

Present Simple

Form

AFFIRMATIVE	I/You/We/They run . He/She/It runs .
NEGATIVE	I/You/We/They do not/don't run. He/She/It does not/doesn't run.
INTERROGATIVE	Do I/you/we/they run ? Does he/she/it run ?
SHORT ANSWERS	Yes , I/you/we/they do . Yes , he/she/it does .
	No , I/you/we/they don't . No , he/she/it doesn't .

Spelling (3rd-person singular affirmative)

- Most verbs take **-s** in the 3rd-person singular.
I sit – She sits
- Verbs ending in **-ss, -sh, -ch, -x** or **-o** take **-es**.
I pass – he passes, I wash – he washes, I teach – he teaches, I fix – he fixes, I do – he does
- Verbs ending in **consonant + y** drop the **-y** and take **-ies**.
I fly – he flies
- Verbs ending in **vowel + y** take **-s**. *I say – he says*

Use

We use the **present simple** for:

- daily routines/repeated actions** (especially with adverbs of frequency: **often, usually, always**, etc)
She starts work at 9 am.
- habits**. *They always do their shopping on Friday.*
- permanent states**. *He works as a teacher.*
- timetables/schedules** (present/future meaning).
The museum opens at 10 am.
- general truths and laws of nature**. *Water boils at 100°C.*
- reviews/sports commentaries/narrations**
The young actor gives an excellent performance in Cats.

Time expressions used with the present simple: every day/month/hour/summer/morning/evening, etc, usually, often, sometimes, always etc, on Sundays/Tuesdays, etc.

Adverbs of frequency

- Adverbs of frequency** tell us how often sth happens. These are: always (100%), usually (75%), often (50%), sometimes (25%), never (0%).
- Adverbs of frequency** go **before** the **main verb** but **after** the auxiliary verbs **be, have, do** and modals such as **will, may**, etc. *He usually sleeps early on Sundays.*
They are usually at work at this time of day.

Present Continuous

Form: verb **to be** (am/is/are) + main verb **-ing**

AFFIRMATIVE	NEGATIVE
I'm eating. You're eating. He/She/It's eating. We/You/They're eating.	I'm not eating. You aren't eating. He/She/It isn't eating. We/You/They aren't eating.

INTERROGATIVE

Am I eating? Are you eating?	Is he/she/it eating? Are we/you/they eating?
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SHORT ANSWERS

Yes, I am. Yes, you are. Yes, he/she/it is. Yes, we/you/they are.	No, I'm not. No, you aren't. No, he/she/it isn't. No, we/you/they aren't.
----------------------------------------------------------------------------	------------------------------------------------------------------------------------

Spelling of the present participle

- Most verbs take **-ing** after the base form of the main verb. *ask – asking, spend – spending*
- Verbs ending in **-e** drop the **-e** and take **-ing**.
wake – waking, dance – dancing
- Verbs ending in **vowel + consonant** and which are stressed on the last syllable, **double the consonant** and take **-ing**. *stop – stopping, regret – regretting* BUT *happen – happening* (stress on 1st syllable)

Use

We use the **present continuous** for:

- actions happening **now**, at the moment of speaking
Tim is swimming right now.
- actions happening **around the time of speaking**.
They are painting their house these days.
- fixed arrangements** in the **near future**, especially when we know the time and the place.
Ben is having a party on Saturday.
- temporary situations**.
Patty is working at her uncle's shop this summer.
- changing or developing situations**.
He is getting better at tennis.
- frequently **repeated actions** with **always, constantly, continually** to express annoyance or criticism.
He's always forgetting to bring his wallet.

Note: The following verbs do not usually have a **continuous form**: have (= possess), like, love, hate, want, know, remember, forget, understand, think, believe, cost, etc. *I want to ask you something.*

Time expressions used with the present continuous: now, at the moment, at present, nowadays, these days, today, tomorrow, next month, etc.

Present Simple vs Present Continuous

PRESENT SIMPLE	PRESENT CONTINUOUS
timetables <i>The film starts at 6.</i>	future arrangements <i>I'm going out on Sunday.</i>
permanent states & facts <i>They live in the country.</i>	temporary situations <i>He's working from home this week.</i>
habits/routines <i>He goes jogging every morning.</i>	actions happening now/ around the time of speaking <i>She's sleeping at the moment.</i>

Stative Verbs

Stative verbs are verbs which describe a state rather than an action, and do not usually have a continuous form.

These are:

- verbs of the **senses** (*appear, feel, hear, look, see, smell, sound, taste, etc.*).
*This jumper **feels** soft.*
- verbs of **perception** (*believe, forget, know, understand, etc.*).
*I don't **understand** what the problem is.*
- verbs which express **feelings** and **emotions** (*desire, enjoy, hate, like, love, prefer, want, etc.*).
*I **like** swimming.*
- other verbs: **belong, contain, cost, fit, have, keep, need, owe, own, etc.**.
*She **owes** me £25.*

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

PRESENT SIMPLE	PRESENT CONTINUOUS
<i>I think he's lying.</i> (= believe)	<i>I am thinking of moving.</i> (= considering)
<i>He has a sports car.</i> (= owns, possesses)	<i>I am having dinner.</i> (= eating) <i>She is having a break.</i> (= taking)
<i>I can see the river from my room.</i> (= it is visible) <i>I see what your point is.</i> (= understand)	<i>He's seeing a new client tomorrow.</i> (= meeting)
<i>This tea tastes very sweet.</i> (= it is/has the flavour of)	<i>Tom is tasting the sauce to see if it has enough pepper.</i> (= trying)
<i>These flowers smell nice.</i> (= have the aroma)	<i>The cat is smelling its food.</i> (= sniffing)
<i>You appear to be angry.</i> (= seem)	<i>Liz is appearing in New York this week.</i> (= performing)

Note: The verb **enjoy** can be used in continuous tenses to express a **specific preference**.

*I really **enjoy** eating out.* (general preference)

BUT

*I'm **enjoying** a nice dinner at home.* (specific preference)

The verbs **look** (when we refer to somebody's appearance), **feel** (when we experience a particular emotion), **hurt** and **ache** can be used in simple or continuous tenses with no difference in meaning.

*Beth **looks** very elegant tonight.* = *Beth **is looking** very elegant tonight.*

Present Simple – Present Continuous

- 1 Put the verbs in brackets into the **present simple** or the **present continuous**, then match the sentences to the correct description.

- 1 ☐ **F** Gabriel **watches** (watch) the 8 o'clock news every evening.
- 2 ☐ The brave man (jump) into the fire and (save) the child.
- 3 ☐ The storm (grow) more violent by the minute.
- 4 ☐ When a volcano (erupt), lava (flow) out of its crater.
- 5 ☐ That gash in your leg (bleed) too much; it needs stitches.
- 6 ☐ What time (Sportsline/start)?
- 7 ☐ Chris (eat) chocolate when he's nervous.
- 8 ☐ Why (you/always/call) us so late at night?
- 9 ☐ Experts (fly) in later today to assess the extent of the damage.
- 10 ☐ Paul (not/work) this week; he's on holiday leave.
- 11 ☐ People who (live) in coastal areas are most at risk when a tsunami hits.
- 12 ☐ Jamieson (pass) the ball to Harris, who (shoot) the winning 3-point basket for his team.

- A expressing annoyance for a frequently repeated action
- B a general truth or law of nature
- C timetable or schedule
- D action happening at or around the moment of speaking
- E temporary situation
- F daily routine
- G fixed arrangement in the near future
- H permanent state
- I changing or developing situation
- J sports commentary
- K habit
- L narration

2 Tick (✓) the appropriate gap to show the correct position of the *adverb of frequency*.

- 1 Patrick ✓ checks the weather forecast before he goes sailing. (**always**)
- 2 The people of New Orleans will forget the tragedy that the 2005 hurricane brought to their homes. (**never**)
- 3 Sitcoms are very entertaining (**often**)
- 4 Linda thinks back to the time she got lost in the mountains. (**sometimes**)
- 5 Our science teacher says that tornadoes don't last for more than an hour. (**usually**)
- 6 Does Mary record her favourite sitcom? (**always**)

3 Put the verbs in brackets into the correct form of the *present simple* or the *present continuous*.

- 1 A: *Is it raining* again? (it/rain)
B: Yes, and whenever it (rain) for so long, the streets (flood).
- 2 A: (you/ever/watch) game shows?
B: Yes, in fact I (take part) in one next week!
- 3 A: Where (Liam/live)?
B: In London, but he (spend) this week with his parents in Liverpool.
- 4 A: (the authorities/still/look) for the missing climber?
B: I (not/know). I (watch) the news to find out.
- 5 A: Why (Sally/constantly/complain) about her maths teacher? I'm tired of listening to her!
B: Because she (think) he's too strict and unfair.
- 6 A: (you/always/go) windsurfing in summer?
B: Yes, and I (think) of taking up paragliding too.
- 7 A: What (you/do) ?
B: I (pack) my suitcase.

4 Put the verbs in brackets into the correct form of the *present simple* or the *present continuous*.

Dear Diary,
It's my second day in Departamento de Yoro in the Honduras, and something really bizarre 1) *is happening* (happen) right now. Hundreds of fish 2) (fall) from the sky! I 3) (not/believe) what I 4) (look) at! I know this event 5) (occur) in the area every summer, but witnessing the actual thing is something else. What I can 6) (see) from my window is totally awesome! Some people 7) (run) to take cover, while others 8) (collect) fish for the evening's meal. The children 9) (seem) to be having the most fun, though. They 10) (grab) the silvery creatures and they 11) (throw) them at their friends, in some kind of fun game. Tomorrow, I 12) (go) to the local library to see if I can find some information about this amazing phenomenon.



5 Put the verbs in brackets into the correct form of the *present simple* or the *present continuous*. Then, answer the questions about yourself, as in the example.

- 1 *Do you know* (you/know) what to do in the event of an earthquake?
Yes, I do./No, I don't.
- 2 (your friends/enjoy) watching talent shows?
.....
- 3 (your teacher/let) you go home early tomorrow?
.....
- 4 (it/hurt) when someone slams a door on your finger?
.....
- 5 (you/read) anything interesting these days?
.....
- 6 (you/think) volcano chasers have an exciting job?
.....

Past Simple

Form

The **past simple** affirmative of regular verbs is formed by adding **-ed** to the verb. Some verbs have an irregular past form (see list of Irregular Verbs).

AFFIRMATIVE	
I/You/He/She/It/We/They stayed/ran .	
NEGATIVE	
Long Form	Short Form
I/you/he/she/it/we/they did not stay/run .	I/you/he/she/it/we/they didn't stay/run .
INTERROGATIVE	SHORT ANSWERS
Did I/you/he/she/it/we/they stay/run ?	Yes , I/you/he/she/it/we/they did . No , I/you/he/she/it/we/they didn't .

Spelling

- We add **-d** to verbs ending in **-e**. *I live – I lived*
- For verbs ending in **consonant + y**, we drop the **-y** and add **-ied**. *I try – I tried*
- For verbs ending in **vowel + y**, we add **-ed**. *I enjoy – I enjoyed*
- For verbs ending in one stressed vowel between two consonants, we double the last consonant and add **-ed**. *I admit – I admitted*

Use

We use the **past simple** for:

- actions which happened at **a specific time in the past**. *Sue **came** home at 7 pm.* (When? At 7 pm)
- past habits**. *Mum often **took** me to the park when I was little.*
- past actions which happened **one immediately after the other**. *Brad, **had** breakfast, **read** the morning paper and **left** for work.*

Time expressions used with the past simple: yesterday, yesterday morning/evening, etc, last night/week, etc, two weeks/a month ago, in 2010, etc.

Past Continuous

AFFIRMATIVE	NEGATIVE
I/He/She/It was walking . We/You/They were walking .	I/He/She/It wasn't walking . We/You/They weren't walking .
INTERROGATIVE	SHORT ANSWERS
Was I/he/she/it walking ?	{ Yes , I/he/she/it was . No , I/he/she/it wasn't .
Were we/you/they walking ?	
	{ Yes , we/you/they were . No , we/you/they weren't .

We use the **past continuous** for:

- an action which was **in progress** at a stated time in the past. We do not know when the action started or finished. *Tom **was watching** a film at 9 pm last night.*
- a **past action** which was **in progress** when another action **interrupted** it. We use the past continuous for the action in progress (longer action) and the past simple for the action which interrupted it (shorter action).
*He **was sleeping** when a loud noise **woke** him up.*
- two or more actions which were happening at the same time in the past (**simultaneous actions**).
*We **were taking** notes while the teacher **was talking**.*
- to give **background information** in a story. *The sun **was shining** and the birds **were singing** when Emma got up that morning.*

Time expressions used with the past continuous: while, when, as, all day/night/morning, yesterday, etc.

Past Simple vs Past Continuous

PAST SIMPLE	PAST CONTINUOUS
actions which happened at a stated time in the past <i>The accident happened at 4:30 pm.</i>	actions in progress at a stated time in the past <i>He was watching a hockey game at 8 in the evening.</i>
actions which happened one after the other in the past <i>They paid the bill and left the restaurant.</i>	two or more actions which were happening at the same time in the past <i>Ellie was checking her recipe while she was preparing the dish.</i>

Used to/Would/Past Simple

AFFIRMATIVE	I/You/He/She/It/We/They used to play football.
NEGATIVE	I/You/He/She/It/We/They didn't use to play football.
INTERROGATIVE	Did I/you/he/she/it/we/they use to play football?
SHORT ANSWERS	Yes , I/you/he/she/it/we/they did . No , I/you/he/she/it/we/they didn't .

- We use **used to/past simple** to talk about past habits or actions that happened regularly in the past, but they no longer happen. *He **used to drive/drove** to work.* (He doesn't do that any more.)
- We use **would/used to** for repeated actions or routines in the past. We don't use **would** with stative verbs. *She **used to wake up/would wake up** early every day. BUT She **used to have** long hair.* (NOT: ~~She would have long hair.~~)
- We use the **past simple** for an action that happened at a definite time in the past. *He **went** to work early yesterday.* (NOT: ~~He used to go to work early yesterday.~~)

Past Simple – Past Continuous

- 6 Match the sentences (1-7) with the correct description (A-G), as in the example.

- 1 **E** It was a cold day. A freezing wind **was blowing** and snow **was falling** all morning.
 2 Edna **was watching** her favourite soap opera at 6:00 pm yesterday.
 3 A terrible explosion **happened** last Monday at noon causing a lot of damage.
 4 Peter **was ice skating** when he **slipped** and **broke** his arm.
 5 Jason **finished** his essay, **saved** his work and **turned off** his computer.
 6 We always **had** roast beef on Sundays when I was a child.
 7 The sales assistant **was talking** on the phone while she **was serving** customers.

- A past habit
 B past action which was in progress when another action interrupted it
 C action which was in progress at a specific time in the past
 D past actions which happened immediately one after the other
 E background information to a story
 F actions which were happening at the same time in the past
 G action which happened at a specific time in the past

- 7 Put the verbs in brackets into the correct form of the *past simple* or the *past continuous*.

- 1 A: A terrible earthquake **hit** (hit) Japan yesterday.
 B: I know. I (read) about it in the paper when you (come) in.
 2 A: When (you/sprain) your ankle?
 B: Last week, when I (fall off) my bike.
 3 A: What (you/do) when you heard the tsunami warning?
 B: I (grab) my family and we (drive) to higher ground.
 4 A: I hope you (not/sleep) when I (call) last night.
 B: No, we (watch) CSI.

- 8 Put the verbs in brackets into the correct form of the *past simple* or the *past continuous*.

To: Carlos

From: Alex

Hey Carlos,

I 1) **was listening** (listen) to the news as I 2) (drive) to work and I 3) (hear) that the mine in your town 4) (collapse) earlier today. What 5) (happen)? Why 6) (the mine/collapse)? 7) (you/work) at the time? I hope people 8) (not/get) trapped down there.

Anyway, please email me as soon as you can so I'll know that you're safe and sound. I 9) (try) to call you earlier, but your line 10) (be) constantly busy.

Alex

Used to

- 9 Write sentences about what Drake *used to* / *didn't use to do* when he was younger. When can we use *would*?

- 1 watch cartoons ✓ 4 live in a flat ✓
 2 travel abroad X 5 have a car X
 3 go windsurfing X 6 ride a bike ✓

1 **He used to/would watch cartoons.**

- 2
 3
 4
 5
 6

- 10 Complete the sentences with your own words.

- 1 As I was riding my bike, **I fell down and sprained my ankle.**
 2 First our teacher gave us our tests back, then he
 3 My friend was talking on the phone while
 4 Last week, I went to the shopping centre and
 5 When I was little, I used to

Present Perfect

Form: **have/has** + past participle

AFFIRMATIVE	NEGATIVE
I/You/We/They have/’ve passed. He/She/It has/’s passed.	I/You/We/They have not/ haven’t passed. He/She/It has not/hasn’t passed.
INTERROGATIVE	SHORT ANSWERS
Have I/you/we/they passed? Has he/she/it passed?	Yes, I/you/we/they have. No, I/you/we/they haven’t. Yes, he/she/it has. No, he/she/it hasn’t.

Use

We use the **present perfect**:

- for actions which **started in the past** and **continue** up to the **present** especially with stative verbs such as **be, have, like, know**, etc. *Eddie **has lived** on this street for ten years.* (= He moved to this street ten years ago and he’s still living here.)
- to talk about a **past action** which has a **visible result** in the **present**. *Someone **has crashed** into my car and it has a big dent in the door.*
- for actions which happened at an **unstated time** in the **past**. The action is more important than the time it happened. *She **has quit** her job.* (When? We don’t know; it’s not important.)
- with **today, this morning/afternoon/week, so far**, etc when these periods of time are not finished at the time of speaking. *Nathan **has called** you three times today.* (The time period – today – is not over yet. He may call again.)
- for **recently completed actions**. *Mum **has just served** dinner.* (The action is complete. The dinner is now served.)
- for **personal experiences/changes** which have happened. *I **have never done** anything as exciting.*

Time expressions used with the **present perfect**: just, already, yet, for, since, ever, never, etc.

Have gone (to)/Have been (to)/Have been in

- Lisa **has gone to** the shop.* (She’s on her way to the shop or she’s there now. She hasn’t come back yet.)
- Linda **has been to** Hawaii.* (She went to Hawaii but she isn’t there now. She’s come back.)
- We **have been in** Los Angeles for three weeks.* (We are in Los Angeles now.)

Present Perfect Continuous

Form: **have/has** + **been** + verb **-ing**

AFFIRMATIVE	NEGATIVE
I/You/We/They have/’ve been working. He/She/It has/’s been working.	I/You/We/They have not/ haven’t been working. He/She/It has not/hasn’t been working.

INTERROGATIVE	SHORT ANSWERS
Have I/you/we/they been working? Has he/she/it been working?	Yes, I/you/we/they have. No, I/you/we/they haven’t. Yes, he/she/it has. No, he/she/it hasn’t.

