

## Grammar reference

### Comparatives and superlatives

	Adjective	Comparative	Superlative
One syllable	cheap fast	cheaper faster	the cheapest the fastest
One syllable ending in one vowel and one consonant	sad thin	sadder thinner	the saddest the thinnest
Two syllables ending in -y	scary funny	scarier funnier	the scariest the funniest
Two or more syllables	moving original	more moving more original	the most moving the most original
Irregular	bad good far	worse better farther/further	the worst the best the farthest/furthest

- We use the comparative to compare two people, places or things.
- We use the superlative to compare more than two people, places or things.
- We use *than* in sentences that compare two people, places or things.  
*Some shows are worse than others.*
- We use *the* before the superlative form of the adjective and we often use *in*.  
*He's the nicest person in the class.*

### Modifying comparatives

- We use *much*, *slightly*, *a bit*, *a lot*, *far* to modify comparatives.
- We use *much*, *a lot* and *far* to talk about big differences and *slightly* and *a bit* to talk about small differences.  
*A lion is much bigger than an ant.*  
*A rat is slightly bigger than a mouse.*

### less ... than, (not) as ... as

- Less is the opposite of more.  
*Watching tennis is less popular than watching football.*
- We use *not as ... as* to say that the second person or thing is more ... than the first one.  
*Watching tennis isn't as popular as watching football.*
- We use *as ... as* to say two things are the same.  
*European films are as good as American films.*

### so and such

- We use *so* to intensify the meaning of adjectives.  
*That programme is so fascinating.*
- We use *such* to intensify the meaning of a noun or an adjective before a noun. We use *a/an* after *such* before a singular countable noun, but not before uncountable or plural nouns.  
*The new film caused such interest.*  
*This is such good fun.*  
*It's such a popular channel.*

### too and (not) ... enough

- We use *too* to say that something is excessive. It is not the same as *very* because it has a negative meaning.  
*He's very clever. (positive) Yes, but sometimes he's too clever. (negative)*
- Too* comes before the adjective.  
*This story is too confusing. People can't understand it.*
- We use *enough* to say that something is sufficient.  
*He's old enough to drive.*
- We use *not enough* to say that something is insufficient.  
*I'm not good enough to win the competition.*
- Enough* comes after adjectives and before nouns.  
*He's old enough. He isn't old enough. I haven't got enough money.*

## Vocabulary

### 1 TV programmes and series

cartoon • chat show • comedy • crime series •  
documentary • drama • fantasy series • film •  
food programme • game show • reality show •  
science-fiction series • sports programme •  
talent show • the news

### 2 Words connected with TV and online video

binge-watching • channel • contestant • episode •  
mobile device • screen • season • spoiler •  
streaming service • viewer

### 3 Adjectives describing TV programmes

annoying • awful • brilliant • dull • entertaining •  
funny • informative • inspiring • moving • original •  
scary • violent

### 4 Adjectives ending in *-ing* and *-ed*

annoyed • annoying • bored • boring • confused •  
confusing • depressed • depressing • disappointed •  
disappointing • embarrassed • embarrassing •  
fascinated • fascinating • frightened • frightening •  
gripped • gripping • inspired • inspiring • moved •  
moving • relaxed • relaxing • surprised • surprising •  
tired • tiring



## Comparatives and superlatives; less ... than, (not) as ... as; so and such, too and (not) enough

### 1 Circle the correct alternative.

- I don't think that the weather will get much worse/worst than it is now.
- My grandfather does a lot of sport – he's more fit/fitter than me.
- Barbara is the most lazy/laziest person I know – she never does any exercise.
- I don't normally like reality shows, but this one is better/gooder than anything I've seen before.
- What's the farthest/farther place you've ever been to?
- The last story he told was most confusing/more confusing than the stories he normally tells.

