

B2 CHAPTER 1 SECTION 1

“USED TO” AND “WOULD”

We use **used to** and **would** to talk about memories and past habits that are no longer the case now. **Used to** can describe actions and states; **would** can only describe actions. **Used to** is more common with native speakers.

	used to + bare infinitive	would + bare infinitive
+	I used to live in an apartment.	We would go to our cabin every summer.
-	We didn't use* to have such a big back yard.	We wouldn't come home until midnight.
?	Did you use* to share your room?	Would you always rent a cottage on a lake?
Short Answer	Yes, I did . / No, I didn't .	Yes, we would . / No, we wouldn't .

*Remember to use the auxiliary verb **did** (didn't) + **bare infinitive** of the main verb for question negations.

When using adverbs of frequency* put the <i>adverb</i>...	Examples
before the verb used to .	I <i>never</i> used to like the people next door. Did you <i>always</i> use to have a paved driveway?
after would but before the infinitive .	My grandpa would <i>often</i> stay in our guest room. Mom would <i>sometimes</i> work in the back yard for hours.

* If you need to review the grammar rules from previous levels, go to the **Adverbs of Frequency** chart in **A2**.

B2 CHAPTER 1 SECTION 1

CONFUSING HOMOPHONES

Homophones are two different words which are pronounced the same but are written differently. Here is a list of some common confusing homophones:

<p>[hɪr]</p> <p>hear here</p>	<p>[hɪr] + noun (a sound or what someone says) = hear</p> <p>[hɪr] (location) = here</p>	<p>Did you hear that we are moving to another state? I cannot hear you. It is too noisy here.</p> <p>Do you live here in the area? Is there a gas station near here?</p>
<p>[ɪts]</p> <p>its it's</p>	<p>[ɪts] + noun = its</p> <p>[ɪts] + complement / present participle / past participle (present passive) = it's (it is)</p> <p>[ɪts] + past participle = it's (it has)</p>	<p>I like this house. Its garden is beautiful. The fence needs to be repaired. Its gate is broken.</p> <p>It's a duplex house in a new suburb. I'll show you my room. It's in the attic. It's going to rain, so let's go inside. My dad loves his car, so it's cleaned once a week.</p> <p>The old theatre is lovely. It's been here since 1856.</p>
<p>[ðeɪr]</p> <p>their there they're</p>	<p>[ðeɪr] + noun (possession) = their</p> <p>[ðeɪr] (location) = there</p> <p>[ðeɪr] + complement / present participle / past participle (present passive) = they're (they are)</p>	<p>Did you see their lawn? It was perfect! I've never been to their house. What's it like?</p> <p>Is there a pool in your back yard? I was there all evening, so now I am really tired.</p> <p>Do you like your new neighbors? Yes, they're friendly. Please tell me when they're arriving. I visited the factory where they're made.</p>
<p>[tu:]</p> <p>to too two</p>	<p>[tu:] + bare infinitive / destination = to</p> <p>[tu:] + adjective / at the end of the sentence, meaning "also" = too</p> <p>[tu:] + number = two</p>	<p>We have to repair the roof because it's leaking. I'm going to the mall at 4 p.m.</p> <p>I don't like my room. It's too small. The sofa is too heavy to lift by myself. Would you like to buy the matching microwave, too?</p> <p>We have two bathrooms in our new house. Our garage has space for two cars.</p>
<p>[weɪr]</p> <p>wear where</p>	<p>[weɪr] + clothing = wear</p> <p>[weɪr] (location) = where</p>	<p>I always wear my oldest shoes when gardening. I want to wear my blue shirt, but it's in the laundry.</p> <p>Where do you keep the gardening tools? This is the house where my grandparents lived.</p>



Section 2

Relative Clauses: Objects

B2 CHAPTER 1 SECTION 1

CONFUSING HOMOPHONES (CONTINUED)

[hu:z] whose who's	[hu:z] + noun (possession) = whose	Whose bike is that? Do you know whose phone this is? That is the girl whose dog followed her to school.
	[hu:z] + complement / present participle = who's (who is)	Who's happy with the plan? Who's moving into the old house on Bay Street?
	[hu:z] + past participle = who's (who has)	Who's already done their homework? Who's moved in the last ten years?

B2 CHAPTER 1 SECTION 2

RELATIVE CLAUSES: OBJECTS

A **relative clause** gives us more information about a noun. Here you will be working with relative pronouns as the object of the sentence. The pronoun can be acting as a direct object, indirect object, and an object of a preposition.

FORMATION

Subject Object
She still hasn't found the **book**. **She** lost **it**.

She still hasn't found the **book that she** lost.
(The relative pronoun **that** is the object in the relative clause.)

Note: Since **it** is the object of the sentence, you can leave the relative pronoun out and say:

She still hasn't found the **book she** lost.
Using no object pronoun for the relative clause (∅) is the most common in spoken English.

We use **whom**, **that**, or ∅ (nothing) as object pronouns in relative clauses that describe people.

Whom is grammatically correct but much more formal. People often use **who** instead while speaking.

We use **which**, **that**, or ∅ (nothing) as object pronouns in relative clauses that describe things.

DIRECT OBJECT

This is the **neighbor**. You met **him** at the block party.

↓
whom (who) / that / ∅

More formal:

This is the **neighbor whom** you met at the block party.

Less formal:

This is the **neighbor who** you met at the block party.

This is the **neighbor that** you met at the block party.

This is the **neighbor** you met at the block party. (∅)

I love the new **freezer**. My uncle installed **it** last week.

↓
which / that / ∅

More formal:

I love the new **freezer, * which** my uncle installed last week.
(*See note at the end of the chart.)

Less formal:

I love the new **freezer that** my uncle installed last week.

I love the new **freezer** my uncle installed last week. (∅)

B2 CHAPTER 1 SECTION 2

RELATIVE CLAUSES: OBJECTS (CONTINUED)

INDIRECT OBJECT

The **housekeeper** was kind. I offered **her** some help.

↓
whom (who) / that / ∅

More formal:

The **housekeeper** *whom* I hired was kind and polite.

Less formal:

The **housekeeper** *who* I hired was kind and polite.

The **housekeeper** *that* I hired was kind and polite.

The **housekeeper** I hired was kind and polite. (∅)

The old **wood** was used for my table. You gave me **it**.

↓
which / that / ∅

More formal:

The old **wood**, *which* you gave me, was used for my table.

Less formal:

The old **wood** *that* you gave me was used for my table.

The old **wood** you gave me was used for my table. (∅)

Object of a Preposition

In formal written English, if the verb is followed by a preposition, the preposition goes before the relative pronoun. In spoken English and conversational emails, if the verb is followed by a preposition, the preposition goes to the end of the relative clause. (*Your teacher will tell you his/her preference.*)

The **roofer** is busy until October. I spoke **to him**.

↓
whom (who) / that / ∅

More formal:

The **roofer** *to whom* I spoke is busy until October.

Less formal:

The **roofer** *who* I spoke *to* is busy until October.

The **roofer** *that* I spoke *to* is busy until October.

The **roofer** I spoke *to* is busy until October. (∅)

The **kitchen remodel idea** was in the magazine. I was looking **for it**.

↓
which / that / ∅

More formal:

The kitchen remodel **idea** *for which* I was looking was in this magazine.

Less formal:

The kitchen remodel **idea** *that* I was looking *for* was in this magazine.

The kitchen remodel **idea** *which* I was looking *for* was in this magazine.

The kitchen remodel **idea** I was looking *for* was in this magazine. (∅)

Note: Some relative clauses need a comma. Punctuation and relative clauses will be taught with the topic of defining and non-defining relative clauses in B2 Ch5.



B2 CHAPTER 1 SECTION 3

VERB + GERUND

Many verbs can be followed by a second verb, which takes either the to-infinitive or gerund form.

• **verb + to-infinitive** : I want to go home

• **verb + gerund**: I enjoy working in the garden.

The most common form for the second verb is the **to-infinitive**. It is therefore useful to learn the much smaller list of verbs which are always followed by a **gerund**.

Some verbs commonly followed by a gerund :			Examples
appreciate	enjoy	mind	I really enjoy painting the local landscape. Have you finished putting up the blinds. This dishwasher isn't worth keeping . It leaks.
be	feels like	miss	
can't stand	finish	practice	
consider	hate	suggest	
delay	imagine	worth	
dislike	keep		
Some verbs can use verb + object + gerund :			Examples
approve of	mind	You can't stop me from buying a new toaster! She spends a lot of time cleaning . Sorry to keep you waiting .	
disapprove of	stop from		
like	spend (money / time)		
dislike	remember		
imagine	understand		
keep (from)			
Other uses of gerunds :			Examples
After certain verbs (see above)			I enjoy mowing the lawn. We've finished weeding the garden.
After prepositions			Thank you for coming . Please turn the lights off after leaving the room.
As the subject or object of a sentence			Gardening is good for your health. (subject) I don't like ironing . (object)
After certain expressions *			It's no use hanging out the laundry. It's going to rain. Have fun dusting the shelves.
Subject complement after to be			His biggest wish in life was owning his own home. One of my chores is taking out the trash.
After the comparative than			Let's turn on the air. It's better than dying in this heat. Snowblowing the driveway is quicker than shoveling .



Section 2
Relative Clauses:
Objects

B2 CHAPTER 1 SECTION 3

VERB + GERUND (CONTINUED)

Note: Don't confuse a gerund with the present participle in a continuous tense. If you are not sure, ask yourself if the subject is doing the -ing verb

The **present participle** is part of the verb.

