

经全国中小学教材审定委员会 2005 年初审通过
普通高中课程标准实验教科书

英语 ▶ 9 [选修 模块]

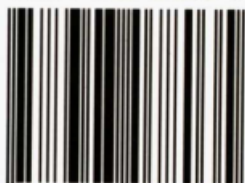
Senior High English



北京师范大学出版社

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Unit Warm-up

Input and Language Focus

Unit 25 Going Global

Vocabulary and listening: What does globalisation mean to us?

p.4

- **Vocabulary:** words and phrases about globalisation, e.g. international investors, small local businesses, locally-produced goods, variety of cultures, multi-ethnic societies, a high standard of living
- **Listening:** 4 extracts of interviews

Reading and speaking: The effects of globalisation on a city

Grammar extension: continuous verb forms, i.e. simple continuous, future continuous, continuous passive, continuous infinitive, present perfect continuous

Unit 26 Emotions

p.24

Vocabulary and speaking: How would you feel?

- **Vocabulary:** words and phrases about feelings, e.g. relieved, nervous, proud, delighted, cross, overjoyed, stressed out, furious, insecure, determined, peaceful
- **Speaking:** discussion on emotions in different situations

Reading: What makes you laugh?

Grammar extension: perfect verb forms, i.e. present perfect simple, past perfect, present perfect continuous, perfect infinitive, perfect -ing form

Unit 27 Behaviour

p.46

Speaking and vocabulary: The right way to behave

- **Vocabulary:** words and phrases describing behaviour, e.g. good manners, disrespectful, acceptable, revolting, gentlemanly, unprofessional, offensive, awkward, misinterpreted
- **Speaking:** discussing views on manners and giving a short talk

Reading and vocabulary: Perfect behaviour in an imperfect world

- **Vocabulary:** words and phrases which are formal, tactful, straightforward, opinionated, old-fashioned

Grammar extension: modals and related verbs, i.e. possibility, ability, request for permission, request, obligation, advice, willingness, unwillingness, logical necessity

Skills Development

Listening and speaking:
Changing English in a changing world

- **Pre-listening:** facts about the English language
- **Listening:** English as an international language
- **Patterns to notice:** introducing points in an argument

Listening: My first public performance

- **Pre-listening:** discussing and sharing experiences, predicting
- **Listening:** a comedian describing his first stage performance in a school play
- **Patterns to notice:** emphatic sentences

Listening and speaking:
Improving your communication skills

- **Pre-listening:** discussing how confident or nervous students would feel in given situations and explain why
- **Listening:** a radio interview with an expert on communication skills
- **Patterns to notice:** abstract nouns and relative clauses

Task and Further Work

Preparation for task:
complete a "Learner questionnaire".

Task: devise an action plan to improve your English

Wordspot:
world, earth, ground, floor

Real life: varieties of English

Preparation for task:
Match short descriptions to pictures

Task: Tell a story to make people laugh ... or cry

Wordspot:
Idioms with *laugh, cry* and *tears*

Song: The Tears of a Clown

Writing: A diary entry

Preparation for task:
read about difficult situations and discuss solutions

Task: decide what to say in a difficult situation

Optional writing: write a dialogue

Writing: emails

Real life: getting people to do things

Extension and Reflection

Grammar Extension Bank:
continuous verb forms

Resource Bank:

Reading: How the mobile phone changed the world

Speaking: Is globalisation good or bad?

Vocabulary: foreign words and phrases

Do you remember?

Grammar Extension Bank:
perfect verb forms

Resource Bank:

Reading: The Adventures of Tom Sawyer

Writing: writing a book review

Speaking: The secret of happiness

Vocabulary: humour

Do you remember?

Grammar Extension Bank:
modals

Resource Bank:

Reading: Rules and regulations

Writing: writing an email

Speaking: Cultural dos and taboos

Vocabulary: body talk

Do you remember?

Unit 25

Going Global

In this unit, you will ...

- ▶ Read an extract from a travel book
- ▶ Listen to an interview
- ▶ Do a task on preparing an action plan to improve your English
- ▶ Learn vocabulary about globalisation
- ▶ Practise continuous verb forms
- ▶ Practise introducing points in an argument
- ▶ Differentiate usage of these words: *world, earth, ground, floor*
- ▶ Learn about varieties of English

