

OUTCOMES

GRAMMAR WORKSHEETS

ANSWER KEY

INTERMEDIATE

CONTENTS

1	FIRST CLASS	4
2	FEELINGS	6
3	TIME OFF	8
4	INTERESTS	11
5	WORKING LIFE	14
6	BUYING AND SELLING	16
7	EDUCATION	19
8	EATING	21
9	HOUSES	23
10	GOING OUT	26
11	THE NATURAL WORLD	29
12	PEOPLE I KNOW	32
13	JOURNEYS	34
14	TECHNOLOGY	36
15	INJURIES AND ILLNESS	39
16	NEWS AND EVENTS	42

AUXILIARY VERBS

We use the verbs *do*, *have* and *be* as auxiliary verbs with other main verbs.

We use forms of the verb *do* + infinitive (without *to*) in questions and negatives in the present simple and past simple.

Do you like eggs? (present simple)

He doesn't enjoy swimming. (present simple)

Did we meet last summer? (past simple)

He didn't go on holiday last year. (past simple)

We use forms of the verb *have* + past participle in the present perfect.

Julian has been to Venice three times.

They haven't arrived yet.

Have you ever lived abroad?

We use forms of the verb *be* and the *-ing* form in the present and past continuous. We use forms of the verb *be* + past participle in the passive.

We're staying at a lovely hotel here in Greece. (present continuous)

Were they trying to find a good restaurant? (past continuous)

Where is olive oil produced? (present simple passive)

Their flight home was cancelled. (past simple passive)

We use forms of *have* with *been* in the present perfect continuous.

She's been digging in the garden for three hours.

The children have been playing that game all morning.

Complete the sentences. Use the correct form of one of the auxiliary verbs *do*, *have* or *be*.

➔ We 've made carrot soup for lunch. Would you like some?

- 1 What is he cooking tonight?
- 2 Did you see Harry yesterday?
- 3 She didn't bring any money, so she couldn't buy a drink.
- 4 Have you ever been to Greece?
- 5 Do you play tennis every week these days?
- 6 Why are you learning English?
- 7 Have you met the new teacher yet?
- 8 Has anyone shown you our weekly schedule yet?
- 9 Does our teacher know where our class is?
- 10 Was the computer invented in the 1930s?
- 11 How long has she taught here?
- 12 She doesn't like green vegetables. In fact, she hates them.

NARRATIVE TENSES

The **past simple** is the most common tense for telling stories. It shows that the events or actions being described follow each other in order.

*He **ran** along the small street as fast as he **could**, but he **didn't realise** his mistake until he **saw** that there **was** no way out. He **started** to panic.*

We form the past simple positive by adding *-ed* to the infinitive form of the verb (without *to*). Some common verbs have irregular forms.

Regular verbs	Irregular verbs
<i>like – liked</i> <i>play – played</i> <i>try – tried</i>	<i>come – came</i> <i>go – went</i> <i>put – put</i>

We use *did* (the past form of the auxiliary verb *do*) with the infinitive form of the verb (without *to*) in past simple negatives and questions with regular and irregular verbs.

*He **didn't look** surprised.*

*They **didn't go** to school yesterday.*

***Did** you **like** the class?*

***Did** she **learn** French when she went to Canada?*

We often use the **past continuous** at the beginning of a story to give background information – the events taking place around the time of the story. The past continuous shows an action was unfinished or that it was stopped by another action.

*He **was breathing** heavily and his heart **was beating** fast; then, suddenly, he noticed a door in the wall.*

We form the past continuous with *was / were* and the *-ing* form of the verb.

*They **were waiting** for a long time in the queue.*

*I **wasn't watching** the match; I **was working**.*

Note the spelling for the *-ing* form:

Take away the final *-e* (*like – liking*).

Double the final consonant (*run – running*).

We use the **past perfect simple** for the 'past in the past' – an action that happened before another past action. It often goes with words like *previously*, *already* or *before*.

*He **hadn't seen** the door **before**, because it was the same colour as the wall and almost hidden.*

We form the past perfect simple with *had + past participle*. The past participle of regular verbs is the same as the past simple form, but irregular verbs are different.

*We **d remembered** to take a present to the party.*

*They **hadn't met** us before.*

Complete the story with the verbs in brackets. Use suitable narrative tenses.

➔ I'll tell you how I met (meet) my wife, Lucia.

I ¹ was working (work) in a small hotel in Paris when I ² saw (see) her for the first time. One evening, when we ³ were working (work) the same shift, I ⁴ walked (walk) into the hotel kitchen and our eyes ⁵ met (meet). I ⁶ knew (know) at that moment that I would marry her. I ⁷ dropped (drop) the tray that I ⁸ was carrying (carry) onto the floor and ⁹ broke (break) a plate and a glass. She ¹⁰ shouted (shout) at me and I thought I ¹¹ had ruined (ruin) my chance to become friends with her. However, two years later, we ¹² got married (get married). Today is our twentieth anniversary. It's funny how life works out, isn't it?

2

FEELINGS

LINKING VERBS

Linking verbs show a relationship or describe a state. The most common linking verbs are *be*, *look*, *seem*, *feel*, *sound*, *taste* and *smell*.

Linking verb + adjective

A linking verb can be followed by an adjective. In these sentences, the adjective describes the subject of the sentence and not the verb.

*I **feel** sad.*

*He **seems** happy with his girlfriend.*

*This soup **tasted** awful.*

*The children **look** well. (= They seem in good health.)*

Linking verb + *like* / *as if* + clause

A linking verb can also be followed by *like* or *as if* and a clause. A clause contains a subject and a verb. *Like* or *as if* both mean 'the same as' or 'similar to'. *Like* is considered to be more informal.

*She looks **like** / **as if** she's just won a prize.*

*They looked **like** / **as if** they wanted to scream.*

Linking verb + *like* + noun

We can add *like* before a noun to mean 'as' or 'similar to'.

*He looked **like** one of my old friends.*

Complete the sentences with the linking verbs from the box. Add *like* or *as if* where necessary.

acted felt look looks looks looks seems seems ~~sound~~ sounds tastes

➔ You **sound** angry.

1 He **looks as if / like** he's seen a ghost.

2 I **felt** very guilty about lying.

3 She **seems** very nice.

4 She **looks like** my cousin.

5 It **seems (as if / like)** I was the only one who didn't bring a present.

6 This **tastes** really good!

7 They **acted like / as if** they didn't care.

8 You **look** rather upset.

9 This song **sounds like** my favourite band.

10 It **looks as if / like** it might rain.

PRESENT SIMPLE AND CONTINUOUS

We use the present simple to talk about habits or regular repeated activities, often with frequency adverbs that say how often, for example, *usually, often, sometimes*. We also use the present simple to talk about facts and permanent situations.

*I **go** swimming every Monday evening.* (= a habit / routine)

*I **usually get up** early on weekdays.* (= how often we do the action)

*The sun **rises** in the east and **sets** in the west.* (= a fact)

We use the present continuous to talk about things that are in progress now and about temporary, unfinished actions, often with time expressions such as *at the moment, this week / year*. We also use it to talk about changing situations.

*I'm **afraid** I **can't** talk. I'm **eating**.* (= an unfinished action)

*He's **working** from home this week.* (= a temporary situation)

*The climate **is getting** warmer.* (= a changing situation)

Note that some verbs are normally used in the present simple, even when the situation is in progress now or is temporary.

*I **want** a glass of water. I'm **really** thirsty.*

*He **doesn't know** the answer.*

*You **seem** tired. **Do** you **need** to rest?*

Some other verbs like this are:

<i>agree</i>	<i>believe</i>	<i>belong</i>	<i>depend</i>	<i>disagree</i>	<i>doubt</i>
<i>forget</i>	<i>hate</i>	<i>know</i>	<i>like</i>	<i>matter</i>	<i>mind</i>
<i>need</i>	<i>owe</i>	<i>own</i>	<i>prefer</i>	<i>realise</i>	<i>sound</i>
<i>seem</i>	<i>suppose</i>	<i>taste</i>	<i>want</i>		

We also use the present continuous to talk about things in the future that are already planned or arranged with other people.

*We're **meeting** our friends at the cinema later.*

*She's **flying** to Portugal at the weekend.*

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

➔ When I go on holiday, I relax (relax) on the beach all day.

- 1 I can't believe how quickly your children are growing (grow).
- 2 Which colour do you prefer (you / prefer) – this pink or this orange?
- 3 Maria and Alex are coming (come) home next weekend.
- 4 Ian still owes (owe) me £100. I lent him the money three months ago.
- 5 Wow! Your English is improving (improve).
- 6 What are you doing (you / do) this evening?
- 7 Amy doesn't usually get (not usually get) home until around seven o'clock.
- 8 Paul isn't playing because he doesn't really like (not really like) football.
- 9 Mum usually starts (start) work at nine o'clock, but she's starting at eight o'clock today because she's so busy.
- 10 Marco is visiting (visit) his cousins in Helsinki at the moment.

3

TIME OFF

FUTURE PLANS

There's no future tense in English and sometimes there is no real difference in meaning between the forms that we can use to talk about the future. The forms we use to express the future are *be going to*, *will*, the present continuous and the present simple.

We use the **present continuous** to talk about a definite or fixed arrangement to do something in the future. We often use it when we have agreed to do something with another person on a specific day or at a specific time. We use the present continuous to ask about plans.

I'm meeting Teresa at the weekend.

We're playing golf next week.

Are you going away at Christmas?

When are you seeing Tom?

What are you doing later?