He **is raking** leaves to earn some money.

We've **been raking** up the leaves all morning and still haven't finished!

A **gerund** is used as a noun.

I enjoy **raking** leaves.

Raking leaves is exhausting.

EXPRESSIONS FOLLOWED BY A GERUND

have problems doing something

have difficulty doing something

have a difficult / good / hard / easy / bad time doing something

have fun doing something

spend time / money doing something

waste your time / money doing something

It's no use doing something

It's no good doing something

There's no point in doing something

can't help doing something

B2 CHAPTER 1 SECTION 3

THE CAUSATIVE PASSIVE

In the **causative passive**, the *object* receives the action, but the *subject* doesn't do the action. The subject hires other people to do the action to the *object*. Payment is often involved.

FORMATION

have / get + object + past participle

Tense	Example
Present simple	I get my car serviced every year.
Present continuous	We're having our house redecorated this week.
Present continuous (future)	He's getting his tonsils removed next month.
Past simple	We had our windows cleaned three weeks ago.
Present perfect	I've just had my hair cut .
Future simple	They'll get the old refrigerator taken away next week.
"Going to"	She's going to have her bedroom painted next Friday.
Modals	I really must get that broken window fixed .

Note: The verbs **have** and **get** are used interchangeably.

B2 CHAPTER 2 SECTION 1

GRADABLE AND NON-GRADABLE ADJECTIVES

Gradable adjectives, such as sweet, can be measured and show degrees of "how sweet." These adjectives can be modified to be stronger or weaker with intensifiers or downtoners. **Non-gradable adjectives**, such as "delicious" or "rotten" show extreme or absolute qualities and can only be modified with extreme intensifiers used for emphasis.

Intensifiers / Downtoners: to show degree of how much	Gradable Adjectives
too, extremely, very, rather, reasonably, slightly, a bit	<p>Fruit & Vegetables: bitter, crunchy, fresh, juicy, (over)ripe, sour</p> <p>Dessert: creamy, healthy, light, moist, rich, sweet</p> <p>Protein: chewy, fatty, tough, under/overdone</p> <p>General: appetizing, bland, cheesy, dry, fancy, mild, plain, salty, spicy, strong (-flavored), tasty</p>
Intensifiers: to emphasize	Non-Gradable Adjectives
absolutely, completely, perfectly, practically, simply, totally	<p>Fruit & Vegetables: raw, rotten, seedless</p> <p>Dessert: gourmet</p> <p>Protein: boneless, rare, skinless, well-done</p> <p>General: awful, excellent, delicious, disgusting, fantastic, fat-free, freshly-made, ice-cold, mouthwatering, organic, revolting, sugar-free, unique</p>

Note: The adverbs **fairly**, **pretty**, and **really** can be used with gradable and non-gradable adjectives.



B2 CHAPTER 2 SECTION 1

QUANTIFIERS: WITH OR WITHOUT "OF"

Quantifiers are a type of determiner which show quantity.

Don't use **of** :
if the quantifier is directly before the noun phrase.

quantifier + noun

- **Most** cookies taste delicious.*
- **Each** child got an ice cream.*

Use **of** :
if you combine a quantifier with another determiner (articles, possessive adjectives, or demonstratives).

quantifier + **of** + other determiner + noun

- **Most of** the cookies taste delicious.*
- **Each of** the children got an ice cream.*

*These sentences are all acceptable. Sentences without **of** are very general; with **of** refers to a more specific group.

Of can be left out :
with the quantifiers **all**, **both**, and **half**

- **Both (of)** the avocados were ripe.
- **All (of)** the desserts looked good.

Use **of** :
before a pronoun

quantifier + **of** + object pronoun

- **Both of us** like pineapple.
- **either of them** liked the desserts.

S = singular noun **P** = plural noun **UC** = uncountable noun

Quantifier	S	P	UC	Use	Example
all / all of		X	X	whole amount	She spent all (of) her money on groceries.
any of		X		not one specific thing none	I would eat any of these desserts. I don't like any of these pies.
each	X			two or more things separately	Each sundae has a cherry on top.
each of		X			I gave each of the waiters a good tip.
enough enough of		X	X	sufficient too much	You've eaten enough sugar for one day. I've had enough of your complaining!
a few a few of		X		not many	They had a few menus in English. A few of the menus were in English.
few few of		X		A small number, more formal (informal = only a few)	Unfortunately, we have very few menus in English. Unfortunately, we have very few copies of our menu in English.
quite a few		X		a pretty large number	Quite a few people are allergic to peanuts.

B2 CHAPTER 2 SECTION 1

QUANTIFIERS: WITH OR WITHOUT "OF" (CONTINUED)

S = singular noun		P = plural noun		UC = uncountable noun	
Quantifier	S	P	UC	Use	Example
half / half of		X	X	50%	Half (of) the guests chose the blueberry pie.
a little					We have a little sugar left. It's only enough for my coffee.
a little of			X	not much	There's still a little of the dessert left over.
little			X	A small amount, formal (informal = only a little)	We've got little water left; let's ask for more.
a lot of					There were a lot of complaints about the service.
lots of		X	X	a large number / amount	There were lots of complaints about the service.
many					Many dishes here are very spicy.
many of		X	X	a large number	Many of the dishes here are very spicy.
much					She doesn't spend much money on food.
much of			X	a large amount	She doesn't spend much of her money on food.
most					Most food here is Asian-style cuisine.
most of		X	X	nearly all	Most of the food here is Asian-style cuisine.
more					More people are coming than planned.
no	X	X	X	not a / not any at all	No tofu is on the menu tonight.
none of					None of the meals were very expensive.
one / two... of					Two of the appetizers sounded delicious
plenty of					I put plenty of salt on my steak.
several					I asked several friends to join me.
several of		X		more than a few, but not a lot	I asked several of my friends to join me.
some				P and UC nouns, polite requests, offers	Would you like some more bread?
some of	X	X	X	a fairly large number or amount P and UC nouns, affirmative	It will be some time before I eat beans again! Only some of my friends like sushi.



B2 CHAPTER 2 SECTION 2

QUESTION TAGS: AGREEMENT

We use **question tags** to confirm information and to invite conversation.
 When using question tags to confirm information, your voice goes down (↘) at the end of the sentence.
 Raise your voice (↗) when asking a question to which you don't know the answer.

FORMATION:

pronoun	auxiliary (positive)	other	auxiliary (negative)	pronoun
It	is	great food,	isn't	it? (↘)
You	have	invited him,	haven't	you? (↗)
pronoun	auxiliary (negative)	other	auxiliary (positive)	pronoun
He	doesn't	like broccoli,	does	he? (↗)
Renée	didn't	like the restaurant,	did	she? (↘)

Intonation: **He has a food allergy, doesn't he?** ↘ = Stating a fact that I know.
He has a food allergy, doesn't he? ↗ = I'm not sure, so I'd like to check.

IRREGULAR QUESTION TAGS

(*match auxiliary to correct tense)

Statement	Question Tag	Example
I am...	→ aren't I?	Oh, no. I'm late, aren't I?
imperatives (Be, Shut, Get, etc.)	→ will you? / won't you?	Be quiet, will you?
let's	→ shall we?	Let's go out, shall we?
there	→ isn't there?*	There was a problem, wasn't there?
nothing / everything	→ is it?*	Everything is ready, isn't it? Nothing went wrong, did it?
somebody / nobody / everybody someone / no one / everyone	→ are they?*	Somebody left the lights on, didn't they? Everyone is invited, aren't they?
negative words: no / never / hardly ever / not much, etc.	→ no change to auxiliary* (+ / -)	There was no problem, was there? It never rains here, does it? You hardly ever come here, do you?

We use auxiliary or modal verbs to express agreement using **so** or **neither**. Use the auxiliary from the sentence you are agreeing with.

If you are agreeing with a positive sentence, use **so + auxiliary + subject**.

I'm thirsty.	So am I.
My food is always organic.	So is mine.
I love Asian food.	So do I. / So does Darryl.
Destiny ordered the spaghetti.	So did I. / So did Tiana.
I've eaten too much!	So have I.
I'm going to the Greek restaurant tonight.	So am I.
I can make a pie.	So can I.
I'll buy some salmon tomorrow.	So will I.
We're going to try the ham and pea soup.	So are we.
I'd had the spicy tofu before.	So had Xavier.
I should stop eating now!	So should I.



Section 2

Present Perfect

B2 CHAPTER 2 SECTION 2

QUESTION TAGS: AGREEMENT (CONTINUED)

If you are agreeing with a negative sentence, use **neither** + **auxiliary** + **subject**.

I'm not hungry.	Neither am I.
Dad isn't happy with the service.	Neither is Mom.
I don't eat meat.	Neither do I. / Neither does Jackie.
My oven doesn't clean itself.	Neither does mine.
Mom didn't eat all her dessert.	Neither did I. / Neither did my sister.
I haven't finished my meal yet.	Neither have I. / Neither has Sam.
We're not going out tonight.	Neither are they.
Jose can't eat spicy food.	Neither can I. / Neither can Anita.
I won't have any more pie, thanks.	Neither will I.
He hadn't tried the spinach bake before.	Neither had she.
I really shouldn't have a dessert.	Neither should I.

* If you need to review the grammar rules from previous levels, go to the **Question Tags** chart in **B1**.

