

# GRAMMAR FOCUS

## 0.1 Present tenses – review

### 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
I/You/We/ They <b>play</b> .	I/You/ We/They <b>don't</b> (do not) <b>play</b> .
He/She/It <b>plays</b> .	He/She/ It <b>doesn't</b> (does not)

Yes / No questions	Short answers
<b>Do</b> I/you/we/ they <b>play</b> ?	Yes, I/you/we/they <b>do</b> . No, I/you/we/they <b>don't</b> .
<b>Does</b> he/she/it	Yes, he/she/it <b>does</b> . No, he/she/it <b>doesn't</b> .

Wh- questions	
Where <b>do</b> I/you/ we/they <b>live</b> ?	
<b>does</b> he/she/it	

Subject questions	
Who <b>lives</b> here?	

### SPELLING RULES – THIRD PERSON SINGULAR:

- general rule: infinitive + -s, e.g. *run – runs*
- verbs ending in a consonant and -y: **y** + -ies, e.g. *carry – 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
I <b>am</b>	I <b>'m not</b> (am not)
You/We/ They <b>are</b> <b>cleaning</b> .	You/ We/ They <b>aren't</b> (are not) <b>cleaning</b> .
He/She/ It <b>is</b>	He/ She/It <b>isn't</b> (is not)

Yes / No questions	Short answers
<b>Am</b> I	Yes, I <b>am</b> . No, I <b>'m not</b> .
<b>Are</b> you/we/ they <b>cleaning</b> ?	Yes, you/we/they <b>are</b> . No, you/we/they <b>aren't</b> .
<b>Is</b> he/she/ it	Yes, he/she/it <b>is</b> . No, he/she/it <b>isn't</b> .

Wh- questions	
<b>am</b> I	
What <b>are</b> you/we/ they <b>cleaning</b> ?	
<b>is</b> he/she/it	

Subject questions	
Who <b>is cleaning</b> 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)  <b>finished.</b>	I/You/We/ They	haven't (have not)  <b>finished.</b>
He/ She/It	's (has)	He/She/It	hasn't (has not)
Yes / No questions		Short answers	
<b>Have</b>	I/you/ we/they  <b>finished?</b>	Yes, I/you/we/they <b>have</b> . No, I/you/we/they <b>haven't</b> .	
<b>Has</b>	he/she/ it	Yes, he/she/it <b>has</b> . No, he/she/it <b>hasn't</b> .	
Wh- questions			
What	<b>have</b> I/you/we/they <b>has</b> he/she/it		<b>learnt?</b>
Subject questions			
Who	<b>has studied</b>		French before?

## SPELLING RULES – PAST PARTICIPLE FORM

### Regular verbs

- general rule: infinitive + *-ed*, e.g. *work – worked*
- verbs ending in *-e*: + *-d*, e.g. *like – liked*
- verbs ending in a consonant + *-y*: *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, flowed*
- 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*

## 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 ]

- Monica \_\_\_\_ today. She's sick.
- Fred \_\_\_\_ on Fridays. He's in the office from Monday to Thursday.
- John \_\_\_\_ for a long time. He can't find a job.

[ have been   have been to   have gone to ]

- My parents aren't at home – they \_\_\_\_ that new Italian restaurant.
- We \_\_\_\_ that new Italian restaurant twice – we really like it.
- There \_\_\_\_ many changes to my town over the years.

[ are you doing   do you do   have you done ]

- Why \_\_\_\_ your homework now? It's Friday evening.
- How often \_\_\_\_ experiments in your Chemistry class?
- What \_\_\_\_ to my dress? It looks awful now!

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

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

# GRAMMAR FOCUS

## 0.2 Quantifiers

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* ~~*a water, one water*~~

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

Countable nouns	Uncountable nouns
<b>how many?</b> <i>How <b>many</b> eggs are there?</i>	<b>how much?</b> <i>How <b>much</b> sugar is there?</i>
<b>many</b> <i>Are there <b>many</b> eggs?</i> <i>We haven't got <b>many</b> eggs.</i>	<b>much</b> <i>Is there <b>much</b> sugar?</i> <i>We haven't got <b>much</b> sugar.</i>
<b>a lot of/lots of</b>	
<i>There are <b>a lot of/lots of</b> eggs in the fridge.</i>	<i>There is <b>a lot of/lots of</b> sugar in the cupboard.</i>
<b>a few</b> <i>I need <b>a few</b> eggs.</i>	<b>a little</b> <i>I need <b>a little</b> sugar.</i>
<b>some</b>	
<i>There are <b>some</b> eggs in the fridge.</i>	<i>There is <b>some</b> sugar in the cupboard.</i>
<b>few</b> <i>There are <b>few</b> eggs in the fridge.</i>	<b>little</b> <i>There is <b>little</b> sugar in the cupboard.</i>
<b>any (?)</b>	
<i>Are there <b>any</b> eggs in the fridge?</i>	<i>Is there <b>any</b> sugar in the cupboard?</i>
<b>any (-)</b>	
<i>There aren't <b>any</b> eggs in the fridge.</i>	<i>There isn't <b>any</b> sugar in the cupboard.</i>

