

# Listening

## 1.1

**Interviewer** Rumiko, what do you eat in a typical day?

**Rumiko** I don't usually have breakfast because I can't get up early enough to eat! I normally just buy a coffee and drink it in the office.

I usually have lunch in a restaurant near the office with people from work. When I was younger, I used to go to fast food restaurants and have pizza, or fried chicken and chips, but now I prefer eating something healthier, so I go to sushi restaurants or restaurants which serve organic food. And for dinner I eat out a lot too.

**Interviewer** Do you ever cook?

**Rumiko** Well, I like cooking, but I work very late every day and also my kitchen's too small. My boyfriend's a better cook anyway.

**Interviewer** Do you ever eat unhealthy food?

**Rumiko** Well, I don't eat a lot of sweet things but I drink a lot of coffee every day. I think I'm addicted to caffeine.

**Interviewer** Are you trying to cut down on anything at the moment?

**Rumiko** No. I eat healthily and I do exercise regularly, so I don't think I need to cut down on food.

**Interviewer** Are people's diets in your country getting better or worse?

**Rumiko** Oh, probably worse. I think the diet in Japan today is much more westernized than before and that's why some people are getting fatter. But personally I like the fact that there are more different kinds of food and restaurants now. I enjoy the variety, it makes eating out much more fun.

## 1.5

**Interviewer** Kevin, why did you decide to open a restaurant in Chile?

**Kevin** I'd always wanted to have my own restaurant and it would have been very expensive to do that in England. I'd visited Chile as a tourist and loved it, and I thought it would be a good place because Chileans are very pro-European, and are quite open to new things, new ideas. So I opened *Frederick's*.

**Interviewer** Right. Why did you call the restaurant *Frederick's*?

**Kevin** Because *Frederick*'s my father's name. It's my second name too.

**Interviewer** What kind of food do you serve?

**Kevin** Mainly international dishes like pasta, steak and fries, risotto – but we also do several English dishes as well.

**Interviewer** Were Chilean people surprised when they heard that an English chef was going to open a restaurant here?

**Kevin** Yes, they were – very! I think people don't usually expect the English to be good cooks.

**Interviewer** Is your chef English?

**Kevin** No, he's Chilean – but I've taught him to make some English dishes.

**Interviewer** What kind of English dishes do you have on your menu?

**Kevin** Well, we're open in the morning, and we serve traditional English breakfasts, and then we have a lot of English desserts at lunchtime, for example trifle – that's a typical English dessert made with fruit and cake and cream. And we do proper English teas in the afternoon – tea with cakes or sandwiches.

**Interviewer** Are the English dishes popular?

**Kevin** Yes, especially the desserts and cakes. I think people here in Chile have a very sweet tooth.

**Interviewer** People who visit England always say that the food isn't very good, or that you have to spend a lot of money to eat well. Do you agree?

**Kevin** I think eating good food's never cheap. But I think that today, the best place for a tourist to eat in England is in a pub, especially the ones called gastropubs – pubs which are also restaurants. These pubs are beginning to serve really good food that's not too expensive.

**Interviewer** I see. You said earlier that your chef was a man. Do you have any women working in your kitchen?

**Kevin** Yes, one, but the rest are all men. In fact, I think that's typical all over the world – there are far more men than women in restaurant kitchens.

**Interviewer** Why do you think that is?

**Kevin** I think there are a lot of reasons. The most important reason is probably the unsocial hours. Most women don't want a job where you have to work until late at night. Then there's the atmosphere. Women don't like being shouted at, and there's a lot of shouting in restaurant kitchens. It's also usually incredibly hot and I think women don't like that either.

**Interviewer** And finally is there any English food that you really miss here?

**Kevin** The thing I miss most living in Chile is English cheese. I really miss Stilton – which is a wonderful English blue cheese. It's not as famous as some of the French cheeses like Roquefort but I think it should be. You should try it!

**Interviewer** I will! Kevin, thank you very much.

**Kevin** Thank you.

## 1.6

**Interviewer** What was the most exciting match you refereed?

**Juan Antonio** It's difficult to choose *one* match as the most exciting. I remember some of the Real Madrid–Barcelona matches, for example the first one I ever refereed. The atmosphere was incredible in the stadium. But really it's impossible to pick just one – there have been so many.

**Interviewer** Who was the best player you ever saw?

**Juan Antonio** During my career there have been many great players, like Johan Cruyff and Diego Maradona. It's very difficult to say who was the best but there's one player who stands out for me, not just for being a great footballer but also for being a great human being and that was the Brazilian international Mauro Silva, who used to play here in Spain, for Deportivo La Coruña.

