

## Obligation and permission

## Must and should

You use **must** to give orders and to express strong necessity or obligation. You use **should** when you give advice or express an opinion.

You **must** arrive on time for school. (I order you to arrive on time.)

You **mustn't** break the rules. (I order you not to break the rules.)

You **should** be honest about your feelings. (I advise you to be honest about your feelings.)

There **shouldn't** be different rules for men and women. (I don't think it's a good idea if there are different rules for men and women.)

## Other modal verbs

	Possible	Not possible	Necessary	Not necessary
Present	You <b>can</b> go	You <b>can't/mustn't</b> go	You <b>have to/must</b> go	You <b>don't have to</b> go.
Past	You <b>could</b> go	You <b>couldn't</b> go	You <b>had to</b> go	You <b>didn't have to</b> go.

You use **can** to talk about something that is permitted, and **could** to talk about something that was permitted in the past.

You **can** go now.

On Fridays we **could** stay up late and watch TV.

You use **can't** to talk about something that isn't permitted, and **couldn't** to talk about something that wasn't permitted in the past.

You **can't** park your car here.

We **couldn't** wear jeans at school.

You use **have to** to talk about a necessity, and **had to** to talk about a necessity in the past.

You **have to** buy a ticket before you get on the bus.

I **had to** wear a uniform at school.

You use **don't have to** to talk about something that isn't necessary (obligatory), and **didn't have to** to talk about something that wasn't necessary (obligatory) in the past.

You **don't have to** buy a ticket in advance.

I **didn't have to** show my passport.

## 9 Practice

- 1 Give some advice using *should(n't)* and the phrases in the box.

~~go to bed~~ join an English course  
talk to your teacher speak to my brother  
spend so much on computer games

- a) I'm tired.  
You should go to bed.
- b) I didn't understand my last lesson.  
\_\_\_\_\_
- c) I've got no money.  
\_\_\_\_\_
- d) My friend wants to improve his English.  
\_\_\_\_\_
- e) I want to stop smoking.  
\_\_\_\_\_ – he's stopped.

- 2 Look at the signs and (circle) the correct alternative.



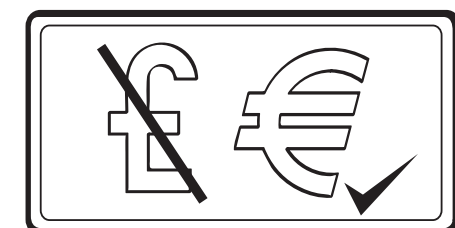
- a) You can / can't / don't have to smoke here.



- b) You can / mustn't / don't have to walk on the grass.



- c) You can / must / don't have to show your ID.



- d) You have to / mustn't / don't have to pay in euros.



- e) You can / can't / mustn't pay in euros.  
f) You must / mustn't / don't have to pay in euros.  
g) You mustn't / don't have to / can't pay in pounds.  
h) You can / can't / must pay in dollars.

- 3 Complete these sentences about the place where you work or study. Use the words in the boxes.

can can't

- a) You \_\_\_\_\_ choose what to wear.  
b) You \_\_\_\_\_ wear jeans.  
c) You \_\_\_\_\_ smoke in the building.  
d) You \_\_\_\_\_ send private e-mails.

must mustn't don't have to

- e) You \_\_\_\_\_ wear a tie.  
f) You \_\_\_\_\_ look smart.  
g) You \_\_\_\_\_ arrive before 9 o'clock.  
h) You \_\_\_\_\_ speak English all the time.  
i) You \_\_\_\_\_ be late.

- 4 Answer the questions about your English classes. Use *Yes, you can / do.* or *No, you can't / don't.*

- a) Do you have to attend every lesson?  
\_\_\_\_\_
- b) Can you speak your own language in class?  
\_\_\_\_\_
- c) Do you have to speak English at all times?  
\_\_\_\_\_

- 5 Complete the sentences about rules and laws in the UK. Use a past form of the underlined modal verb.

- a) All women can vote now, but they couldn't vote before 1918. And until 1928 only women over 30 could vote.
- b) You must be 18 to vote, but in the past you \_\_\_\_\_ be 21.
- c) You can't buy cigarettes if you are under 16, but in the past you \_\_\_\_\_ buy them at any age.
- d) You have to wear a seatbelt in a car, but before 1982 you \_\_\_\_\_ wear one.

## Imperatives

We use imperatives to tell somebody to do something or not to do something – to give orders, advice, encouragement, etc. The verb form is the imperative, which is the same form as the infinitive.

- Come here.
- Hurry up.
- Have a drink.
- Relax.
- Take it easy.
- Be quiet!

To make negative imperatives, you put *don't* before the infinitive:

- Don't be late.
- Don't worry.
- Don't be shy!

Imperatives are often used in instructions, orders, recipes, directions, and informal requests.

### Instructions

**Assemble** the toy carefully according to the instructions given. **Do not allow** children to play with the plastic bag.

You can use 'Do not' before the verb in more formal contexts and make the imperative stronger.

### Orders

- Go** to bed now!
- Don't walk** on the grass.

### Recipes

**Crack** the eggs and **beat** them in a bowl. **Add** the cheese and a little milk. **Add** salt and pepper to taste.

**Cook** over a low heat, stirring all the time.

### Directions

**Turn** left at the traffic lights and **drive** up the hill. At the junction **go** straight across. The library is on the left.

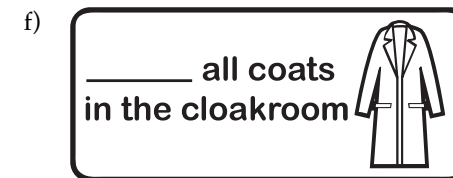
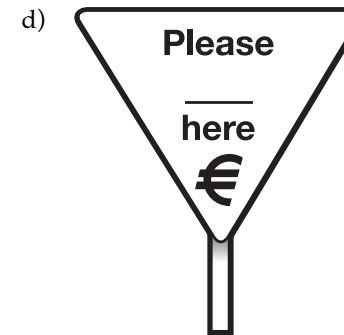
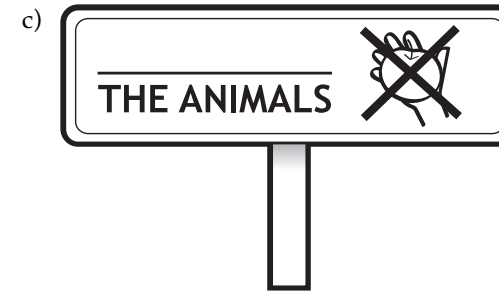
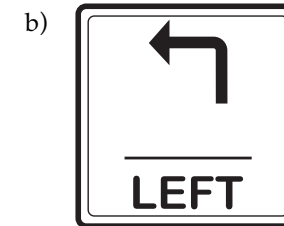
### Informal requests

Come over here and say hello to the visitors.

