

UNIT 1 FAMILY AND RELATIONSHIPS

Infinitive and gerund (-ing form)

Infinitive

We use the infinitive:

- ▶ after adjectives to describe feelings.
It's nice to meet you.
She wasn't surprised to see John at the party.
Are you happy to show us around the school?
- ▶ to express reason and purpose.
I'm going to London to improve my English.
He doesn't play football to keep fit – he does it because he loves the game!
Are we stopping here to get petrol?
- ▶ after certain verbs, which include: *agree, afford, appear, ask, begin, choose, continue, decide, hesitate, hope, learn, manage, offer, promise, refuse, seem, want, wish.*
She never wants to see James again.
Can you afford to buy a new laptop?
He didn't hesitate to offer me a lift.

Infinitive without to

Certain verbs are followed by an object + infinitive without to. These include: *feel, let, hear, make, notice, see, watch.*

- I made my friend wait while I got ready.*
Our school doesn't let us use phones in class.
Did you hear someone knock on the door?

Gerund (-ing form)

We use the gerund (-ing form):

- ▶ as the subject of a sentence.
Making a cake is easy.
Swimming is good for you.
- ▶ as the object of a sentence.
I avoid shopping in supermarkets.
We don't feel like going out tonight.
Why did they burst out laughing?
- ▶ after prepositions and phrasal verbs.
Are you keen on running?
I finished my essay by working all night.
He's given up eating biscuits and sweets.
- ▶ after certain verbs, which include: *admit, can't stand, consider, deny, dislike, don't mind, enjoy, finish, go, imagine, keep on, like, look forward to, love, practise, suggest.*
I don't mind having pizza tonight.
My sister doesn't enjoy learning ballet.
Have they ever considered getting a pet?
We're looking forward to going on holiday.
Did Dan suggest meeting at his house?

Gerund (-ing form) or infinitive

We can use either the gerund (-ing form) or the infinitive after some verbs, with little change in meaning. These include: *begin, can't stand, continue, hate, like, love, prefer* and *start.*

Everyone began talking/began to talk at once.

Some verbs are followed by the gerund (-ing form) or the infinitive with *to* with a change in meaning.

We use *remember/forget + -ing* to talk about memories.

I remember seeing that film when I was about ten.

We use *remember/forget + infinitive with to* to talk about things we should do.

Don't forget to tell your staff about the bonus!

We use *regret + -ing* to express regret about something in the past.

Do you regret not going to university?

We use *regret + infinitive with to* in formal contexts to express regret about something we are about to do.

We regret to inform you that the training course has been cancelled.

We use *stop + -ing* when we stop an action.

I don't think he'll ever stop playing table tennis.

We use *stop + infinitive with to* to give the reason why we stop another action.

I need to stop at the shop to get some bread.

We use *go on + -ing* to express the continuation of an action.

He just went on telling the story even though no one was listening!

We use *go on + infinitive with to* to talk about a change in action or activity.

They started the concert with the old favourites, then they went on to play their more recent songs.

1 Complete the sentences with the infinitive (with or without to) or the gerund (-ing form) of the verbs in brackets.

- 1 Our employees are always encouraged _____ (use) their own initiative.
- 2 The politician denied ever _____ (have) any connections with the oil industry.
- 3 We won't be there on the fourth, but we hope _____ (join) you all on the fifth.
- 4 To maximize your score, avoid _____ (make) unnecessary mistakes.
- 5 Tori was really disappointed _____ (learn) that she had failed the test.
- 6 I decided _____ (make up) for _____ (let) the team down last time around.
- 7 My grandparents will never get used to _____ (live) in the capital city.
- 8 Before _____ (submit) your essay, check that you have answered every question.
- 9 We're looking forward to _____ (receive) your proposal for the new design.
- 10 Edmund has recently taken up _____ (collect) old sports magazines.

2 Read the dialogues. Describe the situations using the verbs from the box.

admit arrange ask keep on promise suggest

- 1 John: 'Can you drive me to the station?'

- 2 Alice: 'Why don't we go to the Green Day concert?'
Joe: 'That's a great idea.'

- 3 Ignacio: 'I'll meet you outside the cinema at six.'
Dani: 'OK. See you then.'

- 4 Henry: 'Help me! Help me! Help me!' he shouted.

- 5 Deb: 'It's a secret. Don't tell anyone!'
Jon: 'I won't.'

- 6 Ben: 'Did you break my mobile phone?'
Emma: 'Yes, I did. I'm sorry.'

3 Read the sentences. Decide if the meaning is different (D) or stays the same (S) in each pair.

- 1 _____
a) My parents have started studying psychology together.
b) My parents have started to study psychology together.
- 2 _____
a) Stefan loves meeting new people.
b) Stefan loves to meet new people.
- 3 _____
a) I'm going to stop visiting her.
b) I'm going to stop to visit her.
- 4 _____
a) I wonder if she remembered meeting him?
b) I wondered if she remembered to meet him?
- 5 _____
a) Does your brother hate doing exercise?
b) Does your brother hate to do exercise?
- 6 _____
a) I prefer to go out with friends rather than family.
b) I prefer going out with friends rather than family.
- 7 _____
a) He had forgotten to call me.
b) He had forgotten calling me.

4 For each of the sentences (1–10), use the word in brackets to complete the second sentence so that it has the same meaning as the first one. Use between two and five words, including the words in brackets.

- 1 I don't want to pay more than £50 for it. (prefer)
I'd _____ more than £50 for it.

- 2 It wasn't easy to cycle through all that mud. (cycling)
It was _____ mud.
- 3 Don't waste your time trying to fix it. (point)
There's _____ trying to fix it.
- 4 I'd like to know what time they're planning to arrive. (useful)
It would be _____ what time they're planning to arrive.
- 5 They're probably going to be hungry. (likely)
They _____ hungry.
- 6 He isn't good enough to give a presentation. (capable)
He _____ a presentation.
- 7 Do you want to work on Saturday night? (interested)
_____ on Saturday night?
- 8 I enjoyed seeing you last week. (lovely)
It _____ you last week.
- 9 We paid extra for the tickets, but it was a waste of money. (worth)
It _____ extra for the tickets.
- 10 Megan hasn't got time to see you because she's cleaning the car. (busy)
Megan can't see you because she _____ the car.

5 Complete the text with the infinitive or gerund (-ing form) of the verbs in brackets.

SHOPPING

If you want to go ¹ _____ (shop) then it's fascinating ² _____ (explore) the Riverside area. Expect ³ _____ (see) high prices in the shops: this isn't a cheap part of town! For a different shopping experience, spend some time ⁴ _____ (walk) around Central Market. It's not worth ⁵ _____ (go) after one o'clock, though. Most of the stalls start closing at midday. At the Crafts Centre there are shops and workshops where you can see people ⁶ _____ (make) ceramics and jewellery.

TRANSPORT

⁷ _____ (travel) by underground is expensive, and you'll miss ⁸ _____ (see) many interesting sights. We suggest ⁹ _____ (take) the bus or the tram. The water taxis are also an excellent way of ¹⁰ _____ (get) about.

SECURITY

Avoid ¹¹ _____ (walk) around the city on your own late at night. Remember ¹² _____ (keep) your identity card with you at all times. Would you like ¹³ _____ (know) more? Visit our website ¹⁴ _____ (read) about the history of this exciting city.

- 6 Complete the article with the correct form of the verbs in brackets. Add prepositions where necessary.

Five ways to beat boredom at work

Do you ever have days at work when you feel incapable ¹ _____ (**concentrate**), when you have an uncontrollable need ² _____ (**take**) a nap at your desk, or you are just desperate ³ _____ (**get**) home? We all do. Here are five ways to make your days a little more interesting.

BE TASK-FOCUSED, NOT TIME-FOCUSED

Avoid the temptation to watch the clock. If you tell yourself you can go home at 5 p.m., the time is likely ⁴ _____ (**crawl**) slowly by. A better way of motivating yourself is to focus instead on completing the task that you are doing.

ACHIEVE MORE AND EARN BONUS POINTS WITH YOUR BOSS

If your work is dull, consider the idea ⁵ _____ (**take**) some extra notes during meetings, or taking on a new project. Not only will this serve the purpose ⁶ _____ (**keep**) you engaged, it will show your boss you are keen ⁷ _____ (**get**) ahead and may even get you a promotion.

FIGHT EXHAUSTION AND GET BACK TO WORK

Maybe the problem isn't your work. Maybe you're just exhausted and don't have the energy to work. Performing a few quick exercises will help ⁸ _____ (**get**) your blood moving and can wake you up, too.

LEARN A NEW SKILL DURING WORK

If there really is little or nothing ⁹ _____ (**do**), use the time productively by learning new skills. Online training makes it easy ¹⁰ _____ (**do**) this from your desk. While ¹¹ _____ (**improve**) your abilities, you're also increasing your chances ¹² _____ (**find**) a better job in the future. Just be sure to check your company's policies about ¹³ _____ (**pursue**) personal projects during work time.

