

1 Language: *so / such / too / enough*

We use *so* to express emphasis:

<i>so</i> + adjective:	• I'm so tired!	= I'm very tired.
<i>so</i> + adjective + (<i>that</i>) + verb:	• He was so tired (that) he fell asleep in front of the TV.	= He was very tired. As a result, he fell asleep.

We also use *such* in order to express emphasis:

<i>such</i> + (adjective) + noun	<ul style="list-style-type: none"> • It's such a pity! • It's such a lovely day! • They're such nice people! • They're such nice people (that) they won't be angry. • It was such beautiful weather (that) we stayed out all day.
• It's too difficult (for me) to do that.	= It's very difficult. I can't do it.

Look at these ways of using *enough*:

<i>enough</i> + noun:	• Are there enough books?
<i>enough</i> + noun + <i>to</i> :	• Are there enough people to start the class?
Adjective + <i>enough</i> + <i>to</i> :	• Is it cold enough (for us) to turn on the heating?

Rewrite these sentences as one sentence, using the word in brackets.

- The film was very sad. Everyone cried. (so)
.....
- I can't understand him. He speaks too fast. (too)
.....
- How much money have we got? Can we pay for the tickets? (enough)
.....
- It was a very good meal. We ate far too much. (such)
.....
- The teacher was very stupid. He believed the children. (enough)
.....
- The trousers were very cheap. I bought six pairs. (such)
.....
- How much food is there? Can we feed everyone?. (enough)
.....
- The film was very bad. Most people walked out. (so)
.....
- He can't walk far. He's old. (too)
.....
- My boss was kind. He paid for the meal. (enough)
.....

1 My score: out of 10

1 Language: word formation – prefixes and suffixes

A prefix is added to the beginning of a word to change its meaning.

Here are some examples of prefixes added to nouns:

mis (= bad or wrong)	• mis understanding • mis spelling • mis use
non- (= not, usually with a hyphen)	• non -smoker • non -fiction • non -payment
in (= without)	• in accurate • in ability • in decision
mis (= to do something badly or wrongly)	• mis understand • mis spell

Common prefixes added to verbs include the following:

re (= to do again)	• re write • re do • re make
dis (= to not do something)	• dis agree • dis approve • dis obey

Prefixes added to adjectives include those that give a negative meaning to the adjective:

im (used before <i>b, m, p</i>)	• im possible • im mature • im balance
in	• in active • in elegant
il (used before <i>l</i>)	• il legal • il literate
un	• un recognised • un comfortable • un attractive

A suffix is added to the end of a word to change its meaning. Here are some examples of common suffixes added to words in order to make adjectives:

able (= able to be)	• drink able • wash able
less (= without)	• hope less • pain less
en (= made of something)	• wood en • gold en
ish (= approximately)	• twenty ish • green ish

Put the word in brackets into the correct form.

- | | |
|--|-------------|
| 1 They have no children. They are | (child) |
| 2 I can't accept this situation. It's | (accept) |
| 3 I think we should discuss this project again. Let's it. | (think) |
| 4 It was not sensitive of them to do that. It was very | (sensitive) |
| 5 It was not practical to go to London. It was | (practical) |
| 6 The money they make is for charity. It's a organisation. | (profit) |
| 7 She was a little bit too early for dinner. She was for dinner. | (early) |
| 8 He wasted his time at university. He his time at university. | (spend) |
| 9 She was not satisfied with the restaurant service. She was | (satisfied) |
| 10 He doesn't enjoy being with people. He's | (sociable) |
| 11 I was, but luckily I caught the bus. | (late) |
| 12 He kept warm in the snow. He wore a sweater. | (wool) |
| 13 I couldn't ever take a bribe. It would be | (think) |
| 14 the video. I want to see that shot again. | (wind) |
| 15 He has very bad handwriting. It is completely | (legible) |

1 My score: out of 15

1 Language: *where / whose / what / which / whom*

We use the relative pronoun **where** after nouns referring to place.

