

## 1A question formation

- 1 **Can you** drive? Why **are you** crying?
- 2 Where **do you** live? **Did you** go out last night?
- 3 Why **didn't you** like the film? **Isn't this** a beautiful place?
- 4 **What** are they talking **about**? **Where** is she **from**?
- 5 **Who** lives in this house? **How many people** came to the party?
- 6 Could you tell me **where this bus goes**?  
Do you know **if he's coming**?

- 1 To make questions with modal verbs and with tenses where there is an auxiliary verb (*be, have, etc.*) invert the subject and the modal / auxiliary verb.
- 2 With the present and past simple, add *do / does* or *did* before the subject.
- 3 We often use negative questions to show surprise or when you expect somebody to agree with you.

- 4 If a verb is followed by a preposition, the preposition comes at the end of the question, e.g. *What are you talking about?* NOT *About what are you talking?*
  - We often just use the question word and the preposition, e.g. **A** *I'm thinking.* **B** *What about?*
- 5 When *who / what / which*, etc. is the **subject** of the question, don't use *do / did*, e.g. *Who wrote this?* NOT *Who did write this?*
- 6 Use indirect questions when you want to ask a question in a more polite way. *Where does she live?* (direct) *Could you tell me where she lives?* (indirect)
  - In indirect questions the order is subject + verb. *Can you tell me where **it is**?* NOT *Can you tell me where **is it**?*
  - Don't use *do / did* in the second part of the question.
  - You can use *if* or *whether* after *Can you tell me, Do you know, etc.*, e.g. *Can you tell me **if / whether** he's at home?*

## 1B auxiliary verbs

- 1 **A** Do you speak French?      **B** Yes, I do. Quite well.
- 2 I like dogs, but my husband **doesn't**. Jim's coming, but Anna **isn't**.
- 3 **A** I loved the film.              **B** So did I.  
A I haven't finished yet.      **B** Neither have I.  
He's a doctor and **so is his wife**.
- 4 **A** I went to a psychic yesterday.      **B** Did you?  
A I'll make the dinner.          **B** Will you? That's great!
- 5 **A** You didn't lock the door!      **B** I did lock it, I promise.  
A Silvia isn't coming.          **B** She **is** coming. I've just spoken to her.
- 6 You won't forget, **will you**? Your wife can speak Italian, **can't she**?

Use auxiliary verbs (*do, have, etc.*) or modal verbs (*can, must, etc.*):

- 1 in short answers, instead of answering just *Yes / No*.
- 2 to avoid repeating the main verb / verb phrase, e.g. *I like dogs but my husband doesn't (like dogs)*.
- 3 with *so* and *neither* to say that something is the same. Use *so* + subject + auxiliary with a positive verb, and *neither* (or *nor*) + subject + auxiliary with a negative verb.

- 4 to make 'echo questions', to show interest.
- 5 to show emphasis in a positive sentence. With the present / past simple, add *do / does / did* before the main verb. With other auxiliaries stress the auxiliary verb.
- 6 to make question tags. Use a positive question tag with a negative verb and a negative question tag with a positive verb.
  - Question tags are often used simply to ask another person to agree with you, e.g. *It's a nice day, isn't it?* In this case the question tag is said with falling intonation, i.e. the voice goes down.
  - Question tags can also be used to check something you think is true, e.g. *She's a painter, isn't she?* In this case the question tag is said with rising intonation, as in a normal yes / no question.

## 1C present perfect (simple and continuous)

present perfect simple: *have / has* + past participle

- 1 I've **been** to Australia. **Have you ever broken** your leg?
- 2 We've **just phoned** the doctor. I've **already finished** my lunch.
- 3 It's the best book I've **ever read**. It's the first time we've **done** this.
- 4 My sister's **had** a baby! Look, I've **cut** my finger.
- 5 I've **known** her **since** I was a child. She's **had** the job **for** six months.
- 6 **How many** of his books **have you read**? She's **been out** twice this week.

