

Grammar Builder and Reference

Introduction

I.1 Past simple

We form the past simple (affirmative) form of regular verbs by adding *-ed*.

+ *-ed* work → worked play → played

If the verb ends in *-e*, we add *-d*.

+ *-d* dance → danced die → died

If the verb ends in a consonant + *-y*, we change *-y* to *-i* and add *-ed*.

-y → *-ied* study → studied cry → cried

If the verb ends in a short stressed vowel + a consonant, we double the consonant and add *-ed*.

-p → *-pped* drop → dropped

Some verbs have irregular past simple (affirmative) forms. There are no spelling rules for these forms; you need to learn them by heart. See the irregular verb list in the Workbook.

For the negative, we use *didn't* + the infinitive without *to*. For the interrogative, we use *did* + subject + infinitive without *to*.

We didn't arrive on time.

Did you bring any food?

The past simple of *be* is *I / he / she / it was* or *you / we / they were*. The past simple of *can* is *could*. For the negative and interrogative forms of *be* and *can*, we do not use *did / didn't*.

They weren't at school. Were they ill?

I couldn't see the stage. Could you see it?

1 Complete the sentences with the verbs in brackets. Use the past simple affirmative.

- I _____ Turkey in August. (visit)
- The weather _____ great in July. (be)
- The sea was warm, so we _____ swim. (can)
- I _____ you a postcard. (send)
- I _____ English at a school in Brighton. (study)
- We _____ every day. (sunbathe)
- I _____ kayaking in June. (go)

2 Make the sentences in exercise 1 negative.

3 SPEAKING Ask and answer using the prompts below. Use the past simple. Give extra information in your answer.

buy anything last weekend do any sport during the week
go out last night have a big breakfast
phone anybody yesterday send any texts

Did you go out last night?

No, I didn't. I stayed in and watched TV.

I.2 Contrast: present simple and present continuous

We use the present simple:

- for something that always happens or happened regularly (e.g. *every week, often, sometimes*).
Laura cycles to school every day.
- for facts.
Cows eat grass.

We use the present continuous:

- for something happening at this exact moment or around this time.
Luke is wearing a T-shirt. (at this moment)
Luke is working hard this term. (around this time)
- for future arrangements.
We're playing volleyball tomorrow.

We can use dynamic verbs in simple and continuous forms.

I work in London.

Dad's working in the garden.

Verbs describing a state or situation (state verbs) are not usually used in continuous tenses.

I understand. (state of mind)

~~NOT I'm understanding.~~ X

Who does this watch belong to? (possession)

~~NOT Who is this watch belonging to?~~ X

Common state verbs:

- hate, like, love, need, prefer, want, wish;*
- believe, know, mean, realise, recognise, remember, suppose, understand;*
- belong, contain, depend, matter, owe, possess.*

There is a group of verbs that can be used as either state or dynamic verbs. These are some of them:

- appear, consider, feel, look, see, smell, taste, think.*
What are you thinking about? (dynamic – to think)
What do you think of my new tie? (state – to have an opinion)
We're seeing John next week. (dynamic – to meet with somebody)
I see what you mean. (state – to understand)

1 Complete the sentences with the verbs in brackets. Use the present simple or the present continuous.

- 'Where _____ you _____ (go)?'
'To the shops. I _____ (need) to get some bread.'
- _____ you usually _____ (wear) jeans to school?
- I _____ (not understand) this question.
- Why _____ you _____ (smile)? It isn't funny!
- '_____ you _____ (come) bowling with Jan and me tonight?'
'No, thanks. I _____ (not like) bowling.'
- Hurry up! The bus _____ (leave) in three minutes.

Grammar Builder and Reference

2 Complete the sentences with the present simple and present continuous form of the verb given.

- 1 work
 - a Dad _____ in a factory.
 - b Mum _____ at home today for a change.
- 2 have
 - a We _____ fish for dinner tonight.
 - b We usually _____ fish on Fridays.
- 3 take
 - a I _____ a coat today because it's a bit cold.
 - b I _____ a few weeks off work over the summer.
- 4 arrive
 - a I'll phone you as soon as I _____.
 - b Come on! The train _____. We mustn't miss it.
- 5 listen
 - a 'What _____ you _____ to?' 'It's Adele's latest album.'
 - b Liam _____ to music while he's doing his homework.

3 Choose the correct tense to complete the sentences. Then decide if the verb is state or dynamic.

- 1 This pizza **tastes** / **is tasting** good.
- 2 What **do you look at** / **are you looking at**?
- 3 Mandy **has** / **is having** brown hair.
- 4 Look. The sun **appears** / **is appearing** from behind those clouds.
- 5 I **think** / **I'm thinking** that we should go.
- 6 I **don't see** / **I'm not seeing** what the problem is.

1.3 Articles

We use *a* when we talk about something for the first time. We use *the* if we mention it again.

I've got a cat and a dog. The cat is black and white.

We use *the* when it is clear what we are talking about, perhaps because there is only one of them.

Let's go to the park. (There's only one park near here.)

Pass me the cup. (I'm pointing to it.)

Look at the moon!

She's the tallest person in her class.

We use *a* to say what someone's job is.

My uncle is a taxi driver.

We don't use an article when we are making a generalisation.

I don't like spicy food.

NOT *I don't like the spicy food.* ✗

We use *a* to mean 'per' or 'in each'.

She earns £10 a hour.

There are only two buses a day into town.

Some set expressions include *the*:

at the weekend, in the morning / afternoon / evening, listen to the radio, go to the cinema, play the guitar

Some set expressions don't have an article:

on Monday, at night, watch TV, listen to music, go to bed, go to school / work, be at home / at work / in hospital / at university, have breakfast / lunch / dinner

1 Find seven more mistakes with articles in this paragraph.

It was my mum's birthday last night, so we had the dinner in a restaurant near the station. Restaurant was quite expensive – water was about £5 the bottle – but it was worth it because food was fantastic! For me, a best part of the meal was the main course. My dad and I both had salmon with potatoes and a delicious sauce. My dad said it was very well cooked, and he's chef so he knows about cooking. My brother ordered steak because he hates the fish. My dad had ordered a birthday cake for pudding. We had a great time and didn't leave the restaurant until 11.30 at the night.

1.4 will and going to

We use *will*:

- to make factual statements about the future.
There will be a solar eclipse in 2026.
- to make predictions, especially when they are based on what we know or when they are just a guess. We often use *I think / don't think ...* to make these predictions.
I think you'll do well in your exams.
I don't think England will win the next World Cup.
NOT *I think England won't ...* ✗
- to make offers.
I'll carry your bags.
I'll lend you my phone.
- to make promises.
I'll always love you.
I won't forget.
- to make instant decisions (decisions that we make while we are speaking).
Look! There's Tommy. I'll go and say hello.

We use *going to*:

- to make predictions, especially when they are based on what we can see or hear.
Look at that man! He's going to jump in the river!
Listen to the thunder. There's going to be a storm.
- to talk about our plans and intentions.
I'm going to invite her to my party.

Grammar Builder and Reference

1 Complete the dialogue with the correct form of *will* or *going to* and the verbs in brackets.

- Laura** Hi, Harry. What are you doing here? Are you meeting somebody?
- Harry** No, I just came in for a drink.
- Laura** I ¹ _____ (buy) you a drink. I owe you one from last weekend.
- Harry** Thanks! I ² _____ (have) a coffee.
- Laura** Would you like a cake too?
- Harry** No, thanks. I ³ _____ (have) dinner soon.
- Laura** OK. What are your plans for the weekend?
- Harry** I ⁴ _____ (do) some preparation for our exam on Monday. What about you? ⁵ _____ you _____ (revise) tomorrow?
- Laura** Yes. But in the evening, I ⁶ _____ (go) to a gig at the town hall.
- Harry** Really? Who's playing?
- Laura** They're called The Wave. I ⁷ _____ (meet) Poppy there.
- Harry** It sounds like a good night out.
- Laura** I ⁸ _____ (get) a ticket for you too, then. OK?
- Harry** Thanks! I ⁹ _____ (give) you the money for it now. How much is it?
- Laura** I'm not sure. But it ¹⁰ _____ (not be) expensive. They aren't a well-known band.

