

Grammar Reference with exercises

UNIT 1

1.1 Tenses

Unit 1 aims to review what you know. It has examples of the Present Simple and Continuous, the Past Simple and Continuous, and the Present Perfect. There are also examples of the passive voice.

All these forms are covered again in later units.

Present tenses	Unit 2
Past tenses	Unit 3
Present Perfect	Unit 7
Passive	Units 2, 3, 7

1.2 Verbs ▶ Ex. 1

- 1 There are three classes of verbs in English.

Auxiliary verbs *do, be, and have*

These are used to form tenses, and to show forms such as questions and negatives.

Modal auxiliary verbs

Must, can, should, might, will, and would are examples of modal auxiliary verbs. They 'help' other verbs, but unlike *do, be, and have*, they have their own meanings. For example, *must* expresses obligation; *can* expresses ability. (See Units 4, 5, 9, 11.)

Full verbs

These are **all** the other verbs in the language, for example, *play, run, help, think, want, go, see, eat, enjoy, live, die, swim*, etc.

- 2 *Do, be, and have* can also be used as full verbs with their own meanings.

do

I do my washing on Saturdays.

She does a lot of business in Eastern Europe.

be

We are in class at the moment.

They were at home yesterday.

have

He has a lot of problems.

They have three children.

- 3 There are two forms of *have* in the present.

have as a full verb

I have a job.

Do you have a flat?

He doesn't have a car.

have + got

I've got a job.

Have you got a flat?

She hasn't got a car.

1.3 Auxiliary verbs and tenses ▶ Ex. 2

- 1 **be and the continuous forms**

Be + verb + -ing is used to make continuous verb forms which describe activities in progress and temporary activities.

He's washing his hair. (Present Continuous)

They were going to work. (Past Continuous)

I've been learning English for two years. (Present Perfect Continuous)

I'd like to be lying on the beach right now. (Continuous infinitive)

- 2 **be and the passive voice**

Be + past participle is used to form the passive.

Paper is made from wood. (Present Simple passive)

My car was stolen yesterday. (Past Simple passive)

The house has been redecorated. (Present Perfect passive)

This homework needs to be done tonight. (Passive infinitive)

There is an introduction to the passive on p3.

- 3 **have and the perfect forms**

Have + past participle is used to make perfect verb forms.

He has worked in seven different countries. (Present Perfect)

She was crying because she had had some bad news. (Past Perfect)

I'd like to have met Napoleon. (Perfect infinitive)

Perfect means 'completed before', so Present Perfect means

'completed before now'. Past Perfect means 'completed before a time in the past'.

1.4 Auxiliary verbs and negatives ▶ Ex. 3

- 1 To make a negative, add *-n't* to the auxiliary verb. If there is no auxiliary verb, use *don't/doesn't/didn't*.

Positive

He's working.

I was thinking.

We've seen the play.

She works in a bank.

They like skiing.

He went on holiday.

Negative

He isn't working.

I wasn't thinking.

We haven't seen the play.

She doesn't work in a bank.

They don't like skiing.

He didn't go on holiday.

- 2 It is possible to contract the auxiliaries *be* and *have* and use the uncontracted *not*.

He's not playing today. (= *He isn't playing today.*)

We're not going to Italy after all. (= *We aren't going to Italy ...*)

I've not read that book yet. (= *I haven't read that book yet.*)

BUT *I'm not working.* NOT *I amn't working.*

1.5 Auxiliary verbs and questions ▶ Ex. 4

- 1 To make a question, invert the subject and the auxiliary verb. If there is no auxiliary verb, use *do/does/did*.

Question

She's wearing jeans.

You were born in Paris.

Peter's been to China.

I know you.

He wants ice-cream.

They didn't go out.

What is she wearing?

Where were you born?

Has Peter been to China?

Do I know you?

What does he want?

Why didn't they go out?

- 2 There is usually no *do/does/did* in subject questions.

Who wants ice-cream?

Who want?

What happened to your eye?

Who broke the window?

What flavour ice-cream do you want?

What did you do to your eye?

How did you break the window?

1.6 Auxiliary verbs and short answers ▶ Ex. 5

Short answers are very common in spoken English. If you just say *Yes* or *No*, it can sound rude. To make a short answer, repeat the auxiliary verb. In the Present and Past Simple, use *do/does/did*.

Short answer

Are you coming with us?

Have you had breakfast?

Does she like walking?

Did Mary phone?

Yes, I am.

No, I haven't.

No, she doesn't.

Yes, she did.

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UNIT 1 EXERCISES

1 Is the verb in bold an auxiliary verb (A) or a full verb (F)?

- 1 A We've seen this film before.
- 2 F We **had** a lovely meal at Angie's.
- 3 ___ **Did** anyone phone last night?
- 4 ___ We **did** the washing-up before we went to bed.
- 5 ___ We **weren't** using your CD player, honestly!
- 6 ___ Where **were** Andy and Lou at lunchtime?
- 7 ___ Philippa never **does** her homework.
- 8 ___ What have you **done** with my pen?
- 9 ___ Why **are** you looking so sad?
- 10 ___ We've got a new computer at home.

2 Match the sentences 1–8 with tenses a–h

- 1 d My children always do their homework.
 - 2 ___ I've had this book for a week.
 - 3 ___ Portuguese is spoken in Brazil.
 - 4 ___ The Egyptians built the Pyramids.
 - 5 ___ What were you doing an hour ago?
 - 6 ___ If you are looking at the Vatican, which city are you standing in?
 - 7 ___ When was the film *Titanic* made?
 - 8 ___ We had left the lights on all night.
- a Past Simple
b Present Continuous
c Present Simple passive
d Present Simple
e Past Continuous
f Past Perfect Simple
g Past Simple passive
h Present Perfect Simple

3 Make these sentences negative.

- 1 Simon has lived here for a long time.

- 2 I went to America last year.

- 3 I'm working very hard.

- 4 She's arriving this afternoon.

- 5 They were laughing at you.

4 Write questions for these answers.

- 1 No, the parcel hasn't arrived.
Has _____?
- 2 Champagne is made in France.
Where _____?
- 3 Yes, I enjoyed the film very much.
Did _____?
- 4 At 8.00 last night I was washing my hair.
What _____?
- 5 Football was invented in England.
Where _____?

5 Match the questions with the short answers.

- 1 ___ Is the world getting hotter?
 - 2 ___ Were you listening carefully?
 - 3 ___ Are the pyramids of Egypt still standing?
 - 4 ___ Do you think it's going to rain?
 - 5 ___ Have we got time to play another game of tennis?
- a Yes, I do.
b No, we weren't.
c Yes, it is.
d Yes, they are.
e Yes, you have.

UNIT 2

▶ 2.1 Present Simple

Form

The form is the same for *I/we/you/they*.

I work from 9–5 p.m.

They don't work full time.

Where do you work?

He/She/It: add *-s* or *-es*, and use *does/doesn't* in questions and short answers.

He doesn't work at weekends.

Where does she live?

Short answer

Do you live in Bristol?

Yes, we do.

Does he have a car?

No, he doesn't.

Use

The Present Simple is used to express:

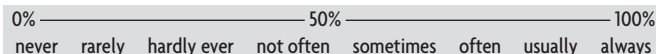
- 1 an action that happens again and again (a habit).
I go to work by car.
She drinks ten cups of coffee a day.
- 2 a fact that is always true.
Ronaldo comes from Brazil.
My daughter has brown eyes.
- 3 a fact that is true for a long time (a state).
He works in a bank.
I live in a flat near the centre of town.

Spelling of *he/she/it* forms

- 1 Most verbs add *-s* to the base form of the verb.
wants eats helps drives
- 2 Add *-es* to verbs that end in *-ss*, *-sh*, *-ch*, *-x*, and *-o*.
kisses washes watches fixes goes
- 3 Verbs that end in a consonant + *-y* change the *-y* to *-ies*.
carries flies worries tries
But verbs that end in a vowel + *-y* only add *-s*.
buys says plays enjoys

▶ 2.2 Adverbs of frequency ▶ Ex. 1

- 1 We often use adverbs of frequency with the Present Simple.



- 2 They go before the main verb, but after the verb *to be*.
I usually start at 9.00. *They're usually here by now.*
I rarely see Peter these days. *We're rarely at home at weekends.*
- 3 *Sometimes* and *usually* can also go at the beginning or the end.
Sometimes we play cards. *We play cards sometimes.*
Usually I go shopping with friends. *I go shopping with friends usually.*

▶ 2.3 Present Continuous ▶ Exs. 2–3

Form

am/is/are + verb + -ing

I'm playing tennis.

He's cooking lunch.

I'm not enjoying my new job.

They aren't working today.

What's he doing?

Where are you living?

Short answer

Are you going by train?

Yes, I am./No, I'm not.

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Use

The Present Continuous is used to express:

- an activity that is happening now.
Don't turn the TV off. I'm watching it.
You can't speak to Lisa. She's having a bath.
- an activity that is not necessarily happening at the moment of speaking but is happening around now.
Don't take that book. Jane's reading it.
I'm doing a French evening class this year.
- a temporary activity.
Peter is a student, but he's working as a waiter during the holidays.
I'm living with friends until I find a place of my own.
- a planned future arrangement.
I'm having lunch with Glenda tomorrow.
We're meeting at 1.00 outside the restaurant.

Spelling of verb + -ing

- Most verbs add *-ing* to the base form of the verb.
going wearing visiting eating
- Verbs that end in one *-e* lose the *-e*.
smoking coming hoping writing
BUT *lie* → *lying*
Verbs that end in *-ee* don't drop an *-e*.
agreeing seeing
- Verbs of one syllable, with one vowel and one consonant, double the consonant.
stopping getting running planning jogging
If the final consonant is *-y* or *-w*, it is not doubled.
playing showing

2.4 State verbs

- There are certain groups of verbs that are usually only used in the Present Simple. Their meanings are related to states or conditions that are facts, not activities.

Verbs of thinking and opinions

believe	think	understand	suppose	expect	agree
doubt	know	remember	forget	promise	mean
imagine	realize	deserve	guess		

Do you **understand** what I mean?
I **know** his face, but I **forget** his name.

Verbs of emotions and feelings

like	love	hate	care	hope
wish	want	prefer	adore	dislike

I **like** black coffee.
I **don't care**.

Verbs of having and being

belong	own	have	possess	contain	cost	seem
matter	need	depend	weigh	resemble	fit	involve

This book **belongs** to Jane.
How much **does** it **cost**?