London was the city **where** I had lived as a child.

Or, we can use **which + at / in**, or **at / in + which**

London was the city **which** I had lived **in** as a child.

London was the city **in which** I had lived as a child. (more formal)

We use the relative pronoun **whose** instead of *his / her / their*.

That's the girl **whose** cat I'm looking after. (= I am looking after her cat.)

The man **whose** car I borrowed is angry with me. (= I borrowed his car.)

We use the relative pronoun **what** to mean *the thing that / which*.

What you said was very interesting.

They gave me exactly **what** I asked for.

We use the relative pronoun **which** to refer to a whole sentence.

The police believed me, **which** was a relief.

He shouted at her, **which** really upset her.

When the relative pronoun is the object of the clause, we can use **whom**, but it is very formal.

The person (**whom** / who / that) you described is coming to dinner.

The professor **to whom** I spoke is famous. (= The professor (who) I spoke to is ...)

Rewrite these pairs of sentences as one sentence using the relative pronoun in brackets.

- 1 This is the place. We met in this place. (where)
.....
- 2 I haven't done enough revision. This means that I may not pass the exam. (which)
.....
- 3 You did something. I know about it. (what)
.....
- 4 The lecturer has written an important book. We are listening to the lecturer. (whom)
.....
- 5 That's the girl. I really fancy her brother. (whose)
.....
- 6 They held the party in a room. It was on the second floor. (in which)
.....
- 7 You have it. I need it. (what)
.....
- 8 There's the girl. Her dress is the same as yours. (whose)
.....
- 9 The workers arrived very late. This was very annoying. (which)
.....
- 10 Is this the street ? Did it happen here? (where)
.....

1 My score: out of 10

1 Language: defining / non-defining relative clauses

A defining relative clause tells you *which* person or thing it is referring to.

- She's the woman **who / that** helped me.
- That's the book (**which / that**) everyone is talking about.

Defining relative clauses do not have commas.

In non-defining relative clauses, we already know which person or thing the speaker is talking about. The relative clause simply gives more information about the person or thing.

- We went to Prague, **which** was very beautiful.

With non-defining clauses, we use *who / whom* (not *that*) for people.

- This is my father, **who / whom** you've already met, I think.

We use *which* (not *that*) for things.

This car, **which** won the 1965 Grand Prix, will be put in the Motor Museum.

You cannot omit the relative pronoun in non-defining clauses.

Commas **MUST** be used in non-defining clauses, as shown in the examples above.

Rewrite these two sentences as one sentence, inserting commas where necessary.

- We had lunch in a village. My friend knew the village well.
.....
- People never remember my birthday. It's on 25th December.
.....
- The children welcomed the teacher. She smiled warmly at them.
.....
- The man has left the room. He was the one that asked the question.
.....
- Marie Heather had a fantastic voice. I had never heard of her.
.....
- Where's the dog? It bit the child.
.....
- The Ferrari team is famous. It won the Formula 1 trophy this year.
.....
- 'Have you met James? He lives in the same street as you.'
.....
- The things are on the table. You bought them.
.....
- 'Officer, it was that man. He damaged my car.'
.....

1 My score: out of 10

1 Language: countable nouns / uncountable nouns; plurals

These nouns are usually uncountable:

- news • luggage • baggage • information • weather • accommodation • advice • furniture
- traffic • work • behaviour • luck • travel • permission • progress • damage

To make some of these nouns countable, we use the expression *a piece of*:

- **a piece of** news / **a piece of** luggage / **a piece of** information / **a piece of** advice / **a piece of** furniture

Many abstract nouns can be both countable and uncountable.

When they are uncountable they have a general meaning.

- There's **room** in the car for one more.
(room = space in the car)
- What a large **room** this is!
(room = a particular room in a house)

Words for materials (wood, paper, glass) → are uncountable.

- We need some more **paper**.
- **Glass** is transparent.