**Interviewer** What was the worst experience you ever had as a referee?

**Juan Antonio** The worst? Well, that was something that happened very early in my career. I was only 16 and I was refereeing a match in a town in Spain and the home team lost. After the match, I was attacked and injured by the players of the home team and by the spectators. After all these years I can still remember a mother, who had a little baby in her arms, who was trying to hit me. She was so angry with me that she nearly dropped her baby. That was my worst moment, and it nearly made me stop being a referee.

**Interviewer** Do you think that there's more cheating in football than in the past?

**Juan Antonio** Yes, I think so.

**Interviewer** Why?

**Juan Antonio** I think it's because there's so much money in football today that it has become much more important to win. Also football is much faster than it used to be so it's more difficult for referees to detect cheating.

**Interviewer** How do footballers cheat?

**Juan Antonio** Oh, there are many ways, but for me the worst thing in football today is what we call 'simulation'. Simulation is when players pretend to have been fouled when they haven't been. For

example, sometimes a player falls over in the penalty area when, in fact, nobody has touched him and this can result in the referee giving a penalty when it wasn't a penalty. In my opinion, when a player does this he's cheating not only the referee, not only the players of the other team, but also the spectators, because spectators pay money to see a fair contest.

**Interviewer** What's the most difficult thing about being a referee?

**Juan Antonio** Ah, the most difficult thing is to make the right decisions during a match. It's difficult because you have to make decisions when everything's happening so quickly – football today is very fast. Also important decisions often depend on the referee's interpretation of the rules. Things aren't black and white. And of course making decisions would be much easier if players didn't cheat.

**Interviewer** So, in your opinion, fair play doesn't exist any more.

**Juan Antonio** Not at all. I think fair play does exist – the players who cheat are still the exceptions.

## 1.9

**1 A** So what are you going to do next year, dear? Are you going to go to university?

**B** No, Gran. I've already told you three times. I'm not going to university. I'm going to look for a job. I want to earn some money.

**A** Oh, all right dear, you don't need to shout. I'm not deaf. What's the time now?

**B** Ten past five. Shall I make you a cup of tea?

**A** Oh yes, dear, that'd be lovely.

**2 A** See you tomorrow, then.

**B** Hold on a minute – where are you going?

**A** Out. It's Friday night, remember?

**B** What time are you coming back?

**A** I'm not coming back. I'm staying at Mum's tonight.

**B** I think you need a coat. It's going to be cold tonight.

**A** Dad – nobody wears coats any more! Bye!

**3 A** Can I use your car tonight?

**B** No.

**A** Why not?

**B** You'll crash it again.

**A** I won't. I'll be really careful. I'll drive slowly. I promise.

**B** OK. Here you are. But be careful.

**A** Thanks. See you later.

## 1.11

**Continuity announcer** It's eight o'clock and time for *Breakfast Time*.

**Presenter** Good morning, everyone. Our guest this morning is the American writer Norah Levy. Norah's here in Britain this week promoting her new book '*We are family*', which is all about how our position in the family affects our personality. Welcome Norah.

**Norah** Thank you.

**Presenter** Now is this really true, Norah? That our position in the family affects our personality?

**Norah** Sure. OK, other factors can influence your personality too, but your position in the family is definitely one of the strongest.

**Presenter** So tell us a bit about the oldest children in a family – the first born.

**Norah** Well, the oldest children get maximum attention from their parents and the result is that they're usually quite self-confident people. They make good leaders. The famous Prime Minister, Winston Churchill, was a firstborn child. They're often ambitious and they're more likely to go to university than their brothers or sisters. They often get the top jobs too. Oldest

## 1A present simple and continuous, action and non-action verbs

**present simple:** *I live, he works, etc.*

They work in a bank.  
Where do you live?  
He doesn't wear glasses.  
She usually has cereal for breakfast.  
I'm never late for work.

- Use the present simple for things that are always true or happen regularly.
- Remember the spelling rules, e.g. *lives, studies, watches*.
- Use ASI (auxiliary, subject, infinitive) or QUASI (question word, auxiliary, subject, infinitive) to help you with word order in questions.
- Put adverbs of frequency, e.g. *usually*, before the main verb and after *be*.

**present continuous:**  
*be + verb + -ing*

A Who are you waiting for?  
B I'm waiting for a friend.  
A What are you doing after class?  
B I'm going to the café.

- Use the present continuous (not present simple) for actions in progress at the time of speaking or for future arrangements.
- Remember the spelling rules, e.g. *living, studying, getting*.

**action and non-action verbs**

A What are you cooking tonight?  
B I'm making pasta.  
A Great! I really like pasta.

