

GRAMMAR

question forms
object questions

Object questions use the word order: question word + auxiliary verb + subject + infinitive.

question word	auxiliary verb	subject	verb
Where	do	you	work?
What	did	she	say?
When	are	they	coming?

1.1

yes/no questions

Yes/No questions don't use a question word. The answer to the question is Yes or No.

auxiliary verb	subject	verb
Does	he	smoke?
Did	we	win?
Have	they	arrived?

subject questions

When the *wh-* question word is the subject of the question:

- we don't use an auxiliary verb (*do, did, etc.*).
- we use the same word order as in an affirmative sentence.

question word	verb	object
Who	wants	ice cream?
What	happened?	...
Who	ate	the cheese?

questions with prepositions

When we use a verb + preposition expression (but not multi-word verbs) such as *look for, depend on, write about, etc.*, we usually keep the verb and preposition together.

What did you talk about? Who are you looking for?

In very formal English we sometimes move the preposition to the front of the sentence. Compare:

What does it depend on? On what does it depend?

review of verb tenses
present simple

+	He looks happy.
-	He doesn't look happy.
?	Does he look happy?

Use the present simple to talk about something that is always or generally true, habits, routines, with *be* and other state verbs (see below).

present continuous

+	We're staying here.
-	We aren't staying here.
?	Are we staying here?

1.2

Use the present continuous to talk about an activity happening at the time of speaking or a temporary activity happening around now. It may be happening at the moment, but maybe not.

past simple

+	They worked hard.
-	They didn't work hard.
?	Did they work hard?

Use the past simple to talk about finished actions, events or situations in the past.

past continuous

+	I was living there during the 90s.
-	I wasn't living there during the 90s.
?	Were you living there?

Use the past continuous to talk about an action or situation in progress at a particular time in the past. This action was not finished at that time.

state verbs and dynamic verbs

State verbs are not usually used in the continuous form.

The most common state verbs are:

- attitude verbs: *love, hate, like, want, prefer*
- thinking verbs: *believe, know, remember, understand, mean, imagine*
- sense verbs: *see, hear, sound, appear, seem*
- belonging verbs: *own, possess, belong to, have, contain, include*

Some state verbs can be used in the continuous form when they describe actions, e.g. *see, have, think*.

I'm seeing Phil tonight. (see = meet)

We're having a party. (have = organise)

I'm thinking of going to university. (think = consider)

talking about yourself

introducing a question
Could I ask a question?
There are a couple of things I'd like to ask about.
Can I ask you about that?
I have a query.

1.3

introducing an opinion
For me (the most important thing is) ...
I'd have to say ...
In my opinion, ...
One thing I'd like to say is that ...

PRACTICE

1 Write questions for the answers in *italics*.

1 Where _____?
I live in Madrid.

2 Who _____?
Nick won the game.

3 Does _____?
No, he doesn't eat meat.

4 What _____?
They are sleeping.

5 What _____?
I'm writing about my first holiday.

6 When _____?
We arrived yesterday.

7 Who _____?
We ate the chocolate.

8 Did _____?
Yes, we liked the film.

1.1

2 Put the words in brackets in the correct places to make questions.

1 the President? (killed, who)

2 were you thinking? (what, about)

3 to the old theatre? (happened, what)

4 Where your great-grandparents come? (from, did)

5 your ancestors from here? (come, did)

6 she here for a long time? (worked, has)

7 is all that noise? (who, making)

8 house you looking for? (are, which)

1 Underline the correct alternatives.

'Like most translators, I ¹ *am speaking/speak* several languages. At the moment, I ² *am attending/attend* a conference. I ³ *was doing/did* some work for an internet company when I ⁴ *was hearing/heard* about this conference. I ⁵ *was arriving/arrived* three days ago and I'm going to stay until Monday, when it ends.'

1.2

My best friend is called Gina. We ⁶ *aren't speaking/don't speak* to each other every day, but we're very close. I ⁷ *was meeting/met* her on my first morning at university. I ⁸ *was looking/looked* for the library when she came up to me and asked, 'Excuse me, ⁹ *do you know/are you knowing* where the library is?' We ¹⁰ *were finding/found* it together!

2 Put the verbs in brackets into the correct tense.

1 Sit down and watch the game! We _____ (win)

2-I. Ronaldo scored two minutes ago.

2 John wasn't here last summer. He _____ (travel) around Africa.

3 Fifty years ago, my favourite writer _____ (die).

4 I didn't do the homework because I _____ (not listen) when the teacher told us what to do.

5 DVDs _____ (not work) very well on my laptop, so I use the TV and DVD player.

6 What's that smell! Can you turn off the oven? I think the food _____ (burn).

7 _____ (see) that film last night? What did you think?

8 Everyone knows that smoking _____ (cause) cancer.

1 Find and correct the mistakes in the conversation below. There are six mistakes.

1 A: There are a couple of things I'd like ask about.

B: Go ahead.

A: Firstly, which of your films do you think is the best?

B: I'd having to say *Millennium Dreamer*. For me, it's my best film and it was my first comedy.

A: Can I ask you around that? You've never done comedy before. Why not?

B: I don't know. I suppose people think I'm a serious actor.

A: Could I ask question about your image? Is it accurate? Are you really the strong silent type in real life?

B: No. One of thing I'd like to say is that these images are invented by the media. By my opinion, good actors are never just one thing. That's why they're actors.

1.3



LANGUAGE BANK

GRAMMAR

present perfect/past simple
time up to now

+	I've been to Marrakesh.
-	He hasn't been here.
?	Have you tried it?

2.1

Use the present perfect for actions which have happened in your life before now. These are often general experiences. It isn't important exactly when these things happened.

He's played in an indie band for a couple of years. I haven't travelled to other countries.

We often use the adverbs ever and never with the present perfect.

We've never been to China. Have you ever been to the Opera?

recent events

Use the present perfect to talk about events which happened a short time ago. We often use the adverbs just, yet and already.

I've just finished his book. It was brilliant.

We've already eaten.

Have you done your homework yet?

We've seen a lot of Jude recently.

present perfect or past simple?

Use the past simple to talk about a specific event which happened at a specific time.

I've been to Sweden. (At some time in my life up to now. We don't know when.)

We went to Stockholm in 2002. (Not We've been to Stockholm. #2902: This is a specific occasion and date, so we use the past simple.)

narrative tenses
past simple

Use the past simple for states and actions in the past. We often specify the time when they happened.

I left university in 1996. He didn't know the way to Sal's house.

past continuous

Use the past continuous to talk about the background information for a story. Use the past simple to talk about the main events.

As I was walking through the park, the sun was shining and the birds were singing. Suddenly, I heard a loud noise.

Often the past continuous action is interrupted by another action (in the past simple).

I was having a bath when the phone rang.

We can use conjunctions like as and while to talk about two actions which were happening at the same time.

While I was reading the paper, I watched the women buying vegetables in the market.

For more information on state and dynamic verbs section 1.2, page 148.

past perfect

+	I had finished my work.
-	They hadn't had time.
?	Had they been there before?

Use the past perfect to make it clear that one action happened before the other.

PAST		NOW
I lost my wallet.	I didn't have any money.	
X	X	
past perfect	past simple	present

I didn't have any money because I had lost my wallet.

When before or after is used in the sentence, it's already clear which action comes before the other, so we can use the past simple instead of the past perfect.

She had lived in London for five years before she moved to New York. She lived in London for five years before she moved to New York.

We often use the past perfect with 'thinking' verbs like remember, realise, think, discover, find out, etc.

When I got to the school, I realised I'd left my books at home.

telling a story

beginning the story	This happened when ... In the beginning, ...
describing what happened	Well, ... Anyway, ... So, ... Before long, ... And then, all of a sudden ... The next thing I knew, ...
ending the story	In the end, ... Finally, ...

2.3

questions to keep a story going	So, what happened? What did you do? What happened next? Really?
responses to show interest	I don't believe it! Oh no / Oh dear. How embarrassing! That's really funny. You must be joking. Yes, I know.

