

# language reference

## one

### -ing form v. infinitive

#### -ing forms

You can use *-ing* forms after certain verbs and expressions.

enjoy	keep	give up	finish
imagine	start	practise	mind
be / get used to	look forward to	avoid	involve

Verbs and phrases related to liking and hating are usually followed by *-ing*.

like	be fond of	loathe	can't bear
enjoy	be keen on	detest	can't stand
fancy	hate	resent	

You can use *-ing* forms after prepositions.

**After** meeting him, we left.

I got in **by** climbing through a window.

**Before** setting out, I checked the gas.

**Instead of** eating at home, we decided to go out.

*To* can be a preposition (e.g. I went **to** the bank; he looks up **to** her) and it can also be part of the infinitive form (e.g. I don't know what **to** do; I was happy **to** see him). When it's a preposition, it can be followed by *-ing*.

I'm looking forward **to** going there.

I can't get used **to** wearing this uniform.

I don't object **to** taking the bus in the mornings.

You can use *-ing* forms as the subject or object of a sentence.

**Jogging** is fun.

The nicest thing in the summer is **drinking** ice-cold drinks in the shade.

**Hang-gliding** is more dangerous than **waterskiing**.

You can use *-ing* forms after certain expressions.

**It's not worth** going now – the film's already started.

**Is it any good** trying to persuade him?

**It's no use** waiting. The last bus has gone.

**It's pointless** sitting here. Let's go.

go to exercises 1.1 and 1.2

### cover & check exercises

#### 1.1 Complete with a suitable *-ing* form.

- 1 Don't leave the flat without \_\_\_\_\_ the front door.
- 2 I can't stand \_\_\_\_\_ for buses.
- 3 \_\_\_\_\_ is a very active hobby.
- 4 In Britain, you have to get used to \_\_\_\_\_ on the left.
- 5 I've asked her at least ten times to buy some sugar, but she keeps \_\_\_\_\_.

#### 1.2 Complete the gaps with a suitable adjective or preposition.

- 1 Do you think it's \_\_\_\_\_ seeing his latest film?
- 2 You must be looking forward \_\_\_\_\_ going on holiday.
- 3 It's \_\_\_\_\_ telling him to work harder; he's just very lazy.
- 4 Instead \_\_\_\_\_ taking the train, we decided to go by bus.
- 5 It's no \_\_\_\_\_ trying to ring him; his phone's out of order.

Cover the grammar, then try the exercise. Check the grammar again to help you.

### -ing form and infinitive

Some verbs can be followed by either the *-ing* form or the infinitive, with no difference in meaning.

We	<b>started</b>	<b>collecting</b> stamps when we were children.
	<b>began</b>	<b>to collect</b>
They	<b>continued</b>	<b>talking</b> long into the night.
		<b>to talk</b>

Avoid using two *-ing* forms together.

We were just starting to work ~~working~~ when the boss arrived.

A few verbs can be followed by either *-ing* or the infinitive, but the meaning changes.

He **tried to open** the door, but it was stuck. = make an effort to do sth

I've **tried jogging, weightlifting, cycling** – and I'm still unfit. = experiment in different ways

I must **remember to ring** Bill. = make a mental note to do sth

I **remember ringing** Bill last week. = I remember now sth I did before; recall

I **regret to tell** you that we cannot offer you the job. = be sorry about sth you are about to say

I **regret studying** sociology at university. = be sorry about sth that happened before

She saw Jack, **stopped to chat**, then walked on. = stop doing one thing in order to do another

I **stopped playing** tennis two years ago. = give up doing sth

I **meant to ring** her, but I forgot. = intend

If we buy this house, it'll **mean doing** a lot of decorating. = one thing will result in another

go to exercise 1.3

1.3 Tick ✓ the sentences which are correct and correct those which aren't.

- 1 Could you stop to talk please? I'm trying to work.
- 2 Will you remember to post this letter for me?
- 3 I think he regrets to buy that car.
- 4 There was a thunderstorm, but they continued working in the garden.
- 5 Did you mean breaking the window, or was it an accident?

Is this grammar the same in your language? If not, make a note of the difference.

## wishes and regrets

You can use *wish* + past simple to express regret about something in the present.

I **wish I knew** Pete's address. = I don't know his address but I want it.

I **wish it was / were** five o'clock. = It isn't five o'clock but I would like it to be.

I **wish I could swim**. = I can't swim, but I would like to be able to.

He **wishes he didn't have to** go away this weekend. = He has to go away, but doesn't want to.

### natural English *wish* + *was* / *were*

After *I*, *he*, *she*, and *it*, you can use *was* or *were* in spoken English, but *were* is more correct in formal English.

I wish I **was** / **were** on a beach right now. NOT I wish you ~~was~~ rich.

I wish she **was** / **were** more confident.

You can use *wish* + past perfect (*had* + past participle) or *regret* + *-ing* to express regret about something in the past.

I **wish I'd (had) gone** to university. = I didn't go and I regret it.

I **wish they hadn't asked** us to help. = Unfortunately they did ask us to help.

They **regret moving** to Scotland. = They moved to Scotland and they're sorry they did.

go to exercises 1.4 and 1.5

1.4 Tick ✓ the correct paraphrase.

- 1 I wish I didn't have to do this exam.
  - a I have to do an exam and I don't want to.
  - b I had to do an exam and I didn't want to.
- 2 She wishes she could stay longer.
  - a She has to go, but she'd prefer to stay.
  - b She hopes to stay longer.
- 3 I wish you hadn't told me your secret.
  - a I regret that you told me.
  - b I don't want you to tell me.

1.5 Rewrite these sentences using *I wish* followed by the correct tense.

- 1 I can't read without glasses.  
I wish \_\_\_\_\_.
- 2 Unfortunately, I'm not on holiday.  
I wish \_\_\_\_\_.
- 3 I didn't bring my sunglasses.  
I wish \_\_\_\_\_.
- 4 I spent all my money on that camera.  
I wish \_\_\_\_\_.
- 5 They gave us that horrible vase.  
I wish \_\_\_\_\_.



## should + verb, should have + past participle

You can use *should* + verb to talk about obligation or duty. It's less strong than *must* / *have to*.

Children **should wear** a protective helmet if they're riding a bike.

You **shouldn't leave** young children on their own.

We use *should* to give advice or make recommendations.

That new exhibition is great – you **should** go and see it.

If you have any problems with your work, you **should** go and talk to your boss.

We use *should* to say we think something is true, or will happen.

A lot of people have recommended this restaurant, so it **should** be good.

It's eight o'clock, so Mary **should** be here soon.

You can use *should* to say what is correct or appropriate in a particular situation.

You've made a mistake – 'accommodation' **should** have two 'm's, not one.

There **should** be at least twelve chairs in this classroom – why are there only eight?

You can use *should have* / *shouldn't have* + past participle to say that something did or didn't happen, but you wish it had / hadn't happened. It's often used as a criticism or regret.

I **should have bought** that DVD player when it was in the sales – now I can't afford it.

She **shouldn't have left** school without qualifications. She'll find it hard to get a good job.

go to exercise 2.1

## cover & check exercises

2.1 Rewrite the sentences using *should* / *should have*.

- 1 It's a good idea for you to borrow the extra money.  
\_\_\_\_\_
- 2 Carole didn't leave early enough.  
\_\_\_\_\_
- 3 The teacher didn't tell them off. That was stupid.  
\_\_\_\_\_
- 4 That's wrong – 'carefully' has got two 'l's, not one.  
\_\_\_\_\_
- 5 I forgot to warn the neighbours about the party and they were very annoyed.  
\_\_\_\_\_

When you've finished an exercise, say the sentences aloud.

## although, though, and even though

These words all show a contrast between two clauses, with the second clause being unexpected or a surprise after the first. The meaning (i.e. 'but') is basically the same, but *though* is more common in spoken English and *even though* adds greater emphasis.

**Although** the company has increased production, it's still not making a profit.

The film had good reviews, **though** I didn't really like it.

I wouldn't go to that place again, **even though** the food is excellent.

You can also use *though* as a sentence adverb to mean 'however'. It goes at the end of a clause and is in contrast with information in the previous sentence. It's very common in spoken English, often occurring in dialogue.

I bought these trainers in a sale. They're not exactly what I want, **though**.

A I like these biscuits.

B Yeah. A bit sweet, **though**.

go to exercise 2.2

2.2 Complete these sentences in a logical way.

- 1 Although we left early, \_\_\_\_\_.
- 2 Everyone enjoyed the picnic, even though \_\_\_\_\_.
- 3 My brother kept telling me I played well, though \_\_\_\_\_.
- 4 It wasn't a particularly hard exam, although \_\_\_\_\_.
- 5 A It's quite sunny today.  
B Yeah, \_\_\_\_\_, though.

## possibility and probability

You can express degrees of possibility and probability in a number of ways:

You can use modal verbs *might*, *may*, *could*, *will*, and *won't*.

He left early so he **might get** here soon. = it's possible

We **may finish** before 6.00 – it depends how hard we work.

It **could be** difficult to get tickets for the game.

