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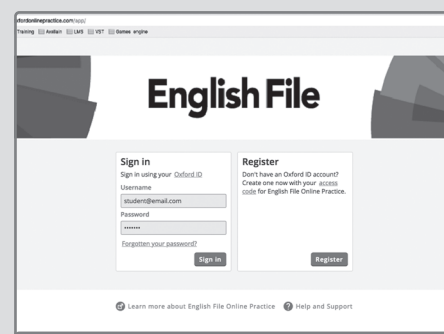
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ENTRY CHECKER

C1

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question formation

- 1 How long have you been waiting? How many children does your sister have? Should we buy her a present?
- 2 Why didn't you like the film? Isn't this a beautiful place? Don't you have to be at school today?
- 3 What are they talking about? Who does this bag belong to?
- 4 Who lives in that house? How many people follow you on Twitter?

- 1 We make questions with tenses where there is an auxiliary verb (*be, have, etc.*) and with modal verbs (*should, must, etc.*) by inverting the subject and the auxiliary / modal verb. With the present and past simple, we add the auxiliary verb *do / does* or *did* before the subject.
- 2 We often use negative questions to show surprise when we expect somebody to agree with us, or to check whether something is true.
- 3 If a verb is normally followed by a preposition, e.g. *talk about sth*, the preposition comes at the end of the question, not at the beginning. **NOT** *About what are you talking?*
 - We often just use the question word and the preposition, e.g. **A** *I'm thinking.* **B** *What about?*
- 4 When *who / what / which, etc.*, is the **subject** of questions in the present or past simple, we don't use *do / did*, e.g. *Who wrote this?* **NOT** *Who did write this?*



indirect questions

Could you tell me what time the shop next door opens?
Do you know if (whether) Mark's coming to the meeting?

- We use indirect questions when we want to ask a question in a more polite way. We begin with a phrase such as *Can / Could you tell me...? Do you know...? Do you think...? Do you remember...? Would you mind telling me...? Do you have any idea...?*
- Compare:
What time does the post office open? (direct question) and
Could you tell me what time the post office opens? (indirect question)
- In indirect questions, the order is subject + verb. *Can you tell me where it is?* **NOT** *Can you tell me where is it?*
- We don't use *do / did* in the second part of the question. *Do you know where he lives?* **NOT** *...where does he live?*
- You can use *if* or *whether* in questions without a question word and after: *Can you tell me, Do you know, etc.*

Other expressions followed by the word order of indirect questions

The word order of indirect questions is used after:
I wonder..., e.g. **I wonder** why they didn't come.
I'm not sure..., e.g. **I'm not sure** what time it starts.
I can't remember..., e.g. **I can't remember** where I left my phone.
I'd like to know..., e.g. **I'd like to know** what time you're coming home.

a Order the words to make questions.

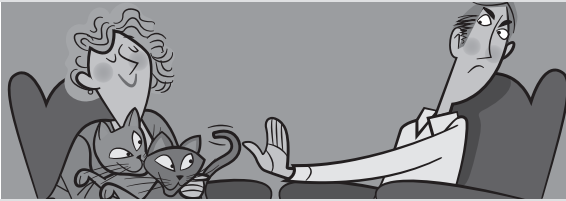
are What to listening you ?
What are you listening to?

- 1 is you station know where the Do ?
- 2 about you where What you live don't like ?
- 3 the when next film tell me starts Could you ?
- 4 Should I have a new job tell them that I ?
- 5 he to talking Who is ?
- 6 known have long your you How neighbours ?
- 7 the know to time Paris Do train you what leaves ?
- 8 of do bike have kind you What ?
- 9 your is for waiting Who sister ?
- 10 many How exhibition the on people went to Friday ?

b Complete the questions with the words in brackets.

- Did you enjoy* your holiday last summer? (you / enjoy)
- 1 Who _____ my new jacket? (borrow)
 - 2 She can't remember where _____ her keys last night. (she / leave)
 - 3 Do you know what time _____ at the weekend? (the restaurant / opens)
 - 4 How often _____ running? (you / usually go)
 - 5 What kind of books _____? (your son / like)
 - 6 _____ to come to the party? (your boyfriend / not want)
 - 7 Who _____ *Northern Lights*? (write)
 - 8 Could you tell me how much _____, please? (this T-shirt / cost)
 - 9 _____ park your car there? It's blocking the road. (you / have to)
 - 10 Where _____ last weekend? (you / go)

auxiliary verbs



- 1 I like cats, but my husband doesn't.
Sally's coming tonight, but Angela isn't.
- 2 A I loved his latest film.
B So did I.
A I haven't finished the book yet.
B Neither (Nor) have I.
Andrew's a doctor and so is his wife.
- 3 A I don't like shopping online.
B I do. I buy a lot of my clothes online.
- 4 A I went to a psychic yesterday.
B Did you?
A I'll make dinner tonight.
B Will you? That's great!
- 5 A You didn't lock the door!
B I did lock it; I know I did.
A Silvia isn't coming.
B She is coming. I've just spoken to her.
- 6 You won't forget, will you?
She can speak Italian, can't she?

- We use auxiliary verbs (*do, have, etc.*) or modal verbs (*can, must, etc.*):
 - 1 to avoid repeating the main verb / verb phrase, e.g. **NOT** ~~*I like cats, but my husband doesn't like cats.*~~
 - 2 with *so* and *neither* to say that someone or something is the same. Use *so* + auxiliary + subject to respond to a statement with a positive verb, and *neither* (or *nor*) + auxiliary + subject to respond to a statement with a negative verb.
- We use a positive auxiliary verb after *neither* (or *nor*), e.g. *Neither did I.* **NOT** ~~*Neither didn't I.*~~
 - 3 to respond to a statement and say that you (or someone or something) are different.
 - 4 to make 'reply questions'. These often show interest or surprise.
 - 5 to show emphasis in a positive sentence, often when you want to contradict what somebody says. With the present / past simple, we add *do / does / did* before the main verb. With other auxiliaries, e.g. *be, have, will*, the auxiliary verb is stressed and not contracted.
 - 6 to make question tags, we use a positive auxiliary with a negative verb, and a negative auxiliary with a positive verb.
- Question tags are often used simply to ask another person to agree with you, e.g. *It's a nice day, isn't it?* In this case, the question tag is said with falling intonation, i.e. the voice goes down.
- Question tags can also be used to check something you think is true, e.g. *She's a painter, isn't she?* In this case, the question tag is said with rising intonation, as in a normal *yes / no* question.

a Complete the mini-dialogues with an auxiliary or modal verb.

- A You didn't remember to give back my car keys.
B I *did* remember. They're on your desk.
- 1 A You don't like the food in this café.
B I _____. I just don't like this sandwich.
 - 2 A Are they your children?
B Yes, they are, and so _____ the two over there.
 - 3 A What did you think of the new club?
B Jamie liked it, but I _____. I thought it was boring.
 - 4 A This is the first time you've visited, _____ it?
B No, I've been here before.
 - 5 A Are you left-handed?
B Yes, I am, and so _____ my sister.
 - 6 A I wouldn't like to be a bus driver.
B Neither _____ I.
 - 7 A Why didn't you tell me you were going to be late?
B I _____ try to tell you, but you didn't hear me.
 - 8 A She's booked the flights for us, _____ she?
B No, I don't think so.
 - 9 A My mum is arriving on the next train from London.
B _____ she? I thought she was coming by car.
 - 10 A You will meet me tomorrow morning, _____ you?
B I promise!

b Complete the conversation with a suitable auxiliary verb.

- A Hi, I'm Tomas. You're in my English class, ¹*aren't* you?
B Yes, I am. I'm Rosa.
A It's a big class, ²_____ it?
B It ³_____ big, but my last one was bigger.
A ⁴_____ it? I like small classes where we can practice speaking.
B So ⁵_____ I. I don't know what this class will be like.
A Neither ⁶_____ I. I've had other classes here, though.
B Oh, ⁷_____ you? I ⁸_____. Were they good?
A Yes, they ⁹_____. Some of my friends are in this class.
B ¹⁰_____ they? That's great.
A We can practice speaking English with each other, ¹¹_____ we?
B Yes, we can. Let's get coffee together before the class.

present perfect simple and continuous

present perfect simple: *have / has + past participle*

- 1 Have you ever broken a bone?
I've never seen him before.
- 2 I've just phoned for an ambulance, but it hasn't arrived yet.
I've already told you three times.
- 3 It's the best book I've ever read.
- 4 My computer's crashed!
Look, it's started snowing.
- 5 I've known Miriam since I was a child.
My sister has been ill for ten days now.
- 6 How many Agatha Christie novels have you read?
They've seen each other twice this week.

• We use the present perfect simple:

- 1 to talk about past experiences when you don't say when something happened, often with *ever* or *never*.
 - 2 with *just*, *yet*, and *already*.
 - 3 with superlatives and *the first*, *second*, *last time*, etc.
 - 4 for finished actions (when no time is specified) which have present results.
 - 5 with non-action verbs (= verbs not usually used in the continuous form, e.g. *be*, *need*, *know*, *like*, etc.) to say that something started in the past and is still true now.
- This use is common with time expressions like *How long...?*, *for* or *since*, *all day / evening*, etc.
- Don't use the present simple in this situation. **NOT** ~~*I know Miriam since I was a child.*~~
- 6 when we say or ask *how much / many* we have done or *how often* we have done something up to now.

present perfect continuous: *have / has + been + verb + -ing*

- 1 How long have you been waiting to see the doctor?
He's been messaging his girlfriend all evening.
- 2 I haven't been sleeping well recently. It's been raining all day.
- 3 I've been shopping all morning. I'm exhausted.
My shoes are filthy. I've been working in the garden.

