



الجمهورية العربية السورية

وزارة التعليم العالي

جامعة دمشق

أملية خاصة باختبار اللغة الأجنبية للقيـد في درجة الدكتوراه

اختبار اللغة الأجنبية للقيـد في درجة الدكتوراه

جامعة دمشق
Damascus University

توصيف الاختبار



Exam description

PhD test format

| | | | |
|---|----------|------|------------|
| P | 28 x 2 | 56 | 80 minutes |
| I | 10 x 0.5 | 5 | |
| U | 10 x 0.5 | 5 | |
| A | 17 x 2 | 34 | |
| | 65 Q | 100s | |

1. Sections: three: Reading, Structure, & Controlled Writing
2. Number of questions: 65 Qs
3. Test duration: 80 minutes (design your test accordingly)
4. MCQ Options: **ALWAYS 4 (A,B,C,D)**
5. Exam Components as follows:

Reading: (21 questions)

Text one: pre-intermediate, 100-110 words, 7 questions (main idea, headings, vocabulary, reference, comprehension), each question is 2 marks

Text two: intermediate, 120-140 words, 3 questions (comprehension, number reference, vocabulary), each question is 0.5 mark

Text three: upper-intermediate, 120-140 words, 3 questions (comprehension, choosing false or true information, idiom meaning), each question is 0.5 mark

Text four: advanced, 200 words, 8 questions (main idea, comprehension, vocabulary, idioms or expressions, choosing false or correct answers), each question is 2 marks

- i. As in all sections in this test, there should be **ONE CORRECT ANSWER**. Do not imply or state the presence of a “best answer.”
- ii. Texts Should **NOT** be from ANY ELT textbook, or from any previous test. Sources for texts could be edited newspaper excerpts, internet materials, etc.
- iii. Text should be of “general interest.” Avoid any text that may have even the semblance of disciplinary orientation.
- iv. Skills tested **MUST** include the following:
 1. Identifying main idea and topic sentence
 2. Using context clues
 3. Making inferences
 4. Dealing with unfamiliar words
 5. Synonyms and Antonyms
 6. Reference

Structure: (32 questions)

Questions 22 – 37 pre-intermediate, 2marks each question

Questions 38 – 42 intermediate, 0.5 mark each

Questions 43 – 47 upper-intermediate, 0.5 mark each

Questions 48 – 53 advanced, 2 marks each

There should be at least one question on each of the following:

1. Present Simple
2. Present continuous
3. Articles
4. 1st conditional
5. Adjectives,
6. Uses of “like”
7. Past simple
8. Past continuous & past simple
9. Past perfect
10. Future forms
11. Adverbs
12. Relative clauses
13. Expressing quantity
14. Present perfect
15. Differentiation between parts of speech (nouns)
16. 2nd conditional
17. Prepositions
18. Pronouns
19. Passive
20. Reported speech

Controlled writing: (12 questions)

Questions 54 –58 pre-intermediate, 2 marks each

Questions 59 & 60 intermediate, 0.5 mark each

Questions 61 & 62 upper-intermediate, 0.5 mark each

Questions 63 – 65 advanced, 2 marks each

- **Skills tested:**

1. Sentence completion
2. Linking words/phrases/terms:
 - a. Additions
 - b. Time

c.Reason
d.General





Pre-intermediate

Review of verb forms and questions

POSITIVE

- **Present Simple:** Every week millions of people **watch** him on TV.
- **Present Continuous:** At the moment Jamie **is writing** a new book.
- **Past Simple:** When he was only eight, he **started** helping in his parents' restaurant.
- **be going to:** He **is going to** open fifteen restaurants in Australia and the USA.

QUESTIONS

- **QUESTIONS:** all verbs except **be / have got / and be going to**
 - We usually use an auxiliary (**do, does, did, can, is, etc.**) to make questions.

| | Question word | Auxiliary | Subject | Main verb | |
|---------------------------|------------------|-----------|---------|-----------|----------------|
| Present Simple | How | does | he | travel | around London? |
| Past Simple | When | did | he | get | married? |
| Can | Which instrument | can | he | play? | |
| Present Continuous | What | is | he | waiting | at the moment? |

- **QUESTIONS:** **be / have got / and be going to**
 - We don't use **do, does or did** to make questions with **be:**
 - How often **is** *Friends* on TV?
 - How old **was** he when he started college?
 - We make questions with **have got** to ask about family relationships and possessions:
 - How many children has he got?
 - Have you got a car?
 - We can ask questions about future plans with **be going to:**
 - When is he going to open his new restaurants?

• Subject Questions

| Subject | Verb | Object or preposition & noun |
|---------------------|-------|------------------------------|
| Mick Benton | made | the TV program. |
| Andrea Price | lives | in Paris |

- Who made the TV program? **Mick Benton.**
- Who lives in Paris? **Andrea Price.**

• NON-SUBJECT QUESTIONS

- What did Mike Benton make? **The TV program.**
- Where does Andrea Price live? **In Paris.**

- We use **Who** when we ask about the **subject** of a sentence and the subject is a person.
- Subject questions have the same word order as positive sentences.
- We don't use **do, does or did** in Present Simple and Past Simple subject questions.
- We use **do, does or did** in Present Simple and Past Simple questions that ask about the object or preposition + noun.

- We can also make subject questions with What, Whose and Which:
 - What happened?
 - Whose journey takes two hours?
 - Which journey costs the most?

Sample Questions:

- How ____ your parents?
A. are B. do C. does D. is
- ____ your sister ____ a mobile?
A. Have / got B. Has / got C. Does / got D. Has / get
- What ____ you ____ to do with your money?
A. do / go B. do / going C. are / going D. will / going
- Who ____ the window?
A. did break B. broken C. does break D. broke
- When ____ he get up on Friday?
A. does B. is C. has D. do

The Past Simple

- We use the Past Simple to talk about the past.
- We know when these things happened.

• All verbs except be

POSITIVE

- The Past Simple is the same for all subjects:
 - I / you / we / he / she / it / they / you closed the restaurant.
- There are no rules for irregular verbs.
- The past of can / can't is could / couldn't:
 - He could serve all his customers there.
 - I couldn't understand it.

NEGATIVE

| Subject | Auxiliary | Infinitive | |
|---|------------------|------------|--------------------|
| I / you / we / he / she / it / they / you | did not (didn't) | go | to work yesterday. |

- We **DON'T** use the Past Simple form of the main verb in negative sentences:
 - I ~~didn't went to work yesterday.~~

QUESTIONS

| Question word | Auxiliary | Subject | Infinitive | |
|---------------|-----------|-----------------------|------------|-------------|
| When | did | I /you/he/she/we/they | learn | to cook? |
| — | Did | | go out | last night? |

- **Short answers**

- **Yes**, I /you/he/she/we/they **did**.
- **No**, I /you/he/she/we/they **didn't**.

Tip:

- We don't use **did** when we ask about the subject of the sentence:
 - Who bought KFS in 1986?

- **The verb be**

| Positive | Negative |
|-------------------|-----------------------------------|
| I /he/she/It was | I /it/he/she wasn't (= was not) |
| You/ we/they were | You/ we/they weren't (= were not) |

- **Question**

| Question word | Was/were | subject | | |
|---------------|----------|--------------|-------------|--|
| When | was | I /he/she/it | in the UK? | |
| Where | were | you/we/they | last night? | |
| | Was | I /he/she/it | late? | |
| | Were | you/we/they | at home? | |

- **Short answers**

- **Yes**, I / he/she **was**. / **No**, I / he/she wasn't.
- **Yes**, you/we/they **were**. / **No**, you/we/they **weren't**

- **Past time phrases**

- **AGO**

- We use **ago** to talk about a time in the past. We use it with the Past Simple:
 - We got married six months ago. (= six months before now).

Tip: The day before yesterday = two days ago

- **LAST**

- We use **last** to say the day, week, etc. in the past that is nearest to now:
 - I saw Jo last Friday. (= the Friday before now).
- We use **last** with days, (last Friday) months (last May), seasons (last summer) and in these phrases:
 - last night, last week, last weekend, last month, last year, last century.

Tips:

- We say last night, but yesterday morning/ afternoon/evening not ~~last morning~~, etc.

- We don't use a preposition with last or yesterday: last weekend not ~~in~~ last weekend yesterday evening **NOT** at yesterday evening.

- We can use on with days to mean last:

- I bought it on Friday. = I bought it last Friday.

• IN

- We use in with years (in 1955) and months (in July).

- We use in the with decades (in the sixties) and centuries (in the nineteenth century).

Sample Questions:

- We ____ them to our party, but they decided not to come.
A. invite **B. invited** C. invites D. has invited
- They ____ her to the party, so she didn't go.
A. didn't invited B. invites **C. didn't invite** D. don't invite
- Did she enjoy the party? No, she ____.
A. did **B. didn't** C. doesn't D. did not
- I ____ a very good program on TV last night.
A. was seen B. see **C. saw** D. have seen

Past Continuous: positive and negative

We use the Past Continuous to talk about an action that was in progress when another (shorter) action happened. The action in the Past Continuous might continue after this point:

- I was travelling back from China and we met on the plane.



was travelling = longer action (Past Continuous) **met** = short action (Past Simple)

POSITIVE

I/he/she/it + was + verb + ing
you/we/they + were + verb + ing

NEGATIVE

I/he/she/it + wasn't + verb + ing
you/we/they + weren't + verb + ing

Tip: We can also use the Past Continuous to talk about an activity in progress at a point of time in the past:

- I was watching TV at 9 o'clock. (= I started watching TV before 9 o'clock and continued watching after 9 o'clock).

• **Past continuous questions**

- We make questions in the Past Continuous with:

- question word + was or were + subject + verb + ing.

| Question word | Auxiliary | Subject | Verb + ing | |
|---------------|-----------|-------------|------------|-------------------------------------|
| Where | was | I/he/she/it | going | to? |
| Who | were | you/we/they | talking | |
| What | were | they | doing? | when Liam asked Jenny to marry him? |
| What | was | Liam | doing | when she said yes? |

Sample Questions:

- **Last week the police _____ Alan in his car because he _____ over 80 miles an hour.**

- A.** were stopping / was driving **B.** stop /drove
C. stopped / was driving **D.** was stopping/ drove

- **What _____ you _____ at 10 o'clock last night?**

- A.** were /doing **B.** have / done **C.** do /did **D.** are / doing

Have to / Had to: Positive and negative

- We use (have to/ has to) to say it is necessary to do this:
 - You have to have a degree.
- We use (don't have to / doesn't have to) to say it is not necessary to do this, but you can if you want:
 - You don't have to go to university.
- We use (had to) to say it was necessary to do this in the past:
 - I had to do 72 weeks' basic training.
- We use (didn't have to) to say it wasn't necessary to do this in the past:
 - I didn't have to pay for it.

| | POSITIVE | NEGATIVE |
|-----------------------|---|--|
| Present simple | I/you/we/they have to pay for it. He/she/it has to pay for it. | I/you/we/they don't have to pay for it. He/she/it doesn't have to pay for it. |
| Past simple | I/you/we/they/he/she/it had to pay for it. | I/you/we/they/he/she/it didn't have to pay for it. |

- We use the infinitive after have to/had to:
 - I have to go.
 - They didn't have to do anything
- We also use **has to** or **had to** when the subject is **it**:
 - It has to be here tomorrow.
 - It had to stop at midnight.

Tips: In the present we can use **have to** or **have got to**:

- I've got to work tonight. = I have to work tonight.
 - **Have got to** is very common in spoken English.
- We can't use **have got to** in the past:
 - I had to work last night, **NOT** ~~I had got to work last night.~~
 - We can't use (haven't to, hasn't to or hadn't to) to say something isn't or wasn't necessary:
 - I don't have to do that, **NOT** ~~I haven't to do that.~~
 - We didn't have to pay for it, **NOT** ~~We hadn't to pay for it.~~
- **Have to /Had to: questions and short answers**

QUESTIONS

| | Question word | Auxiliary verb | subject | have to | infinitive | |
|-----------------------|----------------|----------------|---------------|---------|------------|---------------|
| Present Simple | When | do | I/you/we/they | have to | go? | |
| | What | does | he/she/it | have to | Know? | |
| | | Do | I/you/we/they | have to | have to | work |
| Past simple | How many tests | Does | he/she/it | have to | do? | |
| | | did | I/you/we/they | have to | pass | an oral test? |
| | | Did | he/she/it | have to | | |

SHORT ANSWERS

- Present Simple

Yes, I/you/we/they **do**.

Yes, he/she/it **does**.

No, I/you/we/they **don't**.

No, he/she/it **doesn't**.

- Past Simple

Yes, I/you/we/they **did**.

No, I/you/we/they **didn't**.

Tips:

- In Present Simple questions we can say: Do you have to ...? or Have you got to ...?
 - Do you have to work tonight? = Have you got to work tonight?
- We can't use have got to in Past Simple questions:
 - Did you have to work last night? **NOT** ~~Had you got to work last night?~~
- We can't use Have you to ...? or Had you to ...? to make questions:
 - Do you have to wear a suit? **NOT** ~~Have you to wear a suit?~~
 - When did you have to be there? **NOT** ~~When had you to be there?~~

Sample Questions

- **Jane ____ travel a lot for her work.**

A. have to **B.** has **C. has to** **D.** have

- **You ____ tell him, but you can if you want to.**

- A. doesn't have to **B. don't have to** C. has to D. have to
- I ____ to school when I was a child.
- A. had to go** B. have to go C. must go D. have go
- Why ____ you ____ leave early?
- A. are / have to B. do / have C. had / had to **D. did / have to**
- Did they have to pass an oral test? Yes, they _____.
- A.do **B. did** C. have D. had

Present Continuous and Present Simple

- We use the Present Continuous for things that:
 - are happening at the moment of speaking:
 - Today he's doing some gardening.
 - I'm writing to tell you how it feels to be unemployed.
 - are temporary and happening around now, but maybe not at the moment of speaking:
 - Now he's looking for his first job.
 - I'm applying for every job I can.
- We use the Present Simple for:
 - daily routines and things we always/sometimes/never do:
 - He reads the adverts in the paper every day.
 - I never get an interview
 - verbs that describe states (*be, want, have got, think, etc.*):
 - He needs a real job.
 - People think I'm too old.
- **Activity and state verbs**
 - Activity verbs talk about activities and actions. We can use activity verbs in the Present Simple and the Present Continuous:
 - He plays football every day.
 - He's playing football now.
 Typical activity verbs are: *play, work, write, eat, run* and *do*.
 - State verbs talk about states, feelings and opinions. We don't usually use state verbs in the Present Continuous (or other continuous verb forms):

- I like him. **NOT** ~~I'm liking him.~~
- I think it's great, **NOT** ~~I'm thinking it's great.~~

Learn the common state verbs in the picture.



Common State Verbs

- Some verbs can be both activity verbs and state verbs:
 - I'm having a shower. (activity)
 - He has three children. (state)

• **Present Continuous**

- We make the Present Continuous with: **subject + be + (not) + verb + ing.**

POSITIVE

- I'm working at the moment.
- You/We/They're looking for a job.
- He/She/It's waiting for you.

NEGATIVE

- I'm not driving very fast.
- You/They aren't watching TV.
- He/She/It isn't working now.

Wh-QUESTIONS

| Question word | auxiliary verb | subject | verb + ing |
|---------------|----------------|-----------------|----------------|
| Where | am | I | going? |
| What | are | you/we/th | doing? |
| Who | is | ey he/she/it | looking at? |

YES/NO QUESTIONS

- Am I working today?
- Are you/we/they watching TV?
- Is he/she/it waiting for me?

SHORT ANSWERS

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

Tips:

- We can also make negatives and negative short answers with **'re not** and **'s not**:
 - They're not playing.
 - Is she waiting? No, she's not.
- We often use the Present Continuous with: **now, today, at the moment.**

• **Present Simple**

- For I/you/we/they the Present Simple is the same as the infinitive.
- For he/she/it we add -s or -es to the infinitive: he lives, she hatches, it goes.
- We make the Present Simple negative with: don't or doesn't + infinitive.

POSITIVE

- I/You/We/They live in the UK.
- He/She/It wants to go home.

NEGATIVE

- I/You/We/they don't live in Germany.
- He/She/It doesn't want to go out.

Wh-QUESTIONS

| Question word | auxiliary verb | subject | infinitive |
|---------------|----------------|---------------|------------|
| Where | do | I/you/we/they | live? |
| What | does | he/she/it | do? |

YES/NO QUESTIONS

- Do I/you/we/they live here?
- Does he/she/it come from England?

SHORT ANSWERS

Yes, I/you/we/they do.
Yes, he/she/it does.

No, I/you/we/they don't.
No, he/she/it doesn't.

Sample Questions:

- Oh, someone _____ in my seat!
A. sits **B. is sitting** C. would sit D. sit
- Annie _____ from Ireland.
A. comes B. 'm coming C. come D. are coming
- He _____ playing football.
A. would like B. is like C. is liked **D. likes**
- Why _____ she _____ Italian?
A. is / learning B. are / learning C. is / learn D. does / learning
- Are you working now? Yes, _____.
A. I'm **B. I am** C. I do D. I'm not
- Julia _____ tea very often.
A. don't drink B. hasn't drunk C. not drink **D. doesn't drink**

• What ____ you ____?

- A. do /do B. does /do C. are /do D. do /doing

• Do you speak English? Yes, I _____.

- A. am B. do C. does D. I don't

Present Perfect

• Present perfect for life experiences (1): positive and negative

- We use the Present Perfect For experiences that happened sometime before now. We don't know or don't say when they happened:
 - He's been to Star Wars conferences all over the world.
- We use the Past Simple if we say exactly when something happened:
 - He met his wife, Holly, in 1994.

POSITIVE

| Subject | auxiliary | past participle (V3) | |
|---------------|-------------|----------------------|---------------------------------|
| I/You/We/They | 've (=have) | seen | the first <i>Star War</i> film. |
| He/She/It | 's (=has) | met | some of the actors. |

NEGATIVE

| Subject | Auxiliary + not | past participle (V3) | |
|---------------|-----------------------|----------------------|---------------------------------|
| I/You/We/They | haven't (=have + not) | seen | the first <i>Star War</i> film. |
| He/She/It | hasn't (=has + not) | met | the director. |

Tips:

- To make past participles of regular verbs, add -ed or -d to the infinitive: play > played, watch > watched, etc.
- The Past Simple and past participles of regular verbs are the same.
- There are no rules for irregular past participles.

• Present Perfect for life experiences (2): questions with ever

- We use the Present Perfect to ask about people's experiences. We don't ask about when these experiences happened.
- We use the Past Simple to ask for more information about these experiences.

| Auxiliary | subject | ever | Past participle | |
|-----------|--------------------------------|------|-----------------|----------------|
| Have | I/you/we/t hey he/she/it | ever | met | anyone famous? |
| Has | | ever | been | to a concert? |

| | | | | |
|------|-------|------|-------|--------------------|
| Have | you | ever | been | to a rock concert? |
| Have | they | ever | seen | U2 in a concert? |
| Has | Julie | ever | heard | of Miles Davis? |

SHORT ANSWERS

- **Yes**, I/you/we/they **have**. **No**, I/you/we/they **haven't**.
- **Yes**, he/she/it **has**. **No**, he/she/it **hasn't**.

Tips:

- **ever + Present Perfect = any time in your life until now.**
- **go has two past participles, been and gone. When we use the Present Perfect to talk about experiences, we usually use been: I've been to the USA (I'm back in my country now).**

Sample Questions:

- Sara _____ in Damascus since she was born.
A. lived B. lives C. were living D. **has lived**
- _____ you ever _____ to a concert?
A. Has /been B. **Have /been** C. Did / went D. Have / be

Verbs and prepositions

| Verb+ preposition | Example |
|--|--|
| -travel to a place by a method of transport | -He travels to London by train. |
| -go on a trip | -She's going on a trip to Amsterdam. |
| -return to the place you started | -When did he return to England? |
| -pay an amount of money or something | -He paid £8 for his car. |
| -look for something you want to find | -I'm looking for my mobile. |
| -sell something to people for an amount of money | -She sold her car to Max for £500. |
| -took out of a window | - Look out of the window it's snowing! |
| -spend an amount of money on something | -They spend £100 on food every week. |
| -fly to a place | -I'm going to fly to Moscow tomorrow. |
| -talk about a topic | -He always talks about his job. |

Sample Question:

- They spend a lot of money _____ food ever week.
A. at B. for C. **on** D. to

Future Forms

- **will for prediction; might, will, be able to**
- We use will + infinitive to predict the future:

- Robots will take over the world.
- The negative form of will is won't:
 - Domestic robots won't look like humans.
- We use might, to say 'will possibly':
 - By 2050 robots might win die World Clin.

Tips:

- Will and might are the same for all subjects (I /you/we/they/he/she/it)
- We usually write 'll after pronouns and will after names:
 - I'll speak English fluently.
 - Gary will be famous one day.
- We also use will for **offers**: I'll help you with the shopping, and **promises**: I'll do it tomorrow.

QUESTIONS

| Question word | will | subject | infinitive | |
|---------------|-----------|----------------------------------|----------------------|----------|
| Where | will | I /you/we/they/he/she e/it | live | in 2025? |
| | Will I | I /you/we/they/he/she e/it | get | a job? |
| When | will | robots | be able to | run? |
| | Will I | domestic robots | be able to look like | humans? |

SHORT ANSWERS

- Yes, I/you/he/she/it/we/they will
- No, I/you/he/she/it/we/they won't.

Tips:

- We often use Do you think ...? to make question with will:
 - Do you think robots will take over the world?
- The short answers to all *Do you think ...?* questions are:
 - Yes, I do. and No, I don't.
- We can also use might in short answers:
 - (Yes,) I might. (Yes,) he might., etc.
- **will be able to**
- To talk about ability in the **present** we use can/can't + infinitive:
 - At the moment robots can't move around easily.
- To talk about ability in the **future** we use will/won't be able to + infinitive:
 - By 2025 robots will be able to walk and run.

Tips:

- We can also use (**be able to**) to talk about ability in the present:

- At the moment robots aren't able to move around easily. But can is more common.

Sample questions:

- **Don't wait for me. I _____ late. It depends on the traffic.**
A. might be B. must C. was going to be D. will
- **Where _____ she _____ in 2030?**
A. will / live B. will / living C. is / live D. are / living

Future plans and ambitions: be going to

- We use **be going to + infinitive** to talk about future plans:
 - **We're going to drive** around Australia.
- We use **will + infinitive** to talk about future predictions:
 - I'm sure **we'll have** a great time.

POSITIVE AND NEGATIVE

| Subject | Auxiliary (+not) | going to | infinitive | |
|-------------|------------------|----------|------------|-------------------|
| I | am not/ 'm not | going to | work | after that. |
| We/You/They | are/'re/aren't | going to | drive | around Australia. |
| He/She/It | is/'s/isn't | going to | study | history of art. |

QUESTIONS

| Question word | Auxiliary | Subject | going to | infinitive | |
|---------------|-----------|-------------|----------|------------|------------|
| When | am | I | going to | see | you again? |
| What | are | we/you/they | going to | do | tomorrow? |
| | Is | he/she/it | going to | retire | soon? |

Tips:

- We don't usually use **going to** in short answers: **Yes, she is. NOT Yes, she's going to.**
- With the verb **go**, we usually say: **I'm going to Italy**, not **I'm going to go to Italy**, but both are correct.
 - **Future plans and ambitions: other phrases**
 - ❖ We can also use these phrases to talk about future plans and ambitions:
 - **be planning + infinitive with to:** I'm planning to retire early.
 - **be hoping + infinitive with to:** We're hoping to spend about a year travelling.
 - **be looking forward to + verb + ing:** I'm looking forward to spending more time doing the things I enjoy.
 - **would like + infinitive with to:** I'd like to live abroad.
 - **be thinking of + verb + ing:** I'm thinking of doing 0 degree in history of art.
 - I'm looking forward to ... = I'm excited about this and I'm going to enjoy it when it happens.
 - I'm planning to ... is more certain than I'm thinking of... .
 - I'm hoping to ... is less certain than I'm, going to

Tips:

- We can also use a pronoun or a noun after I'm looking forward to:
 - I'm looking forward to it /my holiday.

- We can also use (**I want and I'd love to**) to talk about future plans and ambitions:
 - I want to be famous. I'd love to travel around the world.

Sample Questions:

- We _____ drive around Australia next month.**
 - A. go to
 - B. are going to**
 - C. are going
 - D. have been
- When _____ to see you again?**
 - A. I am going
 - B. am I going**
 - C. am I go
 - D. you are going
- We are looking forward to _____ from you.**
 - A. hear
 - B. heard
 - C. hearing**
 - D. will hear

Making comparisons

Comparative

| Type of adjective | Spelling rule | Comparative |
|--|--|---|
| Most 1-syllable adjectives | Add -er | older brighter But! dry > drier |
| 1-syllable adjectives ending in -e | Add -r | nicer safer |
| 1-syllable adjectives ending in consonant + vowel + consonant | Double the last consonant and add -er | bigger fatter But! new > newer |
| 2-syllable adjectives ending in -y | Change y into i and add -er | easier noisier |
| 2-syllable adjectives not ending in -y | Put more before the adjective | more mature more patient |
| Adjectives with 3 syllables or more | Put more before the adjective | more aggressive more organized |
| Irregular adjectives | good bad far | better worse further / farther |

- We use Comparatives to compare two people or things that are different:
 - Hany's more aggressive than Tom.
- The opposite of more is less:
 - He's less stubborn than his brother.
- When we compare two things in the same sentence, we use **than** after the comparative:
 - Tom is two years older than Harry.
- We use a lot or much before the comparative to say there's a big difference:
 - He's a lot noisier. He's much lazier
- We use a bit before the comparative to say there's a small difference:
 - He's also a bit more patient.

