

# **The Graf Method for English, Vol. 5**

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# Table of Contents

|                                                                                                                            |    |
|----------------------------------------------------------------------------------------------------------------------------|----|
| The Graf Method for English, Vol. 5.....                                                                                   | 1  |
| Unit 1.....                                                                                                                | 6  |
| Review of tenses and structures.....                                                                                       | 6  |
| Present simple.....                                                                                                        | 6  |
| Present progressive.....                                                                                                   | 6  |
| Past simple.....                                                                                                           | 6  |
| Past progressive.....                                                                                                      | 6  |
| Used to / would.....                                                                                                       | 6  |
| Present perfect.....                                                                                                       | 6  |
| Future with will.....                                                                                                      | 6  |
| Future with going to.....                                                                                                  | 7  |
| First conditional.....                                                                                                     | 7  |
| Some / any / no / every and compounds.....                                                                                 | 7  |
| Past perfect.....                                                                                                          | 7  |
| Present perfect continuous.....                                                                                            | 7  |
| Second conditional.....                                                                                                    | 7  |
| Relative clauses.....                                                                                                      | 7  |
| Passive voice.....                                                                                                         | 8  |
| Gerund vs. infinitive.....                                                                                                 | 8  |
| Phrasal verbs.....                                                                                                         | 8  |
| Homework.....                                                                                                              | 9  |
| 1. Complete using the correct tense.....                                                                                   | 9  |
| Past perfect.....                                                                                                          | 9  |
| Present perfect continuous.....                                                                                            | 9  |
| Second conditional.....                                                                                                    | 9  |
| 2. Complete with the correct relative pronoun (who, which, that, whose, where).....                                        | 9  |
| 3. Complete with the gerund or infinitive.....                                                                             | 9  |
| 4. Complete with the correct phrasal verb: turn off, pick up, give up, look for, find out, get up, put on, look after..... | 10 |
| 5. Complete using the passive voice.....                                                                                   | 10 |
| 6. Answer using complete sentences.....                                                                                    | 10 |
| Unit 2.....                                                                                                                | 12 |
| The third conditional.....                                                                                                 | 12 |
| What it is.....                                                                                                            | 12 |
| More examples.....                                                                                                         | 12 |
| Could have / might have instead of would have.....                                                                         | 12 |
| Questions and negative sentences.....                                                                                      | 12 |
| Summary of all three conditionals.....                                                                                     | 13 |
| Mixed conditionals.....                                                                                                    | 13 |
| Past cause, present result.....                                                                                            | 13 |
| Present cause, past result.....                                                                                            | 13 |
| Life events vocabulary.....                                                                                                | 14 |
| Conversation.....                                                                                                          | 15 |
| A note on contractions with "have".....                                                                                    | 15 |
| Homework.....                                                                                                              | 16 |
| 1. Complete, using the third conditional.....                                                                              | 16 |
| 2. Choose between first, second, and third conditional.....                                                                | 16 |
| 3. Complete using mixed conditionals.....                                                                                  | 16 |

|                                                         |    |
|---------------------------------------------------------|----|
| 4. Answer using complete sentences.....                 | 17 |
| Unit 3.....                                             | 18 |
| Wish and if only.....                                   | 18 |
| Wish for the present.....                               | 18 |
| Wish for the past.....                                  | 18 |
| Wish + would (complaints and desires for change).....   | 18 |
| If only.....                                            | 19 |
| Summary.....                                            | 19 |
| Dreams and aspirations vocabulary.....                  | 20 |
| Conversation.....                                       | 21 |
| Too, enough, so, such.....                              | 22 |
| Too.....                                                | 22 |
| Enough.....                                             | 22 |
| So.....                                                 | 22 |
| Such.....                                               | 23 |
| So/such + that.....                                     | 23 |
| Conversation.....                                       | 23 |
| Homework.....                                           | 24 |
| 1. Complete with the correct form after wish.....       | 24 |
| 2. Choose: present wish, past regret, or complaint..... | 24 |
| 3. Complete with too, enough, so, or such.....          | 24 |
| 4. Answer using complete sentences.....                 | 25 |
| Unit 4.....                                             | 26 |
| Reported speech.....                                    | 26 |
| What it is.....                                         | 26 |
| Tense changes.....                                      | 26 |
| Say vs. tell.....                                       | 27 |
| Reporting questions.....                                | 27 |
| Yes/no questions.....                                   | 27 |
| Questions with question words.....                      | 27 |
| Reporting commands and requests.....                    | 28 |
| Other time and place changes.....                       | 28 |
| Communication vocabulary.....                           | 29 |
| Conversation.....                                       | 30 |
| Homework.....                                           | 31 |
| 1. Change to reported speech.....                       | 31 |
| 2. Report the questions.....                            | 31 |
| 3. Report the commands.....                             | 31 |
| 4. Reading comprehension.....                           | 32 |
| Ali Baba and the Forty Thieves.....                     | 32 |
| Questions.....                                          | 35 |
| Unit 5.....                                             | 36 |
| Modal verbs for past speculation.....                   | 36 |
| What this is about.....                                 | 36 |
| Must have.....                                          | 36 |
| Might have / may have.....                              | 36 |
| Could have.....                                         | 36 |
| Should have / shouldn't have.....                       | 36 |
| Can't have.....                                         | 37 |
| Summary table.....                                      | 37 |

|                                                                                                     |    |
|-----------------------------------------------------------------------------------------------------|----|
| Mystery and crime vocabulary.....                                                                   | 37 |
| Conversation.....                                                                                   | 38 |
| A note on the pronunciation of modal + have.....                                                    | 39 |
| Homework.....                                                                                       | 40 |
| 1. Choose the correct modal.....                                                                    | 40 |
| 2. Complete with must have, might have, could have, should have, shouldn't have, or can't have..... | 40 |
| 3. Write a short detective story.....                                                               | 41 |
| Unit 6.....                                                                                         | 42 |
| Used to / be used to / get used to.....                                                             | 42 |
| Three different structures.....                                                                     | 42 |
| Used to + infinitive (review).....                                                                  | 42 |
| Be used to + noun / gerund.....                                                                     | 42 |
| Get used to + noun / gerund.....                                                                    | 42 |
| Comparison.....                                                                                     | 43 |
| Make vs. do.....                                                                                    | 43 |
| The difference.....                                                                                 | 43 |
| Do - for activities and tasks.....                                                                  | 43 |
| Make - for creating or producing.....                                                               | 44 |
| Changes and adaptation vocabulary.....                                                              | 45 |
| Conversation.....                                                                                   | 46 |
| A note on word stress in multi-syllable words.....                                                  | 47 |
| Two-syllable nouns and adjectives: usually stressed on the first syllable.....                      | 47 |
| Two-syllable verbs: often stressed on the second syllable.....                                      | 47 |
| Some words change meaning with stress.....                                                          | 47 |
| Homework.....                                                                                       | 48 |
| 1. Complete with used to, be used to, or get used to.....                                           | 48 |
| 2. Complete with make or do.....                                                                    | 48 |
| 3. Answer using complete sentences.....                                                             | 49 |
| 4. Reading comprehension.....                                                                       | 49 |
| Looking back, looking forward.....                                                                  | 49 |
| Questions.....                                                                                      | 51 |
| Unit 7.....                                                                                         | 52 |
| Question tags.....                                                                                  | 52 |
| What they are.....                                                                                  | 52 |
| The rule.....                                                                                       | 52 |
| How to form them.....                                                                               | 52 |
| With be.....                                                                                        | 52 |
| With modals.....                                                                                    | 53 |
| With have (as auxiliary).....                                                                       | 53 |
| With do/does/did.....                                                                               | 53 |
| Intonation matters.....                                                                             | 53 |
| Had better and would rather.....                                                                    | 54 |
| Had better.....                                                                                     | 54 |
| Would rather.....                                                                                   | 54 |
| Would rather + past simple (for preferences about other people).....                                | 54 |
| Social life vocabulary.....                                                                         | 55 |
| Conversation.....                                                                                   | 56 |
| Homework.....                                                                                       | 57 |
| 1. Add the correct question tag.....                                                                | 57 |

|                                                                     |    |
|---------------------------------------------------------------------|----|
| 2. Complete with had better or would rather.....                    | 57 |
| 3. Answer using complete sentences.....                             | 58 |
| 4. Reading comprehension.....                                       | 58 |
| The Adventure of the Speckled Band.....                             | 58 |
| Unit 8.....                                                         | 62 |
| Linking words and discourse markers.....                            | 62 |
| Why they matter.....                                                | 62 |
| Addition.....                                                       | 62 |
| Contrast.....                                                       | 62 |
| Cause and result.....                                               | 63 |
| Purpose.....                                                        | 63 |
| Sequence.....                                                       | 64 |
| Example.....                                                        | 64 |
| Academic and professional vocabulary.....                           | 65 |
| Conversation.....                                                   | 66 |
| Homework.....                                                       | 67 |
| 1. Complete with the correct linking word.....                      | 67 |
| 2. Choose between although/even though and despite/in spite of..... | 67 |
| 3. Answer using complete sentences.....                             | 67 |
| Unit 9.....                                                         | 69 |
| Review.....                                                         | 69 |
| Homework.....                                                       | 70 |
| Unit 10.....                                                        | 72 |
| The English subjunctive.....                                        | 72 |
| Does English have a subjunctive?.....                               | 72 |
| The mandative subjunctive.....                                      | 72 |
| Alternatives to the subjunctive.....                                | 72 |
| With should.....                                                    | 72 |
| With indicative.....                                                | 73 |
| Were: the past subjunctive.....                                     | 73 |
| Fixed expressions.....                                              | 73 |

# Unit 1

## Review of tenses and structures

### Present simple

Habits, routines, facts.