B2 CHAPTER 2 SECTION 2

PRESENT PERFECT SIMPLE COMPARISONS

The **present perfect simple** expresses an unfinished period of time from the past up to the present. This period of time is either:

- **given a start point:** I've had these peaches **since Tuesday**.
- **clearly stated:** We've been in the restaurant **for three hours**.
- **implied:** I've been to this café many times. (= **in my life**)
- **recent time:** I've just made a chocolate cake. (= **in the last few hours**)

When compared to other past tenses we can see that whereas the present perfect simple encompasses **past and present** time:

- the **past simple**, **used to** and the **past perfect simple** are past only
- the **present perfect continuous** focuses on past to present actions only

Present Perfect Simple, Past Simple, versus Used to

Present Perfect Simple	Past Simple	Used To
Unfinished past I've lived in NY since 2009. I have had three coffees this morning. (It's 10 a.m. when I speak.)	Finished past I lived in Scotland for 4 years. I had three coffees this morning. (It's 6 p.m. when I speak.)	A long-term, finished situation or habit with no time reference I used to love seafood. We used to eat here a lot.
Undefined past (experiences) I've been here twice before.	Definite time in the past I ate here two weeks ago.	
Relevance to present / recent past I have spilled sauce on my shirt. What a mess!	No relevance to present / old past I spilled sauce on this shirt, but it came out in the wash.	

B2 CHAPTER 2 SECTION 2

PRESENT PERFECT SIMPLE COMPARISONS (CONTINUED)

Present Perfect Simple versus Present Perfect Continuous

Present Perfect Simple	Present Perfect Continuous
<p>Finished Result (How much? / How many?) I've eaten all the bread.</p> <p>Long-term situation My parents have lived in Chicago for 40 years.</p> <p>One time only I've tried to catch the server's eye. Should I try again?</p> <p>Stative verbs* I have known her for 3 years.</p>	<p>Unfinished Activity (How long? / The reason behind a present situation.) I've been eating bread, that's why I'm already full.</p> <p>Short-term situation I've been waiting for my food for 45 minutes!</p> <p>Repeated action I've been trying to catch the server's eye for the last 20 minutes.</p>

Present Perfect Simple versus Past Perfect Simple

Present Perfect Simple	Past Perfect Simple
<p>A period of time up to the present This is the first time I've been to this restaurant. He's tried almost every type of food there is.</p>	<p>A period of time that ends in the past I went to the Italian restaurant last week. It was the first time I'd been there. By the time he died, he'd tried almost every type of food there is.</p>

COMPARING PAST TENSES

Chart / Line representation of tense

<p>Present Perfect Simple Started in the past, continued to present</p>	<p>7 p.m. Now</p> <p>●————— I have been in this restaurant since 7 p.m. —————→</p>
<p>Present Perfect Simple Experiences / Events in my life so far</p>	<p>Birth</p> <p>●————— I have been to this restaurant many times. (in my life) —————→</p>
<p>Present Perfect Continuous An action from past to present</p>	<p>45 minutes ago</p> <p>●————— I have been waiting for my food for 45 minutes. —————→</p>
<p>Past Simple Starts and finishes in the past</p>	<p>Saturday 7 p.m. Saturday 10:30 p.m.</p> <p>●————— I went to the restaurant last week. —————→</p>
<p>Past Perfect Simple The past of the past</p>	<p>Birth</p> <p>●————— I had never been to the restaurant before. —————→</p>
<p>Used to + Verb Past habit or routine</p>	<p>Birth</p> <p>●————— I used to go to that restaurant quite often. —————→</p>



B2 CHAPTER 2 SECTION 3

SUBJECT-VERB AGREEMENT

Agreement between **subject** and **verb** means that a singular subject is followed by a singular verb, while a plural subject is followed by a plural verb. Whether the subject is singular or plural is not always easy to see in complex sentences.

General Rules

Agreement with the main noun in the subject	Many of the items on the menu were too expensive for me. The waiter wearing the blue trousers was very friendly.
Agreement with subject when the subject follows the verb (<i>inverted word order</i>)	At the bottom of the menu were all the additives and preservatives.

Extended Rules	Subject + Singular Verb	Subject + Plural Verb
The subject is a clause	Keeping the fish in such a small tank is cruel! Whoever wrote the menu wasn't very good at English!	_____
When two or more subjects are joined by and are viewed as one unit	Sugar, butter and, cinnamon is a fantastic combination. The restaurant, inventory, and furniture was sold for \$1.3 million.	_____
After measurements, amounts, quantities, or percentages	Only 50 cm separates each table; it's way too crowded. 45 minutes seems like a long time to wait for our food! About 10% is the usual tip in my country.	_____
After one of + plural noun + who	My grandpa is one of those people who insists on paying for everyone. The waiter was one of those guys who wears his hair slicked back.	_____
After either/or, neither/nor if the last noun is plural	_____	Either a salad or vegetables come with the meal. Neither the food nor the drinks were served quickly.
Each following a coordinated noun	_____	The crème caramel and crème brûlée each cost \$12.50.

B2 CHAPTER 2 SECTION 3

SUBJECT-VERB AGREEMENT (CONTINUED)

Extended Rules	Subject + Singular Verb	Subject + Plural Verb
<p>Collective Nouns Singular: when referring to the group or organization as a whole</p> <p>Plural: when referring to the people in the group individually</p>	<p>The press has written great reviews about the new bistro.</p> <p>The crowd was enjoying the open-air concert.</p>	<p>The staff have all* done many courses to improve their skills. <small>*The word "all" is often used to show when a collective noun is referring to the whole group.</small></p> <p>I don't think my family have ever eaten Thai food.</p>
<p>What-clause Singular: verb is singular when the main noun in the subject following it is singular</p> <p>Plural: noun in the subject following it is plural</p>	<p>What worries me is the amount of fried food on the menu.</p> <p>What I want to know is how they get the meringue so perfect!</p>	<p>What the restaurant needs are more waiters and waitresses.</p> <p>What I ordered were fries and two hamburgers. Note: In informal speech a person often uses the singular verb form with these types of sentences.</p>
Extended Rule	Subject + Singular Verb or Plural Verb	
<p>After either/or, neither/nor if the first noun is plural and the second item is singular</p>	<p>Neither the teachers nor the class want(s) the school canteen to close.</p> <p>Either fries or a baked potato come(s) with the meal.</p>	



B2 CHAPTER 2 SECTION 3

PASSIVE VOICE: ALL TENSES

In the active voice, conjugate the main verb in the tense you want to use.

In the **passive voice**, conjugate the passive auxiliary **be** in the tense you want to use, and the main verb in past participle form. Remember, you can add the agent after the verb or at the end of the sentence.

Tense	Active Voice main verb in the correct tense	Passive Voice auxiliary 'be' in the correct tense + past participle of the main verb
Present Simple	French chefs make delicious desserts.	Delicious desserts are made (by French chefs).
Present Continuous	Someone is preparing a gluten-free dessert for me.	A gluten-free dessert is being prepared for me (by someone).
Past Simple	My coworker recommended this restaurant.	This restaurant was recommended (by my coworker).
Past Continuous	Someone was setting our table when we got to the restaurant.	Our table was being set (by someone) when we got to the restaurant.
Present Perfect	My server has not brought me the check yet.	The check has not been brought to me yet (by my server).
Past Perfect	My dad had already ordered appetizers when we arrived.	Appetizers had already been ordered (by my dad) when we arrived.
Future Simple	Will you invite your friends to the graduation party?	Will your friends be invited (by you) to the graduation party?
Going to	The chef is going to make a vegetarian meal.	A vegetarian meal is going to be made (by the chef).
Modal Verbs	We must make a reservation ASAP!	A reservation must be made (by us) ASAP!
	I should tell the restaurant I'm allergic to peanuts.	The restaurant should be told I'm allergic to peanuts (by me).
	The waiter can refill your drink for free.	Your drink can be refilled (by the waiter) for free.
Infinitive	He has to include a tip when he pays the bill.	A tip has to be included (by him) when he pays the bill.

Note: The Present Perfect Continuous, the Past Perfect Continuous, the Future Continuous, and the Future Perfect Continuous are not generally used in the passive.

Verbs with two objects*

This active sentence has two objects:

subject indirect object direct object
He gave **Mary** **the limes**.

You can put either object at the front of a passive sentence: **The limes** were given to Mary. **Mary** was given the limes.

In spoken English, the second sentence sounds the most natural as the person is first. If we want to substitute a personal pronoun for the name, the pronoun we use depends on the position in the sentence:

The limes were given to **her**. (The personal pronoun in the object position takes the object form: me/you/him/her/it/us/them.)

She was given the limes. (The personal pronoun in the subject position takes the subject form: I/you/he/she/it/we/they.)

The passive auxiliary is singular or plural depending on whether what stands in front of it is singular or plural:

The limes = plural → The limes **were given** to Mary.

Mary = singular → Mary **was given** the limes.

*Verbs such as: ask, offer, pay, show, teach, tell, give, buy

* If you need to review the grammar rules from previous levels, go to the **Active vs. Passive Voice: Present Simple** chart in **B1**.

B2 CHAPTER 3 SECTION 1

FUTURE PLANS

We use many different tenses to talk about our **future plans**.

Tense	Use	Examples
Present simple	information (timetables, schedules, opening/closing times)	The plane leaves at 12:45 p.m. on Thursday . This cafe doesn't open until 6 a.m. tomorrow .
Present continuous (diary future)	fixed plans with a clear reference of time (plans you would write in your diary)	We are flying to Rio in May . She's staying here for the next 2 weeks .
Going to	intentions (no specific time)	I'm going to relax and read lots of books.
	decisions already made (not spontaneous)	Do you have a guidebook for your trip? Not yet , but I'm going to buy one tomorrow.
Future simple	first conditional (real future)	I'll go swimming if the water is warm enough.
	spontaneous decisions and reactions	Do you have a Band-Aid in your purse? No, I just ran out. I'll buy some later.
Future continuous	the normal course of events expected to happen (repeated event)	We will be staying at the same hotel we always do .
	unfinished action at a particular point of time in the future	I'll be lying on the beach reading a book this time tomorrow .
Modal verbs: might / may	possibility and probability (a chance something will happen)	We might go to Abu Dhabi next summer. If not, we may go to Hong Kong.



