



GRAMMAR
BOOK
STUDENT'S BOOK

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IRREGULAR VERBS

#1

PRESENT SIMPLE – PRESENT CONTINUOUS – STATIVE VERBS

Hi, everyone. This week, we're **discussing** education and in today's podcast we're **focusing** on online learning. Thousands of people around the world **log on** to their online classroom every day. Actually, I'm **thinking** of applying for an online degree that **starts** next month, too. So, tell us what you **think** about online learning.



Present simple – Present continuous

Present simple

Affirmative	I sleep . He/She/It sleeps . We/You/They sleep .
Negative	I don't sleep . He/She/It doesn't sleep . We/You/They don't sleep .
Interrogative	Do I sleep ? Does he/she/it sleep ? Do we/you/they sleep ?
Short answers	Yes, I/we/you/they do . No, I/we/you/they don't . Yes, he/she/it does . No, he/she/it doesn't .

Spelling: 3rd-person singular

- Most verbs take **-s** after the base form of the main verb in the third person singular (he/she/it). **I work – he works**
- Verbs ending in **-ss, -sh, -ch, -x** and **-o** take **-es**. **I miss – he misses**
- Verbs ending in a **consonant + y** drop the **-y** and take **-ies**. **I cry – he cries** BUT: Verbs ending in a **vowel + y** keep the **-y** and take **-s**. **I say – he says**

Use:

We use the **present simple** for:

- permanent states or situations**. **He teaches Maths**.
- habits and routines** (with *always, usually, etc.*). **She often eats a snack after school**.
- programmes and timetables** (future meaning). **The film ends at 7**.
- general truths and laws of nature**. **Water freezes at 0°C**.
- sports commentaries, reviews or narrations**. **The book has a surprise ending**.

Time words/phrases used with the present simple:

- every day/morning/afternoon/month/spring/year, etc., in the morning/afternoon/evening, at noon, at night, etc.**
- adverbs of frequency** are used with the **present simple** and tell us **how often something happens**. These are: *always* (100%), *usually* (75%), *often* (50%), *sometimes* (25%), *seldom/rarely/hardly ever* (10%), *never* (0%).

Note: Adverbs of frequency go before the main verb, after the verb **to be** and after auxiliary and modal verbs (*do, have, will, can, etc.*). **I often travel abroad**. **He is always kind**. **She doesn't usually argue with others**.

Present continuous

Affirmative	I'm sleeping . He/She/It's sleeping . We/You/They're sleeping .
Negative	I'm not sleeping . He/She/It isn't sleeping . We/You/They aren't sleeping .
Interrogative	Am I sleeping ? Is he/she/it sleeping ? Are we/you/they working ?
Short answers	Yes, I am . No, I'm not . Yes, he/she/it is . No, he/she/it isn't . Yes, we/you/they are . No, we/you/they aren't .

Spelling: -ing ending

- Most verbs take **-ing** after the base form of the main verb. **try – trying**
- Verbs ending in **-e** drop the **-e** and take **-ing**. **take – taking**
- Verbs ending in a **vowel + a consonant** double the consonant and take **-ing**. **put – putting**
- Verbs ending in **-ie** change the **-ie** to **-y** and take **-ing**. **tie – tying**
- Verbs ending in **-l**, double the **-l** and take **-ing**. **control – controlling**

Use:

We use the **present continuous** for:

- temporary actions or situations**. **He isn't working this week**.
- actions happening **at or around the moment of speaking**. **She's studying now**.
- with *always, constantly, etc.* to express our **annoyance** at actions happening **too often**. **You're always borrowing my things!**
- fixed arrangements for the near future**. **He's starting a new job on Monday**.
- currently **changing or developing situations**. **Any's German is improving**.

Time words/phrases used with the present continuous: *now, at the moment, at present, these days, today, tomorrow, next week, etc.*

Stative verbs

Stative verbs are verbs which describe a **state** rather than an action, and do not normally have continuous tenses. **I believe you are wrong.**

(NOT: ~~I'm believing you are wrong.~~)

These verbs include:

- › verbs of the **senses**: *hear, see, smell, taste, feel, look, seem, sound, appear.*
Kate seems worried.
- › verbs of **perception**: *understand, believe, think* (= believe), *know, mean, realise, seem, forget, remember*, etc.
I don't remember Jake's phone number.
- › verbs which express **feelings and emotions**: *like, dislike, love, hate, prefer, enjoy*, etc.
Pete loves his new school.
- › some other verbs: *agree, be, belong, contain, continue, cost, fit, have* (= possess), *include, matter, need, owe, own, require, suppose, weigh, wish*, etc. *These textbooks cost a lot.*

Some **stative verbs** can be used in continuous tenses when they describe actions and not states, but there is a difference in meaning. Study the examples:

He is very organised. (= character – permanent state)

You are being rude. (= you are behaving – temporary state)

He thinks the course is interesting. (= he believes)

I'm thinking of enrolling in night school. (= I am considering)

She has a degree in Biology. (= she possesses)

They're having difficulties. (= they are experiencing)

We're having a conference. (= we are holding)

She's having some coffee. (= she is drinking)

The school looks very old. (= it appears)

We're looking at the course requirements. (= we are taking a look at)

I see the bus in the distance. (= it is visible)

I see your point. (= I understand)

He's seeing his Physics professor later. (= he is meeting)

This towel feels rough. (= it has a rough texture)

She is feeling the baby's forehead to see if it's warm. (= she is touching)

Lemons taste sour. (= they have a sour flavour)

He's tasting the dish to see if it's salty. (= he is testing the flavour)

This perfume smells nice. (= it has a nice aroma)

The dog is smelling its food. (= it is sniffing)

You appear surprised. (= you seem)

Helen is appearing in the school play. (= she is performing)

These jeans fit you perfectly. (= they are the right size)

Ken is fitting a smoke alarm in the kitchen. (= he is installing)

1 Read the text on p. 10. Look at the verbs in bold and identify the tenses. Which expresses: a routine? an action happening around the moment of speaking? a temporary action? a programme? How do the highlighted verbs differ in meaning?