Use the present perfect simple:

- 1 to talk about past experiences when you don't say when something happened.
- 2 with *already, just, and yet*.
- 3 with superlatives and *the first, second, last time, etc.*
- 4 for finished actions (no time is specified) which are connected in some way with the present.
- 5 with *How long?* and *for / since* with **non-action** verbs (= verbs not usually used in the continuous form, e.g. *be, have, know, like, etc.*) to say that something started in the past and is still true now.
- 6 when we say / ask *how much / many* we have done or *how often* we have done something up to now.

present perfect continuous: *have / has + been* + verb + *-ing*

- 1 **How long have you been feeling** like this? I've **been working** here for two months.
- 2 I **haven't been sleeping** well recently. **It's been raining** on and off all day.
- 3 I've **been shopping** all morning. I'm exhausted.  
A Take your shoes off. They're filthy.  
B Yes, I know. I've **been working** in the garden.

Use the present perfect continuous:

- 1 with *How long?* and *for / since* with **action** verbs to say that an action started in the past and is still happening now.
- 2 for repeated actions, especially with a time expression, e.g. *all day, recently*.
- 3 for continuous actions which have just finished (but which have present results).

present perfect simple or continuous?

- 1 **We've lived / We've been living** in this town since 1980.  
**We've been living** in a rented flat for the last two months.
- 2 **We've painted** the kitchen. **We've been painting** the kitchen.

- 1 With *How long...?* and *for / since* you can often use the present perfect simple or continuous. However, we often prefer the present perfect continuous for shorter, more temporary actions.
- 2 The present perfect simple emphasizes the completion of an action (= the painting is finished). The present perfect continuous emphasizes the continuation of an action (= the painting is probably not finished).



## 2A adjectives as nouns, adjective order

## nationalities

- 1 **The English** are famous for drinking tea. **The Dutch** make wonderful cheeses. **The Chinese** invented paper.
- 2 **The Argentinians** invented the tango. **The Greeks** are very extrovert.
- 3 **The Turks** drink a lot of coffee. **The Poles** play a lot of basketball.

- 1 You can use *the* with the nationality adjectives which end in *-sh*, *-ch*, *-ss*, or *-ese*. Don't add *s* to these words, or use them without *the*.
- 2 Nationality words which end in *-an* and a few others, e.g. *Greek* and *Thai*, are both adjectives and nouns. To talk about the people from that country use a plural noun ending in *-s*.
- 3 Some nationalities have a special noun for the people which is different from the adjective, e.g. *Polish* = adjective, *Pole* = noun. To talk about the people you can either use *the* + adjective or *the* + plural noun, e.g. *the Polish* or *the Poles*.

▲ With any nationality, you can also use the adjective + *people*, e.g. *French people*.

▲ To talk about **one** person from a country you can't use *a* / *an* + adjective alone:

- 1 *a Japanese man / woman / person, an Englishman / Englishwoman / English person*, NOT *a Japanese, an English*, etc.
- 2 *an Italian, a Greek*, etc.
- 3 *a Turk, a Pole*, etc.

## specific groups of people

**The poor** are getting poorer and **the rich** are getting richer. The government needs to create more jobs for **the unemployed**.

- You can use *the* + some adjectives to talk about specific groups in society, e.g. *the young, the blind, the homeless, the old, the elderly, the sick*. These expressions are always plural.

## one, ones

**A** Which one would you like? **B** The red one, please. Two ice creams, please. **Big ones**.

- When we don't want to repeat a noun after an adjective because it is already clear what we are talking about, we use the adjective + *one* (singular) or + *ones* (plural).

## adjective order

We've got a **lovely old cottage** just outside Bath.

She has **long fair hair**.

I bought a **beautiful Italian leather belt**.

- You can put more than one adjective before a noun (often two and occasionally three). These adjectives go in a particular order, e.g. NOT *an old lovely cottage*.
- Opinion adjectives, e.g. *beautiful, nice, lovely*, usually go before fact adjectives, e.g. *big, old, round*.
- If there is more than one fact adjective, they go in this order:

size	age	shape / style	colour / pattern	nationality	material	noun
<i>big</i>	<i>new</i>	<i>long</i>	<i>pink, striped</i>	<i>Italian</i>	<i>silk</i>	<i>scarf</i>

## 2B narrative tenses: past simple, past continuous, past perfect, past perfect continuous

## narrative tenses

- 1 We **arrived** at the airport and **checked in**.
- 2 We **were having dinner** when the plane hit some turbulence.
- 3 When we arrived at the airport, we suddenly realized that we **had left** one of the suitcases in the taxi.
- 4 We'd **been flying** for about two hours when the captain told us to fasten our seat belts because we were flying into some very bad weather.