- We can also use more with nouns:
 - He's got more money than her. I've got more free time than my brother.

- **(NOT) AS + ADJECTIVE + AS**

- We can also use **not as + adjective + as** to compare two people or things that are **different**:
 - Harry isn't as happy as Tom. (= Tom is happier than Harry).
- We use **as + adjective + as** to say that two people or things are **the same**:
 - Tom's as intelligent as Harry. (= they are both equally intelligent)
- We use the **adjective** with (not) as ... as, not the comparative form:
 - He's as old as me. not Hey as me.
- We **don't use than** with (not) as ... as:
 - She isn't as shy as her sister. **NOT** She isn't as shy than her sister

- **Superlatives**

| Type of adjective | Spelling rule | Superlative |
|--|---|--|
| Most 1-syllable adjectives | Add -est | richest oldest But! dry > driest |
| 1-syllable adjectives ending in -e | Add -st | nicest safest |
| 1-syllable adjectives ending in consonant + vowel + consonant | Double the last consonant and add -est | biggest thinnest But! new > newest |
| 2-syllable adjectives ending in -y | Change y into i and add -est | happiest funniest |
| 2-syllable adjectives not ending in -y | Put most before the adjective | most boring most patient |
| Adjectives with 3 syllables or more | Put most before the adjective | most popular most attractive |
| Irregular adjectives | good bad far | best worst furthest / farthest |

- We use superlatives to compare three or more things:
 - Eric is the most boring man Dorn has ever met.
- The superlative form of less is least:
 - He's my least favorite relative.

Tips:

- Before superlatives in sentences we use:
 - **(the)** She's **the** happiest person Dom knows.
 - **possessive's** He's Jake's best friend.
 - **possessive adjective** She's our richest relative.
- the + superlative is the most common form.

Sample Questions:

• **Trains in London are more crowded _____ in Paris.**

A. that B. as C. than D. like

• **He looks much _____ with shorter hair.**

A. good B. best C. less D. better

• **Could we meet a bit _____ tomorrow?**

A. earlier B. early C. earliest D. much early

• **Flying isn't _____ going by train.**

A. as comfortable than B. as comfortable as C. comfortable as D. comfortable

• **This book is _____ difficult to understand.**

A. the least B. least C. less D. the little

• **My uncle is _____ richest relative.**

A. us B. them C. our D. hers

Present Continuous for future arrangements

- We usually use the Present Continuous for definite future arrangements:
 - They're going on holiday for two weeks.
- We usually know exactly when the arrangements are happening. They are often the type of arrangements we can write in a diary:
 - We're leaving on Saturday.
- We make the Present Continuous with: subject + be + verb + ing

Tips:

- When we use the Present Continuous for future arrangements, we usually use a future time phrase (next weekend, on Saturday, etc.), or both people know from the situation that we are talking about the future.
- We often use the Present Continuous to ask about people's arrangements:
 - What are you doing this evening/weekend?
- The arrangement doesn't have to be in the near future. The important thing is how certain we are about it:
 - We're getting married in July next year (we've decided on a date and booked the church).

Sample Question:

• **I _____ to New York tomorrow morning.**

A. flew B. 'm flying C. fly D. have flown

Quantifiers

- We usually use **some** in positive sentences:
 - There's some tea. There are some towels.
- We usually use **any** in questions.
 - Is there any sun cream?
 - Are there any T-shirts?
- We usually use **any** in negative sentences:
 - There isn't any coffee.
 - There aren't any jackets.

Tips:

- We use **some** and **any** with uncountable nouns (soap, chewing gum, shampoo, etc.) and plural countable nouns (cameras, suitcases, razors, etc.).
- We often use **some** in questions with Would you like:
 - Would you like some tea?
- We can use **no** to mean **not any**:
 - There's no coffee.

OTHER QUANTIFIERS

| Countable nouns | Uncountable nouns | Both |
|-------------------|----------------------------------|-----------------------------------|
| a few not many | a bit of a little not much | a lot of / lots of some any |

- With countable nouns we use a few and not many to mean a small quantity:
 - There are a few CDs = There aren't many CDs.
- With uncountable nouns we use a bit of, a little and not much to mean a small quantity:
 - There's a bit of toothpaste = There's a little toothpaste = There isn't much toothpaste.
- With both countable and uncountable nouns, we use a lot of / lots of to mean a large quantity:
 - There are a lot of T-shirts.
 - There's lots of make-up.
- We don't usually use much or many in positive sentences:
 - I've got lots free time. **NOT** I've got much free time.
 - There are a lot of chairs. **NOT** There aren't many chairs.
- We use How much ...? to ask about uncountable nouns and How many ...? to ask about countable nouns:
 - How much soap have we got?
 - How many towels are there?

Sample Questions:

- **I want _____ milk for this recipe.**
 A. not many B. a few C. a bit **D. some**
- **How _____ beef do you want?**
 A. lots of B. many **C. much** D. any
- **It cost _____ money to educate your children.**
A. lots of B. bits C. few D. any

Possessive Pronouns

- We use possessive pronouns for possessive adjective + noun or possessive 's + noun:
 - That's **my** bag. That's **mine**
 - Those are **Jane's shoes**. Those are **hers**.
- We often use possessive pronouns when we know what thing we are talking about
 - Is this your camera? No, it's his. (= his camera).

| Subject pronouns | Object pronouns | Possessive adjectives | Possessive pronouns |
|------------------|-----------------|-----------------------|---------------------|
| I | me | my | mine |
| we | us | our | ours |
| you | you | your | yours |
| she | her | her | hers |
| he | him | his | his |
| it | it | its | – |
| they | them | their | theirs |

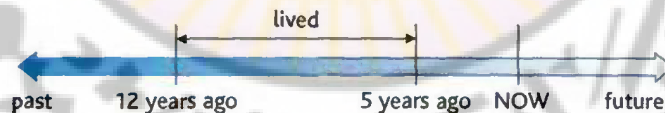
Sample Questions:

- **It's not _____.** **Their lighter is green.**
A. theirs B. their C. there D. them
- **I want to go to Rihanna concert.** **I really like _____.**
A. its B. it C. their D. them

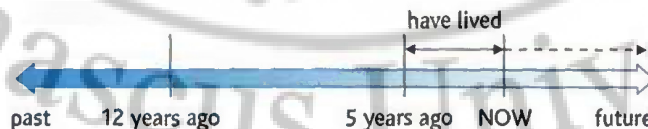
Present Perfect for unfinished past with

• For and Since

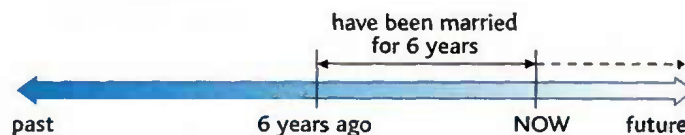
- We use the **Past Simple** to talk about something that happened in the past but does not continue in the present:
 - I lived in Adelaide for seven years before I moved to Coober Pedy (I don't live in Adelaide now).



- We use the **Present Perfect** to talk about something that started in the past and continues in the present:
 - My family and I have lived in this house for five years (we started living there five years ago and we still live there).



- We use **for** with a period of time (how long):
 - We've been married for six years.



- We use **since** with a point in time (when something started):
 - Alian's lived on this boat since 1995.



Tips:

- We can also use **for** with the **Past Simple**:
 - I lived in London for two years (but I don't live there now).
- We **don't use ago** with the Present Perfect:
 - I've been married for two years. **NOT** I've been married since two years ago.

How long?

- We use **How long ...?** to ask about a period of time.
- We use questions with **How long...?** and the **Past Simple** to ask about something that started and finished in the past:
 - How long did Luke live in Adelaide? (he doesn't live in Adelaide now).
- We use questions with **How long ...?** and the **Present Perfect** to ask about something that started in the past and is still happening now:
 - How long has he lived in his underground house? (he lives there now).
- We can answer both **Past Simple** and **Present Perfect** questions with **for** (for two years, etc.), but we can't answer **Past Simple** questions with **since**: How long did you live there? For ten years. **NOT since 1995.**

PAST SIMPLE QUESTIONS WITH HOW LONG...?

| How long | Auxiliary | subject | infinitive | |
|----------|-----------|-------------------------|------------|--------|
| How long | did | I/we/you/they/he/she/it | live | there? |

PRESENT PERFECT QUESTIONS WITH HOW LONG...?

| How long | Auxiliary | subject | Past participle | |
|----------|-----------|---------------|-----------------|---------------|
| How long | have | I/we/you/they | lived | there? |
| How long | has | he/she/it | been | in Australia? |

Tips:

- We often answer **How long ...?** questions with short phrases, not complete sentences:
 - How long have you lived here? > **Since 2001. / For five years.**
- We can also make questions in the **Past Simple** with **How long Ago ...?:**
 - How long ago did you see him? > **About three months ago.**

Sample Questions:

- He ____ for IBM for six years, then went to work for Microsoft.
A. worked B. work C. is working D. has worked
- I've lived here ____ 2000 and I like it so much.
A. for B. since C. in D. on
- ____ has your computer been broken?
A. How often B. How much C. How long D. When
- How long ____ your dog?
A. you have B. you had C. have you D. did you have

Should, Shouldn't, Must

- We use should, shouldn't and must to give advice.
- We use should to say we think something is a good thing to do:
 - You should wait for the hostess to start eating first.
- We use shouldn't to say we think something is a bad thing to do:
 - You shouldn't ask people how much they earn.
- We use must to give very strong advice:
 - You must ask the hostess if you can smoke.
- After should, shouldn't and must we use the infinitive.

QUESTIONS WITH SHOULD

| Question word | should | subject | infinitive | |
|---------------|--------|-------------------------|------------|-------------------|
| What | should | I/you/he/she/it/we/they | do? | |
| What time | should | I | arrive? | |
| | Should | I | take | something to eat? |

SHORT ANSWERS

Yes, I/you/he/she/we/they should.
No, I/you/he/she/we/they shouldn't.

- We often use I (don't) think with should:
 - I (don't) think you should go to work.
- We often use Do you think ... should ...? to ask for advice:
 - Do you think I should take some food?
- The word advice is uncountable:
 - Could you give me some advice? **NOT** Could you give me an advice?
- We can also say a piece of advice:
 - Let me give you a piece of advice.

Sample Questions:

- You _____ drive too fast.
A. shouldn't B. might not C. should D. might
- Do you think _____ buy a new pair of shoes for the party?
A. should I B. must I C. I should D. could I

Infinitive of Purpose

- To say why we do something, we often use the infinitive with to:
 - I came here to study English. = I came here because I wanted to study English.

Tips:

- We don't say: ~~I came here for study English~~, or ~~I came here for to study English~~
- We can also use for + noun to say why we do something:
 - I went to the shops for some coffee.

Sample Question:

- We went to Egypt _____ the pyramids.
A. for see B. to see C. for to see D. seeing

Phrasal verbs

- There are a lot of common verbs in English with two or three words: get up, eat out, stay in, look after, go out with, run out of, etc. These are called phrasal verbs. They are very common in spoken English.
- Phrasal verbs have two or three parts: a verb and one or two particles.

| Verb | Particle(s) |
|------|-------------|
| move | in |
| get | on with |
| sit | down |
| put | up with |

- Some phrasal verbs are literal. We can understand the meaning from the verb and the particle(s): move in, sit down, go away, take off, go back.
- Some phrasal verbs are non-literal. We can't usually understand the meaning from the verb and the particle(s): get on with, put up with, give up, go on, turn up.

Tip:

- We often use well with get on with: I get on well with my all my other neighbors.

Sample Question:

- He's so untidy. I don't know how she puts _____ him.
A. around B. up with C. out with D. with

First conditional

- We use the first conditional to talk about the result of a possible event or situation in the future.
- The **if clause** talks about things that are possible, but not certain.
 - If I'm late again, I'll lose my job (maybe I'll be late again). The main clause says that we think the result will be in this situation. (I'm sure I'll lose my job).

| if clause (if + present simple) | main clause (will/won't + infinitive) |
|---|--|
| If I am late again, If we don't get there by five, | I will lose my job. We'll miss the plane. |

Tips:

- The **if clause** can be first or second in the sentence, when we start with the **if clause** we use a comma (,) after this clause. When we start with the main clause, we don't use a comma: You'll be OK if you get a taxi.
- We don't usually use will/won't in the **if clause**: ~~If I'll be late again, I'll lose my job.~~
 - **Future time clauses with when, as soon as, before, after, until**
- We can use sentences with when, as soon as, before, after and until to talk about the future:
 - I'll pack before I go to bed.
- After these words we use the Present Simple:
 - I'll call Frank when I get home **NOT** I'll call Frank when I'll get home.
- In the main clause we use will/won't + infinitive:
 - As soon as I finish this report, I'll go to the bank.
- We use when to say we are certain something will happen.
- We use if to say something is possible, but it isn't certain.
- We use as soon as to say something will happen immediately after something else.
- We use **until** to say something stops happening at this time.
- As in first conditional sentences, the future time clause with when, as soon as, etc. can come first or second in the sentence:
 - After I talk to him, I'll phone the hotel = I'll phone the hotel after I talk to him.

Sample Questions:

- If we study so little, we _____ the exam.
A. won't pass B. passed C. pass D. aren't passing
- They will see Harry if he _____ to the party.

A. will come B. came **C. comes** D. was coming

- He'll call as soon as he _____ to the company.

A. arrived B. will arrive C. is arriving **D. arrives**

too, too much, too many, (not) enough

- We use **too, too much** and **too many** to say something is more than we want.
 - too + adjective: I try not to get home too late.
 - too much + uncountable noun: He's got too much work to do.
 - too many + countable noun: I've always got too many things to do.
- We use **not enough** to say something is less than we want.
 - not + adjective + enough: She's not old enough to talk.
 - not + verb + enough + noun: I don't have enough energy to do anything in the day.
- We use **enough** to say something is the correct number or amount.
 - enough + noun: I earn enough money for the whole family.
 - adjective + enough: I think this place is big enough for us.
- We often use the infinitive with to after these phrases:
 - I've got too many things to do today.
- We don't use too to mean very: It was really beautiful, **NOT** ~~It was too beautiful.~~

Sample Questions:

- They lost because they made _____ mistakes.
A. too many B. too C. too much D. not too
- He's not _____ to play basketball.
A. tallest B. enough tall C. tall **D. tall enough**

Use of articles: a, an, the, no article

- We use **a** or **an**:
 - with jobs: He was a designer.
 - to talk about a person or a thing for the first time: He had a small shop in Florence.
- We use **the**:
 - to talk about a person or a thing for the second/ third/fourth, etc. time. The shop was the beginning of the family business.
 - when there is only one (or one in a particular place). In the world.
 - with superlative adjectives. Gucci is one of the most famous fashion houses.
- We don't use an article:

- to talk about people or things in general: Lots of people love buying clothes **NOT** ~~Lots of people love buying the clothes.~~
- for most cities and countries. It was started in Italy. ~~It was started in the Italy.~~

Tips:

- We use the with some countries: the UK, the USA, the Czech Republic, etc.
- We use the in some fixed phrases: go to the cinema, the shops, in the morning / afternoon, at the weekend, the news, etc.

Sample Questions:

- She always wears _____ orange hat.
A. an B. a C. these D. hers
- I saw a man repairing a bike. _____ bike was quite old.
A. My B. An C. The D. A
- Shops stay open late in _____ Britain.
A. the B. an C. Ø D. a
- Mexico City is _____ biggest city in the world.
A. a B. Ø C. an D. the
- I only go to _____ cinema at _____ weekend.
A. the - Ø B. Ø - the C. the - the D. Ø - Ø

Present Simple passive; Past Simple passive

- In English the main topic usually comes at the beginning of the sentence.

| | | | |
|---------|-----------------|----------|------------------|
| | subject | verb | object |
| active | Ian Fleming | used | this typewriter. |
| | subject | verb | by + agent |
| passive | This typewriter | was used | by Ian Fleming. |

- In the active sentence we are more interested in Ian Fleming, so we make him the subject.
- In the passive sentence we are more interested in the typewriter, so we make it the subject.
- The person or thing doing the action is the subject of active sentences:
 - These auction houses make a lot of money selling memorabilia.

- We often use the passive when we are more interested in what happened to someone or something than in who did the action:
 - One of George Harrison's guitars was sold for £117,000.
- In passive sentences we can use by to say who or what did the action (we call this the agent):
 - This dress was won by Marilyn Monroe.
- To make the Present Simple passive we use: subject + am, is or are + past participle.
- To make the Past Simple passive we use: subject + was or were + past participle.

QUESTIONS

| | Question word | auxiliary | subject | Past participle | |
|-----------------------|-----------------|-------------|---|-----------------|-------------|
| Present simple | Where Where | is are | rice Audi cars | grown? made? | |
| Past simple | How much Who | was were | the Picasso painting Elvis's hair cuttings | sold sold | for? by? |

Sample Questions

- She _____ by the biggest company in town in September.
 - A. employed B. were employed C. is employed **D. was employed**
- Where _____ these key _____?
 - A. were - found** B. was - found C. were - find D. was - find
- How often _____ washed?
 - A. is the dog** B. were the dog C. the dog is D. do the dog

used to

- We use (used to) to talk about past habits and repeated actions:
 - 'Shopping girlfriends' used to help men choose clothes.
- We can use (used to) with state verbs (be, like, have, want, etc.):
 - Selfridges used to have a special room only for men.
- After (used to) we use the infinitive:
 - It's not as bad as it used to be.
- We can't use (used to) for an action that only happened once: Selfridges opened in 1909. **NOT Selfridges used to open in 1909.**

POSITIVE AND NEGATIVE

- We make positive sentences with: subject + used to + infinitive.

- **I/You/He/She/It/We/They used to do the shopping.**
- **We make negative sentences with: subject + didn't use to + infinitive.**
 - **I/You/He/She/It/We/They didn't use to buy the food.**

QUESTIONS

| Question word | did | subject | use to | infinitive | |
|---------------|-----|------------|--------|------------|------------------------|
| Where | did | you | use to | live | when you were a child? |
| What | did | single men | use to | do? | |
| | Did | single men | use to | buy | skincare products? |

SHORT ANSWERS

- Yes, I/you/he/she/it/we/they did.
- No, I/you/he/she/it/we/they didn't.

Tips:

- We can only use **(used to)** to talk about the past. When we want to talk about the present, we use usually + Present Simple:
 - I used to get up early (but I don't get up early now).
 - I usually get up early (I get up early now).
- Notice the spelling of **use to** in negatives and questions:
 - Did you use to know him? **NOT** Did you used to know him?
- In the negative we can use **didn't use to** or **never used to**:
 - Most married men never used to do the food shopping.

Sample Questions:

- I ____ to music when I was a child.

A. was listening B. didn't used to listen **C. used to listen** D. used to listening
- Where did they ____?

A. use living **B. use to live** C. used living D. used to live

Present Perfect for giving news with just, yet and already

- **We use the Present Perfect for giving news about things that happened in the past, but are connected to now. We don't say the exact time they happened:**
 - **He's had a car accident.**
 - **Pippa's just lost her job!**

- We use the Past Simple when we say the exact time something happened:
 - He hasn't received the money for the work he did for you last month.
- We use yet to say something hasn't happened, but we think it will happen in the future:
 - I don't know all the details yet.
- We use just to say something happened a short time ago, but we don't know exactly when:
 - I've just heard that Tim's in hospital.
- We use already to say something happened some time in the past (perhaps sooner than we expected):
 - He's already had an operation.
- We usually use just and already in positive sentences. These words go between the auxiliary and the past participle:
 - Robin Hall's just phoned.
 - Ted's already done three awes.
- We usually use yet in negative sentences and questions. Yet usually goes at the end of the sentence or clause:
 - I haven't done any yet. Have you sent him the cheque yet?
- go has two past participles, **been** and **gone**. We often use been to mean go and come back, and gone to mean go, but not come back yet. Compare these two sentences:
 - He's just been to the shops (he's back home now).
 - He's just gone to the shops (he's at the shops now).
- We can use the Present Perfect with this morning, this afternoon, etc. when it is still that time of day:
 - I've seen him this morning (it is still morning).
 - I saw him this morning (it is now afternoon).

Sample Questions:

- Have you booked a table _____?

A. yet B. just C. since D. yesterday
- I _____ just _____ my driving license.

A. was - passed B. 've - passed C. were - passed D. has - passed

Relative clauses with who, which, that and where

- We use relative clauses to say which person/place/thing we are talking about.
- To introduce relative clauses we use:
 - a) **who** or **that** for people: He's the man who/that was murdered.
 - b) **which** or **that** for things: Her marriage is the only thing which/that makes her happy.
 - c) **where** for places: That's the place where they found the body.

Tips:

- We usually use who for people (but that is also correct):
 - He's the man who lives next door.

- We usually use that for things (but which is also correct): Here's the article that I was talking about.
- We don't use what in relative clauses:
 - This is the letter that I got today, **NOT** ~~This is the letter what I got today.~~

Sample Questions:

- I know a friend _____ speaks five languages.
- A. which **B. who** C. where D. when
- We should only buy products _____ can be recycled.
- A. **which** B. who C. where D. when

Echo Questions

- We use echo questions (Didn't you? Are you, etc.) when we are interested or surprised.
- We usually use the auxiliary in echo questions:
 - Hannah's had twins. **Has she?** **NOT** ~~Has she had?~~
- We only use subject pronouns in echo questions:
 - Max doesn't want to sell his computer. **Doesn't he?** **NOT** ~~Doesn't Max?~~
- If the sentence is positive, the echo question is positive:
 - I'm going to Rome next month. **Are you?**
- If the sentence is negative, the echo question is negative:
 - I didn't go to work today. **Didn't you?**

Tips:

- To respond to a positive sentence in the Present Simple or Past Simple, we use do/don't, does/doesn't or did/didn't in the echo question:
 - I work for a TV company. **Do you?**
 - His mother really likes it here. **Does she?**
 - They went to Sydney last week. **Did they?**
- To respond to a sentence with the verb have got, we use have/haven't or has/hasn't in the echo question:
 - She's got four sisters. **Has she?**
- To respond to a sentence with the verb be, we use am, is/isn or are/aren't in the echo question:
 - My car's twenty years old. **Is it?**
- We say Aren't I? not ~~Amn't I?~~
 - You aren't in this class. **Aren't I?**

Sample Questions:

- I'm working in a surf shop.
 - _____?
- A. Aren't you B. Is he? **C. Are you** D. Isn't he?

- She loves going to the cinema.
- _____?

A. Is she B. Doesn't she C. Isn't she D. Does she

Reported speech

- We use reported speech when we want to tell someone what another person said.
- We usually change the verb forms in reported speech.

| verb form in direct speech | verb form in reported speech |
|----------------------------------|---|
| Present Simple | Past Simple |
| I want to work abroad. | He said that he wanted to work abroad. |
| Present Continuous | Past Continuous |
| I'm working in a restaurant. | He said he was working in a restaurant. |
| will | would |
| I'll be back next year. | He said that he'd (= he would) be back next June. |
| can | could |
| I can save £100 a week. | He told me he could save £100 a week. |
| be going to | was/were going to |
| I'm going to work for a charity. | He told me that he was going to work for a charity. |

SAY AND TELL

- To introduce reported speech, we can use say or tell:
 - **say** never has an object. He said (that) ... **NOT** He said me (that)
 - **tell** always has an object. He told me (that) ... **NOT** He told (that)

Tips:

- We don't have to use **that** in reported speech:
 - He said (that) he wanted to work abroad.
- We often have to change pronouns and possessive adjectives in reported speech.
 - "I don't see **my** aunt very often." > Philip said that **he** didn't see **his** aunt very often.
 - "I don't see **my** nephew very often." > Maureen said that **she** didn't see **her** nephew very often.

Sample Questions:

- I live with my family.

She said she _____ with her family.

A. lived B. lives C. has lived D. live

- He ate toast for breakfast.

He told me he _____ toast for breakfast.

A. has eaten B. ate C. had eaten D. was eating

- I can call her after the meeting.

She said she _____ call _____ after the meeting.

- A. could - us **B. could - her** C. can - us D. can - her

- I'll remember.

He told _____ he _____ remember.

- A. ∅ - would **B. me - would** C. me - will D. ∅ - will

Second conditional

- We use the second conditional to talk about imaginary situations:
 - If someone asked me to hold a tarantula, I wouldn't do it (I don't think anyone will ask me to do this).
- The second conditional talks about the present or the future. It often talks about the opposite of what is true or real:
 - If I had enough money, I'd buy that jacket (I haven't got enough money now).
 - If I had some free time, I'd go with you (I don't have any free time).