## 11 (1) Practice

1 Complete the signs and notices using the words in the box.

Do not feed ~~Fasten~~ Leave Do not leave  
pay report Do not touch Turn



2 Match the signs and notices in exercise 1 with the place where you would see them.

- a) in a museum \_\_\_\_ e) in an aeroplane a)
- b) at the zoo \_\_\_\_ f) at a nightclub \_\_\_\_
- c) in a shop \_\_\_\_ g) at the airport \_\_\_\_
- d) in a hotel \_\_\_\_ h) on the road \_\_\_\_

3 Complete the dialogues using the imperative expressions in the box.

Be careful Follow me Don't forget  
~~Have fun~~ Don't be greedy Be quiet  
Don't worry Take a seat

- a) We're going to Freda's party. Are you coming?  
No, I'm not. Have fun!
- b) \_\_\_\_\_! You'll be sick if you eat all that cake.
- c) I'm here to see Mr Farrand.  
\_\_\_\_\_. I'll tell him you are here.
- d) \_\_\_\_\_. I'm trying to work!  
Sorry, we'll go upstairs.
- e) It's Andy's birthday on Friday.  
\_\_\_\_\_. I know. I've got him a present already.
- f) Can you tell me how to get to Mr Jones' office?  
\_\_\_\_\_. I'll take you there.
- g) \_\_\_\_\_. The roads are very icy.  
\_\_\_\_\_! I'll drive slowly.

4 Replace the imperative expression with a more natural one from the box.

Calm down Cheer up Hurry up  
Don't be late Don't be so rude Don't be silly

- a) Calm down. ~~Don't be angry.~~ Shouting will get you nowhere.
- b) \_\_\_\_\_. Be more polite. You mustn't speak to people like that.
- c) \_\_\_\_\_. Be on time. The film starts at 7.30.
- d) \_\_\_\_\_. Don't be miserable. I'm sure you'll pass the exam next time.
- e) \_\_\_\_\_. Be sensible. How can I lend you £1000?
- f) \_\_\_\_\_. Be quicker. The taxi will be here any minute.

## Phrasal verbs

The term 'phrasal verb' refers to all multi-word verbs, consisting of a verb and a particle. The verb and its particle together make up a compound verb with its own meaning.

There are three main types of phrasal verb.

## Verb + particle (no object)

Some phrasal verbs are intransitive, i.e. they do not take an object.

What time did you **get up**?

**Sit down** and enjoy it.

**Grow up!**

## Verb + object + particle (separable)

The biggest group of phrasal verbs are transitive, i.e. they do not take an object. When the object is a noun, you can put it before or after the particle. When the object is a pronoun, you must put it between the phrasal verb and the particle.

verb	object (noun)	particle	verb	particle	object (noun)	verb	object (pronoun)	particle
<b>Take</b>	your shoes	<b>off.</b>	<b>Take</b>	<b>off</b>	your shoes.	<b>Take</b>	them	<b>off.</b>
<b>Switch</b>	the light	<b>on.</b>	<b>Switch</b>	<b>on</b>	the light.	<b>Switch</b>	it	<b>on.</b>

## Common mistake

Take off them.

## Verb + particle + object (inseparable)

With this type of phrasal verb you always put the direct object – noun or pronoun – after the particle.

verb	particle	object (noun or pronoun)
<b>Look</b>	<b>after</b>	the children.
<b>Look</b>	<b>after</b>	them.

It can be difficult to tell which phrasal verbs are separable and which are not separable, especially when you see them in isolation. Therefore see how each phrasal verb is used in context and use a dictionary.

Many verbs have more than one meaning, depending on the particle they are used with to form a phrasal verb.

take off: to leave the ground

The plane **takes off** at 6 o'clock.

take (something) back: to return something

I **took** my shoes **back** to the shop.

take (someone) in: to give someone a home

We are **taking in** hundreds of refugees.

take (something) over: to gain control of something

The company **took over** a smaller airline.

take (something) up: to begin doing an activity

I **took up** skiing in my twenties.

## 11 (2) Practice

The following phrasal verbs are used in this unit. Check their meaning.

## Intransitive phrasal verbs

get up   grow up   turn up   break down  
get through   speak up   wake up

## Separable phrasal verbs

give up   hang up   put on   switch on  
switch off   take off   throw away   clear up  
fill in   call off   turn up   turn down

## Inseparable phrasal verbs

run after   deal with   look after  
take after   get over   run into

1 Complete the sentences with one of the intransitive phrasal verbs from the box above. Put the verbs into the correct tense.

- The party was great. Over 50 people turned up.
- I was born in London, but we moved when I was a baby and I \_\_\_\_\_ in Oxford.
- I can't hear you. Can you \_\_\_\_\_?
- The coffee machine \_\_\_\_\_ yesterday, so no coffee I'm afraid until it's repaired.
- I \_\_\_\_\_ at 6 this morning, but I watched TV in bed and I didn't \_\_\_\_\_ until 7.30.
- I can't \_\_\_\_\_ to Harry. Perhaps his mobile is not switched on.

2 Combine the nouns in the box with the phrasal verbs.

your shoes   smoking   ~~a picture~~   a broken glass  
the TV   ~~an old friend~~   the mess  
a form   a meeting   the volume   the cat  
a problem   your father   an illness

- hang up   your jacket / a picture
- run into   an old friend
- give up   drinking / \_\_\_\_\_
- put/turn/switch on   the light / \_\_\_\_\_
- throw away   waste paper / \_\_\_\_\_
- clear up   the kitchen / \_\_\_\_\_
- fill in   a questionnaire / \_\_\_\_\_
- call off   a wedding / \_\_\_\_\_
- turn up/down   the heating / \_\_\_\_\_

- put on/take off   a coat / \_\_\_\_\_
- deal with   a customer / \_\_\_\_\_
- look after   the children / \_\_\_\_\_
- take after   your mother / \_\_\_\_\_
- get over   bad news / \_\_\_\_\_

3 Complete the sentences using the phrasal verb and the noun. In some cases there are two possibilities.

- look after / the children  
Can you please look after the children?
- hang up / coat  
Where can I hang up my coat or hang my coat up?
- takes after / her mother  
She really \_\_\_\_\_
- switch off / the lights  
\_\_\_\_\_ when you leave.
- got over / her cold  
Greta \_\_\_\_\_ very quickly.
- called off / the meeting  
They've \_\_\_\_\_ because too many people are ill.