PRACTICE

1 Tick the correct sentences, a) or b).

- a) I've been to India last year.
b) I went to India last year.
- a) I finished my studies in 2005.
b) I've finished my studies in 2005.
- a) Did you have lunch yet?
b) Have you had lunch yet?
- a) Did you ever see Metallica play live?
b) Have you ever seen Metallica play live?
- a) Is this the first time you've tried judo?
b) Is this the first time you tried judo?
- a) It's the most beautiful place I've ever been to.
b) It's the most beautiful place I ever went to.

2.1

2 Use the prompts to make short conversations.

- A: you / be / here / before? (ever)
B: no / not
- A: you / see / the film *The Reader*?
B: no / not / see (yet)
- A: he / be / to Budapest?
B: yes / go / last summer
- A: you / finish / that book? (yet)
B: yes / start / the next one (already)
- A: you / see / Maria?
B: yes, she / leave / a message for you
- A: he / decide / what job / want to do? (yet)
B: no / have / not

1 Underline the correct alternatives to complete the story.

I remember when Marvin Gaye ¹died/had died. I ²had been/was going to one of his concerts a few months before. In fact, he ³hadn't played/wasn't playing very well and I was disappointed. I also remember when JFK was shot. I ⁴had lived/was living with my parents in New York and I ⁵studied/was studying at the time. I remember the cleaning lady ⁶came/was coming into the room, and said to me, 'Hey, President Lincoln has been shot.' I ⁷replied/was replying, 'I know that.' 'No,' she said. 'President Lincoln has been shot!' So I said, 'What do you mean?' And she said, 'Oh no, I mean ... President, you know, what's his name, the one now, President Kennedy's been shot.' So then I ⁸was turning/turned on the radio.

2.2

2 Find and correct the mistakes. One sentence is correct.

- I was leaving the room when I had heard someone shouting.
- I couldn't open the door because I left my keys at home.
- We drove through the tunnel when the car broke down.
- As soon as the film started I realised I seen it before.
- I never been to Egypt before, so I was really excited to see the pyramids.
- By the time we arrived at the party, everybody else is leaving.
- We had waited for nearly an hour before the waiter took our order.
- I looked through some old photographs when I found this one of you.

1 Complete the conversation with the words and phrases in the box.

In the end	don't believe it	The next thing I knew
So, what happened	So, what happened	Well
really funny	Anyway	You must be joking

- A: Well, I _____ I was working in a photographic store.
B: ² _____?
A: ³ _____, one day, a woman came in and asked if we could fix the problem she had with a photograph. ⁴ _____, I asked her what the problem was.
B: OK.
A: ⁵ _____, she had taken this old photo out of her bag which showed an old man sitting behind a cow, milking it.

2.3

⁶ _____, when I asked her what she wanted us to do to the photo, she said, 'Can you move the cow?' 'Move the cow!' I asked. 'Yes,' she replied. 'I want to see what my grandfather looked like. She pointed to the feet sticking out from under the cow.'

- B: Oh no. ⁷ _____.
A: No, seriously. She wanted us to move the cow, so that she could see her grandfather's face.
B: I ⁸ _____! So, what happened next?
A: ⁹ _____, when I told her we couldn't do it, she got quite angry, and left the shop saying, 'Then I'll have to take it to someone else.'
B: That's ¹⁰ _____.

LANGUAGE BANK

GRAMMAR

the future (plans)
be going to

+	I'm going to start university next year.
-	He isn't going to get a job this year.
?	Where are you going to stay?

When using *be going to* use the word order: subject + *am/are/is* + *going to* + infinitive. Use *be going to* to talk about future plans or intentions. When the verb is *go* or *come*, we often use the present continuous.

We're going to (go to) Spain. We're going to Spain.
I'm going to come and see you later. I'm coming to see you later.

present continuous

+	I'm starting my course in September.
-	We're not going away for very long.
?	What time are you leaving in the morning?

The present continuous is formed: subject + *am/are/is* (not) + verb + *-ing*. Use the present continuous to talk about future plans, when arrangements have already been made. We usually specify a future time such as *next week*, *on Friday*, etc., unless it is already clear that we are talking about the future.

We're flying to Greece on Friday. (We've already bought the tickets.)
She's staying in a hotel near the airport. (The hotel is already booked.)
In some cases it doesn't matter if it's the present continuous or *be going to*.
I'm playing football on Saturday. I'm going to play football on Saturday.

will

+	We'll meet you at the station.
-	I won't see you tomorrow.
?	Will you want a taxi?

When there is no plan or arrangement (when we make a decision at the time of speaking), we often use *will*.
I'm tired. I think I'll go to bed.

(subject + *will* + infinitive)

For use of *be going to* and *will* for prediction, see section 3.2 below.

might

+	I might go out later.
-	We might not be able to finish all this work tomorrow.

Use *might* (+ infinitive) to talk about plans, when we are unsure what the plan is.

I might stay at home and watch a DVD. (But I'm not sure. I might go out.)

spoken grammar

We do not usually use *might* + infinitive in the question form. It seems old-fashioned and formal. *Do you think you might see Evelyn?* NOT *Might you see Evelyn?*

the future (predictions)

will

Use *will* to make predictions.

Smartphones **will organise** our lives.
She's so talented that I'm sure she'll become famous.

We often use *I think* and *I hope* with *will*.
I think John will become a doctor.
She hopes she will work in the theatre.

be going to

Use *be going to* to make predictions when there is present evidence.

We only have two cars. It's going to be difficult to take eleven people tomorrow.

We use *probably* to make the prediction less certain. *Probably* usually comes after *will*.

The dollar will probably get stronger this year.

Probably comes after *to be* when we use it with *be going to*.

E-readers are probably going to become cheaper.

may and might

Use *may* or *might* to make predictions which are less certain. The negative forms are *may not* and *might not*.

Some of our workers may lose their jobs because of the restructuring.

We might not go away this year because we don't have any money.

could

Use *could* to make predictions which are less certain.

Global warming could destroy large parts of Asia in the next thirty years.

be likely to

Use *be likely to* to make predictions when something is probable. The negative is *be unlikely to* or *not be likely to*.

Regina is likely to be late because she works until seven.

We're unlikely to reach Paris before lunch because of all the traffic.

Are you likely to be hungry later?

Likely/Unlikely are adjectives.

Will we start at 5.00? It's unlikely.

spoken grammar

Might is more common than *may* in spoken English. *May* is a little bit more formal.

dealing with misunderstandings

saying you didn't hear something	I didn't catch any of that.
saying you don't understand someone's opinion	You've lost me.
asking someone to explain something more clearly	I don't get what you're saying. What exactly do you mean? Do you mean to say ...?
asking someone to repeat something	Can you say that again? Could you repeat the last part/name/thing you said?

PRACTICE

1 Complete the conversation. Use the prompts in brackets where necessary.

- A: Where ¹ _____ you going?
B: I'm ² _____ to Paul's house. We're ³ _____ going to watch the football.
A: OK. Who ⁴ _____? (play)
B: Real Madrid versus Barcelona.
A: I see. And what time are you ⁵ _____ home? (come)
B: I don't know.
A: How ⁶ _____ getting home?
B: I'm not sure. I ⁷ _____ his dad to drive me home, or I ⁸ _____ catch the bus. (ask/might)

2 Find and correct the mistakes. There is one mistake in each sentence.

- Will you going out this weekend?
- I'm sorry I can't come. I playing tennis after work.
- I don't feel very well. I think I stay at home.
- What you going to do?
- We go for a picnic, so I hope it doesn't rain.
- Is that the phone? Don't worry—I'm going to get it.
- They might going to a concert.
- I'm sorry we can't come, but we're to visit my mother this weekend.

