



# Welcome to Class



**Week 2**  
**Class 2**

Cynthia Pérez

**TODOS  
BILINGÜES**



Grupo Innovador Lingüístico S.C

**ARE YOU  
READY?!**





## Unit 2-3

**Simple past, present perfect, present perfect continuous**

**Simple past and past perfect,**

**Simple past and past continuous**

**Could have**

Past simple and present perfect

(have | go | oversleep | read | spend | wear)

1. A: Shall I make us some dinner? It's already eight o'clock.

B: No, thanks. I went to the dentist this afternoon and my mouth hurts too much to eat anything.

2. I have had three lectures today and I still have two more later this afternoon.

3. It was so hot today that I wore shorts and a T-shirt at work.

4. We have spent £200 on food this month and there's another week to go before I get paid.

5. A: Do you want a lift home?

B: No, I overslept this morning because my alarm clock didn't go off, so I need to work late.

6. I haven't read much of the report yet, but I have to finish it by the weekend.



## Present perfect

Already (+)

Just (+)

Yet (- / ?)

Before (- / + / ?)

- a) Laura's just arrived home from work.
- b) We've already seen this film twice.
- c) Has Robert opened his presents yet?
- d) He's just turned on the TV.
- e) I haven't had breakfast yet .
- f) Richard's already phoned me three times today.



## Simple Past

- Past complete actions.
- Past habits of states.
- Situations that started and finished in the past (duration).
- Narrative use: events of the story in chronological order.

I **played** football for 20 years.  
How long **did** you **live** in Brussels?

## Present Perfect

- Actions that occurred in the past but still relevant to the present.
- Started in the past but still happening on regular or habitual basis.
- Not interested in when you did something.

Emily **has broken** her arm.  
The girls **have played** tennis at the club since 2005.

## Present Perfect Continuous

- Action started in the past and has continued up to the present moment.
- Usually emphasizes duration, the amount of time that an action has been taking place.

They **have been talking** for the last hour.  
Why **has** Nancy **not been taking** her medicine for the last three days?



## Pronunciation

**/id/**

T wanted  
D needed

**Voiced Sound**  
= uses the vocal  
cords and they  
produce a vibration  
or humming sound  
in the throat.

*(Touch your throat to feel it)*

**/t/**

P helped  
K looked  
SH washed  
CH watched  
GH laughed  
TH breathed  
SS kissed  
C danced  
X fixed

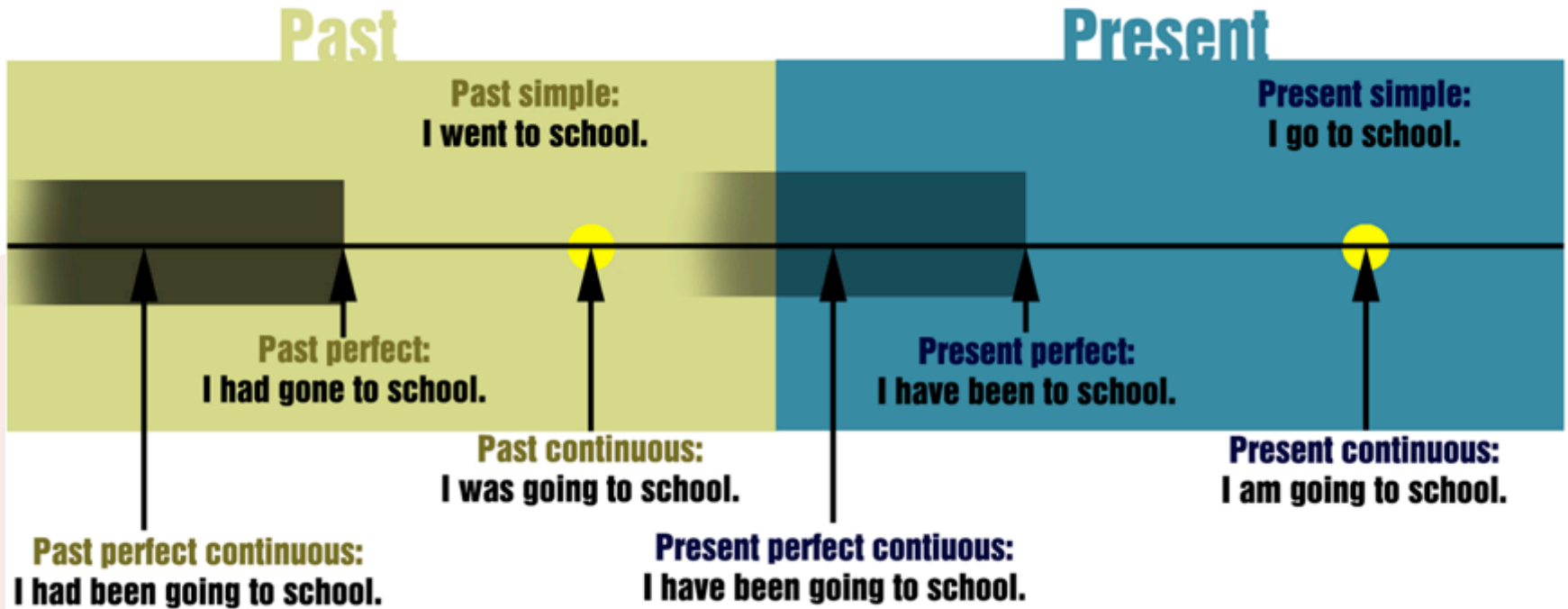
**VOICELESS**

**/d/**

L called  
N cleaned  
R offered  
G damaged  
V loved  
S used  
W followed  
Y enjoyed  
Z amazed

**VOICED**









## Past perfect

had + past participle

### When do we use Past Perfect Tense?

The **past perfect** takes place before another **past action**.