4 Complete the second sentence using the phrasal verb and a pronoun in place of the underlined noun.

- Sam's got a bad cold at the moment. But I'm sure he'll get over it soon.   *get over*
- Do you want to keep these old magazines? If not, I'm going to throw them away.  
*throw away*
- Here's the application form. Can you \_\_\_\_\_ and return it to me as soon as possible?   *fill in*
- Give me your coats. I'll \_\_\_\_\_ for you.   *hang up*
- The TV is too loud. Can you \_\_\_\_\_ turn down
- I met John Smith at the weekend. I \_\_\_\_\_ in the city centre.   *ran into*
- Look at this mess! Can you please \_\_\_\_\_ immediately?   *clear up*
- There's a problem at work. I need to \_\_\_\_\_ before I come home.  
*deal with*

## Dynamic and stative meanings

Most verbs have dynamic meanings – they describe things that happen, and you can use them in the simple and continuous forms.

A protester **threw** a bottle.

What do you think **is happening** in the photo?

What **happened** next?

Some verbs connected with knowledge, emotion or possession have stative meanings – they describe states: nothing ‘happens’. You don’t use them in continuous forms.

I **prefer** chocolate to biscuits.

I **need** to see the doctor today.

Here are some common verbs that have stative meanings:

feelings: *want, like, love, prefer, hate*

thoughts: *believe, know, think, understand, feel*

possession: *belong, have (got), own*

senses: *hear, see, smell, sound, taste, feel*

appearance: *appear, look (like), seem*

Some verbs, e.g. *look, think, and feel* have both stative and dynamic meanings.

Rosie **is looking** for a new place to live. (dynamic meaning)

That house **looks** very old. (stative meaning)

Jo **thinks** the war is a waste of time. (stative)

Jo **is thinking**. I can see the wheels turning. (dynamic)

I don’t **feel** very strongly about this. (stative)

I **am feeling** awful. Pass me the aspirin. (dynamic)

## 12 (1) Practice

1 Which of the sentences describe an action and which describe a state? Tick ✓ the appropriate box.

- |   | action                              | state                               |
|---|-------------------------------------|-------------------------------------|
| a) I’ve got two brothers and a sister.  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| b) My sister is studying at university. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| c) I know lots of people in the UK.     | <input type="checkbox"/>            | <input type="checkbox"/>            |
| d) I’m meeting my friend at 8.00.       | <input type="checkbox"/>            | <input type="checkbox"/>            |
| e) I really love computer games.        | <input type="checkbox"/>            | <input type="checkbox"/>            |
| f) I sent you an e-mail earlier.        | <input type="checkbox"/>            | <input type="checkbox"/>            |
| g) This soup tastes delicious.          | <input type="checkbox"/>            | <input type="checkbox"/>            |
| h) Who were you chatting to earlier?    | <input type="checkbox"/>            | <input type="checkbox"/>            |
| i) Who does this bag belong to?         | <input type="checkbox"/>            | <input type="checkbox"/>            |

2 Complete the sentences with the verbs in an appropriate form.

A: Your food (a) looks (look) delicious. How is it?

B: Well, it (b) \_\_\_\_\_ (taste) a bit boring actually. I (c) \_\_\_\_\_ (not/like) it.

A: What (d) \_\_\_\_\_ you \_\_\_\_\_ (look) at?

B: That guy over there. He (e) \_\_\_\_\_ (look) just like that guy that we met last week. (f) \_\_\_\_\_ you \_\_\_\_\_ (think) it is him?

A: I (g) \_\_\_\_\_ (think) of going to the beach at the weekend. (h) \_\_\_\_\_ you \_\_\_\_\_ (want) to come along?

B: I (i) \_\_\_\_\_ (not/know) if I can. I (j) \_\_\_\_\_ (see) my parents, but maybe I can change it.

3 Complete the sentences so they are true for you. Use the positive or negative of the verbs in the box

believe	belong	know	look
own	<del>own</del>	understand	want

- I own a car or I don't own a car.
- \_\_\_\_\_ to go out this evening.
- \_\_\_\_\_ how to write computer software.
- \_\_\_\_\_ to a club or organization.
- \_\_\_\_\_ in God.
- \_\_\_\_\_ like my brothers and sisters.
- \_\_\_\_\_ my own house.
- \_\_\_\_\_ this grammar.

4 Look at the picture of Sam in his room. Complete the sentences by putting the verb into an appropriate form.



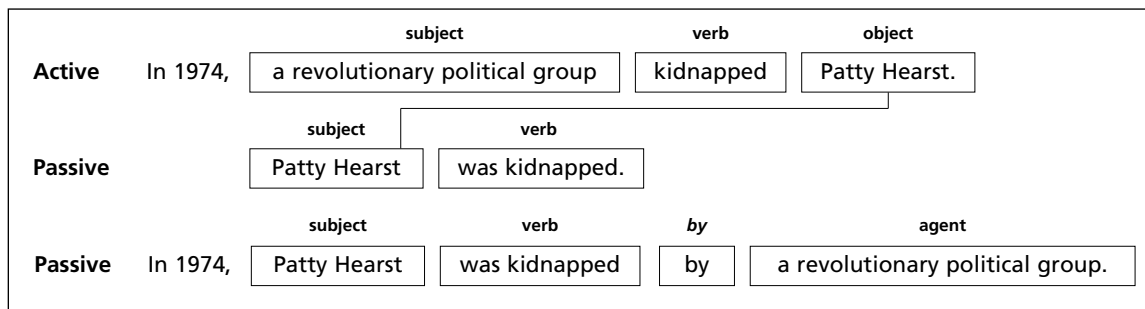
- Sam has (have) a BMW.
- He is having (have) a coffee.
- He \_\_\_\_\_ (have) a party on the 6th.
- He \_\_\_\_\_ (have) lots of CDs.
- He \_\_\_\_\_ (look) like his father.
- He \_\_\_\_\_ (look) at the flowers.
- He \_\_\_\_\_ (smell) the flowers.
- The flowers \_\_\_\_\_ (smell) nice.
- He \_\_\_\_\_ (think) Real Madrid is the best team.
- He \_\_\_\_\_ (think) of going on holiday.
- He \_\_\_\_\_ (know) a lot of people.
- He \_\_\_\_\_ (like) music.
- He \_\_\_\_\_ (seem) happy.

