

Grammar Reference

Unit 1

The indefinite article *a/an*

We use **a/an**:

- with nouns when referring to an unspecified thing; it means *any one*. *Bob has got **a** car and **a** bike. The car is green and the bike is blue.*
- with singular countable nouns when we want to say what somebody/something is or what someone's job is. *It is **a** cat. Mary is **an** engineer.*
- with the verb *have (got)*. *I have got **a** motorbike.*
- in certain expressions when we want to show how often we do something. *I go to the gym twice **a** week.*

We use **a**:

- before singular countable nouns which begin with a consonant sound (**a** union, **a** house).

We use **an**:

- before singular countable nouns which begin with a vowel sound (**an** hour, **an** army).

We don't use **a/an**:

- with uncountable or plural nouns. In these cases, we use **some** instead of **a/an**. *I need **some** coffee and sugar. I will buy **some** envelopes.*
- before an adjective if it is not followed by a noun. However, if the adjective is followed by a noun, we use **a** if the adjective begins with a consonant sound and **an** if the adjective begins with a vowel sound. *It is **a** construction. It is huge. It is **a** huge construction. This is Mary's house. It is impressive. It is **an** impressive house.*

The definite article *the*

We use **the**:

- with nouns when talking about something specific. *Bob has got **a** car and **a** bike. **The** car is green and **the** bike is blue.*
- with nouns that are unique (**the** sun, **the** Earth, etc).
- with names of newspapers (**the** Guardian), cinemas (**the** Odeon), theatres (**the** Empire), museums/art galleries (**the** Louvre), ships (**the** Marie Celeste), organisations (**the** United Nations).
- with the names of rivers (**the** Thames), groups of islands (**the** Seychelles), mountain ranges (**the** Alps), deserts (**the** Sahara), oceans (**the** Atlantic), canals (**the** Panama canal), countries when they include words such as **States**, **Kingdom**, **Republic** (**the** UK), names or nouns with of (**the** Houses of Parliament), in geographical terms such as **the** Antarctic/Arctic/equator, **the** North of Ireland, **the** North/East/South/West.
- with the names of musical instruments and dances (**the** guitar, **the** salsa).

- with the names of families (**the** Browns) and nationalities ending in **-sh**, **-ch** or **-ese** (**the** French). Other nationalities can be used with or without **the** (**the** Egyptians/Egyptians).
- with titles (**the** Queen, **the** President) **BUT** not with titles including a proper name (*Queen Victoria*).
- with adjectives/adverbs in the superlative form (**the** best film I have ever seen) **BUT** when **most** is followed by a noun, it doesn't take **the**. *Most people enjoy going to the cinema*
- with the words **day**, **morning**, **afternoon** and **evening**. *It was early in **the** morning when they left.*
BUT: at night, at noon, at midnight, by day/night
- with historical periods/events (**the** last Ice Age, **the** Vietnam war). **BUT: World War I**
- with the words **only**, **last** and **first** (used as adjectives). *She was **the** only one who didn't come.*
- with the words **station**, **cinema**, **theatre**, **library**, **shop**, **coast**, **sea(side)**, **beach**, **country(side)**, **city**, **jungle**, **world**, **ground**, **weather**. *Let's go to **the** cinema.*

We do not use **the**:

- with uncountable and plural nouns when talking about something in general. *Planes are a safe means of transport. Tea is a very popular drink.*
- with proper nouns. *Ann works as a librarian.*
- with the names of sports, games, activities, days, months, celebrations, colours, drinks and meals. *We had dinner with the Smiths on Friday.*
- with languages, unless they are followed by the word **language**. *Bob speaks Polish, French and English fluently.*
BUT: The French language is spoken in parts of Canada.
- with the names of countries which don't include the word **State**, **Kingdom** or **Republic**. *Germany, India, Australia.* **BUT** there are some exceptions: **the Netherlands, the Gambia, the Vatican.**
- with the names of streets (*Oxford Street, Penny Lane*). **BUT: the M6, the A42**, squares (*Trafalgar Square*), bridges (*London Bridge*) **BUT: the Golden Gate Bridge**, parks (*Hyde Park*), railway stations (*Euston, King's Cross*), mountains (*Mount Everest*), individual islands (*Crete*), lakes (*Lake Baikal*) and continents (*Asia*).
- with possessive adjectives or the possessive case. *That is my pen.*
- with the names of restaurants, shops, banks, hotels, etc which are named after the people who started them (*Harrods, Mario's Restaurant*).
- with the words **bed**, **hospital**, **college**, **court**, **prison**, **school**, **university** when we refer to the purpose for which they exist. *The injured men had to be taken to hospital.* **BUT: We went to the hospital to visit Harry.**
- with the word **work** (= place of work). *I need to leave work by 10 o'clock.*
- with the words **home**, **mother**, **father**, etc when we talk about our own home/parents.
- with **by + means of transport** (*bus/ferry/train/car etc*). *We travelled to Paris by train.*
- with the names of illnesses. *He's got chicken pox.* **BUT: flu/the flu, measles/the measles, mumps/the mumps**

Both/Neither

Both

- refers to two people, things or groups. It has a positive meaning and is followed by a plural verb. **Both Anne and Lynn study at university.**

Neither

- refers to two people, things or groups. It has a negative meaning and is followed by a singular verb in the affirmative. **Neither composition is descriptive enough. Neither of + plural noun phrase** can be followed by either a singular or plural verb in the affirmative. **Neither of the boys is/are good at school.**

All/Either/Another/Several/None/Whole

All

- refers to more than two people, things or groups. It is followed by a plural verb. **All of them are wonderful doctors.**
- can go after the verb *to be*. **They are all very unhappy about the whole situation.**
- after the auxiliary verb, but before the main verb. **They have all signed up.**
- can be followed by *day/morning/week/year*. **He has been reading a book all day.**
- Both/All** can go a) after the verb *to be*, or b) after an auxiliary verb but before the main verb. **They are all/both exhausted.**

Either

- refers to two people, things or groups and is followed by a singular countable noun. **You may visit me on Saturday or Monday. Either day is fine by me.** However, the phrase structure **Either of + plural noun** can be followed by either a singular or plural verb. **Either shirt is fine. Either of the shirts is/are fine.**
- We can use **not ... either (of)** instead of **neither (of)**. **Either** can be used at the end of a negative sentence. **"I have never met Harry." "I have never met him either."**

Another

- means *additional, an extra one*. It is used with singular countable nouns. **Shall I give you another glass of water?**
- also means *different/besides this/these*. **I honestly don't want to buy this dress in black. Can you show me another one?**

Several

- is used to refer to an imprecise number of people or things that is not large but is greater than two. **I have to write several reports tonight.**

None

- None of** refers to two or more people, groups or things and has a negative meaning. It is used with nouns or object pronouns and is followed by either a singular or a plural verb. **None of the singers is/are American.**

Whole

- is used with singular countable nouns. We use **a/the/this/my etc + whole + noun**. **Whole** is not used with uncountable nouns. **He ate the whole cake. He ate all of the cake. He spent all of his money on CDs. NOT: He spent the whole of his money on CDs.**

Some/Any/No

Some, any and **no** are used with uncountable nouns and plural countable nouns. e.g. *some tea, some tomatoes, etc.*

- Some** and its compounds (somebody, someone, something, somewhere) are normally used in affirmative sentences. **There is some milk left in the bottle.**
- Some** and its compounds are also used in interrogative sentences when we expect a positive answer, for example when we make an offer or request. **Would you like something to drink?**
- Any** and its compounds (anyone, anything, etc) are usually used in interrogative sentences. **Has anyone talked to Bob today? Not any** is used in negative sentences. **There isn't any cheese in the fridge. Any** and its compounds can also be used with negative words such as **without, never, rarely**. **I have never talked to anyone like him before.**
- When **any** and its compounds are used in affirmative sentences, there is a difference in meaning. **We can go anywhere you like.** (it doesn't matter where) **Anyone could have done that.** (it doesn't matter who)
- No** and its compounds are used instead of **not any** in negative sentences. **She said nothing.** (= She didn't say anything.) **There was nobody in the room.** (= There wasn't anybody in the room.)
Note: We use a singular verb with compounds of **some, any** and **no**. **There is nothing we can do.**

Every/Each

Each and **every** are used with singular countable nouns. We normally use **each** when we refer to two people or things and **every** when we refer to three or more people or things. **She was carrying a glass in each hand. Every house in the village has a red front door.**

- The pronouns **everyone, everybody, everything** and the adverb **everywhere** are used in affirmative, interrogative and negative sentences, and are followed by a singular verb.
- We normally use **every** when we are thinking of people or things together, in a group, to mean *all*. **Every person in the room was talking** (= all together). We normally use **each** when we are thinking of people or things separately, one at a time. **She spoke to each person in turn** (= one at a time).
- We use **every** to show how often something happens. **The bus leaves every hour.**
- We use **every** but not **each** with words and expressions such as **almost, nearly, practically, and without exception**. **In winter, it snows almost every day.**

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A few/Few – A little/Little

A **few** and **few** are used with plural countable nouns. A **little** and **little** are used with uncountable nouns.