Unit 1

1.1 Past tense contrast

We use past tenses to talk about past events. We use the past continuous to describe a scene in the past. The events were in progress at the same time.

The sun was shining. A man was standing at the bus stop waiting for a bus.

We use the past simple for actions or events that happened one after the other.

Tom got up, had a shower and got dressed.

We use the past continuous to describe a longer background event, and the past simple to describe an action or event that interrupted it.

The phone rang while we were having dinner.

We use the past perfect to talk about an event that happened before another event in the past.

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

Notice that with regular verbs the past simple and the past participle form of the past perfect are the same.

She arrived yesterday night.

She had arrived before we served the dinner.

However, with irregular verbs the past simple and the past participle form of the past perfect are often different.

I ate an apple. I'd already eaten.

1 Complete the sentences. Use the past simple or the past continuous form of the verbs in brackets.

- I _____ (have) a crash while I _____ (learn) to drive.
- Sam _____ (get) his first job while he _____ (live) in London.
- It _____ (rain), so we _____ (decide) to cancel the barbecue.
- What _____ you _____ (do) when I _____ (see) you in town?
- Emma _____ (not hear) the phone ringing because she _____ (listen) to music in her bedroom.
- Ryan _____ (break) his arm while he _____ (ski) in France.
- Harry _____ (work) as a chef when he _____ (meet) Sally.
- You obviously _____ (not listen) when I _____ (ask) you to turn down the music.

2 Complete the sentences. Use the past simple or the past perfect form of the verbs in brackets.

- My uncle and aunt _____ (already / get engaged) before they _____ (emigrate) to Australia.
- I _____ (not / can) buy anything because I _____ (forget) my wallet.
- Robert _____ (be) upset because he _____ (split up) with his girlfriend.
- Kelly _____ (start) her first business before she _____ (leave) university.
- As soon as Sara _____ (inherit) the money from her grandmother, she _____ (buy) a car.
- By the time Joe _____ (retire), he _____ (become) a grandfather.
- After Fred _____ (settle down) in London, he _____ (decide) to have a change of career.
- We _____ (spend) the weekend moving house, so we _____ (go) to bed very early on Sunday.

3 Choose the best ending (a or b) for the sentences.

- We couldn't open the front door because
a it had snowed all night. b it snowed all night.
- It was a lovely spring day and the birds
a sang. b were singing.
- I looked out of the window and noticed that
a it had stopped raining. b it was stopping raining.
- The plants died because we
a were forgetting to water them. b forgot to water them.
- Before I left the house, I
a locked all the windows. b was locking all the windows.
- I wasn't particularly hungry because
a I'd already had lunch. b I already had lunch.

Grammar Builder and Reference

1.2 used to

We use *used to* plus the infinitive without *to* to describe past situations or habits that are different now.

I used to go ice skating. (I don't go now.)

She didn't use to be confident. (She's confident now.)

Affirmative	Negative	Interrogative
We <i>used to live in the city.</i>	We <i>didn't use to go hiking.</i>	Did you <i>use to live near the sea?</i>

1 Complete the dialogue with the correct form of *used to* and the verbs in brackets.

- Maria Let me see that photo. Hey, you ¹ _____ (have) long hair! I didn't know that.
- Sam I know. I was about fourteen then. I ² _____ (be) a fan of heavy metal.
- Maria My brother ³ _____ (like) heavy metal. He often went to concerts with friends. But he ⁴ _____ (not invite) me.
- Sam I ⁵ _____ (not go) to concerts. The tickets were too expensive. But I ⁶ _____ (listen) to CDs a lot. What about you? What kind of music ⁷ _____ (you / listen) to when you were younger?
- Maria I ⁸ _____ (enjoy) listening to pop music and dancing with my friends.
- Sam ⁹ _____ (you / go) to discos?
- Maria Not really. We were too young. But my dad ¹⁰ _____ (take) me to pop concerts sometimes. I loved those.

2 Complete the sentences with *used to* / *didn't use to* and the verbs below.

cook cost drink go live play sell win

- They _____ in Canada. Then they moved to the USA.
- You can buy a laptop quite cheaply now. They _____ a lot more.
- I _____ the guitar. I started learning it last month.
- That shop _____ computers. It was a bookshop.
- My sister _____ skiing every winter, but now she prefers snowboarding.
- I _____ milk with every meal, but now I always have water.
- My dad _____ dinner every evening, but now my sister and I usually do it.
- I really enjoyed chess when I was younger, but I _____ very often.

Unit 2

2.1 Present perfect and past simple contrast

We use the past simple to talk about a specific occasion in the past.

I went rollerblading last Saturday.

We use the present perfect to talk about an event during a period of time that is still continuing.

I've lived in Cornwall all my life.

We use the present perfect to say how long a situation has existed, often with *for*, *since* and *how long*.

I've been at this school for six years.

'How long have you had that jacket?' 'Since last spring.'

We use the present perfect to talk about an event that has a strong connection with the present, often with *just*, *already* and *yet*.

Look! The sun has come out.

Has it stopped raining yet?

I've lost my maths textbook. Have you seen it?

We use the present perfect to talk about an experience at an unspecified time in the past, often with *ever* or *never*.

I've never been to France.

Have you ever eaten Japanese food?

My cousin has met Orlando Bloom.

We often use the present perfect to ask or talk about an experience and then the past simple to give specific information about it.

'Have you been to Italy?' 'Yes, I have. I went there last summer.'

We often use finished past time expressions with the past simple (*yesterday*, *three months ago*, *last week*, *in 1999*), but unfinished past time expressions with the present perfect (*for*, *since*, *already*, *just*, *yet*).

I started school in 2006.

I haven't done my homework yet.

I've had a cold for four or five days.

already, *yet* and *just*

We use *already* with the present perfect in affirmative sentences.

We put it before the past participle or at the end of the sentence.

Kate has already left. / Kate has left already.

We use *yet* with the present perfect in negative sentences and questions. We usually put it at the end of the sentence.

Kate hasn't left yet. Has Kate left yet?

We use *just* with the present perfect in affirmative sentences and questions to mean 'a very short time ago'.

I've just finished my homework.

Have you just eaten?

been and *gone*

We use both *been* and *gone* as the past participle of the verb *go*.

We use *been* when somebody has returned.

Henry has been to town. (He went to town, but he's here now.)

We use *gone* when somebody has not returned.

Henry has gone to town. (He is still in town.)

We form the present perfect with *have* / *has* + the past participle.

Grammar Builder and Reference

1 Write the past participles of the verbs below.

- | | |
|---------------|---------------|
| 1 see _____ | 5 ride _____ |
| 2 have _____ | 6 dance _____ |
| 3 speak _____ | 7 stop _____ |
| 4 break _____ | 8 hurry _____ |

2 Write questions with *yet* and answers with *already* or *yet*.

- Jake / finish his homework? ✓
Has Jake finished his homework yet?
Yes, he's already finished it.
- Sam / eat? X
Has Sam eaten yet?
No, he hasn't eaten yet.
- Alice and David's plane / land? ✓
- Jim / read *The Hobbit*? X
- Fran / tidy her bedroom? ✓
- Simon and Clare / arrive at school? X
- Terry / see / the latest Batman film? ✓

3 Write *been* or *gone*.

- Hannah isn't at school. She's _____ home.
- You're late. Where have you _____?
- 'Is Jackie coming to the party this evening?' 'No, she's _____ to London.'
- Jack's _____ shopping, but he'll be back soon.
- Nice suntan! Have you _____ on holiday?

4 Complete the sentences. Use the past simple or present perfect form of the verbs in brackets.

- Joe _____ (live) in London between 2009 and 2012.
- 'Emeli Sandé _____ (just / bring out) a new record. _____ (you / hear) it yet?'
'Yes, I _____ (download) it last night.'
- 'Sorry I'm late! _____ (you / be) here long?'
'No, I _____ (just / arrive).'
- '_____ (you / ever / visit) the USA?' 'Yes, I _____ (go) there last summer.'
- '_____ (you / eat) before you _____ (leave) home?'
'Yes, I _____.'
- I _____ (have) this MP3 player for a year.

2.2 Present perfect simple and continuous

We form the present perfect continuous like this:

have / has been + -ing form
We've been doing housework.

