

MODULE 1

Present Simple

Form

AFFIRMATIVE	I/You/We/They play . He/She/It plays .
NEGATIVE	I/You/We/They do not/don't play . He/She/It does not/doesn't play .
INTERROGATIVE	Do I/you/we/they play ? Does he/she/it play ?
SHORT ANSWERS	Yes , I/you/we/they do . Yes , he/she/it does .
	No , I/you/we/they don't . No , he/she/it doesn't .

Spelling (3rd-person singular affirmative)

- Most verbs take **-s** in the 3rd-person singular.
I sit – She sits
- Verbs ending in **-ss, -sh, -ch, -x** or **-o** take **-es**.
I pass – he passes, I wash – he washes, I teach – he teaches, I fix – he fixes, I do – he does
- Verbs ending in **consonant + y** drop the **-y** and take **-ies**.
I fly – he flies
- Verbs ending in **vowel + y** take **-s**. *I say – he says*

Use

We use the **present simple** for:

- daily routines/repeated actions** (especially with adverbs of frequency: **often, usually, always**, etc).
He starts work at 8 am.
- habits**. *They always do their shopping on Saturday.*
- permanent states**. *He works as a doctor.*
- timetables/schedules** (future meaning).
The museum opens at 11 am.
- general truths and laws of nature**. *Water boils at 100°C.*
- reviews/sports commentaries/narrations**.
The actor gives an excellent performance in Cats.

Time expressions used with the present simple: every day/month/hour/summer/morning/evening etc, usually, often, sometimes, always etc, on Sundays/Tuesdays, etc.

Adverbs of frequency

- Adverbs of frequency** tell us how often sth happens. These are: always (100%), usually (75%), often (50%), sometimes (25%), rarely (20%), seldom (15%), never (0%).
- Adverbs of frequency** go **before** the **main verb** but **after** the verb **to be**. *He usually sleeps late on Sundays.*
They are usually at work at this time of day.

Present Continuous

Form: verb **to be** (am/is/are) + main verb **-ing**

AFFIRMATIVE	NEGATIVE
I'm eating. You're eating. He/She/It's eating. We/You/They're eating.	I'm not eating. You aren't eating. He/She/It isn't eating. We/You/They aren't eating.

INTERROGATIVE

Am I eating? Are you eating?	Is he/she/it eating? Are we/you/they eating?
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SHORT ANSWERS

Yes, I am. Yes, you are. Yes, he/she/it is. Yes, we/you/they are.	No, I'm not. No, you aren't. No, he/she/it isn't. No, we/you/they aren't.
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Spelling of the present participle

- Most verbs take **-ing** after the base form of the main verb. *ask – asking, spend – spending*
- Verbs ending in **-e** drop the **-e** and take **-ing**.
wake – waking, dance – dancing
- Verbs ending in **vowel + consonant** and which are stressed on the last syllable, double the consonant and take **-ing**. *stop – stopping, regret – regretting* BUT *happen – happening* (stress on 1st syllable)

Use

We use the **present continuous** for:

- actions happening **now**, at the moment of speaking
Sandra is working right now.
- actions happening **around the time of speaking**.
They are looking for a new house these days.
- fixed arrangements** in the **near future**, especially when we know the time and the place.
She is having a party on Friday.
- temporary situations**.
Patty is working at a summer camp this summer.
- changing or developing situations**.
He is getting better at football.
- frequently **repeated actions** with **always, constantly, continually** expressing annoyance or criticism.
He's always forgetting his wallet.

Note: The following verbs do not usually have a **continuous form**: have (= possess), like, love, hate, want, know, remember, forget, understand, think, believe, cost, etc. *I want to go out.*

Time expressions used with the present continuous: now, at the moment, at present, nowadays, these days, today, tomorrow, next month, etc.

Present Simple vs Present Continuous

PRESENT SIMPLE	PRESENT CONTINUOUS
timetables <i>The film starts at 6.</i>	future arrangements <i>I'm going out on Sunday.</i>
permanent states & facts <i>They live in the country.</i>	temporary situations <i>He's working late this week.</i>
habits/routines <i>He goes swimming every morning.</i>	actions happening now/ around the time of speaking <i>She's watching TV at the moment.</i>

Stative Verbs

Stative verbs are verbs which describe a state rather than an action, and do not usually have a continuous form.

These are:

- verbs of the **senses** (*appear, feel, hear, look, see, smell, sound, taste, etc.*).
I feel happy.
- verbs of perception (*believe, forget, know, understand, etc.*).
I don't understand the question.
- verbs which express **feelings** and **emotions** (*desire, enjoy, hate, like, love, prefer, want, etc.*).
I like playing football.
- other verbs: **belong, contain, cost, fit, have, keep, need, owe, own**, etc.
This dress costs £100.

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

PRESENT SIMPLE	PRESENT CONTINUOUS
<i>I think he's tired.</i> (= I believe)	<i>I am thinking of eating a salad.</i> (= am considering)
<i>He has a sports car.</i> (= owns, possesses)	<i>I am having lunch.</i> (= eating) <i>She is having a break.</i> (= taking)
<i>I can see the park from my room.</i> (= it is visible) <i>I see what your point is.</i> (= understand)	<i>He's seeing his dentist tomorrow.</i> (= meeting)
<i>This coffee tastes sweet.</i> (= it is/has the flavour of)	<i>Tom is tasting the sauce to see if it has enough pepper.</i> (= is trying)
<i>These flowers smell nice.</i> (= have the aroma)	<i>The cat is smelling its food.</i> (= is sniffing)
<i>You appear to be angry.</i> (= seem to)	<i>Liz is appearing in London this week.</i> (= is performing)
<i>The red dress fits you perfectly.</i> (= is the right size)	<i>They are fitting air conditioners in every room.</i> (= are installing)
<i>The Millers are very nice people.</i> (= that's their nature)	<i>The children are being very noisy today.</i> (= are behaving)
<i>You look sad.</i> (= you appear to be)	<i>We are looking for cheap tickets to Egypt.</i> (= we are searching for)

Note: The verb **enjoy** can be used in continuous tenses to express a **specific preference**.

I really enjoy eating out. (general preference)

BUT

I'm enjoying a nice dinner at home. (specific preference)

The verbs **look** (when we refer to somebody's appearance), **feel** (when we experience a particular emotion), **hurt** and **ache** can be used in simple or continuous tenses with no difference in meaning.

Beth looks very elegant tonight. = *Beth is looking very elegant tonight.*

1 Choose the correct item.

- The Mongolian nomads **offer/are offering** their hospitality very generously.
- Why **do you take/are you taking** a photo of that tree? What's so special about it?
- The last flight to Morocco **is leaving/leaves** at 7:30 pm.
- Channel 10 **is showing/shows** a series of documentaries on Ellis Island this week.
- According to statistics, the number of homeless around the world **is growing/grows** more and more every day.
- Benson **shoots/is shooting** the ball and **scores/is scoring** three points for his team.
- Professor Thomson **gives/is giving** a lecture on African tribal rituals this afternoon.
- Petra **is booking/books** an aisle seat whenever she **travels/is travelling** by plane.

2 Put the adverbs of frequency in the correct position.

- A: Do you ever feel nervous before exams?
B: No, because I am well-prepared. (**always**)
No, because I am always well-prepared.
- A: What do you do with the clothes you don't wear any more?
B: Well, my friends and I organise a 'swap clothes party'. (**sometimes**)
.....
- A: Is Greg coming to the theatre with us?
B: No, he doesn't go out on weekdays. (**usually**)
.....
- A: George Clooney is coming to our town's fundraiser!
B: I know. Celebrities attend charity events like that. (**often**)
.....
- A: I can't see our luggage on the conveyor belt.
B: Not again! This airline is losing our luggage! (**always**)
.....
- A: Is it too early to call Patrick?
B: Yes. He is up at this hour. (**never**)
.....

3 Put the verbs in brackets into the *present simple* or the *present continuous*.

- 1 Mongolian nomads *live* (**live**) in tents called 'ger'.
- 2 (**you/check in**) any luggage, madam?
- 3 Professor Wilson (**spend**) the summer in Papua New Guinea to study the life of the Insect tribe.
- 4 What really annoys me about her is that she (**constantly/take**) my help for granted.
- 5 Allan (**donate**) part of his salary to a charity for the homeless every month.
- 6 Freegans (**rummage**) through dustbins for food every day.
- 7 The early flight to Essex (**leave**) at 6:00 am.
- 8 (**Adam/ride**) his bike everywhere?

4 Put the verbs in brackets into the *present simple* or the *present continuous*.

- A: I **1) 'm meeting** (**meet**) my friend Jill for lunch tomorrow. Why don't you come too? She **2)** (**do**) this amazing job, and you'll love listening to her talking about it!
- B: Why? What **3)** (**Jill/do**) for a living?
- A: She's a photographer. But she **4)** (**not/just/take**) any photos. She **5)** (**travel**) all around the world and **6)** (**meet**) all sorts of amazing people. In fact, right now she **7)** (**make**) arrangements to go to the Sahara to meet the Tuareg, an ancient tribe.
- B: Wow! Tell you what – I **8)** (**try**) to finish this report that I **9)** (**do**) for work. If I can get it done by tonight, I'll come to lunch with you. Your friend **10)** (**sound**) really interesting, and I'd love to meet her.
- A: OK! Hope to see you tomorrow.

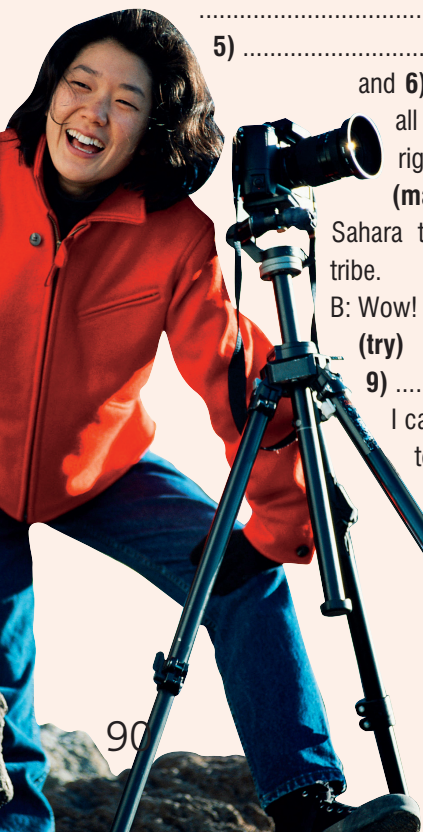
5 Put the verbs in the brackets into the *present simple* or the *present continuous*.

- 1 Why *are you looking* (**you/look**) at me in that strange way?
- 2 I (**not/think**) the lifestyle of a freegan would suit me.
- 3 Don't you just love the way the earth (**smell**) after the rain?
- 4 We (**see**) our estate agent tomorrow so that he can show us a house we're interested in buying.
- 5 Our high school band (**appear**) live on TV next week.
- 6 (**you/want**) to go to the neighbour's barbecue tomorrow?
- 7 Why (**Jane/be**) so stubborn all of a sudden? It's not like her.
- 8 A locksmith (**fit**) a security lock on our front door.

6 Use the verbs below to complete the sentences, putting them into the *present simple* or the *present continuous*.

- carry • do • include • rear • wait • grow
- die out • treat

- 1 The flat *includes* all of the modern conveniences of the 21st century.
- 2 The Tuareg way of life with the passing of time.
- 3 Passengers who any of the prohibited items shown on the poster please hand them over to security.
- 4 Mongolian nomads visitors very kindly.
- 5 They some construction work in the street this week and it's very noisy.
- 6 The nomads cattle for their milk, meat and hides.
- 7 Our flight is delayed, so we in the departure lounge until boarding is announced.
- 8 Janet more and more worried about her elderly aunt's health.



7 Put the verbs in brackets into the *present simple* or the *present continuous*.

- 1 A: I'm *thinking* (**think**) of joining a car sharing programme.
B: (**you/think**) that's a good idea? You (**hate**) travelling with others!
- 2 A: Why (**you/taste**) the sauce again? I told you, it's not ready!
B: I (**know**), but I put some chilli in it and I want to make sure it (**not/taste**) too hot.
- 3 A: Beyoncé (**appear**) live in concert in our city next month!
B: It (**appear**) that's just a rumour. There's no official announcement.
- 4 A: I (**not/understand**) why Sylvia (**be**) so unreasonable today.
B: Me neither. She (**usually/be**) such a sensible person.
- 5 A: Jacob (**have**) a brand new lawnmower.
B: Actually, that (**belong**) to me. I lent it to him two weeks ago and I (**have**) a tough time trying to get it back from him.
- 6 A: Jane (**struggle**) to keep her business alive. She (**love**) having her own shop, but it (**get**) more and more costly to maintain it.
B: I (**see**) what she means. In fact, I (**see**) my bank manager tomorrow to discuss a business loan.
- 7 A: How come you (**fit**) a new carpet in your living room?
B: Because the one we have is too small and (**not/fit**) properly.
- 8 A: Finally! The local council (**do**) something worthwhile. They (**start**) a campaign to improve the area's rundown buildings.
B: That's good. Our town (**need**) this desperately.

8 Put the verbs in brackets into the *present simple* or the *present continuous*.

Dear Diary,
This is my fourth day in Essex, where I 1) 'm *staying* (**stay**) for three weeks at an Irish Travellers' camp, trying to learn about and understand the ways of these often misunderstood people. I 2) (**admit**) that, besides my hosts, people aren't really friendly towards me. But as I 3) (**get**) to meet more and more travellers every day, this 4) (**change**). I 5) (**spend**) every day following the Travellers around as they 6) (**go about**) their daily business. Today, I 7) (**work**) alongside Carl, the head of my host family. We 8) (**fix**) a fence for Mr Smith, an old man who 9) (**live**) in the next town. Carl 10) (**not/always/accept**) jobs from non-Travellers. He 11) (**say**) that he needs to be very careful about who to trust, as there are always those who simply 12) (**not/like**) Travellers and their way of life and 13) (**constantly/misjudge**) them. I'm looking forward to tomorrow.

9 Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two and five words.

- 1 Joseph rarely attends friends' parties.
DOES Joseph *does not go* to friends' parties very often.
- 2 Ben is busy with his homework right now.
DOING Ben the moment.
- 3 "Who is the owner of that villa?" Beth asked.
BELONG "Who?" Beth asked.
- 4 They have no intention of selling their house.
INTEND They their house.
- 5 Martha always arrives late for her appointments.
NEVER Martha time for her appointments.

Past Simple

Form

The **past simple** affirmative of regular verbs is formed by adding **-ed** to the verb. Some verbs have an irregular past form (see list of Irregular Verbs – page 176).

AFFIRMATIVE	
I/You/He/She/It/We/They stayed/ran .	
NEGATIVE	
Long Form	Short Form
I/You did not stay/run . He/She/It did not stay/run . We/You/They did not stay/run .	I/You didn't stay/run . He/She/It didn't stay/run . We/You/They didn't stay/run .
INTERROGATIVE	SHORT ANSWERS
Did I/you/he/she/it/we/they stay/run ?	Yes , I/you/he/she/it/we/they did . No , I/you/he/she/it/we/they didn't .

Spelling

- We add **-d** to verbs ending in **-e**. *I live – I lived*
- For verbs ending in **consonant + y**, we drop the **-y** and add **-ied**. *I try – I tried*
- For verbs ending in **vowel + y**, we add **-ed**. *I enjoy – I enjoyed*
- For verbs ending in one stressed vowel between two consonants, we double the last consonant and add **-ed**. *I admit – I admitted*

Use

We use the **past simple** for:

- actions which happened at a **specific time in the past**.
*Sue **came** home at 7 pm.* (When? At 7 pm.)
- past habits**. *Mum often **took** me to the park when I was little.*
- past actions which happened one **immediately after the other**. *Brad **had** breakfast, **read** the morning paper, and **left** for work.*
- past actions which **won't take place again**. *Thomas Edison **invented** the light bulb.*

Time expressions used with the past simple: yesterday, yesterday morning/evening, etc, last night/week, etc, two weeks/a month ago, in 2010, etc.

Present Perfect

Form: *have/has* + past participle

AFFIRMATIVE	NEGATIVE
I/You/We/They've left . He/She/It's left .	I/You/We/They haven't left . He/She/It hasn't left .
INTERROGATIVE	SHORT ANSWERS
Have I/you/we/they left ?	{ Yes , I/you/we/they have . { No , I/you/we/they haven't . { Yes , he/she/it has . { No , he/she/it hasn't .
Has he/she/it left ?	

Use

We use the **present perfect**:

- for actions which **started in the past** and **continue** up to the **present** especially with stative verbs such as **be, have, like, know**, etc. *He **has lived** in London for ten years.* (= He moved to London ten years ago and he's still living there.)
- to talk about a **past action** which has a **visible result** in the **present**. *Someone **has crashed** into my car and it has a **big dent** in the door.*
- for actions which happened at an **unstated time** in the **past**. The action is more important than the time it happened. *She **has quit** her job.* (When? We don't know; it's not important.)
- with **today, this morning/afternoon/week, so far**, etc when these periods of time are not finished at the time of speaking. *Nathan **has called** you three times today.* (The time period – today – is not over yet. He may call again.)
- for **recently completed actions**. *Mum **has just served** lunch.* (The action is complete. The dinner is now served.)
- for **personal experiences/changes** which have happened. *I **have never done** anything as exciting.*

Time expressions used with the present perfect: just, already, yet, for, since, ever, never, etc.

Have gone (to)/Have been (to)/Have been in

- Lisa **has gone to** the shop.* (She's on her way to the shop or she's there now. She hasn't come back yet.)
- Linda **has been to** Italy.* (She went to Italy but she isn't there now. She's come back.)
- We **have been in** Moscow for three weeks.* (We are in Moscow now.)

Present Perfect Continuous

Form: *have/has* + *been* + verb **-ing**

NEGATIVE	
I/You/We/They have've been working . He/She/It has's been working .	I/You/We/They have not/haven't been working . He/She/It has not/hasn't been working .
INTERROGATIVE	SHORT ANSWERS
Have I/you/we/they been working ?	{ Yes , I/you/we/they have . { No , I/you/we/they haven't . { Yes , he/she/it has . { No , he/she/it hasn't .
Has he/she/it been working ?	

Use

We use the **present perfect continuous**:

- to place **emphasis** on the **duration of an action** which started in the past and continues up to the present. *She **has been waiting** for Laura for over an hour.*
- for an action that **started in the past** and lasted for some time. It may still be continuing, or have finished, but it has left a **visible result in the present**. *It **has been raining** all day and the streets are flooded.*

Time expressions used with the *present perfect continuous*:
since, for, how long (to place emphasis on duration)

Present Perfect vs Past Simple

PRESENT PERFECT	PAST SIMPLE
an action which happened at an unstated time in the past <i>She has bought a car.</i> (We don't know when.)	an action which happened at a stated time in the past <i>Sarah went to Russia last year.</i> (When? Last year. The time is mentioned.)
an action which started in the past and is still continuing in the present <i>Pete has had the same car for ten years.</i> (He still has the same car.)	an action which started and finished in the past <i>He worked in a bank for three years.</i> (He doesn't work in a bank anymore.)

10 Choose the correct item.

- Years ago, many Amazonian tribes **have had/had** no contact with the outside world.
- Ian is a travel journalist and he **has been travelling/travelled** around the globe in search of stories for a decade now.
- A plumber **has come/came** and **has fixed/fixed** the dripping tap yesterday.
- My neighbours **have left/left** their garden unattended and now it's overgrown.
- They **have taken/have been taking** the stray dog to an animal shelter.
- He **has been/has gone** to Gambia, where he's filming a documentary on the Aka tribe.

11 Put the verbs in brackets into the *present perfect*, the *present perfect continuous* or the *past simple*.

- This suitcase *has been going* (go) around the conveyor belt for 30 minutes but no one
..... (claim) it.
- During our trip to New York, we
..... (catch) a ferry to Ellis Island.
- Sandra (board) the plane and (take) her seat.
- Perry can't get to sleep because his upstairs neighbours (have) a loud argument for the past hour.
- Percy's plane (just/land).
- Wilson (spend) three months in Thailand alongside the Moken people.

12 Put the verbs in brackets into the *present perfect*, the *present perfect continuous* or the *past simple*.

- A: The area looks different. What **1)** *have they done* (they/do) to it?
B: Actually, a bunch of us **2)**
(clean up) all the graffiti from the walls and **3)** (collect) all the litter last weekend.
A: That's great. Our environmental group **4)**
..... (try) to get more local residents in my area involved in such schemes for weeks now, but we **5)** (not/be) very successful.
B: Maybe you could show some pictures from our streets, to show what a difference a little collective effort **6)** (make) to our area. This **7)** (help) raise our community spirit a lot so far.
A: I understand what you mean. We **8)**
..... (neglect) our streets and public places for years on end now. As a result, we all feel kind of uncomfortable living there. Unfortunately, unlike you, we **9)** (not/do) much to rid ourselves of this degeneration our area **10)** (suffer) from.

13 Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two and five words.

- Mr Smith came in a minute ago.
JUST Mr Smith *has just come* in.
- Sue is at the shops and she'll be back in an hour.
HAS Sue the shops and she'll be back in an hour.
- Lisa started hiking two hours ago.
BEEN Lisa two hours.
- The last time we were in Rome was in 2009.
SINCE We have 2009.
- They haven't spoken to one another for weeks.
EACH The last time they weeks ago.
- How long has it been since you invited your neighbours over?
LAST When your neighbours over?

Past Continuous

AFFIRMATIVE	NEGATIVE
I/He/She/It was walking . We/You/They were walking .	I/He/She/It wasn't walking . We/You/They weren't walking .
INTERROGATIVE	SHORT ANSWERS
Was I/he/she/it walking ?	Yes , I/he/she/it was . No , I/he/she/it wasn't .
Were we/you/they walking ?	

