

The Graf Method for English, Vol. 4

Version 202607291036

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Unit 1

Review of tenses and structures

Present simple

We use the present simple for habits, routines, and facts.

I work in an office.

She always eats breakfast at 8.

Water boils at 100 degrees.

In the third person singular, we add -s or -es. For questions and negative sentences, we use *do/does*.

Common time expressions:

always

usually

sometimes

never

every day

on Mondays

Conversation

Anna: What do you do for a living?

Tom: I work at a hospital ['hɒspɪtəl]. I'm a nurse [nɜːs]. I usually work from 7 AM to 3 PM, but sometimes I work night shifts [ˈɪfts]. What about you?

A: I teach Spanish at a high school. I love my job. My students are great.

T: Do you speak any other languages?

A: Yes, I also speak French. My mother is from Paris.

T: That's amazing. I don't speak any languages other than English, unfortunately.

Present progressive

We use the present progressive for actions happening right now or for confirmed future plans.

We form it with *be* + verb-*ing*.

I am reading a book right now.

She is working today.

They are flying to London tomorrow.

Common time expressions:

right now
at the moment
today
this week
tomorrow (for plans)

Conversation

Laura: Hi Mark! What are you doing?

Mark: I'm cooking dinner. I'm making pasta.

L: Nice! I'm just walking home from work. What are you doing this weekend?

M: I'm visiting my parents on Saturday. They're expecting [ɪk'spektɪŋ] me for lunch. And on Sunday I'm not doing anything. What about you?

L: I'm meeting Sarah for coffee on Saturday morning, and then I'm studying for my exam all afternoon.

Past simple

We use the past simple for completed actions at a specific time in the past.

I went to the gym yesterday.

She called me last Monday.

We moved to this house in 2015.

For questions and negative sentences, we use *did*. Regular verbs add *-ed*. Irregular verbs have special past forms that must be memorized.

Common time expressions:

yesterday

last Monday / last week / last year

two days ago

in 2015

Conversation

David: How was your weekend?

Emma: It was great! On Saturday I went to a concert. A friend invited me. The band was incredible [ɪn'kredɪbəl].

D: What did you do on Sunday?

E: I slept until noon! Then I met my sister for lunch. We ate at a new Italian restaurant near the river. What about you?

D: I didn't do much. I stayed home and watched a movie. I also cooked a big meal for the week.

Past progressive

We use the past progressive for descriptions in the past, interrupted actions, and simultaneous actions.

We form it with *was/were* + *verb-ing*.

It was raining and the wind was blowing. => description

I was eating when the phone rang. => interrupted action

I was reading while she was cooking. => simultaneous

Conversation

Mike: What happened last night? I heard there was a power outage ['paʊər 'aʊtɪdʒ].

Julia: Yes! I was watching TV when suddenly everything went dark. My brother was taking a shower, and my mom was cooking dinner.

M: What did you do?

J: We just waited. The lights came back after about twenty minutes. But my mom's dinner was ruined ['ru:ɪnd] because the oven ['ʌvən] turned off.

Used to / would

We use *used to* for past habits or states. We use *would* for repeated past actions only (not for states).

I used to live in Madrid. => past state

She used to smoke. => past habit

We would play soccer every Saturday when we were kids. => repeated past action

Would cannot be used for past states: *I used to have a dog.* Not: *I would have a dog.*

Conversation

Peter: What was your life like when you were a child?

Sara: I used to live in a small village. I used to walk to school every day. After school, my friends and I would go to the river and play there for hours. My grandmother would always make us lemonade when we got home.

P: That sounds lovely. I used to live in the city. I didn't have a garden, so we would play in the street. I used to love video games. I would play for hours every evening.

Present perfect

We use the present perfect for life experiences (no specific time), for recent actions with present results, and for duration with *for* and *since*.

We form it with *have/has* + past participle.

I have visited Paris three times. => life experience

She has lost her keys. => recent action, present result

We have lived here for five years. => duration

Key words:

ever (in questions)

never (in negatives)

already

yet (in questions and negatives)

just - a very short time ago

for (+ period of time)

since (+ point in time)

Have you ever been to Japan?

I have never eaten sushi.

She has already finished.

I haven't done it yet.

He has just arrived.

I have known her for ten years.

I have known her since 2014.

Conversation

Carlos: Have you ever traveled outside of Europe?

Nina: Yes, I have been to the United States twice. I went to New York in 2018 and to San Francisco last year. Have you?

C: I've never left Europe, actually. But I've always wanted to visit Japan.

N: You should go! Have you already planned your summer vacation?

C: Not yet. I haven't decided where to go. I've just started looking at flights.

N: I've been a member of a travel group for three years. They organize great trips. You should join.

Future with will

We use *will* for predictions, spontaneous decisions, and promises.

It will rain tomorrow. => prediction

I'll help you with that. => spontaneous decision

I will always love you. => promise

The negative is *will not* or *won't*.

Conversation

Raúl: I think it will be very hot this summer.

Megan: I agree [ə'gri:]. I'll probably spend a lot of time at the beach.

R: That sounds nice. Oh, I forgot to buy milk. I'll go to the store after this.

M: Don't worry, I'll get it for you. I'm going out anyway.

R: Thank you! I promise I'll pay you back.

Future with going to

We use *going to* for plans already decided and for predictions based on evidence.

I'm going to visit my parents this weekend. => plan

Look at those clouds! It's going to rain. => evidence

Conversation

Pablo: What are your plans for next year?

Lisa: I'm going to start a new course in September. I'm going to study graphic design ['græfɪk dɪ'zain]. What about you?

P: I'm going to change jobs. I've been thinking about it for a while. I'm going to send my résumé ['rezəmeɪ] to a few companies next month.

L: That's exciting. I'm sure you're going to find something great.

First conditional

If + present simple, will + infinitive. We use it for situations that are possible or probable in the future.

If it rains, I will stay home.

If you study hard, you will pass the exam.

If she doesn't call, I'll send her a message.

Conversation

Rosa: If you finish work early, will you come to the cinema with me?

Leo: Maybe. If the movie starts after 7, I'll be able to come. What are we seeing?

R: A new thriller ['θrɪlər]. If you don't like it, we can leave early.

L: OK. If I can't make it, I'll call you. But I think I'll be there.

Homework

1. Complete using the present simple

1. She always _____ (eat) breakfast at 7 AM.
2. We _____ (not / live) in London.
3. _____ you _____ (speak) French?
4. My brother _____ (work) at a bank.
5. I never _____ (drink) coffee.
6. They _____ (go) to church every Sunday.
7. _____ she _____ (like) Italian food?
8. He _____ (not / have) a car.

2. Complete using the past simple

1. Yesterday I _____ (go) to the supermarket.
2. She _____ (call) me last night.
3. We _____ (not / see) the movie.
4. _____ you _____ (buy) a new phone?
5. He _____ (move) to Paris in 2019.
6. They _____ (eat) at a restaurant on Saturday.
7. I _____ (not / understand) the question.
8. She _____ (meet) her husband in college.

3. Complete using the present progressive

1. I _____ (study) right now.
2. She _____ (not / work) today.
3. _____ they _____ (come) to the party?
4. We _____ (wait) for the bus.
5. He _____ (read) a very interesting book this week.
6. I _____ (fly) to Madrid tomorrow.