• We use the present perfect continuous:

- 1 with action verbs (e.g. *run*, *listen*, *study*, *cook*) to say that an action started in the past and is still happening now (unfinished actions).
- This use is common with time expressions like *How long...?*, *for* or *since*, *all day / evening*, etc.
- Don't use the present continuous in this situation. **NOT** ~~*I'm living here for the last three years.*~~
- 2 for repeated actions, especially with a time expression, e.g. *all day*, *recently*.
- 3 for continuous actions which have just finished (but which have present results).

present perfect simple or continuous?

- 1 I've been feeling terrible for days.
He's liked classical music since he was a teenager.
- 2 She's been having piano lessons since she was a child.
They've had that car for at least ten years.
- 3 We've lived in this town since 1980.
We've been living in a rented flat for the last two months.
- 4 I've painted the kitchen. I've been painting the kitchen.

- 1 To talk about an unfinished action, we normally use the present perfect continuous with action verbs (e.g. *run*, *listen*, *study*, *cook*) and the present perfect simple with non-action verbs (e.g. *be*, *need*, *know*, *like*, etc.).
- 2 Some verbs can be action or non-action, depending on their meaning, e.g. *have piano lessons* = action, *have a car* = non-action.
- 3 With the verbs *live* or *work*, you can often use the present perfect simple or continuous. However, we normally use the present perfect continuous for more temporary actions.
- 4 The present perfect simple emphasizes the completion of an action (= the kitchen has been painted). The present perfect continuous emphasizes the duration of an action (= the painting of the kitchen may not be finished yet).

a Circle the correct form of the verb. Tick (✓) if both are possible.

Have you ever run / been running a marathon?

- 1 His parents have never met / been meeting his teacher.
- 2 I've been waiting / waited for you for ages!
- 3 They've worked / been working here since they left school.
- 4 Tanya's plane has landed / been landing now.
- 5 I've known / been knowing Simon for a long time.
- 6 Adam has just gone / been going home. He's not well.
- 7 It's snowed / been snowing all night.
- 8 Juliet has lived / been living with her sister since the fire in her house.

b Complete the sentence with the best form of the verb in brackets, present perfect simple, or continuous.

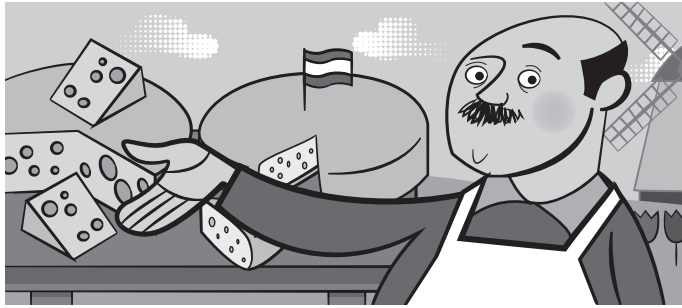
I've been learning English since I was twelve years old.
(I / learn)

- 1 He _____ the type of job he wants until now. (not have)
- 2 _____ my messages again? (you read)
- 3 Oh no! You _____ my hair too short! (cut)
- 4 We don't live there anymore. We _____ to Oxford. (move)
- 5 We _____ to visit this city for a long time. (want)
- 6 I _____ packing my bag for the holiday yet. (not finish)
- 7 Celia _____ a new phone and she can't stop using it. (buy)
- 8 We _____ for 20 minutes and we still aren't there. I'm sure we're lost. (drive)

using adjectives as nouns, adjective order

adjectives as nouns

- In most African countries, the young still look up to the old. The poor are getting poorer, and the rich are getting richer. The government needs to create more jobs for the unemployed.
- The English are famous for drinking tea. The Chinese invented paper. The Dutch make wonderful cheeses.



- You can use *the* + some adjectives to talk about groups of people, e.g.
 - specific groups in society, such as *the young*, *the old* (or *the elderly*), *the sick* (= people who are ill), *the blind*, *the deaf*, *the homeless*, *the dead*.
 - some nationalities that end in *-ch*, *-sh*, *-ese*, and *-ss*, such as *the French*, *the Spanish*, *the British*, *the Japanese*, *the Irish*, *the Swiss*, etc. (most other nationality words are nouns and are used in the plural, e.g. *the Brazilians*, *the Poles*, *the Turks*, *the Hungarians*, *the Argentinians*, etc.).
- You can also use adjective + *people* to talk about a group of people, e.g. *poor people*, *homeless people*, *old people*, *French people*.
- To talk about one person, use, e.g. *a Japanese woman*, *a rich man*, etc. **NOT** *a Japanese*, *a rich*.

adjective order

We've got a lovely old cottage just outside Bath.
She has long fair hair.
I bought a beautiful Italian leather belt.

- You can put more than one adjective before a noun (often two and occasionally three). These adjectives go in a particular order, e.g. **NOT** *an old lovely cottage*.
- Opinion adjectives, e.g. *beautiful*, *nice*, *lovely*, always go before descriptive adjectives, e.g. *big*, *old*, *round*.
- If there is more than one descriptive adjective, they go in this order:

OPINION	SIZE	AGE	SHAPE	COLOUR	PATTERN	ORIGIN / PLACE	MATERIAL	NOUN
expensive	little	brand new	long	purple	spotted	French	silk	scarf
beautiful						Italian		car

a Rewrite the underlined phrase using *the* + an adjective.

People from the Netherlands are famous for growing beautiful flowers, especially tulips. The Dutch

- This is a café run for and by people without a home.
- People from Britain are generally well known for their love of animals and pets.
- This government is trying to provide jobs for people without jobs.
- There aren't many job opportunities for people who are young in this town.
- This dog is trained to work with people who can't see.
- The emergency hospitals are full of people who are ill.
- People from Brazil are famous for their love of football.
- Sign language is available for people who can't hear.
- People from Switzerland have four official languages.
- We want to organize more activities for people who are old.

b Write the adjectives in brackets in the right place. Change *a* to *an* where necessary.

- a long beach (sandy) a long sandy beach
- a leather jacket (Italian / black)
 - a girl (young / Italian / tall)
 - boots (stylish / French)
 - a T-shirt (old / dirty)
 - a man (Greek / dark-haired / tall)
 - a castle (old, mysterious, huge)
 - a motorbike (big / expensive / black)
 - a cat (friendly / old)
 - a film (boring / long)
 - eyes (tearful / dark / large)

narrative tenses: past simple, past continuous, past perfect, past perfect continuous

narrative tenses

- 1 We arrived at the airport and checked in.
- 2 We were having dinner when the plane hit some turbulence. At nine o'clock most people on the plane were reading or were trying to sleep.
- 3 When we arrived at the airport, we suddenly realized that we'd left one of the suitcases in the taxi.
- 4 We'd been flying for about two hours when suddenly the captain told us to fasten our seat belts because we were flying into some very bad weather.

- 1 We use the **past simple** to talk about consecutive actions or situations in the past, i.e. for the main events in a story.
- 2 We use the **past continuous** (*was / were + verb + -ing*) to describe a longer continuous past action or situation which was in progress when another action happened, or to describe an action or situation that was not complete at a past time.
- 3 We use the **past perfect** (*had + past participle*) to talk about the 'earlier past', i.e. things which happened before the main event(s).

- 4 We use the **past perfect continuous** (*had been + verb + -ing*) with action verbs (*go, play, watch, etc.*) to talk about longer continuous actions or situations that started before the main events happened and continued up to that point. Non-action verbs (e.g. *be, have, know, like, etc.*) are not normally used in the past continuous or past perfect continuous.

past perfect simple or continuous?

Lina was crying because she'd been reading a very sad book. Lina didn't want to see the film, because she'd already read the book.

- The past perfect continuous emphasizes the continuation of an activity. The past perfect simple emphasizes the completion of an activity.

a Circle the correct verb form.

Gloria and David Jones were looking forward to / had been looking forward to their Christmas holidays for months. This time, unlike previous occasions, they ¹had made / were making their plans long before Christmas. They ²had been deciding / had decided to go and stay with Gloria's sister in Barcelona and they ³had bought / bought the air tickets very cheaply. Everything ⁴went / was going to plan, until they ⁵had waited / were waiting for the bus to take them to the airport. It was at that moment that they got a nasty surprise when David ⁶realized / was realizing he ⁷had left / was leaving his passport at his office. There was no time to go and get it, so it looked as if David was going to miss the flight. What could they do? They phoned 'Speedy Wheels', a courier company, and asked them to collect the passport and meet them at the airport. An hour later, just as the bus ⁸had arrived / was arriving at the airport, a motorbike courier ⁹was stopping / stopped behind it. David paid and thanked the rider and they ran into the terminal building. It ¹⁰was / has been the most stressful and expensive airport journey they had ever had, but it was worth it – they caught the plane and had a great holiday!

b Put the verb in brackets in the past perfect simple (*had done*) or continuous (*had been doing*). If you think both are possible, use the continuous form.