### 2 Complete the sentences with the comparative or superlative form of the adjectives given.

- You should try to be a bit ..... at school and listen to your teachers. (serious)
- It was one of ..... situations of my life! (embarrassing)
- I think documentaries are far ..... chat shows. (informative)
- My dad is a lot ..... my mum – he doesn't worry about things. (relaxed)
- What's ..... TV series at the moment? (popular)
- I find water sports are ..... thing to do on holiday. (exciting)
- Do you think that German horror films are ..... French horror films? (frightening)
- It's ..... drama I've seen for a long time. (scary)

### 3 Complete the second sentence so that it means the same as the first. Use between three and four words, including the words given.

- Sleeping in a tent is less comfortable **not as ... as** than sleeping in a hotel room.  
Sleeping in a tent ..... sleeping in a hotel room.
- He's very intelligent. His older brother is **as ... as** very intelligent, too.  
He's ..... his older brother.
- School qualifications are more **less ... than** important than fame.  
Fame is ..... school qualifications.

- Trips to Paris and London are **as ... as** equally expensive.

A trip to Paris is .....  
a trip to London.

### 4 Rewrite the sentences by adding **too, enough, so or such** in the correct place.

- They said I didn't have qualifications for the job.  
.....
- Is this horror film scary for you?  
.....
- This is a confusing game show. I don't understand what's happening!  
.....
- He's attractive. He should be a model.  
.....
- Is James old to see that film?  
.....

### 5 Choose the best answer (A, B or C) to complete the text.

#### TEENS AND TV

The multi-channel network (MCN) Awesomeness is changing TV for teens. Today, many teenagers watch Awesomeness TV's videos on YouTube, online and on their mobiles (1) ..... than they watch TV.

Awesomeness TV is not (2) ..... MCN, but it is the (3) ..... YouTube channel for young people at the moment. Why is Awesomeness TV (4) ..... interested in teens? Because the network thinks teenagers are (5) ..... influential audience ever, because of the way they communicate and what they consume.

So is traditional TV still (6) ..... it was in the past? Well, there is definitely (7) ..... money in TV – TV budgets are often much (8) ..... than online network budgets. So, maybe TV is (9) ..... than it was in the past, but it has definitely not disappeared completely yet.

- |                     |                       |                       |
|---------------------|-----------------------|-----------------------|
| 1 A more            | B enough              | C the most            |
| 2 A the biggest     | B bigger              | C the bigger          |
| 3 A so popular      | B most popular        | C more popular        |
| 4 A too             | B such                | C so                  |
| 5 A too             | B more                | C the most            |
| 6 A as important as | B more important than | C less important than |
| 7 A less            | B the most            | C more                |
| 8 A so large        | B larger              | C more large          |
| 9 A less popular    | B as popular          | C more popular        |

## Grammar reference

### will

- We use **will** and **won't** to make general predictions about the future. We often use *think*, *hope*, *expect*, *imagine*, etc. with **will** and **won't** to express our opinion about the future.  
*I don't think the weather will be worse in the future.*
- We also use **will** and **won't** when we decide to do something at the moment of speaking, for example when we suddenly offer to do something for someone.  
*You look tired. I'll carry your bag.*
- We use **will** and **won't** to talk about the future when we consider it to be an objective truth.  
*It's my birthday next week. I'll be seventeen.*
- We use **definitely**, **probably**, **perhaps** and **it's possible** that with **will** to say how certain we think something is. **Definitely** is when we are very certain, **probably** when we are quite certain, and **perhaps** and **it's possible** that when we think the situation is 50–50.
- Definitely** and **probably** come just after **will** but just before **won't**.  
*I'll definitely be there. It definitely won't be there.*

### be going to

- We use **be going to** to talk about plans and intentions for the future. We use it for things that we have already decided to do in the future.  
*I've decided that I'm going to study biology.*  
*I'm going to have a big party for my birthday next year.*
- We can also use **be going to** to make predictions about the future, particularly when we have evidence for the prediction.  
*It's really cold. I think it's going to snow.*  
*This bag isn't very strong. It's going to break.*

### Present continuous for future

- We use the present continuous to talk about future arrangements or plans that have been confirmed.  
*Tomorrow I'm meeting Tom. We agreed to the meeting last week.*  
*I'm leaving on the 7:33 train tomorrow morning.*

### may, might

Affirmative	subject + <b>may/might</b> + verb in infinitive <i>The weather may get worse.</i>
Negative	subject + <b>may not/might not (mightn't)</b> + verb in infinitive <i>We may not be able to do anything.</i>

- May** and **might** are used in predictions when we are not sure about something. They express approximately 50% certainty.