*Example:*

I noticed that he **had left** his books behind.

past action

past perfect

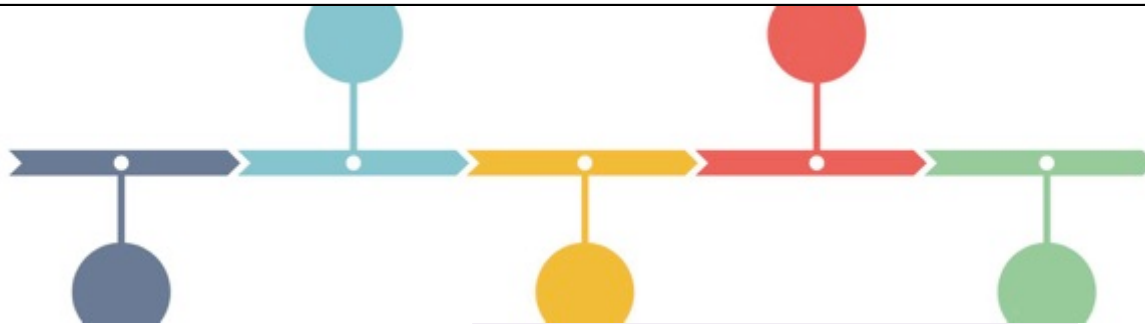


## What happened first?

She **had just finished** her exam when the timer **went off**.

I **couldn't go out** for dinner because I **had left** my wallet at home.

He **had mentioned** feeling sick, but then they **were surprised** when he suddenly **fainted**.





Choose the correct sentence

I've been knowing Jan since primary school. ✗  
I've known Jan since primary school. ✓

I've understood everything you've said. ✓  
I've been understanding everything you've said. ✗

I've lived here all my life. ✓  
I've been living here all my life. ✓



# Listening

## If Statues Could Talk

**How did the Easter Island statues move? Archaeologists are still trying to work out how - and what their story really means.**

***Keywords:***

**carve** (v) to make an object by cutting it out of a substance such as wood or stone

**erode** (v) if the weather, sea or wind erodes rock or soil, it cracks and breaks it so that it is damaged

**land** (n) an area of ground, rather than the sea or the air

**stare** (v) to look at someone or something for a long time





## Verbs-Past Participle

Wake	Waken
Throw	Thrown
Think	Thought
Steal	Stolen
Ride	Ridden
Make	Made
Cling	Clung
Flee	Fled
Kneel	Knelt / Kneeled
Sew	Sewn / Sewed

Blown  
Bitten  
Been  
Chosen  
Cost  
Fallen  
Felt  
Heard  
Hit  
Lost  
Read  
Run  
Sat  
Written

Blow  
Bit  
Be  
Choose  
Cost  
Fall  
Feel  
Hear  
Hit  
Lose  
Read  
Run  
Sit  
Write



## Could have

Used when we want to express something that was possible in the past, but it did not happen.

- I **could have stayed** up late, but I decided to go to bed early.
- They **could have won** the race, but they didn't try hard enough.
- Julie **could have bought** the book, but she borrowed it from the library instead.
- I **couldn't have arrived** any earlier. There was a terrible traffic jam.





## Why is John late?

He **could have got** stuck in traffic.

He **could have forgotten** that we were meeting today.

He **could have overslept**.





## Vocabulary

gesticulate



jeh·**sti**·kyuh·leit

Why are you **gesticulating** like that?





# Jeer



The Prime Minister was met by j\_ \_ \_s from the Members of Parliament.



# Imbibe

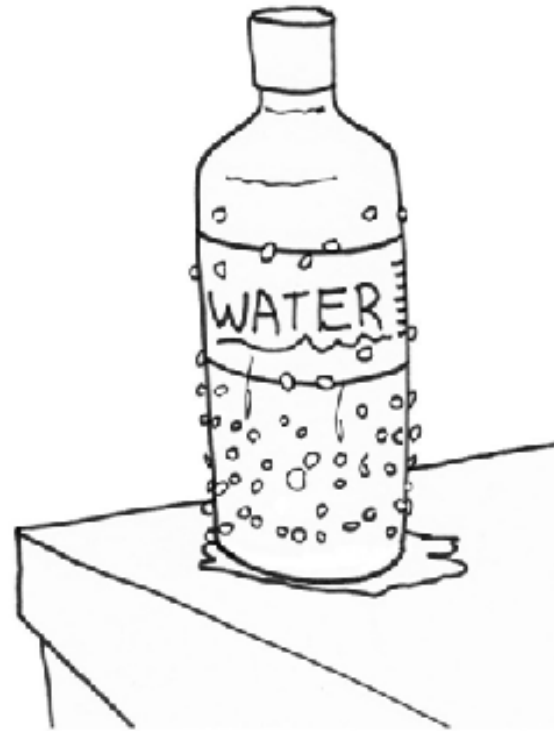


I don't drink much but I do like to i \_ \_ \_ be a bit once in a while.