- She played the violin very well until she broke her arm last year. She'd been learning it since she was a child. (learn)
- 1 We _____ such an impressive performance before. It was breathtaking! (never see)
 - 2 It used to be a very lively area, but by 2018 it _____ completely, so I didn't want to live there anymore. (change)
 - 3 I was so disappointed that there were no tickets left after we _____ for hours in the heat. (queue)
 - 4 Most of my friends _____ the film, but they all watched it again. (see)
 - 5 How long _____ before you realized that he was trying to trick you? (you talk)
 - 6 Everyone was silent when I arrived, but I could see that they _____. (argue)
 - 7 He got to the party late because he _____ Kim's birthday present at home and he _____ go back and get it. (leave, have to)
 - 8 She started to worry when she realized she _____ her phone at the office. (left)
 - 9 The roast potatoes _____ slowly all afternoon and delicious smells filled the house, making everyone feel hungry. (cook)
 - 10 The insurance company _____ to pay compensation because they _____ their burglar alarm. (refuse, not set)

the position of adverbs and adverbial phrases

- 1 He walks very slowly.
I speak five languages **fluently**.
The driver was **seriously** injured in the accident.
- 2 I **hardly ever** have time for breakfast.
Liam's **always** late for work.
I would **never** have thought you were 40.
- 3 It rained **all day yesterday**.
My parents'll be here **in half an hour**.



- 4 I've **nearly** finished.
We're **incredibly** tired.
My husband works a lot, but he doesn't earn much.
- 5 **Unfortunately**, the parcel never arrived.
Ideally, we should leave here at 10.00.

- Adverbs can describe an action (e.g. *he walks **slowly***) or modify adjectives or other adverbs (e.g. *it's **incredibly** expensive, he works **very** hard*). They can either be one word (e.g. *often*) or a phrase (e.g. *once a week*).

- 1 **Adverbs of manner** describe how somebody does something. They usually go after the verb or verb phrase, however, with passive verbs they usually go in mid-position (before the main verb but after an auxiliary verb).

- 2 **Adverbs of frequency** go before the main verb but after the verb *to be*.

- *sometimes, usually, and normally* can also be put at the beginning of the phrase or sentence for emphasis, e.g. *Sometimes the weather can be very wet, but not today.*
- If there are two auxiliary verbs, the adverb goes after the first one.

- 3 **Adverbs of time and place** normally go at the end of a sentence or clause. Place adverbs normally go before time adverbs. **NOT** *My parents will be in half an hour here.*

- Adverbs of time can also go at the beginning for emphasis, e.g. **Soon** *it will be Christmas!* **OR** *It will be Christmas **soon!***

- 4 **Adverbs of degree** describe how much something is done, or modify an adjective.

- *nearly* and *almost* are used before a verb or verb phrase.
- *extremely, incredibly, very, etc.* are used with adjectives and adverbs, and go before them.
- *a lot* and *much* are often used with verbs and go after the verb or verb phrase.
- *a little / a bit (of)* can be used with adjectives or verbs, e.g. *I'm a bit / a little tired. We rested a bit / a little after the flight.*

- 5 **Comment adverbs** (which give the speaker's opinion) usually go at the beginning of a sentence or clause. Other common comment adverbs are: *luckily, basically, clearly, obviously, apparently, eventually, etc.*

Other adverbs

Most other adverbs go in mid-position, e.g. *I **just** need ten more minutes. I didn't speak to Jo at the party – I didn't **even** see her. She'll **probably** come in the end.*

- a **Underline** the adverbs or adverbial phrases and correct the sentences where the order is wrong.

Mario arrived very late home last night. ✗

Mario arrived home very late last night.

She can speak Portuguese fluently. ✓

- 1 I was extremely tired yesterday.
- 2 She was reluctant a bit to tell me everything that had happened.
- 3 We luckily had taken enough money for the bus fare.
- 4 I think two people were injured badly in the car crash.
- 5 Paula has been apparently promoted to managing director.
- 6 He forgot Mother's Day almost, but fortunately his sister reminded him.
- 7 Sophie liked very much the play.
- 8 The police arrived at the house after a few hours.
- 9 Mateo doesn't always go running in the mornings – he sometimes thinks it's too cold.
- 10 We are going to be unfortunately late.

- b **Put the adverbs in brackets in the normal position in these sentences.**

Tricia and Zoe left ^{early} and they didn't ^{even} say goodbye.
(early, even)

- 1 I've met a handsome French man. (just, really)
- 2 Tereza seems sensible. (always, incredibly)
- 3 The painting was damaged in the robbery.
(badly, last year)
- 4 They go out with their friends. (usually, in the evening)
- 5 Luis got the best Chemistry exam results in the whole country. (apparently)
- 6 They're going to that party. (probably, tonight)
- 7 Jessica is at the gym. (often, in the morning)
- 8 I go swimming. (rarely, nowadays)
- 9 He realized that he was going to find the place by himself. (quickly, never)
- 10 He wasn't injured when he fell off his bike. (seriously)

future perfect and future continuous

future perfect: *will have + past participle*

The rain **will have stopped** by this afternoon.
 Some people think that sea levels **will have risen** by as much as a metre in 50 years' time.
 Laura **won't have arrived** before dinner, so I'll leave some food in the oven for her.
 When **will they have learned** enough English to be able to communicate fluently?

- We use the future perfect (*will have + past participle*) to say something will be finished before a certain time in the future.
- This tense is frequently used with the time expressions **by Saturday / March / 2030, etc., or in two weeks / months, etc.**
- **by + a time expression = at the latest.** With *in*, you can say *in six months* or *in six months' time*.
- We form the negative with *won't have + past participle*, and make questions by inverting the subject and *will / won't*.

future continuous: *will be + verb + -ing*

1 Don't phone between 7.00 and 8.30, as we'll **be having** dinner then.
 Good luck with your test tomorrow. I'll **be thinking** of you.
 Will you **be waiting** for me when I get off the train?
 This time tomorrow, I'll **be sitting** at a café, **drinking** a beer.
 2 You don't need to get up early. We **won't be leaving** until about 9.30.
 I'll **be going** to the supermarket later. Do you want anything?

- 1 We use the future continuous (*will be + verb + -ing*) to say that an action will be in progress at a certain time in the future.
 Compare:
*Come at around 7.30. **We'll have** dinner at 8.00.* (= we will start dinner at 8.00)
 and
*Don't phone between 7.00 and 8.30, as **we'll be having** dinner.* (= at 8.00 we will already have started having dinner)
- We form the negative with *won't be + verb + -ing* and make questions by inverting the subject and *will / won't*.
 - 2 We sometimes use the future continuous, like the present continuous, to talk about things which are already planned or decided.

a Complete the sentences using the future perfect or future continuous.

- Their last exam is on June 26th. By the end of June they *'ll have finished* all their exams. (finish)
- 1 If they win the next match, they _____ every match this season. (win)
 - 2 Please don't call me between 7.30 and 8.30, because that's when I _____ my evening meal. (cook)
 - 3 By the time you next see me, I _____ Oxford and I _____ in Exeter. (leave, live)
 - 4 Come to stay next week. I'll have some free time then because I _____ my new job. (not start)
 - 5 By this time tomorrow, they _____ to Greece and they _____ on the beach. (fly, lie)
 - 6 If I don't practice this, I _____ it in a year's time. (forget)
 - 7 They are walking 30 km a day. By the end of the trek, they _____ 150 km. (walk)
 - 8 She _____ over a hundred songs by the time she is 20. (write)
 - 9 I _____ to the supermarket later. Do you want me to get you anything? (go)
 - 10 They _____ all the cake before you get home: they promised to keep you some. (not / eat)

b Complete the dialogue with the verbs in brackets in the future perfect or continuous.

- A** Do you know that people are now being trained as astronauts to go to Mars? By the time they leave, they *'ll have trained* together for years. Once they get to Mars, that's it. They ¹ _____ their choice never to return to Earth because there will be no way back! (train)
- B** You mean that they ² _____ their homes and families behind forever? (make)
- A** Yes! They ³ _____ thousands of miles to start a human colony on a new planet. But they'll be well prepared. Before they leave, the four astronauts ⁴ _____ all kinds of new skills. At least two of them ⁵ _____ to know what to do in a medical emergency. Other members of the crew ⁶ _____ expert engineers so they can repair anything on the spaceship. (travel)
- B** And I guess cameras ⁷ _____ every minute of their lives. People ⁸ _____ everything that happens millions of miles from Earth. (learnt)
- A** Yes! And at the same time, scientists ⁹ _____ everything about them, especially their physical and mental health. (train)
- B** By the time the mission takes place, I think I ¹⁰ _____ as a teacher, but perhaps I ¹¹ _____ in this country, although still on planet Earth, I hope! (become)
- (film)
- (watch)
- (test)
- (work)
- (not live)

zero and first conditionals, future time clauses (with all present and future forms)

zero conditional

You need to do some exercise every day **if** you want to be fit.
If people are wearing headphones in the street, they often **don't** notice other people.
If you haven't been to New York, you haven't lived.

- We use zero conditionals to talk about something which is always true or always happens as a result of something else. We use *if* + present simple, and the present simple in the other clause.
- You can also use the present continuous or present perfect in either clause.

first conditional

If the photos are good, I'll send them to you.
If you're not going to Jason's party, I'm not going to go either.
If I haven't come back by 9.00, start dinner without me.
I'll have finished in an hour **if** you don't disturb me.

