## Present Simple

We use the Present Simple to talk about:
- states and permanent situations:
  
  * We **live** in the centre of Sydney.
  
- actions which are repeated regularly:
  
  * I **make** my bed every morning.

### Affirmative Negative

<table>
<thead>
<tr>
<th>Subject (I/You/We/They)</th>
<th>verb</th>
<th>Negation (do not)</th>
<th>Subject (He/She/It)</th>
<th>verb</th>
<th>Negation (do not)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You/We/They</td>
<td>play</td>
<td>don’t play</td>
<td>He/She/It</td>
<td>play</td>
<td>doesn’t play</td>
</tr>
<tr>
<td>He/She/It</td>
<td>plays</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Yes / No questions

**Do** I/you/we/they **play**?

Yes, I/you/we/they **do**. No, I/you/we/they **don’t**.

**Does** he/she/it **play**?

Yes, he/she/it **does**. No, he/she/it **doesn’t**.

### Wh-questions

**Where** do I/you/we/they **live**?

**Does** he/she/it **live**?

### Subject questions

**Who** **lives** here?

**Who** is **cleaning** the windows?

### SPELLING RULES – THIRD PERSON SINGULAR

- general rule: infinitive + -s, e.g. run – runs
- verbs ending in a consonant and -y: carries – carries
- verbs do and go and verbs ending in -ss, -x, -ch, -sh: + es, e.g. do – does, go – goes, push – pushes
- have: has

### Common time expressions used with the Present Simple:

- always
- regularly
- usually
- often
- sometimes
- never
- every day / week / month

## Present Continuous

We use the Present Continuous to talk about actions, events and changes happening at the moment of speaking:

*My dad is **painting** the kitchen right now.*

### Affirmative Negative

<table>
<thead>
<tr>
<th>Subject (I/You/We/They)</th>
<th>verb</th>
<th>Negation (are not)</th>
<th>Subject (He/She/It)</th>
<th>verb</th>
<th>Negation (is not)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You/We/They</td>
<td>are</td>
<td>cleaning</td>
<td>You/We/They</td>
<td>aren’t</td>
<td>cleaning</td>
</tr>
<tr>
<td>He/She/It</td>
<td>is</td>
<td></td>
<td>He/She/It</td>
<td>isn’t</td>
<td></td>
</tr>
</tbody>
</table>

### Yes / No questions

**Am** I **cleaning**?

Yes, I **am**. No, I **am not**.

**Are** you/we/they **cleaning**?

Yes, you/we/they **are**. No, you/we/they **aren’t**.

**Is** he/she/it **cleaning**?

Yes, he/she/it **is**. No, he/she/it **isn’t**.

### Wh-questions

**Am** I ** cleaning**?

**Are** you/we/they **cleaning**?

**Is** he/she/it **cleaning**?

### Subject questions

**Who** is **cleaning** the windows?

**Who** **is cleaning** the windows?

### SPELLING RULES – THE -ING FORM

- general rule: infinitive + -ing: cook – cooking
- verbs ending in a consonant + -e: e + -ing, e.g. make – making
- one-syllable verbs ending in a single vowel + a consonant: the consonant is doubled + -ing, e.g. swim – swimming

### Common time expressions used with the Present Continuous:

- at the moment
- now
- today
- this morning/afternoon
- this year
- these days
- at present
Present Perfect

We use the Present Perfect to talk about actions and events which:
• finished in the past, but we don’t know or it’s not important exactly when they happened:
  My friends have seen my new house.
• started in the past and continue up to now:
  We’ve had this TV for three years.

When describing actions which started in the past and continue into the present, we often use since and for:
• since describes when the action or state began:
  since 2012/Sunday/last month/my birthday/I moved here
• for describes how long the action or state has continued:
  for five minutes/a week/a long time/ages/most of my life

Affirmative  Negative
I/You/ We/ They ‘ve (have) finished. I/You/We/ They haven’t (have not) finished.
He/ She/It ‘s (has) finished. He/She/It hasn’t (has not) finished.

Yes / No questions  Short answers
Have I/you/we/they finished? Yes, I/you/we/they have. No, I/you/we/they haven’t.
Has he/she/it finished? Yes, he/she/it has. No, he/she/it hasn’t.

Wh-questions
What have I/you/we/they learnt?
Who has he/she/it studied

Subject questions
Who has studied French before?

Irregular verbs

Many verbs have an irregular past participle form (e.g. write, go, lose). A list of irregular verbs can be found in the WORD STORE on page 25.

Pay attention to how we use the forms been and gone:
Monica has been to the USA. (Sometime in the past, she is not there now):
Monica has gone to the USA. (She is there right now).

1 Complete the sentences with the verbs in the boxes.

doesn’t work hasn’t worked isn’t working
1 Monica _____ today. She’s sick.
2 Fred _____ on Fridays. He’s in the office from Monday to Thursday.
3 John _____ for a long time. He can’t find a job.

have been have been to have gone to
4 My parents aren’t at home – they _____ that new Italian restaurant.
5 We _____ that new Italian restaurant twice – we really like it.
6 There _____ many changes to my town over the years.

are you doing do you do have you done
7 Why _____ your homework now? It’s Friday evening.
8 How often _____ experiments in your Chemistry class?
9 What _____ to my dress? It looks awful now!

2 Complete the sentences with the correct present form of the verbs in brackets.

1 Lucy’s family _____ (not come) from the USA – they’re English.
2 How long _____ (you live) in the countryside?
3 My brother has gone to Austria for a few days. I’m sure he _____ (ski) now.
4 How often _____ (your older brother usually visit) your parents?
5 I _____ (have) this armchair for ages. It’s old but comfortable.
6 Gillian _____ (wear) a big cap and a long scarf because it’s cold today.

SPELLING RULES – PAST PARTICIPLE FORM

Regular verbs
• general rule: infinitive + -ed, e.g. work – worked
• verbs ending in -e: -ed, e.g. like – liked
• verbs ending in a consonant + -y: -ied, e.g. cry – cried
• one-syllable verbs ending in a single vowel + consonant*:
  the consonant is doubled + -ed, e.g. stop – stopped
  *except -x and -w, e.g. boxed, flewed
• two-syllable verbs ending in a vowel + consonant: the consonant is doubled when the stress is on the second syllable, e.g. refer – referred
• travel: although the stress is on the first syllable, -l is doubled, e.g. travel – travelled

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4 How often _____ (your older brother usually visit) your parents?
5 I _____ (have) this armchair for ages. It’s old but comfortable.
6 Gillian _____ (wear) a big cap and a long scarf because it’s cold today.
Nouns can be countable or uncountable.