Use

We use the **present perfect continuous**:

- to place **emphasis** on the **duration of an action** which started in the past and continues up to the present. *She **has been waiting** for her friends for over an hour.*
- for an action that **started in the past** and lasted for some time. It may still be continuing, or have finished, but it has left a **visible result in the present**. *It **has been raining** all day and the streets are flooded.*

Time expressions used with the **present perfect continuous**: since, for, how long (to place emphasis on duration)

Present Perfect vs Past Simple

PRESENT PERFECT	PAST SIMPLE
an action which happened at an unstated time in the past <i>She has bought a car.</i> (We don’t know when.)	an action which happened at a stated time in the past <i>Sarah went to Spain last year.</i> (When? Last year. The time is mentioned.)
an action which started in the past and is still continuing in the present <i>Pete has had the same car for ten years.</i> (He still has the same car.)	an action which started and finished in the past <i>He worked in a bank for three years.</i> (He doesn’t work in a bank anymore.)

Present Perfect – Present Perfect Continuous

- 11** Put the verbs in brackets into the correct form of the **present perfect simple** or the **present perfect continuous**.

- A: *Have the rescuers found* (rescuers/find) the missing climbers yet?
B: No, although they (look) for the last two days.
- A: (you/seen) the new cooking show on Channel 3?
B: No, I (not/have) any free time to watch TV lately.
- A: The volcanic eruption in Chile (force) the authorities to evacuate 22 villages.
B: What eruption? I (not/hear) anything.
- A: I (try) to get in touch with you all morning.
B: I (run) around town all day doing some errands.

12 Complete the sentences with the correct form of *have gone (to)*, *have been (to)*, *have been (in)*.

- 1 Paul *has been in* Amsterdam for just two days, so he hasn't done much sightseeing yet.
- 2 They Iceland twice.
- 3 Martin and his friends mountain climbing. They'll be back on Tuesday.
- 4 What is Anna cooking? She the kitchen for hours!
- 5 Michael the shops. Do you want to wait for him?
- 6 Why don't we go to Italy this summer? We not there for years.

13 Put the verbs in brackets into the correct form of the *present perfect* or the *past simple*.

- 1 A: *Has Joe come back* (Joe/come back) from school yet?
B: Yes, about an hour ago. He
(have) a bite to eat and
(head) straight for his room.
- 2 A: Kelly (just/email) me some amazing pictures.
B: The ones she (take) in Chile last month? They're great!
- 3 A: These terrible floods (leave) hundreds of people homeless.
B: I know, I (see) the story on the news last night.
- 4 A: (Liam/go) to this morning's meeting?
B: I'm not sure, I
(not/speak) to him since last night.
- 5 A: How long (the earthquake/last) yesterday?
B: Just a few seconds, but there
(be) dozens of aftershocks since then.
- 6 A: You (not/seen) my reading glasses, I suppose?
B: I remember you (put) them in your handbag before you
(leave) for the cinema this afternoon.
- 7 A: They (take) David to the hospital last week.
B: I know, I
(already/visit) him twice.

14 Put the verbs in brackets into the correct form of the *present perfect simple*, the *present perfect continuous* or the *past simple*.



Thanks to my work, I 1) *have had* (have) the chance to view some truly amazing sights over the years. I 2) (work) as a freelance nature and wildlife photographer for over two decades, and my job 3) (take) me to the four corners of the Earth. I 4) (photograph) everything from strange underwater creatures in the Pacific Ocean to rare bird species in the heart of the Amazon Rainforest. The change in my career 5) (come about) in 1999, when Mount Etna 6) (erupt). I was in Sicily visiting friends at the time, and the magnificent sight I 7) (witness) was the reason why I 8) (make) the decision to stop photographing animals and landscapes and go after the forces of nature.

Since then, I 9) (shoot) stunning images of the 2004 tsunami disaster in Asia, the 2010 volcanic eruption in Iceland as well as several other events. So far I 10) (not/have) the opportunity to photograph tornados. It's next on my list though and sure to be a challenge. Is my work dangerous? Absolutely! My wife 11) (ask) me to go back to wildlife photography for the last two years now, because she fears for my safety. But I can't give up the excitement this kind of photography 12) (bring) into my life yet!

15 In pairs, act out dialogues, as in the example.

- 1 be in hospital (why)
A: *Have you ever been in hospital?*
B: *Yes, I have.*
A: *Why did you go?*
B: *Because I had a broken arm.*
- 2 watch a talent show (when)
- 3 travel abroad (where)
- 4 taste something strange (what)
- 5 ask a celebrity for an autograph (who)
- 6 burn yourself (how)
- 7 argue with your best friend (why)
- 8 cook for someone else (what)

Past Perfect

Form: subject + **had** + past participle

AFFIRMATIVE	NEGATIVE
I/You/He, etc had eaten .	I/You/He, etc had not/ hadn't eaten .
INTERROGATIVE	SHORT ANSWERS
Had I/you/he, etc eaten ?	Yes , I/you/he, etc had . No , I/you/he, etc hadn't .

We use the **past perfect**:

- for an action which **finished before another past action** or **before a stated time in the past**. *The children **had finished** all their chores before their mother got home.* (past perfect: **had finished** before another past action: **got home**) *The meeting **had ended** by 11 o'clock.* (before stated time in the past: **by 11 o'clock**)
- for an action which finished in the past and whose result was visible at a later point in the past. *He **had missed** his bus so he was really late.*

Time expressions used with the past perfect: before, after, already, just, for, since, till/until, when, by the time, never, etc.

Past Perfect Continuous

Form: subject + **had** + **been** + main verb **-ing**

AFFIRMATIVE	
I/You/He/She/It/We/They had been playing .	
NEGATIVE	
I/You/He/She/It/We/They had not/ hadn't been playing .	
INTERROGATIVE	SHORT ANSWERS
Had I/you/he, etc been playing ?	Yes , I/you/he/she/it/we/they had . No , I/you/he/she/it/we/they hadn't .

We use the **past perfect continuous**:

- to put emphasis on the duration of an action which started and finished in the past, before another action or stated time in the past, usually with **for** or **since**. *I **had been looking** for my camera for half an hour, when I remembered I had loaned it to a friend.*
- for an action which lasted for some time in the past and whose result was visible in the past. *They **had been walking** around the town all day and they were tired.*

Time expressions used with the past perfect continuous: for, since, how long, before, until, etc.

Quantifiers

	COUNTABLE	UNCOUNTABLE
AFFIRMATIVE	a lot (of)/lots (of)/ (a) few/some	a lot (of)/lots (of)/ (a) little/some
NEGATIVE	not many	not much
INTERROGATIVE	(how) many/any	(how) much/any

- A lot/lots of** are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. The **of** is omitted when **a lot/lots** are not followed by a noun.

*Are there **lots of books** in the library? Yes, there are **lots**.*

- Much** is used with uncountable nouns and **many** is used with countable nouns. They are usually used in negative or interrogative sentences. *I haven't got **much** time.*

*Are there **many paintings** in the exhibition?*

- How much/many** are used in interrogative sentences. **Much** is used with uncountable nouns and **many** is used with countable nouns. *How **much** milk do you need?*

*How **many** visitors does she expect?*

- A few** means **not many**, but enough. It is used with plural countable nouns. *There are **a few** apples in the fridge. I can make an apple pie.*

- A little** means **not much**, but enough. It is used with uncountable nouns. *He put **a little** money aside so as to go on holiday this summer.*

Note: **few/little** means **hardly any, not enough** and can be used with **very** for emphasis. *(**Very**) Few people go to work by bike. We've got (very) **little** time left. Hurry up!*

- A couple of, several, a few, many, both, a (large/great/good) number of** are followed by a **countable noun**. *There were **several** people at the meeting.*

- (Too) much, a little, a great/good deal of, a large/small amount/quantity of** are followed by an **uncountable noun**. *She has made **a good deal of** progress in her studies.*

- A lot of, lots of, hardly any, some, no, plenty of** are followed by a **countable** or **uncountable noun**.

*She has bought **a lot of** dresses.*

*We've had **plenty of** rain this year.*

Both – Either/Neither – All – None – Every – Each – Whole

- Both** refers to **two** people or things. It has a **positive meaning** and takes a verb in the **plural**. It is the opposite of **neither/not either**.

*Mark and Bob are businessmen. **Both** Mark and Bob are businessmen. They are **both** businessmen. **Both of them** are businessmen. **Both** men are businessmen.*

- Either** (= any one of two) / **Neither** (= not the one and not the other) refers to **two** people or things and are used before **singular countable** nouns.

***Neither** car is cheap enough for me to buy.*

Neither of/Either of take a verb either in the singular or plural. ***Neither of** the boys like/likes football.*

- All** refers to **more than two** people or things. It has a **positive meaning** and takes a verb in the **plural**. It is the opposite of **none**. ***All** the students passed the exam. **All of them** passed the exam. They **all** passed the exam.*

All + that-clause (=the only thing) takes a **singular verb**. ***All that** she did **was** complain about everything.*

- None** refers to **more than two** people or things. It has a **negative meaning** and isn't followed by a noun.

*"Are there any apples left?" "No, **none**."*

None of is used before nouns or object pronouns followed by a verb **either in the singular or plural**. It is the opposite of **all**. ***None of** the students/them **has/have** finished the project.*

Note: **no** + noun. *There's **no time** to study.*

- **Every** is used with **singular countable** nouns. It refers to a **group** of people or things and means **all**, or **each**.
*She has to pay a rent **every** month.*
- **Each** is used with **singular countable** nouns. It means **one by one**, considered individually (it usually means **only two**). ***Each member of the winning team** was awarded a medal.*

Note: **Every one** and **each (one)** have **of** constructions.

***Every one of/Each (one) of the students** was invited to the graduation ceremony.*

- **Whole** (= complete) is used with **countable** nouns. We always use **a, the, this, my**, etc + **whole** + **countable** noun. *the **whole day** = all day*
- **Both ... and ...** + plural verb ***Both Julie and Debbie are nurses***
- **Either ... or ... / Neither ... nor / Not only ... but also ...** + singular or plural verb depending on the subject which follows **nor, or, but also**. ***Neither Mary nor Jessica is a teacher. Either Tom or his parents are meeting you tonight.***

Past Perfect – Past Perfect Continuous

16 Underline the correct item.

- 1 Patrick hadn't attended/hadn't been attending a live concert before.
- 2 Jessica **had been lying**/had lain in the sun for hours and her skin was starting to go red.
- 3 Her phone **had been ringing**/had rung for a few minutes before she finally answered it.
- 4 John **had grown**/had been growing a beard and looked really different.
- 5 They **had evacuated**/had been evacuating the village hours before the tsunami hit.

17 Put the verbs in brackets into the *past simple*, the *past perfect* or the *past perfect continuous*.

- 1 A: Why *did Chris faint* (Chris/faint)?
B: Because he was exhausted after he
..... (hike) for hours.
- 2 A: (you/have) a chance to talk to Sam at the party?
B: No, he (leave) long before I (get) there.
- 3 A: Do you know why Harry
(not/show up) for work yesterday?
B: Because he (not/get) any sleep the night before and he was really tired.
- 4 A: (Ben and Jerry/finally/settle) their differences?
B: Yes, but they (argue) for hours before that (happen)!

Quantifiers – Both – Either/Neither – All – None – Every – Each – Whole

18 Underline the correct item.

- 1 It was only a small earthquake, so there was very little/very few damage to the buildings.
- 2 The blizzard caused **lots**/several problems in the area.
- 3 We haven't got **much**/many information about the state of the trapped miners yet.
- 4 A great **amount**/number of people rushed to help the hurricane victims.
- 5 You should hurry; we only have a **little**/little time before we board the plane.

19 Underline the correct item.

- 1 I invited Kelly and Elaine to the dinner party but **none**/neither of them accepted.
- 2 James is a fussy eater; **all**/**both** that he likes is pasta.
- 3 I've never met **either**/**neither** of the twins, but I've heard they look exactly alike.
- 4 There's **none**/**no** reason to worry.
- 5 **Each**/**Every** of the two actors starring in this film has won an award.
- 6 The rescuers spent the **all**/**whole** day trying to pull a boy from the rubble.

20 Rewrite the sentences using the words in brackets.

- 1 You can text me the details or else you can email them to me. (either ... or)
You can either text or email me the details.
- 2 This soap opera is boring and has a predictable plot. (not only ... but also)
.....
- 3 Ian had never seen a tornado before. Tom hadn't either. (neither ... nor)
.....
- 4 One by one, the students presented their projects in class. (each)
.....
- 5 Ball lightning and fire tornadoes are very rare phenomena. (both ... and)
.....

Will

Form: subject + **will** + main verb

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will /'ll stay .	I/You/He/She/It/We/They will not /won't stay .
INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they stay ?	Yes , I/you/he/she/it/we/they will . No , I/you/he/she/it/we/they won't .

Use

We use the **future simple**:

- for **on-the-spot decisions**. *I like these shoes. I'll buy them.*
- for **future predictions based on what we believe or imagine will happen**. (usually with the **verbs**: *hope, think, believe, expect, imagine*, etc; with the **expressions**: *I'm sure, I'm afraid*, etc; with the **adverbs**: *probably, perhaps*, etc.) *I think they will be able to solve the problem. Perhaps Frank will change his mind about it.*
- for **promises**. (usually with the verbs *promise, swear*, etc.) *I promise I'll take you to the museum tomorrow., threats Lie to me again and it will be the end of our friendship., warnings Drive more carefully or you'll have an accident., hopes He hopes they will choose him for the job., offers I'll make you some coffee.*
- for actions/events/situations which will **definitely happen** in the future and which **we cannot control**.
It will be spring soon.

Time expressions used with the future simple: tomorrow, the day after tomorrow, next week/month/ year, tonight, soon, in a week/month/year, etc.

Be going to

Form: subject + verb **to be (am/is/are)** + **going to** + bare infinitive of the main verb

AFFIRMATIVE	I am He/She/It is We/You/They are	} going to swim.
NEGATIVE	I am not He/She/It is not We/You/they are not	} going to swim.
INTERROGATIVE	Am I Is he/she/it Are we/you/they	} going to swim?
SHORT ANSWERS	Yes, I am./No, I'm not. Yes, he/she/it is./No, he/she/it isn't. Yes, we/you/they are./ No, we/you/they aren't.	

Use

We use **be going to**:

- to talk about our **future plans and intentions**. *Paul is going to travel abroad next month.* (He's planning to ...)
- to make **predictions based on what we see or know**. *Look out! You're going to fall into the pool.*
- to talk about **things we are sure about** or **we have already decided to do** in the near future. *Sally is going to look for a new job.* (She has already decided to do this.)

Present Simple/Present Continuous (future meaning)

- We can use the **present simple** to talk about **schedules** or **timetables**. *His plane lands at 7:00 am.*
- We use the **present continuous** for **fixed arrangements** in the near future. *The Millers are coming to dinner tonight. I invited them last week.*
- We use the **present continuous** for changing or gradually developing situations. *More and more students are applying to colleges abroad.*

Future Continuous

Form: subject + **will** + **be** + verb **-ing**

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will be sleeping .	I/You/He/She/It/We/They will not /won't be sleeping .
INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they be sleeping ?	Yes , I/you/he/she/it/we/they will . No , I/you/he/she/it/we/they won't .

We use the **future continuous** for actions which will be in progress at a **stated future time**. *This time on Friday I'll be driving my new car.*

Will – Be going to – Present Simple/Present Continuous – Future Continuous**1 Match the tenses in bold to their use.**

- ☐ **A** Watch your spending or you **will fall** into debt.
- ☐ Terry **is taking** her dog to the vet this afternoon.
- ☐ I **am going to work** for an overseas charity in summer.
- ☐ Look out! You **are going to spill** your tea all over your new shirt.
- ☐ I think computers **will run** our homes in the future.
- ☐ This time tomorrow, I **will be having** a meeting with my interior designer.
- ☐ I like these brown boots. I think I **will buy** them.
- ☐ Mike's plane **leaves** at 7:00 am.

- A** a threat or warning
B a fixed arrangement in the near future
C an action that will be in progress at a stated time in the future
D an action we are sure about
E a prediction based on what we think/imagine
F an on-the-spot decision
G a schedule or timetable
H a prediction based on what we see or know

2 Underline the correct item.

- 1 You can't carry all those shopping bags on your own. I'll be helping/ll help you.
- 2 Watch out! You will knock/re going to knock over those bottles!
- 3 Fiona will be/is being a famous fashion designer one day.
- 4 The last bus from the city centre leaves/is leaving at 11:30 pm.
- 5 I'll meet you outside the florist's at 10:00. I won't be/'m not late this time!
- 6 Now that I've saved up some money I'm buying/am going to buy Kylie a birthday present.

3 Complete the sentences with the *future continuous* of the verbs from the list.

• run • use • wait • have • take

- 1 I'll be waiting for you outside the train station when you get there.
- 2 In just one week, I my own business.
- 3 I can't meet you at 8:00. I my brother to school.
- 4 It would be better if you didn't call us at 7:00. We dinner then.
- 5 I can't let you borrow my laptop this afternoon. I it.

4 Fill in the gaps with the correct *future forms* of the verbs in brackets.

- 1 A: I can't believe how much this camcorder costs!
B: Have a look online. I think you 'll find (find) it cheaper.
- 2 A: Would you like chocolate or cherry syrup on your waffle?
B: I (have) some cherry syrup, please.
- 3 A: The summer sales (start) in August.
B: I can't wait to go shopping!
- 4 A: Do you have any plans for this afternoon?
B: Yes. I (go) shopping with Mary.
- 5 A: Mark and Heather (get) married this time next weekend.
B: Wow! That's wonderful news!

5 Complete the dialogue with the correct *future form*.

Nick: Hi, Pete. I heard you and Lisa 1) are going (go) to Paris next week.
Pete: Yes, we 2) (spend) a couple of weeks there.
Nick: That 3) (be) exciting!
Pete: Definitely! We 4) (do) some shopping and lots of sightseeing.
Nick: You'd better take some comfortable shoes with you. It's 5) (be) pretty tiring.
Pete: Yes, I bet I 6) (come back) exhausted!
Nick: And when 7) (you/leave)?
Pete: We 8) (fly) to Paris this time next Monday!
Nick: That's wonderful! I 9) (see) you when you get back then.

6 What will life be like in 100 years' time? Make sentences using *will* or *won't* in *future simple*.

- 1 People/commute to work in flying cars (✓)
People will commute to work in flying cars.
- 2 People /do all their shopping online. (✓)
.....
- 3 People/use fossil fuels (x)
.....
- 4 People/wear spray-on clothes. (✓)
.....
- 5 Voice-activated computers/help run our houses (✓)
.....
- 6 People/pay for things in cash (x)
.....