- 1 Use the **past simple** to talk about consecutive actions in the past, i.e. for the main events in a story.
- 2 Use the **past continuous** (*was / were* + verb + *-ing*) to describe a longer continuous past action, which was in progress when another action happened.
- 3 Use the **past perfect** (*had* + past participle) to talk about the 'earlier past', i.e. things which happened before the main event(s).
- 4 Use the **past perfect continuous** (*had been* + verb + *-ing*) to talk about a longer continuous action that was going on before the main events happened. Non-action verbs are not normally used in the past continuous.

## past perfect simple or continuous?

She was crying because **she'd been reading** a very sad book. She didn't want to see the film, because **she'd read** the book.

The past perfect continuous emphasizes the continuation of an activity. The past perfect simple emphasizes the completion of an activity.

## 2C adverbs and adverbial phrases

- 1 I don't understand you when you speak **quickly**. The driver was **seriously** injured.
- 2 I **never** have breakfast. He's **always** late.
- 3 They'll be here **soon**. It rained **all day yesterday**.
- 4 I've **nearly** finished. We're **incredibly** tired. He works **a lot**.
- 5 **Unfortunately**, we arrived half an hour late. **Ideally**, we should leave at 10.00.

• Adverbs can describe an action (*he walked slowly*) or modify adjectives or other adverbs (*it's incredibly expensive, he works very hard*). They can either be one word (*often*) or a phrase (*once a week*).

1 **Adverbs of manner** (how somebody does something) usually go after the verb or phrase. However, with passive verbs they usually go in mid-position (before the main verb but after an auxiliary verb).

2 **Adverbs of frequency** go before the main verb but after the verb *to be*.

▲ *sometimes / usually / normally* can go at the beginning of a sentence too.

3 **Adverbs of time** usually go at the end of a sentence or clause.

4 **Adverbs of degree** (which describe how much something is done or to modify an adjective).

- *extremely, incredibly, very*, etc. are used with adjectives and adverbs and go before them.
- *much* and *a lot* are often used with verbs and go after the verb or verb phrase.

• *a little / a bit* can be used with adjectives or verbs, e.g. *I'm a bit tired. She sleeps a bit in the afternoon*.

5 **Comment adverbs** (which give the speaker's opinion) usually go at the beginning of a sentence or clause. Other common comment adjectives are *luckily, clearly, obviously, apparently*, etc.

▲ Most other adverbs go in mid-position, e.g. *I just need ten more minutes. She didn't even say goodbye*.



### 3A passive (all forms), *it is said that...*, *he is thought to...*, etc.

#### the passive (all forms)

present simple	Murderers <b>are</b> usually <b>sentenced</b> to life imprisonment.
present continuous	The trial <b>is being held</b> at the moment.
present perfect	My car <b>has been</b> stolen.
past simple	Jim <b>was arrested</b> last month.
past continuous	The cinema <b>was being rebuilt</b> when it was set on fire.
past perfect	We saw that one of the windows <b>had been broken</b> .
future	The prisoner <b>will be released</b> next month. The verdict <b>is going to be given</b> tomorrow.
infinitive with <i>to</i>	People used <b>to be imprisoned</b> for stealing bread.
infinitive without <i>to</i>	You can <b>be fined</b> for parking on a yellow line.
gerund	He paid a fine to avoid <b>being sent</b> to jail.

- Use the passive when you want to talk about an action but you are not so interested in saying who or what does / did the action.
- If you also want to mention the person or thing that did the action (the agent), use *by*, e.g. *Prison sentences are decided by judges*. However, in the majority of passive sentences the agent is not mentioned.

#### *it is said that...*, *he is thought to...*, etc.

##### active

- 1 They say that the company may close.  
People think that prices will go up.
- 2 People say the man is in his 40s.  
The police believe he has left the country.

##### passive

- It is said that** the company may close.  
**It is thought that** prices will go up.  
**The man is said to be** in his 40s.  
**He is believed to have left** the country.

- This formal structure is used especially in news reports and on TV with the verbs *know*, *tell*, *understand*, *report*, *expect*, *say* and *think*. It makes the information sound more impersonal.
- 1 You can use *It is said, believed*, etc. + *that* + clause.
- 2 You can use *He, The man*, etc. (i.e. the subject of the clause) + *is said, believed*, etc. + *to* + infinitive (e.g. *to be*) or perfect infinitive (e.g. *to have been*).