She'll **pass** the test, I'm sure. = it's certain

They **won't win** the tournament; their goalkeeper's been injured.

You can use the adverbs *definitely*, *probably*, and *well*. Notice the position of the adverbs.

She'll **probably** ring me later.

He **probably won't** be in time for dinner.

I'll **definitely**\* have the answer by then. You **definitely won't** enjoy that film.

\*definitely = certain, sure

*Well* changes the meaning of the phrase from 'it's possible' to 'it's probable'.

That **could well** be true.

**might well**

**may well**

go to exercise 2.3

You can use adjectival phrases.

It's **bound to rain** – don't forget your umbrella. = almost certain to happen

She's **sure to know** the answer. = certain to be true

The concert's **likely** /'laɪkli/ **to finish** late. = will probably

**unlikely**

= probably won't

Do you think it'll snow? That's **highly unlikely**. = it almost certainly won't

Is it **likely** that they'll get married? = is it probable?

You can use certain verbs.

I **doubt** /daʊt/ (**that**) she'll be here before ten o'clock. = she probably won't be

I **doubt if / whether** we'll be able to get into the stadium. = we probably won't be able to

I **don't suppose** /sə'pəʊz/ there will be any tickets left. = there probably won't be

I **dare say** /,deə 'seɪ/ the train will be late as usual. = it probably will be

I **shouldn't think** there'll be any delay. = there probably won't be

go to exercise 2.4

### 2.3 Do the pairs of sentences have a similar (S) or different (D) meaning?

- 1 a It might be nice tomorrow.  
b It'll probably be nice tomorrow.
- 2 a I definitely won't be able to help.  
b I'm certain I won't be able to help.
- 3 a It could be true.  
b It's probable that it's true.
- 4 a There may be a lot of people there.  
b It's possible there will be a lot of people there.
- 5 a She could well get here late.  
b She probably won't be on time.

### 2.4 Rewrite the sentences. Use the word in brackets.

- 1 I doubt if he'll come. (unlikely)  
\_\_\_\_\_
- 2 My bag is almost certain to be the last one off the plane. (bound)  
\_\_\_\_\_
- 3 They probably won't win. (suppose)  
\_\_\_\_\_
- 4 It'll probably start raining before lunchtime. (likely)  
\_\_\_\_\_
- 5 There are likely to be a lot people on that train. (dare say)  
\_\_\_\_\_



# three

## each other / one another / -self / -selves

### reflexive pronouns

I	cut	<b>myself</b>	he	cut	<b>himself</b>	we	cut	<b>ourselves</b>
you		<b>yourself</b>	she		<b>herself</b>	you (pl)		<b>yourselves</b>
			it		<b>itself</b>	they		<b>themselves</b>

You can use reflexive pronouns when the object is the same person or thing as the subject. Compare:

Peter hurt **himself**. = the same person (Peter hurt Peter.)

Peter hurt **him**. = a different person (Peter hurt David.)

Reflexive pronouns are commonly used with certain verbs.

<b>enjoy</b>	<b>introduce</b>	<b>hurt</b>	<b>injure</b>	<b>behave</b>	<b>(yourself, etc.)</b>
<b>teach</b>	<b>look after</b>	<b>help</b>	<b>cut</b>	<b>burn</b>	

You don't usually use reflexive pronouns with these verbs (though it's common in other languages).

He had a shave. NOT ~~He shaved himself.~~

She had a wash. NOT ~~She washed herself.~~

I got dressed. NOT ~~I dressed myself.~~

These examples are only possible if the event is unusual, e.g. someone isn't usually able to do these things.

It's the first time she's **dressed herself** since the accident.

Certain verbs are reflexive in some other languages, but not in English.

relax <del>me</del> / <b>myself</b>	feel <del>me</del>	meet <del>us</del>	concentrate <del>me</del>
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I often relax by going out walking. NOT ~~I often relax myself by going out walking.~~

John feels ill. NOT ~~John feels himself ill.~~

go to **exercises 3.1 and 3.2**

## cover & check exercises

**3.1** Complete using the correct pronoun, reflexive pronoun, or nothing.

- Ow! Stop it! You're hurting \_\_\_\_\_ !
- Are you enjoying \_\_\_\_\_ here?
- Janet and I first met \_\_\_\_\_ at a party in New York.
- Are those children behaving \_\_\_\_\_ ?
- I really need to relax \_\_\_\_\_ as I've been working very hard.

**3.2** Correct any errors. One sentence is correct.

- He had a shave himself and left.
- I don't feel myself very well today.
- The children hurt themselves in the playground.
- Jack introduced himself to Clara.
- Jenny never went to school; in fact, she taught her to read.

For a change,  
do an exercise in your  
head or orally with a partner.  
Check your answers, then  
write them in.

### each other / one another

You can use *each other* / *one another* to say that two (or more) people do something to or for the other(s). They are interchangeable in meaning.

Jack and Jo bought **each other** / **one another** a gift.

= Jack bought a gift for Jo, Jo bought one for Jack.

Certain verbs are often used with *each other* / *one another*:

<b>agree with</b>	<b>disagree with</b>	<b>argue with</b>	<b>each other / one another</b>
<b>kiss</b>	<b>hug</b>	<b>love</b>	
<b>hate</b>	<b>talk to</b>	<b>listen to</b>	
<b>compete with</b>	<b>consult</b>	<b>fight</b>	



## each other v. reflexive pronouns

Compare:

Liz and Kate looked at **themselves**. = Liz looked at herself, Kate looked at herself  
**each other**. = Liz looked at Kate, Kate looked at Liz

The boys had to look after **themselves**. = each boy looked after himself  
**each other**. = each boy looked after the other boy

go to exercise 3.3

## obligation, necessity, and prohibition

### must, have to, have got to

You can use *must*, *have to*, and *have got to* to express obligation. *Have to* is very common in spoken English.

I'm sorry I can't come out tonight but I really **have to** get some work done.

We **have to** wear name badges at the sales conference next week.

*Must* is sometimes preferred for an obligation we feel ourselves.

I **must** get a lot fitter before I run the marathon. = it's my opinion

I **must** post this letter before 6 o'clock - it's Sam's birthday tomorrow.

= I feel it's important for me to do this

*Have to*, *have got to*, and *must* are used for external obligation. *Must* is common in written rules.

Candidates **must** answer all six questions. = a written rule

The receptionist says I **have to** hand in the key before 12 o'clock. = external obligation

We've **got to** improve our sales figures by the spring. = an order from the boss

You **have to** wear a seatbelt. = the law says so

### natural English have got to

*Have got to* is usually only used in spoken English, or written fiction, and is quite common. It can be used for internal and external obligation:

I've **got to** get out more - I'm going mad here!

I've **got to** post this letter before six o'clock.

*Mustn't* and *don't have to / haven't got to* don't mean the same thing: *mustn't* means that something is wrong, dangerous, or not permitted; *don't have to* and *haven't got to* mean that something isn't necessary.

You **mustn't** let the dogs run loose in the street. = it's wrong and not permitted

You **mustn't** drink that water. = it's dangerous

She **doesn't have to** type her own letters. = it's not necessary

We **haven't got to** be there until nine o'clock. = it's not necessary

When you talk about a future obligation, *will have to* is normally used if the obligation doesn't begin until a point in the future.

He'll **have to** be more responsible when he becomes a parent himself.

You can use *have (got) to* for obligations that refer to the future but are already established.

I **have to** go back this afternoon and collect my things.

We've **got to** work on Saturday - the manager told us yesterday.

go to exercises 3.4 and 3.5

3.3 Tick ✓ the sentences which are logical.

- a They kissed each other on the cheek.  
b They kissed themselves on the cheek.
- a Can you look after yourselves today?  
b Can you look after each other today?
- a We disagree with ourselves.  
b We disagree with each other.
- a Those girls often talk to themselves.  
b Those girls often talk to each other.
- a We always consult each other.  
b We always consult ourselves.

3.4 Put *have to*, *don't have to*, *will have to*, *must*, or *mustn't* in the gaps.

- When you're in New York next week, you \_\_\_\_\_ speak English.
- Oh, great, it's Sunday. I \_\_\_\_\_ get up early - I can relax.
- Listen, it's the law. You \_\_\_\_\_ pay taxes and that's all there is to it.
- I've got an exam tomorrow morning. I \_\_\_\_\_ forget to set my alarm.
- My hair is a terrible mess. I \_\_\_\_\_ go and get it cut.

3.5 Circle the correct or most appropriate answer.

- You **mustn't / don't have to** put this dish in the microwave - it'll break.
- I think we **have to / will have to** paint the living room next year.
- My mother is expecting me to ring, so I **mustn't / haven't got to** forget.
- The guy in the bank says I've got to / **must** fill in the form and return it with the money.
- Dogs **must / have got to** be on a lead.

Is this the same in your language? If not, make a note of the difference.

## should and ought to

You can find details of the different uses of *should* on p.153. *Ought* /'ɔ:t/ *to* is very similar and can replace *should* in most cases but it is less common.