- Verbs which describe actions, e.g. *make, cook*, can be used in the present simple or continuous.
- Verbs which describe states or feelings (not actions), e.g. *like, want, be*, are not normally used in the present continuous.
- Common non-action verbs are *agree, be, believe, belong, depend, forget, hate, hear, know, like, love, matter, mean, need, prefer, realize, recognize, seem, suppose*.

**⚠ A few verbs have an action and a non-action meaning. The most common is *have*.  
*I have a big flat.* = possession (non-action)  
*I can't talk now. I'm having lunch.*  
= an activity (action)**

## 1B past tenses

**past simple:** *worked, stopped, went, had, etc.*

They got married last year.  
What time did you wake up this morning?  
I didn't have time to do my homework.

- Use the past simple for finished past actions.

**past continuous:** *was / were + verb + -ing*

A What were you doing at six o'clock last night?  
B I was watching TV. It was a cold night and it was raining.

- Use the past continuous to describe an action in progress at a specific time in the past.

**past perfect:** *had + past participle*

When they turned on the TV, the match had finished.  
I felt nervous because I hadn't flown before.

- Use the past perfect when you are talking about the past and you want to talk about an earlier past action.

**using narrative tenses together**

When John arrived, they had dinner.  
(first John arrived, then they had dinner)

When John arrived, they were having dinner.  
(when John arrived they were in the middle of dinner)

When John arrived, they had had dinner.  
(they had dinner before John arrived).

- Remember Irregular verbs p.156.

## 1C future forms

**be going to + infinitive**

**future plans and intentions**

My sister's going to adopt a child.  
Are you going to buy a new car?  
I'm not going to go to New York next week.

**predictions**

I think they're going to win. (They're playing very well.)  
It's going to rain. (The sky is very dark.)

- Use *going to* NOT *will / won't* when you have already decided to do something.
- With the verb *go* you can leave out the infinitive.  
*I'm not going (to go) to New York.*

**present continuous: *be + verb + -ing***

**future arrangements**

We're getting married in October.  
They're meeting at 10.00.  
She's leaving on Friday.

- You can usually use present continuous or *going to* for future plans / arrangements.
- *going to* shows that you have made a decision.  
*We're going to get married in the summer.*
- Present continuous emphasizes that you have made the arrangements.  
*We're getting married on July 12th* (e.g. we've booked the church).

**will / shall + infinitive**

I'll have the steak. (instant decision)  
I won't tell anybody where you are. (promise)

I'll carry that bag for you. (offer)  
Shall I help you with your homework? (offer)

Shall we eat out tonight? (suggestion)  
You'll love the film! (prediction)

- Use *will / won't* (NOT the present simple) for instant decisions, promises, offers, and suggestions.
- Use *shall* (NOT *will*) with *I* and *we* for offers and suggestions when they are questions.
- Use *will* or *going to* for predictions.

## 2A present perfect and past simple

**present perfect simple:** *have / has + past participle (worked, seen, etc.)*

past experiences	recent past actions	with <i>yet</i> and <i>already</i> (for emphasis)
I've been to London, but I haven't been to Oxford. She's <b>never</b> met his ex-wife. Have you <b>ever</b> lost your credit card?	I've cut my finger! He's <b>just</b> arrived at the airport.	I've <b>already</b> done my homework. Can I watch TV? Have you <b>finished</b> <b>yet</b> ? My brother <b>hasn't</b> found a new job <b>yet</b> .

- We often use *ever* and *never* when we ask or talk about past experiences. They go before the main verb.
- just* and *already* go before the main verb in **[+]** sentences, *yet* goes at the end of the phrase in **[ ]** sentences and **[?]**.
- For irregular past participles see **Irregular verbs p.156.**

unfinished states (non-action verbs) which start in the past and are still true now

- A They've known each other **for** 10 years.  
B How long have they been married?  
A **Since** 2004.

- Use *How long...?* + present perfect to ask about an unfinished period of time (from the past until now).
- Use **for** + a period of time, e.g. **for two weeks**, or **since** with a point of time, e.g. **since 1990**.

**present perfect or past simple?**

I've been to Madrid twice. (= in my life up to now) How long have you been married to Alan? (= you are married to Alan now) I've (just) bought a new computer. (= I don't say exactly when)	I went there in 1998 and 2002. (= on two specific occasions) How long were you married to Jake? (= you are not married to Jake now) I bought it on Saturday. (= I say when)
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- Use the present perfect when there is a connection between the past and the present.
- Use the past simple to ask or talk about finished actions in the past, when the time is mentioned or understood. We often use a past time expression, e.g. **January, last week, etc.**

## 2B present perfect continuous

**present perfect continuous for unfinished actions**

How long have you been learning English?  
He's been working here since April.  
They've been going out together for three years.

