of each verb.

- A: *Did you buy* (you / buy) anything at the antiques sale yesterday?
B: No. / *wanted* (I / want) to buy some jewellery, but *I'd left* (I / leave) my credit card at home.
- 1 A: Are you still copying those addresses?
B: No, that's all of them (I / finish) now.
 - 2 A: The train is never going to get here.
B: How long (we / wait) now?
A: At least half an hour (we / be) here since ten to five.
 - 3 A: Did you have a nice chat with Tessa?
B: No, not really. When (we / drink) our coffee,
..... (she / hurry) off home.
 - 4 A: It's terrible about that plane crash, isn't it?
B: Yes, awful (I / have) breakfast when
..... (I / hear) the news.
 - 5 A: So you sing in a rock band, do you? How long (you / do) that?
B: Oh, since I was sixteen. (we / do) about a dozen concerts.
 - 6 A: Do you know what Polly was so upset about yesterday?
B: No, I don't. But I'm sure (she / cry). Her eyes looked red.
A: Perhaps (she / have) some bad news.
 - 7 A: The shooting was very frightening, I suppose.
B: It certainly was. When we (hear) the shot,
we all (throw) ourselves to the floor.

21 Review of present and past tenses

A Introduction

Study the verb forms.

Present continuous:	<i>Claire is ready to go on safari. She is waiting for her guide.</i>
Present simple:	<i>She goes on holiday a lot.</i>
Present perfect:	<i>She has bought a safari suit.</i>
Present perfect continuous:	<i>She has been planning her trip for months.</i>
Past simple:	<i>She bought the suit last week.</i>
Past continuous:	<i>She was going past Harrods when she saw it in the window.</i>
Past perfect:	<i>She had already decided that she needed a safari suit.</i>
continuous:	<i>She had been looking for one for a week or two.</i>



B I am doing or I do? (Unit 6)

PRESENT CONTINUOUS

We use the present continuous for an action now, something we are in the middle of.

*I **am writing** a letter.*

*Claire **is wearing** a safari suit.*

*We're **getting** lunch now.*

We use the present continuous for a feeling over a short period of time.

*Vicky **is liking** her course much better this year.*

We use the present continuous for a temporary situation or routine.

*I'm very busy at the moment, so I'm **getting up** early this week.*

PRESENT SIMPLE

We use the present simple for repeated actions, things that happen again and again.

*I **write** home every week.*

*Tom never **wears** smart clothes.*

*We usually **get** lunch at about one.*

We normally use the present simple for thought; and feelings, and for states and permanent facts.

*Claire **likes** holidays.*

*Four times twelve **makes** forty-eight.*

We use the present simple for a permanent situation or routine.

*I usually **get up** quite late,*

C I have done or I did? (Units 14-15)

PRESENT PERFECT

The present perfect tells us about the past and the present.

*They **have locked** the door. No one can get in.*

We use the present perfect for a state which has gone on up to the present.

*I've **known** him for ages. He's an old friend.*

We use the present perfect for actions in a period of time up to the present.

*I **have seen** the carnival several times.*

PAST SIMPLE

The past simple tells us about the past, a time which is finished.

*They **locked** the door at ten o'clock last night.*

We use the past simple for a state in the past,

*I **knew** him when we were at college together.*

We use the past simple for actions in the past,

*I **saw** the carnival several times as a child.*

D I have been doing or I have done? (Unit 17)

PRESENT PERFECT CONTINUOUS

We use the present perfect continuous for an action over a period of time leading up to the present. We are thinking of the action going on.

*Daniel's tired. He's **been working**.*

*I've **been reading** all afternoon.*

*We've **been staying** here for a week/since Thursday.*

PRESENT PERFECT

We use the present perfect simple for a complete action. We are thinking of the result.

*At least he's **earned** some money.*

*I've **read** 200 pages.*

E I was doing or I did? (Unit 10)

PAST CONTINUOUS

We use the past continuous for an action that we were in the middle of.

*I **was reading** the paper at half past ten.*

We often use the past continuous and simple together when a shorter action (simple) comes in the middle of a longer one (continuous).

*We were **looking** for the coffee bar when we **met** Emma. But we use two past simple verbs for one action after another.*

*When we **saw** Rachel, she **waved** to us.*

PAST SIMPLE

We use the past simple for a complete action in the past or for a past state.

*I **left** the house at half past ten.*

*Vicky **had** a headache.*

F I did or I had done? (Units 18-19)

We use the past simple to talk about a past situation and the past perfect for things that happened earlier. *I **threw** the magazine away. I'd **finished** with it. When Sarah **found** the letter, someone **had** already **opened** it. When the new people **moved** in, the house **had been** empty for a year.*

We can use **when ... had done** to say that one thing finished and then something else happened.

*When we'd **paid** the bill, we **left** the restaurant. But when one short action comes straight after another, we use the past simple for both.*

*When the firework **went** off, the dog **ran** away.*

Compare these two sentences.

*When we arrived, the others all **left**. (We arrived and then they left.)* *When we arrived, the others **had** all **left**. (They left before we arrived.)*

G I had been doing or I had done? (Unit 20)

We use these forms when we look back from a situation in the past.

PAST PERFECT CONTINUOUS

We use the past perfect continuous for an action over a period of time. We are thinking of the action going on.

*Emma's hand ached because she'd **been using** the computer.*

*When I finally served the meal, I'd **been cooking** for hours.*

PAST PERFECT

We use the past perfect simple for a complete action. We are thinking of the result,

*Her work looked really neat because she'd **used** the computer.*

*I felt quite proud that I'd **cooked** a meal for eight people.*

21 Exercises

1 Present tenses (A-D)

Complete the sentences using the notes in brackets. The verbs can be present continuous (*am doing*), present simple (*do*) or present perfect (*have done*).

- ▶ We bought this picture a long time ago. *We've had it* (we / have / it) for ages.
- 1 Sarah finds her mobile phone very useful..... (she / use / it) all the time.
- 2 Vicky doesn't know where her watch is..... (she / lose / it).
- 3 We're in the middle of decorating our kitchen, so we can't cook any meals.
.....(we / get / them) from a take-away restaurant this week.
- 4 Claire is on a skiing holiday..... (she / enjoy / it), she says on her postcard.
- 5 The colour of this paint is absolutely awful(I/hate/it).
- 6 These figures certainly should add up..... (I / check / them) several times already.
- 7 Trevor and Laura like Scrabble..... (they / play / it) most evenings.
- 8 These flowers are dying (you / not water / them) for ages.

2 Present tenses (A-D)

Read about each situation. What else do you say? Use the verb in brackets.

- ▶ You can't go out with a friend because you have a Saturday job. (work)
I'm sorry. *I work on Saturdays*.
- 1 You have just met a friend you last saw months ago. (not see)
Hello! How are you?
- 2 Someone has arranged to phone you at this time, and you're ready for the call, (wait)
I have to stay by the phone.....
- 3 Your friend is wearing a very nice jacket you haven't seen before, (like)
Oh, that's nice.....
- 4 You are watching the snow fall. It started yesterday and is still falling, (snow)
I can't believe it.....

3 Present and past tenses (A-F)

Read about each situation and then tick the right answer.

- ▶ When we were talking, Tom left the room.
Which took longer, a) our conversation, or b) Tom's departure?
- 1 Mark has been a member of the golf club for two years.
a) He joined the club two years ago and is still a member.
b) He was a member of the club for two years but is not a member now.
- 2 Vicky is watching the weather forecast.
The weather forecast a) hasn't started yet, b) has started but not finished, or c) is over.
- 3 I've switched off the burglar alarm.
Do I think that the alarm a) is off, b) is on, or c) may be on or off?
- 4 I've been studying all afternoon, and I've got a headache.
Am I thinking of a) how much I have learned, or b) the action going on for a long time?
- 5 We had already travelled some distance when the sun rose.
Did our journey start a) before sunrise, b) at sunrise, or c) after sunrise?
- 6 I'm going to work by bus this week.
a) I always go to work by bus. b) My routine is different for this week.

4 Present and past tenses (C-E)

Put in a pronoun and the correct form of the verb. Use the past continuous (*was doing*), the past simple (*did*) or the present perfect continuous (*have been doing*).

- Mark: I rang at one, but you weren't in your office.
Sarah: No, / *was having* (have) lunch.
- 1 David: You look tired.
Melanie: Yes, I expect I do..... (work) all day.
- 2 Sarah: Is Laura at home?
Trevor: No,..... (go) out about half an hour ago.
- 3 Vicky: I haven't finished this letter yet.
Rachel: It must be a long letter.(write) it since lunch-time.
- 4 Harriet: I see you've got some new neighbours.
Tom Yes, a young couple..... (move) in last month.
- 5 David: Did Tom drive you home?
Melanie: Yes,..... (stop) and offered me a lift
while.....(wait) for a bus outside the town hall.

5 Present and past tenses (A-G)

Complete the conversation. Choose the correct form.

- Melanie: How (►) are you getting/do you get on in your new job, Nick?
Nick: Oh, so (1) you know/you're knowing about my job as a car salesman.
Melanie: (2) David's told/David told me yesterday.
Nick: Well, I (3) haven't been/wasn't in the job long. (4) I started/I've started on Monday.
Melanie: And how many cars (5) have you been selling/have you sold so far?
Nick: Well, none yet. Give me a chance. Up to now (6) I've been learning/I've learned all the time.
Melanie: David says you (7) had/were having a sports car once.
Nick: I've still got it. (8) I had/I've had it for about five years. (9) I don't often drive/I'm not often driving it because (10) I don't like/I'm not liking getting it dirty. Normally (11) I ride/I'm riding my motor bike. And the car is expensive to run. I (12) bought/had bought it on impulse. I (13) was working/worked on a building site at the time. For several months before I bought it, (14) I'd done/I'd been doing overtime, and when (15) I'd been earning/I'd earned enough to buy a car, it was a really magical moment. Maybe you'd like a ride in it some time?
Melanie: Oh, yes please. That would be lovely.

6 Present and past tenses (A-G)

Complete the radio news report. Put in the correct forms of the verbs.

- Hello. This (►) *is* (be) Kitty Beamish. (1)..... (I / speak) to you from Oxford, where the finals of the World Quiz Championships will be held tomorrow. The favourite is Claude Jennings of Cornwall, the man who (2)(know) everything. Twelve months ago no one (3)(hear) of Claude Jennings, although (4).....(he / take) part in quiz competitions for years. Now suddenly he is a big star. So far this year (5)..... (he / answer) every single question correctly. And he is popular, too. When (6)..... (he / arrive) here two days ago, hundreds of fans (7)..... (wait) at the station to welcome him. Since his arrival Claude (8)..... (read) encyclopedias in his hotel bedroom. He is clearly the man to watch. And now back to the news desk.

TEST 5 Present and past tenses (Unit 21)

Test 5A

Complete the conversations. Put in the correct form of each verb.

- A: Are you ready?
B: I won't be a moment. *I'm doing* (I / do) my hair.
- 1 A: Could you tell me your address?
B: Well,.....(I / live) in a friend's house at the moment.
Luckyly..... (I / find) a place of my own now, but I can't move in until next week.
- 2 A: Is this your CD?
B: No, it isn't mine..... (I / think).....(it / belong) to Peter.
- 3 A: Can I borrow your calculator, please?
B: Well,..... (I / use) it to work out these figures at the moment..... (I / want) to finish doing them, now that..... (I / start).
- 4 A: Why can't you wash your dirty plates sometimes? (you / leave) them in the sink most of the time.
B: OK, sorry. The last few weeks (I / have) so little time.....(I / rush) around all the time.

Test 5B

Read the story and write the missing words. Use one word only in each space.

One day a man was (►) *walking past* a house in Bournemouth when he (1).....a woman's voice shouting for help. The man (2) someone (3) probably trying to murder her. He ran to a phone box and (4) the police. The police came quite quickly, but by now the shouting had (5) However, the man (6) quite sure that he (7)..... heard cries for help. When the police (8)..... on the door, there was no answer. So they broke down the door and went in. Inside the house was a woman who had just (9)..... out of the shower. She explained to the police that she had (10)..... singing along to the Beatles song 'Help!'.

Test 5C

Write a second sentence so that it has a similar meaning to the first. Begin with the word in brackets. ►
Our trip to Africa was in October. (We ...) *We went to Africa in October.*

- 1 We've had ten hours of rain. (It...)
- 2 It's the right thing to do in my opinion. (I ...)
- 3 Our sofa is in a different place now. (We ...)
- 4 It was breakfast-time when Susan rang. (I ...)
- 5 Their game of badminton is always on Tuesday. (They ...)

Test 5D

Write the correct answer in each space.

- This isn't my first visit to London. *I've been* here before.
a) I'm b) I've been c) I was
- 1 I've got my key. I found it when..... for something else.
a) I looked b) I've looked c) I was looking
- 2 Sorry, I can't stop now. to an important meeting.
a) I go b) I'm going c) I've gone
- 3 I can't get Tessa on the phone..... all afternoon.
a) I'm trying b) I try c) I've been trying
- 4 The bank told me last week there was no money in my account. it all.
a) I'd spent b) I spent c) I was spending
- 5 There's a new road to the motorway..... it yesterday.
a) They'd opened b) They opened c) They've opened

Test 5E

Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (V). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

- ? Martin has changed his mind about next weekend. V
- ? We were enjoyed the holiday very much. *were*
- 1 Nancy is practising on the piano.
- 2 It was lucky that we had been decided to buy our tickets in advance.
- 3 We were riding our bikes when suddenly I was felt a pain in my leg.
- 4 We are go camping for three weeks every summer.
- 5 They have planted some new trees last year.
- 6 I suddenly realized I had been walking in the wrong direction.
- 7 Did you know that Anna has been won a prize?
- 8 No one told me that the goods had arrived the week before.

Test 5F

Complete the news report. Put each verb into the correct form.

The actress Vanessa Kemp (►) *has disappeared* (disappear). Yesterday she (I).....(fail) to arrive at the Prince Charles Theatre in London's West End for her leading role in the comedy 'Don't look now!'. Ms Kemp, who (2).....(live) in Hampstead, (3)..... (leave) home at four o'clock yesterday afternoon for the theatre, a journey she (4)..... (make) several times the week before. Two people who (5)..... (walk) past her home at the time (6).....(see) her leave. But no one (7)..... (see) her since then. At half past seven she still (8)..... (not / arrive) at the theatre. At eight o'clock the theatre manager had to break the news to the audience, who (9)..... (wait) patiently for the play to start. Since yesterday, theatre staff and friends (10)..... (try) to contact Ms Kemp, but they (II).....(have) no success so far. The police (12)..... (take) the matter seriously, but they (13)..... (believe) that she is unlikely to be in any danger. Her friends all (14) (want) to hear from her soon.

22 Introduction to the future

A Present, past and future

Read this paragraph from Rachel's letter to her aunt and uncle.

This is my last year at college, so I'll be leaving in June. And I've already got a job! In September I'm starting work at a bank in London. So I'll be free for most of the summer. I'm going to spend six weeks travelling around the US. My friend Vicky is coming with me. (She finishes college at the same time as me.) We're really looking forward to the trip. We might go to Canada too. Vicky has friends in Toronto.

When we talk about the present or the past, we use verb forms to say what is happening now, what happened yesterday, and so on. Vicky **has** friends in Toronto.

We know about things in the present and in the past because they are already real. But talking about the future is more of a problem. There is no single form in English that we can always use for the future. There are many different ways of talking about the future, depending on how we see a future event. It may be something that is fairly sure to happen, but on the other hand it may be just a plan or an intention, or it may be something that you think will happen but you can't be sure about.

B Verb forms used for the future

Here are some examples of verb forms used to express the future.

Be going to	> 24	<i>I'm going to spend</i> six weeks in the US. (an intention)
Will	> 23 A	<i>I'll be free</i> for most of the summer, (neutral future)
Present continuous	> 26A	<i>I'm starting</i> work in September, (an arrangement)
Present simple	> 26B	<i>She finishes</i> college at the same time, (a timetable)
Will be doing	> 28	<i>I'll be leaving</i> in June, (in the course of events)

Very often there is more than one possible form that could be used.

*She'll **finish** college in June. She **finishes** college in June.*

*She's **finishing** college in June. She'll **be finishing** college in June.*

Rachel could use any of these in her letter.

C Will

We often use **will** as a neutral way of expressing the future, but it is not 'the future tense'. It is only one of the forms we can use. In some situations **will** is not the right word.

*After college I'm **going to travel** around the US.* Here Rachel is saying what she intends to do in the future. We cannot use **will** here.

D Being sure and unsure

We cannot always be sure about the future. To show that we are unsure we can use **might** or **could** (see Unit 46).

*We **might** go to Canada. It **could** snow soon.*

To show how sure or unsure we are, we often use phrases like **I'm sure**, **definitely**, **I expect**, **I (don't) think** and **probably**.

*I'm **sure** it'll be all right. We're **definitely** going to be at the meeting.*

*I **expect** everyone will be going home. Rachel will **probably** be late.*

*I **think** I'm going to sneeze. I **don't think** Tom's coming tonight.*

22 Exercises

1 Present, past and future (A-B)

Rachel has received a letter from a friend of hers who left college last year.
Find the sentences which refer to the future and write them below.

I'm really enjoying my work at the store. I'm learning lots about the job. Soon they're moving me to another store - in Birmingham. They told me about it last week. I'll be leaving here at the end of the month. I feel a bit sad about that. Luckily they'll find a flat for me.

The time is going very quickly. I've been here three months. The training programme finishes next summer. I like the work, and I want to stay with the company. They'll decide about that next year. I'm just hoping for the best.

► *Soon they're moving me to another store — in Birmingham.*

- 1
- 2
- 3

2 Present and future (A-D)

Say if the second sentence is about the present or the future. Look at the phrases of time such as *at the moment* and *on Friday*.

► I'm busy. I'm cooking a meal at the moment. *present*

- 1 I'm nervous. I'm cooking for ten people on Friday.
- 2 I don't want to go out. I might watch a video later.
- 3 There's football on TV tonight. I might watch it.
- 4 We're off at last. We arrive in New York at seven.
- 5 This train is never on time. We always arrive late.

3 Present and future (A-D)

Read each pair of sentences and then answer the question about them.

- a) I'll see you on Thursday.
b) I saw you on Thursday.

Which sentence is about the future? *a*

- 1 a) I'm going to Manchester. I'm waiting for a connecting train.
b) I'm going to get a train to Manchester, changing at Birmingham.

Which is spoken during the journey?

- 2 a) We'll know the results of the tests next week.
b) We might know the results of the tests next week.

Which sentence is more certain?

- 3 a) I'm doing two exams this year.
b) I'm doing some work at the moment.

In which sentence has the action already started?...

- 4 a) What time do we arrive in Swansea?
b) What time will we arrive in Swansea?

Which question is more likely if you are travelling by car?

- 5 a) I'm eating at the Thai restaurant tonight.
b) I'll eat at the Thai restaurant tonight.

Which would you say if you've booked a table?

23 Will and shall

A Will for the future



We use **will** to say what we know or think about the future. **Will** here has a neutral meaning. It does not express the idea that we have already decided to do something or that we are planning something.

B Will for instant decisions

We also use **will** for an instant decision, when we decide on something or agree to do it more or less at the moment of speaking.

*I'm thirsty. I think **I'll make** some tea.*

*NOT **I make** some-tea.*

*You've left your computer on. ~ Oh, **I'll go** and switch it off.*

*We must celebrate. I know, **we'll have** a party.*

*I don't think **I'll do** any work tonight. I'm too tired.*

We also use it to order things.

***I'll have** the ham salad, please.*

We also use **will** in offers and invitations (see Unit 51).

Offer: ***I'll peel** the potatoes. ~ Oh, thank you.*

Invitation: ***Will you come** to lunch? ~ Yes, thank you. I'd love to. Promise: **I'll***

pay you back next week.

C The form of will

The form is **will** or **'ll**.

*The west **will have** rain tomorrow. You'll be late if you don't hurry. **Will you be** at home this evening? The world **will end** in the year 2050. The*

*negative is **will not** or **won't**.*

*The cost **will not be** more than £50. I **won't have** time for a meal.*

D Shall

We can use **shall** for the future, but only in the first person, after **I** or **we**.

*/ **will be/I shall be** on holiday in August.*

*We **will know/We shall know** the results soon.*

But NOT *~~Everyone shall know the results soon.~~*

I will and **I shall** have the same meaning here, but **shall** is a little formal. Both **I will** and **I shall** can be shortened to **I'll**, which is pronounced /ail/.

***I'll be** on holiday in August. (= **I will** OR **I shall**)*

Shall has other meanings. We can use it in offers and suggestions (see Unit 51).

Offer: ***Shall I pack** up your shopping for you? ~ Oh, thank you.*

Suggestion: ***Shall we all go** out together? ~ Good idea.*

We do not use **shall** in American English (see page 377).

23 Exercises

1 Will for the future and for instant decisions (A-B)

Read the conversations. Which replies are statements about the future and which are instant decisions?

- What would you like? ~ I'll have an orange juice, please. *decision*
- 1 Shall we go out tonight? ~ I'll be too tired, I think.
 - 2 We've lost a tennis ball. ~ I'll help you look for it.
 - 3 I'm worried about the exam. ~ Oh, you'll be all right.
 - 4 I haven't got any transport. ~ Oh, we'll give you a lift.
 - 5 I must fix this shelf some time. ~ We'll be dead before then.

2 Instant decisions (B)

Say what your decision is in these situations, or what you offer to do.

Use these verbs: *answer, carry, have, post, shut*

- You and your friend have come into the room. The window is open, and it is cold.
!// shut the window.
- 1 The phone is ringing. You are the nearest person to it.
 - 2 The choice on the menu is fish or chicken. You hate fish.
 - 3 You are meeting a friend at the station. He has two suitcases. There's a bag, too.
 - 4 Your friend has written a letter. You are going to walk into town past the post office.

3 Will and won't for the future (C)

Use the notes to write about what will happen next weekend.

- it / be / warm / tomorrow *It will be warm tomorrow.*
- 1 Tom / watch / the match
 - 2 Harriet's party / be / fun
 - 3 Trevor / not put up / the shelves
 - 4 Laura / be / annoyed
 - 5 Andrew / study / all weekend
 - 6 Rachel / not do / any work

4 Will and shall (A, D)

Complete the conversation. Put in *will* or *shall*.

Rachel: What (►) *shall* we do today?

Vicky: It would be nice to go out somewhere. The forecast says temperatures

(1)rise to thirty degrees.

Jessica: (2)we go for a walk?

Rachel: That sounds a bit boring. What about the seaside? We could get a bus.

Jessica: How much (3)it cost? I haven't got very much money.

Vicky: It isn't far. It doesn't cost much.

Jessica: Everywhere (4) be so crowded today because it's a holiday. The journey

(5) take ages.

Rachel: Come on, Vicky. (6) we leave Jessica behind if she's going to be so miserable?

24 Be going to

A Intentions



We use **be going to** to talk about something we have decided to do (an intention). David intends to climb up the ladder.

Here are some more examples.

I'm going to watch the next programme.

Emma is going to do an experiment this afternoon.

Rachel and Vicky are going to spend six weeks in the State.

We can use **I'm not going to** for a refusal.

I'm sorry, but I'm not going to walk half a mile in the rain.

(= I don't want to/I'm not willing to walk.)

The present continuous can have a very similar meaning to **be going to**. We can often use either form (see Unit 26A).

I'm going to visit my friend at the weekend.

I'm visiting my friend at the weekend.

We do not use **will** here.

We can use **be going to** with the verb **go** (*We're going to go out this evening*), but the present continuous is more usual. *We're going out this evening.*

B Form

We use the present tense of **be + going to + a verb**.

They're going to move house. Matthew is going to play squash.

Vicky isn't going to have any lunch. We aren't going to complain.

Is Daniel going to apply for the job? ~ I think he is.

When are you going to pay this bill? ~ I don't know. I can't at the moment.



C Predictions

We also use **be going to** for a prediction based on the present situation, when we can see that something is going to happen. The ladder is moving, so David is going to fall.

Here are some more examples.

My sister is going to have a baby in March.

It's nearly nine now. We're going to be late.

Do you think it's going to rain?

24 Exercises

i Intentions (A-B)

Look at the pictures and say what is going to happen.

Use these verbs: *answer, catch, have, hit, light*

Use these objects: *the ball, a bath, a bus, the firework, the phone*



► *They're going to have a bath.*

- 1
- 2
- 3
- 4

2 Form(B)

Put in the verbs with *be going to*.

Laura: What are you doing with that camera?

Trevor: (►) *I'm going to take* (I / take) it to work. (1)..... (I / lend) it to Phil.
 (2) (he / take) a few photos with it.

Laura: Why can't he buy his own camera?

Trevor: He's got one, but it isn't working properly. (3)..... (it / be) a while
 before he can get it repaired.

Laura: Well, how long (4)..... (he / keep) ours? When
 (5)..... (we / get) it back?

Trevor: (6)..... (he / have) it over the weekend.

(7) (we / get) it back on Monday.

Laura: Well, I hope (8)..... (it / not / get) damaged.

3 Predictions (B-C)

What would you say in these situations? Use these words: *be sick, crash, get wet, lose, not stop, rain*

► The sky is full of dark clouds.
/(s going to rain.

- 1 Now it's starting to rain. There's nowhere to shelter, and you haven't got an umbrella.
- 2 You feel awful. There's a terrible feeling in your stomach.
- 3 You are playing Scrabble. The game is nearly over and you are 100 points behind.
- 4 You can see a plane coming down. It's out of control and falling to the ground.
- 5 You are waiting for a train. There's one coming, but you don't know if it's the one you want. It's travelling very fast.

25 Will and be going to

A Introduction

- Emma: *It's my birthday soon. I'll be twenty next Friday.*
Aunt Joan: *Oh, really? Are you going to have a party?*
Emma: *I'm going to have a meal in a restaurant with a few friends.*
Aunt Joan: *That'll be nice.*



WILL

Will has a neutral meaning. We use it to talk about facts in the future.

- I'll be twenty next Friday.*
The spacecraft will come down in the Pacific Ocean tomorrow morning.

Will does not express an intention.

*It's her birthday. She's going to have a meal with her friends, NOT ~~She'll have a meal~~. But we often use **be going to** for an intention and **will** for the details and comments. *We're all going to have a meal. There'll be about ten of us. ~ Oh, that'll be nice.**

As well as **be going to**, we can use the present continuous (see Unit 26A).

- We're going to drive/We're driving down to the South of France. ~ That'll be a long journey. Yes, it'll take two days. We'll arrive on Sunday.*

BE GOING TO

We use **be going to** for an intention, something we have already decided to do.

- We're going to have a meal.*
Tom is going to sell his car.

B Decisions and intentions

WILL

We use **will** for an instant decision or agreement to do something.

- There's a postbox over there. I'll post these letters.*
You still haven't put those shelves up, Trevor. ~ OK, I'll do it tomorrow.

Trevor is deciding now.

BE GOING TO

Be going to means that we have already decided.

- I'm going out. I'm going to post these letters.*
You still haven't put those shelves up, Trevor. ~ I know. I'm going to do it tomorrow.

Trevor has already decided.

C Predictions

WILL

We can use **will** for a prediction about the future.

- I think United will win the game. One day people will travel to Mars.*

BE GOING TO

We use **be going to** for a prediction when we see from the present situation what is going to happen in the future.

- There isn't a cloud in the sky. It's going to be a lovely day.*
This bag isn't very strong. It's going to break.

It is often possible to use either form in a prediction. For example, we can also say *I think United are going to **win** the game*. Usually **be going to** is a little more informal and conversational than **will**.

25 Exercises

Will and be going to (A-B)

Complete the conversations. Put in *will* or *be going to* with the verbs.

- ? Vicky: Have you got a ticket for the play?
Daniel: Yes, *I'm going to see* (see) it on Thursday.
- ? Harriet: The alarm's going. It's making an awful noise.
Mike: OK, *I'll switch* (switch) it off.
- 1 Daniel: Did you buy this book?
Matthew: No, Emma did. She..... (read) it on holiday.
- 2 Laura: Would you like tea or coffee?
Sarah: Oh, I.....(have) coffee, please.
- 3 Trevor: I'm going to miss a good film on TV because I'll be out tonight.
Laura: I.....(video) it for you, if you like.
- 4 Rachel: I'm just going out to get a paper.
Emma: What newspaper..... (you / buy)?

2 Will and be going to (A-C)

What would you say? Use *will* or *be going to*.

- You want to express your intention to look round the museum.
Your friend: Do you have any plans for this afternoon?
You: Yes, *I'm going to look round the museum*.
- 1 You hate dogs. Dogs always attack you if they get the chance.
Your friend: That dog doesn't look very friendly.
You: It's coming towards us
- 2 You predict the landing of aliens on the earth in the next ten years.
Your friend: All this talk about aliens is complete nonsense, isn't it?
You: Is it? I think
- 3 You know that your friend's sister has decided to get married.
Your friend: Have you heard about my sister?
You: Well, I heard that
- 4 You suddenly decide you want to invite Ilona for a meal.
Your friend: Did you know Ilona will be in town next weekend?
You: No, I didn't.

3 Will and be going to (A-C)

Complete the news report about the village of Brickfield.

Use *will* or *be going to*. Sometimes either is possible.

We have learned this week that the local council has plans for Westside Park in Brickfield.

The council (►) *is going to sell* (sell) the land to a builder, Forbes and Son. The plans are all ready.

- (1)..... (we / build) fifty houses,' said Mr Forbes. 'In two years' time everything
(2)..... (be) finished. I'm sure people (3)..... (like) the
houses. Most of them (4)..... (be) for young families. And we intend to take care
of the environment. (5)..... (we / not / cut) down all the trees, only a few of them.'
But people living near the park are angry. 'This is a terrible idea. We're all against it,' said Mrs Mary Brent.
(6)..... (we / have) a protest march on Saturday. I expect everyone in Brickfield
(7)..... (be) there. We've reached our decision.
(8).....(we / stop) this plan.'

26 Present tenses for the future

A The present continuous for arrangements

Tom: **Are you doing** anything this evening?

Nick: Yes, **I'm going** to an ice hockey match.

*The Tigers **are playing** the Kings.*

I bought my ticket yesterday.



We use the present continuous for what someone has arranged to do in the future.

Here Nick has arranged to go to the match. (He has bought a ticket.) Here are some more examples.

***I'm meeting** Harriet at six o'clock. David **is coming** round later on.*

*We're **having** a party tomorrow. Sarah **is going** to Paris next week.*

We also use the present continuous to talk about things happening now (see Unit 4).

Present: *We're **having** a party **at the moment**.*

Future: *We're **having** a party **tomorrow**.*

Here the phrase of time shows whether we mean the present or the future. But sometimes there is no phrase of time, as when Nick says *The Tigers are playing the Kings*. Here it is clear from Tom's question that the conversation is about a future event.

The present continuous for the future and **be going to** (Unit 24A) have similar meanings.

*We're **having** a party next week. (We have made the arrangements.) We're **going to have** a party next week. (We intend / We have decided to have one.)*

Often we can use either form.

***I'm meeting/I'm going to meet** Harriet at six o'clock.*

B The present simple for a timetable

Mark: *What time **does** your train **leave** tomorrow?*

Sarah: *Seven twenty-three in the morning.*

*It **gets** into Paris at eleven twenty-three.*

We can use the present simple for the future when we are talking about a timetable, usually a public one such as a train timetable.

*The train **leaves** at seven twenty-three tomorrow morning.*

*The match **starts** at half past seven.*

*Next Friday **is** the thirteenth.*

*I've got the tour details here. We **spend** three days in Rome.*

Compare the present simple for repeated actions (see Unit 6A).

*The train **leaves** at seven twenty-three **every morning**.*



Be to and be about to

We use **be to** for a future event that is officially arranged. It is often used in news reports.

*The Queen **is to visit** Portugal in November.*

*The Student Games **are to take** place in Melbourne next year.*

We could also use the present continuous here.

*The Queen **is visiting** Portugal in November.*

We use **be about to** for the very near future.

*The plane **is at the end of the runway. It is about to take** off.*

*Do you want to say goodbye to our visitors? They're **about to leave**.*

26 Exercises

1 The present continuous (A)

Read the conversation and say if the verb refers to the present or the future.

Mark: (▶) What are you reading, Claire?

Claire: Oh, it's a guidebook to Brazil. (1) I'm going there next month. (2) My sister and I are having a holiday there. (3) I am really looking forward to it. (4) We're spending three weeks in Rio. (5) So I'm finding out about all the things we can do there.

▶ present	3
1	4
2	5

2 The present continuous for arrangements (A)

For each situation write a sentence with the present continuous. Use the verbs in brackets.

▶ Mike and Harriet have accepted an invitation to Tom's party next week, (go)
They're going to Tom's party next week.

- 1 Laura has agreed to be in the office on Saturday, (work)
- 2 Claire has just bought a plane ticket to Cairo dated 15 May. (fly)
- 3 Mark has arranged a meeting with his boss at four o'clock this afternoon, (see)
- 4 Matthew and Daniel have booked a tennis court for tomorrow afternoon, (play)

3 Present tenses for the future (A-B)

Put the verbs into the present continuous or the present simple.

Emma: (▶) *Are you doing* (you / do) anything tonight?

Matthew: Yes, (1)..... (I / go) to the station to meet my friend Richard.
(2)..... (he / stay) here for the weekend, remember? His train
(3)..... (get) in at eight fifteen.

Emma: Oh, of course. I'd forgotten about that.

Matthew: Maybe we'll see you later. What (4)..... (you / do) tonight?

Emma: Oh, (5)..... (I / go) to the cinema with Vicky and Rachel and a couple of other people. The film (6)..... (finish) quite early, so
(7)..... (we / go) to a pizza place afterwards.

4 Be to and be about to (C)

Complete these sentences on the news. Some are spoken by the newsreader in the studio and some by reporters on the spot. Use *be to* or *be about to* with the verbs in brackets.

- ? The new museum *is to open* (open) in the autumn.
? The Prime Minister *is about to start* (start) speaking.
1 The leading runner *is nearly there now*. She (win) the race.
2 Taxes..... (go) up from next April.
3 The US President (visit) Ireland in the new year.
4 The riot isn't over yet, but the police *are here*. They..... (move) in.
5 The talks on world trade (take) place later this year.

27 When I get there, before you leave, etc

A Introduction

Mark: *Did I tell you I've got a meeting in Glasgow at nine o'clock tomorrow morning? I'm driving up there overnight.* Sarah: *You're going to drive all through the night?*

*You're crazy. You'll be exhausted **before you arrive**. Why don't you take a train?* Mark: *I'll be OK. I'll need the car **while I'm there**. I have to visit some companies in the area. I can sleep **when I get home**.*



Study these examples.

*You'll be exhausted **before** you **arrive**, NOT ~~before you'll arrive~~*

*I'll need the car **while I'm there**, NOT ~~while I'll be there~~*

*I can sleep **when I get home**, NOT ~~when I'll get home~~*

Each of the sentences has a linking word of time, e.g. **before**, **while** or **when**. The sentences are about the future, about Mark's trip to Glasgow. But after the linking words we use the present simple (**arrive**, **am**, **get**), not **will**

We can start the sentence with a linking word.

***When I get home**, I can sleep.*

B Linking words

We use the present simple for the future after these linking words of time:

after, **as**, **as soon as**, **before**, **by the time**, **until**, **when**, **while**.

*I'm starting a job in sales **after I finish** college. **As soon as** you **hear** any news, will you let me know? I must get to the bank **before** it closes.*

*They'll have stopped serving meals **by the time** we **get** to the restaurant. We also use the present simple for the future after **if** (see Unit 144). **If you come** in late tonight, please don't make a noise.*

C Present perfect

After a linking word of time, we can often use the present perfect for the future.

*I'm starting a job in sales **after I've finished** college.*

***As soon as** you've **heard** any news, will you let me know?*

Compare **after I finish** college (see B). The meaning is the same.

But sometimes there is a difference in meaning between the present simple and the present perfect.

*When I **see** the report, I'll make some notes. (I'll do both at the same time.)* *When I've **seen** the report, I'll make some notes. (I'll see it and then make notes.)*

D Present continuous

We can also use the present continuous for the future, especially after **when** and **while**.

***When I'm boating** along the canal next week, I might be able to relax. Mark is going to listen to music **while he's driving** to Scotland.*

27 Exercises

1 When I get there, before you leave, etc (A-B)

Comment on the situations. Start each sentence with *when* and the present simple.

► Claire: I have to call at the travel agency. I'm going to get some holiday brochures.

When Claire calls at the travel agency, she's going to get some holiday brochures.

- 1 Mark: I want to see the boss. I'm going to discuss my problem.
- 2 Rachel: I'm going to use the computer later. I'm going to send an e-mail.
- 3 Tom: I'm visiting David in hospital. I'm going to tell him about United's win.
- 4 Matthew: I'll be in town tomorrow. I might buy some new trainers.

2 When I get there, before you leave, etc (A-B)

Mark and Sarah are continuing the conversation in 27A. Put in the verbs. Use *will* or the present simple.

Sarah: If (►) *you take* (you / take) a train, (►) *it'll be* (it / be) much more comfortable. If

(1) (you / need) a car, you can hire one when

(2)(you / get) to Glasgow.

Mark: If (3)..... (I / hire) a car, (4)..... (it / be) too complicated. I'd rather take my own.

Sarah: It's too dangerous. You might fall asleep on the motorway.

Mark: I won't fall asleep. I can play loud music. Anyway, (5)..... (I / get) there much quicker when (6)..... (there / be) no traffic on the road. As soon as (7)..... (I / arrive), (8)..... (I / ring) you, I promise.

Sarah: (9)..... (I / be) worried until (10)..... (I/hear) from you. But don't ring before (11)..... (I / be) awake in the morning.

Mark: (12).....(I / lie) down for a couple of hours before (13).....(I/go).

Sarah: Good idea. (14)..... (you / be) exhausted tomorrow if (15).....(you / not / get) some sleep this evening.

3 Present perfect and continuous (C-D)

Join each pair of sentences using the word in brackets.

? You can apply for a better job soon. But you need to have more experience first, (when)

You can apply for a better job when you've had more experience.

? I'm going to listen to this tape. I'll be travelling on the motorway tomorrow, (as)

I'm going to listen to this tape as I'm travelling on the motorway tomorrow.

- 1 You shouldn't decide now. You need to think about it first, (until)
- 2 I'll think of you next week. I'll be lying on the beach, (when)
- 3 We can leave in a minute. I need to pay the bill first, (as soon as)
- 4 We can discuss it later. We'll be sitting on the plane together, (while)
- 5 You can use the computer in a minute. I'll have finished with it soon, (when)

TEST 6 The future with **will, be going to** and present tenses (Units 23-27)

Test 6A

Put in the missing words. Use one word only in each space.

- ▶ I don't want a steak. I think I'll *have* the chicken.
- 1 There's a fireworks display tomorrow. Janet is to watch it.
 - 2 We're at that table in the corner..... you join us?
 - 3 I'm seeing the boss this afternoon. But I must study this report before I her.
 - 4 There will be drinks at the reception, but there will be any food.
 - 5 The European heads of state are..... meet in Brussels on 3 October.
 - 6 It's a lovely day. we go for a walk?
 - 7 My birthday on a Sunday next year.
 - 8 My brother is engaged. He's married in June.
 - 9 You won't be allowed to go to your seat after the play started.
 - 10 Martin's got his coat on. I think he's to go out.

Test 6B

Write the sentences correctly.

- ▶ I'm hungry. ~~I think I have something to eat.~~
I think I'll have something to eat.
- 1 You say you're getting a coach at nine. ~~What time is it getting to London?~~
 - 2 I'll give Polly the news. ~~I'll tell her when I'll see her this evening.~~
 - 3 Rupert looks really tired. ~~He's about falling asleep.~~
 - 4 We've arranged to go out. ~~We meet in town later.~~
 - 5 I'm going to Spain next week. ~~I send you a postcard.~~
 - 6 I'm going to get to the airport early. ~~I can read a book while I'll be waiting.~~
 - 7 I feel a bit tired, ~~I go to lie down.~~
 - 8 Why not come to the party? ~~All your friends shall be there.~~
 - 9 There's been a bomb warning. ~~No one can go into the building until the police will have searched it.~~

Test 6C

Read the news report and write the missing words. Use one word only in each space.

The Maxi-Shop company is (▶) *going* to build a huge new shopping centre on the edge of Millingham, it was announced yesterday. There (1)..... be at least three hundred shops, including some big department stores. When the project (2)..... complete, there

- (3) be hundreds of new jobs for local people. But not everyone is happy. 'We're to fight this plan,' said a spokesperson for the local Environment Group.'[us

think what is going (5)..... happen to our countryside. When shopping malls (6)..... covered the whole country, there (7).....be no green fields left. So we're (8)..... a protest meeting tomorrow evening at the town hall. It (9)..... at half past seven.' Owners of shops in the town centre are also unhappy. 'The new centre (10)..... take our customers away,' said one of them.

Test 6D

Look at the answers below and write the correct answer in each space.

- ▶ A: Let's go to the carnival, shall we?
B: Yes, good idea. I expect *it'll be* fun.
a) it'll be b) it's c) it's being
- 1 A: Could I have a word with you, please?
B: Sorry, I'm in a big hurry. My train..... in fifteen minutes.
a) is going to leave b) leaves c) will leave
- 2 A: Have you decided about the course?
B: Yes, I decided last weekend. for a place.
a) I apply b) I am to apply c) I'm going to apply
- 3 A: I'm trying to move this cupboard, but it's very heavy.
B: Well, you, then.
a) I help b) I'll help c) I'm going to help
- 4 A: Is the shop open yet?
B: No, but there's someone inside. I think
a) it opens b) it's about to open c) it will open
- 5 A: Do you mind not leaving your papers all over the table?
B: Oh, sorry. I'll take them all with me when
a) I go b) I'll go c) I'm going
- 6 A: It's a public holiday next Monday.
B: Yes, I know. anything special?
a) Are you doing b) Do you do c) Will you do

Test 6E

Write the sentences using a future form of the verb. Use the word in brackets.

- ▶ Express your instant decision to take a taxi. (I'll)
I'll take a taxi.
- 1 Express your intention to have a rest, (going)
- 2 Express the idea that the timetable shows the start of term on 6 September, (starts)
- 3 Predict a world war in five years' time, (there)
- 4 Express the idea that you and ludy have arranged a game of tennis for tomorrow, (playing)
- 5 Give your prediction of a probable fall in prices, (probably)
- 6 Warn your passenger about the car crashing, (going)

28 Will be doing

A Introduction

Rachel: *Would you like to come to our party tomorrow, Andrew?* Andrew: *Er, thanks for the invitation, but I've got lots of work at the moment. **I'll be working** all day tomorrow.* Rachel: *You **won't be working** on Saturday evening, surely. Come on, Andrew, take a break. **We'll be starting** at about ten o'clock.*

We can use **will be** + an ing-form (the future continuous) to talk about future actions. There are two different uses.



B Will be doing for continuous actions

We use the future continuous for an action over a period of time. It means that at some time in the future we will be in the middle of an action.

*Andrew can't go to the party. **He'll be working** all day tomorrow. I'll be out at three o'clock. **I'll be playing** golf. When the men leave the building, the police **will be waiting** for them. What **will we be doing** in ten years' time, I wonder?*

Compare the past continuous (Unit 9), present continuous (Unit 4) and future continuous.

Past: *This time **last week** we **were sitting** on the beach.*
Present: ***At the moment** we're **sitting** on the beach.* Future:
*This time **next week** we'll **be sitting** on the beach.*

Compare **will do** and **will be doing** in these sentences. *The band **will play** when the President enters.* (The President will enter and then the band will play.) *The band **will be playing** when the President enters.* (The band will start playing before the President enters.)

C Will be doing for single actions

We also use **will be** + an ing-form for an action which will happen in the course of events because it is part of a plan or part of a schedule of future events.

*The party **will be starting** at ten o'clock, (part of the evening's events)*
*The ship **will be sailing** soon, (part of our journey)*

More than one form is often possible. **Will** (Unit 23) or the present continuous (Unit 26A) often have a very similar meaning.

*The visitors **will be arriving/will arrive/are arriving** later.*

We often use the future continuous for something that will happen as part of a routine.

*I'll call in and see you tomorrow afternoon. **I'll be passing** your house. It's on my way home from work. Trevor and Laura **will be cleaning** the house tomorrow. They always do it on Sunday.*

We can also use **will be** + an ing-form to ask about someone's plans.

***Will you be going** anywhere near a chemist's this morning? ~ Yes, why? ~ **Could you get me some aspirin, please?** ~ Yes, of course. How long **will you be using** this computer? ~ You can have it in a minute.*

28 Exercises

1 Will be doing (B)

Complete the conversation. Put in a pronoun and the future continuous form of the verb.

Daniel: I'm going to go into business when I leave college. Five years from now (►) *I'll be running* (I / run) a big company. I expect (1)..... (I / earn) lots of money.

Vicky: I don't know what (2)..... (I / do). What about you, Natasha?
What (3)..... (you / do), do you think?

Natasha: I'm too lazy to do any work. I intend to marry someone very rich.

(4)..... (I / give) dinner parties all the time. We'll have a cook

(5)..... (who / do) all the work, of course. And you'll both get invitations.

Vicky: You're joking, aren't you, Natasha? I expect (6).....(you / play) in an orchestra. That's what you really want to do, isn't it?

2 Will be doing (C)

Put in the answers. People are saying what they will be doing as part of their routine.

► David: When are you going to the club, do you know?

(Nick goes to the club every Friday.)

Nick: *I'll be going there next Friday.*

1 Vicky: Are you likely to see Ilona in the near future?

(Emma sees Ilona every day.)

Emma: tomorrow.

2 Claire: Are you going to France again soon?

(Henry goes to France every summer.)

Henry:

3 Jessica: When are you going to play badminton again?

(Matthew plays badminton every weekend.)

Matthew:

4 Andrew: When are you next having lunch in the canteen?

(Daniel has lunch in the canteen every day.)

Daniel:

3 Will be doing (C)

You want to ask a friend to do something for you or to let you do something.

Find out if it is convenient for your friend. Use the verbs in brackets.

► You want to have a look at your friend's magazine tonight, (read)

Will you be reading your magazine tonight?

1 You want your friend to take your library book back today, (go to)

2 You want your friend to send your best wishes to Vicky soon, (write to)

3 You want to use your friend's calculator this afternoon, (use)

4 You want your friend to give a photo to Daniel tomorrow, (see)

5 You want your friend to give you a lift to the festival, (drive)

6 You want your friend to give a message to her sister soon, (phone)

29 Will have done and was going to

A Will have done



We use **will have** + a past participle (the future perfect) for something that will be over in the future. Sarah is thinking of a future time (half past eight). At half past eight she will be able to say 'I have finished'.

Here are some more examples.

*I like looking at these pictures, but **I'll have had** enough by lunch-time.*

*Trevor and Laura **will have lived** here for four years next April.*

*This chess game is going to last ages. They **won't have finished** it until midnight.*

***Will you have read** this book by the time it's due back to the library? ~ Yes. **I'll have finished** it by then.*

We often use the future perfect with expressions of time such as **by lunch-time**, **until midnight**, **before then**, **by the time** you have to take it back.

B Was going to



We can use **be going to** in the past tense to express an intention in the past. Trevor intended to put the shelves up yesterday. Often the intended action did not happen. In fact Trevor did not put the shelves up.

Here are some more examples.

***I was going to tidy** the flat, but I didn't have time.*

*Daniel **wasn't going to spend** any money, but he saw a jacket he just had to buy.*

*The girls left early. They **were going to catch** the eight o'clock train.*

*So you went to the airport without a ticket. Where **were you going to fly** to?*

*The woman walked away just as **I was going to speak** to her. (just as = at the moment when)*

We can also use **was going to** for a prediction in the past.

***I knew something was going to go** wrong with the plan.*

Would has a similar meaning (see Unit 134C).

***I knew something would go** wrong with the plan.*

29 Exercises

1 Will have done (A)

Paul wants to be an artist. He's reading about a famous artist called Winston Plummer.

Winston Plummer was a great artist, who had a wonderful career. He won lots of prizes before he was twenty. By the age of twenty-five he had had his own exhibition. He was the subject of a TV documentary by the time he was thirty. By the age of thirty-five he had become world-famous. He made millions of pounds from his pictures before he was forty.

Paul is daydreaming about his own future career. What is he thinking?

► I hope *I'll have won lots of prizes* before I'm twenty.

- 1 Perhaps my own exhibition by the age of twenty-five.
- 2 I wonder if by the time I'm thirty.
- 3 Maybe by the age of thirty-five.
- 4 I hope by the age of forty.

2 Will have done (A)

How good is your maths? Can you work out the answers?

► It's quarter to six. Melanie is putting something in the oven.

It needs to be in the oven for an hour and a half. When will it have cooked? *It will have cooked at quarter past seven.*

- 1 It's seven o'clock in the evening, and Andrew is starting to write an essay. He writes one page every fifteen minutes. He plans to finish the essay at midnight. How many pages will he have written?
He will have written pages.
- 2 It's Monday morning, and Sarah is travelling to work. It's twenty miles from her home to the office. How far will she have travelled to and from work by the time she gets home on Friday?
- 3 Matthew is doing press-ups — one every two seconds. How many will he have done after five minutes?

3 Was going to (B)

Complete the sentences. They are all about being just too late.

Use *was/were going to* with these verbs: *go, get, see, pick*

► The train left just as Mike *was going to get* on it.

- 1 I'm afraid the shop closed just as we in.
- 2 The phone stopped ringing just as Melanie it up.
- 3 We a film about the Mafia, but the tickets were sold out.

4 Was going to (B)

Trevor is always making excuses for not doing things. Complete his sentences.

► put up the shelves / not have any screws

Sorry. I was going to put up the shelves, but I didn't have any screws.

1 paint the door / not feel very well

Sorry,

2 repair the lamp / forget

Oh, yes.

3 wallpaper the bedroom / not have time

Well,

30 Review of the future

A Introduction

CLAIRE IS TALKING TO SARAH OUTSIDE THE TRAVEL AGENTS.



I'm going to New York next week. ***I'm about to pick*** up my ticket. ***I'm going to do*** some shopping on Fifth Avenue. I need some new clothes, and ***I'll be buying*** some Christmas presents, too. I'm only there for two days, so ***if I be*** a big rush.

There are many different ways of talking about the future in English. Often more than one form is possible.

I'll be buying some Christmas presents, too.

I'm going to buy some Christmas presents, too.

B

Talking about the future

How we express future time depends on how we see a future event. Here are some ways of talking about what we think will happen

in the future.

The neutral future

A prediction

*The sun **will rise** at 5.45 am tomorrow.*

*Claire's trip **will be** a big rush.*

*Claire's trip **is going to be** a big rush.*

*I'm **going to be** sick!*

*I **think it'll be** cold in New York.*

*It's **probably going to be** cold in New York.*

*Claire **is about to pick** up her ticket.*

*Claire **will be shopping** non-stop for two days.*

*The sales **will have finished** by Saturday.*

A prediction based on the present A less certain prediction

The very near future

A future action over a period

Something that will be over in the future

Intentions and plans

We often want to talk about our decisions and intentions and what we plan to do in the future.

An instant decision (deciding now)

It's a lovely coat. It fits perfectly.

*Yes, I'll **buy** it.*

An intention (something already decided)

*I'm **going to do** some shopping.*

A less certain decision or intention

*I **think I'll buy** this hat, too.*

*I **might go** to a show.*

A past intention

*I **was going to buy** a guidebook, but I forgot.*

An arrangement

*I'm **flying** to New York next week.*

In the course of events

*I'll **be buying** some presents, too.*

An official arrangement

*The President **is to address** the nation tonight.*

A timetable

I'm in New York for two days next week.

30 Exercises

1 Will, will be doing and will have done (B)

Complete the live news report. Put in *will* and the simple, continuous or perfect form of the verb.

The Quiz Marathon (▶) *will begin* (begin) in five minutes. (1)..... (it / be) a big test for the World Quiz Champion, Claude Jennings, (2)..... (who / answer) questions from a group of quiz writers. Claude (3)..... (answer) their questions for a very long time. In fact, (4)..... (he / still / give) answers when the rest of us are in bed tonight. Claude hopes that after 24 hours (5)..... (he / reply) to about seventeen thousand questions. No meal breaks are planned, so (6)..... (he / not / eat) anything. If all goes well, his name (7)..... (be) in the next Guinness Book of Records. Claude has also got a number of sponsors, and by tomorrow (8)..... (he / earn) at least £10,000 for charity. Well, (9)..... (we / return) this afternoon for news of how Claude is getting on. We think that by then (10)..... (he / get) some way past the five thousandth question.

2 The future (B-C)

What do these people say? Pay special attention to the underlined words. ▶

Tom is predicting a win for United in their next game. Tom: *United will win their next game.*

1 Andrew intends to get up early tomorrow.

Andrew: I

2 Vicky's train timetable says 'Arrival 10.30'.

Vicky: The train

3 Daniel has arranged to see his bank manager tomorrow.

Daniel:

4 Rachel **will** go out in the very near future.

Rachel:

5 There's a crowd of demonstrators in the main square of the capital. The police are arriving. Reporter Kitty Beamish is predicting trouble.

Kitty:.....

3 The future (B-C)

Complete the conversation. In each sentence choose the best form of the verb to express the future.

Usually more than one answer is possible.

Mark: Hello, Claire. Sarah tells me (▶) *you're going* (you / go) to New York.

Claire: Yes, (1)..... (I / spend) a couple of days there next week.

(2)..... (I / look) round the shops.

Mark: (3)..... (that / be) exciting.

Claire: Exhausting, you mean. I think (4)..... (I / be) pretty tired when I get back.

Mark: (5)..... (you / stay) with friends?

Claire: No, (6)..... (I / stay) at a hotel near Central Park. But

(7)..... (I / see) my friends. (8)..... (I / go) to their apartment for a meal one evening. And it isn't definite yet, but

(9)..... (we / see) a show.

Mark: And when (10)..... (you / leave)?

Claire: My flight (11)..... (be) on Tuesday morning.

Mark: OK, (12)..... (I / see) you when you get back then.

Test 7 The future (Units 23-30)

Test 7A

Read the telephone conversation. Then look at the answers below and write the correct answer in each space.

Amy: When (▶) *will* I see you again?

Simon: I don't know. I'm (1) to be busy this week. And I'll (2)..... going to London on Saturday.

Amy: Oh. But you (3)..... be here for my party, won't you?

Simon: No, I (4)..... get back until Sunday evening.

Amy: I (5)..... going to invite you.

Simon: Well, I'm sorry I can't come.

Amy: What (6).....you doing in London?

Simon: Oh, I'm just going (7)see one or two people. Look, I must go. I'm cooking something that I think is (8) to boil over.

- | | | | | | | | | |
|------------|-----------|----------|----------|---|----------|----------|-------------|--------|
| ▶ a) am | b) do | c) going | d) will | 5 | a) be | b) have | c) was | d) wi |
| 1 a) being | b) going | c) shall | d) will | 6 | a) are | b) going | c) to | d) wi! |
| 2 a) be | b) do | c) for | d) to | 7 | a) be | b) for | c) is | d) to |
| 3 a) are | b) do | c) was | d) will | 8 | a) about | b) might | c) probably | d) wi! |
| 4 a) about | b) aren't | c) be | d) don't | | | | | |

Test 7B

Some of these sentences are correct, and some have a word which should not be there.

If the sentence is correct, put a tick (/). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

- | | | |
|---|---|----|
| ? | They're probably going to knock the building down. | V |
| ? | We are be going to get a dog soon. | be |
| 1 | The bus is leaves at eight twenty. | |
| 2 | The doors of the theatre are about to open. | |
| 3 | The meeting will be start at half past seven. | |
| 4 | The festival is for to take place in June. | |
| 5 | My friend will be calling here tomorrow morning. | |
| 6 | We were going to eat in the restaurant, but it was full. | |
| 7 | I have to register for my course before the classes will begin. | |
| 8 | I will to have finished lunch by two o'clock. | |

Test 7C

Put in a form of the verb. Use the future continuous (*will be doing*), the future perfect (*will have done*) or *was/were going to*.

- ▶ It's quite a long way, isn't it? We// *have walked* (walk) about five miles by the time we get back, I'd say.
- It'll be better if you don't ring at one o'clock. We..... (have) lunch then.
 - I.....(drive) over and see you, but there's something wrong with the car.
 - I've got loads of work. I expect I(work) all night. And I'm not looking forward to it.
 - I'll have much more time next week because I..... (do) all my exams then.
 - We.....(buy) that computer game, but they don't make it for the kind of computer we've got.
 - I know you'll put on a wonderful show. You (have) so much practice by the time you perform it that it's sure to be brilliant.

Test 7D

Complete the conversation. Use *will*, *be going to* or a present tense. Choose the best form. Sometimes more than one answer is correct.

Peter: Hello. Where are you going?

Polly: To my evening class. I'm learning Swedish. And next week (►) *'// have* (I / have) a chance to speak it for real. (1)..... (I / go) to Sweden for three weeks.
(2)..... (I / leave) on Friday. (3)..... (I / visit) some friends there.

Peter: (4) (that / be) nice.

Polly: Well, I'd better hurry. My lesson (5) (start) at half past seven, and it's twenty-five past now.

Peter: OK. Come and see me when (6) (you / get) back from Sweden.

Polly: Thanks. (7) (I / send) you a postcard.

Test 7E

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

► We have decided to help with the project. (going) *We are going to help with the project.*

- 1 We're willing to wait for you. ('ll)
- 2 You can get off this train at Bath, (stops)
- 3 My friend intended to meet us. (going)
- 4 Adrian's job interview is on 17 October, (having)
- 5 Our meal will be over by eight o'clock, (finished)
- 6 I think I'm going to go on the trip, (might)
- 7 The fire hasn't gone out yet, but it will in a minute, (about)

Test 7F

Choose the correct form.

► A: I'd better go. I'm cycling home, and I haven't got any lights on my bike.

B: Oh, yes. It'll be/It'll have been dark soon.

1 A: I hear the rent on your flat is very expensive.

B: Yes it is. I'll move/I'm going to move, I've decided.

2 A: I'd like a photo of Martin and me.

B: I'll take/I'm going to take one with your camera, then.

3 A: Have you booked a holiday yet?

B: Yes, we go/we're going to Spain.

4 A: What's that man doing up there?

B: Oh no! He'll jump/He's going to jump!

5 A: Can I borrow your bike on Monday?

B: I'm sorry, but I'll be using/I'll have used it. I always cycle to work.

31 The verb **have**

A **Have and have got**

Look at these examples.

HAVE

*We **have** three cats.*
*Emma **has** toothache.*
*Daniel **doesn't have** a car.*
*Do you **have** the address? ~ Yes, I do.*

HAVE GOT

*We've **got** three cats.*
*Vicky **has got** blue eyes.*
*I **haven't got** any money.*
***Have** you got a ticket? ~ No, I **haven't**.*

Here **have** and **have got** mean the same thing. We can normally use either form. But **have got** is more informal. Note that we do not use **have got** in short answers (No, / **haven't**.).

B Forms

PRESENT TENSE

have

*I/you/we/they **have***
*he/she/it **has***

NEGATIVE

*I/you/we/they **don't have***
*he/she/it **doesn't have do***

QUESTION

*I/you/we/they **have?***
does** he/she/it **have?

have got

***I/you/we/they have got** OR *I/you/we/they've got**
*he/she/it **has got** OR he/she/it's **got***

*I/you/we/they **haven't got** he/she/it **hasn't got***
have** I/you/we/they **got? has** he/she/it **got?

PAST TENSE

*I/you/he/she/it/we/they **had***

NEGATIVE

*I/you/he/she/it/we/they **didn't have did***

QUESTION

*I/you/he/she/it/we/they **have?***

We do not often use **had got** in the past tense.

*Tom **had** several jobs to do. We **didn't have** time to stop. Why **did** you **have** that funny hat on?*

C The action verb **have**

Here are some examples of **have** as an action verb.

*Mark **has** lunch around one. I **have** a shower every morning.*

*The children **had** a game of cards. We **had** a wonderful holiday.*

Have expresses an action. *Mark has lunch* means that he eats lunch.

With the action verb **have** we cannot use **got** and we cannot use a short form.

NOT ~~*Mark has got lunch around one*~~ and NOT ~~*I've a shower every morning*~~.

The action verb **have** can also be continuous.

*Mark **is having** lunch now. We **were having** a conversation in English.*

*What time **are** you **having** your driving lesson?*

In negatives and questions in simple tenses, we use a form of **do**. *We **didn't***

***have** a very good time. We **don't have** parties very often. Where **do** you*

***have** lunch? How often **does** Vicky **have** strange dreams?*

In English we often use expressions like **have a talk** instead of a verb like **talk**. Here are some examples,

*Shall we **have a swim**? I usually **have a rest** in the afternoon. I **had a talk** with Daniel. Trevor and Laura **are having an argument**.*

31 Exercises

1 Have and have got (A-B)

Look at the pictures and write positive or negative sentences with *have* or *have got*.
Use these objects: *a car, a map, a rabbit, a ticket, an umbrella*



► *He's got a ticket, OR He has a ticket.*

- | | | |
|---|---|-------|
| 1 | 3 | ..... |
| 2 | 4 | ..... |

2 Have and have got (A-B)

Complete the dialogue. Put in the negative or question forms.

Use *have got* for the present and *have* for the past.

David: (►) *Have you got a bike?*

Mike: Yes, but I don't ride it very often.

David: (1) it lights on?

Mike: Yes, why?

David: Can I leave my bike here and take yours? Mine (2) any lights. It

(3) any when I bought it. I meant to get some last week, but I

(4) time.

Mike: But it's raining now. And you (5) a coat. I'll drive you home, David.

3 The action verb have (C)

What does *have* mean in these sentences? Choose from these verbs: *drink, eat, play, receive, spend*

► Mark never has breakfast. has = *eats*

1 We've just had a game of tennis. had =

2 My father has a cup of cocoa every evening. has =

3 We've just had three weeks in Morocco. had =

4 Claire had lots of presents on her birthday. had =

4 The verb have (A-C)

Complete the conversation. Use *have/have got* or the action verb *have*.

Claire: (►) *You've got* (you / have) an empty plate, Henry. Would you like some more food?

Henry: Oh, yes please. I must say, (1) (we / have) a great time.

Luckily (2) (you / have) lots of room in here.

Claire: Yes, it's a nice big flat, although (3) (it / not / have) a balcony.

Mark: How was Brazil? (4) (you / have) a good holiday?

Claire: Yes, (5) (I / have) a lovely time, thank you.

Henry: (6) (you / have) some photos here to show us?

Claire: Yes, you must (7) (have) a look at them some time. But I was so busy doing things (8) (I / not / have) time to take very many.

32 Short forms, e.g. **it's**, **don't**

A The use of short forms



A short form like **it's** or **don't** stands for the full form it is or **do not**. We leave out one or more letters and we write an apostrophe (') instead. We use short forms in conversational English and in informal writing such as a letter to a friend. Short forms are sometimes called 'contracted forms'.

We cannot use a short form when the word is stressed, in a short answer for example.

Have you looked in this drawer? ~ **Yes, I have**, NOT *Yes, I've*
But we can use **n't** in a short answer: *No, I haven't*.

B The most common short forms

Some verbs can have short forms when they come after I, **you**, etc.

VERB	SHORT FORMS
<i>am</i>	<i>I'm</i>
<i>are</i>	<i>you're, we're, they're</i>
<i>is/has</i>	<i>he's, she's, it's</i>
<i>have</i>	<i>I've, you've, we've, they've</i>
<i>had/would</i>	<i>I'd, you'd, he'd, she'd, it'd, we'd, they'd</i>
<i>will</i>	<i>I'll, you'll, he'll, she'll, it'll, we'll, they'll</i>
<i>shall</i>	<i>I'll, we'll</i>

A short form can also come after a noun.

*Vicky's lost her bank card. (Vicky **has** ...)* *The **card'll** be in here. (The card **will**...)*

There are also some short forms with question words and with **here**, **there** or **that**.

who's, what's, where's, when's, how's, who'd, who'll, what'll
here's, there's, that's, there'll, that'll, there'd, that'd

There is a negative short form **n't** which can come after some verbs.

aren't, isn't, wasn't, weren't, haven't, hasn't, hadn't, don't /daunt/, doesn't, didn't, won't (- will not), shan't (= shall not), can't, couldn't, mustn't, needn't, mightn't, shouldn't, wouldn't, aren't

Sometimes we can shorten either **not** or the verb.

***It is not** funny. - * **It isn't** funny. OR **It's not** funny.*

***You will not** believe it. -> **You won't** believe it. OR **You'll not** believe it. But we cannot use **n't** after I.*

***I am not** sure. -> **I'm not** sure, NOT ~~**I amn't**~~ sure.*

C 's and 'd

's can be **is** or **has**, and 'd can be **had** or **would**.

*She's short, and she's got fair hair. (She **is** short... she **has** got...)* **If**
*I'd known, I'd have told you. (If I **had** known, I **would** have ...)*

32 Exercises

1 Short forms (B)

Write the sentences in a more informal style, with short forms.

In a business letter

- ▶ You are quite right.
- 1 It is a difficult problem.
- 2 I have seen the results.
- 3 I do not have any information.
- 4 We have not reached a decision.
- 5 I am very excited about it.
- 6 You need not decide now.
- 7 It is not yet certain.
- 8 We will be pleased to see you.
- 9 Do not worry.
- 10 I would like to buy a new computer.
- 11 We are willing to help.
- 12 We will not know the result for some time.

In a letter to a friend

You're quite right.

2 Short forms (B)

Complete the dialogues. Put in the short form of these phrases: *do not, he is, I am, is not, it is, what is, where is*



▶ How are you? ~ *I'm fine, thanks.*

- 1 your luggage? ~ in Los Angeles.
- 2 Do you like this shirt? ~ No, I It my style.
- 3 that smell? ~ My husband doing a chemical experiment.

3 's and 'd

Write the forms in full. Use *is, has, had* or *would*.

- ▶ What's your name? *What is your name ?*
- 1 I'd like a coffee, please.
- 2 There's been an accident.
- 3 That's correct.
- 4 I'd seen the film before.
- 5 Who's got the key?
- h **We'd** have stopped if we'd seen you.

33 Emphatic do

Introduction



B Emphatic forms

Often we can be emphatic by using a full form like **is** or **have**, rather than a short form such as **s** or **'ve** (see Unit 32). We stress the word when we speak it.

*Yes, **it is** late. It's half past one in the morning. My goodness you **have** done a lot of work. Well done.* We can also stress modal verbs such as **will** and **should**.

*You **will** write to me, won't you? You really **should** drive more carefully. We almost had an accident.*

In the present simple we put **do** before the verb.

*You're so right. **I do** agree with you. Your hair is much too long. You **do** need a haircut.*

*We **do** hope you can come to our barbecue. I'm getting fed up with those dogs. They **do** make such a »* In the third person singular we use **does**.

*The city centre **does** get crowded, doesn't it?*

*Emma says Matthew **doesn't** care about her, but he says he **does** care.*

We do not add **s** to the verb.

*It **does** look nice, NOT ~~it does looks nice~~.* In the past simple we use **did**.

*We **did** enjoy the concert. It was really good. You shouldn't have forgotten. **I did** remind you.*

*Vicky is quite sure that she **did** see a ghost.*

We do not add **ed** to the verb.

*We **did** enjoy it. NOT ~~We did enjoyed it~~.*

C The imperative with do

We can use **do** with an imperative for emphasis.

***Do** hurry up, or we'll be late. Oh, **do** be quiet. I'm trying to concentrate.*

Here **do** makes the speaker sound more worried or annoyed. We use this structure only in an informal situation.

But we can also use **do** with an imperative in offers and invitations (see page 122).

***Do** have some more soup. **Do** take a seat, won't you?*

Here **do** sounds very polite.

33 Exercises

► *Yes, I will be late home.*

1 Emphatic do (A-B)

Put in the emphatic forms of these sentences: / *like my new portrait. I'm smiling. It's foggy today. Yes, I'll be late home. Yes, I remembered the water.*



- 1..... 3
- 2..... 4

2 Emphatic do (A-B)

Complete the answers. Use a pronoun + emphatic *do* + a verb.

- Tom: Melanie is always helping people, isn't she?
David: Yes, *she docs help* a lot of people.
- 1 Trevor: How much did that dress cost?
Laura: Well,rather a lot.
- 2 Jessica: Someone once told me I look like the singer Arlene Black.
Natasha: Well, a bit like her, actually.
- 3 Daniel: This train doesn't stop at our station.
Matthew: Are you sure? I thinkthere.
- 4 Nick: Why didn't you go to the match on Saturday?
Tom: What do you mean?..... to the match.
- 5 Vicky: Matthew and Emma never quarrel.
Rachel: Oh yes, All the time, in fact.

3 Emphatic do (A-C)

What would you say? Use *do*, *does* or *did*.

- Tell your friend that you worry about your job prospects.
You know, / *do worry about my job prospects.*
- 1 Say that you finished the crossword today.
Actually,
- 2 Admit that your room needs tidying up.
I'm afraid
- 3 Explain to your teacher that you find the work difficult.
I'm afraid
- 4 Say that you wanted to give the course up.
Actually,
- 5 Offer your friend a chocolate.
Here you are.....
- 6 Admit that this place depresses you.
You know,

34 Yes/no questions

A Use



A yes/no question is one that we can answer with yes or no.
Are you ready? ~ *Yes, nearly/No, not quite.*
Has anyone seen my bag? ~ *Yes, it's on the chair./No, I don't think so.*

These questions are asking for information. For example, Daniel wants to know if Vicky is ready or not.

Sometimes yes/no questions have other uses, especially questions with modal verbs. For example, when Matthew says *Shall we go then?* he is making a suggestion, not asking for information. Here are some examples of the different uses.

- Requesting: Making a suggestion: **Shall** we eat out tonight?
Can/Could you write the address down for me, please?
- Offering: *Can I carry something for you?* ~ *No, it's OK, thanks.*
- Inviting: **Would** you like to come to a party? -
Yes, I'd love to.
- Asking permission: **May** I use your phone? ~ *Yes, of COURSE*

B Form

A yes/no question begins with an auxiliary verb. An auxiliary verb is a form of be or have or a modal verb e.g. **can**. The auxiliary verb comes before the subject.

AUXILIARY SUBJECT

Is **it** *raining?*

STATEMENT: **It is** raining.

Has **David** *got a car?*

Can **Emma** *drive?*

QUESTION: **IS** it raining?

The main verb be also comes before the subject in a question.

Is it cold out there? **Are** you ready? **Was** it easy? If there is more than one auxiliary verb, only the first one comes before the subject.

Have you been working? **Could** we have done better?

In the present simple and past simple we use a form of do.

AUXILIARY SUBJECT

Do **the buses** *run every day?*

STATEMENT: **They (do)** run every day.

Does **Mark** *play golf?*

Did **you** *like the concert?*

QUESTION: **Do** they run every day?

A question cannot begin with an ordinary verb such as *run*, *play* or *like*.

NOT ~~*Plays Mark golf?*~~ and NOT ~~*Liked your the concert?*~~

The verb after the subject does not end in s or ed.

NOT ~~*Does Mark plays golf?*~~ and NOT ~~*Did you liked the concert?*~~

34 Exercises

1 Use (A)

Write down the use of each question. Choose from these uses:

asking for information (x3), *asking permission*, *inviting*, *making a suggestion*, *offering*, *requesting* (x2)

- ? Could you post this letter for me? *requesting*
- ? Can we get a number 35 bus from this stop? *asking for information*
- 1 Can I help you with those bags?
- 2 Shall we stop for a rest?
- 3 Is it Tuesday today?
- 4 Could you wait a moment, please?
- 5 Would you like to have tea with us?
- 6 Will your friend be here next weekend?
- 7 May I sit down?

2 Form(B)

Claude Jennings, the World Quiz Champion, is going to be on Guy's chat show.

Guy is wondering what to ask Claude. Read what Guy is thinking and write down his questions.

► (I expect Claude has won lots of prizes.) *Have you won lots of prizes ?*

- 1 (I wonder if he's a rich man.)
- 2 (Perhaps quizzes are his only hobby.)
- 3 (I expect he worked hard at school.)
- 4 (I wonder if he's got any other interests.)
- 5 (I wonder if it's an interesting life.)
- 6 (Perhaps his wife asks him quiz questions.)
- 7 (And maybe he answers questions in his dreams.).....

3 Yes/no questions (A-B)

What would you say in these situations?

► You want to know if Mark has been to Los Angeles. Ask Sarah.

Has Mark been to Los Angeles ?

- 1 You aren't sure if Rachel and Vicky are going to America. Ask them.
- 2 You want to know if Laura plays tennis. Ask Trevor.
- 3 You are wondering if Claire enjoyed her holiday. Ask her.
- 4 You want to suggest to Rachel that you both go for a walk.
- 5 You need to know if David will be at the club tonight. Ask him.
- 6 You want to know if the train is on time. Ask Mark.
- 7 You are wondering if Mike and Harriet go camping. Ask David.
- 8 You want to ask Matthew if you can borrow his squash racket.
- 9 You want to know if Nick has got a motor bike. Ask him.

35 Short answers, e.g. Yes, it is.

A Answering yes or no

Look at the answers to these questions.

Is it raining? ~ **Yes.** *Are we going to be late?* ~ **Yes, we are.**

Did you say something? ~ **No.** *Did you finish the crossword?* ~ **No, I didn't.**

We can sometimes answer a question with a simple **yes** or **no**, but we often use a short answer like **No, I didn't**. We usually put a comma after **yes** or **no**.

We do not normally use a full sentence, but we can do if we want to add emphasis to the answer.

Did you open my letter? ~ **No, I didn't open your letter.**

Sometimes, to be polite, we may need to add information.

Did you get the tickets? ~ **No, I didn't. There wasn't time, I'm afraid. Sorry.**

B Form

A positive short answer is **yes** + a pronoun + an auxiliary.

QUESTION	SHORT ANSWER		
	Auxiliary	Pronoun	Auxiliary
Are <i>you working tomorrow?</i> ~	Yes,	I	am.
Has <i>Emma got a computer?</i> ~	Yes,	she	has.
Will <i>I need my passport?</i> ~	Yes,	you	will.
Did <i>they repair your phone?</i> ~	Yes,	they	did.

We can also use the main verb **be** in a short answer.

Is it time to go? ~ **Yes, it is.** *It's ten past eleven.*

Note that in the present simple and past simple we use a form of **do**. **Do**

you like classical music? ~ **Yes, I do.** NOT ~~YES I LIKE.~~

A negative short answer is **no** + a pronoun + an auxiliary + **n't**.

QUESTION	SHORT ANSWER		
	Auxiliary	Pronoun	Auxiliary
Is <i>the photocopier working now?</i> ~	No,	it	isn't.
Have <i>the children gone to sleep?</i> ~	No,	they	haven't.
Will <i>there be food at the party?</i> ~	No,	there	won't.
Does <i>this train stop at Derby?</i> ~	No,	it	doesn't.

But note **No, I'm not**.

Are you working tomorrow? ~ **No, I'm not.** NOT ~~No, I am'n't.~~

C Answering requests, suggestions, offers and invitations

To answer a request, suggestion, etc, we normally use a phrase like **Yes, of course** or **Yes, please** rather than a short answer. If we answer in the negative, we have to give some explanation.

Request: *Could you help me move these chairs, please?* ~ **Yes, of course.** OR *I'm afraid I'm rather busy.*

Suggestion: *Shall we have a coffee?* ~ **Yes, OK.** OR *Sorry, I can't. I have to go.*

Offer: *Can I give you a hand?* ~ **Yes, please. That's very kind of you.** OR *It's OK, thanks. I can manage*

Invitation: *Would you like to come to the barbecue?* ~ **Yes, please. I'd love to.** OR *I'd love to, but I'll be away*

Short negative answers would sound strange or impolite here.

35 Exercises

1 Form (B)

It's eleven o'clock, and everyone has arrived at a party. Put in the short answers.

► Have you got a drink? ~ *Yes, I have*, thank you. I've just put it down somewhere.

- 1 Can you speak Arabic? ~, but not very well.
- 2 Is it raining outside? ~..... It's just started.
- 3 Has David come with you? ~..... He's in hospital, actually.
- 4 Did you come by car, Tom? ~.....It took ages because of all the traffic.
- 5 Are those people over there your friends? ~..... I don't know them at all.
- 6 Do you like England? ~..... -I'm enjoying my stay here.
- 7 Is your brother here? ~..... He's away on business at the moment.
- 8 Have you seen Nick recently? ~.....I think he's moved away.

2 Form (B)

It's one o'clock in the morning, and the party is in full swing.

People are still talking. Put in the short answers.

► Are you French? ~ *No, I'm not*. I'm Italian. I'm from Milan.

- 1 Will you and Laura be here in August? ~..... We're going to France.
- 2 Did you remember to bring the photos? ~..... I'll give them to you in a minute.
- 3 Has Rita broken up with her boyfriend? ~..... It's all over, she told me.
- 4 Did you see that documentary about the ozone layer on television last night?
..... I was working late, unfortunately.
- 5 Does Laura like these old songs? ~ She loves Elvis Presley.
- 6 Are you and Mike staying the night here? ~ We have to get home tonight.
- 7 Can we afford a taxi? ~ It's quite a long way.
- 8 Are you OK, Vicky? ~..... I feel really awful.

3 Answering questions (A-C)

Which would normally be the best answer?

► Are you busy today?

- a) Yes, busy, b) V Yes, I am.

1 Is it too hot in here for you?

- a) No, it isn't, b) No, I'm fine, thanks.

2 Do you know Emma?

- a) Yes. b) Yes, we live in the same building.

3 Tell me, did you steal my money?

- a) No. b) No, I didn't steal your money.

4 Do you live on the campus?

- a) Yes, I do. b) Yes, I live on it.

5 Would you like to come out with us for the day?

- a) Yes, I would like, b) Yes, please.

6 Is it the eighteenth today?

- a) Yes, it is. b) Yes, it is the eighteenth of November today.

7 Did you bring my CD?

- a) No. b) No, sorry. I forgot it.

8 Can I carry your bags?

- a) No, you can't, b) It's all right, thanks.

36 Wh-questions

A Introduction

Reporter Kitty Beamish is interviewing some guerrilla fighters.

Kitty:

Why are you fighting?

What can you do for the people?

When will the war be over?

Guerrillas: *For our freedom. We can help them Very soon.*

A wh-question begins with a question word. Question words are **who, what, which, whose, where, when, why** and **how**.

We use a wh-question to ask for information.



B Form

Most wh-questions begin with a question word + an auxiliary verb + the subject. (For another form of wh-question, see Unit 37.) An auxiliary verb is a form of **be** or **have** or a modal verb, e.g. **can**.

QUESTION WORD	AUXILIARY	SUBJECT	
What	is	Kitty	<i>doing?</i>
Where	have	you	<i>put the map?</i>
When	can	we	<i>travel safely?</i>

The main verb **be** also comes before the subject in questions.

Where is Kitty? How are you? What was that noise? If there is more than one auxiliary verb, only the first one comes before the subject.

The guerrillas have been hiding. Where have the guerrillas been hiding?

I should have said something. What should I have said?

In the present simple and past simple we use a form of **do**.

QUESTION WORD	AUXILIARY	SUBJECT	
Where	do	people	<i>meet?</i>
How	does	the radio	<i>work?</i>
What	did	the guerrillas	<i>say?</i>

An ordinary verb such as **meet, work** or **say** cannot come before the subject.

NOT *Where meet people?* and NOT *How works the radio?*

The verb after the subject does not end in **s** or **ed**.

NOT *How does the radio works?* and NOT *What did the guerrillas said?*

Question phrases

Look at these question phrases with **what** and **how**.

What time is your friend arriving? ~ *Half past eight.* **What colour** is your toothbrush? ~ *Yellow.* **What kind of/What sort of club** is it? ~ *A nightclub.* **How old** is your sister? ~ *She's twenty.* **How often** do you go out? ~ *About once a week, usually.* **How far** is the beach? ~ *Only five minutes walk* **How long** will the meeting last? ~ *An hour or so, I expect.* **How many** televisions have you got? ~ *Three* **How much** money did you spend? ~ *About a hundred pounds.*

36 Exercises

1 Wh-questions (A-B)

What would you say in these situations?

- You are talking to a man at a party. Ask him where he works.

Where do you work?

- 1 You want to know what the date is today. Ask your friend.
- 2 You've forgotten when the course finishes. Ask your friend.
- 3 Your friend is having a party. You'd like to know who he has invited. Ask him.
- 4 Your favourite band are going to give a concert. Ask how you can get tickets.
- 5 You are in town with a friend, and you are wondering where the two of you are going to have lunch. What do you ask?

2 Question words and phrases (A-C)

Quiz champion Claude Jennings is answering questions. Put in these words and phrases: *how far, how long, how often, how many, what, what colour, what kind, when, where, who*

Quiz-master:

- *What colour* is the Greek flag?

- | | |
|--|-----------------------------------|
| 1. is Melbourne? | Claude:
Blue and white. |
| 2. ....centimetres are there in a kilometre? | It's in Australia. |
| 3. did the Second World War end? | A hundred thousand. |
| 4. did Romeo love? | In 1945. |
| 5. is Sirius? | Juliet. |
| 6. is it from Los Angeles to San Francisco? | It's a star. |
| 7. are the Olympic Games held? | About 400 miles. |
| 8. of food is Cheddar? | Every four years. |
| 9. is a game of rugby? | It's cheese. |
| | Eighty minutes. |

3 Wh-questions (A-C)

Guy is interviewing a guest on his chat show. It's the actress Melissa Livingstone, who is in the TV soap opera 'Round the Corner'. Put in Guy's questions.

- Guy: *How often do you record 'Round the Corner'?*

Melissa: Oh, we record it every day. It's a full-time job, you know.

- 1 Guy: Andit?
Melissa: In Birmingham, at the BBC studios.
- 2 Guy:
Melissa: How many? Well, let me see, I think we've done a thousand programmes.
- 3 Guy:
Melissa: I'm not going to tell you. How much money I earn is my business.
- 4 Guy: OK, I'm sorry.
Melissa: Oh, a long time ago. I started acting when I was twelve.
- 5 Guy:
Melissa: My plans for the future? I just want to go on with 'Round the Corner'.

37 Subject/object questions

A Who and what



Who is interviewing Kitty?

Who and **what** can be the subject of a question. The word order is the same as in a statement.

SUBJECT

Who rang you? (Someone rang you.)
Who is helping you? (Someone is helping you.)
What will happen next? (Something will happen next.)

Who is Kitty interviewing?

Who and **what** can also be the object. An auxiliary (e.g. **did**, **will**) comes before the subject.

OBJECT

Who did you ring? (You rang someone.)
Who are you helping? (You are helping someone.)
What will they do next? (They will do something next.)

Who and **what** can also be the object of a preposition, e.g. **to**, **with**. (For prepositions in questions, see Unit 38.) Compare these sentences.

SUBJECT

Who was talking to you? (Someone was talking to you.)
What wine goes with fish? (Some wine goes with fish.)

OBJECT

Who were you talking to? (You were talking to someone.)
What does this colour go with? (This colour goes with something.)

B Which, whose, how many and how much

These words can also be either the subject or the object.

SUBJECT

Which program will work best? (One of the programs will work best.)
Whose dog is barking over there? (Someone's dog is barking over there.)
How many people came past? (Some people came past.)
How much oil got into the river? (Some oil got into the river.)

OBJECT

Which program will you use? (You will use one of the programs.)
Whose dog is Melanie walking? (Melanie is walking someone's dog.)
How many people did you see? (You saw some people.)
How much oil did you buy? (You bought some oil.)

37 Exercises

1 Who and what as subject and object (A)

Read about the situations and answer each question in a single phrase.

- ▶ The morning after his party, Tom was cleaning up. David came along and took away some empty bottles for him. Nick had just woken up after spending the night on Tom's sofa. He watched them for a while.
a) Who helped Tom? *David* b) Who did Nick help? *no one*
- 1 Nick wants to marry Rita. She's been out with him a few times, but really she's in love with Tom. Unfortunately he isn't in love with her.
a) Who is Nick in love with? b) Who is in love with Tom?
- 2 Mark met Sarah at the airport. The plane was two hours late. On the way out they passed Mike standing at a bus stop, but they didn't notice him.
a) Who met Sarah? b) What was Mike waiting for?
- 3 There was an accident at the crossroads. A lorry crashed into a van that was waiting at the lights. The van slid forward and crashed into a car. The van driver had to go to hospital.
a) What hit the van? b) What did the van hit?

2 Who and what as subject and object (A)

People aren't giving you enough information. Ask questions with *who* or *what*.

- ? Something has happened. ~ Oh? *What has happened?*
- ? I've invited someone to tea. ~ Well? *Who have you invited?*
- 1 Somebody is having a party. ~ Oh, really?
- 2 I was reading something. ~ Oh?
- 3 I've learnt something. ~ Go on, tell me.
- 4 We should do something. ~ Yes, I know, but
- 5 Someone is looking for you. ~ Oh?
- 6 I'm looking for someone. ~ Maybe I can help.....
- 7 Rachel is planning something. ~ Is she?
- 8 Somebody has moved in next door. ~ Oh, really?
- 9 Something is worrying me. ~ Well, tell me.
- 10 I want to meet someone. ~ What do you mean?

3 Which, whose, how many and how much (B)

Harriet is visiting her grandmother, Mrs Evans. It's Mrs Evans's birthday. She can't hear very well, and she sometimes gets confused. Complete her questions.

- | | |
|-----------------------------------|--|
| Harriet: | Mrs Evans: |
| ? So ten people have sent cards. | Pardon? How many <i>people have sent cards</i> ? |
| ? I met David's friend yesterday. | What? Whose <i>friend did you meet</i> ? |
| 1 You can keep those photos. | Photos? Which |
| 2 Those flowers look lovely. | Do they? Which..... |
| 3 Fifty pounds went missing. | Missing? How much |
| 4 I passed Mark's house earlier. | Pardon? Whose |
| 5 The doctor has four children. | Really? How many |
| 6 Doctors earn lots of money. | I don't know. How much..... |
| 7 Mike's uncle has died. | What's that? Whose..... |
| 8 Trevor's wife is coming later. | Oh? Whose |

38 Prepositions in wh-questions

A Introduction



Daniel and Rachel each ask Vicky a question. In each question, the word **what** is the object of a preposition (**for, about**).

What are you looking for?

(You are looking **for** something.)

What are you worrying about?

(You are worrying **about** something.)

The preposition normally comes in the same place as in a statement: **looking for, worrying about**.

NOT **For** *what are you looking?*

NOT **About** *what are you worrying?* But in more formal English, the preposition can come before the question word.

In which *warehouse were the goods stored?*

OR **Which** *warehouse were the goods stored in?*

In formal English we use a preposition + **whom** (not who).

From whom *did you obtain the information?*

OR **Who** *did you obtain the information from?*

Here are some more examples of prepositions in wh-questions. **Who** *are we waiting for?* ~ Rachel. **What's** Nick laughing **at**? ~ Oh, one of Tom's jokes. **Where** are you **from**?/ **Where** do you come **from**? ~ Bombay. **What kind of** holiday are you interested **in**? ~ A package holiday. **Who** did you go out **with** last night? ~ Just a friend.

B What... for and what... like

We can use a question with **what... for** to ask about purpose.

What did you buy this computer magazine for? ~ To read about business software.

What are these bricks for? ~ We're going to build a wall.

What are they digging the road up for? ~ They're repairing a gas pipe.

What... for means the same as why.

Why are they digging up the road? ~ They're repairing a gas pipe.

We can use **what ... like** to ask if something is good or bad, interesting or boring, etc.

What was the party like? ~ Oh, we had a great time.

What's the place like where you live? ~ It's pretty quiet.

Note also **look like**.

What does your friend look like? ~ She's very tall and blond.

But we use **how** to ask about someone's well-being.

How are you? ~ I'm OK, thanks. And you?

How are you getting on in your new job? ~ I'm really enjoying it.

Compare these two questions.

How's Melanie? ~ Oh, she's fine, thanks. (She is happy/in good health.)

What's Melanie **like**? ~ She's very nice. (She is a nice person.)

38 Exercises

1 Prepositions in wh-questions (A)

Ask these people questions with *what*.

Use these verbs and prepositions: *look at, look for, point at, talk about, wait for*



► *What are you looking for ?*

1.....3.....

2.....4.....

2 Prepositions in wh-questions (A)

Put in the question. Use *what* and put the preposition in brackets at the end.

- ? Melanie: Tom is smiling. He's pleased, (about) Yes, he is. *What is he pleased about?*
 David: I'm busy today. I'm getting ready, (for) *What are you getting ready for ?* I've done something awful. I'm ashamed, (of)
 ? Laura: Trevor:
 1 Jessica: Haven't you heard of Kitty Beamish? She's famous, (for)
 Andrew: No, I haven't
 2 Trevor: Ilona: Mark is annoyed. He's going to complain, (about)
 3 Sarah: Claire: Emma's in a hurry. She's going to be late, (for) I don't feel
 4 Matthew: Daniel: very relaxed. I feel nervous, (about)
 5 Vicky: Rachel:

3 What... for and what... like (B)

Trevor has just come home from work. Complete the conversation. Put in *for, how, like* or *what*.

Trevor: Hello, my love. (►) *How are you?*

Laura: Hello. I'm all right, but I'm in a bit of a rush getting ready for the barbecue.

Trevor: Er, I forgot to tell you that I invited two more people.

Laura: (1)..... are you telling me now (2)..... ? I've bought all the food. I just hope there's enough. Anyway, who are these people? (3)..... are they (4)..... ?

Trevor: They're friends of Harriet's. They're very nice people. And after all, (5)..... are parties (6)..... ? To meet new people.

Laura: It isn't a party, it's a barbecue. (7)..... 's the weather going to be (8)..... ?

Trevor: The forecast said it's going to be perfect. Warm and dry.

Laura: Good. And (9)..... was your day?

Trevor: Oh, not too bad. Busy as usual.

39 Who, what or which?

A What or which?

We can use **what** or **which** before a noun.

WHAT

What sport do you play?

What books do you read?

We use **what** when there is a wide choice of possible answers. We ask *What sport?* because there are lots of different sports.



What sport?

(Tennis or golf or football or hockey or ... ?)

WHICH

Which way do we go here?

Which finger did you break?

We use **which** when there is a limited number of possible answers. We ask *Which way?* because there are only two or three ways to go.



Which way?

(Right or left?)

After **which** we sometimes say the possible answers.

Which cafe did you go to, Snoopy's, the Coffee Pot or the Tea Gardens?

Which phone shall I use, this one or the one in the office?

Sometimes **what** and **which** are both possible.

What day/Which day is your evening class? What train/Which train will you catch?

What platform/Which platform does the train go from? What part/Which part of Italy are you from?

B Patterns with who, what and which

We can use **who**, **what** and **which** without a noun.

Who sent the fax? What do you think of our plan? Which is quicker, the bus or the train?

We can use **what** and **which** before a noun, but not **who**.

Which secretary sent the fax? NOT ~~*Who secretary sent the fax?*~~

We can use **which** with one or ones, or with of.

You can have a photo. Which one would you like?

You can have some of the photos. Which ones would you like?

Which of these photos would you like? But

we cannot use **who** or **what** before of.

Which of the secretaries? but NOT ~~*Who of the secretaries?*~~

Who always means a person.

Who did you see? (a person) **What** usually means a thing. It can mean a person only when it comes before a noun.

What did you see? (a thing) *What doctor/What film did you see?* (a person or a thing)

Which can mean a person or a thing.

Which doctor/film did you see? (a person or a thing)

39 Exercises

1 What or which? (A)

The questions you are asking have a number of possible answers.

If the list of answers is incomplete, ask a question with *what*. If the list is complete, use *which*.

- ? (Do you play the piano, or the violin, or the guitar, or ...?)
What musical instrument do you play?
- ? (Did you go to the Little Theatre or the Theatre Royal?)
Which theatre did you go to?
- 1 (Did you take the morning flight or the afternoon flight?)
- 2 (Did you stay at the Grand Hotel or the Bristol?)
- 3 (Do you like classical music, or jazz, or rock music, or ...?)
- 4 (Did you buy 'Time' magazine, or 'Newsweek', or a computer magazine, or ...?)
- 5 (Do you work for EuroChemicals, or ICM, or SenCo, or ...?)
- 6 (Are you learning English, or Spanish, or Arabic, or Japanese, or ...?)

2 What or which? (A)

Rita is moving into a new flat. Trevor has come to see the flat and help her move in.

Complete his questions. Put in *what* or *which*. ► Trevor: *What number is this*

building? Rita: *Forty-two.*

1 Trevor: *I didn't realize there were only three floors..... floor is your flat on?*

Rita: *The first floor.*

2 Trevor: *It's a very nice flat room will be your living-room?*

Rita: *This one here, I thought.*

3 Trevor: *..... colour are you going to paint it?*

Rita: *Oh, I don't know yet.*

4 Trevor: *..... time is your furniture arriving?*

Rita: *Three o'clock, they said.*

5 Trevor: *I'll need some petrol..... way is the nearest petrol station?*

Rita: *Turn left at the end of the street.*

3 Who, what or which? (B)

Detectives Wilson and Taylor are looking into the murder of Lord Weybridge at his country house.

Put in *who*, *what* or *which*.

Wilson: (►) *Which of the guests in this house is the murderer, do you think, Taylor?*

Taylor: *I don't know yet. (1)..... had the opportunity? (2)..... of the guests had the chance to do it?*

Wilson: (3)..... happened after dinner last night? That's what we have to find out.

Taylor: *There must be a motive for the murder. (4)..... motive could the murderer have?*

Wilson: *Love or money - they're the usual motives. (5)..... of them is it, I wonder?*

Taylor: (6)..... did Lord Weybridge leave his money to? That's the question, Wilson.

TEST 8 Questions (Units 34-39)

Test 8A

Put the words in the right order and ask the question.

► everyone / is / ready *Is everyone ready?*

1 been / have / where / you

2 do / postcards / sell / you

3 belong / calculator / does / this / to / who

4 are / here / how / long / staying / you

5 is / like / new / office / what / your

6 are / flights / full / of / the / which

7 carnival / does / start / the / time / what

8 decided / has / holiday / Nancy / on / what

Test 8B

Put in the correct question word or phrase.

► *What* did you buy? ~ A box of chocolates.

1..... is this building? ~ It's about two hundred years old.

2..... does your team play in? ~ Red.

3..... bag are you carrying? ~ Judy's.

4..... money do you earn? ~ About £250 a week.

5..... hand do you write with? ~ My right hand.

6..... of shop do you work in? ~ A toy shop.

7..... first stepped on the moon? ~ Neil Armstrong, wasn't it?

8..... is your mother? ~ She's much better, thank you.

9..... is it to the post office? ~ About two hundred metres.

10..... do you take a holiday? ~ Once a year.

11..... name will you give the baby? ~ We haven't thought of one yet.

Test 8C

Write the sentences correctly.

► ~~Would like you to go sailing?~~

Would you like to go sailing?

1 ~~Do you be a student here?~~

2 ~~How many cakes have eaten you?~~

3 ~~Enjoyed you your walk?~~

4 ~~Where your friends have gone?~~

5 ~~What kind of music do you like?~~

6 ~~Does Peter plays tennis?~~

7 ~~About what are you talking?~~

8 ~~What has it happened?~~

Test 8D

Read about each situation and write down the question.

- ? You want to know if it is raining.
Is it raining ?
- ? You need to ask Polly where she lives.
Where do you live?
- 1 You would like to ask Nancy where she bought her coat.
- 2 You want to ask Susan if Amy can swim.
- 3 You want to ask Simon which band he likes best.
- 4 On the phone you want to know who you are speaking to.
- 5 You need to know how much video recorders cost.
- 6 You are asking permission to come in.
- 7 You need to find out how long the journey takes.
- 8 You want to ask Adrian what he locked the door for.
- 9 You want to ask what happens next.
- 10 You want to suggest that you all go out together.

Test 8E

Write the questions to which the underlined words are the answers.

- ▶ Christopher is going to London by train.
How is Christopher going to London ?
- 1 The Smiths have got three cars.
- 2 Janet works at the supermarket.
- 3 Andrea is learning English because she will need it in her job.
- 4 The film was really romantic.
- 5 The meeting will take place next Tuesday.
- 6 Tessa switched off the computer.
- 7 Mr Johnson's burglar alarm was ringing.
- 8 Anna went to the dance with Martin.

40 Negative statements

A Use

Christopher Columbus

Christopher Columbus was a famous explorer. At one time people believed that he had 'discovered' America. We know now this **isn't** true. Columbus **was not** the first European to travel to the New World. We **don't** know who was, but the Vikings had sailed there around the year 1000, and probably others before them. In 1492 Columbus sailed to San Salvador in the Bahamas and to other islands, but he never reached the mainland of North America. He actually thought he was in Asia. He certainly **didn't** discover America.

We often use a negative statement to correct a mistaken idea, such as the idea that Christopher Columbus discovered America.

B Negative verb forms

	POSITIVE	NEGATIVE		
be:	are dancing	are not dancing	OR	aren't
have:	have seen	have not seen	OR	haven't seen
Moda verb:	must stay	must not stay	OR	mustn't stay

In a negative statement **not** or **n't** comes after the auxiliary verb.

The auxiliary verb is a form of be, have or a modal verb, e.g. **must, can, could**.

*The girls **are not** dancing. The modem **isn't** working properly.*

*I **haven't** seen the new Disney film. David **hasn't** got a car.*

*I **mustn't** stay long. You **can't** turn right here.*

*I'm **not** feeling very awake today.* We write **n't** without a space before it, e.g. **isn't, haven't**.

Not or **n't** also comes after the main verb be.

*The photos **are not** ready yet. It **isn't** very warm in here.* If there is more than one auxiliary verb, we put **not** or **n't** after the first one.

*This plate **hasn't** been washed. You **shouldn't** have bothered.*

In the present simple and past simple, we use a form of **do**.

	POSITIVE	NEGATIVE		
Present simple:	<i>work</i>	do not work	OR	don't work
	<i>looks</i>	does not look	OR	doesn't look
Past simple:	<i>enjoyed</i>	did not enjoy	OR	didn't enjoy

*I **don't** work on Saturdays, NOT ~~I work not on Saturdays.~~*

*This part of town **doesn't** look very nice. I'm afraid we **didn't** enjoy the day very much.*

The verb after **not** or **n't** does not end in **s** or **ed**.

NOT ~~It doesn't looks very nice~~ and NOT ~~We didn't enjoyed the day.~~

C No and not

We can use **no** before a noun or an adjective + noun. The verb is positive.

No music is allowed after eleven, OR Music is not allowed after eleven.

There are no new houses in the village, OR There aren't any new houses in the village.

We do not use **no** with a verb.

NOT ~~Music is no allowed~~ and NOT ~~The shops are no open.~~

40 Exercises

1 Use (A)

Read the information in A about Christopher Columbus.
Then choose a positive or a negative verb.

► Columbus discovered/didn't discover America.

- 1 The first European to sail to the New World was/wasn't Columbus.
- 2 Europeans had/hadn't been to the New World before Columbus.
- 3 We know/don't know definitely who first sailed to America.
- 4 Columbus landed/didn't land on the North American mainland.
- 5 People's opinion of Columbus has/hasn't changed over the last 500 years.
- 6 When Columbus landed on San Salvador, he knew/didn't know where he was.
- 7 It is/isn't true that Columbus travelled across the United States.

2 Negative verb forms (B)

Complete the conversation, Put in the negative forms of these words:
can, did, do, does, has, have, is, was, were

Rita: Does anyone live in that house next door?

Melanie: Yes, he's called Jake. He's rather strange. He (►) *hasn't* got a job, but he (1)..... be short of money because he's just bought a new car.

Rita: The house (2)..... look very smart.

Melanie: The people who lived there before Jake (3)..... look after it very well. And they (4).....very good at gardening. When Jake bought the house, it had been empty for a while. It (5)..... very expensive. But he (6)..... interested in doing anything to it, as you can see.

Rita: Is he a friend?

Melanie: No, we aren't really friends. I (7)..... know him very well. I say hello when I see him, that's all. I (8) seen him for a while, actually.

3 Negative verb forms (B)

Vicky and Rachel are good friends, but they are very different kinds of people.

Complete the sentences using a negative.

► Vicky gets upset, but Rachel *doesn't get upset*.

- 1 Vicky gets headaches. Rachel is lucky. She
- 2 Rachel can relax. Vicky is different. She
- 3 Rachel missed a lecture yesterday, but Vicky
- 4 Vicky is a nervous person, but Rachel
- 5 Vicky loses things. Rachel
- 6 Rachel was a happy child. Vicky.....
- 7 Rachel has decided on a career, but Vicky

4 No and not (C)

Complete this paragraph from a travel article. Put in *no* or *not*.

Metropolis is (►) *not* an attractive town. There are (1)..... parks or gardens in the city centre.

I saw(2).....interesting buildings, only factories, offices and blocks of flats.

The hotels are(3)..... very good, and there are (4)..... first-class restaurants.

(5)tourists visit Metropolis, and I certainly do (6)..... want to go there again.

41 Negative questions

A Introduction



Laura asks two negative questions. The first expresses surprise that Trevor hasn't put the shelves up yet. The second is a suggestion that he should put them up now.

B Form

We make a question negative by putting **n't** after the auxiliary (e.g **have**, **does**).

POSITIVE

Have you done it yet? What **does** the advert tell you? Who **eats** meat? What **went** wrong?

NEGATIVE

Haven't you done it yet? What **doesn't** the advert tell you? Who **doesn't** eat meat? What **didn't** go wrong?

C The use of negative yes/no questions

A negative yes/no question often expresses surprise.

Haven't you put those shelves up yet? (= I am surprised that you haven't yet.) **Don't** the children want the ice-cream? (= I am surprised that they don't want it.)

A question with **can't** can be a complaint or an impolite request.

Can't you sit down? You're blocking my view.

We can also use a negative yes/no question instead of a statement and a tag.

Aren't you a friend of Harriet's? (= You're a friend of Harriet's, aren't you?)

D Yes/no answers

The answer **yes** means that the positive is true, and **no** means that the negative is true.

Haven't you repaired the car yet? ~ Yes, I did it yesterday. **Haven't** you repaired the car yet? ~ No, sorry. I haven't had time.

E The use of negative wh-questions

We can use **Why don't...?** for a suggestion.

Why don't you put the shelves up now? ~ Well, all right.
Why don't we sit on the balcony? ~ Good idea.

We can use **Why didn't...?** to criticize.

We'll have to stand now. **Why didn't** you book seats for us? (= You should have booked seats for us.)

We can also use a wh-question to ask for information.

Who hasn't checked their baggage in? ~ Oh, I haven't. Sorry.
What don't you understand? ~ This paragraph here.

41 Exercises

1 Negative yes/no questions (B-C)

What would you say in these situations? Use negative yes/no questions.

▶ You are surprised to learn that Rita doesn't like football. *Don't you like football, Rita?*

- 1 You find it surprising that Melanie can't drive.
- 2 It's a surprise that Rachel won't be at the disco.
- 3 You find out that surprisingly Nick hasn't got a television.

Negative yes/no questions (B-C)

Complete the conversations using the words in the brackets.

- ▶ Mike: I walked home from the town centre, (take / bus)
Harriet: You mean you walked all the way? *Didn't you take a bus?*
- 1 Vicky: I think I'd like to lie down for a while, (feel / well)
Rachel: Oh, dear.
- 2 Matthew: I'm looking forward to getting the photos you've sent, (arrive / yet)
Richard: I sent them a week ago
- 3 David: I saw Rita, but she walked straight past me. (say / hello)
Melanie: Without speaking to you?
- 4 Andrew: I never sit by the pool. I hate water, (swim)
Emma: Really?

Yes/no answers (D)

Put in *yes* or *no*.

- ▶ Didn't Mike stop and give you a lift? ~ *No*, he didn't, but maybe he didn't see me.
- 1 Aren't you tired after working all day? ~, I feel fine.
 - 2 Didn't you write the number down? ~, but I've lost the piece of paper.
 - 3 Haven't you got an umbrella? ~, it's here in my bag.
 - 4 Couldn't you get in to the opera? ~, we didn't have tickets.

Why not? (B, E)

Reporter Kitty Beamish is investigating an accident at the Magic World theme park. A ride crashed, and people were injured. This is what Kitty has found out.

- ▶ The people on the ride didn't get enough help.
- | | |
|---|--|
| 3 | They aren't trained in first aid. |
| 1 | The staff didn't know what to do. |
| 4 | The ambulance wasn't called immediately. |
| 2 | They couldn't stop the ride. |
| 5 | The doctor didn't have a mobile phone. |

What questions beginning with *why* does Kitty ask?

- ▶ *Why didn't the people on the ride get enough help?*
- 1
 - 2
 - 3
 - 4
 - 5

42 Question tags, e.g. **isn't it?**

A Use

- Melanie: *It's a lovely day, **isn't it?***
Harriet: *Beautiful. We're having a glorious summer, **aren't we?***
Melanie: *You haven't heard a forecast for the weekend, **have you?***
Harriet: *No, I haven't, but I think it's going to stay sunny.*

A question tag is a short question added on to a statement. When a tag is spoken, the voice can go down or up.

FALLING

*It's a lovely day, **isn't it?***

With a falling intonation, the speaker thinks the statement is true. Melanie knows that it is a lovely day, and she is inviting Harriet to continue the conversation. The tag is not really a question.

RISING

*You haven't heard a forecast, **have you?***

With a rising intonation, the speaker is less sure, Melanie doesn't know if Harriet has heard a weather forecast or not. The tag is more like a real question.

B Form

POSITIVE STATEMENT + NEGATIVE TAG

It is** very warm, **isn't it?

A negative tag is an auxiliary verb + **n't** + pronoun.

- You've played before, **haven't you?***
*The children can swim, **can't they?***
*It'll be dark soon, **won't it?***
*There was a mistake, **wasn't there?***

NEGATIVE STATEMENT + POSITIVE TAG

It isn't** very warm, **is it?

A positive tag is an auxiliary verb + pronoun,

- David hasn't got a car, **has he?***
*I shouldn't laugh, **should I?***
*You aren't ill, **are you?***
*The answer wasn't right, **was it?***

The pronoun (**you, he**, etc) refers to the subject of the sentence, e.g. **you, David**. In the present simple and past simple we use a form of **do**.

- You **live** near here, **don't you?***
*This coat looks nice, **doesn't it?***
*I turned right, **didn't I?***

- We **don't** have to pay, **do we?***
*The shower **doesn't** work, **does it?***
*Your horse **didn't** win, **did it?***

The answer **yes** means that the positive is true, and **no** means that the negative is true.

- Mark works for Zedco, doesn't he? ~ **Yes**, he does. (He **works** for Zedco.) Melanie doesn't eat meat, does she? ~ **Fes**, I think she does. (She **eats** meat.) Claire is married, isn't she? ~ **No**, of course she isn't. (She **isn't** married.) Andrew hasn't got many friends, has he? ~ **No**. (He **hasn't** got many friends.)*

C Requests and suggestions

After a request with an imperative (e.g. **Wait ...**), we can use **can you?** or **could you?**

Wait** here a moment, **can you?** **Give** me an example, **could you? We can also use **You couldn't..., could you?** or **You haven't..., have you?** for a request.

You couldn't** help me, **could you?** **You haven't** got a pound, **have you?

After **Don't...** the tag is **will you?:** ***Don't** make any noise, **will you?*** After **Let's ...** we use **shall we?:** ***Let's** sit in the garden, **shall we?***

42 Exercises

1 Use (A)

Look carefully at each statement and tag. Say if it is more likely to be a comment (with falling intonation) or a question (with rising intonation).

- This price list is up to date, isn't it? ~ Yes, it is. *a question*
- 1 It was a super show, wasn't it? ~ Great. I really enjoyed it.
 - 2 These sweaters are nice, aren't they? ~ I like this one.
 - 3 We've got time for a coffee, haven't we? ~ A quick one maybe.
 - 4 Let me see, the bus goes at ten past, doesn't it? ~ Quarter past

2 Form(B)

You are at a barbecue. Add tags to help start a friendly conversation.

- 1 ? These sausages are delicious, *aren't they?* ~ They certainly are.
- 2 ? You haven't lived here long, *have you?* ~ No, only three months.
- 1 It's quite a big garden,? ~ Yes, there's plenty of room.
- 2 There aren't many people here yet,? ~ No, but it's still quite early.
- 3 You're Rachel's friend,? ~ Yes, I'm Vicky.
- 4 You came in a sports car,? ~ That's right.
- 5 These burgers look good,? ~ I can't wait to try them.
- 6 We can sit on the grass,? ~ I think it's dry enough.
- 7 The weather forecast wasn't very good,? ~ No, it wasn't.

3 Form(B)

Complete the conversation. Put in the question tags.

Emma: You don't really want to go out with me any more, (►) *do you?*

Matthew: Of course I do. But I need a bit of time to myself sometimes.

Emma: You get plenty of time to yourself, (1)

Matthew: Emma, you know what I feel for you.

I've told you enough times, (2)

Emma: Yes, you have. And you're quite happy, (3)

You don't mind, (4)

The situation doesn't bother you, (5)

Matthew: Why are we arguing? There's nothing to argue about, (6)

Emma: You can't ever look at things from my point of view, (7)

4 Requests and suggestions (C)

What would you say in these situations? Write sentences with a question tag. Use the word in brackets. ►

You want to look at a newspaper. Daniel might have one, so ask him. (haven't) *You haven't got a newspaper, have you?*

- 1 Suggest to Vicky that you both listen to some music. (Let's)
- 2 Warn David not to do anything silly. (Don't)
- 3 You need a train timetable. Emma might have one, so ask her. (haven't)
- 4 Ask Rachel to pass you the salt. (Pass)

43 So/Neither do I and I think so

A So and neither

Vicky: *I'm hungry.*

Rachel: *So am I. I haven't eaten anything all day.*

Daniel: *Neither have I. I didn't have time for breakfast.*

We use **so** after a positive statement and **neither** after a negative one. *I'm hungry.* ~ *So am I.* (= And I'm hungry./I'm hungry, too.) / *haven't eaten.* ~ *Neither have I.* (= And I haven't eaten./I haven't eaten either.)

The structure is **so/neither** + an auxiliary + the subject.

The auxiliary is a form of **be** or **have** or a modal verb, e.g. **can**.

We're really busy at work. ~ *So are we.* *Tom has gone to the match.* ~ *And so has Nick.*

David can't drive, and neither can Melanie. The subject comes at the end. NOT *We're busy.* ~ ~~*So we are.*~~ In the present simple and past simple we use a form of **do**.

I love old cowboy films. ~ *So do I.* *This phone doesn't work.* ~ *Neither does this one.*
United won, and so did Rangers.

We can use **nor** instead of **neither**.

Emma isn't here tonight. Neither/Nor is Matthew.

B I think so, etc

Vicky: *It's 'Round the Corner' at half past seven, my favourite soap opera. Are we going to be back in time?*

Daniel: *I think so. We haven't got far to go now.*

Rachel: *We might miss the beginning.*

Vicky: *Oh, I hope not. I want to know if Bernard really did steal the money.*

Here *I think so* means 'I think we'll be back in time', and *I hope not* means 'I hope we don't miss the beginning'.

We can use **so** after **be afraid, believe, expect, guess, hope, suppose** and **think**.

Do you think you'll get the job? ~ *Well, I hope so.* *Are you going on holiday this year?* ~ *Yes, I expect so.* *I don't know for sure if Henry is rich, but I should think so.* But we cannot use **so** after **know** or **be sure**.

There's been an accident. ~ *Yes, I know,* NOT ~~*I know so.*~~

Are you sure you're doing the right thing? ~ *Yes, I'm sure,* NOT ~~*I'm sure so.*~~

There are two negative structures.

NEGATIVE + SO

Is it raining? ~ *I don't think so.*

Are you going to the concert? ~ *I don't expect so.*

With **expect** and **think**, we normally use the negative and **so**.

POSITIVE + not

Is it raining? ~ *I hope not.*

Have we won a prize? ~ *I'm afraid not.*

With **be afraid, guess** and **hope**, we use the positive and **not**.

We can use **believe** and **suppose** in either structure.

Will there be any seats left? ~ *I don't suppose so.* OR *I suppose not.*



43 Exercises

So and neither (A)

Andrew has just met Jessica at a party. They are finding out that they have a lot in common. Put in the structures with *so* and *neither*.

- Andrew: I haven't been to a party for ages.
 ? Jessica: *Neither have I.* I hate crowded rooms.
 ? Andrew: Yes, *so do I.* I'm not a party-goer, really.
 1 Jessica: No, I can't make conversation.
 2 Andrew: You know, I'm a quiet sort of person.
 3 Jessica: And, I lead a pretty quiet life.
 4 Andrew: Well, I haven't got many friends.
 5 Jessica: And I would really like a good friend.
 6 Andrew: Oh,

2 So and neither (A)

Look at the table and complete the sentences.

	Mark	Claire	Melanie	Emma
Music	/	X	X	/
Travel	/	/	X	X
Skiing	X	/	/	X
Cooking	X	X	/	/

- ? Claire can ski, and *so can Melanie*.
 ? Mark isn't keen on cooking, and *neither is Claire*.
 1 Melanie doesn't like travelling much, and
 2 Mark has got lots of CDs, and
 3 Emma can't ski, and
 4 Claire isn't a music lover, and
 5 Melanie cooks quite often, and
 6 Mark travels quite a lot, and

3 I think so, etc (B)

Complete these short conversations. Put in structures with *so* or *not* and use the words in brackets.

- ? Laura: Does the library open on Saturdays? (think)
 Trevor: Yes, / *think so*. But I'm not absolutely certain.
 ? Harriet: You can't go out for an evening meal wearing shorts, (guess)
 Mike: / *guess not*. I'd better put some trousers on.
 1 Sarah: Will there be a lot of people at the concert tonight? (expect)
 Mark: There aren't usually very many.
 2 Daniel: Are you going to apply for the job? (suppose)
 Vicky: It's the only one available.
 3 David: Do you think it's going to rain? (hope)
 Melanie: Well, I'm just about to go out.
 4 Nick: Will the match take place in this weather? (think)
 Tom: In fact, I'm sure it won't.
 5 Claire: Are my photos ready, please? (afraid)
 Assistant: We're having problems with the machine.

TEST 9 Questions, negatives and answers (Units 34-43)

Test 9A

Read the conversation. Then look at the answers below and write the correct answer in each space.

Judy: (►) *Shall* we go to the party tonight?

Lisa: (1) giving a party?

Judy: Susan. You know her, (2) you?

Lisa: I'm (3) sure. Has she got long dark hair?

Judy: Yes, she (4)..... And she's quite tall. (5)..... you spoken to her?

Lisa: No, I don't think (6)..... But I know who you mean. There are two sisters, Susan and Janet. They're twins, aren't (7).....?

Judy: Yes, that's right.

Lisa: (8).....one is Susan?

Judy: Oh, I (9)..... know. They both look the same. I can't always tell them apart.

Lisa: No, (10)..... can I. In any case, I haven't been invited to the party.

Judy: That (11)..... matter.

Lisa: OK. (12)..... go to it then, shall we?

► a) Do b) Shall c) Would

1 a) What's b) Who's c) Whose

2 a) don't b) know c) so

3 a) isn't b) no c) not

4 a) got b) has c) so

5 a) Haven't b) Having c) Not

6 a) it b) neither c) so

7 a) it b) not c) they

8 a) What b) Which c) Who

9 a) don't b) no c) not

10 a) neither b) not c) so

11 a) doesn't b) isn't c) not

12 a) Could b) Let's c) Shall

Test 9 B

What would you say? Use the word in brackets, and use a question form in each sentence.

► You want to suggest a game of cards, (have)

Shall we have a game of cards?

1 You are asking Tessa where her house is. (live)

2 You want Janet to tell you what she is thinking, (about)

3 You are inviting a friend to come to your room, (like)

4 You are surprised that your friend missed the football match on television, (watch)

5 You are asking permission to take a photo, (may)

6 You are looking for Polly. You are asking her friend for information, (seen)

7 You are asking Nigel about the number of letters he has written, (how)

8 You are asking Nancy about the people coming to her party, (who)

9 You are asking Martin's wife if he cooks every day or once a week, (often)

10 You are asking about the weather tomorrow, (will)

Test 9C

Each of these replies is wrong. Write the correct reply.

- ▶ Is it going to snow? ~ ~~I'm not thinking it.~~ *I don't think so.*
- 1 Has the computer arrived? ~ ~~No, not.~~
- 2 Don't you like curry? ~ ~~Yes, I hate it.~~
- 3 Will you be in tonight? ~ ~~Yes, I expect.~~
- 4 Horrible weather. ~ ~~It isn't very nice isn't it?~~
- 5 Would you like a sweet? ~ ~~Yes, right.~~
- 6 I'm quite tired now. ~ ~~Too am I.~~
- 7 You might catch my cold. ~ ~~I don't hope to.~~
- 8 The first train didn't stop. ~ ~~Neither the second~~

Test 9D

Rupert is at a job interview. Someone is asking him questions. Write the questions.

- ▶ Interviewer: *Where do you live ?*
Rupert: Oh, I live in Longtown.
- 1 Interviewer:
Rupert: I'm twenty-three.
- 2 Interviewer:
Rupert: Yes, I went to college.
- 3 Interviewer:
Rupert: My interests? I don't have any, really.
- 4 Interviewer:
Rupert: Which company? Oh, I work for BX Electric.
- 5 Interviewer:
Rupert: Nothing. There's nothing I don't like about my job.

Test 9E

Put in the missing word.

- ▶ *How* does this phone work? ~ You press this button.
- 1 The new building looks awful. ~ I agree. It..... look very nice.
- 2 Could you give me a receipt, please? ~ Yes, of.....
- 3 This chair isn't very comfortable. ~ And..... is this bed.
- 4 Didn't you watch 'Frankenstein' last night? ~....., I hate horror films.
- 5 What's this wood..... ? ~ I'm going to make a table.
- 6 I didn't say the wrong thing,..... I? ~ Well, you weren't very polite.
- 7 Will there be any free gifts? ~ No, there.....
- 8 Have they sent you some money? ~ No, I'm afraid.....
- 9 Don't drop those plates,..... you? ~ OK, I'll be careful.
- 10 How..... is it to the station? ~ About half a mile.
- 11 Do those shoes fit you? ~ Yes, I think
- 12 Why.....we have a picnic? ~ Yes, good idea.
- 13foot is hurting? ~ My right one.
- 14 I feel a bit cold actually. -Yes,..... do I.
- 15 Who.....eaten their ice-cream? ~ Oh, it's mine. I'm just going to eat it.
- 16of these magazines would you like? ~ This one, please.

44 Ability: **can, could and be able to**

A **Can and can't**

Vicky: *How many instruments **can** you play, Natasha?*
Natasha: *Three - the violin, the clarinet and the piano.*
Vicky: *That's terrific. You haven't got a piano here, though.*
Natasha: *No, but I **can** go to the music room in college and play the one in there.*
Vicky: *I'm not musical at all. I **can't** even sing.*

We use **can** to say that something is possible: that someone has an ability (*Natasha **can** play the piano*) or an opportunity (*She **can** go to the music room*). **Can** is usually pronounced but sometimes we say **can**. The negative is **cannot** or **can't**.

B **Can and be able to**

In the present tense, **be able to** is a little more formal and less usual than **can**.

*Emma is good with computers. She **can** write/is **able to** write programs.*

But in some structures we always use **be able to**, not **can**.

To-infinitive: *It's nice **to be able to** go to the opera, (NOT ~~to can go~~)*

After a modal verb: *Melanie **might be able to** help us.*

Present perfect: *It's been quiet today. I've **been able to** get some work done.*

For the future we use **can** or **will be able to** but NOT *will-can*.

*If we earn some money, we **can** go/we'll **be able to** go on holiday next summer.*

*I'm afraid I **can't** come/I **won't be able to** come to the disco on Friday.*

But to suggest a possible future action, we normally use **can**.

*Let's have lunch together. We **can** go to that new restaurant.*

C **Could and was/were able to**

For ability or opportunity in the past, we use **could** or **was/were able to**.

*Natasha **could** play (OR **was able to** play) the piano when she was four.*

*In those days we had a car, so we **could** travel (OR **were able to** travel) very easily.*

To say that the ability or opportunity resulted in a particular action, something that really happened, we use **was/were able to** but not **could**.

*The plane **was able to** take off at eleven o'clock, after the fog had lifted.*

*Luckily Mark **was able to** get (OR **succeeded in getting**) the work done in time.*

*The drivers **were able to** stop (OR **managed to stop**) before they crashed into each other.*

Compare these two sentences.

*The children **could** swim when they were quite young, (a past ability)*

*The children **were able to** swim across the river. (a past action)*

In negative sentences and questions, we can use either form. *It was*

*foggy, so the plane **couldn't/wasn't able to** take off. The pool was closed, so they **couldn't/weren't able to** have a swim. **Could you/Were you able to** describe the man to the police?*

We normally use **could** (not **was/were able to**) with verbs of seeing etc, and with verbs of thinking. *We **could see** the village in the distance. As soon as Harriet opened the door, she **could smell** gas. I **couldn't understand** what was happening.*

44 Exercises

► *He can walk on his hands.*

1 Can and can't (A)

Look at the pictures and say what they can or can't do. Use these words: *climb trees, juggle, lift the weights, play the violin, walk on his hands*



1.....3.....
2.....4.....

2 Can and be able to (B)

Harriet is visiting David, who hurt himself when he fell off a ladder. Complete the conversation using *can* or a form of *be able to*. Sometimes there is more than one possible answer.

Harriet: Hello, David. I'm sorry I haven't (►) *been able to come* (come) and see you before.
I've been really busy lately. How are you?

David: I'm OK, thanks. (1)..... (I / walk) around now.
The doctor says (2) (I / go) back to work soon.
It'll be nice (3)..... (get) out again. I hate being stuck here like this.
I haven't (4)..... (do) anything interesting.

3 Could and was/were able to (C)

► Which is closer to the meaning of the sentence 'Years ago I could run a marathon'?

- a) I ran a marathon at one particular time in the past.
- b) I was once fit enough to run a very long way.

1 Which of these sentences is correct?

I was ill, so I couldn't go to the party.

I was ill, so I wasn't able to go to the party.

- a) Only the first one.
- b) Only the second one.
- c) Both of them.

2 Which is closer to the meaning of the sentence 'Sarah was able to leave work early yesterday'?

- a) Sarah left work early yesterday.
- b) Sarah had the opportunity to leave work early yesterday, but we don't know if she took it.

4 Could and was/were able to (C)

Put in *could* or *was/were able to*. Sometimes either is possible. Use a negative if necessary.

► Suddenly all the lights went out. *We couldn't* see a thing.

- 1 The computer went wrong, but luckily Emma..... put it right again.
- 2 There was a big party last night. You..... hear the music half a mile away.
- 3 I learnt to read music as a child. I..... read it when I was five.
- 4 People heard warnings about the flood, and they..... move out in time.
- 5 The train was full. I find a seat anywhere.

45 Permission: **can, may, could** and **be allowed to**

A Asking permission

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

Can I use your pen?

Could we borrow your ladder, please? ~ Well, I'm using it at the moment.

May I see the letter? ~ Certainly. **Could** often sounds more polite than **can**. **May** is rather formal.

B Giving and refusing permission

To give permission we use **can** or **may** (but not **could**).

You can wait in my office if you like.

Could I borrow your calculator? ~ Of course you can.

You may telephone from here, (a written notice)

May is formal and is not often used in speech.

To refuse permission we use **can't** or **may not** (but not **couldn't**).

Could we picnic here? ~ I'm sorry. I'm afraid you can't. Members may not bring more than two guests into the club. We can also use **must not**.

Luggage must not be left unattended.



C Talking about permission

We sometimes talk about rules made by someone else. To do this we use **can, could** and **be allowed to**.

We use **can** to talk about the present, and we use **could** for the past.

Present: *Each passenger can take one bag onto the plane.*

Past: *In the 1920s you could drive without taking a test.*

We can also use **be allowed to**.

Present: *Passengers are allowed to take one bag onto the plane.*

Future: *Will I be allowed to record the interview on tape?*

Past: *We weren't allowed to look round the factory yesterday.*

For a general permission in the past we use either **could** or **was/were allowed to**.

I could always stay/I was always allowed to stay up late as a child.

But to say that the permission resulted in a particular action, something that really happened, we use **was/were allowed to** (but not **could**).

I was allowed to leave work early yesterday.

We were allowed to go into the control room when we looked around the power station.

Compare these questions with **may** and **be allowed to**.

ASKING FOR PERMISSION

May I take a photo of you?

(= Will you allow it?)

ASKING ABOUT PERMISSION

Are we allowed to take photos?

(= What is the rule?)

45 Exercises

1 Asking permission (A)

How would you ask for permission in these situations?

Use *Can I...?*, *Could I...?* or *May I...?* and these verbs: *borrow, join, look at, use* ►

You are at a friend's flat. You want to make a phone call. *Can I use your phone?*

- 1 You need a calculator. The person sitting next to you has got one.
- 2 You have gone into a cafe. Three people who you know from work are sitting at a table. You go over to the table.
- 3 You had to go to a lecture, but you were ill. Your friend went to the lecture and took notes. Next day you are well again and you see your friend.

2 Giving and refusing permission (B)

A policeman is telling you what the signs mean. What does he say? Use *can* and *can't* and these verbs: *drop, go, have, park, play, smoke, turn*



Policeman:

- ? *You can't go this way.*
 ? *You can park here.*
 1
 2
 3
 4
 5

3 Be allowed to (C)

Put in the correct forms.

Rita: I hear you've moved into a new flat with a couple of friends.

Emma: Yes, it's a nice flat, but the landlady is really strict. (►) *We aren't allowed to do* (we / not / allow / do) anything. It was my birthday last month, and
 (1).....(I / not / allow / have) a party.

Rita: Oh, (2)..... (we / allow / have) parties at our place, luckily.
 (3)..... (we / allow / do) anything, more or less.
 We're hoping to have an all-night party soon, but I'm not absolutely sure if
 (4)..... (we / allow/hold) it.

4 May I...? or Am I allowed to ...? (C)

Are you asking for permission, or are you asking what the rule is? Put in *May I... ?* or *Am I allowed to ... ?*

? *May I use your computer?*

? *Am I allowed to smoke in this cinema?*

- 1 cross the road here?
- 2 ask you a personal question?
- 3 rollerblade in this park?
- 4 drive a car without insurance?
- 5 read your magazine?

46 Possibility and certainty: may, might, could, must, etc

A May, might and could

Rachel: *Whose bag is that?*

Daniel: *I don't know. It **may** belong to Maria's friend.*

Vicky: *It **might** be a bomb. It **could** explode at any moment.*

We use **may** or **might** to say that something is possible or that it is quite likely.

We can use them for the present or the future.

*It **may/might** be a bomb.* (= Perhaps it is a bomb.)

*I **may/might** go to the disco tomorrow.* (= Perhaps I will go to the disco.)

We can use **could** to say that something is possible.

*The story **could** be true, I suppose.* (= Possibly it is true.)

*You **could** win a million pounds!* (= Possibly you will win a million pounds.)

Sometimes **could** means only a small possibility. It is possible (but not likely) that you will win a million pounds.

In some situations we can use **may, might** or **could**.

*It **may/might/could** rain later.*

After **may, might** or **could** we can use a continuous form (be + an ing-form). *That man*

***may/might** be watching us.* (= Perhaps he is watching us.) *Sarah **may/might** be working late*

tonight. (= Perhaps she will be working late.) *I'm not sure where Matthew is. He **could** be playing*

squash. (= Possibly he is playing squash.)

B May, might and could in the negative

The negative forms are **may not, might not/mightn't,** and **could not/couldn't.**

MAY NOT AND MIGHT NOT

Something negative is possible. *Daniel **may***

***not** get the job. Tom **might not** be in. I*

***mightn't** finish the marathon tomorrow.*

(It is possible that I will not finish it.)

COULDN'T

Something is impossible.

*Vicky is afraid of heights. She **couldn't** climb onto the roof.*

*I'm completely unfit. I **couldn't** run a marathon.*

(It is impossible for me to run it.)

C Must and can't

MUST

We use **must** when we realize that something is certainly true.

*She isn't answering the phone. She **must** be out. I had my keys a moment ago. They **must** be here somewhere.*

*Andrew isn't here. He **must** be working in the library.*

CAN'T

We use **can't** when we realize that something is impossible.

*We haven't walked far. You **can't** be tired yet.*

*Life **can't** be easy when you have to spend it in a wheelchair.*

*Nick **can't** be touring Scotland. I saw him hat this morning.*

46 Exercises

1 Might be and might be doing (A)

Vicky and Rachel are at college. They're looking for their friend Natasha. Complete the conversation. Use *may* or *might* and the verb in brackets. Sometimes you need to use the continuous.

Vicky: I can't find Natasha. Have you seen her?

Rachel: (▶) *She might be* (she / be) in the music room. (▶) *She may be practising* (she / practise).

Vicky: No, she isn't there. I thought (1).....(she / be) with you.

Rachel: It's a nice day. (2).....(she / be) on the lawn.

(3) (she / sit) out there reading the paper.

Or (4)(she / have) a coffee.

(5).....(you / find) her in the canteen.

Emma: No, I've looked there.

Rachel: Well, here comes Jessica. (6) (she / know).

2 May and might (A-B)

Add a sentence with *may* or *might* (both are correct).

? I'm not sure if it's going to rain. *It might rain.*

? I don't know if we'll see an elephant. *We may see one.*

1 I can't say whether Daniel will win

2 I haven't decided if I'm having a holiday.

3 I don't know if we'll get an invitation.

4 I've no idea whether Sarah will be late.....

3 I'm not sure if my friends are visiting me.....

3 Mightn't and couldn't (B)

Put in *mightn't* or *couldn't*.

? I've got one or two things to do, so I *mightn't have* time to come out tonight.

? David *couldn't* work as a taxi driver. He can't drive.

1 We're going to need lots of glasses. We have enough, you know.

2 Markbe in the office tomorrow. He thinks he's getting a cold.

3 We possibly have a dog, living in a small flat like this.

■1 How can you work with all this noise? Iwork in such conditions.

5 Don't ring tomorrow because I..... be in. I'm not sure what I'm doing.

4 Must, can't and might (A, C)

A reporter is interviewing Mrs Miles for a TV news programme.

Complete the conversation. Put in *must*, *can't* or *might*.

Mrs Miles: My name's Nora Miles, and I'm going to do a parachute jump.

Reporter: Mrs Miles, you're seventy-three, and you're going to jump out of an aeroplane.

You (▶) *must be* mad. You (1)be serious.

Mrs Miles: It really (2).....be wonderful to look down from the sky.

I've always wanted to try it.

Reporter: But anything could happen. You (3) be injured or even killed.

I wouldn't take the risk.

Mrs Miles: Well, young man, your life (4) be much fun if you never take risks.

You ought to try it. You never know - you (5)enjoy it.

Reporter: Enjoy it? You (6) be joking!

47 Necessity: **must** and **have to**

A Present, past and future

We use **must** and **have to/has to** to say that something is necessary. *You'll be leaving college soon. You **must** think about your future. We're very busy at the office. I **have to** work on Saturday morning. Mark **has to** get the car repaired. There's something wrong with the brakes.*

When we use the past, or the future with **will**, we need a form of **have to**.

*Emma **had to** go to the dentist yesterday, NOT ~~She must go to the dentist yesterday.~~ That wasn't very good. We'll **have to** do better next time.*

And in other structures we also use a form of **have to**, not **must**.

To-infinitive: / *don't want **to have to** wait in a queue for ages.*

After a modal verb: *Emma has toothache. She **might have to** go to the dentist.*

Present perfect: *Mark **has had to** drive all the way to Glasgow.*

For negatives and questions with **have to/has to** and **had to**, we use a form of **do**.

*/ **don't have to** work on Sundays. Why **does** Andrew **have to** study every evening?*

***Did** you **have to** pay for your second cup of coffee? ~ No, I didn't. I don't have to work means that it is not necessary for me to work (see Unit 48B).*

B **Must** or **have to**?

Both **must** and **have to** express necessity, but we use them differently.



MUST

We use **must** when the speaker feels that something is necessary.

*You **must** exercise. (I'm telling you.) We **must** be quiet. (I'm telling you.)*

I/we must can also express a wish.

*/ **must** buy a newspaper. I want to see the racing results.*

*We **must** invite Claire. She's wonderful company.*



HAVE TO

We use **have to** when the situation makes something necessary.

*I **have to** exercise. (The doctor told me.) We **have to** be quiet. (That's the rule.)*

*I **have to** buy a newspaper. The boss asked me to get one.*

*We **have to** invite Trevor and Laura. They invited us last time.*

Have got to

Have got to means the same as **have to**, but **have got to** is informal. We use it mainly in the present. *I **have to/I've got to** make my sandwiches. My father **has to/has got to** take these pills. **Do** we **have to apply/Have** we **got to** apply for a visa?*

47 Exercises

1 Have to (A)

Complete the conversations. Use the words in brackets and a form of *have to*.

- Melanie: David's broken his leg. *He's had to go* (he's / go) to hospital.
Harriet: Oh no! How long *will he have to stay* (will / he / stay) there?
Melanie: I don't know.
- 1 Claire: I parked my car outside the hairdresser's, and while I was in there, the police took the car away. I've got it back now. But (I / pay) a lot of money.
Henry: How much (you / pay)?
Claire: Two hundred pounds!
- 2 Trevor: That door doesn't shut properly. . . (you / slam) it every time.
Laura: (you / will / fix) it then, won't you?
- 3 Jessica: You're always taking exams. Why (you / take) so many?
Andrew: (I / will / take) a lot more if I want a good job.
- 4 Mike: We're in a new house now. (we / move). The old place was too small.
Nick: Did it take you long to find a house?
Mike: No, we found one easily. (we / not / look) very hard. But it was in bad condition. (we've / do) a lot of work on it.
- 5 Nick: My brother (start) work at five o'clock in the morning.
Melanie: That's pretty early. What time (he / get) up?
Nick: Half past three.

2 Must and have to (B)

Write a sentence with *must*, *have to* or *has to*.

- The sign says: 'Passengers must show their tickets.'
So passengers have to show their tickets.
- The children have to be in bed by nine.
Their parents said: '*You must be in bed by nine.*'
- 1 Laura has to get to work on time.
Her boss told her:
- 2 The police told Nick: 'You must keep your dog under control.'
So Nick
- 3 The pupils have to listen carefully.
The teacher says:
- 4 The new sign says: 'Visitors must report to the security officer.'
So now

3 Must or have to? (B)

Put in *must* or *have to/has to*. Choose which is best for the situation.

- I *have to* go to the airport. I'm meeting someone.
- 1 You lock the door when you go out. There've been a lot of break-ins recently.
- 2 Daniel go to the bank. He hasn't any money.
- 3 I work late tomorrow. We're very busy at the office.
- 4 You really make less noise. I'm trying to concentrate.
- 5 I think you pay to park here. I'll just go and read that notice.
- 6 You really hurry up, Vicky. We don't want to be late.
- 7 I put the heating on. I feel really cold.

48 Necessity: **mustn't**, **needn't**, etc

A **Mustn't** or **needn't**?

We use **must** to say that something is necessary (see Unit 47).

*You **must** be careful with those glasses. I **must** remember my key.*

Now compare **mustn't** and **needn't**.

MUSTN'T

We use **mustn't** to say that something is a bad idea.

*You **mustn't** drop those glasses. They'll break.*

*I **mustn't** forget my key, or I won't get in.*

*You **mustn't** wear your best clothes. You'll get them dirty.*

NEEDN'T

We use **needn't** when something is not necessary,

*You **needn't** wash those glasses. They're clean.*

*We **needn't** make sandwiches. There's a cafe.*

*You **needn't** wear your best clothes. You can wear what you like.*

B **Don't have to** and **don't need to**

We can use **don't have to** and **don't need to** when something is not necessary.

The meaning is the same as **needn't**.

*You **don't have to** / **don't need to** wash those glasses. They're clean.*

*Mark **doesn't have to** / **doesn't need to** finish the report today. He can do it at the weekend.*

For American usage see page 379.

For the past we use *didn't*.

*The food was free. We **didn't have to** pay/We **didn't need to** pay for it.*

C **Didn't need to** or **needn't have**?



*Daniel **hadn't booked** a seat, but luckily the train wasn't full. He **didn't need to** stand.*



*Trevor and Laura **booked** a table for dinner. But the restaurant was empty. They **needn't have** booked a table.*

DIDN'T NEED TO

We use **didn't need to** when something was not necessary. Standing was not necessary because there were seats.

*Mark **didn't need to** hurry. He had lots of time.*

*He **drove slowly** along the motorway. We **didn't need to** go to the supermarket because we had plenty of food.*

NEEDN'T HAVE

We use **needn't have** + a past participle for something we did which we now know was not necessary, e.g. booking a table.

*Mark **needn't have** hurried. After driving at too speed, he arrived half an hour early. We **needn't have** gone to the supermarket. We already had a pizza for tonight.*

Sometimes we can use **didn't need to** when the action happened, even though it was not

*Mark **didn't need to** hurry, but he drove at top speed. necessary. He likes driving fast.*

48 Exercises

i Must, mustn't or needn't? (A)

Put in *must*, *mustn't* or *needn't*.

- Laura: You *needn't* take an umbrella. It isn't going to rain.
Trevor: Well, I don't know. It might do.
Laura: Don't lose it then. You *mustn't leave* it on the bus.
- 1 Vicky: Come on. We hurry. We be late.
Rachel: It's only ten past. We hurry. There's lots of time.
- 2 Claire: My sister and I are going a different way.
Guide: Oh, you go off on your own. It isn't safe.
We keep together in a group.
- 3 David: I'll put these cups in the dishwasher.
Melanie: No, you put them in there. It might damage them.
In fact, we wash them at all. We didn't use them.
- 4 Secretary: I forget to type this letter.
Mark: Yes, it go in the post today because it's quite urgent.
But the report isn't so important. You type the report today.

2 Don't have to (B)

An old woman is talking to a reporter from her local newspaper. She is comparing life today with life in the past. Complete her sentences using *don't have to*, *doesn't have to* or *didn't have to*.

► We had to make our own fun in the old days. There wasn't any television then. These days people *don't have to make their own fun*.

- 1 There's so much traffic now. You have to wait ages to cross the road. In those days you
- 2 I had to work long hours when I was young. But children today have it easy.
They
- 3 My father had to work in a factory when he was twelve. Just imagine! Today a twelve-year-old child
- 4 There's so much crime today, isn't there? People have to lock their doors now. It was better in the old days when people
- 5 We had to wash our clothes by hand. There weren't any washing-machines, you know. Nowadays people

3 Didn't need to or needn't have? (C)

Write the sentences using *didn't need to* or *needn't have*.

► The previous owners had already decorated the flat, so *we didn't need to decorate it ourselves* (we / decorate / it / ourselves).

- 1 Luckily we were able to sell our old flat before we bought the new one,
So (we / borrow / any money).
- 2 It was very hot yesterday, so I watered all the flowers.
And now it's pouring with rain (I / bother).
- 3 We've done the journey much more quickly than I expected.
..... (we / leave / so early).
- 4 K friend had already given me a free ticket to the exhibition,
So (I / pay / to go in).
- 5 Service was included in the bill, so (you / tip / the waiter).
It was a waste of money.

49 Should, ought to, had better and be supposed to

A Introduction



B Should and ought to

We use **should** and **ought to** to say what is the best thing or the right thing to do. There is no difference in meaning.

*You're not very well. Perhaps you **should** see a doctor.*

*Your uncle was very kind to me. I **ought to** write him a letter of thanks.*

*People **shouldn't break/oughtn't to** break their promises.* We can also use **should** and **ought to** in questions to ask for advice.

*Where **should** I put this picture, do you think?*

*It's a difficult problem. How **ought we to** deal with it?*

After **should** or **ought to** we can use a continuous form (**be** + an ing-form).

*It's half past six already. I **should be cooking** the tea. Why are you sitting here doing nothing? You **ought to be working**.*

C Had better

We use **had better** to say what is the best thing to do in a situation.

*It's cold. The children **had better** wear their coats.*

*The neighbours are complaining. We'd **better** turn the music down.*

*My wife is waiting for me. I'd **better not** be late.*

We could also use **should** or **ought to** in these examples, although **had better** is stronger. The speaker sees the action as necessary and expects that it will happen.

D Be supposed to

We use **be supposed to** when we are talking about the normal or correct way of doing things.

*The guests **are supposed to** buy flowers for the hostess. Look at these cars. This area **is supposed to** be kept clear of traffic. The bus driver needs to concentrate. You're **not supposed to** talk to him. How **am I supposed to** cook this? ~ It tells you on the packet.*

We can use was/were **supposed to** for the past.

*It's eleven o'clock. You **were supposed to** be here at ten thirty, you know.*

52D **Shall** used to ask for advice

49 Exercises

1 Should and ought to (B)

Put in *should*, *shouldn't*, *ought* or *oughtn't*. (Look for the word *to*.)

Vicky: I can't come out tonight, Rachel. I (▶) *ought to* do some more work.

I'm behind with everything. I've got so much to do.

Rachel: You (1) worry so much, Vicky. Don't panic.

You (2)..... to relax sometimes. You (3)..... take a break.

Vicky: I know I(4) panic, but I do. I can't help it.

Rachel: Anyway, you're doing OK, aren't you? Your results have been good.

You (5)..... be pleased. You (6)..... to invent problems for yourself.

2 Had better (C)

What would you say in these situations? Add a sentence with *'d better (not)* and the words in brackets.

▶ Vicky doesn't feel well. She's got a headache. What might you say to her? (an aspirin)

You'd better take an aspirin.

1 You and Daniel are meeting Rachel. You've both arrived, but she isn't there yet. She is usually late. (wait).....

2 Ilona is leaving her bike outside the swimming-pool. You know it won't be safe if she leaves it unlocked. (lock)

3 Some friends are going to visit you today. Your room is in a mess. What do you think? (tidy)

4 Nick is giving you a lift in his old sports car. There's a speed limit, and there's a police car behind you. (too fast)

5 There's an exam tomorrow. Neither you nor Rachel have done any work for it. (some revision)

3 Be supposed to (D)

Add a sentence using *be (not) supposed to* and these verbs:

leave it outside, report to the police, stand in a queue, take two before meals, watch it

▶ You shouldn't bring your bike in here. *You're supposed to leave it outside.*

1 I've got some pills.....

2 Foreign visitors can't travel freely here.

3 Be careful waiting for a bus in England.

4 This film isn't for under-sixteens.

Should, ought to, had better and be supposed to (A-D)

Complete the conversation. Use *should*, *ought to*, *had better* or *be supposed to* and the verbs in brackets.

Usually there is more than one correct answer.

Vicky: What time (▶) *are we supposed to be* (we / be) at the coffee morning?

Rachel: The invitation says ten o'clock.

Vicky: Well, it's ten now. (1) we / hurry).

(2)..... (we / not / be) late.

Rachel: Oh, it won't matter if we're a bit late.

Vicky: I think it would be rude, wouldn't it? I don't think people

(3)..... (arrive) late when they've been invited to something.

Rachel: You worry too much. (4) (you / not / take) everything so seriously, Vicky. It's a coffee morning, not a job interview.

(5)..... (we / not / get) there exactly on time.

50 Asking people to do things

A Polite requests

We can use **can** or **could** in a request, when we ask someone to do something.

Can everyone be quiet for a minute, please?

Can you keep me informed? ~ Yes, of course.

Could you lend me ten pounds until tomorrow? ~ Sorry, I haven't got ten pounds.

I wonder if you could explain something to me. ~ I'll try.

Could is often more polite than **can**.

In a request we can also use **Do you mind ...?** or **Would you mind...?** with an ing-form.

Do you mind waiting a moment? ~ No, I can wait.

Would you mind sitting in the back? ~ No, not at all. We

can also use **Would you like to ...?**

Would you like to lay the table for me? ~ Yes, of course. We do not use **Do you like ...?**

for a request, NOT ~~DO YOU LIKE TO LIE THE TABLE FOR ME?~~

It is always worth taking the trouble to use one of these request forms in English. We do not normally say ~~Lay the table for me.~~ This can sound very abrupt and impolite without a phrase like **Could you ...?**

B The imperative

We can sometimes use the imperative form to tell someone what to do.

Bring another chair. Hurry up or we'll be late. We

form the negative with **don't**.

Don't be silly. Don't make so much noise.

We can use an imperative when we are with friends in an informal situation. But we do not use it to a stranger or in a more formal situation.

Excuse me. Could you tell me the way to Oxford Street, please?

NOT ~~Tell me the way to Oxford Street please.~~

Would you mind sending me a copy of your catalogue?

NOT ~~Send me a copy of your catalogue.~~

Even people in authority often avoid using the imperative to give orders. Instead they can use **I want/I'd**

like you to ..., **You must...**, or a polite request form. Manager: *I want you all to be at the meeting.*

Policeman: *You must wait until you see the green light.* Doctor: *Could you lie down on the bed, please?*

C Asking for things

We use **Can I/we have...?** and **Could I/we have ...?** when we ask someone to give us something.

Can we have our room key, please? Could I have a receipt, please? We can also say

Could you give me a receipt, please? but we do not use the imperative.

NOT ~~Give me a receipt.~~

When we ask for something in a shop or a cafe, we can simply name what we want, but we must say please

A large white loaf, please. Two coffees, please.

We can also use **I'd like ...** or **I'll have ...**

I'd like a chicken sandwich, please. I'll have a coffee.

50 Exercises

1 Asking people to do things (A-C)

Complete these sentences and write them in: *Can I... a fork, please? Could ... have a towel, ...? Could you ... the ... for me? Would you ... answering the phone?*



► *Could you open the door for me?*

1

2

.....

3

.....

2 Asking people to do things (A-C)

Mr Atkins is the boss at Zedco. He tells everyone what to do. Complete his sentences. Use these words: *can, could, have, like, mind, must, want, wonder, would*

► *Would you mind making some tea, Alan?*

1 You.....inform me of any developments.

2 Could I the latest sales figures, please?

3 Would youto arrange a meeting some time next week, Fiona?

4 I.....everyone to read the report.

5I see the file, please, Mark?

6you mind putting this in writing?

7 I.....if you could translate this letter, Linda.

8 you meet our customer at the airport?

3 Asking people to do things (A-C)

Read about each situation and then make a request. Use the word in brackets.

► It is cold in the restaurant. Ask the waiter to shut the window, (could)
Could you shut the window, please ?

1 You are buying a coat. Ask the assistant for a receipt, (can)

2 You want to know the time. Ask someone in the street, (could)

Excuse me

3 You need someone to help you. Ask a friend, (can)

4 You have bought some food, but you haven't got a bag. Ask the assistant, (could)

5 You are carrying a tray. Ask someone to clear a space on the table, (mind)

6 You are on the phone. You want to speak to the manager, (could)

51 Suggestions, offers and invitations

A Suggestions

We can use **Shall we ...?** or **Let's** to make a suggestion. *It's a lovely day. **Shall we** go for a walk? ~ Yes, OK. **Let's** play some music. ~ Good idea.*

We can also use **could** for a suggestion.

*We **could** watch this comedy on TV tonight. ~ Well, actually I've seen it before.
You **could** invite a few friends around. ~ Yes, why not?*

We can also use **Why don't...?**

***Why don't** we have a look round the market?*

To ask for a suggestion we use **shall, should** or **can**.

*Where **shall/should** we go for our holiday? ~ What about Spain?
What **can** I get Claire for her birthday? ~ I've no idea.*

B Offers

We can use **will** or **can** to offer to do something. ***I'll** carry your bag. ~ Oh, thanks. We **can** give you a lift. ~ Oh, that would be great. Thank you.*

We can also use question forms with **shall** or **can**.

***Shall** we pay you the money now? ~ Oh, there's no hurry.
Can I get a taxi for you? ~ Yes, please.*

To offer food or drink, we use **would like**.

***Would** you **like** one of these chocolates? ~ Yes, please. Thank you.
Would anyone **like** more coffee? ~ No, thanks.*

We can also use **Will/Won't you have ...?**

***Will** you **have** a biscuit? ~ Thank you.
Won't you **have** something to drink? ~ Not for me, thank you.*

In informal speech we can use the imperative.

***Have** a biscuit. ~ Thank you.*

C Invitations

The words we use in invitations are similar to those we use in offers of food and drink (see B).

To invite someone, we often use **Would you like to ...?**

***Would** you **like to** have lunch with us? ~ Yes, I'd love to. Thank you.*

Would like can have a verb with **to** after it, or an object with a noun. *Would you like **to stay** the night. ~ Oh, that's very kind of you. Would you like **a bed** for the night? ~ Are you sure it's not too much trouble?*

We can also use **Will/Won't you ...?**

***Will** you join us for coffee? ~ Yes. Thanks. **Won't** you sit down?*

In informal speech we can use the imperative. **Come**

*and have coffee with us. Please **sit** down.*

51 Exercises

i Suggestions, offers and invitations (A-C)

Put the words in the right order and write in the sentences:

*post I for you I'll / that letter
for a minute I shall / stop /we*

*have / one of these / wont I you
a game / like / would /you*



► *Wont you have one of these?*

1

2

3

2 Suggestions and offers (A-B)

Complete the conversation. Put in *could, shall, will* or *would*.

Daniel: Where (►) *shall* we have our picnic, then?

Rachel: This looks all right. (1).....we sit here?

Emma: Oh, I've forgotten the sausages. They're in the car.

Matthew: (2) I get them?

Emma: Oh, thanks, Matthew.

Vicky: We (3).....sit by those trees. It looks nicer over there.

Rachel: No, it's fine here.

Daniel: Yes, it's better here, I think.

Emma: (4)you like a sandwich, Vicky?

Vicky: Oh, thank you.

Emma: (5)you have one, Rachel?

Matthew: And here are the sausages. (6)..... anyone like one?

3 Suggestions, offers and invitations (A-C)

What would you say? There is more than one correct answer.

► A friend has called at your flat. Invite him to come in.

Would you like to come in ?

1 Offer your visitor a cup of tea.

2 You don't know what to say in your letter. Ask your friend for a suggestion.

3 You are walking in town with a friend. Suggest having a cup of coffee.

4 A woman you know is afraid to walk home alone. Offer to walk home with her.

5 You are writing to a friend. Invite her to visit you one weekend.

52 Will, would, shall and should

A Will and would for predictions

We can use **will** for a prediction (see Unit 25C).

It's midnight, and Sarah is still working. She'll be tired tomorrow.

*We're going to Cornwall for the weekend. ~ That'll be nice. Wait a minute while I send this e-mail. It **won't** take long.*

We use **would** for a past prediction or a prediction about a possible situation.

Past: *At midnight Sarah was still working. She **would** be tired the next day.*

Possible: *How about going to Cornwall next weekend? ~ That **would** be nice. I **wouldn't** enjoy a camping holiday.*

We can use **shall** instead of **will**, and **should** instead of **would**, but only in the first person, after **I** and we,

*I **will/shall** be twenty-five in June.*

*We **would/should** like to meet your family. But NOT ~~My friend should like...~~*

Shall and **should** are a little formal here.

B Would like

We can use **would like**, usually shortened to **'d like**, when we ask for something.

I'd like a brochure, please. We'd like to order our drinks first.

This is a more polite way of saying / *want a brochure*, for example.

We also use **would like** in offers and invitations.

***Would** you like a free gift? **Would** you like to visit the museum with us?*

C Decisions and refusals

We can use **will** for an instant decision or for an offer.

Decision: *Tea or coffee? ~ I'll have coffee, please, (see Unit 23B)*

Offer: *I'll wait for you if you like. ~ Oh, thanks. I won't be long.*

We use **won't** and **wouldn't** for a refusal.

*The strikers **won't** go back to work until they get a pay increase.*

*The key went in the lock, but it **wouldn't** turn. **I***

won't... is a strong refusal.

*/ **won't** listen to any more of this nonsense.*

D Shall and should

We use **Shall I ...?** in offers and **Shall we ...?** in suggestions.

Offer: ***Shall** I wait for you? ~ Oh, thanks. I won't be long.*

Suggestion: ***Shall** we go to the park? ~ Good idea.*

We also use **shall** to ask for a suggestion. *What **shall** we have for lunch?*

We use either **shall** or **should** to ask for advice.

*I'm in terrible trouble. What **shall/should** I do? We use **should** to say what is the best thing or the right thing to do.*

*People **should** exercise regularly.*

*You **shouldn't** spend all your money as soon as you've earned it.*

52 Exercises

1 Will and would (A-B)

Complete the conversation. Put in *will*, *won't*, *would* or *wouldn't*.

- Emma: We (►) *won't be* here next September. It's hard to believe, isn't it?
In a few months our student days (1).....be over.
- Matthew: It (2).....be long now. I wish I had a job.
Then I (3).....know where I was going.
- Emma: Who knows what the future (4).....bring?
- Matthew: Why don't we get married, Emma? Then at least we (5).....be together.
- Emma: I don't think so, Matthew. It (6).....be a good idea.
- Matthew: I couldn't live without you, Emma.
- Emma: I really (7).....like to believe you, Matthew.

2 Some other uses of will and would (B-C)

Complete the conversations. Put in *will*, *won't*, *would* or *wouldn't* with these verbs:
eat, give, go, help, let, like, open, stand

- Vicky: Have you noticed how thin Jessica has got?
Rachel: She's on a diet. She *won't eat* anything except carrots.
- 1 Harriet: Mike and I.....you get everything ready.
Mike: Yes, we're quite willing to lend a hand.
- 2 Laura: You're late. I thought you were going to leave work early today.
Trevor: Sorry. The bossme go.
- 3 Mark: Sarah and Iyou a lift, Mike.
Sarah: Yes, we're going your way.
- 4 Harriet: I heard Rita has quarrelled with her boyfriend.
Melanie: That's right. If he's invited to the party, she.....
- 5 Vicky: I've had enough of table tennis for one day.
Rachel: OK. Maybe Daniel.....a game with me.
- 6 Trevor: What's wrong with the washing-machine?
Laura: When I tried to use it earlier, the door
- 7 Mike: This lamp is always falling over.
Harriet: Itup properly.

3 Will, would, shall and should (A-D)

What would you say? Use *will*, *would*, *shall* or *should*.

- Offer to make the tea.
Shall I make the tea?
- 1 Suggest going to the swimming-pool.
- 2 Refuse to take any risks.
- 3 Say politely that you want a shower.
- 4 Tell someone it's best they don't decide in a hurry.
- 5 Predict the end of the world in the year 3000.

53 It may/could/must have been, etc

A Introduction

Vicky, Emma and Matthew are at a club in town.

Vicky: *Where's Daniel? He **should have been** here half an hour ago.*

Emma: *He **may have got** lost. It isn't easy to find this place.*

Matthew: *He **could have forgotten** all about it, I suppose.*

Emma: *He **can't have forgotten**. We were talking about it this morning.*

Matthew: *Well, something **must have delayed** him.*

We can use a modal verb with the perfect (**have** + a past participle).

We use this structure to talk about possible past events.

B May have, might have and could have

We use these forms to say that possibly something happened in the past. *He **may have got** lost.* (= Perhaps he has got lost.) *You **might have left** your keys at work.* (= Perhaps you left them at work.) *Someone **could have stolen** them.* (= It is possible that someone stole them.)

We also use **could have** for an opportunity that we didn't take or a possible result that didn't happen.

***We could have gone** out somewhere, but we were too tired. You were very lucky. There **could have been** a terrible accident.*

May not have, might not have and couldn't have

Compare these different uses.

MAY/MIGHT NOT HAVE

Possibly something did not happen.

*Daniel **may not have caught** the bus. I expect he missed it.*

(Perhaps he didn't catch it.)

*I **might not have locked** the door.*

(Perhaps I didn't lock it.)

COULDN'T HAVE

It is impossible that something happened. *Daniel **couldn't have caught** the bus. It doesn't*

run on Sundays.

(It is impossible for him to have caught the bus.)

Must have and can't have

Must and **can't** are opposites.

MUST HAVE

*My watch says it's only ten past two. It **must have stopped**.*

I realize it is certainly true that my watch has stopped.

CAN'T HAVE

*You've only spent five minutes on that job. You **can't have done** it properly. I realize it is impossible that you did the job properly.*

Should have and ought to have

We use these forms when someone didn't do the right thing. *We didn't play very well. We **should have played** better. I got lost. ~ Sorry. I **ought to have drawn** you a map. It was a lovely old building. They **shouldn't have knocked** it down.*

53 Exercises

It may/could/must have been, etc (B-D)

Look at each conversation and choose the best sentence, a) or b).

- ▶ Has the car broken down? ~ Well, we may have run out of petrol.
a) I'm sure there's no petrol left, b) I think there's no petrol left.
- 1 You could have had a free holiday. ~ Yes, we could, but the dates weren't convenient.
a) We had a free holiday, b) We didn't have a free holiday.
- 2 Did you record the programme? ~ I can't remember. I might not have done.
a) I'm not sure if I recorded it. b) I certainly didn't record it.
- 3 Can't you find that newspaper? ~ No, someone must have thrown it away.
a) It was necessary to throw it away, b) I realize now that it was thrown away.

Should and ought to (E and Unit 49B)

Complete the replies. Use *should/ought to* or *should have/ought to have*.

- ▶ Rita: Tom's car was stolen. He hadn't locked it.
David: I suppose it's his fault then. *He should have locked it.*
- ▶ Tom: I can't sleep sometimes. My neighbours play music all night.
Melanie: That's a nuisance. *They shouldn't play music all night.*
- 1 Mark: The picnickers left litter everywhere.
Sarah: That's awful.....
- 2 Emma: Jessica isn't very friendly, is she? She never says hello to people.
Matthew: I know.
- 3 Rachel: I don't think Daniel's going to get that job. He was late for the interview.
Natasha: That can't have looked very good.
- 4 Daniel: Did you see Vicky crossing the road? She didn't look.
Emma: She could have been killed.....

3 It may/could/must have been, etc (B-E)

Complete the conversation. Use *can't have*, *might have*, *must have* and *shouldn't have*.

- Harriet: There's a parcel outside. The postman (>) *must have left* (leave) it.
Mike: Well, (1) (he/ leave) it outside. He isn't supposed to do that.
Someone (2) (take) it. Why didn't he ring the bell?
Harriet: He always rings. (3) (you / be) out when he came.
Mike: I haven't been out. So (4) (he / ring) the bell.

4 It may/could/must have been, etc (B-E)

Complete the sentences. The second person agrees with the first. Use *might have*, *couldn't have*, etc.

- ▶ Matthew: I'm sure the computer didn't make a mistake. That's impossible.
Emma: No, of course *the computer couldn't have made a mistake*.
- 1 Mark: I can't see the letter here now. So clearly someone posted it.
Alan: Yes,
- 2 Natasha: It's possible Emma didn't hear the alarm.
Rachel: Well, I suppose
- 3 Sarah: Henry drove at 100 miles an hour. Don't you think that's dangerous?
Mark: Yes, I do.....
- 4 Daniel: I just don't believe that Andrew has failed the exam.
Vicky: Andrew? Impossible!

Modal verbs (Units 44-53)

Test 10A

Decide which word is correct.

- *Could* I have some more tea, please?
a) Could b) Shall c) Will d) Would
- 1 Everyone's asleep. We..... make a noise.
a) couldn't b) mustn't c) needn't d) wouldn't
- 2 you like to go for a ride with us?
a) Do b) Should c) Will d) Would
- 3 I wonder if this is the right way. Itnotbe.
a) can b) could c) might d) must
- 4 I don't think I want to see this film. ~ Oh, I think you..... enjoy it.
a) can b) shall c) will d) would
- 5 I'm quite happy to walk. Youdrive me home.
a) don't b) haven't c) mustn't d) needn't
- 6 I show you the way? ~ Oh, thank you.
a) Do b) Shall c) Will d) Would
- 7 It's late. I think we better go.
a) had b) have c) should d) would
- 8 We all tried to push the van, but it..... move.
a) can't b) couldn't c) won't d) wouldn't

Test 10 B

Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (/). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

- ? I won't be able to come to the meeting. /
- ? We ~~didn't~~ needn't have watered the garden because it's raining, *didn't*
- 1 Would you like to be in the team?
- 2 Did people have to bring their own sleeping-bags?
- 3 I could to ski when I was quite young.
- 4 Would you mind for checking these figures?
- 5 We may be go swimming tomorrow.
- 6 I knew that I would be sorry later.
- 7 If you had fallen, you could have been hurt yourself.
- 8 We're not supposed to use this entrance.
- 9 You don't have to do all the work yourself.
- 10 Anna wasn't be allowed to take photos.

Test 10C

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

- Perhaps Susan knows the address, (may)
Susan may know the address.
- 1 We should be careful, (ought)
- 2 I managed to finish all my work, (able)

- 3 I realize that it was a terrible experience for you. (must)
- 4 It's against the rules for players to have a drink, (allowed)
- 5 The best thing for you to do is sit down, (better)
- 6 The report must be on my desk tomorrow morning, (has)
- 7 It is possible that Joanne did not receive my message, (might)
- 8 It's impossible for Martin to be jogging in this weather, (can't)
- 9 Tessa wants a cup of coffee, (like)
- 10 It was not necessary for Nancy to clean the flat, (didn't)

Test 10D

Say what the speaker is doing. After each sentence write one of the phrases from the box.

<i>asking for advice</i>	<i>giving an order</i>	<i>making a suggestion</i>	<i>refusing permission</i>
<i>asking permission</i>	<i>inviting</i>	<u><i>offering food</i></u>	
<i>expressing a wish</i>	<i>making a request</i>	<i>offering to help</i>	

- Will you have a piece of cake? *offering food*
- 1 May I sit down?
 - 2 You must report to me every day.
 - 3 What jobs should I apply for?
 - 4 Would you like to spend the day with us?
 - 5 Shall I do the washing-up?
 - 6 Shall we sit outside?
 - 7 I'm sorry. You can't park here.
 - 8 Could you fill in this form, please?
 - 9 We really must have a nice big party.

Test 10 E

Here is some information for visitors to New York City.
Write the missing words. Use one word only in each space.

Before you travel to the US, you (►) *must* find out what documents you need. British people do not (1)..... to get a visa, but there are different rules for different nationalities. For example, you (2).....need to show that you have enough money with you. But there's one rule you can be sure about: everyone (3)..... to show their passport. The roads in New York are very busy, but don't worry - you (4)..... get around cheaply and easily by subway. Remember that you are not (5)..... to smoke on public transport or in shops. And don't forget either that you are (6) to tip taxi drivers and waiters. New York is not the most dangerous city in the US, but you really (7) walk along empty streets at night. And it is safer if you are (8) to travel around in a group.

54 Passive verb forms

A Introduction

A passive verb is a form of **be** + a passive participle, e.g. **is baked, was worn**. Some participles are irregular (see page 383).



B Summary of verb tenses

ACTIVE

PASSIVE

Present simple:	<i>We bake the bread here. We are baking the bread. We have baked the bread.</i>	<i>The bread is baked here. The bread is being baked. The bread has been baked.</i>
Present continuous:		
Present perfect:		
Past simple:	<i>Past baked the bread yesterday. We were baking the bread. We had baked the bread.</i>	<i>The bread was baked yesterday. The bread was being baked. The bread had been baked.</i>
Past continuous:		
Past perfect:		

We form negatives and questions in the same way as in active sentences. *The bread **isn't baked** in a factory. The jacket **hasn't been worn** for years. Where **is the bread baked**? **Has the jacket ever been worn** by anyone else?*

The future and modal verbs in the passive

We use **be** + a passive participle after **will, be going to, can, must, have to, should**, etc. *The gates **will be dosed** this evening. This rubbish **should be thrown** away. The machine **has to be repaired**. The news **might be announced** soon. Seats **may not be reserved**. How **can the problem be solved**?*

ACTIVE

PASSIVE

Future:	<i>We will bake the bread next. We are going to bake the bread.</i>	<i>The bread will be baked next. The bread is going to be baked.</i>
Modal verb:	<i>We should bake the bread soon. We ought to bake the bread.</i>	<i>The bread should be baked soon. The bread ought to be baked.</i>

The passive with get

We sometimes use **get** in the passive instead of **be**.

*Lots of postmen **get bitten** by dogs. I'm always **getting chosen** for the worst jobs.*

*Last week Laura **got moved** to another department. **Get** is informal. We often use it for something happening by accident or unexpectedly.*

In negatives and questions in the present simple and past simple, we use a form of **do**.

*The windows **don't get cleaned** very often. How **did the painting get damaged**?*

We also use **get** in these expressions: **get dressed/changed, get washed** (= wash oneself), **get engaged/married/divorced, get started** (= start), **get lost** (= lose one's way). *Emma and Matthew might **get married**. Without a map we soon **got lost**.*

54 Exercises

i The present continuous passive (B)

Look at the pictures and say what is happening. Use these subjects: *the car, dinner, a flag, some houses, the seals*. Use these verbs: *build, feed, raise, repair, serve*.



► *The car is being repaired.*

2 Passive verb tenses (B)

Complete the information about Barford Hall. Put in the correct form of these verbs.

- *build* (past simple) 2 *use* (past continuous) 4 *not look* (past perfect) 6 *use* (present simple)
 1 *own* (present simple) 3 *buy* (past simple) 5 *do* (present perfect)

The building at the end of the High Street is Barford Hall, which (►) *was built* in 1827. Today the Hall (1)..... by Bardale Council. It (2) as a warehouse when it (3) by the Council in 1952, and it (4) after very well. Since then a lot of work (5) on it, and these days the Hall (6)..... as an arts centre.

3 The future and modal verbs in the passive (C)

A press conference is being held. Put in the correct form of the verbs.

- Reporter: Can this new drug prolong human life?
 Professor: Yes, we believe that human life *can be prolonged* by the drug.
 1 Reporter: Are you going to do any more tests on the drug?
 Professor: Yes, further tests soon.
 2 Reporter: What the drug ?
 Professor: It will be called Bio-Meg.
 3 Reporter: Can people buy the drug now?
 Professor: No, it by the public yet.
 4 Reporter: Do you think the company should sell this drug?
 Professor: Yes, I think Bio-Meg to anyone who wants it.

4 The passive with get (D)

Put in *get* or *got* and the passive participle of these verbs: *break, change, divorce, hurt, lose*

- If we're going out to the theatre, I'd better *get changed*.
 1 Daniel when he tried to break up a fight.
 2 I know the way. We won't
 3 You'd better wrap up the glasses, so they don't
 4 They were only married a year before they

55 Active and passive (1)

A What is the sentence about?

Compare these two entries in an encyclopedia.

Alexander Graham Bell
A British inventor who went to live in Canada and then the USA. Bell invented the telephone.

Telephone
An apparatus with which people can talk to each other over long distances. The telephone was invented by Alexander Graham Bell.

Look at these two sentences.

ACTIVE

***Bell** invented the telephone.*

PASSIVE

*The telephone was invented by **Bell**.*

The two sentences have the same meaning, but they are about different things. One sentence is about Bell, and the other is about the telephone. Each sentence begins with the subject. The subject is the starting-point of the sentence, the thing we are talking about. The new information about the subject comes at the end of the sentence.

We say *Bell invented the telephone* because we are talking about **Bell**, and the new information is that he invented **the telephone**.

We say *The telephone was invented by Bell* because we are talking about **the telephone**, and the new information is that it was invented by **Bell**.

When the subject is the person or thing doing the action (the agent), then we use an active verb.

When the subject is not the agent (is not doing the action), then we use a passive verb.

ACTIVE

Bell invented the telephone.

Subject and agent

The subject (**Bell**) is the agent.

PASSIVE

The telephone was invented by *Bell*.

Subject

Agent

The subject (**the telephone**) is not the agent, it is the thing that the action is directed at.

B The passive and **by the police, in 1876, etc**

In a passive sentence, when we want to say who or what did the action, we use **by**.

*On our way home we were stopped **by the police**. The new hospital will be opened **by the Queen**.*

*The paper was all blown away **by the wind**.*

We can give other details about the action. For example, we can use a phrase saying when or where something happens.

*The telephone was invented **in 1876**. The visitors will be driven **to the airport**.*

*The concerts are usually held **at the university**.*

Sometimes there is no phrase after the verb.

*A new swimming-pool is **being built**. All the documents **have been destroyed**.*

For more details see Unit 56.

55 Exercises

1 Active or passive verb? (A)

Choose the correct verb forms in this news report about a storm.

Millions of pounds' worth of damage (► has caused/has been caused) by a storm which (1) swept/was swept across the north of England last night. The River Ribble (2) burst/was burst its banks after heavy rain. Many people (3) rescued/were rescued from the floods by fire-fighters, who (4) received/were received hundreds of calls for help. Wind speeds (5) reached/were reached ninety miles an hour in some places. Roads (6) blocked/were blocked by fallen trees, and electricity lines (7) brought/were brought down, leaving thousands of homes without electricity. 'Everything possible (8) is doing/is being done to get things back to normal,' a spokesman (9) said/was said.

2 By the police, etc (B)

In each of these sentences underline who or what is doing the action (the agent).

- The traffic was all heading out of town.
- 1 The photo was taken by my brother.
 - 2 The water was pouring out of the hole.
 - 3 A policeman has been murdered by terrorists.
 - 4 We were woken by the alarm.
 - 5 The guide led a group of tourists around the castle.
 - 6 The dog has bitten several people.

3 Active and passive (A-B)

You are telling a friend some news. Use the notes and complete the second sentence. Sometimes you need to use the active and sometimes the passive.

- 1 (Past simple: Claire / go / to Florida / last month)
You remember Claire? She *went to Florida last month*.
- 2 (Present perfect: send / our luggage / to Australia)
Bad news about our luggage. It's *been sent to Australia*.
- 1 (Past simple: Claude Jennings / win / the quiz competition)
Did you hear about the quiz competition? It
- 2 (Past simple: Mrs Miles / do / a parachute jump / last week)
You know Mrs Miles? She
- 3 (Present perfect: a bull / attack / David)
Have you heard about David? He's
- 4 (Present continuous: build / the house)
Trevor and Laura have bought a house. It's still
- 5 (Present simple: Andrew / like / Jessica)
Did I tell you about Andrew? He
- 6 (Present perfect: throw away / your stamp collection)
Bad news about your stamp collection. It's
- 7 (Present perfect: Martians / kidnap / my neighbours)
Did I mention my neighbours? They've.....
- 8 (Past simple: five people / see / the ghost)
Did you hear about the ghost? It

56 Active and passive (2)

A The passive and the agent

In a passive sentence, we sometimes mention the agent (the person or thing doing the action). We use *by* with the agent.

*The cheque must be signed **by the manager**.*

*The medals were presented **by Nelson Mandela**.*

But we mention the agent only if it is important for the meaning of the sentence. Sometimes we do not mention it.

1 We do not mention the agent if it does not add any new information.

All our money and passports were stolen. A man was arrested last night. We do not need to say that the money was stolen 'by a thief or that the man was arrested 'by the police'.

2 We do not mention the agent if it is not important.

The streets are cleaned every day. Oil has been discovered at the North Pole. Who discovered the oil is less important than the fact that it is there.

3 It is sometimes difficult to say who the agent is.

This kind of jacket is considered very fashionable these days.

A number of attempts have been made to find the Loch Ness monster.

B Empty subjects (**they, people, etc**)

Compare these two sentences.

ACTIVE

***They** clean the streets every day.*

PASSIVE

The streets are cleaned every day.

The new and important information is how often the streets are cleaned. We are not interested in saying who cleans them. In the active sentence we can use the 'empty subject' **they**. We sometimes use a sentence with an empty subject instead of the passive, especially in conversation.

We can also use the empty subjects **people, you, one** and **someone**.

ACTIVE

***People** use this footpath all the time.*

***You/One** should check the details.*

***Someone** took my purse.*

PASSIVE

This footpath is used all the time.

The details should be checked.

My purse was taken.

When do we use the passive?

We use the passive in both speech and writing, but it is more common in writing.

We see it especially in textbooks and reports. We use it to describe activities in industry, science and technology, and also for official rules.

*Bananas **are exported** to Europe. The liquid **is heated** to boiling point.*

*Payment **can be made** at any post office. Cars left here **will be towed** away.* In these situations, it is often not important to say who is doing the action, or it is difficult to say.

The passive is also often used in news reports.

*A number of political prisoners **have been released**.*

*Talks **will be held** in London next week.*

56 Exercises

i The passive and the agent (A)

Laura is writing to a friend. This is part of her letter.

Someone broke into our house at the weekend. The burglar took some jewellery. But luckily he didn't do any damage. A very nice young police officer interviewed me. Detectives found some fingerprints, and the police computer identified the burglar. Police have arrested a man and are questioning him. But they haven't found the jewellery.

Now complete the passive sentences in this conversation. Use a phrase with *by* only if it adds information.

Laura: Our house (►) *was broken into at the weekend*

Melanie: Oh no!

Laura: Some jewellery (1).....

But luckily no damage (2)

Melanie: Did the police come and see you?

Laura: Yes, they did. I (3)

Melanie: I don't suppose they know who did it.

Laura: Well, amazingly they do. Some (4),
and the (5)

A man (6)..... and (7)

Melanie: Wonderful.

Laura: There's only one problem. The (8)

2 Active or passive sentence? (A)

Write a paragraph from the notes about the first motor car. Some sentences are active and some are passive. Use a phrase with *by* only if it adds information.

► a Belgian called Etienne Lenoir / make / the first motor car

The first *motor car* was made by a Belgian called *Etienne Lenoir*.

1. but / Lenoir / not produce / many cars / for sale

But Lenoir
Commercial

2. a German called Karl Benz / start / commercial production

3. people / now / see / Benz / as the father / of the motor car

Benz

Empty subjects (B)

Reply to what people say. Use the subject in brackets.

► Daniel: The bus fares have been increased, (they)

Vicky: What? You mean *they've increased the bus fares* again!

1. Melanie: Bicycles should be used for short journeys, (people)

David: Yes, I agree.....

2. Emma: A new source of energy has been discovered, (someone)

Daniel: What? Did you say that

3. Rachel: This building is going to be knocked down, (they)

Vicky: Well, no one told me that

4. David: Eggs shouldn't be kept in a freezer, (you)

Tom: Really? I didn't know

5. Vicky: Why isn't litter put in the bin? (people)

Emma: Exactly. Why don't

57 Special passive structures

A I was given ...

Look at these sentences.

Henry gave some flowers to Claire. Henry gave Claire some flowers. An active sentence with a verb like **give** can have two different structures (see Unit 3).

If we use a passive sentence, either **some flowers** or **Claire** can be the subject.

Some flowers were given to Claire.
This is about the flowers, and it tells us who received them.

Claire was given some flowers.
This is about Claire, and it tells us what she received.

It is quite normal in English for a person to be the subject in a passive sentence like the one about Claire.

Mike was sent tickets for the concert. My wife is paid more than I am. Andrew has been awarded a prize for his essay.

We can use the following verbs in this structure: **allow, award, fed, give, grant, hand, leave** (in a will), **lend offer, owe, pay, promise, sell, send, show, teach**

B It is said that..

It is said that Henry is in love with Claire.
(= People say that Henry is **in** love with Claire.)

We can use the structure **it + passive verb + clause** with verbs of reporting. We use this structure when we cannot say or do not need to say who the speaker is, for example in news reports.

It is thought that the company is planning a new advertising campaign. It was reported that the President had suffered a heart attack. It has been agreed that changes to the scheme are necessary.

Here are some verbs we can use in this structure: **agree, allege, announce, assure, believe, consider, decide expect, explain, hope, know, report, say, suggest, suppose, think, understand**

He is said to ...

We can also use subject + passive verb + to-infinitive.

Henry is said to be in love with Claire.

This structure is also used **in** news reports.

United were expected to win. (= People expected that they would win.)

The company is thought to be planning a new advertising campaign.

(= Someone thinks that it is planning a new advertising campaign.)

The President was reported to have suffered a heart attack.

(= Someone reported that he had suffered a heart attack.)

We can use the following verbs in this structure: **believe, expect, find, know, report, say, think, understand**

We often use **be supposed to** for things that people say.

I might watch this programme. It's supposed to be very funny.



57 Exercises

1 I was given ... (A)

Zedco managers are writing a report saying how well the company looks after its employees.

Write sentences from the notes. Put the important underlined information at the end of the sentence.

? useful work skills / they are taught to our staff

Our staff are taught useful work skills.

? people with initiative / they are given opportunities

Opportunities are given to people with initiative.

1 special training / it is given to new employees

2 staff who perform well / they are given extra payments

3 company shares / they are offered to most employees

4 six weeks' holiday / this is allowed to all Zedco staff

5 women who leave to have children / they are paid a full salary

2 It is said that... (B)

Report these rumours. Instead of the active (e.g. *People say ...*) use the passive (e.g. *It is said that ...*).

▶ People say this.

*The quiz champion
Claude Jennings has lost
his memory.*

*It is said that the quiz champion Claude Jennings has
lost his memory.*

Everyone expects this.

*The soap opera
'Round the Corner' will
end next year.*

It is

2 Journalists suppose so.

*The footballer Wayne
Johnson is earning £10
million a year.*

3 Lots of people believe this.

*The Prime Minister
and his wife have
separated.*

3 He is said to... (C)

Now report the rumours in Exercise 2 like this.

▶ *The quiz champion Claude Jennings is said to have lost his memory.*

1 The soap opera 'Round the Corner'.....

58 Have something done

A Introduction

Compare these situations.



Claire decorated the room.
(She did the work herself.)



*Claire **had** the room **decorated**.*
(A decorator did the work.)

We can use **have** in a passive structure. *Claire had the room decorated* means that she arranged for a decorator to do it for her as a professional service.

B Form

Look at these examples

	HAVE	SOMETHING	DONE	
<i>You should</i>	<i>have</i>	<i>your car</i>	<i>serviced</i>	<i>regularly.</i>
<i>Mark usually</i>	<i>has</i>	<i>his suits</i>	<i>cleaned</i>	<i>at Superclean</i>
<i>We</i>	<i>had</i>	<i>the television</i>	<i>repaired</i>	<i>only last year,</i>
<i>You've</i>	<i>had</i>	<i>your hair</i>	<i>cut.</i>	
<i>Our neighbours are</i>	<i>having</i>	<i>a new garage</i>	<i>built.</i>	
<i>Is Melanie</i>	<i>having</i>	<i>a new cooker</i>	<i>installed?</i>	

Note that we can use the perfect or the continuous (**have had, are having**).

In negatives and questions in simple tenses, we use a form of **do**. *Mark **doesn't have** his suits cleaned at Fastclean.* *We **didn't have** new windows put in because it was too expensive.* ***Do you have** your car serviced regularly?* *Where **did** you **have** your hair cut?*

C Get something done

We can also use **get something done**.

*We must **have** another key **made**.* OR *We must **get** another key **made**.* The sentences have the same meaning, but **get** is more informal than **have**.

Here are some more examples with **get**.

*Laura **got** her shoes **repaired**.* *We're **getting** the carpet **cleaned**.*
*Where **did** you **get** your hair cut?* *Do you **get** your heating checked every year?*

D Have meaning 'experience'

We can use **have** in this structure with the meaning 'experience something', often something unpleasant.

*We **had** all our money **stolen**.* *The car **had** its mirror **pulled** off.*

58 Exercises

1 Have something done (A-B)

Look at the pictures and say what people are doing or what they did.

Use these phrases: *her photo, his windows, his car, her eyes, his hair*

Use these verbs: *dean, cut, repair, take, test*



► At the moment Trevor *is having his hair cut*.

- 1 Last week Mike.....
- 2 At the moment Melissa
- 3 Yesterday David.....
- 4 At the moment Rachel

2 Have something done (A-B)

Read about each situation and write sentences with *have something done*.

► Melanie is paying the man who has repaired her bicycle.

Melanie has had her bicycle repaired.

- 1 David went to the hospital. A nurse bandaged his arm.
- 2 Daniel is going to the dentist. She's going to fill his tooth.
- 3 Laura is walking around town while her photos are being developed.

3 Get something done (C)

Look again at Exercise 2. The jobs are all done now. Complete the questions using *get*.

► Mike: Where *did you get your bicycle repaired, Melanie?*

- 1 Harriet: Why
- 2 Emma: Where
- 3 Sarah: Where

4 Have meaning 'experience' (D)

Say what happened to these people.

► Claire (whose luggage was searched in customs)

Claire had her luggage searched in customs.

- 1 Tom (whose car was stolen from outside his house)
- 2 Rita (whose rent was increased by ten per cent)
- 3 David (whose electricity has been cut off)

59 To be done and being done

A Active and passive forms



Compare the active and passive.

ACTIVE

PASSIVE

to-infinitive: / ought **to meet** Sarah at the airport. I hope **to be met** at the airport.

ing-form: / insist on **meeting** you at the airport. I love **being met** at the airport.

(I meet people.)

(People meet me.)

Here are some more examples.

/ want **to play** volleyball. I hope **to be chosen** for the team.

The minister agreed **to answer** questions. He agreed **to be interviewed** on television.

Why did Tom keep **making** jokes about me? I don't enjoy **being laughed at**.

You say you remember **telling** me the news. But I certainly can't remember **being told**.

An ing-form sometimes comes after a preposition.

The postman complained **about being attacked** by Nick's dog.

Famous people get tired of **being recognized** everywhere they go.

B Active forms with a passive meaning

The active ing-form after **need** has a passive meaning.

The bicycle **needs oiling**. (= The bicycle needs **to be oiled**.)

The windows **need cleaning**. (= The windows need **to be cleaned**.) We

cannot use the passive ing-form here.

NOT ~~The bicycle needs being oiled.~~

We sometimes use an active to-infinitive when we talk about a job **to be done**.

I've got some letters **to write** today. We've got this bill **to pay**.

Here we use the active (**to write**) because the subject of the sentence (I) is the person who has to do the job.

But if the subject is not a person, then we use the passive infinitive.

The letters are **to be written** today. The bill is **to be paid** without delay.

All this mess has **to be cleared** away. The goods have **to be shipped**.

We can use the structure be + to-infinitive to give an order.

The matter is **to be given** top priority. You're **not to drive** too fast.

After the subject **there**, we can use either an active or a passive to-infinitive.

There are some letters **to write/to be written** today. There's a bill **to pay/to be paid**.

59 Exercises

i Passive forms (A)

I am asking the government

to allow me into Britain. I am worried about them refusing me entry. I am afraid of your officials sending me away. I don't want you to misunderstand me. I hope someone in Britain will offer me a job. I don't mind them paying me low wages at first. I am willing for my employer to re-train me. I would like Britain to give me a chance.



Report what the man says. Use the passive to-infinitive or ing-form.

- ? *He's asking to be allowed into Britain.*
- ? *He's worried about being refused entry.*

2 Active and passive forms (A)

TV reporter Kitty Beamish is interviewing some workers who are protesting about not being paid enough. Complete the workers' statements. Put in an active or passive to-infinitive or ing-form. ► We want *to be paid* (pay) better wages.

- 1 We don't enjoy (use) as cheap labour.
- 2 We're tired of (work) for low wages.
- 3 We expect (treat) like human beings.
- 4 We don't want (give) up all our rights.
- 5 We hope (invite) to a meeting with the management.
- 6 We insist on (take) seriously.

3 Active and passive forms (A-B)

Put in an active or passive to-infinitive or ing-form.

Jessica: Are you going to be busy today?

Andrew: Well, I've got a few things (►) *to do* (do).

I've got an essay (1).....(write). And this room ought (2)..... (tidy) up a bit.

This carpet needs (3).....(hoover).

Jessica: I've got some jobs (4)..... (do), too.

Most of my clothes need (5)..... (iron).

And I've got my project (6)(finish) off.

I'm worried about (7)(miss) the deadline.

It has (8) (hand) in tomorrow.

I don't want (9)..... (be) late with it.

Andrew: I don't remember (10)..... (tell) when the project was due in.

Jessica: Why? Haven't you done it yet?

Andrew: Oh, yes. I handed it in ages ago.

The passive (Units 54-59)

Test 11A

Rewrite these sentences beginning with the underlined words.

► Thieves robbed a woman.

A woman was robbed.

1 They may ban the film.

2 They offered Nancy a pay increase.

3 We need to correct the mistakes.

4 Someone reported that the situation was under control.

5 They are testing the new drug.

6 We haven't used the machine for ages.

Test 11B

Read the story and write the missing words. Use one word only in each space.

During periods of terrorist activity by the IRA, people in Britain are always (>) *being* warned to look out for bombs. Any bag or parcel without an owner (1)..... seen as a risk to the public. Some time ago j a cardboard box was found at the entrance to Bristol Zoo one day. It was noticed (2)..... a visitor and reported to the director. Clearly, if it was a bomb and it went off, people might (3)..... killed. So army bomb experts (4)..... called in, and the box was safely blown up in a controlled explosion. Soon afterwards (5)..... was reported that the box had (6)..... left there by a boy wanting to find a new home for his pet rat. He was tired of the rat, he explained, but he was unwilling to (7)it put to sleep by a vet, so he left it in a box outside the zoo. The director of the zoo is thought (8)..... be unenthusiastic about looking after people's unwanted pets. No one knows what I the rat thought about (9) blown up.

Test 11C

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

► We have to test these products, (be)

These products have to be tested.

1 Pavarotti sang the song, (by)

2 Nigel's passport was stolen, (had)

3 They pay doctors a lot of money, (are)

4 I hope they'll interview me for the job. (to)

5 Someone was cleaning the floor, (being)

6 A mechanic is repairing Judy's car. (having)

- 7 Tessa lost her way. (got)
- 8 Everyone agreed that the plan should go ahead, (it)
- 9 When did they decorate your kitchen? (get)
- 10 They say exercise is good for you. (be)

Test 11D

Which of the two sentences follows on best?

- There's going to be a big art exhibition.
- a) A lot of visitors will be attracted to it. b) It will attract a lot of visitors.
 - 1 Our neighbours have got a cat and a dog.
a) A lot of mice are caught by the cat. b) The cat catches a lot of mice.
 - 2 Last night Martin dreamt he saw his dead grandmother.
a) A white dress was being worn by the ghost, b) The ghost was wearing a white dress.
 - 3 We've bought a new computer.
a) It can do the job much more quickly, b) The job can be done much more quickly.
 - 4 My grandfather is very ill.
a) He's being looked after in the local hospital, b) The local hospital is looking after him.
 - 5 We've completed the experiment.
a) The newspapers will publish the results, b) The results will be published in the newspapers.

Test 11E

Each of these sentences is incorrect. Write the correct sentence.

- ~~Those nice glasses got break.~~
Those nice glasses got broken.
- 1 ~~The story was written Agatha Christie.~~
 - 2 ~~Baseball do play at this stadium.~~
 - 3 ~~This shirt needs iron.~~
 - 4 ~~I got cut my hair yesterday.~~
 - 5 ~~It believes that there is going to be a war.~~
 - 6 ~~My parents divorce themselves last year.~~
 - 7 ~~I've got a report to be written.~~
 - 8 ~~To the winner was given a prize.~~
 - 9 ~~This man on TV supposes to be the tallest person in the world.~~

60 Verb + to-infinitive

A Introduction



After some verbs we can use a to-infinitive, e.g. **decided to have, arranged to play**. Here are some more examples.

I expect to get my money back.

Sarah agreed to work late at the office.

We can't afford to go to Australia.

Are you hoping to get a job in London?

Melanie has offered to help us when we move house.

We can put **not** before the to-infinitive.

Some people just choose not to get married.

At least I managed not to lose my temper.

With some other verbs we use an ing-form, not a to-infinitive (see Units 61 and 62). *Mark has finished playing golf.*

B Seem and appear

We can use a to-infinitive after **seem** and **appear**.

Sarah seemed to be quite annoyed. The computer program appears to have a bug in it. The person I spoke to didn't seem to know anything about the company's products.

We can use a continuous or a perfect to-infinitive.

Continuous: *Andrew seems to be studying even harder these days.*

Perfect: *David appeared to have hurt himself.*

C Tend, manage and fail

We use **tend to** for things that usually happen.

We tend to get up later at weekends. (= We usually get up later at weekends.)

We use **manage to** for being able to do something.

Luckily I managed to find my way here all right. (= I was able to find my way.)

We use **fail to** for things that don't happen.

David failed to pay his electricity bill. (= David didn't pay his electricity bill.)

D He promised to go, his promise to go

Some nouns can come before a to-infinitive. Compare these sentences. Verb

+ to-infinitive: *Mark promised to go shopping.*

But then he arranged to play golf. Noun + to-

infinitive: *Mark forgot about his promise to go shopping.*

Sarah found out about his arrangement to play golf.

Here are some nouns we can use: **agreement, arrangement, decision, demand, desire, failure, offer, plan, promise, refusal, tendency, threat**

60 Exercises

1 Verb + to-infinitive (A)

Say what each speaker did. Use these verbs before a to-infinitive: *decide, demand, offer, promise, threaten* ► Henry: I really must speak to the manager. *Henry demanded to speak to the manager.*

- 1 Trevor: I'll put the shelves up soon, I promise.
- 2 Claire: OK, I'll buy both the dresses.
- 3 Melanie: I'll cook the meal if you like.
- 4 Tom: If you don't control that dog, Nick, I'll shoot it.

2 Seem (B)

Complete the answers using *seem* and a to-infinitive. (Some of the to-infinitives may be continuous or perfect.)

- ? Vicky: Have Matthew and Emma got over their quarrel?
Daniel: I think so. *They seem to have got over it.*
- ? Rita: Is Claire in love with Henry?
Sarah: Probably not. *She doesn't seem to be in love with him.*
- 1 Tom: Do Mike and Harriet really believe there's life on Mars?
David: Well, yes..... there is.
- 2 Victor: Has Ilona's English improved?
Emma: Yes, quite a lot.
- 3 David: Does Rita like football?
Tom: I don't think so..... it much.
- 4 Natasha: Is Daniel working hard, do you think?
Rachel: Yes, I think so..... hard.
- 5 Sarah: Has Trevor made a good job of those shelves?
Laura: Not really. a very good job of them.

3 Verb + to-infinitive (A-D)

Put in the to-infinitive form. (Some may be continuous or perfect.)

Use these verbs: *come, find, hang, have, invite, leave, take* Harriet:

Hello, Nick. You managed (►) *to find* your way then? Nick: Yes, in the end. It's a bit complicated, isn't it?

Harriet: Well you're here now. Do you want (1)your coat up?

Mick: Thank you.

Harriet: I'm glad you decided (2) to our party.

Everyone seems (3) a good time.

We tend (4) lots of people to our parties.

Nick: Is Tom here?

Harriet: No, he couldn't come. He'd already made an arrangement

(5) somebody somewhere in his taxi.

Nick: And Rita?

Harriet: Er, she was here, but she appears (6)early. I don't know where she's gone. She was with someone.

61 Verb + ing-form

A Introduction



After some verbs we can use an ing-form, for example, **suggested going, enjoy putting.**
*I usually **avoid driving** in the rush hour. We'll have to **practise throwing** the ball into the basket.
Have you **finished typing** that letter? Nick says he's **given up smoking**. We
can sometimes put **not** before an ing-form.
*Imagine **not having** anywhere to live.**

With some other verbs we use a to-infinitive, not an ing-form (see Units 60 and 62). *I
don't **want to put** up a tent in the rain.*

B Mind

We use **mind** + an ing-form mostly in negative statements and in questions.
*Andrew **doesn't mind having** lots of work. He quite likes it. (= He doesn't
dislike having lots of work.) Do you **mind waiting** a moment? ~ No, that's
OK. I wouldn't **mind travelling** around the world some time.*

C Verbs with can't

Note **can't** or **couldn't** with **help, resist, face** and **stand**. We can put an ing-form after these verbs. *I
think Tom is very amusing. I **can't help laughing** at his funny stories. The dress was so beautiful
that Claire **couldn't resist buying** it. Let's eat out, shall we? I **can't face cooking** a meal today. I never
go in the bank if it's busy. I **can't stand waiting** in a queue.*

D Keep (on) and carry on

We use **keep** or **keep on** + an ing-form to talk about something continuing, or
when it happens again and again.

*Just **keep stirring** the mixture until it boils. Nick **keeps ringing** Rita and asking her out.
The runners didn't mind the rain. They just **kept on running**.*

For **continue** see Unit 63C.

Carry **on** means something continuing.

*Just **carry on stirring** the mixture until it boils.*

61 Exercises

1 Verb + ing-form (A)

Answer the questions using the notes in brackets. ► Mike: Is your car working now? (they / not / finish / repair / it) You: No, *they haven't finished repairing it yet.*

- 1 Laura: Have you done the crossword? (I / give up / try)
You: No,.....
- 2 Daniel: There's a story here in the paper about a 110-year-old man. (I / can / not / imagine / be)
You: Good Lord.so old.
- 3 Tom: Do you like football? (I / enjoy / watch / it / on TV)
You: Well,.....
- 4 Rachel: Whose idea was it to invite all these people? (suggest / have / a party)
You: I'm not sure. Someone

2 Verbs with can't (C)

Use three words from the table to complete each sentence.

1	2	3
can't	face	doing
couldn't	help	feeling
	resist	having
	stand	lying
		noticing

- Rita said she was OK, but I *couldn't help noticing* how upset she looked.
- 1 I hate holidays by the sea. I..... on a beach all day.
- 2 [feel really full. I'm afraid I a pudding with my lunch.
- 3 I was so tired yesterday I just..... any housework.
- 4 Tom's car was stolen, but, as he left it unlocked, I..... it's his own fault.

3 Verb + ing-form (A-D)

Some friends have had a meal together in a restaurant. Put in the ing-forms.

Use these verbs: *change, discuss, eat, get, miss, ring, try, wait, walk*

- Vicky: Shall we go then?
- Rachel: Daniel hasn't finished (►) *eating* yet.
- Daniel: It's OK. It's just a piece of chocolate.
- Matthew: Chocolate? After that enormous meal?
- Daniel: I know. I've eaten too much. When I find something new on the menu, I just can't resist (1)..... it.
- Rachel: How are we getting home?
- Vicky: I don't mind (2)I feel like some fresh air.
- Rachel: You're crazy. It's miles. And we've just eaten.
- Matthew: I suggest (3)..... for a taxi. It'll save (4).....around for a bus.
- Emma: Good idea. I couldn't face (5)..... cold again after being in the warm all evening.
- Rachel: Yes, the bus journey is too complicated. It involves (6)..... buses in the centre. We don't want to risk (7)..... a bus and having to wait half an hour.
- Daniel: Or we could take a taxi to the bus station and then get a bus from there.
- Matthew: Well, you can carry on (8)..... the problem, but I'm going to ring for a taxi.

62 Verb + to-infinitive or verb + ing-form?

Introduction

Some verbs are followed by a to-infinitive, and some by an ing-form.

VERB + TO-INFINITIVE (Unit 60)

*Harriet **decided to have** a party.*

Decide takes a to-infinitive.

VERB + ING-FORM (Unit 61)

*Harriet **suggested having** a party.*

Suggest takes an ing-form.

A few verbs take either a to-infinitive or an ing-form (see Units 63-64).

*Laura **started to paint/started painting** a picture.*

B To-infinitive or ing-form?

