

G past modals; *would rather, had better*

V verbs often confused

P weak form of *have*

How I trained my husband

1 GRAMMAR past modals



a Check what you know. Look at the photo and then answer the questions using *must be, might be, or can't be*.

- 1 What time do you think it is?
a 2.00 p.m. b 8.00 a.m. c 6.00 a.m.
- 2 What day of the week do you think it is?
a Friday b Saturday c Sunday
- 3 What country do you think it is?
a Brazil b the UK c the United States
- 4 What do you think the man is looking for?
a his glasses b his car keys c his briefcase

Any problems? ➔ **Workbook p.37**

b **4.10** Listen to check your answers to a. What was the problem?

c **4.11** Now listen to two more conversations. What are they arguing about?

d **New grammar.** Listen again to all three conversations and complete the extracts with *must have, may / might have, can't have, or should have*.

Conversation 1

- 1 You _____ left them in your jacket pocket.
- 2 I _____ put them there – I wasn't wearing a jacket.
- 3 Someone _____ moved them.

Conversation 2

- 4 We _____ taken the wrong turning again.
- 5 We _____ turned left at the last traffic lights.
- 6 OK, I _____ said 'right'.

Conversation 3

- 7 Yes, but I think you _____ used less sugar.
- 8 You _____ read it properly.

e Look at the extracts in d again. In pairs, put A, B, C, or D in the box after each sentence. Which phrases (*may have, can't have, etc.*) mean...?

A you are sure about something that happened or something that somebody did

B you think it's possible that something happened or somebody did something

C you think it's impossible that something happened or somebody did something

D you think somebody did something wrong

f ➔ **p.138 Grammar Bank 4B.** Read the rules and do the exercises.

2 PRONUNCIATION weak form of *have*

a **4.12** Listen to the extracts from the dialogues in 1d again. Underline the stressed words. How is *have* pronounced?

b **4.13** Dictation. Listen and write down six sentences.

c In pairs, complete B's responses with your own ideas. Then practise the dialogues.

- 1 A It was my birthday yesterday!
B You should have *told me*.
- 2 A I can't find my glasses anywhere.
B You can't have _____
- 3 A I gave Peter a map but he hasn't arrived.
B He may have _____
- 4 A I have a terrible stomach ache.
B You shouldn't have _____
- 5 A I thought the meeting was this morning but no one came.
B _____
- 6 A I failed my maths exam.
B _____
- 7 A I was in a restaurant with Jane and she suddenly walked out.
B _____
- 8 A Sarah didn't come to the party last night.
B _____
- 9 A We're going to be late. There's so much traffic.
B _____

3 READING

- a You're going to read an article by Amy Sutherland, a woman who wanted to cure her husband of some irritating habits. What do you think they might have been?
- b Read the article paragraph by paragraph, using the glossary to help you. After each paragraph, stop and answer the questions with a partner.
- 1 What did Amy use to do when her husband couldn't find his keys? What does she do now?
 - 2 Why and how did she learn about animal training? What idea occurred to her? What is the main principle of animal training?
 - 3 What is the technique called 'approximations'? How did she apply it to her husband?
 - 4 What behaviour did the bird-trainer want to stop? How did he do it? How did she apply this technique to her husband?
 - 5 What did she learn from the dolphin trainer? How did she apply this to her husband?
 - 6 What often happens when animals learn a technique? What technique did her husband use on her, and how?
- c What do think of Amy and the way she trained her husband? Is there anyone you would like to train? What technique do you think would work best?

Glossary

- | | |
|---|--|
| (1) snarl make an angry noise, like an animal does | (5) fuel (v) increase sth, make sth stronger |
| (1) faucet tap (NAmE), the thing you turn to let water come out | (5) mackerel a kind of oily fish |
| (1) props join the hunt take part in looking for sth (i.e. her husband's keys) | (6) be up to sth <i>pv</i> be doing sth, often secretly |
| (2) reward give sth to sb because they have done sth well, e.g. worked hard | (6) fall autumn (NAmE) |
| (2) nag talk to sb continuously in a complaining or critical way | (6) braces a metal plate worn over the teeth to correct dental problems |
| (3) hamper clothes basket (NAmE) | (6) excruciating very painful |
| (3) praise say sth positive about sb | (6) tirade a long angry speech |
| (4) African crested cranes tall thin birds with very long legs | (6) acknowledge my rant take notice of my angry words |
| (4) parsley a herb commonly used in cooking | (6) do the trick succeed |



When nagging failed, Amy Sutherland tried a new strategy...