B2 CHAPTER 3 SECTION 1

NOUN CLAUSES: WH- CLAUSES

A **noun clause** is a subordinate clause* that can take the place of a noun or noun phrase in a sentence as either:

- the subject
- the object (direct, indirect, or object of a preposition)
- a complement of the subject
- an adjective complement

* A subordinate clause has a subject and a verb but cannot stand alone. It must be linked to a main clause.

Noun / Noun Phrase	Noun Clause
I know the resort . I understood you . I love the waterfall .	I know where the resort is . I understood what you told me . I love how the waterfall creates rainbows in the sunshine .

A noun clause is linked to the main clause by one of these conjunctions:

Wh- Clause:

- **question words**
who, what, where, when, why, which, how
whoever, whatever, wherever, whenever, whichever

- **if or whether**

Q: How do I know what part of the sentence is a noun clause?

A: A noun clause can always be replaced by a pronoun (exception: adjective complements).

Wh- Clauses as:	Examples
the subject	How he got a room in that hotel is a mystery. What he said about the hotel was rather important Whichever tour you want is fine with me.
the object - direct object	He doesn't know which day trip he wants to go on . We can do whatever we want during holiday break . I don't understand how the online booking didn't go through . Do you remember if you left your umbrella at the resort?
the object - indirect object	I'll give whoever writes the best essay about their holiday a prize. Please give whichever holiday pictures you like best a "like."
the object - object of a preposition	I'm not responsible for what you left behind on the bus . I want to go to whichever resort has the best swimming pools . I asked him about how his cliff climbing tour went .
the complement of a subject	The cancellation policy is what you should look at most closely . The best thing about the resort was what they gave us for breakfast .
an adjective complement	I'm not sure whether he can come on the cruise or not . We were happy when our flight was on time .



B2 CHAPTER 3 SECTION 2

REPORTED SPEECH: STATEMENTS

Direct speech is what a person actually says when talking. In **reported speech**, we are repeating someone else's words or our thoughts. If we use a past reporting verb (he *said* / she *told me* / I *thought*) and if the information or situation is *no longer true* or *now different*, we usually make the changes listed below:

- We change the tense into the past.
- We change demonstratives, pronouns, and adverbs of place and time.

Direct Speech	→	Reported Speech
Present simple "I want to buy them right now ."	→	Past simple She said (that)* she wanted to buy them right then .
Present continuous "I'm leaving at 3 p.m. this afternoon ."	→	Past continuous She said she was leaving at 3 p.m. that afternoon .
Past simple "I saw him 2 hours ago ."	→	Past perfect simple He said he'd seen him 2 hours before .
Past continuous "I was texting you last night when you called."	→	Past perfect continuous She said she'd been texting him the night he'd called.
Present perfect simple "I've never been here before ."	→	Past perfect simple She said she'd never been there before that .
Present perfect continuous "I've been hiking for hours now ."	→	Past perfect continuous He said he'd been hiking for hours by then .
am / is / are going to "I'm going to buy it for my mom today ."	→	was / were going to He said he was going to buy it for his mom yesterday .
will "I'll call you tomorrow ."	→	would He said he would call me the next day .
can "I can't walk in these shoes."	→	could She said she couldn't walk in those shoes.
may "I may stay until Tuesday ."	→	might She said she might stay until the following Tuesday .
have to / must "We have to wait here until he comes back in 10 minutes ."	→	had to He said we had to wait there until he came back 10 minutes later .

***that** can be left out of the reported sentence "She said (that) she wanted to buy them." Other tenses and modal verbs do not change in reported speech.

When reporting your own thoughts, we normally always make the above changes using the reporting verb: **I thought**.

You think:	You say:
"You can't go into the temple in a swimsuit."	I thought you couldn't go into a temple in a swimsuit.
"The bus leaves at 4:30 p.m., doesn't it?"	I thought the bus left at 4:30 p.m.
"We're staying until Sunday, aren't we?"	I thought we were staying until Sunday.

When reporting what you think another person said, use **(But) I thought you said** or **(But) you said**.

- I thought you said we **were leaving** at 10:45. It's only 8 a.m., so why the rush?
- But you said we **could order** something from room service.

If we are reporting something that a person **didn't** say or think, we make the reporting verb negative.

- He **didn't tell me** we would be leaving at 6 a.m.!
- She **didn't think** it would be so expensive.

When reporting, use **say** or **tell**, but be careful with the grammar which follows these verbs.

• say + something	She said <u>you were staying in a hotel</u> .	He said <u>we can pay for the tour now</u> .
• tell + someone something	She told me <u>you were staying in a hotel</u> .	He told her <u>we can pay for the tour now</u> .

B2 CHAPTER 3 SECTION 2

ADJECTIVES + DEPENDENT PREPOSITIONS

The function of a **preposition** is to link something to a *noun*. A *noun* can take the following forms:

- gerund My cousin is **terrified of flying**.
- noun My sister is very **good at languages**.
- noun clause We were very **impressed with what the tour offered**.
- noun phrase I was **angry with my best friend** for losing our tickets.
- pronoun The watch I lost was very **important to me**.

Here is a list of common **adjective + dependent preposition** combinations.

about	about sth / with sb	at	at or by	for	
anxious crazy excited nervous	sorry upset worried	angry annoyed furious happy	bad good	amazed shocked surprised	excited famous responsible sorry
from	in	of		of or by (passive)	
different	interested	afraid aware full jealous / envious scared / terrified	silly stupid suspicious sweet tired	frightened	
				of / to someone	
				cruel generous good kind	nice polite rude
on	to	with		with or by	
dependent	important married similar	bored crowded disappointed	pleased satisfied	impressed	



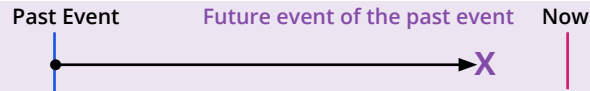
Section 3

The Future Seen from the Past

B2 CHAPTER 3 SECTION 3

THE FUTURE SEEN FROM THE PAST

If we want to express an event that was still in the future of a past point of time, we use the past forms of the tenses we normally use for the future.



THE FUTURE FROM NOW	THE FUTURE FROM THE PAST
Present Continuous	Past Continuous
I don't want to go to Portland now because we're driving there in October.	I didn't want to go to Portland then because we were driving there in October.
is / are going to	was / were going to
I think I'll buy my tickets online because I've found a great deal. He promises he'll mail me a postcard!	I thought I'd buy my tickets online because I'd found a great deal. He promised he would mail me a postcard.
will + infinitive	would + infinitive
She's going to relax and read lots of books while on vacation.	She was going to relax and read lots of books while on vacation.

Sometimes we want to express that we intended to do something in the past but did not do it for some reason. For this we use the following expressions: *I was going to..., I meant to..., I intended to..., I wanted to...*

The context makes it clear whether the event happened or not:

- I **was going to call** you, but I forgot to, sorry! (*you didn't call*)
- I didn't call you because I **was going to see** you later that day. (*you did see her*)

B2 CHAPTER 3 SECTION 3

NARRATIVE TENSES

Narrative tenses are used to tell a story. The past tense is the anchor of the story with each event told in chronological order. Other tenses are used to show an event that happened before, during, or after the past tense (present in the story) event.

Future in the story:

- | | |
|------------------------------------|---|
| • would | → future |
| • past continuous | → fixed future plans |
| • was / were going to + infinitive | → future intentions, no fixed time |

Present in the story:

- | | |
|-------------------|---|
| • past simple | → the present |
| • past continuous | → the action in the present, sets the background scene |
| • could | → present ability, possibility or permission |
| • should | → present advice / recommendations |

B2 CHAPTER 3 SECTION 3

NARRATIVE TENSES (CONTINUED)

Past in the story:

- past perfect
- past perfect continuous
- modal + present perfect

- the past
- the action from the past up to the story's present
- past modal verbs

We'd been hiking for ten hours when we finally got to the youth hostel in the old city center. It was raining and we were feeling tired and hungry. We were very lucky to get the last four beds, but unfortunately we'd missed dinner so we had to eat the nuts and other hiking food we had in our backpacks. This didn't exactly fill me up. I still could have eaten a lot more, but at least I was now warm and dry. We went to bed early as we knew we should get a lot of sleep after such a long day.

The next morning started off sunny and clear. We got up at 7 a.m., had breakfast, and then thought about what we were going to do that day. We were spending five days in the town and had already planned a few things, like visiting the castle and the fun park, and we were going to the zoo on Saturday. We were sitting on our beds talking about this when it started to rain again. It'd been raining all night, but we'd hoped it wouldn't start again so soon. According to my weather app, it shouldn't have started raining again until that evening. After some complaining, we decided to go shopping and then to the cinema. They were showing a film we all wanted to see anyway. At least I could tell my sister I'd seen it when I got home!

Story Sequencers - linking the parts of your story together

Starting

- It all started out with
- It started off with
- The story started with

Continuing the story flow

- After (that)
- As soon as
- Before
- Later on
- Next
- Once
- Then

Interruptions

- Suddenly
- Unexpectedly

Parallel events

- During the ...
- While I was ...