## Passives

To make passives, you use the appropriate tense of the verb *be* and the past participle of the verb.

subject	be	past participle	
She	<b>was</b>	<b>charged</b>	with bank robbery.
The Thames Tunnel	<b>was</b>	<b>begun</b>	in 1925.
A prize	<b>will be</b>	<b>given</b>	to the winner

In passive sentences, the object of the active verb becomes the subject of the passive verb. You use the passive when you want to say what happened to a subject, rather than what a subject did.



The passive can be used either with or without an agent. The agent is the person or thing that performs the action or is responsible for it.

### Passive without agent

You use the passive without an agent for several reasons. For example, you do not know who the agent is, you don't want to say who the agent is, or it is obvious who the agent is.

A famous painting **was stolen** last night. (You do not know who stole it.)

We admit that not everything **was done** correctly. (You do not want to say that it was you who was responsible.)

He **was arrested** while carrying the gun. (It's obvious that it was the police who arrested him.)

### Passive with *by* + agent

To include the agent in a passive sentence, you use *by*. You include the agent because he or she or it is important.

He was brought up **by his aunt**.

He had been killed **by his wife**.

Was paper invented **by the Chinese**?

## 12 (2) Practice

1 Complete the sentences using the words in the box.

make from / sand film / in New Zealand  
hold / in 1896 hold / in 1930  
publish / in 1997 hold / every four years  
form / 4.6 billion years ago

- The first football World Cup was held in 1930.
- The first modern Olympic Games \_\_\_\_\_
- The Olympic Games and the World Cup \_\_\_\_\_
- Lord of the Rings \_\_\_\_\_
- The first Harry Potter book \_\_\_\_\_
- Glass \_\_\_\_\_
- The Earth \_\_\_\_\_

2 Complete the news stories with the past or present simple passive form of the verbs in the box.

take ~~re-arrest~~ spot

Escaped prisoner Eddie Smith (a) was re-arrested yesterday after he (b) \_\_\_\_\_ by a member of the public. He (c) \_\_\_\_\_ back to Highmarsh prison to continue his sentence.

value see steal

The painting The Smiling Madonna (d) \_\_\_\_\_ from the National Museum yesterday morning. Two men dressed as security guards (e) \_\_\_\_\_ carrying the painting out of the museum. The painting (f) \_\_\_\_\_ at over €10 million.

buy claim think

Europe's biggest ever lottery prize remains unclaimed. The winning ticket (g) \_\_\_\_\_ in London six months ago. The rules state that if the €100 million (h) \_\_\_\_\_ not \_\_\_\_\_ before midnight on Friday, the money will go to charity. It (i) \_\_\_\_\_ that the ticket-holder may be a tourist who was visiting the city.

3 Read about four famous 'rebels'. Put the verbs into the past simple tense, active or passive.

Rosa Parks was born in 1913. One day in 1955 in Montgomery, Alabama she (a) refused (refuse) to give up her bus seat to a white man because she was tired. She (b) was arrested. (arrest), but she (c) \_\_\_\_\_ (fight) the case and (d) \_\_\_\_\_ (win). She (e) \_\_\_\_\_ (know) as the 'Mother of the Civil Rights Movement'. Rosa Parks died in 2005.

Thomas Jefferson was born in 1743. He (f) \_\_\_\_\_ (help) to lead the United States to freedom from British rule and in 1776, he (g) \_\_\_\_\_ (write) the Declaration of Independence. He (h) \_\_\_\_\_ (elect) as his country's third President in 1801.

Luke Skywalker (i) \_\_\_\_\_ (raise) on the planet Tatooine. He (j) \_\_\_\_\_ (organize) rebel forces against an Imperial Army and he (k) \_\_\_\_\_ (destroy) their Deathstar. He (l) \_\_\_\_\_ (make) a Jedi Knight. His father was Darth Vader.

Mahatma Gandhi was born in 1869 in India. He (m) \_\_\_\_\_ (believe) that the Indian people (n) \_\_\_\_\_ (not/treat) fairly by the British and he (o) \_\_\_\_\_ (lead) non-violent protests to liberate his people. His country (p) \_\_\_\_\_ (give) independence from Great Britain in 1947. He (q) \_\_\_\_\_ (assassinate) a year later.

4 Write questions using the words given. Put the verb into the passive.

- Why / Rosa Parks / arrest in 1955 ?  
Why was Rosa Parks arrested in 1955?
- What / Rosa Parks / know as ?  
\_\_\_\_\_?
- Who / the Declaration of Independence / write by ?  
\_\_\_\_\_?
- Where / Luke Skywalker / raised ?  
\_\_\_\_\_?
- When / Gandhi / assassinate ?  
\_\_\_\_\_?

5 Answer the questions in exercise 4.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Present perfect simple and continuous

You can use the present perfect to say how long something has continued from a point in the past until now.

For verbs with stative meanings (see unit 12 (1)), always use the present perfect simple.

subject	have/has	past participle	
I	've	worked	as a DJ for two years.
She	's	known	Tommy since they were at school.

For verbs with dynamic meanings, you often use the present perfect continuous.

subject	has/have	been	present participle	
I	've	been	clubbing	every night this week.
I	've	been	dancing	all night.
I	've	been	going	to night clubs since I was 15.

You can use the simple form for unchanging, permanent situations. Compare:

**I've been living** here since May. (temporary – present perfect continuous)

**I've lived** here all my life. (permanent – present perfect simple)

### Common mistake

I learn/I'm learning English since 2004.

### For and since

You use *for* with a period of time and *since* with a point in time.

<b>for</b> a few days	<b>since</b> Monday
<b>for</b> three years	<b>since</b> 1997
<b>for</b> ages	<b>since</b> I left school

### Been

*Been* is the past participle of *go* as well as *be*.

He **hasn't been** to the beach yet. (*go*)

**Have** you **been** abroad this year? (*go*)

**I've been** ill since last night. (*be*)

How long **have** you **been** here? (*be*)

*Gone* is also a past participle of *go*.

*Gone* = gone and **not** come back.

My mother **has gone** to the shops.

*Been* = gone and come back.

**I've been** to the shops.

## 13 Practice

1 Complete the following with *for* and *since*.

I've been here ...