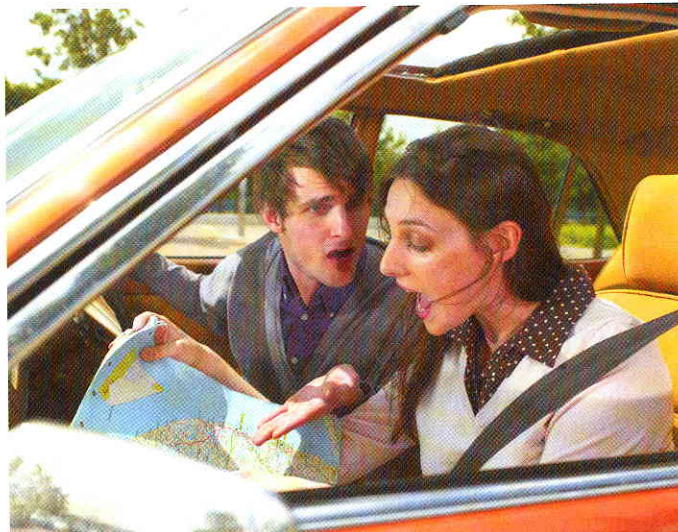
How I trained my husband

- 1 As I wash dishes at the kitchen sink, my husband, Scott, paces behind me, irritated. 'Have you seen my keys?' he snarls and stomps from the room with our dog, Dixie, at his heels. In the past I would have turned off the faucet and joined the hunt while trying to soothe my husband. But that only made him angrier, and a simple case of missing keys soon would become a full-blown drama starring the two of us and our poor nervous dog. Now, I focus on the wet dish in my hands. I don't turn around. I don't say a word. I'm using a technique I learned from a dolphin trainer.
- 2 For a book I was writing about a school for exotic animal trainers, I started spending my days watching students do the seemingly impossible: teaching hyenas to pirouette on command and chimps to skateboard. I listened, rapt, as professional trainers explained how they taught dolphins to flip and elephants to paint. Eventually it hit me that the same techniques might work on that stubborn but lovable species, the American husband. The central lesson I learned is that I should reward behaviour I like and ignore behaviour I don't. After all, you don't get a sea lion to balance a ball on the end of its nose by nagging. The same goes for the American husband.
- 3 I began thanking Scott if he threw one dirty shirt into the hamper. If he threw in two, I'd kiss him. I was using what trainers call 'approximations,' rewarding the small steps toward learning a whole new behaviour. You can't expect a baboon to learn to flip on command in one session, just as you can't expect an American husband to begin regularly picking up his dirty socks by praising him once for picking up a single sock. With the baboon you first reward a hop, then a bigger hop, then an even bigger hop. With Scott the husband, I began to praise every small act every time: if he drove just a mile an hour slower, tossed one pair of shorts into the hamper, or was on time for anything.
- 4 On a field trip with the students, I listened to a professional trainer describe how he had taught African crested cranes to stop landing on his head and shoulders. He did this by training the leggy birds to land on mats on the ground. This, he explained, is what is called an 'incompatible behaviour,' a simple but brilliant concept. Rather than teach the cranes to stop landing on him, the trainer taught the birds something else, a behaviour that would make the undesirable behaviour impossible. The birds couldn't alight on the mats and his head simultaneously. At home, I came up with incompatible behaviours for Scott to keep him from crowding me while I cooked. I piled up parsley for him to chop or cheese for him to grate at the other end of the kitchen island. Soon I'd done it: no more Scott hovering around me while I cooked.
- 5 I followed the students to SeaWorld San Diego, where a dolphin trainer introduced me to least reinforcing scenario (L. R. S.). When a dolphin does something wrong, the trainer doesn't respond in any way. He stands still for a few beats, careful not to look at the dolphin, and then returns to work. The idea is that any response, positive or negative, fuels a behaviour. If a behaviour provokes no response, it typically dies away. It was only a matter of time before he was again searching for his keys, at which point I said nothing and kept at what I was doing. It took a lot of discipline to maintain my calm, but results were immediate. I felt as if I should throw him a mackerel.
- 6 Professionals talk of animals that understand training so well they eventually use it back on the trainer. My animal did the same. When the training techniques worked so beautifully, I couldn't resist telling my husband what I was up to. He wasn't offended, just amused. Then last fall, firmly in middle age, I learned that I needed braces. They were not only humiliating, but also excruciating. One morning, as I launched into yet another tirade about how uncomfortable I was, Scott just looked at me blankly. He didn't say a word or acknowledge my rant in any way, not even with a nod. I started to walk away, then I realized what was happening, and I turned and asked, 'Are you giving me an L. R. S.?' Silence. 'You are, aren't you?' He finally smiled, but his L. R. S. has already done the trick. He'd begun to train me, the American wife.