### Zero conditional

- If** + present simple, present simple  
*If you go out in the rain, you get wet.*  
*The teachers aren't happy if we don't do our homework.*  
*If you press this button, the computer turns off.*
- We use the zero conditional to talk about situations that are generally or always true.  
*If you take a fish out of water, it dies.*  
(= *This is not just a specific situation – it always happens.*)

### First conditional

- If** + present simple, **will** + infinitive  
*If the climate changes, food will be a problem.*  
*If we don't do something soon, the situation will get worse.*
- The present simple comes in the part of the sentence with **if**. **Will** does not appear in this part of the sentence.  
*NOT If it will be sunny, it will be hot today.*
- We use the first conditional to talk about possible and probable situations in the future and their consequences.  
*If the sun comes out (possible future situation), we'll go to the beach (the consequence of this situation).*  
*If my friend decides to go to the cinema with me (possible future situation), I'll be really happy (the consequence of the situation).*

## Vocabulary

### 1 Geographical features

beach • cave • cliff • coast • desert • forest • glacier • hill • island • jungle/rainforest • lake • mountain • mountain range • ocean/sea • river • stream • valley • waterfall

### 2 Verbs connected with the environment

consume • recycle • reduce • reuse • save • throw away • waste

### 3 The environment

carbon emissions • climate change • drought • flood • fossil fuels • global warming • melting ice caps • (air/sea) pollution • (non-)renewable energy • sea level rise • toxic waste

### 4 Different uses of get

arrive • become • bring • move into a position or place • obtain or buy • receive • understand



On-the-Go Practice

## will, be going to, and present continuous for future; will, may, might; Zero conditional; First conditional

### 1 Complete the sentences with the correct form of the given verbs. Use *be going to*, *will* or the present continuous.

- The temperature has gone up – my snowman ..... (melt).
- The water is boiling. I ..... (get) the coffee and the cups.
- We ..... (meet) at 4 pm after school to work on our global warming project.
- I've decided I ..... (not fly) to London. I want to reduce my carbon footprint.
- Do you think Venice ..... (disappear) one day?
- My grandchildren probably ..... (not read) printed books.

### 2 Complete the sentences with *will*, *won't*, *may* or *might* using the percentages of certainty given.

- I'm not sure, but I ..... stay in and relax tonight. (50% certain)
- People definitely ..... stop eating meat very easily. (0% certain)
- Pollution ..... increase enormously if we don't change our habits. (100% certain)
- We're not sure, but we ..... get a fuel-efficient car. (50% certain)
- People ..... definitely travel to the Moon one day. (100% certain)
- The hole in the ozone layer ..... get smaller if we continue producing polluting gases. (0% possible)

### 3 Complete the zero conditional sentences with the correct form of the verbs in the box.

x2 be • cycle • happen • help • rain  
x2 save • stay • switch off • use

- If you ..... the television when you're not watching it, you ..... energy.
- A drought ..... if there ..... no rain for a long period of time.
- You ..... a lot of water if you ..... less water in the shower.
- If you ..... to work, you ..... the environment and you also ..... fit!
- If it ..... heavily for a long time, there ..... floods.

### 4 Circle the correct alternative.

- If there is/will be another oil spill into the ocean, many sea animals don't survive/won't survive.
- There will/won't be enough water for everyone if we don't stop/stop wasting it.
- Your electricity bill go up/will go up if you switch on/don't switch on so many devices all the time.
- Tuna fish will become/becomes extinct if we will eat/keep eating them.
- If you forget/will forget to water your plants, they'll die/die.

