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- The following grammar file includes supplementary explanations to the grammar topics from the official textbook in *Lengua C I (Inglés)* :

Redston, C. and Cunningham, G. (2006). *Face 2 Face Intermediate. Student's Book with CD-Rom*. Spanish Edition. Cambridge: Cambridge University Press.

- The contents have been extracted and/or adapted from the following sources:

Eastwood, J. (2005). *Oxford Learner's Grammar*. Oxford: Oxford University Press. [henceforth referred to as *OLG*]

Farrell, E. R. and Farrell, C. F. Jr. (2004). *Side-By-Side Spanish and English Grammar*. (2nd revised edition). New York: McGraw-Hill. [henceforth referred to as *SSES*]

Murphy, R. (2004). *English Grammar in Use with Answers. A Self-study Reference and Practice Book for Intermediate Students of English*. (3rd revised edition). Cambridge: C.U.P. [henceforth referred to as *EGU*]

Oxenden, C. & Latham-Koenig, C. (1999). *English File Intermediate. Workbook*. Oxford: Oxford University Press. [henceforth referred to as *EFIW*]

Redston, C. and Cunningham, G. (2006). *Face 2 Face Intermediate. Student's Book with CD-Rom*. Spanish Edition. Cambridge: Cambridge University Press [henceforth referred to as *Face 2 Face*]

Swan, M. (2005). *Practical English Usage*. (3rd ed.). Oxford: Oxford University Press. [henceforth referred to as *PEU*]

Vince, M. (1996). *First Certificate Language Practice*. Oxford : Heinemann [henceforth referred to as *FCLP*]

Please note that all such grammar files have been uploaded on SUMA (our virtual campus) during the whole semester.



Unit 1D. QUESTION TAGS

See Unit 1.D. in your textbook (*Face 2 Face*)

See EGU, unit 52, exercise 52.1., items 11 and 18. **REMEMBER:**

- After *Let's ...* (suggestion) the question tag is *shall we*:
Let's go for a walk, shall we? (the voice goes up ↑)
- After *Don't ...* (imperative), the question tag is *will you*:
Don't be late, will you? (the voice goes down ↓)



**Unit 2A.
MODALS OF OBLIGATION/RECOMMENDATION
(MUST,
HAVE,
NEEDN'T,
SHOULD,
OUGHT TO)**

Adapted from *EGU* and *FCLP*

1) MUST, HAVE TO

1.A) What's the difference between?:

- *We must be more careful.*
 - *Personal feelings. You must do something = I (the speaker) say it is necessary.*
- *We have to take the exam again./We have got to take the exam again.*
 - *Impersonal actions or facts. You have to do something because of a rule or situation.*

1.B) What's the difference between?:

- *Their little six-year-old daughter speaks French perfectly. She must go to a bilingual school.*
 - *Logical deduction*
- *How would you translate the sentences above?*

Remember: For the difference between *deber + infinitivo* and *deber de + infinitivo* in Spanish, see the *Diccionario Panhispánico de Dudas*

[\(http://buscon.rae.es/dpd/\)](http://buscon.rae.es/dpd/)

1.C) What's the difference between?:

- *You mustn't eat any chocolate. (It is necessary that you do not do it (so, don't do it).*
- *You don't have to eat the chocolate left. (You don't need to do it (but you can do it if you want).*

2) MUST, HAVE TO (PAST TIME)

What's the past form of the following sentences?:

- *We must go home.*
- *We have to take the exam again.*



3) MUST, MUSTN'T, NEEDN'T

- **You must do something = it is necessary that you do it:**
 - *We haven't got much time. We must hurry.*
- **You mustn't do something = it is necessary that you do not do it (so don't do it):**
 - *You must keep it a secret. You mustn't tell anybody else. (= don't tell anybody else).*
- **You needn't do (or don't need to do) something = it is not necessary that you do it, you don't need to do it:**
 - *We've got plenty of time. We needn't hurry. (It is not necessary to hurry)*

4) COMPARE NEEDN'T (DO) AND NEEDN'T HAVE (DONE):

- *That shirt isn't dirty. You needn't wash it.*
- *Why did you wash that shirt? It wasn't dirty. You needn't have washed it.*

5) COMPARE DIDN'T HAVE TO AND NEEDN'T HAVE (DONE):

- *I didn't need to get up early, but it was a lovely morning, so I did.*
- *I got up very early because I had to get ready to go away. But in fact it didn't take me long to get ready. So, I needn't have got up so early. I could have stayed in bed longer.*

6) SHOULD

- **What's the function of *should* in the following sentences?:**
 - *I think you should see a doctor. (Recommending, advising)*
 - *You should try this ice cream – it's delicious. (Recommending)*
 - *You shouldn't work so hard – you'll be ill. (Recommending, advising)*
 - *I shouldn't stay up too late. You'll be tired tomorrow. (Giving advice)*
- **What's the difference between?:**
 - *Teachers should be a lot stricter. (I think it is a right/good idea).*
 - *I think Spain should win. (Should as expectation)*
 - *Brenda should be at home now. (Should as expectation).*
- **How would you translate the sentences above?**



- **Should is often used with I think/I don't think/Do you think...?:**
 - *I think the government should do more to help homeless people.*
 - *I don't think you should work so hard.*
 - *Do you think I should apply for this job? Yes, I think you should.*

7) SHOULD AND OUGHT TO:

- **Same meaning.**
- **They describe "what is a good idea" and can be used to give advice, or polite instructions.**
 - *I think you should see a doctor.*
 - *You ought not to continue.*

8) SHOULD HAVE DONE:

- *You look tired. You should go to bed.*
- *You went to bed very late last night. You should have gone to bed earlier.*
(You made a mistake).



Unit 2B. PRESENT SIMPLE AND PRESENT CONTINUOUS

Adapted from *EGU* and *FCLP*

- **What's the difference between?:**
 - *I'm having dinner at the moment (activity).*
 - *They have two dogs (state).*
- **What's the difference between?:**
 - *What are you thinking about? (activity)*
 - *I think football is boring (state).*

PRESENT CONTINUOUS (I am doing)	PRESENT SIMPLE (I do)
<i>What are you doing?</i>	<i>What do you do? (what's your job?)</i>
Use the continuous for a t... situation:	Use the simple for a p... situation:

PRESENT CONTINUOUS (I am doing)	PRESENT SIMPLE (I do)
<i>What are you doing?</i>	<i>What do you do? (what's your job?)</i>
<i>Where are you going?</i>	<i>Where do you go?</i>
Use the continuous for a temporary situation:	Use the simple for a permanent situation:
<i>I'm living with some friends until I find a flat.</i>	<i>My grandparents live in Brighton. They have lived there all their lives.</i>
<i>Are you sleeping enough? (your situation at the present moment)</i>	<i>Do you sleep a lot? (general habit)</i>



OTHER USES OF THE PRESENT SIMPLE (See *Face 2 Face*, p. 118):

1. Habitual actions (+ frequency adverb or expressions of frequency)

He usually takes the bus to work.

How often do you go to the dentist's?

2. Plot summaries and historical tables

In Chapter 5, Tom goes to the cinema and meets Sarah.

1789. The French Revolution begins.

OTHER USES OF THE PRESENT CONTINUOUS (See *Face 2 Face*, p. 118):

1. An annoying habit:

You're always complaining!

2. Fixed and near future arrangements (+ future time expressions: *this evening, tomorrow night, etc.*)

What are you doing on Friday night? I'm having dinner with my friends.

Sorry, I can't help you. I'm leaving in the morning.

Watch out...