4. Complete using the past progressive

1. I _____ (watch) TV when the phone rang.
2. She _____ (sleep) when I arrived.
3. They _____ (play) soccer at 5 PM yesterday.
4. While I _____ (cook), he _____ (read) the newspaper.
5. It _____ (rain) all afternoon.

5. Complete using used to

1. I _____ (play) the guitar when I was young.
2. She _____ (live) in Barcelona before she moved to London.
3. We _____ (not / have) a TV when I was a child.
4. _____ you _____ (go) to the beach every summer?
5. He _____ (be) very shy when he was a teenager.

6. Complete using the present perfect

1. I _____ (visit) Rome three times.
2. _____ you ever _____ (eat) sushi?
3. She _____ never _____ (be) to Asia.
4. We _____ (live) here since 2010.
5. He _____ just _____ (arrive).
6. I _____ (not / finish) my homework yet.
7. They _____ already _____ (leave).
8. She _____ (know) him for twenty years.

7. Complete with will or going to

1. Look at those clouds! It _____ (rain).
2. "The phone is ringing." "I _____ (answer) it."
3. We _____ (travel) to Portugal next summer. We already have the tickets.
4. I think she _____ (love) the gift.
5. I _____ (start) a new course in September. I've already enrolled.
6. Don't worry, I _____ (help) you.

8. Complete with the first conditional

1. If it _____ (rain), I _____ (stay) home.
2. If she _____ (not / call), I _____ (send) her a message.
3. If you _____ (study), you _____ (pass) the exam.
4. If they _____ (arrive) early, we _____ (go) to the cinema.

9. Answer using complete sentences

1. What do you usually do on Saturday mornings?
2. What are you doing right now?
3. What did you do last weekend?
4. What did you use to do as a child that you don't do anymore?
5. Have you ever been to a country where you didn't speak the language?
6. What are you going to do next summer?
7. What will you do if the weather is terrible on your next day off?

Unit 2

The past perfect

How it works

The past perfect is used to talk about an action that happened before another action in the past. It is built with *had* + past participle.

I had eaten.

She had left.

They had finished.

Conjugation

Had is the same for all persons:

I had + past participle

you had + past participle

he / she / it had + past participle

we had + past participle

they had + past participle

Negative sentences

We add *not* after *had*:

I had not eaten.

She had not finished.

Questions

We invert the subject and *had*:

Had you eaten?

Had she finished?

Contractions

It is very common to contract the subject and *had*:

I had => I'd [aɪd]

you had => you'd [ju:d]

he had => he'd [hi:d]

she had => she'd [ʃi:d]

we had => we'd [wi:d]

they had => they'd [ðeɪd]

Be careful: *I'd* can mean *I had* or *I would*. The context tells you which one.

In negative sentences, we can contract *had* and *not*:

had not => hadn't ['hædənt]

When to use it

Sequencing past events

When we narrate two past events, we use the past perfect for the earlier one and the past simple for the later one. We often use *when*, *before*, *after*, or *by the time* to connect them.

When I arrived, she had already left.

I had finished dinner before he called.

After they had eaten, they went for a walk.

By the time we got there, the movie had started.

by the time [baɪ ðə taɪm] - at or before the moment when

Past perfect + past simple in narration

I went to the restaurant, but it had closed.

She was tired because she had worked all day.

He didn't want to eat because he had already had lunch.

Work and career vocabulary

job [dʒɒb]

career [kə'riə]

boss [bɒs]

employee [ɪm'plɔɪ:]

salary ['sæləri]

meeting ['mi:tɪŋ]

project ['prɒdʒekt]

deadline ['dædlaɪn] - the date or time by which something must be finished

office ['ɒfɪs]

hire [haɪr] - give someone a job

fire [faɪr] - dismiss someone from their job

promote [prə'məʊt] - give someone a higher position

resign [rɪ'zaɪn] - officially leave your job

retire [rɪ'taɪr] - stop working permanently, usually because of age

interview ['ɪntərvju:]

apply [ə'plaɪ] - officially ask for a job (apply for a job)

experience [ɪk'spiəriəns]

skill [skɪl]

Conversation

Marta: Did you hear about Pedro?

Luis: No, what happened?

M: He got a new job! He had wanted a new job for six months. By the time the company called him, he had already done twenty interviews.

L: That's a lot. Had he quit [kwɪt] his old job?

M: No, he hadn't quit yet. He resigned after he had received the offer. His boss was surprised because Pedro had never said anything about wanting to leave.

L: What happened to his old position [pə'zɪʃən]?

M: They hired someone new. The new employee had worked at a similar ['sɪmɪlər] company before.

L: I'm happy for Pedro. He had worked at his old company for ten years. He deserved [dɪ'zɜːvd] a change.

Some, any, no, every

Some and any

Some [sʌm] and *any* ['eni] both mean an indefinite amount. In general, we use *some* in affirmative sentences and *any* in negative sentences and questions.

I have some books.

I don't have any books.

Do you have any questions?

We can also use *some* in questions when offering or requesting: *Would you like some coffee? Can I have some water?*

No

No can be used as a determiner before a noun. It is equivalent to *not any*:

I have no money. = I don't have any money.

There are no chairs. = There aren't any chairs.

When we use *no* before a noun, the verb stays affirmative: *I have no money*, not *I don't have no money*.

Compound words

We can combine *some*, *any*, *no*, and *every* with *-thing*, *-one/-body*, and *-where* to create useful compound words:

With -thing

something ['sʌmθɪŋ]

anything ['eniθɪŋ] (in questions and negatives)

nothing ['nʌθɪŋ]

everything ['evriθɪŋ]

With -one / -body

someone ['sʌmwʌn] / somebody ['sʌmbədi]

anyone ['eniwʌn] / anybody ['enibədi] (in questions and negatives)

no one ['noʊ wʌn] / nobody ['noʊbədi]

everyone ['evriwʌn] / everybody ['evribədi]

With -where

somewhere ['sʌmweər]

anywhere ['eniweər] (in questions and negatives)

nowhere ['noʊweər]

everywhere ['evriweər]

Examples

Someone is at the door.

I don't know anyone here.

Nobody called me yesterday.

Is there anything in the box?

There is nothing in the box.

I looked for my keys everywhere.

When we use *nothing*, *nobody*, or *nowhere*, the verb stays affirmative. English does not allow double negatives.

✓ I have nothing.

✓ I don't have anything.

✗ I don't have nothing.

✓ I know nobody.

✓ I don't know anybody.

✗ I don't know nobody.

Conversation

Ana: Did you do anything interesting last weekend?

David: Yes! I went somewhere new, a small town near the mountains. Everything was very quiet and peaceful ['pi:sfəl].

A: Did you go with someone?

D: No, I went alone [ə'ləʊn]. Nobody wanted to come with me. But it was OK. I met some nice people at the hotel.

A: Did you buy anything?

D: I bought something for my sister, a beautiful painting. But I couldn't find anything for my brother. There was nothing he would like in the shops.

A: Is there anything you want to do next weekend?

D: I want to go somewhere warm. I don't want to do anything too active ['æktiv]. I just want to relax.

Homework

1. Complete, using the past perfect

1. When I arrived at the station, the train _____ already _____ (leave).
2. She _____ never _____ (see) the ocean before that trip.
3. By the time he called, I _____ already _____ (go) to bed.
4. We _____ (not / eat) all day, so we were very hungry.
5. _____ you _____ (finish) the report before the meeting?
6. They were tired because they _____ (work) for twelve hours.

2. Complete using some, any, no, every, or a compound word

1. I'm hungry. Is there _____ to eat in the fridge?
2. _____ was at home, so I left a note on the door.
3. She looked _____ for her glasses, but she couldn't find them.

3. Answer using complete sentences

1. Had you studied any English before starting this book?
2. What had you done before you started reading this unit?
3. Had you ever traveled outside your country before you were 18?
4. By the time you finished school, how many years had you studied?
5. Do you know anyone who has never left your country?
6. Did you do anything interesting last weekend, or nothing at all?

Unit 3

The present perfect continuous

How it works

The present perfect continuous is used to talk about actions that started in the past and are still happening now, or have just stopped. We use it to emphasize the duration of the action. It is built with *have/has been* + verb-*ing*.

I have been waiting for an hour.

She has been working all morning.

It has been raining since 3 PM.

To say how long a current action has been going on, we use a perfect form, not the present progressive: *I have been waiting for an hour*, not *I am waiting for an hour*.

Conjugation

I have been + verb-*ing*

you have been + verb-*ing*

he / she / it has been + verb-*ing*

we have been + verb-*ing*

they have been + verb-*ing*

Questions and negative sentences

Have you been waiting long?

How long have you been studying English?

She hasn't been sleeping well.

Present perfect simple vs. continuous

Emphasis on result vs. duration

The present perfect emphasizes the result. The present perfect continuous emphasizes the ongoing nature of the activity.

I have read three books this month. => result

I have been reading a lot this month. => activity/process

She has written the report. => it's done

She has been writing the report all day. => emphasis on duration

Visible evidence

We often use the present perfect continuous when we can see the evidence of a recent activity:

Your eyes are red. Have you been crying?

The ground is wet. It has been raining.

Stative verbs

Some verbs describe states rather than actions. These verbs are not normally used in the continuous form. The most important ones are:

know [nəʊ]

believe [br'i:lv]

want [wʌnt]

need [ni:d]

like [laɪk]

love [lʌv]

hate [heɪt]

belong [br'lɒŋ]

own [əʊn]

mean [mi:n]

understand [ʌndər'stænd]

With these verbs, we use the present perfect, even when talking about duration:

I have known her for ten years. Not: *I have been knowing her for ten years.*

He has wanted to visit Japan since he was a kid. Not: *He has been wanting to visit Japan...*

The song *Since I've Been Loving You* by Led Zeppelin uses the continuous form with *love*, but this is artistic license.

Health and body vocabulary

headache ['hedeɪk]

stomachache ['stʌməkeɪk]

backache ['bækeɪk]

fever ['fi:vər] - a body temperature higher than normal

cough [kɒf] - force air noisily from your lungs when you are sick (noun and verb)

cold [kəʊld] - a common minor illness that makes you sneeze and cough (catch a cold)

flu [flu:] - influenza; an illness like a bad cold, with fever

medicine ['medɪsɪn]

pill [pɪl] - a small round piece of medicine that you swallow

prescription [prɪ'skrɪpʃən] - a doctor's written order for medicine

appointment [ə'pɔɪntmənt] - an arranged time to see someone, e.g. a doctor

sick [sɪk]

healthy ['helθi]

pain [peɪn]

hurt [hɜrt] - cause pain; feel pain (my leg hurts)

heal [hi:l] - become healthy again; make healthy

patient ['peɪʃənt]

symptom ['sɪmptəm]

The suffix *-ache* [eɪk] means *pain*. We use it for common body pains: headache, stomachache, backache, toothache ['tu:θeɪk].

Conversation

Doctor: Good morning. What seems to be the problem?

Patient: I've been feeling [fi:lɪŋ] tired for weeks. I've also been having headaches almost every day.

D: Have you been sleeping well?

P: No, I haven't been sleeping well at all. I've been waking up several times every night.

D: How long has this been going on?

P: It started about a month ago. I've been working a lot. I've been doing twelve-hour days at the office.

D: Have you been eating well?

P: Not really. I've been eating a lot of fast food because I haven't had time to cook.

D: I think you need to rest more and eat better. I've seen many patients with similar problems. I'll give you a prescription for the headaches.

rest [rɛst] - relax and recover; stop working

fast food [fæst fu:d]

A note on consonant clusters

In English, many words start with consonant clusters like SP, ST, SK, SM, SN, SL, SPR, STR, SKR. These words begin directly with the S sound - be careful not to add an extra vowel before it: *speak*, not *espeak*.

To practice, start by saying the S sound alone, and then add the rest of the word without pausing: sss...peak, sss...top, sss...now.

speak [spi:k]

stop [stɒp]

start [stɑ:t]

small [smɔ:l]

snow [snəʊ]

sleep [sli:p]

street [stri:t]

spring [sprɪŋ]

screen [skri:n]

Homework

1. Complete, using the present perfect continuous

1. I _____ (study) English for two years.
2. She _____ (work) at this company since March.
3. How long _____ you _____ (wait)?
4. It _____ (rain) all day.
5. They _____ (live) here since 2019.
6. He _____ (not / sleep) well lately ['lertli].

2. Choose between present perfect and continuous

1. I _____ (read) three books this month. (focus on result)
2. I _____ (read) a lot this month. (focus on activity)
3. She _____ (write) the report. It's finished.
4. She _____ (write) the report all day. It's not finished yet.
5. I _____ (know) her for ten years.
6. It _____ (rain) since this morning. The streets are wet.
7. He _____ (run) five kilometers today. (completed)
8. He _____ (run). He's very sweaty ['sweti].

3. Answer using complete sentences

1. How long have you been studying English?
2. How long have you been living in your current city?

3. What have you been doing today?
4. Have you been reading any good books lately?
5. How many books have you read this year?
6. How long have you known your best friend?

Unit 4

Relative clauses

What they are

Relative clauses are parts of a sentence that give us more information about a noun. They start with a relative pronoun: *who*, *which*, *that*, *whose*, or *where*.

The man *who* lives next door is a doctor.

The book *that* I bought yesterday is very good.

The relative pronouns

Who - for people

The woman who called you is my boss.

I have a friend who speaks five languages.

Which - for things and animals

The car which is parked outside is mine.

She made a cake which was delicious.

That - for people, things, and animals

That can replace both *who* and *which*. It is the most common in everyday speech.

The woman that called you is my boss.

The car that is parked outside is mine.

Whose - for possession

Whose [hu:z] expresses possession:

The man whose car is red is my neighbor.

I know a woman whose daughter lives in Japan.

Where - for places

The restaurant where we ate was fantastic.

This is the city where I grew up.

When can we omit the relative pronoun?

When the relative pronoun is the object of the clause (not the subject), we can omit it. Compare:

The book that I bought yesterday. => *that* is the object. I can say: *The book I bought yesterday.*

The man who lives next door. => *who* is the subject. I cannot omit it.

A simple trick: if there is another subject after the relative pronoun, you can omit it. *The book (that) I bought* - there is *I* after *that*, so we can omit it. *The man who lives* - there is no other subject, so we cannot omit it.

Defining vs. non-defining relative clauses

A defining relative clause tells us which person or thing we are talking about. It is essential to the meaning. We don't use commas.

The man who lives next door is a doctor. (Which man? The one who lives next door).

A non-defining relative clause adds extra information that is not essential. We use commas. We cannot use *that* in non-defining clauses.

My brother, who lives in London, is a doctor. (I only have one brother. The clause just adds extra information).

Technology vocabulary

computer [kəm'pjʊ:tər]

phone [fəʊn]

screen [skri:n]

app [æp]

website ['websaɪt]

internet ['ɪntənɪt]

email ['i:meɪl]

password ['pæswərd]

download [daʊn'loʊd]

upload [ʌp'loʊd]

search [sɜ:tʃ]

click [klɪk]

social media ['soʊʃəl 'mi:diə]

message ['mesɪdʒ]

battery ['bætəri]

charger ['tʃɑ:dʒər]

update [ʌp'det] (verb) / ['ʌpdeɪt] (noun)

delete [dɪ'li:t]

Conversation

Sara: Do you know anyone who can fix my computer?

Tomás: Yes, I have a friend who works in tech [tɛk]. What's the problem?

S: The screen, which I bought just six months ago, stopped working. And the battery, which used to last eight hours, now only lasts two.

T: That sounds frustrating ['frʌstreɪtɪŋ]. The place where my friend works is very close to your office. I'll send you his number.

S: Thanks! Is he the friend whose brother works at Google?

T: No, that's Carlos. The friend I'm talking about is David. He's someone who really knows his stuff [stʌf].

S: Great. I have some files [faɪlz] that I need to recover [rɪ'kʌvər]. I hope he can help.

Homework

1. Complete with **who, which, that, whose, or where**

1. The woman _____ works at the bank is my aunt.
2. The restaurant _____ we had dinner was excellent.
3. I bought a book _____ is about the history of Spain.
4. The man _____ car was stolen called the police.
5. She is the teacher _____ taught me English.
6. This is the park _____ I used to play as a child.
7. My brother, _____ lives in London, is a doctor.
8. Her new phone, _____ she bought last month, has already stopped working.

2. Combine the sentences using a relative pronoun

Example: I have a friend. He lives in London. => *I have a friend who lives in London.*

1. I met a woman. She speaks four languages.
2. He bought a car. It was very expensive.
3. That is the hotel. We stayed there last summer.
4. I know a man. His wife is a famous singer.
5. She wrote a book. The book became very popular.

3. Answer using complete sentences with a relative clause

1. Do you know anyone who speaks more than two languages?
2. What is a place where you feel happy?
3. What is a movie that you have seen more than once?
4. Do you have a friend whose job is very different from yours?
5. What is an app or website which you use every day, and what do you use it for?

Unit 5

The passive voice

What it is

In an active sentence, the subject does the action. In a passive sentence, the subject receives the action.

Active: Shakespeare wrote Hamlet.

Passive: Hamlet was written by Shakespeare.

How it is built

The passive is formed with *to be* + past participle. The tense is shown by the form of *to be*:

Present passive

am / is / are + past participle

English is spoken in many countries.

These cars are made in Germany.

Past passive

was / were + past participle

The book was written in 1950.

The pyramids were built thousands of years ago.

Future passive

will be + past participle

The meeting will be held tomorrow.

The results will be published next week.

Present perfect passive

have / has been + past participle

The report has been finished.

Three people have been hired this month.

By + agent

When we want to say who did the action, we use *by*:

The painting was created by Picasso.

The email was sent by the director.

Often, we don't include the agent because it is unknown, obvious, or unimportant:

My phone was stolen. => We don't know who did it.

The road was repaired last year. => It doesn't matter who.

When to use the passive

We use the passive when:

1. We don't know who did the action: *My car was stolen.*
2. The action is more important than the person: *The bridge was built in 1920.*
3. In formal or scientific writing: *The experiment was conducted in three phases.*

Questions

Was the book written in English?

Where was the movie filmed?

Has the email been sent?

Media and entertainment vocabulary

news [nu:z]

newspaper ['nu:zpeɪpər]

magazine [mægə'zi:n]

article ['ɑ:tɪkəl]

reporter [rɪ'pɔ:tər]

headline ['hedlɪn] - the title of a news article

channel ['tʃænəl]

show [ʃoʊ]

series ['sɪri:z]

episode ['epɪsoʊd]

audience ['ɔ:diəns]

review [rɪ'vju:] - an article giving an opinion on a film, book, etc.

publish ['pʌblɪʃ]

broadcast ['brɔ:dkæst] - transmit a program on TV or radio

award [ə'wɔ:rd] - a prize

director [dɪ'rektər]

*News is uncountable in English. We say **the news is** (not **the news are**). To say one piece of news, we can say **a piece of news** or **a news story**.*

Conversation

Roberto: Did you see the news? A new museum was opened in the city center.

Ana: Yes! It was designed by a famous architect ['arkitekt]. The building is beautiful.

R: Have you been there yet?

A: No, but I was invited to the opening ['ɒpənɪŋ] next week. The museum was built in just two years. It is said that the art collection is one of the best in the country.

R: I heard the project was funded ['fʌndɪd] by a private ['praɪvɪt] company.

A: That's right. And the old building that was there before was demolished [dɪ'mɒlɪʃt] five years ago. The land [lənd] was bought by the company in 2018.

R: Will tours [tɔːz] be offered?

A: Yes, free tours will be given every Saturday.

Homework

1. Change from active to passive

Example: *They built the bridge in 1990.* => *The bridge was built in 1990.*

1. Shakespeare wrote Romeo and Juliet.
2. Millions of people speak English.
3. They will publish the book next month.
4. Someone stole my bicycle.
5. They have repaired the road.
6. A famous chef cooks the food at this restaurant.

2. Complete with the correct passive form

1. English _____ (speak) in Australia.
2. The Mona Lisa _____ (paint) by Leonardo da Vinci.
3. The new hospital _____ (build) next year.
4. The email _____ already _____ (send).
5. The movie _____ (film) in Spain in 2019.
6. These phones _____ (make) in China.

3. Answer using complete sentences

1. Where was the last movie you watched filmed?
2. What products or foods are made in the region where you live?
3. When was your city founded ['fæʊndɪd]?
4. Was this book written by one person or by many people?
5. Do you think most jobs will be done by machines in the future? Why or why not?
6. Have you ever been given a gift that you really loved? What was it?

4. Reading comprehension

The Pied Piper of Hamelin

In the town of Hamelin,[1] in Germany, the houses were grey and the people were honest. It was a very rich town, but they had a very big problem: there were thousands of rats[2] in Hamelin. The cats could not fight against so many. The rats multiplied constantly. The citizens were terrified, and the mayor[3] decided that they needed a plan.

One day, a very tall and very thin man arrived in the town. He wore clothes of many colors, a brown feather[4] in his hat, and he carried a flute.[5]

"For a thousand florins,[6] I can take the rats away from Hamelin," said the man.

"A thousand florins!" said the mayor. "We will give you ten thousand florins if you take the rats away."

"Done.[7] Tomorrow night you will have no more rats in Hamelin."

The next day the stranger's[8] flute was heard all over the town. When the rats heard the music, they mysteriously came out of the houses and the sewers.[9] The piper[10] walked towards the river, and the rats followed him. When they reached[11] the river, the current[12] carried them away and they drowned.[13]

By that evening there were no more rats in Hamelin. The piper went to the town hall[14] to ask for his money. He asked for the ten thousand florins that the mayor had promised.

"Ten thousand florins?" said the mayor and his advisors.[15] "Never!"

"A thousand florins, at least!" said the piper, very angry.

"The rats are dead and they will not come back. We will give you twenty florins, at most, and you should be happy. You are just a simple piper."

The man's eyes turned red. He said nothing more and left the town hall. The mayor and his advisors laughed with arrogance.

That night the stranger's flute was heard again, but this time only the children could hear it. All the children of Hamelin came out of their houses and followed the piper. They left the town and walked towards the mountains. The children never returned to Hamelin, and nobody ever knew where they went.

Traditional

[1] Hamelin ['hæmɪlɪn] - a town in Germany

[2] rats [ræts]

[3] mayor [meɪr] - the leader of a town's government

[4] feather ['feðər] - one of the light coverings of a bird's body

[5] flute [flu:t] - a wind instrument

[6] florins ['flɒrɪnz] - old European coins

[7] done [dʌn] - agreed; it's a deal

[8] stranger ['streɪndʒər] - a person you don't know; an outsider

[9] sewers ['su:ərz] - underground pipes that carry dirty water

[10] piper ['paɪpər] - a person who plays a pipe or flute

[11] reach [ri:tʃ] - arrive at; get to

[12] current ['kʌrənt] - the movement of water in a river

[13] drown [draʊn] - die under water

[14] town hall [taʊn hɔl] - the building of the local government

[15] advisors [əd'vaɪzərz] - people who give advice

Questions

1. Where was Hamelin?
2. What was the main problem in Hamelin?

3. Was the mayor's reaction correct?
4. Was the piper's reaction correct?
5. What did the piper look like?
6. Does the story end well or badly?
7. What do you think the moral of the story is?

Unit 6

The second conditional

What it is

The first conditional is used for possible or probable situations: *If it rains, I'll stay home*. The second conditional is for imaginary or hypothetical situations. It is built with *if* + past simple, followed by *would* + infinitive.

If I had more money, I would travel the world.

If she lived in London, she would visit museums every week.

Even though we use the past simple after *if*, we are NOT talking about the past. We are talking about an imaginary present or future.

The *if* clause can go at the beginning or at the end: *I would travel the world if I had more money*. When the *if* clause goes first, we put a comma after it.

First conditional vs. second conditional

The first conditional is for real possibilities. The second conditional is for imaginary situations.

If I have time tomorrow, I'll help you. (first conditional - it's possible)

If I had a million dollars, I would buy a yacht. (second conditional - imaginary)

If it rains, I'll stay home. (first conditional - it might rain)

If I were the president, I would change many things. (second conditional - I'm not the president)

Were instead of was

In the second conditional, it is traditional to use *were* instead of *was* for all persons, especially with *I, he, she, it*:

If I were rich, I would buy a big house.

If she were here, she would know what to do.

In everyday speech, many people say *If I was rich...* This is acceptable, but *If I were rich...* is considered more correct, especially in writing.

The expression "If I were you"

We use *If I were you* to give advice:

If I were you, I would talk to her.

If I were you, I wouldn't accept that job.

Could and might instead of would

We can use *could* or *might* instead of *would* for possibility:

If I had more time, I could learn another language.

If we moved to the coast, we might go to the beach every day.

Using *not*

We can use *not* in either clause or in both:

If I didn't have a job, I would travel.

If I had more money, I wouldn't worry.

If she didn't live so far, I wouldn't need a car.

Questions

What would you do if you won the lottery?

Would you move to another country if you could?

Summary of conditionals so far

First conditional: If + present simple, will + infinitive => real/possible

Second conditional: If + past simple, would + infinitive => imaginary/hypothetical

Emotions and feelings vocabulary

excited [ɪk'saɪtɪd]

anxious [ˈæŋkʃəs]

frustrated [ˈfrʌstreɪtɪd]

relieved [rɪ'li:vɪd] - happy that a worry has ended

disappointed [dɪsə'pɔɪntɪd]

jealous [ˈdʒeləs]

embarrassed [ɪm'bærəst] - uncomfortable about what others think of you

proud [praʊd]

ashamed [ə'ʃeɪmd] - feeling bad about something you did

confident ['kɒnfɪdənt]

insecure [ɪnsɪ'kjʊər]

grateful ['ɡreɪtʃəl] - thankful

curious ['kjʊəriəs]

lonely ['ləʊnli] - unhappy because you are alone

overwhelmed [oʊvər'welmd] - feeling that something is too much to handle

Conversation

Elena: If you could live anywhere in the world, where would you live?

Miguel: If I could choose, I would live in a small town by the ocean. I would wake up every morning and go for a swim.

E: That sounds wonderful. If I had enough money, I would buy a house in the mountains.

M: Would you miss the city?

E: Maybe. If I lived far from a city, I might feel lonely sometimes. But if I had a good internet connection, I could work from home.

M: If I were you, I would think about it carefully. What would you do if there were no hospital nearby ['nɪrbaɪ]?

E: That's true. If I got really sick, I would need to drive a long way. Maybe I would keep an apartment in the city too.

M: If we both had unlimited [ʌn'lɪmɪtɪd] money, we could buy houses everywhere!

E: If only that were true!

A note on reductions in natural speech

In fast, natural speech, common combinations are often reduced:

would you => sounds like "wʊdʒə"

could you => sounds like "kʊdʒə"

what would you => sounds like "wʌt wʊdʒə"

don't you => sounds like "dʊntʃə"

You don't need to speak this way, but recognizing these reductions will help you understand native speakers.

Homework

1. Complete, using the second conditional

1. If I _____ (have) more time, I _____ (learn) to play the piano.
2. If she _____ (live) near the beach, she _____ (swim) every day.
3. What _____ you _____ (do) if you _____ (win) the lottery?
4. If he _____ (speak) English, he _____ (get) a better job.
5. If I _____ (be) you, I _____ (not / accept) that offer.
6. If we _____ (not / have) to work, we _____ (travel) the world.

2. Choose between first and second conditional

1. If it _____ (rain) tomorrow, I _____ (stay) home. (possible)
2. If I _____ (be) the president, I _____ (change) the law. (imaginary)
3. If she _____ (call), I _____ (answer). (possible)
4. If I _____ (have) wings [wɪŋz], I _____ (fly). (imaginary)
5. If you _____ (study), you _____ (pass) the exam. (real advice)
6. If I _____ (live) in Japan, I _____ (eat) sushi every day. (imaginary)

3. Answer using complete sentences

1. If you could have any job in the world, what would it be?
2. If you could live in any city, where would you live?
3. What would you do if you had a free year with no obligations [əblɪ'geɪʃənz]?
4. If you could meet any person (alive or dead), who would you meet?

5. If you could change one thing about the world, what would you change?

6. A friend of yours feels lonely after moving to a new city. What advice would you give them, starting with "If I were you..."?

Unit 7

Gerund vs. infinitive

The problem

In English, when one verb follows another, the second verb is sometimes a gerund (verb + *-ing*) and sometimes an infinitive (*to* + verb). You have to learn which form each verb takes, because there is no general rule that covers all cases.

Compare:

I avoid driving at night. => gerund (-ing)

I want to drive. => infinitive (to + verb)

Both sentences have the same structure - a verb followed by another verb - but the first verb decides the form of the second one.

Verbs followed by a gerund

These verbs are followed by verb + *-ing*:

enjoy [ɪn'dʒɔɪ] => I enjoy reading.

finish ['fɪnɪʃ] => She finished eating.

avoid [ə'vɔɪd] => He avoids driving at night.

mind [maɪnd] => Do you mind waiting?

suggest [sə'dʒɛst] => I suggest going early.

keep [ki:p] => Keep working!

practice ['præktɪs] => I practice speaking English.

consider [kən'sɪdər] => She is considering moving.

imagine [ɪ'mædʒɪn] => Imagine living in Paris!

miss [mɪs] => I miss living in Spain.

deny [dɪ'naɪ] => He denied stealing the money.

quit [kwɪt] => She quit smoking.

Verbs followed by an infinitive

These verbs are followed by *to* + verb:

want [wʌnt] => I want to go.
need [ni:d] => She needs to study.
decide [dɪ'saɪd] => We decided to stay.
plan [plæn] => I plan to travel next year.
hope [həʊp] => He hopes to find a job.
promise ['prɒmɪs] => She promised to call.
agree [ə'ɡri:] => They agreed to help.
refuse [rɪ'fju:z] => He refused to answer.
learn [lɜ:n] => I'm learning to cook.
seem [si:m] => She seems to be happy.
afford [ə'fɔ:d] => I can't afford to buy a car.
manage ['mænɪdʒ] => He managed to finish on time.
pretend [prɪ'tend] => She pretended to sleep.
offer ['ɒfər] => He offered to help.

Verbs that take both

Some verbs can take either a gerund or an infinitive, but the meaning changes:

Stop

She stopped smoking. => She doesn't smoke anymore.

She stopped to smoke. => She paused in order to smoke.

Remember

I remember locking the door. => I locked it, and I remember it.

I remembered to lock the door. => I didn't forget to do it.

Try

Try eating less sugar. => experiment, see if it works

I tried to open the door. => I made an effort

Forget

I'll never forget visiting Rome. => a memory

I forgot to visit the museum. => I didn't do it

Preposition + gerund

After a preposition, we always use the gerund, never the infinitive:

interested in [ɪn] => I'm interested in learning French.

good at [æt] => She's good at cooking.

tired of [əv] => I'm tired of waiting.

afraid of [əv] => He's afraid of flying.

instead of [ɪn'stɛd əv] => Instead of driving, I walk.

before / after => Before leaving, I checked my phone.

without [wɪð'aʊt] => She left without saying goodbye.

Education vocabulary

school [sku:l]

university [ju:nɪ'vɜ:səti]

degree [di'gri:] - the qualification you receive when you finish university

course [kɔ:rs]

exam [ɪg'zæm]

test [tɛst]

grade [greɪd] - the mark or score you receive for your work

pass [pæs] - succeed in an exam

fail [feɪl] - not pass an exam

graduate ['grædʒuət] - finish your studies and receive a degree

lesson ['lesən]

homework ['həʊmwɜ:k]

assignment [ə'saɪnmənt] - a piece of work you are given to do

knowledge ['nɒlɪdʒ]

research [rɪ'sɜ:tʃ]

Homework is uncountable in English: I have a lot of homework (not many homeworks).

Conversation

Laura: I've decided to start learning Japanese.

Carlos: That's great! How are you planning to study?

L: I'm considering taking a course at the university. I also plan to practice speaking with a tutor ['tu:tər] online.

C: I tried learning Japanese a few years ago. I enjoyed studying the writing system, but I found it very difficult. I quit after three months.

L: I don't mind spending a lot of time on it. I've always been interested in Japanese culture ['kʌltʃər]. I refuse to give up this time.

C: If I were you, I would avoid trying to learn too much at once. I suggest focusing on speaking first.

L: Good advice. I need to practice speaking without being afraid of making mistakes.

C: Exactly. I miss studying languages. Maybe I should try again!

Past perfect continuous

I had been saving money for two years.

The continuous tenses emphasize the ongoing nature of the activity. Think of them as a variation of the standard perfect tenses. Here are the four perfect tenses:

present perfect: I have lived in Madrid for two years.

present perfect continuous: I have been living in Madrid for two years. => emphasizes the ongoing nature of the activity

past perfect: I had lived in Madrid for two years.

past perfect continuous: I had been living in Madrid for two years. => emphasizes the ongoing nature of the activity

With verbs of duration like *live* and *work*, both forms are correct and the difference is subtle. With many other verbs, the standard form emphasizes a completed result (*I have read the book*), while the continuous form emphasizes the ongoing activity (*I have been reading the book*).

A note on the rhythm of English

In English, stressed syllables are long and clear, but unstressed syllables are much shorter and weaker.

This means that unstressed syllables can be hard to hear, because they are said very quickly.

When you speak English, try to make the stressed syllables longer and the unstressed syllables shorter. This will make your English sound more natural.

Homework

1. Complete with the gerund or infinitive

1. I enjoy _____ (read) before bed.
2. She wants _____ (learn) Italian.
3. He avoided _____ (answer) the question.
4. We decided _____ (go) to the beach.
5. Do you mind _____ (help) me?
6. She promised _____ (call) me tomorrow.
7. I can't afford _____ (buy) a new car.
8. Keep _____ (practice)! You're getting better.
9. He refused _____ (apologize).
10. I suggest _____ (take) a break.

2. Choose the correct meaning

1. She stopped talking. => a) She went quiet. b) She paused in order to talk.
2. She stopped to talk. => a) She went quiet. b) She paused in order to talk.
3. I remember meeting him. => a) I have the memory. b) I didn't forget to meet him.
4. I remembered to meet him. => a) I have the memory. b) I didn't forget to meet him.

3. Complete with the gerund after a preposition

1. I'm interested in _____ (study) history.
2. She's good at _____ (play) the piano.
3. He left without _____ (say) goodbye.
4. Before _____ (go) to bed, I read a book.

5. I'm tired of _____ (wait).
6. Instead of _____ (drive), I took the bus.

4. Complete, using the past perfect continuous

1. She _____ (work) there for five years when the company closed.
2. I _____ (wait) for twenty minutes when the bus finally arrived.
3. They were very tired because they _____ (walk) all day.
4. He _____ (save) money for two years before he bought the car.

5. Answer using complete sentences

1. What do you enjoy doing on weekends?
2. What do you hope to achieve in the next few years?
3. Is there something you have recently quit doing?
4. What are you interested in learning?
5. What's a place you'll never forget visiting?
6. Think of a goal you reached. How long had you been working toward it?

6. Reading comprehension

Changing direction

María had been working as an accountant^[1] for eight years when she realized she was not happy. She didn't hate her job, but she didn't enjoy going to the office every morning. She spent most of her day looking at numbers on a screen, and she had started to feel that something was missing.

She had always been interested in cooking. As a child, she loved watching her grandmother in the kitchen. She would spend hours learning to make traditional recipes.[2] When she grew up, she kept cooking for friends and family, and everyone told her she was very good at it.

One day, she decided to make a change. She started looking for cooking courses and found a good school in her city. She was nervous about going back to studying — she had finished university more than ten years earlier. But she signed up[3] for a one-year course.

The first few months were hard. She was still working at her old job during the day and attending[4] classes in the evening. She had been doing both for about three months when she decided to quit her job. It was a big risk,[5] but she couldn't manage to do both things at the same time.

She finished the course in June. After graduating, she got a job at a small restaurant near the city center. She enjoyed working there, but she had been thinking about opening her own place for a long time.

Two years later, she opened a small restaurant. It was not easy — she had to learn about running a business, managing staff,[6] and keeping costs down. She sometimes missed having a stable[7] salary.[8] But she never regretted[9] making the change.

Today, her restaurant is doing well. She works longer hours than before, but she doesn't mind working late because she loves what she does. When people ask her for advice,[10] she always says the same thing: "Don't be afraid of starting again. It's never too late to try something new."

[1] accountant [ə'kaʊntənt] - a person whose job is to keep financial records

[2] recipe ['resəpi] - instructions for preparing a dish

[3] sign up [saɪn ʌp] - register for a course or activity

[4] attend [ə'tend] - go to (a class, an event)

[5] risk [rɪsk]

[6] staff [stæf] - the people who work for a business

[7] stable ['steɪbəl]

[8] salary ['sæləri]

[9] regret [rɪ'ɡret] - feel sorry about something you did

[10] advice [əd'vaɪs] - a suggestion about what someone should do

Questions

Answer based on the text.

1. What didn't María enjoy about her job?
2. What had she always been interested in?

3. Why did she quit her job?
4. What did she do after graduating?
5. What does she sometimes miss?
6. What is her advice?

Unit 8

Phrasal verbs

What they are

A phrasal verb is a verb combined with a particle (a preposition or adverb) that creates a new meaning. Phrasal verbs are extremely common in English. The meaning of the combination is often very different from the meaning of the base verb, which makes them one of the biggest challenges for learners.

look => direct your eyes at something

look for => try to find (a completely different meaning)

look after => take care of (another different meaning)

Common phrasal verbs with UP

wake up [weɪk ʌp] - stop sleeping

get up [ɡet ʌp] - get out of bed

pick up [pɪk ʌp] - lift; collect someone or something

give up [ɡɪv ʌp] - stop trying; stop doing something

look up [lʊk ʌp] - search for information (in a dictionary, online)

make up [meɪk ʌp] - invent (a story); become friends again after an argument

show up [ʃoʊ ʌp] - appear; arrive

grow up [ɡrəʊ ʌp] - become an adult

break up [breɪk ʌp] - end a relationship

clean up [kli:n ʌp] - make a place clean and tidy

Common phrasal verbs with DOWN

sit down [sɪt daʊn] - take a seat

calm down [kalm daʊn] - become calm

break down [breɪk daʊn] - stop working (a machine, a car)

turn down [tɜːn daʊn] - refuse (an offer); lower (the volume)

write down [raɪt daʊn] - note something on paper

slow down [sləʊ daʊn] - go more slowly

Common phrasal verbs with ON and OFF

turn on [tɜːn ɒn] - start (a light, a machine)

turn off [tɜːn ɒf] - stop (a light, a machine)

put on [pʊt ɒn] - start wearing (clothes)

take off [teɪk ɒf] - remove (clothes); leave the ground (a plane)

get on [ɡet ɒn] - enter (a bus, a train)

get off [ɡet ɒf] - leave (a bus, a train)

go on [ɡoʊ ɒn] - continue

carry on [ˈkæri ɒn] - continue

hold on [həʊld ɒn] - wait (a moment)

Common phrasal verbs with OUT

find out [faɪnd aʊt] - discover, learn (information)

work out [wɜːk aʊt] - do physical exercise; find a solution

go out [ɡoʊ aʊt] - leave your home for a social activity

run out [rʌn aʊt] - have no more left (of something)

figure out ['fɪɡjər aʊt] - understand; find a solution

check out [tʃek aʊt] - take a look at; leave a hotel

point out [pɔɪnt aʊt] - draw attention to

fill out [fɪl aʊt] - complete (a form)

Common phrasal verbs with BACK and FOR/AFTER

come back [kʌm bæk] - return (here)

go back [ɡoʊ bæk] - return (there)

give back [ɡɪv bæk] - return something to its owner

call back [kɔl bæk] - return a phone call

pay back [peɪ bæk] - return money you owe

look for [lʊk fɔr] - try to find

look after [lʊk 'æftər] - take care of

ask for [æsk fɔr] - request

wait for [weɪt fɔr] - stay until someone or something arrives

Separable vs. inseparable

Some phrasal verbs are *separable*: the object can go between the verb and the particle.

Turn off the TV. = Turn the TV off.

Pick up your clothes. = Pick your clothes up.

When the object is a pronoun (*it, them, him, her*), it **MUST** go in the middle: *Turn it off*. Not: *Turn off it*.

Some phrasal verbs are *inseparable*: the verb and particle always stay together.

I'm looking for my keys. Not: *I'm looking my keys for.*

She looks after her grandmother. Not: *She looks her grandmother after.*

Most phrasal verbs with *for* and *after* are inseparable.

Conversation

Sara: What are you up to [ʌp tu:] this weekend?

Marcos: Not much. I need to clean up my apartment. I've been putting it off [pʊtɪŋ ɪt ɒf] for weeks.

S: I know the feeling. I need to fill out some forms [fɔrmz] for work, and I've been putting that off too. Do you want to go out on Saturday night?

M: Sure! Let me look up some restaurants. I heard about a new place. Let me check it out online.

S: Great. Can you pick me up at 8?

M: Of course. Oh, I just found out that my friend Luis is back in town. He showed up yesterday without telling anyone. Should I ask him to come along?

S: Yes! I haven't seen him since he went back to Argentina. We have a lot to catch up on [kætʃ ʌp ɒn].

M: Perfect. I'll call him back. He called me this morning but I couldn't pick up.

Homework

1. Replace the words in italics with a phrasal verb

Example: I *discovered* the answer. => I *found out* the answer.

1. I need to *search for* my keys.
2. The car *stopped working* on the highway.
3. Can you *lower* the music?
4. Please *complete* this form.
5. She *returned* the book to the library.

2. Complete with the correct particle (up, down, on, off, out, back, for, after)

1. Can you turn _____ the lights? It's dark in here.
2. I grew _____ in a small town.
3. We've run _____ of milk. Can you buy some?
4. She's looking _____ her children while they play.
5. He broke _____ with his girlfriend last month.
6. Hold _____! I'm coming!
7. I'm looking _____ a new apartment.

3. Rewrite using a pronoun in the correct position

Example: *Turn off the TV.* => *Turn it off.*

1. Pick up the book.
2. Put on your jacket.
3. Write down the address.
4. Turn down the music.
5. Clean up the kitchen.

4. Answer using complete sentences

1. What time do you usually wake up?
2. Do you prefer to go out or stay in on weekends?
3. Have you ever given up a hobby? Which one?
4. Have you ever had to look after someone?
5. What do you do when you see an English word you don't know?
6. Have you ever turned down a job or an invitation? Why?

5. Reading comprehension

The Outsider

I have lived in this dark castle[1] for as long as I can remember. I do not know how I got here, and I do not know how long I have been here. I have never seen sunlight.[2] I have never seen another human being. The only light comes from the candles that I find in the rooms, and I do not know who lights them.

The castle is old and full of shadows.[3] The walls are damp[4] and covered in something that looks like moss.[5] There are spiders[6] everywhere and the smell is terrible. I have spent my whole life walking through these dark rooms and reading the old books in the library. The books have taught me about the world outside — about the sun, about the forests,[7] about other people — but I have never experienced any of it. I have only known darkness.

Above the castle there is a tall tower.[8] It is the highest point I have ever seen. I have always wanted to climb it, because I believe that if I reach the top, I will finally see the light. But the stones are old and dangerous, and for many years I was too afraid to try.

One night, I decided that I could not wait any longer. I had to find out[9] what was above. I had to get out.[10] I began to climb the tower. The stones were wet[11] and slippery,[12] and several times I almost fell. I climbed for what felt like hours, in complete darkness, feeling the walls with my hands. I could not see anything.

Finally, my hand touched something flat[13] — a stone door above my head. I pushed it with all my strength.[14] It opened, and I crawled[15] out.

I expected to be high above the ground, at the top of the tower, looking down at the world. But instead, I was at ground level.[16] I was in a field,[17] and trees surrounded me. The moon was shining.[18] I could not understand it. I had climbed up for hours, and yet I was on the ground. Then I realized the terrible truth:[19] I had not been living in a castle on the surface.[20] I had been living underground,[21] deep below the earth, and the tower had only brought me up to the surface.

I walked through the forest. Everything was new and strange. I had never felt the wind[22] on my face before. I had never seen the stars. I walked for a long time until I saw lights in the distance.

It was a castle, and through the windows I could see a celebration. There were people inside — laughing, talking, and dancing. I had read about people in my books, but I had never seen them. I was filled with emotion. I wanted to be among them. I wanted to speak to them. I found a door and walked inside.

The moment I entered the room, everything changed. A woman saw me first and screamed.[23] Then another person saw me, and another. Everyone screamed. They ran in every direction, pushing each other, falling over,[24] desperate to get away from me. Within[25] seconds, the room was empty. I stood there alone, confused, not understanding why they had all run away.[26]

Then I saw it. At the far end of the room, there was a dark archway.[27] Standing in the archway, there was a creature[28] — the most horrible thing I had ever seen. It was tall and thin, with a face that was not quite[29] human. Its skin[30] was pale and seemed to be falling apart.[31] Its eyes

were empty and dark. It wore old, rotting[32] clothes. I understood why everyone had screamed. This creature was a monster.

I was horrified, but I could not look away. Slowly, I raised[33] my hand. The creature raised its hand at the same time. I reached[34] forward to touch it.

My fingers touched cold, flat glass.[35]

It was a mirror.[36]

H.P. Lovecraft (1926). Adapted version

[1] castle ['kæsəl]

[2] sunlight ['sʌnlait]

[3] shadows ['ʃædɔʊz]

[4] damp [dæmp] - slightly wet

[5] moss [mɒs] - a small soft green plant that grows on wet surfaces

[6] spiders ['spaidəz]

[7] forests ['fɔrɪsts]

[8] tower ['taʊər]

[9] find out [faɪnd aʊt] - discover, learn (information)

[10] get out [ɡet aʊt] - leave; escape

[11] wet [wet]

[12] slippery ['slɪpəri] - so smooth or wet that it is difficult to hold or walk on

[13] flat [flæt] - smooth and level

[14] strength [streŋθ] - physical power

[15] crawl [krɔ:l] - move on your hands and knees

[16] ground level [graʊnd 'levəl]

[17] field [fi:ld]

[18] shine [ʃaɪn]

[19] truth [tru:θ]

[20] surface ['sɜrfɪs]

[21] underground [ʌndər'graʊnd]

[22] wind [wɪnd]

[23] scream [skri:m] - cry out loudly in fear

[24] fall over [fɔl 'oʊvər] - fall to the ground

- [25] within [wɪ'ðɪn] - in less than (a period of time)
- [26] run away [rʌn ə'weɪ] - escape; leave quickly
- [27] archway ['ɑ:tʃweɪ] - an entrance under an arch
- [28] creature ['kri:tʃər] - a living being, especially a strange or frightening one
- [29] not quite [nɒt kwaɪt] - not completely
- [30] skin [skɪn]
- [31] fall apart [fɔl ə'pɑ:t] - break into pieces; disintegrate
- [32] rotting ['rɒtɪŋ] - decaying, decomposing
- [33] raise [reɪz] - lift, move upward
- [34] reach [ri:tʃ] - stretch out your hand
- [35] glass [glæs]
- [36] mirror ['mɪrər]

Questions

1. Where had the narrator lived his whole life?
2. How had he learned about the outside world?
3. What did he expect to find at the top of the tower?
4. What happened when he entered the room with the celebration?
5. What was the creature he saw in the archway?
6. Does the story end well or badly?

Unit 9

Review

Go over units 1-8 and review everything until you know it to the point where you could explain it to someone else.

Homework

Write a short story. It can be classic, funny, gothic or contemporary.

Unit 10

Pronunciation tips

The dark L

In English, the L sound changes depending on its position in the word. When L is at the beginning of a word or before a vowel, it is a clear, simple sound. This is called the *light L*.

like [laɪk]

love [lʌv]

learn [lɜːn]

When L is at the end of a word or before a consonant, it becomes a *dark L*. To pronounce it, raise the back of your tongue towards the soft palate while the tip of the tongue touches the roof of the mouth.

feel [fiːɫ]

call [kɔːɫ]

full [fʊɫ]

milk [mɪɫk]

help [hɛɫp]

skill [skɪɫ]

The symbol [ɫ] is used in this section to show the dark L sound. In the rest of this book and in the other books, L is always represented as [l] for clarity.

The two TH sounds

English has two TH sounds.

Voiced [ð]

Place the tip of your tongue against the back of your upper teeth and let the air flow out while your vocal cords vibrate.

the [ðə]
this [ðɪs]
that [ðæt]
they [ðeɪ]
mother ['mʌðər]
weather ['weðər]

Voiceless [θ]

Place your tongue between your teeth and blow air, without vocal cord vibration.

think [θɪŋk]
three [θri:]
month [mʌnθ]
bath [bæθ]
birthday ['bɜrθdeɪ]
anything ['eniθɪŋ]

The schwa [ə]

The schwa is the most common vowel sound in English. It is a short, relaxed, neutral sound, like a very soft *a* or *e*. It appears in unstressed syllables.

about [ə'baʊt]

banana [bə'nænə]

sofa ['sɒfə]

today [tə'deɪ]

problem ['prɒbləm]

animal ['æniməl]

Many words that are spelled very differently use the same schwa sound in their unstressed syllables. The schwa is key to sounding natural in English.

The initial S + consonant

In English, words that start with S + consonant begin directly with the S sound. There is no vowel before the S. Be careful not to add one.

speak [spi:k] (not "espeak")

street [stri:t] (not "estreet")

small [smɔl] (not "esmall")

stop [stɒp] (not "estop")

school [sku:l] (not "eschool")

Spain [speɪn] (not "eSpain")

The R sound [r]

To pronounce the English R, the tongue curls back and does not touch the palate. The tongue does not vibrate.

red [rɛd]
river ['rɪvər]
right [raɪt]
really ['ri:əli]
breakfast ['breɪkfəst]
country ['kʌntri]

Silent letters

English has many silent letters. Here are the most common patterns:

Silent K (before N)

know [nəʊ]
knife [naɪf]
knee [ni:]
knock [nɒk]

Silent W (before R)

write [raɪt]
wrong [rɒŋ]
wrap [ræp]
wrist [rɪst]

Silent B (after M)

climb [klaɪm]

bomb [bɒm]

thumb [θʌm]

dumb [dʌm]

Silent GH

night [naɪt]

light [laɪt]

daughter ['dɔ:tər]

thought [θɔt]

Silent H

hour ['aʊr]

honest ['ɒnɪst]

honor ['ɒnər]