### 5 Choose the best answer (A, B or C) to complete the text.

(1) ..... global warming get worse in the future? It's clear that the world's climate has already changed a lot, but is the climate (2) ..... become even more irregular, with some places becoming hotter and other places becoming cooler? Most scientists think this (3) ..... happen, and they expect that larger amounts of carbon dioxide (4) ..... the climate across the whole planet. If you (5) ..... in a cold country, you probably (6) ..... global warming is good news. But climate change doesn't always mean there will be good weather everywhere. Some places (7) ..... become hotter, but other places (8) ..... have more extreme weather events, such as floods and droughts. Experts say that 80% of our energy comes from fossil fuels and that this figure (9) ..... in the future. In conclusion, if we (10) ..... take action soon, global warming will get worse in the future.

- |                      |                           |                           |
|----------------------|---------------------------|---------------------------|
| 1 A If               | B May                     | C Will                    |
| 2 A is going         | B will                    | C going to                |
| 3 A definitely may   | B will definitely         | C going to definitely     |
| 4 A won't change     | B will change             | C is changing             |
| 5 A live             | B don't live              | C might live              |
| 6 A think            | B will think              | C don't think             |
| 7 A probably         | B will probably           | C probably will           |
| 8 A might            | B probably                | C is going to             |
| 9 A isn't decreasing | B probably won't decrease | C won't probably decrease |
| 10 A won't           | B don't                   | C aren't going to         |



## Grammar reference

### have to, don't have to

Affirmative	Police officers <b>have to</b> wear a uniform.
Negative	Teachers <b>don't have to</b> wear a uniform.
Question form	<b>Do</b> police officers <b>have to</b> wear a uniform?
Short answers	Yes, they <b>do</b> ./No, they <b>don't</b> .

- We use *have to* to talk about things which are obligatory or necessary.
- We use *don't have to* to talk about things which are not obligatory or necessary.

*I have to get up early tomorrow.*

*My sister doesn't have to go to school today.*

### must, mustn't

Affirmative	You <b>must</b> switch off your mobile phone in class.
Negative	You <b>mustn't</b> use your mobile phone when driving.

- We use *must* to talk about rules, regulations and obligations.
- We use *mustn't* to talk about prohibitions.
- Must* is not very common in the question form. We usually use *have to*.

*My mum says I must eat more fruit.*

*I mustn't forget to do my homework.*

### should, shouldn't

Affirmative	You <b>should</b> arrive on time.
Negative	You <b>shouldn't</b> be late.
Question form	<b>Should</b> I wait outside?
Short answers	Yes, I <b>should</b> ./No, I <b>shouldn't</b> .

- We use *should* and *shouldn't* to give and ask for advice and recommendations.

*You should spend less time on the Internet.*

*You shouldn't go to bed so late.*

### Second conditional

If + past simple, would/wouldn't + infinitive

*If I knew about cars, I'd become a mechanic.*

*If we didn't listen, we wouldn't understand his explanations.*

*If I was a millionaire, I wouldn't know what to do with my money.*

The past simple comes in the part of the sentence with *if*. *Would* does not appear in this part of the sentence.

*If I would need help, I would call you.*

The part of the sentence with *if* can go at the start of the sentence or at the end. There is no difference in meaning. However, if the part with *if* goes at the start of the sentence we must use a comma before the second half of the sentence.

*If I had a bike, I'd cycle to school.*

*I'd cycle to school if I had a bike.*

*If he had more time, he'd have piano lessons.*

*He'd have piano lessons if he had more time.*

We can use *were* instead of *was* with *if*.

*If I were/was a millionaire, I would give money to that charity.*

We use the second conditional to talk about imaginary or improbable situations and their consequences.

The imaginary or improbable sentences are in the present or future, not in the past.

*If I found money in the street (imaginary present situation), I would give it to the police (the consequence of this situation).*

We use *If I were you, I'd ...*, to give advice and recommendations.