POSITIVE AND NEGATIVE

| If | subject | Past simple | | subject | 'd/wouldn't | infinitive | |
|----|-------------|-------------|----------------------------|---------|-------------|------------|-----|
| If | I | won | a parachute jump, | I | 'd | do | it. |
| If | someon e | asked | me to hold a tarantula, | I | wouldn't | do | it. |

Tips:

- The **if clause** can be first or second in the sentence.
- We only use a comma when the if clause is first:
 - If I had enough time, I'd help you.
 - I'd help you if I had enough time.
- We don't usually use would in the **if clause**:
 - If I won the lottery, I'd leave my job. **Not** If I'd win the lottery, I'd leave my job.
- We can say If I/he/she/it was ... or If I/he/she/it were ... in the second conditional:
 - If I was/were younger, I'd come with you.
 - If she was/were rich, she'd move to the Caribbean.

Sample Questions:

- He _____ depressed if he failed the exams.
A. would be B. will be C. had D. has

- If they had this player, they _____ a single match.
A. wouldn't lost B. would lose **C. wouldn't lose** D. will lose
- If I _____ a job in France, we would eat crepes every day.
A. get **B. got** C. gets D. had got
- If I _____ rich, I'd buy a car.
A. am B. have been **C. were** D. will

WHAT WOULD YOU DO ...? QUESTIONS

We often make questions in the second conditional with **what would you do ...?**

- This phrase can come at the beginning or the end of the question:
 - What would you do if you won a parachute jump?
 - If someone asked you to hold a tarantula, what would you do?
- We can answer these questions with: (I think) I'd ... or I wouldn't ...:
 - I think I'd do it.
 - I wouldn't hold it.
- We don't usually repeat the **if clause** in the answer.
- **First conditional or second conditional?**
 - We use the first conditional to talk about possible situations.
 - We use the second conditional to talk about imaginary situations. Compare these two sentences:

First conditional: If she studies hard; she'll pass the exam (she's a good student and I think she might pass the exam = possible situation).

Second conditional: If she studied hard, she'd pass the exam (she's not a good student and she never studies, so I don't think she will pass the exam = imaginary situation).

Sample Question:

- What _____ if you won the lottery?
A. will you do B. you will do C. you would do **D. would you do**

The End



Intermediate

Present Continuous and Present Simple

• We use the **Present Continuous** for things that:

a are happening at the moment of speaking:

I _____ from a busy street food market. I'm sitting in one of Mexico City's busy parks.

- A. blog B. am blogging
C. blogging D. was blogging

b are temporary and happening around now, but maybe not at this exact moment:

Now I'm writing a book about street food. We're working in Mexico for a few days.

c are changing over a period of time:

My blog is becoming more popular every year.

More and more people are visiting Thailand on holiday these days.

• We use the **Present Simple** for:

a habits and routines with *always, sometimes, never, everyday, every year, etc.:*

I always _____ the street food wherever I go. I come here every year.

- A. try B. trying
C. am trying D. have tried

b things that are permanent, or true for a long time:

I live in London. People still eat a lot of street food in Indonesia.

c verbs that describe states (*be, have got, want, etc.:*)

The country's capital has got some fantastic street food.

If you want to make the perfect burrito, start with a freshly-made flour tortilla.

ACTIVITY AND STATE VERBS

• **Activity verbs** talk about activities and actions. We can use activity verbs in the Present Simple and the Present Continuous (and other continuous verb forms):

I watch TV every evening. I'm watching TV now.

Typical activity verbs are: *watch, talk, spend, eat, learn, buy, cook, take, happen.*

• **State verbs** talk about states, feelings and opinions. We don't usually use state verbs in the Present Continuous (or other continuous verb forms):

I like burritos. not I'm liking burritos.

• Learn these common state verbs.

| 'be and have' verbs | 'think and know' verbs | 'like and hate' verbs | senses | other verbs |
|---------------------|------------------------|-----------------------|--------|-------------|
| be | know | like | see | seem |
| have (got) | think | love | hear | need |
| own | believe | hate | smell | hope |
| belong | understand | want | touch | agree |
| | remember | prefer | taste | cost |
| | forget | | | weigh |
| | mean | | | contain |

TIPS • We often use **can** with verbs that describe the senses to talk about what is happening now:

I can hear a noise outside.

I can't see anything.

• Some verbs can be **both** activity verbs and state verbs:

I _____ dinner at the moment. (activity)

- A. have B. am having
C. have had D. was having

They have two children. (state)

What are you thinking about? (activity)

I think football is boring. (state)

• We often use **still** with the **Present Simple and Present Continuous** to mean something that started in the past and continues in the present:

People still eat a lot of street food in Indonesia. I'm still waiting for him to call me.

POSITIVE, NEGATIVE AND QUESTION FORMS

Present Continuous

• We make the Present Continuous positive and negative with: [subject + **be** + (not) + verb+ing]

I'm (not) working at the moment.

You/We/They are/aren't writing a blog.
He/She/ It's/ isn't becoming more popular.

- We make Present Continuous questions with: [(question word)+ **am, are or is** + subject + **verb+ing**]

What am I doing here?

Who are you/we/they talking to?

Is he/she/ it working today?

Present Simple

- For *I/you/we/they*, the Present Simple positive is the same as the infinitive.
- For *he/she/it*, we add **-s** or **-es** to the infinitive:

he lives ;she goes; it works.

- We make the Present Simple negative with: [subject + **don't or doesn't** + infinitive]

I/You/We/They don't live here.

He/She/It doesn't work.

- We make Present Simple questions with: [(question word) + **do or does** + subject + infinitive]

Where do I/you/we/they live?

Does he/she/it work?

Past Simple and Past Continuous

- We use the **Past Simple** for:

a a single completed action in the past.

My boyfriend bought tickets to see her play live. Then I moved to London.

b a repeated action or habit in the past.

I listened to her second album all the time. I practised for hours every day.

c a state in the past.

My boyfriend wanted to sell it on eBay.

I loved dance music.

- We use the **Past Continuous** for:

a an action in progress at a point of time in the past.

Five years ago I _____ in New York.

A. live B. am living

C. have lived D. was living

Twenty minutes later I was standing in front of 1,000 people.

b the background events of a story.

All the fans were singing along.

All the clubbers were dancing and having a good time.

c an action in progress when another (shorter) action happened.

While I was playing my last track, the manager came over and congratulated me.

While she was doing an encore, she threw her shoes into the crowd.

TIPS• We can also use the Past Continuous when the longer action is interrupted:

While we _____ a picnic, it _____ to rain.

A. were having, started B. are having, started

C. have, starts D. had, started

- We can use *when* or *while* with the Past Continuous:

He phoned me when/while I was waiting for the train.

- We don't usually use *while* with the Past Simple:

While he phoned me, I was waiting for a train.

Past Simple

- We usually make the **Past Simple** positive of regular verbs by **adding -ed or -d to the infinitive**: **work-+ worked, live-+ lived, etc.**

There are no rules for irregular verbs. There is an Irregular Verb List.

- We make the **Past Simple negative** with: [subject + **didn't** (= did not) + infinitive]

He didn't go to work yesterday.

- We make **Past Simple** questions with: [(question word)+ **did** + subject + infinitive]

What time did he call you?

Past Continuous

- We make the **Past Continuous positive and negative** with:[subject + **was, were, wasn't or weren't** + verb+ing]

I/He/She/ It was/wasn't working when you called.

We/You/They were/weren't living in Australia in 2010.

- We make **Past Continuous** questions with:[(question word) + **was or were** + subject + verb+ing]

Was I/he/she/it waiting for you?
What were you/we/they doing at 2 p.m. yesterday?

used to

• We can use **used to** or the **Past Simple** to talk about repeated actions, habits or states in the past:

I _____ to a lot of gigs when I was younger, but now I rarely do.

- A. didn't use to go B. am going
 C. used to going D. used to go

I listened/used to listen to her second album all the time.
Back then I was/used to be one of Lady Gaga's biggest fans.

• We can't use **used to** to talk about one action in the past:

That night she sang for over two hours. not ~~That night she used to sing for over two hours.~~

TIP • We can only use **used to** to talk about the past. To talk about habits or repeated actions in the present, we use **usually + Present Simple**. Compare these sentences:

I used to work at the weekend. (I don't work at the weekend now.)

I usually work at the weekend. (I work at the weekend now.)

POSITIVE AND NEGATIVE

• We make **positive** sentences with **used to** with: [subject + used to + infinitive]

He used to live in Dublin when he was a teenager.

• We make **negative** sentences with **used to** with: [subject + didn't + use to + infinitive]

We didn't use to go clubbing very often.

QUESTIONS

• We make **questions** with **used to** with: [(question word) + did + subject + use to + infinitive]

_____ go out a lot when you lived in New York?

- A. Do you use to B. Did you used to
 C. Did you use to D. Did you use

Where did you use to live when you were young?

TIPS • **Used to** is the same for all subjects: **I/You/He/She/We/They used to live in Ireland.**

• Notice how we spell the negative and question forms:

didn't use to not ~~didn't used to~~; did you use to not ~~did you used to~~.

• In the **negative** we can say **didn't use to** or **never used to**:

I never used to go to gigs when I was young.

• The **short answers** to **yes/no** questions with **used to** are:

Yes, I did./No, I didn't.; Yes, he did./No, he didn't. , etc.

Past Perfect

• When there is more than one action in the past, we often use the Past Perfect for the action that happened first.

| second action (Past Simple) | first action (Past Perfect) |
|--|--|
| Cho joined the expedition after He also read messages that Ed calculated that | Luke had gone back to the UK. people had sent him. he'd walked about 6,000 miles. |

• Compare these sentences:

1 When I turned on the TV, the programme started.

(First I turned on the TV, then the programme started almost immediately.)

2 When I turned on the TV, the programme had started.

(First the programme started, then I turned on the TV.)

TIPS • If the order of past events is clear from the context, we don't usually use the Past Perfect:

We had dinner, watched TV and then went to bed.

• We don't always use the Past Perfect with **before** and **after** because the order of events is clear:

We (had) finished eating before they arrived.

I went home after the meeting (had) finished.

POSITIVE AND NEGATIVE

- We make the **Past Perfect positive** with: [subject + **had** or 'd + past participle]

They had planned to do the whole walk together.

- We make the **Past Perfect negative** with: [subject + **hadn't** + past participle]

He hadn't been to the Amazon jungle before.

TIP• The Past Perfect is the same for all subjects:

I/You/He/ She/It/We/They had already arrived when John got home.

QUESTIONS

- We make **Past Perfect questions** with: [(question word) + **had** + subject + past participle]

What had he done before he became an explorer?

TIPS• The **short answers** to **Past Perfect** *yes/no* questions are:

Yes, I had. / No, I hadn't., etc.

- We often use the **Past Perfect after realised, thought, forgot and remembered:**

I realised I _____ my wallet at home.

A. had left

B. have left

C. was leaving

D. was leaving

- We often use **by the time, when, as soon as, because** and **so** to make sentences with the **Past Perfect** and **Past Simple**:

The party _____ by the time he arrived.

A. had finished

B. has finished

C. finished

D. finishes

- We use the same adverbs and time phrases with the Past Perfect as we do with the Present Perfect Simple:

Tracy had just/already finished it.

Present Perfect Simple

- We use the Present Perfect Simple for experiences that happened some time before now, but we don't know or don't say when they happened:

I've worked in the USA and in Europe.

We've been away together a few times.

To give more information about an experience we use the Past Simple:

I really enjoyed my time there too. Each time there was a problem back at the hotel.

- We use the Past Simple to say when something happened:

My wife and I started working in the hotel industry 19 years ago.

Three days ago a guy set off on his own into the mountains.

- We use the Present Perfect Simple for something that started in the past and continues in the present:

I've lived in this country for about three years. We've had this place since 2008.

- We use the Present Perfect Simple for something that happened a short time ago, but we don't say exactly when:

I've just been to Banff to pick him up from the hospital.

My wife's gone to see some friends off at Manchester airport.

POSITIVE AND NEGATIVE

- We make the Present Perfect Simple positive and negative with:

[I/you/we/they + 've, have or haven't + past participle]

[he/she/it + 's, has or hasn't + past participle]

I/You/We/They've/ haven't worked in Canada.

He/She/It's/hasn't been to South America.

QUESTIONS

- We make Present Perfect Simple questions with: [(question word) + **have** or **has** + subject + past participle]

How long have I/you/we/they lived here?

Has he/she/ it been there before?

FOR AND SINCE

- We use **for** with a period of time (how long):

I've lived in this country for about three years.

- We use **since** with a point in time (when something started):

We _____ this place _____ 2008.

The book _____ a best-seller _____ it was published in 1973.
 A. has been being, since B. has been, from
 C. is, since D. has been, since

TIPS• We often use the **Present Perfect Continuous** with verbs that talk about longer activities: *learn, rain, try, play, work, read, wait*, etc.:

I've been learning English for five years.

• We don't usually use the Present Perfect Continuous with verbs that talk about short actions: *start, find, lose, break, buy, stop*, etc.:

I've started a course. not ~~I've been starting a course.~~

• With some verbs, both verb forms are possible:

I've lived/been living here for five years.

He's worked/been working in Australia since 2011.

Present Perfect Continuous

• We make the Present Perfect Continuous positive with: [I/you/we/they + 've or have + been + verb+ing]
 [he/ she/ it + 's or has + been + verb+ing]

They've been travelling since 1972.

The company has been publishing guide books for 40 years.

• We make the Present Perfect Continuous negative with: [I/you/we/they + haven't + been + verb+ing]
 [he/she/it+ hasn't + been + verb+ing]

I haven't been sleeping very well lately.

He hasn't been working here for very long.

TIPS• We often use the Present Perfect Continuous to talk about the activity we have been doing:

I've been doing my homework. (We don't know if the homework is finished or not.)

• We often use the Present Perfect Simple to say an activity is finished:

I've done my homework. (The homework is finished now.)

HOW LONG ... AND HOW MANY ...

• We usually use the **Present Perfect Continuous** to say **how long** an activity has been happening:

Their television company, Lonely Planet TV, has been making programmes since 2004.

• We usually use the **Present Perfect Simple** to say **how many** things are finished :

Lonely Planet has published over 650 guidebooks since the company began.

Questions with How long ... ? and How many ... ?

• We make Present Perfect Continuous questions with *How long ... ?* with:

[How long + have + I/you/we/they + been + verb+ing]

[How long + has + he/she/ it + been + verb+ing]

How long have you been waiting here?

How long has Lonely Planet been publishing guide books?

• We make Present Perfect Simple questions with *How many ... ?* with:

[How many + have + I/you/we/they + past participle]

[How many + has + he/she/ it + past participle]

How many countries have you visited?

How many books has Lonely Planet published?

TIP• We can also make questions with the Present Perfect Simple and *How much (+ noun) ... ?*:

How much money have you spent so far?

First Conditional

We use the first conditional to talk about the result of a possible event or situation in the future.

The **if clause** talks about things that are possible, but not certain.

If I'm late again, I'll lose my job (maybe I'll be late again). The main clause says that we think the result will be in this situation. (I'm sure I'll lose my job).

| | |
|------------------|--------------------|
| if clause | main clause |
|------------------|--------------------|

| (if + present simple) | (will/won't + infinitive) |
|---|--|
| If I am late again, If we don't get there by five, | I will lose my job. We'll miss the plane. |

Tips:

The **if clause** can be first or second in the sentence, when we start with the **if clause** we use a comma (,) after this clause. When we start with the main clause, we don't use a comma: You'll be OK if you get a taxi.

We don't usually use will/won't in the **if clause**: ~~If I'll be late again, I'll lose my job.~~

Future time clauses with when, as soon as, before, after, until

We can use sentences with when, as soon as, before, after and until to talk about the future:
I'll pack before I go to bed.

After these words we use the Present Simple:
I'll call Frank when I get home **NOT** I'll call Frank when I'll get home.

In the main clause we use will/won't + infinitive:
As soon as I finish this report, I'll go to the bank.

We use when to say we are certain something will happen.

We use if to say something is possible, but it isn't certain.

We use as soon as to say something will happen immediately after something else.

We use **until** to say something stops happening at this time.

As in first conditional sentences, the future time clause with when, as soon as, etc. can come first or second in the sentence:

- After I talk to him, I'll phone the hotel = I'll phone the hotel after I talk to him.

Second Conditional

We use the second conditional to talk about **imaginary** situations:
If I **lost** my laptop, I'd **probably lose** my job! (I don't think this will ever happen to me.)

The second conditional talks about **the present or future**.

We often use the second conditional to talk about the opposite of what is true or real: If we didn't have Wi-Fi, this place would be empty. (But we have Wi-Fi, so this is an imaginary situation.)

POSITIVE AND NEGATIVE

If I **lost** my laptop, I'd probably **lose** my job!
A. lost **B. lose** **C. loses** **D. is losing**
 If the internet **didn't exist**, I **wouldn't have** a business.
A. have **B. wouldn't have** **C. would** **D. had**

Compare these sentences:

- A.** If I **have enough** money, I'll **buy** a new laptop.
This is a real possibility (the person might buy a new laptop).
B. If I **had** enough money, I'd **buy** a new laptop.
This is an imaginary situation (the person can't buy a new laptop).

Tips:

The **if clause** can be first or second in the sentence:
We'd lose a lot of customers if our website crashed.
If our website crashed, we'd lose a lot of customers.

We can say If I/he/she/it **was** ... or If I/he/she/it **were** ... in the second conditional:

If I **was/were** rich, I'd buy a big house.

We can use might + infinitive in the main clause of the second conditional to mean 'would perhaps': If they turned off their computers, they might make some new friends. We can use could + infinitive in the main clause of the second conditional to mean 'would be able to': If we didn't have online meetings, I could travel a bit more.

QUESTIONS

We often make questions in the second conditional with **What would you do if ...?**:

What **would you do** if you lost your laptop?

A. you would do **B.** you do **C.** will you **D.** would you do

We can also make yes/no questions in the second conditional:

If someone asked you to lend them your computer, would you do it?

The short answers to these yes/no questions are: Yes, I would./No, I wouldn't. We can also say (Yes,) I might.

Third Conditional

We use the third conditional to talk about imaginary situations in the past.

We often use third conditionals to talk about the opposite of what really happened:

If I'd stayed at home, I wouldn't have met my husband. (She didn't stay at home and so she went to a party and met her husband.)

If I hadn't lost my job, I wouldn't have started my own business. (He lost his job so he decided to start his own business.)

POSITIVE AND NEGATIVE

If **I'd stayed** at home, I **wouldn't have met** my husband.

A. I'd stay **B.** stay **C.** I'd stayed **D.** I am staying

If I **hadn't started** doing this, I **d have got** into a lot more trouble.

A. would get **B.** have got **C.** will get **D.** 'd have got

Tips:

As with other conditionals, in the third conditional the **if clause** can be first or second in the sentence. We use a comma (,) when the if clause is first:

If I hadn't won that race, I'd never have become a serious athlete.

I'd never have become a serious athlete if I hadn't won that race.

We can use could have in the main clause of the third conditional to talk about ability:

If I'd been there, I could have helped you.

We can also use might have in the main clause of the third conditional to mean 'would have perhaps':

If you hadn't got lost, we might have got there on time.

We don't usually use would in the **if clause**: If I'd known, I'd have told you. **Not** if I would have known, I'd have told you.

Be able to, Be supposed to, Be allowed to, Modal verbs

• *can, must, have to, should and ought to* are modal verbs.

• We use **can** and **be able to** to talk about ability or possibility:

We _____ working when we're travelling.

A. able to continue **B.** are able to continue

C. were able to continue **D.** are able to continuing

• We use **be supposed to** to say a person is expected to do something:

In the UK people _____ a break every four hours.

A. are supposed to have **B.** supposed to have

C. are supposedly to have **D.** is supposed to have

• We use **be allowed to** and **can** to say we have permission to do something:

Some French employees _____ begin their weekend at 3 p.m. on Thursday.

- A. be allowed to B. allowed to
C. are allowed D. are allowed to

- We use **must** and **have to** to say something is necessary:

Rob says he must take more time off work. Lots of people have to take work home.

- We use **should** and **ought to** to give advice:

TIPS • We can use **have to** or **have got to** to say that something is necessary:

I have to work tonight. = I've got to work tonight.

- Must** and **have to** have very similar meanings in their positive form:

- We can't use **must** in the **past**. To say something was necessary in the past, we use **had to**:

I _____ to three meetings yesterday.

- A. have to go B. had to go C. must go D. had got to go

POSITIVE, NEGATIVE AND QUESTION FORMS

- We use the **infinitive** after **can, must, have to, should, ought to, be able to, be allowed to** and **be supposed to**.

- Can, must, should** and **ought to** are **the same for all subjects**.

Positive

negative

question

I can go.

I can't go.

Can I go?

You must go.

You mustn't go.

(Must you go?)

He should go.

He shouldn't go.

Should he go?

We ought to go.

We ought not to go.

(Ought we to go?)

- We make **negatives and questions** of **have to** by using the auxiliaries **do and does**:

She _____ go today. She can go tomorrow instead.

A. hasn't to

B. doesn't have to

C. not have to

D. not has to

- We make **negatives and questions** of **be able to, be allowed to, be supposed to** by changing the form of the verb **be**:

He isn't able to come. You aren't allowed to go. What are we supposed to do?

MUSTN'T OR DON'T HAVE TO

- We use **don't have to** to say something **isn't necessary**:

You _____ wear a suit to work, but you can if you want to.

A. don't have to

B. mustn't

C. haven't to

D. not allowed

- We use **mustn't** to say something **is not allowed**:

You mustn't send personal emails from the office. You can only send work emails.

TIP • To say something **wasn't necessary in the past**, we use **didn't have to**:

I _____ work yesterday. Not I hadn't to work yesterday.

A. hadn't to

B. didn't have to

C. don't have to

D. haven't to

Was/Were going to, Was/Were supposed to

- We use **was/were going to** to talk about plans we made in the past which didn't happen, or won't happen in the future. Look at these sentences.

We _____ the Bradleys later that year, but we didn't go for some reason.

A. were going to visit

B. are going to visit

C. were visiting

D. going to visit

(They planned to visit the Bradleys, but they didn't.)

We were going to spend our anniversary in the cottage in Wales where we had our honeymoon, but it was already booked.

(They planned to spend their anniversary in the cottage in Wales, but now they aren't going to go there.)

- We use **was/were supposed to** to talk about things we agreed to do, or other people expected us to do, but we didn't do. Look at these sentences.

Tom _____ the cottage months ago, but he forgot.

A. was supposed to book

B. is supposed to book

C. was supposed to booking

D. supposed to book

(Tom agreed to book the cottage, but he didn't book it.)

I was supposed to call you back, wasn't I? Sorry, Leo, I was out all day.

(Leo expected his mother to call him back, but she didn't.)

- After **was/were going to** and **was/were supposed to** we use **the infinitive**:

It was going to be a surprise party.

I was supposed to call you back.

TIP • We often use *was/were going to* or *was/were supposed to* to **apologize** for not doing something. We usually give a reason:

Sorry, I was going to call you back last night, but I didn't get home until late.

The future: will, be going to, Present Continuous

• We use **will** when we decide to do something at the time of speaking:

OK, I _____ those away.

A. will throw

B. am throwing

C. am going to throw

D. will be throwing

• We use **be going to** when we already have a plan or an intention to do something:

I _____ out the rest of them at the weekend.

A. going to sort

B. am going to sort

C. am going sort

D. will have sorted

• We use the **Present Continuous** when we have an arrangement with another person:

He's picking them up tomorrow evening after work.

• We use **be going to** for a prediction that is based on present evidence (something we can see now):

It's going to break the first time she uses it!

• We use **will** for a prediction that is a personal opinion and is not based on present evidence:

But you'll never listen to them again.

TIPS • When we use the **Present Continuous** for future arrangements, we usually know exactly when the arrangements are happening. They are the kind of arrangements we can write in a diary:

I'm having dinner with Richard on Saturday.

• We can also use **be going to** to talk about future arrangements:

What are you going to do tomorrow?

will

POSITIVE AND NEGATIVE

• We make the **positive and negative** forms of **will** with: [subject + 'I, will or won't (= will not) + infinitive]

I'll give you a ring next week.

He won't talk to anyone about it.

TIP • *Will/won't* is the same for all subjects: *I/you/he/she/it/we/they will/won't do it.*

QUESTIONS

• We make **questions** with **will** with: [(question word) + will + subject + infinitive]

Will you use that old printer again?

What will he decide to throw away?

TIPS • We often use *Do you think ... ?* to make questions with **will**:

Do you think your sister will like this dress?

• We often use **probably** or **definitely** with **will**:

He'll probably/ definitely call you back tomorrow.

• We often use **might** to mean 'will possibly':

I might finish it this weekend.

• We also use **will** to talk about **future facts** and for **offers**:

I'll be 45 next birthday.

I'll help you clear out the study.

be going to

POSITIVE AND NEGATIVE

• We make the **positive and negative** of **be going to** with: [subject + am, are or is + (not) + going to + infinitive]

I'm/ 'm not going to keep this jumper.

You/We/They're/aren't going to use it again.

He/She/It's/isn't going to work anymore.

QUESTIONS

• We make questions with **be going to** with: [(question word) + am, are or is + subject + going to + infinitive]

When am I going to see you again?
Are you/we/they going to move house?
What's he/she/it going to do tomorrow?

TIP • With the verb *go*, we usually say *I'm going to the cinema*, not *I'm going to go to the cinema*. But both are correct.

