

# GRAMMAR REFERENCE AND PRACTICE

## 1.1 PRESENT HABITS (PAGE 3)

### Present habits

Talk about present habits in different ways:

- 1 Simple present (sometimes with adverbs of frequency)  
*My friend **tells** me she **resists** change because she **usually likes** things the way they are.*
- 2 *Tend to* + the base form of a verb  
*I **tend to adapt** to new situations quickly.*
- 3 *Will* for events that happen often (present, not future)  
*I'll often **call** my parents when I want advice.*
- 4 Present continuous for a continuing activity that happens at the same time as another habit  
*I **usually listen** to music when I'm **cooking**.*
- 5 Present continuous for noticeable/unusual (often undesirable) habits; use *always* and *constantly* for emphasis.  
*I'm **always worrying** about how I'll cope with all of my work.*

## 1.2 PAST HABITS (PAGE 5)

### Past habits

There are different ways to talk about habits, actions, and states that happened in the past but don't anymore:

- 1 *Used to* for past habits, repeated past actions, and states
  - *used to / didn't use to* + the base form of the verb  
*We **didn't use to make** video calls, but we do now.*
  - *never + used to* + the base form of the verb  
*They **never used to ride** their bikes to school.*
  - *use to*, not *used to*, with *didn't/did* in negative statements and questions  
***Did** you **use to take** the bus?*
- 2 *Would* for past habits and repeated past actions, not for past states
  - *would ('d) / would not (wouldn't)* + the base form of verb
  - Use *would* only if it is clear when the action happened. Use *used to* if the time reference is not given.  
*We **would text** each other every night. not I **would have** a big cell phone.*
- 3 The simple past for past habits, repeated past actions, and past states (often with time expressions)  
*I **had** a big bedroom. I **went** to bed at 6:00 **every night**.*
- 4 The simple past for single completed actions in the past, not *used to* or *would*  
*I **watched** three shows **last night**. not I'd watch three shows last night. / I **used to** watch three shows last night.*

## 2.1 COMPARATIVE STRUCTURES (PAGE 13)

### Comparative structures

- 1 Fewer/less + noun to show there is less of one thing than another
  - fewer + count nouns      less + non-count nouns

*The new project will require **fewer resources** and **less time**.*
- 2 Rather than to show a preference for something
  - Compare nouns/pronouns
  - Use verbs to compare activities (base form of the verb or verb + -ing)
  - To can be used instead of *rather than* with *prefer* but not with other verbs

*I prefer ocean exploration **rather than space exploration**.*  
*I prefer to study the ocean **rather than learn/learning about** space.*  
*I **prefer** the ocean **to** deep space.*  
*I **want to study** Earth **rather than** Mars.      ~~not I want to study Earth to Mars.~~*
- 3 Verb + more/less (as a pronoun)  
*I **know less/more** about Venus **than** about Mars.*
- 4 Adjective + (not) enough + infinitive to compare the degree of actual and required ability  
*Technology is (not) **advanced enough to send** people to Mars.*
- 5 A comparative + infinitive to compare actions  
*It's **easier** to use a tablet **than** (to use) a laptop.*
- 6 For many comparative structures, you do not need to repeat the first subject and verb.  
*We're **less likely** to find life on the moon **than** (we are to find life) on Mars.*

## 2.2 SUPERLATIVE STRUCTURES; UNGRADABLE ADJECTIVES (PAGE 15)

### Superlative structures

- 1 With quantities: Phrases such as *one of*, *two of*, and *some of* + superlative adjective + plural noun  
*This country has **some of the highest** mountains in the world.*
- 2 With to: Use a superlative + infinitive to show function or purpose.  
*May is **the best** time **to hike** here.*
- 3 Least is the opposite of most (the comparative form is less).  
*This is surely **the least suitable** environment for anything **to live**.*
- 4 With that clauses:
  - Use a superlative + a *that* clause.      ■ The use of *that* is optional.