Ending

- Eventually
- Finally
- In the end

Here are some useful expressions we use when telling a story:

1. Did I ever tell you about the time when my car broke down?
2. It all started when I left my keys at home.
3. Speaking of missed flights, something similar once happened to me!
4. Hearing your story reminds me of when I lost my credit card.
5. I'll never forget (the night) when I went to my first concert.
6. The first thing I did was take a picture getting off the airplane.
7. I couldn't believe that I'd forgotten the tickets!
8. There I was, sitting on one of the most beautiful beaches in the world!
9. There was nothing I could do but pay for another ticket.
10. It was only after I got back to my room that I realized my phone had been stolen.
11. Without thinking, I slammed down the phone and ran out of the room.
12. But it all turned out OK in the end.



B2 CHAPTER 4 SECTION 1

REVIEW: ARTICLES

Articles are a type of determiner that come before a noun phrase and tell us whether the information is new or familiar, specific or general, or something about quantity.

The Definite Article (the)	Examples
Something that has been mentioned before, the listener understands which one	The new exhibit is opening in May.
One specific thing	Look! The elephant is lifting its trunk to get food.
More than one specific thing	Can you see the elephants ?
A unique thing	I want to be at the Great Wall of China when the sun rises tomorrow.
One invention, scientific instrument, or musical instrument as an example of that class of things in general	The telephone was invented by Alexander Graham Bell. The smartphone has totally changed our lives. The guitar is easier to learn than the violin.
Mountain ranges, rivers, oceans, seas, deserts	I've been to the Sahara Desert and the Himalayas .
Hotels, theaters, museums, newspapers	I'm staying at the Marriott Hotel .
Adjectives used as nouns for a group of things	The sick and the injured were taken to the hospital.

Indefinite articles: use the beginning sound, not the letter to decide between a / an

Use **a** before **consonant** sounds: **a** giraffe, **a** monkey but: **a** one-year-old lion (pronounced with "won")
a European wolf (pronounced with "your")

Use **an** before **vowel** sounds: **an** elephant, **an** ostrich but: **an** FBI agent (pronounced with "eff")
an hourly rate (pronounced with silent **h** = "our")

The Indefinite Article (a / an)	Examples
The first time something is mentioned, the listener doesn't know which one	There's a new exhibit at the zoo.
One thing, but not a specific one	I'd like to see an elephant at the zoo today.
A job	She is a vet .
One thing as an example of all others in the same class	An elephant can weigh up to 14,000 pounds.

The Zero Article (-)	Examples
Plural countable nouns in general	Elephants can eat up to 600 pounds of food a day.
Uncountable nouns in general	Water is scarce in parts of Australia.
People's names	Have you seen Mr. Peters ?
The names of continents, countries*, cities, states, islands, mountains, lakes, bays <small>*unless the country's name indicates a group (ex: the Netherlands, the United States)</small>	Lake Superior's water is freezing cold. I've climbed Mt. Everest in Asia .
The names of streets, roads, squares, parks	I've visited 5th Avenue and Central Park .

B2 CHAPTER 4 SECTION 1

REVIEW: ARTICLES (CONTINUED)

The Zero Article (-)	Examples
The names of airports, stations, churches, cathedrals, palaces	I flew to Calgary International Airport , caught the train to Red Deer station.
The names of universities, colleges, schools	Oxford University (but: The University of Oxford) Eaton College
Sports, hobbies, games	I play tennis and chess and collect stamps .
Meals	I had breakfast and lunch but no dinner .
Prison, school, church Don't use an article when someone takes part in the basic function of the building / activity at the building. Use an article when talking about the building itself. <i>*Hospital</i> and <i>university</i> are used this way only in BE.	The kids are at school . (= a school student) My mom is volunteering at the school this evening. He's in prison for 5 years. (= a prisoner) I go to the prison every month to visit him. We go to church every week. (= church service) We visited the church when we were on vacation.

Note: When speaking in general about countable nouns, all three forms are possible:

1. **An elephant** can weigh up to 6000 kg.
2. **Elephants** can eat up to 130 kg a day.
3. **The elephant** is an endangered species.

Sentences 1 and 2 are equally correct, but sentence 2 is the most common using a plural countable noun. Sentence 3 is more formal, academic or scientific in style.



B2 CHAPTER 4 SECTION 1

NOUN CLAUSES: "THAT"

A **noun clause** is a subordinate clause* that can take the place of a noun or noun phrase in a sentence as either:

- the subject
- the object (direct, indirect, or of a preposition)
- a complement of the subject
- an adjective complement

A noun clause can always be replaced by a pronoun (exception: adjective complements).

*A subordinate clause has a subject and a verb but cannot stand alone. It must be linked to a main clause.

Noun / noun phrase	Noun clause
I noticed the bear . The camel's problem is its eyesight . He suggested the zoo .	I noticed that the bear was climbing a tree . The camel's problem is that it can't see very well . He suggested that we go to the zoo .

A noun clause is linked to the main clause by one of these conjunctions:

That-Clause*

- that - after adjectives, verbs, and nouns which express:
 - feelings (ex. anger, disappointment, to feel...)
 - mental states (ex. convinced, idea, to believe...)
 - necessity (ex. essential, importance...)
 - possibility, fact, or truth (ex. likely, fact, true...)

*In spoken English, **that** is often left out.

Wh- Clause (You were taught these in Chapter 3.)

- question words
 - who, what, where, when, why, how, which
 - whatever, whenever, wherever, whichever, whoever
- if or whether

That- Clause	Examples
as the subject of the sentence (Often starts with "The fact that...")	<i>The fact that she doesn't have enough money</i> didn't stop her from buying an expensive tiger fur rug. <i>The fact that plastic bags look like jellyfish</i> means that sea turtles often eat them by mistake.
as the direct object of the sentence	It's hard to believe that elephants can't jump . I didn't know that penguins have knees .
as the subject complement	My biggest worry is that we won't see any dolphins . My reason for buying a pet rabbit is that I'm allergic to cats .
as the adjective complement	She's convinced that a shark will eat her . I'm pleased that the wild wolf population is recovering . It's important that baby penguins do not get wet .

B2 CHAPTER 4 SECTION 2

DIFFERENT USES OF "THAT"

The word **that** has many uses in English grammar. Below is an explanation to help you identify which function **that** has in a sentence.

Demonstrative pronoun <ul style="list-style-type: none">• doesn't modify a noun but can <u>stand in its place</u> as a pronoun	That was the biggest bull I'd ever seen! That's the neighbor's cow.
Demonstrative adjective / determiner <ul style="list-style-type: none">• modifies a noun	I like that rock ! It looks like a heart. I used to swing from that big branch .
Relative pronoun <ul style="list-style-type: none">• the subject or object of a relative clause	That's the chicken that scratched me . How much was the land (that) you bought last year ?
Conjunction introducing a noun clause	I didn't realize (that) pigs are so intelligent . I was so sure (that) lambs and sheep were different animals .
Adverb <ul style="list-style-type: none">• modifies an adjective	I almost fainted. It was that smelly in the barn! Hey! I'm not that old yet! I can still go walking in the jungle!



B2 CHAPTER 4 SECTION 2

EMBEDDED QUESTIONS

Embedded questions means a question within a question or question-like statement. The word order for the embedded question changes to a normal sentence word order. We use embedded questions to make a direct question more polite or to imply a thought without directly stating it.

The normal word order for a question is:

question word +	auxiliary +	subject +	main verb + ?
Where	is	the wolf	going?

But if we start a question with **Do you know...?**, the word order changes to:

First Question / Statement	Embedded Question (Second Question)			
	question word +	subject +	auxiliary +	main verb + ?
Do you know	where	the wolf	is	going?

Other common starter questions* are:

- Could you tell me ...?
- Have you decided ...?
- Do you have any idea ...? (AE)
- Have you got any idea ...? (BE)

*Place a question mark after the embedded question.

Or we can start with a statement:**

- I wonder ...
- Please explain ...
- I don't know ...
- I'd like to know ...
- I can't remember ...
- I need to find out ...
- I don't suppose ...

**Do not place a question mark after the embedded question.

OPEN QUESTIONS

If the embedded question is in the **present simple** or **past simple**, use the correct form of the main verb without the auxiliary **do** in the embedded question. For all other tenses, use the auxiliary in the embedded question.

Normal Question	Embedded Question
Where do deer live ?	I'd like to know where deer live .
Which toys does the bird play with ?	Do you know which toys the bird plays with ?
When did the duck eat ?	Have you got any idea when the duck ate ?
When will the seals appear ?	Do you know when the seals will appear ?
How much has the kangaroo eaten ?	I wonder how much the kangaroo has eaten .
Where are the wolves going ?	Could you tell me where the wolves are going ?

CLOSED QUESTIONS

If the embedded question is a **closed question** (does not have a question word), use **if** or **whether**. As above, don't use the auxiliary **do** in the embedded question.

Normal Question	Embedded Question
Do sharks sleep ?	I wonder if sharks sleep .
Have you ever seen a zebra in the wild?	Could you tell me if you've ever seen a zebra in the wild?
Are you going to swim with dolphins?	Have you decided whether you're going to swim with dolphins?

B2 CHAPTER 4 SECTION 2

EMBEDDED QUESTIONS (CONTINUED)

You can use **if** or **whether** with no change in meaning. **Whether** is more commonly used:

- **in more formal language:**

Please advise us **whether** you will attend the zoo fundraiser or not.

