

Grammar. Business English. Gramática en inglés

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Presentación del curso

La **gramática en inglés, inglés para los negocios, Business English...** Este capítulo está pensado para alumnos de niveles varios entre intermedio y avanzado. Pretende ser un suplemento a cualquier tipo de **formación en inglés**; en este caso, acompaña y complementa los otros capítulos del curso.

Cada unidad ofrece una presentación y explicación del punto gramatical junto con ejercicios puramente gramaticales para consolidar la teoría. El capítulo aporta conocimientos que se pueden aplicar a una gran variedad de contextos y situaciones. La última unidad esta dedicada a la respuestas de los ejercicios y varios apéndices que pueden resultar muy útiles.

1. Verb tenses. Tiempos verbales en inglés

1. Verb tenses

English has 12 verb tenses.

The action of the verb can be in the **past, present** or **future**.

Each tense has its own formula and structure and word clues to help identify what kind of action is occurring.

Simple tenses occur either in a single moment, or as a repeated, habitual action.

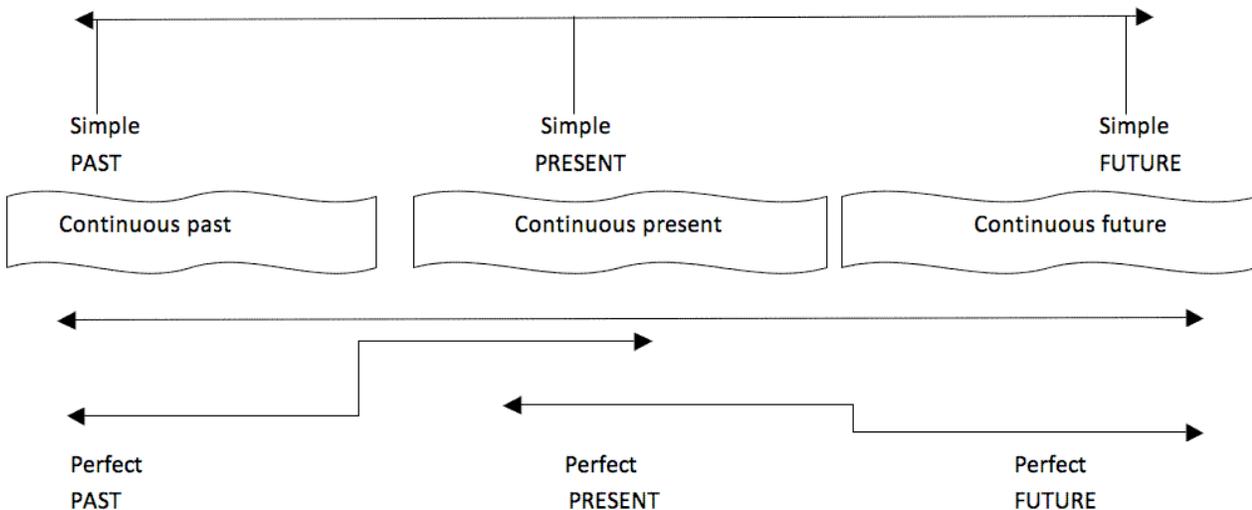
The simple past is formed by changing the verb in one of these two ways: either adding 'ed' to the end or using the past form of the verb.

A **continuous or progressive tense** (often referred to as the **gerund**) happens over a period of time. This tense is always **formed with a form of the verb 'to be'**, the main verb and the ending **'-ing'**. Thus the formula could be written like this: (subject) + (be) + (main verb) + -ing.

The **perfect tense** is used to compare actions or when the time of the action is not clear. This tense is always **formed with the verb 'have'** and a special part of the main verb in the past called the **'past participle'**. The formula would be: (subject) + (have) + (past participle of the main verb).

The **perfect continuous or progressive tense** is when we are thinking of an action that has happened over time in the past, before another action, or an action that begins in the past and continues into the present or future. It is always formed by combining the formulas of the continuous and perfect tenses: (subject) + (have) + been + -ing.

If time was a line, then all the tenses would look something like this:



Have a look at the chart below to help you.

	Past	Present	Future
SIMPLE	An action that ended in the past.	An action that is habitual or repeated.	A plan for an action in the future.
<i>Formula</i>	<i>Painted</i>	<i>Paints/Paint</i>	<i>Will paint.</i>
<i>Word clue</i>	He painted yesterday	She paints every weekend.	She will paint tomorrow.
CONTINUOUS (be)+ (verb) + ing.	An action that was happening (past continuous) when another action finished (simple past).	An action is in the process of happening now.	An action that will happen in the future for a length of time.
<i>Formula</i>	<i>Was/were painting</i>	<i>Am/are/is painting</i>	<i>Will be painting</i>
<i>Word clue</i>	I was painting when I saw the accident.	She is painting now.	They will be painting when you arrive tomorrow.
PERFECT (have)+ (verb)	An action that finished before another action or time in the past.	An action that happened at an unsaid time in the past.	An action that will finish before another action or time in the future.
<i>Formula</i>	<i>Had painted.</i>	<i>Have/has painted</i>	<i>Will have painted</i>
<i>Word clue</i>	We had painted the house before the rain started.	She has painted many portraits.	He will have painted the bedroom before his daughter comes home.
PERFECT CONTINUOUS (have)+ been + (verb)+ ing	An action that happened over time in the past before another action.	An action that happens over time, starting in the past and continuing into the present.	An action that happens over time in the future before another action.
<i>Formula</i>	<i>Had been painting</i>	<i>Have/has been painting</i>	<i>Will have been painting</i>
<i>Word clue</i>	She had been painting for a while when she started classes.	I have been painting landscapes since I started school.	We will have been painting for several hours before we can see how it looks.

Activity 1

Identify what tense each sentence belongs to.

1. I have been working all day.
2. I went to the supermarket.
3. I like making cakes.
4. I have been to Scotland many times.
5. I will have been studying for five years when I finish my degree.
6. I had studied French before I went to Paris.
7. I will go to the beach on Friday.
8. I eat vegetables every day.
9. I will have been to ten more cities by the time I leave Europe.

10. I had been running for three kilometres when I had an accident.
11. I will be cooking dinner at this time tomorrow.
12. I was eating dinner when he arrived.

Activity 2

Make sentences using the following words in the tense given.

1. I/be/walk/park (*past continuous*)
2. We/arrive/last night (*past simple*)
3. He/have/cook/three hours/when/she/come (*past perfect continuous/past simple*)
4. We/be/watch/TV /when he/knock/on/the door (*past continuous/past simple*)
5. I/be/Switzerland/next week (*simple future*)
6. She/training/for five years before the next Olympic games (*future perfect progressive*)
7. I/study/English/next year (*Future continuous*)

Activity 3

Fill in the gaps with the correct form of the tense.

1. Look it's _____ (snow)! It will be a white Christmas this year.
2. I _____ (love) horses; they are such beautiful animals.
3. I will be _____ (have) dinner with my mum tomorrow.
4. Harold _____ (hate) avocados when he was a child.
5. I will have been _____ (live) in Barcelona for three years in December.
6. I was _____ (read) the paper when she _____ (arrive).
7. I have been _____ (live) here for three months.
8. I'll _____ (buy) some more milk at the supermarket.
9. I had been _____ (live) there for a year.
10. Shelly _____ (like) chocolate, so I'm _____ (make) her a cake for her birthday.

2. Irregular Verbs

Some of the verbs in the Simple past do not take 'ed'. These verbs have an **irregular form**. While some of these verbs follow similar patterns, the best way to learn them is through practice and repetition.

Verb	Past simple	Past participle
arise	arose	arisen
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt	burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
lean	leant	leant
learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain

Verb	Past simple	Past participle
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt	smelt
sow	sowed	sown
speak	spoke	spoken
spell	spelt / spelled	spelt / spelled
spend	spent	spent
spill	spilt	spilt
spit	spat	spat
split	split	split
spoil	spoilt	spoilt
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weep	wept	wept
win	won	won
write	wrote	written

(This list is for guidance only, taken from “Grammar for First Certificate” Cambridge University Press 2008)

2. Questions. Hacer preguntas en inglés

There are several different ways of forming questions in English. All of them end with a question mark. The form of them depends on what it is you would like to express.

1. Closed Questions.

We use closed questions when we want a *yes* or *no* answer.

We form these by moving the verb **to be** to the beginning of the sentence, or with the auxiliary verbs **do/does** or **has/have**. (Remember: we will never use *question words* in closed questions).

- When **moving the verb to be**, we can change a statement into a question.
(verb to be + subject + object)

Statement: <i>I am from France.</i>	Question: <i>Am I from France?</i>
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- If you are **using the present simple**, then use **be** (if the main verb is the verb to be), **do** (when the main verb is any other verb different from to be / to have) or **have** (when the main verb is the verb to have), as auxiliary verbs. The auxiliary verb is always placed before the subject.

Statement: <i>I am cold.</i>	Question: <i>Am I cold?</i>
Statement: <i>You like carrots.</i>	Question: <i>Do you like carrots?</i>
Statement: <i>I have a pen.</i>	Question: <i>Have I (got) a pen?</i>

- If you are forming a question in the **present continuous**, then use this inversion technique:
(verb to be + subject + main verb in the -ing form + object)

Statement: <i>I am cooking dinner tonight.</i>	Question: <i>Am I cooking dinner tonight?</i>
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- We can also form closed questions using **Do/does..... have?** But note here that there is a change in the verb conjugation in the third person.

Statement: <i>I have breakfast at 9am.</i>	Question: <i>Do I have breakfast at 9am?</i>
BUT	
Statement: <i>He has breakfast at 9am.</i>	Question: <i>Does he have breakfast at 9am</i>

-If there is only one verb, and it is not **be**, then you change the statement to a question by adding **do** at the beginning.

Statement: *I like olives.*
olives?

Question: **Do** *I like*

2. Open Questions.

Open questions are used when we are requesting an opinion or more information than simply yes or no.

We form these questions using a **question word** that suits the type of information you are asking.

The **word order** will be as follows:

Question word + auxiliary verb + subject + main verb + objects.

There are nine main question words: **what, when, where, which, who, whom, whose, why** and **how**.

You use **what** when you are asking for information about something.

You use **when** to ask about the time that something happened or will happen.

You use **where** to ask questions about place or position.

You use **which** when you ask for information about one of a limited number of things.

You use **who** or **whom*** when you are asking about someone's identity.

You use **whose** to ask about possession.

You use **why** to ask for a reason.

You use **how** to ask about the way in which something is done.

