

GRAMMAR

1.1 the passive; causative *have*

the passive

Form the passive with *be* + past participle.

	active	passive
present simple	Someone cleans the room every day.	The room is cleaned every day.
present continuous	They are checking his documents.	His documents are being checked .
past simple	The team gave the coach a present.	The coach was given a present by the team.
present perfect	No one has told us about a delay.	We haven't been told about a delay.
will	Someone will explain the rules to you.	The rules will be explained to you.
modals	No one can help her right now.	She can't be helped right now.

Use the passive:

- to talk about what happens to people/things.
Sarah was taken to the zoo.

- when you don't know who does the action or their identity is not important.
The painting was stolen.
Those cars are made in Japan.
- when the identity of the doer of the action is obvious.
He was sent to prison. (The action was done by a judge.)
- to sound more formal.
The topic was discussed at the forum.
Jackets must be worn at all times.

causative *have*

Form the causative *have* with *have* + object + past participle.

Use the causative *have*:

- to say when you arrange for somebody to do something for you.
I had my hair done. (Somebody did my hair, not me.)
We had our house painted. (Somebody else painted the house.)
- to talk about a bad experience that was caused by someone unknown or unnamed.
I had my watch stolen.
He had his house broken into.

1.2 present tenses

present simple

+	He works for a company that makes microchips.
-	He doesn't enjoy his job.
?	Does she know what she wants to do?

Use the present simple:

- to talk about habits and everyday actions.
We usually have lunch at about 1p.m.
- for facts/things that are always true.
Stress is one of the main causes of insomnia.
- for states or feelings (state verbs: *like, love, think, want, be, know*, etc.).
Italians love cooking and eating good food.

present continuous

+	We're working on a new system.
-	They're not helping us.
?	Are you starting your course next month?

Use the present continuous:

- for actions happening now or around now.
We're trying to fix the problem at the moment.
The battery's not charging.

- to describe a situation that is in the process of changing.
People in Bangladesh are eating more fish than they did twenty years ago.
- after words like *always, forever* and *constantly*, to describe repeated actions (that may be annoying).
Our neighbours are constantly playing loud music.
- to describe a planned future action.
We're leaving the country in August.

Note: As a rule, we don't usually use state verbs in the continuous form. The following are some common state verbs.

<i>love</i>	<i>understand</i>	<i>seem</i>	<i>realise</i>
<i>hate</i>	<i>imagine</i>	<i>possess</i>	<i>suppose</i>
<i>want</i>	<i>mean</i>	<i>contain</i>	<i>need</i>
<i>prefer</i>	<i>see</i>	<i>include</i>	<i>matter</i>
<i>believe</i>	<i>hear</i>	<i>agree</i>	<i>prefer</i>
<i>know</i>	<i>sound</i>	<i>depend</i>	<i>forget</i>
<i>remember</i>	<i>appear</i>	<i>consist</i>	

However, there are exceptions to this. Sometimes people use the continuous form to focus specifically on the verb as an action.

- I'm loving this!*
- I'm seeing Adrian this afternoon.*

1.3 describing everyday objects

That's (definitely not) essential/vital/indispensable.	It's a bit impractical/heavy/pointless.	It's (no) good for telling the time.
You (can) use it to get online/cut ...	You need it to prove who you are.	It's really special.
You (can) wear it.	It's made of wool/metal/plastic/leather.	It has sentimental value.

PRACTICE

- 1.1 A** Complete the article with the correct active or passive form of the verbs in brackets. Use the verb tenses in italics.

The history of lemonade

No one knows when lemon juice, sugar and water ¹ _____ (mix, *past simple*) together for the first time, but we do know that lemonade ² _____ (enjoy, *present perfect*) for at least 1,000 years. It ³ _____ (believe, *present simple*) that lemons ⁴ _____ (introduce, *past simple*) to Egypt from Asia in AD700, and there is written evidence of the drink in Egypt dating from AD1000.

We also know that lemonade ⁵ _____ (sell, *present perfect*) commercially since 1676, when Compagnie de Limonadiers was founded in Paris. The company ⁶ _____ (send, *past simple*) its vendors onto the streets with tanks of lemonade on their backs, and the drink ⁷ _____ (sell, *past simple*) in cups.

Compagnie de Limonadiers ⁸ _____ (make, *past simple*) cloudy lemonade.

The other type ⁹ _____ (make, *present simple*) with carbonated water.

Another variation, which mixes lemon juice, sugar, water and mint, ¹⁰ _____ (drink, *present simple*) in the Middle East.

- B** Put the words in the correct order to make sentences. Use the causative *have*.

- handbag / had / stolen / her / she
- checked / have / by / I / doctor / blood / the / my / month / every
- hair / his / he's / cut / having
- walls / we'll / the / painted / have
- broken / his / he / by / nose / opponent / his / had
- dress / she / the / made / for / had / occasion / a
- followed / we / a / by / him / had / private / investigator
- had / repaired / they / roof / their

- 1.2 A** Complete the blog with the words/phrases in the box.

think are always asking paint don't realise is 'm putting
looking finish check have collect get up make
'm rebuilding spend

My life as an artist

People ¹ _____ me about my life as an artist. Artists ² _____ a bad reputation. I ³ _____ people imagine that we just ⁴ _____ our time sitting around and staring at canvases. Most people ⁵ _____ how much work is involved. I usually ⁶ _____ at sunrise. The light ⁷ _____ golden and soft at that time. I ⁸ _____ some tea and walk into my studio. I generally spend a bit of time ⁹ _____ at yesterday's work, thinking about what needs doing. Then I ¹⁰ _____ my website and deal with email enquiries. Currently, I ¹¹ _____ the website so people can buy from me directly. Then I spend most of the day painting. Some days I ¹² _____ until late at night. Other days I ¹³ _____ early and go to visit the galleries I work with or ¹⁴ _____ paintings from the framer. At the moment things are really busy as I ¹⁵ _____ on an exhibition next month so there's a lot to organise.

