The Just Series

The Just series is an integrated series of books that can be used on their own or, when used together, make up a complete course with a consistent methodological approach. The Just series is designed for individual skills and language development either as part of a classroom-based course or a self-study programme. The approach is learner-centred, and each unit has clear aims, motivating topics and interesting practice activities.

The Just series is for adult intermediate learners and can be used as general preparation material for exams at this level.

The Just series has four titles:
Just Listening and Speaking 0 462 00714 6
Just Reading and Writing 0 462 00711 1
Just Grammar 0 462 00713 8
Just Vocabulary 0 462 00712 X

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Introduction

For the student

*Just Grammar (Intermediate)* is part of an integrated series of books designed for you to study on your own, or together with other students and a teacher. It will help you improve your knowledge and use of English structure. We have carefully chosen the main grammar areas that are important for students at this level.

In this book you will find clear explanations of the grammar you are studying. There are examples to help you understand the explanations too. And then you can do the many exercises in the book which will help you to develop your knowledge and use of English grammar.

When you see this symbol ( ) it means that the answers to the practice exercises are in the answer key at the back of the book. You can check your answers there.

There is an index at the back of the book. This means that you can find words and grammar areas whenever you want.

We are confident that this book will help you progress in English and, above all, that you will enjoy using it.

For the teacher

The *Just* series is a flexible set of teaching materials that can be used on their own, or in any combination, or as a set to form a complete integrated course. The *Just* series has been written and designed using a consistent methodological approach that allows the books to be used easily together. Each book in the series specialises in either language skills or aspects of the English language. It can be used either in class or by students working on their own.

*Just Grammar* consists of 14 units which offer comprehensive grammar explanations and provide practice activities to improve the student’s ability to use the language. Each unit takes one area of grammar (e.g. noun phrases) and then deals with it in three parts. In Part A one aspect of the grammar area is presented (e.g. nouns with adjectives, nouns with prepositional phrases), explained, and practised. Part B presents another aspect of the area (e.g. nouns followed by present and past participles) with more explanations, examples and practice activities. Finally, in Part C, mixed practice of the whole grammar area is offered with more exercises, consisting of contrastive material from Parts A & B.

Students will be able to use *Just Grammar* without needing explanation or guidance on the part of the teacher. Having read through the explanations and examples in the book, they will be able to do the exercises, and then check them in the answer key at the back. However the units are also highly appropriate for work in class.

We have provided an index at the very back of the book to make *Just Grammar* easier to use and access.

We are confident that you will find this book a real asset and we recommend that you also try the other books in the series: *Just Reading and Writing*, *Just Vocabulary* and *Just Listening and Speaking*. 
1 We use the present simple to talk about general facts that are true and will be true for some time:
   - She lives in London.
   - The earth travels round the sun.

2 We use the present simple to talk about repeated actions or habits:
   - He gets up at six-thirty every morning.
   - I always cry during romantic films.

3 The present simple is often used to tell the stories of films and plays, and in sports commentaries:
   - So then he makes his way back to Rome and becomes a gladiator.
   - Beckham passes the ball to Owen. Owen scores!

4 Some verbs usually take the present simple rather than the present continuous, whatever the context:
   - mental states: believe, know, realise, recognise, suppose, think, understand
   - wants and likes: want, like, love, hate, need, prefer
   - appearance: appear, seem, look like

   1 know her very well. (NOT: I am knowing her very well.)
   - Olivia seems rather tired today. (NOT: Olivia is seeming rather tired.)

5 The present simple is used to talk about future schedules and arrangements:
   - The bus leaves at ten o’clock.
   - Her exam finishes at two o’clock.

6 We use the present continuous to talk about things that have begun and are not yet finished at the time of speaking:
   - They’re staying with friends in Italy this week.
   - She’s watching the news on television.

7 We use the present continuous to talk about changes in people and the world around us:
   - House prices are rising.
   - Keith is getting taller every day.

8 The present continuous is sometimes used with always to describe repeated actions that occur more often than is expected. This is used in speaking more often than writing. He’s always forgetting his key.
   - She’s always complaining about something.

9 We use the present continuous to talk about things in the future that we or someone else has arranged:
   - I’m travelling to Boston next week.
   - She’s playing in a concert tomorrow evening.

Remember: there are certain verbs that do not usually appear in the continuous forms (see 4 opposite).
2 Choose the correct form (present simple or present continuous) of the verb in brackets and fill the gaps.

Marek, an artist, (a live) ___________ in London.
He (b get up) ___________ at about six o’clock every morning and (c drive) ___________ to work.
He (d work) ___________ in a big room because he needs lots of space. At work he (e wear) ___________ old clothes and big gloves.
At the moment he (f work) ___________ on a new sculpture for a main square in the city.
He (g make) ___________ his sculpture from wood. When he (h leave) ___________ work in the evening, he (i drive) ___________ back home.
He has dinner with his family and then he (j read) ___________ to his children before they go to sleep. At the moment they (k read) ___________ a book about a wizard called Harry Potter. When the children are asleep he (l watch) ___________ television with his wife.
When he (m go) ___________ to sleep he (n dream) ___________ of wood and metal – and all the sculptures he is going to make one day.

3 Choose the correct alternative (in blue) in the following sentences. Say which explanation from Exercise 1 fits the verb form you have chosen. The first answer is done for you.

a We are knowing/We know that you did it!
   ___________ explanation 4

b Oh, this is dramatic! Peters is running/runs up to the wicket, is bowling/bowls the ball – and it is going/goes right through the batsman’s legs.

c Hello. What? ... I’m on the train ... we just leave/are just leaving.


d Oh, stop it! You’re always telling/You always tell me to tidy my room and it’s not fair!


e There’s no doubt about it. The weather gets/is getting warmer all the time. Global warming is a reality.


f When Oscar leaves/is leaving Sidney he is giving/gives a note to Lucinda. He tells/is telling her not to open it unless he doesn’t return.
1 Read the following explanations of how to make questions and negatives with present tense verbs.

1 We make questions by changing the order of the subject and the auxiliary verb:
STATEMENT: Anya is studying English.
QUESTIONS: Is Anya studying English? Why is Anya studying English? What is Anya studying?

2 If the verb does not have an auxiliary (in the statement) we use do before the subject to make questions:
STATEMENT: Kevin lives in Sydney.

3 When we answer a question we often use the short form with the auxiliary do/does or don’t/doesn’t:
'Do the girls like the new house?' 'Yes, they do.'
'Does John live in Oxford?' 'No, he doesn’t.'
If the question uses the auxiliary be, we repeat the auxiliary in the answer:
'Is Jenny a trainee?' 'No, she isn’t.'
'Are we very busy today?' 'Yes, we are.'

4 We make negative sentences by putting not after the auxiliary verb or after do:
STATEMENT: Anya is studying English.
Kevin lives in Sydney.
NEGATIVE: Anya is not (isn’t) studying English.
Kevin does not (doesn’t) live in Sydney.

2 Rearrange the words to make questions about Marek, the sculptor (see Exercise 2 in Section A). The first one is done for you. Don’t forget the question mark.

a does/live/Marek/where
Where does Marek live?

b does/every morning/get up/he/when

c does/get/he/how/to work

d at the moment/he/is/working on/what

e for this sculpture/he/is/using/why/wood

f at work/does/he/wear/what

g does/have/he/supper/where

h are/book/they/reading/what

i does/he/watch television/who/with

j about/at this moment/dreaming/he/is/what
3 Look back at Exercise 2 in Section A. Are the following statements True (T) or False (F)? If they are False, correct them. The first one is done for you.

a He gets up at eight o'clock every morning.  
F - He doesn't. He gets up at about six o'clock. 

b Marek lives in London. 

c He goes to work by bus. 

d He wears a suit and tie to work. 

e He is making a wooden sculpture. 

f He is working in his studio today. 

g He has dinner by himself. 

h He is reading Mary Poppins to his children. 

i He and his wife listen to the radio every evening. 

j He dreams of all the sculptures he is going to make one day. 

4 Make questions and replies about the following information, using the present simple or present continuous. In the replies use a pronoun to replace the name or noun in the question. (√ = reply with Yes; X = reply with No.)

a Paul/like/jogging. √ Does Paul like jogging? 
Yes, he does. 

b swimming/be/good for you √ 

c the girls' team/training/this afternoon X 

d the tennis tournament/be/in July √ 

e the sports coaches/work/in the summer X 

f sportsmen and sportswomen/need/lots of sleep √ 

g rowing a boat/be/good exercise √ 

h people/need/lots of protein X 

i Paul/change/his shoes/at the moment √ 

j Jenny/need/new trainers √ 

k the gym/be/open on Sundays X 

l Jenny/run/round the track now X 

m Olive/want/a sauna after the race √ 

n the team/compete/in this tournament X
1 Choose the correct form of the verb in brackets and fill the gaps.

Kim is in her final year of a psychology degree at the University of East Anglia in England. Her final exams (a be) [ ] next week so there are no classes. Like all the other students on her course this week she (b revise) [ ] . But Kim (c not study) [ ] very hard right now. She (d sit) [ ] in the garden of her house (e read) [ ] her notes. It is a beautiful day. Birds (f sing) [ ] in the trees. She (g sit/not/usually) [ ] in the garden like this during term time. Normally she (h take) [ ] the bus to the university at nine o’clock and (i study) [ ] all day. She (j have) [ ] lunch at about one with her friends, usually Alice and Gemma. But today Alice (k visit) [ ] her grandmother and Gemma (l take) [ ] part in an athletics event. Still Kim’s brother is home from his job as a junior doctor in Scotland. She can hear him now. He (m talk) [ ] to his girlfriend on the telephone. The sun (n get) [ ] hotter. Maybe revising is not such a good idea. Perhaps she could ring Alice and they could go for a swim.

2 Write the most appropriate form of the verbs (in brackets) in the gaps.

Jacky Beadle is talking on the telephone about the man she works for.

a Yes, Malcolm Clarke [is] a member of staff here. (be)
b I’m sorry Mr Clarke isn’t here. He [attend] a conference in Warsaw. (attend)
c He usually [work] in his office from nine till three. (work)
d Yes, Mr Clarke [go] to quite a lot of conferences. (go)
e At the conference in Warsaw, they [discuss] global warming. (discuss)
f Yes, Mr Clarke [believe; get] global warming is a problem. Why? Because it [get] warmer all the time.
g He [live] here for about six months of the year, and the rest of the time he [travel] around the world. (live; travel)
h He usually [go] by plane. (go)
i He [stay] at the Meridien hotel in Warsaw. (stay)
j I don’t know, but I hope that he [have] a good time. (have)
k No, I’m sorry. I [not/answer; not/give] people’s phone numbers or addresses. (not/answer; not/give)
3 Use the following prompts to make some of the caller's questions (from the previous exercise) about Mr Clarke. The first one is done for you.

- Malcolm Clarke – a member of staff there?
  Is Malcolm Clarke a member of staff there?
- at work – when?
- discussing in Warsaw – what?
- Mr Clarke – believe – global warming is a problem?
- he – global warming is a problem – why?
- Mr Clarke – travel a lot?
- he travel – how?
- staying in Warsaw – where?
- Mr Clarke – have a good time?

4 Jacky is having coffee with her sister Sarah. She is talking about her boss (Mr Clarke). Write the verbs from the box in the correct gaps, using the appropriate present tense (the first one is done for you).

- He (a) _______________ in North London with his wife (a doctor), two children, a dog and a cat. He (b) _______________ a taxi to work every day because he (c) _______________; he (d) _______________ it, you see.

  He (e) _______________ a lot. He (f) _______________ all our overseas offices. At the moment he (g) _______________ in a conference in Warsaw. He (h) _______________ about pollution and the environment.

  Everybody really (i) _______________ Malcolm, but he is a bit forgetful. He (j) _______________ his things on trains or in taxis. When he (k) _______________ that he's left some papers or his briefcase in some car or on some train he (l) _______________ crazy and we (m) _______________ to start telephoning all over London – well all over the world, sometimes – to try and find his things. But he (n) _______________ stupid. He just (o) _______________ to be. Actually he's pretty clever.

  The reason why everybody (p) _______________ Malcolm? Well, you see, the company (q) _______________ all the time. We're (r) _______________ big plans for the future, and everybody (s) _______________ very optimistic. We know that's because of Malcolm. He often (t) _______________ brilliant ideas and everybody (u) _______________ him a lot – I've said that already, haven't I!

  That's why we're all a bit sad. He (v) _______________ the company in two weeks. He's going to travel the world and write a novel. Sounds OK to me.
### The past (1)

#### past simple – form

1. The past simple of regular verbs is formed by adding *-ed* to the base form of the verb:
   - *walk* → *walked*  
   - *jump* → *jumped*
   
   though many common verbs have irregular past simple forms:
   - *buy* → *bought*  
   - *see* → *saw*

2. We form questions in the past simple by adding the auxiliary *did* before the subject of the verb:
   - *Did the doctor get to the meeting in time?*
   - *Did Annette win the prize?*

3. We form the negative of the past simple by adding *not* or *n’t* before the base form of the verb:
   - *The animals did not stay in the field.*
   - *David didn’t finish his sentence.*

#### past simple – use

4. We use the past simple to talk about single, complete events in the past:
   - *She came round the corner of the house and saw the lorry.*
   - *France won the World Cup.*

5. We use the past simple to talk about repeated events in the past:
   - *She wrote to him once a week.*
   - *She went to work by car every day.*

6. We use the past simple to talk about a situation that continued for some time in the past but is now finished:
   - *We lived in the country at that time.*
   - *She studied philosophy for three years.*

---

### Now look at this description of the form and use of the past continuous.

#### past continuous – form

7. The past continuous is formed with the past form of the verb *be* and the *-ing* form of the main verb:
   - *Jean was playing the clarinet.*
   - *The nurses were singing in the children’s ward.*

8. We form questions by putting the auxiliary before the subject:
   - *Was Jean playing the flute?*
   - *What were the nurses singing?*

9. The negative is formed by adding *not* or *n’t* to the auxiliary:
   - *She wasn’t playing the guitar.*
   - *Weren’t they singing very loud?*

#### past continuous – use

10. We use the past continuous to talk about actions which were in progress at a particular time in the past:
    - *I was playing in the garden at ten o’clock.*
    - *She was studying for her exams yesterday evening.*

**Remember:** there are certain verbs that are not usually used in the continuous, such as verbs describing feelings (e.g. *want*, *like*, *hate*, *hope*) and other *stative* verbs such as *remember*, *recognise*, *belong* (see Unit 1, Section A, Exercise 1, point 4).
2 Write either the past simple or past continuous form of the verbs in brackets. The first one is done for you.