The Passive

- In active sentences the focus is on the person or thing doing the action (earthquakes under the ocean). In passive sentences the focus is on the result of the action (tsunamis).
- In passive sentences we can use 'by + the agent' to say what or who does the action.
- We often use the passive when we are more interested in what happens to someone or something than in who or what did the action:

Droughts often happen because all the trees have been cut down.

- We make the passive with: [subject + be + past participle]

| verb form | be | past participle |
|------------------------|-----------------------|-----------------|
| Present Simple | am/are/is | caused |
| Present Continuous | am/are/is being | caused |
| Present Perfect Simple | have/has been | cut down |
| Past Simple | was/were | killed |
| be going to | am/are/is going to be | hit |
| will | will be | flooded |
| can | can be | caused |

- We make negative passive sentences by using the negative form of *be*:
it isn't caused, they haven't been cut down, etc.

TIP • We can use other modal verbs (*could, must, should, etc.*) in passive verb forms:
Many people could be made homeless.

A school _____ in our neighborhood right now.

- A. is being built
 C. is built

- B. is building
 D. builds

COMPARATIVES AND SUPERLATIVES

- We use **comparatives** (*bigger, more expensive, etc.*) to compare two things.
- We use **superlatives** (*biggest, most expensive, etc.*) to compare three or more things.

1-syllable adjectives; 2-syllable adjectives ending in -y

| adjective | comparative | superlative |
|-----------|-------------|-------------|
| old | older | oldest |
| small | smaller | smallest |
| nice | nicer | nicest |
| big | bigger | biggest |
| noisy | noisier | noisiest |

TIPS

- When the adjective ends in **-e**, we only add **-r** or **-st**:
safe, safer, safest.
- When the adjective ends in **consonant + vowel + consonant**, we double the final consonant:
Thin, thinner, thinnest.
- When a two-syllable adjective ends in **-y**, we change the **-y** to **-i** and add **-er** or **-est**:
funny, funnier, funniest.

Other 2-syllable adjectives; long adjectives

| adjective | comparative | superlative |
|-----------|----------------|----------------|
| spacious | more spacious | most spacious |
| amazing | more amazing | most amazing |
| patient | more patient | most patient |
| expensive | more expensive | most expensive |

- **Good, bad and far** are irregular:
good, better, best;
bad, worse, worst;
far, further/farther, furthest/farthest.
- The opposites of **more** and **most** are **less** and **least**.
It's a bit less expensive than the Redland house.
It's the least expensive place we've seen.
- We use **much, far** or a **lot** before a comparative to say there's a big difference:
That place was much/far/a lot noisier than the other two.
Salad is _____ than a burger.
A. healthier B. much healthier
C. lot healthier D. far healthier
- We use **slightly, a little** or a **bit** before a comparative to say there's a small difference:
It seemed slightly/a little/a bit bigger than where we live now.

TIPS • We use **the, possessive's** or **a possessive adjective** before a superlative:

- It had the most amazing view.**
He's _____ best friend.
A. Peter's B. the Peter's
C. Peter's the D. Peter's his
That's their oldest daughter.

The most common form is 'the + superlative'.

- When we compare two things we use **than** after the comparative:
The back garden was far smaller than I'd expected.
- We can also use **more** and **most** with nouns:

It's got more space.

It's got the most rooms.

OTHER WAYS TO MAKE COMPARISONS

- We can use **the same + (noun) + as** to say two people or things are the same:
It's _____ our house.
A. the same size than B. the same size as
C. same size as D. as same size as
- We can also use **as + adjective + as** to say two people or things are the same:
It was _____ the one we've got now.
A. as small as B. as small than
C. as smaller as D. small as
- We can use **similar to + noun** to say two people or things are nearly the same:
It's very similar to where we live now.
- We can use **not as + adjective + as** to say two people or things are not the same:

It's not as big as the other two places.

- We can also use **different from + noun** to say two people or things are not the same:

It was different from anything else we've seen.

TIP • We can say **different from** or **different to**:

It was different from/to anything else we've seen.

Quantifiers

| quantity | plural countable nouns (<i>bottles, tins, etc.</i>) | uncountable nouns (<i>rubbish, stuff, etc.</i>) |
|--|--|--|
| nothing | not any no | not any no |
| not many hardly any several a few | not much a bit of hardly any a little | a small quantity |
| a lot of/lots of loads of plenty of | a lot of/lots of loads of plenty of | a large quantity |
| more than we want | too many | too much |
| less than we want | not enough | not enough |
| the correct quantity | enough | enough |

- **Not many, hardly any** and **not much** have a negative meaning. **Several, a few, a bit of** and **a little** have a positive meaning. **Several** is usually more than **a few**.

SOME, ANY, MUCH, MANY

- We usually use **some** in **positive** sentences:

I've found _____ coffee.

A. *some* B. *any* C. *too many* D. *a few*

- We usually use **any** in **negative** sentences and **questions**:

There isn't any sugar. Is there any milk?

- We **don't** usually use **much** or **many** in **positive** sentences:

There's a lot of stuff here. not ~~There's much stuff here.~~

There's _____ traffic here.

A. *a lot* B. *a lot of* C. *much* D. *many*

I've got lots of old books. not ~~I've got many old books.~~

TIPS • We use **some** and **any** with plural countable nouns (*biscuits, beans, etc.*) and uncountable nouns (*pasta, milk, etc.*).

- We often use **some** in **questions** with **Would you like ... ?**:

Would you like some coffee?

Modal verbs: making deductions

- We often use the modal verbs **must, might, could, may** and **can't** to make deductions in the present.
- We use **must** to talk about something that we believe is true:

He _____ now. He gets up very early and all the lights are off.

A. *can't be sleeping* B. *might sleep*
C. *must sleep* D. *must be sleeping*

He must know that speech by now.

- We use **could, may** or **might** to talk about something that we think is possibly true:

He might be in the bathroom.

He may want to be on his own for a bit.

He could be picking people up from the station.

• We use **can't** to talk about something that we believe isn't true:

He _____ be at university. He's only 14.

A. can

B. can't

C. must

D. may

He can't be having a cigarette.

• When we know something is definitely true, or is definitely not true, we don't use a modal verb:

He's practising his speech in front of the mirror. No, that isn't Derek Bradley.

• To make deductions about states we use: [modal verb + infinitive]

He _____ be 70. He retired 10 years ago.

A. can't

B. might

C. must

D. could

• To make deductions about something happening now we use: [modal verb + be + verb+ing]

He must be talking to some guests in the other room.

TIP • We don't use **can** or **mustn't** to make deductions:

It could be him. not ~~It can be him.~~

He can't be a millionaire. not ~~He mustn't be a millionaire.~~

He _____ be a millionaire. He takes the bus to work.

A. can't

B. mustn't

C. must

D. could

Reported speech: Sentences

• We use reported speech to tell someone what another person said.

• We usually change the verb form in reported speech. Look at the table.

| verb form in direct speech | verb form in reported speech |
|--|---|
| Present Simple I still want to be in the programme. | Past Simple She said she still wanted to be in the programme. |
| Present Continuous I'm having another operation on Friday. | Past Continuous She said that she was having another operation on Friday. |
| Present Perfect Simple I've already had one operation. | Past Perfect She told me she'd already had one operation. |
| Past Simple I was in a car accident. | Past Perfect She said that she'd been in a car accident. |
| am/are/is going to They're going to start filming soon. | was/were going to I told her they were going to start filming soon. |
| will I won't be able to walk on it for a month. | would She said she wouldn't be able to walk on it for a month. |
| can I can't come to the meeting on Monday. | could She told me she couldn't come to the meeting on Monday. |
| must You must talk to Max. | had to I told her that she had to talk to you. |

SAYAND TELL

• To introduce reported speech we usually use **say** or **tell**.

• We never use an object (me, her, etc.) with **say**: *He said (that) ...*

• We always use an object (me, her, etc.) with **tell**: *He told me (that) ...*

- We don't have to use *that* after *say* and *tell* in reported speech.
- Subject pronouns (*I, he, etc.*) and possessive adjectives (*my, his, etc.*) usually change in reported speech:

"We can't come to your party."
She told me that _____ come to my party.
 A. they couldn't B. we couldn't
 C. they can't D. we can't

TIPS • The modal verbs *could, should, would, might* and *ought to* don't change in reported speech.

- The **Past Simple** doesn't have to change to the Past Perfect. It can stay the same:
"I met him in 2011."
She said she (had) met him in 2011.

- We don't have to change the verb form if the reported sentence is about something general, or something that is still in the future:

"I love classical music."
I told him I love classical music.

- We often change time expressions in reported speech:
tomorrow to *the next day*;
next week to *the following week*;
last week to *the week before, etc.*

Reported speech: questions

- We use reported questions when we want to tell someone what another person asked us.
- We don't use the auxiliaries *do, does* or *did* in reported questions:

He asked if I had any acting work. not ~~He asked if I did have any acting work.~~
He asked _____ any acting work.
 A. if I did have B. did I have
 C. if I have D. if I had

- We use *if* or *whether* when we report *yes/no* questions:

"Are you working at the moment?"
He asked me if/whether I was working at the moment.

- We sometimes use an object (*me, him, etc.*) with *ask*:

He asked (me) whether I was available to start next week.

- The changes in the verb forms in reported questions are the same as reported sentences:

"What other parts have you had recently?"
He asked me what other parts I'd had recently.

REPORTED QUESTIONS

| | | |
|--|------------------------------|----------------|
| He/She asked (me) He/She wanted to know | question word if/ whether | Subject + verb |
|--|------------------------------|----------------|

He wanted to know where _____ acting.

- A. I've studied B. have I studied
 C. I'd studied D. had I studied

He asked me if/whether I was working at the moment.

TIP • The word order in reported questions is the same as in positive sentences:

I asked her where her brother was. not ~~I asked her where was her brother.~~

Reported speech: requests and imperatives

- To report requests, we use: [*asked* + object + (not) + infinitive with to]

He asked me to come to a meeting on Monday.

- To report imperatives, we use: [told + object + (not) + infinitive with to]

He told me to be at their offices at ten.

He told me _____ any more work.

- A. to don't accept B. not to accept
C. not accept D. don't accept

Wishes

- We often use *I wish ...* to talk about imaginary situations in the present or the future.
- We often use sentences with *I wish ...* to talk about the opposite of what is true or real:
I wish we had a car. (The woman hasn't got a car, but she would like to have one.)

- To make wishes about **states** we use *wish + Past Simple*:

I wish we _____ a car.

- A. have B. had C. are having D. will have

I wish I was on a beach somewhere.

- To make wishes about **activities happening now** we use *wish + Past Continuous*:

I wish you _____ to the theatre with me.

- A. come B. are coming C. came D. were coming

- To make wishes about **abilities or possibilities** we use *wish + could + infinitive*:

I wish I could come with you.

- To make wishes about **obligations** we use *wish + didn't have to + infinitive*:

I wish we _____ to this party.

- A. didn't have to go B. have to go C. will go D. are going

TIPS • We can say *I wish I/he/she/it was ...* or *I wish I/he/she/it were ...* :

I wish I was taller. = I wish I were taller.

- We often use the second conditional to give reasons for wishes:

I wish we had a car. If we had one, I wouldn't spend half my life waiting for buses.

- Notice the difference between *I wish ...* and *I hope ...* :

A I wish you were coming to the party.

(I know that you aren't coming = imaginary situation)

B I hope you're coming to the party.

(I think that you might come = real possibility)

- We can also make sentences with *wish* with *you/he/she/we/they*:

He wishes he lived somewhere hotter.

We wish we could afford a holiday.

Relative clauses with *who, that, which, whose, where* and *when*

- We often use relative clauses to say which person, thing, place, etc. we are talking about.

- In relative clauses we use:

- a ***who* or *that*** for people:

The woman _____ I was sharing a room with used to work in a hospital.

- A. *who* B. *which* C. *whose* D. *when*

I'm the type of person that eats three meals a day.

- b ***that* or *which*** for things:

The food that we usually eat contains toxins which stay in our bodies.

- c ***where*** for places:

I was taken to the guest house where everyone was staying.

- d ***whose*** for possessives:

The woman _____ fasting programme we were following was French.

- A. *whose* B. *who* C. *which* D. *that*

- e ***when*** for times:

This was also when I started getting really hungry.

TIPS • We usually use *who* for people (*that* is also correct).

- We usually use *that* for things (*which* is also correct).
- We don't use *what* in relative clauses:

~~**The food what we usually eat is homemade.**~~

We can use *what* to mean 'the thing/things that':

Now I'm much more careful about what I eat.(=the things that I eat).

LEAVING OUT WHO, THAT, WHICH

- We can leave out **who, that or which** when it isn't the subject of the relative clause.
- Compare the relative clauses in these sentences:

A I'm the type of person that eats three meals a day.

In this sentence we must use *that* because it is the subject of the relative clause.

B The food (that) we usually eat contains toxins.

In this sentence we can leave out *that* because it is the object of the relative clause (we is the subject).

TIPS• We never leave out *whose* in relative clauses.

- We can usually leave out *where* if we add a preposition at the end of the relative clause:

That's the cafe where I met my wife. = That's the cafe I met my wife in.

- We can only leave out *when* if the time reference is clear:

Monday's the day (when) I play tennis.

Verb patterns (1)

- When we use two verbs together, the form of the second verb usually depends on the first verb:

start singing; decided to make; can't celebrate; tell their children to make; make it shine, etc.

This is called a verb pattern.

| | |
|--|--|
| start/ like/ begin/ love/ keep/ enjoy/ finish/ mind/ prefer/ hate/ continue | + verb+ing (doing) |
| decide/ remember/ forge/ try/ start/ like/ begin/ love/ need/ would like/ want/ plan/ prefer/ hate/ continue/ learn/ seem | + infinitive with <i>to</i> (to do) |
| can/ might/ could/ should/ would/ will/ must/ would rather | + infinitive (do) |
| tell/ ask/ help/ allow/ teach/ would like/ want/ pay | +object+ infinitive with <i>to</i> (sb/sth to do) |
| make/ help/ let | + object + infinitive (sb/sth do) |

TIPS• The verbs in blue in the table have more than one verbpattern. Both verb patterns have the same meaning:

I started to write an email. = I started writing an email.

- In **British English**, *like/love/hate+ verb+ing* is more common:

I like/love/hate watching golf.

In **American English**, *like/love/hate + infinitive with to* is more common:

I like to watch golf.

I'm planning _____ a new house next year.

A. buy

B. to buy

C. buying

D. to buying

Verb patterns (2): reporting verbs

- We often use verbs like *offer, invite, etc.* to report what people say. These verbs are followed by different verb patterns.

| | |
|----------------------|---|
| Invite/ remind/ warn | + object + (not) + infinitive with <i>to</i> |
|----------------------|---|

| | |
|--|--|
| | <i>(sb/sth (not) to do)</i> |
| Offer/ refuse/ promise/ agree/ threaten | + <i>(not)</i> + infinitive with <i>to</i> <i>((not) to do)</i> |
| admit/ suggest | + <i>verb+ing</i> <i>(doing)</i> |

Rupert **invited her to have** dinner with his family.

Dom **offered to give** Kat a lift home.

Dom **admitted _____ madly in love with Kat.**

A. *be*

B. *to be*

C. *being*

D. *to being*

Question tags

- We usually use question tags (*don't you?*, etc.) to check information that we think is correct.
- We usually use the auxiliary in question tags:

You live next door to Lisa, _____?

A. *do you*

B. *don't you*

C. *do you live*

D. *are you*

- We **only use pronouns** in question tags:

Barbara went to Liverpool University, _____?

A. *does she*

B. *didn't Barbara*

C. *did she*

D. *didn't she*

- If the main verb is **positive**, the question tag is usually **negative**:

It was a great match yesterday, wasn't it?

- If the main verb is **negative**, the question tag is usually **positive**:

You haven't ordered any food yet, have you?

- We often use short answers (Yes, *I do*. No, *I don't*., etc.) to say that the information is correct.

- When the information isn't correct, we often use **actually** after the short answer to sound more polite, then give more information:

A You've been diving, haven't you?

B No, I haven't, actually. It sounds a bit too dangerous to me.

- TIPS We can also use *Yes, that's right*. to say that the information is correct:

A You're from London originally, aren't you?

B Yes, that's right./Yes, I am.

- If the main verb is in the positive form of the Present Simple or Past Simple, we use *don't*, *doesn't* or *didn't* in the question tag:

Jim lives in the USA, _____?

A. *does he*

B. *does Jim*

C. *doesn't he*

D. *doesn't Jim*

- We say *aren't I?* not *amn't I?*:

I'm late, _____?

A. *am I*

B. *amn't I*

C. *aren't I*

D. *don't I*

Gradable and strong adjectives; adverbs

- Strong adjectives already include the idea of *very*, for example, *brilliant* means 'very good'.

| Gradable adjectives | Strong adjectives |
|---------------------|---------------------------|
| Good | Brilliant, fantastic |
| Bad | Terrible, awful, horrible |
| Tired | Exhausted |
| Big | Huge, enormous |
| Difficult | Impossible |
| Frightened | Terrified |
| Surprised | Amazed |
| Tasty | Delicious |
| Small | Tiny |
| Cold | Freezing |
| Hot | Boiling |
| Beautiful | Gorgeous |
| Interested | Fascinated |
| Angry | Furious |
| Happy | Delighted |

dirty

Filthy

- We can use the adverbs *fairly*, *very*, *extremely* and *incredibly* with **gradable adjectives**, but not with strong adjectives:

very good not ~~very fantastic~~;

incredibly hot not ~~incredibly boiling~~, etc.

- *Fairly* is less strong than *very*. *Incredibly* and *extremely* are stronger than *very*.

- We can use *absolutely* with **strong adjectives**, but not gradable adjectives:

absolutely terrified not ~~absolutely frightened~~, etc.

Tom was _____ exhausted after a 5-day hiking trip.

- A. *very* B. *absolutely* C. *fairly* D. *incredibly*

- We can use *really* with both gradable and strong adjectives:

really tired, really exhausted, etc.

TIP• These strong adjectives also mean *very good*:

amazing, excellent, fabulous, incredible, marvellous, superb, terrific, wonderful.

Reflexive pronouns

- We use reflexive pronouns (*myself*, *yourself*, etc.) when the subject and object are the same people:

It's important that they are allowed to enjoy themselves.

Sandra cuts her children's hair _____.

- A. *itself* B. *themselves* C. *herself* D. *her self*

- We use *by myself*, *by yourself*, etc. to mean *alone*:

This means children spend most of their free time studying by themselves.

- We also use reflexive pronouns to emphasise that we do something instead of someone else doing it for us:

We should also encourage children to work things out themselves.

| subject pronouns | reflexive pronouns |
|------------------|--------------------|
| I | myself |
| you (singular) | yourself |
| he | himself |
| she | herself |
| it | itself |
| we | ourselves |
| you (plural) | yourselves |
| they | themselves |

TIPS• Some verbs that are reflexive in other languages aren't reflexive in English, for example *meet*, *relax* and *feel*.

- We can say *on my own*, *on your own*, etc. instead of *by myself*, *by yourself*, etc. :

I enjoy living by myself/on my own. We don't say ~~by my own~~.

She designed her wedding dress _____.

- A. *on herself* B. *by herself* C. *by her own* D. *by itself*

Use of articles: a, an, the, no article

- **We use *a* or *an*:**

a when we don't know, or it isn't important, which one:

Many of them can't go a day without checking for status updates.

b with jobs:

If you're a designer working in Dublin ...

c to talk about a person or a thing for the first time: ...

You have _____ new person to add to your collection of friends.

A. a B. an C. the D. X

• **We use *the*:**

d to talk about the same person or thing for the second/third/fourth, etc. time:

But do you really want to be friends with the person?

e when there is only one (or only one in a particular place):

Social networking sites are one of the most amazing success stories of _____ internet.

A. a B. an C. the D. X

f with countries that are groups of islands or states:

According to a children's charity in _____ UK ...

A. a B. an C. the D. X

g with superlatives:

_____ largest number of active social relationships is 150.

A. a B. an C. the D. X

• **We don't use an article:**

h for most towns, cities, countries and continents: ...

My friend is traveling to _____ Egypt by _____ plane.

A. a/ X B. X/ X C. X/ the D. the/ X

i to talk about people or things in general:

But what effect is this having on society?

j for some public places (school, hospital, university, college, prison, etc.) when we talk about what they are used for in general:

You don't have to be at _____ school or university to use _____ social networking sites.

A. a/ X B. a/ the C. X/ the D. X/ X

TIP• We use *the* with public places when we talk about the building:

She works in the school opposite the park.

He's gone to the hospital to visit his father.



Upper-intermediate/Advanced



Uses of auxiliaries

We use auxiliaries in the following ways:

a. in question tags: You're doing an Open University course, **aren't you?**

b. to add emphasis: Don't worry. It **does** get easier.

c. in short answers to yes/no questions:

JESS: Do you think you'll have finished your degree by next year?

TONY: No, **I don't.**

d. to say it's the same for you or other people with so or nor:

T: I found the first few assignments a bit scary.

J: **So does** everyone.

J: How do you manage to do everything?

T: Sometimes **I don't.**

J: **Nor do I.**

e. to avoid repeating a verb or phrase:

J: How do you manage to do everything?

T: Sometimes **I don't.**

f. in echo questions to show interest:

T: Your Aunt Gayle was hoping to do her first degree in four years - it actually took eight.

J: **Did it?**

TIP: In the positive form of the Present Simple or Past Simple, we use the auxiliaries *do*, *does* or *did* to add emphasis. We stress these auxiliaries: I **do** understand! In other verb forms, we stress the uncontracted form of the auxiliary: I **am** going to do it.

Exercise 1:

Choose the correct words.

A: (1) *Did/have* you ever studied a subject you (2) haven't/didn't like?

B: I (3) *did/was* study History for a year, which was a bit boring.

A: You work with computers, (4) *do/don't* you?

B: Yes, (5) I *am/do*. I write software.

A: (6) *Are/Do you?* (7) *Didn't/Wasn't* your father work for a software company?

B: No, he (8) *didn't/wasn't* actually, but my brother (9) *does/is*. (10) *I'm/was going to* work for the same company, *but I (11) didn't/wasn't in the end*.

Answers: 2. didn't 3. did 4. don't 5. do 6. Do 7. Didn't 8. didn't 9. does 10. was
11. didn't

Exercise 2:

1. My older brother set up a new company in 1998, but my father _____.

A. isn't B. didn't C. do D. doesn't

2. you're going to set off early, _____?

A. are you B. didn't you C. do you D. aren't you

Answers: 1. B 2. D

Present and past habits repeated actions and states

➤ PRESENT HABITS, REPEATED ACTIONS AND STATES

- We use the Present Simple to talk about present habits, repeated actions and states: *I think I'm pretty healthy and I just eat what I like.*
- We often use the Present Continuous with always to talk about present habits and repeated actions that annoy us or happen more than usual: *My mom's always complaining about my diet.*
- We can use will + infinitive to talk about repeated and typical behaviour in the present: *Most mornings I'll have toast with a lot of peanut butter and jam.* We don't usually use this verb form with state verbs for this meaning.
- Compare these sentences: *Sometimes I'll eat junk food.* (repeated and typical behaviour) *Tonight I'll probably have a pizza.* (a future action)

TIP: To show criticism, we stress the uncontracted form of will: *He will leave the door open all the time!*

➤ PAST HABITS, REPEATED ACTIONS AND STATES

- We use the Past Simple and used to + infinitive to talk about past habits, repeated actions and states: *I hardly ever did any exercise. I used to see him out running every morning.*
- We can use would + infinitive to talk about past habits and repeated actions: *And I'd get an ice cream or something on the way home from school every day.* We don't usually use this verb form with state verbs.
- We make negative sentences with used to with: subject + didn't + use to + infinitive. *I didn't use to like vegetables.*
- We make questions with used to with: (question word) did + subject + use to + infinitive. *Where did you use to live?*

TIPS: • We can also make negative sentences with *never used to*: *My brother never used to help with the washing-up.*
be used to • We don't use *used to + infinitive* or *would + infinitive* for something that only happened once: *I gave up smoking in May. ~~not I used to/would up smoking in May.~~*
 • We often use *used to* when we begin describing past habits, then continue with *would + infinitive*: *I used to sleep until 10 a.m., then I'd get up and have breakfast in the garden. After that I'd get the bus to work.*

Be used to, get used to

- We use *used to* to talk about things that are familiar and no longer strange or difficult for us: *I'm used to staying in these wonderful tents now.*
- We use ***get used to*** to talk about things that become familiar, less strange or less difficult over a period of time: *It took me a while to **get used to** eating so much meat. After be used to and get used to we use verb+ing. *I'll never get used to **being** outside in those temperatures.**
- After ***be used to*** and ***get used to*** we can use a noun or a pronoun: *I certainly wasn't used to the lumps of fat. I'm slowly getting used to it.*
- We can use ***be used to*** and ***get used to*** in any verb form, for example:
 Present Simple: ***I'm used to*** staying in these wonderful tents now.
 Present Continuous: ***I'm slowly getting used to*** it.
 Present Perfect Simple: I ***still haven't got used to*** Airag.
 Past Simple: I ***wasn't used to*** the lumps of fat.
will + infinitive: I'll never ***get used to*** being outside in those temperatures.
infinitive with to: It took me a while ***to get used to*** eating so much meat.