7 Put the words in the correct order to form questions. Then answer them about you.

- 1 meet/you/going/are/to/your/friend/the/at/mall?
.....
- 2 what/doing/you/weekend/at/are/the?
.....
- 3 be/tomorrow/working/you/this/will/time?
.....

Comparatives/Superlatives

- We use the **comparative** to compare one person or thing with another. We use the **superlative** to compare one person or thing with the others of the same group.
*This box is **heavier than** that one. It's **the heaviest of all**.*
- We often use **than** after a comparative.
*Ben is **younger than** Jim.*
- We normally use **the** before a superlative. We can use **in** or **of** after superlatives. We often use **in** with places.
*I think Ben Stiller is **the funniest of all** actors.
This is **the biggest park in** our city.*

Formation of comparatives and superlatives

Adjectives

- With **one-syllable adjectives**, we add **-(e)r** to form the comparative and **-(e)st** to form the superlative.
*old – **older** – **the oldest***

Note: For one-syllable adjectives ending in **vowel + consonant**, we double the consonant.

*sad – **sadder** – **the saddest***

- With **two-syllable adjectives**, we form the comparative with **more + adjective** and the superlative with **most + adjective**. *famous – **more famous** – **the most famous***

Note: For two-syllable adjectives ending in **consonant + y**, we replace **-y** with **-i** and add **-er/-est**.

*happy – **happier** – **the happiest***

- With **adjectives having more than two syllables**, comparatives and superlatives are formed with **more/the most**. *interesting – **more interesting** – **the most interesting***

Note: *clever, common, cruel, friendly, gentle, narrow, pleasant, polite, quiet, shallow, simple, stupid* form their comparatives and superlatives either with **-er/-est** or with **more/the most**. *simple – **simpler/more simple** – **the simplest/the most simple***

Adverbs

- With adverbs that have **the same form** as their adjectives (*hard, fast, free, late, high, low, deep, long, near, straight*), we add **-er/-est**. *fast – **faster** – **the fastest***
- Adverbs formed by adding **-ly** to the adjective take **more** in the comparative and **most** in the superlative form.
*slowly – **more slowly** – **the most slowly***

IRREGULAR FORMS

Adjective/Adverb	Comparative	Superlative
good/well	better	best
much/many	more	most
far	farther/further	farthest/furthest
bad/badly	worse	worst
little	less	least

Note: We can use **elder/eldest** for people in the same family.
*Her **elder/eldest** sister is a doctor.*

Study the examples:

- very + adjective/adverb:** *Jason is a **very kind** man.*
- much + comparative form of adjective/adverb:** *Liz is **much taller** than her sister.*
- (not) as + adjective/adverb + as:** *Their house is **as big as** ours. Lions **aren't as fast as** cheetahs.*
- a bit/a little/far/slightly + comparative form of adjective/adverb:** *I feel **a bit better** now that I've had some rest.*

- by far + superlative form of adjective/adverb:** *Steven is **by far the kindest** person I've ever met.*

Comparatives/Superlatives

- 8** Complete the table with the correct comparative and superlative forms of the adjectives.

Adjective	Comparative	Superlative
cheap	<i>cheaper</i>	<i>the cheapest</i>
		the most expensive
	better	
		the least
trendy		
stylish		
	worse	
thin		

- 9** Write the **comparative** and **superlative** forms of the following adverbs.

1	quietly	<i>more quietly</i>	<i>the most quietly</i>
2	late
3	calmly
4	beautifully
5	hard

- 10** Put the **adjectives/adverbs** in brackets into the correct form, adding any necessary words.

- A: Do you think Jane would make a good fashion designer?
B: Yes. She is by far **the most artistic** (artistic) girl I know.
- A: It's boiling hot today!
B: I know. It's much (hot) than it was yesterday.
- A: Did you like Jill's new dress?
B: Actually, I didn't think it looked as (smart) as her other clothes.
- A: You'll feel a bit (confident) about singing in public if you take lessons.
B: Yes and it'll be (helpful) than practising on my own.
- A: What do you think of Helen's new short story?
B: I'm afraid I didn't find it very (interesting).
- A: The rolls from this bakery are far (tasty) than those we get at the supermarket.
B: I know. They're delicious!

11 Fill in: of, than, in or the.

- Life in the 21st century is more fast-paced **than** 100 years ago.
- Shinsengae Centum City department store is largest department store in the world.
- Casual clothes are more comfortable formal clothes.
- Lola Lamour is one of the most successful 1940s singers England.
- Kate is the friendliest all the cashiers in the store.
- Some people feel life in the 50s was happier it is now.
- Helen is most efficient employee in the company.
- The Smiths have the best-kept garden our street.

12 Fill in the correct comparative/superlative form of the adjectives/ adverbs in brackets.

Dear Sir/Madam,

I am writing to complain about the 1) **worst (bad)** service I have ever received from your company. I bought a computer game from Top Games Stores on 17th November. Unfortunately, I experienced a number of problems when I contacted the store about the game.

I ordered the 2) (**recent**) version of Friends of the Earth computer game and, despite the promise that your company has one of the 3) (**fast**) delivery times in the area, it did not arrive until 27th November, ten days 4) (**late**). To make matters 5) (**bad**), when I eventually received the game it was badly scratched. When I tried to contact the company, the person who dealt with my call was one of the 6) (**rude**) people I have ever spoken to. She told me that I had misused the game and the company could not be held responsible.

As a regular customer of yours I feel very disappointed with the way I have been treated. Therefore, I would appreciate it if you could replace the computer game or give me a refund.

I look forward to your reply as 7) as (**soon**) possible.

Yours faithfully,
Diane Webbs

13 Underline the correct item.

- Community farms are less/least expensive to run than individual farms.
- My MP3 player works **much/very** better now that I have new earphones for it.
- Buying products that come in **slightly/less** packaging is good for the environment.
- They recycle as much of their household waste **than/as** possible.
- Sally thinks paying by credit card is **more/far** convenient than using cash.
- Jeans are **by far/far** the most popular item of clothing for teens.

14 a) Look at the table and compare the three places.

shopping centre

supermarket

grocer's



	supermarket	grocer's	shopping centre
popular with teens	★★	★	★★★
far from the centre	★★	★	★★★
noisy	★★	★	★★★
quiet	★★	★★★	★

The shopping centre is the most popular place with teens.

The supermarket isn't as popular with teens as the shopping centre.

The grocer's is the least popular place of all with teens.

- b) Write sentences comparing three shops in your area. Use these adjectives: popular, expensive, friendly service, far, large, cheap, noisy, busy, quiet.

The shopping centre is the most popular place in town.

-ing form

The **-ing form** is used:

- as a **noun**. *Swimming is an enjoyable activity.*
- after certain verbs: **admit, appreciate, avoid, consider, continue, deny, go** (for activities), **imagine, mind, miss, quit, save, suggest, practise, prevent**. *Have you considered moving to a bigger house?*
- after **love, like, enjoy, prefer, dislike, hate** to express general preference. *She prefers walking to work.* BUT for a specific preference (**would like/would prefer/would love**) we use **to-infinitive**. *She would prefer to take the bus to work today.*
- after expressions such as: **be busy, it's no use, it's no good, it's (not) worth, what's the use of, can't help, there's no point (in), can't stand, have difficulty (in), have trouble**, etc. *It's not worth arguing with him.*
- after **spend, waste, or lose** (time, money, etc). *He spends two hours exercising every day.*
- after the preposition **to** with verbs and expressions such as: **look forward to, be used to, in addition to, object to, prefer** (doing sth to doing sth else). *He's looking forward to starting his new job.*
- after other **prepositions**. *He was nervous about meeting his future in-laws.*

Infinitive

The **to-infinitive** is used:

- to express **purpose**. *He's joined a gym to get into shape.*
- after certain verbs that refer to the future (**agree, appear, decide, expect, hope, plan, promise, refuse**, etc). *She agreed to help them.*
- after **would like, would prefer, would love**, etc to express a specific preference. *We would like to visit the most popular sights.*
- after adjectives which describe feelings/emotions (**happy, glad, sad**, etc), express willingness/unwillingness (**eager, reluctant, willing**, etc) or refer to a person's character (**clever, kind**, etc); and the adjectives **lucky** and **fortunate**. *It was kind of you to lend us your car.*
- after **too/enough**. *Are you old enough to drive?*
- in the expressions **to tell you the truth, to be honest, to sum up, to begin with**, etc. *To be honest, I forgot it was your birthday today.*

TENSES OF INFINITIVE

	Active voice	Passive voice
Present	(to) write	(to) be written
Present Continuous	(to) be writing	—
Perfect	(to) have written	(to) have been written
Perfect Continuous	(to) have been writing	—

Forms of the infinitive corresponding to verb tenses

Present simple/will → **present infinitive**

Present continuous/future continuous → **present continuous infinitive**

past simple/present perfect/past perfect → **perfect infinitive**

past continuous / present perfect continuous / past perfect continuous → **present perfect continuous**

The **infinitive without to** (bare infinitive) is used:

- after **modal verbs**. *They might go to Rome.*
- after the verbs **let, make, see, hear** and **feel**. *They made him leave the room.*
BUT we use the **to-infinitive** after **be made, be heard, be seen**, etc (passive form). *He was made to leave the room.*
- after **had better** and **would rather**. *I would rather have a sandwich for lunch.*
- help** can be followed by the **to-infinitive**, but in American English it is normally followed by the **infinitive without to**. *She helped me (to) put away the dishes.*

Difference in meaning between the to-infinitive and -ing form

Some verbs can take either the **to-infinitive** or the **-ing form** with a change in meaning.

- forget + **to-infinitive** = not remember (to do sth)
She forgot to pick up the dry cleaning.
- forget + **-ing form** = not recall (sth)
I'll never forget travelling abroad for the first time.
- remember + **infinitive** = not forget (to do sth)
Did you remember to bring me my CD?
- remember + **-ing form** = recall (sth)
I remember telling you about the party yesterday.
- mean + **to-infinitive** = intend to
He didn't mean to insult you.
- mean + **-ing form** = involve
Getting a second job means having less free time.
- regret + **to-infinitive** = be sorry to (normally used in the present simple with verbs such as **say, tell, inform**)
I regret to inform you that your application was rejected.
- regret + **-ing form** = feel sorry about
He regrets dropping out of college.
- try + **to-infinitive** = attempt, do one's best
I tried to tell him the truth, but he wouldn't listen.
- try + **-ing form** = do something as an experiment
If you can't sleep, try drinking some warm milk.
- stop + **to-infinitive** = stop temporarily in order to do something else
While he was jogging, he stopped to tie his shoelaces.
- stop + **-ing form** = finish doing something
Mr Jones stopped working at the age of 65.
- would prefer + **to-infinitive** (specific preference)
I'd prefer to eat out tonight. It's such a lovely evening.
- prefer + **-ing form** (general preference)
I prefer eating home-made food to eating junk food.

-ing form, Infinitive**15** Complete the sentences with the correct infinitive.

- He is very creative.
He appears *to be* very creative.
- She is working efficiently.
She seems efficiently.
- He has been having a difficult time.
He appears a difficult time.
- He renovated his house.
He seems his house.
- They will be planting a community farm.
They appear a community farm.

16 Underline the correct item.

- A: I can't stand to wait/waiting in a queue at the supermarket.
B: Me neither. I prefer shopping/to shop at my local grocer's because it's quieter.
- A: John doesn't appear to have made/to be made much progress this term.
B: I know, it's a shame his grades have fallen.
- A: I hate it when my mum makes me put/to put away the groceries.
B: So do I! I think it's ever so boring!
- A: Can you help/to help me pick out an outfit for our end of the year dance?
B: Sure! How about going/go to that new clothes shop in the shopping centre?
- A: Have you considered to call/calling the store about your faulty MP3 player?
B: Yes, but I seem to have been having/to be having trouble getting through to them.

17 Circle the correct item.

- I suggest these on in a different size.
A try **B trying** C to try
- I would prefer at a cafe at the moment than studying for my exams.
A sitting B to have sat C to be sitting
- I would rather organic goods.
A to buy B buy C buying
- Tom was lucky with only a broken leg after falling off the roof.
A escaping B escape C to have escaped

18 Put the verbs in brackets into the *to-infinitive* or the *-ing form*. How do the sentences differ in meaning?

- John forgot *to stop* (stop) by the post office on his way home.
 - Nick will never forget (be) wrongly accused of shoplifting.
- Stop (complain) about the service. The waiters are doing their best.
 - Why don't we stop (get) something to drink? I'm thirsty.
- Try (visit) the shopping centre during the week when it's not so busy.
 - I tried (get) him to spend less money, but he wouldn't listen.
- I regret (spend) so much on that formal gown.
 - We regret (inform) you that we are unable to give you a refund.
- Remember (bring) your credit card with you.
 - Do you remember (visit) that little antique shop in the centre?

19 Put the verbs in brackets into the correct *infinitive* or *-ing form*.**How to become a fashion designer**

If you spend most of your time 1) looking at (look at) clothes and 2) (read) fashion magazines then how about 3) (consider) a career in fashion?

Tips:

- You should 4) (get) a fine arts degree in fashion at college.
 - 5) (learn) how to draw and sew is a must.
 - It's a good idea 6) (apply) for an internship at a fashion house.
 - You need 7) (be) highly creative and passionate about fashion.
- Who knows? You might even 8) (create) your own fashion label one day!

**20** Complete the sentences about you.

- I've decided
- I hope
- I'm keen on
- I have difficulty in

Future Perfect

Form: **will + have + past participle** of the main verb

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will have left.	I/You/He/She/It/We/They will not/won't have left.

INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they have left?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

We use the **future perfect** for actions that **will have finished** before a stated time in the future. *Jenny **will have moved** house by the end of the week.*

Future Perfect Continuous

Form: **will + have been + main verb + -ing**

AFFIRMATIVE	NEGATIVE
I/You/He/She/It/We/They will have been studying.	I/You/He/She/It/We/They will not/won't have been studying.

INTERROGATIVE	SHORT ANSWERS
Will I/you/he/she/it/we/they have been studying?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.

We use the **future perfect continuous** to emphasise the duration of an action up to a certain time in the future. The **future perfect continuous** is often used with: **by ... for**.
*By the time he retires, he **will have been teaching** for twenty years.*

Time expressions used with the future perfect and the future perfect continuous: before, by, by then, by the time, until/till (only in negative sentences), etc.

Exclamations

Exclamations are words or sentences used to express admiration, surprise, etc. To form **exclamatory sentences**, we can use **how**, **what (a/an)**, **so**, **such (a/an)**, or a **negative question form**.

- how + adjective/adverb**
How expensive these shoes are! How well she sings!
- what a/an (+ adjective) + singular countable noun**
What a boring book! What a day!
- what (+ adjective) + plural/uncountable noun**
What amazing paintings! What stylish furniture!
- so + adjective/adverb**
She is so helpful! He talked to me so rudely!
- such a/an (+ adjective) + singular countable noun**
Mr Adams is such a good teacher!
- such (+ adjective) + plural/uncountable noun**
*They are such polite children!
Laura has such lovely hair!*
- negative question form**
*Weren't they excellent hosts!
Isn't that a great suggestion!*

Note: Exclamations are not used in formal writing.

Clauses of Concession

Concession is expressed with:

- Although/Even though/Though + clause.** *Although she studied hard, she failed the exam. Though can also be put at the end of the sentence. She studied hard. She failed the exam, though.*
- Despite/In spite of + noun/-ing form.** *Despite working hard/his hard work, he wasn't promoted.*
- Despite/In spite of the fact (that) + clause.** *In spite of the fact that it was raining, they continued the football game.*
- While/Whereas/But/On the other hand/Yet + clause.** *They did their best, yet they lost the match.*
- Nevertheless/However + clause.** *He has lots of experience; however, he didn't get the job.*
- However/No matter how + adj/adv + subject (+may) + verb.** *However hard he tried, he didn't finish the race.*
- A comma is used when the **clause of concession** either precedes or follows the main clause. *Even though it was snowing, we went for a walk. We went for a walk, even though it was snowing.*

Future Perfect – Future Perfect Continuous

21 Put the verbs in brackets into the future perfect or the future perfect continuous.

- Jonathan **will have been working** (work) on his invention for three hours before he finally goes to bed.
- By the time the girls return from their shopping trip, I (cook) dinner.
- (Jane/finish) her homework by the time the wildlife documentary begins?
- Jack (work) at the post office for 20 years by the time he's 50.
- I'm afraid Jack (not/recover) from the accident by the time his football training begins.
- I (grow) my own vegetables for two years by the end of the year.
- (mail) the invitations before Friday?
- By November, Harry (sell) his produce to local stores for two years.
- We (convert) the rooftop of our apartment into a garden by the end of the week.
- By June, Mr Patterson (teach) music at our school for ten years.
- Scientists hope they (solve) the world's food shortage problem by the end of the century.

22 Underline the correct item.

- Are you sure you'll have been cleaning/'ll have cleaned the living room before the guests arrive?
- By the time we reach our first stop, we will have drive/will have been driving for 4 hours.
- The shop will not have been repairing/will not have repaired my camcorder until the end of the week.
- By noon, the fire from the powerful explosion will have been burning/will have burnt for 12 hours straight.
- Will they have published/Will they have been publishing her new book by summer?

Exclamations

23 Fill in: *what (a/an), how, such (a/an) or so*.

- A: Let's go shopping this afternoon!
B: *What a* great idea!
- A: delicious apples! Where did you buy them?
B: From farmer Jack. He's got an organic farm.
- A: That was interesting article!
B: I know. We learnt much about the fashion industry from it.
- A: There was a catastrophic earthquake in Japan.
B: Oh no! terrible for the people there!

24 In pairs rephrase the following, as in the example. Then write the sentences.

- What a brilliant idea!
How brilliant an idea it is!
This idea is so brilliant!
Isn't this idea brilliant?
It's such a brilliant idea!

- This is such a trendy outfit!

.....

.....

.....

.....

- How professional he is!

.....

.....

.....

.....