- B** Underline the correct alternatives to complete the sentences.

- It's a difficult month for Nina because she's working/she works hard for her exams.
- I'm not remembering/don't remember exactly where I left my bag.
- Good health is depending/depends on having a good diet and getting enough sleep.
- It's wonderful to see you again. How long are you staying/do you stay?
- The other boys play rugby at the weekend, but Sam is preferring/prefers to stay at home.
- I'm cutting down/cut down on my coffee drinking at the moment.
- The figures suggest that the economic situation is improving/improves slightly.
- We're travelling/travel around Northern Europe for three weeks, starting on Monday.

- 1.3 A** Complete the sentences with the words in the box.

sentimental essential need leather use a good indispensable

- It's an old suitcase, made of _____. It's _____ bit heavy.
- Bring your licence – you _____ it to prove you can drive.
- A penknife is _____ when camping. You can _____ it to cut meat or fish.
- My grandmother gave me this painting. It has _____ value.
- It's no _____ for telling the time, but I still keep it.
- Swimming trunks are not _____, but they might be a good idea.

GRAMMAR

2.1 question forms; indirect questions

direct questions

Most direct questions use the following word order: (question word) + auxiliary verb + subject + main verb.

question word	auxiliary verb	subject	main verb (+ phrase)
Where	do	you	work?
When	does	he/she	finish?
Where	would	you	like me to put your things?
Why	haven't	they	invited me?

subject questions

When the question word is the subject of the sentence, use the affirmative form of the verb, without the auxiliary.

Who invented the computer? NOT *Who did invent the computer?*

indirect questions

Use indirect questions to sound more polite. After the opening phrase (*Could you tell me ...?*, *Can I ask you ...?*, etc.) use the affirmative form.

Direct: *Where do I have to go?*

Indirect: *Could you tell me where I have to go?* NOT

Could you tell me where do I have to go?

Can I ask you what time the show starts?

NOT

Can I ask you what time does the show start?

2.2 present perfect simple and continuous

Use either the present perfect simple or the present perfect continuous to talk about situations or repeated actions which started in the past and continue until now.

Jack has lived/has been living here for a month.

Form the present perfect simple with *have/has* + past participle.

Use the present perfect simple:

- for recent events, often with *just*, *yet* or *already*.
I've just eaten my lunch.
- to emphasise actions that are short and complete.
I've passed my exam!
- with state verbs (*know*, *love*, *like*, *understand*, etc.).
We've known her for two years. NOT *We've been knowing her for two years.*

Form the present perfect continuous with *have/has* + *been* + *-ing*.

Use the present perfect continuous:

- to emphasise ongoing, incomplete actions that began in the past and continue now.
I've been learning Japanese for two months. (I haven't finished learning it.)
- to emphasise the length of time of an activity.
You've been playing video games for eight hours!
- when there is present evidence of a recent activity.
You're wet. You've been swimming. NOT *You've swum.*

Do NOT use the present perfect continuous with state verbs.

I've always been loving dogs. *I've always loved dogs.*

2.3 judging and evaluating ideas

asking for an evaluation of an idea	saying an idea is possible	saying an idea is very good
What do you think? How does that sound? Do you like the idea?	It has potential. That's a possibility. That might work.	That seems like a really good idea. I like the sound of that. That looks/sounds great!
saying an idea might not work	saying an idea is completely impossible	
I'm not sure that'll work. I have my doubts about that. I'm not convinced about that.	That's a non-starter. That's out of the question. No way.	



PRACTICE

2.1 **A** Circle the correct answer, a), b) or c), to complete the questions.

- Do you know how expensive ____?
a) is it b) it is c) are they
- Can you tell me where ____ born?
a) was he b) did he c) he was
- Where ____ put the clean dishes?
a) I should b) should I c) I shall
- Do you think ____ wait for her?
a) we should b) do we c) should we
- Why ____ want to leave her job?
a) she does b) she would c) would she
- Who ____ all the biscuits?
a) ate b) did eat c) would ate

2.2 **A** Underline the correct alternatives to complete the text.

Thomas Dambo has always ¹*enjoyed/ been enjoying* building things. As a child in Denmark, he built treehouses and boxcars. He now specialises in making sculptures from recycled materials. Dambo's first major work was a series of wooden birdhouses. Since he began these, he has ²*built/ been building* more than 3,000 of them. For his most recent project, Dambo has ³*worked/ been working* on a series of giants made from recycled wood, and so far he has ⁴*completed/ been completing* six of them. These sculptures have ⁵*been hidden/ being hidden* in the woods of Copenhagen, where people can search for them. When asked about his work, he says that over the last decade, as well as making beautiful art, he has ⁶*been tried/ been trying* to get people to take better care of the planet.

**B** Rewrite the questions.

- What time is the show?
Can you tell me _____?
- Where did Marco put the luggage?
Do you know _____?
- How old are you?
Can I ask you _____?
- Have you ever seen one of these before?
Could you tell me if _____?
- What do you think of the idea?
Can I ask _____?
- What is the problem?
Do you know _____?

