



DAY 3:

Camping in the rain

When we got to the campsite, we put our tent up and unpacked our bags. Once everything was ready, we walked down to the nearest village. There was only one bar. It sold bread and cheese and fruit and served big bowls of hot soup. We bought some fruit for the morning, before sitting down to eat our soup. As soon as we sat down, it started to rain — and rain and rain! After eating, we played a game of cards and waited until the rain had finally stopped. By the time we got back to the campsite, the sky had cleared with not a cloud in sight. But when we got to our tent, we couldn't believe our eyes. It was completely flooded! We spent the night in the reception block!

Presentation

Use time conjunctions such as *after, when* and *before* to connect two sentences and explain how they are related by time:

We got to the campsite. We put our tent up. → *We put our tent up **when** we got to the campsite.*

When the time clause is at the beginning of the sentence, you need a comma between it and the main clause:

***When we got to the campsite,** we put the tent up.*

after / when / as soon as / once

Use *after, when, as soon as* and *once* to introduce the first action to happen in a series of actions:

***After / When / As soon as / Once** we got to the campsite, we put up the tent.*

(action 1 = arrive, action 2 = put up the tent)

You usually use the past simple with *when*:

***When we arrived** at the campsite ...*

With *after, as soon as* and *once*, you can also use the past perfect:

***After / As soon as / Once we'd arrived** ...*

before / until / by the time

Use *before, until* and *by the time* to introduce the second action in a series of actions:

***We bought some fruit before** we sat down to eat.*

(action 1 = buy fruit, action 2 = sit down)

Until shows that the first action stops just before the second action starts:

*We waited **until** the rain stopped / had stopped.*

You do not normally use *until* at the beginning of a sentence.

By the time shows that the first action takes place at an unspecified time before the second action:

***The sky had cleared by the time** we'd got back to the campsite.* (We don't know exactly when the sky cleared.)

You normally use the past simple with *before*. You can use either the past simple or the past perfect with *until* and *by the time*:

*We waited until it **stopped / had stopped** raining.*

***By the time we got / had got** there, it had stopped raining.*

after / before + -ing

You can also form time phrases using *after* or *before* followed by verb + *-ing*:

***After we ate** ... → **After eating,** ...*

Only use the *-ing* form when the subject of the verb is the same for both phrases:

***After we had eaten,** we played cards.* (The subject is the same.) → ***After eating,** we played cards.*

***After we had eaten,** the barman invited us to a game of cards.* (The *-ing* form is not possible without changing the meaning.)

1 Add the conjunctions in brackets to the sentences.

When

- 1 I got home, the first thing I did was have a quick shower. (when)
- 2 I checked my emails I started making some food. (before)
- 3 I'd seen that there were no messages for me, I started preparing supper. (once)
- 4 I waited the pasta had cooked, then I switched on the TV. (until)
- 5 I had finished watching the news, I started writing my blog. (as soon as)

2 Combine the two sentences using the time phrase in brackets.

- 1 We checked the train times carefully. We left for the concert. (before)
We checked the train times carefully before we left for the concert. / Before we left for the concert, we checked the train times carefully.
- 2 It was getting late. Our train arrived at the station. (by the time)
- 3 We got off the train. We ran to the bus stop. (as soon as)
- 4 We were on the bus. We texted the others to tell them we were on our way. (once)
- 5 We finally got there. We found out that the concert had been cancelled. (when)

3 Rewrite the clauses in bold using the -ing form where possible.

- 1 **Before she left the house**, she closed all the windows and switched off all the lights.
Before leaving the house, ...
- 2 **After they left**, we cleaned the house and prepared for our next guests.
-ing form not possible
- 3 **After we'd left our bags at the hostel**, we decided to take a walk around the city centre.
- 4 **Before he plays an important match**, he always checks that he's got his lucky socks.
- 5 **After the storm had finished**, the streets were covered in water and fallen trees.
- 6 **Before she left home and moved into her own flat**, she shared a bedroom with her sister.

4 Complete these sentences so that they are true for you.

- 1 As soon as I got home yesterday, _____.
- 2 When the alarm rang this morning, _____.
- 3 I always _____ before going to bed.
- 4 I usually _____ after doing sport.

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OSCAR ROUND-UP

When collecting his prize, he turned to the waiting crowd and lifted the award up high for everyone to see. While the crowd cheered, a voice shouted out, 'Who are you going to dedicate it to?' As he thought about his answer, a large smile spread across his face. 'To my mother, of course!' he replied.

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Presentation

Use the time conjunctions *when, while* and *as* to connect two sentences and show that the two actions happen at the same time:

I was walking down the street. I saw the strangest thing.
 → *I saw the strangest thing happen when/while/as I was walking down the street.*

You need a comma after the time clause when it is at the beginning of the sentence:

When/While/As I was walking down the street, I saw the strangest thing.

when

Use *when* (and not *as* or *while*) to talk about a short action that happened at the same time as a longer action. Use the past simple for the short action:

We were eating supper when it started to rain.

while

You usually use *while* (although *when* is also possible) to talk about two long actions that happened at the same time. Use the past continuous for both actions:

While he was putting the tent up, the others were unpacking the car.

as

Use *as* to talk about two short actions that happened at the same time. Use the past simple for both actions:

As I opened the door, I heard a noise.

when / while + -ing

You can form time phrases with *when/while* + verb + *-ing*. Use *when* for a short action, and use *when* or *while* for a long action:

When receiving the award, he smiled and shook her hand. (= at the moment when he received the award)

When/While answering questions from the press, he took time to think carefully about his answers. (= during the whole time)

You often use clauses with *when* + *-ing*:

- to introduce a set of instructions:

When speaking in public, always remember to speak slowly and clearly.

- to talk about habits:

When talking to the camera, he always looked at his feet.

Use clauses with *while* + *-ing* to talk about two long actions that are in progress at the same time. Use *while* with either of the actions:

He looked around nervously for support while answering the questions.

He answered the questions while looking around nervously for support.

1 The use of *while* is incorrect in four of the sentences. Replace the incorrect examples of *while* with *when*.

- 1 *While* I got up this morning, Elena and Hans were preparing breakfast. ~~X~~ *When*
- 2 Hans was making the coffee, *while* Elena fried the eggs. ✓
- 3 I was really surprised *while* I saw all the food.
- 4 We talked about our plans *while* we ate breakfast.
- 5 *While* Hans and I were clearing the table, Elena was checking the weather on the internet.
- 6 *While* checking the weather, she came across an interesting news story.
- 7 The roof of the town hall was damaged *while* it was struck by lightning last night.
- 8 *While* we heard this, we decided we had to go into town to see it.

2 Cross out the incorrect conjunctions. In one sentence all three conjunctions are possible.

- 1 *As / When / While* I arrived home, I heard a strange noise.
- 2 *As / When / While* I was walking up the stairs, I heard it again.
- 3 *As / When / While* I put my hand out to open the door to the bedroom, it slowly opened by itself.
- 4 *As / When / While* I jumped back in horror, a dark shadow crept out of the room.
- 5 I was about to scream *as / when / while* I saw that it was only the cat!
- 6 The cat turned and looked at me *as / when / while* I quietly laughed to myself.



3 Combine the two sentences using the conjunction in brackets and the verb + *-ing*.

- 1 You are giving a presentation to a room full of people. Always speak slowly and clearly. (when)
When giving a presentation to a room full of people, always speak slowly and clearly.
- 2 You are crossing the road. Remember to look both ways. (when)
.....
- 3 You are waiting for the pasta to cook. You can prepare the sauce. (while)
.....
- 4 He looked very uncomfortable. He answered the questions from the press. (when)
.....
- 5 She looked distractedly through the window at the rain. She listened to my questions. (while)
.....
- 6 You are driving the car. Don't use your mobile phone. (while)
.....



Presentation

The perfect aspect has three structures: present perfect, past perfect and future perfect. These can be combined with the continuous aspect to form present perfect continuous, past perfect continuous and future perfect continuous.

Present perfect simple

The present perfect looks back from now to actions or situations in the past that are in some way connected to the present. We use the present perfect simple:

- to talk about completed actions that are connected to the present: *The film has started.* (= it's on now)
- with time expressions that mean up to now, e.g. *today, this week: Have you spoken to Max this week?*

We also use the present perfect simple with *be, have, know* and other stative verbs to talk about unfinished actions and situations that continue until now: *We've known about the problem for a while.*

Present perfect continuous

We use the present perfect continuous:

- to talk about something that started in the past and is continuing now: *He's been talking on the phone for over an hour.*
- to talk about how we've been spending time recently: *Sorry, I haven't called. I've been working really hard.*

Past perfect simple

The past perfect looks back from a point in the past to an earlier event. We use the past perfect simple to talk about:

- single, completed events: *Somebody stole her car because she had left it unlocked.*
- repeated actions, when we give the number of times the action is repeated: *I'd looked at five guitars before I decided which one to buy.*

Past perfect continuous

We use the past perfect continuous to talk about how long an action, or series of actions, was in progress: *He was exhausted because he'd been travelling for 24 hours.*

Future perfect simple

We use the future perfect simple to talk about an action that is going to be completed at or before a given time in the future: *They'll have finished repairing the bridge by next week.*

Future perfect continuous

We use the future perfect continuous to talk about how long an action will have been in progress before a given time. It emphasises the fact that the action will take place over an extended period of time: *By the end of this year, I'll have been working here for 25 years.*

1 Complete the sentences using the present perfect simple or present perfect continuous form of the verbs. Use the present perfect continuous where possible.

- 1 The match started five minutes ago but no one (score) a goal yet.
- 2 How long you (know) each other?
- 3 You (play) that computer game for hours! Switch it off and do something else.
- 4 Sorry my phone was engaged, but I (talk) to a client in Switzerland all morning.
- 5 He (have) this car for over ten years and it never goes wrong.
- 6 We (discuss) your offer with management and we've decided to accept it.
- 7 Sorry, I was stuck in traffic. you (wait) long?
- 8 Ever since Gill left the company, the office (not be) the same.

2 Read part of a story and choose the correct form of the verbs.

He knew something was wrong because she ¹*hadn't called / hadn't been calling* him last night. It's true that she ²*d told / 'd been telling* him that she'd be travelling abroad for a few weeks so they wouldn't be able to meet. Even so, why ³*hadn't she sent / hadn't she been sending* at least an email? After all, their friendship ⁴*had gone / had been going* really well for the last twelve months and they ⁵*d even planned / 'd even been planning* their wedding since May. So, why ⁶*had everything changed / had everything been changing* so suddenly?

3 Complete the sentences about the world in 2050 using the future perfect simple or future perfect continuous of the verbs in the box.

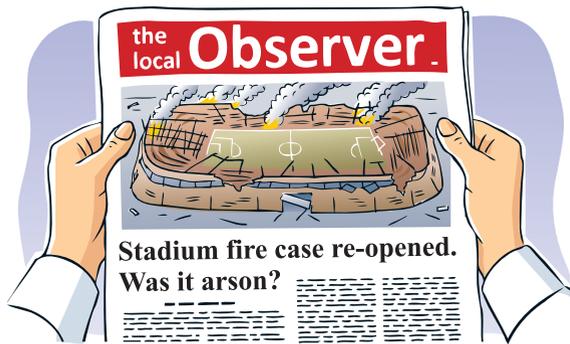
become do explore *grow* move reach replace use

By 2050 ...

- the world population ¹ *will have grown* to nine billion people.
- we ² the internet for over 50 years.
- the global temperature ³ warmer in most countries.
- humans ⁴ space for about one hundred years.
- humans ⁵ the planet Mars.
- most people ⁶ from the countryside to the city.
- robots ⁷ most of the routine jobs for the last thirty years.
- renewable energy ⁸ fossil fuels as the main type of energy.

4 Complete these sentences so that they are true for you using the perfect aspect in the simple or continuous form.

- 1 I've since I was a child.
- 2 Before I went to bed last night, I'd
- 3 By 2050, I'll



- A: Have you seen this article about that fire in the stadium?
 B: Oh, yeah, we've just been talking about that. What does the newspaper say?
 A: Well, it seems that the police have been looking at the evidence again and they've taken the manager in for questioning.
 B: Really? They've questioned him three or four times already, haven't they?
 A: Yes, but this time it looks more serious. They've closed the stadium. There'll be no match on Saturday.

Presentation

You can use both the present perfect simple and the present perfect continuous to talk about:

- recent past events and news stories.
*The police **have reopened** the case about the fire in the football stadium.*
*We've **just been talking** about the fire at the stadium.*
- a past event or action that has a present or future result.
*The police **have closed** the stadium.*
 (Result: There'll be no match on Saturday.)
*They've **been looking** at the evidence again.*
 (Result: They've closed the stadium.)

Use the present perfect simple to talk about a single, complete action:

*They've **taken** the manager in for questioning.*

Use the present perfect continuous to talk about an action, or series of actions, that was in progress in the recent past, but is no longer happening:

*The kids **have been playing** football. (= They are not playing football now.)*

You don't usually use stative verbs in the present perfect continuous:

*I've **known** the manager for several years. (don't say ~~I've been knowing~~ the manager for several years.)*

just

Use *just* to show that an action took place, or was in progress, recently. Use the present perfect simple to talk about a single, finished action: *I've **just finished**.*

Use the present perfect continuous to talk about an action that was in progress until recently: *I've **just been talking** to your mum on the phone.*

Quantity and duration

Use the present perfect simple to talk about a specific number of times you have done something in the past or the number of things you have produced or made:

*She's **been to** Paris three times in the last year.*

*He's **written** five books.*

*He's **had** several different jobs.*

TIP You often use the present perfect simple with expressions of quantity: *three books, four times, several jobs.*

Use the present perfect continuous to emphasise the duration of an action, or series of actions, in progress recently (we don't always know if the action is complete):

*The police **have been questioning** the manager all day.*

*I've **been working** at the computer all morning.*

*I've **been having** some strange dreams recently.*

TIP You often use the present perfect continuous with expressions of time such as *all morning, this week, over the last few months.*

1 Look at the pictures and write sentences using the present perfect continuous.



1 They / play / garden
They have been playing in the garden.



3 What / you / do?
.....



2 She / chop / onions
.....



4 you / hit / your sister?
.....

2 Choose the correct form of the verbs.

- 1 A: Why isn't Sam here?
B: His car's **broken** / *been breaking* down.
- 2 A: Why is the office such a mess?
B: We've **looked** / *been looking* for something.
- 3 A: What's that smell?
B: I've **cooked** / *been cooking*.
- 4 A: Are you going to buy a cake for Dad?
B: No, Sue's **baked** / *been baking* one already.
- 5 A: I need a cup of tea. I'm exhausted! I've **helped** / *been helping* Sue all day.
B: Here you are. Put your feet up and relax.
- 6 A: Have you **finished** / *been finishing*?
B: Yes, we have. We can take it easy now.

3 Look at the verbs in bold. Which should *not* be in the present perfect continuous? Where necessary, write the verbs in the present perfect simple.

- 1 I've **been working** hard all morning. I'm taking a break. ✓
- 2 I've **been writing** ten pages of the report.
~~X I've written~~
- 3 They've **been playing** really well all season.
- 4 They've **been winning** the last ten matches.
- 5 He's **been making** more than ten films in his short career.
- 6 He's **just been finishing** filming a new documentary.