**Countable nouns:**
- have both singular and plural forms:
  - This apple is very sweet.
  - These apples are very sweet.
- can be used with a/an/the or a number:
  - an egg, the egg, the eggs, two eggs

**Uncountable nouns**
- have no plural form:
  - Milk is very healthy.
- can be used with the, but not with a/an or a number:
  - water, the water

We often use the following quantifiers with countable and uncountable nouns:

<table>
<thead>
<tr>
<th>Countable nouns</th>
<th>Uncountable nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>how many?</strong></td>
<td><strong>how much?</strong></td>
</tr>
<tr>
<td>How many eggs are there?</td>
<td>How much sugar is there?</td>
</tr>
<tr>
<td>many</td>
<td>much</td>
</tr>
<tr>
<td>Are there many eggs?</td>
<td>Is there much sugar?</td>
</tr>
<tr>
<td>We haven’t got many eggs.</td>
<td>We haven’t got much sugar.</td>
</tr>
<tr>
<td></td>
<td>a lot of/lots of</td>
</tr>
<tr>
<td>There are a lot of/lots of eggs in the fridge.</td>
<td>There is a lot of/lots of sugar in the cupboard.</td>
</tr>
<tr>
<td></td>
<td>a little</td>
</tr>
<tr>
<td>I need a few eggs.</td>
<td>I need a little sugar.</td>
</tr>
<tr>
<td></td>
<td>some</td>
</tr>
<tr>
<td>There are some eggs in the fridge.</td>
<td>There is some sugar in the cupboard.</td>
</tr>
<tr>
<td>few</td>
<td>little</td>
</tr>
<tr>
<td>There are few eggs in the fridge.</td>
<td>There is little sugar in the cupboard.</td>
</tr>
<tr>
<td></td>
<td>any (?)</td>
</tr>
<tr>
<td>Are there any eggs in the fridge?</td>
<td>Is there any sugar in the cupboard?</td>
</tr>
<tr>
<td></td>
<td>any (-)</td>
</tr>
<tr>
<td>There aren’t any eggs in the fridge.</td>
<td>There isn’t any sugar in the cupboard.</td>
</tr>
</tbody>
</table>

1 **Choose the correct options.**
1 *How many / How much* butter do I have to buy?
2 You’ve written a great essay. *There are much / lots of* good ideas.
3 My grandparents live on a farm and have *some / a little* chickens.
4 I can give you *a few / a little* tips if you need my help.
5 How *many / much* time do you need to clean the flat?
6 I have to get another job. At the end of the month I’ve got *very little / a little* money left.

2 **Complete the sentences with quantifiers. Sometimes more than one answer is possible.**
1 ____ people find it difficult to eat healthily.
2 I’m sure there was ____ chicken in the freezer.
3 Have you got ____ friends in London?
4 ____ days off school do we get for Christmas?
5 There aren’t ____ cakes left – we’ve sold everything.
6 I’ve read ____ reviews for that new sushi restaurant in High Street.
0.3  Present Perfect and Past Simple

Present Perfect

We use the Present Perfect to talk about actions and events which finished in the past, but we don’t know when or it’s not important when exactly they happened:

*My dad has been to many concerts.*

Common time expressions used with the Present Perfect:
- *ever* – used in questions:
  *Have you ever danced in a shopping centre?*
- *never* – used in negative sentences:
  *My grandparents have never watched a film online.*
- *already* and *just* – used in affirmative sentences, between have and the past participle form of the main verb:
  *I have already read this book.*  *They have just arrived.*
- *yet* – used in negative sentences or questions, at the end of the sentence:
  *She hasn’t called yet.*  *Has she called yet?*

Past Simple

We use the Past Simple to talk about actions and events which started and finished in the past. We often say when they happened:

*My dad went to a concert yesterday.*

Affirmative Negative

<table>
<thead>
<tr>
<th>I/You/He/She/It/We/They danced</th>
<th>I/You/He/She/It/We/They didn’t (did not) dance.</th>
</tr>
</thead>
</table>

Yes / No questions Short answers

<table>
<thead>
<tr>
<th>Did I/you/he/she/it/we/they dance?</th>
<th>Yes, I/you/he/she/it/we/they did.  No, I/you/he/she/it/we/they didn’t.</th>
</tr>
</thead>
</table>

Wh-questions

<table>
<thead>
<tr>
<th>Where did I/you/he/she/it/we/they dance?</th>
</tr>
</thead>
</table>

Subject questions

<table>
<thead>
<tr>
<th>Who danced in the shopping centre?</th>
</tr>
</thead>
</table>

SPELLING RULES – PAST SIMPLE FORM

Regular verbs

The rules for forming the Past Simple form of regular verbs are the same as those for the past participle form of regular verbs. (See section 0.1 on page 109.)

Irregular verbs

Many verbs have an irregular Past Simple form (e.g. write, go, lose). There is a list of irregular verbs in the WORD STORE on page 25.

Common time expressions used with the Past Simple:
- *yesterday*
- *last*
- *ago*
- *when*
- *in the past*
- *then*

1. Use the prompts to write two Present Perfect sentences for each question: an affirmative one with *already* and a negative one with *yet*.

1. I / see / a flashmob
2. Sam / buy / a new jacket
3. we / shop online
4. you / have / a swimming lesson
5. Fiona and Frank / open / an online store
6. Sally / post / a video / on YouTube

2. Complete the conversations with the Present Perfect or Past Simple form of the verbs in brackets.

1 A: _____ (you/buy) a new dress for the party yet?
   B: No, not yet. But I _____ (go) shopping last weekend and I _____ (see) two really nice dresses.
2 A: When _____ (Lea/start) writing her fashion blog?
   B: Three months ago, I think. She talks a lot about it, but I _____ (not read) it yet!
3 A: _____ (you/ever/heard) about Scarlett Thompson?
   B: Oh yes, she’s a British novelist. My sister _____ (read) all her books when she ____ (be) in hospital.
4 A: I _____ (just/cook) some pasta. Would you like some?
   B: No, thank you. We _____ (have) a three-course dinner just an hour ago.

3. Complete the sentences with the Present Perfect or Past Simple form of the verbs in brackets.

1. I _____ (learn) to play the guitar three years ago.
2. _____ (you/buy) a new suit yet?
3. Rob _____ (have) his first driving lesson yesterday.
4. When _____ (Helen/write) this song?
5. _____ (Mark/ever/visit) Chicago before?
6. Tom _____ (not open) a bank account yet.
GRAMMAR FOCUS

0.4 Comparative and superlative adjectives – too and enough

- We use the comparative form of adjectives and the word than when we want to compare two people or things: 
  This shirt is cheaper than the sweater.
- We use the superlative form of adjectives to show that a person or thing has the highest degree of a certain quality (compared to at least two other people or things): 
  This is the most expensive ring in the shop.
- To compare two people or things, we can use [not] as + adjective + as: 
  This jacket is not as comfortable as that coat.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>one-syllable adjectives</td>
<td>young</td>
<td>younger</td>
</tr>
<tr>
<td>nice</td>
<td>nicer</td>
<td>the nicest</td>
</tr>
<tr>
<td>hot</td>
<td>hotter</td>
<td>the hottest</td>
</tr>
<tr>
<td>two-syllable adjectives ending in -y</td>
<td>pretty</td>
<td>prettier</td>
</tr>
<tr>
<td>dry</td>
<td>drier</td>
<td>the driest</td>
</tr>
<tr>
<td>two-syllable or longer adjectives</td>
<td>expensive</td>
<td>more</td>
</tr>
<tr>
<td>dangerous</td>
<td>more</td>
<td>the most dangerous</td>
</tr>
<tr>
<td>irregular adjectives</td>
<td>good</td>
<td>better</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>the worst</td>
</tr>
<tr>
<td>far</td>
<td>further</td>
<td>the furthest</td>
</tr>
</tbody>
</table>

We often use too (~ more than you need or want) and not enough (~ less than you need or want) with adjectives. The patterns are: too + adjective and not + adjective + enough: 

The designer was too busy to talk to the press. 
The horse wasn’t fast enough to win the race.