We use the present perfect continuous:

- for an action that began in the past and is still in progress. We often use *for* or *since* to say how long the action has been in progress.
I've been learning the saxophone since 2010.
- for an action that has recently been in progress and which explains the current situation.
I've been tidying my room. It looks a lot better now!

- for an action that has happened repeatedly during a recent period (rather than continuously).
I've been getting a lot of junk emails recently.

We form the present perfect simple like this:

have / has been + past participle

We use the present perfect simple:

- for an action that began in the past and is still in progress. We often use *for* or *since* to say how long the action has been in progress, particularly when it is a long time.
I've lived in this house since I was a child.
- for an action that has recently been in progress, when we want to make clear that it is now completed.
I've done my homework. Let's go out!
- with verbs not used in continuous tenses.
She's had that car for years.
~~NOT *She's been having that car for years.* X~~

1 Complete the sentences with the verbs below. Use the correct affirmative, negative or interrogative form of the present perfect continuous.

answer cook make play save use watch worry

- My eyes are sore. I _____ computer games for too long!
- We _____ for weeks so that we can pay for our next holiday.
- I'm so happy you phoned. I _____ about you all day.
- I love the new sitcom on BBC1. _____ you _____ it?
- She recently bought a new bike, but she _____ it much.
- Maybe her phone is broken. She _____ my calls.
- My hands are cold because we _____ a snowman.
- I hope they enjoy the food. I _____ for hours!

2 Complete the second sentence in each pair to mean the same as the first. Use the correct affirmative or negative form of the present perfect continuous.

- It started snowing just a short time ago.
It _____ for very long.
- I put these jeans on yesterday afternoon, and I haven't taken them off yet!
I _____ these jeans since yesterday afternoon!
- I started feeling unwell two days ago.
I _____ well for two days.
- She sat down in the sun three hours ago, and she hasn't moved.
She _____ in the sun for three hours now.
- I began this book nearly a year ago, and I haven't finished it yet.
I _____ this book for nearly a year.
- We moved to Scotland three years ago.
We _____ in Scotland for three years now.

Grammar Builder and Reference

3 Choose the best tense in these sentences.

- I love that film. **I've seen / I've been seeing** it three times!
- She's got some great ideas for her book, but she **hasn't written / hasn't been writing** it yet.
- Sorry I'm late. How long **have you waited / have you been waiting**?
- My mum often works abroad. This week, **she's worked / she's been working** in Paris.
- Don't take my plate away. I **haven't finished / haven't been finishing** my lunch!
- We've got / We've been getting** ready for the party. We still need to decorate the room.
- Can you speak more slowly? I **haven't understood / haven't been understanding** everything.

4 Complete the email. Use the present perfect continuous form where possible. If not, use the present perfect simple.

Hi Joel,

How are you? ¹ _____ you _____ (enjoy) the holiday? This is our last week, isn't it? And I ² _____ (not finish) that science project. In fact, to be honest, I ³ _____ (not start) it.

I ⁴ _____ (spend) a lot of time with my neighbour, Seth. You ⁵ _____ (not meet) him, but he's really nice – and a great guitarist. We ⁶ _____ (play) the guitar a lot, and he ⁷ _____ (teach) me some new songs. ⁸ _____ you _____ (buy) a bass guitar yet? You ⁹ _____ (talk) about it for months. Let's start a band!

See you back at school!

Maxwell

Unit 3

3.1 Speculating and predicting

We use *will / won't* to make predictions.

We'll send people to Mars in the near future.

Liverpool won't win the Champions League this year.

We can use phrases with *will / won't* to make the predictions stronger or weaker.

- I think / I don't think / I doubt / I'm not sure + will* (but not *won't*)
I don't think she'll come to the party.
~~NOT I think she won't...~~ X
I doubt she'll come to the party.
~~NOT I doubt she won't...~~ X
- I'm certain / I'm sure + will / won't*
I'm certain she'll come to the party.
I'm sure she won't come to the party.

We can also use adverbs such as *probably* and *definitely* with *will* and *won't*.

She'll definitely come to the party.

She probably won't come to the party.

We use *may / might / could* + the infinitive without *to* to talk about future possibilities.

My phone may / might / could be in my bedroom.

We use *may not / might not* for the negative, to say that it is possible that something will not happen. We don't use *could not*.
My phone may not / might not be in my bedroom.

~~NOT My phone could not be in my bedroom.~~ X

1 **USE OF ENGLISH** Complete the second sentence so that it has the same meaning as the first. Use the words in brackets.

- Wendy probably won't eat with us.
I don't think Wendy will eat with us. (don't think)
- I'm certain you'll pass all your exams.
 You _____ . (definitely)
- I don't think it'll rain tomorrow.
 I _____ . (doubt)
- You'll definitely enjoy the film.
 I _____ . (sure)
- It's possible that Ben will come round later.
 Ben _____ . (might)
- I might not go to school tomorrow.
 I _____ . (may)
- George will probably know the answer.
 I _____ . (think)
- I doubt we'll go away this summer.
 We _____ . (probably)

3.2 First conditional

We use the first conditional to make predictions about the future.

If I'm late for school, my teacher will tell me off.

We form the first conditional with the present simple in the conditional clause and *will* + infinitive in the result clause.

Conditional clause	Result clause
If I'm late for school, (present simple)	my teacher will tell me off. (will + infinitive)

The conditional *if* clause usually comes first, but it can come after the result clause.

My teacher will tell me off if I'm late for school.

The modal verbs *may*, *might* and *could* can be used instead of *will* or *won't* in the result clause in order to make the prediction less certain.

Scientists may find a cure for cancer if governments invest more money in medical research.

Grammar Builder and Reference

1 Complete the first conditional sentences. Use the verbs in brackets.

- If I _____ (not phone) my parents, they _____ (be) upset.
- If I _____ (tell) you a secret, _____ (you / promise) not to tell anybody?
- We _____ (have) a barbecue tomorrow if it _____ (not rain).
- My mum _____ (not buy) me a new phone if I _____ (lose) this one.
- What _____ (you / do) if you _____ (feel) unwell tomorrow morning?
- If you _____ (give) me your number, I _____ (be able to) text you.
- Joe _____ (make) Sally very happy if he _____ (send) her some chocolates.
- If you _____ (not shout) at me, I _____ (not get) angry.

3.3 Future continuous and future perfect

We form the future perfect with *will have* + past participle.

She'll have finished that book soon.

We form the future continuous with *will be* + -ing form.

I'll be waiting for you at the bus stop.

We use the future perfect to talk about a completed action in the future. We use the future continuous to talk about an action in progress in the future. Look at the calendar and sentences below.

Now	Mon	Tue	Wed	Thu	Fri
	↑				
→ Amy is travelling to Japan					

On Monday, Amy will be travelling to Japan. (The journey will be in progress.)

By Friday, Amy will have arrived in Japan. (The journey will be finished.)

1 Complete the sentences with the future continuous form of the verbs below.

have pack shine stay study visit

- When I'm twenty, I _____ medicine at university.
- Don't call me at 8 p.m. because we _____ dinner.
- When I step off the plane in Jamaica, the sun _____.
- My cousin's in New York this week. Next week, she _____ San Francisco.
- Tomorrow, my parents _____ their bags to go on holiday.
- Come and see me in London. I _____ at the Savoy Hotel.

2 Complete the sentences. Use the future perfect form of the verbs in brackets.

- Harry and Luke are going travelling for a month, but they _____ (return) before September.
- They're building a new football stadium, but they _____ (not finish) it in time for next season.
- I've sent grandad a postcard, but he _____ (not receive) it by the time we get home.
- By this time next year, we _____ (do) all our exams.
- Don't call for me before 7 p.m. because I _____ (not have) time to get changed.
- When my dad retires next month, he _____ (be) with the same company for 36 years.

Unit 4

4.1 Comparison

The comparative and superlative forms of adjectives and adverbs with one syllable are formed by adding *-er* or *-est*. The same is true of adjectives with two syllables ending in *-y*.

