

Unit 1

Prepositions of time

The prepositions **at**, **on** and **in** tell us when something happens.

- We use **at** for times of the day: *at ten o'clock*, *at 8.15*, *at lunchtime*, etc. and with expressions such as *at the weekend*, *at night*, *at New Year*, etc.
- We use **on** for days and dates: *on Monday*, *on Saturday morning*, *on February 5th*, *on the last day of the month*, etc.
- We use **in** for years, seasons, months, long periods, and parts of the day: *in 2010*, *in winter*, *in July*, *in the holidays*, *in the afternoon*, etc.

Frequency adverbs

We use frequency adverbs to say how often something happens.

- We can use a word, e.g. *sometimes*, *always* or a phrase like *most afternoons* or *every night*.
- We usually put one-word frequency adverbs (and *hardly ever*) **before** the main verb: *We sometimes watch a film in the evening. I don't usually go out until 8 o'clock. It hardly ever rains in July.*
- With *am*, *are*, *is*, *was* or *were*, etc. they come **after** the verb: *They are always late! Nowadays my grandmother is often ill.*
- They also come **after** auxiliary and modal verbs: *It has often happened. I can never understand him.*
- If we want to, we can put *usually*, *often*, *sometimes* and *occasionally* at the beginning or end of a sentence: *Occasionally, we eat in the garden. I feel tired sometimes.*
- We cannot put *always* or *never* at the beginning or end: *Always I work hard. I play table tennis never.*
- We put phrases at the beginning or end: *I have piano lessons once a week. Most evenings I stay at home.*
- We can form questions using: *How often do you, Do you ever, Do you always*, etc.: *How often do you swim? Do you ever drink tea? Do you always walk to school?*

Present simple and present continuous

Present simple

I/you/we/they He/she/it		work works	
I/you/we/they He/she/it	don't doesn't	work	on Sundays (?)
Do Does	I/you/we/they he/she/it	work	

Present continuous

I You/we/they He/she/it	'm 're 's		
I You/we/they He/she/it	'm not aren't / 're not isn't / 's not	working	this afternoon (?)
Am Are Is	I you/we/they he/she/it		

The present simple is used to describe:

- a permanent state or situation: *I live in the town where I was born.*
- a fact or something which is always true: *The earth goes around the sun.*
- an activity which happens regularly or occasionally: *He gets up at six o'clock every day.*

The present continuous is used to describe:

- a temporary situation: *I'm living with my uncle while they are painting our house.*
- an activity happening at the present moment: *I'm sorry you can't talk to her at the moment. She's having a shower.*
- an activity in progress but not exactly at the present moment: *I'm studying three foreign languages, so I'm quite busy nowadays.*
- a situation which is changing or developing: *Lots of people are coming to live here, so the town is growing quickly.*
- things the speaker finds strange or annoying, with *always*. (This is a way of complaining): *You're always using the telephone. Our phone bill will be enormous!*
- something which happens frequently, with *always*: *My girlfriend is always cooking me special meals!*

State verbs

Verbs which describe states, not actions, are not usually used in the continuous. These verbs describe:

thoughts: *believe know remember forget think* (meaning *believe*) *feel* (meaning *believe*) *guess* (meaning *believe*) *suppose understand*, etc.

feelings: *like hate want need prefer*, etc.

senses: *smell taste hear see*

possession: *have belong own contain include*, etc.

existence: *exist remain consist seem mean matter*, etc.

the verb *be*

Some state verbs can be used in the continuous when they describe actions:

I'm thinking about what you said. (I'm considering it.) *She's feeling unhappy.* (How she is at the moment.) *The shop assistant is weighing the fruit for us.* (He's measuring the number of kilos.) Other verbs like this include *see, taste, smell* and *be*.

Countable and uncountable nouns

Nouns can be either countable [C] or uncountable [U].

Some nouns can be both countable [C] and uncountable [U], but with a difference in meaning:

They say it's healthy to drink tea. [U] (tea in general) *Would you like a tea?* [C] (a cup of tea) *Living in a large house is a lot of work.* [U] *That picture is a work of art.* [C]

The grammar for countable nouns is different from the grammar for uncountable nouns.

A few, a little, many, much, a lot of, lots of

We often use different quantifiers (a few, many, etc.) with countable and uncountable nouns.

- For small quantities of countable nouns, we use *a few*: *a few students*.
- For small quantities of uncountable nouns, we use *a little*: *a little information*.
- For large quantities of countable nouns, we use *many*: *Many houses were damaged by the storm. Are there many rooms in the hotel? I don't have many CDs*.
- For large quantities of uncountable nouns in negative sentences and questions, we use *much*: *There isn't much information. Do you have much homework?*
- We can use *a lot of*, or *lots of*, for large quantities of countable and uncountable nouns: *We had a lot of fun. I have lots of friends. Does she have lots of money?*
- If there is no noun after the quantifier, we use *a lot* without *of*: *I like him a lot*.
- We can use other words to refer to a quantity of an uncountable noun, e.g. *a bit of food, an amount of money, a drop of water*.

Prepositions of place

The prepositions *at*, *on* and *in* tell us where someone or something is.

- We use *at* for a point, e.g. *at the bus stop*, and in expressions like *at the top, at the back, at the station, at the seaside, at school* and *at a party*.
- We use *on* for surfaces, e.g. *on the table, on the wall*, and lines, e.g. *on the coast, on the border*.
- We use *in* when someone or something is in a space, e.g. *in a building, in a field, in the water, in South America*.