4 Complete the conversation using the present perfect simple or present perfect continuous form of the verbs in brackets. Then listen and check.

- A: 1 (you / hear) the news? Bill
2 (just / resign).
- B: No! You're kidding! Why?
- A: Well, he 3 (not get on) with the boss recently.
- B: Yes, I noticed they 4 (argue) quite a lot recently.
- A: Yes, they 5 (have) two really big arguments in the last week. And he 6 (decide) that enough is enough. He 7 (quit) his job. He 8 (already / start) looking for a new one.
- B: Well, good luck to him, I say.

Samuel looked at the dark green door at the end of the corridor. It was the one room that the professor had asked him not to enter. However, **having visited** every other room in the house, he was now obsessed by this last door. And he was still convinced that he had heard a woman's scream in the night which could have only come from behind that door. **Walking slowly** up the corridor towards the door, he looked behind himself to check he was alone. The handle turned easily and the door opened. **Not being locked**, Samuel opened it further. 'Hello?' he called into the darkness beyond. Through the silence, he could hear faint breathing ...

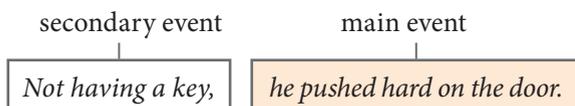


Presentation

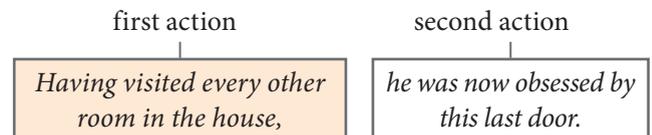
Use participial clauses to describe actions that happen simultaneously or consecutively.

- **Present participles** are formed with verb + *-ing*:
Walking slowly up the corridor towards the door, he looked behind himself.
Not having a key, he pushed hard on the door.
- **Perfect participles** are formed with *having* + past participle:
Having visited every other room in the house, he was now obsessed by this last door.
Not having been in that room before, he didn't know what he'd find.

The main clause of the sentence describes the most important event and the participial clause a secondary event:



If we want to emphasise that the first action finished before the second, we use the perfect participle:



Participle clauses can also express the following ideas:

- **Time**
When I look back on my childhood, I think my father was right about many things. → *Look back on my childhood, I think my father was right about many things.*
- **Cause**
Because he was a doctor, he was naturally curious. → *Being a doctor, he was naturally curious.*
- **Result**
The door wasn't locked. As a result, it allowed him to enter the room. → *The door wasn't locked, allowing him to enter the room.*

Note: The subject of a participle clause is the same as the subject of the main clause.

1 Choose the correct options.

- 1 *Knowing / Having known* the professor for three weeks, he felt he could ask him a personal question.
- 2 *Living / Having lived* in London for a year, she could tell visitors about many of the major landmarks.
- 3 The key fitted the lock, *allowing / having allowed* him to open the door.
- 4 *Being / Having been* a cyclist, I am very fit.
- 5 *Not passing / Not having passed* my driving test, I wasn't able to drive the car home that day.
- 6 I couldn't speak much Spanish, *not studying / not having studied* it at school.
- 7 *Not liking / Not having liked* red meat, I ordered the vegetarian dish.
- 8 The interview went very well, *meaning / having meant* that I got the job.

2 Complete the sentences using the present or perfect participle form of the verbs in brackets.

- 1 (be) a curious person, I always get into difficult situations and people often call me 'nosey!'
- 2 (study) literature at university, I still read many of the classics from time to time.
- 3 (not know) anything about geography, he couldn't find Singapore on the map.
- 4 (not use) the software before, she had to ask for help.
- 5 The police officer walked in front of the car, (force) the driver to stop.
- 6 (stop) the car, the police officer asked the driver to get out.
- 7 (not like) football, the boy suggested they all play a different game.
- 8 (not attend) any of the lectures, the student failed the end-of-term exams.

3 Complete the second sentence so that it means the same as the first. Use a participle clause.

- 1 Because they had forgotten the address, they called the company.
....., they called the company.
- 2 When I spoke to her, she sounded much happier.
....., she sounded much happier.
- 3 She stopped to chat to a friend. As a result, this caused her to miss the train.
She stopped to chat to a friend
- 4 The car was sent for scrap because it had broken down so many times.
The car was sent for scrap
- 5 He was excited when he heard he'd got the job.
He was excited
- 6 The fire brigade put out the fire very quickly. As a result, they saved everything in the house.
The fire brigade put out the fire very quickly



Presentation

Intensifying and modifying gradable adjectives

Adjectives can be gradable or non-gradable. Gradable adjectives describe a feature that can be strong or weak. Adverbs of degree such as *very*, *extremely*, *really* make the adjective stronger. Adverbs such as *not very* and *quite* make it weaker: *a very nice day*, *not a very nice day*, *quite a nice day*.

Most adverbs of degree come immediately before the adjective: *It was a very hot day*; *the sun was extremely hot*.

quite, not very, rather

Quite and *not* in *not very* come before *a/an*: *It was quite a nice day*. *It wasn't a very nice day*. (don't say *It was a quite nice day*. *It was a not very nice day*.)

Rather can come either before or after *a/an*: *rather a nice day* / *a rather nice day*.

Use *rather* to suggest that you are surprised: *It was rather a nice day* (= I didn't expect a nice day), or to express a negative opinion: *It's rather cold* (= I don't like the cold).

too and enough

Use *too* to criticise and say there is more than is necessary of a quality: *It was too big*. *He moved too slowly*.

Use *enough* to say that the thing or action has the correct amount of a quality: *It was big enough*. *He moved quickly enough*.

Enough comes after the adjective, but before a noun: *(not) big enough*; *(not) enough money*.

Intensifying and modifying non-gradable adjectives

Non-gradable adjectives describe a quality that is extreme or absolute. They cannot be made stronger or

weaker. Examples include: *amazed*, *convinced*, *delicious*, *delighted*, *exhausted*, *freezing*, *starving*, *unbearable*.

Do not use adverbs such as *very*, *fairly*, *too* or *enough* with non-gradable adjectives. (don't say: *very delicious*, *too freezing*)

But you can use adverbs such as *absolutely*, *really*, *totally* or *utterly* to emphasise the quality of the adjective: *We're absolutely delighted you came*. *I'm completely exhausted*. *It was really delicious*.

You can use *quite* and *really* with both gradable and non-gradable adjectives. *Quite* used with a non-gradable adjective means *totally*. The meaning of *really* does not change.

It was quite tasty. (= a little bit, not very)

It was quite delicious. (= totally. This use is more common in British English.)

Intensifying and modifying adverbs

You can also use adverbs to intensify or modify other adverbs: *He rode his bike really quickly*. *The customer spoke to me extremely rudely*.

gradable only:	non-gradable only:	both gradable and non-gradable:
extremely, fairly, rather, very, too, enough, pretty	absolutely, completely, totally, utterly	quite*, really (* the meaning changes)

TIP Certain non-gradable adjectives collocate more frequently with certain adverbs. For example, *absolutely freezing* is far more common than *utterly freezing*. You can check the collocations in a good dictionary.

1 Add the adverbs in brackets to the sentences.

- 1 I've been working ^{too} hard recently so I'm going to take a rest! (too)
- 2 His boss said he hadn't been working hard and gave him the sack! (enough)
- 3 Their relationship has always been strained. (very)
- 4 She was a domineering woman. (quite)
- 5 He was a quiet man, who never had much to say. (rather)
- 6 When he heard the news, he got angry. (pretty)

2 Complete the sentences A and B with the adverbs. Use each adverb once only. Then listen and check.

- 1 **totally / very**
 - A This is tasty. How did you make it?
 - B Wow! This is delicious. You didn't make it yourself, did you?
- 2 **n't very / utterly**
 - A I was unconvinced by his explanation.
 - B I was sure I was making the right decision.
- 3 **absolutely / rather**
 - A It's hot today, don't you think?
 - B Hot? It's boiling!
- 4 **completely / extremely**
 - A They had been walking for ten hours and were exhausted.
 - B They were tired and went straight to bed.
- 5 **pretty / absolutely**
 - A I hadn't eaten all day and I was starving when I got home.
 - B I'd only had a couple of biscuits for breakfast and I was hungry by the time I got to work.

3 Rewrite the sentences with a similar meaning, using the words in brackets.

- 1 He was walking too slowly. (enough)
He wasn't walking quickly enough.
- 2 It was a fairly mild day. (quite)
It
- 3 It had taken them quite a long time to find the house. (pretty)
It
- 4 It wasn't warm enough to go swimming. (cold)
.....
- 5 Rather a long time had passed since we last saw them. (fairly)
.....
- 6 She wasn't speaking loudly enough. (too)
.....

4 Add adverbs of degree to the sentences below to make them true for you.

- 1 I study hard. I study quite hard. / I don't study very hard. / I study extremely hard.
- 2 My hometown is small and quiet.
- 3 My neighbours are friendly.
- 4 I speak English well.



Presentation

do, does, did for emphasis

You can add emphasis to affirmative sentences by adding:

- *do/does* before the main verb in the present simple:

You look beautiful. → *You **do** look beautiful.*

She looks beautiful. → *She **does** look beautiful.*

Notice that the main verb is in the infinitive after *do/does*. (don't say *She ~~does~~ looks beautiful*.)

- *did* before the main verb in the past simple:

I told you she'd be late. → *I **did** tell you she'd be late.*

Notice that the main verb is in the infinitive after *did*. (don't say *I ~~did~~ told you she'd be late*.)

For negative sentences using *don't*, *doesn't* or *didn't*, you add emphasis by using the full form *do not*, *does not*, *did not* and stressing *not*:

We don't need to hurry. → *We **do not** need to hurry!*

He didn't have to wait too long. → *He **did not** have to wait too long.*

Do not use *do/does/did* for emphasis with the verb *to be* or with continuous and perfect tenses.

Add emphasis to these forms by using the full form (affirmative and negative). Do not use the contracted form:

We're late. → *We **are** late!*

We aren't late. → *We **are not** late!*

Everyone's waiting. → *Everyone **is** waiting.*

I've remembered the ring. → *I **have** remembered the ring.*

do with imperatives

You can add emphasis to an imperative sentence with *do*. It is often used to express anger or annoyance:

Hurry up! → ***Do** hurry up!*

Clean up your mess! → ***Do** clean up your mess!*

1 Ⓞ Make each conversation more emphatic in two places. Use the two forms of *do* in brackets and change the main verb where necessary. Then listen and check.

Conversation 1: (does / did)

- A: That cake ^{does look} looks delicious. Can I try some?
 B: No, it's for later.
 A: But you made it for my birthday.
 B: Yes, but everyone's coming later. So wait!

Conversation 2: (do / do)

- A: Why are Gretel and Colin smiling?
 B: I don't know, but they seem very happy.
 A: Maybe they have some good news for us.
 B: Oh! I hope you're right.

2 Make the sentences as short, direct and emphatic as possible. Start with the emphatic *Do*



- 1 Would you mind tidying up your bedroom.
 Do tidy up your bedroom !



- 3 I'm asking you for the last time to slow down.
 Do _____ !



- 2 I wish you'd look where you're going.
 Do _____ !



- 4 Can you turn the TV down?
 Do _____ !

3 Ⓞ In each conversation, speaker B contradicts speaker A using *do* or *did* for emphasis. Write B's response. Then listen and check.

- 1 A: If he was behind me, why didn't you say something?
 B: I did say something!
- 2 A: You don't love me anymore, do you?
 B: I _____ you.
- 3 A: If I remember correctly, he doesn't eat meat.
 B: He _____ meat, but he doesn't eat fish.
- 4 A: Why hasn't Marjorie tried to call us?
 B: Well, maybe she _____ to call. Check your voicemail.
- 5 A: I keep pressing the red button, but the TV doesn't work.
 B: The TV _____. You have to switch it on at the wall as well!
- 6 A: I didn't realise it's Tuesday! I've got a lecture at ten. Why didn't you remind me?
 B: I _____ you, and anyway, you should have it in your diary.



- A: Hello. What would you like today?
 B: Actually, what happened was that I was walking past your window when I saw your advert for part-time staff.
 A: Right. It's the manager you need to see about that, but she isn't here at the moment. Basically, what you have to do is fill in this application form and she'll call you.
 B: Thanks. So, what's the job like?
 A: Well, the hours are long but the thing I like is the free lunch ...

Presentation

A cleft sentence is a sentence which is divided (*cleft* means *divided*) into two parts. The introductory part of the sentence often uses the words *what*, *it* or *the thing* + the verb *be*:

- I like the free lunch.* → *What I like is the free lunch.*
The free lunch is what I like.
It's the free lunch I like.
The thing I like is the free lunch.

Cleft sentences with *what*

- Use *what ... be / ... be what* to emphasise the noun:
What I like is / are the free lunches.*
The free lunches is / are what I like.*
- * Notice that both *is* and *are* are possible when the noun is plural.
- Use *what ... do / did + be* to emphasise the verb:
Fill in this application form. → *What you do is fill in this application form.*
He applied for a new job. → *What he did was* apply for a new job.*
- * Notice that when the verb in the *what* clause is in the past, the verb *to be* is also in the past.
- Use *what happened + be* to emphasise the rest of the sentence:
I was walking past when I saw your advert in the window. → *What happened was (that) I was walking past your window when I saw your advert for part-time staff.*

Cleft sentences with *it*

Use *it + is/was + emphasised language + relative clause*:
You need to see the manager. → *It's the manager (who) you need to see.*

You sign your name on this line. → *It's on this line (that) you sign your name.* (= not the one above/below it)

You don't normally include the pronoun (*who*, *that*) in these cleft sentences.

Cleft sentences with the *thing*

Cleft sentences with *the thing ... is/was* can emphasise:

- the noun: *I like the holidays.* → *The thing I like is the holidays.*
- the verb: *Talk to the manager.* → *The best thing to do is talk to the manager.*

Cleft sentences with *place, person, reason or way*

You can make other cleft sentences that introduce and emphasise information about a place, person, reason or how something was done. The construction is the same as for cleft sentences with *the thing*.

The place (where) he works is a fast food restaurant.

The person (who) you need to see is the manager.

The reason (why) I'm here is because I saw the advert in your window.

The way to do this is by filling in this form.

1 Match 1–5 with A–E.

- | | | | |
|---|------------------------------|---|------------------------------|
| 1 | What I like | A | I like. |
| 2 | What he did was | B | is the long holidays. |
| 3 | It's the long holidays | C | I like is the long holidays. |
| 4 | What you need is | D | a long holiday. |
| 5 | The thing | E | take a long holiday. |

2 Rewrite the first sentence as a cleft sentence.

- I love the French fries in this restaurant.
What I love about this restaurant is the French fries.
- Sign your name here and here.
What you and here.
- My brother has to wear a uniform and check everyone's identity.
What my brother has and check everyone's identity.
- There was a sudden crash and all the lights went out.
What happened and all the lights went out.
- They need to tell their teacher not me.
It, not me.
- I want to hear the facts, not everyone's opinion!
It, not everyone's opinion.
- I like the special effects in this movie.
The thing I like the special effects.
- You need to see the manager about your complaint.
The person you need to see about your complaint
- I'm waiting because I'd like to get tickets for the concert.
The reason I'm waiting tickets for the concerts.

