

1A present simple and present continuous; state verbs; adverbs of frequency

REFERENCE ◀ page 9

**Present simple**  
We use the present simple to talk about something that is always or generally true, or for habits or routines (things that happen regularly).

**Present continuous**  
We use the present continuous to talk about an activity happening right now, at the time of speaking.  
  
We also use the present continuous to talk about a temporary activity happening around now.  
**He's studying philosophy at university.**

We often use these words and phrases with the present continuous: *now, at the moment, currently, this month.*  
**He's living with his grandmother at the moment.**

We also use the present continuous for future arrangements (see page 113).

We form the present continuous with the correct form of the verb *be* + the *-ing* form of the verb.

+	I'm watching a film at the moment.
-	He isn't talking to me.
?	Are you living with your parents at the moment?

**State verbs**  
Some verbs are not usually used with continuous tenses. They describe thoughts, feelings, sense and perceptions. They are called 'state verbs'.

Common state verbs are: *be, believe, belong, feel, forget, hate, hear, imagine, know, like, love, matter, mean, need, prefer, realise, remember, seem, suppose, understand.*

**Adverbs of frequency**  
Adverbs of frequency tell us how often something happens. We often use adverbs of frequency with the present simple.  
  
The most common adverbs of frequency are: *always, often, usually, sometimes, occasionally, rarely, never.*

We also use expressions of frequency to talk about how often something happens, e.g. *every day/year, twice a week, hardly ever, once in a while.*

**I hardly ever talk to him.**  
  
We usually put adverbs of frequency **before** the main verb, or **after** the verb *be*  
**I often study in the evenings.**  
**I'm not usually late.**

Adverbs of frequency can go at the beginning, in the middle or at the end of a sentence.  
**Occasionally, I see my aunt.**  
**I occasionally see my aunt.**  
**I see my aunt occasionally.**

*Always* and *never* do not normally go at the beginning or end of sentences.  
  
Expressions of frequency usually go at the beginning or the end of the sentence.  
**Once in a while he sends flowers.**  
**We work together every day.**

PRACTICE

- 1 Complete the sentences with the present simple or present continuous form of the verbs in brackets.
- 1 ..... you ..... with your parents at the moment? (live)
  - 2 ..... your partner ..... how to cook? (know)
  - 3 What song ..... you ..... to? I've never heard it before. (listen)
  - 4 How often ..... you ..... your family? (see)
  - 5 This month I ..... to finish this new project. (try)
  - 6 When we go to Rome, we usually ..... with my sister. (stay)
- 2 Add the expressions of frequency on the line according to how often you think they happen.

every day	every weekend	from time to time
hardly ever	once a month	once in a while
twice a year		

- never ..... always
- 3 Complete the sentences. Choose the correct place (a or b) for the adverb or expression of frequency.
- 1 (a) ..... our manager deals (b) ..... with problems. It's her job. (usually)
  - 2 I (a) ..... get up early (b) ..... and go for a run. (every day)
  - 3 She's a close friend but (a) ..... we (b) ..... see each other – maybe only once a year. (rarely)
  - 4 I (a) ..... clean the house at the weekend (b) ..... I hate it when it's a mess. (always)
  - 5 (a) ..... I (b) ..... speak to my manager – maybe once a month. (once in a while)
  - 6 (a) ..... I (b) ..... work late at night because I get too tired and I can't concentrate. (never)
  - 7 We go (a) ..... out for a meal together (b) ..... (occasionally)
  - 8 I (a) ..... wish I worked part-time because I'd love to spend (b) ..... more time with my family. (sometimes)

1B verb patterns

REFERENCE ◀ page 13

**-ing forms**  
We can use the *-ing* form of a verb as the subject of a sentence.  
**Playing outside is good for children.**  
**Reading in a foreign language can be difficult.**

**Preposition + -ing form**  
We often use *-ing* forms after a preposition.  
**After seeing the film, he cried.**  
**Before going to bed, he had a shower.**

**Verb + to infinitive**  
Some verbs are followed by a *to* infinitive.  
**I hope to become a doctor.**  
**He decided to buy a new car.**  
**I'd like to go on holiday.**  
**I promise to do my homework.**  
**We expect to be home tomorrow.**

**Verb + -ing form**  
Some verbs are followed by an *-ing* form.  
**I love swimming.**  
**She enjoys playing tennis.**  
**They avoid travelling by bus.**  
**I miss seeing my friends.**

verbs followed by an <i>-ing</i> form	verbs followed by a <i>to</i> infinitive
avoid	agree
don't mind	choose
enjoy	decide
finish	expect
imagine	help
miss	hope
spend time	need
stop	promise
	seem
	want
	would like

PRACTICE

- 1 Complete the sentences with the *-ing* or *to* + infinitive form of the verbs in the box.
- drink finish go have live  
play read repair swim visit
- 1 The mechanic helped ..... my car.
  - 2 I need ..... a meeting with my financial consultant.
  - 3 Would you like ..... out for dinner tonight?
  - 4 I can't imagine ..... in that house – it's so small!
  - 5 I don't like ..... water from a bottle.
  - 6 They decided ..... football this morning.
  - 7 Do you enjoy ..... in the sea?
  - 8 I hope ..... my degree this year.
  - 9 I love ..... books about adventures.
  - 10 They want ..... the monuments tomorrow.
- 2 Complete the text with the correct *-ing* or *to* infinitive form of the verbs in brackets

Helping me choose

When I was ten, I wanted <sup>1</sup> ..... (be) a pilot. I hoped <sup>2</sup> ..... (fly) all over the world. But when I turned eleven, everything changed because I met Mrs Jones, a teacher at my secondary school. She was the best! I enjoyed <sup>3</sup> ..... (learn) with Mrs Jones because everything we did was fun. Before <sup>4</sup> ..... (attend) her class, I hated science, but I stopped <sup>5</sup> ..... (hate) it because of her. We spent lots of time <sup>6</sup> ..... (do) fun things. She took us outside to learn about nature and she also took us to amazing museums. She seemed <sup>7</sup> ..... (love) teaching and she was very kind to us. <sup>8</sup> ..... (learn) became fun. After <sup>9</sup> ..... (study) with her for a year, I decided <sup>10</sup> ..... (become) a teacher myself. Ten years later, I was standing in front of my own class!





1C How to ... start and end a conversation; keep a conversation going

REFERENCE ◀ page 14

Starting a conversation with a stranger

Excuse me, is anyone (sitting here/using this)?  
Is this your first time (here/at this event)?  
Do you mind if I/Is it OK if I (charge my phone here/ use this)?  
How long have you (had your dog/lived here/worked here)?  
Are you going (to London/to the festival)?  
Excuse me, do you know if there's (wifi/a café near here)?  
I'm (name), by the way.

Starting a conversation with a friend or acquaintance

It's a lovely (morning/day/evening), isn't it?  
Did you hear about (the earthquake/the accident)?  
Did you watch (that programme/the match)?  
Are you doing anything nice (at the weekend/for the summer holidays)?  
How was your (weekend/holiday)?

Responding and keeping a conversation going

No problem.  
Go ahead.  
Not at all.  
Help yourself.  
Be my guest.

What about you?  
How about you?  
And you?

Ending a conversation

OK, nice to meet you.  
See you later.  
(Great/Nice) talking to you.  
Have fun./Have a good time.  
I've got to go.  
That's my (bus/train).



PRACTICE

- 1 Choose the correct word(s) to complete the conversations.
- 1 A: Excuse / Excuse me, is anyone sitting here?  
B: No, go on / go ahead.
- 2 A: Do you mind that / if I charge my phone here?  
B: No / Is no problem.
- 3 A: Is this the / your first time here?  
B: Yes, what for / about you?
- 4 A: How long have you lived / do you live here?  
B: Two years. And / And for you?
- 5 A: Are you going in / to Cambridge?  
B: Yes, I am. Sorry, I've got to / I don't go.
- 6 A: Are / Do you mind if I sit here?  
B: You are my / Be my guest.
- 7 A: I'm Jess, on the / by the way.  
B: OK, nice that I meet / nice to meet you, Jess.
- 8 A: This is / This my bus.  
B: OK, enjoy / enjoying your weekend.

- 2 Put the words in the correct order to make sentences.
- 1 you / talking / to / nice .
- 2 nice / weekend / you / at / anything / the / doing / are ?
- 3 anyone / is / this / using ?
- 4 time / a / good / have .
- 5 if / you / charge / mind / I / phone / here / do / my ?
- 6 to / OK, / you / meet / nice .
- 7 train / this / my / is .
- 8 later / you / see .

- 3 Complete the conversation with the phrases (a–f).
- Paulo Oh, Hi Mel. <sup>1</sup> .....
- Mel Yes, it's beautiful! <sup>2</sup> .....
- Paulo It was OK, thanks. I didn't do much but it was nice to relax. <sup>3</sup> .....
- Mel I went out with Josie on Saturday. That was fun.
- Paulo Where did you go? Oh! This is my bus. <sup>4</sup> .....
- Mel <sup>5</sup> .....
- Paulo See you later.
- Mel <sup>6</sup> ..... at work today.
- Paulo I'll try!

- a Have fun  
b It's a lovely morning, isn't it?  
c How about you?  
d No problem.  
e How was your weekend?  
f I've got to go.

1D modifiers

REFERENCE ◀ page 16

We use modifiers to talk about how much, or how little, something is true.

quite, quite a/an ...

Quite has a meaning which is less strong than very.  
That's quite interesting. (but not very interesting)  
That's quite an expensive hobby.  
That's quite a lot of money.

We use:  
quite + adjective  
It's quite difficult to find a job at the moment.

quite a/an + adjective + noun  
That's quite a difficult language to learn.  
She's quite an easy-going person.

We can use other modifiers (relatively, fairly, pretty, reasonably, etc.) with adjectives, instead of quite, with a similar meaning.  
This area is relatively cheap to live in.  
He is fairly happy with his lifestyle.  
My life is pretty good at the moment.

a bit more/a lot more

We use a bit (more/less) for a small amount more or less.  
We use a lot (more/less) for a large amount more or less.  
I'd like to travel a bit more.  
She'd like to be a bit more healthy.  
He'd like to see his friends a lot more.  
She'd like to spend a lot less.

PRACTICE

- 1 Choose the correct word(s) to complete the sentences.
- 1 I think I have quite / quite an / pretty interesting job.
- 2 My lifestyle is quite / a lot / reasonable busy.
- 3 I live a lot / more / fairly near to my work.
- 4 I would say I'm pretty / relative / fair happy at the moment.
- 5 I would like to go out with friends quite more / a bit more / bit.
- 6 She reduced her hours at work so now she works a bit more / a lot more / a bit less.
- 7 He wants to travel relatively / a bit more / fairly and see the country.
- 8 For the lifestyle I would like, I need to earn fairly / a lot more / a bit money.

- 2 Put the words in brackets in the correct place in the sentences.
- 1 I live in a small flat. (quite)
- 2 We have a comfortable life. (relatively)
- 3 I work more these days. (a lot)
- 4 My new car was expensive. (quite)
- 5 It's cheap to live in an area like this. (reasonably)
- 6 I have an easy job at the moment. (quite)
- 7 My life is boring most of the time! (pretty)
- 8 I'd like to exercise more. (a bit)

- 3 Complete the sentences with the phrases in the box.
- a bit more healthily   a bit more productive  
a bit more time   fairly healthy   pretty bored  
quite a creative   quite an alternative  
work a bit less

- 1 I'm ..... person – I love to paint and write my own music.
- 2 I think I live ..... lifestyle because I don't have a traditional job.
- 3 I wish I could be ..... with my days. I'm always wasting time.
- 4 I think I'm ..... at the moment. I eat well and exercise every day.
- 5 I'd really like to apply for a part-time job so that I could .....
- 6 I'd like to have a more exciting job – I'm ..... with my work at the moment.
- 7 We should really try to eat ..... because we eat too many takeaways.
- 8 I spend a lot of time looking after my family, so it would be nice to have ..... to myself.

- 4 Use the prompts to make sentences.
- 1 I'm / quite / positive / person.  
.....
- 2 We'd like / have / bit / more / time with our grandchildren.  
.....
- 3 We / had / quite / nice / time / at the beach.  
.....
- 4 I / need / start / spending / lot / less / money.  
.....
- 5 This / is / quite / useful / app.  
.....
- 6 Raisa / would like / be / bit / more / easy-going.  
.....



2A narrative tenses

REFERENCE ◀ page 21

Past simple

We use the past simple for states and actions in the past. We often specify the time when they happened.