Clauses of Concession

25 Circle the correct item.

- Sarah saves her pocket money, her sister spends it straightaway.
☒ A whereas B even though C despite
- it was a weekday, Melody decided to go out with her friends.
A Despite B In spite C Although
- David gashed his leg., he didn't need to have stitches.
A Even though B Whereas C However
- hard I tried, I couldn't speak to the manager about my faulty camera.
A No matter how B While C Though
- of having ordered a black mobile, I received a white one.
A In spite B Despite C However
- He made a mistake, he didn't tell anyone.
A whereas B yet C while

26 Rewrite the sentences as in the example.

- She wants to buy a new ski suit. She can't afford it. (**although, however**)
a *Although she wants to buy a new ski suit, she can't afford it.*
b *She wants to buy a new ski suit. However, she can't afford it.*
- I love fashion shows. I haven't been to one. (**even though/yet**)
a
b
- Susan has a great singing voice. She doesn't want a career in music. (**despite, even though**)
a
b
- She gets her flowers from the local florist. She has her own flower garden. (**in spite of, but**)
a
b
- He always buys organically-grown vegetables. They are more expensive. (**despite the fact that, though**)
a
b

Modals

Can/could, may/might, must/have to, ought to, shall/should, will/would:

- don't take **-s**, **-ing** or **-ed** suffixes.
- are followed by the bare infinitive (infinitive *without to*).
- come before the subject in questions and are followed by not in negations.
- don't have tenses in the normal sense. When followed by a present bare infinitive, they refer to an incomplete action or state (i.e. present or future). *You **should** tell them the truth.* When followed by a perfect bare infinitive, they refer to a complete action or state. *You **should have** told them the truth.*

Note how the forms of the infinitive are formed:

Present: (to) go

Present continuous: (to) be going

Perfect: (to) have gone

Perfect continuous: (to) have been going

Obligation/Duty/Necessity (**must, have to, should/ought to**)

- **Must** expresses **duty/strong obligation** to do sth, and shows that sth is essential. We generally use **must** when the speaker has decided that sth is necessary (i.e. subjective). *If you witness an accident, you **must** report it to the police. You **must** apologise to her for being so rude.* (It is your duty./You are obliged to do sth.)
- **Have to** expresses **strong necessity/obligation**. We usually use **have to** when somebody other than the speaker has decided that sth is necessary (i.e. objective). *Mum says that we **have to** walk the dog every day.* (It's necessary.)
- **Had to** is the past form of both **must** and **have to**.
- **Should/Ought to** express **duty, weak obligation**. *You **should** help your little brother with his homework.* (It's your duty. – less emphatic than **must**)

Absence of necessity (**don't have to/don't need to, needn't, needn't have**)

- **Don't have to/Don't need to/Needn't:** It isn't necessary to do sth in the present/future. *You **don't have to** work late today. She **doesn't need to** dress formally for the party. He **needn't** water the garden today.*
- **Didn't need to/Didn't have to:** It wasn't necessary to do sth. We don't know if it was done or not. *They **didn't have to** confirm their reservation.* (We don't know if they confirmed it.)
- **Needn't have + pp:** Sth unnecessary was done in the past. *You **needn't have** watered the flowers, it is going to rain.*

Permission/Prohibition (**can, may, mustn't, can't**)

- **Can/May** are used to **ask for/give permission**. **May** is more formal than **can**. *Can/May I ask you something? Yes, you **can/may**.* (Is it OK if ...?)
- **Mustn't/Can't:** It is forbidden to do sth; it is **against the rules/law**; you are not allowed to do sth. *You **mustn't/can't** drive without wearing your seatbelt.*

Possibility (**can, could**)

- **Can + present infinitive:** General/theoretical possibility. Not usually used for a specific situation. *Our teacher **can be** quite strict.* (general possibility – it is theoretically possible)
 - **Could/May/Might + present infinitive:** Possibility in a specific situation. *We **might** go out in the afternoon, so come in the morning.* (It is possible./It is likely./Perhaps.)
- Note:** We can use **can/could/might** in questions but **not may**. *Who **could** I ask for professional advice?*
- **Could/Might/Would + perfect infinitive** refer to **sth in the past that was possible but didn't happen**. *I **would have gone** to the beach with them, but I was too busy.*

Ability/Inability (**can, could, was able to**)

- **Can('t)** expresses **(in)ability in the present/future**. *She **can** run very fast.* (She is able to ...)
- **Could** expresses general repeated **ability in the past**. *He **could** work very long hours before he retired.* (He was able to ...)
- **Was(n't) able to** expresses **(in)ability on a specific occasion in the past**. *He **was(n't) able to** fix his computer.* (He didn't manage/managed to ...)
- **Couldn't** may be used to express any kind of inability in the past, repeated or specific. *Emma **couldn't** cook when she was a teen.* (past repeated action) *Emma **couldn't/wasn't able to** cook yesterday, because her stove wasn't working.* (past single action)

Offers/Suggestions (**can, would, shall, could**)

- **Can:** *Can I help you with something?* (Would you like me to ...?)
- **Would:** *Would you like to sit down?* (Do you want to ...?)
- **Shall:** *Shall I return these books to the library for you?* (Would you like me to ...?/Do you want me to ...?)
- **Can/Could:** *We **can** go mountain climbing. You **could** take out a loan.* (Let's ...)

Probability (**will, should/ought to**)

- **Will:** *He **will** get a promotion.* (100% certain)
- **Should/Ought to:** *They **should/ought to** arrive on time tomorrow.* (90% certain; future only; it's probable)

Advice (**should, ought to, shall**)

- **Should:** general advice *You **should** take up a hobby.* (It's my advice./I advise you to ...)
- **Ought to:** general advice *You **ought to** be on time for work.* (It's a good idea/thing to do.)
- **Shall:** asking for advice *Shall I cut my hair short?* (Do you think it's a good idea to ...?)

Modals

1 Match the modal verbs in bold to their meanings (a-j).

- 1 ☐ **D** The soup kitchen **might** be open now.
 2 ☐ **Can** I leave a message, please?
 3 ☐ You **should** listen to the advice of the elderly.
 4 ☐ **May** I see your ID, please?
 5 ☐ You **have to** move the car; you can't park here.
 6 ☐ You **don't have to** help me find a job.
 7 ☐ You **can** join the volunteer group.
 8 ☐ You **mustn't** cross the road here; use the zebra crossing.
 9 ☐ She **can't** be eighty years old; she looks amazing!
 10 ☐ You **shouldn't** get into debt.

- | | |
|--------------------------|-------------------------|
| A It's not necessary. | F It's a good idea. |
| B It's forbidden. | G You're obliged to. |
| C Would it be OK if ...? | H You're allowed to. |
| D It's possible. | I Is it OK? |
| E I'm sure she isn't. | J It's not a good idea. |

2 Rewrite the sentences using the modals in the list.

- may • could(n't) • can('t) • don't have to
 • should • must

- 1 I **advise you to** try harder to find employment.
You should try harder to find employment.
 2 **Perhaps we will go** to the music festival.

 3 **It is not necessary for you to** give me a lift.

 4 When I was a child, I **didn't know how to** look after an animal properly.

 5 He **was able to** get around with the use of a cane.

 6 **Do you insist that** I show you my identification?

 7 **You're not allowed to** drop litter in the street.

 8 **Do you mind if** I sit in here for a moment?

3 Rephrase the sentences in as many ways as possible.

- 1 It's **possible** that we will find a solution to the homeless situation.
We may/might/could find a solution to the homeless situation.
 2 It's **necessary** to have a senior citizen's card to get in free.

 3 It is **forbidden to** transfer festival tickets to another name.

 4 I **advise you to** get some help from the charity.

 5 **Would it be OK** if I stayed at your house tonight?

 6 It's **not a good idea** to walk in the forest alone.

 7 **We are obliged to** recycle in this town, it's a law.

 8 She **managed to** pitch her tent before it got too dark.

4 Choose the correct item.

- 1 You get off the street now!
 (A) must B shall C would
 2 He have gone to the homeless shelter; it's very cold.
 A would B should C can't
 3 I take the rubbish out later, Mum?
 A Would B Need C Can
 4 You be rude to the elderly.
 A needn't B couldn't C mustn't
 5 We ban all public transport in the city centre.
 A don't need B need C must
 6 We to do what we can for those in need.
 A ought B should C must
 7 You bring food; there are food stalls everywhere.
 A mustn't B needn't C should
 8 She read and write when she was three.
 A would B must C could

Conditionals: types 0/1/2/3

Conditional clauses consist of two parts: the **if-clause** (hypothesis) and the **main clause** (result).

When the **if-clause** comes before the **main clause**, the two clauses are separated with a comma. *If I go to Paris, I will send you a postcard. – I will send you a postcard if I go to Paris.*

	IF-CLAUSE (hypothesis)	MAIN CLAUSE (result)
0 conditional general truth or scientific fact	if/when + present simple <i>If you drop ice in water, it floats.</i>	present simple
1st conditional real, likely to happen in the present/future	if/when + present simple <i>If it rains, we will stay home.</i>	simple future, imperative, can/must/may , etc + bare infinitive
2nd conditional • imaginary situation in the present/future • advice	if + past simple <i>If I lived by the beach, I would go swimming every day. BUT I don't live by the beach. (untrue in the present). If I were you, I wouldn't believe those lies.</i>	would/could/might + bare infinitive
3rd conditional • imaginary situation in the past • regrets • criticism	if + past perfect <i>If you had booked tickets, we wouldn't have stayed home. (but you didn't) If you had been honest from the start, none of this would have happened.</i>	would/could/might have + past participle

- We can use **were** instead of **was** for all persons in the **if-clause** of Type 2 conditionals.
If he weren't/wasn't so stressed all the time, he would enjoy life more.
- With type 1 conditionals we can use **unless** + affirmative verb or **if** + negative verb.
They will not hire you unless you have a lot of experience. (They will not hire you if you don't have a lot of experience.)

Mixed Conditionals

We can form **mixed conditionals**, if the context permits it, by combining an **if-clause** of one type with a main clause of another.

IF-CLAUSE	MAIN CLAUSE
Type 2	Type 3
<i>If he were a fast runner, he would have won the race.</i>	
IF-CLAUSE	MAIN CLAUSE
Type 3	Type 2
<i>If she had invited me, I would go to her party tonight.</i>	

Wishes

We can use **wish/if only** to express a wish.

WISH/ IF ONLY	USE
+ past simple/ past continuous	<i>He wishes he was/were on holiday now. (but he isn't) If only the bus wasn't/weren't running so late. (but it is)</i> to say that we would like something to be different about a present situation
+ past perfect	<i>I wish I had accepted their offer. (but I didn't) If only I hadn't bought those books. (but I did)</i> to express regret about something which happened or didn't happen in the past
+ subject + would + bare infinitive	to express: • a polite imperative • a desire for a situation or person's behaviour to change

If only is used in exactly the same way as **wish** but it is more emphatic or more dramatic. We can use **were** instead of **was** after **wish** and **if only**. *I wish I weren't/wasn't so busy.*

Conditionals

5 Underline the correct item.

- If they have/had more shelters, there would be fewer people living on the streets.
- The world's rainforests will disappear within a century if logging continues/would continue at this rate.
- If you heated/heat ice, it melts.
- If he had taken breaks more frequently, he wouldn't have collapsed/wouldn't collapse with exhaustion.
- If I had the chance, I would volunteer/will volunteer at a soup kitchen.
- If the children get an education, they escaped/will escape their lives of poverty.
- If the volunteer group had refused/refused my help, I would have gone back home.
- If you want to help the poor, you can contact/contact me.
- If I were/had been you, I would take up the teaching position in Brazil.
- We can drive to Somerset, unless you want/don't want to take the train.

6 Put the verbs in brackets into the correct tense to form *conditionals*.

- 1 If I **were** (be) like my friends, I would have travelled round the world on my holiday.
- 2 If he weren't so concerned about the homeless, he (**not/donate**) to the charity.
- 3 I (**take**) a book if I had known the flight would be delayed.
- 4 If you hadn't been so selfish, you (**offer**) to help them.
- 5 You harm the environment if you (**drive**) your car everywhere.
- 6 He will be hungry if he (**not/eat**) breakfast.
- 7 If I'd known they were looking for people to live on the space station, I (**apply**) for the job!
- 8 I would gladly live on the moon if they ever (**colonise**) it.

7 Rewrite the following as *mixed conditional* sentences.

- 1 Jake didn't accept the job offer. He is still unemployed.
If Jake had accepted the job offer, he wouldn't still be unemployed.
- 2 Mary doesn't speak French. She didn't get the job at the school.
.....
- 3 The hiker didn't find anything to eat in the jungle. He's feeling hungry now.
.....
- 4 I don't know him. I didn't ask for his help.
.....
- 5 The children were singing and dancing at the festival all morning. They are tired now.
.....

8 Complete the sentences about you.

- 1 If I weren't so tired, *I would go for a jog.*
- 2 If I had known about the festival,
- 3 If I have time,
- 4 If I were you,
- 5 If I could play a musical instrument,
- 6 If I had a lot of money,

Wishes

9 Put the verbs in brackets into the correct tense.

- 1 A: I wish the little boy **had told** (tell) us where his parents are.
B: Yes, it's so sad to see him living in the streets.
- 2 A: I wish I (**not/yell**) at that elderly man.
B: Well, if you see him again, you can apologise.
- 3 A: If only I (**have**) more time to volunteer at the animal shelter.
B: Don't worry. You do a lot more than other people.
- 4 A: I wish I (**not/drop out**) of school.
B: Well, you can always take a night course.
- 5 A: If only more rich people (**give**) money to those in need.
B: That would truly make a difference.
- 6 A: If only the company (**not/close down**).
B: I know. Hundreds of people were left jobless.

10 Rewrite the sentences using *wishes*, as in the example.

- 1 I forgot to bring food to the centre.
I wish/If only I had brought food to the centre.
- 2 I'm not good at pitching a tent.
.....
- 3 The woman can't afford to buy a new outfit.
.....
- 4 I would like to give a home to every homeless person in the city, but I can't.
.....
- 5 The police didn't catch the thief.
.....
- 6 Mike broke my MP3 player.
.....

11 Complete the sentences about yourself.

- 1 I wish I were *a teacher, so I could teach poor children how to read.*
- 2 I wish I had
- 3 I wish I hadn't
- 4 I wish I wasn't
- 5 I wish I could

Relatives – Relative Clauses

Use

- We use **relative pronouns** (*who/whose/which/that*) and **relative adverbs** (*where/when/that/why*) to introduce **relative clauses**. We use relative clauses to identify/describe the person/place/thing in the main clause.

Relative Clause

The man **who won the award** is our neighbour.

- We use **who/that** to refer to people. *The students **who/that** were late for class had to stay behind an extra hour.*
- We use **which/that** to refer to objects or animals. *The package **which/that** is on my desk arrived for you this morning.*
- We use **where** to refer to places. *That's the shop **where** they serve frozen yoghurt.*
- We use **whose** with people, animals and things to show possession. *She's the woman **whose** sons are in a rock band.*
- We use **why** to give a reason. *Chris won't tell anyone **why** he's upset.*

Defining and Non-defining Relative Clauses

- A **defining relative** clause gives necessary information essential to the meaning of the main sentence. It is not put in commas and is introduced with **who, which, that, whose, where, when, or the reason (why)**. *The girl **who** sits next to me in class is from Thailand.* The relative pronoun can be omitted when it is the object of the relative clause. *The book (**which/that**) I bought yesterday was very cheap.*
- A **non-defining relative clause** gives extra information and is not essential to the meaning of the main sentence. It is put in commas and is introduced with **who, whom, which, whose, where, or when**. The relative pronoun cannot be omitted. *My brother, **who** is 18, is taking driving lessons.*

Relatives

12 Fill in the correct *relative pronoun or adverb*.

- Kevin McLeod is the man **who** started the tree-planting project.
- She'll never forget the day she saw how people in the slums live for the first time.
- Helen chose a volunteer programme suited her personal schedule.
- The forest illegal logging used to take place is now protected by environmental organisations.
- The school environmental project was the most informative won the competition.

13 Join the sentences, as in the example.

- The woman gave a talk. (She works to reduce deforestation.)
*The woman **who** works to reduce deforestation gave a talk.*
- The sheep and cows belong to a local framer. (They were set loose by loggers.)
The
- Greenpeace is an environmental organisation. (Its actions are known all over the world.)
Greenpeace
- The reasons are still unknown. (He ended up on the streets.)
The
- This is a collection point. (People can dispose of old electronic equipment here.)
This

14 Fill in the gaps with the correct *relative pronoun or adverb*.

Animals in Space

In the earlier days of space exploration nobody knew if humans could survive a space trip, so scientists decided to send animals instead of people into space. In 1961, 1) **when** NASA launched U.S. Mercury spacecraft, American scientists sent Enos, a chimpanzee, into space to see if it could survive the take off and landing. While the chimpanzee was in flight, it ate, drank and performed all the tasks 2) it had been trained to do. At the same time the scientists 3) were on Earth monitored his behaviour. Enos survived the space voyage, 4) involved making two complete orbits of the earth. Other experiments involved sending mice into space. Scientists 5) work involved research into the effect of zero gravity wanted to determine whether weightlessness would confuse the animals. Would floating instead of walking affect them? Surprisingly, within 5 minutes the mice floated happily around their living quarters. They were able to adapt very quickly to the new environment, 6) they ate and groomed themselves just as they did on Earth. These experiments prepared the way for human space flight.



15 Choose the correct answer.

- Fiona is the designer created the costumes for the play.
A which B where C who
- The cages the animals are kept are spacious.
A who B which C where
- The outfit she is wearing is a designer label.
A when B where C which
- Where's the DVD we rented yesterday?
A who B that C when
- That's the teacher son is in the same class as me.
A which B who's C whose
- I remember the time we hiked in the mountains alone.
A when B who C where

16 Fill in the correct *relative pronoun*. Then write *S* for subject or *O* for object. Finally, state if the relatives can be omitted or not.

- How old is the man *who/that* first stepped on the Moon? (*S – not omitted*)
- The spacecraft they built belongs to NASA.
- What's the name of the planet was wiped out by a massive explosion?
- The planet is closest to Earth is Venus.
- The people work on the ISS spend months away from home.
- That's the man book was made into a film.
- The boy sprained his ankle had to go to hospital.
- The hurricane hit New Orleans caused great destruction.
- The bag I bought is made of silk.
- The shop assistant I talked to was very helpful.
- The woman Ben is planning to marry is a leading scientist.
- The MP3 player I ordered from an online store was quite cheap.

17 Fill in the *relative pronoun* or *adverb*. Put commas where necessary. Write *D* for defining and *ND* for non-defining.

- Mr Stafford, *whose* son walked the length of the Amazon, is very proud. *ND*
- Illiteracy is a major world problem affects a person's life on many levels.
- Peru Ed set off from is in South America.
- The reason they were furious was that foreigners were in their territory.
- My mother is very concerned about the environment goes to many fund-raising events.
- Brazil is the world's largest rainforest has the highest deforestation rate on the planet.
- The date many countries celebrate International Earth Day is 22 April.
- I'd rather see the film your brother has recommended.
- Volcano surfing is an extreme sport can be quite dangerous.
- Jack is the boy brother is a news reporter.
- Jerry is the student won the short story competition.
- The reason she's sad is because she lost her bag.

18 Complete the following sentences using your own ideas and the appropriate *relative pronouns/adverbs*.

- I once read a book *which described life on other planets*.
- I sometimes don't understand the reason
- I can still remember the summer
- I'd love to travel to a place
- I watched a documentary
- I sit next to a girl

The passive

Form: We form the **passive** with the verb **to be** in the appropriate tense and the **past participle** of the main verb.