Can we say?:

- (e.g. if on holiday): *We're having a great time. (Yes)*
- *I'm seeing my boss tomorrow (meeting). (Yes)*
- *My brother is seeing Pat (dating). (Yes)*
- *You look well today or You're looking well today (both; idem with to feel (sentir)).*

FREQUENCY EXPRESSIONS:

- **Adverbs of frequency go before the main verb but after *be*.**
 - *You're always making noise*
 - *I always double-check my translations*
- **Frequency expressions (*once a week, etc.*) usually go at the end of the sentence.**
 - *He goes to the cinema once a week.*



ACTION AND STATE VERBS

(From *OLG*, p. 76)

ACTIONS (CAN BE CONTINUOUS)	STATES (CANNOT BE CONTINUOUS)
We're having lunch now. (action – eating)	We have a big kitchen. (state – own)
We're thinking about the offer. (action – deciding)	I think we should accept it. (state – believe)
They're expecting trouble. (action – waiting for it)	I expect so. (state – believe)
Can you imagine the result? (action – picture in your head)	I imagine so. (state – believe)
He was looking at a picture. (action – look at it with pleasure)	It looks lovely. (state – has a lovely appearance)
Smell these flowers! (action – sniff, use your nose)	It smells very strange. (state – had a strange smell)
Would you like to taste the soup? (action – eat a little)	It tasted like water. (state – had a flavour)
She's appearing in a film. (action – playing a part)	He appeared perfectly calm. (state – seemed)



Unit 3B. PRESENT PERFECT CONTINUOUS

Adapted from EGU and OLG

PRESENT PERFECT CONTINUOUS	PRESENT PERFECT SIMPLE
<p><i>Susan's clothes are covered in paint. She <u>has been painting</u> the ceiling.</i></p> <p>We are interested in the activity. It does not matter whether something has been finished or not.</p>	<p><i>The ceiling was white. Now it is blue. She <u>has painted</u> the ceiling.</i></p> <p>Here, the important thing is that something has been finished. "Has painted" is a completed action.</p> <p>We are interested in the result of the activity (the painted ceiling), not the activity itself.</p>
<p><i>My hands are very dirty. I've <u>been repairing</u> the car.</i></p>	<p><i>The car is OK now. I've repaired it.</i></p>
<p>How long (for an activity that is still happening): <i>How long have you been reading that book?</i></p>	<p>How much, how many, how many times (completed actions): <i>How many pages of that book have you read?</i></p>

1. OTHER USES OF THE PRESENT PERFECT CONTINUOUS:

- **A continuous action in the past which has recently finished:**
You are very dirty! What have you been doing?
I've been playing football.
- **An action that is still continuing in the present:**
Where is he? I've been waiting half an hour. (= I am still waiting).
- **Actions repeated over a period of time:**
Mary is a very good tennis player. She's been playing since she was seven.

2. PRESENT PERFECT SIMPLE, PRESENT PERFECT CONTINUOUS AND VERBS THAT GO WITH EACH TENSE (see Face 2 Face, p. 121).

- **We don't use the PPC with *be*, *have* (possession), and *know* (see Face 2 Face, p. 118).**
I've known her for nine years.
*How long have you had your car? (you **STILL** have your car)*
*How long have you been having your car? * (WRONG)*



STILL, YET, ALREADY

See *Face 2 Face*, p. 120.

NOTICE THEIR LOCATION IN THE SENTENCES!

1. STILL

- **Affirmative, negative and interrogative sentences**
- **A situation or action is still continuing. It hasn't changed or stopped:**
 - *Sheila still works here but Paula doesn't work here any more*
 - *Are you still working there?*
 - *When I went to bed, my sister was still working*
 - *She still hasn't come!*

2. YET (= UNTIL NOW)

- **Negative and interrogative sentences**
- **The speaker is expecting something to happen:**
 - *She hasn't come yet.*
- **What's the difference between?:**
 - *I texted him last Sunday. He hasn't replied yet.*
 - *I texted him three months ago and he still hasn't replied!*

3. ALREADY

- **Affirmative and interrogative sentences**
 - **Something happened sooner than expected**
I had lunch an hour ago and I'm already hungry
 - *Shall you tell her or does she already know?*



STILL, YET, ALREADY AND JUST EXERCISES
(From EIFW, p. 8, exercise 6)

Present perfect simple or present perfect continuous:
Which tense do you use with *yet, just, already*?

Complete the sentences using the right verb form and adverb.

Example:

- O.* **A. *Would you like a coffee?***
 B. *No, thanks. I've just had one.*

- 1. A. *Can I borrow your paper?***
 B. *Sorry, I (not finish) it.*

- 2. A. *Would you like to see the new Spielberg film?***
 B. *Not really, I (see) it twice!*

- 3. A. *I like your dress.***
 B. *Thanks. I (buy) it.*

- 4. A. *Has the football match finished?***
 B. *No, in fact it (not start) yet!*

- 5. A. *You look awful!***
 B. *Yes, I (get up).*

- 6. A. *Don't forget to buy the tickets.***
 B. *I (book them). I went to the travel agent's yesterday.*



Unit 4A. USED TO/ DIDN'T USE TO

Adapted from *EGU* and *FCLP*

1. We use "used to" for:

a) Past habits that have changed:

My uncle used to smoke 30 cigarettes a day. Now he only smokes 5.

b) Past situations or states that have changed:

I/you/he/she/it/we/you/they used to wear long hair.

That building used to be a theatre. Now it is a museum.

2. Negative and interrogative sentences with *used to*:

- *Did you use to smoke before?*
- *I didn't use to smoke before.*

3. *used to* refers to the past. To talk about the present time, we use subject + (usually) + verb in the present tense:

- *I used to eat a lot of meat but now I (usually) eat fish*

4. Don't confuse *I used to* with *I'm used to + ing*:

- *I used to eat a lot of meat. I'm used to eating a lot of fish.*

5. Don't confuse *I used to* with *I was doing*:

- *I used to smoke a lot.*
- *I was smoking my fifth cigarette when my boss knocked on the door.*

ANY MORE/ANY LONGER.

What's the grammatical difference between?:

1. *We used to be good friends but we aren't any more (or any longer)*
2. *We used to be good mates but we are no longer friends.*

Can we say?:

3. *We are no more friends. (NO!)*



Unit 4B. PAST PERFECT AND PAST PERFECT CONTINUOUS

Adapted from *EGU* and *FCLP*

- ❖ See *Face 2 Face* for the PAST PERFECT (pp. 31, 124).

PAST PERFECT CONTINUOUS:

- ❖ Which tense would you use in the following sentences?

I hope the bus comes soon. I (wait) for 20 minutes. (Before now).

At last the bus came. I (wait) for 20 minutes. (Before the bus came).

I hope the bus comes soon. I've been waiting for 20 minutes. (Before now).

At last the bus came. I'd been waiting for 20 minutes. (Before the bus came).

HAD BEEN -ING (past perfect continuous) is the past of HAVE BEEN -ING (present perfect continuous).

It wasn't raining when we went out. The sun was shining. But it had been raining, so the ground was wet.

Ann was sitting in an armchair watching telly. She was tired because she'd been working hard.

WATCH OUT:

Some verbs (for example, *know* and *want*) are not normally used in the continuous:

We were good friends. We had known each other for years. (had been knowing).*

REMEMBER FROM UNIT 3B:

You can use the present perfect continuous for actions repeated over a period of time:

Mary is a very good tennis player. She's been playing since she was seven.

Ken gave up smoking two years ago. He'd been smoking for 30 years.



Unit 5A. COMPARATIVES

(From *Collins Cobuild Grammar Booster*. CD-Rom edition)

Additional points

1. Note that for 'early' as an adjective or adverb, you use 'earlier' and 'earliest', not 'more' and 'most'.
2. With some common two-syllable adjectives and adverbs you can either add '-er' and '-est', or use 'more' and 'most'.

common	gentle	likely	simple
cruel	handsome	narrow	

Note that 'clever' and 'quiet' only add '-er' and '-est'.
It was quieter outside.
He was the cleverest man I ever knew.

3. A few common adjectives and adverbs have irregular comparative and superlative forms.

good/well	better	best
bad/badly	worse	worst
far	farther/further	farthest/furthest
old	older/elder	oldest/eldest

She would ask him when she knew him better.
She sat near the furthest window.

- Note that you use 'elder' or 'eldest' to say which brother, sister, or child in a family you mean.
Our eldest daughter couldn't come.



Unit 5B. FUTURE FORMS:

I. WILL, SHALL,
GOING TO

II. PRESENT CONTINUOUS

III. PRESENT SIMPLE

IV. TO BE LIKELY TO

V. TO BE ABOUT TO DO

VI. TO BE DUE (TO)

Adapted from *EGU* and *FCLP*

Say you're a girl. Say you're a girl and you're at a party, or in a pub, or in a club. Say you're a girl and you're at a party, or in a pub, or in a club, and I come up to you.

Say you've never set eyes on me before.

Some things you'll know immediately. You'll see that I'm just under six feet tall and of average build. If we shake hands, you'll notice that my grip is strong and my fingernails clean. You'll see that I have brown eyes which match my brown hair. And you'll see that I have a scar across the centre of my left eyebrow. You'll guess that I'm somewhere between twenty-five and thirty years old.

You'll ask me what I do for a living and I'll tell you that I'm an artist, which is true, and that I make a living from it, which isn't. I won't tell you that I work in a small art gallery in Mayfair three days a week to make ends meet. You'll probably look at my clothes, and wrongly assume that I'm rich. As I won't mention a girlfriend, you'll probably assume correctly that I'm single. I won't ask you if you have a boyfriend, but I will check your finger to see if you're engaged or married.

(From *Come Together* by

Lloyd, J. Emlyn Rees, E. (1998). *Come Together*. New York: Berkley Books)

- What is the function of *will* in the whole text?



I. WILL, SHALL, GOING TO

1. Will vs going to (PLANS)

A) What's the difference between?:

Let's have a party.

Cool! We'll invite lots of people.

Dave and I have decided to have a party. We're going to invite lots of people.

Going to: planned decisions

When I finish my degree, I'm going to start looking for jobs in Madrid.

Will: unplanned decisions

I've got a problem. I'll help you.

Did you phone Eric? Oh no. I'll ring him now.

You cannot use the present tense here:

*I help you**

*I phone him now**

2. PREDICTIONS

Sometimes there's not much difference between will/going to:

I think Spain will win/are going to win.

BUT IN OTHER CASES THE PREDICTION IS MORE DEFINED:

2.1.) PREDICTIONS WITH EVIDENCE: GOING TO

Look at that child climbing the tree. He's going to fall (He'll fall)*

The sky has gone really dark. There's going to be a storm.

2.2.) PREDICTIONS BASED ON OUR EXPERIENCE/OPINION: WILL

- **Probably:** *She'll probably be home late this evening.*
- **Maybe:** *Maybe I'll go to England next summer.*



- **I expect:** *I haven't seen Roger today. I expect he'll phone this evening.*
- **(I'm) sure:** *Don't worry about your finals. I'm sure you'll pass.*
- **Think:** *Do you think Sarah will like the present we bought her?*
- **Don't think:** *I don't think he'll be a butcher like his Dad when he grows up.*
- **Think + ever:** *Do you think you will ever adopt a child?*
- **I wonder:** *I wonder what will happen.*

3. USES OF *WILL* OTHER THAN EXPRESSION OF UNPLANNED DECISIONS and PREDICTIONS

A) Offering to do something:

I'll help you, Sir.

You look tired. I'll get you a cup of tea.

Can I get you a cup of tea?

B) Agreeing to do something:

Could we talk when you've finished?

Don't worry, I'll give you a ring tonight.

C) Promising to do something:

I'll email you.

D) Asking somebody to do something (REQUESTS)

Will you shut the door, please?

Will you lend me that book, please?

Can/could you lend me that book, please?

Do you think you could lend me that book, please?

Compare *SHALL* AND *WILL*:

Shall I shut the door? (OFFERING TO DO SOMETHING IN QUESTIONS)

Shall I get you a cup of tea? (OFFERING TO DO SOMETHING IN QUESTIONS)

You look tired. I'll get you a cup of tea (OFFERING TO DO SOMETHING IN AFFIRMATIVE STATEMENTS)

Can I get you a cup of tea? (OFFERING TO DO SOMETHING)



4. SHALL

Normally we use *shall* only with **I** and **we**.

a) In affirmative statements:

I shall be tired this evening/

I will be tired this evening.

(in spoken English: *will*; usual negative form: *won't* instead of *will not*).

What's the negative form of *shall*?

b) In interrogative sentences:

asking somebody's opinion (especially in offers and suggestions):

Shall I read it? Shall we go to the cinema?

II. PRESENT CONTINUOUS AND FUTURE TIME

Use the present continuous for:

A) Future already planned decisions (especially with *go, come, see, meet, leave, have*):

I'm going to England on Sunday. (I'll go to England)*

Going to is also possible.

Are you coming tomorrow? (Will you come tomorrow?)*

Going to is also possible.

I'm having dinner with my parents on Friday night (I will have dinner with my parents on Friday night).*

Going to is also possible.

B) Future already planned and ARRANGED decisions:

I'm working next week.

What's the difference between?:

- *They are going to get married one day.*
- *They are getting married.*

III. PRESENT SIMPLE AND FUTURE TIME

● **Timetables (especially fixed, unchangeable events):**

- *The movie starts at 9:00.*
- *The London train departs at 9:00 from platform 3.*
- *The sun rises at 5:16 tomorrow.*



IV. TO BE LIKELY TO + infinitive

We use it when we think something will / won't probably happen:

People in the next century are likely to live longer.

The economy isn't likely to improve next year.

V. TO BE ABOUT TO DO

When something will happen very soon or immediately:

She's about to have a baby.

VI. TO BE DUE (TO DO)

We use it for something that is arranged or expected:

The plane's due to take off in a couple of minutes.

I'm due at the dentist in half an hour.

You are due to hand in your compositions in a week's time.

VII. MAY/MIGHT + INFINITIVE (FUTURE TIME). See UNIT 5B.

Uses of MIGHT/MAY:

A) To say that you aren't sure about what is going to happen or that something is a possibility in the present time.

- *It may/might rain. It could rain tomorrow.*
- *It may/might be Samantha.*
- *It could be Samantha.*
- *She may/might know.*
- *You may/might know.*
- *I keep thinking that each day might be my last.*

What are the negative forms of may and might? MAY NOT / MIGHT NOT or MIGHTN'T



Unit 5C. VERB PATTERNS

Adapted from *EGU* and *FCLP*

1.A. VERBS FOLLOWED BY -ING OR A NOUN

like, love, hate, can't bear, enjoy, dislike, can't help, mind, can't stand, prefer

These verbs and expressions are normally followed by -ing:

Paula hates cooking.

I don't like people screaming at me.

My favourite Elvis' song is "Can't help falling in love with you".

In British English, there is sometimes a difference between *I like to + inf* and *I like + ing*:

I like to get up early/I like getting up early.

"I like doing something" means:

"I like to do something" means:

Watch out:

Would like, would love, would hate, would prefer are followed by **to + inf**:

Would you like to go for a drink?

***Would mind* is followed by -ing:**

Would you mind closing the door, please?

***Prefer to do and prefer doing*:**

I prefer red to pink.

I prefer travelling by train to driving.

I prefer to travel by train rather than drive.

Other verbs followed by -ing or a noun: *avoid, be worth, fancy, keep, practise, risk.*

Try to avoid walking as much as possible.

It's not worth waiting for a bus at this time of the day.

I don't fancy going out this evening.

I wish you wouldn't keep interrupting.

We can't risk starting a fire in the forest.



1.B. VERBS FOLLOWED BY -ING, A THAT CLAUSE, OR A NOUN

admit, consider, deny, imagine, report, suggest (see below for this one).

Jack admitted stealing the money.

Jack admitted that he had stolen the money.

When accused of stealing the money, Jack admitted it.

Have you considered taking up jogging?

You must consider that Jim has never driven abroad before.

SUGGEST

- *Martin suggested going to the cinema.*
- *Martin suggested that we went to the cinema.*
(NOT * *Martin suggested to go to the cinema*)
Is Martin going to the cinema with us?
- *Martin suggested that I should go to the cinema to switch off.*
(NOT * *Martin suggested me to go to the cinema*)

2.A. VERBS FOLLOWED BY INFINITIVE WITH TO

afford, appear, choose, fail, refuse, seem, tend, wait

I can't afford to go on holiday abroad this year.

The car appears to have broken down.

I chose not to go to university.

Gerry failed to arrive on time.

2.B. VERBS FOLLOWED BY EITHER INFINITIVE WITH TO OR -ING WITH LITTLE OR NO CHANGE OF MEANING

attempt, begin, continue, intend, start

I attempted to leave/leaving but the police stopped me.

She began crying her eyes out./She began to cry her eyes out.



2.C. VERBS FOLLOWED BY INFINITIVE WITH *TO*, OR A *THAT* CLAUSE

agree, appear, arrange, decide, demand, desire, expect, hope, intend, learn, plan, pretend, promise, seem, threaten

*Tom agreed to meet us outside the cinema.
Tom agreed that he would meet us outside the cinema.
We arranged to leave at 5.30.
We arranged that we would leave at 5.30.
John decided to take the bus.
John decided that he would take the bus.
He seems to have been ill. (Perfect infinitive)
I pretended to be reading the magazine. (Continuous infinitive)*

2.D. VERBS FOLLOWED BY EITHER INFINITIVE WITH *TO* OR *-ING* OR A *THAT* CLAUSE, WITH CHANGE OF MEANING

forget

*I forgot to buy any coffee. (I didn't remember)
I forgot the coffee.
I won't forget to go there. (I'll remember)
I won't forget meeting you. (It will stay in my memory)
I forgot that I had invited ten people to lunch.*

remember

*Please remember to lock the door. (don't forget a future action)
I remember locking the door. (remember a past action)
I remembered Sue's birthday.
I remembered that I had left my keys behind.*

stop

*I stopped going to evening classes. (give up)
I stopped to buy some coffee. (in order to do something)
I stopped the car.*

try

*I tried to get up early, but I couldn't. (try and fail)
Why don't you try getting up early? (suggesting an action)
I tried a new kind of toothpaste.*

need

*You need to work harder if you want to make progress.
The batteries in the radio need changing. (passive)*



2.E. VERB + ING OR VERB + OBJECT + TO

advise, recommend, encourage, allow, permit, forbid

I wouldn't recommend going to that restaurant.

I wouldn't recommend anyone to go to that restaurant.

(There is no section 3) as no additional theory is included for this point in your textbooks).

4.A. VERBS FOLLOWED BY TO + INFINITIVE + OBJECT

ask, force, enable, encourage, get, invite, manage, offer, order, persuade, prepare, remind, tell, teach, want, warn

Don't force her to study if she doesn't want to.

I ordered him to leave the room.

I got somebody to teach me to use computers.

David asked me to give this to you.

5. Verb followed by to + infinitive or ø infinitive

help

I helped her move out.

I helped her to move out.

6. YOU CAN USE A QUESTION WORD (WHAT/HOW, ETC.) + TO + INFINITIVE AFTER THE FOLLOWING VERBS:

advise, ask, decide, know, remember, forget, explain, learn, show, understand, wonder, teach

I got somebody to teach me to use computers (or how to use computers)

Do you understand what to do?

She explained to me how to get there.



Unit 6A. FIRST CONDITIONAL
Unit 6B. SECOND CONDITIONAL

Adapted from *FCLP*

CONDITIONAL 1 (REAL SITUATIONS)

1.A.) IF and CAN:

This kind of sentence describes a real situation.

If you fall, I won't be able to catch you!

This means that there is a real possibility this will happen as we are actually in the situation described. *Going to* can be used in place of *will*:

If it rains, we're going to get wet.

Modal *can* is common in conditional 1:

If the cases are too heavy, I can help you carry them.

1.B.) UNLESS, PROVIDED, AS LONG AS

Unless (= if not)

Unless you leave at once, I'll call the police

How would you rephrase the sentence above?

If you don't leave at once, I'll call the police.

***Provided* and *as long as* can also introduce a condition.**

Provided you leave now, you'll catch the train.

If you leave now, you'll catch the train.

As long as you leave now, you'll catch the train.

1.C.) With the IMPERATIVE:

It is common to use the imperative instead of *if*:

Get me some stamps, and I'll pay you later.



2. UNREAL SITUATIONS: CONDITIONAL 2 (PRESENT/FUTURE)

2.1. With *if*:

This kind of sentence describes an imaginary or unreal situation.

Although the Past Simple tense is used after *if*, the time referred to is not past but imaginary:

If you fell, you would hurt yourself.

This means that I am imagining a situation and its result. We could both be in a dangerous situation, or I could be imagining the whole situation.

The past tense form does not refer to past time.

2.2. *Were, might, could*

Were is often used instead of *was* in informal language. Note *were* is not stressed.

If I were taller, I'd join the basket-ball team.

If I were you, I'd leave now. (I and you are stressed).

Modals *might* and *could* are common in this kind of sentence.

If you became a millionaire, you might be happy.

I could help you if I had more time.

If I knew them better, I might invite them to the party.

(Remember: * *If I knew them better, I may invite them to the party.*)

REMEMBER:

It is not correct to use *would* in the *if* clause.

If had enough money, I'd go abroad on holiday.

*If I would have enough money, I would go abroad on holiday. **

We can change the order of the *if* clause and the main clause:

I would probably lend money to a friend if he or she really needed it.

If he or she really needed it, I would definitely lend money to a friend.



3. REAL vs HYPOTHETICAL POSSIBILITIES.

A) To talk about a real possibility in the future, we use *will* not *would*.

I'll be really worried if he doesn't phone me.

B) Sometimes the difference between a real and imaginary possibility is very clear:

I'll be really worried if he doesn't phone me.

I'd be very flattered if Keanu Reeves asked me out.

Sometimes, however, it depends on how the speaker sees the situation.

Compare these two sentences:

If I have enough time, I'll help you.

If I had time, I'd help you.

In the first sentence, the speaker believes it is a real possibility that she will have time (this is sometimes called a "first conditional").

In the second sentence, the speaker sees it as unlikely or impossible that she will have enough time, so a situation is hypothetical or imaginary (this is sometimes called a "second conditional").



Unit 6B. REFLEXIVE PRONOUNS

Adapted from *EFI* and *SSES*

SINGULAR	myself	yourself	himself/herself/itself
PLURAL	ourselves	yourselves	themselves

(See *Face 2 Face*, p. 128).

Emphatic use:

What's the difference between?:

Who told you? She did.

Who told you? She herself.

2. Reflexive pronouns can also act as the indirect object of the verb:

He tells himself he'll succeed.

3. Use each other (RECIPROCAL PRONOUN):

when A does an action to B and B does the same action to A.

Nicky and Alice are looking at each other.

You can also say "one another" instead of "each other".

4. Other verbs which carry reflexive pronouns in English (=Spanish):

wash, shave, dress

What's the difference between?:

I've washed myself.

I've washed my hands.

How would you translate the two sentences above?

5. Some Spanish verbs are only reflexive (certain *verbos pronominales*). Use the reflexive pronoun in Spanish, but do not translate it:

Me voy: I'm leaving.

Se lo están pasando bien: They're having a good time.



Unit 7A. CAN, COULD, BE ABLE TO. ABILITY, IMPOSSIBILITY, PERMISSION

Adapted from *EGU*

1. SENSES OF CAN

A) General ability to do something

Can you speak any foreign languages?

Be able to is also possible here:

Are you able to speak any foreign languages?

B) Specific ability / capacity to do something on a particular occasion

- **Past time: only *be able to***
 - *Reeve was able to appear at the Oscars ceremony.*
 - *(Reeve could appear at the Oscars ceremony*).*
- **Present time/tense: *can/be able to***
 - *I think I can do it now.*
 - *I think I'm able to do it now.*
- **Future time: *can/be able to***
 - *I think I can come to the meeting tomorrow.*
 - *I think I'm able to come to the meeting tomorrow.*

C) Something is permitted (CAN) or forbidden (CAN'T):

You can park here after 6.30.