3  Read the conversations. Speaker B corrects speaker A using cleft sentences. Write B's sentences using the words in brackets. Then listen and check.

- A: Doesn't Martin build model cars?
B: No. What Martin builds are aeroplanes. (what / builds / aeroplanes)
- A: Do I put this in the oven now?
B: No. (what / do / in the fridge)
- A: Did they take the wrong train?
B: No. (what happened / the wrong bus)
- A: We need to call an electrician.
B: No. (it / plumber / call)
- A: We can't afford to go to the museums in London. It'll be so expensive.
B: No.
(the good thing about museums in London / they / free)
- A: The car's broken down. Call the police!
B: No. (the person / need to call / a mechanic)

New Zealand — bungee

'No way am I going to do this!' I thought as I stood looking down at the Kawarau River, 43 metres below. But there was no turning back now. No sooner had my instructor attached the elastic rope to me than I was falling headfirst and screaming so loud the whole of New Zealand must have heard me! Never have I been so scared in my whole life! But it's over before you know it and you're back on dry land. Only then do you find yourself saying, 'That was amazing! I want to go again!'



Presentation

Negative inversion and limiting adverbials

You can put negative and limiting adverbs or adverbials at the beginning of a sentence to add emphasis:

Never have I been so scared in all my life.

Only then do you find yourself saying, 'That was amazing!'

This is more common in formal written English, but you will also hear the structure in spoken English, for example:

No way am I going to do that!

Negative adverbials are expressions with the word *no*, *not* or *never*. They include *never before*, *at no time*, *no sooner ... than*, *no way*, *not since* and *not until*.

Limiting (or restrictive) adverbials include *hardly ... when*, *rarely*, *seldom* and expressions with *only* such as *only when*, *only after* and *not only*.

Seldom have I been so scared!

no sooner ... than / hardly ... when

These adverbials are followed by *than* and *when*:

No sooner had he attached the elastic rope to me than I was falling ...

Hardly had I reached the top when I was falling to the bottom ...

Inversion

After the adverbial, you must change the order of the subject and verb (this is called inversion).

With sentences with auxiliary verbs, use adverbial + auxiliary verb + subject:

I've never been so scared in all my life. → Never have I been so scared in all my life.

We haven't been bungee-jumping since we were in New Zealand. → Not since we were in New Zealand have we been bungee-jumping.

(don't say *Never I have been so scared ...* or *Not since we were in New Zealand, we have been bungee-jumping.*)

TIP Remember that an adverbial starting with *Not since ...* needs information about the time: *Not since we were in New Zealand ...*

For sentences with the verb *to be*, you only invert the subject and the verb with no other changes:

Never was I so happy to stand on solid ground.

With verbs in the simple form, use adverbial + *do/does/did* + subject + main verb:

She rarely gets scared. → Rarely does she get scared.

1 Complete the sentences using the words in the box.

never	no (x2)	not (x2)	only	rarely	when
-------	---------	----------	------	--------	------

- | | |
|---|---|
| <p>1 Only the exam had finally ended could I relax.</p> <p>2 do they reply to our letters any more. We hear from them about once a year.</p> <p>3 since the 19th century has anyone lived in that castle. The last family left in 1891.</p> <p>4 way are you going to convince me to climb that mountain!</p> | <p>5 Not did he pass the test, but he also got the highest mark in his class.</p> <p>6 will I do that again. It was a terrifying experience.</p> <p>7 sooner had the fire started than the fire brigade arrived.</p> <p>8 once did they offer to clean up or cook during the six months they were here!</p> |
|---|---|

2 Complete the sentences with the words in the correct order.

- | | |
|--|--|
| <p>1 was / I / going to / way
No <i>way was I going to</i> let him win.</p> <p>2 anything / had / they / seen
Never quite as beautiful.</p> <p>3 had / they split up / sooner / than
No they were back together again.</p> | <p>4 we / set off / had
Hardly when someone in the group needed a rest.</p> <p>5 win / did / only / she
Not, but she also broke a world record.</p> <p>6 did / after years of hard work / Rachel / qualify
Only as a doctor.</p> |
|--|--|

3 Rewrite the first sentence starting with the adverb or adverbial.

- | |
|--|
| <p>1 I have rarely tasted anything so disgusting!
Rarely</p> <p>2 We had hardly started class when the fire alarm rang.
Hardly</p> <p>3 It seldom rains at this time of year.
Seldom</p> <p>4 My parents never want to go on a cruise again.
Never</p> <p>5 You don't often see Michaela work that hard.
Not often</p> <p>6 There's no way we're going to work for less money!
No way</p> <p>7 There hasn't been an Olympic Gold medallist from our country since 1988.
Not since 1988</p> |
|--|

4 Complete these sentences so that they are true for you.

- | |
|--|
| <p>1 Not once have I ever wanted to</p> <p>2 Never have I been so scared as the time when I</p> <p>3 Seldom do I any more.</p> <p>4 No way am I going to</p> |
|--|



Presentation

can, could, must, need to, have to, had to, let, allow, make

Use *can, could, must, need to, have to* and *be allowed to* to talk about permission, obligation, prohibition and necessity.

	present	past
permission	<i>can, is/are allowed to</i>	<i>could, was/were allowed to</i>
obligation/necessity	<i>must, have to, need to</i>	<i>had to, needed to</i>
prohibition	<i>mustn't, can't</i>	<i>couldn't, wasn't/weren't allowed to</i>
no necessity	<i>don't have to, needn't/don't need to</i>	<i>didn't have to, needn't have/didn't need to</i>

Notice that there is no past form of *must* and *mustn't*. Use *had to, couldn't* or *was/weren't allowed to*.

must, have to, need to

Use *must, have to* and *need to* to say that it is obligatory or very important to do something. There is very little difference between the three verbs in the affirmative.

- *Must* can be used to show that the person who is speaking has the authority to insist that something is done:
You must stay in tonight. (= parent speaking to child)
- *Have to* can be used to show that an obligation is being imposed by someone else:
I have to stay in tonight. (= My parents said so.)
- *Need to* can be used to explain that an action is necessary rather than obligatory:
I need to stay in tonight to look after my little sister.

mustn't, don't have to, don't need to

Use *mustn't* to say that it is important not to do something:
You mustn't forget your homework. (= It's important that you don't forget.)

Use *don't have to* and *don't need to* to show that:

- something is not important or essential:
I don't have to get up early at the weekend.
- you can choose not to do something if you want:
You don't need to do your homework now. You can do it later.

needn't / don't need to

You can use *needn't* or *don't need to* with the same meaning:

You needn't stay at home tonight. You don't need to stay at home tonight.

Do not use *to* before the infinitive with *needn't*:

You needn't get up early today. (don't say *You needn't to get up early today.*)

needn't have / didn't need to

Use *needn't have* with a past participle to say that a past action was not necessary. Use *didn't need to* with an infinitive to say that an action wasn't necessary and therefore wasn't performed.

You needn't have bought me a present! (= You did it, but it wasn't necessary.)

We didn't need to pay. (= It wasn't necessary and we didn't do it.)

let, allow, make

Use *let* and *allow* + object + infinitive to talk about permission and prohibition. Use the *to* infinitive with *allow*. *Allow* is slightly more formal than *let*.

They never let me go out with my friends.

They don't even let me talk to them on the phone!

They allowed me to stay up late.

Use *make* + object + infinitive to talk about an obligation.

They made me get up at five o'clock. (= I had no choice.)

1 Look at the sign and complete the sentences using the words in brackets.



- 1 You (can) bring dogs to the campsite.
- 2 You (must) light a fire.
- 3 You (must) be quiet after 10 p.m.
- 4 You (have to) leave your car in the car park.
- 5 You (allowed to) ride bicycles on the campsite.
- 6 You (have to) pay to hire a bike.

2 Complete the conversation using the past form of *allow*, *can* or *have to*. Use no more than two words in each gap. *Weren't* or *didn't* count as one word. Then listen and check.

A: How was your camping weekend?

B: It was OK. They had a no-pets rule, so we ¹ leave the dogs at home and we
² be really quiet. We ³ to play music or make any noise after
 10 p.m. But at six o'clock in the morning, you ⁴ make as much noise as you wanted!
 There was a no-fires rule, so we ⁵ to have barbecues. But luckily, there was a great café.
 We ate there the whole time and we ⁶ to do any cooking at all.

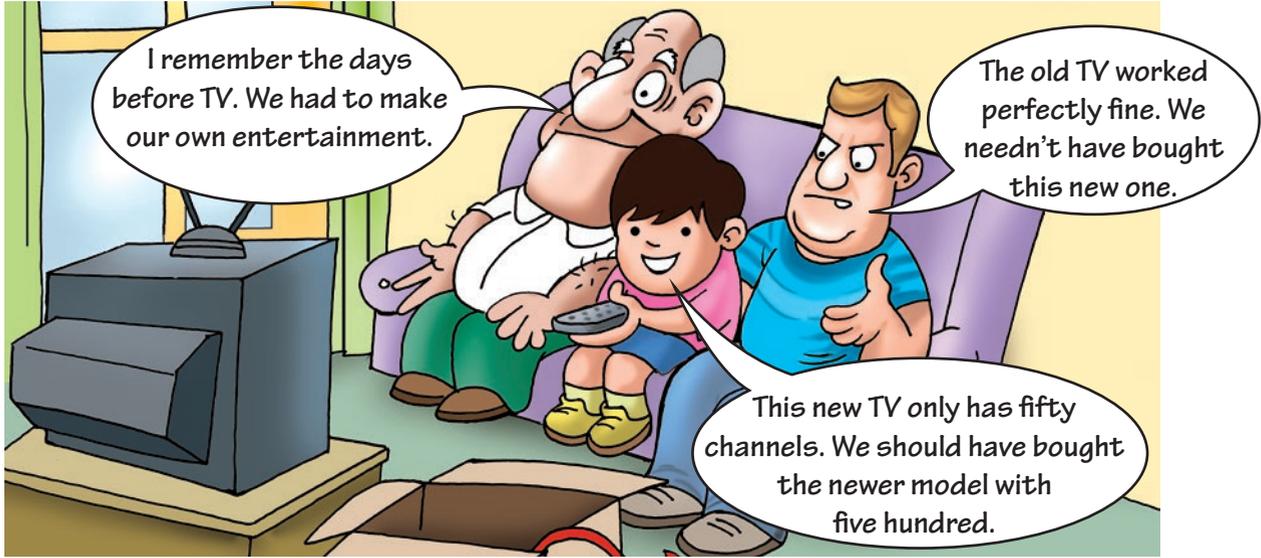
3 Choose the correct options.

- 1 We *need* / *needn't* to get up at 6.30 tomorrow to catch the early train.
- 2 I *don't need* / *needn't* go to work today. I've got the day off.
- 3 You *didn't need* / *needn't* have brought a towel you know. There are plenty here.
- 4 He *didn't need* / *needn't* to take the car. He went on the bus.

4 Complete the texts using *let*, *allow* and *make*. You may need to make changes to the verb.

My parents are really strict. They don't ¹ us to watch TV during the week. They always
² us get up early on Saturday mornings to do our homework – even in the holidays! But if
 we do it quickly and well, they ³ us go out with our friends in the afternoon.

Your boss ⁴ you take time off work, doesn't he? I asked my boss for a day off last week. He
 was really angry with me for asking and ⁵ me stay late to finish off some extra work!



Presentation

Obligation

Use *had to* to express obligation in the past. It is the past of *must* (for obligation) and *have to*: *I **had to** wear a uniform when I was a waiter.*

Necessity

Use *needed to* + infinitive to say that it was necessary to do something: *I **needed to** move house because I got a new job in another city.*

Use *needn't have* + past participle to say that a past action turned out not to be necessary: *We **needn't have** printed a map. I have it on my phone.*

Use *didn't need to* or *didn't have to* to say that something wasn't necessary whether we did it or not: *I **didn't need to** invite her because she's away that weekend.*

Speculation

Use *must/might/may/could/can't* + *have* + past participle to speculate about past events.

- *must have* means you feel certain that something happened or was true: *They **must have** received their exam results by now.*
- *may, might, could* means you think it's possible something happened or was true: *They **might have** gone out for the evening.*
- *may not / might not have* means you think it's possible something didn't happen / wasn't true: *He **may not have** left yet.*

- *can't have / couldn't have* means you feel certain that something didn't happen: *We **can't have** missed the train. It's only three o'clock and it leaves at three-fifteen.*

Notice that the opposite of *must have done* for speculation is *can't / couldn't have done*.

Use *must have* and *can't have* when we know or believe something by logical deductions: *Her car is outside the house so she **can't have** left.*

Advisability

Use *should have* or *ought to have* + past participle to talk about the correct, advisable or morally right thing to do in a past situation. It is often used to express regret about our own actions or criticism of other people's:

*I **should have** bought the newer version. (= but I didn't)*

Other uses of past modals

Use *might have* and *could have* + past participle to criticise people for not doing things. *Might*, used in this way, is more formal than *could*: *You **could have** tidied up your rooms!*

*You **might have** called me. I was so worried.*

We can also use *should have* + past participle to talk about something that we expect to have happened: *We sent the package last week. It **should have** arrived by now.*

1 Complete the sentences using the verbs in the box.

had to	might have (x2)	needed to	should have
--------	-----------------	-----------	-------------

- 1 What a view! We brought a camera.
- 2 I'm very disappointed. You tidied your rooms before everyone arrived.
- 3 We forgot the meaning of the word, so we look it up in a dictionary.
- 4 When I was young, school ended for most children at aged 14 and they start work.
- 5 They're an hour later. They got lost.

2 Match the sentences in exercise 1 to the use of the verb (a–e).

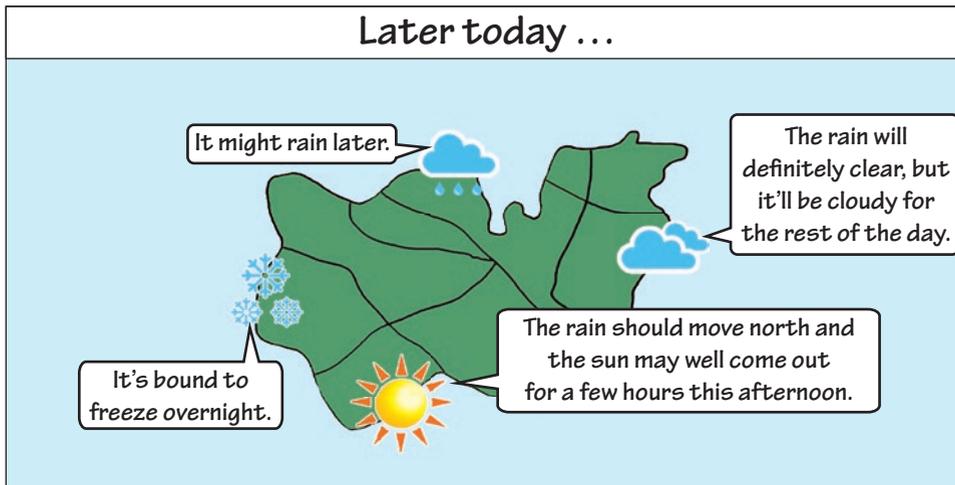
- | | | |
|--------------------------------|----------------------|----------------------|
| a To describe obligation | c To speculate | e To criticise |
| b To describe necessity | d To advise | |

3 Choose the correct options.

- 1 Nowadays seat belts are compulsory but only a few years ago, we *didn't have to / mustn't* wear them.
- 2 You *can't have / needn't have* worn that raincoat. It's going to be sunny all day.
- 3 A: Oh no! I forget to bring the tickets!
B: It's OK. You *needn't have / didn't need to* because I printed them out as well.
- 4 I really think you *ought to / may* have let them know you weren't going tonight. They'll be expecting you.
- 5 He *might have / must have* offered to pay for dinner. After all, I paid the last time we went out.
- 6 The plane *could have landed / should have landed* by now. I wonder why it's late.
- 7 The package *may not have arrived / can't have arrived* yet. I only sent it this morning.
- 8 They *must have called / should have called* because there's a message on my phone.