2 Match the tenses in bold to the correct description.

- 1 ☒ Paula **is starting** her teaching job next month.
- 2 ☐ People **study** for degrees at university.
- 3 ☐ My computer **is always crashing**.
- 4 ☐ He usually **does** his homework after school.
- 5 ☐ The school bus **leaves** at 8:15 am.
- 6 ☐ Ann and Ian **are sitting** a maths test now.
- 7 ☐ Jack **passes** the ball to Stu; he **kicks** and **scores**!
- 8 ☐ More and more universities **are offering** online courses.
- 9 ☐ An architect is someone who **designs** buildings.
- 10 ☐ Michael **is studying** in Germany this year.

- A a timetable or programme
- B a fixed arrangement for the near future
- C a habit or routine
- D a general truth or law of nature
- E a temporary situation
- F an expression of anger or annoyance at actions happening too often
- G an action happening at or around the moment of speaking
- H a permanent state
- I a currently changing or developing situation
- J a sports commentary, review or narration





3 Choose the correct option.

- 1 Excuse me, **are you speaking/do you speak** English?
- 2 Lynne **is studying/studies** every day from 4 to 6.
- 3 Katy **doesn't have/isn't having** lectures in the mornings.
- 4 Lisa **is having/has** a break from studying at the moment.
- 5 My course is journalism, but this term I'm **studying/study** marketing.
- 6 My computer class **is getting/gets** harder and harder as the weeks go by.
- 7 Mark **doesn't attend/isn't attending** the seminar tomorrow.
- 8 Jason **is loving/loves** being a student.
- 9 Phoebe **thinks/is thinking** of studying history.
- 10 A medical degree **takes/is taking** five years to complete.

4 Put the verbs in brackets into the *present simple* or the *present continuous*.

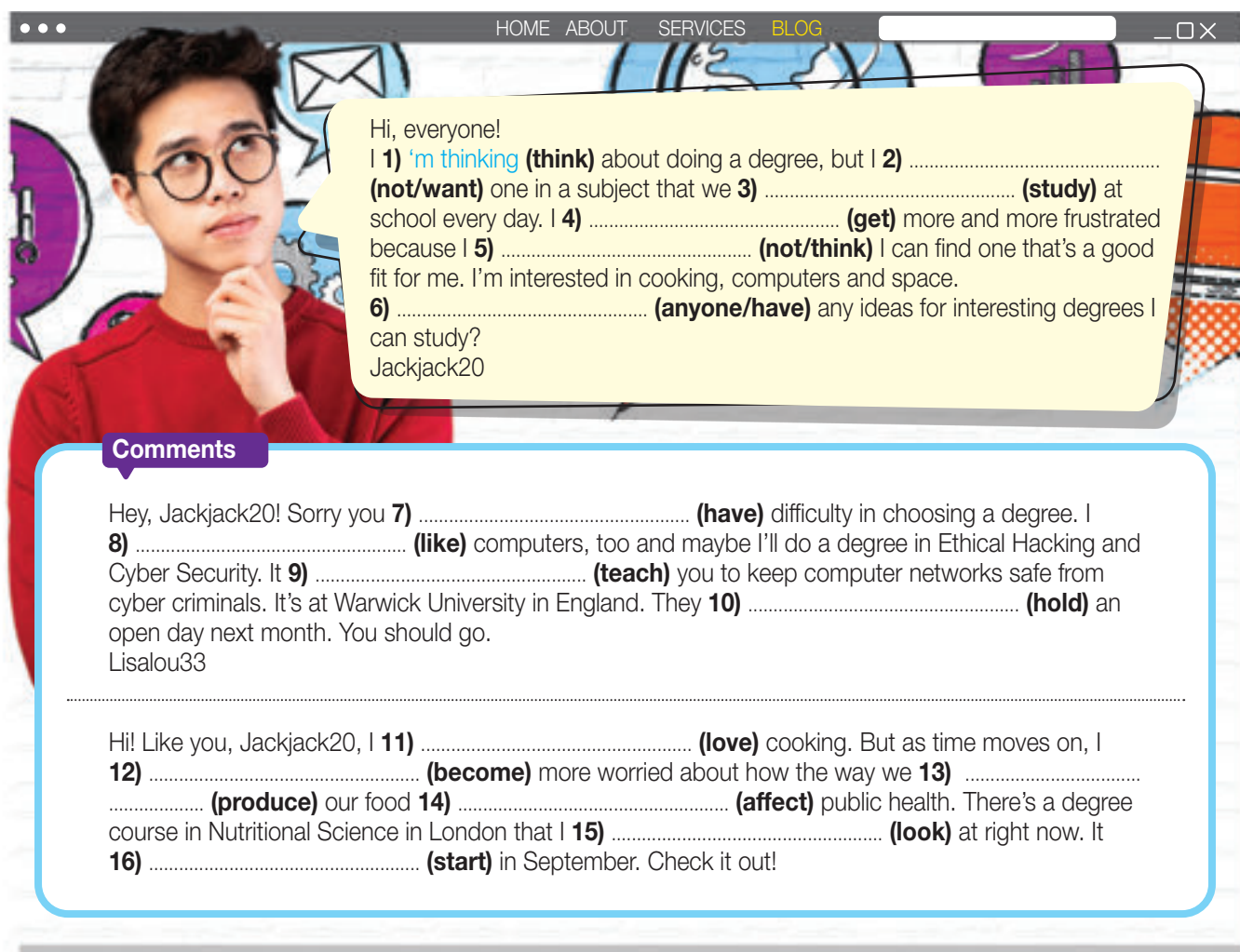
- 1 A: **Do you have** (you/have) enough time to finish your project?
B: Yes. It (come) along nicely, thanks.
- 2 A: Steve (organise) his programme for the week on Sunday nights.
B: I know. He (try) to get me to do it too.
- 3 A: Jason (not/attend) the literature lecture next Friday.
B: That's right. He (want) me to take notes for him.
- 4 A: The university (hire) three new teaching assistants for next year.
B: Yes, I (believe) you should apply.
- 5 A: (the college/run) any graphic design courses?
B: Yes. Why? (you/think) of enrolling on one?
- 6 A: (they/see) their tutor every Monday and Tuesday?
B: I (not/think) so. He (come) on Thursdays only.
- 7 A: (you/still/try) to find information about ethical hacking for your essay?
B: Actually, I (read) some useful information about it on the site of a Scottish university now. They (offer) a degree in Ethical Hacking.
- 8 A: I'm sorry, but I (not/have) time to help you with your college application right now.
B: You (always/do) this and it's extremely annoying!
You (promise) to help me and then you (never/do) anything!

