

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.



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)
.....



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
-------------	--------	------------	------	------	-------	---------	----------

- 1 Did you have finding our house?
- 2 There's no in giving her a call. What can go wrong?
- 3 It's no crying over spilt milk.
- 4 Our car has broken down so now we have no of finishing the journey.
- 5 You have absolutely no of winning this competition!
- 6 There's no that your plan will work. The problem is whether we can afford it.
- 7 Sorry, but I have no except to leave the company.
- 8 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*.

- 1 It won't make any difference, no matter I say.
- 2 No matter you go, keep hold of your passport.
- 3 No matter gives you directions, make sure you follow the map.
- 4 No matter long the journey takes, it'll be worth it in the end.
- 5 No matter you get home, even if it's after midnight, call me to let me know you got home safely.
- 6 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.

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



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.

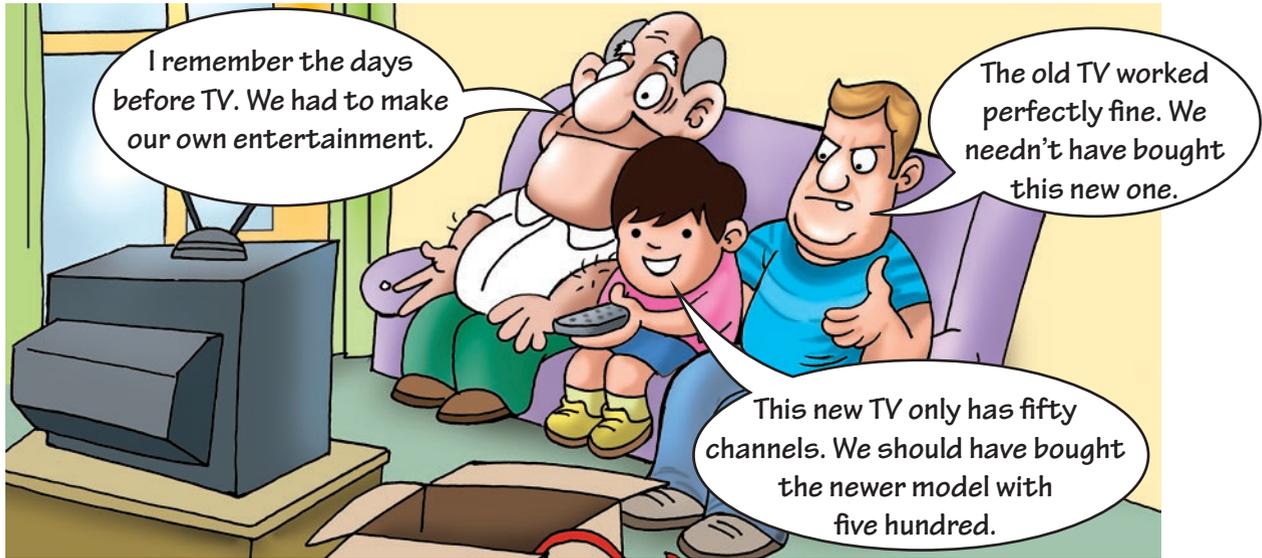
- 1 **totally / very**
 - A This is tasty. How did you make it?
 - B Wow! This is delicious. You didn't make it yourself, did you?
- 2 **n't very / utterly**
 - A I was unconvinced by his explanation.
 - B I was sure I was making the right decision.
- 3 **absolutely / rather**
 - A It's hot today, don't 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

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
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- 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

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!



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.

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



2 Write the words in italics in the correct order.

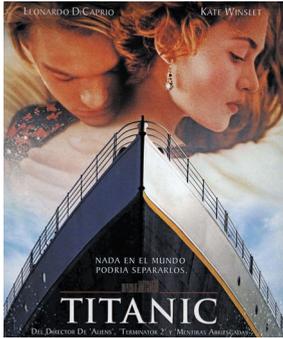
- 1 Hey! I've just come *a brilliant idea with up* for the end-of-term party! *up with a brilliant idea*
- 2 I think I'm going to take *on you up* your invitation to stay the night.
- 3 I really need to catch *up some work on* tonight.
- 4 Have you got any idea who might have put *up to him* this?
-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

3 Add the preposition in brackets to the sentences.

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

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

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

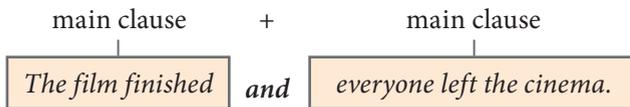


- A: How was the film?
 B: Great! You must watch it when you have chance.
 A: But I didn't like his last one.
 B: Oh, this one is fantastic, compared to that.
 A: I also read that it lasts over three hours!
 B: Don't worry. Even though it's long, it goes really quickly.
 A: Did you have to book a ticket 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

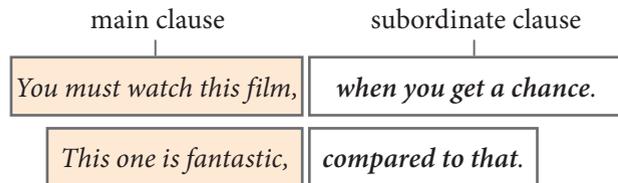
Sentences normally consist of one or two clauses. When there are two clauses, they can have two main clauses or a main clause and a subordinate clause.