4 Rewrite the sentences using a past modal or verb form. In some sentences more than one verb is possible.

- 1 When I was in the army, it was the rule to get up at five and go for a ten-kilometre run.
When I was in the army, we had to get up at five and go for a ten-kilometre run.
- 2 It was necessary to move to Dubai for my job last year.
Last year, I for my job.
- 3 I took a degree in economics, but it wasn't necessary for my job as a sports instructor.
I a degree in economics for my job as a sports instructor.
- 4 The handle is broken. I definitely think someone broke in and stole the money.
The handle is broken. Someone the money.
- 5 The window at the back is also broken. Maybe someone climbed in this way.
The window at the back is also broken. Someone in this way.
- 6 There's no way they they'd forget the party is tonight!
They that the party is tonight!
- 7 These old light bulbs don't last long. It's a better idea to buy modern LED bulbs.
These old light bulbs don't last long. You a modern LED bulb.
- 8 I had a terrible journey. Why didn't you offer to collect me from the airport?
I had a terrible journey. You me from the airport.



Presentation

We can express probability in different ways.

Modal verbs: *may, might, could, should*

Use *may, might* and *could* to talk about the probability that something is true now or will happen in the future. Their meaning is essentially the same.

It may/could/might snow later.

Use *may well / might well / could well* to say that something is quite probable:

If the rain stops, we may well have some sunshine later.

Might not and *may not* express future possibility, but we don't use *could not* in this way: *The weather forecast could be true, but it might not be.*

(don't say: *The forecast might be true, but it could not be.*)

Use *should* to describe a positive situation that you expect to happen: *The rain is clearing so we should have sunshine later.*

(don't say: *There's a lot of cloud so we shouldn't have any sunshine.*)

Adverbs: *perhaps, maybe, probably, almost certainly, almost definitely*

Perhaps and *maybe* go at the beginning of a sentence:

Maybe it'll snow later.

Other adverbs of certainty go before a main verb and after the auxiliary in affirmative sentences and before the auxiliary verb in negative sentences:

The clouds will probably disappear soon.

It definitely won't rain today.

The adjective (un)likely

Likely and *unlikely* are adjectives (not adverbs). We can use subject + *be* + *likely/unlikely* or *it is likely/unlikely* + *that* + clause:

The temperature is (un)likely to rise above zero degrees today.

It's (un)likely that it'll freeze tonight.

Be likely to and *will probably* have the same meaning, but *be likely to* is more formal.

Other common adjectives of probability are *bound* and *sure*. We use *be bound + to + infinitive* and *be sure + to + infinitive* to say that you think something is certain to happen or to be true:

It's bound to rain later.

It's sure to freeze tonight.

Noun phrases

Noun phrases such as *The likelihood is*, *The chances are*, *There's a good chance* and *There's no doubt* are followed by *that* + a clause: *The likelihood is that there'll be severe thunderstorms overnight.*

1 Write the words in the correct order.

- 1 may well the tornado at midday hit Florida
The tornado may well hit Florida at midday.
- 2 the be true weather forecast could be might not but it
- 3 should weather think we month warmer next have I
- 4 it'll tonight almost certainly snow
- 5 won't the definitely reach hurricane land
- 6 frost unlikely it's that week have we'll this
- 7 tonight sure to they're rain forecast
- 8 the will that likelihood is weather more the become changeable

2 Complete the sentences with one word. Different words are possible in one sentence.

- 1 It may be true that we need to use more renewable energies.
- 2 all our energy will come from wind power in the future.
- 3 They'll certainly build more nuclear power stations.
- 4 The likelihood is governments will spend more on protection from extreme weather.
- 5 There's doubt among most scientists that the global climate is changing.
- 6 As oil runs out, there's a chance that car engine will use alternative fuels.

3 Rewrite the first sentence using the word in brackets.

- 1 I expect the rain to stop and then we'll have some sunshine afterwards. (should)
I expect the rain to stop and then we should have some sunshine afterwards.
- 2 It's possible that we won't get any sunshine today. (might)
We any sunshine today.
- 3 It's quite probable that we'll have rain later. (may well)
..... rain later.
- 4 The hurricane will probably miss this part of the country. (maybe)
..... this part of the country.
- 5 I'm sure it will freeze tonight. (definitely)
..... tonight.
- 6 This winter, the temperatures will probably be the lowest in years. (bound)
This winter, the temperatures in years.
- 7 We're sure to have some very hot summers in the next few decades. (likely)
..... some very hot summer in the next few decades.
- 8 The roads will definitely be blocked with snow tomorrow morning. (doubt)
There's be blocked with snow tomorrow morning.



- A: Are you going to reach the top today?
 B: I hope to.
 A: Do you feel tired?
 B: Exhausted!
 A: Maybe you should have climbed in better weather.
 B: Well, I didn't!

Presentation

There are two main ways to avoid repeating words or phrases. These are **substitution** (replacing one word or phrase with another) and **ellipsis** (omitting something completely).

Substituting lexis

Use synonyms to avoid repetition of lexis:

*All the climbers were **tired**. Even their leader felt **exhausted**.*

*The packs were **heavy** and with the rain on the backs they felt especially **weighty**.*

Substituting nouns

Use pronouns to refer back to previous nouns:

*It was a dangerous **idea**, but no one had an alternative **one**.*

If two nouns are mentioned, we use *the former* to refer back to the first one and *the latter* to refer to the second:

*The two choices open to us are walking or taking a bus: **the former** is more healthy, but it'll take longer than **the latter**.*

Substituting verbs and verb phrases

Use the auxiliary of a verb phrase to avoid repeating verbs or verb phrases:

*We love **being active at weekends**, but our children **don't**.
 I **didn't like history at school**, but I **do now**.*

We can use the expression *do so* to replace a verb phrase:
*They'd love to **take a year off work and travel**, but to **do so** wouldn't be practical.*

When we respond to another person's comment, we can use a different auxiliary:

'We'd like to take a year off work and travel.' 'Well, you **should**.'

'You should have taken the other job.' 'Well, I **didn't**.'

When there is more than one auxiliary, we can use one or more auxiliary when we respond:

'It would have been a good idea to book a taxi.' 'Yes, it **would / would have / would have been**.'

Substituting clauses

Substitute an entire clause with *that*, *so* or *not*:

'Do you think all your students will pass their exam?' 'Yes, I **hope so**.'

'It'll be hard to find a hotel because there's a conference that week.' 'I **didn't know that**.'

'Are they going to be late?' 'I **hope not**.'

Ellipsis

Ellipsis means omitting words completely. Use *to* instead of repeating a complete infinitive phrase:

'Will you meet Giles while you're in Paris?' 'Yes, I **hope to**.' (= I hope to meet him.)

1 Complete the gaps in part of a story. Choose the correct substitution word to avoid repeating words or phrases from A–D.

The sun was setting and as Raul and Tito arrived at the fork in the road ¹ was about to disappear altogether. One road seemed to lead downhill, but the track was uneven. The ² looked recently repaired, but went upwards. The former would be harder to walk on, but the ³ would send them back into the mountains.

'I'd love to go downhill, but to ⁴ so means walking on that,' said Raul, pointing to the ⁵ ground on the left.

Tito shouted furiously, 'You should have brought the map!'

'Well, I ⁶'

The two stood silently as the sun ⁷ behind the hill and the sky started to get dark.

'Do you have a torch?' Raul asked.

'No, I ⁸', Tito replied. 'It would have been a good idea to have brought one.'

'Yes, it ⁹', Raul replied, but without any anger

'Let's try to put up the tent and wait until morning. Maybe someone will drive past and give us directions.'

'I hope ¹⁰

- | | | | | | | | |
|-------------|----------|------------|-------------|----------------|---------------|----------|------------|
| 1 A the sun | B it | C there | D the track | 6 A shouldn't | B wouldn't | C didn't | D don't |
| 2 A other | B road | C one | D track | 7 A set | B disappeared | C rose | D vanished |
| 3 A last | B left | C road | D latter | 8 A don't have | B don't | C have | D – |
| 4 A go | B walk | C do | D be | 9 A should | B don't | C was | D would |
| 5 A uneven | B smooth | C repaired | D rough | 10 A not | B – | C so | D to |

2 Match the correct responses (a–f) to the sentences (1–6).

- | | |
|--|---------------------------|
| 1 Do you plan to see Buckingham Palace while you're in London | a I hope not! |
| 2 Will you have pay a lot extra to get your phone fixed? | b No, I didn't know that. |
| 3 It would have been a good idea to let Sally know where we were meeting. | c Yes, I hope to. |
| 4 It's always been my dream to try parachuting. | d Yes, it would have. |
| 5 Were you aware they'd postponed the meeting? | e Yes, I think so. |
| 6 Are your friends meeting us here? | f Well, you should. |

3 Replace the bold words with substitution words such as a synonym, a pronoun or a verb phrase.

- The climb up the mountain was difficult. The bad weather also made it even more **difficult**.
.....
- Peter had a suggestion. It wasn't ideal, but no one else had a better **suggestion**.
.....
- None of us liked the food at the restaurant and people on the other tables **didn't like the food** either.
.....
- We'd like to buy a brand new car, but to **buy a brand new car** would be too expensive.



Please find my application for the post of assistant manager.



'So, tell me why you've applied for this job?'

Presentation

'Nominalisation' is when you form nouns from other parts of speech, especially from verbs and adjectives. We often use nominalisation in more formal texts (e.g. reports, emails or letters, formal presentations).

- Verb → noun nominalisation

I applied for the job. → Please find attached my application for the post.

Did you receive my letter? → Please acknowledge receipt of this letter.

- Adjective → noun nominalisation

I'm pleased by your interest. → I would like to express my pleasure at your interest.

I appreciate your interest. → I'd like to express my appreciation for your interest.

Note: When we nominalise, we often add a preposition after the noun such as *receipt of*, *appreciation for*.

- Other types of nominalisation

We can use nouns to replace relative pronouns such as *who*, *when*, *why*, *what* and *where*.

I don't know why they didn't come. → I don't know the reason for their absence.

Can you tell where you are? → Can you tell me your location?

I can't remember when it happened. → I can't remember the occasion.

Does the journalist know who did it? → Does the journalist know the identity of the person?

I couldn't tell you how it was done. → I couldn't tell you the method that was used.

I don't know what the film is about. → I don't know the plot of the film.

1 Nominalise these words by writing the noun form. Use a dictionary to help you, if necessary.

- | | | | | | |
|---|-------------------|-----------|----|--------------------|-----------|
| 1 | complain (v) | (n) | 7 | admire (v) | (n) |
| 2 | receive (v) | (n) | 8 | collect (v) | (n) |
| 3 | grateful (adj) | (n) | 9 | refer (v) | (n) |
| 4 | generous (adj) | (n) | 10 | achieve (v) | (n) |
| 5 | fashionable (adj) | (n) | 11 | intend (v) | (n) |
| 6 | inspire (v) | (n) | 12 | enthusiastic (adj) | (n) |

2 Rewrite the first sentences making the word in bold into a noun.

- I **refer** to your letter dated the first of January ...
With reference to your letter dated the first of January ...
- Blues and greens are **fashionable** this spring.
Blues and greens are this spring.
- Everyone is **supportive** about your new plan.
Your new plan has everyone.
- I don't **intend** to change.
I have no changing.
- Thank you for being so **generous**.
I really appreciate
- He **inspires** so many young people.
He's to so many young people.
- They **collect** stamps from all over the world.
They are from all over the world.
- Two customers **complained** about your behaviour this week.
We've had two your behaviour this week.

3 Rewrite the question using the nouns in brackets.

- I don't know why they've changed the rules again. (reasons for)
I don't know
- Can you tell me where he works? (location / company)
Can you tell me
- I can't remember when their anniversary is. (date)
I can't remember
- Does anyone know who committed the crime? (identify / criminal)
Does anyone
- I have no idea what the novel is about. (story)
I have no idea



Presentation

A phrasal verb is a verb + a particle (preposition or adverb). The same verb may be used with a number of different particles. The meaning of the verb changes each time:

Look out! (= be careful)

I've been looking for you all morning! (= trying to find)

I'll look it up on the computer. (= try to find information)

Intransitive phrasal verbs

Intransitive phrasal verbs don't have objects. They can describe actions or states:

Shut up!

I got up late.

He slept on through all the noise.

Separable phrasal verbs

Many phrasal verbs are transitive and they need an object. Transitive verbs can be separable or inseparable.

With separable phrasal verbs, the object can come either before or after the particle:

Look up 'bonsai' on the computer.

Look 'bonsai' up on the computer.

If the object is a pronoun, it must go before the particle:

Look it up on the computer. (don't say ~~Look up it on the computer.~~)

Common separable phrasal verbs include: *bring out, call off, drop off, give up, look up, make up, pass around, pick up, put across, put out.*

With a few separable phrasal verbs, the object can only come between the verb and the particle:

I'll call the customer back later. (don't say ~~I'll call back the customer later.~~)

Other verbs like this include: *bring round, call (someone) over, invite out, talk (someone) round, tell (two or more things) apart.*

Inseparable phrasal verbs

With inseparable phrasal verbs, the object must go after the particle. It cannot go between the verb and the particle.

Common inseparable phrasal verbs include: *call for, come after, count on, get over, go into, look after, look for, look through, make of, run after, side with.*

1  Choose the correct options. Then listen and check.

- A: Have you had a chance to look ¹*through this report / this report through* yet?
 B: No, I haven't. Dave dropped ²*it off / off it* on my desk this morning, but I honestly haven't had the chance to pick ³*it up / up it* yet. I've been too busy.
 A: Janet wants to know what you make ⁴*it of / of it*. She's asked me to find ⁵*it out / out* what you think. She wants me to call ⁶*her back / back her* as soon as I have.
 B: Why's it so urgent?
 A: Well, apparently it's calling ⁷*massive cuts for / for massive cuts* in spending – it could even mean some people losing their jobs. Janet wants to fight it if she can, but she needs to know she can count ⁸*everyone's support on / on everyone's support* – and that, of course, includes you.
 B: Mmm, I'd better get ⁹*it down / down* to reading it then! Or maybe we should call ¹⁰*the boss over / over the boss* to explain it to us in person.