We use **will** + infinitive (without *to*) when we make a decision as we speak (a spontaneous decision).

A: *Have you written the shopping list?*

B: *No – I'll write it now.*

A: *It might rain this afternoon.*

B: *OK, I'll take my umbrella with me when I go shopping.*

We use **will** + infinitive (without *to*) with *probably* (*won't*) or *possibly* to talk about less certain plans, when the plan is not decided, or when we want to show uncertainty.

A: *Where are you going on holiday this year?*

B: *We aren't sure. We'll possibly go to Italy, but we'll probably go to France again.*

We also use *be thinking of* + *-ing* to talk about less certain plans.

I'm thinking of visiting my friends in Australia this year. I'll see how much the flights are.

We use **be going to** + infinitive (without *to*) to talk about a general plan or intention. In the negative, we put *not* before *going*. We change the word order for questions. We can say *going to go*, but we usually leave out the infinitive of *go*.

I'm going to look for a new flat.

We're not going to stay here. / We aren't going to stay here.

Are you going to leave your job?

I'm going on holiday next week. (I'm going to go on holiday next week is possible, but the shorter form without the infinitive is more common.)

We use the **present simple** to talk about something which follows a regular schedule or timetable, like the times of trains or the opening times of shops.

My train leaves in ten minutes.

The supermarket closes at five o'clock, so we need to hurry.

The film starts at eight o'clock.

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in brackets.

➡ You haven't got a lot of money at the moment, so I've decided to pay for lunch.

➡ You haven't got a lot of money at the moment, so I'll pay for lunch. (will)

1 I have arranged to fly to Colombia next month.

I 'm flying to Colombia next month. (flying)

2 Mia and I are considering doing an art class in the autumn.

Mia and I are thinking of doing an art class in the autumn. (thinking)

3 There's a possibility they will meet up in Munich.

They 'll possibly meet up in Munich. (possibly)

4 I plan to stay in this evening.

I 'm going to stay in this evening. (going)

5 I am scheduled to work weekends for the next four weeks.

I 'm working weekends for the next four weeks. (working)

6 Give me a call when you get to the station so I can come and pick you up.

Give me a call when you get to the station, and I'll come and pick you up. (will)

7 I have an appointment to see my doctor at ten o'clock tomorrow.

I 'm seeing my doctor at ten o'clock tomorrow. (seeing)

8 We may go to Malaysia in December, but we're still thinking about it.

We 'll probably go to Malaysia in December. (probably)

PRESENT PERFECT SIMPLE

We form the present perfect simple with *have / has + past participle*. We usually use the contracted form after pronouns.

*The new shopping centre **has opened**.*

*I've **bought** some new shoes.*

We often use *ever* in questions and *never* in negatives when we're talking about someone's life experience or events in the past up until now. We can use *never* as a short answer. We can also answer using other tenses.

A: *Have you (ever) **watched** a reality TV show?*

B: *No, I'm not interested in them. We **haven't** (ever) **watched** Big Brother. / We've **never** **watched** Big Brother.*

A: *Has it **ever** **flooded** here?*

B: *No, it **hasn't**. / No, **never**. / I don't think so. / Yes, it **flooded** in 1984.*

Remember that the past participles of many common verbs are irregular. The verb *go* has two past participles.

*He's **gone** to the dentist's. (He isn't here. He's at the dentist's.)*

*He's **been** to the dentist's. (He went to the dentist's and came back.)*

We use the present perfect simple to talk about something that has a connection to the present or which is relevant to the present situation.

*I'm a good at languages because I've **lived** in different countries all my life.*

When we use the present perfect simple, we don't usually give an exact time. Details about the experience or event are usually in the past simple. We often use a time phrase with these details but not always.

*She's **been** on two holidays this year – she went to Norway **in January** and visited her grandparents in France **in the summer**.*

(try) snowboarding / ?

1 (win) a competition / ?

2 (go) to South Africa / ?

3 (eat) snails / ?

4 (lose) any money / ?

5 (break) a bone / ?

Have you ever broken a bone? h

6 (meet) anyone famous / ?

Have you ever met anyone famous? a

7 (ride) a horse / ?

Have you ever ridden a horse? d

8 (travel) by ship / ?

Have you ever travelled by ship? f

- B:** Yes, ⁸ I have. You should come with me next time and I can show you.

4

INTERESTS

HABIT AND FREQUENCY

We can use adverbs with the present simple to talk about the frequency of existing habits and routines.

*She **often gets up** early in the summer.*

*We **hardly ever** go shopping – we **usually do** it online.*

We can use adverbs and the past simple to talk about the frequency of habits and routines that existed in the past. We can also use *used to* + infinitive (without *to*).

*I **always went** camping with my dad in August.*

*I **always used to go** camping with my dad in August.*

When we ask about the frequency of habits, we use present simple or past simple questions with *how often*, or we can use other words such as *much* or *a lot*. We can also ask questions about past habits with *used to*.

***How often do you play** tennis?*

***Do you play** tennis **much / a lot / every week**?*

***Did you used to play** tennis where you were at school?*

***Did you (ever) play** tennis when you were at school?*

There are many ways of replying to questions about frequency. We can use a frequency adverb or expression. We often reply with a short answer and usually give more details.

Some common responses are as follows:

*Yes, I **do / did**. Maybe three or four times a week.*

*Yes, (quite) **a lot / often**.*

Once or twice a week.

Sometimes. It depends how I feel.

*Not that / very often. I **don't** have much spare time.*

Hardly ever. The last time I went was about three years ago.

Never. I'm just not interested.

We also often answer using phrases that compare one thing with another.

*Not as much as I **used to**. (= In the past, I did it more than I do now.)*

*Not as often as **before**. (= In the past, I did it more than I do now.)*

*Not as much as I'd like **to**. (= I want to do it more, but I can't.)*

*Not as much as I **should**. (= I don't do it enough. I feel bad about it.)*

*As often as I **can**. (= I do it as frequently as I am able to.)*

We can also answer questions about frequency with *whenever*, meaning 'every time'.

***Whenever** I can.*

***Whenever** I get the chance.*

***Whenever** I have the time.*

Adverbs of frequency usually go before the main verb (but after *be*), although they can go in other places. Phrases of frequency usually go at the end of the sentence.

*We **always** go to Greece in the winter.*

*I go there **once every two or three years**.*

Write answers to the questions by putting the words in the correct order.

➔ A: Did you used to go to a gym? B: never / a / member / no, / was / I / of / a / gym

➔ No, I was never a member of a gym.

1 A: Do you ever go swimming? B: I / whenever / yes, / can

Yes, whenever I can.

2 A: Do you go cycling much? B: should / as / not / I / often / as

Not as often as I should.

3 A: How often do you go walking? B: days / ever / these / hardly

Hardly ever these days.

4 A: How often do you go out? B: chance / whenever / get / I / the

Whenever I get the chance.

5 A: Do you ever go running? B: once / go / I / or / a / twice / week

I go once or twice a week.

6 A: How often do you go to the coast? B: two / once / months / every / three / or

Once every two or three months.

7 A: Did you play football in the playground at school? B: not / often / very

Not very often.

8 A: Do you usually go out on Friday night? B: not / always / yes, / but / do, / I

Yes, I do, but not always.

9 A: Do you go to the cinema often? B: or / two / three / a / times / month / maybe

Maybe two or three times a month.

10 A: Do you do much exercise? B: as / not / much / as / should / I

Not as much as I should.

PRESENT PERFECT CONTINUOUS AND PAST SIMPLE FOR DURATION

We use the present perfect continuous to talk about the duration of an activity or situation (how long the activity or situation lasted) when it is still taking place or is still affecting the present situation.

*He's **been working** for ten hours. I think he should take a break.*

*I've **been talking** all day, so now I just want some quiet time.*

Some verbs (such as *have*, *know* and *belong*) are usually used in the simple form, not the continuous form.

*I've **had** this car for ten years.*

*They've **known** their neighbours for years.*

*He's **belonged** to his cycling club since he was fifteen.*

We use the past simple to talk about the duration of an activity or situation when it is finished.

*A: How long **did** you **stay** at the company?*

*B: I **worked** there for six months, but I left because the job was boring.*

We use the words *since* and *for* when we are talking about duration. We use *since* with a date, time or event when an activity or situation started.

*I've been living in Dubai **since** 2015.*

*She's loved judo **since** she was a kid.*

We use *for* with the length or period of time that something lasted (it may be finished or still taking place).

*I've been going to the same art class **for** years.*

*I lived in my first house **for** ten months.*

Complete the dialogues with the verbs in brackets. Use the present perfect continuous, present perfect simple or past simple. Choose *for* or *since*.

➔ A: We 've been planning (plan) our wedding for / *since* two years.

➔ B: When did you decide (you / decide) to get married?

1 A: How long have you known (you / know) Laura?

B: For / Since we were (be) at school.

2 A: How long have you been learning (you / learn) English?

B: For / Since I started (start) university.

3 A: I lived (live) in Chile for / *since* around five years.

B: When did you come (you / come) back?

4 A: How long have you been working (you / work) here?

B: For / *Since* about two weeks. I'm still learning what to do.

5 A: That's a nice motorbike. How long have you had (you / have) it?

B: For / Since I moved (move) to the city.

6 A: I played (play) professional football for / *since* ten years.

B: Why did you stop ? (you / stop)

A: I injured (injure) my leg quite badly.

7 A: How long has she wanted (she / want) to speak Russian?

B: For / Since she went (go) to Moscow last year.

8 A: They have been travelling (travel) around South America for / *since* three months.

B: Which countries have they visited (they / visit) already?