TIP: The form of *used to* in ***be/get used to*** doesn't change in questions and negatives: *She **isn't used to it.** not ~~She isn't use to it.~~*

USED TO OR BE/GET USED TO

- Compare these sentences:
I used to live in Mongolia. The speaker lived in Mongolia in the past, but he/she doesn't live there now.
I'm used to living in Mongolia. The speaker lives in Mongolia now and has probably lived there for some time. When he/she started living there, life was probably strange or difficult, but now it isn't.

Exercise 1:

Look at the underlined phrases. Tick the correct phrases. Change the incorrect phrases.

(went ✓)

1. Sue ~~used to go out~~ with friends last night.
2. They didn't use to watch as much TV as they do now. ✓
3. I'd have pets when I was a child.
4. Occasionally we'll stay in at the weekends, but we normally go out.
5. He's always losing things.
6. Jack's usually waking up at 7 a.m.
7. As a child, when I'd be ill, my mum would let me watch videos all day.
8. My son used to wake up at 5 a.m., but now he'll sleep until 7 a.m.

Answers: 3. used to have 4. ✓/✓ 5. 's always losing 6. usually wakes up 8. ✓/✓

Exercise 2:

Choose the correct words.

1. It was hard to *be/get* used to the cold weather.
2. Jan *got/has to get* used to driving on the right when she went to the USA.
3. I'm *get/getting* used to working at the weekend.
4. It took me ages to *getting/get* used to using my new camera.
5. Jim's slowly *used/getting used* to being on his own.
6. I eat cooked food all the time so I'm not *getting used/used* to eating raw food.
7. We had no choice. We were *getting/had to get* used to living without a car.
8. It took my parents a long time *get/to get* used to me not being at home.

Answers: 2. got 3. getting 4. get 5. getting used 6. used 7. had to get 8. to get

Exercise 3:

1. Sandra was angry because she ___ doing much work.

A. didn't use to B. used to

C. get used to D. wasn't used to

2. I didn't recognize him. He ___ have a beard.

A. didn't use to B. was used to

C. got used to D. wouldn't have

Answers: 1. D 2. A

Second conditional, alternatives for *if*

➤ SECOND CONDITIONAL

- We use the second conditional to talk about imaginary situations in the present or the future: I'd go over the speed limit if there weren't any speed cameras around. (= There are cameras, so I don't go over the speed limit.)
 - We make the second conditional with: *if*+ subject + Past Simple, subject + 'd (= *would*)/*wouldn't* + infinitive.

| <i>if</i> clause | main clause |
|-------------------------------|--|
| If no one saw the boy, | I'd just tell him to return the things he'd stolen |
| If he didn't stay up so late, | He wouldn't feel tired all the time |

- We can use *might* or *could* in the main clause instead of *would*. *Might* means 'would perhaps': *If I really needed it, I might keep it.* *Could* means 'would be possible': *If the bank found out, I could say I didn't count the money.*

TIPS:

- The *if* clause can be first or second in the sentence.
- *Even if* = it doesn't matter whether the situation in the *if* clause exists or not: *No, I wouldn't, even if he/she got angry with me.*
- In second conditionals we can say *If I/he/she/it was ...* or *If I/he/she/it were...: If I was/were rich, I'd buy a Ferrari.*

➤ Alternatives for *If*

- We often use *provided*, *as long as*, *assuming*, *imagine* and *suppose* instead of *if* in conditionals.
 - *Provided* and *as long as* mean 'only if (this happens)': *Provided there weren't any police cars around, of course I would. I'd tell a security guard as long as he/she agreed not to call the police.*
 - *Assuming* means 'accepting that something is true': *Assuming no one else saw the boy, I'd just tell him to return the things he'd stolen.*
 - *Imagine* and *suppose* have the same meaning (=form a picture in your mind about what something could be like).
 - We can use *imagine* and *suppose* as an alternative for *if* in questions: *Imagine/Suppose you were driving and you were late for an appointment, would you exceed the speed limit?*

TIPS:

- We can also use *provided*, *as long as*, *assuming*, *imagine* and *suppose* in other types of conditional to talk about real situations: *We'll see you tonight, provided Alex doesn't have to work late. We'll hire a car, as long as it's not too expensive. Let's go to that nice Japanese restaurant, assuming it's still open.*
- We can say *provided* or *providing* and *suppose* or *supposing*.
- We can also use *unless* in conditionals to mean *if not*: *I wouldn't hit somebody unless I had to.* (=if I didn't have to).

Third conditional

• We use the third conditional to talk about imaginary situations in the past. They are often the opposite of what really happened: *If she'd shot the men, she'd have been in trouble.* (= She didn't shoot, so she didn't get in trouble.)

➤ POSITIVE AND NEGATIVE

• We make the third conditional with: *if+ subject + Past Perfect Simple, subject + 'd (= would)! wouldn't+ have + past participle.* *If I'd seen him, I'd have said hello.*
If we hadn't got lost, we wouldn't have been late.

➤ QUESTIONS

• We make questions in the third conditional with: *(question word)+ would+ subject+ have+ past participle .. . + if+ subject + Past Perfect Simple.*

What would the owner of the car have done if he'd seen him?

➤ ALTERNATIVES FOR WOULD

• We can use *might* or *could* in the main clause instead of *would*. *Might* means 'would perhaps': *If it had been me, I might have left a note on the car.* *Could* means 'would be possible': *If the men hadn't run away, she could have killed them.*

TIP:

• We can also use *imagine* and *suppose* instead of *if* in third conditional questions: *Imagine/Suppose he'd seen you ... ?*

Exercise 1:

Make second conditional sentences with these words.

1. A: If you/ I see/ I some people robbing a shop, what / you do?

(If you saw some people robbing a shop, what would you do?)

B: As long as the robbers/ I can't/ I hear me, I/ call the police.

2. A Suppose you/ I can/ I work for any company in the world, which I you choose?

B: I/ like to work for H&M provided I / can / I have free clothes.

3. A: Imagine you / I have / the chance to learn a new skill, what/it be?

B: If I / can / I afford it, I / learn to fly.

4. A: Supposing you/ be / a / journalist, who / you most like / interview?

B: I / like / interview Prince William providing I / can / ask him anything.

5. A: Would / you / live abroad, if you / have / the chance?

B: Yes. I / live / in Denmark if I / can I get a job there.

6. A: Do you suppose / Ella / make me a jacket if I / ask / her?

B: As long as you / pay / her for it, I think she / will/ I make you one.

Answers: 1. As long as the robbers couldn't hear me, I'd call the police. 2. Suppose you could work for any company in the world, which would you choose? I'd like to work for H&M, provided I could have free clothes. 3. Imagine you had the chance to learn a new skill, what would it be? If I could afford it, I'd learn to fly. 4. Supposing you were a journalist, who would you most like to interview? I'd like to interview Prince William, providing I could ask him anything. 5. Would you live abroad if you had the chance? Yes, I'd live in Denmark if I could get a job there. 6. Do you suppose Ella would make me a jacket if I asked her? As long as you paid her for it, I think she would make you one

Exercise 2:

Correct the mistakes in these third conditional sentences.

(have been ✓)

1. It might be better if you'd left yesterday.
2. If you would flown last Monday, it would have been much cheaper.
- 3 If you'd asked sooner, I can have helped.
4. How you have got home last night if she hadn't given you a lift?
5. I wouldn't come if you hadn't asked me.

Answers: 2. had flown 3. could have 4. would you have got 5. wouldn't have come

Exercise 3:

1. Assuming no one told you about the deal, what ____?

A. could you do

B. you would do

C. would you have done D. did you do

2. I think it ____ better much better if you ____ her yesterday.

- A. would be / invited B. will be /had invited
 C. might have been / had invited D. would have been / invited

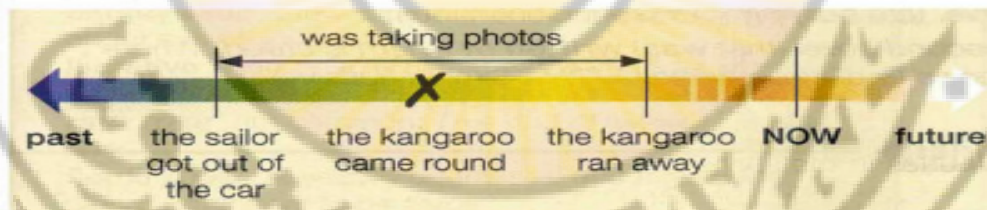
Answers: 1. A 2.C

Narrative verb forms, past perfect continuous

PAST SIMPLE AND PAST CONTINUOUS

- We use the **Past Simple** for completed actions in the past. These tell the main events of the story in the order that they happened: *One day, one of the sailors **went** for a drive in the outback and accidentally **ran over** a kangaroo.*
- We use the **Past Continuous** for a longer action that was in progress when another (shorter) action happened: *While the sailor **was taking** some photos, the kangaroo **came round**.*
- We also use the Past Continuous for background information that isn't part of the main story: *In 1987 the world's best sailors **were competing** in the America's Cup yacht race off the coast of Fremantle.*
- Look at this sentence and the diagram:

*While the sailor **was taking** some photos, the kangaroo **came round**.*



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TIPS

- We also use the Past Continuous when two longer actions are happening at the same time: *While I was watching TV, Steve was making dinner.*
- We often use *when*, *while* and *as* with the Past Continuous: *Tony phoned me when/while/as I was getting ready to leave.*

PAST PERFECT SIMPLE AND PAST PERFECT CONTINUOUS

- We usually use the **Past Perfect Simple** for an action that was completed before another action in the past: *After he cashed his cheque the insurance company **told** the police what **had happened**.*
- We usually use the **Past Perfect Continuous** for a longer action that started before another action in the past (and often continued up to this past action): *A man from North Carolina **had been searching** for a special make of cigar and eventually he **bought** a box of 24.*
- Look at this sentence and the diagram: *He then **made** a claim to the insurance company saying he **had lost** the cigars in a series of small fires.*



TIPS

- If the order of past events is clear, we don't usually use the Past Perfect: *I woke up, got dressed and made some breakfast.*
- When we're telling a story, we don't have to use the Past Perfect every time we refer to something further in the past. When we have established the time, we can use the Past Simple or the Past Continuous: *I started telling everyone about the wedding I'd been to in Mexico two years earlier. My sister **was getting** married and I **arrived** late for the ceremony. When I **got** there I ...*

PAST PERFECT SIMPLE

- We make the Past Perfect Simple **positive** with:
subject + *had* or *'d* + past participle.
Once he'd **bought** the cigars he decided to insure them.
- We make the Past Perfect Simple **negative** with:
subject + *hadn't* + past participle.
The accident **hadn't killed** the animal.
- We make Past Perfect Simple questions with:
(question word) + *had* + subject + past participle.
What **had** the insurers **failed** to do?

PAST PERFECT CONTINUOUS

- We make the Past Perfect Continuous **positive** with: subject + *had* or *'d* + *been* + verb+*ing*.

The woman **had been trying** to get rid of the bugs for years.

- We make the Past Perfect Continuous **negative** with: subject + *hadn't* + *been* + verb+*ing*.

She **hadn't been living** there for very long.

- We make Past Perfect Continuous questions with: (question word) + *had* + subject + *been* + verb+*ing*.

Why **had he been driving** for so long?

TIPS

- We can use *by the time*, *when*, *because*, *so*, *before*, *after*, *as soon as* and *until* to make sentences with the Past Perfect: *By the time I got there, most people had gone home.*

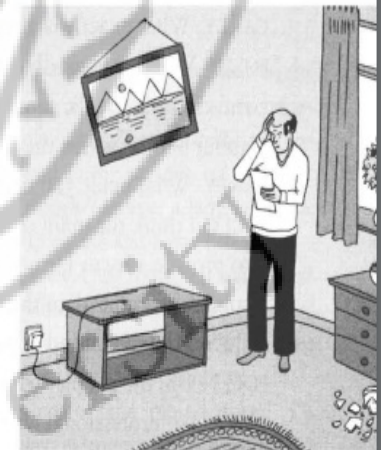
- We don't have to use the Past Perfect with *because*, *so*, *before*, *after*, *as soon as* or *until* because the order of events is usually clear: *I (had) called her before I left the office. I waited until everybody (had) arrived.*

- We often use the Past Perfect after *knew*, *realised*, *thought*, *forgot* and *remembered*: *I knew that she'd been looking for a new job. I realised that I'd left my keys in the office.*

Exercise 1:

Read the story and fill in the gaps with the verbs in brackets. Use the Past Simple, Past Perfect Simple or the Past Perfect Continuous. Sometimes more than one answer is possible.

Late one evening Charlie ¹ *came out* (come out) of a shop where he ² (buy) some bread and milk. Suddenly he ³ (realise) that his car ⁴ (disappear). Nobody in the shop ⁵ (notice) anything because they ⁶ (do) their shopping. However, the next day the owner of the shop ⁷ (phone) Charlie to tell him to come back right away. When he ⁸ (get) there he ⁹ (see) his car in the same place that he ¹⁰ (park) it the night before. On the window there was a note which said "Sorry, but my wife was having a baby and I ¹¹ (have to) take her to hospital urgently." Charlie was very relieved and told the police that his car ¹² (be) returned. However, when he ¹³ (get) home he discovered that someone ¹⁴ (steal) his TV and computer. On the table was a note reading "Sorry, but I need the money for the kid's education."



Answers: 2. had bought/had been buying 3. realised 4. had disappeared 5. noticed
6. had been doing 7. phoned 8. got 9. saw 10. had parked 11. had to
12. had been returned 13. got 14. had stolen

Exercise 2:

1. We missed the plane. When we got to the airport, it _____.
A. is taking off B. has taken off C. took off D. had already taken off
1. When Sandra arrived, I _____ for her for 3 hours.
A. was waiting B. had been waiting C. waited D. had waited

Answers: 1. D 2. B

Defining, non-defining and reduced relative clauses

➤ DEFINING RELATIVE CLAUSES

- Defining relative clauses give you essential information so that you know which person, thing, etc. the writer or speaker is talking about: *The people who came to the church had no idea there was going to be a wedding.*
- In defining relative clauses we use: *who* (or *that*) for people: *All those who/that were cruel to her are made to suffer.* *That* (or *which*) for things: *This is a wedding scenario that/which Cecelia might have written for one of her own novels!*
Whose for possession: *It's about a young woman whose husband dies.*
Where for places: *One day his wife was emptying a bin where King had thrown the manuscript.*
When for times: *His first major success came when his manuscript for a book called 'Carrie' was accepted by a publisher in 1973.*
- We don't use commas with defining relative clauses.

TIP: • We can't use *what* in defining relative clauses: *Did you get the letter what sent?* However, we can use *what* to mean 'the thing/things that': *Can you tell me what he said?*

➤ LEAVING OUT WHO, THAT, WHICH, ETC.

- We can leave out *who*, *that* or *which* when these words aren't the subject of the defining relative clause. Compare the defining relative clauses in these sentences: 1. *These stories were the beginning of a writing career that has made King the most successful American author in history.* In sentence 1 we must use *that* because it is the subject of the relative clause.
- 2. *This is a wedding scenario (that) Cecelia might have written for one of her own novels* In sentence 2 we can leave out *that* because it is the object of the relative clause (Cecelia is the subject).

TIPS:

- We never leave out *whose* in defining relative clauses.
- We can usually leave out *where* in defining relative clauses if we add a preposition at the end of the relative clause: *That's the house where I was born.*
= *That's the house I was born in.*
- We can only leave out *when* if the time reference is clear: *That's the day (when) the baby's due .*

➤ **NON-DEFINING RELATIVE CLAUSES**

- Non-defining relative clauses add extra non-essential information: *Stephen King, who came from a very poor family, began selling stories to friends at school when he was just 12.*
- We don't use *that* in non-defining relative clauses. *My brother, that lives in the Hull, is selling his flat.*
- We can't leave out *who, which, whose*, etc. in non-defining relative clauses.
- We must use commas with non-defining relative clauses.

TIP: Non-defining relative clauses are more common in written English than spoken English, particularly in stories and more formal types of writing.

➤ **REDUCED RELATIVE CLAUSES**

- When a defining relative clause contains a continuous or passive verb form, we can often leave out *who, that* or *which* and the auxiliary. These reduced relative clauses are very common in spoken English.

Look at the underlined reduced relative clauses in these sentences. Notice which words we can leave out:

1. *In the end the students (who are) bullying Carrie get what they deserve.* (*are bullying* = Present Continuous)

2. *The second novel (that was) written by Ahern is called 'Where Rainbows End'.* (*was written* = Past Simple Passive)

Exercise 1:

Choose the correct words. Sometimes both are possible.

The Kite Runner, (1) *which/where* is set in Kabul, is about the friendship between two boys (2) *who/that* grow up together. Amir, (3) *who/whose* mother is dead, is brought up by his father and his father's servant, Ali. Hassan, (4) *who/that* is Ali's son, is Amir's best friend. One day, (5) *when/where* the two boys are trying to win a kite race, Hassan is attacked by an older boy and two of his friends. Amir, (6) *who/that* sees the attack, hides (7) *where/which* the older boys can't see him. Many years later Amir, (8) *whose/which* guilt has always haunted him, risks his life to save Hassan's son from the same person (9) *who/that* had attacked Hassan all those years before.

Answers:

2.who/that 3. whose 4.who 5. when 6. who 7. where 8. whose 9. who/that

Exercise 2:

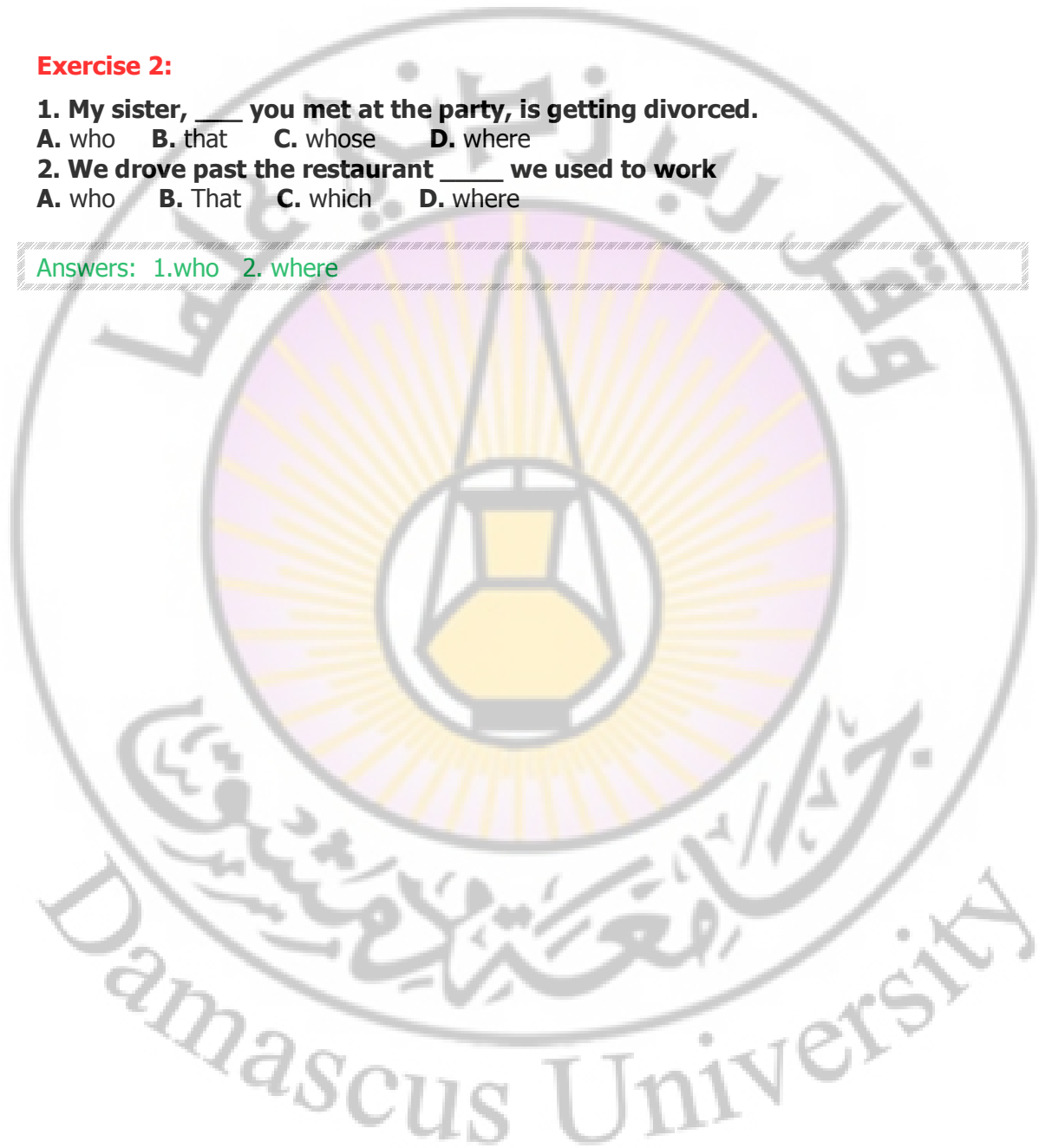
1. My sister, ____ you met at the party, is getting divorced.

A. who B. that C. whose D. where

2. We drove past the restaurant ____ we used to work

A. who B. That C. which D. where

Answers: 1.who 2. where



Ways of comparing

COMPARATIVES, (NOT) AS ... AS

| | |
|---------------------------|--|
| a big difference | far (more addictive) than nowhere near as (high) as considerably (less) than not nearly as (exotic) as a great deal (cheaper) than |
| a small difference | almost as (much) as nearly as (expensive) as slightly /'slartli/ (bigger) than not quite as (enthusiastic) as |
| no difference | as (beautiful) as not any (nicer) than no (more time-consuming) than |

- We use comparatives with *than*: *They're slightly **bigger** than the ones I've got.* not ~~*They're slightly big than the ones I've got.*~~
- We use adjectives with *as ... as*: *The normal price is nowhere near as **high** as that.* not ~~*The normal price is nowhere near as higher as that.*~~

TIPS:

- We can also use *much/a lot* with comparatives to talk about a big difference and a *bit/a little* to talk about a small difference: Kai are *much/a lot more* expensive than goldfish. This one's *a bit/a little* cheaper than all the others.
- We can use *just* with *as ... as* to add emphasis: *They're just as beautiful as mine.*
- We can also use *more*, *less* and *fewer* with nouns: *There are far more people here than I expected.*
- We usually use *less* with uncountable nouns and *fewer* with countable nouns: *I have less free time and fewer days off than I used to have.*

• We can say *I'm not nearly as rich as he/she is*. Or *I'm not nearly as rich as him/her*.

➤ OTHER WAYS OF COMPARING

• We can use *twice/three times/four times*, etc. + *as ... as* to compare two things: *The koi were only about twice as big as my goldfish*. (=the goldfish were half the size of the koi).

• For long adjectives, we can use *get + more (and more) + adjective* to describe something that continuously changes: *Kai are getting more and more expensive*. (=the price is increasing all the time).

• For short adjectives, we can use *get + comparative + and + comparative* to describe something that continuously changes: *The survival rate was getting better and better*.

• We can use *the + comparative/more ... , the + comparative/ more ...* to say that one thing depends on the other: *The bigger they are, the more they cost*. (=how much they cost depends on how big they are). *The more I learned about koi, the more interested I became*. (= every time I learned something new about koi, I became more interested in them).

TIP: • *the sooner, the better*= as soon as possible:

A: When do you want that report? B: The sooner, the better.

Exercise 1:

Fill in the gaps with the correct word.

1. I'm not nearly as scared of spiders as I used to be.
2. The older I get, ___ less exercise I do.
3. I'm nowhere ___ as extravagant as my sister.
4. I'm a bit taller ___ my parents.
5. The ___ I practice English, the more confident I get.
6. I eat a far ___ varied diet now than I used to.
7. My life is getting busier and ___
8. I'm a great ___ happier now than when I was a child.