B Complete the sentences with the present perfect simple or continuous form of the verbs in the box.

work read watch finish wait write
do plan speak rain

- Bring your umbrella. It's _____ all day here.
- You look exhausted! What have you _____?
- The same film again? You've _____ it three times already!
- I haven't _____ to Ali for ages.
- We don't know where he is. We've _____ for him since 10 o'clock.
- Have you _____ your essay? You need to hand it in today.
- I'm not surprised he's tired. He's _____ in the garden for five hours.
- I've _____ our music festival. It will involve 120 musicians.
- He's a young author. He's _____ just two books so far.
- I've already _____ that book. It's brilliant!

2.3 **A** Put the underlined words in the correct order to complete the conversations.

- A: So that's my plan. _____ (idea / like / do / you / the?)
B: _____ (convinced / not / I'm / it / about)
- A: We'll organise it. _____ (sound / does / that / how?)
B: _____ (seems / really / a / idea / that / like / good)
- A: He said we can start the project tomorrow. _____ (possibility / a / that's)
B: _____ (about / my / have / that / I / doubts). We aren't ready.
- A: That's her idea. _____ (has / I / potential / it / think)
B: _____ (of / out / it's / question / the). It's too expensive!
- A: I finished the proposal. _____ (do / think / you / what?)
B: _____ (like / sound / it / the / I / of)
- A: He gave me the plan. _____ (work / not / I'm / it'll / sure)
B: I agree with you. _____ (non-starter / a / it's)

GRAMMAR

3.1 narrative tenses

Use the past simple to talk about completed actions or the main events of the story.

She got up early and went out to surf.



Use the past continuous (*was/were + verb + -ing*):

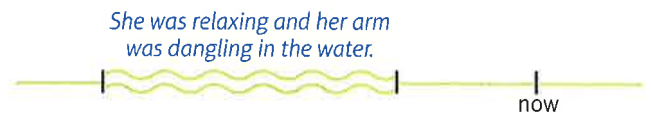
- to give background information or to focus on the duration of the activity.

They were living in Australia.



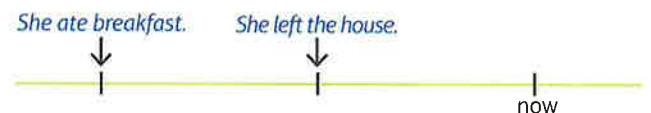
- to talk about one or more actions which were in progress at the same moment in time.

She was relaxing and her arm was dangling in the water.



Use the past perfect (*had + past participle*) to talk about an action which happened before the main events.

She left the house after she had eaten her breakfast.



The past perfect links a past point (*she left the house*) to a point further back in time (*she ate breakfast*).

3.2 modals of obligation: present/past

	advice (present)	regret or criticism (past)	obligation (present)	obligation (past)	lack of obligation (present)	lack of obligation (past)
+	You should call him.	We should have arrived earlier.	You must go now. We have to leave.	She had to leave at six.		
-	You shouldn't do that.	You shouldn't have done that.	We mustn't be late.		You don't have to wear a suit.	You didn't have to bring food!
?	Should I wait?	Should we have called first?	Do I have to pass a test?	Did he have to do the exam again?		

should

Use *should* and *shouldn't* for advice and mild obligation.

You should see that film! You shouldn't arrive late.

should have

Use *should have + past participle* for regrets.

I should have left home earlier. (I missed my train.)

must and have to

Use *must* and *have to* for strong obligation. *Must* is often used when we decide something for ourselves.

I must lose weight!

Must is also used in written rules.

All members must wear a tie.

Have to is often used when we're talking about rules.

You have to buy a ticket. (It's the rule if you want to enter.)

had to

The past form of *have to* is *had to*. There is no past form of *must* or *mustn't*.

Yesterday I had to take a test. NOT

Yesterday I must take a test.

mustn't

Mustn't means something is not allowed.

You mustn't walk on the grass. (It's against the rules.)

don't have to

Use *don't have to* to show that something is not necessary.

You don't have to bring food. (But you can if you want to.)

didn't have to

The past of *don't have to* is *didn't have to*.

You didn't have to bring flowers! (But it was kind.)

3.3 resolving conflict

preparing the other person for the conversation	introducing the subject	explaining the problem
Can I talk to you about something? There's something I need to talk to you about.	It's about ... The problem/The thing is ...	This is making it impossible to ... I can't ... because of this.
suggesting a plan of action	describing next steps	
Would you be able to/Perhaps you could ...? What if we ...? What about ...?	So for now, we'll (do this). We can just (do this).	

PRACTICE

3.1 A Complete the sentences with the past simple, past continuous or past perfect form of the verbs in brackets.

- At 5.30 I _____ (sleep) when the alarm _____ (go off).
- We _____ (talk) about Jo when she _____ (walk) into the room.
- The restaurant was full, so we _____ (cannot eat) there as I _____ (not book) a table.
- He _____ (break) his foot while he _____ (skateboard).
- I looked up and _____ (realise) I _____ (not see) him before.
- My computer _____ (crash) and I lost all my work because I _____ (not save) it.

B Complete the story with the correct form of the verbs in brackets. More than one answer may be possible.