0.5 Future forms

We use the Present Continuous for future plans and arrangements, usually with a time reference: 
I’m leaving tomorrow, so I can’t go to the cinema with you.

We use be going to + infinitive for: 
- intentions and future plans which may change: 
  What are you going to prepare for lunch?
- predictions about the future based on what we know and can see now: 
  We’re not going to get to the station on time.

We use will + infinitive for: 
- decisions made at the time of speaking: Wait for me! I’ll help you with the shopping.
- predictions about the future based on opinions, intuition or experience: 
  You can borrow my dictionary, but I’ll probably need it back next week.

1 Complete the sentences with the verbs in the box. There are three extra verbs.

- isn’t going to rain
- ‘ll be ‘ll laugh
- ‘m going to laugh ‘re announcing ‘re taking
- ‘s going to read ‘s having ‘s not raining

1. The clouds have gone and the sky is clear. It __________.
2. Your father __________ your school report after lunch.
3. We __________ a taxi to get to the airport. I’ve already phoned for one.
4. I’m sure Tom __________ disappointed that we didn’t win the dancing competition.
5. We __________ the winners of the competition on Friday.
6. I promise I __________ at all your jokes.

2 Choose the correct options.

1. A: Will you help / Are you helping me fix my car this weekend?
   B: Yes, why not?
2. Don’t worry! I’m sure all your problems __________ / are disappearing soon.
3. A: Does your sister like music?
   B: She loves it. Actually, she __________ / is taking part in a singing competition on Thursday.
4. I need a new pair of trainers because we ‘re playing / ‘ll play football next weekend.
5. A: The chicken salad is very good in this restaurant.
   B: OK. I’m going to have / ‘ll have it.
6. It’s possible that in 2100 there won’ t be / aren’t going to be any official school exams.
First Conditionals

We use First Conditional sentences to talk about things which may happen in the future under certain conditions:

If you don’t switch on the printer, it won’t work.

We use the Present Simple in the if-clause (describing the condition) and will/won’t in the main clause (describing the effect). Either of the two clauses can come first in the sentence. If the if-clause comes first, we use a comma after it.

If + Present Simple, will/won’t + infinitive
(condition) (effect)

If he starts a blog, I’ll read it.

will/won’t + infinitive if + Present Simple
if he starts one.

I’ll read his blog

Second Conditionals

We use Second Conditional sentences to talk about present situations or states which are impossible or very unlikely, or about something that could happen in the future but is rather improbable:

If I had more time, I would learn programming.

We use the Past Simple in the if-clause (describing the condition) and would/wouldn’t or could/couldn’t in the main clause (describing the effect). Either of the two clauses can come first in the sentence. If the if-clause comes first, we use a comma after it.

If + Past Simple, would/wouldn’t/could/couldn’t + infinitive
(condition) (effect)

If your laptop crashed, who would you ask for help?

would/wouldn’t/could/couldn’t + infinitive if + Past Simple
if your laptop crashed

Choose the correct answer, A or B.

1. If I get a pay rise,
   A. I’ll spend some money on a tablet.
   B. I’d buy a new mobile phone.

2. If you weren’t so tired,
   A. we can play a game together.
   B. we could watch a film on my laptop.

3. What would you tell Phil
   A. if he asks to be your Facebook friend?
   B. if he asked to borrow your camera?

4. Will Rebecca be angry
   A. if we comment on her blog?
   B. if we posted a few of her photos online?

5. If you were my true friend,
   A. you won’t talk to me like that.
   B. you wouldn’t ignore my text messages.

6. If we were in London today,
   A. we could go to a concert.
   B. we can visit my friends.

Complete the First and Second Conditional sentences with the correct form of the verbs in brackets.

1. If your family have a pet dog, who take it for a walk every morning?

2. If my parents know more about computers, they understand why I need a new laptop.

3. Hank not become an IT specialist if he not go to university.

4. We wear T-shirts and shorts all the year round if we live in a hot country.

5. If he not hurry up, he miss the beginning of the film.

6. What’s wrong with you? If you not eat your lunch, you be hungry soon.
1 Complete the sentences with the verbs in the box.

are allowed to  can’t  doesn’t have to

don’t have to  have to  is allowed to

must  needs to

1 Helen ______ stay at home today because she was in the office on Saturday.
2 Richard ______ walk his dog now – his dad has already done it.
3 I’m afraid you ______ use a dictionary during the test. Please put it back on the shelf.
4 I ______ go now – my friends are waiting for me.
5 It was great to meet you, Alex. We ______ do it more often.
6 My sister is a student, but she still ______ phone my parents every day.
7 Ally and Mike ______ be at home at 9 p.m. on Saturdays, so they usually stay out until 10 or 11 p.m.
8 My younger brothers ______ play video games for an hour a day only, but they would like to do it more often.

2 Choose the correct options.

1 John is allowed to / can’t / must go on holiday on his own – he’s too young.
2 Students don’t have to / mustn’t / can call their teachers by their first names – it’s a very modern school.
3 You can’t / needn’t / need to be by the school gate at 3 o’clock. Don’t be late!
4 We are allowed to / have to / mustn’t stand up when the headmaster enters the room – he’s very formal.
5 Teenagers have to / mustn’t / needn’t study hard for their exams if they want to get into university.
6 He has to / is allowed to / mustn’t phone them when he is going to be home late or they get worried.
7 You must / need to / don’t have to bring any food. My aunt is going to prepare everything.
8 Victor isn’t allowed to / needn’t / can go out during the week. His parents are very strict.

3 Complete the sentences with must or have/has to.

1 We ______ go to school this Saturday – we’re having a rehearsal for a new play.
2 I’ve heard it’s a great novel. I ______ read it!
3 All students ______ wear uniforms in my school.
4 Does Amy ______ work in the café three times a week?
5 I’m really tired. I ______ go to bed early tonight.
6 I don’t think Jo has heard the news yet. You ______ text her as soon as possible.
7 Visitors ______ switch off their mobiles here.
8 What do we ______ prepare for our next English class?
We use defining relative clauses to give important information about a person, thing, place, etc., so that it's clear which one we are talking about. We use the following relative pronouns:

- **who** and **that** to refer to people:
  - I have a friend **who**/that works as a console game teacher.

- **which** and **that** to refer to objects:
  - The computer **which**/that I use at work is very slow.

- **where** to refer to places:
  - This is the office **where** I work.

- **whose** to show possession:
  - I don't know **whose** book this is.

- **why** to give a reason or explanation:
  - Can you tell me the reason **why** you are late?

We can leave out the relative pronouns **who**, **which**, and **that** when they are followed by a noun or pronoun:

- Are you reading the report (**which**/**that**) I have written?