5 Use the verbs below in the *present simple* or the *present continuous* to complete the sentences.

- wait • Jane/go • have • appear • not/work • offer • hope • smell • not/understand
• it/belong

- 1 This course **offers** a year abroad. I definitely want to apply for it!
- 2 Tom lunch with an old school friend on Friday.
- 3 June she can pass her university entrance exams next week.
- 4 I can't finish my research because my computer
- 5 It that John has good enough grades to go to university after all.
- 6 Julie to hear from three different universities at the moment.
- 7 Something awful in here! Can you open the windows?
- 8 The degree course is interesting, but I what job it leads to.
- 9 That's a great laptop. Who to?
- 10 to university this autumn?

6 Put the verbs in brackets into the *present simple* or the *present continuous*.



Hi, everyone!
 I 1) 'm **thinking** (**think**) about doing a degree, but I 2)
 (**not/want**) one in a subject that we 3) (**study**) at
 school every day. I 4) (**get**) more and more frustrated
 because I 5) (**not/think**) I can find one that's a good
 fit for me. I'm interested in cooking, computers and space.
 6) (**anyone/have**) any ideas for interesting degrees I
 can study?
 Jackjack20

Comments

Hey, Jackjack20! Sorry you 7) (**have**) difficulty in choosing a degree. I
 8) (**like**) computers, too and maybe I'll do a degree in Ethical Hacking and
 Cyber Security. It 9) (**teach**) you to keep computer networks safe from
 cyber criminals. It's at Warwick University in England. They 10) (**hold**) an
 open day next month. You should go.
 Lisalou33

Hi! Like you, Jackjack20, I 11) (**love**) cooking. But as time moves on, I
 12) (**become**) more worried about how the way we 13)
 (**produce**) our food 14) (**affect**) public health. There's a degree
 course in Nutritional Science in London that I 15) (**look**) at right now. It
 16) (**start**) in September. Check it out!

7 Complete the second sentence so that it means the same as the first. Use two to five words, including the word in bold.

- What's your opinion of the new physics lecturer? **THINK**
 What **do you think** of the new physics lecturer?
- Sarah never arrives late for school. **ALWAYS**
 Sarah school on time.
- Fiona is busy with her homework right now. **DOING**
 Fiona the moment.
- Nathan doesn't own this tablet. **BELONG**
 This tablet Nathan.
- Katy has a habit of playing sports every Saturday. **USUALLY**
 Katy Saturdays.
- They can't afford to send their children to a private school. **ENOUGH**
 They money to send their children to a private school.

#SPEAKING

8 Imagine it's Saturday. Compare your day to what you usually do on a school day. Talk about different parts of the day.

It's 10'o clock in the morning. I'm eating my breakfast in the living room and I'm watching TV.
 When it's a school day, I eat breakfast at 7:30 am in the kitchen and I hurry up to leave for class.

#1

COMPARISONS



Hi Bill,
I'm glad you now have a job that suits your abilities. No one I know is as skilled as you are in programming. And I know you work **the most efficiently** of all your colleagues. I also want a new job. My current job doesn't pay well enough and I do **the most boring** tasks in my field! So, I want something **more challenging**. Time passes **more quickly** when you enjoy what you do, right? I need a **higher** salary, too. Finding the perfect job isn't **the easiest** thing, but I'm sure I will! Anyway, let's meet up soon.
Take care,
Anita

Comparatives and Superlatives

- › We use the **comparative form** to compare one person, thing, animal, place, etc with another. Sally is **more creative than** George.
- › We use the **superlative form** to compare one person, thing, animal, place, etc with more than one person, thing, animal, place, etc of the same group. He holds **the highest position in the company**.