GET SOME NEW RESPONSIBILITIES

You could try talking to your employer to see if they would be willing ¹⁴ _____ (**change**) your job description. That way you can work on things you are more interested ¹⁵ _____ (**do**).

UNIT 2 PEOPLE AND SOCIETY

Past tenses review (1); used to and would

Past simple

We use the past simple when we speak about an activity that finished at a definite time in the past. That includes events occurring one after another or actions repeating in the past. *When Sara came home, her mother made dinner.* (Her mother started to cook after Sara arrived home.)

When we were in Budapest, we went to the cinema every evening.

In past simple sentences we often use time expressions, such as: *yesterday, (two days) ago, when I was a child, in April/2008, last week/month/year, etc.*

Past continuous

We use the past continuous to give the background to another event.

When Sara came home, her mother was making dinner. (Her mother started to cook before Sara came home, but dinner was not ready when Sara arrived.)

We often use the past simple and the past continuous in the same sentence, describing a situation when a longer activity was interrupted by a shorter activity.

It was raining when we left the house.

We can begin a sentence in the past continuous with *while*. *While* is not used with the past simple.

We don't use the past continuous with verbs describing conditions, e.g. *believe, need, understand*, etc. We use it with verbs expressing a longer activity, e.g. *wait, live, work, rain*, etc.

Past perfect simple

We use the past perfect to talk about something that happened before something else in the past.

He couldn't read or write because he had never been to school.

When we talked at the party, I realized we had met before.

- 1 Combine the pairs of sentences using the correct forms of the verbs and the time expressions in brackets. Do not change the order of the sentences.

- I (swim) in the sea. I (get) stung by a jellyfish. (While)
- I (not experienced) extreme cold temperatures. I (go) to Siberia. (until)
- The plane's engine (make) a strange noise. It (take) off. (as)
- We (never go) to Italy. We (go) to Naples last year. (before)
- She (meet) her fiancé. They (train) to climb Everest. (while)
- I (taste) some wonderful food. I (travel) in India. (when)

2 Complete the text with the correct form of the verbs in brackets.

Ben Saunders

World record-breaking polar explorer

Imagine the cold. Minus 50 degrees Centigrade. Cold enough to freeze boiling water instantly. Picture the ground – icy, uneven, slippery, full of cracks. Then imagine having 1,795 miles to walk, knowing that this journey has never been completed successfully on foot and has killed everyone who has tried ... This is the challenge that ¹**faced/had faced** British polar explorer Ben Saunders and his companion Tarka L'Herpiniere as they ²**set off/had set off** in October 2013, from the coast of Antarctica to the South Pole and back. They aimed to complete the journey that the famous British explorer Captain Robert Falcon Scott had attempted a century earlier, but which unfortunately ³**was costing/had cost** him his life. Captain Scott and his team had walked for six months before they ⁴**reached/had reached** the South Pole, only to discover that a Norwegian party, led by Roald Amundsen, ⁵**got/had got** there first. All Scott's team died as they ⁶**returned/were returning** home.

A hundred years later, it ⁷**took/was taking** Saunders and L'Herpiniere 105 days to make the journey, and in doing so they ⁸**broke/were breaking** the record for the longest human-powered polar journey in history. Their achievement is extraordinary when you consider that throughout the journey they ⁹**dragged/were dragging** 200 kg of food and equipment and they ¹⁰**used/were using** skis.

Although he is best known for the South Pole expedition, Saunders ¹¹**already broke/had already broken** a record ten years earlier when he ¹²**became/was becoming** the youngest person, at the age of 23, to reach the North Pole alone and on foot.

Used to

We use *used to*:

- ▶ to talk about repeated past actions or habits.
We used to spend the weekends at our aunt's house.
- ▶ to describe states that were true in the past but are not usually true in the present.
Did you use to be scared of spiders when you were a child? Yes, I did, but I'm not scared of them now.
We didn't use to live in the city, we used to live in a small village in the country.
I used to smoke. (I don't smoke anymore.)
We used to live in the countryside. (We don't live there any longer.)

Note the difference between:

- ▶ *used to* (repeated past actions, habits or states in the past)
I used to eat a lot of cheese in France.
- ▶ *get used to* (become accustomed to)
Since we've lived in France, I've got used to eating a lot of cheese.*

- ▶ *be used to* (be accustomed to)
Are you used to eating a lot of cheese, now that you live in France?*

*We use the *-ing* form after *get used to/be used to*.

Would

We use *would* to talk about repeated past actions or habits.

We would spend the weekends at our aunt's house.

We cannot use *would* to talk about past states:

She used to be happy.

NOT *She would be happy.*

They used to be able to play the piano.

NOT *They would be able to play the piano.*

I used to have a pet frog.

NOT *I would have a pet frog.*

We have to use the past simple to describe things in the past that happened only once.

She moved to Cardiff in 2007.

NOT *She would move to Cardiff in 2007.*

NOT *She used to move to Cardiff in 2007.*

3 Put a tick (✓) next to the correct sentences. Correct the incorrect ones.

- 1 I am used to love watching hospital dramas on TV, but now I'm not interested in them.
- 2 I know your job is difficult at the moment, but you will get used to it.
- 3 She doesn't get used to having such a big breakfast, she usually just has a piece of toast.
- 4 Did you use to go to my school?
- 5 I can't be used to the cold weather in this country!
- 6 We are used to cold water because we go swimming in the sea every morning.

4 Complete the sentences using *would* or *used to*. If both are possible, use *would*.

- 1 When we lived in Brighton, my father _____ (go) swimming in the sea every morning.
- 2 I _____ (have) a small green bicycle when I was younger.
- 3 _____ (you/believe) in ghosts when you were a child?
- 4 While they were on holiday, they _____ (not/get) up before ten o'clock in the morning.
- 5 She _____ (not/understand) her maths teacher at her last school.
- 6 Every year, in the summer, we _____ (travel) three hundred kilometres to visit our grandmother in Birmingham.
- 7 She _____ (like) sugar in her coffee, but now she hates it.
- 8 We _____ (always/walk) home through the park when we finished school.

UNIT 3 HOME

Perfect tenses

Present perfect simple and present perfect continuous

We use the present perfect simple to focus on the result of an action, and we use the present perfect continuous to focus on the doing of the action itself. *I've been practising this piece for weeks, but still haven't learned it.*

We use the present perfect simple to talk about how much or how many. When we focus on how long something has taken, we use the present perfect continuous.

I've done three tests this term.

We've seen that show three times.

I've been working on this project for a month now. I need to finish it by the end of the week.

We use the present perfect simple to talk about how many times. But we use the present perfect continuous for repeated actions when we don't say specifically how many times they have happened. We often use phrases such as *all day* and *recently* in these sentences.

We've seen that show three times.

I've been trying to contact him all morning.

We usually use the present perfect simple, not the present perfect continuous, to talk about states rather than actions with state verbs such as: *be, have, know, seem.*

We've known each other since university.

NOT *We've been knowing each other since university.*

She's had that laptop for over ten years!

NOT *She's been having that laptop for over ten years!*

Past perfect simple and past perfect continuous

We use the past perfect simple to describe completed events that happened before another event in the past, often with time expressions, such as: *by the time, when, before, after* and *until.*

She had already learned how to read and write by the time she started school.

We use the past perfect continuous:

- ▶ to describe ongoing activities leading up to a past event.

They had been walking for hours when they saw the house in the distance.

- ▶ to give background information about an event. *She was concerned because he hadn't been sleeping well recently.*

1 Match the sentence beginnings (1–6) with their correct endings (a or b).

- By the time he reached the prison gates, ...
 - a large crowd had already gathered to greet him.
 - a large crowd had already been gathering to greet him.
- When the visitors arrived at the island ...
 - they had travelled for many days.
 - they had been travelling for many days.
- His head ached and his eyes were sore because ...
 - he had studied since five o'clock in the morning.
 - he had been studying since five o'clock in the morning.
- Until I read Mandela's autobiography ...
 - I hadn't realized that he had spent twenty-seven years in prison.
 - I hadn't been realizing that he had spent twenty-seven years in prison.
- We heard about the riot ...
 - after we had left the building.
 - after we had been leaving the building.
- How much studying had you done ...
 - before you took the exam?
 - before you had been taking the exam?

2 Complete the sentences using the past perfect simple or past perfect continuous form of the verbs from the box.

climb look for not expect not finish swim work

- She _____ for thirty minutes before she realized that she couldn't see the shore.
- He _____ the speech before the crowd began to cheer.
- By the time we reached the top of the mountain, we _____ over 300 metres.
- She was surprised to see the room so full – she _____ so many people to come.
- He was extremely tired because he _____ hard all day.
- How long _____ the book before you found it?

3 Match the sentence beginnings (1–5) with their correct endings (a or b).

- I'd been cutting ...
 - I'd cut ...
 - wood all morning.
 - my finger.
- I've been thinking about you ...
 - I've thought about you ...
 - several times this week.
 - a lot recently.
- I've seen a lot of good films ...
 - I saw a lot of good films ...
 - this year.
 - last year.

