

CONTENTS

Unit 1	Present and Future Tenses Present Simple and Continuous; Present Perfect Simple and Continuous; future tenses; <i>be going to</i> ; <i>be to</i> + infinitive; expressions with future meaning	4
Unit 2	Past Tenses, <i>used to</i> / <i>would</i> Past Simple and Continuous; Past Perfect Simple and Continuous; <i>used to</i> , <i>would</i> , future in the past	11
REVIEW 1		18
Unit 3	Modals, Semi-modals, Modal Perfects <i>can</i> , <i>could</i> , <i>be able to</i> , <i>may</i> , <i>might</i> , <i>must</i> , <i>have to</i> , <i>need</i> , <i>should</i> , <i>ought to</i> , <i>will</i> , <i>would</i> , <i>shall</i> , <i>used to</i> , <i>had better</i> , <i>be supposed to</i>	20
Unit 4	Gerunds and Infinitives Uses of gerunds and infinitives; full or bare infinitive; verbs of perception / sensory verbs	27
REVIEW 2		34
Unit 5	Passive, Causative Forms Passive forms; the causative and related forms; special structures with <i>have</i> / <i>get</i>	36
Unit 6	Reported Speech, Subjunctive Reported statements, imperatives and questions; reporting verbs; subjunctive	42
REVIEW 3		50
Unit 7	Conditionals Zero, first, second, third, mixed conditionals; temporal clauses; inversion in conditionals; conditional sentences without <i>if</i>	52
Unit 8	<i>wish</i> , Unreal Past <i>wish</i> ; <i>would rather</i> / <i>sooner</i> , <i>would prefer</i> ; <i>it's time</i> ; <i>as if</i> / <i>though</i> ; <i>imagine</i>	58
REVIEW 4		65
Unit 9	Word Order, Inversion and Emphasis Word order in sentences and questions; question tags; inversion; other ways of adding emphasis: cleft sentences, fronting, auxiliary verbs, reflexives	67
Unit 10	Relative Clauses and Participle Clauses Relative pronouns and clauses; quantifying / adding to relative clauses; reduced clauses; participle clauses	74
REVIEW 5		81
Unit 11	Connectors and Conjunctions Adding information; showing cause / reason; expressing purpose; concession and contrast; sequencing ideas; making exceptions; giving examples; restating and explaining; introducing a new subject	83
Unit 12	Adjectives, Adverbs, Comparison Common ways of forming adjectives; order of adjectives; adverbs; adjectives and adverbs with similar forms; gradable and ungradable adjectives; comparison	89
REVIEW 6		96
Unit 13	Countable and Uncountable Nouns, Articles, Quantifiers Problems with plurals; uncountable nouns; articles: <i>a</i> , <i>an</i> , <i>the</i> , zero article; quantifiers: <i>some</i> , <i>any</i> , <i>each</i> , <i>every</i> , <i>(a) little</i> , <i>(a) few</i> , etc.	98
Unit 14	Prepositions Time and duration; position, movement and direction; dependent prepositions, prepositional phrases	105
REVIEW 7		111
Appendices	Grammar	113
	Spelling	116
	Punctuation	117

WHAT DO YOU KNOW?

A. Circle the correct answer.

- The book sold over 20,000 copies, **that** / **which** is phenomenal for a work of non-fiction.
- It was Daisy **who** / — made that unkind remark.
- She's the singer — / **that** has had three number-one hits this year.
- The other girls at the audition, **who** / **whom** all have more experience, weren't as nervous as I was.
- The village is located in a region **where** / **which** is renowned for its wine.
- Did anyone tell you the reason **why** / **which** the flight was delayed?
- I met someone yesterday **whose** / **whom** father fought in the Battle of Crete.
- The school **to which** / **that** they send their children is very prestigious.
- Ten students, not all of **whom** / **them** can ski, signed up for the ski trip.
- The palace, **which** / — built in 1765, is a fine example of Georgian architecture.
- There is a fantastic children's pool **that** / **where** there are trained lifeguards to supervise the kids.
- Staff members have designated particular times **which** / **when** they are available to answer queries.
- I spent the morning with Colin, after **whom** / **which** I visited an art gallery.
- This report is based on the replies of over 500 people **who** / **whom** took part in a survey.