We use the **past continuous** for:

- an action which was **in progress** at a stated time in the past. We do not know when the action started or finished. *Tom **was watching** a film at 9 pm last night.*
- a **past action** which was **in progress** when another action **interrupted** it. We use the past continuous for the action in progress (longer action) and the simple past for the action which interrupted it (shorter action). *He **was sleeping** when the earthquake **started**.*
- two or more actions which were happening at the same time in the past (**simultaneous actions**). *We **were taking** notes while the teacher **was talking**.*
- to give **background information** in a story. *The sun **was shining** and the birds **were singing** when Emma got up.*

Time expressions used with the past continuous: while, when, as, all day/night/morning, yesterday, etc.

Past Simple vs Past Continuous

PAST SIMPLE	PAST CONTINUOUS
actions which happened at a stated time in the past <i>The earthquake happened at 4:30 pm.</i>	actions in progress at a stated time in the past <i>He was watching TV at 8 in the evening.</i>
actions which happened one after the other in the past <i>They paid the bill and left the café.</i>	two or more actions which were happening at the same time in the past <i>Peter was sleeping while Ann was watching TV.</i>

Used to/Would/Past Simple

AFFIRMATIVE	I, You, He/She/It, We, They used to play tennis.
NEGATIVE	I, You, He/She/It, We, They didn't use to play tennis.
INTERROGATIVE	Did I, you, he/she/it, we, they use to play tennis?
SHORT ANSWERS	Yes , I, You, he/she/it, we, they did . No , I, You, he/she/it, we, they didn't .

Note: *be/get used to + -ing form/noun/pronoun (= be/get accustomed to):* habitual action
*He **isn't used to driving** on busy roads.*
*We're **getting used to** the big city.*

- We use **used to/past simple** to talk about past habits or actions that happened regularly in the past, but they no longer happen. *He **used to drive/drove to work**.* (He doesn't do that any more.)
- We use **would/used to** for repeated actions or routines in the past. We don't use **would** with stative verbs. *She **used to wake up/would wake up** early every day. BUT She **used to have** long hair.* (NOT: ~~She would have long hair.~~)
- We use the **past simple** for an action that happened at a definite time in the past. *He **went to work** early yesterday.* (NOT: ~~He used to go to work yesterday.~~)

Past Perfect

AFFIRMATIVE	NEGATIVE
I/You/He, etc. had eaten .	I/You/He, etc. had not/hadn't eaten .
INTERROGATIVE	SHORT ANSWERS
Had I/you/he, etc. eaten ?	Yes , I/you/he, etc. had . No , I/you/he, etc. hadn't .

We use the **past perfect**:

- for an action which **finished before another past action** or **before a stated time in the past**. *The children **had finished** all their chores before their mother got home.* (past perfect: **had finished** before another past action: **got home**) *The meeting **had ended** by 11 o'clock.* (before stated time in the past: **by 11 o'clock**)
- for an action which finished in the past and whose result was visible at a later point in the past. *He **had missed** his bus so he was really late.*

Time expressions used with the past perfect: before, after, already, just, for, since, till/until, when, by the time, never, etc.

Past Perfect Continuous

AFFIRMATIVE	
I/You/He/She/It/We/They had been playing .	
NEGATIVE	
I/You/He/She/It/We/They had not/hadn't been playing .	
INTERROGATIVE	SHORT ANSWERS
Had I/you/he, etc. been playing ?	Yes , I/you/he/she/it/we/they had . No , I/you/he/she/it/we/they hadn't .

We use the **past perfect continuous**:

- to put emphasis on the **duration** of an action which started and finished in the past, **before another action** or **stated time in the past**, usually with **for** or **since**. *I **had been looking** for my camera for half an hour, when I remembered I had loaned it to a friend.*
- for an action which **lasted for some time** in the past and whose **result** was **visible in the past**. *They **had been walking** around the town all day and they were tired.*

Time expressions used with the past perfect continuous: for, since, how long, before, until, etc.

14 Choose the correct item.

- 1 While he **tried/was trying** to fix the dripping tap his brother **was giving/gave** him instructions.
- 2 Andrea **wasn't hearing/didn't hear** the phone ring because she **was doing/did** some work in the garden.
- 3 While she **tried/was trying** to lift her luggage, she **was pulling/pulled** a muscle in her back.
- 4 I **checked/was checking** in my bags and **was going/went** to the departure lounge.
- 5 The tribe **was settling/settled** in the area hundreds of years ago.
- 6 I couldn't call you at 8:00 because I **was having/had** dinner at the time.

15 Put the verbs in brackets into the *past perfect* or the *past perfect continuous*.

- 1 Dean **had already boarded** (already/board) the plane when he realised he (leave) his mobile at the check-in desk.
- 2 Joe got a sunburn because he (lie) in the sun for hours.
- 3 The play (finish) by 5:00.
- 4 By the time he found a suitable flat to rent, he (look) for one for over four months.
- 5 The reporter (never/hear) of freegans before he was asked to do a story on them.
- 6 The stray dog (live) in the streets for weeks before someone gave it a home.

16 Choose the correct item.

- 1 She **was swapping/used to swap** clothes with her friends when she was a teenager.
- 2 Peter **grew up/used to grow up** in a secluded village.
- 3 It took me a while but eventually I **was used to/got used to** living next to such loud neighbours.
- 4 Liam **used to be/would be** sceptical about carpooling schemes, but now he's happy to participate in them.
- 5 The Tuareg **got used to protecting/used to protect** camel trading caravans before turning to livestock farming.
- 6 When we were little, our grandparents **would tell/were telling** us stories about Ellis Island.

17 Put the verbs in brackets into the correct *past tense*.

- 1 A: **Did you see** (you/see) Fred at the airport?
B: No, he (already/check in) by the time I (get) there.
- 2 A: The kidnappers finally (return) the child to his parents yesterday.
B: Thank goodness! They (hold) the poor boy for two weeks before they (release) him.
- 3 A: (you/do) anything interesting last night?
B: No, I just (watch) a DVD I (rent) the night before and then (go) to bed early.
- 4 A: The police (find) Elizabeth's car last night.
B: Oh? I (not/know) she (report) it stolen.
- 5 A: (Helen/help) you with the chores?
B: Sure. While I (clean) the windows she (vacuum) the carpets.

18 Choose the correct answer.

- 1 Ben, a devoted freegan, made a meal with some vegetables he in a nearby bin.
A was finding C had found
B had been finding D would find
- 2 Ian when a mugger attacked him.
A was jogging C jogged
B had jogged D would jog
- 3 A lot of people themselves unemployed when the local power station closed down.
A could find C were finding
B had found D found
- 4 Sue skiing often when she was young.
A was going C would go
B had gone D might go
- 5 Paul a small flat but he sold it.
A used to own C would own
B was owning D could own

19 Put the verbs in brackets into the correct present tense.

The Nomads of Africa

Nomadic tribes **1) have been occupying (occupy)** the lands of Africa for thousands of years. One example are the San of the Kalahari Desert, who **2)** **(live)** in parts of southern Africa since around 25,000 BC.

Typically, nomads **3)** **(lead)** a simple life. Their livelihood **4)** **(depend)** on hunting, foraging or livestock farming.

Unfortunately, many of these cultures **5)**

(now/face) major changes. This is due to the influence of modern society, which

6) **(become)** more consumerist as time passes. This means that many tribes **7)** **(lose)**

access to land previously used for farming and gathering food, as this land **8)** **(fall)** into private ownership.

Environmental problems also **9)**

(affect) nomadic lifestyle. Over the years, global warming **10)** **(result)** in the desertification of vast areas, leaving nomads with

even less land to live on.



20 Choose the sentence with a similar meaning.

- 1 Amy was dressing the salad while Stanley was laying the table.
 - a When Stanley saw Amy dress the salad he laid the table.
 - b They were doing things at the same time.
- 2 By 2010, Stewart had been working at the factory for 15 years.
 - a Stewart got hired in 1995.
 - b Stewart got fired in 2010.
- 3 I was talking on the phone when Joe walked in.
 - a Joe walked in after I had finished my phone call.
 - b Joe walked in at the time I was on the phone.
- 4 The lecturer did not start his speech until everyone had sat down.
 - a There were still people standing when the speech began.
 - b No one was standing when the speech began.
- 5 Pedro used to bake his own bread.
 - a Pedro doesn't bake bread any more.
 - b Pedro baked some bread recently.

21 Put the verbs in brackets into the correct tense.

- 1 The Moken tribe of nomads **have (have)** tea many times a day.
- 2 The charity **(look)** to find a foster home for the orphaned twins for three years before a family took them in.
- 3 **(you/check in)** your luggage yet?
- 4 Joanna **(never/hear)** of a bike sharing scheme before, so she didn't know how it worked.
- 5 Last night, Sam **(watch)** TV when the lights **(go out)**.
- 6 **(you/use)** your car tonight? I'd like to borrow it.
- 7 Matthew **(work)** as a travel writer for 15 years and still finds it very exciting.
- 8 Someone **(break into)** Mr Robinson's house yesterday.

22 Put the verbs in brackets into the correct tense.

- 1 A: Why **did Walter miss (Walter/miss)** his flight?
B: Because he **(leave)** his passport at home and couldn't travel.
- 2 A: What's wrong with Pam? She **(act)** very strange lately.
B: She **(be)** like that ever since her parents **(divorce)**.
- 3 A: This article I **(read)** says that sharks **(never/sleep)**.
B: I **(not/believe)** it! Let me see.
- 4 A: What time **(your flight/leave)**?
B: At 8:00, but I **(want)** to get to the airport early, to make sure I get a window seat.
- 5 A: They **(rush)** John to the hospital this morning, what **(happen)**?
B: He **(try)** to replace some missing tiles on his roof, when he **(fall off)** and **(break)** his leg.

23 Choose the correct answer.

- 1 Some people that being a freegan is similar to begging for food.
 (A) believe C had believed
 B are believing D would believe
- 2 Yesterday's forest fire several electricity pylons, leaving the town without power.
 A had damaged C damaged
 B used to damage D was damaging
- 3 Currently, the authorities a human trafficking allegation.
 A have investigated C investigate
 B are investigating D had investigated
- 4 David on this street for 6 years and still doesn't know many of his neighbours.
 A has been living C is living
 B had lived D lives
- 5 It was obvious from their behaviour that they for quite a while.
 A have been arguing C would argue
 B had been arguing D are arguing
- 6 The plumber over to fix the dripping tap this afternoon.
 A comes C has come
 B has been coming D is coming
- 7 Ted the phone down, when it rang again.
 A has just put C had just put
 B was just putting D had just been putting
- 8 Jack Africa, where he'll be spending the year studying different nomadic tribes.
 A has gone to C has been to
 B has gone in D has been in
- 9 The passengers for their flight to take off for 4 hours before further delays were announced.
 A had been waiting C have been waiting
 B would wait D waited
- 10 Janet a business, but it went bankrupt 3 years ago.
 A was owning C would own
 B used to own D has owned

24 Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two and five words.

- 1 Paul dropped by at lunchtime.
LUNCH While *we were having lunch*, Paul dropped by.
- 2 The last time we travelled abroad was last summer.
HAVE We last summer.
- 3 Timothy moved here three years ago.
LIVING Timothy three years.
- 4 I find Ben's constant criticism of how I do things very annoying.
CONSTANTLY Ben is way I do things, which is very annoying.
- 5 It was Penny's first trip to Africa.
NEVER Penny to Africa before.
- 6 I'm afraid I'm too busy to go to the theatre tonight.
TIME I'm afraid I to go to the theatre tonight.
- 7 Chris was a professional footballer in the 1990s.
USED Chris professionally in the 1990s.
- 8 Jake walked in during my argument with my sister.
WAS Jake walked in as with my sister.
- 9 How long is it since he lost his job?
AGO How his job?
- 10 They took to life in the countryside very quickly.
USED They living in the countryside very quickly.
- 11 Nathalie hasn't called her grandmother for a week.
TIME The her grandmother was a week ago.
- 12 Meredith is still doing her book report.
NOT Meredith her book report yet.

Comparatives/Superlatives

- We use the **comparative** to compare one person or thing with another. We use the **superlative** to compare one person or thing with the others of the same group. *This box is **heavier than** that one. It's the **heaviest of all**.*
- We often use **than** after a comparative. *Ben is **younger than** Jim.*
- We normally use **the** before a superlative. We can use **in** or **of** after superlatives. We often use **in** with places. *I think Ben Stiller is **the funniest of all** actors. This is **the biggest park in** our city.*

Formation of comparatives and superlatives

Adjectives

- With **one-syllable adjectives**, we add **-(e)r** to form the comparative and **-(e)st** to form the superlative. *old – older – the oldest*

Note: For one-syllable adjectives ending in **vowel + consonant**, we double the consonant. *sad – sadder – the saddest*

- With **two-syllable adjectives**, we form the comparative with **more + adjective** and the superlative with **most + adjective**. *famous – more famous – the most famous*

Note: For two-syllable adjectives ending in **consonant + y**, we replace **-y** with **-i** and add **-er/-est**. *happy – happier – the happiest*

- With **adjectives having more than two syllables**, comparatives and superlatives are formed with **more/the most**. *interesting – more interesting – the most interesting*

Note: *clever, common, cruel, friendly, gentle, narrow, pleasant, polite, quiet, shallow, simple, stupid* form their comparatives and superlatives either with **-er/-est** or with **more/the most**. *simple – simpler/more simple – the simplest/the most simple*

Adverbs

- With adverbs that have **the same form** as their adjectives (*hard, fast, free, late, high, low, deep, long, near, straight*), we add **-er/-est**. *fast – faster – the fastest*

- Adverbs formed by adding **-ly** to the adjective take **more** in the comparative and **most** in the superlative form. *slowly – more slowly – the most slowly*

Adjective/Adverb	Comparative	Superlative
good/well	better	best
much/many	more	most
far	farther/further	farthest/furthest
bad/badly	worse	worst
little	less	least

Note: We can use **elder/eldest** for people in the same family. *Her **elder/eldest** sister is a doctor.*

Study the examples:

- very + adjective/adverb:** *Jason is a **very kind** man.*
- much + comparative form of adjective/adverb:** *Liz is **much taller** than her sister.*
- (not) as + adjective/adverb + as:** *Their house is **as big as** ours. *Lions aren't as fast as cheetahs.**
- a bit/a little/far/slightly + comparative form of**

adjective/adverb: *I feel **a bit better** now that I've had some rest.*

- by far + superlative form of adjective/adverb:** *Stephen is **by far the kindest** person I've ever met.*

Types of comparisons

- as + adjective + as** (to show that two people or things are similar/different in some way). In negative sentences we use **not as/so ... as**. *This painting is **as impressive as** that one. *Ken isn't as kind as his sister.**
- less + adjective + than** (expresses the difference between two people or things). The opposite is **more ... than**. *Today is **less cold than** yesterday.*
- the least + adjective + of/in** (compares one person or thing to two or more people or things in the same group). The opposite is **the most ... of/in**. *He is **the least friendly person in** the office.*
- comparative + and + comparative** (to show that something is increasing or decreasing). *Alex is trying **harder and harder** to improve his grades.*
- the + comparative ... , the + comparative** (shows that two things change together, or that one thing depends on another thing). ***The more** he exercised, **the fitter** he became.*
- twice/three times as + adjective + as**. *His new house is **twice as big as** his old flat.*

25 Put the adjectives in brackets into the comparative or superlative form, adding any necessary words.

- A: Did you know the Tuareg drink 7 cups of tea per day?
B: Why not? There's nothing **more refreshing than** (refreshing) tea.
- A: This is really tragic news.
B: I know. It's (sad) thing I've heard in a long while.
- A: Are you taking your luggage on the plane?
B: No, it's (heavy) 12 kilos; I'll have to check it in.
- A: Keith was badly hurt in the accident.
B: Yes, his condition is (bad) I thought.
- A: The Fords' house looks a mess.
B: True. It's (neglect) house on our street.
- A: Would you consider becoming a freegan?
B: No, it's (strange) idea I've ever heard!
- A: Did you enjoy your trip to Ellis Island?
B: Actually, it was (good) I had expected.

26 Choose the correct answer.

- I'll send you an email with details.
A farther C farthest
B further D furthest
- I think BASE jumping is one of the most perilous sports the world.
A of B at C in D from
- Our area isn't it used to be.
A the safest C as safe as
B as safer as D more safe than
- Pete is imaginative person I know.
A the least C less
B a less D a most
- The earlier we leave, traffic we'll run into.
A the less C the least
B a little D much less
- Miss Mills is the nicest person in the office.
A far C slightly
B a lot D by far
- Sadly, the unemployment rate is getting
A high and higher C higher and higher
B higher and highest D highest and highest

27 Put the *adjectives* or *adverbs* in brackets into the correct form, adding any necessary words.

- A: Thanks for your help.
B: It was *the least* (little) I could do.
- A: I can't believe he won the talent show!
B: I know! His singing (bad) all the contestants on the show.
- A: When did you start riding your bike to work?
B: Recently, and I get there much (quickly) I did by car.
- A: Should I get Ben to look after my dog while I'm away?
B: You should ask Ian. He's far (reliable).
- A: Do you still have a headache?
B: I feel a little (well).

28 Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two and five words.

- Luke's new job is more challenging than his previous one.
AS Luke's new job *is not as challenging as* his previous one.
- Chris is the most selfish person I've ever met.
MORE I've never met anyone Chris.
- As Lucy gets older, she becomes more responsible.
THE The responsible she becomes.
- Yesterday she felt more stressed than ever before.
AS She had she did yesterday.
- I hadn't expected the lecture to be so interesting.
MORE The lecture I had expected.
- Couldn't you do anything more to help him?
MOST Was that to help him?
- Patrick isn't as cooperative as Jason.
THAN Jason Patrick.
- To my mind, there's no other place on Earth that is more beautiful than Ireland.
IN To my mind, Ireland is the world.

29 Make true sentences about you.

- My next-door neighbour is one
- I am far
- My Maths teacher is than
- The older I grow,
- is by far I've ever
- My best friend is less

Linking Words

Linking words show the logical relationship between sentences or parts of a sentence.

Positive Addition

and, both ... and, too, besides (this/that), moreover, what is more, in addition (to), also, as well (as this/that), furthermore, etc.

*She is **both** creative **and** imaginative.*

Negative Addition

neither ... nor, nor, neither, either

***Neither** Mum **nor** Dad can use a computer.*

Contrast

but, although, in spite of, despite, while, whereas, even though, on the other hand, however, yet, still, etc.

*Beth is hardworking, **but** not very social.*

Giving Examples

such as, like, for example, for instance, especially, in particular, etc. – *I like all James Bond films, **especially** 'Never Say Never'.*

Cause/Reason

as, because, because of, since, for this reason, due to, so, as a result (of), etc.

*They were late **because** their car broke down.*

Condition

if, whether, only if, in case (of), provided (that), providing (that), unless, as/so long as, otherwise, or (else), on condition (that), etc.

*I'll lend you my car **provided** you drive carefully.*

Purpose

to, so that, so as (not) to, in order (not) to, in order that, etc.

*I went to bed early **so that** I wouldn't be tired during the exam.*

Effect/Result

such/so ... that, so, consequently, as a result, therefore, for this reason, etc.

*It snowed all day, **therefore** we didn't go out of the house.*

Time

when, whenever, as, as soon as, while, before, until/till, after, since, etc.

*I'll leave **when** I'm ready.*

Place

where, wherever

*I'd like to live in a place **where** it's quiet and remote.*

Exception

except (for), apart from

*Everyone attended the meeting, **apart from** Dennis.*

Relatives

who, whom, whose, which, what, that

*The woman over there is the one **who** lives across the street.*

Listing Points/Events

To begin: **initially, first, at first, firstly, to start/begin with, first of all,** etc. – ***First**, heat the oil.*

To continue: **secondly, after this/that, second, afterwards, then, next,** etc.

***Then**, pour the ingredients into the hot oil.*

To conclude: **finally, lastly, in the end, at last, eventually,** etc. – ***Finally**, serve the food.*

Summarising

in conclusion, in summary, to sum up, on the whole, all in all, altogether, in short, etc.

***All in all**, I enjoyed the film, although I found the plot hard to follow at times.*

30 Choose the correct item.

- 1 Their new house came with all the modern conveniences. **Whereas/However**, it's not in a very safe area.
- 2 The Moken tribe's way of life is disappearing. **Therefore/Otherwise**, their future seems uncertain.
- 3 She has travelled to places **wherever/where** most of us have only dreamt of going.
- 4 **Apart from/In addition to** James, no one else failed the exam.
- 5 Immigrants had to be processed through Ellis Island **before/since** they were allowed entry to the USA.
- 6 Ross hates living in a block of flats. **On the other hand/In particular**, he doesn't like the fact that he doesn't have a garden.

31 Fill in: *as a result, since, all in all, for instance, as well as, firstly, yet, in order, furthermore, besides.*

It is important to address the problem of homelessness, **1) since** in this day and age, it is a growing one.

2), there are not enough shelters available. **3)**, shelters are only a temporary solution to the problem. **4)**,

it would be better to offer the homeless opportunities to re-enter society; **5)**, special job training schemes could be made more easily available. **6)**, it would become easier for someone to get the right qualifications **7)** to earn a living and fend for themselves.

8), there is no easy solution to the issue of homelessness. **9)**, with great effort from the public **10)** the private sector, the problem can be alleviated.