*If I were you, I'd study more.*

### Unless

Unless = if ... not, except if

*She wouldn't be the director unless she was very good at her job.*

*Unless you arrive on time, you won't see the beginning of the film.*

## Vocabulary

### 1 Jobs

architect • au pair • chef • company director •  
construction worker • economist • fashion designer •  
firefighter • journalist • lawyer • mechanic •  
nurse • photographer • plumber • police officer •  
receptionist • shop assistant • vet

### 2 Words connected with work

earn • figures • finance • manual work •  
outdoors • overtime • paperwork • the public •  
retail • salary • teamwork

### 3 Personal qualities

ambitious • calm • caring • clever/bright •  
confident • creative • determined • fit • flexible •  
hard-working • patient • reliable • responsible •  
sensitive • sociable/friendly • strong • well-organised

### 4 Compound adjectives

(18)-year-old • badly-behaved • badly-paid •  
blue/brown/green-eyed • easy-going • forward-thinking •  
full-time • good-looking • long-haired • part-time •  
right/left-handed • short-haired • well-behaved •  
well-known • well-off • well-paid





## Modal verbs of obligation, prohibition and advice; Second conditional, *unless*

### 1 Complete the sentences with the correct form of *have to* or *don't have to*.

- 1 He ..... email his CV before the interview or he won't get the job.
- 2 I ..... work on my transferable skills if I want to change jobs in the future.
- 3 You ..... call your employer 'Sir' – this is the 21<sup>st</sup> century!
- 4 As a hotel receptionist, I ..... answer the telephone and be well-organised.
- 5 Shop assistants ..... have any special qualifications, but they must be kind and patient.
- 6 A 'mystery shopper' ..... review the service they get in shops.

### 2 Complete the sentences with the correct form of *don't have to* or *mustn't*.

- 1 A security guard ..... leave the shop.
- 2 In my country, taxi drivers ..... carry more than four passengers.
- 3 I ..... learn the local language in my new job – everybody speaks English!
- 4 They said hotel guests ..... leave until 10 am, so we can take our time in the morning.
- 5 Your grammar ..... be perfect – the important thing is to be able to communicate.

### 3 Circle the correct alternative.

I'm a doctor and I love my job. I (a) must/have to work long hours, but it's a well-paid job and I like to help people who are sick. As a doctor, you (b) must/mustn't be very brave when you (c) have to/should tell people bad news. Also, a good doctor (d) mustn't/don't have to ever lie to his or her patients and (e) shouldn't/should always treat their patients with respect. Sometimes I get upset in my job and think I (f) should/shouldn't be so sensitive, but it's a very emotional job. The only thing I don't like about my job is the paperwork – I (g) should/have to write down everything I do. Maybe I (h) should/have to hire a secretary!

### 4 Look at the situations and complete the sentences using the second conditional.

- 1 I don't like my job because it's badly paid.  
If my job ..... better paid,  
I ..... it a lot more.

- 2 She is a teacher because she believes in the importance of education.  
Unless she .....  
in the importance of education, she  
..... a teacher.
- 3 We don't meet many people because we are always so busy with work.  
We ..... more people if we  
..... always so busy with work.
- 4 He isn't a flight assistant – he's scared of flying!  
He ..... a flight assistant if he  
..... scared of flying!
- 5 I love being a journalist because I get to travel a lot.  
I ..... being a journalist unless  
I ..... travel a lot.

### 5 Complete the text with the words and phrases in the box.

doesn't have to • x2 have to • must  
mustn't • should • unless • would be • would have

Giles Harrison is a professional celebrity photographer. But what does being a celeb photographer involve? Harrison says he (a) ..... camp outside celebrity homes every day – he prefers driving around the city to find celebrities. Some celebs get angry with him, but Harrison believes that if he were famous, he (b) ..... more patient with photographers: 'At the end of the day,' he says, 'we're journalists.' There are also laws which professional photographers like Harrison (c) ..... follow. For example, they (d) ..... take pictures of children. Harrison also believes that celebrities need photographers like him. 'If a celebrity walked down the red carpet and we didn't take a picture of them, celebrities (e) ..... a problem with that.' In fact, for Harrison, 'celebrities (f) ..... only worry when people *don't* want their picture anymore.' And people wouldn't become celebrities (g) ..... they wanted their photo taken. What makes a good photographer? Harrison thinks that you (h) ..... be an excellent story-teller as well as a great photographer, because the photos (i) ..... tell a story.