4

- 1 You've been wearing the same socks ...
 2 You're wearing the same socks ...
 a since Monday! b as me! Look!

5

- 1 How long have you been ...
 2 How many times have you been ...
 a to Spain? b going to Spain for the winter?

4 Complete the text with the correct form of the verbs from the box. Use the past simple, present perfect simple, present perfect continuous or past perfect simple.

be (x2) get improve introduce kill
 not cook not live result rise

Who wants to live for ever? In wealthy countries, the number of years people can expect to live ¹_____ over the last 200 years. Most babies born in 1900 ²_____ past the age of 50, but many babies born these days will live to over 80. There are three main reasons why people are living longer these days.

Firstly, public health ³_____ dramatically. In the 20th century, thanks to developments in medical science, a large proportion of the population were protected against diseases which ⁴_____ many people, such as smallpox, polio and measles. In addition, medical research ⁵_____ in cures being found for many other illnesses.

Secondly, there is a much greater understanding of the importance of good hygiene than there ⁶_____ in the past. People wash their hands more often than they used to and are much more aware of food hygiene. In the past, for example, people often ⁷_____ ill because they ate food that they ⁸_____ properly. Awareness of the importance of keeping people safe and well at school and at work has grown, too, and laws for ensuring health and safety at work ⁹_____ in place for several decades now.

Finally, people generally lead more healthy lifestyles these days. Fewer people smoke and in many countries governments ¹⁰_____ smoking bans in public places.

5 Complete the text with the correct form of the verbs in brackets. More than one option may be possible.

My life ¹_____ (**change**) dramatically in 2010, when I ²_____ (**lose**) my job as an accountant. My father ³_____ (**die**) the year before, and he ⁴_____ (**leave**) me some money. I ⁵_____ (**look**) at some travel magazines and I ⁶_____ (**think**) about spending the money on an exotic holiday, when I ⁷_____ (**hear**) a programme on the radio about orphanages in India. 'I ⁸_____ (**want**) to make a difference,' I thought to myself. 'Why ⁹_____ (**I/dream**) about holidays when I can help other people?' Since then, I ¹⁰_____ (**travel**) several times to India and I ¹¹_____ (**help**) to rebuild an orphanage in Calcutta. It ¹²_____ (**be**) an amazing experience.

UNIT 4 SCHOOL

Would rather, would prefer, had better

Would rather, would prefer

We use both *would rather (do something)* and *would prefer (to do something)* to talk about general preferences.

We use *would rather* + infinitive without *to* and *would prefer* + infinitive with *to*. Compare:

I'd rather play basketball than play tennis.

I'd prefer to play basketball than play tennis.

The negative form is *would rather not (do something)* or *would prefer not (to do something)*.

Martha's tired so she'd prefer not to go out/she'd rather not go out.

'Will you take the dog for a walk now?' 'I'd prefer not to./I'd rather not.'

Would rather (but NOT *would prefer to*) is followed by a verb in the past tense when other people are involved in a present or future action and the sentence has two subjects.

I'd rather you made lunch today.

'Who's going to drive?' 'I'd rather you did.'

Is Max going to do the shopping or would he rather we did it?

'Shall I talk to your teacher, or will you?' 'I'd rather you talked to her.'

1 Complete the sentences (1–6) with no more than three words to express a preference.

- 1 Shall I go ahead and book these tickets online now?
We _____ you waited until this evening. There's no hurry.
- 2 Would your grandmother like a drink?
I think she'd prefer _____ something, actually. She's hungry!
- 3 Does your sister want a lift to school?
It's OK, she _____ walk since the weather's nice.
- 4 Would you rather _____ TV or go to the cinema?
Neither – I've got some work to do!
- 5 Do you feel like going to the park?
No, I _____ go out today. I've got a cold.
- 6 Let's run or we'll miss the bus.
I'd prefer _____ – we can catch the next bus.

Had better

We can use *had better* instead of *should/ought to*, especially in spoken English, to say that we think it would be a good idea to do something. Like *would rather*, *had better* is followed by the infinitive without *to*.

We'd better not be late for class again. We've been late every day this week!

You'd better phone Jules straight away. He's been waiting for your call all day.

We don't use *had better* to talk about the past or to make general comments:

You should/ought to have eaten something before we went out.

NOT *You had better have...*

I don't think teenagers should/ought to use the Internet for more than two hours a day.

NOT *I don't think teenagers had better...*

Had better can sound slightly threatening in tone.

You'd better say sorry right now or I'll never forgive you!

It is more urgent than *should/ought to* and has a similar meaning to *I would advise you strongly to ...* or *We must/we mustn't ...*

2 Complete the sentences (1–7) with *had better* or *had better not* and the verbs from the box.

arrive eat go start take use write

- 1 You _____ training if you're serious about entering the marathon next year.
- 2 Sarah _____ for a walk if she wants some fresh air.
- 3 The children _____ any more of those sweets. They're going to feel sick!
- 4 We were so late yesterday! We _____ on time today!
- 5 You _____ Dan's phone. He hates other people taking his stuff without asking.
- 6 Jamie _____ any more time off work. The boss isn't very happy with him as it is.
- 7 I _____ to Aunt Betty. I haven't sent her an email for ages.

3 Choose the correct words in each sentence (1–9). Sometimes both answers are possible.

- 1 Kate *had not better/had better not* cheat in the exam like she did last week.
- 2 You'd better *to take/take* those books back to the library today.
- 3 *You'd better not/You hadn't better* tell anyone what we've found out.
- 4 You *ought to/'d better* take an umbrella with you.
- 5 *Had we better/Should* we leave the windows open as it's so hot?
- 6 'Shall we go to another café?' '*We'd better not/We'd better not go*. It's getting late.'
- 7 Students *should/had better* wait outside until the bell rings at nine o'clock.
- 8 Andrew *shouldn't/had better not* speak to Mr Whitfield like that again.
- 9 You *better had/had better* get up early on Saturday.

UNIT 5 WORK

The causative

Have/get something done

The causative is used when someone else does something for you. The structure is:

have/get + object + past participle = to have/get something done

We can use it in questions and negatives and in any tense or verb form. It emphasizes the action rather than the person who performs it.

I've just had my bike repaired.

We're going to get our house painted.

She'll have had her hair cut by this time tomorrow.

We can use *have + object + past participle* when something bad happens, especially when someone is affected by an action which they did not cause.

We've had our front window broken.

Hundreds of people had their electricity cut off as a result of the power failure.

Have someone do

We use *have + object + infinitive without to* when we talk about instructing (or paying) someone to do something. It emphasizes the person who performed the action.

I'll have my secretary call you back with the details.

Did you have the plumber fix that leak?

Get someone to do

We use *get + object + infinitive with to* when we talk about persuading someone to do something. It emphasizes the person who performs the action.

I'll get Harry to help me with this assignment.

Did you get your little sister to eat her dinner?

Make someone do

We use *make* + object + infinitive without *to* when we talk about forcing someone to do something. It emphasizes the person who performed the action. *Our teacher made us work hard in class today.*
Stop pulling faces at the baby – you're making him cry!

1 Put the words in order to complete the sentences (1–8).

- I've lost my house key.
cut/need/I/to/a new one/get/as soon as I can.

- How often
cut/your?/hair/you/do/get

- We do our weekly shopping online and
it./delivered/have/we/to the house

- I can't give you a lift tomorrow, I'm afraid,
'm/having/I/serviced./my car

- The windows are dirty.
cleaned/need/get/we/to./them

- the house./we/someone/have/clean/once a week

- There's a problem with my computer.
'm/going/look/at/it/I/to./someone/get/to

- Miranda doesn't want to come to the party tonight,
but/her/'re/going/us/come/with/we/to!/make

2 Complete the sentences (1–12) with the correct form of *have*, the past participle, and the words in brackets.

- I need to _____ (suit/clean) before my cousin's wedding.
- When we were in Paris, I _____ (my portrait/paint) by a street artist.
- I absolutely hate _____ (my photo/take). I always look awful!
- We _____ (our kitchen/redecorate) at the moment.
- If you are feeling dizzy, you should _____ (blood pressure/check).
- Have you ever _____ (your fortune/tell)?
- I _____ (my car/service) tomorrow. Could you give me a lift to work?
- I need _____ (my watch/repair) – it's not working properly.
- They had to _____ (the big tree/cut down) in their garden. It was damaged in a storm.

- We usually _____ (our house/repaint) every five years.
- I nearly couldn't stop in time at the traffic lights today. I must _____ (the brakes/test) tomorrow.
- Our neighbours _____ (a lot of new furniture/deliver) yesterday.