Adjectives

Adjectives	Positive	Comparative	Superlative
of one syllable take -(e)r/-(e)st to form their comparative and superlative forms	long rude	longer (than) runder (than)	the longest (of/in) the rudest (of/in)
of one syllable ending in a vowel + a consonant , double the consonant and take -er/-est	slim	slimmer (than)	the slimmest (of/in)
of two syllables ending in a consonant + -y , drop the -y and take -ier/-iest	pretty	prettier (than)	the prettiest (of/in)
of two or more syllables take more/the most	serious impressive	more serious (than) more impressive (than)	the most serious (of/in) the most impressive (of/in)

- › We normally use **than** with the **comparative** form. Nick is **funnier than** Adam.
- › We normally use **the ... of/in** with the **superlative** form. Jane is **the most reliable of** all my friends. We use **in** to refer to places, groups, etc. They have **the nicest** restaurant **in** the city. Liam is **the fastest** runner **in** the team.
- › Certain adjectives form their comparative and superlative with either **-(e)r/-(e)st** or **more/most**. These are: **clever, common, cruel, friendly, gentle, narrow, pleasant, quiet, shallow, simple, stupid, polite**.
clever – cleverer – the cleverest ALSO **clever – more clever – the most clever**

Adverbs

Adverbs	Positive	Comparative	Superlative
adverbs having the same form as their adjectives add -er/-est	fast	faster (than)	the fastest (of/in)
early drops the -y and adds -ier/-iest	early	earlier (than)	the earliest (of/in)
two-syllable adverbs and those formed by adding -ly to their adjectives take more/most	often easily	more often (than) more easily (than)	the most often (of/in) the most easily (of/in)

Irregular Forms

Adjective/Adverb	Comparative	Superlative
good/well	better	best
bad/badly	worse	worst
much/many/a lot of	more	most
little	less	least
far	farther/further	farthest/furthest
old	older/elder	oldest/eldest

Note:

- › **further/farther** (adv) = longer (in distance) Our seats are **farther/further** away from the stage than yours.
- › **further** = more, additional I need **further** details.
(NOT: ~~farther details~~)
- › **elder/eldest** (+ noun) : for members of a family Her **elder** brother is a surf coach. BUT Her brother is **older** than her.
(NOT: ~~elder than~~)

Types of comparisons

- › **as + adjective/adverb + as**: to show that two people, things or situations are similar/different in some way. In negative sentences we use **not as/so ... as**. **Your job is not as/so tiring as mine.**
- › **less + adjective/adverb + than**: to express the difference between two people, things or situations. The opposite is **more ... than**. **They go out less often than they used to.**
- › **the least + adjective/adverb + of/in**: to compare one person, thing or situation with two or more people, things or situations of the same group. The opposite is **the most ... of/in**. **He is the least experienced person in the company.**
- › **very + positive adjective/adverb**: to emphasise an adjective or an adverb. **Mina is very organised.**
- › **even/much/a lot/far/a little/a bit/slightly + comparative**: to emphasise the degree of difference between two people, things or situations. **You need to try a little harder.**
- › **by far + the + superlative**: to emphasise the difference between one person or thing and two or more people or things of the same group. **This is by far the best school in the area.**
- › **comparative + and + comparative**: to show that something is increasing or decreasing. **The weather is getting colder and colder.**
- › **the + comparative ..., the + comparative**: to show that two things change together or that one thing depends on another thing. **The more you study, the better your exam results will be.**
- › **too + adjective/adverb (+ for someone/something) + to-infinitive**: to show that something is more, or at a higher degree, than necessary. **This project is too difficult for me to do on my own.**
- › **adjective/adverb + enough (+ for someone/something) + to-infinitive** and **enough + noun**: to show that there is as much of something as it is wanted, or at the necessary degree. **Is he well enough to travel? She doesn't have enough experience to get the job.**

- 1 Look at the words in bold in the email on p. 14. How do we form the *comparative* and *superlative of adjectives and adverbs*? When do we use these forms? What does each one show? What do the *types of comparisons* underlined express?
- 2 Choose the correct option.



Hi John,

I just want to say thanks for your advice. It was the 1) most/more helpful advice someone could give me!

I started reading books and online articles like you said and my critical thinking skills are 2) best/better than before. I can do my homework 3) much easily/more easily now that I know 4) more/most about the subject. Even literature, my 5) worse/worst subject of all, isn't such a nightmare anymore! The best thing is my teachers have noticed and my grades are 6) higher/high than ever!

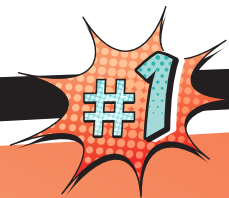
Thanks again.

Jamie



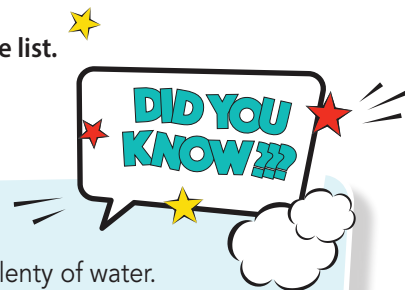
- 3 Put the adjectives/adverbs in brackets into the comparative or superlative form, as in the example.

- 1 I think critical thinking is the most useful (useful) skill of all.
- 2 I need to ask my teacher for (far) information about the group project.
- 3 Jake works (hard) of all the students in the class.
- 4 Public speaking is one of Kate's (big) fears.
- 5 We have to work (quickly) to finish the project on time.
- 6 Lisa's presentation was great. She spoke (clearly) of all the other student's.
- 7 Paul always finishes his projects (early) of all the other students.
- 8 I like doing projects with Tom; he's (reliable) person I know.



4 Fill in the *comparative* or *superlative* form of the adjectives/adverbs in the list.

- often • common • few • creative • big • fast • carefully • active
• confident • happily



- Listening to music can help people to work 1) **faster**.
- 2) employees in an office are those who drink plenty of water. They do a lot more things during the day.
- Employees feel 3) in themselves and their work than usual when managers say thank you 4)
- In Australia, 5) day of all for workers to call in sick is Tuesday.
- The colour green makes people 6) and helps them think of fresh, original ideas. It also puts them in a good mood and makes them act 7)
- Teams of 4-9 people can work, make decisions and complete projects 8) of all the other teams so they make 9) mistakes of all.