1. **Match the sentence beginnings 1–6 with the endings a–f.**

   1. This is the professor ____ I told you about.
      - a. who
      - b. whom
      - c. which
      - d. that
      - e. whose
      - f. where
      -  
   2. Most of the products ____ are produced by a big company.
      - a. which
      - b. that
      - c. where
      - d. whom
      - e. whose
      - f. where
      -  
   3. An IT company ____ offers good services.
      - a. which
      - b. that
      - c. where
      - d. whom
      - e. whose
      - f. where
      -  
   4. This letter comes from a company ____ I work for.
      - a. which
      - b. that
      - c. where
      - d. whom
      - e. whose
      - f. where
      -  
   5. I know a lot of people ____ I work with.
      - a. who
      - b. whom
      - c. which
      - d. that
      - e. whose
      - f. where
      -  
   6. This is the university ____ I studied business.
      - a. which
      - b. that
      - c. where
      - d. whom
      - e. whose
      - f. where
      -  

2. **Choose all the answers that are possible.**

   1. This is the company car ____ I told you about.
      - a. who
      - b. whose
      - c. which
      - d. that
      - e. where
      - f. when
      -  
   2. The woman ____ is talking to the receptionist is the manager's wife.
      - a. who
      - b. whose
      - c. which
      - d. that
      - e. where
      - f. when
      -  
   3. All the people ____ work in my department are from the USA.
      - a. who
      - b. whose
      - c. which
      - d. that
      - e. where
      - f. when
      -  
   4. The hotel ____ we're staying is in Wellington Street.
      - a. who
      - b. whose
      - c. which
      - d. that
      - e. where
      - f. when
      -  
   5. I'd like to buy a printer ____ is quick and quiet.
      - a. who
      - b. whose
      - c. which
      - d. that
      - e. where
      - f. when
      -  
   6. During my gap year I stayed in a village ____ there were no doctors.
      - a. who
      - b. whose
      - c. which
      - d. that
      - e. where
      - f. when
      -  

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**Dynamic and state verbs**

Dynamic verbs like **do**, **work** and **play** describe actions and can be used in both types of tenses – simple (e.g. the Present Simple) and continuous (e.g. the Present Continuous):

- I often **listen** to classical music.
- I'm **listening** to Mozart now.

State (or stative) verbs include:

- **attitude verbs** (describing feelings, emotions, preferences, etc.). e.g. **hate**, **like**, **love**, **prefer**
- **mental/thinking verbs**, e.g. **believe**, **know**, **need**, **remember**, **think**, **understand**, **want**
- **sense/perception verbs**, e.g. **feel**, **hear**, **see**.

State verbs are mostly used in simple tenses, even if they refer to something happening at the moment of speaking:

- Do you **understand** me?
- Does she **want** to go to the music festival?

Some state verbs can be used in the continuous form, but with a change in meaning (e.g. **think**, **have**, **look**):

- Do I **look** good in this dress?
- What are you **looking** at?

1. **Choose the correct options.**

   1. I **think** / 'm thinking about going to a fashion show tomorrow.
   2. I don't **think** / 'm not thinking the show was a success.
   3. Do you **have** / Are you having a favourite fashion designer?
   4. Does Tim **have** / Is Tim having breakfast right now?
   5. What does Sally **look** / is Sally looking like? Is she tall?

2. **Complete the conversations with the correct form of the verbs in brackets.**

   1. A: (George/talk) to that fashion journalist in French?
      - B: No way! He **(not speak)** any foreign languages.
   2. A: (you/like) reading fashion magazines?
      - B: Of course. I **(buy)** a few every month.
   3. A: Why **(he/want) to buy that expensive suit?**
      - B: Because he **(think)** it will make him look smarter.
      - B: I **(not usually/wear)** high-heeled shoes and the ones I **(wear) today** are very uncomfortable.
We use the Present Perfect Continuous to talk about:
• actions which started in the past and continue into the present:
  *I have been waiting* for her since 8 o’clock.
• events which lasted for some time (and may continue into the present) and whose results can be seen now:
  *I’m tired because I’ve been painting all day.*

Like the Present Perfect Simple, common time expressions used with the Present Perfect Continuous include *for* and *since*.

### Affirmative

| Subject | Present Perfect Continuous
|---------|-----------------------------
| I/You/We/They | have been doing
| He/She/It | has been doing

### Negative

| Subject | Present Perfect Continuous
|---------|-----------------------------
| I/You/We/They | haven’t been doing
| He/She/It | hasn’t been doing

### Yes / No questions

| Question | Short answer
|----------|-----------------
| Have I/you/we/they been doing? | Yes, I/you/we/they have. No, I/you/we/they haven’t.
| Has he/she/it been doing? | Yes, he/she/it has. No, he/she/it hasn’t.

### Wh- questions

| Question | Subject questions
|----------|-------------------
| How long have I/you/we/they been doing? | Who has been doing?
| How long has he/she/it been doing? | Who has been doing?

Present Perfect Continuous or Present Perfect Simple?

• We use the Present Perfect Continuous to focus on an action or process (which may or may not be complete). Questions in the Present Perfect Continuous often begin with *how long*.
  *How long has she been writing books?*

• We use the Present Perfect Simple to focus on an achievement or the result of an action. Questions in the Present Perfect Simple often begin with *how many*.
  *How many books has he written?*

• We don’t use *when* in questions in either of the two tenses.
• State verbs are generally used in the Present Perfect Simple only.
We use the Past Continuous:
• to describe a background scene in a story or in a description of a main event:
  On the day of the match it *was raining* and the fans *were getting wet.*
• to talk about an action that was in progress when another action took place (for the shorter action, which happened while the longer one was in progress, we use the Past Simple):
  *I was riding* my bike when the policeman *stopped* me.

We use the Past Simple for a series of actions that happened one after the other:
*Julia got up and put on her trainers.*

We use the Past Perfect to talk about an action that happened before another action in the past (for the action that came second, we use the Past Simple):
*In the taxi I realised that I had left the ticket at home.*

1 Complete the sentences with the Past Simple or Past Continuous form of the verbs in brackets.

1 John ______ (walk) towards the stadium when he ______ (hear) a loud explosion.
2 The play ______ (end) and everyone ______ (leave) the theatre.
3 ______ (Sue/work) at the restaurant when she ______ (meet) Frank?
4 We ______ (cross) High Street when we ______ (see) a bank robbery.
5 While I ______ (watch) tennis on TV, my sisters ______ (play) a computer game.
6 What ______ (you/do) when I ______ (call) you last night?

2 Join the sentences using the word in capitals and the Past Simple or Past Perfect.

1 I saw Lionel Messi in the street. Nobody believed it. THAT
   Nobody believed ______ .
2 The match started. Then I got back home. WHEN
   The match ______ .
3 Jack's team didn't train enough. They lost the match. BECAUSE
   Jack's team ______ .
4 Ann looked at her watch. She realised she was late for the meeting. AND
   Ann ______ .
5 Andrew didn't lock his car. Somebody stole it. BECAUSE
   Somebody ______ .
6 The film finished. Then Mark switched the TV on. ALREADY
   When Mark ______ .

2.2 Narrative tenses

2.5 Verb patterns

Verbs which follow other verbs follow different patterns:
• after aim, arrange, attempt, can’t afford, decide, expect, hope, intend, manage, offer, plan, refuse, remember, seem, tend, try, want: to-infinitive:
  *They decided not to work* with the sports psychologist.
• after advise, allow, encourage, force, remind, teach, urge, warn: object + to-infinitive:
  *She taught me to believe* in myself.
• after avoid, can’t help, can’t stand, don’t mind, enjoy, fancy, finish, imagine, keep, miss, stop, waste time: -ing:
  *Just imagine winning* the competition!
• after modal verbs: can, could, might, should: infinitive:
  *You should answer* his question right now.
• after make and let: object + infinitive:
  *They let me visit* the stadium.

1 Choose the correct options.

1 Can you imagine playing / to play tennis with Rafael Nadal?
2 Howard managed to score / scoring four points in the match.
3 My sports teacher advised me not to train / not to train so hard.
4 Mum and Dad are encouraging me trying / me to try the exam.
5 They can’t make you do / doing your homework!
6 I think Manchester City might win / to win the cup this season.