Answers: 2. the 3. near 4. than 5. more 6. more 7. busier 8. deal

Exercise 2:

1. He isn't ___ he thinks.

A. as clever than B. as much clever as C. as clever D. as clever as

2. He speaks ___ than I do.

A. more fluent B. more fluently C. fluently D. as fluently as

Answers: 1. D 2. B

Future verb forms; Future Continuous

FUTURE VERB FORMS

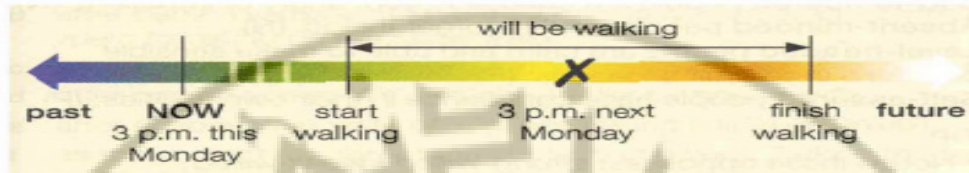
- We use *be going to* to talk about a personal plan or intention: *We're going to take Alice to Windsor Castle.*
- We use the *Present Continuous* to talk about an arrangement with other people or organisations: *We're staying in a bed-and breakfast for a few days.*
- We use *will* to talk about a decision that is made at the time of speaking: *I'll fit in with whichever day suits you.*
- We use the *Present Simple* to talk about a fixed event on a timetable, calendar, etc.: *It's on BBC2 tomorrow. It starts at 8.30.*
- We use *be going to* to talk about a prediction that is based on present evidence (something we know or can see now): *She did so little preparation I think she's going to fail some of them.*
- We use *will* to talk about a prediction that is not based on present evidence: *I'm sure he'll enjoy Windsor Great Park.*

TIPS:

- When we use the *Present Continuous* for the future, we usually know exactly when these arrangements are happening: *I'm meeting Bill at four thirty.*
- We can also use *be going to* to talk about arrangements with other people or organisations: *What time are you going to see the doctor?*
 - We often use *definitely* and *probably* with *will/won't*. Notice the word order: *Tanya will definitely/probably get promoted. Gary definitely/probably won't get promoted.*
- We also use *will* to talk about future facts and for offers: *I'll be 50 next birthday. I'll give you a hand with the washing-up.*

FUTURE CONTINUOUS

- We use the **Future Continuous** for something that will be in progress at a point of time in the future.
- Look at this sentence and the diagram: *So this time next week we'll be walking round Eton College.*



- Compare these sentences:
We're playing tennis at 2.30. (= the match **starts** at this time).
We'll be playing tennis at 2.30. (= the match will be in **progress** at this time).
- We also use the **Future Continuous** for something that will happen in the normal course of events, without any particular plan or intention: *We'll be passing by your place on the way to Eton* (this is the best route). *Come round whenever you like, I'll be looking after the kids all day.* (this is what I normally do during the day).
For this meaning there is often very little difference between the Future Continuous and the Present Continuous: *Don't call me in the morning, I'll be working/I'm working then.*

POSITIVE AND NEGATIVE

- We make the positive and negative forms of the Future Continuous with: subject + *'ll* (= *will*)/*won't* + *be* + verb + *ing*. *This time tomorrow I'll be lying on a beach. We won't be going there again for a while.*

QUESTIONS

- We make questions with the Future Continuous with: (question word) + *will* + subject + *be* + verb + *ing*. *When will you be seeing Fiona again? Will he be working that day?*

TIP: • As with other continuous verb forms, we don't usually use state verbs with the Future Continuous: *This time tomorrow I'll know my exam results.* Not ~~*This time tomorrow I'll be knowing my exam results.*~~

Exercise 1:

Correct the mistakes in these sentences.

(I'll) ✓

1. I didn't know Jo was back. I'm giving her a call.
2. I see Jan tomorrow at school. Shall I ask her to call you?
3. I've just seen a fabulous jacket. I think I'll be buying it.
4. I've made an appointment and I see the doctor at 4 p.m. tomorrow.
5. Perhaps I'm seeing Michelle when I'm in Paris next week.

6. See you tomorrow. I'm calling you before I leave.

Answers: 2. ~~I'll see~~ I'm seeing 3. ~~I'll be buying~~ I'll buy 4. ~~I see~~ I'm seeing 5. ~~I'm seeing~~ I'll see 6. ~~I'm calling~~ I'll call

Exercise2:

1. The lecture starts at 8 am , so at 8.30 tomorrow I _____ a lecture at the university.

A. will give B. would give C. will be giving D. am giving

2. The timetable shows that the English classes _____ at 6.30.

A. start B. will be starting C. are starting D. started

Answers: 1. C 2. A

Uses of verb+ing

We use **verb+ing** ...

- after prepositions: *Before reading ...*
- after certain verbs + object: *It's absolutely normal for commuters to spend years travelling on the same train.*
- as part of a continuous verb form: *I was genuinely laughing out loud.*
- after certain verbs: *We also avoid talking about money.*
- after *despite* or *in spite of*: *Despite feeling a little defensive ...*
- as the subject (or part of the subject) of a verb: *Talking to strangers on trains just isn't done* I g. *in reduced relative clauses: People (who are) standing at a bus stop will often feel a need to break an uncomfortable silence by ...*
- as an adjective: *I read this highly entertaining book.*

TIPS:

- We often use verb+ing after these verbs + object (hear, see, watch, feel, imagine, stop, love, like, don't mind, dislike, hate): *I often hear her playing the piano.*
- We can also use verb+ing as a noun: *I usually do the cooking and my husband does the cleaning.*
- We also use verb+ing after these fixed phrases: *There's no point (in) ... ; It's a waste of time ... ; It's (not) worth ... ; It's no use ... : There's no point in telling her. She'll just get upset.*

Modal verbs (1); levels of certainty about the future

MODAL VERBS

- We often use *'ll* (= will) and *won't* to show the speaker feels certain about this: *It'll cheer the patients up. He won't like it.*
- We often use *might*, *could* and *may* to show the speaker thinks this is possible: *I might go for something boring like yours. You could go back to blonde. He may like it.*

LEVELS OF CERTAINTY ABOUT THE FUTURE

- We use these phrases when we think something will definitely happen:

be bound to do sth : I'm bound to be a bit nervous when I get there.

be sure to do sth: You're sure to make a memorable impression on them.

- We use these phrases when we think something will probably happen:

be likely to do sth: He's likely to have something to say about my hair.

may well do sth: He may well have to let her.

I daresay: I daresay I'll go for something less bright.

- We use these phrases to say that we think something probably won't happen:

be unlikely to do sth: He's unlikely to find someone to replace her.

I don't suppose: I don't suppose Beatrice will care what Laurie thinks.

I doubt if: I doubt if he'll let her work in reception looking like that.

I shouldn't think: I shouldn't think he'll care.

- We use this phrase when we think something definitely won't happen:

I can't imagine: I can't imagine Laurie will approve.

| + infinitive | + subject + will + infinitive |
|----------------|-------------------------------|
| be bound to | I daresay |
| be sure to | I don't suppose |
| be likely to | I doubt if |
| may well | I shouldn't think |
| be unlikely to | I can't imagine |

TIPS:

- We can also use these phrases to talk about present situations or states: *He's bound to be home by now. She's unlikely to be awake at this time. I don't suppose you know where my wallet is.*
- We can also say *I'm sure (that)+ clause*: *I'm sure (that) he'll be here on time.*

Exercise 1:

Choose the correct words.

(1) *Be/Being* punctual is extremely important and I hate (2) *turn up/ turning up* late for anything. I also really hate people who (3) *keep/keeping* me waiting for ages. So yesterday morning was really (4) *frustrated/frustrating*. I was (5) *be/ being* interviewed for a job, so I decided (6) *to leave/leaving* home early to avoid (7) *to get/getting* caught in the rush hour. Despite (8) *allow/ allowing* an extra two hours for the journey, I thought I was going to be late because lots of trains were (9) *cancelled/canceling*. In the end, I managed (10) *to get/getting* there on time.

Answers: 2.turning up 3.keep 4.frustrating 5.being 6.to 7.leave 8.getting
9.allowing 10.cancelled 10.to get

Exercise 2:

1. I doubt if he _____ her work with us.
A. will let B. lets C. letting D. to let
2. There is no point in _____ here. We are wasting our time.
A. stay B. will stay C. to stay D. staying

Answers: 1.A 2.D

Simple and continuous aspects; activity and state verbs

SIMPLE AND CONTINUOUS ASPECTS

- We use simple verb forms to describe something that is:
repeated: *I usually find somewhere quiet and just read.*
completed: *I've also called my parents to say goodbye.*
permanent: *Luckily I only live ten minutes away.*
- We use continuous verb forms to describe something that is:
in progress at a specific point in time: *Once I got so involved in the book I was reading that I missed my plane.*
unfinished: *I've been sitting here for nearly five hours.*
temporary: *I'm doing a part-time business management course at the moment.*

ACTIVITY AND STATE VERBS

- Activity verbs talk about activities and actions. Typical activity verbs are: *play, fly, travel, listen, run, work, sit, study* and *wait*.
- We can use activity verbs in both simple and continuous verb forms: *I play tennis every weekend. Carla's playing tennis at the moment.*
- State verbs talk about states, feelings and opinions. We don't usually use these verbs in continuous verb forms: *I want a new car. not I'm wanting a new car.*
- Common state verbs:

| | |
|------------------------|--|
| 'be and have' verbs | be have (got) own belong possess exist |
| 'think and know' verbs | think know believe understand remember forget mean recognise suspect realise doubt imagine suppose |
| 'like and hate' verbs | like hate love dislike prefer want adore detest wish |
| other verbs | hear seem need agree hope weigh contain suit fit respect cost smell consist of deserve involve trust envy include |

VERBS WITH TWO MEANINGS

- ▶ Some verbs, such as *see, have, think* and *be*, can describe activities and states, but the meaning changes. Look at the different meanings of the verbs in these examples:
(**pink** = activity, **blue** = state)
*I'm supposed to **be seeing** (= meeting) my first client at 11 a.m., but I **see** (= with my eyes) the flight's been delayed.*
*I **have** (= possess) three kids and I never get time to shop for myself, so I'm **having** (= experiencing) a great time today.*
*I'm also **thinking of** (= considering) buying a camera, but I **think** (= have an opinion) they might be cheaper online.*
*My youngest **is** (= permanent characteristic) usually very good, but he's **being** (= behaving) very difficult today.*

Present Perfect Simple and Present Perfect Continuous

- We use the Present Perfect to talk about things that connect the past and the present.
- We often use the Present Perfect Simple:
 - a. for states that started in the past and continue in the present: *Even Chinese people I've known for years are amazed at how fast things have changed.*
 - b. for experiences in our lives up to now: *I've visited many modern cities.*

- c. for completed actions that happened recently, but we don't say exactly when: *I've just got back from my bike ride and I'm in my hotel room.*
- d. with superlatives: *Shanghai is one of the most spectacular cities I've ever seen in my life.*
- e. to talk about change: *The city authorities have become more and more concerned about pollution.*
- We often use the Present Perfect Continuous:
 - a. for longer actions that started in the past and continue in the present: *Liu Zhang has been working in Shanghai for twenty years.*
 - b. for longer actions that have recently finished, but have a result in the present: *Today I've been cycling around the Pudong area of the city, and I'm both exhausted and exhilarated by the experience.*
 - c. for actions that happened repeatedly in the past and still happen in the present: *I've been coming to China for nearly 25 years.*
- Look at this sentence and the diagram: *Liu Zhang **has been working** in Shanghai for twenty years.*



- We make the **Present Perfect Simple** with:
subject + *have/'ve* or *has/'s* + past participle.
I've known Rob for about ten years.
He hasn't called me since Friday.
What have you done today?
- We make the **Present Perfect Continuous** with:
subject + *have/'ve* or *has/'s* + *been* + verb+ing.
We've been living here since 2010.
She hasn't been working very hard.
Who have you been talking to?

SIMPLE OR CONTINUOUS?

- We often use the Present Perfect Simple to say that we have completed something or that something has been completed: *I've done my homework.* (the homework is finished now).
- We often use the Present Perfect Simple with verbs that describe short actions (*break, start, find, lose, buy, stop, finish, etc.*): *I've broken my glasses.* ~~*Not I've been breaking my glasses.*~~

- We often use the Present Perfect Continuous to emphasise the action we've been doing: *I've been doing my homework.* (we don't know if the homework is finished or not).
- We often use the Present Perfect Continuous with verbs that describe longer actions (*learn, study, rain, try, play, read, wait, etc.*): *I've been learning English for six years.*
- With work and live, both forms are possible: *My sister's worked/been working here for ages. She's lived/been living in London since 2011.*

TIPS:

- We often use these words with the Present Perfect Simple and Present Perfect Continuous: *for, since, just, yet, already, still, ever, never, recently, lately.*
- We also use the Present Perfect Simple with *this week/month, etc.* and *this morning/evening, etc. if it is still that time of day.* • We can't use the Present Perfect with words/phrases that talk about a finished time period (*last year, in 1992, a week ago, etc.*).

HOW LONG? OR HOW MANY?

- We usually use the Present Perfect Continuous to talk about how long something has been happening: *My company has been building skyscrapers here since 1993.* To make questions for this meaning, we use *How long*: *How long has your company been building skyscrapers here?*
- We usually use the Present Perfect Simple to talk about how many things have been completed: *This year we've built five new apartment blocks.* To make questions for this meaning, we use *How many (+noun)*: *How many new apartment blocks have you built this year?*

TIP: • For state verbs we must use the Present Perfect Simple with *How long*: *How long have you had your car?* Not *How long have you been having your car?*

Exercise 1:

Tick the correct sentences. Change the incorrect sentences.

(known ✓)

- 1 ~~I've been knowing~~ Sally for years.
- 2 They been manufacturing cars for over 100 years.
- 3 She's been going to the same supermarket for years.
- 4 I've been writing six reports.

- 5 I've come here since 2008.
 6 Lyn's having that cat for years.
 7 How long have you been living here?
 8 We've had four complaints about the food.

Answers: 2 ~~They been~~ They've been 3 ✓ 4 ~~I've been writing~~ I've written
 5 ~~I've come~~ I've been coming 6 ~~Lyn's having~~ Lyn's had 7 ✓ 8 ✓

Exercise 2:

Fill in the gaps with the Present Perfect Simple or Present Perfect Continuous of these verbs. Use the continuous form if possible.

know go (x2) have look become study win work

- I *have known* him since 2006.
- He ___ English for six or seven years.
- I ___ two holidays so far this year.
- We ___ never ___ to Ireland.
- I don't know anyone who ___ the lottery.
- I ___ to bed quite late recently.
- In the last couple of months Tom ___ interested in politics.
- She ___ for this company since 2011.
- I ___ for a new flat recently.

Answers: 2 's been studying 2 've had 4 've never been 5 's won 6 've been going 7 has become 8 's been working 9 've been looking

Exercise 3:

1. Look! I ___ my wallet.

A. have been finding B. find C. have found D. both A&C

2. I ___ a language book recently. I ___ 3 chapters so far.

A. have been reading/finish B. have read/have finished
 C. am reading/have finished D. have been reading/have finished

Answers: 1. C 2. D

Wishes (1); I hope ... ; It's time . . .

WISHES IN THE PRESENT

- We often use *I wish ...* to talk about imaginary situations in the present or the future. This is often used to talk about the opposite to what is true or real: *I wish I had my own car.* (I don't have my own car, but I would like to).
- We use *wish + Past Simple* to make wishes about states: *I wish I knew where she was.*
- We use *wish + Past Continuous* to make wishes about actions in progress now or to refer to a future event: *I really wish you were coming to the gig.* (=the gig is in the future). *I wish it weren't raining.* (= it's raining now).
- We use *wish + could + infinitive* to make wishes about abilities or possibilities: *I just wish we could get a recording contract.*
- We use *wish + would + infinitive* to make wishes about things other people, organisations, etc. do that we would like to change. This is often used to show annoyance or impatience about things that are outside our control: *I wish you'd stop talking about that accident.*
- We can't use *wish + would + infinitive* to talk about ourselves: *I wish I had a job. not I wish I would have a job.*

TIPS:

- We can say *I wish ...* or *If only . . .* : *I wish we could get a recording contract.* = If only we could get a recording contract.
- We often use the second conditional to give reasons for wishes: *If I didn't have to go to work, I'd help you.*
- We can say *I wish I/he/she/it was ...* or *I wish I/he/she/it were . . .* : *I wish I was/were a few years younger.*

I HOPE ...

- We use *I hope ...* to talk about things that we want to happen in the future: *I hope she comes home.*
- *I hope ...* is followed by a clause (subject + verb+ ...): *I hope they enjoy themselves.*
- Compare these sentences: *I hope she comes home.* The speaker thinks she might come home. This is a real possibility. *I wish she'd come home.* The speaker doesn't think she will come home. This is an imaginary situation.

TIPS:

- *I hope ...* is often followed *by will+ infinitive*: *I hope he'll understand.*

- We also use *I hope ...* to talk about the past: *I hope you didn't tell Terry what happened.*

IT'S TIME ...

- We often use *It's (about) time + subject + Past Simple* when we are being critical or we want to show that we are annoyed or frustrated that something hasn't happened yet: *It's time you learnt how to cook for yourself, Dad.* We use *about* to add emphasis: *It's about time you stood on your own two feet.*
- We use ***It's time + infinitive*** with ***to*** to say that something should happen now: *It's time to go .*

Wishes (2); *should have*

- We often use *wish + Past Perfect Simple* to make wishes about the **past**. These wishes are used to express regret and are often the opposite of what really happened: *I wish I hadn't taken five at the same time.* (Anna took five dogs out and they fought. She regrets it now.)
- We can also use *should/shouldn't have + past participle* to talk about regrets in the past: *I shouldn't have worried about anything.* (Lucy did worry. She regrets that.)

TIPS:

- We can also use the third conditional for regrets: *If I'd known about this before, I'd have done it years ago.*
- We can use *I wish ... or If only ...* to make wishes about the past: *I wish I'd been there.* = *If only I'd been there.*

Exercise 1:

Look at these phrases about the present or future. Fill in the gaps with the correct form of the verbs in brackets.

- 1 I wish I *knew* (know) how to cook paella.
- 2 It's time we ___ (think) about leaving.
- 3 I wish we ___ (not sit) in this traffic jam.
- 4 I wish I ___ (can) speak Russian.
- 5 It's time he ___ (buy) some new shoes.
- 6 I hope they ___ (can) have a break soon.
- 7 I wish they ___ (not keep) making all that noise.
- 8 I wish I ___ (not have to) work this evening.
- 9 I hope it ___ (stop) snowing soon.

- 10 I hope he ____ (pass) his exams.
11 I wish you ____ (stop) complaining about everything.
12 It's about time people ____ (listen) to what she has to say.

Answers: 2 were thinking/thought 3 weren't sitting 4 could 5 bought 6 can 7 wouldn't keep 8 didn't have to 9 stops 10 passes 11 would stop 12 listened

Exercise 2:

Fill in the gaps with the correct form of the verbs in brackets.

- 1 I should have phoned my mother on her birthday, but I forgot. (phone)
2 I wish someone ____ me there was a meeting. (tell)
4 He should ____ at his boss. She was furious. (not shout)
5 I wish I ____ more time in the exam. I didn't finish it. (have)
6 You should ____ Max that money last month. (not lend)
7 She wishes she ____ physics when she was at university. (study)
8 You should ____ to the teacher that you were ill. (mention)

Answers: 2 had told 3 'd/had bought 4 n't/not have shouted 5 'd/had had 6 n't/not have lent 7 'd/had studied 8 have mentioned

Exercise 3:

1. It's time you _____ to Sandra.

A. proposed B. propose C. have proposed D. are proposing

2. He was so angry when he knew about Ann's divorce. You _____ him.

A. shouldn't tell B. shouldn't have told
C. would have told D. tell

Answers: 1. A 2. B

The passive

➤ PASSIVE VERB FORMS

- In a passive sentence the focus is on what happens to somebody or something rather than on who or what does the action: *In 2010 Kathryn Bigelow was given an Oscar for best director.*
- We often use the passive when we don't know who or what does the action: *55 Oscars were stolen.* (We don't know who stole them).
- To make the passive we use: *subject + be + past participle.*

| passive verb form | be | past participle |
|------------------------|------------------------------|-----------------|
| Present Simple | am/are/is | held |
| Present Continuous | am/are/is being | shown |
| Past Simple | was/were | given |
| Past Continuous | was/were being | driven |
| Present Perfect Simple | have/has been | broadcast |
| Past Perfect Simple | had been | nominated |
| <i>be going to</i> | <i>am/are/is going to be</i> | <i>awarded</i> |

TIP: • In passive sentences we can use *'by + the agent'* to say who or what does the action. We only include the agent when it is important or unusual information: *52 of the Oscars were found in some rubbish by a man called Willie Fulgear.*

➤ OTHER PASSIVE STRUCTURES

- After certain verbs (e.g. enjoy) we use *being+ past participle*: *Everyone enjoys being told they are good at what they do.*
- After certain verbs (e.g. want) we use *to be+ past participle*: *Most of us want to be rewarded in some way.*
- After prepositions we use *being+ past participle*: *Every actor dreams of being nominated for an Oscar.*
- After the *first/second/last(+ noun)* we use *to be+ past participle*: *The first Academy Awards ceremony to be televised was in 1953.*
- After *have to* and *used to* we use *be+ past participle*: *The ceremony had to be postponed in 1938 because of a flood.*
Newspapers used to be given the winners' names in advance.
- After modal verbs we use *be + past participle*: *The names wouldn't be published until afterwards.*

TIP: • We can use all modal verbs (*can, must, will, could, might, etc.*) in passive verb forms: *He can't be trusted.*

as, like, such as, so, such

➤ **AS, LIKE, SUCH AS**

- We use *like + clause* to say that things happen in a similar way: *Peter Harris was great, like he always is.*
- We use *like + noun* (or pronoun) to say that something is similar to something else: *It really was more like a bad dream.*
- We use *as + noun* to say that somebody has a particular job: *I quite like James Pearson as a critic.*
- We use *such as* or *like* to introduce examples: *Critics such as James Pearson loved it. Even though it has actors in it like Peter Harris and Maddy Benson?*
- We also use *as + noun* to say what something is used for: *And they just had these boxes on the stage which were used as train compartments.*

TIP • We can also use *as + clause* to say that things happen in a similar way: *Peter Harris was great, as he usually is.*

➤ **SO, SUCH**

- We use *so* and *such* to give nouns, adjectives and adverbs more emphasis.
- We use *so + adjective*: *The plot was so far-fetched.*
- We use *such (+ adjective) + noun*: *It had such a good cast.*
- We use *so + much* or *many + noun*: *I can't understand why it's getting so much attention. So many critics loved it.*

TIP: • With *so* and *such* we often use '(that) + clause' to say what the consequence is: *The play was so slow (that) I actually fell asleep.*

Exercise 1:

Look at the underlined verb forms. Tick the correct verb forms. Change the incorrect ones.

used to be described

As a child I ¹~~used to describe~~ as shy, so I ²~~was surprised~~ everyone when I announced I ³~~had being accepted~~ by a drama school in Bath. The audition ⁴~~had been~~ awful so I was sure I ⁵~~wouldn't offer~~ a place, but I was. Of course, ⁶~~I'd expected to ask~~ to perform a speech from a play, but I had no idea they ⁷~~had to be~~ convinced that I ⁸~~could sing~~ as well. Unfortunately, I ⁹~~was the first to being asked to sing~~. I ¹⁰~~hate be laughed at~~ and that's exactly what ¹¹~~happened~~. But I ¹²~~didn't run off the stage~~ like others who ¹³~~were being auditioned~~ – perhaps that's why I ¹⁴~~accepted~~.

Answers : 2 surprised 3 had been accepted 4 ✓ 5 wouldn't be offered
6 I'd expected to be asked 7 ✓ 8 ✓ 9 was the first to be asked
10 hate being laughed at 11 ✓ 12 ✓ 13 ✓ 14 was

Exercise 2:

Choose the correct words/ phrases.

- 1 I always have something healthy such as/as fruit for breakfast.
- 2 I walked here today, like/such as I usually do. 3 I've got so/such many things to do.
- 4 I look as/like my mother. 5 I'm usually so/such hungry after class.
- 6 I've never worked as/like a shop assistant.
- 7 I had so/such much fun last night.
- 8 I've had so/such a busy day today.

Answers: 2 like 3 so 4 like 5 so 6 as 7 so 8 such

Exercise 3:

1. The first meeting _____ is scheduled on the 5th of April.
A. is held B. to be held C. will be held D. was held
2. I admire Sandra _____ a businesswoman.
A. as B. so C. like D. such as

have/get something done, get somebody to do something, do something yourself

➤ **HAVE/GET SOMETHING DONE**

- We use **have/get something done** when we pay somebody else to do a job: *We usually have the decorating done professionally. I still get my car serviced at the local garage.*

TIP • *Get something done* is usually more informal than *have something done*.

POSITIVE

- We make the positive form of **have/get something done** with: *subject + have or get + something + past participle.*
- We can use **have** or **get** in any verb form, for example: Present Continuous: *Now I'm having the kitchen painted.* Present Perfect Simple: *I've had lots of things done recently.* Past Simple: *There was a leak in the bathroom so I got that fixed.* Past Perfect Simple: *I'd never had my washing machine serviced before.* will+ infinitive: *I'll get the glass replaced sometime this week.*

NEGATIVES AND QUESTIONS

- We make the negative and question forms of **have/get something done** by using the correct form of *have* or *get*. Look at these examples: *Rick doesn't have his car serviced regularly. Not-Rick hasn't his car serviced regularly. Does Rick have his car serviced regularly? Not-Has Rick his car serviced regularly? Jason didn't have his bathroom painted last week. Did Jason have his bathroom painted last week? Charlotte isn't getting her boiler replaced. Is Charlotte getting her boiler replaced?*

➤ **GET SOMEBODY TO DO SOMETHING**

- We use **get somebody to do something** when we ask somebody that we know to do the job. If it's a friend or family member, we probably don't pay them: *I get my husband to do most things round the house.*

POSITIVE

- We make the positive form of **get somebody to do something** with: *subject + get + somebody + infinitive with to + something*
- We can use *have* or *get* in any verb form, for example: Past Simple: *I got my dad to teach me how to do things.* be going to: *I'm going to get a friend to come and help.*

NEGATIVES AND QUESTIONS

- We make the negative and question forms of *get somebody to do something* by using the correct form of *get*: *I didn't get anyone to help me. Are you going to get somebody to fix it?*

TIP • We can also say pay somebody to do something: *I usually pay somebody to do the garden.*

➤ DO SOMETHING YOURSELF

- We use **do something myself, yourself**, etc. when we do the job without any help from other people: *I do most things round the house myself.*
- The reflexive pronouns are: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.*

TIP

- We often use reflexive pronouns to emphasise that we do something instead of somebody else doing something for us: *I actually put some shelves up myself last weekend.*



He's having his hair cut.