### 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
I/You/He/ She/It/ We/They <b>danced.</b>	I/You/He/ She/It/ We/They <b>didn't</b> ( <b>did not</b> ) <b>dance.</b>

Yes / No questions	Short answers
<b>Did</b> I/you/ he/she/ it/we/ they <b>dance?</b>	Yes, I/you/he/she/it/we/they <b>did.</b> No, I/you/he/she/it/we/they <b>didn't.</b>

Wh- questions
Where <b>did</b> I/you/he/she/it/we/they <b>dance?</b>

Subject questions
Who <b>danced</b> in the shopping centre?

## 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/hear) 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 also use (**not**) **as + adjective + as**:  
*This jacket is **not as comfortable as** that coat.*

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

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.*

### 1 Complete the sentences with one word in each gap.

- Are women \_\_\_\_\_ careful with money than men?
- I'm bad at football, but I'm even \_\_\_\_\_ at tennis.
- Black skinny jeans are the \_\_\_\_\_ fashionable trousers this season.
- Shopping with friends is better \_\_\_\_\_ shopping alone.
- This is \_\_\_\_\_ biggest shopping centre in our town.
- Denim jackets are as popular \_\_\_\_\_ leather jackets this season.

### 2 Complete the sentences with the adjectives in brackets and too or enough.

- This bed isn't \_\_\_\_\_ (comfortable) for two people.
- I understand a lot of German, but I'm \_\_\_\_\_ (scared) to speak it.
- You can't park your car there. It is \_\_\_\_\_ (close) to the edge of the cliff!
- I'm afraid Jenny isn't \_\_\_\_\_ (talented) to become a famous singer.
- This box is \_\_\_\_\_ (heavy) for me; I can't lift it.

## 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 isn't raining

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

### 2 Choose the correct options.

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

## 0.6

## First and Second Conditionals

## First Conditional

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,**  
(condition)

If he **starts** a blog,

**will/won't + infinitive**  
(effect)

**I'll read** his blog

**will/won't + infinitive**  
(effect)

**I'll read** it.

**if + Present Simple**  
(condition)

if he **starts** one.

## Second Conditional

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,**  
(condition)

If your laptop **crashed**,

**would/wouldn't/could/couldn't + infinitive**  
(effect)

Who **would** you **ask** for help

**would/wouldn't/could/couldn't + infinitive**  
(effect)

who **would** you **ask** for help?

**if + Past Simple**  
(condition)

if your laptop **crashed**?

## 1 Choose the correct answer, A or B.

- If I get a pay rise,  
A I'll spend some money on a tablet.  
B I'd buy a new mobile phone.
- If you weren't so tired,  
A we can play a game together.  
B we could watch a film on my laptop.
- What would you tell Phil  
A if he asks to be your Facebook friend?  
B if he asked to borrow your camera?
- Will Rebecca be angry  
A if we comment on her blog?  
B if we posted a few of her photos online?
- If you were my true friend,  
A you won't talk to me like that.  
B you wouldn't ignore my text messages.
- If we were in London today,  
A we could go to a concert.  
B we can visit my friends.

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

- If your family \_\_\_\_\_ (have) a pet dog, who \_\_\_\_\_ (take) it for a walk every morning?
- If my parents \_\_\_\_\_ (know) more about computers, they \_\_\_\_\_ (understand) why I need a new laptop.
- Hank \_\_\_\_\_ (not become) an IT specialist if he \_\_\_\_\_ (not go) to university.
- We \_\_\_\_\_ (wear) T-shirts and shorts all the year round if we \_\_\_\_\_ (live) in a hot country.
- If he \_\_\_\_\_ (not hurry up), he \_\_\_\_\_ (miss) the beginning of the film.
- What's wrong with you? If you \_\_\_\_\_ (not eat) your lunch, you \_\_\_\_\_ (be) hungry soon.

