



What have you learned from your grammar textbook?

The verb **get** has several uses. (1) It can mean “obtain or receive something.” (2) It can mean “become.” (3) It can show that a person causes something to happen. (4) It can be used for passive voice.

1. I **got a letter** from my friend.
2. I **got hot** in the sun.
3. I will **get my hair cut** tomorrow.
4. The boy **got caught** when he broke the window.

A What does the corpus show?

Get is an extremely **common verb** in **conversation** because it has so many different uses and meanings. Here are **five common meanings** for **get** when it is used as a **main verb**:

Expression with Get	Meaning	Example
get + noun phrase	1. obtain or receive something	• I'm trying to figure out how we can get some cash .
get + adjective	2. become*	• It got cold at night. • I'm really sorry. I'm getting confused .
get home get here / there get + to-phrase	3. arrive at a place	• Did you just get home ? • I don't know if he'll get here on time. • When you get to Broad Street , make a left.
get it	4. understand a story or joke	• I don't get it . [After hearing a story.]
get + noun phrase + participle	5. cause something to happen	• It took a little while to get the car fixed .

*“Become” is a common meaning for **getting + adjective**.

B Get + noun phrase often has a more idiomatic meaning than “obtain or receive.” Here are **five common useful expressions** with **get + noun** that are **more idiomatic**:

Fixed Expression with Get	Meaning	Example
1. get a chance	have an opportunity	• I'm gonna chew gum until I get a chance to brush my teeth.
2. get a job	find work	• Why don't you get a job at one of the bike shops?
3. get some sleep	sleep	• Okay, get some sleep and take care! [To a sick friend.]
4. get a hold of*	contact	• I might try one more time to get a hold of Kathy.
5. get an idea of*	become familiar with	• Have lunch with us, so you can get an idea of our family.

* In some expressions, the preposition **of** follows the noun phrase.

C *Get* is also used in different **grammatical structures and idioms**:

Grammatical Structure / Idiom with <i>Get</i>	Example
1. auxiliary verb for passive voice	• Well, Hannah got punished the other day.
2. modal have got to (often pronounced <i>gotta</i>)	• Yeah, you gotta hear this.
3. have got (meaning <i>have</i> in American English)	• I've got a question for you.
4. phrasal verbs*	• Did you get up in time to see the parade?
5. idiomatic expressions	• They got rid of everything.

*See Units 13–15 for more on phrasal verbs with *get*.

D **Be careful!** In **writing** and **formal speaking**, more formal and precise verbs and expressions are often used instead of *get*. For example, writers might use **obtain**, **arrive**, or **have the opportunity**.

Activities

1 **Notice in context:** Read these conversations aloud with a partner. Then circle each **get** phrase.

1. *Max enters Paulo's office.*

PAULO: Morning, Max.

MAX: Morning. Oh, Paulo?

PAULO: Mmm hmmm?

MAX: Uh, I need to get a hold of Mr Sunyatta.

PAULO: Okay, so you want his phone number?

MAX: Yes. And here's the form for the project that Nicky is doing.

PAULO: If you get a chance, could you fill it out for me?

2. *Two university employees talk.*

MANA: I got a call from a student who wanted help contacting, um, that computer science professor. But I think they don't use their answering machines over in that department.

DIEGO: You gotta email them.

MANA: Yes, that's true.

2 **Analyze discourse:** Look back at Activity 1 and at the **get** phrases that you circled. Write the meaning of each phrase in the margin. Draw an arrow between the phrase and its meaning.

3 **Practice the structure:** Each of these excerpts from informational writing has a **get** phrase that is more appropriate for conversation. Circle each **get** phrase and write a more formal expression to replace it on the line below.

- Men who were farmers in a training program were asked about the most suitable time of day to take a class. Afternoons were chosen by two-thirds. Their wives also chose afternoons: they could attend classes knowing they would get home in time for the children returning from school.
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2. Many employers seek to get a relatively cheap workforce, either by self-employment on special projects or by direct employment of workers who are part-time workers.

3. Computer owners who would like to control a baseball team themselves get a chance to play team manager with two new computer games endorsed by men who have been World Series winners.