You **should/ought to** ring your mother before you go. = weak obligation

I think you **should/ought to** leave the washing up until later. = advice

Those cups **should/ought to** be in the other cupboard. = the correct place in this situation

He's got a map so he **should/ought to** find the place easily. = you think this will happen

The main difference is that the negative form *ought not to/oughtn't to* is rarely used in place of *shouldn't*, and almost never used in the past in place of *shouldn't have* + past participle.

*Should* and *ought to* are sometimes interchangeable with *must*, but both are weaker than *must*.

I **must** ring my mother. v. I **should/ought to** ring my mother.

*Must* conveys a stronger obligation on the speaker's part.

You **mustn't** eat your sandwiches in here. = it's wrong / not permitted

You **shouldn't** eat your sandwiches in here. = it's not really the correct thing to do

*Mustn't* conveys a stronger sense that something is prohibited.

## be allowed to + infinitive

You can use *be allowed to* when you talk about things you can do or are permitted to do.

You're **allowed to** take a dictionary into this exam. = you're permitted to do it / you can do it

We **aren't allowed to** take these books out of the library. = we're not permitted to do it

Be careful!

You're not **allowed to** walk on the grass. NOT He's not allowed to walk on the grass.

go to exercise 3.6

### 3.6 Write in one missing word in each sentence.

- 1 He can't come – he's to go to the dentist.
- 2 Don't you think we ought leave soon?
- 3 When I was young, we weren't to stay up late.
- 4 You should leave your bag here – someone might steal it.
- 5 I don't think you allowed to park in front of this entrance.

Write in pencil,  
then you can rub out  
your answers and do the  
exercise again later.

## time sequencers

You can use these words and phrases to express time before an event.

(shortly)	<b>before</b>	+ noun / -ing	<b>prior to</b> (formal) + noun / -ing
(long)		+ clause	

She found out the truth	<b>shortly before</b>	the wedding.
	<b>long before</b>	getting married. she got married.
	<b>prior to</b>	the wedding. getting married.

You can use these sequencers to express time after an event.

(shortly)	<b>after</b>	+ noun / -ing
(soon)		+ clause
(long)		
<b>since</b>		



Joan met Louis	(shortly) (soon) (long)	after	her move to Rome. moving to Rome. she moved to Rome.
She's been home twice	since		

You can use *while* or *when* for two things or situations happening at the same time, usually for two longer actions over a similar period of time, or a shorter action happening during a longer action.

<b>while</b>	+ -ing + clause	<b>when + clause</b>
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<b>While</b>	working	for the bank, I learnt to do spreadsheets.
<b>When/While</b>	I was working	
<b>When/While</b>	Bill was fixing the car, I was tidying the house.	

go to exercise 3.7

3.7 Write complete sentences. Use the sequencer in brackets.

- David / climb / mountain / breakfast (soon after)
- Helena / prepare / presentation / meet / new boss (prior to)
- accident / happen / start / rain (shortly before)
- live / Saudi Arabia / Christine / study / Arabic (while)
- Cherie / have / baby / lose weight (since)

## four

### nouns in groups

There are three common ways to group nouns.

#### noun + noun

These are two or more words which specify a single idea; they are also called compounds.

horror film	film director	bottle opener
railway station	credit card	human resources manager
car park attendant	bus stop	box office

#### noun's / s' + noun

This structure is often used to show something or someone belongs to, or is associated with, a person/animal, a group or an institution.

my grandmother's house	the dog's tail
the boy's father (one boy)	the government's decision
the boys' father (more than one boy)	the school's policy

go to exercise 4.1

#### noun + preposition + noun

When something belongs to or is associated with an object/thing, we usually use an 'of' structure. Certain words are common with this form (e.g. top, bottom, front, back, side, beginning, start, end, edge).

the back of the cinema	the end of the book	the start of the race
the bottom of the ocean	the beginning of life	the edge of the table

go to exercise 4.2

### cover & check exercises

4.1 Rephrase the sentences using the noun

's / s' + noun structure.

- The cat has white paws.  
The \_\_\_\_\_ are white.
- The doctors have a clinic in the centre.  
The \_\_\_\_\_ is in the centre.
- Mary isn't the mother of those girls.  
Mary isn't \_\_\_\_\_.
- This is a report by the committee.  
This is the \_\_\_\_\_.
- That old car belongs to my parents.  
That's \_\_\_\_\_ old car.

4.2 Correct the errors.

- The film's end was very sad.
- I gave the money to the uncle of Jake.
- He's been made the manager of sales.
- Can we sit at the train's front?
- See you at the station of buses at 10.00.



## future continuous

You can use the future continuous to emphasize that something will be in progress at a particular time in the future.

By 2020, almost everyone **will be watching** the news on the Internet.

Certain time phrases are very common with the future continuous.

**In** five years' time, she'll be studying at university. NOT ~~She'll study at university.~~

**By** the end of the century, we'll be living much longer. OR ... we'll live much longer

**This time next** week, I'll be sitting on the beach in the Bahamas. NOT ~~I'll sit ...~~

You can use it to refer to a future event/activity which is planned or expected to happen in the normal course of events.

**I'll be teaching** your class next year **whatever happens**.

**I'll be passing** the letterbox **anyway**, so I'll post that for you.

**We'll be meeting** her **in any case**, so I'll pass on the message.

### natural English *anyway, in any case, whatever happens*

*Anyway, in any case, and whatever happens* are commonly used to emphasize that the situation or event is inevitable.

I'll be phoning Mum tonight **anyway / in any case**, so I'll give her the news.

We'll be staying in **whatever happens**, so do come round.

Don't use the future continuous when the meaning of the verb conveys a single action or state.

Knowing John, he'll ~~be losing~~ **lose** his laptop if he takes it on the trip. (He can only lose it once.)

Everyone ~~will be having~~ **have** a mobile phone in ten years' time. (*have* is a state verb)

go to exercises 4.3 and 4.4

4.3 Circle the correct tense. Both answers may be correct.

- 1 This time tomorrow, we'll **arrive** / **be arriving** in Lisbon.
- 2 I'll **know** / **be knowing** the date of the meeting by the end of the week.
- 3 Do you think you'll **live** / **be living** here in five years' time?
- 4 I'll **spend** / **be spending** the weekend with my brother, so I can tell him then.
- 5 Don't ring me this evening – I'll **have** / **be having** dinner with Lucy.

4.4 Put *anyway, in, still, this, or by* in the gaps.

- 1 We'll be leaving for Rio \_\_\_\_\_ a couple of weeks' time.
- 2 She'll be earning a fortune \_\_\_\_\_ the end of the year.
- 3 I'll be going past your house \_\_\_\_\_, so I can easily give you a lift.
- 4 If you come and see us ten years from now, we'll \_\_\_\_\_ be renovating this old house.
- 5 I can't believe it. \_\_\_\_\_ time tomorrow, I'll be sitting on a plane on my way to New Zealand.

Is this grammar the same in your language? If not, make a note of the difference.

## five

### narrative tenses

#### past continuous

Use the past continuous to talk about something that was in progress at or around a particular past time.

They **were building** those flats when we moved in across the road.

I came out of the cinema and it **was pouring** with rain.

Quite often the event in progress is interrupted by a single action, and so past simple and past continuous are used together.

I **was just having** my lunch when he **phoned**.

We **were driving** to Oxford when we **heard** the news about the explosion.

You can use the past continuous to give the background situation in a story or anecdote. It gives the listener/reader the context of the main event.

I **was sitting** in the park the other day, and it **was raining**, so I **was feeling** a bit miserable, when suddenly this stranger came up to me and gave me \$100.

### cover & check exercises

## past perfect simple and continuous

Use the past perfect simple when you're describing a past event or situation and you want to show that another past event/situation happened earlier.



He left. I phoned.

When I phoned him, **he'd already left**. = He left before I phoned him.

I knew I **had met** him somewhere. = I met him before this occasion I'm describing now.

If the sentences include *before* and *after*, the order of events is often clear, so the past perfect is optional.

The accident (**had**) **happened** before we arrived.

go to exercise 5.1

You can use the past perfect continuous when an earlier situation or activity lasted for a longer period of time and continued up to the point in the past that you're talking about.

5.00 6.00 7.00 8.00 9.00 10.00 11.00

-----> {

I'd **been working** for four hours ... when the others arrived.

With the simple form it's the completion of the activity that is emphasized; with the continuous form it's the continuation that's emphasized.

We'd **had** two drinks when the cabaret started. = We finished the drinks before the cabaret.

We'd **been drinking** for some time when the cabaret started. = The drinking continued for a period up to the time when the cabaret started.

The simple form often describes how many times something happened, and the continuous form describes how long something happened. Compare:

I'd **read** three of his novels by the time I went to university.

I'd **been reading** his books for years by the time I went to university.