Subject + verb	Comparative form	Object	
Zoe is	young (+ <i>er</i>) younger thin (+ <i>n</i> + <i>er</i>) thinner lazy (<i>y</i> + <i>ier</i>) lazier	than	Toby.
Zoe works	fast + (<i>er</i>) faster		

Subject + verb	Superlative form
Zoe is	(<i>the</i> +) young (+ <i>est</i>) the youngest (<i>the</i> +) thin (+ <i>n</i> + <i>est</i>) the thinnest (<i>the</i> +) lazy (<i>y</i> + <i>iest</i>) the laziest
Zoe works	(<i>the</i> +) fast (+ <i>est</i>) the fastest

The comparative and superlative forms of adjectives and adverbs with two syllables or more are formed by putting *more* or *the most* before the adjective or adverb.

Subject + verb	Comparative form	Object	
Zoe is	(<i>more</i> +) intelligent more intelligent (<i>more</i> +) generous more generous	than	Toby.
Zoe writes	(<i>more</i> +) clearly more clearly		

Grammar Builder and Reference

Subject + verb	Superlative form
Zoe is	(the + most +) generous. the most generous.
Zoe writes	(the + most +) clearly. the most clearly.

We can also form comparatives and superlatives of adjectives and adverbs with *less* and *the least*.

Less is the opposite of *more*. *Least* is the opposite of *most*.

Subject + verb	Comparative form	Object
Toby is	(less +) thin less thin (less +) intelligent less intelligent	than Zoe.
Toby writes	(less +) clearly less clearly	

Subject + verb	Superlative form
Toby is	(the + least +) generous. the least generous.
Toby writes	(the + least +) clearly. the least clearly.

We can use *less* and *least* with uncountable nouns.

I've got less spare time than you.

Who's got the least money?

We often use *of* after superlative adjectives.

Janie is the smallest of the three brothers.

But we use *in*, not *of*, with a group or place (e.g. *the world*, *the class*, *London*).

the best café in Oxford

the most intelligent boy in the class

the longest river in Africa

We can make comparisons with clauses as well as with nouns.

Gemma is more intelligent than you think.

The weather is hotter than it was last week.

We often use a superlative with the present perfect and *ever*.

Alex has got the biggest dog I've ever seen!

We can compare two things, using (*not*) *as ... as*.

Julie is as tall as Mike. (= They are the same height.)

Leah isn't as tall as Joe. (= Joe is taller.)

We use double comparatives to emphasise that something is changing.

The weather is getting hotter and hotter.

We use *the ... the* and comparatives to say that one thing changes with another.

The more carefully you check your work, the fewer mistakes you'll make.

Remember irregular comparative and superlative forms.

Adjective	Comparative	Superlative
good	better	the best
bad	worse	the worst
far	further	the furthest
Adverb	Comparative	Superlative
well	better	the best
badly	worse	the worst
far	further	the furthest

1 Correct the mistakes in the sentences.

- I'm busyer today than I was yesterday.
- He's the shortest boy of the class.
- Kate's more short than Alice.
- You're not as clever than me.
- Today is longest day of the year.

2 Complete the sentences with the comparative form of the adverb in brackets and *than*.

- Mum drives _____ Dad. (fast)
- Dad drives _____ Mum. (well)
- Fred writes _____ Grace. (beautifully)
- Harry works _____ me. (slowly)
- Pete usually arrives at school _____ than everyone else. (late)
- Who speaks French _____ : Dave or Bess? (fluently)

3 Complete the sentences with the superlative form of the adverb in brackets.

- Who writes _____ ? (neatly)
- Sarah finished her homework _____. (fast)
- Tom plays chess _____. (badly)
- Joe speaks _____. (loud)
- Ian definitely tries _____ of all of us. (hard)
- Who gets up _____ in your family? (early)

4 Rewrite the sentences with *less* or *least*.

- Janet is more confident than Ryan.
Ryan _____ Janet.
- Hannah and Ellie are more intelligent than Vicky.
Vicky _____ of the three girls.
- Marcus's house and Daniel's house are more spacious than Donna's.
Donna's house _____ of the three.
- Harriet's flat is more cramped than Clare's flat.
Clare's flat _____ Harriet's flat.
- Jess and Maisy live in a more lively area than Annie.
Annie lives _____ area.

Grammar Builder and Reference

5 Complete the sentences with *than* or *as* and the phrases below.

*I thought she would be I was before
it looks from the outside it used to be
it was when I first moved into it there used to be*

- This part of town is much less popular *than it used to be*.
- My flat isn't as charming _____.
- The house is actually more spacious _____.
- Kelly wasn't as late _____.
- There are fewer contemporary buildings in the town centre _____.
- I'm happier in my new flat _____.

6 USE OF ENGLISH Complete the second sentence so that it means the same as the first. Use the words in brackets.

- My car is smaller than yours.
My car _____, (as)
- There aren't as many people on the beach now.
There _____, (fewer)
- Flats are usually cheaper than houses.
Flats _____, (expensive)
- The weather is becoming increasingly hot.
The weather _____, (hotter)
- We've never stayed in a less spacious hotel room.
This is _____, (least)
- As you spend more on the flat, it becomes more valuable.
The _____, (the)
- I didn't think the rent would be so high.
The rent _____, (than)

4.2 Second conditional

We use the second conditional to talk about an imaginary situation or event and its result.

If I lived in a bigger house, I'd have parties every weekend.

We form the second conditional by using the past simple in the conditional *if* clause and *would* + infinitive in the result clause.

Conditional clause	Result clause
<i>If I lived by the sea, (past simple)</i>	<i>I'd learn to surf. (would + infinitive)</i>

Notice that you can use *were* instead of *was* in the conditional clause with *I*, *he* and *she*. Both *was* and *were* are generally acceptable, although using *were* is considered more correct, especially in formal situations.

If I were you, I'd spend more time revising.

If she were older, she'd find her own flat.

We normally use *could* for *would* + *can*.

If we lived nearer to each other, we could meet up more often.

1 Complete the second sentence in each pair to mean the same as the first. Use the second conditional.

- I can't drive a car; I'm too young.
If _____, _____ a car.

- He won't offer you a job; you aren't reliable enough.
If _____, _____ a job.
- She hasn't got a dog; her flat is really small.
If her flat _____, _____ a dog.
- I can't use my brother's phone; I don't know the password.
If I _____, _____ my brother's phone.
- She isn't a good guitarist; she doesn't practise.
If _____, _____ a good guitarist.
- We can't go to the beach; it isn't sunny today.
If _____, _____ to the beach.

2 Complete these second conditional sentences with the correct verb form and your own ideas.

- If I _____ (live) in the USA, _____.
- If I _____ (have) ten brothers and sisters, _____.
- If humans _____ (can) fly, _____.
- If I _____ (can) travel through time, _____.
- If computers _____ (not exist), _____.
- If I _____ (find) a diamond ring, _____.

4.3 I wish ..., If only ...

We use *I wish ...* or *If only ...* with the past simple to say that we want a situation to be different from how it really is.

I live in a village. I wish I lived in a big city.

Notice that you can use *were* instead of *was* after *I wish ...* or *If only ...*.

It's Monday today, but I wish it were Saturday.

We use *I wish ...* or *If only ...* with *would* + the infinitive without *to* to say that we want somebody (or something) to behave differently.

I wish she wouldn't shout.

If only the phone would stop ringing.

1 Rewrite these critical sentences using *I wish ...* or *If only ...* + *would*.

- Jack is always forgetting his sports kit.
I wish Jack wouldn't forget his sports kit.
- My dad is always singing in the shower.
- She's always sending me text messages at night.
- You're always borrowing my dictionary.
- Our car is always breaking down on the motorway.
- You're always telling people my secrets.

Grammar Builder and Reference

2 Complete the sentences with the past simple or *would* + the infinitive without to form of the verbs in brackets.

- I wish I _____ (have) a brother or sister.
- If only they _____ (stop) talking – I can't hear the film.
- I wish you _____ (take) a photo of me so I could send it to my friends.
- If only we _____ (understand) Spanish, we could ask for directions.
- I wish you _____ (like) Chinese food; I don't want pizza again.
- I wish you _____ (finish) that burger; I don't like the smell.

4.4 *would rather, had better*

We use *would rather* (not) + the infinitive without to to express a preference.

I'd rather (not) stay at home.