32 Complete these sentences using a variety of linking words.

- 1 He will be spending a year in Europe *in order/so as* to collect information for his research on Celtic tribes. **(purpose)**
- 2 There was a delay at the check-in desk
..... a technical problem. **(reason)**
- 3 Some people consider graffiti a form of art,
..... others think it's just vandalism. **(contrast)**
- 4 Celia lost her boarding pass and
had to pay a fee to have a new one printed. **(result)**
- 5 You can take this lotion on the plane
..... you put it in a plastic zip bag. **(condition)**
- 6 We get on well with all our neighbours,
..... the man across the street. **(exception)**

33 Join the sentences using the words in brackets.

- 1 I'll lend you my lawnmower. You have to bring it back next week. **(only if)**
I'll lend you my lawnmower only if you bring it back next week.
- 2 She gave her neighbour the key to her house. She wanted him to water her plants while she was away. **(so that)**
.....
.....
- 3 They decided against buying the flat. It had many problems. **(because of)**
.....
.....
- 4 The stray dog looked adorable. He decided to adopt it. **(so ... that)**
.....
.....
- 5 The tribespeople were very impressed with the modern city. They wouldn't want to live there. **(even though)**
.....
.....
- 6 Anyone could emigrate to the US. They had to meet certain criteria. **(provided)**
.....
.....

34 Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two and five words.

- 1 We need to leave early for the airport because we might run into traffic.
CASE We need to leave early for the airport *in case we run* into traffic.
- 2 Despite having a lot of work, John still finds time to devote to charity.
ALTHOUGH John finds time to devote to charity
..... a lot of work.
- 3 I invited all my friends to my housewarming party but Ben and Jerry couldn't make it.
NEITHER I invited all my friends to my housewarming party but
..... make it.
- 4 On seeing the long queue at the ticket office, Mary decided to book her tickets online.
SOON Mary decided to book her tickets online as
the long queue at the ticket office.
- 5 Andrew is not only a good neighbour, he is also a close friend.
ADDITION Andrew is a good neighbour
..... a close friend.
- 6 The tribespeople are extremely hospitable if you don't offend their traditions.
UNLESS The tribespeople are extremely hospitable
..... their traditions.
- 7 Dennis is both a writer and the presenter of a TV travel show.
WELL Dennis is a writer
..... the presenter of a TV travel show.
- 8 The day was really beautiful, so we decided to have a picnic in the park.
SUCH It was
..... we decided to have a picnic in the park.
- 9 Freegans rummage inside bins, looking for something to eat.
ORDER Freegans rummage inside bins ...
..... find something to eat.

Future Simple

Form: subject + **will** + main verb

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will/’ll leave.	I/You/He/She/It/We/They will not/won’t leave.

INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they leave?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won’t.

Use

We use the **future simple**:

- for **on-the-spot decisions**. *I like these shoes. **I’ll buy them.***
- for **future predictions based on what we believe or imagine will happen**. (usually with the **verbs**: *hope, think, believe, expect, imagine* etc; with the **expressions**: *I’m sure, I’m afraid*, etc; with the **adverbs**: *probably, perhaps*, etc.) *I **think they will be able to solve the problem.***
Perhaps Frank will change his mind about it.
- for **promises**. (usually with the verbs *promise/swear*, etc.) *I **promise I’ll take you to the museum tomorrow.***, **threats** *Lie to me again and it **will be the end of our friendship.***, **warnings** *Drive more carefully or you’ll **have an accident.***, **hopes** *He **hopes they will choose him for the job.***, **offers** *I’ll **make you some coffee.***
- for actions/events/situations which will **definitely happen** in the future and which **we cannot control**.
It will be spring soon.

Time expressions used with the future simple: tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/month/year, etc.

Be going to

Form: subject + verb **to be (am/is/are)** + **going to** + bare infinitive of the main verb

AFFIRMATIVE	I am He/She/It is We/You/They are	} going to eat.
NEGATIVE	I am not He/She/It is not We/You/they are not	} going to eat.
INTERROGATIVE	Am I Is he/she/it Are we/you/they	} going to eat?
SHORT ANSWERS	Yes, I am./No, I’m not. Yes, he/she/it is./No, he/she/it isn’t. Yes, we/you/they are./ No, we/you/they aren’t.	

Use

We use **be going to**:

- to talk about our **future plans and intentions**. *She **is going to travel abroad next month.*** (She’s planning to ...)
- to make **predictions based on what we see or know**.
*Look out! You’re **going to fall into the pool.***

Present Simple/Present Continuous (future meaning)

- We can use the **present simple** to talk about **schedules** or **timetables**. *His plane **lands at 8:00 am.***
- We use the **present continuous** for **fixed arrangements** in the near future. *Ann **is coming to dinner tonight.*** *I **invited her last week.***

Future Continuous

Form: subject + **will + be** + verb **-ing**

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will/’ll be sleeping.	I/You/He/She/It/We/They will not/won’t be sleeping.

INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they be sleeping?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won’t.

We use the **future continuous**:

- for actions which will be in **progress** at a **stated future time**. *This time on Friday I’ll **be driving my new car.***
- when we ask politely about someone’s plans for the near future. ***Will you be using your laptop today?*** *I’d like to borrow it.*

Future Perfect

Form: **will + have** + **past participle** of the main verb

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will/’ll have left.	I/You/He/She/It/We/They will not/won’t have left.

INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they have left?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won’t.

We use the **future perfect** for actions that **will have finished** before a stated time in the future. *She **will have moved house by the end of the week.***

Future Perfect Continuous

Form: **will + have been** + main verb + **-ing**

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will/’ll have been studying.	I/You/He/She/It/We/They will not/won’t have been studying.

INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they have been studying?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won’t.

We use the **future perfect continuous** to emphasise the duration of an action up to a certain time in the future. The **future perfect continuous** is often used with: **by ... for ...**
By the time he retires, he will have been teaching for twenty years.

Time expressions used with the future perfect and the future perfect continuous: before, by, by then, by the time, until/till (only in negative sentences), etc.

1 Choose the correct item and justify your choice.

- This bus is full, we will take/'re taking the next one. (*future simple – on-the-spot decision*)
- They'll be leaving/'ll leave for Mexico on the 7:00 am flight.
- Watch out! You're stepping/'re going to step into that mud puddle.
- Will you be going/Will you go to the gym tonight? I need a lift.
- The ski lifts open/will have been opening at 9:00 am.
- Mum is serving/will have served dinner by the time we get home.
- Listen to the instructor carefully or you aren't going to know/won't know how to perform the jump safely.
- My birthday is going to fall/will fall on a Saturday this year.
- By the time he retires, he will have been working/will be working with sharks for over 30 years.
- The Thompsons have/are having a barbecue this weekend.

2 Put the verbs in brackets into the correct future tense.

- The documentary about the Swamp People **starts** (start) at 8:00.
- By 3:15 the cake (bake) for an hour, so it should be ready then.
- Jason (join) a kite surfing club when his exams are over.
- The inventor estimates that he (complete) his device by the end of the year.
- We (attend) a jousting tournament next weekend.
- This time next week, we (explore) the Giant Crystal Cave in Mexico.
- I hope you (change) your mind and play ice hockey with us.
- Lucy (turn) 17 in November.
- I'm sure George (not/agree) to have dinner at the insect restaurant.
- I promise I (make) you scrambled eggs for breakfast tomorrow.

3 Put the verbs in brackets into the correct future tense.

- A: The chicken is cold.
B: OK. I'll **warm** (warm) it up in the microwave for two minutes.
- A: There's a pie eating contest at Gino's restaurant. Do you want to go?
B: It's across town. By the time we get there it (finish).
- A: That was a good hockey game!
B: Sure, but push me so hard again and I (push) back!
- A: He's an amazing snooker player!
B: Yes, by June he (play) professionally for 12 years.
- A: Have you made any plans for the summer holidays?
B: Yes, I (do) some scuba diving lessons.
- A: Shall I pick you up from your house at 6:00?
B: No, I (still/work) on my project. Make it 7:00.

4 Choose the correct answer.

- This time tomorrow Jacob his first ice hockey game.

<input checked="" type="radio"/> A will be playing	C will have played
B plays	D will play
- I've left my goggles in my room, I and get them now.

A 'm going	C go
B 'll go	D 'll be going
- There's no time to go to the restaurant; it at 10:00 pm.

A is going to close	C closes
B will be closing	D is closing
- By the end of summer, he on his invention for two years.

A will have been working
B is working
C is going to work
D will be working
- Jake his scuba diving lesson by 9:00.

A is finishing	C will finish
B will have finished	D is going to finish

-ing form

The **-ing form** is used:

- as a **noun**. *Dancing is an enjoyable activity.*
- after certain verbs: **admit, appreciate, avoid, consider, continue, deny, go** (for activities), **imagine, mind, miss, quit, save, suggest, practice, prevent**. *Have you considered buying a car?*
- after **love, like, enjoy, prefer, dislike, hate** to express general preference. *She prefers walking to work.* **BUT** for a specific preference (**would like/would prefer/would love**) we use **to-infinitive**. *She would prefer to take the bus to work today.*
- after expressions such as: **be busy, it's no use, it's no good, it's (not) worth, what's the use of, can't help, there's no point (in), can't stand, have difficulty (in), have trouble**, etc. *It's not worth arguing with him.*
- after **spend, waste, or lose** (time, money, etc). *He spends two hours exercising every day.*
- after the preposition **to** with verbs and expressions such as: **look forward to, be used to, in addition to, object to, prefer** (doing sth to doing sth else). *He's looking forward to starting his new job.*
- after other **prepositions**. *He was nervous about meeting his future in-laws.*
- after the verbs **hear, notice, see, watch**, to express an **incomplete action, an action in progress or a long action**. *I heard them the talking about the surprise party when I walked into the room.* (I heard **part** of the conversation.) **BUT** **hear, listen, see, watch** infinitive **without to** express a **complete action**, something one saw **from beginning to end**. *She watched him get in his car and drive away.* (She watched the **whole** action.)

FORMS OF THE -ING FORM		
	Active voice	Passive voice
Present	doing	being done
Perfect	having done	having been done

Infinitive

The **to-infinitive** is used:

- to express **purpose**. *He's joined a gym to get into shape.*
- after certain verbs that refer to the future (**agree, appear, decide, expect, hope, plan, promise, refuse**, etc). *She agreed to help them.*
- after **would like, would prefer, would love**, etc to express a specific preference. *We would like to visit the most popular sights.*
- after adjectives which describe feelings/emotions (**happy, glad, sad**, etc), express willingness/unwillingness (**eager, reluctant, willing**, etc) or refer to a person's character (**clever, kind**, etc) and the adjectives **lucky** and **fortunate**. *It was kind of you to lend us your car.*
- after **too/enough**. *Are you old enough to drive?*
- in the expressions **to tell you the truth, to be honest, to sum up, to begin with**, etc. *To be honest, I forgot it was your birthday today.*
- after **be + the first/second**, etc, **next/last/best**, etc. *Pete was the first to congratulate me on my promotion.*

FORMS OF THE INFINITIVE

	Active voice	Passive voice
Present	(to) write	(to) be written
Present Continuous	(to) be writing	—
Perfect	(to) have written	(to) have been written
Perfect Continuous	(to) have been writing	—

Forms of the infinitive corresponding to verb tenses

Present simple/will → present infinitive
Present continuous/future continuous → present continuous infinitive
past simple/present perfect/past perfect/future perfect → perfect infinitive
past continuous/present perfect continuous/past perfect continuous → present perfect continuous

The **infinitive without to** (bare infinitive) is used:

- after **modal verbs**. *They might go to Rome.*
- after the verbs **let, make, see, hear, feel**. *They made him leave the room.* **BUT** we use the **to-infinitive** after **be made, be heard, be seen**, etc (passive form). *He was made to leave the room.*
- after **had better** and **would rather**. *I would rather have a sandwich for lunch.*
- **help** can be followed by the **to-infinitive**, but in American English it is normally followed by the **infinitive without to**. *She helped me (to) put away the dishes.*

Difference in meaning between the to-infinitive and -ing form

Some verbs can take either the **to-infinitive** or the **-ing form** with a change in meaning.

- forget + to-infinitive = not remember
She forgot to pick up the dry cleaning.
- forget + -ing form = not recall
I'll never forget travelling abroad for the first time.
- remember + infinitive = not forget
Did you remember to bring me my CD?
- remember + -ing form = recall
I remember telling you about the party yesterday.
- mean + to-infinitive = intend to
He didn't mean to insult you.
- mean + -ing form = involve
Getting a second job means having less free time.
- regret + to-infinitive = be sorry to (normally used in the present simple with verbs such as **say, tell, inform**)
I regret to inform you that your application was rejected.
- regret + -ing form = feel sorry about
He regrets dropping out of college.
- try + to-infinitive = attempt, do one's best
I tried to tell him the truth, but he wouldn't listen.
- try + -ing form = do something as an experiment
If you can't sleep, try drinking some warm milk.

- stop + to-infinitive = stop temporarily in order to do something else
*While he was jogging, he **stopped to tie** his shoelaces.*
- stop + -ing form = finish doing something
*Mr Jones **stopped working** at the age of 65.*

5 Choose the correct item.

- 1 They are eager **starting/to start** filming the documentary on the Crystal Cave of Mexico.
- 2 I can hear Tom **walk/walking** up the stairs.
- 3 Bill isn't used to **live/living** in hot, humid places.
- 4 Alice suggested **to join/joining** a sports club.
- 5 I don't think I'm brave enough **to do/doing** extreme sports.

6 Put the verbs in brackets into the correct -ing or infinitive form.

- 1 Jeremy claims **to have tried** (try) BASE jumping in the past, but I know that's not true.
- 2 What's the use of (buy) a mountain bike when you never go cycling?
- 3 There may (be) a time when alligators were nearly extinct but now their numbers are thriving.
- 4 (be) a champion archer in his youth, Mr Smith had some valuable insight into the sport.
- 5 The tracks on the ground appeared to (make) by alligators.
- 6 Your equipment must (check) carefully before you go scuba diving.
- 7 The idea of chocolate-covered bugs for dinner might (sound) disgusting to many, but I wouldn't mind (try) some!
- 8 Sarah doesn't appreciate (call) a bad athlete by her team members.
- 9 You had better (not/attempt) paragliding if you're afraid of heights.
- 10 Are you still up? I thought you would (sleep) at this time of night.
- 11 Marianne seems (cry) for the last hour. What's wrong with her?
- 12 With all the preparations (complete) three hours before the party started, they had plenty of time to relax before their guests arrived.

7 Put the verbs in brackets into the correct -ing or infinitive form.

- 1 Don't forget **to take** (take) your goggles with you when you go swimming.
- 2 I usually boil my vegetables but yesterday I tried (steam) them instead and they were delicious.
- 3 Don't you remember (read) about all the strange inventions in the paper last month?
- 4 Stuart Cove's work with sharks means (put) himself in danger.
- 5 While he was giving us safety instructions about the bungee jump, he stopped (reprimand) a young man who wasn't paying attention.
- 6 We regret (announce) that the indoor climbing wall will be closed for renovations.

8 Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two and five words.

- 1 Don't try to convince her that bungee jumping is safe; it's pointless.
POINT There's **no point (in) trying** to convince her that bungee jumping is safe.
- 2 Why don't I grill some burgers for dinner?
LIKE Would some burgers for dinner?
- 3 It seemed that they were enjoying themselves.
BE They seemed themselves.
- 4 Pete can't wait to start his windsurfing lessons.
FORWARD Peter his windsurfing lessons.
- 5 My parents say I'm not allowed to go free running.
LET My parents free running.
- 6 Martha hates it when a friend lies to her.
BEING Martha hates by a friend.

Modals

Can/could, may/might, must/have to, ought to, shall/should, will/would:

- don't take **-s, -ing** or **-ed** suffixes.
- are followed by the **bare infinitive** (infinitive without to).
- come **before the subject** in questions and are followed by **not** in negations.
- don't have tenses in the normal sense. When followed by a **present bare infinitive**, they refer to an **incomplete action or state** (i.e. present or future). *You should tell them the truth.* When followed by a **perfect bare infinitive**, they refer to a **complete action or state**. *You should have told them the truth.*

Note how the forms of the infinitive are formed:

Present: (to) go

Present continuous: (to) be going

Perfect: (to) have gone

Perfect continuous: (to) have been going

Obligation/Duty/Necessity (*must, have to, should/ought to*)

- **Must** expresses **duty/strong obligation** to do sth, and shows that sth is essential. We generally use **must** when the speaker has decided that sth is necessary (i.e. subjective). *If you witness an accident, you must report it to the police. You must apologise to her for being so rude. (It is your duty./You are obliged to do sth.)*
- **Have to** expresses **strong necessity/obligation**. We usually use **have to** when somebody other than the speaker has decided that sth is necessary (i.e. objective). *Mum says that we have to walk the dog every day. (It's necessary.)*
- **Had to** is the past form of both **must** and **have to**.
- **Should/Ought to** express **duty, weak obligation**. *You should help your little brother with his homework. (It's your duty. – less emphatic than must)*

Absence of necessity (*don't have to/don't need to, needn't*)

- **Don't have to/Don't need to/Needn't:** It isn't necessary to do sth in the present/future. *You don't have to work late today. She doesn't need to dress formally for the party. He needn't water the garden today.*
- **Didn't need to/Didn't have to:** It wasn't necessary to do sth. We don't know if it was done or not. *They didn't have to confirm their reservation.* (We don't know if they confirmed it.)

Permission/Prohibition (*can, may, mustn't, can't*)

- **Can/May** are used to **ask for/give permission**. **May** is more formal than **can**. *Can/May I ask you something? Yes, you can/may. (Is it OK if ...?)*
- **Mustn't/Can't:** It is **forbidden to** do sth; it is against the rules/law; **you are not allowed to** do sth. *You mustn't/can't drive without wearing your seatbelt.*

Possibility (*can, could*)

- **Can + present infinitive:** General/theoretical possibility. Not usually used for a specific situation. *Our teacher can be quite strict.* (general possibility – it is theoretically possible)

- **Could/May/Might + present infinitive:** Possibility in a specific situation. *We might go out in the afternoon, so come in the morning. (It is possible./It is likely./Perhaps.)*

Note: We can use **can/could/might** in questions but **not may**. *Who could I ask for professional advice?*

- **Could/Might/Would + perfect infinitive** refer to sth in the past that was possible but didn't happen. *I would have gone to the beach with them, but I was too busy.*

Ability/Inability (*can, could, was able to*)

- **Can('t)** expresses **(in)ability in the present/future**. *She can run very fast. (She is able to ...)*
- **Could** expresses general repeated **ability in the past**. *He could work very long hours before he retired. (He was able to ...)*
- **Was(n't) able to** expresses **(in)ability on a specific occasion in the past**. *He was(n't) able to fix his computer. (He (didn't) manage to ...)*
- **Couldn't** may be used to express any kind of inability in the past, repeated or specific. *Emma couldn't cook when she was a teen.* (past repeated action) *Emma couldn't/wasn't able to cook yesterday, because her cooker wasn't working.* (past single action)

Offers/Suggestions (*can, would, shall, could*)

- **Can:** *Can I help you with something? (Would you like me to ...?)*
- **Would:** *Would you like to sit down? (Do you want to ...?)*
- **Shall:** *Shall I return these books to the library for you? (Would you like me to ...?/Do you want me to ...?)*
- **Can/Could:** *We can go mountain climbing. You could take out a loan. (Let's ...)*

Probability (*will, should/ought to*)

- **Will:** *He will get a promotion. (100% certain)*
- **Should/Ought to:** *They should/ought to replace your faulty MP3 player. (90% certain; future only; it's probable)*

Advice (*should, ought to, shall*)

- **Should:** general advice *You should take up a hobby. (It's my advice./I advise you to ...)*
- **Ought to:** general advice *You ought to be on time for work. (It's a good thing/idea to do.)*
- **Shall:** asking for advice *Shall I cut my hair short? (Do you think it's a good idea to ...?)*

Logical Assumptions/Deductions (*must, may/might, can't*)

- **Must** = almost certain that this is/was true *This diamond ring must be very expensive. Jim isn't home; he must have left for football practice. (I'm sure/certain that sth is true.)*
- **Can't/Couldn't** = almost certain that this is/was impossible *This can't be Joe's car; he sold his a month ago. She couldn't have made this delicious cake; she's hopeless at baking. (I'm sure that sth isn't true, real, etc.)*