1 Rewrite the sentences below using the words in brackets.

- We probably won't win the cup this year. (might)
We _____.
- I may be late. (likely)
I'm _____.
- That company will close in July. (going)
That company _____.
- He probably won't call after 10.00. (unlikely)
He _____.
- I'm not going to give up exercise. (won't)
I _____.
- We might have a problem with the flight. (may)
There _____.
- She'll get angry when she sees this. (going)
She _____.
- Are you going to visit us? (will)
_____.
- I would love it if he comes to the party. (hope)
_____.
- It is thought prices will rise if they complete the development. (could)
Prices _____.

2 Put the pairs of words in the box into the correct place to complete the sentences.

will be aren't going won't know might not
likely to may arrive is going not likely

- Jenny be able to meet us tonight because she has to work late.
- Several of our workers are lose their jobs this year because of the economic recession.
- In twenty years' time, cars able to fly.
- The predicted storm at any moment.
- The children to stay with me because I'm busy.
- I my exam results until August.
- It's that we'll arrive before 6.00 because there are train delays.
- Watch out! That painting to fall off the wall!



1 Match 1–7 with a)–g) to make sentences and questions.

- I didn't catch
- You've lost
- I don't get what
- What exactly do
- Could you repeat the
- Do you mean
- Can you say

- you're saying.
- you mean?
- that again?
- to say ...?
- any of that.
- last name?
- me.



GRAMMAR

must, have to, should (obligation)
must, have to

+	I must get up at 5 tomorrow. They have to start work early. We must start on time. She has to get there early.
	You mustn't do that! We don't have to worry. They mustn't be late. He doesn't have to bring anything.
?	Do I/we/you have to bring ...? (Must you go so early?) [*] Does he/she/it have to go?

^{*} Question forms with *must* are not very common, and sound quite formal. We usually use *Do I have to ...?* instead.

Use *must* and *have to* to talk about obligations. These things are necessary or important. *Must* is often used for a personal obligation (something we have decided for ourselves that we must do).

I **must** give up eating chocolate.

Must is also used in written rules.

All applicants **must** provide proof of identity.

Have to is used for external obligation.

We **have to** wear a uniform. (It's a company rule.)

Often you can use *must* or *have to* with the same meaning, but in spoken English *have to* is more common.

Don't have to and *mustn't* have different meanings. *Mustn't* means 'it is not allowed'. *Don't/Doesn't have to* means it is not necessary, but you can do it if you want. You **mustn't** smoke cigarettes anywhere in the building. (It is not permitted and it's dangerous.)

You **don't have to** work after 6. (It's not necessary.)

Must can only be used to talk about present or future obligation. To talk about a past obligation, use *had to*. We **had to** get up early to catch the plane.

should/shouldn't

Have/Has got to means the same as *have/has to* in the context of obligation and is used a lot in spoken English. I've **got to** get some money from the bank. She's **got to** get another job.

should/shouldn't

+	I/You/He/She/	should see this film.
-	It/We/They	shouldn't smoke in the house.
?	Do you think we should ...? ²⁴	

^{*} *Should* we ... is more formal, and not very common.

Use *should* to talk about weak obligations (not as strong as *must* or *have to*). Often it is used for things which you think are a good idea (advice), e.g. You **should** come to work in smart clothes. Use *shouldn't* to talk about things which are not a good idea, e.g. You **shouldn't** go to bed so late. *Ought to* has the same meaning as *should*, but is not usually used in the negative or questions, e.g. You **ought to** call her. = You **should** call her.

used to, would
used to

+	I/You/He/She/	used to live in France.
-	It/We/They	didn't use to see my parents.
?	Did they use to visit?	

Use *used to* to talk about past habits/states, which have often changed or are not true now. You can also use the past simple. As a child, I **used to** love eating sweets. As a child I **ate** a lot of sweets.

We can also use *would* to talk about past habits, but not to talk about past states.

I **would go** to the sweet shop every day. (habit)

As a child, I **was** happy. As a child I **used to be** very happy. (state) NOT As a child, I **would be** happy. (state)

Do not use *used to* to talk about things that happened only once, or for a specific number of times/length of time. Use the past simple for this.

My family **moved to** America last year. NOT ~~My family used to move to America last year.~~

We **went to** Italy twice on holiday. NOT ~~We used to go to Italy twice on holiday.~~

I **studied at** university for three years. NOT ~~I used to study at university for three years.~~

spoken grammar

Never used to is more common in spoken English than *didn't use to*.

We **never used to** see them, except for during August.

In spoken English, we often leave out the verb or phrase after *used to*

Do you smoke? No, I **used to**, but I **don't** any more.

reaching agreement

giving opinions	suggestions	commenting on other opinions
I (really) feel that ...	What about ...?	That's a good idea. I (don't) see what you mean.
The way I see things, ...	I suggest we focus on ...	That's a good point. I'm not sure that I agree, actually.
The way I see it, ...	I think we should think about ...	That's fine by me. I'm not sure that ... is a good idea.
	I suggest we think about ...	Exactly!
	How about if / Why don't we (call it) ...?	

PRACTICE

1 Underline the correct alternative to complete the text.

The worst jobs in the world?

If you like travelling to exotic places, perhaps you ¹ *should/shouldn't* try this job. Helge Zieler is a mosquito researcher. In order to study the biting habits of the mosquito which spreads malaria in Brazil, Helge ² *has to/doesn't have to* sit inside a mosquito net while hundreds of mosquitoes bite him. Every time he sees a mosquito land on his body, he ³ *must/have to* suck it into a tube in his mouth, and then blow it into a container. On a good evening, Helge can catch 500 mosquitoes in three hours. But to do this, he receives 3,000 bites (an average of seventeen bites per minute for 180 minutes). He ⁴ *mustn't/must* forget his anti-malaria tablets. Once he caught malaria and it took him two years to recover.



You ⁵ *shouldn't/don't have to* drive too fast on the roads, especially when you're driving in the countryside. Why? Because more than 400 million animals are killed on the roads every year. Joanne Keene knows, because she ⁶ *has to/shouldn't* remove them. Car drivers ⁷ *don't have to/must* pick the animals up, so Joanne drives around in a huge truck full of dead cats and raccoons. 'It's a hard job,' she says, 'because we work very long hours. We ⁸ *mustn't/must* be on call 24 hours a day.'

2 Match 1–8 with a)–h) to make sentences.

- 1 It's a good job but we ...
- 2 I love Saturday mornings, because I don't have to
- 3 I think you should
- 4 The doctor told me that I
- 5 You mustn't
- 6 You don't have to
- 7 Francois is very lucky. His father is very rich, so he
- 8 I really must
- a) have to work hard.
- b) should do more exercise.
- c) come to work dressed in jeans. You have to look smart.
- d) doesn't have to work at all.
- e) give up smoking. It's not good for my health.
- f) get up for work. I can stay in bed until 10 a.m.
- g) send the forms in until September, but it's a good idea to send them early.
- h) think about whether you really want to apply for the job.

1 Cross out the alternative which is **not** possible.

- 1 I *used to play/played/play* a lot of tennis when I was younger.
- 2 After school I *would take/used to take/take* the bus home.
- 3 He *never used to play/would play/played* the guitar, but he doesn't play any more.
- 4 I *didn't use to enjoy/didn't enjoy/wouldn't enjoy* school, but I worked hard anyway.
- 5 Tim *used to have/would have/had* long hair.
- 6 I *studied/used to study/didn't use to study* French for five years.

2 Make sentences with *used to* or *would* using the words in brackets. Sometimes both may be possible.

- 1 In Ancient Greece, people _____ (think) the world was flat, but Aristotle thought it was round.
- 2 In the olden days, people _____ (not have) cars, so they rode horses.
- 3 _____ people really _____ (enjoy) watching gladiator fights in Ancient Rome?
- 4 In the sixteenth century, ladies _____ (put) a white powder containing lead on their faces. It was poisonous.
- 5 Two hundred years ago, they _____ (not use) anaesthetics to perform operations.
- 6 Before iron was invented, soldiers _____ (fight) using bronze swords, but they weren't very strong and often changed shape in battle.
- 7 The Romans _____ (make) themselves sick, so that they could eat more during their huge banquets.
- 8 Why _____ people _____ (eat) garlic in Ancient Egypt? It was to cure toothache.