4 LISTENING

a 4.14 What's the difference between a discussion and an argument? You're going to listen to a psychologist giving some tips to help people when they disagree with somebody about something. Listen once and tick the six things she says.

- 1 Think carefully what to say when you begin a discussion.
- 2 Try to 'win' the argument as quickly as you can.
- 3 Say sorry if something really is your fault.
- 4 Never avoid an argument by refusing to talk.
- 5 Don't say things which aren't completely true.
- 6 Don't shout.
- 7 Don't talk about things which aren't relevant to the argument.
- 8 Use another person to mediate.
- 9 Postpone the argument until later when you have both calmed down.
- 10 It's a bad thing for a couple to argue.



b Listen again and, with a partner, try to add more detail to the tips you ticked.

c With a partner, decide which two of the psychologist's tips you think are the most useful.


d Look at these sentences and try to work out what the missing words are.

- 1 But of course this is **easier said** _____ .
- 2 If you're the person who is _____ **wrong**, just admit it!
- 3 It is important to _____ **things** _____ **control**.
- 4 Raising your voice will just make the other person _____ **their temper** too.
- 5 Stop for a moment and _____ **a deep breath**.
- 6 It is also very important to _____ _____ **the point**.
- 7 There is much more chance that you will be able to _____ **an agreement**.
- 8 _____ **conflict** is an important part of any relationship.



e 4.15 Listen and check.

5 SPEAKING

a  **Communication Argument!** A p.117 B p.120. Roleplay two arguments with a partner.

b Did you follow any of the psychologist's advice about how to argue? Was there anything you should / shouldn't have done?

6 VOCABULARY verbs often confused

a Circle the correct verb in each pair of sentences.



- 1 a When I saw my wife's face, I *noticed* / *realized* that I had bought the wrong size.
b My husband never *notices* / *realizes* when I've been to the hairdresser's.
- 2 a The water level in the river is *raising* / *rising*.
b Don't *raise* / *rise* your voice when you are having an argument.
- 3 a I think we need to *argue* / *discuss* our new marketing plan.
b Teenagers often *argue* / *discuss* with their parents.
- 4 a There is a new road safety campaign to *avoid* / *prevent* accidents.
b We took the ring road to *avoid* / *prevent* going through the city centre.
- 5 a Please *remember* / *remind* to lock the door before you go out.
b *Remember* / *Remind* me to phone my mother later – it's her birthday.
- 6 a I *expect* / *hope* she'll come to the party. I'd really like to see her.
b My driving test is next week, but I'm not *expecting* / *hoping* to pass – I've only had ten lessons.
- 7 a Mandy hasn't invited me to her party, but I don't *mind* / *matter*.
b It doesn't *mind* / *matter* if we're a bit late.
- 8 a Oh no! Somebody's *stolen* / *robbed* my bike!
b A 40-year-old man has been charged with *robbing* / *stealing* a bank in the High Street.
- 9 a I woke up in the night because I *heard* / *listened to* a noise.
b If you had *heard* / *listened to* what I was saying, you'd know what the problem was.
- 10 a Your brother *seems* / *looks* exactly like your father – he's got the same eyes.
b When I spoke to him on the phone, I thought he *seemed* / *looked* quite friendly.

b Compare your answers with a partner, and try to explain what the difference is between the verbs in each pair.

c Complete the questions with one of the verbs from each pair in a in the right form. Then ask and answer with a partner.