See also present perfect simple and continuous, p.164 and p.165.

go to exercise 5.2

5.1 Put the verbs in brackets into the past simple or past perfect simple.

- 1 She \_\_\_\_\_ (ring) after I \_\_\_\_\_ (speak) to them.
- 2 I \_\_\_\_\_ (already tidy up) when they \_\_\_\_\_ (get) here.
- 3 There \_\_\_\_\_ (be) a concert last Friday but we couldn't go – we \_\_\_\_\_ (spend) all our money.
- 4 Sitting on the bus I \_\_\_\_\_ (remember) that I \_\_\_\_\_ (forget) to lock the front door.
- 5 I \_\_\_\_\_ (be) tired because I \_\_\_\_\_ (stay) up very late the night before.

5.2 Choose a suitable verb in the past perfect simple or continuous to explain what had happened / had been happening in each situation.

examples

When I went out, the roads were still wet because **it had been raining**.

He couldn't play on Saturday because he **had injured** his foot.

- 1 Both boys had dirty knees because ...
- 2 He was wearing his suit because ...
- 3 She had to walk all the way home because ...
- 4 He was sweating and out of breath because ...
- 5 She had a cut on her knee because ...

For a change, do an exercise quickly in your head.

## so and such

Notice these constructions with *so*.

**so + adjective / adverb**

I felt **so happy**.

I was terrified – she drove **so quickly**.

**so + much / many + noun**

He had **so much money**.

She tried to ring him **so many times**.

Notice these constructions with *such*.

**such + a / an + (adjective) + noun (C)**

**such a funny film**

**such a nightmare**

**such + adjective + noun (U)**

**such hot weather**

**such bad news**

**such + adjective + plural noun**

**such clever boys**

**such nice children**



*So* and *such* constructions are often followed by *that* clauses.

It was	<b>such a stressful experience that</b>	she never went back.
It was	<b>so stressful that</b>	

go to exercise 5.3

## adjectives and adverbs

### gradable and ungradable adjectives

Some adjectives are gradable, e.g. something can be *quite* good or *very* good, while others are ungradable and only have one extreme meaning, e.g. *awful*, *enormous*.

extreme		extreme	
freezing	cold	warm	hot
			boiling

Compare:

gradable adjectives	hot	nice	tired	frightening
ungradable adjectives	boiling	delightful	exhausted	terrifying

### intensifying adverbs

We use intensifying adverbs (e.g. *extremely*, *really*, *absolutely*, *totally*) to show that something is true to a large degree. Notice which adverbs are used with gradable and ungradable adjectives.

	gradable adjectives		ungradable adjectives
incredibly	cold	absolutely	terrifying
extremely	hot	really	boiling
really	nice		delightful
very	tired		exhausted

Some intensifying adverbs collocate with certain ungradable adjectives, but not others.

absolutely	ridiculous	absolutely	furiously
completely		NOT completely	
totally		NOT totally	

go to exercise 5.4

### modifying adverbs

You can modify gradable adjectives with certain adverbs:

a small degree		a large degree
a bit	quite	very
a little	fairly	really
slightly	rather	extremely
	pretty	incredibly

*A bit*, *a little*, and *slightly* are often used with adjectives with a negative meaning, or with positive or negative comparative adjectives.

a bit late	a little slow	slightly annoying
a bit happier	a little happier	slightly older

*Fairly* and *quite* have a similar meaning; *quite* is a little stronger.

5.3 Rewrite the sentences using *so* in place of *such*, and *such* in place of *so*.

- The work was so hard that I gave up the job.
- His sister was such a bright woman that she got the top job.
- We went back the following year because the resort was so beautiful.
- He had such a bad temper that I left him.
- The gardens were so lovely that we stayed all afternoon.

5.4 Put G (gradable) or U (ungradable) for each underlined adjective.

- He has a wonderful garden.
- We found the city expensive.
- The house was dirty and freezing.
- Her children are noisy but charming.
- It was a dreadful film.

Write *extremely* or *absolutely* before each adjective. Change *a* to *an* where necessary.

If this grammar is different in your language, make a note of it.

*Rather* is often used with negative adjectives.

It's **rather cold**.                      The talk was **rather boring**. = quite

*Rather* with positive adjectives often means something was better than expected.

The film was **rather interesting**, actually. = I thought it might be quite boring.

*Pretty*, *a bit*, and *really* are very common in spoken English.

*Quite* has two uses. Compare:

#### **quite + gradable adjective**

The weather was **quite nice**. = not very good, but reasonable

#### **quite + ungradable adjective**

His behaviour was **quite terrifying**. = absolutely terrifying

go to exercise 5.5

### 5.5 Put *quite*, *rather*, or *a bit* in the gaps.

- 1 The bus was only two minutes late.  
The bus was \_\_\_\_\_ late.
- 2 The film made me laugh a few times.  
The film was \_\_\_\_\_ funny.
- 3 The talk was half an hour, but twenty minutes would have been better.  
The talk was \_\_\_\_\_ long.
- 4 The party was OK, but not great.  
The party was \_\_\_\_\_ good.
- 5 The food was better than I expected.  
The food was \_\_\_\_\_ good, in fact.

## six

### past simple and present perfect passive

Only transitive verbs (i.e. verbs which take an object) have a passive form.

They **sold** all the supplies. (transitive)    The taxi **arrived** late. (intransitive)

All the supplies **were sold**.

You can use passive forms when talking about an action where you're not interested in saying who did the action, or it's obvious who did it, or it's not necessary to say who did it. The person or thing affected by the action is more important than who did it.

He's **been given** a new job. (It isn't important who gave him the job.)

The building **was knocked down**. (Who did it isn't important.)

She **was arrested** outside the parliament building. (It was obviously done by the police.)

If you want to emphasize who did the action, because it's important, you can use *by* + agent.

A I thought that was a Tarantino film.

B No, it **was directed by** Guy Ritchie.

Passive forms are common in academic and scientific English.

Several factors contributing to the patient's condition **were identified**.

The results **have been analysed** and it **has been discovered** that the process is unreliable.

go to exercise 6.1

In news stories, present perfect and past simple passive forms are common. When you give news, you're often more interested in what's happened to someone or something than who did it.

Two people **have been arrested** in connection with the robbery.

A ten-year-old boy **has been found** alive in a cave after disappearing three days ago.

### cover & check exercises

#### 6.1 Make these sentences passive. Use *by* + agent only where necessary.

- 1 Someone stole my bicycle last night.  
\_\_\_\_\_
- 2 Several people have told me that it's a great restaurant.  
\_\_\_\_\_
- 3 Sir John Mackintosh will make the final decision tomorrow.  
\_\_\_\_\_
- 4 The Chinese invented fireworks.  
\_\_\_\_\_
- 5 They don't serve children under 16 in this bar.  
\_\_\_\_\_



When more detailed information is then given, the tense used is often the past simple.

Two people **have been arrested** in connection with the robbery. They **were taken** to Bow Street police station and ...

Certain verbs frequently used in news stories are common in the passive form.

hurt	injure	wound	capture	attack	kill
assassinate	murder	damage	destroy	hijack	kidnap
threaten	evacuate	accuse	arrest	charge	sentence

go to exercise 6.2

In news reporting, certain reporting verbs are common in passive constructions.

The man **is believed / said to be** armed and dangerous.

He **is known to have visited** the area in previous days. (past infinitive)

It **is thought / believed that** all the children escaped safely.

go to exercise 6.3

## indirect questions

With *wh-* questions, the main verb usually comes after the subject (i.e. positive word order), and the auxiliary *do / does / did* isn't used. Look at these examples.

direct questions	indirect questions
Where's the station?	Do you know where the station is?
What time does it leave?	Could you tell me what time it leaves?
How do you feel about it?	Could I ask you how you feel about it?

With *yes / no* questions, we need *if* or *whether* followed by positive word order.

direct questions	indirect questions
Are you planning to leave?	I'd like to know if you're planning to leave.
Do you need it?	I was wondering whether you needed it.
Does she want to go?	I'm not sure if she wants to go.

You use indirect questions in reporting (see unit twelve), but in the examples above, indirect questions are used as a softer or more polite way of asking for information. These expressions are often used to introduce indirect questions:

Could you tell me ...?	Do you know ...?	I was wondering / I wondered ...
Have you any idea ...?	I'd like to know ...	I'd be interested to know ...

go to exercise 6.4

For information on reported questions, go to p.174.

## 6.2 Circle the correct form.

- 'Good evening. Here is the seven o'clock news. Three people **were / have been** arrested in connection with the terrorist attack on the town hall.'
- The factory **was / has been** redeveloped in 1980, and since then it **was / has been** used as a sports centre.
- Penicillin **was / has been** discovered in the early twentieth century.
- It **was just / has just been** announced that 2000 jobs **were / have been** lost at National Chemicals.
- This photo of Dad **was / has been** taken by my brother.

## 6.3 Transform these sentences. Use the verbs in brackets.

- People say he is a millionaire. (believe)  
He \_\_\_\_\_.
- People believe that Pedro Gonzales will win the election. (think)  
It \_\_\_\_\_.
- We all think the new manager is very efficient. (know)  
The \_\_\_\_\_.
- They say he's lost a fortune. (say)  
He \_\_\_\_\_.
- People think the man's identity will never be established. (believe)  
It \_\_\_\_\_.