We use *would rather* + subject + past simple to say we would prefer a situation to be different.

She'd rather her friends were more outgoing.

We use *had better* + the infinitive without to to say what we or somebody else should do.

I'd / You'd better ask before I / you borrow that bike.

1 Write a preference using *I'd rather* and the words in brackets. Include any other words that are necessary.

- My friends all play basketball. (football)
I'd rather they played football.
- I live near the sea. (mountains)
- My sister often gives me books. (CDs)
- My friend Sally always arrives late. (early)
- My dad usually cooks pasta for dinner. (burgers)
- Our neighbours have got a large dog. (a cat)

2 Rewrite the advice using *had better* instead of *should* or *ought to*.

- I don't think you should phone her now.
You'd better not phone her now.
- I think we should save some money for the journey.
- I don't think you should tell her about that email.
- We ought to go home – it's late.
- I think we should work hard for these exams.
- I don't think you should drink that milk; it smells funny.

Unit 5

5.1 Quantifiers

Each, every and *either* are followed by a singular countable noun.

Each and *every* have the same meaning. However, we often use *each* when all the people or things it refers to are seen individually. *Every* is used to refer to all the people or things.

I go to school every day except Sunday.

Each day is different.

Either is used when we want to refer to one thing or another.

I'll see you on either Saturday or Sunday.

'Tea or coffee?' 'I don't mind. Either is fine.'

Both means 'the two' or 'one and the other'.

'Do you prefer tea or coffee?' 'I like them both.'

I like both tea and coffee.

Few and *a few* are followed by a plural noun. *Few* has a negative meaning. *A few* has a neutral or positive meaning.

Few friends wanted to come to the cinema with me. It was a shame.

I went to the cinema with a few friends.

Little and *a little* are followed by an uncountable noun. *Little* has a negative meaning. *A little* has a neutral or positive meaning.

Sam works very hard and has little time for his friends.

I have a little time this evening. I can help you with your homework then.

Many is followed by a countable noun. *Much* is followed by an uncountable noun.

There aren't many students in the classroom.

I haven't got much money.

All, most, some, any and *no* can be followed by either a countable or an uncountable noun.

Most people here have no free time at the weekend.

Some books are missing, but all the CDs are here.

Most quantifiers can be followed by *of*.

A few of my friends came to the party. (plural noun)

All of the milk has been drunk. (uncountable noun)

When we use *no* and *every* with *of*, they change to *none* and *every one*. We use a plural noun with *every one*.

Every one of the students passed the exam. None of them failed.

In informal style, we use a plural verb with *none*. In formal style, we use a singular verb.

None of my friends were there. (informal)

None of my friends was there. (formal)

1 Put the nouns below into two lists: a) countable and b) uncountable.

document gadget habit health homework information
money music software website

2 Choose the correct words to complete the sentences.

- In our school, not **every** / **each** student studies English.
- John can kick the ball really well with **either** / **both** foot.
- The exam was very difficult, so **few** / **a few** managed to finish.
- This coffee is rather bitter. Can you put **little** / **a little** sugar in it, please?
- How **much** / **many** pizzas shall we buy?
- Do **all** / **every** cats like milk?
- The teacher has marked **every** / **all** piece of homework.
- All the** / **Every** student answered the question, but **each** / **every** student gave a different answer.

Grammar Builder and Reference

3 Answer the questions with complete sentences. Use the words in brackets.

- Did you finish your homework? (most)
I finished most of it.
- Which friends are you going to invite to your party? (all)
- How many wearable gadgets have you got? (any)
- Do you prefer tablets or laptops? (like / both)
- How much money have you got left? (a little)
- How many students got full marks in the exam? (none)
- Did you win all of your matches? (every)
- Do you like Adele and Emeli Sandé? (either)

5.2 Modals in the past

We use *may / might / could have* for speculating about past events.

She may / might / could have sent me a message. (= It's possible she sent me a message, but I don't know.)

We use *may / might not have* (but not *could not have*) as the negative.

She might / may not have had her phone with her. (= It's possible she didn't have it, but I don't know.)

We use *must have* and *can't / couldn't have* to make logical deductions about the past.

You can't / couldn't have seen the new Batman film. It isn't out yet. (= It's not possible that you saw it.)

You must have seen an old Batman film. (= That is the only possible explanation.)

We use *should / shouldn't have* to criticise past actions.

You should have taken a taxi. It wasn't safe to walk.

She shouldn't have phoned me so late. I was asleep.

1 Choose the best words (a, b or c) to complete the sentences.

- You look freezing. You ___ worn a coat.
a should have b might not have c could have
- Ask that question again; the teacher ___ heard you.
a shouldn't have b could have c can't have
- Your brother has been using your email account. You ___ told him your password.
a must have b mustn't have c couldn't have
- Jack is really upset. You ___ laughed at him!
a may not have b can't have c shouldn't have
- I sent you a postcard, but you ___ received it yet.
a may have b should have c might not have
- Your phone is dead. You ___ recharged it this morning.
a might have b shouldn't have c can't have
- I can't remember when I last saw you. Maybe it was last April, or it ___ been in the summer.
a might have b must have c can't have
- You ___ invited Sam to your party. He's a really nice guy.
a can't have b should have c might not have
- Let's run for the bus. It ___ left yet.
a should have b may have c might not have

2 Complete the second sentence in each pair to mean the same as the first. Use modals in the past.

- He can't have been at home.
He must have been out.
- I shouldn't have refused the invitation.
I _____ accepted the invitation.
- She may not have passed the exam.
She _____ failed the exam.
- They must have arrived late.
They _____ arrived early.
- You can't have switched the TV off.
You _____ left the TV on.
- We should have paid by credit card.
We _____ paid with cash.
- They couldn't have stolen the car during the day.
They _____ stolen the car at night.
- The pilot might not have died in the accident.
The pilot _____ survived the accident.

5.3 even though, in spite of, despite and although

Even though, in spite of, despite and *although* are concession clauses. A concession clause introduces an idea which seems the opposite of the idea in the main clause or makes it more surprising.

Even though he's in his eighties, he still plays football.

We can use *although* or *even though* to introduce a concession clause. The clause can come before or after the main clause.

He smiled even though he felt angry.

Although he felt angry, he smiled.

Despite and *in spite of* also express concession, but are followed by a noun or *-ing* form, not a clause.

Despite / In spite of his anger, he smiled.

1 Complete the sentences with *despite / in spite of* or *although / even though*.

- _____ exams are important, students also need to continue doing their hobbies.
- Many young people enjoy extreme sports, _____ the danger.
- Cooking is an important life skill, _____ many teenagers cannot do it.
- Most teenagers relax in the evenings, _____ having large amounts of homework.
- You learn as much from extra-curricular activities as you do in lessons, _____ you don't do exams in them.
- You can learn a musical instrument at any age, _____ it's easier when you are young.

Grammar Builder and Reference

Unit 6

6.1 Defining relative clauses

Defining relative clauses come immediately after a noun and give vital information about that noun. They tell us which person, thing, or place we are talking about.

She's the nurse. (Which nurse?)

She's the nurse who looked after my father.

They can go in the middle or at the end of sentences.

The nurse who looked after my father is in her fifties.

This is the nurse who looked after my father.

Relative pronouns are different depending on whether they refer to people, places, things, or possessions.

Relative pronouns	
who (that)	people
where	places
which (that)	things
whose	possessions

Who or *which* can replace the subject or object of a sentence.

When they replace the object, it is possible to omit *who* or *which*.

That's the boy who helped me. (subject)

That's the girl who I met at Jake's party. (object)

That's the girl I met at Jake's party. (omission)

We often use *that* instead of *which*, and can use *that* instead of *who* in informal English.

Here's the CD that you were asking about.

That's the girl that I met at Jake's party.

In very formal English, we can use *whom* instead of *who* when the pronoun is the object of the clause.

He was a leader whom many people admired.

Prepositions can go at the end of a relative clause or, in very formal style, at the start.

He didn't get the job which he applied for.

He wasn't appointed to the post for which he applied.