+ TO-INFINITIVE

These verbs are followed by a to-infinitive. *agree, aim, appear* (see 60B), *arrange, ask, attempt, beg, can't afford, can't wait* (see C), *choose, claim, decide, demand, desire, expect, fail* (see 60C), *guarantee, happen* (see D), *help* (see 69C), *hope, manage* (see 60C), *offer, plan, prepare, pretend, promise, prove* (see D), *refuse, seem* (see 60B), *tend* (see 60C), *threaten, turn out* (see D), *undertake, want, wish*

+ ING-FORM

These verbs are followed by an ing-form.

admit, avoid, can't face (see 61C), *can't help* (see 61C), *can't resist* (see 61C), *can't stand* (see 61C), *carry on* (see 61U), *consider, delay, deny, detest, dislike, enjoy, excuse, fancy* (see C), *finish, give up, imagine, involve, justify, keep {on}*, (see 61D), *mention, mind* (see 61B), *postpone, practise, put off, resent, risk, save, suggest, tolerate*

C Can't wait and fancy

If you can't wait to do something, you are eager to do it.

*/ **can't wait to see** the photos you took. (= I am eager/impatient to see the photos.)*

If you fancy doing something, you want to do it.

*Do you **fancy going out for a meal**? (= Would you like to go out for a meal?)*

Fancy is informal.

D Happen, turn out and prove

We use **prove to** or **turn out to** when experience shows what something is like. *In the end our forecast **proved to be** correct. Finding Harriet's house **turned out to be** more difficult than Nick had expected.*

Note the meaning of **happen to**.

*I **happened to see** Sarah in town. (= I saw Sarah by chance in town.)*

E Two forms together

We can sometimes use more than one to-infinitive or ing-form together.

*The government **decided to refuse to give in to** the terrorists. I want to **avoid hurting** anyone's feelings. The man **denied threatening to kill** a policeman.*

65 Verb + object + to-infinitive or ing-form 70 Verb + preposition + ing-form

62 Exercises

i To-infinitive or ing-form? (A-C)

Complete the conversation. Put in a to-infinitive or ing-form.

Matthew: Are we going to have a holiday this year?

Natasha: Didn't we all decide (►) *to spend* (spend) our holidays on a Greek island?

Matthew: Lovely. I enjoy (►) *lying* (lie) on the beach.

I might manage (1)(get) a sun tan.

Daniel: I'd love a holiday. I can't wait (2).....(leave) this place behind.

Emma: I don't fancy (3)..... (stay) in one place all the time.

I really dislike (4) (sit) on the beach all day.

Natasha: Well, I don't mind (5)..... (tour) around somewhere.

Emma: Matthew, you promised (6)..... (go) to Scotland with me.

We were planning (7) (hire) a car.

Matthew: Scotland? Are you sure? But I couldn't face (8)..... (drive) all the time.

Jessica: I'm afraid I can't afford (9)..... (spend) too much money.

Andrew: And I can't justify (10) (take) all that time off from my studies.

2 To-infinitive or ing-form? (A-D)

Complete this article from a magazine. Put in the to-infinitive or ing-form of these verbs:

accept, argue, be, find, have, insist, lose, plug, repair, say, take, wait

If you buy something from a shop, a new stereo for example, you usually can't wait (►) *to plug* it in and put some music on. And of course, you expect (►) *to find* the equipment in working order. But that doesn't always happen, unfortunately. If the thing doesn't work, you should take it straight back to the shop. If you delay (1)..... it back, you will risk (2) your rights as a customer. And you should prepare (3) on those rights. You may be one of those people who always avoid (4)..... with people, but in this case you should be ready for an argument. The assistant may prove (5)..... a true friend of the customer - it's not impossible - but first he or she will probably offer (6)..... the stereo for you. That's all right if you don't mind (7)..... a few weeks, but it isn't usually a good idea. What you should do is politely demand (8) your money back immediately. You may want to accept another stereo in place of the old one, but you don't have to. You should refuse (9)..... a credit note, just keep on (10) that you want your money back.

3 Two forms together (E)

What might you say in these situations? Write a sentence with both a to-infinitive and an ing-form.

► Your decision to change your holiday arrangements might upset Vicky. You won't risk that. You don't want to. What do you say to Rachel?

I don't want to risk upsetting Vicky.

1 You and Melanie want to complain about your meal in a restaurant. You need to see the manager. Melanie won't ask, but you don't mind. What do you say to her?

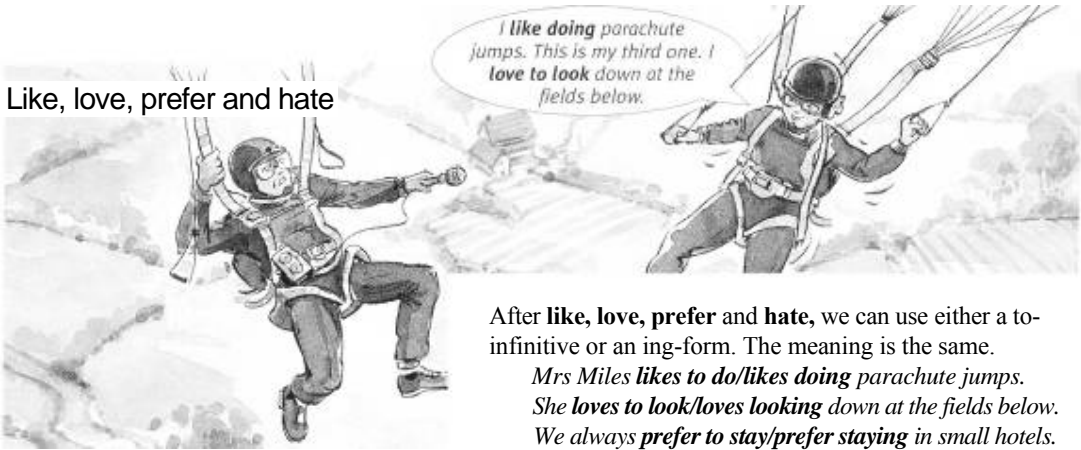
2 Matthew doesn't like the idea of going to Scotland. But he promised. He admitted it. What do you tell Emma?

3 The band were playing. They finished just as you arrived. This was quite by chance. What do you tell your friends?

Just as I arrived,

63 Like, start, etc

A Like, love, prefer and hate



After **like, love, prefer** and **hate**, we can use either a to-infinitive or an ing-form. The meaning is the same.

*Mrs Miles **likes to do/likes doing** parachute jumps.*

*She **loves to look/loves looking** down at the fields below.*

*We always **prefer to stay/prefer staying** in small hotels.*

*I **hate to stand/hate standing** up while I'm eating.*

But compare these two meanings of the verb **like**.

LIKE TO DO

Like takes a to-infinitive when it means that we prefer to do something even though we may not enjoy it.

*I **like to check** my work carefully before I hand it in.*

LIKE DOING

Like usually takes an ing-form when we use it to talk about hobbies and interests,

*Claire **likes skiing**.*

*I don't **like swimming** much,*

B Would like, etc

After **would like, would love, would prefer** and **would hate**, we use a to-infinitive but not usually an ing-form.

*I'd **like to do** a parachute jump one day. My sister **would love to work** as an artist.*

*Mark **would prefer to drive** rather than take the train. I'm glad I live here. I'd **hate to live** in a big flat):*

Compare **would like** and **like**.

*I'd **like to lie** on the beach today. It's too hot to do anything else.*

I'd like means 'I want', but it is more polite (see Unit 52B).

*I **like lying** on the beach. I always spend my holidays sunbathing.*

I like means the same as 'I enjoy',

C Start, intend, etc

We can use either a to-infinitive or an ing-form after these verbs:

begin, bother, continue, intend, propose (= intend), **start**

*People **began to leave/began leaving** the theatre before the end of the play.*

*Rachel didn't **bother to do/bother doing** the washing-up. Do you **intend to make/intend making** a complaint? The meaning is the same.*

We do not usually have two ing-forms together.

*It was **starting to get** dark, NOT ~~It was starting getting~~ dark.*

63 Exercises

1 Like and would like (A-B)

Write in the words. Begin I like ... or I'd like ...

Use these verbs: *buy, chase, drive, play, see*

Use these objects: *computer games, rabbits, the manager, this car, this tin*



► / like playing computer games.

1.....3.....
2.....4.....

2 Like, love, prefer and hate (A-B)

Complete the sentences using the words in brackets.

- Mark: I've always wanted to visit San Francisco.
Sarah: Me too. *I'd love to visit* (I'd love) it some time.
- 1 Harriet: Tom seems to enjoy watching football matches.
David: Yes,..... (he loves) United pla
- 2 Trevor: I'm glad I don't work as late as Sarah does.
Laura: Me too (I wouldn't like) such long hour
- 3 Matthew: I think I'll go and see this new film.
Emma: Can I go with you?..... (I'd like) it, to(
- 4 Rachel: Do you want to come with me or wait here?
Vicky: (I'd prefer) with you if that's OB
- 5 Laura: I think queuing is my least favourite activity.
Tom: I agree (I hate,
- 6 Claire: Does Mark cook for you?
Sarah: No, not often..... (he doesn't like"
- 7 Reporter: Have you ever flown in a hot-air balloon?
Mrs Miles: No, but (I'd love) in one someda;
- 8 Rachel: Did you say you're having your teeth looked at today?
Emma: Yes, (I like) them checked once a yeai

3 Start, intend, etc (C)

Complete this news report about a stolen taxi. Put in the to-infinitive or the ing-form of these verbs: *drive, go, lock, make, search*. Sometimes more than one answer is possible.

Kevin Paisley, 25, has lost his taxi. It was stolen on Friday afternoon. 'I just went into the newsagent's for a moment,' said Kevin. 'I didn't bother (►) *to lock* the car.' Kevin started (1)..... his own taxi only six months ago. 'I was just beginning (2)..... a profit,' he said. 'I intend (3)..... on with my work as soon as I get my taxi back.'

The police are continuing (4)..... for the stolen car.

64 Remember, regret, try, etc

With some verbs, the choice of a to-infinitive or an ing-form depends on the meaning

A Remember and forget

*I must **remember to post** this letter today. It's important. The clothes are still dirty because I forgot to **switch** on the machine.*

We use **remember/forget to do** for necessary actions. The remembering is before the action.

*I can **remember posting** the letter. I posted it on Friday morning. I'll never **forget flying** over the Grand Canyon. It was wonderful.*

We use **remember/forget doing** for memories of the past. The action is before the remembering.

B Regret

*We **regret to inform** you that we are not taking on any new staff at present. **Regret to do something** means to be sorry for something you are doing, e.g. giving bad news.*

*I **regret spending** all that money. I've got none left.*

Regret doing something means to be sorry because of something that happened in the past.

C Try

*I'm **trying to run** this computer program. **Try to do something** means to attempt something, to do your best.*

*I **tried clicking** on the box, but it doesn't work.*

Try doing something means to do something which might solve a problem.

D Stop

*An old man walking along the road **stopped to talk** to us. **Stop to do something** means to stop so that you can do it.*

*There's too much noise. Can you **all stop talking**, please?*

Stop doing something means to end an action, to finish doing it.

E Mean

*I think Nick **meant to break** that glass. It didn't look like an accident. **Mean to do something** is the same as to intend to do it.*

*I'm applying for a visa. It **means filling in** this form.*

Means doing something expresses the idea of one thing resulting in another.

F Go on

*The teacher introduced herself and **went on to explain** about the course. **Go on to do something** means to do something else, to do the next thing.*

*The teacher told everyone to be quiet, but they just **went on talking**.*

Go on doing something means to continue doing it.

G Need

*I **need to clean** my shoes. This means that I must clean my shoes, I have to clean them.*

*My shoes **need cleaning**. This means that my shoes need to be cleaned (see Unit 59B).*

64 Exercises

1 Remember and forget (A)

Put in the to-infinitive or the ing-form of the verbs.

Laura: Did you remember (►) *to pick* (pick) up those photos today?

Trevor: What photos?

Laura: Oh, no. I can remember (1) (mention) it to you only this morning.

Trevor: I can't remember (2) (agree) to pick up some photos.

Laura: Well, don't forget (3) (call) at the shop for them tomorrow. You've got a terrible memory. Yesterday you forgot (4) (lock) the door.

Trevor: I'm sure I didn't forget (5) (lock) it.

I can clearly remember (6) (look) for my keys. They were in my pocket.

Laura: You ought to write notes to yourself to remind you.

Trevor: That wouldn't be any good. I'd never remember (7) (look) at them!

2 Remember, regret, try, etc (A-G)

Put in the to-infinitive or the ing-form of the verbs.

I used to like going to our local cinema. It was old and rather uncomfortable, but it had character. Now they've stopped (►) *showing* (show) films there. The owner would like to go on (1) (run) the cinema, but he would need (2) (make) a lot of improvements, which would mean (3) (spend) tens of thousands of pounds. I remember (4) (watch) the last film at the cinema. It was a murder mystery. It was five minutes from the end, and we were trying (5) (work) out who the murderer was when suddenly all the lights went out and the film stopped. We sat in the dark for a few minutes, and then the owner appeared with a torch. I regret (6) (tell) you,' he said, 'that our electricity has failed. I don't mean (7) (disappoint) you, but I'm afraid we can't show you the end of the film. We've tried (8) (phone) the electricity company, but they say they can't help.' He went on (9) (explain) to the audience how the film ended. I didn't understand the story. But I don't regret (10) (go) to the cinema on that last evening.

3 Remember, regret, try, etc (A-G)

Write each pair of sentences as one. Use a to-infinitive or an ing-form.

? Trevor didn't ring Laura. He forgot.

Trevor forgot to ring Laura.

? Tom and Nick had been playing cards for hours. But they went on with the game.

Tom and Nick went on playing cards.

1 Harriet didn't think she could move the piano. She didn't even try.

2 Mike once saw a spaceship. He'll never forget it.

3 What about painting the walls? They need it.

4 Natasha was unkind to Jessica. But she didn't mean it.

5 Andrew was studying. He went on through the night.

6 When Mark was driving, he needed to make a phone call. So he stopped.

TEST 12 Verb + to-infinitive or ing-form (Units 60-64)

Test 12A

Complete the conversations. Put in a to-infinitive or an ing-form.

- A: I hear you sometimes sail to France in your boat.
B: That's right. I really enjoy *sailing*.
- 1 A: Are you going to organize our trip?
B: Yes, of course. I've agreed.....it.
- 2 A: You wear a uniform at work, don't you?
B: Yes, I have to, although I dislike it.
- 3 A: Do you think they'll approve the plan?
B: Yes, I'm quite sure they'll decide it.
- 4 A: What time will you be back?
B: Oh, I expect..... back some time around nine.
- 5 A: Did I remind you about the dinner tonight?
B: Yes, thank you. You keep..... me.
- 6 A: Was your decision the right one, do you think?
B: Yes, luckily. In the end it proved..... the best thing for everyone.
- 7 A: Do you still work at the post office?
B: No, I gave up..... there last year.
- 8 A: Have ICM bought the company?
B: Well, they've offered..... it.
- 9 A: I'm sorry you had to wait all that time.
B: Oh, it's all right. I didn't mind.....

Test 12B

Make sentences from the notes.

- Tessa / want / buy / a new coat / soon
Tessa wants to buy a new coat soon.
- 1 we / must / avoid / waste / so much time
- 2 sometimes / a country / refuse / take part / in the Olympics
- 3 I / like / see / the Rocky Mountains / some day
- 4 I / mean / give / Judy / a nice welcome / yesterday
- 5 I / always / like / see / my doctor / once a year
- 6 the buses / usually / stop / run / before midnight
- 7 I / can't face / get up / at five / tomorrow
- 8 last year / we / make / an agreement / work / together
- 9 yesterday / you / promise / carry on / shoot / the film
- 10 my father / seem / get / better / now

Test 12C

Read the conversation and write the missing words. Use one word only in each space.

Anna: I hear you're preparing to (►) *leave* for Australia.

Lisa: That's right. And I'm really looking forward to it. I can't (1)..... to get there.

I'm hoping (2)..... see all my friends while I'm there.

I'm going to enjoy (3)..... them again after so long.

Anna: Martin and I (4)..... like to go away, but we can't manage it this year.

Lisa: There's just one problem that I (5)..... to sort out. My tickets haven't arrived. I've tried to ring the travel agency, but I can't get through. I'm beginning to regret (6)..... going there myself to pick them up. Anna: I

expect they'll be here tomorrow.

Lisa: That's really leaving it to the last minute. It's such a worry.

Anna: Well, I know you. You can't (7)..... worrying, can you?

Lisa: No, I can't. I hope this holiday isn't going to turn out (8)..... be a disaster.

Anna: Of course it isn't. Just keep (9)..... trying to get through.

Test 12D

Each of these sentences has a mistake in it. Write the correct sentence.

► The man kept-ask us for money. *The man kept asking us for money.*

1 We've finished to-decorate-the flat.

2 I regret say-what I-did.

3 Tessa decided go-not to work

4 Do-you mind help me?

5 I'm beginning getting worried.

6 I cant afford buy a new car.

7 I hope to avoid to make things worse

8 Peter seems gone-away already.

Test 12E

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

► I wish I hadn't sold my bike, (regret)

I regret selling my bike.

1 The children were eager to see their presents, (wait)

2 I hate to get up in the dark, (stand)

3 By chance I saw your brother yesterday, (happened)

4 The shop usually opens ten minutes late, (tends)

5 Would you like to go for a walk? (fancy)

6 The police continued to watch the house, (carried)

7 Seeing Nelson Mandela will always stay in my memory, (forget)

65 Verb + object + to-infinitive or ing-form

A Introduction

Customer: *None of the things I ordered have arrived. They're three weeks late. I **expect the goods to arrive** on time.*

Mark: *I'm sorry we've **kept you waiting** so long. Can I find out what the problem is and then ring you back?*

Some verbs can take an object + a to-infinitive, and some take an object + an ing-form.

	VERB	OBJECT		
I	expect	the goods	to arrive	on time.
I'm sorry we've	kept	you	waiting	so long.



B Verb + object + to-infinitive

*We **asked the doorman to let us in**. Nick couldn't **persuade Rita to go out with him**.*

*The hot weather has **caused ice-cream sales to increase**.*

*It **took ages to download** the pictures from the Internet.*

*I **didn't mean my suggestion to be taken** seriously. (See Unit 59A.)*

Here are some verbs we can use in this structure: **advise, allow, ask, beg, cause, enable, encourage, expect, force, help** (see Unit 69C), **intend, invite, mean** (= intend), **order, recommend, remind, take** (time), teach, **tell, warn**

C Want + object + to-infinitive

We can also use an object + a to-infinitive after **want, (would) like, (would) love, (would) prefer** and **(would) hate**.

*Tom **wants United to win**. We'd **hate the house to be left empty**. We can use this structure to give an order (see Unit 50B).*

*I **want everyone to come here**. I'd **like you to listen carefully**. We cannot normally use a that-clause. NOT ~~I want that everyone comes here.~~*

D Verb + object + ing-form

*Andrew is so serious. I can't **imagine him having** a good time.*

*Do you **remember Laura taking** our photo? A new law has **stopped traffic going** into the city centre.*

Here are some verbs we can use in this structure: **dislike, imagine, involve, keep, mind, prevent** (see Unit 70C), **remember, risk, stop** (see Unit 70C)

E Advise, allow, encourage and recommend

We can use these verbs with an ing-form or with an object + a to-infinitive.

+ [NG-FORM

*They **allow fishing** here.*

*I **wouldn't recommend walking** home alone.*

+ OBJECT + TO-INFINITIVE

*They **allow people to fish** here.*

*I **wouldn't recommend you to walk** home alone.*

We do not use **suggest** + an object + a to-infinitive.

*I **suggested to Nick (that) he should leave**, NOT ~~I-suggested Niek-to leave~~.*

65 Exercises

1 Verb + object + to-infinitive (B)

Report what people said. Use the verbs in brackets.

► Police to motorists: Take special care, (warn) *The police warned motorists to take special care.*

- 1 Guy to Kitty: Would you like to come on my chat show? (invite)
- 2 Sarah to Mark: Don't forget to get the theatre tickets, (remind)
- 3 Dentist to Daniel: You should give up eating sweets, (tell)
- 4 Police to gunman: Come out with your hands up. (order)

2 Want and would like (C)

Complete the sentences using *would like* or *don't/doesn't want*.

► Mike won't wear a tie. Harriet is annoyed.

She *would like him to wear a tie* because they're going to a concert.

- 1 Mrs Miles is going to do a parachute jump, but her son and daughter don't like the idea.

Theybecause they think it's dangerous.

- 2 Henry is falling in love with Claire, but she's worried about this.

Shebecause she doesn't find him attractive.

- 3 Natasha may not go on holiday with her friends.

Theybecause she's always good fun to be with.

3 Verb + object + to-infinitive or ing-form (B, D)

Kitty Beamish is reporting what people have said to her. She combines the two sentences into one.

- ? 'The lorry skidded. The icy road caused it.'

The icy road caused the lorry to skid.

- ? 'The workers might go on strike. The company can't risk that.'

The company can't risk the workers going on strike.

- 1 'The suspects might leave the country. The police must stop that.'

- 2 'Congress opposed him. The President didn't expect that.'

- 3 'The hostages lay down. The terrorists forced them.'

- 4 'The pound is falling in value. The government doesn't mind that.'

4 Advise, allow, etc (E)

Complete this paragraph from a guidebook to London. Use the to-infinitive or the ing-form.

We wouldn't recommend (►) *driving* (drive) into London in the rush hour.

We'd advise you (1) (travel) by train.

We'd recommend (2)(buy) a special saver ticket, which is cheaper than the full fare.

But the railway companies don't allow you (3)..... (use) saver tickets before ten o'clock.

This is to encourage people (4)..... (take) a later train, which will be less busy.

66 Question word + to-infinitive

A Introduction



Vicky uses a question word (**what**) and a to-infinitive (**to wear**). She is talking about the best thing to do. **I don't know what to wear** means that I don't know what I should wear.

B Structures with **what to do, where to go**, etc

Before the question word we can use a verb such as **ask, decide, discover, discuss, explain, find out, forget, know, learn, remember, say, think, understand, wonder**.

*It was a real problem. I couldn't **think what to do**.*

*We were **wondering where to park** the car.*

*Matthew wants to **know how to work** the computer.*

*Have Trevor and Laura **decided when to have** their barbecue?*

Sometimes there is a verb + object before the question word. In this structure we can use **advise, ask, show, teach** and **tell**.

*Tom **showed me how to change** a wheel.*

*The guide didn't **tell the tourists when to be** back at the coach.*

Before the question word we can also use the adjectives **clear, obvious** and **sure** and the expressions **have an idea** and **make up your mind**.

*I wasn't **sure who to ask** for help. Claire doesn't **have much idea how to cook**.*

A preposition (e.g. **of**) can come before the question word.

*There's the question **of who to invite** to the reception. You need to be informed **about what to do** in an emergency.*

C **Why, what, whose, which** and **whether**

We cannot use **why** before a to-infinitive.

*No one could explain **why we had to wait**, NOT ~~No one could explain why to wait.~~*

After **what, which, whose, how many** and **how much**, we can use a noun.

*Sarah and Mark were discussing **what colour to paint** the walls. We*

*wondered **whose story to believe** - both drivers said it wasn't their fault. It's difficult to know **how much luggage to take** with you.*

We can use **whether** but not **if**.

*We'll have to decide **whether to go** ahead with the project (or not).*

NOT ~~We'll have to decide if to go ahead.~~

*Melanie wasn't sure **whether to ring** the doctor or not.*

*I was wondering **whether to order** some tea.*

66 Exercises

1 Structures with **what to do, where to go, etc (B)**

Comment on these situations.



▶ How do I switch the computer on?



1 What should I say?



2 Where shall we go?



3 How do I stop?

▶ (not know) *He doesn't know how to switch the computer on.*

- 1 (can't think)
- 2 (not sure)
- 3 (not know)

2 Structures with **what to do, where to go, etc (B)**

Look at the questions and then complete the paragraph about a man coming out of prison. Use a question word and a to-infinitive.

- ▶ How should he start a new life?
- 1 What can he expect?
- 2 Where should he go?
- 3 How can he find somewhere to live?
- 4 What should he do?
- 5 Who can he contact?

This man will have problems when he leaves prison. He needs advice on (▶) *how to start* a new life.

After a long time in prison, he isn't sure (1)..... in the outside world and he has no idea (2)..... He doesn't know (3)..... a place to live either. But he won't be completely alone. A social worker will advise him (4)....., so he'll know (5)..... if he needs help.

3 Question word + to-infinitive (B-C)

You are finding it very difficult to make your mind up.

Complete your answers to the questions. Use a question word and a to-infinitive.

- ? Rachel: Are you going to buy that sweater?
You: I don't know *whether to buy* it or not.
- ? Tom: What time do you think we should leave?
You: I'm not really sure *what time to leave*.
- 1 Daniel: Do you want to do business studies?
You: I'm wondering business studies or statistics.
- 2 Vicky: How much money should we spend on the present?
You: I've no idea on it.
- 3 Matthew: Do you intend to join the sports club?
You: I can't decide it or not.
- 4 Vicky: Which route should we take?
You: It's difficult to know
- 5 Melanie: Which lottery numbers are you going to choose?
You: I haven't decided

67 Adjective + to-infinitive

A Introduction

RACHEL IS HAVING A
DRIVING LESSON



We can use a to-infinitive (e.g. **to be**) after an adjective (e.g. **great**).

B It is easy to drive the car

An adjective + to-infinitive often comes in this structure with **it + be**.

It's important to look in the mirror. It's lovely to see you. It's quite safe to use the ladder. It was silly to make such a fuss.

The subject can also be a person.

I'm delighted to see you. We're ready to start now.

C The car is easy to drive

Compare these two sentences. They both mean the same thing.

*It is easy to drive **the car**. **The car** is easy to drive.* We

do not use **it** in the second sentence.

NOT ~~*The car is easy to drive it*~~ and NOT ~~*The car it is easy to drive.*~~

Here are some more examples.

*Your writing is **difficult to read**. A small car would be **cheap to run**. The parade was **fascinating to watch**. The ladder is quite **safe to use**.*

We can use this structure with adjectives meaning 'good' or 'bad', e.g. **awful, bad, exciting, fascinating, good, marvellous, nice, terrible, wonderful**. We can also use it with these adjectives: **cheap, convenient, dangerous, difficult, easy, expensive, impossible, safe, simple**.

D Certain, sure and likely

We can use a to-infinitive after **certain, sure, likely** and **unlikely**.

*United are **certain/sure to win**.* (= They will certainly win.)

*Sarah is **likely to be** at work.* (= She is probably at work.)

E For and of

After some adjectives we can use **for** + object + to-infinitive (see Unit 68).

*It's **important for drivers to take care**. It isn't **safe for children to play on ladders**.*

After an adjective describing how someone behaves (e.g. **polite, silly**), we can use **of**. *It was **polite of Emma to write and thank us**.* (Emma was polite.) *It was **silly of me to forget the tickets**.* (I was silly.)

67 Exercises

1 It is easy to drive the car (B)

Sarah's job is to write advertisements. She is writing one for Compex computers. Write sentences with *it* and an adjective followed by a to-infinitive. ► Buy a Compex computer. It isn't expensive. It isn't *expensive to buy a Compex computer*.

- Using the computer is very simple.
It's very
- Understanding the handbook isn't difficult.
It isn't
- You can run any kind of software. It's easy.
.....
- Exploring the world of Compex is absolutely fascinating.
.....
- Try the ultimate computer experience. Are you ready?
.....

2 The car is easy to drive (C)

Sarah isn't happy with her ideas for the Compex advertisement. She is rewriting the first four sentences like this. ► A Compex computer *isn't expensive to buy*.

- The computer
- The handbook
-
-

3 Certain, sure and likely (D)

Complete the conversation. Make sentences from the notes in brackets.

- Nick: Are you going to Mike and Harriet's party?
Tom: Yes, I am. (►) *It's sure to be a good party* (it / sure / be / a good party).
Nick: Will there be a lot of people there?
Tom: Yes, (1)(it / likely / be / pretty crowded).
Nick: Has Rita been invited, do you know?
Tom: Oh, (2)..... (she / certain / be / there).
Nick: I don't know that part of town. Is the house easy to find?
Tom: No, it isn't. Take a map or (3)(you / unlikely / find / it).

4 For and of (E)

Vicky and Rachel are talking about two students they know called Gary and Steve.

Complete the conversation. Put in *for* or *of*.

- Vicky: I can't believe that Gary and Steve had a fight in a pub. Don't you think that was very foolish (►)of them?
Rachel: Yes, it was especially stupid (1)..... them to quarrel about which football team is the best. There must be something more interesting (2)..... them to talk about.
Vicky: I blame Steve. It wasn't very sensible (3) him to knock Gary's drink over.
Rachel: It was brave (4) Daniel to try to stop the fight. It was awful (5)..... him to get hit on the head with a chair.

68 For with the to-infinitive

A Introduction

Sarah: *I'll just ring the office. The boss is waiting **for me to ring** her back.*

Mark: *I don't think it was a good idea **for you to bring** that mobile phone on holiday with you, Sarah.*

We can use **for** + object + to-infinitive. Here are some more examples.

	FOR	OBJECT	TO-INFINITIVE
<i>My mother has arranged</i>	<i>for</i>	<i>someone</i>	<i>to look after her dog next week.</i>
<i>It's difficult</i>	<i>for</i>	<i>unskilled people</i>	<i>to find work these days.</i>
<i>The crowd were impatient</i>	<i>for</i>	<i>the match</i>	<i>to begin.</i>
<i>It's a nuisance</i>	<i>for</i>	<i>you</i>	<i>to have to wait.</i>

B For expressing purpose

We can use this structure to say why something is done (to express purpose). (See also Unit 151E.

*Mark photocopied the figures **for the Sales Manager to have** a look at. (= He photocopied the figures so that the Sales Manager could have a look at them.) The shop provides baskets **for the customers to put** their purchases in. I'd like to put forward a few suggestions **for you to think** about.*

C Too and enough

We can use **too** and **enough** with this structure. *The road is **too busy for the children to cross** safely. Unfortunately the table was **too small for all of us to sit** round. Fortunately the table was **big enough for all of us to sit** round. The guide didn't speak loudly **enough for everyone to hear** clearly.*

D For and of

FOR

We often use **for** + object + to-infinitive after an adjective.

*Harriet was **anxious for** the party to be a success.*

*Would it be **possible for** you to move your car, please?*

Some of the adjectives we can use with **for**:

anxious, awful, cheap, convenient, dangerous, difficult, eager, easy, exciting, expensive, friendly, good, happy, horrible, impatient, important, interesting, marvellous, necessary, nice, normal, polite, possible, ready, safe, sensible, silly, stupid, terrible, useful, willing, wonderful, wrong

Compare these two sentences.

*It was good **for** you to come jogging. (= It was good for your health.)*

OF

After an adjective saying how someone behaves, we use **of** + object + to-infinitive.

*It's **kind of** Melanie to put you up for the night. (Melanie is kind.)*

*It was **clever of** you to work out the answer. (You were clever.)*

Some of the adjectives we can use with **of**:

brave, careless, clever, foolish, generous, good, helpful, honest, intelligent, kind, mean, nice, polite, sensible, silly, stupid, wrong

*It was good **of** you to come jogging with me. (= It was a kind action by you.)*

68 Exercises

1 For with the to-infinitive (A)

The second person agrees with what the first one says. Use *for* and a to-infinitive. ►

Daniel: Andrew should take it easy. That would be best.

Matthew: Yes, you're right. It *would be best for him to take it easy*.

1 Trevor: Our new computer should arrive soon. I just can't wait.

Laura: Me neither. I.....

2 Rachel: Matthew shouldn't marry Emma. It would be a mistake.

Vicky: I think so too.

3 Customer: Advertisements should tell the truth. It's important.

Mark: I agree.

2 For expressing purpose (B)

Write the advertisement for a holiday centre.

Match the sentence pairs and write sentences with *for* and a to-infinitive.

There are lots of activities. There's a fun pool.

You can enjoy them. You can relax in them. Guests

There are quiet areas. There are regular shows.

can take part in them. You can ride on it if you

There's a giant roller-coaster.

dare. Children can swim in it.

► *There are lots of activities for guests to take part in.*

1

2

3

4

3 Too and enough (C)

Add a sentence with *too* or *enough* and: *difficult, funny, heavy, high, hot, loud*

? Mike and Harriet couldn't lift the piano. *It was too heavy for them to lift.*

? Tom won't repeat the joke. *It isn't funny enough for him to repeat.*

1 Emma can't reach the top shelf.....

2 We can't understand the poem.....

3 Not everyone could hear the music.....

4 The tea had got cold. Daniel couldn't drink it.....

4 For and of (D)

A)apanese company called Sanko is going to open a new factory in a town in England.

Write the sentences from the local newspaper.

► marvellous / the town / have / some new jobs

It will be *marvellous for the town to have some new jobs*.

► clever / our local council / bring / Sanko / here

It was *clever of our local council to bring Sanko here*.

1 difficult / the town / attract / new industry

It has been

2 very generous / the council / give / the land / to Sanko

It was

3 the company / eager / production / begin / soon

The company

69 The infinitive with and without to

This is an overview of the different structures with a to-infinitive (e.g. **to do**) and an infinitive without **to** (e.g. **do**).

A The to-infinitive

We use a to-infinitive:

- 1 After an adjective (see Unit 67)
*It's **nice to have** a place of your own. The car is really **cheap to run**.*
- 2 After a noun
*I **must take a book to read**. (— a book that I can read)
We've got a few **jobs to do**. (= jobs that we must do)*
- 3 With **be able to, be about to, be allowed to, be going to, have to, ought to** and **used to**
*We **aren't allowed to park** here. The game is **about to start**.
We're **going to buy** a camcorder. You **have to fill** in a form.*
- 4 After some verbs, e.g. **decide, hope, manage, offer** (see Unit 60)
*Tom **decided to leave** early. I **hope to see** you soon.
Did you **manage to sort out** the problem? Henry **offered to pay** for the meal.*
- 5 After some verbs + object (see Unit 65)
*Laura **persuaded Trevor to put** up some shelves.
I **want you to do** something for me.*
- 6 After **for** + object (see Unit 68)
*We've arranged **for you to visit** our head office.
It is important **for students to register** with a doctor.*
- 7 After a question word (see Unit 66)
*We don't know **where to leave** our coats.
This book tells you **how to train** race horses.*
- 8 To say why (see Unit 151B)
*Mark went out **to play** golf. I need the money **to pay** the phone bill.*

B The infinitive without to

We use an infinitive without **to**:

- 1 After **can, could, may, might, must, needn't, shall, should, will, and would**
*We **could go** to a night club. I **must speak** to the manager. It
might rain later. Sarah **will be** away for three days.*
- 2 After **had better** and **would rather**
*It's cold. You'd **better wear** a coat. I'd **rather listen** to Elvis than the Beatles.*
- 3 After **make** + object and **let** + object
*That programme was funny. It really **made me laugh**.
Trevor will be here at five. His boss is going to **let him leave** work early.*
- 4 After **see** or **hear** + an object (see Unit 74)
*They **saw the lights come on**. We all **heard the bomb go off**.*

C Help

An infinitive after **help** can be with or without **to**.

*Can I **help (to) get** the tea? Vicky **helped** me (to) **choose** a present.*

69 Exercises

1 The to-infinitive (A)

Comment on these situations. Join each pair of sentences using a to-infinitive. ►

Mike will give you a lift. He promised. You: Mike *promised to give me a lift*.

- 1 You want to eat. You must have something.
You: I must
- 2 You are having a rest. It's nice.
You: It's.....
- 3 Will Rita speak to Nick? He wants her to.
Nick.....
- 4 Daniel can't repair the video. He doesn't know how to.
- 5 Claire and her sister are going to Bali. They have decided.
- 6 Melanie is visiting David. She has gone to the hospital.
- 7 Vicky is doing some studying. Unfortunately she has to.
- 8 Sarah must ring the office. It's important.

2 The infinitive without to (B)

Put in the missing verbs. Usually more than one answer is correct.

► I've been repairing the car. I really must *wash* my hands.

- 1 What's in the letter? Why won't you let me it?
- 2 Did you see that lovely old car past a moment ago?
- 3 It was a terribly sad story. It made me
- 4 I don't want to do anything energetic. I'd rather..... on the beach.
- 5 It's very cold. I think it might..... for the first time this winter.
- 6 I keep getting this pain in my leg. I think I'd better a doctor.

3 The infinitive with and without to (A-B)

Matthew and Emma are at the railway station. Emma is going away for the weekend. Put

in the infinitive of the verbs. You have to decide whether or not you need *to*. Matthew:

Are you sure you'll (►) *be* (be) all right?

Emma: Yes, of course. I'm not a child. I can manage (►) *to look* (look) after myself.

Matthew: OK, sorry.

Emma: Some friends have invited me (1).....(visit) them. I'm not going to the North Pole.

Matthew: It'll be nice for you (2).....(see) your old friends again. I just know you're going (3).....(have) lots of fun. Let me (4).....(buy) you a magazine (5).....(read) on the train.

Emma: I can't (6).....(read) when I'm travelling. It makes me (7).....(feel) sick, even in a train. I'd rather just (8).....(look) out of the window.

Matthew: OK. Well, you'd better (9).....(get) in. I think it's about (10).....(leave). Oh, did I remind you (11).....(change) at York?

Emma: Yes, Matthew, you did. Don't worry, I won't (12).....(forget). I know perfectly well how (13).....(get) there.

70 Verb/Adjective + preposition + ing-form

Introduction

Claire: **I'm thinking of going** to Turkey.

Travel agent: Are you **interested in travelling** around the country, or would you like to stay in one place?

Claire: / don't want to do a lot of travelling.

Some verbs and adjectives can have a preposition after them (see Units 125-126). /

apologized for my mistake. Laura is **keen on** photography.

Sometimes we can use an ing-form after the preposition.

		PREPOSITION	ING-FORM	
I	apologized	for	making	a mistake.
Laura is	keen	on	taking	photos.
I'm	thinking	of	going	to Turkey.
Are you	interested	in	traveling	around?
We're	tired	of	not having	a place to live.

We can use **not** before the ing-form, e.g. **not having**.

B Verb + preposition + ing-form

Don't you **believe in discussing** things openly? Laura doesn't **feel like cooking** tonight.

Unfortunately Tom **insisted on telling** us all about United's win. **I'm looking forward to seeing** my friends again. **I've succeeded in getting** hold of the CD I wanted. Also: **agree with, apologize for, concentrate on, object to, rely on, think of**

We can use **about** after **ask, complain, dream, speak, talk, think, and wonder**.

They're **talking about building** a new swimming-pool.

C Verb + object + preposition + ing-form

After some verbs we can put an object (e.g. **Matthew**).

Emma **accused Matthew of not caring** about her.

Higher prices will **discourage customers from buying**.

The fire-fighters **prevented/stopped the fire (from) spreading**.

The club has **punished its players for fighting** during a match.

Also: **blame ... for, congratulate ... on, thank ... for**

We can use this structure in the passive.

Matthew was accused of not caring. The customers will be discouraged from buying.

D Adjective + preposition + ing-form

People were **annoyed at not being** able to see properly. I'm **bored with waiting**. Vicky is **excited about going** to America. I'm **fed up with living** in this awful place. Tom is **good at telling** jokes. The man was found **guilty of stealing** from his employers. I'm **pleased about/at winning** a prize. Also: **capable of, fond of, interested in** (see Unit 71B), **keen on, tired of**

70 Exercises

1 Verb + preposition + ing-form (A-B)

Complete the conversation between Claire and her sister Sophie.

Put in the verbs with these prepositions: *for, in, like, of, on*

Sophie: Where's that little radio of yours?

Claire: Oh, it got broken. Henry knocked it off the table.

Unfortunately he hasn't succeeded (►) *in getting* (get) it to work again.

Sophie: Oh, what a pity.

Claire: It was only a cheap thing. In fact I'd been thinking (1) (buy) a new one.

But Henry not only apologized (2) (break) it, he

insisted (3)..... (buy) me a much nicer one. It's in the dining-room.

Sophie: Henry is such a gentleman.

Claire: He didn't really need to buy me a new one, but I didn't feel (4)..... (argue).

2 Verb (+ object) + preposition + ing-form (A-C)

Comment on these situations. Join each pair of sentences using a preposition and an ing-form. ►

The police prevented the crime. It didn't take place. The police *prevented the crime from taking place*.

1 Laura blamed Trevor. He forgot the tickets.

Laura (forget) the tickets.

2 The doctors succeeded. They saved the driver's life.

The doctors (save) the driver's life.

3 The customers complained. They didn't receive the goods.

4 Emma has accused Matthew. She says Matthew broke his promise.

5 Melanie is insisting. She's going to cook a meal for David.

6 A new traffic scheme has stopped cars. They can't go into the town centre.

7 Everyone congratulated Claude. He won the quiz competition.

8 Some football fans were arrested. They attacked a policeman.

3 Verb/Adjective + preposition + ing-form (A-D)

Complete Emma's letter to her friend Kirsty. Put in a preposition and an ing-form.

Thank you (►) *for inviting* (invite) me to come and see you next month. I'm already excited

(1)..... (see) you again.

You must be very pleased (2)..... (get) the job you wanted. Congratulations. Personally,

I wouldn't be keen (3)..... (travel) forty miles to work.

I apologize (4)..... (not write) sooner, but a week in bed with flu has prevented me

(5)..... (do) anything. I haven't even felt (6)..... (write) letters

until today. I must be getting better because I'm starting to feel bored (7)..... (do)

nothing. I'm thinking (8)..... (go) back to work tomorrow.

71 Afraid to do or afraid of doing?

A Afraid



David is **afraid to climb** the ladder. (= He doesn't want to climb the ladder because he is afraid.)



David is **afraid of falling**. (= He is afraid because he might fall.)

Here are some more examples.

*I was **afraid to say** anything in front of all those people. Claire was **afraid to wander** too far from the hotel.*

*I was **afraid of sounding** foolish, you see.*

*She was **afraid of getting** lost.*

B Anxious, ashamed and interested

Compare these examples.

*Zedco are **anxious to increase** their sales. (= They want to increase their sales.)*

*Mark was **anxious about presenting** his report. (= He was worried because he had to present his report.)*

*I'm **ashamed to tell** you what I scored in the test. (= I don't want to tell you because I'm ashamed.)*

*I'm **ashamed of getting** such a low score. (= I'm ashamed because I got such a low score.)*

*I'd be **interested to meet** Laura. (= I want to meet her.)*

*Laura is **interested in painting**. (= It is an interest/a hobby of hers.)*

*I was **interested to hear** Mike's story. (= I found his story interesting.)*

C Structures with sorry

To apologize for something we are doing, we use a to-infinitive.

*I'm **sorry to tell** you this, but your test score is rather low.*

*I'm **sorry to ring** so late, but it's important. To express regret, we also use a to-infinitive.*

*I was **sorry to hear** that Mike's uncle had died.*

To apologize for something we did, we can use **about** + ing-form.

*I'm **sorry about making** all that noise last night. (OR **I'm sorry I made** all that noise last night.)*

71 Exercises

1 Afraid (A)

Complete the sentences. Use these words and put the verb into the to-infinitive or ing-form:
dive into the water, drop them, fall, move



► He's afraid *to dive into the water*.

1 She's afraid.....

2 She's afraid.....

3 He's afraid

2 Afraid (A)

Look at what people say and write a comment about each person.

Rewrite the second sentence using *afraid to* or *afraid of*.

► Vicky: There's a large bull in the field. I don't want to open the gate.

Vicky is afraid to open the gate.

► Claire: I arrived at the airport in good time. I thought I might get stuck in traffic.

Claire was afraid of getting stuck in traffic.

1 Nick: I was going to do a bungee jump yesterday. But I couldn't jump.

2 Daniel: The policeman looked angry. I didn't want to argue with him.

3 Matthew: I'm keeping my shirt on. I might get sunburnt.

3 Afraid, anxious, ashamed and interested (A-B)

Complete the conversation. Put in a to-infinitive or a preposition + ing-form.

Laura: I'm ashamed (►) *to admit* (admit) it, but aeroplanes terrify me. I get really anxious (►) *about flying* (fly). I'm afraid (1)..... (buy) a plane ticket. I can't stand being on a plane. I'm afraid (2)..... (get) killed. I feel ashamed (3)..... (be) so silly.

Sarah: Aren't there things you can do to overcome your fear?

Laura: Well, I was interested (4)..... (read) in the paper recently that you can go on a course that helps you. I'm anxious (5)..... (book) a place on it very soon.

4 Sorry (C)

Complete the conversation. Use a to-infinitive or *about* + ing-form. Look at the information in brackets.

Alan: I'm sorry (►) *to disturb you* (I'm disturbing you), but could I just say something? I'm sorry (1)..... (I was so rude) last night. I didn't mean what I said.

Mark: Oh, that's OK. I'm sorry (2)..... (I lost my temper).

Alan: Right. OK. And, as I said, sorry (3)..... (I'm interrupting you).

72 Used to do and be used to doing

A Used to do



Used + to-infinitive means that something happened regularly or went on for a time **in** the past. *I used to travel* means that in the past I regularly travelled, but I no longer do so.

Here are some more examples.

*We **used to play** that game when we were younger.*

*Nick **used to smoke**, but he gave it up. I **used to like** fish, but I never eat it now.*

*There **used to be** a dancehall here, but they knocked it down.*

We cannot use this structure in the present tense.

*Claire **travels** a lot.* NOT *Claire ~~uses to travel~~ a lot.*

We normally use **didn't use to** in negatives and **did ... use to** in questions.

*We **didn't use to have** computers, OR We **never used to have** computers.*

*Where **did** people **use to buy** their food before the supermarket was built?*

***Did** you **use to live** in London?*

B Be used to doing



Be used to + ing-form means that something is familiar and is no longer strange. *I'm used to travelling* means that travelling is no longer strange or difficult because I have done it for so long.

Here are some more examples.

*We're **used to getting** up early. We do it every day.* NOT *We're ~~used to get up~~ early.*

*Sarah **is used to working** late at the office. Most visitors to Britain **aren't used to driving** on the left.*

*I **wasn't used to wearing** glasses. It seemed very strange at first.*

We can also say **get used to** to talk about things becoming more familiar. *It was difficult at first, but Mike soon **got used to working** at night. After her husband died, the old woman had to **get used to living** on her own.*

72 Exercises

Used to do (A)

- 1 Mrs Bell is a hundred years old. She's the oldest person in the village.
 A radio reporter is interviewing her. Put in *used to* with the verb.
 Mrs Bell: I've always lived in the village, but not always in this house.
 Reporter: Where (►) *did you use to live* (you / live)?
 Mrs Bell: When I was a girl, we lived at Apple Tree Farm.
 (1)..... (we / like) it there.
 Reporter: But life was hard, wasn't it?
 Mrs Bell: Oh, yes. Things (2)(be) different from the way they are now. In those days (3)(we / not / have) electricity.
 Reporter: And (4) (you / help) with the farm work?
 Mrs Bell: Yes, (5)(I / look) after the hens.

2 Used to do and be used to doing (A-B)

Look at the pictures and say what the people used to do or are used to doing.
 Use these verbs: *climb, fly, paint, play, sign*
 Use these objects: *autographs, badminton, mountains, pictures, planes*



- ? He *used to paint pictures*.
 ? She's *used to signing autographs*.
 1 She
 2 They
 3 He.....

3 Used to do and be used to doing (A-B)

- Put in a to-infinitive or *to + ing-form*. Use the verbs in brackets.
 ? When I was a child, I used *to dream* (dream) of being an astronaut.
 ? I'm terribly nervous. I'm not used *to speaking* (speak) to a large audience.
 1 It took us ages to get used (live) in a block of flats.
 2 Lots of trains used..... (stop) here, but not many do now.
 3 Didn't Nick use..... (work) on a building site?
 4 There didn't use..... (be) so many soap operas on television.
 5 I'll have an orange juice, please. I'm not used..... (drink) alcohol.
 6 David doesn't seem to mind being in hospital. I suppose he's got used (be) there.
 7 When Laura was at college, she used.....(have) a picture of Elvis Presley on her bedroom wall.

73 Preposition or linking word + ing-form

A Introduction

Rachel: *Shall we have some lunch?*

Jessica: *I usually go for a walk **instead of eating**. I'm on a diet.*

Rachel: *You're joking, aren't you? Since when?*

Jessica: ***Since discovering** I can't get into my old clothes.*

Rachel: *Well, just buy some new ones, then.*

We can use an ing-form after some prepositions (e.g. **instead of**) or linking words (e.g. since).

We cannot use an infinitive, NOT ~~instead of to eat~~.



B Preposition + ing-form

Here are some more examples.

*As a **result of losing** my passport, I had to fill in a complicated form.*

*Vicky and Rachel might go to Canada **as well as travelling** around the US.*

*You can get skin cancer **from being** in the sun too long.*

*You aren't **in favour of cutting** down trees, are you?*

*Sarah went to work **in spite of not feeling** well.*

*We can't have a party **without making** a bit of noise.*

We can use these prepositions before an ing-form: **against, as a result of, as well as, besides, by, despite, for, from, how about, in favour of, in spite of, instead of, on, what about, without**

We use **what about/how about** + ing-form to make a suggestion.

***How about giving** us some help?* We use **for** + ing-form to say what we use something for.

*This cloth is **for cleaning** the floor.* We use **by** + ing-form to say how someone does something.

*The thief got in **by breaking** a window.* We use **on** + ing-form to mean 'as soon as'.

***On hearing** the news of David's accident, Melanie burst into tears.*
(= As soon as she heard the news,...)

C Linking word + ing-form

Here are some examples.

*I always have a shower **after playing** tennis.*

***Although hoping** to get the job, Rachel wasn't really expecting to.*

*Sarah wanted to finish the report **before going** to bed.*

*The man has been unemployed **since leaving** prison.*

*You should always lock the door **when leaving** your room.*

*Mark was listening to the car radio **while sitting** in a traffic jam.*

We can use these linking words before an ing-form: **after, although, before, since, when, while**

A linking word + ing-form can sometimes be a little formal. We can say the same thing like this. *I always have a shower **after I've played** tennis. **Although she was hoping** to get the job, Rachel wasn't really expecting to.*

73 Exercises

1 Preposition + ing-form (B)

Complete the sentences using the words in brackets.

- Rachel: Do you want to walk? Vicky: Yes, let's not get a bus. (instead of)
Vicky wants to walk *instead of getting a bus*.
- 1 Sarah: Did you get through the work? Mark: Yes, I stayed up all night, (by)
Mark got through the work
- 2 Melanie: When do you take the pills? David: The minute I wake in the morning, (on)
David has to take the pills
- 3 Mike: So you got the answer? Harriet: Yes, and I didn't use a calculator, (without)
Harriet got the answer.....
- 4 Emma: Why the rucksack? Matthew: So I can carry the food, (for)
The rucksack is
- 5 Trevor: Sorry I forgot the sugar. Laura: Well, you had it on your list, (in spite of)
Trevor forgot the sugar
- 6 Mark: Do you have to do the typing? Secretary: Yes, and book some flights, (as well as)
The secretary has to book some flights

2 Linking word + ing-form (C)

This structure is often used in instructions (sentences which tell people what to do).

Put in *before* or *after* and the ing-form of the verb in brackets.

- Replace the top on the bottle *after taking* (take) the medicine.
- 1 Read the contract through carefully (sign) it.
- 2 You shouldn't have a bath straight (eat) a meal.
- 3(leave) home ring the airport to check that your flight is on schedule.
- 4 Always put your skis away carefully(use) them.
- 5 Be sure to switch off the electricity(change) a fuse.
- 6 Make sure the safety chain is on(open) the door.

3 Preposition or linking word + ing-form (B-C)

Ron Mason owns a supermarket business. Write the sentences for a magazine article about his life.

Join two sentences into one using the words in brackets.

- He saw an empty shop. He was walking around town one day. (while)
He saw an empty shop while walking around town one day.
- 1 He thought carefully. He decided to buy it. (before)
- 2 He bought the shop. He had little money of his own. (despite)
- 3 He became successful. He gave the customers what they wanted, (by)
- 4 He put the profit back into the business. He didn't spend it on himself, (instead of)
- 5 He was happy. He was running his own business, (when)
- 6 He fell ill. He worked too hard, (as a result of)
- 7 He has made a lot of money. He bought his first shop ten years ago. (since)

74 See it happen or see it happening?

A Introduction



David fell down the steps.
Rachel saw **him fall**.



David was walking with a stick.
Rachel saw **him walking** across the road.

B See it happen

After some verbs we can use an object + an infinitive without **to**.

	VERB	OBJECT	INFINITIVE	
Rachel	saw	David	fall	down the steps.
Vicky	heard	someone	close	the door.
Let's	watch	the parade	go	past.
We all	felt	the house	shake .	

We can use this structure with these verbs: **feel, hear, listen to, notice, see, watch**

C See it happening

We can also use an ing-form after the object.

	VERB	OBJECT	ING-FORM	
Rachel	saw	David	walking	with a stick.
Can you	hear	someone	playing	the piano?
We	found	Matthew	exercising	in the gym.
I could	feel	an insect	crawling	up my leg.

We can use this structure with these verbs: **feel, find, hear, listen to, notice, see, smell, watch**

D See it happen or see it happening?

SEE IT HAPPEN

We saw Trevor **plant** the tree.
(He planted the tree. We saw him do the whole job.)
I watched Nick **light** a cigarette.
We noticed a young man **sit** down and order a meal.

SEE IT HAPPENING

We saw Trevor **planting** the tree.
(He was planting the tree. We saw him in the middle of the job.)
I watched Nick **smoking** a cigarette.
We noticed a young man **sitting** at the table eating a meal.

When we talk about a short action, it often does not matter which structure we use. *They heard a car **turn/turning** the corner. I didn't see anyone **leave/leaving** any litter.*

74 Exercises

1 See it happen (B)

Henry is in court. He is answering questions about a Mr Lewis, who the police suspect of a number of crimes. Add a sentence using the verb in brackets. ►

And you say a second man came into the restaurant? (see) Henry: That's right. / *saw him come in.*

1 Are you quite certain that Mr Lewis took the envelope? (see)

Henry: Yes, absolutely.

2 Then Mr Lewis left the restaurant, did he? (watch)

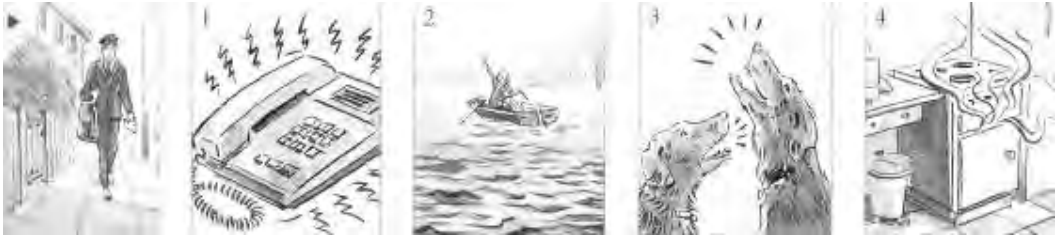
Henry: He left soon afterwards

3 And he drove away, (hear)

Henry: Yes, he did.

2 See it happening (C)

Look at the pictures and add a sentence with *I can see/hear/smell...* and the ing-form of these verbs: *bark, burn, come, ring, wave*



► The postman is on his way. *I can see him coming.*

1 There's a phone upstairs.

2 There's a woman in the boat.

3 There are some dogs outside.

4 You've forgotten your lunch.

3 See it happen or see it happening? (D)

There has been a bomb explosion in the city centre. TV reporter Kitty Beamish is asking people about it. What did people see or hear?

? Man: The bomb exploded. I heard it. It was a shock.

He heard the bomb explode.

? Woman: A man was lying in the road. I saw him. He was just lying there.

She saw a man lying in the road.

1 Woman: The building shook. I felt it. I couldn't believe it.

2 Man: People were shouting. I heard them. There was panic.

3 Girl: An alarm was ringing. I could hear it. It went on and on.

4 Boys: The police arrived. We saw them. They were over there.

5 Man: I saw a woman. She was crying. She was in a terrible state.

75 Some structures with the ing-form

A Two actions at the same time



All afternoon Claire **lay** in a hammock **reading** a magazine.

When two things are happening at the same time, we can use a main verb (**lay**) and an ing-form (reading). Here are some more examples.

We had to **stand** in a queue **waiting** for the bank to open.

You can't **sit watching** television all day. All afternoon, Vicky **lay** on the sofa **thinking** about life.

We can also use this structure when one action comes in the middle of another. We use the ing-form for the longer action.

Matthew **injured** his knee **doing** gymnastics. (= He injured his knee while he was doing gymnastics.)

I **went** to sleep **listening** to the radio.

B One action after another

When there are two short actions, one straight after the other, we can use an ing-form for the first action.

Opening the bottle, Mike poured the drinks. (= He opened the bottle and then poured the drinks.)

Turning right into Madison Avenue, the car drove north for two blocks.

We can also use the perfect ing-form.

Having opened the bottle, Mike poured the drinks. (= After opening the bottle, Mike poured the drinks.)

If either of the actions is long, we must use the perfect.

Having photocopied all the papers, Sarah put them back in the file.

Having repaired the car, Tom took it out for a road test. NOT

~~Repairing the car, Tom took it out for a road test.~~

These patterns are typical of written English. In spoken English, to talk about one action after another we use a sentence like this.

Tom repaired the car **and then** took it out for a road test.

C The ing-form saying why

We can use the ing-form to give a reason.

The fans queued for hours, **hoping** to get tickets. (= They queued for hours because they hoped to get tickets.) **Being** the youngest child, Natasha was her father's favourite. **Not knowing** the way, I had to ask for directions.

We can also use the perfect ing-form to give a reason.

Having spent all his money, Daniel couldn't afford a new jacket. We decided not to travel, **having heard** the terrible weather forecast.

75 Exercises

1 One action in the middle of another (A)

Say what accidents these people had. Use these phrases: *lift weights, light a fire, open a tin, run, ski*
Put the verbs describing the longer action in the -ing form.



► Harriet *burnt her hand* lighting a fire.

- | | | | |
|---|---------------|---|--------------|
| 1 | Matthew | 3 | Vicky |
| 2 | David | 4 | Trevor |

2 One action after another (B)

Rewrite the sentences about a detective. Begin with an ing-form, e.g. *doing* or *having done*.

Mitchell picked up the phone and dialled a number. He let it ring for five long minutes and then slowly replaced the receiver. He took a gun out of the drawer and put it in his briefcase. He left the office and then had to wait a while for the lift. He reached the ground floor and hurried outside to a taxi. The taxi driver pulled out a gun and shot Mitchell.

- ? *Picking up the phone, Mitchell dialled a number.*
? *Having let it ring for five long minutes, he slowly replaced the receiver.*

- 1
- 2
- 3
- 4

3 The ing-form saying why (C)

Match the two parts and join them using an ing-form, e.g. *doing* or *having done*.

- | | |
|---------------------------------------|--------------------------------------|
| ? Because she didn't want to be late, | Harriet turned on the heating. |
| ? As she had worked hard all day, | Andrew took it back to the library. |
| 1 Because he had studied the map, | Daniel found it hard to communicate. |
| 2 She felt cold, so | Vicky ran to the bus stop. |
| 3 Because he didn't know French, | Trevor knew which way to go. |
| 4 He had finished the book, so | Sarah was exhausted. |

- ? *Not wanting to be late, Vicky ran to the bus stop.*
? *Having worked hard all day, Sarah was exhausted.*

- 1
- 2
- 3
- 4

TEST 13 The infinitive and the ing-form (Units 65-75)

Test 13A

Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (/). If it is incorrect, cross out the unnecessary word and write it in the space.

- ? I'm used to driving in heavy traffic every day. /
- ? Although ~~of~~ feeling tired, Polly didn't want to go to bed. of
- 1 It's important for to sign the form.
- 2 Peter broke his arm in playing rugby.
- 3 A woman accused Martin of stealing her money.
- 4 I wasn't sure whether to write a letter of thanks.
- 5 Do you remember a young man bumping into you?
- 6 The girl's parents wouldn't let her to stay out so late.
- 7 The book is too difficult enough for children to understand
- 8 Police found the woman for lying dead on the floor.
- 9 Cars are always expensive to repair them.
- 10 The man died as a result of falling asleep while driving.

Test 13B

This is an advertisement for the book 'Winning in Business'. Put in the correct form of each verb.

Are you fed up with (►) *being* (be) a failure in your job? Wouldn't you rather (►) *succeed* (succeed)? Do you want (►) *to earn* (earn) more money? Are you anxious (1)..... (get) ahead? Do you believe in (2).....(make) the most of your talents? Do you sometimes dream about (3)..... (reach) the top? If the answer is yes, read on. Just imagine yourself (4).....(run) a big successful company. And now you can do something about it instead of (5)..... (dream). It'll happen if you want it (6) (happen). Make it a reality by (7).....(order) your copy of the best-selling 'Winning in Business'. It has a ten-point plan for you (8)(follow). Do it and you're certain (9).....(be) a success. You'll know what (10)..... (do) in business. You can make other people (11).....(respect) you and persuade them (12)..... (do) what you want. Experts recommend (13)..... (buy) this marvellous book. You'd better (14).....(order) your copy today.

Test 13C

Combine each pair of sentences. Use a to-infinitive or an ing-form. Sometimes you also need a preposition,

- ? We've advised Nancy. She should get a lawyer.
We've advised Nancy to get a lawyer.
- ? I'm getting bored. I've been sitting on the beach.
I'm getting bored with sitting on the beach.
- 1 We saw Rupert. He was looking in a shop window.
- 2 I remember the clown. He fell over.
- 3 Tessa wasn't sure. Which way should she go?
- 4 The porter just stood there. He expected a tip.

- 5 How about it? *Shall* we go to the barbecue?
- 6 Susan is used to it. She's always lived in the country.
- 7 I'm afraid. I might hurt myself.
- 8 Christopher apologized. He'd forgotten to pay.
- 9 The food was too cold. Michelle couldn't eat it.
- 10 Polly was silly. She gave away the secret.

Test 13D

Read the story and write the missing words. Use one word only in each space.

Calvin Coolidge was elected US President in 1924. He didn't believe (►) *in* doing too much, and his slogan was 'Keep cool with Coolidge'. Soon (1)..... moving into the White House, Coolidge invited some old friends (2)..... have dinner with him there. They were all people he (3)..... to know in the old days, and they were simple country people. They were interested (4)..... see inside the White House, and they were looking forward to (5)..... dinner with the President. They thought it was nice (6)..... him (7)..... invite them. But there was one problem. They weren't used (8)..... attending formal dinners, and they were worried that they wouldn't know (9)..... to behave. They were afraid (10)..... looking foolish. So they decided it would be best (11)..... everyone to copy exactly what Coolidge did.

At last the day came. During the dinner, when Coolidge picked up his knife and fork, everyone did the same. When he drank, everyone drank, and so on. Finally Coolidge decided to amuse himself (12)..... playing a little trick on his visitors. He tipped some coffee into his saucer. Everyone did the same. (13)..... done this, he added a little cream and sugar. Everyone did the same. Then, horrified, they watched Coolidge bend down and (14)..... the saucer on the carpet for his cat.

Test 13E

Complete the conversations. Put in the correct form of each verb. ► A: I'm annoyed about *being* (be) late. B: Well, I told you *to set* (set) off in good time, didn't I?

- 1 A: Did you accuse Nigel of(break) a plate?
B: Well, it was an accident, but he did break it. I saw him..... (knock) it off the table with his elbow.
- 2 A: I came here(see) Janet. She must have forgotten I was coming.
B: It seems rather careless of her (forget).
- 3 A: Are you going to have a rest now after..... (do) all the cleaning?
B: No, I've got some letters(write).
- 4 A: You say you need some advice?
B: Yes, I'm sorry..... (bother) you, but I don't know who..... (ask).
- 5 A: Do you like Scrabble?
B: Well, I used (play) it quite a lot, but I got fed up with it. I'd rather (watch) television, actually.

76 Ship and water: countable and uncountable nouns

A What is the difference?



a ship

two boats

water

COUNTABLE

A countable noun (e.g. **ship**) can be singular or plural. We can count ships. We can say **a ship/one ship** or **two ships**.

Here are some examples of countable nouns.

*We could see a **ship** in the distance. Claire has only got one **sister**. I've got a **problem** with the **car**. Do you like these **photos**? I'm going out for five **minutes**.*

UNCOUNTABLE

An uncountable noun (e.g. **water**) is neither singular nor plural. We cannot count water. We can say **water** or **some water** but NOT **a water** or **two waters**.

Here are some examples of uncountable nouns.

*Can I have some **water**? Shall we sit on the **grass**? The **money** is quite safe. I love **music**. Would you like some **butter**?*

B Nouns after **the**, **a/an** and numbers

There are some words that go with both countable and uncountable nouns. One of these is **the**.

We can say **the ship** (singular), **the ships** (plural) or **the water** (uncountable). But other words go with one kind of noun but not with the other.

COUNTABLE

A/an or **one** goes only with a singular noun.

*I need **a spoon***. Numbers above one go only with plural nouns.

*We eat **three meals** a day*.

UNCOUNTABLE

We do not use **a/an** with an uncountable noun.

NOT ~~**A WATER**~~ and NOT ~~**A music**~~. We do not use numbers with an uncountable noun. NOT *three feeds*

C Nouns after **some**, **many/much**, etc

Some and **any** go with plural or uncountable nouns. We can also use plural and uncountable nouns on their own, without **some** or **any**.

PLURAL

*Tom told **some jokes**. Do you know **any jokes**? Tom usually tells **jokes**. But NOT ~~**He told joke**~~.*

Many and **a few** go only with plural nouns.

*There weren't **many bottles**. I made **a few sandwiches**.*

UNCOUNTABLE

*We had **some fun**. That won't be **any fun**. We always have **fun**.*

Much and **a little** go with uncountable nouns.

*I don't drink **much wine**. There was only **a little bread** left.*

76 Exercises

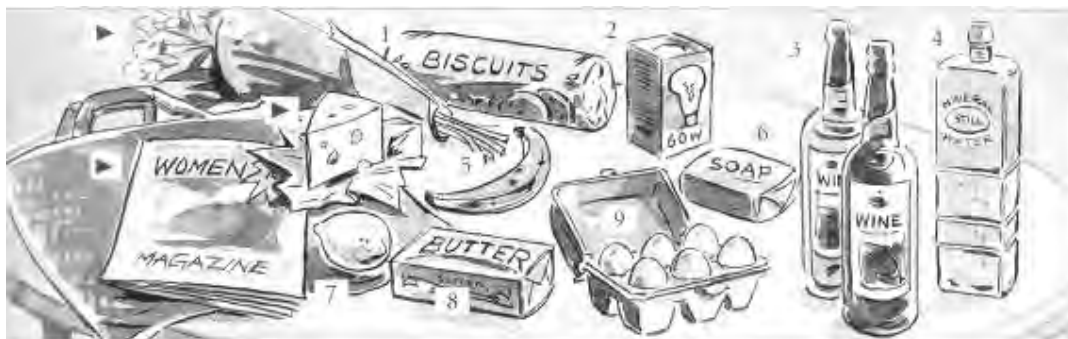
1 What is the difference? (A)

Look at the underlined nouns. Are they are countable or uncountable?

- | | | | | |
|---|------------------------------------|--------------------|---|--|
| ? | There was a car behind us. | <i>countable</i> | 4 | <u>Love</u> makes the world go round. |
| ? | I never eat <u>meat</u> . | <i>uncountable</i> | 5 | Good <u>luck</u> in your new job. |
| 1 | Do you play golf? | | 6 | Power stations produce <u>energy</u> . |
| 2 | I had to wait ten <u>minutes</u> . | | 7 | I'm taking a <u>photo</u> . |
| 3 | Just tell me one <u>thing</u> . | | 8 | Would you like an <u>apple</u> ? |

2 A and some (B-C)

Laura has been to the supermarket. What has she bought? Use *a* or *some* with these words: *banana, biscuits, butter, cheese, eggs, flowers, lemon, light bulb, mineral water, magazine, soap, wine*



- | | | | |
|---|--------------------|---|-------|
| ? | <i>some/lowers</i> | 4 | ..... |
| ? | <i>a magazine</i> | 5 | ..... |
| ? | <i>some cheese</i> | 6 | ..... |
| 1 | ..... | 7 | ..... |
| 2 | ..... | 8 | ..... |
| 3 | ..... | 9 | ..... |

Countable and uncountable nouns (A-C)

Complete the conversation. Choose the correct form.

Jessica: What are you doing, Andrew?

Andrew: I'm writing (►) essay/an essay.

Jessica: Oh, you've got (1) computer/a computer. Do you always write (2) essay/essays on your computer? Andrew: Yes, but I'm not doing very well today. I've been working on my plan for about three

(3) hour/hours now. Jessica: You've got lots of books to help you, though. I haven't got as (4) many/much books as you.

That's because I haven't got much (5) money/moneys. Quite often I can't even afford to buy (6) food/a food.

Andrew: Really? That can't be (7) many/much fun. Jessica: I'd like to get (8) job/a job I can do in my spare time and earn (9) a/some money. I've got

(10) a few/a little ideas, but what do you think I should do?

Andrew: I know someone who paints (11) picture/pictures and sells them. Why don't you do that?

Jessica: Because I'm no good at painting.

77 A carton of milk, a piece of information, etc

A A carton of milk



a carton of milk

two tins of soup

kilo of sugar

a piece/slice of bread

a loaf of bread

Milk, soup, etc are uncountable nouns. We cannot use **a** or a number in front of them. We do not usually say a **milk** or **two soups**. But we can say **a carton of milk** or **two tins of soup**. Here are some more examples.

CARTON, TIN, ETC

MEASUREMENTS

a carton of orange juice *a kilo of cheese*

a tin of paint

a bottle of water

a box/packet of cereal

a jar of jam

a tube of toothpaste

a glass of water

a cup of coffee

PIECE, SLICE, ETC

a piece of wood

a piece/slice of bread

a piece/sheet of paper

five metres of cable *twenty litres of petrol*

half a pound of butter *a bar of chocolate*

a loaf of bread

We can also use this structure with a plural noun after **of**.

a packet of crisps *a box of matches* *three kilos of potatoes* *a collection of pictures*

B A piece of information

Advice, information and **news** are uncountable nouns. We cannot use them with **a/an** or in the plural.

*Can I give you **some advice**?* NOT ~~*an advice*~~

*We got **some information** from the tourist office,* NOT ~~*some informations*~~

*That's wonderful **news**!* NOT ~~*a wonderful news*~~

But we can use **piece of, bit of** and **item of**.

*Can I give you **a piece of/a bit of advice**?*

*There are **two pieces/bits of information** we need to complete the questionnaire.*

*There's **a bit of/an item of news** that might interest you.*

These nouns are uncountable in English, although they may be countable in other languages:

accommodation, baggage, behaviour, equipment, fun, furniture, homework, housework, litter, luck, luggage, progress, rubbish, scenery, traffic, travel, weather, work

Some countable nouns have similar meanings to the uncountable nouns above.

COUNTABLE

*There aren't any **jobs**.*

*It's **a long journey**.*

*There were **sofas and chairs** for sale.*

*We've booked **a room**.*

*I've got three **suitcases**.*

UNCOUNTABLE

*There isn't any **work**.*

***Travel** can be tiring.*

*There was **furniture** for sale.*

*We've booked **some accommodation**.*

*I've got three **pieces of luggage**.*

77 Exercises

1 A carton of milk

(A)

What did Tom *buy* at the supermarket? Use *of*.

Milk		0.35	
Milk	0.35		▶ two cartons of milk
1 kilo flour	0.85		▶ a kilo of flour
Jam	0.95		1
Matches	0.39		2
Bread	0.65		3
Bread	0.65		4
Chocolate	0.95		5
5 kilos potatoes	1.59		6
Breakfast cereal	1.38		7
Mineral water	0.74		8
Mineral water		0.74	
Toothpaste		0.89	
Total		£10.48	

2 Countable and uncountable nouns (B)

Complete the sentences. Put in *a/an* or *some*.

- I really ought to do *some* housework.
 The people who camped in the field have left rubbish.
 I've been working on the business plan. I've made progress.
 The visitors are here for two nights. They're looking for .. accommodation.
 That shop has nice sofa.
 You'll have to pay extra for the taxi because you've got ... luggage.
 The flat is quite empty. I need furniture.
 I can't possibly fit this guitar into suitcase.
 You need luck to win at this game.

3 Countable and uncountable nouns (B)

You are talking about the holiday you had with a friend. Use these words:

accommodation, awful journey, beautiful scenery, chair, fun, good weather, meal.

You have to decide whether you need to put *a/an* or not.

- ? (It was quite easy to book a place to stay.)
 Booking *accommodation* was quite easy.
 ? (There was nothing to sit on in your room.)
 But my room wasn't very nice. It didn't even have *a chair* in it.
 1 (You were in a beautiful part of **the** country.)
 It was a lovely place, though. There was all around us.
 2 (The weather was good.)
 And we had while we were there.
 3 (One evening you went to a restaurant with some other people.)
 One evening we had with some people we met.
 4 (You enjoyed yourselves at the disco.)
 We went to a disco. We had there.
 5 (Travelling home was awful.)
 We had home last Saturday.

78 Nouns that can be countable or uncountable

A A potato or potato?

Some nouns can be either countable or uncountable. For example, **a potato** is a separate, individual thing, but **potato** cannot be counted.



COUNTABLE

*I'm peeling the **potatoes**. Melanie baked **a cake** for David. Vicky was eating **an apple**. Someone threw **a stone** at the police. There's **a hair** on your shirt.*



UNCOUNTABLE

*Would you like **some potato**?
Have **some cake/a piece of cake**.
Is there **apple** in this salad? The house is built of **stone**. I must brush my **hair**, NOT hairs*

B A sport or sport?

Often the countable noun is specific, and the uncountable noun is more general.

COUNTABLE

*Rugby is **a sport**. (= a particular sport)
That's **a nice painting** over there. We heard **a sudden noise** outside. John Lennon had **an interesting life**.*

UNCOUNTABLE

*Do you like **sport**? (= sport in general)
Paul is good at **painting**. Constant **noise** can make you ill. **Life** is complicated sometimes.*

C A paper or paper?

Some nouns can be countable or uncountable with different meanings.

COUNTABLE

*I bought **a paper**. (= a newspaper) I'll have **a glass** of orange juice, please.
Have you got **an iron**? (for clothes) I switched all the **lights** on. I've been to France many **times**. The journey was **a great experience**. I run **a small business**. (= a company) We finally found **a space** in the car park.*

UNCOUNTABLE

*I need **some paper** to write on.
I bought a piece of **glass** for the window.
The bridge is made of **iron**.
There's more **light** by the window.
I can't stop. I haven't got **time**.
He has enough **experience** for the job.
I enjoy doing **business**. (= buying and selling)
There's no **space** for a piano in here.
There are hundreds of satellites out in space.*

A coffee or coffee?

Words for drink are usually uncountable: *Coffee is more expensive than tea.*

But when we are ordering or offering drinks, we can say either **a cup of coffee** or **a coffee**.

Two coffees, please. (= two cups of coffee) Would you like a beer? (= a glass/bottle/can of beer)

Some nouns can be countable when we are talking about a particular kind or about different kinds.

*Chianti is **an Italian wine**. (= a kind of Italian wine) The use of **plastics** has greatly increased. (= the use of different kinds of plastic)*

78 Exercises

1 A potato or potato? A sport or sport? (A-B)

Complete the conversations. Choose the correct form.

- ▶ Can I pick an apple/some apple from your tree? ~ Yes, of course.
- 1 I think sport/a sport is boring. ~ Me too. I hate it.
- 2 We ought to buy some potato/some potatoes. ~ OK, I'll get them.
- 3 I think painting/a painting is a fascinating hobby. ~ Well, you're certainly very good at it.
- 4 Did you hear noise/a noise in the middle of the night? ~ No, I don't think so.
- 5 Is there cheese/a cheese in this soup? ~ Yes, a little.
- 6 I had conversation/a conversation with Vicky last night. ~ Oh? What about?
- 7 Shall I put a chicken/some chicken in your sandwiches? ~ Yes, please.
- 8 Are you a pacifist? ~ Well, I don't believe in war/a war, so I suppose I am.
- 9 It isn't fair. ~ No, life/a life just isn't fair, I'm afraid.
- 10 What's the matter? ~ You've got some egg/some eggs on your shirt.

2 A paper or paper? (C)

Complete the conversations. Put in these nouns: *business* (x2), *experience* (x2), *glass*, *iron*, *light*, *paper*, *space*, *time*. Put *a/an* or *some* before each noun.

- ▶ Harriet: Did you manage to park in town?
Mike: It took me ages to find *a space*. And all I wanted was to buy *some paper* to wrap this present in.
- 1 Sarah: Are you busy tomorrow?
Mark: I'm meeting someone in the office. We've got..... to discuss.
- 2 Trevor: Do you think I need to take..... with me for my shirts?
Laura: Oh, surely the hotel will have one.
- 3 Vicky: I was going to have some juice, but I can't find
Rachel: If you turned on, you might be able to see properly.
- 4 Claire: I've never met your brother.
Mark: Oh, he's usually very busy because he runs..... But he's been ill recently. The doctor has ordered him to spend..... resting.
- 5 Daniel: How did your interview go?
Emma: Well, I didn't get the job. I think they really wanted someone with..... of the work, and that's what I haven't got. So it was a bit of a waste of time. And the train coming back was two hours late. That's..... I don't want to repeat.

3 Countable or uncountable? (A-D)

Complete Claire's postcard to her sister. Choose the correct form.

The island is very peaceful. (▶) Life/A life is good here. Everybody moves at a nice slow pace. People have (1) time/a time to stop and talk. It's (2) experience/an experience I won't forget for a long time. There aren't many shops, so I can't spend all my money, although I did buy (3) painting/a painting yesterday. Now I'm sitting on the beach reading (4) paper/a paper. The hotel breakfast is so enormous that I don't need to have lunch. I've just brought (5) orange/an orange with me to eat later. I've been trying all the different (6) fruit/fruits grown in this part of the world, and they're all delicious.

79 Agreement

A Subject and verb

Look at these examples of agreement between the subject (e.g. **the window**) and the verb (e.g. **is**).

SINGULAR

*The **window** **is** open. **She** **was** upset. It **has** been raining. The **soup** **tastes** good. This **method** **doesn't** work.*

After a singular or an uncountable noun and after **he**, **she** or **it**, we use a singular verb.

PLURAL

*The **windows** **are** open.
The **door** **and** the **window** **are** open.
Her **eyes** **were** wet.
They **have** got wet.*

*The **biscuits** **taste** good.
These **methods** **don't** work.* After a plural noun or **they**, and after nouns joined by **and**, we use a plural verb.

B Everyone, something, every, all, etc

After **everyone**, **something**, **nothing**, etc, we use a singular verb (see also Unit 103C).

***Everyone** **was** pleased. **Something** **is** wrong.*

But compare these examples with **every**, **each** and **all**.

After a phrase with **every** or **each**, we use a singular verb.

***Every seat** **has** a number.
Each door **is** a different colour.*

After **all** and a plural noun, we use a plural verb,

***All the seats** **have** a number.*

C One of, a number of and a lot of

After **one of** ..., we use a singular verb. ***One of the photos** **is** missing.*

After **a number of** ..., we normally use a plural verb. ***A number of questions** **were** asked.*

After **a lot of** ..., the verb agrees with the noun.

***Every year a lot of** **pollution** **is** created, and a lot of **trees** **are** cut down.*

D Any of, either of, neither of and none of

When a plural noun comes after **any of**, **either of**, **neither of** or **none of**, we can use either a singular or a plural verb. ***Is/Are any of these old maps** worth keeping? I wonder if **either of those alternatives** **is/are** a good idea. **Neither of these cameras** **works/work** properly. **None of the plants** **has/have** grown very much.*

E An amount + a singular verb

After an amount of money, a distance, a weight or a length of time, we normally use a singular verb.

***Eight pounds** **seems** a fair price. **A hundred metres** **isn't** far to swim.*

***Ninety kilos** **is** too heavy for me to lift. **Five minutes** **doesn't** seem long to wait.* We are talking about the amount as a whole, not the individual pounds or metres.

79 Exercises

1 Subject and verb (A)

Mark and Sarah are in an antique shop. Complete the conversation by choosing the correct form of the verb.

Sarah: This table (►) is/are lovely.

Mark: Yes, the wood (1) is/are beautiful, isn't it?

Sarah: The style and the colour (2) is/are both perfect for what we want.

Mark: These chairs (3) looks/look very stylish, too, but they (4) is/are rather expensive.

Sarah: Can you see if the table (5) has/have got a price on?

Mark: Yes, it has. It says it (6) costs/cost £2,000. That's ridiculous.

Sarah: Don't you think prices (7) has/have gone up recently?

Those tables we saw last month (8) wasn't/weren't so expensive.

2 Everyone, every, etc and phrases with of (B-D)

Vicky has been to a very grand party. She is telling her parents about it. Put in *was* or *were*.

I really enjoyed the party. It (►) *was* wonderful. Each guest (1)..... welcomed by the hostess in person. All the rooms (2)..... crowded with people. Everyone (3)..... enjoying themselves. A lot of people (4)..... dancing, and a number of people (5)..... swimming in the pool in the garden. All the people there (6) very smart. One of the guests (7)..... a TV personality- the chat show host Guy Shapiro. I didn't know many of the guests. None of my friends (8)..... there.

3 Agreement (A-D)

The BBC is making a documentary about police work. A policeman is talking about his job. Choose the correct form.

► Every policeman is/are given special training for the job.

1 No two days are the same. Each day is/are different.

2 But the job isn't/aren't as exciting or glamorous as some people think.

3 Not all policemen is/are allowed to carry guns.

4 A number of police officers here works/work with dogs.

5 An officer and his dog has/have to work closely together.

6 One of our jobs is/are to prevent crime happening in the first place.

7 A lot of crime is/are caused by people being careless.

8 Sorry, I have to go now. Someone has/have just reported a robbery.

4 An amount + a singular verb (E)

Combine the questions and answers about travel and holidays into one sentence using *is* or *are*.

? Do you know the price of a room? ~ Fifty pounds.

Fifty pounds is the price of a room.

? How many public holidays are there? ~ Ten days in the year.

Ten days in the year are public holidays.

1 Are you going on a long walk? ~ Fifteen miles.

2 Who's travelling on the bus? ~ Eight students.

3 Was someone waiting for the museum to open? ~ Yes, three people.

4 Do you know the baggage allowance? ~ Twenty kilos.

80 Singular or plural?

A Clothes, etc

Some nouns have only a plural form (with s) and take a plural verb.

*The **clothes were** in the dryer, NOT ~~The clothe was~~ ...*

*The **goods have** been sent to you direct from our factory, NOT ~~The good has~~ ...*

*My **belongings are** all packed up in suitcases.*

PLURAL NOUNS

arms (weapons), *belongings* (the things you own), *clothes*, *congratulations*, *contents* (what is inside something), *customs* (bringing things into a country), *earnings* (money you earn), *goods* (products, things for sale), *outskirts* (the outer part of a town), *remains* (what is left), *surroundings* (the environment, the things around you), *thanks*, *troops* (soldiers)

Some nouns have both a singular and a plural form with a difference in meaning.

SINGULAR

*Our special price is £10 cheaper than normal. So don't miss this **saving** of £10.*

*The storm did a lot of **damage** to buildings.*

*I've got a **pain** in my back. It really hurts.*

PLURAL

*My **savings** are in the bank. I'm going to take out all the money and buy a new car.*

*The newspaper had to pay £2 million in **damages** after printing untrue stories about a politician.*

*I checked the figures carefully three times. I took great **pains** to get them exactly right.*

B News, etc

Some nouns have a plural form (with s) but take a singular verb.

*The **news was** worse than I had expected, NOT ~~The news were~~ ...*

***Economics is** a difficult subject, NOT ~~Economics are~~ ...*

NOUNS TAKING A SINGULAR VERB

The word *news*

The subjects *economics*, *mathematics/maths*, *physics*, *politics* and *statistics*

The activities *athletics* and *gymnastics*

The games *billiards* and *darts*

The illness *measles*

C Means, etc

Some nouns ending in s have the same singular and plural form.

***This means** of transport **saves** energy. **Both means** of transport **save** energy. **This species** of insect **is** quite rare. All **these species** of insect **are** quite rare.*

NOUNS WITH ONE FORM

crossroads, *means*, *series* (e.g. a **series** of TV documentaries), *species* (kind, type)

Works (a factory) and **headquarters** (a main office) take either a singular or a plural verb.

*The steel **works has/have** closed down.*

80 Exercises

1 Clothes, etc (A)

Put in the nouns and add *s* if necessary.

- ▶ Claire had to take her luggage through *customs* (custom).
- 1 Please accept this gift as an expression of our.....(thank).
- 2 The woman is demanding.....(damage) for her injuries.
- 3 The(pain) was so bad I called the doctor.
- 4 The old man carried his few (belonging) in a plastic bag.
- 5 If we pay in cash, we make a (saving) of ten per cent.
- 6 More (good) should be transported by rail instead of by road.
- 7 The gas explosion caused some (damage) to the flats.
- 8 We're going to spend all our (saving) on a new car.
- 9 The company always takes (pain) to protect its image.

2 News, etc (B)

Look at each group of words and say what they are part of. Start your answers like this: *ath..., eco..., geo..., his..., mat..., phy...*

- ▶ atoms, energy, heat, light *physics*
- 1 algebra, numbers, shapes, sums
- 2 dates, nations, past times, wars
- 3 the high jump, the long jump, running, throwing
- 4 industry, money, prices, work
- 5 the climate, the earth, mountains, rivers

3 Clothes, news, etc (A-B)

Choose the correct verb form.

- ▶ The television news is/are at ten o'clock.
- 1 These clothes is/are the latest fashion.
- 2 Maths is/are Emma's favourite subject.
- 3 The troops was/were involved in a training exercise.
- 4 The contents of the briefcase seems/seem to have disappeared.
- 5 Darts is/are often played in pubs in England.
- 6 The athletics we watched was/were quite exciting.
- 7 The remains of the meal was/were thrown in the bin.

4 Clothes, news, means, etc (A-C)

Complete this letter Rachel has received from her sister. Choose the correct forms.

(▶) Thank/Thanks for your letter. Your news (1) was/were interesting. We must talk soon. What about us? Well, we're living on the (2) outskirt/outskirts of town, not far from the company (3) headquarter/headquarters, where Jeremy works. We've spent nearly all our (4) saving/savings on the house. That wouldn't matter so much if I hadn't crashed the car last week and done some (5) damage/damages to the front of it. More bills! But at least I wasn't hurt. The house is nice actually, but the surroundings (6) isn't/aren't very pleasant. We're on a very busy (7) crossroad/crossroads.

I'm doing the course I told you about. Statistics (8) is/are an easy subject, I find, but economics (9) gives/give me problems!

81 Pair nouns and group nouns

Pair nouns

We use a pair noun for a thing made of two parts which are the same. Some pair nouns are **binoculars, glasses, jeans, pants, pyjamas, scissors, shorts, tights, trousers.**



A pair noun is plural and takes a plural verb. *My **jeans** need washing,* NOT *my ~~jean~~*
***These tights were** quite expensive,* NOT *~~this tight~~*
*We've got **some scissors** somewhere,* NOT *~~a scissor?~~*

jeans scissors glasses binoculars

We cannot use **a/an** or a number with a pair noun. But we can use **pair of**. *I need **some jeans**,* OR *I need **a pair of jeans**,* NOT *~~a jean~~*—*Laura bought **four pairs of tights**,* NOT *~~four tights~~*

B Group nouns

A group noun can usually take either a singular or a plural verb.

*The **team was** playing well,* OR *The **team were** playing well.*

*The **government is** in crisis,* OR *The **government are** in crisis.*

The choice depends on whether we see the group as a whole or as individual people. Often it doesn't matter whether the verb is singular or plural. But sometimes one form is better than the other.

SINGULAR

*The **family is** a very old and famous one.*

*The **orchestra consists** of eighty-six musicians.*

When we mean the group as a whole, we use a singular verb.

We use **it** and **its**.

*The **committee has** made **its** decision.*

PLURAL

*The **family are** delighted with their presents.*

*The **orchestra don't** know what to play.*

When we mean the individual people in the group, we normally use the plural.

We use **they**, **them** and **their**.

*The **class** will miss **their** lessons because they **are** all going on a trip.*

Some group nouns: *army, audience, band, board, choir, class, club, committee, community, company, council, crew, crowd, family, government, group, management, orchestra, population, press (= newspapers), public, staff, team, union* Also: *Harrods, the BBC, the United Nations, etc and England (the England team), Manchester United*

C Police, people and cattle

These nouns have a plural meaning and take a plural verb.

*The **police have** warned motorists to take extra care. **People don't** know what the future will bring. The **cattle are** going to be sold with the farm.*

81 Exercises

1 Pair nouns (A)

Trevor and Laura are shopping for clothes. Choose the correct form.

Trevor: These trousers (►) is/are a bit tight. They (1) doesn't/don't feel very comfortable. And I think the blue ones (2) goes/go better with the jacket.

Laura: That jacket (3) is/are too long.

Trevor: Well, the jeans (4) fits/fit all right. Perhaps I'll buy the jeans instead. Laura: Yes, the jeans (5) looks/look good on you. I like the style. I think they (6) suits/suit you. Now you get changed while I look for (7) a/some shorts. And I might get (8) a/some skirt.

2 Pair nouns (A)

Complete what Rachel says to Vicky. Put one word in each space.

This old suitcase was in the corridor. I don't know who left it here. It's been here for about three days, so I'm having a look inside. There's a pair (►) of pyjamas, (1) jeans, two (2) of tight sanda (3) of sunglasses. There are (4) red shorts, too.



3 Group nouns (B)

Complete this TV news report. Choose the correct form of the verb.

Zedco (►) have/has just announced that it made a loss of £35 million last year. The management (1) is/are well aware that they have made mistakes. The press (2) have/has all been printing stories and articles critical of the company. The Zedco board (3) knows/know that they now have some difficult decisions to take. Naturally, the staff (4) is/are worried about their jobs and (5) wants/want a meeting with management as soon as possible. But Chief Executive Barry Douglas says things aren't really so bad. He has said that the company still (6) has/have a great future ahead of it.

4 Group nouns (B-C)

Put in a group noun and *is* or *are*. Use these nouns:

cattle, choir, crew, crowd, orchestra, police, population, team

► The *crowd* *are* all enjoying the game.

1 This United the best one Tom has ever seen.

2 The hoping they can take part in a national singing contest.

3 The ship's all very tired after a long sea voyage.

4 The one of the biggest that has played at one of our concerts.

5 The installing cameras to photograph speeding motorists.

6 At the moment beef cheap because sales of beef are low.

7 The country's growing rapidly because of immigration.

82 Two nouns together

A Introduction

Look at these phrases.

a bread knife = a knife for cutting bread

a bus driver = someone who drives a bus

the street lights = the lights in the street

a cookery book = a book about cookery

my birthday party = a party **on** my birthday

a paper bag = a bag made of paper

In English we often use one noun before another like this.

The two nouns are often written as separate words, but we sometimes use a hyphen (-), or we write them as a single word.

a tea break *at the tea-table* *a large teapot*

There are no exact rules about whether we join the words or not. If you are unsure, it is usually safest to write two separate words.

B A souvenir shop, etc

Look at these examples.

a souvenir shop = a shop selling souvenirs

an animal hospital = a hospital for animals

through the letter-box = a box for letters

The first noun is usually singular. There are some exceptions, e.g. *a sports dub*, *a goods train*, *a clothes-brush*, *a sales conference*.

C A teacup and a cup of tea

Look at these pictures.



a teacup

A teacup is a cup for holding tea.



a cup of tea

A cup of tea is a cup full of tea (see Unit 11)

Here are some more examples.

I picked up a cigarette packet.

I'll wash the milk bottle.

Gary opened a packet of cigarettes.

There's a bottle of milk in the fridge.

D An ing-form + a noun

We can use an ing-form with a noun.

a sleeping-bag - a bag for sleeping in *a waiting-room* - a room for waiting in a

washing-machine = a machine for washing clothes

E Longer phrases

We can use more than two nouns.

a glass coffee-table *at Sydney Opera House* *the bedroom carpet* *the*

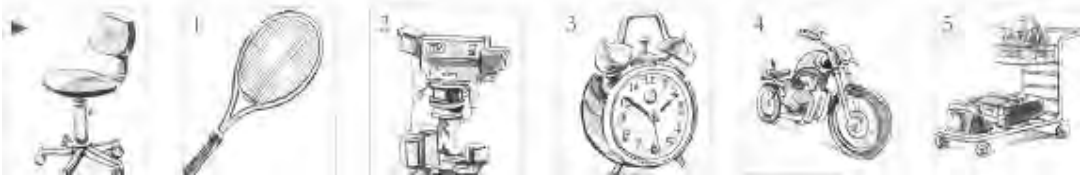
winter bus timetable *our Assistant Computer Technology Manager*

82 Exercises

i Two nouns together (A)

Say what these things are. For each picture use two of these nouns:

alarm, camera, chair, clock, cycle, luggage, motor, office, racket, television, tennis, trolley



- *an office chair* 3.....
 1.....4.....
 2.....5.....

2 Two nouns together (A-D)

Can you say it a better way? Use two nouns together.

► (I read an interesting article in a newspaper yesterday.)
 / *read an interesting newspaper article yesterday.*

- 1 (Have you got any shirts made of cotton?)
- 2 (What shall I do with this bottle that had lemonade in it?;
- 3 (Have you got a bag to carry shopping in?)
- 4 (Is there a shop that sells shoes near here?)
- 5 (I'd like a table in the corner, please.)
- 6 (I'll need some boots to climb in.)
- 7 (Do you operate computers?)

3 Two nouns together (A-E)

Look at the definitions and write the words.

- ? a station from which trains leave *a train station*
 ? a bottle once containing medicine and made of glass *a glass medicine bottle*
 1 a wall made of stone
 2 a centre where information is given to tourists
 3 a towel you use after having a bath
 4 clothes for working in
 5 a block of offices in the centre of a city
 6 a graph showing sales
 7 a card that gives you credit
 8 a race for horses
 9 the Director of Marketing
 10 a tour by bicycle at the end of the week

TEST 14 Nouns and agreement (Units 76-82)

Test 14A

Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (/). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

- 1 ? Would you like a piece of chocolate? /
- 2 ? I like a classical music very much. a
- 3 1 That's a wonderful news!
- 4 2 Do you own a computer?
- 5 3 I heard an interesting piece of information today.
- 6 4 I saw your friend playing a golf.
- 7 5 There's some luggage in the car.
- 8 6 I bought a carton of some milk.
- 9 7 The gates were made of an iron.
- 10 8 You need an experience to run a business like this.

Test 14 B

Tessa is talking about her shopping trip. Write the missing words. Use one word only in each space.

I spent (►)some time looking round the shops in Oxford Street yesterday. I spent far too (1) money, of course. I bought some (2)..... : three dresses, a sweater, a blouse, two (3)..... of trousers and a skirt. I enjoyed myself- it was great (4)..... . The skirt is really nice. A hundred pounds (5)..... quite expensive, but I couldn't resist it. Anyway, it was reduced from a hundred and twenty pounds, so I made a (6)..... of twenty pounds. One of the dresses (7).....fit, I've discovered, but I can take it back next time I go. I had a wonderful time and bought all these lovely things, But it was very crowded. Everyone (8)..... rushing about. And the traffic (9)..... terrible. I usually have a coffee and a (10).....of cake, but the cafes were all full, so I didn't bother.

Test 14C

Complete the second sentence so that it has a similar meaning to the first. Use the word in brackets.

► Could I have some bread, please? (piece)

Could I have a piece of bread, please ?

- 1 All the windows were broken, (every)
- 2 The money I earn isn't enough to live on. (earnings)
- 3 There were bits of paper everywhere, (litter)
- 4 We went to the hotel to get a meal, (food)
- 5 Judy bought some binoculars, (pair)
- 6 I need a new book of cheques, (cheque)
- 7 I'll have some orange juice, please, (glass)
- 8 The reporter needed some information, (two)

Test 14 D

Each of these sentences has a mistake in it. Write the correct sentence.

► ~~Can you lend me some pen to write this cheque? Can you lend me a pen to write this cheque?~~

1 ~~We can't sit here because the grass are wet.~~

2 ~~Do you want a butter on your bread?~~

3 ~~All my belonging was stolen.~~

4 ~~Do you have any informations about hotels?~~

5 ~~The police is questioning two men.~~

6 ~~Can we have two coffee, please?~~

7 ~~The news aren't very good, I'm afraid.~~

8 ~~I just want to go into this shoes shop.~~

9 ~~It's only a short travel by train.~~

Test 14E

Choose the correct form.

► The house is built of stone/~~a stone~~.

1 Each team wear/wears a different colour.

2 Let me give you an advice/a piece of advice.

3 Everyone was watching the football match/the match of football.

4 We had to take our luggage through customs/a customs.

5 The band is/are proud of their success.

6 I haven't got many/much friends.

7 Three hours is/are long enough to look round the museum.

8 I wear this glass/these glasses when I go out.

9 My father had a job at the steelwork/steelworks.

10 We couldn't find an/any accommodation.

11 Do you eat meat/a meat?

12 The contents of the box was/were thrown away.

13 Noise/A noise woke me up in the middle of the night.

14 Cattle was/were driven hundreds of miles by the cowboys.

15 One of the windows is/are open.

16 What would it be like to travel at the speed of light/a light?

17 Is there a sport club/sports club near here?

18 E-mail is a relatively new mean/means of communication.

19 We make furniture out of many different wood/woods.

20 Someone has/have kidnapped the President!

83 A/an and the (1)

A Introduction

Read this true story about an American tourist in Britain.

A man from California was spending a month in Britain. One day he booked into a hotel in Cheltenham, a nice old town in the West of England. Then he went out to look around the place. But the man didn't return to the hotel. He disappeared, leaving a suitcase full of clothes behind. The police were called in, but they were unable to find out what had happened to the missing tourist. It was a mystery. But two weeks later the man walked into the police station in Cheltenham. He explained that he was very sorry, but while walking around the town, he had got lost. He had also forgotten the name of the hotel he had booked into. So he had decided to continue with his tour of the country and had gone to visit a friend in Scotland before returning to pick up the case he had left behind.

A/an goes only with a singular noun. With a plural or an uncountable noun we use **some**.
He left a case, (singular) He left some cases, (plural) He left some luggage, (uncountable)

The goes with both singular and plural nouns and with uncountable nouns.
*He needed the case, (singular)
He needed the cases, (plural)
He needed the luggage, (uncountable)*

B Use

When the story first mentions something, the noun has **a** or **an**.

A man booked into a hotel in Cheltenham.

These phrases are new information. We do not know which man or which hotel. But when the same thing is mentioned again, the noun has **the**.

The man didn't return to the hotel.

These phrases are old information. Now we know which man and which hotel - the ones already mentioned earlier in the story. We use **the** when it is clear which one we mean.

A/AN

Would you like to see a show?

(I don't say which show.)

The cyclist was hit by a car.

(I don't say which car.)

In the office a phone was ringing.

(The office has lots of phones.)

Has Melanie got a garden?

(We do not know if there is one.)

The train stopped at a station.

(We don't know which station.)

We took a taxi.

We could hear a noise.

I wrote the number on an envelope.

THE

Would you like to see the show?

(= the show we already mentioned)

Whose is the car outside?

('Outside' explains which car I mean.)

I was in bed when the phone rang.

(= the phone in my house)

She was at home in the garden.

(We know she has one.)

Turn left here for the station.

(= the station in this town)

We went in the car. (= my/our car)

We could hear the noise of a party.

I wrote it on the back of an envelope.

C A man/he and the man/someone

We use **a/an** + noun or **someone/something** when we aren't saying which one.

A man/Someone booked into a hotel.

He left a case/something behind.

We use **the** + noun or **he/she/it** when we know which one.

The man/He didn't return to the hotel.

The case/It contained clothes.

83 Exercises

1 The use of a/an and the (A-C)

Complete this true story. Put in *a/an* or *the*.

(► A man decided to rob (1) bank in the town where he lived. He walked into (2) bank and handed (3) note to one of (4)..... cashiers. (5)..... cashier read (6)..... note, which told her to give (7)..... man some money. Afraid that he might have (8)..... gun, she did as she was told. (9) man then walked out of (10)..... building, leaving (11)..... note behind. However, he had no time to spend (12)..... money because he was arrested (13)..... same day. He had made (14) mistake. He had written (15)..... note on (16)..... back of (17)..... envelope. And on (18)..... other side of (19)..... envelope was his name and address. This clue was quite *enough for* (20)..... detectives on the case.

2 A man/he and the man/someone (C)

Replace the sentences which contain an underlined word. Use *a/an* or *the* with the word in brackets.

► We didn't have much time for lunch. David made something for us. (omelette)
David made an omelette for us.

- 1 They ran the race before they held the long jump. Matthew won it easily, (race)
- 2 The driver turned left. Suddenly someone ran into the road, (child)
- 3 Vicky was lying on the sofa. She was watching something on television, (film)
- 4 I had to take a train and then a bus. It was half an hour late, (bus)
- 5 A shoplifter tried to steal some clothes. The camera videoed her, (thief)

3 The use of a/an and the (A-C)

Complete the conversations. Put in *a/an* or *the*.

- Laura: Look outside. *The* sky is getting very dark.
Trevor: I hope there isn't going to be *a* storm.
- 1 Mike: I'm going out for walk. Have you seen my shoes?
Harriet: Yes, they're on floor in kitchen.
 - 2 Melanie: Would you like tomato? There's one in fridge.
David: Oh, yes, please. I'll make myself cheese and tomato sandwich.
 - 3 Sarah: If you're going into city centre, can you post these letters for me?
Mark: Yes, I'll take them to main post office.
 - 4 Rita: I've got problem with my phone bill. Can I see someone about it?
Receptionist: Yes, go to fifth floor lift is along the corridor.
 - 5 Tom: I didn't know Melanie had dog.
David: It isn't hers. She's just taking it for a walk while owner is away.
 - 6 Vicky: I've got headache. I've had it all day.
Rachel: Why don't you go to health centre? It's open until six.
 - 7 Andrew: Guess what. I found £50 note on the pavement this morning.
Jessica: You really ought to take it to police station, you know.

84 A/an and the (2)

A Introduction

We use **a/an** and **the** when we aren't saying which one, and we use **the** when we know which one.

*A **tourist** arrived in Cheltenham to look around **the town**.*

Look again at the story and the examples in Unit 83.

B The sun, etc

When there is only one of the things we are talking about, we use **the**.

***The sun** was going down. **The government** is unpopular.*

*A drive in **the country** would be nice. We shouldn't pollute **the environment**.*

Normally there is only one sun or one government in the context. We mean the government of our country and the sun in our solar system.

We normally say: **the country(side), the earth, the environment, the government, the moon, the ozone layer, the Prime Minister, the sea(side), the sky, the sun, the weather**

We also use **the** with **cinema, theatre** and **(news)paper**.

*Do you often go to **the cinema**? I read about the accident **in the paper**.*

Note that we say **a/the police officer** but **the police**.

*A **police officer** came to the hotel. NOT ~~A police came to the hotel.~~ **The police** came to the hotel. (= one or more police officers)*

C A nice day, etc

A phrase which describes something has a/an.

*It was **a lovely day**. Cheltenham is **a nice old town**.*

*It's **a big hotel**. This is **a better photo**.*

But we use **the** with a superlative.

*It's **the biggest hotel** in town. This is **the best photo**.*

We also use **a/an** to classify something, to say what kind of thing it is.

*The play was **a comedy**. The man's disappearance was **a mystery**.*

We use **a/an** to say what someone's job is.

*My sister is **a secretary**. Nick is **a car salesman**.*

D A or an?

The choice of **a** or **an** and the pronunciation of **the** depend on the next sound.

a or *the* + consonant sound

*a cup **the** cup*

*a poster **the** poster*

a shop etc

a boiled egg

a record

an or *the* + vowel sound

***an** aspirin **the** aspirin*

***an** egg **the** egg*

***an** Indian etc*

***an** old photo*

***an** umbrella*

It is the sound of the next word that matters, not the spelling.

a one-way street

a uniform

a holiday

a U-turn

***an** open door*

***an** uncle*

***an** hour*

***an** MP*

84 Exercises

The sun, etc (A-B)

Complete these sentences about pollution and the environment. Put in *a/an* or *the*. ►

There was *a* programme on television about dangers to *the* environment.

- 1 There was also article about pollution in paper.
- 2 ozone layer will continue to disappear if we don't find way to stop it.
- 3 world's weather is changing. Pollution is having effect on our climate.
- 4 Last week oil tanker spilled oil into sea, damaging wildlife.
- 5 Some professors have signed letter of protest and have sent it to government.
- 6 If earth was human being, it would be in hospital.

2 The use of *a/an* and *the* (A-C)

Complete the

► David:

conversations. Put in *a/an* or *the*.

How was your trip to *the* coast?

Trevor:

Wonderful. *The* sun shone all

1 Henry:

day. We had *a* great time.

Nick:

Would you like cigarette?

2 Sarah:

No, thanks. I've given up smoking. It's bad habit.

Laura:

What's your brother doing now? Has he got good job?

Yes, he's soldier. He's in

army. He loves it.

3 Rita:

It's great life, he says.

Harriet:

I went to see Doctor Pascoe yesterday. She's best doctor I've ever had.

4 Rachel:

She's very nice, isn't she? You couldn't meet nicer person.

Vicky:

You were long time at supermarket.

5 Mark:

Yes, I know. There was enormous queue. I was thinking of complaining to manager.

Sarah:

Why were you late for your meeting?

Well, first I had to go to hotel I'd booked into. I took taxi from airport, and driver got completely lost.

It was terrible nuisance man was complete idiot.

6 Matthew:

Is this book you were telling me about?

Emma:

Yes, it's really interesting story.

Matthew:

What did you say it's about?

Emma:

I knew you weren't listening to me. It's science fiction story.

It's about beginning of universe.

3 A or an? (D)

Put in the abbreviations with *a* or *an*.

? a Personal Assistant

a PA

? a National Broadcasting Company reporter

an NBC reporter

1 a Disc Jockey

2 a Very Important Person

3 an Irish Republican Army member

4 a Personal Computer

5 a Los Angeles suburb

6 an Unidentified Flying Object

7 an Annual General Meeting

8 a Member of Parliament

85 A/an, one and some

A A/an and some

Look at this example.

*Trevor has found **some money** in his old trousers.*

*There's **a note** and **some coins**.*

We use **a/an** with a singular noun and **some** with a plural or an uncountable noun (see D).

A + singular noun: **a note**

Some + plural noun: **some coins**

Some + uncountable noun: **some money**

B A/an and one

A/an and **one** both refer to one thing. Using **one** puts more emphasis on the number.

*Henry gave the taxi driver **a note**, (not a coin) Henry gave the taxi driver **one note**, (not two)*

We use **one** (not **a/an**) when we mean one of a larger number.

***One question/One of the questions in the exam** was more difficult than the others. The team wasn't at full strength. **One player/One of the players** was injured.*

C A dog = all dogs

We often use a plural noun on its own to express a general meaning (see Unit 86).

***Dogs** make wonderful pets. **Oranges** contain vitamin C.*

Here **dogs** means all dogs, dogs in general.

These sentences with **a/an** express the same general meaning.

***A dog** makes a wonderful pet. **An orange** contains vitamin C.*

***A butcher** is someone who sells meat. **A video recorder** costs about £300.*

A dog here is less usual than the structure with **dogs**, but we often use **a/an** when explaining the meaning of a word, e.g. **a butcher**.

D Some

Some with a plural noun means 'a number of', and **some** with an uncountable noun means 'an amount of'.

*Claire took **some photos**. We went out with **some friends**.*

*Henry bought **some flowers**. I had **some chips** with my steak.*

*Can you lend me **some money**? Andrew is doing **some work**.*

*Let's play **some music**. There's **some milk** in the fridge.*

Claire took some photos means that she took a number of photos, although we may not know the exact number.

We do not use **some** when we are describing something or saying what kind of thing it is.

*Vicky has **blue eyes**. Is this **salt** or **sugar**?*

*These are **marvellous photos**. Those people are **tourists**.*

Compare these sentences.

*I had **some chips** with my steak, (a number of chips)*

*I had **chips** with my steak, (chips, not potatoes or rice)*

85 Exercises

i A/an and some (A)

Paul has painted some pictures for a competition. Say what is in the pictures. Use *a* or *some* with these words: *birds, cat, fish, flowers, fruit, luggage, people*

- ? *some people*
- ? *a fish*
- 1
- 2
- 3
- 4
- 5



2 A/an and one (B)

Put in *a/an* or *one*.

- ▶ Have you only got *one* bedroom? I thought you had two.
- 1 Melanie wanted something to drink. She was looking for café.
- 2 It was Sunday..... shop was open, but all the others were closed.
- 3 of these photos is of you. Would you like it?
- 4 Shall I take photo of you two together?

3 Adog = all dogs (C)

Match each word with the right explanation and write sentences with *a/an*.

- | | | | |
|--------|--------------------|---|---------------------------------|
| carrot | line of people | ▶ | <i>A carrot is a vegetable.</i> |
| violin | book of maps | 1 | ..... |
| queue | vegetable | 2 | ..... |
| atlas | tool for digging | 3 | ..... |
| spade | musical instrument | 4 | ..... |

4 Some (D)

What would you say in these situations? Use a noun and decide if you need *some* or not.

- ? You and your friend would like a game of cards, but neither of you has a pack.
We need *some cards*.
- ? You are describing Rachel to someone. Rachel's hair is dark.
Rachel has *dark hair*.
- 1 You are eating nuts. Offer them to your friend.
Would you like ?
- 2 You want a drink of mineral water. There's a jug on the table, but you don't know what's in it.
Is there in this jug?
- 3 You've come home from a shopping trip with a few clothes. Tell your friend.
I've bought
- 4 You are eating some bread that Melanie baked. It's lovely.
Melanie, this is.....
- 5 The two women who live next door to you are both studying at the university.
Tell your visitor. The women next door are.....

86 Cars or the cars?

A Introduction



We can use a plural noun (e.g. **cars**, **parties**) or an uncountable noun (e.g. **ice hockey**, **music**) without **the**. *I love parties* means that I love all parties, parties in general.

B General and specific meanings

GENERAL

A plural noun or an uncountable noun on its own has a general meaning.

***Cars** are expensive to buy.*

***Elephants** are intelligent animals.*

*I don't understand **computers**.*

(= all computers, computers in general)

*You always need **money**.*

***Glass** is made from sand.*

*I'm quite fond of **curry**.*

*Natasha is studying **music**.*

(= all music, music in general)

SPECIFIC

The + plural noun or uncountable noun has a specific meaning.

***The cars** had both broken down.*

*We saw **the elephants** at the zoo.*

***The computers** crashed at work today.*

(— the specific computers at my workplace)

*Laura put **the money** in her purse.*

*David swept up **the broken glass**.*

***The curry** was delicious, thank you.*

***The music** was too loud. (= the music at a specific time, at a party for example)*

A phrase or clause after the noun often shows that it is specific.

*Look at **the oil on your sweater**. **The apples you gave me** were nice. But the nouns in these sentences have a general meaning.*

*I hate **people who never say hello**. **Life in the old days** was hard.*

Life in the old days is still a general idea, not a specific life.

A phrase with **of** usually takes **the**. Compare these two structures.

*a book on **Irish history** a book on **the history of Ireland***

Special uses of the

We use **the** + singular noun to make general statements about animals and about inventions and discoveries.

***The tiger** can swim. **The fly** is a common insect.*

*Who invented **the camera**? **The electron** is a part of every atom.*

Here **the tiger** means all tigers, tigers in general. We use this structure mainly in written English. In speech, *Tigers can swim* is more usual.

We also use **the** with musical instruments. (But for American English see page 379.)

*Natasha can play **the piano**, **the violin** and **the clarinet**. We do not use **the** with sports.*

*Shall we play **tennis**? NOT ~~Shall we play the tennis?~~ Note that we listen to **the radio** but normally watch television.*

86 Exercises

1 He likes golf (A)

Look at the pictures and say what people like. Use these objects: *art, chemistry, chips, dogs, golf*



► *He likes golf.*

- 1.....3.....
 2.....4.....

2 General and specific meanings (B)

Complete the conversations. Put in the nouns and decide if you need *the*.

- Tom: Did you see *the football* (football) on television last night?
 Melanie: No, I hate *football* (football). I was watching *the news* (news) on the other channel.
- 1 Rachel: Did your family have a dog when you were younger?
 Vicky: No, thank goodness. I'm afraid of..... (dogs). I didn't like
(dogs) that were running around in the park yesterday. I was afraid
 they were going to attack me.
- 2 Melanie: You shouldn't drive so much, Mark. You know that..... (cars)
 cause(pollution), don't you?
 Mark: Yes, but (cars) these days are cleaner than they used to be.
 Isn't it..... (aeroplanes) that are mainly responsible
 for..... (pollution) of the atmosphere?
- 3 Melanie: I've put some bread out in the garden for (birds).
 Tom: You like..... (birds), don't you?
 Melanie: Yes, I do. I love (wildlife), in fact. I'd much rather live in the
 country if I could.
- 4 Laura: You're always reading books about (history), aren't you?
 Harriet: It was always my favourite subject. Do you know anything
 about(history) of this area?
 Laura: No, but if you like looking round (museums) and
(old buildings), we could find out about it together.

3 Special uses of the (C)

Put in the correct noun and decide if you need *the*.

Use these nouns: *atom, football, guitar, radio, telescope, television*

- I was listening to a phone-in on *the radio*.
- 1 Rutherford split in 1911.
 2 Tom and his friends played in the park.
 3 Mike is quite musical. He can play.....
 4 The children spend a lot of time watching.....
 5 Galileo developed for use in astronomy.

87 Prison, school, bed, etc

A Prison or the prison?

Compare these situations.



*This man is **in prison**. He went to **prison** two years ago.*

We do not use **the** when we are talking about being **in prison** as a prisoner.



*The young woman is **in the prison**. She has gone to **the prison** to visit her father. We use **the** when we mean the prison as a specific building. The young woman is **in the prison** as a visitor.*

Here are some examples with other buildings.

***School** is over at half past three. (= school activities) Vicky is at **college**. (She is a student there.) David is in **hospital**. (He is a patient.) Melanie is going to **church**. (She is going to a service.)*

***The school** is a mile from here. (= the school building)
The meeting was at **the college**.*

*Melanie waited in **the hospital** for news.*

*We wanted to look round **the church**, but it was locked.*

We can also use **jail** and **university** in this way. But we do not leave out **the** before other nouns for buildings, e.g. **the cinema, the factory, the house, the library, the office, the pub, the shop, the station**.

B Bed, home, etc

Here are some phrases with other nouns.

bed: *in bed, go to bed (to rest or sleep)*
home: *at home, go home, come home, leave home*
sea: *at sea (= sailing)
go to sea (as a sailor)*
town: *in town, go into town, leave town*
work: *at work, go to work, leave work*

*But sit on **the bed**, make **the bed**
But in **the house**, to **the house**, in **the home**
But on **the sea**, by **the sea**, at/to **the seaside**,
on/to **the coast**
But **the town centre**, **the city**, **the village**
But **the office**, **the factory***

87 Exercises

1 Prison or the prison? (A)

Put in the words in brackets. Decide if you need *the*.

- ▶ The four members of the gang were sent to *prison* (prison). Their wives drove together to *the prison* (prison) every week to visit their husbands.
- 1 Not many people go to (church) regularly nowadays. I saw some tourists walking to (church) last week, but they only wanted to take photos of it.
- 2 A group of people came out of (cinema), crossed the road and went into (pub).
- 3 When my father was ill and had to go to (hospital), my sister went with him in the ambulance. She's a doctor, and she works at (hospital).
- 4 Mark has always known what he wanted to do in life. After leaving (school), he took a course in business studies at (college).

2 Prison, school, etc (A-B)

Complete this paragraph from a magazine article about Melissa Livingstone. Put in the words with or without *the*.

Today Melissa Livingstone is a popular actress and star of the TV soap opera 'Round the Corner'. But as a child she was very unhappy. She didn't do well at (>) *school* (school), and she never went to (1) (college). Her greatest pleasure was going to (2) (cinema). Her family lived in an unattractive town and their home was next to (3) (station). Melissa's father, Tom, was a sailor, and he spent months at (4) (sea). He was hardly ever at (5) (home) and when he was, he didn't do very much. Sometimes he spent all day in (6) (bed). Melissa's mother, Susan, had to get up at five o'clock every day to go to (7) (work). When Tom lost his job he stole a gold cup from (8) (church) Susan used to go to. He had to go to (9) (prison) for a year. Melissa's mother was horrified at the shame he had brought on the family.

3 Prison, school, etc (A-B)

Complete the sentences. Use *in*, *at* or *to* and these words:

bed, church, college, factory, home, hospital, library, prison, shop, town, work

Decide if you need *the*.

- ? We'll eat out tonight. I'll meet you *in town* later.
- ? This sweater was cheap. I bought it *at the shop* by the railway station.
- 1 The weather was awful. We stayed all weekend.
- 2 Melanie had an early night last night. She was at ten.
- 3 Emma's friend has just had a baby. Emma is going to visit her.
- 4 Vicky's parents are religious. They go every Sunday.
- 5 Laura doesn't like her job. She just goes to earn some money.
- 6 I've read these books. I'm taking them back
- 7 The man who did the robbery is no longer He was let out last month.
- 8 Jessica is a student. She's
- 9 It's very quiet when they've turned all the machines off.

88 On Friday, for lunch, etc

Introduction

Henry: *Don't forget we're meeting on **Friday for lunch**.*

Sarah: *Of course I haven't forgotten.*

But remind me where we're eating.

Henry: *The Riverside Restaurant. You've been there before.*

*Claire was with us. It was **the Friday** before she went to Australia. We had **a good lunch**.*



Phrases of time are usually without **a/an** or **the**.

*We're meeting on **Friday for lunch**.*

But we use **a/an** or **the** if there is a phrase or clause after **Friday, lunch**, etc.

*It was **the Friday** before she went to Australia.*

We normally use **a/an** or **the** if there is an adjective.

*We had **a good lunch**.*

B Years, seasons and months

*I was born in **1974**.*

*We play cricket in **summer/in the summer**.*

***Winter** always depresses me.*

*I start the course in **September**.*

*That was **the year** I was born. It was **the***

***winter** of 1995 when things started to go wrong for the company.*

C Special times

*We go away at **Christmas**.*

***Easter** is early this year.*

*I'll be home for **Thanksgiving**.*

*We had **a wonderful Christmas**.*

*I started work here **the Easter** before last.*

D Days of the week

*Yes, **Thursday** will be convenient.*

*I'll see you on **Tuesday evening**.*

*The storm was on **the Thursday** of that week.*

*We went surfing at **the weekend**.*

E Parts of the day and night

*I can't sleep at **night**.*

*I prefer to travel by **day/by night**.*

*I must get to bed before **midnight**.*

*It's warmer in/during **the day**. Someone got*

*up in/during **the night**. We're meeting in **the***

morning**. They arrived at the hotel in **the

*evening. It was **a beautiful sunset**. I couldn't*

*see in **the dark**.*

*We were on the beach at **sunset**. I*

*hope to get there before **dark**.*

F Meals

*I'll see you at **breakfast**.*

*We have **supper** at about eight.*

*I'm going out after **lunch**.*

*We had **a quick breakfast**.*

***The supper** David cooked was excellent.*

***The meal** was very nice.*

*We'll need **an evening meal**.*

88 Exercises

1 On Friday, etc (B-E)

Complete the conversations. Put in the words and use *a/an* or *the* if you need to.

- Rachel: Is it the pop festival on *Friday* (Friday)? Vicky: I think it's *the Friday* (Friday) after that.
- 1 Henry: Will you be in America for (Thanksgiving)?
Claire: Oh no. That's in (November), isn't it?
- 2 Nick: Are you doing anything at (weekend)?
Tom: Well, I'm going to the match on (Saturday), of course.
- 3 Ilona: Does it snow here at (Christmas)?
Emma: Not often. We haven't had (white Christmas) for years.
- 4 Nick: How long have you lived here?
Harriet: We came here in (summer) of (1997).
- 5 Laura: I'd like to look round the castle in (afternoon).
Trevor: Well, it's just a ruin. The building dates from (year) 900.
- 6 Mark: I like driving at (night) when the roads are quiet.
Trevor: Oh, I don't like driving in (dark). I'd much rather travel during (day).

2 A/an or the with meals (F)

Laura is talking about the food she and Trevor had on holiday.
Put in the words and use *a/an* or *the* if you need to.

(►) *The meals* (meals) we had weren't very good. We had (1) (breakfast) in the hotel, and that wasn't too bad. We usually went out for (2) (lunch) because (3) (lunch) they served in the hotel was always the same. And (4) (dinner) we had at the hotel on our first evening was pretty awful, so we tried a few restaurants. On our last evening we had (5) (marvellous meal) in a Chinese restaurant. I wish we'd discovered the place a bit sooner.

3 On Friday, for lunch, etc (A-F)

Put in the words. Decide if you need to use *the*.

- Claire: Hello, Henry. Come in.
Henry: Oh, sorry. You're having (►) *lunch* (lunch).
Claire: No, this is (1) (breakfast). I had a late night. It was long after (2) (midnight) when I got in.
Henry: Someone told me you're going away after (3) (Christmas).
Claire: Yes, I'm going to the Seychelles on (4) (Wednesday).
Henry: What a life you lead, Claire. What time do you leave for the airport?
Claire: Oh, in (5) (morning) some time. About ten. It's cheaper to fly at (6) (night), but I decided it would be easier during (7) (day).
Henry: I can drive you to the airport. I'm usually free on (8) (Wednesday) mornings. I'd like to see you off.
Claire: That's sweet of you Henry, but I can take a taxi.
Henry: I'll just check in my diary that it isn't (9) (Wednesday) of our next board meeting. No, it's OK. I can do it. And when will you be back?
Claire: At the beginning of (10) (February). The second, I think.

89 Quite a, such a, what a, etc

A Introduction

After **quite**, **such** and **what** we can use a phrase with **a/an**, e.g. *a game*. There is often an adjective as well, e.g. *such a good team*.

B Very, quite, rather, etc

A/an goes before **very**, **fairly**, **really**, etc.

It's a very old house. It's a fairly long walk.

I made a really stupid mistake.

But **a/an** usually goes after **quite**.

It's quite an old house. There was quite a crowd.

A/an can go either before or after **rather**.

It's a rather old house, OR It's rather an old house.

We can also use **very**, **quite**, **rather**, etc + adjective + plural or uncountable noun.

They're very old houses. This is quite nice coffee.



C So and such a

so

The structure is **be + so + adjective**.

The test was so easy. NOT ~~It was a~~

so easy test. The hill was so steep.

It's so inconvenient without a car.

The weather is so nice.

Tom's jokes are so awful.

Note these sentences with **long**, **far**, **many/much** and **a lot of**.

It's so long since I saw you.

Why are we so far from the beach?

There were so many people.

You waste so much time.

We can use this structure with **so ... (that)** or **such ... (that)**.

Emma was so angry with Matthew

(that) she threw a plate at him.

I was so unlucky you wouldn't believe it.

SUCH A/AN

The structure is **such + a/an (+ adjective) + noun**.

It was such an easy test. NOT ~~it was a such~~

easy test. It was such a steep hill. It's such a

nuisance without a car.

We can also use **such + an adjective + a plural or uncountable noun**.

We're having such nice weather.

Tom tells such awful jokes.

It's such a long time since I saw you.

It's such a long way to the beach.

There were such a lot of people.

You waste such a lot of time.

Vicky got such a nice welcome (that) she

almost cried.

I had such bad luck you wouldn't believe it.

D What a

In an exclamation we can use **what a/an** with a singular noun and **what** with a plural or uncountable noun

+ singular noun:

What a goal!

What a good idea!

+ plural noun:

What lovely flowers!

What nice shoes you've got on!

+ uncountable noun:

What rubbish!

What fun we had!

89 Exercises

Very, quite, rather, so, etc (B-C)

What do you say in these situations?

- ? You're telling someone about the show you saw. It was quite good.
You should go and see it. It's *quite a good show*.
- ? You are describing Harriet to someone who doesn't know her. She is fairly tall.
Well, Harriet is *a fairly tall woman*.
- 1 You're talking about the Savoy Hotel, which is very grand.
Yes, I know the Savoy. It's
- 2 You are talking about your journey. It was quite tiring.
I travelled a long way. It was
- 3 You are telling someone about Claire's flat. It's really big.
I've been to Claire's place. It's
- 4 You are telling a friend about your meal with Tom. It was quite nice.
We went to that new restaurant. We had

2 So and such (C)

Complete the conversation. Put in *so* or *such*.

Sarah: Sorry I'm (▶) *so* late. We had (▶) *such* a lot to do at work.

Mark: You shouldn't do (1) much.

Sarah: The boss gets in (2) a panic about things. She makes (3) a big fuss.

Mark: Well, you shouldn't be (4) willing to work (5) long hours. No wonder you're (6) tired. You'll make yourself ill, you know.

3 So... that and such ... that (C)

Match the sentences and combine them using *so* or *such*.

- ? Sarah was late home. All the tickets sold out.
- ? Mike hadn't cooked for a long time. He wouldn't speak to anyone.
- 1 The piano was heavy. He'd almost forgotten how to.
- 2 Tom was annoyed about United losing. It kept all the neighbours awake.
- 3 The band was a big attraction. Mark had already gone to bed.
- 4 Vicky had a lot of work to do. Mike and Harriet couldn't move it.
- 5 The party made a lot of noise. She was sure she'd never finish it.

? *Sarah was so late home that Mark had already gone to bed.*

? *Mike hadn't cooked for such a long time that he'd almost forgotten how to.*

- 1.
- 2.
- 3.
- 4.
- 5.

4 What (D)

Put in *what* or *what a*.

▶ Come into the sitting-room. ~ Thank you. Oh, *what a* nice room!

- 1 Vicky believes in ghosts. ~ Oh, nonsense she talks!
- 2 Let's go for a midnight swim. ~ suggestion!
- 3 I think about you all the time, Emma. ~ lies you tell me, Matthew.

90 Place names and the

A Introduction

Man: *Could you tell me where **the Classic Cinema** is, please?* Rachel:
*Yes, it's in **Brook Street**. Go along here and take the second left.*

Whether a name has **the** depends on the kind of place it is - for example, a street (*Brook **Street***) or a cinema (***the Classic Cinema***), a lake (***Lake** Victoria*) or a sea (***the** North Sea*).

Most place names do not have **the**.
Europe California Melbourne
*Brook **Street Lake** Victoria*

Some place names have **the** - for example, a name with the word **cinema** or **sea**.
***the Classic Cinema the** North Sea*

Whether we use **the** can also depend on the structure of the name.

We do not use **the** with a possessive (*s).

*at **Matilda's** Restaurant*

We often use **the** in structures with of, with an adjective and with plural names.

With of: ***the Avenue of the Americas***

With an adjective: ***the White House***

With a plural: ***the Bahamas***

B Continents, countries, islands, states and counties

Most are without **the**.
*travelling through **Africa** a*
*holiday in **Portugal** on*
Jersey** to **Rhode Island
*from **Florida** in **Sussex***

Words like **republic** and **kingdom** have **the**.
the Irish Republic
the United Kingdom (the UK)

Plural names also have **the**.
the Netherlands the USA
the Canary Islands

C Regions

Regions ending with the name of a continent or country are without **the**.
Central Asia South Wales
Western Australia

Most other regions have **the**.
the West the Middle East
the Riviera the Midlands

Phrases with of have **the**.
the South of France

D Hills and mountains

Most are without **the**.
*She climbed (**Mount**) **Everest**.*
*down **North Hill***

Hill ranges and mountain ranges have **the**.
*skiing in **the Alps** over **the Rockies***

E Lakes, oceans, seas, rivers and canals

Only lakes are without **the**.
*near **Lake Michigan***
*beside **Coniston Water***

Seas, oceans, rivers and canals have **the**.
the Mediterranean (Sea) across the
Atlantic (Ocean) the (River) Thames
the Suez Canal

F Cities, towns, suburbs and villages

Most are without **the**.

Harehills is a suburb of Leeds.
Houston is west of New Orleans.
We live in North London.

Exceptions are *The Hague* and *The Bronx*.
Note also *the West End (of London)*.

G Roads, streets, squares and parks

Most are without **the**.

along Morden Road
in Church Street on
Fifth Avenue near
Berkeley Square
through Central Park

There are a few exceptions.

the High Street *The Avenue*
The Strand *The Mall* Main roads
and numbered roads have **the**.
the Bath road (= the road to Bath)
the A5 *the M6 (motorway)*

Bridges

Most are without **the**.

over Tower Bridge
on Brooklyn Bridge

But there are many exceptions. *across the*
Golden Gate Bridge **the Severn Bridge**
(= the bridge over the River Severn)

Stations and airports; important buildings

We do not use **the** with most stations and airports;
with religious, educational and official buildings or
with palaces and houses.

to Waterloo (Station)
at Orly (Airport)
near St Mary's Church
Merton College *Norwich Museum*
Lambeth Palace *Ashdown House*

Exceptions are names with of or with a noun
(*science*) or adjective (*open*).

at the University of York
in the Palace of Westminster
the Science Museum
the Open University
past the White House

Theatres, cinemas, hotels, galleries and centres

A possessive form ('s) is without **the**.

St Martin's (Theatre)
at Durrant's (Hotel) In the US, names with
center are without **the**.
near Lincoln Center

But usually theatres, cinemas, etc have **the**.

at the Globe (Theatre) *the Plaza*
(Cinema) *outside the Dorchester*
(Hotel) *in the Tate (Gallery)* *the Brunei*
shopping centre

K Shops and restaurants

Most shops and restaurants are without **the**.

shopping at Bloomingdale's at Matilda's
Restaurant

Names with a noun (*body, studio*) often have **the**.

at the Body Shop *The Studio Cafe*

90 Exercises

1 Place names and the (B-F)

How much do you know about geography? Put in these names: *Andes, Brussels, Irish Republic, Italy, Lake Michigan, River Nile, North, Pennsylvania, Tasmania, United Kingdom, West Indies* Decide if you need *the*.

? Harrisburg is the capital of *Pennsylvania*.

? Dublin is in *the Irish Republic*.

1 Chicago lies on the shore of

2 Sicily is a part of

3 are a mountain range in South America.

4 is England, Scotland, Wales and Northern Ireland.

5 is an island to the south of Australia.

6 Jamaica is an island in

7 flows through Egypt.

8 is the capital of Belgium.

9 Manchester is in of England.

2 Roads, buildings, etc (E-J)

Complete these sentences from a guide to London. Put in the words and decide if you need *the*.

? The train to Paris leaves from *Waterloo Station* (Waterloo Station).

? *The National Theatre* (National Theatre) is south of the river.

1 You can take a trip by boat along (Thames).

2 The Serpentine is a lake in (Hyde Park).

3 You can get to (Heathrow Airport) by underground.

4 Nelson's Column is in (Trafalgar Square).

5 Walk a little way along (Westminster Bridge).

6 From there you get a view of (Houses of Parliament).

7 The Queen lives at (Buckingham Palace).

8 Earl's Court is in (West London).

9 (M1 motorway) goes north from London.

10 (Ritz) is a very elegant hotel.

3 Roads, buildings, etc (F-K)

Complete the conversation. Put in the words and decide if you need *the*.

Sarah: We've just been to (>) *the States* (States) -to (1) (New York).

Claire: Oh, really? I was there at Christmas. Were you on holiday?

Sarah: Yes, and we really needed a break. It was wonderful. We saw

(2) (Statue of Liberty), and we walked in

(3) (Central Park). We did all the sights. We spent a da] m

(4) (Metropolitan Museum of Art).

And we walked along (5) (Broadway) and around

(6) (Macy's) department store.

Claire: Where did you stay?

Sarah: In a small hotel near (7) (Washington Square), not far from

(8) (New York University).

Claire: Last time I was there I stayed at (9) (Paramount). It's a nice hotel I

close to (10) (Broadway).

4 Roads, buildings, etc (I-J)

A woman is asking Trevor the way. Put in the words and decide if you need *the*.

Woman: Excuse me, can you tell me the way to (▶) *Millthorpe Station* (Millthorpe Station)?

Trevor: Yes, go along here and turn *left* by (1) (Little Theatre) *opposite* a building called (2)(Kingston House).
The road is (3).....(Wood Lane).
Go along there, straight across (4)..... (High Street),
past (5)..... (Royal Hotel), and you'll see the station in front of you.

Woman: Thank you very much.

5 Roads, buildings, etc (G-K)

Look at the addresses and write the sentences.

Useful addresses for visitors to Seaport

Seaport Bus Station, Queen's Road	King Edward College, College Road
Grand Theatre, George Street	St John's Church, South Street
Odeon Cinema, The Avenue	Webster's department store, High Street
Clarendon Art Gallery, Newton Lane	Bristol Hotel, Westville Way

▶ Seaport Bus Station *is in Queen's Road.*

- 1 The Grand Theatre.....
- 2
- 3
4.
5.
- 6
- 7

6 Place names and the (B-K)

Write the headlines of the articles in this month's edition of 'Holiday', a travel magazine.

- ? walk / along / Princes Street *A walk along Princes Street*
- ? holiday / in / Bahamas *A holiday in the Bahamas*
- 1 day / at / Blenheim Palace
- 2 train journey / in / North Wales
- 3 tour / of / White House
- 4 beach / on / Riviera
- 5 shopping trip / to / Harrods
- 6 small town / in / France
- 7 trip / across / Severn Bridge
- 8 walk / around / Lake Windermere
- 9 visit / to / Tower Bridge
- 10 journey / across / Rockies
- 11 look / around / National Gallery
- 12 boat trip / along / Oxford Canal

TEST 15 A/an and the (Units 83-90)

Test15A

Complete the story about the theft of a river barge. Put in *a, an, one* or *the*.

This is (►) a true story about (1) man who chose (2)..... worst possible time for his crime. It happened in London in (3) summer of 1972. (4) man stole a barge on (5)..... River Thames (in case you don't know, (6)..... barge is a river boat used for carrying goods). (7) owner of (8) barge soon discovered that it was missing and immediately informed (9) police so that they could look for it. Normally (10)..... river is quite (11)..... busy place, and it would be difficult to find what you were looking for. On this day, however, there was (12) dock strike, and so there was only (13) barge on (14) river. (15) thief was quickly found and arrested.

Test 15B

Decide which word or words are correct.

► I think that's *an awful* thing to say. a) a awful b) an awful c) awful

- 1 Judy goes to on the bus.
a) work b) a work c) the work
- 2 I don't know what to do. It's problem.
a) quite difficult b) a quite difficult c) quite a difficult
- 3 is my favourite sport.
a) Golf b) A golf c) The golf
- 4 starts at nine o'clock.
a) School b) A school c) The school.
- 5 We had time at the disco yesterday.
a) really nice b) a really nice c) really a nice
- 6 Nigel opened a drawer and took out.....
a) photos b) a photos c) some photos
- 7 Did you learn to play..... ?
a) violin b) a violin c) the violin
- 8 We can finish the rest of the bread for
a) breakfast b) a breakfast c) the breakfast
- 9 While I was in hospital, they gave me.....
a) X-ray b) a X-ray c) an X-ray
- 10 I might listen to
a) radio b) radios c) the radio
- 11 We need to protect from pollution.
a) environment b) some environment c) the environment
- 12 Why do they always play music?
a) so terrible b) such terrible c) such a terrible

Test15C

Read the story about a silly mistake and decide if a word needs to go in the space.

If a word is missing, write the word. If no word is missing, write X.

This is also (►) a true story. It shows how (►)X plans can sometimes go wrong and how

- (1) people can make silly mistakes. This too happened quite (2)..... long time ago -in (3)..... 1979, in fact. The scene was (4)..... old people's home in (5)..... small town in (6)..... north of England called (7)..... Otley. The

owners of the home wanted to put (8)..... fence around it to make it more private. The work began soon after (9)..... Christmas when (10)..... workmen arrived in (11)..... lorry with planks of wood which they put up around the building. 'It was (12).....very nice fence,'said (13)..... of the old people. But there was (14)..... problem. The workmen forgot to leave a gap for the lorry to drive out through. They had to come back the next day to knock down part of (15)..... fence. '(16)a silly mistake!' said another resident. 'It was (17)..... funny we had to laugh. In fact it was (18) most fun we've had for a long time.'

Test 15 D

Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (✓). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

- ? The space capsule came down in the Pacific. V
 ? My new job starts in the April. *the*
 1 I was so tired I went to bed at nine.
 2 We had a very good lunch in the company canteen.
 3 The life just isn't fair sometimes.
 4 What the clever children you have!
 5 We went out and bought some pictures.
 6 Tessa was still working at the midnight.
 7 I drive past the hospital every morning.
 8 A one boy was much taller than all the others.
 9 It costs such a lot of money, you know.
 10 I'll meet you outside the National Gallery.
 11 Have you any idea who invented the fridge?

Test 15 E

Complete the conversation. Put in the words and decide if you need *fl*, *an*, *some* or *the*.

Martin: I think we ought to book (►) *a holiday* (holiday). Where shall we go? Anna: What about (►) *Scotland* (Scotland)?

I think Edinburgh is (1)..... (beautiful city). I love going there.

Martin: (2) (weather) might not be very good.

We went there at (3) (Easter), and it was freezing, remember.

Anna: We could have a walk along (4)..... (Princes Street) and up to the castle. And I wanted to go to (5) (Royal Scottish Museum), but we never found time. Martin:

Can't we go somewhere different?

Anna: We could spend some time in (6)..... (Highlands), I suppose.

Martin: When I go on holiday, I want to do something more relaxing than climbing (7)..... (mountains). And I find it pretty boring.

Anna: How can you say such (8) (thing)?

Martin: Actually, I'd prefer somewhere warmer and by (9)..... (sea).

I think (10) (Corfu) would be nice.

We might get (11) (sunshine) there. I just want to lie on a beach.

Anna: Martin, you know I'm not at all keen on (12) (beach holidays).

91 This, that, these and those

A Introduction



We use **this** and **these** for things near the speaker (*this printout here*). **This** goes with a singular or uncountable noun, e.g. **this report**. **These** goes with a plural noun, e.g. **these results**.

We use **that** and **those** for things further away (*that table there*). **That** goes with a singular or uncountable noun, e.g. **that furniture**. **Those** goes with a plural noun, e.g. **those curtains**.

We can leave out the noun if the meaning is clear. *I'm just having a look at **this**. **That's** nice, isn't it? Last month's figures were bad, but **these** are worse.*

B Places and people

When we are in a place or a situation, we use **this** (not **that**) to refer to it.
*There's a wonderful view from **this** office, just come to the window. **This** party isn't much fun, is it? Shall we go home?*

We can use **this** to introduce people and **that** to identify people.

*Jake, **this** is my friend Rita. **That's** Andrew over there.* On the phone we can use **this** to say who we are and **this** or **that** to ask who the other person is.
*Hello? **This** is Laura speaking. Who's **this/that**, please?*

C Time

This/these can mean 'near in time' and **that/those** 'further away in time'. *I'm working as a tourist guide **this** summer. I'm pretty busy **these** days. Do you remember **that** summer we all went to Spain? **Those** were the days. I can't see you on the third of July. I'm on holiday **that** week.*

To refer back to something that has just happened or was just mentioned, we normally use **that**.
*What was **that** noise? ~ I didn't hear anything. Jessica is on a diet. **That's** why she doesn't want to eat out with us. I've lost my key. ~ Well, **that's** a silly thing to do.*

To refer forward to something that is just going to happen or something that we are going to say, we use **This**
***This** next programme should be quite interesting. I don't like to say **this**, but I'm not happy with the service here.*

13 D this week, this year, etc

91 Exercises

1 This, that, these and those (A)

Write each of the words (*this, that, these, those*) in the correct place.

	Near	Further away
Singular	<i>this</i>	
Plural		

2 This, that, these and those (A)

Complete the sentences. Use *this, that, these* and *those*, and these nouns:

car, dog, flowers, parcel, trees



► *That car* has crashed.

1 Would you like

3 The house is behind.....

2 I must post

4 Whose is

This, that, these and those (A-C)

Complete the conversations. Use *this, that, these* and *those*.

► Mark: Are we going out *this* evening?

Sarah: I can't really. I'll be working late at the office.

1 David: I hear you've got a new flat.

Rita: 's right. I've just moved in.

2 Mike: What's the matter?

Harriet: It's boots. They don't fit properly. They're hurting my feet.

3 Jessica: It's so boring here.

Rachel: I know. Nothing ever happens in place.

4 Emma: What's happened? You look terrible.

Vicky: You won't believe, but I've just seen a ghost.

5 Laura: What kind of planes are

Trevor: I don't know. They're too far away to see properly.

6 Matthew: The match is three weeks from today.

Daniel: Sorry, I won't be able to play for the team. I'll be away all week.

7 Mark: Zedco. Can I help you?

Alan: Hello is Alan. Can I speak to Fiona, please?

8 Daniel: I've had bump on my head ever since someone threw a chair at me.

Natasha: Someone threw a chair at you? wasn't a very nice thing to do.

9 Mark: seats aren't very comfortable, are they?

Sarah: No, I don't think I'll want to sit here very long.

92 My, your, etc and mine, yours, etc

A Introduction

Mark: *Why have you brought **your** work home? We're going out.*

Sarah: */// *do it later. Let's go now. Shall we take **my** car?**

Mark: *Well, I'd rather not take **mine**. I think there's something wrong with it.*

My, mine, your, etc express possession and similar meanings. **My car** means the car belonging to me; **your work** means the work you are doing. **My** comes before a noun, e.g. **my car**. We use **mine** on its own.

	MY, YOUR, ETC	MINE, YOURS, ETC
First person singular:	<i>It's my car.</i>	<i>It's mine.</i>
Second person singular:	<i>Here's your coat.</i>	<i>Here's yours.</i>
Third person singular:	<i>That's his room.</i> <i>It's her money.</i> <i>The dog's got its food.</i>	<i>That's his.</i> <i>It's hers.</i>
First person plural:	<i>That's our table.</i>	<i>That's ours.</i>
Second person plural:	<i>Are these your tickets?</i>	<i>Are these yours?</i>
Third person plural:	<i>It's their camera.</i>	<i>It's theirs.</i>

B Its and it's

We use **its** before a noun to express the idea of belonging.

*The street is around here somewhere, but I've forgotten **its** name.*

It's is a short form of **it is** or **it has**.

*I think **it's** time to go. (= it is) **It's** got a lot colder today, hasn't it? (= it has)*

C My, your with parts of the body and clothes

We normally use **my, your,** etc with parts of the body and with someone's clothes.

*Emma shook **her** head sadly, NOT ~~Emma shook the head sadly.~~*

*Someone came up behind me and grabbed **my** arm.*

*You must take off **your** shoes before you enter a mosque. But we usually use **the** in the following structure with a prepositional phrase.*

	VERB	PERSON	PREPOSITIONAL PHRASE
<i>Someone</i>	<i>grabbed</i>	<i>me</i>	<i>by the arm.</i>
<i>The stone</i>	<i>hit</i>	<i>Mike</i>	<i>on the head.</i>

D Own

We use **own** after **my, your,** etc to say that something belongs to us and to no one else.

*Rachel has got **her own** calculator. She doesn't borrow mine, NOT ~~an own calculator~~ I don't share any more. I've got a flat of **my own**. NOT of ~~mine own~~*

E A friend of mine

Look at these examples.

*Tom is **a friend of mine**. (= one of my friends) NOT a ~~friend of me~~*

*Rachel came to the party with **a cousin of hers**. (= one of her cousins)*

*I borrowed **some magazines of yours**. (= some of your magazines)*

Note also 's in this example: *Rita is a friend of Melanie's.*

92 Exercises

1 My, your, etc and mine, yours, etc (A)

Complete the conversation. Put in the missing words.

Laura: Did you and (►) *your* friends have a nice holiday?

Emma: Yes, it was wonderful. We had the best holiday of (1)..... lives.

It didn't start very well, though. Daniel forgot to bring (2)..... passport.

Laura: Oh, dear. So what happened?

Emma: Well, luckily he doesn't live far from the airport. He rang (3)..... parents, and they brought the passport over in (4)..... car, just in time.

Laura: You remembered (5)....., I hope.

Emma: Yes, I had (6)....., even though I'm usually the one who forgets things.

Actually Rachel thought for a minute that she'd lost (7)

Luckily it was in (8)..... suitcase. Anyway, in the end we had a marvellous time.

2 Its and it's (B)

Put in the correct form.

? Unfortunately, the town has lost *its* only cinema.

? The meeting won't last long. I'll see you when *it's* over.

1 You should return the book to.....owner immediately.

2 We'd like to go out for a walk, but..... raining.

3 I'm not buying this tablecloth because..... got a hole in it.

4 The board has decided that Zedco needs to improve..... image.

3 Parts of the body and clothes (C)

Put in *my*, *your*, etc or *the*.

? I was doing keep-fit exercises when I fell down and hurt *my* leg.

? Matthew served, and the ball hit Daniel *on the* knee.

1 A wasp stung me on..... neck. It really hurt.

2 The mother put both arms around the child.

3 Aunt Joan kissed Emma on..... check.

4 The fans were all shouting at the top of..... voices.

5 Don't just stand there withhands in..... pockets.

My own, a friend of mine, etc (D-E)

Correct the sentences which have a mistake.

► We're lucky. ~~We've got an own garden.~~

We've got our own garden.

1 I met some nice people. ~~Harriet introduced me to a friend of herself.~~

2 My friends swim every day. ~~They've got their only pool.~~

3 I enjoy rock-climbing. ~~It's a favourite hobby to me.~~

4 I hope Matthew will be here, ~~I've got some CDs from his.~~

5 I don't want to share. ~~I'd like my very room~~

93 The possessive form and of

A Form

We use the possessive of a noun in phrases like *the boy's name* and *Vicky's room*. We form the possessive like this.

Singular noun: 's *boy* -> *boy's* *Vicky* -> *Vicky's*
Plural noun ending in s: ' *boys* -> *boys'* *tourists* ~> *tourists'*
Plural noun not ending in s: 's *men* -> *men's* *children* -> *children's*

We can use the possessive form with another noun or on its own.
*I've met **Rachel's family**, but I haven't met Vicky's.* (*Vicky's* - Vicky's family)

B The boy's name or the name of the boy?

Compare these structures.

THE POSSESSIVE FORM

*the **boy's** name*
*the **boys'** names*
*the **men's** names*

PHRASE WITH OF

*the name **of the boy***
*the names **of the boys***
*the names **of the men***

Sometimes we can use either the possessive (*the boy's name*) or a phrase with of (*the name of the boy*), but often only one is possible. We normally use the possessive with people and animals.

***my friend's** house **Claire's** idea **Daniel's** brother **our neighbour's** garden **the dog's** owner*
***the policemen's** uniforms **the women's** changing room **the Parkers'** car*

We normally use of with things, and not the possessive form. *the*

*side **of the house*** NOT *the ~~house's~~ side* *the result **of the match***
NOT *the ~~match's~~ result* *the day **of the meeting*** NOT *the ~~meeting's~~ day*

But we use of with people when there is a long phrase.

*the house **of one of our teachers at college*** *the address **of those people we met in Spain***
NOT *those people who we met in Spain's address*

We can use both structures for places and organizations. ***London's** museums* OR *the museums **of London*** ***the earth's** atmosphere* OR *the atmosphere **of the earth*** ***the company's** future* OR *the future **of the company*** ***the government's** intentions* OR *the intentions **of the government***

C The possessive of time

We can use the possessive to say 'when' or 'how long'.

***last week's** concert **today's** TV programmes **yesterday's** news*
*about **a month's** work **a moment's** silence **ten minutes'** walk*

Note also:

***in two months'** time* (two months from now) *a **week's** wages* (wages for a week)

93 Exercises

The possessive form (A)

Write descriptions of the things in the photos. Use *boy*, *girl* and *children* and these words: *bike, cat, dog, skateboards, tent, trophies*



- ▶ *the children's dog*
- 1..... 3
- 2..... 4
- 5

2 The possessive form (A)

Laura is showing Melanie her photos. Put in the possessive form of the nouns.

- Laura: This was taken in (▶) *my friend's* (my friend) garden.
 It was (1) (the twins) birthday party.
 This is Kerry, (2) (Luke) girlfriend.
 And that's (3) (Jason) sister Emily.
- Melanie: And who are these two?
 Laura: That's (4) (Debbie) mother.
 She's talking to Monica Davis, (5) (her children) teacher.
 And that's (6) (the Lanskys) dog
 sitting on (7) (Olivia) foot.

3 The boy's name or the name of the boy? (B)

Ed Buckman writes detective stories. Here are the titles of some of his stories.

Write the titles using either *of* or a possessive form (with *s* or *'s*).

- ? the mistake / the policeman *The Policeman's Mistake*
 ? the bottom / the bottle *The Bottom of the Bottle*
 1 the gun / Mr Hillman
 2 the smell / blood
 3 the car / the terrorist
 4 the middle / the night
 5 the death / someone important
 6 the money / the gangsters

4 The possessive of time (C)

Rewrite the underlined phrases using a possessive form.

- ? The prices this year are even lower. *This year's prices*
 ? From here it's a drive of two hours. *a two hours' drive*
 1 I read about it in the paper yesterday
 2 I just want a rest for five minutes.
 3 It's the special offer for this month.
 4 I'll see you in a week.

94 Some and any

A Basic use

Some and **any** go before a plural or uncountable noun (see Unit 85A).

*There was a bowl and **some** cornflakes on the table, but there wasn't **any** milk.*

We can also use **some** and **any** without a noun.

*Trevor wanted **some** milk, but he couldn't find **any**.*

We normally use **some** in positive sentences and **any** in negative sentences or ones with a negative meaning.

POSITIVE

*There's **some** milk in the fridge.*

*I need **some** stamps. ~ There are **some** in the drawer.*

*I met **some** interesting people last night.*

*We'll have **some** fun at Disneyland.*

NEGATIVE

*I haven't **any** milk. (= I have no milk.)*

*I haven't got **any** stamps. Have you got any?*

*I never meet **any** interesting people nowadays.*

*We won't have **any** fun without you.*

We can also use **any** in a sentence with *if*.

*If you have **any** problems, you can discuss them with your group leaders. I can answer **any** questions. (= If there are any questions,...)*

In questions we can use either **some** or **any**, but **any** is more common.

We don't know whether the answer will be yes or no.

*Have we got **any** butter? Will there be **any** food for the guests? Did you buy **any** clothes?*

We normally use **some** in offers and requests to make them sound more positive.

*Would you like **some** coffee? Could you post **some** letters for me?*

We can use **some** in questions when we think the answer might be yes.

*Did you buy **some** clothes? (Perhaps I know that you went out to buy some.)*

B Someone, anything, etc

We choose between **someone** and **anyone**, **something** and **anything**, and **somewhere** and **anywhere** in the same way as between **some** and **any**.

***Someone** has spilt water everywhere.*

*Would you like **something** to eat?*

*Let's go out **somewhere**.*

*Did **anyone** see what happened?*

*We haven't got **anything** to eat.*

*Is there **anywhere** we can go?*

C Another use of any

We can use **any** in a positive sentence to mean 'it doesn't matter which'.

*I'm free all day. Call **any** time you like.*

***Any** student will be able to tell you where the college library is.*

*You can buy these maps at **any** petrol station. They all have them.*

We say *any petrol station* because all petrol stations have the maps. It doesn't matter which one you go to.

They are all equally good.

Look at these examples with **anyone**, **anything** and **anywhere**.

*It's a very simple puzzle. **Anyone** could solve it. (= It doesn't matter who.)*

*What shall we have for lunch? ~ Oh, **anything**. I don't mind. Where do we have to sit? ~ We can sit **anywhere**. It doesn't matter.*

94 Exercises

i Basic use (A)

Look at the pictures and say what people have or haven't got. Use *some* or *any*.

Use these words: *cats, money, petrol, poison, sandwiches*



? They've got some sandwiches.

? She hasn't got any money.

1

2

3

2 Basic use (A)

Justin Cooper is a radio disc jockey. Complete what he is saying. Put in *some* or *any*.

That was 'I can't find (->)any love' by Arlene Black. Now, I've had (▶)some letters asking for something by Express. One listener says she hasn't heard (1)..... Express songs on this programme for months. Well, I'm going to put that right. And this will be our last track because there isn't (2)..... more time left. We've had (3)..... great songs tonight, and I'll be here next week to play (4)..... more. Now here's (5)..... music from Express - 'I never have (6).....luck'.

3 Some, any, someone, anyone, etc (A-B)

Complete the conversations. Put in *some, any, anyone, someone, something or anything*.

▶ Trevor: We haven't got any bread.

Laura: You'd better go to the shop, then. We need some tomatoes, too.

1 Claire: Would you like cheese and biscuits?

Sarah: Oh, no thank you. That was delicious, but I couldn't eat..... else.

2 Harriet: There's at the door.

Mike: Are we expecting..... visitors?

3 Melanie: Has offered to help you with the tea?

Rita: No, but I'd be very grateful for.....help you can give.

4 Vicky: I was looking for, and now I can't remember what it was.

Rachel: You said you were looking for matches.

4 Another use of any (C)

Put in *any + noun, anyone or anything*.

? The seats aren't reserved. You can have any seat you like.

? I don't mind what we do today. We can do anything you want.

1 If it's your party, you can invite..... you like.

2 All the buses go into the town centre. Take..... that comes along here.

3 This carpet is available in lots of colours. You can have..... you like.

4 My father has the television on all the time. He'll watch.....

5 It doesn't matter which day you phone. Ring..... you like.

95 A lot of, lots of, many, much, (a) few and (a) little

A Introduction

A lot of, lots of, many and much mean a large quantity.

*Ron Mason owns a chain of supermarkets. He's made a **lot** of money. A*

few and **a little** mean a small quantity.

I'd better hurry. My bus goes in a few minutes.

Many and **a few** go before plural nouns.

many places many problems

a few people a few buildings

Much and **a little** go before uncountable nouns

***much** money **much** trouble*

*a **little** sunshine a **little** food*

A lot of and **lots of** go before both plural and uncountable nouns.

*a **lot** of tourists **lots** of games*

*a **lot** of sugar **lots** of fun*

We use these words without a noun if it is clear what we mean.

*I take photos, but not as many as I used to. At one time I took a **lot**.*

Note that we say **a lot** without of.

B A lot of, many and much

As a general rule, we use **a lot of** and **lots of** in positive statements and **many** and **much** in negatives and questions.

Positive: *We get a **lot** of storms here. We get a **lot** of rain here.*

Negative: *We don't get many storms here. We don't get **much** rain here.*

Questions: *Do you get many storms here? Do you get **much** rain here?*

*How many eggs do we need? How **much** salt do we put in?*

We use **many** or **much** (not **a lot of**) after **too**, **so** and **as**.

*There are **too** many cars. I've got **so much** work. I haven't got as **much** money as you.*

In formal English, we can sometimes use **many** and **much** in a positive statement.

*Many students have financial problems. There is **much** enthusiasm for the idea.*

But this is less usual in conversation, where we normally use **a lot of** or **lots of**.

In informal English, you may hear **a lot of** in a negative or a question.

*I don't have many friends/a **lot** of friends. Do you eat **much** fruit/a **lot** of fruit?*

C Few and little with and without a

With **a** the meaning is positive.

A few customers have come into the shop. It has been fairly busy.

*Vicky has made a **little** progress and so is feeling quite pleased.*

A few customers ~ some customers, a small number of customers

A little progress = some progress, a small amount of progress

Without **a** the meaning is negative.

Few customers have come into the shop. It has been quiet.

*Vicky has made **little** progress and so is not feeling very pleased.*

few customers - not many customers

Little progress = not much progress

Few and **little** (without **a**) can be rather formal. In informal speech we can use these structures.

***Not** many customers have come in. Vicky hasn't made **much** progress. **Only** a few customers have come in. Vicky has made **only a little** progress.*

95 Exercises

1 A lot of, lots of, many, much, a few and a little (A)

Write the sentences correctly.

► Mark was only spending one night away. ~~He quickly put a little things into a bag.~~ *He quickly put a few things into a bag.*

1 Rachel is learning to drive. ~~She hasn't had much lessons yet.~~

2 I'm making soup for twenty people, ~~I'll have to make a lot of.~~

3 I feel really tired. ~~I haven't got many energy.~~

4 The mixture looks rather dry. ~~Maybe you should add a few water.~~

5 We're having a big party. ~~We've invited a lots of friends.~~

2 A lot of, many and much (A-B)

Complete the conversation. Put in *a lot of*, *many* or *much*. More than one answer may be correct.

Matthew: There are (►) *a lot of* athletes taking part in the International Games in London.

There's been (1) coverage in the papers.

Daniel: Our runners haven't won (2) medals, have they?

Matthew: No, not as (3) as last time. But there's plenty of time.

There are still (4) events to come. I'd like to go and see some of the track events, but I haven't got (5) time at the moment.

Daniel: No, not with exams coming up. Matthew: I'm

hoping to go at the weekend if I can get a ticket.

Apparently there aren't (6) seats left.

Daniel: I've heard the cheapest tickets are £25. I think that's too (7)

3 A few, few, a little and little (C)

Put in *a few*, *few*, *a little* or *little*.

? I don't think I can lift this box on my own. I need *a little* help.

? *Few* tourists visited Northern Ireland in the 1980s because of the terrorism there.

1 The postman doesn't often come here. We receive letters.

2 The snow was quite deep. There seemed hope of completing our journey.

3 Trevor isn't finding it easy to fix the shelves. He's having trouble.

4 Sarah is exhausted. She's having days'holiday next week.

5 David quite likes golf, but unfortunately he has ability.

6 I can speak words of Swedish, but I'm not very fluent.

4 Many, few, much and little (B-C)

Complete this paragraph from a travel book. Put in *many*, *few*, *much* or *little*.

The main town on the island is very small and does not have (►) *many* important buildings. The islanders do not have (1) money, and they have (2) contact with the outside world. There is not (3) chance of the place attracting large numbers of tourists. The roads are not very good. There are lots of bicycles but not (4) cars. And there are hardly any of the modern facilities which visitors expect. There are (5) shops, and there is (6) entertainment.

96 All, half, most, some, no and none

A All, most and some

We can use **all**, **most** and **some** before a plural or an uncountable noun.

All plants need water. All matter is made up of atoms.

Most people would like more money. Some food makes me ill.

All plants means 'all plants in general/in the world'. *Most people* means 'most people in this country/in the world'. *Some food* means 'some food but not all food'. Here **some** is pronounced /sA.m/.

B All of, half of, most of and some of

Laura: *Why do you keep **all of these clothes**? You never wear **most of them**. You've had **some of your jackets** for ten years. Why don't you throw **them all** out? This one is completely out of fashion.* Trevor: *Well, I thought if I waited long enough, it might come back into fashion.*

All of these clothes has a specific meaning. Laura is talking about Trevor's clothes, not about clothes in general.

We can use **all (of)**, **half (of)**, **most of** and **some of**. *Have **all (of) the plants** died? ~ No, not **all of them**. **Most of the people** who live around here are students. I've spent **most of my money** already. **Half (of) the audience** left before the end of the film. **Some of that food** from the party was all right, but I threw **some of it** away.*

We can leave out **of** after **all** or **half**, but not before a pronoun.

all of these clothes on all the clothes BUT all of them NOT ~~all them~~

half of our group OR half our group BUT half of us NOT ~~half us~~ We can

also use **all** in mid position (see Unit 113B) or after a pronoun.

*These cups **are all** dirty. I'll have to clean **them all**.*

*The guests **have all gone** now. I think **they all** enjoyed themselves.*

We can use **most** and **some** on their own.

*The band sang a few songs. **Most** were old ones, but **some** were new.*

C All meaning 'everything' or 'the only thing'

We can use **all** with a clause to mean 'everything' or 'the only thing'.

*Tell me **all** you know. All I did was ask a simple question.* Here *you know* and *I did* are clauses. We do not normally use **all** without the clause.

*Tell me **everything**, NOT ~~Tell me all~~.*

D No and none

We use **no** with a noun.

*We've rung all the hotels, and there are **no rooms** available. I'm afraid I've got **no money**. (= I haven't got **any** money.)*

We use **none** with **of** or on its own.

***None of my friends** will be at the party. Look at these clothes. **None of them** are in fashion now. I wanted some cake, but there was **none** left, NOT ~~There was no left~~.*

86 Cars or the cars? 94 Some and any 103 Everyone, etc

96 Exercises

1 All, most, half, some and none (B, D)

Read this advertisement for some new flats and then complete the sentences.
Put in *all of them, most of them, half of them, some of them* and *none of them*.

Hartley House is an old manor house which has been converted into thirty one-bedroom and two-bedroom flats. All the flats have a fitted kitchen, bathroom and large living-room. Ten of them have a separate dining-room. Twenty-five of the flats have a view of the sea, and fifteen have a private balcony. All thirty flats are still for sale. Ring us now for more details.

- ▶ The flats are modern. *All of them* have a fitted kitchen.
- 1have two bedrooms.
- 2 From you can see the sea.
- 3 have a private balcony.
- 4have a large living-room.
- 5 There's also a dining-room in
- 6has been sold yet.

2 All, most, some and none (B, D)

There was a quiz evening yesterday. Six friends took part, and they all answered twenty questions. Did they get all, most, some or none of them right?

- ? Natasha answered all twenty correctly. *She got all of them right.*
- ? Daniel's score was fifteen. *He got most of them right.*
- 1 Jessica had only eight correct answers.
- 2 Matthew got them all right except three.
- 3 Andrew gave twenty correct answers.
- 4 But poor Vicky didn't get a single one right

3 All, most, no and none (A-D)

Complete the conversations. Use the word in brackets with *all, all the, most, most of the, no* or *none of the*.

- ▶ Andrew: I wonder where they make this milk.
Jessica: It isn't made in a factory, Andrew. *All milk* (milk) comes from animals.
- ▶ Rita: What do you usually do on a Sunday?
Mike: Not much. We spend *most of the time* (time) reading the papers.
- 1 Claire: In general, people aren't interested in politics, are they?
Mark: I think (people) are bored by the subject.
- 2 Vicky: These new flats are supposed to be for students.
Rachel: That's ridiculous.....(student) in the world could possibly afford such a high rent.
- 3 Tom: Who's paying for the new ice-rink to be built?
Nick: Well,(money) will come from the government, but the city has to pay a quarter of the cost.
- 4 Melanie: We should ban cars (cars) pollute the air, don't they?
David: Well, except electric ones, I suppose.
- 5 Vicky: What kind of fruit should you eat to stay healthy?
Natasha: I don't think it matters..... (fruit) is good for you, isn't it?
- 6 Tom: I knew there had been a power cut because it was so dark everywhere.
Harriet: Yes, (lights) in our street went out.

97 Every, each, whole, both, either and neither

A Every and each

We use **every** and **each** before a singular noun to talk about a whole group.

*The police questioned **every person/each person** in the building.*

Every room/Each room has a number. In many contexts either word is possible, but there is a difference in meaning.

EVERY

Every person means 'all the people', 'everyone'.

***Every guest** watched as the President came in.*

*I go for a walk **every day**.*

Every means three or more, usually a large number.

*There were cars parked along **every street** in town. (= all the streets)*

EACH

Each person means all the people seen as individuals, one by one.

***Each guest** (in turn) shook hands with him.*

***Each day** seemed to pass very slowly.*

Each is more usual with smaller groups and can mean only two.

*There were cars parked along **each side** of the street. (= both sides)*

We can use **each** (but not **every**) on its own or with of.

*There are six flats. **Each** has its own entrance, NOT **Every** has...*

***Each of** the six flats has its own entrance, NOT **Every of** the ...*

We can also say **Each one/Every one** has its own entrance.

We can also use **each** in mid position (see Unit 113B) or after a pronoun.

***We've each got** our own desk. They gave **us each** a desk.*

Compare **every** and **all** before **day, morning, week**, etc. *I*

*travel **every day**. (= Monday, Tuesday, Wednesday,...) I*

*was travelling **all day**. (= from morning till evening)*

B Whole

We use **whole** before a singular noun. It means 'all' or 'complete'.

*The baby cried **the whole time**. (= all the time) I've spent **my***

whole life** waiting for this moment. (= all my life) We'll need **a

***whole loaf** to make sandwiches for everyone.*

C Both, either and neither

We use **both, either** and **neither** for two things.

*I've got two bicycles. **Both** of them are quite old. I've given up cycling, so I don't ride **either** of them any more. **Neither** of them is in very good condition, I'm afraid.*

Both means 'the one and the other'. We can use it in the following structures.

*We had two letters this morning, and **both letters/both the letters/both of the letters/both of them** are bills* We can also use **both** in mid position (see Unit 113B) or after a pronoun.

*The letters **are both bills**. I've opened **them both**.*

Either means 'the one or the other', and **neither** means 'not the one or the other'.

*I haven't met **either twin/either of the twins/either of them**.*

Neither shoe fits/Neither of the shoes fit(s)/Neither of them fit(s).

We can use **both, either** and **neither** on their own.

*The store has two lifts, and **both** are out of order/**neither** is working.*

97 Exercises

1 Every and each (A)

Complete the dialogue. Put in *every* or *each*. Sometimes both are possible.

Laura: It's a lot bigger than your last house, isn't it? Did you say there are four people living here?

Natasha: Yes, and we (►)each have our own bedroom.

Laura: Does (1)..... person pay a quarter of the rent?

Natasha: That's right. On the first of (2)month.

Laura: It must be fantastic for parties.

Natasha: Yes, it is. We don't have one (3).....week, but almost!

Laura: Isn't that rather expensive?

Natasha: Not if (4).....guest brings something to eat or drink! Anyway, there'll be no more parties until our exams are over. We're spending (5)..... moment revising.

2 Every, all and whole (A-B)

Put in *every*, *all* or *the whole* and the word in brackets. Sometimes more than one answer is possible.

► Melanie is a religious person. She goes to church *every Sunday* (Sunday).

1 The weather has been awful today. It's been raining..... (day).

2 I just can't sleep. I spent (night) lying awake.

3 Sarah gets the train at half past seven..... (morning).

4 It's eleven o'clock. Are you going to lie in bed.....(morning)?

5 Last Saturday Trevor spent(day) putting up some shelves.

6 Why are you in such a hurry..... (time) I see you?

3 Both, either and neither (C)

There are two pubs in Brickfield, The White Horse and The Ship. Look at the information and then write the sentences. Use *both of them*, *one of them* or *neither of them*.

THE WHITE HORSE

MEALS BAR SNACKS FAMILY ROOM

THE SHIP

MEALS SEPARATE RESTAURANT
BAR SNACKS NON-SMOKING AREA

► (serve meals) *Both of them serve meals.*

1 (have a separate restaurant) ...

2 (serve bar snacks) ...

3 (have a family room)

4 (allow pub games)

5 (have live music)

6 (have a non-smoking area)...

4 Every, each, whole, both, either and neither (A-C)

Complete the conversation. Put in *every*, *each*, *whole*, *both*, *either* or *neither*.

Assistant: These plain sofas come in two different styles.

Sarah: I think (►)both styles are rather old-fashioned. (1)..... of them is really what I want. I don't like (2)..... of them, I'm afraid.

Assistant: What about a patterned fabric? There are some lovely colours here.

Sarah: I feel more and more unsure with (3)..... new fabric I look at.

Mark: We haven't got time to look at (4)..... fabric in the shop. We've been in here a (5)..... hour already, you know.

TEST 16 This, my, some, a lot of, all, etc (Units 91-97)

Test 16A

Look at what people are saying and choose the correct meaning.

- ▶ Polly: Let's sit under these trees, shall we?
The trees are a) near Polly. b) a long way away from Polly.
- 1 Martin: My friend and I ate a whole loaf.
Martin and his friend ate a) part of the loaf, b) all the loaf.
- 2 Nigel: The girls' dog has gone missing.
The dog belongs to a) one girl, b) more than one girl.
- 3 Tessa: My brother has got his own office.
Tessa's brother a) works alone in the office, b) shares the office with another person.
- 4 Nancy: The weather looks a little better, I think.
How does Nancy feel about the weather? a) Hopeful, b) Not very hopeful.
- 5 Ben: I can't answer either of these questions.
How many questions is Ben talking about? a) One. b) Two. c) More than two.
- 6 Adrian: The children can keep any tennis balls they find.
Will they find any tennis balls? a) Yes. b) No. c) Adrian doesn't know.

Test 16B

Decide which word is correct.

- ▶ What colour shall we have? ~ I don't mind. Pick *any* colour you like.
a) any b) some c) that d) what
- 1 Peter has two brothers, but he doesn't speak to..... of them.
a) any b) both c) either d) neither
- 2 has left a bicycle outside.
a) Anyone b) Anything c) Someone d) Something
- 3 I like pictures here. ~ Yes, so do I.
a) that b) these c) this d) those
- 4 Would you mind waiting..... minutes?
a) a few b) a little c) few d) little
- 5 countries still have a king or a queen, don't they?
a) Any b) Half c) Part d) Some
- 6 Safety should come first..... lives shouldn't be put at risk,
a) People b) Peoples c) People's d) Peoples'
- 7 Nigel isn't very well. ~ Oh, I'm sorry to hear
a) so b) that c) this d) you
- 8 Mr Jones is an uncle of
a) Polly b) Pollys c) Polly's d) Pollys'

Test 16C

Tessa is walking along the street when she sees her old friend Angela.

Read the conversation and write the missing words. Use one word only in each space.

Tessa: Hello, Angela. How are you?

Angela: Tessa! Hello! Shall we have lunch together?

Tessa: I was just going to the bank to get (▶)some[>] money. I have to be back at the office in (1).....few minutes. My life's one mad rush.

Angela: So is (2)..... I'm working for Tuffex Plastics now. And my daughter has invited three

- friends (3)..... hers to stay. I wish I didn't have so (4)..... things to do at once.
- Tessa: I'm glad I've run into you. I never see (5)..... else from our old gang. (6)..... of them seem to be around any more.
- Angela: I think they've (7)..... moved away, except us two. Carol went to Japan.
- Tessa: Angela, would you like to come for a meal some time?
- Angela: Oh, that would be lovely. We'll certainly have a (8)..... to talk about.
- Tessa: Maybe we'll need a (9)..... day. What about the Saturday after next?

Test 16D

Each of the sentences has a mistake in it. Write the correct sentence.

- ~~Are you going an holiday that year?~~ *Are you going on holiday this year?*
- 1 ~~That was a very good idea of you.~~
- 2 ~~You've got a lot books, haven't you?~~
- 3 ~~I don't know the meeting's time.~~
- 4 ~~Nigel has hurt the leg.~~
- 5 ~~All rooms in the house were cold.~~
- 6 ~~Wear everything it doesn't matter what~~
- 7 ~~Every of the four doors was locked.~~
- 8 ~~I live my life, and my sister lives her.~~
- 9 ~~The both socks have got holes in them.~~
- 10 ~~Here's a copy of this week magazine.~~
- 11 ~~This sweater is losing it's color.~~
- 12 ~~I want some paper, but there's no in here~~

Test 16E

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

- When I was on holiday, it rained all week, (whole)
When I was on holiday, it rained the whole week.
- 1 I've lived here more than half my life, (most)
- 2 All the hotels were full, (every)
- 3 The house on the corner is bigger than our house, (ours)
- 4 I've forgotten my doctor's name, (of)
- 5 We haven't had much warning of the changes, (little)
- 6 Such a large number of people have applied for the job. (so)
- 7 I met one of your old boyfriends at a party, (an)
- 8 Both the chairs are uncomfortable, (neither)
- 9 My holiday starts ten days from now. (time)

98 Personal pronouns, e.g. I, you

A The meaning of the pronouns

- Vicky: *Hello, Andrew. Have **you** seen Rachel?*
Andrew: *I don't think so. No, I haven't seen **her** today.*
Vicky: *We're supposed to be going out at half past seven, and it's nearly eight now.*
Andrew: *Maybe she's just forgotten. **You** know Rachel.*
Vicky: *We're going out for a meal. Matthew and Emma said **they** might come too. I hope **they** haven't gone without **me**.*

I/me means the speaker, and **you** means the person spoken to. We/us means the speaker and someone else. Here, we = Vicky and Rachel. **He/him** means a male person and **she/her** a female person. Here, **she** = Rachel. **It** means a thing, an action, a situation or an idea. Here, **it** = the time. **They/them** is the plural of **he, she** and **it** and means people or things.

We can also use **they/them** for a person when we don't know if the person is male or female.
*If anyone calls, ask **them** to leave a message.*

B Subject and object forms

		FIRST PERSON	SECOND PERSON	THIRD PERSON
SINGULAR	Subject	<i>I</i>	<i>you</i>	<i>he/she/it</i>
	Object		<i>me you</i>	<i>him/her/it</i>
PLURAL	Subject	<i>we</i>	<i>you</i>	<i>they</i>
	Object		<i>us you</i>	<i>them</i>

We use the subject form (I, etc) when the pronoun is the subject and there is a verb.
I don't think so. Maybe she's just forgotten. We use the object form (me, etc) when the pronoun is the object of a verb or preposition.
*I haven't **seen her** today. I hope they haven't gone **without me**.*

The pronoun on its own or after *be* usually has the object form.
*Who spilt coffee all over the table? ~ Me./Sorry, it was **me**.*
Compare this answer.
Who spilt coffee all over the table? ~ I did.

C You, one and they

We can use **you** or **one** to mean 'any person' or 'people in general', including the speaker.
***You** shouldn't believe what **you** read in the newspapers.*
OR ***One** shouldn't believe what **one** reads in the newspapers.*
***You** don't like/One doesn't like to have an argument in public.*
You is normal in conversation. **One** is more formal.

We can use **they** for other people in general.
***They** say too much sugar is bad for you.*
We can also use it for people in authority.
*They're going to build a new swimming-pool here. **They** is informal and conversational. We use the passive in more formal situations.*
*A new swimming-pool is **going to be built** here (see Unit 56B).*

98 Exercises

1 The meaning of the pronouns (A)

Read the conversation between Melanie and Rita. Then say what the underlined pronouns mean.

- Melanie: Have (▶)you been in that new shop? ▶ you = *Rita*
- Rita: No, not yet.
- Melanie: Nor have I, but (▶)it looks interesting. There's a lovely dress ▶ it = *the shop*
in the window, and (1) it isn't expensive. 1 it =
- Rita: Laura bought some jeans there. (2) She said (3) they were 2 she =
really cheap. 3 they =
- Melanie: (4) You ought to go along there and have a look, then. 4 you =
- Rita: (5) We'd better not go now or we'll be late. (6) I told Mike 5 we =
and Harriet we'd meet (7) them at half past five. 6 I =
- Melanie: Oh, Tom said (8) he's coming too. 7 them =
8 he =

2 Subject and object forms (B)

Complete the conversation. Put in the pronouns.

- Nick: Did (>)you say that you and Harriet wanted some coloured lights for your party?
- Mike: Yes, but (▶) *it's* OK. Melanie's neighbour Jake has got some, and
(1) 's going to lend (2) to (3)
- Nick: Great. Is Rita coming to the party?
- Mike: We've invited (4) of course, but (5) isn't sure if (6) can come or
not. Her parents are flying somewhere on Saturday evening, and she might be taking
(7) to the airport.
- Nick: And what about Laura's friend Emily?
- Mike: I expect (8) '11 be there. And her brother. (9) both came to our last party.
- Nick: Do (10) mean Jason? I don't like (11) very much.
- Mike: Oh, (12) 's OK. But (13) don't have to talk to (14)

3 Subject and object forms (B)

Put in the pronouns.

- ▶ There's no need to shout. I can hear *you*.
- 1 You and I work well together..... 're a good team.
 - 2 We've got a bit of a problem. Could..... help , please?
 - 3 This is a good photo, isn't.....? ~ Is Jessica in.....? ~ Yes, that's ,
look 's next to Andrew.
 - 4 Who did this crossword? ~I did..... this morning.
 - 5 Is this Vicky's bag? ~ No,..... didn't bring one. It can't belong to
 - 6 'm looking for my shoes. Have..... seen.....? ~ Yes,..... re here.

4 You and they (C)

Complete the conversation. Put in *you* or *they*.

- Trevor: I'm not going to drive in this weather. It's too icy.
- Laura: (▶) *You* don't want to take any risks. (1) can't be too careful.
- Trevor: I've just heard the weather forecast and (2) say there's going to be more snow.
(3) 're better off indoors in weather like this.
- Laura: I think (4) ought to clear the snow off the roads more *quickly*.

99 There and it

A There + be

Look at these examples.

*I really ought to phone home. ~ Well, **there's** a phone box round the corner. Could I make myself an omelette? ~ Of course. **There are** some eggs in the fridge. **There's** an important meeting at work that I have to go to.*

To talk about the existence of something, we use **there + be**. We usually pronounce **there**, like **the**. **There's** is and **there are** is. **Be** agrees with the following noun. *There is a phone box.* BUT *There are some eggs.*

Here are some more examples.

***There's** a bus at ten to five. **There'll be** a meal waiting for us.
Is there a toilet in the building? **Were there** any bargains in the sale?
There have been some burglaries recently. **There might have been** an accident.*

We also use **there** with words like **a lot of, many, much, more, enough** and with numbers.

***There were a lot of** problems to discuss. **There's too much** noise in here. Will **there be enough** chairs? **There are thirty** days in April.*

B Uses of it

We use it for a thing, an action, a situation or an idea.

*You've bought a new coat. **It's** very nice, (**it** = the coat)
Skiing is an expensive hobby, isn't **it**? You have to fill in
all these stupid forms. **It's** ridiculous. I find astrology
fascinating. I'm really interested in **it**.*

We use it to mean 'the unknown person'.

*Did someone ring? ~ **It** was Vicky. She just called to say she's arrived safely.*

We use it for the time, the weather and distance. **It's** half past five already.

***It's** Sunday tomorrow. It was much warmer yesterday. **It's** fifty miles
from here to Brighton.*

We also use it in structures with a to-infinitive or a that-clause (see also Unit 67B).

***It** was nice **to meet your friends**.
It would be a good idea **to book in advance**.
It's important **to switch off the electricity**.*

***It's** a pity (**that**) **you can't come with us**. This is much more usual than,
for example, *To meet your friends was nice.**

C There or it?

We often use **there** when we mention something for the first time, like the picture in this example.

***There** was a picture on the wall. **It** was an abstract painting.*

We use it when we talk about the details. It means *the picture*.

Here are some more examples.

***There's** a woman at the door. ~ Oh, **it's** Aunt Joan. **There** was a dog in the
field. **It** was a big black one. **There's** a new one-way traffic system in the town
centre. **It's** very confusing.*

100 Reflexive pronouns

B Form

A Introduction

Myself is a reflexive pronoun. In the sentence *I've cut myself*, the words **I** and **myself** mean the same thing. **Myself** refers back to the subject, I.

SINGULAR	<i>myself</i>	<i>yourself</i>	<i>himself/herself/itself</i>
PLURAL	<i>ourselves</i>	<i>yourselves</i>	<i>themselves</i>
	FIRST		



Compare **yourself** and **yourselves**.

*Emma, you can dry **yourself** on this towel. Vicky and Rachel, you can dry **yourselves** on these towels.*

C The use of reflexive pronouns

Here are some examples.

*Mark made **himself** a sandwich. Vicky had to force **herself** to eat.
We've locked **ourselves** out. The children watched **themselves** on video.*

We cannot use **me, you, him**, etc to refer to the subject. Compare these sentences.

*When the policeman came in, the gunman shot **him**. (**him** = the policeman) When the policeman came in, the gunman shot **himself**, (**himself** = the gunman)*

We can use a reflexive pronoun after a preposition.

*The children are old enough to look **after themselves**. But after a preposition of place, we can use **me, you, him**, etc.*

*In the mirror I saw a lorry **behind me**. Mike didn't have any money **with him**.
Laura thought she recognized the woman standing **next to her**.*

D Idioms with reflexive pronouns

Look at these examples.

*We really **enjoyed ourselves**. (= had a good time)
I hope the children **behave themselves**. (= behave well)
Just **help yourself** to sandwiches, won't you? (= take as many as you want)
Please **make yourself at home**. (= behave as if this was your home)
I don't want to be left here **by myself**. (= on my own, alone)*

E Verbs without a reflexive pronoun

Some verbs do not usually take a reflexive pronoun, although they may in other languages.

*We'd better **hurry**, or we'll be late, NOT ~~We'd better hurry ourselves~~. Shall we **meet** at the cinema? I **feel** uncomfortable. Just try to **relax**.*

Some of these verbs are: **afford, approach, complain, concentrate, decide, feel** + adjective, **get up, hurry (up), lie down, meet, remember, rest, relax, sit down, stand up, wake up, wonder, worry**

We do not normally use a reflexive pronoun with **change** (clothes), **dress** and **wash**.

*Daniel **washed** and **changed** before going out. (See also Unit 54D.)*

But we can use a reflexive pronoun when the action is difficult.

*My friend is disabled, but she can **dress herself**.*

100 Exercises

1 Reflexive pronouns (A-C)

Look at the pictures and write sentences with a reflexive pronoun.

Use these words: *dry, introduce, look at, photograph, teach*



► *He's photographing himself.*

- 1 She 3
- 2 They 4

2 Reflexive pronouns (A-C)

Complete the conversations. Put in a reflexive pronoun (*myself, yourself, etc.*).

- Matthew: I'll get the tickets, shall I?
 Emma: It's OK. I can pay for *myself*.
- 1 Olivia: I've got lots of photos of my children.
 Linda: Yes, but you haven't got many of, Olivia.
- 2 Rita: Did you have a good time at the Holiday Centre?
 Laura: Well, there wasn't much going on. We had to amuse
- 3 Emma: Why has the light gone off?
 Matthew: It switches off automatically.

3 Pronouns after a preposition (C and Unit 98B)

Put in the correct pronoun (e.g. *me* or *myself*).

- ? We looked up and saw a strange animal in front of *us*.
- ? Don't tell us the answer to the puzzle. We can work it out for *ourselves*.
- 1 It's a pity you didn't bring your camera with
- 2 Mark talked to the woman sitting next to
- 3 The old man is no longer able to look after
- 4 My mother likes to have all her family near
- 5 To be successful in life, you must believe in

4 Idioms with and without reflexive pronouns (D-E)

Rachel and Vicky are at Mike and Harriet's party. Complete the conversation.

Put in the verbs with or without a reflexive pronoun.

- Mike: Have you two (►) *met* (met) before?
 Rachel: Yes, we have. Vicky and I are old friends.
- Mike: Oh, right. Well, I hope you (►) *enjoy yourselves* (enjoy) tonight.
 Rachel: I'm sure we will. I (1) (feel) just in the mood for a party.
- Mike: Well, please (2) (help) to a drink. Are you OK, Vicky?
 Vicky: Sorry, I've got this awful feeling that I have to do something very important, and I can't
 (3) (remember) what it is.
- Rachel: Vicky, you (4) (worry) too much. Come on, just
 (5) (relax).

101 Emphatic pronouns and **each other**

A Emphatic pronouns

*Trevor and Laura are decorating their living-room **themselves**.*

An emphatic pronoun is a word like **myself**, **yourself**. It has the same form as a reflexive pronoun (see Unit 100B).

Here the emphatic pronoun means 'without help'. Trevor and Laura are decorating the room without help from anyone else. Compare *They're having the room wallpapered (by a decorator)* (see Unit 58A).

Here are some more examples.

*I built this boat **myself**. My sister designs all these clothes **herself**.*

*Are you doing all the painting **yourselves**?* When we say these sentences, we stress **self** or **selves**.



Now look at these examples.

*The manager **himself** welcomed us to the hotel.*

(= The manager welcomed us, not someone else.)

*Although she is very rich, the Queen **herself** never carries any money.*

*The house **itself** is small, but the garden is enormous.*

*Of course the children have been to the zoo. You **yourself** took them there last year.*

Here the emphatic pronoun comes after the noun or pronoun it relates to.

B Each other

Look at this example.

*Andrew and Jessica help **each other** with their work.* This means that Andrew helps Jessica, and Jessica helps Andrew. Here are some more examples.

*Mark and Alan aren't really friends. They don't like **each other** much.*

*I'm still in touch with Kirsty. We write to **each other**.*

One another has the same meaning.

*We send **each other/one another** Christmas cards every year.*

We can also use the possessive form **each other's**.

*Tom and Mark wrote down **each other's** phone numbers.* This means that Tom wrote down Mark's number, and Mark wrote down Tom's number.

Compare **each other** and **themselves**.



*They're laughing at **each other**.*



*They're laughing at **themselves**.*

101 Exercises

1 Emphatic pronouns (A)

Add a sentence with an emphatic pronoun, e.g. *myself*.

Use these verbs: *bake, clean, decorate, develop, grow, paint, service, type*

- ? I don't take the car to the garage. / *service it myself*.
- ? Laura didn't buy those pictures. *She painted them herself*.
- 1 Tom doesn't have his windows cleaned.....
- 2 My bread doesn't come from a shop.
- 3 My friends eat lots of fresh vegetables.
- 4 We finished the dining-room yesterday.....
- 5 Mark doesn't dictate his letters to a secretary.....
- 6 I don't pay to have my photos done

2 Emphatic pronouns (A)

Put in an emphatic pronoun, e.g. *myself, yourself*.

► Of course I know about Matthew and Emma. You told me *yourself*.

- 1 The princess.....visited the children in hospital.
- 2 The song wasn't very good, but the title of the song became a popular phrase.
- 3 The visitors were welcomed to the school by the headmaster.....
- 4 The pilots are nervous of flying because of terrorist threats.
- 5 You all know that no one can take your decisions for you. You will have to decide.

3 Each other (B)

David and Melanie are in love. Write sentences about them using *each other*.

► Melanie often writes notes to David. He also often writes notes to Melanie.
They often write notes to each other.

- 1 David is always thinking about Melanie. She's just the same. She's always thinking about him.
- 2 Melanie has got lots of photos of David. He's got lots of photos of her, too.
- 3 They love being together. David enjoys Melanie's company, and she enjoys David's company.
- 4 Melanie is crazy about David. He feels the same way. He's crazy about Melanie.

4 Each other or a reflexive pronoun? (B and Unit 100)

Put in *each other, ourselves* or *themselves*.

- ? We could all do more to keep healthy. We don't look after *ourselves* properly.
- ? The hostess introduced the two guests to *each other*.
- 1 The two boxers did their best to knock out.
- 2 We talk to in French because it's the only language we both know.
- 3 People who talk to may get strange looks from other people.
- 4 We'd better set off early to give plenty of time to get there.
- 5 The guards who shot a gunman claimed that they were defending.....
- 6 Luckily we managed to get two seats next to.....

102 The pronoun **one/ones**

Introduction

Trevor: *Here's that bottle of mineral water you wanted.* Laura: *Oh, no, you've got a small **one**. I wanted a big **one**.* Trevor: *They didn't have any big **ones** at the shop on the corner.* Laura: *That shop never has what I want. Why didn't you go to the **one** in the High Street?*

Here a **small one** means 'a small bottle', **big ones** means 'big bottles', and **the one in the High Street** means 'the shop in the High Street'. We use **one** for a singular noun and **ones** for a plural noun. We use **one** and **ones** to avoid repeating a noun.

We cannot use **one** or **ones** with an uncountable noun, e.g. **water**.

*There was no hot water. I had to wash in **cold**.*



B Structures with **one/ones**

Sometimes we can either put in **one/ones** or leave it out.

*These bowls are nice. What about **this (one)**?*

We can do this after **this, that, these** and **those**; after **each** or **another**; after **which**; or after a superlative, e.g. **easiest**.

*I don't like these sweaters. I prefer **those (ones)** over there.*

*I tried all three numbers, and **each (one)** was engaged.*

*The product is available in all these colours. **Which (one)** would you like?*

*The last question is the **most difficult (one)**.*

Sometimes we cannot leave out **one/ones**.

*Our house is the **one** on the left, NOT ~~Our house is the on the left.~~*

We cannot leave out **one/ones** after **the** or **every** or after an adjective.

*The film wasn't as good as **the one** we saw last week.*

*I rang all the numbers, and **every one** was engaged.*

*I'd like a box of tissues. A **small one**, please.*

*I threw away my old trainers and bought some **new ones**.*

C A small **one** and **one**

We can say **a small one, a red one**, etc but NOT ~~a one~~.

*I've been looking for a coat, but I can't find **a nice one**.*

*I've been looking for a coat, but I can't find **one**.* Here we use **one** instead of **a coat**. Here are some more examples.

*We decided to take a taxi. Luckily there was **one** waiting.*

*If you want a ticket, I can get **one** for you.*

Now look at these examples with **one, some, it** and **them**.

*I haven't got a passport, but I'll need **one**.* (**one** = **a** passport)

*I haven't got any stamps, but I'll need **some**.* (**some** = **some** stamps)

*I've got my passport. They sent **it** last week.* (**it** = **the** passport)

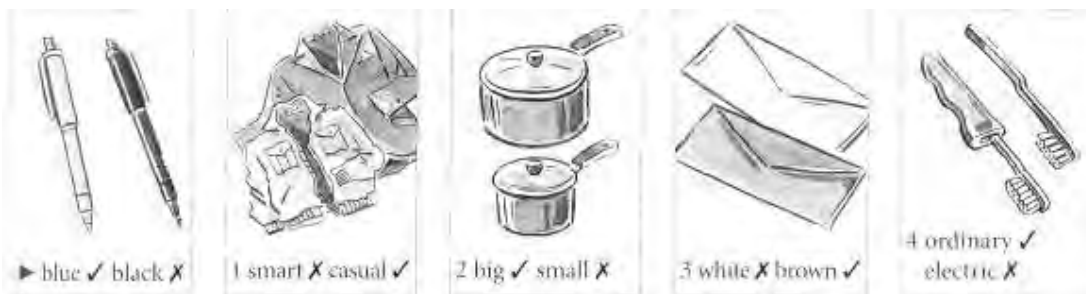
*I've got the stamps. I put **them** in the drawer,* (**them** = **the** stamps)

One and **some/any** are like **a**, but **it** and **they/them** are like **the**. We use **one** and **some/any** when we aren't saying which, and we use **it** and **they/them** to be specific (when we know which).

102 Exercises

One (A)

Look at the pictures and complete the conversations.



- Emma: Can you lend me a pen, please?
 Matthew: Do you want a *blue one* or a *black one* ?
 Emma: Oh, a *blue one*, please.
 Mark: I might buy a new jacket.
 Sarah: Do you mean?
 Mark: Oh, for when I go on holiday.
 ! Jessica: Could you pass me one of those saucepans, please?
 Andrew: Do you need ?
 Jessica:, please.
 ► Sarah: Could I have a small envelope?
 Secretary: Yes, of course?
 Sarah:, please. Thanks.
 4 Vicky: I'm looking for a toothbrush, but I can't find any.
 Assistant: Do you mean?
 Vicky: Oh,

One and ones (A-C)

Rewrite the sentences in brackets so that the noun is not repeated. Use *one* or *ones*.

- These cups are nice. *Each one is hand-painted.* (Each cup is hand-painted.)
 1 I need to fill in a form about my driving test, but (I haven't got a form.)
 2 I've watched all these videos. (I must get some new videos.)
 3 These photos are good (Have you seen this photo?)
 4 I need a dinner-jacket for the party, so (I've hired a dinner-jacket.)
 5 Those socks are horrible (Can't you find any nice socks?)
 6 This map isn't very good (The map in the car is better.)

3 One, some, it and them (C)

Put in *one*, *some*, *it* or *them*.

- I don't know if I'll need any money. I'd better take *some*, I suppose.
 1 If you need an umbrella, I can lend you
 2 The radio isn't working. Vicky dropped on the floor.
 3 I'm having a biscuit. Would you like, too?
 4 I had the matches a minute ago, and now I can't find
 5 I haven't got any computer disks, but Emma has got

103 Everyone, something, etc

A Introduction

Look at these examples.

Everyone enjoyed the show. It was a great success.

The police searched the house but found **nothing**.

Let's find **somewhere** to eat.

Nobody came into the shop all afternoon. With **every**, **some** and **no**, we can form words ending in **one**, **body**, **thing** and **where**.

<i>everyone/everybody</i> = all the people	<i>everything</i> = all the things	<i>everywhere</i> = (in) all the places
<i>someone/somebody</i> = a person	<i>something</i> = a thing	<i>somewhere</i> — (in) a place
<i>no one/nobody</i> = no person	<i>nothing</i> /'nʌθɪŋ/ = no things	<i>nowhere</i> = (in) no places

Words ending in **thing** can also mean actions or ideas. **Something** awful has happened. You must tell me **everything**.

B Someone and anyone, etc

We can also form words with **any**: **anyone**, **anybody**, **anything**, **anywhere**.

For **some** and **any** see Unit 94A.

Positive: *There's someone in the phone box.*

Negative: *I looked round the shops, but I didn't buy anything.*

Question: *Has anyone seen today's newspaper?*

Offer/Request: *Could you do something for me, please?*

We can also use words with **any** in a positive sentence.

This door is always left open. Anyone could just walk in here.

Where shall we go? ~ Anywhere. I don't mind.

In these sentences **anyone** means 'it doesn't matter who', and **anywhere** means 'it doesn't matter where'. For more details about **any** see Unit 94C.

C Singular and plural

We use a singular verb after **everyone**, **something**, **anything**, etc.

Everywhere was very crowded. No one knows how to start the motor. After words with **one** or **body**, we normally use **they/them/their**, even though the verb is singular.

Everyone is having their lunch. Nobody wants to have their coffee yet. We can also use **he**, **she**, **him**, **her**, **his**, etc with **someone/somebody** when we know the person's sex.

Someone left their/her handbag behind.

D Other structures

After **everyone**, **something**, etc we can use an adjective.

Let's go somewhere nice. Is there anything interesting in that magazine?

We can also use **else**.

We always play Scrabble. Let's play something else. (= a different game)

Henry wore a suit, but everyone else had jeans on. (= all the other people)

Words ending in **one** and **body** have a possessive form (with 's).

Someone's cat is on our roof. I need to be informed about everybody's plans.

103 Exercises

Everyone, something, etc (A)

Complete the conversations. Put in the correct words. ► Melanie: Did you say you found *something* in the street? David: Yes, a diamond ring.

- Nick: We all know the man is a thief, don't we?
Tom: Yes,.....knows, but..... dares to say so publicly.
- Mark: Were there any calls for me?
Secretary: Yes,rang while you were out. It was rather strange. He refused to give his name, but he wants to discuss with you.
- Melanie: Do you have any plans for the summer?
Tom: I'd like to go away..... if I can..... I know has invited me to his villa in Portugal, so I may go there.
- Daniel: Has Matthew got a job yet?
Emma: No, but he's looked He's been to all the job agencies. He hates the idea of sitting around doing

2 Someone and anyone, etc (B)

Put in *someone, anyone, something, anything, somewhere* or *anywhere*.

Rachel: Have you seen my calculator? I can't find it (►) *anywhere*.

Vicky: No, I haven't. Perhaps (1)..... 's borrowed it.

