

## Unit 1 The present perfect and the past simple

### The present perfect

We use the present perfect to talk about:

- 1 something which has or hasn't happened before (our general experience), often with *ever*, *never* and *before*.  
*Have you ever been to New York?*  
*No, I've never had the opportunity.*  
*I'm sure we haven't met before.*
- 2 something which happened in the past but still has an effect in the present, often with *already*, *just*, *(not) yet* and *still*.  
*Have you already finished your composition?*  
*Jack has just come back from Paris.*  
*I haven't finished reading your letter yet.*  
*Jane still hasn't phoned me.*
- 3 something which is still going on now or is still true now, often with *for* and *since*.  
*Juliet and Mark have been married for five years.*  
*Ann's had her dog since last May.*  
*I've lived in this village all my life.*

#### Note

We use *for* to add information about the length of time and *since* to talk about the starting point of the action.

- 4 instead of a present tense after *when* and *if* to talk about something that might (not) be finished now or soon.  
*When I've finished this composition, we'll go to the cinema.*  
*If you haven't booked the tickets for the concert yet, I can do it for you.*

### The past simple

We use the past simple:

- 1 to talk about a completed action in the past, often with a time reference.  
*He rang me on Sunday morning.*  
*I didn't go to Scotland last weekend – it was too snowy.*
- 2 to tell people about past events and to tell stories.  
*I woke up early, quickly got dressed, caught the tram into town, and met a friend.*
- 3 with the verb *to be* + *since* to talk about how long it is since something happened.  
*How long is it / has it been since you went swimming?*  
*It is / has been ages since I went for a swim.*

## The present perfect and the present perfect continuous

We use both the present perfect and the present perfect continuous:

for an action which began in the past, has been going on for some time, and is perhaps still going on. The continuous form emphasises the length of the action.

- *Have you been at home all day?*
- *No, I've been out shopping.*
- *Have you been waiting long?*
- *Yes, I've been standing here for an hour!*
- *Why is your hair wet?*
- *I've been swimming.*

### Adverbs of frequency

We use adverbs of frequency:

- 1 after the verb *to be*.  
*Simon is always late.*  
*I was never any good at tennis.*
- 2 before an ordinary verb.  
*We usually go to bed about 11 o' clock.*  
*I often spend money on CDs.*
- 3 between an auxiliary and a main verb.  
*I can still remember my great-grandmother.*  
*Have you ever been to New Zealand?*  
*I've always enjoyed jazz.*
- 4 However, *yet* comes after the main verb.  
*I haven't finished yet.*

## Unit 2 Gerunds and infinitives

### Gerunds

Gerunds are verbal nouns ending in *-ing*. We can use them:

- 1 as the subject of a verb.  
*Learning English is not too difficult.*
- 2 as the object of a verb.  
*I like studying different languages.*
- 3 after a preposition.  
*I'm looking forward to going to England on holiday.*
- 4 after certain verbs.  
*avoid • can't stand • carry/go/keep on • consider • deny • (don't) mind • enjoy • fancy • finish • give up • imagine • miss • practise • put off • risk*  
*Jo always avoids doing the washing-up.*  
*I fancy going to the cinema tonight.*  
*Would you mind closing the window?*



## Infinitives

We can use infinitives with **to**:

- 1 to express purpose.  
*I bought this book **to read** on the train.*
- 2 after **too** + adjective or after (not) enough  
*This exercise is **too difficult to do** in ten minutes.*  
*The amount is **not enough to cover** the expenses.*
- 3 as the object of a verb after words like **where**, **when** and **how**.  
*I don't know **how to switch** the computer on.*
- 4 after certain verbs.  
• afford • agree • arrange • decide • hope • manage  
• promise • refuse • want  
*Peter **agreed to help** me paint my room.*  
*I **decided to go** to the beach.*

## Verbs followed by the gerund or the infinitive

- 1 We can use the gerund or the infinitive after some verbs with no change in meaning.  
*I **like travelling** / **to travel**.*  
*The students **continued working** / **to work**.*  
*It **started snowing** / **to snow**.*  
*They **began building** / **to build** the new railway station last year.*
- 2 We can use the gerund or the infinitive after some verbs with a change in meaning.  
**A remember**  
We use **remember** + gerund to talk about something we did in the past and remember later.  
*I **remember posting** the letter.*  
We use **remember** + infinitive to talk about something that we remember we must do, and then do afterwards.  
*I **remembered to phone** Pat.*  
***Remember to take** your pen to school.*

### B need

We use **need** + gerund to talk about things that must be done.