Have a look at this chart:

Question word	Verb	Object	Answer
What	is	the time?	It's 6pm.
When	is	the party?	On Saturday.
Where	are	you from?	From Holland.
Which	is	your book?	The blue one.
Who	are	you?	I'm Sara
Whose	is	the red one?	It's mine too.
Why	is	it yours?	Because I brought it.
How	are	you?	I'm good.

***Whom** is a formal word that we tend not to use with much frequency as the same meaning can be expressed with **who**, this we only use it in written English. We only use whom when a preposition is needed, as in "to who".

Other question words are: **how much, how many, how far, how long, and so on.**



You can read **appendix I** to have an overall view of the form and use of all the question words.

3. Question Tags

Tag questions are mainly found in speech, not written text. They are a short questions on the end of a positive or negative statement as a sort of reassurance. A positive question will follow a negative statement and vice versa and they are always separated by a comma.

+ You're from Greece, aren't you? or - You're not from Greece, are you?

The tense of the statement also dictates the tense of the tag.

Look at these examples:

Present tense	Present tense
You're an accountant,	aren't you?
Past tense	Past tense
You did go to work,	didn't you?
Perfect tense	Perfect tense
You haven't been to Italy,	have you?

If the verb used in the statement is an auxiliary verb, then the tag will match it. If a modal verb is used in the statement, the same thing applies. However if there isn't an auxiliary or modal verb in the statement, we add do in the tag.

Look at these examples:

	Statement	Tag
Auxiliary Verb	She is from England,	isn't she?
	They aren't very rich,	are they?
	He doesn't like vegetables,	does he?
Modal Verb	He can swim,	can't he?
	They shouldn't eat meat,	should they?
	She must do her homework,	mustn't she?
	The weather will be fine,	won't it?
No auxiliary	She drinks milk,	doesn't she?

Activity 1

Complete these questions with the appropriate word in the space.

- _____ are you doing in the garden?
- _____ you like fish? I do!
- You_____ pass me the salt, can you?
- _____are you coming to visit?
- He likes chocolate, _____ he?
- _____is my cell phone?

7. It isn't cold today, _____it?
8. _____you seen my pen?
9. _____old are you?

Activity 2

Write the questions to these answers.

1. We're going to see the Rocky Horror picture show. Do you want to come?
2. It's playing at the Majestic theatre.
3. They're showing it for Halloween.
4. Yes I'm going to wear my witch costume.
5. Yes I just handed it in. I just wrote 500 words in the last three hours.
6. I wrote about the state of the economy in Europe.
7. I think so; I did a lot of research, so I'm quite confident.
8. Of course you'll get a good mark! Don't worry about it.
9. Yes I have. I'm a bit nervous about getting this job.
10. Yes I added my last job to it last night.
11. The position is head of marketing.
12. Yes I have been doing this line of work for three years now.
13. Yes I was; what's wrong with this suit?

3. Modal verbs. Verbos modales en inglés

There are ten modal verbs in English. These verbs have special functions outside normal verbs.

The ten modal verbs are:

- May
- Might
- Can
- Could
- Will
- Would
- Shall
- Should
- Ought to*
- Must

*“Ought to” is a very formal verb. We tend to use *shall* and *should* in its place.

Modal verbs do not follow the pattern of normal verbs. They have no past or future and they do not take ‘s’ for the third person singular:

<i>sing</i> (X).	<i>She can sing</i>	<i>She cans</i>
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When speaking in the past or future, we tend to use another verb with a similar meaning. For example: “She **must** leave” becomes “she **had to** leave” in the past tense and “she **will have to** leave” in the future.

It is also possible to follow the modal with **have** in order to change the tense. Thus, “I **should** eat some lunch” becomes “I **should have eaten** some lunch”. Note that in this case, the following verb is in the **past participle**.

Can and **could** act as pair modals, thus a statement using **can** in the present becomes **could** in the past.

<i>I can't find my wallet</i>	>	<i>I couldn't find my wallet.</i>
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All modals form their negative by adding **not**.

<i>I shouldn't eat chocolate</i>	<i>I don't should eat</i>
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chocolat (X)

Also, all modals are followed by the base form of a verb without ‘to’.

<i>I could dance</i>	<i>I could to dance. (X)</i>
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As seen before, modals are used in forming question tags. They are also used in forming short answers to question tags. In this case, the modal is always the same.

Have a look at these examples:

Examples: You can't pass me the salt, can you? Yes I can.

You wouldn't let me down, would you? No I wouldn't.

Each modal performs different functions in a sentence. See below for a chart of those functions:

Modal	Example	Function
MAY	May I go to the conference?	Asking for permission.
	I may be able to help you with your project tomorrow.	Future possibility.
MIGHT	We might be interrupting their lunch.	Present possibility.
	They might make us an offer.	Future possibility.
CAN	They can fix the problem.	Ability.
	They can't fix the problem.	Inability.
	Can I have a cup of coffee?	Request
	Can I smoke in here?	Asking for permission.
COULD	Could you help me?	Request.
	Could I take tomorrow off?	Asking for permission.
	We could try unplugging it?	Suggestion.
	I could come to LA next month.	Future possibility.
	I left London, so I could get a job here.	Ability in the past.
WILL	I'll give you a call on Monday	Promise.
	I'll take these figures with me.	Instant decision.
	We'll book your tickets if you like.	Offer.
	We will see an increase in salaries next year.	Certain prediction.
WOULD	Would you mind if I opened a window?	Asking for permission.
	Would you make me a coffee?	Request.
	Would you be available at 6pm tonight?	Making arrangements.
	Would you like to go out some time?	Invitation.
	Would you prefer the window seat or the aisle?	Preferences.
SHALL	Shall I get the phone? Or will you?	Asking what to do.
	Shall I call a cab?	Offer.
	Shall we say 10pm at Roxy's then?	Suggestion.
SHOULD	You should see a doctor, you don't look well.	Advice.
	We should get a specialist.	Recommending action.
	Salaries should go up next year.	Uncertain prediction.
OUGHT TO	You ought to go to the dentist before you leave.	Advice.
MUST	I must leave now to catch my train.	Obligation/ Necessity
	You mustn't ask too many questions.	Prohibition.

Language Tip

Modal verbs of possibility are often used when we wish to soften a statement. For example, if you needed to tell your boss that the project was not going to be finished on time, then you might use the modal 'may' or 'might' as they have more ambiguity

For example: We **may not** be able to complete the project on time.

Instead of: We **can't** finish the project on time.

This is due to a fondness for being indirect. Often English speakers find comments that are too direct, rude or impolite

Activity 1.

Put the modal verb in its correct form, combined with the verb in brackets, to make deductions. The first one is done for you.

There is a lot of mail in the mailbox.

1. They *can't* have got up yet.
2. They _____ (be) on holiday.
3. They _____ (have) a lot of magazine subscriptions.

He has a stain on his suit

4. He _____ (have) noticed it.
5. He _____ (have) had time to clean it.
6. It _____ (have) just happened.

Activity 2.

Put the correct modal verb in the space in its positive or negative form.

1. She had a lot of energy, she _____ surf all day, dance all night.
2. All noise _____ be kept to a minimum after 11pm.
3. _____ you like me to close the window? You look cold!
4. I _____ take that bag for you, if you like.
5. You really _____ see the doctor regarding your ill health.
6. _____ I show you to your room?
7. _____ you pass me the butter please?
8. We _____ be able to finish the project on time.
9. _____ I take tomorrow off? It's my birthday.
10. You really _____ touch that, you might hurt yourself.

Activity 3.

Use modal verbs to follow the instructions of these commands.

1. Ask to take a holiday next month.
2. Ask for the salt.
3. Ask if it is possible for you to switch the light on.
4. State that you possibly have time to help with the move tomorrow.
5. State that it is possible that taxes will increase next year.
6. State that it is possible you are able to pick up someone from the airport.
7. State that there is a slight possibility that sales figures will increase next year.
8. State that you are certain sales figures will increase next year.
9. State that you are able to fix the computer.
10. State that you are unable to fix the DVD player.
11. State that you left your old job to be able to work here.
12. Ask for a glass of wine.
13. Request that someone make you a cup of tea.
14. Offer to call Mr Bartlett now.
15. Invite someone out to dinner.
16. Suggest that you meet at 9pm.
17. Advise someone to see a dentist.
18. State it is necessary that you leave now.
19. State that you are prohibited from speaking, unless spoken to.

4. Conditionals. Condicionales en inglés

“Condition” means a type of circumstance or situation. Thus, if a particular condition is true, then it has a particular result. This can be put simply into mathematical terms. If $A = 50$ then $2A = 100$.

From a mathematical point of view, if we write a conditional sentence, it will be in one of the following two basic structures:

IF	Condition	Result
If	$A = 50$	$2A = 100$
If	I go to Sweden	I can visit my friends.

Or

Result	IF	Condition
$2A = 100$	If	$A = 50$
I can visit my friends	if	I go to Sweden.

The main linking words for conditional clauses are **if** and **unless**, but **even if**, **as/so long as**, **on (the) condition that**, **provided (that) / providing (that)**, **supposing***, **no matter who, how, when** etc., can also be used.

Have a look at these examples:

I will go out tonight even if it rains.

You can go to the ball, as long as /so long as you come back by midnight.

She agreed to come with us on (the) condition that she could bring her guitar.

He could have recovered provided (that) he had stayed in bed.

In some other cases, we can substitute the conditional clause by **otherwise** as in this example: *You'd better hurry. Otherwise, you'll be late for your appointment.* (**Otherwise** = if you don't hurry).

We can also use **in case** or **in case of + noun**. This linking word is used with the present or the past to refer to a condition that could happen or not. It refers to things that we do in advanced so that we are prepared for what might come. Have a look at these two examples:

Take an umbrella in case it rains. (Because it might rain)

In case of accident, notify the police.

*Note the different uses of **suppose** and **supposing**:

Suppose he comes tomorrow, will we still meet him?

Suppose he went by train, would it be any quicker?

Supposing he had come for an interview, would you have given him a job?

Suppose (that) / supposing (that) = what if. (and so the result clause is a question).

1. First Conditional

We use the first conditional to talk about **a possibility in the future**. There needs to be a real possibility that this situation could occur. For example perhaps you want to go to the beach after lunch, but the weather is a bit cloudy at the moment, and you only want to go if the sun comes out

If	Condition	Result
If	Present Simple	Will + base verb
If	the sun comes out	I will go to the beach.

Although we are thinking about a possibility in the future, the condition is always presented in the present simple, and the result is presented with “will + the base verb”. Here are some other examples.