This ¹ _____ (happen) when we were on holiday in Australia. We ² _____ (visit) my sister, who ³ _____ (live) in Sydney at the time. One day we ⁴ _____ (decide) to go scuba-diving. My sister ⁵ _____ (want) us to see the Great Barrier Reef, but we ⁶ _____ (not do) much scuba-diving before, so we ⁷ _____ (feel) a little bit nervous. However, our guide was very friendly. He ⁸ _____ (calm) us down and ⁹ _____ (explain) how all the equipment worked. As we ¹⁰ _____ (travel) out on the boat, I ¹¹ _____ (look) out at the calm sea and ¹² _____ (feel) very relaxed. At the beginning of the dive I ¹³ _____ (enjoy) looking at all the different coloured fish and coral. It was beautiful. But soon the water ¹⁴ _____ (start) to get murky and before long I ¹⁵ _____ (cannot) see anything at all. We ¹⁶ _____ (swim) against a strong current and looking for the rest of the group, but we ¹⁷ _____ (cannot) find them. We ¹⁸ _____ (decide) to go back up to the surface of the water. When we got there we ¹⁹ _____ (realise) the current ²⁰ _____ (take) us a long way from the boat. Luckily the team ²¹ _____ (look for) us, and they soon found us. But I'm never going scuba-diving again!

3.2 A Complete the conversation with the words in the box.

have (x3) shouldn't (x2) to (x2) try had didn't must should

- A: So, tell me about this survival course.
 B: It was great. We lived in the woods for a week.
 A: What about food? Did you ¹ _____ to learn to hunt your food?
 B: Yes, but we ² _____ have to use guns. That was optional. Some of us went fishing instead.
 A: So, do you ³ _____ to be super-fit to do the course?
 B: You don't have ⁴ _____ be like an Olympic athlete, but it helps if you're in good shape. I found it difficult and realised I ⁵ _____ have done more exercise before the course started.
 A: I see.
 B: You ⁶ _____ do this course unless you're ready. There was one guy who complained the whole time. He shouldn't ⁷ _____ been allowed on the course. He gave up after three days.
 A: Seriously? They ⁸ _____ have let him do it. Did you have ⁹ _____ do any tests beforehand?
 B: I ¹⁰ _____ to have a medical check-up. That's all.
 A: OK. I really ¹¹ _____ try something like this. I've been saying for years I want to do a survival course.
 B: You should ¹² _____ it.

B Rewrite the sentences using the words in brackets. Use three words, including the word in brackets.

- It's a bad idea to work with that company. (shouldn't)
You _____ that company.
- We can attend the ceremony if we want to, but it's not compulsory. (don't)
We _____ attend the ceremony.
- You can keep the books for a week. After that, you need to return them. (must)
You _____ books after one week.
- I didn't study for my exam. I regret it. (should)
I _____ for my exam.
- You bought me a present! That wasn't necessary! (have)
You _____ buy me a present!
- Why did we sell the house? It was a mistake! (shouldn't)
We _____ the house!

3.3 A Underline the correct alternatives to complete the conversation.

- A: Can I talk to you ¹for/about something?
 B: Yes.
 A: It's ²about/from your apple tree. The branches have grown too big. This is ³making/doing it impossible to see through the upstairs window. Would you be ⁴possible/able to cut them?
 B: I'm ninety years old. I can't climb trees any more.

A: ⁵Why/What about getting someone to do it for you?
 Perhaps you ⁶could/do hire someone?

- B: Good idea. Do you need a job?
 A: Yes, I do, actually.
 B: OK. What ⁷but/if I employed you to cut my branches?
 A: Maybe. The ⁸one/thing is, I've never done that kind of work before. I'm a computer programmer.
 B: Well, here's your chance to start a new career!

GRAMMAR

4.1 zero, first and second conditionals

	conditional clause	result clause
zero conditional	if + present simple	present simple
first conditional	if + present simple	will + infinitive without to
second conditional	if + past simple	would + infinitive without to

zero conditional

Form the zero conditional using *if/when* + present simple + present simple.

Use the zero conditional to talk about a general situation which is always true.

If you heat water to 100 degrees, it boils.

When you mix red and blue, you get purple.

first conditional

Form the first conditional using *if* + present simple + *will/won't* (or a modal verb).

Use the first conditional to talk about something that is likely to happen in the future as a result of an action or situation.

If you work hard, you'll pass your exam.

She might become a professional if she keeps improving.

second conditional

Form the second conditional using *if* + past simple + *would/wouldn't*.

Use the second conditional to talk about hypothetical (imaginary) situations.

If I won the lottery, I'd never work again.

She'd sleep all day if she had the chance.

unless

Unless + positive verb means *if ... not*.

Unless you have a better idea, we'll do it my way.

He wouldn't do that unless someone forced him.

as soon as

Use *as soon as* instead of *if* to show that something happens immediately.

As soon as I hear from her, I'll call you.

If there was an emergency, we'd come as soon as possible.

4.2 passive reporting structures

Use the following passive reporting structures in formal writing to report opinions and beliefs.

it + passive reporting verb + that clause

It is said that he lived alone and rarely spoke to anyone.

It was thought that the company would go bankrupt if he left.

It has been suggested/estimated/claimed that increasing the price of unhealthy products would result in a drop in their use.

subject + passive reporting verb + infinitive clause

It is thought/reported/estimated to be one of the world's biggest killers, accounting for 15 million deaths in 2017.

He was claimed to be the world's greatest athlete.