- **with options:**

Do you know **whether** sharks sleep with their eyes open or closed?

I have no idea **whether** elephants are vegetarians or not.

If you embed a **negative question** in the present simple or past simple, use the auxiliary **do** as you would in a normal negative statement. A common pattern is: **why** + negative embedded question.

Normal Question	Embedded Question
Didn't the lion eat the food?	Do you know why the lion didn't eat the food?
Why don't bears sleep during winter?	I wonder why bears don't stay awake all year.
Doesn't your turtle need a pond?	Can you tell me why your turtle doesn't need a pond?

Note: Embedded questions are often used to imply or soften a thought (often a criticism).

Can you tell me why your turtle doesn't need a pond?

Implied thought: Turtles need water in their habitat. (You are being cruel.)

B2 CHAPTER 4 SECTION 3

COMMENT AND VIEWPOINT ADVERBS

We use **comment adverbs** to let the listener know our opinion of the information in the sentence. They can be placed at the beginning, middle, or end of the sentence. If at the beginning or end, they are separated by a comma. The most common position in spoken English is mid-position: The bee population is **apparently** decreasing.
Apparently, the bee population is decreasing.
The bee population is decreasing, **apparently**.

Comment adverbs to show our opinion or attitude to something

annoyingly, bravely, carelessly, cleverly, generally, generously, honestly, hopefully, interestingly, kindly, luckily, naturally, personally, rightly, sadly, stupidly, surprisingly, typically, unbelievably, unfortunately, wrongly

Comment adverbs to show how likely we think something is

apparently, certainly, clearly, definitely, obviously

Other adverbs make it clear which **viewpoint** we are speaking from, to make it clear how to understand the information. Viewpoint adverbs mostly come at the beginning of the sentence.

- It wasn't such an expensive mistake, but **environmentally speaking**, it could cause a lot of damage.
- **Logically**, the only way to solve the problem is to work together, but **emotionally**, it will be difficult.

Viewpoint adverbs

emotionally, environmentally, financially, globally, historically, logically, mentally, physically, politically, practically, statistically, traditionally, visually

Viewpoint adverbs can also be expressed with **phrases**

historically **speaking**
from a practical **point of view**
from an environmental **standpoint**



B2 CHAPTER 4 SECTION 3

ZERO CONDITIONAL

The **zero conditional** expresses general truths not specific to any time. It is also used to give polite instructions.

Formation of the Zero Conditional	Formation of the Zero Conditional
<p>If + present simple , present simple</p> <p>If you* get too close to a bee, it might sting you.</p> <p>*you = people in general</p>	<p>If a mosquito bites you, it itches.</p> <p>If you press this button, bug spray comes out.</p> <p>If you litter, someone else has to clean it up.</p>

Note: The conditional clause can come first or second. If it comes first, you need a comma.

If a mosquito bites you, it itches. OR It itches **if a mosquito bites you**.

Compare the Conditionals

Conditional Type	Use	Examples
First Conditional	real, possible future	If you press this button, bug spray will come out. (=now) I'll scream if I see a spider. (=There might be spiders in my house, and I have a fear of them.)
Second Conditional	unlikely, unreal present / future	If you could press this button, bug spray would come out. (=not possible because the button is broken, but we imagine the result if we could press it.) You'd scream if you saw a dinosaur. (=Dinosaurs don't exist anymore, so this won't happen, but I imagine the result if it did.)
Zero Conditional	general truths, no specific time If can usually be replaced with when .	If you press this button, bug spray comes out. (=any time, in general) People scream when they see an animal they are afraid of. (=People in general any time they do this.)

* If you need to review the grammar rules from previous levels, go to the **1st and 2nd Conditional** chart in **B1**.



B2 CHAPTER 5 SECTION 1

VERB + INFINITIVE OR GERUND

Some verbs can be followed by an **infinitive** or **gerund** with no change in meaning:

- like, begin, start, continue, prefer, love

However, with the verbs listed below, the meaning changes.

Verb	Infinitive	Gerund
forget	<p>Forget + infinitive = not remember</p> <ul style="list-style-type: none"> • Don't forget to take your pills after breakfast. • I forget to ring Sylvia for her birthday! 	<p>Forget + gerund = not remember something you did in the past</p> <ul style="list-style-type: none"> • I'll never forget visiting the dentist for the first time! • We'll never forget seeing our daughter win the race!
help	<p>Help + infinitive (OR bare infinitive) = give your help to somebody</p> <ul style="list-style-type: none"> • Could you help me (to) put the equipment away. • I helped him (to) lose weight by running with him twice a week. 	<p>Help + gerund = can't stop myself from doing something</p> <ul style="list-style-type: none"> • I can't help smiling when I think of how fit I am now. • I couldn't help laughing!
need	<p>Need + infinitive = a need to do something</p> <ul style="list-style-type: none"> • We need to exercise more regularly. • He needs to lose weight. 	<p>Need + gerund = something needs to be done (passive)</p> <ul style="list-style-type: none"> • My gym clothes need washing. • Your yoga mat needs cleaning.
regret	<p>Regret + infinitive = formal announcements of bad news</p> <ul style="list-style-type: none"> • We regret to inform you that your results are positive. • We regret to advise you to search for new health insurance. 	<p>Regret + gerund = you did something in the past and now you regret it</p> <ul style="list-style-type: none"> • I really regret not telling him about my problems. He could have helped me. • He regrets leaving the team. He really misses the games.
remember	<p>Remember + infinitive = Don't forget!</p> <ul style="list-style-type: none"> • Remember to take milk on your way home! • I remembered to take my pills this morning. 	<p>Remember + gerund = think of a memory of something you did in the past</p> <ul style="list-style-type: none"> • I remember seeing him at the gym last week. • He remembers not warming up enough before he started his workout. That's why he's sore now.
stop	<p>Stop + infinitive = stop one thing in order to do another</p> <ul style="list-style-type: none"> • We stopped to get gas as the tank was very low. (=stop driving in order to get gas) • She stopped to have a drink. (=stop working out in order to have a drink) 	<p>Stop + gerund = no longer do something or finish doing something</p> <ul style="list-style-type: none"> • She stopped working out, then went home. • You should stop putting sugar in your coffee.
try	<p>Try + infinitive = make an effort to do something difficult</p> <ul style="list-style-type: none"> • I tried to help him but it was too late. • She tried to lift 90 lbs, but it was way too heavy. 	<p>Try + gerund = making suggestions, testing something to see if it is a good idea or will help improve the situation</p> <ul style="list-style-type: none"> • Try exercising more often! • She tried closing the window, but it was still too noisy.



B2 CHAPTER 5 SECTION 1

CONDITIONALS: WISHES

We often say **I wish...** when we wish for something that is **not reality** in the present, future, or past.
A stronger form of *I wish* is **If only...**


For a wish in the present or future, we use a form of the second conditional structure:

I wish/If only + subject + past (simple, continuous, or going to)


Reality	Wish
I am the shortest in my class. My husband is quite short. I have a problem with my knee. I' m not losing weight. I' m not going to the gym with you later. I can't swim .	I wish I weren't* the shortest in my class. I wish he were taller. If only I didn't have a problem with my knee. I wish I were losing weight. I wish I were going to the gym with you later. If only I could swim , then I could go in the ocean.

Note: *In correct English: I wish I were taller. In today's common spoken English: I wish I was taller.

Don't say:

 I wish I **would have** an iPhone.
I wish I **would live** in a big house.
I wish I **would be** rich.

Say:

 I wish I **had** an iPhone.
I wish I **lived** in a big house.
I wish I **were** rich.

Past

You wish for something that did not happen in the real past

I wish/If only + subject + past perfect

Reality	Wish
I forgot to take my medicine. I didn't go to the gym last week. I couldn't fall asleep last night.	I wish I hadn't forgotten to take my medicine. I wish I had gone to the gym last week. I wish I had been able to fall asleep last night.

Present and Future

You wish for somebody or something to perform an action

I wish/If only + subject + would + infinitive

It is often used to express annoyance with someone's behavior, and we want this person to change their behavior or do something differently. This form cannot be used to wish for a change of state, only action.

Reality	Wish
My muscles are sore. Tamara is not here yet.	I wish my muscles would stop hurting. I wish she wouldn't arrive late all the time.

Wishes for a situation / state to be different

I wish he **were** quieter.
= I want him to be quieter in general because he is always loud.

I wish I **had** the latest smartphone.
= I want the situation to change by having the phone.

Wishes for action

I wish he **would be** quieter.
= I want him to be quieter now and stop making so much noise now.

I wish my parents **would buy** me the latest smartphone.
= I want my parents to buy me the phone.



B2 CHAPTER 5 SECTION 2

RELATIVE CLAUSES: DEFINING vs. NON-DEFINING

Relative clauses can be **defining** or **non-defining**. The question you need to ask is, "Do we need the clause to identify which person or thing is being described?"

- If yes = defining (essential) relative clause + no commas
- If no = non-defining (non-essential) clause + commas

Defining (also called **essential**)

1. It is not clear which person or thing we are talking about.
2. We need the clause to identify (define) which one we are talking about.
3. The clause acts like an adjective:
 - I saw the **100-year-old** man.
 - I saw the man **who is 100 years old**. (Here we are defining the man as the one who is 100 years old.)

Non-Defining (also called **non-essential**)

1. It is clear which person or thing we are talking about.
2. We do not need to identify (define) which one because we are adding extra information only.
 - (a name) = Mary told me that she was moving soon.
Mary, **who I spoke to yesterday**, told me that she was moving soon.
 - (a noun with only one possibility) The moon was so beautiful last night.
The moon, **which was full**, was so beautiful last night.