uhm·**baib**



# Perspire



I always \_ \_rsp\_ \_ \_ really badly in summer.

pr·spai·ur



**SEE**

*you*

**NEXT CLASS!**

**Thank *you* for joining us today.**



# Welcome to Class



**Week 3**  
**Class 3**

Cynthia Pérez

**TODOS**  
**BILINGÜES**



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**ARE YOU  
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## Unit 4-5

- Reported speech
- Reporting verbs
- Indirect Questions
  
- Present Continuous
- Will
- Be going to
  
- Zero and first conditional
- When, as soon as, unless
- Future predictions





# Reported speech

There are two ways of writing down or reporting what was said on any occasion.

## Direct speech

Monica **said**, 'There's nothing we **can** do about it.'

## Reported speech

Monica **said that** there **was** nothing we **could** do about it.

## Reporting verbs

Monica **said/declared** that there was nothing we could do about it.  
'There is nothing we can do about it,' Monica **replied**.





Reporting verbs in general English

tentative

suggest  
imply  
guess  
estimate  
enquire  
doubt  
recommend  
report  
consider

neutral

agree  
say  
tell  
state  
interrupt  
comment  
report  
reply  
answer  
explain  
mention

assertive

assert  
blame  
accuse  
deny  
dismiss  
insist  
plead  
retort



Direct Speech	Reported Speech
"I <u>want</u> a holiday" <i>(Present Simple)</i>	She told me she <u>wanted</u> a holiday <i>(Past Simple)</i>
"Bob <u>is annoying</u> me" <i>(Present Continuous)</i>	Jane said Bob <u>was annoying</u> her <i>(Past Continuous)</i>
"I <u>have eaten</u> too much" <i>(Present Perfect)</i>	He said he <u>had eaten</u> too much <i>(Past Perfect)</i>
"The class <u>has been interesting</u> " <i>(Present Perfect Continuous)</i>	Anne said the class <u>had been interesting</u> <i>(Past Perfect Continuous)</i>
"I <u>saw</u> her arrive" <i>(Past Simple)</i>	He told me he <u>had seen</u> her arrive <i>(Past Perfect)</i>
"The team <u>were playing</u> well" <i>(Past Continuous)</i>	John said the team <u>had been playing</u> well <i>(Past Perfect Continuous)</i>
"I <u>had arrived</u> before 9am" <i>(Past Perfect)</i>	She said she <u>had arrived</u> before 9am <i>(NO CHANGE)</i>

<p>“We <u>had already been dating</u> for 3 years” (<i>Past Perfect Continuous</i>)</p>	<p>Mick told me they <u>had already been dating</u> for 3 years (<i>NO CHANGE</i>)</p>
<p>“I <u>will</u> take you out tonight” (<i>will</i>)</p>	<p>He said he <u>would</u> take me out tonight (<i>would</i>)</p>
<p>“I <u>can</u> easily pass the test” (<i>can</i>)</p>	<p>She said she <u>could</u> easily pass the test (<i>could</i>)</p>
<p>“You <u>must</u> leave immediately” (<i>must</i>)</p>	<p>He told me I <u>had to</u> leave immediately (<i>had to</i>)</p>
<p>“We <u>may</u> go out later” (<i>may</i>)</p>	<p>She said they <u>might</u> go out later (<i>might</i>)</p>
<p>“You <u>ought to</u> come at 7pm” (<i>ought to</i>)</p>	<p>He told me I <u>ought to</u> come at 7pm (<i>NO CHANGE</i>)</p>
<p>“I <u>should</u> have helped you” (<i>should</i>)</p>	<p>He said he <u>should</u> have helped me (<i>NO CHANGE</i>)</p>
<p>“I <u>would</u> walk the dog at night” (<i>would</i>)</p>	<p>She said she <u>would</u> walk the dog at night (<i>NO CHANGE</i>)</p>
<p>“You <u>couldn't</u> do it” (<i>could</i>)</p>	<p>“He told me I <u>couldn't</u> do it” (<i>NO CHANGE</i>)</p>
<p>“I <u>might</u> arrive late” (<i>might</i>)</p>	<p>He said he <u>might</u> arrive late (<i>NO CHANGE</i>)</p>



# Indirect Questions

We use them when talking to a person we don't know very well, or in professional situations, and their form is a little different.