4.3 hedging

hedging
I guess/I suppose ...
presumably
may/might/could
perhaps
maybe
possibly
(not) particularly
(not) really
vague language
kind of/sort of
just
... or something



PRACTICE

4.1 A Circle the correct answer, a), b) or c), to complete the sentences.

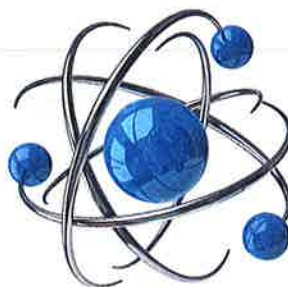
- If you _____ to me, I'll write back.
a) were written b) wrote c) write
- As _____ as I know my schedule, I'll tell you.
a) if b) soon c) when
- I'll be there at 6a.m. _____ my flight is delayed.
a) if not b) will c) unless
- If she _____ nuts, she gets sick.
a) eats b) ate c) will eat
- I'd help you if I _____.
a) can b) possible c) could
- Where _____ you go if you could go anywhere?
a) would b) do c) were
- If you _____ attend, you don't get paid.
a) aren't b) don't c) wouldn't
- If we don't leave early, we _____ get there in time.
a) haven't b) wouldn't c) might not

4.2 A Rewrite the sentences using the correct form of the verbs in brackets.

- People think that the government will lose the election. (think)
It is _____.
- People say that taxes are going to increase. (say)
It _____.
- Research indicates that a sugar-heavy diet causes an increased risk of heart disease. (report)
A sugar-heavy diet is _____.
- Scientists have said that eating dark chocolate improves brain function. (suggest)
It _____.
- Research shows that staying physically and mentally active is a good way to prevent memory loss as you get older. (claim)
Staying physically and mentally active _____.
- Studies have proven that mindfulness meditation reduces stress. (show)
Mindfulness meditation has _____.

4.3 A Put the words in the correct order to make sentences.

- visit / the / we / later / might / museum
- knows / where / us / presumably / find / to / he
- that / I / be / good / would / a / idea / guess
- on / I'm / hamburgers / keen / not / particularly
- a / kind / it's / of / pastry
- I / get / guess / could / or / take-away / something / we / a

B Underline the correct alternative to complete the text.


If I had to recommend one book about science for the non-scientist, it ¹would/can be Bill Bryson's *A Short History of Nearly Everything*. As ²soon/once as you read the first page, you realise this isn't a book for experts, but for members of the public. Bryson educates us by telling stories.

So how useful is this book? If you wanted to learn about atoms, what ³do/would you do? Maybe go online? But ⁴as soon/unless you already know the basics, you won't understand much. What about scientific journals and papers? If I try to read journals, I always ⁵get/got bored. The concepts and the writing are too dense. With Bryson it's the opposite: he makes complicated ideas seem simple.

If you want a well-written guide to science, I ⁶recommended/recommend this fantastic book.

B Find and correct the mistakes in the sentences. One sentence is correct.

- Going for a five-minute walk is thought be a good way to increase your energy in the afternoon.
- Taking short breaks when you work is claim to increase your productivity.
- Studies shown that being around positive people helps you to feel more energised.
- It is thought that using relaxation techniques helps to reduce stress.
- Studies suggests that extreme physical exertion or emotional upset may trigger heart attacks.
- Coffee drinkers are said that live longer.

GRAMMAR

5.1 quantifiers

uncountable	countable	countable and uncountable
a bit of a little (too) much (a large) amount of a great deal of	(too) many one or two several a couple of a few each a large number of	enough a lot of/lots of loads of plenty of some all

Some quantifiers are used with uncountable nouns only.
*We had **too much** luggage.* (Luggage is uncountable. We can't say *one luggage, two luggages*, etc.)

*He drank **a little** water.*

*The **amount of effort** it took was **incredible**.*

Other quantifiers are used with countable nouns only.

***Several people** came to our house.* (We can count people: *one person, two people, three people*, etc.)

*I saw him **a few times**. We spent **a couple of days** there.*

Some quantifiers can be used with both countable and uncountable nouns.

*We have **plenty of time**.* (Time is uncountable.)

*I brought **plenty of friends**.* (Friend is countable.)

Common errors with quantifiers**little and a little (uncountable)**

Little means *almost none*. It is used in a negative way.

A little means *more than none*. It is used in a positive way.

*I have **little time** for that kind of behaviour.*

*We have **a little bread** left. Would you like some?*

few and a few (countable)

Few means *almost none*. It is used in a negative way.

A few means *more than none*. It is used in a positive way.

*Unfortunately, I have **few friends** I can trust.* (not many – a bad thing)

*I have **a few books** you might like.* (some – a good thing)

too

Too means more than necessary. It is used in a negative way.

*I hate this club. The music is **too loud**, there are **too many people**, and the drinks cost **too much money**.*

We don't usually use *too* in a positive sense.

~~This party is too wonderful!~~

of

Some quantifiers are always followed by *of*.

*I have **a couple of** close friends.*

*He's in **a great deal of** trouble.*

*We did **a bit of** research.*

*I eat **plenty of** vegetables.*

*We know **a lot of** people here.*

Other quantifiers sometimes use *of* and sometimes don't.

If the quantifier is followed by the noun only, it doesn't use *of*. If the quantifier is followed by adjectives, articles or pronouns, it uses *of*.

*A **few people** came.*

*A **few of us** came.*

*A **few of my friends** came.*

*I knocked **several times**.*

***Several of the players** were injured.*

*The report affected **several of the committee members**.*

5.2 -ing form and infinitive

Certain words in English are usually followed by the *-ing* form or the *to*-infinitive.

use the -ing form	examples
after certain verbs (<i>like, love, hate, enjoy, fancy, mind, miss, imagine, can't stand</i> , etc.)	Do you fancy going out for a pizza? I miss not going to the beach every day.
after prepositions (e.g. after phrasal verbs: <i>look forward to, give up</i> ; after fixed phrases ending in prepositions: <i>be keen on</i>)	I'm really looking forward to seeing them. He's just given up smoking .
as a subject or object (noun)	Walking is a great way to keep fit. Have you ever tried whitewater rafting ?
use the to-infinitive	examples
after certain verbs (<i>seem, want, tend, promise, agree, manage, decide, refuse</i>)	I don't want to be difficult, but ... We decided to change our plans.
to express purpose	He went to the library to do some research.