## Grammar reference

### Past perfect

<b>Affirmative</b>	subject + <b>had ('d)</b> + <b>past participle</b> <i>She had left the classroom.</i>
<b>Negative</b>	subject + <b>had not (hadn't)</b> + <b>past participle</b> <i>They hadn't seen her.</i>
<b>Question form</b>	<b>had</b> + subject + <b>past participle</b> <i>Had you finished the exercise?</i>
<b>Short answers</b>	Yes, subject + <b>had</b> . No, subject + <b>hadn't</b> . <i>Yes, I had. No, they hadn't.</i>

We use the past perfect to talk about actions that happened before another action or actions in the past.

*I **had done** my homework when my mum came home. (= First I did my homework and then my mum came home.)*

*When we arrived at the airport, the plane **had already left**. (= First the plane left and then we arrived at the airport.)*

We often use time expressions such as *when*, *after*, *by the time* and *as soon as* with the past perfect.

*By the time I got home, the basketball game **had already started**.*

*Dan put the book in his schoolbag after he **had finished** reading it.*

### Gerunds and infinitives

We use the gerund:	We use the infinitive:
as the subject of a sentence. <i><b>Running</b> is good for you.</i>	to explain <i>why</i> somebody does something. <i>Why did he go to the shops? <b>To buy</b> milk.</i>
after prepositions. <i>I'm interested in <b>learning</b> languages.</i>	immediately after adjectives. <i>It's good <b>to express</b> your feelings.</i>
after verbs of liking or disliking, e.g. <i>like</i> , <i>love</i> , <i>enjoy</i> , <i>can't stand</i> , <i>don't mind</i> , <i>hate</i> . <i>I enjoy <b>going</b> out.</i>	after certain verbs, e.g. <i>want</i> , <i>learn</i> , <i>agree</i> , <i>decide</i> , <i>expect</i> , <i>hope</i> , <i>seem</i> , <i>try</i> , <i>would like</i> . <i>I want <b>to work</b> for a newspaper.</i>
with <i>go</i> to talk about physical activities. <i>go <b>running</b>, go <b>swimming</b>, go <b>cycling</b>, go <b>shopping</b>, go <b>swimming</b>, go <b>fishing</b></i>	

## Vocabulary

### 1 Feelings

afraid (adj.) • anger (n.) • angry (adj.) • bored (adj.) • boredom (n.) • confused (adj.) • confusion (n.) • delight (n.) • delighted (adj.) • disappointed (adj.) • disappointment (n.) • embarrassed (adj.) • embarrassment (n.) • excited (adj.) • excitement (n.) • fear (n.) • happiness (n.) • happy (adj.) • loneliness (n.) • lonely (adj.) • pride (n.) • proud (adj.) • relief (n.) • relieved (adj.) • upset (adj.) • sad (adj.) • sadness (n.)

### 2 Friendships

circle of friends • classmate • close friend • to fall out with somebody • to get on well with somebody • to hang out with somebody • to have an argument with somebody • to have something in common with somebody • to make it up with somebody • to see eye to eye with somebody • through thick and thin • ups and downs

### 3 Noun suffixes *-ness, -ship, -dom*

awareness • boredom • brightness • citizenship • darkness • freedom • friendship • kindness • kingdom • leadership • loneliness • madness • membership • partnership • relationship • stardom • weakness • wisdom



**Past perfect; Gerunds and infinitives****1 Circle the correct alternative.**

- After we went/had been on a school trip together, we became close friends.
- As soon as they made up/had made up with each other, they fell out again!
- We had an argument because he criticised/had criticised my work.
- By the end of the first week, she made/had made friends with all her classmates.
- When they had beaten the other team, they went/had gone back to their secondary school.

**2 Complete the sentences with the past simple or past perfect form of the verbs given.**

- After I ..... (fall out) with my best friend, I ..... (feel) very lonely.
- By the time you ..... (wake up), I ..... (finish) all my homework.
- Laura ..... (be) a bit angry because I ..... (get) a higher mark than her.
- We ..... (not sleep) well the night before, so we ..... (go) to bed straight away.
- Before he ..... (start) primary school, he ..... (learn) to read and write.