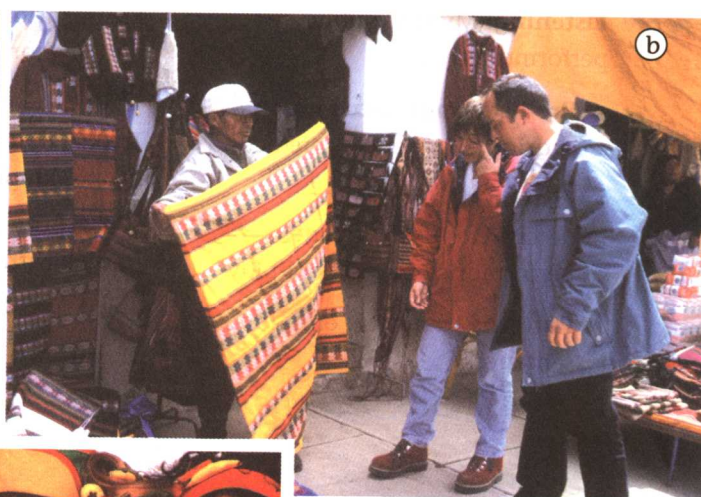
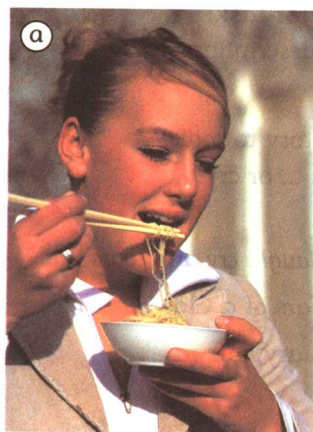
Vocabulary and listening

What does globalisation mean to us?

1 a) Globalisation is the term we use to describe how the world is becoming more and more international. Find which of the pictures (a-e) the following texts describe.

- This is an international clothing store and the people in the picture all have different nationalities. This relates to the idea of globalisation because people of different cultures and races can wear the same kind of clothing.
- This is a famous character from Disneyland, a symbol of America, with a Chinese child. This relates to the idea of globalisation because people from different parts of the world are being exposed to the entertainment industries in other parts of the world.

b) How do the other pictures relate to the idea of globalisation? Describe what you see.



2 Check the words and phrases in **bold** if necessary. Which of these things do you and your family members do? Compare answers in groups.

- watch foreign films and TV programmes
- listen to music from around the world
- buy international **brands** like Nike
- eat food **imported** from across the world
- go shopping in a **neighbouring** country
- watch **domestic** sport from another country, e.g. Italian league football in Spain
- eat in international **fast food chains**
- eat in different **ethnic** restaurants
- use English to communicate with other **non-native** speakers
- work for a **multinational corporation** with people from different countries
- travel abroad to work or study


3 Which of these phrases do you associate with the pictures? Compare your answers in groups.

international investors	small local businesses
locally-produced goods	variety of cultures
multi-ethnic societies	a high standard of living
a traditional way of life	conflict of cultures
emigration and immigration	Americanisation
worldwide communication networks	mass tourism

4 a) Which ideas reflect globalisation? Why?

b) Make a list of five advantages of globalisation, and five disadvantages. Compare answers.

Advantages	Disadvantages

5 a)  You will hear four extracts in which people talk about what globalisation means to them. Listen and make notes about headings 1 and 2 below.

Example: Richard

1) Topics mentioned	American TV and films, other foreign films
2) Attitude (positive/negative/mixed)	positive
3) Main points they make	great to have a wide choice

b) Listen again and make notes about heading 3. Did anyone say anything you disagree with?

6 What are the differences between these pairs of words and phrases?

emigration	immigration
imports	exports
multinational	multi-ethnic
variety of cultures	conflict of cultures
a brand	goods
a business	a corporation
your standard of living	your way of life

Reading and speaking

1 a) One by one, read the extracts below from a travel guide to a famous city. Can you guess which city it is?

- smartly dressed business people head for their offices, mobile phones held to their ears
- many of the road signs and advertising billboards are now in English
- a wealthy, international city and a popular tourist destination in Asia
- construction cranes and 24-hour work crews are seen all over the city
- elegant shopping malls and five-star hotels reach for the skies
- maps of the city go out of date almost as soon as they are published
- a fascinating mix of the past and the present
- bicycles that were the main form of transport a few decades ago are now prohibited on the highways

b) Look at p.7 to check the identity of the city.

Unit 25 Going global

2 Read the text taken from a travel guide to Beijing. Which of the following statements do or do not reflect the author's views? In pairs, discuss why.

- a) Beijing is the same today as it has been for centuries.
- b) These days, you see nothing of the past in the streets of Beijing.
- c) It's hard to keep up with the pace of change in modern Beijing.
- d) Beijing is a global city.
- e) Life in Beijing today is less comfortable than it was in the 1970s.
- f) Beijing is an amazing place that most visitors love.