Rachel: I haven't given (2) permission to borrow it.
It must be (3)..... in this room.

Vicky: Things are in such a mess. It could be (4)

Rachel: I know. I can never find (5) when I want it.

Vicky: We'll have to do (6)..... about this mess. We'd better tidy it up.

3 Singular and plural (C)

Choose the correct form.

► We had to wait because someone had lost its/their ticket.

- One of the policemen had injured his/their arm.
- One of the guests had brought something wrapped in brown paper. She put it/them on the table.
- No one likes/like going to the dentist, do he/they?
- Everyone have/has to leave his/their bags outside.

4 Other structures (D)

Rewrite the sentences using a phrase with *everyone, someone, something, nothing* and *somewhere* instead of the phrases in brackets.

? I'd like to buy (a nice thing). *I'd like to buy something nice.*

? Let's go (to another place), shall we? *Let's go somewhere else, shall we ?*

► I'll try to remember (the name of everyone). *I'll try to remember everyone's name.*

- 1 once met (a famous person)
- 2 (A person's car) is blocking me in.
- 3 I've got (a different thing) to tell you
- 4 We know (the opinions of all the people)
- 5 (All the other people) except you are going.
- 6 (No exciting things) ever happen here.

TEST 17 Pronouns (Units 98-103)

Test17A

A group of friends are going on a coach trip together. They're meeting at the coach stop. Complete the conversation. Put in a personal pronoun (*I, me, you*, etc) or a reflexive pronoun (*myself, yourself*, etc).

Polly: Where's Martin?

Rupert: He's ill. I spoke to (►) *him* yesterday. He was feeling a bit sorry for (1).....

Polly: Oh, poor Martin. And what about the twins?

Peter: (2)came with Janet and me. (3)gave (4) a lift.

Janet: Yes, the twins came with (5) in the car.

Tessa: I hope they're going to behave (6)

Janet: Oh, I'm sure they will.

Rupert: (7)..... 'll be nice to have a day out. (8)..... say it's going to stay sunny.

Polly: I'm sure we'll all enjoy (9).....

Peter: Where's Anna?

Tessa: Oh, she's here somewhere. I spoke to (10)..... a moment ago.

She was standing right next to (11)

Test 17B

Decide which word is correct.

► I can't go to a party. I haven't got *anything* to wear.

a) anything b) everything c) something d) nothing

1 Take care, won't you, Anna? Look after

a) you b) your c) yours d) yourself

2 Yes, would be lovely to see you again.

a) it b) that c) there d) you

3 If you want some apples, I'll get youat the shop.

a) any b) it c) one d) some

4 We've brought some food with.....

a) me b) ourselves c) us d) we

5 Who does this CD belong to? ~..... I've just bought it.

a) I b) Me c) Mine d) Myself

6 The shop doesn't sell new books. It only sells old.....

a) of them b) ones c) some d) them

7 Is a post office near here, please?

a) here b) it c) there d) this

8 The two girls often wearclothes.

a) each other b) each other's c) themselves d) themselves'

9 Have you had enough to eat, or would you like something..... ?

a) another b) else c) new d) other

Test17C

Use a pronoun instead of the words in brackets.

► Michelle is in hospital. *She* (Michelle) isn't very well.

1 I lost my watch, but it was only a cheap..... (watch).

2 I have to make tea for (all the people).

3 Tessa took a photo of(Tessa).

4 My flat is the (flat) at the top.

- 5 The phone rang. (The caller) was Alex.
- 6 There was (a thing) worrying me.
- 7 I've got some sweets. Would you like (a sweet)?
- 8 (People in general) can't make an omelette without breaking eggs.
- 9 We decorated the whole house (without help).

Test 17D

Complete the text. Write the missing words. Use one word only in each space.

(►) It was on 20 September 1973 that Bobby Riggs met Billie Jean King on the tennis court. Of all the tennis matches until then, this was probably the (1)..... that attracted the most attention. Riggs had once been a champion, but at 55 he was getting rather old for top-class tennis. But he considered (2)..... a better player than any woman. In fact, he thought women should go home and find (3)..... useful to do in the kitchen. Billie Jean King, on the other hand, was a 29-year-old star of women's tennis and a feminist. Riggs thought that (4)..... would be a good idea to play King. He was sure he could beat (5)..... King agreed to play. (6)..... was a lot of interest in the match, and more or less (7)..... in the country was looking forward to (8)..... On the night of the match, (9)..... were over 30,000 people in the Houston Astrodome. When Riggs and King came face to face with (10)..... other, they had 50 million people watching (11)..... on TV. The match didn't work out for Riggs, because Billie Jean King defeated (12)....., 6-4, 6-3, 6-3.

Test 17E

Each of these sentences has a mistake in it. Write the correct sentence. ►

~~I didn't want the fridge so I sold him. I didn't want the fridge, so I sold it.~~

~~1 It's a train leaving in ten minutes.~~

~~2 I think someone are coming up the stairs.~~

~~3 Let's meet ourselves at eight o'clock shall we?~~

~~4 We haven't get a camcorder but we'd like a.~~

~~5 Let's do a different something today.~~

~~6 One is going to build a new motorway through here.~~

~~7 I'm afraid I haven't done something all day.~~

~~8 Everyone enjoyed themself at the barbecue.~~

~~9 If youre buying a loaf of bread, get a nice fresh~~

~~10 I've looked in all places for my credit card.~~

~~11 The two friends still see themselves occasionally.~~

104 Adjectives

A Introduction

*Henry and Claire are having dinner in a **quiet** restaurant. It's a **warm** evening. The food is **delicious**. Henry is feeling **romantic**.*

An adjective is a word like **quiet**, **warm**, **delicious**, **romantic**. The word **quiet** describes the restaurant. It tells us what the restaurant is like.



B Word order

There are two places where we can use an adjective:
before a noun (*a quiet restaurant*) and after a linking verb (*feeling romantic*).

BEFORE A NOUN

*Claire's got a **new** car.
It was a **dark** night.
This is **good** coffee.*

AFTER A LINKING VERB

*Claire's car **is new**.
It was **getting dark**.
This coffee **tastes good**.*

Some linking verbs are: **appear, be, become, feel, get, look, seem, smell, stay, taste**

We can use two or more adjectives together (see Unit 105).

*It's a **quiet little** restaurant. Mike was wearing a **dirty old** coat.*

We can put a word like **very** or **quite** before an adjective.

*It was a **very dark** night. Henry was feeling **quite romantic**.*

Very and **quite** are adverbs of degree (see Unit 115).

c Adjectives used in one position only

We can use most adjectives in both positions - before a noun or after a linking verb. But a few adjectives can go in one position but not in the other.

Here are some examples of adjectives which can only go before a noun. *Be **careful** crossing the **main** road. The **only** problem is I've got no money. Chess is an **indoor** game. The **former** footballer now trains young players.*

Some more examples are: **chief** (= main), **elder** (= older), **eldest** (= oldest), **inner**, **outdoor**, **outer**, **principal** (= main), **upper**

Here are some examples of adjectives which can only go after a linking verb.

*At last the baby is **asleep**. Emma's two brothers are **very alike**. I'm really **pleased** to see you. Vicky looked **ill**, I thought.*

Some more examples are: **afraid**, **alone**, **ashamed**, **awake**, **alive**, **content** (= happy), **fine** (= in good health), **glad**, **unwell**, **well**

104 Exercises

1 Adjectives (A)

Look at the pictures and write a phrase with an adjective and noun.

Use these nouns: *building, car, cat, chairs, music, power, skirt, weather*



- | | |
|-----------------------|---------|
| ? <i>a long skirt</i> | 3 |
| ? <i>cold weather</i> | 4 |
| 1. | 5 |
| 2. | 6 |

Adjectives (A-B)

Underline all the adjectives in this description of a hotel.

This comfortable hotel with its pleasant gardens is ideal for people who want a quiet holiday, yet it is only a short distance from the highly popular attractions of the area. There are lovely views from every room. The atmosphere is very friendly, and the staff are always helpful. A holiday here is very good value for money. You can eat your meals at the hotel, where the food tastes marvellous. Or you can of course try some of the excellent local restaurants.

3 Adjectives used in one position only (C)

Look at the notes and write the song titles. Sometimes the adjective comes before the noun, and sometimes you need to use *is* or *are*.

- | | |
|--------------------------------|--------------------------|
| ? your sister / elder | <i>Your elder sister</i> |
| ? this boy / alone | <i>This boy is alone</i> |
| 1 the world / asleep | |
| 2 my desire / chief | |
| 3 my heart / content | |
| 4 the thing to remember / main | |
| 5 the night / alive | |
| 6 secrets / inner | |
| the girl for me / only | |

105 The order of adjectives

A Introduction



It's **beautiful sunny** weather.



Nick has got a **big black** dog.

We can use more than one adjective before a noun. There is usually one correct order.
We cannot say ~~sunny beautiful weather~~ or ~~a black big dog~~

B Adjectives and nouns

We sometimes use two nouns together (see Unit 82).

a glass door a computer program

Here we use glass like an adjective, to describe the door. When we use another adjective as well (e.g. heavy), it comes before both the nouns.

a heavy glass door a useful computer program

C Word order

We order adjectives according to their meaning. This is the normal order:

GROUP	EXAMPLES	
1 Opinion (how good?)	<i>wonderful, nice, great, awful, terrible</i>	Adjectives that say how good and how big come first.
2 Size (how big?)	<i>large, small, long, short, tall</i>	
3 Most other qualities	<i>quiet, famous, important, soft, wet, difficult, fast, angry, warm</i>	Most adjectives come next if they do not belong to another group.
4 Age (how old?)	<i>new, old</i>	
5 Colour	<i>red, blue, green, black</i>	
6 Origin (where from?)	<i>American, British, French</i>	
7 Material (made of?)	<i>stone, plastic, steel, paper an</i>	Some of these are nouns.
8 Type (what kind?)	<i>electric kettle, political matters, road transport a</i>	
9 Purpose (what for?)	<i>bread knife, a bath towel</i>	

Here are some examples.

a small green insect (size, colour) *Japanese industrial designers* (origin, type) *a wonderful new face cream* (opinion, age, purpose) *awful plastic souvenirs* (opinion, material) *a long boring train journey* (size, quality, type) *some nice easy quiz questions* (opinion, quality, purpose) *a beautiful wooden picture frame* (opinion, material, purpose)

We sometimes put commas between adjectives in Groups 1-3

a horrible, ugly building a busy, lively, exciting city

105 Exercises

1 The order of adjectives (A-C)

Describe the pictures. Use these words: *boots, building, car, seat, singer*



► *big leather boots*

- | | |
|---------|---------|
| 1. | 3 |
| 2. | 4 |

2 The order of adjectives (A-C)

Write a list of things to be sold at an auction.

► basin / sugar, antique, silver *an antique silver sugar basin*

- 1 vase / glass, old, lovely
- 2 mirror / wall, attractive
- 3 desk / modern, office
- 4 chairs / kitchen, red, metal
- 5 boat / model, splendid, old
- 6 stamps / postage, valuable, Australian
- 7 table / small, coffee, wooden

3 The order of adjectives (A-C)

Look at each advertisement and write the information in a single sentence.

► This game is new. It's for the family. And it's exciting.

This is an exciting new family game.

- 1 This computer is for business. It's Japanese. And it's powerful.
- 2 This fire is electric. It's excellent. And it's small.
- 3 This is a chocolate bar. It's new. And it's a big bar.
- 4 This comedy is American. It's for television. And it's terrific.
- 5 These doors are aluminium. They're for your garage. And they're stylish.
- 6 These shoes are modern. They're for sports. And they're wonderful.

This phone is a mobile. It's German. And it's very good.

106 The old, the rich, etc

A Introduction



There are some adjectives that we can use with **the** to talk about groups of people in society, e.g. **the disabled**, **the blind**. Here are some more examples.

*What can we do to feed **the hungry**? **The rich** can afford to pay more taxes.
The young are usually keen to travel. It is our duty to care for **the sick**.*

B What adjectives can we use?

These are some of the adjectives and other words that we can use in a phrase with **the**.

To do with social or economic position:

the disadvantaged, the homeless, the hungry, the poor, the privileged, the rich, the starving, the strong, the underprivileged, the unemployed, the weak

To do with physical condition or health:

the blind, the deaf, the dead, the disabled, the handicapped, the living, the sick

To do with age:

the elderly, the middle-aged, the old, the over-sixties, the under-fives, the young

We can sometimes use an adverb before the adjective.

***The very poor** are left without hope. **The severely disabled** need full-time care.*

There are some adjectives in this structure that normally have an adverb.

***The less fortunate** cannot afford to go on holiday.
Should **the mentally ill** be allowed to live in the community?*

C The young or the young people?

The young means 'young people in general'.

***The young** have their lives in front of them.* When we mean a specific person or a specific group of people, then we use **man**, **woman**, **people**, etc.

*There was **a young man** standing on the corner.*

*I know **the young woman** in reception. She lives in our street.*

*None of **the young people** in the village can find jobs here.*

106 Exercises

1 The old, the rich, etc (A)

Write in the missing words. Use *the* and these adjectives: *homeless, hungry, old, sick, unemployed, young*



- | | |
|---|------------------------|
| ▶ Better education for <i>the young</i> | 3 Better hospitals for |
| 1 Food for | 4 Jobs for |
| 2 Homes for | 5 Better pensions for |

The old, the rich, etc (A-B)

Rewrite the sentences using a phrase with *the* and an adjective instead of the underlined phrases.

- ▶ People who have lots of money have comfortable lives.
The rich have comfortable lives.

- 1 We live near a special school for people who can't hear.
- 2 The old soldiers were holding a service for those who had died.
- 3 The government should do more for people who do not have enough money.
- 4 I'm doing a course on caring for people who are mentally handicapped.

3 The young or the young people? (C)

Complete these sentences from a newspaper. Use the adjectives in brackets.

Put in e.g. *the hungry* or *the hungry people*.

- ? Rich nations can afford to feed *the hungry* (hungry).
- ? *The homeless people* (homeless) whose story appeared in this paper last week have now found a place to live.
- 1 (sick) need to be looked after, so money must be spent on hospitals.
- 2 Some of (young) at the youth club here are running in a marathon.
- 3 Life must be hard for (unemployed) in our society today.
- 4 What is the government doing to help (poor)?
- 5 There was a fire at a nursing home in Charles Street, but none of (old) who live there were hurt.
- 6 (homeless) usually have great difficulty in getting a job.
- 7 There is a special television programme for (deaf) every Sunday morning.

107 Interesting and interested

A Introduction



INTERESTING

*The book is full of information. It's very **interesting**.*

The word **interesting** tells us what the book does to Mike — it interests him. A book can be **interesting**, **boring**, **exciting** or **amusing**, for example.

INTERESTED

*Mike is very **interested** in UFOs.*

The word **interested** tells us how Mike feels. A person can feel **interested**, **bored**, **excited** or **amused**, for example.

B Adjective pairs

Here are some more examples.

ING

*Tom told us an **amusing** story. The two-hour delay was **annoying**. I didn't enjoy the party. It was **boring**. This computer has some very **confusing** instructions.*

*This wet weather is so **depressing**. It was very **disappointing** not to get the job. The game was really **exciting**. Going for a jog with Matthew is **exhausting**. I thought the programme on wildlife was*

***fascinating**. For one **frightening/terrifying** moment I thought I was going to fall. I just don't understand. I find the whole thing*

*rather **puzzling**. Lying in a hot bath is **relaxing**. I think the way Jessica behaved was quite **shocking**.*

*The test results were **surprising**. What **thrilling** news this is! Congratulations! The journey took all day and night. They found it very **tiring**.*

ED

*We were **amused** at Tom's story. The passengers were **annoyed** about the delay. I went to the party, but I felt **bored**. I got very **confused** trying to make sense of the instructions.*

*This weather makes me so **depressed**. I was very **disappointed** not to get the job. The United fans were **excited**. I'm **exhausted** after jogging all that way. I watched the programme on wildlife. I was*

*absolutely **fascinated**. When I got onto the roof I felt **frightened/terrified**. I must say I'm **puzzled**. I just don't understand*

*I feel **relaxed** when I lie in a hot bath. I was quite **shocked** to see Jessica behaving like that.*

*I was **surprised** at the test results. We were **thrilled** to hear your good news. After travelling all day and night they were very **tired**.*

107 Exercises

1 Interesting and *interested* (A-B)

What are they saying? Put in these words: *depressing, exciting, exhausted, fascinating, interested*



► This is a *depressing* place.

1 I'm absolutely

3 Chess is a..... game.

2 I'm in astronomy.

4 This is really.....!

2 Interesting and *interested* (A-B)

Complete the conversation. Write the complete word in each space.

Vicky: That was an (►) *exciting* (excit...) film, wasn't it?

Rachel: Oh, do you think so? I'm (1)(surpris...) you liked it.

I thought it was rather (2)(disappoint...).

Vicky: Well, I was (3).....(puzzl...) once or twice. I didn't understand the whole story.

It was (4).....(confus...) in places. But the end was good.

Rachel: I was (5).....(bor...) most of the time.

I didn't find it very (6)(interest...).

3 Interesting and *interested* (A-B)

Complete the conversations using a word ending in *ing* or *ed*.

? David: I'm surprised how warm it is for March.

Melanie: Yes, all this sunshine is quite *surprising*.

? Vicky: I'm not very fit. I was pretty tired after climbing the mountain.

Natasha: Yes, I think everyone felt *tired*.

1 Trevor: I think I need to relax.

Laura: Well, lying by the pool should be

2 Vicky: It was annoying to lose my ticket.

Emma: You looked really..... when you had to buy another one.

3 Sarah: The cabaret was amusing.

Mark: Claire was certainlyShe couldn't stop laughing.

4 Daniel: The museum was interesting, wasn't it?

Rachel: It was OK. I was quite in those old maps.

5 Matthew: I'm fascinated by these old photos.

Emma: I always find it..... to see what people looked like as children.

6 Rachel: Was it a big thrill meeting Tom Hanks?

Vicky: You bet. It was just about the most.....moment of my life.

I Sarah: You look exhausted. You should go to bed.

Mark: Driving down from Scotland was pretty

108 Adjective or adverb? (1)

A Introduction

Vicky: / like that song that Natasha sang.

Rachel: Yes, it's a **nice** song. And she sang it **nicely**, too.

An adjective (**nice**) describes a noun (song).

*The man had a **quiet** voice.*

*Claire wears **expensive** clothes.*

*The runners made a **slow** start.*

An adverb (**nicely**) describes a verb (**sang**).

*The man **spoke** quietly.*

*Claire **dresses** expensively.*

*They **started** the race slowly.*

We do NOT say ~~She sang it nice.~~

We can use adverbs in other ways. An adverb like **really** or **very** can be combined with an adjective (**hot**) or another adverb (**carefully**) (see Unit 115).

*It was **really** hot in the sun. Andrew checked his work **very** carefully.* An

adverb like **fortunately** or **perhaps** says something about the whole situation.

***Fortunately** nothing was stolen. **Perhaps** Sarah is working late.*

B The **ly** ending

We form many adverbs from an adjective + **ly**. For example **politely**, **quickly**, **safely**.

But there are some special spelling rules.

1 We do not leave out *e*, e.g. *nice* → *nicely*

Exceptions are *true* → *truly*, *whole* → *wholly*.

2 *y* → *ily* after a consonant, e.g. *easy* → *easily*, *lucky* → *luckily*

Also *angrily*, *happily*, *heavily*, etc.

3 *le* → *ly*, e.g. *possible* → *possibly*

Also *comfortably*, *probably*, *reasonably*, *sensibly*, *terribly*, etc.

4 *ic* — *ically*, e.g. *dramatic* → *dramatically*

Also *automatically*, *scientifically*, etc. (Exception: *publicly*)

C Looked nice and looked carefully

Compare these two structures.

LINKING VERB + ADJECTIVE

*Tom was **hungry**.*

*The children **seemed** happy.*

*My soup has **got** cold.*

An adjective can come after a linking verb such as **be** (see Unit 104B).

ACTION VERB + ADVERB

*Paul **ate** hungrily.*

*The children **played** happily.*

*The man **stared** coldly at us.*

We use an adverb when the verb means that something happens.

Some verbs like **look**, **taste** and **appear** can be either linking verbs or action verbs.

LINKING VERB + ADJECTIVE

*Mike **looked** angry.*

*The medicine **tasted** awful.*

*The man **appeared** (to be) drunk.*

ACTION VERB + ADVERB

*He **looked** carefully at the signature.*

*Emma **tasted** the drink nervously.*

*A waiter **appeared** suddenly.*

108 Exercises

1 Adverbs (A-B)

This is part of a story about a spy called X. Put in adverbs formed from these adjectives:

bright, careful, fluent, immediate, patient, punctual, quiet, safe, secret, slow

The journey took a long time because the train travelled so (►) *slowly*. It was hot, and the sun shone (1)..... from a clear sky. X could only wait (2)..... for the journey to end. When the train finally arrived, he had no time to spare, so he (3).....took a taxi to the hotel. Y was on time. She arrived (4)..... at three. No one else knew about the meeting - it was important to meet (5)..... 'I had a terrible journey,' said Y. 'But luckily the pilot managed to land (6).....' Her English was good, and she spoke very (7)..... X was listening (8)..... to every word. They were speaking very (9)..... in case the room was bugged.

2 The ly ending (B)

Look at the information in brackets and put in the adverbs. Be careful with the spelling.

► (Emma's toothache was terrible.) Emma's tooth ached *terribly*.

1 (Henry was angry.) Henry shouted..... at the waiter.

2 (I'm happy sitting here.) I can sit herefor hours.

3 (The switch is automatic.) The machine switches itself off

4 (The debate should be public.) We need to debate the matter.....

5 (Everyone was enthusiastic.) Everyone discussed the idea

6 (We should be reasonable.) Can't we discuss the problem.....?

7 (The building has to be secure.) Did you lock all the doors.....?

3 Adverb or adjective? (A-B)

Decide what you need to say. End your sentence with an adverb ending in *ly*.

► Tell the police that you can't remember the accident. It isn't very clear in your mind.

I can't remember the accident very clearly.

1 Tell your friend that United won the game. It was an easy win.

2 Tell your boss that you've checked the figures. You've been careful.

3 Tell your neighbour that his dog barked at you. It was very fierce.

4 You are phoning your friend. Tell him about the rain where you are. It's quite heavy.

4 Adverb or adjective? (A-C)

Vicky is telling Rachel about a dream she had. Choose the correct forms.

I had a (►) ~~strange~~/strangely dream last night. I was in a garden. It was getting (1) dark/darkly, and it was

(2) terrible/terribly cold. My head was aching (3) bad/badly. I was walking out of the garden when

(4) sudden/suddenly I saw a man. He was sitting (5) quiet/quietly on a seat. He seemed very

(6) unhappy/unhappily. He looked up and smiled (7) sad/sadly at me. I don't know why, but I felt

(8) curious/curiously about him. I wanted to talk to him, but I couldn't think what to say.

I just stood there (9) foolish/foolishly.

109 Adjective or adverb? (2)

A Friendly, likely, etc

The ending **ly** is the normal adverb ending (see Unit 108). But a few adjectives also end in **ly**.

*Melanie was very **friendly**. It was a **lively** party. We had a **lovely** time.*

Some more examples are: **elderly, likely, lonely, silly, ugly**

The words are adjectives, not adverbs (NOT ~~*She spoke to us friendly*~~). And we cannot add **ly**.

There is no such word as ~~*friendly*~~. But we can say **in a friendly way/manner**.

*She spoke to us **in a friendly way**.* If we need to use an adverb, we often choose another word of similar meaning.

*It was **lovely**. Everything went **beautifully**.*

B Hard, fast, etc

Compare these sentences.

ADJECTIVE

*We did some **hard** work.
I came on the **fast** train.*

ADVERB

*We worked **hard**.
The train went quite **fast**.*

We can use these words both as adjectives and as adverbs:

deep, early, fast, hard, high, late, long, low, near, right, straight, wrong (For **hardly, nearly**, etc, see C.)

In informal English, the adjectives **cheap, loud, quick** and **slow** can be adverbs.

ADJECTIVE

*They sell **cheap** clothes in the market.
Back already! That was **quick**.*

ADVERB

*They sell things **cheap/cheaply** there.
Come as **quick/quickly** as you can.*

C Hard, hardly, near, nearly, etc

There are some pairs of adverbs like **hard** and **hardly** which have different meanings.

Here are some examples.

*I tried **hard**, but I didn't succeed.*

*I've got **hardly** any money left, {hardly any = very little, almost none}*

*Luckily I found a phone box quite **near**. I **nearly** fell asleep in the meeting, {nearly = almost}*

*Rachel arrived **late**, as usual. I've been very busy **lately**, {lately = in the last few days/weeks}*

*The plane flew **high** above the clouds. The material is **highly** radioactive, {highly = very}*

*We got into the concert **free**, {free = without paying}*

*The animals are allowed to wander **freely**, {freely = uncontrolled}*

D Good and well

Good is an adjective, and **well** is its adverb. The opposites are **bad** and **badly**.

ADJECTIVE

*Natasha is a **good** violinist.
Our test results were **good**.
I had a **bad** night.*

ADVERB

*She plays the violin very **well**.
We all did **well** in the test.
I slept **badly** last night.*

Well can also be an adjective meaning 'in good health', the opposite of **ill**.

*My mother was very **ill**, but she's quite **well** again now. How are you? ~ Very **well**, thank you.*

109 Exercises

Friendly, hard, hardly, etc (A-C)

Decide if each underlined word is an adjective or an adverb.

- ? That new building is rather ugly. *adjective*
? I'd like to arrive early if I can. *adverb*
1 I haven't seen you for a long time.
2 Why are you wearing that silly hat?
3 Very young children travel free.
4 The temperature is quite high today.
5 We nearly missed the bus this morning
6 Do you have to play that music so loud?

2 Friendly, hard, hardly, etc (A-C)

Complete the conversation. Decide if you need *ly* with the words in brackets.

Mark: How did you get on with Henry today?

Sarah: Oh, we had a nice lunch and some (►) *lively* (live) conversation. Henry was charming, as usual. He gave me a lift back to the office, but it was (1)..... (hard) worth risking our lives to save a few minutes. He (2)..... (near) killed us.

Mark: What do you mean?

Sarah: Well, we'd sat a bit too (3)..... (long) over our meal, and we were (4).....(late) getting back to work. Henry drove very (5)..... (fast). I tried (6)..... (hard) to keep calm, but I was quite scared. We went (7)..... (wrong) and missed a left turn, and Henry got annoyed. Then a van came round the corner, and it was coming (8)..... (straight) at us. I don't know how we missed it.

Mark: Well, I'm glad you did. And next time you'd better take a taxi.

3 Good and well (D)

Complete the conversation. Put in *good, well* (x2), *bad, badly* and *ill*.

Rachel: How did you and Daniel get on in your tennis match?

Matthew: We lost. I'm afraid we didn't play very (►) *well*. Daniel made some (1)..... mistakes. It wasn't a very (2)..... day for us. We played really (3).....

Andrew: I heard Daniel's in bed at the moment because he isn't very (4).....

Matthew: Yes, I'm afraid he's been (5)..... for several days, but he's better now.

4 Friendly, hard, hardly, etc (A-D)

Complete the conversation. Choose the correct form.

Daniel: Is it true you saw a ghost last night?

Vicky: Yes, I did. I went to bed (►) late/late, and I was sleeping (1) bad/badly. I suddenly woke up in the middle of the night. I went to the window and saw the ghost walking across the lawn.

Daniel: Was it a man or a woman? Vicky: A woman in a white dress. I had a (2) good/well view from the window, but she walked very (3) fast/fastly. She wasn't there very (4) long/longly. I'd (5) hard/hardly caught sight of her before she'd gone. I (6) near/nearly missed her. Daniel: You don't think you've been working too (7) hard/hardly? You've been looking a bit pale (8) late/late.

Vicky: I saw her, I tell you. Daniel: It isn't very (9) like/likely that ghosts actually exist, you know. I expect you were imagining it.

Test 18 Adjectives and adverbs (Units 104-109)

Test 18A

Choose the correct word or phrase.

- ▶ We walked stew/slowly back to the hotel.
- 1 We could walk free/freely around the aircraft during the flight.
- 2 The young/The young man with dark hair is my sister's boyfriend.
- 3 I'm getting quite hungry/hungrily.
- 4 The man looked thoughtful/thoughtfully around the room.
- 5 Have I filled this form in right/rightly?
- 6 I think Egypt is a fascinated/fascinating country.
- 7 The two sisters do alike/similar jobs.
- 8 I'm pleased the plan worked so good/goodly/well.
- 9 She invented a new kind of wheelchair for the disabled/the disabled people.
- 10 I'm very confused/confusing about what to do.
- 11 They performed the experiment scientifically/scientificly.
- 12 The hostages must be very afraid/frightened people.

Test 18 B

Put the words in the right order to form a statement.

- ▶ a / bought / coat / I / new / red
/ *bought a new red coat.*
- 1 a / is / nice / place / this
- 2 biscuit / can't / find / I / large / the / tin
- 3 a / behaved / in / silly / Tessa / way
- 4 coffee / cold / getting / is / your
- 5 a / house / in / live / lovely / old / stone / they
- 6 for / hospital / ill / is / mentally / the / this

Test 18C

Write the words in brackets and add *ly*, *ing* or *ed* only if you need to.

Janet: Is this the (▶) *new* (new...) car you've just bought?

Nigel: That's right. Well, it's second-hand of course.

Janet: It's (▶) *exciting* (excit...) buying a car, isn't it?

Nigel: Well, it was a bit of a problem actually because I didn't have much money to spend. But I managed to find one that wasn't very (1) (expensive...).

Janet: It looks very (2) (nice...), I must say.

Nigel: It's ten years old, so I was (3) (surpris...) what good condition it's in. The man I bought it from is over eighty, and he always drove it very (4) (careful...) he said. He never took it out if it was raining, which I find (5) (amus...).

Janet: I think (6) (elder...) people look after their cars better than young people

Nigel: He was a (7) (friend...) old chap. He even gave me all these maps
(8) (free...).

Test 18 D

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

- ▶ Jonathan was stupid, (behaved)
Jonathan behaved stupidly.
- 1 The drink had a strange taste, (tasted)
 - 2 Obviously, sick people need to be looked after, (the)
 - 3 The dog slept, (asleep)
 - 4 The young woman was polite, (spoke)
 - 5 The train was late, (arrived)
 - 6 The film's ending is dramatic, (ends)
 - 7 Polly gave an angry shout, (shouted)
 - 8 Billiards is a game for indoors, (indoor)
 - 9 The clown amused people, (amusing)
 - 10 There was almost no time left, (any)

Test 18 E

Some of these sentences are correct, but most have a mistake. If the sentence is correct, put a tick (✓). If it is incorrect, cross the sentence out and write it correctly.

- ? Your friend looked rather ill. ✓
? It was-a-steel long-pipe. *It was a long steel pipe.*
- 1 I tasted the soup careful.
 - 2 It's a beautiful old English church.
 - 3 Are they asleep children?
 - 4 It's a school for the deaf people.
 - 5 It's a leather new nice jacket.
 - 6 The riches are very lucky.
 - 7 You handled the situation well.
 - 8 He used a green paper thick towel.
 - 9 Our future lies with the young.
 - 10 The course I started was bored.
 - 11 I often talk to the two old next door.
 - 12 The smoke rose highly into the air.
 - 13 It feels warm in here.
 - 14 We felt disappointing when we lost
 - 15 Everyone seemed very nervously.
 - 16 Tessa drives too fastly.
 - 17 This scenery is really depressing.

110 Comparative and superlative forms

A The comparison of adjectives



We form the comparative and superlative of short adjectives (e.g. **cheap**) and long adjectives (e.g. **expensive**) in different ways.

	COMPARATIVE	SUPERLATIVE
Short word, e.g. <i>cheap</i> :	<i>cheaper</i>	<i>(the) cheapest</i>
Long word, e.g. <i>expensive</i> :	<i>more expensive</i>	<i>(the) most expensive</i>

For **less** and **least**, see Unit 112A.

*There are some **less expensive** ones here, look.*

B Short and long adjectives

One-syllable adjectives (e.g. **small**, **nice**) usually have the **er**, **est** ending.

*Your hi-fi is **smaller**. Emma needs a **bigger** computer.*

*This is the **nicest** colour. This room is the **warmest**.*

But we use **more**, **most** before words ending in **ed**.

*Everyone was pleased at the results, but Vicky was the **most pleased**.*

We also use **more**, **most** with three-syllable adjectives (e.g. **ex-cit-ing**) and with longer ones.

*The film was **more exciting** than the book. This dress is **more elegant**. We did the **most interesting** project. This machine is the **most reliable**.*

Some two-syllable adjectives have **er**, **est**, and some have **more**, **most**. Look at this information.

TWO-SYLLABLE ADJECTIVES

- 1 Words ending in a consonant + y have *er*, *est*, e.g. *happy* * *happier*, *happiest*.
Examples are: *busy*, *dirty*, *easy*, *funny*, *happy*, *heavy*, *lovely*, *lucky*, *pretty*, *silly*, *tidy*
- 2 Some words have *er*, *est* OR *more*, *most*, e.g. *narrow* ► *narrower*, *narrowest* OR *more narrow*, *most narrow*
Examples are: *clever*, *common*, *cruel*, *gentle*, *narrow*, *pleasant*, *polite*, *quiet*, *simple*, *stupid*, *tired*
- 3 The following words have *more*, *most*, e.g. *useful* * *more useful*, *most useful*.
 - a Words ending in *ful* or *less*, e.g. *careful*, *helpful*, *useful*; *hopeless*
 - b Words ending in *ing* or *ed*, e.g. *boring*, *willing*; *annoyed*, *surprised*
 - c Many others, e.g. *afraid*, *certain*, *correct*, *eager*, *exact*, *famous*, *foolish*, *frequent*, *modern*, *nervous*, *normal*, *recent*

C Spelling

There are some special spelling rules for the **er** and **est** endings.

- 1 *e* -> *er, est*, e.g. *nice* ~> *nicer, nicest*, *large* ~> *larger, largest*.
Also *brave, fine, safe*, etc
- 2 *y*-> *ier, iest* after a consonant, e.g. *happy* -> *happier, happiest*.
Also *lovely, lucky, pretty*, etc
- 3 Words ending in a single vowel letter + single consonant letter -> double the consonant
e.g. *hot* -> *hotter, hottest*, *big* -> *bigger, biggest*.
Also *fit, sad, thin, wet*, etc (but *w* does not change, e.g. *new* -> *newer*)

For more details, see page 371.

D The comparison of adverbs

Some adverbs have the same form as an adjective, e.g. **early, fast, hard, high, late, long, near**.

They form the comparative and superlative with **er, est**.

Can't you run faster than that? Andrew works the hardest.

Note also the spelling of **earlier** and **earliest**.

Many adverbs are an adjective + **ly**, e.g. **carefully, easily, nicely, slowly**.

They form the comparative and superlative with **more, most**.

We could do this more easily with a computer.

Of all the players it was Matthew who planned his tactics the most carefully.

In informal English we use **cheaper, cheapest, louder, loudest, quicker, quickest** and **slower, slowest** rather than **more cheaply, the most loudly**, etc. *Melanie reacted the quickest. You should drive slower in fog.*

Note the forms **sooner, soonest** and **more often, most often**.

Try to get home sooner. I must exercise more often.

E Irregular forms

Good, well, bad, badly and **far** have irregular forms.

ADJECTIVE/ADVERB	COMPARATIVE	SUPERLATIVE
<i>good/well</i>	<i>better</i>	<i>best</i>
<i>bad/badly</i>	<i>worse</i>	<i>worst</i>
<i>far</i>	<i>farther/further</i>	<i>farthest/furthest</i>

You've got the best handwriting. How much further are we going?

We can use **elder, eldest** + noun instead of **older, oldest**, but only for people in the same family.

My elder/older sister got married last year.

F Comparing quantities

We use **more, most** and their opposites **less** and **least** to compare quantities. *I haven't got many books. You've got more than I have. The Hotel Bristol has the most rooms. Trevor spends less on clothes than Laura does. Emma made the least mistakes.*

110 Exercises

1 The comparison of adjectives (A-B)

Complete the sentences. Use these adjectives: *beautiful, expensive, high, interesting, tall*



- ? The giraffe *is taller* than the man.
- ? The CD *is more expensive* than the cassette.
- 1 Detective stories..... than algebra.
- 2 The top of the mountain..... than the clouds.
- 3 The acrobat..... than the clown.

2 The comparison of adjectives (A-B)

Tom is a United fan. He never stops talking about them. Put in the superlative form of the adjectives.

- ? Everyone's heard of United. They're the *most famous* (famous) team in the world.
- ? They've got a long history. They're the *oldest* (old) club in England.
- 1 They've got lots of money. They're the..... (rich) club in the country.
- 2 Their stadium is new. It's the (modern) stadium in Europe.
- 3 United are wonderful. They're the..... (great) club in the world.
- 4 And what a team! It's the (exciting) team ever.
- 5 They've got lots of fans. They're the..... (popular) team in the country.
- 6 United have won everything. They're the..... (successful) team ever.
- 7 They're good to watch. They play the..... (attractive) football.
- 8 United fans are happy. We're the (happy) people in the world.

3 The comparison of adjectives (A-C)

Complete the advertisements with the comparative form of the adjective.

- ? Use Get-It-Clean and you'll get your floors *cleaner*
- ? Elegant Wallpapers simply look *more elegant*
- 1 Watch a Happy Video and you'll feel.....
- 2 Wear a pair of Fast Shoes and you'll be a..... runner.
- 3 Helpful Cookbooks are a..... guide to cooking.
- 4 Wash your hair with Lovely Shampoo for..... hair.
- 5 Try a Big-Big Burger and you'll have a meal.
- 6 Restful Beds give you a..... night.
- 7 Wear Modern Fashions for a look.

4 The comparison of adverbs (D)

Put in the comparative form of these adverbs: *carefully, early, easily, high, long, loud, often, smartly*

- ? I was too nervous to go *higher* than halfway up the tower.
? We could have found the place *more easily* with a map.
1 Do you have to wear those old jeans, Mike? Can't you dress? ..?
2 You needn't go yet. You can stay a bit
- 3 There are lots of break-ins. They happen nowadays.
4 If you do it again, you won't make so many mistakes.
5 The film starts at eight, but we should get to the cinema a few minutes
- 6 We can't hear. Could you speak a bit..... ?

5 Irregular forms (E)

Matthew and Emma are walking in the country. Put in *further, furthest, better, best, worse* and *worst*.

Emma: I'm not used to country walks. How much (►) *further* is it?

Matthew: Not far. And it gets better. We've done the (1)..... part. Look, the path gets easier. It goes downhill from here. I hope you're feeling (2)..... now, Emma.

Emma: I feel dreadful, actually, (3)..... than before.

Matthew: Oh, dear. Do you want to have a rest?

Emma: No, the (4)..... thing would be to get home as soon as we can. I'm not very fit, you know. This is the (5)..... I've walked for a long time.

6 Comparing quantities (F)

Put in *more, most, less* (x2) and *least*.

Laura: Our new car is smaller, so it uses (►) *less* petrol. They tested some small cars, and this one costs the (1)..... to run of all the cars in the test. It's very economical, so Trevor likes it. He wants to spend (2)..... on motoring.

Harriet: Can you get three people in the back?

Laura: Not very easily. We had (3)..... room in our old car. (4)..... cars take five people, but not this one.

7 Comparative and superlative forms (A-F)

Write the correct forms.

- ? You're the *lac-kyest* person I know. *luckiest*
? The situation is getting *difficulter*. *more difficult*
1 I was *happyer* in my old job.
2 I've got the *most small* office.
3 This photo is the *goodest*.
4 Last week's meeting was *mere-sheft*.
5 Money is the *importantest* thing.
6 Is Rachel *elder* than Vicky?
7 This game is *exciteger* than the last one.
8 Of all the students, Andrew does the *mere work*.
9 This month has been *weter* than last month.
10 The prices are *mere-low* here.
11 I feel *mere-bad* than I did yesterday.

111 Comparative and superlative patterns (1)

A Introduction

There are a number of different sentence patterns with comparative and superlative forms, e.g. **older than me, the sweetest man in the world.**



B The comparative and **than**

We often use a phrase with **than** after a comparative. *This restaurant is **nicer than** the Pizza House. I had a **bigger** meal **than** you. The steak is **more expensive than** the fish.*

C The superlative

We normally use **the** before a superlative.

***The** **quickest** way is along this path. **The** last question is **the most difficult**.* Note the pattern with **one** of.

*Michael Jackson is **one of the most famous** pop singers ever.*

After a superlative we can use **in** or **of**. We use **in** with places and with groups of people, e.g. **team**.

*It's **the most expensive** hotel **in** Oxford. Who is **the best** player **in the** team?*

*This question is **the most difficult of all**. August is **the wettest** month **of the** year.*

We often use a clause after a superlative.

*That was **the most delicious** meal **(that)** I've ever eaten.*

*Melanie is **the nicest** person **you could** meet.*

D As... as

We use **as ... as** to say that things are equal or unequal. *Our house is **as big as** yours. They're **the same size**, NOT ~~It is so big as yours.~~ It's warmer today. It isn't **as cold as** yesterday.*

In a negative sentence we can also use **so ... as**, but this is less common than **as ... as**.

*This flat isn't **as big as/so big as** our old one.*

Here are some more examples of **as ... as**.

*The chair is **as expensive as** the table. We can't do crosswords **as quickly as** you do.*

*I don't earn **as much** money **as** I'd like.*

Note also **the same as**.

*The result of the match was **the same as** last year.*

E Than me/than I am

Compare **than me** and **than I am**. Both are correct, and they have the same meaning.

*You're twenty years older **than me**.*

*Harriet's husband isn't as tall **as her**.*

After **than** or **as**, a personal pronoun on its own has the object form, e.g. **me**.

*You're twenty years older **than I am**.*

*Her husband isn't as tall **as she is**.*

But if the pronoun has a verb after it, then we use the subject form, e.g. **I**.

111 Exercises

1 The comparative and **than** (B)

Comment on these situations. Write sentences with a comparative and *than*. Use these adjectives: *big, expensive, long, old, popular, strong, tall*

- ? The film lasts two and a half hours, but the videotape is only two hours long.
The film is longer than the videotape.
- ? The water-colour is £85, and the oil-painting is £100.
The oil-painting is more expensive than the water-colour.
- 1 The church was built in 1878 and the library in 1925.
- 2 Daniel can lift 90 kilos, but Matthew can lift 120 kilos.
- 3 Mike is 1.7 metres tall, but Harriet is 1.8 metres.
- 4 Andrew hasn't many friends. Claire has lots of friends.
- 5 Mark's car has room for five people, but Sarah's has room for only four.

2 The superlative (C)

Write sentences from the notes. Use the superlative form of the adjective.

- ▶ Melanie / kind person / I know *Melanie is the kindest person I know.*
- 1 Friday / busy day / week of the week.
- 2 the Metropole / nice hotel / town
- 3 this watch / one / cheap / you can buy
- 4 this Beatles album / good / they ever made
- 5 Alan / successful salesman / company

3 As... as (D)

Use the notes and add sentences with *isn't as ... as*.

- ▶ a car / a motor bike / expensive
Why don't you buy a motor bike? *A motor bike isn't as expensive as a car.*
- 1 metal / plastic / strong
I don't like these plastic screws.....
- 2 the armchair / the stool / comfortable
Oh, don't sit there.
- 3 surfing / swimming / exciting
I prefer surfing to swimming.
- 4 the post / e-mail / quick
A letter will take two days.....

4 Than me/than I am (E)

Choose the correct pronoun.

- Tom: Why is Luke in our basketball team and not me? Aren't I as good as (▶) he/him? Is he taller than (1) I/me? Is he a better player than (2) I am/me am?
- Nick: I don't know. I can't understand why I'm in the team. You and Luke are both better than (3) I/me.
- Tom: Carl's in the team too, but I've scored a lot more points than (4) he has/him has.

112 Comparative and superlative patterns (2)

A Less and least

Less and **least** are the opposites of **more** and **most**. We use **less** and **least** with both long and short words.

*A bus is **less** expensive than a taxi.*

(= A bus is cheaper than a taxi./A bus isn't as expensive as a taxi.) *I feel **better** today, **less** tired. I'm the **least** musical person in the world, I'm afraid. We go out **less** often these days. You should do **less** work. You do too much.*

B Much faster

We can put a word or phrase (e.g. **much, far, a bit**) before a comparative to say how much faster, cheaper, etc something is. Look at these examples.

*It's **much faster** by tube. A bus is **far cheaper** than a taxi.*

*This bed is **a bit more comfortable**. Business is **rather better** this year.*

*I got up **a little later** than usual. This month's figures are **slightly less good**.*

*I'll need **a lot more** water. A computer will do it **much more efficiently**.* Before a comparative we can use **much, a lot, far; rather; slightly, a bit, a little**.

We can also use **no** and **any**. No has a negative meaning.

*Your second throw at the basket was **no nearer** than your first.*

We can use **any** in negatives and questions and with **if**.

*Your second throw wasn't **any nearer** than your first.*

*Are you sleeping **any better** since you've been taking the pills?*

*If we leave **any later** than seven, we'll get caught in the rush hour.*

C Faster and faster

We use expressions like **faster and faster** and **more and more expensive** to say that something is increasing all the time.

*The caravan was rolling **faster and faster** down the hill.*

*The queue was getting **longer and longer**.*

*Prices go up and up. Everything gets **more and more expensive**.*

*The crowd are becoming **more and more excited**.*

*The country is rapidly losing its workers, as **more and more** people are emigrating.*

The form depends on whether the comparative is with **er** (e.g. **louder**) or with **more** (e.g. **more expensive** (see **Unit 110B**)).

We can also use **less and less** for something decreasing.

*As each new problem arose, we felt **less and less enthusiastic**.*

D The faster, the better

We use this pattern to say that a change in one thing goes with a change in another. Look at these examples-

*There's no time to lose. **The faster** you drive, **the better**. **The higher** the price, **the more reliable** the product.*

***The more** the customer complained, **the ruder** and **more unpleasant** the manager became.*

***The sooner** we leave, **the sooner** we'll get there. Are you looking for a cheap holiday? ~ Yes, **the cheaper the better**.*

112 Exercises

1 Less (A)

Complete the sentences. Use *less* with these words: *attractive, busy, convenient, nervous, optimistic, painful, seriously*

- ▶ Laura once hated flying, but now she feels *less nervous* about it.
- 1 David says his leg really hurt at first, but now it's
- 2 Mark and Sarah normally have lots to do, but they're..... this week.
- 3 Rita's old flat was near the shops. Her new place is for shopping.
- 4 Claire used to think Henry was very handsome, but now she finds him.....
- 5 Matthew is always exercising. Maybe he should take his fitness.....
- 6 With United's best player injured, Tom feels about their chances.

2 Much faster (B)

Decide what to say. Use a phrase like *a bit better* or *a lot colder*.

- ▶ You were feeling unwell earlier. Say that you feel better now. A bit, anyway.
I feel a bit better now.

- 1 Mention that yesterday was colder than today. A lot colder, in fact.
- 2 Say that your coat is longer than is fashionable. A bit, anyway.
- 3 You left work earlier than usual this afternoon. Slightly, anyway. Tell your friend.
- 4 Say that the shop is more expensive than the supermarket. Much more.
- 5 Ask if the new machine is reliable - any more so than the old one.

3 Faster and faster (C)

Vicky works very hard at her studies, but she's worried that she's making no progress.

Complete her sentences.

- ? This subject gets *harder and harder* (hard) all the time.
- ? I'm just getting *more and more confused* (confused).
- 1 It's becoming (difficult) for me to keep up.
- 2 The textbook just gets..... (complicated).
- 3 I spend (more) time on my work.
- 4 My list of things to do gets (long).
- 5 My problems are just getting..... (bad).

4 The faster, the better (D)

Complete each sentence using the information in brackets.

- ? (The rent is high.) The bigger a flat is, *the higher the rent is*.
- ? (You learn quickly.) The younger you are, *the more quickly you learn*.
- 1 (The roads are quiet.) The earlier you leave,
- 2 (The choice is wide.) The bigger a supermarket is,.....
- 3 (I get confused.) The more I try to work this out,.....
- 4 (You can speak fluently.) The more you practise,.....
- 5 (The beaches get crowded.) The better the weather is,.....

TEST 19 Comparative and superlative (Units 110-112)

Test 19A

Write the comparative form of the words in brackets.

- ? They've made these chocolate bars *smaller* (small).
- ? Sport is *more interesting* (interesting) than politics.
- 1 Can't you think of anything (intelligent) to say?
- 2 Well, the place looks (clean) now.
- 3 Janet looks (thin) than she did.
- 4 You need to draw it (carefully).
- 5 The weather is getting (bad).
- 6 The programme will be shown at a (late) date.
- 7 I can't stay (long) than half an hour.
- 8 A mobile phone would be a (useful) present.
- 9 I'll try to finish the job (soon).
- 10 It was (busy) than usual in town today.
- 11 I'll be even (annoyed) if you do that again.
- 12 Since the break-in I feel (nervous).

Test 19B

Write the superlative form of the words in brackets.

- ? It's the *shortest* (short) day of the year.
- ? It's the *most beautiful* (beautiful) building in the world.
- 1 That was the (funny) film I've ever seen.
- 2 It was the (horrible) feeling I've ever had.
- 3 Have you read her (recent) book?
- 4 It's the (large) company in the country.
- 5 It was the (boring) speech I've ever heard.
- 6 You've got the (far) to travel.
- 7 That's the (helpful) idea so far.
- 8 The factory uses the (modern) production methods.
- 9 This is the (early) I've ever got up.
- 10 It was the (sad) day of my life.

Test 19C

Some of these sentences are correct, and some have a word which should not be there. If a sentence is correct put a tick (/). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

- ? I've got the least powerful computer in the world. V
- ? London is mere bigger than Birmingham. *more*
- 1 Silver isn't as expensive as gold.
- 2 Indian food is the nicer than Chinese, I think.
- 3 The telephone is one of the most useful inventions ever
- 4 I feel a much better now, thank you.
- 5 The longer you wait, so the harder it'll be.
- 6 The piano is heavier than the sofa.
- 7 This is the most quickest way to the hotel.
- 8 You're taller than he is.
- 9 Who is the cleverest student in of the class?
- 10 The weather is getting hotter and more hotter.

Test 19 D

Read this part of Tessa's letter to her friend Angela about her new job.

Then look at the answers after the letter and write the correct answer in each space.

My new job is great. I like it (►) much better than my old one. The people here are

(1) than I expected. Luckily my new boss isn't as rude

(2) my old boss, Mrs Crossley, was. I hated her. She was the

(3) friendly person I've ever met. Everyone here is older

(4) In fact I'm the youngest person (5) the office. But

I don't mind.

The good thing about the job is that I get a (6) more money, although not much more than I did before. The bad thing is that the journey isn't (7) simple as it was in my old job, where the bus took me straight there. Now I have to change buses. But I'm allowed to start work early. The earlier I leave home, (8) the journey is because the buses aren't so crowded.

- | | | | |
|------------------|--------------|------------------|-------------|
| ► a) more | b) most | c) much | d) very |
| 1 a) more nice | b) most nice | c) nicer | d) nicest |
| 2 a) as | b) so | c) than | d) that |
| 3 a) least | b) less | c) less and less | d) so |
| 4 a) as I | b) as me | c) than I | d) than me |
| 5 a) from | b) in | c) of | d) out of |
| 6 a) bit | b) less | c) lot | d) much |
| 7 a) as | b) less | c) more | d) same |
| 8 a) more easier | b) more easy | c) the easier | d) the easy |

Test 19 E

Complete the second sentence so that it has a similar meaning to the first. Use the word in brackets.

- This train is more convenient than all the others, (most)

This train is *the most convenient*.

- 1 The living-room isn't as big as the kitchen, (bigger)

The kitchen

- 2 I'm not as fit as you. (am)

You're

- 3 The table and the desk are the same size, (big)

The table the desk.

- 4 Prices just get higher all the time, (and)

Prices

- 5 The dress is cheaper than the skirt, (expensive)

The skirt the dress.

- 6 This crossword is the easiest, (difficult)

This crossword

- 7 Their excitement was increasing all the time, (excited)

They were getting

- 8 I've never read a more romantic story, (most)

It's the read.

113 Adverbs and word order

A Where do adverbs go?

There are three places in the sentences where an adverb can go. They are called front position (at the beginning of a sentence), mid position (see B) and end position (at the end of a sentence). (But for adverbs of degree see Unit 115.)

FRONT		MID		END
<i>Then</i>	<i>the ship</i>	<i>slowly</i>	<i>sailed</i>	<i>away.</i>
<i>Outside</i>	<i>it was</i>	<i>obviously</i>	<i>raining</i>	<i>hard.</i>

B Mid position

Mid position means close to the verb. Here are some examples of adverbs in mid position.

	AUXILIARY	ADVERB	AUXILIARY	MAIN VfcRB
<i>The visitors</i>	<i>are</i>	<i>just</i>		<i>leaving.</i>
<i>Andrew</i>	<i>has</i>	<i>always</i>		<i>liked Jessica.</i>
<i>We</i>	<i>don't</i>	<i>often</i>		<i>go out in the evening.</i>
<i>You</i>	<i>should</i>	<i>never</i>		<i>take unnecessary risks.</i>
<i>The pictures</i>	<i>have</i>	<i>definitely</i>	<i>been</i>	<i>stolen.</i>
<i>I</i>		<i>really</i>		<i>hate housework.</i>
<i>You</i>		<i>probably</i>		<i>left the bag on the bus.</i>

The adverb comes after the first auxiliary, e.g. **are, has, don't**.

If there is no auxiliary, then the adverb comes before the main verb, e.g. **hate, left**.

Note the word order in questions.

*Has Andrew **always** liked Jessica? Do you **often** go out in the evening?*

When the verb be is on its own, the adverb usually comes after it.

*The boss is **usually** in a bad temper. You're **certainly** a lot better today.*

When there is stress on the main verb be or on the auxiliary, then the adverb usually comes before it.

*You **certainly** are a lot better today. I **really** have made a mess, haven't I?*

C Verb and object

An adverb does not usually go between the verb and the direct object.

We put it in end position, after the object.

VERB	OBJECT	ADVERB	
<i>Tom ate</i>	<i>his breakfast</i>	<i>quickly.</i>	NOT <i>Tom ate quickly his' breakfast.</i>
<i>We played</i>	<i>volleyball</i>	<i>yesterday,</i>	NOT <i>We played yesterday volleyball.</i>
<i>I like</i>	<i>classical music</i>	<i>very much,</i>	NOT <i>I like very much classical music.</i>

But an adverb can go before a long object.

*Detectives examined **carefully** the contents of the dead man's pockets.*

D Adverbs of manner

An adverb of manner tells us how something happens, e.g. noisily, quickly. It usually goes in end position, but an adverb which ends in *ly* can sometimes go in mid position. *We asked permission **politely**.* **We *politely* asked permission.**

E Adverbs of place and time

Adverbs and adverbial phrases of place and time usually go in end position.

*Is there a phone box **nearby**? People didn't have cars **then**.*

*We're meeting **by the entrance**. Trevor wasn't very well **last week**.*

*Did you have a nice time **in New York**? I'll see you **before very long**.*

Sometimes they can go in front position.

*We're really busy **this week**. **Last week** we had nothing to do.*

Some short adverbs of time can also go in mid position.

*I'll **soon** find out. The train is **now** approaching Swindon.*

For **yet**, **still** and **already** see Unit 114.

F Adverbs of frequency

An adverb of frequency tells us 'how often'. It usually goes in mid position (see B).

*Mark is **always** in such a hurry. I **sometimes** feel depressed.*

*I've **often** thought about getting married. Do you **usually** work so late? **Normally**,*

usually, **often**, **sometimes** and **occasionally** can also go in front or end position.

***Normally** Sarah goes by train. I feel depressed **sometimes**.*

Phrases like **every day**, **once a week** or **most evenings** go in front or end position.

***Every day** we go logging. Rachel has a driving lesson **three times a week**. There's*

*a news summary **every hour**. We watch television **most evenings**.*

G Sentence adverbs

A sentence adverb is a word or phrase like **certainly**, **perhaps**, **luckily**, **of course**. It says something about the situation described in the sentence. The adverb can go in front, mid or end position. Sometimes we put a comma after or before the adverb, especially in front or end position.

***Fortunately**, the weather stayed fine. **Maybe** you'll win a free holiday.*

*We'll **probably** have to queue for tickets. Rachel was late, **of course**. In a negative sentence, **probably** and **certainly** come before **won't**, **didn't**, etc.*

*We **probably** won't get there in time. I **certainly** didn't expect a present!*

Also usually goes in mid position, but **too** and **as well** go in end position.

*Melanie bakes lovely cakes. She **also** makes bread./She makes bread, **too/as well**.*

H End position

There can be more than one adverb or adverbial phrase in end position. Usually a single-word adverb (e.g. **safely**) comes before a phrase (e.g. **on a small airfield**).

*They landed **safely on a small airfield**. I always eat **here at lunch-time**.*

When there is a close link in meaning between a verb and an adverb, then that adverb goes next to the verb. For example, with verbs of movement like **go**, **come** and **move**, a phrase of place comes before time.

*I usually go **to bed early**.*

*Tom came **here yesterday**.*

*My parents moved **to London in 1993**.*

But often two adverbial phrases can go in either order.

*The concert was held **at the arts centre last night**. The*

*concert was held **last night at the arts centre**.*

113 Exercises

1 Adverbs (A-B)

Read each sentence and write down the word which is an adverb.

- I'm just finishing an interesting article in this magazine, *just*
- 1 We have to leave our dirty shoes outside.
 - 2 Perhaps you have to type a password into the computer.
 - 3 Someone always leaves this door open.
 - 4 Obviously we aren't going to go for a walk in the rain.
 - 5 The car rolled silently down the hill.
 - 6 Your friend Andrew works hard, doesn't he?

2 Adverbs and their position (A-B)

Read this true story. Some adverbs are underlined. Say if their position is front, mid or end.

Once a man called Alvin decided to rob a bank in Montgomery, Alabama. Alvin's parents had often told him that good manners were important. So Alvin went to the bank and stood in line. He waited patiently. Soon it was his turn. He dramatically pulled out a gun and threatened the cashier. She politely told him that he was in the wrong line and should go to another counter. Alvin immediately went to the correct place and stood in line again. Suddenly the police rushed in and arrested him. Alvin was amazed. They'd caught him before he'd even done the robbery. The moral of the story is that you shouldn't always do what your parents tell you.

ADVERB	POSITION	ADVERB	POSITION
► once	<i>front</i>		
1 often		6 immediately	
2 patiently		7 again	
3 soon		8 suddenly	
4 dramatically		9 even	
5 politely		10 always	

3 Mid position (B)

Complete the conversations using the words in brackets. Put the adverbs in the best place.

- Emma: Did you know the man who tried to steal your bag? (certainly / recognize / would)
 Vicky: No, but I *would certainly recognize* him again.
- 1 David: That was a goal, wasn't it? (clearly / crossed)
 Tom: Yes, the ball *the line*.
 - 2 Mark: The weather is a lot better today, (probably / rain / will)
 Sarah: It said on the radio it *later*.
 - 3 Tom: How do we get to Mike's place? (didn't / fully / understand)
 Nick: I don't know. I *the directions*.
 - 4 Harriet: It's quiet here today, isn't it? (usually / are)
 Laura: Yes, the neighbours *out on a Sunday*
 - 5 Emma: Have you been to this place before? (it / occasionally / visited)
 Matthew: Yes, I *as a child*
 - 6 Alan: Did the computers crash this morning? (soon / were / working)
 Mark: Yes, but they *again*
 - 7 Melanie: Your friend's late, Vicky, (forgotten / has / obviously)
 Vicky: Rachel *that we arranged to go out*.

4 Adverbs of frequency (B, F)

Look at what people are saying and write the information in one sentence.

Put the adverb or adverbial phrase in mid or end position. Choose the best position.

? Vicky: I lose my way in London. It always happens.

Vicky always loses her way in London.

? Laura: The birds wake me up. It happens every morning.

The birds wake Laura up every morning.

1 David: It rains when I'm on holiday. Well, usually.

2 Rita: My friend visits me. She comes most weekends.

3 Mark: I get a pay rise. I get one every year.

4 Rachel: I don't check my work. I never do that.

5 Adverbs and word order (A-G)

Put the words in the right order and write the statements. Sometimes there is more than one possible order.

► cleaned / every day / is / the office *The office is cleaned every day.*

1 always / I've / known / your secret

2 afford / can't / certainly / a new car / we

3 didn't / far / the tourists / walk

4 carefully / cut / the paper / Tom

5 also / can / Natasha / play / the violin

6 I / most days / read / the newspaper

6 Adverbs in end position (H)

Complete these sentences from a newspaper. Put the words and phrases in the best order.

► The Queen has visited the show *regularly since 1985* (regularly / since 1985).

1 The President died (at his home / peacefully).

2 The protesters marched (through the streets / yesterday).

3 The Prime Minister went (last year / to Greece).

4 Henry likes Rome. He spent a week (in June / there).

7 Adverbs and word order (A-H)

Read the postcard from Olivia to her friend Kirsty and write the sentences. Put the adverbs in the best place.

(►) Thank you for having us (last weekend). (1) We had a lovely time (in the country). (2) We arrived home at about eight (safely). (3) You must come and visit us (before too long). (4) It's nice to see you and Tony (always). (5) You'll be able to come in the new year (maybe). (6) We'll see you (sometime).

► *Thank you for having us last weekend.*

1

2

3

4

5

6

114 Yet, still and already

A Introduction



Yet means that we are expecting something. (It's the time to book a holiday.)

Still means 'going on longer than expected'. (It's late to be thinking about a holiday.)

Already means 'sooner than expected'. (It's early to have had a holiday.)

B Yet

Yet usually goes at the end of a negative statement or a question.

*Vicky has got a present, but she hasn't opened it **yet**. Wait a minute. I'm not ready **yet**. Have they sent you your cheque **yet**? ~ No, not **yet**. I should get it next week.*

C Still and already

In a positive statement, **still** and **already** usually go in mid position (see Unit 113B).

*Sarah isn't home **yet**. She's **still** at work. We wrote a month ago, and we're **still** waiting for a reply. I've only been at work an hour, and I'm **already** exhausted. There's no need to tell me. I **already** know.*

We can **also** use **still** in a negative statement. It goes before **haven't**, **can't**, etc.

*It's nearly lunch-time, and you **still** haven't opened your mail. My friend is sixteen, and she **still** can't swim.*

Compare these sentences. The meanings are similar.

*Rita hasn't booked a holiday **yet**. Rita **still** hasn't booked a holiday. **Still** is stronger than **yet**. It often expresses surprise that the situation has gone on for so long.*

In a question **still** and **already** usually go after the subject.

*Are you **still** waiting after all this time? Has Tom **already** been on holiday?*

D No longer and any longer/any more

No longer means that something is finished. It goes in mid position (see Unit 113B). *You can't buy these bikes now. They no **longer** make them. I used to belong to the sports club, but I'm no **longer** a member.*

No longer can be a little formal. In informal speech we use **not... any longer** or **not... anymore**.

*They don't make these bikes **any longer/any more**. Rita has moved. She doesn't live here **any longer/any more**.*

Any longer/any more comes at the end.

114 Exercises

1 Yet, still and already (A)

Put in *yet, still or already*.

- Mark: I know it isn't lunch-time *yet*, but I'm really hungry.
Sarah: It's only eleven. And you've *already* had two coffees since breakfast.
- 1 Vicky: You've got this library book, and it was due back ten days ago.
Rachel: Well, I haven't finished it.....
- 2 Nick: Tom is a very slow eater, isn't he? He's.....having his soup.
David: And we've started our pudding.
- 3 Trevor: Has the postman been ? I'm expecting a letter from the bank.
Laura: Yes, he has, but that letter..... hasn't arrived.

2 Word order with yet, still and already (A)

Put the word in brackets into one of the sentences.

- ? I've bought some CDs. I haven't played them, (yet)
I haven't played them yet.
- ? This calculator works. I've had it for ages, (still)
This calculator still works.
- 1 I owe Emma £20. I can't ask her for more, (already)
- 2 We've spent all our money. And we're only halfway through our holiday, (already)
- 3 I've cleaned this window. But it looks dirty, (still)
- 4 Our friend took some photos. We haven't seen them, (yet)
- 5 I can't understand the rules. I know you explained them to me. (still)

3 Still and any more (C-D)

Two people are talking about the place they live in. Write the replies using *still* or *not... any more*.

- | Old man: | Young man: |
|-------------------------------|--|
| ? There was a church. | ~ Well, <i>there's still a church</i> . |
| ? You could see fields. | ~ <i>You can't see them any more</i> . Now it's just houses. |
| 1 Children played there. | ~ Not now |
| 2 Boats came along the river. | ~ Oh, Look at them. |
| 3 The view was beautiful. | ~ Well, It's awful. |
| 4 It was our home. | ~ And..... |

4 Yet, still, already, no longer and any longer/any more (A-D)

Put in *already, any more, no longer, still* and *yet*.

- It's *still* raining, look. How much longer can it go on?
- 1 The railway closed down years ago, so there's..... a railway station here.
- 2 They want to build a new hotel here, but they haven't got permission
- 3 Rita isn't going out with Nick. She told him she didn't want to see him.....
- 4 Those people moved here only three months ago, and they're.....leaving.

115 Adverbs of degree, e.g. **very**, **quite**

A **Very**, **quite**, **a bit**, etc



Laura is **a bit** tired. She's been working all morning.



Mark is **quite** tired. He's been working all day.



Sarah is **very** tired. She's had to work late at the office.

An adverb of degree makes the meaning weaker or stronger. Here are some more examples.

SMALL DEGREE (weaker)

a little late
slightly complicated

MEDIUM DEGREE

fairly unusual
pretty good
rather nice

LARGE DEGREE (stronger)

absolutely sure *really ill*
completely mad
extremely cold

B **Very** cold, **quite** quickly, etc

An adverb of degree (e.g. **very**) goes before an adjective (e.g. **cold**) or an adverb (e.g. **quickly**).

ADVERB + ADJECTIVE

*It's **very** cold today.*
*Rita looked **rather** upset.*
*This dress is **absolutely** marvellous.*

ADVERB + ADVERB

*The time passed **quite** quickly.*
*We go on holiday **fairly** soon.*
*United played **extremely** well.*

Before a comparative we can use **a bit**, **a little**, **a lot**, **far**, **much**, **rather** and **slightly**. See also Unit 112B.

*I'm feeling **a lot** better today.* *These new trains go **much** faster.*

C **Really** hurting, **quite** enjoys, etc

Some adverbs of degree can describe a verb.

They usually go in mid position (close to the verb — see Unit 113B).

*My foot is **really** hurting.* *Laura **quite** enjoys shopping.* *I **rather** like this cake.*

Some adverbs of degree go at the end of a sentence when they describe a verb. They are **a bit**, **a little**, **a lot**, **awfully**, **much** and **terribly**.

*Mark **travels a lot**.* *I'll open the window **a little**.* *The animals **suffer terribly**.*

Absolutely, **completely** and **totally** can go in mid position or at the end. We

***completely** lost our way/We lost our way **completely**.* *I'm afraid I **totally** disagree./I'm afraid I disagree **totally**.*

D **Much**

Now look at these sentences.

Positive: *I like this town **very much**, NOT ~~I like this town much~~*

Negative: *I don't like this town **very much**, OR I don't like this town **much**.*

In a positive statement we use **very much**. In a negative statement we can use either **very much** or **much**.

115 Exercises

1 Very, quite, a bit, etc (A)

Write sentences using one of the phrases in brackets.



- (quite hungry or very hungry?) *He's quite hungry.* 3 (quite strong or very strong?)
 1 (a bit busy or very busy?) 4 (fairly happy or extremely happy?)
 2 (a bit thirsty or really thirsty?)

2 Very, quite and a bit (A)

Put in *very*, *quite* or *a bit*.

- The bus service is all right. The buses are *quite* frequent.
 1 I couldn't sleep because of the awful noise. The disco was noisy.
 2 The weather was OK - at least it didn't rain. It was good.
 3 The train was almost on time. It was just late.
 4 Someone paid a great deal of money for the house. It was expensive.
 5 There were some very small traces of mud on the boots. They were dirty.
 6 There was a medium amount of traffic on the road. It was busy.

3 Very cold, really hurting, etc (B-D)

Put the adverbs in the right place. Sometimes more than one answer is correct.

- ? These books are old (very). *These books are very old.*
 ? I hate travelling by air (really). *I really hate travelling by air.*
 1 That radio is loud (a bit).
 2 I like my new job (quite).
 3 Why don't you slow down (a little)?
 4 The rain spoilt our day (completely).
 5 We did the job quickly (fairly).
 6 I feel better now (a lot).
 7 We enjoyed the concert (very much).
 8 My arms ached (terribly).

4 Adverbs of degree (A-D)

Complete the advertisement for holiday apartments by choosing the correct words.

Why not take this opportunity to buy a wonderful Interlux Timeshare apartment in San Manila? These are (►) a bit/rather/really luxurious apartments set in this (1) absolutely/slightly magnificent seaside resort, a (2) fairly/really beautiful and unspoilt place, which you'll like (3) much/very/very much. The apartments are (4) extremely/pretty/quite good value. And we are a company with a (5) fairly/quite/very good reputation. This is a (6) bit/slightly/totally safe way of investing your money. But hurry! People are buying up the apartments (7) a lot/very/very much quickly.

116 Quite and rather

A Quite meaning 'fairly'

Quite usually means 'fairly' or 'a medium amount' (see Unit 115A).

*I feel **quite** hungry now. Repairing the machine is **quite** difficult.*

*The talk was **quite** interesting. We were **quite** surprised at the result.*

(But see D for another meaning of **quite**.)

B Stress with quite

In speech, whether we stress **quite** or the adjective makes a difference to the meaning.

If we stress **quite**, it means 'fairly but not very'.

The meaning is negative.

The exhibition was quite good, but I've seen better ones.

I get up quite early, but not as early as you do.

If we stress the adjective, the meaning is positive

(but not as positive as **very**).

The exhibition was quite good. I enjoyed looking round it.

I got up quite early. I had a lot of jobs to do.

C Quite or rather?

When we make a favourable comment, we usually say **quite**, not **rather**.

*The book was **quite** interesting. It's **quite** warm now. It was **quite** nice walking through the park.*

In unfavourable comments, we usually say **rather**, but **quite** is possible. *The book was **rather** boring/quite boring. It was **rather** awkward/quite awkward taking my suitcase on the underground.*

Rather in a favourable comment means 'to a surprising or unusual degree'. *It's **rather** warm for October. (It isn't usually so warm.) / didn't know David can cook. He's **rather** good at it. I expect Tom's jokes were awful. ~ Actually they were **rather** funny.*

We can use **rather** with a comparative but not **quite**.

*The meal took **rather** longer than we expected.*

For **quite** and **rather** with *a/an*, see Unit 89B. *It was **quite** an interesting book.*

D Quite meaning 'completely'

With some adjectives, **quite** means 'completely' or 'totally'.

*What you said is **quite** wrong. (= completely wrong) The idea is **quite** absurd. (= totally absurd) The situation is **quite** hopeless.*

Quite means 'completely' with these adjectives: **absurd, alone, amazing, awful, brilliant, certain, dead, different, dreadful, extraordinary, false, hopeless, horrible, impossible, perfect, ridiculous, right, sure, true, useless, wrong**

Compare the uses of **quite**.

*I'm **quite** tired. (= fairly)*

*The advice was **quite** useful. I got one or two tips.*

*I'm **quite** exhausted. (= completely)*

*The advice was **quite** useless. It was absolutely no good at all.*

116 Exercises

1 Stress with **quite** (B)

Which word do we stress, *quite* or the adjective? Underline the stressed word.

? These pens are quite good but not as good as the ones I usually buy.

? This book is quite exciting. I can't put it down.

1 These fashions are quite new but not the very latest thing.

2 It's quite late. We'd better be going.

3 The sums are quite easy. I can do them in my head.

4 The music was quite good, but I wasn't really impressed.

5 The sun is quite bright. You'll need your sunglasses.

2 **Quite or rather?** (C)

Put in these adjectives: *better, busy, nice, noisy, popular*

Use *quite* or *rather* with each adjective. Sometimes either is possible.

Mark: I didn't like that meal very much.

Sarah: The soup was (►) *quite nice* though, wasn't it?

Mark: The food was (1) the last time we came.

Sarah: It's (2) in here, isn't it? Everyone seems to be shouting.

Mark: I wasn't expecting the place to be so full. It's (3) for a Monday evening

Sarah: This restaurant is (4), you know.

3 **Quite or rather?** (C)

Add a sentence expressing the idea in brackets.

Use *quite* or *rather* in your sentence. Sometimes either is possible.

► (It's pleasant by the river.)

Let's walk along by the river. *It's quite pleasant there.*

► (You think Nick is aggressive.)

I don't like Nick much. *I think he's rather aggressive.*

1 (Changing trains twice is complicated.)

We have to change trains twice

2 (Your car is big.)

I can give you all a lift

3 (The show went on longer than you expected.)

It was a good show, but

4 (You made your decision quickly.)

It wasn't a difficult decision

4 The meanings of **quite** (A, D)

Does *quite* mean 'fairly' or 'completely'?

? Try one of these sweets. I think they're quite nice. = *fairly nice*

? The driver walked away unhurt. It was quite amazing. = *completely amazing*

1 I couldn't agree to the idea. It was quite ridiculous. =

2 I need some help with this crossword. It's quite difficult. =

3 That isn't the same thing at all. It's quite different. =

4 I wasn't expecting to get a postcard. I was quite surprised. =

5 I bought this guidebook. It looks quite useful. =

6 Are you sure you want the job? ~ Yes, I'm quite certain. =

117 Too and enough

A Introduction



Too short and **not long enough** both mean the same thing.

B Word order with **too** and **enough**

Too goes before an adjective or adverb.

*Claire doesn't want to marry Henry. She thinks he's **too old**.*

*Zedco are in trouble. The company reacted **too slowly** to the rise in prices.*

Enough goes after an adjective or adverb.

*The water isn't **hot enough**. It needs to be boiling, NOT ~~enough hot~~*

*You didn't put the screws in **tightly enough**, NOT enough ~~tightly~~*

Too many, **too much** and **enough** go before a noun.

*No wonder you're tired. You've been going to **too many parties**.*

*Andrew spends **too much time** working.*

*There'll be fifteen people for coffee. Have we got **enough cups**?*

*Everything is so expensive. Did you bring **enough money**? We use **many** with a plural noun and **much** with an uncountable noun (see Unit 95A).*

Compare these examples with **enough**.

After an adjective: *The coffee isn't **strong enough**.*

Before a noun: *You didn't put **enough coffee** in.*

We leave out the noun if the meaning is clear without it.

*Just add a little water. Not **too much**. We'll need fifteen cups. Have we got **enough**?*

C Other structures with **too** and **enough**

We can use a phrase with **for** after **too** or **enough**.

*These puzzles are **too difficult for children**. This coat isn't warm **enough for winter**.*

*Have we got **enough cups for everyone**?*

We can also use a to-infinitive.

*It's **too dangerous to walk** home at this time of night.*

*There are **too many museums here to visit** in a single day.*

*Are you fit **enough to run** a marathon?*

*I couldn't get close **enough to see** properly.*

*Vicky didn't bring **enough money to buy** two CDs.*

117 Exercises

1 Too and enough (A-B)

Look at the pictures and write sentences with *too* and *enough*.

Use these nouns and adjectives: *big, gate, long, low, plane, sweater, ruler, warm, water, wide*



- ? *The sweater is too big.*
 - ? *The ruler isn't long enough.*
- 1
 - 2
 - 3

Too and enough (A-B)

Look at what people are saying and complete the sentences. Use *too*, *too many*, *too much* or *enough* with these words: *clearly, complicated, difficult, expensive, food, hastily, mistakes, rain, sweet, traffic*

- ? You should have stopped to think first. You acted *too hastily*.
- ? This quiz is rather easy. The questions aren't *difficult enough*.
- 1 Can I have some more sugar in my coffee, please? It isn't
- 2 I can't afford a new stereo. It would be .
- 3 There's a water shortage. There just hasn't been
- 4 I can't read your writing. You don't write
- 5 Try to be more careful, please. You're making
- 6 The roads are very crowded. There's simply
- 7 I can't understand these instructions. They're
- 8 Thousands of people are starving because they can't get

Other structures with **too** and **enough** (C)

Comment on the situations. Use *too* or *enough* and a phrase with *for* or a to-infinitive.

- ? A taxi would have been best. But you didn't have the money.
I didn't have enough money for a taxi.
- ? Sarah can't take a day off. She's very busy.
Sarah is too busy to take a day off.
- 1 A picnic would be nice. But it's wet.
- 2 All your guests will need chairs. But you haven't got very many.
- 3 You couldn't carry the equipment. You had such a lot.
- 4 Natasha wants to be a professional musician. You think she's very good.

TEST 20 Adverbs and word order (Units 113-117)

Test 20A

Put each word in brackets into the sentence.

► Anna arrives for work, (late)

Anna arrives late for work.

- 1 I like old cowboy films, (quite)
- 2 Have you finished this magazine? (yet)
- 3 This coat is big. (too)
- 4 Have the children had their tea? (already)
- 5 You don't look ill. (certainly)
- 6 We don't go out. (much)
- 7 I think everyone works hard, (fairly)
- 8 I don't know the date of the meeting, (still)
- 9 The others are getting ready, (just)
- 10 I have to go to work, (on Saturdays)

Test 20B

Put the words in the right order to form a statement.

► I / love / really / these trousers

I really love these trousers.

- 1 is / rather / silly / this game
- 2 already / I've / paid / the bill
- 3 enough / isn't / loud / the alarm
- 4 easily / Jonathan / passed / the test
- 5 a lot / cards / play / the children
- 6 didn't / enough / sell / they / tickets
- 7 ask / many / questions / too / you
- 8 a member / any more / of the club / I'm / not
- 9 enough / it's / outside / to sit / warm

Test 20C

Read the conversation. Then look at the answers below and write the correct answer in each space.

Martin: Hello, Nancy. (►) *How* are you? Have you found a job (1)..... ?

Nancy: No, I'm afraid not, but I'm (2)..... looking. It's taking (3)..... longer than I expected. The problem is there just aren't (4)..... jobs. And there are too (5)..... people looking for jobs.

Martin: I'm old enough (6)..... remember when there was plenty of work.

Nancy: There used to be lots of work, but there isn't (7)..... more. I'm afraid I'm (8)..... longer as optimistic as I was a few weeks ago. In fact I feel a (9)..... depressed about it sometimes.

Martin: Don't worry. You'll (10)..... find something, I expect.

- | | | | | | | | | |
|--------------|-----------|-----------|------------|----|------------|-----------|-----------|-------------|
| ► a) How | b) What | c) Who | d) Why | 6 | a) for | b) of | c) that | d) to |
| 1 a) longer | b) soon | c) still | d) yet | 7 | a) any | b) no | c) now | d) some |
| 2 a) already | b) more | c) still | d) yet | 8 | a) any | b) never | c) no | d) not |
| 3 a) more | b) quite | c) rather | d) some | 9 | a) bit | b) piece | c) quite | d) slightly |
| 4 a) enough | b) plenty | c) right | d) several | 10 | a) already | b) yet | c) soon | |
| 5 a) big | b) lot | c) many | d) much | | | d) before | very long | |

Test 20 D

Each of these sentences has a mistake in it. Write the correct sentence.

- ~~My friend calls always for me.~~ *My friend always calls for me.*
- 1 ~~I didn't last night sleep very well.~~
- 2 ~~I think I need to rest little.~~
- 3 ~~I don't work for the company longer.~~
- 4 ~~The article is fair interesting.~~
- 5 ~~Tessa locked carefully the door.~~
- 6 ~~You aren't enough tall to play basketball.~~
- 7 ~~We went yesterday to town.~~
- 8 ~~Hike this music much.~~

Test 20E

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

- It's probable that the strike will be over soon, (probably)
The strike will probably be over soon.

- 1 We often go to the cinema, (a lot)
- 2 Adrian wears jeans all the time, (always)
- 3 These shoes are too small, (big)
- 4 I don't live in Birmingham any more, (no)
- 5 Polly spent more money than she should have done in the sales, (too)

Prepositions of place

A Meanings



The bird is **in/inside** the cage.



Sarah is diving **in/into** the water.



Tom is getting **out of** the car.



They're waiting **outside** the bank.



The jug is **on** the table.



The case is **on top of** the wardrobe.



Emma is putting her luggage **on/onto** the trolley.



Henry is falling off the horse.



Rachel is **at** the bus stop.



The table is **by/beside** the bed.



Jessica is sitting **next to** Andrew.



The airport is **near** Manchester.



The coach is going **to** London.



The letter is **from** Chicago.



Matthew is walking **towards** the sun.



Vicky is running away **from** the fire.



There's a bridge **over** the river.



Tom is **under** the car.



The plane is **above** the clouds.



The temperature is **below** zero.



The cyclist is **in front of** the bus.



The cyclist is **behind** the tractor.



Rita is going **up** the stairs.



Daniel is coming **down** the stairs.



Melanie is running **across** the road.



The cars are going **through** the tunnel.



Trevor is walking **along** the street.



The car is going **past** the house.



The house is **among** the trees.



Jackson is **between** Memphis and New Orleans.



Jessica is sitting **opposite** Andrew.



They're running **around/round** the track.

B Position and movement

Most of these prepositions can express either position (where something is) or movement (where it is going). Position: *The coin **was under** the sofa.*

Movement: *The coin **rolled under** the sofa.*

Now look at these examples with **in** and **on** expressing position.

*The manager **was in** the office. The papers **were on** the floor.* To express movement, we use **into** and **onto**, but we can also use **in** and **on**, especially in informal English.

*The manager **came in/into** the office. The papers **fell on/onto** the floor.*

At expresses position, and **to** expresses movement.

Position: *Vicky **was at** the doctor's.* Movement:

*Vicky **went to** the doctor's.*

Exercises

1 Prepositions of place (A)

Put in the prepositions. Sometimes more than one answer is correct.



► Sarah is getting *out of* the taxi.



1 David is going..... the ladder.



2 The furniture is..... the van.



3 My friend lives in a flat a shop.



4 The boss is comingthe corridor.



5 There's a garage..... the house.



6 We walked the lake.



7 There's a statue the museum.



8 Tom and Nick are walking the stadium.

2 Prepositions of place (A)

Complete the conversations. Choose the correct preposition.

1 Vicky: I felt really afraid when I was walking home from/off the club. All the time I could hear someone behind/in front of me, but I didn't dare turn round.

Rachel: I expect you were imagining it.

Vicky: No, I wasn't. I saw him after I'd come in across/through the gate. He was wearing a long black coat that came down well below/under his knees.

2 Daniel: You know Adam, don't you? He's very strange. He walked right along/past me yesterday as I was coming among/down the stairs, but he didn't say hello.

Matthew: The other day he was sitting beside/opposite me at lunch, so I couldn't help looking at him, I said hello, but he didn't speak.

3 Between, next to and opposite (A)

Look at the plan and explain where things are. Use *between*, *next to* or *opposite*.



- ▶ The bank is *next to* the gift shop.
- 1 The sports shop is the bank.
- 2 The travel agency is the sports shop and the art gallery.
- 3 The restaurant is..... the art gallery.
- 4 The gift shop is..... the bank and the restaurant.
- 5 The art gallery is..... the travel agency.

4 Prepositions of place (A-B)

Where did the fly go? Put in these prepositions: *around*, *into*, *on*, *out of*, *through*, *under*, *up*



- ▶ The fly came in *through* the door.
- 1 It flew the chair.
- 2 It crawled the chair leg.
- 3 It stopped.....the desk for a moment.
- 4 It went..... the telephone.
- 5 It flew.....the drawer.
- 6 It went..... the window.

; Prepositions of place (A-B).

Put in the correct preposition.

- ▶ Rachel was lying *on* the grass reading a book.
- 1 It's my holiday next week. I'm goingSpain.
- 2 There was a big crowd the shop waiting for it to open.
- 3 That man is an idiot. He pushed methe swimming-pool.
- 4 I went the chemist's just now, but I didn't notice if it was open.
- 5 David hurt himself. He fell his bike.
- 6 There's a café..... top of the mountain. You can have a coffee there before you go down.
- 7 The sheep got out a hole in the fence.
- 8 Pompeii is quite..... Sorrento. It's only a short train ride.
- 9 There's such a crowd. You won't find your friend all these people.

119 In, on and at (place)

A Meanings



Emma is in the phone box.



Nick's dog is on the rug.



There's someone at the door.

IN

in the phone box
in the kitchen
work in the garden
swim in the pool

In a town/country

Kate lives in York.

Atlanta is in Georgia.

In a street (GB)

in Shirley Road

ON

sit on the floor
walk on the pavement
a number on the door
egg on your shirt

On a floor (1st, 2nd, etc)

on the first floor

On a street (US)

on Fifth Avenue

On a road or river

a village on this road

Paris is on the Seine.

AT

sit at my desk
wait at the bus stop
at the crossroads
wait at the traffic lights

At a place on a journey

Does this train stop at York?

At a house/an address

at Mike's (house)

at 65 Shirley Road

At an event

at the party

B In and at with buildings

IN

There are 400 seats in the cinema.

It was raining, so we waited in the pub.

We use **in** when we mean inside a building.

AT

I was at the cinema. (= watching a **film**)

We were at the pub. (= having a drink)

But we normally use **at** when we are talking about what happens there.

C Some common phrases

IN

in prison/hospital

in the lesson

in a book/newspaper

in the photo/picture

in the country

in the middle

in the back/front of a car

in a queue/line/row

ON

on the platform

on the farm

on the page/map

on the screen

on the island/beach/coast

drive on the right/left

on the back of an envelope

AT

at the station/airport

at home/work/school

at the seaside

at the top/bottom of a hill

at the back of the room

at the end of a corridor

119 Exercises

1 Meanings (A)

Look at the pictures and write the sentences. Use *in*, *on* or *at* and these words:
the bath, the disco, the lights, the roof, the table



► *He's on the table.*

- 1 3
 2 4

2 In and at with buildings (B)

Complete each sentence. Use *in* or *at* and these words:
the petrol station, the restaurant, the stadium, the station, the theatre, the zoo

► There's a huge crowd *in the stadium* waiting for the Games to start.

- 1 Sarah's just rung. She's getting some petrol.
 2 The children like wild animals. They'd love to spend an afternoon
 3 It was so hot that I didn't really enjoy the play.
 4 We're quite a large group. There may not be enough room for all of us to sit together.
 5 I saw Daniel while I was waiting for a train.

3 In, on and at (A, C)

Put in the preposition *in*, *on* or *at*.

► We spent the whole holiday *on the beach*.

- 1 I read about the pop festival a magazine.
 2 My parents' flat is the twenty-first floor.
 3 Melanie was holding a small bird her hands.
 4 I'll meet you the airport.
 5 Natasha now lives 32 The Avenue.
 6 I was standing the counter in the baker's shop, waiting to be served.
 7 London is the Thames.
 8 There weren't many books the shelves.
 9 The passengers had to stand a queue.
 10 The woman sitting next to me left the train Chesterfield.

120 In, on and at (time)

A Saying when

Look at these examples.

IN	ON	AT
<i>We bought the flat in 1994.</i>	<i>The race is on Saturday.</i>	<i>The film starts at seven thirty.</i>
In + year/month/season <i>in 1988</i> <i>in September</i> <i>in winter</i> <i>in the 21st century</i>	On + day/date <i>on Wednesday</i> <i>on 15 April</i> <i>on that day</i>	At + clock time/meal time <i>at three o'clock</i> <i>at lunch (-time)</i> <i>at that time</i> <i>at the moment</i>
In + a week or more <i>in the Easter holiday</i> <i>in the summer term</i>	On + a single day <i>on Easter Monday</i> <i>on Christmas Day</i>	At + two or three days <i>at Easter/Christmas</i> <i>at the weekend</i> (US: <i>on the weekend</i>)
In + part of day <i>in the morning</i> <i>in the evening</i>	On + day + part of day <i>on Friday morning</i> <i>on Tuesday evening</i>	

Look at these examples with **night**.

*I woke up **in** the night.*

(= in the middle of the night)

*It happened **on** Monday night.*

*I can't sleep **at** night.*

(= when it is night)

But we do not use **in**, **on** or **at** before **every**, **last**, **next**, **this**, **tomorrow** and **yesterday**.

*We go to Greece **every summer**. My brother came home **last Christmas**. I'll see you **next Friday**. I leave school **this year**. The party is **tomorrow evening**. The group set off **yesterday morning**.*

B In time or on time?

IN TIME

In time means 'early enough'.

*We'll have to hurry if we want to be **in time** for the show.*

*We got to the airport **in time** to have a coffee before checking in. I was about to close the door when **just in time** I*

remembered my key. (= at the last moment)

ON TIME

On time means 'at the right time', 'on schedule'.

*The plane took off **on time**.*

*I hope the meeting starts **on time**.*

*Rachel is never **on time**. She's always late.*

C Other uses of in

We can use **in** for the time it takes to complete something.

*I did the crossword **in** five minutes. Could you walk thirty miles **in** a day'?*

We can also use **in** for a future time measured from the present.

*Your photos will be ready **in** an hour. (= an hour from now)*

*The building will open **in** six weeks/in six weeks' time.*

88 On Friday, etc without **the**

120 Exercises

1 Saying when (A)

Read the information about John F. Kennedy and then answer the questions.
Begin each answer with *in, on or at*.

John F. Kennedy was born into a famous American family. His date of birth was 29 May 1917. The year 1961 saw him become the 35th President of the US. Kennedy was killed as he drove in an open car through the streets of Dallas, Texas. Friday, 22 November 1963 was a sad day for America. It was 12.30 when a gunman opened fire and shot the President dead.

► When was John F. Kennedy born? *On 29 May 1917.*

- 1 When did he become President?
- 2 When was he killed?
- 3 What time was he shot?

2 Saying when (A)

Mark is arranging a business meeting. Decide if you need *in, on or at*.

If you do not need a preposition, put a cross (X).

Mark: I'm sorry I was out when you called (►)/ yesterday afternoon, Alice. Look, I'm free (►)« the fifteenth of March. Can we meet then?

Alice: I'm pretty busy (1).....next week, I'm afraid. I can't see you (2).....Friday.

Mark: I'd like to have a meeting (3).....this month if possible.
I'll be very busy (4)April.

Alice: I'm going away (5) Easter, so how about the week after?
Shall we meet (6)..... the twenty-seventh? That's a Wednesday.

Mark: I've got an appointment (7)..... the morning but nothing (8)..... the afternoon.
Let's meet (9)..... Wednesday afternoon (10) half past two.

3 In time or on time? (B)

Put in the right phrase: *in time or on time*.

► If the plane is late, we won't get to Paris *in time* for our connecting flight.

- 1 We were up very early,.....to see the sun rise.
- 2 How can the buses possibly run with all these traffic jams?
- 3 The post goes at five. I'm hoping to get this letter written
- 4 The coach will be here at 12.13 if it's

4 In, on or at? (A-C)

Complete the conversations using *in, on or at*.

► Andrew: You only bought that book *on* Saturday. Have you finished it already?

Jessica: I read it *in* about three hours yesterday evening.

1 Vicky: Will the bank be open half past nine?

Daniel: Yes, it always opens absolutely time.

2 Sarah: We're leaving half past, and you haven't even changed.

Mark: It's OK. I can easily shower and change ten minutes.

3 Laura: Your mother's birthday is Monday, isn't it?

Trevor: Yes, I just hope this card gets there time.

4 Harriet: If we ever go camping again, it's going to be summer, not autumn.

Mike: Never mind. We'll be home two days, and then we'll be dry again.

121 For, since, ago and before

A Introduction



FOR

Mark has spent three hours playing a computer game. He's been sitting there for three hours.

SINCE

It was two o'clock when Mark started the game. He's been playing since two o'clock.

AGO

Three hours have passed since Mark and Sarah got up from the lunch table. They finished their lunch three hours ago.

B For and since with the present perfect

We often use **for** and **since** with the present perfect to talk about something continuing up to the present.

FOR

We use **for** to say how long something has continued.

*I've been waiting for forty minutes.
We've known about it for two days.
Melanie has been living here for a year now.*

SINCE

We use **since** to say when something began,

*I've been waiting since ten past six.
We've known about it since Monday.
Melanie has been living here since last year.*

We can also use **for** with other tenses.

I'm staying in England for a year. We swam for quite a long time.

We can often leave out **for** (but not from some negative sentences).

We've had this car (for) six months. I haven't seen Vicky for a day or two.

C Ago with the past

We can use the adverb **ago** to talk about a past time measured from the present.

Six months ago means six months before now.

*I passed my driving test six months ago. NOT since six months
Vicky wrote to the company weeks ago. David first met Melanie a long time ago.
Have you seen Emma? ~ Yes, just a few minutes ago.*

We put **ago** after the phrase of time, NOT ~~ago six months~~

D Before with the past perfect

We use **before** (not **ago**) with the past perfect, e.g. **had done**.

*I bought a car in August. I'd passed my driving test three months before.
(= in May, three months before August)
Vicky finally received a reply to the letter she had written weeks before.*

121 Exercises

1 For and since (A-B)

Put in *for* or *since*.

Daniel: How long have you been learning English?

Iiona: Well, I studied it *->for* five years at school, and I've been having evening classes (1)last summer. That's when I left school.

Daniel: And you're staying here (2)..... three months?

Iiona: That's right. I've been here (3)..... the end of April. I'm going to London (4) a week before I go home.

2 For and since (A-B)

Look at the pictures and say how long people have been there.

Use these phrases: *at his desk, in bed, in the garden, in the shop, on the road*



▶ *She's been in the shop for half an hour.*

- 1
- 2
- 3
- 4

3 For, since or ago? (A-C)

Put in a phrase with *for*, *since* or *ago*.

▶ I got here an hour ago. ~ What! You mean you've been waiting *for an hour* ?

- 1 The phone last rang at four o'clock. ~ So you've had no calls
- 2 I haven't been to the dentist for ten years. ~ You last went to the dentist.....?
- 3 I last saw Rachel on Monday. ~ Haven't you seen her
- 4 We've had six weeks without rain. ~ Yes, it hasn't rained.....
- 5 It's three years since Laura got married. ~ Really? Has she been married.....?
- 6 It's eight months since my brother had any work. ~ He lost his job.....?
- 7 Mrs Miles was taken ill three weeks ago. ~ You mean she's been ill....., and nobody's told me!

4 Ago or before? (C-D)

Put in *ago* or *before*.

▶ This film looks familiar. Didn't we see it at the cinema about two years *ago* ?

- 1 The road was wet when the accident happened. It had stopped raining only half an hour.....
- 2 My telephone is working now. They repaired it a week
- 3 A young man threw himself off this bridge last year. His girlfriend had left him two days

122 During or while? By or until? As or like?

A During or while?

Compare these examples.

*I often read **during** a meal.*

*It happened **during** the night.*

*You'll have to be quiet **during** the performance.*

During is a preposition (like *in*). It comes before a phrase like **a meal** or **the night**.

*I often read **while** I'm eating.*

*It happened **while** they were asleep.*

*Were there any phone calls **while** I was out?*

While is a linking word (like **when**). It comes before a clause, e.g. **I'm eating**.

B By or until?

Compare these examples.

*I'm very busy this week. I have to finish this report **by** Thursday.*

*Trevor will be home **by** half past six.*

*They hope to build the new bridge **by** next July.*

*The post should be here **by** now.*

*I'll be busy for most of this week. I won't have any time **until** Friday.*

*He'll be at work **until** half past five.*

*We won't have another holiday **until** next summer.*

Till is more informal than **until**. /
*slept **till** ten o'clock.*

We can use **by the time** or **until** before a clause, e.g. **we arrived**.

*There was no food left **by the time** we arrived.*

NOT ~~*by we arrived*~~

*I'll wait **until** you're ready.*

See Unit 27B for the present simple after **until**, etc.

C As, like and as if

Compare these examples.

*She works **as** a fashion model.*

(= She is a model.)

As a beginner you simply have to learn the basics.

*I'm using this tin **as** an ashtray.*

We use **as** to talk about a job or function.

*She dresses **like** a fashion model.*

(= Her clothes are similar to a model's.)

*Mark is a good golfer, but today he played **like** a beginner.*

*You look **like** your brother.*

We use **like** to talk about things being similar.

We can also use **as** or **like** before a clause.

*We drive on the left here, **as/like** you do in Britain.*

*Mike and Sarah are going to Paris for the weekend, **as/like** they did last year.*

Like is more informal than **as** before a clause.

We also use **as** with verbs of speaking and knowing, e.g. **say, know, expect**. *As I said before, I'm sorry.* (= I'm sorry, and I said so before.) *I haven't much money, as you know.* (= I haven't much money, and you know it.) *Rachel arrived late, as we expected.* (= We expected her to arrive late, and she did.)

We use **as if** before a clause to say how something seems. *Tom looks really awful. He looks as if he's been up all night.* *Nick can be a difficult person. He sometimes behaves as if he's the only one with problems.*

122 Exercises

1 During or while? (A)

Put in *during* or *while*.

► Did you take notes *during* the lecture?

- 1 Shall we have a coffee we're waiting?
- 2 Try not to make any noise the baby is asleep.
- 3 The fire alarm rang yesterday's meeting.
- 4 Trevor tried to fix the shelves Laura was out shopping.

2 By or until? (B)

Rachel is talking to her teacher. Put in *by* or *until*.

Mrs Lewis: You'll need to hand your project in (►) *by* the end of the week.

I'd like to have it (1) Friday, ideally.

Rachel: Well, I'm going on a three-day study trip tomorrow. I'll be away (2) Thursday.

The project will probably take me (3) the middle of next week.

I can't finish it (4) the end of this week.

Mrs Lewis: Well, let me have it (5) Wednesday of next week, please.

3 As or like? (C)

Put in *as* or *like*.

► Sarah works in here. She uses this room *as* her study.

- 1 Matthew worked a waiter last summer.
- 2 The way your sister plays the violin sounds two cats fighting.
- 3 Do you mind using this saucer a plate?
- 4 The body sank a stone to the bottom of the river.

4 As or as if? (C)

Put in *as* or *as if*.

► That poor dog looks *as if it* never gets fed.

- 1 Rachel failed her driving test, she expected.
- 2 Daniel spends money it grows on trees.
- 3 We shall deliver the goods on the twenty-seventh, we promised.
- 4 From what Emma said, it sounds she and Matthew are going to get married.

5 While, by the time, until, as and like (A-C)

Decide what to say. Use the word in brackets to join the two ideas together.

► Tell Matthew he needs to click on the box. You showed him. (like)

You need to click on the box, like I showed you.

- 1 Tell Tom that you arrived at his flat, but he'd left, (by the time)
- 2 Tell your friend that Rita went to the party with Tom. Your friend predicted this, (as)
- 3 Tell Claire that you saw her sister. You were shopping in London, (while)
- 4 Tell Vicky she can keep the book. She can finish it. (until)

123 Preposition + noun, e.g. on holiday

A Some useful phrases

on holiday, on business, on a journey/a trip/a tour

*I'm travelling **on business**. We're **on a coach tour** of Europe. **in cash, by cheque/credit card***

*It's cheaper if you pay **in cash**. Can I pay **by credit card**? **in writing, in pen/ biro/felt-tip/ink/pencil***

*Could you confirm that **in writing**? I'll write the names **in pencil**. **on television, on the radio/the phone/the Internet***

*I saw the programme **on TV**. Mark is **on the phone** at the moment. **for sale, on the market***

*The house next door is **for sale**. It's the best hi-fi **on the market**. **on the whole, in general***

***On the whole** it's a good idea, but there are one or two problems.*

*People **in general** aren't very interested in politics. **in***

advance, up to date, out of date

*The company wants us to pay for the goods **in advance**.*

*Oh no! My passport is **out of date**. These latest figures are **up to date**. **in my opinion, from my point of view***

*All sport is silly **in my opinion**.*

*Matthew never sees things **from Emma's point of view**.*

on purpose, by mistake/chance/accident

*I didn't spill my drink **on purpose**. I pressed the wrong button **by mistake**.*

*We didn't arrange to meet. We met **by chance** in the street.*

B Way and end

On the way = during the journey.

*I'm driving into town. I'll get some petrol **on the way**.*

In the way = blocking the way.

*We couldn't get past because there was a parked car **in the way**.*

In the end = finally, after a long time.

*It took Claire hours to decide. **In the end** she chose a long blue dress.*

At the end = when something stops.

*We all left quickly **at the end** of the meeting.*

C Transport

We use **by** without **a/the** when we talk about a means of transport.

*We decided to go to Brussels **by train**, NOT ~~go by the train~~*

We can also use **in** and **on**.

*It'll be quicker to go **in the car**. Richard came **on the train**.*

Note that on foot means 'walking'.

*We came all the way **on foot**, NOT ~~by foot~~*

BY: *air, bicycle/bike, boat, bus, car, coach, ferry, helicopter, hovercraft, plane, rail, sea, ship, taxi, train, tube*

IN: *the/my/your car, a helicopter, a taxi*

ON: *my bicycle/bike, the boat, the bus, the ferry, the hovercraft, the plane, the ship, the train*

Exercises

1 Preposition + noun (A-B)

Put in *by, from, in* or *on*.

- ▶ There's something I want to listen to *on* the radio.
- 1 They've promised me more money, but I haven't got it..... writing.
- 2 Why can't you look at the problem..... my point of view?
- 3 Would you mind moving? You're rather.....the way here.
- 4 I rang the wrong number..... mistake.
- 5 I booked our seats more than a month..... advance.
- 6 Sarah's mobile phone was stolen while she was away a business trip.
- 7 Could you be quiet for a minute, please? I'm..... the phone.
- 8 We've had a few nice days, but general it's been a poor summer.
- 9 I was lucky. I found the solution accident.
- 10 It's a long journey. Let's stop somewhere the way and have a meal.
- 11 I spent ages looking for a phone box. the end I found one.
- 12 Are you hereholiday or..... business?

2 Preposition + noun (A-B)

What would you ask? Use the word in brackets with the correct preposition.

You may also need to use *the* or *your*.

- ▶ Ask if you can book a cabin before you travel, (advance)
Can / book a cabin in advance ?
- 1 Ask if you can pay in notes, (cash)
Can.....
- 2 Ask if the information is current, (date)
Is
- 3 Ask your friend if he dropped the ball deliberately, (purpose)
Did.....
- 4 Ask if there is anything to watch tonight, (television)
Is.....
- 5 Ask your teacher if he or she will be here on the last day of July, (end)
Will
- 6 Ask Melanie if she thinks nuclear power is a good idea, (opinion)
Is
- 7 Ask Nick if he is selling his car. (sale)
Is
- 8 Ask Sarah if she approves of the plan in general, (whole)
Do.....

3 Transport (C)

Complete the conversation. Put in *by, in* or *on*.

Sarah: It's a long way to Glasgow. Why don't you go (▶) *on* the train?

Mark: I don't know. I think I'd rather go (1)..... car.

Sarah: How far is your hotel from the station?

Mark: Oh, it's only five minutes (2) foot, but with all my luggage,
I'd probably go (3) a taxi.

Sarah: Well, why not? It's less tiring going (4)train, isn't it?

Mark: I could go (5) air. That would be quickest.

124 Noun + preposition, e.g. **trouble with**

A Introduction

Read this true story about a prison escape.

*Prisoners at a jail in Iowa in the US were trying to think of a **way of** escaping. At last they found an **answer to** their problem. They told the governor about their **interest in** drama and their **need for** creative activities. They put in a **request for** some tunnel-digging equipment for a play about coalminers. They knew that the governor felt **sympathy for** his prisoners and wanted a good **relationship with** them, but they weren't surprised when he said no. But later, when the prisoners mentioned the **importance of** physical fitness, the governor agreed to let them use a trampoline. Their **skill at** trampolining was put to good use when six prisoners bounced over the prison wall and escaped.*

Some nouns can have a preposition after them, e.g. **way of, answer to, interest in.**

The preposition often has a phrase with a noun after it.

*the answer **to the problem** their interest **in drama*** And the preposition can sometimes have an ing-form after it.

*a way **of escaping** their skill **at trampolining***

B Noun + preposition

Here are some more examples.

*your **ability in** maths*

*a cheap **alternative to** leather*

*an **attack on** the government*

*my **attitude to/towards** him*

*a **belief in** God*

*the **cause of** the accident*

*the **cost of** living*

*some **damage to** the car*

*a **difficulty over/with** visas*

*an **example of** this*

*some **experience of** selling*

*an **expert on** computers*

*no **hope of** winning*

*an **invitation to** a party*

*some **knowledge of** Italian*

*a **lack of** money*

*something the **matter with** you*

*a new **method of** storing data*

*your **opinion of** the film*

*the **price of** food*

*the **reason for** the delay*

***respect for** the environment*

*a **student of** chemistry*

*a **substitute for** meat*

***success at** golf/in my search*

*a **tax on** alcohol*

*having **trouble with** my teeth*

C Connection, difference; increase, reduction, etc

One thing has a link with another.

*a **connection with** another crime*

*Matthew's **relationship with** Emma*

*the **contrast with** yesterday's weather*

There is a link between two things.

*a **connection between** the two crimes*

*the **relationship between** Matthew and Emma*

*the **contrast/difference between** town and country*

Look at these words for increases and decreases. We use **in** before the thing that is increasing or decreasing and **of** before the amount of the increase or decrease.

*an **increase/rise in** the price*

*a **reduction/fall in** the number of unemployed*

*an **increase/rise of** £10*

*a **reduction/fall of** 3%*

D Need, wish, etc

Nouns meaning 'need', 'wish' or 'request' can have **for** after them.

*There's a **need for** more houses. There was no **demand for** the product.*

Here are some examples: **appetite for, application for, demand for, desire for, need for, order for, preference for, request for, taste for, wish for**

124 Exercises

1 Noun + preposition (A-B)

Complete the conversation. Put in *at, in* or *of*.

Daniel: What's the job you've applied for?

Vicky: It's with a travel company. But the advert says that you need some experience (►) *of* work in tourism. I haven't got that. And I don't think my knowledge (1)..... foreign languages will be good enough. I'm having no success at all (2).....my attempts to get a job.

Daniel: What about your interest (3)..... computers? And your skill (4)..... typing? That's the sort of thing employers are looking for.

2 Noun + preposition (A-B)

Complete the sentences. Use a preposition after these nouns:

answer, cause, damage, difficulty, invitation, matter, tax, way

► I've had an *invitation to* Laura's barbecue.

1 The accident caused some the car.

2 I'm trying to think of the best getting this piano upstairs.

3 I can't think of an the problem, I'm afraid.

4 The the accident is still unknown.

5 The government has introduced a new luxury goods.

6 Unfortunately there was some the arrangements.

7 The television won't come on. What's the it?

3 Noun + preposition (B-C)

Complete the advertisement for a supermarket. Put in *between, for, in, of* or *with*.

Why not shop at Greenway Supermarket? You'll find the cost (►) *of your* weekly shopping is much lower. There's quite a contrast (1)..... other stores. Here's one example (2)..... this: from today many of our products have a price reduction (3)..... five per cent! But this is not the only reason (4)..... Greenway's success. We're proud of our good relationship (5)..... our customers. We believe there is simply no substitute (6)..... quality. And there is no lack (7)..... choice at Greenway. That's the difference (8)..... Greenway and ordinary stores.

4 Noun + preposition (A-D)

What are they saying? Read about each situation and complete the sentence.

► A motorist has rung the garage and requested a breakdown truck.

Mechanic: I've just had a *request for a breakdown truck*.

1 Claude can answer all the quiz questions.

Claude: I can tell you the

2 Matthew doesn't know any French.

Matthew: Unfortunately I have no

3 The Prime Minister greatly desires progress.

Prime Minister: I have a great

4 Vicky thinks the two colours are the same.

Vicky: I can't see any

5 Most people say they prefer Zedco products.

Zedco: Most people express a

125 Adjective + preposition, e.g. proud of

A Introduction

Matthew: *Why are you **angry with** me, Emma?*

Emma: *I'm **tired of** talking to myself. You never listen. I get **annoyed at** the way you behave.*

Matthew: *Sorry, but I have to go now or I'll be **late for** the basketball game.*

Emma: *You aren't **interested in** us, are you? You never worry about our relationship, do you?*

Some adjectives can have a preposition after them, e.g. **angry with, tired of, late for.**

The preposition often has a phrase with a noun or pronoun after it.

*annoyed **at the way** you behave late **for the game** angry **with me***

The preposition can sometimes have an ing-form after it.

*tired **of talking** to myself*

B Feelings

Here are some examples of adjective + preposition which are to do with feelings.

***afraid of** the dark*

***amazed at/by** the changes*

***ashamed of** myself*

***bored with** doing nothing*

***disappointed with/about** the*

poor figures

***eager for** action*

***excited about** the holiday*

***fed up with** waiting*

***fond of** my sister*

***happy about/with** the*

arrangements

***keen on** sport*

***nervous of** flying*

***proud of** our work*

***satisfied with** the result*

***shocked at/by** the violence*

***surprised at/by** the reaction*

***tired of** housework*

***worried about** money*

Compare these examples.

*I'm **sorry about** the mistake.*

*We were **angry at/about** the delay.*

*We were **annoyed at/about** the delay.*

*I was **pleased about** winning.*

*Vicky is **anxious about** her exam.*

*I feel **sorry for** poor Melanie.*

*Sarah was **angry with** Henry.*

*Emma was **annoyed with** Matthew.*

*The winner was **pleased with** himself.*

*People are **anxious for** news.*

C Good, bad, etc

To talk about a person's ability, we use **good at, bad at**, etc.

***good at** tennis **brilliant at** crosswords **bad at** games **hopeless at** cooking* To talk about whether something makes you healthy or ill, we use **good for** and **bad for**.

*Oranges are **good for** you. Smoking is **bad for** you.* For behaviour towards another person, we use **good to, kind to, nice to, polite to** and **rude to**.

*My friends have been **good to** me. You were very **rude to** the waitress.*

D Other adjectives

Here are some more expressions with other adjectives.

***accustomed to** the noise*

***aware of** the facts*

***capable of** looking after myself*

***different from** our usual route*

(see page 381)

***famous for** her film roles*

***fit for** work*

***full of** water*

***guilty of** murder*

***involved in** a project*

***prepared for** action*

***ready for** the big day*

***responsible for** running a business*

***safe from** attack*

***the same as** before*

***similar to** my idea*

***typical of** David*

***used to** the traffic*

125 Exercises

1 Feelings (A-B)

Say what these people's feelings are. Use the adjectives in brackets and a preposition.

► The children are leaving on a trip to the zoo. (excited) They're *excited about the trip to the zoo*.

- 1 Vicky doesn't like the dark, (afraid)
She's
- 2 Nick was watching a video, but he's going to switch it off. (bored)
He's
- 3 Emma is reading about computers, (interested)
She's
- 4 Mark has just heard some news that he didn't expect, (surprised)
He's
- 5 United have won a victory, (proud)
They're
- 6 Olivia's children are being very silly, (annoyed)
She's
- 7 The Zedco staff don't think their pay increase is big enough, (not satisfied)
.....

2 Good, bad, etc (C)

Complete the conversation. Put in *at, for* or *to*.

Sarah: You were very rude (►) *to* Henry when you said he needs to lose weight.

Claire: Well, it's true. Exercise would be good (1)..... him. He started jogging and then gave it up.

Sarah: Yes, but we can't all be good (2)..... taking physical exercise.

Claire: Anyone can do a bit of jogging. You don't have to be brilliant (3)..... it.

And eating so much must be bad (4)..... you.

Sarah: Well, you could have been more polite.

Claire: Sorry. I'm not very good (5)..... saying the right thing.

I'll try to be nice (6)him next time I see him.

3 Other adjectives (A, D)

Complete these paragraphs from a letter Emma has received from her brother. Use these adjectives and put a preposition after each one: *aware, different, famous, full, interested, late, ready, responsible, similar, used*

Everything was strange here at first because this new job is (►) *different from* any I've had before. But I've got (►) *used to* it now, and I'm really enjoying it. I'm mainly (1)..... controlling the costs of the project. The work is quite hard, and I must say I feel (2)..... a holiday. The company expect people to do overtime. I wasn't (3) that before I arrived because they hadn't told me at the interview, but I don't mind.

I've got a nice flat, which is very (4) the one I had in London.

The only difference is that my flat here is (5) horrible old furniture.

I keep falling over it! I live right by the harbour. It's a pity

I've never been (6)boats, because this is a good place for sailing.

The noise of the motor boats wakes me up every morning, so I'm never

(7).....work. The area is (8) its seafood, which is great, because I love eating fish, as you know.

TEST 21 Prepositions (Units 118-125)

Test 21A

Write the sentences correctly.

► ~~I'll see you at Monday.~~ *I'll see you on Monday.*

1 ~~The doctor has been working since twelve hours.~~

2 ~~We had a great time in the disco.~~

3 ~~The woman was getting from the car.~~

4 ~~The players had numbers at their shirts.~~

5 ~~The new manager takes over at two weeks' time.~~

6 ~~Anna drove at the garage to get some petrol.~~

7 ~~We were sitting in the back of the room.~~

Test 21B

Read Polly's postcard and write the missing words. Use one word only in each space.

Sometimes more than one answer is correct.

This is our first real holiday (►) *for* ages, and I'm enjoying it tremendously. I love being (1)..... an island. We arrived here almost a week (2), and I can't believe the time is going so fast. We finally completed the journey here (3)Friday evening (4)..... about eleven o'clock. The journey wasn't too bad, but we had to wait ages (5) the airport for our flight.

Our apartment here is fine. It's (6)..... the top floor. The beach isn't far away- we can walk there (7)..... five minutes. The only problem is that we have to get (8)..... a busy main road, which can be difficult.

We don't do much (9) the day, but we go out every evening. Last night's disco went on very late, and today we slept (10) eleven.

Test 21C

Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (V). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

- | | | |
|---|---|-----------|
| ? | The cat was sitting on top of the shed. | V |
| ? | Coventry is near by Birmingham. | <i>by</i> |
| 1 | Luckily our train arrived on the time. | |
| 2 | People were running away from the gunman | |
| 3 | It sounds as if the company is in trouble. | |
| 4 | The car was in the front of a bus. | |
| 5 | There's a meeting on next Tuesday. | |
| 6 | Lisa drew a plan on the back of an envelope | |
| 7 | I'll be exhausted by the time I get home. | |

Test 21D

Decide which word is correct.

- I saw a really funny programme *on* television.
- 1 You can see all the information the screen.
a) at b) from c) in d) on
 - 2 Are these pictures sale?
a) at b) for c) in d) to
 - 3 Could you let me know Friday at the latest?
a) by b) to c) up to d) until
 - 4 The audience clappedthe end of the show.
a) at b) for c) in d) to
 - 5 I've lived here last year.
a) after b) by c) for d) since
 - 6 What's the matter your car?
a) by b) for c) on d) with
 - 7 We could see the balloon high the town.
a) above b) on c) onto d) up
 - 8 There was a fallten per cent in prices.
a) at b) by c) in d) of
 - 9 The house was burgled we were out.
a) at b) during c) time d) while
 - 10 What's the difference a boat and a ship?
a) between b) from c) under d) with
 - 11 Rupert's new car looks more an aeroplane.
a) as b) like c) near d) similar
 - 12 We're all bored this game.
a) about b) at c) for d) with
 - 13 I can't find my keys. I had them a minute
a) ago b) before c) behind d) back
 - 14 We get lots of requests help.
a) at b) for c) of d) on
 - 15 The babysitter will stay there we get home.
a) by b) for c) to d) until
 - 16 I'm going to be late the meeting.
a) at b) for c) in d) to
 - 17 We do most of our businesssummer.
a) along b) at c) in d) on
 - 18 The job is similar my old one.
a) as b) at c) to d) with

Test 21E

Complete the second sentence so that it has a similar meaning to the first. Use the word in brackets.

- This is the Glasgow train, (going)
This train is going to Glasgow.
- 1 Scott is a resident of Washington, (lives)
 - 2 I'm travelling to Italy as part of my job. (business)
 - 3 Friday morning is a busy time for me. (I'm)
 - 4 They started playing an hour ago. (been)
 - 5 Jonathan can play tennis very well, (good)
 - 6 I'm rather busy now. (moment)
 - 7 We took a plane to Budapest, (air)
 - 8 Nigel passes the newsagent's every day. (goes)
 - 9 The company is planning to reduce the workforce, (reduction)
 - 10 We got to our guest-house early enough for a meal, (time)

126 Prepositional verbs, e.g. wait for

A Introduction

A prepositional verb is a verb + preposition.

*I'm **waiting for** you. The dog **belongs to** our neighbours.* The preposition always goes before the object.

NOT ~~*I'm waiting you for.*~~ In questions the preposition usually goes at the end of the sentence (see Unit 38).

*Who are you waiting **for**?*

Some verbs can go with a number of different prepositions.

*I'm **looking at** these photos. They're really good. I'm **looking for** my ticket. I can't find it anywhere.*

*I'm **looking after** the children while their parents are out. The police are **looking into** the matter.*

B Some common prepositional verbs

Here are some more examples.

*Yes, I **agree with** you. Tom's neighbours **apologized for** the noise.*

*I **approve of** the new scheme. I think it's a good idea.*

*Have you **applied for** the job? The patient **asked for** a glass of water.*

*Do you **believe in** God? I'm sorry, but I don't **care about** your problems.*

*Lots of people **care for** elderly relatives. (= look after)*

*I **didn't care for** the film. (= like) Please **concentrate on** your work.*

*The US **consists of** fifty states. I can **deal with** any enquiries.*

*Claire finally **decided on** a holiday in Turkey.*

*Whether we go out will **depend on** the weather. I **feel like** a drink. (= want)*

*Everyone **laughed at** the joke. I was **listening to** the radio.*

*Did you **pay for** the coffee? You can't **rely on** the weather forecast.*

*I'll **see to** the matter at once. Vicky **suffers from** headaches.*

We do not normally use a preposition after these verbs:

answer, approach, control, demand, enter, expect, leave, reach, request

*The President is **entering** the building, NOT ~~*He is entering into the building.*~~*

C About, of and to

We can use **about** after many verbs. Here are some of them:

ask, complain, dream, enquire, hear, know, learn, protest, speak, talk, think, wonder

*Did you **hear about** the accident? Mark was **talking about** golf.*

We do not use about after discuss.

*We **discussed** the problem, NOT ~~*We discussed about the problem.*~~*

Note the meaning of **dream of, hear of** and **think of**.

*I'd never tell you a lie. I wouldn't **dream of** it.*

*Who's Ron Mason? ~ I don't know. I've never **heard of** him.*

*Did you like the play? What did you **think of** it?*

We can apologize to, complain to, talk to and write to a person.

*I'm **writing to** my sister. We **talked to** Natasha about classical music.*

We do not use to after phone.

*I'm **phoning** the office, NOT ~~*I'm phoning to the office.*~~*

126 Exercises

1 Prepositions with **look** (A)

Complete the conversation between Laura and her friend Olivia. Put in *after*, *at*, *for* and *into*.

Laura: Did you say you were looking (►) for an au pair?

Olivia: Yes, I was just looking (1) this advertisement.

We need someone to look (2) our children.

Laura: Do you have to pay an au pair?

Olivia: I'm not sure. I'll have to look (3) how it all works.

2 Some common prepositional verbs (B)

This is part of a letter that Melanie has received from an old friend. Put in these verbs and add a preposition after each one: *agree*, *applied*, *ask*, *care*, *caring*, *concentrate*, *decided*, *pay*, *suffering*

I'm working in a hospital now. I (►) *applied for* a nurse's job last July and started in August. I don't earn much money, and I even had to (1) my uniform out of my own money. Perhaps I should (2) a pay rise. But I don't really (3) the money. The work is the important thing. Of course it's very hard work (4) the patients, and at the moment I'm (5) backache. But I knew it would be like this when I (6) a career in nursing. I just try to forget all the problems and (7) the job. I think it's a worthwhile thing to do, and I'm sure you (8) me.

3 Some common prepositional verbs (B)

Put in the verbs and add a preposition if necessary.

Mark and Sarah had accepted an invitation to Mike and Harriet's party. Sarah had to stay late at work to (►) *see to* (see) one or two things. Her boss really (1) (relies) her.

It's usually Sarah who (2) (deals) all the little problems.

Sarah didn't really (3) (feel) going to a party but thought she ought to keep Mark company. She decided to go straight to the party instead of going home first.

She (4) (reached) the house just after nine. Mark was sitting in his car outside waiting for her. He was (5) (listening) the radio. Sarah (6) (apologized) being late. At the party Mark talked to a strange woman who (7) (believed) ghosts.

Sarah met a man who kept (8) (laughing) his own jokes. She managed to get away from him but couldn't avoid a woman who wanted to (9) (discuss) house prices.

Mark and Sarah (10) (left) the party early and drove home feeling exhausted.

4 About, of and to (C)

Complete the conversation. Put in *about*, *of* or *to*.

David: Did you hear about my experience at the Quick Burger cafe?

Harriet: No. And I've never heard (►) of the Quick Burger cafe.

David: Oh, it's near the station. I was just talking (1) Melanie about it. They took at least twenty minutes to bring me a burger. I don't call that quick. I complained (2) the waitress, and she poured a can of cola over me.

Harriet: Really? She must have had a bad day.

David: The manager wasn't there, so I've written (3) him to complain (4) the service. It was terrible. I wouldn't go there if I were you.

Harriet: I wouldn't dream (5) going there. I hate those burger places.

127 Verb + object + preposition

A Introduction

We can use some verbs in the structure: verb + object + preposition.

	VERB	OBJECT	PREPOSITION	
People	admired	Cleopatra	for	her beauty.
The trees	protect	the garden	from	the wind.

In the passive, the preposition comes after the verb.

Cleopatra was **admired for** her beauty. The garden is **protected from** the wind.

B Verb + object + preposition

Here are some more examples.

Tom **accused** Nick **of** cheating at cards. Can I **add** something **to** your list?
You should never **aim/point** a gun **at** someone.
The player was **arrested/punished for** hitting an opponent. Let's **ask** someone **for** directions.
The passengers **blamed/criticized** the airline **for** the delay.
I'll have to **borrow** the money **from** my parents.
If you **compare** these figures **with/to** last year, you can see the improvement.
I **congratulated** Andrew **on** his excellent exam results.
Melanie **cut/divided/split** the pudding **into** four portions.
The cameras **discourage/prevent** motorists **from** speeding.
You should **insure** your camera **against** theft. It might get stolen.
Harriet has **invited** us **to** a party. I **prefer** hot weather **to** cold. I hate the cold.
The hotel **provided/supplied** us **with** a packed lunch. Most people **regard** Picasso **as** a great artist.
The two men **robbed** the woman **of** her savings. They **stole** £2,000 **from** her.
The restaurant was full. We **shared** a table **with** a young Swedish couple.
Mike doesn't **spend** much money **on** clothes.
Zedco **suspected** one of their managers **of** selling commercial secrets.
Don't forget to **thank** Tom **for** his help. Victor **translated** the letter **into** English.

C About, of and to

We can use **about** with **tell** and **ask**.

Did I **tell** you **about** my operation? **Ask** your travel agent **about** cheap flights.

With **inform** we can use **about** or **of**.

You should **inform** everyone **about/of** the decision.

Look at these examples with **warn**.

A sign **warned** motorists **about/of** the danger, (warn **of/about** a danger)

A sign **warned** motorists **about** the hole in the road, (warn **about** something that might be dangerous)

With **remind**, there is a difference in meaning between **about** and **of**.

Emma **reminded** me **about** my appointment. (= Emma told me not to forget.)

Emma **reminds** me **of** my sister. (= Emma is like my sister.)

We can **write**, **describe** or **explain** something **to** a person.

I've **written** several letters **to** the company. The woman **described** her attacker **to** the police.

3 Give something to someone 126 Wait for, belong to, etc

127 Exercises

1 Verb + object + preposition (B)

This is a sports commentary at the Olympic Games. Put in the correct prepositions, e.g. *for*, *from*.

So Australia's Steve Brearley wins the gold medal ahead of Germany's Klaus Schliemann and Ivan Podorosky of Bulgaria. They're just congratulating Brearley (►) *on* his victory. His speed over the first kilometre split the runners (1) two groups, and in the end it was a race between the three leaders. Brearley prevented Schliemann (2)..... overtaking him in a sprint finish. I've always regarded Brearley (3)..... a great athlete, and look how well he's done today. I would even compare him(4)..... the great Emil Kristo himself. There's no doubt now that Brearley will be invited (5)..... Oslo for the next World Championships. So the Australian runner adds another medal (6).....his collection. And Australia are doing really well in the medals table. In fact, they share second place (7)..... the United States.

2 Verb + object + preposition (B)

People are saying some surprising things.
Complete the replies using a verb + object + preposition.

- Andrew: I've bought a lot of books. I've spent £300.
Emma: What? Have you really *spent £300 on books* ?
- 1 Jessica: I don't like wine. I prefer water.
Daniel: I don't believe that. Do you really.....
- 2 Melanie: You heard about David's accident. Well, he's blaming Tom.
Rita: But why? Why is he
- 3 Henry: I gave Claire a present, but she didn't thank me.
Sarah: Did you say she didn't
- 4 Tom: The police say it's murder. They're accusing the head teacher.
Rita: What evidence do they have? How can they
- 3 Vicky: We had no towels. The hotel didn't provide them.
Rachel: Really? Why didn't they.....
- 6 Natasha: It's my sister's wedding today, but she didn't invite me.
Emma: What! Do you mean she didn't.....
- 7 Nick: The team won a great victory, but no one congratulated them.
Trevor: Oh? And why didn't anyone.....
- 8 David: A man pointed a gun. Melanie was terrified.
Harriet: You mean someone.....

13 About, of and to (C)

Put in *about*, *of* or *to*.

- The interviewer asked Mrs Miles *about her* parachute jump.
- 1 I've told the police people throwing stones at our windows.
- 2 That man over there reminds me someone I know.
- 3 The man explained the court that he had some personal problems.
- 4 Vicky is writing a letter.....her friends in Toronto.
- 5 There was a poster warning young people the dangers of drugs.
- 6 Melanie had to remind Nick..... the money he owed her.
- 7 We would like to inform our customers a number of improvements in the service we offer.

128 Phrasal verbs (1)

A Introduction



A phrasal verb is a verb + adverb, e.g. **come in, sit down, take off**. There are very many phrasal verbs in English.

Here are some adverbs which are used in phrasal verbs: **about, along, around, away, back, behind, by, down, forward, in, off, on, out, over, round, through, up**

Some of these words can also be prepositions. For prepositional verbs see Unit 126.

B Understanding phrasal verbs

Some phrasal verbs are easy to understand.

*Tom asked Melanie to **come in**. The man in front **turned round** and stared at me.*
The meanings are clear if you know the words **come, in, turn** and **round**.

But many phrasal verbs are idiomatic. The verb + adverb has a special meaning.

*Fortunately the plan **came off**. (= succeeded) Why did you **turn down** such a good offer? (= refuse) I can't **make out** if it's a man or a woman over there. (= see clearly)*

Sometimes a phrasal verb has the same meaning as a one-word verb.

<i>find out</i> — discover	<i>leave out</i> — omit	<i>send out</i> — distribute
<i>go back</i> = return	<i>make up</i> = invent (a story)	<i>throw away</i> = discard
<i>go on</i> = continue	<i>put off</i> — postpone	<i>turn up</i> — arrive

The phrasal verb is usually more informal than the one-word verb.

C Word order with phrasal verbs

When a phrasal verb has an object, the object can go either before or after the adverb.

	VERB	OBJECT	ADVERB		VERB	ADVERB	OBJECT		
	<i>Melanie</i>	took	<i>her coat</i>	off.	OR	<i>Melanie</i>	took	off	<i>her coat.</i>
	<i>I</i>	wrote	<i>the number</i>	down.	OR	<i>I</i>	wrote	down	<i>the number.</i>
	<i>Who</i>	let	<i>the cat</i>	out?	OR	<i>Who</i>	let	out	<i>the cat?</i>

A long object goes after the adverb.

*The gang have **carried out a number of bank raids** in the last few months.*
*Why don't you **try on that dress in the window**?*

A pronoun (e.g. **it, them**) always goes before the adverb.

*Melanie felt hot in her coat, so she **took it off**.* NOT ~~*She too*~~
~~*off it.*~~

*There have been a number of raids. The police know who **carried them out**.*
NOT ~~*The police know who carried out them.*~~

128 Exercises

1 Understanding phrasal verbs (A-B)

Work out the meaning of these phrasal verbs and put them in the right sentences:

come back, come in, cut out, fall over, get on, give away, go away, let in, lie down, pay back, stay in, take back
(Use a dictionary if you need to.)

? Hello. Nice to see you. *Come in* and sit down.

? I didn't have a key, but luckily someone was there to *let me in*.

1 Can't we go out somewhere? I don't want to all evening.

2 Could you lend me ten pounds? I'll.....you on Friday.

3 The pavement is very icy. Be careful you don't

4 I was feeling so tired I had to on the bed for a while.

5 There was an article in the newspaper that I wanted to and keep.

6 Mark's gone out, and I don't know when he's going to

7 The driver unlocked the coach so that the passengers were able to

8 I'll have to these books to the library.

9 Your brother was being a nuisance, so I told him to.....

10 In order to get publicity, the company decided to some of the new sweets free to children.

2 One-word verb and phrasal verb (B)

Put in a phrasal verb that means the same as the verb in brackets. Use the correct form of the phrasal verb.

Rachel: I've (►) *found out* (discovered) what the problem is with the exam.

Vicky: Oh, good. Tell me.

Rachel: When they printed the papers, they (1) (omitted) a page. No one noticed until the papers had all been (2) (distributed).

Now they'll have to (3) (discard) all the papers and

(4) (postpone) the exam.

Vicky: Are you sure you haven't (5) (invented) this whole story?

Rachel: It's true, I tell you. And isn't it good news?

Vicky: I don't know about that. It means we'll have to (6) (continue) revising.

13 Word order with phrasal verbs (C)

Complete the sentences by putting in the phrasal verbs. Some of the spaces you have to leave empty.

Sometimes more than one answer is correct.

? The sweater was full of holes, so I *threw it away* (threw away).

? *I've put up* (put up) that picture we bought last week.

1 There's always litter here. No one ever it (pickup).

2 It's quite cold now. I think I'll my coat (put on).

3 I haven't heard from Rita lately. I might her (ring up).

4 Daniel has to go into college to his project (hand in).

5 I can't remember the address. I wish I'd it (writedown).

6 Nick is trying to all the money he's just lost (win back).

7 I'm not going to have time to these dishes (wash up).

8 If you don't know the number, you can It (look up) in the phone book.

9 There was an accident which all the traffic coming into town (held up).

10 The words 'expect' and 'except' are so similar that I keep them (mix up).

129 Phrasal verbs (2)

A Everyday situations

Here are some phrasal verbs in everyday situations.

Come on, we're going now. Trevor **dug up** an old coin in the garden. You have to **fill in** your name and address. How did you **get on** in the test? I usually **get up** late on Sundays. I'm **going out** for the evening. Melanie poured tea for the guests and **handed** the cakes **round**. **Hurry up**. We haven't got much time. David hit his head on a lamppost and **knocked** himself **out**. Mark **picked up** the cassette and put it in the player. You have to **plug** the machine **in** first. I'm going to **throw** these old clothes **away**. We were too tired to **wash up** after the meal. Sarah **woke up** suddenly in the night.



B Phrasal verbs and one-word verbs

Here are some phrasal verbs with the same meaning as a one-word verb (see also Unit 128B).

They're going to **bring in** a new law against drinking and driving. (= introduce) How did the argument **come about**? (= happen) Emma isn't speaking to Matthew. They've **fallen out**. (= quarrelled) We've **fixed up** a meeting for next Tuesday. (= arranged) Trevor **gave up** playing football years ago. (= stopped) / had a pain in my arm, but it's **gone away**. (= disappeared) We heard the bomb **go off** five miles away. (= explode) The traffic was **held up** by road works. (= delayed) The United Nations was **set up** to settle conflicts peacefully. (= established) I'm trying to **work out** how much money I've spent. (= calculate)

C Business situations

Here are some examples of phrasal verbs in business situations.

If we're spending too much money, we'll have to **cut back**. (= spend less)
Our lawyers will **draw up** a new contract. (= write)
We mustn't **fall behind** in the race to develop new products. (= be slower than others)
The two sides were close to an agreement, but it **fell through**. (= didn't happen)
The company **fought off** a takeover by ICM Computers. (= managed to stop)
/ tried to ring Santiago, but I couldn't **get through**. (= make contact)
The company has **laid off** two hundred workers because of a lack of new orders.
The computer will **print out** the details.
The consultants **put forward** a proposal to reorganize the company. (= suggested)
I'll get the information for you. Can I **ring** you **back** in half an hour? (= phone again)
Sarah paid a visit to the client to try to **sort out** the difficulties. (= put right)
The company boss has **stepped down** after ten years in charge. (= left the **job**)
We are **taking on** the challenge of expanding overseas. (= accepting)
Large companies sometimes **take over** smaller ones. (= take control of)

Exercises

1 Phrasal verbs in everyday situations (A)

Look at the pictures and say what is happening.

Use these phrasal verbs: *dig up, pick up, plug in, throw away, wash up*

Use these objects: *the armchair, litter, the plates, the road, the television*



► *They're throwing the armchair away.*

1. 3
2. 4

Phrasal verbs and one-word verbs (B)

Rewrite the sentences replacing each underlined verb with a phrasal verb.

► We're trying to arrange a holiday together.

We're trying to fix up a holiday

together. Nick says he's stopped smoking.

- 1 How did the accident happen?
- 2 I think Matthew and Emma have quarrelled.
- i The problem isn't going to just disappear.
- 5 The government is introducing a new tax on computers.
- 6 Zedco want to establish a new sales office in Germany.

Business situations (C)

Complete the news article about Zedco. Put in these words: *fallen behind, fell through, fight off, laying off, put forward, sort out, step down, taking over, taken on*

Zedco Chief Executive Barry Douglas has (►) *put forward* a new plan designed to (1)..... the company's problems. It is only twelve months since Zedco tried to strengthen its position by (2)..... Alpha Plastics. But the deal (3)....., and Alpha managed to (4)..... Zedco's attempts to take control. Since then Zedco has performed poorly and has (5) in the race for market share. Managing Director James Ironside has had to (6), and Barry Douglas has (7) the task of rescuing the company. There are fears that the new plan will mean (8)..... staff in order to reduce expenditure.

130 Phrasal verbs (3)

A Introduction



Here **up** has the sense of 'increasing', and **on** has the sense of 'connected'.

B Adverb meanings

Look at these adverbs and their meanings.

Remember that an adverb can have a number of different meanings.

down = becoming less

turn down the music

bring down the cost of living

down = completely to the ground

knock a house down

cut down a tree

down = stopping completely

the car broke down

a factory closing down

down = on paper

copy down the words

write down the message

note down the details

off = away, departing

set off on a journey

jump in the car and drive off

see Emma off at the station

the plane took off

the pain is wearing off

off = disconnected

switch off the heater

cut off our electricity

the caller rang off

on = connected

switch on the kettle

turn on the TV

leave the lights on all night

on = wearing

put a coat on

try the sweater on

on = continuing

carry on working

drive on a bit further

hang on/hold on a minute

out = away, disappearing

wash out the dirt

cross out a mistake

blow out the candle

out = to different people

hand out free tickets

share out the winnings

out = aloud

read out the article

call out anxiously

out = from start to finish

write out the whole list

work out the answer

over = from start to finish

check your work over

think the problem over

up = increasing

prices are going up

put up taxes

speak up so we can hear

up = completely

eat up these chocolates

fill up with petrol

count up the money

tear up the paper

130 Exercises

i Adverb meanings (B)

Look back at B and then write the meaning of the underlined words in these sentences.

► I must get these ideas down in writing. *on paper*

- 1 Daniel finished all the cake up.
- 2 I'm writing in pencil so I can rub out my mistakes.
- 3 Vicky didn't answer. She just went on reading.
- 4 I'll just read over what I've written.
- 5 A woman in the audience shouted something out.
- 6 The water was turned off for about an hour today.
- 7 Nick's aggressive manner frightens people off.
- 8 The company wants to keep its costs down.
- 9 The embassy was burnt down by terrorists.
- 10 Someone will have to type all these figures out.
- 11 Social workers were giving out soup to the hungry.
- 12 *Luckily* Zedco's sales figures are moving up again.
- 13 The man was tall and dark. He had a blue jacket on.
- 14 Business is so bad that many firms have shut down.

2 Adverb meanings (B)

Put in the correct adverb.

- Melanie: Everything is so expensive. Prices seem to be going *up* all the time.
 David: Yes, and the government is supposed to be bringing inflation *down*.
- 1 Laura: You shouldn't leave the television... all night.
 Trevor: Sorry, I forgot. I usually turn it
 - 2 Vicky: I've written the wrong word here.
 Rachel: Well, rub it
 Vicky: I can't. It's in biro. I'll have to write the whole thing again.
 - 3 Sarah: They're going to pull this beautiful old building.
 Mark: I know. Some protesters were handing leaflets about it.
 - 4 Emma: Hold..... a minute. I thought I heard someone call
 Matthew: I think you must have imagined it.

3 Adverb meanings (B)

What are they saying? Put in the phrasal verbs.



- I'm afraid the car has *broken down*
- 1 Why don't you..... this coat?
 - 2 Look, the plane is
 - 3 I can't hear. Please
 - 4 We're just..... on holiday.

131 Verb + adverb + preposition

A Simple meanings

Look at these examples.

	VERB	ADVERB	PREPOSITION	
<i>So you've</i>	come	in	from	<i>the cold.</i>
<i>The old man</i>	fell	down	on	<i>the pavement.</i>
<i>I couldn't</i>	get	through	to	<i>directory enquiries.</i>
<i>David decided to</i>	get	up	onto	<i>the roof.</i>
<i>It was nice to</i>	go	out	into	<i>the fresh air.</i>
<i>We</i>	look	out	over	<i>the sea.</i>
<i>Everyone</i>	looked	up	at	<i>the aeroplane.</i>
<i>Vicky</i>	ran	away	from	<i>the fire.</i>

B Idiomatic meanings

A verb + adverb + preposition often has a special, idiomatic meaning which isn't clear from the individual words. Look at these examples.

*Tom often **calls in on/drops in on** us without warning. (= pays short visits)*

*You go on ahead. I'll soon **catch up with** you. (= reach the same place as)*

*The police are going to **clamp down on** drug dealers. (= take strong action against)*

*I'm afraid we've **come up against** another difficulty. (= be stopped by)*

*Did Claire's trip **come up to/live up to** her expectations? (= Was it as good as she expected?)*

*The country is **crying out for** a new leader. (= in great need of)*

*We need to **cut hack on** our spending. (= reduce)*

*I'm trying to lose weight. I have to **cut down on** puddings. (= reduce)*

*They should **do away with** these useless traditions. (= abolish)*

*You've got to **face up to** your responsibilities. You can't just ignore them. {- not avoid)*

*If plan A doesn't work, we've got plan B to **fall back on**. (= use if necessary)*

*I'm tired, Mark. I don't really **feel up to** going out. (= have enough energy for)*

*We can't go on holiday together if your dates don't **fit in with** mine. (= go together with)*

*The thief managed to **get away with** about £2,000 in cash. (= steal and take away)*

*The goods are damaged. We'll have to **get on to** our suppliers. (= contact)*

*You haven't packed your suitcase yet. You'd better **get on with** it. (= start, continue)*

*Mark doesn't really **get on with** Alan. They're always arguing. (= have a good relationship with)*

*I have lots of little jobs to do, but I can never **get round to** actually doing them. (= find the right time for)*

*I can't make a promise and then **go back on** it, can I? (= break, fail to keep)*

*Matthew has decided to **go in for** the ten-mile 'Fun Run' this year. (= enter, compete in)*

*Most of the audience had left in the interval, but the actors decided to **go on with** the show. (= continue)*

*If you **hold on to** the rope, you'll be perfectly safe. (= keep your hands around)*

*Daniel was walking so fast I couldn't **keep up with** him. (= go as fast as)*

*I'm **looking forward to** the trip. (= thinking ahead with pleasure about)*

*If you're going barefoot, **look out for/watch out for** broken glass. (= be careful about)*

*I got some money from the insurance company, but nothing could **make up for** losing my wedding ring. (= compensate for) I'm not going to **put up***

*with this nonsense. (= tolerate) We've **run out of** milk, I'm*

*afraid. (= We have none left.) Are you going to **send away for** your free gift? (= write to ask for)*

131 Exercises

1 Simple meanings (A)

Put in these words: *away from, down on, in from, out into, through to, up at, up onto*

► To reach the light bulb, Trevor had to get *up onto* the table.

- 1 Nick hurt himself when he was skating. He fell the ice.
- 2 It was a very long tunnel, but we finally came the sunshine.
- 3 Wondering if it was going to rain, Vicky looked the clouds.
- 4 People were running the gunman as fast as they could.
- 5 I'm trying to phone my secretary, but I can't get the office.
- 6 When I've come the cold, I just want to sit by the fire.

2 Idiomatic meanings (B)

Put in a verb + adverb + preposition which means the same as the expression in brackets.

► I'm afraid this product doesn't *live up to* (be as good as) the claims made in the advertisement.

- 1 I'll just call at the garage. I don't want to (have none left) petrol.
- 2 If you want a catalogue, I'll (write to ask for) one.
- 3 We'd better (be careful about) sheep in the road.
- 4 I (think ahead with pleasure about) seeing you again soon, Emma.
- 5 The teacher was dictating so fast we couldn't (go as fast as) her.
- 6 Why should we have to (tolerate) this awful noise?
- 7 It's half past twelve. I'd better (start) making lunch.
- 8 Do you think the committee will (change) their earlier decision?
- 9 There was a problem with the cheque, so I decided to (contact) my bank immediately.
- 10 I always like to (enter) quiz competitions.
- 11 I'm trying to (reduce) the amount of coffee I drink.
- 12 I might lose my job. And I haven't got any savings to (use if necessary).
- 13 I've been meaning to reply to Rachel's letter, but I haven't managed to (find the right time for) it yet.
- 14 An apology alone cannot (compensate for) all the inconvenience.

] Idiomatic meanings (B)

What might you say in these situations? Use the words in brackets.

► You're tired. You can't go jogging, (don't feel up)
I don't feel up to jogging.

- 1 You like Melanie. The two of you are very friendly. (I get)
- 2 You might go and see David. It would be a short visit, (might drop)
- 3 You don't mind what you do. You'll do the same as everyone else. (I'll fit)
- 4 You are too slow. Matthew is too far ahead of you. (can't catch up)
- 5 The sunny weather is nice. Last week was terrible, (is making up)

TEST 22 Verbs with prepositions and adverbs (Units 126-131)

Test 22A

Put the words in the right order to form a statement.

- ▶ I won't forget the titles of the books, down / I've / them / written
I've written them down.
- 1 I'll give you the money, for / I / I / must / my ticket / pay
- 2 I have to look smart, going to / I'm / on / put / that expensive grey coat I bought
- 3 Anna rang, invited / lunch / she's / to / us
- 4 Peter's got the photos, at / he's / looking / them
- 5 I wasn't allowed to go, from / leaving / me / prevented / the police
- 6 This programme is boring, going to / I'm / it / off / turn

Test 22 B

Decide which word is correct.

- ▶ I'm not speaking to Oliver. I've fallen *out* with him.
a) away b) back c) out d) through
- 1 Everyone complained the awful food.
a) about b) for c) on d) over
- 2 You don't need this word. You should cross it
a) down b) out c) over d) up
- 3 It's late. How much longer are you going to go working?
a) along b) on c) through d) with
- 4 My shoes are dirty. I'd better take them before I come in.
a) away b) off c) on d) up
- 5 The bus journey costs more now. They've put the fares
a) down b) out c) over d) up
- 6 We all laughed the cartoon.
a) at b) for c) on d) to
- 7 We'd all decided to go on holiday together, but the plan fell....., I'm afraid.
a) away b) back c) out d) through
- 8 I suppose you're being nice to make the awful way you behaved yesterday,
a) away of b) down on c) in with d) up for

Test 22C

Write the correct sentence.

- ▶ Could you be a little quieter, please? ~~I'm trying to concentrate at my work.~~
I'm trying to concentrate on my work.
- 1 You haven't answered all the questions. ~~You've left one away.~~
- 2 Where is Bigbury? ~~I've never heard about it.~~

- 3 The children were frightened of the dog. ~~They ran out of it.~~
- 4 Michelle has got the job. ~~You must congratulate her for her success.~~
- 5 My sister is in computers. ~~She's going to set out her own company.~~
- 6 I like Peter. ~~He reminds me about an old school friend of mine.~~
- 7 Adrian has a suggestion. ~~He wants to put it ahead at the meeting.~~

Test 22 D

Read the story and write the missing words. Use one word only in each space.

This true story is about a policeman in New York City who had a girlfriend he cared (►)/(?)' very much. I don't know if you regard New York City (1)..... a dangerous place, but the hero of our story certainly did, and he warned his girlfriend (2) the danger of walking the streets alone and the need to (3) out for muggers. But as he also believed (4).....being prepared for the worst, he bought a can of gas that would protect his girlfriend (5)..... muggers. It certainly seemed worth spending a few dollars (6)..... . The idea is that you point the thing (7)..... your attacker and spray him with the gas, which knocks him (8)..... . On the day he bought the gas, the policeman and his girlfriend had arranged to go (9).....for the evening. So he was looking (10) to giving her the can later on. When he got home from work, he had a bath and then sprayed some deodorant on himself. He knew nothing more until he (11)..... up in hospital the next day. He had picked (12)..... the wrong can and sprayed himself with the gas.

Test 22E

Complete the second sentence so that it has a similar meaning to the first. Use the word in brackets. ►
I'm trying to find my diary, (looking) *I'm looking for my diary.*

- 1 You're too young to stop working, (give)
- 2 This bag is Janet's, (belongs)
- 3 Everyone continued working as usual, (carried)
- 4 They talked about the plan, (discussed)
- 5 I haven't got any money left, (run)
- 6 I told the police what the problem was. (explained)
- 7 I wouldn't tolerate such terrible conditions, (put)
- 8 They'll have to postpone the game, (off)

132 Direct speech and reported speech

Direct speech

Look at these examples of direct speech.

Trevor: I'm tired.

Wasn't it Greta Garbo who said, 'I want to be alone'?

'But I don't love you, Henry,' replied Claire.

We can show that words are direct speech by putting them in quotation marks (""). See page 373. Sometimes the words are put after the speaker's name, in the script of a play or film, for example. In a picture we can put the words in a speech bubble.



B Reported speech

In reported speech we give the meaning of what was said rather than the exact words.

Trevor says he's tired.

Wasn't it Greta Garbo who said that she wanted to be alone?

Claire replied that she didn't love Henry.

The actress Melissa Livingstone and supermarket owner Ron Mason have announced that they are getting married next month. Melissa is sure they will be happy together, she told reporters.

In reported speech we often change the actual words, e.g. *'I'm tired'* → *he's tired*. Sometimes the verb tense changes, e.g. *I want* → *she wanted* (see Unit 134).

In reporting we use verbs such as announce, answer, explain, mention, promise, reply, say, suggest, tell, warn. The most common of these are say and **tell** (see C). We can also report thoughts. *We think the meal was expensive.* *Nick knew Rita wanted to be with someone else.*

When we report statements, we often use **that**, but we can sometimes leave it out.

You promised (that) you wouldn't be late. *Sarah was saying (that) there's a problem.*

C Tell or say?

TELL

We use **tell** if we want to mention the hearer (the person spoken to).

Sarah's boss told her she could leave early.

NOT ~~*Sarah's boss told she could leave early.*~~

Daniel tells me he's ready. We use **tell**

without an indirect object (e.g. **her**, **me**) only in the expressions **tell a story**, **tell the truth** and **tell a lie**.

SAY

When we do not mention the hearer, we use say.

Sarah's boss said she could leave early.

NOT ~~*Sarah's boss said her she could leave early.*~~

Daniel says he's ready.

We sometimes use **to** after say, especially when the words are not reported.

The boss wanted to say something to Sarah.

What did Matthew say to you?

132 Exercises

1 Reported speech (B)

Why are these people at the doctor's? What do they say is wrong with them?



▶ She says *she gets pains in her leg.*

- 1 She says 3
- 2 He says 4

Reported speech (B)

Who said what? Match the words to the people and report what they said. If you can't match them, look at the answers at the bottom of the page.

- ▶ Mrs Thatcher a) 'All the world's a stage.'
- 1 Stokeley Carmichael b) 'Black is beautiful'
- 2 Galileo c) 'Big Brother is watching you.'
- 3 Shakespeare d) 'There is no such thing as society.'
- 4 George Orwell e) 'The earth moves round the sun.'

▶ Mrs Thatcher said that *there is no such thing as society.*

- 1
- 2
- 3
- 4

Tell or say? (C)

Put in *tell* or *say*.

- ? All the experts *say* the earth is getting warmer.
- ? Did you *tell* Mark and Sarah how to find our house?
- 1 The Sales Manager is going to everyone about the meeting.
- 2 Vicky, why don't you just what the matter is?
- 3 They they're going to build a new Disney World here.
- 4 What did Natasha about her holiday plans?
- 5 Could you me the way to the train station, please?
- 6 The company should its employees what's going on.
- 7 You shouldn't lies, you know, Matthew.
- 8 Did you anything to Melanie about the barbecue?

133 Reported speech: person, place and time

A Introduction



It's Friday afternoon. David is at Tom's flat. Tom has decided to have a party for all his friends.



A few minutes later Nick has arrived at the flat. Now David is reporting what Tom said. So instead of Tom's words **I'm having**, David says **he's having**.



The next day David is talking to Harriet. Now David is in a different place from where Tom first told him about the party. So instead of **here**, he says **at his flat**. And a day has passed since he first heard about it. It is now the day of the party. So instead of **tomorrow evening**, David says **this evening**.

B Changes in reported speech

Changes from direct speech to reported speech depend on changes in the situation.

We may have to make changes when we are reporting something another person has said, or when we report it in a different place or at a different time. Here are some typical changes.

Person	<i>I</i>	<i>he/she</i>
	<i>my</i>	<i>his/her</i>
Place:	<i>here</i>	<i>there, at the flat</i>
Time:	<i>now</i>	<i>then, at the time</i>
	<i>today</i>	<i>that day, on Monday, etc</i>
	<i>yesterday</i>	<i>the day before, the previous day</i>
	<i>tomorrow</i>	<i>the next/following day, on Saturday, etc</i>
	<i>this week</i>	<i>that week</i>
	<i>last week an</i>	<i>the week before, the previous week</i>
	<i>hour ago</i>	<i>an hour before/earlier</i>

133 Exercises

1 Changes in reported speech (A-B)

Read what each person says and then complete the sentences.

- Vicky: Daniel told me on Friday that he'd had a job interview the previous day.
Daniel had a job interview on *Thursday*.
- 1 Trevor: Laura tells me I need a haircut.
..... needs a haircut.
- 2 Claire: My brother told me in 1997 that he expected to become Manager the following year.
Claire's brother expected that he would become Manager in
- 3 Alice: I wanted to see Mark in April, but he said he was very busy that month.
Mark was very busy in
- 4 Harriet: I saw Nick last week. He said he'd given up smoking the week before.
Nick gave up smoking ago.

2 Changes of person (A-B)

Put in the missing words.



3 Changes of place and time (A-B)

Put in *here, that day, the day before, the next day, the week before*. ►

- Rachel (a week ago): I'm taking my driving test tomorrow.
You (today): When I saw Rachel, she said she was taking her driving test *the next day*
- 1 Emma (two days ago): I've only had this new computer since yesterday.
You (today): Emma said she'd only had the new computer since
- 2 Matthew (a week ago): I'm meeting a friend at the station later today.
You (today): Matthew said he was meeting a friend at the station later
- 3 Mark (in the street): I'll see you in the office.
You (in the office): Mark said he would see me
- 4 Sarah (a month ago): The conference was last week.
You (today): Sarah told me the conference had taken place

134 Reported speech: the tense change

A When do we change the tense?

After a past-tense verb (e.g. said), there is often a tense change. *'It really is cold today.'* —> *Vicky said it **was** cold.*

If the statement is still up to date when we report it, then we have a choice. We can either leave the tense the same, or we can change it.

*You said you **like/liked** chocolate. Claire told me her father **owns/owned** a racehorse.*

*Sarah said she's going/she **was** going to Rome in April.* We can say that Sarah is going to Rome because it is still true that she will go there.

If the statement is no longer up to date, then we change the tense.

*Claire once told me that her father **owned** a racehorse.* (He may no longer own one.)

*Sarah said she **was** going to Rome in April* (Now it is May.) Now Sarah's trip is over, so it is no longer true that she is going to Rome.

We usually change the tense if we think the statement is untrue or may be untrue.

*You said you **liked** chocolate, but you aren't eating any. The Prime Minister claimed that the government **had** made the right decision.*

B Is -> was, like -> liked, etc

Look at these examples of the tense change.

DIRECT SPEECH

Andrew is working.'

*'The windows **aren't** locked.'*

'I've fixed the shelves.'

'It's been raining.'

'We've got plenty of time.'

*'We **like** the flat.'*

REPORTED SPEECH

*Jessica said Andrew **was** working.*

*Mark told me the windows **weren't** locked.*

Trevor said he'd fixed the shelves.

*We noticed it **had** been raining.*

*Rachel insisted they **had** plenty of time.*

*The couple said they **liked** the flat.*

If the verb phrase is more than one word (e.g. **is** working), then the first word changes, e.g. **is** workings* **was** working, **have** fixed **had** fixed, **don't** know ~* **didn't** know.

If the verb is already in the past tense, then it can stay the same or change to the past perfect.

*'We **came** by car.'*

*They said they **came/they had come** by car.*

*'Sorry. I **wasn't** listening!*

*/ admitted I **wasn't listening/hadn't been** listening.* If the

verb is past perfect, it stays the same.

*'My money **had run** out'*

*Daniel said his money **had run** out.*

C Modal verbs: can -> could, etc

Can, may and **will** change to **could, might** and **would**.

*'You **can** sit over there.'*

*The steward said we **could** sit here.*

*'I **may** go to Bali again.'*

*Claire said she **might** go to Bali again.*

'I'll help if you like.'

*Tom said he **would** help.*

Could, might, ought to, should and **would** stay the same. But **must** can change to have **to**.

*'Sarah **would** love a holiday.'*

*Mark thought Sarah **would** love a holiday.*

*'I **must** finish this report.'*

*Sarah said she **must** finish/had **to** finish the report.*

134 Exercises

1 When do we change the tense? (A)

Put in *is* or *was*. Sometimes both are possible.

- ? I heard today that the house *is* for sale. I wonder who will buy it.
- ? I saw David yesterday. He said he *was* on his way to visit his sister.
- 1 This wallet is made of plastic not leather. Why did you tell me it.....leather?
- 2 We had to hurry yesterday morning. Just as we arrived at the station, we heard an announcement that the train.....about to leave.
- 3 I saw Emma just now. She said her toothstill aching.
- 4 I'm surprised Matthew lost. I thought he much better at tennis than Daniel.
- 5 When he spoke to reporters yesterday, Mr Douglas said that Zedco now in a much better financial position.

2 The tense change (B)

Complete the replies. The second speaker is surprised at what he or she hears.

- ▶ Matthew: Emma and I are getting married.
Rachel: Really? But you said last week *you weren't getting married*.
- ▶ Rita: I like pop music more than classical music.
Laura: I'm sure you told me *you liked classical music best*.
- 1 Vicky: I haven't finished my project.
Emma: Haven't you? I thought you said
- ! Rachel: I'm on a diet.
Natasha: But you told me
- i Andrew: I enjoy parties.
Daniel: Surely I remember you saying
- 1 Matthew: I'm applying for the job.
Rachel: I thought you told me.....

3 The tense change (B-C)

A comedy show called 'Don't Look Now!' has just closed after five years in London's West End. Here's what the critics said when it opened five years ago.

- | | |
|---|---|
| ? 'It's a marvellous show.' <i>The Daily Mail</i> | 4 'You must see it.' <i>The Evening Standard</i> |
| ? 'You'll love it.' <i>The Guardian</i> | 5 'It will be a great success.' <i>The Telegraph</i> |
| 1 'The production is brilliant.' <i>The Sunday Times</i> | 6 'You might die laughing.' <i>The Express</i> |
| 2 'I can't remember a funnier show.' <i>Edward Devine</i> | 1 'It's the funniest show I've ever seen.' <i>Susan Proctor</i> |
| 3 'It made me laugh.' <i>Robert Walsh</i> | 8 'You shouldn't miss it.' <i>Time Out</i> |

Now report what the critics said.

- ? *The Daily Mail* said it was a marvellous show.
- ? *The Guardian* said people would love it.
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

135 Reported questions

A Wh-questions

We can report questions with verbs like **ask**, **wonder** or **want to know**. Look first at these wh-questions.

DIRECT QUESTION

'When did you start acting, Melissa?'

'What's the time?'

'Which way is the post office?'

How can we find out?'

'Where can we eat?'

REPORTED QUESTION

Guy **asked** Melissa **when** she started acting.

I just **asked what** the time is.

Someone **wants to know which** way the post office is.

I was **wondering how** we can find out.

They're **asking where** they can eat.

Wh-questions have a word like **when**, **what**, **which** or **how** both in direct speech and in reported speech.

B Yes/no questions

DIRECT QUESTION

'Has the taxi arrived yet?' ~

'No, not yet' 'Can

we take photos?' ~

'Yes, of course.' 'Is there a
cafe nearby?' ~ **'No.'**

REPORTED QUESTION

Someone was **wondering if/whether** the taxi has
arrived yet. The visitors **want to know**

if/whether they can take

photos. Daniel **asked if/whether** there was a cafe
nearby.

Reported yes/no questions have **if** or **whether**.

Word order

In a reported question the subject comes before the verb, as in a statement.

Guy asked Melissa when **she started** acting. NOT ~~Guy asked Melissa when did she start acting.~~ Someone was wondering if **the taxi has** arrived yet. NOT ~~Someone was wondering if has the taxi arrived yet.~~

Asking for information

To ask politely for information, we sometimes use a reported question after a phrase like **Could you tell me ... ?** or **Do you know ... ?**

Could you tell me what time the concert starts?

Do you know if there's a public phone in the building?

Have you any idea how much a taxi would cost?

Note the word order **a taxi would cost** (see C).

The tense change: is —► was, etc

In reported speech there are often changes to the tense, to pronouns and so on.

This depends on changes to the situation since the words were spoken.

For details see Units 133 and 134. Here are some examples of the tense change.

'What's the problem?' 'How
much money **have** you
got, Vicky?'

'Does Nick **need** a lift?'

'Can you type?'

We **asked** what the problem **was**.

I was wondering how much money Vicky **had**.

Tom **asked** if Nick **needed** a lift.

They **asked** me if I **could** type.

135 Exercises

Reported questions (A-C)

These people are at the tourist information centre. What do they want to know?



- ? She wants to know what the most interesting sights are.
- ? He wants to know if the centre has got a town plan.
- 1
- 2
- 3
- 4

Asking for information (D)

You need information. Ask for it using *Could you tell me ... ?* or *Do you know ... ?*

- Where are the toilets? (tell) *Could you tell me where the toilets are?*
- 1 Can I park here? (know)
- 2 How long does the film last? (tell)
- 3 How often do the buses run? (know)
- 4 Are we allowed to smoke? (know)
- 5 What time is the flight? (tell)
- 6 How much does a ticket cost? (tell)

The tense change (E)

Barry Douglas, Zedco Chief Executive, is talking to a reporter about his business career.

- | | |
|--|---|
| <p>Interviewer:</p> <ul style="list-style-type: none"> ? 'Where do you live?' ? 'Have you worked before?' 1 'Why do you want the job?' 2 'How did you hear about it?' 3 'Are you fit?' 4 'Can you work on Saturdays?' 5 'How will you travel to work?' 6 'Have you got a bicycle?' 7 'How much do you hope to earn?' 8 'When can you start?' | <p>He can still remember his first job interview after leaving school.</p> <p>Barry:</p> <p>The interviewer asked me <i>where I lived</i>. She asked me <i>if I had worked before</i>. She wanted to know I remember she asked She wondered Then she asked me She wanted to know And she asked me She also asked And finally she asked</p> |
|--|---|

136 Reported requests, offers, etc

A Reported orders and requests

We can use the structure **tell/ask someone to do something**.

DIRECT SPEECH

'Please move this car.'

'You really must be careful!

'Would you mind turning the music down?'

REPORTED SPEECH

A policeman **told me to move** the car.

Melanie is always **telling David to be** careful.

We **asked our neighbours to turn** the music down.

The negative is **tell/ask someone not to do something**.

'You mustn't leave the door unlocked!'

'Please don't wear those boots in the house.'

Mr Atkins **told Mark not to leave** the door unlocked.

I **asked you not to wear** those boots in the house.

We can also use the structure **ask to do something**.

'Can I see your ticket, please?'

The inspector **asked to see** my ticket.

We use **ask for** when someone asks to have something.

'Can I have some brochures, please?'

I **asked (the travel agent) for** some brochures.

It is also possible to report an order or request like this. A policeman *told me (that) I had to move the car. We asked our neighbours if they would mind turning the music down.*

B Reported offers, suggestions, etc

We can use **agree, offer, promise, refuse** and **threaten** with a to-infinitive.

DIRECT SPEECH

'We'll pay for the damage!'

'I'll definitely finish it by the end of next week!'

REPORTED SPEECH

We **offered to pay** for the damage.

You **promised to finish** the work by the end of this week.

We can also use an object + to-infinitive after **advise, invite, remind** and **warn**.

'I think you should take a taxi!'

'Don't forget to ring me!'

Mark **advised us to take** a taxi.

I **reminded David to ring** me.

We can use an ing-form after **admit, apologize for, insist on** and **suggest**.

'I really must have a rest!'

'Shall we go to a nightclub?'

Emma **insisted on having** a rest.

Claire **suggested going** to a nightclub.

C Admit that, insist that, etc

We can use a clause with **that** after **admit, advise, agree, insist, promise, remind, suggest** and **warn**.

Trevor **admitted (that)** he had forgotten the shopping. Claire **insisted (that)** we all went round to her flat for coffee. You **promised (that)** you would finish the work by the end of this week. I **warned you (that)** Nick's dog is very fierce.

136 Exercises

1 Tell/ask someone to do something (A)

Trevor isn't feeling very happy. Everyone has been telling him what to do. Report the orders and requests.

► His mother: Can you dig my garden, please, Trevor? *His mother asked him to dig her garden.*

- 1 The doctor: You must take more exercise.
- 2 His boss: Would you mind not playing computer games in the office?
- 3 A traffic warden: You can't park your car in the High Street.
- 4 Laura: Could you put some shelves up, please, Trevor?

2 Reported offers, suggestions, etc (B)

Complete the sentences. Report what was said.



? Sarah invited *Claire to stay for lunch.*

? Tom agreed *not to talk about football.*

- 1 Matthew advised
- 2 Mike apologized
- 3 Tom suggested
- 4 Rachel reminded.....
- 5 Mr Atkins admitted
- 6 Trevor warned.....

Admit that, insist that, etc (C)

Combine each pair of sentences using *that*.

► The roads were dangerous. The police warned us.

The police warned us that the roads were dangerous.

- 1 Everything will be ready on time. The builders have promised.
- 2 We have to check the figures carefully. The boss insists.
- 3 Tom's story wasn't completely true. He's admitted it.
- i Emma's train was about to leave. Matthew reminded her.

TEST 23 Reported speech (Units 132-136)

Test 23A

Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (/). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

- ? You promised you wouldn't be late. /
- ? Susan thought '~~That~~ I can't understand what's happening.' *that*
- 1 Do you know me what time the coach leaves?
- 2 Robert wanted to know if did the price included breakfast.
- 3 Anna insisted on showing us her photos.
- 4 Someone asked us whether that we had eaten lunch.
- 5 Nancy told me she had started the job the week before.
- 6 Nigel said me he wanted to come with us.
- 7 My friend said she did liked her new flat.
- 8 Martin asked us for not to wake the baby.

Test 23 B

Decide which word is correct.

- What did that man say *to you*?
- a) at you b) for you c) to you d) you
- 1 I rang my friend in Australia yesterday, and she said it..... raining there.
a) is b) should be c) to be d) was
- 2 The last time I saw Jonathan, he looked very relaxed. He explained that he'd been on holiday the..... week.
a) earlier b) following c) next d) previous
- 3 I wonder..... the tickets are on sale yet.
a) what b) when c) where d) whether
- 4 I told you..... switch off the computer, didn't I?
a) don't b) not c) not to d) to not
- 5 Someone.....me there's been an accident on the motorway.
a) asked b) said c) spoke d) told
- 6 When I rang Tessa some time last week, she said she was busy..... day.
a) that b) the c) then d) this
- 7 When he was at Oliver's flat yesterday, Martin asked if he..... use the phone.
a) can b) could c) may d) must
- 8 Judy going for a walk, but no one else wanted to.
a) admitted b) offered c) promised d) suggested

Test 23C

Read the news report and write the missing words. Use one word only in each space. Sometimes there is more than one possible answer.

Police have warned people (►) *to* watch out for two men who have tricked their way into an old woman's home and stolen money. The men called on Mrs Iris Raine and said (1)..... were from the water company and wanted to check (2)..... her water was OK. They asked if (3)..... would mind letting them into her house. The woman didn't ask (4)..... see their identity cards. She said she (5)..... know about any problem with the water.

The men explained that they (6)..... just discovered the problem but that it was very simple and (7) take long to check. The woman asked (8)..... the service was free, and they said yes. They (9)..... to know where the water tank was. While one man ran water in the kitchen, the other went upstairs and took several hundred pounds from a drawer in a bedroom. The men then left saying that they would return the (10)..... day to have another look.

Test 23D

Complete each sentence by reporting what was said to you yesterday.

Use *said* and change the tense in the reported speech.

► Polly: I'm really tired.

When I saw Polly yesterday, *she said she was really tired.*

1 Tessa: I feel quite excited.

When I saw Tessa yesterday, .

2 Nigel: I can't remember the code word.

When I saw Nigel yesterday,

3 Robert: I won't be at the next meeting.

When I saw Robert yesterday,

4 The twins: We've got a problem.

When I saw the twins yesterday,

5 Michelle: I've been swimming.

When I saw Michelle yesterday,

6 Your friends: We would like to be in the show.

When I saw my friends yesterday,

7 Adrian: I don't need any help.

When I saw Adrian yesterday, .

8 Susan: My sister is coming to see me.

When I saw Susan yesterday,

Test 23E

Report the sentences. They were all spoken last week. Use the verbs in brackets.

? Anna to Janet: Don't forget to sign the form, (remind)

Anna reminded Janet to sign the form.

? Robert: What time will the office close this evening? (ask)

Robert asked what time the office would close that evening.

1 A policeman to Christopher: Stop shouting, (tell)

2 Tessa: It was me. I ate all the cake yesterday, (admit)

3 Adrian: I'm sorry I was rude, (apologize)

4 Simon to Susan: Would you like to join me for lunch? (invite)

5 Martin to Nancy: Did someone ring you an hour ago? (ask)

6 Peter: I really must leave, (insist)

137 Relative clauses with **who**, **which** and **that**

A Introduction

Emma: / saw Natalie the other day.
Melanie: Natalie? The girl **who plays the piano**?
Emma: No, that's Natasha. Natalie is the student **who dropped out of college, the one who never did any studying**. She's working in Davidson's now, the shop **that sells very expensive clothes**.



The relative clauses in this conversation identify which person or thing we are talking about. The clause **who plays the piano** tells us which girl Melanie means. The clause **that sells very expensive clothes** tells us which shop Emma means.

Sometimes we can use an adjective or a phrase to identify someone or something.

Adjective: *the **tall** girl the **new** student the **red** car*

Phrase: *the man **in the suit** the shop **on the corner** the woman **with red hair***

But when we need a longer explanation, we can use a relative clause.

Relative clause: *the woman **who gets up early** the car **that broke down***

B Who, which and that

The relative pronouns **who**, **which** and **that** go after the noun and at the beginning of the relative clause.

Who refers to people.

*Nick is the **man who** owns that enormous dog. I don't like **people who** tell jokes all the time.*

*The little **girl who** sat next to me on the coach ate sweets the whole way.*

*Sarah is pretty annoyed with the **person who** stole her mobile phone. We can also use **that**, but it is less usual.*

*Jake is the **man that** plays the guitar.*

*The **woman that** lived here before us is a romantic novelist.*

That and **which** refer to things. **That** is more usual than **which**, especially in conversation.

*The **car that** won the race looked very futuristic, didn't it? They've recaptured all the **animals that** escaped from the zoo. The children saw the actual **spacecraft that** landed on the moon.*

Which can be a little formal.

*There are several **restaurants which** do Sunday lunches. Is*

*Zedco the **company which** was taken over last year?*

We do not use another pronoun like **he** or **it** with the relative pronoun.

NOT ~~the man **who**e owns that enormous dog~~ NOT ~~the actual spacecraft **that** it landed on the moon~~

In all these sentences **who**, **which** and **that** are the subject of the relative clause.

For **who**, **which** and **that** as object, see Units f 38 and f 39.

137 Exercises

1 Identifying (A)

Look at the information and identify which one is meant.

Use the shortest way of identifying where possible, e.g. *the tall boy*, not *the boy who is tall*.

- ? the boy (he is tall) *the tall boy*
? the man (he has a beard) *the man with a beard*
? the woman (she plays golf) *the woman who plays golf*
1 the young man (he is at the door)
2 the man (he plays his stereo at night)
3 the woman (she is very thin)
4 the girl (she has green eyes)
5 the young woman (she is in the office)
6 the man (he drives a taxi)
7 the young man (he is smart)
8 the student (she failed all her exams)

2 Who, which and that (B)

Complete the conversation. Put in *who*, *which* or *that*. There is always more than one possible answer.

Emma: Shall we have something to eat?

Matthew: Yes, but not here. I don't like cafes (►) *that* don't have chairs. I'm not one of those people (►) *who* can eat standing up.

Emma: There's another restaurant over there.

Matthew: It looks expensive, one of those places (1)..... charge very high prices. The only customers (2)..... can afford to eat there are business executives (3)..... get their expenses paid. Anyway, I can't see a menu. I'm not going into a restaurant (4)..... doesn't display a menu.

Emma: We just passed a cafe (5)..... does snacks.

Matthew: Oh, I didn't like the look of that.

Emma: You're one of those people (6)are never satisfied, aren't you?

3 Relative clauses (A-B)

Combine the information to make news items. Make the sentence in brackets into a relative clause with *who* or *which*. Start each sentence with *the*, e.g. *The man ...*

► A man has gone to prison. (He shot two policemen.)

The man who shot two policemen has gone to prison.

- 1 A bomb caused a lot of damage. (It went off this morning.)
- 2 A scientist has won the Nobel Prize. (He discovered a new planet.)
- 3 A footballer has been banned from playing again. (He took drugs.)
- 4 A little girl has been found safe and well. (She had been missing since Tuesday.)
- 5 A company has laid off thousands of workers. (It owns Greenway Supermarkets.)
- 6 An old lady now wants to swim the English Channel. (She did a parachute jump.)

138 The relative pronoun as object

A Subject and object

Harriet is showing David her holiday photos.

Harriet: *That's an old castle **that we visited on holiday**. And those are some people **we met**, a couple **who were staying at the campsite**.*

David: *Mm. They look very friendly.*

A relative pronoun such as **who** or **that** can be the subject of a relative clause.

*Harriet talked to a couple **who were staying at the camp-site**. (**They** were staying at the camp-site.)*

*The postcard **that came this morning** was from Harriet. (*

It came this morning.)

A relative pronoun can also be the object of a relative clause.

*a woman **who they met on holiday**. *Mike and Harriet are visiting**

*(They met **her** on holiday.)*

*The old castle **that we visited** was really interesting.*

(We visited it.)

We do not use another pronoun like **her** or **it** with the relative pronoun. NOT

~~*a woman who they met her*~~ NOT ~~*the old castle that we visited it*~~

B Leaving out the relative pronoun

We can leave out the relative pronoun when it is the object of the relative clause. We do this especially in spoken English. Compare these examples.

WITH OBJECT PRONOUN

*The man **who Vicky saw** at the concert is Sarah's boss.*

*That's an old castle **that we visited**.*

WITHOUT OBJECT PRONOUN

*The man **Vicky saw** at the concert is Sarah's boss.*

*That's an old castle **we visited**.*

Here are some more examples of relative clauses without an object pronoun. We

*don't know the name of the person **the police are questioning**. The cakes **Melanie baked** were delicious. That jacket **you're wearing** is falling to pieces, Mike.*

Remember that we cannot leave out a pronoun when it is the subject of a relative clause.

*The man **who spoke** to Vicky is Sarah's boss.*

C Who and whom

In formal English, **whom** is sometimes used when the object of the relative clause is a person. *The person **who/whom** the police were questioning has now been released.* But in conversation **whom** is not very common.

138 Exercises

i Subject and object (A)

Comment on the conversations. Add a sentence with *who* or *that* as the subject of the underlined part.

- ▶ She's Tom's new girlfriend. ~ Who is? ~ That girl. She just said hello.
That's right. The *girl who just said hello is Tom's new girlfriend.*
- 1 The dog has been rescued. ~ What dog? ~ It fell down a hole.
Haven't you heard? The
- 2 The story was untrue. ~ What story? ~ You know. It upset everyone.
Yes, the
- 3 He's a film producer. ~ Who is? ~ That man. He interviewed Natasha.
That's what I heard. The

Now comment on these conversations. Add a sentence with *who* or *that* as the object of the underlined part.

- 4 The accident wasn't very serious. ~ What accident? ~ Oh, Daniel saw it.
Yes, the
- 5 He's a millionaire. ~ Who is? ~ That man. Claire knows him.
It's true. The
- 6 The vase was extremely valuable. ~ What vase? ~ You know. David broke it.
That's right. The
- 7 It's really nice. ~ What is? ~ The jacket. Melanie wore it at the party.
Yes, it is. The

2 Leaving out the relative pronoun (B)

Complete the script for these TV advertisements. Use a relative clause without a pronoun.

- ▶ Fresho soap. Beautiful people use it. *It's the soap beautiful people use.*
- 1 An Everyman car. You can afford it.
- 2 'Hijack'. People want to see this film.
- 3 Greenway Supermarket. You can trust it.
- 4 'Cool' magazine. Young people read it.
- 5 Jupiter chocolates. You'll love them.

3 Leaving out the relative pronoun (B)

Look carefully at these sentences. Are they correct without a relative pronoun? Where you see *, you may need to put in *who*, *which* or *that*. Write the sentences and put in a pronoun only if you have to.

- ? The man * paid for the meal was a friend of Tom's.
The man who paid for the meal was a friend of Tom's.
- ? The meeting * Mark had to attend went on for three hours.
The meeting Mark had to attend went on for three hours.
- 1 Somewhere I've got a photo of the mountain * we climbed.
- 2 The man * repaired my car is a real expert.
- 3 The detective lost sight of the man * he was following.
- 4 I thought I recognized the assistant * served us.
- 5 I'm afraid the numbers * I chose didn't win a prize.

139 Prepositions in relative clauses

Introduction

A relative pronoun (e.g. **that**) can be the object of a preposition (e.g. **for**).

*This is the bus **that** I've been waiting **for**.*

*I've been waiting **for** the bus.*

*The restaurant **that** we normally go **to** is closed today.*

*We normally go **to** the restaurant.*



In informal spoken English we normally put the preposition at the end of the relative clause. Compare the word order.

STATEMENT

*I've been waiting **for** the bus.*

*We go **to** the restaurant.*

RELATIVE CLAUSE

*the bus **that** I've been waiting **for***

*the restaurant **that** we go **to***

We do not use another pronoun like **it** or **her** after the preposition. NOT

*the restaurant **that** we go **to** **it*** NOT *someone **who** / work **with** her*

B Leaving out the pronoun

We often leave out the relative pronoun when it is the object of a preposition.

WITH OBJECT PRONOUN

*The bus **that** I'm waiting **for** is late.*

*Is this the article **which** you were interested **in**?*

*That's the man **who** I was talking **about**.*

WITHOUT OBJECT PRONOUN

*The bus I'm waiting **for** is late.*

*Is this the article you were interested **in**?*

*That's the man I was talking **about**.*

Here are some more examples of relative clauses without an object pronoun.

*I can't remember the name of the hotel **we stayed at**. This is the colour **we've finally decided on**. The shop **I got my stereo from** has lots of bargains.*

C A preposition at the beginning

These examples are typical of formal English.

*Was **that** the restaurant **to which** you normally go?*

*Electronics is a subject **about which** I know very little.*

*The Sales Manager is the person **from whom** I obtained the figures.* Here the preposition comes at the beginning of the relative clause, before **which** or **whom**.

We cannot put a preposition before **that** or **who**.

a subject (that) I know little about NOT ~~*a subject about that I know little*~~

the person (who) I got the figures from NOT ~~*the person from who I got the figures*~~

139 Exercises

1 A preposition at the end (A-B)

What are they saying? Put in sentences with a preposition at the end.



► (Mark has been looking for this letter.) *This is the letter I've been looking for.*

- 1 (Rachel was talking about that film.)
- 2 (Laura has decided on this wallpaper.).....
- 3 (Matthew played tennis with that man.)
- 4 (David fell down those steps.)

A preposition at the end (A-B)

Match the phrases and write the definitions. Put the preposition at the end of the relative clause.

- | | | |
|--------------------|----------------------|-----------------------------------|
| ► a kitchen | a cupboard | you hit nails with it |
| 1 a hammer | the person | you keep valuable things in it |
| 2 your destination | a piece of furniture | <u>you cook in it</u> |
| 3 a safe | the place | you can either sit or sleep on it |
| 4 your opponent | <u>a room</u> | you're going to it |
| 5 a sofa bed | a tool | you're playing against them |

► *A kitchen is a room you cook in.*

- 1
- 2
- 3
- 4
- 5

3 A preposition at the beginning (C)

It's election time. All the politicians are arguing.

Rewrite the first sentence using a preposition at the beginning of a relative clause.

► I cannot agree with that statement. I hope I've made that clear. *That is a statement with which I cannot agree.*

- 1 Our party believes in that idea. I say this from the bottom of my heart.
- 2 I am strongly opposed to that policy. And I am not afraid to say so
- 3 No one cares about these people. They are the forgotten people.
- 4 Your party should be ashamed of those mistakes. And everyone knows that.
- 5 The government is now dealing with that problem. How many times do I have to tell you?

140 Relative structures with **whose**, **what** and **it**

A **Whose**

Vicky: *What I'd really like is a job in television.* Daniel: *The other day I met a man **whose sister** works in television.* Vicky: *Who? What's her name?* Daniel: *Oh, I don't know. She's the woman **whose car** Tom crashed into.*

Here **whose sister** means his sister (the sister of the man Daniel met), and **whose car** means her car (the car belonging to the woman). Here are some more examples.

*Someone **whose bicycle** had been stolen was reporting it to the police.*

*Wayne Johnson is the man **whose goal** won the game for United.*



We use **whose** mainly with people, e.g. someone, **the man**. But sometimes it goes with other nouns.

*Which is the European **country whose** economy is growing the fastest? Round the corner was a **building whose** windows were all broken. Melanie was looking after a **dog whose** leg had been broken in an accident.*

B **What**

We use the relative pronoun **what** without a noun in front of it. *The shop didn't have **what** I wanted.* (= the thing that I wanted) ***What** we saw gave us quite a shock.* (= the thing that we saw)

We can also use **what** to give emphasis to a word or phrase, to make it more important. Compare these examples.

NEUTRAL

Rachel's stereo kept me awake.
Vicky is looking for a job in television.
I want to make a fresh start.
They booked a holiday together.

EMPHATIC

***What** kept me awake was Rachel's stereo.*
***What** Vicky is looking for is a **job in** television.*
***What** I want to do is **make** a fresh start.*
***What** they did was **book** a holiday together.*

C **It**

We also use **it** + **be** + a relative clause to give emphasis.

NEUTRAL

Tom had an accident.
The computer gives me a headache.
I'm eating chocolate cake.
Mike's uncle died on Thursday.

EMPHATIC

***It was Tom** who had an accident (not David).*
***It's the computer** that gives me a headache.*
***It's chocolate cake** (that) I'm eating.*
***It was on Thursday** that Mike's uncle died.*

We must put in a pronoun when it is the subject of the relative clause (e.g. **who** had an accident). If it is the object (e.g. **that** I'm eating), then we can leave it out (see Unit 138B).

140 Exercises

1 Who or whose? (A)

You are reading a crime story. One of these people has murdered the industrialist Colin Howard. Look at the detective's notes and write a sentence about each person. Use a relative clause with *who* or *whose*.

? George Paxton, company director - he had an argument with Colin

George is the company director who had an argument with Colin.

? Vera Stokes, politician - her sister once worked for Colin

Vera is the politician whose sister once worked for Colin.

1 Felix Reeves, journalist - his tape recorder was stolen

2 Graham Wilshaw, architect - he knew Colin at school

3 Rex Carter, farmer - Colin bought his land

4 Norman Bridge, lawyer - he looked after Colin's interests

5 Sonia Goldman, house guest - her fingerprints were on the door handle

2 What(B)

Zedco Chief Executive Barry Douglas is telling a group of managers how to run a business successfully. He emphasizes the underlined words using *what*.

► You must pay attention to the details.

What you must pay attention to are the details.

1 You have to think about your profit.

2 You must know the needs of your customers.

3 You should work towards a realistic target.

4 You need to plan ahead.

3 It(C)

Quiz champion Claude Jennings is answering some questions.

Look at each question and answer and write a sentence with *it + be* + a relative clause.

► Who invented radio? ~ Marconi. It was Marconi who *invented radio*.

1 When did Columbus sail to America? ~ In 1492.

It was in 1492 that

2 What does Tiger Woods play? ~ Golf.

It's

3 Where did the Olympic Games first take place? ~ In Greece.

4 Which is nearest the sun, Venus or Mercury? ~ Mercury.

141 The use of relative clauses

A Introduction

There are two kinds of relative clause. Compare this conversation and newspaper report.

Laura: *Art Golding has died.*
Trevor: *Who?*
Laura: *You know. The film star **who played the ship's captain in 'Iceberg'**. Trevor: / don't think I've seen that. Laura: *Yes, you have. It's the film **we saw on TV the other night.****

The clauses in this conversation identify which film star and which film Laura means. They are called identifying clauses.

ART GOLDING DIES

The actor Art Golding, who starred in films such as 'Tornado' and 'Iceberg', has died after a long illness. He was seventy-eight. Art Golding's most famous role was as the scientist in the film 'Supernova', which broke all box-office records.

The clauses in this report add information about Art Golding and about 'Supernova'. They are called adding clauses, or sometimes non-identifying clauses.

B Identifying clauses and adding clauses

IDENTIFYING

*The man **who lives next door to Melanie** is rather strange. The river **which flows through Hereford** is the Wye. The picture **which was damaged** is worth thousands of pounds.*

These clauses identify which thing the speaker is talking about. The clause **who lives next door to Melanie** tells us which man. The clause **which flows through Hereford** tells us which river. Without the relative clause the sentence would be incomplete. **The man is rather strange** makes sense only if we know which man.

An identifying clause does not have commas around it.

Most relative clauses are identifying. We use them both in speech and in writing.

ADDING

*Jake, **who lives next door to Melanie**, is rather strange. The Wye (**which flows through Hereford**) is a beautiful river. This famous picture - **which was damaged during the war** - is worth thousands of pounds.*

These clauses add extra information about something which is already identified. The clause **who lives next door to Melanie** adds information about Jake. But we can say the sentence on its own without the relative clause. **Jake is rather strange** makes sense because the name **Jake** identifies who we are talking about.

An adding clause has commas around it. Instead of commas, we can use brackets () or dashes —. If the adding clause is at the end of the sentence, we need only one comma or dash. *That's Jake, who lives next door.*

Adding clauses can be rather formal. We use them mainly in writing. They are common in news reports. In speech we often use two short sentences. *Jake lives next door to Melanie. He's rather strange.*

141 Exercises

1 Adding clauses (A)

Match the parts and write sentences with an adding clause. Use *who* or *which*.

- | | | |
|--------------------|---------------------------------|--|
| ▶ The Grand Canyon | He was in prison for 27 years. | He was one of the Beatles. |
| 1 Nelson Mandela | He was killed in 1980. | He became President of South Africa. |
| 2 John Lennon | It is 140 million miles away. | It is one of the wonders of the world. |
| 3 The Titanic | It is over 200 miles long. | It is known as the red planet. |
| 4 Queen Victoria | It sank in 1912. | It stood for 28 years. |
| 5 Mars | It was built in 1961. | It was supposed to be unsinkable. |
| 6 The Berlin Wall | She came to the throne in 1837. | She ruled over the British Empire. |

▶ *The Grand Canyon, which is over 200 miles long, is one of the wonders of the world.*

- 1
- 2
- 3
- 4
- 5
- 6

2 Identifying or adding? (B)

Read the news article and then say what each relative clause does.

Does it tell us which one, or does it add information?

The play (▶) that the students put on last week was Oscar Wilde's 'The Importance of Being Earnest' (▶) which was written in 1895. The college theatre, (1) which holds over 400 people, was unfortunately only half full for the Friday evening performance. However, the people (2) who bothered to attend must have been glad they did. Lucy Kellett, (3) who played Lady Bracknell, was magnificent. Unfortunately the young man (4) who played John Worthing forgot his lines twice, but that did not spoil the evening, (5) which was a great success.

? *It tells us which play.*

? *It adds information about 'The Importance of Being Earnest'.*

- 1
- 2
- 3
- 4
- 5

3 Commas in relative clauses (B)

Put in the relative clauses. You may also need to put in one or two commas.

? (that Claire drives) This car is a lot cheaper than the one *that Claire drives*

? (who has twins) Olivia, *who has twins*, often needs a babysitter.

1 (who took Rita to the party) The personwas Tom.

2 (who has a bad temper) Henry.....shouted at the waiter.

3 (which Tom supports) The teamis United.

4 (who is afraid of heights) We all climbed up except Vicky

5 (which is on the tenth floor) My new flathas a terrific view.

6 (she bought the sofa from) Sarah can't remember the name of the shop.....

142 Relative pronouns and relative adverbs

A Pronouns in identifying and adding clauses

There are two kinds of relative clause: identifying and adding (see Unit 141).

Look at the pronouns in these examples.

IDENTIFYING

*I'm sure I know the person **who** served us.
The pop singer **whom** Guy invited onto his chat show never turned up. The woman **whose** flat was burgled spent the night at a friend's house. Towns **which/that** attract tourists are usually crowded in the summer.*

In an identifying clause we can use **who, whom, whose, which** or **that**.

ADDING

*Natalie, **who** served us, is a friend of Emma's.
Arlene Black, **whom** Guy invited onto his chat show, never turned up. Natasha, **whose** flat was burgled, spent the night at a friend's house. Oxford, **which** attracts many tourists, is often crowded in the summer.* In an adding clause we can use **who, whom, whose** or **which**. We do NOT use **that**.

B Leaving out the pronoun

Sometimes we can leave the pronoun out of an identifying clause (see Unit 138B).

*The woman (**who**) you met yesterday works in advertising.*

*Have you seen the book (**that**) I was reading?*

*Laura couldn't find the box (**that**) she kept her photos **in**.*

We cannot leave the pronoun out of an adding clause.

*Sarah, **whom** you met yesterday, works in advertising. That book 'Brighton Rock', **which** I was reading, is really good.*

*Laura had a wooden box, **in which** she kept her photos OR **which** she kept her photos **in**.*

C The relative adverbs **where, when** and **why**

Look at these examples.

*This is the place **where** the accident happened.*

*Do you remember the day **when** we moved the piano upstairs?*

*The reason **why** Nick came was that he wanted to see Rita.* We can leave out **when** or **why**, or we can use **that**.

*Do you remember the day (**that**) we moved the piano upstairs?*

*The reason (**that**) Nick came was that he wanted to see Rita.*

There are also adding clauses with **where** and **when**.

*We went to the Riverside Restaurant, **where** I once had lunch with Henry.*

*Mark likes to travel at night, **when** the roads are quiet.*

D A special use of **which**

In an adding clause, we can use **which** relating to a whole sentence, not just to a noun.

*It rained all night, **which** was good for the garden.*

Here **which** means 'the fact that it rained all night'.

Here are some more examples.

*David helped me clear up, **which** was very kind of him.*

*Sarah had to work late again, **which** annoyed Mark.*

*Tom pushed Nick into the swimming-pool, **which** seemed to amuse everyone.*

142 Exercises

1 Who, whom, whose, which, where and why (A, C)

Complete this advertisement. Put in *who, whom, whose, which, where* or *why*.

The town of Keswick, (►) *which* lies at the heart of the Lake District, is the perfect place for a holiday, and the Derwent Hotel, (1)..... overlooks the town, is the perfect place to stay. Robin and Wendy Jackson, (2)..... bought this small hotel three years ago, have already won an excellent reputation. Robin, (3)..... cooking is one of the reasons (4)..... the Derwent is so popular, was once Young Chef of the Year. The comfort of the guests, (5)..... the owners treat almost as members of the family, always comes first. Peter Ustinov, (6)..... once stayed at the hotel, described it as 'marvellous'. And the Lake District, (7)..... has so much wonderful scenery and (8)..... the poet Wordsworth lived, will not disappoint you.

2 Identifying clauses and adding clauses (A-C)

Put in the relative clauses. Sometimes there is more than one possible answer.

► Someone knows all about it - the secretary.

The person *who knows all about it* is the secretary.

- Zedco has 10,000 employees. It's an international company.
Zedco,, is an international company.
- Vicky's name was missed off the list, so she wasn't very pleased.
Vicky,, wasn't very pleased.
- Laura painted a picture, and it's being shown in an exhibition.
The picture, is being shown in an exhibition.
- We're all looking forward to a concert. It's next Saturday.
The concert, is next Saturday.
- One week Mike and Harriet went camping. It was the wettest of the year.
The week, was the wettest of the year.
- Aunt Joan is a bit deaf, so she didn't hear the phone.
Aunt Joan,, didn't hear the phone.
- You'll meet Henry tomorrow. He's also a member of the board.
Henry,, is also a member of the board.
- I'll see you near the post office. We met there the other day.
I'll see you near the post office,

3 A special use of **which** (D)

Match the sentence pairs and join them with *which*.

- My phone is out of order. It means he can't get about very easily.
1 Rachel's mother paid for the meal. It's made her very depressed.
2 My brother is disabled. That was rather careless of you.
3 You left the keys in the car. That caused a traffic jam.
4 Vicky didn't get the job. It's a real nuisance.
5 The police blocked off the road. That was very kind of her.

► *My phone is out of order, which is a real nuisance.*

-
-
-

143 Relative clauses: participle and to-infinitive

A Relative clauses with a participle

Read this news report about an accident.

*Several people were injured this morning when a lorry **carrying concrete pipes** overturned in the centre of town and hit two cars. Ambulances **called to the scene** took a long time to get through the rush hour traffic. The accident happened in Alfred Road, where road repairs are under way. People who saw the accident say that the lorry hit the cars after it swerved to avoid a pile of stones **left in the road**. The traffic chaos **caused by the accident** has meant long delays for people **travelling to work**.*

Carrying concrete pipes, called to the scene, etc are relative clauses: they relate to a noun. **Carrying concrete pipes** tells us something about a lorry.

We can form these clauses with an active participle, e.g. **carrying**, or a passive participle, e.g. **called**. The participles can refer to the present or the past.

ACTIVE

*There are delays this morning for people **travelling to work**.*

(= people **who are travelling** to work) *A lorry **carrying concrete pipes** has overturned. (= a lorry **which was carrying** pipes) *the path **leading to the church** (= the path **which leads/led** to the church)**

The active participle means the same as a pronoun + a continuous verb, e.g. **which is/was carrying**, or a pronoun + a simple verb, e.g. **which leads/led**.

But we do NOT use the active participle for a single action in the past.

*The police want to interview people **who saw** the accident.*

NOT ~~people seeing the accident~~

PASSIVE

*I have a message for people **delayed** by the traffic chaos.*

(= people **who are being delayed**) *We noticed a pile of stones **left in the road**. (= stones **which had been left** there) *food **sold** in supermarkets (= food **which is/was sold** in supermarkets)**

The passive participle means the same as a pronoun + a passive verb, e.g. **which is/was sold**.

B Relative clauses with a to-infinitive

Look at this structure with the to-infinitive.

*New Zealand was the **first** country **to give** women the vote. (= the first country which gave women the vote) *Melanie was the **only** person **to write** a letter of thanks. (= the only person who wrote a letter of thanks)**

Here are some more examples.

*The guest on our show is the **youngest** golfer **to win** the Open.*

*Emma Thompson is the **most famous** actress **to appear** on stage here.* We can use a to-infinitive with these words: **first, second**, etc; **next** and **last**; **only**; and superlatives, e.g. **youngest, most famous**.

We can leave out the noun (except after **only**) if the meaning is clear. *The captain was the **last to leave** the sinking ship.*

143 Exercises

1 Relative clauses with a participle (A)

Complete the definitions. Put in an active or passive participle of these verbs:

add, arrive, block, own, play, take, tell, watch, wear

- ? A competitor is someone *taking* part in a competition.
- ? Your property is everything *owned* by you.
- 1 Baseball is a game..... mainly in the US.
- 2 A wrist-watch is a watch on your wrist.
- 3 A latecomer is a person..... late.
- 4 An instruction is a statement..... you what to do.
- 5 A spectator is someone a game or an event.
- 6 An extension is a new part on to a building.
- 7 An obstacle is something your way.

2 Relative clauses with a participle (A)

Write each news item as one sentence. Change the part in brackets into a clause with an active participle (e.g. *costing*) or a passive participle (e.g. *found*).

- ? A new motorway is planned. (It will cost £500 million.)
A new motorway *costing £500 million is planned*.
- ? Some weapons belong to the IRA. (They were found at a flat in Bristol.)
Some weapons *found at a flat in Bristol belong to the IRA*.
- 1 Families have been evicted. (They were living in an empty office building.)
Families
- 2 A chemical company has gone bankrupt. (It employed 4,000 people.)
A chemical company.....
- 3 A bridge has been declared unsafe. (It was built only two years ago.)
A bridge.....
- 4 People have marched to London. (They are protesting against pollution.)
- 5 Tennis fans have been queuing all night at Wimbledon. (They hope to buy tickets.)
- 6 A new drug may give us eternal youth. (It was developed at a British university.)

3 Relative clauses with a to-infinitive (B)

Comment on each situation. Use the to-infinitive structure.

- David offered his help. No one else did.
David was *the only person to offer his help*.
- 1 Olivia's daughter swam a length of the pool. No other girl as young as her did that.
Olivia's daughter was
- 2 The secretaries got a pay rise. No one else did.
The secretaries were
- 3 The pilot left the aircraft. Everyone else had left before him.
- 4 Mrs Harper became Managing Director. No other woman had done that before.
- 5 Daniel applied for the job. No other candidate as suitable as him applied.