- We use first conditionals to talk about something which will probably happen in the future as a result of something else. We use *if* + a present tense, and a future tense in the other clause.
- You can use any present form in the *if*-clause (present simple, continuous, or perfect) and any future form (*will*, *going to*, future perfect, future continuous) or an imperative in the other clause.

future time clauses

I'll be ready **as soon as** I've had a cup of coffee.
Send me a message **when** your train's coming into the station.
I'm not going to buy the new model **until** the price has gone down a bit.
I'm not going to work overtime this weekend **unless** I get paid for it.
Take your umbrella **in case** it's raining when you leave work.

- Future time clauses are similar to the *if*-clause in first conditional sentences, but instead of *if*, we use expressions like: *as soon as*, *when*, *until*, *unless*, *before*, *after*, and *in case* followed by a present (not a future) tense. This can be any present form, e.g. present simple, present continuous, present perfect. We can use any future form or imperative in the other clause.
- We use *in case* when we do something in order to be ready for future situations / problems. Compare the use of *if* and *in case*:
 - *I'll take an umbrella if it's raining.* = I'll only take an umbrella if it's raining.
 - *I'll take an umbrella in case it rains.* = I'll take an umbrella anyway because it might rain.

a Circle the correct form.

If I'm lucky, I ll have saved / 've saved enough money by June to buy a car.

- 1 Are you looking for Rob? He *won't be* / *won't have been* here for another hour.
- 2 If you don't help me with this, I *don't* / *'ll never* speak to you again.
- 3 He *won't* / *don't* do any more work if you don't start paying him.
- 4 I'm not going to let you go out if you *don't clean* / *won't be cleaning* your room.
- 5 If you don't take your phone, you *won't* / *don't* be able to check the directions.
- 6 They *'ll have sold* / *'ve sold* their house by the end of the year if they start advertising it now
- 7 I'll give them a lift in my car if I *have* / *'ll have* enough time.
- 8 I *'ll be walking* / *'m walking* in the mountains if the weather is fine.
- 9 If we don't repair the roof, the rain *will come* / *comes* through in the next storm.

b Complete the sentences with a time expression from the list. You have to use some words more than once.

after as soon as before (x2) if in case (x2)
unless until (x2) when

He'll talk to you before he makes a final decision.

- 1 We're going to the park. We'll be there ____ it gets dark, then we'll come home.
- 2 We're late! Finish packing ____ you can and let's get the next bus to the station.
- 3 Please take another jumper ____ it is really cold.
- 4 Would you like a cup of coffee ____ dinner?
- 5 ____ they continue playing music all night, I will call the police.
- 6 I'm going to have a shower ____ I go to bed.
- 7 Don't call me ____ it's a real emergency.
- 8 Please take some water ____ it's very hot.
- 9 ____ my brother is here, I'll invite you to come and meet him.
- 10 I won't leave my job ____ I find a new one.

unreal conditionals

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

- 1 If there was a fire in this hotel, it would be very difficult to escape.
I **wouldn't** have a car if I **didn't** live in the country.
- 2 If it **wasn't** raining so hard, we **could** get to the top of the mountain.
- 3 If I **were** you, I'd make Jimmy wear a helmet when he's cycling.

- 1 We use second conditional sentences to talk about a hypothetical or imaginary situation in the present or future and its consequences.
- 2 In the *if*-clause you can also use the past continuous. In the other clause you can use *could* or *might* instead of *would*.
- 3 With the verb *be* you can use *was* or *were* for *I*, *he*, and *she* in the *if*-clause, e.g. *If Dan was / were here, he would know what to do.* However, in conditionals beginning *If I were you...* to give advice, we always use *were*.

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

- 1 If they **had** found the river sooner, they **would** all have survived.
I **wouldn't** have got lost if I **hadn't** taken the wrong path.
- 2 He **would** have died if he **hadn't** been wearing a helmet.
If the weather **had** been better, I **might** have arrived earlier.

- 1 We use third conditional sentences to talk about a hypothetical past situation and its consequences.
- 2 You can also use the past perfect continuous in the *if*-clause. You can also use *could have* or *might have* instead of *would have* in the other clause.
 - In the past perfect simple and continuous, *had* can be contracted to 'd, e.g. *If they'd found the river sooner...*

second or third conditional?

- 1 If you **came** to class more often, you **would** probably pass the exam.
- 2 If you **had** come to class more often, you **would** probably have passed the exam.

- Compare the two conditionals:
 - 1 = You don't come to class enough. You need to come more often if you want to pass the exam.
 - 2 = You didn't come to class enough, so you failed.

Mixed conditionals

We sometimes mix second and third conditionals if a hypothetical situation in the past has a present / future consequence, e.g. *You wouldn't be so tired if you had gone to bed earlier last night.*

If he really loved you, he would have asked you to marry him.

a Complete with the correct form of the verb in brackets, using a second or third conditional.

If I were you, I wouldn't lend her your laptop.
(not lend)

- 1 You _____ your phone if you hadn't put it in your back pocket. (not lose)
- 2 You look tired. If I were you, I _____ to bed. (go)
- 3 If my friend wasn't so busy, she _____ me with this. (help)
- 4 If they had been wearing their seatbelts, they _____. (not get injured)
- 5 If she had found a job, she _____ here. (stay)
- 6 The journey would have been quicker if you _____ the other way. (go)
- 7 I would go to the festival with you if I _____ time.
- 8 If he finished work earlier he _____ to go to the gym. (be able)
- 9 If they _____ computer games all night, they wouldn't be so tired at school. (not play)
- 10 You might have got a discount if you _____ for one.

b Complete using a second or third conditional.

You didn't eat breakfast. You were hungry.

If you'd eaten breakfast, you wouldn't have been hungry.

- 1 It's too noisy. I can't work here.
If it _____ so noisy, I _____ work here.
- 2 We were very cold. We didn't wear coats and gloves.
We _____ cold if we _____ coats and gloves.
- 3 Mia is at the party. I won't go home.
If Mia _____ at the party, I _____ home.
- 4 He didn't recommend the car. I didn't buy it.
I _____ the car, if he _____ it.
- 5 Our team didn't win the match. There was a penalty.
Our team _____ the match if there _____ a penalty.
- 6 I won't run to work. It's raining too hard.
I _____ run to work if it _____ too hard.
- 7 It started raining. Our clothes got wet.
If it _____ raining, our clothes _____ wet.
- 8 I don't have a bicycle. I won't be there in five minutes.
If I _____ a bicycle, I _____ there in five minutes.
- 9 You don't have time to work. You don't get up early.
You _____ more time to work if you _____ earlier.
- 10 We didn't find it easily. You didn't give us directions.
We _____ it easily if you _____ us directions.

wish for present / future**wish + past simple**

I wish I **was** ten years younger!
 I wish I **could** understand what they're saying.
 I wish we **didn't** live so far from my parents.

- We use *wish* + person / thing + past simple to talk about things we would like to be different in the present / future (but which are impossible or unlikely).
- After *wish*, you can use *was* or *were* with *I*, *he*, *she*, and *it*, e.g. *I wish I was / were taller.*

wish + would / wouldn't

I wish the bus **would** come. I'm freezing.
 I wish you'd **spend** a bit more time with the children.
 I wish you **wouldn't** leave your shoes there. I always fall over them.
 I wish cyclists **wouldn't** cycle on the pavement!

- We use *wish* + person / thing + *would* / *wouldn't* to talk about things we want to happen, or stop happening, because they annoy us.
- You can't use *wish* + *would* for a wish about yourself, i.e. **NOT** *I wish I would...*, *I wish we would...*

wish for past regrets**wish + past perfect**

I wish I'd **worked** harder at school.
 I wish I **hadn't** spoken to him like that!
 I wish she'd **told** me the truth about her feelings.

- We use *wish* + past perfect to talk about things that happened or didn't happen in the past and which we now regret.

🔍 **if only...**

if only is sometimes used instead of *I wish* in certain situations, to express deep regret, e.g. *If only I had worked harder at school (I wouldn't have such a boring job now).*

**a** Write sentences with *I wish...would / wouldn't*.

It annoys me that...you don't do the washing-up.
I wish you'd do the washing-up!

It annoys me that...

- 1 my children never tidy their rooms.

- 2 you drive so fast!

- 3 my neighbours play their music loudly.

- 4 you keep turning on all lights.

- 5 their dog barks all day.

- 6 my friends aren't reliable.

- 7 the taxi hasn't arrived.

- 8 people leave their rubbish on the beach.

- 9 the cinema shows horror films all the time.

b Complete with the verb in the past simple or past perfect.