## 0.7 Modal verbs for obligation and permission

To express obligation or necessity, we use:

- **must**, especially when we refer to something the speaker feels is necessary or important:  
*I **must** phone Mum.*
- **have to**, especially when we refer to something that is necessary because of a rule or law, or because someone else says so:  
*We **have to** wear a uniform at school.*
- **need to**:  
*Ann often **needs to** look after her younger sister.*

To express lack of obligation or necessity, we use:

- **don't have to**:  
*My dad **doesn't have to** wake up early. He starts work at twelve.*
- **don't need to/needn't**:  
*You **don't need to** go to university this year.*
- You **needn't** do the washing up. *We've got a dishwasher.*

To express permission, we use:

- **can**:  
*You **can** invite some friends if you want.*
- **be allowed to**:  
*Students **are allowed to** work part-time.*

To express lack of permission or prohibition, we use:

- **can't**:  
*You **can't** leave the classroom without permission from your teacher.*
- **mustn't**:  
*You **mustn't** play loud music after 10 p.m.*
- **not be allowed to**:  
*You **aren't allowed to** speak during the exam.*

### 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

- Helen \_\_\_\_\_ stay at home today because she was in the office on Saturday.
- Richard \_\_\_\_\_ walk his dog now – his dad has already done it.
- I'm afraid you \_\_\_\_\_ use a dictionary during the test. Please put it back on the shelf.
- I \_\_\_\_\_ go now – my friends are waiting for me.
- It was great to meet you, Alex. We \_\_\_\_\_ do it more often.
- My sister is a student, but she still \_\_\_\_\_ phone my parents every day.
- Ally and Mike \_\_\_\_\_ be at home at 9 p.m. on Saturdays, so they usually stay out until 10 or 11 p.m.
- 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.

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

- We \_\_\_\_\_ go to school this Saturday – we're having a rehearsal for a new play.
- I've heard it's a great novel. I \_\_\_\_\_ read it!
- All students \_\_\_\_\_ wear uniforms in my school.
- Does Amy \_\_\_\_\_ work in the café three times a week?
- I'm really tired. I \_\_\_\_\_ go to bed early tonight.
- I don't think Jo has heard the news yet. You \_\_\_\_\_ text her as soon as possible.
- Visitors \_\_\_\_\_ switch off their mobiles here.
- What do we \_\_\_\_\_ prepare for our next English class?

## 0.8 Defining relative clauses

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 to 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 \_\_\_\_
  - 2 Most of the products \_\_\_\_
  - 3 An IT company \_\_\_\_
  - 4 This letter comes from a company \_\_\_\_
  - 5 I know a lot of people \_\_\_\_
  - 6 This is the university \_\_\_\_
- a which we buy come from China.  
b which offers good services doesn't need advertising.  
c who come from South America.  
d which wants to employ me.  
e who teaches me a lot of useful things.  
f where I studied business.

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

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

## 1.2 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.
- 4 **A:** You \_\_\_\_ (look) miserable. What's wrong?  
**B:** I \_\_\_\_ (not usually/wear) high-heeled shoes and the ones I \_\_\_\_ (wear) today are very uncomfortable.

# GRAMMAR FOCUS

## 1.5 Present Perfect Simple and Continuous

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		Negative	
I/You/We/ They	've (have)  <b>been crying.</b>	I/ You/ We/ They	<b>haven't</b> (have not)  <b>been crying.</b>
He/She/It	's (has)	He/ She/ It	<b>hasn't</b> (has not)
Yes / No questions		Short answers	
<b>Have</b>	I/you/we/ they  <b>been crying?</b>	Yes, I/you/we/they <b>have.</b> No, I/you/we/they <b>haven't.</b>	
<b>Has</b>	he/she/it	Yes, he/she/it <b>has.</b> No, he/she/it <b>hasn't.</b>	
Wh- questions		Subject questions	
How long	<b>have</b> I/you/ we/ they  <b>been crying?</b>  <b>has</b> he/ she/it	Who	<b>has</b> <b>been crying?</b>

### 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.

### 1 Use the prompts to write sentences in the Present Perfect Continuous. Add *since* or *for* where necessary.

- I / study / art / 2009
- how long / you / wear / your glasses?
- you / swim / all afternoon?
- it / rain / two hours now
- we / not watch / the match
- my parents / study / English / five years
- how long / Joanna / work / in that café?
- amy / surf / the Internet / all day?
- my sister / work / as a photographer / three years
- Hannah and Eve / revise / for their exam / all evening?