Verbs of the senses

look	hear	taste	smell	feel	sound
------	------	-------	-------	------	-------

The food **smells** good.
My hair **feels** soft.

We often use *can* when the subject is a person.
I **can** hear someone crying.
Can you smell something burning?

- Some of these verbs can be used in the Present Continuous, but with a change of meaning. In the continuous, the verb expresses an activity, not a state. Compare:

<i>I think you're right.</i> (opinion)	<i>We're thinking of going to the cinema.</i> (mental activity)
<i>He has a lot of money.</i> (possession)	<i>She's having a bad day.</i> (activity)
<i>I see what you mean.</i> (= understand)	<i>Are you seeing Nigel tomorrow?</i> (activity)
<i>The soup tastes awful.</i> (state)	<i>I'm tasting the soup to see if it needs salt.</i> (activity)

2.5 THE PASSIVE**Form****to be + past participle**

The tense of the verb *to be* changes to give different tenses in the passive.

Are you being served? (Present Continuous)
My car is insured with ASM. (Present Simple)
Were you taken to visit the cathedral? (Past Simple)
I've been invited to a wedding. (Present Perfect)
Id love to be introduced to a film star. (Passive infinitive)

Use

- Passive sentences move the focus from the subject to the object of active sentences.
Shakespeare wrote Hamlet in 1601 while he was living in London.
Hamlet, the most famous play in English literature, was written by William Shakespeare.
The passive is not another way of expressing the same sentence in the active. We choose the active or the passive depending on what we are more interested in.
 - By and the agent are often omitted in passive sentences if ...
... the agent is not known: *I was burgled last night.*
... the agent is not important: *This bridge was built in 1886.*
... the agent is obvious: *I was fined £100 for speeding.*
 - The passive is associated with an impersonal, formal style.
Customers are requested to refrain from smoking.
Reference books are not to be removed from the library.
 - In informal language, we often use *you*, *we*, and *they* to refer to people in general or to no person in particular, to avoid the passive.
You can buy stamps in lots of shops, not just post offices.
They're building a new department store in the city centre.
We speak English in this shop.
- Many past participles are used as adjectives.
We were extremely worried about you.
I'm exhausted! I've been working hard all day.

2.6 Present Simple and Present Continuous passive**Ex. 4****Form****Present Simple Passive (am/is/are + past participle)**

Most workers are paid monthly.
Is service included in the bill?

Present Continuous Passive (am/is/are being + past participle)

This road is being widened.
Are you being served?

Use

The uses are the same in the passive as in the active.
My car is serviced every six months. (habit)
Computers are used everywhere. (fact that is always true)
The house is being redecorated at the moment. (activity happening now)

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UNIT 2 EXERCISES**1 Are the adverbs of frequency in the correct position? Correct the wrong sentences.**

- Do usually you sit here?
Do you usually sit here?
- I have always liked Peter.
- Hardly ever I have anything to eat in the morning.
- I usually take my daughter to school.
- I go abroad on business sometimes.
- I have never enough money.
- We often have tests in class.
- Our teacher gives us always too much homework.
- Sonia rarely is late for class.

2 Put the verbs in brackets into the correct form, Present Simple or Present Continuous.

- She *plays* (play) golf with her husband every Tuesday.
- I _____ (not study) French, I already _____ (speak) French fluently!
- Some birds _____ (fly) to warm countries in the winter.
- We never _____ (go) on holiday at Christmas.
- Why _____ she _____ (wear) that funny hat?
- Our cousins _____ (not visit) us very often.
- _____ you _____ (fix) computers?
- _____ (be) they always late for meetings?
- Wear your boots. It _____ (snow).
- We _____ (have) dinner together next Monday.
- No, I _____ (not live) in Rome, I _____ (live) in Milan.
- He _____ (work) for an international company so he _____ (travel) a lot in his job.
- We _____ (study) very hard at the moment.
- Next week she _____ (go) to Madrid on business.

3 Complete the sentences with the Present Simple or Present Continuous form of the verb in brackets.

- She *has* _____ (have) dinner with her boss on Fridays.
- I _____ (think) about moving to a bigger flat.
- We _____ (interview) for the post of Store Manager.
- Many people _____ (not like) wearing a uniform.
- The company _____ (make) £1m profit a year.
- Sorry, I _____ (not have) any change.
- You're so thin. How much _____ you _____ (weigh)?
- I _____ (not do) anything right now – come and have a coffee.

4 Complete the sentences with the Present Simple passive or Present Continuous passive.

- English *is spoken* (speak) here.
- Service _____ (not include) in the bill.
- The staff room _____ (redecorate) at the moment.
- On average, calls _____ (answer) within 5 rings.
- About 1,000 people _____ (employ) at this company.
- Several new office blocks _____ (build) at the moment.
- I _____ (paid) on the first day of the month.
- At this very moment, the injured _____ (take) to hospital.

UNIT 3**3.1 PAST TENSES** ▶ Ex. 1

We use different past tenses to describe moments and periods of time in the past. Look at the diagram. Read the sentences.

When Andrea arrived at work at 9.00 ...

8.30 ————— 9.00 ————— 9.30 ————— 10.00 —————

... her secretary had opened the post.

... her secretary was opening the post.

... her secretary opened the post.

3.2 Past Simple**Form**

The form of the Past Simple is the same for all persons.

He *left* at three o'clock.

They *arrived* three weeks ago.

She *didn't finish* on time yesterday.

I *didn't visit* my parents last weekend.

When *did* he *finish* the report?

What time *did* his train *leave*?

Short answer

Did you enjoy the meal?

Yes, we *did*./No, we *didn't*.

Use

The Past Simple is used to express:

- a finished action in the past.
We *met* in 2000.
I *went* to Manchester last week.
John *left* two minutes ago.
- actions that follow each other in a story.
Mary *walked* into the room and *stopped*. She *listened* carefully. She *heard* a noise coming from behind the curtain. She *threw* the curtain open, and then she *saw* ...
- a past situation or habit.
When I *was* a child, we *lived* in a small house by the sea. Every day I *walked* for miles on the beach with my dog.
This use is often expressed with *used to*. See 3.5 on p130.
We *used to* live in a small house ... I *used to* walk for miles ...

Spelling of verb + -ed

- Most regular verbs add *-ed* to the base form of the verb.
worked wanted helped washed
- When the verb ends in *-e*, add *-d*.
liked used hated cared
- If the verb has only one syllable, with one vowel + one consonant, double the consonant before adding *-ed*.
stopped planned robbed
But we write *cooked, seated, and moaned* because there are two vowels.
- The consonant is not doubled if it is *-y* or *-w*.
played showed
- In most two-syllable verbs, the end consonant is doubled if the stress is on the second syllable.
pre'ferred ad'mitted
But we write *'entered* and *'visited* because the stress is on the first syllable.
- Verbs that end in a consonant + *-y* change the *-y* to *-ied*.
carried hurried buried
But we write *enjoyed*, because it ends in a vowel + *-y*.
There are many common irregular verbs.

▶▶ Irregular verbs Student's Book p159

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Past Simple and time expressions

Look at the time expressions that are common with the Past Simple.

I met her	last night.
	two days ago.
	yesterday morning.
	in 2001.
	in summer.
	when I was young.

3.3 Past Continuous**Form**

was/were + verb + -ing

I was learning French.

They were driving to Paris.

We weren't waiting for a long time.

What were they doing?

Where was he studying?

Short answer

Were you looking for me?

Yes, I was./No, I wasn't.

Were they waiting outside?

Yes, they were./No, they weren't.

Use

The Past Continuous is used:

- to express activities in progress before, and probably after, a particular time in the past.
At seven o'clock this morning I was having my breakfast.
You made a lot of noise last night. What were you doing?
- for descriptions.
Jan looked beautiful. She was wearing a green cotton dress. Her eyes were shining in the light of the candles that were burning nearby.
- to express an interrupted past activity.
When the phone rang, I was having a shower.
While we were playing tennis, it started to rain.
- to express an incomplete activity.
I was reading a book during the flight. (I didn't finish it.)
I watched a film during the flight. (the whole film)

3.4 Past Simple or Past Continuous? Ex. 2

- Sometimes both tenses are possible. The Past Simple focuses on past actions as complete facts. The Past Continuous focuses on the duration of past activities. Compare:
A *I didn't see you at the party last night.*
B *No, I stayed at home and watched the football.*
A *I didn't see you at the party last night.*
B *No, I was watching the football at home.*
- Questions in the Past Simple and Past Continuous refer to different time periods. The Past Continuous asks about activities before; the Past Simple asks about what happened after.
A *What were you doing when the accident happened?*
B *I was shopping.*
A *What did you do when you saw the accident?*
B *I phoned the police.*

3.5 used to

Used to expresses a habit or state in the past that is now finished.

I used to read comics when I was a kid. (but I don't now)

My dad and I used to play football together. (but we don't now)

Did you use to read comics when you were a child?

This town didn't use to be a nice place to live, but then it changed.

3.6 Past Perfect Ex. 3

Perfect means 'completed before'. The Past Perfect refers to an action in the past that was completed before another action in the past.

Form

The form of the Past Perfect is the same for all persons.

Positive and negative

I	'd (had)	seen him before.
You	hadn't	finished work at six o'clock.
We		

Question

Where had	you she they	been before?
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Short answer

Had he already left?

Yes, he had./No, he hadn't.

Use

- The Past Perfect is used to make clear that one action in the past happened *before* another action in the past.
When I got home, I found that someone had broken into my apartment and had stolen my DVD player.
I didn't go to the cinema because I'd seen the film before.
- The Past Simple tells a story in chronological order.
Sue met Pete at university. They were together for six years. They divorced last month.

The Past Perfect can be used to tell a story in a different order.
Sue and Pete divorced last month. They'd met at university, and had been together for six years.
- Notice the difference between these sentences.
When I got to the party, Peter went home.
(= First I arrived, then Peter left.)
When I got to the party, Peter had gone home.
(= First Peter left, then I arrived.)
- The Past Perfect Continuous refers to longer actions or repeated activities.
We were exhausted because we'd been driving all day.

3.7 Past tenses in the passive Ex. 4**Form**

Past Simple Passive: *was/were + past participle*

The museum was opened in 1987.

We were burgled last night.

Past Continuous Passive: *was/were being + past participle*

The vase was being restored.

Past Perfect Passive: *had been + past participle*

The house had been redecorated.

Use

The uses are the same in the passive as in the active.