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

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

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 ...



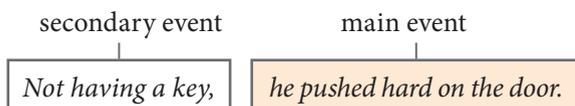
Presentation

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

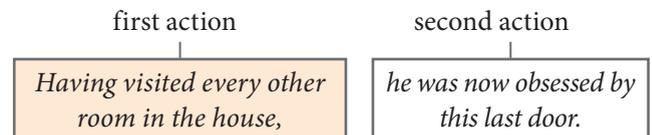
- **Present participles** are formed with verb + *-ing*:
Walking slowly up the corridor towards the door, he looked behind himself.
Not having a key, he pushed hard on the door.

- **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.

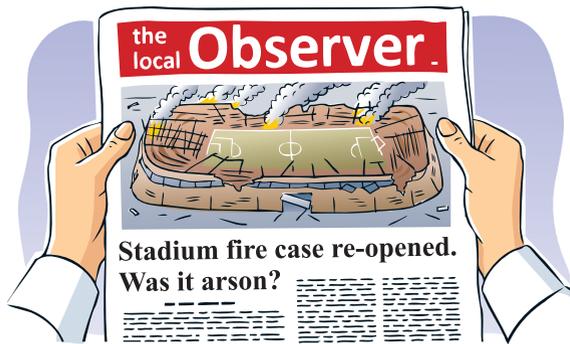
- 1 *Knowing / Having known* the professor for three weeks, he felt he could ask him a personal question.
- 2 *Living / Having lived* in London for a year, she could tell visitors about many of the major landmarks.
- 3 The key fitted the lock, *allowing / having allowed* him to open the door.
- 4 *Being / 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



- 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*.

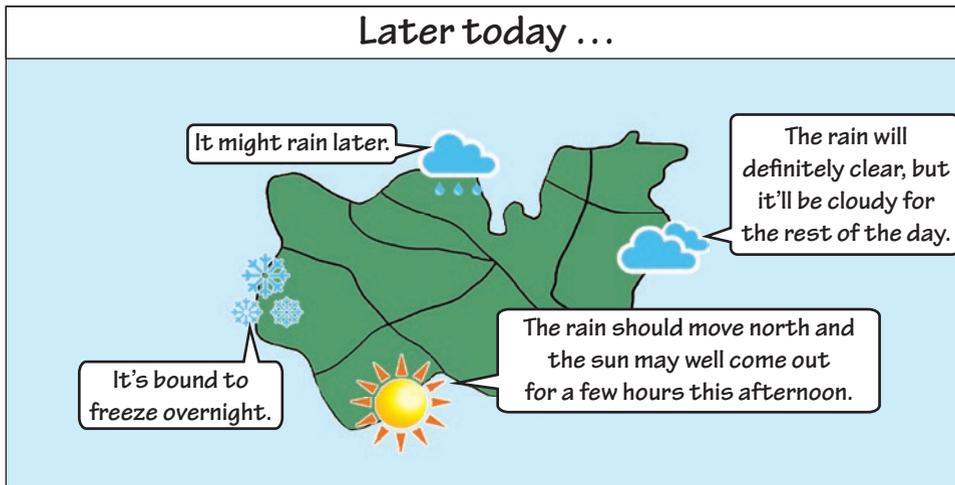
- 4 A: Are you going to buy a cake for Dad?
B: No, Sue's **baked** / *been baking* one already.
- 5 A: I need a cup of tea. I'm exhausted! I've **helped** / *been helping* Sue all day.
B: Here you are. Put your feet up and relax.
- 6 A: Have you **finished** / *been finishing*?
B: Yes, we have. We can 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.



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.

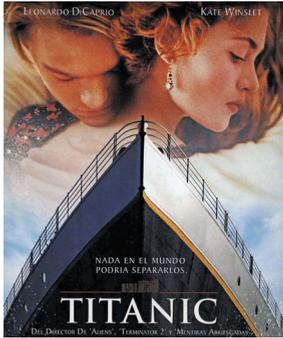
- 1 may well the tornado at midday hit Florida
The tornado may well hit Florida at midday.
- 2 the be true weather forecast could be might not but it
- 3 should weather think we month warmer next have I
- 4 it'll tonight almost certainly snow
- 5 won't the definitely reach hurricane land
- 6 frost unlikely 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.