2 Write the words in the correct order. Where two different orders are possible, write both.

- | | |
|--|--|
| 1 album new bringing They're out a
They're bringing out a new album. / They're
bringing a new album out. | 5 around the world She her job gave to travel up |
| 2 wedding called They've the off | 6 acting Amy has go decided to into |
| 3 the police after knew come him would He | 7 the road to you'll Keep or lost get |
| 4 managed away She finally to get | 8 his message put He very across clearly |

3 Rewrite the sentences substituting a pronoun for the words in bold.

- 1 He made up a **story** and everyone believed him.
 He made it up and everyone believed him.
- 2 They passed around **the photos** for everyone to see.
 They for everyone to see.
- 3 We looked after **their three cats** for our neighbours.
 We for our neighbours.
- 4 They quickly put out **the fire**.
 They
- 5 He ran after **the woman**, but he couldn't catch up with her.
 He, but he couldn't catch up with her.
- 6 My mother always sided with **my brother**, no matter what he'd done.
 My mother, no matter what he'd done.





Presentation

Some phrasal verbs have three parts – a verb and two particles:

We just want to get on with our work.

Stand up for your rights!

We're looking forward to using the new road.

We won't put up with the noise.

Three-part phrasal verbs with one object

All three-part phrasal verbs are transitive, i.e. they have an object. When the verb has only one object, the object comes after the second particle:

They soon got on with their work.

I think you stood up to him very well.

Other verbs that follow this pattern include: *come up with*, *come down with*, *face up to*, *get away with*, *get down to*, *go through with*, *live up to*, *look up to*.

Three-part phrasal verbs with two objects

A few three-part phrasal verbs have two objects. The first object comes after the verb and the second object comes after the two particles:

She played one boy off against the other.

I've decided to take you up on your offer.

Other verbs that follow this pattern include: *put (something) down to (something)*, *put (somebody) up to (something)*, *talk (somebody) round to (something)*.

Two-part phrasal verbs + dependent preposition

Some phrasal verbs can be both intransitive (i.e. have no object) and transitive (i.e. have an object).

Intransitive: *We get on.*

Transitive: *I don't get on with my brother.*

When there is no object, they have two parts:

He says he's going to drop out. (*drop + out* = leave school or college without finishing your course of studies)

When there is an object, you need to add a dependent preposition (*drop + out + of*).

He says he's going to drop out of school.

Other verbs that follow this pattern include: *catch up (on/with)*, *go out (with)*, *keep up (with)*, *move out (of)*, *run out (of)*.

1 Ⓞ Put the lines (a–g) in the correct order. Then listen and check.

- The authorities seem to think they can talk us round
- through our village. We're ready to stand up
- to accepting the situation. We don't seem to be able to get it through
- with their plans to ruin our countryside and run a road straight
- to them and fight for our rights. They're certainly not going to get away
- to them that we are not going to put up
- with it that easily!



2 Write the words in italics in the correct order.

- Hey! I've just come *a brilliant idea with up* for the end-of-term party! *up with a brilliant idea*
- I think I'm going to take *on you up* your invitation to stay the night.
- I really need to catch *up some work on* tonight.
- Have you got any idea who might have put *up to him* this?
- Jamie's come *the flu with down* again, I'm afraid.
- I really used to look *to my maths teacher up*.
- How do you get *with Fiona on*?
- It was Steff who brought *in up his name* the conversation, not me.

3 Add the preposition in brackets to the sentences.

- I'm really not sure if I can go through ^{with} this. (with)
- He's going to have to learn to face up his responsibilities. (to)
- I put their success to hard work and good organisation. (down)
- Have you heard? Will's dropped of university. (out)
- Is that the girl you went out last night? (with)
- She's really going to find it hard to live to their expectations. (up)
- It's not going to be an easy situation to put up. (with)
- He very cleverly played them off each other. (against)

4 Complete these sentences so that they are true for you.

- I get on really well with
- I've always looked up to
- I'm really looking forward to

He can't afford to miss this one.

He missed saving the last one.

If we lose the match, they'll all blame him for not saving this one.



I want him to dive to the left.

He should think about diving to the right.

I think he means to stay where he is.

Presentation

When one verb follows another, we use different verb patterns:

- **verb + to infinitive**

We couldn't afford to take a holiday this year.

Other verbs include: *expect, fail, pretend, seem, tend, want.*

- **verb + object + to infinitive**

The teacher encouraged them to work harder.

Other verbs include: *advise, force, require, want, warn.*

- **verb + object + infinitive (without to)**

My manager let me leave early today.

Other verbs include: *help, see, hear.*

- **verb + -ing form**

Don't risk parking your car here.

Other verbs include: *avoid, dislike, mention, miss, recommend, suggest.*

- **verb + infinitive or an -ing form (1)**

Some verbs follow this pattern with **little or no change** in their meaning.

She started to leave when the phone rang.

She started leaving when the phone rang.

Common verbs include: *begin, continue, like, love, hate, prefer.*

- **verb + infinitive or an -ing form (2)**

Some verbs have a change in their meaning.

I forgot/remembered to set my alarm clock last night.
(= to talk about an action which was necessary)

I forgot/remember setting my alarm clock last night.
(= to talk about a memory)

Other verbs include: *mean, regret, stop, try.*

- **verb + preposition + -ing form**

The customer complained about receiving the delivery two months after the order.

Other verbs include: *insist on, rely on, succeeded in, think about, worry about.*

- **verb + object + preposition + -ing form**

The neighbour accused him of throwing rubbish into his garden.

Other verbs include: *blame (someone) for, criticise (someone) for, discourage (someone) from, prevent (someone) from.*

- **verb + that + clause**

Sometimes a *that*-clause can be used instead of the infinitive or *-ing* form. *That* can be omitted.

The film star claimed to be ill. = The film star claimed (that) she was ill.

However, it is not always possible, e.g. *He wanted me to come.* (don't say: *He wanted that I come.*)

- **perfect and passive forms**

The gerund and *-ing* forms can also have perfect and passive forms

I hoped to be awarded first prize.

We don't like being lied to.

They regret being found guilty.

1 Choose the correct verb patterns. In two sentences, both patterns are possible.

- 1 They failed *to equalise / equalising* in the final minutes of the match.
- 2 ‘Don’t forget *to pass / passing* the ball to your other team-mates whenever you can.’
- 3 The assistant coach recommended *to replace / replacing* the defender with an attacking payer at half-time.
- 4 Both players claimed *to have scored / that they’d scored* the same goal.
- 5 The team began *to keep / keeping* the possession of the ball early on in the game.
- 6 ‘Why are you so worried about *to lose / losing*? Everyone knows you’ll win.’
- 7 An injury prevented him from *to play / playing* in the final this year.
- 8 The fans hope *to be given / being given* a performance worth cheering in the second-half.
- 9 She stopped *to play / playing* professional tennis when she was thirty-five.
- 10 They regretted not *to listen / listening* to their manager’s advice.

2 Each sentence has a missing word or a mistake. Correct it.

- 1 We tend [^]go to bed late at the weekend. ^{to}
- 2 Our English teacher always encourages to work harder.
- 3 Did you see them to leave?
- 4 It’s important to avoid to walk down dark streets in a new city.
- 5 We meant calling you once we’d arrived at our hotel.
- 6 Ronaldo stopped to play for Manchester United in 2009 and moved to Real Madrid.
.....
- 7 When he fell over, the referee accused of doing it on purpose.
- 8 The manager wanted that I to play in the match.
- 9 We don’t like be criticised by our fans.
- 10 Martina Navratilova succeeded winning more tennis titles that any other player in history.
.....

3 Complete the sentences so they are true for you by adding another verb.

- 1 Sometimes I pretend
- 2 I often advise my friends
- 3 One thing about my past is that I regret
- 4 At a restaurant, it’s important to insist
- 5 I’d never criticise someone for
- 6 One day, I hope to be
- 7 I’ll never forget
- 8 I have never liked
- 9 My parents always encouraged me
- 10 The last time I criticised someone



Mountain marathon goes ahead despite worst July weather in ten years.

In spite of repeated warnings of bad weather, the annual mountain marathon went ahead as planned. And although more than half of the runners failed to complete the course due to the wet conditions, the winner, Matthew Goldy of Bethesda, managed to set a new record, running the race in a little over two hours and 40 minutes.

Presentation

Use *although, despite* and *in spite of* to contrast two situations and to say that something is surprising or unexpected:

They had the worst July weather in ten years. The race went ahead as planned. → **Despite** the worst July weather in ten years, the race went ahead as planned. (It is surprising that the race took place, considering the weather conditions.)

although, though, even though

Although, though and *even though* are conjunctions. You use them to join two sentences. They can be used at the beginning of the sentence, in which case the clause is followed by a comma, or in the middle of a sentence, in which case no comma is needed:

Although they knew it was going to rain, the race went ahead as planned.

The race went ahead even though they knew it was going to rain.

Though is slightly less formal than *although*. You use it in the same way as *although*, with the same meaning:

Though they knew it was going to rain, the race still took place.

You can also use it at the end of a sentence. This use is more frequent in informal speech:

They knew it was going to rain. The race still took place, though.

When you use *though* at the end of the sentence, use a comma before it to separate it from the rest of the clause.

Use *even* to strengthen and emphasise *though* (but not *although*):

Even though they knew it was going to rain, that didn't stop the race.

They didn't take any dry clothes even though they knew it was going to rain.

You cannot use *although* or *even though* at the end of a sentence.

despite, in spite of

Despite and *in spite of* are prepositions. They are followed by a noun, pronoun or the *-ing* form of the verb:

Despite the weather, the winner set a new record.

The winner set a new record in spite of the weather.

Despite / In spite of running the whole race in a storm, the winner set a new record.

Despite / In spite of this, the winner set a new record.

You can also use *despite* and *in spite of* with *the fact that* + clause:

Despite / In spite of the fact that it rained heavily throughout the race, the winner set a new record.

When *despite* or *in spite of* comes at the beginning of the sentence, the clause is followed by a comma. In the middle of a sentence, no comma is needed.

1 Add the linking words in brackets to the sentences. Add commas where necessary.

- Although
 1 ^ He fell once or twice before reaching the finishing line, he still completed the race. (although)
 2 We really enjoyed our holidays the awful weather. (despite)
 3 I felt really tired the next morning I'd had a good night's sleep. (even though)
 4 The fact that more than half of the runners didn't actually complete the race it was still a huge success. (in spite of)
 5 The job's well paid it's not particularly challenging. (although)
 6 All the talk of reform and modernisation nothing has really changed. (despite)

2  **Choose the correct linking word. Then listen and check.**

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SURPRISE VICTORY FOR CITY
 Fans were celebrating last night after City beat United 4-0 ¹*despite / although* missing some of their key players.

FAMILY CAUGHT IN SUMMER STORM
 A family of five were rescued by coastguards yesterday off the coast of Pembroke. The Davis family had insisted on taking their boat out, ²*in spite of / even though* they had been given repeated warnings about the possibility of a summer storm.

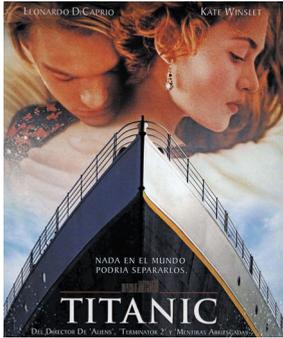
ELECTION RESULTS QUESTIONED AMID FEARS OF CORRUPTION
³*Although / Despite* the fact that the election met all legal and democratic requirements, the main opposition party has called for an international enquiry.

REFERENDUM RULED OUT
 The government has confirmed that it will not hold a referendum ⁴*despite / even though* strong popular support.

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3 Join the two sentences using the word or words in bold.

- 1 We have worked together for more than five years. I don't really know him that well.
despite
- 2 We hardly ever go to the beach. We live near the coast.
although
- 3 They have had a lot of problems. He still loves her.
in spite of
- 4 The concert was cancelled. We had a great time last night.
even though
- 5 He failed all his exams. He worked really hard.
despite

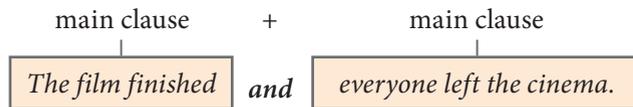


- A: How was the film?
 B: Great! You must watch it when you have chance.
 A: But I didn't like his last one.
 B: Oh, this one is fantastic, compared to that.
 A: I also read that it lasts over three hours!
 B: Don't worry. Even though it's long, it goes really quickly.
 A: Did you have to book a ticket in advance?
 B: No. Given that it was the weekend, the cinema was virtually empty.
 A: Oh well, maybe I should go tonight.
 B: You should. In fact, since it was so good, I might go with you and watch it again.

Presentation

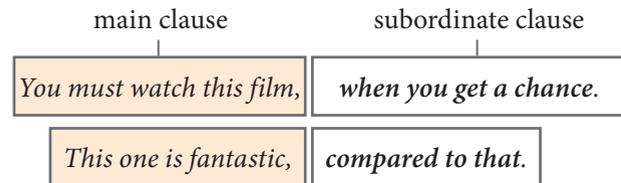
Sentences normally consist of one or two clauses. When there are two clauses, they can have two main clauses or a main clause and a subordinate clause.

Sometimes these are two main clauses, joined by a conjunction such as *and*, *but* or *or*. The two clauses make sense without each other.



*The film finished **but** everyone wanted to watch it again.*

However, other sentences often have a main clause and a subordinate clause, joined by a conjunction such as *when*, *if*, *although*, *because*:



The main clause makes sense without the subordinate clause, but the subordinate clause (in bold) does not make sense without the main clause:

Even though it's long, it goes really quickly.

Given that it was the weekend, the cinema was virtually empty.

Since it was so good, I might go with you and watch it again.

Subordinate clauses add meaning to the main clause by giving more information about, for example, cause, comparison or time. You can introduce a subordinate clause using the following linking words:

cause / reason	<i>as, because, considering (that), given (that), in view of the fact that, since</i>
condition	<i>as long as, assuming (that), if, provided that, supposing (that), unless</i>
contrast	<i>although, even though, having said that, in spite of the fact that, regardless of the fact that</i>
time	<i>as, before, when, while, early on, by the time</i>
precaution	<i>in case, in the event of</i>
comparison	<i>compared to, contrary to, relative to</i>
other	<i>as far as ... is concerned, thinking about it, insofar as</i>

1 Match the subordinate clause (1–8) to the main clause (a–h).

- | | |
|---|--|
| 1 In view of the fact that no one did the homework this week, | a I really enjoyed that film. |
| 2 As long as I'm in charge, | b can you come and help me with something? |
| 3 Although I don't normally like science fiction, | c I'll take you to the cinema this evening. |
| 4 When you have a free moment, | d walk to the nearest exit and leave the cinema. |
| 5 In the event of fire, | e it isn't true that they are making a sequel. |
| 6 Contrary to the news reports, | f why don't you go book the tickets online right away? |
| 7 Provided that you finish all your homework, | g I'm going to give you all double the amount next. |
| 8 While you're logged into the site, | h you'll do what I say. |

2 Underline the linking words and phrases in the subordinate clauses in exercise 1.

For example: (1) In view of the fact that no one did the homework this week ...