The bridge was built in 1876. (finished action in the past)

The bomb was being defused when it exploded. (interrupted past activity)

The letter didn't arrive because it had been sent to my old address. (one action before another action in the past)

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UNIT 3 EXERCISES**1 Match the sentence with the tense.**

- ___ I did the week's grocery shopping on my home computer.
- ___ I hadn't been to that part of town before.
- ___ Why were you running down the street?
 - Past Perfect Simple
 - Past Simple
 - Past Continuous

2 Choose the correct form of the verb, Past Simple or Past Continuous.

- They *fell / were falling* in love when they *worked / were working* in Rome.
- She *read / was reading* quietly in her room when suddenly the lights *went / were going* out and she *heard / was hearing* a scream.
- Didn't you meet / Weren't you meeting* your wife while you *lived / were living* in Italy?
- I *saw / was seeing* you in the park yesterday. You *sat / were sitting* with your arm round Tom.
- Why *didn't they visit / weren't they visiting* me when they *stayed / were staying* in London?
- What *did you write / were you writing* when your computer *crashed / was crashing*?

3 Which happened first? Write True or False.

- I drove to the house but Cathy had left.
First Cathy left, then I arrived. True
- The class had started when I arrived.
First I arrived, then the class started. _____
- We had just finished painting the fence when it started to rain.
First we finished painting, then it rained. _____
- She'd been walking home when the storm began.
First she started walking, then the storm began. _____

4 Complete the sentences with the Past Simple or the Past Perfect forms of the verbs in brackets.

- I *didn't ring* (not ring) him because I *d forgotten* (forgot) his number.
- He _____ (not pass) his driving test when he _____ (drive) from San Francisco to LA!
- He _____ (not know) how the cat _____ (walk) 100 kilometres to its old home.
- She only _____ (hear) about the interview three months after she _____ (apply) for the job.
- When he first _____ (go) to Moscow he _____ (never travel) abroad before.
- They _____ (not watch) the film because they _____ (see) it before.
- That's a surprise! I _____ (not know) you two _____ (meet) already.
- They _____ (be) married for five years when they _____ (have) their first child.

5 Rewrite the sentences using the passive.

- Somebody broke my glasses.
My glasses *were broken* .
- He didn't come because nobody had invited him.
He didn't come because he _____ .
- Somebody had left the lights on.
The lights _____ .
- Somebody told me about it yesterday.
I _____ yesterday.
- Did the ambulance take you to hospital?
_____ you _____ by ambulance?
- Nobody gave them any information.
They _____ .

UNIT 4**4.1 have to** ▶ Ex. 1**Form****has/have + to + infinitive**

You **have to go** to school.

She **has to study** hard.

He **doesn't have to wear** uniform.

We **don't have to take** exams.

Does she have to study maths?

Do they have to leave now?

Use

- Have to** expresses strong obligation.
You **have to work hard** if you want to succeed.
- Have to** expresses a general obligation based on a law or rule, or based on the authority of another person.
Children **have to go to school** until they are 16.
Mum says you **have to clean your room** before you go out.
- Have to** is impersonal. It doesn't necessarily express the opinion of the speaker.
The doctor says I **have to lose weight**.
People all over the world **have to learn English**.
- Have to** has all verb forms. **Must** doesn't.
I **had to work** last night. (Past)
You'll **have to study hard**. (Future)
She's rich. She's never **had to do any work**. (Present Perfect)
I hate **having to get up on winter mornings**. (-ing form)

4.2 have got to

- Have got to** is common in British English but it is more informal than **have to**. It is more spoken than written.
I've **got to go** now. See you!
We've **got to get up early** tomorrow.
I'm in trouble! You've **got to help me!**
- Have got to** expresses an obligation now, or on a particular occasion soon.
I've **got to stop eating ice-cream!** It's too yummy!
I usually **have to start work** at 9.00, but tomorrow I've **got to start** at 8.00.
Now he's 21, he's **got to learn to be responsible**.
You've **got to pay me back** tomorrow.
- Have to** expresses a general repeated obligation.
I always **have to tell my parents** where I'm going.
Teachers **have to prepare lessons and correct homework**.

4.3 MODAL AND RELATED VERBS ▶ Exs. 2–3

These are the modal verbs:

can, could, may, might, will, would, shall, should, must, ought to.

They are used before other verbs and add meanings, such as certainty, possibility, obligation, ability, and permission.

You **must be exhausted**.

I **can swim**.

It **might rain**.

Form

- There is no -s in the third person singular.
She **can ski**. He **must be tired**. It **might rain**.
- There is no *do/does/don't/doesn't* in the question or negative.
What **should I do**? **Can I help you**? **You mustn't steal!**
He **can't dance**. **I won't be a minute**.

Grammar Reference with exercises

- 3 Modal auxiliary verbs are followed by the infinitive without *to*. The exception is *ought to*.
*You **must** go. I'll **help** you. You **ought to** see a doctor.*
- 4 They have no infinitives and no *-ing* forms. Other expressions are used instead.
*I'd love to **be able to** ski.
I hate **having to** get up on cold winter mornings.*
- 5 They don't usually have past forms. Instead, we use them with Perfect infinitives.
*You **should have told** me that you can't swim. You **might have drowned!**
Or we use other expressions.
I **had to** work hard in school.*
- 6 *Could* is used with a past meaning to talk about a general ability.
*I **could** swim when I was six. (= general ability)*
To talk about ability on one specific occasion, we use *was able to/managed to*.
*The prisoner **was able to/managed to** escape by climbing onto the roof of the prison.*

Use

- 1 Modal verbs express our attitudes, opinions, and judgements of events. Compare:
'Who's that knocking on the door?'
'It's John.' (This is a fact.)
'Who's that knocking on the door?'
*'It **could/may/might/must/should/can't**'ll be John.'* (These all express our attitude or opinion.)
- 2 Each modal verb has at least two meanings. One use of all of them is to express possibility or probability. (See Units 5 and 11.)
*I **must** post this letter!* (= obligation)
*You **must** be tired!* (= deduction, probability)
***Could** you help me?* (= request)
*We **could** go to Spain for our holiday.* (= possibility)
*You **may** go home now.* (= permission)
'Where's Anna?' *I'm not sure. She **may** be at work.'* (= possibility)

▶ **4.4 Obligation: *should*, *ought to*, and *must*** ▶ Ex. 4

Should, *ought to*, and *must* are modal verbs. See 4.3 on pp6–7 for form.

Use

- 1 *Should* and *ought to* express mild obligation, suggestions, or advice. They express what, in the speaker's opinion, is the right or best thing to do. We often use them with *I think/don't think ...*
*You're always asking me for money. I think you **should** spend less.
You **shouldn't** sit so close to the television! It's bad for your eyes.
You **ought to** be more careful with your money.*
- 2 We often use *Do you think ...?* in the question.
***Do you think** I should see a doctor?
What **do you think** I should wear to the party?*
- 3 *Must*, like *have to*, expresses strong obligation. *Must* can express an obligation that involves the speaker's opinion. It is personal.
*I **must** get my hair cut.
You **must** go and visit your grandmother.*
- 4 *Must* is also associated with a formal, written style.
*All visitors **must** show proper ID.
Books **must** be returned on or before the due date.*

have to and must

- 1 *Have to* and *must* are sometimes interchangeable.
*I **must** be home by midnight.
I **have to** be home by midnight.*
- 2 There is sometimes a difference in meaning. *Must* usually expresses the feelings and wishes of the speaker.
*I **must** buy my mother a birthday card.
Tommy, you **must** look after your toys.*
Have to often expresses an obligation that comes from somewhere else.
*You **have to** work hard in this life.
Visitors **have to** report to reception.*
It is for this reason that you need to be careful when you say *You must ...*, because you can sound authoritarian.
Have to is used more than *must*. If you don't know which to use, use *have to*.
- 3 Question forms with *have to* are more common.
*Do I **have to** do what you say?
Must I ...?* is unusual.
- ① Remember, *have to* has all verb forms. *Must* can only refer to present or future time when used to express obligation.

don't have to and mustn't

- 1 *Don't have to* and *mustn't* are completely different.
Don't have to expresses absence of obligation – you can, but it isn't necessary.
*Some people iron their socks, but you **don't have to**. I think it's a waste of time.
When you go into a shop, you **don't have to** buy something. You can just look.*
- 2 *Mustn't* expresses negative obligation – it is very important NOT to do something.
*You **mustn't** steal other people's things. It's wrong.
You **mustn't** drive if you've been drinking. You could kill someone!*

▶ **4.5 Permission: *can* and *be allowed to***

Can is a modal verb. See 4.3 on pp6–7 for form.

Use

The main use of *can* is to express ability.
*I **can** swim.*
Can and *be allowed to* express permission. *Can* is more informal and usually spoken.
*You **can** borrow my bike, but you **can't** have the car. I need it.
They **can't** come in here with those muddy shoes!
You're **allowed to** get married when you're 16.
Are we **allowed to** use a dictionary for this test?*

▶ **4.6 Making requests: *can*, *could*, *will*, and *would***

▶ Exs. 5–6

- 1 There are many ways of making requests in English.
***Can** I speak to you, please?
Could I ask you a question?
Will you help me, please?
Would you pass me the salt?
Would you mind passing me the water?
Do you mind if I open the window?
Would you mind if I closed the window?
Can, *could*, *will*, and *would* are all modal verbs.*

Grammar Reference with exercises

- 2 *Could* is a little more formal; *can* is a little more familiar. *Could I ...?* and *Could you ...?* are very useful because they can be used in many different situations.

Could I try on this jumper?
Could you tell me the time?

- 3 Here are some ways of responding to requests:

A *Excuse me! Could you help me?*
B *Sure./Of course./Well, I'm afraid I'm a little busy right now.*
A *Would you mind if I opened the window?*
B *No, not at all./No, that's fine./Well, I'm a little cold, actually.*

▶ 4.7 Making offers: *will* and *shall*

- 1 The contracted form of *will* is used to express an intention, decision, or offer.

Come over after work. I'll cook dinner.
'It's Jane's birthday today.' 'Is it? I'll buy her some flowers.'
Dave'll give you a lift.
Give it back or we'll call the police!

- 2 *Shall ... I/we ...?* is used in questions with the first person, *I* and *we*. It expresses an offer, a suggestion, or a request for advice.

'Shall I carry your bag for you?'
'Shall we go out for a meal tonight?'
'Where shall we go?'