- a) since Friday
- b) for ten years
- c) \_\_\_\_\_ Monday
- d) \_\_\_\_\_ ages
- e) \_\_\_\_\_ 2004
- f) \_\_\_\_\_ weeks
- g) \_\_\_\_\_ my birthday
- h) \_\_\_\_\_ 7.30
- i) \_\_\_\_\_ hours
- j) \_\_\_\_\_ a few weeks
- k) \_\_\_\_\_ two years
- l) \_\_\_\_\_ May
- m) \_\_\_\_\_ last summer
- n) \_\_\_\_\_ I left school
- o) \_\_\_\_\_ five minutes
- p) \_\_\_\_\_ a couple of days

2 Complete the sentences so that they are true for you.

- a) I've been learning English since \_\_\_\_\_
- b) I've been learning English for \_\_\_\_\_

3 Complete the sentences using *been* or *gone*.

- a) Tom isn't here – he's gone to the shops.
- b) Have you ever \_\_\_\_\_ to New York?
- c) There's no-one here – everyone's \_\_\_\_\_ out.
- d) Sam's \_\_\_\_\_ to Paris several times.
- e) Anne's \_\_\_\_\_ away. She'll be back on Sunday.
- f) Have you \_\_\_\_\_ to the new exhibition yet?

4 Combine the information in the first two sentences and write a sentence using the present perfect simple.

- a) We are married. We got married in 2003.  
We've been married since 2003.
- b) I am a teacher. I became a teacher in 2001.  
\_\_\_\_\_ since 2001.
- c) We know each other. We met two years ago.  
\_\_\_\_\_ for two years.
- d) Sam has a motorbike. He bought it six months ago.  
\_\_\_\_\_ for six months.
- e) I am interested in astrology. I became interested in it when I was a child.  
\_\_\_\_\_ since I was a child.

5 Combine the information in the first two sentences and write a sentence using the present perfect continuous.

- a) Bill works for the BBC. He joined the BBC in June.  
Bill has been working for the BBC since June.
- b) I live in Oxford. I moved there in 2004.  
\_\_\_\_\_ since 2004.
- c) We are waiting for the bus. We got to the bus stop 10 minutes ago.  
\_\_\_\_\_ for 10 minutes.
- d) Liz plays tennis. She took it up a year ago.  
\_\_\_\_\_ for a year.
- e) I'm feeling tired. I felt tired when I woke up.  
\_\_\_\_\_ all day.

6 Write questions using *How long ...*

- a) learn / English?  
How long have you been learning English?
- b) know / your best friend?  
\_\_\_\_\_?
- c) live / in your house?  
\_\_\_\_\_?
- d) go out / with your boy/girlfriend?  
\_\_\_\_\_?
- e) have / your mobile phone?  
\_\_\_\_\_?
- f) do / these grammar exercises?  
\_\_\_\_\_?
- g) study / today?  
\_\_\_\_\_?

7 Write true answers to the questions in exercise 6 using the present perfect and *for* or *since*.

- a) I've been learning English since 2003.
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_
- g) \_\_\_\_\_

## Offers and requests

### Offers

Two common ways of offering (asking someone if **you** can do something for **them**) are:

**Shall I** give you a lift?

**Would you like me to** help you?

### Requests

Ways of making requests (asking someone if **they** can do something for **you**) include:

**Could you** wait a moment, please?

**Would you mind** calling me back later?

**I was wondering if** you could help me.

Using a long expression like the last one can help you to sound more polite or formal.

### Permission

Ways of requesting permission (asking someone if it is okay to do something) include:

**Can I** use your phone, please?

**Is it okay if** I bring my friend?

## Indirect questions

We often use indirect questions when we want to be polite or in formal situations.

Direct questions				Indirect questions			
question word	verb	subject		question frame	subject	verb	
Where	are	the toilets	? →	Do you know where	the toilets	are	?
question word	auxiliary	subject		question frame	subject	verb	
-	Has	the last bus	gone ? →	Do you know if	the last bus	has gone	?

The word order in indirect questions is different from the word order in direct questions. After the question frame, the order is the same as in normal statements.

question frame	subject	verb	(object)
Do you know where	the toilets	are?	
Do you know if	the last bus	has gone?	
Could you tell me where	the cloakroom	is?	
Do you think	I	could have	some more tea?
Can you remember who	your first teacher	was?	

### Common mistake

Can you tell me where are the toilets?

## 14 Practice

1 Put the subject in the correct position to complete the direct and indirect questions.

- she <sup>she</sup> How old is <sup>she</sup> / is? Do you know how old <sup>she</sup> / is?
- his name What is? Can you remember what is?
- it What time is? Have you any idea what time is?
- I Can get a taxi here? Do you think can get a taxi here?
- her birthday When is? Do you know when is?

2 Rearrange the words to make indirect questions.

- is / he / can you remember / how old ?  
Can you remember how old he is?
- he / where / lives / do you know ?  
\_\_\_\_\_?
- get my hair cut / do you think / I / should ?  
\_\_\_\_\_?
- parked the car / we / where / can you remember ?  
\_\_\_\_\_?
- Sam / have you any idea / where / is ?  
\_\_\_\_\_?

3 Imagine you are going to telephone the school to ask for more information. Look at the notes a) – e) and write them as indirect questions.

Could you tell me...

- when the courses start ?
- \_\_\_\_\_?
- \_\_\_\_\_?
- \_\_\_\_\_?
- \_\_\_\_\_?

4 Rewrite the direct questions as indirect questions.

- What time does the flight leave?  
Could you tell me what time the flight leaves?
- Which terminal does it leave from?  
Do you know \_\_\_\_\_?
- How long is the flight?  
Do you know \_\_\_\_\_?
- Is there a delay?  
Do you know \_\_\_\_\_?
- What terminal is it?  
Can you remember \_\_\_\_\_?
- Where can I change money?  
Could you tell me \_\_\_\_\_?
- What is the exchange rate for Euros?  
Have you any idea \_\_\_\_\_?
- Is it quicker to go by bus or train?  
Do you think \_\_\_\_\_?

5 Rewrite the offers and requests beginning with the word or words given.

- Do you want me to call you a taxi?  
Would you like me to call you a taxi?
- Do you want me to make some coffee?  
Would you like \_\_\_\_\_?
- Do you want me to put a different CD on?  
Shall \_\_\_\_\_?
- I want to use your computer.  
Is it okay \_\_\_\_\_?
- I want to use your phone to make a quick call.  
Can \_\_\_\_\_?
- I want you to wait a few minutes.  
Would you mind \_\_\_\_\_?
- I want you to help me.  
I was wondering if \_\_\_\_\_?
- I want you to close the window.  
Could \_\_\_\_\_?