5.3 express your opinion

Well, if you ask me, ... Personally, I'm (not) convinced ... As I see it, ... / The way I see it, ...	It seems to me that ... I'm absolutely convinced that ... I have the feeling that ... / I feel that ...	You can take it from me that ... I (don't) think that ... In my opinion, ...
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PRACTICE

5.1 A Complete the texts with the words in the boxes.

plenty many few deal of enough

I spend a great ¹ _____ of time packing before my adventure trips. You hear lots ² _____ stories of people who die because they weren't prepared. I carry all the essentials – tent, waterproofs, ³ _____ of dried food, etc. Also, I pack ⁴ _____ water for an extra day. There have been a ⁵ _____ occasions where I was trapped overnight and needed it. I think too ⁶ _____ people underestimate the dangers of the wild.

of loads number bit much several

My friends say I always pack too ⁷ _____ stuff. It's true: I bring ⁸ _____ of equipment. But on ⁹ _____ occasions my stuff has saved our lives. Once we were attacked by a large ¹⁰ _____ of mosquitoes. Fortunately, I had a couple ¹¹ _____ cans of repellent, so we were OK. It's a ¹² _____ of a pain carrying extra equipment, but it can be the difference between life and death.

B Do these sentences need *of*? Add *of* to the underlined parts where necessary.

- Several my friends went to the Amazon rainforest last year.
- That route takes too much time.
- There are a large number venomous snakes in Australia.
- We had enough water to last us the whole trip.
- There were a few people at the site.
- I spend an enormous amount time in airports.

5.2 A Complete the sentences with the correct form of the verbs in brackets.

- Do you fancy _____ (go) to a party later?
- I'm not very keen on _____ (listen) to loud music.
- Do you mind _____ (turn) down the volume a little, please?
- He refused _____ (answer) his phone.
- _____ (eat) healthily is important to me.
- They tend _____ (get up) late in the morning.
- I can't stand _____ (live) in this country any longer.
- She's decided _____ (study) economics at university.

B Underline the correct alternatives to complete the conversations.

- A: Do you like living here?
B: Yes, I can't imagine *be/to be/being* anywhere else.
- A: Where's Julian?
B: I'm not sure. He promised *meet/to meet/meeting* us here.
- A: Where are they going on holiday?
B: To Madeira *visit/to visit/visiting* relatives.
- A: Where are you off to?
B: I'm going out. I can't stand *listen/to listen/listening* to everyone argue.
- A: Have you tried talking to her about it?
B: Yes, but it doesn't seem *make/to make/making* any difference.
- A: What does it feel like when you go paragliding?
B: It's the closest you can get to the feeling of *fly/to fly/flying* like a bird.

5.3 A The conversation has some missing words. Find the correct place to include each of the words in the box.

I'm ask seems way take think have opinion

A: You can't tell me that Beijing is one of the best places in the world to live.

B: Personally, not convinced. I mean it's got serious problems with pollution. The way I see it, a perfect city needs to have clean air and green spaces, and you don't get much of either of those in Beijing.

A: That's true, but Beijing is a good city for professionals though. It seems to me that if you're looking for a good job, Beijing has lots to offer. Salaries might not be as high as in some Western countries, but in my opinion the cost of living is lower too. I think that you can live a pretty good life in the city.

B: Well, if you mean it, it's a really stressful city. With more than 21 million people, it's one of the most heavily populated cities in the world. I feel this too many people for one place. It's just too busy! I'm convinced that there are much better places to live.

A: I have the feeling I'm not going to be able to convince you about this one.

B: You're right about that. I can't imagine I'd change my mind about it.

GRAMMAR

6.1 modals of deduction

really certain	will	He always arrives at nine. He'll be here any minute. It's nearly 8 o'clock already. There won't be enough time to eat before we leave.
	must, can't	That road is closed. There must be a better route to the airport. There can't be only one way to access the account.
very likely	shall	The train has just left, so I shall be there in about twenty minutes. I'm going out for lunch but I shan't be long.
	should	I filled up with petrol, so there should be enough to get us to Glasgow. It shouldn't be too difficult to change the tickets.
possible	might, may, could	Adriano is moving to Canada, so this might be the last time we see each other. There are two appointments left for this afternoon, so we may be able to fit you in. Bring that book. It could be useful.

6.2 third and mixed conditionals

third conditional

conditional clause	result clause
<i>if + past perfect</i>	<i>would + have + past participle</i>

Use the third conditional to talk about imaginary or hypothetical situations in the past. These are unreal or impossible situations.

If I had been alive in the sixteenth century, I would have hated it. (It's impossible that the speaker was alive in the sixteenth century.)

We would have helped you if we'd known about your problem. (We didn't know about it.)

spoken grammar

It is common to hear people using a *would* clause twice in a third conditional sentence.

~~*If I would have seen you, I would have spoken to you.*~~

At present, this is considered incorrect grammar, but this might change in the future.

mixed conditional

conditional clause	result clause
<i>if + past perfect</i>	<i>would + infinitive without to</i>

Use the mixed conditional to talk about imaginary or hypothetical situations in the past with results in the present. The *if* clause refers to the past. The *would* clause refers to a hypothetical present.