3 Read about an English actor and writer. Choose the correct linking words or phrases.



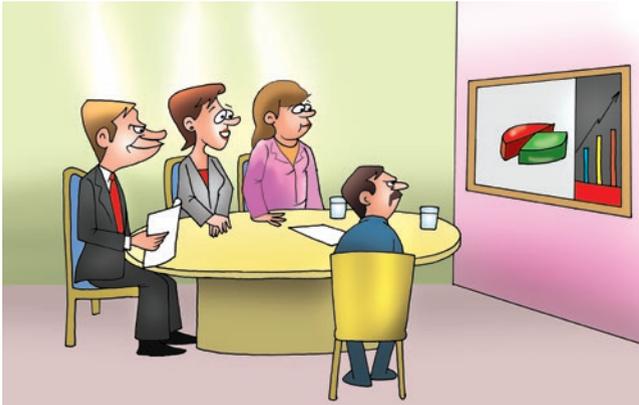
Dirk Bogarde

¹Assuming that / In spite of the fact that you have watched English films from the fifties and sixties, the actor Dirk Bogarde is a well-known face. ²In case / As far as you have never seen him or heard of him, then he made some excellent films. ³Although / Early on in his career, he appeared in lots of comedies and his handsome looks helped him to stardom. ⁴Unless / Insofar as he was always in work, Bogarde had become a successful actor and household name by the end of the fifties. However, in the sixties, Bogarde started to choose more challenging film roles. ⁵In the event of / Compared to his previous films, his film *Victim* in 1961 was very different. ⁶While / Because in the past his films had been funny, this one dealt with blackmail and suicide. Bogarde went on to make many more art-house films and worked with directors from all over the world. ⁷In spite of / In view of his film career, Bogarde suddenly changed direction in the late seventies and began to write his memoirs as well as novels. ⁸Given that / By the time he died in 1999, he had won awards and fame both for acting and writing.

4 Complete the subordinate clause with a linking word or phrase.

as far as by the time contrary to even though given that provided that

- I have so little time, I rarely go to the cinema.
- I was completely lost the film had reached the bit about her past life.
- her acting goes, I'd say she'll win an Oscar for that performance.
- I'll come with you to the cinema, you're paying.
- I didn't like the film much, I enjoyed the drinks and popcorn!
- what the film critics wrote about it, I thought it was a good film.



Report on the meeting

- Point 1: It was agreed to postpone any final decision on the location of the new headquarters until next year.
- Point 2: Our customers are believed to approve of the new product though it is hoped that the market research scheduled for next year will confirm this.
- Point 3: It was suggested that the planned employee bonus scheme should be reviewed and it is expected that a final decision will be taken next year.
- Point 4: Another meeting is thought to be planned for next year!

Presentation

We often use reporting verbs in the passive when:

- we do not know or cannot verify the source of the information.
- we assume that the reader or listener is not interested in who the agent or source is.
- the agent or source is obvious from the context.

The structure is very common in formal writing, e.g. newspaper articles, academic essays and business documents, as well as in formal speaking contexts, e.g. academic discussions and business meetings.

Use the passive in two different ways:

1 **It + passive verb + that clause**

It is believed that the painting was sold to a private art collector for \$35 million.

Reporting verbs that commonly follow this pattern are: *agree, allege, announce, assume, believe, claim, consider, decide, estimate, expect, fear, hope, know, presume, report, say, suggest, think, understand.*

Present

It is thought that the more people shop online than ever before.

It is believed that the government is considering an increase in tax.

Past

It was agreed that no final decision would be taken at this stage.

It wasn't reported that anyone had resigned over the mistake.

Future

It is expected that the company will open a one hundred more branches this year.

It is understood that the new director will be appointed in January.

2 **subject + passive verb + to + infinitive**

The company is believed to have been sold for \$20 million.

Present

The winner of the lottery is thought to live in the north west of the country.

The President is believed to be considering the new proposals.

Past

Ten thousand people are known to have taken part in the celebrations.

No one was thought to have been injured.

Future

The new branch is expected to open in January.

The King is said to approve of the plan.

Notice how we use passive reporting verbs with *there*:

It is known that there are still problems with the design.

There are known to be small problems with the design.

1 Choose the correct reporting verbs.

- 1 It is *known* / *expected* that man first landed on the moon in 1969.
- 2 The world population is *estimated* / *decided* to be around seven billion.
- 3 It has been *thought* / *announced* that the next election will be on May 8th. That's official.
- 4 The man awaiting trial is *known* / *alleged* to have stolen a car.
- 5 Fossil fuels are *agreed* / *believed* to cause global warming.
- 6 It is *thought* / *considered* that the escaped prisoner will try to leave the country.
- 7 Most applicants are *considered* / *approved* to be too under-qualified for the position.
- 8 The Earth was *expected* / *assumed* to be flat over a thousand years ago.

2 Study the sentences in exercise 1. Which sentences are reporting the ...

Past: _____, _____ and _____

Present: _____, _____ and _____

Future: _____ and _____

3 Report the information in the first sentence in two different ways. Use the verb in brackets in the passive reporting form.

- 1 'The company was sold off for over a million.' (believe)
 It is believed that the company was sold off for over a million.
 The company is believed to have been sold off for over a million.
- 2 'Over half of the typical household spending goes on rent or a mortgage.' (estimate)
 It is _____

- 3 'The electorate will vote for the President again at the next election.' (assume)
 It is _____

- 4 'The criminals stole jewellery worth a fortune.' (claim)
 It is _____
 The criminals _____
- 5 'Most employees are supporting the idea of more flexible working hours.' (know)
 It is _____
 Most employees _____
- 6 'The company will launch a new version of the phone by the end of this year.' (expect)
 It is _____
 The company _____
- 7 'The current CEO is planning his retirement.' (presume)
 It is _____
 The current CEO _____
- 8 'The hurricane will reach the coast by morning.' (fear)
 It is _____
 The hurricane _____



There's no sense in waiting.



We've got no chance of winning.



I had no choice but to fire you!



No matter where you go in life, there's no place like home.

Presentation

There are different expressions using the word *no*. Common expressions with *no* use certain nouns:

no + noun + -ing

There's no point (in) worrying.

I had no difficulty (in) finding the place.

There's no harm (in) trying.

There's no sense (in) waiting.

It's no use arguing.

It's no good complaining.

no + noun + of + -ing

There's no way of finding out.

He had no intention of helping.

There was no mention of having to pay.

We had no means of getting there.

I've got no chance of winning.

There's no hope of meeting the deadline.

no + noun + that

There's no question that it'll work.

There's no doubt that she's right.

There was no suggestion that we would have to pay.

There was no expectation that they would win.

no ... except / but to + infinitive

I had no choice but to resign.

We have no alternative except to fire you.

He had no option but to tell your parents.

no matter + wh- question word

No matter what I say, he won't believe me.

No matter where you go, there's no place like home.

No matter who tells you, don't listen to them.

No matter how hard I work, I don't get a promotion.

1 Complete the sentences with the nouns in the box.

alternative	chance	difficulty	good	harm	means	mention	question
-------------	--------	------------	------	------	-------	---------	----------

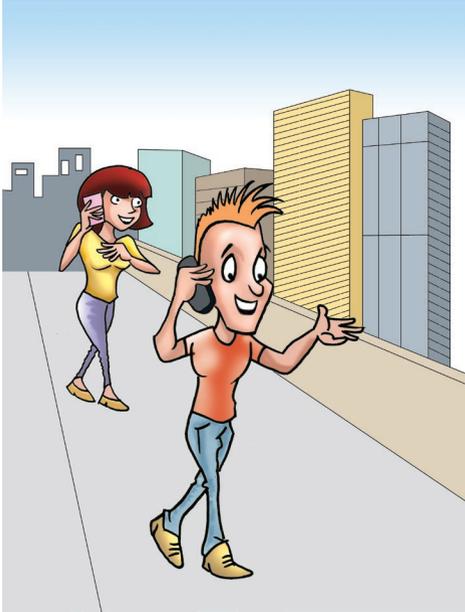
- Did you have finding our house?
- There's no in giving her a call. What can go wrong?
- It's no crying over spilt milk.
- Our car has broken down so now we have no of finishing the journey.
- You have absolutely no of winning this competition!
- There's no that your plan will work. The problem is whether we can afford it.
- Sorry, but I have no except to leave the company.
- There was no of a pay cut at the meeting last week so why are you talking about it now?

2 Complete the sentences with the missing relative pronoun (*who, where, how, etc.*) after *no matter*.

- It won't make any difference, no matter I say.
- No matter you go, keep hold of your passport.
- No matter gives you directions, make sure you follow the map.
- No matter long the journey takes, it'll be worth it in the end.
- No matter you get home, even if it's after midnight, call me to let me know you got home safely.
- No matter job you choose out of the two, I'll support your final decision.

3 Complete the second sentence so it has a similar meaning to the first. Use the word in brackets and no more than five words.

- There's nothing to lose by asking. (harm)
There's *no harm in* asking.
- You won't gain anything by arguing about it. (use)
..... arguing about it.
- Without the internet, we can't look up the answers. (means)
Without the internet, we up the answers.
- I completely believe in everything he's saying. (doubt)
..... in everything he's saying.
- I have to tell your boss about your mistake. (option)
I have your boss about your mistake.
- It's a waste of time worrying about it. (point)
..... worrying about it.
- After the third goal went in, the crowd didn't think they could win. (expectation)
After the third goal went in, they could win.
- Whatever they say, just follow your heart. (matter)
..... they say, just follow your heart.



'You have five messages. Press 1 to listen to your messages.'

Message one: 'Hi. I've just left the office and I'm on my way to meet you.'

Message two: 'Hi. Me again. It's just my luck, but my train is cancelled. The next one is in fifteen minutes.'

Message three: 'Hi again. Guess what. The next train is cancelled, too. I've just about had enough of trains for today. I'll call you when I know what's happening.'

Message four: 'Hi. It's me. I just called to say I'm on my way.'

Message five: 'Hi. I'm walking towards you and I just called to say I love you.'

Presentation

The adverb *just* appears in a sentence before the word it emphasises. It can come:

- before the main verb: *She's just left a message.*
- before a preposition: *The phone rang just about a minute ago.*
- before a noun: *It's just a short message.*
- before an adjective: *Your new phone is just amazing!*
- before a conjunction: *I'll be with you just as soon as I've finished this call.*

We often use *just* in spoken English and it has different meanings:

very recently	<i>She's just left the office.</i>
simply	<i>It's just a matter of luck.</i>
only	<i>He just sings – he doesn't write the music.</i>
exactly	<i>It's just the kind of music I love.</i>
a little	<i>They were on stage for just over two hours.</i>

In some cases *just* has no particular meaning, but is used for emphasis:

I just love this track!

It's just amazing!

That's just not acceptable!

Just taste this pizza!

Other uses of *just*

- We use *just* when something almost doesn't happen:

I can just hear you. (= with difficulty)

We just made it to the station on time. (= but we nearly didn't)

- *Just about* means *almost*:

I've just about had enough of this.

The programme's just about over.

- *Just as* is used to emphasise that something is equal to something else:

The view is just as good from here.

1 Underline the word or words in each sentence which could be replaced with the adverb *just* or *just about*.

- 1 I recently sent you an email. just
- 2 It's simply a matter of being in the right place at the right time.
- 3 I was at the shop for about an hour and only bought a pair of socks.
- 4 This is exactly the kind of behaviour which makes me angry.
- 5 The band played all their famous songs which took a little over three hours.
- 6 We could almost see you at the back.
- 7 This cheaper brand is equally as good as the real thing.
- 8 You should try this ice cream!

2 Delete the incorrect uses of *just* in these sentences and underline the correct one.

- 1 It's just what I've just always just wanted.
- 2 We've just seen the most just amazing just new band.
- 3 If just you think that tastes good, then just taste just this.
- 4 By the time I just arrived just, the film was just about over.
- 5 Your bag is just behind that just chair over just there.
- 6 Is just this your homework? That's just not just acceptable!
- 7 Can you speak just up? I can just hear you but just it's hard.
- 8 When I saw just her new haircut, I was just as just surprised as you.

3 Write *just* in Joel's responses in this conversation.

Dan: Can you tell Mina that we have a meeting?

Joel: ¹ I ^{just} did.

Dan: Great. By the way, did you have time to look at the new office designs?

Joel: ² Yes. They're amazing!

Dan: I'm glad you like them.

Joel: ³ And I love the colours.

Dan: Yes, they look great, but I hope they work as well.

Joel: ⁴ I'm sure they'll work as well.

Dan: Do you think the staff will like them?

Joel: ⁵ Ask them.



Since Nik was a boy, he's been afraid of lifts. And since he lives in a flat on the 21st floor, this means he has to climb 21 flights of stairs in order to get home every day. He also has to walk down 21 flights so that he can get to work or to the shops.

When he first moved into his flat, just under a year ago, it took him 20 minutes to climb the stairs. But because of his daily stair-climbing workouts, he soon became very fit. He now runs from the ground floor to his front door in just under three minutes.

As 21 floors are no longer a challenge, Nik has signed up for his first international tower running race. He will be running up 10,000 steps in the company of professional athletes, so that he can put his new-found stair-running fitness to the test!

Presentation

as, since

The conjunctions *as* and *since* can be used as:

- conjunctions of time:

as = while, at the same time

He often listens to podcasts as he runs up the 21 flights to his flat.

since = starting from a certain event or point in time

Since Nik was a boy, he's been afraid of lifts.

- conjunctions that introduce an explanation of why someone does something or why a certain situation exists:

As/Since he's afraid of lifts, he has to go up the stairs.

because, because of, due to

You can also use *because*, *because of* and *due to* to introduce an explanation of why someone does something or why something happens. *Because* is a conjunction and is followed by a clause. *Because of* and *due to* are both prepositions and are followed by a noun or *-ing* form of the verb.

because + clause: *Nik climbs the stairs because he's afraid of lifts.*

because of / due to + noun: *Nik has to climb the stairs because of / due to his fear of lifts.*

because of / due to + *-ing* form: *Nik is fit because of / due to climbing so many stairs.*

in order to, in order that, so as to, so that

Use these expressions to introduce the intended purpose of an action.

Use *in order to* and *so as to* + infinitive: *He has to climb 21 flights of stairs in order to / so as to get home every day.*

To form the negative, use *in order not to* + infinitive: *He has to be very careful in order not to fall.*

Use *in order that* and *so that* + clause: *He has signed up for a tower running race in order that / so that he can test his fitness.*

In informal speech and writing, it is possible to omit *that* after *so*: *He's running the race so he can see how fit he is.*

1 Choose the best position in the sentence (a or b) for the word in bold.

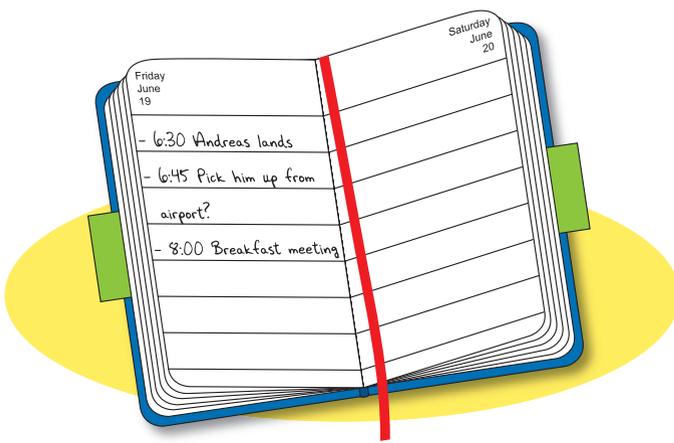
- 1 **because** (a) Because our flat is on the first floor on a busy street, (b) it can get very noisy.
- 2 **as** (a) there are three bars on our street, (b) it gets particularly noisy at night.
- 3 **due to** (a) it's also noisy (b) the buses and taxis that drive by at all hours.
- 4 **in order to** (a) I have to wear earplugs (b) get to sleep at night.
- 5 **so** (a) my wife sometimes takes sleeping pills (b) she can sleep through the noise.
- 6 **so that** (a) our children sleep in the back room (b) the noise doesn't disturb them.
- 7 **since** (a) early mornings are the only quiet time (b) the bars are shut and there's very little traffic.
- 8 **as** (a) I like to sleep late when I can, (b) the mornings are so quiet.