## Future time clauses

When you are talking about the future, you use a future form in the main clause, but you use the present simple in a subordinate clause starting with *when, if, as soon as, before, after, etc.*

conjunction	subordinate clause	main clause
As soon as	he <b>arrives</b> ,	he'll <b>(will) take</b> a fitness test.
When	he <b>finishes</b> the week,	he'll <b>(will) feel</b> like a new man.
If	he <b>has</b> a cigarette here,	he'll <b>(will) be</b> in big trouble.

You can also put the main clause first.

main clause	conjunction	subordinate clause
He'll <b>(will) take</b> a fitness test	as soon as	he <b>arrives</b> .
He'll <b>(will) feel</b> like a new man	when	he <b>finishes</b> the week.
He'll <b>(will) be</b> in big trouble	if	he <b>has</b> a cigarette here.

## Will for prediction

You can use *will* + the infinitive to make predictions about the future. You can grade or qualify your predictions by using the following structures.

I	'll	<b>definitely</b>		<b>go</b>	to England next summer.
I		<b>definitely</b>	<b>won't</b>	<b>go</b>	to England next summer.
My father	<b>will</b>	<b>probably</b>		<b>retire</b>	when he's sixty-five.
My father		<b>probably</b>	<b>won't</b>	<b>retire</b>	when he's sixty-five.
I <b>hope</b> I	'll			<b>have</b>	more than two children.
I <b>hope</b> I			<b>won't</b>	<b>have</b>	more than two children.
I <b>think</b> I	'll			<b>be</b>	rich and famous.
I <b>don't think</b> I	'll			<b>be</b>	rich and famous.

Note that the adverb usually goes after *will* but before *won't*.

### Common mistake

My father will retire when he will be 65.

## 16 Practice

1 ~~Cross out~~ the alternative that is not possible.

- I ~~phone~~ / 'll phone you as soon as we arrive / ~~will arrive~~ in New York.
- We see / 'll see you when we are / will be next in London.
- I e-mail / 'll e-mail you if I can / will be able to find an internet café.
- As soon as she gets / will get home, she calls / 'll call us.
- I say / 'll say hello to Alex for you when I next see / will see her.

2 Put the verbs into the correct form: present simple or *will*/*'ll*.

- I'm going away for a few days. I 'll call (call) you when I get back (get back).
- The exam was so difficult. I \_\_\_\_\_ (be) amazed if I \_\_\_\_\_ (pass) it.
- There's still no news, but as soon as I \_\_\_\_\_ (hear) anything, I \_\_\_\_\_ (let) you know.
- \_\_\_\_\_ (you/give) a message to Bill when you \_\_\_\_\_ (see) him later?

3 Look at the actions and the order in which they occur and complete the sentences, using the correct tense.

- make a decision → tell you  
We 'll tell you as soon as we make a decision.
- film finishes → go to bed  
I think I \_\_\_\_\_ when the film \_\_\_\_\_
- see you again → leave  
We \_\_\_\_\_ before we \_\_\_\_\_
- decide where to go → text you  
As soon as we \_\_\_\_\_, I \_\_\_\_\_
- are late → be annoyed  
Sam \_\_\_\_\_ if we \_\_\_\_\_
- get to the hotel → call you  
I \_\_\_\_\_ as soon as I \_\_\_\_\_

4 Here are some predictions for the house of the future. Complete them using *will* + the verbs in the box.

be	change	cook	<del>have</del>
monitor	recycle	suck	

- Rooms will have 'living wallpaper' that can become mountain or sea views as well as being wall-size TV screens.
- At the touch of a button, walls \_\_\_\_\_ colour according to your mood – red and gold for a romantic dinner or green when you need to be calm.
- Meals \_\_\_\_\_ themselves when you open the bag and activate a chemical reaction.
- Microscopic robots \_\_\_\_\_ waste food into something that can be eaten again.
- Your fridge \_\_\_\_\_ its contents and automatically reorder food via the internet when it's needed.
- The whole house \_\_\_\_\_ self-cleaning. Extractor fans \_\_\_\_\_ automatically \_\_\_\_\_ dust away when levels get too high.

5 Use the phrases in the box to make sentences that are true for you. For example, This year, ... *I'll probably get a new job.*

I'll definitely / I definitely won't	I'll probably / I probably won't	I hope I'll / I hope I won't	I think I'll / I don't think I'll
--------------------------------------	----------------------------------	------------------------------	-----------------------------------

This year, ...

- \_\_\_\_\_ get a new job.
- \_\_\_\_\_ go on holiday.
- \_\_\_\_\_ get married.
- \_\_\_\_\_ fall in love.
- \_\_\_\_\_ win the lottery.
- \_\_\_\_\_ start doing more exercise.
- \_\_\_\_\_ travel a lot.
- \_\_\_\_\_ have a great time.



## Relative clauses

A relative clause gives extra information about a person or thing introduced in the main clause. It comes immediately after the person or thing it describes.

You usually start a relative clause with a **relative pronoun**. You use *who* for people; *which* for things and *that* for people or things.

A person	<b>who</b>	treats sick animals is called a vet.
A person	<b>that</b>	treats sick animals is called a vet.
I've got a car	<b>that</b>	isn't very easy to park.
I've got a car	<b>which</b>	isn't very easy to park.
An ornithologist is a person	<b>who</b>	studies birds.
An ornithologist is a person	<b>that</b>	studies birds.
A mosquito is an insect	<b>that</b>	you get malaria from.
A mosquito is an insect	<b>which</b>	you get malaria from.

The relative pronoun becomes the subject or the object of the verb in the relative clause so you don't need to use *she, him, it*, etc.

## Common mistake

An ornithologist is a person who studies birds. ~~Not ... who he studies birds.~~  
A mosquito is an insect that you get malaria from. ~~Not ... that you get malaria from it.~~

Relative clauses are often used to join two ideas.

What's the name of the vet? She lives in this village.

What's the name of the vet **who** lives in this village?

I've got a brother. He drives a bus.

I've got a brother **who** drives a bus.

## 17 (1) Practice

1 Complete the rules using the words 'people' or 'things'.

- You use *who* for \_\_\_\_\_
- You use *which* for \_\_\_\_\_
- You can usually use *that* for both \_\_\_\_\_ and \_\_\_\_\_

2 Which pronoun (*who, which* or *that*) is not possible? ~~Cross it out.~~

- The largest animal ~~who~~ / *which* / *that* has ever lived is the blue whale.
- People *who* / *which* / *that* study whales are called cetologists.
- The largest animal *who* / *which* / *that* lived on land was a dinosaur called Argentinosaurus. It was 40 m long and weighed 100 tonnes.
- The scientist *who* / *which* / *that* created the theory of evolution was Charles Darwin.
- The hummingbird is the only bird *who* / *which* / *that* can fly backwards.
- The animals *who* / *which* / *that* live the longest are turtles and tortoises.