*I work every day. She speaks three languages. Water boils at 100 degrees.*

### Present progressive

Actions happening right now. Confirmed future plans.

*I am reading right now. She is flying to London tomorrow.*

### Past simple

Completed actions at a specific time in the past.

*Yesterday I went to the gym. She called me last Monday.*

### Past progressive

Descriptions in the past. Interrupted actions. Simultaneous actions.

*It was raining. I was eating when she called. I was reading while she was cooking.*

### Used to / would

Past habits. *Would* for repeated actions only (not states).

*I used to live in Madrid. She would always cook on Sundays.*

### Present perfect

Life experiences (no specific time). Recent actions with present results. Duration with *for/since*.

*I have visited Paris. She has lost her keys. I have lived here for five years.*

Key words: *ever, never, already, yet, just, for, since*.

### Future with will

Predictions, spontaneous decisions, promises.

*It will rain tomorrow. I'll help you. I'll call you later.*

## Future with going to

Plans already decided. Predictions with evidence.

*I'm going to visit my parents. Look at those clouds: it's going to rain.*

## First conditional

*If* + present simple, *will* + infinitive. For possible or probable situations.

*If it rains, I'll stay home. If you study, you'll pass.*

## Some / any / no / every and compounds

*Some* for affirmative, *any* for questions and negatives, *no* as a determiner. Compounds: *something, anything, nothing, everything, someone, anyone, no one, everyone, somewhere, anywhere, nowhere, everywhere.*

*Someone called me. I don't know anyone here. Nobody came. Is there anything in the box?*

## Past perfect

*Had* + past participle. An action before another past action.

*When I arrived, she had already left. By the time we got to the cinema, the movie had started.*

## Present perfect continuous

*Have/has been* + verb-*ing*. Duration from the past to the present, with emphasis on the ongoing process.

*I have been studying English for two years. It has been raining all day.*

The present perfect emphasizes the result: *I have read three books*. The present perfect continuous emphasizes the ongoing nature of the activity: *I have been reading all day*.

## Second conditional

*If* + past simple, *would* + infinitive. For imaginary or hypothetical situations.

*If I had more money, I would travel the world. If I were you, I would accept the offer.*

## Relative clauses

*Who* (people), *which* (things), *that* (people or things), *whose* (possession), *where* (places).

*The man who lives next door is a doctor. That's the restaurant where we had dinner.*

## Passive voice

Be + past participle. We use it when the action is more important than who does it, or when the agent is unknown.

*Hamlet was written by Shakespeare. English is spoken in many countries.*

## Gerund vs. infinitive

In English, two conjugated verbs cannot go together. The second verb must be either a gerund (verb + -ing) or an infinitive (to + verb), depending on the first verb.

Verbs that take the gerund: *enjoy, finish, avoid, suggest, keep, mind, consider, imagine, practice.*

Verbs that take the infinitive: *want, decide, plan, hope, expect, offer, agree, refuse, learn, seem, promise.*

After prepositions, we always use the gerund: *interested in reading, good at cooking, tired of waiting.*

## Phrasal verbs

Verb + particle with a new meaning. They can be separable or inseparable.

*Turn off the TV. = Turn the TV off. = Turn it off. (separable)*

*I'm looking for my keys. (inseparable. Cannot say looking my keys for)*

Common phrasal verbs:

turn on / turn off - start / stop a device or light

pick up - lift; collect someone or something

give up - stop trying; stop doing something

look for - try to find

find out - discover; learn information

get up - leave your bed in the morning

put on / take off - start / stop wearing (clothes)

look after - take care of

go on - continue

come back - return

# Homework

## 1. Complete using the correct tense

### Past perfect

1. When I arrived at the airport, the plane \_\_\_\_\_ already \_\_\_\_\_ (leave).
2. By the time we got to the cinema, the movie \_\_\_\_\_ (start).
3. He \_\_\_\_\_ never \_\_\_\_\_ (see) the ocean before he moved to Barcelona.

### Present perfect continuous

4. I \_\_\_\_\_ (study) English for three years.
5. How long \_\_\_\_\_ you \_\_\_\_\_ (wait)?
6. It \_\_\_\_\_ (rain) all day.

### Second conditional

7. If I \_\_\_\_\_ (have) more time, I \_\_\_\_\_ (learn) to play the piano.
8. If you \_\_\_\_\_ (be) the president, what \_\_\_\_\_ you \_\_\_\_\_ (do)?
9. What \_\_\_\_\_ you \_\_\_\_\_ (buy) if you \_\_\_\_\_ (win) the lottery?

## 2. Complete with the correct relative pronoun (who, which, that, whose, where)

1. The man \_\_\_\_\_ lives next door is a teacher.
2. That's the restaurant \_\_\_\_\_ we had dinner last Friday.
3. The woman \_\_\_\_\_ car was stolen called the police.
4. I have a friend \_\_\_\_\_ speaks five languages.

## 3. Complete with the gerund or infinitive

1. I enjoy \_\_\_\_\_ (cook) for my friends.
2. She decided \_\_\_\_\_ (change) jobs.

3. We plan \_\_\_\_\_ (visit) Rome next year.
4. I'm interested in \_\_\_\_\_ (learn) Japanese.
5. He keeps \_\_\_\_\_ (forget) his keys.

#### **4. Complete with the correct phrasal verb: turn off, give up, look for, get up, put on, look after**

1. Can you \_\_\_\_\_ the TV? It's too loud.
2. I \_\_\_\_\_ at 7 AM every morning.
3. She's \_\_\_\_\_ her keys. She can't find them anywhere.
4. He \_\_\_\_\_ smoking last year.
5. \_\_\_\_\_ your coat. It's cold outside.
6. I need to \_\_\_\_\_ my neighbor's cat this weekend.

#### **5. Complete using the passive voice**

1. This novel \_\_\_\_\_ (write) by a famous author in 1985.
2. English \_\_\_\_\_ (speak) in many countries.
3. My wallet \_\_\_\_\_ (steal) while I was on the train.

#### **6. Answer using complete sentences**

1. What did you use to do as a child that you no longer do?
2. How long have you been studying English, and what has helped you the most?
3. By the time you finished school, what had you already decided about your future?
4. If you could live anywhere in the world, where would you live, and why?

5. What is a habit you have given up, and how did you manage to do it?
6. What do you enjoy doing in your free time, and what do you hope to learn next?

## Unit 2

### The third conditional

#### What it is

The third conditional is used to talk about imaginary situations in the past. Things that didn't happen, and their imaginary consequences. It is built with *if* + past perfect, followed by *would have* + past participle.

If I had studied harder, I would have passed the exam.

If she had taken the train, she wouldn't have been late.

The action didn't happen. We are imagining a different past.

#### More examples

*If I had known about the party, I would have gone.*

*If we had left earlier, we would have caught the flight.*

*If he hadn't eaten so much, he wouldn't have felt sick.*

*If it hadn't rained, we would have gone to the beach.*

#### Could have / might have instead of would have

We can use *could have* or *might have* instead of *would have*:

*If I had arrived earlier, I could have helped.*

*If she had applied, she might have gotten the job.*

#### Questions and negative sentences

What would you have done if you had missed the train?

If I hadn't moved to this city, I wouldn't have met my wife.

## Summary of all three conditionals

First: \*If\* + present, \*will\* + infinitive => possible future

If it rains, I'll stay home.

Second: \*If\* + past simple, \*would\* + infinitive => imaginary present/future

If I had more money, I would travel.

Third: \*If\* + past perfect, \*would have\* + past participle => imaginary past

If I had studied, I would have passed.

## Mixed conditionals

Sometimes we mix the second and third conditionals. This happens when an imaginary past action has a present consequence, or vice versa.

### Past cause, present result

*If I had studied medicine, I would be a doctor now.*

Structure: *if* + past perfect, *would* + infinitive.

### Present cause, past result

*If I were taller, I would have played basketball in college.*

Structure: *if* + past simple, *would have* + past participle.

# Life events vocabulary

be born [bɔrn]

grow up [grəʊ ʌp] - spend your childhood; become an adult

graduate ['grædʒueɪt]

get married [get 'mærɪd]

get divorced [get dɪ'vɔrst]

have children

move [mu:v] - go to live in a different place

get a job

get promoted [prə'məʊtɪd] - be given a higher position at work

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

pass away [pæs ə'weɪ] - die (polite)

celebrate ['seləbreɪt]

achieve [ə'tʃi:v] - succeed in doing or getting something

succeed [sək'si:d] - do well; reach your goal

opportunity [ɒpər'tu:nəti]

decision [dɪ'sɪʒən]

regret [rɪ'grɛt] - feel sorry about something in the past (noun and verb)

# Conversation

Ana: If you could change one thing about your past, what would it be?