Countable nouns:

- use *a* or *an* in the singular, e.g. *a job, an animal*
- can be made plural, e.g. *cars, books*
- use *some* and *any* in the plural, e.g. *some friends, any answers*

Uncountable nouns:

- do not use *a* or *an*
- cannot be made plural, e.g. *work, music*
- use verbs in the singular, e.g. *the news is good, music helps me relax*
- use *some* and *any* in the singular, e.g. *some food, any advice*

Some common uncountable nouns in English

accommodation	advice	countryside	damage	electricity	equipment
experience	food	furniture	homework	housework	information
knowledge	luggage	make-up	money	music	news
noise	paper	pollution	rain	research	scenery
shampoo	smoke	software	space	sugar	sunshine
time	transport	work			

Unit 2

Past simple and past continuous

Past simple

Be

I/he/she/it You/we/they	was (n't) were (n't)	at home yesterday (?)	
Was Were	I/he/she/it you/we/they		
	Yes	I/he/she/it you/we/they	was were
	No	I/he/she/it you/we/they	wasn't weren't

Most other verbs

I/you/he/she/it/ we/they		watched	TV yesterday (?)
I/you/he/she/it/ we/they	didn't	watch	
Did	I/you/he/she/ it/we/they	watch	
	Yes	I/you/he/she/it/ we/they	did
	No	I/you/he/she/it/ we/they	didn't

Past continuous

I/he/she/it You/we/they	was (n't) were (n't)	watching	TV yesterday at 6 pm (?)
Was Were	I/he/she/it you/we/they		
	Yes	I/he/she/it you/we/they	was were
	No	I/he/she/it you/we/they	wasn't weren't

Regular verbs in the past simple end in **-ed**: *watched*, *arrived*, *played*, etc.

▶ page 144 *Irregular verbs*

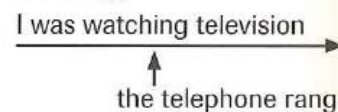
The past simple is used to describe:

- actions or events in the past: *I visited Egypt last year.*
- actions or events which happened one after another: *I saw the Pyramids, then I went to the Cairo Museum and later I went to a traditional restaurant.*

The past continuous is used to describe:

- activities that were already happening at a moment in the past: ***We were doing a maths exam in class*** when my mobile rang. (= *We were in the middle of the exam when the phone rang.*) While ***I was walking to school***, I met a friend. (= *On my way to school I met a friend.*)
- activities when we are not interested in when the activity started and we do not know if this activity finished or not: *The sun was shining and I was feeling happy.* (= *We know that the sun was shining at the same moment as I was feeling happy, but we don't know when these activities started or when they finished.*)

We often use the past simple and the past continuous together to show that an action happened in the middle of an activity: *I was watching television when the telephone rang.* (= *We started watching television and in the middle of this activity, the telephone rang.*) (We don't know if I stopped watching TV after the telephone rang.)



Remember: state verbs are not normally used in the past continuous

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When, while and as

- We can use *when*, *while* or *as* to introduce an activity in the past continuous:

When/While/As I was watching TV, the telephone rang.

- We generally use *when* to introduce an action in the past simple:

I was watching TV **when** the telephone rang.

Spelling of regular past simple and -ing forms

	infinitive	past simple	rule		-ing form	rule
most regular verbs	watch	watched	add -ed		watching	add -ing
verbs ending in:						
-e	arrive	arrived	add -d		arriving	usually remove -e, add -ing
consonant + y	study	studied	y changes to i, add -ed		studying	no change, add -ing
vowel + y	play	played	no change, add -ed		playing	no change, add -ing
one-syllable, consonant-vowel-consonant	plan	planned	double the last consonant, add -ed		planning	double the last consonant, add -ing
more than one syllable, as above, stress on final syllable	prefer	preferred	double the last consonant		preferring	double the last consonant, add -ing
more than one syllable, as above, stress not on final syllable	open	opened	no change, add -ed		opening	no change, add -ing
-l*	travel*	travelled*	double final l*		travelling*	double final l*

* In British English (The final l is not doubled in US English.)

Used to

I/you/he/ she/it/we/ they		used to	play with dolls (?)
I/you/he/ she/it/we/ they	didn't	use to	
Did	I/you/he/ she/it/we/ they	use to	

Used to is used to describe things that happened regularly in the past but don't happen now: *I used to wear a school uniform but now I don't. We didn't use to get homework when we were younger but now we do.*

Note:

Used to is only used in the past. To talk about things that happen regularly in the present, use the present simple with an adverb like *usually*, *every day*, etc.: *I usually drink water with my lunch. He catches the same train every day.*

Unit 3

Verbs followed by *to* or *-ing*

Some verbs are followed by the *-ing* form of another verb: *Everyone enjoys listening to music. I've finished reading my book.* Other verbs like this include:

admit, avoid, dislike, fancy, feel like, imagine, mention, mind, miss, practise, put off, suggest.

Some verbs are followed by the *to* infinitive of another verb: *We expected to win the game. I can't afford to buy a bike.* Other verbs like this include: *agree, appear, attempt, begin, decide, demand, fail, hope, intend, learn, manage, offer, plan, pretend, promise, refuse, seem, want, would like.*

Some verbs are followed by the *-ing* form or the *to* infinitive of another verb with similar meanings: *I love playing tennis. I love to play tennis. It continued raining all day. It continued to rain all day.* Other verbs like this include: *begin, continue, hate, like, love, prefer, start.*

Some verbs are followed by the *-ing* form or the infinitive of another verb, but with a different meaning:

	verb + infinitive	verb + <i>-ing</i>
remember	<i>Did you remember to bring your running shoes? (an action you have to do)</i>	<i>I remember feeling very tired at the end of the race (a memory of something in the past)</i>
forget	<i>Don't forget to bring your tennis racket (an action you have to do)</i>	<i>I'll never forget winning my first tennis championship (a memory of something in the past)</i>
regret	<i>I regret to tell you the race has been cancelled (regret + to say / to tell / to inform means: I'm sorry to give you this information)</i>	<i>I regret not training harder before the race (I'm sorry I didn't do this)</i>
try	<i>I'm running every day because I'm trying to get fit (my aim is to get fit)</i>	<i>If you want to get fit, why don't you try swimming? (swimming is a way to achieve what you want)</i>
stop	<i>During the race, he stopped to drink some water (in order to drink some water)</i>	<i>When he realised he couldn't win, he stopped running (he didn't continue)</i>

Phrasal verbs

A phrasal verb consists of two or three parts. There are three main kinds of phrasal verb:

- verb + adverb, with object, e.g. *He picked up his coat.*
- verb + adverb, without object, e.g. *The plane took off.*
- verb + adverb + preposition, with object, e.g. *I got on with my work.*

Unit 4

Comparative and superlative adjectives

We use a comparative adjective to compare two people or things and to say one thing has more (or less) of a quality (size, height, etc.) than the other: *A blue whale is heavier than an elephant. Mount Everest is higher than K2.*

We use a superlative adjective to compare one person or thing with all those in the same group and to say this thing has the most (or least) of a quality: *There are many high mountains in the world but Mount Everest is the highest.*

Comparative adjectives	Superlative adjectives
<ul style="list-style-type: none"> • We add <i>-er</i> to one-syllable adjectives, e.g. <i>deep, high, tall. The Pacific Ocean is deeper than the Atlantic.</i> • We add <i>-er</i> to two-syllable adjectives ending in <i>-y</i> or <i>-ly</i>, e.g. <i>noisy, friendly. My brother is friendlier than me.</i> • We use <i>more</i> to form the comparative of most other two-syllable adjectives. <i>Gold is more expensive than silver.</i> • After the adjective we usually put <i>than</i>. • The adjectives <i>good, bad</i> and <i>far</i> form irregular comparisons. • We can sometimes use <i>less</i> instead of <i>more</i>: <i>A mobile phone is normally less expensive than a laptop.</i> 	<ul style="list-style-type: none"> • We add <i>-est</i> to one-syllable adjectives: <i>The giraffe is the tallest animal in the world.</i> • We add <i>-est</i> to two-syllable adjectives ending in <i>-y</i> or <i>-ly</i>. <i>The blue whale is the heaviest animal in the world.</i> • We use <i>most</i> to form the superlative of two-syllable adjectives: <i>The mosquito is the most dangerous creature.</i> • Before the adjective we usually put <i>the</i>. • The adjectives <i>good, bad</i> and <i>far</i> form irregular superlatives. • We can sometimes use <i>least</i> instead of <i>most</i>: <i>This mobile phone is the least expensive.</i>

Spelling of comparative and superlative adjectives

Regular			
adjective	comparative	superlative	rule
deep	deeper	deepest	Most adjectives add -er or -est
			Adjectives ending in:
safe	safer	safest	-e add -r or -st
noisy	noisier	noisiest	-y change to -i, add -er or -est
big	bigger	biggest	one vowel + one consonant double the last consonant, add -er or -est
Irregular			
good	better	best	irregular
bad	worse	worst	
far	farther/ further	farthest/ furthest	

A bit, a little, much, far, a lot

We can't use *very* with comparatives but we can use *much*, *far* or *a lot*: *Cheetahs are **much/far/a lot** faster than elephants.* (~~Not Cheetahs are very faster than elephants.~~)

We can use *a bit* or *a little* to describe a small difference: *Canada is **a bit / a little** bigger than the USA.*

(Not) as ... as ...

We use **as + adjective + as** to say two things are the same in some way: *Tara is as tall as Hannah.* (= Tara is the same height as Hannah.)

We use **not as + adjective + as** to say that one thing is less than another: *Hannah is not as tall as her brother.* (= Hannah is shorter than her brother.)

We can use **so** in negative sentences to replace the first **as**: *Hannah is not so tall as her brother.*

Remember: the form of the adjective does not change:
~~(not) as taller as~~ (not) as tall as.

Big and enormous (gradable and non-gradable adjectives)

- *Big* (good, happy, surprised, etc.) are gradable adjectives. We can say someone or something is *quite*, *very* or *really big* (good, happy, surprised, etc.) to talk about **how big** (good, happy, surprised, etc.) they are. We can also say something is *extremely big* which means it's much bigger than usual.

- *Enormous* (fantastic, delighted, astonished, etc.) are non-gradable adjectives, meaning *very big* (good, happy, surprised, etc.). We can say *really* or *absolutely enormous* but **not** normally *quite**, *very* or *extremely enormous*.

**quite* here means a little  page 138 *quite* with non-gradable adjectives to mean completely

Unit 5

Can, could, might, may (ability and possibility)

To say someone has (or hasn't) an ability, we use **can**, **can't**, **could** and **couldn't**:

Francesca can speak five languages, but she can't speak Russian. As a child, she could play the piano but she couldn't play the violin.