- 1 Do you usually _____ what colour eyes people have?
- 2 What would your boss do if you asked him / her to _____ your salary?
- 3 Do you often _____ with people in your family? Who with? What about?
- 4 What do you think is the best way to _____ catching colds in winter?
- 5 Are you good at _____ people's birthdays?
- 6 Are you _____ to pass or fail your next English exam?
- 7 Do you think it _____ if a wife earns more than her husband?
- 8 Has your car or bike ever been _____?
- 9 Are women really better at _____ than men?
- 10 Who do you _____ like in your family?

MINI GRAMMAR *would rather, had better*

a Look at two sentences from the listening. Which of the **highlighted** phrases means *should*? Which means *would prefer to*? Do you know what 'd refers to in each case?

I'd rather talk about this tomorrow when we've both calmed down.

I think **we'd better** have another look at how we divide up the housework.

b Now read the rules for using *had better* and *would rather*.

- Use *had better* with the infinitive (without *to*), e.g. *You'd better hurry up. Your train leaves in ten minutes. You'd better not tell your parents – they'll be furious. NOT You hadn't better tell...*

▲ *had better* is stronger and more immediate than *should* and is often used as a warning.

- Use *would rather* with the infinitive without *to*, e.g. *I'd rather go on holiday in July this year, not August. Would you rather stay in or go out tonight? I'd rather not come to the meeting this afternoon. I'm really busy. NOT I'd not rather.*

c Rewrite the **bold** phrases using *had better* or *would rather*.

- 1 I think I **should go now**. It's very late.
- 2 I'd **prefer to go out** on Friday instead of Saturday.
- 3 **You shouldn't walk home**. It's a bit dangerous here at night.
- 4 Ana said **she'd prefer to meet** on Thursday afternoon.
- 5 James **should be careful**. If the boss finds out, he'll sack him.
- 6 **Would you prefer not to go to the party** if David is going to be there?
- 7 **You shouldn't leave your bag there** – someone will steal it.
- 8 **My wife would prefer not to fly**. She had a bad experience once.

2C Reading habits Students A + B

- a Answer the questions in the reading questionnaire with a partner.
- b How similar are your reading habits?

The press

national newspapers
local papers
sports papers
magazines
comics
academic journals

Books

novels
classics
short stories
non-fiction, e.g.
biographies, history
textbooks
manuals

Online

web pages
blogs
chats and forums
academic / work-
related texts
news websites
song lyrics



The reading questionnaire

General reading

- Which of the above do you read? How often?
Do you ever read any of them in English?
Do you read anything specifically to improve your English?
Do you enjoy reading on screen?
Do you read more or less than you used to?

If you read books...

- What was the last book you read?
Why did you choose to read it?
What are you reading at the moment?
Do you have a favourite author or authors?
What's the best book you've read recently?

If you don't read books...

- Why don't you read books?
If you had more time, would you read more?
Did you use to read books when you were younger?
What's your favourite way to relax?

3A There's only one place burglars won't look... Students A + B

Read and check your answers.

50 professional burglars described their working methods to researchers who visited them in jail. Their research revealed:

- 1** b An experienced burglar searches a house in 20 minutes, and usually takes £1,500 worth of goods.
- 2** a Favourite items to steal are expensive goods which are fairly easy to transport including digital cameras and flat screen TVs.
- 3** a The criminals unanimously considered a noisy dog more of a deterrent than a burglar alarm.
- 4** a, b, d However, ten of the fifty burglars said they actually preferred homes to be occupied, as there was less risk of being disturbed by returning residents.
- 5** b The burglar's favourite method was dismantling windows or patio doors.
- 6** 1 the main bedroom, 2 the living room, 3 the dining room, 4 the study, 5 the kitchen, 6 a child's bedroom.