- A **few** means *not many, but enough*. We have **a few** hours before we meet them. Shall we go and get something to eat? **Few** means *hardly any, almost none* and can be used with **very** for emphasis. There were (**very**) **few** people on the platform.
- A **little** means *not much, but enough*. There is **a little** tea left – would you like another cup?
- **Little** means *hardly any, almost none* and can be used with **very** for emphasis. There is (**very**) **little** butter left. I'll go and buy some.
- **few/fewer/fewest**
- **little/less/least**

A lot of/Lots of – Much – Many

- A **lot of/lots of** are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. The **of** is omitted when a **lot/lots** are not followed by a noun. Were there **a lot/lots of** people at the cinema? Yes, there were lots.
- **Much** and **many** are usually used in negative or interrogative sentences. **Much** is used with uncountable nouns and **many** is used with plural countable nouns. There aren't **many people** in the room. Did you spend **much time** on the project?
- **How much** and **how many** are used in questions and negations.
How much + uncountable noun → amount
How many + countable noun → number
How much sugar do you take?
How many cats does she have?
- **Too much** is used with uncountable nouns. It has a negative meaning and shows that there is more of something than is wanted or needed. I couldn't work, because the workmen were making **too much** noise.
- **Too many** is used with plural countable nouns. It has the same negative meaning as **too much**. It was very crowded. There were **too many** people there.
- We use **many/much/some/any/most/(a) few/(a) little/several/one/two**, etc + **of** followed by **the/that/this/these/those** and then a noun when talking about a specific group. **Some of the houses** in my neighbourhood are very cheap (houses in that neighbourhood).
But: Some houses are very cheap (houses in general).

Countable – Uncountable Nouns

- **Countable** nouns are those that can be counted (*one box, two boxes*, etc). **Uncountable** nouns are those that cannot be counted (*water, bread*, etc). **Uncountable** nouns take a singular verb and are not used with **a/an**.

Groups of uncountable nouns include:

- mass nouns (*apple juice, butter, sugar*)
- subjects of study (*Chemistry, History, Maths*)
- sports (*football, rugby, cricket*)

- languages (*Italian, Japanese, Arabic*)
- diseases (*chicken pox, malaria, tuberculosis*)
- natural phenomena (*rain, snow, mist*)
- collective nouns (*luggage, money, furniture*)
- certain other nouns (*accommodation, anger, luck*)

Too/Enough

Too

- has a negative meaning. It shows that something is more than enough, necessary or wanted. It is used in the following patterns:
 - a. **too + adjective/adverb + to-infinitive**.
The whole situation is **too** good to be true!
 - b. **too ... for somebody/something**.
This skirt is **too** small for me.
 - c. **too ... for somebody/something + to-infinitive**.
This composition is **too** complicated for me to write.

Enough

- has a positive meaning. It shows that there is as much of something as is wanted or needed. It is used in the following patterns:
 - a. **adjective/adverb + enough + to-infinitive**
I reckon she is old **enough** to look after herself.
BUT: *not + adjective/adverb + enough + to-infinitive (negative meaning)*
Unfortunately, he did not do well **enough** to pass the exam.
 - b. **enough + noun + to-infinitive**
There's **enough** time to hand in your projects, so don't worry.

Unit 2

Present Simple and Present Continuous

We use the present simple for:

- facts and permanent states. Frank **works** as a lawyer.
- general truths and laws of nature. Water **freezes** at 0°C.
- habits and routines (with **always, usually**, etc). She **usually goes** to the market on Mondays.
- timetables and programmes (in the future). His train **arrives** at six o'clock next Tuesday.
- sporting commentaries, reviews and narrations. Beckham **wins** the ball, **crosses** and Owen **scores**.
- feelings and emotions. I **love** Moscow. It's a beautiful city.

The time expressions we use with the present simple are: *usually, often, always, every day/week/month/year etc, in the morning/afternoon/evening, at night/the weekend, on Fridays, etc*

We use the present continuous (to be + verb -ing):

- for actions taking place at or around the moment of speaking. Mary **is doing** the washing up.
- for temporary situations. We **are decorating** the living room this week.

- for fixed arrangements in the near future. *I'm going out with Tony tonight.*
- for currently changing and developing situations. *The air is becoming more and more polluted.*
- with adverbs such as **always** to express anger or irritation at a repeated action. *She is always biting her nails.*

The time expressions we use with the present continuous are: *now, at the moment, at present, these days, nowadays, still, today, tonight, etc*

Stative Verbs

Stative verbs are verbs which describe a state rather than an action, and so do not usually have a continuous tense. These verbs are:

- verbs of the senses (**see, hear, smell, taste, feel, look, sound, seem, appear**, etc). *The material feels really hard.*
- verbs of perception (**know, believe, understand, realise, remember, forget**, etc). *I know where John is.*
- verbs which express feelings and emotions (**like, love, hate, enjoy, prefer, detest, desire, want**, etc). *Mary enjoys swimming.*
- some other verbs (**be, contain, include, belong, fit, need, matter, cost, own, want, owe, weigh, wish, have, keep**, etc) *That shirt he bought me doesn't fit very well.*

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

Present Simple	Present Continuous
THINK <i>I think he's a very good lawyer. (= believe)</i>	<i>We are thinking about moving house. (= are considering)</i>
HAVE <i>He has a Porsche. (= own, possess)</i>	<i>I am having a great time. (= am experiencing)</i> <i>He is having a shower. (= is taking)</i> <i>We are having lunch. (= are eating)</i>
SEE <i>I can see the lighthouse from my house. (= it is visible)</i> <i>I see what he means. (= understand)</i>	<i>I'm seeing the dentist at ten o'clock. (= am meeting)</i>
TASTE <i>The cake tastes delicious. (= it is, has the flavour of)</i>	<i>Bill is tasting the soup to see if it needs more salt. (= is testing)</i>
SMELL <i>The pasta smells very good. (= has the aroma)</i>	<i>She is smelling the roses. (= is sniffing)</i>
APPEAR <i>He appears to know where he's going. (= seems to)</i>	<i>He is appearing in a play at the Rex. (= is performing)</i>
FIT <i>The shoes fit him perfectly. (= are the right size)</i>	<i>Tom is fitting a new lock on the front door. (= is attaching)</i>

Note:

- The verb **enjoy** can be used in continuous tenses to express a specific preference.
Bill really enjoys playing squash. (general preference)
BUT: *He's enjoying the party very much. (specific preference)*
- The verbs **look** (when we refer to somebody's appearance), **feel** (experience a particular emotion), **hurt** and **ache** can be used in simple or continuous tenses with no difference in meaning.
I feel very happy. = I am feeling very happy.

Adverbs of Frequency

These include **always, frequently, often, once, twice, sometimes, never, usually, ever, hardly ever, rarely, occasionally** etc.