1 USE OF ENGLISH Choose the correct answer (a–d). Sometimes more than one answer is possible.

- I met a boy ____ brother is in my class.
a whose b that c which d no pronoun
- He's the man ____ I saw on the train.
a who b that c which d no pronoun
- Is that the dictionary ____ you bought yesterday?
a which b that c where d no pronoun
- Show me the computer ____ you got for your birthday.
a that b which c who d no pronoun
- Is that the café ____ you worked last summer?
a that b which c where d no pronoun
- New Year's Day is the day ____ comes after New Year's Eve.
a which b who c that d no pronoun
- That's the girl ____ phone I borrowed.
a whose b who c which d no pronoun

2 Join the two sentences together with a relative clause. Use the pronouns *who*, *which*, *where* or *whose*.

- That's the man. / His job is to look after the garden.
That's the man whose job is to look after the garden.
- A hostel is a place. / You can stay there quite cheaply.
- That's the song. / I listened to it at Emma's house.
- He's the man. / I saw him on TV last night.
- That's the hotel. / We stayed there last summer.
- That's the dog. / It barked all night.
- She's the girl. / I borrowed money from her.
- That's the boy. / His father owns the shop on the corner.

6.2 Non-defining relative clauses

Non-defining relative clauses come immediately after a noun and give us extra (rather than vital) information about that noun. We often use them to combine information from two simple sentences.

Tom Hanks is a famous actor. He was born in California.

Tom Hanks, who was born in California, is a famous actor.

A non-defining relative clause can go in the middle or at the end of a sentence. It starts with a comma and ends with a comma (if it's the middle of the sentence) or a full stop (if it's the end).

We spent a week in Berlin, where my aunt lives.

Berlin, where my aunt lives, is a great place to visit.

In a non-defining relative clause, we can never omit the relative pronoun, nor can we replace *who* or *which* with *that*.

1 Complete the text with the clauses below (a–f). Add the correct relative pronoun to the start of each clause.

We walked up the steps and knocked on the door, ¹ _____. For a minute or two, we heard nothing. Then Alex, ² _____, knocked again. Almost immediately the door opened. There stood a man in a formal, black suit ³ _____. 'He smiled and invited us into the hall, ⁴ _____. 'Lord Bingley will be here shortly,' said the man in the suit, and left. I took out my phone, ⁵ _____, but the battery was completely dead. 'You should have recharged it,' said Alex, ⁶ _____. 'I did,' I said. 'Something strange is happening.'

- _____ I always carried in my pocket
- _____ was probably in fashion a hundred years ago
- _____ we stood and looked at the paintings on the wall
- _____ was heavy, dark and wooden
- _____ footsteps echoed loudly as he explored the impressive room
- _____ had insisted on coming with me

Grammar Builder and Reference

2 Combine each pair of sentences to make a single sentence with a non-defining relative clause.

- 1 The Grand Hotel has closed. We spent three weeks there one summer.
- 2 My neighbour is learning the guitar. He used to be a singer.
- 3 Our cousins often come to stay with us. Their parents travel a lot for work.
- 4 My new laptop has stopped working. It cost over £500.
- 5 The next bus goes directly to Heathrow Airport. It leaves in ten minutes.
- 6 There's a party this Friday at the Beat Café. We often go there at weekends.

6.3 Indirect questions

We make indirect questions with phrases like *Can you tell me ... ?* and *Do you know ... ?* We use them to sound more polite in formal situations.

Excuse me. Do you know where the bank is, please?

To make a *yes / no* question into an indirect question, we use *if* or *whether*.

Could you tell me if the film has started yet?

May I ask whether this seat is free?

To make a *wh-* question into an indirect question, we use the question word.

Would you mind telling me what time it is?

The word order and verb forms in an indirect question are the same as in an affirmative statement.

Could you tell me if there is a train to London after ten this evening?

1 Rewrite the questions as indirect questions. Use the phrases in brackets.

- 1 Where is the post office? (Could you tell me)
- 2 Do you have any mayonnaise? (I was wondering)
- 3 What time does the film finish? (I'd like to know)
- 4 What is your name? (May I ask)
- 5 What is the salary for this job? (I'd be interested to know)
- 6 Should I apply for the job online? (I'd like to know)
- 7 Did you receive my application? (I'd be interested to know)
- 8 When does the train leave? (Could you tell me)
- 9 Do you have a table for four? (I was wondering)
- 10 When will the interviews take place? (May I ask)

6.4 Preparatory *it*

In English, it sounds very formal and often unnatural to begin a sentence with an infinitive, an *-ing* form or a clause.

That she failed her driving test was surprising. X
To wash your hands before eating is important. X

It is far more common to begin this kind of sentence with a preparatory *it*.

It was surprising that she failed her driving test.
It is important to wash your hands before eating.

We use preparatory *it* with the verb *take* followed by an infinitive to talk about duration.

It takes half an hour to walk to school.

We use preparatory *it* followed by an *-ing* form in the following expressions.

It's no use / little use / not much use knocking – nobody's at home.
It's (not) worth asking for a refund if you don't like the food.

1 Rewrite these sentences in a more informal style. Begin each sentence with *It ...*

- 1 The fact that she once played football for England is true.
It's true that she once played football for England.
- 2 To walk along a beach is very relaxing.
- 3 The fact that we arrived on time is amazing.
- 4 Asking for a pay rise is no use – you won't get it!
- 5 To go rock climbing on your own was dangerous.
- 6 The fact that the restaurant was closed was very disappointing.
- 7 To fish in this river is illegal.
- 8 Trying to push the car up the hill was no use.

Unit 7

7.1 The passive

We form the passive with the verb *be* + the past participle.

Tense	Passive form
present simple	Tyres are made of rubber.
present continuous	A new school is being built.
past simple	The CD was invented in 1982.
past continuous	I felt that I was being watched.
present perfect	My watch has been stolen.
past perfect	The money had been lost earlier.
future with <i>will</i>	The exam results will be announced tomorrow.

In passive constructions, we use *by* when we want to say who (or what) performed the action.

The TV was invented by John Logie Baird.

After modal verbs, we use a passive infinitive.

Homework must be handed in on time.

We're winning 2-0 with only a minute to go. We can't be beaten now.

1 Complete the passive sentences with the correct form of the verb *be*. One sentence has more than one correct answer.

- 1 Your homework _____ returned to you tomorrow afternoon.
- 2 As I was walking home last night, I thought that I _____ followed.
- 3 The road into town _____ closed for three days last week.
- 4 'Where _____ parmesan cheese made?' 'In Italy.'
- 5 Right now the match _____ watched by millions of people round the world.

Grammar Builder and Reference

6 My dress _____ cleaned, so I can wear it tonight.

7 I rang the station, and they told me that the train _____ cancelled.

2 Complete the sentences with the passive form of the verbs below. Use an appropriate tense.

destroy film perform sell steal upload use

1 Six paintings _____ from the museum last night.

2 We had to have our choir rehearsal outside yesterday because the school hall _____ for a meeting.

3 This play _____ only _____ two or three times in the last fifty years.

4 By the time they put the fire out, most of the opera house _____.

5 Millions of photos _____ to social networking sites every day.

6 When the new art gallery opens next year, the old art gallery _____ to property developers.

7 They're halfway through making the film. It _____ in the Middle East.

3 Complete the sentences with a modal verb followed by a passive infinitive. Use the words in brackets.

1 If it rains, the match _____ (might / cancel).

2 During lessons, your mobile phone _____ in your bag. (must / leave)

3 Meat _____ right through. (should / cook)

4 Books _____ out of the library. (must not / take)

5 School uniforms _____ on the school trip. (needn't / wear)

7.2 have something done

You can use the structure *have* + object + past participle to say that you arranged for somebody to do something for you. (You didn't do it yourself.)

He had his car repaired.

I haven't had my hair cut for a year.

You can also use the structure for unpleasant things that have happened to you.

He had his phone stolen on holiday.

1 Complete the second sentence in each pair to mean the same as the first. Use the structure *have something done*.

1 Somebody vandalised our car at the weekend. We _____ at the weekend.

2 They dyed Grace's hair at the hairdresser's. Grace _____ at the hairdresser's.

3 They're going to repair my laptop by Monday. I _____ by Monday.

4 They chose Seth's photo for the front cover of the magazine. Seth _____ for the front cover of the magazine.

5 My uncle's nose was broken in a boxing match. My uncle _____ in a boxing match.

6 Somebody designed a new website for my dad's business. My dad _____ for his business.

2 Write true sentences about your own experiences using *have something done* and the words below.

1 hearing / test

I've never had my hearing tested. / I had my hearing tested when I was very young.