UNIT 4 EXERCISES

1 Complete the sentences with a suitable form of *have to*.

- My aunt's a police officer so she *has to* wear a uniform at work, but my uncle's a taxi driver so he _____ wear one.
- When I was a teenager, we _____ be home by nine o'clock. But we _____ take as many exams as teenagers nowadays.
- My teeth hurt when I drink something cold. I think I _____ see the dentist soon.
- You _____ speak Russian to travel around Moscow, but it helps!
- If you lose your job, _____ we _____ sell the car?

2 Match the modal verbs with meanings a–f.

- _____ What a lovely present! You **must** send a thank-you note.
 - _____ She **can't** be at home. She's got an exam today.
 - _____ I **might** be home late tonight – I've got a meeting.
 - _____ I **can** help you – I'm great at Maths.
 - _____ **Can** you collect me from school tonight after choir practice?
 - _____ You **may** come in. Take a seat please.
- a certainty
b permission
c possibility
d request
e obligation
f ability

3 Tick (✓) the correct sentence.

- _____ Do you can swim?
_____ Can you swim?
- _____ She must work harder.
_____ She musts work harder.
- _____ I no can understand you.
_____ I can't understand you.
- _____ You must to go now.
_____ You must go now.
- _____ Have you to work on Saturdays?
_____ Do you have to work on Saturdays?
- _____ When I was young, I had to work hard.
_____ When I was young, I must work hard.

4 Choose the correct verbs. Sometimes both are correct.

- I _____ finish the report by lunchtime.
a have to b must
- You _____ come to the party if you don't want to.
a don't have to b mustn't
- We _____ get a good night's sleep.
a 've got to b have to
- Children, you _____ play anywhere near the railway line.
a mustn't b don't have to
- I _____ lend you £10, I've only got £5.
a 'm not allowed to b can't
- Did people _____ wear seat belts in cars during the 1960s?
a must b have to
- Lisa, you _____ give us a call if you're going to be late home.
a must b have to
- My car _____ have a new gearbox.
a has to b must
- I haven't got a clue where John is. He _____ in the garden.
a might be b may be
- You _____ ride your bike with no hands.
a are not allowed to b can't

5 Match sentence beginnings 1–5 with endings a–e.

- _____ Excuse me, could you
 - _____ Could I
 - _____ Jim, will you
 - _____ Do you mind if
 - _____ Would you mind if
- a borrow your pen?
b we sit here?
c tell me the way to the station?
d I turned the music down?
e throw that scarf over here?

6 Read the sentences. Underline *Yes* or *No*.

- I'll pick up your dry cleaning for you.
This is an offer. Yes / No
- Shall I answer the door?
This is a request. Yes / No
- I'll phone Mum after dinner to see how she is.
This is an intention. Yes / No
- Shall we send her some flowers?
This is an offer. Yes / No
- Where shall we eat tonight?
This is a request for advice. Yes / No

UNIT 5

5.1 FUTURE FORMS ▶ Exs. 1–4

- There is no future tense in English. Instead, English has several forms that can refer to the future.
I'll see you later. (will)
We're going to see a film tonight. (going to)
I'm seeing the doctor tomorrow. (Present Continuous)
If the traffic's bad, I might be late. (might)
Who knows? You may win! (may)
Take an umbrella. It could rain later. (could)
- The difference between them is not about near or distant future, or certainty. The speaker chooses a future form depending on how he/she sees the future event. Is it a plan, a decision, an intention, an offer, an arrangement, or a prediction?

5.2 will/going to and the Present Continuous

Form

Positive and negative

I'll see you later.
I won't be late.
We're going to stay in a hotel.
We aren't going to rent a cottage.
I'm meeting Jan for lunch.
I'm not seeing her till 2.00.

Question

When will you be back?
Where are you going to stay?
What time are you seeing Jan?

- ⚠ We avoid saying *going to come* or *going to go*.

We're coming tomorrow.
When are you going home?

Facts and predictions

will

- The most common use of *will* is as an auxiliary verb to show future time. It expresses a future fact or prediction. It is called the pure future or the Future Simple.
We'll be away for two weeks.
Those flowers won't grow under the tree. It's too dark.
Our love will last forever.
You'll be sick if you eat all those sweets!
- Will* for a prediction can be based more on an opinion than a fact.
I don't think Laura will do very well in her exam. She doesn't do any work.
I am convinced that inflation will fall to three per cent next year.

going to

- Going to* can also express a prediction, especially when it is based on a present fact. There is evidence now that something is certain to happen.
She's going to have a baby.
 (We can see she's pregnant.)
Our team is going to win the match.
 (It's four-nil, and there are only five minutes left to play.)
It isn't going to rain today.
 (Look at that beautiful blue sky.)
- Sometimes there is no difference between *will* and *going to*.
This government will ruin the country.
This government is going to ruin the country.

Plans, decisions, intentions, and arrangements

will

Will is used to express a decision, intention, or offer made at the moment of speaking.

I'll have the steak, please. NOT ~~*I have the steak ...*~~
Give me a call. We'll go out for coffee. NOT ~~*We go ...*~~
There's the phone! I'll get it. NOT ~~*I get ...*~~

going to

Going to is used to express a future plan, decision, or intention made before the moment of speaking.

When I grow up, I'm going to be a doctor.
Jane and Peter are going to get married after they graduate.
We're going to paint this room blue.

Arrangements

- The Present Continuous can be used to express a future arrangement between people. It usually refers to the near future.
We're going out with Jeremy tonight.
I'm having my hair cut tomorrow.
What are we having for lunch?
- Think of the things you put in your diary to remind you of what you are doing over the next few days and weeks. These are the kinds of events that are expressed by the Present Continuous for the future. There is often movement or activity.
I'm meeting Peter tonight.
The Taylors are coming for dinner.
I'm seeing the doctor in the morning.
- You can't use the Present Simple for this use.
We're going to a party on Saturday night. NOT ~~*We go ...*~~
I'm having lunch with Sarah. NOT ~~*I have ...*~~
What are you doing this evening? NOT ~~*What do you do ...*~~
- Sometimes there is no difference between an arrangement and an intention.
We're going to get married in the spring.
We're getting married in the spring.

5.3 Future possibility: may/might/could

Form

May, *might*, and *could* are modal verbs.

Positive and negative

I	may might could	see you later.
---	-----------------------	----------------

I	may not might not	get the job.
---	----------------------	--------------

Question

Questions about future possibility are often asked with *Do you think ... will ...?*

Do you think you'll get the job?

Use

- May*, *might*, and *could* all express a future possibility.

It	may might could	rain later.
----	-----------------------	-------------

- May* can be more formal.
The government may increase income tax.
- Could* suggests something less definite.
I could be a champion if I trained hard.
The house is nice, but it could be beautiful.

Grammar Reference with exercises

UNIT 5 EXERCISES**1 Underline the correct verb forms.**

- What are you doing this evening?
I'll go / I'm going to the cinema.
- Are you going to the bank?
Yes, *I'll go / I'm going* there to talk to the manager.
- Have you got plans for the weekend?
I'm playing / I'll play golf with Chris.
- This lesson is so long.
Don't worry. *It might finish / It'll finish* soon.
- Where are you going for the holiday?
I'm not sure. *I may stay / I'm staying* here.
- I've booked the tickets but I can't collect them.
It's OK, I'm going into town so *I could collect / I'm collecting* them.
- Have you seen Tom yet?
No, *he's arriving / he'll arrive* on the six o'clock train.
- Look at those dark clouds!
Oh dear, *it'll rain / it might rain* later.

2 Read the conversation. Underline the correct future forms.

- A *I'm going / 'll go* to town. Do you want anything?
B *Are you going / Will you go* to the post office? I need forty stamps.
A Yes, I am. I *will apply / am applying* for a new driving licence so I'll get you the stamps at the same time.
B Thanks.
A Why do you need forty stamps? You always send emails.
B Well *I'm having / 'll have* a party, so I want to send invitations to everybody.
A If you want me to, *I'm buying / 'll buy* the invitations too.
B Thanks, but *I'm getting / 'll get* them printed at work. It's already arranged.
A OK. *I'll see / 'm seeing* you later! Bye.

3 In each of these sentences there is a mistake with a future form. Find it and correct it.

- I will see her tomorrow at 4.30 p.m.
I'm seeing her tomorrow at 4.30 p.m.
- I go to a concert this evening.

- Greg will helping you move the computer.

- You can ask Alan, but he not help you.

- We will have a party next week.

- Kate catch the train at 3.30 this afternoon.

- They don't visit us next summer.

- I'm going to go to meet them at the airport.

4 Complete the conversation using the prompts in brackets.

- A It looks like it _____ (be) a beautiful afternoon. Why don't we go for a walk?
B Great idea! I _____ (get) my coat.
A You _____ (not need) that. The sun's out. It _____ (not rain).
B I _____ (take) the risk!
- A There's a big chance that (5 the company / close) _____.
B That's terrible. What (6 you / do) _____?
A I _____ (meet) the HR manager tomorrow at 11.00. I don't want to leave – it _____ (be) difficult for me to find a similar job.
B It's definite, though, so you _____ (be) OK.

UNIT 6**▶ 6.1 Information questions ▶ Exs. 1–3**

- What* and *which* can be followed by a noun.
What colour are your eyes?
What size shoes do you take?
What sort of music do you like?
Which part of town do you live in?
Which way do we go?
Which one do you want?
We use *which* when there is a limited choice.
Which one do you want, the red one or the blue one?
Which restaurant shall we go to?
We use *what* when there is (almost) unlimited choice.
What language do they speak in Brazil?
What car do you drive?
Sometimes there is no difference.
What/Which newspaper do you read?
What/Which channel is the football on?

- Whose* can be followed by a noun.
Whose book is this?
Whose is this book?
- How* can be followed by an adjective or an adverb.
How tall are you?
How big is the memory?
How far is it to the station?
How often do you go to the cinema?
How long does it take you to get ready?
- How* can be followed by *much* or *many*.
How many rooms are there?
How much money do you have?

▶ 6.2 What ... like? How ...? ▶ Ex. 4

- What ... like?* asks about the permanent nature of people and things. It asks for a general description.
What's Indian food like? Really tasty.
What's Pete like? He's a great guy.
- How ...?* asks about the present condition of something. This condition can change.
How's work these days? It's better than last year.
How was the traffic this morning? It was worse than usual.
To ask about the weather, we can use both questions.
How's the weather | where you are?
What's the weather like |
- How ...?* asks about people's health and happiness.
How's Peter? He's fine.
- How ...?* asks about people's reactions and feelings.
How's your meal?
How's your new job?