2 Choose the correct options.

- 1 They closed the road to traffic *in order to* / *in order that* let the procession through.
- 2 The shop remained closed for four days *so as to* / *so that* they could redecorate.
- 3 She opened the window *because* / *because of* it was hot in the car.
- 4 We could hardly see the road ahead of us *because* / *because of* the fog.
- 5 All classes were cancelled that week due to *the staff were ill* / *sickness among the staff*.

3 Join the two sentences using the connector in brackets.

- 1 I signed up for an intensive course. I wanted to learn to speak Chinese. (in order to)
.....
- 2 I didn't go out last night. I was feeling really tired. (as)
.....
- 3 There was heavy rain last night. Some roads are closed to traffic. (due to)
.....
- 4 He wanted to show her he still loved her. He bought her some flowers. (so as to)
.....
- 5 You don't really like football. I didn't buy you a ticket for the match. (since)
.....
- 6 A new law has been passed. Many small businesses will close. (because of)
.....
- 7 One hundred new schools have been built. More children have access to education. (in order that)
.....
- 8 We can go out tonight. My brother has offered to babysit. (so)
.....



- A: Let's discuss tomorrow's visit, shall we?
 B: Sure.
 A: We're meeting at eight, aren't we?
 B: That's right – over breakfast.
 A: Is that too early because Andreas lands at six thirty, doesn't he?
 B: That's right. As long as his flight is on time, there'll be no problem.
 A: And someone will pick him up from the airport, won't they?
 B: That's a good question. Actually, I'm not sure.
 A: Don't forget to check, will you? We don't want him waiting, do we?
 B: No, we don't.

Presentation

Form a tag question by using the auxiliary of the verb in the main sentence or the auxiliary verb *do* to replace the main verb:

You're Andres, aren't you?

Andreas lands at six-thirty, doesn't he?

He arrived yesterday, didn't he?

She isn't waiting, is she?

They've visited Paris before, haven't they?

I should call the taxi company now, shouldn't I?

If the main verb in the sentence is negative (including sentences with words with a negative meaning like *no one, never, hardly*), the tag question is affirmative:

We don't want him waiting, do we?

With imperative forms, use *will/won't* in the tag:

Don't forget to check, will you?

Check that, won't you?

For sentences starting with *Let's*, use *shall* in the tag:

Let's discuss tomorrow's visit, shall we?

We often use tag questions in speech or in informal writing to check that something is true or to request agreement. The meaning is shown by the intonation we use. If the tag is a real question to check something is true, we use rising intonation.

We're meeting at eight, aren't we?

If we are just requesting agreement, we use falling intonation.

We don't want him waiting, do we?

Sometimes we use an affirmative question tag after an affirmative sentence to express interest, surprise or concern.

Half an hour is enough time from the airport to the meeting, is it?

Pronouns in tag questions

When the subject is a noun, use an appropriate pronoun in the tag question:

Andreas lands at six thirty, doesn't he?

If the subject is *no one, someone* or *anyone*, the pronoun in the question tag is *they*:

Someone will pick him up from the airport, won't they?

1 Match the tag question (a–i) to the first part of the sentence (1–9).

- | | |
|---|-----------------------|
| 1 You aren't coming tonight, ^d | a haven't you? |
| 2 Let's book the flight now, | b shouldn't you? |
| 3 You should tell them you're going to be late, | c didn't you? |
| 4 You arrived late last night, | d are you? |
| 5 You've been before, | e aren't you? |
| 6 Don't forget to call before you leave, | f don't you? |
| 7 You're coming tonight, | g will you? |
| 8 You arrive at nine, | h shall we? |
| 9 No one else is coming, | i are they? |

2 Complete the tag questions with the pronouns in the box.

it (x2) she they we you

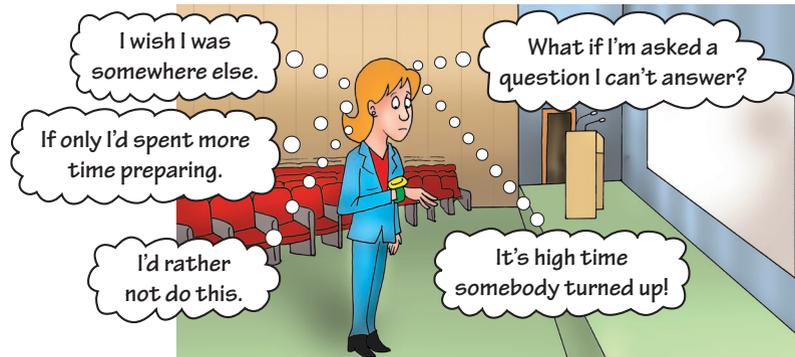
- It's starting at nine, isn't ?
- Anyone could have stolen it, couldn't ?
- Let's finish for today, shall ?
- Fifteen minutes is enough time for a meeting, is ?
- Mrs Holden was born here, wasn't ?
- Remember to lock everything, won't ?

3 Complete the conversation with tag questions.

- A: You're Andreas Jenshel, ¹ ? I'm Shelby Taylor.
 B: Nice to meet you, Shelby. You work for Nigel Sembler, ² ?
 A: That's right. We've spoken on the phone.
 B: I thought so. You haven't been waiting too long, ³ ?
 A: No, not at all. Your flight was only slightly delayed.
 B: Good. OK, let's go, ⁴ ? We don't want to keep Nigel waiting, ⁵ ?
 A: But don't forget to collect your other bag, ⁶ ?
 B: It's OK. I only have one bag. I always travel light!
 A: Right. Well, my car is this way.
 B: Half an hour is enough time to get from the airport to the company headquarters, ⁷ ?
 A: Probably a bit longer but Nigel will understand if we're a few minutes late.
 B: Maybe, I should give him a quick call, ⁸ ? To say we're on our way.

4 Write your own sentences using these tag questions.

- | | |
|-----------------------|-----------------------|
| 1, are you? | 5, mustn't you? |
| 2, don't you? | 6, should you? |
| 3, did you? | 7, will you? |
| 4, haven't you? | 8, shall we? |



Giving a presentation to a large audience is many people's greatest fear ...

Presentation

There are a number of structures in English that are followed by past tenses which have a present or future meaning. We use these structures to express unreal or hypothetical situations.

would rather / would just as soon

We use *would rather* or *would just as soon* + subject + past tense to express a preference:

I'd rather I didn't have to do this.

I'd just as soon you did this instead.

It is also possible to use *I'd rather* and *I'd just as soon* + infinitive without *to* when there is no change of subject:

I'd rather not do it. (= *I'd rather I didn't do it.*)

However, if the subject changes, we use the past tense:

I'd rather he didn't do it. (not *I'd rather he not do it.*)

I wish / If only

We use *I wish* and *if only* to express regrets and wishes for things that are unlikely to happen. *If only* has a more emphatic meaning than *I wish*:

I wish / If only you didn't live so far away.

We use the past perfect to express regrets about the past:

I wish / If only I'd spent more time preparing. (= but I didn't)

We use *wish* + *would* to express a wish for action – for someone to do something about a situation or for the situation/action to stop:

I wish you would help me prepare.

We also use *would* + *wish* to talk about another person's annoying habits or unwillingness to do / not do something:

I wish / If only she would listen to my presentation

I wish she wouldn't talk while I'm speaking.

Notice that we don't use *would* if the subjects in both clauses are the same:

I wish I didn't live here. (not *I wish I wouldn't live here.*)

what if / supposing / suppose

We can use *what if*, *supposing* and *suppose* at the beginning of a question to ask about the consequences of something:

What if you forgot your lines – what would you do?

We can also use these structures to make suggestions:

Supposing / Suppose they had a new job for you – would you accept the offer?

What if is more informal than *suppose* and *supposing*.

Note: You can use *were* instead of *was*, especially in a formal style:

I wish I was/were somewhere else.

Supposing no one was/were to turn up.

it's (high) time

We use *it's time* + subject + past tense to say that something needs to be done very soon. We can use *high* to add emphasis: *It's (high) time I had a holiday.*

1 Match the two halves of the sentence.

- | | |
|---------------------------|---|
| 1 I'd rather you | a invite them this time? |
| 2 I'd just as | b didn't invite them. |
| 3 I'd rather not | c wouldn't always invite them. |
| 4 It's high | d soon you didn't invite them. |
| 5 If | e you'd invite them. |
| 6 I wish | f time we invited them. |
| 7 I wish she | g only you hadn't invited them. |
| 8 What if we didn't | h we didn't invite them this time. |
| 9 Supposing | i invite them. |
| 10 I | j wish you hadn't invited them. |

2 Rewrite the first sentences so it has the same meaning using the word given.

- I'd rather we all left together.
soon I'd just as soon we all left together.
- I'd rather I didn't have to give this presentation.
not this presentation.
- I wish they hadn't asked me that question.
only me that question.
- Can you tell them to stop shouting?
wish stop shouting.
- It's so annoying when he interrupts.
wouldn't interrupt.
- What are the consequences of me leaving early today?
what if early today?
- What if your car breaks down?
supposing breaks down.
- Very soon I need to take some time off from work.
time some time off from work.

3 Complete the sentences so they are true for you.

- This week I'd rather
- I wish
- What if I
- Supposing
- It's high time I

How honest are you? part 3

Q 3 If you were to find a wallet on the street, would you hand it in to the police?

- A Yes, I would, unless it had a lot of money in it!
- B Yes, provided there was something that showed who the owner was, like a bank card or a driving licence.
- C No, I'd keep it, so long as no one saw me pick it up.

Q 4 Were an advertising agency to offer you a part in an ad for a product you didn't actually like, would you accept the job?

- A Yes, so long as I thought the product was harmless.
- B No, I would never sell a product unless I really believed in it.
- C Yes, provided the money was good enough!



Presentation

unless

Unless = *if... not* or *except if...*

I would never sell a product unless I really believed in it.
(= If I didn't believe in it, I wouldn't sell it.)

I won't go unless you go too. (= I'll only go if you go.)

so / as long as, provided/providing

These expressions mean *only if* or *on condition that*:

I wouldn't leave a note as long as no one saw me reverse into the car.

Provided/Providing are more formal than *as/so long as*:

I would accept the job provided the money was good enough. (= only if the money was good enough)

If I were to ..., Were I to ..., Had I ...

In *if* clauses which talk about imaginary future situations, you can replace the past simple with *were + to + infinitive* to emphasise the improbability of the situation:

If I saw him ... → If I were to see him ...

If you won ... → If you were to win ...

It is also possible to drop *if* and invert the order of the subject and *were*:

If I were to see him ... → Were I to see him ...

If you won ... → Were you to win ...

Were I to is far less frequent than *If I were to*.

You cannot use *were ... to ...* to talk about imaginary present situations:

If I knew how to swim (but I don't) ... Were I to know how to swim ...

However, you can use inversion with the verb *to be* + adjective to talk about imaginary present situations:

Were I rich, I'd live a life of luxury.

In *if* clauses which talk about imaginary past situations, you can drop *if* and reverse the order of *had* and the subject:

If I'd known ... → Had I known ...

TIP The inverted forms are more formal and distant than standard *if* clauses.

1  Write *unless* or *as long as* in the gaps. Then listen and check.

- 1 A: Would you steal from a member of your own family?
B: No, not I really, really had to.
- 2 A: Can I borrow your bike?
B: Yes, you bring it back before five.
- 3 A: You know who the winner is, don't you? Go on, you can tell me.
B: OK, but only you don't tell anyone else. It's supposed to be a secret.
- 4 A: Would you like to sit by the window?
B: Yes, please. you want to sit there, of course.
- 5 A: Are you going out this afternoon?
B: No, I don't think so, Paul calls me to play football.
- 6 A: Would you jump from a flying aeroplane?
B: Yes, I had a parachute!

2 Rewrite the sentences using the word or words in bold.

- 1 I'll get the bus if Glen can't take me in the car.
unless
- 2 Give me £5.00 and I'll clean your car for you.
provided
- 3 We could go out to eat, or if you prefer, we could stay at home and order a takeaway.
unless
- 4 You can come in, but you have to leave before my parents get back.
as long as
- 5 I really didn't want to do it if Simon wasn't going to help me.
unless

3 Rewrite the *if* clause using *were to* or *had*.

- 1 If I'd known you were coming, I'd have made more food.
Had I known
- 2 If he found out about all your lies, you'd lose your job.
.....
- 3 If I lost my job, it'd be very hard to find another one in the same town.
.....
- 4 If we'd got here a little sooner, we'd have seen the start of the match.
.....
- 5 If I'd never met you, my life would have been very different.
.....
- 6 If we could start again, things would be so much better.
.....



The *Cueva de las Manos* or 'Cave of the Hands' in Argentina is in the region of 9,000 years old. Visitors to the ancient paintings arrive at the edge of a canyon and then walk for two hours, more or less, until they reach the caves. A lot of the paint is a kind of reddish, brownish colour which outlines well over eight hundred hands. Most of the hands are male and thirty or so are right-handed; they all resemble the approximate hand-size of a 13-year old child.

Presentation

We often use approximate language in spoken and informal written English when it is not important to give exact details or when exact details aren't known.

Numbers

Put the following words before the number:

**some nine thousand years old* (= approximately 9,000)
around / about / roughly / approximately / in the region of / something like 9,000

**some* before a number suggests a large number.

eight hundred-odd hands*

eight hundred or so hands

two hours, more or less

*-*odd* can mean 'approximately' or 'a little more than the number mentioned'

Talk about large amounts like this:

dozens of hands, hundreds of hands, loads of hands

Talk about amounts over/above or below/under:

well under/over, above/below (= a large difference)

just / a little under/over, above/below (= a little difference)

Adjectives

We use *kind of* when we can't think of a better adjective to describe something:

It's kind of paint.

The suffix *-ish* makes an adjective less exact. You can use *-ish* with adjectives describing physical features (size, colour) and time:

It's bluish, it's yellowish, it's shortish, it's roundish.

We're meeting at three-ish.

some

Use *some* plus a singular noun to refer to an unknown or unspecified person or thing:

I hope you have some idea of where we're going.

I read about it in some book.

stuff and thing(s)

Stuff and *thing(s)* are 'vague' words which refer to a substance, material or group of objects. Use *stuff* and *thing(s)* when you don't know the name, the name is not important or when it's obvious what you're talking about.