### 3B future perfect and future continuous

#### future perfect: *will have* + past participle

**I'll have finished** the article by Friday, so I'll email it to you then.  
**They'll have built** the new terminal in six months' time.

- Use the future perfect to say something will be finished before a certain time in the future.
- This tense is frequently used with the time expressions *by Saturday / March / 2030*, etc. or *in two weeks / months*, etc.
- *By* + a time expression = at the latest. With *in*, you can say *in six months* or *in six months' time*.

#### future continuous: *will be* + verb + *-ing*

Don't phone between 7.00 and 8.00 as **we'll be having** supper then.  
This time next week **I'll be lying** on the beach.

- Use the future continuous to say that an action will be in progress at a certain time in the future.

**▲** We sometimes use the future continuous, like the present continuous, to talk about things which are already planned or decided, e.g. *I'll be going to the supermarket later*.

### 3C conditionals and future time clauses (with all present and future forms)

#### zero conditional

**If you want** to be fit, **you have to** do exercise every day.  
**If your muscles ache** every day, **you are probably doing** too much exercise.  
**If you haven't been** to London, **you haven't lived**.

- To talk about something which is always true or always happens as a result of something else, use *if* + present simple, and the present simple in the other clause.
- You can also use the present continuous or present perfect in either clause.

#### first conditional

**If** the photos are good, **I'll send** them to you.  
**If you're not going**, **I'm not going to go** either.  
**If I haven't come back** by 9.00, **start** dinner without me.  
**I'll have finished** in an hour **if you don't** disturb me.

- You can use any present tense in the *if* clause (present simple, continuous or perfect) and any future form (*will, going to, future perfect, future continuous*) or an imperative in the other clause.

#### future time clauses

I'll be ready **as soon as** I've had a shower.  
We'll probably be watching the Cup Final **when you arrive**.  
We're not going to go out **until** the rain **has stopped**.  
I'm not going to work overtime **unless** I get paid.  
Take your umbrella **in case** it rains.

- When you are talking about the future, use a present tense after time expressions, e.g. *as soon as, when, until, unless, before, after*, and *in case*. This can be any present tense, e.g. present simple, present continuous, present perfect.
- We use *in case* when we do something in order to be ready for future situations / problems. Compare the use of *if* and *in case*:  
*I'll take a jacket if it's cold.* = I won't take one if it's not cold.  
*I'll take a jacket in case it's cold.* = I'll take a jacket anyway because it might be cold.



## 1A unreal conditionals

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

- 1 **If** there **was** a fire in this hotel, it **would be** very difficult to escape.  
I **wouldn't** live in the country **if** I **didn't** have a car.
- 2 **If** you **weren't** making so much noise, I **could concentrate** better.
- 3 **If** I **were** you, I'd **make** Jimmy wear a helmet when he's cycling.

- 1 Use second conditional sentences to talk about hypothetical or improbable situations in the present / future.
- 2 In the *if* clause you can also use the past continuous. In the other clause you can use *could* or *might* instead of *would*, e.g. *If you weren't making so much noise, I could concentrate better.*
- 3 With the verb *be* you can use *was* or *were* for *I*, *he*, and *she* in the *if* clause, e.g. *If he was / were here, he would know what to do.* However, in conditionals beginning *If I were you...* to give advice, always use *were*.

third conditional sentences: *if* + past perfect, *would* / *wouldn't* have + past participle

- 1 **If** you **had studied** more, you **would have done** better in the exams.  
I **wouldn't** have been late **if** I **hadn't** overslept.
- 2 He **would have** died **if** he **hadn't** been wearing a helmet.  
**If** they **had known** you were coming, they **might have** stayed longer.

- 1 We use third conditional sentences to talk about a hypothetical past situation and its consequence.
- 2 You can also use the past perfect continuous in the *if* clause. You can use *could have* or *might have* instead of *would have* in the other clause.

second or third conditional?

- 1 If you **studied** more, you **would** probably **pass** the exam.
- 2 If you **had studied** more, you **would** probably **have passed** the exam.

- Compare the two conditionals. 1 = You don't study enough. You need to study more. 2 = You didn't study enough, so you failed.

⚠ We sometimes mix second and third conditionals if a hypothetical situation in the past has a present / future consequence, e.g. *He wouldn't be so relaxed if he hadn't finished his exams.*

## 1B past modals

*must* / *might* / *can't*, etc. + *have* + past participle

- 1 I **must have** passed the exam. I'm sure I got all the answers right.  
You **must have** seen something. You were there when the robbery happened.
- 2 Somebody **might have** stolen your wallet when you were getting off the train.  
He still hasn't arrived. I **might not have** given him the right directions.
- 3 They **can't have** gone to bed yet. It's only ten o'clock.  
They **can't have** seen us. It was too dark.