It (a be) was 6.15. In the Adelphi Theatre the actors (b arrive) for the evening performance. It (c raining) outside. Jack Long, the caretaker, (d sweep) the corridor when he (e hear) a loud voice. He (f look) around. On the stage a young woman (g stand) in the darkness, (h speak) loudly. When she (i notice) the caretaker, she (j stop) and (k run) off the stage. 'What (l you/do) ?' he (m shout).

The girl (n say) , 'I'm sorry. I (o pass) the theatre and the door (p is) open. I've never been on a stage before and I really (q want) to try it. I just want to be an actress!' 

3 There are some mistakes in the past tense verbs in these sentences. Underline them and write the correct form. If there is no mistake write correct. The first one is done for you.

a This morning I was arriving at work at exactly ten past nine. arrived
b The train was being late.
c When I got to the office the manager opened his door and was calling me.
d I was going into his office immediately.

e I apologised for being late ...
f ... and just as I went out of the door ...
g ... he said 'by the way, the management decided yesterday to promote you to district manager.'
h I was being really amazed!

4 Look at the pictures. Which picture do the sentences below belong to? The first one is done for you.

a A man and a woman were walking, exhausted, in a desert. picture 1
b He looked down and saw two people.
c But when they got there it disappeared.
d They were collapsing and were clearly near to death.
e It was a mirage.

f Later that same day, towards evening, a pilot was flying his light aircraft low over the desert.
g They saw an oasis and hurried towards it.
h He managed to land and help the exhausted couple into his plane.
i They didn't have any water left.
1. The past perfect is made by using the auxiliary had or 'd and the past participle:
   Janet had climbed that hill before.
   The teachers had already left the ball.
   He was sure that he'd paid the bill.

2. The negative is formed by adding no or n't to the auxiliary verb:
   Sara hadn't met Colin before.
   Liam and Stephanie hadn't finished their dinner when Joe arrived.

3. We form questions by changing the position of the subject of the verb and the auxiliary:
   Had the train gone?
   Where had Monica left her keys?

4. The past perfect is used to talk about something that took place before another past event or situation:
   Sam walked into his sitting room and saw that someone had painted it green.
   When I arrived at the station, the train had gone.

   Note: if we want to use more than one verb with the same subject in the past perfect we only need to use the auxiliary once:
   Ned had picked up the box, opened it, and thrown the contents away.

2. Read the following story. Underline the past tense verbs in each sentence and circle the event that happened first. The first one is done for you.

   a. When David got home he saw that someone had left the front door open.
   b. He wondered what on earth had happened.
   c. He noticed that someone had made a lot of footprints in the flowerbed.
   d. He was sure that he'd locked the door that morning.
   e. He was horrified to see that someone had smashed the window.
   f. David guessed that a burglar had broken in.
   g. He went into the sitting room and saw that the clock on the wall had gone.
   h. The burglar had not had time to take everything because David came home.
   i. When he had looked around the house he phoned the police.
   j. He told them exactly what the burglar had taken.
   k. The police said that he had done the right thing.
   l. He hadn't touched anything before he called them.
   m. They hoped that the damage had not been too serious.
   n. After he had finished the phone call he made himself a cup of tea.
   o. He was glad they hadn't taken the kettle!
3. Put the verbs in brackets into the past perfect or past simple to make the order of events clear. The first one is done for you.

a. When he (make) his decision he (go) to talk to the manager.
   When he had made his decision he went to talk to the manager.

b. He (work) at the company for ten years when he (retire).

c. He (can not) get into his flat because he (forget) his keys.

   He could not get into his flat because he had forgotten his keys.

d. I (not eat) since the morning so I (be) really hungry by eight o’clock.

   I had not eaten since the morning so I was really hungry by eight o’clock.

e. When she (wash and change) she (call) a taxi.

   When she had washed and changed she had called a taxi.

f. She (want) to visit Rome because she (read) a lot about it.

   She wanted to visit Rome because she had read a lot about it.

g. They (arrive) late because they (miss) the bus.

   They had arrived late because they had missed the bus.

4. Answer the following questions according to the Yes/No cue. Use contracted forms where you can. The first one is done for you.

a. ‘Was Grace sure she had posted a letter to Barry three days ago?’
   ‘No, she wasn’t sure she’d posted a letter to him.’

b. ‘Had Barry got a letter from Grace?’
   ‘No, ’

c. ‘Did Grace hope that she had not posted a letter to Barry?’
   ‘Yes, ’

d. ‘Had Barry remembered to check the post recently?’
   ‘No, ’

e. ‘Had Grace accepted a new job in a foreign country?’
   ‘Yes, ’

f. ‘Had Barry heard about Grace’s new job?’
   ‘No, ’

g. ‘Was Grace sure that she had made the right decision?’
   ‘No, ’

h. ‘Had Barry asked Grace to marry him three days ago?’
   ‘Yes, ’

i. ‘Had Grace agreed to marry him?’
   ‘Yes, ’
Mixed practice

1. Complete the verb table. The first one is done for you.

<table>
<thead>
<tr>
<th>infinitive</th>
<th>past form</th>
<th>past participle</th>
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</thead>
<tbody>
<tr>
<td>a arrive</td>
<td>arrived</td>
<td>arrived</td>
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<td>b be</td>
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<th>past form</th>
<th>past participle</th>
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<tr>
<td>q tell</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Make questions using the prompts in brackets and the question word in blue. The first one is done for you.

a (Tim asked you something then)

what _What did Tim ask you then?_

b (he had come over to speak to you)

why _Why_ 

c (he was talking about something)

what _What_ 

d (Diana got there)

when _When_ 

e (you first saw Tim)

when _When_ 

f (you said something)

what _What_ 

g (you said that)

why _Why_ 

h (you thought something about that)

what _What_ 

i (you were waiting for someone)

who _Who_
3 Now here are the answers to the questions in the Exercise 2. Choose the question that goes with each answer and write it in the correct space. The first one is done for you.

a. Question: 
- My second week in college. I was waiting for someone in the canteen when he came in.

b. Diana, a friend of mine.

c. About ten minutes later. But Tim was talking to me when she came in.

d. I can’t remember.

e. Because he thought I looked ‘interesting’.

f. Not much!

g. He asked me to go to the cinema with him.

h. I told him no.

i. Because I’d already seen the film

4 Read the following story and complete the tasks below.

Alison decided to go hill walking. She didn’t tell anyone where she planned to go. When she reached the top of the first hill she looked for her map. She thought she had packed it in her jacket pocket, but it wasn’t there. Suddenly a thick fog came down over the hills, and she couldn’t see anything. She tried to find her way home, but she kept coming back to the same place. She was beginning to get very frightened. As she was stumbling along in the fog her foot went down a hole. It hurt terribly and she fainted. She had broken her ankle.

Back at home Alison’s flatmate, Serena, was getting worried. It was dark and Alison still hadn’t come home. Serena was afraid something had happened to her friend. At ten o’clock Serena rang the mountain rescue service.

When Alison woke up it was light and she was freezing cold. She realised she had been there all right. She heard a helicopter and she waved and shouted for help, but it was useless.

The search party didn’t know where Alison had been. They had searched the whole area and they were exhausted. Just when they had decided to give up and go home, one of them saw a hand waving. It was Alison. She had crawled out of her hole and she was shouting for help. And the moral of the story? Don’t forget your map when you go out alone and always tell someone where you are going.

a. Underline all the past tense verbs in the story.

b. How many past simple verbs are there? 

c. How many past continuous verbs are there? 

d. How many past perfect verbs are there?

e. Cover the text of the story. Write Alison’s story in your own words without looking back at the text.
A Quantifiers (1)

1. Read the explanations of how we use quantifiers (no, few etc.) with countable nouns. Remember, countable nouns are those which can be singular and plural, such as book – books, person – people, home – homes.

<table>
<thead>
<tr>
<th>1</th>
<th>No is usually used in positive statements with plural nouns:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There were no policemen outside the stadium.</td>
</tr>
<tr>
<td></td>
<td>No is used with singular nouns in formal English:</td>
</tr>
<tr>
<td></td>
<td>No person may enter the room during an exam.</td>
</tr>
<tr>
<td></td>
<td>He promised that no reasonable offer would be refused.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>A few is used with plural nouns and has a positive meaning (like some):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Harry always kept a few sweets in his pocket.</td>
</tr>
<tr>
<td></td>
<td>Few is used with plural nouns but has a negative meaning (like not many). It is often used with very. (Note: few is quite formal and not very common in spoken English; usually, we use not many.)</td>
</tr>
<tr>
<td></td>
<td>Few people enjoy exams.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Some is used with plural nouns in positive and negative statements:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Some cities are cleaner than others.</td>
</tr>
<tr>
<td></td>
<td>Some is also used in offers and requests:</td>
</tr>
<tr>
<td></td>
<td>Would you like to borrow some CDs?</td>
</tr>
<tr>
<td></td>
<td>Could I have some potatoes please?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>Any is used with plural nouns in questions and in negative statements:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have you had any emails today?</td>
</tr>
<tr>
<td></td>
<td>I don’t want any biscuits, thank you.</td>
</tr>
<tr>
<td></td>
<td>Any can also be used when stressed in positive statements:</td>
</tr>
<tr>
<td></td>
<td>I will accept any offers of help.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>Many is used with plural nouns, usually in negative statements and in questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not many people came to see the show.</td>
</tr>
<tr>
<td></td>
<td>Are there many students in the class?</td>
</tr>
<tr>
<td></td>
<td>We sometimes use many in positive statements in formal language:</td>
</tr>
<tr>
<td></td>
<td>Many department stores give large discounts.</td>
</tr>
<tr>
<td></td>
<td>In positive statements we usually use a lot of (often with quite) instead of many. (Note: a lot of is more formal than lots of, which is used in casual speech.)</td>
</tr>
<tr>
<td></td>
<td>There were (quite) a lot of boats on the lake.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>Most is used with plural nouns to mean ‘almost all’:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Most shops have increased their prices this season.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7</th>
<th>All is used with plural nouns:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All apples are delicious.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8</th>
<th>Every is used with singular nouns:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tom goes to the gym every day.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9</th>
<th>All these quantifiers, apart from no and every, are often used with of + determiner (the, this, that, my, our, them etc.) when we want to talk about something specific:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Della bought some of the most expensive boots in the shop.</td>
</tr>
<tr>
<td></td>
<td>All can be used with or without of:</td>
</tr>
<tr>
<td></td>
<td>She gave her sister all of her CDs.</td>
</tr>
<tr>
<td></td>
<td>She gave her sister all her CDs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10</th>
<th>All cannot be used without of before a pronoun:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>She gave her sister all of them.</td>
</tr>
<tr>
<td></td>
<td>Note: no changes to none when followed by of + determiner:</td>
</tr>
<tr>
<td></td>
<td>None of the shoes were in her size.</td>
</tr>
</tbody>
</table>
2 Look at the following sentences about shopping in Britain. Add a quantifier from the explanations above according to the quantity indicated on the right. The first one is done for you.

a. Most people shop in supermarkets.

b. Goods are sold cheaply to make sure people buy them.

c. Families go shopping on Sundays.

d. People buy things in small village shops nowadays.

e. Not shoplifters get sent to prison.

f. Supermarket companies try to improve the areas they build in.

g. Supermarkets offer very little choice.

h. Some prices are reduced Saturday afternoon.

3 Look at the picture and choose the right words from the box to complete the sentences describing the scene.

any most
tlot of a few
many no
tall some
la lot of lots of

a. There are coats on the rack.

b. There aren’t trousers.

c. Shirts are hanging on the rack.

d. Next to the coats there are dresses.

e. On the table there are socks for sale.

f. There are quite a handkerchiefs.

g. There aren’t gloves left.

h. There are still hats.

i. The hats are black.

j. Of the scarves are red.

k. There are blue gloves.
**Quanitifiers (2)**

1. **No** is used with uncountable nouns in positive statements:
   - Ken had absolutely no chance of winning.
   - Ken had no money in his wallet.

2. **A little** is used in positive statements, offers and requests:
   - Ursula has a little jam left on her plate.
   - Would you pour me a little milk?

   **Note:** *a little* is quite formal and we usually use *a bit of* or *some* in spoken English.
   - We often use very little to mean ‘almost none’, and too little to mean ‘not enough’:
     - There’s very little ink in the printer.
     - There was too little time to finish the test.

3. **Some** is usually used in positive statements:
   - Some jam has colouring added.
   - Some is also often used in offers and requests:
     - Would you like some milk in your tea?
     - Can I have some information, please?

   **Note:** *a bit of* is used in informal speech to mean ‘some’:
   - I really like a bit of jam on my toast.
   - Jack, our dog, caused a bit of trouble in the shop.

4. **Any** is used in questions and negatives:
   - Have you got any change in your pocket?
   - I’ve only got a £10 note.
   - There isn’t any cough medicine.

   Any can also be used when stressed in positive statements:
   - I’ll take any advice you can give me.

5. **A lot of** is usually used in positive statements and questions:
   - A lot of butter is imported from abroad.
   - I hate carrying a lot of luggage.
   - Is there a lot of salt in the soup?