3 Underline words and phrases in the text which show that the following sentences are true.

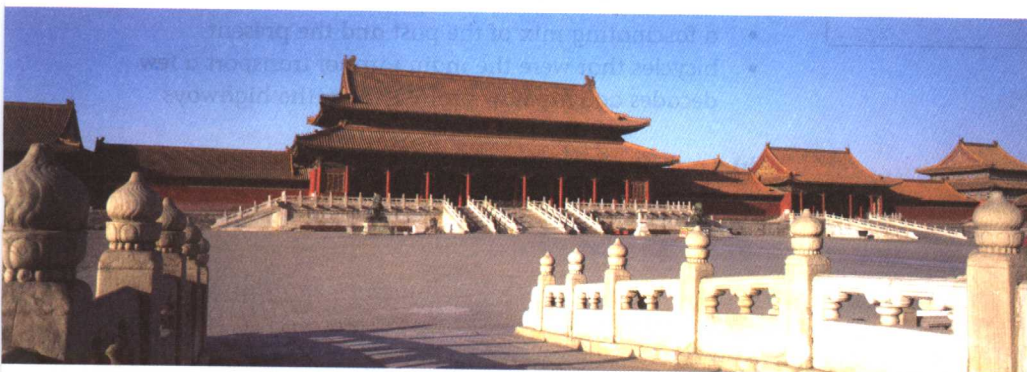
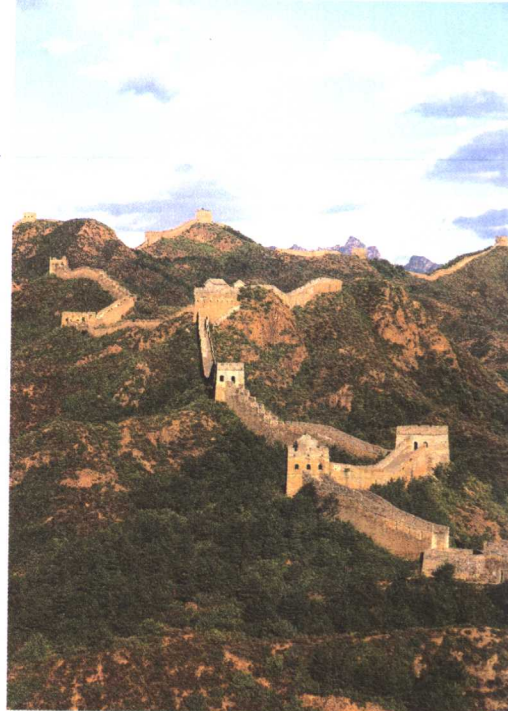
- a) Lots of people from all over the country come to Beijing to pursue their dreams.
- b) Beijing is one of Asia's tourist attractions.
- c) Both modern trends and old Chinese traditions can be seen in Beijing.
- d) The builders are working very hard.
- e) Many new buildings are luxurious.
- f) Traditional homes have been replaced by modern apartment blocks.
- g) In the 1970s no one expected to have a TV set or washing machine.
- h) A lot of people now have a TV set and a washing machine.
- i) Beijing offers some of the most fascinating sights in China.
- j) You can get many international products in Beijing.
- k) New hotels and department stores are very tall.
- l) Travellers from America and England will be able to read signs in Beijing.

4 What are the main changes that have taken place in Beijing over the last few decades? Comment on the following:

- buildings
- household appliances and other products
- transport

5 Discuss these questions in pairs.

- Do you think the changes described are mainly positive or mainly negative?
- Do they make you more or less interested in visiting Beijing?
- Are any of these changes happening in your town or city?
- What signs of globalisation do you see in your town or city? For example, are there any international restaurants or clothing stores?
- Do you think that these examples of globalisation have had a good or bad effect on your town or city?



A changing city

1 For centuries, Beijing has been one of China's most important cities. Originally a place for emperors and officials, today it is a wealthy, international city and a popular tourist destination in Asia. It is a popular destination within China too. People from all over the country are moving to Beijing in search of jobs and opportunities as this exciting city is a place where dreams can come true. New businesses, restaurants and shops open every day and there is a sort of energy about the place that is infectious. Throughout the city, smartly dressed business people head for their offices or the nearest department stores, mobile phones held to their ears and visitors can only watch and imagine the deals and fortunes being made at that very second.

2 Beijing's streets provide a fascinating mix of the past and the present. In beautiful parks, old couples in colourful clothing dance to music from a radio while youngsters in the latest fashions stroll by listening to rock music on their headsets. In tea houses, groups of old men play chess while the MacDonald's next door is filled with laughing teenagers sipping milkshakes. Walking through the broad streets lined with designer stores and multi-storey skyscrapers, you can take a turn and suddenly find yourself in a century's old lane where a fruit seller chats happily to an old woman sitting in the sun, stroking her cat. But then a voice will call and the old woman will move inside to watch the latest episode of her favourite program on TV.