She's decorating the kitchen herself.

Exercise 1:

Put the verbs into the correct form.

- 1 I *'ve never had* (never have) my hair *dyed* (dye) in my life.
- 2 I (get) a friend ___ (help) me decorate yesterday.
- 3 I (get) Lorna ___ (alter) these trousers. They fit perfectly now.
- 4 John (have) a new kitchen ___ (put in) next week.
- 5 I ___ (get) my brother ___ (check) my tyres. They were fine.
- 6 Sue (have) her roof (fix) yet?
- 7 How often you ___ (get) your car ___ (service)?
- 8 you (put up) those tiles yourself?

Answers: 2 I got ... to help 3 I got ... to alter 4 's having/'s going to have ... put in 5 I got ... to check 6 Has (Sue) had ... fixed 7 do (you) get ... serviced 8 Did ... put up

Exercise 2:

1. ___ you ___ your house painted regularly?

- A.** Have/have **B.** Have/do **C.** Do/have **D.** Have/done

2. I am going to ____ help me

- A.** get Peter **B.** get Peter to **C.** got peter to **D.** have Peter helped

Answers: 1. B 2. B

Quantifiers

➤ DIFFERENCES IN MEANING

- Both of and either of refer to two things or people: *I've got two sons and both of them have been stopped from entering shops.*
- *Everyone, every, any of, anyone, all of* and *anything* refer to more than two things or people: *Nowadays, everyone is talking negatively about 'the youth of today'.*
- *Each* can refer to two or more things or people: *I've read two articles on the subject recently, and each article suggests And each time I see biased reporting*
- *No one, neither of, none of* and *no* refer to a zero quantity: *No one is safe from their abuse.*
- *Neither of* refers to two things or people: *Neither of them has a record of unruly behaviour.* • *No one, none of* and *no* refer to more than two things or people: *None of their friends do.*

➤ DIFFERENCES IN FORM

- *Every* and *each* are followed by a singular countable noun: *Every TV programme on the subject*
- *Both of, neither of* and *either of* are followed by *the, my,* etc. + a plural countable noun, or the pronouns *you, us* or *them*: *I don't think either of my sons deserve such negative treatment.*
- We can also use *both of, neither of* and *either of* + *us/you/ them*: *Both of them have been stopped from entering shops.*
- *Any of, all of* and *none of* are often followed by *the, my,* etc. + a plural countable noun: *All of the young people I know*
- *No* is always followed by a plural, singular or uncountable noun: *No TV programmes report that. There's no electricity.*
 - We can also use *any of, all of, all* and *none of* with uncountable nouns: *Don't touch any of the food.* • *Everyone, every, no one, each* and *anything* are followed by a singular verb form: *No one is safe from their abuse.*
- *All of, both of, neither of, either of* and *none of* are followed by a plural verb form: *All of my sons' friends are polite.*

➤ WHEN TO USE OF

• We must use *of* with *any, both, either, neither* and *all* when they are followed by a pronoun: *I spoke to both of them.* not ~~*I spoke to both them.*~~

• We can leave out *of* with *any, both, either, neither* and *all* when they are followed by (*the, my, etc.*)+ a plural countable noun: *Both (the) places were lovely.* or *Both of the places were lovely.* Not ~~*Both of places were lovely.*~~

➤ **EVERY OR EACH?**

• We use *every* when we think of people or things as part of a group: *Every employee has an ID card.*(= all the people).

• We use *each* when we think of people or things separately: *Check each person's ID.* (=check their IDs one by one).

• We usually use *every* for a large number and *each* for a small number: *I've been to every country in Europe. They have three children and each one has green eyes.*

➤ **ALL OR ALL (OF)?**

• We use *all* + a plural countable noun to refer to a group in general: *All young people have problems.*

• We use *all (of) my, the, etc.* + plural countable noun to refer to a specific group: *But all (of) the young people I know are polite.*

➤ **EITHER (OF), NEITHER (OF), NONE OF AND NO**

• We can use *either of* in positive and negative sentences: *Either of these places are fine. I don't like either of them.*

• We must use a singular noun after *either* and *neither* without *of*: *Neither match was very good.* Not ~~*Neither matches was very good.*~~

• We can use a singular verb form after *either of, neither of* and *none of*: *Neither of his parents has visited him this month.*

• We must use a positive verb form after *neither (of), none of* and *no*: *None of my friends have a car.* Not ~~*None of my friends doesn't have a car.*~~

➤ **ANY, ANYTHING, ANYONE, ETC.**

• We usually use *any (of), anything, anyone, etc.* with negative verb forms: *I haven't got any money. They didn't do anything.*

• We can also use *any (of), anything, anyone, etc.* with a positive verb form to mean 'it doesn't matter which': *Read any of the articles* (= it doesn't matter which article) *written today on the subject and anyone* (= it doesn't matter who) *can see that young people*

Exercise 1:

Choose the correct words. Sometimes both words are correct.

1. Every adult *need/needs* a ticket.
2. Check each *person's/people's* ID.

3. Each person *speak/speaks* more than one language.
4. None of my cousins *is/are* married.
5. No one in my family *wear/wears* glasses.
6. Neither of my parents *have/has* blue eyes.
7. None of us *work/works* in education.
8. I don't think either of my parents *want/wants* to come.
9. No one *seem/seems* to care about the unemployed.
10. Everyone *have/has* a number.
11. None of my friends *can/can't* come.

Answers: 2 person's 3 speaks 4 is/are 5 wears 6 have/has 7 work/works 8 want/wants
9 seems 10 has 11 can

Exercise 2:

1. He needed ____ to help him?
A. both them B. both of them C. all of D. both A&B
2. None of my colleagues ____ a laptop.
A. doesn't have B. have C. didn't have D. none of the above

Answers: 1. A 2. B

Describing future events; Future Perfect

➤ DESCRIBING FUTURE EVENTS

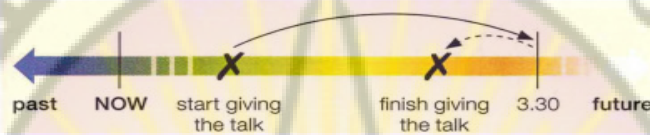
- We use the **Present Continuous** to talk about an arrangement in the future: *I'm having lunch with my boss tomorrow.* We make the Present Continuous with: *subject + am/are/is + verb+ing.*
- We use the **Future Continuous** to talk about something that will be in progress at a point in time in the future: *Sorry, I'll be interviewing people for our graduate trainee programme then.* We make the Future Continuous with: *subject + 'll(= will) +be + verb+ing*
- We can use **will be in the middle of something** to describe an action that will be in progress at a point of time in the future: *I'll be in the middle of a meeting at four.*

- We can use *will be on my, his, etc. way to somewhere* to say that a person will be travelling at a point of time in the future: *I'll be on my way to Southampton at eleven.*

TIP • We can also use *be in the middle of something* and *be on my, his, etc. way to somewhere* to talk about the present: *I can't talk now, I'm in the middle of cooking.*

➤ FUTURE PERFECT

- We use the **Future Perfect** to talk about something that will be completed before a certain time in the future: *I'll have arrived by lunchtime.* (= some time before lunchtime).
- Look at this sentence and the diagram: *I'll have finished giving the talk by three thirty.*



➤ POSITIVE AND NEGATIVE

- We make the **positive** and **negative** forms of the Future Perfect with: *subject + willor 'll/won't+ have + past participle.* *I'll have done it by midday. I won't have done it by ten o'clock.*

➤ QUESTIONS

- We make **questions** in the Future Perfect with : (question word) + *will+ subject+ have+ past participle.* *What time will you have finished?*

TIPS • We often use *by* with the Future Perfect to mean 'before this time': *I'll have left the office by six o'clock.*

- We also use *by the time + clause, by this time next week, month, etc.* and *by the end of the day, week, etc.* with the Future Perfect: *Hurry up! The film will have started by the time we get there.*

Exercise 1:

Choose the correct verb forms.

- 1 By this time tomorrow I *'ll arrive/ 'll have arrived* in Luxor.
- 2 This time next week I *'m/ 'll be* in the middle of giving my talk.
- 3 I *won't have/'m not finished* before 2 p.m.
- 4 I'm sure I'll *do/be doing* the same job in five years' time.
- 5 If you need me later, I'll *stay/ be staying* at the Hilton.

6 On Saturday I'll *have been/be married* for two years.

Answers: 2 'll be 3 won't have 4 be doing 5 be staying 6 have been

Exercise 2:

1. I ___ my meeting by 4:30, so I can go with you to the concert?

A. finish B. will have finished C. finished D. will be finishing

2. Interviewing the candidates is tomorrow at 9 am. I ___ them at 9:30.

A. will have interviewed B. have interviewed C. interviewed D. will be interviewing

Answers: 1. B 2. D

Reported speech

➤ REPORTED SENTENCES

- Look at these pairs of sentences. Notice the way the second speaker reports what the first speaker said.

| | |
|--------------|---|
| MIKE → DAISY | "I have something interesting to tell you." |
| DAISY → MIKE | "You said that you had something interesting to tell me." |
| ROB → MIKE | "I'm planning to set up my own business." |
| MIKE → DAISY | "Rob told me that he was planning to set up his own business." |
| ROB → MIKE | "I've been looking for a good location since August." |
| MIKE → DAISY | "He said he'd been looking for a good location since August." |

- We usually change the verb form in reported speech.

| verb form in direct speech | verb form in reported speech |
|---|---|
| Present Simple I have an idea. | Past Simple He said he had an idea. |
| Present Continuous I'm leaving. | Past Continuous He said he was leaving. |
| Present Perfect Simple I've done it. | Past Perfect Simple He said he'd done it. |
| Present Perfect Continuous I've been working. | Past Perfect Continuous He said he'd been working. |
| Past Simple I woke up late. | Past Perfect Simple He said he'd woken up late. |
| Past Continuous I was sleeping. | Past Perfect Continuous He said he'd been sleeping. |
| Past Perfect Simple I'd seen it before. | no change possible He said he'd seen it before. |
| Past Perfect Continuous I'd been waiting. | no change possible He said he'd been waiting. |
| am/is/are going to I'm going to do it. | was/were going to He said he was going to do it. |
| will I'll call them. | would He said he'd call them. |
| can I can do it. | could He said he could do it. |
| must I must go. | had to He said he had to go. |

TIPS:

- The modal verbs *could*, *should*, *would*, *might* and *ought to* don't change in reported speech.
- Say doesn't have an object: *I said (that)* not *I said her (that)*. Tell must have an object: *I told him (that)* not *I told (that)*.
- The Past Simple doesn't have to change to the Past Perfect Simple. It can stay in the Past Simple.
- We don't have to change the verb form if the reported sentence is about something general or is still in the future:
"I've got a car." → He said he's got a car.
"I'm going to Africa next year." → She said she's going to Africa next year.
- We sometimes change time expressions in reported speech: tomorrow → the next day; next Monday → the following Monday; this week → last week; last month → the month before, etc.

➤ REPORTED QUESTIONS

- Look at these pairs of sentences. Notice the way the second speaker reports the first speaker's question.

ROB → MIKE "Do you want to go into business with me?"
 MIKE → DAISY "Rob asked me if I wanted to go into business with him."
 ROB → MIKE "Can you come up with the other half?"
 MIKE → DAISY "He wanted to know whether I could come up with the other half."
 MIKE → ROB "How long will it take for the business to make a profit?"
 MIKE → DAISY "I asked how long it would take for the business to make a profit."

- We make reported questions with:

| | | |
|---------------------|---------------|------------------|
| (He) asked (me) | question word | + subject + verb |
| (He) wanted to know | if/whether | |

- In reported questions the word order is the same as in positive sentences: *I asked where he was.* not *I asked where was he.*
- We use *if* or *whether* when we report questions without a question word.
- We don't use the auxiliaries *do*, *does* and *did* in reported questions: "What do you think?" → *He asked me what I thought.* not *He asked me what I did think.*

TIPS:

- In reported questions, the changes in verb forms are the same as in reported sentences.
- We can use an object with ask: *He asked ...* or *He asked me ...*

➤ REPORTED IMPERATIVES AND REQUESTS

- To report imperatives, we use: *told + object + (not) + infinitive* with *to*.

ROB → MIKE "Don't talk to anyone else about it."

MIKE → DAISY "Rob told me not to talk to anyone else about it."

- To report requests, we use: *asked + object + (not) + infinitive* with *to*.

ROB → MIKE "Can you meet me in Brighton on Saturday?"

MIKE → DAISY "He asked me to meet him in Brighton on Saturday."

Exercise 1:

Put these sentences into direct speech.

1. She said she'd be working late. (*I'll be working late*)
2. He told me I couldn't use his car.

3. I asked him what he thought.
4. She told me not to wait for her.
5. He asked me if I wanted to stay.
6. She wanted to know what my next job was going to be.
7. He asked me where I'd been staying.
8. She told me I had to leave.

Answers :2 You can't use my car. 3 What do you think? 4 Don't wait for me.
5 Do you want to stay?6 What's your next job going to be? 7 Where have you been staying? 8 You must/have to leave.

Exercise 2:

1. Sandra asked me _____.
A. where did I live? B. where he was. C. where I lived. D. both B&C
2. I _____.
A. told that I wanted to go B. said john that I wanted to go
C. told John that I wanted to go D. tell that I want to go

Answers :1 D 2 C

Modal verbs (2): deduction in the present and the past

- We often use the modal verbs *must*, *could*, *might*, *may* and *can't* to make deductions in the present and the past.
- When we believe something is true, we use ***must***.
- When we think something is possibly true, we use ***could*, *might* or *may***.
- When we believe something isn't true, we use ***can't***.

TIP • When we know something is definitely true or is definitely not true, we don't use a modal verb: *I had it when I left the cafe because I called Mum. OK, so you didn't leave it in the cafe.*

➤ DEDUCTIONS IN THE PRESENT

• To make deductions about a state in the present we use: modal verb+ infinitive. *It might be in the bathroom. Yeah, of course, but it must be switched off.*

• To make deductions about something happening now we use: modal verb+ be+ verb+ *ing*. *But someone might be using it to phone Austral.*

➤ DEDUCTIONS IN THE PAST

• To make deductions about a state or a completed action in the past we use: modal verb + have + past participle.

Or someone **could have taken** it from your bag.

So you **may have left** it on the table.

You **can't have left** it in the bar.

That guy in the club **must have stolen** it.

• To make deductions about a longer action in the past we use: modal verb+ have+ been+ verb+ *ing*.

He **might have been waiting for** a chance to steal my phone.

TIP • We can also use *couldn't* instead of *can't* to make deductions in the past: You couldn't have left it in the bar.

Modal verbs (3): past forms and related verbs

➤ WOULD HAVE, COULD HAVE, SHOULD HAVE

• We use **could have + past participle** to say something was possible in the past, but didn't happen: *They could have decided to leave all their money to their children, but they haven't.*

• We use **should have+ past participle** to criticise people's behaviour in the past: *Some people felt she should have left at least some of that to her children.*

• We use **would have + past participle** to imagine something in the past that didn't happen: *Many people would have reacted differently.*

TIPS:

• We often use *would/could have + past participle* as part of a third conditional: *If you'd told me about the meal, I would/could have gone.*

• We also use *should have+ past participle* with I to talk about regrets: *I should have listened to your advice.*

➤ NEEDN'T HAVE, DIDN'T NEED TO

• We use **needn't have + past participle** to talk about things people did in the past that weren't necessary: *She needn't have given it all away.* (=she did give it all away, but this wasn't necessary).

- We usually use **didn't need+ infinitive** with **to** to talk about things people didn't do in the past because they weren't necessary: *She decided that her daughters would be alright and she didn't need to leave them her money (= she didn't leave them her money because she thought it wasn't necessary).*

TIP • It is also possible to use **didn't need+ infinitive** with **to** to talk about things people did in the past, but weren't necessary. Usually the **context** makes it clear whether the person did the action or not. Compare these sentences: *He didn't need to wait for her, so he went straight home.* (He didn't wait for her.) *He didn't need to wait for her, but he had nothing better to do.* (He waited for her.)

➤ **COULD, WAS/WERE ABLE TO**

- We usually use **could** to talk about a general ability in the past:

My sister could speak three languages before she was ten.

She could give away millions of pounds every year.

- We usually use **was/were able to** to talk about ability at one specific time in the past: *Due to her vast wealth, Leona Helmsley was able to leave \$12 million to her dog.*

TIPS:

- We usually use **could** with verbs of the senses (see, hear, etc.): *We could see the lake out of our hotel window.*
- **Was/Were able to** is similar in meaning to **managed to**: *Gates was able to/managed to build his business empire.*
- In the negative form, **couldn't** and **wasn't able to** can both be used in all situations, although **couldn't** is more common: *I couldn't find my wallet. =I wasn't able to find my wallet.*

Exercise 1:

Look at these sentences. Make deductions about the present or the past.

1. I left a message for Jan, but she hasn't called me back.
(She might have gone away).
2. Tim's not answering the door.
3. I've never seen Kelly eat meat.
4. Pat is buying a tent.
5. Pete always flies first class.
6. Paul hasn't paid back the money I lent him.
7. Carrie's earning a lot more than she did last year.
8. She's not wearing her wedding ring anymore.

Possible answers:

2 He might be asleep. 3 She must be a vegetarian. 4 He/She may be going on a camping holiday. 5 He must be quite well off. 6 He might have forgotten. 7 She might have changed jobs. 8 She must have got divorced

Exercise 2:

1. I _____ out so late last night. I overslept this morning

A. shouldn't have stayed

B. shouldn't stay.

C. might have stayed.

D. could have stayed

2. We got into the club straight away. We _____.

A. shouldn't have waited

B. had to wait

C. needn't have waited

D. didn't have to wait

Answers: 1.A 2. D



نماذج اختبارات سابقة



Reading

Read the following texts and answer the questions that follow.

I. Christmas is my favorite holiday. My grandmother makes chicken, salad, and cupcakes on Christmas. I also get a present on Christmas! Last year I got a new set of paint brushes. This year I hope to get new pencils and a drawing pad. I always have fun on Christmas. Halloween is another good holiday. My grandmother makes candy corn and cupcakes on Halloween. People wear **costumes** during Halloween. Last year I wore a skeleton costume. This year I am going to wear a zombie costume. July 4 is a good holiday. July 4 is the birthday of the United States of America. My grandmother makes hot dogs and salad on July 4. I don't have to go to school on July 4. But I don't get any presents either. If I got presents on July 4 it would be my favorite holiday.

(Questions 1-7: 2 marks each)

1. Based on the things the author gets for Christmas, we can understand that he likes

- A. sports **B. art**
C. music **D. cooking**

2. The word 'costumes' is closest in meaning to:

- A. traditions **B. makeup**
C. perfume **D. clothes**

3. What costume did the author wear for Halloween last year?

- A. a skeleton costume** **B. a zombie costume**
C. a pumpkin costume **D. a birthday costume**

4. Based on what you know about the author, what costume will he probably wear next year?

- A. a pumpkin costume **B. a flower costume**
C. a ghost costume **D. a sun costume**

5. What is the author's favorite thing about holidays?

- A. not going to school
B. eating candy
C. getting presents
D. meeting his grandmother

6. This story is mainly about

- A. why the author likes some holidays**
B. how someone can get out of school
C. which foods are the best to eat on different holidays
D. how to make cupcakes

7. What is the best title for this passage?

- A. The Holidays I Like**
B. Why Christmas is Best
C. Hot Dogs and Salad
D. The 4th of July

II. Women are experts at gossiping and they always talk about trivial things, or at least that's what men have always thought about. However, some new research shows that when women talk to women, their conversations are far from frivolous, and cover many more topics (up to 40 subjects) than when men talk to other men. Women's conversations range from health to their houses, from politics to fashion, from films to family, from education to relationship problems. Football is notably absent. Men tend to have a more limited range of subjects, the most popular being work, sport, jokes, cars and women.

According to Professor Petra, a psychologist at University College London, who interviewed over 1000 women, women also tend to move quickly from one subject to another in conversation, whereas men usually stick to one subject for longer periods of time.

(Questions 8-13: 0.5 mark each)

8. One of the reasons why women talk to each other is to:

- A. relax **B. exchange ideas**
C. tell jokes **D. be silly**

9. When women talk to each other they generally talk about:

- A. unimportant things **B. serious things**
C. various things **D. football**

10. In conversation women than men.

- A. talk more quickly
B. change their subject more often
C. talk more about work
D. stick to one subject more often

III. Today's cars are smaller, safer, cleaner, and more economical than their predecessors, but the car of the future will be far more pollution-free than those on the road today. Several new types of automobile engines have already been developed that run on alternative sources of power, such as electricity, compressed natural gas, methanol, and hydrogen. Electricity, however, is the only zero-emission option presently available.

Although electric vehicles will not be truly practical until a powerful, compact battery or other dependable source of current is available, transportation experts foresee a new assortment of electrical vehicles entering everyday life: shorter-range commuter electric cars, three-wheeled neighborhood cars, bikes, and trolleys.

11. The author's purpose in the passage is to

- A. criticize conventional vehicles.
B. support the invention of electric cars.
C. tell a story about alternative energy vehicles.
D. describe the possibilities for transportation in the future.

12. According to the passage, electricity is the best source of energy because it is

- A. very practical B. free of charge
C. pollution-free D. the only source available

13. In the second paragraph the author implies that

- A. a dependable source of electric energy will eventually be developed.
B. everyday life will stay much the same in the future.
C. a single electric vehicle will eventually replace several modes of transportation.
D. electric vehicles are not practical for the future.

IV. The next hormone is epinephrine, or adrenaline. This hormone is a natural secretion of the adrenal glands in the human body. Its **primary** function in the human body is to assist the body in coping with sudden surges of stress. When a person unexpectedly finds himself in a stressful situation filled with fear or anger, a large amount of epinephrine is released into the blood and the body responds with an increased heartbeat, higher blood pressure, and conversion of glycogen into glucose for energy to enable the body to deal with the stress. It is possible to extract epinephrine from the adrenal glands of animals or to synthesize it chemically in order **to put it to further use**. It is used in the treatment of severe asthma, where it relaxes the large muscles of **the bronchi**, the large air passages leading into the lungs. It is also used in cases of severe allergic reaction or cardiac arrest.

(Questions 14-21: 2 marks each)

14. The paragraph preceding the passage most probably discusses:

- A. further uses of epinephrine
B. the treatment of cardiac arrest
C. a different hormone
D. the secretions of the adrenal glands

15. The word "primary" could be easily replaced by:

- A. secondary B. main C. original D. fake

16. What is another name for epinephrine?

- A. Adrenal glands B. Stressful situation
C. Bronchi D. Adrenaline

17. Which of the following is NOT mentioned as a result of the release of epinephrine in the blood?

- A. Severe asthma B. An increase in blood pressure
C. Higher heartbeat D. Increased energy

18. It is implied in the passage that increased heartbeat

- A. harms the body.
B. causes the release of epinephrine into the body.
C. is helpful in combating the stressful situation.
D. is useful in treating asthma.

19. "to put it to further use" here means:

- A. to cause more work
B. to benefit from it more
C. to use it on animals
D. to help with heart problems

20. What are the "bronchi"?

- A. a large muscle B. air passages C. the lungs D. part of the heart

21. Which of the following best expresses the organization of the information in the passage?

- A. Epinephrine and adrenaline
B. Various effects of epinephrine on the body
C. Causes of sudden stress
D. Epinephrine's natural functions and further applications.

Structure

(Questions 22-37: 2 marks each)

22. She _____ a new book at the moment.

- A. has read B. is reading
C. read D. reads

23. Sami always _____ the news in the morning.

- A. watches B. watch
C. watched D. is watching

24. My brother bought _____ new car last week.

- A. X B. a C. an D. the

25. I enjoy _____ listening to rock music in my free time.

- A. X B. a C. an D. the

26. Haven't you stopped smoking _____?

- A. still B. already C. never D. yet

27. If I _____ the train, I will return home.

- A. will miss B. missed
C. miss D. would miss

28. My father _____ Moscow in 1986.

- A. has been B. visited
C. has been to D. has visited

29. We were swimming when it _____ to rain.

- A. starts B. has started
C. started D. had started

30. Tony _____ his leg before the football world cup began in Brazil.

- A. had broken B. was breaking
C. has broken D. breaks

31. My favorite film _____ at 9.00 this evening.

- A. has started B. had started
C. starts D. starting

32. What's your father _____? I've never met him.

- A. look like B. appear
C. look D. like

33. What would you like _____ after lunch?

- A. to drink B. are drinking
C. drank D. drink

34. You _____ think about it very carefully.

- A. should have B. had to
C. have D. should

35. _____ lessons have you had this week?