   **Note:** *a lot of* is more formal than *lots of*, which is used in casual speech:
   - Keith likes lots of sugar in his tea.

6. **Much** is usually used in questions and in negatives:
   - Is there much tea left?
   - How much bread do we need for the sandwiches?
   - We don’t need much butter.

   In positive statements, much is more formal than *a lot of* and is not often used:
   - There was much shouting and laughter when the clowns entered.

   However, we use much with so quite often in positive statements:
   - Tom bought so much paper he had nowhere to put it.
   - I never knew there was so much juice in a lemon.

7. **Most** is used in positive statements and questions:
   - Most office furniture is made of metal.
   - Where is most sugar produced?

8. **All** is used in positive statements and questions:
   - All pasta is made from wheat.
   - Does all tea come from China?

9. All these quantifiers, apart from *no*, are often used with *of* + determiner (*the, this, that, his, our, their*) etc. when we want to talk about a part of something specific:
   - Some of his coffee spilt on the floor.
   - Have you eaten any of that marmalade I bought?
   - Most of the land around the river was flooded.
   - Can I offer you a little of this French cheese?
   - I haven’t read much of the paper.

   All can be used with or without *of*:
   - Janet drank all (of) the orange juice.
   - The sun melted all (of) the snow.

   However, you must use *of* before a pronoun:
   - She finished all of it.
2 Look at the following ‘quantity line’ and then choose the appropriate quantifier for each group of sentences (a–f).

<table>
<thead>
<tr>
<th>No/(not)any</th>
<th>not much/a little</th>
<th>a bit of/some</th>
<th>a lot of/much</th>
<th>most</th>
<th>all</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a How __________ milk is there in the fridge?
There isn’t __________ hope for you!
Pauline didn’t have __________ time for relaxation.

b __________ fruit is good for you!
Gregory thought that __________ maths was dull.
Polly finished __________ the trifle and __________ the lemonade.

c I’m afraid there’s __________ flour left for pancakes.
There’s __________ water in the swimming pool during winter.
John was so busy he had __________ time to chat on the phone.

d I enjoyed __________ of the music in the show.
__________ people need reading glasses when they become middle-aged.
Robin and Sue like __________ Japanese food, but not raw fish.

e Look! There’s __________ gravy on the carpet!
We often have __________ fish on a Friday evening.
You need __________ sugar in the mixture. It’s a bit too sour.

f There’s __________ fat in fried food.
__________ the coffee we drink is imported from South America.
You’ll need __________ paint to cover that huge wall!

3 Two friends are preparing a meal. Choose a quantifier from the box to complete their conversation.

| a bit (x2) | lots |
| a little | lots of |
| all | much (x2) |
| any (x2) | no |
| few | some |

ROBERT: Don’t put too (a) __________ oil in the pan. You only need (b) __________ bit.
PATRICK: Oh, I think you need (c) __________ of oil.
ROBERT: Well OK, but just not too (d) __________, OK?
PATRICK: Don’t worry. I’m not going to go crazy.
ROBERT: I’m glad to hear it! Now you have to add (e) __________ onions.
PATRICK: But I don’t want to put (f) __________ onions in this. I don’t like them.
ROBERT: Oh no, you don’t, do you. I suppose that’s OK.
PATRICK: Do I need to use (g) __________ the tomatoes?
ROBERT: No, you only need a (h) __________
PATRICK: Shall I put in (i) __________ of oregano?
ROBERT: Yes. That would be great. I like to use (j) __________ herbs.
PATRICK: OK. And what’s next?
ROBERT: Salt! We need (k) __________ of salt – not much.
PATRICK: Where is it?
ROBERT: Where’s what?
PATRICK: The salt. There’s (l) __________ salt anywhere.
ROBERT: Didn’t you buy (m) __________?
PATRICK: No. I thought you were going to.
ROBERT: Oh no!
Mixed practice quantifiers with countable and uncountable nouns

1. Rewrite the statements using quantifiers to reflect your point of view. The first one is done for you.

   a. Boys like football.
      A lot of boys like football, but not all of them do. A few aren’t interested at all.

   b. Girls are interested in fashion.

   c. Young people like discos.

   d. Young people don’t like school.

   e. People think films are more interesting than plays at the theatre.

   f. Old people watch television every evening.

2. Draw a smiley face (😊) or a sad face (😢) for each sentence. The first one is done for you.

   a. A few people really like my new paintings. 🧐

   b. Every time I talk to her she smiles. 😊

   c. Few people came to my party. 😞

   d. I have very little chance of passing this exam. 😞

   e. I’m not having much fun right now. 😞

   f. A lot of people really like my pictures. 😊

   g. My friend Elaine had little opportunity to visit me. 😞

   h. There are a lot of people in here. They’ve all come to see my paintings. 😊

   i. There are so many questions in the exam. I’m certain to get some of them right. 😞

   j. Very few people like my new paintings. 😞
3 Correct the mistakes in the following sentences. The first one is done for you.

a We don’t get much shoppers here any more.

b People spend very few money in this shop.

c This will only take little time.

d There aren’t any sugar in this tin.

e Every people likes coffee.

f I always drink coffee after all meal.

g I only take a few milk in my coffee.

h I’ll come round in a little minutes.

i Finding a good bargain in the shops gives me many satisfaction.

4 Look at the results of a survey about what people have for breakfast in a city in Ireland. Complete the sentences using the information in the survey.

<table>
<thead>
<tr>
<th>What people drink:</th>
<th>What people eat:</th>
</tr>
</thead>
<tbody>
<tr>
<td>44% tea</td>
<td>55% cereal (cornflakes, muesli)</td>
</tr>
<tr>
<td>41% coffee</td>
<td>23% toast</td>
</tr>
<tr>
<td>7% fruit juice</td>
<td>11% cooked breakfasts (fried bacon, egg, sausage)</td>
</tr>
<tr>
<td>3% milk</td>
<td>7% no breakfast</td>
</tr>
<tr>
<td>3% water</td>
<td>4% boiled eggs</td>
</tr>
<tr>
<td>2% nothing</td>
<td></td>
</tr>
</tbody>
</table>

a A few people eat

b A few people drink

c A lot of people eat

d Most people eat

e Some people drink

f Not many people eat

g Most people drink
A Comparatives and superlatives (1)

1 Read the explanations.

1 To form the comparative of a short adjective or adverb we add -er + than:
   - Keith is taller than Bob.
   - Bob's house is grander than mine.
   - Mike ran faster than Tom.

   To form the superlative we add (the) -est to the adjective or adverb:
   - Sally is the tallest girl in the class.
   - This pair of shoes is the cheapest in the shop.

2 If the short adjective or adverb ends in a single vowel and a consonant (except w) we double the consonant and add -er or -est:
   - hot → hotter → (the) hottest
   - mad → madder → (the) maddest

3 If an adjective or an adverb ends in a consonant and an e we add -r or -st:
   - large → larger → (the) largest
   - fine → finer → (the) finest

4 If the adjective or adverb has two syllables and ends in a consonant sound we usually use more, (the) most:
   - serious → more serious → (the) most serious
   - patient → more patient → (the) most patient

   But if it ends in a vowel sound or l or r sound we usually add -(e)r, -(e)st:
   - yellow → yellower → (the) yellowest
   - little → littler → (the) littlest

5 If the adjective ends in -y we change it to -i and add -er or -est:
   - pretty → prettier → (the) prettiest
   - ugly → uglier → (the) ugliest

   But if an adverb ends in -ly we add more or (the) most before it:
   - sadly → more sadly → (the) most sadly
   - quickly → more quickly → (the) most quickly

6 If the adjective or adverb has more than two syllables we add more for the comparative, and (the) most for the superlative:
   - exciting → more exciting → (the) most exciting
   - monotonous → more monotonous → (the) most monotonous

7 If we want to say that the difference between two things is very great we use much or far + comparative + than:
   - Lennie runs much faster than I do.
   - She is far fitter than me.
2 Read the following dialogue and indicate which of the above rules the adjective or adverb is following in each sentence. The first one is done for you.

a That was the most delicious meal I have ever eaten!
rule 6

b It is the newest restaurant in the area.

c The service is good. They brought the meal more quickly here.


d That dessert we had at Mario's last week was richer.


e Yes, I thought the dessert was lighter here.


f But I think Luigi's looks nicer ...


g ... and it must be the busiest restaurant in town.


h I think the menu is bigger here, though.


i The most important question is – which is the most expensive!


3 Look at the pictures of the three hotels and write two sentences comparing them, using one comparative and one superlative and the word in the brackets. The first one is done for you.

a (expensive) The Regent is more expensive than the Hotel Mario. The Majestic is probably the most expensive.

b (comfortable) 

c (noisy) 

d (modern) 

e (crowded) 

f (cheap) 

g (luxurious) 

h (peaceful) 

i (attractive)
Comparatives and superlatives (2)
irregular forms, and other ways of comparing

1. Read the following explanations of irregular comparatives and superlatives and other ways of making comparisons.

### Irregular Comparative and Superlative Adjectives and Adverbs

1. Many of the most common adjectives and adverbs have irregular comparative and superlative forms:
   - good → better → (the) best
   - well → better → (the) best
   - bad → worse → (the) worst
   - badly → worse → (the) worst
   - far → further/farther → (the) farthest/furthest
   - old → older/elder → (the) oldest/eldest
   
   Note: we only use elder and the eldest to refer to people, and not to things.

2. The quantifiers little, much, many and few have irregular comparatives:
   - little → less → (the) least
   - much/many → more → (the) most
   - few → fewer or less → fewest or (the) least

3. When we want to indicate something is getting progressively more or less, we repeat the comparative with and:
   - The water was getting deeper and deeper.
   - It was raining more and more heavily.

4. To compare things in a negative way we use less ... than:
   - Tom was less optimistic than Andy. (= Andy was more optimistic.)
   - We also use not as ... as for a negative comparison:
     - Bill isn't as successful as his brother. (= His brother is more successful.)
     - He doesn't work as hard as him.

5. To compare two equal, or nearly equal, things we use as ... as:
   - Antonia is as tall as Jane.
   - Jane is almost as confident as Karen.

6. We can qualify comparatives with adverbials such as a bit, a lot, much and far before the comparative form:
   - Ken was a bit fatter than before.
   - The Strong family are far richer than their neighbours.

   We can qualify superlatives with by far:
   - The footballer was by far the richest man at the party.

   For negative comparisons we can also use not nearly ... as ... as, and far less ... than:
   - Helen isn't nearly as generous as Elizabeth.
   - Bernard was far less amusing than David.

7. We can make phrases using comparatives with ... the better:
   - The sooner the better.
   - The bigger the better.

8. To indicate that two things change at the same rate we use the ...er the ...er, or the more ... the more ...:
   - The older I get the better I understand.
   - The more patient William is the more angry Mary gets.

   We can mix the negative and the positive comparison:
   - The faster the car is, the less fuel-efficient it is.
   - The more fragrant the rose is, the less beautiful.
2 Add a phrase so that the new sentences mean the same as the old ones. The first one is done for you.

   a Really hot coffee is the best.
   b Linda has three younger sisters.
   c The hotel is less crowded this year than it was last month and the month before.
   d The station is more dirty every week.
   e The family is very happy in their new house. They used to be very unhappy.
   f Really cheap markets are the best.
   g The doctor earns a lot more than the nurse.
   h The sofa is very expensive and so are the two chairs.
   i Traffic is much safer when it goes slowly.

   The hotter... the better.
   Linda is ____________________________
   It's getting ____________________________
   The station is getting ____________________________
   They're much ____________________________
   The nurse doesn't ____________________________
   It's ____________________________
   The ____________________________ it goes, ____________________________ it is.

3 Look at the picture and put the missing words in the following sentences.

   a Aunt Jane is _________ taller _________ Aunt Lucinda.
   b Cousin Jack's hair is nearly _________ long _________ Phillip's.
   c Delia has _________ bigger teeth _________ Frances.
   d Grandma is _________ older _________ Phillip.
   e The twins are _________ fat _________ each other.
   f Mark is _________ thinner _________ Phillip.
   g Grandpa is _________ as bald _________ Uncle George.
   h Aunt Jane is _________ the oldest woman in the family.
   i Uncle George is the _________ dressed man in the family.
   j Delia is the _________ dressed woman in the family.
   k Mark is much _________ frightening _________ Jack.
   l Frances is _________ person in the family.
C Mixed practice comparative and superlative adverbs and adjectives

1 Complete the adjective and adverb tables. The first two are done for you.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative form</th>
<th>Superlative form</th>
<th>Adverb</th>
<th>Comparative form</th>
<th>Superlative form</th>
</tr>
</thead>
<tbody>
<tr>
<td>a cold</td>
<td>colder</td>
<td>the coldest</td>
<td>j fast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b angry</td>
<td></td>
<td></td>
<td>k slowly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c honest</td>
<td></td>
<td></td>
<td>l well</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d pale</td>
<td></td>
<td></td>
<td>m kindly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e good</td>
<td></td>
<td></td>
<td>n badly</td>
<td></td>
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<tr>
<td>f emotional</td>
<td></td>
<td></td>
<td>o often</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g kind</td>
<td></td>
<td></td>
<td>p much</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h sad</td>
<td></td>
<td></td>
<td>q early</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i blue</td>
<td></td>
<td></td>
<td>r frequently</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Look at the pictures and write a sentence comparing the things or people in the pictures.

a The white shoes are ____________________

b The short girl can run ____________________

c John is ____________________

d The girl in the T-shirt must be ____________________

e The house on the left is ____________________

f The road on the right looks ____________________
3. Complete the following exchanges with the phrases in the box. The first one is done for you.