Defining (Essential)

- **who***, **whose**, or **that****
- **no commas**
- **normal spoken and written English**

I have three sisters.

- My sister **who lives in Glasgow** has just had a baby.
(= Which sister? Only the one in Glasgow)

There were many doctors in the hospital.

- The doctor **who examined me yesterday** wasn't very friendly.
(= Which doctor? Only the one who examined me. Perhaps the other doctors are friendly)

I take many medications.

- I have run out of the medication **that lowers my blood pressure**.
(= Which pills? The ones that lower my blood pressure only, not the pills I take for other problems.)

There are many boys in the room.

- Please give the tissues to the boy **whose nose is runny**.
(= Which boy? Only the boy with the runny nose, not the other boys)

Non-Defining (Non-Essential)

- **who**, **whose** or **which**
- **commas in written English (before & after the clause)**
- **pauses in spoken English (more formal English)**

I only have one sister.

- My sister, **who lives in Glasgow**, has just had a baby.
(= *She lives in Glasgow* is extra information, not necessary to define which sister I mean as I only have one.)

Dr. Paulson is my physical therapist.

- Dr. Paulson, **who examined me yesterday**, is a close friend of the family.
(= is clear which doctor. The sentence is clear without *who examined me yesterday*.)

I have the empty packet of pills in my hand.

- I've run out of my allergy pills, **which should have lasted me a month!**
(= It is clear which pills: the empty packet is in my hand. *They should have lasted me a month* is an extra comment only.)

There is only one boy called Tobias in the room.

- Please give the tissues to Tobias, **whose nose is runny**.
(= It is clear which boy: Tobias)

Note: * **who** versus **that**: Some people may consider it dehumanizing to use **that** instead of **who** when referring to a person. However, in less formal speaking and writing, it is more common to use **that**.

** **that** versus **which**: You may use these interchangeably in British English defining clauses.

B2 CHAPTER 5 SECTION 2

LOGICAL CONNECTORS

Logical connectors join two ideas that are related either within one sentence or between two sentences.

Some connectors (conjunctions, prepositions, or adverbs) connect ideas *within a sentence*.

- It was a great idea, **especially** because it helped all of the patients.
- He knew that the medicine couldn't help him **despite** his doctor's recommendation.
- Michael has been promoted, **so** now he drives a company car.
- The hospital is still understaffed **even though** they hired ten new people last month.

Sentence connectors connect ideas *between sentences*.

A sentence connector usually comes at the beginning of the sentence and is separated by a comma:

- It was a great idea. **In particular**, it helped all of the patients.
- He knew that medicine couldn't help him. **However**, he still bought every medicine he was recommended.
- Michael has been promoted. **Consequently**, he now drives a company car.
- The hospital is understaffed. They hired ten new people last month, **though**.*

*Some connectors come at the end of the sentence: instead, though, too

Function	Used <i>within a sentence</i>	Used <i>between sentences</i>
cause	as, because, because of, due to, since	_____
effect	so, so that	as a consequence, as a result, consequently, therefore
contrast, expressing surprise	although, despite, even though, yet	even so, however, nevertheless, though
contrasting equivalent ideas	whereas, while	likewise, similarly
adding information	also, and, as well as, including	additionally, besides, furthermore, in addition, in fact, too
conditions	as long as, assuming that, if, unless	if not, if so, otherwise
alternatives	instead, or	as an alternative, instead, on the one hand, on the other hand
emphasizing	especially, mainly, mostly* *in combination with another connector	as a matter of fact, in particular, (more) specifically

Note: A sentence connector can also be used to connect two clauses if they are joined with a coordinating conjunction. Here the sentence connector is separated before and after by commas:

- Michael has been promoted **and, as a result**, is going to move to head office in January.
- It was a great idea, **and, therefore**, we decided to implement it regardless of cost.



LANGUAGE TIP - Clauses vs. Phrases

Clauses	Phrases
<p><i>Because, even though, and although</i> are followed by clauses (subject + verb)</p> <ul style="list-style-type: none"> • She didn't go to work <i>because</i> she felt nauseous. • She went to work <i>even though/although</i> she felt nauseous. 	<p><i>Because of, due to, and despite</i> are followed by nouns or noun phrases (no verb).</p> <ul style="list-style-type: none"> • She didn't go to work <i>because of/due to</i> the nausea. • She went to work <i>despite</i> her upset stomach.



B2 CHAPTER 5 SECTION 3

REPORTED SPEECH: QUESTIONS

When **reporting a question**, change the tense and other words as you do when reporting a statement. Also change the word order to that of a statement like you do for embedded questions. Use the reporting verbs **ask** or **want to know**.

Reporting Closed Questions (Yes/No Questions)

Use **if** or **whether**.

Direct Question	Reported Question
"Is there a doctor near here?"	He asked (them*) if / whether there was a doctor near there.
"Is your condition improving ?"	He asked (me) if / whether my condition was improving .
"Do you have the test results?"	He asked (her) if / whether she had the test results.
"Did your treatment work ?"	He asked (him) if / whether his treatment had worked .
"Have you had any physical therapy yet?"	He asked (us) if / whether we'd had any physical therapy yet.
"Are you going to have an operation?"	He asked (me) if / whether I was going to have an operation.

*object pronoun - may be dropped if the context is clear.

Reporting Open Questions

Use the **question word** in the reported question.

Direct Question	Reported Question
"When was the hospital built?"	She asked (me) when the hospital had been built.
"How many treatments have you had ?"	She asked (him) how many treatments he'd had .
"What time did you have the operation?"	She asked (her) what time she'd had the operation.
"Why are you leaving the hospital?"	She asked (us) why we were leaving the hospital.
"Which therapy will you do first?"	She asked (them) which therapy they would do first.

REPORTED SPEECH: REQUESTS AND COMMANDS

Reporting Requests and Commands

Use the reporting verbs **ask**, **say**, **tell**, and **order**
Formation: **reporting verb + object + to-infinitive**.

Direct Request / Command	Reported Request / Command
"Please come with me."	The doctor asked him to come with her.
"Please let me leave the hospital, Dad."	She asked her dad to let her leave the hospital.
" Leave the building immediately!"	The security officer told us to leave the building immediately.
" Stop right there!"	The policeman ordered me to stop immediately.

Reporting Negative Requests or Commands

Formation: **reporting verb + object + not to-infinitive**.

Direct Request / Command	Reported Request / Command
" Don't walk on the grass."	They told me not to walk on the grass.
" Don't take food into the operating room."	The sign said not to take food into the operating room.

* If you need to review the grammar rules of these topics, go to the **Reported Speech: Statements and Embedded Questions** charts.



B2 CHAPTER 5 SECTION 3

VERBS + DEPENDENT PREPOSITIONS

Here is a list of common **verb + dependent preposition** combinations:

about	at	for	from	in
complain do sth laugh talk warn worry	aim laugh smile	admire sb blame sb / sth	differ recover suffer	include result specialize succeed
into	of	on	to	with
bump crash drive run	complain consist die	blame sth concentrate congratulate sb decide depend spend (money / time)	listen speak (BE) talk (BE)	deal provide sb speak (AE) sympathize talk (AE)

sth = something **sb** = someone / somebody

BE = British English **AE** = American English



LANGUAGE TIP - Commonly Confused Verbs + Prepositions

Certain prepositions change the meaning of a verb. Here is a list of those that are easily confused.

Verb + Preposition	Use or Meaning	Example
complain about complain of complain to	a problem an illness a person	We complained about the service, but it didn't change anything. Jack's been complaining of a headache the whole morning. If you're not satisfied, complain to the manager.
hear about hear from hear of	somebody tells you something somebody contacts you somebody knows something exists	Did you hear about the fire at the old cinema last week? Have you heard from Vincent recently? What's he up to? Have you ever heard of Bob Hawke? → No, I've never heard of him.
look after look at look back on look for look forward to look into look out (for) look up look up to	take care of view remember search anticipate investigate be careful refer to admire	You should look after your health better. The doctor looked at the boy's swollen ankle. He looked back on his long and healthy life. I'm looking for my keys. I can't find them. I'm looking forward to starting my new diet. I will look into some gym membership options. Look out for the animals on the road! I can't remember his number. I'll have to look it up on my phone. I've always looked up to our coach.
pay for sth pay somebody pay by (AE) pay with (BE) pay in	rent/buy give money to somebody how you pay how you pay what you pay with	She paid for the medicine then left the pharmacy. He paid the man for the newspaper. I usually pay by debit card, rarely by credit card. He always pays with his debit card, never with a credit card. They paid for the car in cash.
think about think of	consider an opinion/an idea	Dad, can I go to the concert? → I'll think about it! What do you think of the new teacher? Great idea! Why didn't I think of that?



B2 CHAPTER 6 SECTION 1

FUTURES: PREDICTIONS AND PROBABILITY

There are many expressions to make a **prediction** and say how likely we think it will be in the future.

Will happen

It'll	definitely / no doubt / certainly / probably / possibly / hopefully happen
It will	definitely / no doubt / certainly / probably / possibly / hopefully not happen
It	definitely / certainly / probably / possibly / hopefully won't happen
I	am certain / am sure / expect / think / doubt (whether) it will happen
I don't	expect / think / doubt (whether) it will happen
I'm not	certain / sure it will happen
It's	inevitable / highly likely / likely / unlikely / highly unlikely / inconceivable (that) it will happen
There's	every chance / a good chance / only an outside chance / no chance it will happen
Maybe / perhaps	it will happen

Other Modal Verbs

It	may / might / could possibly / could well happen
----	---

Other Expressions

It's	bound / sure / set / destined to happen
------	--

Conditional Predictions

It'll happen	as long as / provided / unless
It won't happen	as long as / provided / unless

Typical Short Answers

Yes, it* probably / definitely / certainly / no doubt / possibly / hopefully **will**.