*It's **the most fascinating** place (that) I've ever visited.*
- 5 Ellipsis with *the*: Shows that one or more words have been left out to avoid repetition.  
*I have three sisters. Susana is **the youngest** (sister).*

### Ungradable adjectives

- 1 Ungradable adjectives do not have different degrees and therefore don't usually have comparative or superlative forms.  
*They were **furious** and **exhausted**.*
- 2 With most ungradable adjectives, we can use intensifiers such as *absolutely*, *completely*, *totally*, and *utterly*.  
*The green parrots of Masaya Volcano are **totally amazing**.*
- 3 With other ungradable adjectives – for example, *male*, *female*, *married*, *single* – we don't use intensifiers.  
*My first dog was **male**, but the second one was **female**.*



Gradable adjectives have degrees and can be used with adverbs, such as *very*, *a little*, and *really*, but **not** with intensifiers like *absolutely*, *completely*, etc.  
*Those animals are **very tough**.*  
**Note:** *Really* can be used with both gradable and ungradable adjectives.

### 3.1 RELATIVE PRONOUNS; REDUCED RELATIVE CLAUSES (PAGE 23)

#### Relative pronouns; reduced relative clauses

- 1 Relative pronouns are used to introduce relative clauses.

*that/which* = for things, *that/who* = for people, *where* = for places, *when* = for times,  
*whose* = to show possession

*My sister, **whose** children I often take care of, lives next door.*

*Today is the day **when** we decide it's time for a change.*

- 2 Subject relative clauses can be reduced by omitting the relative pronoun and the verb *be*. You can't reduce object relative clauses.

The following relative clauses are often reduced:

- with *be* + an adjective
- with *be* + past participle
- with noun phrases

*People **who are worried** about meeting strangers often get nervous at parties. → People **worried** about meeting strangers often get nervous at parties.*

*The bus **that is parked** in front of the office is the one we'll take to the conference. → The bus **parked** in front of the office is the one we'll take to the conference.*

*Steven, **who is a quick learner**, adapts easily to new situations. → Steven, **a quick learner**, adapts easily to new situations.*

### 3.2 PRESENT PARTICIPLES (PAGE 25)

#### Present participles

Present participle = verb + *-ing*

- 1 To shorten sentences that describe two events happening at the same time, use the present participle of the second verb after a comma. Do not use *and*.

*I often work **and listen** to music. → I often work, **listening** to music.*

- 2 In reduced relative clauses, use the present participle. Do not use the relative pronoun and the verb *be*.

*Look at all those **lemons that are growing** on that tree. → Look at all those **lemons growing** on that tree.*

## 4.1 ADDING EMPHASIS: so ... that, such ... that, even, only (page 35)

### Adding emphasis

- 1 So + adjective or adverb (*that*) ... emphasizes the results or effects of something.  
*It was **so funny (that)** I couldn't stop laughing.*
- 2 Such (a/an) + (adjective) noun (*that*) ... also emphasizes the results or effects of something.  
*She is **such a good friend (that)** everyone turns to her when they have a problem.*
- 3 Even before a word, phrase, or part of the sentence adds emphasis or signals that something is surprising.  
***Even** the most confident person needs help sometimes.*  
*He works long hours during the week and **even** works on Saturdays sometimes.*  
*Building trust with people makes your life **even** happier.*
- 4 Only before a word, phrase, or part of the sentence adds emphasis.  
■ only = "no one else" or "nothing else" than the people, things, amount, or activity mentioned  
***Only** you can steer him away from making a big mistake.*  
*Quitting your job will **only** hurt your career.*

## 4.2 REFLEXIVE PRONOUNS; PRONOUNS WITH OTHER/ANOTHER (PAGE 37)

### Reflexive pronouns

Use a reflexive pronoun:

- 1 when the subject and object of a sentence are the same  
*I enjoyed **myself** at the party.*
- 2 directly after a noun or pronoun for greater emphasis  
*The employees **themselves** decide what time they start and finish work.*
- 3 at the end of the clause for some emphasis  
*You and your brother should be able to do the job **yourselves**.*
- 4 after by to mean "alone" or "without help"  
*I can't lift this box **by myself**.*



You has two reflexive pronouns: **yourself** (singular) and **yourselves** (plural).