<table>
<thead>
<tr>
<th>Box</th>
<th>3. Complete the following exchanges with the phrases in the box. The first one is done for you.</th>
</tr>
</thead>
</table>
| a bit more difficult | a 'Why are you going inside?'
| and more exciting    | 'It’s getting ___________! I can’t stand it.'
| as he is           | b 'You seem to be enjoying that book.'
| hotter and hotter   | 'Yes. It’s ___________________ than I had expected.'
| as much as          | c 'When are you going to finish putting up those shelves?'
| much more interesting| 'As soon as I can. It’s ___________________ than I expected.'
| the better          | d 'You can’t hear yourself speak in here.'
| the bigger          | 'Great! The noisier ___________________.'
| the easiest         | e 'You don’t want coffee? I thought you liked coffee.'
| less than           | 'Not ___________________ I used to.'
|                       | f 'Why don’t you want to play cards with your brother?'
|                       | 'I’m not as good at cards ___________________.'
|                       | g 'The meals here are absolutely enormous.'
|                       | 'Great! ___________________ the better!'
|                       | h 'Isn’t it all too expensive?'
|                       | 'Oh no. You can get a flight for ___________________ £65.'
|                       | i 'How did you get on in the exam?'
|                       | 'Great. It was ___________________ one of all of them.'
|                       | j 'Why are you so keen on that television programme?'
|                       | 'Because it’s getting more ___________________.'

4. Add one phrase from each of the two columns to make a sentence. You can only use each phrase once.

<table>
<thead>
<tr>
<th>Box</th>
<th>4. Add one phrase from each of the two columns to make a sentence. You can only use each phrase once.</th>
</tr>
</thead>
</table>
| a bit wiser. | a Brian isn’t as ___________________.
| better.      | b Camping holidays are ___________________.
| cities in the world. | c Flying is ___________________.
| cruises.     | d Heat? The hotter ___________________.
| every year.  | e In Australia ___________________.
| her sister.  | f Last year’s holiday ___________________.
| his sister.  | g Paris is ___________________.
| I’ve ever had | h She’s not ___________________.
| than going by train. | i The roads are getting ___________________.
| than in July. | j Every year ___________________.

A Present perfect

1 Read the following explanations.

1 The present perfect simple is formed by using the auxiliary has/have with the past participle of the main verb:

\[\text{I have found your gloves.}\]
\[\text{He has left for the airport.}\]

In conversation we often contract the auxiliary to 's/ve, particularly after pronouns (e.g. I, he, they):

\[\text{I've found ... He's left ...}\]

We make the negative by adding not or n't after the auxiliary have:

\[\text{Robin has not seen the film 'Lord of the Rings!'}\]
\[\text{John hasn't mended the computer yet.}\]

Note: When we are answering a question in the present perfect we can use the short yes/no answer with the auxiliary have:

\[\text{Have you found your scarf?} - \text{Yes, I have.}\]

Exception: the verb go changes to has been in the present perfect when we mean 'visited':

\[\text{My mother has been to America.}\]  (= She has visited America.)
\[\text{but: My mother has gone to America.}\]  (= She is in America now.)

2 We use the present perfect when we talk about something that started in the past and is still the case:

\[\text{Phil has known his friend Ross since they were seven.}\]

3 We use the present perfect to talk about something that happened in the past but that has consequences in the present:

\[\text{He has bought a new computer (so he is selling his old one).}\]

4 We use the present perfect when we talk about things that happened in a period of time that is not yet finished (e.g. today, this week):

\[\text{He has had three driving lessons this month.}\]

5 With the present perfect we often use never, often, just and already:

\[\text{Helen has never been to France.}\]
\[\text{She has often forgotten her door key.}\]
\[\text{David has just found some money on the pavement.}\]
\[\text{Has Paul already arrived?}\]

We use ever in questions and negative statements:

\[\text{Have you ever learnt to snowboard?}\]
\[\text{No, I haven't ever wanted to.}\]

6 We often use the present perfect with since and for. We use since with a time (e.g. six o'clock, last week) and for with a period of time (e.g. three weeks, three hours):

\[\text{Paul has been here since nine o'clock.}\]
\[\text{Jenny has only been here for about half an hour.}\]
2. Match the following present perfect examples with the appropriate explanations of use (2–4) on page 30. The first one is done for you.

   a. Ingrid has lived in Stockholm for six years.  
   b. Janet has already been to New York three times this year.  
   c. Peter has just bought a new car! He’s selling the old one.  
   d. I’ve forgotten how to write in Greek.  
   e. Lucy has worked for the same company for over a year.

3. Complete the following sentences with the correct form of the verb in brackets and either since or for. The first one is done for you.

   a. Ashley (live) __________ has lived __________ in a camper van __________ for __________ three years.
   b. He (be) __________ a writer __________ October 1999.
   c. His wife, Stella, (work) __________ on an organic farm __________ Ashley gave up his job.
   d. They (not eat) __________ any meat __________ two years.
   e. Ashley (speak) __________ French __________ he was a child.
   f. They (be) __________ married __________ ten years.
   g. I (not see) __________ them __________ last January.
   h. He (have) __________ a shaved head __________ May last year.

4. Look at the pictures and ask a question about each one. The first one is done for you.

   a. Has he finished his meal?  
   b. __________  
   c. __________  
   d. __________  
   e. __________  
   f. __________
B Present perfect continuous

1 Read the following explanations.

**present perfect continuous – form**

1 We make the *present perfect continuous* by using the auxiliary verb *has/have* with the past participle *been* and the -ing form of the main verb:

- *She has been waiting* for him to ring all morning.
- *They have been preparing* for the party all day.
- *Joanna and I have been talking* for over an hour.

In conversation we often contract the auxiliary to 's/’ve, particularly after pronouns (e.g. *I, she, they*):

- *She’s been waiting* ... *They’ve been preparing* ...

**present perfect continuous – use**

2 We use the *present perfect continuous* to talk about something that began in the past and is still continuing:

- *I’ve been waiting* for the fridge to be delivered since four o’clock.

3 We use the *present perfect continuous* to talk about something that has very recently finished, but that continued for some time:

- *Felix has been working out* at the gym.

4 We often use the *present perfect continuous* with *since* and *for*:

- *Annette has been thinking about moving house since 1998*.
- *She has been looking for a new house for about a year*.

5 We often use the *present perfect continuous* in questions with *how long* to ask how long something has been happening:

- *How long has Jane been working in Brussels?*

**Remember**: there are certain verbs that are not usually used in the continuous, including verbs describing feelings such as *want, like, hate, hope* etc. and other static verbs such as *remember, recognise, belong* (see point 4 of Unit 1, Section A, Exercise 1).

2 Read the descriptions in blue and write what you think has been happening. The first one is done for you.

- a Two boys are climbing out of a swimming pool. 
  The boys have been swimming.

- b Mark is holding a cloth and a can of window cleaner and standing back from a shiny window.

- c The ground is covered with snow. The sun is shining and the sky is clear.

- d Tom has just come off the dance floor. He’s absolutely exhausted.

- e Jane is wearing oven gloves and carrying a steaming dish in each hand to the table.

- f Mr and Mrs Thomas are walking into their home carrying carrier bags and boxes.

- g Megan is standing in front of a painting – she is holding a paintbrush.

- h My dog is covered in mud and he’s standing in a hole in the garden.
3. Rewrite the sentences using the present perfect continuous and the word in brackets.

a. Freda started learning Greek three years ago. (for)

b. I started watching TV at six o’clock. (since)

c. John stopped and got out of his new car two minutes ago. (just)

d. I started living on a houseboat six months ago – and I still do. (for)

e. Jane wasn’t skating on the ice this morning. (just)

f. The Gordon family go to Ireland every year. They started going there ten years ago. (for)

g. Maria started listening to classical music when she was a child. (since.)

h. Keith has finished digging a new flower bed. (just)

i. Phillip works in the City of London. He started there on 18th January. (since)

j. Susan and Jack are talking about their relationship. They started three hours ago. (for)

4. Read the information about Rita and Tom Redfern and write questions for the answers. The first one is done for you.

Rita and Tom Redfern live in California, USA. Tom’s a guitarist in a band called Moondance and Rita works for a recording company called Halcyon Music. Here are some facts about them.
- They moved to America a year ago.
- They bought their beach house last January.
- Rita started working for Halcyon Music last Monday.
- Tom started playing the guitar at the age of eight.
- Rita started her Japanese study classes six months ago.
- Tom joined a band called Moondance nine months ago.

a. How long have they been living in America? For 12 months.

b. _____________________________? Since January.

c. _____________________________? Since Monday.

d. _____________________________? Since he was eight.

e. _____________________________? For six months.

f. _____________________________? For nine months.
Mixed practice present perfect simple and continuous

1. Read the sentences. Write the correct present perfect simple or continuous form in the gaps. Use the verbs in brackets. The first one is done for you.

a. I (1 live) **have lived** in many strange places in my life and I (2 like) **have liked** all of them – except for the houseboat! I lived in a houseboat which sank in the middle of the night. Luckily, I escaped but since then I (3 be) **have been** very suspicious of any kind of boat, and I (4 not/be able to) **haven't been able to** sleep very well at night, so I (5 never/want) **never wanted** to try a houseboat again.

b. I (1 always want) **have always wanted** to live at the top of a tall apartment block. I (2 live) **have lived** in a basement flat for about four years, but since May I (3 look) **have looked** for a penthouse.

c. Bob (1 drive) **has driven** thousands of miles in his old camper van over the years. He (2 repaired) **has repaired** it lots of times, but in the end he (3 have to) **has had to** buy a new one. He (4 keep) **has kept** the old one in the garage since 1999, but he (5 not/drive) **has not driven** it since then.

d. FRANK: Hello Steve. What have you got in that bag?
STEVE: Hi Frank. I (1 fish) **have fished**. I (2 catch) **have caught** six trout and a pike.
FRANK: Where (3 you/fish) **have you fished**?
STEVE: I (4 just/get back) **have just got back** from the lake out at Farmoor. I (5 try) **have tried** lots of different places around here but I (6 never/be) **have never been** this successful before.

2. Choose the correct word or phrase from the box to complete the following dialogue.

noticed 
lost 
haven't done 
been working 
ever tried 
used 
ever been 
haven't 
n't had 
have found

IAN: Have you (a) **noticed** karate?
DENNIS: No, I'm afraid I (b) **haven't noticed**.
IAN: What about kick boxing?
DENNIS: No, I'm afraid I (c) **haven't noticed** that, either.
IAN: There is a martial arts centre round the corner. Have you (d) **ever tried** there? My girlfriend and I (e) **have ever tried** it lots of times.
DENNIS: No, I haven't (f) **ever tried** it. Anyway, recently I have (g) **ever tried** enough time to do that kind of thing. I've (h) **ever tried** very hard.
IAN: Yes, I know what you mean. Our jobs are very stressful, too, but we (i) **ever tried** it relaxing. You really should come too.
DENNIS: No thanks. I seem to have (j) **ever tried** my sports clothes. And actually I prefer to watch a video to relax.
Choose the appropriate word in the box to complete the following sentences. Some of the words are used more than once.

yet since again so
for already always

a. Grace has been at college ___________ two terms now.
b. She has made lots of friends ___________.
c. She has ___________ joined the drama society.
d. She hasn't managed to get a part in a play ___________.
e. Her best friend Ursula has been studying at the college ___________ two years.
f. Ursula and Grace have been sharing a room ___________ last term.
g. Grace has ___________ been a good student .
h. and she has worked hard ___________. this term.
i. Ursula hasn't been ___________ hard-working.
j. She failed her last two exams, but she has been working very hard ___________ then.

Now look again at the last exercise and make questions about the girls' life at college. Use the answers given. The first one is done for you.

a. "How long has Grace been at college?"
   "For two terms."
b. "________________________.
   "She's made lots."
c. "________________________.
   "Yes, she joined it last term."
d. "________________________.
   "No, unfortunately she hasn't got one yet."
e. "________________________.
   "For two years."
f. "________________________.
   "Since last term."
g. "________________________.
   "Yes, she always has."
h. "________________________.
   "Yes, this term too."
i. "________________________.
   "No, not as hard as Grace."
j. "________________________.
   "Yes, she has been working much harder."
1. Read this explanation of the passive.

The **passive** is formed by adding a form of the auxiliary *be* to the *past participle* of the main verb.
- Present simple passive: *Stamps are sold in supermarkets now.*
- Present continuous passive: *Gabriel's room is being painted this afternoon.*
- Present perfect passive: *The CD has been recorded in London.*
- Past simple passive: *Jane was last seen in Paris.*
- Past continuous passive: *The cat was being chased.*
- Future passive: *The doctor will be given an award in October.*

We form passive questions by putting the *auxiliary verb be* at the beginning of the sentence, or after the question word:

*Was the picture painted by your sister?*
*Who were the curtains made by?*

2. Read the following information about the Great Pyramid and underline the passive verbs.

The Great Pyramid was built in Egypt about 5,000 years ago. It was constructed to the west of the River Nile. This area was called ‘The land of the Dead’. The Great Pyramid was made from huge blocks of limestone. The wheel had not yet been invented, so the blocks of stone were pulled from the quarry by hundreds of men on a path of wooden logs. The pyramid was designed with a solid core of limestone with four sides, and gaps were left for corridors and various rooms. It is not known exactly what the pyramids were used for, but burial chambers (where the bodies of dead Pharaohs and their family and servants were placed) have been found deep inside the pyramids. It is thought that pyramids were designed to help the Pharaoh’s spirit rise up to the sun after death. The pyramids are visited by millions of people each year.
3 Now read the following information about the famous ship the Titanic and write the correct passive form of the verb in brackets in each gap.

The Titanic (a build) ____________ in 1912. It (b design) ____________ in a new way and it (c think) ____________ to be unsinkable. Because of this, it (d not/give) ____________ enough lifeboats for the passengers and crew. The hull (e damage) ____________ by a collision with a huge iceberg and it sank very fast. A total of 1,513 people (f drown) ____________ that day. Because of this disaster, new international safety laws (g pass) ____________ and the Ice Patrol (h establish) ____________ . In 1985 the wreck (i locate) ____________ on the sea bed and the ship (j explore) ____________ . Several successful films (k make) ____________ about the Titanic since then, and the most recent (l released) ____________ in 1997.