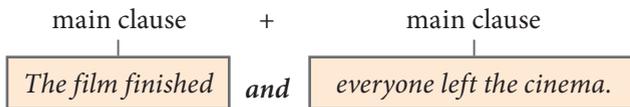


- A: How was the film?
 B: Great! You must watch it when you have chance.
 A: But I didn't like his last one.
 B: Oh, this one is fantastic, compared to that.
 A: I also read that it lasts over three hours!
 B: Don't worry. Even though it's long, it goes really quickly.
 A: Did you have to book a ticket 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

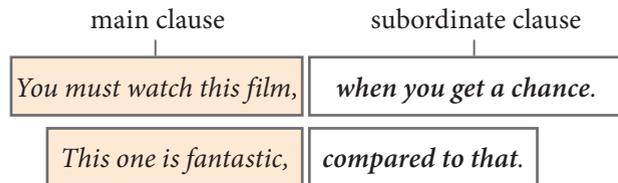
Sentences normally consist of one or two clauses. When there are two clauses, they can have two main clauses or a main clause and a subordinate clause.

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

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



- 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

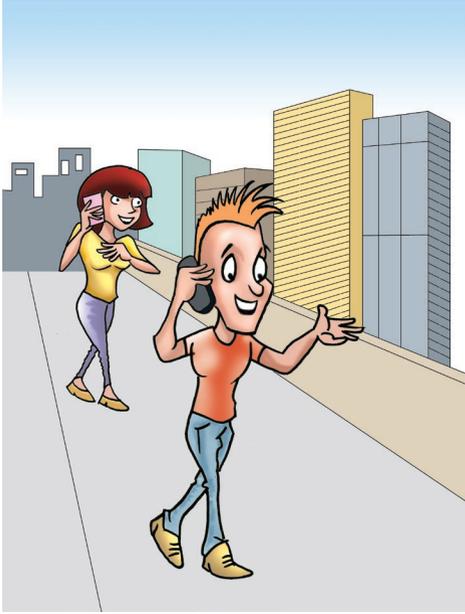
- | | | | | | | | |
|-------------|----------|------------|-------------|----------------|---------------|----------|------------|
| 1 A the sun | B it | C there | D the track | 6 A shouldn't | B wouldn't | C didn't | D don't |
| 2 A other | B road | C one | D track | 7 A set | B disappeared | C rose | 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 to 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.



'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.

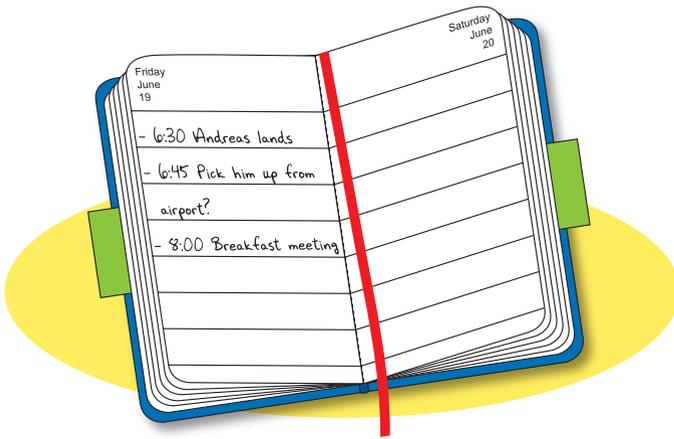
Joel: ³ And I love the colours.

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.



- 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

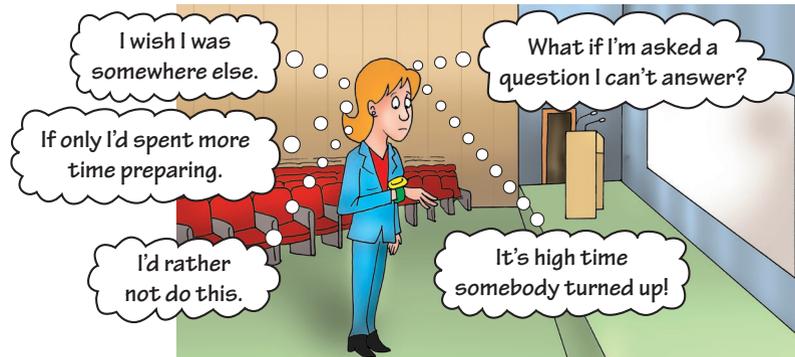
- It's starting at nine, isn't ?
- Anyone could have stolen it, couldn't ?
- Let's finish for today, shall ?
- Fifteen minutes is enough time for a meeting, is ?
- Mrs Holden was born here, wasn't ?
- Remember to lock everything, won't ?

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

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

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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)