3 Complete the sentences about the newspaper headlines.

- Drugs footballer banned for life**
  - Missing child found safe and well**
  - Super-Computer company bankrupt**
  - Life on Mars scientist awarded Nobel prize**
  - Land-speed-record car sold for €50 million**
- The footballer who (or that) took drugs has been banned for life.
  - \_\_\_\_\_ was missing has been found safe and well.
  - \_\_\_\_\_ made the Super-Computer has gone bankrupt.

- \_\_\_\_\_ discovered life on Mars has been awarded the Nobel prize.
- \_\_\_\_\_ broke the land speed record has been sold for €50 million.

4 Combine the two sentences with *who* or *which* to make one sentence. Remember, the pronoun replaces either the subject or the object of the second sentence.

- I've got a friend called Pierre. ~~He~~ lives in Paris.  
I've got a friend called Pierre who lives in Paris.
- I've got a new CD. I think you will like ~~it~~.  
I've got a new CD which I think you will like.
- I met someone today. He knows you.  
\_\_\_\_\_
- I saw a great film last night. You'd really like it.  
\_\_\_\_\_
- We went to a bar last night. It played great music.  
\_\_\_\_\_
- This is my friend. I was telling you about him.  
\_\_\_\_\_
- I did some homework last night. It was very difficult.  
\_\_\_\_\_

5 Combine the two sentences with *who* or *which* to make one sentence. Begin with the words given.

- A man phoned. ~~He~~ didn't leave his name.  
The man who phoned didn't leave his name.
- I bought a CD. ~~It~~ isn't very good.  
The CD which I bought isn't very good.
- We went to a restaurant. It was really good.  
The restaurant \_\_\_\_\_
- A waitress served us. She was very nice.  
The waitress \_\_\_\_\_
- Some people live next door. They are very friendly.  
The people \_\_\_\_\_
- You want to watch a TV programme. It's on now.  
The TV programme \_\_\_\_\_
- A woman phoned earlier. She has phoned back.  
The woman \_\_\_\_\_
- I'm studying grammar at the moment. It is easy.  
The grammar \_\_\_\_\_

## Conditionals

You can use a conditional sentence to talk about a situation that is unreal in the present or not probable in the future. Conditional sentences have two clauses: an *if* clause and a main clause.

To show that a situation is unreal, you use a past tense in the *if* clause, (although you are not talking about the past). You usually use 'd (*would*) + infinitive in the main clause. When the *if* clause is first, you usually write a comma between the clauses.

- real situation: I **haven't got** \$1 million. (present tense)  
 unreal situation: If I **had** \$1 million, ... (past tense)  
 real situation: I **can't fly** a plane. (present tense)  
 unreal situation: If I **could fly** a plane, ... (past tense)

- | if clause                      | main clause                        |
|--------------------------------|------------------------------------|
| If I <b>had</b> \$1 million,   | <b>I'd travel</b> round the world. |
| If I <b>could</b> fly a plane, | <b>I'd sell</b> my car.            |

As well as *If I/he/she/it was ...*, you can say *If I/he/she/it were ...*, – in this case, *were* is more formal.

If I **was** an animal, I wouldn't have to learn English.

If he **were** sent back to his own country, he would probably be murdered.

When the main clause can come before the *if* clause, there is usually no comma between the two clauses.

I'd travel round the world if I had \$1 million.

I'd sell my car if I could fly a plane.

### Common mistake

If I would have \$1 million, I'd travel round the world.

You can use the sentence *If I were you + I'd + infinitive* to give advice or possible solutions to problems.

**If I were you**, I'd stop smoking.

**If I were you**, I'd go out and have a really good time.

## 17 (2) Practice

- 1 There is one incorrect verb form in each sentence. Correct the mistakes.
- If I ~~would be~~<sup>was</sup> younger, I'd play more sports.
  - If I would have more money, I'd buy a better car.
  - If I spoke fluent English, I don't need to study it.
  - I'd be happier if I wouldn't have to work so much.
  - If I had the time, I will take a long holiday.

- 2 Complete the sentences with the pairs of verbs in the box.

would do/wasn't had/'d lend  
 would look/was decorated ~~was/'d buy~~  
 wasn't raining/could go

- If I was richer, I 'd buy a bigger house.
- If it \_\_\_\_\_, we \_\_\_\_\_ for a walk.
- Sam \_\_\_\_\_ much better at school if he \_\_\_\_\_ so lazy.
- The house \_\_\_\_\_ better if it \_\_\_\_\_.
- If I \_\_\_\_\_ some money, I \_\_\_\_\_ you some.

- 3 Write a conditional sentence that has a similar meaning to the first sentence.

- I can't buy a new car because I haven't got enough money.  
 If I had more money, I'd be able to buy a new car.
- I can't go out tonight because I have too much work.  
 If \_\_\_\_\_ so much work \_\_\_\_\_.
- I don't like the lessons so I don't pay much attention.  
 If \_\_\_\_\_ more attention.
- I can't download music because I don't have a computer.  
 I \_\_\_\_\_ if \_\_\_\_\_ a computer.
- Henry isn't here so we can't ask him for help.  
 If \_\_\_\_\_.

- 4 For each of the dilemmas write a short reply beginning with *If I were you, I'd ...* For example, *If I were you, I'd tell him* or *If I were you, I'd keep quiet*.

a) I borrowed a friend's car and put a very small scratch on it. Do I keep quiet or tell him?

b) My classmate is always getting high marks only because her father, who is a university lecturer, helps her. Do I say nothing, talk to my classmate or tell the teacher?

c) I am the best at Maths in my class. Some classmates have offered me money to copy my homework. Do I accept or do I tell the teacher?

d) A friend of my parents dropped a lottery ticket when he was leaving our house. It has won €100. Do I tell him or do I keep the money?

e) I split up from my boyfriend last week. He wants me to return a ring he bought for me two weeks ago. Do I keep the ring or give it back to him?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- 5 Complete the sentences so they are true for you. For example, *If I had more time, I'd go to the gym more*.

- If I had more time, \_\_\_\_\_.
- If I spoke perfect English, \_\_\_\_\_.
- If I could have any job, \_\_\_\_\_.
- I'd stop working if \_\_\_\_\_.