**3 Circle the correct alternative.**

If you enjoy (a) to read/reading fantasy novels, you probably know *The Lord of the Rings* and *The Chronicles of Narnia*. But did you know that the authors of these books, J.R.R. Tolkien and C. S. Lewis, were close friends? They both taught at Oxford University, and both were interested in (b) to learn/learning about ancient legends. They had a lot in common and found it easy (c) to talk/talking to each other. They wanted (d) to write/writing their own novels and they formed a group with a circle of friends (e) to discuss/discussing their writing. (f) Having/To have close friends to help was important in both Tolkien's and Lewis's books, just as it was in their lives.

**4 Complete the sentences with the gerund or infinitive form of the verbs given.**

- It's a lovely day and the sea is calm – let's go ..... (swim)
- She decided ..... in more activities at her primary school. (take part)
- He spends hours ..... crosswords. (do)
- ..... relationships takes a lot of time and patience. (build)
- It's easy ..... others! (criticise)
- Are you interested in ..... our club? (join)
- I really like ..... new friends. (make)

**5 Circle the correct alternative.**

In the past, teenagers (a) used to talking/used to talk to their friends on the home phone after school. They loved (b) chat/chatting for hours with their friends, who they (c) were been/had been at school with all day. And it wasn't strange (d) to hang out/hang out with their friends in the afternoon, too. But today, teenagers communicate with short texts and instant messages instead. Recent research shows that most teens find it easier (e) to use/using their smartphones (f) for text/to text friends than to call them or talk to them face to face. American psychologist Lori Evans thinks that communication (g) didn't use to be/used to be as artificial, because communication today mainly happens online.

However, other people think that technology can help to build relationships. For example, Evan was a very shy boy, but he used social-networking sites (h) helping/to help him feel less isolated. He started chatting with classmates who he (i) didn't speak/hadn't spoken to before. After just one week, his circle of friends (j) had grown/grown and he felt much happier.

## Grammar reference

### Reported speech – statements

When the reporting verb (*say, tell*) is in the past, the tense of the verb in reported speech usually changes, going one tense 'back'.

Direct speech – tenses	Reported speech – tenses
'I <b>work</b> at home.' <i>Present simple</i>	She said she <b>worked</b> at home. <i>Past simple</i>
'I <b>'m working</b> .' <i>Present continuous</i>	She said she <b>was working</b> . <i>Past continuous</i>
'I <b>have worked</b> .' <i>Present perfect</i>	She said she <b>had worked</b> . <i>Past perfect</i>
'I <b>worked</b> .' <i>Past simple</i>	She said she <b>had worked</b> . <i>Past perfect</i>
'I <b>had worked</b> .' <i>Past perfect</i>	She said she <b>had worked</b> . <i>Past perfect</i>
'I <b>will work</b> .' <i>will</i>	She said she <b>would work</b> . <i>would</i>
'I <b>can work</b> .' <i>can</i>	She said she <b>could work</b> . <i>could</i>
'I <b>may work</b> .' <i>may</i>	She said she <b>might work</b> . <i>might</i>
'I <b>must/have to work</b> .' <i>must/have to</i>	She said she <b>had to work</b> . <i>had to</i>

*Could, would, should and might* do not change from direct to reported speech.

In reported speech, pronouns and possessive adjectives also change.

*'I saw your brother.'* → *Anna said she had seen my brother.*

### Reported speech – questions

The same changes occur with tenses, pronouns and other words as with reported statements.

We do not use the auxiliary verb *do* in reported questions.

*'Do you read novels?'* → *She asked me if I read novels.*

There is no inversion of subject and verb in reported questions.

*'Who is she?'* → *They asked me who she was.*

Here are some other words which change from direct to reported speech.

Direct speech	Reported speech
this/these	that/those
here	there
today	that day
yesterday	the day before
tomorrow	the next/following day
last night	that night
next (week/month/year)	the following (week/month/year)
last (week/month/year)	the previous (week/month/year)
a (week/month/year) ago	a (week/month/year) before

With *say* you do not need to use a personal object to say who you are saying something to.

*He said (...) he had been there.*

~~*He said John he had been there.*~~

With *tell* you must use a personal object to say who you are saying something to.