5 Choose the correct sentence.

- 1 a Speaking skills are so important as listening skills.
b Speaking skills are as important as listening skills.
- 2 a The more he practises, the better his presentation will become.
b The more he practises, the best his presentation will become.
- 3 a Kevin is getting better and best at his job.
b Kevin is getting better and better at is job.
- 4 a Lucy is far more focused on her work after her break.
b Lucy is by far more focused on her work after her break.
- 5 a James is organised enough to lead the project.
b James is too organised to lead the project.
- 6 a Her new job pays her slightly much than her old one.
b Her new job pays her slightly more than her old one.
- 7 a These office chairs are less comfortable than our old ones.
b These office chairs are the least comfortable than our old ones.
- 8 a We work very better when the office is quiet.
b We work much better when the office is quiet.



6 Correct the mistake in each sentence, as in the example.

- 1 Being a babysitter isn't so easy ~~than~~ some people think.
- 2 The more responsibilities a job has, the most stressful it can be.
- 3 My brother is by far more organised than me.
- 4 They work on Saturdays least often than before.
- 5 Katy isn't too brave to give a speech.
- 6 Your job is a lot more exciting as mine.
- 7 This job is getting harder and hardest.
- 8 Housesitting comes with even many responsibilities than you imagine.
- 9 Justin isn't enough communicative to be the team leader.
- 10 Her relationship with her colleagues is getting worst and worst.

as

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#1

RELATIVES - DEFINING/ NON-DEFINING RELATIVE CLAUSES



Relatives

Relative pronouns

We use **relative pronouns** (*who, whose, which, that*) and **relative adverbs** (*where, when, why*) to introduce relative clauses. We use relative clauses to identify/describe the person/place/thing in the main clause.

Relative pronouns	
people	who/that
objects/animals	which/that
possession	whose

Relative adverbs	
place	where
time	when
reason	why

- › We use **who/that** to refer to **people**. *The girl **who/that** lives next door is Jo's maths tutor.*
- › We use **which/that** to refer to **animals, objects and ideas**. *The laptop **which/that** I want is on sale.*
- › We use **whose** with **people, objects and animals** to show possession. We cannot omit **whose** in a relative clause. *She's a woman **whose** experience is truly valuable.*
- › We don't use a relative pronoun with another pronoun (I, you, he, him, etc.). *He got a job **which** pays well.* (NOT: *He got a job **which** it pays well.*)
- › We can use **that** instead of **who** and **which**, but never after a comma or a preposition. *Roy is a man **who/that** works hard. Roy, **who** works hard, has a successful business.* (NOT: *that works hard*)
- › We do not normally use prepositions before relative pronouns. *That's the building **in which** Alex works.* (formal – not usual) *That's the building **which** Alex works in.* (more usual) *That's the building Alex works in.* (everyday English)

Relative pronouns as subjects and objects

- › We **cannot omit who/which/that** when it is the **subject** of a relative clause; that is when there is not a noun or a subject pronoun between the relative pronoun and the verb. *Amy is a tutor. She teaches history. Amy is a tutor **who/that** teaches history.*
- › We **can omit who/which/that** when it is the **object** of a relative clause; that is when there is a noun or a subject pronoun between the relative pronoun and the verb. *Cynthia applied for a job. She saw it in the local paper. Cynthia applied for a job (**which/that**) she saw in the local paper.*

Note: Do not confuse **who's** – the short form of **who** is and **who has** – with **whose** – which expresses possession.

Relative adverbs

- › We use **where** to refer to **places**. **Where** is used after nouns such as **place, house, street, town, country**, etc. *Melbourne is the city **where** I grew up.*
- › We use **when** to refer to **time**. **When** is used after nouns such as **time, period, moment**, etc. It can be replaced by **that** or omitted. *Monday is the day (**when/that**) he starts a new job.*
- › We use **why** to give **reasons**. **Why** can be used after the word **reason**. It can be replaced by **that** or omitted. *She didn't tell us the reason (**why/that**) they argued.*
- › We don't use a preposition with **where** or **when**. *The school **where** she teaches is in Cardiff.* (NOT: *The school **where** she teaches **at** is in Cardiff.*)
- › We can replace **where/when** with a preposition followed by **which**. In informal English, this preposition is placed at the end of the sentence and **which** is omitted. *That's the street **where/on which** Fay lives. That's the street Fay lives on.*
- › **Which** can be used in expressions of quantity with 'of' (*some of, many of, half of*, etc) or after prepositions. *She applied for four jobs, two **of which** are overseas.*

Defining/Non-defining relative clauses

There are two types of relative clauses: **defining relative clauses** and **non-defining relative clauses**.

- › A **defining relative clause** gives necessary information and is essential to the meaning of the main sentence. We do not put the clause in commas, and it is introduced with **who, which, that, whose, where, when** and **(the reason) why**. The relative pronoun can be omitted when it is the object of the relative clause. **The barista who works at Marco's Café makes great coffee.** (Which barista? The one who works at Marco's Café.) **I visited the office where my brother works.** (Which office? The one where my brother works.)
- › A **non-defining relative clause** gives extra information and is not essential to the meaning of the main sentence. The clause is put in commas, and it is introduced with **who, which, whose, where** and **when**. We cannot omit the relative pronoun or adverb. We cannot use **that** instead of **who** or **which**. **We introduced ourselves to our new colleague, who is very pleasant.** (The meaning of the main sentence is clear; 'who is very pleasant': the relative clause gives extra information.)