### 2 Choose the correct options.

- I've *looked* / *been looking* for you for an hour!
- How many paintings have you *sold* / *been selling*?
- We have *travelled* / *been travelling* for a couple of weeks now.
- The professor has *answered* / *been answering* more than 100 questions about the Louvre.
- John has *known* / *been knowing* Cynthia since primary school.
- I've *seen* / *been seeing* most of his paintings. They are all amazing!
- How long *have you waited* / *have you been waiting*?
- Have you *written* / *been writing* your essay all morning?
- How many art galleries has Dan *been visiting* / *visited* today?
- How long have you *had* / *been having* this painting by van Gogh?

### 3 Complete the sentences about you. Use the Present Perfect Simple or Continuous.

- \_\_\_\_\_ since last weekend.
- \_\_\_\_\_ for at least a month.
- \_\_\_\_\_ since my last birthday party.
- \_\_\_\_\_ since yesterday.
- \_\_\_\_\_ for more than a year.
- \_\_\_\_\_ since I was ten.
- \_\_\_\_\_ for two days.
- \_\_\_\_\_ since I was a small child.

## 2.2 Narrative tenses

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 \_\_\_\_\_ .

## 2.5 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 + infinitive. We use:

- **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. We use:

- **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.*

Affirmative	<i>I <b>used to go</b> backpacking every summer.</i> <i>I <b>would go</b> backpacking every summer.</i>
Negative	<i>I <b>didn't use to buy</b> flight tickets online.</i>
Yes / No questions	<i>Did he <b>use to go</b> on holiday in August?</i>
Wh- questions	<i>What <b>did he use to</b> eat?</i>
Subject questions	<i>Who <b>used to go</b> camping?</i>

When we talk about a single past action or when we don't want to emphasise the difference between the past and the present, we use the Past Simple instead of *used to/would*:  
*I often **travelled** to China.*

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

## 4.2 Future time clauses

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**

# GRAMMAR FOCUS

## 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			Negative		
I/You/He/ She/It/We/ They	'll (will)	be working at 10 a.m.	I/You/ He/She/ It/We/ They	won't (will not)	be working at 10 a.m.
Yes / No questions			Short answers		
Will	I/you/he/ she/it/we/ they	be working at 10 a.m.?	Yes, I/you/he/she/it/we/ they <b>will</b> .	No, I/you/he/she/it/we/ they <b>won't</b> .	
Wh- questions			Subject questions		
What	will	I/you/he/ she/it/ we/they	be doing at 10 a.m.?	Who	will be working at 10 a.m.?

### 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			Negative		
I/You/He/ She/It/ We/They	'll (will)	have finished lunch by 2 p.m.	I/You/ He/ She/ It/We/ They	won't (will not)	have finished lunch by 2 p.m.
Yes / No questions			Short answers		
Will	I/you/ he/ she/ it/we/ they	have finished lunch by 2 p.m.?	Yes, I/you/he/she/it/we/ they <b>will</b> .	No, I/you/he/she/it/we/they <b>won't</b> .	
Wh- questions			Subject questions		
What	will	I/you/ he/ she/ it/we/ they	have finished lunch by 2 p.m.?	Who	will have finished lunch by 2 p.m.?

### 1 Choose the correct options.

- A:** Can we meet at 1 p.m. on Saturday?  
**B:** Sorry, I 'll be having / 'll have had lunch with my family.
- A:** Do you need a lot of time to finish this birthday cake?  
**B:** No, I 'll be decorating / 'll have decorated it by 12 o'clock.
- A:** What is John so worried about?  
**B:** Getting a new job. If he doesn't find one, he 'll be spending / 'll have spent all his money by the end of the year.
- A:** Tom, I really need to return that library book tomorrow.  
**B:** No problem. I'll be finishing / 'll have finished it by then.
- A:** Will you be seeing / Will you have seen your boyfriend tonight?  
**B:** Yes, he's taking me out to a restaurant.
- 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.

- Don't phone me before 9 a.m., I \_\_\_\_\_ (sleep)!
- By the end of the month she \_\_\_\_\_ (finish) her training as a waitress.
- Peter, \_\_\_\_\_ (you/use) the oven this evening? I'd like to make pizza.
- 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.
- How many exams \_\_\_\_\_ (you/take) by the end of the academic year?
- 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*  
**Exceptions:** *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.)