*The kitchen **needs decorating**.*  
*My hair **needs cutting**.*

We use **need** + infinitive to talk about things that we must do.

*I **need to finish** this work by tonight.*  
*We **need to get** some foreign currency before going abroad.*

### C regret

We use **regret** + gerund to talk about something we did in the past and are now sorry about.

*I **regret telling** Mary that I didn't like her.*  
*I **regret not going** to university.*

We use **regret** + infinitive to apologise for something we are going to do. This is used in more formal situations.

*I **regret to say** that I am unable to come to the party.*  
*We **regret to inform** you that your application has not been successful.*

### D try

We use **try** + gerund to say that something we tried to do was unsuccessful.

*I **tried talking** to Ben but it was no good. He wouldn't change his mind.*

We use **try** + infinitive to talk about something we made an effort to do but couldn't do.

*I **tried to phone** you last night but the line was engaged.*

- 3 We use the infinitive with or without **to** after some verbs with no change in meaning.

*I'll **help** you **to pack**.*  
*Can you **help** me **carry** this suitcase?*  
*I wouldn't **dare go** bungee jumping.*  
*I wouldn't **dare to go** deep sea diving.*

## Watch out!

- 1 A gerund, a present participle and an adjective ending in **-ing** look the same but we use them differently.

- A **Walking** is good for you. (gerund/noun)  
B We went on a **skiing** holiday. (adjective)  
C We sat in the pub **eating** hamburgers. (present participle)

- 2 We can use the infinitive in a continuous, perfect, and passive form.

*to buy                      to be bought                      to be buying*  
*to have bought      to have been bought      to have been buying*

*The news report can **be found** on the Internet.*  
*The criminal is said **to be arriving** in the UK today.*  
*He is said **to have been living** abroad.*  
*He is thought **to have been arrested** yesterday.*



## Adverbs of manner

We can use adverbs of manner:

- 1 after the object of the verb.  
*My parents speak English **well**.*
- 2 immediately after a verb with no object.  
*Sam stared **expectantly** out of the window.*
- 3 at the beginning of the sentence for emphasis.  
***Enthusiastically**, the children opened their presents.*
- 4 between the subject and the verb.  
*We **hurriedly** packed up the next morning.*
- 5 at the end of a sentence reporting what someone said.  
*'Don't you just love the rain,' said Sarah **ironically**.*

## Superlatives with the simple past and present perfect

We can use the simple past and the present perfect tenses together in a sentence with a superlative.

*It **was the worst** snowstorm (that) I've ever **seen**.*  
*That **was the most interesting** museum (that) I've ever **visited**.*

## Unit 3 Relative and noun clauses

### Defining relative clauses

#### Use

Defining relative clauses give us essential information. They define the person or thing we are talking about. They usually directly follow the noun that we are defining.

*Mr Roberts is the man **who telephoned me yesterday**.*  
*This is the book **that Peter gave me for my birthday**.*

#### Pronouns used in defining relative clauses

We use the relative pronouns *who*, *which*, *that* or *whose*.

- 1 We use *who* or *that* for people.  
*This is the man **who / that** designed the aeroplane.*
- 2 We use *which* or *that* for things.  
*Is this the letter **which / that** came yesterday?*
- 3 We use *whose* to say that something belongs to someone or something. It is more commonly used for people.  
*This is the star **whose** film was a box office hit.*  
*The film **whose** title was *Gone with the Wind* became very famous.*
- 4 We **can** leave the relative pronoun out if it refers to the object of the relative clause but we **cannot** leave it out when it refers to the subject of the relative clause.  
*The tickets **(that)** we booked for the concert were very expensive.*  
*The stars **who** appeared in the film were very famous.*

## Non-defining relative clauses

#### Use

Non-defining relative clauses do not define the noun. They give us extra information. Note that we use commas with non-defining relative clauses.

*The Prime Minister, **who is leaving tomorrow on a Middle East tour**, made a statement this morning.*

#### Pronouns in non-defining relative clauses

We do not use *that* in non-defining relative clauses and we cannot leave out the relative pronoun.