### Pronouns with other/another

- 1 *the other* = the remaining member of a pair  
*One of his shoes was blue, **the other**, brown.*
- 2 *another* = an additional member of a group  
*I'd like to hire **another** assistant.*
- 3 *the others* = the remaining members of a group  
*Six people in my class are from this city. **The others** are from different cities.*
- 4 *others* (without *the*) = not the members of the group already mentioned, but different ones  
*Some people drink coffee. **Others** prefer tea.*
- 5 *each other* and *one another* = show that each person in a group does something to the others  
*During exams, students are not allowed to help **each other** / **one another**.*

## 5.1 REAL CONDITIONALS (PAGE 45)

### Real conditionals

- 1 Present: *if/when/whenever* + simple present + simple present in the main clause
  - to describe general facts or routines  
*I **feel** nervous **if/when/whenever** I **think** about flying.*
- 2 Future: *if/when/whenever* + simple present + *will / be going to* in the main clause
  - for possible future situations and their results  
*If you **try** the therapy, it **will make** you more confident.*  
*(You may or may not try the therapy. But if you do, it will make you more confident.)*  
***When/Whenever** you **try** the therapy, it **will make** you more confident.*  
*(You will try the therapy, and when you do, it will make you more confident.)*
- 3 With modals and modal-like expressions: *if* clause + a modal in the main clause
  - to show how likely or necessary the result is  
***Whenever** you're worried, you **have to** try not to panic.*

## 5.2 CONDITIONALS: alternatives to *if* (page 47)

### Conditionals: alternatives to *if*

You can use real conditionals with expressions other than *if*, but they have different meanings:

- 1 *Even if*: Stresses that the condition doesn't matter. The condition may happen, but the result will be the same.  
***Even if** video calls improve, talking in person is much nicer.*
- 2 *Only if, providing / provided (that), as/so long as, on condition that*: Show the result or effect will happen when a specific condition becomes true. No other condition will have this result.  
*I'll lend you my phone, **only if / provided / providing / as/so long as / on condition that** you promise to return it soon.*
- 3 *Unless*: Describes a possible negative condition in the present or future = "except if" or "if ... not."  
*We can't reach an agreement **unless** you communicate more openly.*

## 6.1 NARRATIVE TENSES (PAGE 55)

### Narrative tenses

- 1 Simple past for the main completed events and situations in a story.  
*He **became** famous when he **was** only 14.*
- 2 Past continuous (*was/were + verb + -ing*) for background activities in progress at the same time as the main event in the simple past.  
*She **translated** what the president **was saying**.*
- 3 Past perfect (*had + past participle*) for an event that happened before another event in the simple past.  
*All my friends **went** to the concert, but I'd **forgotten** to buy a ticket.*
- 4 Past perfect continuous (*had + been + verb + -ing*) for an event that continued up to another event in the simple past. It shows the continuing nature of a past activity/situation leading up to a more recent past time.
  - It can show a reason.
  - It can give background information.*The band **had been playing** all night, so they **were** very tired.*  
*I **had been dreaming** of being famous for years, and suddenly it **happened**.*

## 6.2 REPORTED SPEECH WITH MODAL VERBS (PAGE 57)

### Reported speech with modal verbs

- 1 Some modals change when the reporting verb is in the past:  
*will – would      can – could      may – might*  
*"Will/Can you **help** me?" → Jen asked me if I'd / I **could** help her.*
- 2 Some modals don't change, even if the reporting verb is in the past: *might, could, should, must*  
*"What **could** they do about traffic?" → He wondered what they **could** do about traffic.*



Only change the tense of the main verb when the reporting verb is in the past tense.