1 Using the words in *italics*, rewrite the second sentence so it has the same meaning as the first.

- 1 Let's begin.
I think we *should begin* _____.
- 2 I suggest we look at the emails first.
Why _____?
- 3 I don't understand.
I _____ you mean.
- 4 I agree with that idea.
It's _____ me.
- 5 From my point of view, it works very well.
The way _____ things, it works very well.
- 6 I agree with what you have just said.
That's _____ point.

GRAMMAR

comparatives and superlatives

one-syllable adjectives and two-syllable adjectives ending in -y

adjective	comparative	superlative	notes
cheap	cheaper	the cheapest	+ -er / the + -est
fast	faster	the fastest	
easy	easier	the easiest	-y changes to -i
friendly	friendlier	the friendliest	+ -er / the + -est
big	bigger	the biggest	adjective ending in + CVC double final consonant
large	larger	the largest	adjective ending in -e, add -r / the + -st

5.1

two-syllable and longer adjectives

adjective	comparative	superlative	notes
important	more/less important than	the most/ least important	+ more/less ... than, or the most/the least ... in the ...

irregular adjectives

adjective	comparative	superlative
good	better	the best
bad	worse	the worst
far	further/farther	the furthest/farthest

ways of comparing

Here are some common expressions used for making comparisons: *It's exactly/about the same as ... It's very similar to ... It's not as ... as.*

It's exactly the same as the one we had last year. It's very similar to somewhere I stayed last year. He's not as tall as I expected.

It's a lot/much/far more + adjective: It's far more beautiful than I imagined.

It's a little/a little bit/slightly: It's slightly smaller than the last flat I lived in.

using superlatives

Here are some common expressions used with superlatives: *by far the most ... one of the most ... the second (third/fourth) most ...*

It's by far the most delicious meal I've ever eaten.

It's one of the most beautiful places in the world.

We often use superlatives with a phrase beginning in the ...

She's by far the best student in the class.

It's one of the tallest buildings in the world.

*CVC – consonant, vowel, consonant

question tags

To make question tags, add auxiliary verb + pronoun at the end of the question. For a positive sentence, use a negative tag: *You play tennis, don't you?* For a negative sentence use a positive tag: *They weren't here, were they?*

Use contractions in the tag, not the full verb: *He's nice, isn't he?* NOT *He's nice, is not he?* N.B. Use a comma before the question tag and a question mark after it.

5.2

	positive verb + negative tag	negative verb + positive tag
present	You're twenty, aren't you?	She doesn't swim, does she?
past	They came back, didn't they?	You didn't see Tim, did you?
present perfect	You've lost it, haven't you?	He hasn't seen us, has he?
future	I'll be back by 10.00, won't I?	We won't lose, will we?

Use question tags to check information that you think is true. Also use question tags to sound less direct (a way to sound polite).

If we are sure of the information, the intonation falls on the question tag. You're coming tomorrow, aren't you? (expect the answer 'yes')

If we are really not sure, the intonation rises on the question tag.

She's from Europe, isn't she? (maybe she isn't)

polite requests

request	responses
Could you carry this bag for me?	Yes, of course.
Could you bring your laptop with you?	I'm afraid I can't. I'm sorry, I can't.
Could you tell me the way to the hotel?	Yes, I can. It's ...
Could you tell me what time it is?	Let me have a look.
Do you know what time the shops open?	I'm not sure.
Do you know how to get there?	
Would you mind coming a little bit earlier?	Of course not.
Would you mind booking us a table?	OK./Sure.

5.3

watch out!

Could you tell me ...? and *Do you know ...?* are not direct questions; the word order is the same as for statements. *Could you tell me what time it is?* NOT *Could you tell me what time is it?*

Do you know what time the shops open? NOT *Do you know what time do the shops open?*

Would you mind ...? + -ing

Would you mind watering my plants when I go away? NOT **Would you mind to water ...?*

Would you mind ...? is followed by a negative response.

Would you mind helping me? No, of course not. (I'm happy to help you) NOT *Yes, of course* (I would mind helping you = I'm not happy to help you)

PRACTICE

1 Complete the sentences with the comparative or superlative form of the adjectives in brackets.

- We usually fly to Italy instead of going in the car, because it's _____. (quick)
- They had to travel _____ than they wanted to find a hotel. (far)
- When I was a teenager, I was much _____ than I am now. (not confident)
- He's one of _____ children in the class. (naughty)
- Exams are much _____ now than they were when I was at school. (easy)
- Sweden is _____ than Norway. (big)
- K2 is the second _____ mountain in the world. (high)
- This book is slightly _____ to understand than his last book. The plot is very complicated. (difficult)
- He used to be a teacher, but he's decided to become a firefighter. It's a much _____ job. (dangerous)
- It's by far _____ film I've ever seen. (good)

5.1

2 Rewrite the sentences using the words in bold, so that they have the same meaning.

- My brother is slightly taller than I am. **bit**
- The journey to the coast took much longer than we had expected. **far**
- It's easily the most expensive restaurant I've ever been to. **by**
- Your shoes and my shoes are almost the same. **similar**
- People here are much healthier now than they have been water. **lot**

1 Match 1–8 with a)–h) to make tag questions.

- Clive was an engineer, _____ a) have they?
- You're from Ethiopia, _____ b) won't he?
- Shania isn't an actress, _____ c) has she?
- They haven't been here before, _____ d) aren't you?
- He'll be home soon, _____ e) is she?
- You work here, _____ f) will they?
- She hasn't met you, _____ g) wasn't he?
- They won't finish on time, _____ h) don't you?

5.2

2 Find and correct the mistakes. There is one mistake in each question.

- You weren't happy, weren't you?
- It'll probably rain, doesn't it?
- She researched her roots, didn't her?
- They always ask tricky questions, they don't?
- I take after my dad, doesn't he?
- You've met Kevin's fiancée, have not you?
- I put my foot in it yesterday, haven't I?
- My mentor will give me a hand, he won't?
- You had a lot on your mind, doesn't you?
- Phil and Luke are on holiday, are not they?

1 Find the mistakes and correct them. There is an extra word or two in each line.

- A: Excuse me, could you is hold the door for me?
B: Yes, I do of course.
- A: Do you know when the next train does to leaves?
B: I'm not OK sure.
- A: Would you to mind staying behind after the meeting?
B: It's Sure. That's fine.
- A: Could is possible you tell me what Tim's phone number is?
B: Let me have a to look.
- A: Would you mind to looking after my bag while I go to the bathroom?
B: No, of course not mind.
- A: Could you tell for me the way to the station?
B: Yes, so I can.

5.3



LANGUAGE BANK

GRAMMAR

zero and first conditionals

Zero and first conditionals are sometimes called 'real conditionals' because they talk about situations which are always true, or events which are possible or probable in the future.

zero conditional

if/when + present simple +	present simple
If/When You ^a heat water to 100° Centigrade,	it boils.

^a Here you is a general subject meaning 'anyone' or 'people in general'.

Use the zero conditional to talk about a general situation, or something which is always true (a fact).

If plants don't have water, they die. Ice melts if you heat it. (You here refers to 'anyone', or people generally, not 'you' specifically.)

6.1 *If/When* can come at the beginning or in the middle of the sentence. *If I'm not in the office by 8a.m., my boss gets angry. My boss gets angry if I'm not in the office by 8a.m.*

If and *when* have the same meaning in zero conditional sentences. In this case *if* means 'when this happens' or 'every time this happens'. *When I'm feeling stressed, I eat chocolate. If I'm feeling stressed, I eat chocolate.*

first conditional

if/when + present simple +	will/could/might + verb
If you give me your phone number,	I'll call you when we're ready.
When you go into the kitchen,	you'll see the keys on the table.

Use the first conditional to talk about possible situations in the future and their consequences. If you are sure about the result, use *will/won't*. If you're not sure, use *could/might*.

We can change the order of the sentence, but *if/when* is always followed by the present simple.