What's that black stuff in the water?

(*stuff* = uncountable noun)

Remember to pack all your things in the case.

(*thing/things* = countable noun)

1 Match the two halves of the sentence.

- | | |
|------------------------------------|------------------------------------|
| 1 About a hundred or | a , more or less. |
| 2 A hundred | b -odd tourists visited. |
| 3 In the region | c so tourist visited. |
| 4 Something | d a hundred tourists visited. |
| 5 A hundred tourists visited | e like a hundred tourists visited. |
| 6 A little over | f of a hundred tourists visited. |

2 Complete the sentences with the words or parts of words in the box.

-ish just kind of like odd so some

- 1 About fifty or people work in my company.
- 2 Have you seen a small box? It's square with a metal lid.
- 3 We must have idea about where it is.
- 4 They say about three hundred- people turned out to watch the fireworks.
- 5 At sixty-nine kilometres per hour, we were under the speed limit.
- 6 Something four billion people watched the opening ceremony of the Olympic Games.

3 Make these sentences less precise by replacing the bold nouns with *stuff, thing or things*.

- 1 Can you pick up all your **toys**, please? things
- 2 What's all this **juice** on the floor?
- 3 Pull that **lever** at the side of the machine.
- 4 There's a pile of your **clothes** that needs washing.
- 5 This jar has purple **chemicals** inside it.
- 6 I have so many **little jobs** to do today.

4 Complete the description of a place in England with the missing approximation words or parts of words.

Of all the ¹ that people associate with England, Stonehenge is probably one of the best-known. It's become a ² of symbol of pre-historic England. However, in ³ parts of England you'll also find other standing stone monuments; in fact, only thirty minutes or ⁴ up the road from Stonehenge, there are the stone circles of Avebury. Like Stonehenge, the stones at Avebury are grey ⁵ in colour. However, the circles at Avebury cover an area of well ⁶ twelve hectares so the site is much bigger than Stonehenge. Originally, there would have been something ⁷ 400 standing stones and it is estimated they took in the ⁸ of 1.5 million man hours to construct.





She quietly picked up the gun. She turned to face him and spoke remarkably calmly.

'Luckily, you knew Matthews was the murderer,' she said. She held the murder weapon firmly in her hand, 'And you led me straight to him.'

'Apparently I did,' he answered slowly, as he looked at the newly dead body of Matthews, lying on the floor beside him.

'But does that mean I'm next?' he thought to himself.

Presentation

You can add *-ly* to a number of adjectives to form adverbs: *bad* → *badly*, *loud* → *loudly*, *sudden* → *suddenly*.

Sometimes you need to make changes to the spelling: *true* → *truly*, *full* → *fully*, *happy* → *happily*, *terrible* → *terribly*, *realistic* → *realistically*.

-ly adverbs with verbs

Adverbs of manner describe how something is done, or how something happens:

He answered slowly. She quietly picked up the gun.

Adverbs of manner can come in three positions in a sentence or clause:

- They usually come **after the verb** they describe. If the verb has an object, the adverb comes after the verb + object:

She spoke calmly. She held the gun firmly.

- They can also come in the middle of the sentence, **between the subject and the main verb**:

She calmly spoke to the man in the chair. She quietly picked up the gun.

When there is an auxiliary verb, the adverb comes after the auxiliary and before the main verb:

She had quietly picked up the gun.

- They can also come **at the beginning** of the sentence:
Calmly, she spoke to the man in the chair. Quietly, she picked up the gun.

You don't normally use adverbs of manner between the subject and the verb, or at the beginning of the sentence, when no other additional information is given after the verb (e.g. an object, a prepositional phrase).

Say *She spoke calmly*. (don't say *She calmly spoke*. or *Calmly she spoke*.)

-ly adverbs with adjectives and adverbs

You can use *-ly* adverbs to add information about, or comment on, an adjective or another adverb. The *-ly adverb* always comes before the adjective or adverb:

Her voice was remarkably calm. He was incredibly relieved. He moved surprisingly quickly.

-ly adverbs commenting on a clause or sentence

You can use an *-ly* adverb to comment on a whole sentence or clause. These adverbs usually come:

- **at the beginning** of the sentence or clause:

Luckily, he knew Matthews was the murderer.

- or **at the end** of the sentence or clause:

He knew Matthews was the murderer, luckily.

Use commas to separate the comment adverb from the rest of the sentence.

Change of position and meaning

The meaning of the sentence sometimes changes when the position of the adverb changes. This happens when the focus of the adverb changes.

Slowly, we realised that he had taken all our money. (Slowly refers to the whole sentence.)

We realised that he had slowly taken all our money. (Slowly refers to the way he took the money.)

1 Change the bold words to adverbs by adding *-ly*. Sometimes you will need to make some changes to the spelling.



He looked at her **critical** ¹ She looked **true** ² awful and he was sure she was going to sing **horrible** ³ But **lucky** ⁴, when she opened her mouth, he was amazed. She sang **beautiful** ⁵ and she **immediate** ⁶ won everyone's hearts. When she finished, the crowd stood on their feet and clapped **enthusiastic** ⁷

2 The adverbs in five of the sentences are in the wrong position. Move them to a better position. Sometimes there is more than one correct position.

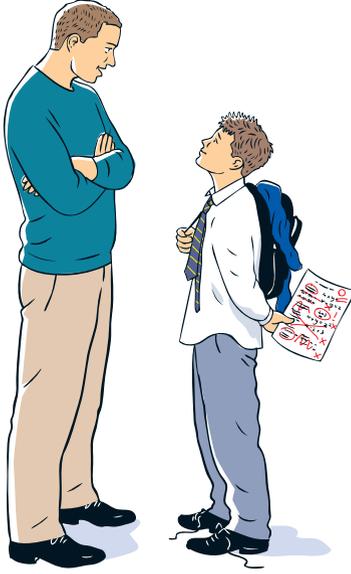
- | | |
|---|--|
| 1 I was sitting comfortably on the sofa.
.....
✓ | 6 The street outside was silent completely.
..... |
| 2 I heard a loud suddenly noise from outside.
I suddenly heard a loud noise from outside.
..... | 7 There was nothing or nobody there, apparently.
..... |
| 3 I went quickly to the door.
..... | 8 So I closed quietly the door and went back to the TV.
..... |
| 4 I looked up and carefully down the street.
..... | |
| 5 Then I stepped out slowly and cautiously extremely.
..... | |

3 Change the position of the adverbs so that the sentence has a different meaning.

- | | |
|--|--|
| 1 a Honestly, I can't speak to him.
b I can't speak to him honestly.
..... | 4 a He laughed happily when he heard the joke.
b
..... |
| 2 a I don't think he'll have the courage to tell her personally.
b
..... | 5 a We quickly realised that he couldn't walk.
b
..... |
| 3 a Normally, I can't work if there's music on.
b
..... | 6 a I said something incredibly stupid.
b
..... |

4 Match these explanations to either *a* or *b* in 1–6 in exercise 3.

- | | |
|---|--|
| 1 I find it difficult to tell him the truth. <i>b</i> | 4 I was worried that he might think it was offensive. |
| 2 He'll probably get someone else to tell her. | 5 So we all slowed down to his walking pace. |
| 3 I find I work more slowly with music on. | 6 I don't normally say anything stupid. |



Dad: How was your maths test? Was it hard?

Son: No, I did it really quickly.

Dad: Really? You haven't been studying much lately.

Son: Yeah, I know, but it was easy.

Presentation

You use **adjectives** to describe **nouns**. They come before the noun or after a copula verb (e.g. *appear, be, become, get, feel, seem, sound, look, taste, smell*):

*It was an **easy** test.*

*The test was **easy**.*

You use **adverbs** to describe verbs, adjectives or other adverbs:

*He did it **quickly**.*

*It was **really** easy.*

*He did it **reasonably** well.*

Some words can be used as both adjectives and adverbs, e.g. *clean, daily, deep, early, far, fast, free, high, hourly, late, loud, hard, weekly, well, yearly*.

*The test was **hard**.* (adjective: it describes the test)

*He works **hard**.* (adverb: it describes the way he works)

*You don't look **well**.* (adjective: well = in good health)

*She plays the piano **well**.* (adverb: it describes how she plays the piano)

*They have **weekly** tests.* (adjective: it describes the tests)

*They do maths tests **weekly**.* (adverb: it describes how often they do the tests)

*I hate **early** mornings.* (adjective: it describes the mornings)

*I hate getting up **early**.* (adverb: it describes when I get up)

hardly and lately

The adverbs *late* and *hard* have a different meaning from the adverbs *lately* and *hardly*. *Lately* means *recently*. *Hardly* means *almost not / almost never*.

*I worked **late** last night.* (*late* refers to the time when I was working)

*I've been doing a lot of work **lately**.* (*lately* = recently)

*He worked **hard** for his exam.* (*hard* describes the way he worked)

*He **hardly** did any work for his exam.* (*hardly any work* = almost no work)

Notice the position of *hardly*. It can come before the verb:

*We **hardly** see you anymore.*

Or before *any* + noun:

*He did **hardly** any work.*

1 Choose the correct options. Then listen and check.



The father looked ¹ *close / closely* at his son. Was he being ² *honest / honestly*? Or was he just giving his usual ³ *easy / easily* answer? His son stared back at him ⁴ *defiant / defiantly*. He knew his ⁵ *terrible / terribly* test mark was going to get him into trouble. He knew his father was going to get really ⁶ *angry / angrily*. But still he stared at his father. His father sighed ⁷ *quiet / quietly*. With a ⁸ *tired / tiredly* look on his face, he took the test paper from his son's hand. The boy waited ⁹ *anxious / anxiously* for the ¹⁰ *inevitable / inevitably* explosion. Nothing came. The father looked ¹¹ *sad / sadly* at his son, shook his head and walked ¹² *slow / slowly* away.

2 Decide whether the words in bold are adjectives or adverbs.

- | | |
|--|--|
| 1 The nurses make hourly checks on their patients all through the night. | 6 He loves fast cars and beautiful women. |
| 2 The church bells are rung hourly , day and night, filling the square with noise. | 7 My mum says I play my music too loud |
| 3 We hadn't walked far when we came to a gate. | 8 They all jumped when they heard the loud bang behind them. |
| 4 The figure was very far away; we couldn't really see it properly. | 9 They all looked really friendly |
| 5 She talks so fast I can't understand a word she says! | 10 He said goodbye to us with a friendly wave. |

3 Look at the pictures and the captions. Add *-ly* in the gaps where necessary.



1 He ran quick after his ball.



2 She was very tired after walking for such a long time.



3 Atlantic Star is in the lead followed close by Kaboura.



4 *Who's Who* is published annual

4 Complete the sentences using the words in bold.

late/lately

- Did you stay up last night? You look tired.
- You've been working very long hours You deserve a rest.
- We haven't seen a lot of you Have you been away?
- We had a lunch and then we went to the cinema.

hard/hardly

- This bread is very How old is it?
- You've touched your food. Aren't you hungry?
- It's a decision. I really don't know what to do.
- We had arrived when it started raining really heavily.

I'm fairly certain that he's going to be the thief.

The tickets were pretty expensive.

It's rather a disappointment. I wished we'd seen the other one.



It's a bit slow. When's the action scene?

The plot is quite confusing.

The book was a bit better than the film.

Presentation

A qualifier is a word or phrase that modifies the meaning of the words that follow it. It either intensifies or softens the meaning of the words. Qualifiers include the words *fairly*, *quite*, *pretty*, *rather*, *slightly*, *a little* and *a bit*.

fairly

Use *fairly* to modify the meaning of adjectives and adverbs. It means 'to a limited degree':

It's **fairly** easy to understand. (= it was easy, but not very easy)

quite

Quite often suggests a higher degree than *fairly*:

The plot is **quite** confusing. I didn't really understand what's happening.

Quite can also qualify verbs and nouns:

I **quite** like the book.

It was **quite** a difficult book to read.

When modifying an adjective + noun, *quite* comes before *a/an*:

The film had **quite** a surprising ending.

pretty

Pretty modifies adjectives and adverbs. It suggests a higher degree than *fairly* and *quite* and is slightly more formal:

The tickets were **pretty** expensive.

It's **pretty** unlikely that things will change.

rather

Rather is stronger than *quite*. It modifies adjectives, adverbs, verbs or nouns. It can express disappointment, criticism or surprise.

It's **rather** exciting.

The actors speak **rather** unclearly.

I **rather** liked the book.

The film version was **rather** a disaster.

When qualifying an adjective and a noun, *rather* can come before or after *a/an*:

It was **rather** a short film.

It was a **rather** short film.

slightly, a little, a bit

Slightly, *a little* and *a bit* soften the meaning of the words they qualify. They can qualify adjectives, adverbs and verbs. You can use these words to make a criticism sound less direct:

It seems **slightly** / **a little** / **a bit** long.

She drives **slightly** / **a little** / **a bit** fast.

Note the possible word order:

The ending **slightly** surprised me. → The ending surprised me **slightly**.

A bit is more informal than *slightly* and *a little*.

Slightly, *a little* and *a bit* can be used before comparative adjectives (whereas *quite*, *fairly* and *pretty* cannot):

The view is **slightly** better from this window.

(don't say *The view is quite better from this window.*)

Use *a bit* or *a little* before a non-comparative adjective.

The meaning is usually negative:

He's **a bit** impolite. (don't say *He's a bit polite.*)

Use *a bit of a/an* before a noun:

He can be **a bit of a** pain.

I've got **a bit of a** headache.

1 Put the words in the correct order. For one sentence, there are two possible answers because the qualifier can go in more than one place.

- 1 an easy quite subject it's *It's quite an easy subject.*
- 2 playing likes she hockey rather
- 3 I've a bit stomach-ache got a of
- 4 the shop from slightly this are cheaper clothes
- 5 I quickly finished my homework pretty
- 6 the a rather final triumph was
- 7 quite the disappointing film is
- 8 tiring was journey it rather a
- 9 understand fairly this easy to grammar is
- 10 fast he little drives a
- 11 that they I win quite hope
- 12 the were children hungry pretty afterwards

2 Cross out the qualifier or qualifiers which you cannot use in these sentences.

- 1 You had *quite* / ~~*pretty*~~ / *rather* a good idea.
- 2 I've got *a bit* / *slightly* / *a little* of a toothache.
- 3 This car is *fairly* / *slightly* / *a little* more reliable than my last one.
- 4 I *fairly* / *quite* / *pretty* prefer fish to meat.
- 5 That was a *rather* / *quite* / *bit* long bus ride over the mountains.
- 6 The meal was *a bit of* / *rather* / *slightly* a disappointment.
- 7 The new student in my class is *fairly* / *pretty* / *bit* intelligent.
- 8 Overall, the situation worries me *slightly* / *quite* / *pretty*.

3 Rewrite the first sentence using the qualifier in bold.

- 1 Most children are interested in nature to some extent.
quite
Most children in nature.
- 2 It was a French film, but it wasn't too difficult to understand.
fairly
It was a French film, but to understand.
- 3 I'm not very happy about the way things turned out in the end.
rather
I'm about the way things turned out in the end.
- 4 The width of this table is one centimetre more than that one.
slightly
This table is than that one.
- 5 I've got a little cough.
bit
I've got cough.