1 Present simple and present continuous

1.1 Present simple

**USE**
- It expresses general statements of a fact or a permanent situation that is unlikely to change. *Most animals kill only for food.*
- It expresses repeated or usual actions. *He always eats a sandwich for lunch.*
- It expresses scheduled events in the near future (public transport, shows, etc.). *The film begins at 9.*

**SPELLING -S**
When adding *-s* in the third-person singular:
- verbs ending in consonant + *-y* 
  
  \[ \text{studies} \]
- verbs ending in *-o* 
  
  \[ \text{goes, does} \]
- verbs ending in *-sh, -ch, -s, -z, -x* 
  
  \[ \text{washes, watches, buzzes} \]

**FREQUENCY ADVERBS**
Frequency adverbs like *always, often, sometimes, usually, hardly ever, seldom, never,* etc. have a specific place in the word order.
- They follow the subject with simple tenses. *He never forgets birthdays.*
- They come after the simple tenses of the verb *be.* *I am rarely angry.*
- With interrogative phrases they come after the subject. *When does the train usually leave?*

1.2 Present continuous

**USE**
- It expresses actions taking place or in progress at the moment of speaking. *I am studying right now.*
- It expresses actions taking place only for a limited period of time that is still in progress. *I am taking five courses this semester.*
- It expresses actions that are arranged for the near future; there is an indication of time, either direct or implied by the context. *Sam is leaving at noon tomorrow.*
- It expresses complaints, annoyance or anger. In these cases it is used with the adverb *always.* *Alice is always leaving her dirty socks on the floor.*

**SPELLING -ING**
When adding *-ing:*
- verbs ending in single *-e* 
  
  \[ \text{arguing} \]

- verbs of one syllable ending in vowel + consonant 
  
  \[ \text{stopping} \]
- verbs of two or more syllables ending in vowel + consonant with stress on the last syllable 
  
  \[ \text{admitting} \]
- verbs ending in vowel + *-l* 
  
  \[ \text{travelling} \] (BrEn)
- verbs ending in *-ic* 
  
  \[ \text{panicking} \]

<table>
<thead>
<tr>
<th><strong>PRESENT SIMPLE VS PRESENT CONTINUOUS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present simple</strong></td>
</tr>
<tr>
<td>habitual actions</td>
</tr>
<tr>
<td>She <em>reads</em> exciting novels;</td>
</tr>
<tr>
<td>My parents normally <em>drink</em> tea, but now they <em>are drinking</em> coffee.</td>
</tr>
<tr>
<td>What <em>do you do?</em> (What’s your job?)</td>
</tr>
</tbody>
</table>

1.3 Dynamic and stative verbs

**USE**
Some verbs, called ‘stative verbs’, are not used in the continuous tenses and, therefore, in the case of the present tense they only have the present simple form. They describe states and not dynamic activities. Verbs which describe actions or activities are called ‘dynamic verbs’, and they have both a simple and a continuous form.

**COMMON STATIVE VERBS**

| Mental activity | agree, appreciate (= understand), assume, believe, doubt, expect (= think), feel (= think, sense), forget, guess, imagine, know, mean, perceive, realise, recall, recognise, recollect, remember, remind, see (involuntary action), suppose, think (= have an opinion), understand |
| Posession | belong, have, owe, own, possess |
| Sense perceptions (normally used with *can*) | feel, hear (involuntary action), see, smell (= perceive a scent or an odour), taste |
| Other existing states | appear, be, concern, consist, contain, cost, depend, exist, hold, keep, matter, resemble, seem, signify, sound, weigh |
| Auxiliaries | be, have |

**STATIVE VERBS WITH A CONTINUOUS FORM**
Some stative verbs can be commonly used as continuous with a difference in meaning. Here are some examples:
- *Hear:* listen formally to complaints. *The court is hearing evidence this afternoon.*
1 **CHOOSE** the correct option to complete the sentences.

1. ‘Look! What do those children do / are those children doing?’
   - ‘They are climbing / climb a tree.’
2. ‘What do you do / are you doing in your free time?’
   - ‘I am usually listening / usually listen to music.’
3. ‘How many people work / are working in this office?’
   - ‘There are normally twenty, but three of them are working / work in another office this week.’
4. ‘Do you know / Are you knowing any good films to see this week?’
   - ‘Yes, the Odeon shows / is showing a brilliant film called Magic on the Moon.’
5. ‘You look so serious! What do you think / are you thinking about?’
   - ‘I think / am thinking about our next English test.’
6. ‘My brother Anthony is often playing / often plays football in the park on Saturday, but this week he plays / is playing tennis with a friend.’
7. ‘They aren’t liking / don’t like foreign films because they aren’t understanding / don’t understand them.’
8. ‘Our new neighbour is being / is a really nice man and he rarely gets / is rarely getting angry.’

2 **COMPLETE** the dialogue using the correct form of the verbs from the box.

- sleep • get on • go • like • find • have • shout
- be • know • want

Martha: Hi, Ewan, how are things with you?
Ewan: Not too good, I’m afraid. I (1) _______________ through a difficult time at the moment.
Martha: I’m sorry to hear that. Anything you (2) _______________ to talk about?
Ewan: Well, first of all I (3) _______________ it difficult to study because I (4) _______________. (not) very well.
Martha: (5) _______________ (you) tense about something?
Ewan: Yes, I certainly am because my dad (6) _______________ (always) at me about keeping my room untidy and listening to music that’s too loud.
Martha: Perhaps he’s tense too, maybe he (7) _______________. (not) his job any more?
Ewan: That’s a good point. He (8) _______________ a new boss and I (9) _______________ they (10) _______________. (not) well just now.

3 **READ** the sentences and decide which are correct and which contain a mistake. Correct the mistakes.

1. Water is boiling at 100 °C.
2. At the moment the sun shines.
3. Do they know the answer to this question?
4. Are you liking the Beatles?
5. When is the train for York leaving on Monday mornings?
6. ‘What is that man doing in the garden?’ ‘He plants the roses.’
7. Is anyone using this pen? Can I borrow it for a moment?
8. My dad normally watches the news in the evening.

4 **MULTIPLE-CHOICE CLOSE.** For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

**Modern heroes**

(0) _______________ you believe in heroes? In this period (1) _______________ this fantastic new game on my tablet with my friends, all about an ancient Greek hero called Erebus. We (2) _______________ normally play during the week as we always (3) _______________ a lot of homework. But our teacher never (4) _______________ us a lot of work over the weekend so we have time to dedicate to project work. At the moment we (5) _______________ on an interesting project about modern heroes so our game is part of our research! The project asks whether heroes still (6) _______________. Our teacher definitely (7) _______________ there are modern heroes — in fact he probably thinks (8) _______________ one of them.

0 A Does  B Do  C Is  D Are
1 A plays  B play  C playing  D am playing
2 A does  B don’t  C doesn’t  D do
3 A have  B are having  C is having  D has
4 A giving  B gives  C gives  D give
5 A work  B are working  C is working  D works
6 A exist  B existing  C are existing  D exists
7 A is thinking  B doesn’t think  C thinks  D don’t think
8 A is he  B he is  C he is being  D is he being
2 Present perfect, 

been and gone

2.1 Present perfect

USE

• It expresses the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time is not important.

They have moved into a new apartment.

• It expresses the idea that the past action involved has results in the present.

The lift has broken down. (We have to use the stairs.)

• It expresses the idea that a past action can be repeated in the present time.

I have seen wolves in that forest. (So it is still possible to see them again.)

James Cameron has made many films. (He still makes films.)

• It is used for actions occurring in an incomplete period of time which may be indicated by today, this morning/week/month/year/century, lately, recently, in the last few days/weeks/months/years, before.

I have seen Tom this afternoon. (It’s 3 p.m.)

• It is used for the repetition of an activity before now.

We have had four tests so far this semester.

I have flown on an aeroplane many times.

⚠️ SPELLING -ED

When adding -ed:

• verbs ending in single -e argued

• verbs of one syllable ending in vowel + consonant stopped

• verbs of two or more syllables ending in vowel + consonant with stress on the last syllable admitted

• verbs ending in vowel + ed travelled (BrEn)

• verbs ending in -ic panicked

• verbs ending in consonant + -y studied

2.2 Present perfect with adverbs of time

USE

• The present perfect is often used with indefinite time adverbs such as already, always, ever, just, never, often, rarely, seldom, still, yet.

I have already finished this book.

I have not finished this book yet.

Has the postman arrived yet?

Have you ever been to England?

I’ve just washed my scooter.

We’ve never changed a tyre before.

• It is also used with phrases such as so far, up to now, this is the first/second time that ... and with superlatives.

I haven’t learnt much in the course so far.

This is the first time I’ve met Tom.

That is the most interesting museum I’ve ever visited.

⚠️ WORD ORDER

Where to place adverbs:

<table>
<thead>
<tr>
<th>Before the past participle</th>
<th>At the end of the sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>already, ever, just, never, still</td>
<td>once, twice, three/many/several times</td>
</tr>
<tr>
<td>almost, nearly</td>
<td>so far, up to now, recently, lately, in the last few days, before</td>
</tr>
<tr>
<td>always, often, rarely, seldom</td>
<td>yet</td>
</tr>
</tbody>
</table>

2.3 Been and gone

USE

• Gone is used when someone has left to go somewhere, is still there and hasn’t returned.

• Been is used when someone has visited somewhere, possibly more than once, and also returned.

| They have gone to Rome. (They are in Rome or on their way there, and they haven’t come back yet.) | They have been to Rome. (They went to Rome and they have already come back.) |
| Paul has gone to the hospital this morning. (He is still there or on his way there.) | Paul has been to the hospital this morning. (He went and has come back.) |

1 CHOOSE the correct option to complete the sentences.

1 I have met just / have just met our new neighbour, he has been / gone to Paris on business.

2 How many times have / has our teacher told / tell us not to copy in the maths test?

3 ‘Where are your classmates?’ ‘They’ve been / gone to the media laboratory. They’ve never been / gone there before.’

4 I have already seen / have seen already three films about Pompeii and listened to four documentaries about Naples for my history project so far!

5 ‘Have you spoke / Have you spoken to your brother this morning?’ ‘No, I haven’t seen him yet / already.’

6 Hello, have we met / meet before? I think I’ve see / seen your face on television. Have you never / ever been in a quiz programme?

7 This year has / have been an excellent year for olives. The harvests have ever / never been so good.

8 Can you tell me your mobile number? I’m afraid I have forgotten / forgot it again. I haven’t found / have found it very difficult to remember anything recently!
**COMPLETE** the sentences using the correct form of the verbs in brackets.

1. ‘………………………………… (you / to read) The Hunger Games yet?’ ‘Yes, I …………………………… (already / to read) it three times and I …………………………… (just / to see) the film.’
2. ‘What’s happening?’ ‘Oh, our neighbour’s dog …………………………… (just / to fall) into the swimming pool and my brother …………………………… (to jump) in to save him.’
3. Our school team …………………………… (to win) the National Volleyball Cup for the third time.
4. I …………………………… (to have) a lot of strange dreams recently. I …………………………… (never / to sleep) so badly.
5. What a wonderful party! We …………………………… (seldom / to enjoy) such a good evening.
6. ‘Where …………………………… (you / to be)? You look happy, …………………………… (you / to receive) good news?’ ‘Yes, I …………………………… (just / to hear) that I …………………………… (to pass) my driving test.’
7. This is the first time my sister …………………………… (to use) websites for shopping online and she …………………………… (to spend) a lot of money!
8. ‘………………………………… (you / to tell) your friends about the new sports centre?’ ‘No, I …………………………… (not to mention) it to anyone yet.’

**READ** the sentences and decide which are correct and which contain a mistake. Correct the mistakes.

1. This is the third time I read this article.
2. Tom and Mary haven’t see the latest CSI series yet.
3. Have you ever bought a Russian novel?
4. Have your parents yet come back home?
5. It’s only 10 a.m., but I have already written a lot of emails this morning.
6. Have you ever gone to Rome?
7. ‘Is Mr Brown here?’ ‘No, he’s been to the bar.’
8. My sister has often been ill after eating strawberries.
9. Let’s bring the washing in, it has just start to rain.

**WRITE** sentences using the present perfect and the prompts below.

1. I / just / have / my third job interview.
2. They / never / read / any comics / by Leo Ortolani.
3. The firemen / already / evacuate / the building.
4. We / see / her / several times / in the last few days.
5. The game shop / close / yet?
6. This / be / the first time / Susan / go / abroad?

**FCE Reading and Use of English – Part 2**

**OPEN CLOZE.** For questions 1-8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

---

**ODD JOBS**

Have you (0) _______________ EVER _______________ had a part-time job? Maybe you (1) _______________ helped at a local shop or done baby-sitting for neighbours’ children. My brother and I have (2) _______________ done lots of different small jobs in our spare time. I have (3) _______________ a dog-sitter for example and have recently (4) _______________ some shopping for an elderly friend of my parents. My brother (5) _______________ taught maths and physics to middle-school children and has even chosen to be a lifeguard at our local swimming pool. He’s an excellent swimmer of course. Perhaps the best job I’ve (6) _______________ had was organising a children’s party for a five-year old. It was such fun and since then I’ve organised at least five others. I have (7) _______________ earned much money of course, but at least I have gained lots of work experience and have usually had lots of fun too, (8) _______________ to now.
3 Past simple and past continuous

3.1 Past simple

USE
• It is used to express that an activity or situation began and ended at a particular time in the past.
  *I bought a new car three days ago.*
• It is also used for an action whose time is not given but which occupied a period of time now finished.
  *He lived in Paris for ten years, but now he lives in Rome.*
• Sometimes a definite time in the past is stated or the time is asked about.
  *He arrived a minute ago.*
  *I saw my cousin yesterday / last week.*
  *When did you meet him?*
• Time needn’t be mentioned if it is clear when the action took place.
  *I bought this car in Montreal.*
• It is used to describe completed actions which happened in sequence.
  *When Jane arrived, we watched TV.* (= Jane arrived and then we watched TV.)
• It is used with the expressions *It’s time ... / It’s high time ... / It’s about time ... It’s time we left.*
  *It’s about time you started recycling.*

⚠️ IRREGULAR VERBS
When studying the past simple, remember that there are regular and irregular verbs.

* For a list of irregular verbs see p. 131
* For spelling rules for -ed see p. 8

PRONUNCIATION

<table>
<thead>
<tr>
<th>-ed is pronounced:</th>
<th>/t/</th>
<th>/d/</th>
<th>/id/</th>
</tr>
</thead>
<tbody>
<tr>
<td>after voiceless sounds:</td>
<td>/k/, /p/, /f/, /s/, /ʃ/, /ʃ/</td>
<td>/b/, /l/, /n/, /v/, /z/</td>
<td>/t/ and /d/</td>
</tr>
</tbody>
</table>

*watched /wɒtʃt/, washed /wɒʃt/ |

PUNCTUATION

* A comma is used when the adverbial clause precedes the independent clause.
** When the adverbial clause follows the independent clause, usually no comma is used.

3.2 Past continuous

USE
• It can be used to express an action that was in progress at a particular time in the past. The action began before, was in progress during, and continued after that particular time in the past. *He was sleeping at 10 p.m. last night.*
• It is also used to express an action that was in progress when another event took place (normally in the past simple). *He was sleeping when I arrived.*
• As it is a continuous tense, it can only be used with dynamic verbs. (☞ See p. 6)
• When it is used without a time expression, it indicates a gradual development or a description.
  *The sun was rising.*
  *A girl was playing the piano.*
• It indicates two actions occurring at the same time and covering a certain period of time.
  *I was watching TV and Tom was reading a book.*

⚠️ PAST SIMPLE VS PAST CONTINUOUS

<table>
<thead>
<tr>
<th>Past continuous</th>
<th>Past simple</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>When, while and as</em> can be used with the past continuous in the longer of two actions, to mean ‘during that time’. They suggest that the action took enough time to complete to allow something else to happen while it was going on.</td>
<td></td>
</tr>
</tbody>
</table>
| *Only when* can be used with the past simple to express either:
  a) the action interrupting the one in the past continuous;
  b) or an action followed by another action. In this case, it means ‘at that time’. |

| *When* / *While* / *As* I was walking home,** I was planning my holiday.* |
| *Only when* can be used with the past simple to express either:
  a) He was talking on the phone** when I arrived.** |
| *b) When it began to rain,** I stood under a tree.* |
1 MATCH a beginning (1-7) with a suitable ending (a-g).

1 What were you doing
2 It suddenly started raining
3 The train arrived late and there were no taxis
4 I bought two summer dresses this morning
5 Where were you yesterday? I didn’t see you at the meeting.
6 Have you seen the new French teacher?
7 A new sports centre has opened in our town

a. so we missed the beginning of the concert.
b. Yes, he was here five minutes ago.
c. when I called you yesterday at 9 o’clock?
d. and the local mayor opened it officially yesterday afternoon.
e. while we were playing basketball in the park this morning.
f. before I ran out of money.
g. I was travelling back from the sea.

2 COMPLETE the sentences using the correct form of the verbs in brackets.

1 While Sally was setting the table, we
2 This email
3 The driver
4 The match was starting when the fire alarm
5 While the children
6 My father

3 WRITE sentences using the past simple or the past continuous and the prompts below.

1. What song / you / sing / when / I / arrive / home / an hour ago?
2. As / Henry and I / run / in the park, / we / meet / two old classmates.
3. It / be / about time / they / look for / a new babysitter.
4. I / not expect / mount the podium, / but I / do it!
5. Amy / still / sleep / at 9.00 a.m. / this morning.

4 COMPLETE the dialogue using the correct form of the verbs from the box.

Mum: Good morning, Tony, so how (1) __________ (it) last night?
Tony: Oh, it was a great party, there (2) __________ lots of people
Mum: Who (4) __________ it?
Tony: The teachers of all the local schools (5) __________ together
and organised it as an end-of-year party.
Mum: Was there any music?
Tony: Yes, of course. Actually there was a live band and while they
Tony: I don’t normally, but this was very amusing, and anyway we were
all joining in and everyone (9) __________ out loud!
Mum: Did they do the same last year?
Tony: No, they (10) __________ (not) anything. It’s the first time
they’ve organised a party... and what a party!

OE READING AND USE OF ENGLISH – PART 3

5 WORD FORMATION. For questions 1-8, read the text below. Use
the word given in capitals at the end of some of the lines to form a
word that fits in the gap in the same line. There is an example at the
beginning (0). Write your answers IN CAPITAL LETTERS.

A SURPRISE VICTORY

In a recent tennis match at Wimbledon the famous champion Serena (0) WAS losing in straight sets to an unclassified player. Both women were (1) excellent tennis, but it was clear by the second set that Serena was (2) it increasingly difficult to concentrate.

‘I was serving well,’ she said later, ‘but suddenly I (3) lose accuracy and several of my shots (4) out.’ The winning player, Mirabelle, (5) at the end of the match: ‘It was a fantastic match, I enjoyed every minute. I just (6) on the top of my game. At first I wasn’t thinking of winning, I was just (7) on playing well. Serena is a terrific player and I am thrilled that I (8) her at last.’
4 Past perfect, used to and would

4.1 Past perfect

USE
- It expresses an action that happened before something else occurred.
  *When I left the house, I discovered that somebody had stolen my bike.*
  (The bicycle was stolen while I was in, and when I went out, I realised that someone had stolen it.)
- It expresses an action that happened before another period of time in the past or at a certain point in the past.
  *Until yesterday I had never heard about it.*
- Certain expressions, such as after, already, as soon as, before, by the time, when are used with the past perfect when there is the need to emphasise that the action expressed had happened (or the state had existed) at an earlier time than another action or state in the past.
  *Sam had already left when we got there.*
  *When she had sung her song, she sat down.*
  *My parents had eaten by the time I got home.*
- With before or after, the past perfect is often not necessary because the time relationship is already clear. In these cases the past simple may be used.
  *The film had started before we arrived at the cinema.* = *The film started before we arrived at the cinema.*
  *After the guests had left, we went to bed.* = *After the guests left, we went to bed.*
- The past perfect is also used when the sentence starts with *It was the (first/second, etc.) time.*
  *It was the second time he had broken his leg.*
- It is also used when a sentence contains a superlative to talk about the past.
  *That was the worst film I had ever seen.*

4.2 Used to and would

USED TO
- It expresses a past habit or state that is in contrast with the present.
  *I used to have long hair, but now it is short.*
- This habit can be an activity.
  *When I was a child, my father used to read me a story before I went to bed.*
- Or it can be a situation.
  *Jack used to live in Chicago, he used to be a tennis player and he used to have a Ford.*

WOULD
- It gives the same idea as *used to* but only when actions are involved. It cannot be used for situations.
  *When I was a child, my father would read me a story before I went to bed.*
  *Jack used to live in Chicago. NOT Jack would live in Chicago.*
- It usually suggests that the action was deliberate, and the time when it happened is in some way mentioned or suggested.
  *When I was a child, my father would read me a story before I went to bed.*

4.3 Be used to and get used to

BE USED TO
- It means ‘be accustomed to’ and can be followed either by a noun or by an -ing verb form.
  *Mary is used to cold weather.* (= *Mary is accustomed to cold weather.*)
  *Mary is used to living in a cold climate.* (= *Mary is accustomed to living in a cold climate.*)

GET USED TO
- It means ‘get accustomed to’ and gives the idea of the process between ‘not being’ and ‘being used to’.
  *He is not used to a lot of noise, but as he has moved to the centre of the city, he will soon get used to it.*

⚠️ PRONUNCIATION
The pronunciation of *used* in all the examples mentioned so far is /juːst/, not to be confused with the regular verb *use* /juːz/.

1 READ the sentences and decide which are correct and which contain a mistake. Correct the mistakes.

1 It was the third time she saw the film, but she still didn’t understand the ending.
2 They had never heard of the play until the journalist had told them about it.
3 After we had left the house, I had remembered that I had left my bag on a chair.
4 The young man said hello, but I was sure I had never met him before.
5 What a waste of time! I told John that his recommendation was definitely the worst book I ever read.
6 She didn’t realise the walk had been so long!
7 When they arrived, the concert began five minutes before.
8 After she had got married, it took my cousin ages to get used to her new surname.
9 The mountaineer climbed the mountain several times unsuccessfully before he finally reached the summit.
2 COMPLETE the sentences using the past perfect of the verbs in brackets.
1 When Tom got to the office, he realised he .................................. (to leave) his briefcase on the platform.
2 I really enjoyed the film, perhaps because I .................................. (to read) the book and knew the story.
3 By the time Holly arrived at the station, the train .................................. (to depart).
4 They were all exhausted because they .................................. (to walk) so far to get to the hotel.
5 My classmates thought they .................................. (to see) the protagonist of the new reality show before, but they didn’t know where.
6 My mum was cross with me because she thought I .................................. (to forget) her birthday, but I .................................. (not to forget), I was just waiting for an opportunity to call her.
7 The aeroplane .................................. (already / to make) three attempts to land in the storm before it finally arrived safely.
8 We ran all the way to the bus stop and luckily we .................................. (not to miss) the bus, it was still there.
9 .................................. (you / ever / to see) a live tiger before you went to the zoo last week?

4 CHOOSE the correct form of be used or get used to complete the sentences.
1 When you move to a new town, it takes time to be / get used to the new shops.
2 You don’t need to give me a lift, I am / get used to going home on foot every day.
3 Since falling this winter, I have had to walk with a stick. It’s a bit strange, but I’m trying to get / be used to it.
4 ‘Have you managed to get / be used to living in the country?’ ‘No, I don’t think I’ll ever to be / be used to it!’
5 Martin was / got used to his car breaking down, it had already happened several times.

5 OPEN CLOZE. For questions 1-8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Time to work

When you start working, your whole life changes. Everything changes! All the things you were (0) USED to doing with your friends, like going to the park or watching a film, become more difficult. First of all, you have to (1) USED used to getting up early and (2) USED at the workplace on time. I found that really hard. I had been (3) USED to having an occasional morning in bed listening to my favourite music. I (4) USED sometimes get up at midday! Before I started my job, I (5) USED not realised how precious free time is. Getting up early was a shock. On my first morning I was already on the bus (6) USED I suddenly remembered I (7) USED forgotten to bring my phone and of course I had also left my keys on my bed. I have improved since then. On my second day I remembered everything and thought ‘Great, I’m getting used (8) USED to this!’ But then on my third day I forgot to take my laptop charger!

When we were children, Mum (1) USED to / had read to us before we fell asleep. She (2) USED to / would sat / would sit on the bed and look for the place where we (3) USED to / had finished / used to finish the evening before, then she would begin to read in a soft clear voice until we had all (4) USED to / had fallen asleep. I (5) USED to / had loved / used to love hearing her voice and every day I (6) USED to / had look forward to the intimacy we shared in those lovely moments. Once we (7) USED to / had all fallen asleep, she would bend down and give us a good-night kiss and (8) USED to whisper / had whispered / used to whisper ‘Good night, sleep tight, wake up with morning light’. Every evening I (9) USED to / would half open my eyes and say ‘Good night, see you in the morning’ and then I (10) USED to / had fallen asleep.
5 Present perfect vs past simple

<table>
<thead>
<tr>
<th>Time of action</th>
<th>Present perfect</th>
<th>Past simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>undetermined: what has happened is more important than when or where it has happened</td>
<td>determined: we know exactly when or where in the past the action took place</td>
<td></td>
</tr>
<tr>
<td>Somebody has stolen my bike.</td>
<td>I saw Tom at the disco yesterday.</td>
<td></td>
</tr>
</tbody>
</table>

Relationship to present time

| the effects of the action often have results in the present | none |
| John has broken his leg. (Effects on the present = Now he can't walk.) | John broke his leg. (No effects on the present because his leg is now OK.) |

Expressions of time and adverbs

| either no past time is mentioned, or use of adverbs (See p. 8) | definite (See p. 10) |
| undetermined time: recently, ever, never, just, already, so far, up to now, etc. | determined time: yesterday, last year, in 1992, two days ago, when I was born, etc. |
| I have already studied this rule. | I studied this rule a week ago. |
| time not yet concluded: today, this morning, this year, etc. | (It's 11 a.m.) I haven't done much this morning. |
| repeated action: twice, a few / several times, etc. | (It's 3 p.m.) I didn't do much this morning. |
| I've been to London twice. | singular action: once, one time, etc. |
| It's the first time I have seen this film. | It's time we saw that film. |
| This is the only film he has seen. | |
| This is the best film I've ever seen. | |

Particular constructions

| It's the first time I have seen this film. | |
| This is the only film he has seen. | |
| This is the best film I've ever seen. | |

1 COMPLETE the dialogue using the correct form of the verbs in brackets.

Harry: Hi, Colin. How's it going? (you / to have) any good matches lately?

Colin: Oh, hi, Harry. Yes, we (2) (to win) two matches so far this month. What about you?

Harry: No such luck! Our team (3) (to lose) every match recently.

Colin: What's the problem? Maybe you (4) (not to have) enough practice.

Harry: No, the problem is that our best player (5) (to break) his leg last month and we (6) (not to find) a decent replacement yet. Do you have any extra players?

Colin: No, sorry, we (7) (to have) a really good extra for a while, but he (8) (to go) to play for another team two months ago.

Harry: It's really disappointing if you consider that we (9) (to win) all our matches last season. But this year we seem to (10) (to lose) all our luck!

2 COMPLETE the sentences using the correct form of the verbs in brackets.

1 ' (you / ever / to eat) a Mexican meal?' 'We (to have) one last night and it (to be) delicious.'

2 I (never / to see) such an amazing documentary before, have you?

3 We (already / to have) two thunderstorms this month and we (never / to have) so much rain.

4 ' (you / to be) on holiday yet this summer?' 'Yes, we (to go) to the sea for a couple of weeks in June.'

5 Would you like to come round for tea? My mother (to make) a wonderful cake.

6 Their class (not to have) any school trips this year, while last year their teachers (to organise) at least two.

7 Last month our neighbours (to move) to a new house, but no one else (to come) to live in their old house yet.

8 Let me see, I (to finish) my history and maths homework, but I still (not to do) my geography.

9 (they / to meet) any interesting people when they (to visit) the new Youth Club last week?
3 **READ** the email Kate has sent to her sister Hannah about organising a party for their parents' anniversary and complete the reply using the correct verbs.

**From:** thebestsister@or.net  
**To:** hannah.turner92@email.com  
**Subject:** Re: Surprise party

Hi Hannah,

You know we're organising this party for Mum and Dad. Well, I just wondered if you have managed to do any of the things on the list we made together. I've included a copy of the list in case you've lost it! Let me know what you've done or haven't done yet.

– Book caterers
– Order cake
– Send out invitations (email)
– Choose a band
– Book the Church Hall (speak to Father Clifford)
– Buy decorations and balloons

Thanks!
Kate

From: hannah.turner92@email.com  
To: thebestsister@or.net  
Subject: Re: Surprise party

Hi Kate,

Surprise surprise! I haven't (1) the list and I've actually (2) a lot of things. I (3) ticked them off:

– Book caterers
– Order cake ✓
– Send out invitations (email)
– Choose a band ✓
– Book the Church Hall (speak to Father Clifford) ✓
– Buy decorations and balloons ✓

As you can see, I've (4) the cake and (5) a band – the one that (6) at our last school dance – and I have even (7) Father Clifford about booking the Church Hall. Yesterday I (8) shopping and I (9) some great decorations, but I couldn't find any balloons.

What about you? Have you (10) the caterers and (11) the invitations? If you have, please send one to me because I (12) (not) received anything yet!

Hannah

**Reading and Use of English – Part 1**

4 **MULTIPLE-CHOICE CLOZE.** For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Strange hobbies

What do you do in your free time? Do you have any hobbies or maybe you prefer practising some sport?

I (0) **HAVE DONE** lots of different things. For example, I once (1) playing the saxophone, but I (2) it very much and actually I (3) very good. Then I (4) I could learn a language and I took up Japanese. This (5) really well, but then I got bored and (6) to take up capoeira instead. What's that? It's a Brazilian martial art. I (7) six lessons so far, but I'm afraid I (8) much progress. Perhaps I should do something more ordinary and relaxing... What about collecting spiders?

<table>
<thead>
<tr>
<th></th>
<th>A have do</th>
<th>B have done</th>
<th>C have did</th>
<th>D did</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>A have do</td>
<td>B have done</td>
<td>C have did</td>
<td>D did</td>
</tr>
<tr>
<td>1</td>
<td>A have tried</td>
<td>B has tried</td>
<td>C tried</td>
<td>D was tried</td>
</tr>
<tr>
<td>2</td>
<td>A have liked</td>
<td>B have liked</td>
<td>C haven't liked</td>
<td>D liked</td>
</tr>
<tr>
<td>3</td>
<td>A haven't been</td>
<td>B have been</td>
<td>C didn't be</td>
<td>D wasn't</td>
</tr>
<tr>
<td>4</td>
<td>A have thought</td>
<td>B thought</td>
<td>C didn't think</td>
<td>D wasn't</td>
</tr>
<tr>
<td>5</td>
<td>A have worked</td>
<td>B haven't worked</td>
<td>C worked</td>
<td>D haven't worked</td>
</tr>
<tr>
<td>6</td>
<td>A decided</td>
<td>B have decided</td>
<td>C didn't decide</td>
<td>D haven't decided</td>
</tr>
<tr>
<td>7</td>
<td>A hadn't</td>
<td>B had</td>
<td>C have had</td>
<td>D haven't had</td>
</tr>
<tr>
<td>8</td>
<td>A have make</td>
<td>B haven't make</td>
<td>C made</td>
<td>D haven't made</td>
</tr>
</tbody>
</table>
6 Present perfect continuous and expressing duration, for and since

6.1 Present perfect continuous and expressing duration

USE

• The present perfect simple and continuous are used to express duration. The present perfect continuous looks at the continuous situation itself, while the present perfect simple usually describes something that is completed or achieved or has only just finished.

I have been in the army for three years. (I'm still in the army.)
He has had this car since June. (He still has the same car.)
I’ve been teaching English since I left university. (Teaching is my present job.)

• As regards the situation expressed by these two tenses, particular attention must be paid to dynamic and stative, positive and negative verbs:

<table>
<thead>
<tr>
<th>Present perfect simple</th>
<th>Present perfect continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general the differences represent the usual distinctions between simple and continuous tenses.</td>
<td>I have read that Harry Potter book. = I read the book at some unspecified time in the past. I have lived in London since I was born. = It is a permanent situation. I have been reading that Harry Potter book. = I am currently reading the book. I have been living in London since February. = It is probably not a permanent situation.</td>
</tr>
<tr>
<td>Dynamic verbs when the action is still in progress.</td>
<td>I have been playing tennis a lot this week. (I'm going to play again.) Compare to: I have played tennis a lot this week. (I'm probably not going to play again before the week is over.) I have been studying English since 3 o'clock. (I am still studying.)</td>
</tr>
</tbody>
</table>

Dynamic verbs when the action was continuing up to this moment and has literally just finished.

I have been studying English since 3 o'clock. (I just stopped.)

‘Why are you so sweaty?’ ‘I have been running.’ (The focus is on an action that has just finished, whose effects are still visible in the present.)

Time expressions when we want to imply a duration.

for, all day/night/week, all one's life, all the time, since + past simple

Questions

How long have they been married? How long have you been watching TV?

Negative statements

The present perfect continuous is not generally used in negative sentences. The simple form is preferred.

I haven't studied English for three years.

!! ALTERNATIVES FOR EXPRESSING DURATION

I haven't seen Tom for two weeks.

It is two weeks since I saw Tom. The last time I saw Tom was two weeks ago.

How long is it since you (last) saw Tom? How long ago did you see Tom? When did you last see Tom?

• These are the only possible constructions when there are verbs that refer to a completed action and there is no continuity in time. Such verbs include, for example, arrive, begin, die, finish, leave, start, stop and with them the present perfect simple/continuous + for/since cannot be used.

6.2 For and since

USE

The present perfect simple and continuous are used with two prepositions to speak about the time during which the action takes place:

<table>
<thead>
<tr>
<th>For</th>
<th>Since</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is used with a period of time that can be quantified (seconds, minutes, hours, days, weeks, months, years, etc.): for three hours, for two days, for ages, for ten years, for a long time, for long, etc. It is omitted with expressions beginning with all. They have been singing all night.</td>
<td>It is used with a point in time that is the starting moment of the action: since 2 o’clock, since May since 1990, etc. It can also be used with a clause + past simple. I haven’t seen him since I was a child.</td>
</tr>
</tbody>
</table>
**FOR A LONG TIME AND FOR LONG**

<table>
<thead>
<tr>
<th>For a long time</th>
<th>For long</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is used in affirmative sentences. They have been in Rome for a long time.</td>
<td>It is used in interrogative sentences. Have they been in Rome for long?</td>
</tr>
<tr>
<td>It is used in the negative when a long period of time is implied. They haven't been to Rome for a long time. (Their last visit to Rome was a long time ago.)</td>
<td>It is used in the negative when a short period of time is implied. They haven't been in Rome (for) long. (They have just arrived in Rome.)</td>
</tr>
</tbody>
</table>

1. **COMPLETE** the article using the present perfect continuous of the verbs from the box and the correct *for/since* option.

   work • discuss • talk • think • find

**One Direction to go in different directions**

After singing and touring together for five years, the immensely successful band, One Direction, have said they want some time off. They (1) ……………………………. about the possibility of pursuing solo careers (2) **for / since** the last few months because they each want to focus on different projects. Harry Styles, Liam Payne, Louis Tomlinson and Niall Horan all insist it is not a break-up but a temporary period, probably about a year, for each to work on something new. ‘We haven’t had rows or anything, but five years is a long time for a boy band to be together and we (3) …………………………… it more and more difficult to keep creative,’ say the boys. A spokesman for the band said they ‘fully intend to get back together at some time in the future.’ Rumours of a split began in March when the fifth member Zayn Malik left. (4) **For / Since** then he (5) …………………………… on a solo album with acclaimed music producer Naughty Boy. The four remaining members of One Direction are said to be worth around £25 million each after their chart successes worldwide (6) **for / since** emerging in the 2010 series of X Factor. Their spokesman said: ‘It’s not a quick or easy decision, the boys (7) …………………………… different options and they (8) …………………………… about how to go forward (9) **for / since** a long time. They are very loyal and I believe they’ll be back.’

(Adapted from www.theguardian.com)

2. **READ** the text messages and decide which sentences are correct and which contain mistakes. Correct the mistakes.

**Jo, we’ve waiting for you since ages – where on earth are you? Jake and I been practising for the joke of the year competition, and we’re supposed to be doing it with you, do you remember? We’ve been told each other jokes since half and hour, but now it’s late and we’re about to go.**

**Sorry!! I’ve watch an amazing video for two o’clock and forgot the time. But I have look out for jokes and I think you’ll like the ones I’ve found ;) CU2MRO**

**FCE Reading and Use of English – Part 4**

4. **KEY WORD TRANSFORMATIONS.** For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).

0 I am very hot! I have just finished a tennis match.

**BEEN**

I am very hot! I have just **BEEN PLAYING TENNIS**

1 It’s been over a year since I last ate pizza.

**EATEN**

I ……………………………………………………. over a year.

2 Tom has been sat in front of the television for two hours.

**WATCHING**

Tom ……………………………………………….. for two hours.

3 It is five o’clock and I have been studying for three hours.

**SINCE**

I have been studying ………………………………..

4 How long is it since you last played rugby?

**AGO**

How long ………………………………………………. rugby?

5 Nearly an hour has passed since you started talking.

**BEEN**

You ……………………………………………….. nearly an hour.

6 The swallows arrived in May and they are still here.

**SINCE**

The swallows ……………………………………………..
### 7 Articles

#### 7.1 The indefinite article

**USE**

The indefinite articles are *a* and *an*.

*A/an* is used:

- when a singular countable noun is introduced for the first time. 📖 *There is a girl who lives in a house near mine.*
- to suggest that the person or thing is one of several or it is an example of a class of things. 📖 *There was a cat outside. Have you got a motorbike?*
- in constructions with *be* + job to express profession. 📖 *He's a teacher.*
- before the name of some illnesses. 📖 *I've got a headache / a cold / a temperature / a cough / a sore throat.*
- in expressions of price, speed, quantity. 📖 *2 euros a kilo, 100 kilometres an hour, a lot of, a couple of*
- in some expressions of frequency. 📖 *four times a day, once a year*
- in exclamations before singular countable nouns. 📖 *What a lovely day! Such an interesting book!*
- before parts of the body, if singular. 📖 *He's got a long nose.*
- after *as*. 📖 *She works as a nurse.*

*A/an* is NOT used:

- in front of a possessive adjective, where other constructions must be adopted. 📖 *a friend of mine = one of my friends*

#### 7.2 The definite article

**USE**

The definite article is *the*.

*The* is used:

- when a singular countable noun appears a second time. 📖 *There is a girl who lives in a house near mine. The girl is 17 years old.*
- to show that the person or thing is the only one of its kind, it is unique. 📖 *the Queen, the government, the sun*
- to show a special known case is being referred to. 📖 *The house he has bought is wonderful.*
- before a noun which has become definite by the addition of a phrase or a clause. 📖 *the man in black, the girl I saw*
- in front of a singular countable noun which represents a class of animals/things. 📖 *The tiger is a dangerous animal.*
- before an adjective when a class or group of people is referred to. 📖 *the young, the poor, the Italians*
- before plural surnames to refer to a family. 📖 *the Simpsons*
- before superlatives, *first, second, only*, etc. when they are used as adjectives. 📖 *the best student, the second day, the only thing*
- before titles containing of. 📖 *the Duke of York*

*The* is NOT used:

- in front of a possessive adjective (but it is used before a noun in the possessive case = *the girl's aunt*). 📖 *my friend*
- when speaking in a general sense about a plural countable noun / an uncountable noun. 📖 *Tigers are dangerous. Alcohol is bad for your health.*
- before abstract nouns. 📖 *We all admire honesty.*
- before names of meals. 📖 *Dinner is ready!*
- before names of school subjects. 📖 *Geography is interesting.*
- when the word *man* is used to speak about the human race. 📖 *Man fears death.*
- when the word *nature* refers to the spirit underlying the world of plants and animals. 📖 *Nature can be cruel.*
- before proper names, also when preceded by titles or by names of family relationship. 📖 *Tom, Doctor Marvin, Captain Cook, Mr Smith, Uncle Sam*
- with some illnesses. 📖 *I've got measles. He has diabetes.*
- before colours. 📖 *I like blue.*
- before names of sports and games. 📖 *She plays tennis. I play chess.*
- before parts of the body preceded by a possessive adjective. 📖 *She is washing her hair. He broke his arm.*
- before articles of clothing which are normally preceded by a possessive adjective. 📖 *He took off his hat.*

#### Similar Terms, Dissimilar Use

<table>
<thead>
<tr>
<th>listen to the radio, surf the Internet</th>
<th>watch TV</th>
</tr>
</thead>
<tbody>
<tr>
<td>the Financial Times – a newspaper</td>
<td>Time – a magazine</td>
</tr>
<tr>
<td>the Italian language</td>
<td>I speak Italian.</td>
</tr>
<tr>
<td>at the seaside = in the area near the sea</td>
<td>at sea = out in the sea</td>
</tr>
<tr>
<td>the Titanic – a boat</td>
<td>Union Station</td>
</tr>
<tr>
<td>the Odeon – a cinema</td>
<td>Gatwick Airport</td>
</tr>
</tbody>
</table>

#### Definite Article in Expressions of Place

<table>
<thead>
<tr>
<th>It is used:</th>
<th>It is NOT used:</th>
</tr>
</thead>
<tbody>
<tr>
<td>before names of rivers, canals, seas and oceans. 📖 <em>the Thames, the Suez Canal, the Mediterranean</em></td>
<td>before names of lakes. 📖 <em>Lake Como</em></td>
</tr>
<tr>
<td>before mountain chains and deserts. 📖 <em>the Apennines, the Sahara</em></td>
<td>before names of mountains. 📖 <em>Mount Rosa</em></td>
</tr>
<tr>
<td>A/an</td>
<td>The</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>An + letters spoken with a vowel sound</td>
<td>It is pronounced /æ/ when followed by a vowel or by a vowel sound. An MP, an SOS</td>
</tr>
<tr>
<td>A + vowels spoken with a consonant sound</td>
<td>It is pronounced /ʌ/ when followed by a consonant or by a consonant sound. A European country, a one-way street, a university</td>
</tr>
</tbody>
</table>

### Pronunciation

1. **READ** the sentences and decide which are correct and which contain mistakes. Correct the mistakes.

1. I love the mountains, especially Dolomites in the Italy.
2. Have you already met the Smiths? They are our new neighbours.
3. Michael was given prize for being best student in the our college.
4. My cousin Sarah has loads of hobbies, she plays the tennis, she paints and draws and is learning to speak the Spanish.
5. Do you remember Mark? He has long nose, blue eyes and lovely smile.
6. Queen Elizabeth II is now the longest reigning monarch in English history.
7. There is big difference in the lifestyle between young and elderly.
8. Have you seen South Africa, Spain or United Kingdom?

### Did you know?

1. Opposite sides of dice always add up to seven!
2. Ancient Egyptians believed that person’s soul was located in heart.
3. New-born kangaroo is about as long as paper clip.
4. There are more stars in space than there are grains of sand on every beach in world.
5. Scotland’s national animal is unicorn.
6. First product to have bar code was Wrigley’s chewing gum.
7. Sentence ‘quick brown fox jumps over a lazy dog’ uses every letter of alphabet.

### 2 Complete the list of curious facts using the, a(n) or – (no article).

1. opposite sides of dice always add up to seven!
2. Ancient Egyptians believed that person’s soul was located in heart.
3. new-born kangaroo is about as long as paper clip.
4. There are more stars in space than there are grains of sand on every beach in world.
5. Scotland’s national animal is unicorn.
6. First product to have bar code was Wrigley’s chewing gum.
7. Sentence ‘quick brown fox jumps over a lazy dog’ uses every letter of alphabet.

### FCE Reading and Use of English – Part 1

### Multiple-Choice Cloze.

For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

A NEW (CULTURAL) LIFE

There is going to be a new cultural centre in our town. (0) A new cultural centre will have (2) extensive sports section with (3) Olympic-size swimming pool, (4) at least three gyms and several specialist courts for tennis or volleyball or any other of (5) sports requiring courts. (6) best thing is that there will also be restaurants, cinemas and (7) open-air theatre for concerts and plays. The centre will make such a difference to our lives. Everyone will be able to choose from (8) wide range of free-time activities which will mean an enormous benefit to our town.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>A the</td>
<td>B an</td>
<td>C -</td>
<td>D a</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>A A</td>
<td>B The</td>
<td>C An</td>
<td>D -</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>A an</td>
<td>B the</td>
<td>C -</td>
<td>D a</td>
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</tr>
<tr>
<td>3</td>
<td>A the</td>
<td>B an</td>
<td>C a</td>
<td>D -</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>A -</td>
<td>B the</td>
<td>C an</td>
<td>D a</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>A an</td>
<td>B -</td>
<td>C a</td>
<td>D the</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>A -</td>
<td>B The</td>
<td>C A</td>
<td>D An</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>A the</td>
<td>B -</td>
<td>C an</td>
<td>D a</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>A an</td>
<td>B -</td>
<td>C a</td>
<td>D the</td>
<td></td>
</tr>
</tbody>
</table>
**8 Future tenses**

**PRESENT SIMPLE**
- (See p. 6) It can be used with adverbs which have a future time reference when the action or event is part of a fixed timetable. Verbs normally used in this way are those associated with timetables, schedules and organised events, such as begin, end, leave, depart, arrive, come, open, close, stop, go.
  - The museum opens at 10 tomorrow morning.
  - Classes begin next week.
  - My plane arrives at 9.05 in London.

**PRESENT CONTINUOUS**
- (See p. 6) It can be used with future time adverbs: the action or event expressed is pre-arranged. It is different in meaning from the present simple as the present continuous implies personal agreement and planning on the part of the subject, while the present simple does not.
  - I have already made my plans; I'm leaving at 4 tomorrow.
  - Jim has an appointment. He is seeing Dr Smith next Wednesday.
- A future time must be given or indicated by the context.
  - After dinner, I'm meeting a friend of mine.

**BE GOING TO**
- It expresses a prior plan or intention, something the speaker is determined to do in the near future.
  - ‘Why did you buy this paint?’ ‘I'm going to paint my bedroom tomorrow.’
- It can also express a prediction which is based on present evidence or knowledge.
  - Look at those black clouds! It's going to rain.

**WILL**
- It expresses a future action which is totally independent from the speaker.
  - People will spend their holidays on the moon in the future.
- It can also express a prediction one thinks, guesses or calculates will happen. No particular time is implied as it could also refer to the remote future, and verbs such as be afraid, be sure/certain, believe, expect, hope, suppose, think can introduce the sentence.
  - I don't think they will come back soon.
- It is also used to express a decision which is made at the moment of speaking about an immediate future.
  - 'The phone's ringing.' 'I'll answer it.' (Here the speaker is not making a prediction and he has made no prior plan to answer the phone. He is showing his willingness to do the action.)
  - Note: if after the speaker's decision the action is mentioned again, be going to or the present continuous must be used.
  - Waiter: What would you like to drink?
  - Sheila: I'll have a coffee, please.
    - (Tom joins Sheila before her coffee has arrived.)
  - Tom: What are you going to have?
  - Sheila: I'm having a coffee.
- It is also used to express promises, opinions, determination and probability. In these cases, expressions such as perhaps, probably, it is likely/unlikely, definitely and verbs such as promise, think, expect, hope are used.
  - I'll stop smoking, I promise.
  - They'll probably wait for us.

**SHALL**
- Shall can be used in the interrogative form with I/we.
  - In question tags: Let's have a snack, shall we?
  - In suggestions: Shall I close the window?
  - In requests for orders or instructions: What shall I do with your old books?

---

**PRESENT CONTINUOUS VS BE GOING TO**

<table>
<thead>
<tr>
<th>Present continuous</th>
<th>Be going to</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm meeting John at the station at 6 p.m.</td>
<td>I'm going to meet John at the station.</td>
</tr>
<tr>
<td>It implies an arrangement with John.</td>
<td>No arrangement has been made. John may get a surprise.</td>
</tr>
</tbody>
</table>
1 **CHOOSE** the correct option to complete Sally's post.

Hi everyone!

I think there are lots of reasons why learning is changing and **1** *will / is going to* continue to change. First of all we **2** *will / are going to need* to be more flexible in a world that **3** *shall / will* inevitably become increasingly technological. Computers haven’t completely replaced text books yet, but that time is coming. **4** *Will / Shall* we enjoy lessons more when they are online? Or **5** *shall / do* we ask for a real person to explain difficult information to us? I think that, after a period of experimentation, there **6** *is going / will* be fewer computers and we **7** *’ll go / ’re going to go* back to books. I’m **8** *going to have / having* my first text-book-free lesson tomorrow at 9 and I have no idea how it **9** *is going to / will* go. I **10** *’m going to / ’ll let you know!*

Sally

2 **COMPLETE** the dialogue using the correct form of the verbs in brackets.

Jack: Hi, Oli, are you busy tomorrow? I think I **1** *(to need)* you in our cricket team.

Oliver: Sorry Jack, I **2** *(to see)* my class teacher about changing school.

Jack: What? Are you really **3** *(to leave)* and go to another school?

Oliver: Maybe, because my dad’s just got a new job and we **4** *(to move)* to another town.

Jack: I hope you **5** *(still / to be able)* to play in the team.

Oliver: It **6** *(not to be)* too far away, but I can’t promise anything. It **7** *(to depend)* on the transport.

Jack: Well, buses **8** *(to arrive)* and **9** *(to leave)* from near here all the time so probably it **10** *(not to be)* a problem.

Oliver: I **11** *(to let know / you)* as soon as things are definite.

Jack: Ok, I **12** *(to wait)* to hear from you.

3 **COMPLETE** the sentences using the correct form of the verbs from the box.

buy • open • play • begin • be (X2) • help • hold

1 **Wait, I **________________** you cross the road.**

2 **________________** (1) **the door for you?**

3 **Mark can’t come now, he **________________** tennis at two o’clock this afternoon.**

4 **What time **________________** (the history lesson)?**

5 **What **________________** (my future)?**

6 **Well, what eBook reader **________________** (we) for Tom?**

7 **Oh dear, it looks like there **________________** a thunderstorm.**

8 **I wonder what this new workshop **________________** like.**

4 **READ** the sentences and decide which are correct and which contain a mistake. Correct the mistakes.

1 Our class will have an end-of-term party this year, so we’re busy organising it.

2 What is happening to the glaciers if global warming continues?

3 Mum thinks our team doesn’t win the cup this year.

4 Beth is presenting her new app in the afternoon, are you coming?

5 ‘Oh no, I’ve dropped coffee all over the floor!’ ‘Don’t worry, I’ll clean it up for you.’

6 What shall I do if the phone rings again?

7 The musical Les Miserables will start at 7.30 p.m. and will end at 11.15 p.m.

5 **OPEN CLOZE.** For questions 1-8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

**FCE Reading and Use of English – Part 2**

**Learning online**

Education must keep up with the times, and in this technological age more and more students **0** **WILL** begin to study online. E-learning or electronic learning is inevitably **1** *(to grow)*. This means that in the future an increasing number of students **2** *(not necessarily)* attend a physical classroom but will use an electronic device to cover part or all of a course.

Some people view these changes in a negative light as they think bringing computers into the classroom **3** *(to remove)* the human element. But as technology continues to develop, it’s going **4** *(become)* easier to recognise its benefits.

What are the pros of electronic learning?

It **5** *(offer)* a new way of combining innovative learning and teaching techniques with interaction with a tutor and other students from all over the world. It certainly **6** *(limit)* the possibilities of study but actually give students the flexibility of studying from anywhere and at any time. All the top universities in the world **7** *(offer)* a wide selection of online courses and degrees, and this opportunity isn’t **8** *(to stop growing)*.
9 Future continuous and future perfect

9.1 Future continuous

**USE**
- It refers to an activity that will be in progress at a specific time in the future.
  
  *I will be working between two and five this afternoon.*

- It refers to a future action that has been pre-arranged.
  
  *The singer will be performing in Rome next month.*

9.2 Future perfect

**USE**
- It implies that an action will have been completed by a certain time in the future.
- It is commonly used with expressions such as by next week/month/year, by then, by the end of the week/month/year, in a week/month/year’s time, within a week/month/year, this time next week/month/year.

We will have finished the repairs to your car by tomorrow morning. It will be ready for you at 11 o’clock. (The garage will finish the repairs at some time before 11 o’clock tomorrow.)

9.3 The future with time clauses

- A time clause begins with such words as when, while, the moment that, as soon as, as long as, till/until, unless, the first time, the next time, after, before, once, provided (that), etc.
- With a time clause, even if the meaning is future, only the present tense can be used. We usually use the present simple, although we can use the present perfect when we want to stress the idea that the action contained in the time clause is completed before the other action occurs in the future.

We’ll phone you as soon as we get home.

We’ll have a lot of fun while we are in Australia.

Tom will stay with me until the train arrives.

When you have finished your homework, we’ll go out shopping.

After I have watched this film, I’ll go to bed.

1 MATCH a beginning (1-8) with a suitable ending (a-h).

1 I’ll come and see you next time
2 Call me at 9 p.m.,
3 We will definitely phone you
4 By the time I get to the party,
5 While you are making supper,
6 By this time tomorrow
7 Between 7 and 8 p.m. this evening
8 The actors will have finished rehearsing

a we will be on holiday!
b all my friends will have left.
c Tim will be jogging in the park.
d as soon as we arrive at the hotel.
e we will watch the news.
f I visit your town.
g by the end of the month.
h I will have finished eating by then.

2 CHOOSE the correct option to complete the text.

Do you often think about the future? I sometimes wonder what my family (1) will be doing / will do in ten years’ time or what my brother and I will do when we finally (2) will finish / finish school. I hope we (3) will have failed / won’t have failed any exams! Will we still (4) be living / have lived in the same town? In the same house? Maybe we (5) will move / will have moved to a bigger house or even to another country. Occasionally, when I have nothing better to do, I sit down and think about objectives. For example, I really hope I (6) will be starting / will have started a career by the time I’m thirty, and by the time I’m forty I expect I (7) will be getting / will have got married and had a family.

Moreover, by that time I hope I (8) will be travelling / will have travelled and seen a bit of the world. Maybe I could travel with a friend, and ideally within a few years we (9) will be visiting / will have visited all the major capitals of the world – well, of course we (10) will have seen / won’t have seen them all – but at least our favourite ones!
3 **COMPLETE** the text messages using the correct form of the verbs from the box.

organise • come partake • run (X2)
be • go • travel (X2)

Hi Danny!
(1) ........................................ to Jo’s party on Saturday?
I (2) ........................................ with you.

No – I (3) ........................................ to the mountains at the time of the party. My scout group (4) ........................................ in a skyrunning competition.

Wow! I didn’t know you could skyrun!!!

I (5) ........................................ (not). While some guys (6) ........................................ the others, including me, (7) ........................................ drinks and snacks.

Do you think you will have time to join us after the trip?

No, I’m sorry. By the time we get home, we (8) ........................................ for hours and so (9) ........................................ (all) exhausted. Have fun at the party and see you another time!

4 **LOOK** at the excerpt from Einstein’s diary and complete the sentences using the correct future continuous or future perfect form of the verbs in brackets.

<table>
<thead>
<tr>
<th></th>
<th>Morning</th>
<th>Afternoon/Evening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Violin practice</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Dinner with Maja</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Give lecture on General Theory of Relativity</td>
<td>Chamber music concert</td>
</tr>
<tr>
<td>Thursday</td>
<td>Chamber music concert</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Go to laboratory to test new experiment in quantum physics</td>
<td>Travel to Stockholm for Nobel Prize Ceremony</td>
</tr>
<tr>
<td>Saturday</td>
<td>Travel to Stockholm for Nobel Prize Ceremony</td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td>Nobel Ceremony</td>
<td></td>
</tr>
</tbody>
</table>

1 By Monday afternoon he ........................................ (to finish) his violin practice.
2 ........................................ (he / to have) dinner with his sister Maja before he comes home on Tuesday evening?
3 While his wife is preparing a special lunch on Wednesday morning, Einstein ........................................ (to give) a lecture on the General Theory of Relativity.
4 He and his wife ........................................ (not to stay) at home on Thursday evening because they ........................................ (to listen) to a chamber music concert.
5 It’s 3 o’clock on Friday: at this time tomorrow Einstein and his wife ........................................ (to travel) to Sweden.
6 By Saturday afternoon he ........................................ (to be) to the laboratory to test his new experiment in quantum physics, and he and his wife ........................................ (to pack) for their journey to Stockholm.
7 ........................................ (Einstein / to receive) his Nobel Prize by the end of the week?

5 **WORD FORMATION.** For questions 1-8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Thinking about the future

It is impossible for us to see into the future. How can we possibly imagine how our world will be (0) FUNCTIONING in ten or twenty years’ time?

Will there still be cars like now or will someone creative have (1) ........................................ a futuristic driver-free model?

Will we have (2) ........................................ to reduce pollution and waste or will we still be (3) ........................................ our planet with global warming?

I hope, by the time I am an adult, that many of the problems we are now facing will have (4) ........................................ or at least become less serious. What else will have (5) ........................................? Maybe we will be (6) ........................................ in space for our holidays or even (7) ........................................ on the moon. But there are some things I hope won’t change. I hope we will still be (8) ........................................ pizza and having fun with friends!
10 Modal verbs

Modal verbs are a type of auxiliary verb used to indicate modality, that is: obligation and necessity, ability and possibility, probability and certainty, advice and suggestion. Common modals include can/could, may/might, must, will/would, needn’t, should / ought to and had better. There are important differences between modal verbs and non-modal verbs:

- Modal verbs (except have to) are invariable and do not take -s in the third-person singular.
  She can speak French very well.
- Modal verbs are followed by the base form of the main verb.
  Tom should know the answer.
- Modal verbs (except have to) use not in the negative form.
  They might not come if they finish work late.
- Some modal verbs cannot be used in the past tenses or the future tenses.
  We had to leave early yesterday. NOT We must leave early yesterday.

10.1 Modals of obligation and necessity

**FORM**

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Present simple</th>
<th>Past simple</th>
<th>Present perfect</th>
<th>Future simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>must</td>
<td>must</td>
<td>had to</td>
<td>have/has had to</td>
<td>will have to</td>
</tr>
<tr>
<td>to have to</td>
<td>have/has to</td>
<td>had to</td>
<td>have/has had to</td>
<td>might have to</td>
</tr>
</tbody>
</table>

**USE**

<table>
<thead>
<tr>
<th>Necessity</th>
<th>Must is stronger than have to. It indicates advice and recommendations the speaker feels strongly about. All applicants must take an entrance test.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have to is more commonly used in everyday statements. Where’s Sue? I have to talk to her.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Obligation imposed by the speaker</th>
<th>Must expresses the speaker’s authority. Doctor: ‘You must cut down on your smoking!’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obligation imposed from the outside</td>
<td>Have to expresses an external authority, an obligation that is imposed by a circumstance. You’ll have to get up early when you start to work.</td>
</tr>
<tr>
<td></td>
<td>especially when habits are involved.</td>
</tr>
<tr>
<td></td>
<td>I have to take two of these pills a day.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strong recommendation</th>
<th>Must expresses little more than pressing advice; it’s a stronger form of should. You must read this book. It’s marvellous!</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Lack of necessity / absence of obligation</th>
<th>Not have to expresses external authority. Tomorrow is a holiday. We don’t have to go to school.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Needn’t expresses the speaker’s authority or advice. You needn’t call me Mr Jones. We all use first names here.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prohibition</th>
<th>Must not expresses a prohibition imposed by the speaker. You mustn’t tell anyone my secret!</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Advice</th>
<th>Should / ought to are conditional forms expressing a suggestion. You should read this book. It’s very good!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>or a statement about responsibility or duty. Drivers ought to respect the speed limit. Ought to is stronger than should.</td>
</tr>
</tbody>
</table>

1 CHOOSE the correct option to complete the sentences.

1 I keep telling my dad he absolutely must / should upgrade his mobile to a smartphone!
2 How often should / ought Jack practise running for his next marathon?
3 I really don’t have to / have to phone my sister this week, we haven’t spoken for ages.
4 According to the new recycling policy, paper, glass and plastic must / have to be divided into different containers.
5 Do you must / have to pay a congestion charge to drive into the centre of town?
6 If it’s a secret, you don’t have to / mustn’t tell me.
7 Everyone ought to / must know the difference between right and wrong.
8 It’s a great exhibition, you must / should see it!
9 The headmaster said we ought to / must be punctual.
10 I’ll be a little late tomorrow because I have to / ought to pick up a certificate on the way to the office.
**MATCH** a beginning (1-8) with a suitable ending (a-h).

1. They don’t have to come
2. If you want your headache to get better,
3. All passengers in our coaches
4. It’s getting dark,
5. You must meet my new neighbour,
6. If you want to lose some weight,
7. In most countries
8. Tom shouldn’t compete in the race tomorrow

   a. I think we ought to go home now.
   b. you mustn’t eat so much bread.
   c. you must take a painkiller.
   d. unless he’s feeling really fit.
   e. have to wear seat belts.
   f. if they don’t want to.
   g. he’s such an interesting person.
   h. you have to drive on the right.

**COMPLETE** the dialogue between Sue and Cathy using the correct modal verb.

Sue: Hi, Cathy, are you going to Jed’s Halloween party on Saturday?
Cathy: I probably (1) ____________ (not), as I (2) ____________ to study for my physics test, but I don’t want to miss the fun.
Sue: As you know, it’s a fancy dress party so we (3) ____________ to dress up. What are you going to wear?
Cathy: Surely we (4) ____________ (not) to wear a costume if we don’t want to...
Sue: Oh, come on, you (5) ____________ wear a costume! Everyone else will. I’m coming as a witch!
Cathy: OK, I’ll come as a vampire, but I’ll (6) ____________ to buy some black make-up.
Sue: No, you (7) ____________ (not) buy any, I have lots at home you can use.
Cathy: Do you think I (8) ____________ use some red ink as blood?
Sue: Yes, sure, and you (9) ____________ to buy some pointed teeth. Have you got a wig?
Cathy: A wig! No, I’m not wearing a wig!
Sue: Oh, but you (10) ____________ – it won’t be a proper costume without a wig.
Cathy: No, I know I (11) ____________ , but I’m not going to!

**READ** the sentences and decide which are correct and which contain a mistake. Correct the mistakes.

1. Chocolate gives me a headache so I have stop eating it.
2. I love Mika’s new song, you ought to listen to it!
3. At the concert we all needn’t turn off our mobile phones.
4. If you go to another country, you ought to try and speak their language.
5. When we get back from our holiday, we’ll must do a lot of washing.
6. Sarah really shouldn’t listen to advice more carefully!
7. You don’t have to blame her, it wasn’t her fault.
8. The students needn’t do the test if they have done it already.
9. You ought to let the doctor know if you cancel your appointment.

**FeC Reading and Use of English – Part 1**

**MULTIPLE-CHOICE CLOZE.** For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

**Healthy but... Tasty**

Food is a very important part of our lives. Of course, we (0) ____________ to eat to live, but there is more to it than simple survival. What we eat determines how healthy and how fit we are. It is also often one of the pleasures in life. There is a lot of advice available now telling us what we (1) ____________ or (2) ____________ eat. Personally, I am tired of being told I (3) ____________ eat this or I (4) ____________ eat that! I agree that we (5) ____________ to find out about what is good for us or what isn’t, but we don’t (6) ____________ follow a rigid regime. I know, for example, that I have to be careful about eating too many sweet things as I put on weight easily, but this doesn’t mean I (7) ____________ ever have ice cream or cake! I think we (8) ____________ think about what we’re eating, but also enjoy our food... so healthy but tasty!

0. A ought
1. A should
2. A ought
3. A have not
4. A have
5. A ought
6. A must
7. A needn’t
8. A shouldn’t

A B C D
A B C D
A B C D
A B C D
A B C D
A B C D
A B C D
A B C D
**10.2 Modals of ability and possibility**

**FORM**

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Present simple</th>
<th>Past simple</th>
<th>Present perfect</th>
<th>Future simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>can</td>
<td>could</td>
<td></td>
<td>can</td>
<td></td>
</tr>
<tr>
<td>to be able to</td>
<td>is/are able to</td>
<td>was/were able to</td>
<td>have/has been able to</td>
<td>will be able to</td>
</tr>
<tr>
<td>may/might</td>
<td>could</td>
<td></td>
<td>may/might</td>
<td></td>
</tr>
</tbody>
</table>

**CONTRACTED NEGATIVE FORM**

In informal speech and writing, it is common to use the contracted negative form (can’t, couldn’t, etc.) of all the modal and auxiliary verbs above except may. The contracted negative form of may is not in general use. **may not** **NOT mayn’t.**

**USE**

**Ability**

*Can* suggests the possession of ability in general.

My mother *can* speak Russian fluently.

or, in particular circumstances, the ability to perform the activity denoted by the main verb.

I *can* help him if he wants.

It is also used with verbs like see, hear, etc.

I *can* see what you are doing.

*Could* is used to refer to the actual performance in the past.

I *could* see what you were doing.

**Ability in the past**

*Could* indicates, in affirmative sentences, that the ability existed in the past but was not necessarily performed; it can also mean ‘used to be able’.

It is a potential ability in general.

*Could* could not be used.

When I was younger, *I could* run fast.

*Was/were able to* are used in affirmative sentences to talk about an ability that was performed at one particular time in the past.

In this kind of sentence *could* could not be used.

Yesterday some friends of mine *were able to* reach the top of Mt Everest.

In negative and interrogative sentences, there is no difference between the two forms.

Tom *wasn’t able to / couldn’t* run 5 km yesterday.

**Possibility**

*May/might* suggest ‘possibly, perhaps’. *May* suggests a stronger possibility than *might* even if there is little difference in meaning.

He *may* be right. You *might* get the job.

*Might* is normally used when the rest of the sentence is in the past.

The plan *might* work if we tried it soon enough.

*Can* expresses the idea that something is possible because certain characteristics or conditions exist.

Measles *can* be quite dangerous.

*Could* is used in the past.

He *could* be very unreasonable at times.

**REQUESTS**

*Can* and *may* are also used for requests. *May* is considered more formal while *can* is used in colloquial English.

*May* *I* ask you for some information?

*Can* *I* have some more cake?

**MATCH** a beginning (1-8) with a suitable ending (a-h).

1. When my dad was younger, a we were able to participate in lots of different sports.
2. If she is so difficult to please, b but they are not sure.
3. On the adventure holiday last summer, c but not the summit.
4. The singers might come again soon, d he could swim right across the lake without stopping.
5. If I can do anything to help, e she may never find a boyfriend.
6. Beth wishes she could dance, f I will gladly do so.
7. Some of us might find this recipe difficult, g so let’s listen to the chef’s instructions carefully.
8. On our trek I was able to reach the mountain hut, h as well as he can.

**COMPLETE** the sentences using the correct form of *can, be able to, may or might*.

1. *………………………… you hold your breath for more than one minute?*
   a. *I’m so sorry, but we *………………………… (not) to find the bag you lost yesterday.*
2. *………………………… you clean that window? It is so dirty I *………………………… (not) see out of it at all!*
   b. *He could be very unreasonable at times.*
3. *We *………………………… come to the theatre with us, but they *………………………… (not) arrive in time.*
   c. *He could be very unreasonable at times.*
4. *I didn’t enjoy the musical because I *………………………… (not) see very well.*
   d. *I was sitting all the way at the back.*
5. *They wanted to come to the theatre with us, but they *………………………… (not) arrive in time.*
   e. *I was sitting all the way at the back.*
6. *I’m so sorry, but we *………………………… (not) to find the bag you lost yesterday.*
   f. *They wanted to come to the theatre with us, but they *………………………… (not) arrive in time.*
7. *I think you *………………………… be right, there’s no one we know here.*
   g. *I think you *………………………… be right, there’s no one we know here.*
8 Excuse me Sir, ........................................... I ask for your ticket?
9 This pasta is tasteless, .................................... you pass me the salt?
10 Just two years ago she ...................................... (not) run at all and now she is winning the 200 metres race!

Complete Susan’s email using the modals from the box.

- couldn’t • wasn’t able to
- can (X3) • could (X2)
- may (X2) • will be able
- have been able • won’t be able

From: susyandjo@or.net
To: elizabeth.genton@email.com
Subject: Leaving

Hi Liz,
This is just to say I (1) ........................................... have to leave earlier than planned because I (2) ........................................... to get a lift with a friend. I suppose I (3) ........................................... have waited and gone by train, but this way I (4) ........................................... save a bit of money... and... you know, extra money (5) ........................................... well come in useful in my new job. (6) ........................................... I ask you to do one or two things for me?
Unfortunately I (7) ........................................... speak to our personal trainer as she (8) ........................................... come to the phone when I called, so (9) ........................................... you please just explain why I (10) ........................................... to be at the final gym session? (11) ........................................... you also post a couple of letters for me?
I’ve left them on the desk.
As soon as I find a place of my own, I’ll let you know and maybe you (12) ........................................... to come out to stay.
I hope to see you soon!
Susan
XX

Read the sentences and decide which are correct and which contain a mistake. Correct the mistakes.

1 Excuse me, may I ask you the way to the city centre?
2 Although the driver was hurt, he can explain what had happened.
3 I can’t pay you for the DVDs today, I haven’t brought my money.
4 I’m afraid the lady has left, she said she can’t wait any longer.
5 Lucy mayn’t be at the top of her game.
6 We weren’t able to swim at the seaside because the water was too cold.
7 What are we able to do with these funny-looking biscuits?

Key Word Transformations. For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).

0 I run well now, but I ran better as a child.
COULD
I ........................................... COULD RUN BETTER WHEN I was a child.

1 We still have to decide about coming to the party on Saturday.
MAY
We ........................................... on Saturday.

2 The Smiths couldn’t find the right house so they went home.
ABLE
The Smiths ........................................... the right house so they went home.

3 Our baby can’t walk now but will very soon.
BE
Our baby ........................................... very soon.

4 I’m sorry it’s impossible to help you. I don’t speak your language.
CAN’T
I’m sorry ........................................... . I don’t speak your language.

5 Martin left a message because it wasn’t possible for him to come and see you.
COULDN’T
Martin left a message because ........................................... you.

6 My cousin is bilingual, he knows English and Dutch.
CAN
My cousin is bilingual, he ...........................................
10.3 Modals of certainty and probability

**FORM**

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Present simple</th>
<th>Past simple</th>
<th>Present perfect</th>
<th>Future simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>must</td>
<td>have/has + to be</td>
<td>had + to be</td>
<td>have/has had + to be</td>
<td>will have + to be</td>
</tr>
<tr>
<td>to have + to be</td>
<td>may/might</td>
<td>could</td>
<td>couldn't</td>
<td>may/might will + present infinitive</td>
</tr>
</tbody>
</table>

**USE**

Certainty

- **Must** is used:
  - for deduction to express certainty.
  - There is no other explanation, this must be the answer.
  - with the present infinitive or continuous infinitive to express a present certainty.
  - They must live here, their name is on the door.
  - They must be living here, their name is on the door.
  - with the perfect infinitive or continuous perfect infinitive to express a past certainty.
  - It must have been your lucky day when you won the lottery!
  - I didn’t see you on the train. We must have been sitting in different carriages.
  - Must is not used for negative deduction.

- **Will** expresses certainty and/or assumptions about present and past actions.
  - Let’s ask Tom, he’ll know the answer.
  - You’d better go, your friends will be waiting for you.
  - Phone him, he will definitely be back by now.

Probability

- **May/might/could** express degrees of probability or lack of certainty about present or past actions. Their meaning is very similar.
  - That may/might/could be the answer, but there are several other possibilities.

- **Should** and **ought to** are used:
  - to express what you expect to happen. They show you have reasons for your expectation.
  - She should / ought to be home by 7 this evening. (You know that she finishes working at 6.15 and it usually takes half an hour to come home from her office.)
  - The exam results should / ought to be coming out tomorrow.
  - to express what you expect to have happened in the past.
  - My parcel should / ought to have arrived some time this week.

**Negative certainty**

- **Can’t/couldn’t** express negative deductions or certainties about present or past events.
  - She can’t possibly be hungry, she’s just eaten an ice cream.
  - It couldn’t be a swallow, they aren’t around at this time of year.
  - Couldn’t must be used when the main verb is in the past tense.
  - No, it couldn’t be John you saw yesterday, he’s in New York.

**MATCH** a beginning (1-8) with a suitable ending (a-h).

1. Are you waiting for the dentist?
2. This can’t be the first time you’ve seen a frog,
3. They must be having a sale at the local shop,
4. Ask Oliver, he’s keen on cricket,
5. Come on, hurry up,
6. We’ll definitely be having a cake this evening,
7. You must be tired after your journey,
8. Let’s not go to the lido,

- a my sister’s just graduated!
- b I’ve never seen so many customers.
- c it will be too crowded.
- d He shouldn’t be long, he’s just finishing a phone call.
- e the film should be starting any minute.
- f he ought to know that.
- g don’t you live near a river?
- h come and sit down and have a rest.
2 **LOOK** at the picture and complete the sentences using *must, may or can’t.*

1. Look at the mess, there have been a burglary here.
2. Oh dear, someone have left the window unlocked.
3. It have been long ago, everything is still all over the place.
4. The burglar have been very big to get through that space in the window.
5. He have been interrupted, look, he’s dropped things on the floor.
6. I think he have heard the police car coming perhaps.
7. You’re right, I think he definitely have heard the police car.
8. It have been dark, he had a torch.
9. He have taken much, I don’t think he had much time.
10. We can’t know that, he have been here for ages.

3 **READ** the sentences and decide which are correct and which contain a mistake. Correct the mistakes.

1. He must not be very rich, he has a Ferrari and a Rolls-Royce.
2. It can’t be my sister you met this morning, she’s in Malawi to volunteer.
3. None of the passengers were hurt in the collision, they must have been wearing seat belts.
4. Call him, I’m sure he’ll have arrive home by now.
5. I think it ought be this skyscraper, but I’m not sure.
6. The seminar should have finished an hour ago, I wonder why it is going on so long.
7. You can’t be dying to open your presents, but just wait a little longer.
8. The holiday couldn’t been better, I had a great time.

4 **COMPLETE** the dialogue using the modals from the box.

<table>
<thead>
<tr>
<th>will be (X2)</th>
<th>can’t (X2)</th>
<th>couldn’t (X2)</th>
<th>might (X2)</th>
<th>must (X2)</th>
<th>has (X2)</th>
<th>must be (X2)</th>
</tr>
</thead>
</table>

**Tommy:** Hi, Sophie. Guess what? I’ve lost my mobile.

**Sophie:** Oh no, where do you think it (1) be?

**Tommy:** Well, I (2) have left it at home because I used it in the morning. I (3) have left it at the swimming pool, there’s no other alternative.

**Sophie:** No, that’s not possible. You (4) have left it there, I spoke to you after your scuba diving lesson.

**Tommy:** Oh yes, you did, so I (5) have dropped it later perhaps.

**Sophie:** Where were you?

**Tommy:** I was in the library, but it (6) closed now...

**Sophie:** Don’t worry, I’m sure you (7) lucky and get it back if it was there.

**Tommy:** It (8) to be today! I need to phone Tess this evening...

**Sophie:** Well, it (9) be somewhere! Have you looked in all your pockets and your bag?

**Tommy:** Oh no! I (10) believe it – it’s at the bottom of my bag!

5 **MULTIPLE-CHOICE CLOZE.** For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

### Your health is worth it

Keeping fit and healthy is an important part of our lives, and more and more people (0) **MUST** be realising that we are responsible for our own well-being. We (1) **must** expect the government or health authorities to tell us what to do and what not to do. We must (2) **be** the ones to decide. It can’t (3) **too** long ago when we were all happy to eat fast food and relax for hours in front of the television. Well, not anymore. I (4) **have** read countless information leaflets and listened to hundreds of programmes telling me what is healthy to eat and what is not.

It (5) **be** the same for you. It (6) **will be** that most of us don’t need all this information, but we (7) **left** completely to our own choices. Remember to tell yourself it (8) **to be worth it** in the end.

<table>
<thead>
<tr>
<th>0</th>
<th>A can</th>
<th>B can’t</th>
<th>C must</th>
<th>D will have</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>A can’t</td>
<td>B can</td>
<td>C have</td>
<td>D must</td>
</tr>
<tr>
<td>2</td>
<td>A not be</td>
<td>B have been</td>
<td>C been</td>
<td>D be</td>
</tr>
<tr>
<td>3</td>
<td>A have</td>
<td>B have been</td>
<td>C been</td>
<td>D being</td>
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<td>4</td>
<td>A can</td>
<td>B can’t</td>
<td>C may</td>
<td>D must</td>
</tr>
<tr>
<td>5</td>
<td>A must be</td>
<td>B must have</td>
<td>C could have</td>
<td>D can’t</td>
</tr>
<tr>
<td>6</td>
<td>A can’t</td>
<td>B must</td>
<td>C might</td>
<td>D couldn’t</td>
</tr>
<tr>
<td>7</td>
<td>A can</td>
<td>B can’t be</td>
<td>C could</td>
<td>D must be</td>
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<td>8</td>
<td>A hasn’t</td>
<td>B must</td>
<td>C will</td>
<td>D has</td>
</tr>
</tbody>
</table>
## 10.4 Modals of advice and suggestion

### Form

<table>
<thead>
<tr>
<th>Present simple</th>
<th>Past simple</th>
<th>Present perfect</th>
<th>Future simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>should / ought to + base verb</td>
<td>should / ought to + have + past participle</td>
<td>should / ought to + base verb</td>
<td></td>
</tr>
<tr>
<td>had better (not) + base verb</td>
<td></td>
<td>had better (not) + base verb</td>
<td></td>
</tr>
<tr>
<td>may/might/ could + base verb</td>
<td>may/might/ could + have + past participle</td>
<td>may/might/ could + base verb</td>
<td></td>
</tr>
<tr>
<td>would + base verb</td>
<td>would + have + past participle</td>
<td>would + base verb</td>
<td></td>
</tr>
</tbody>
</table>

### Use

#### Advice

*Should* and *ought to* are used to express advice. They can have:

- a present/future meaning.
  
  *You should / ought to go* to the dentist if you have a toothache.

- a past meaning.
  
  *You should / ought to have asked* for a second opinion.

*Ought to* has a stronger meaning than *should*.

In negative sentences *should* is used rather than *ought to*.

*Had better* is used for very strong advice. It is used when someone thinks the other person should definitely follow the suggestion.

*Think you had better tell the truth and stop lying.*

#### Suggestion

*May/might/could* can be used to express suggestions.

*If your coffee machine is broken, you may/might/could buy another.*

*You may/might/could come early if you want a good seat.*

*May* and *might* are often used with *want* + infinitive for suggestions.

*She may/might want* to call home when she comes.

*You may/might want* to eat early if you’re going out.

*Would* expresses a suggestion with *I* as the subject.

*I would do it this way.*

*I would ask him politely (if you want to borrow his pen).*

#### Negative advice/suggestions

*Shouldn’t* and *wouldn’t* are used to express negative advice. *Wouldn’t* is used only with *I* as the subject.

*You shouldn’t drink so much coffee in the evening.*

*I wouldn’t call this evening, it’s the football final.*

*Had better not* + base verb is considered stronger than *shouldn’t* and *wouldn’t*.

*He had better not play tricks on people, he’ll get into real trouble.*

### Look

Look at the picture and complete the sentences using the present simple form of modals of advice and suggestion, and the verbs from the box.

#### Jenny's room

1. Brrr, it’s freezing cold! I think Jenny _______________ the window.

2. Look at this mess. She _______________ to _______________ the food on the floor.

3. She also _______________ not _______________ the coffee stains on her desk.

4. She had _______________ her clothes away in the wardrobe.

5. Moreover, she _______________ want to _______________ the shoes off the bed.

6. She certainly _______________ to _______________ her room tidier!
Visiting Dublin

If you are a new visitor to Dublin, you definitely (1) shouldn’t / may not / wouldn’t miss our guided tour, which offers a 45-minute route with 15 stops close to most of the city’s top attractions. You (2) should / shouldn’t / could definitely try to see the Kilmainham Gaol and The Book of Kells at Trinity College. Sports fans (3) might not / ought to / wouldn’t get off the bus to see the famous Croke Park stadium, while art lovers (4) couldn’t / might want / shouldn’t to stop off to see the National Gallery of Ireland and the Chester Beatty Library. In the evening you (5) wouldn’t / shouldn’t / could try our special tour with a musical theme that (6) ought to / had better / wouldn’t be a great way for everyone to get to know some of the traditional Irish folk songs and dances. Then you absolutely (7) might / ought to / may experience a vibrant part of Dublin by walking through the Liberties’ own Meath Street markets. For more ‘serious’ shopping, you (8) couldn’t / might / shouldn’t finally head for Henry Street or Grafton Street, and afterwards we (9) should / had better / would advise you to relax in a typical Dublin café and watch the world go by – just like the Dubliners do.

3 MATCH a beginning (1-6) with a suitable ending (a-f).

1 They had better not go trekking today
2 Sarah’s children should have asked
3 If Liza and Tom want to go to that hip-hop concert,
4 Don’t give him supper straight away,
5 I think you ought to apologise
6 You could come and hear my new piano piece

a he may want to relax before eating.
b they should definitely log on to the box-office site as soon as they can.
c if you have time.
d before going into the neighbour’s garden for their ball.
e for taking the wrong tablet by mistake.
f as the weather forecast is for heavy rain.

4 COMPLETE the blog using the modal verbs from the box.

could • should (X2) • might • would • had better • wouldn’t

Macy’s social blog

Calling all fellow bloggers, I have a serious problem! Jed and I have quarrelled over a silly dog – his dog. It made a mess in my garden and I got really upset, so I told Jed I never wanted to see him or his dog again. I’ve cooled down now and want him back. What can I do? He refuses to talk to me.

Macy

Oh Macy! Well, in your shoes, I (1) go round and apologise – and take a gift for the dog.

Fiona

I think you were right to get upset. I (2) worry, he’ll get in touch soon.

Matt

I suppose you (3) always send a text and an apology not for getting angry but for over-reacting.

Jo

I guess you (4) allow him the time to cool off too. You (5) leave it for a few days, perhaps, and then go round and see him, acting as if nothing has happened.

Sal

I suppose you (6) have thought for a moment before throwing him and the dog out, but it’s done now so you (7) forget your pride and say you’re sorry about getting so angry – but also, ask him to take better care of the dog!

Katy

5 OPEN CLOZE. For questions 1-8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

GIVING ADVICE

Giving advice is often very difficult. Saying ‘I (0) WOULD do this, I wouldn’t do that’... It is not easy to tell other people what they should or (1) do even if they ask you. When friends ask you for advice about their job, for example, think twice before telling them what to do. Some people want a promotion but can’t decide if they had (2) speak to their manager or not. Normally in this case I (3) tell them to go for it. They (4) take a deep breath and speak to their boss. Of course I think they (5) choose a good time and it (6) better not be on a busy day or when the manager is in a bad mood. Otherwise it (7) go badly and your friends may think they shouldn’t (8) asked you for advice!
Countable and uncountable nouns

Use

- **Countable nouns** are the names of things of which there can be one (singular) or more than one (plural).
  - an apple, two apples, three apples
- **Uncountable nouns** have only a singular form. They can't be preceded by indefinite articles and have no plural form.
  - bread, sugar, water
- Some nouns can be countable or uncountable according to their meaning:
  - a light C; light and darkness U
  - a crime C; crime (in general) U
  - a business (a company) C; business U
  - a chocolate C; chocolate U
  - and also: cold, force, glass, ice, iron, manner, sense, tea
- Some countable nouns end in -s, but they must always be used with a singular verb form.
  - news, billiards, maths
- Some nouns are only uncountable and are used with a singular verb form. It is advisable to study them in groups, in order to remember them more easily:

Groups of similar things:
- accommodation, baggage, clothing, damage, equipment, food, fruit, furniture, rubbish, jewellery, luggage, machinery, mail, make-up, money/cash/change, scenery, spaghetti, traffic, etc.
- **Fluids**:
  - blood, coffee, milk, oil, soup, tea, water, wine, etc.
- **Solids**:
  - bread, butter, cheese, cotton, glass, gold, meat, paper, wood, etc.
- **Gases**:
  - air, nitrogen, oxygen, pollution, smog, smoke, steam, etc.

1 **COMPLETE** the table by putting the nouns from the box into the correct column 'countable', 'uncountable' or 'both'.

<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>honesty • wood • flour • book • weather • desk • pear</td>
<td>literature • criminal • education • teacher • glass</td>
<td>baking • milk • cheese • progress • business • advice film • fun • chocolate • cooking • piano • water lie • truth • pocket • home</td>
</tr>
</tbody>
</table>

Particles:
corn, dirt, dust, flour, grass, hair, rice, salt, sand, sugar, wheat, etc.

Abstractions:
brightness, confidence, courage, death, education, enjoyment, experience, fear, fun, happiness, health, help, honesty, hope, intelligence, justice, knowledge, laughter, luck, magic, peace, pity, pride, progress, recreation, relief, sleep, violence, wealth, etc.

- advice, evidence, information, news, proof, etc.
- energy, time, space, etc.
- homework, housework, work, etc.
- grammar, slang, vocabulary, etc.

Languages:
- Arabic, Chinese, English, Japanese, etc.

Fields of study:
- chemistry, history, literature, mathematics, psychology, etc.

Recreation:
- baseball, bridge, chess, poker, soccer, tennis, etc.

General activities (-ing forms):
- shopping, studying, swimming, travelling, walking, etc.

Natural phenomena:
- darkness, electricity, fire, fog, gravity, heat, humidity, light, lightning, rain, snow, sunshine, thunder, weather, wind, etc.

**UNCOUNTABLE NOUNS**

They are often countable in other languages:
- information, knowledge, news, etc.

I need some information about the trains.

They are often preceded by quantifiers such as some, any, no, a little or by nouns that can be counted:
- packet, piece, slice, cup, drop, etc.

Would you like some cake or a slice of bread with your tea?

(☞ See also p. 34)
2 **CHOOSE** the correct option to complete the text.

Tomorrow I’m starting a new (1) **job / work** in an office ten minutes away from my house. The (2) **work / works** is not difficult, but I will need to get up very early and do my (3) **houseworks / housework** before I leave. I should be able to do my (4) **shopping / shoppings** on the way home or during my lunch hour. In fact, almost every day I need to buy essentials like (5) **bread / breads**, milk and loose green (6) **teas / tea**. In my new job I will have to answer the phone and I know I will need a lot of (7) **patiences / patience** with difficult (8) **customer / customers**. With some (9) **lucks / luck** I will maybe change to another position soon, but at least the (10) **experience / experiences** will do me good.

3 **READ** the sentences and decide which are correct and which contain a mistake. Correct the mistakes.

1 My brother has the gift of a laughter, he keeps us happy all the time!
2 A crime in this city has increased over the last few years.
3 Which would you prefer to have, beauty or intelligence?
4 The tourists wanted to ask for two informations about the Cathedral.
5 There is no fruit left for breakfast, but there are a lot of milk.
6 Tennis are Brian’s favourite sport.
7 Excuse me, is there a car park near here?
8 I love chocolate and fruit, but the best food of all are spaghettis!
9 This year we are going to study chemistry and physics for the first time.
10 What time are the news on this evening?

4 **CHOOSE** the correct option to complete the dialogue.

Emma: Hi, Angie, have you got a (1) **minute / minutes**?
Angie: Hi, Emma. Yes, I’ve got lots of (2) **time / times** to spare. What’s the problem?
Emma: I’m choosing a present for my granny and I’m undecided between some special (3) **cheese / cheeses** or a box of (4) **chocolates / chocolate**. What do you think?
Angie: Well, my granny loves (5) **food / foods** but has to be careful about her (6) **weight / weights**, so what about some (7) **perfume / perfumes** or a piece of (8) **jewellery / jewelleries**?
Emma: I think (9) a / – choosing personal things is hard, I’m not sure about her (10) **taste / tastes** in jewellery or perfume...
Angie: Then get her an item of (11) **clothes / clothing**. Or a beautiful scarf or gloves...
Angie: Always happy to help a friend!

5 **MULTIPLE-CHOICE CLOZE.** For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

### Home cooking

What (0) **is** your favourite food? Is it a recipe your mother makes or maybe your grandmother? Lots of people have a series of recipes that have become part of the (1) **histories** of their family. (2) **Knowledge** and expertise handed down from mother to daughter, or son, and then on to grandchildren.

Do you have any? Often the ingredients are very simple: just a little (3) **buttering**, some (4) **butterings** and two or three eggs together with a lot of (5) **ricings** make a cake. Add some cut-up vegetables and flavouring to (6) **flours**, and you may have a risotto.

Pasta (7) **is** very popular in my family because it goes with so many different things (tomatoes, courgettes...), and of course cheese is obligatory. Then we get to puddings and wonderful sweets with masses of (8) **sugar**.

<table>
<thead>
<tr>
<th>0</th>
<th>A is</th>
</tr>
</thead>
<tbody>
<tr>
<td>B are</td>
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<tr>
<td>C has</td>
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<td>D have</td>
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<table>
<thead>
<tr>
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<tbody>
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</tr>
<tr>
<td>C little history</td>
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<td>D have</td>
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<table>
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</tr>
<tr>
<td>C Knowledges</td>
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<td>D Some knowledges</td>
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</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>C sugars</td>
<td></td>
</tr>
<tr>
<td>D sugars</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>A rice</th>
</tr>
</thead>
<tbody>
<tr>
<td>B rices</td>
<td></td>
</tr>
<tr>
<td>C ricing</td>
<td></td>
</tr>
<tr>
<td>D ricings</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7</th>
<th>A are</th>
</tr>
</thead>
<tbody>
<tr>
<td>B have</td>
<td></td>
</tr>
<tr>
<td>C is</td>
<td></td>
</tr>
<tr>
<td>D has</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8</th>
<th>A chocolates</th>
</tr>
</thead>
<tbody>
<tr>
<td>B chocolate</td>
<td></td>
</tr>
<tr>
<td>C some chocolate</td>
<td></td>
</tr>
<tr>
<td>D a chocolate</td>
<td></td>
</tr>
</tbody>
</table>
12 Quantifiers

- Countable and uncountable nouns can be preceded by nouns of containers or by nouns that define their quantity.

<table>
<thead>
<tr>
<th>Uncountable nouns</th>
<th>Plural countable nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>much (negative and interrogative sentences)</td>
<td>many (negative and interrogative sentences)</td>
</tr>
<tr>
<td>a lot of (affirmative sentences)</td>
<td>a lot of (affirmative sentences)</td>
</tr>
<tr>
<td>too much</td>
<td>too many</td>
</tr>
<tr>
<td>so much</td>
<td>so many</td>
</tr>
<tr>
<td>little</td>
<td>few</td>
</tr>
<tr>
<td>too little</td>
<td>too few</td>
</tr>
<tr>
<td>so little</td>
<td>so few</td>
</tr>
<tr>
<td>some, a little</td>
<td>some, a few</td>
</tr>
<tr>
<td>enough</td>
<td>enough</td>
</tr>
<tr>
<td>How much?</td>
<td>How many?</td>
</tr>
<tr>
<td>two, three, etc.</td>
<td></td>
</tr>
<tr>
<td>each, every</td>
<td></td>
</tr>
<tr>
<td>several</td>
<td></td>
</tr>
<tr>
<td>lots of, plenty of</td>
<td>lots of, plenty of</td>
</tr>
<tr>
<td>most</td>
<td>most</td>
</tr>
<tr>
<td>all</td>
<td>all</td>
</tr>
</tbody>
</table>

**NOUNS WITH ONLY A PLURAL FORM**

- Some nouns only have a plural form and therefore must always be used with a plural verb form and plural quantifiers. trousers, clothes, scissors, glasses
- When referring to ‘one’ or ‘more than one’ of this type of nouns, another noun or a quantifer must be added. a pair of trousers/glasses/scissors, too many clothes

**CHOOSE** the correct option (A, B or C) to complete the sentences.

1. Would you like a bottle of ... ?
   - A tea
   - B wine
   - C jam

2. I have drunk a whole ... of water today.
   - A piece
   - B dozen
   - C litre

3. Can you please pass me a ... of beans?
   - A can
   - B glass
   - C bar

4. Tom has just eaten a ... of white chocolate.
   - A packet
   - B tube
   - C bar

5. We've run out of toothpaste, let's buy a couple of ... .
   - A tubes
   - B packets
   - C cartons

6. This cake is very rich, it has almost 200 ... of butter.
   - A grams
   - B litres
   - C pints

7. Give the children a ... of crisps, they're hungry.
   - A box
   - B packet
   - C piece

8. No more toast, you've had three ... already.
   - A jars
   - B pieces
   - C slices
Complete the dialogue at a restaurant using the quantifiers from the box.

Waiter: Good evening. Would you like to order?
Jack: Yes, please. I'll have (1) _____________ soup and (2) _____________ bread rolls.
Beth: And I'd like (3) _____________ pasta, please. Do you have any lasagne?
Waiter: There is a (4) _____________ vegetable lasagne left, but there's (5) _____________ of classical lasagne.
Beth: I'll have the classical, but not (6) _____________ as I've already had an appetiser at home.
Waiter: What about something to drink?
Beth: Let me see, I'll have (7) _____________ coke and then (8) _____________ coffee after the meal.
Jack: For me (9) _____________ milk, no coffee but maybe (10) _____________ cake. Do you have any?
Waiter: We have several cakes: lemon, coffee, chocolate, almond…
Jack: I see, that's (11) _____________ ! I'll have the lemon, please.
Waiter: Anything after that?
Jack: No, that's quite (12) _____________ , thank you.

Reading and Use of English – Part 4

Key word transformations. For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).

0 I'm afraid there are too few apples to have one each.
   ENOUGH I'm afraid there _____________ to have one each.

1 Europe has a very large population.
   PEOPLE There are _____________ in Europe.

2 When the weather is good, there are a lot of cars heading for the sea.
   TRAFFIC When the weather is good, there _____________ heading for the sea.

3 What was the price you paid for those oranges?
   HOW _____________ those oranges?

4 Every single runner will have an equal chance to win the race.
   ALL _____________ will have an equal chance to win the race.

5 Sadly there's not enough snow to go skiing.
   TOO Sadly there _____________ to go skiing.

6 How much luggage can we bring on holiday?
   SUITCASES _____________ can we bring on holiday?
A Grammar Revision

13 Zero, first and second conditionals

13.1 Zero, first and second conditionals

ZERO CONDITIONAL
- It is used for common states or events, universal truths, scientific facts. If can be replaced by when/whenever, even though if stresses the idea that it is a condition.

<table>
<thead>
<tr>
<th>If-clause: present simple</th>
<th>Main clause: present simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the temperature goes below 0 °C, water freezes into ice.</td>
<td></td>
</tr>
</tbody>
</table>

- It is used if the main clause expresses a habitual activity or situation regarding the speaker. It is often used to speak about a real possibility.

<table>
<thead>
<tr>
<th>If-clause: present simple</th>
<th>Main clause: present simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I don’t have breakfast in the morning,</td>
<td>I always get hungry during class.</td>
</tr>
</tbody>
</table>

FIRST CONDITIONAL
- It is used if the main clause concerns a particular activity or situation in the future.

<table>
<thead>
<tr>
<th>If-clause: present simple (or any present tense)</th>
<th>Main clause: any future tense with will (usually future simple)</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the weather is nice tomorrow, if he is working.</td>
<td>We will go on a class trip. He won’t be listening to the radio.</td>
</tr>
</tbody>
</table>

SECOND CONDITIONAL
- The conditional clause can represent what is a) possible; b) hypothetical/imaginary; or c) contrary to present fact. This kind of if-clause is often used to d) persuade people to do something.

<table>
<thead>
<tr>
<th>If-clause: past simple</th>
<th>Main clause: present conditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) If we caught the 10 o’clock train,</td>
<td>we could get there for lunch.</td>
</tr>
<tr>
<td>b) If I won the lottery,</td>
<td>I would stop working.</td>
</tr>
<tr>
<td>c) If he were here right now,</td>
<td>he would help us.</td>
</tr>
<tr>
<td>d) If you worked here,</td>
<td>you would earn more.</td>
</tr>
</tbody>
</table>

13.2 Unless, provided that, as long as, in case

There are several conjunctions that use the same verb structure as conditional clauses.

- Unless + affirmative verb: stresses the idea that the condition must be fulfilled.
  She never answers the door unless you ring three times.

- Provided (that): can replace if when there is a strong idea of limitation or restriction.
  I’ll come provided you pay my fare.

- As long as: means ‘on the condition that’ or ‘for the time that it takes’.
  I’ll stay with you as long as there is a room free.

- In case: contains the meaning ‘if the possibility arises’.
  I’ll come tomorrow in case Ann wants me.

⚠️ DEPENDENT CLAUSES

In this sentence the meaning of the main clause doesn’t change if we drop the ‘in case’ clause.
(Perhaps Ann wants me, perhaps she doesn’t, but I will come anyway. My action doesn’t depend on Ann.)

1 MATCH a beginning (1-7) with a suitable ending (a-g).

1 If Mark doesn’t like suspense, a) we wouldn’t invite them to the party.
2 We will go and see the new art exhibition b) if he could swim!
3 Robert would help them c) if we lived in the mountains.
4 If you want to improve the environment, d) we’ll take a picnic to Hyde Park.
5 We could breathe fresh clean air every day e) he doesn’t have to watch this thriller.
6 If they weren’t such nice people, f) you can leave your car at home.
7 If it’s sunny next Sunday, g) if you come on Saturday.
2 **COMPLETE** the sentences using the correct form of the verbs in brackets.

1. If you come to my house this afternoon, I (to show) you the photos from Dublin.
2. Would you travel around the world if you (to have) more money?
3. When we (to look) out of the window of our house in the mountains, we can see Mont Blanc.
4. If they lived in Switzerland, probably they (to speak) three languages.
5. You should go home if you (not to feel) well.
6. My dad always says that if he (to be) famous, we would all live in Hollywood.
7. Tim is such a happy soul; whenever I see him, he always (to make) me laugh.
8. If I were you, I definitely (not to leave) any money in the changing room.

3 **READ** the sentences and decide which are correct and which contain a mistake. Correct the mistakes.

1. If you tell anyone about Macy’s problems, she will never forgive you.
2. If I live in Melbourne, then I wouldn’t be so cold.
3. Unless he arrives soon, I’ll go home.
4. We’ll keep Saturday evening free in case Bob will come to see us.
5. I’ll go shopping with them as long as they won’t ask for any money.
6. We can miss the zumba lesson provided that we had a good excuse.
7. If I were a famous actress, I wouldn’t live in this tiny flat.
8. When winter comes, we will usually light a fire in the evening.

4 **COMPLETE** the text messages using the correct form of the verbs from the box.

- give • help • employ • win • change • have
- come • provide • mind • be (X2)

Hi guys, who can help me sort out my garden this weekend? If anyone can give me a hand,
I (1) __________ refreshments.
Sadie

If you (3) __________ you, I’d call a gardener, it’s much quicker!
Johnny

Of course I (4) __________ one if I were richer, but unless I (5) __________ the lottery this week, I (6) __________ to do it myself.
Sadie

Save it for Saturday, (10) __________ at 10 unless you (11) __________ your mind. CU!
Dave

**FCE Reading and Use of English – Part 2**

5 **OPEN CLOZE.** For questions 1-8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

**Seeing the world**

Travelling is one of the most stimulating activities that exist. If we (0) _______ **COULD** , I’m sure most of us (1) __________ take every opportunity to visit new places, meet new nationalities and see the world. If I (2) __________ a penny for every time I think about travelling, I would (3) __________ rich! If I could choose, I would start my journey in Paris. My sister always says that if she (4) __________ ever born again, she (5) __________ like to be born French! That’s because she loves the language. Anyway, if I start in Paris, I can easily travel to Germany, Belgium, Austria and then Spain. When I get to Spain, I (6) __________ go to visit all the famous cities provided (7) __________ it’s not too hot. Then I can think about the rest of the world as (8) __________ as I still have time and money of course.
14 Wishes and regrets, the third conditional and mixed conditionals

14.1 Wishes and regrets
The verb wish is used when the speaker wants reality to be different or when his/her wishes or regrets are expressed. It is followed by a noun clause in which that is usually omitted.

About the past: We use the past perfect tense after wish to refer to something the speaker wished for in the past, or to express his/her regrets about something which happened / didn't happen in the past.

- I wish John had come to my birthday party. (But he didn't.)
- I wish John could have come to my birthday party. (But he couldn't.)

About the present: We use the past tense after wish to refer to present unreality.

- I wish I were rich. (But I'm not.)
- I wish I could speak French. (But I can't.)

If only: I were rich.

- I wish you would stop talking!
- I wish you would hurry up.

About the future: We can also use would to say that the speaker wants something to happen in the future. The wish may or may not come true.

- I wish it would stop raining!

14.2 The third conditional
The third conditional is very common to talk about regrets.

**USE**

<table>
<thead>
<tr>
<th>If-clause: past perfect</th>
<th>Main clause: past conditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) If you had told me the truth,</td>
<td>I would have given you my opinion.</td>
</tr>
<tr>
<td>I would have given you my opinion.</td>
<td>I had studied.</td>
</tr>
<tr>
<td>b) If they had studied,</td>
<td>they would have passed the exam.</td>
</tr>
</tbody>
</table>

These sentences are completely hypothetical, and represent what is contrary to past fact. The past perfect tense is used to indicate past unreality. In reality:

- a) You didn't tell me the truth, so I couldn't give you my opinion.
- b) They didn't study, so they failed the exam.

14.3 Mixed conditionals

**USE**

They are used when the time in the if-clause and the time in the main clause are different: one may refer to the present and the other to the past. There are two possibilities:

- a) a present result of an impossible past event;
- b) an impossible past consequence of a present action.

<table>
<thead>
<tr>
<th>If-clause: past perfect</th>
<th>Main clause: present conditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) If I had had breakfast this morning,</td>
<td>I wouldn't be hungry now.</td>
</tr>
<tr>
<td>This refers to past time.</td>
<td></td>
</tr>
<tr>
<td>b) He isn't a good student.</td>
<td>He didn't study for the exam yesterday.</td>
</tr>
<tr>
<td>This refers to present time.</td>
<td></td>
</tr>
<tr>
<td>If-clause: past simple</td>
<td>Main clause: past conditional</td>
</tr>
<tr>
<td>a) If I had had breakfast this morning,</td>
<td>I wouldn't be hungry now.</td>
</tr>
<tr>
<td>This refers to past time.</td>
<td></td>
</tr>
<tr>
<td>b) He isn't a good student.</td>
<td>He didn't study for the exam yesterday.</td>
</tr>
</tbody>
</table>

1 LOOK at the pictures and complete the sentences about regrets.

I wish I...

1. ........................................ that glass.

2. ........................................ more money.

3. ........................................ German.
2 MATCH a beginning (1-10) with a suitable ending (a-j).
1 If only it were summer,
2 I wish I had never agreed
3 If Steve hadn’t told us about the mud,
4 I would speak perfect French
5 If only we had mended the hole last year,
6 I wish our housemates would stop shouting,
7 They would have arrived sooner
8 You would never have known the truth
9 Tom would have taken his mum to the station
10 Mike wishes he hadn’t posted the video on the Net,
a if they had followed Brian’s directions.
b we would have walked in it.
c if I had been born in France.
d it’s simply impossible to study with all this noise!
e now everyone has seen him make a fool of himself.
f if he had a car.
g then I could go on holiday with my friends.
h if she hadn’t told you.
i then we wouldn’t have to replace the whole roof.
j to come to this party, I don’t know anyone except Philip.

3 REWRITE the sentences using the third conditional.
1 He broke his leg. He couldn’t run in the race.
2 Suzy didn’t meet her neighbour. She didn’t hear about the new metro station.
3 I joined this theatre company. I came to know some wonderful actors.
4 They arrived late. They missed the headmaster’s speech.
5 We snowboarded very slowly. We didn’t fall on the ice.
6 She didn’t go to the meeting. She didn’t learn about the new programme.
7 John lost a library book. He had to pay a fine.
8 The children ate all the cake. There was none left for us.

4 CHOOSE the correct option to complete the interview.
Reporter: It is a great privilege to meet such a famous actress. Thank you for agreeing to talk to us about your career.
Actress: It is my pleasure.
Reporter: I suppose the obvious thing to ask you after your long successful career in acting is, do you ever wish you (1) have / had done things differently?
Actress: Of course, I think everyone looking back has things they (2) want / wish they had never done or never (3) said / say, but then if I (4) hadn’t / wouldn’t done and said those things, maybe I (5) wouldn’t become / wouldn’t be so successful.
Reporter: Are there any plays you regret doing?
Actress: Sometimes I think it (6) would have / had been better to select the roles more carefully – but then if I (7) hadn’t / had played so many parts, maybe I (8) wouldn’t have / wouldn’t had become so famous.
Reporter: Which was your favourite role?
Actress: That’s a terrible question and the best answer is – my next role. But actually I (9) would / wouldn’t have had so many opportunities (10) when / if I had only picked roles I liked.
Reporter: Is there anything else you would have done differently if you (11) have / had the chance?
Actress: I would probably have (12) tried / try to have more time to dedicate to my personal life and my family.

5 MULTIPLE-CHOICE CLOZE. For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

No regrets!

There are very few people who can honestly say: ‘If (0) __________ ONLY I had no regrets.’ It is human nature to act impulsively and say or do something that you later (1) __________________________ you hadn’t. I’m afraid to say that I do it all the time. I get really angry sometimes, especially with my little brother, and then I shout at him and once I even broke one of his toys, on purpose. Of course I was sorry later.

I wish I (2) ________________________________ broken the toy then I (3) ________________________________ to buy another one! I also wish I hadn’t (4) ________________________________ at him then my mother wouldn’t (5) ________________________________ shouted at me. I wish I (6) ________________________________ learn to be cool and relaxed, but after all, if (7) ________________________________ had the choice to be me, as I am, or someone else, I would probably still (8) ________________________________ to be me.

0 A when 
1 A want 
2 A hadn’t 
3 A would have 
4 A shouted 
5 A has 
6 A could 
7 A have 
8 A choose

B only 
B only 
B had chosen 
B shout 
B have 
B has 
B choose 
B that 
B only 
B hope 
B didn’t 
B have had 
B shout 
B have 
B has 
B chose 
B wish 
B didn’t 
B wouldn’t have 
B to shout 
B had 
B had 
B hadn’t 
B chose 
B but 
B forget 
B would have 
B haven’t had 
B shouts 
B to have 
B didn’t 
B had 
B chosen
15 Comparative and superlative adjectives and adverbs

FORM

One-syllable adjectives
They form the comparative by adding -er and the superlative by using the before the adjective and adding -est to the positive form of the adjective.

cold – colder – the coldest
long – longer – the longest

Adjectives of three or more syllables
They form the comparative and superlative by putting more and the most before the positive form of the adjective.

interested – more interested – the most interested
beautiful – more beautiful – the most beautiful

Two-syllable adjectives
Most take more and the most.
doubtful – more doubtful – the most doubtful
obscure – more obscure – the most obscure

Those ending in -er, -le, -ou or -y usually add -er and -est to the positive form of the adjective.
clever – cleverer – the clearest
humble – humbler – the humblest
narrow – narrower – the narrowest
silly – sillier – the silliest

BUT
eager – more eager – the most eager
tender – more tender – the most tender

AND
The adjective common has got both forms.

common – commoner – the commonest

common – more common – the most common

USE

• After superlatives, we use in (or other prepositions) to show what places we are talking about.
  It’s the most expensive car in the world.
  She’s the happiest girl under the sun.
  Mark is the tallest among the three boys.
  El Azizia is the hottest place on earth.

• Of is used when there is a superlative followed by plural nouns and pronouns.
  She is the most sensible of the girls.

• That + clause is often found after superlatives.
  She is the funniest person that I know.

• To emphasise comparatives, we use much, a lot or far.
  You are far more tolerant than I am.

• To emphasise less, we use a little, a bit or slightly.
  He looks a bit older than he is.
  This coat is slightly cheaper than that one.

• Other adverbs can be used, such as even, rather, any, no.
  He is quite fat, but a few years ago he was even fatter.
  I met her no later than yesterday.

• To emphasise superlatives, we use by far.
  This is by far the best DVD I’ve ever seen.

• Adverbs usually have comparative and superlative forms with more and the most respectively.
  Boys usually run more quickly than girls.
  Elle speaks the most quietly of all his brothers.

• BUT early, fast, hard, late, long, loud, near, slow and soon have comparative and superlative forms with -er and -est.
  Elle runs faster than Becca.

• If we want to say that people, things or actions are equal in some way, we can use the structure as … as in the affirmative and not so / not as … as in the negative.
  He was as white as a sheet.
  Your coffee is not as/so good as the coffee my mother makes.

• Not so / as ... as can also be expressed using less ... than.
  This book was less interesting than the last one I read.

• Fewer ... than is used with plural nouns.
  There were fewer people at the lecture than we expected.

<table>
<thead>
<tr>
<th>IRREGULAR ADJECTIVES AND ADVERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad – worse – the worst</td>
</tr>
<tr>
<td>good / well – better – the best</td>
</tr>
<tr>
<td>far – farther – the farthest / far – the furthest (both are used for distances)</td>
</tr>
<tr>
<td>far – further – the furthest (it is used to mean ‘additional, extra’)</td>
</tr>
<tr>
<td>little – less – the least</td>
</tr>
<tr>
<td>many / much – more – the most</td>
</tr>
<tr>
<td>old – older – the oldest (Older is used when there is than in the sentence: He is older than I am.)</td>
</tr>
<tr>
<td>old – elder – the eldest (it is used for comparisons within a family, but only in an attributive way, that is, in front of a noun: my elder brother, his eldest daughter)</td>
</tr>
</tbody>
</table>
### Expressions Using Comparisons

<table>
<thead>
<tr>
<th>Comparative + and + comparative</th>
<th>It expresses the idea of continuing change, either gradual decrease or increase.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The older I get, the happier I am.</td>
<td>I am getting fatter and fatter. We are going more and more slowly.</td>
</tr>
<tr>
<td>The sooner you start, the more quickly you’ll be finished.</td>
<td></td>
</tr>
</tbody>
</table>

### Complete the Sentences

1. Complete the sentences using the correct comparative or superlative form of the adjectives in brackets and the correct preposition.

   1. She is ___________________________ her class. (+ pretty)
   2. Is this new game ___________________________ the old one? (– interesting)
   3. He is by far ___________________________ boy I’ve ever met! (+ intelligent)
   4. William is ___________________________ his cousin Ben. (= tall)
   5. My suitcase is ___________________________ Tom’s one. (+ heavy)

2. Read the sentences and decide which are correct and which contain a mistake. Correct the mistakes.

   1. Brian doesn’t run so fast than David.
   2. The more you laugh, the longest you live.
   3. The town centre was a lot far than we had thought.
   4. It was difficult to choose between the candidates, but in the end the one with the fewest mistakes was the winner.
   5. Today is hot, but yesterday was hotter and the day before was the hotter day of all.

3. Complete the dialogue using the correct comparative or superlative form of the words in brackets.

   **Doctor:** Good morning, Mrs Jones, how are you?
   **Mrs Jones:** I’m afraid I’m not too good, doctor. I’m feeling ___________________________ (bad) today.
   **Doctor:** I’m sorry to hear that, I wish you felt ___________________________ (good) today.
   **Mrs Jones:** Well, my temperature is ___________________________ (high), my chest is ___________________________ (painful) and my cough is the ___________________________ (bad) I have ever had.
   **Doctor:** Oh dear, you obviously need some ___________________________ (strong) medicine. Take these tablets three times a day. Let them dissolve ___________________________ (slowly) you can. They are the ___________________________ (effective) pills I know.
   **Mrs Jones:** Thank you, doctor. I certainly seem to get ill ___________________________ (often) than I used to.
   **Doctor:** Well, Mrs Jones, none of us are getting any ___________________________ (young) and once we were all ___________________________ (vulnerable) than we are now.

### Reading and Use of English – Part 1

#### Multiple-Choice Cloze

For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

**The Beatles** are the **0** widely known pop band in history. They were formed in Liverpool in 1960 with four members – John Lennon, Paul McCartney, George Harrison and Ringo Starr. They are now considered the **1** and most influential music group of the rock era. Their most **2** influences include rock and roll, ballads, Indian music, psychedelia and hard rock as well as the introduction of the **3** unusual classical elements. They rose to fame in the early 1960s becoming **4** and more popular. Their increasingly sophisticated music grew to be **5** known than any group’s before them and was seen as an embodiment of the ideals of the socio-cultural revolutions of the time.

The Beatles are the **6** selling music artists of all time. They have sold more singles in the UK and the USA **7** any other music group and were included in Time magazine’s compilation of the 20th century’s 100 **8** influential people.

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