Summary of Functions of Modal Verbs		
USE	PRESENT / FUTURE	PAST
ability/lack of ability	<p>He can drive a car.</p> <p>She's able to use a PC.</p> <p>He can't play the piano.</p>	<p>When she was five, she could/was able to ride a bike. (past repeated action – ability in the past)</p> <p>After trying for years, he was able to break the secret code. (managed to do – past single action)</p> <p>She couldn't/wasn't able to write fast when she was five. (past repeated action)</p> <p>She couldn't/wasn't able to reach him on the phone. (past single action)</p>
possibility	<p>She could be late. (50% certain; it's possible she is late)</p> <p>Steve may be working (50% certain; it's possible that he is working)</p> <p>She might be a little late. (40% certain; perhaps she will be late)</p> <p>His new book is bound to be a best-seller. (it is very possible)</p> <p>It is likely that they will come with us. (90% certain)</p> <p>David is likely to fly to Rome. (90% certain)</p>	<p>We could have been injured (luckily we weren't)</p> <p>Mary may have fallen asleep. (perhaps she has)</p> <p>Lucy might have tried to contact us. (perhaps she has tried to)</p> <p>It was likely that she had missed the last bus.</p> <p>She was likely to have missed the last bus.</p>
probability	<p>He will be home soon. (100% certain; prediction)</p> <p>He should pass the text. (90% certain; future only; it's probable)</p> <p>They ought to be home by now. (90% certain; they will probably be home)</p>	<p>—</p> <p>She should have called by now. (She has probably called.)</p> <p>He ought to have gone to bed by now. (He has probably gone to bed.)</p>
logical assumptions	<p>She must be tired. (90% certain – positive; I'm sure she's tired)</p> <p>They can't be rich! (negative; I'm sure they aren't rich)</p> <p>He couldn't be at work. (negative; I don't think he's at work)</p>	<p>She must have completed the race. (positive; I'm sure she has completed the race.)</p> <p>She can't have lost her keys again. (negative; I'm sure she didn't lose her keys.)</p> <p>They couldn't have been here. (negative; I don't think they were here.)</p>
permission	<p>You can/are allowed to go out tonight. (giving permission; informal)</p> <p>You can't have friends over tonight. (refusing permission)</p> <p>Could I go out? (polite; asking for permission)</p> <p>You may go out. (formal; giving permission)</p> <p>Might I use your laptop? (more formal; asking for permission)</p> <p>I'm afraid you can't/mustn't use it. (formal; refusing permission)</p> <p>Children under 12 may not enter without an adult. (formal; refusing permission – written notice)</p>	<p>I could/was allowed to go out alone when I was 18. (general permission)</p> <p>I was allowed to go out alone last night. (permission for one particular action)</p> <p>I wasn't allowed to/couldn't use my dad's car. (no difference in meaning)</p> <p>—</p> <p>—</p> <p>—</p> <p>—</p> <p>—</p>
necessity	<p>I must tidy my room. (I say so)</p> <p>He has to find a new flat. (necessity coming from outside the speaker)</p> <p>I've got to buy a new car. (informal)</p> <p>The cat needs feeding. OR The cat needs to be fed. (it's necessary)</p> <p>He doesn't have to/doesn't need to/needn't type the letter now. (it isn't necessary – absence of necessity)</p> <p>We ought to respect the elderly. (it's necessary)</p>	<p>I had to be home by 11:00. (I was obliged to)</p> <p>She had to find a new flat after she was evicted.</p> <p>They had to sell their car.</p> <p>The cat needed feeding. OR The cat needed to be fed. (it was necessary)</p> <p>She didn't have to/didn't need to buy any bread. (it wasn't necessary for her to buy any bread and she didn't – absence of necessity)</p> <p>She needn't have gone shopping. (it wasn't necessary for her to go shopping but she did)</p> <p>—</p>

Summary of Functions of Modal Verbs		
USE	PRESENT / FUTURE	PAST
advice	<i>You should avoid fatty food. (general advice; I advise you)</i> <i>You ought to drive carefully. (I advise you; most people believe this)</i> <i>You had better not drink and drive. (It's not a good idea; advice on a specific situation)</i> <i>Shall I ask her out? (asking for advice)</i>	<i>You should have been more careful. (but you weren't)</i> <i>He ought to have booked tickets. (but he didn't)</i> <i>It would have been better if you hadn't lied to her. (but you did)</i> —
criticism	<i>He could at least be more polite.</i> <i>They should tell us.</i> <i>You ought to be more careful.</i>	<i>He could at least have been more polite.</i> <i>They should have told us. (but they didn't)</i> <i>You ought to have been more careful. (It was the right thing to do, but you didn't do it.)</i>
obligation	<i>I must drink more water. (I need to; I say so)</i> <i>I have to drink more water. (I am obliged to; my doctor said so)</i> <i>We ought to help the poor. (It's the right thing to do, but we don't always do it)</i>	<i>I had to drink more water because I was dehydrated. (I needed to)</i> <i>We ought to have helped the poor. (It was the right thing to do but we didn't do it.)</i>
requests	<i>Can I use your dictionary? (informal)</i> <i>Could I use your dictionary? (polite)</i> <i>May I have some water? (formal)</i> <i>Might I borrow your dictionary? (very formal)</i> <i>Will you give me your pen? (very friendly)</i> <i>Would you mind coming with me? (polite)</i>	— — — — — —
offers	<i>Can I/we get you something? (informal)</i> <i>Shall I/we help you with that? (informal)</i> <i>Would you like me to do the cleaning? (polite)</i>	— — —
suggestions	<i>Shall we have a snack?</i> <i>I/We can always order a takeaway.</i> <i>We could go to the cinema.</i>	— — <i>She could have told me.</i>
prohibition	<i>You can't enter the lab. (you aren't allowed to)</i> <i>You mustn't talk in class. (it's forbidden)</i> <i>You may not use the list. (formal)</i>	<i>They couldn't enter the lab. (they weren't allowed to)</i> — —
duty	<i>We must attend the meeting.</i> <i>People ought to respect each other. (It's the right thing to do, but people don't do it.)</i> <i>He is supposed to do the shopping today. (It is his responsibility.)</i>	<i>We had to attend the meeting.</i> <i>She ought to have told me the truth. (It was the right thing to do but she didn't always do it.)</i> <i>You were supposed to call Mr Jones.</i>

1 Match the synonyms.

- | | | |
|-------------------------------------|-------------------------------|---|
| 1 <input type="checkbox"/> b | He has to go out. | a I advise you to go out. |
| 2 <input type="checkbox"/> | He must have gone out. | b It is necessary to go out. |
| 3 <input type="checkbox"/> | Can you go out? | c You aren't allowed to go out. |
| 4 <input type="checkbox"/> | You should go out. | d Is it OK if I go out? |
| 5 <input type="checkbox"/> | May I go out? | e I suggest we go out. |
| 6 <input type="checkbox"/> | He might go out. | f I'm sure he went out. |
| 7 <input type="checkbox"/> | We could go out. | g Are you able to go out? |
| 8 <input type="checkbox"/> | You can't go out. | h It's possible that he'll go out. |

2 Fill in: can't, ought to, have to, needn't, must, had to.

- You **ought to** visit an optician if you have problems with your eyesight.
- I learn how to relax and keep my anger in check.
- You worry about the cost of the fish pedicure; it's my treat.
- After yesterday's accident a team of paramedics rush four people to the hospital.
- You be serious about seeing a hypnotherapist! I thought you didn't believe in all that!
- My personal trainer says I make a greater effort if I want to see some results soon.

3 Rewrite the sentences using the modals in the list.

- could • didn't need to • might • shall
- needn't have • can't • was able to • mustn't

- 1 Perhaps it was hypnosis that cured her insomnia.
Hypnosis might have cured her insomnia.
- 2 I'm sure Ian wasn't feeling well yesterday.
.....
- 3 He managed to continue his work despite having a splitting headache.
.....
- 4 It wasn't necessary for us to call the paramedics because no one was hurt.
.....
- 5 You are not allowed to take these pills without a doctor's prescription.
.....
- 6 It would have been the right thing to inform me that yoga class was cancelled for today.
.....
- 7 It wasn't necessary for you to go to all that trouble, but thanks, anyway.
.....
- 8 Why don't we try aerial yoga together?
.....

4 Complete the sentences using modals. More than one answer for each item may be possible.

- 1 *Shall/Can* I drive you to the physiotherapist tomorrow? (**offer**)
- 2 you please email me that article on oxygen bars? (**request**)
- 3 They have warned her about the dangers of plastic surgery. (**criticism**)
- 4 The nutritionist be able to help him follow a healthier diet. (**probability**)
- 5 Luckily, Denise contain her anger when she heard all those lies being told about her. (**past ability**)
- 6 The dentist isn't answering his phone; he be busy. (**logical assumption**)
- 7 John handle stressful situations very easily. (**inability**)
- 8 You sleep over at your friend's tonight. (**permission**)

5 Choose the correct item.

Hi fellow bloggers! I've been having problems sleeping lately. Any suggestions about how I **1) ought to/can** relax? Thanks, Ellen.



Laura, Cardiff

Hi Ellen, you **2) must/can** be suffering from mild stress. This happened to me a few years ago. School kept me so busy that I felt I **3) didn't need to/mustn't** take any time off to relax. Before long I had all the classic symptoms of stress. You **4) shouldn't/couldn't** let the same thing happen to you. You **5) shall/had better** make time for yourself to do things you enjoy, like sports, socialising or even just watching TV.

Patrick, Brighton

Hey Ellen! **6) Why don't/Should** you set aside some time each day to exercise? It **7) must/could** help you calm down after a busy day. You **8) needn't/might not** do anything too strenuous, but you **9) might/will** certainly feel more relaxed afterwards. And remember, we all get sleepless nights, but if the problem gets worse, you **10) had to/must** see a doctor. Take care!

6 Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two and five words.

- 1 I'm sure Chloe is feeling terrible about her outburst of anger now.
MUST Chloe *must be feeling* terrible about her outburst of anger now.
- 2 It wasn't necessary for you to drive me to the doctor's but I appreciate your doing so.
HAVE You need me a lift to the doctor's but I appreciate your doing so.
- 3 The laughter yoga class will definitely make you feel better.
BOUND The laughter yoga class you feel better.
- 4 Lisa found keeping calm impossible.
ABLE Lisa calm.
- 5 It's certain that Ben didn't lie to Sarah.
HAVE Ben to Sarah.
- 6 Booking the tickets was your responsibility.
SUPPOSED You the tickets.

The passive

Form: We form the **passive** with the verb **to be** in the appropriate tense and the **past participle** of the main verb.

Read the table:

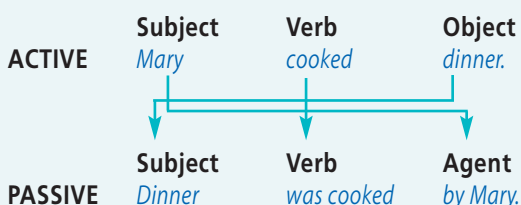
	ACTIVE	PASSIVE
Present Simple	Ben plants a tree.	A tree is planted by Ben.
Present Continuous	Ben is planting a tree.	A tree is being planted by Ben.
Past Simple	Ben planted a tree.	A tree was planted by Ben.
Past Continuous	Ben was planting a tree.	A tree was being planted by Ben.
Present Perfect Simple	Ben has planted a tree.	A tree has been planted by Ben.
Past Perfect Simple	Ben had planted a tree.	A tree had been planted by Ben.
Future Simple	Ben will plant a tree.	A tree will be planted by Ben.
Future Perfect	Ben will have planted a tree.	A tree will have been planted by Ben.
Infinitive	Ben has to plant a tree.	A tree has to be planted by Ben.
Modal Verbs	Ben might plant a tree.	A tree might be planted by Ben.

We use the **passive**:

- when the person/people doing the action **is/are unknown, unimportant, or obvious from the context**. *The vase **was broken**.* (We don't know who broke it).
*The package **will be delivered today**.* (Who will deliver it is unimportant).
*Our exam papers **have been corrected**.* (It's obvious that the teacher has corrected our exam papers).
- when the action itself is more important than the **person/people** doing it, as in news headlines, newspaper articles, formal notices, advertisements, instructions, processes, etc. *Cell phones **must be turned off** during the examination.*
- when we want to **avoid taking responsibility** for an action or when we refer to an unpleasant event and we do not want to say who or what is to blame.
*They **were cheated** out of their money.*
- to emphasise the agent. *The announcement **was made by the Prime Minister himself**.*
- to make statements more formal or polite. *My book **has been torn**.* (More polite than saying "You tore my book.")

Changing from the active to the passive:

- The **object** of the active sentence becomes the **subject** in the passive sentence.
- The active verb remains in the same tense but changes into passive form.
- The subject of the active sentence becomes the **agent**, and is either introduced with the preposition **by** or is omitted.



- Only transitive verbs (verbs that take an object) can be changed into the passive. *A house **collapsed** in the earthquake.* (intransitive verb; **no passive form**.)

Note: Some transitive verbs (*have, fit* (= be the right size), *suit, resemble*, etc) cannot be changed into the passive. *The blue shirt **suits** you.* (NOT: ~~*You are suited by the blue shirt.*~~)

- Let** becomes **be allowed to** in the passive. *They **let us leave** early. – We **were allowed to** leave early.*
- We can use the verb **to get** instead of the verb **to be** in everyday speech when we talk about things that happen by accident or unexpectedly. *The window **got smashed** in the storm.*
- By + agent** is used to say who or what carries out an action. **With + instrument/material/ingredient** is used to say what the agent used. *This sculpture **was created by a young artist**. It **was made with recycled materials**.*
- The agent can be **omitted** when the subject is **they, he, someone/somebody, people, one**, etc. *A lot of money **was raised for the charity**.* (= They raised a lot of money for the charity.)
- The agent **is not omitted** when it is a **specific or important person**, or when it is **essential** to the meaning of the sentence. *Comedies **are enjoyed by people of all ages**.*
- With verbs which can take two objects, such as **bring, tell, send, show, teach, promise, sell, read, offer, give, lend**, etc, we can form two different passive sentences.
*She **sent me an email**.* (active) *I **was sent an email**.* (passive, more common)
*An email **was sent to me**.* (passive, less common)
- In passive questions with **who, whom** or **which** we do not omit **by**. *Who **wrote this song**? Who **was this song written by**?*
- The verbs **hear, help, see** and **make** are followed by a bare infinitive in the active, but a to-infinitive in the passive. *Mum **made me Hoover the rug**.* (active)
*I **was made to Hoover the rug**.* (passive)

Impersonal/Personal Passive Constructions

- The verbs **believe, consider, expect, know, report, say, think**, etc have both personal and impersonal constructions in the passive.
 - active:** *People **expect** that he **will win** the contest.*
 - passive:** *It **is expected** that he **will win** the contest.* (impersonal construction)
*He **is expected to win** the contest.* (personal construction)
 - active:** *They **say** that he **lost** all his money.*
 - passive:** *It **is said** that he **lost** all his money.* (impersonal construction)
*He **is said to have lost** all his money.* (personal construction)

Reflexive/Emphatic Pronouns

I – myself, you – yourself, he – himself, she – herself, it – itself, we – ourselves, you – yourselves, they – themselves

We use **reflexive pronouns**:

- with verbs such as **behave, burn, cut, enjoy, hurt, introduce, kill, look at, teach**, etc, or with prepositions when the subject and the object of the verb are the same person.
He (subject) introduced himself (object) to everyone in the room.
- in the following expressions: **enjoy yourself** (have a good time), **behave yourself** (be good), **help yourself** (you are welcome to take something if you want).
Help yourself to some cookies; I've made a fresh batch.

We use **emphatic pronouns**:

- with the preposition **by** when we mean alone/without company or without help (on one's own).
He lifted the heavy couch by himself/on his own.
- to emphasise the subject or the object of a sentence.
Cindy drew this picture herself. (Cindy drew the picture. No one else drew it.)
Bob was congratulated by the president himself. (The president congratulated Bob, not someone else.)

- Notes:**
- We do not normally use reflexive pronouns with the verbs **concentrate, feel, meet, and relax**. If you don't feel well, go home. (*NOT: If you don't feel yourself well go home.*)
 - Reflexive pronouns are used with the verbs **dress, wash** and **shave** when we want to show that someone did something with a lot of effort.
Despite having a broken arm, Ron managed to dress himself.

1 Put the verbs in brackets into the correct passive form.

- The stories that *are published* (**publish**) in the tabloids are not always true.
- All the details for the school dance
..... (**organise**) by the end of next week.
- The injured people
(**take**) to the hospital as we speak.
- Maybe the local festival
(**cancel**) this year.
- The dates for this year's dance competition
..... (**not/decide**) yet.
- I think the photographer should
..... (**give**) an award for his stunning wildlife images.
- Our local charity
..... (**establish**) ten years ago.
- The Royal Ascot race is going
..... (**hold**) in June.

2 Put the verbs in brackets into the correct passive form.

- A: What did you think of the chocolate fashion show?
B: I *was amazed* (**amaze**) by how creative the designs were!
- A: I'd love to go and see the Venice Regatta.
B: Me too, but it
(**always/hold**) in September, when I have to go back to school.
- A: How will we get tickets to the show?
B: They can
(**book**) online if we have a credit card.
- A: When is the school band holding their next concert?
B: I don't know. Nothing
(**announce**) yet.
- A: John's sculpture is fantastic!
B: I know. Perhaps it
(**display**) at the local gallery.
- A: Have they served dinner yet?
B: Actually, it (**serve**) right now.

3 Complete the sentences using the verbs below in the passive.

- sell • perform • dress • still/repair • publish
• restore • regard • hold

- This is a formal event, so you should *be dressed* in something less casual.
- A stunning trapeze act in the circus's main tent right now.
- This is a lovely painting, but it needs because it's in bad condition.
- James couldn't pick up his camera from the shop because it when he got there.
- The International Street Performers Festival in Edmonton, Canada, for over 25 years.
- All the tickets to the show long before we decided to book.
- The Royal Ascot as one of the most prestigious horse races in England.
- Jake's photographs of the Sapporo Snow Festival in last month's *Traveller* magazine.

4 Rewrite the newspaper headlines as complete sentences.

① FINAL PREPARATIONS FOR WINTER CARNIVAL MADE TODAY

② LAST NIGHT'S U2 CONCERT ATTENDED BY ROYALTY.

③ STARTING DATE OF MUSIC FEST POSTPONED TWICE SO FAR

④ NUMBER OF CITY'S HOMELESS ESTIMATED AT 20,000

⑤ CITY'S HISTORIC ART GALLERY PULLED DOWN YESTERDAY

- 1 *The final preparations for the winter carnival are being made today.*
- 2
- 3
- 4
- 5

5 Rewrite the sentences in the *passive*.

- 1 They hadn't paid for the tickets.
The tickets hadn't been paid for.
- 2 Thousands of people were watching the horse race.
.....
- 3 Who created that strange sculpture?
.....
- 4 He can't have stolen your camera.
.....
- 5 The acrobats will perform a difficult stunt.
.....
- 6 They are showing a documentary about strange festivals at the moment.
.....
- 7 They make the statues with ice.
.....
- 8 She hurt her back during training.
.....

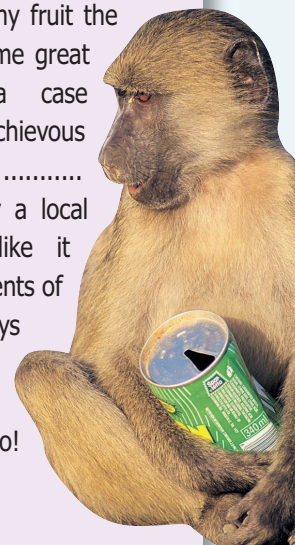
6 Rewrite the sentences in the *passive*, as in the example.

- 1 Someone sent her a message.
a *She was sent a message.*
b *A message was sent to her.*
- 2 The teacher will show us a new painting technique.
a
b
- 3 Anna has offered me tickets to the festival.
a
b
- 4 They didn't tell him the truth.
a
b
- 5 He promised me an autographed copy of his book.
a
b
- 6 The nanny reads bedtime stories to the children.
a
b

7 Read the diary entry and put the verbs in brackets into the correct *passive* form.

Touring Thailand: Day 19 – Lopburi

Last night I **1**) *was told* (**tell**) that the Monkey Festival, a party which **2**) (**hold**) annually for the town's monkeys, is an experience that should not **3**) (**miss**). So I went to Lopburi today for the fun event. When I got there, the food, which **4**) (**prepare**) by locals the night before, **5**) (**lay out**) on tables. I paid 30 bhat to witness the festival, and I **6**) (**give**) a stick to protect myself from any fruit the monkeys might throw at me! I took some great photographs, although my camera case **7**) (**steal**) by a mischievous monkey! I found out that the festival **8**) (**organise**) by a local hotelier since 1989 and it looks like it **9**) (**hold**) by the residents of Lopburi for many years to come, as monkeys **10**) (**consider**) an important part of the local culture. It's a messy, but truly entertaining event to go to!



8 Rewrite the sentences in the *passive*, as in the example.

- 1 People think that he is a good photographer.
 - a He *is thought to be a good photographer*.
 - b It *is thought that he is a good photographer*.
- 2 Everyone believes that last year's Winter Carnival was very successful.
 - a Last year's Winter Carnival
 - b It
- 3 They say he is preparing his latest art show these days.
 - a He
 - b It
- 4 Everyone expects that attendance at this year's Ice Festival will be higher.
 - a Attendance at this year's Ice Festival
 - b It
- 5 There are reports that the neighbours were making a lot of noise last night.
 - a The neighbours
 - b It

9 Fill in the correct *reflexive/emphatic pronoun* where necessary.

- 1 A: Did they have fun at the Snow Festival?
B: Yes, they really enjoyed *themselves*.
- 2 A: Did you hire a decorator for your house?
B: No, we did it
- 3 A: Ben is a brilliant painter!
B: Isn't he? He has taught
- 4 A: Are you busy?
B: No, I'm just relaxing
- 5 A: Have you told Tom the good news yet?
B: No, Ian wants to tell him, so don't say anything either!
- 6 A: Is everything ready for the school dance?
B: Almost. The committee members are meeting tomorrow to organise the final details.

10 Complete the sentences using the verbs below in the right form and the appropriate *reflexive/emphatic pronoun*.

- introduce • behave • make • wash
- compose • see • cut

- 1 Her neighbour does look like the Queen. I *have seen her myself* several times.
- 2 Be careful or you with that sharp knife.
- 3 Do you like this song? I a month ago.
- 4 Everyone at the party so there were no complaints from the neighbours.
- 5 The speaker before she started her lecture on modern art.
- 6 What do you think of the biscuits? George while I was at work.
- 7 You don't have to give your cat a bath! Cats

11 Complete the second sentence so that it has a similar meaning to the first, using the word given. Use *between two and five words*.

- 1 My friend made me go to the concert with him, even though I didn't feel like it.
TO I *was made to go* to the concert even though I didn't feel like it.
- 2 They didn't let us take photographs at the art exhibition.
ALLOWED We photographs at the art exhibition.
- 3 Everyone believes that the magazine has lost its appeal over the years.
BELIEVED The magazine its appeal over the years.
- 4 Sue sent Ruth a gift basket on her birthday.
WAS A gift basket by Sue on her birthday.
- 5 John loves living by himself, though it gets lonely at times.
OWN John loves living, though it gets lonely at times.
- 6 You need to repair your camera soon.
BE Your camera soon.