In England you can't drink in pubs until you're eighteen.

D) Something is impossible / lack of specific ability or capacity to do something on a particular occasion (CANNOT / NOT BEING ABLE TO):

I'm afraid I can't come to the meeting tomorrow.

I'm afraid I'm not able to come to the meeting tomorrow.

2. CAN vs BE ABLE TO

Nadal is an excellent tennis player. He can beat anybody.

BUT:

Nadal and Ferrero had a game of tennis yesterday. Ferrero played very well but in the end Nadal MANAGED TO BEAT him/WAS ABLE TO BEAT him.

What is the negative form of the sentence above?

Nadal didn't manage to beat him / was not able to beat him



3. Sometimes COULD is the past of CAN

- When meaning general (a) or particular ability -especially with perception verbs (b2):

a) *John Paul II could speak 12 languages.*

b.1.) *Listen. I can hear something.*

b.2.) *I listened. I could hear something.*

B) COULD = CAN: especially when making suggestions (possible actions now or in the future)

We can/could go for a walk.

4. But COULD does not always refer to a past possibility/ability:

COULD ≠ CAN: expressing suppositions (something is possible now or in the future)

*The door bell is ringing. It could be Samantha.
My in-laws could arrive at any time.*

Can is not possible here.

5. Other senses of CAN and COULD

Suggestions

We can/could go for a walk

Requests

Can/could you lend me that book, please?

Do you think you could lend me that book, please? (not "can" here).

Asking for things

Can/Could I have the salt, please?

Asking for permission

Can/could I use your phone, please?

Giving permission

You can use my phone.

- Can we say "You could use my phone"? Not in this sense, because that would be "offering to do things".

Offering to do things

Can I get you a cup of tea?



6. COULD DO, COULD HAVE DONE

Compare **COULD** and **COULD HAVE DONE**:

*I'm so hungry. I could eat a horse.
I was so hungry. I could have eaten a horse.
The situation was bad but it could have been worse.*

WATCH OUT:

(Table devised by Dr. Raquel Criado Sánchez)

- i) **(+) COULD DO = MIGHT DO** (especially with *it-subject* sentences)
(+) COULD HAVE DONE = MIGHT HAVE DONE

(when talking about suppositions/possibilities,
either present (**COULD DO = MIGHT DO**)
or past (**COULD HAVE DONE = MIGHT HAVE DONE**))

It may/might rain.

It could rain.

I can't find my bag anywhere. I may/might have left it in the shop.

I can't find my bag anywhere. I could have left it in the shop.

But:

- ii) **(-) COULDN'T ≠ MAY NOT / MIGHT NOT**

She is too busy. She may/might not be able to talk to you.

(POSSIBILITY)

She was too busy. She couldn't talk to you.

(CERTAIN IMPOSSIBILITY)

(I'm afraid I can't come to the meeting tomorrow)

COULDN'T (past time) vs MAY NOT / MIGHT NOT (present/future time)

- iii) **COULDN'T HAVE DONE ≠ MIGHT NOT HAVE DONE**

(both past time but different meaning)

COMPARE:

*I was too far away so she couldn't have seen me [that's
why I don't believe she told you that I played truant]
(CERTAINTY)*

*I was too far away so she might not have seen me [that's
why she didn't say hello to me] **(POSSIBILITY)***



B) We also use MAY/MIGHT to talk about possible actions or happenings in the future:

I haven't decided yet where to spend my holidays. I may/might go to Ireland.

I have already decided where to spend my holidays. I'm going to Ireland.

It may/might rain (later).

Use might when the situation is not real:

If I knew them better, I might invite them to the party.

C) We also use MAY/MIGHT to express SUGGESTIONS

What shall we do? Shall we go to the cinema?

We may/might go to the cinema.

We can/could go to the cinema.

Might as well/may as well:

What shall we do? Shall we go to the cinema?

We may/might as well. There are lots of good movies going on.

D) We also use MAY/MIGHT when ASKING AND GIVING PERMISSION

May I come in? (formal)

May I use your phone? (formal)

Don't use might here.

You may come in.

You may use my phone.

You can use my phone.



Unit 7C. DEFINITE ARTICLE *THE*, INDEFINITE ARTICLE *A/AN* AND ZERO (\emptyset) ARTICLE

Adapted from *EGU* and *FCLP*

1. ZERO (\emptyset) ARTICLE

- a) Uncountable nouns
- b) Abstract or general ideas
- c) Plural nouns not previously mentioned:

I love gazpacho.

Give peace a chance.

I hate buses.

- d) Most proper names (in singular):

We live in Spain.

I'll see you in February.

- e) Names of sports, meals and school subjects:

I play tennis

I really enjoyed Latin at high school

What's for dinner?

BUT:

The dinner that they offered was superb.

A superb dinner

- f) Prepositions of place (when the place plays a special role):

Helen is in prison.

Helen is in the prison.

(church, school, university, work, hospital)

What's the difference between?:

Mary is in hospital.

Mary is at the hospital.

Go to work/be at work/start work/finish work

Go home/come home/arrive home/be at home

- g) General means of transport

We went there by taxi/car/bus/train/plane/by sea/air/road

We went there on a bus/in a car

- h) next/last + week/weekend/month/year/summer/Monday:

See you next Monday.

I have loads of work to do next weekend.

- i) Gerunds

Horse racing is more popular in England than fox-hunting.



2. INDEFINITE ARTICLE

a) Describing jobs:

My sister is a dentist.

b) Singular fractions, group numbers and large numbers:

One and a half kilos

A dozen eggs

A hundred envelopes

c) Meaning "per"

She was doing ten times an hour.

She earns 2,000 euros a month.

3. A/AN and THE

Neil is looking for a job.

Did Neil get the job he applied for?

a) We use *the* to talk about specific people, places, or things:

He works in the city centre.

My brother is in the army.

I took a cab to the airport.

I hate going to the dentist.

BUT: *My sister is a dentist.*

4. DEFINITE ARTICLE *THE*

a) Previously mentioned items:

There are a blackboard and a table. The blackboard is not very big.

b) Single items, whose reference is clear:

Can you open the window, please?

Dad must go to the bank to get some money and then he's going to the post office to buy some stamps.

c) Unique objects:

The Earth goes round the sun.

London is the capital of the United Kingdom.

But:

The Earth is a planet.

(there are more planets besides the Earth)

**d) Individual items which represent a class
(the + singular noun = plural noun):**

The kangaroo is found in Australia.

Kangaroos are found in Australia.



e) Classes of people

The homeless need more help from the government.

The rich, the poor, the elderly, the old, the dead.

f) Play + the + musical instrument

Can you play the piano?

BUT:

I'd like to have a piano.

g) National groups (The + nationality)-

Can we say?:

The Frenches are famous for their food → NO:

**The Frenches are famous for their food.*

- *OK: The French are famous for their food.*
- *OK: French people are famous for their food.*
- **(the Spanish, the Dutch, the British, the Irish, the Welsh, the Chinese)**

Can we say?:

- ** The French who sold me a villa in the Loire Valley was very rich. → NO.*
- *OK: The Italian who sold me a villa in the Loire Valley was very rich.*
- **Frenchman/woman, Dutchman/woman, Britishman/women, Irishman/woman, Welshman/woman, Spanishman/woman or Spaniard, Chinese man/woman**
- **An Italian/Italians, a Mexican/Mexicans, a Scot/Scots, a Turk/Turks**

h) Some topographical names:

– **Plural names of places:**

The Netherlands

The United States of America

The Twin Towers

– **Singular names of places where the name contains a noun or of + noun**

The Dominican Republic

The United Kingdom

The Middle East

The Tower of London

The Bank of England

– **Names of rivers, oceans, regions, mountain ranges, groups of islands:**

The Thames

The Mediterranean Sea

The Canary Islands (or the Canaries)

The Alps



i) Superlatives, ordinals, the same, the only:

*You're simply the best.
It's the same ingredient.
You're the only one.*

j) Media:

*I went to the cinema/the theatre.
What's on the radio?*

BUT:

What's on television?

INDEED!:

If the rules for the use of articles seem too complicated, remember these three golden rules:

1. Do not use *the* (with plural and uncountable nouns) to talk about things in general:

Life is hard.

2. Do not use singular countable nouns without articles:

The car a car

3. Use *a/an* to say what people's professions or jobs are:

She's a bank manager.

(From Swan, M. (2005). *Practical English Usage*. Oxford: Oxford University Press)



**Unit 7B. SECOND CONDITIONAL
Unit 12A. "I WISH" SENTENCES;
"I'D RATHER" AND "YOU'D BETTER DO" SENTENCES
Unit 12B. THIRD CONDITIONAL**

Adapted from *FCLP*

1. SECOND CONDITIONAL

1. UNREAL SITUATIONS: CONDITIONAL 2 (PRESENT/FUTURE)

1.1. With *if*:

This kind of sentence describes an imaginary or unreal situation.

Although the Past Simple tense is used after *if*, the time referred to is not past but imaginary:

If you fell, you would hurt yourself.

This means that I am imagining a situation and its result. We could both be in a dangerous situation, or I could be imagining the whole situation.

The past tense form does not refer to past time.

1.2. *Were, might, could*

Were is often used instead of *was* in informal language. Note *were* is not stressed.

If I were taller, I'd join the basket-ball team.

If I were you, I'd leave now. (I and you are stressed).

Modals *might* and *could* are common in this kind of sentence.

If you became a millionaire, you might be happy.

I could help you if I had more time.

If I knew them better, I might invite them to the party.

(Remember: * *If I knew them better, I may invite them to the party.*)



Please, do also remember:

It is not correct to use *would* in the *if* clause.

If I had enough money, I'd go abroad on holiday.

*If I would have enough money, I would go abroad on holiday. **

We can change the order of the *if* clause and the main clause:

I would probably lend money to a friend if he or she really needed it.

If he or she really needed it, I would definitely lend money to a friend.

SEE THE THIRD CONDITIONAL IN FACE 2 FACE, PAGE 141.

2. I WISH-SENTENCES

You can express wishes about present, past and future events with sentences beginning with *I wish* + relevant tense.

1. WISHES ABOUT PRESENT STATES:

Wish + simple past.

The time referred to is imaginary or "unreal" present.

I wish I knew the answer to this question. Then I'd be able to help you.

(In this case, I do not know the answer).

I wish I didn't have so much work to do.

2. WISHES ABOUT PAST EVENTS

Wish + past perfect.

The time referred to is past time.

I wish I had known the answer to this question. Then I wouldn't have lost face in front of everybody.

(In this case, I didn't know the answer).

I wish I had gone to your party last week.

3. WISHES ABOUT FUTURE EVENTS: *COULD* AND *HAVE TO*

Wishes with *could*: ability or future time.

Wishes with *have to* can also refer to future time.

I wish I could drive. (Ability).

I wish my cousin could meet me next week. (Future time).

I wish I didn't have to get up early tomorrow. (Future time).



4. WISHES ABOUT FUTURE EVENTS: *WOULD* (ANNOYING HABITS)

Wish + would.

A complaint about a bad habit or a wish which refers to a specific action which you would like to happen:

I wish Sean wouldn't chew gum all the time.

I wish the police would do something about the Thursday botellón around the university!

Notice that this use is very similar to the first one (wish + simple past).

You can also use **IF ONLY** instead of *I wish* to make emphatic wishes:

If only I knew the answer to this question!

If only I had known the answer to this question!

If only I had gone to your party last week!

In speech, *only* is often heavily stressed.

3. *I'D* RATHER:

What does the *d* stand for?

Structure:

***I'D* RATHER + SUBJECT + PAST SIMPLE** (either + or -).
(we don't normally use any other person).

Meaning: similar to Conditional 2.

- *I'd rather you didn't tell Joanne about this.*
- *If you didn't tell Joanne about this, it would be better.*

4) *I'D* BETTER DO / *YOU'D* BETTER DO:

- What does the *d* stand for?
- *Had* is a past form but the meaning is present or future, not past.
- *I'd better do something* = it is advisable to do it. If I don't, there will be a problem or a danger:
 - *I have to meet Diane in ten minutes. I'd better go now or I'll be late.*
 - *Shall I take an umbrella? Yes, you'd better.*
- The negative is *I'd better not do*:
 - *Are you going out tonight?*
 - *I'd better not. I've got a lot of work to do.*



- You can use *had better* when you warn somebody that they must do something:
 - *You'd better be on time. /You'd better not be late. (or you'll miss the plane).*

- **HAD BETTER and SHOULD:**
 - **HAD BETTER** → only a particular situation.
 - **SHOULD** → things in general. "It is a good thing to do" (but no danger or problem if you don't do it).
 - *It's cold today. You'd better wear a coat when you go out.*
 - *It's a great movie. You should go and see it.*
 - *The film starts at 8:00. You'd better go now or you'll be late.*



Unit 8A. THE PASSIVE

Adapted from *EGU* and *FCLP*

❖ See *Face 2 Face*, p. 133

1. Contexts of use of the passive:

- By placing the object at the beginning of the sentence, the passive can change the focus of interest in a sentence.

Arsenal were beaten by Real Madrid.

(We are more interested in Arsenal).

See your *Cutting Edge* handouts.

Two other uses not mentioned in *Cutting Edge*:

Impersonal statements.

Students are asked not to smoke.

How something was done.

The box was opened with a knife (by me).

2. Verbs with both indirect and direct objects can be made passive in two ways:

They (S) sent me (IO) the letter (DO).

I was sent the letter. Ø active subject or agent.

The letter was sent to me. Ø active subject or agent.

❖ Other verbs which can have two objects are: *ask, give, offer, pay, show, teach, tell.*

❖ When we use these verbs in the passive, most often we begin with the person:

I was offered the job but I refused it. (= they offered me the job).

You will be given plenty of time to decide. (= we will give you plenty of time).

Have you been shown the new machine? (= has anybody shown you ...?)

The men were paid € 200 to do the work. (= somebody paid the men € 200).



3. I DON'T LIKE BEING...

The passive of *doing/seeing*, etc. is *being done/being seen*, etc.

Compare:

Active: *I (S) don't like people (S) telling me (IO) what to do (DO).*

Passive: *I (S) don't like Ø (S) being told what to do (DO)..*

We managed to climb over the wall without being seen. (= ... without anybody seeing us).

4. SPECIAL CASES

A) LIKE AND LOVE

Some verbs which are transitive cannot be made passive in some uses.

I love Brighton. (Brighton is loved by me).*

B) *I was born in Murcia. (I was borned in Murcia*).*

C) *Make (when meaning force) is followed by to in the passive:*

They made David work hard. David was made to work hard.

5. NEEDS DOING

This is an idiomatic way of expressing some passive sentences, usually things or people which need some kind of service.

Out of order. Needs repairing.

Do not confound *need + -ing* with *needn't + infinitive*:

Needs repairing. (The hair-drier needs to be repaired).

You needn't go there. (There needs to be gone by you).*

6. TO HAVE or TO GET SOMETHING DONE

What's the difference between?:

Steve repaired his car.

Steve had his car repaired.



a) **Causative have** describes services done for us by someone else.

Are you going to repair the car yourself?

No, I'm going to have it repaired.

You can also say "get something done" instead of "have something done" (mainly in informal spoken English):

When are you getting your car repaired?

I think you should get your hair cut.

b) **Causative have** can also describe misfortunes which happen to us, caused by an unspecified person. In this case, "get something done" is not possible.

George had his nose broken in a fight.

She had her passport stolen.



Unit 8B. QUANTIFIERS

Adapted from *EGU* and *FCLP*

What's the difference between?:

- Business**
- A business**
- Iron**
- An iron**

COUNTABLE	UNCOUNTABLE
<p><i>She eats an orange every day. She likes oranges.</i></p> <p>(one, two, three, four oranges, etc.)</p> <p>So countable nouns can be in singular or plural form.</p>	<p><i>She eats sugar every day. She likes sugar very much.</i></p> <p>(* one, two, three sugars)</p> <p>An uncountable noun has only one form: Sugar, water, coffee, bread, rice, advice...</p>

COUNTABLE	UNCOUNTABLE
<p>We can use <i>a/an</i> with singular countable nouns alone:</p> <p><i>I feel like eating an orange (* I feel like eating orange)</i></p> <p><i>I feel like eating a potato (* I feel like eating potato)</i></p>	<p>We cannot normally use <i>a/an</i> with uncountable nouns (* a sugar).</p> <p>But we can say:</p> <p><i>A (lump of) sugar</i></p> <p><i>A (drop of) water</i></p> <p><i>A (loaf of) bread</i></p> <p><i>A (piece of) advice</i></p> <p><i>A (cup of) coffee → (in a restaurant): Two coffees and one orange juice, please.</i></p>



COUNTABLE	UNCOUNTABLE
<p>We can use <u>plural countable nouns</u> alone:</p> <p><i>I love oranges (oranges in general) Vegetables are essential for a healthy diet.</i></p>	<p>We can use <u>uncountable nouns</u> alone:</p> <p><i>I eat sugar every day. I eat rice every day.</i></p>

COUNTABLE	UNCOUNTABLE
<p>We can use <i>some</i> and <i>any</i> with plural countable nouns</p> <p>(indefinite, uncertain quantities):</p> <p><i>Did you buy any oranges?</i></p>	<p>We can use <i>some</i> and <i>any</i> with uncountable nouns</p> <p>(indefinite, uncertain quantities):</p> <p><i>Did you buy any orange juice?</i></p>

COUNTABLE	UNCOUNTABLE
<p>We use <i>many/too many</i> with plural countable nouns:</p> <p><i>We didn't buy many oranges. I bought too many oranges.</i></p> <p><i>Many</i> is most often used in (?) and (-).</p>	<p>We use <i>much/too much</i> with uncountable nouns:</p> <p><i>I didn't buy much orange juice. I have too much orange juice every day.</i></p> <p><i>Much</i> is most often used in (?) and (-).</p>

COUNTABLE	UNCOUNTABLE
<p>We use <i>few/very few/a few</i> with plural countable nouns:</p> <p>We need to go shopping. We have got <i>few/very few</i> oranges.</p> <p>We don't need to go shopping. We have got <i>a few</i> oranges (left).</p>	<p>We use <i>little/very little/a little</i> with uncountable nouns:</p> <p>We need to go shopping. We have got <i>little/very little</i> orange juice.</p> <p>We don't need to go shopping. We have got <i>a little</i> orange juice, bread and cheese.</p>



- Some nouns which are often uncountable in English may be countable in other languages, such as Spanish:
- *Accommodation, advice, baggage, behaviour, bread, chaos, damage, furniture, information, luck, luggage, news, permission, progress, scenery, traffic, weather, work*

A READING FROM THE HOLY GOSPEL ACCORDING TO MATTHEW

- Complete the gaps with the correct words.
- What is the translation of this miracle into Spanish?

THEY ATE AS MUCH AS THEY WANTED

When Jesus received the news of John the Baptist's death he withdrew by boat to a lonely place where they could be by _____. But the people heard of this and, leaving the towns, went after him _____ foot. [...]

When evening came, the disciples went to him and said, "This is a lonely place, and the time has slipped by; so send the people away, and they can go to the villages to buy _____ some food." Jesus replied, "There is no need for them (go): give them something to eat _____." But they answered, "All we have with us is five loaves and two fish." "Bring them here to me," he said. He gave orders that the people were to sit down _____ the grass; then he took the five loaves and the two fish, raised his eyes to heaven and said the blessing. And breaking the loaves he handed them to his disciples who gave them to the crowds. They ate as much as they wanted, and they collected the scraps remaining, twelve baskets full. Those who ate numbered about five thousand men, to say nothing of women and children.



Unit 9A. DEFINING AND NON-DEFINING RELATIVE CLAUSES
Explanation by Dr. Raquel Criado Sánchez

0. TYPES OF RELATIVE CLAUSES

- **DEFINING OR NON-DEFINING RELATIVE CLAUSES?**
- **SUBJECT OR OBJECT RELATIVE PRONOUNS?**
- **PERSON OR THING REFERRED TO BY THE RELATIVE PRONOUN?**

Please note that that not all the following sentences are correct (see point 1). We only use them here for categorization purposes.

Which type of relative clauses are the following?

A.1.) That's the car which/that I used to own.

A.2.) That car, which/that I used to own 10 years ago, has recently been removed from the market.

B.1.) The hotel which/that was above the cliff was impressive.

B.2.) The hotel, which/that was a hundred years old, was very comfortable.

C.1.) That is the person who/that I sold my car to.

C.2.) My cousin Daniel, who/that I will be seeing soon, lives in USA.

D.1.) That is the person who/that bought my car.

D.2.) My cousin Daniel, who/that will be nine soon, lives in USA.

Keys:

A.1.) That's the car which/that I used to own.

DEFINING THING OBJECT RELATIVE CLAUSE.

A.2.) That car, which/that I used to own 10 years ago, has recently been removed from the market.

NON-DEFINING THING OBJECT RELATIVE CLAUSE.

B.1.) The hotel which/that was above the cliff was impressive.

DEFINING THING SUBJECT RELATIVE CLAUSE.



B.2.) The hotel, which/that was a hundred years old, was very comfortable.

NON-DEFINING THING SUBJECT RELATIVE CLAUSE.

C.1.) That is the person who/that I sold my car to.

DEFINING PERSON OBJECT RELATIVE CLAUSE.

C.2.) My cousin Daniel, who/that I will be seeing soon, lives in USA.

NON-DEFINING PERSON OBJECT RELATIVE CLAUSE.

D.1.) That is the person who/that bought my car.

DEFINING PERSON SUBJECT RELATIVE CLAUSE.

D.2.) My cousin Daniel, who/that will be nine soon, lives in USA.

NON-DEFINING PERSON SUBJECT RELATIVE CLAUSE.

1. THAT INSTEAD OF WHO, WHICH

Can we use *that* instead of *which* and *who* in the following sentences?:

A.1.) That's the car which/that I used to own.

A.2.) That car, which/that I used to own 10 years ago, has recently been removed from the market.

B.1.) The hotel which/that was above the cliff was impressive.

B.2.) The hotel, which/that was a hundred years old, was very comfortable.

C.1.) That is the person who/that I sold my car to.

C.2.) My cousin Daniel, who/that I will be seeing soon, lives in USA.

D.1.) That is the person who/that bought my car.

D.2.) My cousin Daniel, who/that will be nine soon, lives in USA.

Keys:

A.1.) That's the car which/that I used to own.

DEFINING THING OBJECT RELATIVE CLAUSE.

A.2.) That car, which I used to own 10 years ago, has recently been removed from the market.

NON-DEFINING THING OBJECT RELATIVE CLAUSE.



B.1.) The hotel which/that was above the cliff was impressive.

DEFINING THING SUBJECT RELATIVE CLAUSE.

B.2.) The hotel, which was a hundred years old, was very comfortable.

NON-DEFINING THING SUBJECT RELATIVE CLAUSE.

C.1.) That is the person who/that I sold my car to.

DEFINING PERSON OBJECT RELATIVE CLAUSE.

C.2.) My cousin Daniel, who I will be seeing soon, lives in USA.

NON-DEFINING PERSON OBJECT RELATIVE CLAUSE.

D.1.) That is the person who/that bought my car.

DEFINING PERSON SUBJECT RELATIVE CLAUSE.

D.2.) My cousin Daniel, who will be nine soon, lives in USA.

NON-DEFINING PERSON SUBJECT RELATIVE CLAUSE.

- ❖ **THAT** can only be used instead of **who** or **which** in defining object and subject relative clauses.
- ❖ **That** is only correct in A.1.) B.1.) C.1.) and D.1.).
- ❖ **That** cannot be used after a preposition:
 - *This is the car (that/which) I paid € 8,000 for. (Everyday speech).*
 - *This is the car for which I paid € 8,000. (Formal).*

2. OMITTING THE RELATIVE PRONOUN

Can you omit the relative pronoun in the following sentences?:

A.1.) That's the car which/that I used to own.