*The film, **which** was made in Scotland, has been a box office success.*  
*The film, **whose** director was Steven Spielberg, has made millions of dollars.*

## Noun clauses

We can use noun clauses:

- 1 as the subject of a sentence.  
***What you are suggesting** seems a good idea.*
- 2 as the object of a sentence.  
*I don't know **what you are talking about**.*

## Quoting direct speech

We can quote direct speech in three different ways:

- 1 using a comma and speech marks after a reporting verb.  
*Roger said, 'I wanted to earn some money.'*
- 2 using opening speech marks, a comma, and closing speech marks + subject + reporting verb  
*'I saved up enough money to go abroad,' Roger explained.*  
or speech marks and a comma + reporting verb + subject.  
*'I saved up enough money to go abroad,' explained Roger.*
- 3 using a reporting verb, a colon, then speech marks.  
*Roger confessed: 'I was doing a job I didn't like.'*

## Unit 4 Continuous tenses

### The present continuous

We use the present continuous:

- 1 to talk about an action which is going on now.  
*I'm **doing** my homework.*
- 2 for temporary actions and situations that are happening 'around now' but not necessarily at the moment of speaking.  
*My brother's **working** in Italy for six months.*  
*I'm **taking** a lot more exercise these days.*



## The present perfect continuous

We use the present perfect continuous:

- 1 to talk about an action which has been going on for some time and which is still going on.  
*Paul **has been jogging** round the park since seven o'clock this morning.*
- 2 with *for* and *since* to emphasise the length of an action.  
*We've **been living** in the city **for** about five years now.*  
*We've **been living** in this house **since** we were children.*
- 3 for finished actions which have a result in the present.  
*I'm hot because I've **been running**.*  
*My hair is wet because I've **been swimming**.*

## The past continuous

We use the past continuous:

- 1 to talk about an action in the past which was going on when another action happened or interrupted it.  
*Jim and Paula **were travelling** through Greece when they came across an old friend.*
- 2 to set the scene in a story.  
*The snow **was falling** heavily and the wind **was whistling** round the house.*
- 3 to say what we intended to do but did not do.  
*I **was going to buy** some new shoes but I couldn't find any I liked.*

### Watch out!

- 1 Many verbs are not used in the continuous form:
  - believe • belong • consist • depend • hate • know
  - like • love • mean • need • prefer • realise
  - remember • seem • suppose • understand • want
- 2 Some verbs can be used in continuous tenses with a different meaning, e.g. *see, think, feel, have*.

## Unit 5 Narrative tenses

### The simple past and the past continuous

We use the simple past with the past continuous to describe an action that was in progress when another action happened or 'interrupted' it.

*We **were having** an English lesson when the lights **went off**.*  
*I **was listening** to a CD when Peter **arrived**.*

### The past perfect

We use the past perfect to talk about an action which happened before another action in the past.

*When I **arrived** at the shop it **had already closed**.*  
(First the shop closed, then I arrived.)

## Adverb clauses

We can use adverb clauses to express:

- 1 reason  
*I borrowed some money **because / since / as** I wanted to start up my own business.*
- 2 time  
***While / When** we were on holiday, we met an old friend.*
- 3 condition  
***If** we can get tickets, we'll go to the concert.*
- 4 purpose  
*I joined a sports club **so that** I could make friends.*
- 5 result  
*The flight was **so** expensive **that** we decided to travel by train.*

## Forming adverbs from adjectives

- 1 We can form adverbs from adjectives by adding *ly*.  
*quick* → *quickly*
- 2 If an adjective ends in a consonant + *e*, we drop the *e* and add *ly*.  
*suitable* → *suitably*
- 3 Some adverbs are irregular.  
*good* → *well*  
*hard* → *hard*  
*fast* → *fast*
- 4 Some adverbs have no equivalent adjective forms.  
*We had **hardly** any money left.*
- 5 Some adjectives have no adverb forms.  
*friendly* → *in a friendly manner*  
*silly* → *in a silly way*

## Unit 6 Past modals

### Past modals and meaning

We can use past modals to talk about:

- 1 possibility  
*It **might / may have been** your parents who sent the flowers.*
- 2 ability  
*I **could have** bought you chocolates instead of flowers.*
- 3 a logical conclusion  
*It **can't have been** Maria who phoned. She's on holiday.*  
*It **must have been** Sarah. She said she was going to get in touch.*
- 4 obligation  
*I **ought to / should have** finished this composition last night.*
- 5 a past condition  
*I **would have** finished the composition if I had had time.*



## Phrasal verbs

Two- or three-word verbs are called phrasal verbs.

*I can't **put up with** this noise any longer!*

Some phrasal verbs don't have an object:

*I **get up** at seven-thirty every day.*

Some phrasal verbs have an object. The object can go before or after the particle.