3 Find one grammatical mistake in each sentence (1–11) and correct it.

- You didn't get your glasses mend.
- He took his car to the garage and had repaired it.
- I'm getting these photos framing tomorrow.
- Stop messing about – you're make me laugh, and I'm trying to be serious!
- They had their luggage stole on holiday.
- I've my computer upgraded.
- We have our house painted at the moment.
- My mum and sister always have their nails paint together.
- I'll have my administrator to email you the contract later today.
- My brother will be his hair getting cut this time tomorrow.
- Kate will have stolen her car if she doesn't remember to lock the doors.

4 Complete the text with the correct form of the words in brackets. Use a causative structure.

Productivity in the workplace



Research has shown a moderate noise level is good for productivity and creativity in the workplace. High noise levels, especially when it's stop-start, make it difficult to process information efficiently. Anyone who has tried to work at home while their neighbours are playing loud music, speaking loudly on the phone or, even worse, (1) _____ (their apartment/renovate), will have experienced this. Research about temperatures in the workplace has shown that productivity decreases significantly and up to 40% more mistakes are made when the temperature is below 20°C. So, if you're feeling cold, (2) _____ (your boss/turn up) the heating, but not too much, as too high temperatures cause an even greater decrease in creativity. When it comes to lighting, too little light and too much light can both reduce productivity. Natural light is generally preferable as long there is enough of it. So, if your workplace is too dim, you should consider (3) _____ (skylights or large windows/install). Finally, research has shown that an untidy workspace is better for creative thinking than a tidy one. So if you are a naturally tidy person, it may be worth (4) _____ (a colleague/mess up) your desk from time to time!

UNIT 6 MONEY

Inversion

Inversion

Inversion is used in English for:

- ▶ formality
- ▶ emphasis
- ▶ dramatic purpose

There are different ways of inverting a sentence.

- ▶ After a negative or limiting adverb or adverbial phrase (*hardly, seldom, not only, never, never before, no way, rarely, no sooner ... than*). If there is no auxiliary verb, add *do, does, or did*.

People had seldom been so confused. → *Seldom had people been so confused.*

They not only go to the cinema, but they also go to the theatre. → *Not only do they go to the cinema, but they also go to the theatre.*

We had never experienced this before. → *Never before had we experienced this.*

- ▶ After *barely, hardly, scarcely*, and *no sooner* + past perfect to signal that one action finished just before another one started. Notice the use of the time connectors *when* and *than*.

I had scarcely sat down to eat dinner when the phone rang. → *Scarcely had I sat down to dinner when the phone rang.*

As soon as he had bought his new phone a new model came out. → *No sooner had he bought his new phone than a new model came out.*

- ▶ After expressions with preposition + *no*, e.g. *at no time, on no account, under no circumstances*.

You definitely shouldn't pay the bill. → *On no account should you pay the bill.*

They definitely shouldn't apologize. → *Under no circumstances should they apologize.*

- ▶ After *little* with a negative meaning.

She doesn't know how lucky she is to have such a well-paid job. → *Little does she know how lucky she is to have such a well-paid job.*

1 Put the words in order to make sentences.

- 1 I/so/felt./Seldom/embarassed/had

- 2 we/spent/Never/money./had/so/much

- 3 your./Under/pay/no/I/for/ticket/will/
circumstances

- 4 the station/sooner/arrived/had/No/the train/
reached/than/we/.

- 5 ./had/they/got into bed/when/they/fell asleep/Hardly

- 6 all evening/going to/are/TV/No way./we/watch

- 7 do/in the project/has invested/realize/Little/no one/
./that/they

- 8 he/it/the film, ././Not only/direct/he/did/funded/also

- 9 ./the terms/offering/should/accept/On no account/
the bank/is/you

- 10 left the store/was missing/had./when/I/Scarcely/
my wallet/found/I

2 Choose the correct answer.

- 1 Never before **had he/he had** felt so strange.
- 2 No sooner had I left the house **when/than** the phone rang.
- 3 **Hardly/Rarely** have we seen such beautiful scenery!
- 4 Under no circumstances **should/could** you drive my car.
- 5 No way **I did/did I** spend all that money.
- 6 **Barely/Little** does she know what a big mistake she is making.
- 7 **On no account/Scarcely** will they change their minds about this.
- 8 Seldom does this orchestra **play/plays** so well.

3 Rewrite the second sentence so that it has a similar meaning to the first sentence.

- 1 They had not only wasted our money, they had also wasted our time.
Not only _____
- 2 You definitely can't proceed with this scheme without sufficient funds.
Under no circumstances _____
- 3 She had never heard such shocking news before.
Never before _____
- 4 He had only just started his new job when the boss gave him a promotion.
Hardly _____
- 5 I had just paid for the movie online when I realized I'd seen it before.
No sooner _____
- 6 She doesn't know how unpopular the budget cuts are likely to be.
Little does _____
- 7 There has rarely been such an extraordinary reaction to a public announcement.
Rarely _____
- 8 Businesses don't often become successful so quickly.
Seldom _____

UNIT 7 HEALTHY LIVING

Reported speech

Tense changes

We use reported speech to quote another person's words. Sentences in reported speech are usually spoken by another speaker and at a different time, so we change the verb tenses and pronouns. Below you can see how the tenses change between direct speech and reported speech.

Direct speech		Reported speech
Present simple 'I need a new computer.'	→	Past simple He said that he needed a new computer.
Present continuous 'We're working on a new invention.'	→	Past continuous She said that they were working on a new invention.
Present perfect 'She's lost her mobile phone.'	→	Past perfect He said that she had lost her mobile phone.
Past simple 'I didn't understand the instructions.'	→	Past perfect He said that he hadn't understood the instructions.

MODALS

can 'I can't get into my Facebook account.'	→	could He said that he couldn't get into his Facebook account.
will 'We'll buy a 3D TV next year.'	→	would They said that they would buy a 3D TV next year.
must 'We must install the new software.'	→	had to She said that we had to install the new software.

It is usually also necessary to change pronouns and possessive adjectives.

'My dog isn't very well,' Harry said. → Harry said that **his** dog wasn't very well.

'I'm buying a present for **my** dad,' she said. → She said that she was buying a present for **her** dad.

We also change expressions of time and place.

now → then/at that moment

today → that day

this week → that week

last week → the week before

yesterday → the day before

tomorrow → the next/following day

a minute ago → a minute earlier/before

next week → the following week

here → there

'Our email isn't working **today**,' they said. → They said that their email wasn't working **that day**.

'I forgot my password **yesterday**,' she said. → She said that she had forgotten her password **the day before**.

'We left our laptops here **last week**,' he said. → He said that they had left their laptops there **the week before**.

We don't change the tense, time or place words when the reporting verb is in the present, present perfect, or future.

'We're too busy to come tomorrow.' → They'll say that they're too busy to come tomorrow.

'I was here yesterday.' → She says that she was here yesterday.

'We didn't expect to win the prize.' → They've said that they didn't expect to win the prize.

The following tenses do not change.

Direct speech		Reported speech
Past perfect 'He had already tested the new plane.'	→	Past perfect She said that he had already tested the new plane.
would Would you like to use my computer?	→	would She asked me if I would like to use her computer.
should I think you should leave.	→	should He said he thought I should leave.
could We couldn't see the screen.	→	could He said that they couldn't see the screen.
had better They'd better improve their performance.	→	had better She said that they'd better improve their performance.

Yes/No questions

To report a yes/no question, we use the structure *ask* (+ object) + *if/whether* + affirmative word order.

Did you fix your Wi-Fi? → He asked (me) if/whether I had fixed my Wi-Fi.

Wh- questions

To report a wh- question, we use the structure *ask* (+ object) + *wh-* + affirmative word order.

Where is your bag? → He asked (me) where my bag was.

What are they doing? → You asked what they were doing.

Why are you tired? → She asked why he was tired.

When will we leave? → We asked when we would leave.

Say and tell

We use *say* and *tell* to report what someone else said.

▶ After *tell* we always use a complement (a pronoun or somebody's name).

Harry told me he was hungry.

Harry told Sally he was hungry.

NOT ~~Harry told he was hungry.~~

▶ We never use a complement directly after *say*.

Mary said that she wanted a sandwich.

Dominic said to Tom that he had eaten some pasta.

NOT ~~Mary said me that she wanted a sandwich.~~

1 Rewrite the reported speech as direct speech.

- 1 She said that she had bought an amazing new MP3 player.

- 2 He said that he was testing a new video game.

- 3 They say that they didn't use a calculator to solve these maths problems.

- 4 Sarah told me that she would reply to my email the following day.

- 5 Ben will say that he didn't leave the house yesterday.

- 6 She asked John why he didn't answer her calls.

2 Put the words in the correct order in each of the sentences (1–6) to make reported questions.

- 1 her/He/the headphones./when/had/asked/bought/she

- 2 Tom/work./She/if/would/meet/he/her/after/asked

- 3 angry with/Rick/was/asked/whether/I/him./me

- 4 switched off/they/He/hadn't/asked/why/the computer./them

- 5 doing/what/there./asked/we/us/She/were

- 6 if/him/asked/he/plane./They/repair/their/could

3 Rewrite the direct questions as reported questions.

- 1 Did you watch the TV programme about inventors last night?
He asked me _____.
- 2 Why aren't you answering my calls?
She asked John _____.
- 3 Are you happy with your new tablet?
Sophie asked her mother _____.
- 4 Can you help me with my homework?
He asked me _____.
- 5 Have you decided where to go on holiday?
They asked him _____.
- 6 Who will be responsible for this project?
He asked her _____.