2 Complete the sentences with the correct form of the verbs in brackets. Add me or you where necessary.

1 I can ______ (ski) really well, but I’ve never tried snowboarding.
2 Did your parents make ______ (play) the piano when you were a child?
3 I can’t afford ______ (buy) a new tennis racket. It’s too expensive.
4 This pool is OK, but I miss ______ (swim) in the ocean.
5 My PE teacher at school encouraged ______ (pursue) my passion for swimming.
6 The footballer refused ______ (join) the national team.
7 You shouldn’t waste so much time ______ (watch) TV.
8 The doctor has warned ______ (not go) running for a month.
GRAMMAR FOCUS

3.2 Present and past speculation

Speculating about the present
When speculating about a present situation, we use a modal verb + have + the past participle form of the main verb.

- must, to express a strong belief that something is true:
  John must be happy working at the zoo.
- might, may and could, when we think that it's possible that something is true:
  The lions might / may / could be hungry now.
- can’t, to express a strong belief that something isn’t true:
  It can’t be a domestic cat. It’s too big.

Speculating about the past
When speculating about a past situation or event, we use a modal verb + have + the past participle form of the main verb.

- must have, to express a strong belief that something happened:
  You must have lost your mobile at the zoo.
- might have, may have and could have, when we think that it’s possible that something happened:
  Lucy might / may / could have missed the train.
- can’t have and couldn’t have, to express a strong belief that something didn’t happen:
  Peter can’t / couldn’t have gone home.

1 Choose the correct options.

1. The key can’t / must be somewhere here, but I can’t find it right now.
2. You can’t / may remember me – we met on a trip to China last year.
3. What? You forgot your ticket and passport? You might / can’t be serious!
4. You failed the exam, so your answers must / can’t have been wrong.
5. I’m not sure if you are right. You could / can’t have made a mistake.

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

1. I might _____ (leave) my mobile at the hotel, but I don’t remember.
2. Susan has been travelling for the last two weeks – she must _____ (be) very tired by now.
3. Wendy’s accent is a bit strange. She could _____ (be) Northern Irish, but I’m not sure.
4. You can’t _____ (see) Joe in town at noon – he was at home with me.
5. Thomas has been really upset recently. He must _____ (have) problems at home.

3.5 used to and would

We use used to / would (+ infinitive) to talk about past states or actions that happened regularly in the past:

- We use used to for states (e.g. be, have, believe, like, love, live) or actions:
  I didn’t use to like travelling by plane. (But I do now.)
  She used to write travel guides. (But she doesn’t any more.)
- We use would for actions (but not states), usually in affirmative sentences:
  As a teenager, I would visit my grandma every Sunday.

We don’t use used to or would for single past actions:

Two years ago they went on holiday to France.

1 Use the prompts to write sentences with would. If would is not possible, use used to.

1. Jill / get / home / at 7 p.m. every day
2. we / not have / a lot of money / in those days
3. my family / live / next to a luxury hotel
4. Damien / not drink / coffee / in the past
5. as a child / I / like / reading adventure novels
6. my grandparents / not travel / by car
7. when I was a child / I / be / very shy
8. they / go / on summer camps / at primary school

2 Choose all the answers that are possible.

1. Like many boys, I _____ to be a pilot when I grew up.
   A wanted
   B used to want
   C would want

2. I _____ like jazz when I was at school.
   A didn’t
   B didn’t use to
   C wouldn’t

3. Last Sunday Jack _____ too late to catch the train.
   A turned up
   B used to turn up
   C would turn up

4. My parents _____ me to the seaside every summer.
   A took
   B used to take
   C would take

5. Dad, _____ a happy child?
   A were you
   B did you use to be
   C would you be

6. Yesterday we _____ our flight back to Australia.
   A missed
   B used to miss
   C would miss
In sentences referring to the future, we use the Present Simple after the following conjunctions:

- **if**
  If you don’t have breakfast at home, you will feel hungry very soon.
- **when**
  We will cook the pasta when Luigi arrives.
- **unless**
  You won’t lose weight unless you eat fruit and vegetables every day.
- **before**
  I’ll brush my teeth before I go to bed.
- **after**
  We’ll have some coffee after we get back home.
- **until**
  I’ll wait for you until you finish your homework.
- **as soon as**
  I’ll call you as soon as I finish.
- **as long as**
  I’ll make breakfast as long as you do the washing-up.

1. Choose the correct options.
   1. The chef won’t get / doesn’t get a pay rise unless she will start to cook / starts to cook better.
   2. We will wait / wait for you until you will finish / finish work.
   3. Sally won’t eat / doesn’t eat anything unless you will cut / cut her food up.
   4. Sir, the waiter will serve / serves you the food when it will be / is ready.
   5. You’ll love / love this dessert as soon as you’ll try / try it.
   6. Sarah and Jane go / will go to that new Greek restaurant to celebrate as soon as they finish / will finish their final exams.
   7. Tim works / will work part-time in a café until he finds / will find a new job.
   8. I will go / go to a cooking school when I will finish / finish secondary school.

2. Complete the second sentence so that it has a similar meaning to the first. Use **unless**.

   1. You won’t get fit if you don’t exercise regularly. You won’t get fit / regularly.
   2. I won’t finish cooking on time if you don’t help me! I won’t finish cooking on time / me.
   3. If you don’t hurry up, we’ll be late! / , we’ll be late!
   4. If I don’t phone you to say I can’t come, I will see you at ten. I’ll see you at ten / to say I can’t come.
   5. I’ll have the last piece of the cake if none of the kids want it. I’ll have the last piece of the cake / .
   6. Jerry won’t help me if I don’t ask him. Jerry won’t help me / .
   7. Denise will come with us tomorrow if she doesn’t have to babysit. Denise will come with us tomorrow / .
   8. If we don’t buy fresh fish today, we won’t be able to make sushi for the party. We won’t be able to make sushi for the party / .

3. Join the sentences using the words in capitals.

   1. I’ll eat my breakfast. It will get cold. **BEFORE**
   2. I’ll find a can of tuna. I will make a tuna salad. **AS LONG AS**
   3. We’ll go to the market tomorrow. We’ll buy some meat. **IF**
   4. We won’t order any food. Jack will get here soon. **UNTIL**
   5. You’ll be able to check your emails later. Finish your lunch first. **AFTER**
   6. Jack will work as a waiter. He’ll be promoted to restaurant manager. **UNTIL**
   7. Monica will finish lunch. She’ll call you back. **AS SOON AS**
   8. Eric will help you with your homework. He will come home. **WHEN**
**4.5 Future Continuous and Future Perfect**

### Future Continuous

We use the Future Continuous to talk about actions which will be in progress at a particular time in the future:

We will be making a cake at 5 p.m.

#### Affirmative

<table>
<thead>
<tr>
<th>I/You/He/She/It/We/They</th>
<th>Will be working at 10 a.m.</th>
</tr>
</thead>
</table>

#### Negative

<table>
<thead>
<tr>
<th>I/You/He/She/It/We/They</th>
<th>Won’t be working at 10 a.m.</th>
</tr>
</thead>
</table>

#### Yes/No questions

<table>
<thead>
<tr>
<th>I/You/He/She/It/We/They</th>
<th>Will be doing at 10 a.m.?</th>
</tr>
</thead>
</table>

#### Short answers

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

#### Wh. questions

<table>
<thead>
<tr>
<th>I/You/He/She/It/We/They</th>
<th>Who will be working at 10 a.m.?</th>
</tr>
</thead>
</table>

### Future Perfect

We use the Future Perfect to talk about actions or situations which will be completed before a particular time in the future:

I will have cooked all the dishes by 3 o’clock.