I left university in 2015.

He didn't know the way to Sam's house.

How did you meet Harry?

Past continuous

We use the past continuous to give the background information for a story. We use the past simple to talk about the main events.

I was walking through the park.

The birds were singing.

Children were playing football.

Often the past continuous action is interrupted by another action (in the past simple) in the same sentence.

I was reading a book when the phone rang.



I was listening to music when the internet crashed.

We often use *while* and *as* to talk about two actions which were happening at the same time.

They were closing the café as we were finishing our coffee.

For more information on state and action verbs see section 1A, page 104.

Past perfect

We form the past perfect with *had* + past participle.

+	I had finished my work.
-	They hadn't visited for a long time.
?	Had you been there before?

We use the past perfect to make it clear that an action happened earlier in the past, before another action. We use the past perfect for the earlier past action.

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

When it is already clear which past action came first, we can use the past simple for both actions.

He had lived in Dublin for five years before he moved to Cork.

He lived in Dublin for five years before he moved to Cork.

We often use the past perfect after thinking verbs like *discover*, *find out*, *realise*, *remember*, *think*, etc.

When I got to work, I realised I'd left my laptop at home.


PRACTICE

1 Choose the correct word(s) to complete the sentences.

- Fabio **was cycling / cycled** to work when he **fell / had fallen** off his bike.
- I couldn't walk properly because I **had damaged / was damaging** my knee the previous day.
- Jack was very surprised when he saw that I **painted / had painted** the living room pink!
- I couldn't get into my flat because I **had forgotten / was forgetting** my keys.
- I **had never been / was never going** to Egypt before, so I was really excited to see the Pyramids.
- Our train was cancelled, so we **were waiting / had waited** for the next one to arrive.
- I **looked / was looking** through some old photographs and I **found / was finding** this one of you at university.
- When I got to the airport, I realised I **left / I'd left** my passport at home.
- He **was going / had gone** so fast down the ski slope that he crashed into the restaurant.
- We **were sitting / had sat** on the balcony and enjoying the view of the lake.

2 Complete the text with the verbs in the box.

arrived came off felt got onto had rained  
was running was wearing was working

 A few years ago, I <sup>1</sup>..... in Bangkok. It was my first week in a new job and it was monsoon season. The streets were very wet because it <sup>2</sup>..... a lot the night before. I <sup>3</sup>..... to catch the bus in and I <sup>4</sup>..... flip-flops, which was probably not a very good idea. The water in the road was very deep, so as I <sup>5</sup>..... the bus, one of my flip-flops <sup>6</sup>..... and floated down the road. I <sup>7</sup>..... at the school with just one shoe. I <sup>8</sup>..... so embarrassed!



2B past simple and present perfect

REFERENCE ◀ page 24

Present perfect

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

+	I've been to Poland a few times.
-	He hasn't worked here before.
?	Have you bought a new car?

We use the present perfect for general experiences in the past when it isn't important or isn't known exactly when these things happened.

I've been to Paris.

I haven't seen that film.

We often use the present perfect with *ever* and *never*.

Have you ever been to New York?

I've never met your brother.

We also use the present perfect when a past action is relevant in the present.

I can't play tennis today. I've hurt my leg.

We can also use the present perfect if we are talking about a period of time that is unfinished.

I've run six miles today. (Today is unfinished so I can run more.)

Past simple

We use the past simple for actions that happened at a specific time in the past.

I went to Sweden in 2019.

I ate a hamburger yesterday.

Notice the difference between the past simple and present perfect.

I went to London last year. (a specific time in the past)

I've been to London. (It isn't known when this happened.)

I ran five kilometres this morning. (a time in the past)

I've run five kilometres today. (an unfinished period of time)

Conversations about general experiences often begin with the present perfect and continue in the past simple as the speaker adds details.

A: I've been to Colombia.

B: Really? Where did you go?

A: I went to Medellín.

PRACTICE

1 Complete the conversations with the correct past simple or present perfect form of the verbs in brackets.

- A: She <sup>1</sup>..... her first book in 2018. (publish)  
B: <sup>2</sup>..... anything else since then? (she / write)  
A: Yes, she <sup>3</sup>..... me her second book a few months ago. (send)
- A: My partner <sup>4</sup>..... in a play last year. (act)  
B: Really? Which one?  
A: I can't remember. He <sup>5</sup>..... in so many, I never remember the names. (be)
- A: I do most sports, but I <sup>6</sup>..... tennis. I'd love to learn. (never / play)  
B: I can teach you. I <sup>7</sup>..... all my life! (play)
- A: <sup>8</sup>..... Warsaw? (you / ever / visit)  
B: Yes, many times. The last time I <sup>9</sup>..... was in 2019. (go)  
A: Really?! I <sup>10</sup>..... there in 2019, too. (be)

2 Complete the text with the correct past simple or present perfect form of the verbs in brackets.

Bookworms together

I <sup>1</sup>**ve known** (know) my best friend Natasha for over twenty years. We <sup>2</sup>..... (become) close friends at school because of a shared love of stories. When I was young, I <sup>3</sup>..... (be) extremely shy. I spent most of my time reading. That's how I <sup>4</sup>..... (meet) Natasha – in the school library. We <sup>5</sup>..... (discover) that we both loved books and films. Since those days we <sup>6</sup>..... (go) to the cinema together hundreds of times. Also, we <sup>7</sup>..... (share) hundreds of books: if she reads something she likes, she gives it to me to read, and I do the same. In all these years we <sup>8</sup>..... (not disagree) once!





2C How to ... apologise and give reasons

REFERENCE page 27

We use these phrases to apologise and accept the apology.

apologise	accept the apology
Sorry I'm late.	Don't worry.
Sorry to keep you waiting.	No problem.
I'm really sorry.	It's/That's fine.
I apologise.	It's/That's OK.
Sorry about that.	Never mind.

We use these phrases to give a reason and accept responsibility.

give a reason	accept responsibility
There was a (delay/problem with ...)	I made a mistake.
My (train) was delayed.	It was (my/our) fault.
My (train/flight) got cancelled.	
I got the (date/time) wrong.	
The (traffic/journey) was terrible.	
I got lost.	

We use these phrases to say we will take action.

take action

I'll be there as soon as possible.  
I'll call you back.

PRACTICE

1 Match the sentence halves.

- 1 Sorry I'm

2 Sorry to keep

3 Sorry about

4 Don't

5 Never

6 I got the

7 My flight

8 I got

9 It was my

10 I'll be there as
- a that.

b date wrong.

c lost.

d you waiting.

e worry.

f soon as possible.

g mind.

h late.

i fault.

j was delayed.

2 Complete the words in the conversations.

- 1 A: John?

B: Yes.

A: It's Mary here. Sorry to keep you <sup>1</sup>w.....!

My train was <sup>2</sup>d..... by thirty minutes.

B: Oh, that's OK.

A: I'm just walking past the museum now. I'll be there as soon as <sup>3</sup>p.....

B: <sup>4</sup>N..... problem. See you soon.
- 2 A: I missed your party yesterday! I'm sorry.

B: Don't <sup>5</sup>w..... . Is everything OK?

A: Yes. I <sup>6</sup>g..... the date wrong. I thought the party was next week. It was my <sup>7</sup>f.....

B: Oh no! Well, never <sup>8</sup>m..... . You can come to the next one.
- 3 A: <sup>9</sup>S..... I'm late! The traffic <sup>10</sup>w..... terrible.

B: <sup>11</sup>T..... OK. Have a seat.

A: There was a delay on Main Street, so I took a different route, but then I <sup>12</sup>g.....lost!

B: Oh, no! Well, you're here now.

3 Complete the conversations with the phrases in the box.

I'll be there as soon as possible  
I made a mistake with the time It was my fault  
Never mind Sorry to keep you waiting  
The traffic was terrible

- 1 A: <sup>1</sup>..... . My train was cancelled. I had to wait for the next one.

B: That's OK. I've only just arrived, too. <sup>2</sup>..... . The journey took me over an hour.
- 2 A: Sorry I'm late. I got lost. <sup>3</sup>..... . I forgot to note down your address.

B: <sup>4</sup>..... .You're here now.
- 3 A: I've just seen that this morning's meeting starts at 10 a.m. <sup>5</sup>..... . I thought it started at 11 a.m. and I'm out meeting a customer. <sup>6</sup>..... . I might be late though.

B: Don't worry. I'll let you know if you miss anything.

2D prepositions of time

REFERENCE page 28

We use prepositions of time to specify exactly when something happens.

before/after/during/until/between

We use *before/after* + a specific time or event.

We need to be there **before** 7 p.m.  
**After** breakfast, she left for school.

We use *during* to talk about something that happens within a period of time.

**During** the 2010s a lot of people left the country.  
We talked about it **during** lunch.

We use *until/till* to talk about something which happens up to a certain time and then stops.

She worked there **until** 2004. (Then she changed jobs.)  
We'll wait **till** 6 p.m.

We use *between* to talk about a time that starts at a certain point and finishes at a certain point.

They lived in New York **between** 2005 and 2008.  
They're leaving **between** 3 p.m. and 4 p.m.

in/at/on

We use *in* + months/years/decades/centuries/seasons.

We're going on holiday **in** August.  
**In** 2020 I changed my career.  
**In** the 1990s, there was a lot of investment.  
**In** the twenty-first century, this type of work has become important.  
We spend a lot of time on the beach **in** the summer.

We also use *in* + a period of time, to show when something will happen.

I'll see you **in** ten minutes.  
The conference finishes **in** three hours.

We use *at* + a specific time.

We need to be there **at** 5 o'clock.  
The film starts **at** 8.30 p.m.

We also use *at* + certain words such as *weekend* and *night*.

Let's go there **at** the weekend.  
I wouldn't go there **at** night.

We use *on* + dates/days.

I'll see you **on** Wednesday afternoon.  
My birthday is **on** 12 July.  
They celebrate **on** New Year's Day.  
We play football **on** Saturdays.

PRACTICE

1 Choose the correct words to complete the sentences.

- 1 They always travel to the Mediterranean **during** / **at** / **on** the summer holidays.

2 I lived there **at** / **on** / **until** 2020 and then I moved.

3 That sounds great. We'll see you **in** / **at** / **until** the weekend.

4 He visited Japan **at** / **on** / **in** February.

5 The ancient Olympic Games began **in** / **at** / **on** 776 BCE.

6 The best time to visit is **until** / **between** / **at** May and July.

7 **Before** / **Until** / **During** we start the meeting, let's make sure everyone is here.

8 I'll see you **on** / **at** / **in** a couple of weeks.

9 We weren't allowed to leave the country **until** / **between** / **during** the law changed.

10 We're planning a trip to see the Grand Canyon **in** / **at** / **on** my birthday.

2 Complete the sentences with prepositions.

- 1 ..... 2021 I travelled to Mexico to research my book.

2 A lot of businesses have closed down ..... these difficult times.

3 We'll postpone the trip ..... we receive our new passports.

4 I saw Helena ..... the weekend and she says 'hello'.

5 I'm hoping to move to New York ..... a few weeks.

6 Greece attracted more than 31 million visitors ..... 2019.

7 We usually celebrate with a big meal and fireworks ..... New Year's Eve.

8 They lived in Portugal ..... 2008 and 2011.

3 Complete the email with prepositions.

Hi Jess,

How was your day? Mine was great. As you know, I usually stay in bed <sup>1</sup>..... Saturday mornings, but this morning I got up <sup>2</sup>..... 5 a.m. and drove to the beach so I could go surfing with Allie. The last time I did it was <sup>3</sup>..... 2020. We surfed for hours, <sup>4</sup>..... we were too hungry to carry on! <sup>5</sup>..... breakfast at a nearby café, we drove to some shops so I could get some clothes for my holiday <sup>6</sup>..... July. I got home sometime <sup>7</sup>..... 5 and 6 p.m. with very painful feet!

Anyway, I hope you had a good day. I'm really happy that you're coming to see me <sup>8</sup>..... two months. I can't wait!

Mona x



3A question forms

REFERENCE ◀ page 33

Word order in questions

Notice the word order in questions.

question word	auxiliary verb	subject	verb
Where	do	you	live?
What	did	he	want?
When	are	they	coming?
Where	have	you	been?

Subject questions

When we ask about the subject of a verb, we don't use an auxiliary verb.