So if you want a tip from the professionals, hide your jewellery in the children's bedroom and leave the dog at home when you go out!

4B Argument! Student A

Read the situations and roleplay the arguments.

- 1** It's your birthday today. Your husband (B) had promised to come home early. You have prepared a great dinner. You have been dropping hints for the past month that what you really want for your birthday is some jewellery as your partner is usually very unimaginative about choosing presents. Last Christmas he bought you some DVDs which you didn't particularly like. He arrives home late, and produces a box of chocolates (you're on a diet, and he knows this) which looks as if it was bought at a petrol station.

You start. B has just given you the chocolates.

- 2** You're in your first year of university, studying medicine. You haven't enjoyed it at all, and have just failed all your first year exams. In fact, you never really wanted to study medicine, but your parents are both doctors and you feel they pushed you into it. You would like to change courses and study journalism, which you think would suit you better. You want to try to convince your mother / father, although you know they're not very pleased with your exam results.

B will start

Communication

4B Argument! Student B

Read the situations and roleplay the arguments.

1 It's your partner's birthday today. You know that she wants some jewellery, but you have been very busy at work and haven't had time to go shopping. You had intended to finish work early and go shopping today, but you couldn't, so you stopped at a petrol station on the way home and bought some chocolates which you know she usually likes.

A is your partner. He / She will start.

2 Your son / daughter is in his / her first year of university studying medicine. You yourself are a doctor and you really encouraged your child to follow in your footsteps. He / She was good at science at school, and you think he / she would make an excellent doctor. He / She was quite keen on studying journalism, but you think that this is a 'lazy option' and that it's very difficult to get a good job in journalism nowadays, so you were very relieved when he / she agreed to study medicine. Although he / she worked hard at school, this year at university he / she seems to be out with friends all the time and spends a lot less time studying than you did at the same age. You have just discovered that he / she has failed all the first-year exams.

You start.

4C Two paintings Student B



Nighthawks (1942) Edward Hopper Photography © The Art Institute of Chicago

- Look carefully at your painting, which you're going to describe to A.
- Listen to A describe another painting. Try to visualize it. A will now show you the picture to see if you agree with his / her description and interpretation.
- Now describe your painting to A. Focus especially on the people and their body language. Say who you think they are and what you think they're doing.
- Show your picture to A and see if he / she agrees with you.

7C What's the word? Student B

- Check that you know what your list of words below mean. You're going to define them to A.
 - bungalow** /'bʌŋɡələʊ/ (Hindi)
 - monsoon** /mɒn'su:ən/ (Arabic)
 - lottery** /'lɒtəri/ (Dutch)
 - poodle** /'pu:dl/ (German)
 - bonsai** /'bɒnsaɪ/ (Japanese)
 - parasol** /'pærəsɒl/ (Italian)
 - kidnap** /'kɪdnæp/ (Danish)
 - iceberg** /'aɪsbɜ:ɡ/ (Norwegian)
- Listen to A's definitions and say what each word is.
- Now define your words to A, saying which language they come from.
- Has your language 'borrowed' any of these words?

1A unreal conditionals

second conditional sentences: *if* + past simple, *would* / *wouldn't* + infinitive

- 1 **If** there **was** a fire in this hotel, it **would be** very difficult to escape.
I **wouldn't live** in the country **if I didn't have** a car.
- 2 **If** you **weren't making** so much noise, I **could concentrate** better.
- 3 **If I were** you, I'd **make** Jimmy wear a helmet when he's cycling.