DEFINING THING OBJECT RELATIVE CLAUSE.

A.2.) That car, which I used to own 10 years ago, has recently been removed from the market.

NON-DEFINING THING OBJECT RELATIVE CLAUSE.



B.1.) The hotel which/that was above the cliff was impressive.

DEFINING THING SUBJECT RELATIVE CLAUSE.

B.2.) The hotel, which was a hundred years old, was very comfortable.

NON-DEFINING THING SUBJECT RELATIVE CLAUSE.

C.1.) That is the person who/that I sold my car to.

DEFINING PERSON OBJECT RELATIVE CLAUSE.

C.2.) My cousin Daniel, who I will be seeing soon, lives in USA.

NON-DEFINING PERSON OBJECT RELATIVE CLAUSE.

D.1.) That is the person who/that bought my car.

DEFINING PERSON SUBJECT RELATIVE CLAUSE.

D.2.) My cousin Daniel, who will be nine soon, lives in USA.

NON-DEFINING PERSON SUBJECT RELATIVE CLAUSE.

Keys:

A.1.) That's the car Ø I used to own.

DEFINING THING OBJECT RELATIVE CLAUSE.

A.2.) That car, which I used to own 10 years ago, has recently been removed from the market.

NON-DEFINING THING OBJECT RELATIVE CLAUSE.

B.1.) The hotel which/that was above the cliff was impressive.

DEFINING THING SUBJECT RELATIVE CLAUSE.

B.2.) The hotel, which was a hundred years old, was very comfortable.

NON-DEFINING THING SUBJECT RELATIVE CLAUSE.

C.1.) That is the person Ø I sold my car to.

DEFINING PERSON OBJECT RELATIVE CLAUSE.

C.2.) My cousin Daniel, who I will be seeing soon, lives in USA.

NON-DEFINING PERSON OBJECT RELATIVE CLAUSE.



D.1.) *That is the person who/that bought my car.*

DEFINING PERSON SUBJECT RELATIVE CLAUSE.

D.2.) *My cousin Daniel, who will be nine soon, lives in USA.*

NON-DEFINING PERSON SUBJECT RELATIVE CLAUSE.

- ❖ **The relative pronoun can only be omitted in defining object (thing and person) relative clauses.**
- ❖ **The relative pronoun can only be omitted in A.1) and C.1.).**

3. WHOSE AND WHOM

Whose means of whom and of which.

Do we use it in defining or non-defining relative clauses?

Can we omit it? NO!

- *The shop whose clothes I love is about to close.*
- *This is Jack, whose sister is staying with us.*

Whom is the object form of who, and has to be used after prepositions:

- *This is the person I sold my car to. (Everyday speech).*
- *This is the person to whom I sold my car. (Formal).*

4. WHAT

Which of the following sentences is correct?:

Everything what they said was true.

I gave her all the money what I had.

Did you hear what they said?

WHAT = the thing(s) that.

Everything (that) they said was true.

I gave her all the money (that) I had.

Did you hear what they said?



Unit 10A. MODALS OF DEDUCTION

See *Face 2 Face*, p. 137

1) *He might/could be South American. (to be + adjective)*

Do not get confused with Unit 7A + MAY/MIGHT:

What's the function of the modals in the sentences below?:

*It could/might be Samantha. (similarity of meaning between *could* and *might* when empty subject).*

She may/might know. (+ verb).

You may/might know. (+ verb).

2)

They must be travelling round Europe. (+ auxiliary verb (be) + -ing).

Their little six-year-old daughter speaks French perfectly. She must go to a bilingual school. (+ verb). (SEE UNIT 2A)

[Missing in your textbook]:

They must have been travelling round Europe. (+ auxiliary verb (have been) + -ing).

You must be tired. (+ auxiliary verb (be) + adjective).

You must have been tired. (+ auxiliary verb (have been) + adjective).

3) *She can't be his wife. (+ be + noun).*

Watch out: *can't* + any other verb doesn't mean deduction:

She can't get that promotion.

In England you can't drink in pubs until you're eighteen.

4) **Don't use *can* for deductions.**

Remember from Unit 7A + MIGHT:

The door bell is ringing. It could be Samantha.

My in-laws could arrive at any time.

Can is not possible here.



Unit 11B. REPORTED/INDIRECT SPEECH: STATEMENTS AND QUESTIONS

Adapted from *FCLP*

1) TENSE OF THE REPORTING VERB

1.a.) Tenses are moved into the past after a past tense reporting verb:

"I'm leaving". Jane said she was leaving.

(See *Face 2 Face*, p. 139 + *Cutting Edge* handouts, point 1).

1.b.) Sometimes the reporting verb does not come in the past:

1.b.1.) Present tense reports.

Brenda says she's arriving at about 6:00.

1.b.2.) Past tense reports (see p. 139, third bullet point in "Tips"):

If the reported words are "always true", there is no change.

Harry told me that he still likes you.

If a message is being repeated immediately, there is no change.

Mary said she's too busy to come.

2) *Face 2 Face*, p. 139, second bullet point in "Tips":

Tom said: "I woke up feeling ill, so I didn't go to work".

Tom said (that) he woke up feeling ill, so he didn't go to work.

Tom said (that) he had woken up feeling ill, so he hadn't gone to work.

3. Certain time expressions often change:

● DIRECT	→	REPORTED
● Today		that day
● Tomorrow		the next day
● Next (week)		the following (week); the (week) after
● Last (week)		the (week) before
● This		that
● Here		there



4) WILL, SHALL

I will be there.

I shall be there.

Shall I help?

How would you transform the sentences above into indirect speech statements?

She said/told me that she would be there.

She said/told me that she would be there.

She asked if she should help.

5) COULD (first bullet point in "Tips")

What's the function of *could* in the following sentences?

A) I'm so hungry. I could eat a horse. (present unreal ability)

B) I was so hungry. I could have eaten a horse. (unreal ability about a past action).

How would you turn sentence A) into reported speech if uttered some time after it was said?

A) I was so hungry that I could have eaten a horse.

6) MAY AND MIGHT (first bullet point in "Tips")

What's the function of these modals in the following sentences?:

It may/might be Samantha. (supposition about a present/future event).

I can't find my handbag anywhere. I may/might have left it in the shop. (supposition about a past action).

How would you turn the sentences above into reported speech statements if uttered some time after the original ones were said?:

She said that it may/might have been Samantha.

She said that she couldn't find her handbag anywhere and that she may/might have left it in the shop.



7) SHOULD, OUGHT TO

I think you should see a doctor.

You ought not to continue.

You should have posted the letter yesterday.

You shouldn't have told me the answer.

How would you turn the sentences above into reported speech statements?

He told me that I should see a doctor.

He told me that I ought not to continue.

He told me that I should have posted the letter yesterday/the day before.

(Depending on the time period of the reported speech sentence).

He told me that I shouldn't have told him the answer.

8) MUST (Remember from Unit 2A):

a) What's the past form of the following sentences?:

We must go home.

We have to take the exam again.

b) What's the difference between?:

Time period

Meaning/function

We had to go home.

I can't find my bag anywhere. I must have left it in the shop.

(deductions past actions).

How would you turn the sentences above into reported speech statements?

We must go home. / We had to go home.

We have to take the exam again. / We had to take the exam again.

I can't find my bag anywhere. I must have left it in the shop. / I couldn't find my bag anywhere. I must have left it in the shop.



9) SAY AND TELL. See EGU, unit 48, section C

TELL SOMEBODY THAT...

SAY SOMETHING TO SOMEBODY/SAY THAT...

- *Margaret told me that she didn't like your trousers.*
- *What did Margaret tell you?*
- *Margaret said that she didn't like your trousers.*
- *Margaret said goodbye to me and left for the airport.*
- *What did Margaret say to the police?*