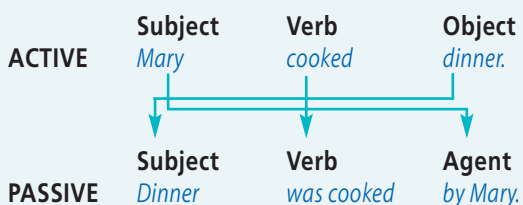
	ACTIVE	PASSIVE
Present Simple	Ben plants a tree.	A tree is planted by Ben.
Present Continuous	Ben is planting a tree.	A tree is being planted by Ben.
Past Simple	Ben planted a tree.	A tree was planted by Ben.
Past Continuous	Ben was planting a tree.	A tree was being planted by Ben.
Present Perfect Simple	Ben has planted a tree.	A tree has been planted by Ben.
Past Perfect Simple	Ben had planted a tree.	A tree had been planted by Ben.
Future Simple	Ben will plant a tree.	A tree will be planted by Ben.
Infinitive	Ben has to plant a tree.	A tree has to be planted by Ben.
Modal Verbs	Ben might plant a tree.	A tree might be planted by Ben.

We use the **passive**:

- when the person/people doing the action is/are **unknown**, **unimportant**, or **obvious from the context**. *The vase **was broken**.* (We don't know who broke it).
*The package **will be delivered** today.* (Who will deliver it is unimportant).
*Our exam papers **have been corrected**.* (It's obvious that the teacher has corrected our exam papers).
- when the **action** itself is **more important** than the **person/people** doing it, as in **news headlines**, **newspaper articles**, **formal notices**, **advertisements**, **instructions**, **processes**, etc. *Cell phones **must be turned off** during the examination.*
- when we want to **avoid taking responsibility** for an action or when we refer to an unpleasant event and we do not want to say who or what is to blame.
*They **were cheated** out of their money.*
- to **emphasise** the agent. *The announcement **was made by the Prime Minister himself**.*
- to make statements **more formal** or **polite**. *My book **has been torn**.* (More polite than saying, "You tore my book.")

Changing from the active to the passive:

- The object of the active sentence becomes the subject in the passive sentence.
- The active verb remains in the same tense but changes into passive form.
- The subject of the active sentence becomes the agent, and is either introduced with the preposition **by** or is omitted.



- Only transitive verbs (verbs that take an object) can be changed into the passive. *A house **collapsed** in the earthquake.* (intransitive verb; **no passive form**.)

Note: Some transitive verbs (*have*, *fit* (= be the right size), *suit*, *resemble*, etc) cannot be changed into the passive. *The blue shirt **suits** you.* (NOT: ~~You are suited by the blue shirt.~~)

- Let** becomes **be allowed to** in the passive. *They **let** us leave early. – We **were allowed to** leave early.*
- We can use the verb **to get** instead of the verb **to be** in everyday speech when we talk about things that happen by accident or unexpectedly. *The window **got smashed** in the storm.*
- By + agent** is used to say who or what carries out an action. **With + instrument/material/ingredient** is used to say what the agent used. *This sculpture **was created by a young artist**. It **was made with recycled materials**.*
- The agent can be **omitted** when the subject is **they**, **he**, **someone/somebody**, **people**, **one**, etc. *A lot of money **was raised** for the charity.* (= They raised a lot of money for the charity.)
- The agent **is not omitted** when it is a **specific** or **important person**, or when it is **essential** to the meaning of the sentence. *Comedies **are enjoyed by people of all ages**.*
- With verbs which can take two objects, such as **bring**, **tell**, **send**, **show**, **teach**, **promise**, **sell**, **read**, **offer**, **give**, **lend**, etc, we can form two different passive sentences. *She **sent me** an email.* (active) *I **was sent** an email.* (passive, more common) *An email **was sent to me**.* (passive, less common)
- In passive questions with **who**, **whom**, or **which** we do not omit **by**. *Who **wrote** this song? Who **was** this song **written by**?*
- The verbs **hear**, **help**, **see**, and **make** are followed by a bare infinitive in the active, but a to-infinitive in the passive. *Mum **made me** **hoover** the rug.* (active) *I **was made to** **hoover** the rug.* (passive)

Impersonal/Personal Passive Constructions

- The verbs **believe**, **consider**, **expect**, **know**, **report**, **say**, **think**, etc have both personal and impersonal constructions in the passive.
 - active:** *People **expect** that he **will win** the contest.*
 - passive:** *It **is expected** that he **will win** the contest.* (impersonal construction)
*He **is expected to win** the contest.* (personal construction)
 - active:** *They **say** that he **lost** all his money.*
 - passive:** *It **is said** that he **lost** all his money.* (impersonal construction)
*He **is said to have lost** all his money.* (personal construction)

The passive

1 Put the verbs in brackets into the correct passive form.

- 1 They believe the castle *is haunted* (haunt) by the ghost of its owner.
- 2 A strange creature (spot) near the village last week.
- 3 The mystery of the moving stones in Death Valley (not/explain) yet.
- 4 The details for the trip to the Cryptozoology Museum (discuss) right now.
- 5 The film is about a scientist who believes that in the future, Earth (take over) by aliens.
- 6 James was waiting patiently while his takeaway meal (prepare).
- 7 Tickets for the London Ghost tour should (book) in advance.
- 8 Photos of the supposed alien craft (never/show) to the public before the newspaper published them.
- 9 The celebrity asked (give) a private tour of the museum.
- 10 A charity bazaar to raise money for the homeless (hold) in my town every year.

2 Rewrite the sentences in the passive.

- 1 The Space Museum will hold an interesting exhibition.
An interesting exhibition will be held by the Space Museum.
- 2 Did they inform you about the cost of the tour?
- 3 The police is investigating reports of UFO sightings in the area.
- 4 They built Stonehenge thousands of years ago.
- 5 They have filmed a TV mini-series about the Bermuda Triangle.
- 6 They still haven't found the source of the strange humming noise.
- 7 You need to rewrite the first paragraph.

3 Put the verbs in brackets into the correct passive form.

Review of **Honeysuckle Cottage**

by P.G. Wodehouse

Throughout the centuries countless stories of haunting horror 1) *have been written* (write) exciting readers' imaginations around the world. Though humour 2) (not/expect) of ghost stories, author P.G. Wodehouse pleasantly surprises his readers.

Honeysuckle Cottage tells the story of James Rodman, a young writer of detective stories who finds himself living in a house that 3) (inhabit) by a ghost. The problem is that somehow his writing 4) (affect) by the spirit of the place, causing him to write romantic stories instead of detective ones. Matters 5) (complicate) even more when a real girl 6) (hit) by a car outside the cottage and 7) (force) to seek James' help.

Honeysuckle Cottage 8) (write) in 1925, yet it 9) (still/consider) one of the funniest ghost stories of all time. In 2002, it 10) (adapt) into a radio play for BBC Radio, introducing it to a whole new, younger audience. The story can 11) (find) in the Wodehouse collection called *Meet Mr. Mulliner*. Ghost enthusiasts 12) (certainly/thrill) by the interesting twist at the end of the story.

4 Fill in the gaps with *by* or *with*.

- 1 *Eclipse* was written *by* Stephanie Meyer.
- 2 The model of the spacecraft for the science show was constructed cardboard.
- 3 Scientists believe that dinosaurs can be recreated DNA material found during excavations.
- 4 A huge sum was given to the charity an anonymous donor.
- 5 The food served at this restaurant is made exclusively organically-grown vegetables.
- 6 A local woman claims she was captured aliens when she was a child.
- 7 Bigfoot is described as a huge creature that is covered hair and looks like an ape.
- 8 The Roswell UFO festival is attended visitors from all over the world.

5 Use the words to write questions and answers, as in the example.

- 1 people/trap/2010 mining disaster/Chile/33?
How many *people were trapped in the 2010 mining disaster in Chile?*
33 people were trapped.
- 2 Stonehenge/build/between 3100 and 1500 BC?
When
- 3 a big UFO festival/hold/every year/Roswell, USA?
Where
- 4 *The Day of the Triffids*/write/John Wyndham?
Who
- 5 the coelacanth/rediscover/1938?
When
- 6 Greenpeace/found/Bob Hunter?
Who

6 Rewrite the newspaper headlines as complete *passive* sentences.

A MISSING HIKER FOUND AFTER THREE DAYS

B FOUR PEOPLE INJURED IN YESTERDAY'S TRAIN CRASH

C CITY COUNCIL WILL CREATE MORE SOUP KITCHENS FOR THE HOMELESS

D AUTHORITIES HAVE EVACUATED THIRTY VILLAGES

E LOCAL RESIDENT REPORTS STRANGE HUMMING NOISE

F CITY MIGHT RE-OPEN NATURAL HISTORY MUSEUM

- A *A missing hiker was found after three days.*
- B
- C
- D
- E
- F

7 Rewrite the sentences in the *passive*, as in the examples.

- 1 Our science teacher showed us a film.
We *were shown a film by our science teacher.*
A film *was shown to us by our science teacher.*
- 2 She has given the charity all her money.
The charity
- 3 The company promised me a replacement product.
I
- 4 The police officer read the man his rights.
The man
His rights
- 5 They will teach their son Spanish.
Their son
Spanish
- 6 They have offered Ian a new job.
Ian
A new job
- 7 Someone should tell him the truth soon.
He
The truth
- 8 Mina has sent me some photographs.
I
Some photographs

8 Complete the sentences, as in the example.

- 1 They don't know what causes the Naga fireballs.
It *is not known what causes the Naga fireballs.*
- 2 It was reported that an alien craft appeared in the sky.
An alien craft
- 3 People believe that scientists are conducting secret experiments.
Scientists
- 4 He is expected to make an announcement tomorrow.
It
- 5 Some say that a strange creature was hiding in the woods.
A strange creature
- 6 They consider him to be a leading paleontologist.
He
- 7 It is thought that her books lack originality.
Her books
- 8 It is claimed that he has solved the mystery.
He

9 Rewrite the news report in the *passive*.

Mrs Harris, a local resident, has spotted a mysterious creature in the town park. She says the creature resembles a huge ape, and is sure that it is the Yeti. Yesterday, the authorities called in a team of scientists to investigate the claim. After some investigations, the scientists solved the mystery. What the woman saw was not the Yeti, but a big orang-utan they are keeping at the local zoo. The animal had escaped a few days earlier and the zoo workers had even made an announcement warning people of the fact. Mrs Harris had obviously not heard the announcement.

A mysterious creature has been spotted in the town park by Mrs Harris, a local resident.

.....

.....

.....

.....

.....

.....

10 Rewrite the sentences in the *active*.

- Japan was hit by a huge earthquake in 2011.
A huge earthquake hit Japan in 2011.
- The International Cryptozoology Museum is owned by Loren Coleman.
.....
- The house was believed by many people to be haunted.
.....
- The existence of aliens has not been proved by experts.
.....
- Many interesting things can be seen by visitors to the museum.
.....
- Tours around haunted castles are taken by many tourists.
.....
- The recent discovery was being discussed by scientists at yesterday's conference.
.....
- People had been warned of a tsunami approaching the area by the authorities.
.....

11 Circle the correct item.

- It that lightning never strikes twice in the same spot.
A says **B** is said C has said
- The man was made that the photograph of the monster was fake.
A to admit B admit
C to be admitted
- All the clothes sold in this shop are made environmentally-friendly fabrics.
A by B with C for
- Many books about life on other planets.
A have been written B had written
C have been writing
- Do you think these jeans me?
A get suited B are suited C suit
- A man was seen the burning building just before it collapsed.
A to enter B he entered C enter

12 Complete the sentences using the word in **bold**. Use *between two and five words*.

- They didn't let the children go to the UFO festival.
WERE The children *were not allowed to* go to the UFO festival.
- People think humans will colonise space one day.
THOUGHT It is colonised by humans one day.
- Jason's mother gave him a book for his birthday.
TO A book for his birthday.
- According to the witnesses' reports, the creature looked like Bigfoot.
RESEMBLED It was Bigfoot.
- Did anyone make Liam tell those terrible lies?
MADE Was those terrible lies?
- It is believed that she didn't write the book herself.
HAVE She is the book herself.

Question tags

- **Question tags** are short questions at the end of statements. They are mainly used in speech when we want to confirm something (falling intonation) or when we want to find out if something is true or not (rising intonation).
- **Question tags** are formed with an auxiliary verb and the appropriate subject pronoun. They take the same auxiliary as in the statement, or, if there isn't an auxiliary in the statement, they take **do/does** (present simple) or **did** (past simple). *Will plays hockey, **doesn't he?***
- After affirmative statements, we use a negative question tag and after negative statements, we use a positive question tag. *Andrew is allergic to seafood, **isn't he?** They haven't given you an answer, **have they?***
- When the sentence contains a word with a negative meaning such as **never**, **hardly**, **seldom** or **rarely**, the question tag is positive. *Pam **never** goes to the opera, **does she?***

- Note:**
- **Let's** has the tag **shall we?**
*Let's have some coffee, **shall we?***
 - **Let me/him** has the tag **will you/won't you?**
*Let me explain, **will you/won't you?***
 - **I have (possess)** has the tag **haven't I?**
BUT I have (used idiomatically) has the tag **don't I?**
*They have a boat, **haven't they?***
*She has dinner with her friends every Saturday, **doesn't she?***
 - **This/That is** has the tag **isn't it?**
*That's Sam's bike, **isn't it?***
 - **I am** has the tag **aren't I? I am late, aren't I?**
 - A positive imperative has the question tag **will/won't? Stop complaining, will/won't you?**
 - A negative imperative has the question tag **will you? Don't drive so fast, will you?**

Reflexive/Emphatic Pronouns

I – myself, you – yourself, he – himself, she – herself, it – itself, we – ourselves, you – yourselves, they – themselves

We use **reflexive pronouns**:

- with verbs such as **behave**, **burn**, **cut**, **enjoy**, **hurt**, **introduce**, **kill**, **look at**, **teach**, etc, or with prepositions when the subject and the object of the verb are the same person.
*He (subject) **introduced himself** (object) to everyone in the room.*
- in the following expressions: **enjoy yourself** (have a good time), **behave yourself** (be good), **help yourself** (you are welcome to take something if you want).
***Help yourself** to some cookies; I've made a fresh batch.*

We use **emphatic pronouns**:

- with the preposition **by** when we mean alone/without company or without help (on one's own).
*He lifted the heavy couch **by himself/on his own**.*

- to emphasise the subject or the object of a sentence.
***Cindy** drew this picture **herself**.* (Cindy drew the picture. No one else drew it.)
***Bob** was congratulated by the president **himself**.* (The president congratulated Bob, not someone else.)

- Notes:**
- We do not normally use reflexive pronouns with the verbs **concentrate**, **feel**, **meet**, and **relax**. *If you **don't feel** well, go home.* (NOT: ~~If you don't feel yourself well go home.~~)
 - Reflexive pronouns are used with the verbs **dress**, **wash**, and **shave** when we want to show that someone did something with a lot of effort.
*Despite having a broken arm, Ron managed to **dress himself**.*

Questions tags

13 Underline the correct question tag.

- Don't sit there, will you/don't you?
- Tom has published his book, hasn't he/didn't he?
- Ethan hadn't booked tickets, hadn't he/had he?
- The novel is very well-written, is it/isn't it?
- That's your bike, isn't that/isn't it?
- She really thought she saw Bigfoot, didn't she/doesn't she?
- We are having lunch with the Millers tomorrow, aren't we/haven't we?
- Let's go on the Ghost Tour, will we/shall we?
- I am right about this, am I/aren't I?
- Kate has a dog, hasn't she/doesn't she?

14 Match the sentences to the correct question tag.

- | | | |
|-----------------------------------------|------------------------------|----------------|
| 1 <input checked="" type="checkbox"/> D | You can do this, | A will you? |
| 2 <input type="checkbox"/> | You don't believe in ghosts, | B wasn't he? |
| 3 <input type="checkbox"/> | James was wrong, | C have you? |
| 4 <input type="checkbox"/> | They're leaving soon, | D can't you? |
| 5 <input type="checkbox"/> | You're not listening to me, | E aren't they? |
| 6 <input type="checkbox"/> | He rarely spoke to anyone, | F isn't it? |
| 7 <input type="checkbox"/> | Let me help you, | G did he? |
| 8 <input type="checkbox"/> | Jenny works here, | H are you? |
| 9 <input type="checkbox"/> | You haven't read this, | I do you? |
| 10 <input type="checkbox"/> | The museum is closed, | J doesn't she? |

15 Complete the sentences with the correct *question tags*.

- 1 The Tower of London tour lasts for an hour, *doesn't it*?
- 2 No one agreed to his proposal,?
- 3 You wouldn't like to come to the UFO festival with me,?
- 4 They insist that they saw an alien spacecraft,?
- 5 I'm going to have to pay extra,?
- 6 Pete has a book on mysterious places,?
- 7 Stop tapping your foot on the floor,?
- 8 This isn't the way to Joe's house,?

Reflexive/emphatic pronouns

16 Complete the sentences with the correct *reflexive/emphatic pronoun*.

- 1 Helen likes living by *herself*, but it gets lonely at times.
- 2 My mum says if you want something done right, do it
- 3 Help to some cake if you want.
- 4 Don't say anything to John, I want to tell him the good news
- 5 James and Lilly really enjoyed at the party.
- 6 Alex banged his head on the kitchen cupboard and hurt badly.
- 7 Anne can't stand looking at in photographs.
- 8 Our teacher told us to behave while we were at the museum.

17 Fill in the correct *reflexive pronoun* where necessary.

- 1 A: Wow! That laptop must have cost a lot.
B: True, but I wanted to give *myself* something nice for my birthday!
- 2 A: How come Jane didn't come with you?
B: She isn't feeling very well.
- 3 A: What do you think of your new neighbours?
B: Actually, we haven't met yet.
- 4 A: George is a fantastic guitar player.
B: Isn't he? And to think that he taught!
- 5 A: Did you like the London Ghost tour?
B: Yeah! We enjoyed so much that we're planning to take it again.
- 6 A: Did you hear what happened in Chile?
B: Yes, some workers found trapped when their mine collapsed.

18 Fill in the correct *reflexive/emphatic pronoun*.

Blog of MYSTERIES!

Have you ever found 1) *yourselves* in a mysterious situation? Share your stories with other readers!

Brian, Edinburgh

My brother and I were at home by 2) , watching TV. At some point, we heard a strange buzzing sound. The sound 3) wasn't scary, but it wouldn't stop and was driving us crazy! After about an hour's search, we discovered that there was a swarm of bees helping 4) to some honey that had somehow spilled on the floor behind the kitchen counter. Mystery solved!

Clark, Kent

That's funny, Brian! Unfortunately, my story isn't so funny. Last summer I was in Florida, and I decided to teach 5) how to surf. I was in the water when this strange, huge creature rose from the water and jumped over my head. I don't know what it was but it looked like nothing I'd ever seen before. A girl surfing nearby saw it too, and she said the same thing 6) Anyway, I was so shocked that I lost my balance and landed on the surf board, breaking both my arms in the process. For a month I couldn't even wash or dress 7) Last I heard, the creature is still out there.