*Could you **switch** the lights **on**?*

*Could you **switch on** the lights?*

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

*Could you **turn it on**, please?*

*Shall I **wake her up**?*

## Order of adjectives

When we use adjectives before nouns, we usually use them in the following order:

opinion → size → colour → country of origin → material

*It's a **beautiful, big, red, Indian, silk** carpet.*

*He was a **sweet, little, white, Dutch** rabbit.*

*My friend wears **terrible, short, orange, cotton** trousers.*

## Unit 7 The passive and the causative use of *have* and *get*

### The passive

#### Form

To make an active sentence passive, we need to make three changes:

- make the object of the verb the subject of the passive sentence.
- make the subject of the verb the agent of the passive sentence.
- use the same tense of the verb *to be* and the past participle of the active verb.

*The city **has attracted** visitors from all over the world. (active)*

*Visitors **have been attracted** to the city from all over the world. (passive)*

#### Use

We use the passive form:

- when we do not know who did the action.  
*The Bay of Islands **was visited** as early as the tenth century.*
- when we are not interested in who did the action or it is not important who did it.  
*The island **was discovered** in 1789.*

If we want to say who or what did the action, we use *by* + person or thing.

*Trade **was built up** with neighbouring islands **by the local fishermen**.*

## Passive forms with the gerund and the infinitive

We can use passive forms after verbs which are followed by the gerund (→ p134):

*I remember **being shown** the main sights of London.*

and after verbs which are followed by the infinitive (→ p135):

*People expect **to be taken** seriously when they talk about their problems.*

We can also use passive gerunds after some prepositions (→ p134):

*Jack was fed up with **being sent** on business trips every weekend.*

## The causative use of *have* and *get*

#### Form

We form the causative using *have* or *get* + object + past participle of the verb.

- When did you **get your hair cut**?*
- I **had it cut** yesterday.*
- Why did you **have central heating installed**?*
- We **got it installed** because the house was freezing cold in winter.*

#### Use

We can use *have* or *get* in the causative structure. *Get* is more informal than *have*. We use the causative when we are talking about something we ask, tell or pay somebody else to do for us.

*We **have had** a new carpet **laid**.*

*I **had the car washed** this morning*

In the causative *get* and *have* can sometimes have a negative meaning 'to experience' (usually something unpleasant).

*I **got / had my house broken into** last night. (My house was broken into.)*

## Unit 8 Ways of talking about the future

### going to

We can use *going to*:

- to talk about our intentions.  
*Ingrid says she's **going to take up** swimming.*
- to make predictions based on what we can see.  
*Look at that beautiful sunshine! It's **going to be** a nice day.*

## The present continuous

We can use the present continuous to talk about a definite arrangement for the future.

*I'm **having** an interview tomorrow.*

*We're **going out** with friends tonight.*



## The simple present

We can use the simple present to talk about events at a definite time in the future (often timetabled events).

School **starts** next Monday.

The concert **begins** at 7.30.

The train **leaves** at 16.03.

## will

We use **will**:

- to make a prediction.  
*The number of cars on the roads **will increase** rapidly in the next five years.*
- to make a request.  
***Will** you please **go and get** me a dictionary from the library?*
- to make a 'snap' decision.  
***I'll go and get** us an ice cream!*
- to make a promise.  
***I'll buy** you another watch to replace the one you've lost.*
- to express determination.  
*We **won't let** a little problem like this spoil our holiday!*

## shall

We use **shall**:

- with *I* and *we* in formal English, e.g. in letters.  
*We **shall inform** you of our decision as soon as possible.*
- when making offers or suggestions with *I* and *we*.  
***Shall I phone** for a taxi?*  
***Shall we go** home now?*

## The future perfect

We use the future perfect to talk about an action or event which will be over before a certain time in the future.

past → present → 2007 → 2008  
space station  
finished

*They **will have finished** the new space station **by 2008**.*

## The future continuous

We use the future continuous to emphasise the length of an action at a certain time in the future.

past → present → 2005 to 2007  
*In 2006 they **will be building** the new space station.*

## Unit 9 The third conditional

### The third conditional

#### Form

We form the third conditional using **if + past perfect, + would / wouldn't have + past participle**.

*If you **had given** me your phone number, I **would have called** you.*

*If I **had set** my alarm clock last night, I **wouldn't have overslept**.*

We can also use **could have** or **might have** + past participle.

*If you **had told** me you were late, I **could have given** you a lift.*

*If Mark **hadn't been** so rude, I **might have forgiven** him.*

#### Use

We use the third conditional to imagine how things might have been different in the past.

*If I **hadn't been** so tired, I **wouldn't have fallen asleep** on the bus.*

(But I was tired, and I did fall asleep.)

*If Paul **had told** me about the party, I **had gone** to it.*

(But Paul didn't tell me, and I didn't go.)

### Wishes and regrets about the past

We can express wishes and regrets about the past using **wish** or **wished** + past perfect. The wish we express is the opposite of what really happened.