Reported commands and requests

We can use several different structures to report people's speech.

- ▶ verb + *that* + reported statement
admit, agree, announce, apologize, boast, claim, confess, deny, explain, insist, promise, say, suggest
We admitted that we had copied the plans.
She promised that she would call him the following day.
I suggested that we go for a walk.
 - ▶ verb + object + *that* + reported statement
remind, tell, warn
They reminded us that they had already changed the instructions.
He warned me that I would find the course very challenging.
I told them that it was time to leave.
 - ▶ verb + infinitive with *to*
agree, demand, offer, promise, refuse
I agreed to leave at once.
She refused to speak to us.
 - ▶ verb + object + infinitive with *to*
advise, ask, beg, encourage, forbid, invite, order, persuade, remind, tell, warn
He persuaded us to buy the more expensive model.
She told them not to wait for her.
 - ▶ verb + gerund
admit, deny, recommend, suggest
We admitted cheating in our final exams.
They suggested moving to a different part of the country.
 - ▶ verb + preposition + gerund
apologize for, boast of/about, confess to, insist on
I apologized for forgetting his birthday.
He insisted on speaking to the manager.
 - ▶ verb + object + preposition + gerund
accuse (someone) of, congratulate (someone) on, criticize (someone) for, warn (someone) against
They criticized us for leaving early.
She accused me of stealing her ideas.
- Some verbs can be followed by more than one structure.
- He admitted that he had broken the window./He admitted breaking the window.*
Erica promised that she would be on time./Erica promised to be on time.
I suggested eating outside./I suggested that we (should/could) eat outside.
You recommended buying a new phone./You recommended that I (should) buy a new phone.

4 Choose the correct form of the verb in each sentence (1–6).

- 1 She boasted about *getting/to get* top marks in the exam.
- 2 He told me *restart/to restart* the computer.
- 3 She recommended *to call/calling* the help desk.
- 4 We denied *ignoring/us to ignore* the instructions.
- 5 You criticized *that I got/me for getting* the question wrong.
- 6 She reminded them *to finding out/that they would find out* the results the following morning.

5 Complete the sentences (1–7) with the correct form of the verbs in brackets.

- 1 They advised us _____ (leave) the building.
- 2 They apologized _____ (argue).
- 3 He advised me _____ (read) the newspaper more often.
- 4 James suggested that we _____ (write) to the newspapers.
- 5 I suggested _____ (watch) a film.
- 6 She apologized for _____ (not take) any photos.
- 7 She advised me _____ (not go) to bed so late.

6 Complete the news extracts (1–7) using the past tense of the reporting verbs from the box.

admit insist persuade predict reassure
remind warn

- 1 Gareth's parents _____ him to hand himself in to the police.
- 2 The hospital _____ Miss Williams that she would make a full recovery.
- 3 The judge _____ the witness that lying in court was an offence.
- 4 The court was told that Harry Palmer _____ on paying for everything.
- 5 Susan Evans _____ stealing the coat and was fined £500.
- 6 Ashley _____ that Rotherham United would win 2–0.
- 7 The minister _____ Mr Jones against saying too much.

7 Rewrite the direct speech as reported speech.

- 1 'You should get a new camera.'
She recommended _____.
- 2 'You are not allowed to use this science lab at lunch time.'
The teacher forbade _____.
- 3 'Well done! You've passed your driving test.'
She congratulated _____.
- 4 'Yes, it's true. I ate your sandwich.'
I confessed _____.

- 5 'I will buy you a new bag tomorrow.'
He promised _____.
- 6 'Would you like to come to this science show with me?'
He invited _____.
- 7 'I'm not going to drive you to college today.'
She refused _____.

UNIT 8 TRAVEL AND TOURISM

Participles

Participles

Instead of using a full relative clause (defining or non-defining) to connect ideas, we can use a clause introduced by a participle. The participle can be an *-ing* form or an *-ed* form. These participles are known as active participles (*-ing* form) and passive participles (*-ed* form). An active participle replaces an active verb.

I need to get a message to someone who is getting on the plane.

I need to get a message to someone getting on the plane.

Active participles

We can also use the active participle to replace a past verb. *Oliver, who was worrying about his exam results, didn't notice that his bus had just left.*

Oliver, worrying about his exam results, didn't notice that his bus had just left.

The participle can only replace a relative pronoun when it refers to the subject of the relative clause, not the object.

Oliver, who I was worrying about, ...

NOT *Oliver, I worrying about, ...*

The participle can replace *that*, *which* and *who*.

The police stopped a small car that/which was carrying ten people.

The police stopped a small car carrying ten people.

but NOT *when*, *where* or *whose*.

The house, whose owners are living in Spain, ...

NOT *The house, owners living in Spain, ...*

Passive participle

A passive participle replaces a passive verb, which can be in the present or past.

Bags of rubbish which are left on the pavement are causing problems.

Bags of rubbish left on the pavement are causing problems.

The book, which was bought online, was torn when I received it.

The book, bought online, was torn when I received it.

If the relative clause includes a negative verb, we simply put *not* in front of the participle, whether an active or a passive participle.

Oliver, who wasn't thinking about anything in particular, ...

Oliver, not thinking about anything in particular, ...

The book, which wasn't bought in a shop, ...

The book, not bought in a shop, ...

1 Choose the correct sentence. Sometimes both options (a–b) are correct.

- 1 a My brother, appearing on stage for the first time with his band, looked nervous.
b My brother, appeared on stage for the first time with his band, looked nervous.
- 2 a The cat, which looking very hungry, came towards us.
b The cat, looking very hungry, came towards us.
- 3 a The people who attended the event arrived from far and wide.
b The people attending the event arrived from far and wide.
- 4 a The acclaimed actress, wore a long, flowing dress, fell over as she left the stage.
b The acclaimed actress, wearing a long, flowing dress, fell over as she left the stage.
- 5 a The event taking place on stage at the moment is really comical.
b The event that is taking place on stage at the moment is really comical.
- 6 a The cakes baked in the oven were almost ready to come out.
b The cakes baking in the oven were almost ready to come out.
- 7 a David, looking bored, asked me if it was time to leave yet.
b David, looked bored, asked me if it was time to leave yet.
- 8 a The clouds which were forming looked threatening.
b The clouds formed looked threatening.

2 Replace the underlined words in the sentences (1–6) with the correct active or passive participle form.

- 1 The film, which was described by the director as a product of trial and error, was a huge success. _____
- 2 The person who was chosen to play the main role in the film was a little-known actor. _____
- 3 The catering service which provided the food was a local one. _____
- 4 Teachers that teach very young children have a difficult and important job. _____
- 5 The words that were spoken by the actor were not the ones on the script. _____
- 6 Music festivals, which are now held all over the world, offer the chance to see world-famous performers on stage. _____

3 Rewrite the sentences (1–8) using the correct participle form. Tick (✓) the two sentences that cannot be changed.

- 1 The man who is training my sister used to be a world-famous swimmer.

- 2 Some children who were standing nearby started laughing.

- 3 The event, which was attended by nearly two thousand people, will be held again next year.

- 4 Luke Marsh, whose father worked as a scriptwriter, has just written a play.

- 5 The drama company, which is based in Shoreditch, is called the Black Box Company.

- 6 The young man, who wanted to get a good view, watched the event from the top of a tree.

- 7 The tree that was cut down by the council recently was over two hundred years old.

- 8 The place where we're meeting tomorrow used to be a hospital.

UNIT 9 CULTURE AND FREE TIME

Past modals

Regret

We use *should/shouldn't have/ought to have* + past participle to express regret or disapproval about something in the past. The question form and negative past forms of *ought* are rarely used.

He shouldn't have been so rude to her. He should have apologized for his behaviour. (He was rude. He didn't apologize.)

They ought to have revised before the exam. (They didn't revise.)

Necessity

We use *needed to/had to* + infinitive to say that something was necessary in the past.

We needed to speak to the administrator before we could join the class. Then we had to sign some documents.

Lack of necessity

We use *didn't have to* + infinitive when something was not necessary and it didn't happen.

They didn't have to take an exam at the end of the course. (They didn't take an exam.)

We use *needn't have* + past participle when something was not necessary and it did happen.

We needn't have run to the station. The train was delayed, so we had plenty of time. (We ran to the station, but it wasn't necessary.)

We use *didn't need to* when something was not necessary. It can mean that it did happen or that it didn't happen.

We didn't need to bring a book to read on the train. We spent the whole journey chatting. (Maybe we brought a book and maybe we didn't, but a book wasn't necessary.)