TEST 24 Relative clauses (Units 137-143)

Test 24A

Decide which word or phrase is correct.

► *What* I really need is a long holiday.

a) that b) what c) which d) who

1 At last I've found the information that I was looking

a) for b) for it c) for that d) it

2 Everyone..... the building was searched by the police.

a) enter b) entered c) entering d) enters

3 The plane..... has just taken off is an hour late.

a) it b) what c) which d) who

4 I had just one reply. Abco was the..... company to reply to my letter.

a) last b) most c) only d) second

5 My friend Nigel,..... works in the City, earns much more than I do.

a) that b) which c) who d) whose

6 Martin is someone withI usually agree.

a) him b) that c) who d) whom

7 I'd like to see the photo.....

a) took b) you took it c) that you took d) that you took it

8 Atlanta is the city..... the Olympic Games were held in 1996.

a) that b) when c) where d) which

9 It rained all the time,..... was a great pity.

a) that b) what c) which d) who

10 We passed shops windows were decorated for Christmas.

a) the b) their c) which d) whose

Test 24 B

Each of these sentences has a mistake in it. Write the correct sentence.

► ~~I've found the magazine who was missing.~~

I've found the magazine that was missing.

1 ~~This isn't the train on that I normally travel.~~

2 ~~The letter that I opened it wasn't for me.~~

3 ~~The reason because I didn't know was that no one had told me.~~

4 ~~That we should do is ring the police.~~

5 ~~I didn't know the name of the man helped me.~~

6 ~~Rupert knows the family who's house is for sale.~~

7 ~~Einstein who failed his university entrance exam discovered relativity.~~

8 ~~The person we talked to were very friendly.~~

9 ~~It's the President makes the important decisions.~~

- ~~10 I can't find my diary, what is real nuisance.~~
- ~~11 Outside the door was a pair of boots covering in mud.~~
- ~~12 Lake Suiperior , that lies on the US Canadian border is the largest lake in North America.~~

Test 24C

Complete the story about a thief's punishment. Write the missing words. Use one word only in each space.

This is a true story (►) *which* is supposed to have happened somewhere in the US. A man (1)..... was accused of housebreaking appeared in court. He had put his arm through the window of a house and stolen some money (2)..... was lying on a table inside. The argument (3)..... the man's lawyer put forward wasn't very impressive. He said that (4)..... was the man's arm (5)..... had committed the crime and not the man himself. 'You cannot punish a man for (6)..... his arm has done,' said the lawyer. Now the judge in (7)..... court the man was appearing wanted to show how stupid the lawyer's argument was. Instead of finding the man guilty, he found the man's arm guilty and sent it to prison. 'He can go with his arm or not, as he chooses,' the judge added, (8)..... made everyone laugh. But (9)..... the judge didn't know was that the man had an artificial arm. He took the arm off, gave it to the judge - (10).....could hardly believe his eyes - and walked out of the court.

Test 24D

Combine the two sentences into one. ► That man was Anna's brother. He just walked past. The man *who just walked past* was Anna's brother.

- 1 The plane was twenty-five years old. It crashed.
The plane twenty-five years old.
- 2 One day Tessa was ill in bed. Martin rang.
The day ill in bed.
- 3 Our offices are in Queen Street. They are new.
Ourin Queen Street.
- 4 Some documents have been found. They were stolen from a car.
The documents..... found.
- 5 That map is out of date. You were looking at it.
The mapout of date.
- 6 The King's Theatre is in the centre of town. It dates from 1896.
The King's.....in the centre of town.
- I A woman was terribly upset. Her dog was run over.
The woman terribly upset.
- 8 Janet solved the puzzle. She did it before everyone else.
Janet was.....the puzzle.
- 9 A man was standing outside the building. He was selling newspapers.
A manoutside the building.
- 10 The talk was very interesting. Judy gave it.
The talk.....very interesting.
- II The house is empty now. I used to live there.
The houseis empty now.

144 Conditionals (1)

Vicky and Rachel are talking about possible future actions.

A Introduction



They may catch the bus, or they may miss it.

B Type 1: If we hurry, we'll catch the bus

IF-CLAUSE

MAIN CLAUSE

if Present simple

Will

If we hurry,

we 'll catch the bus.

If we miss it,

there 'll be another one.

If it doesn't rain,

we 'll be having a picnic.

If I don't practise my golf,

I **won't** get any better.

The verb in the if-clause (e.g. **hurry**) is in the present simple, not the future.

NOT ~~If we'll hurry, we'll catch the bus.~~ But we can use **will** in the if-clause when we make a request.

If you'll just wait a moment, I'll find someone to help you. (- Please wait a moment...)

We can use the present continuous (e.g. **are doing**) or the present perfect (e.g. **have done**) in the if-clause.

*If we're **expecting** visitors, the flat will need a good clean. If you've **finished** with the computer, I'll put it away.*

The main clause often has **will**. But we can use other modal verbs (e.g. **can**). *If you haven't got a television, you **can't** watch it, can you? If Henry jogs regularly, he **might** lose weight. If Matthew is going to a job interview, he **should** wear a tie.*

The if-clause usually comes first, but it can come after the main clause. *If I hear any news, I'll phone you./I'll phone you **if** I hear any news.*

C More uses of type 1

We can use type 1 conditionals in offers and suggestions.

If you need a ticket, I can get you one. If you feel like seeing the sights, we can take a bus tour. We

can also use them in warnings and threats.

If you go on like this, you'll make yourself ill. If you don't apologize, I'll never speak to you again.

D If you heat water, it boils

We sometimes use the present simple in both clauses.

*If you **heat** water, it **boils**. If Daniel **has** any money, he **spends** it.*

*If you **press** this switch, the computer **comes** on.*

This means that one thing always follows automatically from another.

Pressing the switch always results in the computer coming on.

144 Exercises

1 Type 1 (A-C)

Read the conversation and then choose the correct forms.

Rachel: Have you heard about the pop festival?

Vicky: Yes, it's/it'll be good if Express are playing. They're a great band.

Rachel: Will you be able to go, Nick?

Nick: If (1) I ask/I'll ask my boss, he'll give me some time off work, I expect.

Vicky: How are we going to get there?

Rachel: Well, if (2) there are/there'll be enough people, we can hire a minibus.

Vicky: I won't be going if (3) it's/it'll be too expensive.

Rachel: It (4) isn't costing/won't cost much if we all (5) share/will share the cost.

Nick: If (6) I see/I'll see the others later on tonight, (7) I ask/I'll ask them if they want to go.

2 Type 1 (A-C)

Comment on the situations. Use *if*+ the present tense + *will/can*.

? It might rain. If it does, everyone can eat inside.

If it rains, everyone can eat inside.

? The children mustn't go near Nick's dog. It'll bite them.

If the children go near Nick's dog, it'll bite them.

- 1 Rachel might fail her driving test. But she can take it again.
- 2 United might lose. If they do, Tom will be upset.
- 3 The office may be closed. In that case Mark won't be able to get in.
- 4 Nick may arrive a bit early. If he does, he can help Tom to get things ready.
- 5 The party might go on all night. If it does, no one will want to do any work tomorrow.
- 6 Emma may miss the train. But she can get the next one.
- 7 Is Matthew going to enter the race? He'll probably win it.

Present simple in both clauses (D)

Match the sentences and join them with *if*

- | | |
|---------------------------------|-----------------------------------|
| ► You lose your credit card. | I can't sleep. |
| 1 You get promoted. | You get a warning letter. |
| 2 I drink coffee late at night. | <u>You have to ring the bank.</u> |
| 3 You don't pay the bill. | Your salary goes up. |
| 4 I try to run fast. | The alarm goes off. |
| 5 Someone enters the building. | I get out of breath. |

► *If you lose your credit card, you have to ring the bank.*

- 1
- 2
- 3
- 4
- 5

145 Conditionals (2)

A Introduction

Rachel: *Would you like some cake, Jessica?*

Jessica: *No thanks. If I **ate** cake, I'd get fat.*

Rachel: *But it's delicious.*

Jessica: *It looks delicious. **If I had** your figure, I'd eat the whole lot.*

I ate cake and / had your figure are imaginary or unreal situations.

Jessica isn't going to eat the cake, and she hasn't got a figure like Rachel's.

B Type 2: If I ate cake, I'd get fat

IF-CLAUSE		MAIN CLAUSE
if	Past simple	would
/// If I	ate cake, had your figure,	<i>I 'd get fat.</i> <i>I 'd eat the whole lot.</i>
If we	didn't have a car,	<i>we 'd find it difficult to get about.</i>
<i>If Rachel</i>	<i>got up earlier,</i>	<i>she wouldn't always be late.</i>

Note the past simple (e.g. **ate**). We do not use **would** in the if-clause. NOT *If I'd-ea^eake*.

But we can use **would** in the if-clause when we make a request.

If you'd like to come this way, the doctor will see you now. (= Please come this way ...)

As well as the past simple we can use the past continuous (e.g. **was doing**) in the if-clause.

*If Rachel **was playing** her stereo, it wouldn't be so quiet in here.* In a type 2 if-clause we sometimes use **were** instead of was, especially in the clause if I **were you**.

*If Rachel **were playing** her stereo, it wouldn't be so quiet in here.*

*If I **were** you, I'd ask a lawyer for some advice.*

The main clause often has **would**. We can also use **could** or **might**.

*If we had a calculator, we **could** work this out a lot quicker.*

*If Rachel worked harder, she **might** do even better at her studies.*

The if-clause usually comes first, but it can come after the main clause.

*If I knew, I'd tell you./I'd tell you **if** I knew.*

C Type 1 and type 2

Compare these examples.

Type 1: *If you **have** a lie-down, you'll feel better,* (see Unit 144B)

Type 2: *If I **had** a million pounds, I'd probably buy a yacht.*

The present tense (**have**) refers to a possible future action, something which may or may not happen.

The past tense (**had**) refers to something unreal. *If I had a million pounds* means that I haven't really got a million pounds, but I am imagining that I have. Compare these examples.

Type 1: *If we **take** the car, we'll have to pay for parking.*

Type 2: *If we **took** the car, we'd have to pay for parking.*

Here both sentences refer to a possible future action. But in the type 2 conditional, the action is less probable. *If we took the car* may mean that we have decided not to take it.

We can use type 2 conditionals in offers and suggestions.

*If you needed a ticket, I **could** get you one.*

*If you felt like seeing the sights, we **could** take a bus tour.* Type 2 is less direct than type 1 (Unit 144C). The speaker is less sure that you want to see the sights.

145 Exercises

Type 2 (A-B)

Comment on these situations. Use a type 2 conditional with *would* or *could*.

- ▶ Andrew is such a boring person because he works all the time.
You know, *if Andrew didn't work all the time, he wouldn't be such a boring person.*
- ▶ You can't take a photo because you haven't got your camera.
How annoying. // *had my camera, I could take a photo.*
- 1 You can't look the word up because you haven't got a dictionary.
I'm sorry
- 2 You don't write to your friends because you're so busy.
I've got so much to do
- 3 You can't play tennis because your back is aching.
It's a nuisance.
- 4 Claire won't marry Henry because she doesn't love him.
Of course,
- 5 Nick can't find the way because he hasn't got a map.
Nick's lost, but
- 6 David has so many accidents because he's so clumsy.
You know,

Type 1 and type 2 (A-C)

Complete the conversation. Put in the correct form of the verb. You may need to use *will* or *would*.

Matthew: I haven't forgotten your birthday, you know. If you like, (▶) *I'll book* (1 / book) a table for Thursday at our favourite restaurant. Emma: My birthday is on Wednesday, Matthew.

You're playing basketball then, aren't you? If you cared for me, (1)..... (you / not / play) basketball on my birthday.

Matthew: What's the difference? If (2)..... (we / go) out on Thursday, it'll be just the same. If (3).....(I / not / play), I'd be letting the team down.

Emma: Yes, I suppose (4).....(it / be) a disaster if you missed one game. Well, if (5)..... (you / think) more of your friends than you do of me, you can forget the whole thing.

Matthew: I just don't understand you sometimes, Emma.

Emma: If (6)..... (you / think) about it, you'd understand. And I think (7).....(it / be) better if we forgot all about my birthday.

Matthew: Don't be silly, Emma. If you get into one of your bad moods, (8)(it / not / do) any good.

Emma: If you were interested in my feelings, (9) (I / not / get) into a bad mood.

Type 1 and type 2 (C)

What does the if-clause mean? Write a sentence with *isn't* or *might*.

- ? If this room was tidy, I could find things. *The room isn't tidy.*
- ? If we're late tonight, we can get a taxi. *We might be late tonight.*
- 1 If the phone was working, I could call you.
- 2 If it rains, can you bring the washing in?
- 3 If Mike was here, he'd know what to do.
- 4 If this spoon was silver, it would be worth a lot.
- 5 If Sarah calls, can you say I'll ring back?

146 Conditionals (3)

A Introduction

- David: *How was your camping holiday?*
Mike: *Well, it **would have been** all right if it **hadn't rained** all the time.*
Harriet: *If we'd **gone** two weeks earlier, we'd **have had** better weather.*



If it hadn't rained and *if we'd gone two weeks earlier* are imaginary situations in the past. It did rain, and they didn't go two weeks earlier.

B Type 3: **If we had gone earlier, we would have had better weather**

IF-CLAUSE	MAIN CLAUSE
if Past perfect	would have
<i>If we 'd gone earlier,</i>	<i>we 'd have had better weather.</i>
<i>If Matthew had phoned her,</i>	<i>Emma wouldn't have been so annoyed.</i>
<i>If you hadn't made that mistake,</i>	<i>you 'd have passed your test.</i>
<i>If David had been more careful,</i>	<i>he wouldn't have fallen.</i>

Note the verb in the past perfect (e.g. **had been**). **We do** not use **would** in the if-clause.

NOT *If David ~~would have been~~ more careful, he ~~would have~~ fallen.*

The main clause often has **would have**. We can also use **could have** or **might have**.

*If I'd had my mobile yesterday, I **could have** contacted you.*

*We just caught the train. If we'd stopped to buy a paper, we **might have** missed it.*

The short form 'd can be either **had** or **would**.

*If you'd rung me, I'd have come to see you. (= If you **had** rung me, I **would** have come to see you.)*

C The use of type 3

We use type 3 conditionals to talk about things in the past happening differently from the way they really happened. This sometimes means criticizing people or pointing out their mistakes.

*If you'd been a bit more careful, you **wouldn't have** cut yourself.*

*If Matthew had set his alarm clock, he **wouldn't have** overslept.*

We can also use this structure to express regret about the past.

*If I hadn't fallen ill and missed the interview, I **might have** got the job.*

D Type 2 and type 3

Compare these examples.

Type 2: *If you **planned** things properly, you **wouldn't** get into a mess. (You don't plan.)*

Type 3: *If you **had planned** things properly, you **wouldn't have** got into a mess. (You didn't plan.)*

We can mix types 2 and 3.

*If you **had planned** things at the start, we **wouldn't** be in this mess now.*

*If you **hadn't left** all these dirty dishes, the place **would** look a bit tidier.*

*If Matthew **was** more sensible, he **would have** worn a suit to the interview.*

*If I **didn't have** all this work to do, I **would have** gone out for the day.*

146 Exercises

1 Type 3 (A-C)

Complete the conversation. Put in the correct form of the verb. Use the past perfect or *would have*.

Nick: United didn't play very well today.

Tom: We were awful. But if Hacker (►) *had taken* (take) that easy chance, (►) *we would have won* (we / win).

Nick: We didn't deserve to win. It (1)..... (be) pretty unfair if Rangers (2).....(lose).

Tom: Hacker was dreadful. My grandmother (3) (score) if (4) (she / be) in that position.

Nick: And if Burley (5).....(not / be) asleep, he (6) (not / give) a goal away.

Tom: If Johnson (7)..... (not / be) injured when we needed him most, (8).....(it/be) different.

Nick: Yes, (9).....(we / beat) them if (10)..... (he / be) fit.

2 Type 3 (A-C)

Comment on each situation using a type 3 conditional with *if*. Use *would have*, *could have* or *might have*.

? In a bookshop yesterday Daniel saw a book he really wanted. The only problem was that he didn't have any money. *Daniel would have bought the book if he had had any money.*

? Rita often goes to concerts at the town hall, although not to every one. There was one on Saturday, but she didn't know about it. *Rita might have gone to the concert if she had known about it.*

1 On Sunday the guests had to have their lunch inside. Unfortunately it wasn't warm enough to have it outside.....

2 There was a bomb scare last Tuesday. Sarah wanted to fly to Rome, but she wasn't able to. The airport was closed.....

3 Laura has only met Nick once, and it's possible she wouldn't recognize him. He passed her yesterday, but he had a crash-helmet on.....

4 Sarah has been quite busy, and she hasn't watered her plants for some time. As a result, they've died.

5 Nick likes ice hockey, but he didn't have a ticket to the game last week, so unfortunately he wasn't able to get in.....

3 Type 2 and type 3 (D)

Complete the conversations. Put in the correct form of the verb.

Use the past simple, the past perfect, *would*, or *would have*.

► Mike: You look tired.

Harriet: Well, if *you hadn't woken* (you / not / wake) me up in the middle of the night, I *wouldn't be* (I / not be) so tired.

1 Rita: Is Trevor a practical person?

Laura: Trevor? No, he isn't. If (he / be) practical,(he / put) those shelves up a bit quicker. It took him ages.

2 Tom: Why are you sitting in the dark?

David: Let's just say that if(I / pay) my electricity bill last month, (I / not be) in the dark now.

3 Matthew: Why are you so angry with me? All I did yesterday was play basketball.

Emma: If (you / love) me,(you / not / leave) me here all alone on my birthday.

147 Review of conditionals

A Types 1, 2 and 3



There are three main types of conditional. Study the examples.

Type 1: **if...** the present simple ... **will/can/might**, etc

If we win today, we'll go to the top of the league. (We may win, or we may not.)

Type 2: **if ...** the past simple ... **would/could/might**

*If Johnson **was** in the team, I'd feel more confident.* (Johnson isn't in the team.)

Type 3: **if ...** the past perfect ... **would have/could have/might have**

*If Johnson **had** played, we'd **have** won.* (Johnson didn't play.)

Here are some more examples with different verb forms.

Type 1 *If I'm going shopping, **I'll** need some money.*

*If the disco **has** finished, we **might** be able to get some sleep.*

*You **should** stay in bed if you **feel** unwell.* Type 2

*If I **didn't** like this pudding, I **wouldn't** eat it.*

*If the video recorder **was** working, we **could** watch a film.*

*The alarm **might** go off if we **tried** to get in through a window.*

Type 3 *If we'd **dropped** the piano, it **would have** been a disaster.*

*If Vicky **had come** to the theme park with us last week, she **might have** enjoyed it.*

*We **could have** given you a lift if we'd **known** you were coming this way.*

B Other conditional sentences

As well as the three main types, there are other types of conditional sentence. For example, we can use two present-tense verbs (see Unit 144D). *If you **ring** this number, no one **answers**.*

We can also use a present-tense verb and an imperative. *If you **need** any help, just **ask**. If you **drink**, **don't drive**.*

We can use **be going to**.

*If it's **going to** rain, I'd better take an umbrella.*

*If they try to cut down the trees, there's **going to** be a big protest.*

We can mix types 2 and 3 (see Unit 146D).

*If Matthew **had booked** a table, we **wouldn't** be standing here in a queue. If you **needed** help, you **should have** asked me.*

147 Exercises

1 Types 1, 2 and 3 (A)

Match the sentences and join them with *if*. Say what type they are.

- | | |
|--|-----------------------------------|
| ▶ I went to bed earlier. | I'll try to follow them. |
| 1 The twins had worn different clothes. | You might not be warm enough. |
| 2 You tell me what the instructions say. | I wouldn't have bought it. |
| 3 People used public transport. | <u>I wouldn't sleep.</u> |
| 4 You don't wear a sweater. | <u>There'd be less pollution.</u> |
| 5 I hadn't seen the product advertised. | We could have told them apart. |

▶ *If I went to bed earlier, I wouldn't sleep.*

type 2

1

2

3

4

5

2 Types 1, 2 and 3 (A)

Adam is a music student. He rents a room from Mr Day. Put in the correct forms.

Mr Day: Can't you stop playing that trumpet? You're making an awful noise.

Adam: Well, if (▶) *I don't practise* (I / not practise), I won't pass my exam.

Mr Day: But why at night? It's half past twelve. If (1)..... (you / play) it in the daytime, (2)..... (I / not / hear) you because I'd be at work. If (3)..... (you / tell) me about this trumpet when you first came here, (4)..... (I / not / let) you have the room. I'm afraid it's becoming a nuisance. If (5) (you / not / play) so loud, (6) (it / not / be) so bad.

Adam: I'm sorry, but you can't play a trumpet quietly.

Mr Day: If (7)..... (I / realize) a year ago what you were going to do, then (8) (I / throw) you out long ago. If (9)..... (you / go) on making this noise at night, (10) (I / have) to complain to your college.

3 Conditionals (A-B)

What might you say in these situations? Use a conditional sentence.

▶ You think Emma should book a seat on the train. The alternative is having to stand.
If Emma doesn't book a seat on the train, she'll have to stand.

1 You didn't know how unpopular Iason was when you invited him to your party.

2 Warn your friend not to put too many tins into the plastic bag or it'll break.

3 You haven't got a pen, so you can't write down the address.

4 You should have started your project earlier. You're so far behind now.

5 Your friend might need some help. If so, tell her to give you a ring.

6 The automatic result of the door opening is the fan coming on.

148 If, when, unless and in case

Present simple for the future

Look at these examples.

*You'll be tired tomorrow **if** you **stay** up late. Tell me **when** the water **boils**.*

*I won't do anything **unless** you **agree**. Write the name down **in case** you **forget** it.*

We use the present simple for the future after linking words such as **if**, **when**, **unless** and **in case** (see also Units 27 and 144B).

B If or when?

If you hear any news, can you ring me immediately?

*(You might hear some news.) I'll probably go for a walk later on **if** it stays fine. (It might stay fine.)*

We use **if** for something that we think might happen.

We use **if** (not **when**) for something impossible or imaginary.

If I were you, I'd refuse.

We can use either **if** or **when** in contexts where they mean 'every time'.

If you run, you use up energy.

***When** you hear some news, can you ring me immediately?*

*(You will hear some news.) I'll make myself an omelette **when** I get home tonight.*

*(I will get home tonight.) We use **when** for something that we know will happen.*

***When** you run, you use up energy.*

C If and unless

If... **not** means the same as **unless**.

*I can't see **if** I don't wear glasses.*

*The doctor will be here **if** she isn't called to an emergency.*

*If you **can't** pay your bills, you'll have to leave.*

*I wouldn't say that **if** I didn't believe it.*

*I can't see **unless** I wear glasses.*

*The doctor will be here **unless** she's called to an emergency.*

***Unless** you can pay your bills, you'll have to leave.*

*I wouldn't say that **unless** I believed it.*

D In case

Look at these examples.

*Take a sandwich with you **in case** you get hungry.*

*I'd better reserve a seat today **in case** the train is full tomorrow.*

*Laura took two photos **in case** one of them didn't come out.*

We use **in case** to talk about doing something to avoid a possible problem later on.

(For American English, see page 381.)

Compare **if** and **in case**.

*I'll bring in the washing **if** it rains.*

(= I'll bring it in at the time it starts raining.)

*I'll bring in the washing **in case** it rains. (=*

I'll bring it in now because it might rain later.)

148 Exercises

1 If or when? (B)

Look at the information in brackets and complete the sentences using *if or when* and a verb in the present simple.

- ? (I may see Tom tonight.) *If I see Tom*, I'll tell him the news.
? (Melanie is coming soon.) *When Melanie comes*, can you let her in, please?
1 (The alarm will ring soon.)..... we all have to leave the building.
2 (I might feel better tomorrow.)..... I'll probably go back to work.
3 (This film finishes at ten.)..... I'll stop the video.
4 (The plan may not work.) we'll have to think of something else.

2 If and unless (C)

Complete the sentences using *unless* and the information in brackets.

- You won't get there in time *unless you hurry*, (if you don't hurry)
1 We can't have a picnic(if it isn't a nice day)
2 Don't leave the TV on(if you aren't watching it)
3 We can't do the job (if we don't get help)
4 I wouldn't have bought the picture(if I didn't like it)

3 If and unless (C)

Which word makes more sense? Put in *if or unless*.

- ? Rachel will be pleased *if* she passes her driving test.
? The bus won't stop *unless* you ring the bell.
1 I can't read your letters you type them.
2 Emma will be upset she doesn't get the job.
3 You can't go into the reception you've got a ticket.
4 Don't bother to ring me it's important.

4 In case (D)

What could you say in these situations? Use *in case*.

- You think Vicky had better take a coat. It might get cold.
You to Vicky: *You'd better take a coat in case it gets cold.*
1 You think you and Mark had better book a table. The restaurant might be busy.
You to Mark:
2 You think Claire ought to insure her jewellery. It might get stolen.
You to Claire:
3 You'll leave David your phone number. He might want to contact you.
You to David:.....

5 If, when, unless and in case (B-D)

Jake lives next door to Melanie. Complete their conversation. Put in *if, when (x2), unless or in case*.

- Jake: A man is delivering a washing-machine this morning, but I have to go to work. I won't be here (►) *when* he calls. Could you let him in for me, please, (1).....you're terribly busy?
Melanie: Oh, that's no problem.
Jake: Oh, thanks. (2)..... you could do that, I'd be really grateful. I'll leave a message on his answerphone. And (3)..... he doesn't get the message, I'll put a note on the door, just to make sure. He'll see it (4)he comes.

149 Wish and if only

A Introduction



We can use **I wish** or **if only** to express a wish. Jessica wishes she was slimmer. **If only** is stronger and more emphatic than **wish**.

We can use a clause with **if only** on its own, or we can add another clause.

If only I wasn't so fat. **If only I wasn't so fat, I would be able to get into these trousers.**

B Wish... would

Look at these examples.

/ wish you would put those shelves up soon.

*Tom wishes his neighbours **wouldn't** make so much noise.*

If only you'd try to keep the place tidy. **Wish/If only ... would** expresses a wish for something to happen, or to stop happening.

C Wish ... the past

Look at these examples.

*/ wish I **lived** in a big city. It's so boring in the country.*

*We all wish we **had** more money, don't we? **If only I was** taller, I might be better at basketball.*

Wish and **if only** with a past-tense verb express a wish for things to be different.

We can use **were** instead of **was** (see also Unit 145B).

*If only I **were** taller, I might be better at basketball.*

We cannot use **would** in these sentences, but we can use **could**.

*/ wish I **could** sing (but I can't). I feel so helpless. **If only I could** speak the language.*

Compare **wish** with **would** and with the past.

*I wish something exciting **would** happen. (I wish for an action in the future.)*

*I wish my life **was** more interesting. (My life isn't interesting.)*

D Wish ... the past perfect

We use **wish** and **if only** with the past perfect to express a wish about the past. /

*wish you **had told** me about the dance. I would have gone. I wish I'd **got up** earlier. I'm behind with everything today. I wish you **hadn't lost** that photo. It was a really good one. **If only David had been** a bit more careful, he'd have been all right.*

We do not use **would have** for the past, but we can use **could have**.

*/ wish I **could have been** at the wedding, but I was in New York.*

149 Exercises

Wish ... would (B)

What might you say in these situations? Begin *I wish ...*

- ? to someone who never answers your e-mails
I wish you'd answer my e-mails.
- ? to someone who makes rude remarks about you
/ wish you wouldn't make rude remarks about me.

- 1 to someone who won't hurry up
- 2 to someone who never does the washing-up
- 3 to someone who isn't telling you the whole story
- 4 to someone who blows cigarette smoke in your face
- 5 to someone who won't tell you what he's thinking

2 Wish ... the past (C)

Vicky is fed up. What is she saying? Use */ wish* or *if only*.

- ▶ (She can't think straight.) *I wish I could think straight.*
- 1 (She is so tired.)
- 2 (She gets headaches.)
- 3 (Her work isn't going well.)
- 4 (She can't concentrate.)
- 5 (Life is so complicated.)

3 Wish ... the past perfect (D)

Complete the sentences. Use these words: *accepted, caught, found, played, saved, stayed*

- ▶ I spent all my money. I wish now that */ had saved it*.
- 1 I missed the train. I really wish
- 2 Rita left the party early. Nick wishes
- 3 Emma refused the offer. But her parents wish
- 4 I looked everywhere for the key. I wish
- 5 The injured player could only watch. He wishes

4 Wish and if only (B-D)

Complete the conversation.

Claire: Oh, Henry. You're giving me another present. It's very sweet of you,
but I wish (▶) yoM *wouldn't give me* so many presents. Henry:

Claire, I've been thinking. I shouldn't have asked you to marry me.
I wish now that (1)

Claire: Now you're talking nonsense. I wish (2), Henry.

Henry: I'm not a young man, am I? Of course I wish (3)

Claire: Why don't you listen? If only (4)to me just this once.

Henry: Why couldn't we have met twenty years ago? I wish (5)you then.

Claire: Henry, twenty years ago I was just starting school.

TEST 25 Conditionals and wish (Units 144-149)

Test 25A

Complete the news report about a protest against a new road. Put in the correct form of the verbs. Sometimes you need *will* or *would*.

Yesterday protesters managed to hold up work on the Oldbury bypass. Protest leader Alison Compton defended the action by members of the Green World group. 'If we don't protest, soon (►) *there'll be* (there / be) no countryside left,' she told reporters. The bypass is now well behind schedule, and if the protesters had not held up the work so often, (1)..... (it / open) two months ago. 'If these fields (2)..... (disappear), we'll never see them again,' said Ms Compton. 'Why can't we use public transport? If more people (3)..... (travel) on buses and trains, we wouldn't need new roads. If the motor car had never existed, the world (4).....(be) a more pleasant place today.'

But many people in Oldbury want their new bypass. 'If (5)..... (they / not build) it soon, the traffic jams in the town will get worse,' said Asif Mohammed, whose house is beside the busy A34. 'We just can't leave things as they are. If things remained the same, people's health (6)..... (suffer) even more from all the pollution here. It's terrible. If we don't get the traffic out of the town, (7)..... (I / go) mad. If (8)..... (I / know) earlier how bad this problem would get, (9)..... (I / move) out years ago. But now it has become impossible to sell this house because of the traffic. The government waited too long. If (10)..... (they / do) something sooner, there would be less traffic today' And the protest is making the new road even more expensive. 'If this goes on, (11)..... (there / not / be) enough money left to finish the road,' says the Transport Minister.

Test 25B

Look at the answers below and write the correct answer in each space.

- A: There's always something going wrong with this car.
B: If you had any sense, you'd *have sold* it long ago.
a) be selling b) have sold c) sell d) sold
- 1 A: It's a pity the lake wasn't frozen yesterday.
B: Yes, it is. If it frozen, we could have gone skating.
a) had been b) was c) would be d) would have been
- 2 A: Haven't you got enough money for a holiday?
B: Oh yes. I've got some saved up I suddenly need it.
a) if b) in case c) that d) unless
- 3 A: What are you going to do next year?
B: I wish I the answer to that question.
a) knew b) know c) could know d) would know
- 4 A: These figures are too complicated to work out in your head.
B: Yes, if we had a calculator.
a) better b) only c) really d) that
- 5 A: What are you doing later this afternoon?
B: Oh, the game finishes, I'll go home, I expect.
a) if b) in case c) unless d) when
- 6 A: Do you think I should take the job?
B: You shouldn't do anything..... you think it's the right thing to do.
a) if b) in case c) unless d) when

Test 25C

Write a second sentence so that it has a similar meaning to the first. Begin with //... ► I haven't got a key, so I can't get in. *If I had a key, I could get in.*

- 1 You talk about football and I'm going to be very bored.
- 2 The baby didn't cry, so we had a good sleep.
- 3 You may want a chat, so just give me a ring.
- 4 Nigel hasn't got satellite TV, so he can't watch the game.
- 5 You go away and I'll miss you.
- 6 I'm not rich or I'd have given up working long ago.
- 7 We should have bought that picture five years ago because it would be quite valuable now.
- 8 Throw a stone into water and it sinks.

Test 25 D

Write the sentences correctly.

► There aren't any eggs. ~~If we have some eggs I could make an omelette.~~ // *we had some eggs, I could make an omelette.*

- 1 The weather doesn't look very good. ~~If it'll rain I'll stay here.~~
- 2 The programme is starting soon. ~~Can you tell me if it starts?~~
- 3 Could you just listen? ~~I didn't need to repeat things all the time if you listened.~~
- 4 It's a simple law of science, ~~if air will get warmer it rises.~~
- 5 There's only one key. ~~I'd better get another one made if I lose it.~~
- 6 We were really late, ~~I wish we left home earlier.~~
- 7 I hope the parcel comes today, ~~if it won't arrive today, we'll have to complain.~~
- 8 That radio is on loud. ~~I wish someone turns it down.~~
- 9 We must do something. ~~Until we act quickly it'll be too late.~~
- 10 Of course Martin was angry. ~~But he hadn't been angry if you hadn't damaged his stereo.~~

150 But, although and in spite of

A Introduction

This is a news report about Zedco.

*This year's figures show that Zedco has become profitable and is now doing well **in spite of** its recent problems. **Although** Chief Executive Barry Douglas has not been in charge for long, there has already been a dramatic upturn. **Even though** there have been very few job losses at the company, Douglas has managed to reduce costs. Nothing is certain of course, **but** Zedco can now look forward to a brighter future.*

The linking words **in spite of**, **although**, etc express the idea of a contrast.

For example, there is a contrast between Zedco's profits now and its recent problems.

B But and although

We can join two sentences with **but**.

*The cafe was crowded, **but** we found a table. Nick has a car, **but** he doesn't often drive it.*

We can also use **although**.

***Although** the cafe was crowded, we found a table. **Although** Nick has a car, he doesn't often drive it.*

The clause with **although** can come at the end.

*We found a table, **although** the cafe was crowded.*

C Though and even though

Though is informal. It means the same as **although**.

***Though/Although** I liked the sweater, I decided not to buy it.*

We can also use **though** at the end of a sentence.

*I liked the sweater. I decided not to buy it, **though**.*

Even though is stronger, more emphatic than **although**.

*Matthew looked quite fresh, **even though** he'd been playing squash.*

***Even though** you dislike Jessica, you should try to be nice to her.*

D In spite of and despite

We use **in spite of** before a noun or before the ing-form of a verb.

*Kitty wanted to report on the war **in spite of** the danger.*

*Mark went on working **in spite of** feeling unwell. We use **despite** in exactly the same way as **in spite of** and with the same meaning.*

*She wanted to go **despite** the danger. He went on working **despite** feeling unwell.*

E In spite of and although

IN SPITE OF

*I'm no better **in spite of** the pills/**in spite of** taking the pills.*

*Laura wants to fly **in spite of** her fear/**in spite of** feeling afraid. NOT **in spite of** she feels afraid*

ALTHOUGH

*I'm no better, **although** I've taken the pills.*

*Laura wants to fly, **although** she feels afraid.*

We can use **in spite of the fact (that)** in the same way as **although**. *I'm no better **in spite of the fact that** I've taken the pills.*

150 Exercises

1 But (B)

Complete each sentence with *but* and one of these clauses:

it didn't break, it's really quite modern, no one laughed, she turned it down

► I dropped the dish, *but it didn't break.*

- 1 The house looks old,
- 2 Emma was offered a job,
- 3 The joke was funny,

2 Although (B)

Rewrite the sentences in Exercise 1 using *although*.

► *Although I dropped the dish, it didn't break.*

- 1
- 2
- 3

3 In spite of and although (E)

Put in *although* or *in spite of*.

► My sister got the job, *although* she didn't expect to.

- 1.....I told the absolute truth, no one would believe me.
- 2 Daniel forgot his passport.....having it on his list.
- 3.....it was sunny, it was quite a cold day.
- 4 The goods were never delivered.....the promise we had received.
- 5 Henry asked Claire to marry him.....the fact that he's a lot older than her.

4 But, although, even though, in spite of and despite (A-E)

Complete the report by putting in the correct linking words. There is always more than one possible answer.

Although the ground was very wet, it was decided to go ahead with United's game against City.

United were 1-0 winners (1).....not playing very well. (2).....the poor conditions, City played some attractive football, (3).....they just couldn't score. (4).....they lost, their fans gave them a big cheer.

5 Although, even though, in spite of and despite (A-E)

Join each pair of sentences. Be careful where you put the words in brackets.

► Nick used to smoke. He seems to be in good health, (although)

Although Nick used to smoke, he seems to be in good health.

► I couldn't sleep. I was tired, (despite)

I couldn't sleep despite being tired.

- 1 Trevor didn't notice the sign. It was right in front of him. (even though)
- 2 Matthew doesn't know any French. It was one of his school subjects, (although)
- 3 Henry's friend is a millionaire. He hates spending money, (despite)
- 4 We couldn't get tickets. We queued for an hour, (in spite of)

151 To, in order to, so that and for

A Introduction



We use **to**, **in order to**, **so that** and **for** to express purpose, to say why we do things. The purpose of stopping is to buy a newspaper.

B To

We can use the to-infinitive to express purpose.

*Melanie was hurrying **to catch** her bus. Most people work **to earn** money. I rang **to find** out the train times. We went to the library **to get** some books.*

C In order to and so as to

In order to and **so as to** are more formal than **to**.

*The government took these measures **in order to** reduce crime.*

*The staff are working at weekends **so as to** complete the project in time. We*

can use the negative **in order not to** or **so as not to**.

*Melanie was hurrying **in order not to** miss her bus.*

*The staff are working at weekends **so as not to** delay the project any further. We cannot use **not to** on its own.*

*She was hurrying **to catch** her bus. NOT ~~She was hurrying not to miss her bus.~~*

D So that

Look at this example.

*I'll post the card today **so that it gets** there on Daniel's birthday. After **so that** we use a subject and verb, e.g. **it gets**. We often use **will** or **can** for a present purpose and **would** or **could** for a past purpose.*

*I'll give you a map **so that you can find**/you'll find the way all right.*

*I gave Nick a map **so that he could find/would** be able to find the way all right.*

E To or for?

We can use **for** with a noun to say why we do something.

*The whole family have gone out **for** a bike ride. Why don't you come over **for** coffee? To talk about the purpose of a thing, we use either a to-infinitive or **for** + an ing-form.*

*This heater is **to keep/for keeping** the plants warm in winter.*

*This machine is used **to cut/for cutting** plastic. But we do not use **for** + an ing-form to talk about a specific action.*

*I put the heater on **to keep** the plants warm, NOT ~~I put the heater on for keeping the plants warm.~~*

Exercises

1 To(B)

Complete each sentence using *to* and these words:

cash a cheque, finance her studies, go to sleep, hear the football results, look smart

▶ Laura went to the bank *to cash a cheque*.

1 Mrs Miles sometimes takes a pill

2 Tom turned on the radio

3 Just this once Mike is going to wear a suit.....

4 Jessica is borrowing some money

2 In order to and so as to (C)

Alan works for Zedco. He wants to succeed in business, so he is listening to a talk on the subject.

Here is what the speaker is showing the audience.

ACTION

PURPOSE

▶ study the market be more successful

1 get to work earlier impress the boss

2 work harder achieve more

3 take risks be a winner

4 think positively not miss any opportunities

Say what Alan is going to do. Use either *in order to* or *so as to*. Both are correct.

▶ *He's going to study the market in order to be more successful.*

1

2

3

4

3 To, for and so that (B, D, E)

Comment on what each person says. Use the word in brackets.

? Ilona: I'm learning English. I want to get a better job. (to)

Ilona is learning English to get a better job.

? Claude: I study encyclopedias. Then I can answer quiz questions, (so that)

Claude studies encyclopedias so that he can answer quiz questions.

? Vicky: I'm saving up. I'm planning a holiday, (for)

Vicky is saving up for a holiday.

1 Nick: I keep a dog. It guards the house, (to)

2 David: I'm going to be very careful. Then I won't have an accident, (so that)

3 Jessica: I'm going on a diet. I want to lose weight, (to)

4 Trevor: I often switch off the heating. It saves money, (to)

5 Sarah: I had to go to Birmingham. I had a business meeting, (for)

6 Emma: I wore boots because I didn't want my feet to get wet. (so that)

152 Review of linking words

A Time words

Look at these examples with **when**, **while**, **as soon as**, etc.

*My leg hurts **when** I walk.*

(**when** I walk = **at the time** I walk)

*Mark heard the news on the radio **as/while** he was driving home.*

(**as/while** he was driving = **during the time** he was driving)

*We're going to tidy up **after** everyone's gone.*

(**after** everyone's gone = **later than** everyone goes)

***As soon as** Laura had left the house, it started to rain.*

(**as soon as** she had left = **immediately after** she had left)

*I must get to the post office **before** it closes.*

(**before** it closes = **earlier than** it closes)

*You have to wait **until** the light changes to green.*

(**until** it changes = **up to the time** it changes)

*David hasn't been able to work **since** he broke his leg.*

(**since** he broke his leg — **from the time** he broke his leg) Remember that we use the present simple for future time after **when**, etc. We say *before it closes*, *until it changes*, etc (see Unit 27).

B If, unless and in case

We use these words to express a condition (see Unit 148).

*Rachel might buy a car **if** she passes her test. (She may or may not pass her test.)*

*You won't learn to use a keyboard properly **unless** you practise.*

(**unless** you practise = **if** you don't practise)

*We'd better allow plenty of time for the journey **in case** there are traffic hold-ups. (**in case** there are hold-ups = **because** there may be hold-ups)*

C But, although and in spite of

We use these words to express the idea of a contrast (see Unit 150).

*The jacket was nice, **but** it was too small for me.*

***Although** the forecast said it would rain, it turned out to be a beautiful day. We still haven't got a sponsor **in spite of** writing/**in spite of the fact that** we've written to dozens of companies.*

D Because and so

We use **because** to express the reason for something and **so** to express the result of something. /
*turned the heating on **because** it was cold. Henry started jogging **because** his doctor told him to. It was cold, **so** I turned the heating on. The stereo didn't work, **so** Vicky took it back to the shop.*

E To, in order to and so that

We use these words to express purpose (see Unit 151). *Sarah went to Birmingham **to** meet a client. We're having to borrow money **in order to** pay our bills. I took the bread out of the freezer **so that** it would defrost.*

152 Exercises

Time words (A)

Arlene Black's new CD is now available in the shops. Write the titles of her songs.

Use these words instead of the ones in brackets: *as soon as, before, since, when, while, until*

► Think of me (during the time) I'm away *Think of me while I'm away*

- 1 I'll love you (up to the day) I die
- 2 I hear music (at the time) I see you
- 3 Come back (earlier than) I forget you
- 4 I've been sad (from the time) you left me
- 5 I fell in love (immediately after) we met

Linking words (B-E)

Put in these words: *although, because, but, if, in case, in order to, in spite of so, so that, unless*

► Olivia booked a babysitter *so that* she could go out for the evening.

- 1 it was late, Nick didn't seem in a hurry to leave.
- 2 They put video cameras in shops stop people stealing things.
- 3 We decided not to go out for a meal..... we were simply too tired.
- 4 you're ready, we can start now.
- 5 Our room was very small, we didn't really mind.
- 6 No one was watching the television,..... I switched it off.
- 7 You can't drive a car you've got a licence.
- 8 having absolutely no talent, Guy became a popular TV personality and chat show host.
- 9 I think my answers are right, but can I just check them with yours I've made a mistake?

Linking words (A-E)

Complete the conversation. Choose the correct linking word.

Daniel: What are you going to do (►) after/before you finish college, Rachel?

Rachel: Vicky and I will be off to the States (1) as soon as/in spite of this term is over. We're going to travel around, and we may go to Canada (2) so that/to see some friends of Vicky's. We've been thinking about nothing else (3) since/until we bought our plane tickets. Daniel: It sounds great. How are you getting around in the States? Rachel: By Greyhound bus. I know it takes longer than flying, (4) but/in spite of it'll be more interesting.

We fly to LA and then we're taking the bus to New York. We're going to buy a special ticket (5) in order/so that we can go anywhere we like on the way.

Daniel: Yes, it's better by bus (6) because/unless you can stop off at interesting places.

Rachel: Of course the bus will probably be tiring.

Daniel: Maybe you should take plenty of money (7) if/in case you decide to fly instead. Rachel: I'll have to be careful with my money. I'm hoping to stay out there (8) unless/until I have to come back and start my job in September. I'm really looking forward to the trip, (9) although/because I'll be sad to leave here. And what about you? What are you doing this summer? Daniel: I'd

go away somewhere (10) if/in case I could afford to. But I'm working. I've got no money,

(11) because/so I'll have to earn some. Rachel: Have you really got no money (12) although/in spite of the fact that you've had a part-time job

this term? Daniel: You know me, Rachel. If I've got money, I spend it.

153 Links across sentences

A Introduction

Rita: *You go to United's games, don't you, Tom?*
*You watch them on TV, **too**.* Tom: *Well, I'm a fan. It's wonderful when United win.*

***On the other hand**, it's terrible when they lose.*

Rita: *Why not have a change? **After all**, there are other things in life.* Tom: *Such as? Rita:*
*There's music, **for example**. Why don't you go to a concert some time?* Tom:

But I don't like classical music.

Look at the words and phrases **too**, **on the other hand**, **after all** and **for example**. They all make a link with an earlier sentence. When Rita says *There's music, **for example***, she is giving an example of *other things in life*, which she has already mentioned.



B Words and phrases meaning 'and', 'but' and 'so'

'And': *Sarah often works late. She works on Saturdays sometimes, **too/as well**. Sarah often works late. She **also** works on Saturdays sometimes. Arlene Black has a yacht and a helicopter. **In addition**, she has five cars. I'm not inviting my cousin — I don't like him. **Besides**, he didn't invite me to his party. The buildings are in a very poor condition. **Furthermore**, there is no money to repair them.*

'But': *I haven't been very well recently. **Still**, it could be worse. Nick is in love with Rita. Rita, **however**, is in love with Tom. Everyone thought that Emma should accept the offer. **Nevertheless/All the same**, she turned it down. I don't want to be late for the meeting. **On the other hand**, I don't want to get there too early.*

'So': *The holiday had been a complete disaster. We **therefore** decided to fly home early if we could. Someone switched the freezer off. **Consequently/As a result**, all the food was spoilt.*

Some of these words and phrases are rather formal and typical of written English. They are **consequently**, **furthermore**, **however**, **in addition**, **nevertheless** and **therefore**.

C Other linking words and phrases

Rephrasing: *Jessica isn't the most popular person around here. **In other words**, no one likes her.*

Correcting yourself: *We play basketball. **I mean/Or rather** volleyball.*

Contradicting: *Sarah isn't lazy. **On the contrary**, she works extremely hard.*

Picking up a topic: *I like Natasha. I went on holiday with her. ~ **Talking of** holidays, what are your plans for this year?*

Changing the subject: *It's a lovely day, isn't it? ~ Yes, beautiful. **By the way**, have you seen Melanie?*

Supporting a statement: *We don't need to drive to the club, do we? **After all**, it's only about 200 metres from here.* Dismissing something: *I'm not sure a thank-you letter is really necessary. **Anyway**, I can't be bothered to write one.*

Giving an example: *Yes, I do think Henry is rude. He shouts at waiters, **for example/for instance**.*

153 Exercises

1 Words and phrases meaning 'and', 'but' and 'so' (B)

What do the underlined words mean? Write *and*, *but* or *so*.

- ▶ Daniel's suitcase got left behind. He got it back in the end, however. = *but*
- 1 I'm too tired to go for a walk. Besides, it looks like rain. =
- 2 The road was under water. The police therefore closed it to traffic. =
- 3 We took lots of photos. We videoed the speeches as well. =
- 4 It was a terrible journey. Still, we got there safely in the end. =
- 5 A strike by air traffic controllers has begun. Many flights have consequently been cancelled. =
- 6 The company has spent millions on computers. Nevertheless, it does not seem to have become more efficient. =

2 Links across sentences (B-C)

Complete this letter to a local newspaper. Choose the correct word or phrase.

There's been a lot of talk about a 'spaceship' seen over the town at about eleven o'clock on Friday night. (▶) As a result/Nevertheless, hundreds of enthusiastic sky-watchers have arrived in town, hoping that it will return. But was it really a spaceship? About twenty people say they saw it. (1) Consequently/Furthermore, there is a photograph which is supposed to show the object in the sky. We know, (2) however/as a result, that trick photos are easy to produce. (3) By the way/In other words, it is almost certainly a fake. But it would be wrong to treat the whole thing as a joke. (4) All the same/On the contrary, all such reports should be carefully investigated. (5) After all/Anyway, the arrival of a spacecraft from another world would indeed be a serious matter. But usually there is a more simple explanation. Many supposed spaceships turn out to be weather balloons, (6) for example/or rather. A similar mistake probably lies behind the belief that someone from another world really did pay us a visit last Friday.

3 Links across sentences (C)

What would you say? Give your answer using a linking word or phrase.

- ▶ Support Emma's opinion: she might not get another offer.
Emma: You're right. Maybe I should accept the offer.
After all, you might not get another one.
- 1 Rephrase what Rita is saying: she doesn't want to see Nick.
Rita: I don't know if I'll have time to see Nick.
- 2 Change the subject and ask what the time is.
Tom: I hope Wayne Johnson will be fit to play for United on Saturday.
- 3 Dismiss the idea of buying a sweater: they haven't got one in your size.
Daniel: I'm not sure if that sweater really suits you.
- 4 Mention Sarah as an example.
Claire: Lots of our friends have mobile phones, don't they?
- 5 Contradict what Nick says.
Nick: Sorry. I persuaded you to see that film and you hated it, didn't you?

Appendix 1. Word formation

A Introduction

Look at these examples.

*Lots of people believe that God **exists**.*

*Lots of people believe in the **existence** of God.*

Exist is a verb and **existence** is a noun. The word **existence** has two parts: **exist** and **ence**. We call **ence** a 'suffix'. We add it to end of the verb **exist** to form a noun.

We can also use suffixes to form verbs, adjectives and adverbs.

*The system is being **modernized**.* (= made modern)

*I grew up in an **industrial** town.* (= a town where there is a lot of industry)

*The man was behaving **strangely**.* (= in a strange way)

There are many different suffixes, such as **ence**, **ize**, **al**, **ly**, **tion** and **ment**. Some of them can be used to form many different words. For example, there are a lot of nouns ending in **tion**: **action**, **education**, **explanation**, **information**, **instruction**, etc. There are no exact rules about which suffix you can add to which word.

Adding a suffix can also involve other changes to the form of a word. *industry* → *industrial* *repeat* → *repetition* *science* → *scientist*.

Now look at these examples.

*They're going to **play** the match on Wednesday.*

*They're going to **replay** the match on Wednesday.*

We can add **re** to the beginning of the verb **play**. We call **re** a 'prefix'. A prefix adds something to the meaning of a word. The verb **replay** means 'play again'. We can also add prefixes to nouns and adjectives. See G and H.

B Noun suffixes

ment	<i>the prospects for employment</i>	<i>reach an agreement</i>	
ion/tion/sion	<i>take part in a discussion</i>	<i>increase steel production</i>	<i>ask for permission</i>
ation/ition	<i>an invitation to a party</i>	<i>people's opposition to the idea</i>	
ence/ance	<i>a preference for houses rather than flats</i>	<i>a distance of ten miles</i>	
ty/ity	<i>no certainty that we shall succeed</i>	<i>keep the door locked for security</i>	
ness	<i>people's willingness to help</i>	<i>recovering from an illness</i>	
ing	<i>enter a building</i>	<i>reach an understanding</i>	

C Nouns for people

er/or	<i>the driver of the car</i>	<i>a newspaper editor</i>
ist	<i>a place full of tourists</i>	<i>a scientist doing an experiment</i>
ant/ent	<i>an assistant to help with my work</i>	<i>students at the university</i>
an/ian	<i>Republicans and Democrats</i>	<i>the electrician rewiring the house</i>
ee	<i>an employee of the company (= someone employed)</i>	<i>notes for examinees (= people taking an exam)</i>

We also use **er** for things, especially machines.

a hair-dryer *a food **mixer*** *a cassette **player***

D Verb suffixes

Many verbs are formed by adding **ize** or **ise** to an adjective. Some are formed by adding **en**. **ize**

*European safety rules are being **standardized**.* *They **privatized** the company.* **en**

*They're **widening** the road here.* *Meeting you has really **brightened** my day.*

E Adjective suffixes

Most of these adjectives are formed from nouns.

al	<i>a professional musician</i>	<i>Britain's coastal waters</i>
ic	<i>a metallic sound</i>	<i>a scientific inquiry</i>
ive	<i>an informative guidebook</i>	<i>an offer exclusive to our readers</i>
ful	<i>a successful career</i>	<i>feeling hopeful about the future</i>
less	<i>feeling hopeless about the future (= without hope)</i>	<i>powerless to do anything about it</i>
ous	<i>guilty of dangerous driving</i>	<i>luxurious holiday apartments</i>
y	<i>a rocky path</i>	<i>the salty taste of sea water</i>
ly > 109A	<i>a friendly smile</i>	<i>a very lively person</i>
able/ible	<i>an acceptable error (= an error that can be accepted)</i>	<i>a comprehensible explanation</i>
	<i>a valuable painting (= worth a lot of money)</i>	<i>a comfortable chair</i>

F Adverbs

ly > 108 *He looked around nervously.* *I moved here quite recently.*

G Some common prefixes

anti (= against)	<i>anti-roads</i>	<i>protestors</i>	<i>anti-government</i>	<i>troops</i>
inter (= between)	<i>an international</i>	<i>match</i>	<i>interstate</i>	<i>highways in the US</i>
mini (= small)	<i>a minicomputer</i>	<i>the minibar</i>	<i>in your hotel room</i>	
mis (= wrongly)	<i>mishear</i>	<i>what someone says</i>	<i>miscalculate</i>	<i>the amount</i>
multi (= many)	<i>multicoloured</i>	<i>lights</i>	<i>a multimillionaire</i>	
over (= too much)	<i>too fond of overeating</i>	<i>overcrowded</i>	<i>roads</i>	
post (= after)	<i>the post-war</i>	<i>world</i>	<i>a postgraduate</i>	<i>student</i>
pre (= before)	<i>pre-match</i>	<i>entertainment</i>	<i>in prehistoric</i>	<i>times</i>
re (= again)	<i>a reunion</i>	<i>of old friends</i>	<i>reread</i>	<i>a favourite book</i>
semi (= half)	<i>semi-skilled</i>	<i>work</i>	<i>sitting in a semicircle</i>	
super (= big)	<i>a huge new superstore</i>	<i>a supertanker</i>	<i>carrying oil</i>	
under (= too little)	<i>thin and underweight</i>	<i>underpaid</i>	<i>work</i>	

H Negative prefixes

We can also use a prefix to form an opposite. For example, the opposite of **clear** is **unclear** (= not clear).

Un is the most common negative prefix.

dis	<i>a dishonest way to behave</i>	<i>can't help being disorganized</i>	<i>dislike the idea</i>
	<i>disappear from the scene</i>	<i>a disadvantage of the plan</i>	
il (+ l)	<i>an illegal drug</i>	<i>an illiberal attitude</i>	
im (+ m or p)	<i>an impossible task</i>	<i>an impolite question</i>	
in	<i>an indirect route</i>	<i>the invisible man</i>	<i>a great injustice</i>
ir (+ r)	<i>an irregular shape</i>	<i>an irrelevant remark</i>	
non	<i>non-alcoholic drinks</i>	<i>a non-stop flight</i>	
un	<i>an uncomfortable chair</i>	<i>an unusual event</i>	<i>an undated letter</i>
	<i>uncertain what to do</i>	<i>unpack your suitcase</i>	<i>unzip the bag</i>

Appendix 2: The spelling of endings

A Plural nouns

We add **s** to a noun to form the plural.

a car → *two cars* *a name* → *some names*

- 1 After **s**, **sh**, **ch** and **x** we add **es** /ɪz/.

glass → *glasses* *dish* → *dishes* *match*
→ *matches* *box* → *boxes*

- 2 A few nouns ending in **o** have **es**.

heroes *potatoes* *tomatoes*

But most have **s**.

discos *kilos* *photos* *pianos* *radios*
stereos *studios* *zoos*

- 3 When a noun ends in a consonant + **y**, the **y** changes to **ies**.

penny → *pennies* *story* → *stories* We do not change **y** after a vowel. *day* → *days*
journey → *journeys*

B The present simple s ending

In the third person singular, a present simple verb ends in **s**. (See Unit 5B.)

I know → *he knows* *I work* → *she works*

- 1 After **s**, **sh**, **ch** and **x** we add **es** /ɪz/.

pass → *passes* *wash* → *washes*
catch → *catches* *mix* → *mixes*

- 2 Some verbs ending in **o** have **es**.

go → *goes* *do* → *does*

- 3 When a verb ends in a consonant + **y**, the **y** changes to **ies**.

hurry → *hurries* *copy* → *copies* We do not change **y** after a vowel. *stay* → *stays* *enjoy* → *enjoys*

C The ed ending

Most verbs have **ed** in the past tense.

(See Unit 8B.) Most past participles also end in **ed**. (See Unit 1 IB.)

look → *looked* *call* → *called*

- 1 If the verb ends in **e**, we add **d**.

hope → *hoped* *save* → *saved*

- 2 When a verb ends in a consonant + **y**, the **y** changes to **ied**.

hurry → *hurried* *copy* → *copied*

- 3 Sometimes we double a final consonant. This happens when a one-syllable verb ends with one vowel and one consonant, e.g. *beg*, *plan*.

beg → *begged* *plan* → *planned* For more details about doubling, see G.

D The ing-form

- 1 We normally leave out **e** when we add **ing** to a verb.

take → *taking* *drive* → *driving*

But we keep a double **e** before **ing**.

see → *seeing* *agree* → *agreeing*

- 2 When a verb ends in **ie**, it changes to **ying**.

die → *dying* *lie* → *lying*

But **y** does not change.

hurry → *hurrying*

- 3 Sometimes we double a final consonant. This happens when a one-syllable verb ends with one vowel and one consonant, e.g. *win*, *put*.

win → *winning* *put* → *putting*

For more details about doubling, see G.

E Adverbs

We form many adverbs from an adjective + **ly**.

slow → *slowly* *calm* → *calmly*

- 1 We do not leave out **e** before **ly**.

safe → *safely* *strange* → *strangely*

But there are a few exceptions.

due → *duly* *true* → *truly*

whole → *wholly*

- 2 When an adjective ends in a consonant + **y**, the **y** changes to **ily**.

angry → *angrily* *happy* → *happily* An exception is *shy* → *shyly*.

- 3 When an adjective ends in a consonant + **le**, the **e** changes to **y**.

probable → *probably* *sensible* → *sensibly*

- 4 When an adjective ends in **ic**, we add **ally**.

automatic → *automatically* *romantic* → *romantically* But there is one exception.

public → *publicly*

F The comparison of adjectives

We form the comparative and superlative of short adjectives with *er* and *est*. See Unit 110.

old → *older, oldest*

quick → *quicker, quickest*

- 1 If the adjective ends in *e*, we add *r* and *st*.
late → *later, latest* *fine* → *finer, finest*
- 2 When an adjective ends in a consonant + *y*, the *y* changes to *ier* or *iest*.
heavy → *heavier, heaviest*
lucky → *luckier, luckiest*
- 3 Sometimes we double a final consonant. This happens when a one-syllable adjective ends with one vowel and one consonant, e.g. *big, flat*.
big → *bigger, biggest* *flat* → *flatter, flattest*
For more details about doubling, see G.

G The doubling of consonants

- 1 When we add *ed*, *ing*, *er* or *est* to a word, we sometimes double a final consonant. This happens when a one-syllable word ends with one vowel and one consonant, e.g. *stop, get, thin, sad*.
stop → *stopped* *get* → *getting* *thin*
→ *thinner* *sad* → *saddest*
- 2 We do not double *y*, *w* or *x*.
play → *played* *new* → *newest*
fax → *faxing*
We do not double when there are two consonants.
ask → *asking* *short* → *shortest*
rich → *richer*
And we do not double when there are two vowels.
seem → *seemed* *shout* → *shouting*
fair → *fairest*

- 3 The rule about doubling is also true for words of more than one syllable (e.g. *permit = per + mit*), but only if the last syllable is stressed.
per'mit → *per'mitted*
prefer → *preferring*
We do not usually double a consonant when the syllable is unstressed.
'open → *opened* *'enter* → *entering*
An exception is that in British English *l* is usually doubled, even if the syllable is unstressed.
travel ~> *travelled* (US: *traveled*)

Appendix 3: Punctuation

A Full stop (.), question mark (?) and exclamation mark (!)

A sentence ends with one of these punctuation marks.

Full stop: *It's cold today. The office was closed. Please be careful*
Question mark: *Who's that? Did you see the show? Could you wait, please?*
Exclamation mark: *Oh, no! I don't believe it!*

In the US a full stop is called a 'period'.

B Semi-colon (;)

We can use a semi-colon between two separate statements which are linked in meaning.

Melanie is a very kind person; she visits David in hospital every day.

We could also use a full stop here.

C Colon (:)

We can use a colon before an explanation or before a list. *Vicky felt nervous: she hated the dark. There wasn't much in the fridge: a couple of sausages, some butter, half a bottle of milk.*

D Dash (-)

A dash is rather informal. It is sometimes used instead of a colon or a semi-colon. *I'm having a great time - there's lots to do here. Vicky felt nervous - she hated the dark.*

E Comma (,)

We often use a comma when we link two statements with **and**, **but** or **or**.

Daniel was tired, and his feet were hurting. It's a really good camera, but I can't afford it.

Note the two subjects in each sentence: *Daniel... his feet and It... I*. When there is only one subject, we do not use a comma.

Daniel sat down and took his shoes off.

We can also use a comma when a sentence has a linking word like **when** or **although**.

When the office is busy, Sarah has to work late.

For commas with relative clauses, see Unit 141.

Sometimes a comma can separate off an adverb or a phrase.

Sarah, unfortunately, has to work late. On busy days, Sarah has to work late.

Here the commas separate off *on busy days* and *unfortunately*.

The rules about commas are not very exact. In general, commas are more likely around longer phrases. With a short phrase there is often no comma. *On busy days Sarah has to work late. Sometimes she has to work late.*

It is less usual to separate off something at the end of the sentence.

*Sarah has to work late when the office is busy. She stayed late to get the work done. We do not usually put a comma before **to** expressing purpose.*

We also use commas in a list of more than two. The last two are linked by **and**, often without a comma.

I went out with Rachel, Vicky, Emma and Matthew.

F Quotation marks (")

We put direct speech in quotation marks.

Laura said, 'You haven't put those shelves up yet.' 'I haven't had time,' replied Trevor. We normally use a comma to separate the direct speech from the rest of the sentence. The comma comes before the quotation mark. Quotation marks are also called 'quotes' or 'inverted commas'.

Double quotation marks are sometimes used. *Laura said, "You haven't put those shelves up yet."*

We can put quotation marks around titles.

Do you watch that American comedy series called 'Roseanne'? We often use quotation marks when we mention a word or phrase.

What does 'punctuation' mean? Rap music is also called 'hip hop'.

G Hyphen (-)

We sometimes use hyphens in these structures.

Compound noun: *eating ice-cream*

Compound expression before a noun: *an oven-ready meal*

Noun formed from a phrasal verb: *ready for take-off* Noun

+ ing-form: *interested in rock-climbing*

Before the last word of a compound number: *a hundred and twenty-six people*

After some prefixes: *anti-aircraft guns* Letter + noun: *sending an e-mail*

The rules about hyphens are not very exact. For example, you may see a compound noun written as **phonenumber**, **phone-card** or **phone card**. Hyphens are not very frequent in British English, and they are used even less in American English. If you are unsure, it is usually safer to write two separate words.

H Apostrophe (')

Look at these examples.

Today we're going for a drive in the country. Everyone is looking at Nick's car.

We use an apostrophe (') in short forms, when there is a missing letter, e.g. **we're** (= we are). See Unit 32.

We also use an apostrophe with **s** to form the possessive of a noun, e.g. **Nick's car**. See Unit 93.

I Capital letters

There are two capital letters (big letters) in this sentence.

The boss said I could leave early. We use a capital letter at the beginning of a sentence and for the word I.

We also use a capital letter to begin the names of people, places, companies, etc.

Mark and Sarah New Orleans the High Street Somerset House General Motors This includes the names of books, films, magazines, etc. All the important words start with a capital letter.

The Spy Who Loved Me Four Weddings and a Funeral Newsweek

We also use a capital letter for days of the week, months of the year, holidays and festivals, historical times, nationalities and most abbreviations.

*Monday August Easter the New Year the Industrial Revolution
some Italian wine the UN (= the United Nations)*

Appendix 5: American English

The differences between British and American English are mainly matters of pronunciation and vocabulary. There are also a few spelling differences such as British **centre** and **colour** and American **center** and **color**. There are some grammatical differences. Although they are not very great, those points that are most relevant to learners of English are explained here.

A Seem, look, etc

Compare these examples.

BRITISH

In British English there can be a noun (e.g. **pilot**) after **appear, feel, look, seem** and **sound**.

*She **seemed (to be)** a good pilot.*

*It **looks (to be)** a lovely evening.*

*I **felt** a fool.*

AMERICAN

Americans do not say *She **seemed** a good pilot*. They use **to be** or **like** after these verbs.

*She **seemed to be** a good pilot.*

OR *She **seemed like** a good pilot.*

*It **looks to be** a lovely evening.*

OR *It **looks like** a lovely evening.*

*I **felt like** a fool.*

B Present perfect and past simple (Units 11-15)

The British use the present perfect for recent actions, and especially with **just, already** and **yet**.

*Bob **has washed** the dishes, look.*

*We've **already eaten** our lunch.*

*I've **just seen** Elaine.*

***Have you corrected** your work yet?*

The British normally use the present perfect with **ever** and **never**, not the past simple.

***Have you ever played** cricket?*

*The child **has never seen** snow before.*

Americans can use either the present perfect or the past simple in these sentences.

*Bob **has washed** the dishes, look.*

OR *Bob **washed** the dishes, look.*

*We've **already eaten** our lunch.*

OR *We **already ate** our lunch.*

*I've **just seen** Elaine.*

OR *I **just saw** Elaine.*

***Have you corrected** your work yet?*

OR ***Did you correct** your work yet?*

Americans normally use the past simple with **ever** and **never**, but the present perfect is possible.

***Did you ever play** baseball?*

OR ***Have you ever played** baseball?*

*The child **never saw** snow before.*

OR *The child **has never seen** snow before.*

C Shall (Unit 23D)

The British use **will** for the future, but they can also use **shall** in the first person.

*I **will/I shall** be here tomorrow.*

*We **will/We shall** contact you.*

Americans do not normally use **shall** for the future.

*I **will** be here tomorrow.*

*We **will** contact you.*

The British use **shall** to make an offer.

Shall I make the coffee?

The British can use **Shall we ...?** for a suggestion.

Shall we go for a walk?

Americans normally use **should**.

Should I make the coffee?

Americans do not normally use **shall** in suggestions.

How about a walk?

Would you like to take a walk?

D Got and gotten

Both **have** and **have got** are used in Britain and in the US.

He has a lot of money./He's got a lot of money. (= He is rich.)

The British do not use **gotten**.

He's made a lot of money from his business activities.

Your driving has got better.

In the US, **have gotten** expresses an action.

He's gotten/made a lot of money from his business activities.

Americans also use **gotten** meaning 'become'.

Your driving has gotten better.

E Negatives and questions with have (Unit 31)

In Britain there are two different structures.

I haven't (got) enough time.

OR *I don't have enough time.*

Has Carol got a computer?

OR *Does Carol have a computer?*

Americans normally use the auxiliary **do**.

I don't have enough time.

Does Carol have a computer?

In the past tense, **did** is usual in both countries.

We didn't have tickets.

F Emphatic do (Unit 33C)

The British can use **do** with an imperative for emphasis.

Have a piece of cake.

OR *Do have a piece of cake.*

Do with an imperative is less common in the US.

Have a piece of cake.

G Do for an action

The British can use **do** to refer to an action already mentioned.

I don't practise as often as I should (do).

You'd better take your pill. ~ I already have (done).

Americans do not use **do** in this way.

I don't practice as often as I should.

You'd better take your pill. ~ I already have.

H Question tags (Unit 42)

Both the British and the Americans can use question tags when talking about facts.

*Blackpool is in Lancashire, **isn't it?***

*Las Vegas is in Nevada, **isn't it?***

But in general Americans use tags much less often than the British. They do not use tags to persuade or to argue. A sentence like *You aren't listening to me, are you?* is British but not American. But Americans often use **right?** and **OK?** as tags.

*I'll bring the luggage in, **shall I?***

*I'll bring the baggage in, **OK?***

I Can't and mustn't (Unit 46C)

The British use **can't** to say that something is impossible.

*I rang, but there's no reply. They **can't** be at home.*

Americans can also use **mustn't** to say that something is impossible.

*I called, but there's no reply. They **can't** be home./They **mustn't** be home.*

J Needn't and don't need to (Unit 48)

The British can use either form.

*You **needn't** see the inspector.*

OR *You **don't need** to see the inspector.*

Americans do not normally use **needn't**.

*You **don't need** to see the inspector.*

K Group nouns (Unit 81B)

In Britain a group noun can usually take either a singular or a plural verb.

*The crowd **was/were** getting restless.*

*Sweden **plays/play** Germany tomorrow.*

In the US a group noun takes a singular verb,

*The crowd **was** getting restless.*

*Sweden **plays** Germany tomorrow.*

L The (Unit 86C and 87A)

The British use **the** with a musical instrument.

*I can play **the** piano.*

Americans can leave out **the**.

*I can play piano/play **the** piano.*

The British say **in hospital**.

*My sister is still **in hospital**.*

Americans say **in the hospital**.

*My sister is still **in the hospital**.*

M Numbers

The British use **and** between **hundred** and the rest of the number.

*six hundred **and** twenty*

Americans can leave out **and**.

six hundred twenty

OR *six hundred **and** twenty*

N Dates

There are a number of different ways of writing and saying dates, but these are the most common.

BRITISH

23 June
'the twenty-third of June'
'June the twenty-third'

AMERICAN

June 23
'June twenty-third'

The British write 23.6.98, and Americans write 6.23.98.

O You and one (Unit 98C)

The British use **you** for people in general, including the speaker. In more formal English they can use **one**.

You/One can't be too careful

Americans use **you** for people in general. **One** is unusual,

You can't be too careful.

P Somewhere and someplace (Unit 103)

In informal American English, **everyplace**, **someplace**, **anyplace** and **no place** can be used as well as **everywhere**, **somewhere**, etc.

Let's find somewhere to eat.

Let's find somewhere/someplace to eat.

Q Adjectives and adverbs (Unit 108)

In informal speech we can sometimes use an adjective form instead of an adverb. Americans do this more than the British.

*We had some **really** nice weather.*

*We had some **really** nice/some **real** nice weather.*

*It **certainly** doesn't make things any easier.*

*It **certainly/sure** doesn't make things any easier.*

R Prepositions (Units 118-126)

There are some differences in prepositions.

BRITISH

***round/around** the village*
***towards/toward** the west*
*looking **out of** the window*
***outside** the town*

AMERICAN

***around** the village*
***toward** the west*
*looking **out** the window/**out of** the window*
***outside** the town/**outside of** the town*

In American English there is a special use of **through** as a preposition of time.

*He'll be on the road **from** Tuesday **to/till** Friday.*
*They will stay in Brighton **until** the end of April.*

*He'll be on the road (from) Tuesday **through** Friday.*
*They will stay in Miami **through** April.*

Note the prepositions after **different**.

BRITISH

*This cup is different **from/to** the others.*

AMERICAN

*This cup is different **from/than** the others.*

Compare these expressions.

BRITISH

***in** Bond Street
at the weekend, **at** weekends
stay **at** home
a player **in** the team
ten minutes **past** four
twenty **to** seven
write **to** me
talk **to** someone
meet someone*

AMERICAN

***on** Fifth Avenue
on the weekend, **on** weekends
stay home
a player **on** the team
ten minutes **past/after** four
twenty **to/of** seven
write me/write **to** me
talk **to/with** someone
meet **with** someone*

S In case (Unit 148D)

In case can have different meanings.

BRITISH

*Take an umbrella **in** case it rains.
(= because it may rain)*

AMERICAN

*In case you're sick, you should call the office.
(= if you're sick)*

T Go and...

Americans can leave out **and** from this structure.

*I'll go **and** buy the tickets.*

*I'll go buy/I'll go **and** buy the tickets.*

U The subjunctive

We can use expressions like **I suggest that ...** and **It's important that ...** to talk about what we want to happen. Look at these examples.

BRITISH

*Tim's parents have suggested that he **gets** a job/that he **should** get a job.
It's important that everything goes/everything **should** go according to plan.*

The British normally use the present simple or **should**. (They use the subjunctive only in formal English.)

AMERICAN

*Tim's parents have suggested that he **get** a job.
It's important that everything **go** according to plan.*

Americans normally use a form called the 'subjunctive', e.g. **get, go**.

V Irregular verbs

In the past tense some verbs can have either an irregular **t** ending or the regular **ed** ending. These verbs are **burn, learn, smell, spell, spill** and **spoil**.

The British prefer the **t** ending, although **ed** is also possible.

*They **burnt/burned** the old sofa.
You've **spelt/spelled** this word wrong.*

Americans normally use the **ed** ending,

*They **burned** the old sofa.
You've **spelled** this word wrong.*

But we say e.g. *a slice of **burnt** toast* in both British and American English.

In Britain the verbs **dream, lean** and **leap** can be regular, or they can have a **t** ending.

*I **dreamt/dreamed** about you.*

*I **dreamed** about you.*

These three forms ending in **t** have the vowel sound /e/. For example, **dreamt** is pronounced /dremt/, and **dreamed** is pronounced /dri:md/.

The verb **dive** is regular in Britain but can be irregular in the US.

*Craig **dived** into the water.*

*Craig **dived/dove** into the water.*

Appendix 6: Irregular verbs

VERB	PAST TENSE	PAST/PASSIVE PARTICIPLE	VERB	PAST TENSE	PAST/PASSIVE PARTICIPLE
arise	arose	arisen	find	found	found
be	was, were	been	flee	fled	fled
bear	bore	borne	fly	flew	flown
beat	beat	beaten	forbid	forbad(e)	forbidden
become	became	become	forget	forgot	forgotten
begin	began	begun	forgive	forgave	forgiven
bend	bent	bent	freeze	froze	frozen
bet	bet	bet	get	got	got
		betted			
bind	bound	bound			gotten (us)
bite	bit	bitten	give	gave	given
		bit	go	went	gone
bleed	bled	bled	grind	ground	ground
blow	blew	blown	grow	grew	grown
break	broke	broken	hang	hung	hung
breed	bred	bred	have	had	had
bring	brought	brought	hear	heard	heard
broadcast	broadcast	broadcast	hide	hid	hidden
build	built	built	hit	hit	hit
burn	burnt	burnt	hold	held	held
		burned	hurt	hurt	hurt
		burned	keep	kept	kept
burst	burst	burst	kneel	knelt	knelt
buy	bought	bought	know	knew	known
catch	caught	caught	lay	laid	laid
choose	chose	chosen	lead	led	led
come	came	come	lean	leant	leant
cost	cost	cost			leaned
creep	crept	crept	leap	leapt	leapt
cut	cut	cut			leaped
deal	dealt	dealt			leaped
dig	dug	dug	learn	learnt	learnt
dive	dived	dived		learned	learned
		dove (us)	leave	left	left
do	did	done	lend	lent	lent
draw	drew	drawn	let	let	let
dream	dreamt	dreamt	lie	lay	lain
	dreamed	dreamed	light	lit	lit
drink	drank	drunk		lighted	lighted
drive	drove	driven	lose	lost	lost
eat	ate	eaten	make	made	made
fall	fell	fallen	mean	meant	meant
feed	fed	fed	meet	met	met
feel	felt	felt	mow	mowed	mown
fight	fought	fought			mowed

VERB	PAST TENSE/PAST/PASSIVE PARTICIPLE		VERB	PAST TENSE	PAST/PASSIVE PARTICIPLE
<i>pay</i>	<i>paid</i>	<i>paid</i>	<i>stand</i>	<i>stood</i>	<i>stood</i>
<i>put</i>	<i>put</i>	<i>put</i>	<i>steal</i>	<i>stole</i>	<i>stolen</i>
<i>read</i>	<i>read</i>	<i>read</i>	<i>stick</i>	<i>stuck</i>	<i>stuck</i>
<i>ride</i>	<i>rode</i>	<i>ridden</i>	<i>sting</i>	<i>stung</i>	<i>stung</i>
<i>ring</i>	<i>rang</i>	<i>rung</i>	<i>stink</i>	<i>stank</i>	<i>stunk</i>
<i>rise</i>	<i>rose</i>	<i>risen</i>			<i>stunk</i>
<i>run</i>	<i>ran</i>	<i>run</i>	<i>stride</i>	<i>strode</i>	<i>stridden</i>
<i>say</i>	said	said	<i>strike</i>	struck	struck
<i>see</i>	saw	seen	<i>swear</i>	swore	sworn
<i>seek</i>	sought	sought	<i>sweep</i>	swept	swept
<i>sell</i>	sold	sold	<i>swim</i>	swam	swum
<i>send</i>	sent	sent	<i>swing</i>	swung	swung
<i>set</i>	set	set	<i>take</i>	took	taken
<i>sew</i>	sewed	sewn	<i>teach</i>	taught	taught
		sewed	<i>tear</i>	tore	torn
<i>shake</i>	shook	shaken	<i>tell</i>	told	told
<i>shine</i>	shone	shone	<i>think</i>	thought	thought
<i>shoot</i>	shot	shot	<i>throw</i>	threw	thrown
<i>show</i>	showed	shown	<i>tread</i>	trod	trodden
		showed	<i>understand</i>	understood	understood
<i>shrink</i>	shrank	shrunk	<i>wake</i>	woke	woken
		shrunk		waked	waked
<i>shut</i>	shut	shut	<i>wear</i>	wore	worn
<i>sing</i>	sang	sung	<i>weave</i>	wove	woven
<i>sink</i>	sank	sunk		weaved	weaved
<i>sit</i>	sat	sat	<i>weep</i>	wept	wept
<i>sleep</i>	slept	slept	<i>win</i>	won	won
<i>slide</i>	slid	slid	<i>wind</i>	wound	wound
<i>smell</i>	smelt	smelt	<i>write</i>	wrote	written
		smelled			
<i>speak</i>	spoke	spoken			
<i>speed</i>	sped	sped			
		speeded			
<i>spell</i>	spelt	spelt			
		spelled			
<i>spend</i>	spent	spent			
<i>spill</i>	spilt	spilt			
		spilled			
<i>spin</i>	spun	spun			
<i>spit</i>	spat	spat			
<i>split</i>	split	split			
<i>spoil</i>	spoilt	spoilt			
	spoiled	spoiled			
<i>spread</i>	spread	spread			
<i>spring</i>	sprang	sprung			

The verbs in this list are also irregular when they have a prefix, e.g. **overtake - overtook - overtaken, foretell - foretold - foretold.**

A few verbs have irregular present simple forms:

VERB	PRESENT SIMPLE
be	I am ; you/we/they are ; he/she/it is
do	he/she/it does
go	he/she/it goes
have	he/she/it has
say	he/she/it says

For **burnt/burned, dreamt/dreamed**, etc in British and American English see page 382. For **gotten** see page 378.

Key to the starting test

The number after the answer tells you which unit of the book has information and practice on that grammar point.

1	c)	3	35	c)	49,53	69	b)	106
2	c)	4,6	36	b)	54	70	a)	108
3	d)	5,6	37	b)	55,56	71	d)	109
4	a)	7	38	b)	57	72	b)	110,111
5	a)	8	39	b)	58	73	d)	112
6	d)	9	40	d)	60,62	74	b)	113
7	c)	9,10	41	b)	61,62	75	c)	114
8	d)	11	42	c)	64	76	d)	115
9	b)	12,13	43	c)	65	77	c)	118
10	d)	14	44	d)	66	78	d)	119
11	b)	15	45	b)	68	79	c)	120
12	d)	16	46	b)	70	80	c)	121
13	d)	17	47	b)	72	81	a)	123
14	a)	18,19	48	b)	73	82	c)	124, 125
15	a)	20	49	d)	74	83	d)	126, 127
16	b)	23	50	c)	76,77	84	d)	128-130
17	b)	24,25	51	a)	78	85	d)	131
18	d)	26	52	c)	80	86	c)	132
19	c)	27	53	d)	81	87	a)	133
20	b)	28	54	d)	83,84	88	c)	134
21	d)	31	55	a)	86	89	d)	136
22	b)	33	56	b)	87	90	d)	137
23	a)	34,36	57	c)	89	91	b)	139
24	c)	37	58	c)	90	92	c)	140
25	c)	38	59	c)	91	93	c)	141, 142
26	b)	40	60	d)	92	94	b)	143
27	d)	41	61	b)	94	95	a)	144, 147
28	d)	42	62	d)	95	96	b)	145, 147
29	c)	43	63	d)	96	97	d)	146, 147
30	d)	44	64	d)	99	98	d)	149
31	b)	46	65	a)	100, 101	99	d)	150
32	c)	47	66	b)	102	100	d)	151
33	a)	48	67	c)	103			
34	b)	51,52	68	a)	105			

Key to the exercises

Unit 1

- | | | | | |
|---|---|------------|----|--------------|
| 1 | 1 | determiner | 8 | preposition |
| | 2 | verb | 9 | linking word |
| | 3 | pronoun | 10 | adverb |
| | 4 | adverb | 11 | determiner |
| | 5 | pronoun | 12 | adjective |
| | 6 | verb | 13 | linking word |
| | 7 | adjective | 14 | noun |

- 2 Verb: is, loves
Noun: Claire, cafe
Adjective: wonderful, old, romantic
Adverb: madly, unfortunately, rather
Preposition: of, for, at Determiner: a, their, some Pronoun: He, her, they
Linking word: and, **but**, so

- | | | | | |
|---|---|-----------|----|-----------|
| 3 | 1 | verb | 6 | verb |
| | 2 | noun | 7 | verb |
| | 3 | adjective | 8 | noun |
| | 4 | verb | 9 | adjective |
| | 5 | noun | 10 | verb |

Unit 2

- | | | | | |
|---|---|------------|---|------------|
| 1 | 1 | subject | 4 | adverbial |
| | 2 | verb | 5 | object |
| | 3 | complement | 6 | complement |

- 2 1 e) 2 a) 3 c) 4 d)

- 3 1 Tom likes football.
2 David had an accident.
3 We moved the piano.
4 Harriet is a tall woman.
5 Everyone sat on the floor.
6 Mike's friends gave him some help.

- 4 1 also, with several young people
2 first, in 1994
3 naturally, without help
4 fortunately, from the National Lottery

Unit 3

- 1 1 David gave Melanie a sweater.
2 Laura gave Trevor a scarf.
3 Emma gave Matthew a tennis racket.
4 Henry gave Claire a necklace.

- 2 1 sold her bike to her sister.
2 told the joke to all his friends.
3 gave her neighbour some help.
4 wrote her teacher a letter.

- 3 1 for 2 to 3 to 4 for 5 for 6 to

- 4 1 them to the bottle bank.
2 me a job.
3 them to the police.
4 you my umbrella.

Unit 4

- 1 1 They're/They are playing basketball.
2 She's/She is taking a photo.
3 He's/He is painting a picture.
4 They're/They are carrying a parcel.
- 2 1 are trying 5 We aren't spending
2 are you finding 6 It isn't taking
3 is helping 7 are you waiting
4 We're/We are 8 **I'm/I** am correcting
getting
- 3 1 it's/it is raining.
2 I'm/I am working.
3 you're/you are sitting on my coat.
4 I'm/I am writing an important letter.
5 I'm/I am getting/feeling better.

Unit 5

- | | | | | |
|---|---|-------------------|---|-------------------|
| 1 | 1 | a feeling | 5 | a thought |
| | 2 | a repeated action | 6 | a feeling |
| | 3 | a fact | 7 | a repeated action |
| | 4 | a fact | 8 | a thought |
- 2 1 doesn't speak 6 don't look
2 walk 7 doesn't work
3 needs 8 don't like
4 love 9 wins
5 doesn't eat 10 don't own
- 3 1 I go 8 does it cost
2 comes 9 I don't know
3 we travel 10 that doesn't matter
4 don't you come 11 I don't want
5 doesn't make 12 Does that annoy
6 do you take 13 it doesn't annoy
7 I love 14 find

Unit 6

- 1 1 He's/He is talking 8 You know
2 I think 9 I give
3 they're/they are 10 she gives
discussing 11 She
lives
4 Are you looking 12 It saves
5 Do you know 13 I agree
6 works 14 I'm/I am wasting
7 She doesn't work

- 2 1 It's/It is snowing, It's/It is coming
 2 I start, I'm/I am starting
 3 I'm/I am going, I drive
 4 rises, we're/we are travelling
 5 I'm/I am writing, I promise
 6 I want, I'm/I am saving
- 3 1 she always takes
 2 She's/She is always missing
 3 do you always go
 4 They're/They are always arguing.

Unit 7

- 1 1 state 4 action
 2 action 5 state
 3 state
- 2 1 I think 5 you're having
 2 I have 6 you're thinking
 3 it didn't fit 7 I come
 4 I see 8 It weighed
- 3 1 are being 4 're/are
 2 's/is 5 's being/is being
 3 're being/are being
- 4 1 And I've still got a chance to win.
 2 It's too expensive to buy.
 3 It uses so much petrol.
 4 I think it's going to be perfect for me.
 5 I've never wanted to change it.

Unit 8

- 1 1 She swam in the sea.
 2 She had a picnic.
 3 She played volleyball.
 4 She went out dancing.
- 2 1 were 7 arrived
 2 started 8 fought
 3 saw 9 brought
 4 called 10 entered
 5 tried 11 found
 6 was
- 3 1 We didn't try 5 I didn't like
 2 did you see 6 did Sarah enjoy
 3 I didn't know 7 I didn't want
 4 did you go

Unit 9

- 1 1 were watching television
 2 were dancing in the street
 3 was driving his taxi
 4 was writing an essay
- 2 1 were you doing 4 I was going
 2 I was taking 5 You weren't looking
 3 She was coming 6 you were going

- 3 1 I was making phone calls all evening.
 2 I was waiting in the rain for half an hour.
 3 I was making sandwiches all afternoon.
 4 I was sitting in a traffic jam for two hours.
 5 My neighbour was playing loud music all night.

Unit 10

- 1 1 He sat down on a chair while I was painting it.
 2 As he was running for a bus, he collided with a lamppost.
 3 His hair caught fire when he was cooking chips.
 4 When he was holding a beautiful vase, he suddenly dropped it.
 5 He was sitting in the garden when a wasp stung him on the nose.
- 2 1 We lost 6 were playing
 2 it came 7 I was working
 3 was coming 8 I lost
 4 went 9 I got
 5 fell 10 did
- 3 1 The train was waiting when we arrived at the station.
 2 I was reading a library book when I found a £10 note in it.
 3 Sarah had an electric shock when she touched the wire.
 4 When the doors opened, the crowd rushed in.
 5 When the campers woke, they saw that the sun was shining.

Unit 11

- 1 1 She's/She has repaired it.
 2 I've/I have opened the window.
 3 They've/They have arrived.
 4 He's/He has moved it.
 5 We've/We have watched all these.
- 2 1 He's/He has broken his leg.
 2 They've/They have built a house.
 3 They've/They have seen a film.
 4 She's/She has caught a fish.
- 3 1 I haven't done 8 I've/I have looked
 2 hasn't made 9 have you done
 3 You haven't put 10 I've/I have painted
 4 I've/I have hurt 11 I've/I have cleaned
 5 you've/you have 12 We've/We have made
 had 13 has that brush gone
 6 have you put 14 you've/you have left
 7 It's/It has disappeared

Unit 12

- 1 1 just tidied it.
2 He's/He has just made some/it.
3 I've/I have just eaten it.
4 she's/she has just checked them.
5 I've/I have just rung her.
- 2 1 I haven't started it yet.
2 I've/I have just seen Andrew
3 he's/he has already done
4 I haven't finished my plan yet.
5 You've/You have already begun
6 We've/We have already spent
7 I haven't done any real work yet
8 I've/I have just realized
9 I've/I have just decided
- 3 1 He hasn't had any fun for a long time.
2 He's/He has had a cold for a week.
3 He hasn't seen his friends for ages.
4 He hasn't done any sport since last year.
5 He's/He has been busy with his studies for months.
- 4 1 rung her since 4 had one since
2 seen them for 5 played (it) since
3 watched one for

Unit 13

- 1 1 been 2 been 3 gone
- 2 1 Have you ever been to San Francisco?
No, I've never been to San Francisco
I've been to Los Angeles.
2 Have you ever played basketball?
No, I've never played basketball
I've played volleyball.
3 Have you ever seen/read (the play) 'Hamlet'?
No, I've never read/seen 'Hamlet'
I've read/seen 'Macbeth'.
- 3 1 the second time I've lost my bank card.
2 This is the third time the washing-machine has
broken down.
3 This is the first time I've been in/to England.
4 This is the second time I've stayed in this hotel.
5 This is (about) the fifth time I've missed the bus.
- 4 1 I haven't seen her today.
2 we haven't been there this weekend.
3 we haven't had one this term.
4 has rung this evening.

Unit 14

- 1 1 have arrived 7 We planted
2 repaired 8 have gone
3 I've/I have lost 9 has turned
4 has started 10 I phoned
5 ran 11 I've/I have made
6 earned 12 broke

- 2 1 The train drivers have gone on strike. They stopped
work(ing) at twelve o'clock.
2 The Queen has arrived in Toronto. She flew there in
an RAF aircraft.
3 Two men have escaped from Parkhurst Prison. They
got away during the night.
4 The actor Howard Bates has died in a car accident.
His car crashed into a wall.
5 Linda Jones has won the women's marathon. She
ran it in 2 hours 27 minutes.
- 3 1 haven't taken a photo since
2 weeks since I last saw
3 was the last time we played
4 haven't eaten anything for

Unit 15

- 1 1 has stood 4 've/have lived
2 was 5 've/have known
3 stayed 6 were
- 2 1 b) 2 b) 3 a)
- 3 1 this, last 3 last, this
2 today, yesterday 4 this, yesterday
- 4 1 What's/What has 7 You knew
happened 8 you didn't tell
2 He's/He has had 9 I didn't see
3 He fell 10 I haven't seen
4 broke 11 He's/He has had
5 did it happen 12 He did
6 told

Unit 16

- 1 1 have you been doing
2 She's/She has been helping
3 have you been studying
4 I've/I have been trying
5 it's/it has been getting
- 2 1 they've/they have been arguing
2 he's/he has been cooking
3 he's/he has been driving
4 He's/He has been waiting
- 3 1 Matthew has been swimming for an hour.
2 My friends have been travelling (around the world)
for three months.
3 Mark has been working for ten hours.
4 Melanie and Rita have been talking for forty
minutes.
5 How long have you been reading the/that/your
book?

Unit 17

- 1 1 's/has left, He's/He has been cleaning, he's/he has finished
2 I've/I have been working, You've/You have done
3 I've/I have heard, have you been doing, We've/We have done
- 2 1 How many miles have you walked?
2 How long have they/the workmen been digging up the road?
3 How many photos have you taken?
4 How long has it been raining?
- 3 1 I've/I have been clearing
2 I've/I have found
3 You've/You have been sitting
4 I've/I have been watching
5 You've/You have been
6 I've/I have had
7 They've/They have been
8 I've/I have never had

Unit 18

- 1 1 b) 2 a) 3 a) 4 b)
- 2 1 The train had just gone.
2 The rain had stopped.
3 I'd/I had forgotten my ticket.
4 They'd/They had stolen it a week before.
5 I hadn't seen her for ages.
6 I'd/I had just cleaned it.
7 I'd/I had already eaten my sandwiches.
- 3 1 had left 6 had told
2 've/have finished 7 'd had/had had
3 Ve/have eaten 8 's/has started
4 'd/had ordered 9 've/have turned
5 've/have made 10 'd/had made

Unit 19

- 1 1 a) 2 a) 3 b) 4 a)
- 2 1 When Nick had saved enough money, he bought a motor bike.
2 Mark put all the dishes away when he'd/he had dried them.
3 When I'd/I had looked both ways, I pulled out into the road.
4 The golfers went into the clubhouse when they'd/they had played the last hole.
- 3 1 had decided 7 rang
2 We were waiting 8 They were working
3 I realized 9 heard
4 I'd/I had forgotten 10 They found
5 It was 11 drove
6 I hurried 12 I met

- 13 We had 17 were sitting
14 I'd/I had said 18 they saw
15 I ran 19 started
16 I got

Unit 20

- 1 1 I'd/I had been working
2 I hadn't been looking
3 she'd/she had been dealing
4 I'd/I had been waiting
5 I'd/I had been reading
- 2 1 She'd/She had been crying.
2 He'd/He had been driving too fast.
3 They'd/They had been playing with matches.
4 He'd/He had been standing under a tree.
- 3 1 had been watching
2 'd/had been playing, hadn't won
3 'd/had been walking, 'd/had walked
4 'd/had stopped, was smoking
5 has been aching
6 was lying, 'd/had bought, 'd/had been reading

Unit 21

- 1 1 She uses it
2 She's/She has lost it
3 We're/We are getting them
4 She's/She is enjoying it
5 I hate it
6 I've/I have checked them
7 They play it
8 You haven't watered them
- 2 1 I haven't seen you for months.
2 I'm/I am waiting for a (phone) call.
3 I like your (new) jacket.
4 It's/It has been snowing since yesterday.
- 3 1 a) 2 b) 3 a) 4 b) 5 a) 6 b)
- 4 1 I've/I have been working
2 she went
3 You've/You have been writing
4 They moved
5 he stopped, I was waiting
- 5 1 you know 9 I don't often drive
2 David told 10 I don't like
3 haven't been 11 I ride
4 I started 12 bought
5 have you sold 13 was working
6 I've been learning 14 I'd been doing
7 had 15 I'd earned
8 I've had

- 6 1 I'm/I am speaking
- 2 knows
- 3 had heard
- 4 he'd/he had been taking (Also possible: he's/he has been taking)
- 5 he's/he has answered
- 6 he arrived
- 7 were waiting
- 8 has been reading

Unit 22

- 1 1 I'll be leaving here at the end of the month.
- 2 Luckily they'll find a flat for me.
- 3 The training programme finishes next summer.
- 4 They'll decide about that next year.
- 2 1 future 4 future
- 2 future 5 present
- 3 future
- 3 1 a) 2 a) 3b) 4b) 5a)

Unit 23

- 1 1 future 4 decision
- 2 decision 5 future
- 3 future
- 2 1 I'll answer it/the phone.
- 2 I'll have (the) chicken (, please).
- 3 I'll carry the/your bag (for you).
- 4 I'll post it/the letter (for you),
- 3 1 Tom will watch the match.
- 2 Harriet's party will be fun.
- 3 Trevor won't put up the shelves.
- 4 Laura will be annoyed.
- 5 Andrew will study all weekend.
- 6 Rachel won't do any work.
- 4 1 will 4 will
- 2 Shall 5 will
- 3 will 6 Shall

Unit 24

- 1 1 He's/He is going to light the firework.
- 2 She's/She is going to hit the ball.
- 3 They're/They are going to catch a bus.
- 4 She's/She is going to answer the phone.
- 2 1 I'm/I am going to lend
- 2 He's/He is going to take
- 3 It's/It is going to be
- 4 is he going to keep
- 5 are we going to get
- 6 He's/He is going to have
- 7 We're/We are going to get
- 8 it isn't going to get

- 3 1 I'm/I am going to get wet.
- 2 I'm/I am going to be sick.
- 3 I'm/I am going to lose.
- 4 It's/It is going to crash!
- 5 It isn't going to stop.

Unit 25

- 1 1 's/is going to read
- 2 'I'll have
- 3 'I'll video
- 4 are you going to buy
- 2 1 It's/It is going to attack us/me.
- 2 aliens will land on the earth in the next ten years.
- 3 she's/she is going to get married.
- 4 I'll invite her for a meal.
- 3 1 We're/We are going to build
- 2 will be (Also possible: is going to be)
- 3 will like (Also possible: are going to like)
- 4 will be (Also possible: are going to be)
- 5 We aren't going to cut (Also possible: We won't cut)
- 6 We're/We are going to have
- 7 will be (Also possible: is going to be)
- 8 We're/We are going to stop (Also possible: We will stop)

Unit 26

- 1 1 future 4 future
- 2 future 5 present
- 3 present
- 2 1 She's/She is working on Saturday.
- 2 She's/She is flying to Cairo on 15 May.
- 3 He's/He is seeing his boss at four o'clock this afternoon.
- 4 They're/They are playing tennis tomorrow afternoon.
- 3 1 I'm/I am going 5 I'm/I am going
- 2 He's/He is staying 6 finishes
- 3 gets 7 we're/we are going
- 4 are you doing
- 4 1 's/is about to win 4 're/are about to move
- 2 are to go 5 are to take
- 3 is to visit

Unit 27

- 1 1 When Mark sees the boss, he's/he is going to discuss his problem.
- 2 When Rachel uses the computer (later), she's/she is going to send an e-mail.
- 3 When Tom visits David in hospital, he's/he is going to tell him about United's win.
- 4 When Matthew's/Matthew is in town tomorrow, he might buy some new trainers.

- | | | |
|---|--------------------|-----------------------|
| 2 | 1 you need | 9 I'll/I will be |
| | 2 you get | 10 I hear |
| | 3 I hire | 11 I'm/I am |
| | 4 it'll/it will be | 12 I'll/I will lie |
| | 5 I'll/I will get | 13 I go |
| | 6 there's/there is | 14 You'll/You will be |
| | 7 I arrive | 15 you don't get |
| | 8 I'll/I will ring | |

- 3 1 You shouldn't decide until you've/you have thought about it (first).
 2 I'll think of you next week when I'm/I am lying on the beach.
 3 We ought to/We can leave as soon as I've/I have paid the bill.
 4 We can discuss it (later) while we're/we are sitting on the plane together.
 5 You can use the computer when I've/I have finished with it.

Unit 28

- 1 1 I'll/I will be earning
 2 I'll/I will be doing
 3 will you be doing
 4 I'll/I will be giving
 5 who'll/who will be doing
 6 you'll/you will be playing
- 2 1 I'll/I will be seeing her
 2 I'll/I will be going there next summer
 3 I'll/I will be playing (it/badminton) next weekend.
 4 I'll/I will be having lunch/it in the canteen tomorrow, OR I'll/I will be having lunch/it there tomorrow.
- 3 1 Will you be going to the library today?
 2 Will you be writing to Vicky soon?
 3 Will you be using your calculator this afternoon?
 4 Will you be seeing Daniel tomorrow?
 5 Will you be driving to the festival?
 6 Will you be phoning your sister soon?

Unit 29

- 1 1 I'll/I will have had
 2 I'll/I will have been the subject of a TV documentary
 3 I'll/I will have become world-famous
 4 I'll/I will have made millions of pounds from my pictures
- 2 1 twenty
 2 She will/She'll have travelled two hundred miles.
 3 He will/He'll have done a/one hundred and fifty (press-ups).
- 3 1 were going to go
 2 was going to pick
 3 were going to see

- 4 1 I was going to paint the door, but I didn't feel very well.
 2 I was going to repair the lamp, but I forgot.
 3 I was going to wallpaper the bedroom, but I didn't have time.

Unit 30

- 1 1 It will/It'll be
 2 who will/who'll answer OR who will/who'll be answering
 3 will be answering
 4 he'll/he will still be giving
 5 he'll/he will have replied
 6 he won't/will not be eating OR he won't/will not eat
 7 will be
 8 he'll/he will have earned
 9 we'll/we will be returning OR we'll/we will return
 10 he'll/he will have got
- 2 1 'm/'arn going to get up early tomorrow.
 2 arrives at ten thirty.
 3 I'm/I am seeing my bank manager tomorrow.
 4 I'm/I am about to go out.
 5 There's/There is going to be trouble.
- 3 1 I'm/I am spending OR I'm/I am going to spend
 2 I'm/I am going to look OR I'll/I will be looking
 3 That'll/That will be OR That's/That is going to be
 4 I'll/I will be OR I'm/I am going to be
 5 Are you staying/Are you going to stay OR Will you be staying/Will you stay
 6 I'm/I am staying OR I'm/I am going to stay OR I'll/I will be staying
 7 I'm/I am going to see OR I'm/I am seeing OR I'll/I will be seeing OR I'll/I will see
 8 I'm/I am going OR I'll/I will be going
 9 we might see OR we'll/we will probably see OR we're/we are probably going to see
 10 do you leave OR are you leaving OR will you be leaving
 11 is
 12 I'll/I will see

Unit 31

- 1 1 She's/She has got a map. OR She has a map.
 2 He hasn't got an umbrella, OR He doesn't have an umbrella.
 3 They've/They have got a rabbit, OR They have a rabbit.
 4 They haven't got a car. OR They don't have a car.
- 2 1 Has ... got 4 didn't have
 2 hasn't got 5 haven't got
 3 didn't have
- 3 1 played 3 spent
 2 drinks 4 received

- 4 1 Let's listen to some music, shall we?
 2 Don't do anything silly, will you?
 3 You haven't got a train timetable, have you?
 4 Pass me the salt, can you?/could you? OR YOU
 couldn't pass me the salt, could you?

Unit 43

- 1 1 neither am I 4 so do I
 2 Neither can I 5 Neither have I
 3 so am I 6 so would I
- 2 1 neither does Emma. 4 neither is Melanie.
 2 so has Emma. 5 so does Emma.
 3 neither can Mark. 6 so does Claire.
- 3 1 I don't expect so 4 I don't think so
 2 I suppose so 5 I'm afraid not
 3 I hope not

Unit 44

- 1 1 She can't play the violin.
 2 He can climb trees.
 3 She can juggle.
 4 They can't lift the weights.
- 2 1 I can walk
 (Also possible: I'm able to walk)
 2 I can go/I'll be able to go
 3 to be able to get
 4 been able to do
- 3 1 c) 2 a)
- 4 1 was able to 4 were able to
 2 could 5 couldn't/wasn't able to
 3 could/was able to

Unit 45

- 1 (Can, could and may are all possible.)
 1 Can I borrow your calculator?
 2 May I join you?
 3 Could I look at your notes?
- 2 1 You can have a picnic.
 2 You can't drop litter.
 3 You can turn left.
 4 You can't play ball games/football.
 5 You can't smoke.
- 3 1 I wasn't allowed to have
 2 we're/we are allowed to have
 3 we're/we are allowed to do
 4 we'll/we will be allowed to hold
- 4 1 Am I allowed to 4 Am I allowed to
 2 May I 5 May I
 3 Am I allowed to

Unit 46

- 1 (May and might are both possible.)
 1 she might be 4 She may be having
 2 She may be 5 You might find
 3 She might be sitting 6 She might know
- 2 1 He may/might win.
 2 I may/might have one.
 3 We may/might get one.
 4 She may/might be late.
 5 They may/might be visiting me.
- 3 1 mightn't 4 couldn't
 2 mightn't 5 mightn't
 3 couldn't
- 4 1 can't 4 can't
 2 must 5 might
 3 might 6 must

Unit 47

- 1 1 I had to pay, did you have to pay
 2 You have to slam, You'll have to fix
 3 do you have to take, I'll have to take
 4 We had to move, We didn't have to look, We've/We
 have had to do
 5 has to start, does he have to get
- 2 1 You must get to work on time.
 2 has to keep his dog under control.
 3 You must listen carefully.
 4 visitors have to report to the security officer.
- 3 1 must 5 have to
 2 has to 6 must
 3 have to 7 must
 4 must

Unit 48

- 1 1 must, mustn't, needn't
 2 mustn't, must
 3 mustn't, needn't
 4 mustn't, must, needn't
- 2 1 didn't have to wait ages to cross the road.
 2 don't have to work long hours.
 3 doesn't have to work in a factory.
 4 didn't have to lock their doors.
 5 don't have to wash their clothes by hand.
- 3 1 we didn't need to borrow any money.
 2 I needn't have bothered.
 3 We needn't have left/We didn't need to leave so
 early.
 4 I didn't need to pay to go in.
 5 you needn't have tipped/you didn't need to tip the
 waiter.

Unit 49

- 1 1 shouldn't 4 shouldn't
2 ought 5 should
3 should 6 oughtn't
- 2 1 We'd better wait (for Rachel).
2 You'd better lock it/lock your bike.
3 I'd better tidy my room.
4 You'd better not drive/We'd better not go too fast.
5 We'd better do some revision.
- 3 1 I'm/I am supposed to take two before meals.
2 They're/They are supposed to report to the police.
3 You're/You are supposed to stand in a queue.
4 They aren't supposed to watch it.
- 4 1 We had/We'd better hurry. (Also possible: We should hurry./We ought to hurry.)
2 We had/We'd better not be OR We oughtn't to be/We shouldn't be
3 should arrive/ought to arrive
4 You shouldn't take/You oughtn't to take
5 We aren't supposed to get

Unit 50

- 1 1 Can I have a fork, please?
2 Could I have a towel, please?
3 Would you mind answering the phone?
- 2 1 must 5 Can/Could
2 have 6 Would
3 like 7 wonder
4 want 8 Can/Could
- 3 1 Can I have a receipt, please?/Can you give me a receipt, please?
2 Could you tell me the time, please?
3 Can you help me, please?
4 Could I have a bag, please?/Could you give me a bag, please?
5 Would you mind clearing a space (on the table), please?
6 Could I speak to the manager, please?

Unit 51

- 1 1 Shall we stop for a minute?
2 Would you like a game?
3 I'll post that letter for you.
- 2 1 Shall 4 Would
2 Shall 5 Will
3 could 6 Would

- 3 1 Would you like a cup of tea? OR Will/Won't you have a cup of tea?
2 What shall/can/should I say in my letter?
3 Let's have/We could have a cup of coffee, OR Shall we have a cup of coffee?
4 I'll/I can walk home with you. OR Shall/Can I walk home with you?
5 Would you like to visit me one weekend? (Also possible: Will/Won't you visit me one weekend?)

Unit 52

- 1 1 will 5 would
2 won't 6 wouldn't
3 would 7 would
4 will
- 2 1 will help 5 would like
2 wouldn't let 6 wouldn't open
3 will give 7 won't stand
4 won't go
- 3 1 Shall we go to the swimming-pool?
2 I won't take any risks.
3 I'd/I would like a shower (, please).
4 You shouldn't decide in a hurry.
5 (I think) the world will end in the year 3000.

Unit 53

- 1 1 b) 2 a) 3 b)
- 2 1 They shouldn't have left/oughtn't to have left litter everywhere.
2 She should say/ought to say hello to people.
3 He shouldn't have been/oughtn't to have been late for the interview.
4 She should have looked./She ought to have looked.
- 3 1 he shouldn't have left
2 might have taken
3 You must have been
4 he can't have rung
- 4 1 someone must have posted it.
2 she may/might not have heard the alarm.
3 he shouldn't have driven/oughtn't to have driven at 100 miles an hour/so fast.
4 He can't/couldn't have failed the exam.

Unit 54

- 1 1 Dinner is being served.
2 Some houses are being built.
3 The seals are being fed.
4 A flag is being raised.
- 2 1 is owned 4 hadn't been looked
2 was being used 5 has been done
3 was bought 6 is used

- 3 1 will be done/are going to be done
- 2 will ... be called
- 3 can't be bought
- 4 should be sold

- 4 1 got hurt 3 get broken
- 2 get lost 4 got divorced

Unit 55

- 1 1 swept 6 were blocked
- 2 burst 7 were brought
- 3 were rescued 8 is being done
- 4 received 9 said
- 5 reached
- 2 1 my brother 4 the alarm
- 2 The water 5 The guide
- 3 terrorists 6 The dog
- 3 1 was won by Claude Jennings.
- 2 did a parachute jump last week.
- 3 been attacked by a bull.
- 4 being built.
- 5 likes Jessica.
- 6 been thrown away.
- 7 been kidnapped by Martians.
- 8 was seen by five people.

Unit 56

- 1 1 was taken
- 2 was done
- 3 was interviewed by a very nice young police officer
- 4 fingerprints were found (by detectives)
- 5 burglar was identified (by the police computer).
- 6 has been arrested
- 7 (he) is being questioned
- 8 jewellery hasn't been found
- 2 1 didn't produce many cars for sale.
- 2 production was started by a German called Karl Benz.
- 3 is now seen as the father of the motor car.
- 3 1 People should use them/bicycles for short journeys.
- 2 someone has discovered a new source of energy?
- 3 they're/they are going to knock it down/knock down this building.
- 4 you shouldn't keep them/eggs in a freezer.
- 5 people put it/litter in the bin?

Unit 57

- 1 1 New employees are given special training.
- 2 Extra payments are given to staff who perform well, j
- 3 Most employees are offered company shares.
- 4 All Zedco staff are allowed six weeks' holiday.
- 5 A full salary is paid to women who leave to have children.

- 2 1 expected that the soap opera 'Round the Corner' will end next year.
- 2 It is supposed that the footballer Wayne Johnson is earning £10 million a year.
- 3 It is believed that the Prime Minister and his wife have separated.
- 3 1 is expected to end next year.
- 2 The footballer Wayne Johnson is supposed to be earning £10 million a year.
- 3 The Prime Minister and his wife are believed to have separated.

Unit 58

- 1 1 had his car repaired.
- 2 is having her photo taken.
- 3 had his windows cleaned.
- 4 is having her eyes tested.
- 2 1 David (has) had his arm bandaged.
- 2 Daniel is going to have his tooth filled.
- 3 Laura is having her photos developed.
- 3 1 did you get your arm bandaged, David?
- 2 did you get your tooth filled, Daniel?
- 3 did you get your photos developed, Laura?
- 4 1 Tom had his car stolen from outside his house.
- 2 Rita had her rent increased by ten per cent.
- 3 David has had his electricity cut off.

Unit 59

- 1 1 He is afraid of being sent away.
- 2 He doesn't want to be misunderstood.
- 3 He hopes to be offered a job.
- 4 He doesn't mind being paid low wages at first.
- 5 He is willing to be re-trained.
- 6 He would like to be given a chance.
- 2 1 being used 4 to give
- 2 working 5 to be invited
- 3 to be treated 6 being taken
- 3 1 to write 6 to finish
- 2 to be tidied 7 missing
- 3 Hoovering/to be 8 to be handed
- hoovered 9 to be
- 4 to do 10 being told
- 5 ironing/to be ironed

Unit 60

- 1 1 Trevor promised to put up the shelves/to put the shelves up (soon).
- 2 Claire decided to buy both the dresses.
- 3 Melanie offered to cook the meal.
- 4 Tom threatened to shoot Nick's dog/the dog.

- 2 1 They seem to believe
 2 it seems to have improved
 3 She doesn't seem to like
 4 He seems to be working
 5 He doesn't seem to have made
 (Also possible: He seems not to have made)

- 3 1 to hang 4 to invite
 2 to come 5 to take
 3 to be having 6 to have left

Unit 61

- 1 1 I've/I have given up trying, OR I gave up trying.
 2 I can't imagine being
 3 I enjoy watching it on TV.
 4 suggested having a party.

- 2 1 can't stand lying
 2 couldn't/can't resist having
 3 couldn't face doing
 4 can't help feeling

- 3 1 trying 5 getting
 2 walking 6 changing
 3 ringing 7 missing
 4 waiting 8 discussing

Unit 62

- 1 1 to get 6 to go
 2 to leave 7 to hire
 3 staying 8 driving
 4 sitting 9 to spend
 5 touring 10 taking
- 2 1 taking 6 to repair
 2 losing 7 waiting
 3 to insist 8 to have
 4 arguing 9 to accept
 5 to be 10 saying
- 3 1 I don't mind asking to see the manager.
 2 Matthew admitted promising to go to Scotland.
 3 the band happened to finish playing.

Unit 63

- 1 1 I'd like to buy this tin.
 2 I like driving this car.
 3 I'd like to see the manager.
 4 I like chasing rabbits.
- 2 1 he loves watching/to watch
 2 I wouldn't like to work
 3 I'd like to see
 4 I'd prefer to come/go
 5 I hate queuing
 6 He doesn't like cooking
 7 I'd love to fly
 8 I like to have

- 3 1 to drive/driving 3 to go/going
 2 to make 4 to search

Unit 64

- 1 1 mentioning 5 to lock
 2 agreeing 6 looking
 3 to call 7 to look
 4 to lock
- 2 1 running 6 to tell
 2 to make 7 to disappoint
 3 spending 8 phoning
 4 watching 9 to explain
 5 to work 10 going

- 3 1 Harriet didn't even try to move the piano.
 2 Mike will never forget seeing a spaceship.
 3 The walls need painting.
 4 Natasha didn't mean to be unkind to Jessica.
 5 Andrew went on studying through the night.
 6 Mark stopped to make a phone call.

Unit 65

- 1 1 Guy invited Kitty to come on his chat show.
 2 Sarah reminded Mark to get the theatre tickets.
 3 The dentist told Daniel to give up eating sweets.
 4 The police ordered the gunman to come out with his hands up.
- 2 1 don't want her to do a parachute jump
 2 doesn't want him to fall in love with her
 3 would like/'d like her to go (on holiday) with them
- 3 1 The police must stop the suspects leaving the country.
 2 The President didn't expect Congress to oppose him.
 3 The terrorists forced the hostages to lie down.
 4 The government doesn't mind the pound falling in value.
- 4 1 to travel 3 to use
 2 buying 4 to take

Unit 66

- 1 1 He can't think what to say.
 2 They're not sure/They aren't sure where to go.
 3 She doesn't know how to stop.
- 2 1 what to expect 4 what to do
 2 where to go 5 who to contact
 3 how to find
- 3 1 whether to do
 2 how much (money) to spend
 3 whether to join
 4 which route to take
 5 which (lottery numbers) to choose

Unit 67

- 1 1 simple to use the computer.
2 difficult to understand the handbook.
3 It's easy to run any kind of software.
4 It's absolutely fascinating to explore the world of Compex.
5 Are you ready to try the ultimate computer experience?
- 2 1 is very simple to use.
2 isn't difficult to understand.
3 Any kind of software is easy to run.
4 The world of Compex is absolutely fascinating to explore.
- 3 1 it's/it is likely to be pretty crowded.
2 she's/she is certain to be there.
3 you're/you are unlikely to find it. or you'll be unlikely to find it.
- 4 1 of 2 for 3 of 4 of 5 for

Unit 68

- 1 1 (just) can't wait for it to arrive.
2 It would be a mistake for him to marry her.
3 It's important for advertisements to tell the truth.
- 2 1 There's a fun pool for children to swim in.
2 There are quiet areas for you to relax in.
3 There are regular shows for you to enjoy.
4 There's a giant roller-coaster for you to ride on (if you dare).
- 3 1 It's/It is too high for her to reach.
2 It's/It is too difficult for us to understand.
3 It wasn't loud enough for them/everyone to hear.
4 It wasn't hot enough for him to drink.
- 4 1 difficult for the town to attract new industry.
2 very generous of the council to give the land to Sanko.
3 is eager for production to begin soon.

Unit 69

- 1 1 have something to eat.
2 nice to have a rest.
3 wants Rita to speak to him.
4 Daniel doesn't know how to repair the video.
5 Claire and her sister have decided to go to Bali.
6 Melanie has gone to the hospital to visit David.
7 (Unfortunately) Vicky has to do some studying.
8 It's important for Sarah to ring the office.
- 2 1 see/read 4 lie/sit/stay
2 drive/go 5 snow
3 cry/weep 6 see/visit

- 3 1 to visit 8 look
2 to see 9 get
3 to have 10 to leave
4 buy 11 to change
5 to read 12 forget
6 read 13 to get
7 feel

Unit 70

- 1 1 of buying 3 on buying
2 for breaking 4 like arguing
- 2 1 blamed Trevor for forgetting the tickets.
2 succeeded in saving the driver's life.
3 The customers complained about not receiving the goods.
4 Emma has accused Matthew of breaking his promise.
5 Melanie is insisting on cooking a meal for David.
6 A new traffic scheme has stopped cars from going into the town centre.
7 Everyone congratulated Claude on winning the quiz competition.
8 Some football fans were arrested for attacking a policeman.
- 3 1 about seeing 5 from doing
2 about/at getting 6 like writing
3 on travelling 7 with doing
4 for not writing 8 of/about going

Unit 71

- 1 1 of falling 3 to move
2 of dropping them
- 2 1 Nick was afraid to jump.
2 Daniel was afraid to argue with the policeman.
3 Matthew is afraid of getting sunburnt.
- 3 1 to buy 4 to read
2 of getting 5 to book
3 of being
- 4 1 about being so rude
2 about losing my temper
3 to interrupt you

Unit 72

- 1 1 We used to like 4 did you use to help
2 used to be 5 I used to look
3 we didn't use to have
- 2 1 's/is used to flying planes.
2 used to play badminton.
3 's/is used to climbing mountains.
- 3 1 to living 5 to drinking
2 to stop 6 to being
3 to work 7 to have
4 to be

Unit 73

- 1 1 by staying up all night.
2 on waking (in the morning).
3 without using a calculator.
4 for carrying the food.
5 in spite of having it on his list.
6 as well as doing the typing.
- 2 1 before signing 4 after using
2 after eating 5 before changing
3 Before leaving 6 before opening
- 3 1 He thought carefully before deciding to buy it.
2 He bought the shop despite having little money of his own.
3 He became successful by giving the customers what they wanted.
4 He put the profit back into the business instead of spending it on himself.
5 He was happy when running his own business.
6 He fell ill as a result of working too hard.
7 He has made a lot of money since buying his first shop ten years ago.

Unit 74

- i 1 1 saw him take it.
2 I watched him leave (the restaurant).
3 I heard him drive away.
- 2 1 I can hear it ringing.
2 I can see her waving.
3 I can hear them barking.
4 I can smell it burning.
- 3 1 She felt the building shake.
2 He heard people shouting.
3 She could hear an alarm ringing.
4 They saw the police arrive.
5 He saw a woman crying.

Unit 75

- 1 1 broke his leg skiing.
2 cut his finger opening a tin.
3 injured her toe running.
4 hurt his back lifting weights.
- 2 1 Taking a gun out of the drawer, he put it in his briefcase. (Also possible: Having taken a gun ...)
2 Having left the office, he (then) had to wait a while for the lift.
3 Reaching the ground floor, he hurried outside to a taxi. (Also possible: Having reached the ground floor ...)
4 Pulling out a gun, the taxi driver shot Mitchell. (Also possible: Having pulled out a gun ...)

- 3 1 Having studied the map, Trevor knew which way to go.
2 Feeling cold, Harriet turned on the heating.
3 Not knowing French, Daniel found it hard to communicate.
4 Having finished the book, Andrew took it back to the library.

Unit 76

- 1 1 uncountable 5 uncountable
2 countable 6 uncountable
3 countable 7 countable
4 uncountable 8 countable
- 2 1 some biscuits 6 some soap
2 a light bulb 7 a lemon
3 some wine 8 some butter
4 some mineral water 9 some eggs
5 a banana
- 3 1 a computer 7 much
2 essays 8 a job
3 hours 9 some
4 many 10 a few
5 money 11 pictures
6 food

Unit 77

- 1 1 a jar of jam
2 a box of matches
3 two loaves of bread
4 a bar of chocolate
5 five kilos of potatoes
6 a box/packet of breakfast cereal
7 two bottles of mineral water
8 a tube of toothpaste
- 2 1 some 5 some
2 some 6 some
3 some 7 a
4 a 8 some
- 3 1 beautiful scenery 4 fun
2 good weather 5 an awful journey
3 a meal

Unit 78

- 1 1 sport 6 a conversation
2 some potatoes 7 some chicken
3 painting 8 war
4 a noise 9 life
5 cheese 10 some egg
- 2 1 some business
2 an iron
3 a glass, a light
4 a business, some time
5 some experience, an experience

- | | | | |
|---|-----------------|---|-----------|
| 3 | 1 time | 4 | a paper |
| | 2 an experience | 5 | an orange |
| | 3 a painting | 6 | fruits |

Unit 79

- | | | | |
|---|---|---|----------|
| 1 | 1 is | 5 | has |
| | 2 are | 6 | costs |
| | 3 look | 7 | have |
| | 4 are | 8 | weren't |
| 2 | 1 was | 5 | were |
| | 2 were | 6 | were |
| | 3 was | 7 | was |
| | 4 were | 8 | was/were |
| 3 | 1 is | 5 | have |
| | 2 isn't | 6 | is |
| | 3 are | 7 | is |
| | 4 work | 8 | has |
| 4 | 1 Fifteen miles is a long walk. | | |
| | 2 Eight students are travelling on the bus. | | |
| | 3 Three people were waiting for the museum to open. | | |
| | 4 Twenty kilos is the baggage allowance. | | |

Unit 80

- | | | | |
|---|---------------------|---|------------|
| 1 | 1 thanks | 6 | goods |
| | 2 damages | 7 | damage |
| | 3 pain | 8 | savings |
| | 4 belongings | 9 | pains |
| | 5 saving | | |
| 2 | 1 mathematics/maths | 4 | economics |
| | 2 history | 5 | geography |
| | 3 athletics | | |
| 3 | 1 are | 5 | is |
| | 2 is | 6 | was |
| | 3 were | 7 | were |
| | 4 seem | | |
| 4 | 1 was | 6 | aren't |
| | 2 outskirts | 7 | crossroads |
| | 3 headquarters | 8 | is |
| | 4 savings | 9 | gives |
| | 5 damage | | |

Unit 81

- | | | | |
|---|---------|---|------|
| 1 | 1 don't | 5 | look |
| | 2 go | 6 | suit |
| | 3 is | 7 | some |
| | 4 fit | 8 | a |
| 2 | 1 some | 3 | pair |
| | 2 pairs | 4 | some |
| 3 | 1 are | 4 | are |
| | 2 have | 5 | want |
| | 3 know | 6 | has |

- | | | | |
|---|----------------|---|---------------|
| 4 | 1 team is | 5 | police are |
| | 2 choir are | 6 | cattle are |
| | 3 crew are | 7 | population is |
| | 4 orchestra is | | |

Unit 82

- | | |
|---|--|
| 1 | 1 a tennis-racket/a tennis racket |
| | 2 a television camera |
| | 3 an alarm clock |
| | 4 a motor cycle |
| | 5 a luggage trolley |
| 2 | 1 Have you got any cotton shirts? |
| | 2 What shall I do with this lemonade bottle? |
| | 3 Have you got a shopping bag? |
| | 4 Is there a shoe shop near here? |
| | 5 I'd like a corner table, please. |
| | 6 I'll need some climbing boots. |
| | 7 Are you a computer operator? |
| 3 | 1 a stone wall |
| | 2 a tourist information centre |
| | 3 a bath-towel/a bath towel |
| | 4 working clothes |
| | 5 a city centre office block |
| | 6 a sales graph |
| | 7 a credit card |
| | 8 a horse-race/a horse race |
| | 9 the Marketing Director |
| | 10 a weekend bicycle tour |

Unit 83

- | | | | |
|---|--|----|--------|
| 1 | 1 a | 11 | the |
| | 2 the | 12 | the |
| | 3a | 13 | the |
| | 4 the | 14 | a |
| | 5 The | 15 | the |
| | 6 the | 16 | the |
| | 7 the | 17 | an |
| | 8a | 18 | the |
| | 9 The | 19 | the |
| | 10 the | 20 | the |
| 2 | 1 Matthew won the race easily. | | |
| | 2 Suddenly a child ran into the road. | | |
| | 3 She was watching a film on television. | | |
| | 4 The bus was half an hour late. | | |
| | 5 The camera videoed the thief. | | |
| 3 | 1 a, the, the | 5 | a, the |
| | 2 a, the, a | 6 | a, the |
| | 3 the, the | 7 | a, the |
| | 4 a, the, The | | |

Unit 84

- | | | | |
|---|-----------|---|---------|
| 1 | 1 an, the | 4 | an, the |
| | 2 The, a | 5 | a, the |
| | 3 The, an | 6 | the, a |

- | | | | |
|---|-----------------|---|-----------------------------|
| 2 | 1 a, a | 4 | a, the, an, the |
| | 2 a, a, the, a | 5 | the, a, the, the, a, The, a |
| | 3 the, a | 6 | the, a, a, the, the |
| 3 | 1 a DJ | 5 | an LA suburb |
| | 2 a VIP | 6 | a UFO |
| | 3 an IRA member | 7 | an AGM |
| | 4 a PC | 8 | an MP |

Unit 85

- | | | | |
|---|-------------------------------------|-------|-----------------------|
| 1 | 1 some luggage | 4 | some birds |
| | 2 some flowers | 5 | some fruit |
| | 3 a cat | | |
| 2 | 1 a | 2 One | 3 One |
| | 4 a | | |
| 3 | 1 A violin is a musical instrument. | | |
| | 2 A queue is a line of people. | | |
| | 3 An atlas is a book of maps. | | |
| | 4 A spade is a tool for digging. | | |
| 4 | 1 some nuts | 4 | lovely bread |
| | 2 mineral water | 5 | (university) students |
| | 3 some clothes | | |

Unit 86

- | | | | |
|---|--|---|----------------------|
| 1 | 1 He likes chips. | 3 | He likes art. |
| | 2 She likes dogs. | 4 | She likes chemistry. |
| 2 | 1 dogs, the dogs | | |
| | 2 cars, pollution, cars, aeroplanes, the pollution | | |
| | 3 the birds, birds, wildlife | | |
| | 4 history, the history, museums, old buildings | | |
| 3 | 1 the atom | 4 | television |
| | 2 football | 5 | the telescope |
| | 3 the guitar | | |

Unit 87

- | | | | |
|---|--|---|----------------|
| 1 | 1 church, the church | | |
| | 2 the cinema, the pub | | |
| | 3 hospital (In American English: the hospital), the hospital | | |
| | 4 school, college | | |
| 2 | 1 college | 6 | bed |
| | 2 the cinema | 7 | work |
| | 3 the station | 8 | the church |
| | 4 sea | 9 | prison |
| | 5 home | | |
| 3 | 1 at home | 6 | to the library |
| | 2 in bed | 7 | in prison |
| | 3 to the hospital | 8 | at college |
| | 4 to church | 9 | in the factory |
| | 5 to work | | |

Unit 88

- | | | | |
|---|--------------------------------|----|-------------------|
| 1 | 1 Thanksgiving, November | | |
| | 2 the weekend, Saturday | | |
| | 3 Christmas, a white Christmas | | |
| | 4 the summer, 1997 | | |
| | 5 the afternoon, the year | | |
| | 6 night, the dark, the day | | |
| 2 | 1 breakfast | 4 | the dinner |
| | 2 lunch | 5 | a marvellous meal |
| | 3 the lunch | | |
| 3 | 1 breakfast | 6 | night |
| | 2 midnight | 7 | the day |
| | 3 Christmas | 8 | Wednesday |
| | 4 Wednesday | 9 | the Wednesday |
| | 5 the morning | 10 | February |

Unit 89

- | | | | |
|---|---|----------|--------|
| 1 | 1 a very grand hotel | | |
| | 2 quite a tiring journey | | |
| | 3 a really big flat | | |
| | 4 quite a nice meal | | |
| 2 | 1 so | 2 such | 3 such |
| | 4 so | 5 such | 6 so |
| 3 | 1 The piano was so heavy (that) Mike and Harriet couldn't move it. | | |
| | 2 Tom was so annoyed about United losing (that) wouldn't speak to anyone. | | |
| | 3 The band was such a big attraction (that) all the tickets sold out. | | |
| | 4 Vicky had such a lot of work to do (that) she was sure she'd never finish it. | | |
| | 5 The party made such a (lot of) noise/so much noise (that) it kept all the neighbours awake. | | |
| 4 | 1 what | 2 What a | 3 What |

Unit 90

- | | | | |
|---|----------------------------|----|-----------------|
| 1 | 1 Lake Michigan | 5 | Tasmania |
| | 2 Italy | 6 | the West Indies |
| | 3 The Andes | 7 | The River Nile |
| | 4 The United Kingdom | 8 | Brussels |
| | 9 | 10 | the North |
| 2 | 1 the Thames | | |
| | 2 Hyde Park | | |
| | 3 Heathrow Airport | | |
| | 4 Trafalgar Square | | |
| | 5 Westminster Bridge | | |
| | 6 the Houses of Parliament | | |
| | 7 Buckingham Palace | | |
| | 8 West London | | |
| | 9 The M1 motorway | | |
| | 10 The Ritz | | |

- 3 1 New York
2 the Statue of Liberty
3 Central Park
4 the Metropolitan Museum of Art
5 Broadway
6 Macy's
7 Washington Square
8 New York University
9 the Paramount
10 Broadway
- 4 1 the Little Theatre 4 the High Street
2 Kingston House 5 the Royal Hotel
3 Wood Lane
- 5 1 is in George Street.
2 The Odeon Cinema is in the Avenue.
3 The Clarendon Art Gallery is in Newton Lane.
4 King Edward College is in College Road.
5 St John's Church is in South Street.
6 Webster's department store is in the High Street.
7 The Bristol Hotel is in Westville Way.
- 6 1 A day at Blenheim Palace
2 A train journey in North Wales
3 A tour of the White House
4 A beach on the Riviera
5 A shopping trip to Harrods
6 A small town in France
7 A trip across the Severn Bridge
8 A walk around Lake Windermere
9 A visit to Tower Bridge
10 A journey across the Rockies
11 A look around the National Gallery
12 A boat trip along the Oxford Canal

Unit 91

1	Near	Further away
Singular		that
Plural	these	those

- 2 1 these flowers 3 those trees
2 this parcel 4 that dog
- 3 1 That 6 that
2 these 7 This
3 this 8 this, That
4 this 9 These
5 those

Unit 92

- 1 1 our 5 yours
2 his 6 mine
3 his 7 hers
4 their 8 her
- 2 1 its 2 it's 3 it's 4 its

- 3 1 the 4 their
2 her 5 your, your
3 the (Also possible: her)
- 4 1 Harriet introduced me to a friend of hers.
2 They've got their own pool.
3 It's a favourite hobby of mine.
4 I've got some CDs of his.
5 I'd like my own room.

Unit 93

- 1 1 the boy's bike
2 the girls' tent
3 the children's skateboards
4 the girl's cat
5 the boys' trophies
- 2 1 the twins' 5 her children's
2 Luke's 6 the Lanskys'
3 Jason's 7 Olivia's
4 Debbie's
- 3 1 Mr Hillman's Gun
2 The Smell of Blood
3 The Terrorist's Car
4 The Middle of the Night
5 The Death of Someone Important
6 The Gangsters' Money
- 4 1 yesterday's paper
2 (a) five minutes' rest
3 this month's special offer
4 in a week's time

Unit 94

- 1 1 She's/She has got some cats.
2 He hasn't got any petrol.
3 He's/He has got some poison.
- 2 1 any 4 some
2 any 5 some
3 some 6 any
- 3 1 some, anything
2 someone, any/some
3 anyone (Also possible: someone), any
4 something, some
- 4 1 anyone 4 anything
2 any bus 5 any day
3 any colour

Unit 95

- 1 1 She hasn't had many lessons yet.
2 I'll have to make a lot (of it).
3 I haven't got much energy.
4 Maybe you should add a little water/a few drops of water.
5 We've invited lots of friends/a lot of friends.

- 2 1 a lot of 5 much/a lot of
 2 many/a lot of 6 many/a lot of
 3 many 7 much
 4 a lot of
- 3 1 few 4 a few
 2 little 5 little
 3 a little 6 a few
- 4 1 much 4 many
 2 little 5 few
 3 much 6 little

Unit 96

- 1 1 Some of them 4 All of them
 2 most of them 5 some of them
 3 Half of them 6 None of them
- 2 1 She got some of them right.
 2 He got most of them right.
 3 He got all of them right.
 4 She got none of them right.
- 3 1 most people
 2 No student/No students
 3 Most of the money
 4 All cars
 5 All fruit/Most fruit
 6 All (of) the lights

Unit 97

- 1 1 each 4 each/every
 2 each/every 5 every
 3 every
- 2 1 all day/the whole day
 2 all night/the whole night
 3 every morning
 4 all morning/the whole morning
 5 all day/the whole day
 6 every time
- 3 1 One of them has a separate restaurant.
 2 Both of them serve bar snacks.
 3 One of them has a family room.
 4 Neither of them allows/allow pub games.
 5 Neither of them has/have live music.
 6 One of them has a non-smoking area.
- 4 1 Neither 4 every
 2 either 5 whole
 3 each (Also possible: every)

Unit 98

- 1 1 the dress 5 Rita and Melanie
 2 Laura 6 Rita
 3 the jeans 7 Mike and Harriet
 4 Rita 8 Tom

- 2 1 he 8 she
 2 them 9 They
 3 us/me 10 you
 4 her 11 him
 5 she 12 he
 6 she 13 you/we
 7 them 14 him
- 3 1 We 4 Me, it
 2 you, us 5 she, her
 3 it, it, her, She 6 I, you, them, they
- 4 1 You 2 They 3 You 4 they

Unit 99

- 1 1 There's/There is a balloon in the sky.
 2 There are some boxes on the car.
 3 There's/There is an elephant in the garden.
- 2 1 There's/There is, There'll be
 2 are there, There's/There has been OR There was
 3 there was, There ... have been
- 3 1 It was very cheap.
 2 It was Vicky.
 3 It's/It is a nuisance.
 4 It's/It is very warm.
 5 It's/It is important to keep it somewhere safe.
- 4 1 There 4 there, it
 2 It 5 It, there, It, there
 3 There, It

Unit 100

- 1 1 Vis looking at herself (in the mirror).
 2 're/are introducing themselves.
 3 He's/He is teaching himself Arabic.
 4 She's/She is drying herself (on/with a towel).
- 2 1 yourself 2 ourselves 3 itself
- 3 1 you 4 her
 2 him 5 yourself
 3 himself
- 4 1 feel 4 worry
 2 help yourselves 5 relax
 3 remember

Unit 101

- 1 1 He cleans them himself.
 2 I bake it myself.
 3 They grow them themselves.
 4 We decorated it ourselves.
 5 He types them himself.
 6 I develop them myself.
- 2 1 herself 4 themselves
 2 itself 5 yourselves
 3 himself

- 3 1 They're/They are always thinking about each other.
 2 They've/They have got lots of photos of each other.
 3 They enjoy each other's company.
 4 They're/They are crazy about each other.

- 4 1 each other 4 ourselves
 2 each other 5 themselves
 3 themselves 6 each other

Unit 102

- 1 1 a smart one or a casual one, a casual one
 2 a big one or a small one, A big one
 3 A white one or a brown one, A brown one
 4 an ordinary one or an electric one, an ordinary one
- 2 1 I haven't got one.
 2 I must get some new ones.
 3 Have you seen this one?
 4 I've hired one.
 5 Can't you find any nice ones?
 6 The one in the car is better.
- 3 1 one 4 them
 2 it 5 some
 3 one

Unit 103

- 1 1 everyone/everybody, no one/nobody
 2 someone/somebody, something
 3 somewhere, Someone/somebody
 4 everywhere, nothing
- 2 1 someone 4 anywhere
 2 anyone 5 anything
 3 somewhere 6 something
- 3 1 his 3 likes, they
 2 it 4 has, their
- 4 1 I once met someone famous.
 2 Someone's car is blocking me in.
 3 I've got something else/something different to tell you.
 4 We know everyone's opinions/opinion.
 5 Everyone else except you is going.
 6 Nothing exciting ever happens here.

Unit 104

- 1 1 modern chairs 4 classical music
 2 a black cat 5 an old car
 3 solar power 6 a tall building
- 2 pleasant, ideal, quiet, short, popular, lovely, friendly, helpful, good, marvellous, excellent, local
- 3 1 The world is asleep
 2 My chief desire
 3 My heart is content
 4 The main thing to remember
 5 The night is alive

- 6 Inner secrets
 7 The only girl for me

Unit 105

- 1 1 a small white car
 2 an attractive old building
 3 an expensive wooden garden seat
 4 a famous Italian opera singer
- 2 1 a lovely old glass vase
 2 an attractive wall mirror
 3 a modern office desk
 4 red metal kitchen chairs
 5 a splendid old model boat
 6 valuable Australian postage stamps
 7 a small wooden coffee table
- 3 1 This is a powerful Japanese business computer.
 2 This is an excellent small electric fire.
 3 This is a big new chocolate bar.
 4 This is a terrific American television comedy.
 5 These are stylish aluminium garage doors.
 6 These are wonderful modern sports shoes.
 7 This is a very good German mobile phone.

Unit 106

- 1 1 the hungry 4 the unemployed
 2 the homeless 5 the old
 3 the sick
- 2 1 We live near a special school for the deaf.
 2 The old soldiers were holding a service for the dead.
 3 The government should do more for the poor.
 4 I'm doing a course on caring for the mentally handicapped.
- 3 1 The sick 5 the old people
 2 the young people 6 The homeless
 3 the unemployed 7 the deaf
 4 the poor

Unit 107

- 1 1 exhausted 3 fascinating
 2 interested 4 exciting
- 2 1 surprised 4 confusing
 2 disappointing 5 bored
 3 puzzled 6 interesting
- 3 1 relaxing 5 fascinating
 2 annoyed 6 thrilling
 3 amused 7 exhausting
 4 interested

Unit 108

- 1 1 brightly 6 safely
 2 patiently 7 fluently
 3 immediately 8 carefully
 4 punctually 9 quietly
 5 secretly

- 2 1 angrily 5 enthusiastically
 2 happily 6 reasonably
 3 automatically 7 securely
 4 publicly

- 3 1 United won the game easily.
 2 I've/I have checked the figures carefully.
 3 Your dog barked at me very fiercely.
 4 It's/It is raining quite heavily (here).

- 4 1 dark 6 unhappy
 2 terribly 7 sadly
 3 badly 8 curious
 4 suddenly 9 foolishly
 5 quietly

Unit 109

- 1 1 adjective 4 adjective
 2 adjective 5 adverb
 3 adverb 6 adverb

- 2 1 hardly 5 fast
 2 nearly 6 hard
 3 long 7 wrong
 4 late 8 straight

- 3 1 bad 4 well
 2 good 5 ill
 3 badly

- 4 1 badly 6 nearly
 2 good 7 hard
 3 fast 8 lately
 4 long 9 likely
 5 hardly

Unit 110

- 1 1 are more interesting
 2 is higher
 3 is more beautiful

- 2 1 richest 5 most popular
 2 most modern 6 most successful
 3 greatest 7 most attractive
 4 most exciting 8 happiest

- 3 1 happier 5 bigger
 2 faster 6 more restful
 3 more helpful 7 more modern
 4 lovelier

- 4 1 more smartly 4 more carefully
 2 longer 5 earlier
 3 more often 6 louder/more loudly

- 5 1 worst 4 best
 2 better 5 furthest
 3 worse

- 6 1 least 2 less 3 more 4 Most

- 7 1 happier 7 more exciting
 2 smallest 8 most
 3 best 9 wetter
 4 shorter 10 lower
 5 most important 11 worse
 6 older

Unit 111

- 1 1 The church is older than the library.
 2 Matthew is stronger than Daniel.
 3 Harriet is taller than Mike.
 4 Claire is more popular than Andrew.
 4 Mark's car is bigger than Sarah's.
- 2 1 Friday is the busiest day
 2 The Metropole is the nicest hotel in (the) town.
 3 This watch is one of the cheapest (watches) you can buy.
 4 This Beatles album is the best (one) they ever made.
 5 Alan is the most successful salesman in the company.
- 3 1 Plastic isn't as strong as metal.
 2 The stool isn't as comfortable as the armchair.
 3 Swimming isn't as exciting as surfing.
 4 The post isn't as quick as e-mail.
- 4 1 me 2 I am 3 me 4 he has

Unit 112

- 1 1 less painful 4 less attractive
 2 less busy 5 less seriously
 3 less convenient 6 less optimistic
- 2 1 Yesterday was a lot colder than today.
 2 My coat is a bit longer than is fashionable.
 3 I left work slightly earlier than usual this afternoon.
 4 The shop is much more expensive than the supermarket.
 5 Is the new machine any more reliable than the old one?
- 3 1 more and more difficult
 2 more and more complicated
 3 more and more
 4 longer and longer
 5 worse and worse
- 4 1 the quieter the roads (are).
 2 the wider the choice (is).
 3 the more confused I get.
 4 the more fluently you can speak.
 5 the more crowded the beaches get.

Unit 113

- 1 1 outside 4 Obviously
 2 Perhaps 5 silently
 3 always 6 hard

- 2 1 mid 6 mid
 2 end 7 end
 3 front 8 front
 4 mid 9 mid
 5 mid 10 mid

- 3 1 clearly crossed
 2 will probably rain
 3 didn't fully understand
 4 are usually
 5 occasionally visited it/
 visited it occasionally
 6 were soon working
 7 has obviously forgotten

- 4 1 It usually rains when David is on holiday.
 2 Rita's friend visits her most weekends.
 3 Mark gets a pay rise every year.
 4 Rachel never checks her work.

- 5 1 I've always known your secret.
 2 We certainly can't afford a new car. (Also possible:
 Certainly we can't afford a new car.)
 3 The tourists didn't walk far.
 4 Tom cut the paper carefully./Tom carefully cut the
 paper.
 5 Natasha can also play the violin. (Also possible:
 Natasha can play the violin also.)
 6 I read the newspaper most days./Most days I read
 the newspaper.

- 6 1 peacefully at his home
 2 through the streets yesterday
 3 to Greece last year
 4 there in June

- 7 1 We had a lovely time in the country.
 2 We arrived home safely at about eight.
 3 You must come and visit us before too long.
 (Also possible: Before too long you must come and
 visit us.)
 4 It's always nice to see you and Tony.
 5 Maybe you'll be able to come in the New
 Year./You'll be able to come in the New Year maybe.
 (Also possible: You'll maybe be able to come in the
 New Year.)
 6 We'll see you sometime.

Unit 114

- 1 1 still, yet
 2 still, already
 3 yet, still
- 2 1 I already owe Emma £20.
 2 We've already spent all our money./We've spent all
 our money already.
 3 But it still looks dirty. (Also possible: But it looks
 dirty still.)

- 4 We haven't seen them yet. (Also possible: We
 haven't yet seen them.)
 5 I still can't understand the rules.

- 3 1 They/Children don't play there any more
 2 they/boats still come along the river
 3 it/the view isn't beautiful any more
 4 it's/it is still our home (Also possible: it's/it is our
 home still)

- 4 1 no longer 3 any more
 2 yet 4 already

Unit 115

- 1 1 She's very busy. 3 He's very strong.
 2 She's a bit thirsty. 4 He's extremely happy.

- 2 1 very 4 very
 2 quite 5 a bit
 3 a bit 6 quite

- 3 1 That radio is a bit loud.
 2 I quite like my new job.
 3 Why don't you slow down a little?
 4 The rain completely spoilt our day./The rain spoilt
 our day completely.
 5 We did the job fairly quickly.
 6 I feel a lot better now.
 7 We enjoyed the concert very much. (Also possible:
 We very much enjoyed the concert.)
 8 My arms ached terribly.

- 4 1 absolutely 5 very
 2 really 6 totally
 3 very much 7 very
 4 extremely

Unit 116

- 1 1 quite 4 quite
 2 late 5 bright
 3 easy

- 2 1 rather better
 2 rather noisy
 3 rather/quite busy
 4 quite popular

- 3 1 It's/It is rather/quite complicated.
 2 My car is quite big.
 3 it went on rather longer than I expected.
 4 I made it quite quickly.

- 4 1 completely ridiculous
 2 fairly difficult
 3 completely different
 4 fairly surprised
 5 fairly useful
 6 completely certain

Unit 117

- 1 1 The plane is too low.
2 The gate isn't wide enough.
3 The water isn't warm enough.
- 2 1 sweet enough. 5 too many mistakes.
2 too expensive. 6 too much traffic.
3 enough rain. 7 too complicated.
4 clearly enough. 8 enough food
- 3 1 It's too wet for a picnic/too wet to have a picnic.
2 I/We haven't got enough chairs for all my/our guests.
3 I had too much equipment to carry.
4 (I think) Natasha is good enough to be a professional musician.

Unit 118

- 1 1 up 5 by/beside/next to
2 in/inside 6 around/round
3 above/over 7 in front of
4 along 8 away from/out of
(Also possible: down)
- 2 1 behind, through, below
2 past, down, opposite
- 3 1 opposite 4 between
2 between 5 next to
3 opposite
- 4 1 under 4 around
2 up 5 into
3 on 6 out of
- 5 1 to 6 on
2 outside 7 through
3 in/into 8 near
4 past/by 9 among
5 off

Unit 119

- 1 1 He's/He is on the roof.
2 They're/They are at the disco.
3 He's/He is in the bath.
4 She's/She is at the lights
- 2 1 at the petrol station 4 in the restaurant
2 at the zoo 5 at the station
3 in the theatre
- 3 1 in 2 on 3 in 4 at 5 at
6 at 7 on 8 on 9 in 10 at

Unit 120

- 1 1 In 1961.
2 On 22 November 1963.
3 At 12.30.

- 2 1 X 6 on
2 on 7 in
3 X 8 in
4 in 9 on
5 at 10 at
- 3 1 in time 3 in time
2 on time 4 on time
- 4 1 at, on 2 at, in 3 on, in 4 in, in

Unit 121

- 1 1 since 2 for 3 since 4 for
- 2 1 He's/He has been in bed for three days.
2 They've/They have been in the garden since breakfast.
3 He's/He has been at his desk since nine o'clock.
4 She's/She has been on the road for five hours.
- 3 1 since four o'clock 4 for six weeks
2 ten years ago 5 for three years
3 since Monday/ 6 eight months ago
since then 7 for three weeks
- 4 1 before 2 ago 3 before

Unit 122

- 1 1 while 2 while 3 during 4 while
- 2 1 by 2 until 3 until 4 by 5 by
- 3 1 as 2 like 3 as 4 like
- 4 1 as 2 as if 3 as 4 as if
- 5 1 By the time I arrived at your flat, you'd/you had left.
2 Rita went to the party with Tom, as you predicted.
3 I saw your sister while I was shopping in London.
4 You can keep the book until you've/you have finished it OR you finish it.

Unit 123

- 1 1 in 7 on
2 from 8 in
3 in 9 by
4 by 10 on
5 in 11 In
6 on 12 on, on
- 2 1 I pay in cash?
2 the information up to date?
3 you drop the ball on purpose?
4 there anything (to watch) on television tonight?
5 you be here at the end of July?
6 nuclear power a good idea in your opinion?
7 your car for sale?
8 you approve of the plan on the whole?
- 3 1 by 2 on 3 in 4 by 5 by

Unit 124

- 1 1 of 3 in
2 in 4 at (Also possible: in)
- 2 1 damage to 5 tax on
2 way of 6 difficulty with
3 answer to 7 matter with
4 cause of
- 3 1 with 5 with
2 of 6 for
3 of 7 of
4 for 8 between
- 4 1 answers to all the (quiz) questions
2 knowledge of French
3 desire for progress
4 difference between the (two) colours
5 preference for our/Zedco products

Unit 125

- 1 1 afraid of the dark.
2 bored with the video.
3 interested in computers.
4 surprised at/by the news.
5 proud of the/their victory.
6 annoyed with her/the children.
7 They're not/They aren't satisfied with their pay increase.
- 2 1 for 2 at 3 at 4 for 5 at 6 to
- 3 1 responsible for 5 full of
2 ready for 6 interested in
3 aware of 7 late for
4 similar to 8 famous for

Unit 126

- 1 1 at 2 after 3 into
- 2 1 pay for 5 suffering from
2 ask for 6 decided on
3 care about 7 concentrate on
4 caring for 8 agree with
- 3 1 relies on 6 apologized for
2 deals with 7 believed in
3 feel like 8 laughing at
4 reached 9 discuss
5 listening to 10 left
- 4 1 to 2 to 3 to 4 about 5 of

Unit 127

- 1 1 into 5 to
2 from 6 to
3 as 7 with
4 with/to

- 2 1 prefer water to wine?
2 blaming Tom for the/his accident?
3 thank you for the/her present?
4 accuse him/the head teacher of murder?
5 provide you with towels?
(Also possible: provide towels for you?)
6 invite you to her wedding?
7 congratulate them on the/their (great) victory?
8 pointed a gun at Melanie?
- 3 1 about 5 about/of
2 of 6 about
3 to 7 about/of
4 to

Unit 128

- 1 1 stay in 6 come back
2 pay ... back 7 get on
3 fall over 8 take ... back
4 lie down 9 go away
5 cut out 10 give away
- 2 1 left out 4 put off
2 sent out 5 made up
3 throw away 6 go on /carry on
- 3 1 picks ... up 6 win back
2 put on/put ... on 7 wash up/wash ... up
3 ring ... up 8 look ... up
4 hand in/hand ... in 9 held up
5 written ... down 10 mixing ... up

Unit 129

- 1 1 She's picking litter up./She's picking up litter.
2 They're digging the road up./They're digging up the road.
3 He's washing the plates up./He's washing up the plates.
4 She's plugging the television in./She's plugging in the television.
- 2 1 Nick says he's/he has given up smoking.
2 How did the accident come about?
3 I think Matthew and Emma have fallen out.
4 The problem isn't going to just go away.
5 The government is bringing in a new tax on computers.
6 Zedco want to set up a new sales office in Germany.
- 3 1 sort out 5 fallen behind
2 taking over 6 step down
3 fell through 7 taken on
4 fight off 8 laying off

Unit 130

- 1 1 completely
2 away/disappearing
3 continuing
4 from start to finish
5 aloud
6 disconnected
7 away/departing
8 becoming less
9 completely to the ground
10 from start to finish
11 to different people
12 increasing
13 wearing
14 stopping completely

- 2 1 on, off 3 down, out
2 out, out 4 on, out
- 3 1 try on 3 speak up
2 taking off 4 setting off

Unit 131

- 1 1 down on 4 away from
2 out into 5 through to
3 up at 6 in from
- 2 1 run out of 8 go back on
2 send away for 9 get on to
3 look/watch out for 10 go in for
4 look forward to 11 cut down on
5 keep up with 12 fall back on
6 put up with 13 get round to
7 get on with 14 make up for
- 3 1 I get on (well) with Melanie./Melanie and I get on (well).
2 I might drop in on David.
3 I'll fit in with everyone else.
4 I can't catch up (with) Matthew.
5 The sunny weather is making up for last week.

Unit 132

- 1 1 she can't sleep.
2 he's/he has hurt his back.
3 She says she feels sick all the time.
4 He says he fell over and hurt himself.
- 2 1 Stokeley Carmichael said (that) black is beautiful.
2 Galileo said (that) the earth moves round the sun.
3 Shakespeare said (that) all the world's a stage.
4 George Orwell said (that) Big Brother is watching you.
- 3 1 tell 5 tell
2 say 6 tell
3 say 7 tell
4 say 8 say

Unit 133

- 1 1 Trevor 3 April
2 1998 4 (about) two weeks
- 2 1 you 3 he, you
2 he, your
- 3 1 the day before/the previous day
2 that day
3 here
4 the week before/the previous week

Unit 134

- 1 1 was 4 was
2 was 5 was (Also possible: is)
3 is (Also possible: was)
- 2 1 you had finished it/your project.
2 you weren't on a diet.
3 you didn't enjoy them/parties.
4 you weren't applying for it/the job.
- 3 1 The Sunday Times said the production was brilliant.
2 Edward Devine said he couldn't remember a funnier show.
3 Robert Walsh said it (had) made him laugh.
4 The Evening Standard said you/people had to see it. (Also possible: The Evening Standard said you/people must see it.)
5 The Telegraph said it would be a great success.
6 The Express said you/people might die laughing.
7 Susan Proctor said it was the funniest show she'd/she had ever seen.
8 Time Out said you/people shouldn't miss it.

Unit 135

- 1 1 She wants to know how she can find out about the area.
2 He wants to know if/whether there are any guided tours.
3 They want to know where they can stay.
4 They want to know what shows there are.
- 2 1 Do you know if I can park here?
2 Could you tell me how long the film lasts?
3 Do you know how often the buses run?
4 Do you know if we are/we're allowed to smoke?
5 Could you tell me what time the flight is?
6 Could you tell me how much a ticket costs?
- 3 1 why I wanted the job.
2 how I (had) heard about it.
3 if/whether I was fit.
4 if/whether I could work on Saturdays.
5 how I would/I'd travel to work.
6 if/whether I had (got) a bicycle.
7 how much I hoped to earn.
8 when I could start.

Unit 136

- 1 1 The doctor told him to take more exercise.
- 2 His boss asked/told him not to play computer games in the office.
- 3 A traffic warden told him not to park his car in the High Street.
- 4 Laura asked him to put some shelves up.
- 2 1 Andrew to take a break.
- 2 for forgetting the shopping.
- 3 singing a few songs.
- 4 Vicky to post a/the letter.
- 5 making a mistake.
- 6 Laura not to touch the electric wires.
- 3 1 The builders have promised that everything will be ready on time.
- 2 The boss insists that we (have to) check the figures carefully.
- 3 Tom has admitted that his story wasn't completely true.
- 4 Matthew reminded Emma that her train was about to leave.

Unit 137

- 1 1 the young man at the door
- 2 the man who plays his stereo at night
- 3 the very thin woman
- 4 the girl with green eyes
(Also possible: the green-eyed girl)
- 5 the young woman in the office
- 6 the man who drives a taxi
- 7 the smart young man
- 8 the student who failed all her exams
- 2 1 that/which 4 that/which
- 2 who/that 5 that/which
- 3 who/that 6 who/that
- 3 1 The bomb which went off this morning caused a lot of damage.
- 2 The scientist who discovered a new planet has won the Nobel Prize.
- 3 The footballer who took drugs has been banned from playing again.
- 4 The little girl who had been missing since Thursday has been found safe and well.
- 5 The company which owns Greenway Supermarkets has laid off thousands of workers.
- 6 The old lady who did a parachute jump now wants to swim the English Channel.

Unit 138

- 1 1 dog that fell down a hole has been rescued.
- 2 story that upset everyone was untrue.
- 3 man who interviewed Natasha is a film producer.
- 4 accident that Daniel saw wasn't very serious.
- 5 man who/that Claire knows is a millionaire.

- 6 vase that David broke was extremely valuable.
- 7 jacket Melanie wore at the party is really nice.

- 2 1 It's/It is the car you can afford.
- 2 It's/It is the film people want to see.
- 3 It's/It is the supermarket you can trust.
- 4 It's/It is the magazine young people read.
- 5 They're/They are the chocolates you'll love.
- 3 1 Somewhere I've got a photo of the mountain we climbed.
- 2 The man who/that repaired my car is a real expert.
- 3 The detective lost sight of the man he was following.
- 4 I thought I recognized the assistant who/that served us.
- 5 I'm afraid the numbers I chose didn't win a prize.

Unit 139

- 1 1 That's/That is the film (that/which) I was talking about.
- 2 This is the wallpaper (that/which) I've/I have decided on.
- 3 That's/That is the man (who/that) I played tennis with.
- 4 Those are the steps (that/which) I fell down.
- 2 1 A hammer is a tool (that/which) you hit nails with.
- 2 Your destination is the place (that/which) you're/you are going to.
- 3 A safe is a cupboard (that/which) you keep valuable things in.
- 4 Your opponent is the person (who/that) you're/you are playing against.
- 5 A sofa bed is a piece of furniture you can either sit or sleep on.
- 3 1 That is an idea in which our party believes.
- 2 That is a policy to which I am strongly opposed.
- 3 These are people about whom no one cares.
- 4 Those are mistakes of which your party should be ashamed.
- 5 That is a problem with which the government is now dealing.

Unit 140

- 1 1 Felix Reeves is the journalist whose tape recorder was stolen.
- 2 Graham Wilshaw is the architect who knew Colin at school.
- 3 Rex Carter is the farmer whose land Colin bought.
- 4 Norman Bridge is the lawyer who looked after Colin's interests.
- 5 Sonia Goldman is the house guest whose fingerprints were on the door handle.

- 2 1 What you have to think about is your profit.
 2 What you must know are the needs of your customers.
 3 What you should work towards is a realistic target.
 4 What you need to do is (to) plan ahead.
- 3 1 Columbus sailed to America.
 2 golf that Tiger Woods plays.
 3 It was in Greece that the Olympic Games first took place.
 4 It's/It is Mercury that is nearest the sun.

Unit 141

- 1 1 Nelson Mandela, who was in prison for 27 years, became President of South Africa.
 2 John Lennon, who was killed in 1980, was one of the Beatles.
 3 The Titanic, which sank in 1912, was supposed to be unsinkable.
 4 Queen Victoria, who came to the throne in 1837, ruled over the British Empire.
 5 Mars, which is 140 million miles away, is known as the red planet.
 6 The Berlin Wall, which was built in 1961, stood for 28 years.
- 2 1 It adds information about the college theatre.
 2 It tells us which people.
 3 It adds information about Lucy Kellett.
 4 It tells us which young man.
 5 It adds information about the evening.
- 3 1 who took Rita to the party
 2 , who has a bad temper,
 3 which Tom supports
 4 , who is afraid of heights.
 5 , which is on the tenth floor,
 6 she bought the sofa from

Unit 142

- 1 1 which 5 whom/who
 2 who 6 who
 3 whose 7 which
 4 why 8 where
- 2 1 which has ten thousand employees
 2 whose name was missed off the list
 3 (that/which) Laura painted
 4 (that/which) we're/we are all looking forward to OR to which we're/we are all looking forward
 5 (that/when) Mike and Harriet went camping
 6 who is a bit deaf
 7 whom/who you'll meet tomorrow
 8 where we met the other day
- 3 1 Rachel's mother paid for the meal, which was very kind of her.
 2 My brother is disabled, which means he can't get about very easily.

- 3 You left the keys in the car, which was rather careless of you.
 4 Vicky didn't get the job, which has made her very depressed.
 5 The police blocked off the road, which caused a traffic jam.

Unit 143

- | | | |
|---|------------|------------|
| 1 | 1 played | 5 watching |
| | 2 worn | 6 added |
| | 3 arriving | 7 blocking |
| | 4 telling | |
- 2 1 living in an empty office building have been evicted.
 2 employing four thousand people has gone bankrupt.
 3 built only two years ago has been declared unsafe.
 4 People protesting against pollution have marched to London.
 5 Tennis fans hoping to buy tickets have been queuing all night at Wimbledon.
 6 A new drug developed at a British university may give us eternal youth.
- 3 1 the youngest girl to swim a length of the pool.
 2 the only people to get a pay rise.
 3 The pilot was the last person to leave the aircraft.
 4 Mrs Harper was the first woman to become Managing Director.
 5 Daniel was the most suitable candidate to apply for the job.

Unit 144

- | | | |
|---|--------------|------------|
| 1 | 1 ask | 5 share |
| | 2 there are | 6 I see |
| | 3 it's | 7 I'll ask |
| | 4 won't cost | |
- 2 1 If Rachel fails her driving test, she can take it again.
 2 If United lose, Tom will be upset.
 3 If the office is closed, Mark won't be able to get in.
 4 If Nick arrives a bit early, he can help Tom to get things ready.
 5 If the party goes on all night, no one will want to do any work tomorrow.
 6 If Emma misses the train, she can get the next one.
 7 If Matthew enters the race, he'll probably win it.
- 3 1 If you get promoted, your salary goes up.
 2 If I drink coffee late at night, I can't sleep.
 3 If you don't pay the bill, you get a warning letter.
 4 If I try to run fast, I get out of breath.
 5 If someone enters the building, the alarm goes off.

Unit 145

- 1 1 If I had a dictionary, I could look the word up.
2 If I wasn't so busy, I'd/I would write to my friends.
3 If my back wasn't aching, I could play tennis.
4 if Claire loved Henry, she'd/she would marry him.
5 if he had a map, he could find the way.
6 if he/David wasn't so clumsy, he wouldn't have so many accidents.
- 2 1 you wouldn't play 6 you thought
2 we go 7 it'd be/it would be
3 I didn't play 8 it won't do
4 it'd be/it would be 9 I wouldn't get
5 you think
- 3 1 The phone isn't working.
2 It might rain.
3 Mike isn't here.
4 The/This spoon isn't silver.
5 Sarah might call.

Unit 146

- 1 1 would have been
2 had lost
3 would have scored
4 she'd been/she had been
5 hadn't been
6 wouldn't have given
7 hadn't been
8 it would have been
9 we'd have beaten/we would have beaten
10 he'd been/he had been
- 2 1 The guests could/would have had their lunch outside if it had been warm enough/if it hadn't been so cold.
2 Sarah could/would have flown to Rome if the airport hadn't been closed/had been open.
3 Laura might have recognized Nick if he hadn't had a crash-helmet on.
4 Sarah's plants wouldn't have died/might not have died if she'd/she had watered them.
5 Nick could/would have got in (to the ice hockey game) if he'd/he had had a ticket.
- 3 1 he was/were, he'd/he would have put
2 I'd/I had paid, I wouldn't be
3 you loved, you wouldn't have left

Unit 147

- 1 1 If the twins had worn different clothes, we could have told them apart, type 3
2 If you tell me what the instructions say, I'll try to follow them, type 1
3 If people used public transport, there'd be less pollution, type 2

- 4 If you don't wear a sweater, you might not be warm enough, type 1
5 If I hadn't seen the product advertised, I wouldn't have bought it. type 3
- 2 1 you played
2 I wouldn't/couldn't hear
3 you'd/you had told
4 I wouldn't have let
5 you didn't play
6 it wouldn't be/it might not be
7 I'd/I had realized
8 I would have thrown
9 you go
10 I'll have
- 3 1 If I'd/I had known how unpopular Jason was, I wouldn't have invited him (to my party).
2 If you put too many tins into the plastic bag, it'll break.
3 If I had a pen, I could write down the address.
4 If I'd/I had started my project earlier, I wouldn't be so far behind (now).
5 If you need some/any help, give me a ring.
6 If the door opens, the fan comes on.

Unit 148

- 1 1 When the alarm rings,
2 If I feel better tomorrow,
3 When this film finishes,
4 If the plan doesn't work,
- 2 1 unless it's/it is a nice day.
2 unless you're/you are watching it.
3 unless we get help.
4 unless I liked it.
- 3 1 unless 2 if 3 unless 4 unless
- 4 1 We'd/We had better book a table in case the restaurant is busy.
2 You ought to insure your jewellery in case it gets stolen.
3 I'll leave you my phone number in case you want to contact me.
- 5 1 unless 2 If 3 in case 4 when

Unit 149

- 1 I wish you'd/you would hurry up.
- 2 I wish you'd/you would do the washing-up.
3 I wish you'd/you would tell me the whole story.
4 I wish you wouldn't blow cigarette smoke in my face.
5 I wish you'd/you would tell me what you're thinking.

- 2 1 I wish/If only I wasn't so tired.
- 2 I wish/If only I didn't get (these) headaches.
- 3 I wish/If only my work was going well/better.
- 4 I wish/If only I could concentrate.
- 5 I wish/If only life wasn't so complicated.

- 3 1 I'd/I had caught it.
- 2 she'd/she had stayed (there).
- 3 she'd/she had accepted it.
- 4 I'd/I had found it. OR I could have found it.
- 5 he could have played

- 4 1 I hadn't asked you (to marry me)
- 2 you wouldn't talk nonsense
- 3 I was a young man
- 4 you would/you'd listen
- 5 I'd/I had met you OR I could have met you

Unit 150

- 1 1 but it's really quite modern.
- 2 but she turned it down.
- 3 but no one laughed.
- 2 1 Although the house looks old, it's really quite modern.
- 2 Although Emma was offered a job, she turned it down.
- 3 Although the joke was funny, no one laughed.
- 3 1 Although 4 in spite of
- 2 in spite of 5 in spite of
- 3 Although
- 4 1 in spite of/despite
- 2 In spite of/Despite
- 3 but/although/though
- 4 Even though/Although/Though
- 5 1 Trevor didn't notice the sign even though it was right in front of him.
- 2 Matthew doesn't know any French although it was one of his school subjects.
- 3 Despite being a millionaire, Henry's friend hates spending money.
- 4 We couldn't get tickets in spite of queuing for an hour.

Unit 151

- 1 1 to go to sleep.
- 2 to hear the football results.
- 3 to look smart.
- 4 to finance her studies.
- 2 1 He's/He is going to get to work earlier in order to/so as to impress the boss.
- 2 He's/He is going to work harder in order to/so as to achieve more.

- 3 He's/He is going to take risks in order to/so as to be a winner.
- 4 He's/He is going to think positively in order not to/so as not to miss any opportunities.

- 3 1 Nick keeps a dog to guard the house.
- 2 David is going to be very careful so that he doesn't/won't have an accident.
- 3 Jessica is going on a diet to lose weight.
- 4 Trevor often switches off the heating to save money.
- 5 Sarah had to go to Birmingham for a business meeting.
- 6 Emma wore boots so that her feet wouldn't get wet.

Unit 152

- 1 1 I'll love you until I die
- 2 I hear music when I see you
- 3 Come back before I forget you
- 4 I've been sad since you left me
- 5 I fell in love as soon as we met
- 2 1 Although 6 so
- 2 in order to 7 unless
- 3 because 8 In spite of
- 4 If 9 in case
- 5 but
- 3 1 as soon as 7 in case
- 2 to 8 until
- 3 since 9 although
- 4 but 10 if
- 5 so that 11 so
- 6 because 12 in spite of

Unit 153

- 1 1 and 4 but
- 2 so 5 so
- 3 and 6 **but**
- 2 1 Furthermore 4 On the contrary
- 2 however 5 After all
- 3 In other words 6 for example
- 3 1 In other words, you don't want to see him.
- 2 By the way, what's the time/what time is it?
- 3 Anyway, they haven't got one in my size.
- 4 Sarah ('s got one/has one), for example.
- 5 On the contrary, I loved/liked it.

Key to the tests

The number after the answer tells you which unit of the book has information and practice on that grammar point. The letter after the number tells you which section of the unit to look at.

Test 1

- IA 1 aren't 4B 5 are 4B
2 does 5C 6 doesn't 5C
3 Do 5C 7 isn't 4B
4 don't 5C
- IB 1 is 4B 7 being 7B
2 do 5C 8 get 5B
3 sitting 4B 9 gets 5B
4 don't 5C 10 means 5B,7A
5 doesn't 5C,7A 11 always 6D
6 go 5A-B 12 costing 4B,7C
- IC 1 The girls are playing tennis at the moment. 4B
2 Both my brothers like sport. 5B
3 Anna is wearing her new coat today. 4B
4 What colour do you like best? 5C
5 My suitcase weighs ten kilos. 7B
6 At the moment I'm staying at a hotel. 6C
7 Robert catches the same bus every morning. 5B
8 What does this word here mean? 5C, 6B
- ID 1 I'm thinking 7B, cost 7C, It's/It is getting 4C
2 look 7B, they don't fit 7B, I don't know 7B
3 are you doing 6A, I'm/I am weighing 7B, I need 7A
4 I think 7B, is going 6A, I agree 5A
5 I like 7C, Are you enjoying 7C, I'm/I am loving 7C
6 I'm/I am always falling 6D, do you go 6A, it doesn't make 6A
7 I'm living 6C, I'm looking 4C, I promise 5A
8 do you want 6B, I don't understand 6B, you're/you are being 7B

Test 2

- 2A 1 left 8B 6 went 8D
2 were 8B 7 happened 8B
3 died 8D 8 wasn't 8C
4 had 8B 9 knew 8D
5 didn't like 8C
- 2B 1 I was wearing my old coat. 9B, 9C
2 We were (both) on holiday. 8B
3 I didn't make a mistake. 8C
4 The boys were playing (a game of) cards. 9B, 9C
5 I didn't know about the change of plan. 8C, 8D
6 My friend won the competition. 8B
7 Did the Romans build this wall? 8C

- 2C 1 shining 9A 9 had 8B, 8D
2 was 9B 10 was 9B
3 wasn't 9B 11 took 8B, 8D
4 didn't 8C 12 didn't 8C
5 hated/detested 13 wanted/hoped/had/
8B,8D intended 8B, 8D
6 walked/went 8B, 8D 14 When 1 OB
7 were 9B 15 was 8B
8 sat 8B, 8D
- 2D 1 It was peaceful and the birds were singing. 9B
2 I was washing my hair when the phone rang. 10B
3 You didn't come to the club last night. 8C
4 It took ages to get home. 8B
5 We tried to keep quiet because the baby was sleeping. 9B
6 As I was watching him, the man suddenly ran away. 10B
7 We passed a petrol-station two minutes ago. 8B
8 Everything seemed OK. 10A
9 Where did you buy that bag? 8C
10 When I heard the alarm, I left the room immediately. 10B
- 2E 1 was lying 10B, rang 10B, stopped 10A
2 was 10A, left 10B, was falling 10C
3 came 10A, seemed 10A, enjoyed 10A
4 saw 10B, was standing 10B, had 10A
5 opened 1 OB, fell 10B
6 was walking 10B, felt 10B, didn't know 10A
7 were going 10A, heard 10A, drove 10A
8 happened 10A, was driving 10A, saw 10A

Test 3

- 3A 1 washed 1 IB 7 scored 1 IB
2 eaten 1 ID 8 landed 11A
3 opened 1 IB 9 broken 1 ID
4 written 11C 10 been 11C
5 made 11C 11 sold 11C
6 had 11C 12 finished 1 IB
- 3B 1 's/has opened 1 IB
2 's/has drawn 11C
3 's/has broken 11C
4 have won 11C
5 've/have drunk/finished 11C, 11B
6 've/have washed/cleaned 1 IB
7 've/have learnt/learned 11C, 1 IB
8 have arrived/come 11B, 11C
9 haven't finished 12A
- 3C 1 already 12A 6 long 12B
2 yet 12A 7 gone 13A
3 been 13A 8 since 12B
4 ever 13B 9 time 13C
5 this 13D 10 never 13B

- 3D 1 have 14A 6 has 14A
 2 V 14A 7 V 14A
 3 have 14C 8 V 14A
 4 V 14C 9 has 14B
 5 V 14A 10 have 14B

- 3E 1 went 14C
 2 Ve/have never seen 15B
 3 did 14C
 4 has won 14A
 5 worked 15A
 6 did you get 15C
 7 has been 15B
 8 has come 14A
 9 did you get 14C
 10 haven't ridden 14C
 11 was 15B
 12 Have you ever baked 15B
 13 was 15A
 14 rang 14B
 15 Have you seen 15C
 16 've/have been 15A

Test 4

- 4A 1 been 16B 6 Have 18C
 2 I've 18C 7 was 19B
 3 were 19C 8 went 19B
 4 been 20B 9 I've 16B
 5 hadn't 18C
- 4B 1 The doctor has been working since six o'clock. 16C
 2 Rupert had forgotten his credit card. 18A
 3 I didn't want to go until I'd/I had taken a photo.
 19D
 4 Nancy has written the report. 17A
 5 I've/I have been waiting in the queue (for) forty
 minutes (so far). 16C
 6 When we arrived, everyone was dancing. 19C
 7 I've had/I have had the computer for four years.
 17B
 8 When we were having/eating lunch, there was a
 knock at the door. 19C
 9 Nigel felt sick because he'd/he had eaten too many
 cakes. 20C
- 4C 1 I'd/I had been on holiday. 19D
 2 I've/I have been playing badminton. 16C
 3 I'd had/I had had a shock. 17A
 4 How long have you been working? 16D
 5 Lots of people were walking along the street
 outside. 19B
 6 She's/She has been practising her English since last
 summer. 16C
 7 I've/I have passed my exam. 17A
 8 She'd/She had been lying in the sun for too long.
 20C
 9 But the coach had already gone. 18A

- 4D 1 I've/I have finished 18C
 2 have we been waiting 17A, We've/We have been 17B
 3 we'd/we had drunk, she hurried 19D
 4 I was having, I heard 19C
 5 have you been doing 16D, We've/We have done 17A
 6 she'd/she had been crying 20C, she'd had/she had
 had 18A
 7 heard, threw 19D

Test 5

- 5A 1 I'm/I am living 21B, I've/I have found 21C
 2 I think, it belongs 21B
 3 I'm/I am using 21B, I want 21B, I've/I have started
 21C
 4 You leave 21B, I've had/I have had 21D, I've/I have
 been rushing 21D
- 5B 1 heard 21E
 2 thought 21E
 3 was 21E
 4 called/rang/phoned 21F
 5 stopped 21F
 6 was 21E
 7 had 21F
 8 knocked 21F
 9 got/come 21F
 10 been 21G
- 5C 1 It's/It has been raining for ten hours. 21D
 2 I think it's the right thing to do. 21 B
 3 We've moved our/the sofa. 21C
 4 I was having/eating (some/my) breakfast when
 Susan rang. 21E
 5 They always play badminton on Tuesday. 21B
- 5D 1 I was looking 21E 4 I'd spent 21F
 2 I'm going 21B 5 They opened 21C
 3 I've been trying 21D
- 5E 1 V 21B 5 have 21C
 2 been 21G 6 V 21G
 3 was 21E 7 been 21D
 4 are 21B 8 V 21F
- 5F 1 failed 21C
 2 lives 21B
 3 left 21C
 4 had made 21G
 5 were walking 21E
 6 saw 21E
 7 has seen 21D
 8 hadn't arrived 21F
 9 had been waiting 21G/were waiting 21E
 10 have been trying/have tried 21D
 11 have had 21D
 12 are taking 21B
 13 believe 21B
 14 want 21B

Test 6

- 6A 1 going 24A
2 will 23B (Also possible: won't)
3 see 27A
4 not 23C
5 to 26C
6 Shall 23D
7 is 24B
8 getting 26A
9 has 27C
10 about (Also possible: going/ready)
- 6B 1 What time does it get to London? 26B
2 I'll tell her when I see her this evening. 27A
3 He's about to fall asleep. 26C
4 We're/We are meeting in town later, OR We're/We are going to meet in town later. 26A
5 I'll send you a postcard. 23B
6 I can read a book while I'm waiting. 27C
7 I'm/I am going to lie down. 24A
8 All your friends will be there. 23D
9 No one can go into the building until the police have searched it. 27C
- 6C 1 will 25A 6 have 27C
2 is 27A 7 will 25A
3 will 25A 8 having/holding 26A
4 going 24A 9 starts/begins 26B
5 to 24B 10 will 25A
- 6D 1 leaves 26B
2 I'm going to apply 25A
3 I'll help 25B
4 it's about to open 26C
5 I go 27A
6 Are you doing 26A
- 6E 1 I'm/I am going to have a rest. 24A
2 (The) term starts on 6 September. 26B
3 There will be a world war in five years' time. 23B
4 Judy and I are/We're playing tennis tomorrow. 26A
5 Prices will probably fall. 25C
(Also possible: Prices are probably going to fall.)
6 The car is/We're going to crash! 24C

Test 7

- 7a 1 going 24C 5 was 29B
2 be 28C 6 are 26A
3 will 23A 7 to 24B
4 don't 26B 8 about 26C
- 7B 1 is 26B 5 V 28c
2 V 26C 6 V 29b
3 be 23C 7 will 27B
4 for 26C 8 to 29A

- 7C 1 '11/will be having 28B
2 was going to drive 29B
3 '11/will be working 28B
4 '11/will have done 29A
5 were going to buy 29B
6 '11/will have had 29A
- 7D 1 I'm/I am going 26A OR I'm/I am going to go 24A
2 I'm/I am leaving 26A OR I leave 26B OR I'm going to leave 24A
3 I'm/I am visiting 26A OR I'm/I am going to visit 24A
4 That'll/That will be 25A
5 starts 26B/is starting 26A
6 you get 27B
7 I'll/I will send 23B
- 7E 1 We'll wait for you. 23B
2 This train stops at Bath. 26B
3 My friend was going to meet us. 29B
4 Adrian is having a job interview on 17 October. 26A
5 We'll/We will have finished our meal by eight o'clock. 29A
6 I might go on the trip. 30C
7 The fire is about to go out. 26C
- 7F 1 I'm going to move 24A
2 I'll take 23B
3 we're going 26A
4 He's going to jump 24C
5 I'll be using 28C

Test 8

- 8A 1 Where have you been? 36B
2 Do you sell postcards? 34B
3 Who does this calculator belong to? 39A
4 How long are you staying here? 36C
5 What is your new office like? 38B
6 Which of the flights are full? 39B
7 What time does the carnival start? 36C
8 What holiday has Nancy decided on? 38A
- 8B 1 How old 36C 7 Who 39B
2 What colour 36C 8 How 38B
3 Whose 37B 9 How far 36C
4 How much 36C 10 How often 36C
5 Which 39A 11 What 39A
6 What kind 36C
- 8C 1 Are you a student here? 34B
2 How many cakes have you eaten? 37B
3 Did you enjoy your walk? 34B
4 Where have your friends gone? 36B
5 What kind of music do you like? 36C
6 Does Peter play tennis? 34B
7 What are you talking about? 38A
8 What has happened? 37A

- 8D 1 Where did you buy your coat? 36B
 2 Can Amy swim? 34B
 3 Which band do you like best? 37B
 4 Who am I speaking to? 38A
 5 How much do video recorders cost? 36C
 6 May/Can I come in (, please)? 34A
 7 How long does the journey take? 36B
 8 What did you lock the door for? 38B
 9 What happens next? 37A
 10 Shall we (all) go out together? 34A
- 8E 1 How many cars have the Smiths got/do the Smiths have? 36C
 2 Where does Janet work? 36B
 3 Why is Andrea learning English? 36A
 4 What was the film like? 38B
 5 When will the meeting take place? 36B
 6 Who switched off the computer? 37A
 7 Whose burglar alarm was ringing? 37B
 8 Who did Anna go to the dance with? 38A

Test 9

- 9A 1 Who's 37A 7 they 42B
 2 don't 42B 8 Which 39B
 3 not 40B 9 don't 40B
 4 has 35B 10 neither 42A
 5 Haven't 41B 11 doesn't 41B
 6 so 43B 12 Let's 42C
- 9B 1 Where do you live? 36B
 2 What are you thinking about? 38A
 3 Would you like to come to my room? 34A
 4 Didn't you watch the football match on television? 41C
 5 May I take a photo (, please)? 34A
 6 Have you seen Polly? 34B
 7 How many letters have you written? 37B
 8 Who is/Who's coming to your party? 37A
 9 How often does Martin cook? 36C
 10 What will the weather be (like) tomorrow? 38B
- 9C 1 No, it hasn't. 35B
 2 No, I hate it/Yes, I love it. 41D
 3 Yes, I expect so. 43B
 4 It isn't very nice, is it? 42B
 5 Yes, please. 35C
 6 So am I./I am too. 43A
 7 I hope not. 43B
 8 Neither did the second. 43A
- 9D 1 How old are you? 36C
 2 Did you go to college? 34B
 3 What are your interests? 39A
 4 Which company do you work for? 38A
 5 What don't you like about your job? 41E
- 9E 1 doesn't 40B 4 No 41D
 2 course 35C 5 for 38B
 3 neither/nor 43A 6 did 42B

- 7 won't 35B 12 don't 41E
 8 not 43B 13 Which 39A
 9 will 42C 14 so 43A
 10 far 36C 15 hasn't 41E
 11 so 43B 16 Which 40B

Test 10

- 10A 1 mustn't 48A 5 needn't 48A
 2 Would 51C 6 Shall 51B
 3 might 46B 7 had 49C
 4 would 52A 8 wouldn't 52C
- 10BI V5IC 6 V52A
 2 V 47A 7 been 53B
 3 to 44C 8 V 49D
 4 for 50A 9 V 48B
 5 be 46A 10 be 45C
- 10C 1 We ought to be careful. 49B
 2 I was able to finish all my work. 44C
 3 It must have been a terrible experience for you. 53D
 4 Players aren't allowed/are not allowed to have a drink. 45C
 5 You'd/You had better sit down. 49C
 6 The report has to be on my desk tomorrow morning. 47A
 7 Joanne mightn't have/might not have received my message. 53C
 8 Martin can't be jogging in this weather. 46C
 9 Tessa would like a cup of coffee. 52B
 10 Nancy didn't need to clean the flat. 48C
- 10D 1 asking permission 45A
 2 giving an order 50B
 3 asking for advice 49B
 4 inviting 51C
 5 offering to help 51B
 6 making a suggestion 51A
 7 refusing permission 45B
 8 making a request 50A
 9 expressing a wish 47B
- 10E 1 have/need 48B
 2 may/might (Also possible: could) 46A
 3 has 47A
 4 can 44A
 5 allowed 45C
 6 supposed 49D
 7 shouldn't 49B (Also possible: mustn't 48A)
 8 able 44B

Test 11

- 11A 1 The film may be banned. 54C
 2 Nancy was offered a pay increase. 57A
 3 The mistakes need correcting/need to be corrected. 59B
 4 The situation was reported to be under control. 57C
 5 The new drug is being tested. 54B
 6 The machine hasn't been used for ages. 55B

- 11B** 1 is 54B 6 been 54B
 2 by 55B 7 have 58B
 3 be 54C/get 54D 8 to 57C
 4 were 54B 9 being 59A
 5 it 57B

- 11C** 1 The song was sung by Pavarotti. 55B
 2 Nigel had his passport stolen. 58D
 3 Doctors are paid a lot of money. 57A
 4 I hope to be interviewed for the job. 59A
 5 The floor was being cleaned. 54B
 6 Judy is having her car repaired. 58B
 7 Tessa got lost. 54D
 8 It was agreed that the plan should go ahead. 57B
 9 When did you get your kitchen decorated? 58C
 10 Exercise is said to be good for you. 57C

- 11D** 1 b) 55A 4 a) 55A
 2 b) 55A 5 b) 55A
 3 a) 55A

- 11E** 1 The story was written by Agatha Christie. 55B
 2 Baseball is played at this stadium. 54B
 3 This shirt needs ironing/needs to be ironed. 59 B
 4 I got my hair cut yesterday. 58C
 5 It is believed that there is going to be a war. 57B
 6 My parents got divorced last year. 54D
 7 I've got a report to write. 59B
 8 The winner was given a prize. 57A
 9 This man on TV is supposed to be the tallest person in the world. 57C

Test 12

- 12A** 1 to organize 62B 6 to be 62B
 2 wearing 62B 7 working 62B
 3 to approve 62B 8 to buy 62B
 4 to be 62B 9 waiting 62B
 5 reminding 62B
- 12B** 1 We must avoid wasting so much time. 61A
 2 Sometimes a country refuses to take part in the Olympics. 62B
 3 I'd/I would like to see the Rocky Mountains some day. 63B
 4 I meant to give Judy a nice welcome yesterday. 64E
 5 I always like to see my doctor once a year. 63A
 6 The buses usually stop running before midnight. 64D
 7 I can't face getting up at five tomorrow. 61C
 8 Last year we made an agreement to work together. 60D
 9 Yesterday you promised to carry on shooting the film. 62B
 10 My father seems to be getting better now. 60B
- 12C** 1 wait 62C
 2 to 60A
 3 seeing/meeting 61A
 4 would 63B

- 5 need 64G (Also possible: have/ought)
 6 not 61A
 7 help 61C (Also possible: stop 64D)
 8 to 62D
 9 on 61D

- 12D** 1 We've finished decorating the flat. 61A
 2 I regret saying what I did. 63B
 3 Tessa decided not to go to work. 60A
 4 Do you mind helping me? 61B
 5 I'm beginning to get worried. 63C
 6 I can't afford to buy a new car. 60A
 7 I hope to avoid making things worse. 62E
 8 Peter seems to have gone away already. 60B

- 12E** 1 The children couldn't wait to see their presents. 62C
 2 I can't stand getting up in the dark. 61C
 3 I happened to see your brother yesterday. 62D
 4 The shop tends to open ten minutes late. 60C
 5 Do you fancy going for a walk? 62C
 6 The police carried on watching the house. 61D
 7 I'll/I will never forget seeing Nelson Mandela. 64A

Test 13

- 13A** 1 for 67B 6 to 69B(3)
 2 in 75A 7 enough 68C
 3 V 70C 8 for 74C
 4 V 66C 9 them 67C
 5 V 6 5 D 10 V 73B
- 13B** 1 to get 71B 8 to follow 68B
 2 making 70B 9 to be 67D
 3 reaching 70B 10 to do 65B
 4 running 65D 11 respect 69B(3)
 5 dreaming 73A 12 to do 65B
 6 to happen 65C 13 buying 65E
 7 ordering 73B 14 order 69B(2)
- 13C** 1 We saw Rupert looking in a shop window. 74A
 2 I remember the clown falling over. 65D
 3 Tessa wasn't sure which way to go. 66C
 4 The porter just stood there expecting a tip. 75A
 5 How about going to the barbecue? 73B
 6 Susan is used to (always) living in the country. 72B
 7 I'm afraid of hurting myself. 71A
 8 Christopher apologized for forgetting to pay. 70B
 9 The food was too cold for Michelle to eat. 68C
 10 It was silly of Polly to give away the secret. 67E
 (Also possible: Polly was silly to give away the secret.)
- 13D** 1 after 73C 8 to 72B
 2 to 65B 9 how 66B
 3 used 72A 10 of 71A
 4 to 71B 11 for 68A
 5 having/eating 70B 12 by 73B
 6 of 67E 13 Having 75B
 7 to 68D 14 put 74D

- 13E** 1 breaking 70C, knock 74D
 2 to see 69A(8), to forget 68D
 3 doing 73C, to write 69A(2)
 4 to bother 71C, to ask 66B
 5 to play 72A, watch 69B(2)

Test 14

- 14A** 1 a 77B 5 V 77B
 2 V 76A 6 some 77A
 3 V 77B 7 an 78C
 4 a 76A 8 an 78C

- 14B** 1 much 76C 6 saving 80A
 2 clothes 80A 7 doesn't 79C
 3 pairs 81A 8 was 79A
 4 fun 76A 9 was 79A
 5 is/was 79E 10 piece/slice 78A

- 14C** 1 Every window was broken. 79B
 2 My earnings aren't enough to live on. 80A
 3 There was litter everywhere. 77B
 4 We went to the hotel to get some food. 76A
 5 Judy bought a pair of binoculars. 81A
 6 I need a new cheque book. 82B
 7 I'll have a glass of orange juice, please. 78C
 8 The reporter needed two pieces/bits/items of information. 77B

- 14D** 1 We can't sit here because the grass is wet. 79A
 2 Do you want (some) butter on your bread? 76A
 3 All my belongings were stolen. 80A
 4 Do you have any information about hotels? 77B
 5 The police are questioning two men. 81C
 6 Can we have two coffees/two cups of coffee, please? 78D
 7 The news isn't very good, I'm afraid. 80B
 8 I just want to go into this shoe shop. 82B
 9 It's only a short journey by train. 79B

- 14E** 1 wears 79B 10 any 77B
 2 a piece of advice 11 meat 76A
 77B 12 were 80A
 3 the football match 13 A noise 78 B
 82A 14 were 81C
 4 customs 80A 15 is 79C
 5 are 81B 16 light 78C
 6 many 76C 17 sports club 82B
 7 is 79E 18 means 80C
 8 these glasses 81A 19 woods 78D
 9 steelworks 80C 20 has 79B

Test 15

- 15A** 1 a 83B 9 the 84B
 2 the 84C 10 the 83B
 3 the 88B 11 a 89B
 4 The 83B 12 a 83B
 5 the 90E 13 one 85B
 6 a 85C 14 the 83B
 7 The 83B 15 The 83B
 8 the 83B

- 15B** 1 work 87B
 2 quite a difficult 89B
 3 Golf 86B
 4 School 87A
 5 a really nice 89B
 6 some photos 85D
 7 the violin 86C
 8 breakfast 84F
 9 an X-ray 84D
 10 the radio 86C
 11 the environment 84B
 12 such terrible 89C

- 15C** 1 X 86B
 2 a 89B
 3 X 88B
 4 an 84D
 5 a 83B
 6 the 90C
 7 X 90F
 8 a 83B
 9 X 88D
 10 some 85D/the 83B (Also possible: X)
 11 a 83B
 12 a 84C
 13 one 85B
 14 a 83B (Also possible: one)
 15 the 83B
 16 What 89D (Also possible: Such)
 17 so 89C
 18 the 84C

- 15D** 1 V 87B 7 V 87A
 2 V 88F 8 A 85B
 3 The 86B 9 V 89C
 4 the 89D 10 V 90J
 5 V 85D 11 V 86C
 6 the 88E

- 15E** 1 a beautiful city 84C
 2 The weather 84B
 3 Easter 88C
 4 Princes Street 90G
 5 the Royal Scottish Museum 90I
 6 the Highlands 90D
 7 mountains 86B
 8 a thing 89C
 9 the sea 87B
 10 Corfu 90B
 11 some sunshine 85D (Also possible: sunshine)
 12 beach holidays 88B

Test 16

- 16A** 1 b) 97B 4 a) 95C
 2 b) 93A 5 b) 97C
 3 a) 92D 6 c) 94A

- 16B** 1 either 97C 5 Some 96A
 2 Someone 94B 6 People's 93A
 3 these 91A 7 that 91B
 4 a few 95C 8 Polly's 92E

- 16C** 1 a 95C 6 None 96D
 2 mine 92A 7 all 96B
 3 of 92E 8 lot 95A
 4 many 95B 9 whole 97B
 5 anyone 94B

- 16D** 1 That was a very good idea of yours. 92E
 2 You've got a lot of books, haven't you? 95A
 3 I don't know the time of the meeting. 93B
 4 Nigel has hurt his leg. 92C
 5 All (of) the rooms in the house were cold. 96B
 6 Wear anything - it doesn't matter what. 94C
 7 Each of the four doors was locked. 97A
 8 I live my life, and my sister lives hers. 92A
 9 Both socks/Both the socks/Both of the socks have got holes in them. 97C
 10 Here's a copy of this week's magazine. 93C
 11 This sweater is losing its colour. 92B
 12 I want some paper, but there's none in here. 96D

- 16E** 1 I've lived here most of my life. 96B
 2 Every hotel was full. 97A
 3 The house on the corner is bigger than ours. 92A
 4 I've forgotten the name of my doctor. 93A
 5 We have had/We've had little warning of the changes. 95C
 6 So many people have applied for the job. 95B
 7 I met an old boyfriend of yours at a party. 92E
 8 Neither of the chairs is/are comfortable. 97C
 9 My holiday starts in ten days' time. 93C

Test 17

- 17A** 1 himself 100C 7 It 99B
 2 They 98B 8 They 98C
 3 We 98B 9 ourselves 98D
 4 them 98B 10 her 98B
 5 us 98B 11 me 98B
 6 themselves 100D
- 17B** 1 yourself 100C 6 ones 102B
 2 it 99B 7 there 99A
 3 some 102C 8 each other's 101B
 4 us 100C 9 else 103D
 5 Me 98B
- 17C** 1 one 102C 5 It 99B
 2 everyone/everybody 6 something 103A
 103A 7 one 102C
 3 herself 100C 8 You 98C
 4 one 102B 9 ourselves 101A
- 17D** 1 one 102C 4 it 99B
 2 himself 100D 5 her 98B
 3 something 103A 6 There 99A

- 7 everyone/ 10 each 10 IB
 everybody 103C 11 them 98B
 8 it 99B 12 him 98B
 9 there 99A

- 17E** 1 There's/There is a train leaving in ten minutes. 99C
 2 I think someone is/someone's coming up the stairs. 103C
 3 Let's meet at eight o'clock, shall we? 100E
 4 We haven't got a camcorder, but we'd like one. 102C
 5 Let's do something different/something else today. 103D
 6 They are/They're going to build a new motorway through here. 98C
 7 I'm afraid I haven't done anything all day. 103B
 8 Everyone enjoyed themselves at the barbecue. 100B, 100D
 9 If you're buying a loaf, get a nice fresh one. 102B
 10 I've looked everywhere for my credit card. 103A
 11 The two friends still see each other/see one another occasionally. 101B

Test 18

- 18A** 1 freely 109C
 2 The young man 106C
 3 hungry 104B
 4 thoughtfully 108C
 5 right 109B
 6 fascinating 107B
 7 similar 104C
 8 well 109D
 9 the disabled 106B
 10 confused 107B
 11 scientifically 108B
 12 frightened 104C
- 18B** 1 This is a nice place. 104B
 2 I can't find the large biscuit tin. 105B
 3 Tessa behaved in a silly way. 109A
 4 Your coffee is getting cold. 104B
 5 They live in a lovely old stone house. 105C
 6 This hospital is for the mentally ill. 106B
- 18C** 1 expensive 104B 5 amusing 107B
 2 nice 104B 6 elderly 109A
 3 surprised 107B 7 friendly 109A
 4 carefully 108A 8 free 109C
- 18D** 1 The drink tasted strange. 108C
 2 Obviously, the sick need to be looked after. 106A
 3 The dog was asleep. 104C
 4 The young woman spoke politely. 108A
 5 The train arrived late. 109C
 6 The film ends dramatically. 108B
 7 Polly shouted angrily. 108B
 8 Billiards is an indoor game. 104C
 9 The clown was amusing. 107B
 (Also possible: People found the clown amusing.)
 10 There was hardly any time left. 109C

- 18E** 1 I tasted the soup carefully. 108C
 2 V 105C
 3 Are the children asleep? 104C
 4 It's a school for the deaf/for deaf people. 106C
 5 It's a nice new leather jacket. 105C
 6 The rich are/Rich people are very lucky. 106A
 7 V 109D
 8 He used a thick green paper towel. 105C
 9 V 106A
 10 The course I started was boring./I was bored with the course I started. 107B
 11 I often talk to the two old people/men/women next door. 106C
 12 The smoke rose high into the air. 109C
 13 V 104B
 14 We felt disappointed when we lost. 107B
 15 Everyone seemed very nervous. 108C
 16 Tessa drives too fast. 109B
 17 V 107B

Test 19

- 19A** 1 more intelligent HOB
 2 cleaner HOB
 3 thinner HOC
 4 more carefully 110D
 5 worse 110E
 6 later HOC
 7 longer 110D
 8 more useful 11 OB
 9 sooner HOD
 10 busier HOC
 11 more annoyed HOB
 12 more nervous HOB
- 19B** 1 funniest HOC 6 farthest/furthest 110E
 2 most horrible HOB 7 most helpful 11 OB
 3 most recent HOB 8 most modern HOB
 4 largest HOC 9 earliest HOD
 5 most boring 11 OB 10 saddest HOC
- 19C** 1 V 111D 6 V 111B
 2 the 11 IB 7 most 110A
 3 V 111C 8 V 111E
 4 all 12B 9 of 111C
 5 so 112D 10 more 112C
- 19D** 1 nicer 111B 5 in 111C
 2 as 111D 6 bit 112B
 3 least 112A 7 as 111D
 4 than me 111E 8 the easier 112D
- 19E** 1 is bigger than the living-room 11 IB
 2 fitter than I am 110C, 111B
 3 is as big as 111D
 4 just get higher and higher 112C
 5 is more expensive than 110A, 111B
 6 is the least difficult 112A
 7 more and more excited 112C
 8 most romantic story I've ever 111C

Test 20

- 20A** 1 I quite like old cowboy films. 115C
 2 Have you finished this magazine yet? 114B
 3 This coat is too big. 117B
 4 Have the children already had their tea?/Have the children had their tea already? 114C
 5 You certainly don't look ill. 113G
 6 We don't go out much. 115D
 7 I think everyone works fairly hard. 115B
 8 I still don't know the date of the meeting. 114C
 9 The others are just getting ready. 113B
 10 I have to go to work on Saturdays./On Saturdays I have to go to work. 113H
- 20B** 1 This game is rather silly. 115B
 2 I've already paid the bill./I've paid the bill already. 114C
 3 The alarm isn't loud enough. 117B
 4 Jonathan passed the test easily./Jonathan easily passed the test. 113C
 5 The children play cards a lot. 115C
 6 They didn't sell enough tickets. 117B
 7 You ask too many questions. 117B
 8 I'm not a member of the club any more. 114D
 9 It's warm enough to sit outside. 117C
- 20C** 1 yet 114B
 2 still 114C
 3 rather 116C
 4 enough 117B
 5 many 117B
 6 to 117C
 7 any 114D
 8 no 114D
 9 bit 115A
 10 soon 113E
- 20DI** 1 I didn't sleep very well last night./Last night I didn't sleep very well. 113E
 2 I think I need to rest a little. 115C
 3 I don't work for the company any longer. 114D
 4 The article is fairly interesting. 115A
 5 Tessa locked the door carefully./Tessa carefully locked the door. 113C
 6 You aren't tall enough to play basketball. 117B
 7 We went to town yesterday./Yesterday we went to town. 113H
 8 I like this music very much./I very much like this music. 115D
- 20E** 1 We go to the cinema a lot. 115C
 2 Adrian always wears jeans. 113F
 3 These shoes aren't big enough. 117A
 4 I no longer live in Birmingham. 114D
 5 Polly spent too much money in the sales. 117B

Test 21

- 21A** 1 The doctor has been working for twelve hours. 121B
2 We had a great time at the disco. 119B
3 The woman was getting out of the car. 118A
4 The players had numbers on their shirts. 119A
5 The new manager takes over in two weeks' time. 120C
6 Anna drove to the garage to get some petrol. 118B
7 We were sitting at the back of the room. 119C

- 21B** 1 on 119C 6 on 119A
2 ago 121C 7 in 120C
3 on 120A 8 across 118 A
4 at 120A/by 122B 9 during 122A/in
5 at 119C 10 until/till 122B

- 21C** 1 the 120B 5 on 120A
2 V 118A 6 V 119C
3 V 122C 7 V 122B
4 the 118A

- 21D** 1 on 119C 10 between 124C
2 for 123A 11 like 122C
3 by 122B 12 with 125B
4 at 123B 13 ago 121C
5 since 121B 14 for 124D
6 with 124B 15 until 122B
7 above 118A 16 for 125A
8 of 124C 17 in 120A
9 while 122A 18 to 125D

- 21E** 1 Scott lives in Washington. 119A
2 I'm travelling to Italy on business. 120A
3 I'm busy on Friday morning. 120A
4 They've/They have been playing (for) an hour. 121A
5 Jonathan is very good at tennis. 125C
6 I'm rather busy at the moment. 120A
7 We went/travelled to Budapest by air. 123C
8 Nigel goes past the newsagent's every day. 118A
9 The company is planning (to make) a reduction in the workforce. 124C
10 We got to our guest house in time for a meal. 120B

Test 22

- 22A** 1 I must pay for my ticket. 126B
2 I'm going to put on that expensive grey coat I bought. 128C
3 She's invited us to lunch. 127B
4 He's looking at them. 126A
5 The police prevented me from leaving. 127B
6 I'm going to turn it off. 128C

- 22B** 1 about 126C 5 up 130B
2 out BOB 6 at 126B
3 on 128B 7 through 129C
4 off 128A 8 up for 131B

- 22C** 1 You've left one out. 128B
2 I've never heard of it. 126C
3 They ran away from it. 131A
4 You must congratulate her on her success. 127B
5 She's going to set up her own company. 129B
6 He reminds me of an old school friend of mine. 127C
7 He wants to put it forward at the meeting. 129C

- 22DI** as 127B
2 about/of 127C
3 look/watch 13 IB
4 in 126B
5 from 127A
6 on 127B
7 at 127B
8 out 129A (Also possible: over)
9 out 125A
10 forward 131B
11 woke 129A
12 up 129A

- 22E** 1 You're too young to give up working. 129B
2 This bag belongs to Janet. 126A
3 Everyone carried on working as usual. 130B
4 They discussed the plan. 126C
5 I've/I have run out of money. 13 IB
6 I explained the problem to the police./I explained to the police what the problem was. 127C
7 I wouldn't put up with such terrible conditions. 131B
8 They'll have to put off the game/put the game off. 128B

Test 23

- 23A** 1 me 135D 5 V 133B
2 did 135C 6 me 132C
3 V 136B 7 did 134B
4 that 135B 8 for 136A
- 23B** 1 was 134B 5 told 132C
2 previous 133B 6 that 133B
3 whether 135B 7 could 134C
4 not to 136A 8 suggested 136B

- 23C** 1 they 133B
2 that/if/whether 132B
3 she 133B
4 to 132A
5 didn't 134B
6 had 134B
7 wouldn't/didn't 134C
8 if/whether 135B
9 wanted/needed/had 135A
10 next/following/same 134B

- 23D** 1 she said she felt quite excited. 133B, 134B
 2 he said he couldn't remember the code word. 133B, 134C
 3 he said he wouldn't be at the next meeting. 133B, 134C
 4 they said they had/they'd got a problem. 133B, 134B
 5 she said she'd been swimming/she had been swimming. 133B, 134B
 6 they said they would like to be in the show. 133B, 134C
 7 he said he didn't need any help. 133B, 134B
 8 she said her sister was coming to see her.] 33B, 134B

- 23E** 1 A policeman told Christopher to stop shouting. 136A
 2 Tessa admitted eating all the cake/having eaten all the cake the day before/the previous day. 133B, 136B
 3 Adrian apologized for being rude/for having been rude. 136B
 4 Simon invited Susan to join him for lunch. 133B, 136B
 5 Martin asked Nancy if/whether someone rang her/someone had rung her an hour before. 133B, 135B
 6 Peter insisted on leaving. 136B

Test 24

- 24A** 1 for 139A
 2 entering 143A
 3 which 136B
 4 only 143B
 5 who 142A
 6 whom 139C
 7 that you took 138A
 8 where 142C
 9 which 142D
 10 whose 140A

- 24B** 1 This isn't the train on which I normally travel. 139C/
 This isn't the train (that/which) I normally travel on. 139B
 2 The letter that I opened wasn't for me. 137B
 3 The reason (why/that) I didn't know was that no one had told me. 142C
 4 What we should do is ring the police. HOB
 5 I didn't know the name of the man who/that helped me. 138B
 6 Rupert knows the family whose house is for sale. 140A
 7 Einstein, who failed his university entrance exam, discovered relativity. 141B
 8 The person we talked to was very friendly./138B
 The people we talked to were very friendly.
 9 It's the President who makes the important decisions. 140C

- 10 I can't find my diary, which is a real nuisance. 142D
 11 Outside the door was a pair of boots covered in mud. 143A
 12 Lake Superior, which lies on the US-Canadian border, is the largest lake in North America. 142A

- 24C** 1 who 133B
 (Also possible: that)
 2 that/which 133B
 3 that/which 135A
 4 it 136C
 5 that/which 133B
 6 what 136B
 7 whose 136A
 8 which 138D
 9 what 136B
 10 who 138A

- 24DI** that/which crashed was 137B/, which crashed, was 142A
 2 (when/that) Martin rang (,) Tessa was 142C
 3 new offices are 133A/offices, which are new, are 142A
 4 stolen from a car have been 143A /
 that/which were stolen from a car have been 137B
 5 (that/which) you were looking at is 139A-B
 6 Theatre, which dates from 1896, is 142A
 7 whose dog was run over was 140A
 8 the first (person) to solve 143B/the first (person) who solved 137B
 9 selling newspapers was standing 143A /
 who was selling newspapers was standing 137B
 10 (that/which) Judy gave was 138A-B/, which Judy gave, was 142A
 11 where I used to live is 142C/(that/which) I used to live in 139A-B/in which I used to live 139C

Test 25

- 25A** 1 it would have opened 146B
 2 disappear 144B
 3 travelled 145B
 4 would be 147B
 5 they don't build 144B
 6 would suffer 145B
 7 I'll go 144B/I'm going to go 147B
 8 I'd/I had known 146B
 9 I'd/I would have moved 146B
 10 they'd/they had done 147B
 11 there won't be/there might not be 144B

- 25B** 1 had been 146B
 2 in case 148D
 3 knew 149C
 4 only 149A
 5 when 148B
 6 unless 148C

- 25C** 1 If you talk about football, I'm going to be very bored. 147B
2 If the baby had cried, we wouldn't have had a good sleep. 146B
3 If you want a chat, just give me a ring. 147B
4 If Nigel had satellite TV, he could watch/would be able to watch the game. 145B
5 If you go away, I'll miss you. 144B
6 If I was/were rich, I'd/I would have given up working long ago. 146D
7 If we'd/we had bought that picture five years ago, it would be quite valuable now. 146D
8 If you throw a stone into water, it sinks, OR If you throw a stone into water, it'll/it will sink. 144D

- 25D** 1 If it rains, I'll stay here. 144B
2 Can you tell me when it starts? 148B
3 I wouldn't need to repeat things all the time if you listened. 145B
4 If air gets warmer, it rises. 144D
5 I'd better get another one made in case I lose it. 148D
6 I wish we'd/we had left home earlier. 149D
7 If it doesn't arrive today, we'll have to complain. 144B
8 I wish someone would turn it down. 149B
9 Unless we act quickly, it'll be too late. 148C
10 But he wouldn't have been angry if you hadn't damaged his stereo. 146B

NEW EDITION

Oxford Practice Grammar

with answers

Here is a reference and practice book for all students at intermediate and upper-intermediate level, whether working with a teacher or alone. *Oxford Practice Grammar* gives clear explanations of English grammar with exercises on the facing page which provide practice in form and use. Lots of example sentences, stories and illustrated conversations show how structures are used.