The Indefinite Article *a/an*

- We use **a** before singular countable nouns which begin with a consonant sound (**a** dog, **a** uniform). We use **an** before singular countable nouns which begin with a vowel sound (**an** orange, **an** hour).

The **indefinite article** is used:

- with singular countable nouns. **a** pencil, **an** apple
- when we talk about things in general.
*I want to buy **an** iPad.* (any iPad).
- after the verb **to be** when we want to say what somebody/ something is. *She's **an** engineer. It's **a** beautiful day!*
- with certain phrases to show how often someone does something. *They go shopping **twice a** month.*

The **indefinite article** is not used:

- with uncountable or plural countable nouns. We use **some** instead. **some** rice, **some** pasta, **some** CDs
- before an adjective when there is no noun after it. However, when there is a noun after the adjective, we use **a** for adjectives which begin with a consonant sound and **an** for adjectives which begin with a vowel sound. *She **a** fashion model. She's **famous**. She's **a** famous fashion model.*

The Definite Article *The*

We use **the**:

- with **nouns** when talking about **something** specific, that is, when the noun is mentioned for a second time or is already known. *Are **the** red gloves yours?* (The listener knows what gloves we're talking about. The red ones.)
- with nouns which are **unique** (**the** Moon, **the** Parthenon, **the** London Eye etc).
- before the names of **rivers** (**the** Nile), **seas** (**the** Aegean), **oceans** (**the** Atlantic), **mountain ranges** (**the** Alps), **deserts** (**the** Gobi), **groups of islands** (**the** Canary islands), **countries** when they include words such as 'state', 'kingdom', etc (**the** United States) and nouns with **of** (**the** Tower of London).
- before the names of **musical instruments** (**the** piano, **the** guitar) and dances (**the** tango).
- before the names of **hotels** (**the** Ritz Hotel), **theatres/ cinemas** (**the** Royal Opera House), **ships** (**the** Titanic), **organisations** (**the** UN), **newspapers** (**The** Guardian Weekly) and **museums** (**the** British Museum).
- before **nationalities** ending in **-sh** (**the** Turkish), **-ch** (**the** Dutch) or **-ese** (**the** Portuguese) and **families** (**the** Simpsons).
- before **titles when the person's name is not mentioned** (**the** Prince, **the** Prime Minister).
- before the words **morning**, **afternoon** and **evening**. *She starts work at 8 o'clock in **the** afternoon.*
- with **adjectives** in the **superlative** form. *I'm **the** oldest in my family.*
- with the words **station**, **shop**, **cinema**, **village**, **world** etc. *She went to **the** shop to buy new clothes.*
- with **historical periods/events**. ***The** Middle Ages* BUT *World War II*.
- with the words **only**, **last**, **first** (used as adjectives). *She was **the** first runner to win a medal in the race.*

We don't use **the**:

- with **plural nouns when we talk about them in general**. *Dogs are loving animals.*
- before **proper names**. *Marta is twelve years old.*
- before the names of **countries** (*Italy*), **cities** (*Tokyo*), **streets** (*Wall Street*), **parks** (*Hyde Park*), **mountains** (*Everest*), **islands** (*Hawaii*), **lakes** (*Loch Ness*) and **continents** (*Africa*).
- before the names of **meals**, (*dinner*, etc) **games** and **sports** (*volleyball*, *football*, etc). *I love having **lunch** early. / I play **tennis** at 7 every afternoon.*
- with the words **this/that/these/those**. ***This** hat is my mum's.*
- with **possessive adjectives** or the **possessive case**. ***That** isn't **your** pen. It's Jake's.*
- before **titles** when the **person's name is mentioned**. *Queen Elizabeth, Prince Harry* BUT *the Queen, the King*
- with the words **school**, **church**, **bed**, **hospital**, **prison** or **home** when we refer to the purpose for which they exist. *John goes to **school** every day.* (John is a student.) BUT *John's mum wants to go to **the** school to ask John's teacher about his marks.* (John's mum is a visitor, not a student.)
- with **languages**. *I speak **Turkish**.* BUT ***The** French language is difficult.*
- with **the names of illnesses**. *He's got **pneumonia**.* BUT *flu/**the** flu, measles/**the** measles*

Note: We use **the** + **adjective** to refer to a group of people. Examples include: *poor, rich, sick, old, blind, young*, etc.

***The** old sometimes feel neglected.*

The Indefinite Article *a/an* – The Definite Article *the*

19 Fill in *a, an* or *some*.

- Judy is convinced that there was **an** alien spacecraft hovering over her house.
- There was time when stories about monsters were very popular.
- people believe that one day humans will live on other planets.
- Brian is watching interesting documentary about strange creatures.
- Experts have proved that the pictures of the lake monster were hoax.
- reporter for the local paper claims to have video footage of unidentified object crashing into a nearby field.
- There is unexpected twist at the end of the novel.
- The scientists are running tests to determine the age of the dinosaur bones.

20 Fill in *the* where necessary.

- 1 Lisa stared at *the* strange creature before her in amazement.
- 2 How long ago did dinosaurs become extinct?
- 3 Ben thought he just had a bad case of flu, but his doctor diagnosed him with pneumonia.
- 4 Prince Charles is next in line to become King of England.
- 5 Strait of Gibraltar connects Atlantic Ocean to Mediterranean Sea.

21 Fill in *a, an* or *the* where necessary.

- 1 Hundreds of UFO sightings have been reported in *the* USA over *the* last few years.
- 2 Visitors to International Cryptozoology Museum are greeted by replica of Bigfoot at entrance.
- 3 George is in hospital with broken leg.
- 4 Roswell UFO festival is annual event.
- 5 Pawel is reading book about origins of English language.

22 Fill in *a, an* or *the* where necessary.

- 1 A: Have you ever been to – New Mexico?
B: Yes. I was there last year. We stayed at Guadelope Hotel.
- 2 A: Who's Ed Stafford?
B: first man to walk whole length of Amazon River.
- 3 A: There's woman on TV who says she has video footage of alien spacecraft landing.
B: Hmm, I don't think footage is genuine.
- 4 A: Did you get today's paper?
B: Yes, Herald is on my desk.
- 5 A: I really want to learn how to play guitar. I think I'll take some lessons after school.
B: But you already play basketball four times week, and didn't you also start Spanish lessons recently? I don't think you have enough time!

23 Circle the correct item.

- 1 How many times week does the London Ghost tour take place?
A the **B a** C –
- 2 Adam has broken his leg badly and will have to stay in bed for a few weeks.
A – B the C a
- 3 It took us hour to drive to Brighton.
A – B a C an
- 4 Dinosaur fossils have been found in Sahara desert.
A a B the C –
- 5 *Breaking Dawn* is fourth book in the *Twilight* series.
A – B a C the
- 6 Astor Cinema has a special screening of the *Jurassic Park* trilogy this weekend.
A The B – C An
- 7 Griffins are a very nice family.
A Some B The C –
- 8 There are very interesting stories about mythical beasts in this book.
A the B an C some

24 Fill in *a, an* or *the* where necessary.

1) *The* local community of Collingwood in 2) Sydney is abuzz with news of 3) unusual humming sound coming from 4) Preston Park. 5) sound was first noticed by 6) group of children who were playing 7) football at 8) park. As one of 9) children said: "It was 10) strangest thing I've ever heard. It sounded like someone humming 11) song really, really loudly." Later in the same week, more visitors to 12) park heard 13) mysterious sound. Eventually, the police was called upon to investigate 14) matter. By now, the strange hum had become extremely loud and could be heard all over 15) area. "Sometimes it's worse at 16) night," said Mrs Jacobs, 17) local resident. Later in 18) week, 19) team of scientists will come to Collingwood in 20) effort to solve 21) mystery of the humming noise.

Reported speech

Direct speech is the exact words someone said. We use quotation marks in direct speech.

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. The word **that** can either be used or omitted after the introductory verb (say, tell, etc).

Say – Tell

- **say + no personal object**
Alex **said (that)** he was tired.
- **say + to + personal object**
Alex **said to me (that)** he was tired.
- **tell + personal object**
Alex **told me (that)** he was tired.
- we use **say + to-infinitive** but never **say about**. We use **tell sb, speak/talk about**.
Adam **said to meet** him outside the cinema.
She **told us/spoke/talked about** her future plans.

SAY	hello, good morning/afternoon, etc, something/nothing, so, a few words, no more, for certain/sure, sorry, etc.
TELL	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc.
ASK	a question, a favour, the price, about somebody, the time, around, for something/somebody, etc.

Reported statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence.
Sarah said, "I've lost **my** keys." (direct statement)
Sarah said (that) **she** had lost **her** keys. (reported statement)
- We can report someone's words either a long time after they were said (out-of-date reporting) or a short time after they were said (up-to-date reporting).

Up-to-date reporting

The tenses can either change or remain the same in reported speech.

Direct speech: Tony said, "I **went** to the theatre."

Reported speech: Tony said that he **went/had gone** to the theatre.

Out-of-date reporting

The introductory verb is in the past simple and the tenses change as follows:

DIRECT SPEECH	REPORTED SPEECH
Present simple → Past simple	
"I like cooking."	She said (that) she liked cooking.
Present continuous → Past continuous	
"He is reading a book."	He said (that) he was reading a book.
Present perfect → Past perfect	
"I have changed schools."	She said (that) she had changed schools.
Past simple → Past perfect	
"We won the game."	They said (that) they won/had won the game.
Past continuous → Past Perfect continuous	
"I was surfing the Net."	She said (that) she had been surfing the Net.
Will → Would	
"I will close the door."	He said (that) he would close the door.

- Certain words and time expressions change according to the meaning as follows: now → then, immediately; today → that day; yesterday → the day before, the previous day; tomorrow → the next/following day; this week → that week; last week → the week before, the previous week; next week → the week after, the following week; ago → before; here → there

Reported speech (Statements)

1 Fill in the gaps with *say* or *tell* in the correct form.

- A: What did our teacher **say** about the Duke of Edinburgh's award?
B: He us it helps develop character.
- A: Ted to me that he was going bowling.
B: Really? That's not what he me!
He he'd be at the library.
- A: Is it true that Adam to Jim that their friendship was over?
B: Yes, apparently Jim a lie about Adam to their boss.
- A: My parents keep me to study harder.
B: Mine too! I think all parents the same things!
- A: When did you the library books are due back?
B: Yesterday! Don't me you haven't returned them yet!
- A: Jane that the guided tour cost £50.
B: I know. But she also me that it was worth every penny.

2 Fill in the gaps with the correct *pronouns* or *possessive adjectives*.

- Jack said: "I am so pleased that you passed your finals."
Jack said that **he** was so pleased that had passed finals.
- She said: "My brother wants me to help him fill in the application form."
She said that brother wanted to help fill in the application form.
- Nancy said to me: "I can't find your calculator on your desk."
Nancy told me that couldn't find calculator on desk.
- Ron said: "We've signed up for Kung Fu classes at a martial arts centre near our house."
Ron said that had signed up for Kung Fu classes at a martial arts centre near house.

3 Underline the correct item. What were the speakers exact words?

- A: How is Melody going to finance her studies?
B: She told me she **would win/had won** a scholarship.
"I have won a scholarship."
- A: Is your brother staying in a hall of residence?
B: No, he said he **would stay/had stayed** off campus.
.....
- A: Is Jane taking a gap year after graduating from high school?
B: Yes, she said she **travelled/was going to travel** around Europe for a year.
.....
- A: Did Kevin receive an award for his participation in the DofE programme?
B: Yes, he told me he **was getting/got** a silver award.
.....
- A: Are you going to help Jake with his project?
B: No, he told me he **hasn't needed/didn't need** any help.
.....

4 Turn the following sentences into *reported speech*.

- "I'm thinking of enrolling at an online university this September," she said.
She said she was thinking of enrolling at an online university that September.
- "My dog was barking all night," he said.
.....
- "It takes discipline and patience to master the art of Kung Fu," said the instructor.
.....
- "I hope I'll pass my driving test this time," said Janet.
.....
- "We're having a karate class tomorrow," he said.
.....
- "I don't understand why some students borrow books from the library and don't return them on time," said Fiona.
.....
- "I haven't seen Patrick since last week," she said.
.....

5 Choose the correct *direct speech*.

- He said that he was applying for an online course soon.
a "I was applying for an online course soon."
☒ b "I'm applying for an online course soon."
- Jane said that she hadn't visited her grandparents since the week before.
a "I haven't visited my grandparents since last week."
b "I didn't visit my grandparents since the week before."
- They told us they had always wanted to see the Australian outback.
a "We have always wanted to see the Australian outback."
b "We always want to see the Australian outback."
- We told them we would have to leave early the following day.
a "We would have to leave early tomorrow."
b "We'll have to leave early tomorrow."

Reported questions

- Reported questions are usually introduced with the verbs **ask**, **inquire**, **wonder**, or the expression **want to know**.
- When the direct question begins with a question word (**who**, **where**, **how**, **when**, **what**, etc), the reported question is introduced with the same question word.
"What did you put in the salad?" he asked. (direct question)
He asked what I had put in the salad. (reported question)
- When the direct question begins with an auxiliary (**be**, **do**, **have**) or a modal verb (**can**, **may**, etc), then the reported question is introduced with **if** or **whether**.
"Do you like jazz?" he asked her. (direct question)
He asked her if/whether she liked jazz. (reported question)
- In reported questions, the verb is in the affirmative. The question mark and words/expressions such as **please**, **well**, **oh**, etc are omitted. The verb tenses, pronouns and time expressions change as in statements.
"Can you do the dishes, please?" he asked her. (direct question)
He asked her if she could do the dishes. (reported question)

Indirect questions

- Indirect questions** are used to ask for advice or information. They are introduced with: **Could you tell me ...?**, **Do you know ...?**, **I wonder ...**, **I want to know ...**, **I doubt ...**, etc and the verb is in the affirmative. If the indirect question starts with **I want to know ...**, **I wonder ...** or **I doubt ...**, the question mark is omitted.
Direct question *"How far is it to the beach?"*
Indirect question *Do you know how far it is to the beach?*

Reported commands/requests/suggestions/orders

- Reported commands/requests/suggestions** are introduced with a special introductory verb (**advise**, **ask**, **beg**, **suggest**, etc) followed by a **to-infinitive**, an **-ing form**, or a **that-clause**, depending on the introductory verb.
"Put your things over there," he told us. → *He told us to put our things over there.* (command)
"Return to your seat, please," she said. → *She asked me to return to my seat.* (request)
"Let's go to the cinema," he said. → *He suggested going to the cinema.* (suggestion)
"You'd better wear something warmer," she said. → *She suggested that I (should) wear something warmer.* (suggestion)
- To report **orders** or **instructions**, we use the verbs **order** or **tell + sb + (not) to-infinitive**.
"Stop talking," she told them. (direct order)
She told them to stop talking. (reported order)
"Don't move," the policeman told the thief. (direct order)
The policeman ordered the thief not to move. (reported order)

Modal verbs in reported speech

Note how the following modal verbs change in reported speech when the reported sentence is out of date. **will/shall** → **would**, **can** → **could** (present reference)/**would be able to** (future reference), **may** → **might/could**, **shall** → **should** (asking for advice/asking for information)/offer (expressing

offers), **must** → **must/had to** (obligation) (***must** remains the same when it expresses possibility or deduction), **needn't** → **didn't need to/didn't have to** (present reference)/**wouldn't have to** (future reference). **Would**, **could**, **used to**, **mustn't**, **should**, **might**, **ought to** or **had better** remain unchanged in reported speech.

DIRECT SPEECH	REPORTED SPEECH
He said, "I will call you later."	→ He said (that) he would call me later.
He said, "I can't do this."	→ He said (that) he couldn't do that. (present)
He said, "I can come next week."	→ He said (that) he would be able to come the following week. (future)
He said, "I may leave early."	→ He said (that) he might leave early.
He said, "Where shall I put this?"	→ He asked me where he should put that. (information)
He said, " Shall I offer to help her?"	→ He asked (me) if he should offer to help her. (advice)
He said, " Shall I help you carry the bags?"	→ He offered to help me carry the bags. (offer)
He said, "You must be here at 10."	→ He said (that) I had to be there at 10. (obligation)
He said, "They must be at work."	→ He said (that) they must be at work. (deduction)
He said, "He had better tell the truth."	→ He said (that) he had better tell the truth.
He said, "You needn't walk the dog today."	→ He said (that) I didn't need to/didn't have to walk the dog that day.
He said, "I needn't go to school tomorrow."	→ He said (that) he wouldn't have to go to school the next/following day. (future)
He said, "I should apologise to her."	→ He said (that) he should apologise to her.

Reported speech (Questions/Commands/Requests/Suggestions/Orders)

6 A judo instructor is having a class. Turn the following sentences **into reported speech**.

- "Let's do some warm-up exercises!"
The judo instructor suggested doing some warm-up exercises.
- "Bow to your partners, please."

- "Stand still with your legs bent."

- "Now take several deep breaths."

- "Move forward on your hands and knees."

- "Let's take a ten-minute break."

7 Rewrite the following questions in *reported speech*.

- "Do you want to join a yoga class with me?" Sue asked Kim.
Sue asked Kim if/whether she wanted to join a yoga class with her.
- "Why is your assignment late?" the teacher asked Paul.
.....
- "Did you have interactive whiteboards in your last school?" I asked them.
.....
- "What time does our geography class start?" Joan asked me.
.....
- "When will you sign up for the extracurricular activities?" Heather asked us.
.....
- "Have you taken a first-aid class?" the camp leader asked them.
.....

8 Reporter Francis Fowler interviewed a student after he won the young scientist award. Turn the following into *indirect questions* using the verbs in brackets.

- When did you first become interested in science? (*Could you tell me ...*)
Could you tell me when you first became interested in science?
- How does it feel to be the winner of the young scientist award? (*want to know*)
.....
- How will your invention improve people's lives? (*wonder*)
.....
- How long did it take you to perfect your invention? (*want to know*)
.....
- Did you work on the invention on your own? (*Could you tell me...*)
.....
- Who encouraged you to take part in the competition? (*wonder*)
.....
- What will your next invention be? (*Do you know*)
.....

Modal verbs in reported speech

9 Turn the sentences into *reported speech*.

- "You can work together on this project," Mrs Jameson said to us.
Mrs Jameson told us we could work together on that project.
- "Mark should put more effort into his homework," the English teacher said.
.....
- "Shall I come back later?" Ian asked.
.....
- "You needn't book a place for tomorrow's tour," the guide told me.
.....
- "You needn't train any more today," the coach told them.
.....
- "I may win a scholarship," Jason said.
.....
- "Your parents must sign this form," Mr Halls said to his class.
.....
- "Hillary might write a report on illiteracy," said Phillip.
.....