- The question forms are *can you* and *could you*: *Can you swim? Could you run 20 kilometres when you were very young?*
- We use *can* and *could* with *see*, *hear*, *smell*, *feel* and *taste*: *From the top of the mountain you could see for more than 50 km. I can hear a strange noise coming from upstairs.*

To express possibility about the present or future, we use **may**, **might** or **could**: *I may come and visit you next summer. We might go to the cinema this evening if we finish all our work in time. We should go out for a walk now because it could rain later.*

We use **may not** and **might not** for the negative (**not can't** or **couldn't**, which express certainty): *Frankie is looking very pale: he may not be very well. Don't cook any dinner for me because I might not be back in time.*

Should, shouldn't, ought to, must, mustn't, have to, don't have to (obligation and prohibition)

To give somebody advice we use **should** or, less often, **ought to**: *You should get a new pair of shoes. You ought to have a rest now.*

- Particularly in the negative, *shouldn't* is more common than *oughtn't*: *You shouldn't work so hard.* The question form is *should I/she*, etc: *Should we go now?*
- We often use *should* (and occasionally *ought to*) to talk about the right thing to do, but which is different from what really happens: *I should do the housework instead of watching television in the middle of the afternoon. He should write his own answers instead of copying them from the Internet.*

To express obligation, we use *must* and *have to*: *You must be quiet. I have to go now.*

- We use *must* when the obligation is something we agree with. Teacher to students: *You must hand in your homework on Monday.*
- We use *have to* when the obligation comes from someone else: *My teacher has given me a lot of homework which I have to do for Monday.*
- We use *must* for strong advice: *You must be careful if you stay out late at night.*
- The question forms are *must I/you*, etc. and *do I/you*, etc. *have to*: *Must we stop writing now? Do they have to wear uniforms at that school?*

To express prohibition, we use *mustn't*: *You mustn't go in there – it says 'No entry!'. You mustn't speak during the exam – it's forbidden.*

- Do not use *don't have to* to express prohibition: *You mustn't use your mobile phone in class* (it's not allowed). Compare this with: *You don't have to use your mobile phone to speak to Fayed. Look! He's over there* (i.e. it's not necessary).
- Never use *mustn't* about the past. For prohibition in the past, we can use *not allowed to*, e.g. *We weren't allowed to speak*. For something that wasn't necessary, we often use *didn't have to*: *Jo gave me a ticket for the concert, so I didn't have to pay.*

To say that there is no obligation, or it's not necessary, we use *don't have to*, *don't need to* or *needn't*: *This is a really good exercise on phrasal verbs for anyone who's interested, but it's not for homework, so you don't have to do it if you don't want to. You needn't learn all the vocabulary on this page – only the words you think are useful.*

Adjectives with *-ed* and *-ing*

There are many adjectives which can be formed with *-ed* or *-ing*.

- Adjectives with *-ed* express how the person feels about something: *She was terrified as Dracula approached her.*
- Adjectives with *-ing* are used to describe the person or thing which produces the feeling: *There's a surprising article in today's newspaper* (I felt surprised when I read it).
- Common adjectives like this include:
amused/amusing annoyed/annoying disappointed/disappointing bored/boring relaxed/relaxing surprised/surprising tired/tiring depressed/depressing embarrassed/embarrassing interested/interesting amazed/amazing excited/exciting disgusted/disgusting satisfied/satisfying

Unit 6

Present perfect

I/you/we/they	have / 've	arrived	home (?)
he/she/it	has / 's		
I/you/we/they	have not / haven't		
he/she/it	has not / hasn't		
Have	I/you/we/they		
Has	he/she/it		

Regular verbs have the same form for the past simple and the past participle: *arrived, watched, played*, etc.

Some irregular verbs have the same form for the past simple and the past participle: *cut, felt, bought*, etc.

Other irregular verbs have a different form for the past simple and past participle: *done, given, written*, etc.

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We use the present perfect to connect the past with the present. It is used to describe something which started in the past and:

- has a connection with the present: *I've finished all my exams* (so I'm very happy now).
- continues into the present: *I've lived here for five years* (and I still live here now).

Just, already and yet

We often use the adverbs *just, already* or *yet* with the present perfect to talk about things that have happened before now but have a connection with the present.

- We use *just* to talk about things that happened a short time ago: *I've just eaten* (= I ate a short time ago and I'm not hungry now). *Magda's just gone out* (= She left a short time ago so you can't speak to her now).
- We use *already* to say something has happened, often sooner than expected. *'Do page 23 for homework!'* *'We've already done that page.'* (= That page is finished now so we don't need to do it again.) *'When are you going to tidy your bedroom?'* *'I've already tidied it.'* (= The room is tidy now so I don't need to do it again.)

Note: these two adverbs normally go in the middle of the sentence, between *have* and the past participle: *I've just bought some new trainers. She's already read that book.*

- We often use *yet* in questions and negative sentences when we expect something to happen. It means *until now*: 'Have you seen the new Kate Winslet film yet?' 'No, I haven't seen it yet.' (= No, I haven't seen the film at a time before now but I expect I'll go.)

Note: *Yet* normally goes at the end of the question or sentence: 'Have you finished yet?' 'No, I haven't finished yet.'

Since and for

We often use *since* and *for* with the present perfect to talk about a time that started in the past and continues into the present.

- We use *since* to talk about the beginning of a period of time:

Michael Keen has written three novels	since	2007
He's played tennis three times		last year Wednesday

- We use *for* to talk about the whole period of time:

I've been on the basketball team	for	three years three weeks a long time
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- We often use *How long* to ask questions about this period of time: 'How long have you had those trainers?' 'Since last year.'

Present perfect or past simple?

Present perfect

We normally use the **present perfect** when:

- we are thinking about the past **and** the present: *I've broken my arm so I can't do the maths exam. Molly has bought a ticket for the concert tonight.* (= Molly has a ticket and plans to go to the concert tonight.)
- we are **not** interested in *when* this action happened, but we are interested in the result *now*: *I've lost my keys* (and now I can't open my front door). *I've finished all my homework* (so I don't have to do it now).

We can also use the **present perfect** to:

- talk about experiences over a time that started in the past and continues until now, but we don't say *when*: *JK Rowling has written seven Harry Potter books.* (= She may write more.) *I've never been to Japan* (until now, but I may go in the future).
- to give news: *Rafa Nadal has won again. I've had my hair cut.* Remember if we ask questions about a time that started in the past and continues into the present, we use the **present perfect**: 'How long have you lived here?' 'I've lived here for three years.' (= I'm interested in a time period that started in the past and continues until now.) 'How many matches have you played this week?' (= I'm interested in a time period that started in the past and continues until now.)

Past simple

We normally use the **past simple** when:

- we are thinking about the past **but not** the present: *I broke my arm when I was riding my bike. Seth bought two tickets for last week's concert and he went with his friend Jim.* (= Seth went to the concert with Jim last week.)
- we are interested in *when* this action happened: *I lost my keys yesterday* (and I couldn't open the front door). *I did my homework last night.*

We use the **past simple**:

- when these experiences happened over a time in the past: *JRR Tolkien wrote the Lord of the Rings.* (= Tolkien's dead so he won't write more.) *When I was in Asia, I didn't go to Japan.* (= I'm not in Asia now).
- to add more details to this news: *He beat Roger Federer. (not has beaten)* *I went to that new hairdresser's.* We use the **past simple** to ask questions about a time in the past: 'When did you move here?' 'May 2009.' (= I'm interested in a particular date in the past.) 'What time did the match start?'

Unit 7

Ways of expressing the future

Here are some ways of talking about the future.

tense	use	examples
future simple	1 with things which are not certain, especially with <i>I think, I hope, I expect, probably</i> and <i>maybe</i>	<i>She'll probably phone later. I think it'll be warmer next week.</i>
	2 predictions for the future	<i>Sea levels will rise by several centimetres. The climate will change.</i>
	3 <i>will</i> can also be used to: <ul style="list-style-type: none"> • make requests • make promises • make offers • express a decision made at the moment of speaking 	<i>Will you help me with my homework? I won't forget to give you a present. I'll buy you a sandwich if you're hungry. That's the phone ringing – I'll get it!</i>
going to future	1 predictions about the future based on present evidence	<i>Your work is so good that I reckon you're going to get a Grade A. Look at the clouds! I think it's going to snow.</i>
	2 future plans and intentions	<i>I'm going to study biology at university. He says he's going to phone you tomorrow.</i>
present continuous	things arranged between people for the future	<i>I'm seeing the dentist tomorrow – I phoned her assistant yesterday.</i>
present simple	events fixed on a timetable	<i>The flight to Paris takes off at six. Our train leaves at 5.15.</i>

In some cases, more than one verb form is possible:

- In practice, an agreed arrangement (present continuous) may be almost exactly the same as a plan (*going to*): *I'm seeing Joey tonight. / I'm going to see Joey tonight.*
- When it is not clear whether a prediction is based on fact (*going to*) or opinion (*will*), we can use either of these forms: *Amy is going to pass her exam.* (I'm the teacher and I've seen some of her exam marks.) / *Amy will pass her exam.* (I know Amy and I think she's very clever.)

Prepositions of movement

To say how we travel, we normally use **by**: *We went to Paris by train.*

- Expressions like this include *by car, by plane, by ship, by boat, by ferry*.
- We also say *by road, by sea, by air, by rail, by metro, by underground*.
- But we say *on foot*, **not** *by foot*: *There were no buses so we went on foot.*
- We can't use *by* with *a, the, her*, etc. in expressions like *a taxi, the plane, her bike*. Instead, we say *in a taxi, on the plane, on her bike*.

To talk about cars and taxis, we use **in**: *They arrived at the cinema in Liam's car. I decided not to go in my car. There were five of us in the taxi.*

- With *get*, and sometimes with other verbs such as *jump* and *climb*, we use *in/into* and *out of*: *Get in the car! Two people got into the taxi. I got out of the car and closed the door behind me. Sofia jumped into her car and set off quickly.*

To talk about public transport, motorbikes, bicycles and horses, we use **on**: *She left on the 7.45 plane. I usually go to school on my bike, but today I'm going on the bus. The best way to cross the hills is on a horse.*

- We use *on/onto* or *off* with *get*: *You get on the bus at the station, and get off at the shopping centre. Marlon left the café and got on his motorbike.*

Too and enough

Too means more than is needed or wanted: *She's too old to join the police.*

Enough means as much as is necessary or needed: *Have we got enough eggs to make a cake?*

Extremely, fairly, quite, rather, really, very

We can use the adverbs **very**, **extremely** and **really** before adjectives to make the adjectives stronger: *It was a very long journey. We were extremely tired yesterday (very tired). I had a really good sleep last night (very good).*

To make an adjective weaker, we can use **rather** or **fairly**:

It's rather cold today (cold, but not freezing).

Their apartment is fairly big (big, but not huge).

We can use **quite** to make **gradable** (e.g. *good*, *tired*, etc.) adjectives weaker, but with **non-gradable** adjectives (e.g. *sure*, *true*, *different*, etc.), **quite** can mean **completely**:

The town I live in is quite small (small, but not tiny).

I'm quite sure it's the right answer (I'm 100% sure).

too	enough
too + adjective (+ for somebody) (+ infinitive): <ul style="list-style-type: none"> • <i>He's too young to drive.</i> • <i>That suitcase is too heavy for me to lift.</i> too + adverb (+ for somebody) (+ infinitive): <ul style="list-style-type: none"> • <i>You're working too slowly. Please hurry up.</i> • <i>It was snowing too heavily for me to see the road ahead.</i> too much/too many + noun (+ for somebody) (+ infinitive): <ul style="list-style-type: none"> • <i>They brought too much food for us to eat.</i> • <i>I've received too many emails to answer.</i> 	adjective/adverb + enough (+ for somebody) (+ infinitive): <ul style="list-style-type: none"> • <i>This coffee is not warm enough! Please heat it up again.</i> • <i>Franz didn't answer the questions well enough to get the job.</i> • <i>That hotel is not smart enough for her.</i> enough + noun (+ for somebody) (+ infinitive): <ul style="list-style-type: none"> • <i>Have you got enough money to get to London?</i> • <i>There isn't enough cake for me to give some to everyone.</i>

Unit 8

Zero, first and second conditionals

We use conditional sentences to talk about a possible situation or action (**If ...**) and the possible results of this situation or action:

If it rains, (possible situation) *I'll get wet.* (possible result)

We can also talk about the result before we describe the situation:

I'll get wet (possible result) *if it rains.* (possible situation)

Note: If the situation comes first, a comma is used. If the result comes first, no comma is used.

Conditionals are often divided into types:

Type 0 or zero conditional

If + present tense, present tense: *If our team wins a match, our coach is happy.* (= He's happy every time we win.)

The zero conditional is used to talk about things which are always or generally true.

Type 1 or first conditional

If + present tense, future: *If our team wins this match, we'll win the competition.* (= I think the team could win.)

The first conditional is used to talk about a real possibility in the future.

Type 2 or second conditional

If + past tense, would + infinitive: *If our team won all the matches, we'd be the champions!* (= I don't think the team will win all the matches.)

The second conditional is used when the speaker is imagining a situation that will probably not happen.

When deciding whether to use the first or second conditional, you need to think about whether each situation is a real possibility or not for you:

If it rains at the weekend, I'll go to the cinema. (I think it could rain.)

If it rained in the desert, plants would grow. (I'm sure it won't rain.)

When, if, unless + present, future

We can use **when**, **if** or **unless** to talk about the possibility of things happening in the future:

- We use **when** for things we are sure will happen:
When I get home, I'll watch TV. (I'm sure I'll get home today.)
- We use **if** for things that may happen:
If I get home before 8 pm, I'll watch the film. (I'm not sure if I'll get home before 8 pm but it is possible.)

- *Unless* can generally replace *if ... not* and means *except if*: *I'll watch the film unless I get home too late.* (= I'll watch the film *if I don't* get home too late. / I plan to watch the film *except if* I get home too late.)

So do I and nor/neither do I

We can use **so do I** and **nor/neither do I** when we reply to someone but we don't want to repeat the same words. We use these expressions to say that the same is true for me or someone else:

Someone says:

I'm bored.

I've got lots of cousins.

Maya plays the guitar.

We don't like rock music.

You can sing well.

They bought that new CD.

Josh hasn't done his homework.

You agree:

So am I.

So have I.

So does Lou.

Neither/Nor do they.

So can you.

So did I.

Neither/Nor have I.

We use:

- *so* in positive sentences: *'I live in Japan.'* *'So do I.'*
- *nor* or *neither* in negative sentences: *'James can't swim well.'* *'Nor/Neither can Matt.'*
- the same auxiliary verb in the reply: *'I've studied for the exam.'* *'So **have** I.'* *'Callum **isn't** here.'* *'Nor/Neither **is** Hamish.'*
- *do* or *did* if there is no auxiliary verb: *'He **goes** to King William's School.'* *'So **does** Kate.'* *'I **didn't** watch TV last night.'* *'Nor/Neither **did** I.'*
- the same word order as questions: *'I saw a great film at the weekend.'* *'So **did** I.'* (**Not** ~~So+did~~.)

Unit 9

Which, that, who, whose, when, where clauses (defining and non-defining)

A clause is part of a sentence. The relative clause in this sentence is underlined:

The man who phoned you is my doctor.

Relative clauses start with these relative pronouns: *which, that, who, whose, where, when* and *why*.

Defining relative clauses

- Relative clauses which tell you which person or thing the speaker is talking about are called **defining relative clauses**.
- Defining relative clauses give **essential** information: *The doctor who gave me the medicine is my cousin.* The relative clause (underlined) tells us which doctor we are talking about.

Non-defining relative clauses

- Relative clauses which give you **extra** information are called **non-defining relative clauses**.
- Non-defining relative clauses give information that is not essential: *My doctor, who belongs to the same tennis club as you, gave me the medicine yesterday.* We already know which doctor (it's *my* doctor); *who belongs to the same tennis club as you* does not tell us which doctor we are talking about; it just adds extra information.

There are differences in grammar between defining and non-defining relative clauses:

Defining relative clauses

- Don't have commas.
- Use the following relative pronouns: *who, which, whose, where, when, why*.
- *That* can be used instead of *who* or *which*.
- *Who, which* or *that* can be omitted when they are the object of the clause: *The medicine (which/that) the doctor gave me should be taken twice a day (the doctor is the subject and which/that the object of the clause).*

Non-defining relative clauses

- Use commas (or pauses in spoken English).
- Use the following relative pronouns: *who, which, whose, where, when, why*.
- Don't use *that*.
- The relative pronoun cannot be omitted.

Past perfect

I/you/he/she/ it/we/they	had / 'd	arrived	home (?)
I/you/he/she/ it/we/they	had not / hadn't		
Had	I/you/he/she/ it/we/they		

The main uses of the past perfect are:

- to show that we are talking about something which happened before something that is described in the past simple: *When he got to the station, his train had already left.* Compare this with: *When he got to the station, his train left.* This shows that the train left at the same time he arrived.
- it is often used with time expressions like *when, as soon as, after, before*: *She started driving before he'd fastened his seatbelt. When the terrible storm had ended, people started to come out of their houses.*
- it is often used with the adverbs *already, just, never*: *The thieves had already escaped when the police arrived. He'd never eaten a really good pizza until he went to Italy.*

Unit 10

Commands*

*Commands are also known as *imperatives*.

- 'Stand up!' 'Don't touch the walls, children.'
- 'Be quiet, everybody.' 'Don't worry so much.'
- 'Have a good weekend.' 'Don't forget to phone me.'

We use:

- the infinitive without *to*: 'Be good!', 'Don't talk!' (**Not** 'Don't to talk!')
- the same form when we talk to one or more than one person: 'Enjoy your holiday, everybody!'
- this structure to *command, tell* or *ask* someone to do something, to *give instructions* or *advice, make suggestions, encourage, warn*, etc.

Have something done

I/you/we/they	have	the car repaired (?)
he/she/it	has	
Do	I/you/we/ they	
Does	he/she/it	have

I	'm (not)	having the computer mended (?)
You/we/they	're (not) are (n't)	
He/she/it	's (not) (isn't)	
Am	I	
Are	you/we/they	
Is	she/he/it	

I/you/he/she/it/ we/they	had (didn't have)	the house painted (?)
Did	I/you/he/she/ it/we/they	
	have	

- We use *have something done* when we ask someone else to do something for us: *We're having the car repaired.* (= The mechanic is repairing the car for us.) *I had my hair cut last week.* (= A hairdresser cut my hair for me.)
- We can also use *get something done*: *She gets her hair cut* (but usually only in informal situations).
- We can use *have (or get) something done* in any form or tense: *I'm thinking of having my hair cut. My watch is broken – I must have it repaired.*

Unit 11

The passive: present and past simple

The passive is formed by the verb **be + done / eaten / cleaned, etc.**: *Lunch is served in the hotel restaurant from 1 pm.*

Active	Passive
<i>They ate all the food very quickly.</i>	<i>All the food was eaten very quickly.</i>
<i>We've sold the car.</i>	<i>The car has been sold.</i>
<i>It's nice when people invite me to dinner.</i>	<i>It's nice when I'm invited to dinner.</i>
<i>On a clear day you can see Ibiza from the mainland.</i>	<i>On a clear day Ibiza can be seen from the mainland.</i>

The passive is used when:

- the speaker doesn't know who or what does/did something: *My bike was stolen last night.*
- the speaker doesn't need to say who or what does/did something because it's obvious from the situation or context: *The murderer was arrested* (obviously by the police).
- what happens is more important than who does it: *The post is delivered at 8.30.*

- when writing in a formal style: *Your documents were signed yesterday and they can now be collected from our office.*

More about the passive:

- If it is important to say who or what did something, we add *by* + noun: *This picture was painted by my aunt.*
- We sometimes leave out a relative pronoun and the form of the verb *be*: *The film, (which was) made in the 1990s, is still very popular.*

Comparative and superlative adverbs

We use a comparative adverb to compare two ways things are done: *Computers run more quickly than in the past. Lucy always talks more loudly than Stacey.*

We use a superlative adverb to compare one thing or person with all those in the same group: *There were a lot of good dancers in the competition, but Sam and Ricky danced the most brilliantly.*

Comparative adverbs	Superlative adverbs
<ul style="list-style-type: none"> • We use <i>more</i> to form the comparative of two-syllable adverbs, including adverbs ending in <i>-ly</i>: <i>Maria read the text more quickly than Susanna. She visits me more often than she used to. After the adverb we usually put than.</i> • We add <i>-er</i> to one-syllable adverbs, e.g. <i>hard, fast, straight</i>: <i>My mum works harder than my dad. (Not more hardly)</i> • The adverbs <i>well</i> and <i>badly</i> form irregular comparisons: <i>well</i> → <i>better</i>; <i>badly</i> → <i>worse</i>: <i>Dolphins can swim better than people. Your team always plays worse than mine.</i> • We can sometimes use <i>less</i> instead of <i>more</i>: <i>After a while, the wind began to blow less strongly.</i> 	<ul style="list-style-type: none"> • We use <i>most</i> to form the superlative of two-syllable adverbs, including adverbs ending in <i>-ly</i>: <i>This machine works most efficiently of all.</i> • We add <i>-est</i> to one-syllable adverbs: <i>Max won the race because he ran fastest at the end.</i> • The adverbs <i>well</i> and <i>badly</i> form irregular superlatives: <i>well</i> → <i>best</i>; <i>badly</i> → <i>worst</i>: <i>They are all excellent students, but Mel speaks French best. We tested three cars, and this one performs worst.</i> • The superlative sometimes takes <i>the</i>, especially in more formal situations: <i>In the current economic situation, sales of our luxury model are growing the most slowly.</i>

Unit 12

Reported speech

We often use *say* and *tell* to report what people say:

- we use *tell* if we mention who we are talking to: *He told me he was from Casablanca. (Not He told he was from Casablanca.)*
- if not, we use *say*: *She said she would help me. (Not She said me she would help me.)*

Remember: you can leave out *that*: *'He said **that** he was tired'* and *'He said he was tired'* have the same meaning.

Tense changes

What people say →	Reporting what people said
present simple 'I live in Berlin.'	past simple She said she lived in Berlin.
present continuous 'I'm watching TV.'	past continuous He said he was watching TV.
present perfect 'I've seen the film already.'	past perfect She said she had seen the film already.
past simple 'I missed the concert.'	past perfect* He told me he had missed the concert.

* We can also use the past simple: *He told me he missed the concert*

<i>will</i> 'I'll phone you soon.'	<i>would</i> She said she would phone me soon.
<i>am/are/is going to</i> 'I'm going to play tennis.'	<i>was/were going to</i> She said she was going to play tennis.
<i>can</i> 'I can run but I can't run fast.'	<i>could</i> He said he could run but he couldn't run fast.

Other changes

We usually make the following changes:

What people say →	Reporting what people said
I/you	he/she/they
'I spoke to you earlier.'	He said he had spoken to her earlier.
we	they
'We've finished!'	They said they had finished.
my	his/her
'I can't find my keys.'	She said she couldn't find her keys.
your	my/his/her/their
'I'll come to your house later.'	He said that he would come to her house later.
our	their
'We've tidied our bedroom.'	They said they had tidied their bedroom.
today / this week / month / year	that day / week / month / year
tomorrow / next month / year	the next day / the following month / year
yesterday / last week / month / year	the day before / the previous day / the previous week / month / year; the week / month / year before
'I'm playing tennis tomorrow .'	She said she was playing tennis the next day .
here	there
'I've lived here all my life.'	He said he had lived there all his life.

Reported commands

What people say →	Reporting what people said
'Stand up!'	The teacher told them to stand up.
'Be quiet!'	He told the child to be quiet.
'Don't touch anything.'	The mother told her son not to touch anything.
'Don't worry.'	Her friend told her not to worry.

We generally use **ask** and not **tell** to report more polite requests:

'Open the window.'	He told her to open the window.
'Can you open the window?'	He asked her to open the window.

Reported questions

We can use *ask*, *wonder*, *want to know*, etc. to introduce reported questions:

What people say →	Reporting what people said
'Where do you live?'	He asked me where I lived.
'What are you doing after class?'	She wondered what he was doing after class.
'Have you finished your homework?'	He wanted to know if she had finished her homework.

To report a question, we make the following changes:

- change the word order in the question to the same as a normal sentence:

direct question:	'Where can I buy a dictionary?'
reported question:	He asked me where I could buy a dictionary. (not ... where could I buy ...)
- make the same tense changes as for reported speech:

▶ page 141 *Reported speech*

direct question:	'Where have you been ?'
reported question:	She asked me where I had been .
- do not use *do*, *does* or *did* as an auxiliary verb:

direct question:	' Do you like strawberries?'
reported question:	He asked me if I liked strawberries. (not ... if I did like strawberries)

- use a full stop, not a question mark at the end of the sentence:

direct question: *'What time do you start school?'*

reported question: *They asked us what time we started school.*

In reported questions, we use the same question words (*what, when, where, etc.*) but if there is no question word, we use *if* or *whether*.

Direct question	Reported question
<i>'Why are you laughing?'</i>	<i>The teacher asked us why we were laughing.</i>

<i>'Are you going on holiday?'</i>	<i>He asked me if I was going on holiday.</i>
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Indirect questions

When we ask for information, we sometimes use indirect questions to sound more polite. Expressions used to introduce indirect questions include: *I was wondering ..., I'd like to know ..., I can't remember ..., Could you tell me ..., etc.*

Direct question	Indirect question
<i>'Where do you live?'</i>	<i>I was wondering where you lived.</i>
<i>'What are you doing later?'</i>	<i>Could you tell me what you are doing later?</i>
<i>'Have you finished your homework?'</i>	<i>I'd like to know if you have finished your homework.</i>

As for reported questions (see above), when a direct question becomes part of a longer, indirect question, we make the following changes:

- change the word order in the indirect question to the same as a normal sentence:
 direct question: *'How long **have you lived** here?'*
 indirect question: *I'd like to know how long **you've lived** here.*
 (~~not ... how long have you lived here.~~)
- do not use *do, does* or *did* as an auxiliary verb:
 direct question: *'**Do you play** tennis every day?'*
 indirect question: *Could you tell me if **you play** tennis every day?*
 (~~not ... if you do play tennis ...~~)

Also, as for reported speech, we use the same question words (*what, when, where, etc.*) but if there is no question word, we use *if* or *whether*:

Direct question	Indirect question
<i>'Where did you go?'</i>	<i>I can't remember where you went.</i>
<i>'Did you stay in a hotel?'</i>	<i>I'd like to know if you stayed in a hotel.</i>

However, unlike in reported questions, in indirect questions:

- the tense stays the same:
 direct question: *'Will he leave soon?'*
 indirect question: *I was wondering if he'll leave soon.*
 (~~not ... if he would leave ...~~)
- we use a question mark when the introductory expression is a question: **Could you tell me** where the bank is?
- we use a full stop when the introductory expression is not a question: *I'd like to know* where the bank is.