B. PARTICIPLE CLAUSES Choose the sentence which is closest in meaning to the first one.

- Seeing Isobel in a bad mood, I kept out of her way.
 - I avoided Isobel because I was in a bad mood.
 - I avoided Isobel because I knew she was in a bad mood.
- Filled with inspiration, Jenny picked up her pen to write.
 - Jenny picked up her pen, which filled her with inspiration.
 - Jenny picked up her pen as she was filled with inspiration.
- Having collected over €10,000, the school was able to buy new equipment.
 - Once the school had collected €10,000, they were able to buy new equipment.
 - If they had collected over €10,000, the school could have bought new equipment.
- Not having been trained, the dog was quite a handful.
 - The dog was quite a handful when he wasn't being trained.
 - The dog was quite a handful because he hadn't been trained.
- Concerned about his health, Joe took his grandfather to the doctor.
 - Joe was concerned about his grandfather's health, so he took him to the doctor.
 - Joe's grandfather was concerned about his health, so he went to the doctor with his grandson.
- Looking through the photograph album, we were filled with nostalgia.
 - As we looked through the photograph album, we were filled with nostalgia.
 - Because we were nostalgic, we looked through the photograph album.



Score: / 20

RULES

RELATIVE PRONOUNS AND CLAUSES

We use relative clauses to identify people / things or to add more information about them. Relative clauses allow us to combine separate items of information into one sentence. There are two main types of relative clauses:

- defining clauses** – identify the noun and cannot be removed from a sentence without making the meaning unclear.

There is the gentleman **who(m)** / **that** you met at the conference.
- non-defining clauses** – give more information about a previously defined noun and can be removed from a sentence without changing or confusing the meaning. These clauses are more common in written English. They are separated from the rest of the sentence by commas.

Mr Smith, **who(m)** you met at the conference, is here for the meeting.

who / whom	for people	She is the candidate who failed the interview. That is the conductor whom we met after the concert. The winner was Jason Hawk, who was a member of the city council.
which	for things	Most of the forests which once covered the country have been destroyed. The maths exam, which many students failed, was far too difficult.
that	for people and things (in defining clauses only)	She is the candidate that failed the interview. The police have found the car that was stolen last night.
whose	to show possession	The student whose scooter was stolen has called the police. The company is owned by the Stevensons, whose daughter is about to open a new branch in our town.
when	for time	I remember (the time) when you first left to travel the world.
where	for place	Is this the hotel where you stayed last year? The French Riviera, where we spend our summers, attracts many tourists.
why	to show reason	I don't understand (the reason) why she left the party early.

Notes

- The relative pronoun is often omitted when it is the object of the verb in a defining relative clause.

This is the report (**which**) we received from head office. Is Helen the cousin (**that**) you told me about?

Hint: If the relative pronoun is followed by a subject + verb, it can be left out.
- If a relative pronoun is used with a preposition, the preposition can come before the relative pronoun (formal style) or at the end of the clause (informal style).

The tool **with which** the lock was forced open has not been found. (formal)
The magazine **that** my article was published **in** is on the table. (informal)
- That* and *who* cannot be used after a preposition; we use *which* and *whom* instead. *Whom* is considered formal.

The company **that he works for** is in serious financial trouble.
The company **for which** he works is in serious financial trouble.
The man **for whom** he works is an immigrant from Spain.
- To show possession when referring to things, we can also use noun + *of which* or *that ... of*.

He made a film **whose title** / **the title of which** I've forgotten.
He made a film **that** I've forgotten **the title of**.
- Which* can refer to a whole situation that is described in the main clause.

The girl was obviously lying, **which** annoyed me immensely. (*which = the fact that the girl was lying*)
- The words *whatever*, *whoever*, *whichever*, *wherever* and *whenever* can be used to replace relative pronouns. We use them to talk about people or things that are indefinite or unknown.

Take **whatever** you want from the boxes over there. (*anything that you want / it doesn't matter what*)
Why don't you just come over **whenever** you're ready? (*any time*)
- What* cannot be used as an ordinary relative pronoun after a noun or pronoun. *What* can replace a noun.