*I **wish I'd been born** a hundred years ago.* (You weren't born a hundred years ago.)

*Paula **wishes she hadn't split up** with her boyfriend.* (But she did split up with him.)

*David **wished he hadn't argued** with his parents so much.* (But he did argue with them a lot.)

We can also express regrets about the past with **if only** + past perfect.

***If only I had called** him!* (But I didn't call him.)

***If only James had remembered** my birthday!* (But he didn't remember it.)



## Unit 10 Reported speech

### Reported speech

We use a reporting verb to report direct speech. We also need to change:

- A pronouns, e.g. *I* becomes *he / she*.
- B tenses, e.g.
  - simple present → simple past
  - present continuous → past continuous
  - will* → *would*
  - can* → *could*
  - may* → *might*
  - present perfect (continuous) → past perfect (continuous)

#### Note

Past modals do not change their past form in reported speech.

*'I would love to know the answer,' said Sally.*

*Sally said she would love to know the answer.*

*'You should have told me about the problem with the car,' said Jim.*

*Jim said I should have told him about the problem with the car.*

- C words connected with the present, e.g.

*now* → *then*

*here* → *there*

*this* → *that*

*these* → *those*

### Reported statements

- 1 There are many different reporting verbs in English but we often use *say* or *tell*, sometimes followed by *that*, to report direct statements.

*'I've bought a mobile phone,' said Ella.*

*Ella said (that) she'd bought a mobile phone.*

*'I don't know how it works,' Ella said to Mark.*

*Ella told Mark (that) she didn't know how it worked.*

#### Note

*tell* is always followed by an object.

- 2 If the reporting verb is in the present tense, we do not change the form of the tense in the reported statement.

*'I've bought a mobile phone,' says Ella.*

*Ella says she's bought a mobile phone.*

### Reported orders

We can use *tell* or *ask* + infinitive to report orders. *Ask* is more polite than *tell*.

*'Stop talking,' said the teacher.*

*The teacher told us to stop talking.*

*'Please don't talk,' said the teacher.*

*The teacher asked us not to talk.*

### Reported questions

When we report questions, we:

- 1 do not use the verb in the question form in the indirect question.

*'When did you arrive in London?' Simon asked Petra.*

*Simon asked Petra when she had arrived in London.*

- 2 use *if* or *whether* if there is no question word in the direct question.

*'Are you staying here long?' Simon asked Petra.*

*Simon asked Petra if / whether she was staying there long.*

### Embedded questions

Embedded questions are direct questions which follow another sentence opener, e.g. *I want to know*, *I wonder*, etc.

We do not change the tense of the direct question but we do change the word order.

*'Are you hungry?'*

*I want to know if you're hungry.*

*'Are the children tired?'*

*I wonder if the children are tired.*

*'What time is it?'*

*Could you tell me what time it is?*

*'Is dinner ready yet?'*

*Do you know if dinner is ready yet?*



## Unit 2 page 19

### 4 Role-play: Exchanging information

#### STUDENT A (YOU SPEAK FIRST)

You are going to do a language course in Britain. Ask a friend who has been doing a similar course there:

- how different he/she thinks it is from your own country.
- what it's like living there.
- how you could feel more 'at home' there.
- how difficult it is to learn the language.

#### STUDENT B

You are almost finished a language course in Britain. Tell a friend who is coming to do a similar course:

- what kinds of things he/she might find different or similar about living there.
- what he/she might dislike or like about living there.
- what he/she could do to feel more 'at home' there.
- what you found easy or difficult about learning the language.

## Unit 4 page 47 Let's practise 1

### 5 Role-play

#### STUDENT A (YOU SPEAK FIRST)

Imagine you are a journalist at the scene of a disaster. You are interviewing a survivor. Make notes about what questions you are going to ask. Find out about:

- where they were and what they were doing when the disaster struck.
- how they escaped.
- how they felt.
- what damage the disaster caused.
- what other people are doing to help.

#### STUDENT B

Imagine you are a survivor at the scene of a disaster. A journalist is going to interview you about what happened. Make notes about your experiences. Think about:

- where you were and what you were doing at the time of the disaster.
- how you survived.
- your feelings during the disaster.
- the damage you have seen.
- what kind of help you have received from other people.

## Unit 8 page 97

The picture on page 97 shows a space phenomenon called 'a wormhole' connecting our solar system on the left with the Andromeda galaxy on the right. The opening on our side is known as a 'black hole', and the one on the Andromeda side as a 'white hole'. If wormholes really exist, space travel which today would take centuries could be reduced to minutes in the future.