## 7.1 GERUNDS AND INFINITIVES AFTER ADJECTIVES, NOUNS, AND PRONOUNS (PAGE 67)

### Gerunds and infinitives after adjectives, nouns, and pronouns

#### Infinitives (to + verb)

- 1 Adjective + infinitive  
*It's **boring and difficult to work** at night.*
- 2 Noun + infinitive – to show purpose  
*It was an interesting **place to visit**.*
- 3 Pronoun + infinitive – to show purpose  
*I need **something to eat**.*

#### Gerunds (verb + -ing)

- 1 Adjective + gerund  
*It was **boring waiting** in line for the roller coaster. But it was **cool riding** on it.*
- 2 Fixed expression + gerund  
e.g.: *be worth, have fun, spend/waste time*  
*I **spend a lot of time traveling** for my job.*



Some adjectives can be followed by either gerunds or infinitives, others - only gerunds or only infinitives.

## 7.2 INFINITIVES AFTER VERBS WITH AND WITHOUT OBJECTS (PAGE 69)

### Infinitives after verbs with and without objects

- 1 Verb + infinitive      Common verbs: *agree, decide, hope, manage, plan, seem, tend*  
*They **agreed not to climb** the mountain without an instructor.*
- 2 Verb + object + infinitive      Common verbs: *allow, convince, encourage, teach, tell, urge, warn*  
*He **did not convince us to hire** him.* (The object performs the action of the infinitive.)
- 3 Verb + (object) + infinitive      Common verbs: *ask, expect, need, promise, want, would like*
  - No object – subject performs the action of the infinitive
  - With object – object performs the action of the infinitive*I'd like **to buy** the lamp. (I'm buying it.)      I'd like **you to buy** that lamp. (You're buying it.)*



Use **not** before the infinitive to show the infinitive is negative.  
Use **not** before the main verb to show it is negative.

## 8.1 MODAL-LIKE EXPRESSIONS WITH BE (PAGE 77)

### Modal-like expressions with be

- 1 *Be bound to / Be certain to / Be sure to* for things that are definitely going to happen  
*If you drop that glass, it's **bound to** / **certain to** / **sure to** break.*
- 2 *Be likely/unlikely to* for things that are probably (not) going to happen  
*There's a lot of traffic, so we're **likely to** be late.*
- 3 *Be supposed to* for things expected to happen (because they were arranged or sb is responsible for them)  
*My mom **was supposed to** pick me up at 3:30, but she didn't arrive until 4:00.*
- 4 *Be about to* for things that you're going to do soon or are going to happen soon  
*Quick, turn on the TV. The game **is about to** start.*
- 5 *Be required to* for things that we are made to do (e.g., because of rules)  
*Everyone who travels by plane **is required to** have a passport or some kind of photo ID.*
- 6 *Be forced to* for things that we are made to do, but don't want to  
*I missed the last bus, so I **was forced to** walk home.*
- 7 *Be allowed to / Be permitted to* for things that we have permission to do  
*They're **allowed to** / **permitted to** use their phones in school, but not in class.*

## 8.2 FUTURE FORMS (PAGE 79)

### Future forms

- 1 Present continuous: for general future intentions and definite plans or arrangements  
*I'm **making** a film about college life.*  
*I'm **meeting** my friends tomorrow at 6:00 p.m.*
- 2 *Be going to*: for general future plans and intention and predictions about the future  
*I'm **going to make** a film about college life.*  
*It's **going to be** a big surprise for them.*
- 3 *Might, may, or could*: when you're not sure about the future  
*I **might start** my own business one day.*
- 4 *Will*: for predictions about the future and decisions made at the moment of speaking  
*It **will be** a big surprise for them.*  
*That looks difficult. I'll **help** you with it.*
- 5 *Will + be + verb + -ing* (the future continuous): for an action in progress at a future time and for plans and intentions  
*In a few years, I'll **be looking** for a job.*  
***Will** you **be coming** to the meeting on Thursday?*



The future continuous and *be going to* can both express future plans and intentions. The future continuous is more formal.