X We haven't got the wine glasses **what** you ordered.
✓ We haven't got the wine glasses **that** you ordered.
✓ We haven't got **what** you ordered. (*what = the thing[s] that*)

QUANTIFYING / ADDING TO RELATIVE CLAUSES

- In non-defining clauses, the following expressions of quantity can be added to the relative clause and used with *of whom*, *of which* and *of whose*:

all both either half much none several
 any each few many neither one some

Paul has to attend two exhibitions, **both of which** are in London.
 The Tudor buildings in Chester, **many of which** have been preserved, are popular tourist attractions.
 Jonathan and Stephen, **neither of whom** studied horticulture, have designed a beautiful landscaped garden.

Other expressions of quantity and expressions using superlatives can be used in this way. For example:

the first / second / of which / whom the youngest of whom three of which / whom
 the last of which / whom the majority of whom a number of which / whom

My friends, **the majority of whom** live in the city, don't own cars.

- Relative pronouns may combine with connectors and prepositions to make a reference more specific.

during which despite whom at which point in which case in which event

They enjoyed an interesting lecture, **after which** they took a stroll in the university grounds.
 We completely renovated the offices, **in addition to which** we installed a sophisticated security system.
 We argued for about an hour, **at which point** I felt there was nothing left to say.
 I waited until almost midnight, **by which time** all the passengers had disembarked.

REDUCED CLAUSES

- In defining clauses, we can omit *who*, *which* or *that* and the verb *to be*.
 This hotel is the only one (that is) available near the conference site.
 Someone (who is) not accustomed to air travel might find the takeoff disturbing.
- We can also reduce the relative clause by using a participle clause. We replace the relative pronoun and the verb with a participle.
 Keiko was the name of the whale **starring in the film, *Free Willy***. (= *that starred in*)

PARTICIPLE CLAUSES

Participle clauses, like relative clauses, can give extra information or describe the time, cause or result of the information in the main clause. The subject of the participle clause is usually the same as the subject of the main clause.

time	Approaching the roundabout , we saw the school on the left-hand side. (= <i>As / When we approached ...</i>) Opening the letter , she found she'd been accepted to the college of her choice. (= <i>When she opened / On opening ...</i>) Having checked her email carefully, she sent it. (<i>perfect participle = After she had checked ...</i>)
reason	Not being qualified , she is unlikely to be promoted. (= <i>Because she is not qualified ...</i>) Not having been invited to the wedding, I didn't send a gift. (<i>perfect passive participle = As / Because I had not been invited ...</i>)
condition	Washed by hand , the sweater will not lose its shape. (= <i>If it is washed by hand ...</i>)
result	School teachers went on strike, leaving many young children without adequate supervision. (= <i>As a result of the strike, many children were left ...</i>)

Notes

- The -ing participle** has an active meaning and does not only refer to the present. The tense of a participle clause is usually obvious from the verb in the main clause.
 Assuming you like meat, I'd heartily recommend the restaurant. (= *I assume ...*)
 The man pushed to the front of the queue, **waving** his passport and ticket. (= *he was waving his passport ...*)
- The past participle** has a passive meaning and does not only refer to the past.
 Properly maintained, a car like that could last you a lifetime. (= *If it is properly maintained ...*)
 Abandoned by his friends, the boy had to find his own way home. (= *After he had been abandoned ...*)
- The perfect participle** is used to emphasize that one thing happened before another.
 Having enjoyed the meal, he left a large tip. (*active*)
 Having been given an assignment at work, she decided to put off her holiday. (*passive*)
- Participles can have their own subjects.
 Bags packed, we stood at the door and waited for Jim to pick us up.

PRACTICE

A. Write one sentence using a relative clause to combine the sentences without repetition. Make any necessary changes.

- Simon Wells is a director. He made *The Time Machine*.
Simon Wells is the director who made *The Time Machine*.
- Minoan Crete was a prosperous civilization. It was probably destroyed by a tidal wave.
- The bank charged me £50. It was unfair of them to charge me £50.
- The school is run by a Mrs Denton. Her husband was once mayor.
- We visited a house. My grandfather had been born in that house.
- The detectives finally caught up with the suspect. They had been searching for him for months.
- Over 40 species of spiders live in this region. Many of them are poisonous.
- The letter was addressed to a girl. The girl doesn't live here any more.