Conditionals: types 0/1/2/3

Conditional clauses consist of two parts: the **if-clause** (hypothesis) and the **main clause** (result).

When the **if-clause** comes before the **main clause**, the two clauses are separated with a comma. *If I go to Paris, I will send you a postcard.* – *I will send you a postcard if I go to Paris.*

	IF-CLAUSE (hypothesis)	MAIN CLAUSE (result)
0 conditional general truth or scientific fact	if/when + present simple <i>If you drop ice in water, it floats.</i>	present simple
1st conditional real, likely to happen in the present/future	if + present simple <i>If it rains, we will stay home.</i>	simple future, imperative, can/must/may , etc + bare infinitive
2nd conditional • imaginary situation in the present/future • advice	if + past simple <i>If I lived by the beach, I would go swimming every day. BUT I don't live by the beach. (untrue in the present). If I were you, I wouldn't believe those lies.</i>	would/could/might + bare infinitive
3rd conditional • imaginary situation in the past • regrets • criticism	if + past perfect <i>If you had booked tickets, we wouldn't have stayed home. (but you didn't) If you had been honest from the start, none of this would have happened.</i>	would/could/might have + past participle

- We can use **were** instead of **was** for all persons in the **if-clause** of Type 2 conditionals.
If he weren't/wasn't so stressed all the time, he would enjoy life more.
- With Type 1 conditionals we can use **unless** + affirmative verb or **if** + negative verb.
They will not hire you unless you have a lot of experience. (They will not hire you if you don't have a lot of experience.)
- We use **if** to show that something **might** happen, whereas we use **when** to show that something **will definitely** happen.
If you leave, I'll leave too. (You might leave.)
When you leave, I'll leave too. (You will definitely leave.)

Mixed Conditionals

We can form **mixed conditionals**, if the context permits it, by combining an **if-clause** of one type with a main clause of another.

IF-CLAUSE	MAIN CLAUSE
Type 2	Type 3
<i>If he were a fast runner, he would have won the race.</i>	
IF-CLAUSE	MAIN CLAUSE
Type 3	Type 2
<i>If she had invited me, I would go to her party tonight.</i>	

Wishes

We can use **wish/if only** to express a wish.

WISH/ IF ONLY		USE
+ past simple/ past continuous	<i>He wishes he was/were on vacation now. (but he isn't) If only the bus wasn't/weren't running so late. (but it is)</i>	to say that we would like something to be different about a present situation
+ past perfect	<i>I wish I had accepted their offer. (but I didn't) If only I hadn't bought those books. (but I did)</i>	to express regret about something which happened or didn't happen in the past
+ subject + would + bare infinitive	<i>I wish you would stop interrupting me all the time. If only Mum would allow me to stay out later.</i>	to express: <ul style="list-style-type: none"> a polite imperative a desire for a situation or person's behaviour to change

If only is used in exactly the same way as **wish** but it is more emphatic or more dramatic. We can use **were** instead of **was** after **wish** and **if only**. *I wish I weren't/wasn't so busy.*

Unreal Past – had better/would rather

The **Past Simple** can be used to talk about imaginary, unreal or improbable situations in the present, and the **Past Perfect** can be used to talk about imaginary, unreal or improbable situations in the past. This is called **unreal past**. Unreal Past is used as follows:

Past Simple to refer to the present:

- Type 2 conditionals**
If I were you, I'd apologise.
- wish/If only**
I wish he were more careful.
- I'd rather/sooner sb ...**
I'd rather he worked harder.
- Suppose/Supposing**
Suppose they didn't come, what would you do?
- as if/as though**
She talks as if she was an expert.
- It's (about/high) time ...**
It's time they moved abroad.

Past Perfect to refer to the past:

- Type 3 conditionals**
If they had asked her, she would have helped them.
- wish/If only**
If only I hadn't lost my purse.
- I'd rather/sooner sb ...**
I'd rather she hadn't told you about the surprise.
- Suppose/Supposing**
Suppose the teacher had seen you, what would you have done?

- **as if/as though**
*He looked **as if** he **had seen** a ghost.*

had better = should

- **I had better + present bare infinitive** (for present/future reference)
*You'd **better go** to the dentist.*
- **It would have been better if + Past Perfect** (for past reference)
*It **would have been better if** you **had told** her.*

would rather = I'd prefer

- When the subject of **would rather** is also the subject of the following verb, we use **I'd rather + present bare infinitive** (for present/future reference) or **I'd rather + perfect bare infinitive** (for past reference).
*I'd **rather eat** now.*
*I'd **rather have bought** the purse I liked.*
- When the subject of **would rather** is different from the subject of the following verb, we use **I'd rather sb + Past Simple** (for present/future reference) or **I'd rather sb + Past Perfect** (for past reference).
*I'd **rather you tried** harder.*
*I'd **rather you had played** better.*

Note:

- **prefer + gerund/noun + to + gerund/noun** (general preference)
*We **prefer walking to driving**.*
- **prefer + full infinitive + rather than + bare infinitive** (general preference)
*I **prefer to eat earlier rather than eat late**.*
- **would prefer + full infinitive + rather than + bare infinitive** (specific preference)
*I'd **prefer to go camping rather than go to a resort**.*
- **would rather + bare infinitive + than + bare infinitive**
*I'd **rather visit my friends than call** them.*

12 Put the verbs in brackets into the correct tense, then identify the types of conditionals.

- 1 If you mix red and blue, you **get** (get) purple.
Type 0
- 2 If I had a spare ticket for the festival, I
..... (give) it to you.
- 3 We'll be there at four, unless we
..... (run into) traffic.
- 4 If she (not/see) them with her own eyes, she would never have believed how beautiful the sculptures were.
- 5 (you/pick up) my suit from the cleaner's if it's on your way?
- 6 I wouldn't wear jeans to the dance if I
..... (be) you.

13 Put the verbs in brackets into the correct tense.

- 1 A: Julian is becoming really famous.
B: Well, if that talent scout **hadn't spotted** (not/spot) him last year, he **would never have made** (never/make) it on his own.
- 2 A: Are you coming to the shops with us later?
B: If I (not/have) to finish this report, I (come).
- 3 A: Do we have time to go to dinner before the show?
B: If we (leave) now, we (have) plenty of time.
- 4 A: How was the Venice Regatta?
B: Fantastic. I'm sure you (love) it if you (be) there.
- 5 A: The trapeze artist looks so calm!
B: Doesn't he? If that (be) me up there, I (feel) very nervous right now!
- 6 A: Do you know what mocha is?
B: It's a flavour you (get) when you (mix) coffee and chocolate.

14 Rewrite the sentences as *mixed conditionals*.

- 1 They didn't send Henry photos from their trip because they don't have his address.
*If they **had Henry's address**, they **would have sent him photos from their trip**.*
- 2 She couldn't wear the earrings because she is allergic to gold.
.....
- 3 I don't have a credit card so I couldn't book the tickets online.
.....
- 4 He isn't going to the festival today because something came up at work.
.....
- 5 She has to type up her essay again because she lost the file.
.....
- 6 She doesn't like jazz, so she didn't go to the concert with her friends.
.....

15 Rewrite the sentences expressing a wish.

- 1 Jenny doesn't want her sister borrowing her accessories all the time.
Jenny wishes *her sister wouldn't borrow her accessories all the time.*
- 2 Nigel regrets not attending the Royal Ascot.
Nigel wishes
- 3 It's a shame that people don't always get along together.
If only
- 4 They don't know their way back to the hotel.
They wish
- 5 He would like to go to the cinema tonight but he can't.
He wishes
- 6 Cynthia didn't have enough time to make dinner.
If only

16 Read the speech bubbles and make sentences, as in the example.

- ①

I can't play tennis. I don't have a racquet.

I wish *I had a racquet.*
If *I had a racquet, I would play tennis.*
- ②

I didn't go to the Chocolate Fashion Show. I forgot to book tickets.

If only
If
- ③

I forgot to invite my colleague to my party. Now she's upset with me.

I wish
If
- ④

My leg is broken. I didn't go skating with my friends.

If only
If
- ⑤

I can't afford to buy these earrings. They cost too much.

I wish
If

17 Fill in the gaps with *would rather*, *prefer(s)* or *would prefer*.

- 1 Jordan *would rather* Drake didn't tell anyone about the surprise party.
- 2 We enjoying the sights to lying on the beach when on holiday.
- 3 I spend a little extra for the tickets if it means getting better seats.
- 4 They to stay home rather than go to the dance.
- 5 Patrick steamed vegetables to boiled ones.

18 Put the verbs in brackets into the correct tense.

- 1 A: I always use black and white film for my photos. What about you?
B: I prefer *shooting (shoot)* photos in colour, as the images are more vivid.
- 2 A: Did David admit to breaking your camera?
B: No, in fact he acted as if he
(never/borrow) it from me!
- 3 A: Are you going to the company dance on Saturday?
B: I don't think so. I'd prefer
(attend) the charity benefit that's held on the same night.
- 4 A: I think you should forgive Ben for shouting at you.
B: Suppose he
(start) shouting at you, how would you feel?
- 5 A: Isn't this ball gown amazing?
B: It is, but I'd rather
(not/wear) something so extravagant.
- 6 A: What time is it?
B: Almost midnight. It's about time we
(head) home.
- 7 A: We're going on a ski trip next week.
B: You'd better
(pack) some warm clothes.
- 8 A: How do you like your new flat?
B: It's nice, but I still wish I
(live) in a nice country house, though!
- 9 A: Do you watch the news every night?
B: Actually, I prefer
(listen) to the news on the radio rather than watch it on TV.

19 Choose the correct item.

- If only we a 3D TV!
A would afford C afford
B can afford **D could afford**
- Suppose you the last flight, how would you have got home?
A had missed C have missed
B missed D would miss
- Jason prefers up on the news online rather than read the paper.
A catching C to catch
B catch D he catches
- Jack wishes he the Burning Man festival when he was in Nevada.
A didn't miss C wasn't missing
B wouldn't miss D hadn't missed
- It would have been better if she calm when she heard the news.
A had kept C had been kept
B kept D would have kept

20 Put the verbs in brackets into the correct tense.

Hello Paul,
You asked me about the Street Performance World Championship. I didn't know you'd be interested in something like this. If I **1) had known (know)**, I **2)** (**invite**) you; it was a fantastic weekend! I only wish I **3)** (**not/forget**) my camera, but if you **4)** (**look**) on the Internet, you can find some pictures.
If you'd been there, you **5)** (**seen**) people from all around the world performing all sorts of acts; from jugglers to human cannonballs! I wish I **6)** (**be**) daring enough to do some of these amazing stunts, but I'm not!
We should go together next summer, but we had better **7)** (**book**) our accommodation early, because if we **8)** (**not/make**) arrangements at least two months in advance, we **9)** (**not/find**) a room. There's a show in Cork, but I'd rather we **10)** (**go**) to Dublin. Let me know how you've been.

Take care,
Daniel

21 Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two and five words.

- What a pity you didn't come to the cinema with us.
WISH *I wish you had come to the cinema with us.*
- Jane is running late for the theatre because she came across traffic.
WOULD If Jane hadn't come across traffic, she late for the theatre.
- You'll miss the start of the show if you don't leave now.
BETTER You now or you'll miss the start of the show.
- The restaurant is too noisy for us to enjoy our meal in peace.
WAS If the restaurant we would enjoy our meal in peace.
- The children should go to bed now; it's getting late.
ABOUT It's to bed; it's getting late.
- Please tell me what happens at the end of the film.
SOONER I what happens at the end of the film.
- Patty would rather read books than watch films.
PREFERS Patty films.
- She won't go skydiving because she has a fear of heights.
AFRAID If she heights, she would go skydiving.
- If you don't stop lying to him, your relationship will never improve.
UNLESS Your relationship will never improve him the truth.
- She doesn't know a lot about art; it just sounds like she does.
THOUGH She sounds a lot about art, but she doesn't.

Reported speech

Direct speech is the exact words someone said. We use quotation marks in direct speech.

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. The word *that* can either be used or omitted after the introductory verb (say, tell, etc).

Say – Tell

- **say + no personal object**
Alex said (that) he was tired.
- **say + to + personal object**
Alex said to me (that) he was tired.
- **tell + personal object**
Alex told me (that) he was tired.
- we use **say + to-infinitive** but never **say about**. We use **tell sb, speak/talk about**.
Adam said to meet him outside the cinema.
She told us/spoke/talked about her future plans.

SAY	hello, good morning/afternoon, etc, something/nothing, so, a few words, no more, for certain/sure, sorry, etc.
TELL	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc.
ASK	a question, a favour, the price, about somebody, the time, around, for something/somebody, etc.

Reported statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence.
Sarah said, "I've lost my keys." (direct statement)
Sarah said (that) she had lost her keys. (reported statement)
- We can report someone's words either a long time after they were said (out-of-date reporting) or a short time after they were said (up-to-date reporting).

Up-to-date reporting

The tenses can either change or remain the same in reported speech.

Direct speech: *Tony said, "I went to the theatre."*

Reported speech: *Tony said (that) he went/had gone to the theatre.*

Out-of-date reporting

The introductory verb is in the past simple and the tenses change as follows:

DIRECT SPEECH	REPORTED SPEECH
Present simple → Past simple	
<i>"I like cooking."</i>	<i>She said (that) she liked cooking.</i>
Present continuous → Past continuous	
<i>"He is reading a book."</i>	<i>He said (that) he was reading a book.</i>
Present perfect → Past perfect	
<i>"I have changed schools."</i>	<i>She said (that) she had changed schools.</i>
Past simple → Past simple or Past perfect	
<i>"We won the game."</i>	<i>They said (that) they won/had won the game.</i>
Past continuous → Past continuous or Past Perfect continuous	
<i>"I was surfing the Net."</i>	<i>She said (that) she was surfing/had been surfing the Net.</i>
Will → Would	
<i>"I will close the door."</i>	<i>He said (that) he would close the door.</i>

Tenses do not change in reported speech when:

- the reporting verb (said, told, etc) is in the **Present, Future** or **Present Perfect**.
"I need to take some aspirin," Claire says. → Claire says (that) she needs to take some aspirin.
- the speaker expresses **general truths, permanent states** or **conditions**.
"The sun sets in the west," the teacher said. → The teacher said (that) the sun sets in the west.
- the verb of the sentence is in the **unreal past** (e.g. conditionals Type 2 and 3, wishes, it's time, would rather, suppose, as if).
"I wish you stopped being so stubborn," Sarah told Michael. → Sarah told Michael (that) she wished he stopped being so stubborn.
- there is a **past continuous** in a **clause of time**.
"As I was walking down the street, I saw an old friend," he said. → He said (that) as he was walking down the street, he saw an old friend.
- the sentence expresses **something which is believed to be true**. In this case the verb tense can either change or remain unchanged.
"Dogs have a keen sense of smell," she said. → She said (that) dogs have/had a keen sense of smell.
However, if the sentence expresses something which is not true, then the verb changes.
"Paris is the biggest capital in Europe," he said. → He said (that) Paris was the biggest capital in Europe.
- Certain words and time expressions change according to the meaning as follows: **now** → then, immediately; **today** → that day; **yesterday** → the day before, the previous day; **tomorrow** → the next/following day; **this week** → that week; **last week** → the week before, the previous week; **next week** → the week after, the following week; **ago** → before; **here** → there

1 Fill in *say, tell, ask* in the correct form.

- 1 A: George **told** me his father is an astronaut.
B: Are you sure he was you the truth? He does lie quite a bit!
- 2 A: What did you Jane that made her so upset?
B: Nothing! I just her the time and she stormed out of the room without anything!
- 3 A: Can I you a favour?
B: Sure. me what you need.
- 4 A: Joan you have the information about the Royal Observatory.
B: I don't. I called to them about cost and opening hours but their line was busy.
- 5 A: Can you me the way to the Science Museum, please?
B: I can't for sure, but I think it's two blocks further down.

2 Jake missed the school trip to the planetarium yesterday. Read what his classmates said about it and report their words.

<p>1 This has been the best school trip ever! (Tom)</p>	<p>2 I'm sure you'll love it if you go. (Ann)</p>
<p>3 I saw some amazing things there! (Pam)</p>	<p>4 They always put on fantastic shows. (Sue)</p>
<p>5 Dozens of people were waiting to see the shows. (Ian)</p>	<p>6 I'm looking forward to going again. (Ben)</p>

- 1 *Tom told him (that) that had been the best school trip ever.*
- 2
- 3
- 4
- 5
- 6

3 Rewrite the following sentences in *reported speech*.

- 1 "I want to study medicine after I finish school," Patrick told his parents.
Patrick told his parents (that) he wanted to study medicine after he finished school.
- 2 "I'm reading an interesting article about the Global Soap Project," Stan said.
.....
.....
- 3 "John was working on his invention all day yesterday," Sarah told me.
.....
.....
- 4 "The lecture on nanotechnology will take place next week," Professor Simpson said.
.....
.....
- 5 "The young inventor gave an interview on TV last night," she said.
.....
.....
- 6 "Chris has quit the company and works from home," Boris told Carl.
.....
.....

4 Turn the sentences into *reported speech*. In which of the sentences do the tenses not change? Why?

- 1 "If only I were more ambitious," Lee said.
Lee wished (that) he were more ambitious. The tense does not change because the sentence expresses a wish.
- 2 "A computer runs on electricity," the teacher said.
.....
.....
- 3 "I've lost my camera," Shane told me.
.....
.....
- 4 "Technology is advancing fast," he says.
.....
.....
- 5 "While I was conducting an experiment, the lab caught fire," the scientist said.
- 6 "We're leaving now," Joe told us.
.....

Reported questions

- Reported questions are usually introduced with the verbs **ask**, **inquire**, **wonder**, or the expression **want to know**.
- When the direct question begins with a question word (**who**, **where**, **how**, **when**, **what**, etc), the reported question is introduced with the same question word.
"What did you put in the salad?" he asked. (direct question)
*He asked **what** I had put in the salad.* (reported question)
- When the direct question begins with an auxiliary (**be**, **do**, **have**) or a modal verb (**can**, **may**, etc), then the reported question is introduced with **if** or **whether**.
"Do you like jazz?" he asked her. (direct question)
*He asked her **if/whether** she liked jazz.* (reported question)
- In reported questions, the verb is in the affirmative. The question mark and words/expressions such as **please**, **well**, **oh**, etc are omitted. The verb tenses, pronouns and time expressions change as in statements.
"Can you do the dishes, please?" he asked her. (direct question)
He asked her if she could do the dishes. (reported question)

Indirect questions

- Indirect questions** are used to ask for advice or information. They are introduced with: *Could you tell me ...?*, *Do you know ...?*, *I wonder ...*, *I want to know ...*, *I doubt ...*, etc and the verb is in the affirmative. If the indirect question starts with *I want to know ...*, *I wonder ...* or *I doubt ...*, the question mark is omitted.

Direct question *"How far is it to the beach?"*

Indirect question *Do you know how far it is to the beach?*

Reported commands/requests/suggestions/orders

- Reported commands/requests/suggestions** are introduced with a special introductory verb (**advise**, **ask**, **beg**, **suggest**, etc) followed by a **to-infinitive**, an **-ing form**, or a **that-clause**, depending on the introductory verb.
"Put your things over there," he told us. → *He **told us to put** our things over there.* (command)
"Return to your seat, please," she said. → *She **asked me to return** to my seat.* (request)
"Let's go to the movies," he said. → *He **suggested going** to the movies.* (suggestion)
"You'd better wear something warmer," she said. → *She **suggested that I (should) wear** something warmer.* (suggestion)
- To report orders or instructions, we use the verbs **order** or **tell + sb + (not) to-infinitive**.
"Stop talking," she told them. (direct order)
*She **told them to stop talking**.* (reported order)
"Don't move," the policeman told the thief. (direct order)
*The policeman **ordered the thief not to move**.* (reported order)

Modal verbs in reported speech

Note how the following modal verbs change in reported speech when the reported sentence is out of date. will/shall → **would**, can → **could** (present reference)/**would be able to** (future reference), may → **might/could**, shall → **should** (asking for advice/asking for information)/**offer** (expressing offers), must → **must/had to** (obligation) (*must remains the same when it expresses possibility or deduction), needn't → **didn't need to/didn't have to** (present reference)/**wouldn't have to** (future reference). **Would**, **could**, **used to**, **mustn't**, **should**, **might**, **ought to** or **had better** remain unchanged in reported speech.

DIRECT SPEECH		REPORTED SPEECH
<i>He said, "I will call you later."</i>	→	<i>He said (that) he would call me later.</i>
<i>He said, "I can't do this."</i>	→	<i>He said (that) he couldn't do that. (present)</i>
<i>He said, "I can come next week."</i>	→	<i>He said (that) he would be able to come the following week. (future)</i>
<i>He said, "I may leave early."</i>	→	<i>He said (that) he might leave early.</i>
<i>He said, "Where shall I put this?"</i>	→	<i>He asked me where he should put that. (information)</i>
<i>He said, "Shall I offer to help her?"</i>	→	<i>He asked (me) if he should offer to help her. (advice)</i>
<i>He said, "Shall I help you carry the bags?"</i>	→	<i>He offered to help me carry the bags. (offer)</i>
<i>He said, "You must be here at 10."</i>	→	<i>He said (that) I had to be there at 10. (obligation)</i>
<i>He said, "They must be at work."</i>	→	<i>He said (that) they must be at work. (deduction)</i>
<i>He said, "He had better tell the truth."</i>	→	<i>He said (that) he had better tell the truth.</i>
<i>He said, "You needn't walk the dog today."</i>	→	<i>He said (that) I didn't need to/didn't have to walk the dog that day.</i>
<i>He said, "I needn't go to school tomorrow."</i>	→	<i>He said (that) he wouldn't have to go to school the next/following day. (future)</i>
<i>He said, "I should apologise to her."</i>	→	<i>He said (that) he should apologise to her.</i>

5 Rewrite the following sentences in *reported speech*.

- 1 "Where was this photo taken?" she asked me.
She asked me where that photo had been taken.
- 2 "Do you know what time the planetarium closes?" Josie wanted to know.
.....
.....
- 3 "Can you help me with my science project, please?" my sister asked me.
.....
.....
- 4 "What does this gadget do?" I wondered.
.....
.....
- 5 "How long have you been a deep-sea diver?" the reporter asked Julian.
.....
.....
- 6 "When is your job interview, Donna?" Linda asked.
.....
.....