3 Beijing has changed rapidly in the last twenty years or so. Travellers of the 1920s remember it mainly as a city of busy lanes with homes built around courtyards, but these have given way to the high-rise apartment blocks of the 21st century. TV sets and washing machines – unimaginable luxuries in the 1970s – are now commonplace and the bicycles that were the main form of transport a few decades ago are now prohibited on the highways that circle the city. Luxury products that were not even imagined 30 years ago, are now available to anyone who has the desire and spare cash to buy them.



4 The Beijing of today is still changing, so rapidly in fact, that maps of the city go out of date almost as soon as they are published! A street that had two restaurants last month, may have four or more this month! Construction cranes and 24-hour work crews are seen all over the city working to build the dreams of the Chinese nation. Elegant shopping malls and five-star hotels reach for the skies and many of the road signs and advertising billboards are now in English, making Beijing more accessible to foreigners. Public transport is efficient, new businesses are growing, and every modern convenience and international brand is available in this booming global city.

5 Foreigners enjoy Beijing as the city offers much to see and do. It is definitely one of the most fascinating places in China and has some of China's most stunning sights, including the Forbidden City, the Summer Palace and the Great Wall. In addition to these cultural sights, the shopping centres and hotels are magnificent and the restaurants are superb. Visitors often come to Beijing with the single desire to see the Great Wall, one of the ancient wonders of the world, but once they've arrived, they realise that this is only one of the city's attractions. In fact, the only complaint that visitors ever seem to have about Beijing, is that they simply run out of time before seeing it all.



Grammar extension

Continuous verb forms

1 Look at the verbs in **bold**. Find examples of:

a simple form	a continuous form
the Future Continuous	a continuous passive
a continuous infinitive	the Present Perfect Continuous

- Everywhere you go nowadays people seem **to be speaking** English.
- Many experts are worried because so many languages in the world **are disappearing**.
- Every city centre **seems** the same these days.
- Old buildings **are being pulled down** and replaced by modern new ones.
- Another new shopping mall **is coming** soon.
- Beijing may well **be changing** faster than any other city on earth.
- When I **was growing** up there were no fast food chains in my town.
- Advertisers **are** always **trying** to sell us some new brand of clothes or shoes.
- In thirty years' time I don't suppose anyone **will be wearing** traditional dress any more.
- Recently the government **has been taking** measures to preserve the local way of life.

2 Find a continuous form that describes an action in progress: a) at a point in the past, b) at a point in the future and c) at the present moment.

3 a) How does the meaning of sentences a), b), d) and f) in Exercise 1 change if you put the verb into the simple form?

b) Why can't you put sentence c) into the continuous form? Do you know any other verbs like this?

4 a) Which sentence in Exercise 1 describes:

- a situation which is gradually changing?
- a repeated habit which is strange or annoying?
- a definite plan for the future?

b) Think of three examples of:

- changes that are taking place in the world today.
- plans for new buildings/developments in your town.

► Grammar extension bank pp.14–17

Listening and speaking

Changing English in a changing world

1 Discuss in groups. In what circumstances will you use English in the future? Think about work, travel, social situations, the Internet, etc.

2 Read the facts about the English language. Just one piece of information is false. Can you guess which? Do any of the facts surprise you? Why?

Did you know ...?

1 There are far more non-native speakers of English in the world today than native speakers. About 350 million speak it as their mother tongue, whereas it is thought that around 1.5 billion speak it as a second or foreign language!

2 It is believed that around 80% of the data on the world's computers is stored in English.

3 It has been estimated that about 20,000 English words spread into other languages every year.

4 Special simplified forms of English exist to help various professions to communicate internationally, for example "air-speak" for pilots and air-traffic controllers; "police-speak" to help deal with international crime, and "doctor-speak" to simplify communication between doctors.


5 The grammar and vocabulary used by native speakers varies a lot, even in the UK. In some local accents people say "we was" or "they was"; a few kilometres away, they say "he were" and "she were".

6 Modern British people probably wouldn't have been able to understand the English spoken in Shakespeare's time. Many words had different meanings, for example, "nice" meant "foolish" in the sixteenth century!



3 Read these statements and mark them (✓) if you agree, (X) if you disagree, and (?) if you are not sure. Compare answers in pairs.

- I am more likely to use English to speak to native speakers (e.g. British and American people) than I am to speak to other non-native speakers.
- All learners of English should try to pronounce the language as closely as possible to the way native speakers do.
- It is important for learners of English to have a good command of British and American idioms.
- People can't understand you when you speak a foreign language unless you use the grammar correctly.
- English doesn't just "belong to" British or American people. It belongs to everyone in the world who uses it.
- When I speak English I don't want to imitate a British or American person. I want to keep my own identity.

4  Listen to Dr Jennifer Jenkins talking about "English as an International Language". Which statements above does she agree/disagree with? Why?