- Adverbs of frequency are normally placed before the main verb. *He rarely walks to work. He hardly ever goes to the opera.*
- However, adverbs of frequency are placed after the verb **to be** and after auxiliary verbs. *Jane is often late for work. I have always wanted to go to Cracow.*

Used to/Be used to/Get used to

- We use **used to + infinitive** to refer to *past habits or states*. In such cases, **used to** can be replaced by the *past simple* with no difference in meaning.
I used to smoke a lot. (I don't smoke any more.) I smoked a lot when I was younger.
Note: We use *past simple* and **NOT used to** for actions which happened at a definite time in the past.
Jane called me last night. NOT: Jane used to call me last night.
- we use **be used to + noun/pronoun/-ing form**.
I am not used to loud noise. – I am not accustomed to loud noise. (present)
Leo is used to working hard. – He is accustomed to working hard. (present)
I was used to travelling a lot. – I was accustomed to travelling a lot. (past)
- we use **get used to + noun/pronoun/-ing form**.
Mark is getting used to his new house. – He is becoming accustomed to his new house. (present)
I had never lived in the countryside but I quickly got used to it. – I became accustomed to it. (past)
He will soon get used to commuting by train. – He will become accustomed to commuting by train. (future)

Unit 3

Infinitive

The **to-infinitive** is used:

- to express purpose. *He left early to catch the 8 o'clock train.*
- after certain verbs (**agree, appear, decide, expect, hope, plan, promise, refuse**, etc). *They expect to start building next Monday.*

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- after **would like, would prefer, would love**, etc to express a specific preference. *I would prefer **to stay** in tonight.*
- after adjectives which describe feelings/emotions (*happy, sad, glad, etc*); express willingness/unwillingness (*willing, eager, reluctant, etc*); refer to a person's character (*clever, kind, etc*) and the adjectives **lucky** and **fortunate**. *I was very happy **to hear** that Bill got promoted.*
Note: With adjectives that refer to character we can also use an impersonal construction. *It was kind of you **to let** me know.*
- after **too/enough**. *It is **too cold to go** out.*
- to talk about an unexpected event, usually with **only**. *I finally arrived at the airport **only to find** that my flight had been cancelled.*
- with **it + be + adjective/noun**. *It **wasn't easy to find** a new job.*
- after **be + first/second/next/last** etc. *He **was the last person to talk** to me.*
- after verbs and expressions such as **ask, learn, explain, decide, find out, want, want to know** etc, when they are followed by a question word. *She **explained how to use** the machine.*
Note: **why** is followed by **subject + verb**, NOT an infinitive. *I wonder **why she didn't** come.*
- in the expressions **to tell you the truth, to be honest, to sum up, to begin with** etc. ***To tell you the truth**, I did it on my own.*
Note: If two **to-infinitives** are linked by **and** or **or**, the **to** of the second infinitive can be omitted. *I would like **to go and see** for myself.*

The infinitive without **to** is used:

- after modal verbs. *Beth **can play** the piano well.*
- after the verbs **let, make, see, hear, and feel**. *They **made him leave** the room.* BUT: we use the **to-infinitive** after **be made, be heard, be seen**, etc (passive form). *He **was made to leave** the room.*
Note: When **see, hear** and **watch** are followed by an **-ing form**, there is no change in the passive. *He **saw me reading** the letter. I **was seen reading** the letter.*
- after **had better** and **would rather**. *We **had better go** on foot.*
- **help** can be followed by either the **to-infinitive** or the infinitive without **to**. *She **helped me (to) fix** the door handle.*

-ing form

The **-ing form** is used:

- as a noun. ***Jogging** is good for your health.*
- after certain verbs: **admit, appreciate, avoid, continue, deny, fancy, go** (for activities), **imagine, mind, miss, quit, save, suggest, practise, consider, prevent**. *He **suggested going** out.*
- after **love, like, enjoy, prefer, dislike, hate** to express general preference. *Jamie **loves listening** to rock music.* BUT: for a specific preference (would like/would prefer/would love) we use a **to-infinitive**.

- after expressions such as **be busy, it's no use, it's (no) good, it's (not) worth, what's the use of, can't help, there's no point in, can't stand, have difficulty (in), have trouble**, etc. ***There is no point in talking** to her; she won't believe you.*
- after **spend, waste** or **lose** (time, money, etc). *He **spent a lot of money redecorating** his flat.*
- after the preposition **to** with verbs and expressions such as **look forward to, be used to, in addition to, object to, prefer (doing sth to sth else)**. *He **prefers watching TV to listening** to music.*
- after other prepositions. *He was thinking **of moving** house.*
- after the verbs **hear, listen to, notice, see, watch, and feel** to describe an incomplete action. *I **heard Bill talking** to Ann. (I only heard part of the conversation.)*
BUT: we use the infinitive without **to** with **hear, listen to, notice, see, watch, and feel** to describe the complete action. *I **heard Bill tell** the story. (I heard the whole story.)*

Difference in meaning between the **to-infinitive** and **-ing form**

Some verbs can take either the **to-infinitive** or the **-ing form** with a change in meaning.

- **forget + to-infinitive** = not remember. *He **forgot to post** the letters.*
forget + -ing form = not recall. *I'll never **forget travelling** around Japan.*
- **remember + to infinitive** = not forget. *Did you **remember to lock** the door?*
remember + -ing form = recall. *I **remember seeing** Ann at the meeting.*
- **mean + to-infinitive** = intend to. *I'm sorry, I never **meant to hurt** your feelings.*
mean + -ing form = involve. *If I lose my job, I'm afraid it will **mean moving** to a smaller flat.*
- **regret + to-infinitive** = be sorry to (normally used in the present simple with verbs such as **say, tell, inform**). *We **regret to inform** you that you have failed your exams.*
regret + -ing form = feel sorry about. *I **regret losing** touch with my old school friends.*
- **try + to-infinitive** = do one's best, attempt. *She **tried to tell** you but you weren't listening.*
try + -ing form = do something as an experiment. *Why don't you **try adding** some salt?*
- **stop + to-infinitive** = stop temporarily in order to do something else. *They **stopped to have** lunch.*
stop + -ing form = finish doing something. *Will you **stop complaining** all the time?*

Reported Speech - Statements

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks. The word **that** can either be used or omitted after the introductory verb (*say, tell, suggest, etc*).

*She said **(that) she wouldn't leave at 10 o'clock.***

Say - Tell

- say + no personal object. He **said** he was very hungry.
- say + to + personal object. He **said to us** (that) he was very hungry.
- tell + personal object. He **told us** he was very hungry.

Expressions used with say, tell and ask.

Say	hello, good morning/afternoon etc, something/nothing, so, a prayer, a few words, no more, for certain/sure, etc
Tell	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc
Ask	a question, a favour, the price, after somebody, the time, around, for something/somebody, etc

Reported Statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence.
John said, "I'm having my car repaired."
John said (that) he was having his car repaired.
- We can report someone's words either a long time after they were said (out-of-date reporting) or a short time after they were said (up-to-date reporting).

Up-to-date reporting

The tenses can either change or remain the same in reported speech.

Direct speech: *Tim said, "I still **haven't called** them."*
Reported speech: *Tim said (that) he still **hasn't/hadn't called** them.*

Out-of-date reporting

The introductory verb is in the past simple and the tenses change as follows:

Direct speech	Reported speech
Present Simple → Past Simple <i>"My flight leaves at 3 o'clock."</i>	<i>He said (that) his flight left at 3 o'clock.</i>
Present Continuous → Past Continuous <i>"I am playing tennis this afternoon."</i>	<i>He said (that) he was playing tennis that afternoon.</i>
Present Perfect → Past Perfect <i>"I have cleaned my room."</i>	<i>He said (that) he had cleaned his room.</i>
Past Simple → Past Simple or Past Perfect <i>"I paid £12 for the video."</i>	<i>He said (that) he paid/had paid £12 for the video.</i>

Direct speech	Reported speech
Past Continuous → Past Continuous or Past Perfect Continuous <i>"I was driving to York."</i>	<i>He said that he was driving/had been driving to York.</i>
Future (will) → Conditional (would) <i>"I will tell you tomorrow."</i>	<i>He said that he would tell me the next day.</i>

- Certain words and time expressions change according to the meaning as follows:
now → then, immediately
today → that day
yesterday → the day before, the previous day
tomorrow → the next/following day
this week → that week
last week → the week before, the previous week
next week → the week after, the following week
ago → before
here → there
come → go
bring → take
- The verb tenses remain the same in reported speech when the introductory verb is in the present, future or present perfect.
*Sam **has (often) said**, "Politicians **are** all the same."*
*Sam **has (often) said** (that) politicians **are** all the same.*
- The verb tenses can either change or remain the same in reported speech when reporting a general truth or law of nature.
*The teacher said, "Crete **is** an island."*
*The teacher said (that) Crete **is/was** an island.*

Reported Questions

- Reported questions are usually introduced with the verbs **ask**, **inquire**, **wonder** or the expression **want to know**.
- When the direct question begins with a question word (**who**, **where**, **how**, **when**, **what**, etc), the reported question is introduced with the same question word.
"What time is it, please?" (direct question)
*He asked me **what time** it was. (reported question)*
- When the direct question begins with an auxiliary (**be**, **do**, **have**), or a modal verb (**can**, **may**, etc), then the reported question is introduced with **if** or **whether**.
"Are there any apples left?" (direct question)
*He asked me **if/whether** there were any apples left. (reported question)*
- In reported questions, the verb is in the affirmative. The question mark and words/expressions such as **please**, **well**, **oh**, etc are omitted. The verb tenses, pronouns and time expressions change as in statements.
"Can you tell me when the next train to Leeds is, please?" (direct question)
He asked me when the next train to Leeds was. (reported question)

Reported Orders

To report orders in reported speech, we use the introductory verbs **order** or **tell + sb + (not) to - infinitive**.