4 Look at the pictures and write a suitable passive caption for each one using the verb in brackets. The first one is done for you.

a (hit) The boy has been hit by the ball.

b (build) The house has been built.

c (arrest) The suspect has been arrested.

d (give) The present has been given.

e (eat) The sandwich has been eaten.

f (spill) The drink has been spilled.
B Particular uses of the passive

passives used in technical and scientific writing; passive + by + agent; sentences with direct and an indirect object

1 Read the following explanations of how to use the passive.

1 We use the passive when we do not know who the agent of the action is (or we do not want to say who it is):
   The freezer was left open all night.
   or, if the agent is known but not significant:
   My shoes have been repaired.
   or, so that the subject of the verb is not a very long phrase:
   Tom was very impressed by the way Derek managed the company.
   (Rather than: The way Derek managed the company impressed Tom.)

2 We frequently use the passive in scientific and technical writing:
   The results of the experiments are then analysed in the laboratory.

3 We use the passive in historical and geographical texts:
   The pound was devalued in the 1960s.
   The English king, Charles I, was executed in 1649.

4 We often use the passive (particularly with modal verbs, e.g. can, must, should) to express an instruction or rule in a courteous and impersonal way:
   It is important that this is done quickly.
   The doors must be kept shut at all times.
   Mobile phones should be switched off.
   The answer can be found on page 6.

5 If you want to specify who or what the agent is in a passive sentence you use by after the main verb or the object:
   The trees were blown down by the storm.
   My father was left a fortune by an uncle.

6 We use this pattern when we want to indicate that the agent is particularly significant or unexpected:
   The last chocolate was eaten by Josephine (not by Mary).

7 Some sentences have a direct and an indirect object:
   They awarded the Nobel Prize for Literature to Nadine Gordimer.
   These sentences can be made passive in two different ways.
   • They can start with the direct object (with to or for after the verb):
     The Nobel Prize for Literature was awarded to Nadine Gordimer.
     A sweater was knitted for Paul by his mum.
   • They can start with the indirect object:
     Nadine Gordimer was awarded the Nobel Prize for Literature.
     Paul was knitted a sweater by his mum.
2 Read the following texts and write down all the passive verbs you can find. Then decide why there are so many passive verbs in each text. Look at explanations 1–6 opposite, and write in the brackets which one applies to each paragraph. The first one is done for you.

a Jean Baptiste Lamarck, who lived between 1744 and 1829, was a naturalist who was best known for his theory of evolution. His book on the theory of evolution, which was called *Philosophie Zoologique*, was published in 1809. Lamarck suggested that an organism changes throughout its lifetime, and these features are inherited by the next generation.

was known, was called, was published
are inherited [2]

b Meknes is one of the most beautiful and famous cities in Morocco. It was known as 'the Moroccan Versailles' because of its large and exotic palaces. They were built in the 17th century, in the reign of Mawlay Is'mail. Now it is used as a trading centre for agricultural products and valuable carpets.

[ ]

c When handling the product it is important that gloves are worn at all times. The product is corrosive and if it comes into direct contact with the skin or eyes, they must be washed immediately with large amounts of cold water. A mask should also be worn to prevent inhalation.

[ ]

d The internal combustion engine is an engine in which fuel is burnt inside the engine itself. The first one was patented in 1876, by N. Otto. It used gas as a fuel. It was the invention of the carburettor that enabled liquid fuel, particularly petrol, to be used.

[ ]

e The results of this year's Mainstream music awards have surprised everyone. In the Best Male Vocalist category the prize was won by James Kirk, not Lenny King, as expected. In the Best Group category, the award was given to East City Down, a band which nobody has heard of. The award for Best Dance Track was presented by the rapper Tootsie Cool, even though he doesn't like DJ Ice, the man who won it. But the biggest surprise was the Best Newcomer category where the gold statue was awarded to Eryl Krause even though she is 58.

[ ]

3 Read explanation 7 opposite and then make two passive sentences from each of the following statements. The beginning of the first two sentences is given.

a The chef baked a huge cake for the President's daughter.

A huge cake

The President's daughter

b The director of the gallery showed the journalists the new sculpture.


c A record company offered Robbie Williams a multi-million-dollar contract recently.


d The government granted some war veterans a pardon.


1 Look at the two pictures and write sentences about the differences between them, using the cues. The first one is done for you.

BEFORE

a The picture ___________ (change)
b A rug ___________ (put)
c The ornaments ___________ (throw away)
d A large plant ___________ (put)
e The telephone ___________ (attach)

AFTER

f The armchairs and sofa ___________ (take away)
g The carpet ___________ (take away)
h Blinds ___________ (install)
i The walls ___________ (paint)
j The lampshade ___________ (replace)

2 Complete each gap with one of the following verbs. Decide if they should be active or passive. The first two are done for you.

A Man for All Seasons is a film that tells the story of Sir Thomas More.

Thomas More was born in London on 7 February 1478. He ___________ (a) ___________ at the University of Oxford, and in 1504 he ___________ (b) ___________ Parliament. However, he spoke out against the king (Henry VII) and because of this More’s father ___________ (c) ___________. He (d) ___________ until Thomas More, his son, agreed to leave public life.

After Henry VII died and his son, Henry VIII, became king, More entered public life again. He ___________ (e) ___________ in 1521 which means he became ‘Sir Thomas More’. He (f) ___________ speaker (chief official) of the House of Commons, England’s parliament.

During this period, Sir Thomas More was close to the king. They frequently had long and enjoyable conversations and in 1529 Sir Thomas More (g) ___________ Lord Chancellor of England by his friend the king. The Lord Chancellor is the chief law official in the country.

Trouble (h) ___________ when Henry VIII wanted to divorce his first wife, Catherine of Aragon. More (i) ___________ with this because of his religious beliefs and so (j) ___________ from public life (again) in 1532. But this was not enough for the
3. Look at the phrases on the left and make a passive sentence. Start your sentence with the words in blue, and make the verb in brackets passive, as in the example. You may need to add by before the agent.

a. Millions of emails around the world every day (send)

b. The Mona Lisa a few people every day (photograph)

c. Cats, the musical more people than any other musical (see)

d. Heathrow Airport more than 1.5 million people every year (use)

e. The mountain, Machu Picchu 68,000 people since last January (visit)

f. Mount Everest teams from all over the world every year (climb)

g. The 'Vendée Globe' round-the-world yacht race a woman never (win)

h. The Great Wall of China astronauts in space (see)
A The future

present simple and present continuous as future

1 Read the following explanations of how the present simple and present continuous are used with future meaning.

present simple

1 We use the present simple for future schedules or timetables rather than personal plans:
   The Bristol train leaves at 8 am.
   The college term starts in October.

Note: there isn’t a special future tense in English. Instead we use a number of different ways of talking about it. These include the present continuous and present simple (see above) and going to or will (see Section B).

2 We use the present continuous to talk about personal plans and arrangements:
   My aunt’s coming for tea this afternoon.
   Dr Wilson is speaking at the conference this year.

3 There are some verbs that are not usually used in the continuous, and this also applies to the future use of the present continuous. We do not usually use stative verbs such as be, wait, etc. in the continuous with future meaning. In these cases we usually use will.

2 Now read the passage and look at the verbs in blue. Write down whether each one refers to the past, the present or the future.

Good morning everyone. I (a) am glad to announce that next Monday our President (b) is starting his tour of the factory. According to the itinerary his PA (c) sent us he (d) is spending three days with our company. (e) I’m sure we (f) are all very keen to make his visit a good one. On Monday morning his flight (g) lands at Stansted Airport at 9.15. Steve (h) is picking him up at the airport and (i) driving him to the main building. He (j) spends the first day talking to management and clerical staff. Miss Evans, (k) could you open the window please? Thank you. Now, where (l) was I? Oh yes ... On Tuesday he (m) talks to factory floor workers and then, on Thursday, he (n) attends the meeting of the board of directors. He (o) is leaving on Friday and (p) flying to Dublin to visit our sister company there. Then, he (q) goes through the whole programme again.
3 Read the dialogue and underline the future form, in blue, that is better. In some cases both forms are possible, but one is better than the other.

a MARIA: What time does the show start/is the show starting?
b DEBBIE: I think the curtain is going up/goes up at 7.30.
c MARIA: Oh dear! Keith meets/is meeting us at 7.00. That doesn’t leave/ isn’t leaving us much time to get the tickets.
d PAUL: They’re sending/send the annual report tomorrow.
e HAMISH: Do they fax/Are they faxing it, or does it come/is it coming in the post?
f PAUL: They usually post it but I think John is coming/comes in the van tomorrow so he brings/is bringing it.
g HAIRDRESSER: So where do you go/are you going on holiday this year?
h CUSTOMER: Well I have/I’m having two holidays, actually.
i HAIRDRESSER: Oh, you are lucky. I only am getting/get one week in the summer. I go/I’m going to Barbados this year.
j TOUR GUIDE: Come on now, the coach leaves in five minutes. Where do you go/ are you going, Mr. Arkwright?
k MR ARKWRIGHT: According to the itinerary the coach is leaving/leaves at 3 p.m. We don’t get/aren’t getting to Paris until 7. I want another half-hour here.
l TOUR GUIDE: I’m sorry but there is a serious traffic jam. We are leaving/leave now with you or without you!

4 Use the words in brackets to make questions about the future, using the present simple or the present continuous. The first one is done for you.

a (where/you/go/this afternoon) ‘...where are you going this afternoon?’ ‘To the park with Jane.’
b (what/you/do this evening) ‘...what are you doing this evening?’ ‘I’ve got a training session at the gym.’
c (when/film/start) ‘...when is the film starting?’ ‘In half an hour.’
d (how/Kevin/get to the station) ‘...how is Kevin getting to the station?’ ‘By bus.’
e (what/be/on TV this evening) ‘...what is on TV this evening?’ ‘A programme about the Liverpool football team.’
f (Jane/come/to see us with the new baby) ‘...is Jane coming to see us with the new baby?’ ‘Yes, she’ll be here at about 3.’
g (when/you/go/to the supermarket) ‘...when are you going to the supermarket?’ ‘I was thinking of tomorrow morning.’
h (when/the meteorite/pass close to the earth) ‘...when is the meteorite passing close to the earth?’ ‘About midnight, the paper says.’
i (how/he/get in touch with you) ‘...how is he getting in touch with you?’ ‘On his mobile phone, I should think.’
j (you/put/sugar in that) ‘...are you putting sugar in that?’ ‘No. I prefer it without sugar.’
The future

be going to + infinitive; will + infinitive

1 Read these explanations of how we use be going to and will with future meaning.

1 We use be going to + infinitive when we talk about something that, on current evidence, seems almost inevitable:
   I’m sure it’s going to rain. Look at the sky!
   Kevin is going to fail the maths exam. He hasn’t attended any of the classes.

2 We also use be going to + infinitive when we are talking about something someone intends to happen, particularly where the intention is strong:
   Rosa is going to learn to drive if she possibly can.
   I’m going to finish the marathon if it kills me!

Note: If we want to use an adverb, such as probably or definitely, it goes after the auxiliary verb:
   She’s probably going to be late.
   The advanced students are definitely going to pass the exam.

3 We use will + infinitive as a statement of future fact, or to say what we think will happen:
   It’ll be summer soon.
   She’ll probably pass the exam.

4 We use will + infinitive when there is some form of condition, either stated or implied:
   I’ll buy a new dress if he invites me to the theatre.
   We’ll get on the bus when it comes.

5 We use will + infinitive when we are offering to do something:
   I’ll finish laying the table, if you like.
   John will help you while I’m out, don’t worry.

   or, when we are promising something:
   Will you pass me that pen, please?

6 When we are suggesting doing something in the future we use Let’s, Why don’t you, or should/must + infinitive:
   Come on, let’s go and see your new flat.
   Why don’t you come too?
   Jack should take some time off work.

7 We use shall instead of will in questions with I and we:
   Shall we get some coffee?
   Shall I try to find the right bus for you?

   Shall can be used in affirmative sentences, but it is quite old-fashioned and it is not very common in speech:
   I shall always remember that evening!
   We shall drive down to Madrid this year.

Note: although there are some situations where there is only one correct form of the future, there are many situations where it is possible to use either going to or will (or the present continuous). People choose the one that sounds best.
2 Complete these sentences about the picture using the words in the box. The first one is done for you.

<table>
<thead>
<tr>
<th>arrest</th>
<th>get into</th>
<th>play</th>
<th>steal</th>
<th>thief</th>
</tr>
</thead>
<tbody>
<tr>
<td>buy</td>
<td>guitar</td>
<td>rain</td>
<td>take</td>
<td>tree</td>
</tr>
<tr>
<td>climb</td>
<td>newspaper</td>
<td>see</td>
<td>taxi</td>
<td>wallet</td>
</tr>
<tr>
<td>film</td>
<td>photograph</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a) The man with glasses is going to buy a newspaper.
b) A woman in a yellow suit
c) The people in the queue
d) The tourist in shorts
e) The little boy
f) The man with a beard
g) The police officer
h) The boy with the red T-shirt
i) Look at those clouds! It

3 Some of the future verbs in these sentences are not the best choice. Put a line through the words that are wrong and write the correct verb on the line, or write correct if there is no problem.

a) Shall James try to mend the bicycle?
b) Delia will bring us some French jam if she can.
c) Let you give me the salt, please.
d) I hope the new series of Trash is going to begin in the autumn.

e) He says he’s going to post the book to me today.
f) Sarah will have her baby next week.
g) I promise I’m going to visit her in the hospital.
h) Do you think Phil is going to be famous one day?

4 Look at all these sentences with will and shall. Decide whether the sentences are Requests, Offers or Promises. Write R, O or P in the brackets.

a) Shall I help you carry your luggage? [ ]
b) I‘ll bring a trolley next time. [ ]
c) Will you move your bag a bit? I can’t get through. [ ]
d) I’ll find us a seat in a quiet carriage if you like. [ ]
e) Louis will give you some money when we get back. [ ]
f) Shall we buy you a present from London? [ ]
g) Will you ask the guard why we are so delayed? [ ]
h) We’ll be there in a few minutes! [ ]
i) If you want, I’ll get you a cup of coffee from the buffet. [ ]
j) Will you come with us to the theatre this evening? [ ]
k) I’ll never do this journey again! [ ]
Mixed practice
present simple and present continuous; will and be going to

1. Look at the following sentences. Underline the future verbs and write down the number of the explanation from sections A and B that each one demonstrates.

   a. We are going to see a film tonight. **explanation 8.2**
   b. I don't feel very well. I think I'm going to faint.
   c. We're meeting them outside the cinema at eight.
   d. If I can afford it, I think I'll visit my sister in Mexico next summer.
   e. According to the weather forecast it is going to rain later on today.
   f. Sit down and relax. I'll make you a nice cup of tea.
   g. According to the guide book the museum closes today at 4.30.
   h. Who's going to give her the bad news? I don't have the nerve.
   i. Why don't you come with me?
   j. Shall I phone the airport to check the flight?
   k. If we don't hurry up, we'll miss the train.
   l. He'll leave school next year.
   m. I'll probably never see you again!

2. Read the following sentences and choose which phrase is better in the second sentence and underline it. The first one is done for you.

   a. The newspaper says it's going to snow.
      It's probably going to snow./It's probably snowing.
   b. I have an appointment at the hairdresser tomorrow at 3.
      I'm going to the hairdresser tomorrow./I go to the hairdresser tomorrow.
   c. Mark is feeling very dizzy.
      He fainted./He's going to faint.
   d. If the sail hits the water...
      ... the boat will turn over./the boat is turning over.
   e. I'm hungry. Come on, ...
      ... we have a sandwich./let's have a sandwich.
   f. They've offered Penny a place at Bristol University!
      The course is going to start in October./The course starts in October.
   g. Yvonne and Frank are playing chess this afternoon.
      Frank is definitely going to win./Frank is definitely winning.
   h. I know!
      I buy you a watch for your birthday!/I'll buy you a watch for your birthday!
   i. I can't quite reach that box of tissues on the top shelf.
      Will you pass them to me, please?/Are you going to pass them to me, please?
Choose the most appropriate verb form (will, be going to, present continuous or present simple) for the words in brackets in this conversation. The first one is done for you.

HELENA: (a we/be) ...Are we going to be... in time?
SUSIE: Yes, I think so.

HELENA: What time (b the train/arrive) ...?
SUSIE: At 8.15. Oh no, wait a minute, look, there’s a delay. It (c not/get in) ...until nine o’clock.

HELENA: What (d we/do) ...until then?
SUSIE: I don’t know.

HELENA: Well I (e get) ...a coffee. Do you want one?
SUSIE: No, but I (f come) ...to the cafeteria with you.

HELENA: What (g you/say) ...to him when you see him?
SUSIE: I don’t really know. I mean I can’t think of anything to say.

HELENA: Don’t worry. I (h do) ...the talking.
SUSIE: OK. I (i just/stand) ...and listen.

HELENA: I don’t believe that for a moment.
SUSIE: Well I (j not/shout) ...at him or anything. Just because he said he’d catch an earlier train. I mean he’s nearly 17.

HELENA: What (k he/do) ...when he leaves school?
SUSIE: I wish I knew. He (l probably/go) ...travelling with his friends. That’s what they all seem to do.

HELENA: (m you/miss) ...him?
SUSIE: Yes, I think so. It (n feel) ...very strange with no one in the house except for me and the dog.

SUSIE: Oh dear. This cafeteria (o close) ...in five minutes.

HELENA: Then we (p wait) ...on the platform. Stop worrying.
SUSIE: I just hope he (q be) ...on the train!
A Present modals (1)  

1 Read the following explanation of the use of modal verbs.

1 Modal verbs are verbs that have the same form for all persons (e.g. I, you, he, she). We can use them to say whether something is necessary or is a good idea, and to say how certain or possible something is. They modify the meaning of the verb that follows.

2 Modals (e.g. must, should, may) are auxiliary verbs and are followed by an infinitive. We don't need to add do or don't when we make questions or negative sentences:
   You mustn't talk in an exam.
   Should we sign the paper now?
   Note: when we answer a question using a short answer we repeat the modal verb: 'Should we turn over the paper now?' 'Yes, you should.' 'Might the car break down?' 'Yes, I think it might.'

3 Need to and have to are semi-modals and so we must use an auxiliary with them:
   Jane doesn't need to get a new permit.
   Will we have to pay again?
   Note: Compare need to and need. We do not add don't to need when we make a negative sentence:
   Jane needn't get a new permit.

4 In order to express obligation (that is, something we are obliged to do because it is the law or a rule or an individual forces us to) we use must, need to and have to or have got to:
   You must get to work by 8.30.
   You need to wear the right clothes.
   You have to use the key code to get into the building.
   You've got to leave the building if you hear the fire alarm.
   Note: When we are expressing our own opinion and not a general rule or law we usually say must:
   You must hurry! It's going to rain.

5 To say that it is obligatory not to do something we use must not (mustn't):
   Customers must not bring pets into the shop.

6 To say that something is not compulsory we use need not, don't need to or don't have to.
   The employees need not stay until 6 o'clock.
   They needn't arrive until 9 a.m.
   We don't have to work at the weekend.

7 To recommend doing something because it is better or right we use had better, ought to or should:
   We'd better get to the cinema early.
   You ought to invite your sister.
   We should buy our tickets in advance.

8 To say that something is not recommended we say ought not to or should not, or had better not:
   You oughtn't to stay up so late.
   We shouldn't eat so much salt.
   You'd better not forget my birthday!
Read the following text and underline the verbs that are expressing an obligation or a recommendation, according to the explanations on page 48. List all the verbs and write the number of the appropriate explanation from Exercise 1 beside them. There are 14 verbs. The first one is done for you.

Leanne really needs to get fit. She decided to get a personal trainer. He told her she ought to lose a few pounds and she should improve her fitness. To do that she has to go to the gym three times a week. She mustn’t let herself get dehydrated, so she has to drink 2 litres of water a day. She doesn’t have to buy special equipment, but she mustn’t wear tight clothing. She should, however, have good-quality shoes. She needn’t cut out all her favourite foods, but she must eat a sensible balanced diet. While she is exercising she shouldn’t let herself get too tired. Her husband thinks she shouldn’t spend so much time at the gym, but she says she hopes she doesn’t have to give it up now, she’s feeling so great!

<table>
<thead>
<tr>
<th>a needs to get</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
</tr>
</thead>
<tbody>
<tr>
<td>needs to get</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Circle the verb in blue that is the most appropriate verb in these sentences.

a Doctors have to/ought to work very long hours.
b In many countries people should/have to wear seat belts in the back of cars as well as in the front.
c You needn’t/mustn’t get up early if you don’t want to.
d You shouldn’t/mustn’t use your mobile phone in here. I mean it’s not against the law but it’s a bit anti-social.
e You’d better not/don’t have to wear a helmet when you are on your bicycle. It’s your choice.
f You don’t have to/ought not to play loud music. It upsets the neighbours.
g I think I’m getting fat. I hope I don’t have to/shouldn’t cut out chocolate.
h Bob ought not to/doesn’t need to go to work since he won the lottery.

Use the modal verbs in brackets to make sentences from the following words. Be careful when you have to make a question or a negative. The first one is done for you.

a I/eat/my sandwich outside? (must)  
   Must I eat my sandwich outside?  

b I/get/here before 7 o’clock? (should)  

c you/have/identification to take books out of the library? (need to)  

d you/worry/about the washing up. (need not)  

e they/hurry up/the concert starts in ten minutes. (should)  

f she/take/the science exam? (have to)  

g they/spray-paint/any more walls. (had better not)  

h we/wear/smart clothes for your party? (need)  

1. We use the modals *may* and *might* with the infinitive of a static verb to say that something is possibly the case now or in the future:
   - You *may* think this is true.
   - John *might* wish he had a car like mine.

2. We use the modals *may* and *might* with *be* and an -ing form of an active verb to show that we think something is possibly happening in the present:
   - Jack *may be working* in the shop today.
   - The company *might be manufacturing* a new model at the moment.

3. We use *may* and *might* with a future meaning with the infinitive of an active verb:
   - Ursula *may arrive* this afternoon.
   - She *might bring* David with her.

4. We use *can* to say that we think someone is able to do something in the present:
   - *Lucy can dance* really well.
   - We use *can’t* when someone is not able to do something:
     - *Keith can’t dance* at all.

5. If we are speaking politely, we use *could* or *couldn’t* to talk about ability and possibility:
   - I *think I could reach* that book.
   - It *could be* worse.
   - Or when we want to request or suggest things:
     - Could you lend me five pounds?
     - We *could take* a taxi.

6. We use *be able to* to express ability when we are writing or speaking in a formal way:
   - The managing director is *able to make* a decision unilaterally.
   - We are also *able to offer* the product at a reduced price.

7. We use *can* when something is permitted:
   - You *can eat* your packed lunch in the canteen.
   - We also use *can* and *can’t* to ask if something is permitted or not permitted:
     - Can I pay by credit card?
     - Can’t you buy your ticket on the plane?

8. We use *can’t* to say when something is not permitted:
   - You *can’t smoke* in the train.
   - Sarah *can’t use* my travel pass.

9. We also use *may* for permission when we are speaking formally, especially in questions:
   - May I *take another sandwich*?
   - Students *may not enter* the room during the demonstration.
2 Read the following conversation and write the number of the explanation that is relevant to the verbs in **blue** in each one. The first one is done for you.

a **JANE:** Can you remember what Mr Gross said to you?

b **TOM:** Yes. He said 'I may not finish the project today'. He was very upset.

c **JANE:** Why can't he complete it today?

d **TOM:** I don't know. He may be too busy with other work.

e **JANE:** What help could I give?

f **TOM:** You might send him the sales figures from last month.

g **JANE:** No I can't! I've got to finish this filing for Helen!

h **TOM:** She might let you do that later. This is important.

i **JANE:** Helen isn't here at the moment, so I can't ask her. She might be working at home today.

j **TOM:** Well, I might have time to do the filing this afternoon.

k **JANE:** Can I send him a fax with the information he wants?

l **TOM:** I think Donald may be using the fax machine at the moment.

m **JANE:** Could you pass me the Janssen file? Thanks.

n **TOM:** Mr Gross is working too hard. I think he might be going crazy!

3 Choose which word in the box can be used in both the gaps in the following pairs of sentences.

- can't
- could
- may
- might
- can

a 'I think she ____________ be late.' 'Yes, she ____________ not know the way.'

b '__________ I bring the children in here?' 'Yes, of course.

You ____________ take them into the family room.'

c '__________ I try some of this pie?' 'Yes, of course, but you

__________ not like it.'

d '__________ you move a little to the left? I want to take a picture.'

'Oh sorry. I ____________ take one of you, if you like.'

e '__________ I use my walkman in here?' 'No, I'm afraid

you ____________.'

f 'I'm afraid I ____________ email you because I ____________ use my computer at the moment. Sorry.'
Mixed practice

1 Sangita is 17. Complete these sentences about her using the right modals. The first one is done for you.

What do her teachers say to her?

a You should work harder.
b You try to get to school on time.
c You wear so much make-up.
d You to do gym at the moment because you have exams.

What are the laws of England?

e She vote until she's 18.
f She go to 18-certificate films.
g She get a driving licence now that she's 17.
h She get married, with her parents' consent.

What does her mother say to her?

i Sangita! Come here! You do your homework before you go out!
j Your father says you play your music so loud.
k You tidy your room every day.
l But you tidy it sometimes!

2 Rewrite the following sentences using should/ought to, must, have to, don't need/have to, can't, or had better. Start each sentence with You.

a Getting up early isn’t necessary tomorrow.

b Wearing a uniform is not compulsory at this school.

c Driving along this road is not permitted.

d Wearing a uniform is obligatory in this job.

e Retiring at 65 is obligatory in some companies.

f Going to see the doctor would be a really good idea, I think.

g Tell me if you are going to be late. I insist.
3 Rewrite the phrases in blue in better English, using one of the following verbs: can, could, may, might, be able to. Remember that sometimes more than one verb may be correct.

(a) It is possible that Harry is going to Chicago in June. At the moment, he has quite a lot of money saved and (b) he is able to buy a ticket. (c) He will possibly go with his friend Gordon. Gordon said to his boss, (d) ‘Will you permit me to have a week off work in June?’ His boss replied (e) ‘You are permitted to have a week’s holiday in June, but (f) please ask me a bit sooner next time. It’s already May! Fortunately, (g) I am able to find someone to take your place as it is the university vacation and a lot of students (h) are able to work for me for a week.’

Harry and Gordon are worried that (i) it is possible that it is too late to get cheap tickets. Harry phoned the travel agents and said, (j) ‘Will you permit me to buy off-season tickets in May?’ They said, (k) ‘You are able to if you are travelling within one month.’ So he booked his ticket straight away. Now Gordon has to book his ticket quickly because (l) he is able to have the reduced fare only if he books today. Harry thinks that Gordon (m) is possibly booking the ticket right now. If he isn’t, (n) it is possible that he won’t be able to go with his friend.

4 Look at the rules for the new reference library in Charleston. Make one sentence for each rule, using a modal or semi-modal verb. Start each sentence with You.