10 Turn the following sentences into *reported speech*.

- "I'm graduating from college this year," he said.
He said that he was graduating from college that year.
- She said, "Shall we watch the lecture online?"
.....
- Don't use your calculators during the maths test!" The teacher said to us.
.....
- "Please help me edit my essay," Melissa said to Jeremy.
.....
- "Where is the student cafeteria?" she asked.
.....
- "Could you lend me that book?" Kim said to Lisa.
.....
- "You might be elected class president," she said to me.
.....

SPECIAL INTRODUCTORY VERBS		
Introductory Verb	Direct Speech	Reported Speech
+ to-inf agree demand offer promise refuse threaten claim	<i>"Yes, I'll give you a lift."</i> <i>"Show me some proof!"</i> <i>"Would you like me to make you some coffee?"</i> <i>"I'll come on time."</i> <i>"No, I won't play with you."</i> <i>"Leave or I'll call the police."</i> <i>"I saw her break into the house."</i>	→ He agreed to give me a lift. → He demanded to be shown some proof. → He offered to make me some coffee. → He promised to come on time. → He refused to play with me. → He threatened to call the police if I didn't leave. → He claimed to have seen her break into the house.
+ sb + to-inf advise allow ask beg command encourage forbid instruct invite sb order permit/allow remind urge warn want	<i>"You should get more sleep."</i> <i>"You can stay at your friend's."</i> <i>"Please, turn off the TV."</i> <i>"Please, please stop making fun of me."</i> <i>"Get out of my office!"</i> <i>"Go ahead, try it."</i> <i>"You mustn't stay out late."</i> <i>"Type in your password."</i> <i>"Would you like to go to the beach with us?"</i> <i>"Go to your room!"</i> <i>"You may sit here."</i> <i>"Don't forget to lock the door."</i> <i>"Be careful."</i> <i>"Don't run around the pool."</i> <i>"I'd like you to take extra lessons."</i>	→ He advised me to get more sleep. → He allowed me to stay at my friend's. → He asked me to turn off the TV. → He begged me to stop making fun of him. → He commanded me to get out of his office. → He encouraged me to try it. → He forbade me to stay out late. → He instructed me to type in my password. → He invited me to go to the beach with them. → He ordered me to go to my room. → He permitted/allowed me to sit there. → He reminded me to lock the door. → He urged me to be careful. → He warned me not to run around the pool. → He wanted me to take extra lessons.
+ -ing form accuse sb of apologise for admit (to) boast about complain to sb about deny insist on suggest + -ing form	<i>"You ruined my jacket!"</i> <i>"I'm sorry I was rude."</i> <i>"Yes, I broke the vase."</i> <i>"I cook better than all of you."</i> <i>"You never take my side."</i> <i>"No, I didn't lie."</i> <i>"You must leave now."</i> <i>"Let's have some juice."</i>	→ He accused me of ruining/having ruined his jacket. → He apologised for being/having been rude. → He admitted (to) breaking/having broken the vase. → He boasted about cooking better than all of us. → He complained to me about my never taking his side. → He denied lying/having lied . → He insisted on me/my leaving immediately. → He suggested having some juice.
+ that-clause agree boast claim complain deny exclaim explain inform sb promise suggest	<i>"Yes, it is a good solution."</i> <i>"I'm an excellent driver."</i> <i>"I came first in the race."</i> <i>"You never do any chores."</i> <i>"I never said that."</i> <i>"It's fantastic!"</i> <i>"It is a very easy recipe."</i> <i>"Your request was rejected."</i> <i>"I'll do the shopping."</i> <i>"You should leave early."</i>	→ He agreed that it was a good solution. → He boasted that he was an excellent driver. → He claimed that he had come first in the race. → He complained that I never did any chores. → He denied that he had ever said that. → He exclaimed that it was fantastic. → He explained that it was a very easy recipe. → He informed me that my request had been rejected. → He promised that he would do the shopping. → He suggested that I leave early.
explain to sb + how	<i>"This is how you make an espresso."</i>	→ He explained to me how to make an espresso.
wonder where/what/why/how + clause (when the subject of the introductory verb is not the same as the subject in the reported question) wonder + whether + to-inf or clause	<i>He asked himself, "Where is Tom?"</i> <i>He asked himself, "What is she doing?"</i> <i>He asked himself, "Why are they here?"</i> <i>He asked himself, "How did she do that?"</i> <i>He asked himself, "Should I hire her?"</i>	→ He wondered where Tom was. → He wondered what she was doing. → He wondered why they were there. → He wondered how she had done that. → He wondered whether to hire her.
wonder where/what/how + to-inf (when the subject of the infinitive is the same as the subject of the verb)	<i>He asked himself, "Where should I go?"</i> <i>He asked himself, "What can I eat?"</i> <i>He asked himself, "How can I fix this?"</i>	→ He wondered where to go. → He wondered what to eat. → He wondered how to fix that.

Reported speech (Special introductory verbs)

11 Complete the gaps with the appropriate introductory verbs from the list below.

• boast • demand • agreed • refuse • allow

- 1 "Yes, I'll lend you my lecture notes," he said.
He *agreed* to lend me his lecture notes.
- 2 "I made the best presentation in class," she said.
She that she had made the best presentation in class.
- 3 "You can go to Ryan's party."
Mum me to go to Ryan's party.
- 4 "No, I won't do your science homework!" my brother told me.
My brother to do my science homework.
- 5 "Give me an explanation for why you haven't done your assignment," the teacher told me.
The teacher to be told why I hadn't done my assignment.

12 Match the sentences (1-5) to the correct introductory verb (a-e). Then report the sentences.

- 1 ☐ *b* "You need to follow the instructions carefully," the IT teacher said to us.
- 2 ☐ "You never clean up after yourselves," said Martha.
- 3 ☐ "I'd like you to do some more research on your projects," Mr Sykes said to the students.
- 4 ☐ "Please, please give me back my mobile phone," Sandra said to me.
- 5 ☐ "Don't forget to hand in your essays this afternoon," the teacher said to us.

a want	c complain	e beg
b explain	d remind	

- 1 *The IT teacher explained that we needed to follow the instructions carefully.*
- 2
- 3
- 4
- 5

13 Complete the sentences using the appropriate introductory verb.

- 1 "How can I explain this physics problem to them?" the teacher asked himself.
The teacher *wondered how he could explain the physics problem to them.*
- 2 "Your exam results will be announced tomorrow," the head teacher said.
The head teacher
- 3 "I run the fastest of all my team-mates," Sandy said.
Sandy
- 4 "Go ahead, sign up for the Duke of Edinburgh's award!" my friend said.
My friend
- 5 "Don't forget to feed the dog before you go to school," Mum said.
Mum
- 6 "You scratched my DVD!" Tim said to Luke.
Tim
- 7 "You should revise more systematically for your tests," Mr Lakes said.
Mr Lakes
- 8 "I'm sorry for interrupting the lesson," Sarah said.
Sarah
- 9 "Don't let Bill bully you!" she said to me.
She
- 10 "I didn't download music from the Internet," she said.
She
- 11 "Yes, I took your notebook by mistake," he said.
He
- 12 "You must let me pay for the damage I've caused," Harry said.
He

Clauses of time

- **Clauses of time** are introduced by: **after, as, as long as, as soon as, before, by the time** (= before, not later than), **every time, immediately, just as, once, the moment (that), until/till** (= up to the time when), **when, while**, etc.
*They waited for three hours **before** the bus finally arrived.*
- When the verb of the **main clause** is in a **present** or **future** form, the verb of the **time clause** is in the **present** form. When the verb of the **main clause** is in a **past** form, the verb of the **time clause** is in a **past** form. We don't use **will/would** in a clause of time.
*I'll call you **as soon as** I get home. (NOT: ~~as soon as~~ I will get)*
- When the time clause precedes the main clause, a comma is used. When the time clause follows, no comma is used.
***When** you see him, tell him to call me.*
BUT
*Tell him to call me **when** you see him.*

Linking Words

Linking words show the logical relationship between sentences or parts of a sentence.

Positive Addition

and, both ... and, too, besides (this/that), moreover, what is more, in addition (to), also, as well (as this/that), furthermore, etc.
*She is **both** creative **and** imaginative.*

Negative Addition

neither ... nor, nor, neither, either
***Neither** Mum **nor** Dad can use a computer.*

Contrast

but, although, in spite of, despite, while, whereas, even though, on the other hand, however, yet, still, etc.
*Beth is **hardworking**, **but** not very sociable.*

Giving Examples

such as, like, for example, for instance, especially, in particular, etc. – *I like all James Bond films, **especially** 'Never Say Never Again'.*

Cause/Reason

as, because, because of, since, for this reason, due to, so, as a result (of), etc.
*They were late **because** their car broke down.*

Condition

if, whether, only if, in case (of), provided (that), providing (that), unless, as/so long as, otherwise, or (else), on condition (that), etc.
*I'll lend you my car **provided** you drive carefully.*

Purpose

to, so that, so as (not) to, in order (not) to, in order that, etc.
*I went to bed early **so that** I wouldn't be tired during the exam.*

Effect/Result

such/so ... that, so, consequently, as a result, therefore, for this reason, etc.
*It snowed all day, **therefore** we didn't go out of the house.*

Time

when, whenever, as, as soon as, while, before, until/till, after, since, etc. *I'll leave **when** I'm ready.*

Place

where, wherever
*I'd like to live in a place **where** it's quiet and remote.*

Exception

except (for), apart from
*Everyone attended the meeting, **apart from** Dennis.*

Relatives

who, whom, whose, which, what, that
*The woman over there is the one **who** lives across the street.*

Listing Points/Events

To begin: **initially, first, at first, firstly, to start/begin with, first of all**, etc. – ***First**, heat the oil.*

To continue: **secondly, after this/that, second, afterwards, then, next**, etc.

***Then**, pour the ingredients into the hot oil.*

To conclude: **finally, lastly, in the end, at last, eventually**, etc. – ***Finally**, serve the food.*

Summarising

in conclusion, in summary, to sum up, on the whole, all in all, altogether, in short, etc.

***All in all**, I enjoyed the film, although I found the plot hard to follow.*

Clauses of Time

1 Underline the correct item.

- 1 Once/While we've saved some money, we can go on holiday to Spain.
- 2 We'll throw him a party as/after he graduates.
- 3 I made sure I'd turned off my computer after/before I went to work.
- 4 Wait until/when the language program downloads and then you can install it.
- 5 Whenever/As Tara is in town, she meets up with her friends.

2 Put the verbs in brackets into the correct form.

- 1 We will inform you as soon as we make (make) the reservation.
- 2 Whenever Tina (not/approve) of something, she raises her eyebrows.
- 3 (you/send) me a message as soon as your rehearsal is over?
- 4 Do you wrinkle your nose when you (not/like) something?
- 5 We had dinner after the girls (get) home.

3 Put the verbs in brackets into the correct tense.

- 1 A: What did you do yesterday afternoon?
B: Nothing special. I had to take care of my sister until my parents **came** (come) home.
- 2 A: How do you think Petra looks now that she's had a facelift?
B: Nice, but I think she looked beautiful before she (have) surgery too.
- 3 A: As soon as that new girl
..... (arrive) she started making trouble!
B: I know. She's so aggressive!
- 4 A: How did you manage to lose so much weight?
B: I went on diet when my doctor
..... (tell) me I had a back problem last May.
- 5 A: Diane looked exhausted!
B: Yes, she fell asleep the moment she
..... (lie) down.
- 6 A: Do you drive to your dance class?
B: No, I always walk, especially when the weather (be) fine.

4 Underline the appropriate *time conjunctions* and put the verbs in brackets into the correct form.

- 1 Fiona woke up until/the moment the alarm clock **went off** (go off).
- 2 **The first time/Every time** I met her, I
..... (realise) she was a big drama queen.
- 3 It's important that you see your supervisor **as soon as/since** you
(come) to the lab tomorrow.
- 4 I have to finish this assignment **before/when** my class (start).
- 5 Don't worry about your computer; I'm sure the technician (fix) it **as/by** the end of the week.
- 6 **As/Once** she
(walk) down the street, she met her old ballet teacher.

Linking Words

5 Choose the correct item.

- 1 Gerald took his father's car **in spite/despite/although** his father had told him not to.
- 2 Flamenco dancing keeps you fit. **Furthermore/Although/For instance**, it's a great way to socialise.
- 3 George has shaved his head, **while/since/besides** Fred has grown a beard.
- 4 Could you call me **until/as soon as/while** you arrive at the hotel?
- 5 Drama queens exaggerate everything that happens to them. **For example/Because of/Due to**, they may get the flu and act as if they had severe pneumonia.
- 6 My brother is a know-it-all. **Whenever/Whereas/Where** a problem comes up, he insists that his solution is the best.

6 Replace the words in bold with appropriate synonyms from the list.

- while • as • in order to • apart from
- at last • only if • at first • all in all

- 1 **Initially**, local companies funded the dance academy.
At first, local companies funded the dance academy.
- 2 She was running **because** she was late for her job interview.
.....
- 3 **Finally**, after being stuck in traffic for 2 hours, they arrived home!
.....
- 4 **On the whole**, the play was a success.
.....
- 5 Sally likes to read, **whereas** Brett doesn't.
.....
- 6 He sent the company a letter **so as to** complain about the faulty MP3 player.
.....
- 7 Everyone volunteered for the food drive **except for** Helen, who was ill.
.....
- 8 I'll do the extra work **provided** you help me.
.....

Causative form

- We use **have + object + past participle** to say that we have arranged for someone to do something for us. *Mr Benson **had his house painted**.* (He didn't paint it himself.)
- Questions and negations in the causative are formed with **do/does** (present simple) or **did** (past simple) + **have + object + past participle**. *When **did you have your hair cut**?* The rest of the tenses form questions and negations with the appropriate auxiliary verbs.

	ACTIVE	CAUSATIVE
Present Simple	<i>He paints his room.</i>	<i>He has his room painted.</i>
Present Continuous	<i>He is painting his room.</i>	<i>He is having his room painted.</i>
Past Simple	<i>He Painted his room.</i>	<i>He had his room painted.</i>
Past Continuous	<i>He was painting his room.</i>	<i>He was having his room painted.</i>
Present Perfect Simple	<i>He has painted his room.</i>	<i>He has had his room painted.</i>
Past Perfect	<i>He had painted his room.</i>	<i>He had had his room painted.</i>
Simple Future	<i>He will paint his room.</i>	<i>He will have his room painted.</i>

- Note:**
- We also use **the causative form** to say that something unpleasant or unexpected happened to somebody. *Steven **had his laptop stolen** last week.*
 - We can use **get** instead of **have** only in informal conversation. *You should **get those jeans shortened**.*

Logical Assumptions/Deductions (must, may/might, can't)

- Must** = almost certain that this is/was true *This diamond ring **must be** very expensive. Jim **isn't** home; he **must have left** for football practice.* (I'm sure/certain that sth is true.)
- May/Might/Could** = possible that this is/was true *I have the day off tomorrow, so I **might** visit some friends. He **may have sent** the invitation to the wrong address; you'd better check.* (It is possible./It is likely./Perhaps.)
- Can't/Couldn't** = almost certain that this is/was impossible *This **can't be** Joe's car; he sold his a month ago. She **couldn't have made** this delicious cake; she's hopeless at baking.* (I'm sure that sth isn't true, real, etc.)

Study these examples:

<i>I'm sure she knows him well. I'm sure he won't be late.</i>	Present Infinitive	<i>She must know him well. He can't be late.</i>
<i>I'm certain he's working late. I'm certain she won't be working tomorrow.</i>	Present continuous Infinitive	<i>He must be working late. She can't be working tomorrow.</i>
<i>I'm sure she didn't study hard. I'm sure he has studied hard. I'm certain John hadn't studied hard.</i>	Perfect Infinitive	<i>She can't have studied hard. He must have studied hard. John can't have studied hard.</i>
<i>I'm certain she was sleeping. I'm sure she hasn't been working hard lately. I'm sure Jane had been hiding.</i>	Perfect continuous Infinitive	<i>She must have been sleeping. She can't have been working hard lately. Jane must have been hiding.</i>

Causative

7 Rewrite the sentences using the causative.

- Mrs Holmes is making their costumes.
They **are having their costumes made by Mrs Holmes**.
- When will the hairdresser dye Ann's hair?
When
- Would you like somebody to pierce your ears?
Would
- Barbara's dentist checked her teeth yesterday.
Barbara
- Andrea has asked the receptionist to reschedule her appointment.
Andrea
- A plastic surgeon had already fixed Janet's nose before her photo shoot.
Janet

8 Something bad happened to each of these people. Make sentences saying what happened to them. Use the causative.

- Barry (his arm/burnt) in the fire.
Barry had his arm burnt in the fire.
- Jo (leg/break) in an accident.
.....
- The hairdresser (her salon/burgle) last night.
.....
- Edward (his car stereo/steal) last week.
.....

9 Complete the exchanges with the *causative form* of the verbs in brackets.

- 1 A: Your hair's a lovely colour!
B: Thanks. I *had it dyed* (it/dye) by my hairdresser yesterday.
- 2 A: (your eyes/test) yet?
B: Yes, I went to the eye specialist yesterday.
- 3 A: When will we see the photos from the performance?
B: John (the photos/develop) this week.
- 4 A: Has the new fashion catalogue been posted yet?
B: Yes. We (it/deliver) last week.
- 5 A: Do you wash your car by yourself?
B: No, I (it/clean) every fortnight.
- 6 A: Did you paint your nails today?
B: No, I (them/paint) yesterday.

10 Read the situations, then write sentences using the *causative form*.

- 1 A dressmaker will take in Pamela's dress this week. What will she do?
She will have her dress taken in.
- 2 The manager has asked a psychologist to interview the applicants. What has he done?
.....
- 3 Ken had someone draw a sketch of his dog. What did he do?
.....
- 4 Nichole's jewellery was stolen yesterday. What happened to her?
.....
- 5 A professional will train the Harrisons' dog. What will they do?
.....
- 6 A beauty therapist was plucking Helen's eyebrows at 2:00. What was she doing?
.....
- 7 A local designer made Mary a stunning outfit. What did she do?
.....
- 8 The manager will ask someone to renovate the concert hall. What will he do?
.....

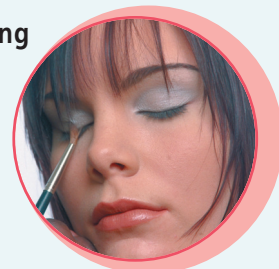
11 Write the sentences in the *causative*.

- 1 The dietician is writing out a diet plan for Sue.
Sue is having a diet plan written out.
- 2 Ms Smith asked her assistant to make reservations for dinner.
.....
- 3 Will she ask someone to manicure her nails?
.....
- 4 Harry had not asked the hotel to reserve a double room.
.....
- 5 Ben's telephone service was disconnected because he hadn't paid his bill.
.....
- 6 A beauty therapist was applying cream on Tina's face.
.....