When they are countable, they have a particular meaning.

- Do you have much **experience** as a teacher? (= practice in teaching)
- My visit to America was a wonderful **experience**. (experience = the things that happened to me).

But when we refer to something made of a material, the noun is countable.

- Did you buy a **paper** this morning?
(= a newspaper)
- I'd like a **glass** of water.

Some nouns only have a plural form. But we can say a pair of *trousers* / a pair of *scissors*.

- trousers • jeans • scissors • glasses / spectacles • the English / French / Spanish

Some of these sentences have mistakes. Tick (✓) the sentences that are correct. If a sentence is incorrect, rewrite the sentence correctly.

- Happiness is something all human beings want.
- It was pity that we couldn't help him.
- The scissors are over there.
- The news are wonderful!
- That's an interesting information.
- Where are my luggage?
- When they told her, she felt nothing but joy.
- We need to buy some new furnitures for the sitting room.
- My uncle has a flock of sheeps on his farm.
- Have you got a time to help me?

1 My score: out of 10

1 Language: the future tense / the future perfect tense

We use the future perfect tense (*will have* + past participle) to say that something will have been done by a certain time in the future.

- Let's talk about things at the weekend, when **I'll have seen** the doctor.
(= I'll have seen him anytime between now and the weekend, eg, on Thursday, or Friday).

We often use *by* (*by 4 o'clock*, *by Friday*), or *by then* / *by the time (that)* to signify the latest time by which something will have happened.

- The builders **will have finished** the house **by** Friday (and maybe before then).
- By the time** you arrive here tomorrow, I **will have** gone.

To talk about plans and intentions, we use the *going to* future.

- I'm **going to** talk to him tomorrow. (= I've already decided to talk to him).

To talk about something you have decided to do at the moment of speaking, we use *I'll* + verb.

- Jane hasn't heard the news. **I'll** tell her.

To talk about personal arrangements, we often use the present continuous future.

- The Smiths **are leaving** on Friday.
- I'm seeing** her next week.

When we make predictions, we use *will* or *going to*. We use *going to* when there is outside evidence for a future situation.

- Don't worry, **you'll pass** the exam.
- Look at those clouds, it's **going to** rain!

We can use the future simple (*will* / *won't* + verb) when talking about future facts (not a personal arrangement or prediction).

- The train **will leave** at 10.40 pm.
- The Prime Minister **will visit** the hospital.

We can use the present simple tense to talk about events which are part of a timetable.

- We fly** to Spain on Friday and then **leave** for Italy on Sunday.

Complete the sentences with the correct future form, using the verb(s) in brackets.

- By next weekend the ship (*arrive*) at its destination.
- You're too tired to cook. I (*cook*) tonight.
- You've worked all night. You (*be*) very tired tomorrow.
- We (*have*) dinner with our neighbours on Saturday.
- The meeting (*take place*) tomorrow at nine.
- By the time the boys (*get*) there, everyone (*leave*).
- The term (*start*) on 8th September.
- The party (*end*) by the time we (*get*) there.
- If you (*not do*) some revision, you (*not pass*) the exam.
- I (*go*) skiing in Switzerland this year.

1 My score: out of 10

1 Language: *I prefer / I'd rather*

When we talk about preferences in general we use *prefer*, or *prefer + (do)ing*, or *prefer + (do)ing to...*

- I prefer dogs **to** cats.
- I prefer swimming **to** running.

We can also use *prefer + to (do) rather than (to) (do)*.

- I prefer **to** write letters **rather than (to)** use email.
- I prefer **to** cook **rather than (to)** eat out.

To talk about a particular preference we can use *would prefer (not) + to (do)*.

- Would you prefer tea or coffee? \longrightarrow • I'd prefer coffee.
- Would you like to go out tonight? \longrightarrow • I'd prefer **not to** go out.
- \longrightarrow • I'd prefer **to** stay in.

When talking about particular preferences, we can also use *I'd rather (not) (do)*.