David: If I had traveled more when I was young, I would be more open-minded now. I spent too much time working and not enough time experiencing the world.

A: I know what you mean. If I had studied abroad, I would have learned a language faster.

D: What about your career? Would you have done anything differently ['dɪfərəntli]?

A: If I hadn't changed jobs in 2018, I wouldn't have met my husband. So even though that job was terrible, it led [lɛd] to something wonderful.

D: Funny how life works. If my parents hadn't moved to Barcelona when I was ten, I would have grown up in a completely different place. My whole life would have been different.

A: Do you regret anything?

D: If I had learned English earlier, I would have had more opportunities. But I'm learning now, so it's never too late!

A: That's the right attitude ['ætɪtʊ:d]. If we always looked back with regret, we would never move forward ['fɔrwəd].

## A note on contractions with "have"

In spoken English, *would have*, *could have*, and *might have* are almost always contracted. It is important to recognize these sounds:

would have => would've [wʊdəv] => often sounds like "would of"

could have => could've [kʊdəv] => often sounds like "could of"

might have => might've [maɪtəv] => often sounds like "might of"

In negative sentences, only *not* is contracted, and only with *could* and *would*: *wouldn't have*, *couldn't have*. With *might*, there is no contraction: *I might not have passed the exam*.

# Homework

## 1. Complete, using the third conditional

1. If I \_\_\_\_\_ (know) about the party, I \_\_\_\_\_ (go).
2. If she \_\_\_\_\_ (not / miss) the bus, she \_\_\_\_\_ (arrive) on time.
3. If we \_\_\_\_\_ (leave) earlier, we \_\_\_\_\_ (not / be) late.
4. If he \_\_\_\_\_ (study) harder, he \_\_\_\_\_ (pass) the exam.
5. If it \_\_\_\_\_ (not / rain), we \_\_\_\_\_ (have) the picnic outside.
6. If they \_\_\_\_\_ (invite) me, I \_\_\_\_\_ (come).

## 2. Choose between first, second, and third conditional

1. If it \_\_\_\_\_ (rain) tomorrow, I \_\_\_\_\_ (stay) home. (possible)
2. If I \_\_\_\_\_ (be) taller, I \_\_\_\_\_ (play) basketball. (imaginary)
3. If I \_\_\_\_\_ (study) more, I \_\_\_\_\_ (pass) the exam last week. (imaginary past)
4. If she \_\_\_\_\_ (call), I \_\_\_\_\_ (tell) her I'm busy. (possible)
5. If I \_\_\_\_\_ (win) the lottery, I \_\_\_\_\_ (buy) a yacht. (imaginary)
6. If we \_\_\_\_\_ (take) the other road, we \_\_\_\_\_ (arrive) faster yesterday. (imaginary past)

## 3. Complete using mixed conditionals

1. If I \_\_\_\_\_ (study) medicine, I \_\_\_\_\_ (be) a doctor now.
2. If she \_\_\_\_\_ (not / take) that job, she \_\_\_\_\_ (still / live) here today.
3. If I \_\_\_\_\_ (be) taller, I \_\_\_\_\_ (play) basketball in college.

#### **4. Answer using complete sentences**

1. What would you have done if you hadn't studied what you studied? (*what* = the thing that)
2. If you could change one decision from your past, what would it be?
3. What would have happened if you had been born in a different country?
4. If you had known ten years ago what you know now, what would you have done differently?
5. Think of an opportunity you didn't take. What might have happened if you had taken it?
6. How would your life be different now if you had grown up in another city?

# Unit 3

## Wish and if only

### Wish for the present

We use *wish* + past simple to talk about things we want to be different in the present but that are not true. It is like a present imaginary situation.

I wish I had more time. => But I don't have more time.

She wishes she lived near the beach. => But she doesn't.

I wish I spoke French. => But I don't speak French.

Like in the second conditional, we use *were* instead of *was* in formal English: *I wish I were taller.*

### Wish for the past

We use *wish* + past perfect to express regret about the past. Things that happened (or didn't happen) that we want to change.

I wish I had studied harder.

She wishes she hadn't said that.

I wish I had traveled more when I was young.

### Wish + would (complaints and desires for change)

We use *wish* + *would* to complain about situations we want to change, or about other people's behavior.

I wish it would stop raining.

I wish you would listen to me.

She wishes he would call her more often.

We don't normally use *wish* + *would* about ourselves. We don't say *I wish I would...* We say *I wish I could...*

## If only

*If only* is a stronger version of *wish*. It works exactly the same way:

If only I had more time!

If only I had studied harder!

If only it would stop raining!

## Summary

\*wish\* + past simple => present wish (I wish I had a car.)

\*wish\* + past perfect => past regret (I wish I had bought that car.)

\*wish\* + \*would\* => complaint/desire for change (I wish it would rain.)

\*if only\* => stronger version of \*wish\*

# Dreams and aspirations vocabulary

dream [dri:m]

goal [gəʊl]

ambition [æm'biʃən]

success [sək'ses]

failure ['feɪljər]

hope [həʊp]

imagination [ɪmædʒɪ'neɪʃən]

talent ['tælənt]

creativity [kri:'eɪtɪvəti]

inspiration [ɪnspɪ'reɪʃən]

determination [dɪtər'mɪ'neɪʃən]

patience ['peɪʃəns]

courage ['kʌrɪdʒ]

adventure [əd'ventʃər]

passion ['pæʃən]

purpose ['pɜ:pəs] - reason for doing something; aim

# Conversation

Sofía: I wish I had learned to play an instrument when I was young.

Tomás: It's never too late! I started playing the guitar at 35.

S: Really? I wish I had that kind of patience. If only I didn't work so many hours!

T: I know the feeling. I wish my job wasn't so demanding [dr'mændɪŋ]. But I make time for the guitar on weekends.

S: Do you have any regrets?

T: I wish I had traveled more before getting married. I always wanted to go to Japan, but I never did. If only I had taken that chance [tʃæns] when I was in my twenties.

S: I wish I had studied abroad. All my friends who studied in another country say it changed their lives. I wish it weren't so expensive.

T: I wish the government ['gʌvənmənt] would offer more scholarships ['skɒləʃɪps] for students.

S: I wish that too. If only more people had access ['æksɛs] to those opportunities.

T: Well, at least we're learning English now. I wish I had started sooner, but better late than never!

Notice how Tomás says *I wish my job wasn't* instead of *weren't*. In conversation, people often use *wasn't* instead of *weren't*. Both are correct.

# Too, enough, so, such

## Too

*Too* [tu:] goes before an adjective or adverb. It always has a negative implication. It means something is excessive.

It's too hot.  
She drives too fast.  
This bag is too heavy.

We can add *to* + infinitive to indicate that an action cannot be done due to an excess of something:

*It's too cold to go outside.*

*He's too young to drive.*

## Enough

*Enough* [ɪ'nʌf] goes after an adjective or adverb, but before a noun.

She is old enough to drive.  
He doesn't run fast enough.  
We have enough time.  
There aren't enough chairs.

## So

*So* [səʊ] goes before an adjective or adverb. It adds emphasis.

She is so smart!  
He speaks so quickly!

## Such

*Such* [sʌtʃ] goes before a noun (with or without an adjective). When the noun is singular and countable, we add *a/an*.

It's such a beautiful day!

She's such a good teacher!

They are such nice people!

These are such beautiful flowers!

## So/such + that

Both *so* and *such* can be followed by *that* to express a result:

*It was so cold that we stayed home.*

*It was such a long movie that I fell asleep.*

## Conversation

Elena: I went shopping yesterday. I found such a nice jacket!

Pablo: Was it expensive?

E: It was on sale, so it wasn't too bad. The original [ə'ri:dʒɪnəl] price was \$200, but I got a 50% discount. It was such a good deal that I couldn't say no.

P: That's great. Was the store crowded ['kraʊdɪd]?

E: So crowded that I had to wait thirty minutes to pay. And they didn't have enough cashiers [kæ'ʃɪz]. The line was so long!

P: I hate shopping when it's too crowded. I'd rather shop online.

E: Me too, but I wanted to try on the jacket first. The last one I bought online was too small. And the one before that wasn't warm enough.

P: Did the jacket fit?

E: Perfectly. It's so comfortable that I wore it home.

# Homework

## 1. Complete with the correct form after wish

1. I wish I \_\_\_\_\_ (speak) better English.
2. She wishes she \_\_\_\_\_ (not / eat) so much last night.
3. I wish it \_\_\_\_\_ (stop) raining.
4. He wishes he \_\_\_\_\_ (be) taller.
5. I wish I \_\_\_\_\_ (study) more when I was in school.
6. They wish the neighbors \_\_\_\_\_ (not / make) so much noise last night.
7. If only I \_\_\_\_\_ (have) more money!
8. I wish I \_\_\_\_\_ (go) to that concert last year.

## 2. Choose: present wish, past regret, or complaint

1. I wish I had a bigger house. => \_\_\_\_\_
2. I wish I had accepted that job offer. => \_\_\_\_\_
3. I wish my neighbor would turn down the music. => \_\_\_\_\_
4. If only I spoke Japanese! => \_\_\_\_\_
5. I wish I hadn't said that. => \_\_\_\_\_
6. I wish the bus would come. => \_\_\_\_\_

## 3. Complete with too, enough, so, or such

1. It's \_\_\_\_\_ cold to go swimming.
2. She's \_\_\_\_\_ a good singer!
3. He doesn't speak English well \_\_\_\_\_.
4. The movie was \_\_\_\_\_ boring that I fell asleep.

