English C1 Advanced
HSLU, Semester 1

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Contents

1 Course overview

1.1 Exam overview

- Use of English and Reading: **MEP (30%)**;

- Writing: **MEP (30 %)**;

- Listening: **Semester performance (20%)**;

- Speaking: **Semester performance (20%)**.

2　Past tenses

2.1　Simple tenses

2.1.1　Past simple

Past simple is used for:

- Finished past event at a specific past point in time.

2.2　Continuous tenses

Are focused on ongoing actions at past or present time.

2.2.1　Past continuous

Past continuous is used to:

- Express something was ongoing at a specific past point;
- Focus on an ongoing action in the past that is "crossed" by another past action.

2.3　Perfect tenses

Most often an action stretching over time that started in the past and continues either up until now (present perfect) or up until a past point (past perfect)

2.3.1　Past perfect simple

Past perfect simple is used to:

- Express something happened before another past time;
- Compare two past events.

2.4　Perfect and continuous tenses

2.4.1　Past perfect continuous

Past perfect continuous is used for:

- Past actions in progress up until another past point;
- Past actions in progress that are interrupted or unfinished.

3　Passive forms

Passive is used to say what happened to the subject.

Passive sentences are formed with "to be" in the appropriate tense + the past participle (+ed).

3.1　Impersonal passive

3.1.1　Form

When we use one of these verbs:

believe, claim, report, say, think, understand, know, consider, estimate, expect, be rumoured, be reputed, allege;

we have to structure the sentence as follow:

It +	**"be"** + (required tense)	**reporting verb** + (past participle)	that...

subject +	**"be"** + (required tense)	**reporting verb** + (past participle)	main verb (to-infinitive → present or past)

4 Linking words

5 Inversion

After certain words and phrases the **word order is inverted**. This kind of inversion is mainly found in formal speech and writing.

5.1 Application of the inversion

5.1.1 Negation adverbs

The negative adverbs **never (before/again), rarely, seldom, barely/hardly/scarcely...when/before, no sooner...than, nowhere, little (with a negative meaning)**.

5.1.2 Negation

6 Formal letters

7 Reported speech

7.1 Verb tenses

We usually change the tense of the original verb so that it moves further back in the past. We also change time expressions and pronouns as necessary:

"We spoke to him yesterday", they said.—→ They said that they'd spoken to him the day before.

We **do not** change the tense if the situation we are reporting still exists and if the reporting verb is in the present tense:

"She's currently working in London" —→ He says she's currently working in London.

7.2 Modal verbs in reporting

We usually change modal verbs in reported speech:

- **will —→ would**;
- **can —→ could**;
- **may —→ might**;
- **needn'n —→ didn't have to**;
- **must —→ had to**.

We **do not** change modal verbs if the situation we are reporting still exists and if the reporting verb is in the present tense:

"We need to visit oue cousin" —→ She says we need to visit our cousin.

Modal verbes are often reported using other verbs:

- must, should, ought to —→ advised, urged;
- let's —→ suggested.

"You should ask for help" —→ He advised me to ask for help.

7.3 Reported questions

7.3.1 Reported Yes/No questions

When there is no question word in the direct speech question, we use **if/whether**. The word order is the same as in the statement. The verb tense and other changes are the same as for other types of reported speech:

*"Could I borrow your notes" she asked —→ She asked / wondered / wanted to know **if / whether she could borrow** my notes.*

7.3.2 Reported wh- questions

The **wh-** word is followed by normal word order (subject + verb). The verb tense and other changes are the same as for other types of reported speech:

*"Why did you leave that job?" She asked him —→ She asked **him why he had left** that job.*

7.4 Difference between review and report

7.4.1 Review

A review is an unasked paragraph pointed to the customers of a local or a object and is normally written with an informal language.

7.4.2 Report

Is generally an asked paragraph pointed to the manufactor of a product or the owner of a local, and talks about the quality and what can be improved.