- have / has been + verb + -ing**
- Use the present perfect continuous with **for** and **since** with action verbs (e.g. **learn, go, etc.**).

**⚠ With non-action verbs** (e.g. **know, be, etc.**) use the present perfect simple NOT the present perfect continuous with **for** and **since**.

*I've known her for ages. NOT I've been knowing her for ages.*

With **live** and **work** you can use the present perfect simple or continuous with **for** and **since**.

*I've been living here for six months.  
I've lived here for six months.*

**present perfect continuous for recent continuous actions**

- A Your eyes are red. Have you been crying?  
B No, I've been cutting onions.

- Use the present perfect continuous for actions which have been going on very recently. They have usually just stopped.

## 2C comparatives and superlatives

**comparing two things (or actions)**

My sister is a bit taller than me.  
London is **more expensive** than Edinburgh.  
This test is **less difficult** than the last one.

Olive oil is **better** for you than butter.  
You drive **more slowly** than me.  
Liverpool played **worse** today than last week.  
Flying isn't **as comfortable** as going by train.  
He doesn't smoke **as much** as she does.  
Her new car looks **the same** as the old one.

**superlatives**

He's **the tallest** player in the team.  
Oslo is **the most expensive** capital city in Europe.  
This book is **the least difficult** to understand.  
She's **the best** student in the class.

Who drives **the most carefully** in your family?  
That's **the worst** they've ever played.

- Form superlatives like comparatives but use **-est** instead of **-er** and **most / least** instead of **more / less**.
- You normally use **the** before superlatives, but you can also use possessive adjectives, e.g. **my best friend, their most famous song**.

- Regular comparative adjectives / adverbs:  
*hard > harder, big > bigger, easy > easier, modern > more modern, difficult > more difficult, carefully > more carefully*
- Irregular comparative adjectives / adverbs: *good / well > better, bad / badly > worse, far > further*
- After **than** or **as** we can use an object pronoun **me, him, her, etc.** or a subject pronoun (**I, he, she**) + auxiliary verb, e.g. **She's taller than me OR She's taller than I am but NOT She's taller than I.**

### 3A must, have to, should (obligation)

#### obligation / necessity: have to / must (+ infinitive)

You **have to** wear a seatbelt in a car.  
**Do you have to** work on Saturdays?  
**I had to** wear a uniform at my primary school.  
**I'll have to** get up early tomorrow. My interview is at 9.00.

**I must** remember to phone Emily tonight – it's her birthday.  
**You must** be on time for class tomorrow – there's a test.

- **Must** and **have to** have a very similar meaning.  
*Have to* is more common for general, external obligations, for example rules and laws.  
*Must* is more common for specific (i.e. on one occasion) or personal obligations.  
 Compare:  
*I have to wear a shirt and tie at work* (It's the rule in this company).  
*I must buy a new shirt – this one is too old now* (It's my own decision).
- **Have to** is a normal verb and it exists in all tenses.
- **Must** is a modal verb. The only forms are *must* and *mustn't*.
- You can also use *have to* or *must* for strong recommendations, e.g. *You have to / must see that film – it's fantastic.*

#### advice or opinion: should / shouldn't (+ infinitive)

**You should** take warm clothes with you to Dublin.  
 It might be cold at night.  
 I think the government **should** do something about unemployment.

- **Should** is not as strong as *must* / *have to*. We use it to say if we think something is the right or wrong thing to do.
- **Should** is a modal verb. The only forms are *should* and *shouldn't*.
- You can also use *ought to* and *ought not to* instead of *should* / *shouldn't*.  
*You should take an umbrella with you. You ought to take an umbrella with you.*

#### no obligation / necessity: don't have to

**You don't have to** pay for the tickets. They're free.  
**You don't have to** go to the party if you don't want to.

#### prohibition: mustn't (+ infinitive)

**You mustn't eat** that cake – it's for the party.  
**You mustn't touch** that. It's dangerous.

- **Don't have to** and **mustn't** are completely different. Compare:  
*You mustn't drive along this street.* = It's prohibited, against the law.  
*You don't have to drive – we can get a train.* = You can drive if you want to but it's not necessary / obligatory.
- You can often use *can't* or *not allowed* to instead of *mustn't*.  
*You mustn't park here. You can't park here. You're not allowed to park here.*

⚠ **Have got to** is often used instead of *have to* in spoken English, e.g. *I've got to go now. It's very late.*

### 3B must, may, might, can't (deduction)

#### when you are sure something is true: must

**They must** be out. There aren't any lights on.  
**She must** have a lot of money. She drives a Porsche.

#### when you think something is possibly true: may / might

His phone's switched off. He **might** be on the plane now.  
 She **might not** like that skirt. It's not her style.  
 She's not at home. She **may** be working.  
 He hasn't written. He **may not** have my address.