**Could you tell me...**

**Do you know...**

**I was wondering...**

**Do you have any idea...**

**I'd like to know...**

**Would it be possible...**

**Is there any chance...**





# Examples

**Direct:** Where is Market Street?

**Indirect:** Could you tell me where Market Street is?  
(the verb to be, comes after the subject)

**Direct** What time does the bank open?

**Indirect:** Do you know what time the bank opens?  
auxiliary verbs ~~do/does/did~~



# 'Yes / no' Questions

Verb tense	Direct question	Indirect question
Present perfect continuous	Has she been living here long?	Can you tell me if she has been living here long?
Past perfect	Had she found this job when she moved here?	Can you tell me if she had found this job when she moved here?
Past perfect continuous	Had she been living here long when she met you?	Can you tell me if she had been living here long when she met you?
Future simple with 'will'	Will she start her new job next week?	Can you tell me if she will start her new job next week?
Future simple with 'going to'	Is it going to rain later?	Can you tell me if it is going to rain later?
Future continuous	Will Lisa be meeting the boss later?	Can you tell me if Lisa will be meeting the boss later?
Future perfect	Will he have finished the report by tonight?	Can you tell me if he will have finished the report by tonight?
Future perfect continuous	Will he have been studying French for twenty years when he retires?	Can you tell me if he will have been studying French for twenty years when he retires?
Modal verbs	Should we start now?	Can you tell me if we should start now?



1. Does David live in London?

Can you tell me if David lives in London?

2. Did Amanda call John yesterday?

Can you tell me if Amanda called John yesterday?

3. Why had she quit her job before she moved here?

Can you tell me why she had quit her job before she moved here?

4. What should we do now?

Can you tell me what we should do now?

5. Why did Amanda call John yesterday?

Can you tell me why Amanda called John yesterday?

# How many tenses do we have to express future events?

**WILL**

**BE GOING TO**

**SIMPLE PRESENT**

**PRESENT CONTINUOUS**

## Differences?



# WILL

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## Predictions & Forecasts

- I think she will win Wimbledon.
- The weather will be perfect all week.

## Spontaneous Decisions

- Yes, I'll marry you!

## Offers / Promises

- I'll help you plan the party.
- I'll see you tomorrow.

# GOING TO

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## Intentions

- I'm going to read War and Peace this weekend.

## Previously Made Decisions

### Decisions

- We're going to get married, but we don't know when.

## Something that is likely to happen

- Look at those clouds - it's going to rain.
- Watch what you're doing - you're going to fall over.

# PRESENT CONTINUOUS

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## Arrangements & Plans

- We're getting married in Spain on July 24th.
- I'm having coffee with my boss tomorrow.
- I'm meeting my accountant tomorrow at 9am.
- They're flying to Australia tomorrow.

# PRESENT SIMPLE

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## Timetables

- Bus timetables
- Train timetables
- Movie timetables
- Flight timetables

## Scheduled/ Repeated Events

- It's my birthday tomorrow.
- It is Christmas next week!
- I have a German class next week.
- He has a job interview in a fortnight.

## Future-Choose the correct tense

1. We \_\_\_\_\_ dinner at nice restaurant on Saturday, but we haven't booked a table yet. (to have) **Are going to have**
2. My ski instructor believes it \_\_\_\_\_ in the mountains tomorrow evening. (to snow)  
**Will snow**
3. On Sunday at 8 o'clock! \_\_\_\_\_ my friend. (to meet)  
**Am meeting**
4. The English lesson \_\_\_\_ at 8:45. (to start)  
**starts**
5. Wait! \_\_\_\_\_ You to the station. (to drive)  
**Will drive**

# CONDITIONAL

These tenses are used to speculate about what could happen, what might have happened, and what we wish would happen.

Conditional sentence type	Usage	If clause verb tense	Main clause verb tense
Zero	General truths	Simple present	Simple present
Type 1	A possible condition and its probable result	Simple present	Simple future
Type 2	A hypothetical condition and its probable result	Simple past	Present conditional or Present continuous conditional
Type 3	An unreal past condition and its probable result in the past	Past perfect	Perfect conditional
Mixed type	An unreal past condition and its probable result in the present	Past perfect	Present conditional

## The Zero Conditional

If + present simple, .... present simple.

This conditional is used when the result will always happen.

The 'if' in this conditional can usually be replaced by 'when' without changing the meaning.

- **If** water reaches 100 degrees, it **boils**.
- **If** I eat peanuts, I **get** sick.

# Activity

**If** you **heat** ice, it **melts**.

Ice melts if you heat it.

**When** you **heat** ice, it **melts**.

Ice melts when you heat it.

## RAIN AND (GET) WET GRASS

If it rains, the grass gets wet.

The grass gets wet if it rains.

When it rains, the grass gets wet.

The grass gets wet when it rains.

## First conditional

It has the present simple after 'if', then the future simple in the other clause:

**if + present simple, ... will + infinitive**

It's used to talk about things which might happen in the future

- **If it rains**, I won't go to the park.
- **If I study** today, I'll go to the party tonight.
- **If I have** enough money, I'll buy some new shoes.
- She'll be late **if the train is** delayed.
- She'll miss the bus **if she doesn't leave** soon.
- **If I see** her, I'll tell her.



# Activity

1. Steve, **a. Will you do**  
**b. Do you do** the washing up if I cook dinner?
2. My parents will be worried **a. If I get**  
**b. If I'll get** home very late.
3. What will she say if her boyfriend **a. asks**  
**b. will ask** her to marry him?
4. I **a. don't buy**  
**b. won't buy** the camera if it's very expensive.
5. If we **a. don't take**  
**b. won't take** our coats, we'll be cold.