LIBRARY RULES

Leave coats and umbrellas at the entrance.
No eating in the library.
No drinking in the library.
Silence at all times.
It is important that clothing is decent.
It is not necessary to ask before you take a book from the shelves.
Replace books when you’ve finished with them.
No books to be taken out of the library.
Catalogues are available for the readers.
Photocopying of documents is free.
A Noun phrases  

1 Read the explanations of how we use adjectives and prepositional phrases with nouns.

1 We can modify or change the meaning of nouns by adding words before them. They can be adjectives:
- the old man
- three new books
- facial expressions
Or they can be nouns:
- body language
- a door handle

2 We can also modify nouns by adding a phrase that starts with a preposition (e.g. with, in, on, without) after them:
- the house at the end of the street
- the apartment by the river

Note: We use with to add something special about a person or thing:
- a house with a tall chimney
- a girl with long hair

When we use the definite article the before the noun we often use the after the preposition:
- the child in the blue coat
- the book with the red cover

2 Find the words or phrases in the box that could be used to modify the nouns in blue in the following sentences. Write them down in the correct order. The first one is done for you.

Options:
- at the side of the building
- membership
- temporary
- without a card
- at the desk
- valuable
- in the blue uniform
- horrible
- sports
- dangerous

a The man stopped Jenny as she went into the club. The man in the blue uniform

b ‘Have you got your card?’ he said.

c Jenny looked in her bag, but she couldn’t find it.

d ‘I’m afraid I can’t let anyone into the club,’ he said.

e Somebody has damaged a lot of equipment.

f ‘But you know it wasn’t me! I’m not a criminal!’ she said.

g ‘Well, you can get a card from the desk,’ he said, smiling.

h ‘Thank you, she said, ‘the girl will recognise me, I’m sure.’

i Jenny followed the man through a door.

j ‘Why would anyone do such a thing?’ she wondered.
3 Look at the picture and find the things listed below (a–j). Then fill in the gaps with an appropriate word before and a prepositional phrase after the first noun. The first one is done for you.

a The _____ garden _____ the fence is beautiful.
b The _____ car _____ the car park belongs to Dr Jones.
c Can you see the _____ man _____ the tree?
d The _____ balloon _____ the sky is flying away.
e I’d like to own the _____ house _____ the left.
f The woman is afraid of the _____ dog _____ the man’s legs.
g The _____ boy _____ the window is watching the balloon.
h An _____ woman _____ a basket of roses is walking down the path.
i The _____ woman _____ the tall man is his wife.
j The _____ cat _____ the car is afraid of the dog too.

4 Match the phrases in the two columns to make sentences. The first one is done for you.

a It’s more expensive if you want a hotel
b I need to buy a car
c They are building a new mosque
d Do you know that song Lady
e I’m waiting for the man
f Did you enjoy Men
g David Hockney is one of the most successful painters
h Have you got the latest book
i I really don’t like the design
j In Sergio Leone’s films there are usually a lot of men
k In Madrid there is a wonderful portrait

1 of the King of Spain.
2 from the vehicle recovery service. My car’s broken down.
3 in red?
4 at the end of my street.
5 on the cover of that book.
6 near the seafront.
7 in Black?
8 with beards.
9 with a big engine and a large boot.
10 of his generation.
11 by J.K. Rowling?
1. Look at these two sentences:

   Sam owns that dog. The dog is scratching its ear.

   We can make these two sentences into one sentence by adding a *present participle* (-ing form) to the noun (shown in blue):

   **Sam owns that dog scratching its ear.**

   Note that the *-ing form* has an active meaning (see Unit 6, Section A):

   *He spoke to the woman sitting next to him.* (She is sitting next to him.)

2. Look at these two sentences:

   They heard some music. The music was composed by Villa-Lobos.

   We can make these two sentences into one sentence by adding a *past participle* (-ed form) to the noun (shown in blue) and a preposition (*by, in, on*, etc.):

   **They heard some music composed by Villa-Lobos.**

   Note that the *-ed form* has a passive meaning (see Unit 6, Section A):

   *The food served on the silver platter was delicious.* (The food was served.)

2. Complete these descriptions of some family photographs, using either a present or past participle of the verb in brackets in the gap.

   a. The small boy _______________ (lean) on the chair next to my grandfather is my father.

   b. This is the first photo _______________ (take) by my sister.

   c. The boy _______________ (hold) the cat is my cousin James.

   d. That’s my sister sitting on the car _______________ (own) by my father at the time.

   e. The lady _______________ (sit) in the chair is my grandmother.

   f. This is the pony _______________ (give) to me by my mother when I was 10.

   g. This girl _______________ (get) married is my sister Karen.
3 Complete the following news stories by adding the information in the boxes. Use either the present participle or the past participle after the noun.

The report was published in the Daily Herald. Cox and Proscutin constructed the bridge. People were walking across it. Martyn Jackson is employed by the City Council. The public have experienced problems.

The people were driving along the motorway. The elephant was covered in ribbons and sequins. The pagoda was brought from Manchester. The gallery was opened by the mayor this morning.

The police squad are trained in surveillance. The gang was seen on the security video. The head of the city’s crime division spoke on the television yesterday. Anyone who sees the criminals should not approach them.

4 Read the following sentences and add a present or past participle from the box to complete the description. The first one is done for you.

- taught
- covered
- opening
- sitting
- created
- hurrying
- found
- produced
- trained
- flowing

a A report (1) .................................. has said that the steel bridge (2) .................................. is unsafe. People (3) .................................. have felt it swaying from side to side. Martyn Jackson, the architect (4) .................................., blames the construction company for the problems (5) ..................................

b People (1) .................................. were surprised to see a huge plastic elephant (2) .................................. . It stood beside a 20-foot-high pagoda (3) .................................. . They were intended to advertise the new art gallery (4) ..................................

c A special police squad (1) .................................. have been hunting the gang (2) .................................. . The head of the city’s crime division, (3) .................................. , warned that these men could be dangerous and that anyone (4) .................................. should not approach them. They should contact the police immediately.

a She’s a dancer .................................. in the USSR.

b Geography was the subject .................................. by my favourite teacher, Miss Webster.

c He told me about a new café .................................. in Trent Street tomorrow.

d Huckleberry Finn is the most famous character .................................. by Mark Twain.

e I’ve got one of the best cars .................................. by that company.

f That’s the poor little boy .................................. in the subway.

g She followed the tall man .................................. down the hill.

h The policeman found a shirt .................................. in blood.

i The Seine is the name of the river .................................. through Paris.

j The woman pointed to the man .................................. in the corner.
Mixed practice

nouns with adjectives, prepositional phrases, present participles, past participles

1. Read the following passage. Look at the nouns in blue and write down all the words and phrases that describe them. Two are done for you.

We went to a lovely (a) party last (b) night. It was given by the old (c) man from number 27. We really enjoyed the (d) meal cooked by his eldest son.

We then moved into the elegant (e) sitting room. It had blue (f) walls covered with expensive (g) paintings. Suddenly, there was a knock at the front (h) door. The (i) neighbour from number 29 went to answer it, but when she opened the old green (j) door, two (k) men wearing masks ran past her and came into the room.

It was terrifying. One of the men was carrying a (l) shotgun with two long (m) barrels, and he told us he’d kill us immediately if we moved a muscle. So we just sat there as they took the biggest (n) paintings in the house and wrapped them in a large (o) piece of white cloth. Then they ran out and got into a (p) van parked in front of the house.

We rang the police and two young (q) officers arrived in two minutes from the local (r) police station. They asked us long and detailed (s) questions. The tall (t) policeman with the big moustache told us they would do everything they could to catch the thieves.

a .......................................................... h ...........................................................

b .......................................................... i ..........................................................

c old, from number 27 j ..........................................................

d .......................................................... k ..........................................................

e .......................................................... l ..........................................................

f .......................................................... m ..........................................................

g .......................................................... n ..........................................................

2. Write sentences using the phrases in brackets to describe the nouns in blue in each sentence. You may have to add some words, and choose the right form of the verb. The first one is done for you.

a I like pictures of people (interesting faces)

   I like pictures of people with interesting faces.

b Steve has three suits (expensive/design (v)/by Armani)

   ..........................................................................................................................

c I used to live in an apartment (large/centre of town)

   ..........................................................................................................................

d When you are driving in the snow, you have to be careful of cars

   (skid (v)/on the ice)

   ..........................................................................................................................

e In London tourists often take photographs of soldiers (wear/red

   uniforms/black ‘busby’ hats)

   ..........................................................................................................................

f I’ve just bought an edition of a book (first/write/Steve

   McCormack)

   ..........................................................................................................................
3 Match the first and second half of each headline. The first one is done for you.

<table>
<thead>
<tr>
<th>Headline</th>
<th>Description</th>
<th>Match</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Government closes cancer</td>
<td>... written by son</td>
<td>a 3</td>
</tr>
<tr>
<td>b Father attacks book</td>
<td>... parked outside embassy</td>
<td>b</td>
</tr>
<tr>
<td>c Lawyer defends politician</td>
<td>... ward in local hospital</td>
<td>c</td>
</tr>
<tr>
<td>d Mother searches for son</td>
<td>... bitten by dog</td>
<td>d</td>
</tr>
<tr>
<td>e Photographer films woman</td>
<td>... sleeping in class</td>
<td>e</td>
</tr>
<tr>
<td>f Police blow up car</td>
<td>... accused of taking money</td>
<td>f</td>
</tr>
<tr>
<td>g Swimmer frees dolphin</td>
<td>... with memory loss</td>
<td>g</td>
</tr>
<tr>
<td>h Thieves steal picture</td>
<td>... accused of shoplifting</td>
<td>h</td>
</tr>
<tr>
<td>i Teachers find more pupils</td>
<td>... painted by Rembrandt</td>
<td>i</td>
</tr>
<tr>
<td>j Ambulance crew helps boy</td>
<td>... caught in net</td>
<td>j</td>
</tr>
</tbody>
</table>

4 Correct the following sentences, and explain why they are wrong. The first is done for you.

a The house stands in a bordered by trees road.
   The house stands in a road bordered by trees. (The past participle should go after the noun.)

b A very small bird yellow flew in through the window.

   

c I was amazed to see that the waving at me man was my father

   

d Star Wars was made by an enormous team of people creative.

   

e You should never shout at behaving badly children

   

f I like my bread garlic dripping with butter

   

g Mr Keithley loves all the written by Shakespeare plays

   

h His wife owned a large Chevrolet old-fashioned

   

i I support the playing in red team

   

j Michael had a long nose pointed and short hair

   

A Relative clauses (1)

1 Read the following explanations of defining relative clauses.

1 Some sentences have just one clause:
   He shouted at the computer.
But some have two or more clauses:
main clause  second clause
He shouted at  that had just
the computer  stopped working.
We call the second clause a relative clause.
Relative clauses give us more information
about the person or thing in the main clause.
Look at the following sentences:
   Mark was a dancer. He danced with the Royal Ballet.
You can put the two sentences together by
making the second sentence a relative clause,
and adding who:
   Mark was a dancer who danced with the Royal Ballet.

2 In the examples above, who and that are
subject pronouns. Who is a subject pronoun
because it is the subject of the clause
... danced with the Royal Ballet. That is a
subject pronoun because it is the
subject of the clause ... had just stopped
working.
In the following sentence, however, that is an
object pronoun because it refers to the car,
which is the object of the second clause:
   I bought the car that Mary was selling.
(The second clause means ‘Mary was selling
the car’.)

4 To join a main clause to a relative clause we
usually need to add a relative pronoun, such as
who, that, which, where, when or why.
   • We use who for people, and for animals that
we think of as nearly human:
     Keith is the man who married Emily.
     That’s the dog who ate all the biscuits off
     the plate!
   • We can also use that for people, but it is less
common and slightly less formal:
     Mary is the woman that sits next to me in
class.
   • We use which or that for things:
     Chocolate is the food which most people
love best.
     That’s the dog that I saw in my garden.
   • We also use the pronouns when and where for
time and place:
     That was the moment when I realised it was
too late.
     Felicity went into the room where Bob was
sitting.
   • When we are talking about something
belonging to someone we use whose:
     I didn’t really like the teacher whose class I
used to attend.

5 We can leave out the object pronoun (see
explanation 2 opposite) in defining relative clauses:
   The woman (who) I saw in the supermarket is
Paul’s sister.
   I bought a copy of the book (that) John wrote.
But this is not possible with subject pronouns:
   The man who interviewed me was very polite.
   NOT: The man interviewed me was very polite.

6 We often use a relative clause in the middle of a
sentence with the most important information at the end:
   The painting which Sue hung in the hall is a
reproduction.
   The meat that Pete left in the fridge is
completely rotten.
2. Put the correct pronoun (*that, which, who, whose, when or where*) in the gaps in the following sentences.

a. He's the man ___________ won the lottery.
b. That's the dog ___________ chased me in the park.

c. Shall we buy the sofa ___________ we saw in the window yesterday?
d. The village ___________ Alain lived is in Normandy.
e. Everyone celebrated that day ___________ the agreement was signed.
f. The café ___________ has internet access is on George Street.
g. Who is the person ___________ ordered the pizza?
h. Which is the street ___________ the museum is?
i. The book ___________ has a yellow cover is a murder mystery.
j. The woman ___________ basement was flooded has left the area.

3. Look at explanation 5 above. Are the following sentences correct? If
they are, put a tick (√) in the brackets and, if not, a cross (×). If you
think you need to add a pronoun, which pronoun would you add?

a. Jason's the man Corinne married. (√)

b. He's the man met her at the golf course. (√)

c. They're the people invited us to their wedding. (√)

d. They're the family we have known for longest. (√)

e. He bought her the ring was lost later. (√)

f. That's the ring he gave her. (√)

g. His mother was the one cried all the time. (√)

h. This is a picture of a wedding happened last week. (√)

4. Choose a relative pronoun and a defining relative clause from the boxes, and
then write them in the correct gap in the story. The first one is done for you.