B. Complete the sentences with the phrases below.

**both of whom • several of which • on top of which • most of whose • in which case
 in spite of which • at which time • wherever • about which • a number of whom**

- This new collection of Hardy's short stories, haven't been published for 50 years, is sure to capture the imagination.
- You may find that the site doesn't accept your password, you should contact our support desk.
- The exhibition focuses on 18th-century landscape painters, names will be unfamiliar to the non-expert.
- I shared a room with Karen and Julia, talked about their boyfriends constantly.
- The two painters first met in 1965, they established a friendship.
- The latest mobile phones can pick up a signal you go.
- There were over 500 entrants, had submitted multiple entries.
- He sustained an injury in the first lap, he set a new record.
- The interviewer asked me questions on subjects I knew nothing.
- I paid a fine for riding without a helmet, I had to report to the station the next day to prove I owned one.

C. Underline any words in the sentence that can be omitted.

- Is there anything that I can do to help?
- Toby has found a rare coin which is worth \$20,000.
- The number of people that have been invited won't fit comfortably into the dining room.
- Was there any food that was left over after the party?
- Anyone who is interested in taking part should call the secretary.
- The book that was written by my friend won a literary prize.
- The hotel which the Simpsons recommended to us was a big disappointment.
- The success rate, which has been estimated at 30%, looks set to improve with this new method.



D. Complete each sentence with one suitable word.

- The teachers, many of live far away, can't stay for tonight's meeting.
- There was a scene that showed a murder in detail, at which I turned the DVD off.
- The interview panel was interested to find out I had left my previous job.
- It was Christmas we met, not summer.
- If I was rich, I would buy I wanted.
- There were several vacancies in the paper, none which interested me.
- What's the name of the boy mother does so much fundraising for the school?

E. Circle the correct answer.

- Consumed / Consuming on a daily basis, VitaPlus will soon boost your energy levels.
- Not owned / owning a car, I have to use public transport to get to work.
- The river burst its banks, flooded / flooding many nearby villages.
- Having packed / Packing, Harry loaded his luggage into the car and set off for the airport.
- Criticizing / Criticized for his wooden performance, the actor felt he had let down the rest of the cast.
- Anyone submitting / submitted entries to the competition must be resident in the UK.
- When discussing / discussed a client's financial problems, try to be as sensitive as possible.
- Hair washing / washed, I set about finding something suitable to wear.

F. Complete the text with participles formed using the verbs in brackets.

Laughter is the Best Medicine

Each week Hilary Day, also (1) (know) as Doctor Doppit, visits Southampton's General Hospital. (2) (carry) balloons and magic tricks rather than a stethoscope, she administers her own special kind of medicine. (3) (employ) by the Theodora Children's Trust, Hilary brings fun and laughter onto the children's wards, (4) (make) a hospital stay a less difficult experience for the young patients. (5) (study) drama at university, Hilary later became interested in children's theatre. (6) (see) an advert for a clown doctor, she knew she had found the ideal job. Before taking up the position, Hilary had to complete four weeks of training, (7) (instruct) in balloon modelling and magic tricks as well as (8) (take) basic courses in children's psychology, hygiene and infection control. According to a spokesperson for the Theodora Children's Trust, hospitalized children, (9) (exclude) from their normal day-to-day routine and the family environment, are likely to be frightened and homesick. Clown doctors like Hilary have a valuable part to play in helping them forget their problems for a while. Humour, it has been seen, has a positive impact on health. In fact, certain chemicals (10) (produce) in the body by laughter have even been shown to act as natural painkillers. Laughter really is the best medicine, it seems.



TEXT FEATURES

A. SPELLING: homophones (See Spelling Appendix, page 116.)

Circle the correct answer. Then explain what the other word in each pair means.

- | | |
|---|---|
| 1. It's not polite to stare / stair at other people. | 5. I need a new pair / pear of shoes. |
| 2. The male / mail seahorse takes care of its young. | 6. The keys / quays were there / their when I left the house. |
| 3. The hole / whole programme was devoted to the scandal. | 7. You may be write / right , but I see / sea things differently. |
| 4. The pilot was the soul / sole survivor of the plane / plain crash. | 8. My aunt gave me a peace / piece of advice to warn / worn me. |

B. PUNCTUATION: question marks / exclamation marks / full stops (See Punctuation Appendix, pages 117-118.)

Should each of the sentences below end with a question mark, an exclamation mark or a full stop?

- It's absolutely the worst sitcom I've ever seen!
- Would you like to cast your eye over my report
- Each contestant had to say why she wanted to win the title
- Will you stop interfering
- Wherever there is injustice, Amnesty International fights for human rights
- Janet socializes a lot, doesn't she

C. COHESION AND COHERENCE

One / ones is used to refer back to a countable noun.

Several courses are available. The most popular **ones** are always oversubscribed.

One / ones can be left out after *which* or superlatives.

The discussion covered the schemes for improving the canteen and the library. However there was no agreement over **which** (one) was **the most important** (one).

Read the following article about log cabin holidays. What do the words in bold refer to? Write the answers below. Then circle the words in bold that can be left out.

AUTUMN HOLIDAYS

The idea of an outdoor holiday in mid-autumn is not (1) **one** that people in Britain would relish, simply because the autumn months are some of the coldest (2) **ones** in this part of the world. However, an autumn holiday spent at a wooden cabin in the woods might be (3) **one** with more appeal for Brits – even (4) **ones** averse to the cold.

There are many types of cabins, and rental prices obviously vary depending on which (5) **one** you choose. But whichever (6) **one** you decide to go for, you're sure to be delighted with it. The wooden cabins are charmingly like (7) **ones** you might see in a children's storybook. They sit deep in lush forest, romantic little buildings that evoke childhood memories of our favourite tales, the (8) **ones** that parents have been telling children generation after generation. But unlike the (9) **ones** in fairytales, these cabins come equipped with various modern features. Some of the most common (10) **ones** are: full central heating, a fully equipped kitchen, and bathroom facilities just like the (11) **ones** in any modern dwelling.

- | | |
|---------------------|----------|
| 1.an idea..... | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11. |
| 6. | |

EXAM PRACTICE

- A. OPEN CLOZE** Read the text below and think of the word which best fits each space. Use only one word in each space.

ADVICE ON THE NET

Some parents want to be aware of what their teenage children are watching on TV. Any parents (1) are concerned that the subject matter these shows deal with may not be suitable for their children (2) be reassured by a new online service. At the end of certain programmes, viewers are referred to a website (3) they can get information on issues raised on screen, (4) as drug abuse, eating disorders and unwanted pregnancies. Such Internet sites are important: it would be irresponsible for a TV channel to raise serious health issues (5) providing teenagers with a safe place to find further information and ask questions.

(6) learnt that young people are sometimes reluctant to discuss problems with their parents or doctors, the developers of these sites have created a place where they can get quality information or chat about their problems (7) they feel the need. Such sites may well help users to work out (8) they should do in order to deal with a problem.

- B. Choose the word or phrase that best completes the sentence.**

1. There are many 20th-century paintings in her collection, the most valuable is a Picasso.
 - a. that
 - b. which
 - c. of that
 - d. of which
2. to throw a party, I set about drawing up a guest list.
 - a. Decided
 - b. Had decided
 - c. After decided
 - d. Having decided
3. "Did you buy a new tablet?"
"Unfortunately, the store didn't have I wanted."
 - a. that
 - b. which
 - c. what
 - d. that what
4. "How come you didn't find a jacket for Saturday's party?"
"Well, all of I liked didn't fit."
 - a. ones
 - b. the ones
 - c. jackets
 - d. jackets which
5. I stayed at a great hotel I can't recall at the moment.
 - a. whose name
 - b. the name of
 - c. what its name
 - d. which is its name
6. If it, this alarm will deter burglars.
 - a. carefully installing
 - b. carefully installed
 - c. is carefully installed
 - d. has carefully installed
7., Ann attended the meeting.
 - a. Having informed
 - b. Being informed
 - c. Informing
 - d. Having been informed
8. The ideas in this essay are not particularly original.
 - a. discussed
 - b. are discussed
 - c. which are discussing
 - d. discussing
9. Anyone to the heat might find it best to stay indoors in the middle of the day.
 - a. not used
 - b. who he isn't used
 - c. whose not used
 - d. not being used
10. The police found the weapon the attack had been carried out.
 - a. which
 - b. with it
 - c. that
 - d. with which