- 1 Look at the dialogue and the words in bold on p. 18. Identify the *relative pronouns* and the *relative adverbs*. What does each adverb/pronoun refer to? Underline one *defining* and one *non-defining relative clause*. How do the two types of clauses differ?
- 2 Choose the correct option.
 - 1 Mrs Smith is the woman **who/which** interviews all the new staff.
 - 2 The Bluebell café is the place **which/where** I am working this summer.
 - 3 Tuesday and Wednesday were the days **whose/when** Emma was away on sick leave.
 - 4 Sarah, **who's/whose** dad owns a hotel, works as a tour guide.
 - 5 Mike didn't tell us the reason **why/which** he didn't get the promotion.
 - 6 This is the uniform **that/where** Brian wears to work.
 - 7 Waitressing, **which/that** is a popular part-time job for students, doesn't always pay well.
 - 8 Doctors are professionals **whose/that** job can be very stressful.
- 3 Read the information about Chris Kensworth, an Australian surf coach. Complete the sentences with a *relative pronoun/adverb* and the information given.

who
which
that
when
where
whose

Chris opened his surf school
Chris's school offers
wife is also a surfer
~~now works as a surf coach~~
Chris has won three times
Chris is the busiest

- ① Chris Kensworth is an ex-professional surfer **who now works as a surf coach** in Sydney.
- ② Bondi Beach is the place five years ago.
- ③ The lessons are suitable for everyone, from beginners to more advanced surfers.
- ④ Summer is the time of year and lots of people want to learn to surf.
- ⑤ Chris, , recently got married.
- ⑥ Chris and his wife met during The World Surfing Championships,
.....



4 Fill in *who, which, whose, when, where* or *why* and say whether they can be omitted or not, as in the example.

- | | |
|--|--|
| <p>1 A: The café where I work is looking for more staff. cannot be omitted
B: Oh really? I might apply.</p> <p>2 A: Do you know the reason everyone is so happy?
B: Don't you know? We're getting a big bonus next month!</p> <p>3 A: My boss is the best, I'll always be grateful for the day she gave me a job.
B: Yes, you're very lucky.</p> <p>4 A: The tutor you recommended is excellent.
B: I'm glad you like him.</p> | <p>5 A: Sam, parents are both teachers, needs a maths tutor to help him with his homework.
B: That's surprising.</p> <p>6 A: The camp leader taught me to sail is Tim's cousin.
B: I didn't know that.</p> <p>7 A: I visited the restaurant your sister works yesterday.
B: Did she talk to you?</p> <p>8 A: David set up his own online company, is called Dave's Stuff.
B: Good for him. Send me the link.</p> |
|--|--|

5 Owen wants to go to a career fair, an event where people learn about different types of professions. Read what Owen says about the event and join the two sentences using the *relative pronoun* or *adverb* in brackets.

- 1 I want to go to the career fair. It takes place at the end of the month. (**which**)
I want to go to the career fair which takes place at the end of the month.
- 2 It takes place at a hotel. The hotel is in the city centre. (**where**)
.....
- 3 I need to find out the exact date. The event happens then. (**when**)
.....
- 4 At the fair, there are experts. They give information about a variety of careers. (**who**)
.....
- 5 I can learn about different jobs. They may be suitable for me. (**which**)
.....
- 6 I'd like to talk to professionals. Their experience can help me decide on my future career. (**whose**)
.....



6 Rewrite the sentences in as many ways as possible, as in the example.

- | | |
|--|--|
| <p>1 That's the summer camp at which I was a leader.
That's the summer camp which I was a leader at.
That's the summer camp I was a leader at.
That's the summer camp where I was a leader.</p> <p>2 That's the café in which we often have lunch.
.....
.....
.....</p> <p>3 2022 was the year in which I started my part-time job.
.....
.....
.....</p> | <p>4 That's the travel company at which Ann is a tour guide.
.....
.....
.....</p> <p>5 This is a great website on which I found lots of jobs for teens.
.....
.....
.....</p> <p>6 Monday is the day on which Jared starts his new job.
.....
.....
.....</p> |
|--|--|

- 7** Read the sentences and decide which sentences contain a defining relative clause (*D*) and which contain a non-defining relative clause (*ND*). Then, add commas where necessary.

THE WEIRD AND WONDERFUL WORLD OF WORK

- 1 People who walk or cycle to work are happier than people who drive. D
- 2 The word 'boss' comes from the Dutch language where it means 'master'.
- 3 CEOs who are the people that run companies get paid 300 times more than the workers.
- 4 Working in an office where there is a low temperature makes you more likely to make mistakes.
- 5 Herman Goldman who was born in 1913 was still going to work at the age of 101.
- 6 1482 was the year when Leonardo da Vinci wrote the first CV ever.



- 8** Fill in the *relative pronoun/adverb*. Add commas where necessary. Write *D* (defining) or *ND* (non defining) and say whether the *relative pronoun/adverb* can be omitted or not.

- 1 Jenny, *who* loves working with kids, wants to be a camp leader. *ND – cannot be omitted*
- 2 This is the café James works as a barista.
- 3 She's looking for a job has flexible working hours.
- 4 Jade mum is a doctor wants to study medicine at university.
- 5 9 am is the time I have my job interview.
- 6 He can't understand the reason his business is failing.
- 7 The young man we interviewed on Monday seems perfect for the position.

- 9** Join the sentences. Use *relative pronouns and adverbs*.

- 1 My parents run a successful business. They're in their mid-forties.
My parents, who are in their mid-forties, run a successful business.
- 2 Jane missed work today. The reason was that she was ill.
.....
- 3 Matilda is a colleague. Her organisation skills are excellent.
.....
- 4 Mr Benson bought a villa. His salary is ten times the size of mine.
.....
- 5 The café is hiring extra staff. Kelly works there.
.....
- 6 She'll never forget that day. She got her first pay cheque then.
.....
- 7 Nadia is in charge of training new employees. She is our most experienced manager.
.....