**Who invited you to the party?** John invited me. (We are asking about the subject.)

**Who did you invite to the party?** I invited all my friends. (We are asking about the object.)

Notice the word order in subject questions.

question word	verb	object
Who	wants	a drink?
What	happened?	–
Who	ate	the sandwich?

Compare subject and object questions.

Object question: **What did he write?**

Subject question: **Who wrote it?**

Questions with prepositions

When we use a verb + preposition such as *look for*, *write about*, *listen to*, etc., we usually keep the verb and preposition together. The preposition usually comes at the end of the question.

**What did you talk about?** **Who are you looking for?** **What music do you listen to?**

Yes/No questions

*Yes/No* questions don't use a question word. The answer to the question is *Yes* or *No*.

auxiliary verb	subject	verb	object
Does	he	work?	
Did	you	know?	
Have	they	arrived?	
Did	you	enjoy	the film?
Are	they	watching	the game?

PRACTICE

1 Put the words in brackets in the correct places to make questions.

1 the competition? (won / who)

2 were you thinking? (what / about)

3 to the old theatre? (happened / what)

4 Where your great-grandparents come? (from / did)

5 your parents here? (live / did)

6 she here for a long time? (worked / has)

7 is all that noise? (who / making)

8 house you looking for? (are / which)

2 Write questions for the underlined answers.

1 Where \_\_\_\_\_?

I live in Madrid.

2 \_\_\_\_\_ the game?

Nick won the game.

3 \_\_\_\_\_ meat?

No, he doesn't eat meat.

4 \_\_\_\_\_ doing?

They are sleeping.

5 What \_\_\_\_\_?

I'm writing about my first holiday.

6 \_\_\_\_\_ home?

We got home yesterday.

7 \_\_\_\_\_ the chocolate?

We ate the chocolate.

8 \_\_\_\_\_ the film?

Yes, we liked the film.

3B future plans and intentions

REFERENCE ◀ page 36

be going to + infinitive

+	I'm going to start university next year.
-	She <b>isn't</b> going to move to Paris.
?	What <b>are</b> you going to do?

We use *be going to* when we have already decided on a future plan or intention.

**She's going to buy a house.** (NOT ~~She will buy a house.~~)

Present continuous: be + verb + -ing form

+	I'm starting my course in September.
-	We <b>aren't</b> going away for very long.
?	What time <b>are</b> you leaving in the morning?

We use the present continuous to talk about future plans and arrangements that have already been made. We usually specify a future time such as *next week*, *on Friday*, etc. unless it's obvious that we're talking about the future.

**We're flying to Greece on Friday.** (We've already bought the tickets.)

**She's staying in a hotel near the airport.** (The hotel is already booked.)

We often use the present continuous instead of *be going to* when the main verb is *go* or *come*. Both forms are possible.

Instead of: **We're going to go to Spain.**

we say: **We're going to Spain.**

Instead of: **I'm going to come and see you later.**

we say: **I'm coming to see you later.**

In many cases both the present continuous or *be going to* are possible, with only a small difference in meaning.

**I'm playing basketball on Saturday.** (It is arranged.)

**I'm going to play basketball on Saturday.** (This is my plan.)

will

+	We'll meet you at the station.
-	We <b>won't</b> see you tomorrow.
?	<b>Will</b> you want a taxi?

We use *will* + infinitive without *to* when there is no plan or fixed arrangement but we make the decision at the time of speaking.

**I'm tired. I think I'll go to bed.**

might

+	I <b>might</b> go out later.
-	We <b>might not</b> go on holiday this year.

We use *might* + infinitive without *to* to talk about plans, when we are unsure what the plan is.

**I might see you at the restaurant this evening.** (But I'm not sure. I might decide not to go.)

We do not usually use *might* in question forms. It is considered to be old fashioned and formal.

**Do you think you might see Maria later?**

NOT ~~Might you see Maria later?~~

PRACTICE

1 Complete the conversations with the words in brackets in the correct form. Sometimes two options are possible.

1 A: What **are** you doing/going to do later? (do)

B: I **'m having** dinner with my family. (have)

2 A: \_\_\_\_\_ you \_\_\_\_\_ to the match on Sunday? (come)

B: Yes, I \_\_\_\_\_ you there. (see)

3 A: A few of us \_\_\_\_\_ out for a meal later. Do you want to join us? (go)

B: Thanks, but I'm very tired. I think I \_\_\_\_\_ at home. (stay)

4 A: I'm \_\_\_\_\_ my boss later. (meet) I'm \_\_\_\_\_ him for more money. (ask)

B: Good luck!

5 A: My cousin \_\_\_\_\_ married in September. (get)

B: How lovely! Are they \_\_\_\_\_ a big celebration? (have)

6 A: I \_\_\_\_\_ from home tomorrow. (work)

B: That's fine. We \_\_\_\_\_ you if there are any problems. (call)

2 Choose the correct option (a, b or c).

1 He's \_\_\_\_\_ study biology at university.

- a going
- b not going
- c going to

2 \_\_\_\_\_ to open a new shop here?

- a Are they planning
- b Will they plan
- c They planning

3 We \_\_\_\_\_ have a holiday this year. We don't have enough money.

- a 're not go
- b aren't going
- c aren't going to

4 \_\_\_\_\_ this afternoon?

- a Are you going to work
- b Are you work
- c Will you working

5 I'm really hungry. I think I \_\_\_\_\_ stop for some lunch.

- a 'll
- b 'm going
- c might to

6 They \_\_\_\_\_ their exams next week.

- a will to do
- b going to do
- c are doing



3C How to ... make polite inquiries

REFERENCE ◀ page 39

We use indirect questions when we want to make inquiries or polite requests.

- Could you tell me** if I have to pay for the swimming pool?  
**Could you explain** how I get a work permit?  
**I'd like to know** when the next train leaves.  
**I'd like to know** how this works.  
**Do you know** whether I can pay by credit card?  
**Do you know** where the halls of residence are?  
**Can I ask** if you know the way to the museum?  
**Can you tell me** what time the gym closes?

We use a different word order when we ask indirect questions. The word order is the same as for statements.

- Can you tell me what time the train leaves?**  
NOT ~~Can you tell me what time does the train leave?~~  
**Do you know when the shops open?**  
NOT ~~Do you know when do the shops open?~~  
**I'd like to know where the bus stops.**  
NOT ~~I'd like to know where does the bus stop.~~

PRACTICE

1 Find the mistakes and correct them. Two of the sentences are correct.

- 1 Could you tell to me if this is the way to the employment office?
- 2 Can I ask if you know what time the gallery opens?
- 3 I'd like to know if do I need my student card to study on campus.
- 4 Do you know whether is the cinema open?
- 5 Can you telling me where the nearest petrol station is?
- 6 I'd like know what time the flight arrives.
- 7 Do you know how to get to the shopping mall?
- 8 Could you if tell whether I need a visa?

2 Put the words in brackets in the correct order to complete the questions.

- 1 A: (you / know / I / where / do / find / can) the tourist information office?  
B: Yes, it's just over there.
- 2 A: (to / like / I'd / know) about some good places to visit in the city.  
B: OK, I can give you some recommendations.
- 3 A: (you / tell / is / me / far / how / it / could) to the airport from here?  
B: It's about twenty kilometres.
- 4 A: (you / tell / is / can / market / me / the / where)?  
B: Yes, there's a big market in the next street.
- 5 A: (me / you / could / tell / the way) to the station?  
B: I'm going there now. You can come with me.
- 6 A: (know / you / whether / can / do / I) use these facilities?  
B: Yes, are you a student here?

3 Complete the indirect questions. Use the direct questions in brackets to help you.

- 1 A: Excuse me, could you tell <sup>1</sup> .....? (What time is the next train to Seville?)  
B: Sure. It leaves in thirty minutes.  
A: Do you know <sup>2</sup> .....? (Is it a direct train?)  
B: It is. It takes two hours and twenty minutes.  
A: Great. I'd like to know <sup>3</sup> ..... (How much is a ticket?)  
B: Let me look. Right, it's €61.50.  
A: OK thanks. I'd like two tickets then, please.
- 2 A: Hello. I'm here for the college open day.  
B: Could you tell <sup>4</sup> ....., please? (What is your name, please?)  
A: Yes, it's Melissa Walker.  
B: OK Melissa. I have your name here. Can I ask <sup>5</sup> .....? (Is it your first time at the college?)  
A: Yes, it is. I'm thinking of applying for a course here next year.  
B: Lovely. Do you know <sup>6</sup> .....? (Which course do you want to do?)  
A: Yes, I'd like to be a chef.  
B: Great! Right, so someone will be here in about ten minutes to show you and other people around. Just wait here for now.  
A: OK. Can you tell <sup>7</sup> .....? (Are there any toilets near here?)  
B: Yes, they're just over there on the right.  
A: And do you know <sup>8</sup> .....? (How long does the tour take?)  
B: It'll be about an hour.



3D phrasal verbs

REFERENCE ◀ page 40

A phrasal verb is a combination of a verb and a particle (a preposition or an adverb). The combination has a new meaning that is usually different from the meaning of the verb alone.

- I get up at 6.15.** (get out of bed)  
**My car broke down.** (stopped working)  
Some phrasal verbs don't take an object.  
**I go out at night.**  
**My alarm goes off at 7 a.m.**  
**The plane takes off in ten minutes.**

Other phrasal verbs take an object.  
**I put on my hat.**  
**I look after my dog.**

With some phrasal verbs, we cannot separate the verb and the particle.

- I look after my children.**  
NOT ~~I look my children after.~~  
**We got on the bus.**  
NOT ~~We got the bus on.~~

Other examples of phrasal verbs that behave in this way are: *look after someone*, *come across something* (= find), *stick with something* (= continue doing it), *log onto (a computer)*, *break into (a house)*.

With other phrasal verbs, we can separate the verb and the particle.

- I put on my coat.**  
**I put my coat on.**  
**Put away your toys!**  
**Put your toys away!**  
**We picked up our rubbish.**  
**We picked our rubbish up.**

- I'll take off my jacket.**  
**I'll take my jacket off.**

Other examples of phrasal verbs that behave in this way are: *throw away (rubbish)*, *switch on (the TV)*, *write down (information)*, *shut down (a computer)*, *look up (a word)*, *try on (clothes)*.

If the object is a pronoun (e.g. *it*), the pronoun always comes before the particle.

- I'll throw it away.**  
NOT ~~I'll throw away it.~~  
**She picked it up.**  
NOT ~~She picked up it.~~

PRACTICE

1 Rewrite the sentences. Use the phrasal verb in brackets in the correct form.

- 1 He didn't put my number on paper. (write down)  
He .....
- 2 Rosa lifted the pen. (pick up)  
Rosa .....
- 3 I'll tell him to leave. (go away)  
I .....
- 4 My alarm didn't make any noise. (go off)  
My alarm .....
- 5 They are caring for that dog. (look after)  
They .....
- 6 Juan Pablo turned off his computer. (shut down)  
Juan Pablo .....
- 7 I'm finding the word in the dictionary. (look up)  
I'm .....
- 8 We put the old clothes in the rubbish bin yesterday. (throw away)  
We .....

2 Look at the phrasal verbs in Ex 1 again. Which ones can have the particle in two positions?

- 1 **He didn't write my number down.** OR **He didn't write down my number.**

3 Correct the mistakes in the sentences. Two sentences are correct.

- 1 Can you help me put on all these toys in the cupboard?
- 2 I heard a new English word yesterday, but I forgot to write down it.
- 3 I don't like trying clothes on in shops.
- 4 We've just come some old photos across.
- 5 My alarm goes at 6 a.m. off every day.
- 6 You buy a ticket from the driver when you get up the bus.
- 7 I'm enjoying my Spanish lessons, so I'm going to stick with them.
- 8 Mrs Garcia has asked me to take her cat and look it after while she's away.
- 9 Their plane will take on in thirty minutes.
- 10 I saw some money on the floor so I picked up it.





4A modals for rules and advice

REFERENCE ◀ page 45

We can use modals to talk about rules and to give advice.

have to/need to/must

We use *have to/need to/must* when we talk about rules and things that are necessary. You have no choice, or it's a very strong suggestion.

You **must** talk to your manager about the problem.

We **have to** pay tax on the money we earn.

I **need to** get up early to catch my flight tomorrow.

In the positive form we often use *have to, need to* and *must* with the same meaning.

In the negative form, *don't have to/needn't* (or *don't need to*) and *mustn't* have different meanings. We use *don't have to, needn't* and *don't need to* when something is not necessary, but you can do it if you want.