5. We don't have \_\_\_\_\_ money to buy a house.
6. It was \_\_\_\_\_ a long day!
7. The music is \_\_\_\_\_ loud that I can't concentrate.
8. He is smart \_\_\_\_\_ to solve the problem.

#### **4. Answer using complete sentences**

1. What is something you wish you could do?
2. What is something you wish you had done differently in the past?
3. Is there anything about your city you wish would change?
4. What do you wish you had known when you were younger?
5. Do you have enough free time these days, or are you too busy to do the things you enjoy?

# Unit 4

## Reported speech

### What it is

When we tell someone what another person said, we use reported speech (also called indirect speech).

Direct: She said, "I am tired."

Reported: She said (that) she was tired.

### Tense changes

When we report what someone said, the tenses usually shift one step back:

present simple => past simple

"I work in a bank." => She said she worked in a bank.

present progressive => past progressive

"I am eating." => He said he was eating.

past simple => past perfect

"I went to Paris." => She said she had gone to Paris.

present perfect => past perfect

"I have finished." => He said he had finished.

will => would

"I will call you." => She said she would call me.

can => could

"I can swim." => He said he could swim.

*That* after *said* is optional: *She said (that) she was tired.*

## Say vs. tell

*Tell* always needs an explicit indirect object (a person). *Say* does not, but if we want to mention the person, we use *to*.

- ✓ She said she was tired.
- ✗ She told she was tired. (needs an explicit indirect object)
- ✓ She told me she was tired.
- ✓ She said to me that she was tired.

## Reporting questions

### Yes/no questions

We use *if* or *whether* ['wɛðər]. They are interchangeable, but *whether* is slightly more formal.

- "Are you coming?" => She asked if I was coming.
- "Do you like pizza?" => He asked whether I liked pizza.

### Questions with question words

We keep the question word, but use normal word order (not question order):

- "Where do you live?" => She asked where I lived.
- "What time is it?" => He asked what time it was.
- "When did you arrive?" => She asked when I had arrived.

In reported questions, we don't use the auxiliary *do/did* and we don't use a question mark.

## Reporting commands and requests

We use *told* (for commands) or *asked* (for requests) + person + *to* + infinitive:

"Sit down." => She told me to sit down.

"Don't open the door." => He told me not to open the door.

"Please help me." => She asked me to help her.

For negative commands, we place *not* before *to*: *told me not to open*.

## Other time and place changes

When reporting, references to time and place often change:

today => that day

"I saw her today." => He said he had seen her that day.

yesterday => the day before / the previous day

"I arrived yesterday." => She said she had arrived the day before.

tomorrow => the next day / the following day

"I will call you tomorrow." => He said he would call me the next day.

here => there

"I love it here." => She said she loved it there.

this => that

"I like this song." => He said he liked that song.

now => then

"I'm busy now." => She said she was busy then.

ago => before / earlier

"I moved here two years ago." => He said he had moved there two years before.

# Communication vocabulary

conversation [kɒnvər'seɪʃən]

argument ['ɑrgjʊmənt] - a heated disagreement; a quarrel

discussion [dɪ'skʌʃən]

opinion [ə'pɪnjən]

agree [ə'ɡri:]

disagree [dɪsə'ɡri:]

suggest [sə'dʒest]

advise [əd'vaɪz]

complain [kəm'pleɪn] - say that you are unhappy about something

apologize [ə'pɒlədʒaɪz] - say sorry

explain [ɪk'spleɪn]

convince [kən'vɪns]

persuade [pər'sweɪd]

interrupt [ɪntə'rʌpt]

whisper ['wɪspər] - speak very quietly

shout [ʃaʊt] - speak very loudly

mention ['menʃən]

promise ['prɒmɪs]

# Conversation

Marta: I talked to Pedro yesterday.

Carlos: What did he say?

M: He said he was thinking about moving to London. He told me he had found a job there.

C: Really? Did he say when he was going to move?

M: He said he would move in September. He asked me if I wanted to visit him.

C: That's exciting. Did he mention anything about his girlfriend?

M: He said they had broken up. He told me she didn't want to move.

C: That's too bad. What else did he say?

M: He asked me to help him find a good neighborhood in London. He also asked whether I knew anyone who lived there.

C: My cousin lives in London. She told me last week that she loved it. Tell Pedro to call me. I can give him her number.

M: Great! He'll be happy to hear that. He complained that he didn't know anyone in the city.

# Homework

## 1. Change to reported speech

1. "I am very happy." => She said \_\_\_\_\_.
2. "I went to the cinema." => He told me \_\_\_\_\_.
3. "I will call you tomorrow." => She said \_\_\_\_\_.
4. "I can't come to the party." => He said \_\_\_\_\_.
5. "I have been waiting for an hour." => She told me \_\_\_\_\_.
6. "We are going to move." => They said \_\_\_\_\_.

## 2. Report the questions

1. "Do you like coffee?" => She asked me \_\_\_\_\_.
2. "Where do you live?" => He asked me \_\_\_\_\_.
3. "Have you ever been to Japan?" => She asked me \_\_\_\_\_.
4. "What time does the train leave?" => He asked \_\_\_\_\_.
5. "Are you coming tonight?" => She asked me \_\_\_\_\_.
6. "When did you arrive?" => He asked me \_\_\_\_\_.

## 3. Report the commands

1. "Open the window." => She told me \_\_\_\_\_.
2. "Don't touch that!" => He told the children \_\_\_\_\_.
3. "Please sit down." => She asked me \_\_\_\_\_.
4. "Be quiet!" => The teacher told the students \_\_\_\_\_.

## 4. Reading comprehension

### Ali Baba and the Forty Thieves

Ali Baba lived in Persia and had a brother called Kassim. Ali Baba was a woodcutter.[1] He worked hard every day, but he was poor. Kassim was the opposite: dishonest, lazy,[2] and mean.[3] Kassim had married a very rich woman. Ali Baba's wife was poor, like him.

One day Ali Baba was working in the mountains. He saw a group of men on horses approaching.[4] He was afraid and climbed a tree. They were clearly thieves.[5] The men arrived at a large rock. Ali Baba watched as one of them spoke to the rock.

"Open, Sesame!" said the thief.

The rock opened like a door. The forty thieves went inside. Ali Baba waited in the tree for an hour, and finally, the thieves came out.

"Close, Sesame!" said one of them.

The rock closed. Ali Baba, very excited, climbed down from the tree and walked to the mysterious rock.

"Open, Sesame!" he said.

The rock opened. Ali Baba thought the inside would be very small. On the contrary,[6] when he entered he found an enormous[7] cave.[8] There were thousands of gold coins[9] and thousands of rubies[10] and diamonds.[11] Ali Baba put a small amount of coins in his bag, left the cave, and said:

"Close, Sesame."

The rock closed.

Ali Baba arrived home with his bag full of gold coins. He told his wife the story of the thieves, the rock, and the coins. She was very nervous. She thought they should bury[12] the coins in the garden, but first she wanted to count them. Ali Baba told her it would take too long to count them all. So she decided to borrow[13] a set of scales[14] to weigh[15] the coins, so they could know, more or less, how long they could live on them.

Ali Baba's wife made an important mistake: she borrowed the scales from Kassim's wife. Kassim's wife was very surprised — she knew that Ali Baba and his wife were very poor, and she could not understand why they needed scales. Ali Baba's wife explained that the scales were for weighing some grains[16] of corn. Kassim's wife secretly put a little grease[17] on the bottom of the scales. That way, the "grains" would stick[18] to it, and she would finally know what they were really doing.

When Ali Baba finished weighing the coins, he did not see that one coin had stuck to the bottom of the scales. When they returned the scales, Kassim's wife saw the coin and understood everything.

Kassim went to Ali Baba's house.

"Where did you get so many gold coins?" Kassim asked.

"It's none of your business,"[19] Ali Baba replied.

"Then perhaps it's the business of the authorities,"[20] said Kassim.

Ali Baba saw that his brother could cause him serious problems. He decided to share the treasure[21] with Kassim and tell him the whole story. But Kassim, greedy[22] by nature, wanted more gold. He decided to go to the cave the next morning and take everything.

Kassim arrived at the rock and said the magic words. He entered the cave and spent more than four hours filling bags with gold. He dreamed about all the things he would buy. Finally, he walked to the door.

"Open, Barley!"[23] said Kassim.

The rock did not open. Kassim had forgotten the exact word. He tried to remember the correct grain, but he could not.

"Open, Wheat!"[24] Open, Corn! Open, Mint!"[25]

Nothing. The rock did not open.

The forty thieves arrived at the cave, said the correct words, and found Kassim inside. They killed him.

When Kassim did not return, Ali Baba went to the cave to look for him. He found his brother's body and brought it home. Morgiana, the family's servant,[26] arranged a funeral.[27] She paid a cobbler[28] called Mustafa to sew[29] the body together so that everyone would think Kassim had died naturally.