*If I hadn't broken my leg, I'd be a professional athlete now.
We'd be in Turkey now if our plane hadn't been delayed.*

We can also use the mixed conditional to talk about a present or future condition with a past result. The *if* clause refers to the present. The *would* clause refers to a hypothetical past.

If you were French, you would have understood what the man said yesterday.

I would have been a model if I were taller.

It is also common to use *would + be + -ing* form in the result clause.

*If the TV hadn't broken down, I'd be watching the film!
We'd be sleeping now if the baby hadn't woken us up.*

6.3 ask for and express agreement/disagreement

asking for agreement (using a question tag)	That's definitely one of the keys, isn't it ? Getting eight hours of sleep is important, right ?	It's so important, isn't it ? You like listening to music, don't you ?
agreeing	Yes, definitely. Absolutely. I (totally) agree. That's right./You're so right. Totally!	Tell me about it! (slang) No doubt about it. That's so true./That's probably true. It really does!
disagreeing	Really? I don't think so. No way! (strong)	Not necessarily. I'd say the opposite.

PRACTICE

6.1 **A** Underline the correct alternatives to complete the sentences.

- 1 I'm sure he'll find a job soon. = It *could/won't/should* be long before he finds a job.
- 2 Perhaps you're right. = You *might/will/can't* be right.
- 3 I'm sure you're joking. = You *shall/must/may* be joking.
- 4 That's definitely not a good sign. = That *must/may/can't* be a good sign.
- 5 I'm going out but I'm sure I will be home soon. = I *might/won't/can't* be long.
- 6 You have taken some medicine, so you will probably feel better soon. = You *shouldn't/should/must* feel better soon.
- 7 There are no more rooms available. I'm sure the hotel is full. = The hotel *may/can't/must* be fully booked.
- 8 They have done nothing all morning. I'm sure they're bored. = They *shall/can't/must* be really bored.

B Rewrite the second sentence using modal verbs. Start with the words in brackets. More than one answer may be possible.

- 1 All the lights are out. I'm sure they haven't got here already. (they)
They can't be here already.
- 2 These figures don't add up. It's possible that you're making a mistake. (you)
- 3 Their plane landed two hours ago. I'm sure they'll be here any minute now. (they)
- 4 You're going to jump out of an aeroplane? I'm sure you're crazy! (you)
- 5 We'll arrive ten minutes before the start of the show. I'm fairly sure there will be enough time to collect the tickets. (there)
- 6 Charities are sending money and food. I don't believe that is the best way to help them. (that)
- 7 I'm going to the shopping mall. The website says it's open until nine. (the shopping mall)

6.2 **A** Write one third conditional sentence for each pair of sentences. Start with the idea in the second sentence.

- 1 I didn't go to the dinner. I didn't have time.
If I'd had time, I would have gone to the dinner.
- 2 Amanda missed the plane. She got stuck in a traffic jam.
- 3 It was expensive. You didn't buy tickets online.
- 4 I didn't finish the race. I felt sick after one mile.
- 5 He didn't become famous. He died young.
- 6 They failed the test. They didn't study.
- 7 She didn't escape. The police found her.
- 8 I didn't buy the books I wanted. I didn't have enough money.

B Underline the correct alternatives to complete the sentences.

- 1 If we *notice/had noticed* his gambling problem earlier, he wouldn't be in prison now.
- 2 I'd be relaxing in my beach villa if you *haven't/hadn't* lost that lottery ticket!
- 3 If I'd *seen/I'd been seeing* the car coming, I wouldn't be in hospital now!
- 4 We'd know the answers if we *would have/had* paid attention in class.
- 5 He wouldn't be working here if he *hadn't finished/didn't finish* his degree.
- 6 You'd understand the situation if *you'd heard/you would hear* the discussion last night.
- 7 I'd *written/write* to her every day if I hadn't lost her email address.
- 8 If I *hadn't lost/wasn't losing* the key, I'd be at home now.

6.3 **A** Complete the conversations with the words/phrases in the boxes.

necessarily think so right really

- A: If you want to be happy, I think you need to do a job which you feel passionate about, ¹ _____?
- B: Not ² _____.
- A: What do you mean?
- B: Well, I think doing nothing might be the answer.
- A: ³ _____? I don't ⁴ _____.

no doubt way that's probably isn't it

- A: I think *Loud* is Rihanna's best album, ⁵ _____?
- B: Absolutely! ⁶ _____ about it.
- A: I also like *Rated R* though.
- B: No ⁷ _____. I don't like that one. It's too depressing.
- A: Yes, ⁸ _____ true.

definitely isn't it it really does tell me don't you

- A: You really enjoy discussing politics, ⁹ _____?
- B: Yes, ¹⁰ _____. It's so important, ¹¹ _____? It actually makes a difference to people's lives.
- A: ¹² _____! It's how we change the world, right?
- B: ¹³ _____ about it!

GRAMMAR

7.1 making comparisons, *so* and *such***as + adjective + as**

Use *as* + adjective (or adverb) + *as* to say something is equal to or the same as another thing. We can use *nearly* or *almost* to say the two things are not exactly the same.

She's as tall as her sister.

This car is nearly as old as mine.

Use *not as* + adjective (or adverb) + *as* to say something is less than another thing.

Our house isn't as big as yours.

He doesn't sing as beautifully as you.

so and such

So and *such* have similar meanings.