No, it* probably / definitely / certainly / possibly / hopefully **won't**.

Yes, very likely.

No, not (very) likely.

No, no chance.

I doubt it.

Yes, it* might.

* subject pronoun needed



B2 CHAPTER 6 SECTION 1

ADVERBS WITH TWO FORMS AND MEANINGS

Some **adverbs** have both the adjective form and the **-ly** ending. Depending on the form, the meaning changes.

Adverb	Adjective Form	Meaning	-ly Form	Meaning
deep	We drove deep into the forest.	a long way into	We are deeply grateful for all your hard work.	very, very much, greatly
direct	The flight goes direct to Singapore.	transportation without stopping, by the shortest route: flights, other journeys	I left the company directly after the meeting. The boss was looking directly at me when he mentioned job cuts at the meeting!	immediately no other person / process or action in between
free	If you spend over \$50, you can have coffee for free .	without paying	The gym is freely available to all staff members.	without limitations
hard	She works very hard at her job.	a lot of energy, effort, or force	He hardly works at all these days.	almost not
high	We start salaries out high to attract the best employees.	a high amount; high in terms of height above a level	I don't think very highly of him.	very much, to an extreme degree
last	We last had a vacancy in this department three years ago. We placed last in the company sports event.	most recently after all others	"... and lastly , I'd like to thank Ms. Jenkins for all her hard work."	the final point in a sequence
late	He often gets to work late .	not punctual or at the arranged time	Have you seen Miguel lately ?	recently
most	Which job-search apps do you like most ?	superlative: the most; above all else	I mostly use Instagram.	mainly / most often
short	My online interview was cut short due to a bad connection.	stop suddenly	The HR Manager will be with you shortly .	soon
wide	I opened the window up wide for some fresh air.	completely	He has traveled widely . She is widely regarded as an expert in her field.	to many or distant places by many people



B2 CHAPTER 6 SECTION 2

NOUNS + DEPENDENT PREPOSITIONS

These **prepositions** always follow the **nouns** below.

about (something)	between	for	from	in
agreement argument complaint reminder warning	choice connection difference relationship	apology excuse need opportunity reason respect	protection recovery	experience decrease increase interest success
of	on	to	with (someone / something)	
advantage cause description disadvantage lack map picture (photo) plan	advice congratulations effect	answer invitation key reaction reply solution	agreement argument connection	contact relationship trouble



B2 CHAPTER 6 SECTION 2

FUTURE PERFECT SIMPLE

The **future perfect** tells us that something will be finished or achieved *at* or *before* a future point in time.

Formation	will have + past participle
+	They will have signed the employment agreement by Friday.
-	We won't have read all the documents by then.
?	Will he have finished the report by the time we arrive?
Short Answer	Yes, he will . / No, he won't .
Modal verb variations	It may have / might have / could have happened by the time...

This tense requires a time reference in the future, most commonly expressed with the preposition **by**.

By Monday / by 6 p.m. / by (next) Friday / by tonight...

By the time you read this... / By the time he arrives...

By then...

There are other common time phrases: *at, before, for, in, on, when*

The **perfect tenses** generally express a period of time up to another point of time in the past, present, or future.

Compare the perfect tenses	Example	Explanation
<p>Past Perfect Simple</p> <p>Joined the company promotion Now</p>	I had been with the company <i>for nearly two years before</i> I was promoted.	a period of two years up to a point of time (the promotion) in the past
<p>Present Perfect Simple</p> <p>Joined the company Now</p>	I have been with the company <i>for three years and ten months</i> .	a period of three+ years up to the present point of time
<p>Future Perfect Simple</p> <p>Joined the company Now May</p>	<i>In May this year</i> , I will have been with the company for four years.	a period of four years up to a point of time in the future (in May)



B2 CHAPTER 6 SECTION 3

REDUCED RELATIVE CLAUSES

A relative clause defines or gives us more information about a noun. In a **reduced relative clause** we can leave out the relative pronoun and verb and replace them with either the *present participle of the main verb* (for an active meaning) or a *past participle* (for a passive meaning).

Reduced relative clauses are **only possible** when the relative pronoun is the **subject** of the relative clause.

Present Participle for an Active Meaning

Used to say:	Standard Relative Clause	Reduced Relative Clause
- what someone/thing is doing now - what someone/thing was doing at a particular time in the past - what someone/thing always or generally does (Stative verbs can be used as a present participle here.)	The lady who is sitting at the reception desk is new. The hallway which joins our offices is being painted.	The lady sitting at the reception desk is new. The hallway joining our offices is being painted.

Past Participle for a Passive Meaning

Used to say:	Standard Relative Clause	Reduced Relative Clause
- what is usually done - what was done in the past	All the goods that are made here are exported. I know the man who was injured in the factory accident.	All the goods made here are exported. I know the man injured in the factory accident.

Being + Past Participle for a Passive Continuous Meaning

Used to say:	Standard Relative Clause	Reduced Relative Clause
- what is being done now - was being done at a particular time in the past	The files which are being printed out now are mine. The man who was being trained decided to quit.	The files being printed out now are mine. The man being trained decided to quit.

Reduced relative clauses are also commonly used after **there is/are** or **there was/were**:

- **There are** some people **waiting to use** the copy machine.
- **There were** many cars **parked** on the grass because the parking lot was full.
- Look! **There's** a car **being towed away**.

Note: Reduced relative clauses are common in spoken English. They are also useful in written English to reduce the length of your sentences, especially for passive continuous constructions.

B2 CHAPTER 6 SECTION 3

ADJECTIVE PLACEMENT

Most adjectives can come either directly *before a noun* (**attributive**) or *after a noun* (**predicative**) as a subject complement following a linking (copular) verb, such as *appear/look, be, become, feel, get, seem, smell, sound, or taste*. An adjective can also follow a noun as an object complement.

- We bought an expensive copy machine. **OR** The copy machine is expensive.
- The red door is newly painted. **OR** They painted the door red.
- He has an impressive resume. **OR** The resume looks impressive.

Some adjectives, however, can come in either the attributive or predicative position only. (*not both*)

Attributive Adjective Rules	Common Attributive Adjectives	Examples
Some adjectives always come <i>before</i> the noun:	elder, entire, former, little, live, main, total	My elder brother takes care of all the software updates. Please save the files on the main server .
Predicative Adjective Rules	Common Predicative Adjectives	Examples
Some adjectives always <i>follow</i> the noun, usually <i>after</i> a copular verb: (appear, be, become, feel, get, look etc.)	afloat, afraid, alike, alive, alone, ashamed, asleep, awake, aware, sorry, unwell/well, upset* <small>*emotionally upset (an upset stomach is possible)</small>	He was very upset when he couldn't find his copy of the document. I was feeling afraid because I made a big mistake with a customer.
<i>After</i> some participle adjectives used as reduced relative clauses:	applied, caused, designed, found, included, installed, provided, taken, used	We are sorry for any inconvenience caused . (that was caused) Please use the online form provided when applying for a job with us. (that is provided)
<i>After</i> indefinite pronouns: (anything, nowhere, somebody/someone, etc.)	_____	Do you know anyone qualified for the position? I've found somebody perfect for the job.
<i>After</i> expressions of measurement:	deep, high, long, old, tall, wide (heavy is not used this way)	The department is only two years old . The password is 14 characters long .
Predicative / Attributive Adjectives	Common Adjectives	Examples
Some adjectives ending in -able / -ible are commonly predicative when used as reduced relative clauses (but can also be attributive when not part of a reduced relative clause):	available, capable, imaginable, possible, suitable	It was the best interview imaginable! (that was imaginable) It was the most unimaginable experience! The company is building new storage space suitable for larger files. (that is suitable) Do you have a suitable place for the new desk?
These adjectives often have a synonym which can be used <i>before</i> the noun:	afloat - floating afraid - frightened alike - similar alive - living / live alone - lone asleep - sleeping unwell - sick well - healthy / fit	The secretary was afraid to tell her boss about the mistake. The frightened secretary didn't want to tell her boss about the mistake.

B2 CHAPTER 6 SECTION 3

ADJECTIVE PLACEMENT (CONTINUED)

Some adjectives change meaning depending on their position.

Attributive Position (before)	Predicative Position (after)
My boss is a very responsible man. a trustworthy, sensible, and rational man	The man responsible for the team was fired. the man who was in charge of the team
Concerned employees may call this hotline. worried employees	All the employees concerned have been compensated. the employees who were affected
It was a very involved explanation. a complicated explanation	The staff involved in the theft have been fired. the staff who were involved
The present members of the team are Irish. (time) the current members	The team members present all voted "yes". (place) the members who were there
That's not the proper paper for this machine. the correct paper	My interview was at the company proper . the company's main location, or main part
The country is going through economic reforms. reforms to the economy	An in-house IT department isn't economic . profitable
I'm interested in an academic career. a career at a university or college	The question was academic as I didn't have the right degree. theoretical only, therefore not important
He made a conscious effort to improve. a deliberate and controlled effort	My boss wasn't conscious of the problems. he was not aware of the problems
He wants to work in the legal profession. connected with the law	The lawyer checked the contract to make sure it was legal . correct according to the law