5 a) Dr Jenkins mentions the following language areas as examples. Have you had problems with any of them?

the pronunciation of *th*
British and American idioms
uncountable nouns like *information*
the third person 's' in the Present Simple

b) What does Jennifer Jenkins think may happen to these things while English as an International Language develops? How does she think dictionaries in the future will be different? Listen again if necessary.

6 a) Do you agree with Dr Jenkins? Has she made you change your mind about any of your answers to Exercise 3 above?

b) Interview your teacher and find out what he/she thinks. Think of at least three questions to ask him/her.

Patterns to notice

Introducing points in an argument

1 Notice how the points are introduced:

Well, there are two things. **One thing** is that ... they're intelligible to each other.

The second thing would be that ... nobody owns English any more.

One advantage would be that ... learners have less to do.

How do these introductory phrases help the listener?

2 Here are some similar ways of introducing points:

One important	point to consider	
Another (important)	reason	is that ...
The most important	disadvantage	would be that ...
The second	drawback	might be that ...
A further	problem	
The main	concern/issue	
	consideration	
	explanation	

One important issue is that many people use English over the Internet.

Another problem is that there are so many different varieties of English.

Which ways do you think are the most/least formal?

7 Introduce each of these arguments **for** and **against** globalisation in a different way.

For

- ... people are much more aware of other cultures and ways of life.
- ... there are more and more opportunities to travel.
- ... there is a lot more choice available than there used to be.

Against

- ... a lot of small local businesses cannot compete with big multinationals.
- ... big multinational corporations have so much power.
- ... a lot of local skills and customs are being lost.

8 Give your opinions on one of the questions below. Aim to speak for 30 seconds to one minute, but first decide what you will say. Try to use some of the phrases from the box above to make your points.

- Is it a good thing to have English as a global language?
- Will the Internet increase the spread of globalisation?
- Should each country/region try to preserve their traditions and way of life? How?

Personal vocabulary

Useful language

a Giving personal views

I'm (not) the kind of person who ...

One thing I'm good at is ...

One of my worst faults is that I (never) ...

I feel pretty happy about my ...

For me, I (don't) feel ... is very important/useful

Personally, I'd like to concentrate on...

b Explaining your targets

My main aim is to ...

... is one of my main priorities because of ...

Another important area for me is ...

So for that reason, I'm aiming to ...

Another thing I thought might be a good idea is to ...

I'd find it really useful to look at ...

Task: devise an action plan to improve your English

Preparation for task

- 1 Look at the Learner questionnaire on p.11. Have you done a questionnaire like this before? Why do you think this is useful?
- 2 Answer the questions about yourself.

Task

- 1 Compare answers in pairs. Read the Learning tips on pp.68 – 69. Underline like this (_____) useful advice for yourself, and like this (~~~~~) useful advice for your partner.

► Useful language a

- 2 Help your partner to devise an "action plan" to improve his/her English during this course. Write your own action plan on a piece of paper to give it to your teacher. Make notes under the headings below.

► Personal vocabulary

ACTION PLAN

Name:

- 1) *Areas where I feel confident*
Areas where I need to improve
- 2) *Areas in this course syllabus I particularly want to study*
Other useful features of the book
- 3) *Questions to ask my teacher*
- 4) *SIX targets for this year (Be realistic!)*

In class

- 1) *Speak more in group work; answer more questions in class*
- 2)
- 3)

Outside class

- 1) *Do my homework – esp. writing exercises!*
- 2) *Buy a monolingual dictionary and use it for homework*
- 3)

- 3 Present your targets to the class, or in groups, explaining why you have chosen these areas to work on. Write out your targets and stick them on the inside cover of your coursebook.

► Useful language b



Learner questionnaire

1) Why are you learning English?

- a) When I finish school I want to study _____
and English will help me to _____
.....
.....
- b) When I finish university I want a career in _____
and English will help me in my
career because
.....
.....
- c) I might want to travel overseas one day and
English would help me to
.....
.....
- d) I think it's important to follow what's

happening in the world and to learn about
other cultures. If I can read English I can
.....
.....

2) What intelligences do you have?

Read each statement and decide if it is
very true (2), somewhat true (1) or not
true (0) for you.

Linguistic Intelligence

- ___ I like to write stories and reports.
___ I read something every day that isn't
schoolwork.
___ I am a good letter and email writer.
___ I always read billboards and advertisements.
___ If I hear a song a few times I remember the
words.

Musical Intelligence

- ___ I can tell if someone is singing out of tune.
___ I play a musical instrument and enjoy it.
___ Listening to music makes me feel good.
___ I know the tunes to many different songs.
___ I often sing in the shower or when I'm alone.

Logical/Mathematical Intelligence

- ___ I can calculate numbers easily in my head.
___ I like math classes in school.
___ I like quizzes and chess.
___ I am interested in new developments in
science.
___ I only believe an answer is correct if it can be
calculated in some way.