9 A: Has she finished (she / finish) the marathon yet?

B: No, not yet. She 's been running (run) *since* / for three hours!

10 A: Have you belonged (you / belong) to your tennis club for a long time?

B: Not really. Only *for* / since last year.

5

WORKING LIFE

MUST AND CAN'T FOR COMMENTING

We often use *must* (and sometimes *can't*) to express an opinion about something, especially about someone else's experience.

We use *must* when we are certain about something. We think that it is very likely or probable.

*Working as a doctor or a paramedic **must be** very stressful.*

*They've just retired. They **must be** happy.*

*It sounds like an interesting job. You **must enjoy** it.*

We use *can't* when we think that something is impossible or very unlikely.

*You **can't find** the long hours easy.*

A: *Greg has just left his job.*

B: *That **can't be** true! He loves his work.*

We can agree or disagree with a *must* / *can't* statement by using a short answer with the auxiliary verb *be* (to avoid repeating an adjective or adverb) or the auxiliary verb *do* (to avoid repeating a verb).

*Yes, it **is** (stressful).*

*No, they **aren't**. They're really bored!*

*Yes, I **do** (enjoy it).*

*No, I **don't**. I'm very tired.*

*Yes, he **does**.*

Must and *can't* are modal verbs, so the form is always the same and we use the infinitive (without *to*) after them.

Match the sentences (1–8) to the responses (a–h). Agree (✓) or disagree (X).

➡ You must be exhausted. (✓) ————— Yes, I am!

- | | | |
|--|-------|------------------------------|
| 1 It can't be easy. (✓) | _____ | a Well, surprisingly, I do. |
| 2 It must be hard. (✓) | _____ | b Actually, it isn't. |
| 3 You can't find it very exciting. (X) | _____ | c No, it isn't. |
| 4 You must find it a bit boring. (✓) | _____ | d No, I don't. It isn't fun. |
| 5 That can't be too stressful. (X) | _____ | e Yes, it is. |
| 6 That must be relaxing. (X) | _____ | f Well, yes, a little bit. |
| 7 You can't enjoy that. (✓) | _____ | g Yes, I really do. |
| 8 You must enjoy that. (✓) | _____ | h Well, actually, it is. |

TALKING ABOUT RULES

We use *must* and *mustn't* + infinitive (without *to*) to show it's essential (not) to do something.

*In event of a fire, you **must leave** the building immediately.*

*You **must wait** in the car park.*

*You **mustn't use** the lift. Take the stairs.*

We also use *have to* + infinitive (without *to*) to show it's essential to do something. We also use it to ask about a rule.

*I **have to work** this weekend.*

*Do we **have to start** at eight o'clock?*

We often use *must* to express an internal obligation (the obligation comes from the speaker).

We generally use *have to* to express an external obligation (an order from somebody else).

*I really **must do** some exercise.*

*The doctor said that I **had to do** regular exercise.*

We can also use *be (not) supposed to* + infinitive (without *to*) when we are explaining a rule, especially if the rule is often ignored.

*Don't leave your desk in a mess. We're **supposed to keep** the office tidy.*

*We're **not supposed to leave** the office early, but we can if we've finished all our work.*

We often use *can't* or *be not allowed to* or *be not supposed to* when we are explaining that it is against the rules to do something (instead of *mustn't*).

*We **can't take** holiday at Christmas – it's our busiest time.*

*We're **not allowed to use** this parking space – it's for the company director.*

*Staff **aren't supposed to write** personal emails from the office, but they often do.*

We use *can* or *be allowed to* when we are asking about rules, to say there is no rule, or to say that it's OK to do something.

***Can** we **go** into the office any time?*

***Are** we **allowed to take** a long lunch break?*

*We're **allowed to wear** jeans to work on Fridays.*

Complete the conversation with the words from the box.

allowed	allowed	can	can	can't	have	have	have	supposed
---------	---------	-----	-----	-------	-----------------	------	------	----------

A: There are lots of rules we have to follow at work, but I think your office is different.

B: Yes, we ¹ can work flexibly.

A: Are you ² allowed to come to work when you want?

B: Yes, but we're ³ supposed to be in the office for at least seven hours, although if we need to, we ⁴ can leave early if we work longer on a different day.

A: Do you ⁵ have to ask someone?

B: No, they trust us. How about you?

A: It's completely different. We ⁶ have to come in on time – we ⁷ can't be late.

And we aren't ⁸ allowed to take more than 30 minutes for lunch, although most of us only take fifteen minutes or we just work through our lunch break. I think I need to find a different job!

6

BUYING AND SELLING

COMPARISONS

We can compare things (say whether they are similar or different) by using comparative adjectives. We make comparative adjectives by:

- adding *-er* to adjectives of one syllable (or *-r* if it ends in *-e*).
*It's often **cheaper** to buy things online.*
- changing a final *-y* of two-syllable adjectives to *-ier*.
*I think the dress is much **prettier**.*
- using *more* before two- or three-syllable adjectives.
*Buying presents for people is **more difficult** as they get older.*

Some comparative forms are irregular:

bad – worse good – better

*You look terrible. Are you feeling **worse**?*

When we compare two things directly in the same sentence, we use *than*. We can also use a comparative adjective on its own if it's obvious which two things are being compared.

*That house is **nicer than** our house.*

*I like both houses, but that one is **nicer**.*

When we want to emphasise that there's a big difference, we add *much*, *far*, *a lot*, *quite* or *a lot* before the comparative adjective. When we want to say there's a small difference, we add *a bit*, *slightly* or *a little bit*.

*That house is **a lot bigger than** our house. It's huge.*

*The windows are **a bit smaller**, though.*

We can say that things are the same, or not the same, by using *(not) as + adjective + as*.

*Our friends' house is **as big as** ours. It's the same size.*

*My grandparents' house **isn't as big as** ours. It's much smaller.*

We can use *less* with some adjectives, especially if the opposite adjective has a negative or derogatory (offensive) meaning. The meaning of *less + adjective* is the same as *not as + adjective + as*.

*She's **less beautiful than** my cousin. / She **isn't as beautiful as** my cousin. (We don't want to say that she's uglier.)*

*This one is **less expensive**. (We don't want to say that it's cheaper.)*

We can use other patterns to be more precise about the amount of difference between things:

(twice) as + adjective + as

(twice) the + noun + of

*It's **three times as big as** our house.*

*It's **three times the size of** our house.*

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in brackets.

➔ The memory on this laptop is double what it was on my last one.

➔ The memory on this laptop is twice the size of my last one. (twice)

1 This laptop costs a lot more than Oli's.

This laptop is much more expensive than Oli's. (much)

2 It's not as light as your last phone.

It's slightly heavier than your last phone. (slightly)

3 This torch isn't as bright as I expected.

This torch is less bright than I expected. (less)

4 The quality of the previous model was slightly better.

The quality of this model is a bit worse than the previous model. (a bit)

5 My phone is three times more powerful than his.

His phone is far less powerful than mine. (far)

6 This hard drive is double the price of my last one.

This hard drive is twice as expensive as my last one / twice the price of my last one. (twice)

7 Your tablet isn't better than mine.

My tablet is (just) as good as yours. (as)

8 This flash drive is 50% cheaper than yours.

This flash drive is half as cheap as yours / half as expensive as yours / half the price of yours. (half)

9 The battery in his phone is not as good as mine.

The battery in his phone is worse than mine. (worse)

10 My mobile phone screen is slightly bigger than yours.

My mobile phone screen is a little bit bigger than yours. (a little)

NOUN PHRASES

We can make compound nouns by adding two nouns together. The first noun acts like an adjective that describes the second noun. In plurals, only the second noun has a plural form.

a leather belt – two leather belts

We usually show that something belongs to a person, animal or thing by adding 's to the owner. If something belongs to more than one person, animal or thing, we add s' to the owner.

the teacher's book(s)

the teachers' cars

When we use more than one adjective to describe a noun, we put opinions before facts.

*He lives in an **ugly old** building.*

*She gave me a **fantastic green** bag.*

We can add information after nouns by using prepositional phrases beginning with *of*, *from* and *with* and prepositions of place, for example, *on*, *under* and *in*.

*a bottle **of** water* (a bottle that contains water)

*a friend **from** school* (a friend you know / knew at school)

*a cat **with** green eyes* (a cat which has green eyes)

*a room **in** the attic* (this tells you where the room is)

We use *for* and the *-ing* form of a verb to describe the purpose of something.

*a product **for** cleaning windows*

Tick (✓) the correct sentences. Rewrite the incorrect sentences.

➔ I need to buy bottle water to drink with my lunch.

➔ I need to buy a bottle of water to drink with my lunch.

1 I sold my son's old toys and they were both angry.

I sold my sons' old toys and they were both angry.

2 He bought his mum a beautiful big bunch of red roses.

✓

3 I got some ham of Italy at my favourite shop.

I got some ham from Italy / some Italian ham at my favourite shop.

4 The suspect is a man with short fair hair and a beard.

✓

5 I lived in my brother's house while he was travelling.

✓

6 It's a small black box you can use for make music.

It's a small black box you can use for making music. / It's a small black box you can use to make music.

7 She bought two silk beautiful scarves.

She bought two beautiful silk scarves.

8 Sam is my friend of university.

Sam is my friend from / at university.

9 Do you like my lovely new watch?

✓

10 My dad's green jacket is on the kitchen.

My dad's green jacket is in the kitchen.