This new, extensively revised edition provides even more help for students wanting to improve their use of English grammar.

- **More explanation**

There are now 153 units, covering a wider range of grammar topics.

- **New exercises**

New types of exercise place even more emphasis on practising forms in context.

- **Twenty-five tests**

A diagnostic test at the beginning helps students decide what to study. They can check their progress using the 25 other tests throughout the book.

- **More illustrated dialogues and texts**

Units begin with a picture, conversation or story to show the grammar in use.

- **Ideal for FCE preparation**

All the grammar needed for the First Certificate exam is covered.

There are two editions of *Oxford Practice Grammar*: one with answers and one without.

ISBN 0-19-431369-7



9 780194 313698

Oxford University Press

- 17 Our friends meet us at the airport tonight.
 a) are b) are going to c) go to d) will be to
- 18 a party next Saturday. We've sent out the invitations.
 a) We had b) We have c) We'll have d) We're having
- 19 I'll tell Anna all the news whenher.
 a) I'll see b) I'm going to see c) I see d) I shall see
- 20 At this time tomorrow over the Atlantic.
 a) we flying b) we'll be flying c) we'll fly d) we to fly
- 21 Where's Robert? a shower?
 a) Does he have b) Has he c) Has he got d) Is he having
- 22 I like that coat. It's really nice.
 a) am b) do c) very d) yes

Questions, negatives and answers

- 23 What's the weather like in Canada? How often there?
 a) does it snow b) does it snows c) snow it d) snows it
- 24 Which team the game?
 a) did it win b) did they win c) won d) won it
- 25 What did you leave the meeting early ? ~ I didn't feel very well.
 a) away b) because c) for d) like
- 26 Unfortunately the driver..... the red light.
 a) didn't saw b) didn't see c) no saw d) saw not
- 27 You haven't eaten your pudding. it?
 a) Are you no want b) Do you no want c) Don't want you d) Don't you want
- 28 I really enjoyed the disco. It was great, ?
 a) is it b) isn't it c) was it d) wasn't it
- 29 Are we going the right way? ~ I think
 a) indeed b) it c) so d) yes

Modal verbs

- 30 The chemist's was open, so luckily Ibuy some aspirin.
 a) can b) can't c) did can d) was able to
- 31 Susan has to work very hard. I..... do her job, I'm sure.
 a) can't b) couldn't c) don't d) shouldn't
- 32 We had a party last nightspend all morning clearing up the mess.
 a) I must have b) I've been to c) I've had to d) I've must
- 33 There was no one else at the box office. I.....in a queue.
 a) didn't need to wait b) mustn't wait c) needn't have waited d) needn't wait
- 34I carry that bag for you? ~ Oh, thank you.
 a) Do b) Shall c) Will d) Would

Adjectives and adverbs

- 68 The house wasbuilding.
a) a nice old stone b) a nice stone old c) a stone old nice d) an old nice stone
- 69 The government is doing nothing to help.....
a) poor b) the poor c) the poors d) the poor ones
- 70 The young man seems very.....
a) sensible b) sensibly c) sensibly d) sensibly
- 71 I.....missed the bus. I was only just in time to catch it.
a) mostly b) near c) nearest d) nearly
- 72 This detailed map is the atlas.
a) more useful as b) more useful than c) usefuller as d) usefuller than
- 73 This place gets..... crowded with tourists every summer.
a) always more b) crowded and more c) from more to more d) more and more
- 74 Yes, I have got the report it.
a) I just am reading b) I'm just reading c) I'm reading just d) Just I'm reading
- 75 I've read this paragraph three times, and I understand it.
a) can't still b) can't yet c) still can't d) yet can't
- 76 We're really sorry. We regret what happened.....
a) a bit b) much c) very d) very much

Prepositions

- 77 The village isSheffield. It's only six miles away.
a) along b) by c) near d) next
- 78 You can see the details the computer screen.
a) at b) by c) in d) on
- 79 I've got a meeting Thursday afternoon.
a) at b) in c) on d) to
- 80 We've lived in this flat five years.
a) ago b) already c) for d) since
- 81 This car is, if you're interested in buying it.
a) for sale b) in sale c) at sale d) to sell
- 82 Polly wants to cycle round the world. She's really keen..... the idea.
a) about b) for c) on d) with

Verbs with prepositions and adverbs

- 83 I prefer dogs cats. I hate cats.
a) from b) over c) than d) to
- 84 My father used the money he won to set his own company.
a) forward b) on c) out d) up
- 85 Don't go too fast. I can't keepyou.
a) on to b) on with c) up to d) up with

Reported speech

- 86 Someone the tickets are free.
a) said me b) said me that c) told me d) told to me
- 87 Last week Justin said 'I'll do it tomorrow.' He said he would do it.....
a) the following day b) the previous day c) tomorrow d) yesterday
- 88 I don't know why Nancy didn't go to the meeting. She said she definitely going.
a) be b) is c) was d) would
- 89 The librarian asked us so much noise.
a) don't make b) not make c) not making d) not to make

Relative clauses

- 90 What's the name of the man..... gave us a lift?
a) he b) what c) which d) who
- 91 What was that notice.....?
a) at that you were looking b) you were looking at c) you were looking at it d) which you were looking
- 92 Susan is the woman..... husband is in hospital.
a) her b) hers the c) whose d) whose the
- 93 York, last year, is a nice old city.
a) I visited b) that I visited c) which I visited d) whom I visited
- 94 The accident was seen by some people at a bus stop
a) waited b) waiting c) were waiting d) who waiting

Conditionals and wish

- 95 If my passport, I'll be in trouble.
a) I lose b) I'll lose c) I lost d) I would lose
- 96 I haven't got a ticket. Ifone, I could get in.
a) I'd have b) I had c) I have d) I've got
- 97 If the bus to the airport hadn't been so late, we the plane.
a) caught b) had caught c) would catch d) would have caught
- 98 If only people keep sending me bills!
a) don't b) shouldn't c) weren't d) wouldn't

Linking words

- 99 I just had to take the dog out of the awful weather.
a) although b) despite c) even though d) in spite
- 100 Anna put the electric fire on warm.
a) for getting b) in order get c) so she gets d) to get

Answers to All TOEFL Essay Questions

By ToeflEssays.com

Answers to All TOEFL Essay Questions

By ToeflEssays.com
www.toeflessays.com

All rights reserved by the author. No part of this publication can be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publishers and/or authors.

While every precaution has been taken in the preparation of this book, ToeflEssays.com assumes no responsibilities for errors or omissions, or for damages resulting from the use of information contained herein.

TOEFL and ETS are registered trademarks of Educational Testing Service (ETS). This publication is not approved or endorsed by ETS.

Table of Contents

<i>Topic 1</i> Why go to university?	1
<i>Topic 1</i> Why go to university?	2
<i>Topic 1</i> Why go to university?	3
<i>Topic 1</i> Why go to university?	4
<i>Topic 2</i> Are parents best teachers?	5
<i>Topic 2</i> Are parents best teachers?	6
<i>Topic 2</i> Are parents best teachers?	7
<i>Topic 2</i> Are parents best teachers?	8
<i>Topic 2</i> Are parents best teachers?	9
<i>Topic 2</i> Are parents best teachers?	10
<i>Topic 3</i> Has the ease of cooking improved life?	11
<i>Topic 3</i> Has the ease of cooking improved life?	12
<i>Topic 3</i> Has the ease of cooking improved life?	13
<i>Topic 4</i> Experience is the best teacher	14
<i>Topic 4</i> Are books more important than experience?	15
<i>Topic 4</i> Are books more important than experience?	16
<i>Topic 4</i> Not everything that is learned is contained in books	17
<i>Topic 4</i> Are books more important than experience?	18
<i>Topic 4</i> Are books more important than experience?	19
<i>Topic 4</i> Are books more important than experience?	20
<i>Topic 5</i> Should a factory be built in your community?	21
<i>Topic 5</i> Should a factory be built in your community?	22
<i>Topic 5</i> Should a factory be built in your community?	23
<i>Topic 6</i> What would you change about your hometown?	24
<i>Topic 6</i> What would you change about your hometown?	25
<i>Topic 6</i> What would you change about your hometown?	26
<i>Topic 7</i> How do movies or TV affect people?	27
<i>Topic 7</i> How do movies or TV affect people?	28
<i>Topic 7</i> How do movies or TV affect people?	29
<i>Topic 7</i> Movies influence people	30
<i>Topic 7</i> How do movies or TV affect people?	31
<i>Topic 8</i> Has TV destroyed communication?	32
<i>Topic 8</i> Has TV destroyed communication?	33
<i>Topic 8</i> Has TV destroyed communication?	34
<i>Topic 8</i> Has TV destroyed communication?	35
<i>Topic 8</i> Has TV destroyed communication?	36
<i>Topic 8</i> Has TV destroyed communication?	37
<i>Topic 8</i> Has TV destroyed communication?	38
<i>Topic 8</i> Has TV destroyed communication?	39
<i>Topic 9</i> A small town vs. a big city	40
<i>Topic 9</i> A small town vs. a big city	41
<i>Topic 9</i> A small town vs. a big city	42

<i>Topic 9</i> A small town vs. a big city	43
<i>Topic 9</i> Country and City	44
<i>Topic 10</i> The importance of hard work	45
<i>Topic 10</i> Luck and hard work	46
<i>Topic 10</i> Does luck has anything to do with success?	47
<i>Topic 11</i> Sports or library?	48
<i>Topic 11</i> Sports or library?	49
<i>Topic 11</i> Sports or library?	50
<i>Topic 12</i> Why people go to museums?	51
<i>Topic 12</i> Why people go to museums?	52
<i>Topic 12</i> Why people go to museums?	53
<i>Topic 13</i> Do you prefer to eat out or eat at home?	54
<i>Topic 14</i> Should university students be required to attend classes?	55
<i>Topic 14</i> Should university students be required to attend classes?	56
<i>Topic 14</i> Should university students be required to attend classes?	57
<i>Topic 15</i> What are the qualities of a good neighbor?	58
<i>Topic 15</i> What are the qualities of a good neighbor?	59
<i>Topic 15</i> What are the qualities of a good neighbor?	60
<i>Topic 15</i> What are the qualities of a good neighbor?	61
<i>Topic 15</i> Qualities of a good neighbor	62
<i>Topic 16</i> Should a new restaurant be built in your neighborhood?	63
<i>Topic 16</i> Should a new restaurant be built in your neighborhood?	64
<i>Topic 17</i> Do you learn better by yourself or with a teacher?	65
<i>Topic 17</i> Do you learn better by yourself or with a teacher?	66
<i>Topic 18</i> Important qualities of a good supervisor	67
<i>Topic 18</i> Important qualities of a good supervisor	68
<i>Topic 19</i> Highways or public transportation?	69
<i>Topic 19</i> Highways or public transportation?	70
<i>Topic 20</i> Should children grow up in the countryside or in a city?	71
<i>Topic 20</i> Should children grow up in the countryside or in a city?	72
<i>Topic 20</i> Should children grow up in the countryside or in a city?	73
<i>Topic 20</i> Should children grow up in the countryside or in a city?	74
<i>Topic 21</i> Why are people living longer?	75
<i>Topic 21</i> Why are people living longer?	76
<i>Topic 22</i> Important qualities of a co-worker	77
<i>Topic 23</i> Should teenagers work while they are students?	78
<i>Topic 24</i> The advantages about living in my city	79
<i>Topic 25</i> Does the neighborhood need a new shopping center?	80
<i>Topic 26</i> Should a new movie theater be built in your neighborhood?	81
<i>Topic 26</i> Should a new movie theater be built in your neighborhood?	82
<i>Topic 27</i> Should people do things that they do not like?	83
<i>Topic 27</i> Should people do things that they do not like?	84
<i>Topic 28</i> Has the media paid too much attention to celebrities?	85
<i>Topic 28</i> Has the media paid too much attention to celebrities?	86
<i>Topic 28</i> Has the media paid too much attention to celebrities?	87
<i>Topic 29</i> Has human harmed the Earth or made it a better place?	88

<i>Topic 29</i>	Has human harmed the Earth or made it a better place?	89
<i>Topic 29</i>	Has human harmed the Earth or made it a better place?	90
<i>Topic 29</i>	Has human harmed the Earth or made it a better place?	91
<i>Topic 29</i>	Has human harmed the Earth or made it a better place?	92
<i>Topic 30</i>	Should a high school be built in your community?	93
<i>Topic 30</i>	Should a high school be built in your community?	94
<i>Topic 31</i>	Do you prefer to stay at one place or move around?	95
<i>Topic 31</i>	Moving vs. staying at one place	96
<i>Topic 31</i>	Is it better to move around than to stay in one place?	97
<i>Topic 32</i>	Do you spend money or save them?	98
<i>Topic 32</i>	Do you spend money or save them?	99
<i>Topic 33</i>	A piece of jewelry vs. a concert	100
<i>Topic 33</i>	A piece of jewelry vs. a concert	101
<i>Topic 33</i>	A piece of jewelry vs. a concert	102
<i>Topic 34</i>	Should business hire employees for their entire lives?	103
<i>Topic 34</i>	Should business hire employees for their entire lives?	104
<i>Topic 34</i>	Should business hire employees for their entire lives?	105
<i>Topic 35</i>	A live performance vs. television broadcast	106
<i>Topic 35</i>	A live performance vs. television broadcast	107
<i>Topic 35</i>	A live performance vs. television broadcast	108
<i>Topic 36</i>	Which transportation vehicle has changed people's lives?	109
<i>Topic 36</i>	Which transportation vehicle has changed people's lives?	110
<i>Topic 37</i>	Is progress always good?	111
<i>Topic 37</i>	Is progress always good?	112
<i>Topic 38</i>	Is learning about the past useful?	113
<i>Topic 38</i>	Is learning about the past useful?	114
<i>Topic 39</i>	Can new technologies help students?	115
<i>Topic 39</i>	Can new technologies help students?	116
<i>Topic 40</i>	Never, never give up	117
<i>Topic 40</i>	Never, never give up	118
<i>Topic 40</i>	Never, never give up	119
<i>Topic 41</i>	Should we save land for endangered animals?	120
<i>Topic 41</i>	Should we save land for endangered animals?	121
<i>Topic 42</i>	What is a very important skill a person should learn?	122
<i>Topic 42</i>	What is a very important skill a person should learn?	123
<i>Topic 42</i>	What is a very important skill a person should learn?	124
<i>Topic 42</i>	What is a very important skill a person should learn?	125
<i>Topic 42</i>	What is a very important skill a person should learn?	126
<i>Topic 43</i>	Why are people attracted to a dangerous sport?	127
<i>Topic 43</i>	Why are people attracted to a dangerous sport?	128
<i>Topic 44</i>	Travel with a companion vs. travel alone	129
<i>Topic 44</i>	Travel with a companion vs. travel alone	130
<i>Topic 45</i>	Getting up early vs. staying up late	131
<i>Topic 45</i>	Getting up early vs. staying up late	132
<i>Topic 45</i>	Getting up early vs. staying up late	133
<i>Topic 46</i>	Important qualities of a good son or daughter	134

<i>Topic 46</i> Important qualities of a good son or daughter	135
<i>Topic 46</i> Important qualities of a good son or daughter	136
<i>Topic 47</i> A large company vs. a small company	137
<i>Topic 47</i> A large company vs. a small company	138
<i>Topic 48</i> Why people work?	139
<i>Topic 48</i> Why people work?	140
<i>Topic 48</i> Reasons for work	141
<i>Topic 49</i> Face-to-face communication vs. emails or phone calls	142
<i>Topic 49</i> Face-to-face communication vs. emails or phone calls	143
<i>Topic 49</i> Face-to-face communication vs. emails or phone calls	144
<i>Topic 50</i> Doing same things vs. trying new things	145
<i>Topic 50</i> Doing same things vs. trying new things	146
<i>Topic 50</i> Doing same things vs. trying new things	147
<i>Topic 50</i> Doing same things vs. trying new things	148
<i>Topic 51</i> Taking risks vs. planning	149
<i>Topic 51</i> Taking risks vs. planning	150
<i>Topic 51</i> Taking risks vs. planning	151
<i>Topic 51</i> Careful planning	152
<i>Topic 52</i> What change would make to your hometown?	153
<i>Topic 52</i> What change would make to your hometown?	154
<i>Topic 53</i> Is money the most important aspect of a job?	155
<i>Topic 53</i> Is money the most important aspect of a job?	156
<i>Topic 54</i> Should one judge a person by external appearances?	157
<i>Topic 54</i> Appearance	158
<i>Topic 55</i> Should one make an important decision alone?	159
<i>Topic 55</i> Decision	160
<i>Topic 56</i> Arts or environment?	161
<i>Topic 56</i> Arts or environment?	162
<i>Topic 56</i> Arts or environment?	163
<i>Topic 57</i> Serious movies vs. entertaining movies	164
<i>Topic 57</i> Serious movies vs. entertaining movies	165
<i>Topic 57</i> Serious movies vs. entertaining movies.	166
<i>Topic 58</i> Can business do anything they want to make a profit?	167
<i>Topic 58</i> Can business do anything they want to make a profit?	168
<i>Topic 58</i> Can business do anything they want to make a profit?	169
<i>Topic 59</i> What's your hurry?	170
<i>Topic 59</i> Get things done	171
<i>Topic 60</i> Are games important to adults?	172
<i>Topic 60</i> Are games important to adults?	173
<i>Topic 60</i> Are games important to adults?	174
<i>Topic 60</i> Are games important to adults?	175
<i>Topic 60</i> Are games important to adults?	176
<i>Topic 61</i> Should parents make decisions for their teenage children?	177
<i>Topic 61</i> Should parents make decisions for their teenage children?	178
<i>Topic 62</i> What do you want most in a friend?	179
<i>Topic 62</i> What do you want most in a friend?	180

<i>Topic 62</i>	What do you want most in a friend?	181
<i>Topic 62</i>	Friends	182
<i>Topic 63</i>	Are difficult experiences valuable lessons for the future?	183
<i>Topic 63</i>	Are difficult experiences valuable lessons for the future?	184
<i>Topic 63</i>	Are difficult experiences valuable lessons for the future?	185
<i>Topic 64</i>	Self-employed vs. employed	186
<i>Topic 64</i>	Self-employed vs. employed	187
<i>Topic 64</i>	Self-employed vs. employed	188
<i>Topic 65</i>	Should a city preserve or destroy its historic buildings?	189
<i>Topic 65</i>	Should a city preserve or destroy its historic buildings?	190
<i>Topic 65</i>	Should a city preserve or destroy its historic buildings?	191
<i>Topic 66</i>	Are classmates a more important influence to a child?	192
<i>Topic 66</i>	Are classmates a more important influence to a child?	193
<i>Topic 67</i>	Inexperienced, cheap workers or experienced workers?	194
<i>Topic 67</i>	Inexperienced, cheap workers or experienced workers?	195
<i>Topic 68</i>	Is daily homework necessary?	196
<i>Topic 68</i>	Is daily homework necessary?	197
<i>Topic 68</i>	Is daily homework necessary?	198
<i>Topic 69</i>	What subject will you study?	199
<i>Topic 69</i>	What subject will you study?	200
<i>Topic 69</i>	What subject will you study?	201
<i>Topic 70</i>	Have automobiles improved modern life?	202
<i>Topic 70</i>	Have automobiles improved modern life?	203
<i>Topic 70</i>	Have automobiles improved modern life?	204
<i>Topic 70</i>	Have automobiles improved modern life?	205
<i>Topic 70</i>	Have automobiles improved modern life?	206
<i>Topic 71</i>	A high-paying job vs. quality spare time	207
<i>Topic 71</i>	A high-paying job vs. quality spare time	208
<i>Topic 72</i>	Does grades encourage students to learn?	209
<i>Topic 72</i>	Does grades encourage students to learn?	210
<i>Topic 72</i>	Does grades encourage students to learn?	211
<i>Topic 72</i>	Does grades encourage students to learn?	212
<i>Topic 73</i>	Has computer made life easier?	213
<i>Topic 74</i>	Is it better to travel with a tour guide?	214
<i>Topic 74</i>	Is it better to travel with a tour guide?	215
<i>Topic 74</i>	Is it better to travel with a tour guide?	216
<i>Topic 74</i>	Is it better to travel with a tour guide?	217
<i>Topic 74</i>	I prefer traveling alone	218
<i>Topic 75</i>	Multiple subjects vs. one subject	219
<i>Topic 75</i>	Multiple subjects vs. one subject	220
<i>Topic 76</i>	Should children start learning a foreign language early?	221
<i>Topic 76</i>	Should children start learning a foreign language early?	222
<i>Topic 77</i>	Should boys and girls go to separate schools?	223
<i>Topic 77</i>	Should boys and girls go to separate schools?	224
<i>Topic 78</i>	Teamwork vs. working independently	225
<i>Topic 78</i>	Teamwork vs. working independently	226

<i>Topic 79</i>	Who would you choose to build a statue for?	227
<i>Topic 80</i>	Describe a custom from your country	228
<i>Topic 81</i>	Has technology made the world a better place to live?	229
<i>Topic 81</i>	Has technology made the world a better place to live?	230
<i>Topic 81</i>	Has technology made the world a better place to live?	231
<i>Topic 81</i>	Has technology made the world a better place to live?	232
<i>Topic 81</i>	Has technology made the world a better place to live?	233
<i>Topic 81</i>	Has technology made the world a better place to live?	234
<i>Topic 82</i>	Can advertising tell about a country?	235
<i>Topic 82</i>	Can advertising tell about a country?	236
<i>Topic 83</i>	Is modern technology creating a single world culture?	237
<i>Topic 83</i>	Is modern technology creating a single world culture?	238
<i>Topic 84</i>	Has the Internet provided a lot of valuable information?	239
<i>Topic 84</i>	The Internet	240
<i>Topic 85</i>	A one-day-visit to your country	241
<i>Topic 86</i>	A time and a place in the past	242
<i>Topic 86</i>	A time and a place in the past	243
<i>Topic 86</i>	A time and a place in the past	244
<i>Topic 86</i>	A time and a place in the past	245
<i>Topic 86</i>	A time and a place in the past	246
<i>Topic 86</i>	Visiting modern times	247
<i>Topic 87</i>	What is an important discovery in the last 100 years?	248
<i>Topic 87</i>	What is an important discovery in the last 100 years?	249
<i>Topic 88</i>	Has telephone made communication less personal?	250
<i>Topic 89</i>	What person in history you would like to meet?	251
<i>Topic 89</i>	What person in history you would like to meet?	252
<i>Topic 89</i>	What person in history you would like to meet?	253
<i>Topic 90</i>	What famous entertainer or athlete you would like to meet?	254
<i>Topic 90</i>	What famous entertainer or athlete you would like to meet?	255
<i>Topic 90</i>	What famous entertainer or athlete you would like to meet?	256
<i>Topic 91</i>	What question you will ask a famous person?	257
<i>Topic 92</i>	Dynamic weather	258
<i>Topic 92</i>	One-season or four-season climate	259
<i>Topic 92</i>	One-season or four-season climate	260
<i>Topic 93</i>	What are important qualities of a good roommate?	261
<i>Topic 93</i>	What are important qualities of a good roommate?	262
<i>Topic 94</i>	Does dancing play an important role in a culture?	263
<i>Topic 94</i>	Does dancing play an important role in a culture?	264
<i>Topic 94</i>	Does dancing play an important role in a culture?	265
<i>Topic 95</i>	Should government spend money exploring outer space?	266
<i>Topic 95</i>	Should government spend money exploring outer space?	267
<i>Topic 96</i>	The best way of reducing stress	268
<i>Topic 97</i>	Teachers' pay	269
<i>Topic 98</i>	What would you choose to represent your country?	270
<i>Topic 99</i>	Would you rather choose your own roommate?	271
<i>Topic 100</i>	Computer technology or basic needs?	272

<i>Topic 100</i>	Computer technology or basic needs?	273
<i>Topic 101</i>	Doing work by hand vs. by machine	274
<i>Topic 102</i>	Should students evaluate their teachers?	275
<i>Topic 103</i>	What characteristic makes people successful?	276
<i>Topic 103</i>	What characteristic makes people successful?	277
<i>Topic 104</i>	Contributions of artists vs. scientists	278
<i>Topic 104</i>	Contributions of artists vs. scientists	279
<i>Topic 105</i>	University housing vs. apartment	280
<i>Topic 105</i>	University housing vs. apartment	281
<i>Topic 105</i>	University housing vs. apartment	282
<i>Topic 106</i>	Means of transportation	283
<i>Topic 106</i>	Means of transportation	284
<i>Topic 107</i>	Should higher education be available to all?	285
<i>Topic 107</i>	Should higher education be available to all?	286
<i>Topic 108</i>	The best way of learning	287
<i>Topic 108</i>	The best way of learning	288
<i>Topic 109</i>	Follow the customs of the new country	289
<i>Topic 110</i>	Being alone vs. with friends	290
<i>Topic 110</i>	Being alone vs. with friends	291
<i>Topic 110</i>	Life without friends?	292
<i>Topic 111</i>	Spend time with one or two friends, or many friends?	293
<i>Topic 112</i>	How should children spend their time?	294
<i>Topic 112</i>	How should children spend their time?	295
<i>Topic 113</i>	A new university in the community	296
<i>Topic 114</i>	Who influence more, family or friends?	297
<i>Topic 115</i>	Making plans for free time	298
<i>Topic 115</i>	Making plans for free time	299
<i>Topic 115</i>	Making plans for free time	300
<i>Topic 116</i>	Which methods of learning are best for you?	301
<i>Topic 116</i>	Which methods of learning are best for you?	302
<i>Topic 117</i>	Different friends or similar friends?	303
<i>Topic 118</i>	New experiences vs. usual habits	304
<i>Topic 119</i>	Do clothes make a man?	305
<i>Topic 119</i>	Do clothes make a man?	306
<i>Topic 120</i>	Are quick decisions always wrong?	307
<i>Topic 120</i>	Pride and Prejudice	308
<i>Topic 121</i>	Can we trust first impressions?	309
<i>Topic 121</i>	Are first impressions trustworthy?	310
<i>Topic 122</i>	Unleash your desires!	311
<i>Topic 122</i>	Should people satisfy with what they have?	312
<i>Topic 122</i>	Should people satisfy with what they have?	313
<i>Topic 123</i>	Non-fictions vs. fictions	314
<i>Topic 124</i>	Social science vs. natural science	315
<i>Topic 125</i>	Should art and music be compulsory subjects?	316
<i>Topic 125</i>	Should art and music be compulsory subjects?	317
<i>Topic 125</i>	Should art and music be compulsory subjects?	318

Answers to All TOEFL Essay Questions

<i>Topic 126</i>	Can young people teach older people?	319
<i>Topic 126</i>	Can young people teach older people?	320
<i>Topic 126</i>	Can young people teach older people?	321
<i>Topic 126</i>	Can young people teach older people?	322
<i>Topic 127</i>	Reading fiction vs. watching movies	323
<i>Topic 128</i>	Physical exercise vs. academic study	324
<i>Topic 129</i>	Business research vs. agricultural research	325
<i>Topic 129</i>	Business research vs. agricultural research	326
<i>Topic 129</i>	Business research vs. agricultural research	327
<i>Topic 130</i>	Should children spend much time on sports?	328
<i>Topic 130</i>	Sports - success all the way	329
<i>Topic 131</i>	Money and success	330
<i>Topic 131</i>	Money and success	331
<i>Topic 132</i>	What new product would you develop?	332
<i>Topic 132</i>	What new product would you develop?	333
<i>Topic 132</i>	What new product would you develop?	334
<i>Topic 133</i>	Are childhood years most important in one's life?	335
<i>Topic 133</i>	Are childhood years most important in one's life?	336
<i>Topic 134</i>	Should children be required with household tasks?	337
<i>Topic 134</i>	Should children be required with household tasks?	338
<i>Topic 135</i>	Should high school students wear uniforms?	339
<i>Topic 135</i>	Should high school students wear uniforms?	340
<i>Topic 135</i>	Should high school students wear uniforms?	341
<i>Topic 135</i>	Should high school students wear uniforms?	342
<i>Topic 136</i>	Is winning the most important aspect of playing a game?	343
<i>Topic 136</i>	Is winning the most important aspect of playing a game?	344
<i>Topic 136</i>	Is winning the most important aspect of playing a game?	345
<i>Topic 137</i>	Should high schools allow students to choose subjects?	346
<i>Topic 138</i>	Member vs. leader	347
<i>Topic 138</i>	Member vs. leader	348
<i>Topic 138</i>	Member vs. leader	349
<i>Topic 138</i>	Member vs. leader	350
<i>Topic 138</i>	Member vs. leader	351
<i>Topic 139</i>	What is the most important room in a house?	352
<i>Topic 139</i>	What is the most important room in a house?	353
<i>Topic 140</i>	Hand vs. machine	354
<i>Topic 140</i>	Hand vs. machine	355
<i>Topic 140</i>	Hand vs. machine	356
<i>Topic 140</i>	Hand vs. machine	357
<i>Topic 141</i>	What do you want to change about your school?	358
<i>Topic 142</i>	What gift would you give to help a child develop?	359
<i>Topic 142</i>	What gift would you give to help a child develop?	360
<i>Topic 142</i>	What gift would you give to help a child develop?	361
<i>Topic 143</i>	A long vacation vs. several short vacations	362
<i>Topic 143</i>	A long vacation vs. several short vacations	363
<i>Topic 144</i>	A traditional house vs. a modern apartment	364

<i>Topic 144</i>	A traditional house vs. a modern apartment	365
<i>Topic 145</i>	The role of advertisements	366
<i>Topic 145</i>	Advertising	367
<i>Topic 146</i>	Outdoors vs. indoors	368
<i>Topic 146</i>	Outdoors vs. indoors	369
<i>Topic 147</i>	How should your school spend a gift of money?	370
<i>Topic 148</i>	Does playing games teach us about life?	371
<i>Topic 149</i>	How would you use a free gift of land?	372
<i>Topic 149</i>	How would you use a free gift of land?	373
<i>Topic 149</i>	How would you use a free gift of land?	374
<i>Topic 150</i>	Is watching TV bad for children?	375
<i>Topic 150</i>	Is watching TV bad for children?	376
<i>Topic 150</i>	Is watching TV bad for children?	377
<i>Topic 150</i>	Is watching TV bad for children?	378
<i>Topic 151</i>	What is the most important animal in your homeland?	379
<i>Topic 152</i>	Why should forest be saved?	380
<i>Topic 152</i>	Why should forest be saved?	381
<i>Topic 152</i>	Why should forest be saved?	382
<i>Topic 153</i>	Is a zoo useful?	383
<i>Topic 154</i>	Is it right to ban smoking?	384
<i>Topic 154</i>	Is it right to ban smoking?	385
<i>Topic 155</i>	What plant is important to the people in your country?	386
<i>Topic 156</i>	Which country would you like to visit?	387
<i>Topic 157</i>	Computers vs. traditional schools	388
<i>Topic 157</i>	Computers vs. traditional schools	389
<i>Topic 158</i>	Are celebrities opinions right?	390
<i>Topic 158</i>	Are celebrities opinions right?	391
<i>Topic 159</i>	What change should be remembered?	392
<i>Topic 159</i>	What change should be remembered?	393
<i>Topic 160</i>	Complain in writing vs. complain in person	394
<i>Topic 161</i>	Why people remember their gifts?	395
<i>Topic 162</i>	Do stars deserve high salary?	396
<i>Topic 163</i>	The importance of reading and writing	397
<i>Topic 164</i>	What do you do for good health?	398
<i>Topic 165</i>	What is one thing to improve your community?	399
<i>Topic 166</i>	What events make a person an adult?	400
<i>Topic 166</i>	What events make a person an adult?	401
<i>Topic 166</i>	What events make a person an adult?	402
<i>Topic 167</i>	Should the school purchase computers or books?	403
<i>Topic 168</i>	Why study abroad?	404
<i>Topic 168</i>	Why study abroad?	405
<i>Topic 169</i>	Why is music important to many people?	406
<i>Topic 169</i>	Why is music important to many people?	407
<i>Topic 169</i>	Why is music important to many people?	408
<i>Topic 170</i>	Why are groups or organizations important to people?	409
<i>Topic 169</i>	Melodic Memories	410

<i>Topic 171</i> What one thing would you take for a trip?	411
<i>Topic 171</i> What one thing would you take for a trip?	412
<i>Topic 171</i> What one thing would you take for a trip?	413
<i>Topic 171</i> A picture	414
<i>Topic 172</i> How can schools help new students with their problems?	415
<i>Topic 173</i> Does borrowing money from friends harm friendship?	416
<i>Topic 173</i> To borrow or not to borrow	417
<i>Topic 173</i> Money and friendship	418
<i>Topic 174</i> How is your generation different from your parents'?	419
<i>Topic 175</i> Should students do some of the talking on classes?	420
<i>Topic 176</i> What holiday would you create?	421
<i>Topic 176</i> What holiday would you create?	422
<i>Topic 177</i> Island Hopping or Road Rage?	423
<i>Topic 177</i> A vacation or a car?	424
<i>Topic 177</i> A vacation or a car?	425
<i>Topic 178</i> What changes will the 21 st century bring?	426
<i>Topic 178</i> What changes will the 21 st century bring?	427
<i>Topic 178</i> What changes will the 21 st century bring?	428
<i>Topic 179</i> What are qualities of a good parent?	429
<i>Topic 180</i> Why movies are so popular?	430
<i>Topic 181</i> Should lands be developed?	431
<i>Topic 182</i> Is human relationship with pets useful?	432
<i>Topic 182</i> Is human relationship with pets useful?	433
<i>Topic 182</i> Is human relationship with pets useful?	434
<i>Topic 182</i> Is human relationship with pets useful?	435
<i>Topic 182</i> Is human relationship with pets useful?	436
<i>Topic 183</i> What have you learned about a country from its movies?	437
<i>Topic 183</i> What have you learned about a country from its movies?	438
<i>Topic 183</i> What have you learned about a country from its movies?	439
<i>Topic 183</i> What have you learned about a country from its movies?	440
<i>Topic 183</i> What have you learned about a country from its movies?	441
<i>Topic 184</i> Self-study vs. group study	442
<i>Topic 184</i> Individual learning vs. group learning	443
<i>Topic 184</i> Individual learning vs. group learning	444
<i>Topic 184</i> Individual learning vs. group learning	445
<i>Topic 185</i> A house or a business?	446
<i>Topic 185</i> A house or a business?	447
<i>Topic 185</i> A house or a business?	448
<i>Topic 185</i> A house or a business?	449
<i>Topic 185</i> A house or a business?	450

Topic 1 Why go to university?

I strongly believe that everyone should attend university. Entering university is at the same time a so much promising step into a world of opportunities as long as it is accompanied by a strong will and desire for distinction. The quality and diversity of opportunities and the spread spectrum of choices higher education can provide us is the core motive for everyone intending to attend university. I will try to examine below the specific reasons for entering university according to which I think are the most common viewpoints nowadays.

First let us look at what a person can typically gain from a successfully study at a university. It is a diploma and/or a degree. This is by default leading to a more distinct, respected, well-paid profession. Nowadays unemployment crisis is troubling not only the poor countries but the developed western countries as well, so that the ease of finding a job may play an important role in the decisions people are making.

Another important reason is that people want to get more education. University provides a higher level of education and has all these resources and facilities for people who crave knowledge. Learning is the key to everything that we want to improve. So, higher education helps us widen our understanding and increase our intellectual ability.

Apart from the points I made above there is also a well known fashion all over the world that is called career preparation. Many people attend university in order to seek either a career in science and technology or a career in business. It is believed that the ideas, opportunities, qualifications, in-depth knowledge and expertise in science areas often make attending university imperative. Many times a four-year study at a university may only be the beginning of a sequence of moves someone can make in order to accomplish what he thinks best for his career.

Finally, I cannot oversee the fact that many times studying at a university also means living in a city far from home. New responsibilities always appear but they do not become serious drawbacks. In contrast, the new sense of freedom and independence a young man can experience or thinks he will is thought of as something of great importance. One thing is for sure though, there is chance for everyone in the community of a university to meet people, make new friends and know individuals of great importance.

Last but not least I wish to say that the purpose of university is to harvest knowledge and to being educated, so it is obvious that everyone can find a reason for attending university.

Topic 1 Why go to university?

University is no longer a fresh word to people nowadays. Since the beginning of this century, more and more youngsters choose to enter university after they have completed the study in high schools rather than to join the army or become an apprentice. Therefore, it is kind of interesting to find out the reason behind.

First of all, students can only learn fundamental knowledge during high school while they are able to focus on their own interested majors in universities. This period is the key to knowledge accumulation, which will contribute a lot to the future of an individual. Moreover, university is no doubt the symbol of high education. It offers more than pure knowledge. A degree from a university gives people certain identity that makes them stand out among their competitors. It can be seen from the fact that most international companies will only hire those who have at least a Bachelor's degree in China.

But, as far as I know, sincere dreams might also be the reason for university or college. For instance, in the 60s and 70s, people in China experienced hard times. Many of them had to give up advanced education and take up the burdens of life at their early age. Now, as they became parents or even grandparents, their dream for university education had no doubt realized by their younger family members. Those young people, as reported, often study very hard in order to fulfill the expectations of two generations.

There is no doubt that university can be the turning point of one's future, because higher education will provide people with not only knowledge prepared for their careers, but also the fulfillment of their life goals. Meanwhile, the society has improved its strength to sponsor higher education. Compared with the past, people now attend universities also because they are able to secure various scholarships and supports from different channels. A very good example is that many Chinese students are now studying in the U. S. Their incentive for application should be attributed to not only to their own performance but also the comprehensive education frameworks in the U. S.

Broadly speaking, people who study in universities have their hopes: to fulfill themselves. At the same time, our society generously provides such an environment for people to achieve such goals. Therefore, when we see more and more fresh smiles on the campus of universities, let us just wish them a promising future.

Topic 1 Why go to university?

People attend college for various reasons. Some people consider college as a challenge and others take it as a new experience. In my opinion, I think that people attend college to increase knowledge, meet new people and develop a career. Studying at a college can benefit a person greatly since it augments a person's knowledge, aids in developing a career and gives a chance to meet new people of different backgrounds.

Knowledge is such a powerful tool that possessing it can diminish nearly all life problems. A college or a university is the place where one can gain knowledge and become valuable to the society. An individual can acquire knowledge about a wide variety of subjects. When my brother was in college, he learned about bacteria and viruses. He had learned that at high school a little bit, but in college he studied it in depth. In addition, he also learned how deal with life problems in college.

Developing a career is a very important stage in our life. Most students, after graduating from high schools, go to colleges or universities to be trained and educated. Some major in various subjects while others go for professional degrees. Universities help students in achieving their goals by preparing them for the career they have picked. If I go to a medical school, I know that the school will prepare me well enough for me to become a successful medical doctor.

Interacting with new people is always a challenge. A university is a place where people from different backgrounds get opportunities to interact with each other. Information about different cultures, different life styles and certain types of food is shared among students. My father used to study at a university, and he told me about all the different cultural backgrounds of the students there.

A college or a university is the place where dreams can be fulfilled. The subjects such as how to deal with life, how to interact with people and how to become independent are taught and experienced there. A college or a university makes an individual complete and help him/her to lead a successful life.

Topic 1 Why go to university?

A university degree often helps a person achieve his goal with more ease. However, do we attend university just in pursuit of a degree? Does a university only provide us nothing beneficial besides a paper-made diploma? As far as I am concerned, we enjoy university education in the following aspects:

Firstly, with the knowledge learned at a university, we will have a deep understanding of our society. It is true that genuine knowledge comes from practice, but it cannot be denied that genuine knowledge tells us how to practice. A systematic study in a college or a university, of course, enables us to realize how the society works and how to cope with certain problems arising from it in a more efficiently, and more skillful way.

Second, a university education usually makes it possible that we get hold of a decent job. As a result of the accomplishment of a four-year study, it is not difficult for us to find a good job in most cases. How can we imagine that a graduate majoring in astronomy has to be a vendor in the street! No doubt, he/she should sit in his/her laboratory, doing research on aircraft science before a computer. Obviously, a university education assures him/her a decent job.

Last, but not the least, we can help others much better if we put what we have learned at a university into practice. A university education fortifies our values, enhance our skills, and broaden our horizons. With those, we are more capable of giving a hand to those who are in need of help than ever before.

Knowledge is power. When achieving a degree at a university, we can get a better understanding of the society, find a decent job in an easy way, and help others better. All of those are due to the knowledge learned at a university.

Topic 2 Are parents best teachers?

Obviously, the first teachers we have in our lives in most cases are our parents. They teach us to walk, to speak, and to have good manners before we reach "the real world. " More than even the professional teachers that we have at school, parents are generally the most involved in the development and education of children.

Almost for sure our parents are the best teachers at the beginning of our lives, which actually corresponds to the parents' role in nature. Parents are most committed and involved in teaching their children; they have a kind of instinct to sacrifice a part of themselves for the betterment of their children. They love us and have great patience while passing down their knowledge to us. They wish us a success and thus will not teach us bad things. And of course, implicit learning occurs when children unconsciously copy some of their parents' habits and styles of behavior.

During the second stage of child development, adolescence, parents can still be in the best position to offer advice even though the children might not accept it. In this case, perhaps the child's friends would be the best teachers. Adolescents are notoriously rebellious in many cultures and may automatically reject any advice from their parents. My first marriage for instance, was solely a matter of doing the opposite when my parents tried to intrude in offering their advice. So in such matters, parents should be much more flexible and be rather the partners with their children. So we can see that being a teacher of growing child become more and more complicated case as the time passes and many parents are simply not able to meet the increased demands.

On the other hand, I would say that parents are not professional teachers and they tend to be very biased by their love of their children. So wishing good things and an easy life may prevent children from maturation. In any case, parents usually can present only one viewpoint of the world, while good teaching should be based on different attitudes. Thus, when children go to school and have a great diversity of teachers, they learn much more than their parents could probably give them. Furthermore, once our parents get older, they become more conservative and cannot always be objective in regard to modern trends and fashions. Thus we need to take their advice with caution during that period. However, some kind of intuition that I believe shared between relatives about what everybody needs and great love that exists in families still makes our parents very good teachers and advisers at any time.

In conclusion, while parents are not the ideal teachers, and well-rounded children will generally need a great diversity of teachers in their lives in order to have a more accurate view of the world, parents are generally the most committed of all teachers and have the greatest emotional investment in their children and their future.

Topic 2 **Are parents best teachers?**

Our entire education system is based on what we accumulate each day of our life. In spite of the fact that school teachers are those who give us lots of information in a variety of fields, our parents are still the best teachers; they start their educational process as soon as we were born and never stop teaching us.

In the initial years of our life, our parents are involved in guiding us, in modulating our personality and making us understand the differences between right and wrong. When I was five, my parents bought me a dog; they taught me how to take care of him, feed him, play with him and bath him. Thus, I learned that we all have responsibilities.

Even if parents are not specialized in education, their role in teaching the children to be aware of the need of improving their knowledge at school is tremendous. Our parents are not supposed to teach us Math, Chemistry or Biology, but they are very much involved in giving us lessons about being independent, strong and confident in ourselves. As my mother said to me, "fight your own battles because I will not be always able to protect you."

Teenagers have to be informed about all the negative effects that can occur if using drugs, drinking alcohol, or smoking. Regarding this issue, parents have to cooperate with school teachers to make children aware of those possible risks.

I believe that parents are the best teachers because their lessons last forever. My parents are old now. Even when I am a grown up person, I consider that they can still give me very good advices when I need them, based on their life experience. My parents have the most important roll in my education during my life and I will always be grateful for everything they have taught me.

Topic 2 **Are parents best teachers?**

Throughout all the years in my life, I was influenced by my parents in many fashions, from the way of thinking to the trifle everyday habits. No doubt, we inherit the gene from our parents and get basic knowledge and norms from them. What we learned from our parents in the early years will be encoded in our mind and be reflected in nearly every aspect of our behaviors. But in terms teaching, I do not think it's our parents who are the best teachers.

As is known to all, a child will be better trained with a systematic education. However, except those parents who are schoolteachers themselves, few parents grasp the systematic way of teaching. On the one hand, children can only learn a large scope of knowledge step by step from formal education at schools. On the other hand, the parents can only teach their children sporadic knowledge. It is obvious that the young will be better equipped through formal education in classroom.

From the emotional angle, the bond between child and parents are so tight that the parents cannot give a more objective instruction than a schoolteacher can. Some parents tend to spare their children from hard working and, to the extreme, some even spoil their children to do everything they want. All these are resulted from parents' love toward children. But from an objective angle, hardworking is sometimes a necessary step toward success. Parents should not be blamed for loving their children but such love may become obstacle for objective instruction.

With the coming of the knowledge economic, we may find that our parents' knowledge is becoming obsolete. In a changing world, the young are always the first to fashion the news ideas and technology. The elderly, however, are always not used to such rapid changes. Thus, conflicts are inevitable between parents and their children. Accordingly, the young are no longer willing to commit to their parents ideas. To catch the tide of such changes, it is of the best interest for the young to learn from the open world instead of from the obsolete knowledge of their parents.

All this is not to say that to learn from parents is useless. In fact, even in the rapidly changing world, the scope of parents' knowledge still has great influence on their children, especially on young children. But for the young to get the most needed knowledge, they should not solely rely on what they learned from their parents.

Topic 2 **Are parents best teachers?**

Nowadays, some may hold the opinion that parents are the best teachers. But others have a negative attitude. As far as I am concerned, I agree with this statement because, obviously, the first teachers we have in our lives in most cases are our parents. They teach us how to walk, how to speak, and what are good manners and bad manners before we reach the real world. Therefore, parents are the people who influence their children most, and children will carry on qualities of their parents. More than even the professional teachers that we have at school, parents are generally the most involved in the development and education of children. The reasons are presented below.

One of the primary reasons is that our parents are the teachers at the beginning of our lives, which actually corresponds to the parents' role in nature. First, parents are most committed and involved in teaching their children and have a kind of instinct to sacrifice a part of themselves for the betterment of their children. Second, they love their children and have great patience while passing down their knowledge to us. They wish us to become success and thus will not teacher us bad things. Surely, children will unconsciously copy some of their parents' habits and styles of behavior. Besides, parents will become their first role models.

There is also a more subtle point we must consider. During the second stage of child development, adolescence, parents can still be in the best position to offer advices even though the children might not accept it. In this case, perhaps the child's friends would be the best teachers. Adolescents are notoriously rebellious in many cultures and may automatically reject and advice from their parents. In such matters, parents should be much more flexible and rather be friends with their children. However, many parents simply are not able to meet the increased demands, being teachers of their growing children.

What is more, I would say that parents are not professional teachers and they tend to be very biased by their love of their children. As a result, wishing good things and an easy life may prevent children from maturation. Frequently, parents usually present only one viewpoint of the world, while good teaching should be based on different attitudes. For this reason, children may learn probably more if they have a great diversity of teachers other than the parents. Furthermore, technology develops very quickly; and parents may not always be objective in regard to modern trends and give children proper advices. However, I believe that the care and love among family members still makes our parents very good teachers and advisers at any time.

Taking into account of all these factors, we may reach the conclusion that parents are obviously the most committed of all teachers. Although well-rounded children will generally need a great diversity of teachers, parents can provide them the greatest emotional support in their lives without a substitute.

Topic 2 **Are parents best teachers?**

Are parents are best teachers? Different people will give different responses to this question from their own characters, emotional concerns and even educational backgrounds. However, when it comes to me, I believe that parents are our best teachers for the following reasons.

In the first place, parents are the people who are closest to us and who understand our real needs best. From infancy on, our parents have witnessed every step in both our physical and mental development. They share every hint of happiness or unhappiness with us and they even know what a little gesture of us might indicate. Based on such a deep understanding, our parents will teach us what we are interested in and what we are not. For instance, they can often buy books on our favored topics such as sea animals and astronomical objects. Little by little, we can mature our minds and broaden our horizons in our favorite fields. (Or are we prospective artists, scientists, teachers, or even businesspeople? Our parents might tell that at our early ages. Consequently, they will give us specific encouragement and abundant resources in our favored fields. Sometimes, our parents can even point out a direction to our future professional goals. Will other people do that for us based on such a solid understanding of us?)

In the second place, our experienced parents are our best teachers of today's complicated society. From our teachers at school, we can learn sophisticated knowledge. But how can our teachers tell us how to communicate with others, how to deal with strangers, how to behave in different occasions, and how to make important decisions of our daily life? Only our parents, who will spend their whole life loving us, caring us will tell us how to steer our own boats in the ocean of life without selfish consideration.

Admittedly, our friends and school teachers could provide us with valuable advice now and then, and maybe it will be easier for us to follow their suggestions. Their effects on us cannot be neglected or replaced by our parents. And parents might spoil their children or even interfere with children's privacy because of love. To be honest, the roles of these two kinds of people cannot be replaced by each other. However, it seems to me that only our parents, who will spend their whole life with us, will be our best teachers, not only for now but also for our whole life.

All in all, if all the factors are contemplated, we can easily reach a conclusion that, parents are not only our first teachers but also our best teachers. Let's be carefully aware of this point and take better care of our parents to repay their efforts to teach us.

Topic 2 **Are parents best teachers?**

Parents are the most committed, the most influential, and almost the best teachers any child can have. The amount of time a child interacts with parents makes them the most influential force in a child's life. The child gets to learn the most basics of things like walking, speaking and interacting with others. It is under the protections of parents that a child learns to behave in society and to comfort him or herself.

Although parents are the most influential teachers in their children's life, they may not be regarded as the best teachers. Parents generally provide a biased view of the world; they always favor their child, and thus they cannot provide a complete panoramic view of the society. Also parents may set a bad example for their child by abusing and fighting amongst themselves. Psychologists and recent crime charts have proved that young outlaws generally come from disrespectful families, and have grown up in extreme environments.

A child interacts with many kinds of teachers at schools and colleges. Although these teachers, being professionals, have limited time to devote to a child, they provide a complete and diverse view to their students. They provide unbiased guidance to a child.

During the years of adolescence, children tend to be aggressive and non-conforming to others' views. So the parents need to act like friends rather than teachers to get their experiences through to their children. Eventually, it is the parents who provide an environment for a child to develop and mature, and thus have the capacity to be the best teachers to their child. What is important is to provide an unbiased view to their child, to motivate independent thinking and actuate timely maturation.

Topic 3 **Has the ease of cooking improved life?**

People work hard to fulfill their principal necessities, and food is the one thing that is really important to their survival. Although sometimes belied by other things that seem important, food is the core objective that drives all people to work. But the outcome of the efforts of these people is not a direct supply of food; rather it is in the form of money. Thus these people use the money they obtain to prepare their food.

In old days, preparing food was cumbersome and time-consuming work for those who do it solely for eating purposes. This kind of preparing food in due time could not comply with the kind of life people lead today. The use of technological advancement makes preparing food practical even for the clumsiest person. This helps a great deal for those who work against time to make their living. It also avoids the waste of considerable amount of money from hiring a cook.

The development in the preparation of food is highly effective for those people who have no know how of it. A person who does not know how to prepare his/her own food would go to a restaurant or some other place where food is served everyday. But with the advanced food preservation technology, now he is free, completely independent of restaurants and other places. He can prepare his own food and enjoy the feeling of "home, sweet home".

For people at work, life has just become easy for them. They will not have to worry all day long about what they are going to prepare for their supper. They can fully concentrate on their jobs, and work with a mind full of peace.

In general this new way of preparing food has helped those who are concerned about their daily meals ~ almost everyone. Not only that, it would enlighten those who are frustrated with their jobs just because of the worry of that tiresome work ~ preparing food.

Topic 3 **Has the ease of cooking improved life?**

Food has always been the one of the greatest wants of humankind. It has influenced almost every step that humankind has taken. The search for food is the essence of life. Therefore if food is easier to get and prepare it is a real boon to humankind.

Food is the most important of the three basic amenities of life (water, food and shelter). Though it can be argued that water is the sustenance for any life form, food is more important because if you do not have water you will surely die. But if you are left with a scarcity of food it will lead to a very sickly and torturous life. Nutritious food is very essential for life, food has been the cause of many a battle. Thus if food was easier to prepare it will take away from the mind of the humankind a great burden.

Though the preparation of food becoming easier is considered a great blessing for humankind. The sudden rise in processed and canned food and all the junk food that one gets over the counter is not totally a boon. People who are so busy that they are not able to spend time to prepare their food, develop a liking for these ready-to-eat junk food. Though it might be thought of as a great way to save time, this is a shortsighted idea that could actually lead to a world of harm. Because one must understand that even though junk food saves us a lot of time, the nutritional value of the food is not so good. In reality the preservatives used in these foods are often found to be toxic in nature. Hence it defeats the purpose it is supposed to serve i.e., to provide nutritional value.

Moreover since people do not take time to prepare food, the art of cooking is slowly vanishing. Actually cooking is a good way of releasing pressure that builds up from our professional commitments. Cooking can easily provide relief from all the tensions that prevail in our life. In the past family weekend get together was considered to be a good time to know each other and they used to spend time cooking food for the entire family. They used to exchange recipes and it was a way of rewinding after the hard weeklong labor. Thus this junk food has denied the human kind of one of humankind's oldest arts. It could even be termed as a retrograde step in human culture.

Therefore I believe though the processed food has made the preparation of food much easier, it is not a good step for mankind.

Topic 3 **Has the ease of cooking improved life?**

Recent technological advancements have changed the way people live radically. They have also made food easier to prepare - fast foods and preserved foods are everywhere. The days when cooking of food was a major errand of the day have long become the past. Nowadays it's only a matter of minutes to cook food. However this improvement does not come without a price.

The most important loss we suffer due to these fast foods is quality. These fast foods are lower in nutritional value and contain less minerals and vitamins. Further they have high calories that result in weight gain, and that in turn leads to heart diseases and other problems. Further, they have added flavors, colors and preservatives that are not always very helpful to our health.

These preserved food have also taken away the natural taste and benefits of fresh foods from our lives. We now depend upon artificial flavorings to make a fish taste like a fish. However we cannot get the natural taste of fresh foods from preserved foods.

We have lost the fun of cooking because of these fast foods. Cooking used to be an art and people enjoyed cooking and the satisfactions they got by cooking a tasty meal. Further, cooking is the time when family members gathered and enjoyed their time together. However with less time devoted to cooking, the chances for such meals are now rare.

All these illustrations point out that although fast foods and preserved foods are unavoidable in today's busy world, we must not totally neglect the advantages of fresh foods. We must sometimes take time with our families to prepare a delicious meal and enjoy it together with the ones we love the most.

Topic 4 **Experience is the best teacher**

Books are considered to be the source of all knowledge, but all that one learns through a book is only of theoretical nature in the form of ideas and concepts. It is essential to utilize them in a real environment and experience the knowledge that is learned from books.

Learning is nothing but understanding the world around us. Books, no doubt are a great source of knowledge as it gives us an idea about a particular subject in detail. But all that one could learn from it is limited to the level of knowing how a certain phenomenon occurs, or how a certain concept works. The knowledge gained through books alone cannot help anyone, because what one learns through the books should be put in to use to harvest the benefits. For instance, a person who wants to learn driving can go through various manuals and guides that teach people how to drive, but all this knowledge is useful only when you are actually driving the car on the roads. It would be an utter waste of time if one just reads the books and does not use them for practical purpose.

Learning through experience is always a lot different from learning through books. Let us consider the same example of a person wanting to learn to drive: even if he goes through every book that is available on driving, still it cannot qualify him as an expert driver. This is because of the fact that books about driving can only teach people traffic rules and provide solutions on how to handle certain situations. The situations faced by a driver could be totally different from what he had learnt from a book. Sometimes we find that the real environment is quite different from the one perceived by us through reading books. This is the very reason why, even in educational institutions, all theoretical classes are followed by practical sessions.

Learning through experience can also be more effective than learning through books because one does not envision everything on his own, but is given a chance to experience the reality. The art of driving can be enjoyed only when we are behind the wheels and not when reading it in books. Moreover, any book is actually an account of past experiences, i.e. it is based on the experiences of people who tried to develop a new idea. The books are their experiences, telling us what they already have tried. Thus from their experiences we can correct ourselves and thus save valuable time and resources. It helps us to concentrate on their failures and to correct them, but they alone cannot teach us everything we need to know. The knowledge learned through books alone cannot help us to face all the exigencies that we would face in real life situations; we have to practice on our own.

Books are like a guiding light in one's pursuit for knowledge. But it is left to everyone of us to experience it first hand and learn new things for the betterment of their lives. So the notion "experience is the best teacher" is perfectly true.

Topic 4 Are books more important than experience?

It is true that "Not everything that is learned is contained in books." A person can learn a lot and retain what he learns through experience. In my opinion life's valuable lessons are learnt from experience and so the knowledge gained from experience is more important.

Books are a great source of information. A person in his lifetime cannot experience everything, but by reading a book on a particular subject he can gain knowledge over that subject in less time. There are books available on any subject that one needs. However experience seems more important to me.

Suppose a person living in the United States wants to learn about India. He has two options: he could visit India and learn about the people and places there or he could just pick up a book about India and read it. The first option will be expensive and time consuming, but at the same time it gives one first hand information and a sense of satisfaction while the second option is less expensive and saves time.

A person can gain knowledge and learn many valuable lessons through his/her own practical experiences and also the experiences of others. The knowledge learnt from experience is very likely to be retained in our memory for a long period of time. The conclusions that we draw from what we learn would be from our practical experience instead of accepting the conclusion drawn in the book by the author.

So in my opinion knowledge can be gained both by reading books and by experience but the knowledge gained through experience is more important.

Topic 4 Are books more important than experience?

Nowadays, most people appreciate learning at school, where a number of books are the source of knowledge. However, from my point of view, learning from experience is much more important than learning from books since our real lives concern more about knowledge from experience than knowledge from books.

Firstly, knowledge obtained from books is more abstract. As we enthusiastically study in classroom, we have learned several mathematic equations, or a number of science theories. Of course, they all are necessary for some professional occupations, such as scientist, engineer, and doctor, but not for all careers.

In addition, knowledge from books is rather logical and exact. The result of a matter is always follow-concerned theories. For example, a person who has learned science can know how long that an apple falls to the ground takes. Certainly, the answer can be obtained by using Newton's formula.

Nevertheless, I think that the most significant lessons cannot be taught; they have to be experienced. No one can teach us how we can get along with others well when we have to change to a new society. Books cannot teach us how to adjust behavior to satisfy others, and think optimistically when we confront a trouble.

In contrast to books, knowledge from experience is adjustable; it does not depend on any theory or equation. A solution from experience is always depending on the situation and other factors influencing the problem. This is because living experience is so fine and complex that cannot be determined by theories or equations.

In conclusion, although both books and experience can give us a variety of knowledge, in my view, the knowledge from experience is more important. The reason is that in everyday life we must face with a lot of situations, either extremely hard or easy to cope with, that cannot be handle by just knowledge from books.

Topic 4 Not everything that is learned is contained in books

Learning, as the name indicates has lot many meanings as to which source one would choose to understand things of his own interest. Books have always been an inevitable part of one's life as they have the ability to make people aware of the different things happening in our world. It is said that not everything that is learned is contained in books. This is in fact true because books can offer us knowledge regarding the things that have happened and sometimes the ways to deal with a situation that one can encounter in his life. I would appreciate the fact that the knowledge gained from experience is much more important than that we receive from books. I would like to further illustrate my reasons as follows:

Everyone would admit the fact that knowledge gained from experience is one that remains in our mind forever. It is correctly said, "Experience is the teacher of man." Being a science student, I have gone through different books where we come across different reactions and experiments, where the results will be shown in the form of diagrams or may be expressed in a simple language. Unless we conduct that experiment we will not know the problems or the difficulties we will have to overcome during the experiments. Textbook knowledge is merely a description of facts and outcomes, whereas the same knowledge when gained through experience teaches us a lot, right from the start till the end and its a journey through the various aspects of one process which one might not be aware of and might not be described in the books.

During my undergraduate years I had only knowledge from books and I used to wonder how the experiments are designed and how they are carried out. But, during my post graduate days I had to do a two month nutritional trial on fishes where I had to cope up with everything like procuring tubs and fishes, arranging aeration facilities, preparation of food for the fishes, daily water exchange, samplings, analysis and so on. Now, I am confident of carrying out similar works and the experience that I have gained will remain with me as long as I live. When similar instances occur, we will have more self-confidence and when such aspects are passed on to our juniors, they would also feel happy and confident.

Needless to say books are also very important. What I have mentioned is from my viewpoint as a science student. There are many different subjects where the conduct of work is tough and in such circumstances we gain information from books. Some aspects would be time consuming and tedious and performing such a work with a limited period of time would not be feasible. In such cases, books definitely open a person's eye towards various aspects and give him first hand information about what he wants to know.

A person who has learned from experience never forgets what has happened and if it was proved a bad thing then he would certainly try to avoid that situation in the future. If something good has happened then he will put his best to further improve it; that in turn will enhance his skill and boost his self-esteem. Knowledge gained by experience can be passed over to others who also are supposed to face the same situation and that helps the person to be aware of what he intends to do. He can even avoid those factors that can affect his performance.

In fact I would rather say that knowledge gained from experience lingers in our minds forever and that boosts our confidence when taking up a similar task. On the other hand, the fact that books are knowledge providers cannot be ignored, because books provide us with lot more information about the different things that are very difficult to be experienced. Hence it can be concluded that knowledge gained from books is second hand knowledge whereas knowledge that are gained from experience is firsthand and it takes a person through the different hidden intricacies of the task and makes him learn the knowledge in a practical manner.

Topic 4 Are books more important than experience?

To my opinion, books and real experience are two completely different sources of knowledge. It is really difficult to determine which of the two to be of much greater importance, because normally knowledge gained from experience complements that acquired from books, but not substitutes it. Comparing the features of the two sources, I would stress the following points of differences.

First, the knowledge gained from books is, to a certain extent, of abstract nature. Books are normally the collections of facts and general rules. Books give us the most complete overview of a subject in a more or less structured manner, covering all known details and exceptions. In some way, books are concentrations of knowledge and experiences of many generations of people, given in a concise and comprehensive way. Obtaining such knowledge just from the personal experience would take an immense amount of time or even would not be possible at all. The practical experience, gives us not general knowledge, but particular skills. Without these particular skills, all the knowledge gained from books might be just a useless collection of facts and rules. The best example of the importance of practical experience that comes to my mind is learning a foreign language. One can learn a lot of vocabulary and grammar rules, memorize many exceptions, but without actual applying of all this knowledge in real life conversations, writing letters and listening to real speeches, one can hardly be proficient in the language. The importance of having practical skills is also proved by the fact that most employers appreciate working experience above all grades and diplomas.

Another point of contrast between books and experience is that for some subject, such as economy of sociology, a book may represent a point of view of its author or authors. The conclusions given in the book might be out of date, or might be biased by the personal attitude of the authors. In this case, practical experience helps to build up personal perspective on the matter, to bring the matter up to date.

On the psychological grounds, learning from experience is much more efficient than reading books. Reading books is in most cases a passive action, which can be done without much effort. Despite the fact that there are people who can memorize thousands of papers, for a normal person, such work does not result in a deep, comprehensive knowledge base. On the contrary, doing things in practice, people have to overcome various difficulties, get through unknown areas, and pay attention to small details. The reward for these efforts is much more comprehensive and profound knowledge.

Summarizing the said above I want to admit that both books and practice is important in the process of learning. While none of the two can be considered as absolute substitute for the other, I would place the practical experience in a little bit advance position in terms of importance.

Topic 4 Are books more important than experience?

We gain our knowledge about the world and our life from two sources: from experience and from books. These two resources are both important, but which of them is more important?

Knowledge from books forms a very important part of our knowledge structure. In schools and colleges, we learn knowledge that is fundamental to our future career. We learn knowledge from books in order to make our contributions to this society in the future. A student learns mathematic equations and other scientific knowledge and become a scientist or engineer. We will be illiterate and ignorant without learning knowledge from books. Moreover, we acquire knowledge about life and the world by reading books, magazines and newspapers. This is also very important, as we cannot experience everything all by ourselves. Therefore books are a very important source of knowledge.

On the other hand, we cannot learn everything from books. "Experience is the best teacher" is an old cliché but I agree with it. The most important, and sometimes the hardest lessons we learn in life come from our participation in situations. We learn how to get along with others or how to gain self-respect from our experience, not from books. We cannot learn emotional feelings, such as love and care, through books; they come from our real life experience. Knowledge from experience is also a very important supplement to knowledge from books.

Needless to say both learning sources, books and experience, are very important to us. But in my opinion knowledge from experience is more important, because without knowledge from experience, it is impossible to get a real understanding of knowledge from books, and how to apply this knowledge to real world situations.

Topic 4 Are books more important than experience?

Upon the question "not everything that is learned is contained in books", different people have different opinions. From my point of view, I believe knowledge gained from experience is more valuable than knowledge gained out of books. In the following paragraphs I will try to explain my position more clearly.

Firstly, life's valuable lessons are learned from experience. Can you forget important lessons learned from your childhood years, such as jumping down from a high place and broke your arms? From that accident you knew the importance of self-protection. Knowledge gained from experience is likely to be retained in our memory for a long period of time, although most of the time we have to pay a price for it.

Secondly, knowledge that is gained by doing things can provide you with firsthand information. If you don't have the chance to experience on your own, you can only obtain second-hand knowledge and you will feel a lack of self-confidence.

Moreover, many skills and knowledge can only be learned through practical experiences. You cannot learn swimming by just reading from books on how to swim. You have to actually get there and jump into the pool. Experience is the best way to develop your personal abilities.

However, just as an English proverb goes "a coin has two sides," reading books is also helpful. After all, you will not have the chance to experience everything by yourself. For instance, to travel to foreign countries is expensive and time-consuming, while reading a book about different cultures provides you with plenty of valuable information in a short period of time.

To conclude, knowledge gained from experiences is more important. Life requires knowledge, and experience is the key.

Topic 5 Should a factory be built in your community?

I strongly oppose to the plan that a large factory be built near my community. My arguments for this point are listed as follows.

The first and foremost reason lies in the virtually inevitable pollution that a large factory is bound to bring about. Considering the limit of the present technology, hardly any kind of factory is able to secure its mass production without the slightest pollution to the environment. Once a factory enters my community, and embarking on its continuous activities, even a tiny element of pollution will by all odds accumulate to a dangerous degree that will eventually cause a serious damage to the environment of my community. To think of the exhaust gas or water and the noise given off by a factory will help you fully understand this idea. Cities have already suffered from those nightmares of modern industry that shows no signs of ceasing to emerge. No one would like to behold the air of his or her community is no longer clean, or to find his or her community totally removed of hush.

Besides pollution, which is to some extent an invisible but deadly threat to my community, there is an immediate problem that a large factory will force to confront with: it will occupy a large area near or of my community, which should be more likely exploited as a public site that benefit all residents in the community. For example provided a suitable area is available, it is more worth a gymnasium that will enhance the standard of health of every resident in the community, than a big factory leading to disgusting noise and suffocating gas.

Perhaps, some people would like to vote for such a plan of building a factory simply on an economical ground that a large factory will probably stimulate a prosperous future of the area around. But unfortunately, history has witnessed numerous counterexamples. Many factories neither attain an economical success nor left the environment intact. So I doubt this declaration.

Taking into account all these factors, I find the disadvantages weigh much heavier than the possible advantages. Therefore I strongly disagree the establishment of a large factory near my community.

Topic 5 Should a factory be built in your community?

As the company has announced to build a factory right here in our community, I am so eager to say a few words toward this issue. I really think that if the plan is carried out in the near future finally, there will be much more disadvantages than advantages to be brought to the quality life of our social community.

Of course, during these years' high unemployment rate, introducing of such a large factory will consume unemployed workforce in some respects. A family may increase their income by taking account of its new employed father during or after the construction of the factory, local government can increase its tax income and retail dealers of our community may sell a little more because of the increasing of population that may be the result of the new build factory. However, all these benefits may seem to be so small when compared with all those disadvantages the new build factory may lead to.

The most hateful thing is that you may not be able to smell the fresh air in the sunny Sunday mornings because this huge industrial monster will probably deliver a great deal of waste fume and waste materials every day, far more than the amount you can imagine. And far more disappointed than this, those rumbling, non-stopping stream lines in the factory can make noises loud enough to bereave people of our tranquil town out of sweet dreams.

And you will no doubt feel uncomfortable to drive your family to the camping place because maybe the establishment of the new factory will bring more than 20% increases in population as well 30% increases in using of private cars and trucks, imagining how could it be in the street in rush hours, or even in the holidays. So, you can see clearly that increasing in population is not always good news for a small community like ours.

Basic food prices may probably rise and public transportation will burden more, which usually means poor services, public schools and community facilities which once made us feel so convenient living in this small town may get harder and harder to be attended or utilized as the increasing of population, upon all those disadvantages, why should we give applauses to the announcement of the company?

Topic 5 Should a factory be built in your community?

I support the idea that a factory to be built near our community. I list my reasons as follows.

Firstly, a new factory near our community helps to improve the living standard of people in our community. The factory will employ a lot of workers. As a consequence, the unemployment rate will drop significantly. Many people in our community will find a job in the factory. As people's income increases, they will be able to spend more money on their food, clothing and leisure, and the quality of life will be increased.

Secondly, a new factory will bring prosperity to our community. The tax collected from a factory is an important source of revenue for our town. As people have higher income, income tax collected will also be increased. With the increased amount of tax dollars, the town will be able to spend more money on infrastructures and other development. Moreover, in order to accommodate more workers, more homes and stores will be needed. This will boost real estate development in our community.

Some people say that a factory would bring smog and pollution, and destroy the quality of the air and water in the town. While this is partly true, modern technologies have made today's factories technology intensive and brought pollutions to the minimum. There are also worries that the social structure of this community will be changed and the traditional life will be affected. We should understand that our society needs to evolve and we cannot always stay in the old time.

Of course, there are some drawbacks of building a new factory here. But in my opinion, the benefits outweigh the dangers. Therefore I strongly support to build a factory here, and hope that others feel the same way.

Topic 6 What would you change about your hometown?

Today, everything seems to change in split seconds. But, there is something that still lacks among every soul that resides in my hometown. And, I think you have got what I meant, cleanliness. These ideas of cleanliness in my opinion are divided into two types: external and internal cleanliness.

I was born in Kuala Lumpur and have lived here all my life. The city that I see today is way too advanced and developed compared to when I was in primary school. Kuala Lumpur is well known for its magnificent and the most luxurious airport in the world. But, what is the use of having all these advancements when the sense of cleanliness among the citizens is still below average. In example, I have actually witnessed a man spitting on a beautiful pavement when there was a dustbin right next to him.

Apart from what I have mentioned above, I would like to emphasize on internal cleanliness. Most people in Malaysia treat foreigners with good respect and hospitality. But, there are some people who would take advantage of these foreigners. For instance, shop owners raise the price of goods when foreigners visit their shops. I have actually witnessed a cab driver bargaining the ride fare with a foreign lady who was extremely tired after a daylong shopping with her young kids. I am trying to wonder, what has happened to the moral and the culture of our fellow Asians that we used to be so proud of?

I understand that the government has taken lots of steps to improve the state of cleanliness within fellow Malaysians. I just hope that these steps were more comprehensive. We should cultivate the sense of cleanliness among each and every citizen in order to promise success to the planned manifesto. Last but not least, every citizen should willingly contribute to the efforts of maintaining cleanliness in their surroundings. We should not be self-centered when it comes to the matter of cleanliness because cleanliness ensures a healthy living. Think your deeds of maintaining cleanliness as a charity and start it from the steps of your home. At the end of the day, you will experience self-satisfaction towards your contribution to your hometown, as a wise person once said, "The greatest gift of charity is to give what is in your heart."

Topic 6 What would you change about your hometown?

I am from Arroz e Feijao, a small town in the northeast of Brazil. If I can change one thing about my home town, I would like to build a factory here. Building a factory in there will bring a lot of advantages and disadvantages, but I believe that Arroz e Feijao will mostly benefit from the building of a new factory because it is largely populated by poor people and the factory would bring many benefits to this small town. However, of course, a factory has disadvantages as well.

As you know, factories usually bring pollution. If this factory is not managed very effectively and efficiently according to specific rules, it's prone to polluting the local air and water. What's more, factories usually make noise. Beside clean drinkable water and fresh air, an ideal community should be quiet. If the factory cannot maintain this standard to the community, it will not last long. A factory that is too noisy or pollutes too much will eventually be relocated to a new area.

On the other hand, a factory could bring a lot of benefits to the community. So I would support the plan to build a factory to my community for all the reasons I will describe below.

First of all, the construction of a factory will surely improve the local infrastructure. To run smoothly, the factory will have to have a steady, reliable supply of water and electricity. Some old pipes will be changed, and some facilities will be renovated. The residents' living standard get improved as a result of these widespread changes, an important benefit in Arroz e Feijao, where many people do not have access to clean water.

Secondly, to make sure the shipping of materials and products and the employees' commute more convenient, the local roads will have to be rebuilt and broadened, resulting in improved public transportation. The town's residents can take a public bus to go shopping or go to work. As a result, air pollution and fuel consumption might be reduced.

Most important, a factory's establishment will bring up a lot of employment opportunities for the community. A factory needs experts from various fields. The residents can take just a few minutes to go to the factory to work. So, the local residents can benefit from this factory.

Generally speaking, I would like to build a factory near my community if I have a chance. If the factory can be managed successfully, the factory and the local residents can have benefit mutually.

Topic 6 What would you change about your hometown?

If I could change one important thing about my hometown, it would be air pollution problem, and I will give the following reasons to explain why I want to solve the problem.

The first and most important reason is that I hope that my hometown can become a beautiful city. As an old industrial city, my hometown has made a great deal of contribution for the country's economic development. As a result, the natural environment of the city has been badly damaged. The forest has disappeared; the mountains have become bald, and the most awful thing is that the air quality becomes more and more worsen. People seldom see the blue sky during most time of year.

Another reason why I want to change my hometown's air pollution situation is that the city's development needs clean and tidy environment to attract investors. Nowadays people have come to know that the city's environment, which is so called "software facility of the city", plays an important role in the city's future. For example, due to the fact that the environment of the city is very poor, many local students who pursue their study out of the city would rather find themselves a job in other cities than coming back to their hometown after they graduated.

In addition, nowadays people have paid more and more attention to their health. If the air pollution problem cannot be solved as quickly as possible, people's requirement for a healthy body will never be realized.

In my mind, changing air pollution will apparently be my first choice if I can change one important thing about my hometown. Fortunately people in my hometown are gradually aware of the serious problem and start doing something about it.

Topic 7 **How do movies or TV affect people?**

"Reel life is based on real life," they say. But how far it is true is left to the judgment of the individual's intelligence. The impact that movies and television have on our lives can never be over-emphasized.

Nowadays television and movies are the only sources to keep in pace with the latest trend in the global environment. Every part of our lifestyle is somehow influenced by what we see in the television or in movies. The advent of the motion picture has been one of the greatest influences of the cultural activities of the humankind. It does not require great intelligence to ascertain this fact. If we just give a glance to see hanging or posted on the walls are the photos of our favorite celebrities from the tinsel world, mounted on the table are things from our favorite T. V. show, the music blaring out of the system of the latest excuses for musical excellence, in your wardrobe are outfits last seen on our favorite stars, the hair cream, shampoo, paste, and what not, the list is endless. This does not stop with just what we wear and own it also extends to the way we behave in our peer group.

Some time back, my friend and I were at the cafeteria near our college when were suddenly mobbed by a group of students who were dressed up as people straight out from prehistoric age. They were carrying contraptions that resembled like weapons for a battlefield, which made us wonder whether they were struck in a time warp. And what followed actually bemused us completely, the group started speaking to each other in a very laboriously slow manner in a language which sounded nothing of this world. My friend and I were not able to understand a single word of it, we left that day with a really confused mind and were in the same state for quite some time. But it all ended on the day we decided to watch the movie "Lord of the Rings" Peter Jackson's adaptation of J. R. K. Tolkien's novel of early 1900s. We understood the costumes and the weapons were the film's souvenir collectibles, and the language they spoke was that of the elves originally created by the great author.

Thus we see people talking about 'molecular disintegrators', 'laser swords', 'elves', 'hobbits' etc., and also tend to act and perform like what they have seen in movies and television. We also see that big FMCG companies bringing in newer products inline with the latest movies. There are several institutions, which glorify such attitude. Those who dare to ignore are considered archaic and become the butt of all jokes. This can be easily acknowledged by the fact the elves language has already been recognized as part an official curriculum in a British university.

Thus the line between real and reel life is fast becoming a blurred one. The whole behavior and cultural activity of the human race is left to the mercy of the next big moviemaker.

Topic 7 How do movies or TV affect people?

Movies are popular because people are great watchers. They like to watch other peoples' lives. They like to live vicariously. By going to movies, we can escape our own lives, share other people's emotions, and imagine ourselves as someone else.

Many of our lives are not as adventurous or glamorous as the lives in movies. We do not battle evil all day long and then go back to our luxurious penthouse apartment. We just go to school, do our homework, eat, talk to our friends, and sleep. We need a little excitement in our lives and we find excitement at the movies.

Humans are very emotional people. We all like to cry and laugh. Fortunately, there is not much to cry about in my life so I like to go to sad movies where my heartstrings can be tugged. I also like to go to comedies so that I can laugh. I tend to cry and laugh more in a dark movie theater than I do in broad daylight.

Now I am a student, but I know someday I will be a scientist or a politician or a famous model. When I go to the movies, I can see my role models. I see how they act, what they wear, how they talk. I can prepare myself for the day when I will be like them.

Even though my life is quiet, I can go to the movies and watch someone else's life. I can share their emotions and their everyday life. I wonder if they would like to share mine.

Topic 7 **How do movies or TV affect people?**

Every human being tends to take some time off from his or her chores for relaxation. There is no doubt that movies and television play a major role in get tiredness and boredom away from us. Though primarily intended for entertainment, these media do influence the behaviors of human beings. I would like to discuss the effect of the media on the demographic divisions of children, teenagers and the adults.

No doubt that children are the most fascinated and fond of watching movies and television. Though parents are temporarily relieved from baby-sitting their children who are indulgent in watching television, they are certainly worried about the influence of this media. Today's movies are filled with violence. Heroism is being portrayed as the capacity to destruct (the enemies). This easily influences children. The fondness of children to watch WWF wrestling on television bears testimony to it. This proclivity towards violence tends to show up at schools, where they start to bully their classmates.

While teenagers tend to show some maturity over the issue of violence, there are separate gamut of factors in the media that influence them. Teenage is the important period during which one chooses his career and subsequently his direction of life. This media greatly influence the choice of ones career. Today's rock concerts and music televisions create an impression that becoming a rock star or a video jockey is the best profession in the world. Numerous teenagers are drawn into this whirlpool and it becomes too late when they come to realize the reality in life.

Adults watch this media mainly for entertainment and to relax themselves. However they too are relieved from being bitten by the media bug. The constantly running television advertisements have a negative bearing on the adults. The ostentatiously displayed by a Porsche car driving by the hero in our favorite films inadvertently propels our instinct to go for a similar car. Seldom do we think about the aftereffects and get entangled in the spider web. We tend to sink our ship by the exorbitant interest rate, mortgage and the overflowing credit card bills. Once overloaded with these, we tend to become peevish losing our natural gregarious behavior.

Hence I feel that the media has an influence on each one of in what ever above said categories we are in. While there are also many things which positively influence people's mind, I have purposefully chose to deal with negative aspects as understanding these problems instigates us to seek a suitable solution. We as a parent, a teacher and a good friend can help some of our friends who need help to get themselves out of these problems.

Topic 7 Movies influence people

It has been noticed that movies and television influence people's behavior. The influence appears in different forms such as the way of eating, the kind of food, and general attitudes.

Recently, there was a show called "Super Star" on Arabic Television networks where it showed how the actors are in their normal life situations. I have seen mature people as well as young children imitating the actor's behavior. They started eating pasta and kind of foods that won't increase the fat in the body. Also, they took more care to eat in a prestige manner such as using the spoons and forks. On the other hand, people started wearing clothes that doesn't fit the society standards. The actors in the show were wearing short and sexy clothes. This attitude reflected on the teenagers. They started wearing similar clothes since they feel that those actors are the models to follow.

A research done by Ohio State University at 1998 has indicated that people go into four stages when being influenced by a movie or Television. First, the model: the model is a person that wakes up people's awareness for something. For example, Super Star actor's new attitudes. Second is selective attention: people selectively start to imitate the model behavior. For example, the way of eating and kind of foods or clothes used. Third, selective retention: people still selectively repeat the model attitude even though he/she is no longer there. For example, the show ended but still some people retain the behavior. Fourth, feedback: it is the information perceived by people whether what they are doing is acceptable or not. Here people decide whether to continue or stop the model's behavior based on the standard norms.

In conclusion, movies and televisions have great influence on people. The influence can be in form of learning new attitudes, whether it is good or bad. It could be good behavior if it fits the standard norms or improve the daily behavior such as eating healthy foods and practicing sports. Or it could be bad behavior such as wearing clothes and performing unethical attitudes that contradict social standards.

Topic 7 How do movies or TV affect people?

Our life has gone through great changes since television and movies came into being, which provides a totally new and different way of using our spare time to the traditional way. As a matter of fact, with the wide spread of this mass media such as movies and television all over the world, people's behavior and thoughts have been changed a lot since it has become an inalienable part of our daily life. Movies and television influence people's behavior by altering their views of value, beauty, and the world.

People become more confident and seldom give up after watching the movie *Forest Gump*, they stop smoking and begin to do exercises after watching the TV program about smoking ruins one's health, and girls try hard to lose weight after actresses in movies and television tend to be thinner and thinner. All these changes, indeed, has much to do with mass media. It is obvious that, teenagers talk a lot when gathered together about sports games or newest Hollywood movies, whereas adults discuss the world's political situation or social problems when having time in their offices. The topics that they focus on, in most cases, are acquired either from television programs or from movies, and so forth.

Movies and television influence people's behavior by satisfying their imagination. Heroes and heroines achieve great success of their business, attain sweet love of their life, and gain high respect of their fame so easily within a two-hour long movie. When watching it, audiences can experience the same events, share the same feelings, and this whole process would fulfill their fantasies, as a result, cause them to find balance in their lives, or, to some degree, lose the balance, which depends on not only the movies but also the audiences themselves. All in all, mass media, including movies and television, has a significant correlation with people's behaviors. To put it differently, tasks are arduous for mass media to bring people laughter, joy and relaxation, and at the same time some pedagogic meanings.

Topic 8 **Has TV destroyed communication?**

To agree or disagree with the statement that television has destroyed the communication among family and friends is a matter of balancing its pros and cons. However, if one considers the following reasons, he or she may disagree with the title statement as I do.

First, some people may hold the view that friends and family would easily fight with each other for the programs on the television that he or she wants to watch. For example, the child may be likely to switch to the cartoon channel while the father wants to see the news program, and the mother prefers a romantic movie. However as far as I am concerned, the scenario is an exaggeration. I do not think such a trivial quarrel would destroy anything important, and as friends or family, the one result is to attribute to the communication. Each person would present their reasons for watching the program, so that next time they would not argue for the same thing again. They know the taste of each member of the family and they will probably try to avoid such conflicts.

In addition, television offers us numerous topics to talk about. Television informs us of what is happening around the world. Everybody has his/her own reaction towards these events. Without television, we may hold the idea that no one would have the chance to share. When the friends and the whole family sit tighter in front of a television, a nice and intimate atmosphere is provided for communication. Through such kind of communication, family members can understand each other better. A small example may give some light to this point. Once I had some disagreement and had not talk to my dad for several days. One night, when my dad and I were watching television together, we found an interesting topic that both of us wanted to say something about it, so we said a little first and talk much later and all the unpleasant disappear out of existence.

So, in my point of view, nothing has been destroyed by television. On the contrary it might improve our communication.

Topic 8 **Has TV destroyed communication?**

There are always good and bad consequences following technological developments. Television has served many needs of people. But, unfortunately, it has destroyed communication among friends and family. The reasons are that people are getting maximum information, entertainment and time pass through various channels. I will explain these reasons in detail further in my essay.

Though there are many sources of gathering information we rely on people for information most of the times. This is gradually replaced by countless advertisements coming up in television. They show different products, their prices and their availabilities in stores. They even give phone numbers to order by calling. Certain products which, we don't even know the purpose is also explained these days. For example, I have seen an ad about a hair dryer stand 2 days back. Initially, I didn't even understand its purpose but as it continued, I could easily make out and so I bought it the very next week with out even bothering to ask any of my friends.

Man is a social animal. He likes to be in society among people, which keeps him entertained by gatherings with friends and family. In television, different serials and movies are played. There are thousands of channels offering variety of programs. Once we get used to watching these programs, we don't see any point in going out and meeting friends. For instance, when I was a child, our family members and friends used to gather every weekend and watch a movie in a theatre. But now, every one watches movies in their own homes as there are some paid channels where we can watch latest movies. It saves time and money.

People are anyway busy these days with personal and professional works. On top of this, some channels like discovery, BBC, CNN, ESPN keep people occupied with all the knowledge they need. They don't see any time to meet friends or family. For example, they are even having dinner watching television.

There are advantages and disadvantages of everything created on earth. It depends on human beings to utilize or exploit them.

Topic 8 **Has TV destroyed communication?**

An invention of the new technological era, many people have deemed television as an obstacle for the normal communication in family and among friends. Although there may be some negative effects of television's presence in our lives, the positive ones are incontrovertible and even more compelling. TV is an acknowledged medium of communication that broadens our knowledge, thus providing more topics of conversation among friends and family.

Though the indiscriminate watching of TV programs tends to create inhumane zombies, addicted to the screen and incapable of normal communication, few people actually come down to this state. On the contrary, the discriminating choice of TV programs could enrich people's view and make them feel more informed. Through specialized broadcasts, people usually become more knowledgeable in their fields of work, thus getting capable of a more fulfilling communication with others.

At home, television can always create a warm atmosphere. Imagine a family in front of the TV watching a favorite funny show, laughing, and sharing a common enjoyment. At Christmas and the New Year's Eve, for example, there are shows that contribute to the celebratory atmosphere at home.

Although television is said to take up much of the time that we are supposed to spend with our friends, it does not, in fact, spoil communication between friends. It can even provide diverse topics for conversation, help friends share opinions and interests, and, if those are not enough - help to find friends.

In brief, television has proved to be a plentiful source of information for people of different tastes. Consequently, it has much contributed to the more enriching and fulfilling communication among family and friends. And although some "enemies" of the technological world try to dismiss it, television has become an inseparable part of our everyday life, making communication more enjoyable.

Topic 8 **Has TV destroyed communication?**

I strongly agree with the statement that television has destroyed the communication between family and friends. This is a very interesting and thought provoking statement, and I have specific reasons for agreeing with it, which are explained in the following paragraphs.

In today's world television occupies a very important place in our lives, more than it ever has. Before the television was invented people used to spend their free time in many different ways. Keeping close contact with family and friends, meeting new people, and playing sports outdoors are a few such things that used to be on the top of their lists. Even for a long period of time after the television was invented, people used to spend only limited and specific amount of time watching television. But with the advent of satellite television and the introduction of hundreds of channels, we are now spending a good amount of time just to decide what to watch.

These days an average family's typical day starts with watching television and ends with it. Add to that, different people in the family have different tastes that results in more than one television in a household. I know many of my friends who own at least three televisions that are on all the time airing a variety of programs. Among all these, where is the time for people to communicate with each other on a regular basis? I can give a very good example of this: I had an appointment with a friend of mine last Sunday at my house. But he did not show up. His reason was, "I was watching something interesting on TV and forgot about our meeting."

There is nothing wrong in watching television. There are so many good programs to watch, but there are equally bad programs that do nothing but waste our time. The secret is to balance our priorities in life. As much as it is important to watch television, friends and family are more important. Communicating with them on a regular basis is a very healthy thing and it should never be overlooked because of television.

Topic 8 **Has TV destroyed communication?**

I do strongly support the statement that television has destroyed communication among friends and family. This I support with the following reasons.

First let me describe the role of television today. Nowadays people spend a tremendous amount of time in front of the television. Thus communication among friends and family has become much more difficult in the 21st century.

Because television always keeps you up to date, gives you a good laugh and a lot of handy tips for life, people do not need their friends and family members anymore to support them in achieving their goals.

Sadly enough the likelihood of becoming addicted to television nowadays is tremendously high. Once you start to communicate less with your friends and family members because you prefer to watch television you will get lonelier and lonelier. In this case people will start to replace their own family members and friends with talk shows and comedies. In some dramatic situations people believe they are a part of the families shown on TV and therefore entirely lose their feeling for reality.

Last but not least I wish to say that I consider the television as a very useful information tool nevertheless it should be used like everything within some borders.

Topic 8 **Has TV destroyed communication?**

Nowadays, television plays an important role in people's life. It is the main information source and its popularity is still growing.

Every day many new technological inventions are introduced. Almost all activities at home have already been mechanized. We use machines for everything. For example, we use microwave ovens to prepare food more quickly than we used to do it before; we order food, books and anything else we need just by clicking on a few buttons on the computer keyboard. Also we use mobile phones to be always in touch with our family, friends and the rest of the world.

This is the good side of using technology. A few centuries ago people used to read newspapers and find out everything that had happened all over the world. Today newspapers are almost completely replaced by a newly invented gadget. This innovation is called television. It has been the most popular information "supplier" since its invention.

Every evening family members sit in front of the TV set and watch programs such as talking shows, news, and movies for hours, sometimes without even saying a word to each other. Instead of sitting around the dining table and telling each other about what happened earlier that day they sit on the sofa and gaze at the TV screen.

Is that right? Apparently, it is not. Everybody has to think for himself whether he and his family want to become 'couch potatoes' or they should continue to communicate with each other and avoid using television and all other technological achievements so much. We should ask ourselves whether we want to lead such a life with no real contact with other human beings. Is it really worth it?

Topic 8 **Has TV destroyed communication?**

What do you usually do to relax yourself and have some fun after a whole day's work? How do you spend most of your spare time with a lowest cost of both money and energy? Most of us will give the same answer: watching TV. As promoted by the development of modern science and technology, television programs today attract a vaster group of audiences by tremendously enriched contents and a 24-hour rolling schedule than ever before. The fact that television seems to control our choice of leisure and entertainment has recently brought a problem to focus: whether has television destroyed communication among friends and family? Those who agree with the statement insist that such lack of communication should attribute to television. However, I hold just an opposite point of view and I will demonstrate my opinion as followed.

First of all, the advantages of television will speak for itself. As known to all, what we find in television is not only some enjoyment or recreation to kill time but also an important source of knowledge and information. Imagine how television makes us familiar with the miracle creatures in the deep ocean that is unavailable otherwise. Undoubtedly television is an indispensable channel for us to learn the world outside.

As far as the interpersonal communication is concerned, television also plays a key role in improving, but destroying like someone thinks, the relationship and understanding among friends and family. A good case in the point is that television often focuses the attention of public by broadcasting current events, social news and popular teleplays. It is always easy to find interesting topics with friends and colleagues if you have watched the same TV program lately and want to share your ideas about it. Besides, in my own family, my parents and I enjoy the time when we are sitting together and watching tele-films. Because it is the moment for us to feel and enjoy the peacefulness and happiness of family life.

I do not deny that there may be some cases that people are so addicted to television or some other habits that he/she will probably ignore communication with friends and family. Yet it is the wrong attitude of the person him/herself that results the problem but television. Thus, for the reasons above, I shall say: television, like many other important inventions of human beings, benefits our life with both enjoyment and knowledge.

Topic 8 **Has TV destroyed communication?**

Has television destroyed communication among friends and family? Different people will give different responses to this question from their own characters, emotional concerns and even educational backgrounds. However, when it comes to me, television has severely affected our contact with our friends and family for the following reasons.

In the first place, watching television will obviously take up our leisure time that can be otherwise spent staying with our friends and family. In fact, the television has provided us with a variety of shows, which can easily catch our eyes. An example is that, a very hot television play will eat much of our free time magically! Many people will admit that the glamour of television is irresistible! So, how about talking with our old friends? Let us watch another hot television soap opera instead! Without television, we will obviously have more time to share with friends, namely, playing tennis, swimming, playing football etc. These activities are all good entertainment and improve our physical fitness as well! Do you expect getting in a good shape or having floppy muscles when sitting in front of television?

In the second place, programs on televisions have some negative effects on us in terms of violence, illusion and even brain malfunctions. People who are infected with long exposure to television will indulge themselves in a world full of illusionary love, violence or even pessimistic views of life. How can those people have good time with their friends or other family members? Without television we will have more chances to realize this world realistically, cherishing people who are loving me, paying more attention to social problems and leading an optimistic life! From this point of view, television seems to be the source of all these tragedies!

Admittedly, television is obviously a tool for us to broaden our horizon and entertain ourselves. And such positive effects of television should not be neglected. However, it seems to me that the disadvantages brought by television have outweighed its advantages.

All in all, if all the factors are contemplated, we can easily reach a conclusion that television has destroyed our communication with our friends and family and is not as effective as we might expect. Let us give up tonight's soap opera and pay a visit to our old friends instead.

Topic 9 **A small town vs. a big city**

I grew up in a small town and then moved to a big city, therefore I have experienced the good and bad sides of both. I never thought that I would like living in a big city, but I was proved wrong. After ten years of living in one, I can't imagine ever living in a small town again.

Small towns and big cities both have some problems in terms of transportation, but in different ways. In a small town, you have to own a car to ensure a comfortable living. You can't get around without one because there isn't any kind of public transportation. Big cities generally have heavy traffic and expensive parking, but then you have a choice of taking public transportation. It's not free, but it's often cheaper than driving when you consider gas and insurance. Especially if you don't have a car, you're better off living in a city.

I love the excitement of big cities. Small towns have a slow pace. Large cities mean you have to adapt to a variety of situations, like finding a new route to work or trying a new restaurant. I enjoy that challenge very much. Another aspect of the excitement of city living is the variety of cultural activities available. There is a wide assortment of theatres, music and dance performances available in big cities. These things are rare in small towns.

The final thing I like about large cities is the diversity of the people. The United States is made up of people of different races, religions, abilities, and interests. However, you seldom find such a variety of people in a small US town. Living in an area where everyone is just like me would quickly make me bored.

Of course, security is a concern, and that's one area where small towns are superior to big cities. Still, I would rather be a bit more cautious and live in a large city than to feel secure but bored in a small town.

Topic 9 **A small town vs. a big city**

In English, there is a well-known fairy story about a poor country boy, Dick Whittington, who goes to London because he believes that the streets of that city are "paved with gold." The story is a tale of "from rags to riches." Dick eventually becomes the Lord Mayor of London. Like the hero of that story, I always find wonder and adventure in cities.

Cities contain a great assortment of people. Whenever I walk around a shopping precinct at midday on a weekend, I am fascinated by all the different types of people hurrying around the shops. Sometimes, I just sit on a public bench and simply watch the variegated streams of shoppers. Today, in the age of globetrotting transport and communications, city life is more mixed than it has ever been. Capital cities are not cosmopolitan, and eager to attract foreign trade and currency. There is a contemporary English joke that tells, "You can never find an Englishman in London."

Whether rightly or wrongly, governments and local authorities usually build public amenities in the big cities. Money is invested in transport, libraries, parks and museums. Often, countries will compete with each other for the best "show-case" building. Malaysia has built a skyscraper that is taller than is anything in New York. In large countries, region will compete against region: New York against Chicago, Shanghai against Hong Kong and Beijing.

All of this is good for the citizen. The magic of the Dick Whittington story is rekindled in me when I enter a library in a magnificent building. If a person is at university studying art or music, a large city usually offers galleries and public performances. Even as a teenager, I appreciated the worth of living in a city because two or three times a year there was a rock concert by a favorite band.

Architecture is the urban landscape. If a person has an appreciation of architecture, a city can be as visually exciting as the Himalayas. A modern metropolis is a mountain range of height, light and solidness. And then there are the old buildings: the quaint, unspoiled side street or shops and homes from a distant age. If a person lived all of his life in one large city, he would continue to discover its architectural secrets into his old age.

Man is a 'social animal'. He talks, mixes and creates. Cities offer the libraries, universities and cafe bars for him to meet others of his kind.

Topic 9 **A small town vs. a big city**

Where shall we live? Some may choose to live in big cities, while other like the natural and quiet surroundings in the countryside. As far as I am concerned, I would like to live in a big city because living in a big city has more advantages than living in the countryside.

To begin with, the city is the symbol of human civilization and there are a many facilities for living, recreation and health care. Therefore, living there is more convenient than living in the countryside. For example, we can find a plenty of malls around our neighborhood, where we can buy everyday necessities at a low price. Furthermore, people concern more about their health and safety than other things in their lives. In big cities, medical facilities and emergency services are easily accessible than in the countryside. Big cities also have convenient transportation and utility systems. They also offer faster Internet connections. These all make our life easier in big cities.

In addition, we can take part in a variety of events in big cities. Human being likes to live together and need to interact with each other. In a big city, the population density is high therefore there are always plenty of social activities, sports events and concerts. There are more recreational places in big cities, such as opera houses, movie theatres, clubs, and swimming pools. You will have many kinds of entertainment in big cities, and meet many people. In countryside, however, the life may be dull and quite, and you may only have a few neighbors. Living alone with few activities can easily cause mental diseases.

Some may argue that the pollution in cities makes people sick. However, with automobiles and modern highways we can easily take a break to expose to fresh air in the countryside and sunshine on the beach.

In conclusion, I strongly hold that living in big cities is much better than living in the countryside because of the advanced facilities and social activities in cities. Moreover, the autos and highways enable us to enjoy the natural and quiet surroundings in the countryside.

Topic 9 **A small town vs. a big city**

The environment where a person grows up and lives molds his personality to a greater degree. He becomes a part of the culture of that community where he lives and the ideals, the line of thinking, the way people dress, the way they speak, the types of food they like, all of these are influential and somehow makes the person what he is. Taking this into consideration, I would prefer living in a big city.

I would like to be aware of a lot of things. I would like to be up to date as to the current technologies that would help lighten up activities of daily living, such as the Internet, washing machines, microwave ovens, cable television and the like. I would like to experience the benefits of living in the era where high technology is the trend and make total use of it. I would like to be exposed to things that would make me an achieving professional in order to succeed in life. It is not that I belittle those who would prefer to stay in a little town. I think they have the advantage of having a peaceful life, free of noise, air, and water pollution, live abundantly with fresh fruits, vegetables, milk and meat.

Also, the intimacy of having a small community far outweighs the crowded city. But they are deprived of what is new or if it comes to them, like television, people in the city are using far more advanced tools and gadgets, such as palm top computers or watching through their cell phones already. For example, it is very difficult for electricity to reach far fetched places and so how can they make use of the Internet over there. Nowadays, it is very easy to travel publicly, especially with the metro rail train in the city. In a matter of minutes, you are already in your destination without the hassles of traffic. But in a small town, one has to walk by feet or if they become lucky, some improvised moving carts made of plywood are the means of their transportation.

I would not prefer living in a situation where I think I would not grow as a person; where if ever I would learn things, those are still way behind those of the urban people. I want diversity. I want an evolving environment. I want to be at pace with the challenges of the place I am living at and not stay drowned in the stunted growth I may have if I choose to stay in a little town.

Topic 9 Country and City

People are always wondering whether the country or the city is the ideal place to live. If there is one preference-which I take leave to make a conclusion-then it is the country rather than the city that provides people with optimal living conditions. There widespread testimonies for it and the primary ones are listed as follows.

The foremost reason for dwelling in the countryside is the soothing and comfortable life provided by the pastoral view. Hardly anyone could resist the clean atmosphere, the friendly neighbors, the closeness to nature and the gentle pace of living. Those who have enjoyed the first cock crow in the morning, the twittering of birds in the tress and the breathtaking sight of the rising sun would go into rapture at only mere mention of the idyllic life. Relaxed and suburban dwellers are able to hold a more positive attitude for life and achieve more accomplishment.

Oppositely, the obvious things brought about by noisy and flashy city life are more pressure and forever-lasting anxiety, agonizing and torching people's mind day in and day out. Another subtle explanation rests on the fact that country habitants are fortunate enough to enjoy the cozy and pleasant ambience of the family without exhausting social life. How satisfactory and refreshing it must be to have dinner together with your loved ones in the spacious and pastoral surroundings after a frustrating day! Furthermore, nothing can be compared with the joy of watching heart warming TV programs, playing convivial games and sleeping in the tranquil and relaxing atmosphere.

On the contrary, it would be far more difficult to acquire such pleasure for those urbanites. Consecutive and excessive recreations not only thrift money but also deteriorate people's health, which is the last thing one would like to encounter. Naturally, it is possibly to reckless to assert that nothing beneficial combines with city life since several accompanying merits also come along with it. Living in the metropolis means having more accesses to various people involved in multiple attractive cultures. Living in the metropolis also provides plentiful opportunities, both in career and studies.

Nevertheless, the fact that city life makes it more convenient to purchase a job does not prevent us from concluding that country life is more enjoyable as well as healthful and placing a certain amount of reliance on the notion that country life is always the sensible choice.

Topic 10 **The importance of hard work**

That hard work is a key to success is a well-known adage. Parents, teachers as well as others guide a child to work hard so that he can achieve good scores. Though a little bit of luck plays a positive role but I believe that hard work is the key to success. In fact if only luck is to be considered, no one would work but just wait till their luck shines up.

But this is not the case. Today we see that technology has improved to such an extent that a person can have a lunch in Paris and a dinner in New York on the same day. There lies great contributions from people like the Wright brothers and Henry Ford to invent these means of transportation, which were the result of their hard-work and great efforts. If these people had waited for the D-day probably we could still have been using fire and wood to cook instead of using electrical ovens, and the globalization would not have taken effect.

A person can excel in his career due to hard work. If he sits at home, no one would offer him a job unless he initiates the job searching process. Also if you are working in a company you will be promoted only because of working hard; luck does not lie in the picture.

A student stands out first only if he studies hard. Many students after the graduation say that probably they were not lucky enough to get good marks, or the evaluators must have marked their papers strictly. But again these are merely reasons that can't be given preference.

Today science has developed so much that hand shaking can be virtually done between any two countries. This is due to the tremendous amount of researches accomplished by scientists. All achievements in science and technology are because of hard work contributed by people in different fields.

Thus a young individual has the potential to do something and crave in reaching a particular acme. Whether your luck prevails or not condition being hard work and efforts, which will pick you up wherever you are.

Topic 10 **Luck and hard work**

There is a humorous saying in English "The grass is always greener on the other side of the valley." The saying is used ironically to point out that there is a temptation in us all to insist that others are more fortunate than we are. This is nowhere more true than on the question of luck and hard work. When faced with the "bad times", we often find comfort in the idea that we are special in our degree of misfortune. I feel that such an attitude is negative, and that it can bring only further misfortune.

Many famously successful people have begun from small origins. Mao was the son of a (modestly prosperous) peasant; the explorer Captain Cook was so poor that, as a child, he had to work by day and study by night; many of the affluent Americans of today are the children of the poor immigrants of yesterday. Beethoven, it should be remembered, became deaf before the end of his career. There are many, many more people who have also made genuine, though less spectacular, successes against the odds.

Within his own terms, a person who is born into poverty in India is a great success if he manages to own a house in later life. Poverty cannot be reduced by merely complaining and blaming others: no matter how guilty other people are, each individual must reach out to success for himself. Indeed, some economists believe that the world operates by what they call "the rule of the jungle." They believe that in economics a person always attempts to gain profit from his neighbor: that given the chance the poor man would quickly make himself rich by trading to his own advantage.

Also, it is presumptuous to judge another according to his or her apparent fortune. No man can ever truly understand the sufferings of his neighbor. A man who appears comfortably rich may have suffered elsewhere in his life - through the death of a loved one, for example. Retired businessmen have often worked long hours in their youth. Surely, it must be wiser to respect achievement than to deny that anyone has achieved good in the world.

To rely on notions of luck - to believe that life is a kind of lottery - is an attempt to escape reality. Paradoxically, the only time a person can claim that luck is more important than work is when he reflects on his own success. Because of that modesty, the great man then becomes even greater.

Topic 10 **Does luck has anything to do with success?**

Some people believed that they achieved success by their own ability, whereas other people believed that they did it by luck. As for me, I would like to side with the former people. I am willing to discuss it by proposing two main reasons.

First, As for the genuine meaning of the term 'success', luck is not the dominant aspect to gain success. What is success? I like to say that success is a great integration of a good motivation, a good procedure, and a good result. That is, success means not only the self-realization or economic abundance, but also enduring endeavor or firm belief. Being a rich man or powerful man without hard work is never a 'success'.

Second, for the social cohesion, I support the former point of view. If we acknowledge that a person who becomes a rich man due to luck as a successful man, we would lose the moral principle that makes our community safe and harmonious. That is because most people are willing to buy lottery or play gambling instead of work hard. *TSlo* pain, No gain' is not fallacy.

As for me, I would like to live in a society where there is no luck for success. I believe that hard labor and great endeavor rather than luck is the origin of human happiness and success.

Topic 11 Sports or library?

When it comes to the issue of the arrangement of the university budget, some people suggest that universities should spend more money on their libraries rather than on student's sports activities, while others maintain the opposite view. As far as I am concerned, the former point carries more weight. I take this view on account of the following reasons.

First of all, libraries are the places that maintain records of traditional theories, which are priceless treasure of human being. To keep these important materials, a lot of special devices have to be purchased. For example, a vacuum chamber that is used to keep a book printed hundreds of years ago may cost a fortune and constant budget has to be applied for its maintenance.

Second point to take into account is that libraries need more money to meet the need of the increasing development of technology. With the exponential leaps of the information technology in the recent years, massive amount of information can be easily and instantaneously obtained through computers and the Internet. Libraries also have to purchase such equipment, which may be very expensive, to meet the student's acquirements.

Last not least, the quality and quantity of the library indicate the level of a university. Therefore, if one university wants to achieve a better recognition, it must spent more money to improve the overall situation of its libraries.

Just as the English proverb goes, "a coin has two sides" those who take the opposite view are partly reasonable that more sports activities and better physical conditions will greatly promote student's health. But with the factors I outlined, I still believe that applying more budget on university libraries is much more important than sports equipment.

Topic 11 Sports or library?

I disagree strongly with the idea that the same amount of money should go to university sports activities as to university libraries. Although playing sports is a wonderful way to learn about teamwork, strategy and reaching your goals, it should not be the principal focus of a university education.

Students need the most up-to-date library facilities available to get the best education. Many of those facilities are very expensive to buy and maintain. These include computerized programs and access to Internet research databases that students can use to find information all around the world. If a university is only offering its students resources of a decade ago, it's depriving those students of a tremendous amount of information.

Even the book and magazine budget of universities has gone up tremendously in the last decade. More is being published on every subject, and every university wants to have this information available to its students.

It also costs money for universities to keep their libraries open. Students need to have access to all the libraries' research tools as much of the time as possible. Because students are young and can stay up all night studying, many universities are starting to leave their libraries open all night during exam periods. This costs money, because the staff has to be paid extra to be there. It also costs money to run the building (electricity, heat) during that time.

Students at universities are only going to benefit from their education if they can get to all the tools they need to learn. Sports are secondary to the resources that students need from university libraries. For this reason, libraries should always be better funded than sports activities.

Topic 11 Sports or library?

Many universities offer their students a lot of facilities for engaging in sports activities besides their normal academic programs. There is a gym and a swimming pool on almost every campus. There are also many other groups like swimming or jogging societies for students to join and enjoy sports during their spare time. On one hand this is a good chance to help students maintain their physical health and fitness, on the other hand it takes up a lot of the universities' resources.

"A healthy mind lives in a healthy body." This is one of the main reasons why universities invest big money into their sports facilities. A lot of research concerning the relationship between physical fitness and mental abilities come to the conclusion that a good physical condition creates a strong mental power. One must emphasize that the investment on sports facilities is worthwhile and beneficial.

The opposite opinion is that it is a waste of money and resources to invest in sports facilities for students. Many people think that students should concentrate on academic issues. It is more important to spend money on buying books and computers for libraries, because libraries provide students an essential environment for their course studies and research.

In my personal opinion, when the financial resources are limited, it is more sensible to spend money on improving research and teaching facilities like libraries and computers, which are the key issues of a successful university education. Students can always find their own ways to do physical exercises, such as utilizing the facilities in the community. Nevertheless, after satisfying all the academic needs, if there is still some money left, the money should be invested into sports facilities.

Topic 12 **Why people go to museums?**

When people travel to new places, they often choose the local museums as a must-see place. Sometimes the museums are even more attractive than the most famous place of interest. This phenomenon can be easily explained if the function of museums is taken into account. As we have known, museums can help us understand the history, the customs and the most representative arts and crafts of a place.

Different place has different history. And the most convenient way to understand the history is to visit the local museum. Last year when I traveled to Xi'an, an ancient city of China, I went to the history museum to explore the course of the city's development. With the background knowledge provided by the museum, I found that it was much easier for me to understand the city. So the museum can take away barriers between the tourists and the city by help the tourists to be familiar with the city's history history. To a tourist, the most interesting aspect of a new place is usually its customs, which can be demonstrated by the local museum. The Beijing Custom Museum vividly shows the real life, the traditions and customs of typical Beijingers. A visitor can satisfy his curiosity by learning about the origin and characteristics of the quart-yard - the traditional residential building style of Beijing. Thus, with the help of museums, tourists can have a deeper understanding of local people's life and their customs.

Every place has its own representative arts and crafts. Tourists can have the access to a wonderful show of these arts and crafts in the local museum. For example, in the town of Jing-De-Zhen, which is famous for its pottery-making, tourists can be excited by the beautiful pottery products and the complicated making process exhibited in the pottery museum. It will be a pity if a tourist missed the wonderful show of the local arts and crafts in the museum.

In a word, museums serve as a bridge between tourists and the place they visit. That is why people are so eager to visit museums when they travel to new places.

Topic 12 **Why people go to museums?**

As a tour guide for a Japanese woman in the city of Beijing three years ago, I was amazed that she would be interested in the Chinese Culture and History Museum, which even Chinese pupils does not like to visit. Museum in my eyes used to be a really boring place, which could only display items that are dull and motionless. I thought Museums were dead. Until after I traveled to some places myself did I start to realize the life of museums.

A place consists mainly of its past and present in terms of time. When you are visiting one place, the existing scenery, streets and buildings give you chances to understand its present easily. But when it comes to the past of a place, things are different. With time going by, the past is always staying in the past. Sometimes with the new constructions, a place's past can even be burnt into ashes.

In most cases, museums preserve part of the original appearance of a certain place and present plenty of information in terms of objects and pictures that one cannot obtain from the present. Only when information from the present and that from the past are combined could one obtain a relatively integrate image of the place. That is why the Japanese woman insisted that she visit the Culture and History Museum in Beijing. Like most of other cities, Skyscrapers, glass walls and the modern street scenes are all over the place in this city. The red and gray walls, the palaces and small courtyards, which were typical scenes in the past, can only be found in the vintage photographs in the museum.

Thus, visiting museums is a very effective way to understand a place's past, therefore one can get a whole picture of a place that one visits.

Topic 12 Why people go to museums?

It is an interesting phenomenon that, when traveling to new places they have never been to before, many people choose to visit museums. Why museums are people's common choice? Based on my personal experience and according to my observations, I think this is because museums tell people a lot about the culture of those places and provide them with entertainment.

It is easy to find out many ways to obtain knowledge about the culture of the place where people visit for the first time. You can go to a theater, a church or a nightclub. Another option is to sit in the park and watch the people around you. Among various options, visiting museums might be the most efficient way. Museums show you the history and art and those things that the locals think important, some of the exhibits might be unique in the world. On the other hand, the museums themselves are part of the landscape of a place. Many museums are designed and built based on the historical and artistic characteristics of the places where the museums are located in. The Forbidden City Museum is the most favorite tourist site because not only it contains a large variety of historical treasures and art works but also it is the representative of the Chinese history and the highest achievement of Chinese ancient architecture. As a result, people are willing to choose museums as their first destination to understand culture of the place that they visit.

Museums also give people entertainment. Even if you are not interested in art or history, there is always something to catch your attention. Many museums now have what they call "interactive" exhibits. The "interactive" activities were originally designed to keep children occupied while their parents were looking at the exhibits. However, the interesting thing is that adults are keen to these activities as well as their children. It is fascinating to create your own work of painting at an art museum or to design an appearance of a robot by yourself in a science museum. People can be really pleased through performing the "interactive" works in museums, as well as gaining related knowledge.

Both local people and visitors welcome museums because museums are an essential part of our life. They reflect our history, our art, our values, our creations and our dreams. No matter who you are and what you like, somewhere there is a museum that will amaze and interest you.

Topic 13 Do you prefer to eat out or eat at home?

Nowadays, some people like to eat at home and prepare food by themselves, but others prefer to eat out side in restaurants or at food stands. As far as I am concerned, I prefer to eat at home.

Of course there are some advantages to eat out. Firstly, restaurants offer a more comfortable environment to eat and the food there tastes more delicious than home-cooked meals. In addition, eating at restaurants is a good way of getting together with friends. People also do not need to worry about washing dishes and cleaning. For people who are too busy to cook, eating out is certainly an ideal choice. Furthermore, for people do not know how to cook and do not have some one to cook for them, eat out seems to be the only choice.

However, I prefer to cook and eat and home. The main reason is that at home, family members can prepare their meals and enjoying their food together, which can enhance their relationships. Family members can talk, make jokes and exchange feelings on current affairs with each other while preparing a meal. Parents have a chance to communicate with their kids and keep track of what they are thinking and doing; while children can learn to help with some household tasks and develop intimacy with their parents. Image that you and your brothers and sisters help your mother to cook on a weekend, and enjoy the food later on, and you feel everything is so nice.

Another reason is that eating at home can save money. The same amount of money that you spend on a meal in a restaurant can buy a lot more foods from a supermarket. You can use the money saved to buy a new cloth, or attend a concert.

General speaking, eating out side is comfortable and convenient, but eating at home has more benefits. I prefer to eat at home.

Topic 14 Should university students be required to attend classes?

The extent to what level of efficiency modern education system could perform in teaching students is always a hot topic. Among many developing suggestions that could improve learning efficiency, the necessity of attending class has been argued frequently in recent years. When it comes to whether giving students freedom of attending class as an optional choice or not, tradition has it that class is a firm part of the school life. Nevertheless, in my part, I prefer having the rights as individuals to make our own decisions about attending a class.

I believe that studying out of class does certainly save our time and make learning more comfortable. Take e-learning at home as an example: students may learn at home via "visual classes", which are powered by computer and the Internet installed at home instead of pens & paper and white board in a classroom. Being connected with professors in different locations, learners do not need to battle rush-hour traffic for going to campus. Indeed, students could do their research at home or even at a vacation hotel. With modern technology, people could choose to learn any topic no matter what they are doing - drinking, eating or even listening music, at anywhere and any time. Therefore, studying without a real class attending requirement will save our time, and offer a comfortable learning environment.

Another advantage of making class an optional choice is that people could customize their learning process according to their own interests and capabilities. While classic class leverages learning speed and depth to satisfy every student in the class as a whole, learning out of class means self-control. Students choose to attend one class because its topic is just suitable for his study plan, and discard another class because he had learned it in advance during the weekend at home. He may then accelerate his studying speed and go on to the further topics that interest him.

Admittedly, attending class at regular time has its own advantages. Students in a real class may be regulated by a teacher to concentrate on their study. Teachers, who are well trained, could also give learners professional guides and interesting demos. Moreover, some special programs such as physical exercises and experiments may only be conducted at real classes.

All in all, from what I have been discussed above, I suggest granting students rights of making their own decisions for attending classes. To make classes optional in universities will certainly bring advantages for learning and benefit the whole society.

Topic 14 Should university students be required to attend classes?

Should university students be required to attend classes? There are two different opinions. Some people claim that attending classes is a must to students. Other people, however, argue that it should be up to the students to decide whether they need to go or not. As far as I am concerned, no matter whether students like it or not, they must attend classes.

Students who do not like to go to classes have their reasons. The main one is, they can learn knowledge by themselves. If they were asked to attend the class in which the professor teaches something they already have known, it would be a pain. By not attending class, students can control their time more freely and are likely not to waste time.

Although I agree that there are maybe one or two advantages of not attending classes, I insist that the advantages of attending classes far outweigh that of not attending. In the first place, professors can teach students a lot of things that are not written in the books, such as the way of thinking. In the dictionary, a university is defined to be a place where teachers lecture what they know to students. Books normally offer just concentrated knowledge. How the authors developed their ideas and reached their conclusions is usually not written in the books. How to answer these questions? Go to the classes. The professors will not only teach you knowledge, but also teach you methodologies and answer your questions, face to face.

In the second place, students will benefit from seminars and group discussions with their classmates when they attend classes. It is a society that emphasizes on the importance of communication and listening to other people's opinions and ideas. It is very important to share your ideas and knowledge with other people. In a class, the professor often gives some topics for students to discuss. In the discussions, a student will be surprised that he/she can get so many fresh thoughts and ideas from his/her fellow students.

In conclusion, I believe that students should attend classes not only because professors can teach you knowledge and methods, but also because students can learn from each other in the classes. In short, one must attend classes if one chooses to attend university.

Topic 14 Should university students be required to attend classes?

Some people may believe that going to classes should be optional, but I really disagree with them about it. I do not understand how a university student can expect to learn much knowledge if he doesn't attend classes. Although self-study is a good way to acquire knowledge, students, I believe, need to be in class.

In classes students receive the benefit of the teacher's knowledge. A teacher does more than just going over the material in the textbooks; she draws her students into discussions that may lead further understanding of the teaching material. She not only teaches acknowledge and theories, but also presents opposing opinions that help students think and absorb what they have learned. Additionally, she may invite guest speakers to give her students extra information from another prospect, or play some documentary films on certain subject.

Besides teaching knowledge, a teacher impart her students the right method of study. In that way, the students can understand how to study efficiently, how to find information from proper resources, and how to apply what they have learned into practice. In other word, if there is no teacher to lead them to the right way, the students may go into a roundabout and waste lots of time.

The last reason for attending classes is that going to classes can train students to be more responsible and have good sense of teamwork. In classes, the students may be given some group assignments. To achieve assignments, they can know what is their respective responsibility and how to cooperate with others. Meanwhile, they can learn from each other because each student has his strong points, different background and experience.

In short, going to classes give students more knowledge, help them to become more responsible, cooperative and thoughtful. I believe that attending classes cannot be optional, but should be a essential part of university education.

Topic 15 What are the qualities of a good neighbor?

When I think about my childhood years, I my first friends come to my mind, those who were the first people besides my family I got to know, who became my friends and grew up with me. Most of them were classmates, relatives and of course, neighbors. Neighbors are those people who share the street, block and fences with us. Their existence has always been taken for granted, and they haven't been given the importance or attention that they deserve.

For some people, neighbors can mean "troublesome" or "annoyance." For others, neighbors are considered as relatives, and they enjoy having a good and close relationship with their neighbors. Of course, the opinions depend on personality of individuals, culture, type of housing (house or apartment), place (a big city, a small town, or the country) among others. But both points of view may come to an agreement when determining "what makes a good neighbor?"

In the first place, a good neighbor should be considerate. Knowing that you should treat others the way you expect to be treated is a quality that makes people respect boundaries (physical, social and emotional). For instance, a neighbor who can tell when the noise of his stereo makes may bother the people next door, and is able to turn it down taking into consideration of his neighbors' needs.

In the second place, being sympathetic is another characteristic that a neighbor should have. Putting yourself in someone else's shoes makes you understand better the feelings of somebody who is in trouble, and consequently, offer appropriate help. An example could be a situation where you know that your neighbor divorced recently and is going through a hard time. Maybe you will be more understanding when you see her in a bad mood, and avoid an unnecessary conflict, because you can see the way she feels.

Finally, good manners and a polite way to address your neighbors can polish even the toughest relationship. When a neighbor is rude, even if we excuse him or her by saying, "that's the way he/she is", we feel a little rejected. A nice smile or a "Hello" helps a lot to start a friendly conversation, and to avoid misunderstandings such as "He never speaks to me, so he must be mad at me or something." Manners do help to start friendships.

There are so many more characteristics that we could list, and there are many ways we could make a more accurate picture of the perfect neighbor we all want to have. But I guess the best way to "edify" our neighbors is by being good neighbors ourselves. We cannot demand others to do something for us that we cannot offer to do for them. We should stop complaining about what our neighbor always does that bothers us; we'd better start analyzing what we are doing to make the relationships with "the people next door" flourish. Let us start setting the example.

Topic 15 What are the qualities of a good neighbor?

Human beings are social animals. It is therefore their instinct to live together. This factor has contributed towards civilization that gave rise to splendid cities and towns. However the basic unit of all these grand cities, and for that matter any human settlement is a neighborhood. Since we are social animals, we have to interact with each other and develop social relationship. In this regard, it is imperative to develop warm convivial relationship with our neighbors. For this purpose, it is also very important to have good neighbors as neighbors play a very important role in one's life.

There are many attributes of a good neighbor. First of all, a good neighbor should be a responsible person, mindful of others' rights, which include privacy, peace and security. A good neighbor must therefore avoid unnecessary intrusions into his or her neighbors' personal matters. Also, a good neighbor must avoid practices that are likely to disturb the peace of his or her neighbors, like creating noise, organizing congregations at odd hours, indulging in altercations with them that are likely to cause tension in the neighborhood.

Secondly, a good neighbor must be caring towards others and be ready to help them in time of need. This is especially true when there is a emergency, like a fire, an earthquake or other calamities. In such a situation, neighbors are the first ones who can provide help to those unfortunate ones who have been struck with the adversity, and must do so in a selfless manner. Also there may be instances when one may have to leave his or her family, especially children at home due to unavoidable circumstances. In such a situation a good neighbor is required to take care of their needs and help them in all ways possible.

There may be cases where there are neighbors who are not financially well off. In such cases a good neighbor is required to be helpful towards the unfortunate ones in all possible ways, like sharing one's food with them, or providing them with gifts.

It is said that one has the liberty to choose friends but one may not have the luxury to choose neighbors. Having good neighbors is thus a blessing and one must value good neighbors, while trying to be good neighbors towards them.

Topic 15 What are the qualities of a good neighbor?

Neighbors are the people who live near us, and their behavior influences our daily life. Good neighbors can make us feel comfortable and give us many help, and everyone will benefit from a good relationship among neighbors. In my point of view, these are three conspicuous aspects of the qualities of a good neighbor.

One of the most important characteristics of good neighbors is that they have a good living habit and are friendly to others. A person with bad habit will affect your daily life. For example, children are most likely to be influenced by bad neighbors and carry on bad habits. On the other hand, being friendly is also an important nature of good neighbors. If neighbors are unfriendly, they are hard to approach and difficult to get along with.

Another important aspect of good neighbors is that they should be willing to help others. In our daily life, emergency situations may happen, and we may encounter difficulties that cannot be resolved by ourselves. At this time, the quickest help we can get is probably from our neighbors. To some degree, neighbors are as important as relatives to us, because they could provide the immediate help. In the same way, a neighbor who likes to help others will get help in return. Help each others can form a friendly and harmonious relationship among the neighbors.

All in all, a good neighbor is someone who has a good living habit, is friendly and is willing to help others. Taking into account of all these factors, we may reach the conclusion that a good relationship among neighbors need the maintenance from us.

Topic 15 What are the qualities of a good neighbor?

Speaking of the word 'neighbor', it arouses different responses among people. Some people may frown upon it, others might nod their heads at it with their whole-hearted smile on their faces. No matter which category you belong to, as a person, especially as a person who has to live next to a neighbor, the concern on the qualities of a good neighbor is always a popular issue to bring about and to desire for. In my opinion, a good neighbor must be a friendly person, while at the same time, a person who is willing to offer help to you when you need the most.

As an important and fundamental quality of a good neighbor, she or he must be kind and nice. Neighbors are those persons we meet in every day life when we go in and out of the building. They are usually the people we meet at the very beginning of the day, and whom again we will encounter at the end of the day. A nice and sincere smile on their faces, or a simple 'hello' as a warm greeting on the way, may bring us a joyful mood for a start of a day. In a very same way, a caring 'how was your day?' on your way home might be treated as a big comfort on your tiredness at the end of your working day. As nice neighbors, they have provided us a very cordial living environment through their care and friendship.

Other than that, being able to help you out when it is necessary is also considered as a significant trait of a good neighbor. Through our entire lives, there are numerous difficulties or troublesome situations that we have to deal with. When those particular moments come into life, the first person come into our mind is often our best friend or one of the relatives. However, most of the time, they cannot be the real person who we can rely on at those hard times. We will soon realize they are either too far away or they are unavailable right now. We all have once had these similar experiences. Then here is the moment where good neighbors should begin to play their helpful roles so that we can immediately turn to them for help and useful advice for dealing and solving the emergency, and so that we do not have to lose our minds in trying to find everyone's phone number.

These are the precious and indispensable qualities of good neighbors. They are friendly and nice, and they will always be there ready for you when you need someone's help. Living with such a neighbor, you may start to sway at your old image of neighbor, and you may no longer frown upon that topic at the time we talk about it.

Topic 15 **Qualities of a good neighbor**

It seems, among so many qualities such as reliability, honesty, helpfulness, and patience, very difficult to prefer one to another because each of them has its unique advantages. Yet that does not mean that they are of the same weight to me. To be frank, I would prefer reliability and helpfulness.

Why I vote for reliability? I stand behind it because I can trust my neighbors only if they are reliable people. That makes me feel safe to associate with them. Imagine if your neighbor is not reliable, will you put your worries to rest to let your neighbor look after your children even when she offers to do so? Do you dare leave your key to your neighbor when she says she will keep it for you? Will you lend your car to her when your neighbor promises that she will return it within two hours? Obviously, reliability is not only a quality of a good neighbor, but also a quality of a good person, and it is the foundation of a good relationship.

Being helpful is another quality that I have chosen to illustrate here. A neighbor should be kind and helpful, because they live close to you, and you never know when you might need help. For example, when you go for a vacation, your neighbor can help you water the plants, and pick up the mail. It is always good when you know that if something happens, your neighbor is there to help.

Of course, other qualities such as honesty and patience are also important to some extent, but everybody has his or her own preferences. I chose reliability and helpfulness as the qualities of a good neighbor because reliability helps us develop a good relationship and helpfulness keeps the relationship remaining for a long time.

Topic 16 Should a new restaurant be built in your neighborhood?

What do you think if there will be a restaurant built near your neighborhood? People may have different opinions. Some people will be against it because of too much noise, potential pollution, etc. Other people, however, will welcome it very much. As far as I am concerned, I like to have a restaurant built in my neighborhood.

In the first place, a restaurant will make my daily life more convenient. As we know, cooking is a very important thing in people's life and it is also very time-consuming. When I come home from work and feel tired, I normally want to eat out. If a restaurant is very far away from my house, I have to give up that idea because I do not want to waste my time and energy on the road. As a result, I have to cook myself. What a pain! If there is a restaurant nearby, it will make a difference. What I need to do is to take a leisure walk to the restaurant, sit down, make an order, enjoy my dinner and then, the most important thing, and leave without cleaning the mess.

In the second place, I have another good place to meet my friends. Sometimes, meeting friends at home is tedious, especially meeting some friends that I am not very familiar with. If there is a restaurant nearby, I can invite them to go to the restaurant. While drinking and eating, we will have more topics to talk about. And the beautiful environment of the restaurant will make the talk more pleasant.

In addition, I can make more friends in the restaurant. A restaurant the best place to meet new people if you are not shy. If the restaurant is just within walking distance of my home, I will be there more frequently and have more chances to know more people.

In conclusion, I will support the plan of building a restaurant near my home not only because a restaurant can make my life more convenient, but also because it can be a ideal place to meet friends.

Topic 16 **Should a new restaurant be built in your neighborhood?**

A new restaurant in my neighborhood would be the most exciting event for me. I personally have positive feelings towards this proposal and also believe that the people of my neighborhood shall also feel excited about such an event.

Life in the fast lane today has turned out to be so hectic and tedious to us that at times we feel exhausted and therefore unwilling to prepare our food. We also feel a strong urge towards a change in the type and flavor of food that we eat. A new restaurant at such times near by shall make a difference to our lives.

In occasions of happiness, get-togethers and enjoyment, having a restaurant nearby is always a convenience for people here. For example, the restaurant can be a convenient place to hold a wedding reception, or a birthday ceremony.

A new restaurant shall certainly add lots of enthusiasms and excitements to people here and people who have the greatest amount of enjoyment would be the younger people. They can relax in a new environment with the experience of a new atmosphere and people around and most of all, tasting something new. On the other hand, a new restaurant in our neighborhood gives hope to young people who would like to make money through a part time or full time job.

In conclusion, a new restaurant will bring convenience to our community. So I personally welcome such a plan.

Topic 17 Do you learn better by yourself or with a teacher?

Some people prefer to learn by themselves. They think they can learn better in this way because they have more freedom, independence, and pressure in their self-study. There is some truth in their way, but they fail to see the many advantage of learning with a teacher. Especially, when you learn something more complicated, it is always best to have a teacher. My arguments for this point are listed as follows.

First, a teacher can act as a guide to lead you to success. When you grope for knowledge, you need help and advice. A teacher, who treats you as if you were his own child, will give you a hand when you encounter difficulties; he will render his advice when you are in a dilemma. Without a guide, you would be searching in darkness without a torch to light the way for you.

What is more, a teacher exerts real pressure on you. If you study by yourself, you must be strong-minded enough to keep on. You may become indolent for lack of a strong will. Studying under the guidance of a teacher, however, you will feel there is always someone to supervise you. The teacher may assign you some books to read or some homework to do. You must complete the assignments, or you will not pass the course. You are urged to go no by your teacher.

Last but not least, studying with a teacher will receive the benefit of the teacher's knowledge. In class, the best teachers do more than just go over the material in the textbook. They teach students how to learn, how to absorb information and then apply what you have learned to other situations. They guide all of you on classroom to develop discussion of the material and provide extra materials to broaden the scope of the topic. Without the help of teacher, it is nearly impossible to get these skills just by reading the textbook yourself.

In short, I prefer go to class, studying with teacher to guide and urge me. I choose to learn in a big family—my school. If I was obliged to learn by myself without a teacher or classmates, I would feel very sad and lonely. There would be no fun, no pressure, and no motivation. I could not learn well in such dull and depressing circumstances.

Topic 17 Do you learn better by yourself or with a teacher?

Learning is a lifelong theme of every person. How brilliant your achievement will be to some degree depends on whether you can learn anything efficiently or not. Some people prefer to learn by themselves. They think that they can learn better in this way because they have more freedom, independence, and less pressure in their self-paced study. There is some truth in it, but they fail to see the many advantages of learning with a teacher. As far as I am concerned, I would like to learn with a teacher.

Firstly, when you are a beginner to a new subject, a teacher is able to provide you with a lot of fundamental knowledge, which is ready to become a solid basis for your later knowledge system. As we all know, entering a brand new area of knowledge usually demands sharp altering of minds and a gradual accumulation of new information. Without a teacher as a guide, you could still march along this road but at the cost of large amount of time and unpleasant experience. However, equipped with a certain amount of basic knowledge, which resembles a map, you will easily steer clear the obstacles barring on the beginning of your long journey. And that knowledge is what a teacher will help you gain without troubles.

Secondly, The storage of concrete knowledge is one matter, while understanding how to learn a certain subject of knowledge is another. As many students confess, it usually takes them quite a long time to find a way of learning suitable to a special subject. Again, a competent teacher is the key to this problem. The teacher will equip the students with some insightful views over the whole subject and much rewarding experience in overcoming difficulties of the subject. For example, a teacher of a Computer Programming Language will certainly let you know lots of rules in programming that is probably hard to accumulate by yourself.

Some people may argue that to learn with a teacher will lose some kind of freedom. For instance, heavy load of assignments will eat up too much time. But a good teacher will take control over such assignment so that the load is only sufficient for students to strengthen what they have learned. It seems that this turns out to be another advantage of a teacher.

In short, I prefer go to class, studying with teacher to guide and urge me. I choose to learn in a big family - my school. If I was obliged to learn by myself without a teacher or classmates, I would feel very sad and lonely. There would be no fun, no pressure, and no motivation. I could not learn well in such dull and depressing circumstances.

Topic 18 **Important qualities of a good supervisor**

Though everyone will work in different places such as a company, a college or university, a factory and so on, I think there are the same standards judging a good supervisor in several aspects.

Firstly, a good supervisor treats his/her staff fairly. He knows how to balance the workload. He will not let some members of his staff do many things while others only do a few things. If he gives you a task, he will tell you in advance. Moreover, he will not ask you complete a project in a few days that actually needs half a month to do. A poor supervisor never considers his employee's feelings. A poor supervisor is usually not a good planner, so he is very nervous when a project comes to its deadline, and he will use his fault to punish his staff. A supervisor like this would certainly not benefit the company.

Secondly, a good supervisor praises or criticizes in a straightforward way. If you do very well, he will praise you, and encourage you to do better. If you have made a mistake, he will criticize you face to face, and he will not complain to your co-workers. He will also analyze how to improve your work and point out the ways to do thing right. Furthermore, he will encourage you and trust that you will do well next time.

Thirdly, a good supervisor cares for his staff. He is aware of your feelings and emotions. When you are sick, he will send you flowers or visit you, or he will arrange other members of staff to see you if he is busy. He treats his staff like family members. He is gentle and cheerful. Smile often appears on his face when he greets you. On the contrary, a poor supervisor often pretends to be serious. He never understands what his subordinates are thinking. His staff will never have a good mood when he is present at work.

Finally, a good supervisor must set a good example to his staff. He must work hard, and has a strong sense of responsibility about his company. He must understand the operation of the company, and can do every staff's job in his department when necessary. That way he will win respect from his staff and his spirit can motivate them.

In short, a good supervisor treats his workers fairly, cares for their feelings, treat them as family members, and set a good example for them.

Topic 18 **Important qualities of a good supervisor**

When asked what are the important qualities of a supervisor, different people hold different perspectives, due to their different experiences. After pondering this question on many occasions, I sum up three vital qualities that a supervisor or a boss should possess.

In my understanding, the most essential trait of a boss is that he or she should be able to do what is required of his or her subordinates. As an English proverb says, "Example is better than precept." If a boss wants the employees to be hardworking, he or she should be diligent himself or herself. The dean of my department, for example, is a very conscientious man. He is never late in the morning and never leaves earlier than the rest of the staff. By setting himself as a good example, he teaches us what is a right attitude to work.

Another crucial feature of a boss is communication skills. The duty of a boss is to give instructions and directions to his or her employees. If the purpose and the means are not clearly explained, people may feel at loss as to what to do. Again, our dean is an expert in explaining a task. He usually not only lets us know what and how we should do, he also stirs up our interest and enthusiasm in the job to be done.

The last but not the least vital feature of a boss is that he or she should be an understanding or considerate person. If an employee made a mistake, the boss should not rush to criticize him or her. Instead, the boss should first figure out the reasons behind the wrong deed. By saying that, I do not mean that a boss should always be lenient. What I mean is that a boss should consider himself or herself equal to the employ as a human being. In that case, both parties can reach an understanding on the basis of mutual respect.

In short, a supervisor should be a person who is self-disciplined, expressive and considerate and who does not deem him or herself a superior being to others.

Topic 19 Highways or public transportation?

Transportation is among the most important factors affecting the living conditions of people in the society. A prosper transportation system has different components, among which the roles of public transportation facilities, highways and roads are prominent. But if a government finds itself in the stage of defining its priorities in transportation, should it place higher importance on public transportation facilities, or should it prefer to invest more on highways and roads? There are many advantages in investing on roads and highways, however these advantages cannot surpass the advantages of investing on public transportation systems.

The most important advantages of investment on roads and highways include higher potential for the transportation of goods, reduction in costs pertaining to problems caused by low-quality roads, and notable effect on the thriving of the whole region and country. If a government invests on roads and highways, the quality and quantity of roads and highways will increase, so that the potential of the region for transportation of goods will be improved which will result in booming of the economy and higher income for the government. Furthermore, problems such as accidents, and gradual damages to vehicles that are caused by low-quality roads and highways will be reduced. So, the roads and highways will be safer and fewer damages will be caused on drivers. Finally, a country with vast number of high-quality roads and highways is more apt to prosperity. Because there will be more opportunities for the people of the country to have access to various resources. If the system is organized and managed well, it can lead to greater development.

However there are also many advantages in investment on public transportation facilities. A well-designed and managed public transportation system can eliminate traffic congestions in cities. Less traffic problem means the less air and noise pollutions, and can provide society with more physically and mentally healthy people. In addition, prosperous public transportation can save lots of our valuable time that otherwise is usually wasted in heavy traffic. Prosperous public transportation can also lower the huge amount of costs consumed on private vehicles including fuel, service and insurance costs. This saved money due to a good public transportation system can compensate the money spent on public transportation facilities. Finally, public transportation will increase people's contact with each other, while private cars may to some extent isolate them from the society.

In conclusion, although there are many advantages in investing on roads and highways, there are more advantages in investing on public transportation. So, government should consider public transportation as its first priority in any transportation investments.

Topic 19 Highways or public transportation?

In this modern society, governments always confront the dilemma whether spending more money on improving roads and highways or on improving public transportation. This problem is a much-debated one in that it affects everybody in his or her daily life. Personally speaking, I would be one of those who argue that governments should spend more money on improving public transportation.

Though it is quite rational for average people to choose roads and highways because of the obvious reason that a better road condition could suspend more vehicles and accelerate the speed of them. A close scrutiny of the potential benefits of choosing roads and highways would reveal how flimsy it is to stick to the propensity. A better road condition would bring with it more vehicles, thus a much more crowded traffic. Have you ever been caught in a traffic jam? Then how could just spending more money on improving roads and highways do?

Besides, putting the discussion in a wider context, a further reason why I advocate the later lies in the fact that improvement of road condition would stimulate more people to use cars and hence more energy would be used and more pollution would be exposed. This would be the last thing that everyone would like to see. But if we choose to improve public transportation, a quite different result could be. This can be demonstrated by the undeniable fact of our city. We have greatly improved the bus network and reduced the parking places since several years ago. Now more and more people shift from cars to buses and other public transportation, and an azure sky can be highly savored again.

Finally, frankly speaking, there is also a more practical reason why I choose to improve public transportations. Public transportation encourages a sense of community. People who travel to work together all the time get to know each other better while cars isolate us from neighbors. An improvement in public transportation would make it fit more people's schedules and more people would choose to take public transportation to enjoy communicating with each other.

When taking into account all these merits and drawbacks I have numerated, we may safely arrived at the conclusion that we should put more money and concerns more about public transportation. We would experience more convenience when traveling as well as an appreciable nature environment.

Topic 20 Should children grow up in the countryside or in a city?

There are advantages and disadvantages for a child to grow up in the country or in a city. It's hard to say which is better. Growing up in the country means a certain degree of isolation. You're in a small town or on a farm with few people. In addition, the people you meet everyday tend to be just like you. Most have the same background with you, and go to the same schools with you. In the city, people you meet are all different. People come from different culture backgrounds.

City people tend to come from a lot of different places and move around a lot. So, there is not a sense of community in the city like what you have in the country. People in the city can live in the same apartment building for twenty years even without getting to know each other. In the country, however, everybody knows everybody. A child can get lost or hurt in the city and have no one to turn to. In the country, everyone is a neighbor, and people feel connected to each other.

A child growing up in the city has a lot of interesting and exciting places to visit. He or she can go to a zoo, museums, art galleries and concerts. There are a lot of restaurants with different kinds of cuisines. It's easy to see new movies that come out. Children in the country don't have a lot of these activities to go to.

To my opinion, a childhood in the city is better because it prepares a child more for what real life is like.

Topic 20 Should children grow up in the countryside or in a city?

Where is a better place for children to grow up, the countryside or the big city? The answer to this question differs from individual to individual. As far as I am concerned, it is better for children to grow up in a big city.

Some people argue that the countryside is an ideal place for children to grow up. For one thing, it is less polluted than the city. The air is fresh in the countryside. The sky is bluer and the water is clearer. Living in such a place is good to the children's health. For another, as children like playing, only the countryside can offer them a big playground. They can run everywhere, play games in the fields, swim in the river. On the contrary, the city cannot provide such places for children. They can only stay at home and watch TV.

Although I do agree that growing up in the countryside has one or more advantages, I insist that it is far better to choose the city as the right place for children. To begin with, living in the city can broaden children's horizons. They can meet a lot of people and hear a lot of things that will never happen in the countryside.

In addition, a city means more chance to receive better education. In most countries, it is no doubt that the level of education in the city is higher than that of the country. As a result, children can meet better teachers and receive high quality of education in the city.

Last but not least, children can also develop many hobbies in the city. They can learn to play the piano, painting, and dancing, to name a few, which are impossible in the country.

In conclusion, I believe that it is better for children to grow up in the city not only because it can broaden their horizons, but also because they can receive better education and have a chance to develop many hobbies there.

Topic 20 Should children grow up in the countryside or in a city?

I think that it is better for children to grow up in a big city because living there and getting use to it will prepare them for the real life. Living in the countryside, for instance, in small towns or villages may prevent children from fitting into the society.

As a child born in the countryside (in a small town) I thought life is wonderful and people are always kind as they were in my hometown. When I grew up and I had to think about my further education. The best alternative was to go to study in a language school in a big city fifty kilometers away from my town. The school I chose was a leading institution in the whole country. It was a great opportunity for me to meet new people and to get better education.

I arrived for the school opening day. Everything was absolutely perfect. I met my new classmates and they were great. In a few weeks I understood that life was not as ideal as I thought it was. Students in the school were competing with each other for being the first in everything. It was strange for me and I was drowning in the puddle of cruelty and selfishness. My grades were not as good as these of the other students in my class and at the end of the first semester the headmaster informed me that if I did not improve my grades during the second semester I would be suspended from school.

The idea of being suspended was an unacceptable one. I could not let it happen. I became like my class-fellows - brutal and egotistical. The fight for the first places in the school's rank list was merciless. At the end of the academic year I was ranked number 5 (five) of one thousand students in the school.

Today I am at eleventh grade and I am still one of the best disciples in the school. I realize that now I can afford dreaming. For example, now I want to get a university degree in the United States and I have real chances to be admitted.

However, before I came out from my hometown I did not even think of such fundamental things. It was just an issue regarding the geniuses, not me. But now I can say that I am ready to face the challenges of real life and no difficulties can deter me because this big city taught me how to overcome obstacles and to be one of the best.

Topic 20 Should children grow up in the countryside or in a city?

Nowadays, technological development is directed to such people-crowded places such as big cities, resulting in significant differences of lifestyles between people living in the town and in the countryside. It is said that big cities are no longer suitable for bringing up children. In my point of view, I strongly agree that children should grow up in the countryside. Being close to nature, children in the countryside are likely to improve both physical and mental behaviors better than those who are in the city. In the rural areas, children are endowed with real nature that affects to the development of children.

First, fresh air in the countryside provides children with good health. Research has it that more and more children in the town nowadays are exposed to allergy on account of pollution from both vehicles and factories. On the other hand, children living far away from any high technologies are liable to be much healthier. Polluted air is a main cause to destroy the health of everybody, especially children.

Another benefit of living in the countryside is that a majority of children spend their free time wisely. After coming back from school or during vacations, most of the city-dwelling children waste their time by watching TV or playing video games. Big cities have limited areas and hardly furnish people in the communities with public places for relaxing such as park and playgrounds. Therefore children in the cities are limited to conducting useless or even harmful activities. In contrast, rural children devote their leisure time playing with others in large open fields or helping their parents look after their cattle. As a result, not only be rural children so strong from everyday exercise, but they also spend their time in a meaningful way by helping their parents do some work.

Finally, children in the countryside may become more considerate man than those who are in the big city. In the cities, there are very high rate of rivalry.

Topic 21 **Why are people living longer?**

It is a common phenomenon and an indisputable fact that people are living longer now. There are many reasons of this phenomenon. Generally speaking, it is due to the better living conditions people enjoy, the improved medical treatment people receive, and the healthier lifestyle people adopt.

With the development of science and technology, people's living conditions have been improved considerably. They have foods sufficient enough to keep them alive, clothes warm enough to protect them against cold, and houses strong enough to shelter them from danger. Hunger, cold, and danger no longer threaten the lives of the human beings. When facing with nature disasters, people can use all available means to survive.

To human beings, diseases may well be another killer. They took away lives of a large number of people, some being very young. But things are quite different today. The quality of medical care has been improved. Doctors know more now about what causes diseases and how to cure them. Many diseases that were used to be incurable can be cured now. Patients who get timely and effective treatments may recover in a couple of months, or even weeks. It is estimated that today's deaths are mostly caused by unexpected accidents.

In ancient times, people did not care much about their way of living for lack of knowledge and shortage of daily necessities. Now, thanks to the progress men has made and the civilization men has built, the present-day people can afford time, money, and energy to consider their living habits and lifestyles. They are eagerly seeking healthier ways of life to live longer, such as giving up smoking, doing physical exercise, and eating low-fat foods such as vegetables and fruits, which are now available year-round.

It is announced by scientists and doctors that human life expectancy will be extended to over 150 years. Men and women of longevity, say 100 years old, are increasing in number. Senior citizens already dominate many cities in developed countries. Although it may present some problems, living longer is a blessing to human beings.

Topic 21 Why are people living longer?

With the development of human society, people are living longer now. Many factors interact together to enable a longer life. There are three most important causes: the quality of food has been greatly improved; people could have access to medical services; more and more people realize that regular sports benefit their health.

The improving quality of our food is the most important factor of the longer life. We could have not only enough food as we want, but also more healthier food. When we preparing food, we no longer consider the cost, but pay more attention to the nutritious value of the food. With the development of transportation systems, inland people now could also enjoy seafood and tropical fruit.

Furthermore, governments are paying more and more money on medical establishments. Citizens could have access to medical services more easily. Because of the convenient medical service, more illnesses could be detected at an earlier stage. Also, many illnesses that had been considered fatal could be cured today. The better detection and cure enable people's longer life.

Last but not least, people care more for their own health. Every morning you could see people doing sports outside. More and more people have realized the saying "life is in motion." Regular sports build up a strong body. Naturally, people with stronger body could resist more diseases.

To sum up, the development of our society ensures that people have longer life. People now enjoy better food and better medical services, and they spend more time on sports and exercises to build up stronger bodies. As we could predict, people are going to live even longer in the future.

Topic 22 Important qualities of a co-worker

We spend more time with our co-workers during weekdays than we do with our family. Thus, it's important for our co-workers to be the people we can get along with. In my opinion, there are certain characteristics that all good co-workers have in common. They are cooperative, considerate and humorous.

We no longer observe now a time that worships individual merits with great enthusiasm. Everyone should cooperate with each other. Teamwork is curial to a business. A good co-worker is willing to contribute to the office community and not too stubborn to accept advice. He realizes the fact that if one's work is left not done in time, it may hold up everyone else.

Besides, a good co-worker is very considerate. He may change his own schedule to accommodate another's emergency. He may be a sympathetic listener, comforting others when they are miserable.

What is more, a good co-worker should have a sense of humor. His positive attitude may create a pleasant environment. When we are under the great stress of work, what we need most is not a delicious meal but merely a few good jokes to relax our nerve cells.

What I have listed is not the complete set of characters of a good co-worker, however, we can feel how comfortable it is to get along with a good co-worker. Being a good co-worker is not difficult but really very necessary. Such experience of being a good co-worker will definitely contribute to other aspects of life such as friendship and a healthy lifestyle.

Topic 23 Should teenagers work while they are students?

In some countries, teenagers have jobs while they are still students. After thinking about it from several aspects, I do not believe it is a good idea. The reasons are presented below.

Part-time jobs may affect students' academic studies. Working several hours a day consumes a lot of time and one might be too exhausted to study. The main purpose of school life for teenagers is to learn scientific knowledge and techniques in preparation for their future. It is generally suggested that in order to master what they have learned at school, students must spend at least 3 hours each day on their homework. It would be impossible for a student to work part-time while maintaining a high standard of academic learning. As a result, they may find it hard to adjust to what the school and society expects from them as well as what their employers expect them to perform on the job.

Another reason why I do not approve teenagers to work part-time is that working while studying will deprive their time of sleep and will do harm to their health. Teenagers are in the process of building up their body. They need time to do exercises and engage in other activities, and they also need plenty of rest. If they work, they may sacrifice their time for sleep, club activities, exercise, and recreation. Sometimes, teenagers have jobs that consume more strength than they can afford. This will be definitely harmful to their health.

Finally, working part-time and making extra money may contribute to their bad habits. Teenagers are not mature enough to spend money wisely. However with part-time jobs they make money that allow them to spend whatever way they like, such as playing electronic games, smoking, drinking, and even gambling.

Based on the above discussion, I do not think it is a good idea for teenagers to work while they are still students. Compared with their whole lifetime, school life is a short period. Teenagers should value their school life and make full use of the time. Only by working hard during school life can they find their proper jobs in their future life.

Topic 24 **The advantages about living in my city**

It is almost always the case that a person who has been living in a rural area for a while confronts certain conveniences and inconveniences of living in a city. One convenience is the number and diversity of stores and shops available in a short distance in a city. A big inconvenience is the traffic congestion that takes place in many places.

One big thing I remind my foreign friend who is planning to move to my city is that there is cultural diversity, or even conflicts. My friend is an international student from Japan who is living in a small town in California. As a foreigner, he confronts with cultures of local people everyday. On the other hand he realizes that there are few stores and restaurants that are native to his culture. It is very normal that such a person gets homesick and starts missing people and foodstuffs from his own country. Moving to a big city will satisfy such needs of him because there are many stores, restaurants, and supermarkets that are run by Japanese companies so he will less likely to be homesick any more.

However, there is one big inconvenience about living in a city, which is traffic. Especially people who drive often feel stressed on the streets that are always packed with cars lining up in the streets. It is always difficult to find parking spots either in the parking lots or on the street. Furthermore, apartments do not always provide sufficient parking spots to their residents. A lot of people who live in city feel less convenient to keep cars and choose to use public transportation. However, unfortunately, the public transportation system is not perfectly great around my neighborhood.

My city satisfies and dissatisfies my foreign friend who drives. The availability of stores and shops that are native to his country soothes his dissatisfaction about being surrounded by different cultures. However, on the other hand, traffic jam that is always the problem in big cities gives new stress that he is currently free from. It is a matter of balance between the two features that he needs to settle in.

Topic 25 Does the neighborhood need a new shopping center?

There are both advantages and disadvantages of establishing a shopping mall in our neighborhood. I am worried about the traffic and how it will affect our community. However, I believe it will benefit local businesses and increase appreciations for our local area. Overall, I think it is a good idea.

For those that I am worried about, traffic congestion and parking problem are obvious. First of all, traffic congestion is always a concern when building something new. Our streets are narrow, with parking on both sides. A shopping center will certainly bring more traffic than ever before, and heavy traffic means big congestion. At the same time, parking is also a problem in this area. There are few garages attached to houses. Most of residents depend on finding spaces on the street for parking. If a shopping mall is built, we must compete with customers and patrons for those parking spaces. Furthermore, if the shopping center offers valet parking service, it would be even worse because valet parking works in terms to grab every possible space available in street.

On the other hand, building up a shopping center will give this neighborhood more opportunities and benefits. Residents in this area could certainly take the job that shopping center offers. People would earn more money and spend on other businesses, such as entertainment and education, which are operating in our neighborhood or adjacent communities. As a result, not only local businesses but also inter-community businesses are boosted up and a prodigious amount of fortune will be accumulated to our neighborhood. A shopping center can also attract people to visit our community. When they drive to the shopping center, they will see what a nice place this area is to live. Therefore, we would have an increasing number of residents in the next couple of years. It is very important to introduce new population because we have lost many residents to suburbs during recent years.

In a short, there are several details to consider when planning a shopping center. In my part, I support to have a new shopping center in my community because its advantages outweigh disadvantages.

Topic 26 Should a new movie theater be built in your neighborhood?

There will be a hectic debate about whether to build a new movie theater near our region or not. Building a new movie theater will cause some problems such as traffic jams, noises, pollution, but based on the specific case and environment near our community, my point of view is to bolster the scheme.

Living in a small town far from the prosperous city, people in our community always complain about the boring life during the weekends. If we wish to entertain ourselves with some new movies, we have to drive all the way to a theater far away. Although digital cable and satellite TVs are available, they cannot totally replace the enjoyment that a movie theater brings. So it is not surprising that many people including me support the plan.

Besides, a new movie theater will provide more career opportunities. The theater has to employ people to work in it. In the meantime, some new restaurants and shopping centers will be built around the theater for people to eat and shop before or after they see movies. All those new commercial facilities will offer more job opportunities to people hunting for jobs during the economic depression.

The final aspect that makes the choice reasonable is that a new movie theater can encourage people to go outside rather than watching senseless TV programs all night. People will meet each other, and exchange information and ideas. People can use the new movie theater as a place to communicate and socialize with each other.

From what we have been discussed above, we may safely draw the conclusion that it is positive to build a new movie theater in our neighborhood.

Topic 26 Should a new movie theater be built in your neighborhood?

Some people will say that a new movie theater in our neighborhood would be a bad thing. However, I fully support the plan to build one. I feel that a movie theater would bring more opportunities for recreation, reduce teenage delinquency, and lead to several improvement in the town.

As it stands there is little to do in my town. There are no parks here, and there is certainly no nightlife. Additionally, the nearest movie theater is more than thirty minutes drive away. That is inconvenient for anyone here. Many movies end late at night. Who wants a long drive at 11:30 p. m. or midnight? A new movie theatre near our homes will certainly welcomed by people living here.

Building a new movie theater here will reduce juvenile delinquencies. Like every one else, teens here are bored. They need activities to keep them busy and out of troubles. The jobs that the theater will provide will help teens, too. We also need more businesses that are willing and eager to employ young people.

Overall, the new theater will bring many improvements to the town. For example, it will help other business. The movie theater will attract customers from neighboring towns. Those neighbors do not have a reason to come to this town now. However, if they are coming here for a movie, they will be more likely to spend time and money here. If we get more visitors, we will need more roads. While this may be costly, it will also make travel easier for people living here. We will be able to get around faster. Safety will be improved with the new roads, because they will be in better conditions than many that we have now.

I believe that our town needs a new movie theater. Again, I support it fully. I hope that others in our community will join me to convince residents and local government.

Topic 27 Should people do things that they do not like?

When it comes to the topic should people sometimes do things that they do not enjoy doing, optimistic and pessimistic people have different attitudes toward this topic. For me, a person who likes changes a little, I would prefer to do some different things sometimes even if I do not like them. There are many reasons why I should sometimes do things they do not enjoy doing.

The first reason is that I could get more experiences from the things I am doing, no matter I enjoy it or not. There are pros and cons for every experience. What I learned from doing something I dislike is to conquer the similar situation and take the advantage of good changes I may encounter again in the future. In addition, I will see such a disagreeable thing as diversity to my routine life.

Secondly, many things which I do not enjoying doing can actually do well to me. For example, I do not like to sweat because it makes me uncomfortable with those sticky clothes and bad smell. But for exercise, the activity will cause me to sweat, surely keep me in good shape and benefit my health. Besides, I feel happy whenever I see my figure become more slender. Moreover, Overcoming displeased things gives me a sense of achievement.

All in all, it is not bad for me to do something I do not enjoy doing. Therefore, I agree that people should sometimes do things that they do not enjoy doing.

Topic 27 Should people do things that they do not like?

Should people sometimes do things that they do not enjoy doing? Many people strongly oppose this idea, while others insist that although people naturally favor doing what they enjoy doing, under certain circumstances people may well be advised to act against their interests and it would benefit people in many ways. Personally, I would side with the latter.

For one thing, it usually takes quite some time for people to discover their interest. My personal experience serves as a typical example. From my childhood, I learned a lot of time to discover my interest. I tried to play an electronic organ, draw oil paintings, and even learn ballet. Superficially, it seems to be a sound solution to find out what my interest is, but when carefully weighing in the mind, I find that it has wasted me plenty of time. A scrutiny of these arguments would reveal how unnecessary they are.

For another, many things that people instinctively hate to do will actually benefit them in the long run. A basketball star's personal experience is a good example. He likes running when he was a child. When he was in high school, he joined the track and field team. By a chance, he met a basketball coach and was asked if he wanted to become an occupational basketball player. Although he was not interested in playing basketball, nevertheless, his parents told him that doing something he hated to do might change his whole life in a good way. By taking the advice of his parents, he went to the basketball team and now he turned out be extremely successes! For another example, we are not always interested to move to different places. In fact, we will have more opportunities of improving our lives by moving around. As President Kennedy pointed out, "Change is the law of life, and those who look only to the past or the present are certain to miss the future."

Still some people might list other reasons to explain why people should do some things that they do not enjoy doing. However I assume the points I have discussed in the above analysis are the most relevant!

Topic 28 **Has the media paid too much attention to celebrities?**

In this global information age where newspapers or magazines are always handy and TV has already turned so many people into couch potatoes, few people concern about what these mass media has brought to us; we just accept it anyway. While I think the current focus on personal lives of famous people by these media requires further consideration.

Admittedly, it is reasonable for those media to continuously pay great attention to celebrities, the present fierce competition of the various media, the hard-to-pleased audiences' taste, the bombastic effect of coverage of these shining figures. No surprise sometimes that we feel we just know more than those famous people than themselves.

However, the consequence of such intense coverage on public figures' personal lives not only violate those being-focused on a certain level, but also do harm to us being-informed in some ways. Firstly, the privacy of those celebrities is ineluctably encroached from time to time. Sometimes the result is sad - do not forget the tragedy of Princess Diana. Secondly, our attention is certainly being diverted by such tide of craziness about celebrities. What about those viewers who want to see something about ordinary people' lives? How can mass media not concern more about those people suffering from pain and poverty?

Furthermore, one of the significant results of the current fad on famous figures is that their behavior is so influential while at the same time the media have little guarantee to ensure what they say and do will not mislead the mass public and even cause more problems. For example, if a famous figure is being asked about his or her point of view in a field he or she is not quite acquainted, the words presented to the audience may be misleading. This is especially harmful to those young people who are more likely to watch those programs of their idols, and also are mostly vulnerable to influential but harmful sayings.

In a sense, I don't quite appreciate the coverage of people in the center of spotlight, maybe once the mass media turn a little bit from their current focus to other aspects of the society, they may find out that the world is wonderful all the same.

Topic 28 Has the media paid too much attention to celebrities?

With the prosperity of both science and culture, people are accustomed with an abundant supply of information. Modern media, such as television, newspapers magazines, reinforce our accesses to news and information of all kinds, the most prevalent t of which are those about public figures and celebrities. Now there is a growing awareness that media now pay too much attention to the personal lives of famous people. As far as I am concerned, I cannot agree more with the statement and my point of view is well founded.

Nowhere in the history has the condition been more visible that reports about famous people, like music stars, movie actors/actresses and sports figures are easily available and unusually in details. When we turn on the TV, we may be led to the new apartment of a fashion star; when we glance at the paper, we may see dim pictures of an actress and her new boyfriend; especially when we get online, it is almost impossible for us to get ride of the latest affairs of a talented football player. It seems that the personal lives of public figures weigh much more important than the contributions they make to the society. All those absurd attention paid to their privacy is a waste of resources and degradation of public interest.

Another equally important aspect is that most of reports on lives of famous people are always focused on brilliant achievements and extravagant enjoyment, which overstate the gorgeous part and understate the painstaking part. Therefore, young people are often biased and tend to pursue such kinds of lives but with little endeavor. In addition, since the teenage are inclined to adore their idols with such a passion that mass of negative news and information of popular figures may even twist some youths' view of life.

Besides, public attention excessively paid to individual privacy of celebrities not only deteriorate social morality, but also derive the regularity and peacefulness of daily lives from those figures. Furthermore, tragedies are sparked in some extreme cases. One of the most well known examples is the death of Princess Diana of Britain.

Certainly I do not deny that some decent habits or features of the famous individuals add to his/her attraction and help to characterize him/her better. But our interests and curiosities should be properly controlled. All I want to assert here is a rational attitude to public figures and respect for individuals.

Topic 28 Has the media paid too much attention to celebrities?

Some people feel that television, newspapers, magazines, and other media pay too much attention to the personal lives of famous people such as public figures and celebrities, although others have different opinion about that. As far as I am concerned, I fully agree with that. Safe to say, more than 70% lights are focused on those famous people and all kinds of stars. This is because common people like to watch, to know about and to become famous guys.

Let us look at the television first, when you turn on the television, there are more than 60 channels in United States, but almost all channels are either talking about celebrities, movie stars, or showing some TV soap programs in which some movie star is in it. There are daily programs such as "E-Talk", "Access Hollywood", and "Entertainment Tonight" which concentrate on lives of famous stars. You can tell from their names. Not to mention there are a lot of awards such as Oscar award, Emmy award, Gold Globe, and so on. They are all about famous people. For the program of talking show, such as the Opera Show, or the Larry King Show, most guests that are invited to these programs are celebrities or politicians. And people love to watch that.

As for magazines or newspapers, it is the same situation. The first front page, second page and Headline are very often about famous people in different areas, even sometimes discussing the private life of famous people. It looks like if there are no celebrity photos on the front page, the subscription will decrease. People love to read stories about these stars or celebrities.

Especially, there are so many photographers who want to take pictures of these famous people's private life. They do not care how this will invade those people's privacy, because they know these photos of celebrities may help them get rich. Think about how Princess Diana died in 1997. Nobody can say that it has nothing to do with those paparazzis. The fact that people love to know everything about Dianna, one of the most famous celebrities in the world, killed the princess.

In conclusion, TV, newspapers and magazines need these celebrities to attract people's eyeballs. Otherwise, they cannot survive. And the average people seem to enjoy these personal lives of famous people or celebrities. So it is quite normal for media to pay so much attention to these big guys in the world.

Topic 29 Has human harmed the Earth or made it a better place?

The Earth 'our home' is a planet with a wide range of inhabitants. This diversity helps to maintain the balance of the life cycle on the Earth. We humans have a key role to play in maintaining this ecological system. But today, even amidst the huge cry from environmentalists, we seldom recognize the importance of the environment. Some of the changes on the Earth like deforestation are a result of industrial and automobile emissions and nuclear activities. They bear testimony to our negligence towards the environment.

Right from our school education we have been taught about the key role played by the forests in maintaining the ecological balance. Forests attribute to release of oxygen and absorb the toxic carbon dioxide exhaled by the humans. Thus the forests act as the natural recycling agents balancing the life on this planet. Deforestation has been taking place for many reasons like manufacture of paper from wood pulp and timber, and for inhabitation by humans. If this trend continues there is no doubt that in the years to come the Earth will become a dry planet.

If deforestation is plundering the gift of God, the pollution of environment by automobile and nuclear emissions is a man made menace. Metropolitan cities have been so congested that we are getting used to everyday traffic snarls. Though there has been a worldwide awareness in controlling the automobile emissions in terms of imposing the emission norms on the automobile manufacturers, there is still much left to be done. One step could be to impose the law, to get the vehicle owners check their vehicles for emission norms, once in six months and obtain a valid test certificate.

No one can deny the fact that nuclear emissions are more vulnerable to damage the environment than any thing else. But we are always at the threat of a nuke war, despite the strong efforts of the international organizations like UN. It is a pity that most of the governing nations of the Un are the major threats with nuclear weapons.

Not but not least, the knowledge and the responsibility of safeguarding the environment is seldom seen in the individuals. The fact that all of us have been taught about the importance of environment in our education system makes no difference. The governments should organize more effective campaigns to educate everyone across all demographic levels. Only a socially responsible citizen can make a difference towards the environment our descendents have to live in.

Though I feel that with all above references, we humans damage the earth, I feel that I have dealt superficially some of the solutions that help to make the earth a better place to live. Let us hope that in the coming years future generations become socially responsible in safeguarding the earth. After all, we have just one planet (right now!) to live in.

Topic 29 **Has human harmed the Earth or made it a better place?**

Some people believe that the Earth is being harmed by human activity. Others feel that human activity makes the Earth a better place to live. In my opinion, human activity is damaging the Earth. There are many reasons for my perspective as follows.

First, human activity causes many kinds of animals and plants to disappear. Today many species of living beings died out or near died out. We only can see some animals in the zoo because in nature they have disappeared. Human beings have been using their brains and machines to remake nature for many thousands of years. We use the habitats of animals and plants. We eat their food and eat them as food. Because animals and plants cannot grow fast to satisfy human beings, we cannot see them today. If some animals are dangerous to us, we kill them with our weapons. If meats of some animals are delicious, we eat them. No animals can copy with human being.

Secondly, human beings cause pollution to the Earth. I remember when I was young; I drank water from the river and stream. Today we can only drink bottled water bought from the market, because natural water is polluted by human activities. Air in some countries is polluted very badly, so many people died of lung cancer. I saw some reports that says in London people could not see each other clearly in a short distance in the morning because of much smoke and fog.

Finally, population on the Earth exacerbate rapidly. Human beings need more food and shelters because of increased population. More food and houses mean more needs from the Earth. Thus people need to cut more trees to build houses. People need to plant more vegetables and feed more cattle, so they demand more lands from the nature. Thus people are destroying more forests and natural lands. The living beings are losing their habitats.

Take into account of all factors I think the earth is being harmed by human activity. Today we cannot breathe fresh air and drink natural water. We have not enough places to live. We worry about our health because of pollution.

Topic 29 **Has human harmed the Earth or made it a better place?**

When it comes to what human activity made the Earth, tradition has human activity that damaged the Earth. Nevertheless, although human activity has caused some damage to the earth, our Earth has certainly been turned into a much more beautiful world than it was centuries ago.

First of all, due to the development of human productivity made possible by science and technology, we now enjoy living conditions that our ancestors could never dreamed of. Nowadays, we use machine to plant crops, use synthetic fodder to feed livestock, use water conservancy project to generate electric power and so on. In term of substantive level, no other reasons in my decision is more crucial than the one above.

Furthermore, the use of machines has greatly improved our working conditions, enabling us to enjoy more leisure and entertainment. Tape recorder's invention serves as a typical example. They are small and have well sound quality. We can take it everywhere with us and the tape recorder has a valuable argument that it enabled me to listen to my favorite music wherever I want in a variety of different formats.

Of course, it should be admitted that human activity has resulted in the environmental crisis, which I believe we could overcome with the help of science and technology. The majority holds the opinion that human activity carries lots of pollution, which made the air quality worse, and endangered species increases everyday. On the surface, these seem to be terrible. However, people are taking a fresh look at it that they can be improved sooner because of science and technology development.

In short, human activity makes the Earth develop. It is difficult to imagine how the world will be without human activity. Similarly, a person who does not use machine in peacetime that cannot get anything done. Therefore, after pondering this question on many occasions, I believe that human activity makes the Earth better and beautiful and a great place to live!

Topic 29 **Has human harmed the Earth or made it a better place?**

People have learned how to turn wild natural areas to farm land, how to exploit minerals to adapt their needs, how to build roads and houses to expand their territories. People continuously improve their knowledge and develop technologies to improve their lives. It is undeniable that these activities of human beings make their lives better than ever before. Nevertheless, those activities also cause side-effects to the Earth because of pollution, deforestation, and exaggerated natural resource exploitation.

Nowadays, pollution becomes one of the most concerned problems. Because of the increasingly expanded factories, the industrialized areas, the burning of population etc, too much pollutant spills out everyday. Consequently, all of these things cause bad effect to the Earth. The purity of atmosphere is reduced seriously, the Earth is continuously warmed up, and ozone layer is holed.

Additionally, forest is asking for help in desperation. For last few decades, the forest areas have been reduced to 50 percent because of human deforestation. Green forestland of the Earth can be compared to the lungs of human. How healthy you are if their your lungs are trespassed. I am sure that you will get more difficult with aspiration; as a result, your health will be affect badly. From this example, we can infer that how serious problem our Earth has to face with. I wonder how long it can endure.

Researchers show that the natural means is limited, but today, they are exploited so increasingly to adapt infinite human needs that someday, all mineral can be ended up. Because of serious pollution, alarming deforestation and progressive mineral exploitation, the ecosystem becomes unbalance. Consequently a lot natural calamities happen each year such as flood, hurricanes. A lot wild living creatures are exposed to narrow place of shelter and lacking foods. For these reasons, the Earth will become unhealthy.

In conclusion, the human beings harm the Earth. Human beings as well as their dear planet, the Earth, have been badly suffered by what caused by humans themselves. I hope that humans are soon aware of those problems so that they can have suitable policies in order to not only improve their lives but also keep and maintain the Earth fresh and green.

Topic 29 **Has human harmed the Earth or made it a better place?**

Although the quality of life has improved over the past decades due to new technological advances but the damages made to the earth weigh more. Damages include increase in pollution and change in climatic patterns. Irreversible damage to earth can include depletion of natural resources.

As the technology advances more factories are built. These factories dispose waste material into natural water, which could be harmful to aquatic life. Emissions from the factories and automobiles pollute the air, which we breathe. Nuclear waste and radiation from power plants are harmful to our health.

There can be drastic changes in the climatic pattern due to the increase in the carbon dioxide released into the atmosphere, which is the main cause of global warming. Global warming would increase the temperature of earth and make it inhospitable. We are cutting more and more trees for furniture's, and wood. Trees purify the atmosphere by absorbing the carbon dioxide from the atmosphere and releasing the oxygen. Furthermore, the roots of tree hold the soil and prevent floods.

Resources of petroleum, oil, and minerals are not endless. There is shortage of water all over the world. Once depleted of these resources, our life would be difficult. Killing elephants for their teeth, and other species for their furs disrupt the food chain. For example killing of carnivorous animals would cause increase in the number of herbivores, which would consume more plants. We also depend on plants for food so there can be shortage of vegetables and cereals for us.

We should preserve the earth and respect all its valuable resources. Pollution and climatic changes can make earth inhospitable. Our future would not be good without sustainable development.

Topic 30 Should a high school be built in your community?

I oppose having a new high school built in my neighborhood. Although I know there's a real need for a new facility, I have to say that I don't want one built so close to me. I think it would cause a lot of problems.

First of all, there are very few teenagers in this neighborhood, or in our suburban subdivision, for that matter. Most of the residents here are either retired or are just starting out with young children. This means that the kids coming to the new high school wouldn't be walking to school. They would come on buses or would be driving to the school. Either way, this would mean a lot more traffic on our streets.

In addition to the traffic on school days, there also would be traffic whenever there was a sporting event, such as a basketball or football game, or activities at the school. Would there be enough parking in the school lot for everyone attending those events? Probably not. Consequently, those extra cars would end up parking in our neighborhood.

My neighbors and I would also be upset about the loss of the park, which is the site that's been selected for the high school. Mothers with young children gather there every morning for their kids to play together. People my age like to take a walk after dinner. On weekends, that park is a place for picnics and relaxation. We'd be sorry to lose our neighborhood park.

I also have some concerns about all those young people being in our neighborhood. Would there be problems with drugs or fights? Could the school district guarantee us that security would be a priority? These are concerns that I don't think can be addressed sufficiently for me to support a new high school in my neighborhood.

Topic 30 **Should a high school be built in your community?**

I support the plan of building a new high school in my community, as currently there are no high schools in my community and the nearest one is almost three miles away from the community.

Students in my community have to travel a long distance either by any available conveyance or independent transportation. As all of them cannot afford to have their own transport and the parents are also finding it difficult to drop their children daily at the school that is far away from their work places. As the high school is far away and many children have to take either auto rickshaws or buses, there is a traffic problem caused in the route during the school days. There are also potential dangers as the auto rickshaws tend to transport more children than it can carry, therefore there is a risk of accidents causing by these overcrowded autos.

Also the land that was allocated for high school construction is being encroached by private people. Our community mostly consists of middle class people, and they cannot afford to send their children on school buses and there is a lot of time being wasted on transportation to the school. Our community consists of other facilities like a university and a hospital, but lacks a high school. It would also be comfortable for small children to go to the school if it is made in our community and the parents would not worry about dropping off their child at school.

Finally the high school that is going to be built in the community can also provide employment opportunities to college graduates who are unemployed in the community and ready to take up the teaching profession. In sum, I support that a new high school should be built in my community.

Topic 31 Do you prefer to stay at one place or move around?

Staying in one place or moving in search of another place? Some people prefer to living in one place because they enjoy a harmonious relation with their neighbors and environments. While others prefer to moving from one place to another because of various reasons, a better job, house, community, or even climate. Looking back to my education and looking forward to my future career, I have been and will be moving a number of times. But considering my personality, I would rather live in one place when I am old.

For a student, a good education opportunity is the most important concern. Students leave their homes for good university education. Different schools have different teaching styles. It is very common for students to choose among different schools to find a most suitable one. I did pursue my bachelor's degree far from my hometown, and I am pursuing my master degree at another university, and would like to pursue a ph. D abroad.

Career development is another important issue. In order to have a strong experience and to get a fulfilling job, people would work in a number of companies. In different companies, we could experience different cultures and ways of doing things. The variety of people and culture will do much good to our future career development.

However, frankly speaking, I am not an aggressive person. I would rather enjoy my live in a stable pace. When I am old and without the pressure to struggle for a better job, I would prepare to stay in a peaceful and quiet place, where I could chat with my old friends everyday.

Taking into account all these factors, I would like to present myself such a solution: To try a number of places for better education and job opportunities when I am young; to stay in a peaceful place to enjoy live with my wife when I am old.

Topic 31 **Moving vs. staying at one place**

Living in one place all your life may seem very convenient. For my part, I am inclined to believe that not everyone is born in the place that is best for him/her, and thus one should take the chance and move to a place that is more suitable. For me at least, in this particular time of my development I find it better to stay in a place for a while, and then move on, to another place. However, as I would grow old I do believe my opinions in this matter will modify.

When I had decided for a career in art history, in a way, I had also chosen for a life on the road. I had always seen myself traveling from one place to another, organizing an exhibition here and there, and moving from one university to the next. In the five years before I started my undergraduate education I had been enrolled in four universities in three different countries. At a first glance, such a way of living seems really appealing. It is always exciting to see new places, and meet new people.

Also the idea of moving in order to find a more interesting and challenging job seems to be quite legitimate. However, one needs to consider that not everyone moves during his/her life because he/she wants to, but on the contrary because he/she have to. There are people that are running away from their pasts, or for one reason or another they simply cannot stay in the place of their choice. Moreover, moving from here to there have disadvantages even for those who enjoy moving. Family and friends are often left behind. Most likely, they miss the places that they have left. A piece of our soul remains in every place we spend a considerable amount of time. And what are we left with in the end? Probably with nothing more than the pain of being away from so many relatives, friends, and places we love.

Best thing to do, in my opinion, is travel all around the world, see as many places and cultures, make friends, but always keep a special place to return to, even if this place is not the one where you were born.

Topic 31 Is it better to move around than to stay in one place?

With the development of the transportation system and some residence facilities, the world is getting smaller and smaller, and people are not restricted to live in only one area. In addition, since there are different places with diverse cultures, living standards, education environment and others, people are inclined to move from one place to another. Is it better to move around than stay in one place? I believe there are no uniform answers, but in my opinion, I do agree with the claim that to move around is better than to stay in one place.

Most people's growth comes with the transfers in their life. As for me, when I was young I lived in a small county. Because the school in there was not suitable to me, I transferred from my little county to a city to get a better education. As soon as I got to the city, I was amazed that the world was so different here compared with my hometown. If I were still living in my hometown, it was impossible for me to make the wildest guess at what the real world looked like. The first transfer has made me to imagine my own life and urge me to go further. With confidence, I went into a university that is located in a different city so that I have to come into another world. Compared with my living city, the new one is more complicated in which there are different people, more convenient transportation system, and more competitive environment. I love all of this very much. By communicating with different students and teachers, I have learned much from them, and the experience will benefit me throughout my life and influence my lifestyle. Now I am in a graduate school and I will never regret my choice of leaving my hometown because the transfer has given me a splendid life.

Also, like us students, there are many adults transferring their work place in order to seize better opportunities. No matter in industry, in agriculture or in service, workers have rights to choose the companies that they work for. Many of them work from place to place and then they accumulate precious experience and skills to excel others.

People not only move within their own country, but also go abroad to get education, work or live. We can see that many students want to go to foreign countries to further their education, and that many parents send their little sons or daughters to foreign countries to study. After all, diverse circumstances give persons new experiences and broaden their views, and even help them get more comprehensive understanding of the world, the society and life itself.

However, some people may say that if people move around, they will spend money, time and energy. It is right to say that it takes one person some time to get use to his or her new environment, new personal relationship, work efficiency and stability of the society and family. I have to admit that people should make extensive plans before changing their places and may not move aimlessly and frequently.

Topic 32 Do you spend money or save them?

Some people say that it is better to enjoy your money as soon as you earn it while others prefer to save the money for later. It's a difficult choice faced by lots of people because of the different attitudes they hold towards money. As far as I am concerned, I vote for the former choice, which is that it is better for one to enjoy his or her money as soon as it is earned. Spending money as soon as possible is my preference because of three reasons as follows.

First, we can observe easily in the modern society that the dominant philosophy nowadays is 'enjoy your life when you are still young'. Most young adults like to work for a period of time and then go on for a trip to visit some places they have never been to. Those trips not only helps them to keep in shape but also provides them different kinds of knowledge and new perspective in looking at their environment. Other people spend the money for their leisure, which helps them to relax and go back to work with enough energy.

In the old days, it is said that people who save money in a bank understand the philosophy of thrift. Actually, economists say that in the modern world saving money in a bank is the quickest way to lose it. Moreover, none of the rich people became rich by getting interests from the bank. Living in a constantly changing world, we should adjust ourselves to accept the new ways of investing our money to different areas in order to get the most of it. That is probably the reason why most of the people nowadays put their money into business to get a better payback.

The third obvious reason why I prefer spending money rather than saving them is that it is part of the contribution for the economic growth in our country. If nobody has the needs to buy stuff from others and the market, nobody will think about how to produce useful products and sell them to make the most profits. Some countries continue to lower the interests in order to force people to spend their money and therefore benefit the society as well as the people themselves. In this broad view, I prefer spending money rather than saving them.

In conclusion, I prefer spending money because it benefits ourselves as well as people around us. It's also important for kids to know how to save money as a sense of thrift. Nevertheless, spending money is still the best way to make our lives enjoyable and worthwhile.

Topic 32 Do you spend money or save them?

When I am economically independent, I will choose to enjoy the money I earn instead of saving it for some time in the future. Life is a process of consuming; and we are growing old day after day. So why not taking advantage of being young to enjoy yourself fully, deeply and truly with money - which really can give you many things although we say that money cannot buy all?

No one would deny that we are all in pursuit of happiness. And this happiness should belong to today but not tomorrow. Imagine a person, who saves all he can save in the hope of living better in his later life or making use of the money when necessary, suddenly dies from a traffic accident one morning, leaving all his savings without enjoying a pit of them. Since no one will know what will happen in the next second, we had better enjoy what we own now, thus at least nothing regrettable left in our life if something does overtake us. Money is just what can provide us most of the enjoyments. In this highly commercial world, nothing can be done without money - seeing movies, watching a game, eating at a fancy restaurant, and so on. Money itself indeed cannot give us happiness, but at least it can offer us such opportunities to seek happiness in certain aspect.

For the young, youth is such a valuable period that none of us should leave something regrettable in this golden age. Ascetic-like life is not I want to lead. I am a person who thinks material things the most important because I like commodities of famous brand, I like eating in expensive restaurants instead of snack bars, I want to traveling all over the world, things for which money is indispensable. I earn money to fulfill what I look forward to but not put aside to prepare for something that may happen.

Furthermore, in view of the nowadays economy situation, governments in all countries encourage people to consume but not save. Economy in many countries is down and down, the most distinctive indication of which is the poor consumption. If every person saves instead consuming, how could the situation be better? Enjoying what you earn cannot only bring you your own happiness but also contribute to the economy of your country, why not?

In one word, I myself choose to spend what I learn and enjoy in time but not save my money for some time in the future. And I believe that is better both for you and for the society. So, never hesitate, buy what you want to buy if you have enough money, and enjoy yourself as much as you like.

Topic 33 A piece of jewelry vs. a concert

Depending on personal experience, personality type and emotional, we find that some people hold the idea of enjoying a concert if a gift of money has been received, but others choose to buy a piece of jewelry and that is also my point. My arguments for this point are listed as follows.

The main reason for a piece of jewelry I like is that it has a great value of collection. With the resistance of fading, erosion and alteration, jewelry is probably the first durable ornaments humans possessed. In addition, owing to rareness, costly jewelry is regarded as particular merchandise and left behind to the offspring. Furthermore, its value will not depreciate like paper currency because of turbulent society and economy. According to the three points above, we can reach the investment value of choosing a piece of jewelry.

Another reason can be seen by every one is that jewelry can make people pretty, and always symbolizes something. For example, through the centuries, rings have perpetuated the talismanic role of the diamond. In the Middle Ages and Renaissance period, every ring that was set with a precious stone was not so much a piece of jewelry, but an amulet that conveyed the magic powers of the stone upon the wearer. On the other hand, "A diamond is forever" is internationally known to men and women of all ages and may very well mean something different for everyone. Aside from its status as the ultimate symbol of love, diamonds have been around for millions of years, thus in their own right symbolizing, "forever." So, it is a good present that you buy a piece of jewelry for your love.

Admittedly, listening to a concert also has advantages, but the influence is short-lived. So, taking into account of all the factors that I have discussed in the above analysis, I believe that it is more advisable to buy a piece of jewelry rather than a ticket to a concert.

Topic 33 A piece of jewelry vs. a concert

People make money for living first and then use the money for other things that lead them to a happy and healthy life, such as buying something they like, watching a movie, or eating a big meal. In my opinion, if I have received a gift of money, I would like to buy a ticket to a concert.

For me, music is always attractive. When I have completed a whole day's study or finished the discussion on some academic problems, my spirit will be eager to relax for a while. When people want to relax, it is a wonderful thing to go to a concert: the music playing on the concert is the best thing to set your mind free. If you spend the money to listen to a concert, you will feel that the cost is valuable.

In addition, you can attend the concert with your friends. It is a good chance to build up the relationship between your friends and you. People are always busy with their work and study, losing many occasions of communicating with each other, a splendid concert and link us together. The music, the conductor and all the musicians on the concert can offer us a common topic; we can discuss those things together.

Furthermore, listening to a concert let me learn more about music and all kinds of instruments, it also culture the appreciatory ability. To think that I spend the money to buy a piece of jewelry, I can acquire nothing but being a little bit beautiful at one of my friend's birthday parties. In that case, I just feel that the money has gone.

Money, even a little money, can make your life more valuable, for this reason, I prefer to buy a ticket to a concert than to a piece of jewelry.

Topic 33 A piece of jewelry vs. a concert

Some people believe that attending a concert may enrich their cultural experiences, whereas others may agree that jewelry can be permanent and perpetual, therefore a good item to invest. As far as I am concerned, I prefer the latter point of view to the former. I would like to substantiate my conclusion from the following perspectives.

First of all, buying a piece of jewelry is an excellent investment. Once you buy the jewelry, its price tends to be higher and higher due to the limited number of precious gems. Besides, you can sell it for liquidity, when you are financially in trouble. Conversely, you cannot keep a ticket to preserve its value or resell it for money. If you believe "save it for rainy days", you must invest in jewelry other than a concert ticket.

What's more, jewelry symbolizes perpetuity. You must have heard of the famous commercial slogan from De Beers: "Diamond is forever". A piece of jewelry is always a good item to memorize some important days, such as a wedding anniversary. In addition, you can win the heart of the girl you appreciate at the critical moment by buying her a diamond ring! That is exactly the way I used to conquer my current wife.

Finally, a piece of jewelry, like a bracelet or an ear ring, cannot only deliver you fashionable aroma but also provide you with a luster of elegance. You may wear luxurious jewelry when you attend your friend's wedding party. Likewise, you can put it on for more formal social activities. Wearing suitable and decent jewelry may distinguish you from the others, thereby making you feel more self-confident. In general, you will look totally different with the jewelry.

Admittedly, it might be true that attending a concert may satisfy your taste or edify your cultural sense. However, purchasing a piece of jewelry turns out to be more practical and helpful for most of people according to the above reasons. Consequently, I agree that if I have money I will buy the jewelry rather than a concert ticket.

Topic 34 Should business hire employees for their entire lives?

In the modern society, people are taking a fresh look at whether companies should offer employees job security for their entire lives, since many businesses are now realizing that job security make employees less motivated to work and this leads to less profit for the company. Even though job security also has its own merits, it is becoming a conspicuous obstacle to develop businesses. Consequently, after pondering this question on many occasions, I believe that offering job for entire life is not a wiser choice for the development of a company and the society. My arguments for this view are based on the following points.

The main reason is that job security has an obvious disadvantage to motivate employees' work attitudes. Further, it leads to decreased productivity for companies. Workers who are certain that they can never lose their jobs tend to work less efficiently. Many government workers are so indolent that it can take them days and months to complete a task that should only take a few days to finish. Moreover, it is not uncommon to walk into a government office and see employees filing their nails, making personal calls on the office's telephone, or surfing the Internet for fun.