If my train arrives on time, I'll meet you at ten o'clock. Or I'll meet you at ten o'clock if my train arrives on time. NOT ~~if my train will arrive on time~~.

In first conditional sentences, *if* and *when* have different meanings. Use *if* when you are not sure if the situation will happen: *If I pass my exams, I'll be very happy.* Use *when* for a situation which you know will happen: *When I pass my exams, I'll have a party.*

Unless has the meaning of 'if not' or 'except in this situation'. *I'll go straight to the restaurant, unless you call me first. (I will go straight to the restaurant, if you don't call me first.)*

Note the difference between zero and first conditional in the sentences below.

If you sit in the sun, you get sunburn. (Zero conditional for a general situation/ fact. 'You' means anyone, or people in general.)

If you sit in the sun, you'll get sunburn. (First conditional for a specific situation. I'm talking to you (personally) about what will happen today.)

second conditional

if + past simple +	would clause
If he was the President,	he'd make a lot of changes.
we bought the house,	we'd need to sell our car.

6.2 Use the second conditional to talk about an unreal or imaginary situation and its consequences.

In spoken English, *would* is contracted in the positive and negative form. *I'd be there if I had time. If she had enough food, she'd feed us all.*

Would is not usually contracted in the question form.

If you passed your exam, would you go to university? Would you help me if I paid you?

Use *If I were you ...* to give advice: *If I were you, I'd change teams.*

Instead of *would*, we can use *could* or *should*. *If you got really fit, you could probably play again.*

It is common to use other expressions in the *would* clause: *would be able to, would need to* and *would have to*.

If I lost my job, I'd need to find another one!

We would have to cancel the game if it rained.

If you bought a larger quantity, we'd be able to offer you a better deal.

giving news

good news	I've got some good news (for you). I'm really pleased to tell you ... You'll never guess what.
bad news	Bad news, I'm afraid. I'm sorry to have to tell you, but ... I'm afraid/Unfortunately, ... I'm afraid I've got some bad news ... There's something I've got to tell you.
good or bad news	You know ...? Well, ... I've/We've got something to tell you.

responding to good news

Wow! That's fantastic/great news.
Congratulations!
You're joking!
You lucky thing!
Well done.
Have you!/Did you!

responding to bad news

That's a shame.
That's terrible/awful.
That's really annoying.
I'm really sorry to hear that.

PRACTICE

1 Complete the sentences with the correct form of the verbs in brackets.

- If I _____ (pass) my exams, my teacher _____ (be) very surprised.
- When we _____ (visit) my mother, she usually _____ (look after) the children.
- When Gaby _____ (leave) her job in the summer, she _____ (worry) about what to do next.
- If I _____ (not find) any cheap tickets, we _____ (not go) to Malta.
- If you _____ (not water) plants, they _____ (die).
- I _____ (be) surprised if Martha _____ (come) to the party. She said she wasn't feeling well.
- If you _____ (get) lost, do you usually _____ (ask) someone for directions?
- They _____ (not come) unless you _____ (invite) them.
- If it _____ (be) a nice day, I _____ (like) to go for a run in the morning.
- I _____ (listen) to classical music when I _____ (want) to relax.

6.1

2 Underline the correct alternative.

- You can't come to the conference *unless/if/when* you're invited.
- I'm not talking to you *unless/if/when* you calm down first.
- They'll arrive as soon as dinner *is/will be/won't be* ready.
- They'll cancel the flight *if/unless/when* the weather is bad.
- If you eat all of that chocolate mousse, you *'ll feel/feel/won't feel* ill.
- We'll organise a taxi when we *know/will know/might know* what time the concert starts.
- When I see a spider, I always *scream/might scream/will scream*.
- I'll get some money as soon as the bank *will open/opens/might open*.

1 Complete the sentences with the correct form of the verbs in brackets. Use contractions where possible.

- If I _____ (sell) my house now, it _____ (not/be) worth very much.
- _____ (your parents/come) if I _____ (organise) a party?
- He _____ (not/be) able to study here if _____ (not/pass) that exam.
- If you _____ (lose) your passport, _____ (need) to visit the consulate.
- They _____ (be) healthier if _____ (not/eat) so much junk food.
- If you _____ (write) a novel, what _____ (call) it?
- If the students _____ (not/have) internet access, _____ (find) it difficult.
- We _____ (not/work) there if the boss _____ (not/give) us a lot of freedom.
- Where _____ (she/live) if _____ (have) to move to a different country?
- If he _____ (can) study on Tuesdays, _____ (not/need) to come on Wednesday.

6.2

2 Write answers to the questions using the prompts. Use contractions.

- A: Can we walk to the game?
B: No. (be/late)
If we walked to the game, we'd be late.
- A: Why doesn't the team enter the competition?
B: (it/lose)
If the team _____.
- A: Can I borrow his car?
B: No. (get/grangy)
If you _____.
- A: Why don't we call her now?
B: No. (we/wake her up)
If we _____.
- A: Why can't we start the project again?
B: (waste/money)
If we _____.
- A: Can we extend our holiday?
B: No. (miss/school)
If we _____.

1 Complete the conversations.

- A: You'll never _____ what.
B: What?
A: I'm moving to Australia.
B: You're _____!
A: No, I'm leaving in March.
B: You _____ thing.
- A: I've passed my exams!
B: _____ you? Congratulations!
A: Yes, I got the results this morning.
- A: There's _____ I've got to tell you.
B: What is it?
A: I've decided to leave my job at the university.
B: I'm _____ to hear that. What's the problem?
A: I'm _____ we're going to be late.
B: Why? What's happened?
A: The flight's been delayed.
B: Oh, that's a _____. That's really _____.

6.3

LANGUAGE BANK

GRAMMAR

present perfect simple vs continuous

+	I	've/have	been	reading a book.
	She	's/has		playing the piano.
-	You	haven't		listening to me.
?	Have	you		going there for a long time?

7.1

Use the present perfect simple or continuous for actions/activities which started in the past and continue until now.

I've studied German for six years. I've been studying German for six years.

Often, there is little change in meaning between the two tenses (especially for verbs such as *live, work, teach, study*).

I've lived here for years. I've been living here for years.

Use the present perfect continuous to emphasise the length or duration of an activity.

I've been doing yoga for years. (but I'm still not very good at it)

He's been playing football since he was three.

As with other continuous forms, do not use the present perfect continuous with state verbs (e.g. *love, hate, enjoy, know*, etc.). With these verbs, use the present perfect simple.

I've known him for ages. NOT *I've been knowing* him for ages.

We often use *for, since* and *How long have you ...?* with the present perfect simple and continuous.

How long have you been waiting for? She's been working here *since* 2010.

present and past ability

	present	past
+	I can cook.	I could run fast.
-	I can't drive.	He couldn't do maths.
?	Can you speak Spanish?	Could you cook when you were younger?

7.2

We can also use *be able to* to talk about ability.

	present	past
+	She's able to write well.	Aged three, I was able to read.
-	He's not able to drive.	Aged two, he wasn't able to walk.
?	Is he able to speak French?	Were you able to get a job?

Expressions to talk about ability at a particular moment

We can use *be able to* to talk about one particular situation.

We are able to offer you a special discount on the fridge today. She didn't answer her phone so I wasn't able to speak to her.

Use *manage to* to show that an action is/was difficult.

	present	past
+	I usually manage to finish my work on time.	We managed to book a great hotel.
-	I don't always manage to speak to my parents every week.	She didn't manage to pass the exam.
?	Do you manage to see the grandchildren regularly?	Did you manage to finish washing the dishes?

clarifying opinions

giving opinions
The reason I say this is that he didn't ask our permission.
For me, there are two options here.
In my view, we should stop selling the product.
I do think we should talk to them first.
I must say I agree with Robert.

7.3

giving examples
For example, she forgot her keys yesterday.
Let me give you an example: there was a festival last week.
For one thing, I don't like caviar.



PRACTICE

1 Complete the sentences with the present perfect simple or continuous form of the verbs in the box. Where both forms are possible, choose the present perfect continuous.

do	sit	(not) listen	hate	(not) watch	
study	teach	(not) know	read	live	wait

7.1

- I'm tired. I _____ in boring meetings all day.
- They _____ for their exams since five o'clock this morning.
- I'm glad you're here. We _____ for you all day.
- I can't listen to jazz. I _____ always _____ it.
- He _____ karate for nearly twenty years.
- You _____ to me. You haven't heard what I said.
- She's got a new job. She _____ economics at the university since June.
- How long _____ you _____ in the UK? When did you move here?
- I _____ TV. I _____ my book.
- We _____ each other for very long.

2 Underline the correct alternative to complete the sentences.

- Hi Tariq. I haven't seen/been seeing you for ages!
- I have been knowing/known Justin since we were at school.
- Yes, we've met/been meeting each other before.
- I've been playing/did played the guitar for as long as I can remember.
- My brother has been travelling/have been travelled around the world for the last two years.
- He has always been enjoying/enjoyed travelling.
- Excuse me. I've been waiting/have wait for this phone call all morning.
- I have studying/have been studying Mandarin for more than ten years, and I still find it difficult.

1 Find and correct the mistakes. There are five mistakes in the text.

Johnny isn't able make full sentences but he can to say several words such as *Mama* and *Dada*, which he couldn't a month ago. He able to understand various commands like 'No!' and 'Come here' and he recognises his name. He's becoming more mobile; yesterday he managed crawl from the living room to the kitchen. He's also getting better with his hands. He's hold a pen and he sometimes manages to drawing simple pictures.

7.2

2 Rewrite the sentences using the words in brackets. Write three words (contractions are one word).

- She knows how to ride a motorbike. (can)
_____ a motorbike. (can)
- I'm not able to play any instruments. (can't)
_____ any instruments. (can't)
- Seyi and Denia couldn't come last night. (able)
They _____ come last night. (able)
- Were you able to take any photos? (manage)
_____ to take any photos? (manage)
- Can you make pizza? (able)
_____ to make pizza? (able)
- I can usually sleep for eight hours even on a plane. (manage)
Usually I _____ for eight hours even on a plane. (manage)
- Were you a fast runner when you were a child? (could)
_____ fast when you were a child? (could)
- I haven't finished my homework. (managed)
I _____ finish my homework. (managed)

1 Underline the correct alternative.

- Jackie has been so nice. *For example, / For me,* she took us to the cinema.
- You all think that new restaurant is great, but *for one thing / in my view* the food isn't that good.
- Ibrahim said the concert was disappointing, and *I must say / the reason I say I agree*.
- Shakespeare borrowed most of his stories. *Let me give you an example / I must say* the plot of *King Lear* is taken from a much older story.
- I like that laptop. *For one thing / I do think* it's a bit heavy, though.
- People love the Rolling Stones, but *for me, / the reason I say this is* Led Zeppelin is the greatest rock band.
- Dogs are the best pets. *For another / The reason I say this is because* they are so faithful.
- You should buy that mobile. *For one thing, it looks fantastic. / For example,* it's cheap.

7.3

LANGUAGE BANK

LB 8

GRAMMAR

articles

Use **a/an** (indefinite article):

- the first time something is mentioned. *I saw **a** mouse in the kitchen.*
- before singular nouns. *She's watching **a** film.*
- with jobs. *I'm **a** doctor. He's **an** artist.*
- Use **the** (definite article):
- when there is only one of something. *I see **the** sun.*
- when something has been mentioned before. ***The** mouse (that I was talking about) was huge!*

- with seas, oceans, rivers and country names that are plural or use extra words like Kingdom. e.g. *the River Danube, the Pacific Ocean, the United Kingdom*
- before the names of some areas. e.g. *the south of France, the coast of Italy*

- with superlatives. *Ali was **the** greatest boxer.*
- with some defining expressions. e.g. *the first, the only*
- in some phrases with prepositions. e.g. *in the morning, at the end, by the next day*

- with dates in spoken English. e.g. *the fifth of June*
- Use **no article** (zero article):
- to talk generally about things or people. *Doctors make more money than nurses.*

- with most names of towns, cities, and countries.
- before plural nouns. *I bought six bottles of water.*

- in some phrases with prepositions. e.g. *on Monday, at work, for lunch, on foot*
- with sports. *I like tennis. He plays football.*

quantifiers

Use **some** and **any** when talking about 'a limited amount/number' (not a large or small amount/number). We often use **some** in positive sentences. In this instance **several** can also be used. *I have **some** close friends. I have **several** close friends.*

We also use **some** in questions, especially in requests and offers. *Can you give me **some** sugar? Do you want **some** help?*

We often use **any** in negatives and questions. *I don't have **any** children.* Use **much** and **many** in questions and negatives. *Much* is used with large amounts of an uncountable noun: *How **much** time do we have? **Many** is used with large numbers of a countable noun: I don't have **many** friends.*

All means 'everything/everyone'. We can use it with or without **of**. ***All** the people here are friendly. **All** of the people here are friendly.*

We use **a lot**, **lots of**, and **plenty of** with large amounts/numbers. We usually use these in positive sentences. *Plenty of* means 'more than enough' (so there won't be a problem). *I spend **a lot of** time in Paris.*

Too and **too much/too many** mean 'more than necessary'. We use **much** with uncountable nouns. We use **many** with countable nouns. *This film is **too long**. There's **too much** salt on this meat.*

Enough means 'as much as we need'. We use it in positive and negative sentences and questions. *I don't want this task because I have **enough** to do. There isn't **enough** time. Do you have **enough** sugar?*

None and **no** can mean 'zero'. We use **none of** + noun/pronoun. We use **no** + noun (without article or possessive adjective). ***None** of the cinemas showed the film. There are **no** reasons for this.*

A few means 'a small number'. We use it with countable nouns. We usually use it in positive sentences. *She knew **a few** actors.*

A little and **a bit of** mean 'a small amount'. We use them with uncountable nouns. We usually use them in positive sentences. *I asked for **a little** water. I need **a bit of** help.*

We can use **that** instead of **which** or **who**. *Are you the lady **who/that** I spoke to on the phone? Is that the book **which/that** you lent me?*

We can leave out **who**, **which** and **that** when these words are not the subject of the relative clause. Compare: *She's the girl **(who)** I saw yesterday.* (The subject of the relative clause is **I** (not **who**). So we can omit **who**.) (with *She's the girl **who** speaks French.* (The subject of the relative clause is **who**. So we cannot omit **who**.)

non-defining relative clauses

Use non-defining relative clauses to add extra non-essential information about a place, person or thing. The sentence is grammatically correct without the non-defining relative clause. Use a comma before the non-defining relative clause. Use a comma or a full-stop after it. We cannot omit the relative pronoun (**who**, **which** **that**, etc.) *They spoke to Tara, **who** was in a good mood. We cannot use **that** instead of **which** or **who**. I saw his latest film, **which** was terrible.*

relative clauses

defining relative clauses

Use relative clauses to talk about what a person, place or thing is or does.

Use relative pronouns to join the main clause and the relative clause:

- who** for people. *He's the man **who** sold me the coat.*
- where** for places. *This is the town **where** I was born.*
- which** for things. *That computer **which** you showed me is very cheap.*
- when** for times. *This was the moment **when** Mr Moran knew he was in trouble.*
- whose** for possessions (it means 'of which or of who'). *This is Sarah, **whose** husband you met yesterday.*

being a good guest

asking for advice	
Is it OK if I (do this)?	Yes, of course. / No, you'd better not.
What should I do (in this situation)?	If I were you, I'd ...
Do I need to (take off my shoes)?	Yes, you should. / No, it's not necessary.
Did I do something wrong?	It's OK. We can sort it out. / Don't worry about it.
Is this a bad time?	No. Come in. / Can you come back later?

apologising
Sorry about that. I didn't know (you were in a meeting).
My apologies. I didn't realise (you were busy).