- I wish I had more time. The exam is nearly finished. (have)
- 1 I wish my friends _____ so far away. I miss them. (not live)
 - 2 My shoes are uncomfortable. I wish I _____ a bigger size. (buy)
 - 3 I wish I _____ somewhere warmer. It's so cold here. (live)
 - 4 I wish we _____ stay in a different hotel, but the others are all full. (can)
 - 5 I wish the bus _____ on time this morning. I was really late! (be)
 - 6 I wish there _____ more money available to protect the environment. (be)
 - 7 This suitcase is too small. I wish I _____ a bigger suitcase. (take)
 - 8 I don't like this colour now. I wish we _____ the room dark green. (not paint)
 - 9 I wish I _____ get up so early in the morning. I hate getting up in the dark. (not have to)
 - 10 I hate all the crowds in big department stores. I wish we _____ at home. (stay)

used to, be used to, get used to

used to / didn't use to + infinitive

- I **used to** sleep for eight hours every night, but now I only sleep for six.
I hardly recognized Alan. He **didn't use to** have a beard.
 - When I lived in France as a child, we **used to** have croissants for breakfast. We **would buy** them every morning from the local baker.
- We use **used to / didn't use to + infinitive** to talk about past habits or repeated actions or situations / states which have changed.
 - used to** doesn't exist in the present tense. For present habits, use *usually* + the present simple, e.g. *I usually walk to work.* **NOT** *I use to walk to work.*
 - We can also use *would* (instead of *used to*) to refer to repeated actions in the past with action verbs (e.g. *run, listen, study, cook, etc.*). However, we can only use *used to*, not *would*, for non-action verbs (e.g. *be, need, know, like, etc.*). *Alan didn't use to be so thin.* **NOT** *Alan wouldn't be so thin.*
 - With *would*, you must use a past time expression, or it must be already clear that you are talking about the past.
 - We can use the past simple, often with an adverb of frequency, in the same way as *used to* and *would* to talk about repeated past actions, e.g. *I often got up / used to get up / would get up early when I lived in Africa, to watch the sun rise.*

be used to / get used to + gerund



- I'm **used to** sleeping with the curtains open. I've never slept with them closed.
Carlos has just moved to London. He **isn't used to** driving on the left.
- A** I can't **get used to** working at night. I feel tired all the time.
B Don't worry, you'll soon **get used to** it.

- Use **be used to + gerund** to talk about things you are accustomed to doing, or a new situation which is **now** familiar or less strange.
- Use **get used to + gerund** to talk about a new situation which is **becoming** familiar or less strange.

The difference between **be used to** and **get used to** is exactly the same as the difference between **be** and **get + adjective**, e.g. *It's dark* and *It's getting dark*.

a Right (✓) or wrong (X)? Correct the mistakes in the highlighted phrases.

- I can't get used to living in such a cold climate. ✓
We aren't used to get up so early X
aren't used to getting up
- I **used to live** in London, but now I live in Oxford.
 - Have you **got used to live** in a flat with no garden?
 - When I lived in Moscow, I **couldn't get used to go out** in the cold. It was sometimes -10 degrees Celsius.
 - Zak is **used to having** a lot of money when he was younger.
 - It took me a long time **to be used to driving** an automatic car.
 - Did you use to wear** glasses?
 - A** How can you stand the noise from the building site all day long?
B I'm **completely use to it now**. I don't even hear it.
 - When we were children we **used to playing** chess with our father.
 - I think I will go swimming. I'm **not used to having** so little exercise.
 - There **used to be** a park here, but now there are more houses.

b Complete with **used to**, **be used to**, or **get used to** (positive or negative) and the verb in brackets.

- When they were children they **used to spend** all day on the beach or swimming in the sea. (spend)
- Once I had decided to train for the marathon, I had to _____ more healthy food. (eat)
 - She's just moved into student accommodation and she _____ a kitchen and bathroom with four other students. (share)
 - I didn't recognize you! You _____ red hair, didn't you? (have)
 - He has worked at the hospital for three years, so he _____ nights. (work)
 - I _____ cooking, but now I enjoy it. (like)
 - I think it will take me a quite long time to _____ a car. (not have)
 - I _____ for more than an hour to get to work now. (drive)
 - It's cold here. I'll have to _____ wearing a warm coat every day. (wear)
 - When Ruth started her new job, she couldn't _____ in the early morning. (get up)
 - I live in the USA, so I _____ on the left as you do here in Britain. (drive)

gerunds and infinitives

verbs followed by the gerund and verbs followed by the infinitive

- 1 I enjoy listening to music. We couldn't help laughing.
- 2 I'm really looking forward to seeing you.
I think you should give up drinking coffee after dinner.
- 3 I want to speak to you. They can't afford to buy a new car.
- 4 I'd rather eat in than go out tonight. She let him borrow her car.
- 5 It started to rain. It started raining.

- When one verb follows another, the first verb determines the form of the second. This can be the gerund (verb + *-ing*) or the infinitive.
- 1 Use the **gerund** after certain verbs and expressions, e.g. *enjoy, can't help, feel like*.
 - 2 When a phrasal verb is followed by another verb, the second verb is in the **gerund**.
 - 3 Use the **infinitive (with to)** after certain verbs, e.g. *want, afford*.
 - 4 Use the **infinitive (without to)** after modal verbs and some expressions, e.g. *might, would rather*, and after the verbs *make* and *let*.
 - 5 Some verbs, e.g. *start, begin* and *continue* can be followed by the gerund or infinitive (with *to*) **with no difference in meaning**.

➔ p.164 Appendix Verb patterns: verbs followed by the gerund or the infinitive

🔍 *like, love, hate, and prefer*

like, love, hate, and prefer are usually used with the gerund in British English, but they can also be used with the infinitive.

We tend to use the gerund when we talk generally and the infinitive when we talk specifically, e.g.

I like swimming. (general) *I like to swim first thing in the morning.* (specific)

When *like, love, hate, and prefer* are used with *would*, they are always followed by *to + infinitive*, e.g. *I'd prefer to stay at home tonight.*

verbs that can be followed by the gerund or infinitive with a change in meaning

- 1 Remember to lock the door.
I remember going to Venice as a child.
- 2 Sorry, I forgot to do it.
I'll never forget seeing the Taj Mahal.
- 3 I tried to open the window.
Try calling Miriam on her mobile.
- 4 You need to clean the car.
The car needs cleaning.

- 1 **remember + to infinitive** = not forget to do sth, to do what you have to do
remember + gerund = (remember doing sth) have or keep an image in your memory of sth you did or that happened in the past
- 2 **forget + to infinitive** = not remember to do sth that you have to do
forget + gerund = be unable to remember sth that you did or that happened in the past
- 3 **try + to infinitive** = make an attempt or effort to do sth difficult
try + gerund = use, do, or test sth in order to see if it is good, suitable, etc.
- 4 **need + gerund** is a passive construction, e.g. *the car needs cleaning* = needs to be cleaned **NOT** ~~needs to clean~~

a Complete with a gerund or infinitive with *to* of a verb from the list.

meet call come ~~do~~ drive eat out go out take
tidy wait help

We'd better do some shopping; there isn't any food.

- 1 Do you feel like _____ for a walk even though it's raining?
- 2 Did your teachers make everyone _____ the classroom at the end of the day?
- 3 We promised _____ our friends in the city centre.
- 4 Would you prefer _____ rather than cooking?
- 5 I can't stand _____ in heavy traffic. It makes me stressed.
- 6 Let's get a taxi. I don't fancy _____ for a bus.
- 7 I suggest _____ extra sunscreen. It's going to be hot!
- 8 They threatened _____ the police but it made no difference.
- 9 I don't mind _____ you with this. It will be easy.
- 10 He managed _____ to school despite a transport strike.

b Circle the correct form.

I can smell something burning. Oh no! I've forgotten to turn / turning off the oven.

- 1 I remembered to buy / buying some milk before the shops shut.
- 2 The car will need servicing / to service next month.
Let's call the garage today.
- 3 She'll never forget to swim / swimming underwater in the Mediterranean for the first time.
- 4 I tried to tell / telling her but she just wouldn't listen.
- 5 I think my phone must be in the car. I remember to put / putting it on the seat.
- 6 I need to speak / speaking to him immediately. This is an emergency.
- 7 This room needs redecorating / to redecorate.
We haven't changed it for ten years.
- 8 Have you tried to switch / switching it off and on again?

past modals

must, may / might / could, can't / couldn't + have + past participle

- 1 I **must have left** my phone at Anna's. I definitely remember having it there.
You **must have seen** something. You were there when the accident happened.
 - 2 Somebody **might have stolen** your wallet when you were getting off the train.
I wonder why she's not here. I suppose she **could have forgotten** about the meeting.
He still hasn't arrived. I **may not have given** him the right directions.
 - 3 She **can't have gone** to work. Her car's still there.
You **couldn't have seen** their faces very clearly. It was too dark.
- We use *must, may / might / could, or can't / couldn't + have + past participle* to make deductions or speculate about past actions.
- 1 We use *must have* when we are almost sure that something happened or was true.
The opposite of *must have* is *can't have* **NOT** *mustn't have* – see 3.

2 We use *might / may / could + have* when we think it's possible that something happened or was true.

- We can also use *may / might not have* (but **NOT** *couldn't have*) to talk about the possibility that something didn't happen. **NOT** ~~*I couldn't have given him the right directions.*~~
- 3 We use *can't have* and *couldn't have* when we are almost sure something didn't happen or that it is impossible. We only use *couldn't have* when the speculation is about the distant past, e.g. *They couldn't have been married. They both died young.*

should have / ought to have + past participle

We've gone the wrong way. We **should have turned** left at the traffic lights.

It's my fault. I **ought to have told** you earlier that my party was on Saturday.