*Add your  
own  
question!*

*What will  
you do this  
weekend if  
it rains?*

*If you do your  
homework at  
school, what  
will you do  
later on?*

*If you go to  
the cinema  
this weekend,  
what will  
you see?*

*Student 1*

*Student 2*

*Student 3*

*Student 4*





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**Week 4**  
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## Unit 6-7

### Grammar

- Phrasal verbs
- Second Conditional
- Wish /if only + simple past
  
- Talking about obligation and advice
- Comparatives and superlatives

### Vocabulary

- Jobs
- Crime
- Violence
- Give
- Punishment
- Minor offences



## What is a phrasal verb?

A phrasal verb is a combination of a verb and a preposition/adverb that has a different meaning from the original verb.

**VERB + PREPOSITION/ ADVERB**

Example

**give**

**give+ up** = surrender

*I **give up** - tell me the answer!*

*No, you're wrong - do you **give up**?*

*I haven't a clue - I **give up**.*



## Types of phrasal verbs

### Transitive

Require an object in sentence. (someone or something)

They have **called off** the meeting. —————> Cancel, Remove

She **turned down** his proposal. —————> Refuse, Dismiss

The flood **brought about** a huge disaster. —————> Create, Produce

### Intransitive

Do not require an object in the sentence, it can still make sense.

The patient **passed away**. —————> Die

The thief **ran away**. —————> Banish

The car **broken down**. —————> Not working, Paralyzed

## Separable

Phrasal verbs whose words can be separated for using in different places in a sentences.

Please **turn on** the light. —————> move the switch

Please **turn** the light **on**.

I will **pick up** you from the bus-stop. —————> Take up or lift

I will **pick** you **up** from the bus-stop.

## Inseparable

Cannot be separated.

She **looks after** her children. —————> Take care of

They **carried on** their work. —————> Achieve, Endure

You should **stay away** from bad friends. —————> Bypass, Escape

\*All the intransitives verbs are inseparable.



1. Identify each group: intransitive, inseparable, separable and transitive
2. Write a sentence for each group using a phrasal verb.

**Separable**

1

**Do over**-repeat      **Fill out**-complete  
**Make up**-invent      **Put off**-postpone

**Inseparable**

2

**Wait on**-serve      **Call on**-visit  
**Run across**- find by chance  
**Go over**-review

**Transitive**

3

**get along with**-good relationship  
**get rid of**-eliminate  
**Think back on**-recall      **make sure of**-verify

**Intransitive**

4

**Get by**-survive      **Go on**-continue  
**Show up**-arrive  
**drop by**-visit without appointment



## Exercise

1. They hurt my feelings when they **MADE FUN OF** me at school.
2. Everyone says I **TAKE AFTER** my grandfather.
3. I felt bad when Pablo **LEFT** my name **OUT** in his guest's list.
4. For my birthday, my sister **PICKED OUT** the book I really liked.
5. I hate **WAKING UP** at six every day.
6. My friend Silvia **PUT OFF** her birthday party.
7. At the disco I **CAME ACROSS** some old friends.
8. I cannot **PUT UP WITH** crowded buses.

**PUT UP WITH**  
**MADE FUN OF**  
**WAKING UP**  
**PUT OFF**  
**TAKE AFTER**  
**LEFT OUT**  
**CAME ACROSS**  
**PICKED OUT**



## Second conditional

Conditional sentence type	Usage	If clause verb tense	Main clause verb tense
2nd	A hypothetical condition an its probable result	Simple past	Would

### IF + PAST SIMPLE, ...**would** + infinitive

*If people **complained**, things **would** change.*

1. Modal verbs in the main clause: *should/would/might/could*  
If she **knew** the truth, she **might** tell us.

2.If clause-Was /were  
If I **were** wrong, I **would** apologize at once.



## Second conditional-Uses

### IF + PAST SIMPLE, ...**would** + infinitive

1. Use it to talk about things in the future that are probably not going to be true (a dream)

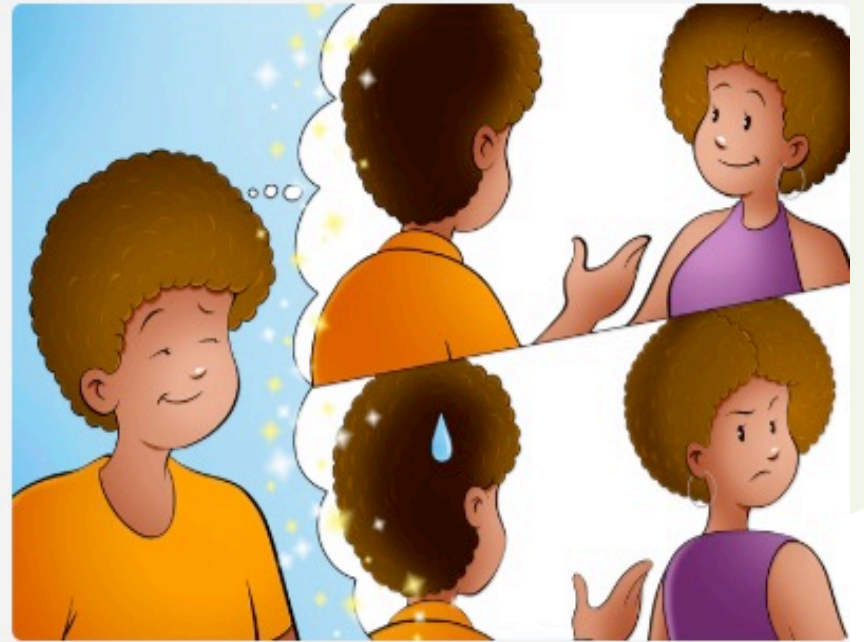
- If I **won** the lottery, I **would buy** a big house. (I probably won't win the lottery)
- If I **met** the Queen of England, I **would say** hello.
- She **would travel** all over the world if she **were** rich.

2. Use it to talk about something in the present which is impossible, because it's not true.

- If I **had** his number, I **would call** him
- If I **were** you, I **wouldn't go** out with that man.



If I **had** a watch, I **would** never **be** late.



If I **asked** Susan out, **would** she **accept**?



If I **had** more time, I **would** take up a sport.



If you **spoke up**, I'd hear you.



## Exercise 1<sup>st</sup> c and 2<sup>nd</sup> c

- 1- If I **were** you, I would take a jacket, just in case.
- 2- If it's sunny, we **Will go** to the beach.
- 3- If I **had** more money, I would change my phone.
- 4- If he phoned me now, I **would tell** him everything.
- 5- I would go have dinner if I **had** more time.
- 6- If I were good with languages, I **would study** French.
- 7- They **will bring** their speakers if they find them.
- 8- We **would have** to study at home if we had more space.
- 9- If you **see** Sara tonight, tell her that I will call her tomorrow.
- 10- **would** you come with me if I asked it to you.



## Wish + past simple

1. To talk about things you would like to be different in the present/ future (but which are impossible or unlike)

- I **wish** I **was** more assertive. I would be a better manager.
- My boss **wishes** he **could** speak English better.
- I **wish** I **was** better with money. I'm always in debt.



## Wish + would or wouldn't

1. To talk about things we want to happen, or stop happening because they annoy us.

- I **wish** the bell **would ring**. I need to go now.
- I **wish** you **would stop** phoning me today, I have a lot of other work to do.
- I **wish** the government **would invest** in schools more.

~~I wish I Would pass this exam~~



## *wish + could*

We use *could* to refer to abilities we would like.

*I wish I could help, but I've got people over for dinner.*

## *wish + past perfect*

The past perfect simple or continuous refers to regrets about the past and to things in the past we now want to be different.

*I wish I'd invested the money instead of spending it.*

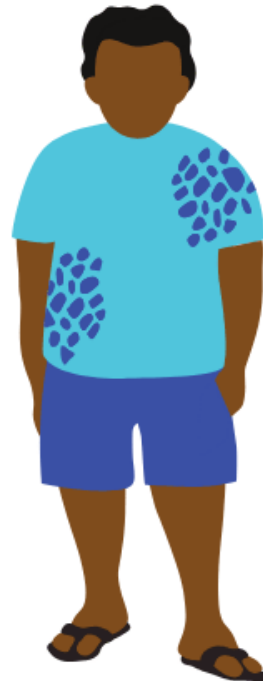


## Comparatives and Superlatives

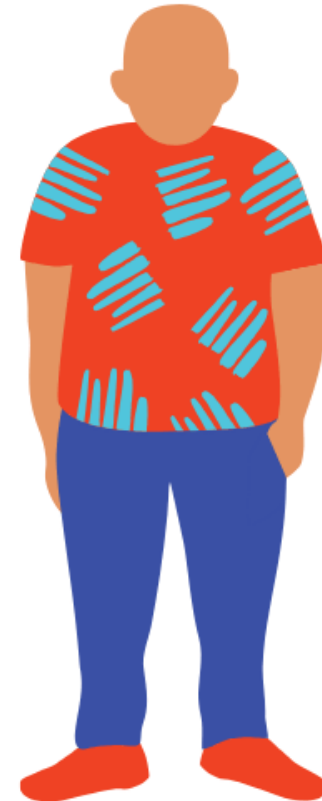
tall



taller



tallest





## Advice-Had Better

1. A friend of your wants to drive home from a party. He's been drinking.

**You'd better not drive. It will be dangerous.**

2. A friend isn't study for her exams.

3. Your 15-years -old sister wants to go on holiday with her mates.

4. Someone has stolen your friend's bag.

5. A friend is going to England to study English.



## **MURDER**

if you kill somebody

## **SHOPLIFTING**

if you steal items from shops

## **ASSAULT**

if you attack someone physically

## **ARSON**

if you deliberately start a fire

## **ROBBERY**

the action of taking property unlawfully from a person or place by force or threat

## **BLACKMAIL**

if you make somebody give you money so that you don't tell people their secrets

## **MUGGING**

if you attack and rob somebody in a public place

## **KIDNAPPING**

if you abduct somebody and hold them captive





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**Week 5**  
**Class 5**

Cynthia Pérez

**TODOS**  
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**ARE YOU  
READY?!**





## Previous Week



If I **had** more time, I **would** take up a sport.



If you **spoke up**, I'd hear you.