10 Read the text and choose the correct option (A, B or C).

Home | Latest Posts



Hi everyone! I have a job as a babysitter, 1) I enjoy a lot. It's a job 2) a lot of people think is easy, but I can tell you it isn't. Babysitting isn't only about taking care of a child. It's a complex job 3) keeping the child safe is only one part. A babysitter is someone 4) parents trust completely. 16 - 18 years old is the usual age 5) many teenagers start babysitting to earn some extra money - that's how old I was. Parents look for someone 6) their child likes and who they get along with, too. The reason 7) is because the ideal babysitter is someone 8) becomes a part of the family.

- | | | |
|-----------|----------------|---------|
| 1 A that | B which | C who |
| 2 A when | B who | C that |
| 3 A that | B of which | C which |
| 4 A who | B where | C when |
| 5 A who | B when | C which |
| 6 A which | B where | C - |
| 7 A why | B which | C that |
| 8 A where | B which | C who |

11 Complete the second sentence so that it means the same as the first. Use two to five words, including the word in bold.

- She quit her job because she wasn't happy there any more. **WHY**
The reason **why she resigned** from her job was that she was unhappy there.
- The babysitter they hired has very good manners. **WHOSE**
They hired a babysitter very good.
- They gave Addison a bonus because her work is amazing. **WHO**
Addison, job, got a bonus.
- Peggy has a job interview tomorrow. **WHEN**
Tomorrow is the day going to a job interview.
- We are working on a very difficult project. **WHICH**
The project is very difficult.
- George is from Canada and he often travels there on business. **WHERE**
Canada, , is a place he often visits on business.



#SPEAKING

12 Work in pairs. Describe a type of professional using *relative pronouns/adverbs*. Your partner has to guess the professional you are describing.

A: This is a person whose job has to do with sports. The people that they work with can be professionals or amateurs. The place where they work is often outdoors, but it can be indoors, too. They need to make fair decisions, which will decide the progress of a game.

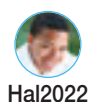
B: Are you talking about a referee?

A: Yes, I am!

1 Choose the correct option.

- 1 Mark is working/works on his project now.
- 2 Lucy does/is doing her homework every evening.
- 3 The interview is starting/starts at 10 am.
- 4 Sylvia doesn't use/isn't using a planner app because she doesn't know how they work.
- 5 Joanne babysits usually/usually babysits for Mrs Green on a Friday night.
- 6 Do you work/Are you working from home this week, Myriam?
- 7 I find it annoying that you're always talking/talk always during lectures.

2 Complete the text messages with the verbs in brackets in the *present simple* or the *present continuous*.



Hi Julie! 1) Are you going (you/go) to an interview today?



OK. Great. Well, good luck! This afternoon, my sister and I 4) (go) to Kings Café for a coffee. 5) (want) to meet us and tell us all about it?



Great! We 9) (watch) the new comedy at the cinema after that, if you want to come.



Hal2022

OK. See you later! Good luck again!



Yes! I 2) (get) ready right now. I 3) (leave) in half an hour.



Jules19

OK. The interview 6) (finish) at 1 pm and then I 7) (catch) the bus. It 8) (leave) at 1:15 so I can meet you at 2.



Jules19

Sorry, I can't. I 10) (eat out) with my family on Fridays. Let's hope it's a celebration dinner tonight!



Jules19

Thanks!



Jules19

3 Complete the sentences with the *present simple* or the *present continuous* of the verbs.

- 1 **think**
 - a Frank is thinking of becoming a camp leader.
 - b He thinks it's a good job for a teen.
- 2 **have**
 - a We a new history teacher.
 - b They a meeting at the moment.
- 3 **look**
 - a It like Theo got the job.
 - b Nelly for a new job these days.
- 4 **be**
 - a I don't understand why you so silly right now.
 - b Anita a very creative person.
- 5 **see**
 - a I the careers counsellor next Tuesday.
 - b I that the new manager is in her office.
- 6 **taste**
 - a The chef the sauce to see if it's ready.
 - b This coffee bitter.

4 Fill in *than, the, of or in*, as in the example.

- 1 This is **the** biggest company **in** the area.
- 2 Lee's new job is better his old one.
- 3 Working part-time pays less working full-time.
- 4 Katy was best choice all the applicants.
- 5 This camp is most popular one the county.
- 6 My dad works longest hours of everyone my family.

5 Complete the dialogue using the adjectives/adverbs in the list in the *comparative or superlative* form.

A: Hey Kelly! How's things? What are you doing these days?

B: Hi Greg! I'm looking into different degrees. I want to find 1) **the best (good)** course for me.

A: Of course. It's a lot 2) (**easy**) when you know what you want to do. I feel much 3) (**relaxed**) now I know what I want to study. I'm applying for astrobiology courses.

B: Wow! I'm still trying to decide. I don't want to study somewhere 4) (**far**) than 100 miles away. I'd like to be 5) (**close**) to come home for the holidays. But I want to find a course that is 6) (**interesting**) than what the local universities have to offer.

A: That makes things 7) (**difficult**) than usual. Why don't you ask a teacher for advice? I think Mr Green has his office open 8) (**early**) of all the other teachers for students who want to chat.

B: Great! I definitely need to speak to someone 9) (**old**) and 10) (**wise**) than me!

A: Well, he's 11) (**cool**) teacher in the school and I think you'll be able to talk to him 12) (**easily**) than anyone else.

B: You're right. I'll talk to him tomorrow then.



6 Put the adjectives/adverbs in brackets into the correct form.

- 1 My teacher says listening is as **important** as (**important**) speaking.
- 2 Creativity is much (**difficult**) to develop than people think.
- 3 Going to university is even (**expensive**) these days.
- 4 Tom thinks the exams are getting (**hard**) and (**hard**) every year.
- 5 Janet isn't (**organised**) enough to set up her own business.
- 6 The lecturer is talking too (**fast**) and some students can't understand her.
- 7 Julie is by far (**creative**) of all the students in the class.
- 8 His exam results were slightly (**bad**) than he expected.
- 9 Pat's boss asked him to work a little (**carefully**).
- 10 The (**slowly**) you work, the (**little/likely**) you are to get a pay rise.