## 9.1 UNREAL CONDITIONALS (PAGE 87)

### Unreal conditionals

#### Present and future

*if* clause: *could*, simple past, or past continuous (imagined situation)

result clause: *would/could/might* + base form of a verb (predicted or possible result)

*If Josh was/were studying at the library, I could help him with his homework.*

*If we got / could get tickets to the concert, we wouldn't watch it on TV.*

#### Past

*if* clause: past perfect (something possible that did not happen)

result clause: *would/could/may/might have* + past participle (imaginary past result that didn't happen)

*I could have been an X-ray technician if I had studied medicine.*

Or *would* + base form of a verb (imaginary present result)

*I would have a nicer apartment if I hadn't bought a new car.*

## 9.2 WISHES AND REGRETS (PAGE 89)

### Wishes and regrets

*I wish (that) / If only* express a wish for something to be different or feelings of regret.

1 For wishes about general situations in the present: *I wish / If only* + simple past

*I wish / If only I knew the answer to this question.*

2 For wishes about continuous situations in the present: *I wish / If only* + past continuous

*I wish / If only I was/were sitting at home and not in this traffic jam.*

3 For wishes about ability or possibility in the present: *I wish / If only* + *could/couldn't*

*I wish / If only I could find that book.*

4 For wishes about situations in the past: *I wish / If only* + past perfect

*I wish / If only I had bought tickets in advance.*



After *I wish / If only*, you can use *was* (informal) or *were* (more formal) with *I*, *he*, *she*, and *it*.

## 10.1 GERUNDS AFTER PREPOSITIONS (PAGE 99)

### Gerunds after prepositions

- 1 Verb + preposition + gerund (e.g., *boast about, care about, insist on, plan on, result in, think of, worry about*)  
*Josh **boasted about buying** a new car.*
- 2 *be* + adjective + preposition + gerund (e.g., *be afraid of, be excited about, be guilty of, be interested in*)  
*We **are guilty of spending** too much time on social media.*
- 3 Noun + *of* + gerund (e.g., *benefits, cost, danger, fear, idea, importance, possibility, process, risk, way*)  
*My **fear of flying** has stopped me from visiting you.*

## 10.2 CAUSATIVE VERBS (PAGE 101)

### Causative verbs

- |  |  |
|--|--|
| 1 <i>Help/let/make/have</i> + object + base form of the verb       | <i>My parents <b>make me save</b> money for my future.</i> |
| 2 <i>Allow/cause/enable</i> + object + infinitive                  | <i>Surveys <b>enable stores to estimate</b> sales.</i>     |
| 3 <i>Keep/prevent/protect/stop</i> + object + <i>from</i> + gerund | <i>Her advice <b>kept me from losing</b> my job.</i>       |

## 11.1 PASSIVE FORMS (PAGE 109)


### Passive forms

Passive and active sentences have similar meanings. But in the passive, the receiver of the action is more important than the doer and becomes the subject of the sentence. Add *by* + the agent if necessary.

- |   |   |   |
|---|---|---|
| 1 | Simple present passive: <i>am/is/are</i> + past participle                    | <i>These products <b>are</b> usually <b>imported</b>.</i>       |
| 2 | Simple past passive: <i>was/were</i> + past participle                        | <i><b>Were</b> you <b>given</b> a refund?</i>                   |
| 3 | Present perfect passive: <i>has/have been</i> + past participle               | <i>The order <b>has been canceled</b>.</i>                      |
| 4 | Future passive: <i>am/is/are going to/will</i> + <i>be</i> + past participle  | <i>The goods <b>will be checked</b> before they're shipped.</i> |
| 5 | Present continuous passive: <i>am/is/are</i> + <i>being</i> + past participle | <i>Many goods <b>are being imported</b>.</i>                    |
| 6 | Past continuous passive: <i>was/were</i> + <i>being</i> + past participle     | <i>The store <b>wasn't being used</b> until now.</i>            |