You **don't have to** finish that report today. Tomorrow will be fine.

You **needn't** worry too much about that.

You **don't need to** bring a laptop.

We use *mustn't* when something is not allowed.

You **mustn't** use your mobile phone when you're on the plane. (It is not allowed and it's dangerous.)

We use *must* to talk about present or future situations. For past situations, we use *had to*.

We **must** leave soon, before it gets dark. (present/future)

We **had to** leave early yesterday morning. (past)

should/shouldn't

We use *should/shouldn't* when we are giving advice. We use *should* to talk about things that are a good idea, and *shouldn't* to talk about things that are not a good idea.

You **should** come to work in smart clothes.

You **shouldn't** arrive late to meetings.

**Should** I wear a tie?

Notice that *must* and *should* are followed by the infinitive without *to*.

We **must** get there on time.

NOT We ~~must to~~ get there on time.

You **should** ask Helen for some advice.

NOT You ~~should to~~ ask Helen for some advice.

PRACTICE

1 Match the sentence halves.

- 1 I really look forward to the weekend because I
- 2 I must try
- 3 You don't
- 4 I really think Clarissa should
- 5 You mustn't give
- 6 You don't have
- 7 Can I call you later? I need to
- 8 Should we

- a need to wait for me, I'll see you later.
- b to put on your webcam if you don't want to.
- c don't have to get up early for work.
- d ask for a pay rise. She deserves it.
- e wait until everyone arrives?
- f to visit Frank while he is in hospital.
- g ask you a few questions.
- h your phone number to any of the clients.

2 Choose the correct word(s) to complete the text.

5 Steps for fitness success

- Make sure you get some exercise every day. You <sup>1</sup>**don't have to / need to** go running if that's not your style, but you <sup>2</sup>**should / don't have** try to do at least an hour of moderate exercise.
- You <sup>3</sup>**should to / need to** eat healthily. You <sup>4</sup>**mustn't / should** try to plan your meals so that you don't get too hungry. You <sup>5</sup>**mustn't / don't have to** eat lots of sweet snacks. Try eating fruit or vegetables instead.
- Keep track of how many calories you eat. You <sup>6</sup>**shouldn't / have to** eat more calories than you will use in the day.
- Make sure you get enough sleep. You <sup>7</sup>**don't need to / should** go to bed early every day, but most of us need six to eight hours of sleep a night.
- Try to stay motivated. If you want to make changes in your life, you <sup>8</sup>**must / don't have to** stay positive.

4B articles

REFERENCE ◀ page 47

We usually use articles in front of nouns, for various purposes.

Use *a/an* (indefinite article):

- the first time something is mentioned.  
I **saw a mouse in the kitchen**.
- before a singular noun when the speaker doesn't know which one.  
She's **watching a film**.
- with jobs.  
I'm **a doctor**. He's **an artist**.

Use *the* (definite article):

- when there is only one of something.  
I **see the Sun**.
- when the speaker knows which one, e.g. it has been mentioned before.  
I **got on a plane**. **The plane** (that I was talking about) **was huge!**
- with seas, oceans, rivers and country names that are plural or use extra words like *Kingdom*.  
**the River Danube, the Pacific Ocean, the United Kingdom**
- before the names of some areas.  
**the south of France, the coast of Italy**
- with superlatives.  
Ali **was the greatest boxer**.
- with some defining expressions.  
**the first, the only**
- in some phrases with prepositions.  
**in the morning, at the end, by the next day**
- with dates in spoken English.  
**the fifth of June**

Use no article (zero article):

- to talk generally about things or people.  
**Elephants are bigger than lions**.
- with most names of towns, cities and countries.  
I **live in Paris**.
- before plural nouns.  
I **bought six bottles of water**.
- in some phrases with prepositions.  
**on Monday, at work, for lunch, on foot**
- with sports.  
I **like tennis**. He **plays football**.

PRACTICE

1 Choose the correct alternatives.

- 1 My parents are both **the / –** doctors.
- 2 We live on **a / the** west coast of France.
- 3 My son's been **a / the** plumber for about five years.
- 4 That bike's blue but **a / the** one I had was red.
- 5 I was at **the / –** work when you called yesterday.
- 6 It's common that **a / –** homes are bigger here than in the city.
- 7 Yuri Gagarin was **a / the** first man in space.
- 8 I grew up in **– / the** Delhi.
- 9 I've just bought **a / the** new pair of trainers.
- 10 Do you think that it's usual for **the / –** people to work too hard these days?

2 Correct the mistakes in the sentences.

- 1 I have mobile phone.
- 2 I think YouTube is best platform for video sharing.
- 3 Are you ready to go? Flight leaves at 6 p.m.
- 4 I saw a doctor about my pain. Fortunately, a doctor said it was nothing serious.
- 5 Bobby's girlfriend is engineer.
- 6 The women live longer than men.
- 7 We went to a party, but there weren't the many people there.
- 8 We looked up and saw an aeroplane in sky.
- 9 I work as cleaner in an office.
- 10 My wife and I have lived in USA for several years.

3 Complete the text by adding *a, an, the* or *–* (no article).

My first YouTube video

<sup>1</sup>..... first time I was on YouTube I was eight years old and living in <sup>2</sup>..... Wales. I had <sup>3</sup>..... new dog and I wanted to make a video of her playing with me and <sup>4</sup>..... friend. I borrowed my mother's phone and started filming. Unfortunately, <sup>5</sup>..... dogs don't always understand the plans of eight-year-olds! She lay on <sup>6</sup>..... floor and closed her eyes. I gave her <sup>7</sup>..... old toy to play with. She ignored it. We jumped around and sang. She didn't move <sup>8</sup>..... inch. Eventually, I lay on the floor next to her while my friend held <sup>9</sup>..... phone. Suddenly, the dog bit me on <sup>10</sup>..... nose and ran off. I screamed. My friend thought this was really funny and posted it on YouTube.



4C How to ... explain rules and procedures

REFERENCE ◀ page 51

We use these phrases to explain the rules and procedures of a sport or game.

explain the aim or goal

The goal is to ...

The aim is to ...

talk about the organisation of a game

There are (six players/ten groups/five stages).

It is played (on a court/in a sports hall/on grass/outdoors).

It is made of .../It consists of ...

It lasts (10 minutes/all day/one hour).

It takes (three days/two hours).

talk about the procedure

First/To start ...

Then/Next ...

After that ...

talk about rules

You score/succeed by (shooting the ball into the goal/doing ...)

You can ...

You have to/must ...

You can't/mustn't ...

PRACTICE

1 Match the sentence halves. Which game is it?

- 1 The aim of the

2 There are eleven

3 The game is played

4 The game lasts

5 To start

6 After

7 You score by

8 You mustn't
- a on grass usually.

b the game, you kick the ball.

c push other players.

d kicking or heading the ball into a goal.

e game is to score goals.

f that, another player kicks it.

g ninety minutes.

h players on each team.

2 Choose the correct words to complete the sentences.

- 1 The **score** / **time** / **aim** of this game is to win points.

2 The game is **play** / **played** / **for play** outdoors.

3 **For** / **To** / **At** start the game, you throw a coin.

4 This board game **makes** / **has** / **lasts** about an hour.

5 To take part, you **have** / **must** / **can't** to be under sixteen years old.

6 You win the match **by** / **for** / **in** scoring more points than the other team.

7 You **score** / **mustn't** / **haven't** kick the other players.

8 First, you swim. **Then** / **On** / **After** that, you run.

9 You score **at** / **by** / **for** using all your cards before other players.

10 The game **consists** / **has** / **made** of a board and some cards.

3 Correct the mistakes in the sentences.

- 1 The game is play on a board.

2 The goal are to get from one end of the board to the other.

3 There is two to three players.

4 The game usually lasts an hour to play.

5 At start, pick up a card and read the number.

6 Then, you must to move forward that number.

7 After then, read the instructions on the square.

8 You can't to answer the question on the square.

9 You not can move forward without a correct answer.

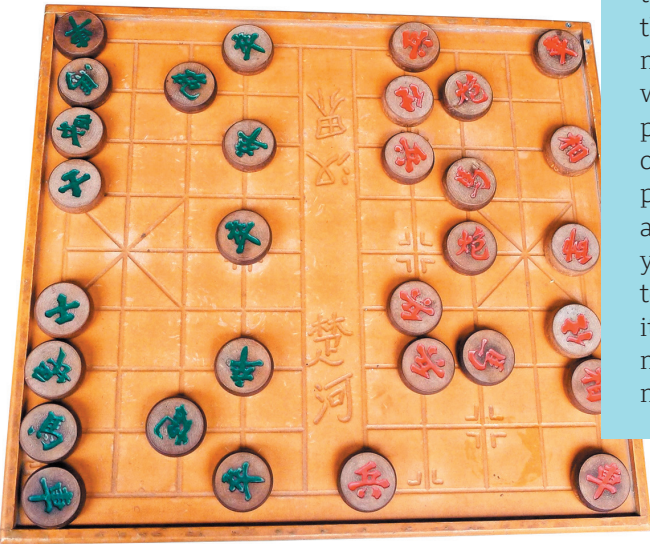
10 You succeed for getting to the end of the board first.

4 Complete the description with the phrases in the box.

First is played lasts must succeed by  
The aim Then There are You can you can't

How to play Chinese Chess

Chinese Chess <sup>1</sup>..... on a wooden board. <sup>2</sup>..... two players and each player has sixteen pieces. <sup>3</sup>....., you take out the board and place the pieces on the board. <sup>4</sup>....., you choose a player to start. On your turn you <sup>5</sup>..... move one piece, then it's your opponent's turn. Each piece can make certain moves according to the symbol written on it. <sup>6</sup>..... capture your opponent's pieces by moving onto a space where your opponent's piece is placed. When one of your pieces is captured, it is removed from the game and <sup>7</sup>..... use it again. You <sup>8</sup>..... capturing your opponent's pieces. <sup>9</sup>..... of the game is to get your opponent's general in a place where it has no option but to be captured in the next move. The game usually <sup>10</sup>..... between twenty minutes and several hours.



4D present perfect + superlative

REFERENCE ◀ page 52

We use the present perfect with a superlative adjective to show that something is the best/worst/greatest, etc. experience of our whole life until now.

It's the most amazing holiday I've had.

It's the best film I've seen.

It's the biggest company I've worked for.

He's the strongest man I've met.

We often add *ever* to the present perfect structure. This emphasises that we are talking about our whole life. *Ever* goes between *have* and the past participle.

It's the nicest trip I've ever been on.

That's the most beautiful car I've ever seen.

It's the worst restaurant I've ever been to.

PRACTICE

1 Match the sentence halves.

- 1 This is the slowest car

2 Claire is the most unusual person

3 I think that was the worst meal

4 This is the most expensive hotel

5 Those are the kindest words

6 I think I'm the coldest

7 That's the most interesting question

8 This is the saddest book
- a I've ever stayed in.

b I've ever cooked.

c I've read.

d I've ever driven.

e I've ever been.

f anyone has said to me.

g you've asked me.

h I've ever met.

2 Correct the mistakes in the sentences. Two sentences are correct.

- 1 It's the most of memorable journey I've ever been on.

2 This is the biggest car I've ever drove.

3 It's the bumpiest road I ever seen.

4 He's the more intelligent child I've ever met.

5 That's the worst mistake you've ever make.

6 She's the nicest manager I've ever worked for.

7 It was best meal I've ever eaten.

8 It was the wonderful holiday we've ever had.

9 This is the longest book she is ever written.

10 It's the most difficult journey they've ever filmed.

3 Complete the sentences with the word(s) in brackets in the correct form.

- 1 That's ..... (funny) joke I've ever heard.

2 You're the most helpful neighbour we ..... (ever / have).

3 This is ..... (bad) storm I've ever seen.

4 It was the most boring holiday I ..... (go) on.

5 Jake is ..... (patient) manager I've had.

6 I think I'm ..... (exhausted) I've ever been.

7 That's the silliest thing I ..... (ever / hear) you say.

8 You're ..... (nervous) I've ever seen you.

9 This is the most difficult thing I ..... (ever / have to) do.

10 It's probably the most brilliant film we ..... (ever / see).

4 Make sentences with the correct form of the words in brackets so they have a similar meaning to the first sentence.

- 1 That film is brilliant! We loved it! (it / best / see)  
It's the best film we've ever seen.