When the thieves returned to the cave and found the body gone, they understood that someone else knew their secret. They investigated in the city and found Mustafa, who proudly told them about his work. They paid him to lead[30] them to the house, and one of the thieves marked Ali Baba's door with an X.

The thieves made a plan. One of them disguised[31] himself as an oil merchant[32] and went to Ali Baba's house with twenty horses and forty barrels.[33] One barrel contained oil. The other thirty-nine contained the thirty-nine other thieves. The disguised thief asked Ali Baba if he could spend the night. Ali Baba accepted. The plan was simple: during the night, the thieves would come out of the barrels and kill Ali Baba.

Morgiana was in the kitchen and needed oil for her lamp. She went to take some from the merchant's barrels. When she opened a barrel, she found a man inside.

"Is it time?" whispered the thief.

"Not yet," Morgiana replied, and closed the barrel.

She checked every barrel. All of them had a man inside except one. She heated[34] the oil from the one real barrel and poured[35] boiling[36] oil into the other thirty-nine. When the disguised thief went to wake his men, he found them all dead. Terrified, he ran away and never returned.

Ali Baba buried the thieves in his garden. He never went back to the cave. He never said the words "Open, Sesame" again.

*From "One Thousand and One Nights." Traditional*

- [1] woodcutter ['wɒdkʌtər] - a person who cuts down trees
- [2] lazy ['leɪzi] - not willing to work
- [3] mean [mi:n] - unkind; ungenerous
- [4] approach [ə'prəʊtʃ] - come nearer
- [5] thieves [θi:vz] - people who steal (singular: thief)
- [6] on the contrary [ən ðə 'kantrəri] - quite the opposite
- [7] enormous [ɪ'nɔrməs] - very big
- [8] cave [keɪv] - a large natural hole in rock or under the ground
- [9] coins [kɔɪnz] - pieces of metal money
- [10] rubies ['ru:bi:z] - red precious stones
- [11] diamonds ['daɪməndz]
- [12] bury ['beri] - put in the ground
- [13] borrow ['bɒrəʊ] - take something to use and give back later
- [14] scales [skeɪlz] - an instrument for weighing things
- [15] weigh [wei] - measure how heavy something is
- [16] grains [greɪnz] - small hard seeds of a cereal plant
- [17] grease [gri:s] - a soft, thick, oily substance
- [18] stick [stɪk] - become attached (past: stuck)
- [19] none of your business - it does not concern you
- [20] authorities [ə'θɔrɪtiz] - the police and official organizations
- [21] treasure ['treʒər] - a store of gold, jewels, and other valuable things
- [22] greedy ['gri:di] - wanting more than you need
- [23] barley ['bɑrli] - a cereal grain
- [24] wheat [wi:t] - the cereal grain used to make bread flour
- [25] mint [mɪnt] - a fresh-smelling herb
- [26] servant ['sɜrvənt] - a person who works in another person's house
- [27] funeral ['fju:nərəl] - a burial ceremony
- [28] cobbler ['kɒblər] - a person who makes and repairs shoes
- [29] sew [soʊ] - join with a needle and thread
- [30] lead [li:d] - show someone the way; guide

[31] disguise [dɪs'gaɪz] - change your appearance to hide who you are

[32] merchant ['mɜːtʃənt] - a person who buys and sells goods

[33] barrels ['bærəlz] - large round wooden containers

[34] heat [hi:t] - make hot

[35] pour [pɔː] - make a liquid flow out of a container

[36] boiling ['bɔɪlɪŋ] - so hot that it bubbles

## **Questions**

1. What was Ali Baba's job?
2. How did Ali Baba discover the cave?
3. How did Kassim's wife discover the gold coins?
4. Why couldn't Kassim get out of the cave?
5. Who was Morgiana, and what did she do to save Ali Baba?
6. Does the story end well or badly?
7. What do you think the moral of the story is?

# Unit 5

## Modal verbs for past speculation

### What this is about

We have already learned modal verbs for the present: *can, must, should, may, might*. Now we'll learn how to use them to talk about the past. We combine a modal verb with *have* + past participle.

### Must have

*Must have* + past participle is used when we are almost certain something happened:

*She must have forgotten.* => I'm almost sure she forgot.

*He's not here. He must have left early.*

*They must have been very tired after the trip.*

### Might have / may have

*Might have* or *may have* + past participle is used when something is possible but we're not sure:

*He might have gone home.* => It's possible.

*She may have missed the bus.*

*They might not have received the email.*

### Could have

*Could have* + past participle is used for past possibilities - things that were possible but didn't happen:

*We could have won the game.* => But we didn't.

*You could have told me!*

*She could have become a doctor.* => But she chose something else.

## Should have / shouldn't have

*Should have* + past participle is used for regret or criticism about the past - things that were the right thing to do but didn't happen (or vice versa):

*You should have called me.* => But you didn't.

*I shouldn't have eaten so much.* => But I did.

*We should have left earlier.*

*She shouldn't have said that.*

## Can't have

*Can't have* + past participle is used when we are almost certain something did NOT happen:

*She can't have said that. She's too polite.*

*He can't have finished already. He only started ten minutes ago.*

## Summary table

must have + pp => almost certain it happened (deduction)

might have / may have + pp => possible but not sure

could have + pp => was possible but didn't happen

should have / shouldn't have + pp => regret / criticism

can't have + pp => almost certain it didn't happen

# Mystery and crime vocabulary

detective [dɪ'tektɪv]

suspect ['sʌspɛkt] - a person the police think may be guilty

clue [klu:] - a piece of information that helps solve a mystery

evidence ['eɪdəns]

witness ['wɪtnəs] - a person who sees a crime or accident happen

crime [kraɪm]

steal [sti:l] - take a thing that is not yours

rob [rɒb] - steal from a place or person

murder ['mɜːdər] - the crime of killing a person; to kill deliberately

investigate [ɪn'vestɪgeɪt]

solve [sɒlv]

guilty ['gɪlti] - responsible for a crime

innocent [ɪ'nəsənt]

prison ['prɪzən]

trial ['traɪəl] - the examination of a case in a court of law

victim ['vɪktɪm]

*Steal and rob are different. We steal a thing (He stole my wallet) but we rob a place or person (They robbed the bank).*

# Conversation

Inspector: Someone stole a painting from the museum last night. What do you think happened?

Detective: The thief [θi:f] must have entered through the back door. It was unlocked [ʌn'lɒkt] this morning.

I: Could a guard [ɡɑ:d] have left it open?

D: The guard says he locked it. He can't have forgotten - he's very experienced. Someone must have had a key.

I: What about the security [sɪ'kjʊərəti] cameras?

D: They were turned off. The thief must have known the alarm [ə'lɑ:m] code. It might have been an inside job [ɪn'saɪd dʒɒb].

I: Should we have had more guards?

D: We should have updated the security system months ago. I told the director, but he said it was too expensive. He shouldn't have ignored my warning ['wɔ:nɪŋ].

I: The painting may have been taken out of the country already.

D: That's possible. We should have closed the borders ['bɔ:dərz] immediately. But I think the thief might still have it somewhere in the city.

## A note on the pronunciation of modal + have

As we saw in Unit 2, these contractions are extremely common in speech:

must have => must've [mʌstəv]

might have => might've [maɪtəv]

could have => could've [kʊdəv]

should have => should've [ʃʊdəv]

can't have => [kænthəv]

Practice hearing the difference between *must of* (incorrect) and *must've* (correct). They sound almost the same, but only *must have/must've* is correct.

# Homework

## 1. Choose the correct modal

1. She's not answering her phone. She \_\_\_\_\_ (must / should) have gone to bed.
2. He \_\_\_\_\_ (can't / might) have finished the exam. He only had ten minutes.
3. You \_\_\_\_\_ (should / must) have told me earlier!
4. They \_\_\_\_\_ (might / can't) have missed the train. It's possible.
5. She \_\_\_\_\_ (could / must) have become a great scientist, but she chose music.
6. I \_\_\_\_\_ (shouldn't / can't) have eaten that much. I feel terrible.

## 2. Complete with must have, might have, could have, should have, shouldn't have, or can't have

1. He failed the exam. He \_\_\_\_\_ studied harder.
2. She \_\_\_\_\_ forgotten. She always remembers everything.
3. They \_\_\_\_\_ gotten lost. Let me call them.
4. You \_\_\_\_\_ said that. It was very rude.
5. He \_\_\_\_\_ left his keys at the office. That's probably what happened.
6. We \_\_\_\_\_ won the game, but we made too many mistakes.

### **3. Write a short detective story**

Write 5-8 sentences about a mystery. Use *must have*, *might have*, *could have*, *should have*, and *can't have* to speculate about what happened.

# Unit 6

## Used to / be used to / get used to

### Three different structures

These three expressions look similar but have completely different meanings. This is one of the most confusing topics for English learners.

### Used to + infinitive (review)

*Used to* describes past habits:

*I used to live in Madrid.* => I don't live there anymore.

*She used to smoke.* => She doesn't smoke anymore.