#### when you are sure something is impossible / not true: can't

**He can't** be ill. I saw him at the gym.  
 They **can't** be Italian. They're speaking to each other in Spanish.

- We often use *must*, *may* / *might*, and *can't* to say how sure or certain we are about something (based on the information we have).
- In this context, the opposite of *must* is *can't* NOT *mustn't*.

### 3C can, could, be able to (ability and possibility)

#### can / could

**I can** speak Spanish very well.  
 She **could** play the violin when she was three.  
 She **can't** come tonight. She's ill.  
 They **couldn't** wait because they were in a hurry.  
 Could you open that door, please?

- **Can** is a modal verb. It only has a present, past, and conditional form (but can also be used with a future meaning).
- For other tenses and forms use *be able to*.

#### be able to + infinitive

**I am able to** accept your invitation.  
 They **weren't able to** come.  
 I'll **be able to** practise my English in London.  
 She has been **able to** speak French since she was a child.  
 I'd like **to be able to** ski.  
 I'd love **being able to** sleep late at weekends.

- You can use *be able to* in the present, past, future, present perfect, and as a gerund or infinitive.
- *be able to* in the present and past is more formal than *can* / *could*.

## 4A first conditional and future time clauses + *when*, *until*, etc.

**first conditional sentences:** *if* (or *unless*) + present simple, *will* / *won't* + infinitive

If you don't do more work, you'll fail the exam.  
He'll be late for work if he doesn't hurry up.  
She won't get into university unless she gets good grades.

- Use the present tense (NOT the future) after *if* in first conditional sentences.
- *unless* = *if...not*  
*I won't go unless she invites me.* = I won't go if she doesn't invite me.
- You can also use an imperative instead of the *will* clause, e.g. *Come and see us next week if you have time.*

### future time clauses

*As soon as* you get your exam results, call me.  
We'll have dinner *when* your father gets home.  
I won't go to bed *until* you come home.  
I'll have lunch *before* I leave.  
*After* I finish university, I'll probably take a year off and travel.

- Use the present simple (NOT the future) after *when*, *as soon as*, *until*, *before*, and *after* to talk about the future.
- *as soon as* = at the moment when, e.g. *I'll call you as soon as I arrive.*

## 4B second conditional

**second conditional sentences:** *if* + past simple, *would* / *wouldn't* + infinitive

If I had more money, I'd buy a bigger house.  
If he spoke English, he could get a job in a hotel.  
I would get on better with my parents if I didn't live with them.  
I wouldn't do that job unless they paid me a really good salary.  
If I were you, I'd buy a new computer.

- Use the second conditional to talk about a hypothetical / imaginary situation in the present or future and its consequence. Compare:  
*I don't have much money, so I can't buy a bigger house* (real situation).  
*If I had more money, I'd buy a bigger house* (hypothetical / imaginary situation).
- Use second conditionals beginning *If I were you, I'd...* to give advice. Here you can't use *If I was you.*

### *would* / *wouldn't* + infinitive

My ideal holiday *would* be a week in the Bahamas.  
I'd never *buy* a car as big as yours.

- You can also use *would* / *wouldn't* + infinitive (without an *if* clause) when you talk about imaginary situations.
- The contraction of *would* is '*d*'.

**A** Remember the difference between first and second conditionals.

*If I have time, I'll help you.*  
= a possible situation. I may have time.

*If I had time, I'd help you.*  
= an imaginary / hypothetical situation.  
I don't / won't have time.

## 4C usually and used to

### present habits and states

I *usually* get up at 8.00 on school days.  
I *don't usually* go out during the week.  
Houses in the suburbs *usually* have gardens.  
Do you *usually* walk to work?

### past habits and states

We *used to* be close friends but we don't see each other *any more*.  
I *used to* go out with that girl when I was at school.  
Did you *use to* wear glasses?  
She *didn't use to* have fair hair. She had dark hair before.

- For present habits use *usually* or *normally* + present simple.
- For past habits use *used to* / *didn't use to* + infinitive. *Used to* does not exist in the present tense.
- We use *used to* for things that were true over a period of time in the past. It usually refers to something which is not true now.  
*I used to smoke.* = I smoked for a period time in the past but now I don't.
- *Used to* / *didn't use to* can be used with action verbs (e.g. *wear*, *go out*) and non-action verbs (e.g. *be*, *have*).
- We often use *not...any more* / *any longer* (= not now) with the present simple to contrast with *used to*.  
*I used to go to the gym but I don't any more / any longer.*

## 5A quantifiers

### large quantities

They have a lot of money.  
She has lots of friends.  
He eats a lot.  
There aren't many cafés near here.  
Do you watch much TV?  
Don't run. We have plenty of time.