- Use *must* / *may* / *might* / *can't* / *couldn't* + *have* + past participle to make deductions or speculate about past actions.

- 1 Use *must have* when you are almost sure that something happened or was true.

⚠ The opposite of *must have* is *can't have* NOT *mustn't have*.

- 2 Use *might* / *may have* when you think it's possible that something happened or was true. You can also use *could have* with this meaning, e.g. *They could have stolen your wallet when you were getting off the train.*
- 3 Use *can't have* when you are almost sure something didn't happen or that it is impossible. You can also use *couldn't have*.

*should* + *have* + past participle

It's my fault. I **should have** told you earlier that she was coming.  
We've gone the wrong way. We **shouldn't have** turned left at the traffic lights.

- Use *should* + *have* + past participle to say that somebody didn't do the right thing.
- You can use *ought to have* as an alternative to *should have*, e.g. *I ought to have told you earlier.*

## 1C verbs of the senses

*look* / *feel* / *smell* / *sound* / *taste*

- 1 She **looks** tired. That **smells** good! These jeans don't **feel** comfortable.
- 2 He **looks** like his father. This material **feels** like silk. This **tastes** like tea, not coffee.
- 3 She **looks** as if she's been crying. It **smells** as if something's burning. It **sounds** as if it's raining.

- 1 Use *look*, *feel*, etc. + adjective.
- 2 Use *look*, *feel*, etc. + *like* + noun.

⚠ *feel like* can also mean 'want / would like', e.g. *I don't feel like going out* = I don't want to go out.

- 3 Use *look*, *feel*, etc. + *as if* + clause.
- You can use *like* or *as though* instead of *as if*, e.g. *It sounds like / as though it's raining.*



## 5A gerunds and infinitives

## verbs followed by the gerund and verbs followed by the infinitive

- 1 I **enjoy listening** to music. I **couldn't help laughing**.
- 2 I **want to speak** to you. They **can't afford to buy** a new car.
- 3 It **might rain** tonight. I **would rather eat in** than go out tonight.

- When one verb follows another, the first verb determines the form of the second. This can be the gerund (verb + *-ing*) or the infinitive (with or without *to*).
- 1 Use the **gerund** after certain verbs and expressions, e.g. *admit, avoid, can't help, can't stand, carry on, deny, enjoy, fancy, finish, give up, keep on, imagine, involve, mind, miss, postpone, practise, risk, stop, suggest*.
- 2 Use the **infinitive (with to)** after certain verbs and expressions, e.g. *agree, appear, be able to, can't afford, can't wait, decide, expect, happen, have (got), help, learn, manage, offer, plan, pretend, promise, refuse, seem, teach, tend, threaten, want, would like*.
- 3 Use the **infinitive (without to)** after modal verbs, e.g. *can, may, might, must, should, had better, would rather*, and after the verbs *make* and *let*.

- ⚠ In the passive, *make* is followed by the infinitive with *to*. Compare *My boss makes us work hard. At school we were made to wear a uniform.*
- ⚠ Some verbs can be followed by the gerund or infinitive (with *to*) with no change of meaning, e.g. *begin, start, continue*.
- ⚠ *like, love, hate*, and *prefer* can also be used with either, but the gerund is more common when you are talking generally, and the infinitive when you talk about a specific occasion. Compare *I like skiing* (in general). *I like to go skiing in February or March* (specific).

## verbs that can be followed by either gerund or infinitive with a change of meaning

- 1 **Remember to lock** the door.  
I **remember going** to Venice as a child.
- 2 Sorry, I **forgot to do** it.  
I'll never **forget seeing** the Taj Mahal.
- 3 I **tried to open** the window.  
**Try calling** Miriam on her mobile.
- 4 You **need to clean** the car.  
The car **needs cleaning**.

- Some verbs can be followed by the gerund or infinitive (with *to*) with a change of meaning.
- 1 *Remember* + infinitive = you remember first, then you do something. *Remember* + gerund = you do something then you remember it.
- 2 *Forget* + infinitive = you didn't remember to do something. *Forget* + gerund = you did something and you won't forget it. It is more common in the negative.
- 3 *Try* + infinitive = make an effort to do something. *Try* + gerund = experiment to see if something works.
- 4 *Need* + gerund is a passive construction, e.g. *The car needs cleaning* = The car needs to be cleaned. NOT *needs-to-clean*.