2 That restaurant is terrible. I hated it. (that / worst / eat in)  
.....

3 This is a beautiful song! I love it. (this / beautiful / ever / hear)  
.....

4 We went on a twenty-eight-hour trip. (it / long / be on)  
.....

5 She's an amazing actress! (amazing / I / ever / see)  
.....

6 One of my university students is thirteen years old. (he / young / I / teach)  
.....

7 This city is huge. (big / I / ever / visit)  
.....

8 This campsite is extremely dirty. (dirty / we / stay in)  
.....

9 I love that programme. (it / good / watch)  
.....



5A relative clauses

REFERENCE ◀ page 58

**Defining relative clauses**

We use defining relative clauses to give important information about a person, place or thing. The information is essential in the sentence.

We use **relative pronouns** to join the main clause and the relative clause We use:

- *who* for people.  
He's the man **who** took my bag!
- *where* for places.  
This is the building **where** we got married.
- *which* for things.  
This is the bank card **which** she was looking for.
- *when* for times.  
That was the day **when** I graduated from university.
- *whose* for possessions.  
Is that the man **whose** phone you picked up?

We often use relative clauses to describe something we don't know the name of.

It's the thing which you use to hang up the washing.

To make the relative clause we use a relative pronoun + subject + verb.

Main clause	Relative clause
The is the house	where we lived.
They started to feel ill on the day.	when the spider bit them.

We can use *that* instead of *who* or *which*. We can also sometimes use it to replace *when*.

He's the man **that** took my bag!

This is the bank card **that** she was looking for.

2019 was the year **that** we first met.

We can leave out *who*, *which* and *that* when the subject of the verb in the main clause is not the same as the subject of the relative clause.

He's the man (**who/that**) I told you about.

The subject of the main clause is *the man*. The subject of the relative clause is *I* (I told you about him). The subjects are different, so we can leave out *who* or *that*.

He's the man **who** took my bag.

The subject of the main clause is *the man* and the subject of the relative clause is *the man* (the man took my bag), so we cannot leave out the pronoun *who* or *that*.

We can also sometimes leave out *when*.

2019 was the year **we** first met.

PRACTICE

- 1 Complete the sentences using *who*, *which*, *where*, *when* or *whose*.
- 1 That's the office ..... I did my work experience.
  - 2 She's the woman ..... I was telling you about.
  - 3 That's the article ..... he wrote for the magazine.
  - 4 That was the moment ..... I realised my mistake!
  - 5 This is the man ..... laptop I borrowed.
  - 6 She's the girl ..... left the birthday party early.
  - 7 I can't remember the time ..... I last spoke to them.
  - 8 Eva married the man ..... she met online.
  - 9 This is man ..... blog I was talking about.
  - 10 This is the beach ..... I walk every morning.
- 2 Tick the sentences in Ex 1 where you can use *that* instead of a relative pronoun. In which sentences is it possible to leave out the relative pronoun?
- 3 Choose the correct option to complete the clues. Then complete the answers.
- 1 A piece of jewellery **who** / **which** / **where** you wear around your neck.  
n.....e
  - 2 Someone **who** / **when** / **which** writes for a newspaper.  
j.....t
  - 3 The day each year **who** / **which** / **when** you become a year older.  
b.....y
  - 4 Someone **which** / **who** / **when** plays sports professionally.  
a.....e
  - 5 An animal **who** / **which** / **where** has eight legs.  
s.....r
  - 6 Something **when** / **which** / **where** you use to find information or communicate with people.  
i.....t
  - 7 A personal webpage **who** / **which** / **where** people can write their own articles.  
b.....g
  - 8 Someone **which** / **where** / **who** works in politics.  
p.....n
  - 9 The time of year **which** / **when** / **where** people like to go to the beach.  
s.....r
  - 10 A place **where** / **when** / **which** people drive their cars.  
r.....d

5B reported speech

REFERENCE ◀ page 60

We use reported speech to report what someone said earlier.

After a past tense reporting verb, e.g. *said*, *told*, etc., the original verb often moves one tense back into the past.

direct speech	reported speech
present simple	past simple
present continuous	past continuous
present perfect	past perfect
past simple	past perfect
<i>am/is/are going to</i>	<i>was/were going to</i>
<i>will</i>	<i>would</i>
<i>can</i>	<i>could</i>
<i>have to/has to</i>	<i>had to</i>

'I always **recycle** my waste.'

He said (that) he always **recycled** his waste.

'I've **passed** my exams.'

She said (that) she **had passed** her exams.

'We **saw** her at the station.'

They said (that) they **had seen** her at the station.

'I'll **help** you.'

He said (that) he **would** help me.

There are sometimes other changes in reported speech, e.g. to pronouns and possessive adjectives.

'I'll go.'

She said (that) **she would** go.

'It's my car.'

He said (that) **it was** his car.

*Say* and *tell* are the most common reporting verbs. Notice the different verb patterns.

She **said (to me) (that) she wanted to stay**.

He **told me that (that) he'd be late**.



PRACTICE

- 1 Complete the reported statements. Change the verb tenses and make any other changes that are necessary.
- 1 'We're going to clean the beach.'  
He said that ..... going to clean the beach.
  - 2 'I go to the recycling centre every week.'  
He said that ..... to the recycling centre every week.
  - 3 'We've never donated to a charity before.'  
They said that ..... never donated to a charity before.
  - 4 'I'd lived there for more than twenty years.'  
She ..... that she ..... lived there for more than twenty years.
  - 5 'I've lost my passport.'  
She said that ..... had lost ..... passport.
  - 6 'I'm feeling a bit stressed.'  
He ..... me that he ..... feeling a bit stressed.
  - 7 'We grew these carrots in our garden.'  
They told us that they ..... grown the carrots in ..... garden.
  - 8 'I can't stay long because I have to go to a meeting.'  
She said that she ..... stay long because she ..... to go to a meeting.
- 2 Read the pairs of sentences. Then correct the mistakes in the reported speech.
- 1 'Recycling waste is very important to me.'  
She told to me that recycling waste was very important to her.
  - 2 'I'm going to meet a group of activists.'  
He told me that he met a group of activists.
  - 3 'Maja called me.'  
He said that Maja has called him.
  - 4 'We'll meet you.'  
They told us that they will meet us.
  - 5 'We haven't received your application.'  
They told her that we hadn't received your application.
  - 6 'I'll see you at the party, Matt.'  
She told Matt that she will see him at the party.
  - 7 'I've already sent you an email explaining the situation.'  
He said that he already sent an email explaining the situation.
  - 8 'I can collect the documents.'  
She told to her manager that she could collect the documents.



5C How to ... give and respond to personal news

REFERENCE ◀ page 63

We use these phrases to give good and bad news, and respond to other people's good and bad news.

give good news

Guess what!  
I've got some (good/amazing) news.  
I've got some good news to tell you.  
I'm really pleased to tell you ...

give bad news

Bad news, I'm afraid.  
Unfortunately, ...  
There's something I need to tell you.

give good or bad news

You won't believe this (but) ...  
I've got something to tell you.  
You know ... ? Well, ...

respond to good news

Wow, that's (amazing/fantastic/awesome)!  
That's (wonderful/great) news!  
I'm so pleased for you.  
I can't believe it. That's great!  
Well done!  
Congratulations!  
That is good news.

respond to bad news

That's (terrible/awful).  
I'm really sorry.  
What a shame.  
I'm sorry to hear that.

PRACTICE

1 Complete the conversations with the correct words.

- 1 A: <sup>1</sup>G..... what! I'm moving house tomorrow.  
B: Really? Wow, that's <sup>2</sup>w..... I'm so <sup>3</sup>pl..... for you.
- 2 A: Bad news, I'm <sup>4</sup>a.....  
B: What's the matter?  
A: I lost my wallet with more than €200 in cash.  
B: Oh no! That's <sup>5</sup>t.....
- 3 A: There's something I <sup>6</sup>n..... to tell you.  
B: What's that?  
A: I'm afraid I crashed the car.  
B: Oh that's <sup>7</sup>a..... Are you OK?
- 4 A: I've got some amazing <sup>8</sup>n.....  
B: What is it?  
A: I'm going to have a baby!  
B: <sup>9</sup>C.....! I can't <sup>10</sup>b..... it! I'm <sup>11</sup>s..... pleased for you!

2 Put the words in brackets in the correct order to complete the conversations.

- 1 A: ..... we're getting married. (this / believe / but / you / won't)  
B: Wow. Congratulations! .....! (good / that / news / is)
- 2 A: I've ..... (something / tell / you / got / to)  
B: What is it?  
A: ..... my exams. (failed / unfortunately / I)  
B: Oh, I'm really sorry. .... (a / shame / what)
- 3 A: I'm ..... that you got the job. (to / really / tell / pleased / you)  
B: .....! (believe / I / it / can't)
- 4 A: You passed. Congratulations! Well done!  
B: .....! I'm so excited! (amazing / wow / that's)

3 Complete the conversations with the phrases (a–h).

- a I've got some good news
- b I'm really pleased to tell
- c You know
- d I'm sorry to hear that.
- e Well done
- f I'm afraid
- g Congratulations to them both
- h That's wonderful news

1  
1.....you that your application has been successful.  
2..... Thank you so much.

2  
3..... to tell you. I finally passed my driving test. Third time lucky!  
That's wonderful news. 4.....!

3  
Bad news, 5..... I lost my job this morning.  
Oh no. 6.....

4  
7..... Gian Carlo?  
Yes.  
Well, he and his partner got engaged last week.  
Oh, that's awesome! 8.....

5D will, might and be going to for predictions

REFERENCE ◀ page 65

We use *will*, *might* and *be going to* to make predictions about the future.

I think the price of petrol **will** go up.  
When I go to university, I **won't live** at home.  
I think we **might** win the World Cup.  
I'm feeling ill so I **might not** go to college today.  
It's **going to be** a difficult job.  
I've got so much to do. It **isn't going to be** easy to finish everything.

We use *will* when we feel certain about a prediction.  
I'm sure he **will** get the job.

We use *might* if we are not sure.  
They **might** win the game, but they **might not**!

We use *be going to* when we can see evidence that something will happen.  
Look at those black clouds – **it's going to** rain!

We can use *probably* if we are not sure about our prediction, and we use *definitely* when we are almost 100 percent sure.

He'll **probably** be late (but I'm not sure).  
He'll **definitely** be late (he always is).  
Notice that we use *probably* and *definitely* after *will*, but before *won't*.  
She'll **definitely** pass the exam.  
I **definitely won't** be able to make the meeting.  
She **probably won't** call again.

We also use *probably* and *definitely* with *be going to*.  
She's **probably going to** miss the bus.  
He's **definitely not going to** meet us there.

PRACTICE

1 Match the sentence halves.

- 1 It's probably
- 2 We definitely
- 3 The team will
- 4 The car might
- 5 Sam and Laura are definitely
- 6 You might not
- a probably win their next match.
- b going to snow tomorrow.
- c hear from me until the weekend.
- d won't have time to get to the shops later.
- e not going to bring their kids to the party.
- f break down on the way to work tomorrow.

2 Correct the mistakes in the sentences. Two sentences are correct.

- 1 I'm sure you play well tomorrow.
- 2 I can see from the look on your face that you're not probably going to enjoy this game.
- 3 You probably might get a message from Jon later.
- 4 I definitely will see you tonight.
- 5 Erika's definitely going to drive us to the cinema.
- 6 It won't probably be warm enough to swim in the sea.
- 7 There might definitely be a storm tonight but the weather woman wasn't sure.
- 8 I'm probably going to have an early night tonight.

3 Complete the sentences with the correct words and phrases in the box.

definitely win   going to   might be   might not  
probably   will   will watch   won't

- 1 I don't think people ..... the news on television in the future.
- 2 Young people ..... be very interested in politics.
- 3 Technological change is ..... keep on coming.
- 4 We ..... definitely see more news reports from people in the street, and not just from professional journalists.
- 5 People probably ..... be able to tell which reports are by professional journalists.
- 6 I think there will ..... be a lot of fake news.
- 7 Politicians who are better at controlling the news will ..... more elections.
- 8 It ..... difficult to decide which news reports are real, and which are fake.

4 Complete the sentences using the prompts in brackets in the correct form and with the correct word order.

- 1 I ..... know my results until August. (probably / will / not)
- 2 They ..... invite you to talk at the conference. (probably / going)
- 3 I think that team ..... win the competition. (probably / going)
- 4 They ..... to New York next year. (move / might)
- 5 I think my flight ..... on time after all. (going / arrive)
- 6 He has done no work, so he ..... pass his exams! (definitely, not / going)
- 7 I think the environment ..... an issue in the future. (definitely / going / be)
- 8 It's very popular, so we ..... be able to get tickets. (not / might)



6A used to

REFERENCE ◀ page 70

We use *used to* for talking about past habits and states which are usually no longer true.