- We use *should / shouldn't + have + past participle* to say that somebody didn't do the right thing, or to express regret or criticism.
- We can use *ought / oughtn't to have* as an alternative to *should / shouldn't have*, e.g. *I ought to have told you earlier.*
- *must have* and *should have* have completely different meanings. Compare:
She should have phoned me. = I told her to phone me but she didn't.
and
She must have phoned me. = I'm sure she phoned me. I think that missed call was her number.

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

I'm certain I left my wallet at home.

I must have left my wallet at home.

- 1 **You met Ana for dinner? That's impossible.** She's in Spain with her parents. *You...*
- 2 **I'm certain I gave you £10.** I had a £10 note in my purse and now I don't have it. *I...*
- 3 I think this was Daniel's coffee. **Perhaps he has forgotten about it.** *Daniel...*
- 4 My brother didn't answer the phone. **Maybe he didn't hear it.** *He...*
- 5 **I'm sure the others haven't got lost.** Their car was right behind us five minutes ago. *They...*
- 6 **Perhaps Michael didn't want you to see the results,** so he hid them under the bed. *Michael...*
- 7 **I'm sure they have eaten some lunch.** Look at the plates on the table! *They...*
- 8 **I'm sure you used too much chilli powder.** This curry is so hot, I can't eat it. *You...*
- 9 **can't have.** It definitely wasn't Jacob who left the door open. *Jacob...*
- 10 **I'm sure Emilia wasn't very ill.** She said she had flu but I heard her singing. *Emilia...*

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

buy come eat go invite learn take take off write

- A I was really cold all day.
B You **should have taken** a jacket with you.
- A Rick has no money to go on holiday.
B He **oughtn't to have bought** a new car.
- 1 A I had a great idea, but now I can't remember it.
B You _____ it down.
- 2 A I'm so disappointed I missed the start of the festival. What a pity!
B You _____ earlier. The first band were amazing.
- 3 A My cousins were rude to my friends at the party.
B They always behave like that. You _____ them.
- 4 A I wish I could read this website, but it's in Chinese.
B You _____ Chinese at school like me.
- 5 A I love ice cream, but now I'm feeling cold.
B It's a very cold day. You _____ it.
- 6 A I feel terrible. I think I've got a cold.
B You _____ your wet clothes when you got home.
- 7 A It was a terrible holiday. It rained every day.
B You _____ on holiday. We had perfect weather here.

verbs of the senses

look / feel / smell / sound / taste

- 1 You look tired.
That cake smells good!
These jeans don't feel comfortable.
- 2 Tim looks like his father.
Are you sure this is coffee? It tastes like tea.
This material feels like silk – is it?
- 3 She looks as if she's been crying.
It smells as if something's burning.
It sounds as if it's raining.
- 4 I saw Jane this morning. She looked sad.
I spoke to Jane this morning. She seemed sad.

- 1 We use *look, feel, etc.* + adjective.
- 2 We use *look, feel, etc.* + *like* + noun (phrase).
- 3 We use *look, feel, etc.* + *as if* + clause.
 - You can use ...*like* or ...*as though* instead of ...*as if*, e.g. *It sounds like / as though it's raining.*
- 4 We use *look* to describe the specific impression we get from someone's appearance. We use *seem* to describe a general impression we get (not necessarily appearance).
 - *seem* can be followed by the same structures as *look*, e.g. *Mark seems like a nice man.*

 **feel like**

feel like can also be used as a verb meaning *want / would like*. It is followed by a noun or a verb in the gerund, e.g. *I feel like pasta for lunch today.* (= I'd like pasta for lunch today). *I don't feel like going to bed.* (= I don't want to go to bed).

as

as is often used before *if* to talk about how something appears, sounds, feels, etc.: *It looks as if it's going to snow.* However, it is also used:

- to describe somebody or something's job or function: *She works as a nurse. You can use that box as a chair.*
- to compare people or things: *She's as tall as me now.*
- to give a reason: *As it was raining, we didn't go out.* (*as = because*)
- to say that something happened while something was happening: *As they were leaving, the postman arrived.* (*as = when / at the same time*)
- after *such* to give an example, e.g. *I like soft fruits, such as strawberries and raspberries.*

a Match the sentence halves.

- | | | |
|----------------------------|-------------------------------------|---|
| 1 It smells as if | <input checked="" type="checkbox"/> | A very sweet. |
| 2 Hugo looks like | <input type="checkbox"/> | B he is going to lose his voice. |
| 3 He sounds as if | <input type="checkbox"/> | C Ariana Grande. |
| 4 This milk tastes as if | <input type="checkbox"/> | D completely out of tune. |
| 5 These grapes don't taste | <input type="checkbox"/> | E a football player. |
| 6 My fridge smells like | <input type="checkbox"/> | F they need some cream. |
| 7 My hands feel as if | <input type="checkbox"/> | G younger than me. |
| 8 The singer sounds like | <input type="checkbox"/> | H it's burnt. |
| 9 My sister looks | <input type="checkbox"/> | I it has gone off. |
| 10 That violin sounds | <input type="checkbox"/> | J old milk. |
| 11 Are you OK? You look | <input type="checkbox"/> | K completely exhausted. |

b Circle the correct form.

Are we having lunch soon? It *smells* / (*smells as if*) it is ready.

- 1 You *look* / *look like* really excited. Please tell us what has happened!
- 2 Did you hear that? It *sounds* / *sounds like* thunder.
- 3 Can we open a window? It *feels* / *feels like* too hot in here.
- 4 You must try this pudding. It *tastes* / *tastes as if* a professional chef had made it.
- 5 I talked to her just now. She *sounds* / *sounds like* really happy.
- 6 I wish you hadn't had your hair cut. You *look* / *look as if* you're in the army.
- 7 I don't think this is leather. It *feels as if* / *feels like* plastic.
- 8 Can I help you? You *look* / *look like* busy.
- 9 I have never had an ice cream that *tastes* / *tastes like* salty before.
- 10 What's for breakfast? It *smells* / *smells like* good!
- 11 My hair *feels* / *feels like* really dry.

the passive (all forms); *have something done*; *it is said that...*, *he is thought to...*, etc.

the passive (all forms)

- The trial **is being held** at the moment.
Jim **was arrested** last month.
We saw that one of the windows **had been broken**.
People used **to be imprisoned** for stealing bread.
He paid a fine to avoid **being sent** to jail.
- People think he **was murdered** by his wife.
The body **was discovered** by a dog-walker.

- We use the passive when we talk about an action but are not so interested in who or what does / did the action.
 - To make the tense or form, we use the verb *be* + past participle, e.g. *Murderers are usually sentenced to life in prison. The prisoner will be released next month.* The tense changes are shown by the verb *be*, e.g. *are, will be, etc.*
- To mention the person or thing that did the action (the agent), we use *by*. However, in the majority of passive sentences, the agent is not mentioned.

have something done (causative *have*)

- I've just **had** my bank account hacked.
We **had** our passports stolen from our hotel room.
Have you ever **had** your car vandalized?
- We've just **had** a burglar alarm installed.
You ought to **have** your locks changed.
We need to **have** the broken window repaired.

- We can use *have something done* to refer to something (usually bad) that is done to us.
 - Remember, *have* is the main verb, so it changes according to the tense. We use auxiliary verbs (*do, did, etc.*) to make questions and negatives.
- This structure is also used to talk about something that we arrange (and usually pay) for someone to do for us, because we can't or don't want to do it ourselves.

is said that..., *he is thought to...*, etc.

active

- They say that the fire was started deliberately.
People think that the mayor will resign.
- People say the man is in his 40s.
The police believe he has left the country.

passive

- It is said that** the fire was started deliberately.
It is thought that the mayor will resign.
The man is said to be in his 40s.
He is believed to have left the country.

- This formal structure is used especially in news reports with the verbs *know, tell, understand, report, expect, say, believe, and think*. It makes the information sound more impersonal.

- We use *It is said, believed, etc. + that + clause*.
- We use *He, The man, etc. (i.e. the subject of the clause) + is said, believed, etc. + to + infinitive (e.g. to be) or perfect infinitive (e.g. to have been)* when talking about the past.

a Rewrite the sentences in the passive, without the agent.

- Somebody has stolen my bag.
My bag has been stolen.
- The police closed the road because of the floods.
The road...
 - I think that car was following us.
I think we...
 - They are rebuilding the school.
The school...
 - The police can arrest you for bringing illegal goods into the country.
You...
 - They are going to close the local library.
The local library...
 - People sell hand-made goods in the market.
Hand-made goods...
 - They'll hold a meeting to decide what to do.
A meeting...
 - I hate somebody giving me an injection.
I hate...
 - The people helped the whale get back into the sea.
The whale...

b Rephrase the sentences in two ways to make them more formal.

- People think a famous footballer is a suspect.
It is thought that a famous footballer is a suspect.
A famous footballer is thought to be a suspect.
- Archeologists believe that the old palace was destroyed by an earthquake.
It...
The old palace...
 - Police think the thieves used a stolen car to get away.
It...
The thieves...
 - Detectives believe that all the evidence has disappeared.
It...
All the evidence...
 - People say that these mushrooms are very dangerous.
It...
These mushrooms...
 - People expect the president to make a speech later today.
It...
The president...

reporting verbs

structures after reporting verbs

- 1 Jack **offered to drive** me to the airport.
I **promise not to tell** anybody.
- 2 Doctors **advise us to do** more exercise.
I **persuaded my sister not to go out** with George.
- 3 I **apologized for being** so late.
The police **accused Karl of stealing** the car.