7.5 Summary reports

We can use some reporting verbs to summarize what was said:

1. *"Don't come back – or else"* ⟶ *They **threatened** us*;

2. *"It was me. I did it"* ⟶ *He **confessed**.*

Some verbs, such as **speak**, **tell** and **thank**, are only used in summary reports, not with direct or indirect speech:

1. *She **spoke** briefly to reporters.*

2. *I **talked** to Kevin about the problem and he **thanked** me.*

We can use reporting verbs such as **boast** or **lie + about** to create a summary report:

1. *He **boasted about** his win*;

2. *He **lied about** how he did it.*

Other verbs used like this include: **complain, explain, inquire, joke, protest, speak, write**.

8 Conditionals

8.1 Conditional 0

Conditional zero is used to express a fact, something that is always true.

In conditional zero we can use either "**If**" or "**When**" as preposition, only if the probability is 100%:

$$\boxed{\text{If/When + Present simple} \longrightarrow \text{Present simple}}$$

i.g.:

1. If demand for a product *rises*, its price *rises* too;
2. When demand for a product *rises*, its price *rises* too.

8.2 Conditional 1

Conditional 1 is used to express a present/future situation of highly probability.

The highly probability is gived in the "if" clause, not in the "consequence" clause.

$$\boxed{\text{If + Present simple} \longrightarrow \text{Future simple (}\textit{will do}\text{)}}$$

ig.:

1. If I *see* her tomorrow, I *will speak* to her;
2. I *will not let* them in if they *are* late again.

8.3 Conditional 2

Conditional 2 is used to express a present/future situation of low probability.

It is used to express a zero probability sentence (hypotesis).

$$\boxed{\text{If + Past simple} \longrightarrow \text{would do}}$$

i.g.:

1. If I *saw* her tomorrow, I *would speak* to her;
2. If I *had* some time, I *would tidy up* my office.

Warning: The correct form of the verb "**to be**" in Conditional 2 is always "**were**".

8.4 Conditional 3

Conditional 3 is used to express a past situation, when is too late to change something or there are zero possibilities to change it.

$$\boxed{\text{If + Past Perfect }\textit{had done} \longrightarrow \text{would have done}}$$

i.g.:

1. If I *had seen* her, I *would have spoken* to her;
2. I *wouldn't hate let* them in if they *had been* late.

8.5   Special cases

8.5.1   Use of "would" for politeness

If you follow me please, I'll show you your room.

$$\downarrow$$

If you *would follow* me, I'll show you your room.

8.5.2   Imperative and requests in Conditional 1

If you see John, please give him this book.

$$\downarrow$$

Could you give John this book please if you see him?

8.5.3   Use of "may, might, could"

These can be used in the "consequence" clause to reduce the centainty of the action in that clause:

Compare (Conditional 1)
Warning: "**may**" is used only in Conditional 1 sentences.

If I see her tomorrow, I will speak to her.

$$\downarrow$$

If I see her tomorrow, I *may* speak to her.

Compare (Conditional 2)
If they were late again, I would not let them in.

$$\downarrow$$

If they were late again, I *might* not let them in.

Compare (Conditional 3)
If I had had some time last week, I would have tidied up my office.

If I had had some time last week, I *could* have tidied up my office.

9 Emphasis

9.1 Giving emphasis with "it is ... that"

It is / was + emphasis + (that) + message

i.g.:

Rob ate my biscuits.

↓

It was Rob that (or who) ate my biscuits.
It was my biscuits that Rob ate.
It was yesterday that Rob ate my biscuits.

9.1.1 Present sentences

It is me that does all the work.

9.1.2 Questions

Was it you that told him?

9.1.3 Negative sentences

It wasn't me that told him.

9.1.4 Formal sentences

For formal sentences, we can use "**I**" insted "me":

It wasn't I who told him.

9.2 Giving emphasis with "what"

9.2.1 Emphasise noun

What / All + understood info + *is / was* + emphasis

i.g.:

I hated most insects everywhere.