The above reason is but one of many factors, in addition to, for the employees, there is a growing awareness that job security is not absolutely beneficial. With improvement of the society, workers are more eager to choose a better job, because a new job means a higher salary as well as challenges. Even some career consultants are starting to recommend that employees should find new jobs every three to five years.

Admittedly, job security has its own advantages, as a proverb says, "Everything has two sides." The most extreme manifestation is the fact that employee represents an investment because of the number of hours of training required and the company will continue to have a return on this investment. However, we have no complete evidence to agree that businesses should hire employee for their entire lives.

Generally speaking, taking into account of all these factors, I do strongly disagree that companies should offer their employees jobs for entire life. Job security was regarded as an outmoded way of conducting businesses. Nevertheless, the temporary professional jobs are proving to be the most effective way to raise the standard of living of a country.

Topic 34 Should business hire employees for their entire lives?

Whether businesses should hire employees for their entire lives is relatively a subject of discussion as hiring employees for the lifetime increases the level of commitment and an undying loyalty and gives the feeling of security to employees whereas hiring new employees brings fresh blood into an organization.

I personally believe that businesses should hire new employees from time to time as this process brings new ideas, new expertise, new motivation, new energy, new technology, new beliefs, new culture, motivated spirit and other similar features which is very necessary for an individual and organization growth.

The inculcation and stirring of fresh blood in an organization keeps the company/organization/business going towards achieving more sales and more profits as new employees are better motivated to take new challenges with a positive attitude and proactive approach. They embrace new culture and offer their values, they bring potential ideas for the internal and as well as the external employees. Rejuvenating new employees helps the company from many perspectives as after certain period of time old employees becomes less contributing because of the same monotonous work, same environment, same relationships and no new challenges and risks to take on.

If you look at all the new multinationals i.e. Microsoft, HCL, HP, etc., they are achieving stunning annual growth and profits because their policy is to bring the best in an organization and keep hiring new employees. Employees are the back bone of every organization and pumping fresh blood to it after certain period becomes evitable for growth.

My advice to all will be to adopt a policy to inculcate fresh employees from time to time and investing time and money on them to help them deliver their best and also to retain some amount of old employees because it is said "OLD IS GOLD" to get the ship going through hard times and conquers at last.

Topic 34 Should business hire employees for their entire lives?

Should business hire employees for their entire lives? My answer is no. A business has the responsibility to take care of the right and interests of its employees; therefore it should keep them as long as it can. But it is not realistic that a business can hire its employees for their entire lives.

Firstly, on the business side, in order to survive and thrive, a business, like a human body, needs to constantly bring in new ideas and fresh minds into the corporation, and eliminate those positions that are not needed any longer. Although this might sound cruel, but it is for the survival of the business. If the business itself cannot continue, every employee will lose his/her job. People generally think big companies like IBM or Wal-Mart are the kind of place where people can keep their jobs forever, but these days we often hear about the news that these companies also lay off hundreds and thousands of people due to economic depressions.

Secondly, on the employee side, securing a lifetime job in one company is always not good for his personal advancement. He tends to be satisfied with his current job, and make no plans for the future career advancement. This is harmful for both the company and himself. In fact, it is those hop around among different companies who can get a big increase in terms of salary and benefits, and bring new experiences and skills to their new employees.

In conclusion, I believe it is not a good idea to hire employees for their entire lives. It is both harmful to business and its employees, and therefore, also harmful to the society.

Topic 35 **A live performance vs. television broadcast**

I do not agree with the statement that attending a live performance such as a play, concert or sport event is more enjoyable than watching the same event on TV, because there are many disadvantages in attending a real performance.

Firstly, there is too much trouble in attending a real performance. You have to buy tickets, sometimes stand in a long queue; you have to plan the trip and set out a few hours before the show started. After arrival at the theatre or stadium, you will have great trouble finding a parking place. During a sport event, your personal safety might be jeopardized: the sports fans might get too excited about the event, and become a mob. Many people might have heard the news that a girl was killed by a puck during a hockey game. If you take public transport or a taxi home after the show, you might find it very difficult to catch a bus or find a cab.

Secondly, the seating arrangement can greatly affect the comfort of watching the show. If your seat is far from the stage or playground, you cannot even see the show clearly. People's heads and cheers will distract you from viewing the show, and in the end you do not even know whom you have seen in a play, or who wins in a sports event!

Thirdly, there is no flexibility in a real show. After you have been through so much trouble and eventually start to enjoy the show, you might find that you are quite disappointed about the show after all. Unlike watching TV programs, you neither simply change channels nor leave the theatre in the middle of a concert or play. You might spend a lot of money to suffer from a show that you do not like.

On the contrary, watching TV at home, where you can make yourself a cup of coffee, sit back comfortably and relax, watch the show closely, and enjoy the realistic image and sound from your SONY home-theatre system. Besides, you can watch programs whatever you like, and go to bed right when the show has ended.

Although many people enjoy the excitement of watch a real show, I think nothing is more convenient and comfortable than watch TV at home.

Topic 35 **A live performance vs. television broadcast**

Some people like to attend a live performance while others think that watching the same event on television is more enjoyable. To me, I choose watching an event on television because it is easier and not limited and you have choices and can know more details of the event.

Watching an event is easier than attending it. You need only a TV set in your room. You do not have to buy a ticket or drive to the place where the event is performed. You can drink some coffee or tea when you want. But if you attend a concert or a play, you have no freedom to drink or do something else. In addition, at home, you do not need to worry about the traffic jam and being late for the event, so you have a light mood to enjoy the event.

The other advantage of watching an event on television is that you can enjoy it at any time and you can choose what you like from many channels. But if you attend a real event and find you have no interest on it, you would regret that you have wasted the time and money. Watching it on television can avoid it. If you are interested in the play, you can stay on it; if you are bored, you can change the channel to find some programs that are interesting.

Watching an event on television has another advantage in that you can get more details of the event from the interpretation. You can understand the background, the present situation and such information of the event. But if you attend it, you cannot get these information.

I choose watching an event on television. I think it is more enjoyable than attending a live performance.

Topic 35 **A live performance vs. television broadcast**

To many people, attending a live performance, such as a melodrama, a concert, or a sporting event is so incredibly attractive that they will go all out to get a ticket, regardless of the expense or the difficulty involved. But why not enjoy the performance on television while you can comfortably lie in your sofa or couch with popcorn at hand? That is because attending a live performance provides you with far more enjoyment than watch it on TV.

In a live performance, you will feel that you are in the company of many friends who are indulged in the same interest, who can share your sorrow or pleasure or excitement. This kind of resonance at heart is so rarely sensed in our daily life that this one reason itself is sufficient enough for many people to attend a live performance. While watching it on TV, we certainly find it hard to feel the emotion sharing, and our loneliness is hardly mitigated.

Furthermore, attending a live performance gives you a sense of participation that cannot be replaced by watching on TV. Live performance is an interaction between the audience and the performers, and both parts of the performance decide whether it will be a wonderful one. In this way, you may lament or laugh, may sob or smile as you are so influenced by the misfortune or happiness of the characters. You may fall into the indescribable intoxication while listen to a favorite piece of music. And correspondingly, the performers will receive the response of their audience and act accordingly. So the final success of the performance results also from the participation and interaction of the audience, of which you are a member.

With these foregone advantages, we may say that attending the live performance is definitely much more enjoyable than TV watching.

Topic 36 **Which transportation vehicle has changed people's lives?**

The ancient Chinese people dreamed of flying to a place thousands of miles away within minutes by utilizing the force of a special wind. In many ancient mythologies, deity heroes who had the magic power of traveling a long distance in minutes were highly admired by the common people on earth.

The invention of airplane, which I think is probably one of the greatest achievements of mankind, has helped people fulfill such dreams. In the past, it was a very difficult and daunting task for a person to go far away. Confucius, the great ancient Chinese scholar, once said that a man should not travel a long distance while his parents were still alive. By this, he not only stressed the importance of interpersonal relations among family members but also indicated the difficulties and the time spent on going far way. In ancient books, we can find numerous descriptions of the hardness and risks travelers often faced, not to mention the long time they had to spend on the road.

However, the invention of modern transportation means, airplane in particular, has greatly transformed people's way of traveling. Now, they can easily go within hours to places thousands of miles away, a distance which people would have taken several months to go in the previous time. Besides, airplanes make traveling much safer and comfort. Sheltered from sunlight, rain, hot or freezing temperatures, people can now fly in the air and avoid being exposed to bad climates and strong winds. Another advantage of airplanes is that they can transport people as well as goods swiftly to other places. For instance, airplanes play an important role in sending rescue teams and goods to an area damaged by an earthquake, as a result of which the lives of thousands of people are saved. Now, in the global anti-terrorist war, military forces can be dispatched and deployed in a short time to areas where an terrorist attack occurred.

Airplanes have undoubtedly changed people's lives. The earth has become "smaller" now because of the convenient exchanges of people and commodities made possible by airplanes. We can accomplish many things that could never have been done by the ancient people.

Topic 36 Which transportation vehicle has changed people's lives?

An airplane is a form of transportation that has changed people's lives. Thanks to the plane, our lives are now faster, more exciting, and more convenient than before.

You cannot deny that a plane is fast. For example, the Concorde flies at supersonic speed. A businessman can leave Paris at 11 a.m. in the morning and arrive in New York at 8 a.m. the same morning in time for a day's work. Many business people in Europe will fly to London for a noon meeting and then return home to Rome or Madrid for dinner.

It is always exciting to take a plane trip. When you take a trip by plane, you know that you might cross many time zones, many oceans, and many countries. When you get off the plane, you could be in a place that speaks a different language. A plane is like a magician's trick. You get in a box and you come out somewhere totally different.

Nothing can beat the convenience of a plane. In the old days, it might take you days to do what the plane can do in an hour. Boats, for example, only leave on certain days of the week and take a long time to get to their destination. Planes give you the option to leave several times a day and get you to your destination quickly.

Although other forms of transportation may be more comfortable, none has changed the way we do business and live our lives more than the plane. Thanks to the speed, excitement, and convenience of the planes, our lives are richer.

Topic 37 **Is progress always good?**

Is progress always good? Scientific progress brings us many conveniences and advanced machines, such as computers, automobiles, and so on. Progress seems to have made life simpler and more comfortable. But if we analyze it carefully, we will find that progress is not always good.

Modern industry brings us many conveniences. But at the same time, some problems emerge. For example, "the green-house effect" is a very serious problem that scientists try to solve. It increases the earth's temperature, causes icebergs to melt and the ocean level to become higher and higher. Maybe someday the oceans will swallow some big cities nearby them.

Progress enhances the efficiency of industrial production, but it also brings us another serious problem -pollution. Pollution in some countries is so serious that ecological balance is damaged and many animals and plants lose their living environment and become extinct eventually. The air is polluted and it is not suitable for people. The water is also polluted and people are facing deficiency of drinking water.

Progress makes the pace of life faster and faster because of the application of computers and automatic machines. People have to work faster than before and it makes them nervous. More and more physical and psychological problems disturb people's life. Many people do not have time for recreation.

From the above statements, it can be concluded that progress is not always good. It has its own negative influences on our life. Let hope those problems can be solved by more progress.



Put Harvard-Educated Editors to Work for You!

At [EssayEdge.com](http://www.essayedge.com), you will find everything you need to write a successful admissions essay, from the Net's most comprehensive **FREE admissions essay help course** to the best admissions essay editing available anywhere.

- **Free Admissions Essay Help Course**
- **100 Free Sample Application Essays**
- **Admissions Essay Editing by Harvard-Educated Editors**
- **Hundreds of Admissions Essay Success Stories and Samples of Our Work!**

Visit <http://www.essayedge.com> today and ***Give Yourself an Edge!***

Hire an Editor to Edit Your TOEFL / IELTS Essays

We edit TOEFL/IELTS essays for as low as \$8.5 US/ per essay.

Price List

- 1 Essay - \$15 US/per essay (<=400 words);
- 2 Essays - \$12.5 US/ per essay (<=800 words);
- 3 Essays - \$10 US/ per essay (<=1200 words);
- 4 Essays - \$8.5 US/ per essay (<=1600 words);

Essays will be returned within 3 working days through email.

How to make a payment

Pay with Major Credit Cards Through PayPal

PRYMENTS

How to Submit Your Essays

Use this **contact form** to send us your essay(s). Please also tell us how much money you have paid through PayPal, and what is your Email adress registered with PayPal.

See Samples of Our Work

TOEFL Essay Editing Sample 1

TOEFL Essay Editing Sample 2

TOEFL Essay Editing Sample 3

IELTS Essay Editing Sample 1

IELTS Essay Editing Sample 2

IELTS Essay Editing Sample 3 (With Editor's Comment)

Topic 37 **Is progress always good?**

With the evolution of civilization over the past several thousand years, man has made tremendous progress in all aspects of human society. While enjoying all the convenience and happiness brought about by this progress, we cannot deny that it has also caused severe problems. Scientific advance is always praised and extolled by many as the most essential cause of social development.

However, we shall not forget that on the other hand, major scientific inventions and technical advancement sometimes also form big threats to human society. The two world wars happened during the past century witnessed the blood shedding battles that cost millions of lives. Weapons made with modern technology have brought about such large casualties and devastations that could never been done by people in the previous time. Environmental problems have attracted more and more attention of the people around the world. With the development of modern industry and farming, global environment has kept deteriorating. Scientific researches indicate that the green house effect has contributed to the warming of the earth.

We live in a much worse surrounding than our ancestors: polluted air and water, extreme high temperatures in summer, etc. which are all harmful to our health. The world now is undergoing a globalization process that has caused divided opinions among different people. I think we should be highly aware of some of the problems it may cause. For instance, globalization would eliminate the differences between different people. The languages and unique customs of some ethnic nations are on the verge of extinction.

What a world would be if we see people everywhere speak the same language, wear similar clothes, live in houses of the similar styles, and use the same brand of products? We do benefit a lot from the progress of human civilization, but we must pay closer attention and be highly alert of the problems it brings about. Progress is not always good if we neglect its side effects.

Topic 38 **Is learning about the past useful?**

It is often argued that spending much time on studying history is unreasonable, since the information people obtain lacks the practical implementation. However, after careful thought, I have come to disagree with it. I believe that history provides valuable sources for understanding different people and societies, predicting future trends and building a person's identity. History generates past experiences and formulates the steps of development. It provides us with numerous examples of "cause-effect" events, which help to understand different social mechanisms.

Everything that is happening today stems from the past and will have direct effect on the future. Being aware of our history helps to avoid old mistakes and make right decisions. The majority of all the political conflicts have a long history, for instance the Middle East or Russia-Chechnya tensions. A closer study of their deeper reasons and the measures taken beforehand can prove to be invaluable in finding the right solution today. It can save thousands of lives.

At the same time, studying history of our own country or region builds up our identity, gives us a feeling of belonging to a certain group of people. Therefore, if we face a problem of communicating with a person of other culture, the basic knowledge of his history can prove absolutely necessary for a successful and productive interaction.

To sum up, I strongly believe that it is highly beneficial for modern people to possess a good knowledge of the history, because it assures a profound understanding of social mechanisms, helps to avoid many mistakes and promotes a better communication between different nations.

Topic 38 **Is learning about the past useful?**

Every country, every nation, even every person has its own past, present and future. Events from our past reflect on our present. Events from our present will reflect on our future. The time-line is unbreakable. Therefore no one should live only for today isolated from the past or without any connections to the future.

Every one of us is a member of the society. Living without learning about our history is the same as building a house without foundations. Furthermore, everyone is strongly connected with his past even when he does not comprehend it thoroughly sometimes.

Our life is a result of a series of events from our past. Our success today is a consequence of hard work or some victory in the past. Our present failure is maybe a result of not taking our chances in time or not making a proper decision in the past. I truly believe that everyone makes his own destiny and fate has nothing to do with it.

In my opinion, learning about the past is of great importance to all of us. Even if we are completely devoured by our present existence we should look back to the past as carefully as we can. Thus we can avoid our previous mistakes or to find an easier way to success. In this case history is our best teacher. And if we learn the lessons of the past we will make progress much faster in the present.

We have made our history step-by-step and day-by-day. Those of us who live only in the present and only for today are like trees without roots-so easily 'fragile' in a stormy day. The past is the base on which countries; nations and communities build their present. That is why I think learning about the past has really no value because learning about our history is invaluable.

So let us take a look back to learn a little more about ourselves.

Topic 39 **Can new technologies help students?**

"With the help of technology students nowadays can learn more information and learn it more quickly." I agree with this statement. Technology has helped a student cross national boundaries, open up new views and increase the speed at which he imbibes information.

New technology in the form of Internet has helped breach the limitations of a country's frontiers. A student sitting in a small town of India can access the latest course material released by MIT on his topic of interest. He can gain access to the latest info that is happening in physics and thus improve his existing warehouse of knowledge. He can browse through the previous papers in physics and dwell deeper and deeper in his specialized study. And how long does this all take? A click of a mouse. Compare this with searching through the mazes of his small hometown library, only to find some outdated articles and consuming a great part of his daily activity.

Technology has helped open up many new avenues that previously were considered impossible. Take for example the simple LCD projectors. They give a visual feel of the subject that the student is studying helping him to learn not only quickly but also effectively. Or for that matter video conferencing. A student can ask questions and clear his lingering doubts when he interacts with a professor considered as the authority in his field.

An overlooked aspect of technology is the transportation. With rapid advances in transportation, a student in Japan does not think twice before signing up for a program in the US. Would this have been possible 100 years back? Certainly not.

In concluding I would like to say that technology has played a major role not only in increasing the speed at which students learn but also in bringing a radical change in the way they learn it.

Topic 39 **Can new technologies help students?**

The information technology is developing so rapidly that nearly all families in Hong Kong have at least one computer. Not only can students surf on the net and search for information at home, but they can also use computers at schools, at cyber centers and even in certain fast food restaurants. No doubt, the convenience in accessing information on the Internet helps students to learn more knowledge and learn it more quickly.

In the past, students can only learn from traditional books. In addition to the school curriculum, students might be able to learn from the extra-curricular books. They can go to the library and search for information. But this is much inconvenient than just sitting in front of the computer and learning things from websites from all over the world. In comparison, the information from the traditional books is so limited. By surfing on the net, students can get a wider horizon about any kind of information and have a deep understanding on each field.

On the other hand, students can never have such a quick way to search for information that they required. In a library, students might have to spend a whole hour in searching for a single book with relevant information. Yet, with a computer, students can search for an entire page of links with a search engine such as Yahoo. The whole process involves just few clicks and several seconds. Moreover, information from books in library might be outdated. On the net, students can learn the first-handed information. With the help of technology, students can get information much quicker.

However, searching on the net for information has its disadvantages too. It is difficult to ensure the information is accurate or not, as the publishing of website do not have the controlling policies as that of publishing books. Yet, in general, it is still true that information technology help students to learn more and learn more quickly.

Topic 40 **Never, never give up**

Continuous exertion may sound very exhausting and thus, it is understandable even if some people suggest it should be better to give up sometimes. It is true at some points because the human race is not almighty creature. However I would say it is not about giving up, but just changing a goal. Recognizing life events as a sequence, I think even when giving up something, it is just adjusting the goal to more reachable level and processes for previous goals always play a role in reaching next goal.

In the first place, I would like to emphasize that this is not only about the youth becoming competent, but also about all the people making their own lives more comfortable and enjoyable. For instance, both following examples I present can be seen as continuous exertion: a young person trying to become a professional musician and a person on the verge of death exercising hands in order to move them better than the previous day. If their goals are too high for them, the young person may have to change it to be working in a related field such as becoming a commentator, a voice trainer or so, and the dying person may have to change it to exercise fingers instead of hands. That is, people naturally keep trying in any case until the last minute they accept death.

Furthermore, there are also two advantages of indomitable attitudes. Firstly, some different approaches to a goal are necessary, other than blind efforts. Such a contrivance activates brain and makes human beings more alive. I do not think it is exaggerative to say.

Secondly, this attitude is also important when trying to achieve something extraordinary, because chances and right ideas do not always lie all together. Other chances and ideas never show up if it is given up. Totally different idea or better chances sometimes appear after groping in the dark.

From what I have been discussing above, there is no doubt about favorable influences of continuous exertion. Whether agree or disagree with the statement of this topic, people keep trying by nature and it does make us alive. When I have no energy left to keep trying, I simply keep it on my mind so as not to miss any possibilities. In other words, it is possible to keep trying even when feeling like giving up. Thus, I strongly believe that we should never give up.

Topic 40 **Never, never give up**

My English teacher always want us to remember Churchill's famous speech near the end of Second World War "Never, never give up. " This brought people in many countries extremely strong courage in front of blood and death and helped them overcome the most serious difficulties in the human history.

"Never, never give up because I can always see the coast and it brings me courage all the time." This is what the girl who swam across the English Channel successfully answered when the reporter asked what had made her reached her goal. She said that she chose a very sunny day to make sure that she can see her hope and just went for it. To be able to see the goal helps us a lot when we feel frustrated somewhere and even almost lose our confidence. In the long term to success, hope is our belief and it can make us be very strong when we face great difficulties and even want to quit. Some people failed simply because they lost their sight of their "coast" although they are very qualified and capable.

Never, never give up and always give yourself a second chance. We may fail sometimes but it absolutely does not mean that we will fail very time. Thomas Edison, one of the most famous inventors in the 20th century, tried more than one thousand times before he found out that tungsten was the right material for the electric bulb, and so as most of the great scientists in many fields. When the Curie couple faced failures they never gave up and always told themselves to stick to what they were doing. It's not likely to achieve a great success by the first try. The real success is always based on a great deal of failure.

Psychologists tell us that the influence of what we strongly hold in mind is so important to our career. First we have to make sure that our goal is achievable and practical then just go for it no matter how difficult it is and we will never lose our passion and will always be positive. The characters in *The Lord of the Rings* have thousands of chances to turn back. However they kept going because they were holding on to something ~ There is some good in the world that worth fighting for. "Never, never give up" is always the secret to success.

Topic 40 **Never, never give up**

To me personally the expression "never, never give up" sounds pretty optimistic, but not terribly encouraging anyway. No matter how good this nice piece of advice is, it would not always be easy to do exactly what it tells you, that is, to brace up and to keep your head above water no matter what happens. I am not sure it is worth discussing whether this happy-go-lucky motto is in the right or in the wrong. I simply believe that for different people placed in different situations it may mean totally different things.

It goes without saying that for some this expression may sound like their personal life slogan. In my view, category of people has the whole life planned out for them in advance. They are very likely to have a set of short-term and long-term goals and to do their best to achieve them all. They would work hard, try many different ways to get to their aim and finally, they would most certainly succeed. Which at first may seem to be a fairly natural run of things. Their second favorite expression may be at first you failed, try, and try again. This is what they do and this is something they are good at. Sometimes it may also seem that they are just awfully stubborn and even stupid, not being able to see that some of their goals are just beyond them. But they still prefer to try to work for their so-called goals, regardless. No one wants to be a loser.

At the same time, I have the impression that once in a while? And quite good once in a while it is? it might be useful to be able to face up the facts and realize that some of your goals are too much of a job for you. I don't think it means being pessimistic, by no means. This can be called realism though. If you have already tried to do some particular task a hundred of times and it still didn't get you anywhere, what's the use of trying? Wouldn't it be more reasonable to admit the hard truth, rather than to go on with the same senseless grind for ages? I believe that this capacity to admit your own failure is a highly important, but incredibly difficult thing to do.

Anyway, I suppose that giving up is not a part of the human nature. Because if it were, the rate of suicide will be incredibly high, because as I understand that is the greatest giving up ever. But well, things don't happen this way. So, if you don't succeed, you try again because first of all you don't have much choice left. If you failed the second time and the third time and then over and again. You just realize that you failed. And even if you did fail, what are you left with? You just have to put up with that and start getting by it. It's the easiest way, after all. The one many people go for.

Topic 41 **Should we save land for endangered animals?**

In the past, there have been many endangered animals. Now they are extinct. Does it matter? Has our environment been affected by their absence? Has the quality of our own life been changed? The answer to these questions is "Yes."

It does matter if we destroy an endangered species habitat to develop more farmland, housing or industrial parks. There is a delicate balance of nature. If one small part is removed, it will affect all the other parts. For example, if certain trees are cut down, bats will have no place to roost. If they cannot roost, they cannot breed. If there are no bats, there will be no animal, or bird to eat certain insects that plague our crops.

Our environment has been affected by the absence of certain animals. Certain flowers are pollinated by butterflies that migrate from Canada to Mexico. Some of the breeding grounds of these butterflies were destroyed. Now these flowers are disappearing from certain areas. We will no longer be able to enjoy their beauty.

The quality of our life has been changed. America used to be covered with giant trees. Now we have to visit them in one small park. Rainforests around the world are being cut down to make room for humans. We will never be able to see or study this fragile ecosystem.

I would encourage us humans to look for other alternatives for our farmlands, housing, and industries. We have alternatives; the animals do not.

Topic 41 **Should we save land for endangered animals?**

Human beings tend to put their needs in the first place all the time. It is obvious, that we all need shelter, food and clothing to survive. For some people possession of mentioned above things is not enough and they start to build houses and industrial institutions all over the world. In my view, this way we put the wild life of our planet in jeopardy. I definitely do not agree with the statement that our need for farmland, housing and industry is more important than lives of endangered animals.

We all know that industry provides not only necessary things for people, but also destroys our environment. Of course, every person in the world needs such things as food, clothes and home. People already has built abundance of mega polices, small towns and villages with all kinds of industrial institutions. Human's activity influences our environment dramatically every single day. For example, people cut forests, throw garbage into the ocean and create pollution all the time. Many species of animals are already endangered because of our poisonous activities. Do we need to destroy our picturesque world even more, or it is time to stop now? I believe that people should decrease the development of industry, housing and farms where there are wild forests and animals.

Also, I would say that everything in the nature is connected so strongly that by killing one kind of animals and destroying one type of wild plant, we can destroy many other species. As an example, Panda bears eat only bamboo trees and leaves. If people cut bamboo forests where Panda live, they would disappear too, because of the lack of their favorite food.

Et the end, I would say that the land should be saved for wild and endangered animals. People should start thinking not only about their goods, but also about saving our planet.

Topic 42 What is a very important skill a person should learn?

Success has been an issue broadly discussed and defined by different approaches. Some say that being successful means being wealthy. Others associate success with popularity and power. A third approach would relate success with social and emotional well-being. So we come to the questions: "When can be someone considered successful?" and "What skills make success easier to achieve?"

In order to answer the second question, we should have a point of view about what success is. I consider that someone is really successful when that person is able to handle and enjoy social relationships. A leader can be powerful and recognized, but if he is unable to enjoy his leadership and feels lonely because he cannot establish a deep friendship, can we really say such leader is successful? On the other hand, a wealthy person may have all the possessions money can buy, but again, what if he cannot manage a marriage or a friendship? This person is likely to feel lonely and unsatisfied.

Developing social abilities may be a very helpful skill for a person to learn, in order to be successful in the social-emotional side of his or her life. One ability to develop could be effective and assertive communication. Many misunderstandings and conflicts can be prevented if we express our ideas clearly and respectfully, and if we learn to ask for clarification when we feel threatened or offended by something someone told us. Another ability could be learning to handle teamwork. We need to learn to work with others at work, at home, at school, in our community. Getting into an agreement with our parents, children, coworkers and friends is a situation that can become hard to handle sometimes. Dealing with teamwork can be really helpful. Finally we could add the ability to deal with conflicts with others and conflicts with our own wishes or decisions. We will always find obstacles in our paths; it can be quite useful to know how to overcome them.

In my opinion, I would define success as being able to enjoy what you have, what you do and who you deal with everyday. And to achieve success, you should have skills that help you handle relationships with your peers. We are social creatures; we need each other to succeed, and to enjoy our success.

Topic 42 What is a very important skill a person should learn?

"It is never too late to learn" is an English proverb meaning that people should never stop learning all his life. In other words, life is a process of constant learning, which enables an individual to make continuous progress to perfect him or her as a human being. Therefore, I deem the ability to learn is the most important skill of a person in the world today to achieve any accomplishments.

We are living in an era of knowledge explosion. There are too many skills to be grasped by a single individual within a comparatively short period of time. Skills considered necessary nowadays include English, computer, driving, etc. It is not very likely for a fresh college graduate to be proficient in all these skills. The most possible occurrence is that a person first chooses his field of profession and then starts to master those required skills in his field. Thus, I argue that the ability to learn new skills is more essential than the skills themselves.

Another reason for my avocation for the learning ability is that if a person is capable of acquiring new knowledge soon, he must be a smart, trainable and adaptable person who is what the rapidly developed society needs. In a society fraught with new difficulties and problems, a quick-witted person, when faced with them, will come up with solutions more easily than those who only know "the skills." That is why I believe the capacity to acquire knowledge carries more weight than "the knowledge" itself.

In short, in a time teeming with many unprecedented events, the problem-solving ability or new knowledge-acquiring skill is the most crucial one necessary for a person who wants to be successful.

Topic 42 What is a very important skill a person should learn?

Two years ago, if you ask a person what do they think is the most important skill to be successful in the world, you will get a variety of answers. If you ask a person who is about my age the same question, presumably, eight out of ten will give the same answer as mine - the computer skill is the most important skill a person should learn.

Why I think computer skill is the most important skill? First, computer skills such as operating a word processing software package or typing are convenient and efficient. For example, I am writing this essay by using a computer. If I do not have computer skill, I cannot make a composition as quickly as possible; maybe I can only write on paper. Another example is that many colleges is offering online classes for student to choose from, which means the students can study in the comfort of their homes and acquire their knowledge by means of using computers at home.

Secondly, computers are an important tool for teaching and communicating between teachers and students. Recently, school teachers have an increasingly demand on students to turning in their papers or school works, and the teachers can score on line. If the teacher has a assignment, they just send an e-mail to the students. In addition, many young people use computers to communicate with each other. They use online chat rooms, ICQs and messengers. They even play online games through the Internet. Therefore computer skills are important for students to communicate with their teachers and fellow students.

Last but not least, computer skill helps a person to find a good job after they graduate. As we open newspapers and search for a good job, we can find that computer skill is a required skill for nearly every job. Indeed, whether you work as a receptionist, salesperson, warehouse manager and office clerk, you have to operate a computer and therefore computer skills is absolutely necessary for these jobs and most others.

Although there are many other important skills for a person to succeed in today's world, judging from what I have mentioned above, I think my point of view is solid and sound. Having computer skills is one of the most important things in today's world.

Topic 42 What is a very important skill a person should learn?

Nowadays people say that we have stepped into "The Information Age", therefore computer skills are one of the most important skills in today's society. Being able to operate a computer is an advanced technique and can increase one's work efficiency and simplify many works.

Using a computer can help people do many complex works. You can calculate a very complex arithmetic problem. Many arithmetic problems in engineering are too complex to work out by hands. A computer can do these works conveniently and easily. You can also look for some references from a foreign country from a computer if you login in the Internet. You can save your documents in some discs on a computer no matter how large they are and you do not need to take a lot of paper.

Using a computer can increase your work efficiency. With its help, you can book plane tickets and hotel rooms for a business trip. You can easily compile your files in a shorter time and retrieve them whenever you need. If you are an engineer, you can control machines automatically with the help of a computer. The products are more precise than those controlled by hands and the product efficiency is higher. You can save a lot of time to consider other things and this is important for your success.

If you can operate a computer, you can sit down in your own home and control distant work. All you need to do is pressing some keys. With the help of a computer, your work can be simplified. You also can use a computer to communicate with your friends by e-mails and it is quicker and safer than ordinary means.

There are many other skills a person should learn to be successful, but I think that being able to operating a computer is the most important.

Topic 42 **What is a very important skill a person should learn?**

Upon the question that what is the very important skill a person should learn in the world today, different people have different opinions. In my point of view, I prefer to think that communication is the most important skill for almost every person. There are many reasons to support my view.

Firstly, communication is a bridge between people. Nobody is omnipotent; people depend on one another in their daily lives. We all hope we can be become the person who masters every skills and can complete every kind of work by ourselves. However the real world tells us that this just is a dream. Therefore, people are interdependent; no one can say that he does not need other people's help. The society requires cooperation among people. Communication is the link. Communication is the first step of successful cooperation among people. By communication, we exchange thoughts and information, and get other people understand our needs and ideas. For example, in a company, big or small, a manager always has to communicate with his boss, colleagues and subordinates.

Secondly, communication can help us keep friendship and make new friends. Friends need to communicate to each other, so that they know each other's needs and feelings. Indeed, one of the most important qualities of a friend is communication and understanding. If you are a good communicator, it is very easy for you to keep your friendship and make new friends. If you do not communicate with your friends, you will not only feel lonely, but also can eventually loss your friends.

From all above, I think that communication is the most important skill for people to survive in this society. I hope everybody works hard to get the skill.

Topic 43 Why are people attracted to a dangerous sport?

Have you experienced the fear of bungee jumping? Have you ever enjoyed the excitement of car racing? Nowadays, more and more people are attracted to such dangerous activities, especially the young people. Wondering why? After thinking about the lifestyle of those people, the reason goes as follows.

While the world is becoming more and more competitive, the tasks on each person's shoulders become heavier and heavier. People's everyday activities are very intense. The best way to relax and get relieved is to go in for dangerous activities, because while you are doing something dangerous, you have to concentrate on it, and you cannot think about anything else. Hence you relieved all the unhappiness and the troubles you had in the daily work.

In addition, to take risks and try out new things is one of human being's basic instincts. People always like to do something new, especially when something is popular as well. According to some statistics, the dangerous activities are becoming extremely popular among young people. If you do not try some dangerous activities, people will think that you are a coward and you are afraid of doing it. So it is reasonable enough for them to do dangerous sports to show their braveness.

However, I do not like dangerous activities and I believe the phenomenon that people are attracted to dangerous activities is just a whim. After realizing countless disadvantages of them, people will reconsider about them. Some safer activities to help people to get relieved will be developed afterwards.

Topic 43 Why are people attracted to a dangerous sport?

I think some people get attracted to dangerous sports or other dangerous activities for diverse reasons. There are many dangerous sports or activities, but for the purpose of this discussion, I will just mention a few of them. These are: Car racing, Bull fighting, Skiing, Horse racing and Mountain climbing. Some people are attracted to dangerous sports/activities based on the following reasons I will present in the next three paragraphs.

First, some people engage in dangerous sports/activities for recreational purposes. Often, they derive pleasure from such activities, and they believe it's fun. For example, horse racing is dangerous, accidental fall from the horse back during the race could lead to death or serious injury. Nevertheless the fun and excitement of horse riding cannot be replaced by other sports/activities.

Second, some people get attracted to dangerous sports/activities for economic reason. Some earn their living through their participation in dangerous sports/activities. For example, there are two famous mountain climbers in my country that earn a lot of money through this dangerous activity 'mountain climbing'. Unfortunately, one of them can no longer participate in the activity because of his predicament. He missed his step and fell from the peak of the mountain and broke his spinal cord.

Lastly, some people are attracted to dangerous sports to get attention from the people or to prove that they are brave. Such people may engage in bull fighting, they want to show people that are fearless and can face any challenge that might seem inevitable.

In conclusion, people have different reasons for engaging in dangerous sports/activities. I believe with the above mentioned reasons you can see why some people are attracted to dangerous sports.

Topic 44 Travel with a companion vs. travel alone

Traveling is a very pleasant thing. Some people like to travel with several friends. Other people, however, would prefer to travel alone. As far as I am concerned, traveling with my friends is better.

Why do some people like to travel alone? For one thing, they can experience more freedom. They do not need to discuss the itinerary of travel with others. He/she can just go whenever he/she wants. For another, they do not need to keep an eye on how to get along with friends.

Although there may be one or more advantages to traveling alone, I insist that traveling with friends is better. In the first place, the trip will become easy. Traveling is not a very easy activity. For example, you need to find transportation, hotels and restaurants in new places. Several friends can share these tasks so that everyone has a chance to enjoy the journey.

In the second place, you can get help when you need. There will be many unexpected things that could happen during the journey. Such as, someone gets lost, gets sick, or cannot wake up early for the morning flight. It is very tough for people to handle these situations by themselves especially when they travel to a new place. Friends can give you a hand to overcome all these difficulties. Every one needs the help from others.

In addition, you can have more fun by traveling with friends. Enjoying the scenic spots is wonderful, while traveling on the road is boring. How to spend this boring time? Talking with friends, playing cards will help.

In conclusion, I prefer to travel with friends rather than travel alone not only because the trip will be easier with friends, but also because I can have more fun by with friends' company.

Topic 44 **Travel with a companion vs. travel alone**

Traveling is a favorite recreation for many people, especially for young students. It can enable us not only to accumulate our knowledge about history, culture, geography and local tradition, but also to edify our minds and spirits greatly. However, upon the question, which is better, traveling alone or together with several friends, people seem to have different opinions. As far as I am concerned, I like to travel with friends.

When traveling to other places, the most important thing for us to consider is safety. In China, many famous scenery spots with Buddhist temples or shrines are situated in deep mountains or remote areas. Travelers sometimes have to go on a tiring and even dangerous road before they can arrive at these places: crossing rivers with rapid currents, climbing high mountains, walking along a narrow path on deep cliffs etc. If a person travels with others, he may receive aids or lend a hand to his companion in time of needs. Several years ago, I traveled with some other people to Wuyi Mountain, a famous scenery spot in Fujian Province. When climbing a high cliff, one of the people slipped, but he was grasped by hand almost instantaneously by a man at his side. If he had traveled there alone, he would have fallen down the high cliff and injured himself.

Another reason why I prefer to travel with others is that we can ease the feeling of loneliness and nostalgia by talking with each other. When traveling to far away and unfamiliar places, we may easily fall into a low spirit and have strong nostalgic feeling. There are numerous ancient Chinese literary works, poems or essays etc., which describe such feeling on road. A man sat in an empty hub, facing a small lamp, seeing the dumping rain outside the window, etc., all constitute a typical picture of a lonely traveler. But if at this time, the traveler had a companion to chat with him, his sad feeling would be much lessened.

In a higher sense, life is like a traveling, most of us need someone to accompany us to go through the road. I think those who have to live alone are unfortunate ones in human society.

Topic 45 **Getting up early vs. staying up late**

Some people prefer to get up early in the morning to start the day's work; while other people like to get up later in the day to work until late at night. Which option do you prefer? I would choose to get up early in the morning. This view is based on the following reasons.

By getting up early in the morning you can enjoy a lot of good things that the nature offers. You can breath fresh air, smell aroma of flowers, listen the birds singing in the morning. What a beautiful world! In the meantime, these can refresh our brains and quickly get ready for the day's work. We can immediately concentrate on the work, and solve the problems with great efficiency. For example, when I was in senior middle school, I got up early in the morning everyday to go over my lessons and prepare for the courses that I would have that day. I found it was so efficient and I memorized my study material so deeply. On the contrary, people who get up late and go to bed late tend to leave all the day's work to the night, and tend to go to bed until the finish the day's work. This is not a good living habit and also not an efficiently way of working.

Another reason why I would like to get up early to start a day's work is because I believe that it is good for our health. The body's cycle follows the nature: when the sun rises, it is time to get up; when the moon rises, it is time to go to bed. Besides, by getting up early we can have time to do some exercises such as jogging, hiking and swimming, which will benefit our health. Many statistics show that most people who live a long life get up early and go to bed early. While getting up late and go to bed late violates human biology and therefore will do harm to the health. And people who get up late never got a chance to do morning exercises.

In a word, getting up early in the morning to start a day's work is a smart choice for people; it can benefit both people's work and health.

Topic 45 **Getting up early vs. staying up late**

Some people prefer to get up early in the morning and start the day's work. Others, however, prefer to get up later in the day and work until late at night. As far as I am concerned, getting up early is a good habit because it is good for health, and it is easy for people to take care of everyday work.

In the first place, everyone knows that getting up early is a very good habit for our health. You can enjoy the fresh air in the early morning, and also you can get a good night's sleep during the quiet midnight. Moreover, if you get up early, before go to work, you still have enough time to do some exercises, such as walking, running and riding the bike. Without doubt, all of the exercises can help your to stay healthy.

In the second place, it is easy to take care of everyday work if people get up early. For example, if everyone in the family gets up early, the wife will have enough time to prepare the breakfast for the whole family, the children will have enough time to catch the school bus, the husband will never forget to change his dirty shirt. Everything is in order.

Admittedly, some people who work until midnight and get up later in the day claim that working in the midnight is more efficient for them and they can concentrate on their work without distraction. However, the advantages of getting up early carry more weight than those of getting up late.

To sum up, from what I have discussed above, we can safely draw the conclusion that getting up early can benefit us not only because it is good for our health but also it is easy for us to take care of everyday work. Therefore, I prefer to get up early in the morning and start the day's work.

Topic 45 **Getting up early vs. staying up late**

Meng Haoran, an ancient Chinese poet, wrote in one of his poems his happy feeling when wakened by the chirping of birds in a spring morning. It seems that he did not get up early and waked "naturally" after a sound sleep. What kind of timetable a person should follow depends on the character and habit of him and even on the job he does. I think it is important to arrange our life in such a way as to ensure high efficiency of our work and good to our health. Some people prefer to work until late at night because they feel that they can concentrate their mind in a quiet environment when others are in sleep.

For instance, many writers like to write at night. It is said that a famous French writer who lived in a small house on a hill at seaside was accustomed to working so late at night that the lamplight from the window was perceived by the sea crewmen as a signal leading their ships into the harbor. In China, people are encouraged to follow a regular living habit, which requires early sleep and early rise. For a long time in the past, China has been a traditional agricultural society, in which people lived a life that progressed slowly with the change of time.

As an old Chinese saying goes, "a man should get up early so as to clean the house to prepare for the day's work." Even today, we can see many old people do exercise early in the morning in parks or open areas of cities. However, with the rapid social and economical development, people are now forced to some extent to abandon such a living style based on the progress of the time.

Nowadays, we are living in a fast changing society, sometimes we have to following a rhythm or timetable according to the need of our work instead of our own will. But however we arrange our life, we should try to take into account of our own conditions in order to do our work well.

Topic 46 Important qualities of a good son or daughter

Both sons and daughter are a blessing for the parents. It is a fact that the strongest and the most sincere love exists in the relation of the parents and their children.

No child is born good or bad, it is the qualities he adopts with the passage of time that make him stand good or bad. A good son or a good daughter would be obedient to his parents. It is a religious obligation, a social norm and an indication of refined behaviors and a peaceful family set up for the children to be obedient to their parents.

Such a son or daughter would be dutiful. He would know his duties as regards his parents and would always try to fulfill those in time. In the age when a son or daughter can earn; they would earn and instead of taking money from their parents they will try to give them money. This will make them feel proud and think that they are getting back for what they had spent on their children.

Not only this good son or a good daughter would be caring towards his/her parents. It is a fact that as children grow to their youth, parents start their journey of old age. And in the old age they demand as much care and attention as children need when they are very young. It is obligatory for the children to remain caring, dutiful and pleasant to their parents and make them feel as part of family. It is often seen that children start feeling that their parents in the old age are no more than a burden. This is a very wrong attitude and in my religion this is strongly condemned. Instead it is advised that when in the old age, parents should be taken care of by the children as children were taken care of in their early age.

A good son or daughter would look after all the needs of his / her parents. And by no action of his/her will make them feel as if he/she are fed up of them. Also they will be respectful to their parents and would always give thought to their suggestions and would always try to act upon those. Since the advices given by the parents are the result of their experiences which children in their arrogance often ignore. They should think that there is no alternate to the experience and parents would never give a bad opinion to their children.

It is a pity that with the passage of time the children don't give the parents their due rights nor do they look after them in the right manner. This situation has resulted in the formation of many old houses where old parents are trying to pass the remaining days of their lives, they can not enjoy the joys of their children because their children don't want to keep them with because of their busy schedules.

Islam lays a great importance on the respect of parents. Islam says that Heaven lies under the feet of one's mother. Like wise there is a great status of father in Islam too and one is asked to act upon the advices of their parents always unless they order him to change his religion.

In our culture too, we see that with the passage of time the children have developed the habits of not obeying their parents. This has with the passage of time played a vital role in weakening the family bonds.

The unit of any society is a home in the very basic perspective. When the basics would not be strong how can the building be strong which is developed on those basics. This is the very same situation in modern societies, the family bonds are not that strong as they used to be resulting in the weakness in the society as a whole and a frustrated youth which can not play its part productively towards national growth.

Topic 46 Important qualities of a good son or daughter

It is commonly known that parents expect to see their children behaving decently and respectfully. It is extremely important for parents to provide to their kids a clear explanation of what is bad and what is good. Hence, by having parents' support and advices, children could achieve the important qualities that later their parents could be proud of. In my opinion, the basic qualities of a being a good son or daughter have been remaining the same over years.

The most important quality, I think, is that we should respect our parents. It was our parents who brought us into the world and brought us up. They provided us food and clothes, and send us to schools to be educated. They tried their bests to make our life happy and comfortable. Accordingly, it was our responsibility to respect our parents, including their efforts and opinions. We should not spend too much money on useless items because the money comes from parents' hard work. At the same time, we must listen to the right advices from parents and don't act according to our own wishes and desires despite the objection of our parents.

The second quality for a good son or daughter is that we should take care for our parents when they become old. Nowadays we have already attended the university, usually far away from parents. So we should keep in touch with them by telephone, letter and e-mail, not making them feel lonely. We may talk about their life at home, such as their work and their health. In fact every time when I give a call to my parents, I may feel that the call bring them happiness. The reason is that not only can they know that I am doing well, but also they know that their son cares about his parents.

A good son or daughter should have many merits. From my point of view, respecting the parents and caring for them are the most important for everyone. What's more, these values cannot be changed with the development of the society because they are the fundamental qualities of a good son or daughter.

Topic 46 Important qualities of a good son or daughter

In Chinese culture, a person who is filial and obedient to his parents is regarded as a good son. Confucianism, an ideology that had great effect on the Chinese society, stresses the importance of harmonious interpersonal relations between family members, particularly that between parents and children. Judgment on a man is often based on his attitude toward his parents.

Confucian classics contain many principles regarding the "right" conducts people should have to handle the relation with their parents. For instance, people in the past were required to pay respects to their parents everyday in the morning. Children should follow whatever orders or instructions their parents issued. A person who was most respectful to his parents was highly praised and often set up as a model in the society.

The ancient Chinese thought that there was a connection between the relations within the family and political institutions of the country. They extended the formula of administering a family to social and political affairs. In other words, the Chinese people ran the country on the principles based on family life. The emperor was respected by his subjects as a father was by his children. An official faithful to his lord was often compared to a son filial to his father.

However, China has undergone great changes over the past century. Influenced by western thoughts, the Chinese people have revised and transformed many traditional ideologies and ways of thinking. Parents have no longer had absolute authority over their children. Now young people may stand on an equal relation with their parents and they stress more personal freedom and independence. But the traditional ideology remains to be very influential, a good son who is respectful to and takes cares of his parents is considered by others as one of high moral character.

Topic 47 A large company vs. a small company

Some people show special interest in working for a big company, while other are more willing to work for small ones. Of course, every individual has his own opinion about the strengths and weakness when it comes to serving in a big firm or a small one; for me, my choice is definitely to work for a big company.

Now let's use the analysis of "SWOT", which was always employed in the field of economics to get the problem solved. Here, S stands for "strengths", W for "weakness", O for "opportunities" and T for "target".

Working for a big company will have many advantages for your development in your career, because a big company usually provides more competitions and it demands its employees to be self-educated at the very beginning of becoming one member of the group, or he or she will be dismissed without hesitation. For as a big company, there is always a pool of talents waiting for a position to be filled.

Besides, in a big company, you will deal with different kinds of people, who are from different provinces or even different countries, having various education, thus you will be inevitably influenced by "multi-culture", which is of great importance to a person with the hope of tailoring himself to be an international talent.

Finally, in a big company you will be given more opportunities to be charged up either at home or abroad and be endowed with more chances to contact with more elites in the specific field.

When speaking of the weaknesses, every thing is a double-edged sword. Working for a big company, there might be little chances for many people to stick out due to the bulk of talents, but compared with the strengths and the opportunities mentioned above, it can be ignored.

When it comes to the target, you, as a member of a big company, will be more likely to motorize your target because of the plentiful resources including material resources, as well as human resources.

All that I have said above boils down to the conclusion that if you are a person who craves for competitions and desires to be an international or inter-provincial talent, you should choose the big firms for your future development.

Topic 47 A large company vs. a small company

Each year, millions of students graduate from schools and join the army of people seeking for jobs. Many of them aim at getting a position in a large and outstanding company that often means higher income on average and good fame. Walking in and out the high buildings in downtown areas and wearing professional clothes and attires, those lucky people working in big companies are admired by others. They are often referred as "white collars" or even "golden collars" that rank high in the society.

A large company offers many advantages that are helpful to a person's career development. I am now working in a company that is one of the largest ones in China and ranks among Fortune top 500. Our office building is located at the most prosperous downtown area in the city. Staff members of our company have higher income than those of many other companies. In recently years, our company is aiming at proceeding into the world market and has established business connections around the world, which provides us with opportunities to work abroad. In short, working in a large company may enable us to gain valuable experience and have broader views in a competitive environment.

But not everyone is suited to work in large companies. For those who like to work independently and enjoy more personal freedom, a small company may be a good choice. People in a large company may feel stable and be less likely to be dismissed, but they are also subjected to many restrictions imposed by the regulations of the company. A small company may require their employees to do more comprehensive works and give them more free choices.

In business, stagnation equals retrogression. Wherever we work, large or small company, it is essential to work hard to make progress. In a fast changing society, if we always stay where we are, we will face the risk of being surpassed by others.

Topic 48 **Why people work?**

When talking about working, some people always complain a lot about it. They regard working as affliction that means hardship, vapidty and low earnings. They may even dream that they can also live a happy life without working. But as we all know, that won't come true. Everyone needs to work for many different reasons. I believe the three most common reasons are to acquire knowledge, to seek fame and to enjoy life.

In the first place, we work to practice our skills and we have to learn many aspects of knowledge to solve the problems and to overcome difficulties. So working makes us skillful and effortless. The experiences we learn from working are the most important wealth. They are the major sources of wisdom. If we don't work, how can we improve our intelligence and then how can we expect a wonderful life?

In the second place, we work to realize our value by producing large amount of goods and serving others. A farmer is not a farmer until he plant corps, a teacher is not a teacher until she teach classes. They all have their responsibilities and they also win our respects because of their contributions to the society. That's the meaning of life, which gives us courage and confidence to exert our powers to build a happy home.

In addition, we work to keep us healthy. We can communicate with each other during work. Meanwhile, we are helped and encouraged. We have to work to relieve our pressure. When you do something you are very competent to, you will view it as a kind of entertainment. You even find joy from them. If we don't work, we will become torpid and fat.

In conclusion, I believe that working is a tool by which we can make a key to the gate of knowledge; it is a road that leads to tomorrow, and it is a prescription that can keep us fit. All in all, working provides us so much that I love work.

Topic 48 **Why people work?**

At the outside, it might seem obvious that jobs are just to earn our daily bread. But as we explore the facts beyond the selection of job, there are myriad of factors that go together in selecting a job. Earning money might be a priority because no one likes to live in penury, but it is not the only determining factor. I feel that the selection of a job based on remuneration might be a priority for entry-level aspirants who are in searching for their first job. But once people climb up the corporate ladder there are other factors one looks for. Going by my own experience I would say job satisfaction, recognition in society and realization of a long dream or vision will become the deciding factors as we progress.

With the information technology (which is the most human resource dependent industry) growing at an exorbitant rate, Human resource managers have a tough time to understand what is really needed to retain the cream of talents in their organization. Recent studies show that job satisfaction and recognition are the prime factors that matter to the best talents, of course not to mention a competitive compensation package.

Every man has a vision, and continuous progress in the realization of their vision give a great feeling of satisfaction and moral boosting. I believe that without this vision we would never have our soldiers sleeplessly safeguarding our country. 'Serve with honor' is the mantra which keeps them going strong. It is the same sense of responsibility and pride in serving the humankind that propels the doctors to serve the people without looking at their watches.

Every job is important and has their pros and cons. But it is still our social stigma to weigh a person based on their profession .It is this stigma which instigates the people to be finicky in the selection of a job when it comes to social recognition. Even in a social gathering the treatment given to a so-called executive is totally contrast to that of an ordinary low profile truck driver. Yes, people love to be recognized and it does matter to have a job worthy of it.

There is a never-ending list to follow in addition to what is said above, like flexible working timings, Profit sharing policies, free insurance, and others that lure the aspirant to take up the job. But, in my view I would priorities that job satisfaction and sense of recognition are the prime factors in a person choosing to retire (of course only after serving their life time) from a company.

Topic 48 **Reasons for work**

Though people work primarily to earn money, there are some other reasons that they work: enjoyment, honor, assistance to others, etc. For some people, to work is to produce something to enjoy themselves and others. Musicians compose songs and melodies that give pleasure to listeners. Writers create novels and stories that arise deep emotions in readers. Painters produce beautiful artistic works that appeal very much to the people who see them.

But on the other hand, these people, musicians, writers, and painters, are often beside themselves with joy in their work. Some people work for honor. Military men devoted to battles to safeguard the freedom and dignity of themselves and their nations. In human history, many people would rather sacrifice their lives than submit to foreign rules. Sports people contest with each other for the honor of championship. To get a gold medal in the Olympic games is a dream cherished by many athletes around world. There still some other people who work to help others. It is the responsibilities and duties of doctors and nurses to relieve the pains and strains of their patients.

Wherever an accident occurred, we can see the relief team rescue and give assistance to the people in need. Teachers, who often referred as "the engineers of human souls", work to help students not only in their study but also in their moral progress. No wonder that teachers are highly respected in a civilized society. Socrates, the ancient Greek scholar, once said to his disciples, "I eat to work while others work to eat." Most people work to get money for a living, but money is not the sole reason for many to work.

Topic 49 **Face-to-face communication vs. emails or phone calls**

Many people hold the view that face-to-face communication is better than other types of communication, such as letters, e-mail, or telephone calls. As far as I am concerned, I do not agree with that view. There are many reasons that support my point of view, and I would explore a few of the most important ones here.

The main reason is that people live and work with a fast pace nowadays. They are busy with everything. However, they also need to communicate with their friends or relatives. The result is that they have no time to set an appointment. This situation is very common. The best solution is to communicate by letters, e-mails or telephone calls. We could write letters or e-mails in our leisure time and send them out immediately or call somebody and talk for a few minutes. These things would not take up a long time and can be scheduled quite easily.

Another reason is that it is too time and money-consuming for two friends that live far away from each other to schedule a face-to-face meeting. In this situation, using letters, e-mail or telephone calls will be a better way. People by this means could communicate with each other conveniently no matter how far they apart. Take one of my friends for example, he communicates with one of his friend in Germany by using emails.

Furthermore, I believe that sometimes people will find it difficult to communicate face-to-face. They need to talk about something that is hard for them to confronting each other. At this time, letters, e-mail or telephone calls are better ways of interaction.

Given the factors I outlined above, we may reach the conclusion that communication by letters, e-mails, or telephone calls is better than face-to-face communication.

Topic 49 **Face-to-face communication vs. emails or phone calls**

Since the beginning of time the most important method of communication has been the face-to-face communication. In fact for a long time, face-to-face communication was the only method used. As time progressed new methods came along with the use of letters, telephone calls, and emails. Even with these improvements in communication, nothing has been able to replace the face-to-face method.

One reason that face-to-face communication is better than newer methods is that it allows one person to see the facial expressions of another. When a person is talking about good news they usually smile and their eyes light up. Or when a person is having a serious conversation, their eyebrows are usually lower and they keep a straight face on while talking. Without these facial expressions it can be tricky to figure out a person's meaning behind what he says.

Another reason why face-to-face communication is important is that you can tell whether the person is telling the truth or not. When people communicate over the phone or through an email it is impossible to tell when a person is lying. But when it comes to personal communication it is not as easy to get away with a lie. Many people in business prefer this face-to-face method because it helps them to figure out if the person speaking is honest enough to go into business with.

When it comes to face-to-face communication there is one more reason why it is better than other methods of communication. When a person is expressing feelings of love or sympathy, no other method of communication will express them perfectly. When a person is showing his/her love for someone, he/she must do it face-to-face so that the other party can see how much he/she mean what he/she says. Also when it comes to expressing sympathy for someone, using any other types of communication is just not enough. By calling someone or emailing him/her to express sympathy, it just shows that you do not have the time or care enough to go over and say it in person.

For the reasons listed above, face-to-face communication will always be better than other types of communication. But while face-to-face communication is better, newer methods cannot be ignored. These methods have helped to carry communication over through long distances around the world; thereby expanding the world we live in and bring everyone closer together. Through the use of letters, telephone calls and emails, a person living in New York can now communicate with his/her loved one as far away as South Africa.

Topic 49 **Face-to-face communication vs. emails or phone calls**

With the rapid growth of high technology, computer, telephone and other communication tools have become more and more important in our daily life, so what people have gradually ignored face-to-face communication.

If I were asked whether face-to-face communication is better than other forms of communications, such as email, phone calls or letters, I would choose email and phone calls. Here I am going to enumerate some reasons to support my choice.

The main reason is that communication by telephone or by e-mail is more convenient. There is no need to make appointment with friends before meetings; all you need is just to remember their phone numbers or email addresses. Wherever you are and whenever it will be, communication is as easy as face-to-face talking. Moreover, it is more efficient for people to communicate.

Another important reason is that the way people connect by email can make more friends. I have many friends on the Internet and we communicate with each other regularly, so I have gained more information and knowledge in many other fields.

Last but not least, indirect communication such as emails and phone calls can avoid direct confrontation and embarrassment. Sometimes we may not feel comfortable to borrow something or ask for a favor from our friends, because we are afraid of being rejected. At this time, an email or a phone call can be more convenient and can avoid embarrassment.

If all these factors are contemplated, the advantages of communication through email or telephone carry more weight than those of face-to-face communication.

Topic 50 Doing same things vs. trying new things

I have to say that keep doing the same thing all the time is boring, and I certainly do not like being bored. In the real world, there are uncountable things for you to do; so, why not try them when you still have the chance?

There will be no future if no one tries new things no more. Human beings would not have gone this far without trying new things. Our ancestors had done so much in doing so: they made tools for hunting, created communication languages and introduced many other techniques that we are still using today. All of these were new to them, and they tried the new instead of doing the old. Without their hard trying, we would still eat raw meat even at this time.

Some people may say, "I do not like to try new things because, sometimes, they could be risky. " I cannot deny that. However, there is nothing that never has a risk. You may get hurt even when you keep staying at the same spot, and when that happens, you are probably going to get more pain. The reason is simple: if you failed in the domain that you are not familiar with, you may not get too depressed because you knew it was new to you, and you can gather some thoughts, and then, try it again; on the other hand, if you did not do well in the area that you are good at, then, there is a great chance that you would lose your confidence because it was not as good as you thought it would be.

Thus, if you come to think of it, trying new things is not as bad as it sounds. Moreover, those risks hidden in the process of trying new things are often worth to take. Once you tried them out and got them right, the rewards you are about to get are often surprisingly good. That try new things, legal and harmless, is always good. Even if you failed or got hurt, as long as you are still ok, you have gained some experiences out of trying them. The whole world out there is for you to explore. Therefore, you should do so to make your life valuable. Concerning the topic, I prefer to try new things and take risks.

Topic 50 **Doing same things vs. trying new things**

When asked about the approaches to life, many people have the idea that change and new experiences bring us a meaningful life. However, others take the view that staying the same and not changing the usual habits is the better way of the life. In fact both approaches have its advantages and disadvantages, which are listed as follows.

Some people believe change and new experiences provide us a meaningful life because when we adapt to the change and new environments, we must face the difficulties and try our bests to overcome them. This process not only builds our personality, but also gives us an exciting and meaningful life. What's more, the change around us improves our spirit of adaptation and independence. They benefit us in competing for survival in the society. Let us suppose we always stay the same and do not change the environment. Then if someday we have to step into another environment, how can we adapt to it?

On the other hand, people who hold an opposite view consider that sticking to the usual habits is the better way to life. They point out that the longer you keep the same habits, the more adaptive you are and you may live comfortably. They point out that usual changes make you acquaint with nothing, and then it is impossible for you to have a happy life. In order to see this point clearly, they give us a good example: If you change your environment every month, you have to always change your habits and customs. Then how can you live happily?

As far as I am concerned, the advantages of change carry more weight than those of staying the same because I need to improve my adaptation. Only in this way, can I survive in the society.

Topic 50 Doing same things vs. trying new things

Without Christopher Columbus's global navigation five hundred years ago, we can never know the existence of the American continent. Without the first brave man who tasted the poisonous "love apples" which are called tomatoes today, we can never have the delicious tomato & pea soup on our dinner table. And to a person, without jumping into the water, he can never become an excellent swimmer. So, when it comes to doing only what you already do well or trying new things and taking risks, I appreciate more the latter one.

While, the idea of doing what you have already been good at is without advantages. Probably, the most reasonable benefit of this behavior is that, one can make sure to be successful and never lose face. Success is important. For example, if you are an employee of a large competitive company, are you reluctant to drop every precious promotion opportunity to show your failure to your department manager? Or will you be tolerant to losing a job because of an unintentionally tiny error? The answer is possibly not. And doing the things one has already done well can also become a protection to a sensitive self-esteem. This may account for why a considerable number of people seldom speak a foreign language to the native speakers.

Nonetheless, pound for pound, I reckon that trying new things has more advantageous. First of all, there is no doubt that this is a sufficient way to perfect one a lot. It is just the failure that points out where he is inadequate and not developing well. And it is also the experience of failure that teaches him where to avoid making the same mistake as before.

Second, a little forward step always leads to a meaningful important discovery. In science, physicists insist on researching to explore the unknown mysterious substance cosmos and chemists seek out new useful materials through the results of millions of thousands of chemistry experiments. To some extent, we can say that stop exploring stop progressing.

Although there may be tremendous risks and masses of difficulties waiting us on the exploring way, we can really not stop our forward step. Given the factors I have outlined, I believe that a person who is full filled with the courage to try something he doesn't do well is more likely to overdo himself and enjoy a more and more colorful world.

Topic 50 Doing same things vs. trying new things

Doing something already done well is really easy for almost everyone, it's reasonable to choose this other than try new things and take risks. But for me, I firmly stick to do something I haven't done before, for these sorts of things can really prove my ability, give me more experiences, and make my life full of fun and excitement.

First, choosing a different thing to do needs a person's courage. When we come to a completely new thing, almost everyone will feel hard to start, which is common but it strengthen our wills and determinations. In fact, the beginning of a task is a real challenge for everyone, and its importance may directly bring about the result. At this very moment, courage is the thing we really need, but it is also the thing we do not always possess. To conquer the difficulties along with the risks will certainly bring you courage and pride that you never have before.

Second, the things you have already done successfully are of less interest and excitement than that of the new thing. Here's a simple example. Getting the right answer of one plus one, compared to working out an untaught new math problem, which means more to you? Definitely it is the latter! Or you may rather stay at a certain level without try to achieve any higher and being outstanding.

Lastly, to the human being, standing at the side of the society's evolution, the whole world needs new things to be invented, new areas to be explored, new ways to be tried out, and all these are the right things to make progress and build a better tomorrow.

I chose to try new things, and I will continue to make my new days in the future.

Topic 51 **Taking risks vs. planning**

Once upon time, a man pleaded a piece of land from a tribe chief. The chief gave the man a pole and told him that if he could insert the pole in a place from which he could come back before the sunset, the land between tribe station and the pole would belong to him. The man was so greedy that he exhausted to death on the way back. From this story we can see that although the man had his goal and action, he had no plan. A good plan is essential for success. It can quantify the task and make it possible for a man to arrange his time effectively.

First, by means of planning a man quantifies his task. He divides his final target into several periodic ones. Thus, he could average the pressure and see his progress during each period. A good plan encourages a man to fulfill his destination positively rather than passively. Actually, all successful people have their careful plans. For example, an excellent student must have a study schedule that include how to learn new knowledge and how to review old contents; an outstanding businessman needs a rational marketing plan that defines the best avenues to reach his target customers and then assigns a reasonable budget to his efforts. If one could execute his periodic target successfully every time, he could easily achieve his ultimate target. More significantly, during this process a man will acquire a lot of qualities that are essential to success.

Secondly, the advantage of good planning is that one can dispose his time and energy more effectively. It occurs very often in life that one should do a lot of things simultaneously. To take care of his children, to work, to spend enough time with his family and friends, only by a careful planning can a man accomplish his several targets in a short time.

Let us come back to the former story. If the man were a coward he would always fear that he could not come back before the sunset. The answer must be that he got much less than what he could have. Therefore success, to some extent, needs risk. But I think a careful plan is more important because it changes success into a routine and it helps a man use his time more effectively.

Topic 51 **Taking risks vs. planning**

According to the words of Salustius "One is a creator of his own fate." Some people believe that success in life always comes unexpectedly and that's why it is only due to taking risks or chances. On the other hand, others are more inclined to planning their own lives. In my opinion, planning is the better approach for one who strives for success in life because it gives him an assurance in his future success and makes it possible for one to use his time more efficiently and to be more cautious regarding the difficulties that may appear on the way to success.

Success in life comes from careful planning and hard-working. To plan means to pursue some aim and to be confident that it will come some time inevitably. In this way, one acquires a bigger faith in his own abilities and become more urgent in pursuing that aim.

Another important priority of planning is that one can predict some of the difficulties that may arise during his work and in this way he can be better prepared for them. For instance if one desires to gain a better assignment within his office he must clarify his aim and plan everything in advance before taking great pains in pursuing it.

Other advantage of planning is that one can dispose of his time in the most appropriate way in order to fulfill everything that is related to his views of success. It occurs very often in life that one should do a lot of things concomitantly - to look after his children, to work, to spend enough time with his dears and relatives, to find time for rest, etc. Thus only careful planning can make it possible for one to complete many tasks in a short time.

Of course, both careful planning and mere taking risks have their strong and weak points but the former is more likely since it gives one more confidence in future success in his work, it helps one to overcome every impediment more easily and use his time in full value.

Topic 51 **Taking risks vs. planning**

Every day, new businesses are created. Some of these businesses will succeed, but many will fall by the wayside. Some ventures may be on shaky ground at the start, but with perseverance and careful planning, they will prevail in the end. Hopefully a careful plan will not lead to a surprise but rather an expected result and success.

There is a tide in the affairs of men
Which, taken at the flood, leads on the fortune
Omitted, all the voyage of their life
Is bound in shadows and in miseries.
—By Shakespeare

Admittedly, chance can sometimes help a man to succeed. But on the other hand, not everyone will have such luck. How can a businessman who succeeds by taking risks sustain his dealing with his business when he is suddenly out of luck? Most likely, their company will be out of business if they have not made an all-rounded plan.

Nevertheless, chance favors a prepared mind. The opportunity is equal to all the people. The key to success is not waiting for a chance, but seizing it. Obviously, careful planning will guide a man definitely, from which, he cannot only find a destination and prevent him from aimlessness, but also assist him to grip the chances on his way to success. For instance, an entrepreneur should understand the power of a cautious plan which may help him define his business concepts, estimate costs, predict sales, control risks, and even increase the chances of succeeding. The plan may tell him what he should do and how to do it. Going into business without a plan is just like having an expedition in the extensive ocean without a compass.

In the second place, a comprehensive plan is also a reliable backup. Although the original plan is followed, suffering may come for some unpredictable occasions. In that way, a well-considered plan that mentions all the possibilities can be very helpful.

From what has been discussed above, chances and taking risks may be unavoidable, but success results primarily from careful planning. A comprehensive schedule, similar to a guide in explorations, is a necessity for achievement.

Topic 51 **Careful planning**

Gorge Barton, the famous American general in the Second World War, was well-known for his bold plan and his ability to grasp chances to strike the enemy in an unexpected way. However, few people know that Barton was also very careful with the battle plans, taking into consideration all the details and making preparation for any sort of accidents. I think in a modern society success often comes from taking risks or chances, but careful planning is vital for us to attain our goals.

No matter what good ideas or big ambition we have, we need to make careful plans in which every step is to be considered. Otherwise, these ideas or ambition will remain "something in the air" which may never be realized. In China, a person who likes to take risks and is hasty in making his decisions is often criticized by others as one who is bold and immature. From early childhood, we are encouraged to take careful considerations before doing any thing important.

Confucius, the ancient Chinese scholar, told his disciples that he would think it over for many times before making any decision. However, on the other hand, in today's fast changing world, we should try to find new ways and come up with new ideas in our work. If we are contented with what we have and always follow the same routine everyday, we may face the risk of being surpassed by others.

As an old Chinese saying goes, "a wise man should have a careful mind as well as a bold spirit." In order to achieve success, we should not be afraid of taking risks and try to grasp chances, but at the same time our efforts must be based on careful planning.

Topic 52 What change would make to your hometown?

Teenagers nowadays live in an environment that is exposed to high technology. This includes the prevalent access to the Internet, the use of special gadgets such as the cellular phone, palm top computers, electrical organizers, and the like, all of which makes communicating with each other so much easier. Aside from this, youngsters like to hang out in clubs where they can dance the night away and listen to their favorite music being played by a live band. This is the missing link in my hometown province, Balayan, Batangas.

Though Batangas is just a four-hour drive away from the capital city of the Philippines, which is Manila, it is still considered a far province. With that, the technology and the places where young people like could hang out are very scant. Being a province where the culture is very much tight and conservative, the old natives of the land do not like their children being influenced by what they connote as "urban living." They would still like to have the peacefulness and the early ways of girls being timid, shy and quiet type and boys being courteous and gentlemen in nature. Therefore, any deviation from these norms would appear to them as major acts of disrespect, whereby it would reach a point that elder people disgrace and disown any of their younger relatives who try to lead a life likened to that of city people. I think open-mindedness should solve this problem. It is just a matter of acceptance that it is not really too bad and that it does have some benefits as well.

Take for instance, going to clubs and parties develops camaraderie and meeting people increases ones circle of friends. No man is an island. One will never know that the person he may meet today would help him out in the future. With this, I think a nice club with a live band, nice food and drinks would be a place to be for teenagers to hang out every night. As a compromise, it should not open until the wee hours of the morning, so the elders would not see it as so much as detriment to their children. Putting up Internet cafes would also be good. Having Internet connections helps province-based people to keep abreast with current events in the city or even international news. In this manner, they would not get bored. They would have a lot of topics to surf about in the Internet. Mobile telecommunication companies could also extend their services into to far-off provinces in order for every cellular phone to have a signal wherever a user may be. Loss of signal in certain places hinders teens from going to the provinces since they know they will have a hard time with communication.

Overall, it all boils down to two things—fun and entertainment. A certain place, which is not only limited to my hometown, should develop itself into becoming more appealing to the youth of today by bringing in things that could keep up with their level of thinking, with the way they do things and counteract their very short attention span.

Topic 52 **What change would make to your hometown?**

Everything in the universe is in constant change. And everything needs continual improvement if the ever changing and increasing demands of humankind are to be met. If I were ever given the chance to change one important thing about my hometown, it would be the Internet service. Needless to say that nothing generally revolutionized the way we live as the Internet in the past decade. Thus, an improvement in this vital service would mean an even more, unheard betterment to the people in my hometown.

It is said that information is power. True saying indeed! I can envision how everything in my hometown could improve dramatically if the Internet service in it were made free, fast and staying out there like electricity, telephone or water all the time. One thing, a fast free and reliable Internet service could improve the way people work in my hometown. With this service people in my hometown do not need to commute to a far place to do their job. This in turn would mean less traffic jams, spacious work place, more time for family and recreation and so on.

The way people learn would be another important thing that a fast, free and reliable Internet service could be useful for my hometown. People will have the chance to go through tremendous amount of information resources in a very small amount of time. This assures a more fulfilled life for my hometown people.

Since its advent, Internet touched every part of our life. It in a dazzling way improved the way we do business, learn and communicate. A change in Internet service implies good way of living for every one in my hometown.

Compose your essay at FindScore.com and get a free score!

Topic 53 Is money the most important aspect of a job?

These days, someone may hold the opinion that the most important aspect of a job is the money a person earns. It sounds like true, because with a lot of money, one can live a better life materially. Admittedly, no one can deny the important role money plays in his daily life. But, when you take other aspects of a job into consideration, such as the precious skills and experiences one gains from that job, the prospect of the job and the social status, you may doubt: Is money the most important? Isn't this attitude too narrow? As far as I am concerned, I don't agree with the statement, I doubt whether it can bear much analysis.

We live in a big society that is composed of people from all walks of life. Different jobs have different functions in this society. For example, the function of cleaners is to keep the city clean and tidy; the function of soldiers is to maintain the safety and peace of the society. Maybe they earn less money than those businessmen, but they still work heart and soul on their duties. I believe it is the contributions they make to society that makes them work that hard!

Now, let's take a close look at the scientists. Some of them spend their whole lives inventing new things, exploring the mysterious things and innovating new technology. The scientists, such as Edison, Einstein and Madam Curie, will be shining like the stars in everyone's heart! We can say, it is the spirits they have, contributions they have made to all human beings, great findings and inventions they have left to us that makes them giants! Thanks to them, the society is developing faster and faster. Can we say what they do is for the sake of money?

Furthermore, if everyone in this society worked only for money, what can it turn out to be? Severe competitions may make people become cold-blooded, force them to use illegal means in order to make profit, or even commit some crimes. For their own benefits, no one would like to help others in the same industry. And the relationships among people might become estranged. To conclude, I think money cannot be the most important aspect of a job. Money is not everything! As a saying goes: Money can buy a house but cannot buy a family, money can buy blood but cannot buy one's life, money can buy a wife but cannot buy true love." So, don't stress too much on the money one earns. In fact there are other highlights of a job waiting for you to feel, to find.

Topic 53 Is money the most important aspect of a job?

Most people have some sort of bias against money, thinking that everything linked to money, no matter what the thing is, is evil. If money is really evil in itself, it must follow that money should never be a consideration in choosing a job. The validity of this argument, however, is seldom questioned. Only when we notice that money is merely a means of exchange and does not lead to any moral judgment in itself, we can then study the issue impartially.

The crux of the issue here is why we should take any job at all. Surely there are many reasons for taking a job, such as for professional respect, for the passion to serve the society, for some kind of social status—and, for money. In very rare cases do people ever choose their jobs for merely one of these reasons. Most of the times people work because they want to achieve a number of their personal goals. The most important aspect of their jobs will hence vary from person to person. Of course it is perfectly possible that a person may choose a job largely because of the generous pay that the employer offers. Everyone has to get enough money to survive. Hence if a person is currently living in a miserable condition and, out of his desperate desire for money, he accepts a job offer, the most important aspect of his job is most probably the money. And there is nothing morally wrong with that. The demand for money should surely prevail in this case.

However the need for certain minimum level of salary is only one of the considerations that people make when choosing jobs. It is hence also possible that the person is already rather rich even without a job, but he chooses to work to make himself happier. The pleasures of his career life may emerge from his passion for the profession or the social recognition he may get thereby, but no matter why he feels happy after taking the job, in this case money may only play an insignificant role, if any, in his job.

What have now been presented can actually be seen as the two extreme ends of the issue. Most likely is still that a person works both for his basic needs and for the pleasure specifically derived from the career life. Whether money will come out as the single most important determinant is hence dependent on the various possible cases, or more particularly, on the importance of the wages to his living standard. It is therefore rather ridiculous to give a general yes-or-no response to this question and it takes person judicious considerations before he decides to take a job.

Topic 54 Should one judge a person by external appearances?

What do you feel when a handsome gentleman or a beautiful lady passes by? Then how about a fat short person wearing a dirty shirt? You feel differently? Yes, most people do. It's very common for people to judge a person by external appearance, because it's easy and direct, and it's instinctive. Appearance is a very important aspect of a person and reflects one's personalities. Sometimes you can tell the person's characteristics from his appearance. However, in most cases, you cannot tell exactly what the person is like just from the external appearance, and ethically, we should not judge a person just by one glance at his external appearance.

"Beauty and beast" and "Snow white and seven dwarves" are two stories that are almost known by everyone. Although there are fables, there are deep meanings inside them. What you can learn from them is that people that are not so good-looking can be very good people internally. And actually there are tons of examples in reality. Napoleon is a very short guy, but he was one of the most famous people in the history. Theodore Roosevelt, former US president during World War II, is handicapped; but he is one of the most successful presidents in American history. So how can you tell about the people from their external appearance?

Moreover, there are other undeniable facts that show that a beautiful person may be rotten inside. There are many prostitutes on the busy streets. It's obviously that they are very beautiful, but are they really righteous people? A beautiful appearance is a good thing, but a righteous heart is more valuable. Finally, as we can see, it's out of question that we should not judge people just from their external appearance. The most important standard is their internal personality.

Topic 54 Appearance

Lincoln, one of the greatest American presidents, was said to be very bad looking. Once when his rival accused him to be a "two sided" person, Lincoln replied by saying to the audience, "If I had another face, would I wear this one?" Now what we remember about Lincoln is his character, his deeds, his contribution to the country, no one would care about what he looked like.

I agree with the title statement because a person's inner quality is much more important than his external appearances. Whether a person looks good or bad cannot be decided by himself. A man's external appearances are born and generally cannot be changed. But everyone can improve his inner quality by his own efforts. By reading books, learning from others and working hard, we can make progress and achieve success. It was said that Napoleon was very short, but he was respected and admired by people as an outstanding military and political leader. It is the dream of every man to have a pretty wife, yet it is also widely acknowledged that a beautiful woman does not necessarily equal a good wife.

Many men would rather choose a woman with a common face than a good-looking one. Because they know that the virtue of a woman is more important than her outer appearance. A great deal of couples who go hand in hand for their life attribute their happy marriage to loving the other's inner quality instead of loving a pretty face. In business, a boss would never judge his employees by their external appearances; instead what he concerns would be their capability, their assiduity, and their performance. A person with bad appearances but good performance will more likely be promoted than another one with good appearances but bad performance.

Above all, if a person has good appearances, he should not rely on them because he will unlikely achieve success if he does not work hard. However, on the other hand, if he looks bad, he should not feel depressed because he can make others respect him through his own efforts.

Topic 55 Should one make an important decision alone?

Decision-making is a common phenomenon each one of us undergoes in our daily life. Its magnitude varies from trivial issues like choice of a daily wardrobe to making a crucial corporate decision involving millions of dollars. A decision may have its implications ranging from a single person to the entire universe. Hence it is very important to making a correct decision. But I have a mixed feeling when it comes to the choice of making a decision collectively or as a single person. I feel that the decision making process cannot have its hard and fast rules but has to be tailor made to suit a situation. Hence a decision may have to be personally made or in consultation with others as demanded by the situation.

I would like to analyze the decision-making methodology in its two ramifications, one involving personal interests and the other for common issues involving business, political or environmental significance.

Every person is different and has the rights to make his own destiny. It is this quality of uniqueness which makes the mankind so special. We are the best judges when it comes to making personal decisions, for no one can understand a person better than himself. There are many things in life such as selection of a life partner, or choosing a career that are specific to the taste and likings of an individual. It is always useful to hear the opinion of our well-wishers regarding the deciding issue. However the individual should take final decision after carefully weighing all options. It not only gives us the self-confidence, but also institutes the responsibility in us to live by our decision.

Things are quite different when it comes to decision making involving business, political or environmental issues. The decision made in these cases has serious consequences than that of the personal issues. It puts at stake the wealth, safety and future of many others directly or indirectly involved in these issues. It is here the concept of teamwork, Special knowledge etc come into picture.

When taking decision on a business activity, it is always better to have a brainstorming session of all the involved persons to discuss about the issue. It gives the best possible decision after carefully analyzing all the possibilities, with the concurrence of the team. Also all the members involved in the decision-making are clear about their individual roles in contributing to the success of the decision.

There are some cases, where expert knowledge and experiences required in taking the decisions. In such cases one can resort to the help of the experts or the consulting agencies for the correct solutions. The decision suggested by the consultants can be expected to be more suitable, since most decisions suggested by the experts/consultants are either by scientific methods or based on a reliable statistical data of the past. Consultants are available in almost all fields such as engineering, finance, law, insurance etc to name a few.

Also when it comes to taking decisions that are of international importance, the governing bodies such as the United Nations Organization insist on a Veto for decision-making. This method of decision-making ensures that the decisions are in the interests of the member countries.

Hence going by the above decisions, one can take the liberty to chose by self when it comes to personal issues. However when it involves decisions beyond the individual, one should always be a part of the decision making team constructively facilitating the decision, which lies in the best interests of everyone involved.

Topic 55 **Decision**

Napoleon once said that an ordinary military commander would perform better than two excellent ones. By this he meant that a military commander should exercise his power independently and make his decisions without the interference from others, which could ensure high efficiency in military operations. Napoleon is a genius and his words might be true in military struggles. However, for most people, it is essential for them to consult other people before they make any important decision.

Young people need to seek advice from elder ones in the matters of their life and careers. Sometimes the opinions of the old people are so valuable that it plays a very important role in helping young people make decisions. Each year, millions of young students attend a national entrance examination for higher education. When deciding on the subjects and schools, the students often receive opinions from their parents, teachers, friends or those who took part in the examination in the previous years. When running the government, officials need to consult experts and the masses before they make any important decisions. "A wise ruler should gather opinions from all sides", this is an epigram held by generations of Chinese rulers in the past. In the seventies and eighties of the last century, some local governments in east China constructed many chemical plants to facilitate the development of the economy, without hearing the opinions of environmental experts.

As a result, the wastes and gases discharged from these plants have brought about serious pollutions to the local environment. As an old Chinese saying is, "three cobblers with their wits combined equals Zhuge Liang, the master mind." A person may benefit a lot from the opinions of experienced people: he can avoid the similar mistakes and learn valuable lessons. The successful people are often those who are able to utilize the opinions of others.

Topic 56 Arts or environment?

In my opinion, a company should give money to protect the environment. Although art is one of the best forms of recreation that can touch the soul with its myriad forms, and can calm emotions, the present situation calls for protecting the environment. We all are aware of the harmful damages that human race has inflicted on earth. It is time for us to rectify these damages before it is too late and humans are completely wiped out from the face of the earth. Only if human exist, will art forms exist, as they are directly proportional to each other.

Humans are considered the most intelligent of all species primarily due to their very developed and complex brain. But they are also the most selfish of all creatures. We have done a lot of damages to the environment due to our selfish reasons to live comfortably and luxuriously. Deforestation has happened on a large scale to build urban and rural dwellings. Forests, once upon a time, occupied about 60% of the earth's surface. But today they are just confined to a few places. Active deforestation has lead to the loss of habitat for a number of species of flora and fauna. This has lead to the extinction of a variety of animals leading to an imbalance in the ecosystem.

The other issue of concern is the depleting ozone layer above Antarctica. This is also a direst result of human interference. In order to make our lives more comfortable, refrigerators and air conditioners using chlorofluorocarbons or CFC's as they are commonly referred to be produced in huge quantities. The damaging effects of these chemicals are visible on the ozone layer. Due to its damage, harmful UV rays of the sun can reach the earth surface causing skin cancers and other ailments.

In view of the above concerns, the organization should promote the protection of our environment by donating funds generously and organizing campaigns. In fact all the industrial organization should come together and put in sincere efforts to undo the harmful actions that we have done. This is only possible by creating mass awareness among the general public .For this the company must help with both its technical and financial support.

In conclusion, I think the company should choose to protect the environment for the above reasons. Art is of no use if mankind dies. Our future is dark if we do not take steps to protect our environment.

Topic 56 Arts or environment?

Frankly speaking, both arts and environment are important to human being. However, if I were the CEO of a company, I would rather give the money to protect the environment than to support the arts. Because environment protection is quite urgent and matters the future of our globe, while arts is a continuous process to improve the quality of life.

First of all, environment protection is very urgent. Global warming is becoming more and more serious. Many species are dying, the ice in South Pole is melting, and many rivers are being contaminated. Now it is time for us to do something to save our earth and our own future.

Secondly, environment protection is very important for all, including human being, plants, animals and the Earth. When I was a little boy, I often played in the river that is located beside my village. The water was so clean that we could just drink it directly. There were also many kinds of fishes in the river. It was such a beautiful place that I often played for a whole day. Now things are totally different, the water became brown in color due to pollution from factories, very few fishes can live there. Those small children can never enjoy the fun that I once did.

Thirdly, the art is a continuous process to improve the quality of life, which is not as urgent as environment protection. In addition, there are many ways by which funds can be raised for arts, such as exhibitions and auctions of artistic works. Environment protection needs money more urgently than arts do.

Although both arts and the environment are important, I prefer to give the money to support environment protection, due to the three reasons mentioned above.

Topic 56 Arts or environment?

Guan zhong, the ancient Chinese politician, once said that people would know rites and courtesy only after their granaries were full. By this he meant that people would first try to improve their living conditions before they could engage in any artistic activities or improve their behaviours. The environment is closely related to people's living conditions. If a company is going to do something for the people, I would recommend it to give the money to protect the environment.

With the rapid economic development in recent years, China is now facing very serious environmental problems. According some news reports, Yellow River, the "Mother River" of the Chinese nation that nurtured generations of Chinese people over the past thousands of years, has been polluted by industrial wastes and has much less stream of water at present than in previous times, which has imposed great problems on the life and work of the people living along the banks. What these people urgently need is not artistic works hanging on the walls for enjoyment but rather clean water for their daily use.

In some areas in China, though people are much wealthier than before, they live in a much worse environment due to their negligence of environmental protection in the process of developing the economy. Several years ago, I went to a small town in Wenzhou, Zhejiang Province, to visit some of the chemical plants there that have business connections with our company. The town was surrounded by green mountains and there was a river running across it. What surprised me was that the chemical plants there had adopted no measures to protect the environment. Due to the chemical wastes discharged without any treatment, the river turned into a blue colour and the mountains looked like men's faces with scars on them. I wondered that even though the local people had earned enough money, would their life be happy in such a polluted environment?

China is still a developing country now. A large proportion of the population is still leading a poor life. Even in those areas where the economy has developed to a high level, the people have to face the environmental problems that sometimes are detrimental to their health. I think we can benefit more from investing money into environmental protection than imputing it in artistic activities.

Topic 57 **Serious movies vs. entertaining movies**

In this busy world filled with hectic activities, it is up to a human being to take some time away for relaxation. Relaxation helps to quell away the tiredness and rejuvenate our spirits. One way of relaxation is watching movies. The ubiquitous movie theatres in each city can witness the fact that watching movies is the main form of entertainment for people. However, how people make the choices on the movie? Well I feel most people have a proclivity towards an entertaining movie may it be on an action, love or a comedy, rather than a serious one.

People's inclination towards entertaining movies can be strengthened by analyzing the factors behind why people watch movies. Most people visit cinema halls only for relaxation and naturally tend to choose a light subject. It is most common for youngsters to use cinema halls as meeting places and they make watching a movie a part of their weekend holiday plan. That is the reason why all the box office hit movies fall in the entertainment category, whether thrill or action. More over, children are always fascinated by entertaining and fun cartoon movies. Children play the deciding factor in pulling their busy parents to the cinema halls, even if their parents have an inclination towards serious subjects.

However, I would like to see beyond public acceptance of a particular movie, whether it a serious movie or an entertaining one. Filmmaking has been functioning as an industry by itself. I would also like to analyze which movie, whether serious or entertaining will help to boost the growth of the movie industry. As discussed, the main reason of success of an entertaining movie is the wide range of audience who can accept the movie and enjoy it. Hence making an entertaining movie imposes a lesser risk on the capital invested in the making of a movie. However film producers hesitate to spend more on a serious subject with the trepidation over the chances of the movie not making a good performance. This limitation of budget on the serious movies can be witnessed by lack of luster in these films.

The fact that the movies handling a lighter subject make a good business does not necessarily go against making movies with no themes or thought provocation. A message or a subject, when it goes hand in hand with entertainment or amusement is well received invariably by people. Also there are many other avenues to address serious problems, such as books, campaigns, and advertisements etc. However I feel that watching movies is the best way to enjoy action and entertainment. It helps to bring out the exact feelings as conceived by the director. Some of our favorite films tend to linger in our memories for ever and just a little thought about the film unleash the entire sequence of actions in the films drawing us back into its virtual world.

Hence there is no doubt that given a choice I would prefer to watch an entertaining movie rather than a serious one. I am unable to discuss much in detail, for I am running out of time and my friends are already waiting for me. We are going to watch 'Lord of the Rings' by Jack Peterson.

Topic 57 **Serious movies vs. entertaining movies**

It makes me sensitively to think of Hollywood place where movies were first made before World War I. In those days, Hollywood movie was like a magnet, drawing ambitious young men and women from all over the world.

Up till now, there is nothing that can substitute the position of movies that is the most efficient way to relax us. I prefer movies designed to make the audience think. As far as I know, most movies are supposed to be made from the source material that mirrors a part of the social events. That means there is another methods to force us to think about what we have done for our country, what is our responsibility in the society and so on. In fact what kind of information we need can be gain from different medias including television, the Internet, radio, newspapers, especially from some movies.

Tracing back to my childhood, I like watching the first work directed by Alfred Hitchcock, *Rebecca*. So young though I was, it did make me sunk into contemplation. Not only did the plot make me a little confused, but also it really told me the truth that whoever is right or wrong, no one can live in the shadowy place and everyone must live his or her own live, enjoy the sunshine belonging to their own.

A movie worthy thinking about should conquer everything, including one's heart, which never fade with time going by, even be possible to change our lives.

Here I can not help siding with the other view, however it does not mean that we should totally ignore it, this is not a matter of making an "either-or" judgment. What we want to clarify here is what is primary and what is secondary.

If permits, a movie primarily designed to make audience think add some amusement and entertainment, just like tasting a cup of cappuccino.

Topic 57 **Serious movies vs. entertaining movies.**

This is a very flexible topic to argue upon. Both sides have their own pros and cons. But I would like to argue on the fact that the movies are to amuse and entertain the audience rather than fomenting their emotions and causing them to think. In the following paragraph, I have supported my argument with some examples.

Think of a person who has been working the entire day. When he returns home, he will be completely exhausted and will start feeling that he leads a very hectic life. At that situation, if he watches a movie that is full of lively pranks and jokes, he will be revitalized like a battery that is being recharged. This is what everyone wants, especially when they are dejected and doomed.

On the other hand, when a person watches a movie that is very serious and emotional, it will only increase his tiredness. He will be having a lot of thoughts in his mind, like, what to do next? What is my first job when I go to work tomorrow? What are my assignments tomorrow? What is my account balance? Among all these numerous things, when he watches a movie that contains serious dialects, he will start thinking about those things. This is not the thing that should have come to his mind.

Moreover, a movie can be made to convey a subject in an entertaining way rather than in serious ways. This will do more good for children too. We would have seen many kids who will be imitating their favorable characters. For example, the American kids are greatly moved by the cartoon character called the "Barney", after seeing which they try to talk in the same accent and style. So a child can be molded through their favorite character. The movies can be made to convey a good moral through their famous stars, which will inculcate a deep emotion in them in the right way. On the contrary, when a serious movie is played to the children, they are left confused and soporific, and they will neglect it even when there is a good moral in it.

Hence, I conclude that, the movies that are filled with amusement and entertainment will be appreciated by most of the people of all categories. After all, movies are a virtual world where impractical things can be put into practicality and ideology.

Topic 58 Can business do anything they want to make a profit?

Nowadays, merchants tend to strive for remaining in existence by all means due to the extensive competition and burdensome pressures. However, I am always amazed when I hear that it is necessary for businessman to do anything possible to make a profit. It may be as highly laudable and exemplary a thing as it is held to be by those who are addicted to money.

Apparently, I strongly object to it due to various factors that weigh heavily against the notion. The foremost reason is that merchants would be rewarded by nothing but distrust and even hatred from the customers if they hardly care about anything but money. It is widely known that nothing can be compared with the good reputation of a company, which attracts more upright and loyal customers. Suppose we are facing the dilemma of which brand of shampoo to purchase. It is of no surprise if you decide to take the one produced by P&G or other reputable large companies. As a result, what assures the buyers most is the credit of the service suppliers?

Another subtle explanation for my point of view rests on the fact that various appalling results would in some cases, be caused by the immoral and even illegal businesses. It is decent to make profits and receive the repayment of diligent work and continuous efforts. Nevertheless, producing unqualified or even deleterious commodities, which possibly lead to detriments of people's health or security, is never the sensible method to operate a company. What impressed me most is the tragedy happened several months ago in some part of China. Hundreds of infants died because of the nonnutritive milk powders produced by some merchantmen without ethics. Therefore, it is never too rigid to denounce the immoral and irresponsible behavior. The third point I would like to mention is that the merchants themselves would not be reassured to enjoy the property acquired in improper ways.

In most cases, it is the essential satisfaction of benefiting the public, rather than the material items, which inspires people profoundly. What a pleasant thing it would be to receive repayment of your diligent work and continuous efforts! On the contrary, few people would go into rapture even if they possess a mass of wealth earned through indecent ways. Thus, only by obeying commercial disciplines could a businessman obtain supreme success and maximum pleasure.

Taking into all the reasons above into account, it is barely too arbitrary to conclude that only by descent and good Intentioned business activities could a company achieve respectable and decent success.

Topic 58 Can business do anything they want to make a profit?

Can businesses do anything they want to make a profit? That is a complex and controversial issue. Some people think that businesses should do anything they can to make a profit, while other people believe that businesses should be honest while making a profit, not only for themselves but also for the community. I agree with the latter point of view and in the following paragraphs I will try to explain my position more clearly.

First of all, I truly believe that one of the foremost important qualities of a successful business is honesty. Businesses should be honest because it can help to expand a client base and maintains a long-lasting partnership. No one wants to conduct business with a dishonest company.

Secondly, not every business is ethical. For example, computer games are a very successful business, but they often impact children's behavior, and increase the cases of violence on the playground. Another example is companies like McDonald's that sell fast food to children. According to the Canadian Pediatric Society, a quarter of the children living in North America are now obese, a rate that tripled between 1981 and 1996. Therefore, some businesses can destroy our health, with only one goal in mind, and that is to increase profit. I believe it is an unacceptable situation and steps must be taken to make drastic changes.

Thirdly, businesses should be beneficial to the community, because the profit they make comes from the community to begin with. A percentage of the profit should be returned to the community. Businesses should support and encourage the construction of playgrounds, schools and parks.

Given the reasons discussed above, the conclusion, which may be intertwined at the beginning of the discussion and thus become more persuasive, may be safely reached that businesses should not only do what they can to make a profit, but also support and develop the community, with integrity and honor.

Topic 58 Can business do anything they want to make a profit?

It is claimed that the only aim of business is to make a profit. Moreover, it is thought that running a business without making benefits makes no sense. Actually, from an economic point of view, the statement "businesses should do anything they can to make a profit" is thoroughly true. However, from a moralistic and legal point of view that statement seems not quite well sustained.

I consider that to make a profit means that a person deals with business to be as flexible as possible. It means to put new technologies in application or to explore new scientific areas. Furthermore, to invest in individual improvement of the employees' professional skills and to be awake of the global market tendencies are things absolutely necessary for the modern management of business.

Unfortunately, business is not a quite fair game. It is well-known that sometimes businesses have their own "dark" sides such as tax evading, illicit trade or disloyal competition. In addition to this, many employers make their employees get overworked without any extra payment.

Another point worth mentioning is that businesses do not care enough about the environment and they frequently pollute it. Laws in most countries prosecute these actions, although some businesses keep breaking it without any punishment.

I consider that businessmen sometimes forget about utter limits in their ambitions to make a profit. Generally speaking, I do agree that businesses should do anything they can to make a profit but do not forget that anything does not mean everything.

If I ran my own business I would do it in a way that would neither ruin my name nor corrupt my conscience.

Topic 59 **What's your hurry?**

Life is short. Haste makes waste. What's your hurry? These three sayings characterize the way I manage my day-to-day chores. I don't want to rush through things; I prefer to take my time.

Life is short. You never know what may happen tomorrow so it is important to enjoy today. Of course, some people will say that's why it is important to cram a lot into a day. But then, how would you possibly have time to enjoy all of those experiences. By doing a few things slowly and doing them well, you can savor the experience.

Haste makes waste. We are not machines. We can't rush through things mechanically. If we do, we might forget something; we might take shortcuts. By taking our time, we can do a chore carefully, completely, and correctly.

What's your hurry? Where's the fire? I don't see any need to rush to the next experience. There's still a lot to see and learn from the chores around you. Taking care of your baby brother for instance can be very rewarding. You could simply keep him near you while you watch TV and write a letter and talk on the phone. Or you could devote your whole attention to him and observe his reactions to his environment. You can observe carefully, if you are trying to do four things at the same time.

To twist a common saying, "Don't just do something, sit there!" Take life easy and savor each minute. Life is shorter than you think.

Topic 59 **Get things done**

People are different in many aspects. Some people are always in a hurry to go places and get things done as fast as they can, while others prefer to take their time and live a life at a slower pace. Either way is good, but I choose the first style due to two reasons: extra time and more chances to do other things.

In the first place, my personality makes me do things fast and go to places in a hurry. I always keep one thing in mind: if I save some time, I could do more things. From my experiences, I used to finish all my homework after classes in order to have more of my own time at home. I will read novels or I will do extra exercise for Math or English. I find it is better to my study, and my life will be more interesting. This is the major reason that I prefer to get things done fast.

In the second place, I have many experiences that let me understand that the faster pace, the better effects. For a long time, I feel secure at a faster pace, since it will leave me a chance to go over my work and correct my mistakes. I think it is useful in many cases especially when writing a test. And even when I am going to see a movie, I prefer to get there earlier for a better seat. There are many examples in daily life that show the advantages of getting things done fast.

Of course, for those who prefer to take their time, they will have some good reasons too. But I like to live life at a faster pace. It is not only because of my personality, but it also because of my experiences.

Topic 60 Are games important to adults?

Some people think that games should play an important role in the life of everyone including adults; others think that games should be left for children. There are many arguments for and against both positions, but in my opinion everyone should have a hobby and playing games is good.

One of the most cited reasons against playing games in adulthood is the lack of time. Most games are very time-consuming, and to play games most adults have to sacrifice time they spend with their family. I have a friend who was fascinated by recreating great historical events especially battles. He spent all his free time on studying old uniforms and rules of conduct. Even on work he searched for information about ancient wars on the Internet. His productivity declined sharply. As soon as his boss found out about his passion, he was fired.

On the other hand, many games are good for entertainment in spare time. For example, it's much better to play in role-playing game, than spend time watching numerous soap operas on TV. Some games are very good for people's health, for example followers of Tolkien spend a lot of time learning how to use swords and bows.

Some games are very good at improving brainpower. For example many experts agree that chess, reversi and other intellectual games enhance thinking and concentration. Also a person who actively play chess stand less chance to get Alzheimer's disease comparing to average people.

Also it is easy to bridge a generation gap by playing games. Games help to bring people together. Many families I know that like to play games are very well-knit families. Parents spend much more time together with children if they have similar interests.

Adults should not spend all their time thinking of and playing games, they should balance time they spend at work and with their families. If they have children, sharing their interest with their children is extremely recommended. In conclusion, I want to say that playing games is a very good hobby for adults.

Topic 60 Are games important to adults?

Playing games has always been thought to be important to the development of well-balanced and creative children; however, what part, if any, it should play in the lives of adults has never been researched that deeply. I believe that playing games is every bit as important for adults as for children. Not only is taking time out to play games with our children and other adults valuable to building interpersonal relationships but is also a wonderful way to release built up tension.

There's nothing my husband enjoys more after a hard day of work than to come home and play a game of Chess with someone. This enables him to unwind from the day's activities and to discuss the highs and lows of the day in a non-threatening, kick back environment. A close friend received one of my most memorable wedding gifts, a Backgammon set. I asked him why in the world he had given us such a gift. He replied that he felt that an important aspect of marriage was for a couple to never quit playing games together. Over the years, as I have come to purchase and play, with other couples & coworkers, many games like: Monopoly, Chutes & Ladders, Mastermind, Dweebs, Geeks, & Weirdos, etc. I can reflect on the integral part they have played in our weekends and our "shut-off the T V. and do something more stimulating" weeks. They have enriched my life and made it more interesting. Sadly, many adults forget that games even exist and have put them away in the cupboards, forgotten until the grandchildren come over.

All too often, adults get so caught up in working to pay the bills and keeping up with the "Joneses" that they neglect to harness the fun in life; the fun that can be the reward of enjoying a relaxing game with another person. It has been said that "man is that he might have joy" but all too often we skate through life without much of it. Playing games allows us to: relax, learn something new and stimulating, interact with people on a different more comfortable level, and to enjoy non-threatening competition. For these reasons, adults should place a higher priority on playing games in their lives.

Topic 60 **Are games important to adults?**

I agree with the statement "Playing games is important for adults." In this challenging world, adults work very hard to earn a better living and thus do not get time to keep their body and mind fit. By playing games, adults not only can remain fit but also can enjoy life. Games can be of two types: physical and mental. The former keeps the body fit, whereas the latter keeps the mind fit.

Physical games include indoor games like table tennis and outdoor games like football and basketball. These games not only increases blood circulation but also burns the excess fat present in our body. These games keep us fresh and thus improve the quality of our life. These games also teach discipline, co-operation, respect for others, build our self-confidence and teach us how to face defeat bravely, both in games and in real life.

Mental games include chess, puzzle, quiz and IQ tests. These games increase our mental ability and thinking power. They teach us how to make decisions, increase our knowledge, improve our way of thinking and our memory, thus keep us mentally alert and allow us to make the right decisions in life.

By looking at the above reasons, I conclude that games, whether they are physical or mental, indoor or outdoors can improves our lifestyle and help us achieve our goals. Therefore, playing games is important for adults.

Topic 60 **Are games important to adults?**

Some people assert that playing games is important for adults. In my opinion the importance of playing games depends on the types of games considered. While some games may benefit to health, mental abilities, working capacity, or help to relax, others may harm the person playing in different ways. I think the games that are important for adults to play include those requiring action, intensive thinking and teamwork. It has been medically proven that physical training is extremely important for adults. It helps not only to maintain fitness, but also enhances the capacity of thinking and working. Therefore participating in sports games, such as basketball, football, tennis and other action games is essential.

Games that require intensive thinking develop logic, attention and unconventional approach. Among this type of games are puzzles, crosswords, and strategy games. Games that involve team work are important to develop abilities to make correct decisions with consideration of opinions of different people, because these skills are often used in everyday situations.

Still there are other types of games that may be harmful. These are mainly computer games, which cause severe eye-strain and exposure to radiation. Moreover, computer games not only harm our health, but also have a negative impact on our working productivity. Many companies have stringent rules against their employees playing games during work-hours.

There is also one category of games that I believe can be both harmful and beneficial. These are games played for money. On one hand, winning such a game the player feels happy, which have an overall positive influence on the players' health and financial situation. On the other hand, losing the game can drive the person playing into disappointment and even into depression, thus harming his health, not to mention the loss of money.

Thus, in my opinion, the importance of adults playing games can be evaluated depending on the level of positive or negative influences that those game may have on the person involved.

Topic 60 Are games important to adults?

The young of most mammals, including humans, likes to play. Scientists claim that with lions, for example, play fighting prepares the cubs for their future life as a hunter and killer. The question is whether games teach humans about life. Many people believe that games accustom the player to life-skills such as perseverance and competitiveness.

However, I disagree with the title statement because I consider games to be mainly for children. In childhood, we do not have responsibility for the world. The child is always eager to grow up - to become a year older or to reach the legal age of an adult. Children find happiness in games by pretending to be an adult in the real world. The problem is that games are optional; they contain too much happiness and too little hardship to ever be real. An adult, by contrast, finds meaning in his life by accepting that there are greater things in the world than his own happiness.

One of the dangers of games is that some people attempt to translate the rules of a game onto reality. The modern example of this problem is television and computer games. People in the West are now growing concerns that children and teenagers occasionally imitate violence that they see on the screen. Death is fun on a computer game; and unstable teenagers who kill people in computer games can forget the value of life. American films are often accused of making violence glamorous.

This is not to say that games did not deceive people before the invention of television and the microchip. Success as a sports-star can lead a player to self-importance. If a football player is made captain of his team and receives praise from the local press, he might be tempted to assume that he is the boss in other areas of his life, such as within friendships. Also, he might be surprised to find that sport is simply not important.

Finally, gambling should also be mentioned as a dangerous game. Although gambling and the acceptance of luck are acceptable features of many cultures, a selfish gambler can neglect his financial duties towards his family. Eventually, gambling can become a drug that destroys life.

To an extent, life for most people is precarious enough to include some degree of winning and losing, and of adventure. Also, an unexpected opportunity or lucky find is one of the joys of life. But sooner or later we have to settle down and face the grind of adult life.

Topic 61 Should parents make decisions for their teenage children?

The issue of whether parents or other adult relatives should make important decisions for their teenage children arouses much controversy among people with different perspectives and backgrounds. Some people believe the statement is legitimate, because children are not mature and have not enough experiences to determine the optimal choice. On the other hand, people claim that no body can control other's life even their parents. People should be responsible for their own behaviors and determine their lives. As far as I am concerned, I would like to refute the former and support the latter. In the following discussing, I would like to address some evidence to substantiate my point of view.

In the first place, the most important reason for me to choose this position is that old teenagers have their own thoughts and ideas. The fact that the thoughts of children are not perfect and logical dose not mean their parents have right to eliminate their decision without considering the children's intentions. In the era of rapid social and technological changes leading to increasing life complexity and psychological displacement, the good decision in parents' time would be out of data.

In the second place, the job of parents is not to make decision for their children, but to help them to choose. In this period of 15 to 18 year-old children, they are always radical. If their parents make decisions instead of themselves, they will not obey these decisions. Parents had better told their kids about their opinions, worries and experiences as friends. Give much more room for their kids to think and decide. Respect and believe their kids will choose the better one and will face the result directly.

In sum, considering the aforementioned reasons I support the statement that older teenagers had better make decisions by themselves. Admittedly, our parents are our best and most early teacher. They would give us more important advices to help us choose the best decision.

Topic 61 Should parents make decisions for their teenage children?

First of all, it is not easy to define if people at the age of 15 to 18 are adults or children because they are physically grown up and intelligent enough to carry out general work like adults do in a company, while a lot of them are under their parents' control. I believe that they should be able to make important decisions by themselves, no matter how hard for them.

Needless to say, the recognition of age and maturity is not universally identical. There were some times that 15 to 18 years old were recognized as adults and supposed to think and act independently. It was usual for women at the age of 15 to get married in my grandmother's generation in Japan. Even in the present days, it is still a common thing in some developing countries. Thus, I guess it depends on whether the community is wealthy enough for 15 to 18 year-old children to be children or not. Women in my grandmother's generation needed to get married as soon as possible and have about 10 children in order to get enough labor forces for their family business and have them taking care of their parents and grandparents. In those days, children must have grown up with prediction of earlier age they had been supposed to become independent.

These days, women in developed countries do not need to have so many children anymore and they can go on to higher education, by comparison with early times. It has enabled mothers to get a job as well as fathers in order to make their family wealthier and keep their children beside them longer. As children are not expected to be important labor forces for their family anymore, it may not really matter if they are mature enough to make important decisions. Then how do children predict themselves to be independent at the age of 15 to 18 in such a situation?

I strongly believe that this phenomenon has made today's adults more immature and immoral. I could not believe that a lot of 20 year-old Japanese people attended the ceremony for Coming of Age Day with their parents this year. Unless adults stop treating young people like children, future adults will become even more immature. They still need parents' and other adults' advice to make important decisions but I cannot agree with the title statement: parents or other adult relatives should make important decisions for their older teenage children. I would say that it is no more than spoiling children.

Topic 62 **What do you want most in a friend?**

A lot of characteristics make a good friend. However, in my opinion, having a friend who is intelligent can do you good in many ways.

An intelligent friend can share your problems and help you solve them properly. You are overwhelmed with stuff? He can show you the order to finish them on schedule. You are having problems with someone? Tell him and he will find out the appropriate way to satisfy you and the other friend of yours. Let's imagine you were stuck in an elevator for instance. You could be very upset and unable to get out of it. The situation could change dramatically if you had an intelligent friend beside. He could calm you down and quickly find the way to rescue you.

An intelligent friend is also a good example for you to learn from. In fact, you can get a lot of interesting and invaluable things from this knowledgeable friend. You can better yourself by learning his unique way of thinking and handling things. My friend is very intelligent, not only in his study, but also in his everyday life. He can solve problems in the way that I can never think of. Having him my close friend for ages, I have learnt a lot of things from him that may help me much in my life. He taught me the way of finding and solving problems, and even changing unchangeable situations in some intelligent ways.

Indeed, having an intelligent friend can give you the motivation to keep on trying to be equal to him. This makes you become competitive, or emulative in some positive ways. You may have a thought: "Why could he do that but couldn't I?" And you will try your best in order not to be inferior to your friend. You then will change your old and conservative way of thinking and doing things, becoming open-minded to grasp new things and develop your true potentials.

All of these fabulous things an intelligent friend brings to you can be a stable basis for a long-lasting friendship. However, friendship requires a thorough and mutual understanding. So, you, yourself, also play an important part to make it last forever, with whoever friends you have.

Topic 62 **What do you want most in a friend?**

Almost every person in the world needs friends. Different people hold different opinions in choosing friends. Some consider intelligence as the most important characteristics in their friends; others regard a sense of humor as the most significant personality. As far as I am concerned, reliability, which means faith, confidence and trust, is of vital importance. The reasons go as follows.

Firstly, based on reliability, friendship can be lasting. On the one hand, when your friends are faithful, you would love to get in close touch with them. For instance, you could reveal your secrets to them without worry about being betrayed, and tell them your pleasure so as to double the joys. On the other hand, when you are loyal to your friends, they would also like to keep relationship between each other. Undoubtedly, you will be frequently invited to friends' get-togethers and discussions, in which your opinions will be fully taken into consideration since your friends respect you and know your suggestion does good not only to yourself but also to them as well. Thus, willing of both your friends and you to continue the formed friendship will lead to your perpetual friendship.

What's more, reliability makes real friendship more solid and deeper. Take borrowing money as example, it is almost completely sure that, probably besides your family, people you ask for money are your most reliable friends. You turn to them because you trust their sincerity to give you help, and, at the same time, they exert themselves to meet your need because they are confident of your attitude to your friendship, to be more specific, your promise to return money. Friendship between those friends and you, thereby, gets further development and finally becomes really invaluable friendship just in coincide with the old saying- a friend in need is a friend indeed.

In conclusion, reliability can be a norm to exam the real friendship and motivate people to deepen their friendship. When I choose my friends, reliability is the foremost factor to be considered. Not only should my friends be reliable to our friendship, but also I should too.

Topic 62 What do you want most in a friend?

What is the most important quality in a friend? Is it intelligent, humorous, or reliable? As far as I am concerned, I think it is reliable. Among countless factors that influence the choice, these are three conspicuous aspects as follows.

To me, reliability is the most important quality of a friend. A friend is person whom we know, like, and trust. We may know and like a person who is intelligent, or who has a sense of humor, but we cannot call him a friend unless he is also faithful and trustworthy. Perhaps we all know the famous novel by Victor Hugo, *Notre-Dame de Paris*, and wish that we had a friend like Quasimodo. Although he is ugly, the man has a kind heart and a very loyal nature. He seems dedicated to anyone who will show him true kindness. Even if someone we know who does not have a sense of humor, or does not intelligent enough, he can still be our friend because he is the one who we can trust.

Another reason is that a friend must be a person whom we can depend on. He is willing to listen to us, give us supports, and lend a helping hand to us when we are in need. "A friend in need is a friend indeed." A friend is a person whom we can trust our feelings and inner thoughts with, and do not fear that he will betray us. It is hard to imagine that anyone will share his thoughts with a person who afterwards will spread the content of their conversation to everyone else in the world.

Of course, intelligent and humorous are also important qualities of a friend. A friend who is mentally acute can give us sound judgment and rationality when we face problems; a friend who is funny can give us an enjoyable time, and add spice to our life. But for me, I still think that the most important quality of a friend is being reliable.

Topic 62 **Friends**

Friends are as precious as priceless treasures sent by angels. Every individual are longing for sincere and congenial friends. Among various virtues that contribute to an ideal friend, I believe that it is honesty that I value most.

The foremost reason for an honest friend is that I can always count on him whenever I am involved in some trouble. As the saying goes? A friend in need is a friend indeed? Come what may, the loyal friend always gives me a feeling of security and warmth. What is more, it is my sincere friend that inspires me and shows me the courage to carry on. Some so-called friend may draw back in the case of a serious adversity while the honest friend would reach out his hands to me, unconditionally and sincerely.

Another subtle explanation is that an honest friend always laudable and exemplary. It is a great honor and fortune to own such a convincingly honorable friend and, definitely, following his step as an honest person is never too excessive a thing to do. Honesty is, most of us believe, the indispensable part of a person's valuable traits/peculiarity. Never can a person achieve many accomplishments nor have a high prestige without the conspicuous sparkling quality: honesty. There are numerous instances closely fit the notion, just like the American president George Washington. His bravery to be honest was acknowledged by the story readers and it was of no accident that he later became one of the greatest American presidents.

In addition, the third reason I would like to mention is that a truthful companion points out my shortcomings and it is definitely a tremendous help for me. Unaware of the innate defects, I am apt to make the same mistake again and again unconsciously. Friends, some of who are more or less sophisticated and artful, are reluctant to rectify my mistakes in fear of irritating or offending me. Things would be completely different if I am fortunate enough to have a truthful friend. By his hearty advice, I am persuaded to go the right way; by his pertinent blame, I am able to be free from making repeated mistakes; by his good intentional warning, I am alert to the conceivable danger.

All in all, it would not be too hasty to determine that honesty is the enormously significant virtue of friends. A genuine friend is, without doubt, always a great helper, a responsible teacher and furthermore, an instructive advisor.

Topic 63 Are difficult experiences valuable lessons for the future?

Some people argue that most experiences in our lives that seemed difficult at the time, can later become valuable experiences. I cannot agree with them more. There are numerous reasons why I hold confidence on this opinion, and I would explore only a few primary ones here.

Difficulties are beneficial to our personal growth. In the course of our life, we are going to face numerous difficulties and obstacles, and each difficulty will help us grow up, and become a valuable lesson for the future. A toddler falls off the ground for many times before he knows how to walk, and a child learns how to swim after he drinks water in the swimming pool. In addition, only after we experienced failures, we know the value of success. We will never appreciate anything that comes so easy. Difficulties can make us feel stronger and be more confident for the future obstacles.

Furthermore, difficulties in our work can help us gain more experience and knowledge. Most of the times we can gain knowledge and experiences faster through experiencing difficulties in our life and trying to find a solutions to the perplexities that we face. There is a famous saying, "no pain, no gain." For example, when we take on a new job that we do not have much experience in, the first few weeks can be extremely painful and we may feel enormous pressure and difficulties. And we will try our best to adjust, to learn and to think, how to do this job better. The more difficulties we feel, the harder we try to acquire the skills and knowledge to overcome it. Learning and this stage is extremely efficient and our problem-solving skills well increase. After we overcome more and more problems, we can become an experienced worker in this field and will be able to take on more challenges. We will never fear that we will face the same kind of problem again. This means that we have accumulated valuable experiences for the future.

In a word, a difficult experience is a gift that life gives us. We should appreciate it and take it as a precious opportunity to gain knowledge and experience about our study, work and life.

Topic 63 Are difficult experiences valuable lessons for the future?

No one in the world can escape some kind of difficulties for perhaps they are given by fate and they will accompany us for a whole life. Success is one of the most important life goals for everyone, but every mature human being has to admit that success will be a blank dream without difficulties.

From childhood, my parents and teachers told me that there is no flat and paved road for me and I have to explore the road by myself. I do not know what are waiting for me in the unknown future, but what I know is that if I withdraw without courage to face difficulties, I will never reach my success. Every time when I met difficulties, I always felt upset and sometimes I felt so hopeless that I think the world is closing the door on me; but looking back afterwards, my life experience always tells me that what I felt at that time was wrong. Life consists of all kinds of difficulties and these difficulties are the most useful lessons given by life.

We bring about most of the difficulties by ourselves. It's a rule that making mistakes will result in difficulties, and by dealing with difficulties we will reduce mistakes. I think that is a process of making progress. At the same time, difficulties can teach us how to face life and help us to gain courage. Once you have courage and deal with all difficulties with a healthy mood, you will really know what life is like and to some extent, you have achieved a kind of success.

All in all, difficult is the best teacher for us.

Topic 63 Are difficult experiences valuable lessons for the future?

Life experiences definitely come in many different forms and shapes. They can be really sweet and really painful just as well. There is an opinion that sooner or later all of the above mentioned experiences would turn into valuable lessons of some kind.

I think it is a little naive and somewhat childish approach. This is the way people want it to be, not the way it actually happens in real life. I am convinced that, unless some supernatural powers interfere, no experiences will start turning into anything of value. It seems to me that some efforts must be applied, because experience is not the sort of things that can come naturally, so to speak. To give an obvious example, if a student flunks his or her examinations one day, and gets into big trouble with the faculty and the dean put together, how likely is this student to do well on the exams next term? It remains to be seen, unless the student in question had given the whole thing some thought and decided to do everything possible not to get in such a jam over again. I suppose that if he hadn't done that, he would simply repeat the whole mess once more.

Quite naturally, things don't work out this way all the time. There are people who do learn from their mistakes. The bad part about this very peculiar kind of learning is that it always hurts, one way or another. If one has the habit of learning only after some first-hand experience, he will most certainly suffer from it. I personally can tell from my own experience that it's way more reasonable to stay on the safe side and avoid unpleasant experiences. Because when you have to deal with some of them you rarely think about all of the good things that can come with it some time in the remote future. What you really think about in such moments is how uncomfortable, upsetting and painful the whole experience is and how much it hurts to go through it.

Still I have to admit that it can do you some good later on. But it's necessary to work on the difficult experiences that happen to you once in a while, if you really want them to turn into valuable lessons in the future. Gain is how we learn, said C.S. Lewis. That's the way things go. But not always, unfortunately. Sometimes people happen to die if the pain is too big. And therefore they don't learn anything anymore.

Topic 64 Self-employed vs. employed

There are many advantages for people to work for themselves and have their own business. For example, you do not need to worry about getting up too late for work; you do not need to worry about the relationship between you and your boss; you may go to work at any time you want, because you are the boss of your own business. You may lead a more spontaneous and free life. In spite of this, personally, I would like to work for someone else.

No matter what kind of business you own, a domestic or international company, or a small one like a snack shop, you have to take care of many things such as a license, rent, your employees, your competitors, product marketing, even the weather if you own an umbrella shop.

That is what I do not like. I do not like a complicated life. I am just a normal female who hasn't much ambition either in my life or in my career. I am used to having a simple life, a regular life with discipline, without much risk. What is most important for me, besides work, is that I can still have free time for things I enjoy doing, and do not need to think about business all the time. For me, being a business owner might have too much risk and stress.

Of course, being an employee, you are subject to discipline, and pay attention to your boss, but that's a part of life, just like for others, paying attention to their own business, earning a lot of money, and having risk are parts of their lives.

In a phrase, I would rather work for someone else. I just want to have my own simple and regular life!

Topic 64 **Self-employed vs. employed**

My friends and I always talk about our jobs. Whether to work for ourselves, own a business or work for an employer is one of the hot topics we discuss. Some prefer to work for themselves or own a business. While others prefer to work for an employer. As far as I am concerned, I would like to work for myself. My arguments for this point are listed as follows.

First of all, perhaps one disadvantage to work for others is that we could not plan our time freely. We have to work from 8 to 5 according to the employer's schedule. No matter what the weather is like and no matter whether it is necessary, we have to go to our office on time. We have no choice but to obey the rules set by the employer. Suppose we work for ourselves, we could decide our own timetable. We could find the best time for us to work and improve the work efficiency.

Another reason for my inclination for working for ourselves is that we earn what we deserve. Our wages would be very clear to us. We know what we should earn. That's fair and we would work harder to get better result. However, when we work for others, the boss decides what we earn. It often occurs that we get less than we could earn.

In addition, working for ourselves, we try our best in our work to reach our goal, thus we would be faster to succeed in life. If we work for others, the enthusiasm to work may not be so high. I heard many enterprisers who work for themselves succeed earlier than people of the same age.

In a word, in spite of the fact that there may be a couple of disadvantages to work for ourselves, I feel that the advantages are more obvious, that is we could plan our time for work more freely, earn the amount of money that we deserve and get early success in life. Taking into account of all these factors, I would choose to work for myself.

Topic 64 Self-employed vs. employed

Although the idea of owning a business is an exciting and admirable one, it is not always a realistic option, especially for a new graduate like me. On the contrary, I would like to work for someone else after my graduation. The reasons for my view go as follows.

The most obvious reason is that I can learn plenty of practical business and administrative knowledge as an employee. If I were given the opportunity to work at an outstanding company such as Mckinsey & Company or IBM, I certainly would absorb its first hand management skills accumulated for years. I would also benefit greatly from its various valuable training programs. With the help like that I can avoid many unnecessary trials and failures that may be involved in my own business path.

Another positive aspect of working for someone else lies in the development of my broader social contact network. As I just step into adult society, I am still timid and lack of communication skills. Working for others will offer me opportunities to get access to all kinds of clients, customers, and employers. Undoubtedly, adequate exposure to them will teach me how to communicate with one another, how to deal with socializing problems, and how to establish my own personal social network.

Moreover, working for an employer, to some extent, can build up nice personalities that are essential for my future career. As we all understand, management knowledge itself does not lead to success without a combination of broad social network and nice personality. Working with colleague helps me to cultivate nice dispositions-cooperative, responsible, caring for others, outgoing, etc.

All in all, working for an employer suits my situation perfectly. Therefore, from what has been discussed above, I would rather choose to be an employee and prepare myself in all fields, if possible, for my future self-employed.

Topic 65 Should a city preserve or destroy its historic buildings?

The issue here is whether old, historic buildings in a city should be preserved or replaced by modern buildings. In my opinion, buildings of historical value should definitely be protected rather than destroyed. I base my point of view on following reasons.

Firstly, each historical building is precious property of human being. Like an antic, the value of an old building cannot be measured by money. We will lose those valuable historical buildings permanently if we don't preserve them. Once a historical building is destroyed, we can never restore it; even if it is restored to its original look, the new building is only a fake replica; the historical value will never come back to us.

Secondly, a historic building always represents history and has educational functions. Each one of them can tell us a story. For example, some buildings are evidences of foreign invasion, others are signs of various religions existed in past decades. People nowadays can always obtain historic or cultural information through visiting these old buildings and sites. Although we can learn the past from books, pictures and by visiting museums, nothing can compare with the actual historical buildings themselves, which can bring vivid educational material to us.

Thirdly, historical buildings are a symbol of a city and a valuable tourist resource; therefore a city cannot go without historical buildings. Beijing is represented by the Forbidden City, the Summer Palace, which are all historical relics. It is hard to imagine that someday the City of Beijing decides that all these buildings should be destroyed and modern buildings be built on their sites. Because those historical relics and buildings are too important to the city and can generate profound tourist income. A city will benefit more by protecting its historic buildings than by replacing them with modern buildings.

For all reasons given above, I will strongly suggest a city municipal should preserve the old, historic buildings.

Topic 65 Should a city preserve or destroy its historic buildings?

Whether the city should try to preserve its old, historic building or destroy them? I believe that different people will have different opinions. According to my experiences, I think that we should preserve these old, historic buildings. I like to use following reasons to explain why I think so.

The first and important reason is that every old building represents an important piece of history. Undoubtedly, they can reflect contemporary culture, custom and life style, etc. For example, the former Imperial Palace in China, where ancient emperors have ever stayed, has had a longstanding history as long as over 2,000 years. Through it, we not only can remember many famous historical events, but can also know that ancient people have grasped very advanced architecture techniques and methods.

I believe if we demolish these valuable buildings, we will destroy a significant piece of history. More seriously, we will not be able to rebuild them. What people need is not the duplication or copy. In many old cities, there are some old houses at where there were many important meetings hold. When we visited old sites, we seemed to go back to that turbulent and exciting time - as if we can hear what those important historic characters were talking.

I admit that some old buildings have become a bit dilapidated and unsightly, and have not generated any revenue. But if we can refurbish them, I believe that they could start to attract visitors again. From what has been discussed above, I can safely draw the conclusion that we should preserve these historic buildings.

Topic 65 Should a city preserve or destroy its historic buildings?

Every culture has its special features. Buildings, as symbol of architectural heritage, are an important part of the history of any country or city. Moreover, they could help us find the answers of many questions about the historical development of our society. Therefore, I truly believe that every city-administration should try to preserve the old, historic buildings.

All over the world many buildings are preserved in their authentic appearances. Furthermore, many of them have unique constructions and are really beautiful and impressive. In my opinion, the destruction of such remarkable pieces of architecture and their replacement with modern buildings can be called 'barbarity'. Therefore, a lot of old buildings belonging to the historical heritage of the world are protected by UNESCO.

It is a fact that cities, which have their old, historic buildings, are favorite places for holiday and tourism. The reason is that these cities keep their special atmosphere and could offer us a magnificent journey through their cultural and architectural history.

The only reasonable argument to destroy some historic buildings and replace them with modern ones, is when there is a risk of self-destruction, which could endanger human lives. But again the safety standard can be achieved by renovation or restoration of old buildings.

In conclusion I would say that preserving old, historic buildings could be considered as a sign of our respect and regard to the previous generations. I am aware that it is an expensive initiative. But who can evaluate the worth the historic buildings have, for those who will come after us. And I would dare to ask - who gives us the right to destroy what the centuries have kept for us? And I would answer "Nobody"!

Topic 66 Are classmates a more important influence to a child?

I strongly agree that classmates are more influential to a child's success at school than parents. This I support with the following reasons.

A child spends so much time with his classmates at school. They study together, play together, and write exams together. Psychologists agree that during their first years at school, children are more influenced by their classmates on their emotional and mental growth.

In addition, a child has nothing to hide with his classmates in terms of academic performance. For instance, a child who does a bad job in a math exam will be revealed on his grades; a child who wins the first prize in oral debate contest will be rewarded before the whole group of students. So his classmates know both his good and bad sides. However, it is easier for a child to conceal something to his parents while describing his conduct at school—often limit to those good points.

Finally, classmates are of similar age with a child. They share so many interests in common. So a child is more attracted by his classmates' activities. If he is in a group of children who are interested in creative activities, he will more likely to think of inventing something. So classmates are very helpful in a child's success at school.

From the above discussed, I agree that classmates will influence a child more in his success because they spend more time together, they understand him better than his parents, and they have so much common interests together.

Topic 66 Are classmates a more important influence to a child?

Children's success at school depends on a lot of factors, excellent classmates, qualified teachers, good parenting and so on. Among all the factors, classmates play an important role in determining children's success.

First, classmates are a great help in the academic studies of our children. Children spend most of their time at school with their classmates, sharing learning experiences among each other. Not only are they competitors, but also they are learning pals as well. When someone faces difficulties in the learning process, he can seek immediate help from his classmates especially when teachers are not available at that moment. In some cases when courses relating to language teaching demand that students practice speaking in groups, cooperative classmates will be a great assistance to achieving the goal of effective learning.

Second, children acquire communication skills during their encounter with their classmates. Children who are able to establish good relationships with their classmates are more likely to achieve in their future career. Since a classroom consists of a group of people including teachers and students, they are just like a small society. If children can deal with everything appropriately with their schoolmates at school, they are more likely to keep good terms with their colleagues in the future workplace. A good relation with others is part of their success.

Finally, children have also obtained a great deal of life experience from their classmates. Being of the same age, children are easier to communicate with their generation than with their parents. As a result, they learn more from their counterparts than from their parents.

From those reasons, we can safely conclude that classmates are too important a factor to ignore and they are a more important influence than parents on children's success at school.

Topic 67 Inexperienced, cheap workers or experienced workers?

When it comes to whether an employer should hire workers with less experiences and lower pay, or to hire experienced workers with a higher salary, since there are always advantages and disadvantages of the two, and there are always different situations, my personal option is that different strategy should be applied for different situations.

For situations where basic and simple jobs which requires less training, and cutting down cost is vital for the survival of the business, I would prefer to hire someone who has less experience and willing to work under a lower pay. For example, a factory should hire more inexperienced laborers to work on the part of the plant where less skill but more physical strength is needed; and a restaurant owner should hire a cheaper kitchen hand rather than more chefs to cut down the cost of operation.

On the other hand, for situations when more knowledge and skills is crucial for a job, I would tend to hire someone who is more experienced and would rather pay more salary. Training an inexperienced person for an advanced position can cost a great deal of money, and a mistake an inexperienced makes sometimes can bring disaster to a company. Therefore an experienced personnel is a valuable asset for a business. Sometimes the value cannot be measured by money. A company may lost millions of dollars of revenue when some important positions are vacant and it has to look for someone who is qualified or take a lot of time to train a new person.

In conclusion, when we decide whether to hire a inexperienced, cheaper worker or an experienced, but more expensive worker, it is always depend on the nature of the business and the position, the amount of training required, and of course, the employers' personal preferences.

Hire an editor to edit your TOEFL/IELTS essays! See FindScore.com

Topic 67 **Inexperienced, cheap workers or experienced workers?**

To hire an inexperienced worker at a lower salary or an experienced worker at a higher salary, this is an interesting question for an employer. As far as I am concerned, a good employer will choose the latter without hesitation, because he knows an experienced worker deserves what he is paid.

Qualified workers play the most important role in any business. The directors controls the business, the managers operate the business, whereas, it is nobody else but the workers who are expected and responsible to produce qualified products. Without those products the business will be a castle in the air. Thus qualified workers are indispensable for an employer.

What makes a qualified worker? Undoubtedly, experience is one of the most valued merits. Experience means quality and efficiency; both of which guarantee a well-run business. It is true that the employer has to pay more for an experienced worker, but what such a worker brings to the employer is much more than he is paid.

Admittedly, no one is born to be an experienced worker. A rookie is inevitably a rookie at his debut, and he needs opportunity to obtain the required experiences. Hence there must be some employers who are willing to provide them with such opportunities.

In a word, for an employer, it is profitable to hire an experienced worker at a higher salary than to an inexperienced one at a lower salary. However, some wise employer may want to hire inexperienced workers with potential.

Topic 68 **Is daily homework necessary?**

It is commonly known that students could increase their values of knowledge by absorbing all necessary information given by their teachers during the lessons and by practicing and analyzing a broad variety of assignments, known also as homework. I firmly support the necessity to assign as much homework as possible since students could improve and understand given lessons more effectively.

Every year, frustrated and upset students complain about having too much homework assigned by their teachers. It is understandable that unwillingness to do their homework could be resulted due to many temptations attracting young students in every day life. After intensive learning provided at schools, students usually want to relax and enjoy watching interesting movies, playing video games and spending the leisure time with their friends. Hence, doing assigned homework is usually postponed for later time or ignored at all. This tendency of not doing homework could result in poor and negative students' results on later tests and would probably destroy the willingness and important habits to study at home.

As far as I am concerned, daily homework should be assigned within different numbers of exercises according to the overall interest and enthusiasm demonstrated by students during the lessons. An enormous amount of homework should not be given if most students tended to be discomforted by not understanding given lessons. In this case, teachers should focus on providing more accurate and elaborate explanations of their lessons unless the students are showing potential interests for getting further information. Hence, students, who are completely satisfied and fascinated by provided learning materials, could polish and improve the gained knowledge at home by doing their homework enthusiastically and effectively.

Finally, I would like to say that daily homework could give students the opportunity to improve and enhance their knowledge gained during the school time. Also, students' results of daily homework could show many teachers whether their learning materials were well introduced and explained. Moreover, it could be interpreted as an important source of information for teachers to make the crucial decisions of whether to begin new learning objectives or revise previously discussed lessons by assigning more homework.

Topic 68 Is daily homework necessary?

There's much controversy about the necessity of daily homework for students. Some say homework is necessary since only practice makes perfect, while others disagree because they believe a student should have the freedom to study whatever in whatever forms just as he/she likes to.

In my opinion, daily homework is necessary for students. First, a teacher could assign homework as a measure for the students to study. A student needs guidance from a teacher because he/she does not have an overall understanding of the knowledge he is going to study from the teacher. This means, at the beginning, a student could not well plan his/her study, just as a kid who is for the first time in a swimming pool could do nothing but to play with water. A teacher could make a good study plan for him/her, so that he/she could learn efficiently.

Secondly, even when a student has already understand what he/she should do in order to master some skill or knowledge, he/she is still unwilling to do this for the lack of motivation. Hey, do not tell me that you have never been lazy at all when you were young. Some homework could function as a task for the student to perform which is helpful to motivate him/her.

Thirdly, homework is an important form of feedback for a teacher to understand the effectively of his/her teacher. As I have mentioned before, a teacher makes a study plan for the students; but does it really work? Or does it work for all the students? It's not difficult to know this only if the teacher pays some attention to the homework of the students. Then he/she may be able to find if there's some problems in his/her teaching, and make corresponding adjustment of his/her teaching, either for all the students or for a single one. Without some feedback, it is impossible for the teacher to do this. A test is also a good form of feedback, but obviously one or two tests are not enough, and sometimes this kind of feedback just comes to late.

However, This conclusion might be misleading that one may believe all forms of homework are necessary. Actually, only proper amount of homework in proper forms is acceptable; some homework may not only fail to help the students, but on contrary bore them, so much so that they may lose their innate interest to study. "Proper" homework, in my opinion, should vary in its forms; it might be some extensive reading, a paper, or even just a game, as well as other ordinary exercises. And it should leave enough freedom to the students so that they could do things they really like to do with self-motivation, rather than unwillingness. We should always remember that homework is something for us to guide the students, rather than drive them. Only if a teacher keeps this in his/her mind, the homework could be of most help to the students.

Topic 68 **Is daily homework necessary?**

Most students in this world struggle daily with their homework. Many teachers believe that daily homework is the key to education and school success. I agree with this opinion. Here are my reasons.

First, daily homework can reinforce the knowledge students learned at school. A student cannot concentrate every minute, and remember everything that a teacher taught in class. Daily homework is the best way for students to review what he learned during the day, study on the problems that he does not understand, and prepare for the next day's work.

Second, daily homework is the bases of success in exams. This is especially true for those students who are not so bright, and the only way to succeed at school is doing homework each day. Whenever the homework flags, the class behavior dips, the learning is muddled, and the grades take a nosedive. No matter what the ability of a student is, daily homework is the key to students' school success.

Third, daily homework can help students develop good learning habits. Learning is not always an enjoyable experience and students always need to spend hard time on it. Daily homework can form a kind of habit of learning for students. Once a habit is formed, learning is not such a painful thing and a student can find it more and more interesting. Obviously this will greatly benefit to a student.

In conclusion, daily homework is crucial to students' success. Life requires us to keep learning in order to catch on with this fast pacing society. A good learning habit and method that we developed when we are students can benefit us for the rest of our life.

Compose your essay at FindScore.com and get a free score!

Topic 69 **What subject will you study?**

If I could study a subject that I have never had the opportunity to study, I would choose computer programming, because computer programming is so vital in today's society.

Firstly, computer programming is important to our daily life. With the advance of technology, we are practically facing an information age; every piece of information today is stored in the information highway, which consists of computers and networks as hardware, operating systems and software. Without software installed in these systems, the computers are like bodies without soul, and will not be able to function at all. Only with programming languages, information can be retrieved and stored into the information highway. Whether we hook up a phone line or television cable, book a ticket, travel to a foreign country, apply for a passport, an operator will immediately check our information from the computer network. If the computer systems are down, we cannot go anywhere or do anything. We can safely say that computer programming languages are ubiquitous in our daily life.

Secondly, computer programming is important to technological success. With the skill of computer programming, scientists can write programs to monitor their scientific research and experiments, to analyze the trend of technological development, and to forecast the future. Computer programs can simulate a scientific experiment in a much cost-effective and timely manner, thus can save scientists a lot of time and money, therefore it can greatly expedite the pace of the development of technology. For example, a civil engineer can use a modeling program to simulate the water flow of an urban area; when there is a storm, he can quickly know which parts of the city have the danger of being under the water and dispatch his crew to that area to prevent the disaster.

Last but not least, computer programming techniques can help us earn higher salaries in our future jobs. Since computer programming is important to our society and daily life, programmers can usually have a higher salary than other professionals. Many people have shifted to computer programming from other careers during the economic boom, and even when the economy is going low at the moment, programmers and computer engineers can still live a better life than others.

From all above, I can safely draw a conclusion that if I have a chance to study, I would not hesitate to choose computer programming.

Topic 69 **What subject will you study?**

If I could study a subject that I have never had opportunity to study, I would choose to study how to use the Internet. There are a lot of advantages that the Internet can bring to us. For example, it can get us informed timely, expose us to a lot of chances of knowing other peoples and their cultures, and help us obtain the materials for our studies conveniently. If I know how to use it, I can take the advantages of it.

The Internet can get me informed timely. There is always a lot of news on the Internet that is broadcasting 24 hours everyday and updating timely. I can read the headlines, the financial news, the sports news, and the weather reports every time when I connect my phone modem with my computer. From reading the news on the Internet, I can know everything happening around me. It is very important for me to deal with my daily life with this information. It gives me a lot of chance to know different people. I can know what they are thinking about and how they are living their lives. The World Wide Web includes every country's information. I can travel internationally on the net without going out of my house. That is helpful since people in the world should understand each other to make sure that we could live together peacefully.

The Internet gives me the convenience of getting almost any useful materials for my study. I can just type a few letters and click the search engine to get them. I can do them in the early morning in my pajama while having my breakfast at the same time. Nothing could be more convenient than the Internet in doing research work like this.

In short, if I could choose one subject to study, I would definitely choose to study the Internet for its timely updating news and its convenience. I would also like to travel to new worlds and meet other different peoples. That will be really helpful for me to live a life successfully.

Topic 69 **What subject will you study?**

There are so many subjects that I wanted to take while I have a student but I never had the opportunity to. The most, I wish I would have taken a course in cultural management. Most likely, one day I will follow my desire and enroll probably in a MA program in cultural management.

Why pursue a cultural management program? Firstly, a program as such is relevant for my future career as an art historian. It would be essential for my intellectual development to learn how to organize effectively an exhibition, a cultural study trip, or any other type of cultural activity.

Moreover, a MA in cultural management would provide me with the theoretical and practical skill I will need in order to contribute substantially to the Romanian cultural development. My country needs cultural managers, but they hardly exist. There are no schools to teach cultural management, and one can hardly find a person to have a proper training in this particular type of management.

On the personal level, I strongly believe that such a course would be of great benefit to me. Like any other management class it will help me organize myself better, and thus gain much time and much confidence in myself.

Overall, a cultural management program would be quite beneficial form my personal and academic development. I know that by studying this field not only I would improve my life, but also I will be able to contribute to the revival of my country's culture development. This is why I would choose to study cultural management.

Topic 70 **Have automobiles improved modern life?**

I support the statement that automobiles have caused serious problems. While automobiles have brought us many conveniences, they surely have brought us many undesirable consequences, of which three can be singled out: traffic congestion, air pollution, and highway accidents.

Automobiles have congested city streets. The problem is more obvious when the masses of motor vehicles enter or leave cities at peak traffic hours. The constantly growing number of automobiles throughout the world has made the congestion problem worse and worse because planners and engineers simply cannot find a solution to keep up with the increasing volume of traffic growth. The widespread use of automobiles for business travel has also led in many cities to a decline in public-transit systems, which result in more and more use of private cars, and exacerbate the congestion problems.

Air pollution is another program caused by the automobile. Automobile exhausts commonly contribute half the atmospheric pollutants in large cities and even more in cities where atmospheric and topographic conditions cause the smog formation. Although many cities require the installation of catalytic converters and other controls on motor vehicles to restrict the emission of pollutants, the concentration of many thousands of motor vehicles in large cities has given the problem a new dimension.

Highway accidents create a distressing toll of fatalities and injuries wherever there is widespread use of automobiles. Each year there are hundreds of thousands of motor vehicle fatalities worldwide and about 50,000 in the United States alone. The social and economic costs of such accidents are enormous. Efforts to improve highway safety have been successful in most countries, but a reduction in the ratio of fatalities and injuries per distance traveled is often offset by increases in numbers of accidents because of the ever-growing use of motor vehicles.

In short, automobile has brought us more bane than boon. We should take public transportation whenever possible, and reduce the number of cars running in urban streets.

Topic 70 **Have automobiles improved modern life?**

Since the first automobile was introduced to our life, we can notice that there are a lot of changes happened around us. As a modern transportation, it not only brings convenience to our daily life, but also enhances the efficiency.

One of advantages of using automobiles is that it can give the users much more convenience compared with other transportations, such as bikes or buss. For me, I like to go to the supermarket once per week and normally buy many foods at one time. Can you imagine that I need to carry a lot of foodstuff and maybe take a crowded bus to reach home? How inconvenient it is! Suppose that I have a car, and then I will feel very easy because what I need to do is to put all my stuff at the back of the car. I can go back with nice music and happy mood for the shopping.

On the other hand, automobiles can save our time and energy. Driving the automobile, we can go wherever we want to go. We can decide the destination and reach there faster than other transportation means. Assuming that a train takes about two hours to reach Suzhou from Shanghai, but a car only needs about one hour. We can use the saved one hour to enjoy the views or do anything that we want. After all, time means a lot to modern people. It can mean money to businessmen, knowledge to school students and profit to companies. By means of cutting time with the help of automobiles, we can increase the efficiency of our society.

Of course, I must admit that automobiles bring a lot of problems such as traffic jam and air pollution. But these outcomes cannot be avoided during the development of a society. I believe we will have a better solution to solve all these problems.

Generally speaking, I would like to say automobiles have improved modern life through providing more convenience to people and increasing efficiency. We should encourage the society to support the automobile industry and develop different kinds of automobiles to meet various needs.

Topic 70 **Have automobiles improved modern life?**

When Henry Ford manufactured the first automobile, he didn't realize how he would affect our life. Now expanding road systems and thousands of automobiles are playing an important role in our society. But every thing has two aspects. Some people think that the automobile has improved modern life. Others think that the automobile has caused serious problems.

The automobile has a very close relation with industrialization. It is a part of industry itself. Industrialization is a symbol of a modern society. Automobiles carry all kinds of goods and people from one place to another. They function as human's blood. Without automobiles our country would return to a completely agricultural society. No one likes to live without modern conveniences such as electricity, cars and so on. It is sure that the automobile brings convenience.

But automobiles also bring some troubles. Each year many people are injured in traffic accidents. Another serious problem is pollution. Thousands running automobiles emit poisonous smokes. Their motors and sirens give out deafening sound. All these are harmful to our environment.

How can we deal with it? Stop using automobiles? It is not realistic. We should design better automobiles. It gives off less gas and runs more quietly. We should build wider roads and obey traffic rules. All problems are cause by human beings. We certainly can resolve them by ourselves.

Topic 70 **Have automobiles improved modern life?**

It is a well-established fact that automobiles have contributed to the modern life in a favorable way. Automobiles improved different aspects of the human life, but, on the other face of the coin, cars have their crucial impacts upon our life. It is our turn to minimize these defects and galvanize other favorable sides. Hereinafter, I will present and analyze this issue and provide a personal perspective.

The automobile is considered amongst the most beneficial inventions that ever existed. These means of transportation provide unprecedented mobility, flexibility, and privacy. Cars have abridged the travel time among distant locations and provided a self-scheduled means of transportation. A car user is not obliged to obey any predetermined departure and arrival schedules, barring engine check and fuel filling.

Moreover, the car represents an elastic means of freight transportation. Automobiles allowed more goods and products to reach remote areas or locations that lie far from public transient system. Also, this rendered products less prices based on less transportation cost as well as more pervasiveness.

Admittedly, services like mail and tourism benefited intimately from the automobiles. Taxi added to the diversity of flexible and on-order mean of transportation. Also, special services like home delivery could have been too slow or even not existing without cars. Adds to the favor that many are interested in racing or rallies that represent car-based sports.

On the other side of the fence, automobiles contributed to the aggravating environmental conflicts. Car exhausts that contain compounds like carbon monoxide dioxide, nitrous and sulphoric ions threaten the public health as well as the environment. Phenomena like acidic rains and green house effect more or less are correlated to automobiles exhausts. Moreover, automobiles are considered expensive mean of transportation, especially with their close relation to roads and asphalt industry.

Another disadvantage is the intruding of some new habits like car captivity. It was found that some persons are biased to car usage even if it is more expensive, slower, or liable for traffic problems. Car captivity is considered intimately related to obesity and heart diseases. Moreover, increasing car ownership introduced traffic conflicts like congestions and delays. Imprudent driving habits leads the way for fatal car accidents, and it is extremely impressive to know that accidents victims exceeds the number of second war casualties.

Ultimately, automobile, like all successful facilities in our life is double-bladed weapon. Alleviating automobiles disadvantages like producing cleaner fuel, unleaded petroleum, natural gas as a fuel, or even electrically driven engines as well as improving the public transportation system should absorb these impairments. We must also anneal the merits by introducing articulate traffic control systems, improving the quality of pavements and other favorable aspects.

Topic 70 **Have automobiles improved modern life?**

Although automobiles have improved our modern life in some way for its speed, convenience, and capacity of carrying freights, we have had to pay the price for it. Now, as more and more automobiles have been putting into use, the problems that the automobile has caused are seemed to be more and more serious accordingly. These problems, in my mind, like the accidents, the air pollution, the damage of the ozone layers should be given more attention than anytime before.

There are a lot of problems that has been caused by the automobile. It kills hundreds of thousands of people and disables many more every year. It drinks up our precious fossil fuels that cannot be replaced. New roads for the automobile also eat up our precious farmlands while many children are starving all around the world. These problems are really serious and disturbing many of us.

The most serious problem caused by the automobile is air pollution. It is said that it emits millions of tons of harmful gas into the air everyday. The dirty air harms our human beings health badly. It can cause a variety of diseases such as plumbism, insomnia, mental disability and even certain kinds of cancer. That is really terrible.

Air pollution caused by the automobile can give rise to even more serious consequences. One thing, it will destroy the ozone layer that protect the lives on the earth from the hurt of the strong and direct ultraviolet rays. Much more ultraviolet can also destroy the fragile ecosystem on the earth. It is just the life circle in which we survive. Another thing is that the air pollution caused by the automobile can lead to the global warming. If the weather is getting warmer and warmer, the icebergs scattered in both of the two poles of the earth will be melted, which will cause the sea level rising and flooding all the cities and villages along the seashores. The lost of the lives and property will be countless. That is really a tremendous disaster.

I do not mean to deny the fact that the automobile has improved our modern life in many ways. It acts a vital role in our social life. It also supports our industries. It is indispensable in our modern life. We cannot imagine how we can live a modern life without the automobile. However, the problems it has caused today, such as the lives and properties lost, the dirty air and the consequences of the pollution, seems to be more dangerous and obvious than anytime. Therefore, it will never over do to emphasize the seriousness of these problems and urge the governments and other responsible organizations to solve them.

Topic 71 A high-paying job vs. quality spare time

Some people may prefer to have a lower-paying job as long as the job asks for shorter working hours so they can have more free time spending with their friends and family. However, I would rather be given a higher-paying job with longer hours, even if I would have little time with my friends and family. I do not much care about the free time nowadays; I really care about money. Besides, all my friends and my family members are usually busy working. Furthermore, if I do not earn a lot of money, I cannot spend my free time with my friends and family happily.

I really care about money because my budget is too tight nowadays. I am so poor a student. The tuition is high, but I have to pay for it. I also have to pay my rentals of room and pay the board. I have to pay the transportation fares, the books, the clothes and a lot of daily supplies. All these seem to be a heavy financial burden to me. So, I have to look for a job that could offer me a higher salary.

My friends and my family members are all very busy all day long. Some of them are busy working; others are busy studying. They are usually having little free time to spend with friends and family, including me. If I were given a shorter hours job and more free time, I could not meet them anyway.

Besides, even if my friends and I have managed to find out some leisure time to spend together, if I have not enough money, where the fun will be? Any meeting or party costs a fortune, even the simplest picnic. If we have no money to spend for our gathering, we have to just sit over there and chat. We will feel boring soon. Knowing this, I am eager for a higher-paying job so that I can get the money ready for the meetings in the future.

For all these reasons, I would like to have a higher-paying job to support myself and earn enough money to meet my busy friends and family sometime later. Although this job cannot offer me more time to spend with my friends and family now, I believe that I will compensate it after I have become some kind of millionaire in the future.

Topic 71 A high-paying job vs. quality spare time

Between a high-paying job with long hours and a lower-paying job with shorter hours, I will definitely choose a high-paying job with long hours, although I might have little time to spend with my family and friends.

Firstly, money can help my dreams come true. I need a lot of money to do many things. I want to buy a huge house with a garden and a swimming pool. I also want to have an expensive car. Maybe my relatives need my financial assistance. Especially, I hope my family can have a kind of comfortable life. My children can go to a famous private university to get excellent education. If I have no money, all of my dreams cannot come true.

In addition, to me, making a lot of money is a sign of success. I think that no one respects a poor man in today's society. From newspaper to television, almost all media focus on wealthy people instead of the poor. I cannot let the others consider me an incompetent man.

Of course, making this choice means that I have to pay a price. Perhaps, I cannot spend too much time with my family and friends. But I never regret my decision because I believe that both my family and my friends can understand me. For my family, I think they should know whom I do this for. For my friends, they will think how success I am and they will be proud of me.

In conclusion, money is so important to me that I must choose a high-paying job regardless of the consequences it will cause.

Topic 72 Does grades encourage students to learn?

When it comes to the issue that whether grades are the purpose of student's education, different people have different ideas. As far as I am concerned, the grade can promote student's attitudes toward learning.

I take this view on account of the following reasons. First of all, grades are the objects that demonstrate students' abilities in specified fields that they learned. Since there are lots of drawbacks of other evaluation methods, examinations or grades are the most efficient and fairest way to describe a student's capabilities. For example, a student who achieves the best grades in all subjects is undoubtedly the best student in his class.

Second to take into account is that grades are possibly the definitive factor whether one student can obtain a decent and well-paid job. Having not many working experiences, students can only prove the proof of their abilities by showing exam records to their employers.

Last but not least, contrasting to the better grades the his classmates make, a confident and self disciplined student will continue making effort on his study. Such kind of a grading system certainly encourages students to learn.

However, just as the English proverb goes, "a coin has two sides." Those who maintain the opposite view are partly reasonable that grades could not demonstrate all the abilities that a student has, such as communication skills and survival skills.

Despite the factor I outlined, we can easily conclude that, generally speaking, grades are very important for student's study, and they surely encourage students to learn.

Topic 72 Does grades encourage students to learn?

A lot of people claim that marks in tests encourage students to learn. I agree with this statement, because examinations are a good way for a student to review what he/she has learned; test scores are a standard measurement for students' learning ability and knowledge level; and the test system can benefit students' future.

First of all, tests are important for students' learning. Attending classes is not enough for students to learn the subjects no matter how carefully they listen to what the teachers say. They need examinations to review the lessons. In most cases, grades or marks are the only means by which teachers measure students' learning ability and learning progress. Grades encourage students to study for examinations, and it is a good system for students to learn.

Secondly, test scores are a standard measurement for students' learning ability and knowledge level. Most people would agree with this, therefore universities all over the world take test results as a standard measurement to give admission to new students, to offer fellowships, and to decide whether to grant a student graduation. High school teachers use test results as a means to evaluate the effects of teaching, and students' learning progress. By test scores, teachers also know each individual student's ability to learn.

Thirdly, test results can stimulate a student to work hard on his courses. The testing mechanism encourages students to work hard in order to achieve a better result; they will devote more time on study, and develop a "never give up" spirit. This will not only benefit their study, but also teach them a truth, that everyone needs constant learning and hard working in order to be useful to this society. Students who have developed such learning habit and never give up nature will not only have good performance at schools, but can also superior to others in other aspects; for example, such natures are important factors even after finishing schools. I believe most students understand the importance of these qualities and impacts on their life; therefore they know how important it is to work hard and try to achieve a better score.

In conclusion, marks can stimulate student to learn, and good marks can give them advantages in going to a good university and finding a good job. Therefore I strongly support the statement that marks can encourage students to learn.

Topic 72 Does grades encourage students to learn?

In many schools, teachers evaluate students by their grades. Many people think that it is unfair and one-sided to evaluate students by grades and will discourage students to learn. I believe, however, grades encourage students to learn. The reasons can be analyzed as follows.

To begin with, using grades as a standard to evaluate students can give students a pressure to learn. No stress, no motivation. In order to pass or get high grades, students must study hard. They must read more books, do their homework carefully. Pressure helps them learn more knowledge. The worries that they will not pass simultaneously force and encourage students to learn.

Grades can encourage students to compete with each other. The modern society is full of competition. Students can learn the concept of competition through grades. At the same time, they can develop the spirit of competition. To compete with others and obtain good results, students must work hard to get high grades. Competing for grades at schools can make students more adaptable to the society.

Grades can also give students confidence and feeling of success. When they get high grades through hard work, students may think that they gained a great achievement. The feeling of success will encourage students to study harder and harder. At the same time, the success achieved at schools encourages students to succeed in society.

From the above analyses, it is not difficult to get the conclusion that grades encourage students to learn. Grades give students the pressure and make them compete with each other so that they must study and work hard to succeed.

Topic 72 Does grades encourage students to learn?

Almost in every modern society, grades play an import role in assessing students' academic ability. There are all kinds of tests to winnow out weak students. Knowledge itself is so complicate and vast, each one of the test usually cannot cover every aspect of it. So I wonder whether grades can really encourage students to learn.

The basic reason why I disapprove of the title statement lies in the belief that grades usually do not have positive impact on student who is strong or weak alike. Take the example of a student who has high grades: if Tom gets good grades in the class, normally he will feel conceited. This situation certainly will not lead him into finding some blind spots or weak points in his study. And he will not realize that may be just his photographic memory helps him a lot or this kind of test suits him well. Let us look at another example: suppose Johnny is so not good at memorization, but he works very hard. Unfortunately, he got poor grades in tests that facilitate memorization. One can foresee what harm will bring to him due to the poor grades. In these cases, grades play a negative role in encouraging students to learn.

Most important of all, the grades are usually a convenient way of assessing a student's academic ability. But it is by no means a scientific one. Teachers cannot determine from the grades whether the student is hardworking (diligent) or out of cram. Given tests to all students regardless of their individual characters and traits, is just like forcing everyone to wear shoes of the same size. The Famous educationist Confucius said two thousands years ago: "teaching students in accordance with their aptitude." Our world is a colorful world, so should our educational system be.

Grades, especially poor grades will frustrate potentially successful students to learn. It will give them a false impression that their intelligence may be inferior to other students. The worst thing about poor grades is that it may have repercussions in an underachiever's heart when all his fellow students and teacher have long forgotten. In fact, the potential talent of a student will be strangled by those poor grades - a real pity to the student and the society.

Last but not the least, there is some advantages in taking grades as a tool to evaluate students' academic performance. As in my humble opinion, they should be combining with other scientific methods to encourage students to gain knowledge but not solely focus their energy on how to achieve high scores. After all, it is the knowledge that it is power, not the grades.

Topic 73 **Has computer made life easier?**

Computers are involved in our world from sorted trash to satellite control, making our life easy, convenient and efficient. Obviously, it's a great revolution of human being. It's odd that some consider that computers make life more complex and stressful. I suppose computers will become a necessity, like food and water to the mankind.

Computers have changed people's life style, in a way that we can concentrate on scientific research rather than wasting time on data analyzing and calculating, for computers are much more efficient in dealing with these strenuous jobs. Many activities could not be run in their present form without computers. Examples are the banking systems, and the weather forecasting systems. How is it possible to deal with data-switching between banks and clients simultaneously and accurately without computers? As we known, weather forecasting requires multiprocessing data from the meteorological satellites and simulating the weather change, which are easy jobs for computers.

Although the knowledge of computer is not easy to acquired, especially at early stage, the IT industry has been making the computer operation system more friendly and at the same time more powerful. Therefore, using computers to handle problems is not the specialties of computer majors only. Even children can use computers to do their homework. We can now benefit a lot from computers in our day-to-day life.

One of the concerns is that computers may cause some troubles when we rely too much on them, such as various computer viruses and the Y2K problem. Nevertheless, computer experts will surely solve these problems and improve the computer technology. In this sense, the computer technology has much potential to develop.

After all, the computer is one of the most important inventions in the twentieth century. It has formed a new era in our life, and it affects culture, industry, science, education and other areas. Computerization is a trend nowadays, and computers are being used in many areas. Computers like any other technology hold the key to increased productivity, which will benefit all of us.

Topic 74 **Is it better to travel with a tour guide?**

Traveling is one of the most widely enjoyed recreations. The tourist business is becoming increasingly important for many countries' economies and provides a great variety of products and services. People are different and so are their preferences when it comes to spending a vacation traveling to interesting and exotic places. One of the first choices one should make when planning a trip is whether it would be individual or with a group led by a tour guide. If it were up to me, I would go to an excursion as a part of a tourist group.

First of all, a common problem of people traveling abroad is the unfamiliar language of the country they are visiting. This is a major inconvenience as it could hamper their communication and prevent them from learning valuable things about the place. That's why I think that a tour guide, who in most cases knows at least two languages, would be needed. This is a professional whose job includes guidance and help. Also tour guides tell tourists about the history of the place they are visiting, information which otherwise could hardly be obtained.

Second, group journeys are supposed to be previously organized. The travel agency makes the full program of the trip: hotel reservations, transportation, food, and sightseeing. Furthermore, many services and museum taxes are cheaper for a whole group. In this way, tourists are much more comfortable, as they save time and money, and are able to enjoy their vacation without worrying about anything.

Third, traveling in a group can provide people the opportunity to get to know with many other tourists who are from different backgrounds but are brought together by their common interest of the place they are visiting. Such group trips are a great chance for making new friendships and eventually learning a lot about different people.

For all these reasons, I prefer to travel in a group with a tour guide, as it would guarantee a more convenient and enjoyable journey.

Topic 74 **Is it better to travel with a tour guide?**

When people are asked to list their hobbies, travel is among the most frequent words quoted. Some would choose to travel by themselves alone, some others prefer to traveling with a few close friends or family members; while still others, including myself, agree that the best way to travel is to join in a group led by a tour guide.

A good tour guide, who has professional knowledge and rich experiences about certain places, would make our journey more efficient and enjoyable. Traveling to new places is an important way to know our world in the perspectives of cultural diversity and geographic peculiarities. However, we often find ourselves confounded and do not know what to do next when we are in a new place. A tour guide may help us to arrange the optimum itineraries and schedules. He leads the group around to show us unique tourist spots that we should not miss. His explanation on certain scenic spots is also useful for us to understand further about the new place.

Besides, a tour guide would ensure the maximal security of the group member. Tourists are always warned against the potential risks and pitfall, since strangers are easily attacked. An experienced tour guide teaches his tourists some tips and skills to guarantee the security. The tour guide is particularly indispensable in any emergencies, as he can make a timely response and right decisions.

A tour guide, besides his training and knowledge, is also a person with a good sense of humor. Far away from our friends and families, tourists often feel lonely sometimes during the journey, especially when on the way to a new destination. A good tour guide are skillful enough to relieve the loneliness by telling jokes and interesting stories, playing magic tricks, and so on, which make the journey joyful and pleasant.

Topic 74 **Is it better to travel with a tour guide?**

Nowadays traveling is becoming more and more popular, as we have more leisure time and more money to spend during our vacations. When it comes to ways of traveling, many people prefer to join groups arranged by travel services and escorted by tour guides, while others may argue independent backpack travel should be better. My viewpoint is both have advantages and disadvantages.

The advantages of traveling with a tour group are obvious. People do not need to worry about accommodation, transportation, sightseeing schedule and restaurants and so on, all of which has been arranged in advance and taken care of by the travel service during the trip. Besides, the tour guides will tell stories behind the places of interest, and help us with unexpected emergencies, such loss of suitcases and health problems. Being relax and educational is group-travel's best feature.

However, it is not flexible for some people. Suppose when you enjoy a place well and wish to stay there a little longer, but you are told you have to come back to the bus in half an hour, just because you have to rush to the next place, which turns out to be not so nice. The arranged meals are expensive and not as tasty as it should be; the booked hotel is too far from the shopping area; you share a room with some strangers who might snore loudly all night. In short, such nuisances of group travel turn down many people who pursue more flexible travel alternatives.

So what about individual travel? The pleasure of freedom and flexibility is well guarded, and there is more chances to explore the place and encounter its people. However, there are a lot of troubles for tourists to arrange tours by themselves, and security is an issue. Moreover, during sightseeing, they might miss a great deal of valuable sites and historical relics.

In conclusion, every coin has its two sides. Only when you are clearly aware of the "two sides" can you come up with best option for your next tour. I personally choose to travel with a group in that it can save me a lot of energy and with the comfort of leading by a tour guide, I can enjoy a place fully.

Topic 74 **Is it better to travel with a tour guide?**

There are basically two ways of traveling: traveling in a group led by a tour guide, or traveling independently. There are advantages and disadvantages for the both. By traveling in a group, you will enjoy the companionship, comfort and safety of group travel, and learn more information about the place from a tour guide; while traveling independently, you can maintain the freedom, flexibility and individualism. Some people say that for most people, the best way to travel is in a group led by a tour guide. I agree with this opinion.

Firstly, you will enjoy the companionship when traveling in a group. Usually a tour group consists of around 20 people. These people travel together, eat together and stay at the same hotel. During the trip, you can always find someone you like to talk with, and you will never feel lonely as when you are traveling alone.

Secondly, you will enjoy the comfort and safety of group travel. When traveling in a group, everything is pre-arranged by the travel service, and you do not have to worry about booking a ticket, finding a hotel, decide what places to visit, and so on. In the meantime, as you are not preoccupied with arranging the trip by yourself, you may find yourself concentrate more on the trip itself and enjoy it more. In addition, it is much safer to travel within a group. What a relief when you know that your personal safety is always taken cared of by others.

Thirdly, you can learn more information about the place from a tour guide, and not worrying about missing an important spot. The tour guide will take you to each spot that should be visited, and give you detailed information about the place you visit. You never have to find information about the places you are going to through the Internet or buy a book from the bookstore. Traveling in a group can save you time and money on information searching.

In conclusion, there are many advantages of traveling in a group. Although for young people, traveling alone is more advantages and stimulating, for most people, traveling in a group is the best choice.

Topic 74 **I prefer traveling alone**

Some people think it is better to travel in a group that is led by a guide. For my experience so far, I am inclined to believe that such a way of traveling has more disadvantages than advantages.

Although it is better not to travel alone and a guide is always welcome, traveling alone is sometimes more desirable. The group structure is, in my opinion, quite relevant for a pleasant vacation. It is important for me to travel with people that have the same interests as I do. Otherwise we might not agree on the spots we want to visit or the restaurants we want to eat at. Usually the most successful trips are together with my friends and not with a heterogeneous group of unknown people. I would rather travel alone, or with just one friend, than with a group whose company I would not enjoy.

On one hand, if for instance, I plan to visit a foreign country, a place that I have never been before, a place where people most likely do not speak my language, I feel it is better to have someone to guide me and to help me with any situations I may encounter. It is safer not to travel alone. It is also pleasant to have a guide that provides background information and interesting facts about the places that I visit.

On another hand, especially if I am to visit a museum, an art gallery, or a historical city I prefer to buy a map and walk by myself rather than with a guide that would impose on me his/her impressions and knowledge. I do prefer to discover on my own, and to choose what I want to see and to decide how much time to spend in one place or another. I think that the success of traveling in a group depends mostly on factors as the organization of the group, the abilities of the guide, and the place of destination.

I enjoy traveling in groups, but only in small ones, and with people that I know. Otherwise I think it is better to travel on my own, to see what I like, where I like, and whenever I like.

Topic 75 **Multiple subjects vs. one subject**

The whole point of my answer is that it is better for universities to require students to specialize in one subject. It is just what the majors are called for, even though there are a couple of the advantages for students to take classes in many subjects.

It is a more sensible decision that universities require students to specialize in one subject. They must have known that the depth of a certain subject is infinite, and both the students' energy and time are limited. Only when a student specializes in one subject, can he focus on it. Thus it ensures the students to become proficient in a subject when they are conferred the degrees. That is just the purpose of education.

It does not mean that students do not have many classes to attend even if they just specialize one subject. There are a lot of sub-subjects or divisions of a main subject. The science of journalism, for example, can include the theories of journalism, the histories of journalism (both domestic and international), the news writing skills, the interview courses and the editorials writing and so on. The students have to study all of these above course in journalism major. It means a lot of work to do even if students just specialize in one subject.

I do not deny that there are a couple of advantages for universities to offer students the option to take many subjects. One thing, the work places require multi-disciplined personnel today. Students who take many subjects may meet that request. Another advantage is that other subjects that students take can help their main subject. Whatever the benefit it will be, however, the other subjects that students take should not interfere with their main targets.

In the whole, if students' time and energy allowed, universities could allow students to take as many subjects as possible. However, I think that possibility is small. So I have to say that it is better for universities to urge students to specialize in one subject. After all, the main subject already needs a lot of work to cope with, considering the depth and width of one subject.

Topic 75 **Multiple subjects vs. one subject**

Some universities require students to choose a variety of subjects; others only require students to specialize in one subject. I deem the first one as the premier choice. Among countless factors, there are three conspicuous aspects as follows.

The main reason that students should take classes in many subjects is that they can make full use of the abundant resources that a university has to offer. A university has plenty of educational and research resources. It is a very good idea to make full use of these valuable assets while studying at the university. The best way to achieve this is to take a variety of subjects as much as possible. Through learning these courses, a student can get access to knowledge and resources in different areas. On the contrary, if a student only specializes in one subject, he will not have a chance to get access to other resources offered by the university.

Another reason is that by choosing many subjects students can broaden their scope of knowledge and make a solid foundation for their future concentrated study. Whatever the student will concentrate on in his senior years in college, it is necessary that he choose a wide range of subjects to build the knowledge foundation. Take the field of Business Management for example, the student has to acquire knowledge in writing, accounting, economics and human resource management before he can successfully start his major concentration study.

The argument I support in the first paragraph is also in a position of advantage because students can be more adaptable in their future career if they choose a variety of subjects during their university study. It is obvious that the development of modern society requires people with inter-disciplinary and comprehensive knowledge. If a student chooses a variety of subjects in his university study, and gained a breath and width of knowledge, he will be more adaptable to the requirement of the society, and be able to easily adjust to many kinds of jobs. This will benefit his future career.

In a word, taking into account of all these factors, we may reach the conclusion that students should take classes in many subjects at a university.

Topic 76 Should children start learning a foreign language early?

Nowadays, some may hold the opinion that children should begin learning a foreign language as soon as they start school, but others have a negative attitude that learning a foreign language early will pose too much pressure on kids and will affect their mother-tongue learning. As far as I am concerned, I agree that bilingual education should start as early as possible. My arguments for this point are listed as follows.

I agree with the statement without reservation since children learn second languages quickly than adults. As we have observed, children can learn languages faster than adults; immigrant children translate for their parents. Child learners speak without a foreign accent, whereas this is impossible for adult learners. Therefore the earlier kids learn a second language, the less difficulties they would meet when they grow up and have to face a foreign language-speaking environment.

Another reason why I agree with the above statement is that I believe that bilingual education can be fun and stimulate children's learning interest. Many parents and teachers know how to teach kids a second language in an interesting way. One of my students told me that, when he was in kindergarten, every day his mum taught him a few native language characters as well as their meaning in English. As time passed, the kid became keen to learn English. Sometimes he gave his mum and dad a quiz by speaking some English words and asking them what the meanings are.

Bilingual education will not affect the mother-tongue study of children. As we are living in an environment of pure native language conversations and traditional culture, it is impossible for us to give up our culture and language. Teachers also are trying to arrange the curriculum in a appropriate way. For instance, they create an English-speaking environment for children in the morning, and a native language-speaking environment in the afternoon.

Bilingual education has become a trend. No matter we like it or not, future educational undertakings will become more international, and exchanges between schools throughout the world will increase. Given this, speaking a common language is important and, to this purpose, bilingual teaching is an inevitable way.

Topic 76 Should children start learning a foreign language early?

Considering the existing educational system, some people argue that learning a foreign language in an early age is unnecessary and it may give the young children too much burden. However, they may neglect that learning a foreign language can be an enjoyable experience for children and it is necessary to catch up the worldwide trend. In my opinion, learning a foreign language, such as English, as soon as they start school has so many advantages. With globalization and communications among different countries, the world is becoming smaller and smaller. Therefore we cannot deny the importance of a second or third foreign language.

In fact, we should begin to learn a foreign language as early as possible. There are three reasons about it.

First, a child has a very passionate interest to study. Everyone should agree with it, for we all have the same experience that a child always asks you about something with full of interests. He or she always try to understand things around him/her and would be eager to seek answers about their questions. On the contrary, when a child grows up, he or she will gradually lose interests on new things.

Second, compared with adults, children have greater abilities to study a foreign language. Many studies indicate that a child can study a language more easily and quickly, meanwhile he or she has a good memory to remember new words, and can distinguish the subtle difference between two words that sound similar.

Third, studying a language is not an easy job, which need a long term and continuous effort. Language is not only a tool, but also part of a culture. If we want to be proficient with a language, we must spend a lot of time studying it.

In a word, children should start learning a foreign language early. As I far as I know, in my country many elementary schools have given English lessons, which will surly beneficial to the future of our country.

Topic 77 Should boys and girls go to separate schools?

Nowadays, some people may hold the opinion that boys and girls should attend separate schools, while others have a negative attitude. As far as I am concerned, I agree that boys and girls should go to separate schools. My arguments for this point are listed as follows.

Single-sex education provides an environment for boys and girls to concentrate on their study. Research shows that a single-sex school environment can eliminate the distraction from members of the opposite sex, and therefore is academically beneficial to students. Girls in an all-female school can establish self-esteem, and avoid the situation faced by young women in co-ed schools such as struggle to survive emotionally. They will be able to focus more on their academic curriculum, sometimes specifically designed, and prepare for their future education and career. The single-sex setting eliminates social distractions and allows for better concentration on academics.

Another reason why I agree with the above statement is that traditional gender stereotypes are often reinforced in single-sex academies. Boys tended to be taught in more regimented, traditional and individualistic fashion and girls in more nurturing, cooperative and open environments. This will develop their virtue and prepare them for their future roles in the society.

Taking into account of all these factors, we may reach the conclusion that boys and girls should attend separate schools. Of course, there are also disadvantages of single-gender education, and simply separating boys and girls does not always improve the quality of education. A lot of efforts should be made to ensure that a single-gender education system be successful implemented.

Topic 77 Should boys and girls go to separate schools?

Should boys and girls attend separate schools? This question is very arguable. Before rendering my opinion, let's consider the advantages for boys and girls to attend separate schools. Since boys and girls are different in many ways, they have different hobbies and the ways to learn new things. If they attend separate schools, the education can be more efficient because the school can teach them differently according to their personalities. But the disadvantages are greater. While boys and girls attend separate schools, there're few chances for them to communicate with opposite sexes, which will become a handicap for them to communicate with each other in their future.

As far as I concerned, boys and girls should not attend separate schools. The first and foremost reason is that people should have experience with the opposite sex when they are at school, because the society consists of both male and female members, and people have to learn how to communicate with the opposite sex.

Moreover, people have to learn from the opposite sex. For example, while females should learn braveness from males, males should learn carefulness from females. In addition, in a family, to learn from the opposite sex becomes more important to keep the family harmonious. In addition, the knowledge of the opposite sex is also important. Without such knowledge, dealing with the opposite sex in a relationship becomes extremely difficult.

Finally, as we can see, it's definitely important for boys and girls to attend schools together, so that they can learn from each other, communicate with each other and they can understand each other well, which is very valuable for their future.

Topic 78 **Teamwork vs. working independently**

Some people like to work independently, while others would prefer to work in a team. Is it more important to be able to work with a group of people in a team or to work independently? Depending on different personal traits and working environments, people will have different answer to this question. I think being able to work in a team is more important for me.

First, the modern society and industry is a complicated system that requires teamwork, communication and cooperation among companies and individuals. Take a computer system for example, it comprises of hardware, operating system and software, which are manufactured separately by different companies. Not one single company can accomplish a computer system without using products and technologies from other companies. Similarly, in a company, communication and teamwork is more and more important among workers because a worker cannot do his/her work properly without interacting with his supervisor and colleagues.

Second, there are many advantages of working in a group than working alone. Teamwork provides a worker with a cooperative, friendly and enjoyable work environment. The team can also be helpful in responding to a worker's questions and problems, therefore increase the work efficiency. Teamwork can also challenge a worker's abilities and he/she can acquire valuable experiences from it.

Third, the ability of working independently does not contradict with the ability to work in a team. For example, in a team environment, I enjoyed being a major contributor to my team. The fact that others depended on my work made me feel like I was doing worthwhile things. For example, I was in charge of the front end for the GUI. This was very valuable experience, because I know how important it is to work in a team.

Inclusion, I think the most important quality in a work environment is the ability to work with others in a team.

Compose your essay at FindScore.com and get a free score!

Topic 78 **Teamwork vs. working independently**

There are many ways in which people can complete their works. Some prefer to work with a group of people on a team. Others prefer to work independently. To work with others can inspire their spirit and produce twice the result with half the effort. In my opinion, working on a team is more important.

In business, people who are able to work with a group of people on a team tend to communicate well with others. In order to complete a sophisticated task, individuals must work together, each sharing a part of the whole task, in order to achieve the results. The team must interchange their ideas during each process in the forms of meetings and discussions. Each one tries his/her best to give a better idea to make the process more time-efficient.

In addition, we cannot live in a society independently and we need to communicate with each other, so communication skills are very important to this society. Through teamwork, we can develop and improve this ability.

Although one can complete a work independently with one's innovation and sometimes can accomplish a perfect work with great compliments, many reasons show that throughout teamwork really can achieve more than we may think of. No wonder, in the F1 race, team order is the most important thing that every member in the team must obey.

Topic 79 Who would you choose to build a statue for?

If the City Government of my town - Moscow asked me to choose a person whose statue will be built, I would choose no one. And here I can explain my point of view.

In my opinion there are already statues of many famous people who merit a statue. Right in the center of Moscow there is a great statue of Jury Dolgirukiy. He founded the Moscow City in 1447. He is also famous as a great defender of his people. If you look at this statue, you will see a very strong man riding a horse with a spear in his arms and the injured dragon lying on the ground. In my view it symbolizes the meaning of his deeds and people's remembrance and respect to him.

Another statue in Moscow is that of Alexander Pushkin. He was one of the most famous Russian poets. He has made an important contribution to the worlds literature. His poems are realistic. They answered to questions asked so many years ago, and they can still answer today's questions. His statue looks so natural as if he is alive. His statue is standing in the middle of the Pushkin Square. With a book in his arms, he looks very calm and contemplative.

Another monument that I consider impressive is the monument for people who died during the Second World War. I cannot describe it because there are no proper words to express the emotions I feel when looking at this statue. I just feel painful and sad for their death and as people cannot bring them back to life, they can only try to prevent future wars.

In conclusion since there are already enough statues for famous historic figures in Moscow, I would like to say that I prefer to see modern art sculptures in the streets of this historic city. I would allow young modern sculptors to exhibit their works in the streets.

Topic 80 **Describe a custom from your country**

Who took care of you before you are eligible to go to the daycare? That grandparents taking care of their baby grandchildren is a tradition in my country. I would like people from other countries to adopt this tradition.

At first thought, this tradition seems to be unimaginable to people who are accustomed to the "parents-children breeding" model. However, did you notice that swarm of young mothers are roaming in the department stores with their babies during working hours? Young ladies quit their jobs and sacrifice their careers to look after their offspring. How many women can really keep up with their professional work after several years' absence from their positions in such a fast pace society? A babysitter may help you, but do they really care your baby as his grandma does? The answer is No. Grandparents ensure the love, care, health and education of your kids.

On the other hand, senior citizens gain more happiness through this day to day caring of their young grandchildren. Old people are sad about the aging and loss of work. When they spend their time with young kids, when the fun and loveliness filled in their soul, all unhappiness disappears. The moments they spent together with the babies are so sweet they can improve seniors' mental and physical health.

It is undeniable that the relationships of different generations will be tightened. Needless to say, kids will be tied with their grandparents in this process. I was brought up by my grandparents who are in their nineties now. I still call them quite often and buy gifts for them. I feel the strong connection among us.

From above analysis, I highly recommend our custom of grandparents give their hand to cultivate future generation.

Topic 81 Has technology made the world a better place to live?

With the development of technology, there have been a lot of changes to our life. Admittedly, some of these changes are bad, causing many environmental and social problems. However, most of these changes contribute to making our life more convenient, more comfortable and more wonderful.

First of all, due to the improvement of technology, people can enjoy more conveniences than ever. For example, it only takes travelers or businessmen several hours to go to another countries by jet planes, which makes the world seem to be much smaller. With the help of the Internet, people at different corners of the world can communicate with each other at a significantly high speed and low cost. It is technology that has cleared away the barriers that once prevented people from leading a convenient life.

Secondly, technology has made our life as comfortable as we can imagine. Sitting in air-conditioned rooms, people do not have to suffer the extremely cold or hot weather any more. Whatever vegetable or fruit we want to eat, we can always find it in a supermarket regardless of the season. We can also go to work in a place far away from our homes by using automobiles or public transportation tools.

In addition, technology provides us many choices to spend our spare time. Listening to music by using an MD, MP3 or Walkman, surfing the Internet or watching digital movies, all of these entertainments make our life wonderful.

In conclusion, although technology has brought about some problems, such as air pollution caused by increasing number of automobiles, and ethnic problems caused by cloning human beings, the benefits of technology far outweigh its bad influences. So it is safe to say that technology has made the world a better place to live.

Topic 81 Has technology made the world a better place to live?

A great many achievements have been accomplished in recent decades in almost every area of technology, such as in computer science, manufacture, and medicine. But there have always existed two opposite attitudes towards technological development. Some people agree that these new technologies have made the world a better place to live, while others hold the opinion that technology has caused many problems to the world. As far as I am concerned, I agree with the first opinion that our world is becoming better for living with technology progress. Several persuasive reasons go as follow.

Firstly, technology developments have greatly improved people's living conditions, making our life more convenient and efficient. We have elevators taking us to the top of a skyscraper in just a few seconds; we have air conditioners to keep the indoor temperature comfortable; and we even have household robots now to help to take care of the trivial housework.

Secondly, technology developments have also made communications much easier, and thus helped to enhance relationships among people. The wide use of pagers, mobile phones, and wireless Internet has greatly facilitated the way of daily communication. They can bring people so close even though they may actually be thousands of miles apart.

Thirdly, developments in technology can provide better medical access to make people live a healthier and happier life. By taking advantages of the most recent developments in biotechnology, such as genetic engineering, I am convinced that people will have a promising prospect in treating all kinds of human diseases, including AIDS and SARS.

It is true that technological developments have also brought some serious problems. One of them is that some technological developments have done harm to the environment. For example, too much emission of waste gases, mainly carbon dioxide, has increased the global temperature significantly. However, people can reduce and finally eliminate these harmful effects by improving the technology itself or finding a more advanced and reliable technology.

I believe that with the new technologies appropriately adopted for good purposes, our world would be made an even better place to live.

Topic 81 Has technology made the world a better place to live?

Since the end of the last century, when technology started to make a full impact, debates have sprung up among people worldwide as to whether this technology has made the world a better place to live or not. In my perspective, the new developments have indeed improved our lives.

One striking example of how Man's new inventions have helped us to lead a better life is the whole set of time-saving electrical appliances and tools, ranging from washing machines to microwave ovens. No longer do we need to go down to the river to wash our clothes on rocks or to heat our food with wood and charcoal for never-ending hours. Nowadays, our daily chores are merely simple tasks, needing only very little efforts on our part. It is the machines that do all the boring and tiring work.

Consequently, we are left with much more leisure time to spend at our free will. Technology has exerted a great influence on the ways people relax themselves today. It has transformed our previously boring leisure time into long hours of excitement, enjoyment and fun. For instance, nobody can deny that video, computer and PlayStation games have added spice to our lives, especially those of children. The home cinema, recently available on the market, has made many happy families around the world.

Technology has not done good deeds only in those areas. It has gone even further by improving considerably communication among countries. Owing to new technology such as the Internet, fax and mobile phones, barriers among nations have started to disappearing, thus turning the world into a 'global village'. In our modern era, it is even possible to be living in a poor country while studying with the top professors in England via the Web by enrolling in an online degree.

We have therefore seen how technology has made the world a better place to live in some ways. However, just as the English proverb goes, "Every coin has two sides", technology has also had a few negative effects on our society. Thus, the same timesaving devices that save us so much trouble have quickened so much the pace of life. Nowadays everyone is stressed and is always preoccupied. Moreover, overexposure to video games and the television has been proved to be harmful to people's health, creating eye and back problems. In addition, new technology like the Internet has allowed the brewing of new types of crime and criminals such as hackers and viruses.

In today's world, technology is having a deep influence on the way people do things. But the issue of whether this technology has made the world a better place to live in will continue to be a controversial topic.

Topic 81 Has technology made the world a better place to live?

Being modern human beings, people nowadays have enjoyed so much from the highly developed technology. The improvements of technology have changed people's life styles significantly. Admittedly, sometimes, technology worsens the condition. However, compared to its advantages, the bad impacts are so tiny.

In the modern world, we lead a much better life than our ancestors. We no longer need to be on guard all day to prevent us from being attacked by wild animals; we no longer live in rock caves which are dangerous and not comfortable; we can no longer put all of our hope to the God to pray a mild weather which will bring us a harvest. We can utilize technology to increase the quality and quantity of plants. Moreover, modern technology of medical treatment helps us cure the number of terrible diseases that will deprive the life of human.

Besides, technology provides us many unimaginable tools that benefit our life. We can travel from one place to another by plane only in few hours, while it would take our ancestors several months or even years in the ancient time. We use computer and robot to help us with hard and routine works. Computers also improve the efficiency of our work.

However, technology not only brings us gold but also rubbish. Pollution is one of the most terrible problems. The excess use of technology brings disasters to people and the world. The rivers and oceans are not as clear as before; the wild animals are disappearing. In order to save the world and also ourselves, people should limit their demand from nature and use technology in a sustainable way.

All in all, technology itself is neutral thing. Whether it will benefit people or do harm to people depends on the people who use it. Fortunately, most of the time we have utilized technology in the right way, therefore, the technology benefit our life much more than its harm.

Topic 81 Has technology made the world a better place to live?

Standing at the turn of the new century, we observe the twentieth century as a great advance in technology. With those advances, human lives have changed dramatically. In some ways, life is worse, but mostly, it is better. So personally speaking, I am, and probably will always be, one of those who agree with the idea that technology has made the world a better place to live.

First of all, technology has brought with it a more comfortable life. Not only do we use air-conditioners and heating systems during summer and winter, but also do we experience many changes in food preparation methods to prepare delicious food. Due to the development of architectural technology, our living conditions are greatly improved.

Besides, traveling and communication are much more convenient nowadays. We can travel around by airplanes and railway networks. We can talk to each other through telephones. Twenty years ago, it was a dream that we could obtain information as well as shopping via the Internet.

The last but not the least, through the process of technology improvement, people begin to realize the fact that only reconciling with the nature can we maintain a sustainable development. That is why we today pay so much attention to environmental protection. Many factories have achieved economic growth without polluting the environment by utilizing certain new technology.

Instances of the same sort can be multiplied indefinitely. When taking into account all these merits we may safely arrive at the conclusion that advantages of technology outweigh any disadvantages it may bring to our lives. Though I must admit that people sometimes invent some things that threaten the lives of themselves, no one can ignore the additional conveniences and satisfaction offered by technology, and just with such experiences the human being forge ahead swiftly to the future.

Topic 81 Has technology made the world a better place to live?

Many people take the view that technology has made the world a better place to live. As far as I am concerned, I share the common view with them. Because I could pick up examples here and there around us and I would here explore a few of the most important ones.

The main reason is that if we look around, we may find that technology makes for us a better place to live. Take our house for example, without architectural technology, we could only live in the open wild. Thanks for those architects and engineers, we can live in a warm comfort house that protects us not only from the rain and wind, but also from the coldness of the winter, and the hotness of the summer.

Another reason is that we could communicate with our relatives or friends without the need of meeting them face-to-face. Information technology helps us a lot in communication. For instance, telephones and cellular phones help us talk with others no matter where they are; computer networks connecting the whole world offer us another alternative of communication. By email, our messages can reach the destination in just a few seconds.

Furthermore, transportation technology realizes the dream of people who want to travel around the world or to the space. We all can imagine that without car, bus or bicycles, how could most of us manage to get to work everyday?

In a word, technology has changed the world in a better way for us to live in terms of housing, communication, transportation and many other aspects. Taking into account of all factors mentioned above, we might reach the conclusion that technology has made the world a better place to live.

Topic 82 **Can advertising tell about a country?**

Nowadays some may hold the opinion that advertising can tell you a lot about a country. As far as I am concerned, I agree with this statement. My arguments for this point are listed as follows.

One of the primary causes is that advertising is always a reflection of a country's culture and customs. Advertising varies from country to country, depending on the country's particular conventions. For example, a Japanese advertisement may feature a Japanese lady with a traditional kimono, while an American advertisement may feature a western cowboy with a hat and riding a horse. Through advertisements, we can have a general understanding of what people from other countries look like, what they wear during their daily life, what they eat, what kind of transportation they use, and what they do during their spare time. We can always learn different cultures of different countries through these culture specific advertisements.

A further more subtle point we must consider is that we can understand a country by its products. When we see a Toyota or a SONY advertisement on TV, we realize that Japanese people see quality as a vital aspect of their products, and we know that how these people are always trying their best in high technology development, and ensure the best quality in their products. When we have gained a deeper understanding of a product, we can also gain a deeper understanding of that country and people.

What is more, when we become curious about the culture and customs of a country through advertisement, we are willing to spend more time on reading about the country, explore more deeply about it, and even someday travel to a country we like to visit. All these might have started with a small advertisement on TV! Is that amazing?

In short, advertising can really tell you a lot about a country's culture and customs.



Imagine learning a
new language.
Now imagine it
being easy.

Award-winning program selected by the U.S. State Department, the Peace Corps and NASA

Over 8000 real-life color pictures and phrases spoken by native speakers

Curriculum with 12 activities in each of 210 lessons

Develops all key language skills: Listening Comprehension, Reading, Speaking and Writing

Previews, tests and automated tutorials that "learn" where you need extra help

ffi ffi

5 m

^ * KosettaStone^

^ FNCJUM"! ^

RosettaStone
Language Learning Software SJCC-ESS

Click here for quick & easy
foreign language skills
First 2 Online lessons FREE!!

[Find out more information from Amazon.com](#)

Topic 82 **Can advertising tell about a country?**

Advertising plays an important role in modern society. Advertisements covering every aspect of social life can tell a lot about a country by the marriage of substantial information and colorful expressive forms. Although many disagree with the title statement, I believe that we can learn a lot about a country's economy, culture and beauty spots simply by advertising.

Advertising offers a great amount of economic information about a country. Take commercial advertisements for example, they unveil many direct and useful economic messages: major commodities, service level, living conditions, and so on. Undoubtedly, politicians, businessmen and citizens will all take advantage of these helpful advertisements.

Advertising also reveals greatly distinctive traditional culture about a country. It can easily be attained by observing advertisements associated to art, literature, custom, and social ritual, which have been deeply rooted in a country's unique history. For example, advertisements for some articles used in a Chinese wedding reflect their way of thinking, an appreciation of harmony, and a peculiar taste for wedding clothes. Advertisements of those kinds can thus show plenty of cultural heritages boasted in a country.

Furthermore, advertising helps people learn more about a country's beautiful scenery. Advertisements about travel serve this purpose perfectly. Information and knowledge about various resorts might be obtained by happening to see a photo advertisement posted on a wall by some travel agency. Advertisements on television, on the contrary, frequently provide us many opportunities to watch all kinds of unusual beautiful places we may never have thought of before.

All the above evidence supports the undeniable fact that advertising can tell a lot about a country. I must admit, however, some advertisements become more or less homogenous around the world due to the tendency of globalization. Some even fail to signify any special characteristics that are essential for a country when they need to do so. But all in all, no one can ignore the abundant and useful information about a country afforded by advertising.

Greetings from EssayEdge.com!

Struggling with your admissions essay? We can help.

Put Harvard-Educated Editors to Work for You!

At EssayEdge, we know what admissions officers look for and will help you write an essay that stands out from the stack. Our Harvard-educated editors can rework even the roughest essay into an eloquent expression of your unique talents and insights - all while maintaining your unique voice! Each year, *tens of thousands* of grateful customers thank us for helping them win admission to their first choice school. Click here to view [samples of our work](#), [customer success statistics](#), [100 customer testimonials](#), and [descriptions of our invaluable editing services](#).

At [EssayEdge.com](#), you will find everything you need to write a successful admissions essay, from the Net's most comprehensive **FREE admissions essay help course** to the best [admissions essay editing](#) available anywhere.

But don't just take our word for it ?

^f "The world's premier application essay editing service." - **The New York Times Learning Network**

1f "One of the best essay services on the Internet." - **The Washington Post**

^ **Read 100 EssayEdge Customer Success Stories!**

^ **Free Admissions Essay Help Course!**

+ **100 Free Sample Application Essays!**

1f **Samples of Our Work!**



Visit EssayEdge.com today and SAVE \$10 on Our Full Line of Admissions Essay Prep

Our Editing Makes the Difference!

<http://www.essayedge.com>

1-888-GET-AN-EDGE

ALSO AVAILABLE

Personal Statements and Letters of Recommendation
by Example

For ESL Students
Seeking Admissions to US
Graduate/Business/Law School

**Personal
Statements
and Letters of
Recommendation**
by Example

Printed Book
by ToeflEssays.com

Description: With more than 100 example personal statement essays and recommendation letters, each comprising of editor's detailed comment and final edited, ready to submit essay, this book will help you truly master the tips of admission essay writing, and improve your English writing proficiency. With edited essays and editor's comments positioned side by side, you will learn strategies and principles of writing an appropriate admission essay in a number of different and interesting contexts, such as what are the most effective beginnings, how to improve your tone, clarity and style, and how to tailor your essays for different schools.

By working actively with the examples and comments in this book, you are sure to write a successful set of admission essays, and get admissions to prestigious US graduate schools.

[More info](#)

[Click here to order now !](#)

something
amazing.



FLATWARE



FASHION



MEMORABILIA



ebay®

Topic 83 Is modern technology creating a single world culture?

I strongly agree with the statement that modern technology is creating a single world culture. Modern technology like computers and the Internet is bringing people together, and making the world smaller.

First of all, with the development of modern technologies such as computers, English is becoming the most important language in the world, and the importance of other languages is getting weaker and weaker. Admit or not, the most common language used today on the Internet is English, and this makes English become the one and only most important language in the world. On the other hand, computers can cross the barriers of human language. No matter where people are, and no matter which language people speak, they always use computers the same way, and basically they are using the same kind of software packages, like the Windows Operating Systems and word processing software packages. The computer language is also a universal language. Programmers from different part of the world can work in the Silicon Valley together. Although they might have difficulties in communicating in English, they have no problem at all writing programs with Java, or C++.

Besides, the development of the Internet is unifying people's life style. Internet is being used in almost every corner of the world. People are doing almost everything with the Internet, like getting all sorts of information, shopping online, paying for their bills and checking their balances in the online bank. Over 90 per cent of people in the world use the same kind of Internet browser - the Internet Explorer, and the interfaces of almost every Internet page looks like the same, although they use different language and design. People from all over the world are doing the same thing each day on the Internet, and their living habit is becoming closer and closer with each passing day.

In addition, modern technology has facilitated the communications among people from all over the world, and therefore has resulted a single world culture. For instance, people can chat with a friend or a stranger who lives abroad over the phone, or the Internet, and they can also see and listen to him/her through a camera and a microphone attached to the computer. The ease of communication helps one culture learns from other culture, and brings the world together. Before people can see each other through TV, they used to wear their local costumes; nowadays T-shirt and blue jeans have become a universal custom for people. This is a concrete example that modern development is creating a single world culture.

Based on the points discussed above, we can see why I agree with that modern technology is creating a single world culture.

Topic 83 Is modern technology creating a single world culture?

When we look back to the history of human being in recent 200 years, we will be surprising what a huge change modern technology has brought us. Trains and planes connect people everywhere. Radios and televisions enable us to keep with every news happened around the world. More and more chances of communication influence different cultures deeply.

To discuss the impact that modern technology has given on different cultures, most people would agree that nowhere in history has the issue been more visible than people in different countries are getting more and more alike. Most of the time, you cannot tell which country a person is from only by his/her clothes. Young people all over the world can enjoy McDonald's and other western food the same way as Americans enjoy. A pop music singer can have her fans in every corner of our planet. People around the world share news from newspapers and TV and express concerns on the same topic.

"The world is getting smaller!." How often we hear such words! But that is only part of the truth. Not everything in a country's culture can be changed. Something developed from thousands of years ago and has already been a part of a nation's spirit cannot be wiped off easily. For example, the family concept of our country has never changed. We still prefer a big family that all generations live together. That is the definition of happiness in our value system. We still appreciate the thinking of Confucius and take it as guideline of our daily life. At the same time, many countries make great efforts to preserve their culture heritages. People around the world take more and more pride in their own cultures, and try to cherish them.

Certainly, modern technology make possible for cultures to communicate with each other. But I don't think it is creating a single world culture. Communication brought by modern technology can be an instrument for improving and learning, but not a tool for erasing individualities. And it is the cultural diversity that makes our world more beautiful and interesting.

Topic 84 Has the Internet provided a lot of valuable information?

The Internet...is it a boon or a curse? This is a very debatable topic. We would need to look at the pros and cons of it and then draw conclusions. Even then it would not be possible to totally answer yes or no to the question. It would depend upon individual personalities as well as the situation that we are in. In my opinion, the Internet is definitely a valuable source of information, but as with all forms of technology one must know how to make the best use of it.

Let's step back a few years from now. We were totally dependent on books, the experience of other people or data stored in other forms for getting information of any sort. The problems with those kind of information sources is that it is time consuming, inconvenient and often times even misleading. The concept of weeding out data from old reports and books was a time consuming and painful process and would itself deter people from trying to get new information.

But today with a touch of a button we can get any information available, sitting in the comfort of our homes. We are more knowledgeable and aware of things happening around us. Technology has given us the greatest power at our fingertips...the power of knowledge!

Lets take an example. Suppose someone wants to start off a business venture. He can get all information regarding other companies in the same line of business, he can do a cost benefit analysis, gather corroborating data, make new contacts, and so on, thanks to the internet. He is now well informed. If he has to discuss this with other potential partners he is armed with a wealth of information.

On the other hand the Internet does supply an overload of information. Hence if you give a topic in a search engine such as Google, you will get a number of sites that would cater to the information required. Now if one were unable to decide what information to cull out and what to leave, it would be a painful experience rather than an enjoyment.

So in conclusion, it really depends on how you use a particular technology - used in moderation and in an intelligent manner it could be the greatest tool. Otherwise an enemy that steals time and waylays and deters a person from achieving his ultimate goal.