#### Affirmative

<table>
<thead>
<tr>
<th>I/You/He/She/It/We/They</th>
<th>Will have finished lunch by 2 p.m.</th>
</tr>
</thead>
</table>

#### Negative

<table>
<thead>
<tr>
<th>I/You/He/She/It/We/They</th>
<th>Won’t have finished lunch by 2 p.m.</th>
</tr>
</thead>
</table>

#### Yes/No questions

<table>
<thead>
<tr>
<th>I/You/He/She/It/We/They</th>
<th>Will have finished lunch by 2 p.m.?</th>
</tr>
</thead>
</table>

#### Short answers

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

#### Wh. questions

<table>
<thead>
<tr>
<th>I/You/He/She/It/We/They</th>
<th>Who will have finished lunch by 2 p.m.?</th>
</tr>
</thead>
</table>

#### Subject questions

<table>
<thead>
<tr>
<th>I/You/He/She/It/We/They</th>
<th>Will have finished lunch by 2 p.m.?</th>
</tr>
</thead>
</table>

---

1. **Choose the correct options.**
   1. A: Can we meet at 1 p.m. on Saturday?  
      B: Sorry, I’ll be having / I’ll have had lunch with my family.
   2. A: Do you need a lot of time to finish this birthday cake?  
      B: No, I’ll be decorating / I’ll have decorated it by 12 o’clock.
   3. A: What is John so worried about?  
      B: Getting a new job. If he doesn’t find one, he’ll be spending / I’ll have spent all his money by the end of the year.
      B: No problem. I’ll be finishing / I’ll have finished it by then.
   5. A: Will you be seeing / Will you have seen your boyfriend tonight?  
      B: Yes, he’s taking me out to a restaurant.
   6. A: What will you be doing / will you have done at 7 p.m. tomorrow?  
      B: I don’t have any plans. Shall we go to the cinema?

2. **Complete the sentences with the Future Continuous or Future Perfect form of the verbs in brackets.**

1. Don’t phone me before 9 a.m., I ______ (sleep)!
2. By the end of the month she ______ (finish) her training as a waitress.
3. Peter ______ (you/use) the oven this evening? I’d like to make pizza.
4. I’m going to do a cookery course in September. So now I’m helping at my mum’s restaurant. I hope I ______ (learn) something useful by the end of the summer.
5. How many exams ______ (you/take) by the end of the academic year?
6. What ______ (Sam/do) this time tomorrow?
5.2 Articles: a/an or the, no article

We do not use an article:
• when we are talking about something in general:
  Primary education is compulsory in this country.
  Farmers in poor countries earn very little money.
• before the names of continents and most countries and towns:
  in Europe, in Spain, in Berlin
  In the united states, in the United Kingdom, in the Netherlands, in the Hague

We use a/an:
• when we mention something for the first time or to refer to any one of a kind or group:
  I’ve bought a new car. London is a big city.
• when talking about someone’s job:
  Lucy is a doctor.

We use the:
• to refer to something that we have mentioned before:
  He lived in a big city. The city was polluted.
• to refer to something specific or unique:
  I like the colour of that shirt. Who is the King of Spain?
• to refer to a period in history:
  the Renaissance
• with the superlative forms of adjectives:
  the worst
• with ordinal numbers:
  the third

1 Complete the sentences with a/an or the.
1 My mum’s _____ secondary school teacher.
2 I was born on _____ 16 January.
3 What do you want for lunch: _____ chicken sandwich or _____ piece of pizza?
4 Is Sydney _____ biggest city in Australia?
5 It’s _____ first time I’ve been to _____ USA.
6 Leonardo da Vinci lived during _____ Renaissance.

2 Complete the sentences with a/an, the or Ø (no article).
1 Wendy is _____ famous artist. You can see her paintings in _____ best museums in _____ world.
2 I think that _____ private health care is going to become more popular soon.
3 _____ capital of _____ Netherlands isn’t _____ Hague. It’s _____ Amsterdam.
4 _____ scientist has said recently that _____ cities haven’t changed much since _____ nineteenth century.
5 Yesterday my brother asked me _____ question about natural disasters. I didn’t know _____ answer.
6 Do you think _____ secondary school students should wear _____ uniforms?

5.5 Non-defining relative clauses

• Non-defining relative clauses give additional information about the person, thing, place, etc. we are talking about. The sentence still makes sense without this information.
  Giant pandas, which are endangered species, live in the mountains in central China. ➞ Giant pandas live in the mountains in central China.
• We use commas to separate a non-defining relative clause from the rest of the sentence.
• We use who, which, where and whose (but not that) in non-defining relative clauses.
  Last year we visited our friends on the Aran islands, where you can see lots of bird species.
• We can’t leave out the relative pronouns in non-defining relative clauses.

1 Complete the sentences with who, which, where or whose.
1 That young man over there, _____ name I can’t remember at the moment, is a famous ecologist.
2 We went on an expedition to the Amazon, _____ none of us had ever been before.
3 The doctor, _____ can’t have been older than thirty, examined Lisa’s leg carefully.
4 Mrs Janet McGregor’s favourite holiday destination is London, _____ people don’t recognise her.
5 One of my friends, _____ wife runs a big business, has made a big donation to an environmental charity.
6 The elephants, _____ were drinking water from the river, suddenly became very anxious.

2 Use the information in brackets to add a non-defining relative clause to each sentence.
1 The company plans to build a skyscraper here. (The company’s owner is Tania Hillman.)
2 This T-shirt is a prize in the competition. (This T-shirt is made of organic cotton.)
3 Sandra saw giant pandas last year in China. (Sandra studies zoology.)
4 I’m moving to Belfast. (I’ll work at a travel agency there.)
5 Padua attracts many tourists in the summer. (Padua is very close to Venice.)
6 Frank studies science. (His brother is a biologist.)
Second Conditional sentences

We use Second Conditional sentences to talk about present situations or states which are impossible or very unlikely or about something that could happen in the future but is rather improbable. Either of the two clauses can come first in the sentence. When the if-clause comes first, we use a comma after it.

If you had an accident, who would you call first?

If + Past Simple, (condition) would/wouldn’t + infinitive (effect)

if he cycled to work every day, he would feel healthier.

would/wouldn’t + infinitive (effect) if + Past Simple (condition)

He would feel healthier if he cycled to work every day.

wish/if only

We use wish/if only + Past Simple to express dissatisfaction with a present situation:
I wish/if only people cared more about their health.

We use wish/if only + would + infinitive to talk about a present situation that we would like to be different, usually when we find it annoying. It usually refers to things we can’t change or control:
I wish/if only my sister would hurry up!

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

1. I ______ (not take up) jogging if I ______ (have) breathing problems.
2. People in my city ______ (do) sport more often if there ______ (be) more sports centres.
3. What ______ (you/do) if your teacher ______ (ask) you to play in the school basketball team?
4. If my grandfather ______ (have) a dog, he ______ (go) for walks more often.
5. If you ______ (see) an accident, ______ (you/be) able to give someone first aid?
6. I ______ (not apply) for this job as a nurse in France if I ______ (not know) the language.