## 5B used to, be used to, get used to

## used to / didn't use to + infinitive

I **used to drink** five cups of coffee a day, but now I only drink tea.  
When I lived in France as a child I **used to have** croissants for breakfast.  
I didn't recognize him. He **didn't use to have** a beard.

- Use *used to / didn't use to* + infinitive to talk about past habits or repeated actions or situations / states which have changed.
- ⚠ *used to* doesn't exist in the present tense. For present habits, use *usually* + the present simple, e.g. *I usually walk to work*. NOT *I use to walk to work*.
- You can also use *would* to refer to repeated actions in the past. *When I lived in France as a child I would always eat croissants for breakfast*. But you can't use *would* with non-action verbs. NOT *I didn't recognize him. He wouldn't have a beard*.

## be used to / get used to + gerund

- 1 Carlos has lived in London for years. He's **used to driving** on the left.  
I'm **not used to sleeping** with a duvet. I've always slept with blankets.
- 2 A I can't **get used to working** at night. I feel tired all the time.  
B Don't worry. You'll soon **get used to it**.

- 1 Use *be used to* + gerund to talk about a new situation which is now familiar or less strange.
- 2 Use *get used to* + gerund to talk about a new situation which is **becoming** familiar or less strange.
- You can't use the infinitive after *be / get used to*. NOT *He's used to drive on the left*.

## 5C reporting verbs

## structures after reporting verbs

- 1 Jude **offered to drive** me to the airport.  
I **promised not to tell** anybody.
- 2 The doctor **advised me to have** a rest.  
I **persuaded my sister not to go out** with George.
- 3 I **apologized for being** so late.  
The police **accused Karl of stealing** the car.

- To report what other people have said, you can use *say* or a specific verb, e.g. *I'll drive you to the airport.*  
Jude **said** he would drive me to the airport.  
Jude **offered** to drive me to the airport.

- After specific reporting verbs, there are three different grammatical patterns.

1 + to + infinitive	2 + person + to + infinitive	3 + -ing form
agree	advise	apologize for
offer	ask	accuse sb of
refuse (not) to do	convince somebody	admit (not) doing
promise something	encourage (not) to do	blame sb for something
threaten	invite something	deny
	persuade	insist on
	remind	recommend
	tell	regret
	warn	suggest

- In negative sentences, use the negative infinitive (*not to be*) or the negative gerund (*not being*), e.g. *He reminded me not to be late. She regretted not going to the party.*



## 6A articles

basic rules: *a / an / the*, no article

- 1 My neighbour has just bought a dog. **The** dog is **an** Alsatian. He got into **the** car and drove to **the** Town Hall.
- 2 **Men** are better at parking than **women**. I don't like **sport** or **classical music**. I stayed at **home last** weekend.

- 1 Use *a / an* when you mention somebody / something for the first time or say who / what somebody / something is. Use *the* when it's clear who / what somebody / something is (e.g. it has been mentioned before or it's unique).
- 2 Don't use an article to speak in general with plural and uncountable nouns, or in phrases like *at home / work, go home / to bed, next / last (week)*, etc.

**institutions** (*church, hospital, school, etc.*)

My father's **in hospital**. They are building a **new hospital** in my town.

- With *prison, church, school, hospital, and university*, etc. don't use an article when you are thinking about the institution and the normal purpose it is used for. If you are just thinking about the building, use *a* or *the*.

**geographical names**

- 1 Tunisia is in North Africa.
- 2 Selfridges, one of London's biggest department stores, is in Oxford Street.
- 3 Lake Victoria and Mount Kilimanjaro are both in Africa.
- 4 **The** River Danube flows into **the** Black Sea.
- 5 **The** National Gallery and **the** British Museum are London tourist attractions.

- We **don't normally use** *the* with:

- 1 most countries, continents, regions ending with the name of a country / continent, e.g. *North America, South East Asia*, islands, states, provinces, towns, and cities (exceptions: *the USA, the UK / United Kingdom, the Netherlands, the Czech Republic*).
  - 2 roads, streets, parks, shops, and restaurants (exceptions: motorways and numbered roads, *the M6, the A25*).
  - 3 individual mountains and lakes.
- We **normally use** *the* with:
- 4 mountain ranges, rivers, seas, canals, deserts, and island groups.
  - 5 the names of theatres, cinemas, hotels, galleries, and museums.