## Past perfect

You use the past perfect when you are talking about the past and you want to refer to an earlier past time. To form the past perfect, use 'd/had + the past participle.

	past simple			past perfect	
Jenny	realized	that	Mary	had died	in 1930.
I	felt exhausted	because	I	'd been	out till 3.00 am.
Witnesses	told newspapers	that	they	had seen	the aliens.

You often use the past perfect with *already*.

She suggested having some lunch but I'd **already** eaten.

By the time she arrived, I'd **already** drunk three cups of tea.

## Negative

You use *n't* or *not* after the auxiliary *had*.

I **hadn't seen** her before.

He **had not understood** before how difficult his job would be.

## Questions

You put the auxiliary *had* before the subject.

**Had I seen** her before?

Where **had** she **disappeared** to?

## 18 Practice

1 In each sentence underline the action that happened first.

- We had dinner when Sam arrived.
- We'd had dinner when Sam arrived.
- Alice left the party when Pete arrived.
- Alice had left the party when Pete arrived.
- I read the book when I'd seen the film.
- I'd read the book when I saw the film.

2 Complete the second sentence using the past simple or past perfect so the meaning is the same as the first sentence.

- We watched the film **after** Fred arrived.  
We watched the film when Fred arrived.
- We watched the film **before** Fred arrived.  
We 'd watched the film when Fred arrived.
- The men ran away **after** the police got there.  
When the police got there the men \_\_\_\_\_ away.
- The men ran away **before** the police got there.  
When the police got there the men \_\_\_\_\_ away.
- They started the meeting **before** I got to work.  
They \_\_\_\_\_ the meeting when I got to work.
- They started the meeting **after** I got to work.  
They \_\_\_\_\_ the meeting when I got to work.

3 Complete the sentences using the past simple and past perfect tense of the verbs in the box.

chat/see	die/water	find/be
feel/eat	fail/study	

- He felt sick because he 'd eaten too much cake.
- I finally \_\_\_\_\_ a shirt I liked after I \_\_\_\_\_ to at least ten shops.
- The plants all \_\_\_\_\_ because no-one \_\_\_\_\_ them.
- They \_\_\_\_\_ for hours because they \_\_\_\_\_ n't \_\_\_\_\_ each other for months.
- He \_\_\_\_\_ his exam because he \_\_\_\_\_ n't \_\_\_\_\_ enough.

4 Complete the replies using *already* and the past perfect tense of the verbs in *italics*.

- Why couldn't you go out with us last night?  
Because I 'd already arranged to babysit for my sister *arrange*
- Why did you throw the newspaper away?  
Because I \_\_\_\_\_ it. *read*
- Why didn't you come for a meal with us last night?  
I \_\_\_\_\_ and I wasn't hungry. *eat*
- Why didn't Sue go to the party last night?  
She did. But she \_\_\_\_\_ when we got there. *leave*
- You didn't seem surprised to hear about Jon and Nic's wedding.  
I \_\_\_\_\_. They told me last week. *hear*

5 Complete the story of the Bermuda Triangle by putting the verbs into the past simple or past perfect.

The story of the Bermuda triangle (a) began (begin) with a mysterious event on 5th December 1945. Five American warplanes were on a routine training flight after they (b) had taken off (take off) from Fort Lauderdale airbase in Florida. They were flying over the Atlantic Ocean towards Bermuda and the weather was clear with perfect flying conditions.

The planes (c) \_\_\_\_\_ (be) in the air for about an hour and they (d) \_\_\_\_\_ (fly) about 300 miles when the Flight Leader (e) \_\_\_\_\_ (report) that the navigational instruments on all the planes (f) \_\_\_\_\_ (stop) working. Radio contact (g) \_\_\_\_\_ (be) then lost and none of the planes or crew was ever seen again. The official explanation is that before vanishing, the planes (h) \_\_\_\_\_ (fly) into an area of unusual magnetic activity and this (i) \_\_\_\_\_ (cause) their compasses and other equipment to malfunction.

Over the next 30 years, 16 more planes and nine ships mysteriously (j) \_\_\_\_\_ (disappear) in the same area and almost all (k) \_\_\_\_\_ (report) that their navigational equipment (l) \_\_\_\_\_ (stop) working.

## Used to

You can use *used to* + infinitive to talk about habits (repeated actions in the past) or past states. It often describes things that were true in the past but are not true now.

### Positive

Every weekend we **used to drive** out of town.

I **used to have** a love-hate relationship with that car.

Like all regular verbs, *use to* loses its past tense ending when you use it in the negative and questions.

### Negative

We **didn't use to worry** about that sort of thing.

### 'Wh' question

What sort of car **did you use to have**?

### Yes/no question

**Did you use to like** going on long car journeys?      Yes, I **did**. / No, I **didn't**.

**Note:** *Used to* + the infinitive is not the same as *be used to* + the *-ing* form.

I used to go on long car journeys.      (= This was a habit in the past.)

I'm used to driving to work every day.      (= This is a habit now.)

## 19 (1) Practice

1 Andy recently made some life changes. Write sentences about Andy using *used to* or *didn't use to* ...

He stopped (a) smoking, (b) eating in front of the TV and (c) going out every night.

He started (d) going to the gym and (e) eating sensibly.

- a) He used to smoke.
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

2 Look at the pictures of Thierry five years ago and now. Write sentences using *used to...* or *didn't use to...* and the words in *italics*.



When Thierry was younger ...

- a) He used to study English.      *study English*
- b) \_\_\_\_\_      *have long hair*
- c) \_\_\_\_\_      *wear glasses*
- d) \_\_\_\_\_      *live in Paris*
- e) \_\_\_\_\_      *smoke*
- f) \_\_\_\_\_      *support Chelsea*

3 Write questions about Thierry using *Did he used to ... ?*

- a) *study English*  
Did he use to study English?
- b) *live in Rome*  
\_\_\_\_\_
- c) *smoke*  
\_\_\_\_\_
- d) *wear glasses*  
\_\_\_\_\_
- e) *Which football team / support*  
\_\_\_\_\_
- f) *What music / listen to*  
\_\_\_\_\_
- g) *What car / drive*  
\_\_\_\_\_

4 Write answers to the questions in exercise 3. For example, *Yes, he did. No, he didn't. He used to ...*

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_
- g) \_\_\_\_\_

5 Write five true sentences about yourself with *I used to ...* or *I didn't use to ...*. For example, *I used to live by the sea. I didn't use to like football.*

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_