1 Choose the correct past modal form in each sentence (1–6).

- 1 They *didn't have to hide/shouldn't have hidden* her bag. She was very upset about it.
- 2 We *needn't have driven/didn't have to drive* to the cinema. The bus service is excellent. Now we can't find a parking space!
- 3 You *should have brought/didn't need to bring* an umbrella. You're soaking wet!
- 4 I *needn't have made/didn't have to make* any food for the party so I didn't.
- 5 They *had to leave/should have left* their car in the car park and walk from there to the theatre.
- 6 He *ought to have woken/didn't have to wake* up earlier. Now he's going to be late.

Ability in the past

We use *could/couldn't* + infinitive to talk about general ability in the past.

My brother could run faster than anyone else in his class.

We also use *could/couldn't* with verbs of perception, such as: *see, hear, feel, taste, smell, understand, know*, etc.
We could see the stage from our seats but we couldn't hear the actors' voices very well.

We use *was/were able to* + infinitive to talk about ability on a specific occasion in the past.

They were able to build a new theatre on the grounds of the old one.

We must use *was/were able to, succeeded in* + *-ing* or *managed to* + infinitive after verbs that take the infinitive or *-ing*.

We hoped to succeed in driving across the desert.

NOT *We hoped could drive across the desert.*

We dreamed of managing to reach our destination.

NOT *We dreamt could reach our destination.*

We enjoyed being able to spend time with our friends.

NOT *We enjoyed could spend time with our friends.*

2 Rewrite the sentences (1–6) using the words in brackets.

- 1 It was difficult, but I was able to tidy my room before breakfast. (**managed to**)

- 2 No one was speaking to her and she didn't understand why. (**couldn't**)

- 3 We didn't have enough money last year to buy a new computer. (**not be able to**)

- 4 It was great because I could see the mountains from my bedroom window. (**be able to**)

- 5 It was possible for me to go on holiday this summer. (**able to**)

- 6 I tried to find a holiday job and I was successful. (**succeeded in**)

3 Put a tick (✓) next to the correct sentences. Correct the incorrect ones. Sometimes more than one answer is possible.

- 1 I won't be able call you tonight.
- 2 Can you understand German when you were a child?
- 3 Megan couldn't ski five years ago.
- 4 They were able to finish the task with time to spare.
- 5 Fortunately, we could get back home before the storm broke.
- 6 This machine can produce 300 biscuits a minute.
- 7 Is he able to knit?
- 8 When can he call me?
- 9 Are you able to smell smoke? I think something is on fire.

Deductions about the past

We use *must have* to make deductions about the past when we are very sure that something is true. We use *can't have* when we are very sure that something isn't true. *Couldn't have* has the same meaning as *can't have*. *Someone must have broken into our hotel room, but they can't/couldn't have taken anything valuable because everything is locked in the hotel safe.*

When we are unsure about what has happened, we can speculate using *could have*, *might have*, *may have* and *might (not) have*.

They could/might/may have taken this photo in the UK – the traffic is on the left.

He might not have seen your message yet.

We can use direct or indirect questions with *could*.

'Could the robbers have switched the CCTV camera off?' 'Yes, they could have.' (I think that's possible.)

'No, they couldn't have.' (I don't think that's possible.)

'Do you think the robbers could have switched the CCTV camera off?' 'Yes, I do./No, I don't.'

With *might* we usually use indirect questions.

'Do you think he might have cheated in the exam?' 'No, he couldn't have!' (No, I don't believe that.)

We don't normally ask questions with *must have* or *can't have* because those phrases express certainty, but we can ask questions with *could have*, and also *can have*.

The verb in the answer depends on how certain or not we are of what has or hasn't happened.

'What could/can have happened to them?' 'They must have got stuck in a traffic jam./They can't possibly have got lost./They could/might/may have decided to do some shopping on the way.'

Can't have and *must have* express opposite ideas.

Mustn't have and *can have* are not used in this way.

She can't have been telling the truth.

NOT *She mustn't have been telling the truth.*

He must have lied to the police.

NOT *He can have lied to the police.*

4 Put a tick (✓) next to the correct sentences (1–10). Correct the incorrect ones. Sometimes more than one answer is possible.

- 1 You must have been really worried!
- 2 They can't been very pleased.
- 3 She can't have finish her homework already!
- 4 You could have asked Daniel to help you with the washing-up.
- 5 This bill is much too expensive!
- 6 They can have made a mistake.
- 7 Surely they mustn't have eaten everything!
- 8 Someone must have forgotten to close the door.
- 9 I'm not 100% sure, but I think that can have been Maria.
- 10 They might have forgotten.

5 Complete the article with *can't*, *may*, *might* or *must* and the correct form of the verbs from the box. In some cases, more than one answer is possible.

be become build cause die exist
happen have hope make mark

Three MYSTERIES

The Khatt Shebib

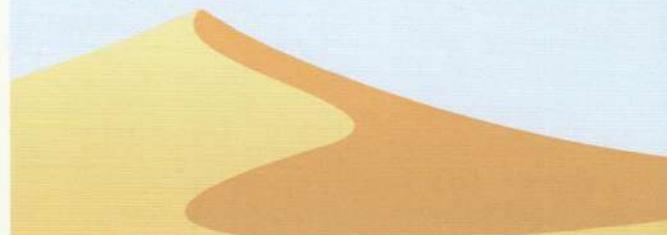
The Khatt Shebib is a 150-kilometre-long ancient stone wall in Jordan. Experts believe it ¹ _____ for between 1,000 and 2,000 years. Standing at just one metre high, its builders ² _____ it would protect them from their enemies. They ³ _____ it to keep animals like goats away from crops they were growing. Alternatively, it ⁴ _____ a border line between different groups of people who lived in the area.

The end of the Mayan civilization

After six centuries, the Mayan civilization disappeared completely. Why? Something ⁵ _____ to end it. According to recent scientific studies, a lack of rain ⁶ _____ the problem. Moreover, it seems the Maya ⁷ _____ the situation worse by clearing forests for bigger farms and cities.

King Tutankhamun's death

Tutankhamun was a young Egyptian king who was in power between about 1332 and 1323 BC. When his tomb was discovered in 1922, experts studied his remains and came to the conclusion that the young king ⁸ _____ unexpectedly. He ⁹ _____ very ill suddenly, for example, or he may have been injured in an accident. If indeed Tutankhamun's death was sudden and unexpected, people ¹⁰ _____ much time to prepare his body for his funeral. In fact, some experts believe rushed funeral preparations ¹¹ _____ the cause of a big fire which happened in the tomb not long after the funeral.



UNIT 10 SPORT

Conditionals review; mixed conditionals

Zero conditional

We use the zero conditional when speaking of facts and what is generally considered to be true.

The part of the sentence describing the result can be used before the part describing the condition. Then we don't use a comma.

Plants die if we don't water them.

We can use *when* instead of *if*.

When I drink coffee before bedtime, I never sleep.

First conditional

We use the first conditional to talk about a real or very likely future action or situation and its probable result. In the condition clause, *if* is followed by the present simple, even though the verb refers to the future.

If we miss the train, we'll be late for school.

NOT *If we'll miss the train ...*

In the result clause, we can use other modal verbs apart from *will*.

If you tell the truth all the time, you might offend people.

It is possible to use a negative verb in either or both parts of a conditional sentence.

If you don't arrive on time, I won't wait for you.

Instead of *if*, we can use *unless*. *Unless* means *if not*, and is followed by a verb in the affirmative.

If shops don't do something to stop shoplifting, we will all have to pay higher prices.

Unless shops do something to stop shoplifting, we will all have to pay higher prices.

Second conditional

We use the second conditional to talk about an imaginary or unlikely situation and its imagined result. It can describe present and future situations.

If we had more time, we would visit Japan.

We would visit Japan if we had more time.

It is possible to use other modals in the result clause.

If they could see us now, they would be amazed!

We can also use *unless* in second conditional sentences.

She wouldn't move house unless she won a lot of money.

We can use *were* instead of *was*, especially in formal style.

If I were you, I would spend more time with my family.

Third conditional

We use the third conditional to talk about unreal situations in the past. The condition is impossible, because we cannot change what happened.

Consequently, the result is also impossible. *Unless* is never used in third conditional sentences.

If you had studied, you would have passed the exam.

You would have passed the exam if you had studied.

It is possible to use other modals in the result clause.

If you'd mentioned it earlier, I might have been able to do something about it.

If we hadn't taken the wrong road, we could have got there sooner.

We use *wish/if only* to talk about things that we would like to change now or in the future and to express regret about past actions or events. We use *wish/if only* + past simple for regrets about a present situation or state.

They wish they had enough money to go on holiday abroad.

I bet you wish you were lying on a beach somewhere hot.

If only I was taller!

We use *wish/if only* + past perfect for regrets about the past.

He wishes he had gone to university straight from school.

Do you wish you had been born in another century?

Wish and *if only* have the same meaning, but *if only* is more emphatic. We often explain our wishes and regrets by adding a clause before or after the *wish/if only* clause.