For a change, do an exercise orally with a partner. Check your answers, then write them in.

## 6.4 Change these questions into indirect questions. Use a different introductory expression for each question.

- What time does it start?
- Why doesn't this door open?
- What do you think about it?
- Are you busy tonight?
- Did he find the hotel?

# seven

## be supposed to / be expected to

You can use *be supposed to (do)* to talk about what someone should or shouldn't do because of rules or other people's authority. We often use it when suggesting that perhaps the rules may be broken in some way.

**We're not supposed to** be here – it's for first class passengers only.

= according to the authorities; but the speaker is there.

At school, we **were supposed to** do two hours' homework a night.

= the teachers said so; perhaps they didn't always obey.

*Be expected to (do)* is used when someone has an obligation or duty to do something. It doesn't suggest whether it was carried out or not.

You **aren't expected to** pay tax on that bill. = There's no obligation to pay tax.

At school we **were expected to** stand up when the teacher arrived.

Compare:

**We were supposed to** do homework every night. = The teachers told us to do it, but we didn't necessarily always do it.

**We were expected to** do homework every night. = The teachers told us to do it.

go to exercise 7.1

## present perfect simple

You can use the present perfect to talk about events that have or haven't happened in a period up to now. It isn't important exactly when the things happened.



**I've been to Rome** several times. (i.e. in my life; it isn't important when I went there)

**She's never done** that in her life. (i.e. at any time before now)

You can often use the adverbs *ever*, *never*, *always*, and *before* with the present perfect.

Have you **ever** had an operation? (i.e. in your life)

Have you met him **before**? (i.e. before this occasion)

**I've never** read *War and Peace*.

**I've always** wanted to try rowing.

If a finished time expression is used, e.g. *last week* / *in 1999* / *two weeks ago*, you normally use the past simple.

**I met him last week.** NOT ~~**I've met him last week.**~~

**Julie e-mailed me a couple of days ago.** NOT ~~**Julie's e-mailed me a couple of days ago.**~~

go to exercise 7.2

## cover & check exercises

**7.1** Put the correct form of *be supposed to* / *be expected to*.

- 1 It's a very small airport, so we \_\_\_\_\_ carry our luggage onto the plane.
- 2 I \_\_\_\_\_ (not) touch my grandmother's ornaments when I was very young, but I did.
- 3 In my last job, I \_\_\_\_\_ (not) use a computer, so I'm not very good with them.
- 4 I'm sorry, you \_\_\_\_\_ (not) smoke in here.
- 5 If you go for that job interview, you \_\_\_\_\_ to speak English for ten minutes at the end.

**7.2** Circle the correct tense.

- 1 **Have you always liked** / **Did you always like** jazz?
- 2 I **posted** / **have posted** the letter yesterday.
- 3 We **spent** / **have spent** our holidays there when I was a child.
- 4 **Has she ever had** / **Did she ever have** cosmetic surgery? She looks so young.
- 5 Jo **ran** / **has run** the marathon several times, so he's very fit.

Make a note of any differences between this grammar and your language.



You can use the present perfect to describe something that started in the past and continues up to now (or didn't happen in the period of time up to now). *For* and *since* are common with this meaning.

She's **lived** in that flat **for** years. (i.e. She still lives there now.)

I've **been** a doctor **since** 1990. (i.e. I am still a doctor now.)

How long **have** you **had** that car? (i.e. I know you still have it.)

I **haven't seen** her **since** last Thursday. (i.e. the last time I saw her was Thursday.)

If something started and finished in the past, you use the past simple. Compare:

She's **worked** in the same office for ten years. (i.e. She still works there.)

She **worked** in the same office for ten years. (i.e. She doesn't work there now.)

You use the present perfect to talk about things that happened in the recent past and are important now, often with *just*, *already*, and (not) *yet*.

A Have a biscuit.

B No, thanks, I've **just** had lunch. (i.e. a short time ago, so I'm not hungry)

She's finished the exercise **already**. (i.e. more quickly than expected)

Haven't you finished your supper **yet**? (i.e. I can see you're still eating it)

*Recently* and *lately* can be used to mean 'in the last few days/weeks', but *recently* can be used with the past simple too.

I haven't seen Mr Barrett **recently** / **lately**.

She went to France on holiday **recently** / **lately**.

Don't use *recently* with an expression of time:

I got a pay rise recently. NOT ~~I got a pay rise recently last Monday.~~

go to exercises 7.3 and 7.4

## present perfect continuous

You can use the present perfect continuous to talk about situations or actions happening in a period up to now.



She's **been living** with her sister since the accident. = after the accident she moved in with her sister; she's still there

In some cases, these actions may have stopped recently but have present results.



A You look terrible!

B Yes, I've **been jogging**. = I was jogging recently but stopped; I still feel hot and tired.

Look at the street – It's **been raining**. = it was raining and stopped recently

If you want to emphasize the fact that the activity is continuous, use the present perfect continuous. To emphasize the activity is completed, use the present perfect simple. Compare:

I've **been decorating** the living room. = a recent activity; the decorating is not necessarily finished.

I've **decorated** the living room. = a recent activity; the decorating is definitely finished

## 7.3 Complete the sentences with an appropriate adverb.

- A Do you know where Chris is?

B Yes, I've \_\_\_\_\_ seen him in the canteen. He'll be back here soon.
- A Have you had dinner \_\_\_\_\_?

B No, I've only been home \_\_\_\_\_ seven thirty.
- I'm off to Canada next month. I've never been there \_\_\_\_\_ so I'm looking forward to it.
- I've \_\_\_\_\_ hated fish – I just don't like the texture.
- Has Lucy \_\_\_\_\_ told you why she married Tom?

## 7.4 Complete the sentences using the present perfect simple or past simple.

- My two brothers are meeting tomorrow. They \_\_\_\_\_ (not see) each other since they were children.
- I can't give you a lift because I \_\_\_\_\_ (not get) the car back from the garage yet.
- Helena \_\_\_\_\_ (work) in Italy for ten years, then she moved to Poland. She \_\_\_\_\_ (live) there ever since.
- Have you got a plaster? I \_\_\_\_\_ (cut) my finger.
- My aunt \_\_\_\_\_ (live) in the same house for thirty years. She'll never move.

Write in pencil, then you can rub out your answers and do the exercise again later.

The simple form describes how many times something happened, and the continuous form is used to emphasize how long something happened. (*How long ... + present perfect is also common, however.*)

**I've been playing** football a lot recently.

~~I've been playing~~ football several times this week.

**I've played** football several times this week.

**I've been sending** e-mails all day.

~~I've been sending~~ twenty e-mails today.

**I've sent** twenty e-mails today.

go to exercise 7.5

## uncountable nouns

Uncountable nouns:

- don't usually have a plural form, e.g. advice NOT ~~advices~~
- aren't usually used with *a/an*, e.g. the/some advice NOT ~~an advice~~
- are used with a singular verb, e.g. the advice is ... NOT ~~the advice are...~~

Some uncountable nouns in English are countable in other languages and this often causes difficulty for learners. These are some of the most common:

information	luggage	machinery	furniture	traffic
advice	travel	equipment	research	luck
spaghetti	news	knowledge	grass	work

go to exercise 7.6

You can often change uncountable nouns into countable expressions by adding a noun phrase (often *a piece of*) to the beginning.

a piece of information	a bit of advice	a piece of research
a piece / slice of bread	an item / a piece of news	a blade of grass

### natural English *a bit of*

In spoken English, you can use *a bit of* with a very wide range of uncountable nouns to make them countable.

There was **a bit of traffic** earlier.      I can probably get **a bit of work**.  
We'll get there with **a bit of luck**.      It's **a useful bit of equipment**.

go to exercise 7.7

Many nouns have uncountable (U) and countable (C) uses with different meanings.

Have you got any **coffee** (U)? = the product

Could we have **two coffees** (C)? = two cups of coffee

I need some more **paper** (U).

I'll get **a paper** (C). = a newspaper

I haven't got enough **experience** (U) for the job. = knowledge and time in the job

My trip to India was **a wonderful experience** (C). = something that happened which influenced me

7.5 Tick ✓ the correct sentences.

- a ☐ Tessa's been working in the garden all day.

b ☐ Tessa's worked in the garden all day.
- a ☐ The doctor has been visiting me three times recently.

b ☐ The doctor has visited me three times recently.
- a ☐ He's been borrowing \$2,000 but he'll pay it back at the weekend.

b ☐ He's borrowed \$2,000 but he'll pay it back at the weekend.

7.6 Cover the list on the left. Are these nouns countable (C) or uncountable (U)?

- machinery
- fact
- news
- research
- journey
- spaghetti
- grape
- luck
- traffic
- equipment

7.7 Cover the list on the left. Make these uncountable nouns into countable expressions. Use a different noun at the beginning each time.