### Be used to + noun / gerund

*Be used to* means to be accustomed to something. It describes something that feels normal to you because you have been doing it for a while:

*I am used to waking up early.*

*She is used to the cold weather.*

*They are used to working long hours.*

After *be used to*, we use a noun or a gerund (verb + -ing), never an infinitive. *I am used to waking up early.* Not: *I am used to wake up early.*

### Get used to + noun / gerund

*Get used to* means to become accustomed to something. It describes the process of adapting to something new:

*I'm getting used to my new job.*

*She can't get used to the traffic.*

*He got used to living alone after a few months.*

## Comparison

I used to drive to work. => past habit

I am used to driving to work. => it feels normal now

I'm getting used to driving to work. => still adapting

## Make vs. do

### The difference

*Make* and *do* are not interchangeable. Each one combines with its own set of words:

#### Do - for activities and tasks

do homework

do the dishes - wash the plates and cups

do the laundry ['lɒndri] - wash the clothes

do the housework

do exercise

do business

do a favor ['feɪvər] - do something kind to help someone

do your best - try as hard as you can

do research [rɪ'sərtʃ]

do damage ['dæmɪdʒ] - cause harm

## Make - for creating or producing

make breakfast / lunch / dinner

make a decision

make a mistake

make money - earn money

make a phone call

make noise

make an effort

make progress ['prəɡres]

make a promise

make friends

make plans

There is no perfect rule. These are collocations that you learn with practice. In general, *do* is for actions/tasks and *make* is for creating/producing.

# Changes and adaptation vocabulary

change [tʃeɪndʒ]

adapt [ə'dæpt]

adjust [ə'dʒʌst] - adapt; change slightly to fit a new situation

improve [ɪm'pru:v]

progress ['prɒɡres]

develop [dɪ'veləp]

transform [træns'fɔrm]

habit ['hæbɪt]

routine [ru:'ti:n]

lifestyle ['laɪfstɑɪl]

comfortable ['kʌmfərtəbəl]

unfamiliar [ʌnfə'mɪljər]

strange [streɪndʒ]

normal ['nɔrməl]

# Conversation

María: How's the new job?

Roberto: I'm slowly getting used to it. The hours are very different. I'm not used to waking up at 5 AM. I used to start work at 9.

M: That must be hard. Are you getting used to the commute [kə'mju:t]?

R: Not yet. I can't get used to driving for an hour every morning. I used to walk to my old office in ten minutes.

M: Have you made any friends at work?

R: Yes, I've been making an effort to talk to everyone. My colleagues ['kali:gz] are very nice. But I still have to do a lot of things on my own because I'm new.

M: Are you used to the workload ['wɜ:kləʊd]?

R: I'm getting used to it. They do things very differently from my old company. I used to do everything on paper, but here they make us use an app for everything. I'm not used to working with so much technology.

M: You'll get used to it. I had the same experience when I changed jobs. After a few months, everything felt normal.

R: I hope so. I should do my best to adapt quickly.

# A note on word stress in multi-syllable words

In English, every word with more than one syllable has one syllable that is stressed more than the others. English doesn't use written accent marks, so you have to learn the stress pattern for each word.

Here are some general tendencies:

## Two-syllable nouns and adjectives: usually stressed on the first syllable

'table, 'doctor, 'happy, 'water, 'money, 'picture

## Two-syllable verbs: often stressed on the second syllable

de'cide, a'gree, be'gin, for'get, pre'tend, a'rrive

## Some words change meaning with stress

'record (noun) vs. re'cord (verb)

'present (noun) vs. pre'sent (verb)

'object (noun) vs. ob'ject (verb)

# Homework

## 1. Complete with used to, be used to, or get used to

1. I \_\_\_\_\_ (live) in the countryside, but now I live in the city.
2. She \_\_\_\_\_ (wake up) early. She does it every day and it feels normal.
3. He's trying to \_\_\_\_\_ (work) from home. It's new for him.
4. They \_\_\_\_\_ (have) a dog, but it died last year.
5. I can't \_\_\_\_\_ (drive) on the left. It's so confusing!
6. We \_\_\_\_\_ (eat) late in Spain. Dinner at 10 PM is normal for us.
7. I \_\_\_\_\_ (play) soccer every weekend when I was young.
8. She's slowly \_\_\_\_\_ (live) in a new country.

## 2. Complete with make or do

1. I need to \_\_\_\_\_ a phone call.
2. She always \_\_\_\_\_ her homework after school.
3. Can you \_\_\_\_\_ me a favor?
4. He \_\_\_\_\_ a big mistake yesterday.
5. We should \_\_\_\_\_ our best.
6. They \_\_\_\_\_ a lot of money last year.
7. I hate \_\_\_\_\_ the dishes.
8. She's \_\_\_\_\_ progress with her English.

### 3. Answer using complete sentences

1. What is something you used to do as a child but don't do anymore?
2. Is there something about your daily life you are used to that other people might find strange?
3. If you moved to another country, what would be the hardest thing to get used to?
4. Do you think you make more decisions with your heart or your head?

### 4. Reading comprehension

#### Looking back, looking forward

I have been living in this city for almost ten years now. When I first arrived, I didn't know anyone. I had just finished university, and I had decided to move here because I had been offered a job at a small company. If I hadn't received that offer, I would have stayed in my hometown, and my life would be completely different now.

The first few months were difficult. I wasn't used to living alone, and I couldn't get used to the noise of the city. I used to live in a quiet village where everyone knew everyone. Here, nobody knew my name. I remember feeling lonely and wondering ['wʌndərɪŋ] if I had made the right decision.

However, things gradually ['grædʒuəli] got better. I met a woman named Clara at a café near my office. She was the person who changed everything. She told me that she had also moved to the city on her own, and she said she had felt exactly the same way. She suggested joining a hiking ['haɪkɪŋ] group, which was the best advice anyone has ever given me.

Through the hiking group, I made friends who I still see every week. We would meet every Saturday morning and walk for hours in the mountains near the city. Although I had never been interested in hiking before, I quickly fell in love with it. The mountains, which are about an hour from the center, are absolutely beautiful.

Eventually, I was promoted at work, and I moved to a bigger apartment. The apartment was found by Clara, who had been looking for a place for me while I was busy with a project. I wish I could say I did something equally ['i:kwəli] nice for her, but I should have been a better friend in those early days. She must have been very patient with me.

Now my life looks very different from what I had imagined when I was young. I used to think I would become a famous musician. If only I had practiced more! But I don't regret the path I've taken. I have been working at the same company for eight years, and I have been promoted three

times. I am used to the pace [peɪs] of city life now, even though I sometimes wish it would slow down.

Next year, I'm going to take a big step. Clara and I are getting married. If someone had told me ten years ago that I would meet my future wife at a random ['rændəm] café, I wouldn't have believed them. She asked me last month whether I was happy here. I told her that I couldn't imagine living anywhere else. Despite the difficult beginning, this city has become my home.

I think life is about taking chances. If you never take risks [rɪks], you'll never discover what you're capable ['keɪpəbəl] of. I'd rather try and fail than never try at all. You'd better believe me - the best things in my life have happened because I was brave [breɪv] enough to say yes.

Looking back, I'm grateful for every decision I've made, even the mistakes. Looking forward, I can't wait to see what happens next. Whatever it is, I know I'll have Clara by my side, and that's enough for me.

gradually ['grædʒuəli] - slowly, little by little

wonder ['wʌndər] - ask yourself about something

hiking ['haɪkɪŋ] - walking long distances in the countryside or mountains

fall in love [fɔl ɪn lʌv]

promote [prə'moʊt] - give someone a more important job

equally ['i:kwəli]

patient ['peɪʃənt] - able to wait calmly without getting annoyed

path [pæθ] - a way or track; (figurative) the course of your life

pace [peɪs] - the speed at which something happens

step [step]

random ['rændəm] - happening by chance, without a plan

risk [rɪsk]

capable ['keɪpəbəl] - able to do something

brave [breɪv] - not afraid; showing courage

grateful ['greɪtfəl] - feeling thankful

whatever [wʌt'evər] - anything at all; no matter what

by my side [baɪ maɪ saɪd] - next to me, supporting me

## Questions

1. How long has the narrator been living in the city?
2. Why did he move there?
3. What would have happened if he hadn't received the job offer?
4. Who helped him adjust to the city?
5. What had Clara also experienced when she first moved?
6. What was the best advice anyone gave him?
7. How was the bigger apartment found?
8. What had he imagined his life would be like when he was young?
9. What big step is he going to take next year?
10. What is his philosophy about life?

# Unit 7

## Question tags

### What they are

A question tag is a short question at the end of a sentence, used to confirm information or invite agreement. Unlike a fixed phrase like *right?*, a question tag changes depending on the sentence.

### The rule

Positive sentence => negative tag. Negative sentence => positive tag.

You are coming, aren't you?

She doesn't like coffee, does she?

He is a doctor, isn't he?

They haven't finished, have they?

### How to form them

Use the auxiliary verb or modal from the sentence. If the verb is *be*, use *be*. If there is none of these, use *do/does/did*:

#### With be

She is happy, isn't she?

They were late, weren't they?

I'm not late, am I?

## With modals

He can swim, can't he?

You would help me, wouldn't you?

She should go, shouldn't she?

They will come, won't they?

You won't forget, will you?

## With have (as auxiliary)

You have been to Paris, haven't you?

She has finished, hasn't she?

## With do/does/did

You like pizza, don't you?

She speaks French, doesn't she?

They went home, didn't they?

He doesn't work here, does he?

You have a car, don't you?

With *I am*, the negative tag is *aren't I?* (not *amn't I?*). In formal English you can also say *am I not?* *I'm right, aren't I?* / *I'm right, am I not?*

## Intonation matters

**Rising intonation** (the voice goes up): the question tag is a genuine question. You don't know the answer.

*You don't have a car, do you?* (Rising. I'm not sure)

**Falling intonation** (the voice goes down): the question tag is just seeking confirmation. You expect agreement.

*It's a nice day, isn't it?* (Falling. I expect you to agree)

In general, most question tags in casual conversation use falling intonation.

# Had better and would rather

## Had better

*Had better* (often contracted to *'d better*) is used for strong advice or warnings. It is followed by the infinitive without *to*:

You'd better hurry or you'll be late.  
She'd better study for the exam.  
We'd better not tell anyone.

*Had better* is stronger than *should*. It implies there will be a negative consequence if you don't follow the advice.

## Would rather

*Would rather* (often contracted to *'d rather*) means *prefer*. It is also followed by the infinitive without *to*:

I'd rather stay home tonight.  
She'd rather not go.  
Would you rather eat at home or go to a restaurant?

## Would rather + past simple (for preferences about other people)

When we use *would rather* with a different subject, we use the past simple (even though we're talking about the present or future):

*I'd rather you didn't smoke here.*

*She'd rather he came tomorrow.*

# Social life vocabulary

party ['pɑːti]

invitation [ɪnvɪ'teɪʃən]

guest [ɡɛst] - a person invited to a party or someone's home

host [hɒst] - the person who gives a party or receives guests

celebrate ['seləbreɪt]

hang out [hæŋ aʊt] - spend time relaxing or socializing

catch up [kætʃ ʌp] - exchange news with someone you haven't seen for a while

get along [ɡet ə'lɒŋ] - have a good, friendly relationship

relationship [rɪ'leɪʃənʃɪp]

friendship ['frɛndʃɪp]

neighbor ['neɪbər]

colleague ['kɒli:g] - a person you work with

acquaintance [ə'kweɪntəns] - someone you know slightly, but not a close friend

stranger ['streɪndʒər] - someone you do not know

# Conversation

Sofía: It's a nice day, isn't it?

Marcos: It is! You're going to the party tonight, aren't you?

S: I'd rather not go, actually. I'm very tired.

M: You'd better go. Elena organized it for her birthday and she'd be upset [ʌp'set] if you didn't come.

S: You're right. I should go. I'd rather arrive late than not go at all.

M: That's a good idea. You don't have to stay long, do you?

S: No, I suppose not. Would you rather walk there or take a taxi?

M: I'd rather walk. It isn't far, is it?

S: No, it's about fifteen minutes. But we'd better leave soon. The party starts at 8, doesn't it?

M: Yes. You haven't bought a present yet, have you?

S: Oh no! I completely forgot! I'd better go to a shop first.

M: You'd better hurry then. I'd rather you didn't arrive too late. Elena would notice.

# Homework

## 1. Add the correct question tag

1. She is your sister, \_\_\_\_\_?
2. They don't live here, \_\_\_\_\_?
3. He can speak English, \_\_\_\_\_?
4. You haven't been to Japan, \_\_\_\_\_?
5. We should leave now, \_\_\_\_\_?
6. She will come tomorrow, \_\_\_\_\_?
7. You like chocolate, \_\_\_\_\_?
8. She didn't call, \_\_\_\_\_?
9. I'm late, \_\_\_\_\_?
10. They were happy, \_\_\_\_\_?

## 2. Complete with had better or would rather

1. You \_\_\_\_\_ study tonight. The exam is tomorrow.
2. I \_\_\_\_\_ stay home than go out in this rain.
3. She \_\_\_\_\_ not forget her passport.
4. We \_\_\_\_\_ eat at home. The restaurants are too expensive.
5. You \_\_\_\_\_ hurry. The train leaves in five minutes.
6. I \_\_\_\_\_ you didn't tell anyone about this.

### 3. Answer using complete sentences

1. You're studying English, aren't you? How long have you been studying?
2. Would you rather live in the city or in the countryside?
3. What is something you'd better do this week?
4. Would you rather have more money or more free time?

### 4. Reading comprehension

#### The Adventure of the Speckled Band

One morning in the spring of 1883, a young woman came to visit my friend Sherlock Holmes at our apartment in Baker Street. Her name was Helen Stoner, and she was clearly very frightened.[1]

"Mr. Holmes, I am afraid that I am going to die," she said. "My sister Julia died two years ago, and I believe the same thing is going to happen to me."

Holmes asked her to tell us everything. Helen explained that she and Julia were twins.[2] They lived with their stepfather,[3] Dr. Grimesby Roylott, in an old manor[4] house in the countryside. Their mother had died years before and had left them money, but Roylott controlled it. If either sister married, Roylott would lose a large part of that money.

Roylott was a violent and dangerous man. He had lived in India for many years and had brought back strange habits and even stranger animals — a cheetah[5] and a baboon[6] walked freely around the garden. Nobody in the village liked him. Everyone was afraid of him.

Two years ago, Julia had become engaged[7] to be married. A few days before the wedding,[8] Helen heard Julia scream in the middle of the night. She ran to her sister's room and found Julia standing in the doorway, her face white with terror.[9]

"Helen! It was the band! The speckled[10] band!" Julia whispered. Then she collapsed[11] and died.

The police investigated but found nothing. The door was locked from the inside, the windows had shutters[12] that were closed, and the walls and floor were solid. There was no explanation.

"I thought about it every day for two years," Helen told Holmes, "but I could not understand what she meant by 'the speckled band.'"

Now Helen herself was engaged to be married. Three days ago, Roylott had told her she needed to move to Julia's old room because of repairs[13] to her wall. That first night in the new room, she

heard something Julia had described before she died: a low whistle[14] in the dark, in the middle of the night. She was terrified and came to Holmes the next morning.

Holmes agreed to investigate. That afternoon, we traveled to the manor. Roylott was not at home. Holmes examined Julia's room very carefully. He found three things that were strange.

First, there was a rope hanging from the ceiling next to the bed. It looked like a bell pull,[15] but when Holmes pulled it, no bell rang.[16] It was a fake.[17]

Second, there was a small opening[18] in the wall near the ceiling. It did not lead outside — it connected directly to Roylott's room next door.

Third, the bed was bolted[19] to the floor. It could not be moved. It was placed directly under the rope and the opening in the wall.

"Watson," Holmes said to me, "this is a very dangerous situation. We must stay here tonight."

That night, we sat in the dark in Julia's room and waited. Helen was safely[20] in another part of the house. For hours, nothing happened. Then, at three in the morning, we saw a light through the opening in the wall. Roylott was awake. We heard a soft sound — the low whistle.

Holmes struck[21] a match[22] and hit the rope with his cane.[23] Something moved quickly up the rope and disappeared through the opening.

Suddenly, from the next room, we heard a terrible scream. We ran to Roylott's room. He was sitting in his chair, dead. Around his head was wrapped[24] a strange yellow snake with brown spots[25] — a swamp[26] adder,[27] one of the most poisonous[28] snakes in India.

"The speckled band," said Holmes.

Holmes explained everything. Roylott had trained the snake to go through the opening, down the rope, and onto the bed. He used the whistle to call it back. It was the perfect murder — no one would find any evidence.[29] Julia had died from the snake's bite[30] on the night before her wedding. And now Roylott had tried to do the same to Helen, because her marriage would also cost him money.

When Holmes hit the snake, it went back through the opening, angry, and bit the first person it found: Roylott himself.

"I cannot say that I am sorry," said Holmes.

*Arthur Conan Doyle (1892). Adapted version*

[1] frightened ['fraɪtənd] - very afraid

[2] twins [twɪnz] - two children born to the same mother at the same time

[3] stepfather ['stepfɑðər] - a man married to your mother who is not your father

[4] manor ['mænər] - a large country house with land

[5] cheetah ['tʃi:tə] - a large, very fast wild cat with spotted fur

[6] baboon [bə'bu:n] - a large monkey

- [7] engaged [ɪn'geɪdʒd] - having formally agreed to marry
- [8] wedding ['wɛdɪŋ] - the ceremony at which two people get married
- [9] terror ['tɛərər] - extreme fear
- [10] speckled ['spɛkəld] - covered with small spots or marks
- [11] collapse [kə'læps] - to fall down suddenly
- [12] shutters ['ʃʌtərz] - wooden or metal covers on the outside of a window
- [13] repairs [rɪ'peəz] - work done to fix something broken
- [14] whistle ['wɪsəl] - a high sound made by blowing air through the lips
- [15] bell pull [bɛl pʊl] - a cord you pull to ring a bell and call a servant
- [16] ring [rɪŋ] - to make the sound of a bell (past: rang)
- [17] fake [feɪk] - not real; an imitation
- [18] opening ['oʊpənɪŋ] - a hole or gap
- [19] bolted ['bɒltɪd] - fixed firmly in place with metal screws
- [20] safely ['seɪfli] - out of danger
- [21] strike [straɪk] - to hit; to light (a match) (past: struck)
- [22] match [mætʃ] - a small wooden stick used to make fire
- [23] cane [keɪn] - a walking stick
- [24] wrap [ræp] - to wind or fold around something (past: wrapped)
- [25] spots [spɒts] - small round marks
- [26] swamp [swʌmp] - an area of very wet, soft land
- [27] adder ['ædə] - a type of poisonous snake
- [28] poisonous ['pɔɪzənəs] - containing poison; able to kill or harm
- [29] evidence ['eɪvɪdəns] - facts or objects that prove what happened
- [30] bite [baɪt] - a wound made by teeth or fangs

Answer based on the text.

1. Why was Helen Stoner afraid?
  
2. What were Julia's last words?
  
3. Why would Dr. Roylott lose money if Helen or Julia married?

4. What three strange things did Holmes find in Julia's room?
5. What was "the speckled band"?
6. How did Roylott die?
7. What do you think of Holmes's final words?

# Unit 8

## Linking words and discourse markers

### Why they matter

Linking words connect ideas and make your English sound more natural and organized. They are essential for writing and for speaking at an advanced level.

### Addition

These add information to what has already been said:

moreover [məʊəvər] (formal)  
furthermore ['fɜːðərmɔː] (formal)  
in addition [ɪn ə'dɪʃən]  
besides [br'saɪdz]

*The hotel was expensive. Moreover, it was far from the center.*

*She speaks English and French. In addition, she's learning Japanese.*

*I don't want to go. Besides, I have too much work.*

### Contrast

These show a difference or an unexpected result:

however [haʊəvər]  
nevertheless [nevərðə'les]  
although [ɔl'ðəʊ]  
even though [i:vən ðəʊ]  
despite [dɪ'spaɪt] + noun / gerund  
in spite of [ɪn spaɪt əv] + noun / gerund  
whereas [wɛr'æz]  
while [waɪl] (contrast)  
on the other hand

*The movie was long. However, it was very entertaining.*

*Although it was raining, we went for a walk.*

*Despite being tired, she went to the gym. (despite + gerund)*

*In spite of the rain, we had a good time. (in spite of + noun)*

*He loves the city, whereas she prefers the countryside.*

*Although and even though are followed by a clause (subject + verb). Despite and in spite of are followed by a noun or gerund.*

## Cause and result

therefore ['ðɛrfɔː]

consequently ['kɒnsɪkwɛntli]

as a result [æz ə rɪ'zʌlt]

due to [duː tuː] + noun / gerund

because of [bɪ'kɔːz əv] + noun / gerund

since [sɪns] (= because)

as [æz] (= because)

*She studied hard. Therefore, she passed the exam.*

*The flight was canceled due to the storm.*

*Since it was late, we decided to go home.*

## Purpose

in order to [ɪn 'ɔːdəɪ tuː]

so that [səʊ ðæt]

so as to [səʊ æz tuː]

*I left early in order to catch the train.*

*She spoke slowly so that everyone could understand.*

## Sequence

firstly ['fɜːrstli]  
secondly ['sekəndli]  
finally ['fainəli]  
meanwhile ['mi:nwaɪl]  
afterwards ['æftərwərdz]  
eventually [ɪ'ventʃuəli] - in the end, after a long time

*Firstly, I want to thank everyone for coming. Secondly, I have some news.*

*I went to the store. Meanwhile, my husband cooked dinner.*

*He tried many times. Eventually, he succeeded.*

Be careful with *eventually*: it does NOT mean *possibly* or *perhaps*. It means *in the end, after a long time, or at some point*.

## Example

for instance [fɔː 'ɪnstəns]  
for example [fɔː ɪg'zæmpəl]  
such as [sʌtʃ æz]

*Many countries, such as Spain and Italy, have a Mediterranean climate.*

*There are many things to do here. For instance, you can visit the museum.*

# Academic and professional vocabulary

essay ['eseɪ]

report [rɪ'pɔ:t]

conclusion [kən'klu:ʒən]

introduction [ɪntrə'dʌkʃən]

paragraph ['pærəgræf]

argument ['ɑ:gjʊmənt]

opinion [ə'pɪnjən]

evidence ['eɪdəns]

support [sə'pɔ:t] - give reasons or evidence for (an argument)

claim [kleɪm] - state that something is true; a statement of this kind

summarize ['sʌməraɪz]

analyze ['ænəlaɪz]

compare [kəm'peɪ]

contrast ['kɒntræst]

discuss [dɪ'skʌs] - talk or write about (a topic) in detail

# Conversation

Professor: Today we're going to discuss the advantages [əd'væntɪdʒɪz] and disadvantages of remote [rɪ'moʊt] work. Who wants to start?

Student 1: I think remote work is great. Firstly, you save time because you don't have to commute. Secondly, you can work from anywhere. Moreover, many studies show that people are more productive [prə'dʌktɪv] at home.

Professor: Good points. However, there are also disadvantages, aren't there?

Student 2: Yes. Although remote work is flexible, it can be lonely. Furthermore, it's hard to separate work and personal life. Despite having more freedom, some people end up working more hours.

Professor: That's an interesting point. What about companies?

Student 1: Some companies save money on office space. On the other hand, they may spend more on technology. Nevertheless, many companies have decided to keep remote work because their employees prefer it.

Student 2: I'd rather work from home, but I think a hybrid ['haɪbrɪd] model is the best solution. That way, you can have the best of both worlds.

Professor: Good discussion. For your next essay, I want you to analyze this topic using linking words. You should include arguments for and against, and reach a conclusion.

# Homework

## 1. Complete with the correct linking word

1. I was very tired. \_\_\_\_\_, I went to the gym. (contrast)
2. \_\_\_\_\_ being sick, she went to work. (contrast)
3. He studied hard. \_\_\_\_\_, he passed the exam. (result)
4. \_\_\_\_\_ it was expensive, we bought it. (contrast)
5. She speaks Spanish, Italian, and Portuguese. \_\_\_\_\_, she's learning Arabic. (addition)
6. \_\_\_\_\_, I want to thank you. \_\_\_\_\_, I have a question. (sequence)
7. Many cities, \_\_\_\_\_ London and Paris, have excellent museums. (example)

## 2. Choose between **although/even though** and **despite/in spite of**

1. \_\_\_\_\_ the bad weather, we had a great time.
2. \_\_\_\_\_ she was tired, she kept working.
3. \_\_\_\_\_ his age, he runs marathons.
4. \_\_\_\_\_ I don't like horror movies, I watched it.
5. \_\_\_\_\_ being very busy, she always finds time for friends.

## 3. Answer using complete sentences

1. Have you ever continued doing something even though you wanted to give up? What happened eventually?
2. What is something you do regularly despite not enjoying it very much? Why do you do it?

3. Do you think working from home is better than working in an office? Mention an advantage and a disadvantage of each.
4. In your opinion, what are the most important reasons to learn a foreign language? Present them in order of importance.
5. How is your daily life different from your grandparents' lives when they were your age?

# 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 an opinion article about anything you want.



# Unit 10

## The English subjunctive

### Does English have a subjunctive?

Learners are often surprised to find that English does have a subjunctive. However, it is simple and not very common: it is limited to a few specific situations, and in most cases you can avoid it entirely.

### The mandative subjunctive

After verbs like *suggest, recommend, demand, request, insist, require, propose, and ask* (*that*), formal English uses the base form of the verb (the infinitive without *to*) for all persons. This means: no -s in the third person singular, and *be* stays as *be*.

*I suggest that he **leave** immediately.*

*She recommended that we **be** on time.*

*They demanded that she **resign**.*

*The doctor insisted that he **take** the medicine.*

*The company requires that every employee **wear** a uniform.*

The same happens after expressions like *it is important that, it is essential that, it is necessary that*:

*It is important that she **be** present.*

*It is essential that everyone **understand** the rules.*

For negatives, we place *not* before the verb:

*I suggest that he **not leave** yet.*

*It is important that she **not be** late.*

### Alternatives to the subjunctive

In practice, the subjunctive is mainly used in formal writing and in American English. In everyday spoken English, and especially in British English, there are two common alternatives:

#### With **should**

*I suggest that he **should leave** immediately.*

*It is important that she **should be** present.*

This is the traditional British alternative to the subjunctive. It is perfectly correct and very common in the UK.

## With indicative

*I suggest that he **leaves** immediately.*

*It is important that she **is** present.*

This is common in spoken English. Many native speakers use the indicative naturally without thinking about the subjunctive at all.

In summary: all three forms are used and understood. The subjunctive (*he leave, she be*) is the most formal and is standard in formal writing. The *should* form (*he should leave*) is the traditional British alternative. The indicative (*he leaves, she is*) is common in spoken English.

## Were: the past subjunctive

In formal English, *were* is used for all persons, including *I, he, she, it*, in hypothetical or unreal situations, typically with *if* and *wish*:

*If I **were** you, I would accept the offer.*

*I wish she **were** here.*

In spoken English, *was* is also very common and widely accepted: *If I was you... I wish she was here...*

## Fixed expressions

Some common English expressions use the subjunctive in a fossilized form. Native speakers use them without thinking of them as subjunctive:

God bless you - a blessing; also said when someone sneezes

Long live the king! - a wish for a ruler's long life

Be that as it may - even if that is true; nevertheless

Come what may - whatever happens

If need be - if it is necessary

So be it - I accept it; let it be that way