We could go to the beach if only it wasn't so windy!

He wishes he'd studied at university and then he'd have a better job.

1 Match the beginnings of sentences (1–6) with their endings (a–f).

- | | |
|--|-----|
| 1 If you do exercise, | ___ |
| 2 I'll call you | ___ |
| 3 If you worked a bit harder, | ___ |
| 4 We won't get there on time | ___ |
| 5 We should take some sandwiches | ___ |
| 6 I wouldn't wear those jeans to the party | ___ |
| a if I were you. | ___ |
| b unless we hurry. | ___ |
| c in case they're not serving food. | ___ |
| d you would get better exam results. | ___ |
| e you get fit. | ___ |
| f as soon as I get there. | ___ |

2 Put a tick (✓) next to the correct conditional sentences. Correct the incorrect ones. In the incorrect sentences, only one verb is wrong.

- 1 If you told David the truth, he wouldn't believe it.
- 2 If we have time on our trip next week, we visit the famous castle.
- 3 You wouldn't like it if I tell you lies.
- 4 If you see Rachel, you'll notice that there is something different about her.
- 5 It will be a great end to the event unless something will go wrong.
- 6 We'll meet at Mark's house on Friday if we didn't meet before then.
- 7 If you were rich, you wouldn't necessarily be happy.
- 8 I wouldn't buy this unless I couldn't afford it.

3 Read the situations (1–9) and then write third conditional sentences that start with *if*.

- 1 I didn't take any water with me, so I was thirsty.

- 2 I went to bed late, so I woke up tired.

- 3 He felt cold because he didn't wear enough clothes.

- 4 I didn't call you because my phone ran out of battery.

- 5 We couldn't see the comet because we didn't have a telescope.

- 6 You didn't take my advice, so you didn't win the match.

- 7 You fell over because you didn't look where you were going.

- 8 It snowed, so we didn't go out.

- 9 I didn't water the flowers because you didn't ask me to.

4 Complete the sentences with *wish* or *if only* and the correct form of the verb.

- 1 They _____ (they/buy) that house. It needs so much work on it.
- 2 We _____ (we/have) more space to have a bigger desk in the office.
- 3 _____ (she/marry) for money, she'd never have to work again!
- 4 _____ (they/tell) the truth the first time, the police wouldn't have been involved.
- 5 I _____ (you/stop) complaining, it's very tiresome.
- 6 They _____ (we/live) nearer, then we could visit more often.

Mixed conditionals

When the time reference in the *if* clause is different from the time reference in the main clause, we use a 'mixed conditional' sentence. This is a mix of second and third conditionals in the same sentence. Mixed conditionals describe a hypothetical (not real) situation.

3rd conditional (past)

If I hadn't switched off my alarm clock,

2nd conditional (present)

I wouldn't be late now.

(I switched my alarm clock off in the past and I am late now.)

2nd conditional (present)

If she believed in ghosts,

3rd conditional (past)

that story would have terrified her.

(She doesn't believe in ghosts and the story did not terrify her.)

5 Read the sentences (1–6) and then choose the best description (a–b) of the situation.

- 1 If James was more friendly, he would have enjoyed the party more.
 - a James isn't friendly and he didn't enjoy the party.
 - b James isn't friendly, so he won't enjoy the party.
- 2 If you had paid attention, you wouldn't be so confused.
 - a I didn't paid attention, and I was confused.
 - b I didn't pay attention, so I'm confused now.
- 3 If we hadn't eaten that cake, we would be hungry.
 - a We ate the cake, so we're not hungry now.
 - b We didn't eat the cake, because we weren't hungry.
- 4 If they didn't know the hotel manager, they wouldn't have got such a good room.
 - a They know the hotel manager, so they got a good room.
 - b They don't know the hotel manager, so they didn't get a good room.
- 5 If I had a mobile phone, I would have called you.
 - a I don't have a mobile phone, so I can't call you.
 - b I don't have a mobile phone, so I didn't call you.
- 6 If they had stayed at home, they wouldn't be in trouble.
 - a They are staying at home and now they are in trouble.
 - b They didn't stay at home and now they are in trouble.

6 Complete the second sentence in each pair so it has the same meaning as the first one. Use mixed conditional sentences.

- 1 I spent all my money yesterday and I haven't got any today.
If I hadn't _____, I _____ some today.
- 2 She doesn't have a car, so she didn't drive to the beach last weekend.
If she _____, she _____ to the beach last weekend.
- 3 We love camping in Cornwall, so we went camping there last July.
If we didn't _____, we _____ in Cornwall last July.
- 4 They failed their exams last term, so now they have to take them again.
If they _____, they _____ them again now.
- 5 I didn't meet my brother at the station and now he is very angry with me.
If I _____, he _____ angry with me now.
- 6 They don't understand Japanese, so they bought a Japanese phrase book.
If they _____, they _____ a Japanese phrase book.

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

- 1 You _____ (not/be) so tired now if you _____ (not/go) to bed so ridiculously late last night.
- 2 Suppose you _____ (can/be) a virtuoso on any musical instrument, what _____ (it/be)?
- 3 I _____ (come) with you this evening if I _____ (not/have) so much work to do. But I'm up to my eyes, I'm afraid.
- 4 Of course I'm interested in psychology. I _____ (not/choose) to study it if I _____ (not/be), would I?
- 5 Imagine how you _____ (cope) if you _____ (live) somewhere with no electricity or running water.
- 6 We _____ (be) there by now if we _____ (leave) a bit earlier. I did warn you about the traffic!

8 Complete the second sentence in each pair so it has the same meaning as the first sentence. Use the first, second, third or a mixed conditional.

- 1 You spent all your money in the sales. You're broke now.
If _____.
- 2 I didn't know you liked Coldplay. I didn't buy you a ticket for the concert.
If _____.
- 3 You didn't lose your glasses. You'll be able to read the menu.
You _____.
- 4 John didn't pack the sandwiches. He's starving now.
If _____.
- 5 If they don't ban tourists from the ancient city, it will be ruined in no time.
Unless _____.
- 6 Mary doesn't work at home. She doesn't spend much time with her children.
Mary _____.

9 Read the article about avoiding problems abroad. Choose the correct word to complete the text.

'If only **'I'd have/I'd/I've/I** thought about that before I left home!'

If you ² **travelled/would travel/travel/had travelled** a lot, you've probably said that a few times. When you're abroad, a small problem ³ **can/would/has/is** easily become a big problem unless you are prepared for it. So here are three tips that I've found useful. First, don't carry a lot of cash and always take two cards. If you ⁴ **will lose/are losing/lost/lose** one, you can still get money with the other one – as long as you ⁵ **'ll remember/'ve remembered/remembers/'d remembered** to keep them in separate places! Secondly, always buy travel insurance in case something ⁶ **goes/can go/will go/went** wrong. Otherwise, you may wish you ⁷ **would buy/had bought/bought/'ve bought** it. Five years ago, I had an accident on a trip to America and I needed a lot of hospital treatment. If I ⁸ **don't have/didn't have/hadn't had/wasn't having** insurance, I'd still be paying for it now! Finally, what ⁹ **will you do/did you do/would have done/would you do** if you were a thief and you saw a tourist with a big expensive camera and a wallet or passport in a back pocket – or an open handbag? Think about it. If ¹⁰ **you'll be/you're/you were/you'd been** standing there inviting crime, it will probably happen!

UNIT 11 SCIENCE AND TECHNOLOGY

Future perfect simple and continuous

Future continuous

We use the future continuous with a future time expression to talk about an action that will be in progress at a definite time in the future.

This time tomorrow we'll be moving to our new house!

Future perfect simple

We use the future perfect simple to talk about a completed action or event in the future. We often use *by* or *before* + a time expression to say when the action will be finished.

Everything will have changed by the time you get back.

They won't have finished the work before the weekend.

We often use the future continuous and the future perfect simple with phrases that specify a time in the future, such as: *this time tomorrow, next week, next month, by August/the end of the year/2030, in a week/six months'/ten years' time, an hour/a week/twenty years from now*, etc.

This time next week, I'll have finished all my exams.

By the end of the century, humans will be living on the moon.

In ten years' time, I'll have got married and had three kids.

A week from now, we'll be lying on the beach.

Future perfect continuous

We use the future perfect continuous to talk about an action that will continue up to a particular time in the future.

How long will you have been studying when you finally graduate?

We often use the future perfect continuous with *for* and *since* to focus on the duration of an activity.

I will have been working for ten weeks on this project by the time I finally complete it.

1 Complete the sentences (1–6) with the future forms from the box.

will be travelling will have been travelling
will have travelled

- She _____ to six countries in six months by February.
- I _____ across the Australian outback next month.
- We _____ for more than four weeks by the time we finally arrive in Darwin.

will have been studying won't be studying
won't have studied

- By the time I take my final exam, I _____ at this college for four years.

- They _____ all the tenses in English by the end of this year.
- She _____ ecology next year. She really didn't enjoy the subject.