PRACTICE

1 Find and correct the mistakes. There is one mistake with quantifiers or articles in each sentence.

- Why don't you come and join us? There are plenty the seats.
- Bobby's girlfriend is engineer.
- Thousands of people were at the game, so there was lot of noise.
- Yesterday we saw a doctor about my illness. Fortunately, a doctor said it was nothing serious.
- Laila was hungry so she ate a bit bread.
- The women live longer than men.
- We went to the party but there weren't much people there.
- We looked up and saw an aeroplane in sky.
- I can't buy it because I only have a few money left.
- My wife and I have lived in United States for several years.

2 Complete the story with the words in the box.

a an the (x3) much many few little lot

I _____ old man reaches his 120th birthday. _____ journalist comes to interview him. 'What is the secret of your long life?' he asks. 'Well,' says _____ old man, 'I don't have _____ problems, I don't drink _____ alcohol, I eat a _____ of good food, and I spend a _____ time every day relaxing. But do you want to know my real secret? I never disagree with anyone.' 'That's ridiculous!' says _____ journalist. 'There must be another secret.' A _____ moments later, _____ old man says, 'OK, you're right.'

1 Complete the sentences with **who**, **which**, **where**, **when** or **whose**.

- I met a man _____ house had burned down.
- This was the moment _____ we knew we would win.
- I spent several months in Rome, _____ is my favourite city.
- The village, _____ Teresa grew up poor but happy, was very small.
- The girl _____ sold you the carpet is from Morocco.
- That blog, _____ he writes every day, is one of the most popular in the country.
- Jill married a guy _____ she met on a dating site.
- I don't want to be with someone _____ whole life is spent surfing the net.

2 Rewrite the sentences using relative clauses. Use the words in **italics** and the words in the box.

that who (x2) which (x2) where when whose

- What's this programme? Did you want to watch it? *Is this the programme _____ that you wanted to watch _____?*
- Last year I met a translator. She spoke six languages. *Last year I met a translator _____.*
- It was six o'clock on the fifth of August. At that moment, the world changed forever. *It was six o'clock on the fifth of August _____.*
- They gave Jodie an apple. She ate it quickly. *They gave Jodie an apple, _____.*
- You see that apartment? Felipe lived there. *That's the apartment _____.*
- She spent a month in Manchester. She loved it. *She spent a month in Manchester, _____.*
- The boss's office is next to mine. He's always shouting! *The boss _____.*
- My boyfriend is coming to visit me. He lives in Barcelona. *My boyfriend, _____.*

1 Put the words in the correct order to make conversations.

- A: do / to / hand / I / everyone's / shake / need / ?
B: no, / necessary / not / it's
- A: / is / if / it / I / into / take / meeting / coffee / OK / the / ?
B: yes, / course / of
- A: I / to / realise / didn't / I / send / by / the / information / had / email.
B: It's OK. we / out / it / sort / can
- A: did / wrong / something / do / I / ?
B: don't / it / about / worry
- A: what / I / late / do / if / should / am / I / ?
B: if / you / I / were, / I'd / an / train / earlier / catch
- A: / sorry / that / about. I / you / know / here / were / didn't
- B: No problem.
- A: is / a / bad / time / this / ?
B: fine. / it's / No,

LANGUAGE BANK

LB 9

GRAMMAR

third conditional

if clause	would clause
if + had + past participle	would have + past participle
If I had seen my friend,	I would have spoken to her.

Use the third conditional to talk about hypothetical or imaginary situations in the past. It describes an unreal or impossible situation, e.g. Real situation = I woke up late. Hypothetical situation (third conditional): *If I had heard my alarm clock, I wouldn't have woken up late.* (I didn't hear my alarm clock. I woke up late.)

We can start sentences and questions with the *if* or *would* clause.

They wouldn't have been late if they had caught the bus.

If they had caught the bus, they wouldn't have been late.

What would you have done if I hadn't called? If I hadn't called, what would you have done?

Note: When the sentence starts with *if*, we use a comma after the *if* clause.

In written and spoken English, we use contractions with third conditional sentences except in very formal documents.

She'd have told us if she'd heard anything. We wouldn't have left early if we'd known you were coming.

The defendant would not have been caught if he had stayed in his home. (formal)

active vs passive the passive

	active	passive
present simple	The shop doesn't accept credit cards.	Credit cards aren't accepted here.
present continuous	Is anyone using that computer at the moment?	Is that computer being used at the moment?
past simple	Someone told us to be here at 8.00.	We were told to be here at 8.00.
present perfect	No one has asked us about the date.	We haven't been asked about the date.
will	Someone will give me a car on my next birthday.	I'll be given a car on my next birthday.

Use the active voice to talk about the things people do, e.g. *Sam ate the chicken.*

To make the passive, use subject + *be* + past participle. Use the passive voice:

• to talk about what happens to things or people. *Khaled has been given a prize.*

• when we don't know the doer (the person or thing that does the action). *The film star was murdered.*

• when the identity of the doer of the action is not important. *This cheese is made in Italy.* (It's not important who actually makes it.)

• if the doer of the action is obvious. *The thief was arrested.* (The police are the only people who could arrest the thief.)

If we want to say who does/did the action, we use *by*. *The microwave oven was invented by Percy LeBaron Spencer.*

We sometimes use the passive to emphasise a particular part of the sentence. Compare:

Frank Lloyd Wright designed the Guggenheim Museum of Art in New York. with *The Guggenheim Museum of Art in New York was designed by Frank Lloyd Wright.*

In the second sentence, the emphasis is on Frank Lloyd Wright.

The passive is often used in newspaper reports and other formal writing.

expressing uncertainty

saying you don't know	saying you are not sure, but you have an idea
I have no idea. ^a	I'm not a hundred percent certain ^b but it might be ...
I haven't a clue. ^a	I'm fairly sure ^b it's ...

^aThese are both informal.

^bSure and certain mean the same thing. We can use either of them in these expressions.

saying you know what it isn't	saying you used to know
It's definitely not ...	I can't remember.
I'm sure it isn't ...	I've forgotten.

PRACTICE

1 Match 1–8 with a)–h) to make sentences.

- If we had arrived earlier,
 - I wouldn't have told her
 - If he hadn't fallen asleep,
 - We would have called you
 - If I'd done all my homework,
 - John would have brought a present
 - If the teacher hadn't helped him,
 - I would have bought that computer
- he would have failed the exam.
 - if he'd known it was your birthday,
 - he wouldn't have crashed the car.
 - we wouldn't have missed the plane.
 - if it had been on sale.
 - I'd known it was a secret.
 - I would have passed the course.
 - if we'd had your number.

2 Rewrite the sentences using the third conditional.

- Maya was late for the meeting. Her car broke down.
If Maya's car hadn't _____,
- She felt ill so she didn't come to the concert.
She would _____,
- I didn't get the job. I wasn't qualified.
If I had _____,
- They didn't buy the house. They didn't have enough money.
They would _____,
- We lost the game. Our best player was injured.
If our best player hadn't _____,
- You didn't tell me you were coming so I didn't cook a meal.
I would _____,

1 Underline the correct alternative.

- Oh no! My wallet *has been stolen/has stolen/has stoler*.
- Were those documents *be sent/send/sent* by email or by post?
- Not many houses *are been built/are being built/are being build* at the moment.
- That piano *isn't been played/hasn't be played/hasn't been played* for years.
- Cars that are parked illegally *will be removed/ being removed/ to be removed*.
- Are those toys *make/be made/made* by hand?
- We *weren't employed/not were employed/weren't employ* by the government until 1998.
- We can't use the photocopier because it's *being repaired/repairing/be repaired* right now.

2 Complete the sentences with the active or passive form of the verbs in brackets. Use the verb tense in italics.

- The magazine _____ (read) mainly by teenagers. It _____ (publish) every month. *present simple*
- Most of his programmes _____ (not film) in Europe; he usually _____ (work) in Asia. *present simple*
- The book _____ (write) by an ex-soldier. It _____ (describe) the war in Vietnam. *past simple*
- My last company _____ (make) clothes. It _____ (buy) by a multinational company called Zed. *past simple*
- The buildings _____ (clean) and the walls _____ (paint). *present perfect*
- I _____ (give) a new office but I _____ (not move) my things in there yet. *present perfect*
- Today this dish _____ (not cook) in the oven. Instead, we _____ (use) the grill. *present continuous*
- English _____ (not spoken) everywhere in future. Lots of people _____ (not speak) it. *future (will)*

1 Underline the correct alternative to complete the sentences.

- What's my PIN number? *I'm forgetting/I forgotten/I've forgotten.*
- Can you smoke in the restaurant? *I'm sure isn't/I sure it isn't/I'm sure it isn't legal.*
- What is this drink? *It's definitely am not/definitely not/definite not orange juice.*
- How old is he? *I'm surely fair/fair sure/fairly sure he's twenty.*

- What's Maria's second name? *I haven't the clue/have a clue/haven't a clue.*
- What's the world's biggest building? *I have no idea/have not idea/am no idea.*
- Where do the Smiths live? *I not remember/can't to remember/can't remember.*
- When does the game start? *I'm not a hundred percent certain/certain hundred percent/the hundred percent certain but it might be at 2.00.*

GRAMMAR

reported speech

direct speech (actual words)	reported speech
'I always buy organic food.'	He said (that) he always bought organic food.
'I'm going to see my mother tomorrow.'	She told me she was going to see her mother the next day .
'I've passed my exams.'	He said he had passed his exams.
'We saw her at the station.'	They said they had seen her at the station.
'I'll meet you here.'	He said he would meet me there .
'I can't hear you.'	She said she couldn't hear me.
'We might be late.'	They said they might be late.
'I must leave at midday.'	He said he had to leave at midday.

Use reported speech to report what someone said earlier. After a past tense reporting verb, e.g. *said, told*, etc., the original verb often moves one tense back (this is sometimes called 'backshifting').

There may be other changes to pronouns, possessive adjectives, and to references of time or place.

I'll go.' → *She said **she would** go.*

It's my car.' → *He said it **was** his car.*

'We'll see you tomorrow.' → *They said they would see **us the next day**.*

'I'll be here.' → *She said **she would** be there.*

Must changes to *had to*, but *mustn't* doesn't change.

'We mustn't be late.' → *They said **they mustn't** be late.* NOT *They said they didn't have to be late.*

Could, would and might also don't change in reported speech.

'We might see you later.' → *They said (that) they **might** see us later.*

Say and tell are the most common reporting verbs. Note the different verb patterns.

He **told me** that he'd be late. She **said** (to me) that she wanted to stay.

Sometimes there is no need to change the tenses (no backshift). This is the case when the reporting verb is in the present tense.

'I'll meet you at the airport.' → *He **says** he'll **meet us** at the airport.*

If the information we are reporting is still true in the present, we do not need to change the tenses but if the reporting verb is in the past, we can.

'It's a great film.' → *She said **that it's** a great film.* (This is still true now) or *She said **that it was** a great film.* (Implies she's seen it and thought it was good at the time.)

reported questions

Reported questions have the same tense and word changes as reported statements.

To report a yes/no question, use *if/whether* after the reporting verb.

'Do you live in Peru?' → *She asked me **if I lived** in Peru.* or *She asked me **whether I lived** in Peru.*

To report a *Wh-* question, use the question word.

'Where is the restaurant?' → *She asked me **where** the restaurant was.*

In reported questions, the word order is the same as for statements. We do not use an auxiliary *do/does/did*.

'Do you like eating sushi?' → *She asked me **if I like eating** sushi.*

verb patterns

Many different structures can follow a verb in English. Some verbs are followed by an *-ing* form, and some are followed by the infinitive.

I can't **stand listening** to opera. He **learned to speak** Mandarin when he moved to China.

verb + infinitive with *to*: agree, ask, tell, expect, learn, manage, help, decide, offer, promise, want, refuse, need

We **managed to get** to the theatre on time. They **agreed to give us** cheap tickets.

verb + *-ing*: like, love, hate, can't stand, (be) keen on, look forward to, miss, enjoy, fancy, give up, practise

I **miss spending** time with my friends and family. We **look forward to seeing** you.

Reporting verbs use many different verb patterns, so it's

important to learn the patterns. Some verbs can use more than one structure, e.g. suggest

He **suggested that we meet** at 6 p.m. She **suggested having lunch** in the cafeteria.

verb + infinitive with *to*: offer, promise, refuse, agree

They **offered to give us a lift** to the station. They **promised to phone** when they arrive.

verb + object + infinitive with *to*: invite, warn, tell, ask

They **invited us to stay** for the weekend. He **warned them not to tell** anyone.

verb + *-ing*: suggest, recommend

They **suggested trying** another restaurant. He **recommended eating** at Café Fish.

verb + *that*: explain, warn (someone), promise (someone), suggest

She **explained that** she had to leave the meeting. He **promised that** he would take me out tonight.

PRACTICE

1 Complete the reported statements using tense changes (backshift).

1 'We're going to have a baby.'

He said (that) _____ going to have a baby.

2 'I've lived here for more than twenty years.'

She _____ that she had lived _____ for more than twenty years.

3 'We grew these carrots in our garden.'

They told us that they _____ grown the carrots in _____ garden.

4 'I have to go to the dentist tomorrow.'

He said (that) he _____ to go to the dentist the _____ day.

5 'I've lost my passport.'

She said that _____ had lost _____ passport.

6 'I'm feeling a bit stressed.'

She _____ me that she _____ feeling a bit stressed.

7 'We'd never been to the US before.'

They said that _____ never been to the US before.

8 'I can't stay long because I have to go to a meeting.'

She said that she _____ stay long because she _____ to go to a meeting.

2 Using the words in italics, rewrite the sentences as reported speech.

1 'I think that La Tasca's is my favourite restaurant.'

She said that _____.

2 'I'm going to meet Mr Susuki this afternoon.'

He told me _____.

3 'Maja called me yesterday.'

He said that _____.

4 'We'll meet you here tomorrow.'

They told us that _____.

5 'We haven't received your application.'

We told her that _____.

6 'I might see you at the party, Matt.'

She told Matt _____.

7 'I've already sent you an email explaining the situation.'

He said that _____.

8 'I can't type very fast.'

She told her boss that _____.

1 Complete the reported statements below with the verbs in the box and any other necessary words.

refuse agree promise suggest offer warn invite explain

1 'I'm afraid I'm not going to pay for this meal.'

He _____ refused to pay _____ for the meal.

2 'You need to show your passport to immigration,' she said to him.

She _____ he _____ his passport to immigration.

3 'If you book your tickets in advance, you'll get two for the price of one,' she told us.

She _____ our tickets in advance.

4 'I'll pick you up on the way to the station.'

He _____ pick me up on the way to the station.

5 'Why don't you all come for lunch on Sunday?'

She _____ us _____ for lunch on Sunday.

6 'I'll definitely cook something for dinner.'

He _____ something for dinner.

7 'Be careful to hold on to your bags at the station.'

She _____ on to our bags at the station.

8 'Yes, it's a good idea to have the meeting on Tuesday.'

He _____ the meeting on Tuesday.

2 Find and correct the mistakes. There are mistakes in six of the sentences.

- The company has agreed that pay for the trip.
- They recommended going to a different hotel.
- I suggested to that she look for another job.
- She suggested to call an ambulance.
- We offered helping, but there was nothing we could do.
- The manager refused let us leave the hotel before we met his wife.
- We promised to sending her a postcard.
- I explained that there had been a delay.

1 Make sentences giving advice/warnings using the prompts.

- forget / set / alarm.
- you / need / buy / ticket / before / get on the train
- if I / you / call them / before you leave
- watch out / speed cameras. There / lots on the road.
- make sure / apply for a visa
- whatever / do / don't / leave valuable items / the room
- important / thing / check / flight times
- forget / take your mobile phone