Spatial/Visual Intelligence

- ___ I like to draw and am good at it.
___ I prefer textbooks with many pictures.
___ I take lots of photos on trips and vacations.
___ I pay attention to the colours I wear and
colours other people wear.
___ I am good at geometry in math class.

Add up your score for each type of intelligence.
The higher your total score, the stronger is your
intelligence in that area.

Wordspot

world, earth, ground, floor

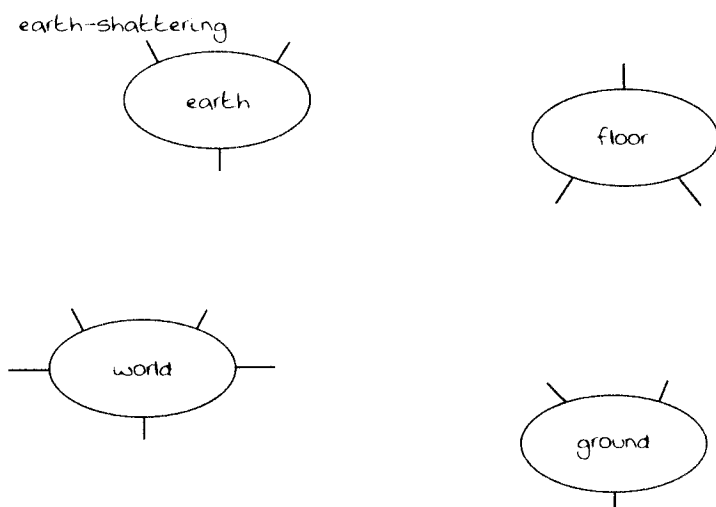
1 Are there exact equivalents for these four words in Chinese?

2 Choose words or phrases from the box to complete the explanations.

ocean floor floorboards earth in the world
on the ground think the world worldwide on earth
top of the world this world the earth dance floor
grounded off the ground

- You have plenty of time, and so you don't have to hurry: you have all the time
- Added for emphasis to a question, or to show you are very surprised or annoyed: e.g. What is she wearing?
- An idiom to say that something is very expensive: it costs
- The land at the bottom of the sea is known as the
- If you have great affection and respect for someone, you of them.
- At a club/disco, the place where people dance: the
- If parents punish their child by not letting him/her go out, (s)he is
- An informal way of saying that something is so good it's unbelievable: out of
- If a plan or business starts to succeed, it gets
- If you feel absolutely fantastic, you feel like this: on
- To keep your feet means to be realistic and practical, not over-ambitious.
- If something happens or exists in most or all countries, it happens
- The planks of wood in a wooden floor are called
- An event or news which is -shattering is extremely shocking and important.

3 Complete the diagrams below with words and phrases from Exercise 2.




4 The sentences below contain mistakes with words or phrases from Exercise 2. Find the mistakes and correct them.

- Although no plants grow there, the ocean ground is home to many varieties of deep-sea fish.
- Everybody thought worlds of Mayor Conlon, and people in the city were absolutely devastated when he died. Putting up a memorial statue has been suggested several times, but the idea has never really come off the ground.
- What on the earth do you think you're doing coming home at this time in the morning? You were supposed to be home at 12! You're floored for the next week, young man!
- The police became suspicious when they noticed that there were several loose flooring-boards.
- A holiday in Hawaii would suit you perfectly: there's constant sunshine and, if you go at the right time, it needn't cost the world to get there.
- After the earth-smashing events of last month, there has been wideworld condemnation of the terrorist attacks.
- It needed something very special to win the game, and United's winning goal was truly out of this planet.
- Understandably, new pop star Jake Salinas is feeling at the top of the world at the moment. His song *Bring Me Back Home* was an enormous hit on the dancing floors of Europe this summer. "All this fantastic success could easily have changed me, but luckily I have my wife and child to help me keep my feet on ground," he told *Pop Star* magazine.
- Take it easy, relax ... we've got all the hours in the world to get to know each other.


Real life

Varieties of English

1 a)  The radio programme *From Our Reporter in ...* features news reports from around the world. Listen to the three items from the US, India and Australia, and make brief notes in the table.

	American story	Indian story	Australian story
Where the event is happening			
Main event described			
Key numbers/statistics			

b) The three reporters spoke American English, Indian English and Australian English. Can you hear any differences between the way they speak and standard British English?

2  a) Compare the pronunciation of the phrases below. Tick if you can hear the difference. Can you imitate American/Indian/ Australian pronunciation?