4 Practice conversation: Two friends are talking about going to a movie together. They agree to ask another friend to join them. Complete their conversation using **get** phrases that have the meanings listed in the box. Then practice the conversation with a partner.

have an opportunity
contact

obtain something
understand

arrive at a place

A: Did you **get a chance** to see that new martial arts movie?

B: Not yet. Want to go this Friday?

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____



What have you learned from your grammar textbook?

Have is an **irregular verb** (*have – has – had – had*). It can be used both as an **auxiliary verb** and as a **main verb**. The literal **meaning of *have*** when it is a **main verb** is “to own or possess something”:

- A: What kind of car **does** he **have**?
 B: He **has** a jeep.

What does the corpus show?

A *Have* is an extremely **common verb** in both **conversation** and **writing** because it has many different meanings and uses. ***Have* + noun phrase** is a common structure. But its **literal meaning** “to own or possess something” is **rare**.

- I need to make sure I **have enough money** in my account.

B In **conversation**, several **nouns** are especially **common with *have***. These combinations express the following **idiomatic meanings**:

Meaning	Common Nouns with <i>Have</i> in Conversation	Example
1. eat/drink something	<i>dinner</i> <i>lunch</i> <i>a drink</i>	• I said we might have dinner with him.
2. enjoy something	<i>fun</i> <i>a good time</i>	• I hope you have fun at your party.
3. experience difficulty	<i>trouble</i> <i>a hard time</i> <i>a problem</i>	• I have trouble going up and down stairs.
4. not be bothered by something	<i>no problem (with)</i>	• He has no problem with arithmetic.
5. create a family	<i>kids</i> <i>children</i> <i>a baby</i>	• They get married, then they have kids .
6. get an opportunity/ time to do something	<i>a chance</i> <i>the chance</i> <i>time</i>	• We didn't have a chance to watch it.
7. be thinking about something	<i>an idea</i> <i>no idea</i> <i>a question</i>	• I have no idea who she is.

C In **writing**, a **different set of nouns** are **common with *have***. Most of these nouns occur with a specific **preposition** and have **special meanings**.

Common Nouns with <i>Have</i> in Writing	Preposition	Example
<i>an effect</i> <i>an impact</i> <i>little effect</i> <i>little influence</i> <i>no effect</i> <i>no influence</i>	on	• Banning book bags at the school will have little effect on the drug problem.
<i>the advantage</i> <i>little evidence</i> <i>a range</i> <i>no evidence</i> <i>a wide variety</i> <i>no knowledge</i>	of	• Elderly people may have a range of social connections.

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Common Nouns with <i>Have</i> in Writing	Preposition	Example
<i>the potential implications</i> <i>little sympathy</i>	<i>for</i>	• Objective measuring <i>has definite implications for</i> quality assurance.
<i>an interest</i> <i>a role</i>	<i>in</i>	• The teacher <i>has a role in</i> encouraging the pupil to use the learning aid.

Other common nouns in writing are followed by a *to*-clause. The pattern is: *have* + noun + *to*-clause.

<i>a duty to</i>	<i>good reason to</i>	<i>a (the) right to</i>	<i>the ability to</i>	<i>the potential to</i>
<i>a tendency to</i>	<i>no reason to</i>	<i>no right to</i>	<i>the opportunity to</i>	<i>power to</i>

- Some people *have a tendency to* rationalize and justify their decisions.
- Kotler *had the opportunity to* quit smoking but chose to continue his habit.

Activities

- 1 Notice in context:** Read the conversation and the sentences from academic writing. Circle each instance of the main verb *have* and underline the noun phrase that follows. If a preposition follows the noun, draw a square around it.

1. Conversation: *About a friend who had a baby.*

BARBARA: Have you talked to Angie lately?

JENNIFER: We need to talk but she hasn't had time. And, um, anyway, I didn't know Angie had a baby. See, goes to show how much I know.*

BARBARA: You didn't know about that already? I had no idea that you didn't know that!