↓

What I hated most *was* the insects everywhere.

and more:

What I need now *is* a holiday.
All I want for Christmas *is* you!.

We can use the inversion of subject and object complement:

Dollar *is what* I need.

9.2.2 Emphasise verb

$$\boxed{\textit{What / All} + \text{subject} + \text{do/does/did} + \textit{is / was} \; \textcolor{red}{\text{verb}}}$$

i.g.:

I only touched the shower.

$$\downarrow$$

What I did *was* touch the shower.

9.3 Emphasis the whole sentence

$$\boxed{\textit{What happens / happened} + \textit{is / was} + \textcolor{red}{\text{clause}}}$$

i.g.:

We got the hotel and realised that our room had been double booked.

$$\downarrow$$

What happened was we got the hotel and realised that our room had been double booked.

10 Future tenses

10.1 Summary

10.1.1 Formal use

We use formal use to talk about events in the future. This is often used by journalists:

$$\boxed{\text{be + fully infinitive}}$$

i.g.:

1. The prime minister is to open a new factory;
2. The motorway is to shut for maintenance;
3. The actor is to be awarded for his services to theater.

10.1.2 Scheduled events

$$\boxed{\text{be due + full infinitive}}$$

i.g.:

1. Ling's train is due to arrive at 9:37;
2. Jay's parents are due to leave this evening;
3. Ivana's exam's due to finish at noon.

10.1.3 Certainty about the future

$$\boxed{\text{be + sure / bound + full infinitve}}$$

i.g.:

1. James's sure to be late;
2. Lenu was bound to win;
3. It''s bound to rain tomorrow.

10.1.4 Imminent events

$$\boxed{\text{sentence + be + on the verge / brink of + verb}}$$

i.g.:

1. The volcano is on the verge of erupting;
2. The minister is on the brink of resigning;
3. The countries are on the verge of war.

10.1.5 Future meaning with present tenses

We often use a present tense with a future meaning after verbs such as: **hope, plan, aim, intend, want** and **propose**. The verb that follows is in the infinitive:

$$\boxed{\text{Subject + present tense verb (hope, plan, intend, ...) + to + base verb (infinitive) + ...}}$$

1. Elif hopes to finish her studies and find a job next year;
2. Caterina intends to buy a house after saving for a few years;
3. Jorge plans to live abroad.

11 Relative clauses

11.1 Defining relative clauses

Defining relative clauses add **essential** information about the subject of the sentence. They define the **person, time** or **thing** that we are talking about. If we remove the clause, the sentence does not make sense.

> Noun + **relative pronoun** + rest of the clause

e.g.:

1. The woman **who found my wallet** handed it in to reception;

2. The student **whose dog has run away** has gone to look for it;

3. I remember the day **when we first met**.

11.2 Non-defining relative clauses

Non-defining relative clauses add **extra information** which are not essential. If we remove the clause, the sentence still makes sense. This type of clause is more common in written English.

> Noun + **, non-relative pronoun,** + rest of the clause

e.g.:

1. My friend's birthday, **which was last weekend**, was great fun;

2. My current girlfriend, **who I love very much**, calls me every night.

11.3 Notes

11.3.1 Replacing the relative noun

In informal communication, relative pronouns, such as **who** and **when**, are commonly replaced with **that** in defining relative clauses.

e.g.:

1. The woman **that** called last night was very polite;

2. Do you remember the time **that** you first met?

11.3.2 Leaving out the relative pronoun

When using defining relative clauses in informal speech and writing, the relative pronoun can be left out completely if it refers to the object of the relative clause.

e.g.:

1. This is the shirt ~~that~~ I bought;

2. The girl ~~who~~ I lie isn't here yet.

11.3.3 Spoken English

The relative pronoun "who" is used when referring to people. However, in formal written and spoken English, if the pronoun refers to the object of the clause, we use **whome** instead.

e.g.:

1. My German teacher, **whom** I really admired, retired last year;

2. The person **whom** I called this morning was my secretary.