▶ 6.3 Relative clauses ▶ Exs. 5–6

- Relative clauses identify which person or thing we are talking about. They make it possible to give more information about the person or thing.
The boy has gone to the beach. (Which boy?)
The boy who lives next door has gone to the beach.
The book is very good. (Which book?)
The book that I bought yesterday is very good.
There is a photo of the hotel. (Which hotel?)
There is a photo of the hotel where we stayed.

Grammar Reference with exercises

- 2 We use *who/that* to refer to people, and *which/that* to refer to things.

*This book is about a girl **who marries a millionaire.**
What was the name of the horse **that won the race?***

- 3 When *who* or *that* is the object of a relative clause, it can be left out.

*The person **you need to talk to** is on holiday.
The film **I watched last night** was very good.*

But when *who* or *that* is the subject of a relative clause it must be included.

*I like people **who are kind and considerate.**
I want a computer **that's easy to use.***

- 4 *Which* can be used to refer to the whole previous sentence or idea.

*I passed my driving test on the first attempt, **which was a surprise.**
Jane can't come to the party, **which is a shame.***

- 5 We use *whose* to refer to someone's possessions.

*That's the man **whose wife won the lottery.**
That's the woman **whose dog ran away.***

- 6 We can use *where* to refer to places.

*The hotel **where we stayed** was right on the beach.
We went back to the place **where we first met.***

▶ 6.4 Participles ▶ Ex. 7

Participles after a noun define and identify in the same way as relative clauses.

*That woman **driving** the red Porsche is my aunt.
The men **seen** outside were probably the thieves.*

UNIT 6 EXERCISES

- 1 Complete the questions with *What*, *Whose*, or *Which*.

- _____ time does the train leave?
- _____ one do you want – the red one or the blue one?
- _____ sort of food do you like?
- _____ picture do you like best? Mine or Emma's?
- _____ way do we go – left or right?

- 2 Complete the questions with a noun from the box.

kind size nationality channel make
languages colour number

- What _____ of music do you like? ~ Rock 'n' roll.
- What _____ shirt do you want? ~ Medium.
- What _____ is your house? ~ 346.
- What _____ is the football on? ~ BBC 1.
- What _____ is Inge? ~ Swedish.
- What _____ is your printer? ~ Hewlett Packard.
- What _____ is your new car? ~ Blue.
- What _____ do you speak? ~ French and Spanish.

- 3 Complete the questions with an adjective or adverb from the box.

well long frequently far much many fast big

- How _____ did the journey take? ~ Over three hours.
- How _____ are the rooms? ~ They're enormous.
- How _____ do trains to York run? ~ three every hour.
- How _____ people came? ~ The room was only half full.
- How _____ revision have you done? ~ Hardly any.
- How _____ can you run? ~ Not very – I get breathless.
- How _____ do you speak English? ~ I'm pretty fluent, actually.
- How _____ is it from here to the centre? ~ About two miles.

- 4 Tick (✓) the correct question for each answer. Sometimes both are correct.

- | | | |
|---|------------------------------|---|
| 1 | ✓ What's your new job like? | It's great. |
| | ✓ How's your new job? | |
| 2 | ___ What's Edinburgh like? | It's a beautiful city with a castle. |
| | ___ How's Edinburgh? | |
| 3 | ___ What was John like? | Great. He looked much better. |
| | ___ How was John? | |
| 4 | ___ What was your meal like? | Fantastic. The best fish I've ever had. |
| | ___ How was your meal? | |
| 5 | ___ What do you feel like? | Not so good, actually. |
| | ___ How do you feel? | |

- 5 Tick (✓) the sentences where the relative pronoun is necessary. If it is possible to leave out the relative pronoun, cross it out.

- ✓ I don't like people who arrive late.
- ___ The company ~~that~~ he works for is based in Germany.
- ___ Where are the scissors that I bought yesterday?
- ___ I want you to meet the woman who taught me how to drive.
- ___ The meal that you cooked was delicious.
- ___ I like animals that don't make a mess.
- ___ The film that I've always wanted to see is on TV tonight.
- ___ The flat that they bought was very expensive.
- ___ The room in our house that is most used is the kitchen.
- ___ I didn't like the meal that we had yesterday.
- ___ The people who work here are very interesting.
- ___ The millionaire who you were talking about has just arrived in his limousine.

- 6 Complete the paragraphs with *who*, *which*, *where*, *whose*, or *that*. Where possible, leave out the relative pronoun.

1 I received a letter this morning (1) _____ really upset me. An old friend (2) _____ I have known all my life is critically ill. The operation (3) _____ he is having tomorrow will hopefully save his life.

2 My next door neighbour is the only person I know (1) _____ children are well-mannered and well-behaved. In the town (2) _____ I live, most kids are impolite and badly behaved. Personally, I think it's the parents (3) _____ are to blame.

3 Yesterday, I bumped into an old friend (1) _____ is getting married soon. She met her fiancé in the company (2) _____ she works. In fact, she's his boss!

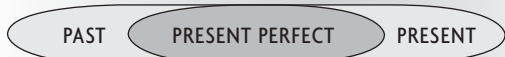
- 7 Cross out the words to make participle clauses.

- The boy ~~who is~~ standing in the corner is James.
- I like cars that are made in Japan.
- Look at the clouds that are coming from the west!
- I watched all the people who were hurrying to work.
- I love food that is cooked on a barbecue.
- I found a book that was written by my grandfather.

UNIT 7

7.1 THE PRESENT PERFECT

1 The same form (*have* + past participle) exists in many European languages, but the uses in English are different. In English, the Present Perfect links past and present. It expresses the effect of the past on the present.



2 Present Perfect means 'completed before now'. The Present Perfect does not express when an action happened. If we say the exact time, we use the Past Simple.

*In my life, I **have travelled** to all seven continents.
I **travelled** around Africa in 1998.*

7.2 Present Perfect ▶ Exs. 1–3

Form
has/have + past participle

*I've lived in Rome.
She's lived in London.
He **hasn't lived** here long.
They **haven't bought** their flat.
How long **have they known** Peter?
How long **has she been married**?*

Short answer
Have you always lived in Budapest? **Yes, I have./No, I haven't.**

Use
There are three main uses of the Present Perfect.

1 Unfinished past
The Present Perfect expresses an action that began in the past and still continues.
*We've lived in the same house for 25 years.
How long **have you known** each other?
They've **been married** for 20 years.*

⚠ Be careful! Many languages express this idea with a present tense, but in English this is wrong.

Jan has been a nurse for ten years. NOT ~~Jan is a nurse for ten years.~~

Time expressions
Notice the time expressions that are common with this use.

for	two years	since	1970
	a month		August
	a few minutes		8.00
	half an hour		I was a child
	ages		Christmas

We use *for* with a period of time and *since* with a point in time.

2 Experience
The Present Perfect expresses an experience that happened at some time in one's life. The action is finished, but the effects of the action are still felt.

*I've been to the United States. (I still remember.)
Have you ever had an operation? (at any time in your life)
How many times **has he been married**? (in his life)*

Exactly *when* the action happened is not important. Questions and answers about definite times are expressed in the Past Simple.

*When **did you go** to the United States?
I **broke** my leg once.*

Time expressions
The adverbs *ever*, *never*, and *before* are common with this use.
*Have you **ever been** to Australia?*

*I've **never** tried bungee jumping.
I **haven't** tried sushi **before**.*

3 Present result
The Present Perfect expresses a past action that has a present result. The action is usually in the recent past.

*The taxi **hasn't arrived** yet. (We're still waiting for it.)
What **have you done** to your lip? (It's bleeding.)*

We often announce news in the Present Perfect.
***Have you heard?** The Prime Minister **has resigned**.
Susan's **had** her baby!*

Details will be in the Past Simple.
*She **resigned** because she **lost** a vote of no confidence.
It's a boy. He **weighed** 3.5kg.*

Time expressions
The adverbs *yet*, *already*, and *just* are common with this use.

*I **haven't done** my homework **yet**. (negative)
Has the postman been yet? (question)
I've **already** done my homework.
She's **just had** some good news.*

⚠ Be careful with *been* and *gone*.
*He's **been** to the United States. (experience – he isn't there now)
She's **gone** to the United States. (present result – she's there now)*

7.3 Present Perfect or Past Simple? ▶ Ex. 4

1 The Present Perfect can express unfinished actions. The Past Simple expresses completed actions.

Present Perfect	Past Simple
<i>I've lived in Texas for six years. (I still live there.) I've written several books. (I can still write some more.)</i>	<i>I lived in Texas for six years. (Now I live somewhere else.) Shakespeare wrote 30 plays. (He can't write any more.)</i>

2 The Present Perfect refers to indefinite time. The Past Simple refers to definite time. Notice the time expressions used with the two tenses.

Present Perfect – indefinite	Past Simple – definite
I've done it	I did it
for a long time.	yesterday.
since July.	last week.
before.	two days ago.
recently.	at eight o'clock.
	in 1987.
	when I was young.
	for a long time.

⚠ Be careful with *this morning/afternoon*, etc.
***Have you seen** Amy **this morning**? (It's still morning.)
Did you see Amy **this morning**? (It's the afternoon or evening.)*

7.4 Present Perfect Simple passive ▶ Ex. 5

Form
has/have been + past participle

It	has been	sold.
They	have been	

Use
The uses are the same in the passive as in the active.
*Two million cars **have been produced** so far this year. (unfinished past)
Has she ever been made redundant? (past experience)
'Have you heard? Two hundred homes **have been washed away** by a tidal wave!' (present importance)*

Grammar Reference with exercises

UNIT 7 EXERCISES

▶ **7.5 Present Perfect Continuous**

Form**has/have + been + -ing***She's been studying for three years.**They haven't been working here long.**How long have they been living there?***Use**

The Present Perfect Continuous expresses:

- 1 an activity that began in the past and is continuing now.

*I've been studying English for three years.**How long have you been working here?*

Sometimes there is no difference between the simple and the continuous.

*I've played the piano since I was a boy.**I've been playing the piano since I was a boy.*

The continuous can express a temporary activity, while the simple expresses a permanent state.

I've been living in this house for the past few months. (temporary)*I've lived here all my life.* (permanent)

- ① Remember: State verbs are rarely used in the continuous (see 2.4 p3).

*I've had this book for ages.**I've always loved sunny days.*

- 2 a past activity that has caused a present result.