- Shall we go by car? \longrightarrow • I'd rather **not** go by car.
- \longrightarrow • I'd rather walk.

When comparing particular preferences, we can use *I'd rather (do) than (do)*.

- I'd rather walk **than** drive.

When we want somebody to do something, we can say *I'd rather (you) (did)*.

- Do you want to do it? \longrightarrow • No, I'd rather you **did** it.

Although we use the past (*did*), we are referring to the present or to the future.

Rewrite the sentences using the words in brackets.

- I like pop music more than jazz. (prefer)
.....
- Can you tell him about it please? (rather)
.....
- I don't want to do my homework now. (prefer)
.....
- I like spending time with one friend more than with a group. (prefer)
.....
- I don't want to go to the theatre. I'd like to see a movie. (rather)
.....
- I don't want to go by car. I'd like to walk. (prefer)
.....
- I like England, but Italy is my favourite place for a holiday. (prefer)
.....
- Mozart was a great composer, but I like Beethoven's music better. (prefer)
.....
- I don't feel like going to the movies tonight. (rather)
.....
- I would prefer to go by car because it's more comfortable. (rather)
.....

1 My score: out of 10

1 Language: *to / so as to / in order to / so that*

There are various ways to talk about purpose. Very often, we use *to*. There is no negative form of this.

- I did it **to** help you.
- We sat down **to** eat.

More formally, we use *so as (not) to*.

- I've started working longer hours **so as to** earn more money.

In order (not) to is even more formal.

- He wrote a letter **in order to** explain why he missed the meeting.

We can also use *so that + can / could / will / wouldn't*.

We **MUST** use this structure when the subjects of the two clauses are different.

- My sister went to China **so that** she **could** learn Chinese.

or

- My sister went to China **to / so as to** learn Chinese.
- I'm speaking slowly **so that** she **will** understand.
- I spoke slowly **so that** she **would** understand.

Less formally, we use *so* without *that*.

- I will arrive early **so** I can get a good seat.

Complete Complete the sentences using *to / so as (not) to / in order to / so that*.

- 1 The students paid the top price they would get good seats.
- 2 He had to stay up late complete his homework on time.
- 3 I've written everything down you'll know what to do.
- 4 Turn the music down disturb the neighbours.
- 5 You need to fill in the form enter the competition.
- 6 You must sign the contract make it legally valid.
- 7 We walked slowly the children could keep up with us.
- 8 I'll say it very slowly help him understand.
- 9 I got up very early miss the train.
- 10 We went by car grandmother wouldn't have to walk very far.

1 My score: out of 10

1 Language: ability and possibility - *can / could / to be able to*

Can and **to be able to** are both ways of talking about ability and possibility.

- I **can** drive (= I **am able to** drive.)
- I **can't** do it (= I'm **not able to** do it.)
- I **can** see you tomorrow (= I **will be able to** see you tomorrow.)

We can also use the negative form **to be unable to**.

- They are **unable** to help.

Can / cannot is more usual than **to be able to**.

Can has only two forms: **can** (present tense) and **could / could not** (past tense).

- You **can** see the doctor now.
- The doctor **could not** see you yesterday. He had to answer an emergency call.
- This morning, I **have been able to** talk to the doctor. (there is no equivalent form of **can**)

When we talk about general ability in the past we use **could**. **Was / were able to** is also possible.

- He **could** swim (= He had the ability to swim.)

BUT, when we talk about ability in a particular situation we use **was able to**, not **could**.

- Luckily he **was able to** swim, so he survived when the boat sank.
- Because he spoke English he **was able to** help her. (= He managed to help her.)

The negative **couldn't** is also possible.

- He **couldn't** swim, so he drowned.

Other ways of talking about ability:

- He **managed to** open the door.
- Do you **know how to** do this?

1A Rewrite the sentences using the words in brackets.

- They've managed to find it.
..... (able)
- We can't go until next week.
..... (unable)
- The child couldn't explain.
..... (know)
- How were you able to persuade them?
..... (manage)
- The army was not able to stop the invasion.
..... (couldn't)

1B Complete the sentences with *could* or *was / were able to*.

- They didn't want to do it but I persuade them.
- When I was younger I run for miles.
- The men were badly wounded but the surgeons save them.
- complete the Marathon last year?
- My son walk at the age of ten months.

1 My score: out of 10

1 Language: participle clauses

We use **-ing** clauses to say what somebody / something is doing or was doing at a particular time.

- | | |
|---|---|
| • Who's the man who is talking to your sister? | • Who's the man talking to your sister? |
| • The light that is flashing on and off is an alarm. | • The light flashing on and off is an alarm. |

We can also use **-ing** clauses to talk about something that happens all the time.

- | | |
|--|--|
| • The motorway that passes the town has a lot of traffic. | • The motorway passing the town has a lot of traffic. |
| • The carpet that hangs on the wall is from Iran. | • The carpet hanging on the wall is from Iran. |

We use **-ed** clauses to do the same thing with the passive.

- | | |
|---|---|
| • The car was parked badly. The police took it away. | • The car parked badly was taken away by the police. |
| • The man who was caught by the police is a murderer. | • The man caught by the police is a murderer. |
| • It's an animal that is only found in tropical countries. | • It's an animal found only in tropical countries. |

Rewrite the sentences as one sentence using participle clauses.

- It's a new book. It was written by three famous journalists.
.....
- Did you see an object? The object was moving very fast across the sky.
.....
- The map shows the route. The map is on the table.
.....
- The present was perfect. It was bought for me by my parents.
.....
- Do you know that woman? She is standing in the corner.
.....
- Children are taught by these methods. The children often do better.
.....
- The man is sitting opposite me. He keeps smiling at me.
.....
- The picture is painted by your sister. It is absolutely awful!
.....
- It's a herb. It's used only in certain parts of the country.
.....
- The stars shine in the sky. They have been there for billions of years.
.....

1 My score: out of 10

1 Language: reporting verbs

When quoting direct speech, many different verbs are used. Here are some of the most common ones:

exclaim cry laugh whisper scream shout murmur grunt

Verbs used for quoting direct speech:

- 'That was wrong of you,' he **exclaimed**.
- 'I'm sorry,' the girl **whispered**.

The same verbs in reported speech:

- He **exclaimed (that)** it was wrong of her.
- The girl **whispered (that)** she was sorry.

Other reporting verbs follow the rules of reported speech. We say:

explain / complain / deny / admit / agree / promise / warn / demand / suggest / recommend + (that) + verb.

- 'It's very dangerous,' he said.

- He **warned us (that)** it was very dangerous.

- 'Why don't you buy the car, John?' I said.

- I **suggested (that)** John **bought** the car.

Some reporting verbs are followed by *to + verb*. These verbs include:

offer / promise / agree / refuse.

- 'I'll lend you the money,' my father offered.

- My father offered to lend me the money.

Other reporting verbs are followed by *someone + to*. These verbs include:

invite / persuade / advise.

- 'You should discuss it,' said the doctor.

- The doctor advised us to discuss it.

The verb *suggest* can be followed by *should* OR the subjunctive form, which is the same as the present simple.

- 'Ring the company,' my friend said.

- My friend suggested (that) we **should ring** the company.

- My friend suggested (that) we **ring** the company.

Note these structures: *accuse someone of + (do)ing / apologise for + (do)ing.*

- 'I know you stole the money, Simon!' she cried.

- She **accused** Simon of stealing the money.

Rewrite the sentences as reported speech using verbs from the box.

complain accuse grunt apologise deny advise admit invite suggest exclaim

- 1 'Come and stay the weekend,' Matthew said to me.

.....

- 2 The customer said, 'The food isn't hot.'

.....