- advice
- information
- news
- bread
- grass



## plural nouns

Plural nouns:

- usually end in -s, e.g. clothes, stairs
- aren't used with *a/an*, e.g. the/some trousers NOT ~~a trousers~~
- need a plural verb, e.g. The stairs are dangerous. NOT ~~The stairs is dangerous.~~

Other common nouns that are usually plural in English include:

jeans	pants	scales	congratulations	regards
trousers	tights	expenses	contents	savings
shorts	scissors	funds	facilities	customs (at a frontier)

go to exercise 7.8

You can make some plural nouns (especially clothes) singular by adding *a pair of* at the beginning, e.g. a pair of jeans, two pairs of trousers, a pair of scissors.

**7.8** Cover the list on the left. Are these nouns plural (P) or uncountable (U)? Are they followed by a singular or plural verb?

- 1 jeans
- 2 scissors
- 3 news
- 4 mathematics
- 5 expenses

## fact and non-fact: *do, will, would*

Imagine someone is talking to a landlord about a flat.

**Do** I have to pay the rent in advance?

(This probably means the person has already decided to take the flat.)

**Will** I have to pay the rent in advance?

(This probably means they haven't decided to take the flat, but it's a possibility.)

**Would** I have to pay the rent in advance?

(This probably means the person hasn't decided to take the flat. It's less definite or likely than *will* above.)

You've met these choices before in conditional sentences:

If I **take / took** the flat, **will / would** I have to pay the rent in advance?

The *if* clause is often understood but not always needed in spoken English.

go to exercise 7.9

**7.9** Write *do / does, will, or would*. If two answers are correct, write both.

- 1 This house you've just bought – \_\_\_\_\_ you have to do much decorating?
- 2 I'm not going to Alaska for my holiday after all – it \_\_\_\_\_ be too cold for me.
- 3 I think I should definitely accept this job – it \_\_\_\_\_ give me the chance to travel.
- 4 When he starts the course, \_\_\_\_\_ he have to go to lectures every day?
- 5 I'm not going to get a dog after all – I just \_\_\_\_\_ not be able to look after it in a small flat.

## eight

### verb patterns

Notice that some verbs can be followed by more than one construction.

verb + (not) + infinitive	verb + (that)	verb + -ing
promise to do	promise (that)	suggest
offer	suggest	deny
pretend	pretend	admit
agree	agree	resent
attempt	admit	
threaten	suspect	
claim	claim	
	deny	

go to exercise 8.1

### cover & check exercises

**8.1** Rewrite these sentences.

- 1 I'll help you.  
He promised \_\_\_\_\_.
- 2 Why don't we go out?  
She suggested \_\_\_\_\_.
- 3 I didn't do it.  
He denied \_\_\_\_\_.
- 4 OK, it's true – I stole the money.  
She admitted \_\_\_\_\_.
- 5 I'll tell your parents.  
He threatened \_\_\_\_\_.



Here are some more verb patterns which include an object.

verb	+ object	+ that	verb	+ object	+ (not) infinitive
tell	her	that	tell	him	to
promise			ask		
warn			warn		
persuade			persuade		
convince			allow		

His mother **warned him not to climb** the tree.

go to exercise 8.2

Some verbs are commonly followed by a particular preposition.

verb	+ preposition	verb	+ object	+ preposition
insist	on sth	accuse	sb	of (doing) sth
rely	on sb / sth	blame	sb	for sth
consist	of sth	prevent	sb	from (doing) sth
suffer	from sth	congratulate	sb	on sth
concentrate	on sth	remind	sb	of sth

Both the children have **suffered from** colds this year.

go to exercise 8.3

## 8.2 Match the sentence halves.

- 1 Steve promised me
- 2 The teacher allowed us
- 3 The accused man convinced us
- 4 The cleaner warned me
- 5 Colin persuaded me
- a that he was innocent.
- b not to buy the car.
- c that he would be home by ten.
- d to use a dictionary in the exam.
- e that the floor was slippery.

## 8.3 Fill the gaps with the correct preposition.

- 1 We tried to prevent her \_\_\_\_\_ making a fool of herself.
- 2 They blamed me \_\_\_\_\_ the mistakes.
- 3 That girl reminds me \_\_\_\_\_ my sister.
- 4 I often suffer \_\_\_\_\_ hay fever in the summer.
- 5 The mixture just consists \_\_\_\_\_ flour and water.

## link words – contrast and concession

You can contrast two ideas in one sentence with these link words. The second idea is usually either surprising or unexpected after the first.

**Although** we left early, we had a lot of traffic problems.

The children didn't seem tired, **although** it was getting late.

I managed to get to sleep **despite** the noise.

**In spite of** wearing two pairs of gloves, his hands were still cold.

We got lost **despite** the fact that they gave us very clear instructions.

*Despite* and *in spite of* can be followed by a noun, an *-ing* form or *the fact that* + clause. *Although* can only be followed by a clause. These link words are more common in written English.

You can contrast two ideas in two sentences using these link words.

It's not one of the best areas in the city. **However**, it's better than it used to be.

It won't be easy to get a hotel now. **Nevertheless**, I'm sure we'll find something.

I really enjoyed staying there. The people, **however**, weren't very friendly.

Both words can begin a sentence or come after the subject, and both are used with commas, as in the examples. Of the two link words, *however* is much more common, and both are used more frequently in written English.

### natural English *mind you, still, though*

In spoken English, we can also express contrasts with *still*, *mind you*, and *though* (which comes at the end of the clause).

I wasn't very keen on the gallery. **Still** / **Mind you**, we didn't have to pay to get in.

We were hoping to go to the concert. I couldn't get any tickets, **though**.

go to exercises 8.4 and 8.5

## 8.4 Circle the correct word.

- 1 We got a seat, **despite** / **although** it was quite full.
- 2 **In spite** / **Despite** the bad weather, we still went ahead with the game.
- 3 He won the race **in spite of** / **although** feeling ill.
- 4 They said it was adults only. Most of them, **however** / **although**, were under 18.
- 5 I go there quite often, **although** / **however** I find the people a bit unfriendly.

## 8.5 Complete the sentences with a suitable link word or phrase.

- 1 The boys enjoyed it \_\_\_\_\_ the rain.
- 2 We decided to stop for something to eat, \_\_\_\_\_ we weren't very hungry.
- 3 The headteacher had lived and worked at the school for years. \_\_\_\_\_, local people didn't trust him.
- 4 Sarah went to the party \_\_\_\_\_ the fact that she'd been ill all day.
- 5 A What was the disco like?  
B Not very good. \_\_\_\_\_, it was better than last week.



## making comparisons

### as + adjective / adverb + as

We use *as ... as* to say two things or situations are equal or unequal.

Is Joe **as** good-looking **as** Tom?

You're **as** young **as** you feel.

My brain doesn't work **as well as** it used to!

In the test, Chris didn't do **as badly as** Mike. = Mike did very badly; Chris did quite badly.

You can modify these comparative structures with certain adverbs.

Iceland is **just** as cold as Alaska. = emphasizing that they are the same

My flat is **twice** as big as my neighbour's. = My flat is double the size of my neighbour's.

Carole is **nearly** as tall as Anna. = Anna is a little bit taller.

Carole **isn't nearly** as tall as Diane. = There is a big difference; Diane is a lot taller.

go to exercise 9.1

### the + comparative, the + comparative

This means that when one thing changes, another changes with it.

**The younger** you are, **the easier** it is to learn.

**The more** you spend, **the more** you need.

**The faster** the car, **the more dangerous** it is.

**The sooner** we sell this car, **the better**.

go to exercise 9.2

### superlatives

Superlatives can be followed by certain prepositions including *in* (for places or groups) and *of* (for time or before plurals).

The Sahara is the biggest desert **in** the world. NOT ~~of the world~~

The youngest student **in** the class was also the most intelligent.

February is the shortest month **of** the year.

He was the greatest athlete **of** them all.

The superlative can be followed by a clause, often with *ever* + present perfect.

That's the best meal **I've ever eaten**.

He's the most irritating man **I've ever met** / **you can imagine**.

What's the funniest thing that **has ever happened to you**?

go to exercise 9.3

## link words

You can use *as* to introduce the reason for something. It's similar in meaning to *because*, but is less frequent. It is also commonly used at the start of the sentence.

**As** no one was there, I left a message. = I left a message because no one was there.

**As** it was getting dark, we decided to go home. = We decided to go home because it was getting dark.

## cover & check exercises

### 9.1 What do these sentences mean?

- Jackie did just as well as Molly in the test. = Molly did better in the test.  
yes ☐ no ☐
- The film wasn't nearly as good as the book. = The book was a lot better.  
yes ☐ no ☐
- Jill doesn't go out as much as she used to. = She goes out less now.  
yes ☐ no ☐

### 9.2 Complete the sentences with a suitable comparative.

- The older the machine, the \_\_\_\_\_ it goes wrong.
- The sooner we leave, the \_\_\_\_\_.
- The more you eat, the \_\_\_\_\_ you get.
- The harder you work, the \_\_\_\_\_ you earn.
- The bigger the diamonds, the \_\_\_\_\_ they are.

### 9.3 Complete the sentences with either preposition + phrase or *ever* + present perfect.

- We bought the most expensive watch \_\_\_\_\_.
- It was the longest day \_\_\_\_\_.
- What's the funniest film \_\_\_\_\_?
- My neighbour is the kindest person \_\_\_\_\_.
- The Nile is the longest river \_\_\_\_\_.

### natural English **so**

In spoken English it's much more common to use **so** to explain the result.

No one was there, **so** I left a message.  
It was getting dark, **so** we decided to go home.

You can use **so** (*that*) and (*in order*) *to* when you express an intention or reason for doing something.

My dad came home early **so** (**that**) he could watch the match on TV.  
They had to go (**in order**) **to** get the last bus.  
I posted the letter today **so** (**that**) it would arrive in the morning.

In spoken English we often use **so** without *that*, and *to* without *in order*.  
After **so** (*that*), modal verbs such as *can*, *could*, or *would* are very common.

*In case* means 'because of the possibility that ...'

Take an umbrella **in case** it rains. = because of the possibility it may rain

Notice that *in case* is followed by a present tense, and not *will*.

Let's take the camera **in case we want to** take photos.

NOT Let's take the camera **in case we will** want to take photos.

*Otherwise* can be used to say what the result would be if something didn't happen. It can be paraphrased as 'if not'.

We'd better go now, **otherwise** we'll be late. = If we don't go now, we'll be late.  
I'm going to the bank, **otherwise** I won't have enough money. = If I don't go to the bank ...

go to exercises 9.4 and 9.5

### 9.4 Combine the sentence halves using the correct link word / phrase.

- 1 Take some sandwiches
- 2 I went into town
- 3 I had to stay in bed
- 4 Take that overcoat,
- 5 I went to the library

so that                      as                      in case  
otherwise                  in order to

- a you'll be cold.
- b I could work in peace.
- c buy some books.
- d you get hungry.
- e I had a migraine.

### 9.5 Complete the sentences with a suitable link word / phrase.

- 1 Remind John about the party,  
\_\_\_\_\_ he'll forget.
- 2 Daisy went on the course \_\_\_\_\_  
she could get a better job.
- 3 Buy an extra ticket \_\_\_\_\_ Sarah  
decides to come with us.
- 4 \_\_\_\_\_ it was raining, we decide to  
stay in.
- 5 We need to know your date of birth  
\_\_\_\_\_ issue you with a licence.

## ten

### articles

#### definite or zero article

Don't use an article with plural nouns or uncountable nouns when you're talking about things in general:

**Computers** are getting much cheaper nowadays. = computers in general  
**Exercise** is great for **children**. = exercise in general and children in general

You can use the definite article with plural and uncountable nouns when you're describing particular things:

I didn't like **the pets** in that shop – they didn't look very healthy.  
The problem is only with **the computers** in the sales department.

You can sometimes talk about things in general using the definite article with a singular countable noun.

Where would we be without **the telephone**? = telephones in general  
**The human brain** is extraordinarily complex. = human brains in general

go to exercise 10.1

### cover & check exercises

#### 10.1 Cross out any incorrect uses of the definite article in these sentences.

- 1 Where are the children?
- 2 Is the love the most important thing?
- 3 Have you seen the glasses that were here?
- 4 People say that the exercising is the best way to lose weight.
- 5 The computer has changed our lives.

Cover the grammar,  
then try the exercise.  
Look at the grammar  
again if you're unsure.



You can also use the definite article with a limited range of adjectives to describe a group of people who share a particular quality:

She collects money for **the blind**.  
They took **the injured** to hospital.

Other adjectives used in this way are: *the deaf, the sick, the rich, the poor, the unemployed, the homeless, and the elderly*.

go to **exercise 10.2**

## definite article (*the*) or indefinite article (*a / an*)

Use *a / an* to refer to a person or thing. The listener/reader may not know which person or thing you're talking about, or it may not be important to know which specific one is being described.

We saw **a rabbit** in the garden eating our lettuces.  
They live in **a farmhouse**.  
I know **a good lawyer**.

Use the definite article *the* if:

- the person or thing has been mentioned before

We saw **a rabbit** in the garden eating our lettuces. Of course, when **the rabbit** saw us, it soon disappeared into the bushes.

They live in **a farmhouse**. It's in a remote area and I think **the house** was built over 200 years ago.

- the person or thing is clearly identified in the context

Have you got **the book** I lent you?  
I answered **the question** about the civil war.

- it's obvious which one is meant. Sometimes this is because it's 'the only one'.

I'm just going to feed **the dog**. = it's obvious which dog  
I think they're in **the garden**. = it's obvious which garden  
I was clearing up and I put it in **the fridge**. = there's only one fridge  
It's the biggest in **the world**. = there's only one world

go to **exercise 10.3 and 10.4**

## relative clauses

Defining relative clauses explain which person or thing you're talking about.

He's the man **who lives opposite me**. (This tells us which man the speaker means.)  
I spoke to the woman **(who) you pointed out to me earlier**.

Non-defining relative clauses give additional information about someone or something which has already been identified or is known.

The Eiffel Tower, **which was built in the late nineteenth century**, dominates the Paris skyline. (This gives extra information about the Tower.)

The Irish boy band, **who arrived in a white Cadillac**, were immediately rushed into the hotel.

She bought a bicycle, **which turned out to be very useful**.

go to **exercise 10.5**

**10.2** Cover the list of adjectives on the left. Now complete these sentences.

- 1 There's little hope of work for the \_\_\_\_\_ here.
- 2 They've built a new retirement home for the \_\_\_\_\_.
- 3 Obviously the \_\_\_\_\_ have to pay higher taxes.
- 4 It's a place for the \_\_\_\_\_ to sleep.
- 5 Ambulances came and took away the \_\_\_\_\_.

**10.3** Fill the gaps with *a / an* or *the*.

- 1 A There was \_\_\_\_\_ piece of paper here just now.  
B Oh! Do you mean \_\_\_\_\_ piece of paper with telephone numbers on?  
A Yes.  
B Oh dear. I threw it in \_\_\_\_\_ bin.
- 2 What happened to \_\_\_\_\_ chair that used to be here?
- 3 A I met them in \_\_\_\_\_ restaurant.  
B Yeah. Which one?  
A \_\_\_\_\_ one next to \_\_\_\_\_ cinema in Clarence Street.
- 4 It was \_\_\_\_\_ very big dog, so I ran.
- 5 You shouldn't sit in \_\_\_\_\_ sun too long.

**10.4** Look at your answers in **10.3** again. Where the definite article is used, is it because:

- a the person or thing has been mentioned before?
- b the person or thing is defined in the context?
- c the person or thing is obvious or the only one?

**10.5** Underline the relative clauses. Write D for defining relative clauses or ND for non-defining relative clauses.

- 1 She lives opposite the man who committed the crimes.
- 2 My brother Joe, who has never been involved in any accidents, must be the world's safest driver.
- 3 The photos I showed you were all taken by a professional photographer.
- 4 Henry, who is becoming more and more eccentric, often comes to dinner with us.
- 5 That was the book I was telling you about.

## defining relative clauses

In defining relative clauses, you use the pronouns *who*, *which*, *that*, and *whose*.

She's the woman 

<b>who</b>
<b>that</b>

 gave me the money.

NOT She's the woman who ~~she~~ gave me the money.

He lived in the building 

<b>which</b>
<b>that</b>

 got burned down.

NOT He lived in the building which ~~it~~ got burned down.

In these examples, *who*, *which*, and *that* are the subject of the relative clause. In this case, you cannot omit the relative pronouns.

In defining relative clauses, the pronouns *who*, *which*, *that*, and *whose* can be the object of the relative clause i.e. the relative clause has its own subject pronoun/noun.

	object	subject	
That's the woman	(who)	I	was telling you about.
	(that)	Mary	saw outside her house.
I bought the table	(which)	I	had seen in the window.
	(that)		

In these examples, it's very common in spoken English to omit the relative pronouns.

*Whose* means 'belonging to'. You cannot omit *whose*.

I didn't know **whose coat** it was.

That's the boy **whose mother** was rude to me.

go to exercise 10.6

## non-defining relative clauses

You use the pronouns *who*, *which*, and *whose* in non-defining relative clauses. This type of relative clause is more common in written than spoken English. Notice that the relative clause is separated from the main clause by commas.

The President, **who was accompanied by his wife**, spoke to staff and patients during the visit.

My cousin Phil, **who the police had interviewed earlier**, arrived at my house in a panic.

The demonstrations, **which were attended by half a million people**, were largely peaceful.

I lost my cheque book last week, **which was a nuisance**.

Mrs Johnson, **whose four sons are all vets**, presented the prizes.

go to exercise 10.7

### 10.6 Combine the sentences using an appropriate relative pronoun.

- 1 The dustman has won the lottery. He empties our rubbish.
- 2 A car contained secret government documents. It was stolen last night.
- 3 A private detective has been accused of robbery. He works for the princess.
- 4 I found a credit card. I lost it several days ago.
- 5 A woman has paid the rescuer £1,000. Her cat was rescued from a tree.