- Use *a lot of / lots of* in **+** sentences.
- Use *a lot* when there is no noun, e.g. *He talks a lot.*
- Much / many* are normally used in **-** sentences and **?**, but *a lot of* can also be used.
- Use *plenty of* in **+** sentences to mean *as much as we need or more.*

### small quantities

A Do you want some ice cream? B Just a little.  
The town only has a few cinemas.  
Hurry up. We have very little time.  
I have very few close friends.

- Use *little + uncountable nouns, few + plural countable nouns.*
- a little* and *a few* = some, but not a lot,
- very little* and *very few* = not much / many.

### zero quantity

There isn't any room in the car.  
There's no room in the car.  
A How much money do you have?  
B None.

- Use *any* for zero quantity with a **-** verb. Use *no* with a **+** verb.
- Use *none* (without a noun) in short answers.

### more than you need or want

I don't like this city. It's **too big.**  
There's **too much traffic.**  
There are **too many tourists.**

- Use *too + adjective, too much + uncountable noun, too many + plural countable nouns.*
- Use *enough* before a noun but after an adjective.

### less than you need

There aren't enough parks.  
The buses aren't frequent enough.

## 5B articles: *a / an, the, no article*

### Use *a / an* with singular countable nouns

- the first time you mention a thing / person.
  - when you say what something is.
  - when you say what somebody does.
  - in exclamations with *What...!*
  - in expressions like ...
- I saw **an old man with a dog.**  
**It's a nice house.**  
**She's a lawyer.**  
**What an awful day!**  
**three times a week**

### Use *the*

- when we talk about something we've already mentioned.
  - when there's only one of something.
  - when it's clear what you're referring to.
  - with places in a town, e.g. *cinema* and *theatre*.
  - with superlatives.
- I saw **an old man with a dog,**  
**and the dog was barking.**  
**The moon goes round the sun.**  
**He opened the door.**  
**I'm going to the cinema.**  
**It's the best restaurant in town.**

### Don't use *the*

- when you are speaking in general (with plural and uncountable nouns).  
*Women talk more than men.*  
*Love is more important than money.*
- with some nouns (e.g. *home, work, school, church*) after *at / to / from,*  
*She's not at home today.*  
*I get back from work at 5.30.*
- before meals, days, and months.  
*I never have breakfast on Sunday.*
- before *next / last + days, week, etc.*  
*See you next Friday.*

## 5C gerunds and infinitives

### Use the gerund (verb + *-ing*)

- after prepositions and phrasal verbs.
  - as the subject of a sentence.
  - after some verbs, e.g. *hate, spend, don't mind.*
- I'm very good at **remembering names.**  
**She's given up smoking.**  
**Eating out** is quite cheap here.  
**I don't mind getting up early.**

Common verbs which take the gerund include: **enjoy, hate, finish, like, love, mind, practise, spend, stop, suggest** and phrasal verbs, e.g. **give up, go on, etc.**

- Gerunds and infinitives form the negative with *not*, e.g. *not to be, not being.*
- More verbs take the infinitive than the gerund.
- These common verbs can take either the gerund or infinitive with no difference in meaning: **begin, continue, prefer, start.**

### Use the infinitive (+ *to*)

- after adjectives.
  - to express a reason or purpose.
  - after some verbs, e.g. *want, need, learn.*
- My flat is **easy to find.**  
**He's saving money to buy a new car.**  
**She's never learnt to drive.**  
**Try not to make a noise.**

Common verbs which take the infinitive (with *to*) include: **(can't) afford, agree, decide, expect, forget, help, hope, learn, need, offer, plan, pretend, promise, refuse, remember, seem, try, want, would like**

### Use the infinitive (without *to*)

- after most modal and auxiliary verbs
  - after *make* and *let.*
- I can't drive. We **must hurry.**  
My parents **don't let me go out much.**  
She always **makes me laugh.**

⚠ These verbs can take a gerund or an infinitive but the meaning is different.

*Try to be on time.*

= make an effort to be on time.

*Try doing yoga.*

= do it to see if you like it.

*Remember to phone him.*

= Don't forget to do it.

*I remember meeting him years ago.*

= I have a memory of it.

## 6A reported speech: statements and questions

direct statements	reported statements
'I like shopping.'	She said (that) she liked shopping.
'I'm going tomorrow.'	He told her he was going the next day.
'I'll always love you.'	He said he would always love me.
'I passed the exam!'	She told him she had passed the exam.
'I've forgotten my keys.'	He said he had forgotten his keys.
'I can't come.'	She said she couldn't come.
'I may be late.'	He said he might be late.
'I must go.'	She said she had to go.