FUTURE TIME CLAUSES

We often use time expressions such as *once*, *before*, *when*, *until* and *as soon as* in sentences about the future to say when an action will happen. We use a present tense verb (not a future form) in the clause after the time expression. This can be the present simple or the present perfect.

*I'll give him the book **when** I **see** him tonight.* (= I'll give him the book tonight. I know I'm going to see him then.)

*I'll make the dinner **as soon as** I've **written** my essay.* (= I'm going to write my essay first. After that, I'll make the dinner.)

*We'll have a party **right after** we've **finished** our exams.* (= We're going to finish our exams first. Immediately after that, we'll have a party.)

We can begin the sentence with the time clause if we want to emphasise when the action will happen, rather than the action.

***Once he's finished** painting the walls, we're going to move the furniture back in.*

***The moment I arrive**, I'll call you.*

We can use *if* instead of *when* to show that the future action is only a possibility and is not definite. We can also use *as long as*.

*She's going to buy a house **if** she **gets** a good job.*

*I'll send you a postcard, **as long as** I **can** find a post office.*

Write sentences from the prompts. Use the verbs and the time expressions in brackets.

➔ I / not / look / for a job / I / graduate (will / until)

➔ *I won't look for a job until I've graduated / I graduate.*

1 I / go / on holiday / I / take / my exams (going to / after)

I'm going (to go) on holiday after I take / I've taken my exams.

2 we / start / the class / all the students / arrive (can / as soon as)

We can start the class as soon as all the students arrive / have arrived.

3 students / change / class / term / start (can't / once)

Students can't change class once term starts / has started.

4 I / have / more time / I / finish / university (should / once)

I should have more time once I finish / I've finished university.

5 I / call / you / the lesson / end (will / the moment)

I'll call you the moment the lesson ends / has ended.

6 we / leave / here / we / have / a big celebration (before / going to)

Before we leave here, we're going to have a big celebration.

7 you / be / ready / we / go (as soon as / should)

As soon as you're ready, we should go.

8 she / get / here / I / call / you (the moment / will)

The moment she gets here, I'll call you.

9 I / finish / homework / I / help Dad / make dinner (once / will)

Once I've finished / I finish my homework, I'll help Dad make dinner.

10 they / go out / finish / their exams (can't / until)

They can't go out until they finish / they've finished their exams.

ZERO AND FIRST CONDITIONALS

Zero and first conditional sentences both have an *if*-clause and a result clause. The *if*-clause can go first or second.

We use the zero conditional to talk about situations that regularly or naturally happen and to explain rules. The *if*-clause and the result clause both have present tense verbs. We can use *when* instead of *if* with no difference in meaning.

When / If you exercise, your heart rate goes up. (happens naturally)

I feel better if / when I walk to college. (happens regularly)

If / When you join the club, you have to pay a fee. (rule)

We use the first conditional to talk about possible future situations. The *if*-clause that describes the situation has a present tense verb. The result clause has a verb in a future form.

If we join a gym, we'll get fit. (= We might join a gym in the future. As a result, we'll get fit.)

If she studies too late at night, she's going to get tired. (= It's possible that she will study late at night. Then she'll feel tired.)

If I don't get into university, I might go to art college. (= It's possible that I won't get into university. Then I'll consider going to art college.)

We can use the conditional to give advice or instructions. You can use an imperative or a modal verb in the result clause.

If the baby cries, play some music. (imperative)

If you want to save money, you shouldn't go out so much. (modal)

If you need more help, you could ask your teacher. (modal)

We can use *unless* to mean 'if ... not' or 'except if' in conditional sentences.

You won't pass the exam unless you study harder. (= If you don't study harder, you won't pass the exam.)

Match the *if*-clauses (1–8) to the result clauses (a–h).

➡ If the library is too crowded, _____ she should go to a café.

- | | |
|---|--------------------------------------|
| 1 If Zak phones, | a they won't let you in. |
| 2 If she finds a job in London, | b tell him to meet me at the cinema. |
| 3 I can't reach the top shelf | c she'll move there. |
| 4 If you don't have your identity card, | d if I tell her to do her homework. |
| 5 They'll ask him to leave | e if I get lost. |
| 6 She ignores me | f I might stay the night here. |
| 7 If the weather's bad, | g unless I stand on a chair. |
| 8 Don't worry, I'll ask for directions | h if he doesn't arrive on time. |
| 9 I'll go to university | i you should see a doctor. |
| 10 If you don't feel better tomorrow, | j if I pass all my exams. |

8

EATING

GENERALISATIONS AND TEND TO

We sometimes want to speak generally about something, be less definite in what we say or be deliberately imprecise.

We can use *tend to* + infinitive (without *to*) when we want to say that we generally do (or did) something, or that something usually happens (or happened). The negative is *tend not to*, although we can also say *don't tend to*.

I tend to stay at home on Saturday evenings. (= It's generally true that I stay at home on Saturday evenings.)

They tend not to eat out during the week. / They don't tend to eat out during the week. (= It's generally true that they don't go out to eat during the week.)

We can use various adverbial phrases to mean *generally* or *tend to*, for example, *in general*, *on the whole*, *as a rule* and *generally speaking*. These phrases usually go at the beginning of the sentence or clause, although they can also go at the end.

On the whole, I eat very well.

She doesn't eat sugar, as a rule.

There are other adverbs that can be used instead of *generally*, for example, *normally* and *usually*. They usually go before the main verb.

He doesn't usually go away for the weekend.

He normally prefers to stay at home.

Tick (✓) the correct sentences. Rewrite the incorrect sentences.

➔ She doesn't drink normally coffee or tea.

➔ She doesn't normally drink coffee or tea.

1 I'm not a vegetarian, but I tend not to eat meat.

✓

2 In generally, I eat healthily. I hardly ever eat takeaways.

In general / Generally (speaking), I eat healthily. I hardly ever eat takeaways.

3 As a child, I didn't tended to eat many sweets.

As a child, I didn't tend / I tended not to eat many sweets.

4 I don't really like cooking, so I tend eat out quite a lot.

I don't really like cooking, so I tend to eat out quite a lot.

5 We don't normally eat lunch on weekdays.

✓

6 In the whole, the women in my family eat better than the men.

On the whole, the women in my family eat better than the men.

7 We enjoy variety; we not tend to stick to one style of food all the time.

We enjoy variety; we don't tend / tend not to stick to one style of food all the time.

8 My aunt tends to eat at regular meal times.

✓

SECOND CONDITIONALS

We use second conditionals to talk or ask about unreal situations and possible results. They usually have two parts: an *if*-clause that describes the imaginary situation and a second clause about the possible results or consequences.

*If I **became** vegetarian, I'd **need to** stop eating my favourite meal.*

*What **would** you **do** if the menu **didn't have** anything vegetarian?*

We use the past simple, past continuous or *could* in the *if*-clause. The *if*-clause refers to a situation in the present or future which is not true at the moment.

*If we **lived** in San Francisco, ...* (we don't live in San Francisco)

*If he **wasn't studying** so hard, ...* (he is studying hard)

*If I **could** cook, ...* (I can't cook)

The other clause explains the imagined results or consequences. We use *would* + infinitive (without *to*) for a definite result, or *might* + infinitive (without *to*) for a possible result. We can also use *could* for ability and possibility. We usually contract *would* after pronouns.

*... we **might be** worried about earthquakes / we **could go** swimming at the weekends.*

*... he'd **be** more relaxed.*

*... I'd **open** a restaurant.*

Either clause can come first. When the *if*-clause comes first, we add a comma after it.

*If they **worked** harder, they **would earn** more money.*

*They **would earn** more money if they **worked** harder.*

We can use *were* instead of *was* in the *if*-clause. However, apart from when we are giving advice by using the phrase *if I were you*, we generally use *was*. Note that some people prefer *were*.

*If I **were** you, I'd **eat** that fish before it goes bad.*

*If he **was** taller, he'd **be** in the basketball team.*

*If it **were** organic, it **would cost** twice as much.*

Complete the second conditional sentences. Use the verbs in brackets.

➔ If I could afford it, I 'd eat (eat) seafood every day.

1 Which restaurant would you choose (you / choose) to eat in if you had €200?

2 If I wasn't trying (not try) to lose weight, I'd have a burger.

3 I wouldn't be able to pay my rent if I didn't have (not have) a job.

4 If I was / were (be) on holiday, I could stay out all night.

5 I'd be happy to host the party if my place wasn't / weren't (not be) so small.

6 What would he do if he failed (fail) his exams?

7 We 'd eat (eat) at the new restaurant if it served vegetarian food.

8 If they won a lot of money, they wouldn't move (not move) to a new house.

9

HOUSES

PRESENT PERFECT SIMPLE AND PRESENT PERFECT CONTINUOUS

We use the present perfect simple and continuous to talk about something that started in the past and continues in the present. We form the present perfect simple with *have / has (not) + past participle*. We form the present perfect continuous with *have / has (not) + been* and the *-ing* form of the main verb.

We've seen this programme before.

We've been watching this programme for half an hour.

We use the present perfect simple for states (not actions) with verbs such as *believe, have, know* and *see*. We use the present perfect continuous for long or repeated actions.

I've had this place for ten years.

I've been decorating my living room for hours.

We use the present perfect simple and continuous to talk about actions in the past that have an effect on the present. We use the simple for short, completed actions and the continuous for long actions. We often use the present perfect continuous to emphasise the duration of an activity and the present perfect simple to talk about the result.

He's been browsing the Internet all morning. He's bought three books.

We can use the present perfect simple to talk about trends continuing from the past until now. We often use an adverb to say how quickly the change happened, or by how much, for example, *dramatically, a bit* and *by 15%*. We use a time phrase to show the period of time, for example, *in recent months* and *over the last few years*.