## 6.2

## Second Conditional; wish/if only

### 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)

If he **cycled** to work every day,

**would/wouldn't + infinitive**  
(effect)

He **would feel** healthier

**would/wouldn't + infinitive**  
(effect)

he **would feel** healthier.

**if + Past Simple**  
(condition)

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.

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

### 2 Choose the correct options.

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

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

- It smells in here because Terry smokes.
  - You don't look very well these days.
  - I can't afford to go on holiday.
  - I have a lot of problems with my neighbours.
  - Sarah knows that I don't like that boy Andrew!
- If only I earned more money.
  - I wish she would stop seeing him.
  - I wish he wouldn't do it in the house.
  - If only they didn't argue so much.
  - 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 in 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.*

**would/wouldn't have  
+ Past Participle**  
(effect)

**if + Past Perfect**  
(condition)

*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.

# GRAMMAR FOCUS

## 7.2 Reported Speech – statements

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:

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

- 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.

- 'I've never heard of this artist,' said Susan.  
Susan said \_\_\_\_.
- 'Dad, I'm meeting Ann tomorrow,' said Helen.  
Helen told \_\_\_\_.
- 'Yesterday someone painted some graffiti in my street,' said Olga.  
Olga said \_\_\_\_.
- 'I can sell you some of my pictures,' Paul said to me.  
Paul told \_\_\_\_.
- 'My wife doesn't collect paintings,' said George.  
George said \_\_\_\_.
- '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.

- Journalist:** In your opinion, who is the most talented British painter?  
**John:** Of course, I'm the most talented painter in the UK.  
John *claimed / added* \_\_\_\_.
- Teacher:** Are you interested in the arts?  
**Amanda:** I like opera. And I like modern art too.  
Amanda said \_\_\_\_ and she *added / replied* \_\_\_\_.
- Nancy:** You've lived here for about a year now, haven't you?  
**John:** No, we moved here in 2010.  
John *told / explained* \_\_\_\_.
- Wendy:** Will your parents let you go to the club?  
**Amanda:** No, my parents will never let me go to the club.  
Amanda *replied / suggested* \_\_\_\_.
- John:** Someone has made a mistake.  
**Tina:** Let me check it.  
John *pointed out / replied* \_\_\_\_.

## 7.5

Reported Speech –  
questions and imperatives

## 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.

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

## 2 Report the questions.

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

## 3 Report the imperatives.

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

# GRAMMAR FOCUS

## 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?

## 8.5 have something done

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.

<b>Present Simple</b>	<i>I <b>have my house cleaned</b> every Friday.</i> (by a professional cleaner)
<b>Present Continuous</b>	<i><b>Are you having the locks changed?</b></i> (by a locksmith)
<b>Past Simple</b>	<i>We <b>had the kitchen painted.</b></i> (by a professional painter)
<b>Past Continuous</b>	<i>Last week Jack <b>was having his bathroom remodelled.</b></i>
<b>Present Perfect</b>	<i>They <b>have just had a pool installed</b> in the garden.</i>
<b>will</b>	<i>When <b>will Helen have the paintings hung</b> in her flat?</i>
<b>be going to</b>	<i>When <b>are you going to have</b> a garage <b>built</b>?</i>

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.

- Last weekend I \_\_\_\_\_ my bike repaired, so I couldn't go for a bike ride.
- A:** \_\_\_\_\_ you \_\_\_\_\_ your wedding organised?  
**B:** Yes, we are. We're too busy to do it on our own.
- Aunt Sophie is eighty years old and she doesn't cook any more. She \_\_\_\_\_ her meals delivered every day.
- The windows look really shiny! \_\_\_\_\_ you \_\_\_\_\_ them cleaned recently?
- A:** Where did you buy your new wooden furniture?  
**B:** I \_\_\_\_\_ it designed and made by a carpenter.
- 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**.

- Bill cuts his grass twice a week.  
Will \_\_\_\_\_ twice a week.
- After the storm last week Bill repaired his roof.  
After the storm last week Will \_\_\_\_\_.
- Bill is going to change his locks because of burglaries in the area.  
Will \_\_\_\_\_ because of burglaries in the area.
- At 10 a.m. Bill was painting his garden wall.  
At 10 a.m. Will \_\_\_\_\_.
- Bill has just planted some apple trees.  
Will \_\_\_\_\_.
- 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.

- 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.
- 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.
- 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.