"Halt!" (direct order)

He **ordered them to halt**. (reported order)

"Stop arguing!" (direct order)

She **told us to stop arguing**. (reported order)

Unit 4

Present Perfect

We use the present perfect (**have + past participle**) for:

- an action that happened at an unstated time in the past. The emphasis is on the action, the time when it occurred is unimportant or unknown. **I have washed the dishes. Ann has been to Portugal twice.**
- an action which started in the past and continues up to the present, especially with stative verbs (see above) such as **be, have, like, know**, etc. **I have known Bill for ten years.**
- a recently completed action. **I have typed the letters.**
- personal experiences or changes. **She has put on weight.**

The time expressions we use with the present perfect are: *for, since, already, always, just, ever, never, so far, today, this week/month etc, how long, lately, recently, still (in negations), etc*

Present Perfect Continuous

We use the present perfect continuous (**have + been + verb -ing**):

- to put emphasis on the duration of an action which started in the past and continues up to the present. **We have been painting the walls all morning.**
- for an action which started in the past and lasted for some time. It may still be continuing or has finished already with the result visible in the present. **He's tired because he has been working since 10 o'clock in the morning.**
- to express anger, irritation or annoyance. **He has been reading my newspaper without asking me.**
- for repeated actions in the past continuing to the present. **He has lost weight because he has been going to the gym every day after work.**

The time expressions we use with the present perfect continuous are: *for, since, how long, all day/morning/ month etc, lately, recently*

Note: with the verbs **live, work, teach** and **feel** we can use the present perfect or the present perfect continuous with no difference in meaning. **She has lived/has been living in Denver for the last ten years.**

Unit 5

Adjectives

- **Adjectives** describe nouns, go before nouns and have the same form in the singular and plural. *a huge tree/ huge trees*
- Adjectives can also be used alone after the verbs **be, look, smell, sound, feel, taste, seem, appear, become, get, stay**, etc. *He is handsome. It smells good.*
- There are two kinds of adjectives: **opinion adjectives** (*interesting, fantastic*) which show what a person thinks of somebody or something, and **fact adjectives** (*old, fat, short*) which give us factual information about size, age, colour, origin, material, etc.
- There are also **compound adjectives** which are formed with:
 - a) present participles: *long-lasting journey*
 - b) past participles: *broken-down car*
 - c) cardinal numbers + nouns: *a three-day trip*
NOT: ~~a three-days trip~~
 - d) well, badly + past participle: *well-informed people*

Order of adjectives

- Opinion adjectives go before fact adjectives. *a beautiful Italian girl*
- When there are two or more fact adjectives in a sentence, they usually go in the following order:
size – age – shape – colour – origin – material - used for/be about – noun
a small, old, square, Chinese table
- We do not usually have a long list of adjectives before a single noun. A noun is usually described by one, two or three adjectives at the most.

Adverbs

- **Adverbs** usually describe verbs, adjectives, other adverbs or sentences.
- An adverb can be one word (*quickly*) or a phrase (*in the afternoon*). Adverbs can describe **manner** (how), **place** (where), **time** (when), **frequency** (how often), **degree** (to what extent), etc.

Formation of adverbs

- We usually form an adverb by adding **-ly** to the adjective. *extreme-extremely*
BUT: *elderly, cowardly, friendly, likely, deadly, lively, silly, ugly, lovely*, etc are adjectives. We use the words **way/manner** to form their adverbs. *Bob had been very friendly to me. He greeted us in a friendly way/manner.*
 - Adjectives ending in **-le** drop the **e** and take **-y**.
simple-simply
 - Adjectives ending in **consonant + y** drop the **y** and take **-ily**. *lucky-luckily*
 - Adjectives ending in **-l** take **-ly**. *actual-actually*
- The adverbs **loud(ly), cheap(ly), quick(ly), tight(ly), fair(ly)**, and **slow(ly)** are often used without **-ly**. *She speaks loud.*

- Some adverbs have the same form as adjectives such as: **hard, fast, free, high, low, deep, early, late, long, near, straight, right, wrong.** Also **hourly, daily, weekly, monthly and yearly.**

He runs **fast**. (adverb)/He is a **fast** runner. (adjective)

- The adverbs below have two forms, each with a different meaning: *They buried the treasure **deep** underground.* (= a long way down)

He is **deeply** depressed. (= very)

The club members can use the sauna **free**. (= without payment)

He was **strolling** in the corridors of the embassy **freely**. (= without limit or restriction)

He put the cookies too **high** for the children to reach. (= at/to a high level)

The film is **highly** recommended. (= very much)

She returned home **late** in the evening. (= not early)

She's made great progress **lately**. (= recently)

Which of these three shirts do you like **most**? (= superlative of much)

She was trying to explain to him that she's **mostly** interested in drama. (= mainly)

My house is **near** work. (= close)

The accused **nearly** collapsed when he heard the verdict. (= almost)

She speaks French **pretty** well. (= rather)

Mary was **prettily** dressed for the party. (= in a pretty way)

He has been studying **hard** for the exams. (= with a lot of effort)

Hardly anyone did well in the exams. (= almost no one)

Note: *hardly* has a negative meaning and is often used with: any, anything, anyone anywhere and ever.

Order of adverbs

- Adverbs usually go after verbs but before adjectives, other adverbs and participles.

He walks **slowly**. (manner)

The film was **absolutely** amusing. (degree)

- Sometimes adverbs go before the main verb, eg. the adverbs of frequency (often, always, etc.)

He **often** plays tennis at weekends.

- When there are two or more adverbs in the same sentence, they usually come in the following order:

manner – place – time

The little child was playing **happily in the garden all day yesterday**.

- If there is a verb of movement (go, come, leave, etc) in the sentence, then the adverbs come in the following order: **place – manner – time**

John went **to school on foot this morning**.

- Adverbs of place and time can go at the end of the sentence.

I'll go shopping **tomorrow**. (time)

Comparisons

As / Like

We use **like**:

- with nouns/pronouns/-ing form to express similarity.
She treats him **like a servant**. (He isn't a servant.)

- with **feel, look, smell, taste**. *She **looks like** her sister.*

We use **as** to say what somebody or something really is. *He works **as a** waiter.*

Comparatives and Superlatives

We use the **comparative** to compare one person or thing with another. We use the **superlative** to compare one person or thing with more than one person or thing of the same group. We often use **than** after a comparative and **the** before a superlative. *He is **older than** me. He's **the oldest** person in the room.*

Formation of comparatives and superlatives from adjectives and adverbs:

- with one-syllable adjectives, we add **-(e)r** to form the comparative and **-(e)st** to form the superlative.

close – closer – closest

Note: for one syllable adjectives ending in a **vowel + a consonant**, we double the consonant.

big – bigger – biggest

- with two-syllable adjectives ending in **-ly, -y, -w**, we also add **-er / -est**. *narrow – narrower – narrowest*

Note: for adjectives ending in a **consonant + y**, we replace the **-y** with an **-i**. *tiny – tinier – tiniest*

- with other two-syllable adjectives or adjectives with more than two syllables, comparatives and superlatives are formed with **more/most**.

intelligent – more intelligent – most intelligent

- with adverbs that have the same form as their adjectives, we add **-er/-est**. *hard – harder – hardest*

- two-syllable or compound adverbs take **more/most**.

slowly – more slowly – most slowly

Note: *clever, common, cruel, friendly, gentle, pleasant, polite, shallow, simple, stupid, quiet* can form their comparatives and superlatives either with **-er/-est** or with **more/most**

- Irregular forms:**

good – better – best / bad – worse – worst /

much – more – most / little – less – least /

far – farther/further – farthest/furthest /

many/lots – more – most

Types of comparisons:

- as + adjective + as** (to show that two people or things are similar in some way) In negative sentences we use **not as/so ... as**. *This car is **as expensive as** that one.*
- less + adjective + than** (expresses the difference between two people or things) The opposite is **more ... than**. *Ann is **less rich than** her sister.*
- the least + adjective + of/in** (compares one person or thing to two or more people or things in the same group) The opposite is **the most ... of/in**. *She is **the least hard working** person in the company.*
- much/a lot/far/a little/a bit/slightly + comparative** (expresses the degree of difference between two people or things) *Tony is **slightly younger than** Bob.*
- comparative and comparative** (to show that something is increasing or decreasing) *It gets **colder and colder** every day.*

Grammar Reference

- **the + comparative ... , the + comparative** (shows that two things change together, or that one thing depends on another thing). **The more** you talk, **the less** they listen.
- **by far + the + superlative** (emphasises the difference between one person or thing and two or more people or things in the same group). *Last summer was **by far the best** summer I ever had.*

Present/Past Participles

We use **present participles** to describe something. *It was a **boring** meeting.* (How was the meeting? Boring.)