The number of people who go to university has increased a lot since I was young.

We can also use the continuous form to talk about trends continuing from the past to now. The continuous form is often used to emphasise the duration of an activity (how long it lasted) or the fact that it is regularly repeated.

Academic standards have been rising over the same period.

We don't use the continuous form when we are referring to quick changes or to say exactly how much change.

The number of students in rented accommodation has gone up by 10%.

We also use the simple form for finished changes or for events that took place at some point before now.

More than half of the students have achieved the highest grades this year.

Here are some common verbs, adverbs and time phrases we use with the present perfect.

Verb	Adverb	Time phrase
drop	a bit	in recent months
fall	a lot	in recent years
go down	by 10%	over the last few years
go up	dramatically	over the past few months
increase	gradually	over the past ten years
rise	sharply	since last year
	slightly	since the last election
	steadily	

Write sentences from the prompts. Where appropriate, use the present perfect continuous.

➔ the number of new houses / go down / since last year

➔ The number of new houses has gone down since last year.

1 the price of sugar / fall / dramatic / in the last month

The price of sugar has fallen dramatically in the last month.

2 violent crime / rise / steady / over the last six years

Violent crime has been rising steadily over the last six years.

3 property prices / fall / gradual / over recent months

Property prices have been falling gradually over recent months.

4 car crime / already / drop / by 5% / this year

Car crime has already dropped by 5% this year.

5 they / move / five times / in the last eight years

They have moved house five times in the last eight years.

6 pollution / fall / slow / over the last decade

Pollution has been falling slowly over the last decade.

7 the value of our house / increase / by 25% / in ten years

The value of our house has increased by 25% in ten years.

8 oil prices / rise / sharp / in the last two weeks

Oil prices have risen sharply in the last two weeks.

9 local people / protest / since the last election

Local people have been protesting since the last election.

10 they / own / their house / for five years

They've owned their house for five years.

COMPARING NOW AND THE PAST

We often make comparisons between the situation now and the situation in the past by talking about a change in the quantity of something by using *more*, *less*, *fewer*, *not as many* and *not as much*.

*There are **more** restaurants here **than** there used to be.*

*There's **less** traffic in the town centre **than** before.*

*We **don't** have **as many** shops **as** we used to have.*

We can emphasise the amount of change by using modifiers, for example, *many*, *much*, *lots*, *a lot* and *far*. We use *many* with countable nouns and *much* with uncountable nouns. We can use *a lot* / *lots* with both.

*There are **a lot more** restaurants here **than** there used to be.*

*There's **much more** litter on the streets **than** before.*

*There are **far fewer** cars in the town centre **than** in the past.*

*There's **a lot less** pollution **than** there was ten years ago.*

We can also use *not as much* / *many as*. We can use *nearly* as a modifier.

*There **aren't as many** shoppers here on a Saturday **as** there used to be.*

*There **isn't nearly as much** money spent in high street shops **as** before.*

We can also compare the past and the present using comparative adjectives and modifiers.

*The climate is (**a lot**) **warmer than** it used to be.*

*The climate is (**far**) **warmer** now **than** it was in the past.*

*The people were **much friendlier than** they are now.*

Complete the sentences. Use one word in each space.

➔ There's far less traffic on this road than before.

- 1 The restaurants are a lot more varied now than they used to be.
- 2 The air was much / far cleaner than it is nowadays.
- 3 Getting around town is a lot more difficult than it was in the past.
- 4 There aren't nearly as many shops in the city centre as there were when I lived here.
- 5 There are a lot more cars than there were twenty years ago.
- 6 House prices are much higher than they used to be.
- 7 This area is much more popular with young people than it used to be.
- 8 The neighbours aren't as friendly as they were before.
- 9 There are a lot more buses than there used to be.
- 10 The internet was much slower when I was a kid.

QUANTIFIERS

We use quantifiers when we want to give information about the number or amount of something. The quantifier we use depends on whether the noun is countable or uncountable and whether we are talking about a large or a small amount.

For nothing or for very small amounts, we can use *not any*, *no*, *hardly any*, *almost no*, *(very) few* and *(very) little*.

*There's **almost no** food in the fridge. Let's go out for dinner.*

*I saw **very little meat** for sale in the market. I think there's a shortage.*

For slightly larger amounts, we can use *some*, *(a) few*, *(a) little*, *not much* and *not many*.

*There wasn't **much** atmosphere at the party. There weren't **many** people there and I only knew **a few** of the guests.*

To talk about a larger amount, we can use *a lot of* or *lots of*.

*I think people eat **lots of** fast food nowadays because there are **a lot of** fast-food chains everywhere you go.*

To talk about large amounts, or all of something, we can use *(almost) all*, *(almost) every* and *most*.

We use *all* with plural and uncountable nouns, and *every* with singular nouns.

*He spends **almost all** his time on his tablet.*

*They go shopping **every** day.*

*I meet friends after work **most** Fridays.*

We use *(a) few* and *(not) many* with plural countable nouns. We use *(a) little* and *(not) much* with uncountable nouns.

*I have **a few things** I need to do before we go out.*

*She doesn't have **much time** to get ready.*

*They have very **little space** in their flat.*

We often use *much* and *many* with *so ... that*, to say what the result of the large or small quantity is.

*There were **so many** people around the stall **that** I couldn't see what they were selling.*

*There was **so much** noise at the concert **that** I couldn't hear a thing.*

Some quantifiers are used more often in negative sentences and some can express a positive or negative opinion. In some cases, the indefinite article *(a)* can change the meaning slightly. *A few* and *a little* generally have a more positive meaning than *few* and *little*.

*I have **a few** good friends and they're really special.*

*I have **few** good friends and I'm lonely.*

*I have **a little time**, so I can help you.*

*I have **little time**, so I'm afraid I can't help you now.*

Tick (✓) the correct sentences. Rewrite the incorrect sentences.

➔ There are a little good films on at the cinema this week.

➔ There are a few good films on at the cinema this week.

1 There are hardly many good restaurants left here.

There are hardly any good restaurants left here.

2 Almost all pubs and clubs charge you to get in after eleven o'clock.

✓

3 There were very little people in the city centre last night.

There were very few people in the city centre last night.

4 Almost every place has a TV screen and a coffee machine now.

✓

5 There weren't many people, but at least there was very little trouble.

✓

6 It took us so long to get there that we didn't have many time to eat.

It took us so long to get there that we didn't have much time to eat.

7 There are not clubs that play only reggae music.

There are no / There aren't any clubs that play only reggae music.

8 Many the restaurants in the centre are owned by the same people.

Many of the restaurants in the centre are owned by the same people.

9 There was so many traffic on the roads that we nearly missed the play.

There was so much traffic on the roads that we nearly missed the play.

10 A lot of teenagers meet in the main square at the weekends.

✓

THE FUTURE IN THE PAST

When we talk about things that were planned in the past which didn't happen, we use the structure *was / were going to* + infinitive (without *to*). We usually explain why the planned (or intended) action didn't happen using a clause starting with *but*.

*I was **going to watch** the film, but I felt too tired.* (= I intended to watch the film, but I didn't. I didn't watch it because I was too tired.)

We often use *would(n't)* + infinitive (without *to*) to talk about promises, predictions and things we expected to happen in the past – especially when something different happened.

*He promised he **would be** there on time.* (but he wasn't)

(His actual words were probably 'I'll be there on time.')

*I said I'd **call** her.* (but you didn't)

(Your actual words were probably 'I'll call you.')

*The exhibition was more interesting than I thought it **would be**.*

(My actual thought was 'The exhibition won't be very interesting.')

*I thought it **would be** great.* (but it wasn't)

(My actual thought was 'It'll be great.')

Rewrite the sentences using *was / were going to* or *would*.

➔ We planned to buy her some flowers.

➔ *We were going to buy her some flowers.*

1 I intended to meet up with Joe last night.

I was going to meet up with Joe last night.

2 It was warmer today than I expected.

It was warmer today than I thought it would be.

3 She promised to come today.

She promised she would come today.

4 They planned to get here for my birthday.

They were going to get here for my birthday.

5 You promised to buy me a new laptop.

You promised you would buy me a new laptop.

6 He meant to call me, but he forgot.

He was going to call me, but he forgot.

7 We intended to walk to the park, but it started raining.

We were going to walk to the park, but it started raining.

8 The weather forecast was for rain.

The weather forecast said it was going to / would rain.

9 We planned to get there at seven o'clock, but we missed our train.

We were going to get there at seven o'clock, but we missed our train.

10 The film was better than I expected.

The film was better than I thought it would be.

PAST ABILITY / OBLIGATION

We use *can* to talk about ability in the present. The past form of *can* is *could*, but we sometimes use other words to talk about ability in the past.

We use *could* to talk about general abilities in the past.
*I **could** read when I was four.*

We don't generally use *could* to talk about the specific ability to do a particular difficult thing at a point in the past. We use the phrase *managed to* + infinitive (without *to*) instead. We often use words and phrases such as *finally*, *in the end* and *eventually* with *managed to*.
*We **eventually managed to get** to the top of the mountain, but it was hard work.*

With sense verbs (*see, hear, feel, smell, taste*), we usually use *could(n't)* not *managed to*.
*We **could smell** food, but we **couldn't see** anything to eat.*

We use *couldn't* to talk about the lack of general ability in the past as well as the lack of ability to do a specific thing at a point in the past.
*The dodo **couldn't fly**.*
*They **couldn't swim** until they were ten.*
*We **couldn't find** her bag, although we looked everywhere for it.*

We can use *could hardly* instead of *couldn't*. It means 'almost / nearly couldn't', but we often use it instead of *couldn't*.
*We **could hardly wait** for our walking holiday.*
*I **could hardly see** the road – it was so dark.*

We use *had to* for obligation in the past, but we also use it to say that it was necessary to do something to get a certain result.
*We **had to do** a lot of preparation for the trip.*
*We **had to wait** hours in a queue for tickets.*

Choose the correct option. Sometimes more than one option is possible.