2 some money / steal

3 eyes / test

4 nails / paint

5 bike / repair

7.3 Reflexive pronouns

We use reflexive pronouns when the object of a verb is the same as the subject. We can't use an ordinary object pronoun.

I told myself to be brave.

~~NOT I told me to be brave.~~ ✗

Subject pronoun	Reflexive pronoun
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves

We can also use reflexive pronouns to add emphasis. The sentence makes sense without it.

They built that house (themselves).

1 Complete the sentences with the correct reflexive pronouns.

1 My sister injured _____ during a basketball match.

2 We must give _____ plenty of time to get to the cinema.

3 Calm down, Tom! You're making _____ anxious for no reason.

4 We saw a dog that had cut _____ on an old drinks can.

5 Can you and your friends find _____ something to eat?

6 My dad taught _____ the guitar last year.

7 I can't see _____ as a school teacher when I'm older.

8 She forced _____ not to think about her exams during the holiday.

Grammar Builder and Reference

2 Complete the sentences with the correct reflexive pronoun.

- We couldn't find a good plumber, so we fitted the shower _____.
- Taste this soup – I made it _____.
- You must be able to read this note – you wrote it _____!
- My dad doesn't mind when I listen to loud music – he often does it _____.
- The drivers weren't hurt in the accident, but the car _____ was completely destroyed.
- It's a beautiful hotel. You and your family should stay there _____ one day.

Unit 8

8.1 Reported speech

We use reported speech to report what someone has said without using the exact words.

When we change direct speech to reported speech, we often make the verb form go one tense back.

'Fred works in London,' said Ben.

Ben said that Fred worked in London.

Direct speech	Reported speech
Present simple	Past simple
'I like chips.'	He said he liked chips.
Present continuous	Past continuous
'She's working.'	He said she was working.
Past simple	Past perfect
'He went out.'	He said he had gone out.
Present perfect	Past perfect
'They've just arrived.'	He said they had just arrived.
Past perfect	Past perfect
'I hadn't noticed.'	She said she hadn't noticed.
can	could
'She can't swim.'	He said she couldn't swim.
will	would
'They will be here soon.'	He said they would be here soon.

These modal verbs don't usually change in reported speech: *might, should, could, would, must, would like*.

'I might go to the concert.'

He said he might go to the concert.

'I'd like a coffee.'

She said she'd like a coffee.

The past perfect doesn't change in reported speech.

'I'd never eaten Chinese food.'

She said she'd never eaten Chinese food.

Verbs in subordinate clauses in the reported sentence usually change in the same way.

'I don't think I'll go out this evening.'

He said he didn't think he would go out that evening.

We always use a personal object with *tell*. With *say* we don't need a personal object.

I told you that I'd be late. / I said (to you) that I'd be late.

We often omit *that* in reported speech.

She said she was hungry.

The pronouns and possessive adjectives often change in reported speech.

'I'm cold,' she said.	(I → he / she)
She said she was cold.	
'We're tired,' they said.	(we → they)
They said they were tired.	
'I've borrowed your phone,' he said.	(your → my)
He said he had borrowed my phone.	

Time expressions often change.

'I saw Tom yesterday.'

He said he had seen Tom the day before.

Direct speech	Reported speech
now	then / at that moment
today	that day
tonight	that night
tomorrow	the following day
next week / month / year	the following week / month / year
an hour ago	an hour earlier
yesterday	the day before
last week / month / year	the week / month / year before

References to place can also change.

'I like it here,' said Mel.

Mel said she liked it there.

1 Complete the reported speech with the correct verb forms.

- 'Sue is sleeping,' said Toby.

Toby said that Sue _____.

- 'I can't find any clean socks,' said Barney.

Barney said that he _____ any clean socks.

- 'I'll help Mum,' said William.

William said that he _____ Mum.

- 'I hadn't thought of that,' said Max.

Max said that he _____ of that.

- 'I've never been to Portugal,' said Joseph.

Joseph said that he _____ to Portugal.

- 'Gemma might be at home,' said Fred.

Fred said that Gemma _____ at home.

- 'Kate's going to the zoo,' said Mike.

Mike said that Kate _____ to the zoo.

- 'We arrived ten minutes ago,' said Chris.

Chris said that they _____ ten minutes before.

Grammar Builder and Reference

2 Complete the sentences with the correct form of *said* or *told*.

- 1 He _____ me that he was thirsty.
- 2 Sarah _____ to me that she would arrive at six.
- 3 Martin _____ Toby that he'd like to go to the cinema.
- 4 They _____ they would be here at four.
- 5 Did you _____ that you were thinking of becoming a doctor?
- 6 Kate _____ Madison would be angry with me.
- 7 Your brother _____ something to me, but I didn't hear it.
- 8 Juliet _____ it was difficult to hear what the actors were saying.

3 Report the sentences. Take care to change the pronouns and expressions of time correctly.

- 1 'I'll call you tomorrow,' said Tom to Ryan.
- 2 'We went to Paris last month,' Geoff told Gerard.
- 3 'I can't come to your house today,' said Julia to Miranda.
- 4 'I texted Joanna an hour ago,' Quentin told Leah.
- 5 'We're all going out tonight,' said Emma to Amy.
- 6 'I want you to be here at two o'clock this afternoon,' said Maisie to Sarah.

8.2 Reported questions

We use the reporting verb *ask* when reporting questions.

'Is it raining?' I asked.

I asked if it was raining.

When we change direct questions to reported questions, the verb form often goes one tense back, pronouns change and time expressions often change. These changes are the same as for other reported speech (see 8.1).

'What do you want to do tomorrow?' she asked me.

She asked me what I wanted to do the following day.

Notice that in a reported question the subject comes before the verb, and auxiliary verbs like *do* or *did* are not used.

'Where does your friend live?'

She asked me where my friend lived.

With *wh-* questions, we use the same question word in the reported question.

'What did you have for lunch?'

She asked me what I had had for lunch.

With *yes / no* questions, which have no question word, we use *if* or *whether* in the reported question.

'Are you ready?'

He asked her if / whether she was ready.

1 Complete the reported questions with a question word (*who*, *which*, *what*, *how* or *why*) or *if*.

- 1 I asked my brother _____ he was looking so sad.
- 2 She asked _____ my best friend's name was.
- 3 They asked her _____ her favourite subject was maths.
- 4 I asked my friends _____ they had felt about their exam results.

- 5 We asked the driver _____ the bus would arrive early or late.

- 6 He asked me _____ my birthday was.

- 7 She asked him _____ he could play the piano.

- 8 I asked her _____ she had ever been to China.

2 Write the direct questions that are reported in exercise 1.

- 1 '_____?' I asked my brother.
- 2 '_____?' she asked.
- 3 '_____?' they asked her.
- 4 '_____?' I asked my friends.
- 5 '_____?' we asked the driver.
- 6 '_____?' he asked me.
- 7 '_____?' she asked him.
- 8 '_____?' I asked her.

3 Write these questions as reported questions.

- 1 'Where's my dictionary?' my sister asked me.
My sister asked me where ...
- 2 'What did you do this morning?' I asked Anna.
- 3 'Are you going to Jake's party?' Lucy asked me.
- 4 'Why are you laughing at me?' Adam asked his mother.
- 5 'Will you be here all day?' I asked my uncle.
- 6 'Who told you about my idea?' my brother asked me.

8.3 Verbs with two objects

Some verbs can be followed by an indirect and a direct object.

The indirect object comes first and is usually a person.

I gave my aunt a present.

If the direct object comes first, we usually have to put a preposition (*to* or *for*) in front of the indirect object.

She reads her children a story every evening.

BUT *She reads a story to her children every evening.*

Verbs which can be followed by two objects include:

bring buy cook find give lend make offer pass promise read sell send show tell

1 Rewrite the sentences without a preposition. (Put the indirect object first.)

- 1 I gave some amazing presents to my family this Christmas.
- 2 I didn't tell your secret to anybody.
- 3 We cooked a special meal for my parents last night.
- 4 My mum made a wonderful dinner for us.
- 5 We sold our old car to our next-door neighbours.
- 6 Have you offered a sweet to everybody in the class?
- 7 Please can you pass these books to Ben?
- 8 The estate agent found a much bigger flat for us.