6 Reporter Kim Knowles interviewed Ben Bright, a young inventor. Turn her questions into *indirect questions*.

- 1 When did you begin your career as an inventor?
I want to know *when you began your career as an inventor.*
- 2 Have you invented many things so far?
Could you tell me
- 3 How do you get ideas about your next invention?
I wonder
- 4 What does your latest invention do?
I'd like to know
- 5 What made you think of it?
Could you tell me
- 6 How long have you worked on it?
I want to know
- 7 How do you think this invention will help people?
I wonder

7 Report the following sentences using the verbs in brackets.

- 1 "Lower your weapons," the colonel told the soldiers. (**commanded**)
The colonel commanded the soldiers to lower their weapons.
- 2 "You should not go on the trip to the Science Museum if you aren't feeling well," Mary said to Thomas. (**advised**)
- 3 "Why don't we go to the Young Inventors Exhibition next week?" Lucy said. (**suggested**)
- 4 "Don't touch the exhibits, please," the museum guide told us. (**asked**).....
- 5 "Leave the room now!" the teacher told the unruly student. (**ordered**)
- 6 "Please, please let me stay up late to watch the film, Mum," Mia said. (**begged**).....

8 Rewrite the following sentences in *reported speech*.

- 1 "Your idea may work," I told her.
I told her (that) her idea might work.
- 2 "You must hand in your science projects by Friday," the teacher told her students.
.....
- 3 "Shall I tape the show for you so that you can watch it later?" Alex asked Lisa.
.....
- 4 "We needn't take our school bags on the trip tomorrow," Jenny said.
.....
- 5 "Where shall we sit?" Vicky asked.
.....
- 6 "I can take some days off work next month," Ryan said.
.....

SPECIAL INTRODUCTORY VERBS		
Introductory Verb	Direct Speech	Reported Speech
+ to-inf agree demand offer promise refuse threaten claim	"Yes, I'll give you a lift." "Show me some proof!" "Would you like me to make you some coffee?" "I'll come on time." "No, I won't play with you." "Leave or I'll call the police." "I saw her break into the house."	→ He agreed to give me a lift. → He demanded to be shown some proof. → He offered to make me some coffee. → He promised to come on time. → He refused to play with me. → He threatened to call the police if I didn't leave. → He claimed to have seen her break into the house.
+ sb + to-inf advise allow ask beg command encourage forbid instruct invite sb order permit/allow remind urge warn want	"You should get more sleep." "You can stay at your friend's." "Please, turn the TV off." "Please, stop making fun of me." "Get out of my office!" "Go ahead, try it." "You mustn't stay out late." "Type in your password." "Would you like to go to the beach with us?" "Go to your room!" "You may sit here." "Don't forget to lock the door." "Be careful." "Don't run around the pool." "I'd like you to take extra lessons."	→ He advised me to get more sleep. → He allowed me to stay at my friend's. → He asked me to turn off the TV. → He begged me to stop making fun of him. → He commanded me to get out of his office. → He encouraged me to try it. → He forbade me to stay out late. → He instructed me to type in my password. → He invited me to go to the beach with them. → He ordered me to go to my room. → He permitted/allowed me to sit there. → He reminded me to lock the door. → He urged me to be careful. → He warned me not to run around the pool. → He wanted me to take extra lessons.
+ -ing form accuse sb of apologise for admit (to) boast about complain to sb about deny insist on suggest + -ing form	"You ruined my jacket!" "I'm sorry I was rude." "Yes, I broke the vase." "I cook better than all of you." "You never take my side." "No, I didn't lie." "You must leave now." "Let's have some juice."	→ He accused me of ruining/having ruined his jacket. → He apologised for being/having been rude. → He admitted (to) breaking/having broken the vase. → He boasted about cooking better than all of us. → He complained to me about my never taking his side . → He denied lying/having lied . → He insisted on me/my leaving immediately. → He suggested having some juice.
+ that-clause agree boast claim complain deny exclaim explain inform sb promise suggest	"Yes, it is a good solution." "I'm an excellent driver." "I came first in the race." "You never do any chores." "I never said that." "It's fantastic!" "It is a very easy recipe." "Your request was rejected." "I'll do the shopping." "You should leave early."	→ He agreed that it was a good solution. → He boasted that he was an excellent driver. → He claimed that he had come first in the race. → He complained that I never did any chores. → He denied that he had ever said that. → He exclaimed that it was fantastic. → He explained that it was a very easy recipe. → He informed me that my request had been rejected. → He promised that he would do the shopping. → He suggested that I leave early.
explain to sb + how	"This is how you make an espresso."	→ He explained to me how to make an espresso.
wonder where/what/why/how + clause (when the subject of the introductory verb is not the same as the subject in the reported question) wonder + whether + to-inf or clause	He asked himself, "Where is Tom?" He asked himself, "What is she doing?" He asked himself, "Why are they here?" He asked himself, "How did she do that?" He asked himself, "Should I hire her?"	→ He wondered where Tom was. → He wondered what she was doing. → He wondered why they were there. → He wondered how she had done that. → He wondered whether to hire her.
wonder where/what/how + to-inf (when the subject of the infinitive is the same as the subject of the verb)	He asked himself, "Where should I go?" He asked himself, "What can I eat?" He asked himself, "How can I fix this?"	→ He wondered where to go. → He wondered what to eat. → He wondered how to fix that.

9 Complete the sentences.

- 1 "You can ask your friends to come over," Mum told me.
Mum allowed me to ask my friends to come over.
- 2 "Don't touch that hot surface," she said to her brother.
She warned
- 3 "You never show any interest in my ideas," Jacob told Stella.
Jacob complained
- 4 "I am the most inventive person in my family," Evelyn said.
Evelyn boasted
- 5 "I'll take you to the Royal Observatory next weekend without fail," she told the children.
She promised
- 6 "No, I did not spread the rumours about you," Elaine said to Sophie.
Elaine denied

10 Report the sentences using the appropriate introductory verbs.

- 1 "Actually, it was I who drove over Marcia's flower bed," Lynette said.
Lynette admitted to being the person who had driven over Marcia's flower bed.
- 2 "Let's go diving during our holidays," Chloe said.
.....
- 3 "What a brilliant invention!" Jessica said.
.....
- 4 "Would you like me to help you with your project?" my brother asked me.
- 5 "What's the Millers' address?" Paul asked himself.
.....
- 6 "Go ahead, send your CV to the company," Angela told David.

11 Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two and five words.

- 1 "You are not allowed to leave the examination room before 11:00 am," Professor Betts told us.
FORBADE Professor Betts *forbade us to leave* the examination room before 11:00 am.
- 2 "Would you like to come scuba diving with us?" Ben and Tyler said to us.
INVITED Ben and Tyler scuba diving with them.
- 3 "This is how my invention works," he told us.
EXPLAINED He way his invention worked.
- 4 "Monica lost my earrings," Sandra said.
ACCUSED Sandra earrings.
- 5 "I've invented a device that will solve the world's energy problem," Stephen said.
CLAIMED Stephen a device that would solve the world's energy problem.
- 6 "Should I accept their offer?" Nathan asked himself.
WONDERED Nathan their offer.
- 7 "Why don't we take my car to go to the concert hall?" Natasha said.
SUGGESTED Natasha to go to the concert hall.
- 8 "You must agree to do the interview," James said to Lilly.
INSISTED James to do the interview.
- 9 "I'm sorry I missed your graduation party, Meredith," Will said.
APOLOGISED Will her graduation party.
- 10 "Do thirty press-ups," his personal trainer told him.
INSTRUCTED His personal trainer thirty press-ups.

Causative form

- We use **have + object + past participle** to say that we have arranged for someone to do something for us. *Mr Benson **had his house painted**.* (He didn't paint it himself.)
- Questions and negations in the causative are formed with **do/does** (present simple) or **did** (past simple) + **have + object + past participle**.
*When **did** you **have** your hair **permed**?*

	ACTIVE	PASSIVE
Present Simple	<i>He paints his house.</i>	<i>He has his house painted.</i>
Present Continuous	<i>He is painting his house.</i>	<i>He is having his house painted.</i>
Past Simple	<i>He Painted his house.</i>	<i>He had his house painted.</i>
Past Continuous	<i>He was painting his house.</i>	<i>He was having his house painted.</i>
Present Perfect Simple	<i>He has painted his house.</i>	<i>He has had his house painted.</i>
Past Perfect Simple	<i>He had painted his house.</i>	<i>He had had his house painted.</i>
Future Simple	<i>He will paint his house.</i>	<i>He will have his house painted.</i>
Modals	<i>He should paint his house.</i>	<i>He should have his house painted.</i>
Infinitive	<i>He would like to paint his house.</i>	<i>He would like to have his house painted.</i>

- Note:**
- We also use **the causative form** to say that something unpleasant or unexpected happened to somebody. *Steven **had his laptop stolen** last week.*
 - We can use **get** instead of **have** only in informal conversation. *You **should get** those jeans **shortened**.*
 - Make/Have + object + bare infinitive** are used to express that someone **causes** someone else to do something, but their meaning is slightly different. *She **made me promise** that I **wouldn't give away** her secret.* (She **insisted** that I promised I wouldn't give away her secret.)
*We **had the gardener plant** some rosebushes.* (We **asked** the gardener to plant some rosebushes.)
 - Get + object + to-infinitive** shows that someone **persuades** someone else to do something.
*I **got my neighbour to take part** in the area's **carpooling scheme**.* (I **persuaded** my neighbour to do this.)

12 Complete the exchanges using the *causative*.

- A: Have you picked up the tickets for the festival?
B: Actually, *I've had them delivered* (them/deliver) to me by courier service.
- A: Are you ready to present your invention to the science committee?
B: Well, I (it/test) by some fellow inventors at the moment, so I'll present it when it's ready.
- A: Did you know that Professor Martinelli made an important archaeological discovery?
B: Yes, he (his findings/publish) in a major archaeology journal last month.
- A: Your nails are amazing!
B: Thanks. I (them/do) every two weeks.
- A: Did you call Nigel yesterday?
B: Yes, but he (hair/cut) when I called so he couldn't talk.
- A: Your rosebushes are dying.
B: I know. I should (new ones/plant) last spring.

13 Rewrite the sentences in the *causative*.

- A historian will translate the ancient script for him.
He will have the ancient script translated by a historian.
- The project manager is checking Alice's building plan.
.....
- Our cat likes people stroking his fur.
.....
- The technicians were still repairing Robert's car last week.
.....
- Have they x-rayed your arm yet?
.....
- An optician has to test your eyes.
.....

14 Read the situations and then write sentences using the *causative*, as in the example.

- Owen has asked his friend to tape a documentary for him. What has Owen done?
He has had a documentary taped.
- A famous fashion house is designing the celebrity's gown. What is the celebrity doing?
.....
.....
- The Human Resources department will look at Ivan's application. What will Ivan do?
.....
.....
- Kate was walking Nick's dog. What was Nick doing?
.....
.....
- Stanley broke his arm during a rugby match. What did Stanley do?
.....
.....
- Pete's mum had tidied his room before he got home. What did Pete do?
.....
.....

15 Rephrase the sentences using *have*, *get* or *make*, as in the example.

- Mrs Abbott insisted that we stayed behind after class.
Mrs Abbott made us stay behind after class.
- Tina persuaded Jonathan to buy a new suit for his job interview.
.....
.....
- I asked my brother to help me set up my Internet connection.
.....
.....
- Were you able to persuade your friends to go to the planetarium with you?
.....
.....
- I insisted on Celia replacing my broken MP3 player.
.....
.....

16 Complete the second sentence so that it has a similar meaning to the first, using the word given. Use *between two and five words*.

- Scientists have created microscopic robots that can roam inside the human body.
BEEN Microscopic robots that can roam inside the human body *have been created by* scientists.
- My sister insisted that I helped her with the household chores.
MADE My sister her with the household chores.
- Someone stole Albert's invention last night.
HAD Albert last night.
- We will ask Edward to drive us to the planetarium.
HAVE We us a lift to the planetarium.
- Andrea has asked Penny to type her essay.
TYPED Andrea has by Penny.
- Her invention has received a lot of attention from the press.
GIVEN A lot of attention her invention by the press.
- A professional chef will cater Judy and Nelson's wedding.
GET Judy and Nelson by a professional chef.
- The artist uses recycled materials to create his sculptures.
ARE The artist's sculptures recycled materials.
- I'm sure Theresa will insist on us staying for dinner.
MAKE I'm sure Theresa for dinner.
- The previous owner had renovated the house before they moved in.
HAD They before they moved in.

Quantifiers

	COUNTABLE	UNCOUNTABLE
AFFIRMATIVE	a lot (of)/lots (of)/ (a) few/some	a lot (of)/lots (of)/ (a) little/some
NEGATIVE	not many/any	not much/any
INTERROGATIVE	(how) many	(how) much

- **A lot/lots of** are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. The **of** is omitted when **a lot/lots** are not followed by a noun.
*Are there **lots of books** in the library? Yes, there are **lots**.*
- **Much** is used with uncountable nouns and **many** is used with countable nouns. They are usually used in negative or interrogative sentences. *I **haven't got much** time.*
*Are there **many paintings** in the exhibition?*
- **How much/many** are used in interrogative sentences. **Much** is used with uncountable nouns and **many** is used with countable nouns. ***How much** milk do you need?*
***How many** visitors does she expect?*
- **A few** means **not many**, but enough. It is used with plural countable nouns. *There **a few apples** in the fridge. I can make an apple pie.*
- **A little** means **not much**, but enough. It is used with uncountable nouns. *He put **a little** money aside so as to go on holiday this summer.*

Note: **few/little** means **hardly any, not enough** and can be used with **very** for emphasis. *(Very) **few** people go to work by bike. We've got (very) **little** time left. Hurry up!*

- **A couple of, several, a few, many, both, a (large/great/good) number of** are followed by a **countable noun**. *There were **several** people at the meeting.*
- **(Too) much, a little, a great/good deal of, a large/small amount/quantity of** are followed by an **uncountable noun**. *She has made **a good deal of** progress in her studies.*
- **A lot of, lots of, hardly any, some, no, plenty of** are followed by a **countable or uncountable noun**.
*She has bought **a lot of** dresses.*
*We've had **plenty of** rain this year.*

Plurals/Irregular Plurals

Nouns are made **plural** by adding:

-s	to the noun <i>books – books, pencil – pencils, etc</i>
-es	to nouns ending in -s, -ss, -sh, -ch, -x, -o <i>bus – buses, class – classes, brush – brushes, beach – beaches, box – boxes, tomato – tomatoes</i>
-ies	to nouns ending in a consonant + y <i>story – stories, lady – ladies</i>
-ves	to nouns ending in a -f/-fe <i>leaf – leaves, thief – thieves BUT chief – chiefs</i>

- Notes:**
- Nouns ending in a **vowel + o** (*video*) or **double o** (*zoo*) take **-s** *video → **videos**, zoo → **zoos***
 - Some nouns ending in **-o** can take either **-es** or **-s**.
*mosquito → **mosquitoes/mosquitos**, volcano → **volcanoes/volcanos***
 - Nouns ending in a **vowel + y** take **-s** in the plural. *monkey → **monkeys**, boy → **boys***

Irregular plurals: *man – **men**, woman – **women**,
foot – **feet**, tooth – **teeth**, goose – **geese**, louse – **lice**, mouse – **mice**,
child – **children**, person – **people**, sheep – **sheep**, deer – **deer**, fish – **fish**, salmon – **salmon**, ox – **oxen**,
aircraft – **aircraft***

Countable/Uncountable/Plural Nouns

Countable nouns are nouns which we **can count**. They have a **singular** and **plural** form. *one chair, two chairs, three chairs*

- We put **a/an** before countable nouns in the singular.
a + consonant sound *a hat, a dog*
an + vowel sound *an hour, an umbrella*
- We put **some** before countable nouns in the plural.
*There are **some** people in the living room.*

Uncountable nouns are nouns which we **cannot count**. They **only** have a **singular form**. These include:

food	<i>cheese, meat, salt, pepper, butter, bread, etc.</i>
liquids	<i>coffee, milk, tea, water, lemonade, etc.</i>
materials	<i>gold, iron, glass, silver, paper, wood, etc.</i>
subjects	<i>History, Chemistry, etc.</i>
sports	<i>tennis, football, etc.</i>
languages	<i>English, Spanish, etc.</i>
abstract nouns	<i>information, knowledge, love, advice, etc.</i>
other	<i>hair, money, accommodation, luggage, news, furniture, weather, snow, etc.</i>

- **Uncountable nouns** are followed by a verb in the singular. We do not use **a/an** with uncountable nouns. We can use **some**.
- We can use uncountable nouns with the following phrases to show quantity: *a **piece** of paper/advice/information, etc, a **glass/bottle** of water, a **jar** of jam/honey, a **packet** of rice/tea, a **pot** of yoghurt, a **pot/cup** of tea, a **kilo** of meat, a **tube** of toothpaste, a **bar** of chocolate/soap, a **can** of soda, a **carton** of milk, a **bowl** of soup/sugar, etc.*
- **Plural nouns** are nouns which represent a group of people or things and are followed by a plural verb. These include:
 - a) objects, which consist of two parts such as **trousers, shorts, pyjamas, tights, glasses, scissors**, etc. *The **scissors** are very sharp.* We can use a **singular verb** and the phrase **a pair of** before objects which consist of two parts. *There is **a pair of** scissors on the table.*
 - b) nouns such as **people, police, clothes**, etc.
*The **clothes** are nice.*

Certain nouns can be used in the singular and plural with a different meaning.

- *Anna has long **hair**.* (all the hair on her head)
*The dog left **hairs** all over the sofa.* (single hairs)
- *I need a **glass** of water.* (container)
*This statue is made of **glass**.* (the material)
*I've lost my reading **glasses**.* (spectacles)
- *He reads the **paper** every day.* (newspaper)
*I've made a **paper** plane.* (material)
*You need to sign these **papers**.* (documents)
- *The post requires previous **experience**.* (knowledge of and practice in sth)
*He wrote a book about the **experiences** he had while travelling.* (encounters)
- *We gathered **wood** for the fire.* (the material)
*Let's take a walk in the **woods**.* (forest)
- *I don't like milk **chocolate**.*
*He ate a whole box of **chocolates**!*
- *He's looking for **work**.* (employment)
*These are **works** of local artists.* (creations)
- *Learning a new language takes **time**.*
*I've met Joshua several **times**.* (occasions)
- *Is there **room** for one more in the car?* (space)
*The hotel had no free **rooms**.* (parts of a building)
- *There were few **people** at the lecture.*
*The exchange of gifts is a custom shared by many **peoples** of the world.* (nations)

17 Choose the correct item.

- 1 A: This portable eco-fridge is a brilliant idea!
B: I agree. **Much/A lot** of people will benefit from it.
- 2 A: Did you like the science show?
B: Well, a **couple/several** of the exhibits were quite interesting.
- 3 A: How was the dance?
B: Boring. **Hardly any/A small amount** of my friends showed up.
- 4 A: What do you know about Nikola Tesla?
B: **Not much/Very few** things; just that he did some work with electricity.
- 5 A: I wonder where I can find information on nanobots.
B: There's a great **number/deal** of information online.
- 6 A: Do you think she'll win the race?
B: No, she has **little/a little** chance of that; she hasn't trained **much/lots**.

18 Choose the correct verb form.

- 1 When I was at school, Physics **was/were** my favourite subject.
- 2 Maria speaks Spanish so well because **it is/they are** her mother tongue.
- 3 The cheese **have been/has been** outside the fridge all night and **have gone/has gone** off.
- 4 Are you sure all your luggage **is going/are going** to fit into the car?
- 5 It's a really nice island, but the accommodation available **is/are** rather substandard.
- 6 How can you not like billiards? **They're/It's** really fun to play!
- 7 The shorts she's wearing **is/are** the latest fashion.
- 8 Do you know where the scissors **is/are**?
- 9 Thanks a lot for the information. **They have helped/It has helped** me with my project.
- 10 Do you think this pair of tights **is/are** too expensive?

19 Use the nouns below in the correct form to complete the sentences.

- tooth • glass • work • time • hair
• experience • room • goose • louse • wood

- 1 If we have enough **time**, we'll go to the Royal Observatory.
- 2 The children had a lot of fun feeding all the in the park.
- 3 I've left my at home and I can't see properly.
- 4 What's the name of that film about a boy who was raised in the?
- 5 I'll never understand why celebrities buy houses with so many
- 6 When my aunt discovered some grey on her head she saw it as a sign of having grown old.
- 7 Did you know that a great white shark has five rows of
- 8 Contrary to popular belief, having head is not a sign of poor hygiene or dirty hair.
- 9 Can we meet around 7:00? I have lots of at the office and need to stay a bit late.
- 10 The holiday offer promises adventurous in the Caribbean.

Relatives – Relative Clauses

Use

- We use **relative pronouns** (*who/whose/which/that*) and **relative adverbs** (*where/when/that/why*) to introduce **relative clauses**. We use relative clauses to identify/describe the person/place/thing in the main clause.

Relative Clause

The woman **who won the contest** is our neighbour.