➔ Last summer, we went camping in the countryside with two friends. My friends couldn't / must put up their tent and it broke.

They ¹had to / must sleep in our tent instead. It was small, but we ²could / managed to get everything inside, except for the food for our breakfast. We ³had to / must leave the food just outside the tent. In the middle of the night, we heard a noise. We realised that it was some kind of animal. Of course, it ⁴could / managed to smell the food for breakfast. My friends were so frightened they ⁵could hardly / managed to breathe. They even ⁶had to / must sit right at the back of the tent when I decided to take a look. Very slowly, I opened the tent, but I ⁷couldn't / didn't manage to see anything because it was so dark. All I ⁸had / managed to do was touch something. I think I frightened it because suddenly it all went quiet. I got out the tent and looked around, but I ⁹couldn't / didn't manage to work out what the animal was. It wasn't until the next morning that we realised the animal had run away with our food. We ¹⁰couldn't / didn't manage to have any breakfast after all.

PASSIVES

We use the passive when we want to emphasise the person or thing affected by an action. We also use the passive when we don't know who or what does the action, or who does the action is obvious or not important.

We make passive sentences with a form of the verb *be* + past participle. Passives can be used in different tenses.

Present simple

*This car **is controlled** by a computer.*

*Some natural resources **are imported** from other countries.*

Present continuous

*A lot of money **is being spent** on alternative energy sources.*

*The grapes **are being harvested** this month.*

Past simple

*Oil **was discovered** there five years ago.*

*Last year, a lot of elephants **were killed** here.*

Past continuous

*The people were worried that the forest **was being destroyed**.*

*Huge numbers of trees **were being cut** down.*

Present perfect simple

*A famous painting **has been sold** for a record price at auction.*

*Several wind farms **have been constructed** near the coast.*

(We don't usually make passives with the present perfect continuous.)

Modal verbs

In the passive, we use the infinitive *be* and the past participle after modal verbs.

*Shelters **can be built** quickly in an emergency.*

*More houses **will be needed** for the growing population.*

We can say who or what did the action in the passive. We use *by* with a noun after the verb.

*I **was helped by** my friends.*

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given.

➔ It is possible to provide food in an emergency. **CAN**

➔ Food can be provided in an emergency.

1 They renovated the library in 2008. **WAS**

The library was renovated in 2008.

2 The company employs more than 2,000 people. **BY**

More than 2,000 people are employed by the company.

3 There's a lot of pollution in the oceans because of careless waste disposal. **BEEN**

The oceans have been polluted because of careless waste disposal.

4 We should do more to reduce poverty. **DONE**

More should be done to reduce poverty.

5 Air pollution will affect their health. **AFFECTED**

Their health will be affected by air pollution.

6 They are stopping and searching more people at the airport. **BEING**

More people are being stopped and searched at the airport.

7 Scientists have discovered a large helium gas field in Tanzania. **DISCOVERED**

A large helium gas field has been discovered in Tanzania.

8 Some people were selling illegal CDs and DVDs in street markets. **SOLD**

Illegal CDs and DVDs were being sold in street markets.

9 We should educate children about how to look after the environment. **EDUCATED**

Children should be educated about how to look after the environment.

10 Technology is changing the way we live our lives. **BY**

The way we live our lives is being changed by technology.

USED TO, WOULD AND PAST SIMPLE

We can use *used to*, *would* and the past simple to talk about habits or regular events in the past, especially when they no longer happen now. We use the infinitive (without *to*) after *used to* and *would*.

*I **used to do** a lot of sport when I was at school.*

*I **would do** a lot of sport when I was at school.*

*I **did** a lot of sport when I was at school.*

We use *used to* or the past simple (not *would*) to talk about past states. In questions and negatives, the form is *use to*.

*We **used to have** a lot of friends.*

*We **had** a lot of friends.*

*I **used to love** visiting my grandparents in the summer holidays.*

*I **loved** visiting my grandparents in the summer holidays.*

***Did you use to play** sport together?*

*I **didn't use to do** any sport with my friends.*

We use the past simple (not *used to* or *would*) for single events in the past.

*We **moved** to a new town, so we **lost** touch with a lot of our friends.*

*I **met** my best friend at my new school.*

We often start with *used to* and then give extra details using *would*.

*We **used to live** near the countryside, so we'd **play** outdoors every day. We'd sometimes **go** swimming in the lake.*

In the text, some uses of *would* are incorrect. Change them to *used to* where *would* isn't possible. If *used to* and *would* are both incorrect, use the past simple.

➔ As teenagers, my friends and I ~~would be~~ used to be crazy.

We ¹would spend ✓ our school holidays doing pointless things. We all ²would have used to have motorbikes and we ³would spend ✓ hours on end riding them. Once, a friend's mother ⁴would give gave us an old car, which we fixed up and painted. After that, we ⁵would take ✓ it into a field and drive around in circles. One of us ⁶would be ✓ on top of the car, holding on and trying not to fly off. We ⁷wouldn't think didn't use to think anything could hurt us at that age ... until that day when we ⁸would crash crashed the car. It ⁹would be was a very frightening experience. Luckily, no-one ¹⁰would be was hurt, but we learned an important lesson in life!

EXPRESSING REGRET USING WISH

When we express regret about actions or events in the past, we can use *wish* with the past perfect simple.

We can express regret about things that we wanted to happen but which didn't with *wish* + *had* + past participle.

I wish I'd made better friends at school. (= I didn't make good friends and now I'm lonely.)

To express regret about something that happened, but you didn't want it to happen, we use *wish* + *hadn't* + past participle.

I wish I hadn't lost touch with my friends. (= I did lose touch with them and I'm sad about it.)

We can use *if only* in the same way as *wish*.

If only I'd made better friends at school.

If only I hadn't lost touch with my friends.

Complete the sentences with *wish* to express regret.

➔ We didn't buy a house in town.

➔ We _____ *wish we'd bought* _____ a house in town.

1 I was very young when I had children.

I _____ *wish I hadn't had children* _____ when I was very young.

2 She washed her favourite white jumper with a red sock.

She _____ *wishes she hadn't washed* _____ her favourite white jumper with a red sock.

3 He invested his money in a bad fund.

He _____ *wishes he hadn't invested* _____ in that fund.

4 They didn't know the answer to the \$1 million question.

They _____ *wish they'd known* _____ the answer to the \$1 million question.

5 I'm sad because I wasn't born in a warm country.

I _____ *wish I'd been born* _____ in a warm country.

6 She didn't study very hard at school and now it's too late.

She _____ *wishes she'd studied* _____ harder at school.

7 He went to his mum's hairdresser and had a very bad haircut.

He _____ *wishes he hadn't gone* _____ to his mum's hairdresser for that haircut.

8 She took her dad's car out without his permission and crashed it.

She _____ *wishes she hadn't taken* _____ her dad's car out without his permission.

9 It's a shame I didn't pass all my exams.

I _____ *wish I'd passed* _____ all my exams.

10 They haven't saved enough money to go on holiday this year.

They _____ *wish they'd saved* _____ more money.

THIRD CONDITIONALS

We use third conditionals to talk about imagined (unreal) past situations. We use the past perfect in the *if*-clause and *would have (not)* + past participle in the other clause. Either clause can come first. When the *if*-clause comes first, we add a comma after it.

If I'd got up earlier, I wouldn't have missed my train. (= I didn't get up earlier, so I missed my train.)

I wouldn't have missed my train if I'd got up earlier.

If they hadn't cancelled my flight, I would have got to the wedding on time. (= My flight was cancelled, so I didn't get to the wedding on time.)

I would have got to the wedding on time if they hadn't cancelled my flight.

We can use *might* instead of *would* in the result clause if we're less sure.

If I'd got up earlier, I might not have missed my train.

I might have been early if I hadn't missed my train.

We can use the past perfect continuous in the *if*-clause.

If the trains had been running on time, I would have missed my train.

If I hadn't been waiting on the wrong platform, I wouldn't have missed my train.

Complete the sentences. Use the third conditional and the word given.

➔ He didn't do any research, so he didn't get the job. **GOT**

➔ If he'd done some research, he would have got the job.

1 I didn't know it was very hot there, so I packed a lot of clothes. **KNOWN**

If I'd known it was very hot there, I wouldn't have packed a lot of clothes.

2 I didn't get to work on time because I overslept. **GOT**

I would have got to work on time if I hadn't overslept.

3 We met because you were sitting on that train. **WOULDN'T**

If you hadn't been sitting on that train, we wouldn't have met.

4 They got stuck in traffic because they set off late. **EARLIER**

They wouldn't have got stuck in traffic if they had set off earlier.

5 He had a good journey, so Rob was very relaxed. **HADN'T**

Rob wouldn't have been relaxed if he hadn't had a good journey.

6 The flight was cancelled, so Carla didn't visit her parents in Spain. **BEEN**

If the flight hadn't been cancelled, Carla would have visited her parents in Spain.

7 We were late because Tim forgot his passport. **TIME**

We would have been on time if Tim hadn't forgotten his passport.

8 I ate such awful food because I went to that cheap restaurant on the beach. **EATEN**

If I hadn't gone to that cheap restaurant on the beach, I wouldn't have eaten such awful food.

SHOULD HAVE

We can use *should (not) have* + past participle to talk about regrets or things that went wrong in the past. There is often a present reason for stating these regrets.

We use *should have* to talk about something that was the right thing to do that someone didn't do (they were unable or failed to do it).

*I didn't say goodbye to them before they left. I **should have called** them.* (= I failed to call them before they left and now I feel bad about it.)

We use *shouldn't have* to talk about something bad (something that was the wrong thing to do) that someone did.

*They **shouldn't have had** the wedding in Greece. It was too difficult to get to, so lots of people couldn't go.*

We can also use *never* to make a negative.

*I **should never have agreed** to go on holiday with her. We didn't stop arguing.*

We can use *should (not) have* with continuous or passive forms of the verb.

*You **should have been paying** attention, not listening to music.*

*He **shouldn't have been employed** as a teacher. He doesn't have the right skills.*

In speech, we often contract *should (not) have* to *should've* and *shouldn't've*. It can sound like *should of / shouldn't of*.

Write sentences from the prompts. Use *should have* or *shouldn't have*.

➡ A: The soup doesn't taste good.

(you / add / more salt)

➡ B: *You should have added more salt.*

1 A: I feel sick.

(you / not eat / so much)

B: *You shouldn't have eaten so much.*

2 A: She missed her class.

(she / get up / on time)

B: *She should have got up on time.*

3 A: She was really upset.

(you / say / sorry)

B: *You should have said sorry.*

4 A: He feels tired.

(he / not go / to bed / so late)

B: *He shouldn't have gone to bed so late.*

5 A: They can't pay their rent.

(they / not buy / such an expensive car)

B: *They shouldn't have bought such an expensive car.*

6 A: She's broken her leg.

(she / not go / skiing)

B: *She shouldn't have gone skiing.*

7 A: I've been fined.

(you / paid / to park)

B: *You should have paid to park.*

8 A: You failed the exam.

(I / work / harder)

B: *I should have worked harder.*

ARTICLES

We use the indefinite article *a / an*:

- to say what someone is.
*She's **a** footballer.*
*I'm **an** engineer.*
- before singular nouns when they are one of several, when it's not important which one we mean, or when we mention something for the first time.
*Choose **a** game from the shelf.* (= There are lots of games on the shelf. Choose one of them.)
*When **a** computer system crashes, it usually causes chaos.* (It doesn't matter which computer system it is; the result of chaos is the same.)
***A** guy came into my shop who I recognised from TV.* (= This is the first time the guy has been mentioned.)
- to talk about frequency and speed.
*once **a** year, 100 kilometres **an** hour*

We do not use indefinite articles with uncountable nouns.

*Can you give me (**some**) **advice** about buying a new laptop?*

*Please don't touch **the** equipment.*

We use the definite article *the*:

- when we think it's clear which thing or things we mean. This may be because there's only one that exists, or we've already spoken about it or them.
*Let's go and sit in **the** living room.* (There's only one living room in the house.)
- before some place names and other geographical names (but only some – there are lots of place names that don't need an article).
the United States, the West Indies, the Nile, the Himalayas, The Guggenheim, The Sydney Opera House
- with inventions and musical instruments.
*Who invented **the** World Wide Web?*
*Harry plays **the** trumpet very well.*
- in some fixed expressions.
*He got into MIT **in the** end. We're so proud.*
*I downloaded the app you mentioned, **by the** way. It's great!*

We don't usually use an article:

- when we're using plural or uncountable nouns to talk about things in general.
*My sister loves **gadgets**.*
*I hate talking about **money**.*
- after a preposition in a lot of expressions with places.
*He's very happy **at** university,*
*We're not **at** home.*
*I'm exhausted. I'm going to stay **in** bed for a while.*
- when we talk about continents, street names, parks, universities, restaurants (unless they have *the* as part of their name), airports, stations and mountains.
Africa, Queen Street, Regent's Park, Stanford University, Heathrow, Paddington, Kilimanjaro
- before the names of academic subjects, festival holidays, days of the week, months of the year and meals.
Biology, Chinese New Year, Saturday, June, lunch
- planets in our solar system, for example, *Mercury* and *Jupiter*. (Note that we use the definite article with *the Earth*, *the moon* and *the sun*.)

Complete the text. Use *a*, *an*, *the* or – (no article).

Elon Musk is a businessman and hi-tech engineer who was born in ¹ — South Africa and ended up in ² the United States, via ³ — Canada. In 2002, he founded ⁴ — SpaceX, ⁵ an aerospace manufacturer, and in 2003, he founded Tesla Inc, ⁶ an electric vehicle maker. These are just some of ⁷ the companies that are helping him to achieve his goal of reducing ⁸ — global warming through sustainable energy production and consumption, and reducing ⁹ the risk of human extinction. He hopes to send ¹⁰ — cargo ships to ¹¹ — Mars very soon, with a view to ¹² — humans settling on the planet by 2024.

INFINITIVE AND -ING FORMS

We use the infinitive with *to* or the *-ing* form of a verb when one verb follows another verb. We use the infinitive with *to* after some verbs and the *-ing* form after other verbs.

*He **intended to discover** a new medicine.*

*The process **involves washing and drying** the material three times.*

Some verbs followed by an infinitive with *to* are:

<i>agree</i>	<i>learn</i>
<i>arrange</i>	<i>manage</i>
<i>ask</i>	<i>persuade</i>
<i>decide</i>	<i>plan</i>
<i>deserve</i>	<i>promise</i>
<i>fail</i>	<i>refuse</i>
<i>hope</i>	<i>threaten</i>
<i>intend</i>	<i>want</i>

Some verbs followed by the *-ing* form are:

<i>be / get caught</i>	<i>like</i>
<i>can't stand</i>	<i>mind</i>
<i>fancy</i>	<i>miss</i>
<i>feel like</i>	<i>recommend</i>
<i>imagine</i>	<i>risk</i>
<i>involve</i>	<i>spend (time)</i>
<i>keep</i>	<i>suggest</i>

We can use the infinitive with *to* or the *-ing* form after some verbs, for example, *begin*, *continue*, *prefer* and *start*, without a change in meaning, but with other verbs, for example, *forget*, *remember*, *stop* and *try*, the meaning changes.

*I **stopped looking** at my phone. (= I didn't look at my phone anymore.)*

*I **stopped to look** at my phone. (= I interrupted what I was doing to look at my phone.)*

We use an infinitive with *to* when we explain the reason for an action, or the purpose of something.

*I rang the phone company **to set up** a new contract.*

*They use an app **to keep** in touch with their customers.*

We often use an infinitive with *to* after an adjective.

*It's **exciting to watch** the process take place.*

*The device is **easy to use**.*

We can use the *-ing* form of a verb like a noun as the subject or object of a sentence.

Changing the battery sometimes solves the problem.

Cleaning your keyboard is very important.

We use the *-ing* form when a verb follows a preposition.

I'd like to learn **about programming**.

The app is good **at recording** voices.

We can use some *-ing* forms as adjectives.

The results were **disappointing**.

Remember that we also use the *-ing* form to make continuous tenses.

The battery **is charging** now. (present continuous)

He **was watching** a video when he had an idea for a new song. (past continuous)

I've **been trying** to solve this puzzle for two hours! (present perfect continuous)

Complete the sentences. Use the verbs in brackets in the infinitive or *-ing* form.

➡ They deserve to win, but they risk losing if they don't concentrate. (win / lose)

- 1 You can use your mobile phone to take your temperature. (take)
- 2 Do you fancy going to a café to get an ice cream? (go, get)
- 3 Are you interested in seeing the film *Wings of a Kite*? (see)
- 4 I don't think it's been easy for John to accept the changes in his life. (accept)
- 5 The police have threatened to arrest anyone who protests outside the factory. (arrest)
- 6 This device allows you to operate the heating in your house. Imagine being in Tokyo and turning on the heating in your house in the UK. (operate, be, turn)
- 7 Before you decide to do it, you should know it involves a lot of standing around, shaking hands with boring people. (do, stand, shake)
- 8 I plan to tell Hugh that we can't really risk getting involved with his project at this stage. (tell, get)
- 9 Click on the link to open it. Then download the app by clicking on the icon. (open, click)
- 10 After spending an hour trying to fix my computer, I decided to turn it off and on again, and it started to work / working! (spend, turn, work)
- 11 Their final score was rather disappointing. (disappoint)
- 12 My mum thinks we should stop spending so much time looking at screens. She'd prefer us to get out and about. (spend, look, get)

ADVERBS

We form most adverbs by adding *-ly* to an adjective. Adverbs ending with *-ly* often describe the way we do something (these are adverbs of manner), or they modify an adjective.

*She wrote her name **carefully**.*

*When he broke his leg, it was **incredibly** painful.*

Many adverbs of frequency don't end in *-ly*. Common adverbs of frequency are:

always

usually

often

occasionally

rarely / seldom

never

Some adverbs have the same form when they are an adverb and an adjective.

*run **fast** – a **fast** runner*

*hit **hard** – a **hard** exam*

*get up **early** – an **early** appointment*

*arrive **late** – a **late** arrival*

Some adjectives have two adverb forms, for example, *first / firstly*, *hard / hardly* and *late / lately*.

The two adverb forms often mean different things.

*He works **hard**.* (= He works a lot.)