## 6B uncountable and plural nouns

uncountable nouns

- 1 The **weather** was terrible, but at least there wasn't much **traffic**. The **scenery** is beautiful here, but it's spoiled by all the **rubbish** people leave.
- 2 We bought **some new furniture** for the garden. That's a **lovely piece of furniture**.
- 3 **Iron** is used for building bridges. I need to buy a **new iron**. My old one's broken.

- 1 The following nouns are always uncountable: *behaviour, traffic, weather, accommodation, health, progress, scenery, rubbish, work, politics* (and other words ending in *-ics*, e.g. *athletics, economics*).
- They always need a singular verb, they don't have plurals, and they can't be used with *a / an*.
- 2 These nouns are also uncountable: *furniture, information, advice, homework, research, news, luck, bread, toast, luggage, equipment*. Use *a piece of* to talk about an individual item.
- 3 Some nouns can be either countable or uncountable, but the meaning changes, e.g. *iron* = the metal, *an iron* = the thing used to press clothes. Other examples: *glass, business, paper, light, time, space*.

plural and collective nouns

- 1 Your **clothes** are filthy! Put a pair of / some clean trousers on.
- 2 Our **staff** are very efficient.

- 1 *Arms* (=guns, etc.), *belongings, clothes, manners, outskirts, scissors, trousers / shorts* are plural nouns with no singular. They need a plural verb and can't be used with *a / an*.
- If they consist of two parts, e.g. *scissors, trousers, shorts*, they can be used with *a pair of* or *some*.
- 2 *Crew, police, staff* are collective nouns and refer to a group of people. They need a plural verb.

6C quantifiers: *all / every*, etc.

*all, every, most*

- 1 **All** animals need food. **All** fruit contains sugar. **All (of) the** animals in this zoo look sad. The animals **all** looked sad.
- 2 **Everybody** is here. **Everything** is very expensive.
- 3 **Most people** live in cities. **Most of the** people in this class are women.
- 4 **All of** us work hard and **most of** us come to class every week.
- 5 **Every** room has a bathroom. I work **every** Saturday.

- 1 Use *all* or *all (of) the* + a plural or uncountable noun. *All* = in general, *all (of) the* = specific. *All* can be used before a main verb (and after *be*).
- 2 *All* can't be used *without* a noun. Use *everything / everybody*, + singular verb, e.g. *Everything is very expensive*.
- 3 Use *most* to say the majority. *Most* = general; *Most of* = specific.
- 4 We often use *all / most of* + an object pronoun, e.g. *all of us, most of them, all of you, most of it*.
- 5 Use *every* + singular countable noun to mean 'all of a group'.

⚠ *every* and *all* + time expressions: *Every day* = Monday to Sunday. *All day* = from morning to night.

*no, none, any*

- 1 Is there any milk? Sorry, there is **no** milk. There **isn't any** (milk).
- 2 Is there any food? No, **none**. / There is **none**. But **none of us** are hungry.
- 3 Come **any** weekend! **Anyone** can come.

- 1 Use *no* + a noun and a  $\oplus$  verb, or *any* + noun +  $\ominus$  verb to refer to zero quantity. *Any* can also be used without a noun.
- 2 Use *none* in short answers, or with a  $\oplus$  verb to refer to zero quantity. You can also use *none of* + pronoun / noun.
- 3 Use *any* (and *anything, anyone*, etc.) and a  $\oplus$  verb to mean it doesn't matter when, who, etc.

*both, neither, either*

- 1 **Both** Pierre and Marie Curie were scientists. **Neither** Pierre nor Marie was / were aware of the dangers of radiation. Marie Curie wanted to study **either** physics or mathematics. In the end she studied **both** subjects at the Sorbonne in Paris.
- 2 She and her husband **both** won Nobel prizes.
- 3 **Neither of them** realized how dangerous radium was.

- Use *both, either*, and *neither* to talk about two people, things, actions, etc. *both* = A and B; *either* = A or B; *neither* = not A and not B.

- 1 Use a  $\oplus$  verb. The verb is plural with *both*, and either singular or plural with *neither*.
- 2 When *both* refers to the subject of a clause it can also be used before a main verb.
- 3 We often use *both / either / neither* + *of* + object pronoun, e.g. *us, them*, etc. or + *of the* + noun.