I've been working all day. (I'm tired now.)*Have you been crying?* (Your eyes are red.)*Roger's been cutting the grass.* (I can smell it.)

The past activity might be finished or it might not. The context usually makes this clear.

Look out of the window! It's been snowing!

(It has stopped snowing now.)

I've been writing this book for two years. (It still isn't finished.)*I'm covered in paint because I've been decorating the bathroom.*

(It might be finished or it might not. We don't know.)

▶ **7.6 Present Perfect Simple or Continuous?** ▶ Ex. 6

- 1 The simple expresses a completed action.

I've painted the kitchen, and now I'm doing the bathroom.

The continuous expresses an activity over a period of time.

I've got paint in my hair because I've been decorating.

We use the simple if the sentence has a number or quantity, because the simple expresses completion. The continuous isn't possible.

*I've been reading all day. I've read ten chapters.**She's been eating ever since she arrived. She's eaten ten biscuits already.*

- 2 Some verbs have the idea of a long time, for example, *wait, work, play, try, learn, rain*. These verbs are often found in the continuous.

I've cut my finger. (One short action.)*I've been cutting firewood.* (Perhaps over several hours.)Some verbs don't have the idea of a long time, for example, *find, start, buy, die, lose, break, stop*. These verbs are more usually found in the simple.*I've lost my passport.**Have you started your Christmas shopping yet?*

- 1 Complete the conversation with the Present Perfect form of the verbs in brackets and short answers.

A How long (1) *have* you *been* (be) in Paris?

B For two weeks.

A (2) _____ you _____ (start) your new job?

B No, I haven't. I start next week.

A (3) _____ you _____ (find) somewhere to live?

B No, I (4) _____. I (5) _____ (see) a few apartments but I haven't found the right one yet.

A (6) _____ you _____ (visit) any of the museums and galleries?

B Yes, I (7) _____. I (8) _____ (go) to the Louvre but I

(9) _____ (not go) to the Musée Rodin yet.

A And (10) _____ your French course _____ (start) yet?

B Oh yes, it (11) _____. It's been really helpful.

A Well, good luck with the job and the flat.

- 2 Complete the sentences with the phrases in the box.

the age of two	ten years	a few minutes
10 o'clock	very long	

1 I've worked in fashion for _____.

2 She's lived in this city since _____.

3 We've only been here for _____.

4 Our guests have been here since _____.

5 It's our second anniversary, so we haven't been married for _____.

- 3 Correct the mistakes.

1 I've known Peter since ages.

2 She's been a qualified pilot for 20 August.

3 You're late. Where have you gone?

4 Gary and Paul haven't never been to Portugal.

5 Jo hasn't already finished cleaning the car.

6 Have they yet eaten?

- 4 Complete the sentences with the Past Simple or Present Perfect Simple form of the verb in brackets.

1 Ana *hasn't been* (not go) on holiday yet this summer.

2 Leon _____ (go) to school in Dublin until he was twelve.

3 Ute _____ (live) in this house since she was a baby.

4 I _____ (learn) to swim when I was a child.

5 She _____ (not speak) to him for 20 years.

6 Jan _____ (not go) abroad since a business trip in 1998.

- 5 Rewrite the sentences in the Present Perfect Simple passive.

1 No-one has ever robbed me or burgled my house.

I have never been robbed, and my house has never been burgled.

2 The company has recruited a number of people recently.

3 Nobody has discovered the cause of the accident.

4 They have held the festival in the city for over two hundred years.

5 I'm so happy! We have finally sold our house!

- 6 Complete the sentences with the correct verb form, Present Perfect Simple or Continuous.

1 I _____ (wait) for you for ages! Where have you been?

2 I _____ (break) a glass. I'm awfully sorry.

3 Wow! You _____ (make) dinner! Let's eat now.

4 She _____ (sleep) downstairs because she has broken her leg.

5 We _____ (look) for a hotel for two hours!

6 I'm exhausted! I _____ (work) all day, and I _____ (not finish) yet.

UNIT 8

Verb patterns

The infinitive

- The infinitive is used after some verbs.
*We've **decided to move** abroad.*
*I **want to go** home.*
*I'm **trying to phone** Pete.*
*She'd **love to meet** you.*
- Some verbs are followed by a person + the infinitive.
*They **asked me to help** them.*
*I **want you to try** harder.*
*He **told me to apply** for the job.*
- Make* and *let* are followed by a person + the infinitive without *to*.
*She'll **make you feel** welcome.*
*I'll **let you know** when I'm coming.*
- The infinitive is used after some adjectives.
*It's **impossible to save** money.*
*It's **great to see** you.*
***Pleased to meet** you.*
*It was **good to hear** your news.*

The -ing form

- The -ing form is used after some verbs.
*I **enjoy reading** history books.*
*He's **finished washing** the car.*
*I **don't mind helping** you.*
*We **like walking**.*
*He **goes fishing** at weekends.*
- Some verbs are followed by an object + -ing.
*I **hate people telling** me what to do.*
*You **can't stop me doing** what I want.*
*I **can hear someone calling**.*
- The -ing form is used after prepositions.
*I'm **good at finding** things.*
*He's **afraid of being** mugged.*
*We're **thinking of going** to Sweden.*
*I'm **looking forward to meeting** you.*

▶▶ Verb patterns Student's Book p158. ▶ Exs. 1–5

UNIT 8 EXERCISES

1 Complete the sentences with the correct form of the verb in brackets.

- The garage promised *to have* (have) the car ready at 4.30.
- He asked the student in the next room ____ (turn) her TV down.
- We all enjoy ____ (spend) money.
- My boss asked me ____ (train) the new office assistant.
- We decided ____ (wait) for another hour.
- She starts ____ (work) here next week.
- I'd love ____ (go) to Spain with you.
- I remember ____ (speak) to him at the party.
- I can't stand ____ (wait)!
- He said he hoped ____ (arrive) at 10 o'clock.

2 Choose the correct verb form.

- I want *you be / you to be / that you are* more careful with your homework in the future.
- Why did I promise *help / to help / helping* with the painting?
I hate it!
- I would love *to tell / tell / telling* you that you are right – but I am afraid you are wrong!
- I'm looking forward *go / to go / to going* to Sydney next year.
- My father let me *having / to have / have* driving lessons when I was seventeen.
- I'm interested in *find out / to find out / finding out* more about gardening.
- Mike invited me to his party, but I wasn't allowed *go / to go / going*.
- Our local football team will never succeed in *win / winning / to win* the championship.
- They are thinking of *get / getting / to get* a pet.
- Renata is really good at *to cook / cook / cooking*.

3 Complete the paragraph with the correct form of the verbs in brackets.

I finally stopped (1) _____ (smoke) when I was 35. It had taken me three years. While I was trying (2) _____ (give up) I remember (3) _____ (start) again on several occasions. Each time it became harder to stop. I tried (4) _____ (chew) gum, I tried (5) _____ (take up) a sport. Eventually, I had hypnotherapy. It worked! It's already been 10 years since my last cigarette. Now I can't remember ever (6) _____ (want) to smoke.

4 Match the two halves of each sentence.

- We go
- I'm worried about
- It's good
- Is Bob good
- We'd love to
- Pearl loves
- Can you let me
- They're thinking of
- Tell her
- I expect you
- a ____ to work really hard for this company.
- b ____ jogging together every morning.
- c ____ getting a dog.
- d ____ to stop playing her music so loud.
- e ____ leaving the kids home alone.
- f ____ working on her allotment.
- g ____ hear you play something on the piano.
- h ____ to see you all again after so long.
- i ____ at drawing?
- j ____ have a key to the house?

5 Underline the correct form.

- I find it hard *understanding / to understand* him.
- I'm very pleased *to see / seeing* you.
- She's afraid of *go / going* out after dark.
- I was shocked *seeing / to see* how ill she was.
- My friends are talking about *to move / moving* to Paris.
- We're very happy *to help / helping* you.
- It's impossible *to know / knowing* all the words in English.
- I'm looking forward *to go / to going* on holiday.

Grammar Reference with exercises

UNIT 9

9.1 CONDITIONALS ▶ Ex. 1 and Ex. 7

There are many different ways of making sentences with *if*. It is important to understand the difference between sentences that express:

- possible conditions = first conditional
- improbable conditions = second conditional
- impossible conditions = third conditional
- no condition = zero conditional

Possible conditions

If I see Dave, I'll tell him to call you.

This is a sentence about reality.

- If I see Dave ...* = a real possibility
... I'll tell him to call you. = the result of a possible situation

Improbable conditions

If I had the money, I'd buy a Mercedes.

This is a sentence which is contrary to reality.

- If I had the money ...* = not impossible, but I don't have the money.
... I'd buy a Mercedes. = the result of an improbable situation

Impossible conditions

If I'd known you were coming, I'd have cooked you a meal.

This is a sentence about an impossible situation. It didn't happen, and now it's too late to change the result.

- If I had known ...* = impossible, because I didn't know.
I'd have cooked ... = the result of an impossible situation.

No conditions

If I get a headache, I take an aspirin.

If metal is heated, it expands.

These are sentences that are always true. They refer to 'all time', and are called zero conditionals. *If* means *when* or *whenever*.

9.2 Second conditional: improbable conditions ▶ Ex. 2

Form

if + Past Simple, would + verb

Positive

- If I won some money, I'd go around the world.*
My father would kill me if he could see me now.

Negative

- I'd give up my job if I didn't like it.*
If I saw a ghost, I wouldn't talk to it.

Question

- What would you do if you saw someone shoplifting?*
If you needed help, who would you ask?

Ⓛ Was can change to *were* in the condition clause.

If I	were rich,	I	wouldn't have to work.
If he		he	

Other modal verbs are possible in the result clause.

- I could buy some new clothes if I had some money.*
If I saved a little every week, I might be able to buy a car.

Use

- We use the second conditional to express an unreal situation and its probable result. The situation or condition is improbable, impossible, imaginary, or contrary to known facts.
If I were President, I'd increase taxes. (But it's not likely I will be president.)
If my mother was still alive, she'd be very proud. (But she's dead.)
If Ted needed money, I'd lend it to him. (But he doesn't need it.)
- If I were you, I'd ...* is used to give advice.
If I were you, I'd apologize to her.
I'd take it easy for a while if I were you.
- When the condition is understood, it is common to find the result clause on its own.
What would you do if you had lots of money?
I'd travel.
I'd give it all away.
I'd buy my mum and dad a nice house. They'd love that!
You'd give away your last penny!
- Would* can express preference.
I'd love a cup of coffee.
Where would you like to sit?
I'd rather have coffee, please.
I'd rather not tell you, if that's all right.
What would you rather do, stay in or go out?
- Would* can express a request.
Would you open the door for me?
Would you mind lending me a hand?