7 Choose the correct option. Add commas where necessary, then say whether the relatives can be omitted (O) or not omitted (NO), as in the example.

- 1 Mr Stephens, is my guidance counsellor, helped me choose my degree course. NO
A that B which **C who**
- 2 Oxford is a university you can study over 120 different courses.
A which B where C that
- 3 Have you looked at the courses the local college offers?
A which B who C where
- 4 Mrs Shires daughter is the captain of the basketball team is my maths teacher.
A which B whose C who
- 5 That's the reason he decided to get a part-time job.
A why B where C when
- 6 Stella is a teacher at Moreland Secondary School her husband also works.
A which B when C where
- 7 The course I chose offers a year of study abroad.
A which B when C who
- 8 Helen works at the local café offered me a job there, too.
A which B whose C who

#READING

8 Read the blog post. Put the verbs in brackets into the *present simple* or the *present continuous* and the adjectives/adverbs into the correct form. Then, choose the correct option.

Home | About | **BLOG** | Contact



Hi, everyone! I **1) 'm finishing (finish)** secondary school in two months and I **2) (still/try)** to decide what to do next. The reason **3) why/ which** I'm worried is that I **4) (not/know)** which course to study, where to go or what to decide! Is taking a year off to work or travel **5) (good)** than starting college straight away? My parents **6) (constantly/tell)** me that I always take too long to make a decision and it's so annoying! They think I need to hurry and make up my mind, but I **7) (not/want)** to make a decision **8) that/who's** rushed and maybe wrong. On the one hand, going to university these days is **9) (expensive)** than ever, so I **10) (think)** about getting a job first to save up money. But this **11) (mean)** that I'll be a year behind my friends. The **12) (much)** I think about all the options, the **13) (confused)** I get. Is there anyone else **14) who/which** is in the same situation as me? What **15) (you/ believe)** I should do? Post a comment and let me know!

f t @

#WRITING

9 Write your comment to the blog post in Ex. 8.

a minute ago

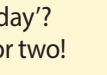
👍
💬
REPLY

#PHRASAL VERBS

- **carry out:** do/complete a task/job
- **get along (with):** be friendly to others
- **keep up with:** learn about the latest news, etc
- **put off:** decide to do sth at a later time/date
- **set up:** create or start (a business)
- **write down:** make a note on a piece of paper

1 Read the jokes and fill in: *along, up (x2), down, out, off*.

- | | |
|--|--|
| <p>1 A: How can you tell the sea gets with the beach?
B: It waves!</p> <p>3 A: Did you hear about the balloon factory that went out of business?
B: Yeah. They couldn't keep with rising prices!</p> <p>5 A: What do you write on a rabbit's birthday card?
B: Hoppy Birthday!</p> | <p>2 A: Do you know the saying 'never put till tomorrow what you can do today'?
B: Yes, but I always add an extra day or two!</p> <p>4 A: How do you carry a conversation with a giant?
B: Use big words!</p> <p>6 A: On the last mission to the Moon NASA set a restaurant. It didn't last very long.
B: I know. There was no atmosphere!</p> |
|--|--|





#PREPOSITIONS

2 Fill in *on* (x 2), *at*, *to* and *up*.

- The teachers in this country are the most highly-paid teachers in the world, earning £60,00 a year average.
Which country is it?
A the USA **B** Luxembourg **C** India
- According statistics, what percentage of teachers in the USA resign from their job after only five years of teaching?
A about 10% **B** about 30% **C** about 50%
- Where does it take least three years of studies at an academy to become a police officer?
A Sweden **B** Finland **C** Norway
- Which of the following courses is the most to date and constantly changing?
A Artificial Intelligence **B** Data Science **C** Cloud Computing
- What do experts believe happens when children study while they are their summer holidays?
A Children return to school very tired. **B** Teachers do their job more easily.
C Children become better learners.

#WORD FORMATION

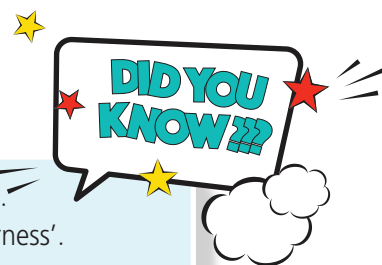
Nouns referring to people/jobs

We can add the following suffixes to nouns or verbs to form nouns that refer to people or jobs:

- er: **teach** – teacher -ant: **account** – accountant -ist: **reception** – receptionist
-or: **direct** – director -ian: **library** – librarian

3 Form nouns from the words in brackets to complete the sentences.

- 1 The famous American writer Mark Twain was a great **(comedy)**.
- 2 The word **(engine)** comes from a Latin word that means 'cleverness'.
- 3 An **(account)** invented bubble gum.
- 4 The **(art)** Leonardo da Vinci had bad organisational skills.
- 5 The languages that **(translate)** use the most are English, French and German.



Imagine your school is planning a Careers Day. Look at the different activities that can take place at this event. With your partner, talk about these activities. Compare the activities and decide which are more suitable for the event.

WORKSHOPS



Workshops on creativity and other soft skills

LECTURE



A lecture about the importance of education in the world of work

FAIR



A career fair

TALKS



Talks by young professionals sharing their experiences

SCREENINGS



Screenings of videos showing different professionals at work

- A: Workshops on creativity and other soft skills seem useful because we can work on skills we need now as well as in the future.
- B: That's true. Also, I think a workshop is more interesting than a lecture, which can sometimes turn out to be long and boring.