We use **past participles** to say how someone felt. *We were **bored**.* (How did we feel? Bored.)

Unit 6

Obligation/Duty/Necessity

Must: Expresses duty, strong obligation to do sth or that sth is essential. We generally use **must** when the speaker has decided that sth is necessary. *I **must** pay the rent today.*

Have to: Expresses strong necessity/obligation. We usually use **have to** when somebody other than the speaker has decided that sth is necessary. *The lawyer said we **have to** sign the papers urgently.*

Note: **Must** and **have to** have different meanings in questions. *Do I **have to** wash the dishes now? (Is it necessary for me ...?) **Must** I wash the dishes now? (Do you insist that I ...?)*

Should/Ought to: Expresses duty, weak obligation. These are less emphatic than **must/have to**. *We **should** buy a new car soon.*

Need: It is necessary to. ***Need** I ask in writing?*

Note: **Need** can be used as a modal verb or as a main verb with no change in meaning. ***Need** I finish the essay today? (Do I need to finish the essay today?)*

Absence of necessity

Needn't/Don't have to/Don't need to + present infinitive: It isn't necessary to do sth (in the present/future). *You **don't need to** iron the clothes – I will do it.*

Prohibition

Mustn't/Can't: It is forbidden to do sth; it is against the rules/law; you are not allowed to do sth. *You **mustn't/can't** smoke in hospitals.*

Logical Assumptions/Deductions

Must: Sure/Certain that sth is true.

Must is used in affirmative sentences and expresses positive logical beliefs. *You've been working all day, so you **must** be tired!*

Can't/couldn't: Certain that sth is not true/real.

Can't and **couldn't** are used in negations and express negative logical assumptions. *That **can't** be Bill, since he's at work.*

Possibility

Can + present infinitive: General possibility, sth is theoretically possible. Not used for a specific situation. *For dessert you **can have** apple pie or ice cream.*

Could/May/Might + present infinitive: It is possible/likely, perhaps. Used to show sth is possible in a specific situation. *You should keep this ring, it **may be** valuable one day.*

Note: we can use **can/could/might** in questions **BUT NOT may**. *Do you think that you **can/could/might** work on this?*

Ability/Permission

Can: expresses ability in the present. *He **can** play football.*

Could: expresses ability in the past. *I **could** work until late when I was younger.*

Can/Could/May/Might ...?: we use the structures to ask permission to do something. **Could** and **may** are more polite than **can**. **Might** is formal.

***Can** I go out? (informal)*

***Could/May/Might** you help me with this essay? (formal)*

Unit 7

Past Simple

We use the past simple:

- for an action that occurred at a definite time (stated or implied) in the past. *He **posted** the invitations yesterday.*
- for actions that happened immediately after one another in the past. *She **locked** the door and **headed for** her car.*
- for habits or states which are now finished. *Mr Smith **worked** as a gardener when he was younger.*

Note: **Used to** can also be used instead of the past simple for habits/repeated actions in the past.

The time expressions we use with the past simple are: *yesterday, then, when, How long ago ...?, last night/week/month/year/Friday/October etc, three days/weeks etc ago, in 1999 etc*

Past Continuous

We use the past continuous:

- for an action which was in progress when another action interrupted it. We use the past continuous for the action in progress (the longer action), and the past simple for the action which interrupted it (shorter action). *We **were swimming** when it started to rain.*
- for two or more simultaneous actions in the past. *Bill **was watching** TV in the living room while Tony **was having** a shower.*

- for an action which was in progress at a stated time in the past. We don't mention when the action started or finished. *At 8 o'clock yesterday I **was having** dinner with Mark.*
- to describe the atmosphere, setting etc and to give background information to a story. *The birds **were singing** and the sun **was shining** as we **were walking** towards the cabin.*

Note: When there are two past continuous forms in a sentence with the same subject, we can avoid repetition by just using the present participle (-ing form) and leaving out the verb *to be*. *He **was riding** his bike; he **was whistling** a tune. = He **was riding** his bike, **whistling** a tune.*

The time expressions we use with the past continuous are: *while, when, as, all morning/evening/day/week etc*

Past Perfect

We use the past perfect (had + past participle):

- for an action which happened before another past action or before a stated time in the past. *Ann **had finished** cooking by six o'clock.*
- for an action which finished in the past, and whose result was visible at a later point in the past. *He **had broken** his leg a month ago and he still **couldn't** walk properly.*
- for a general situation in the past. *Everything **had seemed** normal at first.*

The time expressions we use with the past perfect are: *before, after, already, just, for, since, till/until, when, by the time, never etc*

Past Perfect Continuous

We use the past perfect continuous:

- to put emphasis on the duration of an action which started and finished in the past, before another action or stated time in the past, usually with *for* or *since*. *He **had been walking** for about an hour before he reached his destination.*
- for an action which lasted for some time in the past and whose result was visible in the past. *He **had been painting** and his clothes were covered in paint.*

The time expressions we use with the past perfect continuous are: *for, since, how long, before, until etc*

Time expressions to talk about the past:

- ago** (= back in time from now) is used with the past simple. *I did the ironing about an hour ago.*
- since** (= from a starting point in the past) is used with the present perfect (simple and continuous). *I haven't seen Bill since he moved to Rome.*
- for** (= over a period of time) is used with the present perfect (simple and continuous). *They've been listening to CDs for hours.*

already is used in statements and questions (to show surprise). *I have already spoken to Ann. Have you done your homework already?*

yet is used with the present perfect in questions and negations. *Have you finished your essay yet? I haven't finished cooking yet.*

Absence of necessity

Needn't + bare perfect infinitive: it was not necessary to do sth, but it was done. *You **needn't** have informed Mr. Jones. I had already done so.* (It was not necessary but you did it.)

Didn't need to/Didn't have to + infinitive : it was not necessary to do sth. An action did not happen in the past because we knew then that it was not necessary. *You **didn't need** to pay the bill.* (It wasn't necessary, so you didn't pay it.)

Possibility

Could/Might/Would + perfect infinitive: sth was possible, but it did not happen. *Yesterday you **were driving like mad!** You **could** have had an accident.* (but luckily you didn't)

Criticism

Could/Should/Might/Ought to + perfect infinitive: it would have been better if you had *You **should** have asked for my help* (but you didn't).

Obligation

Must + perfect infinitive: assumption about an action in the past. *You **must** have already finished these exercises.*

Logical Assumptions

Must/Can't + perfect infinitive: positive (**must**) and negative (**can't**) logical assumptions about the past. *You **must** have broken your leg! You **can't** have studied hard.*

Unit 8

The Passive

We form the passive with the verb **to be** in the appropriate tense and the **past participle** of the main verb. Only transitive verbs (verbs which take an object) can be used in the passive. (*live* does not have a passive form.)

We use the passive:

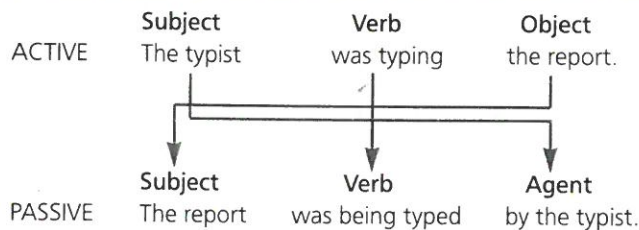
- when the person or people who do the action are unknown, unimportant or obvious from the context. *Bill's car **was stolen**.* (We don't know who stole it.) *The office **is being redecorated**.* (It's unimportant who is doing it.) *The burglar **has been arrested**.* (It's obvious that the police arrested him.)