- 1 Use second conditional sentences to talk about hypothetical or improbable situations in the present / future.
- 2 In the *if* clause you can also use the past continuous. In the other clause you can use *could* or *might* instead of *would*, e.g. *If you weren't making so much noise, I could concentrate better.*
- 3 With the verb *be* you can use *was* or *were* for *I*, *he*, and *she* in the *if* clause, e.g. *If he was / were here, he would know what to do.* However, in conditionals beginning *If I were you...* to give advice, always use *were*.

third conditional sentences: *if* + past perfect, *would* / *wouldn't have* + past participle

- 1 **If** you **had studied** more, you **would have done** better in the exams.
I **wouldn't have been** late **if I hadn't** overslept.
- 2 He **would have died** **if he hadn't been wearing** a helmet.
If they had known you were coming, they **might have stayed** longer.

- 1 We use third conditional sentences to talk about a hypothetical past situation and its consequence.
- 2 You can also use the past perfect continuous in the *if* clause. You can use *could have* or *might have* instead of *would have* in the other clause.

second or third conditional?

- 1 If you **studied** more, you **would probably pass** the exam.
- 2 If you **had studied** more, you **would probably have passed** the exam.

- Compare the two conditionals. 1 = You don't study enough. You need to study more. 2 = You didn't study enough, so you failed.

⚠ We sometimes mix second and third conditionals if a hypothetical situation in the past has a present / future consequence, e.g. *He wouldn't be so relaxed if he hadn't finished his exams.*

1B past modals

must / *might* / *can't*, etc. + *have* + past participle

- 1 I **must have passed** the exam. I'm sure I got all the answers right.
You **must have seen** something. You were there when the robbery happened.
- 2 Somebody **might have stolen** your wallet when you were getting off the train.
He still hasn't arrived. I **might not have given** him the right directions.
- 3 They **can't have gone** to bed yet. It's only ten o'clock.
They **can't have seen** us. It was too dark.

- Use *must* / *may* / *might* / *can't* / *couldn't* + *have* + past participle to make deductions or speculate about past actions.

- 1 Use *must have* when you are almost sure that something happened or was true.

⚠ The opposite of *must have* is *can't have* NOT *mustn't have*.

- 2 Use *might* / *may have* when you think it's possible that something happened or was true. You can also use *could have* with this meaning, e.g. *They could have stolen your wallet when you were getting off the train.*
- 3 Use *can't have* when you are almost sure something didn't happen or that it is impossible. You can also use *couldn't have*.

should + *have* + past participle

It's my fault. I **should have told** you earlier that she was coming.
We've gone the wrong way. We **shouldn't have turned** left at the traffic lights.

- Use *should* + *have* + past participle to say that somebody didn't do the right thing.
- You can use *ought to have* as an alternative to *should have*, e.g. *I ought to have told you earlier.*

1C verbs of the senses

look / *feel* / *smell* / *sound* / *taste*

- 1 She **looks tired**. That **smells good**! These jeans don't **feel comfortable**.
- 2 He **looks like his father**. This material **feels like silk**. This **tastes like tea**, not coffee.
- 3 She **looks as if she's been crying**. It **smells as if something's burning**. It **sounds as if it's raining**.

- 1 Use *look*, *feel*, etc. + adjective.
- 2 Use *look*, *feel*, etc. + *like* + noun.

⚠ *feel like* can also mean 'want / would like', e.g. *I don't feel like going out* = I don't want to go out.

- 3 Use *look*, *feel*, etc. + *as if* + clause.
- You can use *like* or *as though* instead of *as if*, e.g. *It sounds like / as though it's raining.*

4A

a Complete with a suitable form of the verb in brackets.

- If he hadn't broken his leg, he would have played. (not break)
- I _____ you a present if I'd known it was your birthday. (buy)
 - If you _____ to bed earlier, you wouldn't have been so tired. (go)
 - I _____ you some money if I had any. (lend)
 - If I _____ someone's wallet, I'd keep it. (find)
 - Joe wouldn't have crashed if he _____ so fast. (not drive)
 - We would have a dog if we _____ in the country. (live)
 - If you'd looked after the plants, they _____ (not die)
 - You _____ the news if you'd been watching the TV. (hear)
 - They wouldn't have bought the flat if they _____ what the neighbours were like. (know)
 - If she _____ more sociable, she'd have more friends. (be)

b Complete using a second or third conditional.