As a child, I **used to eat a lot of sweets**.

You can also use the past simple with the same meaning.

As a child, I **ate a lot of sweets**.

+	I/You/He/She/ It/We/They	used to live in France.
-		didn't use to see my parents.
?	Did they use to visit?	

We don't use *used to* for things that happened only once, a specific number of times or a specific length of time. We use the past simple for this.

My family **moved to the USA last year**. NOT ~~My family used to move to the USA last year~~.

We **went to Italy twice on holiday**. NOT ~~We used to go to Italy twice on holiday~~.

I **studied at university for three years**. NOT ~~I used to study at university for three years~~.

In spoken English, we often use the negative form *never used to* rather than *didn't use to*.

I **never used to see my cousins, except in the summer holidays**.

In spoken English, we often leave out the verb or phrase after *used to*, especially in short answers.

A: **Do you play tennis?**

B: **No, I used to, but I don't anymore.**



PRACTICE

1 Which sentence is correct: a, b, or both? Why?

- a I used to collect toy animals when I was younger.  
b I collected toy animals when I was younger.
- a He sang for us last night.  
b He used to sing for us last night.
- a I worked in an art gallery for three years.  
b I used to work in an art gallery for three years.
- a She used to be a photographer.  
b She was a photographer.
- a He used to start composing songs when he was ten.  
b He started composing songs when he was ten.
- a Last March I used to visit some friends in Mexico City.  
b Last March I visited some friends in Mexico City.

2 Complete the text with one word in each gap.

As a child I never used <sup>1</sup> ..... like art. I was terrible at drawing. I <sup>2</sup> ..... to look at my friends' pictures and think, 'They're more talented than me.' Also, I didn't <sup>3</sup> ..... to like my art teacher. She was very strict. Later, as a teenager, I started playing video games. I <sup>4</sup> ..... to play for five hours a day. When I turned sixteen, I designed my first game. My friends used <sup>5</sup> ..... come to my house to play it. A year later, I sold the game to a big company. They said the details and design were incredible. These days, interviewers often ask me, 'Have you always been artistic?' <sup>6</sup> ..... you use to spend a lot of time in art galleries?' I find it funny. I just say, 'No! I did <sup>7</sup> ..... use to go to art galleries at all!'

3 Complete the sentences with the correct form of *used to* and the verb in brackets.

- We ..... (live) close to the train station, but we moved away from there last year.
- Elena ..... (drink) a lot of coffee, but she does now.
- I ..... (like) my job, but I love it now.
- ..... you ..... (have) art lessons when you were young?
- My parents ..... (watch) a lot of television, but they do now.
- ..... Akira ..... (draw) well when he was a child?
- It never ..... (be) so hot in the summers here.
- I ..... (do) a lot of walking, but I don't have time these days.

6B comparatives and superlatives

REFERENCE ◀ page 72

Comparing people, places and things

We use comparative adjectives to compare people, places or things.

I'm **fitter than my brother**.

This recipe is **easier than the one I tried yesterday**.

I think rugby is **more dangerous than** football.

For one-syllable adjectives, we add *-er*.

For two-syllable adjectives ending in *-y*, *-y* changes to *-i*.

For adjectives ending in consonant + vowel + consonant, we double the final consonant.

For longer adjectives (two syllables or more), we use *more* (or *less*) + adjective.

For one-syllable adjectives ending in *-ed*, we use *more* + adjective.

**stressed → more stressed, bored → more bored**

Some common adjectives are irregular.

**good → better, bad → worse, far → further/farther**

We often use (*not*) *as* + adjective + *as* ... to make comparisons. *As* ... *as* means that two things are the same, and *not as* ... *as* means they are not the same.

This painting is **just as good as the last one you did**. (They are both equally good.)

This is **not as expensive as you think**. (It is cheaper.)

It's **not as easy as you think**. (It is more difficult.)

Comparing actions

We use comparative adverbs to compare two actions.

He **listened more carefully when the teacher talked about the exam**.

I **don't speak English as well as my sister**.

For regular adverbs, we add *-er*, or *more* (or *less*) + adverb.

**fast → faster, slowly → more slowly, easily → less easily**

Some adverbs are irregular.

**well → better, badly → worse, far → further/farther**

**We've walked much further than I expected**.

Superlatives

We use superlative adjectives and adverbs to compare people, places, things or actions with the rest of the group.

This is **the most expensive museum in the city**.

Martha **ran the furthest of all the students**.

For short adjectives and adverbs we add *the* + adjective/ adverb + *est*.

**strong → the strongest, fast → the fastest**

For short adjectives and adverbs ending in *-y*, *-y* changes to *-i*.

**easy → the easiest, happy → the happiest**

For longer adjectives and adverbs (two syllables or more), we use *the most/the least* + adjective/adverb.

**important > the most/the least important**

**This is the most important day of my life!**

**Let's take that one – it's the least expensive.**

We usually use *the* before superlatives, but we can also use possessive adjectives.

**That's her most famous sculpture.**

We often use superlatives with the present perfect + *ever*.

**It's the most beautiful painting I've ever seen!**

PRACTICE

1 Complete the sentences with a comparative or superlative form of the word in brackets.

- It was brilliant! It's the ..... film I've ever seen. (good)
- It's a complicated book. I need to read it again ..... so I understand it better. (slow)
- My boyfriend is the photographer – he takes wonderful photographs. He's much ..... than me. (talented)
- I find that organising my workspace can be ..... than actually doing my work. (enjoyable)
- I feel more relaxed and my life is a lot ..... when I take time out to enjoy nature or do something creative. (stressful)
- You'll need to drive ..... in the future if you don't want to have another accident. (careful)
- I get up ..... now I have an alarm clock. (easy)
- We're going to be late. Can you try to get ready a bit ..... ? (fast)

2 Complete the second sentence so it has a similar meaning to the first. Use the correct form of the word in bold.

- This course is more boring than the last one.  
The course isn't **as interesting as** the last one.  
**interesting**
- She doesn't walk as quickly as she used to.  
Nowadays, she walks ..... before. **slow**
- The other hotel is more expensive than this one.  
The other hotel ..... as this one. **cheap**
- I find reading a book is not as relaxing as walking in nature.  
I find walking in nature ..... than reading a book.  
**relaxing**
- My new job is difficult, and so was my previous job.  
My old job was ..... as my new job. **difficult**
- I make more mistakes when I speak English now.  
I speak English ..... before. **accurate**
- The final lecture was not as important as the others. **important**  
The final lecture was the .....
- Of all my brothers, the youngest drives the slowest.  
My youngest brother drives ..... **quick**



6C How to ... ask for and give opinions and reasons

REFERENCE ◀ page 75

We use these phrases to discuss opinions.

ask for an opinion

**What do/did you think** (of the meal/of the gallery/about what the tour guide said)?  
**How about you?**  
**How was it?**

give an opinion

**I think/thought ...**  
**I would say** (it was OK/it's too expensive)  
**In my view,** (it wasn't very good/it's too loud).  
**For me, ...**

ask for a reason

**Why do you think that?**  
**What makes you say that?**

give a reason

**It's because ...**  
**The reason is ...**

agree to disagree

**I suppose we're all different.**  
**I guess it's good we're not all the same.**  
**I guess we all like different things.**

PRACTICE

1 Correct the sentences by adding the missing word to each one. A contraction counts as one word.

- 1 So you went to that new restaurant! How was?
- 2 What do you think this new design?
- 3 I just bought his new book; I would it's his best one!
- 4 I loved his new song. How you?
- 5 I don't understand why you liked his performance, but I suppose we're different!
- 6 Me, she's the world's best photographer.
- 7 My view, it's a fascinating programme.
- 8 Reason is, I don't like black and white photography very much.

2A Put the words in the correct order.

- a games / interesting/ like that / me, / are / For .
- b different / guess / all / things / I / like / we .
- c of / did / match / What / you / the / think ?
- d think / do / that / Why / you ?
- e the end / only one goal / there was / because / near / It's .
- f pretty / view, / it / In / was / boring / my .

B Number the sentences in Ex 2A in the correct order to make a conversation.

3 Complete the conversation with one word in each gap.

A: What did you <sup>1</sup>..... of the art in the museum?  
B: I liked it but it's not the best.  
A: What <sup>2</sup>..... you say that?  
B: In my <sup>3</sup>....., older styles of art are much better than modern art.  
A: Really? I <sup>4</sup>..... say that modern art is much more interesting. I like looking at shapes and colours and trying to understand them.  
B: Hmm. <sup>5</sup>..... me, it's more important to know what the art shows, and then try to understand what it means.  
A: Well, I <sup>6</sup>..... it's good that we're not all the <sup>7</sup>......

4 Complete the conversations with the phrases in the box.

for me    how was    isn't very  
say that    liked it    my view  
what do    you think

- 1 A: What did <sup>1</sup>..... of the show?  
B: In <sup>2</sup>....., it was very original and imaginative.
- 2 A: <sup>3</sup>..... the film?  
B: The audience really <sup>4</sup>....., but I thought it was terrible.
- 3 A: <sup>5</sup>....., that blog post was fascinating.  
B: Really? What makes you <sup>6</sup>..... ?
- 4 A: <sup>7</sup>..... you think of that new art gallery?  
B: It <sup>8</sup>..... good. It's tiny. There isn't enough space to hang the paintings.



6D present perfect + *for, since* and *yet*

REFERENCE ◀ page 76

We use the present perfect with *for* and *since* to talk about things that started in the past and are still true now.

**We've been married for fourteen years.** (We got married fourteen years ago and we are still married.)  
**I've lived in Paris since 2016.** (I started living in Paris in 2016, and I still live there.)

We use *since* to talk about the specific time when something started, e.g. *last Saturday, 2018, June, last weekend*, etc.

**He's worked here since 2021.**  
**I've known about the prize since Monday.**  
**I've wanted to be an artist since I was a child.**

We use *for* to talk about the period of time that something has continued, e.g. *ten years, two months, a few weeks, a long time*, etc.

**I've lived in Berlin for eighteen years.**  
**We haven't seen my mother for a few weeks.**

We use the present perfect with *yet* to talk about 'at any time up to now'. We use it in negative sentences and questions when something hasn't happened up to now, but we expect it to happen soon.

**Rosa hasn't arrived yet. I hope she gets here soon!**  
**Have you finished your homework yet?**  
**I haven't finished it yet. I'll do it later.**

Notice that *yet* usually comes at the end of the sentence or question.

PRACTICE

1 Complete the table with the time phrases in the box.

a few years    yesterday    2021    ten minutes  
2nd November    several hours    I was at school  
weeks    three or four months    this morning

for	since

2 Choose the correct words to complete the sentences.

- 1 He's been a writer **for / since / yet** about ten years.
- 2 He hasn't had a book published **for / since / yet**.
- 3 They haven't been back to China **for / since / yet** 2019.
- 4 I haven't finished all my work **for / since / yet**.
- 5 I haven't been to an art exhibition **for / since / yet** a long time.
- 6 He's really tired. He hasn't stopped working **for / since / yet** 5.30 a.m.
- 7 I haven't done a lot of work **for / since / yet** my boss left the office.
- 8 I've lived in this city **for / since / yet** six months.

3 Complete the sentences using *for, since* or *yet*.

- 1 I've been here ..... about ten minutes, but the film hasn't started .....
- 2 Martha sent off lots of job applications last month, but she hasn't had any replies .....
- 3 It's great to see you. It's been a long time ..... we last met.
- 4 'Do you still run a lot?' 'No, I haven't run ..... a few months. I'm really unfit!'
- 5 Have you finished that work ..... ? I asked you to do it last week!
- 6 I have known Kelby ..... we were at school together.
- 7 We'd love to go back to Sicily. We haven't been ..... a few years.
- 8 I've played the piano ..... I was a child, but I haven't learnt to play this piece .....

4 Use the prompts to make sentences using the present perfect and *for, since* or *yet*.

- 1 we / be / here / 2 o'clock.  
.....
- 2 you / go / to the shops?  
.....
- 3 My aunt / have / her mobile phone / 2012!  
.....
- 4 Dani and I / know / each other / we were children.  
.....
- 5 I / live / here / a long time.  
.....
- 6 We / not / meet / Luka.  
.....
- 7 I / feel / ill / a few days.  
.....
- 8 you / see / Max's new car?  
.....



7A first and second conditionals

REFERENCE ◀ page 82

First conditional

We use the first conditional to talk about possible situations in the future and their consequences.

If you give me your phone number, I'll call you when we're leaving.

When you get to the station, you'll see the hotel is just opposite.

We form the first conditional with *If/When* + present simple + *will*.

If you go to Spain, you'll be able to meet my brother.

We can change the order of the sentence, but *if/when* is always followed by the present simple. We use a comma when the *if/when* clause comes first, but not when it comes second.

If my train arrives on time, I'll meet you at 10 a.m.

I'll meet you at 10 a.m. if my train arrives on time.

In first conditional sentences *if* and *when* have different meanings. We use *if* when we are not sure if the situation will happen. We use *when* for a situation which we know will happen.

I'll tell Ben about the party when I see him. (I expect to see Ben.)

I'll tell Ben about the party if I see him. (I'm not sure if I will see Ben.)

Second conditional

We use the second conditional to talk about an unreal or imaginary situation and its consequences.

If I didn't have to work, I would spend all my time travelling. (I do have to work.)

If tourists spent more time in the city, they would get to know it better. (Tourists don't spend much time in the city.)

We form the second conditional with *if* + past simple + *would*.

If you had more free time, what would you do? (You don't have more free time.)

If I didn't have a job, I would spend more time with my children. (I do have a job.)

In spoken English *would* is contracted to *'d* in the positive form and *wouldn't* in the negative form.

I'd be there if I had time.

If you ate more breakfast, you wouldn't be hungry all morning.

We do not usually contract *would* in the question form.

If you could go anywhere in the world, where would you go?

Would you give up your job if she asked you to?

PRACTICE

- 1 Choose the correct words to complete the sentences.

1 If the weather is terrible, they **will** / **would** cancel the flights.

2 If I didn't have to work in the city, I **will** / **would** buy a house by the sea.

3 If they **miss** / **will miss** their flight, we will have to wait for ages.

4 If the climate **would be** / **was** better, we wouldn't have to travel in the summer.

5 If the tourists **won't leave** / **didn't leave** so much mess, it wouldn't be such a big problem.

6 When you **get** / **got** to the hotel, I will call you to tell you where we are.
- 2 Complete the sentences with the correct form of the verbs in brackets.

1 When we visit the museum, we ..... (buy) a souvenir.

2 If I don't find any cheap tickets, we ..... (not go) to Malta.

3 If people ..... (want) to improve the situation, they would do something about it.

4 I'll get some money when the bank ..... (open).

5 If he ..... (enjoy) his job, he wouldn't want to change it.

6 I ..... (visit) Australia if I had enough money!
- 3 Complete the first and second conditional sentences using the prompts.

1 We might go to Cambridge tomorrow. We'll see uncle Rob.

If we ..... uncle Rob.

2 I don't have a car, so I won't drive you to the station.

I ..... a car.

3 We plan to move out of the city. First, we need to sell our house.

We ..... our house.

4 I can't travel around the world because I have a job.

If I ..... around the world.

7B quantifiers

REFERENCE ◀ page 83

We use quantifiers to give information about the amount of something. They can say if it's a big or small amount, the right amount or more/less than the right amount.

	meaning	countable nouns	uncountable nouns	positive (+)	negative (-)	questions (?)	examples
much	large amount		✓		✓	✓	How <b>much</b> time do we have?
many	large amount	✓		(rarely)	✓	✓	I don't have <b>many</b> friends.
lots of/a lot of	large amount	✓	✓	✓	✓	✓	I spend <b>a lot of</b> time in Paris.
plenty of	large amount	✓	✓	✓			I have <b>plenty of</b> milk and apples.
too much	more than needed		✓	✓	✓	✓	There's <b>too much</b> salt on this meat.
too many	more than needed	✓		✓	✓	✓	There are <b>too many</b> people here.
enough	the right amount	✓	✓	✓	✓	✓	There isn't <b>enough</b> time.
a few	small amount	✓		✓			She knows <b>a few</b> actors.
a bit/a little	small amount		✓	✓		✓	I need <b>a bit of</b> help.
hardly any	very small amount	✓	✓	✓			I have <b>hardly any</b> friends.

*Too* + adjective means more than you need or want.

This film is **too long**.

**Remember** *Too* does not mean the same as *very*. When we use *too*, it means there is a problem.

PRACTICE

- 1 Choose the correct words to complete the sentences.

1 I didn't see **much** / **many** people in the restaurant.

2 Can I have **a bit of** / **a few** sugar in my tea, please?

3 Do we have **a bit** / **enough** water?

4 Does she have **lots of** / **much** friends?

5 There's too **much** / **many** noise in here.

6 I read hardly **any** / **enough** books last summer.

7 We have **too** / **plenty of** time before the flight leaves.

8 I don't know **many** / **a few** songs by that band.
- 2 Correct the mistakes with quantifiers in the sentences. Two sentences are correct.

1 There are too much people in here. It's too crowded.

2 If you've got a little time, I'd love your help.

3 There's hardly pasta. How can I make a meal for four people?

4 Put a few cheese on the top, but not too much!

5 Sorry, I have enough money to pay for both drinks, so I'll just pay for mine.

6 There isn't much paper in the printer.

7 We've got plenty people to help us with the cleaning.

8 There's much juice left, so please have some!

- 3 Complete the text with the words in the box.

a bit   enough   few   hardly  
much   plenty   too

The worst holiday ever?

I've been on <sup>1</sup>..... of bad holidays, but <sup>2</sup>..... any as bad as my last one. I'd rented a house on the coast for a week. I arrived at night and found the key in a box, as planned. I was a <sup>3</sup>..... tired, so I went to the bedroom. That's when I saw the hole in the roof. That night, there was <sup>4</sup>..... lot of rain, so I moved to the living room. I didn't get very <sup>5</sup>..... sleep! In the morning, I discovered the tap in the kitchen wasn't working. There wasn't even <sup>6</sup>..... water for a cup of coffee. The brochure said that the place was only a <sup>7</sup>..... metres from the beach, but when I went outside I realised the beach was miles away, <sup>8</sup>..... far to walk. After two days, I gave up and went home!



7C How to ... make and respond to recommendations

REFERENCE ◀ page 87

We use these phrases to make and respond to recommendations.

**make recommendations**

**There are a few things you absolutely have to** (see/do) ...  
**You must** (visit/try/see) ...  
**You should definitely** (visit/try/see) ...  
**Make sure you ...**  
**... is one of the best things to do.**  
**It's a great place to/It's a lovely place to** (buy souvenirs/ eat lunch/see old buildings).  
**You can** (eat/see/walk) ...  
**Don't leave without** (visiting/seeing) ...

**respond to recommendations**

Great thanks.  
OK, that's a good idea.  
Oh, wow! How exciting!  
Oh, that's a shame.  
That sounds good.  
That sounds interesting.

PRACTICE

- 1 Match the sentence halves to make recommendations.
- 1 Visiting Cancun is one of the
  - 2 You should
  - 3 You
  - 4 It's a great
  - 5 Don't leave
  - 6 There are a few things you absolutely
  - 7 It's a great place
- a must try the street food there.
  - b place to walk around.
  - c have to see while you're there.
  - d best things to do in Mexico.
  - e to buy souvenirs.
  - f without seeing the palace at night.
  - g definitely visit the museum before you leave.

- 2 Put the words in brackets in the correct order to complete the conversations.
- 1 A: If you go to London, <sup>1</sup>..... (definitely / should / you / visit) the London Eye.  
B: OK. <sup>2</sup>..... (good / a / idea / that's)
- 2 A: When you're in Lisbon, <sup>3</sup>..... (sure / make / you) try a *pastel de nata*. They are delicious!  
B: <sup>4</sup>..... (sounds / good / that)
- 3 A: In Rome, <sup>5</sup>..... (must / you / visit) Trastevere. <sup>6</sup>..... (to / lovely / it's / place / a) walk around at night.  
B: <sup>7</sup>..... (thanks / great)
- 4 A: When you're in Mexico, <sup>8</sup>..... (a / things / few / do / there / to / are / have / you) One of them is visit Frida Kahlo's house.  
B: OK. <sup>9</sup>..... (sounds / interesting / that)
- 5 A: If you come to Beijing, <sup>10</sup>..... (without / leave / don't) seeing the Great Wall of China. It's the most amazing place to visit and I'd be happy to take you there.  
B: <sup>11</sup>.....! <sup>12</sup>.....! (wow / exciting / how / oh)

- 3 Complete the conversation with the phrases in the box.
- And don't leave   How exciting   It's a great place  
Make sure you   OK, that's a good  
That sounds   You can walk   You must visit

- A: I'm going to Barcelona next weekend for a few days.  
B: Oh, lucky you! <sup>1</sup>..... to visit.  
A: What do you recommend?  
B: <sup>2</sup>..... Las Ramblas. It's a really long street in the middle of the city. <sup>3</sup>..... over a kilometre down to the sea.  
A: <sup>4</sup>..... good.  
B: <sup>5</sup>..... go to the Sagrada Família. It's such an unusual building. Get there at 9 a.m. when it's not so busy.  
A: <sup>6</sup>..... idea. Thanks for the advice.  
B: <sup>7</sup>..... without going on a boat trip. You can take one in the evening and watch the sun go down.  
A: Oh, wow! <sup>8</sup>.....!

7D reflexive pronouns

REFERENCE ◀ page 89

We use reflexive pronouns to show actions that we do to ourselves. The pronoun comes after a verb or preposition.

**I hurt myself.**  
**They introduced themselves.**  
**He made a coffee for himself.**

By + reflexive pronoun means 'alone'.  
**She works best by herself.**  
**I like travelling by myself.**

Some verbs + reflexive pronouns are used as fixed expressions.  
**Enjoy yourself!**  
**Help yourself!** (Take something for free.)  
**Behave yourself!** (Be good.)

We sometimes use reflexive pronouns for emphasis. In this case, the reflexive pronoun often goes at the end of the sentence.  
**Did you make this yourself?** (without any help)  
**I did it myself.** (It's a big achievement and no one helped me.)

object pronouns	reflexive pronouns
me	myself
you	yourself yourselves (plural)
him	himself
her	herself
it	itself
us	ourselves
them	themselves

PRACTICE

- 1 Correct the mistakes in the sentences.
- 1 I can't believe your brother made all this food by myself.
  - 2 Shall we get the kids to clean the car or do it themselves?
  - 3 That's strange. The light just switched herself on.
  - 4 Mohammed just rode his bike by itself for the first time!
  - 5 I told yourself not to be nervous and that I could do it!
  - 6 You can do it by myself. You don't need my help.
  - 7 Maria painted the whole room by yourself.
  - 8 Maki and Rico wanted to order pizza, but I asked them to make one yourselves.

- 2 Complete the sentences with the correct reflexive pronouns.
- 1 Are you OK? Have you hurt .....?
  - 2 I prefer dancing by .....
  - 3 Did he enjoy ..... last night?
  - 4 They have to behave ..... at school!
  - 5 Did dad help you or did you do the homework .....?
  - 6 Can you two introduce ..... to the class?
  - 7 Mary cut ..... while she was cooking.
  - 8 We made the cake .....
  - 9 My alarm clock switches ..... off after one minute.
  - 10 Hi, Jen! The food is over there. Help .....

3 Choose the correct words to complete the text.

I didn't want to travel around Central America by <sup>1</sup>**my own** / **myself**, so I invited a friend. But we soon started arguing. He didn't want to do anything by <sup>2</sup>**himself** / **myself** and he only wanted to visit tourist attractions. Eventually, we decided to travel by <sup>3</sup>**yourselves** / **ourselves** and meet in Honduras in a month. I called and told my mother. She was worried. She said, 'What if you run out of money or hurt <sup>4</sup>**himself** / **yourself**?' I said I was fine. It was true. Without my friend, I really enjoyed <sup>5</sup>**myself** / **my own**. I never got lonely because I introduced <sup>6</sup>**me** / **myself** to local people in El Salvador and learnt about local customs in Nicaragua. When you travel alone, I think you explore more and learn about <sup>7</sup>**yourself** / **myself**. I really grew up that year. After a month, I met my friend in Honduras, as planned. He seemed different. He wanted to stay there and make a new life for <sup>8</sup>**itself** / **himself**. I left and never saw him again.