9.3 First or second conditional?

Both conditionals refer to the present and future. The difference is about probability, not time. It is usually clear which conditional to use. First conditional sentences are real and possible. Second conditional sentences express situations that will probably never happen.

If I lose my job, I'll ... (My company is doing badly. There is a strong possibility of being made redundant.)

If I lost my job, I'd ... (I probably won't lose my job. I'm just speculating.)

If there is a nuclear war, we'll all ... (Said by a pessimist.)

If there was a nuclear war, we'd ... (But I don't think it will happen.)

9.4 Third conditional: impossible conditions ▶ Exs. 3–4

Form

if + Past Perfect, would + have + past participle

Positive

- If I'd (had) worked harder, I'd (would) have made more money.*
They'd (would) have been here hours ago if they'd (had) followed my directions.

Negative

- If I hadn't seen it with my own eyes, I wouldn't have believed it.*
If you'd listened to me, you wouldn't have got lost.

Question

- What would you have done if you'd been me?*
If the hotel had been full, where would you have stayed?

Use

We use the third conditional to express an impossible situation in the past and its probable result. It is too late! These things didn't happen.

- If she'd known he was cruel, she wouldn't have married him.*
My parents wouldn't have met if they hadn't studied at Oxford University.

Grammar Reference with exercises

▶ **9.5 might / could have done**

Use

Might have done and could have done express possibilities in the past that didn't happen.

*Thank goodness you went to hospital. You **might have died**.*

*She **could have married** anyone she wanted.*

They are found in the result clauses of third conditional sentences.

*If I'd told him I had no money, he **might have given** me some.*

*If I'd really wanted, I **could have been** a professional footballer.*

Might have done and could have done can express criticism.

*You **might have told** me it was her birthday!*

*She **could have helped** tidy the flat instead of going out!*

▶ **9.6 should have done** ▶ Exs. 5–6

Use

Should have done expresses advice for a past situation, but the advice is too late!

*You **should have apologized**. He wouldn't have been so angry.*

*You **shouldn't have said** she looked old. She really didn't like it.*

Should have done can express criticism.

*You **should have asked** me before you borrowed my car.*

UNIT 9 EXERCISES

1 Which sentence is ...?

- zero conditional
 - first conditional
 - second conditional
 - third conditional
- ___ If I miss the 8.20 train, I am late for work.
 - ___ If I don't go to the meeting, I won't be promoted.
 - ___ If they didn't criticize everybody, they might have some friends.
 - ___ If he hadn't been such a good swimmer, he would have drowned.

2 Rewrite the sentences with the second conditional.

- I can't take you to the airport because I haven't got a car.
If I had a car, I could take you to the airport.

- I've got a headache. I'm not going swimming.

- I don't know the answer, so I can't tell you.

- We won't have a holiday this year because we haven't got any money.

- I haven't got any spare time so I won't learn Russian.

- We haven't got a big house. We can't invite friends to stay.

- I haven't got a mobile, so you can't call me.

- He can't win the lottery. He never buys a ticket.

- Francis works so hard. He has no time to spend with his family.

- We've got three children, so we won't take a year off and travel the world.

3 Rewrite the sentences using the third conditional.

- I forgot to charge my phone, so the battery died.
If I hadn't forgotten to charge it, the battery wouldn't have died.

- They borrowed the bike without permission and were arrested.

- They phoned for a pizza because their dinner had burned.

- He parked his car illegally, so it was towed away.

- He worked 24 hours a day, seven days a week, and made a fortune.

4 Make third conditional sentences using the prompts.

- I married Pete and we moved to Australia.
 But if I hadn't met Pete, ...
 we/not/get married
- we wouldn't have got married.*
 And our children/not/be born

 - _____
 - We/not/go/to live in Australia

 - We/not buy/a house in Sydney

 - I/train/to be a teacher

 - I/work/in a secondary school for 20 years

 - _____

5 Complete the sentences with the verbs in brackets in the correct form.

- If I _____ (got up) late yesterday, I _____ (wouldn't / be) in such a hurry. I _____ (might not / leave) my briefcase at home, and I certainly _____ (would / arrive) in time for the most important meeting of the year.
- If I _____ (save) some money instead of spending it all, I _____ (could / go) abroad on holiday instead of staying at home.
- I felt like a fool. I _____ (should not / tell) my best friend I liked Georges. She never could keep a secret.
- I _____ (should / take) the metro instead of the bus, I _____ (might / avoid) the traffic jam.

6 Underline the correct form.

- It was stupid of you to drive so fast!
 You could / should have had an accident.
- If you'd had an accident, you would / might have been hurt!
- If I'd been with you, I could / would have told you to stop driving.
- What a shame you stopped training to be an athlete!
 You should / might have carried on.
- You never know! You could / should have been world champion!
- You couldn't / shouldn't have told anyone my secret! You promised you wouldn't tell!

7 Complete the conditional sentences with one or two words using the prompts in brackets.

- If you cook, I 'll wash (wash) up.
- If I'd _____ (know) they were coming to stay, I _____ have bought more food.
- If you _____ (travel) at night, the fare is cheaper.
- I _____ (be) very angry if you forgot my birthday.
- I _____ (not run) into a house if it _____ (be) on fire.
- If you _____ (phone) earlier, I could _____ (give) you the news myself.
- If you _____ (need) any help, let me know and I _____ (come) and help you straight away.
- If there _____ (be) any tickets left for the concert, _____ you _____ (buy) two for me and Tom?

UNIT 10

▶ 10.1 NOUN PHRASES

A noun phrase is a group of words before and/or after a noun.

book = noun

a book

my book

this book

some books

the book that I was reading

my favourite cook book

} = noun phrases

Grammatically speaking, these words are:

articles – *the, a/an*

possessives – *my, your, his, her ...*

demonstratives – *this, that, these, those*

determiners – *some, any, all, each, every ...*

relative pronouns – *who, that, which ...*

compound nouns – *notebook, address book ...*

▶ 10.2 Articles ▶ Exs. 1–2

Indefinite articles

The indefinite articles *a/an* are used:

- 1 to say what something or somebody is.

This is a book.

Jane's a teacher.

I'm an optimist.

He's an idiot.

- 2 to refer to a thing or a person for the first time.

She lives in a farmhouse.

He's going out with a model.

I bought a pair of shoes today.

- 3 to refer to a thing or a person when it doesn't matter which one.

Can you lend me a pen?

Shall we go for a drink?

Definite article

The definite article *the* is used:

- 1 to refer to a person or a thing known to the speaker and the listener.

Have you got the car keys?

The children are in the garden.

- 2 to refer to a person or a thing for the second time.

I got a book and a computer for Christmas. The book is about the British Empire. I haven't unpacked the computer yet.

- 3 when it is clear which one(s) we mean.

I'm going to the shops. Do you want anything?

Dave's in the kitchen.

Did you enjoy the party?

What's the score?

Have you heard the news?

We went to the same school.

I'll meet you on the corner.

- 4 to refer to the only one there is.

The sky is very grey today.

The earth is older than we think.

The government in this country is rubbish.

The French like all things French.

- 5 to refer to things in our physical environment that we all know.

I love walking in the country.

People always talk about the weather.

We can see the sea from our house.

We're going to the cinema tonight.

- 6 with superlatives.

You're the best teacher.

He was the first boy I kissed.

- 7 with some place names.

the United States of America

the Eiffel Tower

the Pyramids

the British Museum

the Empire State Building

Zero article

No article (–) is used:

- 1 to refer to things or people in general.

I like (–) cheese.

(–) Doctors earn more than (–) teachers.

I'm afraid of (–) dogs.

(–) English is spoken all over the world.

(–) Life is hard.

- 2 in some common expressions.

places

He's at (–) work. She's at (–) home in (–) bed.

He's at (–) school. She's at (–) university.

travel

I travel by (–) car/bus/train ...

meals

We had (–) lunch at 12.00.

What do you want for (–) dinner?

time

I'll do it (–) next week.

I saw her (–) last year.

academic subjects

I'm no good at (–) maths.

games

I like (–) chess.

- 3 in some place names.

I've travelled a lot in (–) Europe and (–) South America.

I live in (–) Station Road.

She studied at (–) Oxford University.

We walked in (–) Hyde Park.

We had lunch in (–) Carluccio's Restaurant.

The plane left from (–) Heathrow Airport.

I'll meet you at (–) St Pancras Station.

I climbed (–) Mount Everest.

▶ 10.3 Possessives ▶ Ex. 3

Possessive adjectives and pronouns

- 1 Possessive adjectives are used with a noun.

This is my brother.

You must come and see our new house.

Their teacher is new.

- 2 The possessive pronouns are:

mine yours his hers ours theirs

They are used on their own.

Don't touch that! It's mine.

Take it. It's yours.

Can you bring those books? They're ours.

Grammar Reference with exercises

Apostrophe 's and s' ▶ Ex. 4

- 's is used with singular nouns.
Lorna's dog
Harry's girl-friend
the boy's father (= one boy)
'Whose is this?' 'It's my brother's.'
I've got a week's holiday.
- s' is used with regular plural nouns.
my parents' house
the boys' father (= more than one boy)
For irregular plurals we use 's.
the children's room
Notice we use 's with two people.
We were at Alan and Carol's house last night.
- 's is used with some places.
I bought it at the chemist's.
I'm going to the hairdresser's.
You can buy stamps at a newsagent's.

▶ **10.4 all and every** ▶ Exs. 5–6**all**

All can be used in different ways:

- all + noun
All men are born equal.
I like all kinds of music.
I invited all the students in my class.
I've loved the Beatles all my life.
- all + of + noun
I invited all of the students in my class.
'How much did you eat?' 'All of it.'
'Who did she invite?' 'All of us.'
- all + adjective/adverb/preposition
I'm all wet.
She lives all alone.
Tell me all about your holiday.
- pronoun + all
The sweets are for everyone. Don't eat them all.
She loves us all.
- all + verb
We all support Manchester United.
They have all been to university.
My friends all love you.

every

Every is used with a singular noun.

Every student in the class passed the exam.
I've been to every country in Europe.

all and every

- All is not usually used to mean everybody/everything.
All the people came to the party. NOT *All came...*
Everybody came to the party.
She lost all her possessions in the fire. NOT *She lost all in...*
She lost everything in the fire.
- All can mean everything, but only in relative clauses.
All I want for Christmas is you.
That's all I need.
I've told you all I know.
Love is all you need.