*He told John he had been there.*

~~*He told that he had been there.*~~

We use reported speech to report the words spoken by another person.

*'There is nothing new in art except talent,' said Chekhov.*

*Chekhov said that there was nothing new in art except talent.*

Reported questions are not real questions so they do not need question marks.

When there is no question word (*who, what, how, why, etc.*), we use *if* or *whether*.

*'Are you OK?'* → *She asked me if I was OK.*

## Vocabulary

### 1 Things we read

blog • comic/graphic novel • cookbook •  
encyclopaedia • guidebook • magazine • manual •  
newspaper • novel • play • poetry • short story •  
textbook

### 2 Genres

autobiography • biography • crime/detective/spy fiction •  
fairy tale • fantasy • historical fiction •  
horror • mystery • romance • science fiction •  
thriller • YA (young adult)

### 3 Book reviews

adaptation • award • to be set/take place in •  
bestseller • ending • main character • masterpiece •  
plot • style • theme • twist

### 4 Phrasal verbs connected with reading and writing

**Reading:** flick through • read on • read out •  
scroll down/up • turn over

**Writing:** cross out • fill in • look over • make up •  
write down





## Reported speech – statements and questions

### 1 Rewrite the sentences in reported speech using the words given.

- 'I prefer fantasy to science fiction,' he said.  
He said he .....
- 'You have to look up the new words in the dictionary,' the teacher said.  
The teacher said we .....
- 'I won't tell you how the story ends,' he said.  
He said he .....
- 'She's writing a trilogy on Rome,' they said.  
They said she .....
- 'I have never written children's fiction,' she said.  
She said she .....

### 2 Complete the sentences with *said* or *told*.

- She ..... she didn't expect her novels to be successful.
- Mrs Williams ..... her students to get a world atlas by the end of next week.
- He ..... that the charity campaign had raised two million pounds.
- Who ..... you that you would never write a novel?
- When I ..... that I had never read Shakespeare, all my classmates started to laugh.

### 3 Circle the correct alternative.

- They asked if we have filled in/had filled in all the forms.
- The interviewer wanted to know where the author was born/was the author born.
- Tony asked me why/if I hadn't enjoyed the latest Robert Galbraith novel.
- He said he had read the book two months before/ago.
- Mum asked why didn't I like/I didn't like reading.
- I asked the librarian why/if I could flick through the new books.
- He said he had bought the book in the morning and finished it that night/tonight.

### 4 Cross out the extra word in each sentence.

- The bookseller told to me that the book I was looking for was no longer for sale.
- The tourists wanted to know how much did the city map cost.
- Lots of fans asked to the famous author to sign their copies.
- Our teacher once said us that he used to write poetry.
- They wanted to know if whether we ever read fantasy books.

### 5 Choose the best answer (A, B or C) to complete the text.

Like a lot of places in Europe, more and more public libraries in the UK are closing. In a recent interview, the Scottish author Ali Smith said that this (1) ..... a problem because libraries are an important tradition for the UK. She also said that this (2) ..... an impact on the next generation of writers.

In 2015, Smith published a collection of short stories called *Public Libraries and Other Stories*. She said that, a few years (3) ....., she (4) ..... everybody she knew to (5) ..... her about their experience of public libraries. When she asked them what (6) ..... to them, most people said that libraries (7) ..... them into better people.

Smith (8) ..... the interviewer that while she had been writing the stories, a thousand public libraries (9) ..... She also asked other writers (10) ..... they thought about the libraries closing, and they also said it was serious problem.

- |                    |                  |              |
|--------------------|------------------|--------------|
| 1 A is             | B had been       | C was        |
| 2 A would have     | B will has       | C had        |
| 3 A ago            | B before         | C previous   |
| 4 A had asked      | B has asked      | C asked      |
| 5 A say            | B tell           | C told       |
| 6 A had they meant | B they had meant | C had meant  |
| 7 A had made       | B made           | C have made  |
| 8 A said           | B asked          | C told       |
| 9 A have closed    | B closed         | C had closed |
| 10 A what          | B whether        | C had        |