- We use **who/that** to refer to **people**.
*The students **who/that** were late for class had to stay behind an extra hour.*
- We use **which/that** to refer to **objects** or **animals**.
*The package **which/that** is on my desk arrived for you this morning.*
- We use **whose** with people, animals and things to show **possession**.
- We use **where** to refer to **places**.
*That's the shop **where** they serve scorpion soup.*
*She's the woman **whose** son is my teacher.*
- We use **why** to give a **reason**.
*Bob won't tell anyone **why** he's sad.*

Defining and Non-defining Relative Clauses

- A **defining relative** clause gives necessary information essential to the meaning of the main sentence. It is not put in commas and is introduced with **who, which, that, whose, where, when**, or the **reason (why)**. *The girl **who** sits next to me in class is from Russia.*
- A **non-defining relative clause** gives extra information and is not essential to the meaning of the main sentence. It is put in commas and is introduced with **who, whom, which, whose, where**, or **when**. The relative pronoun cannot be omitted. *My brother, **who** is 18, is taking driving lessons.*

- Note:**
- who, which** and **that** can be omitted when they are the subject of a relative clause; that is, when there is a noun or subject pronoun between the relative pronoun and the verb. *She bought me a CD (**which/that**) I already had.*
 - that** cannot replace **who** or **which** in non-defining relative clauses. *George, **who** is a footballer, is very fit. (**that** is not possible)*
 - whose** is never omitted. *The artist **whose** work I find most impressive is Picasso.*
 - where** and **when** can be omitted in defining relative clauses.
 - whom, which** and **whose** can be used in expressions of quantity after **of**. *There were lots of people at the dance, many **of whom** she didn't know.*

Clauses of Concession

Concession is expressed with:

- Although/Even though/Though** + clause. *Although she studied hard, she failed the exam. **Though** can also be put at*

the end of the sentence. *She studied hard. She failed the exam, **though**.*

- In spite of/Despite** + noun/-ing form. *Despite the rain/raining, they continued the match.*
- Despite/In spite of the fact (that)** + clause. *In spite of the fact that it was raining, they continued the football game.*
- While/Whereas/But/On the other hand/Yet** + clause. *They did their best, **yet** they lost the match.*
- Nevertheless/However** + clause. *He has lots of experience; **however**, he didn't get the job.*
- However/No matter how** + adj/adv + subject (+may) + verb. *However hard he tried, he didn't win.*
- A comma is used when the **clause of concession** either precedes or follows the main clause. *Even though it was raining, we went for a walk. We went for a walk, **even though** it was raining.*

Exclamations

Exclamations are words or sentences used to express admiration, surprise, etc. To form **exclamatory sentences**, we can use **how, what (a/an), so, such (a/an)**, or a **negative question form**.

- how** + adjective/adverb
How expensive these shoes are! How well she sings!
- what a/an** (+ adjective) + singular countable noun
What a boring book! What a day!
- what** (+ adjective) + plural/uncountable noun
What amazing paintings! What stylish furniture!
- so** + adjective/adverb
She is so helpful! He talked to me so rudely!
- such a/an** (+ adjective) + singular countable noun
Mr Adams is such a good teacher!
- such** (+ adjective) + plural/uncountable noun
They are such polite children!
Laura has such lovely hair!
- negative question form**
Weren't they excellent hosts!
Isn't that a great suggestion!

Note: Exclamations are not used in formal writing.

Clauses of Time

- Clauses of time** are introduced by: **after, as, as long as, as soon as, before, by the time** (= before, not later than), **every time, immediately, just as, once, the moment (that), until/till** (= up to the time when), **when, while**, etc.
*They waited for three hours **before** the bus finally arrived.*
- When the verb of the **main clause** is in a **present** or **future** form, the verb of the **time clause** is in the **present** form. When the verb of the **main clause** is in a **past** form, the verb of the time clauses is in a past form too. We don't use **will/would** in a clause of time.
*I'll call you **as soon as** I get home. (NOT: ~~as soon as I will get~~)*
- When the time clause precedes the main clause, a comma is used. When the time clause follows, no comma is used.
*When you see him, tell him to call me. **BUT** Tell him to call me when you see him.*

1 Fill in the correct *relative pronoun* or *adverb*, adding commas where necessary. Write *D* for defining and *ND* for non-defining and say whether the relative can be omitted.

- 1 South Dakota, *where* Mount Rushmore is, will be my next travel destination. (*ND – cannot be omitted*)
- 2 The man lives across the street is a famous historian.
- 3 The day John comes we'll take him on a guided tour of the city.
- 4 Charles Dickens was a writer work still appeals to a wide readership.
- 5 Lack of modern comforts is the reason Lisa wouldn't want to live in Edwardian England.
- 6 The hotel Mr Simpson owns is close to the Globe Theatre.
- 7 Professor Smithers is a leading archaeologist will be starting an excavation in Egypt in spring.
- 8 I suggested several holiday destinations some of were quite adventurous but my family didn't like any of them.

2 Join the sentences using the words in brackets.

- 1 The Titanic sank a century ago. Its story is still fascinating. (*in spite of*) *In spite of the Titanic sinking/having sunk a century ago, its story is still fascinating.*
- 2 Life in Edwardian England may appear romantic. It was quite harsh. (*yet*)
- 3 I haven't read anything by Charles Dickens. I'd love to go to Dickens World theme park. (*even though*)
- 4 Frank is a nice person. Mary doesn't seem to get on with him. (*no matter how*)
- 5 Betty doesn't want to miss the guided tour. She doesn't feel well. (*despite*)
- 6 The site dated back hundreds of years. It was well preserved. (*however*)

3 Fill in: *what (a/an), how, so or such (a/an)*.

- 1 A: Beth helped me with the housework.
B: *How* nice of her!
- 2 A: We've won a trip to China.
B: This is exciting news!
- 3 A: This is a picture of Mount Rushmore.
B: impressive sight!
- 4 A: I like our tour guide.
B: Me too. He knows the city and its history well!
- 5 A: I'm reading this book with stories told by survivors of the Titanic shipwreck.
B: I've read it. It's good read!
- 6 A: How was your visit to Angkor Wat?
B: Oh, I had incredible experience!
- 7 A: Let's go to the planetarium next week.
B: good idea!
- 8 A: Pierre and Isabelle have offered to put us up during our stay in Paris.
B: nice people they are!

4 Underline the appropriate time conjunctions and put the verbs in brackets into the correct form.

- 1 We got to the station just as/as soon as the last bus *was leaving* (leave).
- 2 The children started jumping up and down with joy till/the moment they (hear) about the trip to Egypt.
- 3 Joan (read) a lot about the Paris catacombs once/before she went there.
- 4 Once/Until he (book) our tickets, he'll send me an email to let me know.
- 5 While/By the time you (make) the beds, I'll be doing the washing-up.
- 6 Christopher will probably stay in the States as soon as/as long as his visa (last) and then he'll travel around Canada.
- 7 I promised Jena I would have finished mopping the floor until/by the time she (get) home.
- 8 Do we have enough time to see all the exhibits in the museum before/when it (close)?

Clauses (purpose/result/reason/manner)

Clauses of Purpose

Clauses of purpose are used to explain why somebody does something.

We can express **positive purpose** using:

- **to + infinitive** *He's studying **to be** a lawyer.*
- **in order to/so as to + infinitive** (formal)
*She left early **so as to be** on time.*
- **so that/in order that + can/will** (present/future reference)
*I'll write down my PIN number **so that/in order that** I will remember it at all times.*
- **so that/in order that + could/would** (past reference)
*I drove my car to work **so that/in order that** I could be on time for the meeting.*
- **in case + present tense** (present/future reference)
*Take some cash with you **in case** you need it.*
- **in case + past tense** (past reference)
*She took an umbrella **in case** it rained.*

Note: **in case** is never used with **will** or **would**.

*I'll pack some juice for the picnic, **in case** we **are** thirsty later. (NOT: ... ~~we will be~~)*

- **for + noun** (expresses the purpose of an action)
*I've bought a new camera **for photography class**.*
- **for + -ing form** (expresses the purpose of something or its function) *This cream is used **for polishing silver**.*
- **with a view to + -ing form**
*They started saving up **with a view to** buying a car.*

We can express **negative purpose** using:

- **in order not to/so as not to + infinitive**
*He asked for a ride **in order not to/so as not to be** late.*

Note: We never use **not to** to express negative purpose.

- **prevent + noun/pronoun (+ from) + -ing form**
*They put up notices to **prevent people (from)** walking on the grass.*
- **avoid + -ing form**
*He bought a GPS **to avoid getting** lost.*
- **so that + can't/won't** (present/future reference)
*I'll call her **so that** she **won't** feel lonely.*
- **so that + couldn't/wouldn't** (past reference)
*She took a taxi **so that** she **wouldn't** be late for the meeting.*

Notes: • **Clauses of purpose** should not be confused with **clauses of result**.

Clauses of purpose are introduced with **so that/in order that** ... *He studied hard **so that** he would pass the exam.* (this shows purpose)

Clauses of result are introduced with **so/such ... that**

- **Clauses of purpose** follow the rule of the sequence of tenses the same way that **Time Clauses** do.
*I'll turn the lights on **so that** I **can** see clearer.*
*I took a jacket with me **so that** I **wouldn't** get cold.*

Clauses of Result

Clauses of result are used to express result. They are introduced with the following words/phrases:

- **as a result/therefore/consequently/as a consequence**
*He was ill. **As a result/Therefore/Consequently/As a consequence**, he didn't go to work.*

- **such a/an + adjective + singular countable noun ... that**
*He's **such a rude person that** nobody likes him.*
- **such + adjective + plural/uncountable noun ... that**
*They lived in **such terrible conditions that** the local community decided to build them a house.*
*We were having **such bad weather that** we decided to postpone the picnic.*
- **such a lot of + plural/uncountable noun ... that**
*There were **such a lot of people** at the restaurant **that** we couldn't get a table. There was **such a lot of snow that** he couldn't move his car.*
- **so + adjective/adverb ... that**
*The book was **so boring that** I couldn't keep my eyes open. She sings **so beautifully that** I listen to her for hours.*
- **so + adjective + a(n) + noun ... that**
*It was **so bad a day that** we stayed in.*
- **so much/little + uncountable noun ... that**
*He spends **so little** time studying **that** he'll fail his exams.*
*He had **so much luggage that** he couldn't carry it.*
- **so many/few + plural noun ... that**
*There are **so many applicants for the job that** I don't think I'll be selected for the post.*
*There are **so few tickets left that** we'll be lucky to find any.*

Clauses of Reason

Clauses of reason are used to express the reason for something. They are introduced with the following words/expressions: **because, as/since, the reason for/why, because of/on account of/due to, now (that), for**, etc.

- **because**
*I didn't go to the party **because** I wasn't invited.*
***Because** I wasn't invited, I didn't go to the party.*
- **as/since** (= because)
*We can't visit her **as/since** she's away.*
***As/Since** she's away, we can't visit her.*
- **the reason for + noun/-ing form**
***The reason for his delay** was the stormy weather.*
***The reason for his being** late was the stormy weather.*
- **the reason why + clause**
***The reason why** he was late was the stormy weather.*
***The reason why** he was late was the accident on the motorway.*
- **because of/on account of/due to + noun**
*Some power lines fell down **because of/on account of/due to** strong winds.*
- **because of/on account of/due to the fact that + clause**
*They couldn't concentrate **because of/on account of/due to the fact that** there was a lot of noise.*
- **now (that) + clause**
***Now (that)** we have graduated we can get a job.*
- **for** (= because) (formal written style) A clause of reason introduced with **for** always comes after the main clause.
*She was very quiet all day, **for** she had a lot on her mind.*

Clauses of Manner

Clauses of manner are introduced with **as, how, as if/as though, (in) the way (that), (in) the same way (as)** and are used to express the way in which something is done/said, etc.

- We use **as if/as though** after the verbs **act, appear, be, behave, feel, look, seem, smell, sound, taste** to say how somebody or something looks, behaves, etc.

The air is humid. It **feels as if/as though** it's going to rain.

We also use **as if/as though** with other verbs to say how somebody does something. *She sounds as if/as though she's really hurt by what you said.*

- We use **as if/as though + past tense** although we refer to the present when we are talking about an unreal present situation. **Were** can be used instead of **was** in all persons. *He acts as if/as though he knew everything.* (but he doesn't) *He behaves as if/as though he were a child.* (but he isn't)
- We can also use **as** in **clauses of manner** to mean 'in the way that'. *Try to do it as I've showed you.*

Note: We can use **like** instead of **as if/as though** in spoken English. *You look like you need a holiday.* (informal spoken English)

5 Choose the correct item.

- 1 Alison took some time off work in **case/in order** that she could travel around China.
- 2 James is looking up information on the Titanic **for writing/to write** a school project about it.
- 3 Mrs Richards contacted an employment agency **in order/with a view** to hiring a nanny.
- 4 During the World Wars, women worked in the armed services **so as/so that** to help the war effort.
- 5 A police barrier was set up to **prevent/avoid** protesters going any further.
- 6 He made a note of the appointment in his calendar **in case/so that** he forgot about it.

6 Join the sentences using the words in brackets.

- 1 Phoebe got up late. She missed the guided tour around the city. (**consequently**)
Phoebe got up late and consequently she missed the guided tour around Paris.
- 2 He took great photos of the Anasazi cave dwellings. A magazine wanted to publish them. (**such ... that**)
- 3 Mary was very impressed with the Charles Dickens Museum. She told all her friends about it. (**so ... that**)
- 4 The archaeologist fell ill. The excavation was cancelled. (**as a result**)
- 5 We didn't have much time to get to the airport. We nearly missed our flight. (**so little ... that**)

7 Rewrite the sentences using the words in brackets.

- 1 She has recovered from her illness, so she can go back to work. (**now that**) *Now that she has recovered from her illness she can go back to work.*
- 2 She wants to travel to Colorado in order to visit Mesa Verde National Park. (**the reason for**)
- 3 During World War II the 1940 and 1944 summer Olympics were cancelled. (**due to**)
- 4 An argument caused them to stop speaking to each other. (**because**)
- 5 Emily Cummings became famous when she invented a portable eco-friendly fridge. (**on account of**)
- 6 The poor weather meant that we couldn't go to the festival. (**since**)
- 7 Engine trouble prevented the plane from taking off. (**because of**)
- 8 Can you tell me what made you change your travel plans? (**the reason why**)

8 Put the verbs in brackets into the correct tense.

- 1 Though she has never been inside the Lascaux caves she talks about them as if she **was/were** (**be**) an expert.
- 2 It looks as if our bus (**run**) late; let's get a taxi.
- 3 She talks about her little brother in a way that (**show**) how much she cares about him.
- 4 I wish you'd stop acting as though the whole world (**revolve**) around you!
- 5 How can you listen to that terrible music? It sounds as if someone (**scream**) in agony!
- 6 Is everything OK with Stephanie? She looks like she (**cry**).
- 7 If you had done the exercises as your trainer (**instruct**) you, your muscles wouldn't be sore now.

9 Choose the correct item.

- 1 A: Are there any messages for me?
B: Yes, Vicky wants you to call her the minute/ while you get home.
- 2 A: Have you been to the catacombs in Paris?
B: No, **despite/though** I've travelled to Paris twice, I haven't seen the catacombs.
- 3 A: How can I cook these vegetables?
B: Do them **as if/like** they showed on that cooking programme the other day.
- 4 A: Where can I find information on the Titanic for my school project?
B: Check the Internet. There's **such/so** a lot of information that you'll finish your project in no time.
- 5 A: Why would anyone want to take part in a reality show where you live like people in Edwardian England?
B: Well, I suppose **in order/so that** they can get a feel of how life was back then.
- 6 A: Helen hasn't stopped shouting since she came in!
B: I know, and she won't tell anyone the reason **for/why** she's so angry.

10 Join the sentences using the words in brackets, then identify the type of clause they introduce.

- 1 There wasn't enough action in the film. We were bored. (**so little ... that**) *There was so little action in the film that we got bored. (clause of result)*
- 2 Nikki's employer reprimanded her. She was rude towards her colleagues. (**because of**)
- 3 Chris bought a digital camera. He wanted to see the photos he took instantly. (**in order that**)
- 4 She used to be a famous writer. She retired. (**before**)
- 5 Lisa's been having singing lessons. She got a part in the school play. (**as a result**)
- 6 Burn the DVD yourself. Mike showed you how. (**the same way**)

11 Complete the sentences using a variety of linking words/phrases.

- 1 The theatre will remain closed for the rest of the month *due to/because of/on account of* restoration works.
- 2 She set about doing the housework she was exhausted.
- 3 The tour guide showed us around Bath was very knowledgeable.
- 4 Have you turned off the oven? It smells something is burning.
- 5 Don't forget to call me you've checked into your room.
- 6 Alex went to the bookshop he would buy a book about World War II.
- 7 The iron was too hot and I burnt a hole in my favourite shirt as I was trying to iron it.
- 8 Why don't you ask Helen to come with you you can have some company?

12 Fill in: *in order to, after, whose, as though, so as not to, as, despite, such a lot.*

St Michael's Mount, Cornwall

St Michael's Mount is a charming island with **1)** *such a lot of* history that a visit is an essential part of any trip to Cornwall. Visitors arrive in the tiny harbour village, **2)** 30 residents help care for the whole island. From there, it's a short walk up the cobbled walkway to the medieval castle. As you enter, it feels **3)** you were stepping back in time, **4)** there are so many historical artefacts on display. **5)** exploring the castle, you should spend some time on the terraces **6)** take in the stunning views of the coastline. And don't forget to look down at the steep cliffs **7)** miss the amazing gardens where, **8)** the colder British climate, tropical plants from Mexico and South Africa flourish.



13 Choose the correct answer.

- 1 Patricia served dinner the children came back from the park.
 (A) as soon as C while
 B as D as long as
- 2 Professor Becket is an authority on Edwardian England., his lectures are rather tedious.
 A Although C Nevertheless
 B Despite D Even though
- 3 Charles Dickens is a writer works appeal to people of all ages.
 A which B who C whom D whose
- 4 Jonathan is ambitious that he's sure to be very successful in his career.
 A so much C such a lot
 B so D such
- 5 I wish my older brother wouldn't order me around as if I his personal servant!
 A had been C am
 B have been D were
- 6 Many buildings collapsed of the strong earthquake.
 A due to C as a result
 B consequently D for the reason
- 7 We're going to the opera with the Smiths, are our next-door neighbours.
 A that B which C who D whose
- 8 Andrew won't tell me the reason to quit his job.
 A for he decided C why he decided
 B why deciding D for a decision
- 9 Harry took a map in case he lost wandering around the city's sights.
 A would get C will get
 B had got D got
- 10 He's working on a new invention which will be used turning household waste into compost more efficiently.
 A for B to C about D with
- 11 When Sam back from Egypt, he'll show us photos from his trip.
 A will come C is coming
 B comes D would come
- 12 They took a shortcut running into traffic.
 A in order to C to prevent
 B so as to D to avoid

14 Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two and five words.

- 1 Don't believe Eve when she talks about all the celebrities she knows; she's lying.
AS Eve talks *as if/though she knew* a lot of celebrities.
- 2 The Titanic sank because it hit an iceberg.
ACCOUNT The Titanic sank an iceberg.
- 3 Sadly, however good he was in his latest film, he didn't win an award.
MATTER Sadly, he acted in his latest film, he didn't win an award.
- 4 He talked to a real estate agent because they wanted to put their house up for sale.
VIEW He talked to a real estate agent their house up for sale.
- 5 Though she didn't feel like it, Laura took her little sister to the theatre.
SPITE Laura took her little sister to the theatre like it.
- 6 I'll finish my report and then I'll email it to you straightaway.
SOON I'll email my report to you it.
- 7 We couldn't get seats on the bus because it was too crowded.
SUCH There were people on the bus that there was nowhere for us to sit.
- 8 She follows her mother's recipe when she makes an apple pie.
SAME She makes an apple pie in her mother does.
- 9 Despite being thousands of years old, the Acropolis retains some of its past splendour.
EVEN The Acropolis retains some of its past splendour, thousands of years old.
- 10 I went shopping because I want a laptop.
ORDER I went shopping buy a laptop.

Inversion

modal/auxiliary verb + subject + main verb

We use **inversion**:

- in questions.
Can you come to the meeting?
- after the following words or expressions, when they come at the beginning of a sentence.

Seldom	Only in this way
Rarely	Only then
Little	Hardly (ever) ... when
Barely	No sooner ... than
Nowhere (else)	Not only ... but (also)
Never (before)	Not until
Not (even) once	In no way
On no account	In/Under no circumstances
Only by	So/Such
	Not since, etc.

Such was her surprise to see her old friend that she was speechless.

Never (before) have I watched such a funny film.

Not only did I write the report but I (also) sent it to the manager.

Seldom does this restaurant get so crowded.

BUT

This restaurant seldom gets so crowded. (There is no inversion because the word **seldom** does not come at the beginning of the sentence.)

Note: When the expressions **only after**, **only by**, **only if**, **only when**, **not until/till** come at the beginning of a sentence, the inversion is in the main clause.

Only after I waved to him did he speak to me.

Only if you speak French will he understand you.

- with **so**, **neither**, **nor**, **as** to express agreement.
"I love fresh fruits." "So do I." (We use "so" to agree with an affirmative statement.)
She was an excellent actress, as was her mother/and so was her mother.
"I don't speak Spanish well." "Neither/Nor do I." (We use "neither/nor" to agree with a negative statement.)
- with **should**, **were**, **had** when they come at the beginning of an if-clause instead of "if".
Type 1: *Should he call, tell him to come here.* (= If he should call ...)
Type 2: *Were I you, I would go to the doctor.* (= If I were you ...)
Type 3: *Had I been invited, I would have gone to the wedding reception.* (= If I had been invited ...)

main verb + subject

It is used in the following cases:

- after verbs of movement or adverbial expressions of place when they come at the beginning of a sentence.
Inside the house ran the little boy.
On the sofa slept the cat.
Here comes the bride.
There goes the last bus.