8A can, could, be able to

REFERENCE page 93

We use *can/can't* for ability in the present, and *could/couldn't* for ability in the past.

	present	past
+	I can cook.	I could run fast.
-	I can't drive.	He couldn't do maths.
?	Can you speak Spanish?	Could you cook when you were younger?

We can also use *be able to* for ability in the present and past.

	present	past
+	She's able to write well.	When I was three, I was able to read.
-	He isn't able to drive.	At the age of two, he wasn't able to walk.
?	Are you able to speak French?	Were you able to get a job?

In the present, we can use *can* or *be able to* for a general ability or an ability at one specific time.  
**I can/am able to install a washing machine.** (a general ability)  
**We can/are able to offer you a free ticket today.** (a specific time)

In the past, we can use *could* or *was/were able to* for a general ability.  
For an ability at one specific time in the past, we use *was/were able to*, but NOT *could*.  
**I could/was able to swim when I was four.** (a general ability)  
**When the boat sank, we could/were able to swim to safety.** (a specific time)

We can use *couldn't* and *wasn't/weren't able to* for a general ability in the past and an ability at one specific time.  
**I couldn't/wasn't able to swim when I was four.** (a general ability)  
**I didn't have a bottle opener, so I couldn't/wasn't able to open the bottle.** (a specific time)

PRACTICE

1 Correct five mistakes with *can, could* and *be able to* in the text.

Johnny isn't able make full sentences yet, but he can to say several words such as 'mama' and 'dada', which he couldn't a month ago. He able to understand various commands like, 'No!' and 'Come here' and he recognises his name. His movement is improving, too. Yesterday, he crawled from the living room to the kitchen. He's also getting better with his hands. He can hold a pencil and he is able to drawing simple pictures. Yesterday, he found a red pen and he could draw all over the kitchen wall!

2 Choose the correct words. Sometimes, both options are possible.

- 1 I **was** / **wasn't** able to pass my driving test first time, but I did the second time.
- 2 We **can** / **'re able to** help you if you like.
- 3 After ten minutes of trying, we **could** / **were able to** open the door.
- 4 I **can** / **could** speak two languages well when I was four.
- 5 Rosie **can** / **could** sing really well these days.
- 6 I tried to remember where I left my phone, but I **couldn't** / **wasn't able to**.
- 7 You **'re able to** / **can** get a free drink when you order lunch today.
- 8 I **could** / **was able to** run 5,000m without stopping yesterday.

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

- 1 She knows how to ride a motorbike.  
She ..... a motorbike. (can)
- 2 I'm not able to play any instruments.  
I ..... any instruments. (can't)
- 3 Seyi and Denia weren't able to come last night.  
They ..... night. (couldn't)
- 4 Can you take good photos on your phone?  
..... take good photos on your phone? (able)
- 5 Do you know how to make pizza?  
..... pizza? (can)
- 6 I can usually sleep for eight hours, even on a plane.  
Usually I ..... sleep for eight hours, even on a plane. (able)
- 7 Were you a fast runner when you were a child?  
..... when you were a child? (could)
- 8 I didn't finish my homework. I didn't have time.  
I ..... finish my homework. I didn't have time. (able)

8B active and passive

REFERENCE page 97

We use an active verb form to talk about things people do.  
**We watched television.**  
**Sam ate a sandwich.**

We use a passive verb form:

- to talk about what happens to things or people.  
**Khaled was given a prize.**
- when we don't know the doer (the person or thing that does the action of the verb).  
**The laptop was stolen.**
- when the identity of the doer of the action is not important.  
**The video was watched by more than a million viewers.**
- when the doer of the action is obvious.  
**The thief was arrested.** (It is obvious that the thief was arrested by the police.)

If we want to mention who does the action of a passive verb, we use *by*.  
**The television was invented by John Logie Baird.**

We sometimes use the passive form to emphasise a particular part of the sentence.  
Compare:  
**Google bought YouTube in 2006 for US\$1.65 billion.**  
**YouTube was bought in 2006 by Google.**  
In the active sentence, the emphasis is on *Google*.  
In the second (passive) sentence, the emphasis is on *YouTube*.

We often use the passive in formal writing, e.g. newspaper reports or scientific reports.

	active	passive
present simple	The shop <b>doesn't accept</b> credit cards.	Credit cards <b>aren't accepted</b> here.
present continuous	<b>Is</b> anyone <b>using</b> that computer at the moment?	Is that computer <b>being used</b> at the moment?
past simple	Someone <b>told</b> us to be here at 8 a.m.	We <b>were told</b> to be here at 8 a.m.
present perfect	No one <b>has asked</b> us about the video.	We <b>haven't been asked</b> about the video.



PRACTICE

- 1 Choose the correct verb forms to complete the sentences.
  - 1 All the clips **have been uploaded** / **are upload** / **uploaded** to the website.
  - 2 We can't use the laptop because **it's being repaired** / **it's repairing** / **it was repaired** right now.
  - 3 The video **filmed** / **was filmed** / **filming** in Mexico City.
  - 4 Were those documents **be sent** / **send** / **sent** by email or by post?
  - 5 Not many houses **are been built** / **are being built** / **are being build** at the moment.
  - 6 Are those toys **make** / **been made** / **made** by hand?
  - 7 We **weren't employed** / **didn't employed** / **weren't employ** by the government until 2018.
  - 8 That piano **isn't been played** / **hasn't be played** / **hasn't been played** for years.

2 Complete the text with the correct passive forms of the verbs in brackets.

*Charlie Bit My Finger – Again!* is one of the most watched videos on the internet. In the video, a little boy, Harry, puts his finger in his baby brother Charlie's mouth and then complains when his finger <sup>1</sup> ..... (bite). The video clip <sup>2</sup> ..... (upload) in May 2007 by the boys' father. Since then, it <sup>3</sup> ..... (watch) over 885 million times, and many *Charlie bit me* products <sup>4</sup> ..... (create). In 2018, the video <sup>5</sup> ..... (put) at number 1 on *Teen Vogue's* list of the best-ever viral videos. In 2021, the video <sup>6</sup> ..... (sell) to a company for over \$760,000, but it's still on the internet for everyone to enjoy.

3 Complete the sentences with the correct active or passive form of the verbs in brackets.

- 1 This is a popular channel. It ..... (watch) mainly by teenagers and new videos ..... (upload) every day.
- 2 The book ..... (write) in 2010, when the author ..... (live) in the USA.
- 3 Today this dish ..... (not cook) in the oven. Instead, we ..... (use) the grill.
- 4 He doesn't live in Europe, so most of his programmes ..... (not film) in Europe; he usually ..... (work) in Asia.
- 5 I ..... (not update) the website yet because the software ..... (not install) on my computer yet.
- 6 I ..... (set up) my first company in 1998, and it ..... (buy) by a multinational company three years later.
- 7 The office looks great – the walls ..... (paint) recently, and we ..... (buy) some new furniture.
- 8 I ..... (not buy) the food for the party yet, but the invitations ..... (send out) already.



8C How to ... describe a problem and make recommendations

REFERENCE ◀ page 99

We use these phrases to describe a problem and make recommendations.

describe a problem

**There's a problem with ...**  
**The** (wifi/connection/printer) **isn't working.**  
**I can't** (open the attachment/hear you).  
**It won't** (save/open the file).  
**It keeps** (crashing/going wrong).  
**When/Every time I ... , it ...**  
**I think it's broken.**

make a recommendation

**Have you tried + -ing ... ?**  
**Try + -ing ...**  
**Have you checked ... ?**  
**Maybe you need to ...**  
**It sometimes works if you ...**

solve the problem

**Yes, I'll try that.**  
**Yes, that works.**  
**Yes, it's working now.**

PRACTICE

- 1 Match the sentence halves.
- 1 There's a problem with

2 The coffee machine

3 My laptop keeps

4 Every time I use my phone,

5 Have you tried

6 Have you checked

7 It sometimes works

8 Yes,

a if it's plugged in?

b if you install the app again.

c isn't working.

d the screen stops working.

e crashing.

f it's working now.

g switching it off and on again?

h this computer.

- 2 Put the words in brackets in the correct order to complete the sentences.
- 1 ..... (with / a / my / problem / there's) laptop. It keeps freezing.

2 My phone isn't working. .... (on / won't / it / switch)

3 ..... (file / I / open / can't / this) My computer crashes when I try.

4 ..... (you / off / switching / tried / have / it) and on again?

5 ..... (you / to / maybe / need) download some new software.

6 ..... (works / sometimes / if / it / you) resave it.

- 3 Complete the conversations by adding the words in the box in the correct places.

broken checked it's to  
try when with working

- 1 A: There's a problem my computer. It keeps freezing.  
B: Have you the internet connection? Maybe it isn't connected to the wifi.  
A: Yes, I'll that.
- 2 A: My remote control isn't. I press the buttons, nothing happens. I think it's.  
B: Maybe you need replace the batteries.  
A: Good idea. I've got some batteries here.  
B: Is it OK now?  
A: Yes, working now.

- 4 Complete the conversation with the phrases (a–h).
- A: 1 ..... get this printer to work.  
B: 2 ..... that it's plugged in?  
A: Yes, I have. It's on. 3 ..... connect to my laptop.  
B: 4 ..... to install some software.  
A: I've already done that.  
B: 5 ..... the program and opening it again.  
A: I've done that but it didn't help.  
B: Hmm. 6 ..... you delete the software and install it again.  
A: OK, 7 ..... . Give me a few minutes. ...  
B: Ah, great. 8 ..... . Thanks a lot!

- a Have you checked
- b I can't get
- c Maybe you need
- d It's working now
- e It won't
- f It sometimes works if
- g Try closing
- h I'll try that

8D -ing form

REFERENCE ◀ page 100

Sometimes we use two verbs together.

**I love singing.**

After some verbs we put the second verb into the *-ing* form. We use the *-ing* form after these verbs: *begin, delay, hate, imagine, keep, like, practise, recommend, remember, suggest.*

**She practises listening to English every day.**

**I recommend using an app.**

**Keep working!**

**I suggest doing a course.**

After some verbs, it is possible to use the *-ing* form or the infinitive with *to*. There is very little change in meaning.

**I like cooking. I like to cook.**

**I hate running. I hate to run.**

**I began exercising. I began to exercise.**

Some expressions with verbs are also followed by the *-ing* form. For example:

can't stand look forward to wouldn't mind

**I can't stand listening to really loud music.**

**I wouldn't mind trying that new restaurant.**

**I look forward to meeting you.**

PRACTICE

- 1 Choose the correct words. Sometimes both are possible.
- 1 We need to practise **playing** / **to play** the song.

2 I can't stand **doing** / **do** housework. It's so boring!

3 We all hate **seeing** / **to see** Thomas look unhappy.

4 I look forward **hearing** / **to hearing** from you soon.

5 I remember **seeing** / **to see** you for the first time.

6 You keep **repeating** / **to repeat** yourself!

7 I wouldn't mind **getting** / **to get** a new phone soon.

8 We've begun **going** / **to go** for a walk after lunch every day.

9 We should delay **going** / **to go** away until we know Ed is OK.

10 I imagine **starting** / **to start** a new job will be stressful.

- 2 Complete the conversations with the words in brackets in the correct form.
- A: I'm enjoying 1 ..... (learn) Chinese. It's fun. It's not easy to remember new words, though.

B: I like 2 ..... (find) vocabulary games online. It helps me learn Italian.

A: Good idea. Somebody recommended 3 ..... (download) a vocabulary app, which I've done and it's quite good.

B: If you keep 4 ..... (use) that, I imagine 5 ..... (remember) the words will get easier.

A: I hope so. I've begun 6 ..... (record) myself, too. I can practise 7 ..... (speak) and check my use of language.

B: Sounds good. I wouldn't mind 8 ..... (try) that with my Italian but I hate 9 ..... (listen) to my own voice!

A: There's nothing wrong with your voice! We should try 10 ..... (find) someone online to practise with. There are websites that match different language learners.

B: Sounds like a good idea!
- 3 What words do you think complete these sentences?
- 1 Can you imagine ..... eleven languages?

2 He ..... learning French when he was sixteen.

3 I remember ..... to my first English lesson.

4 I wouldn't ..... watching that video clip again.

5 The teacher ..... using that textbook.

6 Magda likes ..... her homework with friends.

7 We keep ..... the same mistakes.

8 I can't ..... watching promotional videos.

9 I look forward ..... working with you.

10 I hate ..... after that dog!

- 4 Use the words in the box to complete the sentences in Ex 3.

began going looking making mind  
recommends speaking stand to to do