- 3 'Alright, it's true, I borrowed the car,' said the boy.

.....

- 4 The man said, 'I'm so sorry I behaved badly.'

.....

- 5 'I didn't break the window,' the child said.

.....

- 6 My neighbour said, 'Lock up your house,'

.....

- 7 The teacher said, 'John, you're lying.'

.....

- 8 'You could buy it,' my father said to me.

.....

- 9 'I hate school!' exclaimed the girl.

.....

- 10 'All right, I'll do it,' he grunted.

.....

1 My score: out of 10

1 Language: the gerund and the infinitive

The gerund (verb + *-ing*) can be used as a noun, eg as the subject of a sentence.

- **Swimming** is very enjoyable.
- **Watching** television is entertaining.

However, when a noun has a similar meaning to a gerund, we usually use the noun.

- **Work** has to be done. NOT **Working** has to be done.

The infinitive can also be used as the subject of a sentence, but it is very formal and no longer used much. We more often use *it* + adjective + *to*.

- | | | |
|--|---|--|
| • To go to bed early is healthy. | → | • It's healthy to go to bed early. |
| • To eat in restaurants is expensive. | → | • It's expensive to eat in restaurants. |

Look at these different forms of the infinitive:

Examples of their use:

- | | | |
|---|---|--|
| • to (do) = ordinary infinitive | → | • I'm so glad to see you. |
| • not to (do) = negative infinitive | → | • I'm glad not to study today. |
| • to be (do)ing = progressive infinitive | → | • It's great to be talking to you. |
| • to have (done) = perfect infinitive | → | • I'm happy to have finished my exams. |
| • (not) to be (done) = passive infinitive | → | • I'd like to be included in the plans. |
| • to have been (done) = perfect passive infinitive | → | • She ought not to have been told . |

Certain adjectives can be followed by *of* + the infinitive:

nice kind polite rude silly good generous stupid

- It's **nice of you to visit** the old lady.
- It was **rude of him to say** you can't come with us.

But we say: kind / polite / generous / good / generous / rude / nice to someone:

- He is very **nice to the old lady**.
- He was very **rude to you**.
- Please be **kind to them**.

Rewrite the sentences as shown using either the gerund or an infinitive form.

Sometimes both are possible.

- It was wrong of him to do that.
He ought
- I think the gate has been mended.
The gate seems
- It can be risky to invest in the stock market.
..... can be risky.
- I stupidly forgot my passport.
It was
- It can be dangerous to ski off-piste, but many people love it.
..... dangerous but many people love it.
- Is taking vitamin pills sometimes a good idea?
Is it a good idea
- Someone should clean the kitchen.
The kitchen needs
- To meet you again is wonderful.
It's
- I'm delighted I'm working here.
I'm delighted
- I can't see it anywhere.
It's

1 My score: out of 10

1 Language: verbs followed by gerund or infinitive

Some verbs can be followed by the gerund (verb + *ing*) or the infinitive, but with a change of meaning in each case. These verbs include: *to remember / to regret / to go on / to try / to stop / to mean*.

- I **remember phoning** him. (= I telephoned him and I remember that I did this.)
- You must **remember to phone** him. (= This is something you must do.)
- I **regret to say / tell you / inform you** that I am leaving. (= I am sorry, but I must tell you that...)
- I **regret not telling** the truth. (= I did not tell the truth and now I am sorry I did this.)
- The students **went on talking** when the teacher came in. (= The students continued talking when the teacher came in).
- The class discussed unemployment and then **went on to discuss** the economy.
(= First the class discussed unemployment and then it did something else.)
- I wanted to stop smoking so I **tried to smoke** less each day. (= It was difficult to do this.)
- I wanted to stop smoking so I **tried visiting** a hypnotist. (= I used the method of hypnotism).
- I've **stopped looking** in shop windows. (= I don't look in shop windows any more.)
- Sarah was walking home but **stopped to look** in a shop window. (= She stopped in order to look ...)
- I didn't **mean to upset** him. (= I didn't intend to upset him).
- I don't want to tell him if it **means upsetting** him. (= if the result is that he will be upset.)