## 11.2 PASSIVES WITH MODALS AND MODAL-LIKE EXPRESSIONS; PASSIVE INFINITIVES (PAGE 111)

### Passives with modals and modal-like expressions; passive infinitives

- |   |  |   |
|---|--|---|
| 1 | Passive with modals + <i>be</i> + past participle  | <div><b>For negative sentences, use <i>had better not</i> + <i>be</i> + past participle.</b></div> |
| ■ | Common modals: <i>can, could, might, may, should, must</i><br><i><b>Should</b> the photos <b>be taken</b> in natural light?</i>  |   |
| 2 | Passive with modal-like expressions + <i>(to)</i> + <i>be</i> + past participle  |   |
| ■ | Common expressions: <i>have to, need to, had better, be likely to, be supposed to</i><br><i>Rumors <b>had better not be spread</b> at this school. Good journalists <b>don't need to be told</b> what to do.</i> |   |
| 3 | Passive infinitives (verb + <i>to be</i> + past participle)  |   |
| ■ | Common verbs and expressions: <i>ask, be likely, expect, hope, refuse, seem</i><br><i>The problem <b>isn't likely to be solved</b> soon.</i>   |   |

## 12.1 ADVERBS WITH ADJECTIVES AND ADVERBS (PAGE 119)

### Adverbs with adjectives and adverbs

#### With adjectives

- 1 Use an adverb before an adjective to provide more detail about it.
  - Common adverbs: *especially, exceptionally, mainly, (not) necessarily, particularly, reasonably*  
*John is **especially skilled** at painting, while his brother is **mainly good** at drawing.*
- 2 Use an adverb before an adjective to say what the adjective is related to.
  - Common adverbs: *artistically, athletically, financially, musically, physically, scientifically, technically*  
*Sandra is **artistically talented** in many ways, but she's not **musically gifted** at all.*

#### With adverbs

- 3 Use an adverb before another adverb to provide more detail about it.
  - Common adverbs: *especially, exceptionally, particularly, reasonably*  
*Some people are able to learn languages **particularly easily**. For example, my friend Paolo learned five languages **exceptionally fast**.*



An adverb + an adjective describes a noun.

*The concert was **reasonably good**.*

An adverb + an adverb describes a verb.

*Sandra paints **exceptionally well** for a beginner.*

## 12.2 MAKING NON-COUNT NOUNS COUNTABLE (PAGE 121)

### Making non-count nouns countable

Make non-count nouns countable with expressions describing specific quantities or amounts. For example:

- 1 Abstract ideas
  - a little bit of (kindness/luck/space/time)  
*A **little bit of kindness** brightens up people's lives.*
  - a piece of (advice/information)  
*This is a useful **piece of information**.*
  - a word of (advice/encouragement/sympathy/wisdom)  
*He was full of **words of wisdom** and useful **pieces of advice**.*
- 2 Activities and sports
  - a game of (basketball/chess/soccer/tennis)  
*We played a **few games of basketball** over the weekend.*
- 3 Food
  - a box of, a bunch of, a can of, a grain of, a loaf of, a package of, a piece/slice of, a pound of, a serving of  
*I need a **bunch of parsley** and a **packet of cereal**.*
- 4 Liquids
  - a bottle of, a cup of, a glass of, a drop of, a gallon of, a quart of  
*At the café, we ordered **two cups of coffee** and a **glass of juice**.*
- 5 Miscellaneous
  - an act of (bravery/kindness)  
*Helping me move was an **act of kindness**.*
  - an article/item of (clothing)  
*What is your favorite **item of clothing**?*
  - a piece of (clothing/equipment/furniture/music/news)  
*That's a **fantastic piece of equipment**!*
  - a work of (art)  
*This painting is my favorite **work of art**.*



A pound = about .45 kilograms

A gallon = about 3.8 liters

A quart = about .95 liters