2 Complete the sentences (1–6) with the correct form of the verbs in brackets. Use the future perfect simple, future continuous or future perfect continuous.

- By this time next year I _____ (visit) every major city in the UK.
- Over the next month they _____ (appear) at all the major music festivals in the UK.
- I can't believe how fast you read! You _____ (read) the whole book before dinner!
- He'll be furious when we finally arrive – he _____ (wait) for us for three hours!
- This time next month we _____ (sit) on a beach and _____ (relax) in the sunshine.
- When we finish this trip we _____ (wear) the same clothes for six months. I'm going to go shopping!

3 Look at Sophie's diary. Put a tick (✓) next to the correct sentences. Correct the incorrect ones.

It's 09.58 on Monday 3rd October.

- She'll be working this time tomorrow.
- She'll have been working for six hours by one o'clock today.
- She won't have finished work by five o'clock on Wednesday.
- At three o'clock on Thursday afternoon she'll be running with Holly.
- By nine o'clock on Friday evening she'll have played tennis three times.
- This time next week she'll be walking around Oslo.

	MORNING	AFTERNOON	EVENING
Mon 3 Oct	10–1 work		
Tues 4 Oct	9–1 work	2–5 work	7–8 tennis with Sam
Weds 5 Oct		2–4 work	7–8 tennis with Mia
Thurs 6 Oct	9–1 work	2–6 watch cricket with Joseph	6.30–7.30 run with Holly
Fri 7 Oct	9–1 work		7–8 tennis with Ellie
Sat 8 Oct		2–5 work	
Sun 9 Oct	9–2 work		7–8 tennis with Julia
Mon 10 Oct	9.45 fly to Oslo		

Be going to

We use *be going to* when we:

- ▶ speak about arranged plans for the future.
My parents are going to open a shop next year.
- ▶ expect something to happen, especially when we make a prediction about something we see.
Look at that driver. She's going to crash!

Will

We use *will* when we:

- ▶ make a decision while we speak.
I'm bored. I think I'll go shopping.
- ▶ predict something, especially when the prediction concerns our thoughts or convictions.
One day there won't be any shops. People will only buy things on the Internet.
- ▶ promise something or assure someone about something.
I promise I'll drive more slowly.

Present continuous

We use the present continuous to describe the future when we speak about planned activities.
We're going on holiday to Italy next Monday.

Present simple

We use the present simple when we are talking about events which take place according to a schedule, plan or timetable.
Our plane leaves at 7 p.m. so I'd like to be at the airport at 5.30 p.m.

4 Read the conversation and choose the correct form of the verb in each sentence.

- Kate: ¹ *Are you going to finish/Are you finishing/Will you have finished* the book by the weekend?
- Megan: Yes, I probably ² *will have read/am to read/will be reading* it by the end of the afternoon. I can't put it down. I ³ *'m giving/'ll give/give* it to you when I next see you.
- Kate: Thanks.
- Megan: I ⁴ *'m going to/'ll/'m about to* watch the film of the book on Saturday. I have the DVD at home.
- Kate: Are you? What time ⁵ *will you be watching/do you watch/will you have watched* it? We could watch it together.
- Megan: Are you sure you want to? You ⁶ *won't enjoy/aren't going to enjoy/aren't enjoying* the book after seeing the film.
- Kate: I'm a slow reader. I ⁷ *'m forgetting/'ll be forgetting/'ll have forgotten* what the film was about by the time I manage to read the book.
- Megan: Ha!

Kate: Seriously, though, I don't know when I'll be able to get the book back to you. It ⁸ *is taking/will take/will be taking* me a few months to read it.

Megan: No worries. I ⁹ *won't have read/not due to read/won't be reading* it again.

Kate: OK. Well, I ¹⁰ *'ll have seen/'ll see/see* you on Saturday then.

Megan: Yes. Are you heading for the station now? I ¹¹ *'m getting/'ll get/get* the train to my aunt's house at 2.30. We could walk together.

Kate: No, I ¹² *'ll be waiting/'m going to wait/wait* here. Jake ¹³ *is to finish/was due to finish/finishes* work in five minutes and I want to meet him.

Megan: OK. Bye then!

5 Complete the article with the correct future continuous or future perfect form of the verbs in brackets.

Three things you're doing which seem productive, but aren't ...

In the busy world of work, it always seems that we ¹ _____ (**never/finish**) everything before the deadline. So most of us have developed strategies to help us get things done more quickly. Unfortunately, some of these strategies don't help as much as we think they do.

Keeping your to-do list in your head

If you don't write down what you have to do, you may save a couple of minutes, but it's likely that you ² _____ (**wake up**) in the middle of the night, thinking about your tasks. It would be much better to write it down and then deal with each task one by one.

Putting the most important task at the top of your list

Putting a task at the top of the list does not guarantee you ³ _____ (**complete**) it before the deadline. In fact, it makes it likely that you ⁴ _____ (**still/put it off**) as the deadline approaches, as highlighting the task will make you more anxious about it. Instead, do a couple of easier tasks first, to warm yourself up.

Saying yes to everything

Saying yes is much easier than saying no, but if you say yes to everything you ⁵ _____ (**soon/feel**) overwhelmed and stressed. It would be much better to only say yes to a few projects and do them well. You ⁶ _____ (**achieve**) much more by the end of the week.

6 Complete the text with the verb forms from the box.

are due to become are on the point of letting
is going to be will also enable will be able to
will be taking will be using will bring will have
will have established

Everyone seems to agree that in the future we ¹_____ technology more and more in the classroom and in other learning environments. And even though many people fear that we ²_____ technology take over, experts believe that in the next decade we ³_____ how to make the most of using different technologies for learning.

One such development is that classrooms of the future ⁴_____ more globally interactive, where students ⁵_____ virtual trips to other countries, rather than reading about them. As technology develops and becomes more immersive, history students ⁶_____ visit the past and see, hear and smell the 1500s, for example. Geographers and geologists could similarly experience earthquakes and volcanoes.

Technological developments ⁷_____, for example, students to look at biological organs on a screen in 3D and maybe even 'build' one themselves using a 3D printer, which ⁸_____ a range of uses in the classroom.

There is no doubt the learning environment of the future ⁹_____ an exciting place, but despite the possibilities that technology ¹⁰_____, experts warn that education must still revolve around the relationship between student and tutor.

UNIT 12 NATURE AND ENVIRONMENT

The passive with the infinitive and the -ing form

Passive

We use *being* + past participle:

- ▶ after the following verbs: *avoid, dislike, enjoy, finish, hate, imagine, like, miss, object, practice, prevent, remember, stop, suggest.*

I enjoyed being guided around the chocolate factory.

We must prevent time being wasted on pointless initiatives.

They remember the pizzas being cooked in a wood-fired oven.

- ▶ after the following prepositions: *about, with, without, in, at, of, for.*

I'm interested in being selected for this year's competition.

He's terrified of being laughed at by his friends.

- ▶ in the past.

She left without being seen by anyone.

We use *to be* + past participle after the following verbs: *begin, deserve, expect, hope, order, persuade, prefer, want.*

We expect our food to be prepared in advance.

They ordered us to be accompanied by a guide at all times.

She deserved to be treated better.

1 Complete the passive sentences (1–8) with the correct form of the verbs in brackets.

- 1 He doesn't like _____ (tell) what to do.
- 2 We're looking forward to _____ (show) around the new offices.
- 3 I'm not scared of _____ (criticize) by others.
- 4 They should avoid _____ (drive) by my brother. He's a dreadful driver!
- 5 I want this food _____ (reheat). It's cold.
- 6 We hope _____ (move) to a better hotel room this afternoon.
- 7 We'd prefer _____ (take) around the exhibition by a guide.
- 8 They're complaining about _____ (charge) extra for their breakfast.

2 Complete the second sentence in each pair so it has the same meaning as the first sentence. Use an -ing form or an infinitive.

- 1 He was fed up with his wife telling him what to wear.
He was fed up with _____ what to wear by his wife.
- 2 It would be better if the director informs me personally.
I would rather _____ by the director in person.
- 3 She is the first female prime minister.
She is the first woman _____ prime minister.
- 4 I will not put up with you speaking to me like that.
I will not put up with _____ to like that.
- 5 Ted deserved the pay rise his boss gave him.
Ted deserved _____ a pay rise by his boss.

3 Find one grammatical mistake in each sentence (1–8) and correct it.

- 1 I really dislike been told what to do!
- 2 She prefers her steak be cooked well.
- 3 We weren't happy about be left to find the station ourselves.
- 4 I just managed to avoiding being hit by that car.
- 5 Does this milk need to thrown away? It smells bad.
- 6 They didn't mind being ask to wait – they weren't in a hurry.
- 7 Would you prefer being taken to the airport by taxi?
- 8 I regret not tell you about this before. I didn't realize you would be so upset!

IRREGULAR VERBS

Infinitive	Past simple	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bid	bade	bidden
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
can	could	—
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
get up	got up	got up
give	gave	given
go	went	gone/been
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent