

UNIT 1

Lesson A

Present Perfect Tenses

<p>The present perfect (<i>has / have + past participle</i>) and continuous (<i>has / have + been + present participle</i>) both refer to past situations connected to the present.</p>	<p>I have lived here for a long time. I've been living here for a long time.</p>
<p>Form the present perfect as follows: subject + <i>has / 's / have / 've (+ not) + past participle (+ object)</i></p> <p>Form questions as follows: <i>Has (n't) / Have (n't) + subject + past participle (+ object) + ?</i></p>	<p>He's lived there. He hasn't lived there.</p> <p>Has he lived there? Hasn't he lived there?</p>
<p>Form the present perfect continuous as follows: subject + <i>has / 's / have / 've + (not) been + present participle (+ object)</i></p> <p>Form questions as follows: <i>Has (n't) / Have (n't) + subject + been + present participle (+ object) + ?</i></p>	<p>He's been living there. He hasn't been living there.</p> <p>Has he been living there? Hasn't he been living there?</p>
<p>In most cases, use the present perfect:</p> <ol style="list-style-type: none"> to emphasize that an event has been completed. with verbs that take no time to complete. to emphasize that an action will not be repeated. for things that have been true for a very long time. with stative verbs connected to our minds or senses. 	<ol style="list-style-type: none"> He has told us already. She's just started a new job. You've given us some great news! People have lived in this city for thousands of years. You've known me since I was a kid.
<p>In most cases, use the present perfect continuous:</p> <ol style="list-style-type: none"> to emphasize how long something continued. to describe past actions that are still continuing. 	<ol style="list-style-type: none"> They've been waiting for hours. It has been raining since yesterday.

Some time expressions are common with both tenses:

- | | |
|---|---|
| <ol style="list-style-type: none"> Use <i>for</i> to say how long something has continued. Use <i>since</i> to indicate when something started. Use <i>during / for / in the last</i> + period to say how long or how often. Use <i>recently</i> or <i>lately</i> to discuss recent events or actions. Use <i>ever</i> or <i>never</i> to talk or ask about things you have done or not done in your life. | <ol style="list-style-type: none"> We've worked together for years. We've been working together since we finished college. I've been there three times in the last 10 years. She's been calling me a lot recently. I've never visited Japan or Korea. |
|---|---|

A Complete each sentence with a time expression from the box.

during the summer for three days in the last year
 never recently since 9 o'clock

- We've been staying at this hotel _____.
- They've been waiting _____ this morning.
- _____, Jude has moved to a new house four times.
- Issie has made several new friends _____.
- Surprisingly, he has _____ learned to swim.
- _____, I've gone swimming almost every day.

B Answer the questions with complete sentences. Use either the present perfect or the present perfect continuous.

- How long have you been living in your current home?
- How many times have you checked your phone today?
- What is your favorite movie and how many times have you seen it?
- Who is your best friend and how often do you see him or her?
- Who is your favorite singer and how long have you liked him or her?
- What is something you are waiting for and how long have you been waiting for it?

Lesson C

So ... That

Use *so ... (that)* + a clause to explain and give the result of something. The word(s) after *so* give the reason, and the clause after *that* gives the result. (Note: *that* is optional.) Several *so ... that* patterns are possible:

1. *so* + adjective phrase (+ *that*) + clause
2. *so* + adverb phrase (+ *that*) + clause
3. *so* + *many* / *few* + countable noun phrase (+ *that*) + clause
4. *so* + *much* / *little* + uncountable noun phrase (+ *that*) + clause

1. The movie is **so good that** I've seen it three times.
2. She left **so quickly that** we couldn't say goodbye.
3. There are **so many good jobs in this city that** thousands of people have moved here.
4. I have **so little money this month that** I cannot even take the bus to work.

For example, *forget*, *remember*, *stop*, and *try*.

To say that an action didn't happen, use the correct form of *does* + *not* before the main verb.

He **stopped buying** chocolate.
(i.e., He no longer buys chocolate.)
They **didn't promise to call** him.
(i.e., They didn't make any promise about calling.)
She **doesn't like taking** the bus each day.
(i.e., She has to take the bus, but she dislikes it.)

It is also possible to make a negative sentence by putting the word *not* between *to* and the base verb (for infinitives) or before the *-ing* form.

They **promised not to call** him.
(i.e., They promised that they would not call.)
She **likes not taking** the bus each day.
(i.e., She is happy that she doesn't take the bus.)

For questions, use regular question word order.

Did he **manage to finish** all his work?
Why do you **hate using** the telephone?

A Rewrite each sentence pair into one sentence using *so ... that*.

1. He uses his phone often. The battery runs out very quickly. _____

2. She has lots of money. She can buy whatever she wants. _____

3. The cake was delicious. I ate all of it. Now I don't feel well! _____

4. The store had few customers. It had to close down. _____

5. Matt's idea was good. Everyone agreed with it immediately. _____

6. Jo answered the questions quickly. She was the first to finish. _____

UNIT 2

Lesson A

Infinitives and *-ing* Forms 1

A few verbs can take either infinitives or *-ing* forms, but with a major difference in meaning.

He **stopped to buy** chocolate.
(i.e., The reason he stopped was to buy chocolate.)

A Circle the correct form (infinitive or *-ing*) to complete each sentence.

1. He forgot *to buy* / *buying* orange juice, so he has to go back to the store.
2. We stopped *to shop* / *shopping* at that store because of its high prices.
3. I promised *to finish* / *finishing* all of the work on time, but I couldn't do it.
4. She remembered *to visit* / *visiting* the same place when she was a child.

B Rewrite each sentence as a negative sentence and then again as a question.

1. The children enjoyed listening to their teacher tell them a story.

2. The friends agreed to meet in the cafe on the corner of Main Street.

3. Andrew discussed looking for a new job with his friend Martina.

4. I hated studying mathematics and science when I was a child.
- _____
- _____

Lesson C

Could, May, and Might

For negative sentences with *may*, or *might*, add **not** after the modal and before the base verb. (Note that it is uncommon to use *not* after *could* to express uncertainty or possibility. Also, note that it is uncommon to use the contracted form (*n't*) after *may* or *might*.)

It **may / might not arrive** tomorrow.

For questions with *could*, *may*, or *might*, it is most common to use a phrase like *Do you think* to begin the sentence and then normal word order.

Do you think he **might** be sick?

In formal language, sometimes the modal is the question word and question word order is used.

Could he be sick?

- A** Rewrite each sentence as a negative statement and then again as a question.

1. They might visit our house next week.
- _____
- _____

2. He may be available to help us later.
- _____
- _____

3. I may have lost my textbook and laptop.
- _____
- _____

4. The halo effect might have influenced us.
- _____
- _____

UNIT 3

Lesson A

The Passive 1

Form the passive with *be* + the past participle of the main verb.

Unfortunately, trees **are removed** to make room for farming.

Use the passive with any verb tense.

Thousands of acres of forest **have been destroyed** in recent years.

Use the passive:

1. when the agent (the doer) is not known or not important.
2. to emphasize the object of the verb.

1. Oil **can be refined** into gasoline and diesel fuel for cars, trucks, and ships.
2. Six countries in the region **were affected** by drought last year.

Use a *by* phrase to say who or what does something (the agent).

New trees **are being planted by local children**.

- A** Rewrite the sentences in your notebook in the passive. Use a *by* phrase when needed.

1. People use coal and oil for heating and transportation.
2. Conservation groups raise money for environmental projects.
3. Extreme weather has caused many problems in recent years.
4. Immigrants brought invasive species to Australia during the 1800s.
5. Palm oil plantations are causing deforestation in Southeast Asia.
6. In many parts of the world, people are conserving energy.
7. One company developed an excellent land management plan.
8. Recycling has kept tons of paper and plastic out of landfills.

- B** Complete the sentences with an appropriate agent.

1. Those nests in that tree were made by _____.
2. This textbook was published by _____.
3. Oil is being used as fuel by _____.
4. My favorite kind of shampoo is made by _____.
5. Rising sea levels are caused by _____.

Lesson C

The Past Perfect

Use the past perfect to talk about something that happened before another event in the past:
subject + *had* + (*not*) + past participle

The game warden arrived on Wednesday and saw that many fish **had died**. They **had not had** problems in that lake previously.

The simple past is often used with words such as *before* or *after* that make the time relationship clear. Both forms are grammatically correct.

Cats **had come** to the island on ships **before** the rabbits arrived.
Cats **came** to the island on ships **before** the rabbits **arrived**.

A Read each sentence and underline what happens first.

1. The Nile Perch had been a river fish before it was brought to Lake Victoria.
2. The lake had not had such a large predator before the perch arrived.
3. By the late 1980s, the perch population had grown enormously.
4. James called his mother after he finished playing soccer.
5. Before the sun went down, Rita found a good place to watch the fireworks.

UNIT 4

Lesson A

Infinitives and -ing Forms 2

Use a gerund or an infinitive as the subject of a sentence.

Helping people is rewarding.
To help people is rewarding.

Use an infinitive to give more information about a noun or adjective.

I'm **determined to get** a good job.

-ing forms can be the object of a preposition.

You can achieve your goals **by working** hard.

Verb + infinitive

Use infinitives after certain verbs, including:
agree decide hope
learn need promise
want

I **try to find** new opportunities every day.

Verb + gerund

Use gerunds after certain verbs, including:
avoid consider enjoy
finish give up stop

They **avoid doing** work after the work day finishes.

Verb + infinitive or gerund

Use infinitives or gerunds after certain verbs, including:
begin continue hate
like love prefer

I **prefer to pay** in cash.
I **prefer paying** in cash.

A Unscramble the words to make statements.

1. nap / good / taking / for / a / in / afternoon / is / the / you

2. marathons / are / they / good / running / at

3. enough / for / the / needs / she / time / study / to / exam

4. many / staying / late / up / common / is / a / habit / people / of

5. hobby / is / jogging / her / favorite

B Complete the sentences with the correct form of the words in parentheses.

1. I've had _____ (trouble / stay) up late.
2. _____ (have / friends) is good because it helps you feel less lonely.
3. Are you _____ (have / difficulty) falling asleep?
4. I'm wasting _____ (time / look) for the store.
5. It would be _____ (fun / learn) from you.

Lesson C

The Passive 2

Form the negative passive by placing *not* after *be* or after the modal.

The money **is not deposited**.
The receipt **will not be printed** automatically.

Notice the word order of questions in the passive.

Are credit cards **accepted** here?
Where was the package **delivered**?

A Underline the passive in the sentences. Then rewrite the sentences in the negative.

1. The instructions were followed by the team.

2. We are affected by changes in our work places.

3. My office space has been reduced.

4. Action is being taken to protect our benefits.

5. We are being given less vacation time this year.

B Rewrite the sentences as questions.

1. Officials have reported that productivity is better.

2. The office is changing our work schedule.

3. All of us are affected by the changes.

4. She has been given a raise.

5. She is being given a promotion.

UNIT 5

Lesson A

Unreal Conditionals	
Unreal conditionals that refer to unlikely events are often called <i>second conditionals</i> .	<i>if</i> + subject + simple past, subject + <i>would</i> + base form of verb If I was sick, I wouldn't go to class.
Unreal conditionals that refer to impossible events are often called <i>third conditionals</i> .	<i>If</i> + subject + past perfect, subject + <i>would</i> + <i>have</i> + past participle If I hadn't gotten sick, I would have come to class.
For both second and third conditionals, using different modals can change the meaning.	If he had a phone, he would / might / could call you.
In questions, use question word order in the result part of the sentence, not in the conditional part.	Would he have helped if I had told him? He would have helped if had + told him?
In negative sentences, put <i>not</i> in the condition clause or the result clause, depending on the situation. If <i>not</i> is in both clauses, the two negatives result in a positive meaning.	If I had left, I would not have been sad. (I did not leave, so now I am sad.) If I had not left , I would have been sad. (I did leave, so now I am happy.) If I hadn't left , I wouldn't have been sad. (I did leave, so now I am sad.)

A Rewrite second conditional sentences as third conditionals and third conditionals as second conditionals. Follow the example.

Example If he had finished early, he would have won. →
If he finished early, he would win.

1. Would you answer if I called you?

2. If you won some money, what would you buy?

3. If they had lost it, I might have found it.

4. I could have visited if I had had more time.

5. If I sent the message, he wouldn't like it.

B Use a word from the box to complete each sentence. In some cases, several answers are possible.

could if might not would

1. Dinosaurs might have survived if a comet had _____ hit Earth a long time ago.
2. If climate change continued, how _____ the weather in your country change?
3. If the hurricane had struck the city, some people _____ definitely have died.
4. Humans _____ survive a future disaster if we lived on both Mars and Earth.
5. Protect your head _____ an earthquake happens when you are in a building.

Lesson C

Using *Wish* and *Hope*

In sentences with *wish* or *hope*, the word *that* is not necessary. However, it is a good idea to include it for two reasons. First, it may help listeners or readers follow your ideas. Second, using *that* reminds you that you need a new clause (with subject and verb).

To say what you want to do in a formal way, use <i>wish to</i> + verb. Don't use <i>wish</i> (+ <i>that</i>) + simple past.	He wishes to leave . He wishes that he left.
To talk about plans, use <i>hope to</i> + verb as well as <i>hope</i> (+ <i>that</i>) + simple present.	I hope to get a new job. I hope that I get a new job.
To say that you hope somebody was not affected by a bad situation, use <i>hope</i> (+ <i>that</i>) + subject + simple past.	I hope that your house wasn't damaged by the storm.

However, there is no change in these cases:	
<ul style="list-style-type: none"> • when the original verb is in the past perfect • or for "past" modals like <i>could</i>, <i>would</i>, <i>should</i>, <i>might</i> • if the original statement is still true or has not happened yet. 	
Reported questions use normal word order and do not end with a question mark. To report <i>wh</i> - questions, use the <i>wh</i> - word to introduce the reported speech. To report <i>yes / no</i> questions, use <i>if</i> or <i>whether</i> to introduce the reported speech.	<p>She asked, "When did you do it?" → She asked <u>when</u> I had done it.</p> <p>She asked, "Can you do it?" → She asked <u>if</u> they could do it.</p>

A Complete each sentence with *hope* or *wish*. In some cases, both may be correct.

- I asked them about their plans and they said they _____ to become doctors.
- We all really _____ that you weren't affected by the hurricane last month.
- They definitely _____ that the flood hadn't damaged their home so badly.
- I _____ that this city does not experience any more natural disasters this year.

B Write some sentences about your own hopes and wishes.

- _____
- _____
- _____
- _____

UNIT 6

Lesson A

Reported Speech

In indirect speech, the tense of the original verb usually shifts back in time. For example:

- (present) *do* or *doing* → (past) *did* or *was doing*
- (present perfect) *have done* or *have been doing* → (past perfect) *had done* or *had been doing*
- (past) *did* or *was doing* → (past perfect) *had done* or *had been doing*
- (modals) *will do / can do / shall do* → ("past" modals) *would do / could do / should do*

A Rewrite the direct speech sentences into indirect speech using the verbs in parentheses. Remember to change the verb and pronoun if necessary.

Example Mark said, "I did it quickly." (explained) → Mark explained that he had done it quickly.

- They said, "We will do it soon." _____ (said).
- Jane said, "I have been doing it." _____ (mentioned).
- I said to him, "You should do it." _____ (told).
- Pete said, "I haven't done it yet." _____ (explained).
- Everyone said, "We can do it." _____ (shouted).

B Rewrite the sentences as indirect speech questions.

Example Ann said, "Have you seen the display?" → Ann asked if I had seen the display.

- Bob asked, "Where is your painting?"

- Carl asked, "Who took the photograph?"

- Deb asked, "Did the painting sell?"

- Ed asked, "Is this artist a genius?"

- Farah asked, "When was it painted?"

Lesson C

Adjective Clauses 1

If the adjective clause gives information about something that belongs to a person, use *whose* instead of *who* or *that*.

The woman **whose art is on display in the gallery** is my friend.
The man over there, **whose name I have forgotten**, is an artist.

A Underline the adjective clauses in sentences 1 to 3. Then complete sentences 4 to 6 with *who*, *whose*, *which*, or *that*.

1. A potter, who makes pots or other kinds of dishes, is one kind of ceramic artist.
2. The name for a person who takes photographs as their job is a photographer.
3. Botticelli and Caravaggio, who were both born in Italy, are world-famous painters.
4. Michelangelo, _____ was also from Italy, was a great painter and sculptor _____ most famous work is probably the ceiling of the Sistine Chapel.
5. American architect Louis Sullivan, _____ died in 1924, is famous for the expression "form follows function," _____ had a big impact on other architects.
6. Joseph Michael is a media artist _____ makes art _____ mixes photography and video.

UNIT 7

Lesson A

The Passive 3

Use passive modals with the present perfect to:

1. talk about something that we are unsure about.
2. describe something that did not happen.

1. The tickets **may have been sent**. (I don't know if the tickets were sent or not.)
2. The tickets **should have been sent** yesterday. (The tickets were not sent.)

A Complete these sentences with a passive verb from the box.

can be used has been closed have been sold
were lost will be finished

1. Because of the accident, the road _____.
2. The repairs to your car _____ on time.
3. All of our suitcases _____ by the airline.
4. Drones _____ to deliver packages or pizza.
5. The antique bicycles _____ to a new buyer.

B Rewrite these active sentences as passive sentences.

Example He might have done it. → It might have been done (by him).

1. She must have seen it. _____
2. They could have lost it. _____
3. You can easily drive it. _____
4. We may have taken it. _____
5. He might cancel it. _____

Lesson C

Indirect Questions

Some question phrases can introduce indirect questions. With these phrases, the sentence should end with a question mark.

- Could I ask ... ?
- Would you mind explaining ... ?
- Do you remember ... ?
- Do you have any idea ... ?

Some statement phrases can also introduce indirect questions. With these phrases, the sentence should end with a period.

- I want to know ...
- I need to find out ...
- I don't know ...
- I'd like to ask ...

Could I ask where you went on vacation?
Would you mind explaining why you did it?
Do you remember when we last took a trip?
Do you have any idea what the man said?

I want to know where you went on vacation.
I need to find out why you did it.
I don't know when we last took a trip.
I'd like to ask what the man said.

A Unscramble the phrases to make indirect questions.

Example where / I want / you're going / to know →
I want to know where you're going.

- remember / of your / do you / first teacher / the name _____
- when you / where and / I'd like / were born / to ask _____
- do you / the bicycle / have any / invented / idea who _____
- ask how / could I / often you / vacation / take a _____
- why you / to know / chose to / I want / study English _____

UNIT 8

Lesson A

Tag Questions

If the sentence has an auxiliary or modal verb, use the same auxiliary or modal in the tag.	She's nice. → She's nice, isn't she? He can't do it. → He can't do it, can he?
In other cases, use the correct tense and negative form of <i>do</i> in the tag.	We liked it. → We liked it, didn't we?
Match the noun or pronoun in the sentence with a pronoun in the tag question.	The book is new. The book is new, isn't it ?
In spoken English, you can use <i>right</i> as the tag word. These questions do not have a pronoun.	It's expensive. → It's expensive, right ? They did it. → They did it, right ?

A Complete these sentences with the correct tag and pronoun. Remember to use a positive tag for negative sentences and a negative tag for positive ones.

- Susan used to go running every day, _____ ?
- That gym isn't a good place to work out, _____ ?
- John and Pete can play baseball well, _____ ?

- Mountain bikes cost a lot of money, _____ ?
- The team didn't win any of its games last season, _____ ?
- You and I should play a board game, _____ ?

B Write six new sentences that use the same tags and pronouns as in the sentences in **A**.

- _____
- _____
- _____
- _____
- _____

Lesson C

Adjective Clauses 2

If an adjective clause gives information about a thing that belongs to somebody or something, use *whose* instead of *who*, *which*, or *that*.

A: Who won the race?
The athlete **that** is wearing the red shirt?
B: No, the one **whose** shirt is blue.

A Complete these sentences with *who*, *whose*, *which*, or *that*. In some cases, two answers are possible.

- Alexandra scored the goal _____ won the championship.
- The team has many athletes _____ come from South America.
- The sporting event has tickets _____ cost between \$40 and \$100.
- The coach _____ team lost 10 games in a row has just been fired.
- She is a very professional player _____ could help any team win.
- He has an injury to his muscle, _____ will stop him from playing today.

B Rewrite the sentences in **A** by changing just three words. Then share the changes you made in pairs.

- _____
- _____
- _____

4. _____

5. _____

6. _____

4. Do you enjoy doing risky activities like climbing?

5. You have lived in large cities all of your life.

UNIT 9

Lesson A

Negative Questions

Sometimes we can use negative questions to offer something in a polite way.

Wouldn't you like something to eat?
Can't I get you anything to drink?

To avoid confusion, give a long answer for a negative question, rather than just saying "Yes" or "No."

A: **Isn't** she **allergic** to nuts?
B: ~~Yes~~. B: Yes, she is (allergic to them).
C: ~~No~~. C: No, she isn't (allergic to nuts).

- A** Choose the best negative question from the box to respond to each question or statement.

Can't I get you a drink? Doesn't he like reading?
Don't you think it's funny? Hasn't he finished it yet?
Shouldn't you wait for a sale?

1. **A:** I'm going to buy a phone today.
B: _____
2. **A:** Michael just wants to watch TV.
B: _____
3. **A:** Sam is still doing that project.
B: _____
4. **A:** The weather is really hot today.
B: _____
5. **A:** Wow! This movie is so boring.
B: _____

- B** Rewrite the statements, *yes / no* questions, and tag questions as negative questions.

1. You should wear a helmet when you go biking.

2. Using a knife that isn't sharp is dangerous, isn't it?

3. You are surprised that allergies can be dangerous.

Lesson C

Adverbials of Time

The time expressions in time adverbials are often conjunctions like *after, as, before, since, until, when, or while*.

In most cases, conjunctions are followed by a subject and verb.

1. Sometimes, the time adverbial can be reduced after a conjunction.
2. In reduced adverbials, the subject is dropped and the verb is turned into an *-ing* form.

The time expressions in time adverbials can also be prepositions like *after, before, during, since, or until*. Use a noun or noun phrase, not a subject and verb, after a preposition.

It happened **after the meeting took place**.
She has worked here **since she was twenty**.
We will stay **until you have finished it**.
I was happy **when I was living in that city**.

1. They talked about it **before they met him**.
→ They talked about it **before meeting** him.
2. We left the office **after we finished the work**.
→ We left the office **after finishing the work**.

It happened **after the meeting**.
She has worked here **since 2011**.
We will stay **until the end of the work day**.
I was happy **during my time in that city**.

- A** Complete these questions with a clause or phrase from the box.

after exercising or playing sports
before you came to this school
if you have some good news
since the year of your birth
when you were 10 years old

1. Where were you studying _____ ?
_____ ?
2. What was your best friend's name _____ ?
_____ ?
3. What do you like to do _____ ?
_____ ?
4. Who will you tell first _____ ?
_____ ?
5. Who is somebody you have known _____ ?
_____ ?

UNIT 10

Lesson A

Modals to Discuss the Past

To talk about something that definitely (or almost definitely) did not happen in the past, use *can't / cannot + have + past participle*.

This statue looks old, but it **can't have come from** ancient Rome because it was made just 20 years ago.

Modals that can be used to talk about what *must, might, or can't have* happened are called modals of deduction.

A Complete each sentence with *can't, might, or must*.

- Jon _____ have bought a new car because he doesn't have any money right now.
- I can't find my phone. I _____ have left it on the train or perhaps I left it at home.
- She _____ have called earlier, but I haven't checked my messages, so I'm not sure.
- Joe _____ have been really disappointed when he learned that he had lost his job.
- Su doesn't have a passport, so she _____ have taken a vacation in another country.

B Replace the modal in each sentence in **A** with the modals in parentheses. Change the rest of the sentence, too, so that it makes sense.

- (could) _____

- (must) _____

- (can't) _____

- (may) _____

- (must) _____

Lesson C

Noun Clauses

Noun clauses do not express a complete idea, so they cannot act as a complete sentence.

What he should do.
He did not know **what he should do**.

The following words often begin noun clauses:
how, that, what(ever), when(ever), where(ver), whether, which(ever), who(m)(ever), why

We can go there on **whichever day you want**.
Whether his plan will work or not is a mystery.
Her strength is **that she always works hard**.

A Complete these sentences in your own words.

- _____ where they should go.
- _____ how much it will cost.
- Why she told him _____.
- Whatever you want to do _____.
- _____ with what he said about it.

UNIT 11

Lesson A

Could have, Should have, and Would have

The modals *could have, should have, and would have* are sometimes called modals of lost opportunity because we use them to imagine or discuss something that did not happen.

They **could have** gone to the movies, but didn't.
She **should have** saved her money.
I **would have** eaten the cake, but it was old.

A Complete each sentence with *could have, should have, or would have*. In some cases, two answers are possible.

- You _____ told me that you were coming. I would have picked you up at the airport.
- I _____ bought a cheaper computer, but this one will help me do my work more quickly.
- It _____ been a good idea to go on vacation last month. The weather was better then.
- I'm not surprised that your teacher was disappointed: you _____ done your homework!
- If I had practiced more, I think I _____ become a professional basketball player.

B Rewrite each sentence in **A** using the negative form of the modal: *couldn't have, shouldn't have, or wouldn't have*. Change the rest of the sentence, too, so that it makes sense.

- _____
- _____
- _____
- _____
- _____

Lesson C

The Future in the Past

To express a future in the past idea, use the past tense of verbs like *want*, *plan*, or *hope* + *to* + infinitive.

When I was a child, I **wanted** to be a teacher. Last year, I **planned** to major in biology, but I changed my mind. We **hoped** to move into a larger house.

A Rewrite these sentences using the future in the past.

- The school is going to buy some new technology for the classrooms.

- The teachers want the children in first grade to spend more time playing.

- The students are planning to do their homework over the weekend.

- The boarding school is going to reduce its prices starting next year.

- According to an expert, online degrees are going to be very popular.

UNIT 12

Lesson A

Future Modals

To talk about future ability, use *will* / *may* / *might* (*not*) *be able to* + verb.

I **will be able to send** you the money later. They **may not be able to finish** on time.

To talk about things that will be necessary in the future, use *will* / *may* / *might* (*not*) *have to* + verb.

We'**ll have to leave** very soon, I'm afraid. I **might not have to go** to Brazil on Friday.

Note that it is common to include a time marker such as *later* or *next week* in sentences that refer to the future.

A Complete these sentences in your own words.

- In the future, I will _____. How about you?
- Next year, I might _____. What do you think about that?
- I think computers will soon be able to _____. Do you agree?
- Next week, I might have to _____. What about you?
- Somebody might invent a device to _____. Would you buy it?

B Answer the questions in A.

- _____
- _____
- _____
- _____
- _____

Lesson C

Talking about the Future

Use *will* or *be going to* + verb to talk about the future.

Space exploration **will be** even more international in the future. Space exploration **is going to be** even more international in the future.

Use the present continuous to talk about definite future events.

We **are flying** to Mexico City next month.

Use the simple present to talk about scheduled events in the future.

Our train **leaves** at 8:30 a.m.

A Make predictions about what the things in the box will be like in the future.

communication the environment food transportation

- _____
- _____
- _____
- _____

Spelling Rules for Verbs Ending in -s and -es

1. Add -s to most verbs.	like-likes sit-sits
2. Add -es to verbs that end in -ch, -s, -sh, -x, or -z.	catch-catches miss-misses wash-washes mix-mixes buzz-buzzes
3. Change the -y to -i and add -es when the base form ends in a consonant + -y.	cry-cries carry-carries
4. Do not change the -y when the base form ends in a vowel + -y.	pay-pays stay-stays
5. Some verbs are irregular in the third-person singular -s form of the simple present.	be-is go-goes do-does have-has

Spelling Rules for Verbs Ending in -ing

1. Add -ing to the base form of most verbs.	eat-eating do-doing speak-speaking carry-carrying
2. When the verb ends in a consonant + -e, drop the -e and add -ing.	ride-riding write-writing
3. For one-syllable verbs that end in a consonant + a vowel + a consonant (CVC), double the final consonant and add -ing. Do not double the final consonant for verbs that end in CVC when the final consonant is -w, -x, or -y.	stop-stopping sit-sitting show-showing fix-fixing stay-staying
4. For two-syllable verbs that end in CVC and have stress on the first syllable, add -ing. Do not double the final consonant. For two-syllable verbs that end in CVC and have stress on the last syllable, double the final consonant and add -ing.	ENter-entering LISTen-listening beGIN-beginning ocCUR-occurring

Spelling Rules for Verbs Ending in -ed

1. Add -ed to the base form of most verbs that end in a consonant.	start-started talk-talked
2. Add -d if the base form of the verb ends in -e.	dance-danced live-lived
3. When the base form of the verb ends in a consonant + -y, change the -y to -i and add -ed. Do not change the -y to -i when the verb ends in a vowel + -y.	cry-cried worry-worried stay-stayed
4. For one-syllable verbs that end in a consonant + a vowel + a consonant (CVC), double the final consonant and add -ed. Do not double the final consonant of verbs that end in -w, -x, or -y.	stop-stopped rob-robbed follow-followed fix-fixed play-played
5. For two-syllable verbs that end in CVC and have stress on the first syllable, add -ed. Do not double the final consonant. For two-syllable verbs that end in CVC and have stress on the last syllable, double the final consonant and add -ed.	ORder-ordered HAPpen-happened ocCUR-occurred preFER-preferred

Spelling Rules for Comparative and Superlative Forms

	Adjective/ Adverb	Comparative	Superlative
1. Add <i>-er</i> or <i>-est</i> to one-syllable adjectives and adverbs.	tall fast	taller faster	tallest fastest
2. Add <i>-r</i> or <i>-st</i> to adjectives that end in <i>-e</i> .	nice	nicer	nicest
3. Change the <i>-y</i> to <i>-i</i> and add <i>-er</i> or <i>-est</i> to two-syllable adjectives and adverbs that end in <i>-y</i> .	easy happy	easier happier	easiest the happiest
4. Double the final consonant and add <i>-er</i> or <i>-est</i> to one-syllable adjectives or adverbs that end in a consonant + a vowel + a consonant (CVC).	big hot	bigger hotter	biggest hottest

Common Irregular Verbs

Base Form	Simple Past	Past Participle	Base Form	Simple Past	Past Participle
begin	began	begun	make	made	made
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
buy	bought	bought	put	put	put
come	came	come	read	read	read
do	did	done	ride	rode	ridden
drink	drank	drunk	run	ran	run
drive	drove	driven	say	said	said
eat	ate	eaten	see	saw	seen
feel	felt	felt	send	sent	sent
get	got	gotten	sit	sat	sat
give	gave	given	sleep	slept	slept
go	went	gone	speak	spoke	spoken
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hurt	hurt	hurt	tell	told	told
know	knew	known	think	thought	thought
leave	left	left	throw	threw	thrown
let	let	let	understand	understood	understood
lose	lost	lost	write	wrote	written

Phrasal Verbs (Separable) and Their Meanings

Don't forget to **turn off** the oven before you leave the house.

Don't forget to **turn** the oven **off** before you leave the house.

Phrasal Verb	Meaning	Example Sentence
blow up	cause something to explode	The workers blew the bridge up .
bring back	return	She brought the shirt back to the store.
bring up	1. raise from childhood 2. introduce a topic to discuss	1. My grandmother brought me up . 2. Don't bring up that subject.
call back	return a telephone call	I called Rajil back but there was no answer.
call off	cancel	They called the wedding off after their fight.
cheer up	make someone feel happier	Her visit to the hospital cheered the patients up .
clear up	clarify, explain	She cleared the problem up .
do over	do again	His teacher asked him to do the essay over .
figure out	solve, understand	The student figured the problem out .
fill in	complete information	Fill in the answers on the test.
fill out	complete an application or form	I had to fill many forms out at the doctor's office.
find out	learn, uncover	Did you find anything out about the new plans?
give away	offer something freely	They are giving prizes away at the store.
give back	return	The boy gave the pen back to the teacher.
give up	stop doing	I gave up sugar last year. Will you give it up ?
help out	aid, support someone	I often help my older neighbors out .
lay off	dismiss workers from their jobs	My company laid 200 workers off last year.
leave on	allow a machine to continue working	I left the lights on all night.
let in	allow someone to enter	She opened a window to let some fresh air in .
look over	examine	We looked the contract over before signing it.
make up	say something untrue or fictional (a story, a lie)	The child made the story up . It wasn't true at all.
pay back	return money, repay a loan	I paid my friend back . I owed him \$10.
pick up	1. get someone or something 2. lift	1. He picked up his date at her house. 2. I picked the ball up and threw it.
put off	delay, postpone	Don't put your homework off until tomorrow.
put out	1. take outside 2. extinguish	1. He put the trash out . 2. Firefighters put out the fire.
set up	1. arrange 2. start something	1. She set the tables up for the party. 2. They set up the project.
shut off	stop something from working	Can you shut the water off ?
sort out	make sense of something	We have to sort this problem out .
straighten up	make neat and orderly	I straightened the messy living room up .
take back	own again	He took the tools that he loaned me back .
take off	remove	She took off her hat and gloves.
take out	remove	I take the trash out on Mondays.
talk over	discuss a topic until it is understood	Let's talk this plan over before we do anything.
think over	reflect, ponder	She thought the job offer over carefully.
throw away/ throw out	get rid of something, discard	He threw the old newspapers away . I threw out the old milk in the fridge.
try on	put on clothing to see if it fits	He tried the shoes on but didn't buy them.
turn down	refuse	His manager turned his proposal down .
turn off	stop something from working	Can you turn the TV off , please?
turn on	switch on, operate	I turned the lights on in the dark room.
turn up	increase the volume	Turn the radio up so we can hear the news.
wake up	make someone stop sleeping	The noise woke the baby up .
write down	write on paper	I wrote the information down .