- To report what other people have said, we can use *say* or a specific verb, e.g.

'I'll drive you to the airport.'

Jack **said** he would drive me to the airport. **OR**

Jack **offered** to drive me to the airport.

- After specific reporting verbs, there are three different grammatical patterns (1–3 in the chart).
- In negative sentences, we use the negative infinitive (*not to do*) or the negative gerund (*not doing*), e.g. *He reminded me not to be late. She regretted not going to the party.*
- In group 3, we can use a perfect gerund with very little difference in meaning, e.g. *He admitted stealing the money. He admitted having stolen the money.*

Grammatical patterns after reporting verbs

1 + to + infinitive	agree offer refuse promise threaten	(not) to do sth
2 + person + to + infinitive	advise persuade ask remind convince tell encourage warn invite	sb (not) to do sth
3 + -ing form	apologize (to sb) for insist on accuse sb of recommend admit regret blame sb for suggest deny	(not) doing sth

 Verbs that use a *that* clause

With *agree*, *admit*, *deny*, *promise*, and *regret*, you can also use *that* + clause.

Leo admitted stealing the watch.

Leo admitted that he had stolen the watch.

a Complete with the gerund or infinitive of the verb in brackets.

Ben admitted breaking the vase. (break)

- 1 I apologized for _____ her name.
(not remember)
- 2 My children suggested _____ a game outside. (play)
- 3 George accused me of _____ to steal his ideas. (try)
- 4 Tell Jan _____ about getting to the airport. I can take him there. (not worry)
- 5 The manager persuaded him _____ the hotel. (not leave)
- 6 David insisted on _____ for the coffees even though he has very little money. (pay)
- 7 I warned Miriam _____ them anything. (not tell)
- 8 The doctor advised me _____ so many energy drinks. (not drink)
- 9 We have agreed _____ at the weekend. (work)
- 10 remind
Her sister reminded her _____ early so they could get good seats. (arrive)

b Complete using a reporting verb from the list and the correct form of the verb in brackets. Use an object where necessary.

accuse invite offer promise recommend refuse remind
suggest threaten

- 'We should go to the bakery on the High Street,' said Hannah. Hannah suggested going (go) to the bakery on the High Street.
- 1 Elias said to me, 'I'll lend you my my textbook.'
Elias _____ (lend) me his textbook.
 - 2 The manager said, 'We'll call the police if you don't leave the shop immediately.'
The manager _____ (call) the police.
 - 3 Liam said me, 'You broke my phone!'
Liam _____ (break) his phone.
 - 4 'We are not going to do any more homework, we have done too much already,' said the students.
The students _____ (do) any more homework.
 - 5 Angela said, 'You really must try my ice cream. It's delicious!'
Angela _____ (try) her ice cream.
 - 6 'I'll never say that again,' said Fred.
Fred _____ (never say) that again.
 - 7 'Would you like to go to the festival with me?' asked Olivia.
Olivia _____ (go) to the festival with her.
 - 8 They told the children, 'Don't forget to feed the cat, please.'
They _____ (feed) the cat.

clauses of contrast and purpose

clauses of contrast

- 1 **Although / Though** the advert said it would last for years, my dishwasher broke down after two months.
My dishwasher broke down after two months, **although / though** the advert said it would last for years.
My dishwasher broke down again, **even though** I'd had it repaired the week before.
My dishwasher has never broken down. I hardly ever use it, **though**.
- 2 **In spite of / Despite...**
her age, my mother is still very active.
being 85, my mother is still very active.
the fact that she's 85, my mother is still very active.

- We use *although, though, even though*, and *in spite of or despite* to express a contrast.
- 1 *although, though* and *even though* are usually used at the beginning or in the middle of a sentence.
- *though* is more informal than *although*.
 - *even though* is stronger than *although / though* and is used to express a big or surprising contrast.
 - *though* can also be used as an adverb, usually at the end of a sentence, after a comma. In this case, it means *however*.
- 2 After *in spite of* or *despite*, we can use a noun, a verb in the *-ing* form, or *the fact that* + subject + verb.
- Remember not to use *of* after *despite*. **NOT** ~~*Despite of the rain,...*~~

a Complete the sentences with one word.

- I'll give you your key now so as not to forget to give it back to you.
- 1 I slept very well ____ the sound of the wind and rain.
 - 2 They left early ____ try and get there before the roads got busy.
 - 3 I agreed to help ____ though I didn't want to.
 - 4 We went for a walk in ____ to get some fresh air.
 - 5 We left a review to say that ____ the restaurant was very busy, the service was really good.
 - 6 On the way home we stopped at the garage ____ some petrol so we don't need any now.
 - 7 I have a reusable water bottle so ____ I don't need to buy bottles of water.
 - 8 ____ not feeling very well, the singer gave a fantastic performance.
 - 9 He decided to continue working there ____ though they didn't promote him.
 - 10 They won the match in ____ of not having their best player in the team.

clauses of purpose

- 1 I went to the bank **to** ask for a loan.
in order to
so as to
- 2 I went to the bank **for** a meeting with my bank manager.
- 3 I went to the bank **so that** I could talk to the manager in person.
- 4 I wrote down what he said **so as not to** forget it.
in order not to

- Use *to, in order to, so as to, for*, and *so that* to express purpose.
- 1 After *to, in order to*, and *so as to*, use an infinitive.
- *in order to* and *so as to* are more formal than *to*.
- 2 Use *for* + a noun, e.g. *for a meeting*.
- You can also use *for* + gerund to describe the exact purpose of a thing, e.g. *This liquid is for cleaning metal*.
- 3 After *so that*, use a subject + modal verb (*can, could, would*, etc.).
- When there is a change of subject in a clause of purpose, we use *so that*, e.g. *We bought a new car so that the children would have more space*. **NOT** ~~*to/in order to/so as to the children...*~~ This is the only way of expressing purpose when there is a change of subject.
- 4 To express a negative purpose, use *so as not to* or *in order not to*, e.g. *I wrote down what he said in order not to forget it*. **NOT** ~~*...to not forget it*~~.

b Rewrite the sentences.

- Despite not speaking the same language, they still managed to communicate.
Even though they didn't speak the same language, they still managed to communicate.
- 1 I closed the door so that I wouldn't wake the children up.
I closed the door so as...
 - 2 They managed to rescue the climbers despite the terrible blizzard.
They managed to rescue the climbers even though...
 - 3 The doctor asked us to meet him so as to explain what would happen next.
The doctor asked us to meet him in order...
 - 4 We still aren't used to the winters even though we've lived here for five years.
We still aren't used to the winters in spite of...
 - 5 The firefighters put on protective clothing so as not to get burnt.
The firefighters put on protective clothing so that...
 - 6 Despite taking the fastest route, we arrived late.
Although...

uncountable and plural nouns

uncountable nouns

- 1 The weather is fantastic there and there's very little traffic, so you can walk everywhere.
The scenery is beautiful here, but it's spoiled by all the rubbish people leave.
 - 2 Could you give me some advice about where to stay?
One useful piece of advice is to get a travel card.
 - 3 The new opera house is made mainly of glass.
Can I have a glass of tap water, please?
- 1 The following nouns are always uncountable: *accommodation, behaviour, health, politics* (and other words ending in *-ics*, e.g. *athletics, economics*), *progress, rubbish, scenery, traffic, weather, work*.
 - Uncountable nouns don't have a plural form, and they use a singular verb. **NOT** *The sceneries are beautiful here.*
 - Don't use *a / an* with uncountable nouns. **NOT** *There's a terrible traffic this evening.*
 - 2 These nouns are also uncountable: *advice, bread, equipment, furniture, homework, information, luck, luggage, news, research, toast*. With these, you can use *a piece of* to talk about an individual item.
 - 3 Some nouns can be either countable (C) or uncountable (U), but the meaning changes, e.g. *a glass* (C) = the thing you drink out of; *glass* (U) = the material used to make windows. Other examples: *business, iron, light, paper, space, time*.

plural and collective nouns

- 1 One of the best museums is on the outskirts of the city.
My clothes are filthy. I'll put on some clean trousers / I'll put on a pair of clean trousers.
 - 2 The hotel staff are very efficient.
The cabin crew are coming round with the drinks trolley in just a few minutes.
- 1 *arms* (= guns, etc.), *belongings, clothes, manners, outskirts, scissors*, and *trousers / shorts* are plural nouns with no singular. They need a plural verb, and they can't be used with *a / an*.
 - If the word refers to something with two parts, e.g. *scissors, shorts, trousers*, etc., it can be used with *a pair of* or *some*.
 - 2 *crew, family, government, police, staff, team*, etc. are collective nouns and refer to a group of people. We use them with a singular verb when we are referring to the group, e.g. *My family is very big*, but they can also be used with a plural verb when we are thinking of the people as individuals, e.g. *My family are all very talkative*.
 - *police* is always used with a plural verb.

a Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.

- I have some scissors you could borrow. (✓)
These are fantastic news! (✗)
This is fantastic news!
- 1 Have you got a useful piece of advice before I take my driving test?
 - 2 The informations about the flights were very useful, thanks.
 - 3 Unfortunately, I spilt coffee on a white trousers I was wearing.
 - 4 The charity helps hospitals to buy new equipments to help patients.
 - 5 The airport staff is going on strike for more pay.
 - 6 The teacher told them that their homeworks were easy, but none of the students did it.
 - 7 There isn't any more space in the cupboard, so please don't try to put anything in there.
 - 8 The rubbish are collected on Thursday mornings.
 - 9 We had a great weather for our beach holiday.

b Circle the correct form. Tick (✓) if both are correct.