Topic 84 **The Internet**

Nowadays, no one can deny the importance of the Internet. Sitting in front of a computer, clicking a mouse three times, you can get access to the information highway, which provides you numerous valuable sources of information. Thanks to the Internet, people can quickly sell, advertise and share knowledge, idea, and personal feelings.

Because we are easy to access to so much information, it can create some problems to us. Children are easily suffering from inappropriate information on the Internet, since it is very hard to control information from the Internet. More and more porn pages are quickly emerging and continuously sending emails to children's account. With their curiosity, children click on these links that lead to these pages, and see things that they should not have seen. They do not realize that they are unconsciously affected because their parents cannot examine all the content they view.

Consequently, children are now becoming the number one victims of sex abuse and criminals in America where it is very easy to access bad websites such as porn sites and sex forums. It is the Internet that probably causes problems to children if parents do not pay much attention to them.

Although the Internet offers us large amount of information, its reliability is dubious because many untrue news stories can be posted to it and cause confusions to many people. It is very difficult for us to find out what websites are reliable and what are not. My teacher, for example, is advocating her students to use books to study, research, or write a report instead of using the information on the Internet.

In conclusion, the Internet causes trouble to people, especially young people and children. Although people can get access to up-to-date knowledge and information, problems caused by using information from the Internet are inevitable. Therefore, while the Internet can provide a lot of useful information, its hard cannot be underestimated.

Topic 85 A one-day-visit to your country

If you attend a conference in China, and would like to take a one-day-visit on site seeing and shopping, there are three factors you might consider: this place must have special tourist features which can represent China, and this place must be close to the place where the meeting is held, therefore you do not have to spend too much time on traveling.

If you are in northern part of China, the best place that you should visit is the city of Beijing, although spending one day in Beijing is too short of a period to fully explore the splendors of the city. Nevertheless, for those of you without the luxury of time, make sure you don't miss a few key points of interest—the Summer Palace, the Forbidden Palace, the Forbidden City, and the Great Wall of China.

The Summer Palace is a royal retreat located on the bank of a large lake. Visitors can walk along a waterfront promenade that leads to a concrete ship docked at the far end of the walk. At the concrete ship, you can take a ferry back to the entrance of the palace. Something you may want to do while at the Summer Palace is going into the gift shop, get dressed in traditional Chinese clothing, and pose for a souvenir photograph.

The Forbidden Palace is absolutely breathtaking. There are a series of gates that lead to the main palace grounds. Pay particular attention to the stairwells in the palace courtyards. There are slabs carved with intricate dragon designs, which the emperor was suspended over in a caravan whenever he left the palace grounds. It would be a good idea to get a local guide to lead you around the palace and explain the significance of various buildings.

Finally, don't miss the Great Wall. It's located outside of the city and it takes up most of the day, but it's well worth it. When you ascend the Great Wall, there are two paths—one veering to the left and the one veering to the right. The path on the right is less steep and an easier climb. However, if you take the path to the left, you can see the remains of the original wall, and there is a cable car you can take down to the parking area.

Shopping in Beijing is becoming more convenient by the day. The Silk Market at Xiushui Street is favorites among tourists, experts and locals alike. There you can bargain with the shop owners and buy good quality clothes with a very low price, you can even see plenty of pirated software- ironically, within sight of the US Embassy.

So, there you have it. I encourage anyone to spend at least a few days in Beijing, because there is so much to see.

Topic 86 **A time and a place in the past**

One of the most exciting events of the last century was the end of World War II. By defeating the German army, U. S and British forces stopped the tyrant Hitler in his way to conquer the rest of the world. All over Europe, the day that ended the war resembled a new era. Thus, it would be fascinating to witness how things changed dramatically from war and death to peace and bloom.

The end of the biggest war mankind has ever known also ended the Holocaust. Hitler and his administration decided that they should kill all the Jews in Europe. Thus, under the mask of "working camps" they planned to build special prisons, where they can deliver the Jews in order to murder them in various ways. This evil plan caused the biggest massive murder in the history of mankind. The day the war ended, reflects also the end of this evil murder, which followed by the recreation of the Jewish nation.

After the end of the war, nations started to rebuild themselves; big countries in Europe like Germany, France and England signed peace agreements that influenced the future of the whole region. Without borders between countries and with free marketing system, Europe gradually forgot the sorrow of the deathly war. At that time, Europe countries were famous due to the amazing achievements in sport, art, and fashion. For example, Picasso, one of the world greatest artists, inspired by this era and reflected his feelings in his works. Gradually, the situation of the economy changed, and Europe became one of the best places to live and to invest in.

"History repeats itself is a famous and practical sentence; being a witness to this kind of amazing change is experience that takes place once in a life time, thus this specific segment of history is extremely interesting and important, and if I would have the opportunity to choose time and place in the past - this is what I would choose.

Topic 86 **A time and a place in the past**

The topic makes me recollect my childhood, the happiest time that I had in my hometown. It is a remote village on the Qinghai-Tibet Plateau full of imagination and intrigue. My childhood there was cheerful and unforgettable.

It used to be a very small village, surrounded with high mountains; the melted snow water from the top of the mountains formed many clear brooks and went through the village. The crystal water moistened the grass and crops in the village and also provided the village people with all sorts of fish and shrimps. The appearance of the mountainsides varied as the seasons change - yellow in spring, green in summer, red in autumn and white in winter. The top of the mountains was always covered with snow, shining under the sun. When you were in the village, you would feel you were touching the sky and you will feel a sense of holiness around your body.

My childhood friends and I enjoyed our life in the village so much. We liked to swim in the water freely and catch the fish on fine days. We grazed the animals in the grassland after school. The sheeps on the grassland are like stars on a vast velvet green carpet. We played games in the pasture, we sang folk songs on the hill, and we climbed trees in the forests. We were always so happy that we often forgot to go home or go to school. I boast it was the most beautiful place in the world, although full of impoverishment. The villagers were so poor and they barely have enough food at that time, but they were so optimistic. They kept working hard with little return without any hesitation or complain. It was since childhood that I learned how to face hardships and failures in my life.

My childhood days were innocent and worry free. I left my hometown for a better educational opportunity when I grew up, but I always miss that wonderful homeland. I take every opportunity to visit it. The pictures of the place and the life there will always live in my mind.

Topic 86 **A time and a place in the past**

If I were afforded the opportunity to go back to a specific time and place in the past, I would venture back to ancient Greece. During the 5th century B. C, the Greeks were in the process of developing and reforming a wide range of cultural, social, and scientific pursuits that still have a significant impact on the world today.

In the arts, Greece excelled in many fields, particularly dramatic literature. The works of Sophocles, Euripides and Aristophanes have had a tremendous influence not only on western literature, but also western thought in general. The works of these playwrights are still performed on stages around the world today, and many of them have been adapted to movies. Still, it would be a rare and exciting opportunity to see these plays performed for the first time.

The ancient Greeks also excelled in the social sciences. Perhaps their greatest contribution in this area came in the form of democracy. The Greek words "Demo" and "Crazy" mean "People" and "Rule" respectively. Today, many of the world's great nations have adopted, and to a certain extent, modified the ancient Greek system. Yet, it originated from ancient Greece.

Academic subjects such as Philosophy, Astronomy, Physics and Biology also received a great deal of attention in the ancient Greek world. The philosophical writings of Herbalists, Plato, and Aristotle have had a profound influence on western scholarship for well over two thousand years. The Mathematical theories of Pythagoras and Euclid, combined with theories from other great ancient civilizations, provided a foundation upon which later mathematicians such as Newton and Einstein based their work.

The world of the Ancient Greeks would most certainly be an exciting and stimulating place to go back to. Politics, Drama, Physics, and a number of other subjects were still in their infancy, and all were being fiercely debated and examined. It would undoubtedly be an enriching experience to observe and take part in such a fascinating civilization.

Topic 86 **A time and a place in the past**

Till now, there is only one thing that makes me feel repentant of. My girlfriend died in Japan, and at that time I was doing my TOEFL test. If I could go back to some time and place in the past, I choose to go back to January 19th 2002...

My girlfriend's name was Christina. Her father is a Japanese, and her mother is a Chinese. She looks as beautiful as an angel. During last winter vacation, I started to prepare for the TOEFL test. Of course, I did not spend enough time with her as usual. I only saw her once every two weeks. The night before the TOEFL test, she came to my house. I enjoyed her cooking, and everything looked fine as usual. The next morning, she cooked the breakfast for me.

Before I left, she kissed me and said "Jackey, good luck. I love you!" I replied: "Thanks, honey! I love you, too." The test went fine. After the test, my cell phone rang as I turned it on. It is one of my best friends, Moon. He said "Jackey, Christina went back to Japan. She is very ill. Now she is in the hospital and she is in the dangerous period. You have to come to Japan right now. We will see you in Japan!"

Christina is ill! How come I did not know this! When I finally obtained the visa and arrived at the hospital in Japan, Christina said, "I think your business is more important than me. I do not think you need me any more! Goodbye, forever." She went forever. If I could go back, I will stay with her and spend much more time with her. I could even drop my test for her.

In fact, it is impossible to go back! Christina has died. There is no another Christina for me, but the TOEFL test will still be held four times per year!

Topic 86 **A time and a place in the past**

If I could go back to some time and place in the past, I would choose my childhood and my hometown. There it was full of my child's happy days. Especially nowadays, I live in a metro city full of chaos, traffic and pollution.

I would never forget the clear stream in my hometown. My friends and I used to swim and fish in the water, and play on the grass nearby. Currently I am still looking for such a nice place for my child, but I cannot find it anymore.

I have lost contact with my close friends in my childhood for nearly twenty years. Their appearances are still kept in my memory. Their honesty, naive and helpful characters taught me what is real friendship. Perhaps they were all married and even have children, perhaps they have achieved their childhood dreams one way or the other, and perhaps they are struggling for living just like me. I wish we could get together sometime like our childhood years, free from worries about the future.

I still remember my hometown in New Year times. Every child was dressed well, and got more freedom from their parents than other days in the year. Everyone in my hometown was happily talking about their harvests and their plans in the next year. Needless to say, us children can enjoy lots of delicious foods in such days.

During my childhood days, I lived happily and healthily in a beautiful environment, and I had very close friends. I wish I could go back to enjoy my cherished memories again.

Topic 86 **Visiting modern times**

As a student in art history, my interest had always been on modern art. If I could travel back in time and space, I would pick Paris at the verge of twentieth century, the place and time of modern art development, without hesitation.

I believe that living during the period of the avant-garde art in Paris would be something quite exciting. I could go to experience the Eiffel Tower's opening, or visit the first Cubist exhibition. I would also be enthusiastic to attend Bergson or Poincare's lectures at College de France, or read articles in the newspapers of the time. I have always curious how people felt when they saw for the first time an automobile or an airplane.

Moreover, I think it would be exciting to see how long distance communication became a reality, and how people perceived the introduction of the Greenwich Universal Time. This was an age in which incredible changes took place in the way people saw the world, in the way they perceived and understood time and space. It was the time when Einstein published his first studies about relativity. It was, as far as I am concerned, a time that it is worth taking a look at. I believe that Paris at the end of the 19th century and the beginning of the 20th would be something fascinating.

If I were to return from the past back to our own times, I would be much more confident in my researches about that time, and my contribution to the study of art history would be a quite substantial one. Till now I can only read books and articles about it, and just imagine the wonderful time Paris had been just before the war!

Topic 87 What is an important discovery in the last 100 years?

I think the most important discovery that has been the most beneficial for people in my country is the invention of the Internet. So far as I can tell, the Internet has been beneficial to people around the globe. My view is a commonsense one, based on the fact that the Web is a vast storehouse of information and opinions, which can be of science, literature, politics, sports or even, sex. Anyone with access to a computer and a dialup connection can unlock the door and trawl through its offerings.

The Internet can be used as a broad base of knowledge that contributes to the educational system. Students and teachers benefit from the use of the Internet, as well as administrators and others outside of formal education. Students benefit because the Internet provides a resource to supplemental information for any subject. Educators benefit because the Internet provides a vast knowledge base to prepare for teaching topics. People are not only learning from the Internet, they are contributing and sharing knowledge through networked communities. The Internet is the advancement of education for all its users.

The Internet is changing the way we do business. The Internet can deliver better customer services to people. Using Internet broadcasting, we are able to target the right audience, prepare and present a technical presentation on a popular topic, interact with new customers, and collect hundreds of highly qualified leads. As Internet companies continue to find innovative ways to leverage the capabilities of the Internet for businesses, the more we will learn how to provide optimal solutions for customers. Which in turn, will greatly benefit people.

The Internet today is a way to transfer and share information. On the whole, it is a benefit to individuals of all kinds. We do have problems surrounding the Internet that need to be solved, but as with all new technologies there are debates and opinions. Since the Internet technology is spreading, it will soon become as popular as all other forms of communication. If you have not tried it, do so.

Topic 87 What is an important discovery in the last 100 years?

There are many important discoveries in the last century. Some of them had fundamental influences on the development of my country - China. However, I believe that one of the most important discoveries is the Cross-feeding method of rice discovered by a pioneering crop scientist Mr. Weiming Yuan in the early 1980's.

China has a long history of agriculture. Chinese people have been relying on agriculture for more than 2,000 years. Moreover, China is still basically an agricultural country now and will continue to be it in the next 20 to 30 years, even though its industry is undergoing revolutionary development. One of the most important agriculture products - rice, is essential to the people of China. Since Yuan's discovery has dramatically increased the production of rice in China, we can say that Yuan's discovery is beneficial for the people of China.

More importantly, rice is the major food of people in Southern China, where half of Chinese population lives there. People in the South eat rice everyday. So the consumption of rice is tremendous. As Yuan's cross-feeding rice seeds and raising methods provided 1.5 to 2 times more production of rice, people could effectively relieve the food supply crisis - a crisis that have caused millions of people to die in the 1960's.

When Chinese population exploded in the 1970's and 1980's, the effect of this discovery became much more significant. Yuan's discovery also corresponds to China's current government policy that China takes agriculture as its first industry. This is because China has over 80% of farmers, and it's not realistic for it to become an industrialized country in a short period of time. Thus rice growing is still a crucial part of China's economic.

Overall, since most farmers in China are utilizing Yuan's discovery to increase rice production, and agriculture plays the most important role in China, I can firmly say that Yuan's discovery has been most beneficial to people in my country in the last 100 years.

Topic 88 Has telephone made communication less personal?

Since the beginning of humankind people need to communicate with each other. After the development of languages and thanks to the incredible ability of mankind to advance, nowadays we enjoy the use of many different types of communication. Letters, the Internet, or telephone allows us to communicate freely with the rest of the world.

In spite of above mentioned, I agree with the statement that new types of communications have made contacts between people less personal.

Unfortunately, the technology age we live in forces us to adopt the contemporary way of communication, which is almost impersonal. While hurrying to work more and more, chasing our aims, or focusing only on money making, practically we have forgotten that one of our primary social needs is to communicate face-to-face. To save time we often prefer to send an email or to make a phone call than to have a simple face-to-face talk with our friends or parents, for example.

Furthermore, those types of impersonal communications will sooner or later place us into isolation. Nowadays, we are often afraid to make new acquaintances; we have troubles to express ourselves when we communicate face-to-face; or we experience difficulties to hold an informal conversation. What is more, we find much easier to communicate with other people by email and phone.

Not only do we forget about our simple role as social members but we also do not enjoy it as we did before. Modern technology has made connections between people so impersonal that we are at the threshold of a new single world culture. This fact gives the answer to the question why so many people of our generation are victims of the illness called loneliness.

Although telephones and the Internet have made contacts between people much more easier, our virtual friends will remain virtual and a simple call will not substitute the hours we can spend with our families. Therefore, I truly believe that nothing can replace personal, face-to-face communication between people.

Topic 89 What person in history you would like to meet?

If I were granted an opportunity to travel back in time, the first person I would like to visit is Buddha. I hope to learn from such a wise and benevolent figure on my own. And I want to ask him for advice on the predicament we human beings are in.

Buddha is a symbol of humanity, a symbol of wisdom, leniency, tolerance and virtue. Millions of people over the world respect him. Sometimes it occurs to me rather difficult to understand that why a person of two thousands years ago can affect human spirit so much. If I had the opportunity, I really want to stand beside him, touch him, and perceive his strength.

When I visit him, I would ask him about the idea of tolerance non-violence. What I want to ask him is that how people, in an era full of violence, can restore the trust among each other and learn to negotiate peacefully. I would ask him if we still have any possibility to stop the war in Iraq, to calm the violence in Palestine, to return peace back to Afghan, to cure the terrible nightmare of Sept. 11 catastrophe in New York.

When I visit him, I would also ask him about diversity and co-existence. What would he think of Jesus Christ, Allah, Confucius, whether we have only one path to final happy or we would have different choices? Will Muslims, Christians, Buddhists, Communists, Green Peace Warriors and any other groups of people co-exist in this tiny global village? I would ask him about Hitler, Stalin, and Ben Laden, whether he thinks human beings should tolerate them or not? I would also ask him if he could give any advice for ordinary people like me, how to access happy, and how to access peace.

Buddha is Buddha, and he would not disappoint me. I am sure!

Topic 89 What person in history you would like to meet?

There are many famous people in the history of human beings. And I want to meet almost all of them if possible. But if only one choice is available for me, I will choose the great thinker Confucius without hesitation. The reason for my decision goes as follow.

In the first place, from my point of view, Confucius had a great influence on the culture and history from ancient time to present society in China and almost no one could be comparable with him in this respect. At the earliest of human society, Confucius firstly advocated education and civilization and taught Chinese people how to build a civilianized relationship among people. There is no doubt that this idea benefited the development of the Chinese society. It is the result of education that makes Chinese people create abundant culture from one generation to the next. Therefore, Confucius had a significant influence on Chinese history.

In the second place, Confucius encouraged people to respect their parents, treat their friends honestly and have a loyal heart to their emperors. At that time, only when people accepted these ideas could they really understand their own responsibilities for family and the society. Without these Confucius thinking, people may not know what is supposed to be the correct behaviors when they live with family or survive in the society. It is Confucius's idea that gave them a clear guidance. Until now, these ideas still have great effects to the behavior of present people.

Last but not least, Confucius has broad knowledge in many areas, such as literature, astronomy and geography etc. It is this knowledge that helped him complete many famous works. Experts from all over the world have paid great attention on the research of these famous books because many useful ideas in the books are still beneficial to our society. For example, Confucius advocated that humans should live in harmony with nature. In the present society, people destroy forests in some areas, so living environment of human being has been damaged seriously. If we had observed Confucius ideas, this would not have happened.

In conclusion, Confucius is a great and famous thinker in the history of China. He provided us with the basic idea of education and civilization in human society, created the guidance of behavior for families and the society, and left us with abundant spiritual works. Therefore, he is the one who I want to meet most. I really hope that someday time could go back, so that I would meet him in the actual world.

Topic 89 **What person in history you would like to meet?**

If I could travel back in time to meet a famous person from history, I would like to meet Christopher Columbus. Without a doubt he was one of the greatest people who have ever lived. I choose him not only because he found America in 1492, but also because he had all the qualities that can define a successful person to me: brave, adventure spirit, attic faith, determination and perseverance.

First of all, I am strongly impressed with his daring and adventurous spirit. What he wanted to do, in the eyes of the public at that time, was a risk. Risking his life, in addition to a number of ships and other people's lives. But he had great courage and had success.

Secondly, his attic faith in the scientific theory that the earth was round had also led him to success. Despite the fact that most people still adhered to the belief that the earth was flat and that ships would fall off the edge, if they sailed too far in any direction. Columbus trusted the scientific theory, which was accepted only by few intellectual elites. It was his voyage that proved it.

Another great attribute from Columbus is his strong will and perseverance. If I could meet him, I would ask him how, after having his idea—voyage to India by a daring new route, namely, westward—rejected by the English, French and Portuguese courts, he still found the courage to ask yet another monarch to support him. I would like to hear what Columbus said to the King and Queen of Spain to convince them that this plan would be profitable for them, when they knew that he had been turned down by three other monarchs and any amount of money, supplies, or men with which they provided him could potentially be a total loss. Columbus was so determined that he finally convinced them.

If I could have a chance, meeting Columbus would be my first choice. In my eyes I see Columbus as a man "...more stupendous than those which Heaven has permitted..." no matter what anyone says.

Topic 90 What famous entertainer or athlete you would like to meet?

If I have the opportunity to meet a famous entertainer or athlete, I would like to meet Michael Jordan.

Jordan was neither tall nor strong in his childhood, but he never gave up playing basketball. He has huge success today as a legendary guy in the basketball history, and is a god for all the basketball fans all around the world. I think the reason of his success is because his diligence, courage and his strong inner desire to win. All these are what I admire most of him.

Jordan won six championships of NBA. That was the heydays of Jordan. Six rings! That is every NBA player's dream. Someone spent many years in order to get a ring but failed, like Carl Malone, and King Baylor. Jordan got six! His last ring was won by his exciting shoot, which was once considered the last and perfect moment in his life and a best end for his history of playing basketball.

Jordan's name was linked with "perfect" when people mentioned Jordan. A great deal of courage is needed for one to break off the word "perfect" which he used years to establish, but Jordan did it. He came back again, not as a god, but as a common basketball player. He was no longer young and could not act as what he did when his young. There are even some fans that opposed him to come back; they did not want to see their god beaten by the youth. In the opposite, Jordan did quite well, though not as good as before, but better than what we all imagined. He, a nearly forty-year-old man with two injured knees, led Wizards get much better marks than it did last year. He could still sometimes score more than forty points. What support him is the steadfast belief he had and the strong love of basketball. This gave him the unbelievable strength.

If I saw him, I wanted to ask him how he managed to gain the desire and where does this love come from, maybe Jordan would just give me a smile and say, "I love this game!"

Topic 90 What famous entertainer or athlete you would like to meet?

Everyone dreams to be handsome, rich and happy. Famous actors and actresses, pop stars or athletes are so popular because they realized the dreams many ordinary people have. If I could meet a famous entertainer or athlete, this person will be Julia Roberts.

Julia Roberts is a very talented actress. She can play many characters and each one is new and different. She seems to become the person she is portraying and gives a 100% to the performance. *Pretty Women* is my favorite because it was the first Julia movie that I saw and it was her big break. I still watch the movie to this day and enjoy it. *Steel Magnolias* is 2nd. Julia was in the company of a very talented cast and held her own. It's a classic, something you always enjoy watching.

I loved *Notting Hill* because the movie was full of many emotions. It made you feel happy after seeing it. I enjoy all of her movies. I see them even if the critics dish the movie. If she is in a movie I know her performance will be worth seeing. Her Oscar was very worthy of her as she was of it. Her Oscar was a long time coming. I am sure we can all look forward to many more great films to come and her always Oscar winning performance. Julia Roberts is not only beautiful, but she executes the characters she plays so well, that she can almost bring us to tears almost.

If I had a chance to meet Julia, I would also thank her for always thinking of the poor and the needed. After the disaster in New York and Pennsylvania, her face looked the sincerest of all of the stars. Also, I heard on the news that Julia gave \$2 million as a tribute. Recently, you pleaded at US congress for money on a children's disease. Thank Julia for helping with such a kind heart especially during a time when so many have lost so much! I know that they appreciate your support and thoughtfulness, Julia.

Such is Julia Roberts, a pretty woman and America's sweet heart, and she is the star that I definitely want to meet the most.

Topic 90 What famous entertainer or athlete you would like to meet?

Many people dream to meet a famous entertainer or athlete. If I could meet such a person I would like that it be Bulgarian entertainer Slavi Trifonov, who presents evening show, " Slavi's show" on BTV channel, because of the following.

First of all it would be interesting for me to meet the man, who had very big influence over the audience. Recent sociological researches show that more than two million people (the population of Bulgaria is around seven million people) watch his show every evening. Furthermore you could hear discussions about his show or jokes, which he told during the show, almost everywhere, in a public transportation, on a street or even at work.

The second reason for which I would like to meet Slavi Trifonov is that in my opinion he is very brave man. He does not afraid to ridicule those Bulgarian politicians, who abuse their power for personal purposes, despite of personal threats, which he received several times. For example, a few months ago, he received a threat for making a hidden camera for a member of Bulgarian Parliament who did not want to pay a penalty for parking on an inappropriate place and who also offended a policeman.

Last but not least, I would like to meet Slavi Trifonov, because he took in the past a leading role as one of the organizers of throwing down Gan Videnov's socialist government. Some days after the show "KU-KU" (in which he participated at that time and presented his political jokes and songs) was watched, the students' demonstrations against poverty, unemployment and high inflation rate began. Thanks to that the government resigned and new elections started a few months later.

To sum up, I would like to meet the famous Bulgarian entertainer Slavi Trifonov, because he has a big influence over many Bulgarians, he is very brave and he was the organizer of an important historic event in modern history of my country.

Topic 91 What question you will ask a famous person?

If I had the opportunity to sit down and meet one of my idols or heroes, I could come up with hundreds of questions to find out what they did to get where they are, but in particular I like to have asked Helen Keller, what would she have made of the technology available today to blind and deaf blind individuals?

When Helen Keller was nineteen months old, a serious illness almost took her life. She survived the disease had left her both blind and deaf. Her education contributed to her first teacher, Anne Sullivan. Anne taught Helen to finger spell, and manage to let her understand the meaning of words. Imagine how hard it is for a person both blind and deaf to relate words with real world objects, although she never had a chance to see those objects!

Another teacher Mary Swift Lamson who over the coming year was to try and teach Helen to speak. This was something that Helen desperately wanted and although she learned to understand what somebody else was saying by touching their lips and throat, her efforts to speak herself proved to be unsuccessful. However, Helen moved on to the Cambridge School for Young Ladies and later entered Radcliff College, becoming the first deaf blind person to have ever enrolled at an institution of higher learning.

After World War Two, Helen spent years traveling the world fundraising for the American Foundation for the Overseas Blind. They visited Japan, Australia, South America, Europe and Africa. Her hard work and achievements was widely recognized throughout the world, and she was acknowledged as "the Miracle Worker."

If Helen Keller were born today her life would undoubtedly have been completely different. Her life long dream was to be able to talk, something that she was never really able to master. Today the teaching methods exist that would have helped Helen to realize this dream. What would Helen have made of the technology available today to blind and deaf blind individuals? Technology of today has enabled blind and deaf blind people, like Helen, to communicate directly, and independently, with anybody in the world.

Topic 92 **Dynamic weather**

The weather is an essential factor for one's comfort. I strongly believe it is important to live in a place where the climate is just for you. As far as I am concerned, I have lived all my life in a four-season climate and I cannot imagine myself stay, at least not for a long period of time, in a place where the weather is the same all year long.

There are several reasons for which I prefer the weather to be diverse. Firstly, if not only the climate but also the geography is also diverse, life can be much more exciting than in a place where the climate and the relief are all the same. One of the advantages that I encountered is the fact that I do not have to travel to distant locations to enjoy either winter, or summer. I just have to be patient for several months and I can go skiing in the mountains, or on the contrary, swimming by the sea. Also I had the chance to spend one Christmas in Florida, and I felt so strange. Christmas seemed so unnatural and sad without the joy that snow brings. Without snow Christmas, looks fake, or at that is how it looked to me.

Also spring and autumn are so beautiful that I can hardly imagine how a year will be without them. My good mood depends on the changing of the seasons. Once the spring is all over the country, I just can wait for the summer. Diverse climate makes my life, in a way, much more dynamic. I love to observe how nature changes the trees. They have flowers in spring; they are green in summer, colorful in autumn, and white in winter. Isn't that wonderful?

The alternation of seasons is quite important for me. My life as a whole is guided by the shifts in the yearlong climate. I think life in a changing weather is much more dynamic and exciting. I would not choose, for nothing in the world, to live in the same climate all year long. My life can be full of joy only if the nature around me is permanently changing.

Topic 92 **One-season or four-season climate**

There is no denying the fact that whether to choose a place that have the same weather all year long, or a place where the weather changes several times a year is a popular topic which is much talked about. Although it seems that normally we cannot tell which one outweigh the other between these two kinds of places, they deserve some close examination.

If three criteria were taken into account, I would prefer living in areas where the weather changes several times a year. There are no less than three advantages in this as rendered below.

First, varied weather or climate broadens the range of our pastimes. For example, we can go swimming in summer and go skiing in winter. If the place we live in has only hot weather all year long, like Singapore, most of us can never have a chance to go skiing.

Secondly, the change of climate gives us opportunities to wear many kinds of clothes. Some say it is a waste of money to buy clothes depending on seasons. However, wearing various clothes, looking at others' fashion, and feeling the change of seasons is very interesting for me.

Thirdly, changing of seasons is good for our health. When winter comes our body's metabolism slows down, and when summer comes it speeds up, so that our body can maintain a good rhythm. Also snows in the winter can kill a lot of bacteria and bad insects, so that in spring our chance of being infected with a disease such as flu is decreased and we can enjoy nice atmosphere and sceneries.

For these reasons, I prefer to live in areas that have several changes of weather. Only these three reasons can make a person draw the conclusion that living in areas that have season changes is better.

Topic 92 **One-season or four-season climate**

The South of Spain or the South of Antarctica? The Northern United States or the Northern Maldives? Where we live - the climate that surrounds us - has a tremendous effect on how we live our lives. In many cases, our emotional well-being depends on the climate we live in. Even more important than the general climate is the change in climate. I strongly believe that a four-season climate is better for us psychologically and physically. For this reason, I prefer to live somewhere where the weather changes several times a year.

There are great psychological benefits of living in a varied climate. Take my hometown, Cleveland, Ohio, for example. Winter in Cleveland can be quite depressing. The sky is often gray and snow and wet rain dominates the weather forecast. It's not all bad, though. This is a great time to do snow skiing, sled riding and enjoy a cold weekend afternoon in front of the fire. While the outside elements can sometimes bring you down, most Clevelanders would tell you they prefer a snowy winter and a white Christmas. It's what makes the holiday season more special. Even more is the excitement when we see the first glimpse of springtime-the daffodils start to spring up and the days become warmer. This time often coincides with Easter. What would Easter be without a soggy egg-hunt in the back yard? Then, of course, there are the progressions from spring to summer and summer to winter. The long summer days do something for our spirits-late nights on the porch watching the fire flies at dusk make us all feel a little bit younger. The warm days and cool nights of autumn are not far behind, either. Those Indian Summers, as we call them, are reminders of how the seasons have whisked by us in a fury.

In addition to the psychological effects of weather change, we also experience a great physical benefit. Winter weather brings many outdoor sports in Cleveland like ice skating, cross-country skiing, downhill skiing and much more. The first signs of spring get us out the door hitting the pavement to shed our winter weight gain. And summer? What a beautiful time in northeast Ohio as we venture to the metro parks for long walks, to Lake Erie for a dip in warm waters, to the garden where we tend to our flowers and foliage. Autumn serves as a reminder that those warm days are slipping away. What better physical benefit than raking leaves, mowing the lawn for the last few times before winter and preparing the house for the cold weather?

Some people prefer places like Florida where it's hot and hotter. I suppose it means a smaller wardrobe and a more predictable lifestyle. For me, nothing beats the traditional four seasons I experienced growing up. It has shaped the way I view each holiday respectively. It has carried many fond memories of an active youth. Now that I live in a country with very little weather changes, I long for a White Christmas, a wet Easter, a hot yet breezy 4th of July, and a crisp yellow and orange Halloween.

Topic 93 What are important qualities of a good roommate?

At first glance it seems very difficult for us to define what are the important qualities of a good roommate. However, after serious considerations we can see that under most circumstances, a good roommate should at least have the following three qualities.

First of all, a good roommate should be open and willing to communicate. There are always issues regarding rent, bills, food and household duties, guests, privacy, noises, sharing and borrowing, to name a few, and interests and hobbies of roommates are not always the identical. There will always be conflicts among roommates. When problems or conflicts arise, roommates must openly discuss the issue and reach a solution to the problem. In addition, a successful roommate relationship requires good communication. Take time to talk frequently to each other; chatting with each other helps keep up the basic relationship that can provide the underpinning for a harmonious relationship. Therefore open and willing to communicate is the first important quality of a good roommate.

Secondly, an important quality of a good roommate is considerate and understanding. A good roommate understands what you need; He is a good friend and a good listener, and offer you help when you need it. Of course, you should not depend on your roommate to satisfy all your social needs. Make other friends and get involved in activities is also important, and could leave more private time for your roommate.

The third important quality of a good roommate is that he should be a hard worker, and have the desire to do better. As we know, roommates will always influence each other in some ways. As an old Chinese proverb, one who mixes with vermilion will turn red; one who touches pitch shall be defiled therewith. So like choosing a friend, it is very important to choose a roommate who has good qualities.

Of course, some roommates eat and socialize separately and barely get to know each other. They never become friends. Still, if your roommate possesses the above-mentioned qualities, your residential life will be peaceful and enjoyable.

Topic 93 **What are important qualities of a good roommate?**

Each of us, when attending a university, might live with one or more roommates. During that period of campus years, we spend a lot of time with them. Thus, the relationship with a roommate affects not only our life but also our study results. I would prefer to have a roommate who is friendly and helpful.

A roommate is a person who lives closest to us during university time. Every day we meet and talk to him. Therefore, it is very important that he is friendly. Imagine, after some stressful hours in your class or library, you come back to your dorm room where your roommate is in. He gives you a nice smile and asks you how things are going. I am sure that you will feel relieved of all strains and this circumstance brings you the feeling of being home.

Being helpful is also an essential characteristic of a good roommate. I would say that, most of the students who live in university hostels are far from their home. That means, if some accidents such as being ill or injured happen, you cannot rely on your parents or close relatives. In this scenario, the roommate is very helpful. He could call an ambulance or drive you to the hospital.

Let me conclude by saying that, in our life, we may encounter many difficulties or stress, but we should make our own lives more meaningful by being friendly and helpful to other people. In this sense, being a good roommate is also being a good person.

Topic 94 Does dancing play an important role in a culture?

There are various elements in a country's culture, such as music, drama and dancing. These activities fulfill people's daily life and make the culture to become unique and colorful. Among these activities, dancing plays a very important role in a culture. I assert the statement due to three reasons as follows.

Firstly, dancing is one of the ways for people to communicate. Before human being can use language to communicate with each other, body language such as gesture is a good way to express what they want to say. Gradually, dancing has become a very important way for people to show their feelings. For example, dancing in celebrations can express feelings such as happiness, love or grief.

Secondly, dancing also reflects the diversity of a nation. There are different kinds of dances in different cultures. For instance, Flamenco is a famous dance in Spain, and it reflects the culture of Spain and the characteristics of the Spanish people. In many cultures, dancing has even become an integral part of their culture. Understanding the dancing of a country helps people to understand the culture of that country.

Thirdly, dancing can help create a lot of wonderful music. Dancing and music cannot be separated. When people dance, they usually need appropriate music to company. Tchaikovsky is one of the greatest composers in the world, and his famous work "Swan Lake" is created for the ballet. We almost can say that the ballet dancing gave Tchaikovsky inspirations to write the music.

Of course, other activities are all important for a culture. However, I especially mention dancing because the valid reasons I have present above.

Topic 94 Does dancing play an important role in a culture?

I cannot imagine that there is a person who would disagree with the statement that dancing plays an important role in a culture. Every culture, that I have known, has its own specific dance. In addition, dancing has not only an important role in a culture but it also is an inseparable part of it.

Since the beginning of humankind dances have played an important role in every culture because while dancing people can express different moods and feelings, or they can practice various religious and cultural rituals. In the modern society, dancing still remains the most significant part of the cultural life of all primitive tribes such as Bushmen in Africa, Aborigines in Australia or Indians in North America.

If we take a deeper look at the cultural life of modern society we will see that dancing have played an extremely important role for many generations of people. Dancing has marked people as the Jazz generation, the Rock-and-roll generation, the Disco generation, the Techno generation, or the Rap generation. Actually, every Dancing generation has been characterized by specific moral and ethic rules, and cultural traditions have been changing to a certain extend.

Anthropologists give a definition to the word 'culture' as common ideas, traditions, religion and customs that are shared by a particular group of people or a particular society. As dancing have always been means for people to show their belongings to a certain society, it has become an important part of the culture of any community or nation. In conclusion I would say that if people manage to protect their national dancing from oblivion, I am sure that they will keep the spirit of their predecessors alive for good.

Topic 94 Does dancing play an important role in a culture?

Dancing is an important art form, and also plays an important role in a culture. Some dance spontaneously happens at celebrations as an expression of emotion or some happen in a more structured manner at ceremonies.

Dancing plays an important role in ceremonial events in many cultures. For example, during the Pukumani ceremony the dances performed reflect the relationship to the deceased. In Lebanon, the classical belly dancing still plays an important part at weddings, representing the transition from virgin bride to sensual woman, and is also popular in nightclubs. On the other hand, residents of the Greenland believe that the dancing and drum can be used as a tool to dissolve conflicts between people.

As we may see from the above examples, dancing is an integral part of many cultures. Of course, dancing does not have the same functions in our modern life, but many people in our society still find dancing an enjoyable form of entertainment and art. Young people go to disco with their friends to release their energies, and they find dancing a good way to relax and make friends. Older people dance together as a social event and a good means of exercise.

In addition, many people go to theatres to enjoy performances of ballet and modern dances. Enjoying those beautiful dancing, music and costumes in a dance performance, can give us a wonderful experience, and help us develop appreciation of art, and enrich our after work life.

In conclusion, no one can deny that dancing plays an important role in a culture.

Topic 95 Should government spend money exploring outer space?

The word "Space adventure" has captured a large number of people's heart. Many men have been attracted by the unknown world and have desired to live in space at some future time. The universe is the last and infinite un-explored region for human beings. However, space researches do not accomplish only by yearning. These researches cost hugely. Another way to express this is that spending money always has its opportunity cost. In other words, money spent on some venture could have been used for financing some other alternative venture. Some people believe that money spent on space research benefits all of humanity. Other people believe that there are better opportunities for spending this fund.

This first group of people claims that space researches have helped all of humanity's lives extremely. They point out that researches on space have informed us about much environmental damage which we have caused to our planet. Similarly, they declare that the present satellite system is due to the researches done in the past in space. There are also numerous new materials and inventions that can be traced directly to space researches. These people hope to spend more money on researches, visit all the planets, and build space colonies.

On the other hand, there are people who assert that money spent on space is a complete waste because it does not have sufficiently direct benefit to all the humanity. For instance, there is a sizable portion of the humanity does not have any access to food, education, sanitation, health care and especially peace.

Personally, I find that I cannot align myself completely with either group. I have some reservations about both positions. No one can deny that weather satellites and communication satellites are useful investments. But unrealistic researches like exploring Mars or Venus does not have any good bearing on most peoples' development at the present. Some scientists may be interested in the composition of those planets, but the opportunity cost is extraordinary. In my opinion, it may cause lack of social infrastructures, if states inject immense funds into space researches in the limited budget.

Topic 95 Should government spend money exploring outer space?

Managing the government spending properly has always been a concern for all countries in the world. Some nations spend a lot of money on outer space explorations, while others focus on providing the basic needs for their people. As far as I am concerned, I believe that governments should spend more money on social benefits, education and health care rather than wasting money in other aspects.

Of course, exploring the outer space and traveling to planets such as the Moon are surely very important to the human society. It increases our knowledge and understanding about the space and the universe as a whole. However, this should be a secondary matter for the governments. Spending too much money would be a waste of money. Governments' top priority should always be satisfying the basic needs of their people.

All countries in the world ought to provide enough financial resources for schools. If there is no investment from the government, children will not be well educated and they may not have an opportunity to go to a university. Therefore, it is important to ensure that everyone will be able to pursue and fulfill his or her own educational goals. Universities should have the latest collection of books and up-to-date sources of information. All schools should build new classrooms and other facilities.

Another point that we must consider is making sure that the government will have enough spending for social benefits and the health care. We should construct more hospitals and rehabilitation centers both in the cities and in the countryside. We ought to generate more money to guarantee the life of old people and disabled people. The government should also provide free health and medical care for all the population. They have the responsibility to assist the poor people who do not have basic resources to survive. The state government should also help unemployed and underemployed individuals. The society itself will benefit from the expenditures of the government toward social benefits. Furthermore, it will promote the economic growth and the development of all the countries.

In conclusion, governments should spend less money on explorations of the outer space because it is less urgent. Instead, state governments have to concentrate their attention on social benefits as well as education for future generations. Financing social programs is no doubt their primary duty.

Topic 96 **The best way of reducing stress**

They say that "Life is a big headache on a long noisy road." This statement truly explains life nowadays. Life in the twenty first century is full of stress. From dawn to dusk, everyone has to go through a rigorous schedule. Even children are not exempt from this rush. Everyday there are deadlines to meet, reports to write, bills to pay, meetings to attend, papers to submit, etc.,. Life is a never-ending race to most people. The everyday grind builds up stress and fatigue. Stress Reduction has become a priority with individuals as well as organizations. People have different ways of escaping the stress and difficulties of modern life. In my opinion the best ways of reducing stress are meditation, exercise and reading books.

Meditation is an effective way to overcome stress. Meditation not only soothes the mind from tension but also regulates heartbeat and blood pressures. It helps an individual in attaining inner peace and equilibrium. Meditation helps in tapping a person's inner potential and opens his mind to the universal spirit.

Exercise is another way to reduce stress. Exercising not only promotes health but also improves thinking. When a person exercises the muscles in the body get a workout that in turn burn fat. The burning of fat releases stored energy and the person has an exhilarating feeling. This feeling helps the person to overcome stress. Thus Exercise is very useful tool in stress reduction.

Reading also has a beneficial effect on individuals in stress. Reading a great book is very therapeutic to a person with stress. Reading helps the mind to look at other things and reduces the focus on the person's difficulties. Elegant poetry and beautiful prose can soothe a person's mind and help him reduce stress in his life.

In conclusion, Meditation, Exercise and reading are the best ways to reduce stress.

Topic 97 **Teachers' pay**

Education is one of the holiest occupations in my view. I disagree with that teachers should be paid according to how much their students learn. Although teachers are important for students, the most important part for learning knowledge is students themselves.

Different teachers has different style, so it is hard to evaluate how well each teacher teaches according to how much students learn. As nobody would have the same character, teachers also have their own teaching styles such as humorous, gentle, strict, to name a few. Maybe some students like humorous teachers, while others prefer a gentle one. But probably the students of a strict teacher could give good results in their study, even though these teachers teach the same thing. We could not say that the strict teacher should be paid higher than the gentle teacher, since we know that the students have learned more because they were afraid.

On the other hand, how much or how well students learn depends on students themselves. In a school, it is easy to see that some students are with high marks, while some others have lower marks. A teacher is a person who direct students how to learn. Students should do much more works. The more attention students pay, the more knowledge they learn. The hard-workers probably get higher scores. Students' learning results depend on individual students' intellectual abilities and the time and energy that they put into learning. Sometimes it has nothing to do what how well the teachers taught. In addition, knowledge that students learn not only comes from the teachers, but also from many sources. Family influence, extracurricular reading and out-class teaching are some of the sources that can provide students with knowledge.

In sum, although teachers are important in students' education and learning, there are many other factors that decide how well students' learn. So it is unfair that teachers are paid according to how much their students learn.

Topic 98 What would you choose to represent your country?

If I can send one thing to represent my own country - China to an international exhibition, I would choose a book that has graphical illustrations besides each context.

The main reason is that paper was invented by one of our ancestors and it is essential to our everyday life. Were it not for the paper, many documents would not have been passed down for centuries. In addition, with the written language being used, many famous people and great things about my country can be recorded in this book. For example, it can explain the educative theories of Confucius, one of the greatest educators in our country.

On the other hand, with the universal language of graph, people around the world can understand more easily with the help of the vivid presentation. In this way, even a young child who does not read will learn what I want to tell them.

In a word, people attending the exhibition will know that Chinese people discovered paper, and Confucius was one of the greatest educators in China. Besides, this book also reminds us how clever our ancestors are and what we need to do to keep up. With these wisdoms, we can invent more convenient equipments or make important discoveries to better our lives for the future.

In conclusion, if I have the opportunity to introduce one thing to people in the world, I would bring a book that documents all the traditional inventions and people of my own country. In that way, the world will understand more about my country.

Topic 99 **Would you rather choose your own roommate?**

Some students do not prefer to have the university choose their roommate. However, as far as I am concerned, this is part of the university experience. Therefore, I would rather have the university assign a roommate to share a room with me. I base my views on the following reasons.

First of all, even though the university will assign, it is actually not totally a matter of chance. For instance, we all filled out information sheets. The school knows what we are majoring in, what our interests are, and our study habits and our goals. I think they are probably very good at matching roommates using this information. Besides, if a mistake is made, I can change my room assignment next semester.

Secondly, it is a lot of work to choose your own roommate. For example, if I did want to choose my own roommate, I would first pick some candidates from the list supplied by the university. Then I would write to them and they would write back. Through our letters, we would find out if we shared common interests, such as sports or movies. Because of my investigation, I would probably get someone compatible with me. However, it takes time and labor to go through, though. Besides, the process of finding similar interests is not all that different from what the university does.

Finally, trying to predict whom I am going to get along with is not a science. I might choose someone who sounds just like me and still find that the two of us just do not get along as roommates.

Besides, I think it would be boring to room with somebody who is just the same as me. I would rather be with someone who has different interests and likes to do different things. Maybe I would even get a roommate from another culture.

In conclusion, having the university choose a student to share a room is a far better choice for me. Assigning roommate in body may suit some students. However, I think it is always important to meet new people when we enter a university. Besides, another reason I am going to the university is to be exposed to a lot of new experiences. These new things would allow me mature in character.

Topic 100 **Computer technology or basic needs?**

Some people think that governments should spend as much money as possible on developing computer technology or buying computers, while others think that governments should spend money on the basic needs of their people. As far as I am concerned, this money should be spent on some more basic needs, such as protecting the environment and improving public services.

In the first place, pollution of the environment has become the biggest problem in today's society. People will not find clean water to drink if they do not do some work to keep the water clean. There would be no fresh air if every one in the city drives a car to work. More and more wild animals are facing the danger of extinction because of the shortage of habitats. There would be no more wild animals if people continue to destroy forests. Therefore, there are more basic things that governments should do such as keeping the water clean, keeping the air fresh, and keeping the forests intact.

In the second place, there are many problems with the public transportation system in big cities. The buses during the rush hour are overcrowded; some people cannot get to work on time because they spent too much time on the buses or trains. Consequently, government should spend more money to improve public transportation systems, which will benefit the people and the business in their cities.

From what I have discussed above, everyone can see that there are more things a government should do than buying computers, such as protecting the environment and improving public services. Therefore, I think governments should spend more money on the basic needs of the people instead of spending a lot of money developing computer technology or buying computers.

Topic 100 Computer technology or basic needs?

Many people believe that governments should spend as much money as possible on developing or buying computer technologies, while others think that governments should spend money on more basic needs. While both spending on computer technologies and on basic needs of the society are important, I think that government should concentrate on the latter. Computer technologies are not very good investments from the point of view of society as a whole, while investments in essentials have a much higher rate of return.

Investment in areas related to computer software, networks and hardware are not very profitable and will not improve life of ordinary citizens. Several years ago many people believed that by investing in computer-related fields we can improve performance across the board, but the reality has not been what we have thought about. Most of Internet companies and dot-coms went bankrupt. Although huge money was poured into those companies, many of them cannot stay in business anymore. The promise of improved performance has never come true.

Even in the United States, the most powerful and prosperous country in the world, there are still more than 20 million people who live below the poverty line. More than third of the earth population live on less than one dollar a day - the official threshold of poverty declared by United Nations. We can greatly improve the life of those people by investing in public education, organizing loan agencies or other projects that can help to alleviate poverty. What's more, computers can actually make this problem worse, because with the application of computer technology, more and more people are losing their jobs - thus making most of the world's uneducated population obsolete and without means to sustain themselves.

Analysts expect that in several decades more than third of the population on the Earth will not have access to clean water. This can result in famine, deteriorate public health and other disasters. Some argue that we might have wars for the access to clean water. To prevent this scenario we need to invest a large amount of money in projects that will help to save clean water on our planet.

In conclusion I want to say, that investments in computers will not solve a single problem of our society. Computers will not prevent famines, which are so usual today, or help poor people. On the contrary, computers can make poor blue-collar workers out of work and money to support their families. So governments around the world should spend all available money on basic necessities of our society, not on some dream projects.

Topic 101 **Doing work by hand vs. by machine**

In general, there are two ways of making products, one is by hand and the other is by machine. It is undeniable that products can be manufactured easily and efficiently by machine. But for me, I prefer hand-made items for their features of individualism and flexibility.

First of all, hand-made products are more unique and personal. Take birthday cards as an example, instead of same pictures on the printed cards available in the market, well-chosen images such as our own photos printed on a self-made card can surely distinguish the card from others. Owing to its uniqueness, the self-designed card will be of greater value for the person who receives it.

What's more, garments made by hand are fitter than machine made ones. Although men's suits and lady's dresses can easily be found in shops that sell machine-made clothes, many people go for tailor-made clothing simply because tailors can make those clothes precisely according to individual customer's measurement and styles. Obviously, the fitness of clothing is what those people care about most.

Finally, producing items by hand is more flexible. It releases people from being confined by modes that are necessary for machine-made manufacturing. For example, in hand-made pottery making, people can create new designs at any time. While in machine manufacturing, however, modes have to be made in advance, and afterward all finished products are based on the same modes and have completely the same looks. If a different look is needed, people must reproduce the modes first. Moreover, there are still some items that cannot be produced by machine because there are no matched modes.

In conclusion, it is easy to get the conclusion that doing work by hand is more flexible than by machine in most cases, so I prefer products that are made by hand.

Topic 102 **Should students evaluate their teachers?**

I am always amazed when I hear people saying that students have no rights to evaluate their teachers, and that if they do so, they should be regarded as dishonest. Even one did not know from concrete examples that schools should ask students to voice what they think of their teachers, one can deduce it from general principals.

It is true that a young man, one of the students, may be conceited, ill-mannered, presumptuous or fatuous, but no one will have the ability to make sure that all teachers are not behaving like this. When a student has some fault, it is the teacher's duty to tell him what he should do; on the other hand, when a teacher does wrong, others, including his students, are bound to let him know.

It is as if, sometimes, that what many teachers have done are devoid of any mistake, however, the way they taught still deserve improvements. In schools, students try to develop abilities and skills, and prepare for their careers in the future. It is true that what they get from schools may be perfectly adapted to the society during a certain period of time, but the world is not still; it is changing all the time. What is learned today may become outdated tomorrow. As a result, teachers, who are bound to make improvements of what they teach according to the reflections of the society, should be evaluated by their students.

Furthermore, giving students the right to evaluate their teachers help create the air of freedom in schools. This is especially important to inspire students' thought, and to encourage them to think. If students are not allowed to voice what they think of their teacher, they will have to do what the teachers tell them exactly, only to become robots that can do nothing other than following instructions.

Taking into account of all these factors, we may reach the conclusion that it is significantly necessary to ask students to express what they think of their teachers, and this does good to the students, to the teachers, and to the society as a whole.

Topic 103 **What characteristic makes people successful?**

In my point of view, a sense of humor is as important as, if not more important than, other characteristics that a person can have to be successful in life. This I support with the following reasons.

Firstly, humor helps us to maintain a correct sense of values. It is because that we are always reminded that tragedy is not really far from comedy, and then we never get a lop-sided view of things. A small example could get some light on this point. Once I failed an assignment again, and I told myself that God was on vacation these days. I did not feel frustrated, and I succeeded the third time. So, if we can see the funny side, we never make the mistake of taking ourselves too seriously. It is helpful for us to keep self-confident.

In addition, the sense of humor is associated with happiness, and happiness will influence people around us. Those who bring happiness to others probably have a good relationship with people surrounding them, which is essential to a successful life. We all have the experience that we are inclined to talk and cooperate with humorous people. We may treat such experience as an enjoyment instead of a rigid work.

However, to be a successful people is a tough thing. We need intelligence, honesty, determination, a sense of humor and so on. Without intelligence, we could not find the keys to solve all the intricate problems. Without honesty, no one would trust us and we could achieve nothing alone. Without determination we would easily bend for difficulty.

Even so, I still think of humor as the most important part. A sense of humor supports an active attitude towards life. And it is such attitude that encourages intelligence, honest and other characteristics in you. To sum up, a sense of humor is the most important characteristic. If happiness is one of the great goals of life, then it is the sense of humor that provides the key.

Topic 103 **What characteristic makes people successful?**

Many people believe that one can be successful if he /she is committed, honest, faithful or intelligence. But, the foundation of each of these qualities lies in believing the power the person has, and working accordingly to achieve the goal. There are many people, who are honest, beautiful, good and soft spoken, intelligent and even faithful, but only some are successful in achieving their goals. While all of these characteristics are equally important and act as the medium for success, the most important is the power to cope with circumstances and keep our spirit goes on in the most difficult situations.

It is well said that we cannot direct the wind but we can adjust the sail. Similarly, on the way to our destination, we will come across a lot of obstacles, but we need to find the way to come across that situation. This is where success lies. No matter how low we fall, what matters is how high we bounce back.

Success can be measured by what we have and how much power we are using to achieve our goals. For example, while in playing games, it is sure that one team will win and another will lose, but the spirit is not just in winning but also in learning new techniques and improving team sprit and cooperation skills. A winner team cannot always be successful, but the successful team is the one that has improved a lot with respect to its earlier performances.

Though the person is honest, intelligent, faithful and committed, it is not sure that he will be successful. The most important character rather than these is efficiency,, which is to understand the environment and the need, and to implement best of the best ideas and actions. No matter how smaller step it can be, but it can bring great changes. As Shiva Khera once said, "Winners do not do different things but they do things differently", which better explains the meaning of being successful.

Success is not just winning, but also is how much we are satisfied with whatever we are doing. So, all qualities like honesty, intelligence, and faithfulness are directly proportional to success.

The definition of success for each of us may vary. Some may think the reason for success is honesty while others may think it is the commitment. But, in my opinion, where there is will there is power, so each of us should know our strength, and work accordingly to be successful. And we should measure our success not with others but with what we have and what we have achieved.

Topic 104 **Contributions of artists vs. scientists**

Science and art are two main streams of knowledge accumulated from ancient times by human beings. They have their own characteristics and provide to the society their contributions, which benefit the world in which we live. Some people think that the contributions of scientists are higher than that of the artists. Before I give my opinion, I want to see the two sides first.

Science is defined mostly as the knowledge related to the natural world. I think most of its domains are involved in material things, such as food, housing, clothing, transport, etc. It is usually easy for people to feel the existence and progress of science, because it is usually taking place around us they are apparent. In the past and present, science has changed our life a great deal, and I believe in future, it will continue to improve the world we live in.

Art is more related to our spiritual world. It has a long history, too. It has developed coincided with science. Art helps us to appreciate the beauty that exists in life. Many people admit that art can nourish their minds and refine their spiritual world. In this respect, art is a good complement to science.

I can hardly tell which one has more weight in terms of the contributions to the society. They are both indispensable in this world. The history of human has proven this. So I do not think it is wise and safe to say that one of them is more important than the other. As far as I am concerned, I think they both weigh profoundly with regard to the contributions to the society.

Topic 104 **Contributions of artists vs. scientists**

Social benefit, I think, can be defined as the profit that people who live in the society can share and appreciate. When we compare the contributions of artists and scientists, it is quite difficult to outweigh one of which. However, it is because we tend to easily find the contributions of scientists to our daily life that I am on the side of those who contribute to the society in a tangible way. Now I would like to illustrate some examples that support my opinion.

First of all, all the appliances such as televisions, personal computers and microwaves ovens that we use in our daily life are contributed by the scientists' efforts and aspirations. Nowadays, we can barely survive without those products that always help with our daily tasks. Most of those are the great invention that is developed in the past 50 years. Almost all people in the society can share those contributions. Scientists' contributions are more than just inventing those appliances. Thanks to their tremendous perspiration, our mental and physical health is ensured and protected in many ways. Newly developed technologies help physicians to practice operations. A number of medicines relieve and alleviate our illnesses. Those improvements in the medical field can easily make people to admire scientists' contributions.

On the other hand, artists' contributions are sometimes difficult to appreciate. There are a variety of buildings with artistic forms that are designed by artists. However ordinary people cannot truly appreciate those great works. In view of social benefits, those contributions are less important to people in the society. Therefore, artists' contributions to the society are unfortunately less attractive for me.

With the illustrations above, I definitely believe that scientists contribute more to our society. Although life without artists' works is dull and meaningless, we cannot survive with the contributions of scientists for sure.

Topic 105 **University housing vs. apartment**

In dorms, students can learn to improve their communication skills and to live with others harmoniously. Roommates must adjust their eating and sleeping habits regarding to each other's needs. Each one must adjust his free time in such way that he does not bother others while they are studying. The environment of dorms is likely the environment of formal offices where everyone must find solution to various problems and cooperate with others. Consequently, by adapting to conditions of living in dorms, students can actually prepare themselves for their future jobs. The environment of a dormitory is friendly and understanding, because it consists of students who have same goals and interests. For example, if one failed to understand his lecture, he can ask others for help. Furthermore, students can find that it is easier to find topics to chat or conduct activities together because they have so much in common.

Apartments have quietly different surroundings. Students usually have fewer neighbors and roommates so that they have less distraction. Thus, students can concentrate better on their schoolwork. As a result, their grades could be better. Moreover, living in apartments maintains students' privacy. One has his secrets that he does not want anyone to know and sometimes needs to spend his time alone to think about his problem. Another advantage is that people who live around apartments are diverse. Thus, students learn to contact with ordinary peoples and are not confined to the academic community. Therefore, students are offered a wide variety of experiences that will be useful in the future.

If I were in a situation to choose whether I would live in a dorm or have a separate apartment, I would choose to live in a separate apartment. It could be argued that living in an apartment limit the contact of a student with his fellow students. This argument goes on to assert that such students are deprived from social environments and therefore remain aloof and introvert. However, it is a fact that students can make enough friends even if they live outside of the university. Especially, in the cases that student live with their friends.

Furthermore, students can visit each other as often as they need to. They can maintain a good relationship with their fellow students in a way that does not affect their school performance. Alternatively, students who live in academic dormitories are constantly surrounded with familiar people so they cannot avoid excessive socializing even if they don't want to. As a result, they do not have enough time for studying and they get low grades.

Topic 105 University housing vs. apartment

I think it's better for college students to live on-campus during their first two years in college, and then move into an apartment off-campus during their last two years. Freshmen and sophomores need the convenience of campus life, while juniors and seniors need the independence of off-campus life. Students' needs change during four years, so should their housing too.

Living on-campus makes it easier to get oriented to the way things going on campus. You get the whole university experience. Plus, you interact more with other students. This includes not only with your roommates, but also everyone in your dormitory. The older students in the dormitory can be of a big help to the new students. Keeping up with studies during your first year is hard enough. You shouldn't have to worry about finding your way around and figuring out the university bureaucracy.

Living in the dormitory also makes a student feel more like a member of the university community. There are more opportunities of becoming involved in university activities and networking with student leaders and university administration.

Living off-campus, however, is a definite advantage for senior students. Finding an apartment, dealing with leases and the landlord's regulations, cooking meals, and planning budgets are all good preparations for life after graduation. This kind of independence helps senior students grow into adulthood.

Off-campus housing also gives students a better perspective on what's going on in the society. Students meet different people in the society than on campus. Getting to know their neighbors who are not students can enrich students' understanding to the society and help them adapt to life after graduation.

In conclusion, I think a combination of two years on-campus and two years off-campus is a winning combination for most students.

Topic 105 **University housing vs. apartment**

Accommodation is one of the basic needs of people in today's society. The choice of living in dormitories on campus or finding an apartment off campus depends upon the student's preferences.

A student living in an apartment may seem to hold this view that he can share his room with other people who would reduce a great burden on paying off a huge amount of rent. While living in a dormitory one cannot have this type of advantage. On the other hand, a student who prefers to live in a dormitory may hold his view that one does not have to worry about getting up early and to rush for a bus or any other means of transport to attend one's class.

The strong view presented by a student living in an apartment is that he does not have to abide by the rules, e.g. the main terms and regulations for a student living in a dormitory. Whereas, a student who chooses to live in a dormitory may strongly condemn this view: he express his view stating that a student living in an apartment also has to follow the rules of maintaining the room properly, such as to clean the rooms and make it neat and tidy, wash the bathroom properly etc.

A student in a dormitory holds this view that everything has been provided to them. All the facilities are provided at a university dormitory; while living in an apartment one may not gain this advantage. On the contrary, a student living in an apartment hold the view that a dormitory student is restricted to certain things such as they are not allowed to go out of the university beyond given times. While living in an apartment, there won't be such problems, and one is free of time restrictions.

In my view, I prefer living in an apartment because I hold my opinion that if I do not have enough money to afford a living in dormitory, then certainly I would live in an apartment where I can share my rent with other people. Every thing has its advantages and disadvantages, and it is up to a student to decide what he chooses and how to make use of his choice.

Topic 106 **Means of transportation**

Advances in science have thrown before us a number of options for covering distances, either long or short.

The type of transport to be used for covering distances depends upon a range of factors like distance between the starting point and the destination, time and money constraint for traveling, availability of different mode of transports, time taken for travel, safety considerations and the number of persons traveling.

To cover a distance of 40 miles, for instance, the options I can think of are on foot, by bicycle, by motorcycle, by car, or by bus. The longest time taken for traveling this far will be on foot while the shortest time will be by car or motorcycle, but again since the number of persons traveling is one which is me, a car will not be a feasible option as it will be underutilized and will prove to be costly because of high fuel consumption and initial cost.

A bicycle will be cheaper in terms of initial cost and there is no fuel consumption. But it will take much longer time to travel, and it may cause physical fatigue. Therefore, this option is ruled out. A bus will prove to be a cheaper mode but the flexibility is limited regarding timing of arrival and departure. A motorcycle will be economical but will not be safe to drive on highways.

Therefore considering all modes of transportation available and taking into account various factors mentioned above, I will prefer to take a bus as it will be safe and economical, although it is less flexibility in terms of departure and arrival times.

Topic 106 Means of transportation

The 40 miles distance is not very long for me. There are three kinds of transportation tools I could use to travel 40 miles from my home. They are driving a car, taking a train, and riding a bike.

It seems very difficult to prefer one to another because all of them have their advantages and disadvantages to the extent that it is hard to distinguish. Yet that does not mean they are of the same to me. To be frank, I would prefer riding a bike. I like it because riding a bike is one of the best physical exercises. During my early high school years, I used public transportation to go to school, therefore I often got sick. Ever since I started riding a bike to school, I had never been sick again. Bike riding makes me strong.

Bike riding is also a flexible means of travel. I do not need to worry about the bus or train schedule. I do not need to care about the parking problem; I can leave my bike almost anywhere. In addition, I can go to some places where automobiles and trains cannot reach, such as rural areas. Once I rode a bike in France. Along the wine road, we biked from Strasbourg to Colmar, stopped at each small village every 2-3 miles, tasted the fresh homemade wine, and enjoyed the medieval architectures in those villages. It was absolutely a romantic trip!

Although driving a car or taking a train is faster than riding a bike, and save your concerns about the weather, they have a lot of disadvantages. Driving a car can cause parking and environmental problems, and taking a train is limited by the train schedule. Both of these means are expensive. One needs to pay for the gasoline or train tickets. No wonder, I prefer riding a bike!

Topic 107 Should higher education be available to all?

Some people hold the opinion that university education should be available to all students, while others believe that higher education should be available only to good students. I deem the first one as the premier choice.

The main reason is that providing all students with the opportunity to obtain higher education is highly beneficial to the development of modern society. More and more people will be able to obtain knowledge and become professionals if higher education is available to all students. Since there are not only a lot of excellent professors who have significant experiences of teaching and research but also plenty of advanced facilities such as laboratories and libraries at the universities, students have much better opportunities to acquire knowledge and skills. If everyone in a society is highly educated, there will be no doubt that the society will be able to develop at a great speed.

The second reason is that it is obviously not fair to a lot of students if a university education is available only to some students. I am convinced that everyone in the world should have the same right to acquire knowledge no matter what his intellectual ability or financial status is. There is no reason for people to judge students merely based on their academic performances and decide if they should be granted with higher education. It is only fair that everyone has the right to obtain a university education.

Last but not least, people are able to obtain better jobs since universities can better prepare students for their future careers. At universities, there are a lot of opportunities for students to participate in co-op programs. By participating in co-op programs, students cannot only learn how to write resumes but also practice their interviewing skills. All these skills gained at universities will be highly conducive for students to quickly obtain job offers after graduating from universities.

To sum up, taking into account of all these factors, we may safely reach the conclusion that higher education should be available to every student.

View TOEFL/GRE/GMAT essays at FindScore.com!

Topic 107 Should higher education be available to all?

While higher education should be available to all students, I am sorry to say I strongly believe that the higher education of better quality should be available only to better students because this is a simple resource management issue although it would hurt many people's feeling.

It is given that colleges and universities cannot possibly be built equally with the same quality of facility, faculty, curriculum, etc., which resulted in different school reputation. Therefore, certain schools must be more competitive than others. Then the question is who should be selected to attend the better schools.

In California universities, there used to be a quota system ensuring students' race distribution does not deviate too much from that of the entire state. However, students in different ethnic groups do score very differently in the standard SAT and ACT exams. As a result, the minimum admission scores were quite different for different ethnic groups. The local newspapers called it reverse race discrimination and California state government reportedly cancelled the quota system few years ago.

As a matter of fact, Germany has been administering an exam at the end of primary school for years to divide their students into two categories. One for higher education and the other for vocational training. A system like this would make sure that limited educational resources are used in the most effective ways.

As for China, late Chairman Mao did make all the universities in China open to public, which lasted as long as 10 years! The result? These students were criticized as having college student's title, using high-school textbooks and staying at primary school level. Not only the society refused to recognize them as college students, even the government called them college trainee instead of college student!

Again, it would hurt some people's feeling, but the policy is strongly supported by early genetic research. My education psychology textbook described tracking investigation on twins from the same egg, but growing up in different families for whatever reasons. If all babies were born equal in their future physical and mental abilities, there would be much less correlation between the twins than that between the twin and his/her sibling in the foster family. Unfortunately, statistics is science from God. The conclusion in the textbook is that the babies' future physical and mental abilities are 75% related to genes and 25% to the post-born environment and personal effort.

The truth is obviously there, but to be politically correct is something I admit very necessary. This is why every country is sending better students to better schools, but keeping the issue low-key.

Topic 108 **The best way of learning**

When it comes to the issue of understand of life, some people suggest that the best way to learn about life is getting others' opinions, while other people maintain that the best way of learning is through person experience. In my point of view, the latter opinion carries more weight.

In the first place, learning from previous successful experiences is beneficial for people. For instance, a student who is preparing for an important exam can think of the past exams that he did very well, and he can review more effectively if he learns from these exam experiences. Moreover, the student can acquire the lesson from life that people who work effectively can be successful.

In the second place, learning from past failures can help people to understand the meaning of life. An example is that, losing money because of unwise investments is part of many businessmen's experiences. When a businessman is planning to invest a big amount of money, he can look back at his experiences of the past and avoid pitfalls that may cause him to lose money again. As a result, he probably will seek advices from professional people and plan his investment more carefully this time. Learning from those failures can surely help people learn how to make wise decisions in life, and people can understand that avoiding mistakes is the keys to succeed in life.

In conclusion, although learning from one's personal experience may have a few drawbacks, its advantages far outweigh its disadvantages. Both good and bad experiences can help people understand life better.

Topic 108 **The best way of learning**

As life is rigorous and challenging for most of people (excluding children who have a silver spoon in their mouths right after they were born), everyone needs to take advices from others or accumulate experiences to face the life. However, people have different ways to learn about life. Some tend to learn by listening to advices of family and friends. Meanwhile, others prefer to learn through personal experiences. In this essay, I will discuss the advantages of these two different ways.

Some people like to understand life by listening to advices of people around them. This offers a good chance to gain knowledge and experiences from others who have already experienced hardships and tasted the bitterness of life. This method is much convenient and faster than the other one because there are a lot of experiences in life that have already been experienced by other people. Other people's opinions and advices simply offer us a shortcut to success.

On the other hand, young people, however, prefer to learn about life through their personal experiences. However, to acquire these experiences, one has to pay a price. One must have to experience a lot of failures before he/she can savor the sweetness of success. It may also take a long time for someone to stand up from his failures. In addition, it requires a lot of time for people to accumulate these valuable experiences.

Comparing and contracting these two approaches, I personally prefer the way that of listening to the advice of family and friends. This is the best and easiest way for young people like me to start a real life.

Topic 109 **Follow the customs of the new country**

Nowadays it is quite common for people to move to other countries either for work or for study. When they move, some of them decide to follow the customs of the new country, while others prefer to keep their own customs. If I were forced to choose one of the two positions, my choice would be the former.

To illustrate my point, let us first take a look on why some people dislike the idea of following the new customs. First, people who have a strong religious background that are different from that of the new country tend to stick to their own religious beliefs. Second, older people are usually accustomed to their own life styles, and it is very hard for them to change their ways of life and accept new ideas and cultures. Thirdly, some values and phenomena in western countries contradict eastern values, such as the use of drugs, alcohol and certain behaviors of young people. So when people move from a traditional eastern country to a western one, they find it very hard to accept the new customs.

Although I must admit that it is not always necessary to change our own customs, I believe that the advantages of adapting to a new culture are apparent. In the first place, by following the customs of the new country, we can learn more about the country and understand its people more quickly, and can become a real member of the country. To share the same custom means that having more things in common with local people, and it can pull people together. Furthermore, we have to adapt to customs of the new country, if they are written into the law. Take the country of Singapore for example, for many decades the law had banned the consumption of chewing gums. A young man from the United States violated the law and was served with their caning punishment.

In addition, people who stick to their way of life may sometimes feel lonely and isolated. They tend to complain about the life in the new country and most of them eventually return to their home countries.

In conclusion, I believe that the advantages of following the customs of the new country are obvious because you can easily learn about the new country and quickly adjust to the new life. What is more, you can live more comfortably and avoid troubles and misunderstandings in a foreign country if you think and behave the way other people do.

View TOEFL/GRE/GMAT essays at FindScore.com!

Topic 110 **Being alone vs. with friends**

There are many lovely things in our lives such as the fresh air on a winter day, the beauty of the country in autumn, learning of love and the growing of a friendship. Everyone has friends or desires friends in the pursuit of sharing emotions. Thus many people enjoy spending most of their time with friends, like me, while others prefer to remain alone.

There is no doubt one needs time for oneself. When I retreat to my dorm at the end of the workday there is no one to tell me what to do. I often write little secrets in my dairy, enjoy soothing music without being disturbed or read philosophy books. Being alone provides a time to reflect and ponder one's future life course, with a greater clarity and purpose. Accompanied by many friends from the dorm I would have no chance to relish such retreats.

On the other hand, spending time with friends is stimulating and provides a mental break from ones daily routine. Since I am a sociable and open person, I invariably feel happy and relaxed when I do things with my close friends. We can take part in all kinds of after-school activities such as playing volleyball, swimming or climbing. Some profound, or stimulating ideas often appear in my mind when I am with such friends while being alone often no such inspiration manifests.

When I come with friends I can always exchange views with them about study, society or love thereby obtaining some interesting information or knowledge. A group of people provides a means of testing one's ideas and learning from one another. When I confront serious problems and I am unsure of which course of action to pursue a close friend provides a means of reassurance that I am not alone in my way of thinking or chosen course of action.

Being with friends can be fun and aid one in overcoming the trying periods in life. Being happy in life means doing the things you enjoy and having someone to share the feeling with you. Being with friends most of time is an enjoyable aspect of life for me as it is a source of inspiration, satisfaction and ongoing education.

Topic 110 **Being alone vs. with friends**

Some people like to spend most of their time with their friends. Other people, however, just want to be alone in their spare time. As far as I am concerned, I belong to the latter kind of people.

In the first place, I feel comfortable if I am alone. This is not because I do not like friends, but because of my personal character, quiet and a bit shy. When I am with my friends, I always feel embarrassed since I am always a listener. Trying to find topics makes me very tired. On the contrary, staying alone does not bother me. I do not need to discuss with others about what I want to do. Go shopping, go to a movie, go swimming, just do it. The most important thing is, I do not feel lonely when I am alone.

In the second place, I need to have more time to learn new knowledge. I am working in the field of computer programming. As we know, the development of the computer technology is amazingly fast. If a person has not been working in this field for more than five years, he would find that he has to study from scratch when he decides to pick up his old job. So it goes without saying that I have to update my computer knowledge frequently in order to keep up with my career. Based on this, I do not have much spare time to fool around with friends.

In conclusion, I prefer to spend most of my time alone not only because I am not good at getting along with friends, but also because I have to spend most of time in studying new technology.

Topic 110 **Life without friends?**

There are people in this world that prefer to live on their own, to stay as far as possible from the company of other people, to enjoy the silence and comfort of being alone, without anyone to bother them. For my part, I cannot imagine my life to be like that. I really think that friends are very important in my life and I like to spend as much time as possible with my friends. It is hard for me to enjoy the splendors of life without having anyone to share my feelings with. I have too often been away from home, from my friends and family.

I have seen wonderful places and things that could make me incredibly happy. However, the true happiness came only at the time when I could share my experiences with my friends. Everywhere I go I need to find at least one person that in the end I can call a friend. Going to a concert, to a movie or enjoying a party, it is inconceivable not to go with a friend. I do not recall ever going to a concert on my own. And I missed several occasions to go to events that I really wanted to attend just because my friends were unable to make it, and I could not go without them.

Moreover, friends can help each other. It is good to know that somewhere there is at least one person whom you can depend on when you are in need. I also enjoy helping my friends. Doing something good for someone is a really rewarding experience. While with my friends, we can also have discussions and share opinions on our future plans, our ideas, our thoughts, and our problems.

Although there are arguments on the part of leading a life on your own, and not depending on other people, I strongly believe that friends, family, people around you are important part of our life. Life is so wonderful because of the people around you.

Hire an editor to edit your TOEFL/IELTS essays! For details see FindScore.com.

Topic 111 Spend time with one or two friends, or many friends?

I cannot imagine a person who hasn't enjoyed the company of a friend. Friends are very precious and therefore, we constantly love and cherish them. Spending time with friends has always been regarded as a wonderful thing to do with no doubt. However, one might choose to spend time either with one or two close friends or a number of friends.

Certainly, there is a difference between the enjoyment gained by spending time with our few close friends and the delight obtained by hanging out with many friends. When we are spending time with our close friends, we can feel a special closeness and bond with them. With the company of intimate friends, we can be more open and true to ourselves. Although with few people around the scope of our activities is limited, it is compensated by the satisfaction that we gained from the warm atmosphere.

If a person doesn't like the joy attained from the company of just few close friends and wants to extend his activities with more friends, he can choose to spend time with many friends. When a group of friends gather together they can engage in many group activities such as playing games and sports, and travel to new places. This enjoyment doesn't necessarily require close relations among the group members. Being sociable and outgoing is good enough to create a pleasant ambiance for everyone.

I'd rather choose to spend my time with one or two close friends than being with a number of friends. With my close friends around we don't really have to do anything in particular together. For us the significance lies in the fact that we are together, sharing our time. As the saying goes, "I can spend hours without uttering a single word with my friend and I'd have the best conversation ever.."

Topic 112 **How should children spend their time?**

In our rapidly changing world people begin to understand more and more that nothing is so valuable but knowledge. Education has become an important part of people's life. Due to this some people think that children should begin their formal education at a very early age and should spend most of their time on school studies. But others believe that young children should spend most of their time playing. To my mind these two views should be balanced so as not to go to the extremes.

The first point of view that children should start early on their studies make me assume that it can be harmful and damaging for a child's physical development and personality. As a teacher I have seen the result of beginning education too early. Children are deprived of the enjoyment of their childhood years and their intrinsic desire to play. Some children cannot concentrate on their study and keep playing at school. Besides, the children who are not allowed to play and are forced to study can begin to detest the education process and the teachers. So, to force children to study at an early age can spoil the whole picture.

When facing the question of early education it is also important to note that children who begin to study at an early age are often overloaded by studying material and homework, which they are not ready to cope with. Besides some parents neglect their children and do not pay enough attention to the children's problems at school thinking that they are still young.

The second opinion that children should play instead of study also has disadvantages. In this case children are not well prepared for their school life at all. They have no idea what he is going to do at school. In addition, research shows that early education can benefit children's brain development and prepare them better for the futures school education. The most important time for early education could be missed if parents do not send their children to school at an appropriate age.

In conclusion I would like to point out that that early education and play should be well balanced so that their enjoyment of childhood that is once in a lifetime would not be deprived. It is quite important for governments to design and implement an appropriate primary education system so that young children can have chances to both learn and play at school.

Topic 112 **How should children spend their time?**

To play or to study, almost every child will face such a problem. For sure, most children would like to choose to play because playing is their nature. But parents would think it is better for them to study. Which way is better? Personally, I think children should play more in the early years, and gradually it is better for them to spend more time on books once they have reached their school age.

When we think of school study, we think of textbooks and exams. That is to say, children have to do a lot of homework to practice what they learn at school. They have to memorize a lot of knowledge in order to get good scores in exams. To those small children who are too young to go to school, learning may become a torture. And consequently their learning will not be efficient, and they even would hate learning.

On the other hand, playing is also a learning process. Needless to say, children are much creative than most of us grow-ups. Part of the reasons is that they still have a blank and original mind. They just use their own eyes to watch the world, and use their ways to explore the world. While playing together with other kids, they can practically learn many things, such as how to cooperate with others, and to help others. While playing with pets, they will know how to take care of them, and learn to take care of other people as well. While playing with toys, out of curiosity, they will ask all kinds of questions. When parents can explain to them, the information may motivate them to learn more knowledge through playing.

During the childhood, it is better to play with other kids or with toys, since they can get basic ideas about friendship, people and the world. Playing is a necessary phrase for children to be mentally and physically healthy. When children reach school age, it is better for them to go to school, and gradually start learning knowledge that is useful for their future.

Topic 113 A new university in the community

It is said that a new university will be established in our community. Some people think it is better for the community to have a university. But others do not think so. As far I am concerned, I think both sides have their own reasons. Let us get down to the arguments first before we take a side.

People who hold the opinion of supporting the government's plan may have their views as follows. For one thing, a university around here may provide people with more chances to pursue advanced education. People living near here can go to the university library at their leisure time. There they can use the various resources of education, such as the book collection, and the computers. In addition, they can take some part-time continuing education course to improve their skills at work, or pursue a higher degree. The other advantage of establishing a university here is that it may bring the community an academic atmosphere. With so many educated people around town, the community makes you feel so peaceful and in harmony.

People who take the opposite side may present some disadvantages of building a university near the community. Firstly, they feel that a university may occupy larger amount of land and use a lot of money which can be used for some other purposes: such as a shopping mall which can make people's life more convenient, or a factory which can employ a lot of people. The benefits that can be brought by those facilities are more obvious and tangible. Secondly, they think that the students at the university are young people who may sometimes cause troubles such as drinking, speeding or having wild parties, which could probably destroy the quite atmosphere of the community.

All above seems reasonable from their own respective. Personally I support the idea to establish a university in the community because it can really give us more chance to improve ourselves.

Topic 114 **Who influence more, family or friends?**

Young adults may be influenced by many aspects in forming their characters and outlooks on the world. Some people believe that family is the most important influence on young adults. Others think that friends are the most important influence on them. Both views base on respective beliefs.

It is true that friends may exert great influence on young adults. They may study together in the same school and share similar experiences. They have much in common and may share their innermost secrets that they never let their parents know. Young people are easier to make friends with each other and communicate without bothering about the so-called generation gap, which is nevertheless a common problem existing between young adults and their families.

However, it's also generally accepted that parents are the first teachers in the growing process of their children. Parents teach their children how to utter the first word in their life, help them to step out their first pace, witness their first love and give important suggestions when children need them. On the other hand, children follow their parents' examples and even adore them when they are growing from little children to young adults. They are usually ready to turn to their parents who have more life experience than them for advice when they are faced with important decisions. Therefore, parents who witness most of the whole growing process of the young adults till they are mature enough are more important influence on them than their friends.

Although young adults may reap a lot from their communication with their friends of similar ages, the most important influence to their life is always their families.

Topic 115 **Making plans for free time**

In my opinion it is always better to plan our free time because although it is considered leisure time but some people might need it to get certain things done that could not have been finished if they were left to be done another time.

Probably for most grown-ups free time is only during their weekends which is usually for one or two days only. It is actually a very short period of time if you have lots of things to be done. For this reason planning for leisure time is very important because there are lots of things that needs to be done and not all of theses things are for fun.

For adults, leisure time is not only about waking up late, spending the whole day in bed or in front of the television and reading some magazines. In fact if it is well planned, free time can be used to meet our friends, go to a restaurant, go to the cinema, go shopping or even read a nice book. Others may use it to do more important things such as taking up a new hobby or studying if they are students. Consequently their time needs to be organized very well in order to accomplish all the things they need to do compared to the short time they have.

On the other hand, if we do not keep a list or a schedule of the things that we should do, we may only finish a thing or two but time will never be enough for us to accomplish all the tasks we have. It seems to me that leisure time should not be left without planning because it is really important to many people.

Topic 115 Making plans for free time

In an era when the pace of people's life becomes more frantic and hasty than ever before, there is a growing concern among the general public about the way to arrange their own leisure time, carefully planning or no planning at all. As far as I am concerned, the former one should be wiser.

First of all, in the modern time that people are hustling around all the day and have so little free time, a meticulous plan should be provided in order not to make full use of it. Unlike the ones leading their lives in the last centenary or in the rural areas, contemporary people, especially those in major cities, have been bothered by the pressures from their bosses, colleges, and even the family members. Consequently, the free time for such people is shorter than ever. As a survey held in some large cities shows, many young people my age have to work form 9 am to 10 pm, Monday to Saturday, and only have some spare time on Sundays. Just as an old saying goes, how time flies! If there were no careful plans, people's free time would elapse without any value.

In the second place, people would have enjoyed themselves more if they have thorough plans on how to allocate their private time. It is obvious that if the leisure time were well organized, even a short break would make people relaxed and ready for their next round of struggles on their jobs. What's more, according to a health report, people would benefit more if they conduct various activities during weekends and holidays. A careful plan will make sure that people can accomplish what they want to do during their free time.

All in all, in such a time that people have less time to spend than ever, a careful plan is of vital importance for people to relax and fully rest. After all, efficiency is the most crucial factor in this crazy time.

Topic 115 Making plans for free time

Some people prefer to plan activities for their free time very carefully. Others choose not to make any plans at all for their free time. In my opinion, I prefer to plan my free time carefully, since I can do more things, and I can enjoy myself more.

First I will go over the advantages of not to making any plans for my free time. When I do not make plans, I do not feel restricted by a preset routine, and my activities can be more spontaneous. In addition, when I have no plans of my own, it is easier to adapt to what my friends and family members may be doing. For instance, if I find out that a friend wishes to go to the beach, I can adjust myself to his or her plans with perfect freedom.

However, there are more advantages to planning activities for my leisure time very carefully. By making a careful plan I can do more things, because I am more organized and I do not waste time. Moreover, with a plan I can enjoy myself more. If I have planned ahead I am fully prepared for the activities I wish to engage in, and I have nothing to worry about.

Personally, I feel that the advantages of planning activities for my free time very carefully are greater than the advantages of not making any plans at all. From these reasons discussed above, I prefer to plan activities for my leisure time very carefully.

Topic 116 **Which methods of learning are best for you?**

All of us have different learning styles. Some people are more visually oriented, and they are better able to absorb information if they read about it or see it presented in graphics or charts. Many people find that even if they are instructed about a given topic, they will not understand the information unless they put it to use by themselves. Still others need to process the information by analyzing it and discussing with others. I believe that we benefit most from different ways informational input.

I like to read about a topic and consult other visual learning tools such as video presentations, diagrams or charts. This is the type of informational input that is most suitable to me. I also like to keep notes on a topic so that I can refer to them later. While this form of learning works best for me, I find that it helps if the information is presented in a number of other ways as well.

Information can be absorbed better if we not only read about it, but also hear someone talk about the topic. This can personalize a topic and also help to clear up confusing points. Being able to ask someone questions when something cannot easily be understood can really help with the learning process.

Some people find that they cannot absorb knowledge until they are actually able to put it to use. While I find this is helpful, it is not the most important learning tool for me in most cases. In some instances, though, it can really make general concepts and ideas more understandable. For example, when reading about how to surf the Internet, it is difficult to grasp some of the ideas and instructions that are offered. Once you actually try it a few times, it becomes easier.

I learn best if I am able to hear a teacher or speaker discuss an issue, follow along by viewing diagrams and charts and also reading supporting material, and then, in some cases, putting that information to use by actually conducting activities or exercises related to the material.

Topic 116 Which methods of learning are best for you?

People have different ways to learn knowledge. Some people learn by doing things; other people learn by reading books; others learn by listening to people talk about things. As far as I am concerned, the first method - learning by doing is suitable for me. The reasons are as follows.

In the first place, I normally have a better understanding on the things that I learned by doing them. Ten years ago, after graduated from a university, I began working for an electronic company, which manufactures color televisions. During the first several months, I just sat in my office to read the mechanisms of color television from books. Those theories seemed to be so abstract to me that I can only understand 30% of them. So I decided to go to the production floor to learn about them. After taking part in the procedure of manufacture, I was surprised that getting hold of those theories was no longer difficult to me. I was able to assemble and repair televisions shortly afterwards.

In the second place, I can remember well when I learn things by doing them. People always have such an experience: they can memorize something when picking up a book and forget it when putting down the book. Knowledge cannot become yours by reading until you practice it. Knowledge learned from books is RAM, e.g. erasable memory; while knowledge learned by doing things is written in our ROM, e.g. inerasable memory.

In conclusion, I prefer learning by doing things not only because this method can help me understand things easily, but also because it can help me memorize things longer.

Topic 117 **Different friends or similar friends?**

Some people like friends who are different from them, while others like friends who are similar. If I have to make a choice, I prefer similar friends.

Admittedly, the idea of having different friends is not without advantages. On one hand, contacting with different friends gives one a broader outlook to life. Different friends can enrich our experiences by their conducts and thoughts that are different from ours. In addition, they can help a person enjoy a variety of interests.

Nonetheless, I believe that similar friends have more advantages. We can feel confident and strong when we have a group of friends who share the same opinions. A person with a purpose in life - such as an artist or a politician - may feel a special need to surround himself with people who can assist and encourage him in his work.

In addition, similar friends mean the same way of thinking and doing things; therefore they are generally more compatible and easy to get along with. I can think of no better illustration of the idea than the example of my roommate and I who both like studying quietly and dislike loud music, so we can enjoy a quiet environment together and concentrate on our assignments. We both go to bed early so none of us would be bothered while sleeping. Furthermore, it is convenient for similar friends to communicate and enjoy their leisure time together. My roommate and I frequently have fun together because we have the same hobby - playing chess.

For the reasons given above, I would have to declare myself as one of those prefer similar friends to different friends.

Topic 118 New experiences vs. usual habits

If one has never experienced the storm, how could one enjoy the beauty of the rainbow? If one has never experienced the unknown, how could one enjoy the joys that life has to offer? Therefore I always welcome new experiences in my life.

Some people like their lives to stay the same, and they do not change their usual habits. So all their life, they do not have many new experiences. They live only one lifestyle. No matter what happens in the world, they just keep their life the same way. They will not try a new job with a higher salary. For years and years they just stay with their old jobs, and live in the same town or even in the same house forever. Although some of them may want to lead a better life, they are not willing to change. They just fear changes.

We all only have one life, in other words, life is limited for every one of us, so why not take advantage of our life as much as we could? The only way to experience more is to change our usual habits and lifestyles and to try new things. For example, I have always dreamed of traveling to different parts of the world to experience different cultures and customs, to meet different people, and to enjoy different views and scenic spots. I would even live in a foreign country for a few years. Then I would really feel that I have lived a wonderful life.

Some people may say that you would have confronted much more trouble and difficulties brought by the changes in life. Yes, but life should consist of sweetness and bitterness, tears and laughter, that's the way life should be! If I haven't tasted the bitterness, then how can I appreciate the sweetness? Different experiences may help me develop a profound insight into life itself, and then I could really get to understand the real happiness of life, and really appreciate the life that I have!

In a word, I always look forward to new experiences in life, so that I could enjoy my life fully.

Topic 119 **Do clothes make a man?**

Would a frenzy people become cool, after he wears a lab white cloth? Would a child become mature, after he dresses a tie? And would a prisoner become a hero, after he takes off his prisoner's suit? At this point, I consider that the crucial factor of a person's behavior is not relied on what he (she) is wearing. Instead, the character of a person determines which type of people he (she) belongs to.

First and foremost, although clothes play an important role in people's daily life, they are not the determining factor of their characters. As we can see, the appreciation of one's personality largely depends on his (her) behaviors, including the way he (she) talks, and the way he (she) does things. After all, the primary function of clothes is to keep us warm, and to prevent us from being naked like animals. As a proverb goes, "A beggar would not be someone; even if he wears a gold hat."

Secondly, as far as clothing is concerned, there are many people wearing the same clothes, but they can behave differently. Take uniforms for example, we could not deny that some doctors are impatient when they treat their patients, while others are very nice. Some soldiers are nice to their prisoners, while others treat their prisoners badly or even abuse them. So it is quite wrong to conclude that all policemen are helpful, and all government officials are trustworthy, only because they wear the government uniforms. After all, the uniforms are only used to distinguish one job from another.

Due to the above mentioned reasons, I can safely conclude that people would not behavior differently despite they wear different clothes.

Topic 119 **Do clothes make a man?**

I do strongly support the statement that people behave differently when they wear different clothes. In other words, different clothes influence the way people behave.

Some small examples may give some light to the point. I usually find that those who wear suits and tie behave invariably the same in general. They probably look self-confident, genteel and intelligent, although most of them do not really have these characteristics. So, what I want to emphasize here is that clothes work as a symbol today and people wear them would act like what the clothes impersonate without being aware of it. We all have the experience that when we wear a T-shirt and jeans we feel vigorous and act like a 16-year-old boy.

On the other hand, we tend to wear clothes that are appropriate for the environment. When people go for a job interview, men will usually wear nice suits and tie, while women will usually wear fine lady's garments. Because people understand that "clothes make a man", and nice clothes can increase their chances of getting that job.

To take this idea further, with the help of different clothes, we can behave a way that is different from what we usual look like. For example, when a serious person who has a frustrating job takes a picnic outdoors, he will dress casually in order to remind himself that he needs to relax for this occasion. Another interesting example is that we can sometimes see from movies that a serious woman who has a formal job in an office wearing a sexy underwear and dance like a stripper at night in order to seduce her husband.

So, as we can see, people really behave differently when they wear different clothes. So why not slip into casual clothes and give yourself a break right now?

Topic 120 **Are quick decisions always wrong?**

I agree with the statements that the decisions that people make quickly are always wrong. Those quick decisions that people make are like bids in a gambling. Even if they have a chance to win, they are still losers theoretically.

People should never make quick decisions without fully considering the factors that are influencing their decisions and the consequences of different decisions.

When people make hasty decisions, they rarely care anything about the situation. Situation is a very important factor in making a right decision. Different decisions lead to different results, so it is very important to make a decision carefully. People who make quick decisions do not have time to look around and carefully analyze the consequences resulted by different decisions.

Secondly, there is a popular belief that people should decide quickly in order to catch opportunities. Unfortunately, that notion is completely wrong. If you made a quick decision without thinking carefully, how could you be able to catch the opportunities? "Chance favors the prepared mind," as a famous saying goes. Only when you have fully prepared, can you really grab a good opportunity when time come. Otherwise the chance that you take hastily may result in a failure.

Thirdly, even if you can quickly analyze the situation based on the facts that are provided to you at the time that you make a decision, since you do not have enough time to verify the validity of those information, the information could be wrong, which could leads to wrong decisions. Even the president of the United States can make this kind of mistake. Mr. Bush made a decision to start the War on Iraq based on the false information that his subordinates provided to him, which claims that Iraq has dangerous biochemical weapons. Maybe someday history will prove that the decision to start the War was wrong.

Life is not a lottery. Life is a stock market. Only when you make careful decisions based on thorough analysis, can you win. If you make quick decisions, chances are that these decisions will happen to be wrong, and you may lose everything down to your underwear.

Topic 120 **Pride and Prejudice**

My point of departure for this essay will be the famous novel by Jane Austen, "Pride and Prejudice", in which two opposite minds meet and at first sight judge each other's characters. Of course they consequently fall in love, but their instant firm beliefs in their own ability to place other people in categories is both frightening and entertaining.

Many great works of literature are based on the unpreventable conflicts that arise when different encounters between people end with hostility and dislike. Political, religious and everyday life problems occur out of the blue as a result of the stubbornness of the human mind. In the hectic postmodern world it seems often to be considered a quality to deliver your judgment without hesitation; such various areas as job-interviews, match-making and socializing in a metropolis all inspire an ability to know your goal and to reach it without hesitation and long-term reflection. The commercial industry, the media and the distinct focus on appearance in our society additionally encourages a consequence in judging other people, that might prevent a full understanding of other people's characters.

On the other hand, as much as it may be considered a good quality to be trustful and patient, it might be a significant survival tool in the modern life. Personally I believe that every person contains a true value, a personality that may someday enrich my way of thinking, and therefore I try to be careful in my immediate judgments. However, in order to navigate in a stressful everyday life that offers many encounters, it is necessary to make a natural selection - an perhaps nature has installed this in our minds under the label "personal judgment".

To summarize, I believe that both attitudes and ways of thinking are understandable, however superficial and harsh an early judgment might seem. In not giving other people time and space to prove their worth, life loses a lot of its potential. Limitless trust, however, can lead to disappointment that could have been prevented.

Topic 121 **Can we trust first impressions?**

In our daily life, we will always hear a wealth of such cases as a guy who has fallen into love with a girl at the first sight, one of your friends who impresses your mother deeply on his first visit to your house and then is treated exceptionally well by your hard-to-be-pleased mother, and even the applicant who attracts to the human resources manager immediately during the first interview is easily employed, to name just a few. All of the above-mentioned cases tell us that many people in the world trust the first impressions of a person, his character, his conduct and his eloquence, etc., all of which he displays at their first meet. But is all that he displays, or all that you understand through what he displays correct, or it is just a blur image that needs to be proved in the later days?

Before we get the question to be treated, let's think of the most probable (not absolutely) results of the cases mentioned in the first paragraph:

The guy who has just experienced the above-said romance has to say goodbye to his newly-met girlfriend because later on he finds out that she is not as good as she looks; the friend of yours who has just won your hard-to-be-pleased mother's trust is criticized by your mother because of his great incoherency in his manners, and even the newly-employed employee is dismissed because he is not telling the truth in his resume. Till now, do you still think the first impressions are dependable?

Psychologically, we have a very perfect image of a person in our head, of course, which varies from one to another owing to individuals' specific experiences, education and family background, and his or her own opinion. When a person who we meet confirms with the image in our head, we will, to a great extent, overestimate or even exaggerate his merits, while omit his shortcomings, maybe due to human nature and psychological reasons.

Thus we can ourselves lead to the answer to the question above that the first impressions of a person are generally incorrect. In a word, to judge a person needs time and the first-sight impression is unreliable.

Topic 121 **Are first impressions trustworthy?**

In our social life, we may meet different people in different occasions. Some of them we may meet once; others may be staying with us for a long time, such as our classmates, or our colleagues. Some people trust their first impressions because they believe these judgments are generally correct. While other people do not judge a person quickly because they think first impressions are often wrong. Before I give my opinion, I want analyze the two opinions first.

For those who trust first impressions, they may argue as follows. For one thing, before two people first meet, they have no ideas about what the other person is like, and then they may have no inclination to cater to each other by behaving differently. At those circumstances, it is a little bit easy to get to know the person's real character because they may behave naturally. In addition, some mysterious factors such as instinct may involve in the first impression which usually is proved to be the right one with no reasonable account, as is especially occurred in many married couple's first meeting.

The other group of people who do not believe in first impression also have their reasons. First, people's characters are different and complex. It is very hard to get to know them at the first meeting. If you want to know a person, you have to spend lot of time to talk to them, and observe their behaviors at different occasions, and all these cannot be accomplished just in a few hours. Second, many people do not behave naturally when they meet strangers, so the first meeting will not be a good chance to know a person.

We can see that both the two sides have their reasons. But I prefer not to judge people in our first meetings. Because to me, I'm not very good at judging people and my first impressions are usually unreliable.

Topic 122 Unleash your desires!

It is quite normal for people who live in the modern society to feel the necessity to acquire new things or achieve a certain status that they do not possess. This behavior is due to human nature and continuous changes in the society, especially the emergence of novel products that most people find attractive.

The process by which people develop new products is mainly by looking at what people need. When there is a need, there is a market. Although this could seem an acceptance of desire as a normal human behavior, I think desire is far better than what it is being think of, since this is the driving force for people to invent new products and discover ways to improve our life.

It is normal for people to attract to what they do not have, and it contributes to human's own process of development. History cannot evolve if human do not have desire. Everyone wants to achieve a better status in the society, and after the desired status is achieved, a new desire appears and this becomes a never-ending process. The famous story by Alexander Pushkin, *The Fisherman and the Goldfish*, depicted this human nature insightfully.

The desire of human being to lead a better life and use new products has pushed the technological advancement of our society. For instance, in 1980s, people desired to use personal computers to do word processing and desktop publishing. The necessity quickly converted to personal computer products that can accomplish that task. Afterwards, people were not satisfied with computers doing work processing only. They need more powerful functions to process images, generate 3-D animations and play multi-media games. Today, the computers available in the markets are hundreds times faster than those of the 1980s, and we got bigger and much higher resolution screens. Obviously, it has been human desire and necessity that pushed the development of computer technology.

It is true that people never content with what they already have. Due to this dissatisfaction, this society is fast evolving. Perhaps we may use words such as "wish" and "dream" to replace "desire". There will be more and more new products and services that are more comfortable and easier to use, in order to satisfy people's dreams. So, unleash your desires! Our wishes and dreams can make our life better.

Topic 122 **Should people satisfy with what they have?**

In contemporary society, there are new things coming up almost every day. Some people have to face such a fact that you can never buy a real new product, because the new one always appears after you have bought one. As a result, some of them are never satisfied with what have and they want to get something newer or something different. To some extent, it is a good way to keep up with the ceaselessly changing world. However, in my opinion, it is not always good not to satisfy what you already have.

For one thing, with the development of science and technology as well as the globalization, more and more brand new things are produced every day, along with a variety of new findings, new lifestyles, and new types of services. If we ignore all the new things and always stay what we are, the only result may be that we will be obsolete in the society. In some degree, if we all stick with old things, there will be no new inventions and advancement of the world. The continuous needs in people's spirits can really push our society forward. Human beings live in a modern society after all, and we should have the desire to be in pursuit of a new life.

However, on the other hand, if we sought after material satisfactions without considering our financial reality, we could find ourselves in trouble. As we know, new products are manufactured and updated almost every day, so there is little possibility that you can always obtain the newest products. Moreover, every time a new comes into markets, the price is always much higher than older products. If you do not have a strong financial background to support your desire, how could you be able to afford them? For example, some people borrow money from their credit card for new and fancy products without considering their affordability. In the end they get into financial crisis.

The purpose that we look for new and different things is to live better and happier. If your desires only get you into worries and troubles, it will be a better choice to learn to give up and be satisfied. In a word, living in a modern society, we must in pursuit of our life with a flexible attitude.

Topic 122 **Should people satisfy with what they have?**

Many of the world's religions share a belief that when a person is able to look at and confess his or her problems that person can begin to travel the on road to emotional recovery. A problem cannot be solved until it is clearly recognized. I agree with the above statement because I believe that dissatisfaction and suffering forces people to change.

History presents many examples of dissatisfaction and change. The history of China in this century might be seen as one of dissatisfaction and progress. Sun Yet San was discontented with the decaying imperial order, and so he created the "Revolution." Mao was dissatisfied with the course of events so he intensified the revolution; finally, Deng pushed the Chinese economy towards a free-market economy. Hence, China progressed towards its newfound "superpower" status.

In a not dissimilar way, during the eighteenth century many Americans became annoyed with the British regime and they start to fight for the freedom and independence. Hence the most powerful country in the world - the United States was created.

On a personal level, dissatisfaction can lead to changes within friendship and marriage. Perhaps it might even be said that true love cannot remain static. Matrimony and friendship are explorations of the higher emotions: they are pilgrimages towards the city of true values. If husband and wife are prepared to confront and discuss their problems, a blue period can give way to many years of happiness. Sometimes, for instance, a spouse may not recognize that the source of marital unhappiness is that the other partner has developed a need to have children. Whatever else may be said, most people would agree that children change the lives of their parents.

The best method of utilizing dissatisfaction is to change things before they get out of hand. An intelligent man will constantly monitor his emotions; an intelligent politician will understand the mood of his people. Some people might suggest that the transition to independence for Canada and Australia was much smoother than that of the United States because Britain allowed those two dominions to evolve with time. To take the idea further, a good parent or an astute politician will even anticipate potential dissatisfactions and therefore take precautions.

I agree with the above statement because, I believe that we are can grow up through dissatisfaction. Without the ability to recognize our discontent, we could collapse into illness. Suffering sharpens our senses.

Topic 123 **Non-fictions vs. fictions**

How could anyone suggest that people should only read about real events, real people, and established facts? For one thing, that means people would not be reading half of all the great books that have ever been written, not to mention the plays, short stories and poetries. For another, it would mean that people's imaginations would not develop and would remain uninspired throughout their lives.

Reading stories as a child helps develop our creativity since fictions teach us a lot about how to convert words into mental images. Fictions open our world up, exposing us to other times and different ways of living. Reading histories of those times would serve the same purpose, but histories are probably not as sharply and vivid as fictions. Reading an essay about poverty in Victorian England is not the same thing as reading Charles Dickens' *Oliver Twist*. The image of a small boy being suffered in cold, poverty and hard labor are more horrifying than simply reading the statement, "Children were sold into labor". Reading fictions makes a more lasting impression in our minds and emotions about the past.

Besides, storytelling is an emotional need for human beings. From earliest times, humans have taught their children about life, not by telling them facts and figures, but by telling them stories. Some of these stories show what people are like (human nature), and help us experience a wide range of feelings. Some tell us how we should act. Telling a child that it's wrong to lie will make little impression, but telling him the story of a little boy whose nose grows longer every time he tells a lie will make a much stronger impression.

Fiction is too important to our culture, our minds, and our emotions. How could we ever give it up!

Topic 124 **Social science vs. natural science**

The chances of receiving education are considered the most fundamental right of human beings in the 21st century. Naturally, the argument about what the students should acquire at schools has attracted many attentions from people of various walks of life. In considering the obligatory courses required at schools, people have different ideas. Some would hold the view that it is more important for students to study science and mathematics than it is for them to study history and literature.

I agree with this point of view completely. Although both social and natural science courses play an important role in the whole education system, natural science seems to have a greater impact on human progress. Our society is developing at a high speed quite unprecedented before. One cannot deny the fact that all of these results came directly from scientific discoveries. An example is that during the period of industrial revolution, it is science and mathematics that brought many inventions and discoveries such as assembly lines, mending machines and electric appliances which has freed the most of people from manual labors once and for all.

The above reason I pointed out does not mean that literature and history cannot improve people's lives but they have few advantages to people's material life especially to those poor people who are still struggling for the essential needs of shelters and foods. Literature and history cannot be put into practice to some extent. Research and development of science and mathematics on the contrary can be applied to our real life and improve our living standard. Take medical science for example, the new findings of treatments of certain diseases can save lives of many people. There still exist some fatal diseases that threaten people's lives. All this will depend on the development of medical science.

In short, all courses involving literature and history, science and mathematics are necessary and important to students. However, according to the reasons I discussed above, I want to make the judgment that science and mathematics course are more useful.

Topic 125 **Should art and music be compulsory subjects?**

I totally agree with the statement that all students should be required to study art and music in secondary schools. It comes as a direct interpretation of the apothegm 'All work and no fun, makes Jack a dull boy'. The education of art and music is necessary to provide for that spice in life. The stress of life can be easily alleviated by the use of art or music, something that interests and titillates the individual. In secondary schools, students are like wet mud; they can be molded with the shapes one likes. Art and music are activities that bring out a softer, mature and a complete person. Without them, life tends to become dull and burdensome.

Students tend to get bored of pedantic learning, and need a break from regular classroom education in the forms of art and music. Providing good facilities to capable students enhances their talents in art and music. Moreover students can develop their inter-personal skills when participating in extra co-curricular activities such as instrument, vocal and painting groups. The sense of honor will encourage them to improve their results on science courses.

Art and music are an integral part of a complete human being. They are one of the essential ingredients of life. So in order to develop students with full personalities, secondary schools should impart art and music knowledge to its students. On the other hand students should not be forced to take up some form of art or music. It should be entirely optional for students to choose whatever forms of art or music that interest them.

It is art and music that differentiate humans from animals. The serenity and tranquility that music and arts provide only human can enjoy.

Topic 125 Should art and music be compulsory subjects?

Life cannot be full without understanding and appreciating the greatest culture inheritances from our earlier generations such as arts and music. Secondary school prepares us to enter into college and adult life. Therefore all students should be required to study art and music in secondary schools.

Arts are a part of our life. From antique cave drawings to African tribal crafts, from Indian totem poles to modern buildings, arts are everywhere. Not to mention those art exhibitions in art galleries and museums, which attract hundreds of millions of people to visit them each year. Even our home equipments are made with a touch of art. Arts are ubiquitous.

Music is also an important cultural heritage of human being and remains a part of our present. It is common sense that music can relax our body and soul. For example, by listening to classical music that are played by traditional instruments, while gaining knowledge about the history and stories behind these music, students can really improve their knowledge, cultivate their spirits and broaden their views.

Studying arts and music in high school also allow students to take a break between those mentally demanding courses such as math and physics. These arts and music course can even help students improve their results in math and physics, because a good relaxation can help students concentrate more later on.

I am high school student myself and I believe that all students should be required to take arts and music courses during their secondary school years. It is not necessary for students to learn arts in order to become artists; but it is definitely necessary for students to learn to appreciate arts.

Topic 125 Should art and music be compulsory subjects?

Art and music are the advanced products of civilizations. They have been developed through thousands of years and accompanied by the progress of science and knowledge. In this sense, some people think that all students should be required to study art and music in secondary school. In my opinion, I totally agree the statement for a number of reasons.

As is so often pointed out that art and music can broaden people's view of the world. The world that we live in is not only a material world, but also a spiritual world. The art and music that belong to the latter can benefit our souls and form our personalities. For instance, a piece of music often can bring us different feelings such as calm, happy, sad or sorrow. I would always like to listen to Tchaikovsky's *Pathetique* when I am in a bad mood; I always feel much better and ready to face challenges again after I hear it. I believe most of us have this kind of experience. Art and music education in high school can enrich students' life, even though they will not make them as a career at a later time.

In addition, the love for art and music can become a good hobby for a person who has this kind of education when he/she is young. Many people have various hobbies that make their life meaningful and they may seldom feel bored during their spare time. Appreciating art and music is a great hobby. Many students acquire the hobby of appreciating art or listening to music after they took courses in art and music in high school.

Last but not least, for some students art and music can help with their career pursuit, because they can get inspirations from art and music to achieve in other fields. For example, the profession of architecture has a strong relationship with art and music. "Buildings are frozen music." We can see that many buildings that were designed by architects were influence by some form of art. On the other hand, Albert Einstein, the Nobel Prize winner and the famous scientist, was also an excellent violinist and he admitted that music could refresh his mind and lead to more effective thinking. Moreover, some students pursue a career in art and music due to their art education in high school. They become artists or singers after they graduate.

Maybe we are not aware of it at first, but from the above arguments we could see that art and music education are very important for high school students. It will surely benefit their school life and life after

Topic 126 **Can young people teach older people?**

Living at the start of the new millennium, in the most advanced technological era in history, one is confronted with a plethora of knowledge and information which itself continues to become outdated by the moment. While young people possess an ability to learn new concepts and absorb information faster and easier many now products or ideas could be taught to old people if they possessed the desire to learn.

The computer, for old people, has emerged as the first barrier and stigma. With a computer, one can work without paper and pencil, obtain useful searches on the Internet or make online purchases from ones home. However, many older people are not able to do these things since using a computer initially demands a modicum of knowledge and skill. If one has time, there are rewards, however, to teaching our grandparents how to use a computer in order that they could discover the many benefits and pleasure of using a computer.

In addition to new technological products, ideas or concepts that have helped shape young people can be conveyed to old people. Many old people maintain that health, for example, suggests an absence of disease. Yet many of us have realized that the notion of being healthy contains emotional, social and physical health rather than simply living without illness. Such scientific notions could be learned by old people from their children because young people may acquire such new ideas quickly. Why not learn something new from youngsters in order to adjust to a modern lifestyle and become healthier?

There is no doubt that there are many things we should learn from older people such as aspects of traditional culture or some valuable, life-teaching experience. But in modern society it is the young who, at the forefront of the era, possess updated knowledge, positioning old people to learn from those younger.

Topic 126 Can young people teach older people?

Who says only old people can teach young people? We admit that older people have much more experiences than our young people, and it is true that they can give us much guidance when we encounter problems or unsolvable difficulties. However, with the rapid development of the modern society, young people can also teach the older people a lot. They can update knowledge about new technologies for the elders, share attitudes towards life with them and bring freshness into their lives.

Since living in a very fast developing society, we need to make contact with many new technologies everyday. In other words, we need to learn everyday to keep up with the latest development. For example, computers are now very popular, but we seldom see the elders use computers. If they can learn how to use them from young people, they will definitely be beneficial from it because computers have brought a lot of changes to our lives and bring us new experiences. Young people are known for their quick understanding and acceptance new things, so that I think they can teach the older about new technologies used in our daily life.

The attitudes of young people are totally different from old people. Mostly they are more positive and energetic than old people. They have a different angle to judge things. Sometimes the elders are passive towards life because they went through a lot of frustrations. On the contrary, young people are full of energy towards the life, and they are always optimistic. They proudly say because they are young, they can try millions of times. In some degree, young people's attitudes may influence old people.

Young people also can share with old people what they like, which may result a change of old people. As we know, most young people like popular music. I have a friend who likes Japanese music very well; everyday she plays this music at home. Her grandmother often asks her to stop the music and asks her why she likes it. My friend tells her grandmother about the history of Japanese music and shows her a lot of examples. Gradually her grandmother likes Japanese music as well, which made us so surprised. Now if we go to their house, we can see my friend and her grandmother listening Japanese music together and share the feelings as well. You must be surprised like me when you know the story, but it did happen.

So, no matter what age group you belong to, we must believe that everyone has something to share with others and to teach others. Old people can give the youngsters' lessons and guidance, on the other hand, young people also can teach the elders new things and different ways towards life.

Topic 126 **Can young people teach older people?**

To my ear this statement sounds false and a little too fare-fetched. It is truth universally acknowledged that the old people have volumes of experience, while the young have the energy and lots of creative power. Therefore I think that it's not suitable to take sides in this situation. Because in my view there is no way to determine who is better - the old or the young.

Obviously, each of these groups has its own positives and negatives. I suppose they should co-operate and be helpful to one another rather than try to rival. The exchange should be done for their own mutual benefits. Even though the old people possess a great deal of experience, it is sometimes not enough for surviving in the changing modern world. That's why they often get stuck with their dated information, without being able to break free from their own prejudice.

In many cases the old people are used to their old ways and, I imagine, it must be really hard for them to get adjusted to the new environment. But one should always remember that, like it or not, only the fittest survive. Therefore, if the old people don't want to become extinct as dinosaurs did, they should rather learn some ways from the young. The thing is that the young people are way more flexible to all of the little changes happening in their everyday life. It is easier for them to get up-to-date and to face the fact that some old ways are no longer valid. For them it is not a difficult thing to come to terms with. I guess that this is something that could be of some use for the elder people as well. If they have lots of experience to give, the young can teach them lots of flexibility in return.

In fact, I personally think that there are many things that the young can teach older people and flexibility is just one of them. But the problem is sometimes that the old are very unlikely to be willing to accept this kind of searching with their arms wide open. Most of the times they are conservative and prefer to stick to their old ways.

Topic 126 Can young people teach older people?

An English proverb goes, "You can't teach an old dog new tricks." With all due respect to this folk wisdom, I have to admit that it sounds somewhat dated to me. At the same time I agree that almost every saying has a grain of truth to it, and this one is no exception. Nor is another one? There is no fool like an old fool. As it can easily be seen, the two sayings contradict each other, which may seem terribly confusing. Nevertheless I would like to pursue the subject at some length and try to find out which one is in the right.

It goes without saying that the old dog has quite a lot of experience. During its lifetime it has learnt a lot of different tricks that now make it feel happy and content with itself. I believe it deserves all kind of respect and admiration, since it has done a pretty good job. But one should always remember that the kind of tricks it has been doing up to now are old-fashioned and not up-to-date anymore. There now exists a marvelous opportunity to do all of them over again in a better, more sophisticated way. It is not surprising that a young dog would be way more dexterous in performing those tricks.

Moreover, it can create some innovative, brand-new ways that an old dog has never even dreamed about. Therefore I suppose that the old dog should appreciate this never-ending source of energy and ideas, and maybe even pick up some of them. If the old dogs don't want to be considered off-the-shelf, they should rather be flexible and get with the times. "You are never too old to learn" shrewdly reminds them another popular saying. But still there is no way for the mature dogs to humbly imitate their own puppies. It is advisable for them to share the accumulated knowledge with the young, to be more helpful and willing to co-operate.

At the same time, all of this will be accepted more easily if the old dogs don't try to impose their experience on the young. Then the latter would undoubtedly greet their teachings with their arms wide open. Both the old and the young should never forget that they are living in the same world that belongs equally to the first group as to the second. Even though the modern world is changing all the time, there still are ways to get adjusted to it for both.

All metaphors aside, I guess that the young and the old must be very loyal to each other. They should exchange their experience and whatever else they have to give to each other. To get back to where I started? Nor the first nor the second saying is totally correct. As usual, the truth is somewhere in the middle.

Topic 127 **Reading fiction vs. watching movies**

Watching movies is a much better option compared to reading fiction. So I disagree that reading fiction is more enjoyable than watching movies. In fact movies provide a first hand experience with real emotions. Also movies can be watched with the company of others, thus making for healthy relationships.

Movies are generally much better received compared to novels or short stories. They tend to be much more exciting and surely provide real-time first hand experience. Reading fiction, more often than not, gives only vicarious pleasure.

Also movies are a much better option for real emotions. The scenes, physiognomy of characters and background music all add up to a great experience. Howsoever good a piece of fiction is, it leaves much to be desired. The way movies exhibit a wide gamut of emotions and experiences are difficult to find in fiction books.

Another major reason for movies being more enjoyable is that one can watch movies in company of others. No such sharing is possible in reading fiction. There is nothing like enjoying a movie with the person you love, or your family members, it provides the warmth to make for a pleasurable experience.

In conclusion, I derive much greater fun, joy and excitement from watching movies, than by reading fiction. According to me, movies will always hold the upper hand.

Topic 128 Physical exercise vs. academic study

I am surely of the opinion that physical exercise should be a required part of every school day. Even a small session of exercise, but a regular one, can go a long way to give a balanced body. The rest of the school day can take care of academic studies. The common saying 'All work and no play makes John a dull child' holds water here. Also a balanced body allows one to have a balanced mind on top of it. A small part of the day devoted to exercise can take a long way in preventing future health risks. Moreover in the age of fast-food getting rid of the couch potato image is essential for today's young generation.

It can easily be reasoned that students have better concentration if they exercise regularly. The mind runs fresh only if the body supports it. Students always need a break from the daily tedious lectures, and exercise can provide it in the best way.

Another important reason to have daily physical exercise is its long-term benefits. Researchers have shown that daily dose of exercise can greatly reduce the risks of many diseases, especially heart problems. Physical exercise can act as a handy weapon against the rising obesity at school students.

For maintaining good health, one always needs to do physical exercise daily. So why not do it in the discipline of the school? An entire day of academic studies can make life dull for students, and exercise can act as a pleasant escapade.

Topic 129 **Business research vs. agricultural research**

There are two kinds of opinions concerning the plan to develop a research center in our country. One is to develop a business research center and the other, a agriculture research center. Taking consideration of the current situation in China, I strongly recommend the former because it will help to solve the urgent problems in our country.

First of all, a business research center will help to develop the economy. At present, the global economy is slowing down and there is no evidence indicating that the recovery will come any time soon. Our biggest trading partners such as the United States and Japan fall into economic plight. As result, the exportations to those countries and direct investment from them are decreasing. The most important task is how to keep the economy growing healthily. The center will help to complete this task by exploring new business opportunities to increase exporting and helping enterprises adjust themselves.

Secondly, a business research center will help to solve the problem of unemployment. With the reform of state owned enterprises, more and more workers employed by those enterprises lost their jobs. Our economic reform and adjustment is going through a vital stage. A business research center will help the enterprise figure out how to solve this problem and the unemployed people will have a chance to get jobs in new business fields.

Finally, it will help to solve China's rural problems. China has a big population, and nearly 70 percent of its population is farmers, namely, 700million farmers in China. Now the rural problem is focused on farmers who have been released from arable lands with the development of new technology can get their jobs. A business research center will help to develop rural economy in the industrial and service fields that can absorb the enormous number of farmers.

Based on the reasons I present above. I believe a business center will play a strong role at present than a agriculture research center does. As result, I support the plan to develop a business research center in our country.

Topic 129 **Business research vs. agricultural research**

It is a well-established fact that science from the very beginning has aimed to serve the community. This has been in the form of taming the nature forces, alleviating some arduous problems, or improving the mundane life in one form or another. My country is a developing one, and is suffering from some economic problems. While agriculture has been the most pervasive hustle since the first Egyptian stepped into the Nile valley, nevertheless, I prefer the business center to be developed and hereinafter I will present and analyze this perspective.

Agriculture is responsible for providing the community with food and supporting some industries. For my country, there is no persistent conflict in providing food. Moreover, no conflict exists regarding the necessary water supply. Not denying that researches in agriculture will produce new generations of crops that consume less water, produce more nourishment, resist diseases, or require fewer pesticides. However, in my perspective, we must provide more jobs to increase the income of families and hence supply them with adequate fund that will motivate the economy wheel. This attitude will result in more purchases and hence the necessity for increasing the agricultural production will arise. But first we must begin with research center that supports the economy.

To support the economy, provide more jobs, and increase the annual income per capita, we must focus on the most lucrative activities. Agriculture is considered within the least profitable activities. While business fortifies all aspects of the economy, business research will improve sales of marketing centers, provide the industry with new ideas based on the requirements of the customers. Moreover, business will assert the economic side of management systems of factories and governmental facilities.

Ultimately, universities should provide the community with more researches and scientific potential in the field that exclusively support the welfare of the community. Keeping this in mind, business centers will be the right choice.

Topic 129 **Business research vs. agricultural research**

Since the announcement of the University's plan to develop a new research center in our country, many people have showed their concern for the project and expressed their views of type of center it should be. It is now clear that the diversified views have converged to two: a business research center or an agriculture research center. Now that we have to make a decision, I think we should choose the latter without hesitation.

As everybody knows, our country is an agricultural country whose fanning produce is not enough to feed its own people. We have no way out but to develop our agriculture because agriculture is the foundation of our national economy and because it would be a disaster to the whole world if we rely on foreign food to feed the biggest population in the world.

To develop our agriculture, we cannot just call on the peasants to work harder because they have being working the hardest from generation to generation. What we should do is to raise their educational level and provide them with better seeds, more fertilizers, advanced machinery and equipment, and up-to-date technical advice. In short, we have to rely on science and technology to develop our agriculture.

Some people would say that this couldn't be a convincing reason because science and technology are needed not only in agriculture but also in all other fields. My view is that our situation in agriculture is the most serious and the challenges are the greatest. Ours is a big country with widely different climates and soil conditions. If we are to assist the peasants, we have to study all types of crops and all the fanning conditions in this land. With a research center, these problems can be studied and solved systematically. But so far, no agriculture research center worthy of the name has been set up while there is already a business center in the southern part of the country.

Because of the above reasons, I strongly recommend that we develop a research center for agriculture purpose and I also strongly recommend this center be well funded. If we take this step and succeed in this endeavor, our agricultural produce will be greatly increased and our whole national economy will have a solid foundation.

Topic 130 Should children spend much time on sports?

Currently some young children spend a great amount of their time in practicing sports. Most parents feel quite happy because sports are good for their kids' development and team work spirit, however they are quite worried about some negative effects such as practicing sports occupies too much time, distracts their attentions on schoolwork and loses certain interests on other activities. In my opinion, everything has its good side and bad side. The important thing is to handle it properly.

Admittedly, practicing sports can help children's physical development, which makes them grow faster and stronger than before. As we know, during children's development periods, especially from 10 to 16 years old, sports are really helpful for children to develop. Sports can create a strong body that reduces the possibility of contracting some diseases easily. Definitely we believe that children benefit from sports.

Another good thing is that sports teach us to learn how to cooperate with other members in a team. Most sports are team work. If we want to play them well, we must master some skills to care about what our team members are thinking and how to adapt each other to achieve a common goal. Sports are not an individual activity, it needs corporation and mutual understanding. This is not easy to master. Of course, for parents they are delightful to see their children to get this skill from sports.

On the other hand, practicing sports seem to occupy too much of children's spare time to concentrate their schoolwork. As a student, one's major task is to study hard and try to learn as much as possible, which needs students to devote much time on study or their spare time. If children devote themselves in practicing sports, it is not denying that they cannot concentrate them on schoolwork at the same time. The consequence of practicing sports too much leads children to distract themselves, which influences their future.

Actually, besides sports, there are still many kinds of activities, such as drawing, collecting, good for their developments. If a child is too concentrated on sports, it is inevitable that he will lack of chances to explore other activities and lose some happiness when engaged in different experiences.

Overall, on one hand, we should encourage our children to participate in sports activities; on the other hand, we must also remind them not to be too engaged because they should put study at the first place during their school time. There is a limit of doing everything.

Topic 130 **Sports - success all the way**

Sports, a great nourishment for body and mind. When we talk about sports, we are not just talking about somebody putting extra amount of exertion into a physical activity, and at the end of the act, being totally consumed and over till the next time. Sports is much more to it, analyzing the true benefits of sports, we could find that a certain amount of time to sports every day not only keeps a person physically fit, but also mentally at the edge. This is the reason why every form of medicine today, whether be it Alopathy, Homoeopathy or even the alternative ways, all suggest to adapt a routine exercise and the best way to exercise the human body is Sports.

As talking about young children, putting a whole lot of time into Sports is concerned, there is a philosophy behind everything, there is a need to the human body and the human mind. A wise statement says 'excess of anything is dangerous'. Studying this statement we could put forward an example, the most useful thing to human life or rather the element that brings life is 'water', even if water is taken in excess, it could have dangerous circumstances. No matter what examples we put forward, excess of anything turns out to be dangerous. Now as to performing sports in proportion is concerned, this proportion varies from person to person, so no set limit could be applied to two individuals, it is the task of an individual himself to find out what exactly his limits are, and that he doesn't end up hurting him or herself.

In the capitalist world of today as there are giant multi national organizations sponsoring individuals or teams, who happen to have some sort of promising ability. So it could be taken for granted, that an entity, if happens to polish his sports skills, could see great success in life, this success would not only mean that he will lead a healthy life style, but would as well be prosperous and rich.

Thus striking the right balance, into the time given into sports and other activities would surely mean success, but after all is said, one word should always stay in a sports persons mind that is 'Balance'.

Topic 131 **Money and success**

The notion of success holds different meanings for different people and groups. Such meanings have changed and evolved over time. Actually, many propose that possessing an abundance of money implies success. However, this view is rendered obsolete in the minds of those individuals who hold that one's success cannot be measured strictly by money.

Material possession has been traditionally accepted as the measurement of one's success or social status. When we initially refer to someone, we routinely mention how much money he owns and thereby believe this individual to be quite successful if he is wealthy. In addition to this perpetuated concept, owning a lot of money is typically related to one's work ability and thus some people may simply consider money as a prime measurement of one's success.

However, this view has changed recently since many people have come to recognize that money in many cases cannot bring about happiness, health and success. A more precise, contemporaneous definition of success means doing the things one perceives are valuable to themselves and beneficial for others. The winner of the Nobel Prize for peace may think he is has achieved success although he is rewarded little financial benefit. A person who loves animals and makes an effort to save animals that are on a path of extinction may think he has gained success although he may have expended all of his money on his career.

Another individual may define success as being able to make artistic masterpieces that can be accepted by public. As a composer, success is having his work praised by adoring fans and who help cause the work to be bought the world over. Similarly, holding an exhibition in a famous art gallery may connote success for a painter.

People adhere to various concepts defining success. Money surely cannot be the only measurement of success. Acquiring true happiness in life and attaining success means having the freedom and capability of doing that which you enjoy and believing it to be valuable.

Topic 131 **Money and success**

Since people's criteria for success differ, there is much debate over whether only those who make a lot of money are successful. As far as I am concerned, in today's society that stresses on individual achievement, money provides the best evaluation of one's accomplishment.

To begin with, as a standardized measurement used for comparing values, money is objective rather than subjective, so it is considered an authentic reflection of one's achievement. As different people hold different understandings of success, assessing the amount of one's earnings has become universally accepted as a rule to measure one's success. Each year, Fortune Magazine publishes a special issue to rank the top 100 most successful people throughout the world according to their yearly income, because there are no other methods to rely on.

In addition, the amount of money one makes is the consequence of one's hard work and talent. To deny the accomplishment wealth brings is equal to deny the sources from which it springs. In the past, I only believed in spiritual values and then leapt rashly to the conclusion that the best thing in life involves no money at all. It is my uncle who showed me the significance of money and changed my opinion. He told me he respected money and made it a goal to strive for in his way towards success. Because he would have to pay a price for it in terms of time, thought and energy. Gradually, I came to realize it is the mental and physical labor he devotes in the process of making money that paves his way for self-accomplishment, and thus deserves appreciation and respect.

Finally, money is the most powerful possession in one's lifetime. As everyone knows, success is the ability to do whatever one wants to and to be satisfied with oneself. There is hardly anything that can be done without a certain amount of money. Indeed, with money, one can meet his or her material demand in life, such as taking effective medicines, living in magnificent houses, eating various delicious food, and so on. Also, with money, one can do a lot of meaningful things to benefit others, such as donations to poor people. All these will not only satisfy one's need for personal fulfillment, but also add grandness to one's success.

In conclusion, money serves as a measurement of one's achievement. But we should keep in mind that only those who obtain money by hardworking and use it to benefit the society are really successful.

Topic 132 **What new product would you develop?**

I live in a place where the environment is being degraded alarmingly and the desert is expanding rapidly. Subsequently, the people around here are suffering a lot from this vicious environmental vicissitude. So to change the current situation is a great challenge for the people living here. I believe to invent an electronic plant grower is significant to curb the environmental degradation.

Firstly, weather condition is too severe to grow any plants here. It is not efficient for us to afforest in such a vast area either. Furthermore, if the plants could not get the basic supplies like water, amicable weather conditions, it is almost impossible for plants to survive. The invention of electronic plant grower could be scientific enough, when it plants grass or trees, it will automatically put solid ice and other trace elements which could enhance the viability of plants. Thus, the newly planted plants could easily survive in it.

Secondly, the electronic plant grower could do a lot of onerous works in the field and tolerate unfavorable weather. It can extend to the most remote place to work where there are no residents at all, but could build up effective protection barrier to mitigate sandstorm. Furthermore, the electronic plant growers consume no water, which is precious resource in the desert. They can work day and night and take full time of planting season to plant as much as plants.

Thirdly, to afforest in such a vast and tough area, it needs numerous manpower for planting in short season and taking care of the plants. As an advanced robot, the invented electronic plant growers could reduce the pressure of manpower and keep the live human away from the life limit area.

To rehabilitate the environment is important more than anything else here, but the environmental rehabilitation could not do without some high-tech duplicate of human being like electronic plant grower. So I expect its birth with great hope.

Topic 132 What new product would you develop?

In most countries, people have to spend a lot of time learning a second language while at school. However, there're hundreds of different languages in the world, no one can learn them all. One of the most famous philosophers, Marx could speak more than ten different languages, which is already extraordinary for human beings. The difference between languages is a great handicap of communication between people from countries all over the world. A group of people planned to make a global language and ask everybody to learn, but finally the plan failed. Now there is a great need for an invention that can solve this problem.

If I could invent something new, I would develop an electronic translator. Unlike electronic dictionary, which can just translate a word into different languages, it can also translate a whole paragraph even a whole book into different languages. What's more, it can even translate the language you speak orally into other languages. For example, when you speak "Hello" in English, it will say "Nihau" in Chinese automatically when you switch it to Chinese.

It's obvious that this kind of invention is needed, and when it's invented, I believe it will spread out to everywhere in the world immediately. Then people will not have to waste a lot of time to learn foreign languages, and the communication between people from different countries will become much easier. Moreover, it will enhance the speed of globalization, which benefits everybody in the world.

For it to be invented, there's still a long way to go. But the science and technology is developing and more and more new things have been invented. In the future, the electronic translator will be invented, and it will bring people more convenience.

Topic 132 **What new product would you develop?**

People will normally invent something that they want very much in the real life if they had the ability. As a father of a two-year-old boy, I would make a baby sitter robot. The reasons are as follows.

In the first place, a baby-sitter robot can take care of my baby when I go to work. There will be a dilemma in front of parents when they have a child, who should stay at home and who should continue to work, mother or father? With a baby-sitter robot, they do not need to make a choice. Parents will no longer give up their jobs because of their child.

In the second place, a baby-sitter robot can make my baby stay away from danger. A person cannot concentrate on one thing 24 hours a day. It will be dangerous when he/she is taking care of a baby. A baby is so unpredictable that you never know what he/she will do in the next minute. For instance, the baby may swallow a coin or fall to the ground from the bed when you just do not look at him/her for a second.

However, a robot does not have such a problem because she is never tired. She can keep an eye on the baby all the time. Any potential dangerous action will be prevented. Even when the baby is sleeping, the robot can still watch the baby if you want. In addition, a baby-sitter robot can entertain the baby. Songs and stories can be inputted in the robot's memory and replayed whenever the baby needs them. It is so easy to change them that the baby will never be bored on one song or story.

In conclusion, I would like to invent a baby-sitter robot not only because it can take care of my baby for me, but also because it can make my baby safe and happy.

Topic 133 **Are childhood years most important in one's life?**

It is about time somebody exploded that holy old myth about childhood being the most important years of our life. Childhood may certainly be important, but if we compared it with other period of life such as adolescence, I do not see any more importance.

First of all, parents are absolutely dictators. Children do not have options, or if they do, nobody notices. Think of the years when you are a child. Who ever asked you an option? I have no such experience, to say the least. Parents choose the clothes we wear, the books we read and even the friends we play with. We have to manipulate so as not to interfere too seriously with the lives of our elders.

Even so, it is only part of the reason. We have vague memory of most parts of our childhood. Many of the things we learnt, the happy hours we spent and troubles we suffered have no trace in our mind at all. Do you still remember every quarrel you had with your little friends? Do you clearly remember every trip you had with your parents or other children? Most of you may probably say nay, I think.

However, we may learn a lot when we are children. All these may contain what we think of as the most important thing, but we are passive to learn them. Without independence, how can we say childhood is most important period of our life? So, as I see it, childhood is certainly not the moost important years of a person's life.

Topic 133 **Are childhood years most important in one's life?**

A person's childhood years are indeed the most important years of his life and I agree with this statement.

The initial years of childhood are the time when a person learns a lot about himself and his family and the society. A child's mind is impressionable and he imbibes values and behavior that he gets to see around him. So the role of his family and school is of utmost importance.

It has been seen that children who get the love and support of their parents and teachers in their childhood turn out to be mature and emotionally balanced teenagers and adults. On the other hand, if we look at the childhood of criminals and other anti-social elements, we will find that most of them have been through tough times as children. They were deprived of proper care and upbringing. Delinquents also have a history of abuse in their childhood many a times.

Children are always inquisitive and willing to learn. So if they are provided a stimulating environment in which they can develop their talents and learn to enjoy their work, they become good citizens who are an asset to the nation. Family is the most important institution in a child's formative years because parents are role models for their children. Children develop their ethics, moral values and temperament in tune with what they see in their parents and elder siblings. The type of personality that a child develops is difficult to change later.

So I firmly believe that childhood is a vital part of a person's life that plays an important role in shaping his future.

Topic 134 **Should children be required with household tasks?**

When children grow up old enough to be able to help with some household tasks, some parents do insist that their children should take those kind of family works as early as they can, I do not think there is any in properties about the parents' conclusion.

As a complex activity for children, household tasks will do them good, both physically and mentally. When children are about the age of 4 or 5, some simple tasks such as wiping the kitchen floor or cleaning their own dishes after supper will urge them to balance their using of their forearms and wrists, fingers, and develop their brain power to control all those cooperating activity of arm muscles and their whole nerve system. When they grow up a little more, maybe parents could teach them to operate on washing machines or to use microwave-ovens, that kind of activity can make them learn the basic principles of auto machines, which no doubt will make them to face the outer world in a brand new way.

Helping in family works also can take children into more active communication with their families. When parents first teach children to use simple tools, children will learn how to understand the instructions clearly, and they may learn to communicate with other kids taking the same assignment to solve their own problems. So, family work is not just a kind of work assignment for children, it is more like a kind of learning process, they can learn not only how to finish those assignments but also learn how to communicate with each other.

After finishing those household works assigned to them, kids always get compliments from their family, this will encourage them to try different things in a more creative manner at home or at school the other day.

In a word, I think it is very beneficial for children to take the household tasks as early as they can, that will make them more active, more intelligent in communication and more happy in living with their families in harmony.

Topic 134 **Should children be required with household tasks?**

Should children be required to help with household tasks as soon as they are able to do so? People have different opinions. Some people think that parents can do all the household tasks without children's help, children are still too young to do house work and sometimes they even make things worse. Other people, however, argue that it is very useful for children to take part in the household work. As far as I am concerned, I agree with the second opinion.

In the first place, children may have the sense of contribution when they take part in household tasks. After a child was born, the parents are always the part that gives, such as feeding, changing clothes, and bathing the baby. Others help children because they are too young to do these tasks. When they grow up, they will gradually have the ability to do something, such as washing clothes for themselves, cleaning the room for themselves. If they are required to do what they can do, after finishing their jobs and looking at the result of their jobs, such the clean clothes and the clean room, children will have a strong sense of contribution and success, which will help them form a good personal character.

In the second place, participating the household tasks will teach children how to cooperate with other people. For instance, When doing a house cleaning, one person cannot finish it all by oneself. Different tasks should be divided among several people. For example, dad cleans the windows, mom cleans the kitchen, boys clean the floor and girls decorate the wall. Gradually, children will get to know that they need to cooperate with others to make things done better and faster.

Topic 135 Should high school students wear uniforms?

I hate uniforms! It makes all the students look the same. When I am trying to find my friend from a group of student, I always make mistake because I cannot tell the difference among the girls who are all wearing the same clothes. Moreover, I am always nervous about my uniforms since I may not have another one to change into. The other one is still waiting to be washed or is still wet. After P. E., you cannot identify which coat is mine, so I just take one that looks like it. I am sure the coat I am wearing now is not the one I had first. That is my life with uniforms.

Because everyone is against it, my school revoked this rule. Then, we could wear everything we want to. But new problems came up. Everyone began to buy new, brand name, expensive clothes and the campus became a big stage in no time. At last, the uniforms came back to our lives.

Undoubtedly, everyone has the freedom to choose what to wear and, of course, everyone wants to make himself/herself good-looking. But when we are just students, study is our first important thing to do. Paying too much attention to attire can influence our study. Furthermore, we may spend too much money that is not earned by ourselves but come from our parents' hard working.

The reasons above cause more and more schools make a rule to forbid trendy dresses or make students wear uniforms. It is not a good way but an effective way to solve these problems.

If we want to get rid of uniforms forever, we must solve these problems by ourselves instead of the schools rule. We should earn school's trust by our behavior, then we can thoroughly say goodbye to uniforms!

Topic 135 **Should high school students wear uniforms?**

When asked about what to wear to school—uniforms or not, some people hold the opinion that to wear school uniforms is better than to wear other clothes one wants to in many ways. Others, however, stand on a very different ground. Personally, I prefer to wear school uniforms because it has more advantages.

There are numerous reasons for me to believe that wearing uniforms is better and I would now explain a few important ones. The main reason is that wearing school uniforms can make students more concentrate on study. It can be given a concrete example that students go to a school that requires them wear their uniforms will surely have less trouble in picking clothes to wear every morning. And they will not pay their attention to the clothes others wear; this means they can be more concentrated on the study.

Another reason why I advocate the attitude of that wearing uniforms is better lies in the fact that the uniforms are specially designed for the students. I believe it suits for them very much and can do well to the students at school. On the contrary, some of the students do not know what is good for them, and will choose some clothes that do not suit them or even do harm to them. All these demonstrate the undeniable fact that to wear uniforms at school is better.

Of course, choosing to decide what to wear to school also has advantages to some extent, this enables the students to develop the habit of making choices all by themselves, that is to make decisions themselves. If all the factors are completed, the advantages of wearing uniforms carry more weight than that of not. From what we have discussed above, we may safely draw the conclusion that wearing uniforms at school is better.

Topic 135 Should high school students wear uniforms?

My high schools required us a few years ago to wear school uniforms. Somehow this requirement is not mandatory anymore, therefore only a couple of students have decided to wear the uniform from time to time. Other high schools in my town never required such things as a uniform, so the decision of the principal brought a lot of contradictory discussions.

In my opinion, the fact that this requirement did not last is a confirmation of the fact that it was not a good idea. First of all, I consider that what we wear expresses our personality. Our clothes tell a lot about the type of person we are, so an outfit established by others means a denial of expressing ourselves. It is also true that we cannot wear at school fancy clothes, like when we go out with our friends, for example. But even if some of us decide to wear extravagant clothes, I think this issue concerns only them. They establish an image of themselves and therefore they will be regarded as they wish to be regarded.

Teachers told us that we should be proud to wear the high school uniform when people recognize us on the streets, saying that we belong to the best high school in town. We were not exactly regarded as eminent students, especially by our colleagues from other schools. I believe that the way in which we behave and the way we think shows better what kind of an education we have than the fact that we are wearing gray clothes, which we do not even like. The schoolyard looked so strange when we were coming out from classes. All of us in dark uniforms, as if we were alike. We were not, and we should also show that to people surrounding us.

It's my belief that requiring high school uniforms is an unnecessary thing. A prestigious high school is not a high school who likes to show off with its students, but one who lets the students express themselves freely.

Topic 135 **Should high school students wear uniforms?**

It is a confusing question to decide whether to wear regulative school uniforms or not. As far as I am concerned, although school uniforms will not make everyone satisfied, the advantages of wearing school uniforms outnumber those of the opposite views.

The first and the most important function of school uniforms is let young students focus on studying, not diverting to compete with other classmates' clothes. If school uniforms do not exist, being easily impressible, children will pay much attention to what their friends and stars on TV wear to show fashionable, fancy and stylistic pattern. It is reasonable to make the young people wear uniform to prevent them from diversion of studying.

Furthermore, school uniforms save money for students' parents. Because of love, they hardly refuse to buy new clothes for their children even though they really do not need yet. The young consider little about money and have small resistance to the temptations of the fashionable T-shirts and jeans, and their parents usually spoil their children. So school uniforms can help students learn frugality, plainness and neatness are much more worthy than fashion.

The last but not the least reason for school uniform is to strength the spirits of students' organization and the obeying of regulations. That moral practice will benefit them to the preparation for future occupation and experience.

In short, school uniforms are in use of students' study distraction, frugality, and moral benefits. We can safely draw the conclusion that school uniforms are valuably recommended.

Topic 136 Is winning the most important aspect of playing a game?

To my way of thinking all the humanity is bit by bit losing the very important strain of enjoying life as a process not only gaining any profit. As it is happening with all life throughout, then it concerns the playing games as well. Of course some kind of award, at least winning, is very important to gain sense of complacency and self-confidence, but it should not be the main purpose of playing games. Therefore I strongly disagree with the opinion that playing game is fun only when you win. Here go my reasons:

First of all, the main purpose of the game is to enjoy the game as the process and through this process to communicate with other players you are playing with. This is extremely important both when you are keep playing with your family members, and with your friends. If playing with our family and friends were fun for us only when won, it would lose its main purpose of bringing joy of communicating with other people through the game; be it more serious games, for example Chess, or simple games with the ball. Therefore it is very important to teach people this kind of playing from early childhood.

Secondly, there exist games, especially popular in the western world, serious sport competitions, as basketball, tennis or football. In this case playing game brings joy only when it ends by winning, for they are supported by terms of money and recognition. Then, I think, games gain a strained meaning, because sometimes they more look like war actions, rather than competitive games. In this case is very important not to lose the human proprieties and game may be fascinating as well.

At the end I would say, that it is very important for people of different ages to learn to gain fun and joy from games without winning, just communicating and getting more acknowledge with other people through the game. Because, to my way of thinking, that is the main purpose of the game.

Topic 136 Is winning the most important aspect of playing a game?

The statement in the direction is a long-term consideration of many people including me. Many people will argue that playing a game is only fun when you win. I, however, after thinking about it on many occasions, decide to stand up against this view for the following reasons.

The first and the most important reason for my opposing the idea is that playing a game, no matter you win or lose, helps release a person from the heavy pressure, in most cases, resulted from intellectual activities. There is no better example than myself when I was trying so hard to enter the university. At that time, when I was too exhausted to memorize any single incident in the history book, a play of badminton would refill me with fresh energy to go back to my studies, though I hardly won any of these badminton games as my partner is an excellent player. Therefore, the biggest advantage of playing games lies in the fact that it helps people relaxed.

Another reason for my disagreement is that one will find out his or her capacity of making progress while playing a game. When learning a new game, if your opponent is a more mature player than you are, it is for sure that you will not win him or her at the beginning, but in the process of the game, if you are a conscientious player, you will definitely learn to grasp the basic skills of a certain game, which enable you to play better and better. Consequently, the awareness of your ability in learning new things is the best award you can find in game playing.

Therefore, I will conclude by saying that playing a game itself is worthwhile and to win or not to win is not a matter to concern since you could get rid of the feeling of exhaustion and confirm your confidence as a learning-capable being.

Topic 136 Is winning the most important aspect of playing a game?

Recently, many people argue as if it is a general truth that playing a game is fun only when you win. In various games and matches, the main aim of players from both sides seems to be winning. And winning is not only for the players themselves, but also for the honor of their team, and even for that of their nation. But to be frankly, I cannot agree with them. There are numerous reasons, and I would explore only a few primary ones here.

The main problem with this argument is that the real meaning of a game is to enjoy the process of the game; the result, whether it is win or lose, does not seem matter. Think of the original games of our ancestors, the goal is to show their love of sports, their physical strength and celebrating the hunting. And the true intention of their game is for relaxation and amusement. Another good example is that children enjoy playing games more than adults. When we watch children play, we can understand that they are more concentrate on the game itself, and do not care for the result. There are to young to realize the importance of winning the game, therefore they enjoy it more.

If the players play a game for winning, they will concentrate on scores too much, and forget to enjoy the game. In this society, everyone want to be winner, for they will not only win the honor, but also win fame, money, and so on. In the same way, the loser will lose everything. It seemed that playing a game become a way to get material comfort, but not fulfillment of spirit.

Furthermore, when players play a game for winning, they face the stress from the team, even for the nation, and they struggle to win. Sometimes, players do everything by fair means or foul in order to win. They may use illegal drugs, or bribe the judges. There are various scandals about athlete almost in every international game, and this thing become more and more serious. These are all because the results of games have been linked to money and the honor of a country.

General speaking, when you only want to win, you will lose the fun of playing a game. Taking into account of all these factors, we may reach the conclusion that, it is wiser to learn to enjoy playing without regard of the result of game.

Topic 137 Should high schools allow students to choose subjects?

There are lots of debates among parents, educators and students on the issue of whether or not to allow students to study the courses that students want to study. It seems to be reasonable to many people that allowing students to choose the course they want can inspire their learning interest and find their talents on certain subjects and pursue further development. But if we take a deeper consideration, it is not difficult to make the judgment that to ensure the students have a comprehensive knowledge domain is the main objective of high school education, therefore I disagree with the idea of allowing students to study any courses that they want to study.

As we all know, the main purpose of school education is to provide a systematic education to all students. In order to let students be educated in all aspects, the curriculums have to be researched and predefined by professional education institute. If we allow students to select course, we cannot guarantee all necessary courses to be covered in the regular class time. Moreover, both parents and educators believe that high school education shall provide each student a fundamental knowledge base that is essential to their future development in the society. It is the school's responsibility to enforce the rule and make sure that all the necessary knowledge is to be taught.

On the other hand, we may consider introducing some optional courses to the high school curriculums so the students can choose some of the courses within the limitation of a big syllabus. For example, for an art classes, the school can offer music and painting courses and each student can choose either one of them according to his or her personal interest. But this is not to say that the students should have the freedom to choose any course.

In conclusion, high school education is a standardized process in which major courses shall be predefined and we need to make sure students are educated in all necessary fields and build a foundation for the development after high school.

Topic 138 **Member vs. leader**

I agree with the statement that being a member of a group is far better than being leader of the same due to that an individual can adapt certain qualities. Major among them are compromising abilities, sincerity and doing work perfectly free from external pressures.

Firstly being a member of a team acquires the ability to compromise and to cooperate with other members. Both of which are very helpful for an individual to cope with future life and to develop strong characters. Teamwork by itself increases social skills and develops friendly attitude among teammates. Every member freely mingles with each other and shares his responsibility in times of need. For example if a co-worker falls sick, he is taken good care and other members will share upon his duty.

Secondly comes sincerity, a member in team is always under strict control and supervision of the leader. As a result of which he is very careful not to make mistakes and performs his tasks accurately and attentively. For example, if a member in the group has to come to work at 9. 00am, he comes there well before time and never gives chance to anyone to comment that he arrived late.

Finally comes the quality of work that is always done perfectly by a member because he is free from external pressures, unlike his team leader. Neither he need to worry about the outcome nor take the headaches of any failures in the future. So he does his best in doing work with complete satisfaction without worrying about the results. For example, many higher authorities and pressures of outcome of the game influence a captain in a baseball team. In doing so he may not perform up to the mark and may lose his concentration at the playground. On the other hand an ordinary player has no tensions and pressures and mostly he becomes the main person to win the game.

In order to build a strong character by acquiring qualities like compromising, sincerity, and doing work perfectly with free mind it is better to be a member in a group rather leading it.

Topic 138 **Member vs. leader**

According to my opinion, it is always better to be a leader than a follower. True leader show initiative. They take actions and they assume responsibilities. A leader makes a decision. Some followers may approve of the decision, others may complain about it. However, these followers all chose to follow, not to lead. They chose not to make a decision. That's how I am different. I am not a follower. I want to make decisions.

A good leader will not react to events, but will anticipate them. A leader will start a plan of action and then will persuade others to follow. For example, a class president at a local college may feel that the relationship between the community and the campus is not a good one. The citizens may feel that the college kids make too much noise on the street, litter public areas, and shop in other communities. A good class president will recognize that the community and the campus depend on one another. The president will ask the student body to keep noise down, help clean up the neighborhood, and work with businesses to attract students. A good leader takes the initiative.

Good leaders must be action-oriented. Having taken the initiative, they must see the job through. They have to take charge and lead the followers. They have to motivate and encourage the followers. The followers (in this example, the student body) must understand why good relations with the community are necessary. The followers must be persuaded to do something about it.

I enjoy taking the initiative, determining the direction, and being responsible for my actions. I do not want to suffer through other people's stupid decisions. If there are going to be stupid ways to do something, let them be mine. Would not you agree?

Topic 138 **Member vs. leader**

One of the most frequently confronted situations of modern life is to be included in a group as a member or to strive for the leadership of a group. A member will have to follow the leader's order, an argument goes, but he will feel less pressure, thanks to fewer responsibilities. I'm afraid I can hardly agree with this argument as far as it goes. For me, two advantages of the leadership stand out with great force.

Firstly, common senses lead us to the conclusion: a leader is the core of a group or an organization and has the supreme power in it. Winner of the competitive elections, a leader meanwhile wins the authority of dealing with the affairs within the group in his own way. Generally speaking, everyone will hope that his personal point of views can be adopted to solve certain problems. When it comes to members of a group, they may feel free to propose an extraordinary variety of suggestions. No matter how proper they may be, it depends on the leader to turn them into final decisions or just to deny it. A CEO, the head of a company, for example. No subordinate dare start a project or invest in a program without his permission. In contrast, the CEO will take risks in an unpredictable deal, providing he considers it worthwhile. Obviously, whether a leader or not would make a difference.

And secondly, a leader can make the best of his position to have his working abilities and social skills developed. Just recall our personal experiences, which will support my statement about the second advantage, a more important one. As we grow from children into teenagers, we are proud of organizing a football match or being the key figure of a game; as we leave adolescence behind and enter adult life, we are eager to play a vital role in campus activities or clubs. But why? The very reason is that we believe it wonderful opportunity to prepare ourselves for future careers by communicating with the people in and out of the group and conquering the difficulties facing the group. And so is the fact. An example is my uncle's success as a businessman. Enthusiastic about being the leader of any group he joined, say, monitor of his class, he was always more self-confident than his peers and his outstanding abilities in management won him good reputations.

I think that such a closer look at the subtle advantages of being a leader offers some startling surprises to those advocates of being a member of a group. Why do you still confine your attention to the temporary relaxed feeling of a member? Why not seek for the benefit in the long run as a leader? Please join us, and another prominent leader will probably come into being among us.

Topic 138 **Member vs. leader**

Both a leader and members play crucial roles in a team. However, being a leader asks for much more talent and special ability in dealing with challenges and different types of people. The truth is that very few people have these qualities. Therefore, I think for majority of people, being a member is better, for that would be the position where one can make the most contribution and make one's life worthwhile.

First of all, being a member does not mean being less significant in the success of a task. Often enough, people are amazed by the glory of a successful leader, who has to bear the extra pressure, responsibility and risks to achieve the supreme statue and to gain the power of authority. However, people overlook the vital contributions made by the group members and think them as less important. They also forget about the fact that the main body of a group is made up by members who is the main driving force that makes plans into reality. A captain of a ship is the leader who needs to give instruction on how he wants the ship to be driven. All other cruise members need to do their jobs well to ensure that the ship go into the right direction at suitable speed. Unlike most of the people would have argued that members just simply follow what have been told, I think members also have to think. It is only that they have to think specifically in the area of their job instead of think globally. Most people will work the best with a specific goal in the particular area that they are most familiar with.

Secondly, being a member gain no less sense of satisfaction than being a leader. This, of course, depends a lot on one's perspective of success. In my point of view, success means being able to make the best of one's ability and to have achieved the self-motivated goal. Being a member makes no less chance to be successful. In fact, most people will perform better in this less stressful state, compared to the highly pressured nature of a leader's work. Knowing that his accomplishment of the assigned task contribute to the overall success of the group, and the vital role he has played in supporting other members and the leader, one can appreciate the fruit of success.

Last but not least, being a member means more involvement with the actual process of the work and naturally leads to closer bond with other colleagues. Usually, after working closely together after a period of time in a project, a mutual understanding naturally develops between the members. This would take a leader great effort and maybe a long time to be regarded as member of the party. There is famous Chinese traditional saying that goes, "one cannot stand the cold for being up there." It is a well reflection of the loneliness to be a leader. On the other hand, one can be embedded in a family of coordinators who understand each other well and easily help and support each other.

All in all, besides the common opinion about more free time and more leisure lifestyle of being a member instead of leader, I think the above three points are strong enough to show that it is better to be a member for most of the people.

Topic 138 **Member vs. leader**

The question of which is better, being a member or the leader of a group, is a complex and controversial issue. Some people think that they would rather be members of a group than the leader of it, while others maintain an opposite view. As far as I am concerned the latter view carries more weight. Leadership is a difficult issue and requires lots of personal skills. I will try to express my position more clearly.

On one hand, leadership is a challenging and demanding task. Being a leader, you will not only be in the position of taking initiatives, but also have to develop plans and make decisions. Furthermore, it is up to you to carry out the group goals and plans and listen to suggestions from the group members. As a consequence, the group leader needs to spend a lot of time and energy on group affairs than the group members. Only in this way can the group achieve its every goal.

On the other hand, being a member of the group is obviously less challenging and less demanding. A lot of people are qualified and available as being group members; therefore you can find a replacement for most group members easily. Whereas the leader is much harder to replace: since his role is of more importance, and fewer people are well qualified for this position. For example, a few years ago, Margareta Ley, the owner and director of ESCADA, a famous cosmetics company died. Even today there is still a big hole in the company account due to the decreasing sales volume resulted from her absence. No one in the company was capable enough to fill her position.

From the point of view of a successful group, it is very important that every group member is cooperative and knows how to work as a team. One of the most important tasks of the group leader is to facilitate communications and cooperation among the group members.

To conclude, being a leader of a group is much more challenging and rewarding than being a member. Having a good leader is of vital importance for the group. One bad member may not make any change at all to the group, whereas a bad leader would ruin a group's success.

Topic 139 **What is the most important room in a house?**

Every room in a house plays a special role in our life. The living room mainly provides people with a place of entertainment, the dining room a place of having dinner, the storeroom a place of storing sundries, the study room the place of studying, and the bedroom a place of sleeping. In my opinion, among all these rooms, the bedroom is the most important room in a house. This point of view is based on the following reasons.

First of all, people commonly spend most of their life in bedrooms. Normal people spend 7-9 hours in the bedroom that is about one thirds of a whole day. If people pay enough attention to their bedroom, they will actually make most of their lifetime better. For example, if people have fresh air in their bedroom, that means they breathe fresh air in one third of their lifetime. As for other rooms, since people don not have to stay such a long time, their important are much less.

Secondly, bedrooms provide people a really private space. Different people have different tastes. In this private space, people can assign the environment as their will. They can decide the color of the wall, the arrangement of the furniture and the little decoration in their own bedrooms. Furthermore, if they want to be completely alone for thinking independently or just for quiet, staying in their own bedroom will be the best choice. This is another reason why a bedroom is the most important room of a house.

Lastly, good bedrooms can always help people have a good sleep which can make people recover from the tire gained from the daily work and well prepared for the following day. Suppose having not slept well for several days, people will be slow both in their thinking and action and they will even feel ill. On the contrary, with a good sleep, people will have a good mood and good energy. In the daytime, they will act effectively and they will probably do a good job. Thus their confidence will be increased. Therefore, bedrooms are the most important for it has big connection with the quality of the other time of people.

In conclusion, if you want to make most of your life time better, if you want to enjoy a really private space and if you want to get best prepared for the following days, give enough attention to your bedrooms. Bedrooms provide us the basic factors in our life. Therefore the bedroom is the most important one in a house.

Topic 139 **What is the most important room in a house?**

What do I consider the most important room in the house? Why is this room more important to me than any other rooms? As the questions pops up before me, so do the images of the various rooms in my house. I think that I consider the dining room to be the most important room of the house.

First of all, this is the room where all the members of the family sit down together, at least for dinner. This brings closeness among the various members of the family. It also gives each of the members an opportunity to relate his/her experiences during the day and share those of others. It is here where tensions die down when mother cracks a joke or dad relates a humorous incident of his job.

Secondly, this is where we feed and nourish ourselves. It serves as a point where you stop, even for a minute (like morning rush hours), and grab your bread and milk. The dining room serves as a showroom of the kitchen bringing the not-so-good looking vegetables appear mouth-watering. This is where you take your food normally.

Thirdly it is the room to which you turn too when a large number of relatives arrive. Set up some more chairs and you are ready to take care of all of them. Can you do this in the bedroom or the bedroom? Some will suggest outdoors as an alternative but do all people have the luxury of a lawn? And what if it's raining? Turn to the dining room!

In concluding, I would like to say that the dining room seems to be the most important of all rooms in the house. It is a nourishment point, an expansion unit and a family hub, all combined into one. I consider it as the server of the modern home, networking all aspects into one entity.

Topic 140 **Hand vs. machine**

From my point of view, there are many factors affecting whether to choose an item made by hand or by machine. The main factor to make a judgment is whether we use the item for our daily life or for collection and decoration purposes.

For items used in our daily life, the choices we make depend on the following factors: function, form, and price. Function is the most important thing for us. If a product is beautiful, but it is not able to perform the function, it can only be called a decoration, or a piece of garbage. For example, when we buy a TV, what we really care about first is the quality of the picture and sound, how many stations it can receive, and whether it can be connected easily to the VCR and DVD player at home. The second factor that affects our choice of a product for daily use is its form. Is the TV too big, too small, or too ugly? Will it fit into the living room? Will it be compatible with the colors of other appliances and the furniture? The third factor we may consider is the price. Even if we are very happy with the item, there is no meaning if we cannot afford it.

So, in our daily life, there is really no difference whether our clothes or furniture are made by hand or made by machine. It just doesn't matter as long as they can perform their function. For items for collection and decoration, it is a completely different story. Ancient tools and historical artifacts have more market and educational value than modern day massively produced products, and traditional handicrafts make good tourist souvenirs and beautiful decoration for the house. Therefore, when it comes to items for collection and decoration, I would definitely choose items made by hand, because they are just so special.

In conclusion, depending on different items and different uses, I will make different choices.

Topic 140 **Hand vs. machine**

Although products such as furniture or clothes made by hand are detailed and unique pieces, I consider that is better to buy items made by machines. The main reasons to do that are, price, and warranty, as well as standardized methods to manufacture them.

The more automatic a production line, the lower the cost. When we buy a made-by-hand pure wool suit, we are buying a product with both more quality and more suited for our specific needs. Nevertheless, such kind of suit is often quite expensive than a suit made in an automated manufacturing process. The same increase of price takes place with shoes, cars, sweaters, toys, or any other item built on a customized basis.

Another reason for me to choose an item generated by machines is the standard. I know when I buy a car from Ford Motor Company, that the parts of its engine compliant the requirements of Ford, and have less risk of failures caused by manufacturing mistakes. This is possible because most of the production phases were completed by machines such as assembling robots, sensors, and computers. On the other hand, a Rolls Royce car, despite the fact I do not have the money to buy one, is made by hand, and such piece of detailed and beautiful work probably might have little manufacture defects that automation avoids.

Finally, because of the standardized methods used to manufacture some item, producers can offer more extended warranties to their products. A three hundred dollars watch probably can work properly for over ten years, and the producer can offer a warranty longer than would offer a famous watch producer from Switzerland who makes all of his watches by hand.

Technology has extremely benefited our contemporary society. The use of machines on production processes increase quality, decrease prices, and continuously provides improvements to every product in the market. For that reason, I think that items made by machine are the best for me.

Topic 140 **Hand vs. machine**

The preference of machine-made clothes or hand-made clothes is a matter of one's personality. Some people who like clothes produced by machine argue that the clothes are much cheaper, and the machine work surely beat those handmade ones. On the contrast, people enthusiastic at handmade clothes hold the idea of "rare is good" and they also believe that handmade items bear more meaning in them such as love, concern and friendship. As far as I am concerned, I would stand by the side of handmade advocators and my reasons go as following.

First of all, I believe there are some advantages in machine-made clothes, the main of which is their availability. It saves you time and energy to buy a machine made clothes in a department store rather than make a cloth by yourself or your tailor. And low price is also an attractive merit. As machine made clothes take advantage of whole made and wholesale, the cost of which definitely much cheaper than that of a single tailored one.

In spite of the above advantages of the machine made clothes, however, I still prefer handmade clothes personally. Handmade clothes have particular patterns and designs that entirely tally with my own tastes. When wearing the handmade clothing which is designed by myself, I will never worry about running across a woman who wearing the same dress as me. My clothes will be the only one in the world, the thought comforts me most.

Furthermore, no wonder that handmade clothing is the fittest clothing to you because it is totally tailor made for yourself. Consequently it will make your figure look best and make your appearance more confident.

Finally, a handmade cloth could be the most precious gift to your parents or friends. The cloth will convey your love and concern to the gift receiver.

In brief, the advantages of a handmade cloth outweigh those of a machine made one so much that everyone could draw the conclusion that handmade clothes are better.

Topic 140 **Hand vs. machine**

There are many items that are either made by hand or by machine. For example, clothes are made both by hand and machine. My preference would be machine made clothing because the most merchants would carry it for sale during certain seasons and it is not as expensive. There may be one or two disadvantages to the clothes made by machine; however, I believe that there are for more advantages. The reasons for my view go as follows.

One of the minor disadvantages of a machine-made clothing is its quality. For instance, I would often purchase my clothing that is imported from Hong Kong or Korea, which has better quality than that made of my own country. In general, machine-made clothes are produced in large quantities according to season. When the season changes, another line of fashion will be on its way out for sale. Consequently, many businesses would not use higher-quality materials to produce its' line of clothing.

The main disadvantage of a machine-made clothing is the quality of the materials being used. But the advantages far out weight hand made clothing because clothes made by machines are produced faster. Due to the quicker production; people can have access to the latest styles and colors. For instance, swimsuits, pants, shirts, tops, etc... have different types of styles, colors, and cuts. Due to the seasonal trends, majority of the people does not worry about the quality of the clothes.

The second advantage of machine-made clothes is the price. Because these clothes are produced in larger numbers and the quality is lower, the pricing will also be lower than hand made clothes. Due to the mass production of machine-made clothes, merchants will be able to purchase a certain line of fashion in larger quantities. With larger quantities of same fashion around, the prices will also be cheaper. This will be a positive situation for the consumers, whom would like to spend as little as they can, but still wants to remain in fashion.)

Although I agree that there is a disadvantage to machine-made clothes, I feel that the advantages are more important. Machine-made clothes can bring the latest fashions from Japan and certain western countries. In addition, the price is lower. Therefore, in my opinion, these advantages play an important role in the consumers' decision to purchase clothes.

Topic 141 What do you want to change about your school?

Talking of making an important change in my school, I'd like to suggest that our education system put more emphasis on the development of learning skills and applications of theories into practice instead of simply learning knowledge from books. The proposal is based on the reasons as follows.

For one thing, overemphasis on academic learning poses a threat because of confusing the purpose of learning. As school credit is usually considered the major criteria of academic learning, in a credit-driven school, one may try hard to learn simply for learning's sake. In other words, college students tend to blindly cram their brains with numerous texts and formulas while do not have a clear idea of what they really want to learn, why they need to learn, not to mention how the things they are learning are useful to the reality. An example is way that common ESL students learn English: they may spend several years in reciting grammar rules, but can hardly utter an English word in front of a foreigner.

Another reason that causes me to make the suggestion is the requirement of today's ever-changing knowledge economy time. With the increasingly accelerated pace of information explosion, one can hardly depend on knowledge from books that he or she has learned at school. Mastering learning skills and knowing how to apply the skills into practice are becoming indispensable than ever before. A recent survey conducted by educators shows that most students in our country lack the ability of using tools and solving problems compared with their counterparts in the United States. This informs us to take a serious look at our book-knowledge based education pattern.

In sum, it's high time for us to give a touch on our education pattern concerning the narrowness of book-knowledge learning as well as the necessity of practical learning required by the contemporary world.

ALSO AVAILABLE

Personal Statements and Letters of Recommendation
by Example

For ESL Students
Seeking Admissions to US
Graduate/Business/Law School

**Personal
Statements
and Letters of
Recommendation**
by Example

Printed Book
by ToeflEssays.com

Description: With more than 100 example personal statement essays and recommendation letters, each comprising of editor's detailed comment and final edited, ready to submit essay, this book will help you truly master the tips of admission essay writing, and improve your English writing proficiency. With edited essays and editor's comments positioned side by side, you will learn strategies and principles of writing an appropriate admission essay in a number of different and interesting contexts, such as what are the most effective beginnings, how to improve your tone, clarity and style, and how to tailor your essays for different schools.

By working actively with the examples and comments in this book, you are sure to write a successful set of admission essays, and get admissions to prestigious US graduate schools.

[More info](#)

[Click here to order now !](#)

Topic 142 What gift would you give to help a child develop?

Children's development plays a crucial role in building their physical and mental characteristics. It is known that children are able to absorb all necessary information provided by their parents and other adults. Their unlimited curiosity for discovering new interesting facts could help their development, especially in their early ages. We know that nothing could raise children's interest and attention as high as various gifts we presented to them. Hence, every gift for a child should contain particular purposes to help in child's development. In my opinion, a perfect gift for a child could be Lego toys.

I strongly believe that Lego, known for its impressive building sets, acclaimed and praised by pediatricians worldwide, has its versatile capabilities to help children develop creative, logical and imaginative skills gained during playing with this terrific invention. Children could create and construct many different objects, depending on their ideas and enthusiasm. They could spend hours and hours playing with this amazing toy, constructing from simple squares to intricate and complex objects such as electric automobiles, airplanes and spacecrafts.

The quite interesting fact of this toy is that parents could observe developing processes of their children in a short period of time. This advantageous aspect of Lego toys, in my opinion, could affect on significantly important increases of the children's development. Such increases of logical and organizing skills could be accomplished faster than those of children, who do not have these toys. As a result, this advantage could provide much better results in children's future school classes, especially in Algebra and Geometry.

Generally, toy-building sets, such as the already mentioned Lego, could effectively develop many important skills and characteristics, benefiting children's future abilities to think, organize and make correct decisions. Also, the most important fact is that children's development could be achieved significantly during playing time with Lego toys rather than doing perplexedly complicated exercises, resulting in a slow progression. And as a result, this perfect gift could bring development, fun and enhanced imagination to children and their parents.

Topic 142 What gift would you give to help a child develop?

People enjoy endless excitement and joy of receiving gifts ever since they are very young. As reading this topic, I recalled the sweet memories of my birthdays, a little girl waiting beside the table expecting her gift from dear parents. In turn, if I am a parent who is choosing a gift for my deeply beloved child, what gift shall I give to my little girl? Undoubtedly, I want my gift to be meaningful and helpful on my child's way of life that is long and awaiting. A book will be my best option since this chooses is testified by my own experience.

Books give little children wings of imagination. I remember my first favorite books were a series of cartoons called "Ddcat" in which a mighty cat comes from the world of future brings to a dumb little boy all the amazing inventions. I laughed for the funny endings caused by the boy's improper use of those inventions, and I cried for the separating of these two dearly friends, but I was mostly amazed by the wild imagination — the ability that was later revealed to be gained in my own writings.

Books are children's windows to the world. My own little, limited world was so much extended by books, which would take me to the North Pole of the Earth to visit the people who live in the world of ice, which would tell me the old tale from ancient time of how the beautiful princess found her love, which would show me the miracles of nature through the world of little ants. It was through books I first acknowledge such a world I live in.

Books teach children the principles of life. When I first cried for Snow White who was driven out into a wild forest by her evil stepmother, I learnt what was good and evil. When I went to my father to admit it was me who dropped the plate after reading the tale that children who lied would have long noses, I learnt that lying was a shameful deed. When I was touched by the wisdom and love in the book "The Greatest Salesman in he World", I learnt to pursuit the meaning of my life.

A good book can give children the access to the world of imagination, knowledge and truth. I believe that a book can contribute to a child's development much more than a soccer ball, a camera or an animal, which is convinced by my own benefits from books. A book, with your love and care, may be a gift of life for you loving child.



Topic 142 What gift would you give to help a child develop?

Perhaps it is the happiest time for children when they get a gift from others. When picking out presents for children, probably different people tend to choose different items. In my opinion, a gift can always contribute to a child's development no matter it is a camera, a soccer ball or a toy animal. However, as far as I am concerned, I would choose fairy books to help him or her develop.

Firstly, fairy books can help a child improve his or her mind and then learn to tell the right from the wrong. As we all know, fairy stories are all written from an imaginative perspective, which beautify the good and uglify the evil to the full. So through reading fairy books, children will definitely get to know whether a thing is good or not as well as what they should do if they are caught in the similar situations as what the stories put in the books. And I believe it will be more beneficial for them to learn a lesson from those vivid stories than just from the plain words of their parents or teachers.

Furthermore, fairy stories can stimulate a child's incentive to reading, which eventually will improve his or her communication skills. All knows it that the communication skills such as reading and writing ability are most important in our daily life. Excellent reading ability helps a child understand the reading materials better; in the meantime, superior writing ability helps a child be understood by others better. Meanwhile, the attractive plots described in the fairy stories will always make a child concentrate on the books for long. Therefore, it is obvious that the children's reading and writing ability will get improvement gradually then.

Altogether, fairy stories or fairy books not only can help children improve their minds, but also can help them better their communication skills. And such is right the reason that I would choose fairy books as a gift to a child.

Topic 143 **A long vacation vs. several short vacations**

It is a hot topic among educational institutions, parents and students themselves about what kind of vacation students should have. Some people want several short vacations, while some others would like to have one long vacation each year. If let me to choose, I prefer the latter for at least three reasons.

For the first reason, to make use of a long vacation we can do something that needs a long time to finish. For instance, traveling far to several different interesting places would be the favorite thing for many students with heavy daily study burden. However, it is completely impossible for students to do such things if time is limited. Perhaps some students need to learn some new knowledge that they are interested in as a hobby, such as going to a dancing class, this period of time just provides them the best chances.

For the second reason, with a long vacation, students might be able to find a relatively fixed part-time job to practice themselves using the knowledge they gained in class which is beneficial for students' future careers as well as saving some extra money for expenditures of the new academic term.

The last but not least, long vacation means that the teaching time is concentrated within a limited period that will make the study more efficient. Such example is that whenever we come back to school from holidays, it always takes us quite a long time to get use to the study environment, which reduces the effects of teaching. So, it is reasonable to arrange the class in a concentrated time.

All in all, from the analysis above, I hope that the government or education institutions can adopt one long vacation instead of several short ones each year.

Topic 143 A long vacation vs. several short vacations

If a student only has one vacation each year, even that is a long vacation, he or she will have to have a long boring school term after the vacation. I believe that students should have several short vacations throughout the year for several reasons.

The first reason is that several short vacations mean several short school terms. The schools can arrange all year's curricula in several short terms more clearly, more efficiently and more effectively. Every subject will have a clear start and end, and can be taught intensely. Otherwise, it will be very difficult to arrange so many subjects in one long term. Schools may have to split the long term to fit in different courses, or let all the subjects take turns in one week. That really confuses the students.

Another reason is that several short vacations are also good for parents to arrange. It's easy to deal with a short vacation than a long vacation. Parents can send their children to short term holiday camps, or just have them travel around. But it is almost impossible to let them do those activities throughout a long vacation. Needless to say, it's much easier to find a short time baby sitter.

Furthermore, several short school terms can help to keep students' interest in study. Every time when they return to schools after a vacation, they will be refreshed and willing to learn. On the other hand, a long school term will make students feel bored and exhausted.

On the other hand, a long vacation may have some benefits. For example, students can attend an after school like a summer school to learn some extra courses, or high school and college students can find a part-time job to make some extra money. Nevertheless, for all the reasons I mention above, only one vacation will make school life boring. So I support that students should have several short vacations throughout the year.

Topic 144 **A traditional house vs. a modern apartment**

Young people usually prefer living in a modern apartment building as they often take consideration of the fashionable things, while more experienced adults would rather live in a traditional house as they like the feel of family and the quiet atmosphere around the traditional house. For my part, I would like to live in a traditional house.

First of all, there must be a variety of old things in the traditional house, owing to many years it has passed by. In my opinion, every old thing has an old story. When you take an old book from the bookshelf which your grandfather has read, when you use the broom your grandmother ever used to clean the house, when you sit on a chair where your mother ever sat to make a sweater for you, I am sure you will feel very warm from the bottom of your heart.

Second, traditional house is often in a quiet district where you can obtain a good chance to relax yourself and think quietly after your work or study. After the temporary relation, you will probably have more energy to put into your job or study.

Third, since it is a traditional house, there must be a good neighborhood around it. If you are in some trouble, the neighbors would help you, and you will feel convenient and joyful living in the traditional house.

On the other hand, if you live in the modern apartment building, the relationship between your neighbor and you is so aloof that you certainly cannot find warm help as you do in the traditional house. Admittedly, living in a modern apartment building has a few positive factors, such as, it may be near your work place, you can save time and money on transportation, you would live closer to modern life, and so on. However, at the same time you will not feel the warmth of the people's relationship. So if we take a careful consideration, it is not difficult to get the conclusion: living in the traditional house is your sagacious choice!

Topic 144 **A traditional house vs. a modern apartment**

I know there are advantages to living in a modern apartment, but I'd prefer to live in a traditional house. My main reason is that I love traditional designs. They're graceful and warm and inviting. I think modern designs are very empty and sterile and not appealing. So, because of the way it looks, I'd choose a traditional house.

I recognize the fact that a modern apartment is going to be in much better shape. Being new probably means all the plumbing works, the roof is not going to leak, the windows are properly sealed, and the kitchen appliances are in working order. A traditional house cannot guarantee any of that. In fact, it's likely that things will break down or need replacement, simply because of age.

Still, if the appliances are old, so is the wood, and that's a big advantage as far as I am concerned. Very few new buildings have the kind of beautiful woods that were used years ago. It's something that cannot be copied.

Space is always important to me, too. I need a lot of room for my home office, my clothes, and to display all the knickknacks I have picked up in my travels. I also like to have interesting space. I do not want all the rooms and windows the same size or a boxy design. A modern apartment usually comes in one size and shape. A traditional house is going to have a variety of spaces where I can put a little table or a window seat. And it will have lots of room, from basement to attic. These are all good reasons for me to prefer living in a traditional house.

Some people love modern design, but it's not for me. The space and beauty of a traditional home are more important to me than having everything new and perfect.

Topic 145 **The role of advertisements**

The issue of the role of advertising in our lives is a very controversial one. Some people think that advertising encourages us to buy things that we really do not need, because they claim that advertisements have the power to influence on our purchasing behavior. Nevertheless, my point of view is that advertisements are incredible source of information about new products that may improve our lives.

First of all, these advertisements can help us to choose things easier and also save our time. For example, as a result of such an advertisement, a few years ago I bought very useful tool to lose my weight. The only thing that I needed to do was to attach it to any problem area of my body for twenty minutes a day. Thus I did not to have do heavy exercises to lose my weight. The additional advantage was that this tool also helped me save time for my favorite activities.

The second reason is that quite often advertisements tell us about new products that can save our money. Again as a result of such an advertisement I bought some special micro fiber cloths, which could help me to clean my apartment only by using water. Thanks to its specific characteristics and possibility of long-time usage, I do not need to buy any more different kinds of liquids or powders for house cleans. Therefore the advertisement of this kind of cloth saved my money.

Last but not least advertisements can tell us about new products, which bring us new ways to cook healthier food. Fore instance, after watching a television advertisement, a friend of mine bought a special pot, with which she can prepare meat and vegetables without using any water or oil. This pot uses only the natural hot steam to cook. Thus it helps to keep more vitamins and minerals in the food, and get rid of the fat.

In conclusion, advertisements of new products definitely improve our life, because they tell us about things that make our life easier, save our time and money, and even cook our food better.

Topic 145 Advertising

Advertisements, one of the symbols of the modern society, are prevailing in every part of the world. Widespread and influential, advertisements are capable of convincing people to purchase commodities that they do not need. Among various factors that contribute to the phenomenon is the temptation of seeming lower price, the influence of celebrities and, in some cases, the exaggerated functions of the products.

The foremost reason for the phenomenon is that hardly anyone is able to resist to the tempting low price, which is a trick played by the sly and shrewd merchants. For example, there are always so many products on sale that few of us are able to be sensible and rational enough not to be lured by the huge price tags with "sale" on them. As a matter of fact, the buyers are hooked by the seeming discount. By frenetic and irrational shopping, people would stock up piles of items that they actually will not be in need of in the foreseeable future or even for the rest of their lives.

Another subtle explanation rests on the fact that celebrities, who have been paid a considerable sum of money, play an important role in the effect of advertisements. Some famous stars are so influential that companies focus their attention on them and make the best use of their fame. As a result, a group of loyal fans would rush into stores and go into rapture if they are fortunate enough to possess one. Consequently, both the stars and the sellers benefit from the commercial game, regardless of what the consumers obtained.

The third convincing reason I would like to mention is that the exaggeration made in the advertisements by the merchants is also deceitful. It is, undoubtedly, confusing and puzzling for ordinary consumers to distinguish the unqualified ones from millions of products presented in front of them. In addition, a majority part of the merchants, some of whom are inadequate and inferior, are in the disguise of appealing appearances. Consequently, it is of no wonder that consumers would buy products preached to be perfect, a considerable number of them are nothing but a waste of money. Naturally, it is probably too reckless to maintain that advertising is a matter of cheating since some accompanying merits also come along with it, such as the aesthetic values.

However, the minor advantages will never prevent us from concluding that advertisements attract consumers to purchase useless products, because of their so called discount, the effect of celebrities and the boastful description.

Topic 146 **Outdoors vs. indoors**

Have you ever dived into a pool in the mountains? Have you ever jogged through the quiet forest? Have you ever enjoyed the sunshine on the afternoon beach? If you do not have such exciting experiences in your leisure time, you may sure lose something valuable that your life can offer. That is why I prefer to be outside than to be inside for my leisure activities.

At first, outdoor activities give me opportunities to touch the nature. I can remember how I was impressed by the beauty of the summit, which only successful climbers can see. Standing on the top of the mountain, I could even reach the blue sky. Outdoor leisure activities help us appreciate the sights of nature, which is not available in our ordinary routines, or indoor activities.

Secondly, outdoors activities are also beneficial for our health. Plenty of oxygen will refresh our brains. The Fresh air, the sunshine and the soft breeze are the basic elements that contribute to a good health. There is no doubt that the only way that we can access these elements is through outdoor activities. After all, no one in the world tend to refuse a strong body, therefore no one has a reason to refuse outdoor activities.

Leisure activities outdoors provide both the chance of appreciating nature and the most practical way to stay healthy. Those indoor activities cannot compare with them. So I prefer to do my leisure activities in the nature. I act outdoors, therefore I exist.

Topic 146 **Outdoors vs. indoors**

People would show different preference to indoor activities and outdoor activities. Some may be interested in spending their leisure time indoors, while others may be fond of the latter. As far as I am concerned, I would always prefer to be outside for my leisure activities.

In the first place, outdoor activities can provide me a pure natural environment in which I will feel more relaxed and refreshing. For example, I can always feel regenerated only after one-hour jogging along a quiet street, with the fresh cool air and wind around. Moreover, it is a real fun to travel and enjoy so many wonderful sightseeing in different places. During their vacation, most people would choose to travel to enjoy a period of leisure time so that they can refocus on their studies and businesses.

In the second place, participating in varied outdoor activities can help us increase knowledge through our own experience and widen our horizon. As a famous saying goes: to become wiser, you need to not only read ten thousand books but also you need to travel ten thousand miles. It is true when we go out we have the chance to meet different people and different things, which cannot happen if you stay indoor. We chat with people and exchange ideas, we visit many places and learn different cultures, all of which can let us know more about a true world.

In conclusion, I personally prefer outdoor activities to indoor ones not only because I can enjoy the relaxation and refreshment in the nature but also through participating in varied out activities, I gain valuable opportunities to convert theoretical knowledge from books into a kind of real experience.

Topic 147 **How should your school spend a gift of money?**

Our educational objective is not only to fill students with the knowledge, but also to improve their capacity and skills of analysis, which will benefit the students all their lifetime. So to achieve this ambitious objective, it is necessary that the school shall have all sorts of laboratories to facilitate various laboratory tests in the school. So naturally, when my school receives a gift of money, I think the best way for us to spend the money is to build basic laboratories for the students and teachers.

Firstly, our school is not well equipped with such a basic necessities. We have capable teachers and intelligent students in our school, which created a strong academic study atmosphere. But due to lack of necessary laboratories, the teaching is only limited in the class. Students learned a lot about the theory but no more practice, which detracts the understanding of students and affects building up of their capacity to apply the knowledge into practice. Therefore, the educational quality is questionable. This has impaired the fame of the school. Consequently, brain drainage is a big problem in the school. The excellent teachers and intelligent students are desperately looking for well-equipped schools for their teaching and studying. So to curtail the loss, it is the high time to invest the fund to build up all these necessities.

Secondly, to spend the money on establishing laboratories will benefit the school for good in the long run. Parents assess the school according to the educational facilities that the school possesses. Poor facilities will keep students away from the school. So from the point of view of attracting more students, building a first-class laboratory is the prime task of the school. Furthermore, the local education authority has also paid attention to the problem of poor educational facilities. If the situation maintains like that without any improving, I suspect our school will be closed down by the authorities.

Last but not at least, if our school use the money on building educational facilities, it will make the donators more comfortable. By building a new laboratory, I believe it can attract more donators.

In sum, to spend the gift fund to build up the laboratory is a wise choice, which not only can satisfy the students and teachers in the school, but also can make the parents and the donators happy.

Topic 148 **Does playing games teach us about life?**

Playing games plays a significant role in people's daily life. You can always see children playing soccer or basket ball in parks, and adult enjoy themselves with the bridge game in clubs. Game may become more and more complex as we grow up, but our enjoyment has never changed. It give us lots fun, meanwhile teach us about life.

First of all, playing games teaches us about the strategies which we can apply in our real life. In fact, most games' original ideas come from real life. For instance, Chess imitate the battles between two countries. During the game of chess, we need to analyze what situation we face, evaluate our assets, guess what our rivals would do in next steps and make the best choice from several possibilities. In real life, when we meet a challenge, we usually analysis the situation and estimate our ability and decide what to do next. Therefore, games are mirrors of real life.

Playing games also teaches us how to deal with other people. We learn about teamwork during the game, if the games are played in teams like soccer or basketball. Nobody can win the game by himself even though he is strong, and runs fast. Everybody should communicate with his co-players. Also, in real life, no one can survive without other people's help and cooperation. A man who gets along well with his co-workers is likely to be successful in his career.

Meanwhile, playing games also help us focus our mind and energy to reach the goal, and teach us to divide a difficult problem into several relatively smaller and easier tasks and solve them one by one. Playing games also teach us to adjust our plan when situation changes. Finding a good job is always not easy, especially during an economic downturn, as we are currently experiencing. At this moment, we may go to school to pursue a higher degree instead of job hunting. It is those games such as chess that teach us to adjust our strategies and pace in real life.

Life is not a game, but games surely teach us a lot about life.

Topic 149 **How would you use a free gift of land?**

A fazenda? A playground? Or a garden? How would you use the land that you have received to use as you wish? Obviously, the answers of different people would be diverse. As far as I am concerned, I would build the most advanced hospital on this imaginary land, for the following reasons.

Firstly, I think the health problem concerns everyone in the world, and then a high-class hospital can favor everyone, not just a portion. There is a common wish in the minds of all people that I can live healthier, and the hospital can meet this wish. Actually, we can live without banks, playgrounds, fazendas, and so on, but none of us can live without hospitals. To some degree, the hospital is the most important building for human being. Therefore, I will choose to build such an important building in my imaginary land.

Secondly, a high-class hospital can be a scientific center for researching advanced cures to some diseases which cannot be cured now. A few diseases, such as AIDS, cancers, and so on, have been torturing human beings for a long time. People die for them. They separate fathers from children, husbands from wives, friends from friends, brothers from sisters. They have made innumerable tragedies in the world. If I could, I would provide the most advanced hospital to the most outstanding doctors to find some therapies against those diseases. After that, there would be fewer pains in the world. What a wonderful world it would be.

Certainly, there can be more reasons to interpret my choice besides the two cited above, but they are not away from the central idea that my land should favor every people as much as possible. What in my land can fulfill this task? A hospital, of course.

Topic 149 **How would you use a free gift of land?**

If I have received some land to use as I wish, I would use this land to build a library. I like to use the following reasons to explain my choice.

The first and most important reason is that a library can bring plenty of knowledge to people. I remember the famous words that knowledge is power. Apparently, a library is the ideal place for people to attain knowledge. In a library, we can get all kinds of valuable information that we need, such as knowledge of geography, history, music and politics, and so on. We can imagine that it is so comfortable and enjoyable when we sit in a quiet library and immerse in the world of knowledge that we cherish.

Another equally important reason is that people can spend their spare time in a more meaningful way in a library. Now the life pace is faster and faster, so people, especially young people, like to go to see a movie, or to go to a disco party. In comparison with those places, I think that a library can provide a quiet and comfortable atmosphere for people who want to reduce the pressure of life.

Moving on to wider themes, a library is a good and safe place for children. Parents would rather let their children go to the library frequently than seeing their child spending lots of time in playing games or watching television. After all, a good book can provide children with enormous help to their future life.

From what has been discussed above, I may safely draw the conclusion that using this land to build the library for people will be my first choice.

Topic 149 **How would you use a free gift of land?**

Land is an invaluable asset and from time of immemorial it has been regarded with respect and perhaps envy by those who do not own any Land is equivalent to money in a tangible form and the potential of undeveloped land has to be seen then to be believed. When it is given in the form of a gift its value is infinite, because this is something that is stolid and eternal. I can let my imagination run riot when I see the various uses it can be put to. As it is a gift I am assuming that the land extends into a few acres.

I have always wanted to live in a sprawling house surrounded by gardens that are bathed in a riot of color. I need space to breathe and the matchbox apartments of the city make me claustrophobic. Long verandahs with porticos must open into rooms where light and air reign supreme. Luxurious bedrooms unmatched in size and decor, lounges which exemplify what they stand for, salons, elegant drawing rooms, a huge library, a study, studios to pursue my hobbies and spiral staircase which lead to the upper floors are what I envision as an abode.

That however is just the tangent of my dreams that touches the periphery of the land. Moving out towards the gardens I find I require even more space than I did for the interior. I need a couple of summerhouses and small private cottages to enable me to get away when I want. A conservatory filled with plants and unusual flowers, a huge swimming pool, a small gym and a spa would be fitting as extensions.

It would perhaps be selfish to utilize all the land for myself. I would like to do something for the people around me. A free reading room and a circulating library is something that many people do not have access to. This I would like to construct for them. To culminate it all I would like to use part of the land to construct a public park and playground for the kids who do not have any such facilities.

Dreams are nice and they sound even nicer when put into words. If I get a piece of land as a gift these dreams can become realities. I enrich my life style and those of others too by bringing joy and spreading it too. I wish it came true.

Topic 150 **Is watching TV bad for children?**

Everything consists of goodness and badness. People cannot evaluate something only by its benefit or only by its harmfulness. This is why I disagree with the point that watching television is bad for children. I admit that if the children do not watch TV properly, such as watching television excessively or seeing something unfit for them in TV, watching TV would do harm. However, watching TV can benefit children if they make good use of it. Watching TV can help children learn a lot of knowledge in an interesting way, can be a good entertainment for children, and can help children manage their time. In those senses, watching TV is not bad for children.

First of all, most TV programs for children are designed in an interesting way, which is easier for children to understand. For example, a lovely presenter tells a beautiful story with attractive frames on TV and at the same time she introduces some knowledge to her young audience. Thus, children can get knowledge by listening to a story.

Secondly, watching TV can be a different form of various entertainments from what children are accustomed to. Most children like animated cartoons that give them charming images. Some children may enjoy their time in children entertainment TV programs and may also enjoy watching other children performing in TV. Hence, watching TV is another entertainment for children.

Lastly, watching TV can help children make good use of their time. Many TV programs have their certain times. Children always know the show times of their favorite programs. If they want to watch these programs on time, they should complete other things by that time. In other words, children have to be quicker in their other activities. Thus, watching TV can be an active help when children plan their time.

I do admit that watching TV properly needs direction of the parents. Yet, we cannot doubt watching TV is good in some ways for its teaching knowledge to the children, for its entertaining the children and for its well effecting on children's time. I believe most adults today can still remember how their favorite children TV programs benefited them when they were children.

Topic 150 **Is watching TV bad for children?**

Television has increased the speed at which news travels and it can bring situations and images into our homes that previous generations would not have had the opportunity or regret to witness.

Television is commonly criticized as being bad for children that an important fact sometimes gets overlooked. In my personal opinion some types of television viewing may actually enhance children's intellectual development.

Television contains an enormous variety of forms and content. The effects of television viewing depend on program content and genre. According to a research, young children who spent a few hours a week watching educational programs such as Sesame Street, Mister Rogers' Neighborhood, Reading Rainbow, Captain Kangaroo, Mr. Wizard's World and 3-2-1 Contact had higher academic test scores 3 years later than those who didn't watch educational programs. On the other hand, children who watched many hours of entertainment programs and cartoons had lower test scores than those who watched fewer hours of such programs. Good educational programs can provide lasting benefits to children.

Children are most likely to become actively engaged with television content that is neither too easy nor too difficult to comprehend, that is, content that provides some challenges, but also allows a child to gain a sense of mastery. Just like our muscles, the brain gets stronger when it is used, and atrophies when it is not used. It seems that lack of use also leaves it vulnerable to degeneration later in life.

Of course, there are some bad sides for children to watch TV. Our TV-watching children increasingly view life as an entertainment extravaganza, in which they yearn to play a starring role, and here the nasty content of so much modern broadcasting comes into play. Besides, it is hard to watch an evening of TV without encountering unspeakable violence, whose perpetrators are celebrated. Again, the effects of television viewing depend on program content and genre, and parents should teach their children on choosing the right TV program to watch.

Topic 150 **Is watching TV bad for children?**

Television benefits children by broadening their world in allowing them to see and hear places and people that they would not otherwise see and hear, as a way to educate children in subject matter their parents do not understand through viewing educational programs, and providing parents with a cheap form of babysitting, which provides parents with added income that can be used on household expenses. This is not to say that television has no negative impact on children—it does—especially when there is no supervision of the content of what children watch. But the overwhelming impact is positive.

Firstly, television benefits children by broadening their world in allowing them to see and hear places and people that they would not otherwise see and hear. This is especially the case for children growing up in rural areas where the number of people they know through direct contact is small and one-dimensional, i.e., the people all look and think much the same way. Additionally, children in rural areas may not often have the opportunity to travel very far from where they were born. Consequently, television provides the wherewithal for children to launch themselves into a much wider world—even if it is in the realm of the mind and not the realm of the body. The sum total of this influence is to provide children with a base of knowledge that transcends their they can learn from their local area and increases the chance that individuals so exposed can be more appreciative of the differences that comprise our multicultural world.

Secondly, television benefits children by educating children in subject matter their parents do not understand through viewing educational programs. Television, through satellite and cable hookups, now is capable of providing countless educational programs in subject matter as varied as Cantonese to Apache; from using solar energy to wine making in a tub; from making your own bar-b-q to advanced algebra. Never before has so much knowledge been offered by so many expert teachers without one ever having to leave one's home.

Television benefits children by providing parents with a cheap form of babysitting, which provides parents with added income that can be used on household expenses. Well, we all here of the "irresponsible" babysitter-television. However, if monitored carefully, this "irresponsible" babysitter can provide far more information than a bored teenaged babysitter taking nips from parents' booze bottles and clipping her nails, while telling the kids to shut up as she makes her way to and from the refrigerator, making a serious dent in the family's food supply.

None of this argues that exposing children to television doesn't have a down side—it certainly can. For example, television can have serious sexual content and much violence, which could not be good for innocent young minds. But if properly monitored with a working filter, this can be dealt with.

Topic 150 **Is watching TV bad for children?**

With the advancement of technology, the greatest difference between children now and in the past is that children now enjoy more luxurious usage of newly invented technologies. Nowadays, children virtually superfluously spend their after-school life on watching television programs, playing computer games and Internet chatting apart from completing their necessary homework. Though it is well debatable on if it is good or bad for children to watch television, however, I do think that watching appropriate amount of television programs is good for the development of a child.

First of all, television programs provide an extensive amount of information and knowledge for children to learn on their own. It is a well-known fact that, with audio and visual aid in a learning process, a child will pick up knowledge more easily rather than broadly absorbing whatever his teacher regardless of his interests delivers. For instance, the Discover Channel provides services of introductions to science and technology in a very comprehensive manner. In fact, TV programs provided by this channel convey knowledge by giving many detailed examples from the actual world, instead of producing the theoretical models. Watching television programs of this kind does no harm to the children, but in fact, provides more comprehensive education to them.

Further more, watching television widens a child's mindset. In order for a child to grow into a matured adult, he needs to have an astute brain to adapt to the society. Television programs provide a lot of up-to-date news and information on current affairs. By watching television, one is able to receive information in a relatively shorter period of time. Empirically, a better-informed child is more likely to mature earlier than his peers. This also enables him to gain experiences for his future work as a member of the society.

However, in order for a child to grow in the right direction, appropriate programs have to be selected for him to watch. Otherwise, he may end up watching programs that may misguide him in this global world. This may be very dangerous to the physical and mental health of a child, as a little bit of misbehavior may cause great harm to the child. A good example is a TV drama series where a princess demonstrated some dangerous actions to the audience. Unfortunately, most audience of this series is children. Due to their lack of mature mindset and appropriate parental guidance, they ended up having followed the action of the actors, and getting themselves into serious injuries, and some even died. Hence, it is inevitable to see that watching television programs without appropriate guidance from parents may result in serious troubles for children.

The advancement of technology has allowed children now to have a more enjoyable life compared to their parents. At the same time, children are able to pick up knowledge from TV programs. However, parents need to pay close attention to the programs that their children watch to ensure that they are appropriate, so that their children will grow up healthily.

Topic 151 **What is the most important animal in your homeland?**

My homeland Taiwan is well known for its great and diverse possession of animals. However, among this great variety of animals, Taiwanese deer is the most important and unique animal. This beautiful animal saved my ancestors from starvation in their pioneer days, and what's more, it symbolizes the beauty of my homeland Taiwan.

When my ancestors first came to the Island of Taiwan, they had nothing except a few pieces of clothing and tools. As they were facing hunger, they caught the glimpse of a beautiful deer in silky beige fur and snow-white spots. Astonished at the sight of such a stunning creature, they appreciated God for bestowing them such a precious gift. The deer saved my ancestors from starvation, and hence, my people worship it as the gift from God. Were it not for the Taiwanese deer, my ancestors would not have survived, and I also would not be sitting here writing this essay.

Moreover, Taiwanese deer symbolizes the dazzling beauty of my homeland—the Taiwan Island. Taiwan has been famous for the name "Formosa" which means "beautiful" given by a Portuguese explorer in the 1600's. Its beauty is celebrated worldwide. Moreover, the Taiwanese deer is widely recognized as one of the most beautiful kinds of deer. It acquires silky fur of the color of cedar, covered by little white spots that spread out like stars in the sky. In addition, I can proudly and positively say the only place on the Earth where you can find a Taiwanese deer is the Taiwan Island. Every characteristic of the deer matches my beautiful homeland perfectly, and the deer is the best representative of my homeland.

Overall, although there are various animals living in my homeland, Taiwanese deer is the most important one as it was the food that saved my ancestors and it represents my homeland. Unfortunately, this incredible creature now is facing extinction. I genuinely hope by writing this essay my voice can be heard and people will try to save the Taiwanese deer.