- A. How much B. How many
C. How far D. How long

36. This short story _____ by Donald Lee in 1900.

- A. write B. is written
C. had written D. was written

37. When you see Mr. and Mrs. Jefferson, give _____ my love.

- A. him B. her C. them D. they

(Questions 38-47: 0.5 mark each)

38. Sarah _____ to Japan three times.

- A. traveled B. has been traveling
C. has traveled D. is traveling

39. My son is looking forward _____ his primary school.

- A. beginning B. to beginning
C. to begin D. begin

40. If John arrived early, we _____ him.
 A. would have seen B. saw
 C. would see D. will see
41. If they had heard about your party, they _____.
 A. would have come B. came
 C. would come D. will come
42. Mr. Alex got his house _____ last week.
 A. paint B. is painted
 C. was painted D. painted
43. My friends _____ to play basketball every Friday.
 A. allowed B. allow C. to allow D. are allowed
44. I like the restaurant _____ we had dinner yesterday.
 A. where B. which C. when D. X
45. My friend is keen _____ chemistry.
 A. on B. at C. in D. about
46. I gave _____ smoking when I was 20 years old.
 A. in B. on C. out D. up
47. - "I have seen this film several times."
 - He said he _____ that film several times.
 A. saw B. see C. had seen D. would see

(Questions 48-53: 2 marks each)

48. I met the doctor _____.
 A. I told you B. I told you about
 C. Who I was telling you D. whom I was telling you
49. Do you know where _____?
 A. can I buy cheese
 B. does he live
 C. I can buy cheese from
 D. will you travel to
50. Why did you buy a lot of eggs? You _____ any. I'd already bought some.
 A. didn't need to buy B. can buy
 C. need to buy D. needn't have bought
51. I wish that woman _____ making that noise. It's really annoying me.
 A. would stop B. had stopped
 C. to stop D. stops
52. Never _____ be able to live without my family.
 A. will I B. I will
 C. I do D. Did I
53. By 2021, George _____ his high school.
 A. has finished B. will have finished
 C. will be finished D. finished

Writing

I. Read the following letter and choose the correct answers.

54. _____
 55. _____

I am writing to apply for a place on the MA course which commences this September at Oxford University.

I am 26 years old and I have completed a Bachelor's degree in Literature at Reading University.

I enclosed a detailed ^{56.} _____ in the hope that you will consider my application for entry.

I look forward ^{57.} _____ in the near future.

Yours ^{58.} _____

Jill Holland

(Questions 54-58: 2 marks each)

54.
 A. Hello, B. Dear Sir/Madam,
 C. Mr. Dave, D. 07.03.2017
55.
 A. Hi! B. Hello my friend.
 C. Dear Mrs. Robertson, D. How are you?
56.
 A. apply B. history
 C. CV D. certificate
57.
 A. to hearing from you
 B. to heard from
 C. hearing from you
 D. to hear from you
58.
 A. faithful B. sincerely
 C. sincere D. clearly

II. Choose the correct word/s to fill in the spaces.

(Questions 59-62: 0.5 mark each)

59. She was depressed _____ she didn't know what to do.
 A. because B. because of C. in case D. due to
60. _____ they gave her the best treatment, they could not save her.
 A. While B. However C. Nonetheless D. Although
61. My grandfather worked _____ a diplomat in France in 1945.
 A. like B. such as C. as D. for example
62. She had been studying for hours. _____, she hoped to do well on the test.
 A. As a result B. therefore
 C. however D. both A and B

III. Choose the correct word/s.

(Questions 63-65: 2 marks each)

63. We _____ him had he told us about his problem.
 A. will be helping
 B. would have helped
 C. would help
 D. would be helped
64. When the policeman asked the young men to leave, they _____ without complaining.
 A. had done B. did so
 C. so did D. did such
65. My father has always advised me _____ about people behind their backs.
 A. to talk B. in order to talk
 C. do not talk D. not to talk

End of Test

Reading

Read the following texts and answer the questions that follow.

I. Every year more than eleven million tourists visit Britain. In fact, tourism is an important industry. **It** employs thousands of people. Most visitors come in the summer months when they can expect good weather. Tourists usually spend a few days in London where they go sightseeing, and then they go on a tour to other well-known cities. Perhaps the least visited places in England are old industrial towns. But many people think that the nineteenth-century cities show the reality of Britain. The greatness of the past is to be still seen in their old streets. The cheap, concrete buildings of the 1960s look old and dirty, but for the **adventurous** tourists these cities are full of life and colour.

(Questions 1-7: 2 marks each)

1. Tourism is an important industry because it:

A. provides jobs B. entertains C. is popular D. none

2. The pronoun "**It**" in line 2 refers to:

A. year B. Britain C. tourism D. fact

3. Tourists visit Britain in summer because of the:

A. cheap prices B. nice weather C. tasty food D. all

4. Tourists in Britain usually:

A. go sightseeing B. visit different cities

C. A and B D. get a job

5. The places that are rarely visited by tourists are:

A. industrial old towns B. the beaches C. the parks D. all

6. The tourists view the old streets and buildings:

A. full of life B. dirty C. miserable D. full of money

7. The word "**adventurous**" is closest in meaning to:

A. frightened B. ambitious C. hard working D. brave

II. Bigfoot is a humanlike creature reportedly living in the Pacific Northwest. Bigfoot sightings have been **noted** most often in the mountainous areas of Northern California, Oregon, and Washington in the United States. The creature has also been spotted numerous times in British Columbia in Canada, where it is known as Sasquatch.

The creature described by witnesses is tall by human standards, measuring 7 to 10 feet (2 to 3 meters) in height. It resembles a monkey with its thick, powerful, fur-covered arms and short, strong neck; however, its manner of walking is more like that of a human.

Although there have been hundreds of reported sightings of Bigfoot, most experts have not seen enough evidence to be convinced of its existence.

(Questions 8-13: 0.5 mark each)

8. The word '**noted**' is closest in meaning to:

A. reported B. written in a letter C. refuted D. discussed

9. It is implied in the text that Bigfoot would probably **Not like to live:**

A. in Oregon

B. in the Pacific Northwest

C. on coastal plains

D. in mountainous areas

10. Which of the following is **NOT** true about the appearance of Bigfoot?

A. Its arms and neck look like those of a monkey

B. Its arms are covered with fur

C. It is short-necked

D. It walks like a monkey

III. It has been noted that, traditionally, courts have granted divorces on fault grounds: one **spouse** is considered to be at fault in causing the divorce. More and more today, however, divorces are being granted on a no-fault basis.

Supporters of no-fault divorce say that when a marriage fails, it is rarely the case that one marriage partner is completely to blame and the other blameless. A failed marriage is much more often the result of mistakes by both partners.

Another argument in favor of no-fault divorce is that providing fault in court, in a public arena, is a destructive process that only serves to lengthen the divorce process and that dramatically increases the negative feelings present in a divorce. If a couple can reach a decision to divorce without first deciding which partner is to blame, the divorce settlement can be negotiated more easily and the post divorce healing process can begin more rapidly.

11. What does the passage mainly discuss?

A. Traditional grounds for divorce

B. Who is at fault in a divorce

C. Why no-fault divorces are becoming more common

D. The various reasons for divorce

12. The word '**spouse**' is closest in meaning to:

A. judge B. problem C. divorce decree D. marriage partner

13. According to the passage, no-fault divorces:

A. are on the increase

B. are the traditional form of divorce

C. are less popular than they used to be

D. were granted more in the past

IV. These stories of killer bees in the news in recent years have attracted a lot of attention as the bees have made their way from South America and North America. Killer bees are **reputed** to be extremely aggressive in nature, although experts say that their aggression may have been somewhat **inflated**.

The killer bee is a mixture of very mild European strain of honeybee and the considerably more aggressive African bee, which was created when the African strain was imported into Brazil in 1955. The African bees were brought into Brazil because their aggression was considered an advantage: they were far more productive than their European counterparts in that they spent a higher percentage of their time working and continued working longer in bad weather than did the European bees.

These killer bees have been known to attack humans and animals, and some fatalities have occurred. Experts point out, however, that the mixed breed known as the killer bee is actually not at all as aggressive as the pure African bee. **They** also point out that the attacks have a chemical cause. A killer bee stings only when it has been disturbed; it is not aggressive by nature. However, after a disturbed bee stings and flies away, it leaves its stinger embedded in the victim.

(Questions 14-21: 2 marks each)

14. The subject of the previous paragraph was most likely:

- A. ways of producing honey
- B. stories in the media about killer bees**
- C. the chemical nature of killer bee attacks
- D. the creation of the killer bee

15. The main idea of this text is that killer bees:

- A. have been in the news a lot recently
- B. have been moving unexpectedly rapidly through the Americas
- C. are not as aggressive as their reputation suggests**
- D. are a hybrid rather than a pure breed

16. The word '**reputed**' is closest in meaning to:

- A. friendly
- B. powerful
- C. useful
- D. famous**

17. The word '**inflated**' is closest in meaning to:

- A. exaggerated**
- B. blown
- C. aired
- D. burst

18. It can be understood from the text that the killer bee:

- A. traveled from Brazil to America in 1955
- B. was a predecessor of the African bee
- C. was carried from Africa to Brazil in 1955
- D. did not exist early in the twentieth century**

19. Why were African bees considered beneficial?

- A. They produced an unusual type of honey
- B. They spent their time traveling
- C. They were very aggressive**
- D. They hid from bad weather

20. It is stated in the text that killer bees:

- A. are more deadly than African bees
- B. are less aggressive than African bees**
- C. never attack animals
- D. always attack African bees

21. The pronoun '**they**' refers to:

- A. experts**
- B. killer bees
- C. humans
- D. animals

Structure

(Questions 22-37: 2 marks each)

22. My friend computer games every day.

- A. played
- B. playing
- C. plays**
- D. play

23. Teenagers..... their parents a lot of trouble nowadays.

- A. gave
- B. are giving**
- C. gives
- D. are given

24. Walking is.... healthy way to get to work.

- A. X
- B. a**
- C. an
- D. the

25. They will meet at..... station.

- A. X
- B. a
- C. an
- D. the**

26. I would like to visit..... China.

- A. X**
- B. a
- C. an
- D. the

27. If you don't leave immediately, youcatch the plane.

- A. won't**
- B. wouldn't
- C. wouldn't have
- D. caught

28. What's.....job?

- A. you
- B. you're
- C. yours
- D. your**

29. Mr. Aliglasses when he was 10.

- A. wear
- B. wore**
- C. to wear
- D. is wearing

30. What would you do if you..... a ghost?.

- A. see
- B. saw**
- C. had seen
- D. have seen

31. Ijust few minutes before the film started .

- A. is starting
- B. start
- C. have arrived
- D. had arrived**

32. Don't forget to watch that program on CNN. It.... At 9 p.m.

- A. runs**
- B. will run
- C. is going to run
- D. both B & C

33. Would you me to help you?

- A. desire
- B. can
- C. agree
- D. like**

34. I'm afraid I..... able to come to the wedding.

- A. have not to be
- B. won't be**
- C. would not be
- D. will not being

35. How.... is your uncle Hussein?

- A. age
- B. yours old
- C. old**
- D. age old

36. They have been to Denmark,?

- A. is they
- B. has they
- C. haven't they**
- D. did they

37. The death of the singer..... last week.

- A. are announced
- B. announced
- C. was announced**
- D. were announced

(Questions 38-47: 0.5 mark each)

38. I four exams this week.

- A. have taken**
- B. have been taking
- C. had taken
- D. had been taking

39. I am looking forward..... you.

- A. for
- B. to meeting**
- C. on meeting
- D. before

40. If I had enough money, I....a new house.

- A. would have bought B. buying
C. would buy D. will buy

41. I would have helped her if I she needed money.

- A. had known B. knew
C. will know D. have known

42. – “We have done the same exercise seven times.”
- They said they.....the same exercise seven times.

- A. did B. were doing C. had done D. would do

43. The students at the moment.

- A. are testing B. are test
C. are being tested D. tests

44. I wonder.....

- A. why are you here? B. why you are here?
C. why you were here? D. why you are here.

45. Can you look my bag? I can't find it.

- A. after B. ahead
C. before D. for

46. You spend too much money shoes.

- A. in B. on C. at D. of

47. She is the lady was waiting for in the café.

- A. whose B. who
C. whom D. which

(Questions 48-53: 2 marks each)

48. They liked the play ...

- A. which she was acting in. B. she was acting.
C. which she was acting. D. she acted.

49. Have your parents asked you where.....?

- A. did you spend last night B. you last night
C. you spent last night D. last night spent

50. Sarah did all the shopping. Hence, I....

- A. needn't have bought anything. B. can buy.
C. need to buy. D. didn't need to buy anything.

51. By 2025, my father..... a new flat in the city center.

- A. had bought B. will have bought
C. are buying D. have been buying

52. Rarely on time when he has a regular class.

- A. does Sam come B. Sam comes
C. Sam has come D. do Sam come

53. Can you look at those questions I have no answers?

- A. which B. to which C. to whom D. which to

Writing

I. Read the following letter and choose the correct answers.

54.

55.

I am writing to apply for a place on the BED programme which commences this October at Leeds University. I am 18 years old and I have finished my secondary high school, where I received first class honors. I enclosed a detailed ^{56.}in the hope that

you will consider my application for entry. I look forward ^{57.}in the near future.

Yours ^{58.},

Sarah Moan

(Questions 54-58: 2 marks each)

54.

- A. Hello, B. Dear Sir/Madam,
C. 02.03.2016 D. Mrs. Johnson,

55.

- A. Hi! B. Hello Dear.
C. How are you? D. Dear Sir/ Madam,

56.

- A. apply B. CV C. history D. certificate

57.

A. to receiving your response

B. to received your response

C. receiving your response

D. to receive your response

58.

- A. Faithful B. Faithfully C. Sincere D. Clearly

II. Choose the correct word/s to fill in the spaces.

(Questions 59-62: 0.5 mark each)

59. I'm very allergic to flowers, my friend bought me a bouquet of roses.

- A. Until B. Because C. Even though D. When

60. The students did not study., they failed the exam.

- A. Therefore B. Nevertheless
C. Otherwise D. Although

61. feeling exhausted, he completed the project perfectly.

- A. Although B. Despite
C. In spite D. Even though

62. I really hate this language;,I have to learn it since I need to travel to Germany soon.

- A. however B. although C. and D. both A and C

III. Choose the correct word/s.

(Questions 63-65: 2 marks each)

63. I remember to the circus by my grandfather when I was a child.

- A. being taken B. having taken
C. to be taken D. was taken

64. ‘Have you heard? Tony sold his car and bought a motorbike.’ ‘.....’

- A. What he did? B. He did what?
C. Did he what? D. He what did?

65.it never recycled any waste materials, the company's environmental record was not perfect.

- A. For B. In that C. With D. Due to

End of Test

Reading

Read the following texts and answer the questions that follow.

I. The dividing line between the Earth's mantle and crust is called the Moho, named after the scientist who discovered it. The mantle is the **region** of the Earth that extends from the outer edge of the core almost to the surface; it is 2,900 kilometers thick and **encompasses** about 84 percent of the total volume of the Earth. Crust, on the other hand, is the thin outer layer of the Earth. The term Moho is used to **indicate** where the mantle ends and the crust begins.

(Questions 1-7: 2 marks each)

1. The paragraph is probably given to students of.....

- A. Anthropology
- B. Geology
- C. Astrology
- D. Biology

2. According to the passage which layer composes the largest part of the Earth's volume?

- A. The mantle
- B. The Moho layer
- C. The surface layer
- D. The core

3. According to the passage the distance between the core and the crust is

- A. 2,900 kilometers.
- B. 84 kilometers.
- C. Three kilometers.
- D. 84000 meters.

4. According to the passage the order of the Earth's layers from inside out is

- A. crust – Moho – mantle – core.
- B. mantle – Moho – crust.
- C. core – mantle – Moho – crust.
- D. crust – Moho – mantle – core

5. The word **region** is closest in meaning to

- A. part
- B. kind
- C. depth
- D. width

6. The word **encompasses** is closest in meaning to

- A. contains
- B. directs
- C. encircles
- D. searches

7. The word **indicate** is closest in meaning to

- A. layer
- B. show
- C. thick
- D. make

II. One distinctive feature of the planet Jupiter is the great Red Spot, a massive oval of swirling reddish-brown clouds. Were Earth to be **juxtaposed** with the Great Red Spot, our planet would be dwarfed in comparison, with a diameter less than half that of the Great Red Spot. The Spot's clouds, most likely tinted red as a result of the phosphorus that they contain, circulate in a counterclockwise direction. The outer winds require six Earth days to complete the circumference of the Great Red Spot, a length of time indicative of the vastness of the Great Red Spot.

(Questions 8-13: 0.5 mark each)

8. According to the passage

- A. The density of the Great Red Spot is much higher than that of the Earth.
- B. If the diameter of the Great Red Spot were doubled, it would equal that of the Earth.
- C. By placing the Earth next to the Great Red Spot, one could see that the Earth has a much smaller diameter.
- D. Because the Earth is close to the Great Red Spot, Earth is influenced by its huge size.

9. According to the passage

- A. The Earth's outer winds move a distance equal to the circumference of the Great Red Spot.
- B. The outer winds of the Great Red Spot move more quickly than do those on Earth.
- C. The winds moving across the Great Red Spot finally change direction every six Earth days.
- D. The fact that the winds take so long to move around the Great Red Spot proves how big it is.

10. The word **juxtaposed** in the passage means

- A. contrasted
- B. illustrated
- C. described
- D. placed

III. Autism is a development disorder that is characterized by severe behavioral abnormalities across all **primary** areas of functioning. Its onset is often early; it generally makes itself known by the age of two and one-half. It is not a single disease entity but is instead a syndrome defined by patterns and characteristics of behavior; it, therefore most likely has multiple etiologies rather than a single causative factor. Autism is not fully understood and thus is controversial with respect to diagnosis, etiology, and treatment strategies.

11. The passage is mainly

- A. about children's behavioral disorder.
- B. an introduction to Autism.
- C. about the treatment of Autism.
- D. about etiology and treatment of Autism.

12. The word **primary** in the passage could best be replaced by.....

- A. elementary
- B. main
- C. introductory
- D. primitive

13. Autism is considered a syndrome because.....

- A. the causative factors are known.
- B. it is not difficult to define its etiology.
- C. it is caused by different factors and thus defined by different behavioral patterns.
- D. Not mentioned in the passage.

IV. Camouflage is one of the most effective ways for animals to avoid attack in the treeless arctic. However, the summer and winter landscapes there are so **diverse** that a single protective coloring scheme would, of course, prove ineffective in one season or the other. Thus, many of the inhabitants of the arctic tundra change their camouflage twice a year. The arctic fox is a **clear-cut** example of this phenomenon; it sports a brownish-gray coat in the summer which then turns white as cold weather sets in, and the process reverses **itself** in the springtime. Its brownish-gray coat blends in with the barren tundra landscape in the months without snow, and the white coat **naturally** blends with the landscape of the frozen wintertime tundra.

14. According to the passage Camouflage is

- A. a mask worn to disguise an animal
- B. a color-changing process of animals to avoid attacks
- C. predators hiding techniques
- D. natural blending with other animals

15. According to the passage

- A. Opposite conditions in summer and in winter necessitate different protective coloration for arctic animals.
- B. the coloration of the summer and winter landscapes in the arctic fails to protect the arctic tundra.
- C. in a single season, protective coloring schemes are ineffective in the treeless arctic.
- D. for many animals, a single protective coloring scheme effectively protects them during summer and winter months.

16. According to the passage.....

- A. the arctic fox is unusual in that the color of its coat changes for no reason.
- B. the arctic fox lives in an environment that is brownish gray in the winter and white in the summer.
- C. it is a phenomenon that the coat of the arctic fox turns white in the springtime and gray in the fall.
- D. the arctic fox demonstrates that protective coloration can change during different seasons.

17. The word **diverse** in the text means.....

- A. vary
- B. change
- C. differ
- D. varied

18. The phrase **clear-cut** in the text is opposite to.....

- A. precise
- B. ambiguous
- C. definite
- D. filthy

19. This passage would most likely be given to students of.....

- A. history
- B. biology
- C. astrology
- D. geology

20. The pronoun **"itself"** in the text refers to...

- A. the arctic fox
- B. the process of changing colors
- C. the tundra
- D. the arctic tundra

21. What part of speech is the word **naturally** in the passage?

- A. Adjective
- B. Noun
- C. Verb
- D. Adverb

Structure

(Questions 22-37: 2 marks each)

22. I an interesting novel at the moment.

- A. am reading
- B. reading
- C. read
- D. reads

23. Tony usually the news in the evening.

- A. watch
- B. watches
- C. washes
- D. watching

24. John bought new house.

- A. X
- B. a
- C. an
- D. the

25. He was admitted to hospital after the accident.

- A. X
- B. a
- C. an
- D. the

26. Prime Minister is a wise politician.

- A. X
- B. a
- C. an
- D. the

27. If the weather is nice, we go for a walk.

- A. would
- B. wouldn't
- C. would not
- D. will

28. What would you like after class?

- A. to do
- B. doing
- C. did
- D. do

29. They..... London last summer.

- A. visited
- B. have been
- C. have been to
- D. have visited

30. When she the room, he was leaving.

- A. enter
- B. entered
- C. had entered
- D. has entered

31. At the airport she realized that she her passport at home.

- A. was leaving
- B. has left
- C. had left
- D. was left

32. The program at 6.00 p.m.

- A. has started
- B. had started
- C. starting
- D. starts

33. This novel in 1876.

- A. write
- B. is written
- C. had written
- D. was written

34. What's Damascus? I've never been there.

- A. look like
- B. like
- C. look
- D. appear

35. They here. The lights are off.

- A. are
- B. will be
- C. can't be
- D. must

36. Your letter within a week.

- A. will deliver
- B. will be delivered
- C. delivered
- D. would deliver

37. It's really cold outside,?

- A. isn't it
- B. wasn't it
- C. is it
- D. was it

(Questions 38-47: 0.5 mark each)

38. They to different countries around Europe.

- A. have been
- B. has gone
- C. has been
- D. went

39. I am looking forward from you.

- A. hearing
- B. to hearing
- C. to hear
- D. hear

40. If she didn't waste her money, she so broke.

- A. would have been B. was
C. wouldn't be D. will be

41. If Sam hadn't fallen asleep, he the exam.

- A. wouldn't have missed B. missed
C. would miss D. will miss

42. I get my car every month..

- A. service B. is serviced
C. was serviced D. serviced

43. The students now.

- A. are testing B. are test
C. are being tested D. tests

44. I wonder.....

- A. why are you here? B. why you are here?
C. why you were here? D. why you are here.

45. Can you look my keys? I can't find them.

- A. after B. ahead
C. before D. for

46. You spend too much money clothes.

- A. in B. on C. at D. of

47. She is the lady was waiting for you outside.

- A. whose B. who
C. whom D. which

(Questions 48-53: 2 marks each)

48. This is the man

- A. I told you B. I told you about
C. Who I was telling you D. whom I was telling you

49. Have you got any idea when

- A. the next bus arrives.
B. would the next bus arrive.
C. does the next bus arrive?
D. the next bus arrives?

50. Why did you wash the fruits? You..... them. I'd already washed them this morning.

- A. needn't have washed B. can wash
C. need to wash D. didn't need to wash

51. By the time you get back from the UK, you English.

- A. have perfected B. will have perfected
C. will be perfected D. perfected

52. She's the student from school for outrageous behavior.

- A. to be expelled B. to have expelled
C. to been expelled D. expel

53. Hardly ever go out together.

- A. do we B. we will
C. we do D. we don't

Writing

I. Read the following letter and choose the correct answers.

54.

55.

I am writing to apply for a place on the archeology MA course which commences this September at Cambridge University.

I am 25 years old and I have completed a Bachelor's degree in Archeology at Exeter University, where I received first class honors.

I enclosed a detailed ^{56.}in the hope that

you will consider my application for entry. I look forward ^{57.}in the near future.

Yours ^{58.},

Jill Holland

(Questions 54-58: 2 marks each)

54.

- A. Hello, B. Dear Sir/Madam,
C. 02.03.2013 D. Mr James,

55.

- A. Hi! B. Hello Dear.
C. How are you? D. Dear Sir/ Madam,

56.

- A. apply B. CV
C. history D. certificate

57.

- A. to receiving your response
B. to received your response
C. receiving your response
D. to receive your response

58.

- A. Faithful B. Faithfully
C. Sincere D. Clearly

II. Choose the correct word/s to fill in the spaces.

(Questions 59-62: 0.5 mark each)

59. You should be careful walking alone in that street.

- A. where
B. that
C. while
D. what

60. The parcel was returned it needed stamps.

- A. due to B. because of
C. because D. therefore

61. If you want to for this position you should be well-qualified

- A. recommend B. apply C. reply D. qualify

62. The candidate has to have previous experience.

....., the application would be rejected.

- A. And B. Unless C. Otherwise D. Nevertheless

III. Choose the correct word/s.

(Questions 63-65: 2 marks each)

63. The headmaster warned the students vandalize the school furniture.

- A. to B. in order to
C. do not D. not to

64. The assignment in time, had she not been hanging around all week.

- A. will be submitted
B. would have been submitted
C. would submit
D. would be submitted

65. When the teacher asked them to leave, they..... without hesitation.

- A. had done B. did so
C. so did D. did such

End of Test

For more practise, you can visit the following links:

<https://www.bbc.co.uk/learningenglish/>

<https://www.esl-lounge.com/student/grammar-exercises-advanced.php>