### Phrasal Verbs and Second Conditional



## Unit 8-9

### Grammar

- Indefinite pronouns
- Linkers of purpose
- Speculating
  
- Relative clauses
- Articles

### Vocabulary

- Have
- Films
- Protest
- Relationships
- Personal qualities
- Word formation
- Appearance



# Indefinite pronouns



## Indefinite pronouns

1. They are used to show unspecified objects or people (plural or singular).
2. They are used to indicate the entire noun or some of the noun or none.
3. They are used when we want to refer to group of nouns without actually specifying who or how much.

<b>Somebody</b>	<b>Somewhere</b>	<b>Anything</b>	<b>No one</b>	<b>Everybody</b>	<b>Everywhere</b>
<b>Someone</b>	<b>Anybody</b>	<b>Anywhere</b>	<b>Nothing</b>	<b>Everyone</b>	<b>Few</b>
<b>Something</b>	<b>Anyone</b>	<b>Nobody</b>	<b>Nowhere</b>	<b>Everything</b>	<b>Many</b>





## Indefinite Pronouns

### Examples

**Everybody** enjoyed the concert.  
I opened the door but there was **no one** at home.  
It was a very clear day. We could see **everything**.

Everybody **loves** Sally.  
Everything **was** ready for the party.

We use a singular  
verb after an  
indefinite pronoun

They were staying in **somebody's** house.  
Is this **anybody's** coat?

We can add **-s** to an  
indefinite pronoun to make  
a possessive.

## Indefinite Pronouns

### Examples

**Nobody** came.

**Nothing** happened.



We do not use another negative in a clause with ***nobody***, ***no*** or ***nothing***:

~~They didn't eat **nothing**.~~

All the family came, but no one **else**.

If Michael can't come, we'll ask somebody **else**.

So that's eggs, peas and chips. Do you want anything **else**?



## Indefinite Pronouns

	<b>Person</b>	<b>Place</b>	<b>Thing</b>
<b>All</b>	Everyone Everybody	Everywhere	Everything
<b>Positive</b>	Someone Somebody	Somewhere	Something
<b>Negative</b>	Anyone Anybody	Anywhere	Anything
<b>None</b>	No one Nobody	Nowhere	Nothing



1. Before you marry her, I must tell you \_\_\_\_\_ about her parents

- a) Anything
- b) Nothing
- c) Something

2. We had known all the facts he said. We found out \_\_\_\_\_ new.

- a) Anything
- b) Something
- c) Nothing

3. Is \_\_\_\_\_ going to the theatre with me?

- a) Anybody
- b) Somebody
- c) Nobody

4. He's not a liar. I'm sure \_\_\_\_\_ he said was true.

- a) Something
- b) Everything
- c) Anything

5. It's up to her so \_\_\_\_\_ should tell her what to do.

- a) Somebody
- b) Nobody
- c) Anybody



Choose the correct answer

	True	False
Jack found out that it wasn't an isolated island	<input type="radio"/>	<input type="radio"/>
The woman was the owner of the little house	<input type="radio"/>	<input type="radio"/>
The rescue team didn't look for Jack anymore	<input type="radio"/>	<input type="radio"/>
The woman and the kid recognized Jack's voice	<input type="radio"/>	<input type="radio"/>
The kid knew who was knocking at the door	<input type="radio"/>	<input type="radio"/>



## Linkers of purpose

We can use the following linkers to talk about the purpose of an action:

Linking Word	Grammar	Examples
<b>To</b>	+ infinitive	I went <b>to</b> Africa to help build a school.
<b>For</b>	For + noun	We go finishing <b>for</b> fun.
	For + verb-ing	We use this special soap <b>for</b> cleaning woollen jumpers.
<b>In order to</b> <b>So as to</b>	In order to + infinitive	They are rehearsing <b>in order to</b> give a great performance
		They are wearing their wellies <b>so as not to</b> get their feet wet.
<b>In order that</b> <b>So that</b>	Subject + verb	Clear the table <b>in order that</b> we can have breakfast.
		The software was updated <b>so (that)</b> the computer would be more efficient



## Linkers of purpose

1. He open the window. He wanted to let fresh air in. (in order to)

He open the window In order to let fresh air in.

2. I took my camera. I wanted to take some photos. (so that)

I took my camera so that I could take some photos.