Unit 9

9.1 Third conditional

We form the third conditional with *if* + past perfect, *would have* + past participle.

If you'd gone to bed earlier, you wouldn't have fallen asleep in class.

Grammar Builder and Reference

We use the third conditional to talk about imaginary situations and to say how things could have been different in the past.
If we'd left earlier, we wouldn't have missed the train.

We often use *if* to express regret or criticism.

If you'd been more careful, you wouldn't have dropped those plates.

You would have passed your exams if you'd worked a bit harder.

We can also put the *if* clause at the end of the sentence.

I'd have invited you if I'd known you liked fancy-dress parties.

Notice the short forms used in third conditional sentences. The short form of both *had* and *would* is *'d*.

If I'd had more money, I'd have paid for you.

In spoken English, we often shorten both *would* and *have* in the main clause. However, in written English, we don't usually shorten both forms.

Spoken:

If I hadn't run out of petrol, I'd've come by car.

Written:

If I hadn't run out of petrol, I'd have come by car.

1 Write third conditional sentences. Use the verbs in brackets.

- If I _____ (drive) faster, we _____ (arrive) before six.
- If Mary _____ (get) to the cinema earlier, she _____ (see) the start of the film.
- You _____ (know) what to do if you _____ (listen) to the instructions.
- You _____ (not cut) yourself if you _____ (not be) so careless with the knife.
- If I _____ (have) the time, I _____ (call) you.
- I _____ (not get) angry if you _____ (not be) so rude!
- Do you think you _____ (pass) your exams if you _____ (work) harder?

2 Rewrite the two sentences as one. Use the third conditional.

- You didn't go to bed early. You were tired the following morning.
If you'd gone to bed early, you wouldn't have been tired the following morning.
- Emma didn't catch the bus. She had to walk to school.
- The tickets were expensive. I didn't travel by plane.
- I ate too much. I felt ill.
- I spent all my money. I was broke.
- I took a painkiller. My headache went away.
- We didn't save a lot of money. We weren't able to buy a new car.

9.2 Participle clauses

We use participle clauses to give more information about a noun. They can be described as shortened relative clauses (defining or non-defining).

Defining:

A woman wearing a yellow T-shirt ran out of the shop. (= who was wearing a yellow T-shirt)

Non-defining:

Her uncle, looking anxious, was standing on the pavement. (= who was looking anxious)

Participle clauses can begin with either a present participle (*-ing* form) or past participle. Clauses with a present participle (*-ing* form) replace an active verb. The verb they replace can be in any tense.

Outside the café, there was a man selling postcards. (= who was selling postcards)

She gave me a box containing some old letters. (= which contained some old letters)

Clauses with a past participle replace a passive verb. The verb they replace can be in any tense.

A Roman vase found in France last year is being sold. (= which was found in France last year)

1 Rewrite the sentences using participle clauses to replace the relative clauses.

- I saw three men who were arguing about a taxi.
I saw three men arguing about a taxi.
- We talked to a young man who wanted to study in England.
- A suspected burglar, who had been arrested by the police, has escaped.
- My uncle bought a pen that was made of gold.
- She was wearing a necklace that belonged to her grandmother.
- Three men, who were coming out of the restaurant late at night, saw the robbery.

9.3 Reply questions

We use a reply question to respond to a statement. They express interest or surprise.

'I've bought a new bike.'

'Have you? How could you afford it?'

We use the verb *be*, auxiliary verbs (*do*, *have*), or modal verbs (*will*, *would*, etc.), depending on the tense and verb form in the statement.

'He hasn't seen that film.'

'Hasn't he? Well, let's rent it, then.'

'I hate cats.'

'Do you? I thought you liked them.'

Tense	Statement	Reply question
Present simple	I like dogs.	Do you?
Present continuous	He's eating.	Is he?
Past simple	She broke her arm.	Did she?
Present perfect	It's finished.	Has it?
Past perfect	They hadn't met.	Hadn't they?

Grammar Builder and Reference

<i>can</i>	She can't swim.	Can't she?
<i>will</i>	She won't forget.	Won't she?
<i>would</i>	He'd enjoy skiing.	Would he?

Notice these special cases:

'I'm not hungry.' Aren't you? NOT ~~Aren't you?~~ X

'You never invite me to your house.' Don't I?

'Nothing bad happened.' Didn't it?

'Nobody wants to sit next to me.' Don't they?

1 Match the reply questions (a-e) with the statements (1-5).

- | | |
|---|--------------|
| 1 Yesterday was Monday. | a Didn't it? |
| 2 Nothing exciting happened on holiday. | b Did it? |
| 3 Our dog had never run away before. | c Was it? |
| 4 The train had to stop suddenly. | d Has it? |
| 5 My laptop has broken again. | e Hadn't it? |

2 Write reply questions for these statements.

- I want to go somewhere different for my holiday this year.
- Nobody told me about your accident.
- I'm not ready to go out yet.
- Our friends hardly ever go out during the week.
- It costs a lot to send texts abroad.
- Gorillas can't swim.
- I'd rather spend this weekend at home.
- My parents wouldn't enjoy skiing.

9.4 Question tags

We use question tags when we want somebody to confirm something that we are saying. A statement with a question tag often sounds more polite than a direct question or a plain statement.

You live in Madrid, don't you?

When the main verb is affirmative, the question tag is negative, and vice versa.

She was late, wasn't she?

She wasn't late, was she?

We use the verb *be*, auxiliary verbs (*do*, *have*), or modal verbs (*will*, *would*, etc.), depending on the tense of the verb in the statement.

Tense	Statement	Question tag
Present simple	She likes dogs,	doesn't she?
Present continuous	He's eating,	isn't he?
Past simple	She broke her arm,	didn't she?
Present perfect	It's finished,	hasn't it?
Past perfect	They hadn't met,	had they?
<i>can</i>	She can't swim,	can she?
<i>will</i>	She won't forget,	will she?
<i>would</i>	He'd enjoy skiing,	wouldn't he?
<i>let's</i>	Let's go to the park,	shall we?

Notice these special cases:

I'm the winner, aren't I?

It hardly ever rains here, does it?

Let's go to the park, shall we?

Nothing's wrong, is it?

Nobody minds if I eat the last piece, do they?

1 Match the question tags below with statements 1-8.

aren't I? didn't you? had you? shall we? were they?
weren't they? will we? wouldn't you?

- You hadn't seen your friends for years, _____
- Let's go away for a few days, _____
- You'd rather be alone this evening, _____
- Nobody was surprised at his decision, _____
- We won't arrive on time, _____
- Your parents were teachers, _____
- I'm the best chess player in the school, _____
- You had double maths this morning, _____

2 Add a question tag to these statements.

- Is isn't too late to change my mind, _____?
- Nobody wants to go home, _____?
- We hadn't finished that pizza, _____?
- You can't see my phone, _____?
- That shop is never open, _____?
- Your dad wouldn't give us a lift, _____?
- You're hardly ever at home, _____?
- Let's buy some popcorn, _____?
- I'm your best friend, _____?
- They aren't listening, _____?
- Calls from abroad cost a lot, _____?
- I'll see you soon, _____?

9.5 so and such

We can use *so* and *such* to intensify the meaning of an adjective or an adverb.

- be* + *so* + adjective

I'm so tired!

- so* + adverb

You write so quickly!

- such* + *a* / *an* + adjective + singular noun

He's such a rude man.

- such* + adjective + plural noun / uncountable noun

They serve such delicious chips / pizza.

1 Complete the sentences with *so* or *such*.

- The guard on the train was _____ impolite to me!
- This is _____ a dirty seat!
- The tickets were _____ expensive!
- We waited _____ a long time for the train.
- They serve _____ horrible food in buffet cars!
- The clerk in the ticket office spoke _____ quickly that I couldn't understand her.
- Why did the tram travel _____ slowly?
- There are usually _____ long queues at the ticket machines that I buy my tickets online.