2. Choose the correct options.

1. My neighbours are very annoying. If only they stopped / would stop their dog chasing after my cat!
2. My sister usually makes wrong decisions. If only she follows / would follow my advice!
3. I wish this pain went / would go away.
4. I want to go to school today. I wish I didn’t have / wouldn’t have a temperature.
5. If only I can / could go to school by motor cycle!
6. I wish my leg didn’t / doesn’t hurt so much.

3. Match sentences 1–5 with sentences a–e.

1. It smells in here because Terry smokes.
2. You don’t look very well these days.
3. I can’t afford to go on holiday.
4. I have a lot of problems with my neighbours.
5. Sarah knows that I don’t like that boy Andrew!

a. If only I earned more money.
b. I wish she would stop seeing him.
c. I wish he wouldn’t do it in the house.
d. If only they didn’t argue so much.
e. If I were you, I’d see a doctor.
6.5 Third Conditional

We use Third Conditional sentences to talk about possible events in the past that did not happen. We often use them to express regret or criticism.

We use the Past Perfect in the if-clause (describing the condition). In the main clause (describing the effect, we use) would/wouldn’t + have + the past participle of the main verb. Either of the two clauses can come first the sentence. When the if-clause comes first, we use a comma after it.

If I had worn a helmet, I wouldn’t have got hurt so badly.

If + Past Perfect, (condition) would/wouldn’t have + Past Participle (effect)

If I had cycled more carefully, I wouldn’t have broken my arm.

I wouldn’t have broken my arm if I had cycled more carefully.

1 Match the sentence beginnings 1–5 with the endings a–f.

1 We would have lost our way ______
2 If you had left earlier, ______
3 They wouldn’t have got into difficulties ______
4 If she had known his real character, ______
5 If I had prepared for that trip better, ______

a she wouldn’t have married him.
b if the rescue team had arrived earlier.
c you would have caught the train.
d if we hadn’t had our GPS with us.
e I would have enjoyed it much more!

2 Complete the Third Conditional sentences with the correct form of the verbs in brackets.

1 _____ (the explorers/survive) if they _____ (take) better equipment?
2 If Liu _____ (not warn) me, I _____ (make) a serious mistake.
3 If you _____ (leave) an hour earlier, _____ (you/miss) the plane?
4 If I _____ (not take) a torch with me, I _____ (not find) my way out.
5 What _____ (you/do) if your parents _____ (not let) you take a gap year?
6 If Tom _____ (not find) a hospital quickly, he _____ (die) after the snake bite.

3 Write a Third Conditional sentence for each situation.

1 They didn’t reach the North Pole because they ran out of food.
2 I was tired yesterday, so I didn’t go out with my friends.
3 It took us ages to get to the airport because there was a lot of traffic.
4 Ann didn’t phone me, so I didn’t know about her problems with the equipment.
5 He had an accident in the mountains and had to go to hospital.
6 Gina didn’t use a mosquito net, so a mosquito bit her and she became ill with malaria.
7 Joe didn’t wear warm clothes last weekend, so he caught a cold.
8 We didn’t reach our destination because the weather conditions were very bad.
When we want to report what someone said, we can use Direct or Reported Speech.

In Direct Speech the speaker’s words are not changed in any way:

‘Your son draws very well.’ ➞ They said, ‘Your son draws very well.’

In Reported Speech we often report the speaker’s words using verbs like add, claim, explain, point out, reply, say, suggest, tell and the pronoun that (which can be omitted). The verb tell takes an object (me, us, John, my friend, etc.).

‘I sell paintings.’ ➞ She told me/said (that) she sold paintings.

We make the following changes in Reported Speech:

- **tenses:**

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Reported Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Simple</td>
<td>Past Simple</td>
</tr>
<tr>
<td>Ann: ‘I paint pictures.’</td>
<td>Ann said (that) she painted pictures.</td>
</tr>
<tr>
<td>Present Continuous</td>
<td>Past Continuous</td>
</tr>
<tr>
<td>Ann: ‘I am painting a picture.’</td>
<td>Ann said (that) she was painting a picture.</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>Past Perfect</td>
</tr>
<tr>
<td>Ann: ‘I have painted two pictures.’</td>
<td>Ann said (that) she had painted two pictures.</td>
</tr>
<tr>
<td>Past Simple</td>
<td>Past Perfect</td>
</tr>
<tr>
<td>Ann: ‘I didn’t paint that picture.’</td>
<td>Ann said (that) she hadn’t painted that picture.</td>
</tr>
<tr>
<td>Past Perfect</td>
<td>Past Perfect</td>
</tr>
<tr>
<td>Ann: ‘I hadn’t painted before.’</td>
<td>Ann said (that) she hadn’t painted before.</td>
</tr>
<tr>
<td>can/can’t</td>
<td>could/couldn’t</td>
</tr>
<tr>
<td>Ann: ‘I can’t paint.’</td>
<td>Ann said (that) she could paint.</td>
</tr>
<tr>
<td>will/won’t</td>
<td>wouldn’t/wouldn’t</td>
</tr>
<tr>
<td>Ann: ‘I won’t paint anymore.’</td>
<td>Ann said (that) she wouldn’t paint anymore.</td>
</tr>
<tr>
<td>am/is/are going to</td>
<td>was/were going to</td>
</tr>
<tr>
<td>Ann: ‘I’m going to paint.’</td>
<td>Ann said (that) she was going to paint.</td>
</tr>
</tbody>
</table>

- **time expressions and words referring to places (depending on the context):**

  - now ➞ at that time/then
  - today ➞ that day
  - yesterday ➞ the day before
  - two hours ago ➞ two hours earlier/before
  - tomorrow ➞ the following day
  - here ➞ there

- **demonstrative pronouns, personal pronouns, object pronouns and possessive adjectives (depending on the context):**

  - this/these ➞ that/those
  - I/we ➞ he/she/they
  - me/us ➞ him/her/them
  - my ➞ his/her
  - our ➞ their

### 1 Report the statements.

1. ‘I’ve never heard of this artist,’ said Susan.
   Susan said ______.
2. ‘Dad, I’m meeting Ann tomorrow,’ said Helen.
   Helen told ______.
3. ‘Yesterday someone painted some graffiti in my street,’ said Olga.
   Olga said ______.
4. ‘I can sell you some of my pictures,’ Paul said to me.
   Paul told ______.
5. ‘My wife doesn’t collect paintings,’ said George.
   George said ______.
6. ‘You cannot take photos here,’ the guard told me.
   The guard said ______.

### 2 Report what John and Amanda said. Choose the correct verb and complete the sentences.

1. **Journalist:** In your opinion, who is the most talented British painter?
   **John:** Of course, I’m the most talented painter in the UK.
   John ______.
2. **Teacher:** Are you interested in the arts?
   **Amanda:** I like opera. And I like modern art too.
   Amanda said ______ and she ______.
3. **Nancy:** You’ve lived here for about a year now, haven’t you?
   **John:** No, we moved here in 2010.
   John ______.
4. **Wendy:** Will your parents let you go to the club?
   **Amanda:** No, my parents will never let me go to the club.
   Amanda ______.
5. **John:** Someone has made a mistake.
   **Tina:** Let me check it.
   John ______.
### Questions

To report questions, we use the verb ask and make the same changes as in reported statements (tenses, pronouns, time expressions, words referring to places, etc.).