- Tenses usually change like this: present>past; will>would; past simple / present perfect>past perfect
- Some modal verbs change, e.g. can>could, may>might, must>had to. Other modal verbs stay the same, e.g. could, might, should, etc.

**A** • Must changes to had to BUT mustn't stays the same.  
'You mustn't touch it.' She said I mustn't touch it.

- You usually have to change the pronouns.  
'I like...>She said she liked...'
- Using that after said and told is optional.
- If you report what someone said on a different day or in a different place, some time and place words can change, e.g. tomorrow>the next day, here>there, this>that, etc.

'I'll meet you here tomorrow.'>He said he'd meet me there the next day.

**A** After said don't use a person or pronoun.  
He said he was tired NOT He said me...  
After told you must use a person or pronoun.  
He told me he was tired. NOT He told he was...

direct questions	reported questions
'Are you married?'	She asked him if he was married.
'Did she phone?'	He asked me whether she had phoned.
'What's your name?'	I asked him what his name was.
'Where do you live?'	They asked me where I lived.

- When you report a question, the tenses change as in reported statements.
- When a question begins with a verb (not a question word), add if (or whether).
- You also have to change the word order to subject + verb, and not use do / did.

## reported speech: commands

direct speech	reported speech
'Go away.'	She told him to go away.
'Don't worry.'	The doctor told me not to worry.
'Can / Could you help me?'	I asked the shop assistant to help me.

**A** You can't use said in these sentences.  
NOT She said him to go away.

- To report an imperative or request, use told or asked + person + the infinitive with to.
- To report a negative imperative, use a negative infinitive (e.g. not to do).

## 6B the passive: be + past participle

A lot of films are shot on location.	My bike has been stolen.
My car is being repaired today.	You'll be picked up at the airport.
Death in Venice was directed by Visconti.	This bill has to be paid tomorrow.
She died when the film was being made.	

- We often use the passive when it's not clear or important who does an action, e.g. My bike has been stolen (= Somebody has stolen my bike. I don't know who.)
- If you want to say who did the action, use by.

## 6C relative clauses

### defining relative clauses

Julia's the woman who / that works with me.  
It's a book which / that tells you how to relax.  
That's the house where I was born.  
That's the boy whose father plays for Real Madrid.  
He's the man (who / that) I met on the plane.

- To give important information about a person, place, or thing use a relative clause (= a relative pronoun + subject + verb).
- Use the relative pronouns who for people, which for things, and where for places. Use whose to mean 'of who / of which'.
- You can use that instead of who or which.
- Who, which, and that can be omitted when the verbs in the main clause and the relative clause have a different subject, e.g. He's the man I met on the plane. (The subject of met is I, so it's not necessary to put who.)

### non-defining relative clauses

This painting, which was painted in 1860, is worth £2 million.  
Last week I visited my aunt, who's nearly 90 years old.  
Burford, where my mother was born, is a beautiful town.  
My neighbour, whose son goes to my son's school, has just re-married.

- If a relative clause gives extra, non-essential information (the sentence makes sense without it), you must put it between commas (or a comma and a full stop).
- In these clauses, you can't leave out the relative pronoun (who, which, etc.).
- In these clauses, you can't use that instead of who / which.

## 7A third conditional

third conditional sentences: *if + had + past participle, would + have + past participle.*

If I'd known about the meeting, I would have gone.  
If I hadn't gone to that party, I wouldn't have met my wife.  
You wouldn't have been late if you'd got up earlier.  
We would have arrived at 6.00 if we hadn't got lost.

- The contraction of *had* is '*d*'.

- Use third conditional sentences to talk about a hypothetical / imaginary situation in the past (which didn't happen) and its consequence. Compare:  
*Yesterday I got up late and missed my train* (= the real situation).  
*If I hadn't got up late yesterday, I wouldn't have missed my train* (= the hypothetical / imaginary situation).
- To make a third conditional, use *if + past perfect* and *would have + past participle*.

## 7B question tags, indirect questions

### question tags

positive verb, negative tag	negative verb, positive tag
It's cold today, isn't it?	She isn't here today, is she?
You're Polish, aren't you?	You aren't happy, are you?
They live in Ankara, don't they?	They don't smoke, do they?
The match finishes at 8.00, doesn't it?	She doesn't eat meat, does she?
She worked in a bank, didn't she?	You didn't like the film, did you?
We've met before, haven't we?	She hasn't been to Rome before, has she?
You'll be OK, won't you?	You won't tell anyone, will you?