Put the verbs in brackets in either the gerund or the infinitive form.

- 1 I stopped (*talk*) because I could see no one was listening.
- 2 John stood up angrily and left the dinner table but everyone went on (*eat*)
- 3 Before you leave on holiday, remember (*give*) our neighbour the house key.
- 4 Did you mean (*tell*) him the answer?
- 5 The boy tried (*climb*) the wall but it was too high.
- 6 Do you remember (*meet*) the Watson family last year?
- 7 It was a mistake and I regret (*do*) it.
- 8 I don't remember (*see*) him at the party.
- 9 If we decide to go, it will mean (*leave*) very early.
- 10 The company did badly at first but went on (*do*) very well.

1 My score: out of 10
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1 Language: *It is said that . . . / He is said to . . .*

We use the phrase:

They say / believe / think (that) + verb to talk about general opinion.

- They say (that) the Prime Minister has lost his party's support.
- They think (that) the climate is getting warmer.

To say the same thing more formally, we use the phrase:

It is said / thought / believed / known / feared / whispered (that) + verb.

- It is said (that) the actor has left his wife and family.
- It is thought (that) the Antarctic glaciers are melting.

The infinitive is used in the following very formal structure to talk about general opinion. Notice that the infinitive form corresponds to the tense in the first sentence.

For example: the past tense...	→	...the perfect infinitive
• The terrorists have left the country.	→	• The terrorists are said to have left the country.
For example: future tenses...	→	...progressive infinitive
• The Prime Minister will retire soon.	→	• The Prime Minister is known to be retiring soon.
Here are some more examples:		
• The singer remains silent before a performance.	→	• The singer is said to remain silent before a performance.
• The workers have not been told .	→	• The workers are not thought to have been told .

Rewrite the sentences using the phrases in brackets.

- The council will build a new road round the town. (They say)
- He does not always tell the truth. (It is known)
- The economy is deteriorating. (It is feared)
- The actor will star in a film about Hitler. (is believed to)
- The bears have left the region. (are thought to)
- The author's new book has been completed. (is said to)
- The climber has been lost in the snow storm (It is thought)
- The new group plays very popular music. (is known to)
- It is very dangerous to go hiking alone on this mountain. (They say)
- The scientist is working on a new invention. (is known to)

2B My score: out of 10

1 Language: *to have / get something done / its time we . . .*

We use the structure: *to have something (done)* to talk about an arrangement in which somebody else does something for us.

- I **had** the car **repaired**. (= Someone repaired the car for me.)
- I'm going **to have** my hair **cut**. (= Someone will cut my hair.)

We can also use the structure to talk about an experience that happens to us.

- I **had** my watch **stolen** last week. (= Someone stole my watch last week.)

We can use the same structure but with the word **get**: *to get something (done)*. It is slightly more informal.

- We must **get** the carpet **cleaned**.
- I must **get** my hair **cut**.

We use the structure: *It's time we (left)* to say that it is the right time for something to happen. Although we use the past tense, we are talking about the present or the future.

- It's time someone **told** her the truth.
- It's time you **left** home, young man!

We can also say: *It's time for someone to (do) something*.

- It's time **for her** to **give** him the real story.
- It's time **for us** to **leave** the party.

Rewrite the sentences using either the structure *to have / get something (done)* or the structure *It's time...*

- I think we should ask someone to redecorate the house.
.....
- He ought to return to work.
.....
- Why hasn't she got up yet?
.....
- Someone stole our car last month.
.....
- We need to install a new kitchen.
.....
- I love it when someone manicures my nails.
.....
- We should tell him what really happened to his father.
.....
- The computer was upgraded for me.
.....
- I injured my leg playing football last week.
.....
- My hair's too long, I must get it cut.
.....

1 My score: out of 10