The word order in reported questions is the same as in affirmative sentences (the subject comes before the verb).

When we report yes / no questions, we use if or whether:

- "Has Darina answered all the questions?" — Jan asked me if/whether Darina had answered all the questions.
- "Do you often watch television?" — I asked her if/whether she often watched television.

When we report wh- questions, we keep the question word (e.g. what, who, how, where, when):

- "How old are you?" — The policeman asked the boy how old he was.
- "When did John and Mary split up?" — Sam asked us when John and Mary had split up.

### Imperatives

To report imperatives, we use the verbs ask or tell, an object and (not) to + infinitive:

- "Please stop talking!" — The director asked us to stop talking.
- "Don't take any photos of me!" — Darina told the reporter not to take any photos of her.

### 1 Complete the reported questions and imperatives with the correct pronouns.

1. "Has your cousin directed a film before?" Sue asked Tom. Tom asked ______ whether ______ cousin had directed a film before.
2. "Switch on your tablets," Miss Smith asked her students. ______ asked ______ to switch on ______ tablets.
3. "What are you doing with my DVDs?" Jake asked Mary. Mary asked ______ what ______ was doing with ______ DVDs.
4. "Don't use your mobile phones in class!" the teacher told us. The teacher asked ______ not to use ______ mobile phones in class.
5. "Where did you first meet your best friend?" Ann asked me. ______ asked ______ where ______ had first met ______ best friend.
6. "Join us!" Jake and Ron told us. ______ told ______ to join ______.

### 2 Report the questions.

1. "Are you interested in art?" the teacher asked Jack. The teacher asked ______ in art.
2. "How often does your boss update his Facebook profile?" Jen asked me. Jen asked ______ Facebook profile.
3. "Are you going to see this film again?" Jim asked Ann. Jim asked ______ again.
4. "Will you give us an autograph?" the boys asked the actress. The boys asked ______ an autograph.
5. "When did you lose your mobile phone?" Nick asked Eve. Nick asked ______ her mobile phone.
6. "Has Paula painted all these pictures herself?" I asked Olga. I asked ______ herself.

### 3 Report the imperatives.

1. "Please, close the window," the teacher said to Sara. The teacher asked ______.
2. "Don't interrupt me!" she told John. She told ______.
3. "Don't be late for lunch again, Helen," said Dad. Dad asked ______.
4. "Stop watching television and do your homework!" my mum said to me. My mum told ______.
5. "Please, come in and wait for me in the living room," Gary told us. Gary asked ______.
6. "Don't ask me about my ex-husband again," the film star told the journalist. The film star told ______.
8.2 The Passive

We use the Passive when we are more interested in the action itself than the ‘doer’ (the agent) of the action:

The bank has been robbed three times.

However, if we want to mention the agent, we need to use the word by:

The bank was robbed by three men.

We form the passive with an appropriate form of the verb to be and the past participle form of the main verb:

The robbers will be arrested soon.
The robbers have been arrested.
The robbers were arrested last night.

Present Simple    Too many crimes are committed every year.

Present Continuous    Tony is being questioned by the police.

Past Simple    When was the money stolen?

Past Continuous    The police station was still being built in 2005.

Present Perfect    A homeless shelter has just been opened in my town.

Past Perfect    Someone told me I had been seen at the crime scene.

will    He will be sentenced to at least ten years in prison.

1 Rewrite the sentences in the Passive. Use an agent only if necessary.

1 Somebody has stolen my bicycle.
2 Somebody will clean the office later.
3 The police are using a new computer system to investigate crimes.
4 People destroyed twenty books at the city library last month.
5 Journalists were asking a lot of questions.
6 We have sold ten silver rings today.
7 Somebody found a wallet full of money yesterday.
8 Students at our school will remember Miss Jenkins, the head teacher.

2 Complete the sentences with the correct active or passive form of the verbs in brackets.

1 a We didn’t know anything about the results of the new project because we ______ (not inform) about it.
   b Our boss didn’t know anything about the results of the new project because we ______ (not inform) him.

2 a I ______ (follow) him. I’m right behind him.
   b I ______ (follow). They’re right behind me.

3 a I regularly ______ (donate) money to this charity.
   b How much money ______ (donate) to this charity every year?

3 Complete the sentences with the correct passive form of the verbs in the box.

[ elect employ exclude find investigate offer organise raise]

1 A new president ______ at the moment.
2 ______ the case still ______ by the police officers two days ago?
3 Amy ______ just ______ as the manager of the local animal shelter.
4 How often ______ the charity bake sale ______ at your school?
5 Tim told us he ______ a job as a prison psychologist two days before.
6 When ______ Peter ______ from school?
7 I don’t think the stolen painting ______ very soon.
8 How much money ______ for charity since last month?
We use **have** + object + past participle to talk about things that we don’t do ourselves but arrange for someone else (usually a professional) to do for us.

**Present Simple**

I **have** my house cleaned every Friday.
(by a professional cleaner)

**Present Continuous**

Are you **having** the locks changed?
(by a locksmith)

**Past Simple**

We **had** the kitchen painted.
(by a professional painter)

**Past Continuous**

Last week Jack **was having** his bathroom remodelled.

**Present Perfect**

They **have just had** a pool installed in the garden.

**will**

When **will** Helen **have** the paintings hung in her flat?

**be going to**

When are you **going to** have a garage built?

We can use get instead of have:

We will **get/have** our living room redecorated next spring.
We **had/got** new windows fitted last year.

1 **Complete the sentences with the correct form of have.**

   1 Last weekend I ______ my bike repaired, so I couldn’t go for a bike ride.
   2 A: ______ you ______ your wedding organised?
      B: Yes, we are. We’re too busy to do it on our own.
   3 Aunt Sophie is eighty years old and she doesn’t cook any more. She ______ her meals delivered every day.
   4 The windows look really shiny! ______ you ______ them cleaned recently?
   5 A: Where did you buy your new wooden furniture?
      B: I ______ it designed and made by a carpenter.
   6 Hi, Sandra. Sorry, can I call you back later? I ______ my hair cut at the moment.

**2 Will and Bill are neighbours. Complete the sentences about Will using have something done.**

   1 Bill cuts his grass twice a week.
      Will ______ twice a week.
   2 After the storm last week Bill repaired his roof.
      After the storm last week Will ______.
   3 Bill is going to change his locks because of burglaries in the area.
      Will ______ because of burglaries in the area.
   4 At 10 a.m. Bill was painting his garden wall.
      At 10 a.m. Will ______.
   5 Bill has just planted some apple trees.
      Will ______.
   6 Bill is building a tree house for his children.
      Will ______ for his children.

**3 Complete the sentences with the correct form of the words in brackets. Use have something done where necessary.**

   1 a Susan is a hairdresser. She ______ (cut/people’s hair) for money.
   b I’m afraid you can’t see Joan yet. She’s in her room with her hairdresser – she ______ (style/her hair).
   c When I was a little kid, I once ______ (cut/my hair) myself.
   2 a Excuse me, could you ______ (take/a photo) of us, please?
   b I need to ______ (take/a photo) for my new passport.
   c You have to pay €10 if you want to ______ (take/photos) inside the museum.
   3 a I’m using public transport this week because my car is at the mechanic’s. I ______ (it/repair).
   b Tom’s a mechanic. He ______ (repair/cars).
   c We can ______ (repair/your car) at our garage. Here are our prices.