Grammar Reference

- when the action itself is more important than the person/people who do it, as in news headlines, newspaper articles, formal notices, advertisements, instructions, processes etc. *The wedding ceremony will be held on October 15th.*
- when we want to avoid taking responsibility for an action, or when we refer to an unpleasant event and we do not want to say who or what is to blame. *Ten passengers were killed in the accident.*

Changing from the active to the passive:

- the **object** of the active sentence becomes the **subject** in the passive sentence
- the active verb remains in the same tense but changes into a passive form
- the **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition **by** or is omitted.



- Only transitive verbs (verbs that take an object) can be changed into the passive. **Active:** *Bill lives in a flat.* (intransitive verb) **no passive form:** *A flat is lived in by Bill.*
Note: some transitive verbs (*have, exist, seem, fit, suit, resemble, lack, etc*) cannot be changed into the passive. *Roy has a BMW.* **NOT:** *A BMW is had by Roy.*
- we can use the verb **to get** instead of the verb to be in everyday speech when we talk about things that happen by accident or unexpectedly. *He got injured when he was playing squash.* (instead of *He was injured...*)
- **By + the agent** is used to say who or what carries out an action. **With + instrument/material/ingredient** is used to say what the agent used. *The cake was made by Lyn.* It was made **with** fresh strawberries from the garden.
- The agent can be omitted when the subject is *they, he, someone/somebody, people, one, etc.* *Somebody has watered the plants.* = *The plants have been watered.*
- The agent is not omitted when it is a specific or important person, or when it is essential to the meaning of the sentence. *The film was directed by Coppola.*
- With verbs which can take two objects, such as *bring, tell, send, show, teach, promise, buy, sell, read, offer, give, lend, etc*, we can form two different passive sentences.
Bob gave the parcel to me. (active)
I was given the parcel by Bob. (passive, more usual)
The parcel was given to me by Bob. (passive, less usual)
- If in an active sentence a preposition follows a verb, then in the passive it is placed immediately after the verb. *A bee stung Ann on the leg.* *Ann was stung on the leg by a bee.*
- The verbs **hear, help, see** and **make** are followed by the bare infinitive in the active, but by the to-infinitive in the passive. *She made me clean my room.* *I was made to clean my room.*

- **Let** becomes **be allowed to** in the passive. *The teacher let the children play in the playground.* *The children were allowed to play in the playground.*
- To ask questions in the passive, we follow the same rules as for statements, keeping in mind that the verb is in the interrogative form. *Have they answered the letter yet?* *Has the letter been answered (by them) yet?*
- When we want to find out who or what performed an action, the passive question form is **Who/What ... by?** *Who was the film directed by?*

Causative Form

- we use **have + object + past participle** to say that we have arranged for someone to do something for us. The past participle has a passive meaning. *Jackie had her hair dyed.* (She didn't dye it herself.)
- Questions and negations of the verb **have** are formed with **do/does** (present simple) or **did** (past simple). *Did you have your hair cut yesterday?*
- We also use **have something done** to talk about an unpleasant experience that somebody had. *Last night Neil had his car stolen.* (= His car was stolen.)
- We can use the verb **get** instead of **have** in informal conversation. *I'm going to get a new lock fitted.*
Note: the word order is very important. *Tony had his bike repaired* and *Tony had repaired his bike* have very different meanings. In the first case, Tony arranged for someone else to do the repairs, whereas in the second case he carried out the repairs himself.

	Regular active form	Causative form
Present Simple	<i>She washes the dishes.</i>	<i>She has the dishes washed.</i>
Present Continuous	<i>She is washing the dishes.</i>	<i>She is having the dishes washed.</i>
Past Simple	<i>She washed the dishes.</i>	<i>She had the dishes washed.</i>
Past Continuous	<i>She was washing the dishes.</i>	<i>She was having the dishes washed.</i>
Future Simple	<i>She will wash the dishes.</i>	<i>She will have the dishes washed.</i>
Future Continuous	<i>She will be washing the dishes.</i>	<i>She will be having the dishes washed.</i>
Present Perfect	<i>She has washed the dishes.</i>	<i>She has had the dishes washed.</i>
Present Perfect Continuous	<i>She has been washing the dishes.</i>	<i>She has been having the dishes washed.</i>
Past Perfect	<i>She had washed the dishes.</i>	<i>She had had the dishes washed.</i>
Past Perfect Continuous	<i>She had been washing the dishes.</i>	<i>She had been having the dishes washed.</i>
Infinitive	<i>She should wash the dishes.</i>	<i>She should have the dishes washed.</i>
-ing form	<i>It's worth washing the dishes.</i>	<i>It's worth having the dishes washed.</i>

Reported Commands/Requests/Suggestions, etc

To report commands, requests, suggestions, instructions, etc, we use a special introductory verb followed by a **to-infinitive**, **-ing form** or **that-clause**, depending on the introductory verb.

Introductory verb	Direct speech	Reported speech
+ to infinitive		
agree	"Yes, I'll lend you my car."	He agreed to lend me his car.
*claim	"I'm working on this."	He claimed to be working on it.
*demand	"I want to leave now."	He demanded to leave then.
offer	"Would you like me to help you?"	He offered to help me.
*promise	"I promise I'll call you."	He promised to call me.
refuse	"No, I won't do that."	He refused to do that.
*threaten	"Stop talking or I'll give you extra homework."	He threatened to give us extra homework if we didn't stop talking.
+ sb + to-infinitive		
advise	"You should try to get fit."	He advised me to try to get fit.
allow	"You can watch TV."	He allowed me to watch TV.
ask	"Please stop talking."	He asked me to stop talking.
beg	"Please, please, help me."	He begged me to help him.
command	"Cease fire!"	He commanded them to cease fire.
encourage	"You should come with us."	He encouraged me to go with them.
forbid	"You cannot play loud music at night."	He forbade me to play loud music at night.
invite	"Will you come to the party?"	He invited me to go to the party.
order	"Drop it!"	He ordered me to drop it.
*remind	"Don't forget to lock the door."	He reminded me to lock the door.
*warn	"Be careful with it."	He warned me to be careful with it.
+ -ing form		
accuse sb of	"She told Ann everything."	He accused her of telling everything to Ann.
*admit (to)	"Yes, I broke the vase."	He admitted to breaking/having broken the vase.
apologise for	"I'm sorry I am late."	He apologised for being late.
*boast about/of	"I'm an excellent cook."	He boasted of being an excellent cook.
*complain (to sb) of/about	"I feel very tired."	He complained (to me) of feeling very tired.

Introductory verb	Direct speech	Reported speech
*deny	"I didn't steal the car!"	He denied stealing/having stolen the car.
*insist on	"I am going to take you out."	He insisted on taking me out.
*suggest	"Why don't we eat together tomorrow?"	He suggested eating together the next day.
+ that clause		
explain	"It is faster to go by train."	He explained that it was faster to go by train.
inform sb	"You failed the test."	He informed me that I had failed the test.

* The verbs marked with an asterisk can also be followed by a **that-clause** in reported speech. *He claimed that he didn't have any idea.*

Note: to report negative commands and requests we usually use **not + to-infinitive**.

Direct: Mum said, "**Don't touch** the socket!"

Reported: Mum told us **not to touch** the socket.

- In conversation we use a mixture of statements, commands and questions. When we turn them into reported speech, we use **and**, **as**, **adding that**, **and he/she added that**, **because**, **but**, **since**, etc. Words such as **oh!**, **oh dear**, **well**, etc are omitted in reported speech. **Direct:** "Oh! That's a nice skirt," Ann said to me. "It suits you perfectly."
Reported: Ann said that it was a nice skirt and added that it suited me perfectly.