Logical assumptions/deductions

12 Rewrite the sentences using *must, can't or may*.

- 1 I'm sure she is a model.
She must be a model.
- 2 I'm sure she isn't applying her own make-up.
She
- 3 Perhaps a makeup artist is doing her make-up.
A make up artist
- 4 I'm sure she didn't style her own hair.
She



13 Complete the sentences using *must* or *can't*.

- 1 I'm sure she's talking about me behind my back.
She must be talking about me behind my back.
- 2 I'm certain Mike lied about the accident.
Mike
- 3 I'm sure Fiona hasn't had a facelift.
Fiona
- 4 I'm sure Shelly didn't get her nose pierced.
Sally
- 5 I'm certain she made up an excuse.
She
- 6 I'm sure Fred has stopped bullying his classmates.
Fred
- 7 I'm certain Clare has been looking for a new job.
Claire

Clauses (purpose/result/reason/manner)

Clauses of Purpose

Clauses of purpose are used to explain why somebody does something.

We can express **positive purpose** using:

- **to + infinitive** *He's studying **to be** an architect.*
- **in order to/so as to + infinitive** (formal)
*She left early **so as to** (be) on time.*
- **so that/in order that + can/will** (present/future reference)
*I'll write down my PIN **so that/in order that** I will remember it at all times.*
- **so that/in order that + could/would** (past reference)
*I drove my car to work **so that/in order that** I could be on time for the meeting.*
- **in case + present tense** (present/future reference)
*Take some cash with you **in case** you need it.*
- **in case + past tense** (past reference)
*She took an umbrella **in case** it rained.*

Note: **in case** is never used with **will** or **would**.

*I'll pack some juice for the picnic, **in case** we **are** thirsty later. (NOT: ... ~~we will be~~)*

- **for + noun** (expresses the purpose of an action)
*I've bought a new camera **for** photography class.*
- **for + -ing form** (expresses the purpose of something or its function)
*This cream is used **for** polishing silver.*
- **with a view to + -ing form**
*They started saving up **with a view to** buying a car.*

We can express **negative purpose** using:

- **in order not to/so as not to + infinitive**
*He asked for a ride **in order not to/so as not to** be late.*

Note: We never use **not to** to express negative purpose.

- **prevent + noun/pronoun (+ from) + -ing form**
*They put up notices to **prevent** people (from) walking on the grass.*
- **avoid + -ing form**
*He bought a GPS **to avoid** getting lost.*
- **so that + can't/won't** (present/future reference)
*I'll call her **so that** she **won't** feel lonely.*
- **so that + couldn't/wouldn't** (past reference)
*She took a taxi **so that** she **wouldn't** be late for the meeting.*

Notes: **Clauses of Purpose** should not be confused with **clauses of result**.

- **Clauses of Purpose** are introduced with **so that/in order that ...**
*He studied hard **so that** he would pass the exam. (this shows purpose)*
- **Clauses of Result** are introduced with **so/such ... that**
*It was **such** nice day **that** we decided to have a picnic.*

Clauses of Purpose follow the rule of the sequence of tenses the same way that **Time Clauses** do.

*I'll turn the lights on **so that** I can see clearer.*

*I took a jacket with me **so that** I **wouldn't** get cold.*

Clauses of Result

Clauses of result are used to express result. They are introduced with the following words/phrases:

- **as a result/therefore/consequently/as a consequence**
*He was ill. **As a result/Therefore/Consequently/As a consequence**, he didn't go to work.*
- **such a/an + adjective + singular countable noun ... that**
*He's **such a rude person** **that** nobody likes him.*
- **such + adjective + plural/uncountable noun ... that**
*They lived in **such terrible conditions** **that** the local community decided to build them a house.*
*We were having **such bad weather** **that** we decided to postpone the picnic.*
- **such a lot of + plural/uncountable noun ... that**
*There were **such a lot of people** at the restaurant **that** we couldn't get a table. There was **such a lot of** snow **that** he couldn't move his car.*
- **so + adjective/adverb ... that**
*The book was **so boring** **that** I couldn't keep my eyes open. She sings **so beautifully** **that** I listen to her for hours.*
- **so + adjective + a(n) + noun ... that**
*It was **so bad a day** **that** we stayed in.*
- **so much/little + uncountable noun ... that**
*He spends **so little** time studying **that** he'll fail his exams.*
*He had **so much luggage** **that** he couldn't carry it.*
- **so many/few + plural noun ... that**
*There are **so many applicants for the job** **that** I don't think I'll get the job.*
*There are **so few tickets** left **that** we'll be lucky to find any.*

Clauses of Reason

Clauses of reason are used to express the reason for something. They are introduced with the following words/expressions: **because, as/since, the reason for/why, because of/on account of/due to, now (that), for**, etc.

- **because** *I didn't invite him **because** I don't like him.*
- **as/since** (= because) *We can't visit Stella **as/since** she's away on holiday.*
- **the reason for + noun/-ing form**
***The reason for** his delay/**for** his being late was the stormy weather.*
- **the reason why + clause** ***The reason why** the accident on the motorway was **the reason why** he was late.*
- **because of/on account of/due to + noun** *Some power lines fell down **because of/on account of/due to** strong winds.*
- **because of/on account of/due to the fact that + clause**
*They couldn't concentrate **because of/on account of/due to the fact that** there was a lot of noise.*
- **now (that) + clause** ***Now (that)** we have graduated, we can get a job.*
- **for** (= because) (formal written style) A clause of reason introduced with **for** always comes after the main clause.
*She was very quiet all day, **for** she had a lot on her mind.*

Clauses of Manner

Clauses of manner are introduced with **as, how, as if/as though, (in) the way (that), (in) the same way (as)** and are used to express the way in which something is done/said, etc.

- We use **as if/as though** after the verbs **act, appear, be, behave, feel, look, seem, smell, sound, taste** to say how somebody or something looks, behaves, etc.
The air is humid. It feels as if/as though it's going to rain.
We also use **as if/as though** with other verbs to say how somebody does something.
She sounds as if/as though she's really hurt by what you said.
- We use **as if/as though + past tense** although we refer to the present when we are talking about an unreal present situation. **Were** can be used instead of **was** in all persons.
He acts as if/as though he knew everything. (but he doesn't)
He behaves as if/as though he were a child. (but he isn't)
- We can also use **as** in **clauses of manner** to mean 'in the way that'.
Try to do it as I've showed you.

Note: We can use **like** instead of **as if/as though** in spoken English.

You look like you need a holiday. (informal spoken English)

Clauses of Purpose

14 Choose the correct item.

- She met up with me to/so that tell me all the latest gossip.
- I didn't argue with the know-it-all so as/so that he would get bored and go away.
- She acts like a drama queen in order to/so that attract attention.
- Ignore her so that/so as she will stop talking about herself.
- He did what she wanted so that/so as not to make her even angrier.
- Take a book with you on the train in case/so that you get bored.
- He walked away from her in order/so that not to gossip.
- They do the Haka dance so as to/so that scare off their enemies.
- They have put up signs to avoid/prevent people from entering the building.
- An espresso maker is used for/to making Italian-style coffee.

15 Rewrite the sentences using the words in brackets.

- The Maori tribe performed their dance with the purpose of welcoming their visitors. (**in order to**)
The Maori tribe performed their dance in order to welcome their visitors.
- They got tattoos on their bodies in the hope of looking more ferocious. (**so as to**)
.....
- He went to New Zealand because he wanted to learn more about the country's culture. (**so that**)
.....
- They use their dance movements as a way of frightening others. (**to**)
.....
- Ants use their antennae to communicate with other ants. (**so that**)
.....

16 Underline the correct item.

Nileen was not a happy person as she wasn't pleased with the way she looked. She went to a cosmetic surgeon 1) so that/to he would make her look like the person she wanted to be. First, she had her nose fixed 2) in order to/so make it

smaller and straighter. Then, she had a facelift 3) so as not to/ because of look her age. Finally, she had her eyebrows lifted

4) for/in order to make her eyes look larger. In all, Nileen had 53 cosmetic surgeries and why?

5) To/So that look like Queen Nefertiti, the Egyptian ruler!



Clauses of Result

17 Fill in: *so, such, such a/an*.

- 1 There was *such* noise in the room that I decided to leave.
- 2 It was terrible gossip that I told her to stop talking.
- 3 He acts aggressively that I can't stand to be around him.
- 4 She is ambitious person that she'd do anything to succeed.
- 5 He had curious tattoo on his arm that many people stared at it.
- 6 The cosmetic surgery was difficult that it took three hours to complete.
- 7 She is bully that none of the children will play with her.
- 8 She had few worries that she spent most of her time enjoying herself.

18 Join the sentences using the words in brackets.

- 1 She is a drama queen. She cries when she stubs her toe. (**such**)
She is such a drama queen that she cries when she stubs her toe.
- 2 They had an argument. They stopped speaking to each other. (**as a result**)
.....
- 3 There was a lot to do. I became completely disorganised. (**such a**)
.....
- 4 There aren't many people who like her. She'll be lucky to be invited to the party. (**so few**)
.....
- 5 He kept throwing loud parties. He was asked to vacate the flat. (**consequently**)
.....
- 6 She wore a lot of make-up. I couldn't see her face! (**so much**)
.....
- 7 There were many people waiting in the queue. I decided to leave. (**so many**)
.....

Clauses of Reason

19 Underline the correct item.

- 1 I don't like him as/due to he's always lying.
- 2 He asked for directions **for/because** he was lost.
- 3 **Due to/Since** the many complaints the company withdrew the faulty product from the market.
- 4 No one knows **the reason for/the reason why** people scratch their head when they are confused.
- 5 He was fired from his job **on account of/because** his irresponsible behaviour.
- 6 The psychologist asked her the question again **because/for** he knew she wasn't telling the truth.
- 7 **Since/For** so many people tell lies, you have to be very careful.
- 8 **On account of/Now that** he has apologised to me, we're friends again.
- 9 The electricity was cut off **because of/since** the lightning storm.
- 10 She blushed, **due to/for** she was telling a lie.

20 Fill in: *on account of, as, for, the reason why, the reason for, because of, because, now that, since or due to*. Sometimes more than one answer is possible

- 1 She didn't have any friends *on account of/due to* the fact that she was a terrible gossip.
- 2 his being happy is that he has solved her problem.
- 3 They aren't inviting him to the party he bullies the other children.
- 4 I don't trust you is that you have lied to me many times.
- 5 we're all here, the psychologist will begin the test.
- 6 He won't believe her she never tells the truth.
- 7 I had to drop out of the study an illness.
- 8 it was getting cold, Clark turned on the heating.
- 9 He decided to stay home the fact that he was ill.
- 10 You'd better tell her the truth, she'll never trust you again.

21 Combine the sentences using the words in brackets.

- 1 She is a snob. We don't like her. (as)
We don't like her as she is a snob.
- 2 Pamela visited a psychologist. She had a big problem. (due to)
.....
- 3 I can't tell you my secret. I don't trust you. (since)
.....
- 4 She wants to know why we argued. She's a nosy parker. (the reason why)
.....
- 5 There were so many dolphins that needed help. She made dolphins her life's work. (due to the fact)
.....
- 6 There was a flock of sheep blocking the road. I couldn't get through. (because of)
.....
- 7 The plane didn't take off. There was a mechanical problem. (because of)
.....
- 8 The party is over. Now I'm going to clean up. (now that)
.....

Clauses of Manner

22 Fill in: *as if/though, as, the same way as or the way (that).*

- 1 Nelly felt *as if/though* she could swim for kilometres.
- 2 We simply love you've devoted your life to helping dolphins.
- 3 They danced in Maoris had danced hundreds of years ago.
- 4 I feel I've been tricked!
- 5 Don't lie to me, just do you're told and go to your room.
- 6 He acted he were better than the rest of us.

23 Put the verbs in brackets into the correct tense.

- 1 She talks so much that it feels as if my ears *are going to fall off!* (fall off)
- 2 He stared at Nileen as though he (never/see) a woman who had had cosmetic surgery before.
- 3 You look wonderful! It looks as if you (have) a facelift.
- 4 Look at her face. It's as if it (be made) of plastic, but it isn't, of course!
- 5 She sat in the corner of the room. She looked as if she (be) lonely.
- 6 What's the matter? You look as if you (cry).
- 7 I find that hard to believe. It sounds as if you (not/tell) the truth.
- 8 Melissa isn't very smart, but she acts as if she (be) a genius!
- 9 Kevin had a big problem. He looked as if he (not/sleep) for several weeks.
- 10 He acted as if he (meet) a lot of famous people, though I know for a fact that he hasn't.
- 11 Grant behaves as if he (be) the boss here, but he's not.

24 Circle the correct word.

- 1 She had cosmetic surgery look like the famous Egyptian Queen Nefertiti.
☒ A so as to B in order that C so that
- 2 She loves all creatures. , she has made helping them her life's work.
A As the result B As the consequence
C As a consequence
- 3 There are people who can stand her bossiness that she is never invited anywhere.
A so few B so many C so little
- 4 I don't like having a conversation with her I can never get a word in edgeways!
A because of B due to C as
- 5 I went to New Zealand studying the ways of the Maoris.
A in case B in order to C with a view to
- 6 She knows dolphins well that she can write books about them.
A such B so C so much

Inversion

modal/auxiliary verb + subject + main verb

We use **inversion**:

- in questions.
Can you come to the meeting?
- after the following words or expressions, when they come at the beginning of a sentence:

Seldom	Only in this way
Rarely	Only then
Little	Hardly (ever) ... when
Barely	No sooner ... than
Nowhere (else)	Not only ... but (also)
Never (before)	Not until
Not (even) once	In no way
On no account	In/Under no circumstances
Only by	So/Such
	Not since, etc.

Never (before) have I watched such an interesting film.

Not only did I write the report but I (also) sent it to the manager.

Seldom does this restaurant get so crowded.

BUT

This restaurant seldom gets so crowded. (There is no inversion because the word *seldom* does not come at the beginning of the sentence.)

Note: When the expressions **only after**, **only by**, **only if**, **only when**, **not until/till** come at the beginning of a sentence, the inversion is in the main clause.

Only after I waved to him did he speak to me.

Only if you speak English will he understand you.

- with **so**, **neither**, **nor**, as to express agreement.
"I love fresh fruits." "So do I." (We use 'so' to agree with an affirmative statement.)
She was an excellent singer, as was her mother/and so was her mother.
"Neither/Nor" (We use "neither/nor" to agree with a negative statement.)
"I don't speak Spanish well. "Neither/Nor do I."
- with **should**, **were**, **had** when they come at the beginning of an if-clause instead of 'if'.
Type 1: *Should he call, tell him to come here.* (= If he should call ...)
Type 2: *Were I you, I would go to the doctor.* (= If I were you ...)
Type 3: *Had I been invited, I would have gone to the wedding reception.* (= If I had been invited ...)

main verb + subject

It is used in the following cases:

- after verbs of movement or adverbial expressions of place when they come at the beginning of a sentence.
Inside the house ran the little boy.
On the sofa slept the cat.
Here comes the bride.
There goes the last bus.

If the subject is a pronoun, there is no inversion.

Here he is. (NOT: *Here is he.*)

Off you go. (NOT: *Off go you.*)

- in direct speech when the subject of the introductory verb is a noun.
"I love comedies," said Jenny.
(or ... *Jenny said.*)
"Open your notebooks," said the teacher.
(or ... *the teacher said.*)
BUT *"What can I do for you?" she asked.*
(NOT: *asked she*, because the subject of the introductory verb is a pronoun.)

Inversion

25 Fill in the gaps, as in the example.

- I am having my hair cut tomorrow.
So **am** I. My fringe's getting very long.
- I didn't go shopping last week.
Nor I. I didn't have any money to spare.
- I've got some great news!
So I. I've been accepted at university.
- I have never won an award.
Neither I. It's a little disappointing.
- I'd like to help out at the homeless shelter this week.
So I. Could we go together?
- We'll be visiting the Natural History Museum this week.
So we. We're going on a field trip for our science lesson.
- I don't have a dance class tonight.
Nor I. Our dance instructor is ill.
- I'm not friends with Kylie anymore.
Neither we. She's a bit of a snob.
- I liked that documentary on reviving dinosaurs.
So I. It was very interesting.
- I'll send Kate a message.
So I. I hope she can come to my party this weekend.
- I need to see a dentist.
So George. He had a bad toothache yesterday.
- I wasn't expecting to see you here.
Neither I. I'm so glad you came, though.

26 Rewrite the sentences, beginning with the words/phrases in bold.

- 1 The snow came **down**.
Down came the snow.
- 2 My school is **opposite my house**.
.....
- 3 The dancers came **onto the stage**.
.....
- 4 The Shaolin monk climbed **up the wall**.
.....
- 5 The dolphin jumped **through the hoop**.
.....
- 6 The bee flew **from one flower to another**.
.....
- 7 The town crier would walk **down the street**.
.....
- 8 The robbers ran **out of the bank**.
.....
- 9 The balloon flew **away**.
.....
- 10 Your chance to let her know how you feel is **now**.
.....

27 Fay Davis is an animal trainer. She is talking to trainee students about training dolphins. Put the verbs in brackets into the correct form.

The most important part of dolphin training is to establish trust between the animal and the trainer. Here are a few important things to remember: Dolphins should be taught to look above the water at a trainer. Only in this way 1) *can we teach (we/can/teach)* them to respond to certain sounds or hand signals. Not until they've been trained for months 2) *(they/will/be able)* to perform tricks. Under no circumstances 3) *(you/must/be)* aggressive with the dolphins. Never 4) *(we/punish)* the animals; instead we give them treats when they perform well. As you have already seen, not only 5) *(dolphin training/require)* patience but determination as well.

28 Rewrite the sentences using the words/phrases given.

- 1 I have seldom seen such a stunning performance.
Seldom *have I seen such a stunning performance.*
- 2 She had no sooner left the house than she realised that she'd left her notes at home.
No sooner
- 3 We not only saw a bottlenose dolphin, but we also got to swim with one.
Not only
- 4 I have never heard such a frightening story before.
Never
- 5 We realised only then that the house was haunted.
Only then
- 6 There have seldom been so many homeless in this city.
Seldom
- 7 Harry has not once donated to charity.
Not once
- 8 You should not enter the laboratory under any circumstances.
Under no circumstances
- 9 I understood what the lecture was about only after I had listened to it several times.
Only after
- 10 Jane didn't know that she had won the first prize.
Little
- 11 I haven't been to the theatre since last month.
Not since
- 12 If I had known about Anna's graduation, I would have gone.
Had
- 13 We haven't seen such natural beauty anywhere else.
Nowhere
- 14 If I were you, I'd apply to lots of universities.
Were
- 15 He had barely entered his house when the earth started shaking violently.
Barely