If the subject is a pronoun, there is no inversion.

Here he is. (NOT: ~~Here is he.~~)

Off you go. (NOT: ~~Off go you.~~)

- in direct speech when the subject of the introductory verb is a noun.
"I love thrillers," said Jenny.
(or ... *Jenny said.*)
"Open your mouth," said the dentist.
(or ... *the dentist said.*)
BUT *"What can I do for you?" he asked.*
(NOT: ~~asked he,~~ because the subject of the introductory verb is a pronoun.)

Question tags

- Question tags** are short questions at the end of statements. They are mainly used in speech when we want to confirm something (falling intonation) or when we want to find out if something is true or not (rising intonation).
- Question tags** are formed with an auxiliary verb and the appropriate subject pronoun. They take the same auxiliary as in the statement, or, if there isn't an auxiliary in the statement, they take **do(n't)/does(n't)** (present simple) or **did(n't)** (past simple). *He plays tennis, doesn't he?*
- After affirmative statements, we use a negative question tag and after negative statements, we use a positive question tag. *He is allergic to nuts, isn't he? They haven't come yet, have they?*
- When the sentence contains a word with a negative meaning such as **never**, **hardly**, **seldom** or **rarely**, the question tag is positive. *She never goes to the beach, does she?*

Note: • **Let's** has the tag **shall we?**

Let's have some tea, shall we?

• **Let me/him** has the tag **will you/won't you?**

Let me help you, will you/won't you?

• **I have (possess)** has the tag **haven't I?**

BUT I have (used idiomatically) has the tag **don't I?**

They have a car, haven't they?

She has lunch with her friends every Sunday, doesn't she?

• **This/That is** has the tag **isn't it?**

That's Mary's bike, isn't it?

• **I am** has the tag **aren't I? I am late, aren't I?**

• A positive imperative has the question tag **will/won't?**

Stop crying, will/won't you?

• A negative imperative has the question tag **will you?**

Don't talk so fast, will you?

15 Complete the sentences.

- 1 It wasn't until he told me his name that I remembered where we had met before. Not until *he told me his name, did I remember where we had met before.*
- 2 If you had paid attention to the tour guide, you would have learnt a lot about the city's history. Had
- 3 We've never seen such a magnificent monument before. Never
- 4 The Parsons rarely go to the theatre.
Rarely
- 5 Jessica booked tickets for her favourite band as soon as she heard they were coming to town. No sooner
- 6 You can only appreciate his invention if you use it yourself. Only by
- 7 Jason paid for our cinema tickets and offered to drive us there as well. Not only
- 8 Alex had just got to work when his supervisor asked to see him. Hardly

16 Rewrite the sentences using *so* or *such* at the beginning of the sentence.

- 1 The ticket to the museum was so expensive that we decided not to go. *So expensive was the ticket to the museum that we decided not to go.*
- 2 The children were so excited about their trip to Paris that they talked about nothing else.
Such
- 3 The earthquake that struck the city of Petra in 363 AD was so powerful that it destroyed half of it. So
- 4 Director James Cameron showed such an interest in the story of the Titanic that he made a documentary about it. Such
- 5 Barney and Phil get on so well together that they've become best friends. So
- 6 He told us such a silly joke that no one laughed. Such

17 Fill in *so*, *neither/nor* and the appropriate verb.

- 1 A: I didn't expect the Charles Dickens Museum to be so interesting.
B: *Neither/Nor did I*, but it was really great.
- 2 A: I'd love to go inside the Lascaux Caves.
B:, I think it'll be a great experience.
- 3 A: I think being an archaeologist is fascinating.
B: It must be amazing to search for and study lost civilisations.
- 4 A: I won't go on the school trip to the planetarium tomorrow.
B: I'll stay home.
- 5 A: I haven't seen Carla's photos from her trip to Mount Rushmore yet.
B: I'll ask her to email them to me.
- 6 A: I'm writing about the Ming Dynasty for my history project.
B: Let's work on our projects together.

18 Fill in the appropriate question tag.

- 1 Patricia is studying archaeology, *isn't she?*
- 2 James and Lilly are having a fantastic time travelling around Egypt,
- 3 I am driving you to work tomorrow,
- 4 Let's go and see *A Midsummer Night's Dream* at the Globe,
- 5 You have a spare laptop,
- 6 Patrick works as an assistant to Professor Miles,
- 7 They didn't let you know they were coming,
- 8 Call the hotel to confirm our reservations later,
- 9 That's the site where they believe a lost city is buried,
- 10 Mark rarely goes bungee jumping any more,
- 11 Don't stay up late,
- 12 It was Sue who spoiled the surprise,

The Indefinite Article *a/an*

- We use **a/an** with nouns when referring to an unspecified thing. *She bought **a** new laptop.*
- We use **a** before singular countable nouns which begin with a consonant sound (**a** dog, **a** uniform). We use **an** before singular countable nouns which begin with a vowel sound (**an** orange, **an** hour).

The **indefinite article** is used:

- with **singular countable nouns** when we talk about them in general. *I'd like **a** car.* (any car)
- Before **Mr/Mrs/Miss/Ms** when we refer to an unknown person. ***A** Mrs Benson called you.*
- to show: a) price in relation to weight (*two pounds **a** kilo*)
b) distance in relation to speed (*30 km **an** hour*) and frequency (*twice **a** year*).
- after the verb **to be** when we want to say what someone or something is. *He is **a** doctor.*

The **indefinite article** is not used:

- with uncountable or plural countable nouns. In those cases we use **some** in the affirmative (*I had **some** soup and **some** grapes for lunch.*) and **any** in questions and negations (*Is there **any** milk? We haven't got **any** time.*)
- before an adjective when there is no noun after it. However, when there is a noun after the adjective, we use **a** for adjectives which begin with a consonant sound and **an** for adjectives which begin with a vowel sound. *She **a** singer. She's **famous**. She's **a** famous singer.*

A(n)/One – One/Ones

We use:

- a/an** to refer to an **unspecified thing** with the meaning **any one**. *He read **a** book.* (an unspecified book).
- one** when we are counting, to put **emphasis** on the **number**. *He bought **one** book from the bookshop.* (He didn't buy two or more books.)
- one** with the words **day, week, year, winter, morning**, etc with a specific day or month to say when something happened, usually in narration. ***One** summer, Chris had a life-changing experience.* We can use **one day** to refer to the future. ***One day** I'll be famous.*
- one** or **one of** ... when we mean **one person/thing out of many**. It usually contrasts with **another/other(s)**. ***One** staff member was rude, but the **others** were nice.*
- a/an** or **one** with no difference in meaning when counting or measuring money, distance, weight, time, etc. *He's away for **a/one** week.*
- one** in the singular and **ones** in the plural to avoid repeating the noun when it is clear what we mean. *His house is the **one** with the pool.*
- a/an** with **one** when there is an adjective before **one**. *She doesn't want a big dog; she'd rather get **a** small **one**. BUT She'd like a dog. She wants **one** that doesn't grow too big.*
- one/ones** with **this/that – these/those**. *Let's not sit at this table, let's sit at **that one**.*
- which one(s)** in questions. *I've rented 3 DVDs. **Which one** do you want to see first?*

The Definite Article *The*

We use **the**:

- with **nouns** when talking about **something** specific, that is, when the noun is mentioned for a second time or is already known. *Are **the** red gloves yours?* (The listener knows which gloves we're talking about. The red ones.)
- with nouns which are **unique** (**the** Moon, **the** Parthenon, **the** London Eye, etc).
- before the names of **rivers** (**the** Nile), **seas** (**the** Aegean), **oceans** (**the** Atlantic), **mountain ranges** (**the** Alps), **deserts** (**the** Gobi), **groups of islands** (**the** Canary Islands), **countries** when they include words such as 'state', 'kingdom', etc (**the** United States) and nouns with **of** (**the** Tower of London).
- before the names of **musical instruments** (**the** piano, **the** guitar) and dances (**the** tango).
- before the names of **hotels** (**the** Ritz Hotel), **theatres/cinemas** (**the** Royal Opera House), **ships** (**the** Titanic), **organisations** (**the** UN), **newspapers** (**The** Guardian Weekly) and **museums** (**the** British Museum).
- before **nationalities** ending in **-sh** (**the** Turkish), **-ch** (**the** Dutch) or **-ese** (**the** Portuguese) and **families** (**the** Simpsons).
- before **titles when the person's name is not mentioned** (**the** Prince, **the** Prime Minister).
- before the words **morning, afternoon** and **evening**. *She starts work at 8 o'clock in **the** morning.*
- with **adjectives** in the **superlative form**. *I'm **the** oldest in my family.*
- with the words **station, shop, cinema, village, world**, etc. *She went to **the** shop to buy new clothes.*
- with **historical periods/events**. ***The** Middle Ages BUT World War II.*
- with the words **only, last, first** (used as adjectives). *She was **the** first runner to win a medal in the race.*

We don't use **the**:

- with **plural nouns when we talk about them in general**. *Dogs are loving animals.*
- before **proper names**. *Marta is twelve years old.*
- before the names of **countries** (*Italy*), **cities** (*Tokyo*), **streets** (*Wall Street*), **parks** (*Hyde Park*), **mountains** (*Everest*), **islands** (*Hawaii*), **lakes** (*Loch Ness*) and **continents** (*Africa*).
- before the names of **meals**, (*dinner, etc*) **games** and **sports** (*volleyball, football*). *I love having **lunch** early./I play **tennis** at 7 every evening.*
- with the words **this/that/these/those**. ***This** hat is my mum's.*
- with **possessive adjectives** or the **possessive case**. ***That** isn't **your** pen. It's **Jake's**.*
- before **titles** when the **person's name is mentioned**. *Queen Elizabeth, Prince Harry BUT **the** Queen, **the** King*
- with the words **school, church, bed, hospital, prison** or **home** when we refer to the purpose for which they exist. *John goes to **school** every day.* (John is a student.) **BUT** *John's mum wants to go to **the** school to ask John's teacher about his marks.* (John's mum is a visitor, not a student.)
- with **languages**. *I speak **Turkish**. BUT **The** French language is difficult.*
- with **the names of illnesses**. *He's got **pneumonia**. BUT flu/**the** flu, measles/**the** measles*

Note: We use **the + adjective** to refer to a group of people. Examples include: *poor, rich, sick, old, blind, young*, etc. *The old sometimes feel neglected.*

19 Fill in *a/an, any or some* where necessary.

- Professor McCormack is **a** renowned historian whose books on ancient Rome have made him popular with history fans.
- riot broke out yesterday when angry protesters tried to break the police barriers.
- Mr Briggs has sent me invitation to the opening of the Science Museum, but I don't know who he is.
- George had to pay hefty fine because he was driving at 100 km hour in residential area.
- Our teacher has asked us to make model of the Titanic. Do we have balsa wood and glue?
- I've always admired Mrs Abbott. Not only is she excellent teacher but her sense of humour is brilliant.
- They take holiday abroad once year.
- Currently, gold costs about £28 gram.

20 Fill in *a/an, any or one(s)*.

- She reads **a** different novel every week, showing a preference for that are set in antiquity.
- I hope that day, scientists will find solution to the global energy crisis.
- Leslie has gone to conference and will be away for week.
- By the time we got to the box office, there weren't cheap tickets left. They only had expensive
- interviewee seemed suitable, but the others were under-qualified for the post.
- If you're looking for nice pair of jeans why don't you try these
- I wouldn't mind living next to loud neighbour, but living next to a nosey is something I couldn't put up with.
- It was evening last July when someone left unmarked envelope on Ashley's doorstep.

21 Fill in *the* where necessary.

- A: Do you want to watch the match between Liverpool and Leeds with me?
B: No, — football is not — my favourite sport, I'm afraid.
- A: Have you heard news? Jake's had an accident.
B: I know. I'm on my way to hospital to see him.
- A: I'd love to go on a cruise around Mediterranean and spend a few weeks in Malta.
B: Well, if it's island holidays we're talking about, I'd rather go to Maldives.
- A: Will you visit Taj Mahal when you are in India?
B: Of course! I won't miss opportunity to see one of most beautiful palaces in the world.
- A: Is there a paper in the house? I want to check today's weather.
B: Yes, I bought Teen Voice on my way home from school.

22 Fill in *a/an or the* where necessary.

BEN'S BRITISH TRAVEL BLOG – DAY 37

Hi guys!

Today I visited **1)** – Oxford, **2)** beautiful city which has over 1,000 years of history and is home to **3)** oldest surviving university in **4)** English-speaking world. I started my day at **5)** Ashmolean Museum, where I saw exhibits ranging from drawings by **6)** Michelangelo to **7)** amazing selection of coins dating back to antiquity. I took **8)** walk in **9)** Botanic Gardens before stopping for **10)** lunch in The Vaults, **11)** underground restaurant. In **12)** afternoon, I went on **13)** walking tour. Our guide, Lucy, was a student at **14)** university, where she was studying **15)** history and **16)** Arabic language. After the tour, I climbed one of the city's many towers and was just in time to see **17)** sun setting over the city. It was **18)** magnificent sight, which ended my day perfectly!

Adjectives

Adjectives describe nouns. They have the same form in the singular and plural. They go before nouns (*a loud noise*) but after the verbs **be, look, smell, sound, feel, taste, seem, appear, become, get, stay**, etc. *He is tall. She seems nice.*

- There are **opinion adjectives** and **fact adjectives**. **Opinion adjectives** (*boring, exciting*, etc) show what a person thinks of somebody or something. **Fact adjectives** (*tall, thin, new*, etc) give us factual information about age, size, colour, origin, material, etc.
- We can also use **nouns as adjectives** before other nouns. In this case the nouns have no plural form. *bus driver – bus drivers*
- Certain **adjectives** can be used metaphorically:
silky fur (=fur that is smooth and soft, like silk), **BUT** a **silk** scarf (=a scarf made of silk); a **stony** expression (=a cold, emotionless expression), **BUT** a **stone** wall (=a wall made of stone); **golden** hair (=hair the colour of gold), **BUT** **gold** earrings (=earrings made of gold); **feathery** clouds (=clouds that look soft and delicate), **BUT** a **feather** duster (=a duster made with feathers); a **metallic** colour (=a colour which looks like metal); **BUT** a **metal** box (=a box made of metal).

Order of Adjectives

When there are two or more **adjectives** in a sentence, they normally go in the following order:

	OPINION	FACT							
		size	age	shape	colour	origin	material	used for/ be about	noun
It's a	nice	small	old	oval	red	French	metal	coffee	table.

- We do not usually use a long list of adjectives before a single noun. A noun is usually described by one, two or three adjectives at the most.
a nice, modern, leather jacket
- Ordinal numbers (**first, second, third**, etc) go before cardinal numbers (**one, two, three**, etc). *The first two times.* (NOT: ~~the two first times~~)
- The **adjectives afraid, alike, alive, alone, ashamed, asleep, awake, content, glad, ill, pleased**, etc are never followed by a noun.
The baby is asleep. Ian was glad to see her.
- The **adjectives chief, elder, eldest, former, indoor, inner, main, only, outdoor, outer, principal, upper** are always followed by nouns.
Mr Thomson was my former boss.
- Certain **adjectives** are used with **'the'** as nouns to refer to groups of people in general. These are: **elderly, middle-aged, old, young, blind, dead, deaf, disabled, living, sick, homeless, hungry, poor, rich, strong, unemployed, weak**, etc. *There are many employment opportunities for the young in big cities.* (= young people in general) **BUT** *The young people in my area are organising a beach clean-up day.* (We refer to a specific group of young people). When we talk about one person we say **A/The poor man/woman, A/The deaf boy/girl**, etc. *The old lady who lives on the third floor is my aunt.* (We refer to a specific old lady.)

Adverbs

- **Adverbs** describe verbs and past participles, adjectives or other adverbs.
He behaved terribly. A badly cooked meal. A relatively easy exercise. He came extremely late.
- An **adverb** can be one word (*slowly*) or a phrase (*after lunch*). Adverbs can describe manner (**how**), place (**where**), time (**when**), frequency (**how often**), degree (**to what extent**), etc.
He drives carefully. (How does he drive? Carefully. → adverb of manner)

They live across the street. (Where do they live? Across the street. → adverb of place)

He is leaving next Monday. (When is he leaving? Next Monday. → adverb of time)

She never travels alone. (How often does she travel alone? Never. → adverb of frequency)

Formation of Adverbs

- We usually form an **adverb** by adding **-ly** to the adjective. *nice – nicely*
- Adjectives ending in **-le** drop the **-e** and take **-y**. *possible – possibly*
- Adjectives ending in **consonant + y** drop the **-y** and take **-ily**. *easy – easily*
- Adjectives ending in **-l** take **-ly**. *truthful – truthfully*
- Adjectives ending in **-ic** usually take **-ally**. *economic – economically* **BUT** *public – publicly*
- Some **adverbs** do not follow these rules. *good – well, fast – fast, hard – hard, early – early, late – late*

Order of Adverbs

- **Adverbs of frequency** go after the auxiliary verb (**be, have, do**), but before the main verb. *I have never had Thai food. Penny is usually late. They always walk to school.*
- **Adverbs of manner** go before the main verb, after the auxiliary verb or at the end of the sentence. *She curiously opened the envelope. She is anxiously waiting for the exam results. He is listening carefully.*
- **Adverbs of degree** (*absolutely, completely, totally, extremely, very, quite, rather*, etc) go before an adjective, an adverb or the main verb, but after the auxiliary verb. *You're absolutely right. He runs quite fast. I totally agree with you.*
- **Adverbs of place and time** usually go at the end of the sentence. *He's been having some problems lately.*
- **Adverbs of time**, such as **soon, now, now and then**, go before the main verb, but after the auxiliary verb. *They soon realised the truth. She has just left.*
- We can put an **adverb at the beginning of a sentence** if we want to emphasise it. *Angrily, she stormed out of the room.* (manner)
Home is the only place where you can relax. (place)
This morning, a strange thing happened to me. (time)

- When there are two or more **adverbs** in the same sentence, they usually go in the following order: **manner – place – time**. *He sat **quietly on the sofa all evening**.*
- If there is a **verb of movement**, such as **go, come** and **leave**, in the sentence, the adverbs usually go in the following order: **place – manner – time**. *He left **the building in a rush a minute ago**.*

Points to consider

- Some adverbs have the same form as adjectives. These include: **deep, early, fast, hard, high, late, long, low, near, right, straight, wrong**. *This pillow is **very hard**.* (adjective) *Anna works **hard**.* (adverb)
- There is a difference in meaning between the following pairs of adverbs:

<i>He's trying hard to concentrate.</i> (with effort)	<i>He has hardly done any revision for the test.</i> (almost none)
<i>The bus is late.</i> (not early)	<i>Have you talked to John lately?</i> (recently)
<i>He started apologising but she cut him short saying there was no need.</i> (before the expected time)	<i>The doctor will see you shortly.</i> (soon)
<i>The submarine dived deep under the sea surface.</i> (a long way down)	<i>The news left her deeply depressed.</i> (greatly)
<i>You can fly to Madrid direct from London.</i> (without stopping)	<i>He is directly responsible for the mistake.</i> (immediately)
<i>The balloon flew high up into the sky.</i> (at a high level)	<i>This film is highly recommended.</i> (very)
<i>The elderly can enter the museum free.</i> (without charge)	<i>He always speaks his mind freely.</i> (without restriction)

- The following words end in **-ly**, but they are adjectives: **cowardly, deadly, elderly, friendly, likely, lively, lonely, lovely, silly, ugly**. *She is a **lovely** child.* We use the phrase **in a ... way/manner** to form their adverbs. *He behaved **in a cowardly way*** (NOT: ~~He behaved cowardly~~)
- The **adverbs cheap(ly), loud(ly), quick(ly)** and **slow(ly)** are often used without **-ly** in everyday English. *Don't talk so **loud/loudly**.*

23 Choose the correct item.

- A: How did she react to the news?
B: She just gave me a **stony/stone** look.
- A: What did you buy for Samantha?
B: A nice **silky/silk** blouse.
- A: Isn't this beach great?
B: Yes, I just love the **gold/golden** sand.
- A: What's wrong?
B: I have a strange **metallic/metal** taste in my mouth.
- A: Do we need anything else for the house?
B: Let's get two **feather/feathery** pillows.

24 Rewrite the sentences putting the adjectives into the correct order.

- He has a bike. (**racing, titanium, red**)
*He has a **red, titanium racing** bike.*
- She's wearing an outfit. (**modern, nice, silk**)
.....
- They found a kitten. (**white, tiny, cute**)
.....
- I'm watching a film. (**Italian, new, funny**)
.....
- She baked cupcakes. (**vanilla, tasty, small**)
.....
- He bought her a ring. (**engagement, diamond, huge**)
.....

25 Rewrite the sentences putting the adverbs in the correct place.

- They have dinner. (**at home, on her birthday, usually**) *They **usually** have dinner at home on her **birthday**.*
- Anna walked. (**reluctantly, two minutes ago, into the cave**)
.....
- He's been staring. (**all morning, at the door, nervously**)
.....
- He has announced the news. (**happily, just, very**)
.....
- It's raining. (**heavily/today/extremely**)
.....
- He talks about his childhood. (**quite, always, sadly**)
.....

26 Choose the correct item.

- John is trying **hardly/hard** to concentrate on his homework.
- Cats have a **high/highly** developed sense of balance.
- Babies travel on public transport **freely/free**.
- Don't put that box so **highly/high** on the shelves; I won't be able to reach it.
- Is there a flight that goes **direct/directly** to Melbourne, or do I need to get a connection?
- You have to walk **deeply/deep** inside the cave to see the stalactites.
- The lecture will begin **short/shortly**.
- Speak up, I can **hard/hardly** hear you.
- You can make suggestions **freely/free**.