Topic 152 **Why should forest be saved?**

Have you ever stopped other people when they were chopping down the trees? Have you ever felt painful when you saw a large piece of forests were burning down by the fire from the television? Have you ever shouted to those people when they were using woods to build their house? Maybe you have not. Just because human beings have not paid enough attention to those events, many parts of the world are losing the most important natural resources—forests. I strongly feel that it is important to save forests on the Earth. In the following discussion, I will reason and provide evidence to support my point of view.

In the first place, the most important reason to support my viewpoint is that the forest is the heart of the Earth. Just like the heart of a human being that contributes to all of the circulations in a person, the Earth needs its heart to keep working. Everyday, forests take in the carbon dioxide, and by combining with the water, they produce the basic sugar ~glucose~for other living creatures and also release the most important gas to the Earth's atmosphere—oxygen. Without food, a person can remain alive for 5-10 days; without water, a person can survive for 1-2 days; but without oxygen, no body can keep alive after 10 minutes. When people are destroying the forests, they are trying to ruin their own lives.

In the second place, forests are the significant resources to hold the soil. The roots of the trees stretch into the Earth and tightly grab the soil. However, after losing the forests, during rain time, the soil will be easily brought down. For example, because of the expansion of the city, a large piece of forest was destroyed in the rural area near my hometown. One day, one of my old friends went to that place to do a research. However, just as the bus arrived to the foot of a hill on which the entire forest had just been brought down, suddenly, it was starting to rain. The water brought down a large amount of soil and rushed down with unimaginable speed. Without a time for the bus driver to react, the bus was covered under the mud. The mud not only destroyed the bus, but also killed all the people in it. I cried when I heard the news, but no tears could bring my friend's life back.

To sum up, forests are the important natural resources for our human beings to preserve. In order to live a better life, every person needs to take care of the environment.

Topic 152 **Why should forest be saved?**

What is clear is that forests provide humans with many social, economic, and environmental benefits.

However, huge areas of the richest forests in the world have been cleared for wood fuel, timber products, agriculture, and cattle. If the current rate of deforestation, about 80,000 square kilometers per year, is kept, they may completely disappear by the year 2030. In Vietnam, our country, according to the ministry of Natural Resources and Environment, 1,054 forest fires occurred last year, destroying 15,370 hectares of forest and causing damage worth US \$ 9,8 million. Particularly, Upper U Minh, formerly a nature reserve, was mostly destroyed, just after being re-classified as a national park.

In fact, like Vietnam, the countries with the most tropical forests tend to be developing and overpopulated nations in the southern hemisphere. Due to poor economies, people resort to clearing the forest and planting crops in order to survive. Therefore, the most effective conservation policies are to relieve poverty and expand access to education, healthcare, and the most important, alternative livelihoods. Allocating forests to farms and plantations is also a sound one. In addition, stricter laws should be issued to reduce the destruction of forests, which is caused mostly by logging interests.

All in all, nowadays, one of the greatest concerns worldwide is the loss of natural resources, particularly forests. Many solutions have been suggested to save forests from destruction. However, many forests in the world remain unprotected.

Topic 152 **Why should forest be saved?**

Have you ever walked in a forest? How good it feels to breath the cool fresh air! Every one should admit that forests are very important to our life. But forests are disappearing quickly all around the world. We should act now to save them.

Forests are essential in protecting our land. In China the government used to encourage people to cut trees to meet the nation's demand of wood. Now people come to notice that with the decline of forest area large amount of soil is being washed off by rains and carried away by rivers. Without forests deserts expand quickly. They are now threatening the nation's limited agricultural land. Now the government begins to realize the importance of forests and is encouraging people to grow trees.

Forests are homes of many animals. Without forests animals cannot live. Many species extinct and many more such as pandas and tigers are endangered. The extinction of animals will be a big problem for our ecosystem and will even threaten our survival.

Forests also provide us with many useful things. Fresh air, Juicy fruits, meat, milk and rawhide are only a small part of what we gain from forests. How can we survive without these supplies?

From the reasons stated above it is clear that forests are one of the most important natural resources, so we should do our best to protect them.

Topic 153 **Is a zoo useful?**

Every city has one or more zoos. For a while, people think that a zoo is no useful purpose. If I were faced with this issue, I would think that zoos are useful. In the following discussion, I would like to reason and provide evidence to support my viewpoint.

The first reason is that zoos are often used as places to preserve the endangered species, such as the giant pandas and tigers. It is the conservation of animals that is the most important function of a zoo. With the advances in reproductive technologies, which assist in breeding captive animals, the zoo has become the most important place for animal conservation. Thanks to zoos, certain species of animals have been saved from extinction. Such animals are bred in captivity and when they are ready to survive in the wild, are reintroduced to their original habitat - in the rain forests of Brazil, for instance.

In the second place, children can obtain direct knowledge about a variety of animals by visiting zoos. They can see what a tiger is like, hear various sounds of birds and tell one animal from another. If there is no such a place, how can they make contact with animals? They may never have a chance to see various animals even though they learn many from books. When I was a little girl, I liked animals very much, especially birds. But I could not feed them for myself, so the zoo which was located near my home was the place I went to most frequent. And I really love these places.

Finally, a zoo is a place for fun. In fact, this is why it is so good at educating the public about the importance of conserving wildlife and the environment: it puts fun into education. Seeing pictures is not the same as seeing animals at close up. What makes visiting a zoo so enjoyable is our close contact with them. Therefore a zoo not only attracts many tourists from other countries, it also allows us to see, without having to leave home, big cats and exotic animals of distant countries.

In summary, I believe that a zoo has some useful purposes to serve: to preserve the endangered species, to educate the public about wildlife, and for its visitors to have fun. So a zoo of course is a useful place for us and we should have them.

Topic 154 **Is it right to ban smoking?**

Smoking is highly injurious to health and its adverse effects on passive smokers is well established. I, therefore, strongly favor the ban imposed in many public places and office buildings in various countries.

Smoking in public places and office buildings irritates and causes discomfort to non-smokers. Moreover, the passive smokers are also highly susceptible to various diseases like cancer and other ailments based on the findings of various researches. As public places and office buildings are open to all the people especially office workers, no individual has any right to knowingly cause harm/injury to others health.

The health problems caused due to smoking in public places/offices would result in additional financial burden on the exchequer to divert its resources in medical facilities to combat such problems. These avoidable health problems of the employees due to such few irresponsible smokers would result in increased absenteeism and economic loss to the companies. It is a common experience that offenders do not bother to follow any civic rule unless heavy penalty or strong rule is imposed by civic authority.

However, it would be prudent to provide some limited confined places in the public areas and in the office buildings exclusively for the smokers. These rooms are required to be adequately provided with proper devices for removing obnoxious gases like CO₂, SO₂, CO, NO₂ etc from the smoke before being released to atmosphere. A nominal fee might be charged from the smokers to discourage their smoking habits.

Finally, I strongly support such rule to impose ban on smoking in public places in order to avoid detrimental effects on the health of common people knowingly.

Topic 154 **Is it right to ban smoking?**

There is no doubt that we human beings are social animals. Living in a society, we certainly cannot do whatever we like. Putting ourselves in other people's shoes is a key principal to live in a social group. Smoking in public will violate this basic rule. Therefore, I believe that people should not allow smoking in public places and office buildings.

It is widely believed that smoking is bad for people's health. Since not everyone likes smoking, the rule banning on public smoking should be enforced. It goes without saying that public spaces such as office buildings, department stores or classrooms are places for everyone including adults and children. The second-hand smokes produced by smokers may be more harmful for the health of non-smokers according to the New England Medical Journal published several years ago.

Moreover, smoking is bad for the health of smokers. The rule might help the smokers who want to quit smoking. The rule can reduce the opportunities for smokers to smoke and gradually help chain smokers get rid of this bad habit. Smoking is a habit that is not easy to quit. The rule might use its legal power to assist the smokers to protect their own health.

Smoking in public spaces might be dangerous because there are a lot of careless smokers who forget to extinguish the sparkles after they smoke. The irresponsible action may lead to big fire and a great numbers of people will be hurt in the accident. Nevertheless, enforcing the rule can prevent the occurrence of accidents.

Some people might believe that it is their rights to smoke wherever they please. However, I would say that people who do not smoke have their rights not to inhale second-hand smokes and risk their life in dangerous places. Smokers still can smoke in their private places such as their bedrooms or living rooms as long as no other people's rights are not damaged. After all, the rule is used to protect the personal liberty of everyone.

Topic 155 What plant is important to the people in your country?

There are many kinds of plants in Thailand since Thailand's land and climate are very suitable for agriculture. As soon as I am asked what the most important plant in my country is, I undoubtedly point out that rice is the most necessary plant in Thailand for several important reasons that I will detail in this essay.

Firstly, rice is the main kind of food in Thailand. Even though there is much more food here such as noodle or fast food, almost all Thai people still eat rice as their daily traditional dish because we have eaten rice for a long time from our ancestral age to the present time. Moreover, rice still provides substantial energy to our bodies, so we have enough energy to do our activities everyday. For foreigners, they can have breakfast only with hams and eggs. For me, if I have breakfast with no rice, I feel that I am still hungry.

Secondly, as a agricultural country, exporting rice is the main part of my country's revenue. Even though we sell several kinds of plants to other countries, rice still makes much more income to us than others. In addition, Thailand ranks first in rice exports in the world. I cannot imagine if we do not have rice as the vital economic product, how could our country survive. I absolutely see the significance of rice because even USA also eagerly tries to develop and cultivate rice by itself in order to defeat Thailand.

Obviously, no other plants can replace rice in terms of the important food and the vital economic values at present and in the future, even though several kinds of plants are also cultivated here.

Find your TOEFL writing score at FindScore.com!

Topic 156 Which country would you like to visit?

If I have the opportunity to visit a foreign country for two weeks, I would not hesitate to choose Gambia—a country lies in West Africa.

I began to notice this tiny country at the time I was reading the novel - *Roots*. It tells the story of an African-American family and a descendent finally found out his roots in Gambia. I was quite impressed by the characters, plots and interesting African life styles described in the novel. The book gives me a totally different view about Africa and it was my first time to take a close-up look into an individual African country.

In the past when I think of Africa I think of poverty, disease, and poor people, but never had I realized how amazing Gambia is until I finished reading this novel. They have lovely traditions. Every night, people from the same tribe would gather together. Adults could talk about things happened in the daytime while kids enjoy the stories told by the elders. Teenagers go hunting every day and compete for the most harvest. They never write down their history, but the historians would take the responsibility of passing it down by telling the following historians these huge historical events. Everybody leads a happy and serene life and live in harmony with the nature. I can imagine the vast grass, wavy lake, cheerful herds; it is a fairyland far from conflict, controversy and war.

How can anyone be not attracted by Gambia after knowing a little bit about it? If Pushkin had had the chance to visit this fascinating country, he would probably say "Oh, Gambia! How violently its name plucks at everyone's heart!"

I have been dreaming to visit Gambia and joining those villagers, sitting under a big tree, listening to the stories, hunting the animals and being enlightened by the historians. How I wished to go there!

Topic 157 **Computers vs. traditional schools**

With the knowledge explosion, many ways of education will be offered to students. In the future, students may choose to study at home by using technology such as computers or televisions, or choose to study at traditional schools. In my opinion, the former is a better choice.

In the first place, students can adopt an individualized and effective way of study by using high technology at home. Traditional schools make schedules according an average student's needs. Although they concern the demands of the majority, their schedules are not the just fit ones for many students. But using technology such as computers or televisions, a student can make the class schedule of his or her own, concerning personal ability, recent health condition and so on. In traditional schools, it is impossible that a teacher lecture you the same lesson twice at your own convenience. By using technology, students can review some lessons easily to get better understanding of some courses.

In the second place, studying at home by using technology can save much space and resources. The more quickly the society develops, the larger the quantity of people who need to go to school. The fast growing industry and service facilities have already made our world a crowded one. If we use traditional schools as we do now, the places that education facilities occupy, of course, will become another contributor to the crisis. On the contrary, studying at home by using technology will not only save more place, but also can release the places they are now occupying.

Maybe some people will put forward a doubtful point about studying at home using technology, that whether the students can be self-disciplined. I am sure that some measures can be taken about some of the disadvantages of learning at home. In conclusion, studying at home is an ideal choice. I hope we can see the new type of education in the near future.

Topic 157 **Computers vs. traditional schools**

Different persons will have different opinions about studying at home or studying at school. I will prefer to go to traditional schools because schools provide disciplined learning, experienced teachers and good facilities.

Although learning from computer and television is comfortable, it is void of disciplined learning environment provided by schools. Schools provide balanced atmosphere where each subject is given equal importance and is taught on a regular basis. This leads to an overall development of children. This discipline is absent in learning through computers and televisions at home. We are inclined to subjects which appeal us. Some children find art and crafts as interesting and devote most of their time in them, while others find math and science more interesting and avoid reading books on social sciences. This erratic and unbalanced reading inhibits overall development. Moreover children are too young to decide what they should learn or should not. At this situation schools prove to be beneficial where teachers know their students and give individual attentions to improve their skills.

Not everybody can afford the best equipments and technology available in the market. At this juncture schools provide best-experienced teachers and best facilities available. Schools invest on these instruments that students can use while it is difficult to buy each and every piece individually by yourself if you are learning at home. Also there are instances where students are required constant vigilance. For example while performing experiments in chemistry, which involves lots of dangerous chemicals, an experienced adult such as a teacher or a lab technician must be present. In these labs children are in habit of messing with things. They try to experiment mixing every solution they can find. So regular vigilance is required on each student. Similarly while doing dissection of rats in biology labs, from time-to-time guidance is required by students to understand and complete the experiments successfully. No television or computer can give such attention to each individual.

While studying at school, children get to know each other. They learn to work in team when they are given group assignment. They learn to distribute tasks among themselves according to their strong points and complete their tasks. Therefore a feeling of compassion is developed among them, which is not possible in television learning.

Keeping all these benefits in mind, I would like to go to a traditional school for my learning.

Topic 158 **Are celebrities opinions right?**

Everyone is entitled to have an opinion. When it comes to opinions, though, there's a difference between the majority of people and celebrities like actors, athletes, and rock stars. If you're an average person, only your family and friends care about your opinion. If you're famous, the whole world listens, or so it seems sometimes. Is this the way it should be? I do not think so.

We shouldn't pay attention to famous people's opinions just because of who they are. Being a famous basketball player doesn't make someone an expert on environmental issues. However, that basketball player has a better opportunity to be heard than most people do. If that player feels very strongly about an issue, he can use his fame to draw attention to it and get other people involved. That way they can draw attention and needed dollars to that issue.

People who are rich put their money behind a cause. In the same way, famous people are using their most valuable asset. In their case, it's not money. It's their name recognition. Should people pay attention to what they think just because of who they are? I don't think so. I also do not think we should discount what they think just because of who they are. They have a right to their opinion. If their name draws people to that cause, all the better for the cause.

I think too often we categorize people and try to keep them in their place. Celebrities have brains and should be allowed to use them. When they're advocating a cause, their opinion should be just one of many factors we use to evaluate that cause.

Topic 158 Are celebrities opinions right?

In today's commercial world, companies try to sell as much of their product as possible. In this scenario they try all means and methods to peddle their wares. One of their methods is eliciting the good offices of famous personalities such as actors, athletes and rock stars to endorse their products. But why would they resort to this?

Past experience and research must have indicated that this kind of propaganda does bear fruit and people are lured by the opinions of such high fliers. In my opinion blindly believing and following such opinions would be quite foolhardy. It would be more feasible if one analyzed the opinion using their own common sense and judgment and made an informed decision. Hence we should not totally disregard the opinions of these personalities but listen and act upon them in a sensible and discerning fashion. But blind faith without verification would not be advisable.

Depending on the situation and the product being sold or the message being propagated, we could choose to follow or opinion or disregard the same. It would also depend on the credibility of the person endorsing the product. Even in the situation where the person is a big wig with an impeccable reputation I would suggest corroborating the authenticity of his/her claims before believing the same. After all, we are thinking individuals vested with the power of intelligence and the ability to choose.

We must not abuse this right. In some cases, we find famous people stating their opinions about a social cause... In this case, they are being used to spread more and more awareness and influence people into the bettering the society they live in. For example, we find some of the big shots in the entertainment industry rallying for AIDS awareness... yet others who encourage people to donate their organs after death. These are social messages for the betterment of the society. One might choose to listen to these messages and act upon the same, or disregard them... but at least one can give it a thought.

On the other hand, lets take another example of an issue that is still being hotly debated and is in the eye of a major controversy. It has recently been revealed that aerated drinks with coke as their basic ingredient contain harmful chemicals & pesticides. As soon as this rumor began doing the rounds, the relevant companies roped in the top-notch film & sports personalities getting them to endorse their product via equivocal statements about the safety of their product. The Health board took umbrage to this fact as it had not yet been fully proven that these drinks were indeed devoid of pesticides. They declared that the public was being intentionally misled. Thanks to the endorsements by the famous stars, most people, a lot amongst them being youngsters, disregarded the health warnings of the Health board and continued consumption of these drinks.

This example should lay bare the capricious nature of opinions of these famous personalities. They may be driven by financial and publicity seeking goals.

Hence in conclusion I would like to say that it is best to hear out the opinions of famous personalities, but finally make an intelligent and informed choice based upon our own experience, information and intelligence.

Topic 159 **What change should be remembered?**

The past 20th century has been a century of advances and developments: the emergence of the Internet and web technology. When I think of the 21st century, I am afraid to say that nothing but only bad come to my mind: overspreading epidemics, increasing religion conflicts and resources overusing.

The first thing that has hit my head is the overspreading diseases which modern medicine has nothing to overcome. For example, in Asia, there were hundreds of people who had a new disease called "SARS", a killer responsible for over one hundred people. In Hong Kong and Vietnam, the bird flu infected large numbers of poultry and caused children's death. In the United States, the west-Niles virus is feared among public since it transmits through mosquitoes. All of these diseases are new to human because of their rare genetic structure. Such diseases challenge modern medicine. However, there are only prevention but not cure.

Another thing that on everyday news is the religion-related terrorists activities. Even now the American-Iraq war has been tensioned in spite of the last's cease-fire. Some people say that this is a war between Christianity and Islamic, others insist that this a war aimed to oil power. As a result, innocent children and the public are sacrificed for those so-called "cause", meaning justice or security. It is hard for me to understand that how much human being have involved from animals, if we can only use force in this high technology time.

The last but not least thing that occurs to me is the concern of natural resources. Despite the fact that we are running out of available natural resources such as clean water, oil, and natural gas, our life is becoming more and more convenient, which means we will consume more energy than ever. This is also a vital problem for human's existing.

For the three factors I have mentioned above, I believe that there are some changes in this century, although I doubt whether those changes will lead us to happier future than now.

Topic 159 **What change should be remembered?**

Which invention was the greatest invention of the 20th century has been discussed many times. Different people have different views. Some think the greatest invention was television; some think it should be cars. But as far as I am concerned, the greatest invention of the 20th century would be computers. The reasons for my opinion are as follows.

First of all, computers save a great deal of efforts people spend on calculating. Before computers were invented, people had to calculate manually. Sometimes it took scientists weeks, even months to have a result. Of course, they might make mistakes during their calculation. That affected the accuracy of data. But with the help of computers, people are freed from heavy calculation. It only takes seconds to have a result which used to take weeks in the past.

Second, computers can simulate different environments that cannot be created in real life. In the science research, sometimes scientist need to have a simulation environment to improve their theories or as a basis of further research. Without computers it's difficult to have accurate and reliable results. But computers can make everything easy. Just input programs and data everything will be done.

The reason I think is becoming more and more important nowadays. That is computer is the way of access to the Internet. The Internet was developed based on the local area network (LAN) of computers. Today, the Internet has become the fastest developing medium in the world. You can find almost everything you need on the Internet, communicate with friends, read news, watch movies, listen to music etc. But you must do all the above things on a computer. Cannot log in the Internet means behind times today.

Although many other inventions of the 20th century brought great convenience to human or changed people's lives, computers have the most valuable contribution to human, and it will have much more contribution in the future.

Topic 160 **Complain in writing vs. complain in person**

I would actually prefer not to complain at all, and in cases where it is really necessary to do so, I would most likely complain by phone.

Although, in order to stay within the topic let us compare two given possibilities; complaining in writing and complaining in person.

Complaining in person enables us to interact personally with a real person who represent the company where we purchased a product from. This method of complaining definitely gives certain advantages as opposed to complaining in writing. For instance, one can always ask to speak with a manager if he would find a clerk's answer not good enough. And this approach also enables us to take the reason of complaining with us and actually demonstrate to the manufacturer or seller what is the actual problem is.

On the other hand, complaining in writing has its own advantages and could serve as a very powerful tool to a sophisticated complainer who knows how to fight for his rights. Firstly, words written on paper could serve as a latter proof in court, if, of course, the dispute would go that far. Also in some cases the company we purchased a product from may not have live representatives available in your region, and therefore, complaining in writing could save you unnecessary long trip. Finally writing a letter with complains could save you a lot of aggravation that you always risk to get by complaining in person.

I personally prefer to complain as less as possible, although if I had to choose from two forms of complaining, I would choose to do it in writing.

Topic 161 Why people remember their gifts?

I have never met a person who does not enjoy receiving gifts or presents. In my opinion, the reason is that it makes us feel special and loved. Sometimes we appreciate more the attention of the person who gives us a present than the present itself. However, definite gifts mean much more than others; they have a great value for us and they become precious pieces of our memories.

There are many celebrations in one's lifetime when he receives presents - birthdays, anniversaries or any other happy occasions. Some of them he remembers as more special and important than others. Why is so?

One hand the reason could be that the present means something really significant. It may also be truly expensive. Moreover, the gift could be unique and invaluable for the one who has received it.

On the other hand we remember some gifts as special ones because they have been given to us as a sign of endless love and care. Furthermore, they could be given as signs of appreciation and respect. Sometimes even the trivial present given from somebody really special could become a treasure. What is more - it could be remembered as one of the most special gifts that we have ever received. In other cases some presents are thought to be special because they are given as a surprise without any occasion and remind us that we are still truly loved or not forgotten.

I consider that the answer to the question, why people remember special gifts or presents that they have received, is absolutely simple. It is because they are... special. No matter what the reason is, every one I know remembers his or her special presents and gifts.

I remember mine. And I am sure, dear reader, that you remember yours, too.

Topic 162 **Do stars deserve high salary?**

Everyone needs money to support his family and enjoy life. I believe that is one of the most important reasons why people go to work. While an average person just earns basic salary, some famous athletes and entertainers earn millions of dollars every year. Why is that so? Do these people deserve such high salaries?

Before answering these questions, let me ask you another question, where did your salaries come from? From our employers. Right! Those famous athletes and entertainers made a lot of money for their own employers. Because their skills and achievements on some specific sports or entertainments, other people would like to pay money to watch them playing games or acting in movies. This is part of the nature of human beings. From this aspect, they earned what they got. They deserve what they earned.

In addition, usually those athletes and movie stars have some special talents in a certain area. Athletes are experts at some specific sports such as baseball, basketball, football and so on. Movie stars are good at performance art. Average people cannot reach that level, no matter how hard they try. People who watch their games or movies can obtain happy experiences and enjoyments, which can enrich people's life and benefit people's health. Without sports and movies, our life would be much boring and less pleasant.

Furthermore, those famous people sacrifice something to get what they have. For example, almost all athletes suffer from injuries because of heavy trainings and physical competitions to win the games. Movie stars have to face the fact that the average people are not only interested in their movies, but also interested in their personal lives. This is also integral part of human beings.

Do not be jealous of those famous athletes or entertainers, although we all admire the millions of dollars they made. They have talents, they made us happy and they sacrificed something, either injury or privacy. They earned their own paycheck.

Topic 163 **The importance of reading and writing**

For ages, reading and writing has been vital aids to the intellectual, emotional and spiritual growth of mankind. With rapid changes in the society and scientific advancement of human race over the decades, the necessity and importance of reading and writing has increased remarkably. It has become a pivotal skill a person should learn to be successful.

Several reasons account for the lesser importance of reading and writing in the past. Firstly, education was restricted to certain sections of the society and not everyone benefited from its advantages. Only the learned few enjoyed intellectual satisfaction. Knowledge was not shared freely due to lack of proper means of communication, thus preventing many from realizing the benefits of education and learning. Secondly, technology was not so advanced in the past. Hence the general pace of life was slower than it is now and people did not feel the need to keep themselves abreast of affairs around them. In other words, the need did not arise for mass awareness and participation in efforts for intellectual enlightenment through reading and writing. Nevertheless, writing was a more popular than reading since it was the most common means of communication - in the form of letters.

However, at present the scenario has changed considerably. Innovation and change are integral parts of life. Now advancement in technology marks the day. To cope up with the rapidly evolving new ideas and concepts, reading has become more important now than ever before. Invention of high-tech gadgets and state-of-the-art information systems in areas of communication, transport and general business demands more awareness about contemporary events and changes. With advancement in technology, man's eagerness to succeed has increased. Consequently the realization has dawned on him that such dreams can be materialized through intellectual advancement - a feat possible only through self-reading and personal research. With the invention of computer has commenced an age of electronic communication and online commerce.

Although writing letters has decreased considerably with the advent of electronic mail, it will take some time to make our varied businesses paperless. Thus though reduced, people still do some writing, wither in forms of documents, memorandums, business contracts or research papers. Education has made people more aware of his potential and reading and writing has become instrumental to man's success in today's competitive world.

Topic 164 **What do you do for good health?**

'Health is wealth' is very much true. One must try hard to remain healthy. If we are healthy, we can easily fight with other problems of life. But if we are unhealthy our most of life will go in fighting with health problems. It eventually leads us to failure.

People do many different things to remain healthy. Some go for a healthy diet, other recommend exercise, and the rest thinks that health awareness is important. But in my view one must not think and act only on one aspect. People must go for a healthy diet, exercise and health awareness.

A healthy diet is very important for one to remain healthy. People must take care of their diet. Diet should be balanced. Nowadays Americans are facing a very big problem of obesity. This is due to their unhealthy diet. Most American used to eat in fast-food restaurants. Obesity leads to many health problems like heart attack, blood pressure, cholesterol problem. Fat people can work less and with less efficiency. I sometime eat food for my tongue's taste too. But most of time I stick to my balance diet which contain fruits, green vegetable, and juices. I always take care not to intake more oily food or sugary food. Sticking to healthy diet put me in great shape and healthy life.

Exercise is also important. Nowadays people make lots of excuses for not do exercise. Some have time problem, some have physical problem, some have space problem. But I think these all are excuses. One can find little tome for his or her self for healthy life. Everybody nowadays is busy but taking few minutes out of this busy schedule make lots of difference. I personally prefer Yoga. Yoga not only gives physical exercise but also mental relaxation. Meditation is my favorite. This helps me in concentrating in my work as well as relaxing out of this stress full life. Few minutes of exercise can make lot difference.

Health awareness is a factor why people are living more. Nowadays life span of people is increased. People are living longer. This is because of health awareness. Regular medical checkup, clean -tidy life style, nutritious foods are few examples. Previously people eat what they found. But nowadays people read ingredients of food product as well as how many vitamins it contains. I personally select food product according to my needs of vitamins, minerals etc. I also schedule appointment with my physician once in a six month. And also take care of go to dentist once in three months. In total I would love to remain healthy and for that I'll work what ever it takes. I also urge other people to stick healthy lifestyle by taking healthy food, exercise and regular medical checkup. I believe in 'prevention is better than cure.'

Topic 165 What is one thing to improve your community?

Volunteering a few hours each week to some community activity is an important way of investing in the future of our society. I chose to spend my time working with elementary school children helping them to learn to read. Developing good reading skills will help these students keep up with their classmates, open new worlds to them, and help them succeed in life.

Students who are not good readers cannot keep up with their studies. They will not understand the lessons; they will come to school unprepared; they will not be able to perform. By learning to read, students will be on equal footing with their classmates. They will be active participants in class.

Books on different lifestyles, occupations, cultures, or governments will open new doors to students. Students who cannot read will only know what they see around them. Students who can read will be able to travel to new worlds and experience new ideas without ever leaving their classrooms.

Today, a person who cannot read is severely handicapped. A non-reader will have to work at the most menial jobs. Readers, especially good readers, have the whole universe open to them. They will have the possibility to learn any job that interests them.

By volunteering to help an elementary school child learn to read, I am helping him or her not only today, but also for the rest of his or her life. I am helping them keep pace with their peers and explore the world and themselves through books.

Topic 166 **What events make a person an adult?**

The difference between children and adults are very easy to tell from their physical outlooks: children are small, weak, have a poor judgment, and have to depend on adults. On the contrary, adults are big, strong, and more independent. Every child will grow up to become an adult. What events make a person an adult? In my personal opinion, there are a lot of events that mark the turning point for a person to become adult.

In many countries, when a child becomes eighteen years old, he or she legally becomes an adult. There will be a big celebration and many best wishes from relatives and friends; the young person may also have a great longing for a bright future in his adult life. He may move out from his parents' house and live alone; he may start dating and doing activities which only adults can do, such as going to a pub.

Graduation from college is another big turning point for a person to become adult. In college the young person may rely fully or partially on his parents for financial support, but after he graduates, he must find a job for himself, and live on his own. Graduating from college and joining the work force can also make a person an adult.

Marriage is also a big event to a person. Once become husband or wife, the young person starts to take care of others, and take responsibility for the family. Once the young person becomes a parent, he or she should also take care of the baby.

I believe that getting married and have children is the most important event that turns a person into an adult. Only after one gets married, does he or she take on the responsibility to the family and the society.

Topic 166 **What events make a person an adult?**

People recognize a difference between children and adults. There are usually some certain experiences or ceremonies that make a person an adult. Some children are in a rush to become adults and it seems to be running away from it. The child can make others believe him as an adult, by acting like one.

In most countries attaining puberty is a big step toward becoming an adult, therefore many people celebrate it. For Moslems, puberty is very important, because from that point of time the child must say his prayers. Age is another important thing for adults to accept a child as an adult. That is way we celebrate our birthdays, reaching a certain age that might differ in different countries, but it usually is the same age as a child can vote.

There are many events that help a child act more like an adult. For example, working and earning money is a good way for those how to become adults sooner. It gives the child confidence to be independent. For example being able to leave their parents and stay on their own can make a difference. And of course being ready to accept responsibility changes the opinion of others about a child.

So there are many ways to that even when a child dose not want to become an adult will be known as one, sooner o later. And for sure for dose how are in a hurry there are lots of ways that they can prove to adults that they deserve being one earlier than they are expected to be.

Topic 166 What events make a person an adult?

What are the differences between children and adults? After a short while staying with a couple of children and adults, one may discover the answer in several aspects such as the language skills, the analyzing skills and the ability to get along with other people. Obviously an adult acts much better in solving problems and working with other people than a child does. But what events make a person an adult? As far as I am concerned, two main events are vital to the process of growing up: the experience of education and the experience of social activities.

Firstly, the most remarkable differences between children and adults are the language skills and the analyzing skills. Education is the most efficient channel to help children develop all these abilities. In grammar lessons, children have the opportunity to master the rules of language gradually until they are able to understand the ideas of others completely and can fully express themselves. Through training in the lessons of reading comprehension, they learn to grasp the main idea, the structure and the organization of an article effectively, which enables them to absorb knowledge through reading in the rest of their lives. Also, the lessons in sciences like mathematics and logics contribute much to sharpen their ability of analysis. This ability is potentially a powerful device in solving all kinds of problems not only in their future careers but also their daily lives as adults.

On the other hand, to get along well with other people is a highly required skill for an adult. Children often encounter obstacles with their friends in occasions like distribution of toys. They frequently show insufficient care about others and lack the strategy of compromise. Such poor performances will be improved only by continual social activities during which children will gain the precious idea of team spirit and learn how to cooperate with each other step by step, until eventually they become competent group members, which is an essential demand of adults.

Taking into account all the descriptions above, with the two major experiences, as in education and in social activities, children would turn into qualified social members, namely adults.

Topic 167 **Should the school purchase computers or books?**

The problem that whether school should choose to buy books or computers can be controversial nowadays because people often think that computers can replace books soon. However, I would like to be on the side of people who suggest that schools should books instead of computers. There are several reasons of it and I will discuss two main causes.

First, even though students can access the information they want more easily, they often recognize that most of the information in computers is apt to be inaccurate. Due to the fact that many people send their information by the Internet or email in order to get their own interests such as money and fame, in this case, their information are often distorted and biased.

Second, students who study their special area cannot get a deep and wide knowledge through computers because the knowledge from computers is inclined to be shallow and introductory. If possible, students have to print them out to study with long time and write something related on it.

School's essential purpose, I believe, is getting student to have a deep and wide knowledge to prepare for their future lives in society. In this perspective, books are more suitable to achieve this quintessence duty of schools than computers. Therefore schools should choose to buy books.

Topic 168 **Why study abroad?**

Nowadays, more and more students choose to attend schools or universities outside their home countries. Then why studying abroad is so attractive to people even though it often means greater expense and more difficulties? Because those students are bound to benefit considerably from their foreign study experience.

The modern world needs people to have comprehensive knowledge and experiences. The world is no longer a separated one in which each part can afford to be totally independent. The communication and interchange in fields of culture, business, finance and other human activities are so unprecedentedly frequent and vigorous that the general or specific knowledge of other members of the global village turns to be most important to the prosperity of countries, or the success of peoples. This kind of knowledge is usually better achieved if pursued abroad.

Furthermore, foreign experiences improve one's willpower and ability of adjusting to a new environment, and one's capability to overcome various hardships and setbacks. Young people are considered aggressive and ambitious. Their success is not based on comfort or easiness, but on their incessant painstakingly efforts and their never-ending willingness to surpass themselves. In a foreign country they are confronted with greater challenges, more unsteadiness and less help from their families and friends. All these undoubtedly lead to an independent, self-supporting, resourceful person who will also be sympathetic and generous to other people around.

With these advantages, we may conclude that the foreign study experience enlarges a student's view of the world, as well as improves one's personality and character, which will guarantee a more splendid future in his life and career.

Topic 168 **Why study abroad?**

Recently, the rush of studying abroad has been gaining its popularity at an amazing rate. More and more parents have sent their children to western countries. Is it a benediction or a malediction? In my view of point, I suppose that the pros of studying abroad overweigh the cons.

Admittedly, we cannot ignore that studying abroad has its drawbacks. For one thing, every year those who have been studying in western countries have to spend approximately 15,000 US\$ for tuition fees which are out of budget of average families. Moreover, We have to face the barrier of communication because of the dissimilar lifestyle and teaching means adopted by the western universities, which does engender many student involved in disoriented rather than adapt to the local life.

Nevertheless, another side of coin of studying abroad is definitely exciting. Firstly, most of western universities, equipped with best facilities and well-educated professional team, can help students to have easy access to the latest knowledge of this society. It will undoubtedly dedicate to students to enhance their knowledge of technology and serve their homeland when they return to their home countries.

Furthermore, a degree acquired in a western university that are recognized by major countries, along with excellent foreign language skills, undeniably would guarantee a promising position in a joint venture company, which, to some extent, means high income and social status.

Last but by not least, living abroad for years, we may experience a totally different life in contacting with people from different cultural backgrounds. Therefore we will have a chance to establish our individual networks that will promote our business in the future.

To sum up, after all factors being taken into consideration, we might come to a conclusion that the advantages of studying abroad surpass its disadvantages. Albeit it may cause some difficulties to students, which can be overcome by arduous work, studying overseas will reward those people a brilliant future.

Topic 169 **Why is music important to many people?**

Obviously music has inspired a seemingly endless stream of fantastic productions such as CD, MTV, broadcasting, concerts and so on, which we just cannot live without. Today music is not just something for fun at all. It springs out general human feelings, needs and desires at every level.

Music can bring us information about cultures, history, science, and religion all over the world. It is like the vase that can collect every little dew in every corner in the world and then pure it to irrigate people's hearts and allow people to understand each other better regardless of different languages, ages, and races.

Music provides an opportunity to reduce stress and help us walk fearlessly towards difficulties. "Never give up never give in. There can be miracles when you believe through hope is fragile it is hard to kill." In this rush world it is inevitably that we sometimes feel so tired and frustrated and even are going to lose our hope. When our favorite tunes start playing filled with magic and power, they are like the catalyst to refresh our heart and to enable us to think on the right track. In stead of beaten by adversities, we can feel so optimistic that we will continue being the truth seekers and rule our domain whatever how hard it is.

Answered without hesitation, music is an exploration of our deepest feelings and motivations and one of the greatest of human treasure. Not only is it hard to measure how much those musicians' masterpieces bring into our society but also it is also difficult to imagine how long they will continue to influence us. In conclusion, as music can function as the roll to bring the world peace and beauty, and bring people happiness and enjoyment, it is self-evident that music is so important to us.

Topic 169 Why is music important to many people?

Music plays a very important role in our life. We can almost hear music anywhere. Different music serves different functions in our life. Why is music important to many people? The reasons are presented below.

Music is a very important form of art. Like other arts, music is ubiquitous and has become a part of our life. The whole lifetime of most people is accompanied by music. A baby falls in sleep in the music of a lullaby; a young student may learn to play a musical instrument and listen to music from the radio, TV and a Walkman. There is music for birthdays, for weddings, for Christmas, and for New Year's Day. There is music for every single occasion in our life.

We are surrounded by various kinds of music since we were born and music has become an integral part of our life. Interesting enough, music often serves as an important part to other art forms, such as music in dancing, drama and movies. As a matter of fact, many famous music pieces come from dancing and movies, such as the theme from "Love Story".

Music is part of the history. The history of music is almost as long as the history of human civilizations. Music from old times has become the great culture heritage to us. One of the examples is classic music of Beethoven and Tchaikovsky. People enjoy their music from generation to generation.

Listening to music is one of the most popular forms of entertainment. There are so many kinds of music that can suit tastes of different people. Young people like pop music and Rock-and-Roll and older people may enjoy classical music and opera. Whether we are happy or sad, there will always be music that we can listen to.

People can express their feelings and emotions through music. Lovers often play soft love songs to show their love and devotion to each other.

For the reasons presented above, we can see how important music is to our life. It is hard to imagine a history without music, and a life without music.

Topic 169 Why is music important to many people?

"Music hath charms to soothe the savage breast."

English literature is full of references of music. Literatures of different eras reflect the likes, dislikes and nature of people belonging to that era. If you read music-related phrases or poems of any era, you will find that these phrases or poems reflect the same reasons people listened to music years back, as they do today.

Music is, and has always been a part of mankind. Walk into any IT company today, and you will see people working with their headphones on. Stroll into the reception of any Multinational company, you will be greeted with a pleasant music playing at a low volume from the speakers. Most people say that music helps them work better and creates a relaxing ambience. Any great occasion is incomplete without music. Be it Valentine's Day, friendship day, someone's birthday, or a party. On Valentine's Day, love songs hit the top charts; special cassettes are compiled as valentine day's specials. On parties and birthdays, people like to celebrate with loud music.

Can you imagine any type of dance without music? Dance steps are created according to the rhythm and beats of different types of music. Operas, plays and musicals all revolve around music. While watching different dance forms and musicals, you also enjoy the music that is a part of it.

You will find that music is your best companion. If you are feeling low, there will be peppy songs to cheer you. If you are in a philosophical mood there will be different types of music to add to your reflective mood. Different people have different preferences towards music during different moods.

There is an endless variety of music available - instrumental, blues, jazz, rock, pop, reggae and lots more. Every type of music has a different impact on people. Some people prefer to begin their day with soft instrumental music. Some prefer hard rock playing in their cars as they drive to work. Different people like to end their day listening to different types of music.

So, music is an inherent part of human life. Even nature has it's own music. Bird's chirping in the morning, water gushing down rivers, and breeze blowing through trees are all a part of nature's own music. Life without music would be still and meaningless. That's the reason people listen to music for different reasons and at different times.

Topic 170 Why are groups or organizations important to people?

Human beings are social animals. One cannot live a good life, if totally without others. Although people sometimes may prefer staying alone to think and do their things, generally, they have to join social activities. Obviously, group activities are an important part of people's lives.

Since the ancient times, people learned to live together. Compared with the cruel natural environment, human beings seemed too weak and helpless. Wild animals posed a threat to their lives all the time. If, instead of fighting with the severe nature together, by living alone, few could be successful to survive. People at that time had to take part in-group activities.

Even in today's modern society, with the help of highly developed science and technology, people do not need to struggle for survive and life becomes no longer as dangerous and hard as before, group activities are still a necessary in many aspects. In my opinion the following are some important arguments.

First, group activities help people to reach their goals. As we all know, one piece of chopstick is easy to be broken, but when ten pieces of chopstick are bound together, it will be a tough job to break them. Suppose building a house, one person may spend years to finish, but when groups of people take part in, the building will be accomplished more quickly.

Besides, group activities can help people when difficulties arise. It is hard to imagine when a person, who never joins in group activities, suddenly got sick, what he will feel if nobody comes to help and take care of him.

The most important of all, group activities make life more colorful. This can be testified in our daily life. It is fantastic to take part in signing, dancing, or traveling groups, after tight-stringed workdays. But all this activities will lose their attractions and meaning if done by a person alone. Suppose a very sociable person may be surrounded by applause and respect. Absolutely this will boost up his self-confidence, and therefore makes his life more enjoyable.

Group activities have already become an indispensable part of people's life. So how can you shun other people? Go out and meet them!

Topic 169 **Melodic Memories**

For as long as I can remember I have loved listening to music. Whether I am simply walking to the store or going on a trip around the world, I would need to take my discman. In fact, I would rather have my discman than my toothbrush. Music allows me to escape from reality, alter my mood, and even remember events through association.

During a year away from home, I might have the need to mentally escape from one thing or another. If, for example, I had an extremely bad day due to losing my wallet or suffering some sort of injury, I could use my discman as medicine. Merely put on the headphones and let the righteous reggae of Bob Marley ease my pain. Music can make us forget about our current circumstances, even if only for a few minutes. This reason alone would make me want to bring my discman over anything else.

Closely related to music's ability to make people forget, is its ability to alter moods. I can imagine that during my year away from home, I might feel some form of homesickness. It is inevitable for all travellers, let alone teenage ones such as myself. If it ever happened to me, I could simply put in a CD that reminds me of home and let it wash away my worries. Music can make me go from sad to happy and angry to relaxed. In this respect, Music is better than any drug on the planet.

Finally, I can also use music as a tool to remember certain events during my year away from home. If I was in Paris, for instance, and I wanted to really remember what it was like to walk down the Champs Elysee, I could listen to a song by NOFX conveniently entitled Champs Elysee. Then every time I listened to this song in the future, I would remember what it was like to be there. This can also work with totally unrelated songs. A song can help you remember a certain trip or time just like the smell of bacon sizzling can cause you to remember waking up when you were little. Music can be a valuable memory aid.

If I had to spend a whole year away from home I would not have to think very hard about what I would want to take as my additional item. My discman is my best friend, my long-term memory, and my anti-depressant. I could not live without music.

Topic 171 What one thing would you take for a trip?

Whenever I prepare for a long trip, I remember that there is always one thing which I will remind myself to take with me every single time, that is a photo of my whole family, with my mom and dad and me in it. I know that one will be enough for me, and I tell myself at the bottom of my heart that this one photo will be my best companion through the entire trip. It constantly brings me back the warm feeling of home and it helps me overcome those difficulties on my way.

Wherever I go, one family photo always tends to provide me the familiar feeling of home and a sense of belonging. For any person, especially a sensitive girl like me, the biggest enemy is nothing but loneliness and fear. Immersed by that wordless isolation and fear of the brand-new environment you have to deal with. There are no friends by your sides to talk to and there is no one or place you can rely on. What do you need the most at this moment? I may say a photo of your family, of all your very dearest family members in it, your mom, dad and your brothers and sisters. They are the biggest comfort one can feel so directly and immediately. Their sincere smiles and their soft and emotional eye-expressions soon remind you again that familiar feeling of home and the power to assure you that no matter where you are, you are not a rambler in this cold world and you are not all alone by yourself, you belong to them and to that home.

Also, a family photo helps one get through one's difficulties when they are on a trip. What do we think of the most when we are in trouble or in those tough situations that we have to deal with? Is it not our own families? What are we longing to see and hear the most? Is it not their loving faces and their caring words? Well, why not take a look at your photo in hand when they are not around at those particular moments? For it has an incredibly invisible power which can restore your inspiration and your faith at that very instant when your eyes make contact with your mom and dad. You feel as if you can see through their eyes and hear their genuine suggestions.

Relief you from that desperate loneliness and comfort you when without anyone around but those hardest times come into life; that is what a family photo can do—forever be a very best companion of you on your way of that endless trip...

Topic 171 What one thing would you take for a trip?

When you see a beautiful view of rising sun, when you see a spectacular waterfall, when you enjoy the moment you travel with your friends, at this time, what do you especially want? I believe the answer is a camera. It is also what I would take in addition to clothing and personal care items when I plan to have a long trip.

The main reason for taking a camera is that a camera will record everything that happens during a trip. If you see a beautiful scenery, you can take a picture of it. If you meet a humorous and nice person on the way, you can have someone taken a picture for you and the new friend. If you meet a girl you fall in love in the trip, why not ask your friend to take a picture when you give a rose to her? Let's imagine how disappointed it is if you do not have a camera with you at that time.

Another reason is that each picture is a memory. Maybe a person will take many trips in his life, if you take many pictures in each trip, you will find it is just like a novel about your own life. When you are old, you will always recall many things that happened long before. At that time, you will take out the albums and look at them with happy tears. You also can find how you loved the life and what a pleasant life that god gave you.

Above the two reasons, you can find it is very important to take a camera with your trip. And that is my choice when I am preparing for a trip.

Topic 171 What one thing would you take for a trip?

If there were just one other thing I could take with me on a trip, it would most probably have to be my copy of Hitchhiker's *Guide to the Galaxy*, my favorite novel by Douglas Adams.

This might seem to be a strange choice to many people, most of whom would generally prefer instead, to take something of more practical value, like a cell-phone or a camera. I however, do have reasons for my decision.

For one thing, I am a book-worm. I adore reading books, and cannot imagine a world without them. Books relieve boredom, dissipation, and listlessness. To me, books are the perfect antidote to counter depression and loneliness, feelings that one is bound to experience if one is going to stay away from home for such a long period. The Hitchhikers *Guide to the Galaxy* is a book that is calculated to enliven any mood, and any situation.

Another reason for my choice is that a trip generally entails a lot of traveling. I am not excessively fond of traveling, but I happen to be one of those people who can read while traveling, and so find it a most delightful way to spend journeys that otherwise tend to be rather tedious. The book has made bearable many a boring journey in the past and I anticipate that it will stand me in good stead during this trip too.

The hitchhiker's guide to the Galaxy has been my favorite book for a long time now. I have read it several times, and look forward to reading it again and again. It has brought laughter and humor into my life, and I cannot remember a page in the book that I did not enjoy. It has been an admirable travel companion to me in the past, and I would definitely take it with me on my trip for the simple reason that it is one of my most prized possessions.

Topic 171 A picture

If I were supposed to leave my home for one year, I will take surely with me, besides clothing and personal care items, the picture of my girlfriend.

I will take my girlfriend's picture with me, mainly because she is the most important person in my life. Also to be able to see her all days and finally to remember that there is something important to return my home.

My girlfriend is the love of my life. During all the time I have spent with her, I have realized that she is the only woman I want to be for the rest of my life. She brings me both peace and security. Furthermore she gives me a reason to keep enjoying this party called "the life." No matter how, I will always try to be with her. That is why, carrying a picture of her can be a way to see her during all this long year. I could see her anytime I wanted to, no matter what time it is. In the mornings I would receive all her blessing thoughts just by looking to the picture. This would give me the strength to start the day with happiness. In the afternoons I could buy some food and eat in front of her to feel that we are eating together. Finally during the nights I could talk to the picture, pretending that she is there in the same place with me, and tell her all the experiences I got through the day, so that would help me to go to the bed not feeling alone but full of peace.

The picture would help me to remember that there is someone in other place who loves me and who cares about me. It would remind me that I have her to support me and give me all the confidence I need to be a better man in my life. In conclusion, If I have to choose one thing to take with me in a one year trip, that will be without a doubt my girlfriend's picture. Basically I would feel that she is with me all the time, I would remember that someone else loves me and that I love her too, and finally the picture would bring me the strength and will to be a better person and return eagerly to my home.

Topic 172 **How can schools help new students with their problems?**

Students always face problems when they move to a new school. It might take a long time for them to get familiar with the new neighborhood and the new environment. And it is undoubtedly the responsibility of the schools to help them out.

The most urgent task is to settle the newcomers down and make them acquainted with the neighborhood. In some public schools, the school-owned apartment is far from adequate, therefore the schools may do something to help the students find apartments, as well as provide them with temporary accommodations. There is also little time for students to learn where the laundry, the post office, the supermarket, etc., are. Thus, it is helpful and convenient of the school to provide information as above for the new students.

Students do study. So it is also important for new students to be familiar with the academic stuffs of the new school. I believe it is the academic departments' responsibility to provide the students with such information. Introductory seminars help students be aware of how do the faculties to in their research work such that they can choose their research field and advisor rationally.

What is more, it is also necessary for the newcomers to be fully involved with the traditions of the new school. It is well known that different schools have different traditions, and these traditions should be a precious experience of the students. Then it is always reasonable that the schools provide some opportunities, for instance, holding lectures.

To sum up, the schools may take various measures to help the new students become acquainted with their new neighborhood, and to give the new students adequate information about the school, for example, academic information and traditions. These make the students familiar with the new schools as soon as possible.

Topic 173 **Does borrowing money from friends harm friendship?**

It is claimed that developing a real friendship is a long and complicated process. Maybe the reason is that firstly people have to know each other very well. And after that they begin to trust each other and to prove themselves as real friends.

Unfortunately, it is as difficult to develop a friendship, as it is easy to ruin one. One of the things that can test friendship is borrowing money from a friend. I do agree that sometimes it could harm or damage the friendship. Money can destroy almost everything, in fact. Borrowing and lending money can be considered as signs of mutual trust. And if the money is not given back in time or not given back at all it will embarrass both parties. Thus series of misunderstandings begin which could actually ruin the friendship.

Borrowing money is often comprehended as a simple act of help and favor. But when the faith in the reliability of a friend is lost it will harm and damage the friendship for sure.

Friendship resembles a contract between two people, although its rules remain unwritten. And when one of the friends does not play by the rules the other one simply quits the game called friendship. The result is a bitter recollection from a damaged friendship. In conclusion-we have a few real friends in our lifetime and it would be a shame to lose some of them because of such banal problem as money. In my opinion, money does not worth as much as our friends do. And if we cause harm to any of them and if we ruin something so important and invaluable as real friendship because of money, it will be one of the biggest mistakes in our lives.

So let's be wiser and never make a friend go because of money.

Topic 173 **To borrow or not to borrow**

"Keep your friendship and business relationship separate." This statement is very popular. There are many people who have personal experience that proves this point. A dollar sign often symbolizes greediness, envy and even crime. That is why many people avoid involving money into their friendship. They try to keep them separate.

We can find the reason for this separation if we take a closer look at human existence. An individual has to choose between physical and mental sides of his life all the time. Almost in every religion he is presented as a creature comprised by two parts: one of them is spiritual and good, and the other one is materialistic, and therefore, bad. It is extremely hard to choose once and forever which part of yourself you devote your life to; we usually try to manoeuvre between them. I think that we can stop being afraid of keeping money and friendship closer to each other, and even benefit from merging them.

I personally never had a bad experience with involving money into my friendship. I never borrow money from people, but I have no problem with lending money to my friends. They always return it on time, and I never have to remind them about it. I am also sure that if I have to borrow money from them they will never refuse to lend it to me. Maybe it indicates that they are my real friends. In this case we can see that money can be litmus paper of friendship. I know my friends for many years and I am certain that nothing can break us up: neither money nor other circumstances. If I decide to start my own business I will do it with my friend, because he will not deceive me or steal anything from me.

On the basis of this personal experience of mine I can deduce that money does not spoil friendship; they just indicate the worst parts of our souls - the materialistic parts. Money helps us understand who considers them as a source of living, and who worships it. If my conclusion is right I recommend that everybody involve money into friendship - this way you can find out who your real friend is.

Topic 173 **Money and friendship**

Friendship is the most beautiful thing in the whole wide world. Money, on the other hand, is the most essential thing in the whole wide world. So, while dealing with these two very important and sensitive things, one has to be very careful. Before giving my opinion about the topic, I would like to discuss with you some of the reasons which can harm the friendship and some which do not harm friendship.

Friendship is a relationship based on give and take. So, as long as there is both give and take, I don't think there would be any fear of harming the friendship. Some things to be kept in mind while borrowing money are- 1. Borrow money from a friend who is financially stable and doesn't mind sharing some bucks with you. 2. Return the money before deadline, even earlier if possible. 3. Do not make borrowing a habit. If these things are followed any good friend will be happy to help and the relationship will also be not hurt. After all, a friend in need is a friend indeed.

Some of the things that may hurt the friendship are- 1. Choosing a wrong friend to borrow money. Some people do not like lending money to anyone. Such people will lend the money if a friend asks for it. But then, they become very nosey and keep nagging the friend asking him to pay back. This attitude is very unhealthy for a good friendship. 2. Making borrowing a habit. There are some people who make borrowing a habit. It is ok to borrow money once or twice or when there is real need for money. If borrowing keeps continuing, it becomes very annoying and thus harm friendship, because, too much is always too bad. 3. Not returning the money on time. It is possible that you lend money to a friend because he was in need of money. As a good friend it is his responsibility to return the money as promised, because you may be having some other plans and be counting on that money. So delay in paying back (especially when the donor is in need), can be harmful to friendship.

Life is like a turning wheel. What goes up should come down. So we can never say when we could be in need of money and friends. So I think we should help real friends who are in need of money. We can also borrow money from good friends, but be careful in choosing the correct friend and keep up the trust.

As far as my opinion about the topic goes, I think borrowing money can ruin a good friendship. There are friends who say that nothing can come in-between them and they would do anything for friendship. But such ideas are only good in stories. In real world, money is a very important factor and can influence any kind of person. So chances of hurting a relationship is very high. I think "Friendship is like a golden chain. Once broken, can be mend again. But the scar still remains". So it is not worth to take a chance with the "highly influential money" and ruin an otherwise long-lasting friendship.

Topic 174 **How is your generation different from your parents'?**

Everybody talks about a conflict between generations. This is a well-known expression, used as an explanation for misunderstandings between people of different ages. Although sometimes this is an excuse for not recognizing who is wrong or right, it is certain that every generation of people is different in important ways.

Even though everybody probably thinks this way, the differences between my generation and my parents' generation are striking. The technological progress is a certain cause for these differences. My parents did not have access to information as teenagers nowadays have. Television, for example, was a luxury that not many people could have afforded, and even if they could, the television programs were very poor. I remember my mother mentioning how eager they were to watch TV series like "Samantha" or "The Giants' Planet." Those films seem so trivial these days.

Another important difference between our generations is caused by the type of political power that governed the country. My parents grew up under a communist regime whose main characteristic was censure. This censure prohibited them to speak up their mind in public. Strict rules must have been obeyed; otherwise they could have been seriously punished. Nowadays, we live in a democratic environment that cannot possibly be compared with the pressure of a communist government. This means that people are encouraged to think for themselves and not to fear to express their true opinion. Of course, this leads sometimes to violent acts from people who misunderstand the role of the democracy.

Differences between generations have always existed and it is natural for them to exist. Progress leads to differences of opinions and points of view. It is true that my generation and my parents' generation are different, but this does not mean that one is significantly better than the other one. I think we all should remember that before starting to judge one another.

Topic 175 Should students do some of the talking on classes?

There is a growing public concern over education methods, and the speaker in the title above advocates that education will be truly effective only when it is specifically designed to meet the individual needs and interests of each student. By contrast, some people may argue that the traditional teacher-centered way is more suitable for education. On balance, I would like to side with the former opinion.

First of all, the traditional teacher-centered education ignores the individual needs and interests of each student, which proves counterproductive. For centuries, we place too much emphasis on the importance of teachers in education, and take it for granted that it is the teachers' duty to determine what and how to teach, meanwhile, the students should accept what are provided to them. But recent study committed by many experts of psychology and education reveals that this traditional single-side education method has low efficiency, because this way of teaching puts students in almost a passive position. As our society progresses every minute, old concept of education should be transformed, from teacher-centered to student-centered, which will help to achieve more quickly and effective teaching and learning.

As a matter of fact, only earnest communication and interactions lead to better effects of study, and they should base on the acknowledgment of the differences from one student to another. Since teaching is a process full of interaction, a mutual understand helps teachers to adjust the way of teaching and to let students represent their reactions at the same time. Furthermore, every student is a unique individual. They may differ from each other in regards to reading, writing, comprehension, etc. Consequently, when teaching the classes, a teacher takes diversity of students into account is more likely to pass knowledge to students than a teacher who ignores the difference.

In addition, student-centered education can most effectively involve individual student in the learning process. When student-centered education is introduced, students will feel that they are be focused on, which may help them to participate in the learning process, and this proactive condition will contribute to effective learning. Not only do the students benefit from this method, teachers will soon discover that teaching is becoming a joyful thing, not dull any longer. Another reason to advocate student-centered education is the relationship between students and teachers, or learning and teaching, which was considered two separate things, are in fact two sides of a coin. Once the harmony between these two things is established, effective education will become reality.

However, when we suggest student-centered method, winking at students' unreasonable desired would only result in chaos in education. Like any method else, student-centered education may also have some side effects, if we do not make some rules to control students' behavior, teaching will a tough job and leaning will like playing games. Since these images are not supposed, appropriate management should be introduced with student-centered education.

In sum, it is very likely that people will never be able to come to the same conclusion on this controversial issue due to their different experiences and conflicting values, public awareness of the various dimensions of the issue discussed in the above argument will certainly contribute to the thorough understanding of the problem. Though different views exist, I insist than student-centered education with effective management will enrich our education.

Topic 176 **What holiday would you create?**

If I could create a new holiday, it would be a holiday that honors the freedom and progress of the Afghan women. I would established the holiday to multiply efforts of the Feminist Majority Foundation with the Campaign to help Afghan Women and young girls to ensure that women's rights are fully and permanently restored after the fall of the Taliban regime, which symbolized the brutality against the women in Afghanistan in the past years.

When the Taliban took control in 1996, they instituted a gender apartheid for the women where they imposed strict edicts such as banished women from the work force, closed school to girls, expelled women from universities, prohibited women from leaving their home unless accompanied by a close male relative, forced women to use the burqa or chadari, paint windows of women's houses black, prohibited women from being examined by male physicians, while at the same time prohibited most female doctors and nurses from practicing.

The reality for the women during Taliban control shows a lot of horrors against the women who defied the rules of the Taliban and were severely punished. For example some girls were killed in front of their families because they run to the schools; some women were brutally heated because their ankle was accidentally showed from underneath their burqa. Two women accused of prostitution were publicly hanged in the stadium.

Today, after the fall of Taliban, women can leave their homes without the escort of a male family member. They no longer have to cram into the back of buses and give up their seats to men. They can get their hair and nails done in beauty salons that have opened up all over Kabul. Girls can go to school, and young women to universities, where they sometimes even share classrooms with men. Being a woman can sometimes be an advantage in the job market. In Kabul, Indian models are admired for their fashion, but many Afghan women still wear the traditional burqa.

I would like that the people celebrate the new holiday by publishing the advances of the campaign through web sites, organizing some lectures about the progress of the afghan women, promoting scholarships for women to study, and encouraging the women from all over the world to maintain the faith to pursue the dreams.

The reason why I would create an international holiday for the Afghan women is because the international community must now act to ensure that women's rights are fully and permanently restored, to reestablish a constitutional democracy in Afghanistan that is representative of women and ethnic minorities, and to show an example to women of the world of how can we solve difficulties in this way.

Topic 176 **What holiday would you create?**

People remember the memorable events and great deeds or achievements of great people of a country by celebrating specific holidays as a mark of respect and honor. If I have the opportunity to create a new holiday in my country India, I would like to add 27th August, as one of the national holidays to honor the birth day of noble laureate Mother Teresa to remind all of us about her selfless devotion to the poor, destitute and unwanted sections of our society.

Mother Teresa left her country, Macedonia at a tender age of eighteen and embraced the city of joy, Calcutta, to serve the poor. She initially taught in the Christian missionary school and later she was moved by the pathetic conditions of the homeless people mostly living in the slums. She gave up her teaching profession and started working with her meager savings for the uplift for the causes of the poor.

Initially she had to face the trouble weather from various sections of society. Her continued selfless devotion and love for such unwanted and neglected sections of people was widely acclaimed later on by majority sections of the society and generous financial grants poured in from various agencies. She had further extended her "mission of Charity" for the lepers, orphans etc with the support of over 1000 volunteers working beyond the geographical boundaries of India.

Her love and selfless social service is unparalleled and needs to be reminded on this 27th-August each year by different like-minded groups in the society to walk to different slums with the poor, lepers, orphans or people sufferings from various incurable diseases and bestow their love and affection. They should provide them with clothes, foods, gifts, and financial assistance and take them out in the heart of the city through a procession.

This would help the weaker sections of the society to join the mainstreams of the society and they will not feel neglected and uncared for. Moreover, such love and affection would avert the increasing trend of crimes in the society.

In the present day everyone is on a retrace for his or her material comfort and the human value is on the decline. The remembrance of Mother Teresa's teachings would motivate people for contributing towards a great cause of the society and make this world a better place to live.

Topic 177 **Island Hopping or Road Rage?**

For someone like myself, the choice of spending my hard-saved money on a car versus a trip is a difficult decision. Both cost a lot of money, but each have their own benefits. Having lived my whole life in large cities where public transport has always been the most cost effective and efficient way of getting around, I have always spent my money on traveling. Even though I now live in a place where public transportation is neither cost-effective nor efficient, and where a person needs a car, were a friend to ask me whether they should buy a car or spend their money on a trip, I would recommend going on a trip.

Taking a vacation has more benefits than buying a car. There is a lot that can be learned about other people as well as yourself by going abroad or even traveling around your own country. For instance when I was in my early 20s, I traveled throughout Europe by myself. During this trip, I met a lot of interesting people both other travelers like myself as well as locals. Through this experience, I learned to appreciate other people. I also developed tolerance and independence, which helped me to grow as a person. Buying a car on the other hand, does not help you develop as a person. In fact, I have noticed that since driving on a regular basis, I have become more self-absorbed and less considerate of other people. Even this morning, I found myself getting angry at the driver in front of me for going 30 in a 35 mile zone. I do not wish this stress upon my friend. Rather, I would tell them to spend their money on a nice, relaxing holiday, which brings me to my next point:

Taking a trip helps people relax. There is nothing more relaxing than taking a nice long cruise or spending a few weeks Island-hopping around the Islands of Indonesia or Greece. You can live a stress-free life for a few weeks or months, with nothing but what to have for dinner to worry about. From experience, since owning a car, I have had nothing but stress. My car is old and is in need of constant maintenance and repair. Even now, I am worried that my car will break down on my way to work and not only will I be late, but I will have to pay for the towing as well as. My car is a continual expense that I have to budget for, while a vacation, if you refrain from using credit, is a one-time cost. Remember too that you can also take some spectacular photos. What is better? I would rather see my friend's artful pictures of beautiful scenes and interesting people than photos of their car.

In short, I would suggest that my friend spend their money on a long, stress-free vacation where they can learn about other cultures as well as themselves rather than buying a new car. After all, on returning from this often life-changing experience, they can always work, and it won't be long before they have enough money to buy or lease a new car.

Topic 177 **A vacation or a car?**

On the question of whether it is better to use one's savings to buy a car or go on traveling, I, more often than not, prefer to the latter decision.

It is true that having a car has a variety of advantages; I must confess that I myself enjoy the fun of driving and the strong sense of freedom gained from owning a car. Superior as it is, nevertheless, it brings its own problems. For one thing, private car burdens the traffic that has already been over loaded. Every one of us must have experienced the miserable feeling of being stuck at tollgate on our way to office; only at this moment do most people realize how bad the result of uncontrolled increase in private vehicles can be. For another, it worsens the problem of environmental pollution. The fun of driving is one thing, while how to deal with the consequence of air pollution is another. It is estimated that every year the government of China spends well over 12% of its fiscal income to tackle the environmental damage caused by automobiles.

As a matter of fact, the advantages of going traveling outweigh any benefit we gain from having a car. First of all, studies show that traveling is amongst the most desirable alternatives of social activities. It is obvious that a person fond of traveling must be healthier than one 'dwelling' in his car. Hiking, mountain climbing, camping, skiing, canoeing and all other tourism related exercises force us to use our muscles, stretch our bodies and deepen our breath. Moreover, the overwhelming joy of conquering a mountain peak or lingering in one of the most famous Middle East bazaars is surely out of reach in your car. In addition, traveling fans hardly have to suffer from the torture of sleepless which has long been bothering the 'white collars'. Still, the enchanting beauty of various landscapes and folk cultures helps broaden your eyesight and provides you with a brand new insight into the mysterious planet.

From what has been discussed above, we may safely draw the conclusion that it is not only wise but also socially desirable for us to spend our money on tourism rather than buying a car.

Topic 177 **A vacation or a car?**

The development of technologies and industries has brought us many conveniences. With the help of modern conveniences such as cars, buses, trains and planes, one can travel a great distance in a short period of time. One of my friends has received a gift of money. He is thinking about using this money to buy a new car or go on a vacation. Personally I would suggest that my friend buy a car.

The first and most important reason is that a car can bring him convenience. Undoubtedly, nowadays people rely on cars for transportation more than ever before. For example, when he drives a car to go shopping, he may feel more convenient and can pick up more groceries than before because he can put groceries in the car trunk instead of carrying them by hands. Furthermore, when he wants to pick somebody up, or travel to a scenic spot, a car will make him feel convenient.

Another great reason why I encourage my friend to buy a car is that my friend will not spend much time on commuting anymore. Everyday we waste too much time on waiting for a bus or riding a bicycle to work. We all experienced the frustration of taking a bus. After having their own cars, such the problems will disappear automatically.

Of course, if my friend decides to use his money to go on a vacation, I think that there are some advantages also. For example a vacation may increase his personal experience and knowledge, and may even reduce many troubles that are related to a car. But if all the factors are contemplated, I think that the advantages of buying the car will carry more weight than those of going on vacation.

From what has been discussed above, I may safely draw the conclusion that buying a car will be a right choice for my friend.

Topic 178 **What changes will the 21st century bring?**

About a decade ago, people were eagerly looking forward to ushering the new century—the 21st century with the hope of seeing a fresh beginning of human civilization. There is no denying that with the development of the IT industry and numerous other industries, people's life is getting more and more convenient. However, I have to act as a wet blanket here, unwilling though I am, to point out that the blind "progressiveness" of human beings have caused an irretrievable disaster that is revealing its monstrous face in the new century.

The first sign of damaged nature appeared much earlier without being noticed by us. As a result, nature continues to be abused. My grandmother lives in the countryside. Years ago, when I was still a little girl, there was endless woods and crystal clear streams and rivers there, but now, what you can possibly find are chopped down wasteland and yellow-colored brooks. The environment is deteriorating in spite of a few people's awareness of the danger.

Consequently, the deteriorated environment breeds a far more moody climate than before. My hometown is a beautiful seaside city. Living here for more than two decades, I didn't see any sandstorm until this spring. I could hardly breathe or see things clearly in the yellowish air. I was in shock. Another example comes from a city afar near the Mediterranean. Floods devastate the summerhouses along the coast, aborting people's plans for the summer and causing enormous damage to the economy of those countries.

Therefore, I want to say when you are surfing on line, browsing the messages sent through your cell phones and busy in doing biotechnological experiments, do not be overwhelmed by the benefits of the new century, instead, you should think more about how to protect the environment and thus improve the climate, which is indeed the biggest change brought by the new century.

Topic 178 What changes will the 21st century bring?

With the advent of the 21st century, the world is facing many changes. There are incredible advancements in science and technology fields. In my point of view, these breakthroughs will bring more conveniences to people and make our life easier.

First of all, one of the most significant changes is the use of computers and robots. Using of such computers and robots in industries can bring an increase in output and accuracy. Also, these computer parts and robots are being made so tiny that they can be built into both personal and industrial equipments.

Moreover, there will be more innovations, inventions and researches in different areas of science and technology, such as more advanced telecommunication with a new generation of satellites, faster means of transportations, newer engines for planes, and quicker diagnosis of diseases by using advanced auto analyzers.

On the other hand, a few disadvantages such as air and water pollution, decreasing of natural resources cannot be underestimated. Although these negative aspects are almost negligible in comparison with great advancements of this new century, most scientists believe that these negative effects are not overrated.

In conclusion, it can be concluded that not only does the new century brings us many great advantages, but also it brings a few disadvantages in which people have to deal with.

Topic 178 What changes will the 21st century bring?

The 21st century has just begun. Upon the question "what changes the new century will bring," different people have different opinions. Some may believe that the new century will bring us more awareness on security issues. As far as I am concerned, I agree with this point of view. I believe that safety and security are more and more important for our day-to-day life in this new century. In the following I will try to make my position clearer.

One of the most significant events at the beginning of the new century is the "9/11" attack. The terrorists launched an attack to the United States, causing lost of lives and huge damage to the world's economy. Since the "9/11", there has been more and more worries and consciousness about the security issues in our life than ever before. For instance, when we travel abroad, we have to pass intensive security-checks at airports and borders. The waiting time at those places are much longer than ever before. In addition, nations have to invest greater amount of money to improve the security measurements during international events such as the Olympic Games, in order to protect personal safety of officials, reporters, athletes and audiences from around the world. Moreover, everyday we can hear from the news that some terrorists' attacks and wars are happening somewhere in the world.

The world has become a dangerous place. As a result, more and more people nowadays prefer to spend their holidays at home. In a TV show, "Faith POPCORN- Report", when people are being asked opinions about their homes, they say "my home is my castle". It is even said that it is more secure to live in the wilderness than in the city, due to the fact of crime, drugs and environmental pollutions.

Security issues has changed our lifestyle dramatically. Life will quickly become different for all of us. Therefore it will be more important to reinforce our safety in the new century.

Topic 179 What are qualities of a good parent?

Parents play an important role in the child's upbringing. However, it is not easy to be a good parent, much to the surprise of those who think dealing with young children is a piece of cake. In my view, to be a good parent you have to meet certain requirements that I am going to discuss further in the following paragraphs.

You should spend time with your child. Please do not mistake me. By that I am not saying you must resign from your job and stay at home with your baby all day; instead, I am referring to quality time. To be a good parent you need to know your child well; if you do not even have the minimum amount of time to start with, how on earth are you going to know your child? No matter how busy you are, be you a businessman or a police officer, you must get some time off work to be with your child. Knowing how impressionable a child at his tender age is, you cannot expect him to feel close to someone he barely see everyday, much less play the role of a good parent. However, I am not talking about large amount of time that busy as you are, you may not be able to afford. Remember, it is quality time, not quantity time. You can be a CEO and still be a good parent if you make good use of the limited amount of time you spend with your child. A small talk after dinner or a little story before bed may well perform the magic.

In order to be a good parent, you also have to be strict; it is for the child's own good. He may not like it of course, who will? However, it is from strict parent that a child learns discipline. Under certain circumstances I even agree with the use of force. A good beating or a severe scolding is far easier to remember for a little child than a patient persuasion. He is too young for you to reason with; but you can make him learn his lesson the hard way if the little sweet talk fails. Though I think the use of force is the last resort a parent should turn to, it is nonetheless rather effective.

A good parent should be caring and loving. A strong bond is formed between the parent and the child if there is love. This is something magical and inexplicable but both the parent and the child feel it. What makes a parent so special and important is the unconditional love he/she gives to his/her child. A loving and caring environment is very crucial in a child's growth. Statistics have shown that those from happy families have a more optimistic view of the world and generally live happy lives, while those from broken families or families where both parents quarrel often are more irritable and peevish. A child's character is easily shaped by the surroundings so it is a parent's responsibility to provide a loving environment to his/her child.

A good parent should also be a good role model for the child to look up to. A child learns many of his habits from his parents and it is all up to a parent to choose what kind of habits he/she wants his/her child to inherit. For example, a parent should immediately quit smoking if he/she notices his/her child has the tendency to pick up this bad habit. All in all, a good parent should behave himself in order to set good examples to his child. To be a good parent is hard but not impossible; in fact I believe all those who really put in a great deal of effort should find themselves doing well in this job. After all what is more important is the attitude; if one wants to be a good parent, he can do it.

Topic 180 **Why movies are so popular?**

There is no denying that movies have inspired a seemingly endless stream of fantastic and exciting issues that we just cannot live without. In fact, the dizzying emergence of movie production can create everything we can imagine on screens and what's more they continue bringing us the most wonderful stars and classic stories that will be always remembered by us. Movies have not only been a kind of entertainment we can enjoy, they but have also helped build up an important part of our society.

With the high-tech development of electronic tools it is possible to make everything we are eager to see, especially something that people are always curious about such as dinosaurs, spaceships and even something very scary, unbelievable or gorgeous. For example, directed by an impressive well-known story, *The Lord Of The Rings* brings us to a supernatural world filled with miracles and imaginations that impressed people a lot.

Based on nicely written stories perhaps the most important thing is that movies introduce us those amazing actors. Not only are they so pretty and handsome but they also are the best artists that contribute to our world in many ways. Because of all the celebrated characters they personated, they are considered as the symbol of brave, optimistic, strong-willed and pure-hearted people who are dare to walk fearlessly towards the challenges. Encouraged by them, we become more and more confident and make our minds to be the truth seekers that will insist on overcoming every difficulty to stop being mundane and mediocre.

Even some stars were gone long ago they are still our irreplaceable spirit's leaders such as Clark Gable, Audrey Hepburn, and others. Movies are always not just be appreciated by their dramatic pictures, they are deeply analyzed by worthiness, humanity, ideology and the complex influence they will bring into people's mind. In conclusion, with gorgeous ornamentation and very valuable themes it is no surprising that movies are extremely popular overall the world. Known as the epitome of our realistic society, movies can always dominate its place and continue to bring us what we want to see in sight and what we want to feel in heart.

Topic 181 **Should lands be developed?**

Just as our human beings came from nature, we would return to nature sooner or later. It is self-evident that losing our natural condition means that we are building up a sepulcher for ourselves.

Nature is the original source of our food, house utilities and industries. So we cannot live without her. Sucked the nutrition from nature, we created a wonderful world. She is our mother who we always turn back on. Wise and resourceful are people to try their best to keep nature prosperous and abounded.

Many people may hold the wrong opinion that spending money in preserving nature is a big waste of money. Even though, it is true that we cannot see much of the returns in the near future, it is worthy in the long run. What is more, nature itself can make money. The beautiful landscape of nature that was saved will attract many visitors. We also have many different famous places for people who came from all over the world. In fact, it is a high-profit business and will contribute to our economic in the days coming.

Taking a look at our country's qoe-state, our agrarian land is diminishing quickly. Nature areas are vanishing year by year. We are just facing a thorny way that needs us to take measurements on immediately. Thus, there is no reason to neglect the fact that there is more need for land to be left in its natural condition.

Burdening the great historical task, we cannot use up the limited source to fulfill our unbounded desires. Housing and industry but make us live a bit more comfortable now. They cannot lead us go further. We should leave what we have inherited from our ascendants to the descendants.

Topic 182 Is human relationship with pets useful?

Human has a long history of feeding pets. With the development of human society more and more people have pets in their families. They love to be accompanied by their pets and they look them as their family members. They eat with their pets, stroll with their pets, and even sleep with their pets. And I think having a close relationship with pets is very good for people, the reasons why I say so as follows.

First, having a pet is very good for children. Children always need someone to play with them, take care of them, but their parents cannot do it all the time. When children have a pet, for example, a dog, they will be attracted by it and spend most of their time playing with it. The children will not feel lonely when their parents cannot take care of them. Besides, that also makes parents have their own time to do something they need.

Second, pets are also good for adults, especially those works under pressure. Now many people work so hard everyday that they do not have time to relax and talk with friends. If they have pets, whenever they get to home they can talk to them, look them as persons, tell them what they are anxious about. This would help people to reduce their pressure and make them have a better mood.

Third, most of the owners of pets are senior citizens. That's not a coincidence. Because youngsters leave home for their new lives. They do not have much time to spend with their parents. The old people feel so lonely when they facing the empty rooms. Pets can reduce their loneliness. Old people can take care of them, feed them, talk to them just like taking care of their own children. And the medical research shows that patting pets, such as cats and dogs can reduce the blood pressure, this is also very important to old people.

Although sometimes pets make your room a mess, break your favorite vase, even some time they bite you, the advantages of having a close relationship with pets overweight the disadvantages. Have a pet if you like and enjoy it.

Topic 182 Is human relationship with pets useful?

Many pets are said to be men's best friends. Though being only an animal or a bird, still they are considered to be a part of the family. They share a special bonding with the members of the family. I definitely believe that these relationships are good. There are many reasons to it.

We see many families today with dogs or cats as their pets. We get a variety of pets' food. These families feed their pets with these foods available in the market and raise their pets like their own family members. Today the expenses for raising a child and a pet are the same. Though an animal cannot talk it can understand well and the same as what human beings do. Many pets provide emotional support to the family that they just do it by their mere existence.

Dogs are said to be the best caretakers. They bark upon strangers and welcome known people. In this way it helps his family by guarding them against any dangers. There have been many cases in the past where animals have actually helped in preventing robbery or any other unknown dangers.

These animals do feel the same as humans do. When the family to which he belongs to is not there at home he becomes sad and stops eating. In fact these animals show different signs when they are happy. For example, dogs wag their tail when they see their owners or any of the family members. Since they have the same quality what humans have they are bound to get close to family they belong to and it's the same with the family too. They are provided medication if not well, taken to veterinarians and treated in the same manner in the way any other family member would have treated if unwell.

Animals are said to be their best friends since they do not stab the family they are in. There are movies that show different relationships, which an animal shares with his owner. These movies actually depict the real cases or the real emotion of the animals as well as the family towards them. They expect love and care, which their family gives. Also in a family, when a child grows up he goes to high school and then college. He no longer stays with his parents. But the pet of the family is still there in that family caring and being cared by the family.

Thus because of the human quality of kindness, emotional and well being animals form an important part of the family they belong to and the family treats them as one amongst them.

Topic 182 Is human relationship with pets useful?

Pets have always been a part of human life structure. Thus, each and every human culture contains different morals and regulations on treating the pets. For my part, I must argue in favor of treating pets almost like family members. I am going to mention two reasons to support the slightly altered idea.

First of all, I'd like to mention the fact, that no matter human, animal or plant a living thing has needs and feelings, which if not fulfilled, could have serious effects on its physical and mental (or spiritual) health. Thus, although one may criticize owning and keeping a pet, does not bring as much responsibility as raising a child, the concept of responsibility and caring remains the same in both situations. Consequently I believe the owners should be blamed in case they do not realize and accept the pet's rights, and history of binding in the loving and caring natural environment, which fulfilled all its needs, and in case they keep and treat it as it were a mere source of entertainment or labor. As I mentioned before, a pet is almost comparable with a child. Taking the responsibility to pet an animal requires determined commitment to fulfill its needs and replacing the loving environment it could have in nature, with another loving one. Therefore, if accepted in the social culture as a member of the family, the pet is more likely to receive what it deserves.

In addition to the necessity of the sensational bindings and mutual relationships between the pet and its owners, which makes it like a member of the family, there is a disadvantage to this highly sensational binding. First, they owners should always keep in mind to prioritize emotional and financial needs of the human family members. Secondly, most domestic animals have shorter life than human beings, therefore the owners -in other word, human family members- usually encounter its death during their lifetime. As a result, I believe that the owners must always keep this fact in mind in order to prevent deep sensational damages. Consequently, although taking care of the pet's health, the owners should be able to control their emotional reliance on the pet. However, the unsafe and corrupted human communication in our modern world makes lots of owners so bound to their pets, that they find living difficult after their loss.

A question has been raised on whether pets should be treated as members of the family or not. The needs of pets and the responsibility of the owners as well as the fact that pets usually die before their owners and that human family members must have higher priorities, make me agree with the idea in case the word almost could be added to the main question.

Topic 182 **Is human relationship with pets useful?**

I think that having close relationship with pets is good as long as you do not over do it. Pets are friendly and loving. Let me explain my point of view.

Pets can be our friends. Especially in old age when our children go away from home to study we feel lonely, then we can keep a pet. Pets could keep us busy and lessen the feeling of loneliness. We can spend most of the time with pets like feeding them, and taking them a walk. Pets are healthy to keep if they could take our mind off of the troubles of day. But on the other hand, if we worry unnecessarily about the items such as food, clothes etc. and behavior of pet, then it's not healthy for us.

Some animals like cats, parrots, and rabbit are very loving. We can easily love these animals. But emotional involvement with animals is not very good. Some people treat pets as part of their family. They take pets to their own bedrooms and give them place to sleep on their bed. They give them seat on couch or take them in the lap. I do not think all this is very healthy for us. We should have separate utensils and space for pets. A few people try to teach pets eating with spoon and forks, they are happy if pets learn easily. Expecting pets to behave like humans might not be good for pets, after all they are animals.

There are many store who sell all kind of stuff related to pets such as pet food, pet clothes, pet toys, and pet homes. Buying nutritious food and separate homes for pets is necessary. We should even buy a few toys for entertainment of our pet. Now a day's pet owners spend hundreds of dollars on buying special types of pet food, costly toys, and expensive pet homes. They try to get luxurious things for their pets. I think these people should donate some of that money to child food banks, since many children in our country do not have food to eat. I think spending extra money on pets is waste of money.

According to me, pets can be friendly and feeling close to them can be healthy, if we do not worry much about them.

Topic 182 **Is human relationship with pets useful?**

Animals started to live side by side with people thousands of years ago. In ancient Egypt people known to keep dogs to protect their houses and lands. Remains of the dogs and cats were found, for example, in ancient burial sites in Egypt. While big animals like horses or cows were used to work and to provide food, small animals, like cats, or birds, obviously were kept for fun and companionship. With all the progress going on, it is not necessary to keep animal to survive, but, amazingly, the population and the variety of home pets is growing. I believe it has some positive sides and some negative.

I heard from many of my friends, that there is nothing like coming home tonight and being greeted by a dog or a cat. They say, it takes all the daily stress away and provides immediate relaxation. And there is no need to talk! I read a few articles in medical magazines, that cats can help people with all kind of body pains, just rubbing off the sore spot. Their warm and energy provide some therapeutic effect. Another positive aspect of having a dog, for example, is that people have to go outside, regardless of the weather. It gives dog owner constant stimulation to exercise. Some people in my neighborhood are jogging with their dog s, keeping themselves and the dogs healthy.

On the other hand, some negative tendencies were shown recently. Needless to say pet owners are very fond of their animal friends. Some people treat them as their children and more and more often prefer them to real people, even kids. It happened, that when a dog threatened the child in the park, the owner would not call the dog and would let it harm the kid. Besides that, I don't think it is healthy for people to escape their relationship problem and create and extra tight binds with an animal. We all know that animal's lives are shorter, than people's are, and the loss of the favorite pet can be just devastating. Another example is the growing fashion trend to keep exotic and dangerous animas as pets, such as crocodiles, lizards, or snakes. In some cases, it not only illegal, but very dangerous for everybody, even for the owner.

To sum I would like to point out, that friendship between people and animals can be very fulfilling, when it is well-balanced and does not, in any way, harms one side or another.

Topic 183 **What have you learned about a country from its movies?**

I believe that every film contains a lot of information about the county where it was made. Usually films show us the great variety of cultural peculiarities about country where they came from. Personally, I have learnt many new things about different countries and their people from watching their movies.

I remember, as a child I used to enjoy watching Indian films. It was very exciting experience for a young girl who was fond of Indian songs and the national clothes. From Indian movies I learnt that the Indian culture is very rich and colorful. I found out that they are mostly romantic people who love to sing and dance. Also, it was interesting to know that there are different religions and a plethora of ethnic groups in India.

I would say that I learnt a lot not only about Indian traditions and culture from watching its films. To tell the truth, Russian movies were very educational for me too. If you watch them carefully, you will probably notice that they contain a great amount of information about Russian people and their culture. For example, I realized that Russians are incredibly honest people who like to celebrate many events with a lot of food, and of course with vodka. I learnt from Russian films about their hostility and willingness to great and meet other people. Russian movies show that all that is a big part of their traditions.

To summarize, I would say that from watching international films we are able to learn many new things about different nations. Moreover, films educate us about cultural and traditional varieties of many countries.

Topic 183 **What have you learned about a country from its movies?**

Movies are an important part of the culture of a country where they are made. Watching a film, like listening to music or reading a book can tell one a lot about things that people value and the way they interact. In this essay I would like to share my perception about the United States that I gained by watching American movies.

My first observation is that the USA is a very rich country. This is reflected in the types of average people shown in the movies, most of whom are homeowners with a car and a full-time job. They usually can afford to dine in fine restaurants and travel around the world. For example, in the recent movie "Just Married", a young couple from America stayed in nice hotels and traveled all around Europe for their honeymoon.

US movies are also high-budget movies with a lot of special effects and excellent sound and picture quality. This is another reflection of the amount of wealth in the country that can produce movies such as "Troy", "Titanic" or "Gladiator" that featured both multi-million budgets and collections from the theaters around the world.

Another observation is that Americans are very individualistic and independent people. Children leave the family after the high school, since when they often do not receive support from their parents and have to rely on themselves to maintain their living. Many young movie characters (such as in the movie "Bartender" have to support themselves or their education by low-prestige jobs such as waiting even if their parents are very wealthy.)

The last feature of America that I observed from US movies is that Americans are very direct in dealing with other people. They quickly speak their mind regardless of the other person's title or the social status.

I am well aware that movies may exaggerate some of the features characteristic of the country they were made in. Nevertheless I believe that in general they give a fairly good picture of the country's traditions, norms and values. I think that by watching American movies I gained a good understanding of the United States, its society and its people.

Topic 183 What have you learned about a country from its movies?

As my number one hobby, movies take me to different eras, atmospheres, feelings and nations, all the before mentioned is in hand thanks to the technology available nowadays.

The film industry can be observed and digested by many angles, entertainment, documentary, science fiction, comedy or drama. The magic of taking the time to observe rather to watch a film produces a mind trip to every way the camera was filming.

Issues such as costumes, politics, ignorance, and fear need no passport while being filmed, the human condition as well as its surroundings can be captured in the memory thanks to filming and its up braking industry.

Simple daily basis activities, such as public transport, or main social principals or prejudices such as apartheid or racism, can be shown all over the world not only on a printed basis such as a newspaper, book or magazine, but by the whole image of it, not withstanding that images do say more than words, but often help to diversify the truth or the real facts of information. Close related to the before mentioned idea, stands the interpretation that producers, directors, actors and viewers make a truth of their own, but isn't that the way that the world is known?

Definitely since the beginning of the film industry, the movies have showed the existence of the different, the opposed, the distant, but far away from it, movies can help to break trough intellectual, political, and cultural barriers, in order to know better our world.

Topic 183 What have you learned about a country from its movies?

Since its birth, films always function as the main media depicting the environments and people in details. Pondering the specific aspects in the filmmaker and country, we can achieve valuable and wealthy information.

The first treasure we can dig is some social problems in the country reflected by the film. Hollywood, the largest dream makers' cradle, prefers to support some movies revealing some serious current social problems confronting in the United States society. Take the Oscar-winning Film in 2001, *The American Beauty*, as an example. That film received lots of admiration and compliments. We can learn from the film that in the most advanced economy, the normal American people's life still have some dilemma such as marriage dissatisfaction, family cracking, and moral suspicion.

On the other hand, we can learn from a film about the country's history. Take the best foreign film, *Crouching Tiger, Hidden Dragon*, for example, we can appreciate the Chinese ancient melodious music, exotic costumes and magic martial arts. A movie from a country with its own history and tradition that totally different from those in the western movies not only tells a romantic story but teach something beyond as well.

Finally, the country's own culture will be revealed in their films naturally. For example, another foreign film, *Life is Beautiful*, made in Italy, tells a Jewish tragedy happened in the Germany concentration camp in the Second World War. Instead of using the sorrowful way to express the plot, the inspired filmmakers use obviously humorous and romantic ways which probably are rooted in the Italian culture. Culture usually expresses itself in the film spontaneously.

All in all, we can achieve some current social context, or specific historical tradition, or culture in the films. These are the aims that directors, cinematographers, and actors have been working for, and the most important, those are factors why we go to the cinemas.

Topic 183 What have you learned about a country from its movies?

Films are a mirror of a country. It depicts the life of common people in a country at a given period in history. This can be exemplified by taking a review of period films like "Elizabeth - the Last Emperor" and "Gandhi", etc. These movies have not only portrayed the lives of famous individuals of their period, but they also give coverage of the people around them, the events that shaped up their personality thus giving us insight of the life style in that particular period.

They not only depict the period in history but also in present. Globally many countries have undergone so many changes recently that we can divide the time period in cluster of 10 years each. The films arrived in each decade portrays the life style of the people in that decade. Thus proving a hallmark of changes in nations thinking, economy, and fashion.

Films reflect the attitude of the particular nations citizens. For example once I had seen one Japanese movie about a woman in transition phase during her divorce. It exemplifies the reaction and outlook of man/woman/child and society in total, towards the painful episode like divorce. I have also came across a movie in my country on same topic. The reactions of people to divorce in this movie are totally different than the one I saw in Japanese movie. This can be a classic example of the difference in the cultures of two countries.

Thus the movies can tell us much more than expected about the country's culture, people. They also make us aware of the current issues in country, the trend, and the fashion prevailing in country.

Topic 184 Self-study vs. group study

Studying is not just reading the content of the book. It involves thorough understanding of the topic, which of course involves good concentration and involvement. This can be achieved either by studying alone or in groups. There are both advantages and disadvantages in both these ways. I would first like to outline some of these pros and cons before putting forth my choice of study.

Let me first consider group-study. No two fingers of a hand are the same. Similarly no two individuals can think the same way. This is the key factor in group-study. It is both advantageous as well as disadvantageous. It is advantageous because difference in people's thinking gives rise to many new solutions to the same issue. It is disadvantageous because all the members of the group cannot learn things at the same pace. Some members learn very fast and others learn very slow. So the fast learner may feel bored to repeat the same topic again and again. The slow learner may develop inferiority complex and feel embarrassed to ask for repetition everyday. The other disadvantage of group-study that I would like to point out is gossip. Even if one member of the group is not in the mood to study, the whole group will be spoiled. He/she will start commenting about a movie or a film star or some unrelated topic and will lead to a big, unwanted discussion consuming all the precious time. Group-study will lead to competition, i.e., each member of the group will try to excel other members. As long as this competition is healthy, it is good for everybody, otherwise it can lead to ego problems which is pretty bad. Punctuality is also another problem in group-study, i.e., even if you arrive first, you cannot start studying. You have to wait for everybody else to arrive. While waiting, you and your one friend may start gossiping, and before you know it, that gossip will be the topic of discussion for that day.

Now let us consider self-study.—The main advantage of self-study is that you can study in your own pace. You don't have to wait for anybody else. You can start studying as and when you are ready. In a group study, you can just think in one angle because there are other members in the group who would give an other view. But that is not the case in self-study. Here you should only think in all different possible views regarding one topic, and in order to support that view you would have to read and refer a lot of different books. So self-study improves your thinking and researching ability. I think concentration is one thing which can be distracted even if you are not in a group. In a group-study gossiping may be one kind of distraction. This kind of distraction is not found in self-study. On the other hand, we can sometimes start day-dreaming and before we know it we would have spent a lot of time thinking and dreaming about some irrelevant topic. But I think the chances of distraction is more in group-study, than in self-study.

Now, for my opinion on the subject. I, personally, would prefer to read alone and not in a group. I believe in doing everything myself. So if I am told to address an issue, I like to think in various different angles, read a lot of books and then come to a conclusion. Another reason why I prefer to read alone is, I think group-study, by itself is not enough. Let me explain what I mean by this. Let us say, the topic of discussion is "Mahatma Gandhi's murder". Group-study involves discussion and exchange of ideas about this topic. But if I have to talk something about Gandhiji's murder, first of all I myself should study about that topic and be thorough with what I have to discuss. So I think group-study is dependent on self-study. Well, the bottom-line is, if given a choice, I would prefer to study alone rather than in a group.

Topic 184 **Individual learning vs. group learning**

Some students prefer to study alone, while others prefer to study with friends. Although studying with friends has its advantages, in my point of view, I would like to study alone. The reasons are as follows.

When you study, especially when you study some subjects that are hard to understand, such as math and physics you need to concentrate on them. That requires a quiet environment without distractions. Studying alone can provide that, and you can read your books and think of questions without being disturbed. It will help you to understand the knowledge better and to remember the knowledge better.

Furthermore, studying alone has another advantage that studying with friends does not have. That is it forces you to think. When you face some questions hard to solve, and there is no other students around you, you have to think of the questions hard and try you best to solve them. This gives you an opportunity to improve your ability to deal with problems by yourself. Obviously, studying with friends cannot give you these. Because when you meet some questions, you probably turn to friends for help.

The third advantage of studying alone is also the most important reason. It can make you think independently and have your own opinions. You have to think independently when you study alone. No one can give you interference or suggestions. You will not be affected by other people's opinions. That can help you create your own thoughts, not to become a parrot. After all, the best parrots still live in cages.

Though studying with friends has some advantages, for instance, it can help you to solve your questions faster and improve your friendship, however I think the advantages of studying alone overweight these of studying with friends. My preference would be to study alone.

Topic 184 **Individual learning vs. group learning**

Every student has his/her own style of studying, in which he/she finds most suitable for him/her to learn knowledge at school. Methods of studying can be classified into two major categories, namely, individual study, and group study. Personally, I would prefer to study with a group of students, and I will explain my opinion below.

The most obvious reason is that studying with a group of students can help students gain more knowledge and understand it more thoroughly. Group study offers students a chance to discuss the problems and exchange opinions with each other. In this process students can clarify their misunderstandings and strengthen their understandings of particular knowledge.

Furthermore, students will obtain more information about how to study from their fellow students, because apart from learning from teachers, students can also learn from each other through group study. Each student has his/her own strength in different areas of study. By studying together, they can communicate with each other about their methods of learning different subjects, thus each student can find the best way to learn a subject with the help of the group. Undoubtedly, involving with different people can strongly widen one's horizon, mature one's thoughts and enrich one's personality.

Apart from gaining more knowledge and information, studying in a group can help students develop teamwork spirit, which is crucial for a student's future success. No matter in school or in the real world, we often need to join efforts to finish a complicated task. For example, you can hardly find one product that is completed by one person, even by one company. Therefore, teamwork spirit that can be developed through group study at school is very important for students' development. On the contrary, students cannot learn the importance of cooperation by studying alone.

On the other hand, studying alone also has some advantages to some extent, such as quiet studying atmosphere, and a self-controlled pace. But from what has been discussed above, studying in-group carries more weight than studying alone. In conclusion, we may safely reach the conclusion that it is better to study with a group of students.

Topic 184 **Individual learning vs. group learning**

We as human beings have different qualities, strengths, and weaknesses. Same goes for studying. Every individual has a different way of studying, where one finds it easier to understand and comprehend the matter he/she is studying in his or her own way of learning. However, methods of studying can be classified into two major categories, namely, individual studying, and group studying.

Some people prefer group studying, because for them group studying provides them with diverse information, that is to say, that each member in the group participates and is able to provide different information on one subject.

Another reason is that if any member finds difficulty in the subject, he/she can easily discuss the problem with other group members, who will be most ready to help each other. Then there is also the aspect of division of work. For example, if students are given an assignment to complete, and if each person in a group is responsible for a different topic, then the load of work is divided among the members of the group and will eventually not burden any one person. On the contrary, many students prefer studying alone, mainly because they want to do their work on their own. Doing so really helps them, because they alone are responsible for what they are studying, and therefore are responsible for their own grades, this evolves a sense of responsibility in the student. Also, since there is no one to share their work with, they have to do all their work on their own, which again is an advantage. For example, a student who studies alone, when given an assignment, does it entirely by himself/herself. Doing so, each and every topic is familiar to the student and the entire work is a product of his/her own effort. So, if he/she gets a grade on such an assignment, the student would know what his potentials, what his strengths and weaknesses are.

I prefer to study alone, since in that way I get the proper sense of what my weaknesses are and what my strengths are. I get to improve my weaknesses. Although if I find any difficulty I cannot take help from any other person unlike students who study in groups, but then I can always ask for help from a teacher. But I believe studying on one's own is important because anyone can study in groups but when it comes to individual studying it becomes tough. And in the real world an individual is confronted with situations that a person is responsible individually. And a person can acquire such a sense of responsibility only through working on his or her own.

Thus, it can be concluded that studying alone is more effective than studying in groups. Although, the different methods of studying mostly depend on what works better for the student.

Topic 185 A house or a business?

Faced with the question whether to buy a house or a business if I had the money, I came to the conclusion that basically the two investments have a major difference that radically influences my choice. I believe that spending the money for developing a business, despite being somewhat risky, is the more reasonable choice as it could bring with it not only eventual profits but also valuable knowledge and experiences to the person involved. In contrast, buying a real estate such as a house can only lead to future troubles and expenses.

Some people prefer to invest their money on things like houses or automobiles because they like the sense of secure and comfort that brought by such assets. But are they really as secure as they seem to be at first glance? First of all, rarely can anyone pay the whole sum for a house at once. In most cases it requires monthly payments for years as well as taxation. In addition keeping a house in a proper condition also costs a lot no matter whether it is used by the proprietors or tenants.

Second, in today's active world where people often move from place to place in search of new experiences or better career opportunities, it has become common for many young people to perceive the place where they live as a temporary hotel where one returns only for eating and sleeping. So it is enough for it to be convenient and affordable.

Investing in a business, on the other hand, is a very serious initiative and a great challenge as well. Deciding to start one's own business requires a certain sense of risk and a strong desire to succeed by improving one's skills. Specialized knowledge in the business field is very essential too. Certainly, however, no one can do all the work by him/herself. So a person who starts his/her own business will have to learn more not only about accounting or management but also learn how to hire the right professionals to manage some of the business affairs for him/her. Furthermore, in spite of the fact that it may take many years and numerous unsuccessful attempts, a business could bring very profitable results as it could grow and develop.

For all the reasons that I mentioned above, I believe that by investing my money in a business I will find many new opportunities for self-improvement and have the chance to be financially independent. Then maybe one day, when I am old and tired, I will buy my own house too.

Topic 185 A house or a business?

If I have enough money to purchase either a house or a business, I will choose to buy a house. Having a house is good for living, for children and even for a business.

Having my own house, my family can move out of the apartment where we are living now. I can decorate it just as what I want. I can fill my own house with furniture and appliances that I want. Everyday after I come back home, I can lie down in the white sofa I bought and watch a movie using the home theater system. But if I still live in an apartment, I will not be able to buy all the furniture that I want, because I know I only live there temporarily and there is not enough space for new furniture.

A new house is also good for the children. I can buy a house within a good school district, so my children can go to those prestigious schools now. And all I have to pay is just the property tax and some insurance fee. No rent for living anymore. No tuition for private schools anymore. Needless to say, Children can invite their friends over and have their party in the backyard. A house will win my children's big smile.

After purchasing a house, I still can do my business. With my own house, I can use it as a collateral to get a business loan. Now I can purchase that business. Maybe I am lucky and talented enough to run the business well and get some extra money to payoff the entire loan, and then I get both a house and a business. Maybe I am good in this business and can only pay off the loan after I sell the business, then I still get a house. Maybe I lose too much money in the business and the loaner take my house, and then nothing is different if I first chose to buy a business, because at last, I will own nothing for that bad luck.

Purchasing a house has a lot of benefits. Though buying a business can get me into business sooner, I think I do not need be so hurry because I like to enjoy the life first. So I will use the money to buy a house.

Topic 185 **A house or a business?**

If I were to choose to buy either a house or a business, I would definitely select to purchase a house because of three different reasons. First, my current house is too small to fit all of our family members. Second, buying a house is a good investment because its price tends to increase over time. Lastly, I am not keen on doing my own business.

To begin with, my family is considered one of the extended family. We currently have ten people live under the same roof. Although there are enough rooms to fit all of us in the same house now, it seems to be a problem in the future since my brother is going to have a baby. Therefore, it is a good reason for me to buy a new house to accommodate our family members.

Next, a house is always a good investment since its price usually increases over time. For example, my house in Bangkok cost around 500,000 bahts ten years ago. Its price unsurprisingly doubled. In other words, it costs around 1,000,000 bahts to buy my house presently. Therefore, buying a house is a sure bet to a good investment.

Lastly, as I grew up, I realized that I was not keen on business. When taking classes in business, I usually did not feel confident. For example, when practicing a case study on running a business, I did not want to take risks. Thus, the business I ran failed. As a result, I am not sure that if I were to buy a business, it would be successful.

In conclusion, since a house would give me benefits such as providing more places for my expanding family and being a good investment, I, a person who is not keen on business, would rather buy a house rather than a business provided that I have enough money.

Topic 185 A house or a business?

If someone were generous enough to give me sufficient amount of capital to do one of the two things, I would probably go in for purchasing a house. To me, a house is one of the best securities one can have. Besides, I would not describe myself as being particularly business-minded, so given a choice between buying a house or starting a business, a home would be more appealing to me.

I have several reasons for this choice. All my life, I have lived in rented apartments, and am aware of the difficulties that my parents had faced. The constant insecurity of being asked to move out at short notice is one problem. I have watched my parents hunt around for houses, the worry and tension that has caused to them, and finally, the relief and gradual sense of peace that settled in, when we finally managed to buy a place of our own.

Buying a house is an excellent investment, if done properly, and at the right time with respect to the market situation. Having a decent bit of property on one's hands is advantageous when there is a need for a loan during emergencies. Banks generally ask for securities, the most of common of which are houses and jewelry.

Also, a house is a source of ready money, since the market today is more often than a seller's market. If a respectable builder builds the house or building in a convenient locality, it generally fetches a good price, since these are the first two points that are considered by the buyers.

On the other hand, in today's world, with rising prices, inflation, an unstable economy, one can no longer be absolutely certain of a success in business, unless one has a sharp acumen, a sense of risk, and a true entrepreneurial spirit. A business venture cannot be started half-heartedly, just because of availability of capital. A lot of hard work and enterprise is necessary to make a success out of a business in this world of cut-throat competition. I genuinely do not believe that I am cut out for it. My field of study is science, and I am more inclined towards a career that involves research.

Finally, I would like to say that it has always been my ardent wish to have a home that I can call my own, which I can come back to after a day's work, and this thought alone is sufficient to allow me to make my decision.

Topic 185 **A house or a business?**

Nowadays the only thing people seem to be interested is earning more and more money. Many people spend their entire lives doing business and neglect their family and friends. I do not want to be one of them. If I have to choose between earning money and spending time with my family I would choose my family. Therefore, if I have to choose between buying a nice big house for my family and me and a business that would take up all my free time I would choose the house.

The business can make you a lot of money, however, it cannot make you happy. The house, on the other hand, can be a dream that have come true. It can be the best place in the world for you where you can feel safe, calm, and free. The place where you keep all the things that you love and more importantly where the people you love most live. It is also the place where you will spend the happiest moments in your life.

Another reason to choose to buy a house is that it gives you security. The business may fail, but the house will always remain yours. You know that no matter what happens you will always have a place to live. And if you cannot earn enough money to make your living you may let off some of the rooms.

Last but not least, I believe that a house is more valuable heritage than a business. A house can always be sold for its real price while selling a business can be quite difficult and even impossible if it has not been profitable for the past few years.

All things considered, there is no doubt that buying a house is the best choice for me. But a house cannot make me happy if I live there alone. When I picture my dream house I always see my future children playing in it.

Find additional essays and updates at

ToeflEssays.com

You can order a printed copy of this E-book at ToeflEssays.com

TOEFL GRE GMAT Test Prep Book List

TOEFL



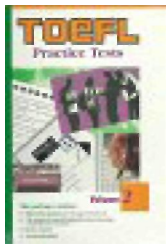
POWERPREP Software : Preparation for the Computer-Based TOEFL Test

Educational Testing Service; CD-ROM; Buy New: \$29.95
ASIN: 0886852064



Toefl Test Preparation Kit

Educational Testing Service (ETS); Paperback; Buy New: \$47.00
ASIN: 0446396478



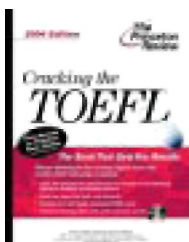
Toefl Practice Tests (TOEFL Practice Test)

Educational Testing Service (ETS); Paperback; Buy New: \$24.00
ISBN: 0446396427



Delta's Key to the TOEFL Test (Book and CD-Rom Edition)

Nancy Gallagher; Paperback; Buy New: \$35.95
ISBN: 1887744525



Cracking the TOEFL with Audio CD, 2004 Edition (PRINCETON REVIEW SERIES)

George S. Miller; Paperback; Buy New: \$21.00
ISBN: 0375763430

**Cambridge
Preparation
for the
TOEFL Test**

Cambridge Preparation for the TOEFL Test Book with CD-ROM
(Cambridge Preparation for the TOEFL Test)
Jolene Gear; Paperback; Buy New: \$25.16
ISBN: 0521784018

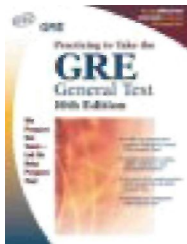
Sample Essays for the TOEFL Writing Test (Two)
ToeflEssays.com; Paperback; Buy New: \$14.88
ISBN: 1411607740

**TOEFL Writing
Ted iTWEv**



Longman Complete Course for the TOEFL Test: Preparation for the
Computer and Paper Tests (Student Book + CD-ROM with Answer
Key)
Deborah Phillips; Paperback; Buy New: \$66.00
ISBN: 0130408956

GRE



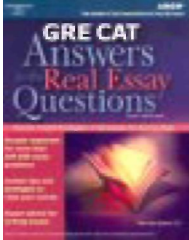
GRE: Practicing to Take the General Test
Educational Testing Service; Paperback; Buy New: \$21.00
ISBN: 0886852129



How to Prepare for the GRE Test with CD-ROM
Sharon Weiner Green; Paperback; Buy New: \$20.96
ISBN: 0764176293



The Ultimate Math Refresher for the GRE, GMAT, and SAT
Lighthouse Review Inc; Paperback; Buy New: \$14.00
ISBN: 0967759404



Gre Cat: Answers to the Real Essay Questions (Arco GRE Answers to the Real Essay Questions)
Mark Alan Stewart; Paperback; Buy New: \$10.47
ISBN: 0768911745

GMAT



The Official Guide for GMAT Review, 10th Edition
Paperback; Buy New: \$29.95
ISBN: 0886852404



Cracking the GMAT with Sample Tests on CD-ROM, 2004 Edition (CRACKING THE GMAT WITH SAMPLE TESTS ON CD-ROM)
Princeton Review; Paperback; Buy New: \$24.45
ISBN: 0375763244



Gmat Cat: Answers to the Real Essay Questions (Arco GMAT Answers to the Real Essay Questions)
Mark Alan Stewart; Paperback; Buy New: \$10.47
ISBN: 0768911737

[Shop at Amazon.com!](http://Amazon.com)

*Put Harvard- Educated Editors **to** Work for You!*



At EssayEdge.com, you will find everything you need to write a successful admissions essay, from the Net's most comprehensive **FREE admissions essay help course** to the best admissions essay editing available anywhere.

- **Free Admissions Essay Help Course**
- **100 Free Sample Application Essays**
- **Admissions Essay Editing by Harvard-Educated Editors**
- **Hundreds of Admissions Essay Success Stories and Samples of Our Work!**

Visit <http://www.essayedge.com> today and ***Give Yourself an Edge!***

Content provided by EssayEdge.com.
Put Harvard-Educated Editors to Work for You!

Scholarship Essay Samples

This section contains two sample scholarship essays:

Scholarship Essay One

CRABIEL SCHOLARSHIP WINNER - won \$3,000 scholarship

Like Mr. Crabiel, I literally work tirelessly in many academic and leadership roles. I sleep no more than six hours a night because of my desire to expertly meet my many commitments. Throughout my life, I have worked as long and as hard as I possibly can to effect beneficial changes in both school and society.

During the summer of tenth grade, I took a number theory course at Johns Hopkins University with students from Alaska, California, and Bogota, Colombia. Similarly, during the summer following eleventh grade, I was one of ninety students from New Jersey selected to attend the Governor's School in the Sciences at Drew University. At Drew, I took courses in molecular orbital theory, special relativity, cognitive psychology, and I participated in an astrophysics research project. For my independent research project, I used a telescope to find the angular velocity of Pluto. With the angular velocity determined, I used Einstein's field equations and Kepler's laws to place an upper bound on the magnitude of the cosmological constant, which describes the curvature of space and the rate of the universe's expansion.

In addition to learning science, I recently lectured physics classes on special relativity at the request of my physics teacher. After lecturing one class for 45 minutes, one student bought many books on both general and special relativity to read during his study hall. Inspiring other students to search for knowledge kindles my own quest to understand the world and the people around me.

As president of the National Honor Society, I tutor students with difficulties in various subject areas. In addition, I am ranked number one in my class with an SAT score of 1580 and SATII scores of 750 in math, 760 in writing, and 800 in physics. In school, I take the hardest possible courses including every AP course offered at the high school. I am the leading member of the Math Team, the Academic Team, and the Model Congress Team. In the area of leadership, I have recently received the Rotary Youth Leadership Award from a local rotary club, have been asked to attend the National Youth Leadership Forum on Law and the Constitution in Washington D.C., and wrote the winning essay on patriotism for South Plainfield's VFW chapter. Currently enrolled in Spanish 6, I am a member of both the Spanish Club and the Spanish Honor Society. In addition, I recently was named a National Merit Scholar.

Besides involvement in academic and leadership positions, I am active in athletics. For instance, I lift weights regularly. In addition, I am the captain of my school's varsity tennis team. So far this year, my individual record on the team is 3-0.

Working vigorously upon being elected Student Council President, I have begun a biweekly publication of student council activities and opinions. Also, the executive board under my direction has opened the school store for the first time in nearly a decade. With paint and wood, we turned a janitor's closet into a fantastic store. I also direct many fund raisers and charity drives. For instance, I recently organized a charity drive that netted about \$1,500 for the family of Alicia Lehman, a local girl who received a heart transplant.

As Student Liaison to the South Plainfield Board of Education, I am working to introduce more advanced-placement courses, more reading of philosophy, and more math and science electives into the curriculum. At curriculum committee meetings, I have been effective in making Board members aware of the need for these courses. In addition, my speeches at public Board meetings often draw widespread support, which further helps to advance my plans for enhancing the curriculum.

I have also been effective as a Sunday school teacher. By helping elementary school students formulate principles and morals, I make a difference in their lives every week. The value system that I hope to instill in them will last them their entire lives. I find teaching first-graders about Christ extremely rewarding.

Clearly, I have devoted my life both to working to better myself and to improving civilization as a whole. Throughout the rest of my life, I hope to continue in this same manner of unselfish work. Just as freeholder Crabiell dedicates his life to public service, I commit my life to helping others and to advancing society's level of understanding.

Scholarship Essay Two

WINNING NATIONAL MERIT SCHOLAR ESSAY

Nothing in all the world is comparable to reading Ayn Rand beneath New York's skyline or to studying Nietzsche atop a mountain summit.

Since childhood, the studies of philosophy and science have interested me profoundly. Having read many books on relativity, quantum mechanics, existentialism, religion, capitalism, democracy and post-Aristotelian philosophy, my quest for knowledge has only intensified. Certainly, the purpose of my life is to discover a greater understanding of the universe and its people. Specifically, I plan to better grasp the interrelationship among forces, matter, space, and time. In addition, I hope to find a unified field theory and a convincing explanation for the birth of the universe.

During the summer of tenth grade, I took a number theory course at Johns Hopkins University with students from Alaska, California, and Bogota, Colombia. My attendance of

the New Jersey Governor's School in the Sciences is another accomplishment that exemplifies my dedication to knowledge. During the summer following eleventh grade, I took courses in molecular orbital theory, special relativity, cognitive psychology, and I participated in an astrophysics research project. For my independent research project, I used a telescope to find the angular velocity of Pluto. With the angular velocity determined, I used Einstein's field equations and Kepler's laws to place an upper bound on the magnitude of the cosmological constant, which describes the curvature of space and the rate of the universe's expansion.

In addition to learning science, I recently lectured physics classes on special relativity at the request of my physics teacher. After lecturing one class for 45 minutes, one student bought many books on both general and special relativity to read during his study hall. Inspiring other students to search for knowledge kindles my own quest to understand the world and the people around me.

Also, as president of the National Honor Society, I tutor students with difficulties in various subject areas. Moreover, I am ranked number one in my class, and I am the leading member of the Math Team, the Academic Team, and the Model Congress Team. In the area of leadership, I have recently received the Rotary Youth Leadership Award from a local rotary club and have been asked to attend the National Youth Leadership Forum on Law and the Constitution in Washington D.C. Currently enrolled in Spanish 6, I am a member of both the Spanish Club and the Spanish Honor Society.

As student council president, I have begun a biweekly publication of student council activities and opinions. Also, the executive board under my direction has opened the school store for the first time in nearly a decade and is finding speakers to speak at a series of colloquia on topics ranging from physics to politics. Directing fund raisers and charity drives also consumes much of my time. For instance, I recently organized a charity drive that netted about \$1,500 for the family of a local girl in need of a heart transplant.

Consistent with my love of freedom and my belief in democracy, which is best summarized by Hayek's Road to Serfdom, I have recently initiated an application to become the liaison to the local board of education. Also, in keeping with my belief that individuals develop strong principles and ideology, I teach Sunday school three months a year and have chaperoned for a local Christian school.

Outside pure academics and leadership roles, I lift weights five times a week for an hour each day. In addition, I play singles for my school's varsity tennis team. Because I find extraordinary satisfaction in nature and have dedicated my life to its understanding, I enjoy mountain climbing. Among the notable peaks I have reached are Mt. Washington, Mt. Jefferson, Mt. Madison, Mt. Marcy and Mt. Katahdin. Unquestionably, my life's aim is to dramatically raise the height of the mountain of knowledge so that my successors may have a more accurate view of the universe around them.

Put Harvard-Educated Editors To Work For You!

Content provided by EssayEdge.com.

Put Harvard-Educated Editors to Work for You!

Sample Medical School Essays

Why Medicine? Essay

My earliest impression of medicine occurred when my mother repeatedly required the assistance of physicians in dealing with her chronic migraine headaches. Her doctors were always there for her, day or night. The respect that my parents bestowed on doctors, and the doctors' ability to ease suffering, sparked a desire to one day become a physician myself. This was an ambitious goal for someone coming from a family in which no one had obtained a professional degree. However, my traditional family-oriented culture, emphasizing doing good for others, contributed to this decision to pursue a career in the medical field. Furthermore, the American individualistic spirit gave me the confidence and opportunity to undertake a challenging medical career.

I also had the chance to gain some firsthand experience in the medical profession when I volunteered for over a year in the emergency room of a regional hospital. From my volunteer experience, I learned the importance of organization and effective communication skills, and I was exposed to the diversity that exists in my community. It has also demonstrated to me why the American health-care system is the best in the world; I saw some knowledgeable minds using some very sophisticated equipment. But I also saw many ways it can be improved. For example, uninsured homeless and immigrant people would often come in, complaining of problems they had been having for a long time. Although we would treat these people as best we could, a health-care system that intervenes in such sicknesses earlier would have minimized costs associated with treating diseases in their later stages.

As a doctor, I hope to participate in these changes in order to benefit more people than are currently being served. Doctors should be able to serve people of all different races, ages, backgrounds, and cultures. I intend to use my skills and unique experiences to achieve this vision of what I think a doctor should be.

Uniqueness Essay

Martial arts and medicine. They seem worlds apart, but they both have played significant roles in my life and for reasons that are surprisingly similar. They both offer challenge, require great discipline, and necessitate a goal-oriented approach.

I first became involved with the martial arts when I was only 13 years old. At that time I began studying karate in my hometown in northern California. Even then I was a goal-oriented individual who was attracted to the step-by-step progression involved in studying karate. Within a year I had earned a brown belt (the next-to-highest ranking) and was actually serving as an instructor at the karate academy where I had learned the sport. Dedication, discipline, and physical and mental prowess were behind my success, which included being the

youngest person in the area to attain the brown belt.

In college I became involved in Tae Kwon Do, the Korean counterpart of karate. This sport, too, requires patience, determination, and a clear mind in addition to physical strength, endurance, and agility. Within a year I had become president of my university's 80-member Tae Kwon Do club, which ranks among the top sports clubs on campus. In assuming this position I began to have the opportunity to test myself as a leader as well as an athlete.

One of the reasons I became interested in medicine is that it, too, requires a meticulous, goal-oriented approach that is very demanding. Of course, it also happens that the substance of the profession holds strong appeal for me, both in terms of the science and the potential for serving others who are in need.

Most of my exposure to the profession has occurred within the areas of surgery and emergency medicine. After first serving as an emergency medicine volunteer technician at a northern California hospital (where I had a moving experience with a young girl's death), I acquired the EMT-1A/CPR certifications and then worked as an Emergency Medical Technician-1A during a subsequent summer. This job was a fascinating, educational, and high-pressure experience that exposed me to the realities of medicine as practiced in crisis situations.

My extensive involvement with cardio thoracic surgery research over the last three years, first as a volunteer technician and currently as a staff research technician, has further fueled my desire to become a physician. I have had to rely upon my own ingenuity and problem solving skills as well as what I have learned in the classroom, and this has been exciting. One of the more unusual aspects of my work has involved me directly in the procedure of heterotopic heart transplantation in rats. This precise and technically demanding procedure encompasses microsurgery and usually is conducted only by residents. In fact, I am the only undergraduate student doing this procedure, which has shown me the extent of both my manual dexterity and capacity for learning sophisticated techniques.

I have been fortunate enough to have had the opportunity to participate and contribute in almost every way during experiments, from administering anesthesia and performing extensive surgical preparations to analyzing the data obtained and operating monitoring and recording equipment, ventilators, and the heart-lung machine.

I am a somewhat shy individual, but I have found that within the medical environment my shyness evaporates. The opportunity to help others one-on-one is so rewarding and comfortable for me that I feel very much at ease, regardless of with whom I am working. I think one of the particularly attractive aspects of medicine for me, especially within such specialties as internal medicine and obstetrics/gynecology, is the potential for forming close, lasting, meaningful relationships with a wide array of patients.

For me, medicine emerges as the perfect avenue for indulging my impulses to contribute, to be involved with science, and to establish important links with others at both critical and noncritical moments in their lives.

Content provided by EssayEdge.com
Put Harvard-Educated Editors to Work for You!
Law School Statement Samples

Why Law? Essay

My interest in the law began with donuts. As a child, I developed early persuasive skills during family disagreements on how to divide boxes of the treats. My parents belonged to the "biggest people deserve the most donuts" school of thought; while as the youngest family member, I was a devout believer in the "one person, one donut" principle. The debates were often cutthroat, but when it came to donut distribution, I sought justice at any cost.

As my family grew older and more health-conscious, we stopped eating donuts, and for many years I forgot our childhood debates. However, some recent life decisions have brought to mind those early explorations of justice. When I first arrived at the American International School of Rotterdam, I quickly learned that my colleagues were a diverse and talented group of people. Unsure of how to establish my own place among them, I tried phrases that had always worked to impress college friends. "When I work for the UN . . .," I told the second-grade teacher, and she answered with an erudite discussion of the problems she faced as a consultant for that organization. I told the kindergarten teacher, "When I'm in law school . . .," only to hear about his own experiences in law school. By the time I discovered that even many grade-school students were better travelled than I, I learned to keep my mouth shut!

Living alone in a new country, removed from familiar personal and cultural clues to my identity and faced with these extraordinary co-workers, I started to feel meaningless. How, I wondered, could I possibly make a difference in a place as vast as our planet? To my own surprise, I found that answer at church. Although I was raised in the Bah'í Faith, I have only recently understood the essential place that religion plays in my identity. Bah'í social beliefs include the need to work against extreme poverty, nationalism, and prejudice; and I now realize that I cannot hold those beliefs without doing something about them. My identity rests on these convictions; I cannot see the need for help and just move on. I have to help; it's who I am.

The lessons I've learned from my international colleagues have channeled my desire for service into the field of international development. I still wish to fight the "'Biggest Get the Most' Theory of Donut Distribution," but now on an international scale.

Uniqueness Essay

Once in a while I am approached by past research associates who heard that I "got out," as several of them put it, and who want to know how I handled the switch. Some of them have no idea that people with science backgrounds have options other than research and teaching, and many are discouraged by the thought that they would have to leave their beloved science in order to engage in those activities. Several of them have called me from

home to ask these questions, for fear of being overheard at the laboratory.

The first thing I tell them is that there is far more to science than the "bench." I myself entered the science field as an undergraduate, when I chose to study veterinary microbial genetics. I worked in the laboratory of Dr. William Sischo, an epidemiologist who specialized in number-crunching but who needed technical assistance with field sampling and laboratory work to generate the data. Dr. Sischo instilled in me a strong desire to learn about and experiment in genetics. I was fascinated by the many ways genetics can be used to help understand how or why certain biological functions occur, and I wondered how I could use my knowledge of genetics to benefit society.

After I obtained my bachelor of science degree, I went on to graduate school earning a master of science degree part-time while working full-time jobs in a couple of well-established research institutions. I enjoyed both graduate school and working in the laboratory. I also learned the "correct" career path—an academic position at a respectable research university—was what we were supposed to want out of life. More specifically, academic laboratories were acceptable, but working in industry, even to do research, was generally looked upon as "selling out." I believe this attitude has relaxed somewhat since then, since grants and jobs have become harder to secure and tenured positions lack the security they once possessed.

It was during my graduate studies that I began to question my goals and the assumptions they were based on. I was becoming increasingly unhappy with the direction my career was heading, and I began to question my abilities and motivation. Finally, when I heard myself mutter out loud "I don't want to do bench work forever," I sat up and took notice. I decided that in spite of my training, and even though I still loved science, research was not right for me.

I wanted a career, or at least a job for starters, that valued my graduate degree and training, and that was a better fit for my skills and future ambitions. I decided I would do best with a job that was externally driven either by deadlines or by the needs of others; in addition, I wanted to talk, write, and/or evaluate science as a whole rather than focus on one particular aspect of a research project.

As a molecular geneticist, I had occasionally interacted with the patent department at SmithKline Beecham Pharmaceuticals in support of my supervisor's patent applications. They worked on a variety of intellectual property issues in a number of scientific disciplines that were of interest to the company. I realized then that I could make very good use of my science background as a patent attorney.

Earlier this year, I accepted an offer to work as a patent agent in the Corporate Intellectual Properties Department at SmithKline Beecham. The job involves writing and prosecuting patent applications, which in turn requires broad knowledge of both science and law. I soon realized that, in order to become an effective patent practitioner, I must become intimately acquainted with U.S. patent law. Because SmithKline Beecham is an international corporation, I have also learned a great deal about international patent law so that I can assist in foreign prosecution of SmithKline Beecham's patents. When I first started the job, it

occurred to me that my learning curve was a cliff with an overhang, and I was at the bottom looking up.

I was extremely lucky to find a job almost immediately following graduation last January. However, this opportunity was not trouble-free; there were additional risks to consider at the time I made the decision to change. Our company was in the middle of negotiations to merge with another international pharmaceutical company, GlaxoWellcome Pharmaceuticals. As details of the merger were released, we were informed that the majority of the money saved in the merger was going to be invested back into research and discovery. In other words, because of the patent applications that I draft and prosecute, my job as a patent agent will play an essential role in the inventive process in the new company. Daily interaction with inventors keeps me up-to-date with cutting-edge technology in the biotechnology field. As my work progressed, I knew I had made the right decision, and I have never looked back.

In October, I took the complex patent bar examination. My determination to take the examination straight away was derived from my desire to become a registered patent agent before entering law school, so that my academic studies will not suffer while I attempt to balance a career and my education. I am now hoping to complete the career transition over the next four years by attending law school at Villanova University and becoming a patent attorney. A few weeks ago, I was offered the opportunity to move to our new research facility in North Carolina, but declined the offer in hopes of attending Villanova's law program, which is well respected among the various pharmaceutical companies on the East Coast for its intellectual property education.

Intellectual property is a crucial asset to our company, and I take generating and protecting these assets very seriously. A considerable part of my job involves "translating" science for attorneys and patent law for scientists. I also have to be able to understand a new result quickly enough to grasp what the specific invention is and ask further questions which allow me to distill the invention down to its bare essence. Organization is also key-this is something I learned as a matter of self-preservation, since this is a deadline-driven, and sometimes crisis-driven, job.

I now believe that my job as a patent agent is not a break with the past; rather, it is an exciting, alternative continuation of my career as a scientist. The patent applications that I draft and prosecute make me a critical part of the inventive process at SmithKline Beecham. Furthermore, my interactions with inventors on a daily basis keep me up to date with the latest technology. Not so long ago, when I began research as an undergraduate, I wondered what impact I would have on the development of new scientific knowledge. Through my work as a patent agent, I know that I am a key participant in the promotion of scientific progress.

I still run into acquaintances from my research days who ask me why I "left science." I am quick to set them straight. I may not get my hands wet, but I use far more of my education and training than I ever did at the bench, and I am very much still in science. I firmly believe my experiences in science and patent prosecution will allow me to be a creative and contributing member of Villanova University, both as a student and as a future attorney representing achievement.

Content provided by EssayEdge.com

Put Harvard-Educated Editors to Work for You!

Graduate School Personal Statement Secrets

EssayEdge.com contains thousands of pages of free admissions essay advice by Harvard-educated editors.

The best way to approach your personal statement for graduate school is to imagine that you have five minutes with someone from the admissions committee. How would you go about making the best case for yourself while holding the listener's interest? What would you include and omit in your story? Figuring out the answer to these questions is critical to successfully preparing an effective statement.

To arrive at these answers, you should begin by asking yourself two specific questions:

- Why have I chosen to attend graduate school this specific field, and why did I choose to apply to this particular school's program?
- What are my qualifications for admission?

The answers will not necessarily come easily to you, but this exercise will have great practical benefit in readying you to write an outstanding personal statement. By answering each question thoroughly, you will have given much thought to yourself, your experiences, and your goals, thereby laying the groundwork for formulating an interesting and persuasive presentation of your own personal story.

As the founder of EssayEdge.com, the Net's largest admissions essay prep company, I have seen firsthand the difference a well-written application essay can make. Through its free online admissions essay help course and 300 Harvard-educated editors, EssayEdge.com helps tens of thousands of student each year improve their essays and gain admission to graduate schools ranging from Harvard to State U.

Having personally edited over 2,000 admissions essays myself for EssayEdge.com, I have written this article to help you avoid the most common essay flaws. If you remember nothing else about this article, remember this: *Be Interesting. Be Concise.*

Why Graduate School?

Graduate school is a serious commitment, and it may have been your goal for a long time. Describing your early exposure to a field can offer effective insight into your core objectives. Watch out, however, that you do not your point in such a clichéd, prepackaged way as to make your reader cringe. For example, you should not start your essay, "I have always wanted to?" or "I have always known that _____ was my calling." Instead, you should discuss specific events that led to your interest in the field.

Graduate school is, of course, a means to an end, and admissions committees prefer students who know where they're going and to what use they'll put their education (though the occasional soul-searcher, who may exhibit exceptional raw potential, is welcomed). For many people, the long-term goal is to work in academia, and to differentiate yourself in such cases, you can stress more specific objectives such as your research interests.

Note: Read the instructions carefully. Sometimes schools will ask for a statement of purpose describing your specific research interests in lieu of, or in addition to, a personal statement that emphasizes your character and qualities. For these types of essays, you can assume that a faculty member will be reading your statement, but it should still be accessible enough for a non-specialist to understand. Remember that such essays should also still aim to engage the reader in a way that conveys your own enthusiasm for the subject matter.

Avoid mistakes like discussing the school's rank or prestige, or simply offering generic praise. Instead, mention faculty members by name and indicate some knowledge of their work. Consider contacting faculty members first and discussing their current research projects and your interest in studying under them. Then refer to these contacts in your essay.

Why Am I Qualified?

The way to prove your qualification is not to list attributes you believe you possess but to discuss concrete experiences that show your abilities and qualities. As always, details are paramount. The rest of your application has already summarized your accomplishments and your activities. Show the reader what you did in concrete terms, and again, highlight your active roles.

The experiences that demonstrate your qualification are not necessarily distinct from those that explain your motivation. You shouldn't plan on dividing the essay into two separate sections for each, but rather organize the structure by topic and extrapolate insights as they develop. It's important that you think of the essay as an integrated whole, not as a checklist of questions you must answer.

Focus on research experience, since research will be your main job for the duration of your studies. Be specific about what you did. If you worked for a year under a professor, you might consider emphasizing one particular project and exploring that in depth. The experience does not have to have been a major undertaking: Any practical experience can be used as long as you demonstrate your enthusiasm and aptitude for the field of study.

Remember to keep the discussion personal. Do not get bogged down in minute details and jargon. Ultimately, the focus of the story should remain on you and your growth or success.

TOP 10 GRADUATE SCHOOL ESSAY WRITING TIPS

1. Don't Write a Term Paper.

As a prospective graduate student, you may be tempted to try to impress your reader with an already tight grasp of academic style. Resist this temptation! You will have plenty of time to produce labyrinthine sentences and sophisticated vocabulary. Your reader will have seen too many essays to appreciate bewilderingly advanced prose. Write clearly and personably.

2. Don't Bore the Reader. Do Be Interesting.

Admissions officers have to read hundreds of essays, and they must often skim. Abstract rumination has no place in an application essay. Admissions officers aren't looking for a new way to view the world; they're looking for a new way to view you, the applicant. The best way to grip your reader is to begin the essay with a captivating snapshot. Notice how the blunt, jarring "after" sentence creates intrigue and keeps the reader's interest.

Before: I am a compilation of many years of experiences gained from overcoming the relentless struggles of life.

After: I was six years old, the eldest of six children in the Bronx, when my father was murdered.

3. Do Use Personal Detail. Show, Don't Tell!

Good essays are concrete and grounded in personal detail. They do not merely assert "I learned my lesson" or that "these lessons are useful both on and off the field." They show it through personal detail. "Show, don't tell" means that if you want to relate a personal quality, do so through your experiences without merely asserting it.

Before: If it were not for a strong support system which instilled into me strong family values and morals, I would not be where I am today.

After: Although my grandmother and I didn't have a car or running water, we still lived far more comfortably than did the other families I knew. I learned an important lesson: My grandmother made the most of what little she had, and she was known and respected for her generosity. Even at that age, I recognized the value she placed on maximizing her resources and helping those around her.

The first example is vague and could have been written by anybody. But the second sentence evokes a vivid image of something that actually happened, placing the reader in the experience of the applicant.

4. Do Be Concise. Don't Be Wordy.

Wordiness not only takes up valuable space, but also confuses the important ideas you're trying to convey. Short sentences are more forceful because they are direct and to the point. Certain phrases, such as "the fact that," are usually unnecessary. Notice how the revised version focuses on active verbs rather than forms of "to be" and adverbs and adjectives.

Before: My recognition of the fact that the book was finally finished was a deeply satisfying moment that will forever linger in my memory.

After: Completing the book at last gave me an enduring sense of fulfillment.

5. Do Address Your Weaknesses. Don't Dwell on Them.

The personal statement may be your only opportunity to explain deficiencies in your application, and you should take advantage of it. Be sure to explain them adequately: "I partied too much to do well on tests" will not help your application. The best tactic is to spin the negatives into positives by stressing your attempts to improve; for example, mention your poor first-quarter grades briefly, then describe what you did to bring them up.

6. Do Vary Your Sentences and Use Transitions.

The best essays contain a variety of sentence lengths mixed within any given paragraph. Also, remember that transition is not limited to words like nevertheless, furthermore or consequently. Good transition flows from the natural thought progression of your argument.

Before: I started playing piano when I was eight years old. I worked hard to learn difficult pieces. I began to love music.

After: I started playing the piano at the age of eight. As I learned to play more difficult pieces, my appreciation for music deepened.

7. Do Use Active Voice Verbs.

Passive-voice expressions are verb phrases in which the subject receives the action expressed in the verb. Passive voice employs a form of the word to be, such as was or were. Overuse of the passive voice makes prose seem flat and uninteresting.

Before: The lessons that have prepared me for my graduate studies were taught to me by my mother.

After: My mother taught me lessons that will prove invaluable as I pursue my research interests.

8. Do Seek Multiple Opinions.

Ask your friends and family to keep these questions in mind:

- Does my essay have one central theme?
- Does my introduction engage the reader? Does my conclusion provide closure?
- Do my introduction and conclusion avoid summary?
- Do I use concrete experiences as supporting details?
- Have I used active-voice verbs wherever possible?

- Is my sentence structure varied, or do I use all long or short sentences?
- Are there any clichés, such as "cutting-edge" or "learned my lesson"?
- Do I use transitions appropriately?
- What about the essay is memorable?
- What's the worst part of the essay?
- What parts of the essay need elaboration or are unclear?
- What parts of the essay do not support my main argument?
- Is every single sentence crucial to the essay? This must be the case.
- What does the essay reveal about my personality?

9. Don't Wander. Do Stay Focused.

Many applicants try to turn the personal statement into a complete autobiography. Not surprisingly, they find it difficult to pack so much information into such a short essay, and their essays end up sounding more like a list of experiences than a coherent, well-organized thought. Make sure that every sentence in your essay exists solely to support one central theme.

10. Do Revise, Revise, Revise.

The first step in improving any essay is to cut, cut, and cut some more. EssayEdge.com's free admissions essay help course and Harvard-educated editors will be invaluable as you polish your essay to perfection. The EssayEdge.com free help course guides you through the entire essay-writing process, from brainstorming worksheets and question-specific strategies for the twelve most common essay topics to a description of ten introduction types and editing checklists.

SAMPLE ESSAY

I have been planning a career in geological sciences for several years, but as an undergraduate I concentrated on getting a solid background in math and science. After graduation, I took a job to allow myself time to thoroughly think through my plans and to expose myself to a variety of work situations. This strategy has been very valuable to me in rounding out my career plans.

During the past 18 months I have had firsthand experience with computers in a wide array of business applications. This has stimulated me to think about ways in which computers could be used for scientific research. One idea that particularly fascinates me is mathematical modeling of natural systems, and I think those kinds of techniques could be put to good use in geological science. I have always enjoyed and been strong in areas that require logical, analytical thought, and I am anxious to combine my interest in earth science with my knowledge of, and aptitude for, computer-related work. There are several specific areas that I have already studied that I think would lend themselves to research based on computing techniques, including mineral phase relations in igneous petrology and several topics in structural geology.

I have had both lecture/lab and field courses in structural geology, as well as a short module

dealing with plate tectonics, and I am very interested in the whole area. I would like to explore structural geology and tectonics further at the graduate level. I am also interested in learning more about geophysics. I plan to focus on all these areas in graduate school while at the same time continuing to build up my overall knowledge of geology.

My ultimate academic goal is to earn a Ph.D., but enrolling first in a master's program will enable me to explore my various interests and make a more informed decision about which specific discipline I will want to study in depth. As far as long-term plans, I hope to get a position at a university or other institution where I can indulge my primary impulse, which is to be involved in scientific research, and also try my hand at teaching.

My decision to focus on math and science as an undergraduate and to explore the computer industry after college has equipped me with a unique set of strengths to offer this program. The depth of my interest in geology has only grown in my time away from academia, and although I have identified several possible areas of specialization through prior studies, I look forward to contributing my fresh perspective on all subjects.

About EssayEdge.com - EssayEdge.com offers all users free access to the most extensive Admissions Essay Help Course on the Internet and over 300 Free Sample Admissions Essays accepted by the United States' top undergraduate, graduate, and professional programs. Named "**the world's premier application essay editing service**" by the New York Times Learning Network and "**one of the best essay services on the Internet**" by the Washington Post.

Put Harvard-Educated Editors To Work For You!

Special Discount Coupon Use coupon code 353353 for **\$7.50 off** EssayEdge.com's critically acclaimed admissions essay editing services. Enter the coupon code on the order form when placing your order.

Content provided by [EssayEdge.com](https://www.essayedge.com).

Put Harvard-Educated Editors to Work for You!

Graduate School Statement Samples

This section contains five sample graduate school personal statements:

Why Graduate School? Essay

My freshman year at Harvard, I was sitting in a Postcolonial African Literature class when Professor Ngugi wa Thiong'o (the influential Kenyan author) succeeded in attracting me to the study of African literature through nothing more than a single sentence. He argued that, when a civilization adopts reading and writing as the chief form of social communication, it frees itself to forget its own values, because those values no longer have to be part of a lived reality in order to have significance. I was immediately fascinated by the idea that the written word can alter individual lives, affect one's identity, and perhaps even shape national identity.

Professor Ngugi's proposal forced me to think in a radically new way: I was finally confronted with the notion of literature not as an agent of vital change, but as a potential instrument of stasis and social stagnancy. I began to question the basic assumptions with which I had, until then, approached the field. How does "literature" function away from the written page, in the lives of individuals and societies? What is the significance of the written word in a society where the construction of history is not necessarily recorded or even linear?

I soon discovered that the general scope of comparative literature fell short of my expectations because it didn't allow students to question the inherent integrity or subjectivity of their discourse. We were being told to approach Asian, African, European, and American texts with the same analytical tools, ignoring the fact that, within each culture, literature may function in a different capacity, and with a completely different sense of urgency. Seeking out ways in which literature tangibly impacted societies, I began to explore other fields, including history, philosophy, anthropology, language, and performance studies.

The interdisciplinary nature of my work is best illustrated by my senior thesis ("Time Out of Joint: Issues of Temporality in the Songs of Okot p'Bitek"). In addition to my literary interpretations, the thesis drew heavily on both the Ugandan author's own cultural treatises and other anthropological, psychological, and philosophical texts. By using tools from other disciplines, I was able to interpret the literary works while developing insight into the Ugandan society and popular psychology that gave birth to the horrific Idi Amin regime. In addition, I was able to further understand how people interacted with the works and incorporated (or failed to incorporate) them into their individual, social, and political realities.

On a more practical level, writing the thesis also confirmed my suspicion that I would like to pursue an academic career. When I finished my undergraduate career, I felt that a couple of

years of professional work would give me a better perspective of graduate school. I decided to secure a position which would grant me experiences far removed from the academic world, yet which would also permit me to continue developing the research and writing skills I needed to tackle the challenges of graduate school. I have fulfilled this goal by working as a content developer at a Silicon Alley web start-up for two years. The experience has been both enjoyable and invaluable -- to the point where colleagues glance at me with a puzzled look when I tell them I am leaving the job to return to school. In fact, my willingness to leave such a dynamic, high-paying job to pursue my passion for literature only reflects my keen determination to continue along the academic path.

Through a Masters program, I plan to further explore the issues I confronted during my undergraduate years by integrating the study of social, cultural, and linguistic anthropology into the realm of literature. I believe that, by adopting tools used in such disciplines, methods of inquiry can be formulated that allow for the interpretation of works that are both technically sound and sociologically insightful. Thus far, my studies have concentrated largely on African and Caribbean literatures, and I am particularly interested in studying these geographic areas in more specific historical and cultural contexts. I also seek to increase my knowledge of African languages, which will allow me to study the lingering cultural impact of colonialism in modern-day African literature. Eventually, I would like to secure an academic post in a Comparative Literature department, devoting myself to both research and teaching at the college level.

I believe the Modern Thought and Literature program at NAME is uniquely equipped to guide me toward these objectives. While searching for a graduate school that would accommodate my interdisciplinary approach, I was thrilled to find a program that approaches world literature with a cross-disciplinary focus, recognizing that the written word has the potential to be an entry point for social and cultural inquiry.

The level of scholarly research produced by the department also attracts me. Akhil Gupta's "Culture, Power, Place", for instance, was one of my first and most influential experiences with the field of cultural anthropology. Professor Gupta's analysis of the local, national, and foreign realms, achieved through a discussion of post-colonial displacement and mixed identifications, has led me to believe that -- given the complexity of modern societies -- comparative literature's focus on borders (national and linguistic) has been excessively arbitrary. Even more significant is the accurate rendering of individually-lived realities that may then be synthesized with other experiences. I believe that I could greatly benefit from Professor Gupta's teaching and guidance in applying these ideas to the literary arena, and I believe that his work is representative of the rigorous yet creative approach I would pursue upon joining the department.

Why Qualified? Essay

Ever since my first psychology lecture, I have been fascinated by the nature of human memory. Indeed, human memory is one of the most tenacious and enigmatic problems ever faced by philosophers and psychologists. The discussion of memory dates back to the early Greeks when Plato and Aristotle originally likened it to a "wax tablet." In 1890, pioneer

William James adopted the metaphorical framework and equated memory to a "house" to which thirty years later Sigmund Freud chimed that memory was closer to "rooms in a house." In 1968, Atkinson and Shiffrin retained the metaphorical framework but referred to memory as "stores". The fact that the controversy surrounding human memory has been marked more by analogy than definition suggests, however, that memory is a far more complex phenomenon than has been uncovered thus far. I intend to spend the rest of my professional life researching the nature of human memory and solving the riddle posed yet cunningly dodged by generations of philosophers and psychologists.

When I first came to psychology, however, I wanted to be a clinical psychologist. Only upon enrolling in Dr. Helga Noice's Cognitive Psychology course, did I discover the excitement of doing research. The course required us to test our own autobiographical memory by conducting an experiment similar to the one run in 1986 by W. Wagenaar. Over the course of the term, I recorded events from my personal life on event cards and set them aside without reviewing them. After studying the effect serial position on the recollection of autobiographical memories, I hypothesized that events that, when I sat down at the end of the term to recall those same events I had described on the event cards, that events that had occurred later in the term would be recalled with greater frequency than events that had occurred earlier. Although the experiment was of simple design and predictable results, I found the processes incredibly exciting. Autobiographical memory in particular fascinated me because I realized how crucial, yet fragile, memory is. Why was my memory of even ten weeks so imperfect? What factors contributed to that imperfection? Could such factors be controlled?

I had ignited my passion for experimental psychology. Suddenly, I had many pressing questions about memory that I wanted to research. Under the guidance of Dr. Noice, I continued to study human memory. I worked closely with Dr. Noice on several research experiments involving expert memory, specifically the memory of professional actors. Dr. Noice would select a scene from a play and then a professional actor would score it for beats, that is, go through the scene grouping sections of dialogue together according to the intent of the character. Some actors use this method to learn dialogue rather than rote memorization. After they were finished, I would type up the scene and the cued recall test. Next, I would moderate the experimental sessions by scoring the actor's cued recall for accuracy and then helping with the statistical analysis. My work culminated with my paper, "Teaching Students to Remember Complex Material Through the Use of Professional Actors' Learning Strategies." My paper accompanied a poster presentation at the Third Annual Tri-State Undergraduate Psychology Conference. In addition, I presented a related paper entitled "Type of Learning Strategy and Verbatim Retention of Complex Material" at the ILLOWA (Illinois-Iowa) Conference the following year. Again, I was involved in all aspects of the experiment, from typing the protocol and administering it to the subjects to analyzing the data and finally presenting my results.

The opportunity to perform this research was invaluable, particularly as I began taking independent research seminars in my senior year. For the seminars, I was required to write an extensive review of the literature and then design a research proposal on any topic of my choice. Although I had participated in all aspects of research previously, this was my first opportunity to select my own topic. I was immediately certain that I wanted to explore at

human memory. But I spent a long time considering what aspect of memory I found most intriguing and possible to tackle within the confines of the research seminar. I had always been interested in the legal implications of memory, so I to investigate eyewitness memory.

In retrospect, my choice was also informed by my recollection about an experiment I had read about several years earlier. In the experiment, subjects read about Helen Keller. Later they were given a recall test. Still later they were given an additional test to determine the source of their knowledge about Helen Keller. The authors discovered that subjects could not determine the source of their knowledge, that is, they could not distinguish whether specific details of their knowledge about Helen Keller came from the information provided by the experimenters or if the details came from another source at an earlier time. Once their new knowledge about Helen Keller had been assimilated into their previous knowledge about Helen Keller, there was no way to separate the information according to the source it came from.

I wondered what the implications of that conclusion would be for eyewitnesses. I wondered if an eyewitness account could be corrupted by misleading post-event information. My research proposal was entitled "The Rate of Memory Trace Decay and its Effect on Eyewitness Accuracy." While I was not able to complete the experiment in its entirety, I was excited by the fact that I created a possible research protocol. Immediately, I knew I wanted to pursue the field of experimental psychology. My success in course work and my passion for research demonstrated to me that I had both the interest and ability to enter this challenging and rewording field.

I have dedicated my undergraduate years to preparing myself for graduate work in experimental psychology. Once receive my doctorate, I intend to pursue research on human memory while teaching psychology to undergraduates at a small, liberal arts college, similar to the one I attended. It was, after all, my undergraduate research experience that gave me the opportunity to come to psychology with an interest in counseling people, but to leave with a passion for investigating the nature of human thinking. Undergraduates at smaller liberal arts colleges are often left out of research, which makes my desire to provide such experiences that much stronger. In the years ahead, I look forward to teaching as well as continuing my research. In the company of such greats as Aristotle, James, and Freud, I endeavor to leave behind my own contribution on the nature of human memory.

Why Qualified? Essay Two

"To be nobody but yourself--in a world which is doing its best, night and day, to make you everybody else--means to fight the hardest battle which any human being can fight; and never stop fighting." When I first read this passage by E.E. Cummings, I realized I have been fighting the same battle my whole life. When choosing the direction for my future, I have often accepted jobs based on a compromise between my own dreams and what others thought my dreams should be. This, of course, has led to an unfulfilling career.

Looking back, I always knew that I wanted to work in public service; but I also knew my staunchly conservative father would not be pleased. To him, the government is too big, too

intrusive and too wasteful. I see things differently. And yet, his approval means a lot to me and his opinion has certainly influenced my the direction of my career. But I have finally come to understand that I must pursue my own path. After careful deliberation, I am confident that public service is, without a doubt, the right career for me.

Ever since my childhood I have detected in myself a certain compassion and innate desire to help others. I was the kid that dragged in every stray cat or dog I came across--and I still do. When I was eight years old, I rescued a rat from my sister's psychology lab and brought her home. I even coaxed my father into taking Alice--I called her Alice--to the vet when she became ill. But aside from my humanitarian kindness to animals, as a child I learned first-hand about America's need to reform and improve medical care. I spent years of my childhood on crutches and in hospitals because of a tumor that hindered the growth of my leg. Without adequate health insurance and proper care, I might still be on crutches, but I was fortunate. Today, as a public servant, I still desire to help others who are not so fortunate. Providing health care to 44 million uninsured Americans, while keeping insurance affordable, is one of the most difficult challenges facing policymakers. I want to work in state or local government to resolve this health care crisis and ensure that the disadvantaged get the care they need and deserve.

In order to succeed in my endeavors toward public service, I now realize that a master's degree in public policy is essential. But when I graduated from college in 1990, I didn't know how to continue my education, only that I should. For a while, I considered such options as law school or international relations, but I always returned to my desire to impact public life. My career in public policy began as a legislative assistant at the American Legislative Exchange Council (ALEC), a non-profit educational organization that couples voices from the state legislature and the private sector to work on salient policy issues. My enthusiasm for ALEC's mission was evident, as I quickly moved up from legislative assistant to the director of two task forces. As manager of ALEC's task force on federalism and its tax and fiscal policy task force, I explored these issues thoroughly, never quite satiating my appetite for more information and knowledge. I found my integral role in the legislative process to be the most valuable and worthwhile experience I've had in my career to date.

Following ALEC, I took a position as a junior lobbyist for the Automotive Parts and Accessories Association (APAA). As a lobbyist, I voiced the APAA's concern over regulatory and environmental issues affecting the automotive aftermarket. Although I was able to help small automotive parts manufacturers battle the "Big Three" automakers, I quickly realized that being an advocate for the automotive aftermarket was not my calling in life. I wanted to promote policies which had the potential to improve life for the greater public, for I could not see myself spending a lifetime working within an isolated industry.

With that frame of mind, I accepted employment as a policy analyst in the National Federation of Independent Business (NFIB) research department in Washington, D.C. Helping small business owners is a cause close to my heart. For nearly 30 years, my family has owned a barbecue restaurant in the Washington, D.C. area. I've worked in the business at several different times, since the age of 14. Because of my involvement in my family's business, I understand the unique problems facing small business owners. At the NFIB, I valued my contributions because I know small businesses have a huge economic impact on

our country and they are unquestionably an important constituency. Nevertheless, I felt uncomfortable working for a special interest group--even for one I deeply cared about.

From my experiences at the APAA and the NFIB, I have learned how I want to shape my future. My goals are now clear: I want to develop and advocate policy decisions that will benefit society as a whole, not just a few influential special interest groups. I want to uncover the objective truth of issues and tackle them in the best interests of the nation, not distort the facts for the benefit of a small group. I know I am able to look beyond partisan politics to solve problems for this country. Because of these unbending desires to reveal truth and to remain committed to fair and equal advancement for all citizens, I think of myself as an ideal candidate for public service.

Additionally, I consider my active interest in politics to aid my pursuit of a career in public policy. I've always found my interest in politics exceptional, ever since my college roommates used to tease me for faithfully watching C-SPAN. However, my faith in the political process began to wane as I witnessed sensible public policy proposals torn apart by partisan conflict. I saw advocacy groups distort facts, and provide extreme, over-blown examples, jeopardizing prudent policy decisions. I observed how powerful elected officials, ensnared in their own partisan rancor, would block fair and balanced legislation which offered the most practical solution for their constituents. But I also encountered many thoughtful and wise people who devote their lives to public service. These devoted individuals inspired me. Like them, I want to be actively involved in the design and delivery of essential government services that improve the lives of the citizens in our society today. I am positive that by avoiding partisanship and urging the private industry, the public sector and non-profit groups to collaborate, many difficult problems can be resolved.

In order to be an effective public servant, I recognize the indispensability of an advanced degree. I've gained a lot of "real world" experience, but I need more training in the fundamentals of economics and statistics, as well as direction in sharpening my analytical and quantitative skills. I also want to devote time to studying the ethical dimensions of policy decisions. In graduate school, I'll have the opportunity to truly understand and appreciate the competing interests surrounding so many complex issues like health care reform, environmental protection and economic policy.

I've chosen Duke's public policy program for several reasons. Duke's program stands out because there is an emphasis on quantitative and analytical skills, which are so critical to policy analysis. As I mentioned, I feel that if I can strengthen my ability to approach problems logically and systematically, I will have succeeded in sharpening skills I consider necessary to succeed in the public realm. And possibly even more importantly, Duke's program bridges the gap between abstract principles and reality. This interdisciplinary approach is essential for responding to today's policy problems. I am excited by the possibility of combining the MPP program with the Health Policy Certificate Program. I am particularly interested in studying the problem of reforming state health to reduce the number of uninsured, and I believe Duke's curriculum will offer me a chance to do just that. From my own research into Duke, I feel confident in my knowledge of the public policy program and its potential to teach me. And after meeting with Helen Ladd, the Director of Graduate Studies, I'm even more convinced that Duke's program is right for me.

On the road "to be nobody but" myself, I've encountered twists and turns, and some detours-- it is unquestionably the hardest battle I could fight. However, in the process, I've accumulated a tremendous amount of valuable experience and knowledge. My diversity of experience is my biggest asset. Because I can relate a Duke education to concrete examples from my own past, it is the perfect time for me to join the public policy program. I know that my past can be used to prepare myself for the promises of the future. At Duke, I hope to synthesize the two and truly learn what it means to become myself.

Why Unique? Essay One

Perhaps the most important influence that has shaped the person I am today is my upbringing in a traditional family-oriented Persian and Zoroastrian culture. My family has been an important source of support in all of the decisions I have made, and Zoroastrianism's three basic tenets--good words, good deeds, and good thoughts--have been my guiding principles in life. Not only do I try to do things for others, but I always push myself to be the best that I can be in all aspects of my life. I saw early the doors and opportunities that a good education can open up; thus, I particularly tried hard to do well in school.

Another important experience that has had a large influence on me the past few years has been college. Going from high school to college was a significant change. College required a major overhaul of my time-management techniques as the number of things to do mushroomed. In high school, I was in the honors program, with the same cohort of students in all my classes. Thus, I was exposed little to people very different from myself. College, on the other hand, is full of diversity. I have people of all backgrounds and abilities in my classes, and I have been fortunate enough to meet quite a few of them. This experience has made me more tolerant of differences. Furthermore, a variety of classes such as the Humanities Core Course, in which we specifically studied differences in race, gender, and belief systems, have liberalized my world view.

My undergraduate research has occupied a large portion of my time in college. Along with this experience have come knowledge and skills that could never be gained in the classroom. I have gained a better appreciation for the medical discoveries and discoveries of the past and the years of frustration endured and satisfaction enjoyed by scientists. I have also learned to deal better with the disappointments and frustrations that result when things do not always go as one expects them to. My research experience was also important to me in that it broadened my view of the medical field. Research permitted me to meet a few medical doctors who have clinical practices and yet are able to conduct research at the university. This has made me seriously consider combining research with a clinical practice in my own career.

From my earliest memories, I can always remember being interested in meteorology. I believe that this interest sparked my love for the outdoors, while my interest in medicine molded my desire for healthy living. As a result of these two influences, I try to follow an active exercise routine taking place mostly in the outdoors. I enjoy running and mountain biking in the local hills and mountains, along with hiking and backpacking. All of these

activities have made me concerned about the environment and my place in it.

Why Unique? Essay Two

My longtime fascination with politics and international affairs is reflected in my participation, starting in high school, in activities such as student council, school board meetings, Vietnam war protests, the McCarthy campaign, and the grape boycott. As each new cause came along, I was always ready to go to Washington or the state capital to wave a sign or chant slogans. Although I look back on these activities today with some chagrin, I realize they did help me to develop, at an early age, a sense of concern for social and political issues and a genuine desire to play a role.

As an undergraduate, I was more interested in social than academic development. During my last two years, I became involved with drugs and alcohol and devoted little time to my studies, doing only as much as was necessary to maintain a B average. After graduation my drug use became progressively worse; without the motivation or ability to look for a career job, I worked for a time in a factory and then, for three years, as a cab driver in New York City.

In 1980 I finally "hit bottom" and became willing to accept help. I joined both Alcoholics Anonymous and Narcotics Anonymous, and for the next several years the primary business of my life was recovery. Although I had several "slips" in the beginning, I have now enjoyed nearly seven years of complete freedom from drug and alcohol use. I mention my bout with addiction because I think it is important in answering two issues that presumably will be of concern to the admissions committee: my lackluster undergraduate record and the fact that I have waited until the age of 34 to begin preparing academically for a career in public policy. It would be an oversimplification to call addiction the cause for either of these things; rather I would say it was the most obvious manifestation of an underlying immaturity that characterized my post adolescent years. More importantly, the discipline of recovery has had a significant impact on my overall emotional growth.

During the last years of my addiction I was completely oblivious to the world around me. Until 1983 I didn't even realize that there had been a revolution in Nicaragua or that one was going on in El Salvador. Then I rejoined the Quaker Meeting, in which I had been raised as a child, and quickly gravitated to its Peace and Social Order Committee. They were just then initiating a project to help refugees from Central America, and I joined enthusiastically in the work. I began reading about Central America and, later, teaching myself Spanish. I got to know refugees who were victims of poverty and oppression, became more grateful for my own economic and educational advantages, and developed a strong desire to give something back by working to provide opportunities to those who have not been so lucky.

In 1986 I went to Nicaragua to pick coffee for two weeks. This trip changed my whole outlook on both the United States and the underdeveloped world. The combination of living for two weeks amid poverty and engaging in long political discussions with my fellow coffee pickers, including several well-educated professionals who held views significantly to the left of mine, profoundly shook my world view. I came back humbled, aware of how little I knew about the

world and eager to learn more. I began raiding the public library for everything I could find on the Third World and started subscribing to a wide variety of periodicals, from scholarly journals such as Foreign Affairs and Asian Survey to obscure newsletters such as Through Our Eyes (published by U.S. citizens living in Nicaragua).

Over the intervening two years, my interest has gradually focused on economics. I have come to realize that economic development (including equitable distribution of wealth) is the key to peace and social justice, both at home and in the Third World. I didn't study economics in college and have found it difficult to understand the economic issues that are at the heart of many policy decisions. At the same time, though, I am fascinated by the subject. Given my belief that basic economic needs are among the most fundamental of human rights, how can society best go about providing for them? Although I call myself an idealist, I'm convinced that true idealism must be pragmatic. I am not impressed, for example, by simplistic formulations that require people to be better than they are. As a Quaker I believe that the means are inseparable from the end; as an American I believe that democracy and freedom of expression are essential elements of a just society, though I'm not wedded to the idea that our version of democracy is the only legitimate one.

Although I have carved out a comfortable niche in my present job, with a responsible position and a good salary, I have become increasingly dissatisfied with the prospect of a career in business applications programming. More and more of my time and energy is now being absorbed by community activities. After getting my master's in public administration, I would like to work in the area of economic development in the Third World, particularly Latin America. The setting might be a private (possibly church-based) development agency, the UN, the OAS, one of the multilateral development banks, or a government agency. What I need from graduate school is the academic foundation for such a career. What I offer in return is a perspective that comes from significant involvement in policy issues at the grass roots level, where they originate and ultimately must be resolved.

About EssayEdge.com - EssayEdge.com offers all users free access to the most extensive Admissions Essay Help Course on the Internet and over 300 Free Sample Admissions Essays accepted by the United States' top undergraduate, graduate, and professional programs. Named "**the world's premier application essay editing service**" by the New York Times Learning Network and "**one of the best essay services on the Internet**" by the Washington Post.

Put Harvard-Educated Editors To Work For You!

Special Discount Coupon Use coupon code 353353 for **\$7.50 off** EssayEdge.com's critically acclaimed admissions essay editing services. Enter the coupon code on the order form when placing your order.

Content provided by [EssayEdge.com](https://www.essayedge.com).

Put Harvard-Educated Editors to Work for You!

College Application Essay Writing Tips

Step One: Brainstorming

The most important part of your essay is the subject matter. You should expect to devote about 1-2 weeks simply to brainstorming ideas. To begin brainstorming a subject idea consider the following points. From brainstorming, you may find a subject you had not considered at first.

- What are your major accomplishments, and why do you consider them accomplishments? Do not limit yourself to accomplishments you have been formally recognized for since the most interesting essays often are based on accomplishments that may have been trite at the time but become crucial when placed in the context of your life.
- Does any attribute, quality, or skill distinguish you from everyone else? How did you develop this attribute?
- Consider your favorite books, movies, works of art, etc. Have these influenced your life in a meaningful way? Why are they your favorites?
- What was the most difficult time in your life, and why? How did your perspective on life change as a result of the difficulty?
- Have you ever struggled mightily for something and succeeded? What made you successful?
- Have you ever struggled mightily for something and failed? How did you respond?
- Of everything in the world, what would you most like to be doing right now? Where would you most like to be? Who, of everyone living and dead, would you most like to be with? These questions should help you realize what you love most.
- Have you experienced a moment of epiphany, as if your eyes were opened to something you were previously blind to?
- What is your strongest, most unwavering personality trait? Do you maintain strong beliefs or adhere to a philosophy? How would your friends characterize you? What would they write about if they were writing your admissions essay for you?
- What have you done outside of the classroom that demonstrates qualities sought

after by universities? Of these, which means the most to you?

- What are your most important extracurricular or community activities? What made you join these activities? What made you continue to contribute to them?
- What are your dreams of the future? When you look back on your life in thirty years, what would it take for you to consider your life successful? What people, things, and accomplishments do you need? How does this particular university fit into your plans for the future?

If these questions cannot cure your writer's block, consider the following exercises:

J. Ask for Help from Parents, Friends, Colleagues, etc.

If you cannot characterize yourself and your personality traits do not automatically leap to mind, ask your friends to write a list of your five most salient personality traits. Ask your friends why they chose the ones they did. If an image of your personality begins to emerge, consider life experiences that could illustrate the particular traits.

ZJ^Mder y<*ur Childhood

While admissions officers are not interested in reading about your childhood and are more interested in the last 2-4 years of your life, you might consider events of your childhood that inspired the interests you have today. Interests that began in childhood may be the most defining parts of your life, even if you recently lost interest. For instance, if you were interested in math since an early age and now want to study medicine, you might incorporate this into your medical school admissions essay. Analyze the reasons for your interests and how they were shaped from your upbringing.

JUSG^4^JU^R01G Models

Many applicants do not have role models and were never greatly influenced by just one or two people. However, for those of you who have role models and actually aspire to become like certain people, you may want to incorporate a discussion of that person and the traits you admired into your application essay.

4, Read Sample Admissions Essays^,

Before you sat down to write a poem, you would certainly read past poets. Before writing a book of philosophy, you would consider past philosophers. In the same way, we recommend reading sample admissions essays to understand what topics other applicants chose. EssayEdge maintains an archive of over 100 free sample admissions essays. **Click here** to view sample essays that worked.

5. Coal Determination^

Life is short. Why do you want spend 2-6 years of your life at a particular college, graduate school, or professional school? How is the degree necessary to the fulfillment of your goals? When considering goals, think broadly. Few people would be satisfied with just a career. How else will your education fit your needs and lead you to a fulfilling life?

If after reading this entire page you do not have an idea for your essay, do not be surprised. Coming up with an idea is difficult and requires time. Actually consider the questions and exercises above. Without a topic you feel passionate about, without one that brings out the defining aspects of you personality, you risk falling into the trap of sounding like the 90 percent of applicants who will write boring admissions essays. The only way to write a unique essay is to have experiences that support whatever topic you come up with. Whatever you do, don't let the essay stress you out. Have fun with the brainstorming process. You might discover something about yourself you never consciously realized.

Good Luck!

Take EssayEdge.com's [Free Online Admissions Essay Course](#)

Step Two - Selecting an Essay Topic

By [EssayEdge.com](#): Our Editing Makes the Difference

Having completed step one, you should now have a rough idea of the elements you wish to include in your essay, including your goals, important life experiences, research experience, diversifying features, spectacular nonacademic accomplishments, etc. You should also now have an idea of what impression you want to make on the admissions officers.

We should remark that at this stage, undergraduate applicants have a large advantage over graduate school applicants. Whereas nobody questions a high school student's motivation to attend college, graduate and professional school applicants must directly address in their essays their desire to study their selected field.

You must now confront the underlying problem of the admissions essay. You must now consider topics that will allow you to synthesize your important personal characteristics and experiences into a coherent whole while simultaneously addressing your desire to attend a specific institution. While most admissions essays allow great latitude in topic selection, you must also be sure to answer the questions that were asked of you. Leaving a lasting impression on someone who reads 50-100 essays a day will not be easy, but we have compiled some guidelines to help you get started. With any luck, one or two topics, with small changes, will allow you to answer application questions for 5-7 different colleges, although admissions officers do appreciate essays that provide convincing evidence of how an applicant will fit into a particular academic environment. You should at least have read the college's webpage, admissions catalog, and have an understanding of the institution's strengths.

Consider the following questions before proceeding:

- Have you selected a topic that describes something of personal importance in your life, with which you can use **vivid personal experiences** as supporting details?
- Is your topic a gimmick? That is, do you plan to write your essay in iambic pentameter or make it funny. You should be very, very careful if you are planning to do this. We recommend strongly that you do not do this. Almost always, this is done poorly and is not appreciated by the admissions committee. Nothing is worse than not laughing or not being amused at something that was written to be funny or amusing.
- Will your topic only repeat information listed elsewhere on your application? If so, pick a new topic. Don't mention GPAs or standardized test scores in your essay.
- Can you offer vivid supporting paragraphs to your essay topic? If you cannot easily think of supporting paragraphs with concrete examples, you should probably choose a different essay topic.
- Can you fully answer the question asked of you? Can you address and elaborate on all points within the specified word limit, or will you end up writing a poor summary of something that might be interesting as a report or research paper? If you plan on writing something technical for college admissions, make sure you truly can back up your interest in a topic and are not merely throwing around big scientific words. Unless you convince the reader that you actually have the life experiences to back up your interest in neurobiology, the reader will assume you are trying to impress him/her with shallow tactics. Also, be sure you can write to admissions officers and that you are not writing over their heads.
- Can you keep the reader's interest from the first word. The entire essay must be interesting, considering admissions officers will probably only spend a few minutes reading each essay.
- Is your topic overdone? To ascertain this, peruse through old essays. EssayEdge's 100 free essays can help you do this. However, most topics are overdone, and this is not a bad thing. A unique or convincing answer to a classic topic can pay off big.
- Will your topic turnoff a large number of people? If you write on how everyone should worship your God, how wrong or right abortion is, or how you think the Republican or Democratic Party is evil, you will not get into the college of your choice. The only thing worse than not writing a memorable essay is writing an essay that will be

remembered negatively. Stay away from specific religions, political doctrines, or controversial opinions. You can still write an essay about Nietzsche's influence on your life, but express understanding that not all intelligent people will agree with Nietzsche's claims. Emphasize instead Nietzsche's influence on **your** life, and not why you think he was wrong or right in his claims.

- In this vein, if you are presenting a topic that is controversial, you must acknowledge counter arguments without sounding arrogant.
- Will an admissions officer remember your topic after a day of reading hundreds of essays? What will the officer remember about your topic? What will the officer remember about you? What will your lasting impression be?

Take EssayEdge.com's [Free Online Admissions Essay Course](#)

Step Three: Writing the Essay, Tips for Success

By EssayEdge.com: Our Editing Makes the Difference

Even seemingly boring topics can be made into exceptional admissions essays with an innovative approach. In writing the essay you must bear in mind your two goals: to persuade the admissions officer that you are extremely worthy of admission and to make the admissions officer aware that you are more than a GPA and a standardized score, that you are a real-life, intriguing personality.

Unfortunately, there is no surefire step-by-step method to writing a good essay. EssayEdge editors at <http://www.EssayEdge.com/> will remake your essay into an awesome, memorable masterpiece, but every topic requires a different treatment since no two essays are alike. However, we have compiled the following list of tips that you should find useful while writing your admissions essay.

1. Answer the Question

You can follow the next 11 steps, but if you miss the question, you will not be admitted to any institution.

2. Be Original

Even seemingly boring essay topics can sound interesting if creatively approached. If writing about a gymnastics competition you trained for, do not start your essay: "I worked long hours for many weeks to train for XXX

competition." Consider an opening like, "Every morning I awoke at 5:00 to sweat, tears, and blood as I trained on the uneven bars hoping to bring the state gymnastics trophy to my hometown."

3. Be Yourself

Admissions officers want to learn about you and your writing ability. Write about something meaningful and describe your feelings, not necessarily your actions. If you do this, your essay will be unique. Many people travel to foreign countries or win competitions, but your feelings during these events are unique to you. Unless a philosophy or societal problem has interested you intensely for years, stay away from grand themes that you have little personal experience with.

4. Don't "Thesaurize" Your Composition

For some reason, students continue to think big words make good essays. Big words are fine, but only if they are used in the appropriate contexts with complex styles. Think Hemingway.

5. Use Imagery and Clear, Vivid Prose

If you are not adept with imagery, you can write an excellent essay without it, but it's not easy. The application essay lends itself to imagery since the entire essay requires your experiences as supporting details. Appeal to the five senses of the admissions officers.

6. Spend the Most Time on Your Introduction

Expect admissions officers to spend 1-2 minutes reading your essay. You must use your introduction to grab their interest from the beginning. You might even consider completely changing your introduction after writing your body paragraphs.

- **Don't Summarize in your Introduction.** Ask yourself why a reader would want to read your entire essay after reading your introduction. If you summarize, the admissions officer need not read the rest of your essay.

- **Create Mystery or Intrigue in your Introduction.** It is not necessary or recommended that your first sentence give away the subject matter. Raise questions in the minds of the admissions officers to force them to read on. Appeal to their emotions to make them relate to your subject matter.

7. Body Paragraphs Must Relate to the Introduction

Your introduction can be original, but cannot be silly. The paragraphs that follow must relate to your introduction.

8. Use Transition

Applicants continue to ignore trans>

9. Conclusions Are Critical

The conclusion is your last chance to persuade the reader or impress upon them your qualifications. In the conclusion, avoid summary since the essay is rather short to begin with; the reader should not need to be reminded of what you wrote 300 words before. Also do not use stock phrases like "in conclusion, in summary, to conclude, etc." You should consider the following conclusions:

- Expand upon the broader implications of your discussion.
- Consider linking your conclusion to your introduction to establish a sense of balance by reiterating introductory phrases.
- Redefine a term used previously in your body paragraphs.
- End with a famous quote that is relevant to your argument. Do not **try** to do this, as this approach is overdone. This should come naturally.
- Frame your discussion within a larger context or show that your topic has widespread appeal.
- Remember, your essay need not be so tidy that you can answer why your little sister died or why people starve in Africa; you are not writing a "sit-com," but should forge some attempt at closure.

10. Do Something Else

Spend a week or so away from your draft to decide if you still consider your topic and approach worthwhile.

11. Give Your Draft to Others

Ask editors to read with these questions in mind:

- WHAT is the essay about?
- Have I used active voice verbs wherever possible?
- Is my sentence structure varied or do I use all long or all short sentences?
- Do you detect any clichés?
- Do I use transition appropriately?
- Do I use imagery often and does this make the essay clearer and more vivid?
- What's the best part of the essay?
- What about the essay is memorable?
- What's the worst part of the essay?
- What parts of the essay need elaboration or are unclear?
- What parts of the essay do not support your main argument or are immaterial to your case?
- Is every single sentence crucial to the essay? This **MUST** be the case.
- What does the essay reveal about your personality?
- Could anyone else have written this essay?
- How would you fill in the following blank based on the essay: "I want

to accept you to this college because our college needs more _____."

About EssayEdge.com- EssayEdge.com offers all users free access to the most extensive Admissions Essay Help Course on the Internet and over 300 Free Sample Admissions Essays accepted by the United States' top undergraduate, graduate, and professional programs. Named "the world's premier application essay editing service" by the New York Times Learning Network and "one of the best essay services on the Internet" by the Washington Post.

About EssayEdge.com "the world's premier application essay editing service" "one of the best essay services on the Internet"

Put Harvard-Educated Editors To Work For You!

Special Discount Coupon Use coupon code 353353 for **\$7.50 off** EssayEdge.com's critically acclaimed admissions essay editing services. Enter the coupon code on the order form when placing your order.



hotjobs
a YAHOO! company

**DREAM JOBS HAVE
SUMMER HOURS**

CLICK HERE

FIND YOUR DREAM JOB NOW



Content provided by EssayEdge.com.

Put Harvard-Educated Editors to Work for You!

College Admissions Essay Samples

Personal Essay

Three times a week after school I go visit my dad. When I enter the hospital room where he has lain in a coma since his accident, my eyes often wander to the lone golf ball my mom placed at his bedside. Just six months ago, my father was driving a golf cart across the street that bisects the local golf course when he was hit by a car. He suffered severe brain injury, and the doctors have ruled out any possibility of him waking up again. When I look at him lying in bed, frail but peaceful as if he were asleep, it's hard not to dwell on the "what ifs": what if he hadn't played golf that day? What if he hadn't been behind the fence when the black Camry plowed into it? What if I still had the chance to ask all those questions that choke me up when I see him in the hospital? I can't pretend that I have developed enough distance from the event to draw conclusions about life, but I am already beginning to see myself in very different terms.

Ironically, through this accident my dad has given a chance to face reality head-on. Before the accident, my relationship with him was warm but fraught with tension. He never seemed satisfied with what I did and reprimanded me for every wrong step I took. He had strong opinions about my hairstyle, clothes, friends, and--above everything else--my academic performance. When I was not sitting at my desk in my room, he invariably asked me why I had nothing to do and told me I should not procrastinate. He stressed that if I missed my teenage years of studying, I would regret it later. He didn't like me going out with my friends, so I often ended up staying at home--I was never allowed to sleep over at other students' homes. All I remember from my past high school years is going to school and coming back home. I was confused by my parents' overprotective attitude, because they emphasized independence yet never actually gave me a chance to be independent.

In terms of career, my dad often lectured me about which ones are acceptable and which are not. He worried incessantly about whether I would ever get into college, and he often made me feel as if he would never accept my choices. Rather than standing up for myself, I simply assumed that if I studied hard, he would no longer be disappointed in me. Although I tried hard, I never seemed to get it quite right; he always found fault with something. As if that weren't enough, he frequently compared me to my over-achieving older brother, asking me why I couldn't be more like him. I must admit that at times I even questioned whether my dad

really loved me. After all, he never expressed admiration for what I did, and my attempts to impress him were always in vain.

In retrospect, I don't think I fully understood what he was trying to tell me. These days, when I come home to an empty house, it strikes me just how dependent on my parents' care and support I have been so far. Now that my dad is in the hospital and my mom is always working, I see that I must develop the strength to stand alone one day. And, for the very first time, I now realize that this is exactly what my dad was trying to make me see. I understand that he had a big heart, even though he didn't always let it show; he was trying to steer me in the right direction, emphasizing the need to develop independence and personal strength. He was trying to help me see the world with my own eyes, to make my own judgments and decide for myself what I would eventually become. When my dad was still with us, I took all of his advice the wrong way. I should not have worried so much about living up to my parents' expectations; their only expectation of me, after all, is that I be myself.

In mapping out my path to achieving my independence, I know that education will allow me to build on the foundations with which my parents have provided me. My academic interests are still quite broad, but whereas I was once frustrated by my lack of direction, I am now excited at the prospect of exploring several fields before focusing on a particular area. Strangely, dealing with my father's accident has made me believe that I can tackle just about any challenge. Most importantly, I am more enthusiastic about my education than ever before. In embarking on my college career, I will be carrying with me my father's last gift and greatest legacy: a new desire to live in the present and the confidence to handle whatever the future might bring.

Story Essay

I walked into the first class that I have ever taught and confronted utter chaos. The four students in my Latin class were engaged in a heated spitball battle. They were all following the lead of Andrew, a tall eleven-year-old African-American boy.

Andrew turned to me and said, "Why are we learning Latin if no one speaks it? This a waste of time."

I broke out in a cold sweat. I thought, "How on Earth am I going to teach this kid?"

It was my first day of Summerbridge, a nationwide collaborative of thirty-six public and private high schools. Its goal is to foster a desire to learn in young, underprivileged students, while also exposing college and high-school students to teaching. Since I enjoy tutoring, I decided to apply to the program. I thought to myself, "Teaching can't be that difficult. I can handle it." I have never been more wrong in my life.

After what seemed like an eternity, I ended that first class feeling as though I had accomplished nothing. Somehow I needed to catch Andrew's attention. For the next two weeks, I tried everything from indoor chariot races to a Roman toga party, but nothing

seemed to work.

During the third week, after I had exhausted all of my ideas, I resorted to a game that my Latin teacher had used. A leader yells out commands in Latin and the students act out the commands. When I asked Andrew to be the leader, I found the miracle that I had been seeking. He thought it was great that he could order the teacher around with commands such as "jump in place" and "touch the window." I told him that if he asked me in Latin to do something, I would do it as long as he would do the same. With this agreement, I could teach him new words outside the classroom, and he could make his teacher hop on one foot in front of his friends. Andrew eventually gained a firm grasp of Latin.

Family night occurred during the last week of Summerbridge. We explained to the parents what we had accomplished. At the conclusion, Andrew's mom thanked me for teaching him Latin. She said, "Andrew wanted to speak Latin with someone, so he taught his younger brother."

My mouth fell open. I tempered my immediate desire to utter, "Andrew did what?" I was silent for a few seconds as I tried to regain my composure, but when I responded, I was unable to hide my surprise.

That night I remembered a comment an English teacher had made to me. I had asked her, "Why did you become a teacher?"

She responded with a statement that perplexed me at the time. She said, "There is nothing greater than empowering someone with the love of knowledge." Now, I finally understood what she meant.

When I returned to Summerbridge for my second summer, the first words out of Andrew's mouth were, "Is there going to be a Latin class this year?"

Detail Essay

I close my eyes and can still hear her, the little girl with a voice so strong and powerful we could hear her halfway down the block. She was a Russian peasant who asked for money and in return gave the only thing she had--her voice. I paused outside a small shop and listened. She brought to my mind the image of Little Orphan Annie. I could not understand the words she sang, but her voice begged for attention. It stood out from the noises of Arbat Street, pure and impressive, like the chime of a bell. She sang from underneath an old-style lamppost in the shadow of a building, her arms extended and head thrown back. She was small and of unremarkable looks. Her brown hair escaped the bun it had been pulled into, and she occasionally reached up to remove a stray piece from her face. Her clothing I can't recall. Her voice, on the other hand, is permanently imprinted on my mind.

I asked one of the translators about the girl. Elaina told me that she and hundreds of others like her throughout the former Soviet Union add to their families' income by working on the

streets. The children are unable to attend school, and their parents work fulltime. These children know that the consequence of an unsuccessful day is no food for the table. Similar situations occurred during the Depression in the United States, but those American children were faceless shoeshine boys of the twenties. This girl was real to me.

When we walked past her I gave her money. It was not out of pity but rather out of admiration. Her smile of thanks did not interrupt her singing. The girl watched us as we walked down the street. I know this because when I looked back she smiled again. We shared that smile, and I knew I would never forget her courage and inner strength. She was only a child, yet was able to pull her own weight during these uncertain times. On the streets of Moscow, she used her voice to help her family survive. For this "Annie," there is no Daddy Warbucks to come to the rescue. Her salvation will only come when Russia and its people find prosperity.

Personal Growth Essay

Tom Zincer succeeded in his task. My science class's first field trip took place on a bitter cold February day in Maine. Tom, our science teacher, led the group of relatively puzzled, well-bundled students into the forest. I was right behind Tom, and the sound of his red boots breaking through the thin layer of ice that covered the crusty snow seemed to bounce off the trees and scare away the few singing birds that had not migrated south for the winter. We stopped fourteen times during that four-hour field trip to hear Tom ramble on about the bark of "this" deciduous tree and the habitat that "this" coniferous tree needs to grow. We examined animal droppings and tracks in the snow and traced a bird's song back to its singer. This was all meaningless to me. I was cold and bored and wanted the field trip to end.

I would later write several essays in my journal about the fact that writing a detailed seven-page analysis of the field trip took all the beauty out of the event. I would complain to Tom about how boring and mundane his class was and how impossible it was to be so "anally" observant. I argued that no field trip could ever be enjoyable if we had to write down and later analyze the percentage of deciduous and coniferous trees, the air temperature, the amount of snow on the ground, the slope of the course taken, the change in temperature over the day, and a plethora of other minutia. Basically, I was lazy. No, no. I was not lazy. I was just not ready; I was not yet ready to become an observer.

"Sam, just trust me on this one. You'll thank me later," Tom said at the conclusion of our meeting. I had gone to see Tom privately in order to discuss how I could survive his class. The minutia was killing me, and my slow death was reflected in my dismal grade. Upon leaving that meeting, I made a personal and academic decision to develop my observational skills, both to please my teacher and to avoid the disappointment of another "D+."

On my next field trip, I set out into the forest with two pencils cocked between my two ears like guns ready to fire. My teeth were clenched with the determination to stay focused throughout the entire field trip and write down every word that man uttered. However, I constantly felt myself drifting, and while my mind wandered, the group advanced significantly

ahead of me, and I missed the sighting of another bird. I ran up to the group just in time to hear Tom start his lecture about a nearby rock formation. Instead of listening, I was asking my friend to see his Picasso-like rendition of the bird. I, therefore, fell behind on the lecture, and so went the endless cycle: fall behind, try to catch up, fall more behind. When it came time to rewrite my field notes in legible form, I stared at a piece of paper that consisted of smudged squiggly lines and eventually tears. Frustrated and disappointed, I retreated back to my cabin to seek refuge.

I quickly got undressed and slipped under my blanket for warmth, comfort, and most importantly protection. After I gave myself a few minutes to calm down, I took out the wet crumbled piece of paper from my pocket and tried to redraw a stick figure of a bird. The twelve stick figures, representing the twelve different birds we saw, looked exactly the same, and trying to redraw each body part of each bird to scale was so difficult that I felt like each pen stroke was met with a ton of resistance. Giving up, I pushed the piece of paper back into my pocket and lay down on my back. I saw Simon sitting in his characteristically feminine position on Ethan's bed. Simon was sitting, facing Ethan, with his legs crossed and his right hand casually nestled on his right kneecap, his foot twitching like the tail of a happy dog. Ethan was lying on his side with his big black headphones cupped around his ears, reading Faulkner. As my head swiveled, I noticed Conrad, sleeping, as usual, with his blanket clenched tightly under his chin, with both fists. I heard Fred and Rob discussing the pitfalls of modern education and could see Donald's head rhythmically moving back and forth, in sync with Jimi Hendrix. I then realized that I too was part of my environment. I realized that I was a silent participant, and more importantly, I realized that I was an observer.

On my next field trip, I had one pencil nonchalantly nestled on top of my right ear. I set out with no mission in mind and had no vengeance in my heart. I intentionally lagged behind my fellow classmates in order to get a wider, broader perspective of the environment. Applying what I learned in my cabin, I was able to engage all of my senses and could attempt to take in the vastness of it all. When we returned from our field trip, the task of doing a "rewrite" did not seem so odious, and my pencil flew across the page like a writer who just experienced an epiphany and wants to get his idea down before he forgets it. I drew every bird, tree, and rock as best I could, and although they were not perfect, they were exactly what I saw.

Hobbies and Interests Essay

The sun is still asleep while the empty city streets await the morning rush hour. As in a ritual, my teammates and I assemble into the dank, dimly-lit locker room at the Rinconada Park Pool. One by one, we slip into our moist drag suits and then make a mad run from the locker room through the brisk morning air to the pool, stopping only to grab a pull-buoy and a kick-board. Coastal California cools down overnight to the high forties. The pool is artificially warmed to seventy-nine degrees, and the clash in temperatures creates a plethora of steam on the water's surface, casting a scene more appropriate for a werewolf movie. Now the worst part: diving head-first into the glacial pond. I think of friends still tucked in their warm beds as I conclude the first warm-up laps. Meanwhile, our coach emerges through the fog. He offers no friendly accolades, just a stream of instructions and exhortations.

Thus begins another workout. 4,500 yards to go, then a quick shower and five-minute drive to school. Another 5,500 yards are on our afternoon training schedule. Tomorrow, the cycle starts all over again. The objective is to cut our times by another 1/10th of second. The end goal is to have that tiny difference at the end of a race that separates success from failure, greatness from mediocrity. Somehow we accept the pitch--otherwise, we'd still be fast asleep beneath our blankets. Yet sleep is lost time, and in this sport time is the antagonist. Coaches spend hours in specialized clinics, analyzing the latest research on training techniques and experimenting with workout schedules in an attempt to unravel the secrets of defeating time.

My first swimming race was when I was ten years old and an avid hockey player. My parents, fearing that I would get injured, redirected my athletic direction toward swimming. Three weeks into my new swimming endeavor, I somehow persuaded my coach to let me enter the annual age group meet. To his surprise and mine, I pulled out an "A" time. National "Top 16" awards through the various age groups, club records, and finally being named a National First Team All-American in the 100 Butterfly and Second Team All-American in the 200-Medley Relay cemented an achievement in the sport. Reaching the Senior Championship meet series means the competition includes world-class swimmers. Making finals will not be easy from here: these 'successes' were only separated from failure by tenths of a second. And the fine line between total commitment and tolerance continues to produce friction. Each new level requires more weight training, longer weekend training sessions, and more travel. Time that would normally be spent with friends is increasingly spent in pursuit of the next swimming objective.

In the solitude of the laps, my thoughts wander to events of greater significance. This year, my grandmother was hit with a recurrence of cancer, this time in her lungs. A person driven by good spirits and independence now faces a definite timeline. On the other side of the Pacific Ocean, my grandfather in Japan also contracted the disease. His situation has been corrected with surgery--for now, anyway. In the quest to extend their lives, they have both exhibited a strength that surpasses the struggles I confront both in sports and in life. Our different goals cannot be compared, yet my swimming achievements somehow provide a vicarious sense of victory to them. When I share my latest award or partake with them a story of a triumph, they smile with pride as if they themselves had stood on the award stand. I have the impression that my medals mean more to them than I will ever understand.

Life's successes appear to come in small increments, sometimes mere tenths of a second. A newly learned skill, a little extra effort put on top of fanatical training routine, a good race day, or just showing up to a workout when your body and psyche say "no" may separate a great result from a failure. What lies in between is compromise, the willpower to overcome the natural disposition to remain the same. I know that my commitment to swimming carries on to other aspects of life, and I feel that these will give me the strength to deal with very different types of challenges.

[Hire an Harvard-educated editor to correct your application essay!](#)

Special Discount Coupon Use coupon code 353353 for **\$7.50 off** EssayEdge.com's critically acclaimed admissions essay editing services. Enter the coupon code on the order form when placing your order.

Content provided by EssayEdge.com

Put Harvard-Educated Editors to Work for You!

Business School Admissions Essay Samples

Why MBA? Essay

Turkish news nowadays carry vivid images which have become terrifyingly commonplace: the surface of the sea littered with dead sheep; a landfill explosion leading to a number of deaths; vendors offering radiation-contaminated tea for half-price; a little girl's death resulting from her fall through an open sewage manhole in her schoolyard; radioactive waste sold to unsuspecting scrap dealers; a twenty-year-old tanker breaking into pieces, spilling hundreds of tons of crude oil into the ocean and killing sea life all around.

The frequency with which these environmental disasters fill Turkish news broadcasts -- along with the obvious insensitivity of the authorities towards both environment and health issues -- prompted me to learn about ways to prevent these types of disasters. At the age of fifteen, I decided to focus my studies on environmental sciences in order to equip myself with the technical tools I would need to make a real contribution.

After earning a master's degree in environmental sciences, I completed a professional international management certificate program in order to gain a management perspective of the field. I then realized that, in order to effectively combine my technical knowledge and management skills, I needed to accumulate real-world experience. Specifically, working at a large company would allow me to develop insight into various industries, as well as an overarching vision of the international business arena.

I have now worked for nearly two years in the energy and environment group of Koc Holding, Turkey's first and biggest diversified conglomerate. As a project engineer, I am mainly responsible for our holding companies' environment and energy sector investments. This position has given me the opportunity to interact with businessmen from all over the world, thereby expanding my international perspective. Because of my outstanding work performance, I was chosen to attend various meetings with local and international governmental bodies such as OPIC, IFC, and the World Bank. It is highly unusual for a young associate to represent the company at such events, and my self-confidence -- as well as my management skills -- was further enhanced by that successful experience.

While working in various business lines, including the automotive industry, consumer durables, and the energy sector, I have realized that the root cause of many environmental problems is financial. I believe that many people in the environmental sector are so ignorant or insensitive that they will cheat customers to increase profits. Furthermore, businesses do not prioritize environmental investments; as a result, insufficient funds are allocated to adequately prevent problems. For instance, despite a population over eight million people, Istanbul, Turkey's largest city, still lacks a properly operating sewage system. In most of the areas of the city, waste water is discharged directly into the Bosphorus.

In the long term, I hope to help solve my country's problems by starting my own environmental-services business in Turkey. The company will serve both local and international customers by providing cost-effective, adaptable solutions ranging from waste management to safety management. In order to accomplish this goal, however, I must deepen my knowledge of the field. Despite my experience, I still lack some important knowledge and management skills, especially in finance, marketing, and entrepreneurship. I am also aware that my knowledge of American environmental issues is insufficient. Since dealing with aspects of international business will be an integral part of my job as an entrepreneur, it is essential that I fill in these gaps.

The NAME School's MBA program is the perfect bridge from where I am to where I want to be. I am attracted by the inventiveness and uniqueness of its entrepreneurial and finance programs, and believe that I will increase my practical knowledge of entrepreneurship by interacting with my classmates. I value the fact that at NAME entrepreneurial education does not stop at the classroom, but rather continues through internships and extracurricular activities. I feel that a business school for entrepreneurs should balance a dose of theory with real-world application, and NAME's curriculum and hands-on experiences through associations, internships, and the management field study provide such balance.

I am also drawn to NAME because of the school's emphasis on teamwork and technology, reflected by such exciting courses and programs as High Technology Entrepreneurship, International Finance, 12-week field application projects, and the global immersion program directed to teach global thinking and global action. Additionally, the school's profusion of student groups and its flexible entrepreneurial program -- with electives from 200 courses -- will allow me to tailor my course of study directly to my career interests. It is precisely this flexibility that I plan to draw on while at NAME and beyond, by taking advantage of (and contributing to) the school's strong international alumni network.

Above all, a NAME MBA will help me strengthen both the finance knowledge and the entrepreneurial skills necessary to secure a position as an environmental specialist in a multinational American-based firm. Such a position, in turn, will prepare me to accomplish my long-term ambition of building my own company. By developing and maximizing the technical knowledge and managerial skills I have already accumulated, NAME will allow me to ultimately make a concrete and substantial contribution to Turkey's environment.

Uniqueness Essay

For the first 20 years of my life, my activities--and self-confidence--were circumscribed by the fact that I was a chronic allergic asthmatic. I was underweight, not as strong or as well as my peers, and unable to participate normally in sports. At night I was unable to sleep without an inhaler beside my bed. I was forced to ingest heavy medication on a daily basis.

At the age of 20 I started running (slowly at first), because I discovered that this exercise--although routinely precipitating a mild asthma attack--would later enable me to sleep through the night. Very gradually, my runs became longer. My strength improved, the severity and frequency of my attacks lessened, and soon I was able to discontinue all medication. More remarkably, after about seven years I was actually able to run 20 miles with no problem at

all. This accomplishment was an enormous confidence booster, as it demonstrated that a normal, healthy life was possible for me and that I could achieve anything if I set my mind to it.

Eventually it was a logical step for me to progress into competition. I found myself running in marathons and, finally, competing in triathlons. In 1983, in fact, I successfully competed in the Hawaii Ironman triathlon, arguably the most arduous and certainly the most celebrated single-day athletic endurance event.

I have assiduously pursued aerobic exercise for the past 11 years, ever since I discovered that such endeavors were finally possible for me and were the means by which I could attain physical strength and well-being. It was a long and arduous road--from huffing and puffing (and wheezing) my way through tentative one-mile runs to involving myself in the rigors of the triathlon--but I was determined to become fit and to stay fit.

It has made all the difference.

Qualifications Essay

As a Marketing Manager with ADP's corporate marketing department, I have been assigned to lead various product-specific marketing initiatives supporting a diversified group of business segments. Among these tasks, none was more important to the strategic direction of the business than leading the development of ADP's web site adp.com.

ADP, a leading \$5 billion technology company with over 425,000 clients worldwide, lacked a consistent or aggressive Internet strategy. Instead, each business unit or division was driving its own website strategy and execution. More often than not, the result was a fragmented message: a cluttered, company-centric website that failed to effectively communicate our broad range of products and services. Despite its market leadership, ADP was meeting neither the expectations of users nor the needs of clients. The company was also missing a tremendous marketing opportunity and risking losing market share because our competition was operating at a far higher level than ours. Realizing that corporate marketing could add value across the company's business segments, I initiated and led a plan to redesign the website and fully leverage the Internet as a marketing channel to drive branding, product awareness, and sales leads through an integrated and path-driven website.

My role was specific: develop a strategy to improve navigation, communicate the complete range of ADP's products and services, optimize the flow of traffic to drive leads for the business segments, persuade visitors to purchase ADP products and services online, and create a platform for ADP's evolving E-business strategy. This initiative was highly challenging because of the complexity of the service offerings, the diversity of the business, and the overwhelming political bureaucracy within the organization.

With a limited budget, limited resources, and limited supervision, I designed a four-phase strategy to re-evaluate the current website and replace it with an active, path-driven site. The strategy included a review of the company's current navigation and content, a strategic assessment mapping navigation and functionality against corporate and divisional objectives, and the design and architecture of the site. Furthermore, we developed a plan to validate our

recommendation with market feedback through client and prospective client focus group interviews.

The first phase encompassed an overall program review, analysis of all current ADP and industry Internet market research, a web traffic audit, and internal interviews with senior management. In familiarizing ourselves with current industry practices, we also reviewed ten competitors and twelve business-to-business leaders' websites. These 22 sites were carefully evaluated for their relative strengths and weaknesses in the areas of navigation, content, degree of user-centricity, and organization. The second phase included a design exploration. Working together with a web design firm, we developed five different design options. In phase three, we gathered market feedback through focus group interviews conducted with both clients and prospects based on the current web site and on the new design options. The final phase involved feedback-based revisions to the designs, which will be presented to ADP's Executive Committee in April and launched in May 2000.

The project was a success. Our recommendation was received with exceedingly positive feedback by both the business units and the Executive Vice President of Marketing. In addition, I have been awarded with the honor of presenting the project to the Executive Committee in April. Our long-term goal is to develop an entire adp.com team dedicated to servicing clients and marketing on the Internet.

The management skills I have gained from this project have been invaluable to my career growth. I have learned the value of qualitative and quantitative research, experience in fiscal management and project management, and the importance of matching corporate strategy to Internet strategy. More importantly, the experience has taught me the value of gathering senior management "buy in" through the progression of a project. I was able to successfully gain the support of senior management by maintaining open communication and making them part of the process. Ultimately, this support was critical to the success of the project, which has brought my department and me increased visibility within the company -- a development that, in turn, has led to more important projects. Through the success of adp.com, I am now regarded as an effective and respected manager who has the ability to analyze and lead complex projects from concept to completion while gaining the support of senior management.

About EssayEdge.com - EssayEdge.com offers all users free access to the most extensive Admissions Essay Help Course on the Internet and over 300 Free Sample Admissions Essays accepted by the United States' top undergraduate, graduate, and professional programs. Named "**the world's premier application essay editing service**" by the New York Times Learning Network and "**one of the best essay services on the Internet**" by the Washington Post.

Put Harvard-Educated Editors To Work For You!

Special Discount Coupon Use coupon code 353353 for **\$7.50 off** EssayEdge.com's critically acclaimed admissions essay editing services. Enter the coupon code on the order form when placing your order.

Final Notes

If you have worked your way to this point in this book, you have done some of the best preparation possible to maximize your performance on the TOEFL essay test.

Please take advantage of the free TOEFL essay rating service provided by Wayabroad.com --- submit your TOEFL essay and get your free scores in a week. Get the help and preparation you need before you take the TOEFL writing test. This service is totally free.

TOEFL Essay Rating Service (Provided by Wayabroad.com)

Step 1: Choose a TOEFL essay topic

Click on one of the following TOEFL topics:

Choose from all topics

60 Do you agree or disagree with the following statement? Games are as important for adults as they are for children. Use specific reasons and examples to support your answer.

61 Do you agree or disagree with the following statement? Parents or other adult relatives should make important decisions for their older (15 to 18 year-old) teenage children. Use specific reasons and examples to support your opinion.

62 What do you want most in a friend - someone who is intelligent, or someone who has a sense of humor, or someone who is reliable? Which one of these characteristics is most important to you? Use reasons and specific examples to explain your choice.

Choose from all topics