▶ **10.5 themselves and each other** ▶ Ex. 7**Reflexive pronouns**

- Reflexive pronouns are:

myself	yourself	himself	herself
itself	ourselves	yourselves	themselves

- We use reflexive pronouns when the subject and object are the same.
I cut myself shaving.
You could kill yourself.
I'm going to buy myself something nice.
Make yourselves at home.
I hope you're enjoying yourself.
- They are used after prepositions.
You should be ashamed of yourself.
She looked at herself in the mirror.
I live by myself.
Selfish people only think of themselves.
I can look after myself.
- We use reflexive pronouns for emphasis.
Do you like the cake? I made it myself.
My daughter can dress herself now.
The manager himself interviewed me.

each other

Each other expresses the idea of one to another.

They looked at each other.
We send each other birthday cards.
They hate each other.
We've known each other since childhood.

UNIT 10 EXERCISES**1 Complete the text with a / an, or the.**

Jack Kilby is (1) ___ engineer. He is (2) ___ man who, in 1958, invented (3) ___ microchip. He was working for (4) ___ company called Texas Instruments when he realized that all (5) ___ components on a chip could be made from (6) ___ same material. Today, Intel, (7) ___ world's leading manufacturer of microprocessors, produces (8) ___ chip that has two billion transistors on it. Jack Kilby will always be remembered as (9) ___ inventor of (10) ___ device that is (11) ___ engine of (12) ___ information age.

2 Complete the sentences a / an, the, or – (no article).

- I don't drink ___ coffee. It gives me ___ headaches.
- Could I have ___ coffee and ___ apple juice, please?
- A Did you see ___ match on ___ TV last night?
B No, I didn't. What was ___ score?
A 1–0. It was ___ great game. ___ only goal was scored in ___ last minute.
- I go to ___ work by ___ bus. ___ journey takes twenty minutes. I work in ___ office next to ___ British Library.
- A Where are ___ children?
B They're playing in ___ garden.

Grammar Reference with exercises

3 **Underline the correct word.**

- Their / there* house is bigger than *our / ours*.
- That's *my / mine* book! Don't take *my / mine*!
Take *your / yours* own!
- Our / ours* teacher is nicer than *your / yours*.
- 'Are these bags *your / yours*?' 'No, they're *her / hers* bags.'
- He's / His* a good student. He does *he's / his* homework well.
- My flat is nicer than Jeff's. I like *my / mine* the best, but he prefers *he's / his*.

4 **Put the apostrophe in the right place.**

- This is Johns room. Do you like it?
- And this is the childrens room.
- And this is my wifes study.
- Anns parents are retired.
- My parents house is quite old.
- This is my brothers wife.
- This is my brothers room. They've always shared.
- I'm going to the chemists. Do you want anything?
- Buy some sweets at the newsagents.
- I've got two weeks holiday.

5 **Underline the correct option.**

- She ate the whole cake by herself. *All / All of* it.
- Bring *all your / your all* friends.
- I like *all modern / all of modern* art.
- I lost *my all / all my* money.
- Someone stole my clothes. *Them all / All of them*.
- My students are great. I love *them all / all them*.
- They *all are / are all* clever.
- In my family we *all like / like all* baseball.
- You have a lot of chocolates. Don't eat *all them / them all*!
- We all / All we* need somebody to love.

6 **Choose the correct option.**

- Every / All* team will win a prize of some sort.
- Stop fighting. There are enough cakes for *all / everybody*.
- All / Everybody* at the match stood quietly for a minute.
- Everything / all* I know about new technology I learnt from Kevin.
- I'm not hungry. This is *all / everything* I want for now.

7 **Complete the sentences with the reflexive pronoun in the box.**

myself yourself himself themselves each other

- I can see _____ in my children – George has my eyes, and Jack has my smile
- We don't spend enough time with _____.
- Please don't upset _____! Everything will be OK.
- He's travelling around India all by _____.
- They don't need any help. They can do it by _____.

UNIT 11

MODAL VERBS OF PROBABILITY

Modal auxiliary verbs can express ability, obligation, permission, and request. They can also express probability, or how certain a situation is. There is an introduction to modal auxiliary verbs on pp6–7.

▶ 11.1 Probability in the present and future ▶ Ex. 1–3

- Must* and *can't* express the logical conclusion of a situation.
must = logically probable
can't = logically improbable
 We don't have all the facts, so we are not absolutely sure, but we are pretty certain.
He must be exhausted. He hasn't slept for 24 hours!
Sue can't have a ten-year-old daughter! She's only 24!
He's in great shape, even though he must be at least 60!
A walk in this weather! You must be joking!
Aren't they answering? They must be in bed. They can't be out this late!
- May/might/could* express probability in the present or future.
May/might + not is the negative. *Couldn't* is rare in this use.
He might be lost.
They may be stuck in traffic.
You could win the lottery this week. Who knows?
Dave and Beth aren't at home. They could be at the concert, I suppose.
We may go to Greece for our holiday. We haven't decided yet.
Take your umbrella. It might rain later.
I might not be able to come tonight. I might have to work late.
They may not know where we are.
- The continuous infinitive is formed with *be + -ing*.
You must be joking!
They can't still be eating!
Peter might be working late.
They may be coming on a later train.
I could be sitting on a beach right now.

▶ 11.2 Asking about possibilities

Question forms with modal verbs of probability are unusual. To ask about possibility/probability we usually use *Do you think ...?*

- 'Do you think she's married?'
 'She can't be.'
 'Where do you think he's from?'
 'He might be Portuguese.'
 'Do you think they've arrived yet?'
 'They may have. Or they might have got stuck in the traffic.'

▶ 11.3 Probability in the past ▶ Ex. 4

- The perfect infinitive is formed with *have + past participle*.
He must have caught a later train.
They might have lost our phone number.
- These forms express degrees of probability in the past.
He must have been exhausted.
She can't have told him about us yet.
The letter may have got lost in the post.
He might have changed his mind.
They could have moved house.
- The continuous infinitive is formed with *have + been + -ing*.
She must have been joking.
They can't have been trying very hard.
He could have been lying to you.

Grammar Reference with exercises

UNIT 11 EXERCISES

1 Underline the correct option.

- A I passed my driving test this morning.
B You must / can't be delighted.
- If you slept till noon, you must / can't still be tired.
- They did a 15-kilometre walk today. They can't / must be fit.
- A Is that Cathy over there?
B She's in Rome. It can't / could be her.
- Chris has bought loads of milk. He must / can't have a large family.
- My credit card was refused in the shop. I must / might be over the credit limit.
- A The kids have been playing football all morning.
B They must / may be hungry and thirsty – I'll get them a snack.
- A Why aren't they here yet?
B They may / can't be lost.
- A Do you think they are married yet?
B They can / may be.

2 Write sentences in the continuous infinitive using the words in brackets.

- Bob and Marianne are still in a queue for concert tickets after two hours.
(they / can't / still / wait)
They can't still be waiting!
- Simon is leaving his job after only 2 months.
(he / can't / leave / so soon)

- A removal van came and took all their things away in boxes.
(they / must / moving house)

- Teresa's bike is being mended.
(she / won't / cycle / to work today, then)

- She should have been here by now. Perhaps there's a lot of traffic.
(she / might not / come)

- The land opposite my house has been sold.
(they / could / build / some new houses)

3 Match the questions with the answers.

- ___ Why do you think he didn't go to school today?
 - ___ Was Fred on the train?
 - ___ Have Mary and David bought that house yet?
 - ___ Do you think Joseph took my book back to the library?
 - ___ You didn't leave the oven on, did you?
- He may have been.
 - He may have felt unwell.
 - They must have done by now.
 - He can't have done.
 - I might have done.

4 Complete the sentences with the perfect infinitive.

- You _____ (must/see) the statue. It's right by the entrance.
- No, he _____ (must/catch) a later flight – the plane landed an hour ago and he isn't here.
- 'I went to the meeting but no one else was there.'
'You _____ (can't/go) at the right time – or you _____ (might/go) to the wrong room.'
- 'My cat jumped on my bed and woke me up.'
'It _____ (might/be) hungry.'
- 'Sarah said something about moving abroad on her own.'
'She _____ (must/ be) joking She's getting married next week.'

UNIT 12

▶ 12.1 Reported speech and thought ▶ Ex. 1

- It is usual for the verb in the reported clause to move 'one tense back' if the reporting verb is in the past tense (e.g. *said, told*).

Present → Past

Present Perfect → Past Perfect

Past → Past Perfect

will → would

'I'm going.' *He said he was going.*'She's passed her test.' *He told me she had passed her test.*'My father died when I was six.' *She said her father had died when she was six.*'I'll see you later.' *She said she'd see me later.*

The verb also moves 'one tense back' when we are reporting thoughts and feelings.

*I thought she was married, but she isn't.**I didn't know he was a teacher. I thought he worked in a bank.**I forgot you were coming. Never mind. Come in.**I didn't realize you were here.**I hoped you would call.*

- There is no tense change if ...

... the reporting verb is in the present tense (*says*).'The train will be late.' *He says the train will be late.*'I come from Spain.' *She says she comes from Spain.*

... the reported speech is about something that is still true.

'Rain forests are being destroyed.'

She told him that rain forests are being destroyed.

'I hate football.'

I told him I hate football.

- Some modal verbs change.

can → could

will → would

may → might

'She can type well.' *He told me she could type well.*'I'll help you.' *She said she'd help me.*'I may come.' *She said she might come.*

Other modal verbs don't change.

'You should go to bed.' *He told me I should go to bed.*'It might rain.' *She said she thought it might rain.*Must stays as *must*, or changes to *had to*.'I must go!' *He said he must/had to go.*

▶ 12.2 Reporting verbs ▶ Exs. 2–3

- We rarely use *say* with an indirect object.
She said she was going. NOT *She said to me...*
- Tell* is always used with an indirect object in reported speech.

She told	me	the news.
	the doctor	
	us her husband	

- We can use *that* after *say* and *tell*.
He told her (that) he would be home late.
She said (that) sales were down from last year.
- Many verbs are more descriptive than *say* and *tell*, for example:

explain	promise	invite	insist	admit
complain	warn	offer	refuse	

Sometimes we report the idea, rather than the actual words.

'I'll lend you some money.' *He offered to lend me some money.*'I won't help you.' *She refused to help me.*