Unit 9

Future Simple

We use the future simple (**will + bare infinitive**) for:

- decisions made at the moment of speaking. *It's cold. I'll close the window.*
- predictions about the future, based on what we think, believe or imagine, using the verbs **think**, **believe**, **expect**, etc; the expressions **be sure**, **be afraid**, etc; and the adverbs **probably**, **certainly**, **perhaps**, etc. *He will probably tell you later.*
- promises, threats, warnings, requests, hopes and offers. *Will you help me tidy the room?*
- actions, events, situations which will definitely happen in the future and which we can't control. *Bob will be thirty years old in May.*

Be going to

We use **be going to**:

- for plans, intentions or ambitions for the future. *He's going to be a lawyer when he finishes university.*

Grammar Reference

- actions we have already decided to do in the near future. *Steve **is going to** spend his holidays in Spain.*
- predictions based on what we can see or what we know, especially when there is evidence that something will happen. *Look at the dark clouds. **It's going to** rain.*

The time expressions we use with the future simple and **be going to** are: *tomorrow, the day after tomorrow, tonight, soon, next week/month/year/summer etc, in a week/month etc*

Future Continuous

We use the future continuous (**will be + verb -ing**):

- for actions which will be in progress at a stated future time. *This time next month, **I'll be lying** on the beach.*
- for actions which will definitely happen in the future as the result of a routine or arrangement. *We **will be visiting** the Smiths at the weekend.*
- when we ask politely about someone's plans for the near future. ***Will you be finishing** the report soon?*

Future Perfect

- We use the **future perfect (will have + past participle)** for actions that will have finished before a stated time in the future. *We **will have moved** house by the end of June.*

The time expressions we use with the future perfect are: *before, by, by then, by the time, until/till (only in negative sentences)*

Future Perfect Continuous

- We use the **future perfect continuous (will have been + verb -ing)** to emphasise the duration of an action up to a certain time in the future. The future perfect continuous is used with: **by ... for**. ***By the end of May, John will have been working** here for ten years.*

Time clauses when talking about the future:

When we use words and expressions such as **while, before, after, until/till, as, when, whenever, once, as soon as, as long as, by the time**, etc to introduce time clauses, we use the **present simple** or **present perfect**, NOT future forms.

***By the time we get** there the film will have ended.
(NOT: **By the time we will get** there ...)*

We also use the **present simple** and **present perfect**, NOT **future forms**, after words and expressions such as **unless, if, suppose/supposing, in case**, etc. *Take a raincoat **in case** it rains later. (NOT: ... **in case it will rain** later.)*

We use **future forms** with:

- **when**, when it is used as a question word. ***When will you be going** skiing?*

- **if/whether** – after expressions which show uncertainty/ignorance etc, such as **I don't know, I doubt, I wonder, I'm not sure**, etc. *I don't know **whether** he **will pass** his exams.*

Type 0/1 Conditionals

Type 0 conditionals are used to express a general truth or a scientific fact. In this type of conditional we can use **when** instead of **if**.

If-clause	Main Clause
If/When + present simple	→ present simple
<i>If/When you mix black and white paint, you get grey.</i>	

Type 1 conditionals are used to express a real or very probable situation in the present or future.

If-clause	Main Clause
If + present simple	→ future simple, imperative, can/must/may etc + bare infinitive
<i>If I finish work early tonight, I will/might/etc go out with Tony.</i>	

When the hypothesis comes before the main clause, we separate them with a comma. When the main clause comes before the if-clause, then we do not use a comma to separate them.

Note: with type 1 conditionals we can use **unless + affirmative verb** (= if + negative verb). *I **will not be able to come unless** Bill gives me a lift. (= If Bill does not give me a lift, ...)*

Type 2 and 3 Conditionals

- **Conditionals Type 2 (unreal present)** are used to express imaginary situations which are contrary to facts in the present, and therefore are unlikely to happen in the present or the future. We can use either **was** or **were** for **I, he, she, it**, in the if-clause. We can also use the structure **If I were you ...** to give advice.

If-clause	Main Clause
If + past simple/past continuous	→ would/could/might + present bare infinitive
<i>If I knew how to do it, I would help.</i>	
<i>If Bill was working today, we would see him.</i>	
<i>If I were you, I would tell her the truth.</i>	

- **Conditionals Type 3 (unreal past)** are used to express imaginary situations which are contrary to facts in the past. They are also used to express regrets or criticism.

If-clause	Main Clause
If + past perfect/past perfect continuous	→ would/could/might + perfect bare infinitive
<i>If they had asked me, I would have helped.</i>	
<i>If I hadn't been working today, we would have gone to the beach.</i>	

Mixed Conditionals

We can form mixed conditionals, if the context permits it, by combining an if-clause from one type with a main clause from another.

If-clause	Main Clause
Type 2 If he came back late last night,	Type 1 he won't be on time for work today.
Type 2 If you were polite,	Type 3 you wouldn't have talked to him like that.
Type 3 If he hadn't missed the bus,	Type 2 he would be here now.

Wishes

- We can use **wish /if only** to express a wish.

Verb Tense		Use
+ past simple/ past continuous	<i>I wish I was on holiday now. (but I'm not) If only I were going with them. (but I'm not)</i>	<i>to say that we would like something to be different about a present situation</i>
+ past perfect	<i>I wish I had passed the exams. (but I didn't) If only she hadn't lied to me. (but she did)</i>	<i>to express regret about something which happened or didn't happen in the past</i>
+ subject + would + bare inf.	<i>I wish you would stop talking. If only it would stop snowing.</i>	<i>to express:</i> <ul style="list-style-type: none"> a polite imperative. a desire for a situation or person's behaviour to change

- Note:**
- If only** is used in exactly the same way as **wish** but it is more emphatic or more dramatic.
 - we can use **were** instead of **was** after **wish** and **if only**. *I wish I **were/was** on holiday now.*

The Unreal Past

The **past simple** can be used to refer to the **present** when we talk about imaginary, unreal or impossible situations which are contrary to facts in the present.

The **past perfect** can be used to refer to imaginary, unreal or impossible situations which are contrary to facts in the past. The past simple is used with:

- type 2 Conditionals** – *If he **had** money, he **would** move house.*
- suppose/supposing** – ***Suppose/Supposing** he **lied** to you, what **would** you do?*
- wish/if only** – *I **wish/if only** I **had** more space.*

- would rather (present)** – *I'd **rather** you **left** now.*
- as if/as though** – *Ronald **acts as if/as though** he **owned** the place.*
- it's (about/high) time** – *It's **(about/high) time** you **went** to bed.*

The past perfect is used with:

- type 3 Conditionals** – *If he **hadn't been** so rude, he **wouldn't have been** punished.*
- suppose/supposing** – ***Suppose/Supposing** you **had been** in a position to help, **would** you have done so?*
- wish/if only** – *I **wish/if only** I **hadn't lied**.*
- would rather (past)** – *I'd **rather** you **had not told** the truth.*
- as if/as though** – *He **spoke** about Strauss **as though/as if** he **had been** a personal friend.*

Had Better/ Would Rather

Had better (= it would be good to) is used to give strong or urgent advice. **Had better** cannot be used in the past or the comparative.

- had better + bare infinitive** → immediate future
*You **had better ask** for help.*

Would rather (= would prefer to) expresses preference. When the subject of **would rather** is also the subject of the following verb, we use the following constructions:

- would rather + present bare infinitive** → present/future.
*I'd **rather tell** you now.*
- would rather + perfect bare infinitive** → past
*I went out last night but I'd **rather have stayed** in.*
- would rather + bare infinitive + than + bare infinitive**
*Since it's such a beautiful day, I'd **rather go** to the park **than watch** TV.*

When the subject of **would rather** is different from the subject of the following verb, we use the following constructions:

- would rather + past tense** → present/future
*I'd **rather Ann worked** with you.*
- would rather + past perfect** → past
*I'd **rather we had left** earlier, then we **wouldn't have been** caught in the rush hour traffic.*

Unit 10

Relative Clauses

Relative clauses are introduced with either a **relative pronoun** or a **relative adverb**.

Relative pronouns

We use:

- who(m)/that** to refer to people.
- which/that** to refer to things.
- whose** with people, animals and objects to show possession (instead of a possessive adjective).