2. Academic writing: *About an education course.*

- When it is actualized through classroom activity, it can have an effect on learning.
- Quasi-experiments have the advantage of being practical when conditions prevent true experimentation.
- As participants in the learning/teaching operation, pupils have a role in the evaluation process, working together to monitor the effects of classroom activity.

* *goes to show how much I know* is an idiom that means "That shows that I don't know very much."

- 2 Practice conversation:** Read the conversation. Change each boldfaced phrase to a *have* + noun phrase to make the conversation sound more natural. Write this new expression on the line next to the phrase. Then practice the new conversation with two partners.

Brian and Robert are inviting Doug to go on a hike to a mountain resort.

BRIAN: Yeah, you know, we go and **eat a meal** up there.
It's kind of a—not a hard hike, but it takes about half an hour.

have lunch

DOUG: Let's see. I don't know if I will **be free** to go.

ROBERT: Yeah. We haven't gone in awhile because it's so hot up in the mountains. Have you ever **been able** to do it?

DOUG: No, but I **want to ask something**. What would you say the temperature is up there?

ROBERT: Oh, by our house it's about seventy. If you want to come, come. If you don't, we won't **feel upset about that**.

DOUG: Good. Well, I just want to **enjoy myself**.

BRIAN: That's good.

3 Practice writing: Describe your own experience as a language learner. Use **have + noun phrase** to write six statements.

EXAMPLE

Students should **have the opportunity to** practice new words.

Playing football **has little influence on** learning a language.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



What have you learned from your grammar textbook?

Make is an **irregular verb** (*make – made – made*). (1) It means “to produce or create something.” (2) It can also show that a person causes something to be done.

1. The boy **made** a paper airplane.
2. The doctor **made** my back better.

What does the corpus show?

A *Make* is an extremely **common verb** in both **conversation** and **writing** because it has many different meanings and uses. **Make + noun phrase** is a common structure. The literal meaning is “to produce something,” but this **literal meaning is not common**.

- I was going to **make a gingerbread house** this year.

B In **conversation**, several **nouns** are especially **common with make**. These combinations express the following **idiomatic meanings**:

Meaning	Common Nouns with <i>Make</i> in Conversation	Example
1. perform an action	<i>the bed</i> <i>a phone call</i>	• Can I make a phone call , please?
2. produce talk and sounds	<i>a joke</i> (<i>a</i>) <i>noise</i> <i>a speech</i> (<i>a</i>) <i>sound</i>	• It makes a little squeaky noise every time I bend it.
3. plan or decide to do something	<i>an appointment</i> <i>a deal</i> <i>arrangements to</i> <i>plans to</i> <i>a decision to</i>	• Well, have you made plans to see Carol again?
4. earn money	<i>a living</i> <i>a profit</i> <i>money</i>	• They made a lot of money in that business.
5. have an effect	<i>a difference</i>	• I worked out every day. It really made a difference .
6. try hard	<i>an effort</i>	• You should make an effort to meet with those kids.
7. do something wrong	<i>a mistake</i>	• I made a mistake with this word.
8. be reasonable	<i>sense</i> <i>no sense</i>	• No other conclusion makes sense .
9. tease someone	<i>fun of</i>	• Yeah, at work they make fun of me.
10. have time free for a person/ activity	<i>time for</i>	• I will make time for you before the end of the week.

C In **writing**, the **nouns used with *make*** are often **more abstract** but usually express **idiomatic meanings**:

Meaning	Common Nouns with <i>Make</i> in Writing	Example
1. describe a mental activity	<i>assumptions</i> <i>comparisons</i> <i>judgments</i>	• In the current absence of information, one can only <i>make assumptions</i> based on impressions . . .
2. describe what will (or should) happen in the future	<i>predictions</i> <i>recommendations</i>	• The budget committees will <i>make recommendations</i> for spending levels.
3. be reasonable	<i>sense</i> <i>no sense</i>	• It therefore <i>makes sense</i> to analyze urban morphology in an historical context.
4. use something	<i>use of</i>	• Learners will <i>make use of</i> translation because the learning process requires them to do so.
5. refer to other information	<i>reference to</i>	• Most other authors <i>make reference to</i> this article by Duncan.

Activities

1 Notice in context: Read these passages. Notice that the first one and the last two reproduce direct speech or conversation. Underline the examples of ***make* + noun phrase**.

1. *From a book giving advice to mountain climbers.*

“We also feel a high carbohydrate diet can make a difference. Mountain climber studies show that on a carbohydrate diet, they feel better rather than when on a fatty diet,” he said. The study hopes to eventually provide information so people can make informed decisions about whether to go to high altitudes and how to prepare for such trips.

2. *From a textbook about the decision process.*

All decisions involve prediction of the likely consequences of actions. To make a prediction, the decision-maker must have a model of the environment which is being influenced.

3. *From a woman’s letter from a war zone.*

“It doesn’t make any sense how we have to scurry to the cold, damp bomb shelters whenever there is a raid, now almost every night,” she wrote. “I am so weary of it all. I would rather get a good night’s sleep and be bombed in bed.”

4. *From an article giving advice to parents.*

“You can see the difference in the kids involved,” Kelly said. “When you make time for your kids, it makes them feel special. So if they feel they’re important, they try a little harder.”

2 Analyze discourse: Each example below has a phrase in bold. Match it with a phrase from the box that has the same meaning. Write the letter of your choice on the line next to the example.

- | | | |
|---------------------------|--------------------------|-----------------------------|
| a. <i>make a decision</i> | c. <i>makes sense</i> | e. <i>make use of</i> |
| b. <i>make plans</i> | d. <i>make an effort</i> | f. <i>make a difference</i> |

- a 1. Some parents take on debt to pay for high-quality child care. Pat Ward and her husband, parents of two, borrowed money from her parents to pay for an experienced caregiver for her first child and a neighbor's child in New York City. "We had to **decide** about our priorities," says Ms. Ward.
- _____ 2. Davis's breakthrough came in the early 1920s, when he began to use imagery taken from advertising. The artist's decision to **use** the imagery of consumerism resulted in some of his most original art works, such as his celebrated images incorporating cigarette packages.
- _____ 3. From a newspaper story about Unequal Educational Opportunities: "Money does **have an effect**," education officials told a House of Representatives committee Wednesday as disagreements erupted over public school finances.

Two friends talk about a meeting:

- _____ 4. LIN: Well, I'll call you tomorrow to **plan what we'll do**.
- _____ 5. MAI: OK. Should I **try hard** to borrow a car Wednesday?
- _____ 6. LIN: That **sounds reasonable**. That way you can drop me off at work.

3 Practice conversation: Complete the following conversation. Use four phrases with **make** from Section B. Make sure your conversation makes sense! When you are finished, practice your conversation with a partner.

A: Can I **make a call** on your cell phone?

B: Sure, but be careful. If you **make a mistake**, _____

A: _____

B: _____

A: _____

B: _____

4 Practice writing: Write a paragraph that **makes** some **comparisons** between riding a bicycle and using a car or bus. For example, does driving **make sense** if air pollution is a problem? Should people **make use of** a bicycle only for fun? What **recommendations** can you **make** for the best use of cars and bicycles? Use at least five **make + noun phrases** that are common in writing.

There are several advantages to using a bicycle instead of a car or bus. First, . . .



What have you already learned from your grammar textbook?

Take is an **irregular verb** (*take – took – taken*). The literal **meaning of take** is “to move or carry something from one place to another”:

- I **took** the cake out of the oven.

What does the corpus show?

A **Take** is an extremely **common verb** in both **conversation** and **writing** because it has many different meanings and uses. **Take + noun phrase** is a common structure. But its **literal meaning** “to move or carry something from one place of the other” **is rare**.

- You should **take the garage door opener** so you can get in.

B In **conversation**, several **nouns** are especially **common with take**. These combinations express many different **idiomatic meanings**:

Meaning	Common Nouns with <i>Take</i> in Conversation	Example
1. use a camera	<i>a photo</i> <i>a picture</i>	• She took a picture of Sara eating lobster.
2. get washed	<i>a bath</i> <i>a shower</i>	• I'm going to take a bath .
3. sleep or rest	<i>a nap</i> <i>a break</i> <i>it easy</i>	• I'm going to go take a break .
4. happen or occur	<i>place</i>	• Is that where the story took place ?
5. spend enough time for a task	<i>a minute</i> <i>time</i>	• This will only take a minute .
6. complete a school task	<i>classes</i> <i>a course</i> <i>a test</i>	• I had to take a test today.
7. write something	<i>a message</i> <i>notes</i>	• Would you like me to take a message ?
8. use a car or vehicle	<i>a car</i> <i>the bus</i> <i>a ride</i>	• I took the bus from Los Angeles.
9. go in a different direction	<i>a right</i> <i>a left (turn)</i>	• Take a left on Reynolds Avenue.
10. look at something	<i>a look at*</i>	• Is it OK if I take a look at those pictures?
11. make sure that some task is done properly	<i>care of*</i> <i>charge of*</i> <i>responsibility for*</i>	• Don't worry about it – she already took care of everything.

*In some expressions a preposition like **at**, **of**, or **for** follows the noun phrase.

C In **writing**, other **nouns** are **common with take**. These nouns often occur with a specific **preposition** and have **special meanings**:

Meaning	Common Nouns with Take in Writing	Example
1. begin work on a task	<i>action</i> <i>the lead in</i> <i>the initiative</i> <i>steps to</i>	• The registered nurses in the ward team take the lead in this process.
2. argue for a point of view	<i>the position that</i> <i>the view that</i>	• Some experts take the view that the original judgment was false.
3. consider something	<i>account of</i> <i>into account</i>	• The researcher needs to take account of these factors.
4. participate	<i>part in</i>	• 176 patients took part in the experiment.
5. exploit	<i>advantage of</i>	• Queretaro takes advantage of its prime location.
6. be regarded as more important	<i>precedence over</i>	• The needs of the patient take precedence over the needs of the learner.
7. describing how something is realized	<i>the form of</i> <i>the shape of</i>	• Unit provision usually takes the form of providing a home base in a separate room.

Activities

1 Notice in context: Read the conversation and the sentences from academic writing. Circle each instance of **take** and underline the noun phrase that follows. If there is a preposition, underline it too.

1. **Conversation:** *In an office.*

RECEPTIONIST: (*on the phone*) Um, no he's not. May I take a message? . . . Okay, how do you spell your name? . . . Okay. Sure. Bye bye.

VISITOR: Hi. I'm here to see Mary.

RECEPTIONIST: Okay, Mary's office, I don't even know if she's here, but go down through the hall and then take a left, and it's the second door on the right.

VISITOR: Thank you.

2. **Academic writing:** *About long-term medical care for children.*

- The worker was committed to the idea that treatment of a medical or disabling condition should not take precedence over the child's social, emotional, and cultural needs.
- Many children will require day-to-day support as well as encouragement that takes into account both their social backgrounds and their specific medical condition.
- It is a good practice to pay attention to the child's attitude during treatment to try to pinpoint the cause of any negative feelings and to take steps to remedy the situation.

2 Practice conversation: You and a friend are training to become lifeguards at a local pool. Your friend has been on vacation, and you need to tell him what he has missed. Use **take + noun phrase** to make these lines sound more like informal conversation. When you are finished, say these more informal lines to a partner.

1. Maria completed a course on first aid. Maria **took a course** on first aid.
2. The course was only two days long. _____
3. We need to learn how to fix problems. _____
4. I examined our summer training schedule. _____
5. Our next session will be held across town. _____
6. We can use the bus to get there. _____

3 Practice writing: Summarize the following situations using **take + noun phrase**. Make sure you use the correct form of the verb.

1. Juan wants to spend more time at home with his family than at his job, because family is what is most important to him.

Summary: Juan's family _____ over his job.

2. Georgia got a head start and prepared the materials she and her group would need to start on their new physics project.

Summary: Georgia _____ on the physics project.

3. The committee voted to require all students to wear uniforms last November, but the new policy did not consider the cost of uniforms.

Summary: The new policy did not _____ the cost of uniforms.

4. Lauren argued that because she had worked hard for the company for the past year, she deserved a pay raise.

Summary: Lauren _____ that she deserved a raise.