If	Condition	Result
If	Present Simple	Will + base verb
If	you come over	I'll make some coffee.
If	we can't meet today	I'll make an appointment for next week.
If	the phone rings	I'll take it in the study.

Result	If	Condition
Will + base verb	if	Present Simple
I'll take the call in the study	if	the phone rings
I'll make an appointment for next week	if	we can't meet today.
I'll make some coffee	if	you come over.

2. Second Conditional

Like the first conditional we are thinking about the future, however with the second conditional, **the situation is unreal, or unlikely to occur (hypothetical)**. For example you could be thinking what you would do if you had a lot of money or were a millionaire. Most of us aren't millionaires, but we like to think what we would do if we were. It's like a dream.

If	Condition	Result
If	Past Simple	Would + base verb
If	I had a lot of money	I would buy a house in London.

We use the past simple in the second conditional and most commonly “would + base verb” in the result. However, if there is less certainty in your statement or if something is possible, but you might choose not to do it, then use “could or might + base verb”.

If	Condition	Result
If	Past Simple	Could + base verb
If	I had a lot of money	I could buy a house in London.

The use of “could” indicates that there is the possibility or ability to buy a house in London, but it’s not certain that you would follow the action. It is like saying you could afford a house in London if you were rich.

If	Condition	Result
If	Past Simple	Might + base verb.
If	I had a lot of money	I might buy a house in London.

Here “might” indicates a higher level of uncertainty, you are perhaps deciding between London and another city, or thinking of spending your money on other things.

Here are some more examples.

If	Condition	Result
If	I won the lottery	I would stop working.
If	you were rich	I might marry you.
If	I was self-employed	I could take more sick days.
If	it snowed in July	would you be surprised?

Result	If	Condition
I would stop working	if	I won the lottery.
I might marry you	if	you were rich.
I could take more sick days	if	I was self-employed.
Would you be surprised	if	it snowed in July?

Remember that the verb **to be** in the 2nd conditional always takes the form **were**: *If I were younger...*

3. Third Conditional

We use the third conditional to talk about a situation that did not happen **in the past**. There is **no possibility** of this situation coming true, because the moment has passed. For example: you brought a lottery ticket last week, but did not win.

If	Condition	Result
If	Past Perfect	Would have + past participle
If	I had won the lottery	I would have brought a new car.

We use the past perfect and most commonly “would have + base verb” to form the third conditional, however like the second conditional you can also use “could have” and “might have”. In addition you can use “should have” if you are talking about something you regret not doing.

If	Condition	Result
If	Past Perfect	Could have + base verb
If	I had won the lottery	I could have brought a new car.

Using “could” here indicates that there was a possibility of buying a new car, if you could afford it. Perhaps you REALLY need a new car, and now that you know you haven’t won the lottery, that possibility is lost to you.

If	Condition	Result
If	Past Perfect	Might have + base verb
If	I had won the lottery	I might have brought a new car.

The use of “might” indicates that you are less in need of a new car, but you like the idea of getting a new one. Again that possibility is now lost to you.

If	Condition	Result
If	Past Perfect	Should have+ base verb
If	I had won the lottery	I should have brought a new car.

The use of “should” indicates that the result is something necessary for you to do. Here are some more examples.

If	Condition	Result	Result	If	Condition
If	I had dyed my hair	I could have looked younger	I could have looked younger	if	I had dyed my hair.
If	Mary had answered her phone	I would have invited her.	I would have invited her	if	Mary had answered her phone.
If	it had rained yesterday	I might have stayed home.	I might have stayed home	if	it had rained yesterday.
If	you hadn’t been a doctor	what would you have done?	What would you have done	if	you hadn’t been a doctor?

4. Zero Conditional

We use the zero conditional when we have **absolute certainty of the statement (facts and general truths)**. For example if you take an ice cube and put it in the sun it melts. If it did not, you would think there was something very wrong with the world.

If	Condition	Result
If	Present Simple	Present Simple
If	you put an ice cube in the sun	it melts.

We use the zero conditional when we are thinking of a simple fact. It is not past, present or future, it simply is. But it must be a fact that always remains the same no matter what. When can substitute if for when in the zero conditional, but the meaning doesn't change.

Here are some examples.

If/When	Condition	Result
If	Present Simple	Present Simple
If	I get up late	I miss my bus.
If	I don't have my morning coffee	I get grumpy.
When	I talk to my mum	I feel homesick.

Result	If/When	Condition
Present Simple	if	Present Simple
I miss my bus	if	I get up late.
I get grumpy	if	I don't have my morning coffee.
I feel homesick	when	I talk to my mum.

5. Mixed Conditional

Compare these two sentences:

1. *If you hadn't lied to her, she wouldn't have been angry.* (It refers to the past).
2. *If you hadn't lied to her, she wouldn't be angry now.* (It refers to the present).

The change of meaning is expressed by using a different tense in the result clause. In the first sentence, we have used the 3rd conditional whereas in the second one we have used a mix of the 3rd conditional.

If	Condition	Result
If	Past Perfect	would + base verb
If	had learnt English before,	you would speak better now.

6. Wishes and regrets

In order to express wishes or regrets we use **I wish / If only**. Depending on the verb tense we use with it, we will express one thing or another. We have these four possibilities:

a. **I wish / If only + past simple:** regret (something you'd like to be different now).

ex. I wish I had a better job.

b. **I wish / If only + past perfect:** regret (about the past, nothing to do with the present)

ex. If only I hadn't spent all the money.

c. **I wish / If only + could:** something you wish but impossible to achieve.

ex. If only they cut the price.

d. **I wish / If only + would:** not approving at somebody's behaviour. (It can only be used when there are two different subjects): *ex. I wish **you** would stop interrupting!*

Activity 1.

Complete the sentences and identify which conditional each sentence belongs to (1st, 2nd, 3rd or zero). Insert a modal where necessary.

1. If I don't tidy my desk, my office_____ (look) messy.
2. If I_____ (have) more time I would have completed everything.
3. If it rains this afternoon I_____ (stay) home.
4. If I did more exercise I_____ (look) better in a suit.
5. If I had spent less money then I_____ (buy) a house by now.
6. When I_____eat breakfast I feel tired by lunchtime.
7. I might arrive on time if_____ (have) a car.
8. I'll go surfing if this weekend_____ (be) fine.

Activity 2.

Choose the correct form for the sentence.

1. If I eat a rotten apple I *will get/would have gotten* sick.
2. I *could be/might have been* hurt if I had not been wearing a seatbelt.
3. I *shouldn't have/will have/wouldn't have* had so much wine if I wanted to drive home.
4. If I had a million dollars, I *will take/would take* you on holiday.
5. When you *are/will be* late to a meeting, you make us look bad.
6. If I had needed a better parking space *will you give/would you have given* it to me?
7. If you tucked in your shirt, you *will look/could have looked/would look* more presentable.
8. I *would/I should have/I will* stay home if I am not feeling well tomorrow.

Activity 3.

Write your own response in full to these questions (using conditionals, of course).

1. What would you do if you had a million dollars?
2. What would you do if you didn't have to work?
3. What happens to butter in a hot saucepan?
4. What would you have done if you lived in the 1880s?
5. What would you do if you needed more exercise?
6. What happens if you miss the bus?
7. What would you do if it rains this afternoon?
8. What would you have done if French was the most international language?

Activity 4.

Spot the error.

- I wish that you'll be with us soon.
- I wish she didn't come last night.

5. Passives and making comparisons. Oraciones pasivas y comparaciones en inglés

1. The Passive voice

The passive voice is used when the identity of the subject is not known or not relevant to the statement. The passive voice can often be heard in political speeches or seen in apologies by businesses who do not want to take responsibility for their actions. (For more on this, see the email writing course.)

For example: *My car was stolen.* (it is not known who stole it)
A mistake was made. (it is better not to say who made it)

To form the passive voice, the formula is as follows:

Subject	+	a form of the verb to be	+	past participle.
---------	---	--------------------------	---	------------------

*(Note the different colours used to differentiate each part of the passive)

Have a look at this example: *A note was written.*

When rewriting active sentences in passive voice, note the following:

- the object of the active sentence becomes the subject of the passive sentence
- the finite form of the verb is changed (*to be* + past participle)
- the subject of the active sentence becomes the object of the passive sentence (or is dropped)



Have a look at the chart in **appendix II** showing the verb tense changes when turning an active sentence into a passive one.

Activity 1

Change these sentences from the active to the passive.

1. I brought some lemons.
2. She was wearing a white dress.
3. If I brought gumboots, my feet would be dry.
4. Simon has written a note to me.
5. She will take an umbrella.
6. I'm taking a photo.
7. If you would have got a lottery ticket, we might have won.
8. Sally moves a chair.

Activity 2

Choose the best form of the verb to complete the sentences.

1. Your jacket _____ on that hook.
 - a. can be hung
 - b. can be hanged
 - c. can have been hung
2. The computer _____ by the company.
 - a. would be brought
 - b. was bought
 - c. is buy
3. The criminal---- _____ by the police.
 - a. would be lock up
 - b. was locked up
 - c. locks up
4. The road _____ if the banks had broken.
 - a. would have been flooded
 - b. has been flooded
 - c. is being flooded
5. Mistakes _____ by the government last week.
 - a. were made
 - b. will be made
 - c. are being made
6. My bank loan _____ in five years time.
 - a. has been paid off
 - b. will be paid off
 - c. is being paid off
7. The number _____ by my secretary
 - a. was being dialled
 - b. would have been dial
 - c. is dialled
8. The fire alarm _____ by the firemen right now.
 - a. has been rung
 - b. would be ring
 - c. is being rung
9. The coffee _____ by me
 - a. would have be
 - b. was being made
 - c. will be make

Activity 3

Identify the passive sentences in this paragraph and then change the sentences from active to passive where you think it is appropriate.

Were too many bills paid by you last year? Are bill payments a source of confusion for you? If the answer is yes, then help can be given by us, Combined Bills. Your individual bills are taken by us and one new bill is made from them. One easy payment. If Combined Bills is chosen by you, then your life will be made easier by us!

2. Making Comparisons

When making comparisons in English we use adjectives with additions made to them. The structure for these is simple. If the adjective is only one syllable, we **add -er** to it.

small – smaller.

If the adjective is two syllables and ends in -y, then **take off the y and add -ier.**

happy – happier.

If the adjective has more syllables, then you don't change the word at all. Instead use **more + adjective**.

intelligent – more intelligent.

When comparing two things with a difference between them, we use '**than**'.

*She is more beautiful **than** her sister.
Your dog is bigger **than** mine.*

When comparing two things that are the same, we use '**as**' and we make no change to the adjective

*This car is **as** expensive **as** that one.
He is **as** tall **as** his brother.*

If you want to say that something is not as good as something else, then we use '**less**.
less..... than or '**not as good as**'

*This pen is **not as** new **as** that one.
This pen is **less** new **than** that one.*

Language Tip

To define how many syllables a word has, just sound it out.

Hap-py, In-tel-li-gent, Beau-ti-ful, etc...

You can vary the strength of the comparison by using qualifying expressions. You can use 'a lot', 'much', 'a little', 'slightly' and 'far' before 'more than' or 'less than'

- Sara's a lot more intelligent than Tim.
- This motorbike is much slower than the other one.
- He is much less sporty than he used to be.
- He's a little shorter than his sister.
- He's slightly less interested in going to art galleries than her.
- They are far more involved in politics than we are.

Language Tip

There are some exceptions to all the rules for making comparative adjectives. The following adjectives are irregular in pattern.

- good → better
- well (healthy) → better
- bad → worse
- far → farther/further

Remember the rules about **-er/more.*

For example:

*She's far taller than him. **NOT** She's far more tall than him.*

*Wendy is a little more prepared for the exam than Carol. **NOT** Wendy is a little prepareder for the exam than Carol.*

There are also expressions to use when comparing two similar things. These include:

'almost as ... as', 'not quite as ... as', '(not) nearly as ... as', 'nowhere near as ... as', 'twice as ... as' and 'half as ... as'.

These expressions modify the extent of the similarity. They could be placed on a scale from very similar to not very similar like this:

Very similar



She's almost as tall as you!
Jessica is not quite as strong as Susie.
I'm not nearly as patient as her!
This painting is nowhere near as famous as the Mona Lisa.
He's twice as old as his wife!
He's half as tidy as you!

Not very similar

Language Tip

Some adjectives double their endings when they are used in comparisons. This is generally done to keep the original sound of the word and used if the end of the word goes consonant/vowel/consonant.

For example: Big-bigger NOT biger.

*The stress needs to remain on the **g**; otherwise we would read it as Biger [baiger], like to rhyme with Tiger.

Other common examples include: hot- hotter, wet-wetter and fat-fatter.

Activity 1

Match the sentence beginnings and endings.

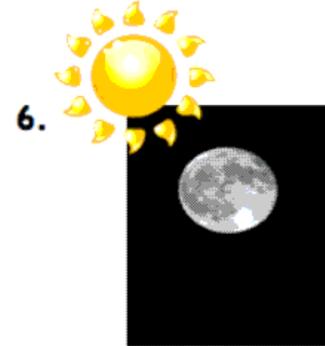
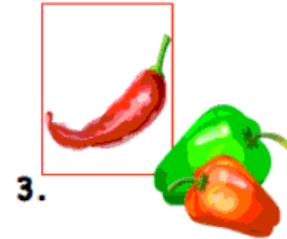
- | | |
|--|-------------------------------------|
| 1. I'm almost as old... | a. large as Dave's one. |
| 2. This company is making as... | b. as my hair. |
| 3. Your dog is far more... | c. quick as that one. |
| 4. My office is almost... | d. than doing lessons. |
| 5. This order is not as big... | e. as your wife. |
| 6. My car is... | f. many profits as that one. |
| 7. Sandra is not... | g. a promotion than I am. |
| 8. This route is as... | h. newer than your one. |
| 9. My house is... | i. interesting to talk to than him. |
| 10. This account is nowhere near as... | j. intelligent than mine. |
| 11. He is far more into watching... | k. as small as a cupboard. |
| 12. She is slightly more... | l. as the other one. |
| 13. You're a lot closer to getting... | m. closer than your one. |
| 14. My shoes are as wet ... | n. as kind as Jane. |
| 15. I like reading much more... | o. sports than his girlfriend. |

Answer here:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
e														

Activity 2

Make comparative sentences using these pictures.



- Hint 1. Remember that we use tall and short for people and big and small for things.
- Hint 2. Sushi is always singular as it is a collective noun, and pumpkin can be used in the plural and the singular.
- Hint 3. While all of these vegetables can be called peppers, we differentiate them by calling the hot one chilli pepper and the larger one capsicum.
- Hint 4. This type of car is often called a hotrod.
- Hint 5. Think about how each of these items is very useful in a situation, where the other would be no use at all.
- Hint 6. Use your knowledge of high school science to think up some interesting comparisons.

6. Verbs + ing Vs. Verbs + infinitive. Verbos + ing Vs Verbos + Infinitivo en inglés

If there are two verbs together in a sentence, often the second one is either in the infinitive form (to **play**) or the continuous form (**playing**). Have a look at this example, only one of the sentences is correct:

- I enjoy **to play** piano X
- I enjoy **playing** piano

a. We use the **infinitive** after certain verbs:

- **forget, help, learn, teach, train**
- **choose, expect, hope, need, offer, want, would like**
- **agree, encourage, pretend, promise, recommend**
- **allow, can/can't afford, decide, manage, mean, refuse**

Have a look at these examples:

- You **forgot** to water the plants.
- I can't **decide** what to wear.
- We **promise** to help you if we can.
- I **hope** to see you again soon.

b. We also always use the **infinitive** after adjectives:

- **happy, sad, sorry, disappointed, angry, pleased, delighted, glad, surprised, relieved etc.**

Have a look at these examples:

- I was **sorry** to hear about your recent troubles.
- I'm **happy** to hear from you.
- She was **angry** to discover Charles was lying to her.
- We're **delighted** to have you here in our home.
- They were **relieved** to know it was all over.

c. This is also the same for the form **too + adjective**:

- **too cold, too hot, too windy, too sunny, too salty, too sweet etc.**

Have a look at these examples:

- This tea is **too hot** to drink.
- It's **too windy** to go for a swim today.
- This soup is **too salty** to eat.
- My feet are **too sore** to walk anymore.

d. The **infinitive** is also used with the form **adjective + enough**.

- **rich enough, clever enough, strong enough, tall enough, short enough etc.**

Have a look at these examples:

- Are you **tall enough** to touch the ceiling?
- My four year old son is **clever enough** to read short novels.
- Will this glue be **strong enough** to fix the window?
- This sandwich is **big enough** to have for dinner!

a. The **-ing form** is used when the word is the subject of the sentence or clause. Have a look at these examples:

- **Running** is an excellent form of exercise.
- Doctors say that **eating** too much butter is bad for your health.
- It is well known that **smoking** damages your lungs.

b. The **-ing or continuous** form is used after certain verbs:

- avoid, dislike, enjoy, finish, give up, mind/not mind, practice etc.

Have a look at these examples:

- I **dislike** eating fish.
- I **practice** playing piano every evening.
- I **enjoy** baking cakes.
- I **don't mind** working late, as long as I get paid overtime.

c. The **continuous** form is also used after a preposition:

- to, without, against, at, by, from, for, until, with, up, before, after etc.

Have a look at these examples:

- We're looking forward **to** meeting you.
- Don't you leave the table **without** finishing your dinner!
- I'm **against** wearing fur.
- I'm **at** the café waiting for you.

Language Tip

Sometimes you can use -ing or infinitive verbs without a change in meaning:

For example:

-It started to rain./ It started raining.

-I like to play sports./ I like playing sports.

-I hate to watch horse racing/I hate watching horse racing.



Check **appendix III** to have a list of these verb patterns.

Activity 1

Fill the gap with the correct form of the verb.

1. I enjoy _____ (watch) films on Saturdays.
2. I need _____ (take) a holiday!
3. I'm against _____ (test) on animals.
4. Jane was so relieved _____ (see) her son again.
5. The boat was big enough _____ (fit) everyone on board.
6. I would like _____ (show) you all what I've been working on.
7. _____ (read) helps you learn English.

8. I decided not____(go) to the party.
9. She's afraid of____(go) by plane.
10. The water is too shallow_____(swim)properly.
11. I've decided_____(make) a change in my life.
12. When teaching English you need_____(devote) a little bit of time to each student individually.
13. I was going to take a course on giving up_____(smoke), but in the end, it was unnecessary.
14. Although I'm happy---_____(fish) all morning, I dislike_____(have) to clean them afterwards.
15. I don't mind_____(sleep) in, but I hate_____(have)to eat lunch as the first meal of the day.

Activity 2

Make sentences using the word given.

1. Practise.
2. Sorry.
3. Before
4. Too wide
5. Glad
6. Pretend
7. Love
8. To
9. Start
10. Enjoy

7. Relative clauses. Oraciones relativas en inglés

A relative clause is a way to add essential information to a sentence. Imagine that you are at a social gathering with some friends and some other co-workers. You see your friend Charles talking to a girl that is unknown to you and you want to know who she is. You could say to your friend

“A girl is talking to Charles. Do you know the girl?”

But it sounds quite formal and abrupt. A better way to ask this question, would be to start with the most relevant piece of information,

“Do you know the girl?”

But that doesn't give us quite enough information; there are probably a lot of girls in the room. So how do we distinguish this particular girl? The girl is talking to Charles, but instead of repeating the words 'the girl', we use a relative pronoun, in this case you use **who** (the relative pronoun used for people). So the final sentence is:

*“Do you know the girl **who** is talking to Charles?”*

Have a look at these chart related to the use of relative pronouns:

Relative Pronoun	Use	Example
Who	Subject or object pronoun used for people.	Have you seen the man who is the new marketing director?
Which	Subject and object pronoun used for animals and things.	The horse which Sue was riding is very friendly.
Which	Referring to the whole sentence.	He can't type at all which didn't surprise me.
Whose	Possession for people, animals and things.	Have you see the boy whose mother was on TV?
Whom	Object pronoun for people in non defining relative clauses(in defining relative clauses we prefer to use who)	I was invited by the councillor whom I met at the Christmas party.
That	Subject or object pronoun for people, animals and things in defining relative clauses	I liked the dress that you wore to the function last week.

How do we distinguish between subject pronouns or object pronouns?

You cannot distinguish between object and subject pronouns simply by form, as **that**, **which** and **who** can be used in both cases. Instead you must look at what is next to the relative pronoun to discover what form it is in:

A **subject pronoun** is always followed by a **verb**: eg. *Have you seen the cat **that** was sleeping on the neighbour's porch?*

An **object pronoun** is followed by a **noun** or a **pronoun**.

In **defining relative clauses**, the **object pronoun** can be dropped from the sentence, which is then called a **contact clause**: eg. The cat (**that**) Ann saw asleep

on the neighbour's porch.

1. Relative Adverbs:

A relative adverb is sometimes used instead of a relative pronoun + preposition to make the sentence clearer. Have a look at this example: *This is the day **on which** I left for France / This is the day **when** I left for France.*

Relative Adverb	Meaning	Use	Example
When	in/on which	Refers to a time expression.	The year when we met.
Where	in/at which	Refers to a place	This is the café where I first saw you.
Why	For which	Refers to a reason	I was wondering why you were looking at me.

2. Defining relative clauses

Defining relative clauses give information to be clear that both you and the person you are talking with know exactly **who or what** it is you are talking about. They give essential information (Note that **that** can replace **who** or **which**).

Imagine there are now two girls talking to Charles, but you don't know one of them and you want to ask your friend if he does, how do we differentiate between them? Perhaps you could look at what they are wearing. The unknown girl has a red dress on, so we would say :*“ Do you know the girl **that** is wearing the red dress?”*. If further clarification is needed: *“The one wearing the red dress **who** is talking to Charles”*.

Now you and your friend are absolutely clear who it is you are talking about. The girl is defined through the extra attributed given to her, without these, it would be unclear which girl we were talking about.

Defining relative clauses do not give extra information, so they are **not put into commas**.

Defining relative clauses are often used in definitions, as in: *A miner is someone **who** works in a mine.*

Object pronouns (who, which or that) in defining relative pronouns **can usually be dropped** from the sentence without a change in meaning. For example: *The girl (**who/whom**) I met last night was very pretty.*

3. Non-defining relative clauses

In a non-defining relative clause, extra information is given about a subject, but it is not necessary to make the subject of the sentence clear. They give non-essential information. They are put into **commas (or pauses in spoken English)**.

If there is only Charles and one girl in the room talking, then it is not necessary to add in extra information about her. We would simply say:

*“Do you know the girl, **who** is talking to Charles?”*

In non-defining relative clauses, **who/whom** cannot be replaced with **that**: *Jill, **who/whom** I went out with last week, is a fully trained nurse.*

Object pronouns cannot be removed from non-defining relative clauses: *The girl, who who/whom I met last night, is very pretty.*

REMEMBER:**Defining relative clauses:**

- have no commas;
- can replace who, or which with that;
- can omit who, which or that when they are the object of the clause.

Non-defining relative clauses:

- use commas (or pauses in spoken English);
- do not use that;
- cannot omit relative pronouns.

Activity 1

Are these sentences containing defining or non-defining relative clauses?

1. The girl, that I met last week, works at a shopping centre.
2. Can you spot the lion which is lying on the rock?
3. An Etymologist is a person who is a specialist in the history of words.
4. My cousin, who you met last week, will be visiting me this weekend.

Activity 2

Choose the best relative pronoun or relative adverb for these sentences. Sometimes more than one is possible.

1. I have a daughter who/where/that makes her own clothes.
2. I met an old man that/which/where had known my grandmother.
3. My favourite shirt, which/that/where I brought in Edinburgh, was ruined.
4. I have a cat who/that/whose likes to hide in boxes.
5. This is the office whose/in which/where I had my first real job.
6. Whose/Where/Which is that bag lying there on the table?
7. On my last holiday, when/that/where we went to Greece, I learnt how to make the perfect Greek salad.
8. On the Sundays of my childhood, in which/when/that the afternoons were long and golden, we always went swimming.
9. An accountant is often a person which/that/who loves counting money.

10. An old friend, whom/who/that I saw at a recent garden party, has a grandson.

Activity 3

Make sentences in either the defining or non-defining relative clause using the words given.

1. Who/my sister (non defining)
2. That/assistant director (defining)
3. Whom/a man (non defining)
4. Where/the park (defining)
5. Why/umbrella (non defining)
6. Which/roof(defining)
7. When/last week (non defining)
8. Whose/gloves (defining)
9. Which/horse (non defining)
10. At Which/time (defining)

Activity 4

Pick out whether the sentences contain subject pronouns or object pronouns.

1. I was talking to the old lady who lives across the street yesterday.
2. I was talking to that old lady living across the street yesterday.
3. I saw Harriet who was a friend from school.
4. I saw Harriet who I knew from school.

8. Reported speech. Estilo indirecto en inglés

If you are at a conference with a friend, and the speaker says something that you don't quite hear, the most normal thing is to ask your friend: *"what did he say?"*. Your friend will naturally reply: *"He said...."*

This is an example of reported speech (sometimes called indirect speech). When we change something from direct speech (the speaker's exact words) into reported speech, we change the structure of the sentence. This change is different for modifying statements, questions or requests.

1. Statements

When modifying statements, you often have to change:

- **Pronouns** - In reported speech, you may have to change the pronoun depending on who says what. (Direct) **"My** father will speak to you now"
(Reported) She says **her** father will speak to you now.
- **Present tense verbs** (into 3rd person singular) – In reported speech we move from I to she/he, so the verbs must also change from 1st person to 3rd person.
- **Place and time expressions** – If you are repeating something that someone said to you on an earlier day, sometimes the place and time expression will not make sense anymore. If you are in the office and Mr Benson (a client) calls you and you missed it, perhaps the message he leave on your phone would be "I was trying to reach you today" If you are asked about the call the following day, you cannot say **today** as it was the day before, so you would say "Mr Benson was trying to reach me **yesterday**"
- **tenses** (from present to past etc)

Direct speech	I like working late
Reported speech, no change in tense	She says she likes working late
Reported speech with change in tense	She said she liked working late.

The changes in tenses are as follows.

Direct Speech	Reported Speech
Simple present	Simple past
Present continuous	Past continuous
Past simple	Past perfect simple
Present perfect simple	
Past perfect simple	Past perfect continuous
Past continuous	
Present perfect continuous	
Past perfect continuous	Was / Were going to
Future (going to)	
Future (will)	Conditional (would)
Conditional	

2. Questions

For changing a question into reported speech, you have to follow the same rules as

above, but with two extras. If there is a question word, then it becomes an indirect question, if not then use if/whether as an interrogative.

For example:

With interrogative	Direct speech	"Why do you like working late?"
	<i>Reported speech</i>	<i>He asked me why I liked working late.</i>
Without interrogative	Direct speech	"Do you like working late?"
	<i>Reported speech</i>	<i>He asked me if/whether I liked working late.</i>

3. Requests

When modifying requests, check if you should change:

- pronouns
- place and time expressions

Use the same rules as those for statements. Tenses don't change with requests, so you only have to change the simple present into to + infinitive or not to + infinitive for a negative request.

For example:

Positive	Direct speech	"Can you pass me the salt?"
	<i>Reported speech</i>	<i>She asked me to pass her the salt.</i>
Negative	Direct speech	"Don't give up!"
	<i>Reported speech</i>	<i>He told me not to give up.</i>



Go to **appendix IV** if you want to have a general view of the verb changes.

Activity 1

Change these sentences from direct speech to reported speech

- "What is happening with the Sony account?"
He asked.....
- "Do you want to get something to eat?"
She asked.....
- "I believe we will be able to increase salaries by the end of next month."
She says.....
- "I think we have a long weekend this week, as Friday is a bank holiday"
He says.....
- "You're fired! Please clean out your desk immediately!"
He said that she.....
- "I came in late to the meeting this morning, sorry!"
He said.....

7. "I was thinking about having a drink tonight, are you interested?"

She said.....

8. "I'm looking for excellent sales people to take on new and exciting roles in different positions around the country."

He said.....

9. "I'll meet up with you later, I have to finish some work first."

She said.....

10. "Can you let me know when you'll be free to look over the proposal?"

He asked.....

Activity 2

Choose the correct word.

1. He told me *haven't touched* / *not touching* / *not to touch* the remote.
 2. Charlie said I *will be* / *I could have* / *I'm having* the afternoon off.
 3. Frances asked if she *comes to have a look* / *could come to have a look* / *do come to look* at the space tomorrow.
 4. Amy asked *does there* / *whether there was* / *will there be* any more pie.
 5. Olivia says *will you be staying* / *are you staying* / *did you stay* for tea
 6. John requested me *told you* / *tells you* / *to tell you* of the new regulations.
 7. Rachel asked whether *I was felt* / *if I had been feeling* / *I've been feeling* ill all weekend.
 8. He said *he thought* / *had been thinking* / *he's thinking* of leaving the country.
 9. She asked me *pass her* / *to have passed her* / *to pass her* the stapler.
- Mandy *had wanted to know* / *wanted to know* if you could cover her shift tonight.

9. Nouns, pronouns and articles. Nombres, pronombres y artículos en inglés

1. Nouns

Nouns are naming words. A noun can refer to a person, place, animal, thing, event, substance or quality.

For example: *Woman/Uncle (person)*
Park/Paris (place)
Cat/Bird (animal)
Book/Sky (thing)
Wedding/Party (event)
Water/Rock (substance)
Strength/Trust (quality)

We classify these nouns into concrete, abstract, proper and common:

- **concrete**, as in real, touchable objects = Scissors/Potato/House
- **abstract**, referring to ideas = Cost/Belief/Tradition
- refer to events or actions = Meeting/Robbery/Shopping
- refer to jobs = Waitress/Painter/Musician
- **proper** names of things = Monday/England/Rachel* (*Proper nouns always have a CAPITAL letter.)
- **common** nouns are all those that don't fall under another category.

1.1 The plural form

To make a noun plural, look at what it ends with and follow these simple rules:

- For most nouns, you simply **add 's'** to form the plural = Dog/Dogs, House/Houses, etc.
- For nouns already ending in 's', **add 'es'** = Cross/Crosses, Boss/Bosses, etc.
- For most nouns that end in 'y', **remove the 'y' and add 'ies'** = Party/Parties, Country/Countries.
- For nouns that end in a vowel + 'y', keep the 'y' and add 's' = Key/Keys, Toy/Toys.
- For nouns that end in 'f' or 'fe', **remove the 'f' and add 'ves'** = Knife/Knives, Hoof/Hooves.
- There are some nouns that are **irregular**, so you have to learn their plurals independently. These include: *Tooth/Teeth, Mouse/Mice, Foot/Feet, Sheep/Sheep, Woman/Women, Man/Men, Person/People, Child/Children, etc.*

1.2 Countable and uncountable nouns.

We divide nouns into things we can count individually, and things we cannot count.

For example: One apple, two apples. We know there are two as we can hold one in each hand and count them. But liquids like water are things we cannot count. We

can't hold water in our hands and make it into two individual things, so we call it an uncountable noun.

Countable Nouns	Uncountable nouns
Things we can recognize: pen/books/pictures/computer/floor/sky	Things that can't be held or sometimes even seen: all liquids/rice/luggage/news/music
Singular or plural	Only singular
When singular, <i>there must be a pronoun or article</i> : My cat likes cushions or I want <i>an</i> apple (not I want apple). When plural, <i>there is no need to use a pronoun or article</i> : Cats like cushions or I want apples .	We usually treat uncountable nouns as singular: <i>The news</i> is very depressing. Or <i>the gas</i> went out.
Can be preceded by <i>a/an</i> : A cat is <i>an</i> animal .	Can only use <i>a/an</i> with this formula ' a.....of..... ': <i>A grain of rice</i> or <i>A piece of music</i> .
<i>Some</i> and <i>any</i> * can be used: I've got <i>some</i> carrots . Or are there <i>any</i> blue shirts ?	<i>Some</i> and <i>any</i> can be used: I've got <i>some</i> wine or Is there <i>any</i> bread ?
We use <i>a few</i> and <i>many</i> to describe quantity: I've got <i>a few</i> skirts or I've <i>many</i> houses .	We use <i>a little</i> and <i>much</i> to describe quantity: I've got <i>a little</i> money or I've <i>much</i> happiness .

* *Usually Some is used in affirmative sentences and Any is used in negative ones and questions.*

Activity 1

Correct the flowing sentences.

1. I have quite a collection of dresss in my wardrobe.
2. I would like a wine please.
3. I need to buy carrot today.
4. I've got much shoes.
5. I need to brush my tooths.
6. I will be there in three daies.
7. Have you got many milk?
8. Did you see news?
9. I went to so many partys on the weekend.
10. The cats are animals

2. Pronouns

Pronouns are used to replace or refer to a noun in order to not to have to repeat the noun over and over.

For example:

I have a pet bird. My pet bird likes carrots. I like my pet bird.

*I have a pet bird, **he** likes to eat carrots. I like **him**.*

In this sentence '**he**' and '**him**' are the pronouns, referring back to the bird.

Here are some other examples, the pronouns are in bold:

*Sally went to a funeral last weekend. **It** was so sad.*

*Are there any more plates? There's **one** over there on the table you could*

use.

*I'll meet you at the café, **it's** just next to the department store.*

***We** really enjoyed the party last weekend, **it** was such fun!*

*Will **you** have another biscuit? I made **them myself**.*

Pronouns are divided into different functions:

2.1 Personal pronouns

Personal pronouns are used to represent specific people or things. This depends on:

- number: singular **I** or plural (**we**)
- person: 1st person **I**, 2nd person **you** or 3rd person (**he**)
- gender: male (**he**), female (**she**) or neuter (**it**)
- case: subject (**we**) or object (**us**)

When I talk about myself, I use 'I', not Sophia, when I talk to my friends I don't use their names, but 'you' or about somebody else, 'he' 'she' etc.

Here is a chart of the personal pronouns:

NUMBER	PERSON	GENDER	PERSONAL PRONOUNS		EXAMPLE
			Subject	Object	
Singular	1 st Person	Male/Female	I	me	I like fishing.
	2 nd Person	Male/Female	you	you	Will you come with me?
	3 rd Person	Male	he	him	He likes to fish in the river.
		Female	she	her	She likes to fish in the river with him.
	Neuter	it	it	I've never seen her catch a fish so quickly. It just jumped out of the water.	
Plural	1 st Person	Male/Female	we	us	We were so surprised.
	2 nd Person	Male/Female	you	you	It gave us such a fright to see you pulling a giant fish out of the river.
	3 rd Person	Male/Female/Neuter	they	them	We gave all the fish we caught to our family, and they were very happy to have them to eat.

2.2 Possessive Pronouns

We use possessive pronouns to show who something belongs to. Usually we use possessive pronouns in relation to people, but we can also use them for animals and things.

We use possessive pronouns depending on:

- number: singular (**mine**) or plural (**ours**)

-person: 1st person (**mine**), 2nd person (**yours**) or 3rd person (**his/hers**)

-gender: male (**his**), female (**hers**)

Possessive pronouns can be the subject or object, and can refer to a singular thing or many things in plural. For example:

*What beautiful pictures! Which one is **yours**? (**yours** = picture)*

Do you like the pictures? All of them are **mine**. (**mine** = pictures)

See the chart below for a complete list of all the possessive pronouns:

NUMBER	PERSON	GENDER	POSSESSIVE PRONOUNS	EXAMPLE.
Singular	1 st Person	Male/Female	mine	I like your scarf, do you like mine?
	2 nd Person	Male/Female	yours	Yes I like yours.
	3 rd Person	Male	his	But I don't like his very much.
		Female	hers	What about hers? The colours are quite lovely.
Plural	1 st Person	Male/Female	ours	Ours are the best ones!
	2 nd Person	Male/Female	yours	What wonderful scarves, they must be yours, as you two have such good taste.
	3 rd Person	Male/Female/Neuter	theirs	We know. They are much better than all theirs put together.

	Near	Far
Singular	This	That
Plural	These	Those

*Note that this and these sound different: in **this** the vowel sound is shorter whereas in **these** is longer.

Here are some examples:

*I like **this** teapot over here, much better than **that** one on the shelf.*

*Can I have some of **these** black plums, and also some of **those** peaches?*

***This** is a good year for growing strawberries, much better than **that** bad winter we had a few years ago.*

2.4 Interrogative Pronouns

The interrogative pronouns are what we use to ask questions.

The pronoun represents the thing we want to know. There are four main interrogative pronouns: **who**, **whom**, **what**, **which**. We sometimes include **whose** as well as a demonstrative pronoun as it is an interrogative possessive pronoun and so it fits in both categories.

Here is a complete list of the interrogative pronouns:

	SUBJECT	OBJECT	EXAMPLE
Person	Who	Whom	Who is that woman over there? With whom did you speak?
Thing		What	What do you want?
Person/Thing		Which	Which girl is the prettiest? Which drink do you want?
Thing		Whose (possessive)	Whose car is that?

Language Note

Note that we sometimes use the suffix **"-ever"** to make compounds from some of these pronouns (mainly **whoever**, **whatever**, **whichever**). When we add **"-ever"**, we use it for emphasis, often to show confusion or surprise.

Activity 1

Identify what types of pronouns are in the following sentences.

1. I adore your bag!
2. Whose plate is this?
3. What are you doing?
4. I like that hat!
5. He loves pasta.

Activity 2

Add in the appropriate pronouns to these sentences.

1. _____ is that girl over there? (what, whom, who, which)
2. I want to buy _____ one, but first can you show me _____ one on the shelf up there? (that/this, your/mine, this/this, this/that)
3. What's _____ problem? He should be nicer to _____. She's such a sweet girl. (her/you, his/her, your/you)
4. _____'m going to see the latest Scarlett Johansson movie, I love _____. Would _____ like to come? (You/her/he, I/him/I, I/her/you)
5. I like _____ one here. _____ do you think? (this/What, that/who, this/whom)

3. Articles

A/an and **the** are articles. **A/an** is the indefinite article. We use it to mean things in general. **A** we use it before consonants, and **an** we use it before vowels. **The** is the definite article. We use it when we want to be specific about something.

For example, if you think of the sky during the day, there is one sun and a lot of clouds. So we would say: *"Look at **the** sun!"* and *"I can see **a** rain cloud".*

There are a few rules when using A/An and The:

A/an	Example	The	Example	No article	Example
Used for objects that are not specific, or one of a number.	What a nice day!	Used for specific objects, or objects that both the speaker and listener know.	The rain is awful!	Used when we talk about non-specific things in plural.	Storms are raging all over the country.
Used the first time we introduce an object.	I ate in a nice French restaurant.	Used when we mention the object again.	The restaurant had an amazing menu.	Used to speak about things in general.	I love eating in restaurants.
Used as synonyms for the number one.	A hundred. Make a wish.	Used before plural countries or other plural regions and bodies of water.	The United Kingdom, The Netherlands, The Alps, The great lakes, The Pacific ocean, The Nile, The Black sea.	Used for all other countries, states, provinces, cities, lakes and mountains.	France, Washington, New South Wales, Mount Everest
Used to indicate one of a group.	She is a nun, I am a teacher.	Used before collective nouns.	The Tiger is a fierce creature.	Used for things in general.	Anna likes reading.
				Used for meals and places	Breakfast is the most important meal of the day. I go to University.

Activity 1

Write the correct article in the space, or leave it blank if there should be no article.

1. Did you see ____ sunrise today?
2. I'm ____ monk, what do you do?
3. Did you have any ____ dinner yet?
4. ____ Japan is on the news!
5. I'm going to cross ____ Himalayas.
6. I need ____ new pair of glasses
7. Last night I saw ____ great film.
8. Do you like ____ oysters?
9. ____ Elephant had an excellent memory.
10. Have you ever seen ____ Atlantic ocean?

10. Adjectives and adverbs. Adjetivos y adverbios en inglés

ADJECTIVES:

Adjectives are words that we use to describe nouns, as in *I have a new, red, velvet bag*. New, red and velvet are adjectives used to say what the bag is like.

Adjectives usually come before the noun they are modifying.

Adjectives will never vary according to the form of the noun

ADVERBS:

Adverbs are used to describe verbs, as in *I walked slowly and carefully along the cliff*. Slowly and carefully describe the way the speaker was walking.

Adverbs can come before or after the verb they are modifying.

Adverbs can be recognised by their form, function and position.

10.1 Function of the adverb

It can modify a range of other words or even sentences or phrases. In the examples below, the adverb is in bold and the verb is in italics.

It can change a verb:

- Dave *eats* **loudly**. (How does Dave eat?)
- Ann *works* **locally**. (Where does Ann work?)
- She **never** *exercises*. (When does she exercise?)

It can change an adjective:

- She is **really** *pretty*.

It can change another adverb:

- Bert drives **incredibly** *slowly*.

It can change a whole sentence:

- **Obviously**, *I can't know everything*.

It can change a prepositional phrase:

- It's **immediately** *inside the door*.

10.2 Form of the adverb

Most adverbs can be formed from adjectives by **adding 'ly'** to the end of the adjective.

For example:

slow-slowly, quick-quickly, grand-grandly.

If the word ends in a 'y' like 'happy' then we **change the 'y' to 'i'**. For example:

happy-happily.

There are some exceptions. In these cases the adverb does not change its form; examples are as follows: *fast, very, never, always, often, still...etc*

Some adverbs are unlike their verbs (irregulars), for example:

good has the adverb **well**.

10.3 Position of the adverb

The adverb has three main points of position:

- Before the subject: **Now** you can learn about grammar.
- Between the subject and the main verb: We **frequently** do exercises to remember everything.
- And at the end of the sentence, or after the object: There's no need to rush, you can take it **slowly**.

But, careful: the adverb will be placed after the verb to be, as in: she is always late.

10.4 Position of the adjective

The adjective always comes before the noun. When more than one adjective is used, we follow a specific order. For example: *I just got a new big, red, leather handbag from my sister.*

The general rule for the order of the adjectives is as follows:

opinion + size + age + shape + colour + origin + material + purpose +
NOUN

Activity 1

Identify whether the word in bold is an adjective or an adverb.

1. I want a **chocolate** ice-cream.
2. Your shoes are **beautiful**.
3. The cat crept **slowly** towards the bird.
4. Harold eats **amazingly** quickly.
5. We were **well** positioned for the attack.
6. I'm **late** for work.
7. It's **difficult** to believe you **never** got fired.
8. The **worst** thing is I **always** knew this would happen.

Activity 2

Choose the correct form of the word in brackets.

1. Sorry I'm _____ (late). I have had a lot of trouble with my car _____ (late).
2. Just take it _____ (slow), it's going to be a _____ (slow) day.
3. Dave talks _____ (loud). He is such a _____ (loud) person.
4. They learn English _____ (easy). They think it is an _____ (easy) language.

5. George is a _____ (good) guitar player. He plays guitar _____ (good).
6. The cat is making an _____ (extreme/strange) noise.
7. I sipped a spoonful of soup _____ (careful), but it tasted _____ (delicious).
8. I am a _____ (bad) football player, but I play basketball _____ (good).
9. It's a _____ (horrible) cold day. The wind is blowing _____ (terrible).
10. I _____ (often) eat chocolates, so I try to walk _____ (quick).

11. Appendix

Appendix I

Form and use of question words.

QUESTIONS: FORM AND USE		
<u>Question word</u>	<u>Question</u>	<u>Use</u>
Who	Who took the car to the garage?	questions about the subject – people
Whom	Who(m) have you told? To whom did you write the letter?	questions about the object of a verb or a preposition – people (formal use)
Whose	Whose clothes are these?	questions about possession
Why	Why did you leave the party early?	questions asking for a reason
Where	Where were you born?	questions about place
When	When is she going to arrive?	questions about time
Which	Which colour do you prefer?	questions about things (followed by a noun); questions involving a choice between known things
What	What upset you? (His manners.) What are you listening to? (Music.) What are you doing this weekend? What is Italy like? What does your brother look like? What kind of food do you prefer?	questions about the subject questions about the object questions about actions or activities, usually with the verb <i>do</i> . describing things, or general descriptions: <i>what + be + like</i> . to ask for a physical description of someone / something: <i>what + look like</i> to ask about a kind / type / sort of thing
How	How did you get home last night?	questions about manner or the way something is done
How much	How much patience does he have?	questions about non-count nouns
How many	How many cars do you own?	questions about count nouns
How far	How far is it from London to Bristol?	questions about distance
How long	How long does a lesson last?	questions about duration
How often	How often do you play squash?	questions about frequency
How big	How big is your house?	questions about size
How old	How old is this car?	questions about age
How + adverb (or adjective)	How fast does he drive? How rude can you get?	questions with the appropriate adverb / adjective

Taken from *English Grammar for C.O.U* by Jean Rowan with Maria Teresa Garzón Calles, Burlington Books 1994.

Appendix II

Active > Passive, changes.

ACTIVE	PASSIVE
PRESENT SIMPLE She makes the dinner.	am / is / are + past participle The dinner is made .
PRESENT CONTINUOUS She is making the dinner.	am / is / are + being + past participle The dinner is being made .
PRESENT PERFECT SIMPLE She has made the dinner.	have / has + been + past participle The dinner has been made .
PAST SIMPLE She made the dinner.	was / were + past participle The dinner was made .
PAST CONTINUOUS She was making the dinner.	was / were + being + past participle The dinner was being made .
PAST PERFECT SIMPLE She had made the dinner.	had + been + past participle The dinner had been made .
FUTURE SIMPLE She will make the dinner.	will + be + past participle The dinner will be made .
FUTURE PERFECT SIMPLE She will have made the dinner.	will + have + been + past participle The dinner will have been made .
BE GOING TO She is going to make the dinner.	be going to + be + past participle The dinner is going to be made .
MODALS She can / needn't make the dinner.	modal + be + past participle The dinner can / needn't be made .
THE INFINITIVE They want to remodel the house.	to be + past participle They want the house to be remodelled .

Nota: Los siguientes tiempos no tienen forma pasiva:

Presente perfecto continuo (*She has been making the dinner.*)

Pasado perfecto continuo (*She had been making the dinner.*)

Futuro continuo (*She will be making the dinner.*)

Futuro perfecto continuo (*She will have been making the dinner.*)

Consejo: Cuando pases una frase de activa a pasiva, cuenta el número de palabras que tiene el verbo en forma activa. En pasiva siempre hay una palabra más.

*She **pays** her bills.* → *Her bills **are paid**.*

Taken from *English Grammar for C.O.U* by Jean Rowan with Maria Teresa Garzón Calles, Burlington Books 1994.

Appendix III

Reported speech, verb changes.

TENSE CHANGES	
<u>DIRECT</u>	<u>INDIRECT</u>
Present Simple She studies English.	Past Simple ... she studied English.
Present Continuous She is studying English.	Past Continuous ... she was studying English.
Present Perfect Simple She has studied English.	Past Perfect Simple ... she had studied English.
Present Perfect Continuous She has been studying English.	Past Perfect Continuous ... she had been studying English.
Past Simple She studied English.	Past Perfect Simple ... she had studied English.
Past Continuous She was studying English.	Past Perfect Continuous ... she had been studying English.
Past Perfect Simple She had studied English.	No change
Past Perfect Continuous She had been studying English.	No change
Future Simple She will study English.	Future Past Simple ... she would study English.
Future Continuous She will be studying English.	Future Past Continuous ... she would be studying English.

TENSE CHANGES: MODALS AND SEMI-MODALS

DIRECT	INDIRECT
can She can study English.	could ... she could study English.
shall Shall I study English?	should ... if she should study English.
may She may study English.	might ... she might study English.
must / have to She must / has to study English.	had to ... she had to study English.

Los modales **should, could, would** y **might** y el semimodal **ought to** no cambian. En lugar de **must** se puede utilizar **will have to** en futuro y en este caso al pasarlo al estilo indirecto cambia a **would have to**.

Past Continuous She was studying English.	Past Perfect Continuous ... she had been studying English.
Past Perfect Simple She had studied English.	No change
Past Perfect Continuous She had been studying English.	No change
Future Simple She will study English.	Future Past Simple ... she would study English.
Future Continuous She will be studying English.	Future Past Continuous ... she would be studying English.

Taken from *English Grammar for C.O.U* by Jean Rowan with Maria Teresa Garzón Calles, Burlington Books 1994.

Appendix IV
Verb patterns.

Verb + <i>-ing</i>	
admit	doing coming going
adore	
appreciate	
avoid	
can't help	
can't stand/bear	
consider	
deny	
enjoy	
hate	
finish	
imagine	
involve	
justify	
like	
look forward to	
love	
mention	
mind/don't mind	
miss	
practise	
prefer	
resent	
resist	
risk	
spend/waste time	
suggest	
it's (not) worth	
it's no use	
it's no good	
there's no point (in)	

Verb + infinitive	
afford	
agree	
ask	
attempt	
beg	
dare	
decide	
expect	
forget	
help	
hope	
learn	
long	
manage	
need	
offer	
promise	
refuse	
seem	
want	
would like	
would love	
would prefer	
would hate	

Verb + somebody + infinitive		
advise		
allow		
ask		
beg		
cause		
dare		
enable		
encourage		
expect		
forget		
forbid		
force		
help		
inspire		
invite	me	to do
need	him	to come
order	them	to go
permit	someone	
persuade		
remind		
teach		
tell		
trust		
want		
warn		
would like		
would love		
would prefer		
would hate		

Verb + infinitive without <i>to</i>	
dare	do come go
had better	
help	
would rather	

Verb + somebody + infinitive without <i>to</i>		
help	him	do
let	them	come
make	someone	go

Verb + <i>-ing</i> or infinitive (with no change in meaning)	
begin	doing to do
continue	
love	
start	

Verb + <i>-ing</i> or infinitive (with a change in meaning)	
forget	doing to do
like	
remember	
regret	
stop	
try	

Taken from *New Headway Advanced Teacher's book* by Liz and John Soars and Mike Sayer, Oxford University Press 2003.

12. Grammar Answer key. Unit 1, 2 and 3

UNIT 1. VERB TENSES

Activity 1

1. Present perfect continuous.
2. Past simple.
3. Present continuous.
4. Present perfect.
5. Future perfect continuous.
6. Past perfect.
7. Future simple.
8. Present simple.
9. Perfect future.
10. Past perfect continuous.
11. Future continuous.
12. Past continuous.

Activity 2

1. I went walking in the park.
2. We arrived last night.
3. He had been cooking for three hours when she came.
4. We were watching TV when he knocked on the door.
5. I will be in Switzerland next week.
6. She will have been training for five years before the next Olympic Games.
7. I will be studying English next year.

Activity 3

1. Look it's snowing! It will be a white Christmas this year.
2. I love horses, they are such beautiful animals.
3. I will be having dinner with my mum tomorrow.
4. Harold hated avocados when he was a child.
5. I will have been living in Barcelona for three years in December.
6. I was reading the paper when she arrived.

7. I have been living here for three months.
8. I'll buy some more milk at the supermarket.
9. I had been living there for a year.
10. Shelly likes chocolate, so I'm making her a cake for her birthday.

UNIT 2. QUESTIONS

Activity 1

1. What are you doing in the garden?
2. Do you like fish? I do!
3. You can't pass me the salt, can you?
4. When are you coming to visit?
5. He likes chocolate, doesn't he?
6. Where is my cell phone?
7. It isn't cold today, is it?
8. Have you seen my pen?
9. How old are you?

Activity 2

Sample answers.

1. What movie are you going to see tonight?
2. Where is it playing?
3. Why are they showing it?
4. Are you going to dress up?
5. Did you finish your essay?
6. What did you write about?
7. Are you feeling confident about it?
8. I don't think I'll get a good mark, do you?
9. You've got a job interview today, haven't you?
10. Have you updated your CV?
11. What's the position?
12. Have you done that sort of work before?
13. Are you going to wear that suit?