British English and American English

- a) globalisation policies
- b) police were on duty
- c) four European finance ministers

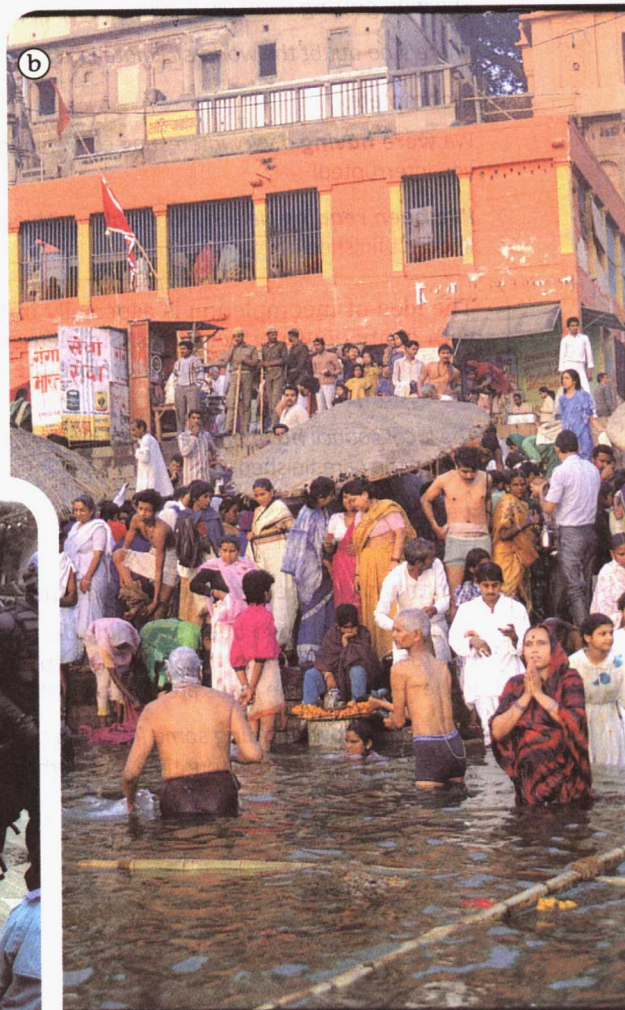
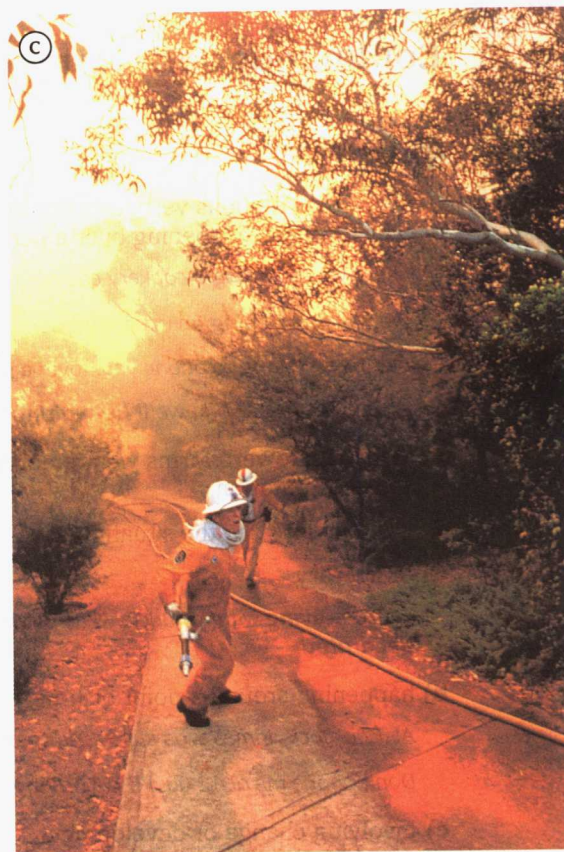
British English and Indian English

- a) more than 70 million Hindus
- b) the religious festival
- c) a thirty-square-mile tent city

British English and Australian English

- a) the past fortnight
- b) eight hours
- c) no lives have been lost

b) Which accent do you like best? Why?



Continuous verb forms

A General

- 1 We use continuous verb forms to describe actions which we see happening over a period of time.

*I hear you're **doing** a cookery course.*

*We **were watching** an interesting series about crime.*

*I've **been trying** to phone you. (over a period of time)*

*When you finish work, we'll **be waiting** for you outside.*

With simple verb forms we are not interested in this sense of duration.

- 2 We may also see the situation as:

a) temporary.

*We're **staying** with my uncle while our house **is being decorated**.*

b) happening around a point of time.

*At 12 o'clock, James **was still working** on his computer.*

*Don't phone me at 12:00. I'll **be having** a meeting.*

c) involving change or development.

*She **was getting** more disobedient every day.*

*There's no doubt the world's climate **is changing**.*

d) incomplete.