- There (is) / are always a lot of traffic on the roads at this time of day.
- 1 I bought a pair of / some jeans from the shopping centre.
 - 2 I want to make a lot of progress / progresses with my English this year.
 - 3 Athletics is / are the sport that I most enjoy watching at the Olympics.
 - 4 He gave me some / a piece of useful advice when I was buying my house.
 - 5 We have had a / some good news from the hospital.
 - 6 The crew go / goes through the safety instructions on every flight.
 - 7 These clothes feel / feels very comfortable.
 - 8 I can see a / some light from the other room. Let's go and see who is there.
 - 9 Can I have a paper / a piece of paper to write on? I forgot my notebook.
 - 10 Let me know when you have a / some free time to meet up.

quantifiers: *all, every, both, etc.*

all, every, most

- 1 All animals need food. All fruit contains sugar. All (of) the scientists at the conference agree with the theory. The animals all look sad. The animals are all healthy.
- 2 Everybody is here. Everything is very expensive.
- 3 Most people live in cities. Most of the people in this class are women.
- 4 All of us work hard and most of us come to class every week.
- 5 Every room has a bathroom. I work every Saturday.

- 1 We use *all* or *all (of) the* + a plural or uncountable noun.
 - *all* = in general, *all (of) the* = specific
 - *all* can be used before a main verb (and after *be*).
- 2 We use *everybody / everything* (= all people, all things) + singular verb, e.g. *Everything is very expensive.* **NOT** *All is very expensive.*
 - We sometimes use *not* before *everybody / everything, etc.*, e.g. *Not everybody likes sunbathing.*
- 3 We use *most* to say *the majority*; *most* = general, *most of* = more specific.
- 4 We often use *all / most of* + an object pronoun, e.g. *all of us, most of them, all of you, most of it.*
- 5 Use *every* + singular countable noun to mean 'all of a group'.

 **every and all + time expressions**
 Note the difference between *every* and *all* + time expressions.
every day = Monday to Sunday
all day = from morning to night

no, none, any

- 1 Is there any milk? Sorry, there's no milk. There isn't any (milk).
- 2 **A** Is there any food?
B No, none. / There's none. But none of us are hungry.
- 3 Come any weekend! Anyone can come.

- 1 We use *no* + a noun after a $\boxed{+}$ verb, or *any* + noun after a $\boxed{-}$ verb, to refer to zero quantity.
- 2 We use *none* in short answers, or with a $\boxed{+}$ verb to refer to zero quantity. We can also use *none* + *of* + pronoun / noun.
- 3 We use *any* (and *anything, anyone, etc.*) and a $\boxed{+}$ verb to mean it doesn't matter what, who, etc.

both, neither, either

- 1 Both Pierre and Marie Curie were scientists. Neither Pierre nor Marie Curie was (were) aware of the dangers of radiation. Marie Curie wanted to either study physics or mathematics. In the end, she studied the two subjects.
- 2 She and her husband both won Nobel Prizes. Pierre and Marie were both interested in radium.
- 3 Both of them won the Nobel Prize. Neither of them realized how dangerous radium was.

- 1 We can use *both...and...*, *neither...nor...*, and *either...or...* to join two nouns, verbs, or other kinds of expressions.
 - Use *both...and...* + nouns to talk about two people / things, etc., when they are the same. The verb is always plural.
 - Use *neither...nor* + nouns to refer to two people / things, etc., when you mean not the one and not the other. You can use either a singular or plural verb. *Neither John nor his brother live / lives at home.*
 - Use *either...or...* to talk about a choice between two alternatives.
- 2 When *both* refers to the subject of a clause, it can also be used before a main verb but after *be*.
- 3 We often use *both / either / neither* + *of* + object pronoun, e.g. *us, them, etc.*, or + *of the* + noun.

a Circle the correct word or phrase.

- We go shopping *all / every* Saturday at the local market.
- 1 The postman comes at *any / no* time after 9.30.
 - 2 *Most of / Most* my friends live in other cities now.
 - 3 *Everything / All* is ready for the President's visit.
 - 4 'Sorry, there's *no / none* more room in the lift.'
 - 5 *Any / None* of us wanted to talk. We were just too tired.
 - 6 *Most of / Most* people who live here take the bus to work.
 - 7 I have two aunts but I don't get on with *either / neither* of them.
 - 8 *Nobody / Anybody* wanted to stay at home so we all went to the party.
 - 9 There is *any / no* space to work here. We'll have to move.
 - 10 The thieves have taken *all the / all* valuable jewellery from the hotel safe.

b Right (✓) or wrong (✗)? Correct the wrong sentences.

- Both Brazil and Italy won their World Cup matches. (✓)
 We neither eat or drink during the day. (✗)
We neither eat nor drink during the day.
- 1 The appointment is or today or tomorrow; I'm not sure.
 - 2 We can meet at my house either or at yours.
 - 3 I asked two friends if they wanted to go to the concert, but not neither of them did.
 - 4 My friend and I were both late to class today.
 - 5 I have neither the time nor money to take a holiday.
 - 6 Both the cat and the dog needs feeding.
 - 7 I love these two songs, but Jan doesn't like them either.
 - 8 We can buy either the red carpet or the blue one.
 - 9 Neither of my cousins live near me.
 - 10 My two friends do a lot of exercise. Both of they go to the sports centre most days.

articles

basic rules: *a / an / the*, no article

- 1 My neighbour has just got a dog and a cat.
The dog is an Alsatian and the cat is a Siamese.
Jack got into the car and drove to the town hall.
- 2 Children are often better than adults at new technology.
I don't like sport or classical music.
- 3 Last night I came home late and went straight to bed.

- 1 Use *a* or *an* when you mention somebody or something for the first time or say who or what somebody or something is. Use *the* when it's clear who or what somebody or something is (e.g. it has been mentioned before, or it's unique, i.e. the only one that exists or that you own).
- 2 Don't use an article to speak in general with plural and uncountable nouns.
- 3 Don't use an article in phrases like *at home / work, go / come home / to bed, next / last (week), etc.*

institutions

My father's in hospital.
They're building a new hospital in my town.
He was sent to prison for two years.
My grandmother used to work in the prison as a cleaner.

- With words like *prison, church, school, hospital, and university*, don't use an article when you are thinking about the institution and the normal purpose it is used for. If you are just thinking about the building, use *a* or *the*.

more rules: geographical names

- 1 Tunisia is in North Africa.
- 2 Selfridges, one of London's biggest department stores, is in Oxford Street.
- 3 Lake Victoria and Mount Kilimanjaro are both in Africa.
- 4 The River Danube flows into the Black Sea.
- 5 The National Gallery and the British Museum are London tourist attractions.

- We **don't normally use** *the* with the names of:

- 1 most countries, continents, and regions ending with the name of a country / continent (e.g. *North America, South East Asia*), islands, states, provinces, towns, and cities (exceptions: *the USA, the UK / United Kingdom, the Netherlands, the Czech Republic*).
- 2 roads, streets, parks, bridges, shops, and restaurants (exceptions: motorways and numbered roads: *the M6, the A25*).
- 3 individual mountains and lakes.

- We **normally use** *the* with the names of:

- 4 mountain ranges, rivers, seas, canals, deserts, and island groups.
- 5 the names of theatres, cinemas, hotels, galleries, and museums.

a Circle the correct article.

There is too much rain, so the children can't get to a / the / (-) school.

- 1 Go straight on until you come to a / the / (-) crossroads, then turn right.
- 2 A / The / (-) park will be locked at sunset.
- 3 Valentina wants to buy a / the / (-) new phone soon.
- 4 I saw a man walking a dog today. A / The / (-) dog was wearing a waterproof coat.
- 5 Andrew has gone a / the / (-) home as he is not well.
- 6 A / The / (-) painting in a / the / (-) Prado museum is a fake.
- 7 People are protesting against a / the / (-) new airport being built to the north of the city.
- 8 We all went to a / the / (-) bed late because we stayed up talking.
- 9 Marc hates cold, dark days. He likes a / the / (-) sunny weather.
- 10 The minister was sent to a / the / (-) prison when he was found guilty of corruption.

b Complete with *the* or (-).

Climate scientists are worried about the way the Sahara Desert is spreading.

- 1 In 1914 ___ Panama Canal was opened and joined ___ Atlantic and Pacific oceans.
- 2 New Orleans is on ___ Mississippi River in ___ USA.
- 3 There is nothing I want to see at ___ National Theatre at the moment.
- 4 I'd like to stay at ___ Four Seasons Hotel in New York one day.
- 5 ___ northern Scotland is famous for its beautiful scenery and ___ Loch Ness.
- 6 He has always wanted to visit ___ Berlin.
- 7 ___ Galapagos Islands became famous in connection with ___ naturalist Charles Darwin.
- 8 Did you visit ___ British Museum when you were in ___ UK?
- 9 ___ Mont Blanc is the highest mountain in Europe.
- 10 ___ Pacific is the largest and deepest ocean in ___ world.