Use *so* + adjective/adverb to show emphasis or strong feelings about something. Without *so*, the sentence would still be complete.

That was so kind of you!

She paints so brilliantly!

Also use *so* + adjective/adverb + *that* clause to describe something that leads to a result. In this use, without *so*, the sentence would not be complete.

It was so cold that we needed coats.

The sofa was so big that it couldn't fit through the door.

Use *such* + article (+ adjective) + noun to show emphasis or strong feelings about something. An adjective often comes before the noun. Without *such*, the sentence would still be complete.

She's such a great player!

We had such a nice day at the beach!

He's such a fool!

We also use *such* + adjective + noun + *that* clause to describe something that leads to a result. In this use, without *such*, the sentence would not be complete.

It was such a sad film that I cried.

They had such a good time that they returned the next day.

spoken grammar

We sometimes omit *that* from *so/such* sentences with a clause.

I was so tired (that) I fell asleep.

It was such a good deal (that) we bought two of them!

7.2 *be/get used to* vs *used to***present habits**

Use *be used to* + noun/-ing to talk about something you are accustomed to doing; it's usual for you to do this.

I'm a postman, so I'm used to getting up early.

The weather is very hot but we live in Spain, so we're used to it.

Use *get used to* + noun/-ing to talk about something you become accustomed to; it is no longer unusual or strange.

At first I didn't like the food but I soon got used to it.

I don't think I'll ever get used to their accent. It's difficult to understand.

past habits

Use *used to* + infinitive (without *to*) to talk about a habit or state in the past, which is usually something you don't do now or is no longer the case. In negatives and questions, change *used to* to *use to*.

We used to live on the edge of a forest.

We don't live there anymore.

I didn't use to enjoy rap music but now I quite like it.

7.3 responding to suggestions

questions	Is it really? Are you serious?
a <i>so</i> or <i>such</i> sentence	That's such a nice thing to do. That's such a good idea. You're so clever!
<i>that sounds/that's</i> + adjective/ <i>that's a ...</i>	That sounds interesting/terrible/great/amazing. That's good/wonderful/unfair! That's a good idea.
<i>how</i> + adjective	How awful! How interesting!
one-word comment	Brilliant! Congratulations! Excellent! Great!

PRACTICE

7.1 **A** Add *so* or *such* to the sentences for emphasis.

- 1 He's a liar!
He's such a liar!
- 2 The exam was difficult that no one passed.
- 3 That's not a great idea, Tom.
- 4 I'm hungry I could eat a horse!
- 5 We watched a boring film I fell asleep halfway through.
- 6 He runs fast that I can't keep up.
- 7 It was a terrible waste of time.
- 8 You're good at maths!

B Rewrite the sentences using the words in brackets.

- 1 The music was too loud for us to chat. (*so, couldn't*)
The music was _____.
- 2 The book was brilliant. I read it twice. (*such, that*)
It was _____.
- 3 Carlos plays well. Sara plays better. (*doesn't, as*)
Carlos _____.
- 4 He had a bad headache. He went to the hospital. (*such, that*)
He _____.
- 5 I was angry. I turned red! (*so*)
I _____.
- 6 The new building is tall. It's the same height as the old building. (*as*)
The new building _____.

7.2 **A** Find and correct the mistakes in the sentences. Two sentences are correct.

- 1 When we lived in Italy, we used to eating a lot of pasta.
- 2 After living in such a big house, it's hard to get used to live in a small apartment.
- 3 Didn't your grandparents got used to live in that village?
- 4 The government has warned that we may need to be used to increased taxation.
- 5 We've lived in Manilla for a long time, so we're used to the hot weather.
- 6 Kate and I used to work together in marketing.
- 7 I don't think I would ever getting used to living in such a dangerous place.
- 8 I'm really not get used to this new work schedule.

B Complete the conversations with *used to*, *be used to* or *get used to*.

- 1 **A:** How are you finding life in Bangkok?
B: It's great, thanks, but it's very different to what _____.
- 2 **A:** Were you shy as a child?
B: Yes, I found it really hard to talk to people. I _____ feel too embarrassed.
- 3 **A:** Did you enjoy student life at university?
B: Yes, although I never _____ living together with so many people. It was always too noisy and too messy for me.
- 4 **A:** What did you find difficult when you first came to the UK?
B: I found it hard to _____ the weather. It's always raining!
- 5 **A:** I haven't lived here for very long.
B: Really? Where did you _____ live?
- 6 **A:** Be careful! Remember to drive on the left.
B: I know but I just can't _____ it.

7.3 **A** Complete the responses with the words in the box.

serious awful excellent sounds such that's so it

- 1 **A:** Why don't we go to that new restaurant?
B: _____ a good idea.
- 2 **A:** My plan is to host a surprise ninetieth birthday party and invite all his old friends.
B: That _____ amazing! And it's very kind of you.
- 3 **A:** He told us to bring six water bottles each!
B: That's _____ ridiculous! No one needs that much water!
- 4 **A:** My suggestion is that you fix the roof yourself.
B: Are you _____? I know nothing about roofs!
- 5 **A:** I've decided to go to college for three years, then try to start a business.
B: That is _____ a great plan!
- 6 **A:** It's a good idea to get there two hours before it starts.
B: Is _____ really? Isn't that far too early?
- 7 **A:** The plan was to retire there, but then the house burned down.
B: Oh no! How _____!
- 8 **A:** We're hoping to expand the office to Asia.
B: _____! That could make a big difference.