### indirect questions

direct question	indirect question
Where's the bank?	Could you tell me where the bank is?
What time do the shops close?	Do you know what time the shops close?
Is there a bus stop near here?	Do you know if there's a bus stop near here?
Does this train go to Victoria?	Could you tell me if this train goes to Victoria?

- To make a question more polite we often begin *Could you tell me...?* or *Do you know...?* The word order changes to subject + verb, e.g. *Do you know where the post office is?* NOT *Do you know where is, the post office?*

- Question tags are often used to check something you already think is true.  
*Your name's Maria, isn't it?*
- To form a question tag use:
  - the correct auxiliary verb, e.g. *do / does* for the present, *will / won't* for the future, etc.
  - a pronoun, e.g. *he, it, they, etc.*
  - a negative tag if the sentence is positive, and a positive tag if the sentence is negative.

- If the question begins with an auxiliary verb, add *if (or whether)* after *Could you tell me...?* / *Do you know...?*
- We also use this structure after *Can you remember...?*, e.g. *Can you remember where he lives?*

## 7C phrasal verbs

### group 1: no object – verb and *up, on, etc.* can't be separated.

Come on! Hurry up! We're late.  
The plane took off two hours late.  
Go away and never come back!

- A phrasal verb is a verb combined with a particle (= an adverb or preposition).
- Sometimes the meaning of the phrasal verb is obvious from the verb and the particle, e.g. *sit down, come back*.
- Sometimes the meaning is not obvious, e.g. *give up smoking* (= stop smoking), *carry on talking* (= continue talking).
- In group 3, where the verb and particle can be separated, if the object is a pronoun, it must go between the verb and particle.  
*Switch it off.* NOT *Switch-off it.*  
*Throw them away.* NOT *Throw-away them.*

### group 2: with object – verb and *up, on, etc.* can't be separated.

I'm looking for my keys. NOT I'm looking my keys for.  
I asked for chicken, not steak.  
Please look after the baby.  
I don't get on with my sister.  
I'm looking forward to the party.

### group 3: with object – verb and *up, on, etc.* can be separated.

Please switch off your phone. / Please switch your phone off  
Can you fill in this form, please? / Can you fill this form in, please?  
They've set up a new company. / They've set a new company up.  
Don't throw away those papers. / Don't throw those papers away.

- ⚠** Sometimes a phrasal verb has more than one meaning, e.g. *The plane took off. He took off his shoes.*

# Irregular verbs

Infinitive	Past simple	Past participle			
be	was	been	learn	learnt	learnt
beat	beat	beaten	leave	left	left
<u>become</u>	<u>became</u>	<u>become</u>	lend	lent	lent
<u>begin</u>	<u>began</u>	<u>begun</u>	let	let	let
bite	bit	bitten	lie	lay /lei/	lain /lein/
blow	blew /blu:/	blown	lose	lost	lost
break	broke	broken	make	made	made
bring	brought /brɔ:t/	brought	mean	meant /ment/	meant
build	built /bɪlt/	built	meet	met	met
buy	bought /bo:t/	bought	pay	paid	paid
can	could /kud/	—	put	put /pot/	put
catch	caught /kɔ:t/	caught	read	read /red/	read /red/
choose	chose	chosen	ride	rode /rəud/	ridden
come	came	come	ring	rang	rung
cost	cost	cost	run	ran	run
cut	cut	cut	say	said /sed/	said
do	did	done	see	saw /so:/	seen
draw	drew	drawn	sell	sold	sold
dream	dreamt	dreamt	send	sent	sent
drink	drank	drunk	set	set	set
drive	drove	driven	shine	shone /ʃən/	shone
eat	ate	eaten	show	showed	shown /ʃən/
fall	fell	fallen	shut	shut	shut
feel	felt	felt	sing	sang	sung
fight	fought /fɔ:t/	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew /flu:/	flown	speak	spoke	spoken
<u>forget</u>	<u>forgot</u>	<u>forgotten</u>	spend	spent	spent
get	got	got	stand	stood /stʊd/	stood
give	gave	given	steal	stole	stolen
go	went	gone	swim	swam	swum
grow	grew /gru:/	grown	take	took /tuk/	taken
hang	hung	hung	teach	taught	taught
have	had	had	tell	told	told
hear	heard /hɜ:d/	heard	think	thought /θɔ:t/	thought
hide	hid /hɪd/	hidden	throw	threw /θru:/	thrown /θrəvn/
hit	hit	hit	<u>understand</u>	<u>understood</u>	<u>understood</u>
hold	held	held	wake	woke	woken
hurt	hurt	hurt	wear	wore	worn
keep	kept	kept	win	won /wʌn/	won
know	knew /nju:/	known	write	wrote	written