### 10.7 Add *who*, *which*, or *whose*. Put commas round the non-defining clauses in each sentence.

- 1 The volcano local people had been worrying about for years suddenly erupted on Saturday.
- 2 Two Olympic athletes were accused of taking drugs have received a formal apology.
- 3 The gallery had only been open for six months had to close owing to lack of support.
- 4 Alison Mansell parents were at the performance sang the solo with great skill.
- 5 The money was stolen from my bank account was very upsetting.



## conditional clauses

### past conditionals

To form the past conditional (also called the 'third conditional'), use *if* + *had* + past participle, *would have* + past participle.

If I'd (had) gone abroad, I'd (would) have earned more money.

What would have happened if she'd disappeared?

If he'd spent the money, I'm sure he'd have told us.

He wouldn't have missed the train if he'd left a bit earlier.

Contracted forms of *had* and *would* are particularly common in spoken English. Notice also that in written English you need a comma at the end of the *if* clause in the middle of the sentence.

We use the past conditional to talk about imaginary past events.

If I'd seen him, I'd have given him your message.

= I didn't see him, so I didn't/couldn't give him the message.

If they hadn't lost the map, they would have found the place easily.

= They lost the map, so they didn't find the place easily.

The main clause often has *would have*, but we can also use *could have* (= would have been able) or *might have* (= would possibly):

If we'd known Chris was coming, we could have given him a lift.

It might have been easier if we'd all travelled together.

go to exercises 11.1 and 11.2

### mixed conditionals

It's possible to mix conditional sentences and talk about the present consequence of something you did or didn't do in the past.

#### past condition

#### present consequence

If I'd gone to university,

I wouldn't be in this job now.

If we hadn't taken the wrong road, we could be there by now.

We can also describe how a past event affects a present or future situation.

If I didn't have to write this essay today, I could have gone to the wedding.

= I already had an essay to write so I couldn't/can't go to the wedding.

If she really liked him, she wouldn't have said such horrible things to him.

= I believe she didn't like him and doesn't like him now. That's why she said those things.

go to exercise 11.3

## cover & check exercises

### 11.1 What do these sentences mean?

Tick ✓ the correct answers.

- If she'd locked the front door, the burglar couldn't have got in.  
a ☐ The burglar entered the house.  
b ☐ She locked the door.
- You might have seen Jackson if you'd got there earlier.  
a ☐ It's certain you'd have seen him.  
b ☐ You got there too late to see him.
- Everyone would have been upset if Lily hadn't gone to the wedding.  
a ☐ Lily didn't go to the wedding.  
b ☐ Lily did go to the wedding.

### 11.2 Add one missing word in each sentence.

- I wouldn't have phoned your mother if I'd known where you were.
- If he told me earlier, I would have changed the arrangements.
- We would have got here on time if we had missed the train.
- What would have happened if she'd lost the documents?
- Dina would cut herself if her mother hadn't taken the scissors away.

### 11.3 Tick ✓ the possible sentence endings.

Both endings may be possible.

- If I'd been given the job,  
a ☐ I would be the boss by now.  
b ☐ I would have been delighted.
- If she'd inherited some money,  
a ☐ she wouldn't be doing that job.  
b ☐ she would spend it all.
- If you'd listened to my advice,  
a ☐ you'd work from home.  
b ☐ you'd be rich and famous now.
- If he really were so clever,  
a ☐ he wouldn't have failed his degree course.  
b ☐ he would be in a great job now.
- If Shakespeare were alive today,  
a ☐ he would have been famous.  
b ☐ he would be publishing plays on the Internet.

## reporting what people say

When you report what people say, you use a reporting verb (usually in the past tense) and you can make further changes to the tense, pronouns, and other words used in the direct speech. These are the main tense changes:

direct speech	reported speech
I'm very busy	He said (that) <b>he was</b> very busy.
I'm leaving soon	She said (that) <b>she was leaving</b> soon.
I lost it.	He said <b>he'd lost</b> it.
I haven't seen him.	She said <b>she hadn't seen</b> him.
I'll take them.	He said <b>he would</b> take them.
I can send it later.	She said <b>she could</b> send it later.

### natural English reporting

In spoken English, *that* is usually omitted, and we often don't make all the tense changes, even with the reporting verb. These are all possible:

He said **he's** very busy.    He **was saying** he's very busy.    He **says** he's busy.

go to exercise 11.4

As reported speech often occurs later than the direct speech it's reporting, a number of time and place words also change. These are typical:

direct speech	reported speech
here, now	there, then
today, tonight, this week	that day, that night, that week
yesterday	the previous day / the day before
tomorrow	the following day / the next day

Say and tell (sb) are the most common reporting verbs, but these verbs are commonly used as well: *explain, mention, promise, suggest, advise sb, warn sb, answer*.

She **promised** (that) she would help us.

He **explained** that the office closed early on Wednesdays.

go to exercise 11.5

For more information on verb patterns, go to p.151.

11.4 Change these spoken reported statements into more correct written reported statements.

- 1 She says she'll finish it later.
- 2 He was saying it's no good.
- 3 She said she can't come.
- 4 He says they've broken the front window.
- 5 They say he was sent to prison.

Write in pencil, then you can rub out your answers and do the exercise again later.

11.5 Report these statements. Use *mention, warn, promise, explain, or suggest*.

- 1 'The road was blocked yesterday because of the snow.'  
Anita \_\_\_\_\_.
- 2 'I won't forget to bring the money – really.'  
Dave \_\_\_\_\_.
- 3 'By the way, I'll be late tonight.'  
Sue \_\_\_\_\_.
- 4 'Why don't we invite Patsy to the party?'  
Liam \_\_\_\_\_.
- 5 'You know, your journey will be quite dangerous.'  
The policeman \_\_\_\_\_.

## twelve

### reported questions

Reported questions are similar to indirect questions. With *wh-* questions, the auxiliary verb is omitted and the word order is positive. In written English particularly, there will be tense changes as with reported statements.

direct question	reported question
Why <b>do you need</b> it?	I asked him why <b>he needed</b> it.
What time <b>is it</b> ?	Sheila wanted to know what time <b>it was</b> .
When <b>did he go</b> ?	She asked me when <b>he had gone</b> .
How long <b>have you been</b> here?	Andy was wondering how long <b>you'd been</b> there.

cover & check exercises



With *yes/no* questions, we need *if* or *whether* followed by positive word order.

direct question	reported question
Does she work in this office?	He asked me <b>if she worked</b> in this office.
Are you married?	Rita wanted to know <b>whether you were</b> married.

### natural English *whether/if ... or not*

We often use *whether* (and occasionally *if*) + *or not*.

He asked me **whether/if** I was going **or not**. = whether I was going or I wasn't going.  
He asked me **whether or not** I was going. BUT NOT ~~He asked me if or not I was going.~~

Common reporting verbs in questions are *ask*, *want to know*, and *wonder*.

go to exercises 12.1 and 12.2

## 12.1 Write in one missing word.

- 1 He wanted to know his job was safe or not.
- 2 Sue wondering why the delivery had been delayed.
- 3 The receptionist asked me whether I stayed there before.

## 12.2 Change into reported questions. Use at least three different reporting verbs.

- 1 What's her name?
- 2 Why did Pam leave so early?
- 3 Can you park in such a tiny space?
- 4 Where has Colin taken the kids?
- 5 Do you know them?

For a change, try doing an exercise orally with a partner.

## as, like, such as

### as + noun

You can use *as* + noun to say someone or something has a particular job, role or function. Here, *as* is a preposition.

My sister worked **as a waitress** last year. You could use this piece of wood **as a ruler**.

### as + clause

You can use *as* + clause to say that things happen in a similar way. Here, *as* is a conjunction.

Joe got up at 7.00, **as he always does**. = in the same way as usual

We had cheese after the main course, **as the French do**.

These are commonly used phrases with *as* which you can learn.

**As I said before, ... As we discussed, ... As you know, ... As we agreed earlier, ...**

### natural English *like/as*

In informal English, people often use *like* as a conjunction instead of *as*.

Jack got up late **as/like** he always did.

Ana forgot to ring, **as/like** she did last time.

### like + noun / pronoun

You can use *like* + noun / pronoun to say that people or things are similar. *Like* is a preposition here.

He looks **like a bank manager**. NOT He looks ~~as a bank manager~~.

This painting is **like a photo**.

### like + noun, such as + noun

You can use *like/such as* to list examples. Here, *like* is a preposition.

In cities **like** Rome and Milan, traffic is a terrible problem.

**such as**

I'm not very **keen on** vegetables

**like**  
**such as**

cabbage and cauliflower.

go to exercise 12.3

## 12.3 Put *like*, *as*, or *such as*. More than one answer may be possible.

- 1 I've been to the beach \_\_\_\_\_  
I always do on Saturdays.
- 2 I've got a job \_\_\_\_\_ a hotel  
receptionist this summer.
- 3 He loves female solo artists \_\_\_\_\_  
Celine Dion and Shania Twain.
- 4 My sister looks a bit \_\_\_\_\_ me.
- 5 I had to use that glass \_\_\_\_\_ a  
vase to put the flowers in.