- I didn't wait another minute. I didn't see you.
If I'd waited another minute, *I would have seen you.*
- Luke missed the train. He was late for the interview.
If Luke hadn't missed the train, ...
 - Rebecca drinks too much coffee. She sleeps badly at night.
If Rebecca didn't drink so much coffee, ...
 - It started snowing. We didn't reach the top of the mountain.
If it hadn't started snowing, ...
 - Millie didn't buy the jacket. She didn't have enough money.
Millie would have bought the jacket if...
 - I don't drive to work. There's so much traffic.
I'd drive to work if...
 - Matt doesn't speak German fluently. He won't get the job.
If Matt spoke German fluently, ...

4B

a Rewrite the **bold sentence** sentence with *must / might (not) / can't + have + verb*.

- I'm sure I left my umbrella at home.** I don't have it now.
I must have left my umbrella at home.
- I'm sure Ben has read my email.** I sent it yesterday.
 - Holly's crying. Perhaps she's had an argument with her boyfriend.**
 - I'm sure Sam and Ginny haven't got lost.** They had a map.
 - You saw Ellie yesterday?** That's impossible. She was in bed with flu.
 - Perhaps John didn't hear you.** You know he's a bit deaf.
 - I'm sure Lucy has bought a new car.** I saw her driving a Mercedes!
 - I'm sure Alex wasn't very ill.** He was only off for one day.
 - They didn't come to our party. **Maybe they didn't receive the invitation.**

b Respond to the first sentence using *should / shouldn't have + a verb in the list*.

- buy eat go (x 2) invite learn save
- A Sue is in bed with a stomach ache.
B She shouldn't have eaten so much chocolate cake.
 - A We couldn't understand anybody in Paris.
B You _____ some French before you went.
 - A Tom told me his phone number but I've forgotten it.
B You _____ it on your mobile phone.
 - A Rob was late because there was so much traffic.
B He _____ by car. The train is much faster.
 - A Amanda was rude to everyone at my party.
B You _____ her. She's always like that.
 - A I haven't got any money left after going shopping yesterday.
B You _____ so many shoes. Did you need three pairs?
 - A You look really tired.
B I know. I _____ to bed earlier.

4C

a Circle the correct form.

- Your boyfriend looks / looks like a rugby player.
- You've gone completely white. You *look* / *look as if* you've seen a ghost!
 - What's for dinner? It *smells* / *smells like* delicious!
 - I think John and Megan have arrived. That *sounds* / *sounds like* their car.
 - Have you ever tried frogs' legs? Apparently they *taste like* / *taste as if* chicken.
 - Are you OK? You *sound* / *sound as if* you've got a cold.
 - Can you put the heating on? It *feels* / *feels like* really cold in here.
 - You *look* / *look like* really happy. Does that mean you got the job?
 - Your new bag *feels* / *feels like* real leather.
 - Let's throw this milk away. It *tastes* / *tastes like* a bit strange.
 - Can you close the window? It *smells* / *smells as if* someone is having a barbecue.

b Match the two halves of the sentence.

- | | | |
|-----------------------------|---------------------------------------|-------------------------------------|
| 1 That group sounds like | <input checked="" type="checkbox"/> F | A her mother. |
| 2 Those boys look | <input type="checkbox"/> | B completely out of tune. |
| 3 She looks like | <input type="checkbox"/> | C very soft. |
| 4 That guitar sounds | <input type="checkbox"/> | D someone has been smoking in here. |
| 5 He looks as if | <input type="checkbox"/> | E really sweet. |
| 6 Your car sounds as if | <input type="checkbox"/> | F REM. |
| 7 Your new jacket feels | <input type="checkbox"/> | G too young to be drinking beer. |
| 8 This apple tastes | <input type="checkbox"/> | H it's been overcooked. |
| 9 It smells as if | <input type="checkbox"/> | I roses. |
| 10 Your perfume smells like | <input type="checkbox"/> | J it's going to break down. |
| 11 This rice tastes as if | <input type="checkbox"/> | K he's run a marathon. |