Grammar Reference

- **Who, which** and **that** can be omitted when they are the object of the relative clause. *He's the man (**who**) I am working for.*
- **Whom** can be used instead of **who** when it is the object of the relative clause. **Whom** is always used instead of **who** or **that** after a preposition. *That's the girl **to whom** Bill got engaged.*
- **Who, which** and **that** are not omitted when they are the subject of a relative clause. *The man **who** owns that shop is my cousin.*
- **Whose** is never omitted. *That's the man **whose** daughter got married to my neighbour.*

Relative adverbs

We use:

- when/that** to refer to a time (and can be omitted)
*That was the year (**when/that**) we moved to Madrid.*
- where** to refer to a place. *The hotel **where** we spent our summer holidays is closing down.*
- why** to give a reason, usually after the word **reason** (**why** can be omitted). *That's the reason (**why**) he left town.*

Identifying and Non-Identifying Relative Clauses

An identifying relative clause gives necessary information essential to the meaning of the main sentence. It is not put in commas and is introduced with **who, which, that, whose, where, when** or the **reason (why)**. *The man **who** bought our car lives next door.*

A non-identifying relative clause gives extra information and is not essential to the meaning of the main sentence. It is put in commas and is introduced with **who, whom, which, whose, where** or **when**. *The man, **who** was very impatient, left before the doctor came in.*

Clauses of Purpose

Clauses of purpose are used to explain why somebody does something. They are introduced with the following words/phrases:

- **to-infinitive** – *Colin went to the supermarket **to buy** some food.*
- **in order to/so as to + infinitive** (formal) – *The manager requested that everyone work overtime **in order to finish** the project on time.*
- **so that + can/will** (present/future reference) – *Take my number **so that you can call** me if you need any help.*
- **so that + could/would** (past reference) – *He left at 3 o'clock **so that he would be** at the station in plenty of time.*
- **in case + present tense** (present or future reference) – *Take an umbrella **in case it rains**.*
- **in case + past tense** (past reference) – *She **had packed** some warm clothes **in case it was** cold there.*
Note: **in case** is never used with **will** or **would**.
- **for + noun** (expresses the purpose of an action) – *They went to Mario's **for a snack**.*
- **for + -ing form** (expresses the purpose of something or its function) – *Scissors are used **for cutting** paper.*

- **with a view to + -ing form** – *The Browns rented the old cottage **with a view to spending** their holidays there.*

We can express negative purpose using:

- **in order not to/so as not to + infinitive** – *He made a list of the guests **so as not to forget** anyone.*
- **prevent + noun/pronoun (+from) + -ing form** – *Bad weather **prevented the ship from departing**.*

Clauses of Result

Clauses of result are used to express result. They are introduced with the following words/phrases:

as a result, therefore, consequently/as a consequence, so, so/such ... that, etc

- **as a result/therefore/consequently/as a consequence** – *The mayor had a serious accident and, **as a result/therefore/consequently/as a consequence** the opening of the new local sports centre was cancelled.*
*The mayor had a serious accident. **As a result/therefore/consequently/as a consequence** the opening of the new local sports centre was cancelled.*
- **so** – *I was tired, **so** I went to bed early.*
- **such a/an + adjective + singular countable noun** – *John is **such a good boy** that everybody loves him.*
- **such + adjective + plural/uncountable noun** – *They were **such hospitable people** that I will never forget them.*
*It was **such heavy luggage** that I couldn't lift it.*
- **such a lot of + plural/uncountable noun** – *He has got **such a lot of books** that he has to buy a new bookcase.*
*There was **such a lot of information** that I couldn't keep up with it.*
- **so + adjective/adverb** – *He felt **so embarrassed** that he left without saying goodbye.*
*The little boy ran **so fast** that nobody was able to catch him.*
- **so much/little + uncountable noun**
so many/few + plural noun – *There was **so much noise** that I couldn't hear him.*
*I've got **so little money** that I can't buy him a present.*
*There were **so many customers** in the shop that they had to queue.*
*He made **so few mistakes** that he will pass the exam.*

Concession

Clauses of concession are used to express a contrast. They are introduced with the following words/phrases:

but, although/even though/though, in spite of/despite, however, while/whereas, yet, nevertheless, on the other hand

- **but**
*It was hot **but** he was wearing a coat.*
- **although/even though/though + clause**
Even though is more emphatic than **although**. **Though** is informal and is often used in everyday speech. It can also be put at the end of a sentence.
Although/Even though/Though *it was hot, he felt cold.*
*He felt cold **although/even though/though** it was hot.*
*It was hot. He felt cold, **though**.*
- **in spite of/despite + noun/-ing form**
In spite of/Despite his qualifications, *he couldn't find a job.*
*He couldn't find a job **in spite of/despite (his)** qualifications.*
- **in spite of/despite + the fact that + clause**
In spite of/Despite the fact that he had qualifications, *he couldn't get a job.*
- **however/nevertheless**
A comma is always used after *however/nevertheless*.
*She left early. **However/Nevertheless**, she missed her appointment.*
- **while/whereas**
*She is short, **while/whereas** her brother is tall.*
- **yet (formal)/still**
*It was December, **yet** it was quite warm.*
*My car is old. **Still**, it is in very good condition.*
- **on the other hand**
*Buses aren't comfortable to travel in. **On the other hand**, cars are ...*

Question Tags

- **Question tags** are formed with an auxiliary verb and the appropriate personal pronoun. They take the same auxiliary as in the statement or, if there isn't an auxiliary in the statement, they take **do/does** (present simple) or **did** (past simple).
- After affirmative statements we use a negative interrogative tag and after negative statements we use a positive interrogative tag.
*He works as a clerk, **doesn't he?***
*She couldn't answer the question, **could she?***

Note:

- **Let's** has the tag **shall we?** – ***Let's** go out, **shall we?***
- **Let me/him** has the tag **will you/won't you?** – *You'll **let me** borrow your car, **won't you?***
- **I have (possess)** has the tag **haven't I?** **BUT I have (used idiomatically)** has the tag **don't I?** – ***He has** a bike, **hasn't he?** **He had** dinner with Ann, **didn't he?***
- **This/That is** has the tag **isn't it?** – ***This** shop is very expensive, **isn't it?***
- **I am** has the tag **aren't I?** – ***I am** late, **aren't I?***
- A negative imperative has the question tag **will you?** – ***Don't** forget to post this, **will you?***

Rules for Punctuation

Capital Letters

A capital letter is used:

- to begin a sentence. *This is a book.*
- for days of the week, months and public holidays. *Monday, January, New Year, etc*
- for names of people and places. *This is Bill Blake and he's from Surrey, England.*
- for people's titles. *Mr and Mrs Parker; Dr Brown; Professor Harris, etc*
- for nationalities and languages. *They are Spanish. He's fluent in Greek and Russian.*

Note: The personal pronoun I is always a capital letter. *Bob and I are working late tonight.*

Full Stop (.)

A full stop is used:

- to end a sentence that is not a question or an exclamation. *We're having a great time here in Barbados. We wish you were here.*

Comma (,)

A comma is used:

- to separate words in a list. *I need sugar, milk, flour and eggs.*
- to separate a non-identifying relative clause (i.e. a clause giving extra information which is not essential to the meaning of the main clause) from the main clause. *Ron, who is a singer, lives in Canada.*
- after certain linking words/phrases (e.g. in addition to this, moreover, for example, however, in conclusion, etc). *Moreover, Lyn is very impatient.*
- when if-clauses begin sentences. *If you have any questions, don't hesitate to ask.*

Note: no comma is used, however, when the if-clause follows the main clause.

- to separate question tags from the rest of the sentence. *Mr Jones is your new neighbour, isn't he?*

Question Mark (?)

A question mark is used:

- to end a direct question. *Who is he?*

Exclamation Mark (!)

An exclamation mark is used:

- to end an exclamatory sentence, i.e. a sentence showing admiration, surprise, joy, anger, etc. *What lovely weather! How rude!*

Quotation Marks (' ' or " ")

Quotation marks are used:

- in direct speech to report the exact words someone said. *'The train leaves at 11:45am,' said Tony. "What's your name?" he asked her.*

Colon (:)

A colon is used:

- to introduce a list. *There were three of us in the room: my brother, my friend Steve and me.*

Brackets ()

Brackets are used:

- to separate extra information from the rest of the sentence. *The most popular newspapers (i.e. The Guardian, The Observer, The Times, etc) can be found almost anywhere in the world.*

Apostrophe (')

An apostrophe is used:

- in short forms to show that one or more letters or numbers have been left out. *I'm (= I am) telling you ... He left for Spain in the winter of '01. (=2001)*
- before or after the possessive -s to show ownership or the relationship between people. *Bob's wife, my sister's daughter* (singular noun + 's)
my grandparents' cottage (plural noun + ')
men's suits (irregular plural + 's)