## 7A structures after *wish*

*wish* + past simple, *wish* + *would* / *wouldn't*

- I wish **I was** taller!  
My brother wishes **he could** speak English better.
- I wish the bus **would come**. I'm freezing.  
I wish you **wouldn't leave** your shoes there. I almost fell over them.

- Use *wish* + past simple to talk about things you would like to be different in the present / future (but which are impossible or unlikely).
  - After *wish* you can use *was* or *were* with *I*, *he*, *she*, and *it*, e.g. *I wish I were taller*.
- Use *wish* + person / thing + *would* to talk about things we want to happen, or stop happening because they annoy us.

⚠ You can't use *would* for a wish about yourself, e.g. NOT *I wish I would...*

*wish* + past perfect

- I wish **you had told** me the truth.  
I wish **I hadn't bought** those shoes.

Use *wish* + past perfect to talk about things that happened or didn't happen in the past and which you now regret.

⚠ You can also use *If only* instead of *I wish* with these tenses, e.g. *If only the bus would come. If only I hadn't bought those shoes.*

## 7B clauses of contrast and purpose

clauses of contrast

- Although** the weather was terrible, we had a good time.  
I went to work **even though** I was ill.  
I like Ann **though** she sometimes annoys me.
- In spite of / Despite** his age, he is still very active.  
being 85, he is still very active.  
the fact that he's 85, he is still very active.

- Use *although*, *though*, *even though* + a clause.
- Although* and *even though* can be used at the beginning or in the middle of a sentence.
- Even though* is stronger than *although* and is used to express a big or surprising contrast.
- Though* is more informal than *although*. It can only be used in the middle of a sentence.
- After *in spite of* or *despite*, use a noun, a verb in the *-ing* form, or *the fact that* + subject + verb.

⚠ Don't use *of* with *despite* NOT *Despite of the rain...*

clauses of purpose

- I went to the bank **to**  
**in order to** talk to my bank manager.  
**so as to**
- I went to the bank **for** a meeting with my bank manager.
- I went to the bank **so that** I could take out some money.
- I wrote it down **so as not to** forget it.

- Use *to*, *in order to*, *so as to*, *for* and *so that* to express purpose.
- After *to*, *in order to*, and *so as to* use an infinitive.
- Use *for* + a noun, e.g. *for a meeting*.

⚠ You can also use *for* + gerund to describe the exact purpose of a thing, e.g. *This liquid is for cleaning metal.*

- After *so that*, use a subject + modal verb (*can*, *could*, *would*, etc.).
- To express a negative purpose use *so as not to* or *in order not to* NOT *not to*. You can also use *so that* + subject + *wouldn't*, e.g. *I wrote it down so that I wouldn't forget it.*

## 7C relative clauses

defining relative clauses

- She's the woman **who / that lives next door**. That's the book **which / that won a prize**.
- That's my neighbour **whose dog never stops barking**.
- James is the man (**who**) I met at the party. That's the shop (**which**) I told you about.
- My sister's the only person **to whom I can talk**. My sister's the only person (**who**) I can talk to.  
That's the drawer **in which** I keep my keys.
- She told me **what she had seen**. **What I like best about London** is the parks.

- Use *who*, *which*, *whose*, *whom*, and *what* to introduce a defining relative clause, i.e. a clause which gives essential information about somebody or something.
- You can use *that* instead of *who* / *which*.
- Use *whose* to mean 'of who' or 'of which'.
- When *who* or *which* are the object of the verb in the relative clause, you can leave them out.
- After a preposition, use *whom* for a person and *which* for a thing.  
In informal English, it is more common to leave out the relative pronoun and put the preposition after the verb.
- Use *what* as a relative pronoun to mean 'the thing' or 'things which'.

non-defining relative clauses

- My aunt, **who doesn't like cats**, was given a kitten for Christmas.  
The palace, **which was built in the 12th century**, is visited by thousands of tourists.
- Adriana hasn't come to class for two weeks, **which is a bit worrying**.

- A non-defining relative clause gives extra, non-essential information about a person or thing.
- In written English, this kind of clause is separated by commas, or between a comma and a full stop.
- You can't use *that* instead of *who* / *which*.
- Which* can also be used to refer to the whole of the preceding clause.