UNIT 3. MODAL VERBS**Activity 1**

1. They can't have got up yet.
2. They must be on holiday.
3. They might have a lot of magazine subscriptions.
4. He mustn't have noticed it.
5. He might not have had time to clean it.
6. It may have just happened.

Activity 2

1. She had a lot of energy; she could surf all day, dance all night.
2. All noise should be kept to a minimum after 11pm.
3. Would you like me to close the window? You look cold!
4. I'll take that bag for you, if you like.
5. You really ought to see the doctor regarding your ill health.
6. Shall I show you to your room?
7. Can you pass me the butter please?
8. We may not be able to finish the project on time.
9. Could I take tomorrow off? It's my birthday.
10. You really shouldn't touch that, you might hurt yourself.

Activity 3

1. Could/May I take a holiday next month?
2. Can/Could you pass me the salt?
3. Would you mind if I switched the light on?
4. I may/might have time to help you with the move tomorrow.
5. There might/may be an increase in taxes next year.
6. I could come and pick you up at the airport.
7. Sales figures should increase next year.
8. Sales figures will increase next year.
9. I can fix the computer.
10. I can't fix the DVD player.

11. I left my old job so that I could work here.
12. Can/Could I have a glass of wine?
13. Would you make me a cup of tea?
14. Shall I call Mr Bartlett now? I'll call Mr Bartlett now if you like?
15. Would you like to come out to dinner with me?
16. Shall we say 9pm?
17. You really should/ ought to see a dentist.
18. I really must leave/be going now.
19. You mustn't speak, unless spoken to.

13. Grammar Answer Key. Unit 4, 5 and 6

UNIT 4. CONDITIONALS

Activity 1

1. If I don't tidy my desk, my office looks messy (zero).
2. If I had had more time I would have completed everything (3rd).
3. If it rains this afternoon I will stay home (1st).
4. If I did more exercise I would look better in a suit (2nd).
5. If I had spent less money then I could have brought a house by now (3rd).
6. When I don't eat breakfast I feel tired by lunchtime (zero).
7. I might arrive on time if I had a car (2nd).
8. I'll go surfing if this weekend is fine (1st).

Activity 2

1. If I eat a rotten apple I will get sick.
2. I might have been hurt if I had not been wearing a seatbelt.
3. I shouldn't have had so much wine if I wanted to drive home.
4. If I had a million dollars, I would take you on holiday.
5. When you are late to a meeting, you make us look bad.
6. If I had needed a better parking space would you have given it to me?
7. If you tucked in your shirt, you would look more presentable.
8. I will stay home if I am not feeling well tomorrow.

Activity 3

Sample answers

1. I would buy a house at the beach if I had a million dollars.
2. If I didn't have to work, I would spend more time reading.
3. When butter is in a hot saucepan it melts.
4. If I had lived in the 1880s, I would have been a pioneer.
5. If I need more exercise, I will go running.
6. If I miss the bus I take a taxi.
7. I will stay home and read a book if it rains this afternoon.
8. I would have learnt French if it was the most international language.

Activity 4

- I wish you were with us soon
- I wish she hadn't come last night.

UNIT 5. PASSIVES & MAKING COMPARISONS**1 Passives****Activity 1**

1. Lemons were brought (by me).
2. A white dress was being worn (by her).
3. If gumboots were brought (by me), my feet would be dry.
4. A note has been written (by Simon) to me.
5. An umbrella will be taken (by her).
6. The photo is being taken (by me).
7. If a lottery ticket had been got (by you), we might have won.
8. A chair is moved (by Sally).

Activity 2

1. a
2. b
3. b
4. a
5. a
6. b
7. c
8. c
9. b

Activity 3

Passive sentences are in red.

Were too many bills paid by you last year? Are bill payments a source of confusion for you? If the answer is yes, then help can be given by us, Combined Bills. Your individual bills are taken by us and one new bill is made from them. One easy payment. If Combined Bills is chosen by you, then your life will be made easier by us!

Sample answer.

Were too many bills paid by you last year? Are bill payments are source of confusion

for you? If the answer is yes, then we can help you. Combined Bills takes your individual bills and makes one new bill is made from them. One easy payment. Chose Combined Bills and we will make your life easier!

2. Making comparisons

Activity 1

1. e
2. f
3. j
4. k
5. l
6. h
7. n
8. c
9. m
10. a
11. o
12. i
13. g
14. b
15. d

Activity 2

Sample answers

1. She is (a lot) shorter than him./He is (much) taller than her.

His hair is darker than hers./ Her hair is lighter than his.

She is much younger than him./He is quite a lot older than her.

Her feet are not nearly as large as his./His feet are nowhere near as small as hers.

2. The pumpkins are (quite) a lot larger than the sushi./The sushi is much smaller than the pumpkin.

The sushi is almost as healthy as the pumpkin./The pumpkin contains more vitamins than the pumpkin.

Sushi is much more popular in Japan than pumpkin./Pumpkin is twice as popular in the USA than the sushi.

The pumpkin is far harder to the touch than the sushi./The sushi is a lot softer than the pumpkin.

3. The chili pepper is far hotter than the capsicum./The capsicum is not nearly as hot as the chili pepper.

The capsicum is quite a lot larger than the chili pepper./The chili pepper is not nearly as large as the capsicum.

The chili pepper is almost as juicy as the capsicum./The capsicum is less strong in flavor than the chili pepper.

The capsicum is used nowhere near as frequently in Indian cooking as the chili pepper./The chili pepper is not found so frequently in Spanish cooking as the capsicum.

4. The blue car is nowhere near as large as the truck./The truck is not as small as the blue car.

The blue car is much faster than the truck./The truck is much slower than the blue car.

The blue car has half the space of the truck./The truck has twice as much space as the blue car.

The truck is almost as old as the blue car.

5. The umbrella is much more colourful than the pen./The pen is much less colourful than the umbrella.

The umbrella is quite a lot more useful in the rain than the pen./The pen is far less useful in the rain than the umbrella.

The umbrella is twice as large as the pen./The pen is half the size of the umbrella.

6. The sun is much larger than the moon./The moon is much smaller than the sun.

The sun is far hotter than the moon./ The moon is far colder than the sun.

The moon is quite a lot closer to us than the sun./ The sun is nowhere near as close to us as the moon.

The sun is twice as bright as the moon./The moon is half as bright as the sun.

UNIT 6. Verbs + ing vs. verbs + infinitive

Activity 1

1. watching
2. to take
3. testing
4. to see
5. to fit
6. to show
7. Reading

8. to go
9. going
10. to swim
11. to make
12. to devote
13. smoking
14. to fish /having
15. sleeping/ to have or having.

Activity 2

Sample sentences

1. I practiced doing mathematical problems for homework when I was a child.
2. We were sorry to hear of your recent misfortunes.
3. Before going to bed, remember to take your pills.
4. This boat is too wide to fit through the canal.
5. Jill was glad to receive such a big bouquet of flowers.
6. I pretended not to notice Bill's strange behavior.
7. I love going to the cinema/I love to go to the cinema
8. We walked to the river, looking at the beautiful scenery all around us.
9. The children started to run towards the playground/The children started running towards the playground.
10. I enjoyed listening to your performance tonight.

14. Grammar Answer key. Unit 7, 8, 9 and 10

UNIT 7. RELATIVE CLAUSES

Activity 1

1. Non defining.
2. Defining.
3. Defining.
4. Non defining.

Activity 2

1. Who/That
2. That
3. Which/That
4. That
5. In which/where
6. Whose
7. when
8. in which/when
9. that/who
10. whom

Activity 3

Sample Answers

1. My sister, who is a nurse, just graduated!
2. Who is the new girl that is talking to the assistant director?
3. There was a man, whom none of us knew, he was standing by the window all night.
4. This park is the place where I spent a lot of my childhood.
5. He was carrying an umbrella, I couldn't think why as it wasn't raining and the sky was clear, but he walked along proudly.
6. Have you ever seen that cat which is sunning itself on the neighbour's roof before?
7. Last week, especially when the children were home, I had the most terrible headache!
8. Whose gloves are those purple ones?

9. The horse kicked, which really startled me, I'd never seen anything like it.
10. At which time had you proposed the meeting to commence

Activity 4

1. Subject pronoun.
2. Object pronoun.
3. Subject pronoun.
4. Object pronoun.

UNIT 8. REPORTED SPEECH

Activity 1

1. He asked what was happening with the Sony account.
2. She asked if/whether I wanted to get something to eat.
3. She says she believes that they will be able to increase salaries by the end of the month.
4. He says he thinks we will have a long weekend as this Friday is a bank holiday.
5. He said that she was fired and he asked her to clean out her desk immediately.
6. He said that he had come into the meeting late and that he was sorry.
7. She said that she had been thinking about having a drink tonight and she asked me if I was interested.
8. He said that he was looking for excellent sales people to take on new and exciting roles in different positions around the country.
9. She said that she would meet up with me later as she had to finish some work first.
10. He asked if I could let him know when I was free to look over the proposal.

Activity 2

1. He told me not to touch the remote.
2. Charlie said I could have the afternoon off.
3. Frances asked if she could come to have a look at the space tomorrow.
4. Amy asked whether there was any more pie.
5. Olivia says will you be staying for tea.
6. John requested me to tell you of the new regulations.
7. Rachel asked if I had been feeling ill all weekend.
8. He said he had been thinking of leaving the country.

9. he asked me to pass her the stapler.
10. Mandy wanted to know if you could cover her shift tonight

UNIT 9 . Nouns, Pronouns and Articles

1. Nouns

Activity 1

1. dresses
2. (a glass of) wine
3. carrots
4. many shoes
5. my teeth
6. three days
7. much milk
8. the news
9. parties
10. Cats are animals.

2. Pronouns

Activity 1

1. Possessive
2. Possessive interrogative
3. Interrogative
4. Demonstrative
5. Personal

Activity 2

1. Who
2. this/that
3. his/her
4. I/her/you
5. this/What

3. Articles

Activity 1

1. the

2. a
3. blank
4. blank
5. the
6. a
7. a
8. blank
9. blank
10. the

UNIT 10. Adjectives and Adverbs

Activity 1

1. Adjective
2. Adverb
3. Adverb
4. Adverb
5. Adjective
6. Adverb
7. Adjective/adverb
8. Adjective/adverb

Activity 2

1. late/lately
2. slowly/slow
3. loudly/loud
4. easily/easy
5. good/well
6. extremely/strange
7. carefully/delicious
8. bad/well
9. horrible/terribly.
10. often/quickly