*We **were having** a very interesting conversation. (= before you interrupted)*

*I've **been reading** Nelson Mandela's autobiography. (= but I haven't finished it)*

The idea of incompleteness is especially important with continuous perfect forms. Simple perfect forms emphasise completion (and therefore the result of the action).

*The local council **have spent** a lot of money on new roads. (= now they are finished)*

*We'd **downloaded** some files from the Internet (= this is completed)*

Continuous perfect forms emphasise the action itself.

*The local council **have been spending** a lot of money on new roads. (= this is how they have been spending their money – perhaps the roads are not complete)*

*We'd **been downloading** some files from the Internet. (= this was how we spent our time, but perhaps we didn't finish)*

- 3 The continuous infinitive (*to be* + *-ing*) also emphasises that an action is in progress at a particular time.

*Wherever you go nowadays, everyone seems **to be speaking** English. (= they are speaking English when you hear them)*

Compare this to:

*Wherever you go nowadays, everyone seems **to speak** English. (= they are generally able to speak English)*

► Exercises 1–3 p.16

B Special uses of continuous forms

1 *always* + continuous forms

always + the simple form simply indicates that something happens regularly.

*I **always start** work early.*

However, *always* + the continuous form is also common. This stresses the repetitiveness of the action and often indicates that the speaker finds the repeated action surprising, strange or irritating.

*Stanley **was always dreaming** up strange schemes to make money.*

*Christian's **always smiling**.*

*I'm **always locking** myself out.*

We use *constantly*, *forever*, *continually*, etc. in the same way.

*How can I be expected to work if you're **constantly interrupting**?*

*My parents **were continually criticising** me.*

► Exercise 4 p.17

2 Past Continuous for polite requests

We can use the Past Continuous to make requests more polite and tentative.

*I **was wondering** if you could recommend a good restaurant.*

*I **was hoping** you might help me with this application form.*

3 Present Continuous for future arrangements

The Present Continuous is commonly used to describe arrangements for the future.

*They're **opening** that new supermarket next week.*

*What **are** you **doing** over Christmas?*

In this case, either there is a future time phrase in the sentence, or it is clear from the context that we are talking about the future.

4 Modal verbs

With modal verbs, the continuous infinitive can have a different meaning from the simple infinitive.

They **might be staying** at the Sheraton Hotel. (= present possibility)

They **might stay** at the Sheraton Hotel. (= future possibility)

What a terrible noise! They **must be having** a party. (= logical necessity)

We **must have** a party soon. (= personal obligation)

► Exercises 5–6 p.17

© Verbs which change meaning in continuous and simple forms

1 State verbs

Verbs which describe states only occur in the simple form.

Nick **seems** very friendly.

I **didn't know** Claire's dad. He died before we met.

The most common state verbs are:

- *be*
- verbs of possession and unchangeable states (*have, weigh, measure, fit*)
- verbs to do with the senses (*appear, see, look, smell, taste*)
- verbs describing thoughts and processes (*think, feel, expect*).

I **expect** he'll soon be here.

2 Verbs to describe states or actions

If the verbs above are used in the continuous form, they become "actions" of some sort.

- a) The verb *to be* occurs in the continuous form when it refers to behaviour which is temporary and/or deliberate (i.e. a kind of "action").

Why **is** everybody **so unhelpful**? (= they are always like this – a state)

Why **is** everybody **being** **so unhelpful**? (= they are not normally like this)

Note that *is being* cannot be used when there is no volition (deliberate will) involved.

The weather is **being** very wet at the moment.

- b) Other verbs have a different meaning in their continuous and simple forms.

STATES

It **looks/appears** to be OK. (= seems)

I **see** a bright light. (= with my eyes)

I **think** that's all. (= suppose/guess)

I **expect** you're tired. (= imagine)

I **have** always **admired** Roosevelt. (= have a good opinion of)

I **have** a large family. (= possess)

It **weighs** 82kg and **measures** 3 metres. (= fact)

My suit **doesn't fit** me any more. (= it's not the correct size)

ACTIONS

And the referee **is looking** at his watch ...

She's **appearing** in public for the first time. (= performing)

I'm **seeing** Thomas tonight. (= meeting)

I'm **thinking** about what you said. (= considering)

I'm **expecting** an important phone call. (= waiting for)

I **was** just **admiring** your new car. (= look at with appreciation)

She's **having** a bath. (= taking)

The nurse **is weighing** and **measuring** the baby. (= an activity)

A man **is fitting** a new shower unit. (= installing)

Notice!

A few verbs which describe physical feelings (*feel/hurt/ache*) can be used in either the simple or continuous form to talk about the present moment. There is no difference in meaning.

Why are you lying down? My back **hurts/is hurting**.

Are you feeling/do you feel better today?

► Exercises 7–8 p.17