*He **hardly** sleeps.* (= He doesn't sleep very much.)

A lot of adverbs can go in different positions in a sentence. Here are some guidelines.

Adverbs that describe our opinion or attitude about what we're saying usually go at the beginning of a sentence. They are followed by a comma.

***Hopefully**, he'll recover quickly.*

***Fortunately**, the hospital was nearby.*

Other adverbs like this are: *apparently*, *luckily*, *personally*, *sadly*, *unfortunately*.

Adverbs describing frequency or how much / how good usually go before the main verb (but after forms of *be*).

*He's **never** stayed overnight in a hospital.*

*I **really** hated it.*

*It was **badly** broken.*

Adverbs of manner tend to go after the verb.

*He could only **walk slowly** after the operation.*

Adverbs for when things happen often go at the end of a sentence (or clause).

*I haven't been eating very much **recently**.*

Rewrite the sentences. Add the adverb form of the words in brackets.

➡ The injection didn't hurt. In fact, I felt it. (real, hard)

➡ The injection didn't really hurt. In fact, I hardly felt it.

1 The hospital staff work hard, but they take a break. (extreme, occasional)

The hospital staff work extremely hard, but they occasionally take a break.

2 Your son wasn't injured. (fortunate, bad)

Fortunately, your son wasn't badly injured.

3 Hadi hasn't been feeling well. (apparent, late)

Apparently, Hadi hasn't been feeling well lately.

4 Despite working, she failed her exam. (unfortunate, hard)

Unfortunately, despite working hard, she failed her exam.

5 We won't have to wait. (hopeful, long)

Hopefully, we won't have to wait long.

6 The car was moving. (lucky, slow)

Luckily, the car was moving slowly.

7 I had met him. (never, before)

I had never met him before.

8 The nurses are fantastic and if you have a problem, they always listen. (absolute, careful)

The nurses are absolutely fantastic and if you have a problem, they always listen carefully.

REPORTED SPEECH

When we report things that have finished or which we believe to be untrue now, we use past tenses. Reported speech usually moves one tense back from direct speech, like this:

Present simple	→ Past simple
Present continuous	→ Past continuous
Present perfect simple	→ Past perfect simple
Past simple	→ Past perfect simple
be going to	→ was going to
will	→ would
can	→ could
must / have to	→ had to

The modal verbs *might*, *should* and *would* don't change in reported speech.

'We've given him some medicine and he's going to recover well.'

(present perfect simple, be going to)

They told me they'd given Max some medicine and he was going to recover well.

(past perfect simple, was going to)

'He needs to drink a lot of water and he should stay in bed.'

(present simple, should)

They said he needed to drink a lot of water and (that) he should stay in bed.

(past simple, should)

'Don't worry. I'll be fine.'

(imperative, will)

She said not to worry and that she would be fine. (But I don't believe her and I am worried.)

((not +) infinitive with to, would)

When what we are reporting is still true, we can use present and future forms in the normal way because we are talking from the point of view of now.

Patti said she's never going to do that again.

When we report questions, there is no subject-verb inversion and we don't use *do*, *does* or *did*.

'Where's my car? Where **did** I **park** it?'

He asked us where his car **was** and where he'd **parked** it.

When we report yes / no questions, we use *if* or *whether*. Also note the change of the adverb (see notes below).

'Have you **been here** before?'

She asked **if / whether I'd been there** before.

Note that we can use *asked* or *asked* + pronoun. We can include the pronoun or leave it out.

He asked **her** if she knew where the lift was. / He asked if she knew where the lift was.

We often change time and place words when we report speech. We also change pronouns.

'It happened **yesterday**.'

She said it had happened **the day before / the previous day**.

'We can let **you** see her **tomorrow**.'

They said **they** could let **me** see her **the next day / the following day**.

'Is there a café near **here**?'

He asked if there was a café near **there**.

Complete the reported speech sentences. The sentences are not still true.

➡ 'I'm going to the zoo tomorrow.'

➡ Amy said she was going to the zoo the next day.

1 'It will take a few weeks for him to recover.'

The doctor told us it would take a few weeks for him to recover.

2 'Have you heard the news?'

She asked us if / whether we had heard the news.

3 'I've given up chocolate.'

Gus said he had given up chocolate.

4 'What's happened to Martha?'

Jamie asked what had happened to Martha.

5 'You must stay in bed for at least four days.'

The doctor said I had to stay in bed for at least four days.

6 'Where are you going to stay?'

Sue asked me where I was going to stay.

7 'Can you stand on one leg?'

He wanted to know if / whether I could stand on one leg.

8 'Do you ever feel dizzy?'

She asked me if / whether I ever felt dizzy.

REPORTING VERBS

There are other verbs we can use to introduce reported speech as well as *say*, *tell* and *ask*. We use specific verbs in specific patterns.

Verb + clause

*The Prime Minister has just **announced** (that) there will be an election.*
*They **claim** (that) it wasn't their fault.*

Other verbs like this are: *explain*, *say*, *state*, *reply*, *mention*.

Some verbs such as *tell* and *inform* need an object.
*She **told me** (that) she was getting married.*

Verb + infinitive with to

*He **promised to let me know** as soon as possible.*
*Everyone **offered to take part** in the protest.*

Other verbs like this are: *agree*, *ask*, *refuse*, *threaten*, *demand*.

Some verbs such as *advise*, *encourage*, *persuade*, *order*, *tell* and *warn* need an object. Note the position of *not* when the direct speech is negative.
*They **warned us not to go**. (They said, 'Don't go.')*
*I **persuaded Mike to come** with us.*

Verb + preposition + -ing form

*He **apologised to me for forgetting** my birthday.*
*They haven't **admitted to organising** the burglary.*

Note that if there's an object, it goes after the verb and before the preposition.
*He **accused them of lying**.*

Other verbs like this are: *complain about*, *insist on*.
 These verbs can be followed by a noun instead of an -ing form.
*They **apologised for the cancellation** of our train.*
*Marion **complained about the programme**.*

We can use some verbs in more than one pattern, for example, *insist*, *warn* and *admit*.
*The government has **warned us that there may be** tax rises. (verb + clause)*
*They **warned everyone to expect** tax rises. (verb + infinitive with to)*
*The journalist **insisted that the story was true**. (verb + clause)*
*The journalist **insisted on the truth** of her story. (verb + preposition + noun)*
*She **insisted on proving** it was true. (verb + preposition + -ing form)*

Write sentences from the prompts. Use a past tense reporting verb.

➡ Sophie / offer / organise / the party

➡ Sophie offered to organise the party.

1 the police / warn / people / not approach / the man

The police warned people not to approach the man.

2 she / apologise for / be / late

She apologised for being late.

3 her teacher / encourage / her / take / the exam

Her teacher encouraged her to take the exam.

4 Rosie / refuse / do / her homework

Rosie refused to do her homework.

5 they / admit / make / a mistake

They admitted to making a mistake / that they had made a mistake.

6 he / insist on / pay / for the meal

He insisted on paying for the meal.

7 the union members / threaten / go / on strike

The union members threatened to go on strike.

8 his boss / promise / give / him a pay rise

His boss promised to give him a pay rise.

9 they / complain / the noise

They complained about the noise.

10 the government / advise / the public / stay inside

The government advised the public to stay inside.

DEFINING RELATIVE CLAUSES

We use defining relative clauses to add information after nouns. We use different relative pronouns according to the nouns we are adding information to or the information that comes afterwards.

To add information about people, we use a clause beginning with *that* or *who*.

*He's the actor **that** I saw on the train.*

*She's the teacher **who** became an astronaut.*

To add information about things, we use a clause beginning with *that* or *which*.

*Have you heard about the robot **that** can talk like a real person?*

*My friend designed a dress **which** was worn by a celebrity.*

To add information about times, we use a clause beginning with *when* or *that*.

*That was the day **when** we went walking in the hills and got lost.*

*In the year **that** he died, he was writing a new book.*

To add information about possessions, we use a clause beginning with *whose*.

*Do you know the woman **whose** son played the music at the wedding?*

*That's the man **whose** car was stolen.*

To add information about places, we use a clause beginning with *where*. We can also use *that* or *which* with a preposition.

*That's the hotel **where** we stayed last year.*

*That's the hotel **that** we stayed in last year.*

Join the two sentences. Use a defining relative clause.

➔ Samuel Langhorne Clemens was the writer. He was known by the name Mark Twain.

➔ Samuel Langhorne Clemens was the writer who was known by the name Mark Twain.

1 Coco is the animated film. It won an Oscar for the song *Remember Me*.

Coco is the animated film which / that won an Oscar for the song Remember Me.

2 What's the name of the place? We went there for Mum's birthday.

What's the name of the place where we went / which we went to for Mum's birthday?

3 That's the woman. Her son won the Nobel Prize.

That's the woman whose son won the Nobel Prize.

4 Your wedding day is your special day. Everything has to be planned carefully.

Your wedding day is your special day when everything has to be planned carefully.

5 *The Lido* is a book. It's about values like friendship and kindness.

The Lido is a book which / that is about values like friendship and kindness.

6 Cai Lun was the Chinese politician. He invented paper.

Cai Lun was the Chinese politician who invented paper.

7 I remember the day. David Bowie died on that day.

I remember the day when David Bowie died.

8 He's an American musician. He plays the saxophone.

He's an American musician who / that plays the saxophone.

9 Do you remember the name of the restaurant? We went there for New Year.

Do you remember the name of the restaurant where we went for New Year?

10 That's the band. Their song was number one for twelve weeks.

That's the band whose song was number one for twelve weeks.