3. He studied really hard. He wanted to get better marks. (in order to)

He studied really hard in order to get better marks

4. Jason learns Chinese. His aim is to work in China. (to)

Jason learns Chinese to work in China

5. I've collected money. I will buy a new car. (so that)

I've collected money so that I can buy a new car

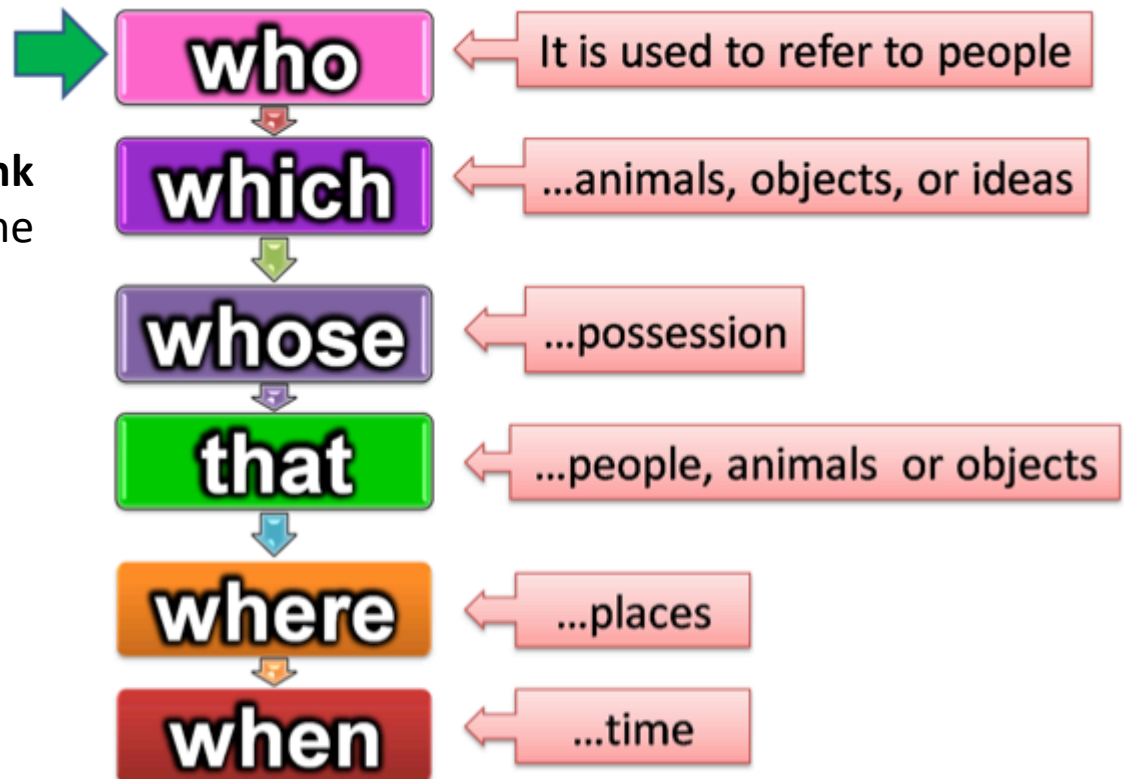


## Relative clauses

Relative clauses are important because they can communicate information more **efficiently and more formally**.

They help us **connect two pieces of information** in a single sentence.

Relative pronouns are used to **link** two sentences that have the same noun or pronoun in them.







## Relative clauses

Now, what about this:

Hey, do you know the girl who is talking to Charles? ←

Better? It's only one sentence, and it is completely understandable, isn't it?

### Analyze this:

Two friends see Charles talking to another girl...

Look! Charles is talking to a girl. Do you know the girl? ← Repetitive, isn't it?





## Examples

- 1.The old man who lives next door.
- 2.He seldom has visitors.

The old man **who** lives next door seldom has visitors.

- 1.I've got a friend.
- 2.His brother is a famous fashion designer.

I've got a friend **whose brother** is famous fashion designer.

- 1.We stayed at a hotel.
- 2.The hotel was very far from the airport.

The hostel **where** we stayed was very far from the airport.



## Defining or non-defining relative clauses?

non-defining	defining
<p><i>His brother, <b>who works at the supermarket</b>, is a friend of mine.</i></p> <p>He has only one brother, and that brother works at the supermarket.</p>	<p><i>His brother <b>who works at the supermarket</b> is a friend of mine.</i></p> <p>He has more than one brother. The one I'm talking about works at the supermarket.</p>
<p><i>It's hoped that we will raise £10,000 for local charities, <b>which help the homeless</b>.</i></p> <p>The money is intended for local charities. All these local charities help the homeless.</p>	<p><i>It's hoped that we will raise £10,000 for local charities <b>which help the homeless</b>.</i></p> <p>The money is intended for local charities. Some of these local charities help the homeless. There are other local charities as well as these.</p>



Fill the gaps with the relative pronouns

whom	which	who	which	who
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1. The first inhabitants of New Guinea, \_\_\_\_\_ arrived at least 50,000 years ago, travelled through the south-east Asian peninsula.
2. These first inhabitants, from \_\_\_\_\_ the Papuan people are probably descended, adapted to the range of ecologies and, in time, developed one of the earliest known agricultures.
3. Remains of this agricultural system, \_\_\_\_\_ are ancient irrigation systems in the highland, are being studied by archaeologists.
4. This work is still in its early stages, so there is still uncertainty as to precisely what crop was being grown, or when/where agriculture arose. Sugar cane, \_\_\_\_\_ is the chief source of sugar, was cultivated for the first time in New Guinea around 6000 BC.
5. People known as the Dani or Ndani, \_\_\_\_\_ form one of the most famous tribe in New Guinea, were the last society of its size to make first contact with the rest of the world.



## Articles

Fill the gaps with the correct article

Every day, early in  morning, she leaves home and drives to the clinic in  town center. She usually has lunch with her colleagues and sometimes teaches in  afternoon. At  weekend, she often visits her brother's family. They live in the countryside, about two hours away by  car.

**DEFINITE**  
**INDEFINITE**

The

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**SEE**

*you*

**NEXT CLASS!**

**Thank *you* for joining us today.**