Giles was very excited. He had been invited out by someone
(a) **who had once been his girlfriend**. Giles wanted to wear the
jacket (b) **so he took it to the dry cleaners.** When he got there the sales assistant (c) **explained the computer system.** She was especially enthusiastic about the recording system (d) **. 'You see,' she said, 'you just give me that jacket, and I put it in this basket** (e) **. What do you think?' Giles was amazed. It was the most impressive thing (f) **. But when he went back to the dry cleaners two days later, the sales assistant couldn't find his jacket even though she searched for it for hours. 'What about the new system?' Giles protested. 'I can't help that,' she said, 'I'm not the person (g) **.' There was nothing that Giles could do. He went to the restaurant in an old jacket (h) **. When he walked in, his friend introduced him to her new husband.
Relative clauses (2)

1. Read this explanation of non-defining relative clauses.

Non-defining relative clauses do not have to identify a *subject* because we already know what it is. Instead they give us more information about it. Look at these sentences:

- *Jack is in hospital at the moment. Jack is 65.*
- *We can put these two sentences together using a subject pronoun, who:*
  - *Jack, who is 65, is in hospital at the moment.*
- Notice that the non-defining relative clause often goes in the middle of the main clause.

2. Now look at these two sentences:

- *The lady next door phoned me today. I have never spoken to her before.*
- To put these two sentences together we need to add an object pronoun, *who.* It refers to the object (her) of the verb (*have spoken to*) in the second sentence, which becomes the relative clause:
  - *The lady next door, who I have never spoken to before, phoned me today.*

3. Notice that you can’t leave out the object pronoun before non-defining relative clauses:

- *I served them all a meal, which they ate very fast. → NOT: I served them all a meal they ate very fast.*

4. Notice the punctuation in non-defining relative clauses. We need to use a comma before and often after the clause.

5. The pronoun in a non-defining relative clause can sometimes refer to the whole of the main clause:

- *Wilfred sent a dozen red roses, which was very generous of him.*
- In this sentence *which* refers to *sending a dozen roses.*

6. We use *who* for people, and *which* or *that* for things. (In non-defining clauses, we don’t use *that* for people.) We also use *when* and *where* for time and place:

- *Tom has rented a cottage in Charbury, where he used to live.*
- *She lived in the Dark Ages, when life was very hard.*

7. We use *whose* to refer to something owned by someone:

- *Mr Gordon, whose house was for sale, invited us in.*

---

2. Susan is showing her photographs to a friend. Use the prompts to make sentences for her. The first one is done for you.

- **a.** Catherine (I met her on holiday last year.)
  - This is Catherine, who I met on holiday last year.

- **b.** Keith’s guitar (once played by Eric Clapton)
  - Keith bought this

- **c.** Robert (getting married next week)
  - That’s

- **d.** We had lunch in town in the new restaurant. (opened by David Beckham)
  - We had

- **e.** My friend Mark (I often play tennis with him.)
  - That’s

- **f.** Laurie (She’s going to live in Australia.)
  - This girl is

- **g.** We had a lovely time at the party. (all the family was together)
  - We
Read the text and complete the exercise that follows.

Jake Houseman decided to be a computer wizard, so he first went and asked his brother Martin for advice. Martin was out, so he asked his other brother, Paul, what to do. Paul told him about a shop called Computer Solutions, which was very cheap, so he went there and bought a ‘Century’ (a very new type of computer).

As he was taking the boxes from the car, his neighbour Geraldine (from the house on the left) asked him what he had bought. Then Roy, Geraldine’s dog, bit him on the left leg and he dropped the printer on his foot. He went to see his doctor, Miriam Barrett, and she told him to go to hospital. When he got there, another doctor, Jacky Sewell, told him he had nothing to worry about and sent him home. When he got home, his other neighbour Gloria (from the house on the right) asked him if she could use his new computer. He agreed, but Gloria’s dog Rex bit his other leg and once again he had to go back to hospital. This time a third doctor, Jordan Freeman, gave him a bed and he spent the night there.

When he got home he decided that he wanted to live in a penthouse flat, or anywhere where there were no dogs!

Write sentences about the people, places and animals from the text, using who, which, that or whose. The first one is done for you.

a. Martin, who is Jake's brother, was out when he called on him.
b. Paul, ____________________________, gave him some advice.
c. He went to Computer Solutions, ____________________________, and bought a computer.
d. He bought a ‘Century’, ____________________________, and took it home.
e. Geraldine, ____________________________, asked him what he had bought.
f. Roy, ____________________________, bit him on the left leg.
g. Miriam Barrett, ____________________________, told him to go to the hospital.
h. Jacky Sewell, ____________________________, sent him home.
i. Gloria, ____________________________, asked if she could use his computer.
j. Rex, ____________________________, bit him on the right leg.
k. Jordan Freeman, ____________________________, gave him a bed in the hospital.
l. A penthouse flat, ____________________________, is a place where there are no dogs.
Mixed practice

1 Complete the following sentences with an appropriate relative pronoun from the box. Where more than one pronoun is possible, write both. The first one is done for you.

that
where
which
who
whose

a I bought a computer __________ I saw in a magazine.
b I don’t like people ________________ talk about computers all the
time.
c Mary Clark, ________________ my brother is engaged to, is a
computer programmer.
d I have a mobile phone ________________ is smaller than a watch.
e She’s a computer criminal ________________ virus caused millions of
dollars of damage to big companies.
f My friend Jeff, ________________ wallet was stolen, has cancelled all
his credit cards.
g You can buy contact lenses ________________ change the colour of
your eyes.
h Tarsi is the name of my mother’s dog ________________ died last
spring.
i Andy, ________________ won first prize in the programming
competition, has got a job at Computer Solutions.
j The library is the room ________________ people can read in peace.

2 Complete the sentences with an appropriate relative pronoun. Do not use one if it is not necessary.

a The other day I bumped into a woman ________________ I used to
go to school with.
b I will never forget some of the people ________________ went to
that school.
c She suggested going to a restaurant ________________ she knew.
d We sat at a table ________________ was in a dark corner.
e The waiter ________________ served us seemed very friendly.
f My friend, ________________ was sitting opposite me, started
talking in a whisper.
g She told me about some criminals ________________ she knew.
h She said they were people ________________ used computers to
rob banks.
i I couldn’t believe the information ________________ she gave me.
j I took out my mobile phone, ________________ I had in my
handbag, and made a phone call.
k The person I called was a friend ________________ had recently
been promoted to sergeant in the police force.
l On the way out of the restaurant I was stopped by a man
______________ expression was not friendly. It was the nice waiter.
m ‘You’re not the kind of person ________________ we want in this
restaurant’, he growled.
n I looked for the friend ________________ had brought me here. But
she had gone.
3 Combine the following pairs of sentences using a relative pronoun. The beginning of each sentence is given. The first one is done for you.

a (Some drivers drive too slowly ... Some drivers are really annoying.)
Drivers who drive too slowly are really annoying.

b (He wanted to wear the jacket ... His wife had given him the jacket.)
He wanted

(c (I can still remember the day ... You got back from university on that day.)
I can

d (I don’t like people ... Some people smoke all the time.)
I don’t

(e (I like this kind of soup .... It is hot and freshly made.)
The kind of

f (Last week I met someone ... I hadn’t seen him for months.)
Last week

(g (My friend Steve likes that kind of music ... I just can’t bear that kind.)
The kind

h (She will never forget the moment ... They announced the winner.)
She

i (I was reading a book when you saw me ... It was very interesting.)
The book

j (That’s the director of The Multitude ... His latest film made a million dollars.)
That’s
A The past of modals (1) possibility, ability and certainty

1 Read this explanation of the past forms of modal verbs. (For a definition of modal verbs, see Unit 8.)

1 We use may have, might have or could have + past participle to say something possibly happened in the past:
   Frances may have left her purse on the bus.
   She might have left it in the cinema.
   Someone could have found the purse and picked it up.

2 When we want to say that something possibly did not happen, we use might not have or may not have:
   Denise might not have caught the plane.
   She may not have got to the airport in time.

3 We use could have to say that something was possible but we did not do it:
   I could have bought a return train ticket but I decided to just get a single.

4 We can use could + infinitive for ability at any time in the past:
   My grandfather could write shorthand in Spanish.
   But we usually use was able to or managed to particularly when we are talking about a specific event:
   Diana was able to open the heavy door. NOT: Diana could open the heavy door.
   She managed to get out. NOT: She could get out.

5 We can use couldn’t + infinitive to talk about specific or general past inability:
   The receptionist couldn’t find the key.

6 When we want to say that something was allowed at any time in the past, we can use could + infinitive:
   I could play the organ in the church whenever I wanted to.
   But to talk about permission at a specific time we use was allowed to:
   I was allowed to fly the plane for a few minutes.

7 We can use couldn’t to talk about what was not allowed:
   We couldn’t go through the main entrance. The guard told us to go to the back entrance.

8 We use must have + past participle when we want to say we are certain of something in the past:
   You must have been very hot in Egypt this summer.

9 When we think something definitely did not happen we use can’t have or couldn’t have + past participle:
   Jack can’t have seen Paul on the train. Paul was in Spain last week.
   You can’t have failed your exam! You worked so hard.
   Paula couldn’t have been late today. She left really early.
2 Read the following sentences and underline the past modals; then write the number of the explanation above that refers to each. The first one is done for you.

Pauline: You were really late this morning. Sergeant Humphreys must have been furious! (a explanation 8.)
Janet: He was! I could have taken the bus, (b) (c) but it was raining so hard I ran to the underground, but I couldn’t get a train because there was a strike.
Pauline: It’s a pity you didn’t come by car.
Janet: Yes, I wish I had taken my car, then I could have got here on time. (d) (e) (f)
Pauline: But you might have got stuck in the traffic anyway.
(f) Would you like some coffee? You can’t have had time for one yet. (g) (h) (i)
Janet: I’d love one! Sergeant Humphreys said I couldn’t have one when I got in. (g) (i) I was really annoyed!
Pauline: Oh well. He may have forgiven you! (h) (i)
Janet: But I might not have forgiven him! (i) (j)

3 Some people copy the work of famous writers (like Shakespeare) or artists (like Picasso). For each sentence in the left-hand column write the number of the sentence from the right-hand column that best explains it. The first one is done for you.

a Shakespeare can’t have written that play. It’s not his style. [x] 1 I am sure that he wasn’t poor.
b Someone might have used his name. [ ] 2 It is certain that he was.
c Shakespeare must have been a very good playwright. [ ] 3 It is impossible that anyone else did it.
d Picasso couldn’t have painted this picture. It’s too boring. [ ] 4 It is not possible that he painted it.
e Paula King, the famous woman forger, could have copied Picasso’s style. [ ] 5 It is possible that someone did.
f I don’t think anyone but Picasso could have painted it! [ ] 6 It’s possible that he did.
g Shakespeare might have written this play. The words sound like his. [ ] 7 It’s not possible that he did it.
h Picasso sold a lot of paintings during his life. He must have been very rich. [ ] 8 It’s possible that she did.

4 Rewrite the sentences using an appropriate modal verb. Sometimes more than one answer is possible. The first one is done for you.

a It is possible that Picasso painted this picture, but I can’t be sure. 
Picasso could/might have painted this picture.
b He painted the whole picture in two hours? That’s just not possible. 
c Look at all those paintings in her private gallery. I’m sure she was rich. 
d The thieves possibly took the painting during the night.
### The past of modals (2)

**obligation and advisability**

#### 1. Obligation

1. To talk about obligation in the past we use *had to* + infinitive:
   - Mrs Grant had to change the shoes because they were too small.
   - Note: We do not use *have got to* in the past tense— we use *had to*.

2. To say someone was not obliged to do something we use *didn't have to*:
   - I didn't have to pay for the second cup of coffee.

#### 2. Advisability

3. When we want to say something was advisable but did not happen we use *should have* or *ought to have* + past participle:
   - You really should have telephoned me.
   - I ought to have had the news first.
   - Note: We don't use *had better* to talk about the past—we use *should have* or *ought to have*.

4. When we want to say that something happened that we did not want, we use *shouldn't have* + past participle:
   - The Smith's shouldn't have left so early. They missed the dessert.

5. When we want to say something was or was not necessary we use *needed to* or *didn't need to* + infinitive:
   - Robin didn't need to see the manager today. (It wasn't necessary.)
   - He needed to see Mr Collins instead. (It was necessary.)

#### 2. Read the following sentences and underline the modal verb, then write which of the above explanations (1–5) applies to each one.

- When I worked for the government I **had to** start work at 8.30.
  - **Explanation 1**

- I didn't need to take a bus as I lived round the corner.
  - .................................

- I should have stayed there longer as I would have got a pay rise.
  - .................................

- I didn’t have to wear a uniform. .................................

- My friend Leonard had to destroy the old files. .................................

- He had to sign a document promising not to read them.
  - .................................

- He shouldn't have even looked at them. .................................

- No, but they didn't have to fire him! .................................
Read the article about the Roman army in Britain 2,000 years ago. Choose the correct phrase in the box to complete each gap. Some of them are used more than once. The first one is done for you.

didn't have to  

had to  

needed to  

should have  

shouldn't have  

didn't need to

---

Roman soldiers (a) **had to** be very disciplined. They (b) **didn't need to** think about anything but fighting. Everything they did was just what they (c) **should have** do. They (d) **shouldn't have** worry about food, as the Roman generals believed that feeding the soldiers well was very important. However, the officers (e) **didn't need to** given them better clothing, as the soldiers in England were very unhappy because they did not have warm clothing. Because the climate was so bad they (f) **didn't have to** write home to their mothers to send them socks and underwear. They tried to conquer the whole British Isles, and they (g) **needed to** fight very hard to take England. However, they (h) **should have** fought against the Scots, because they were extremely fierce fighters! In 122 CE (almost 1,900 years ago) when Hadrian was Caesar, they (i) **should have** start building a huge wall right across the country to keep the Scots out. Then they (j) **needed to** patrol the wall constantly. They (k) **didn't have to** given up, as it cost them a lot of money to keep the garrison. The Scots (l) **had to** spend anything as they had very simple weapons and ate local food, and they (m) **should have** send home to Italy for socks! The wall (n) **didn't have to** be abandoned over 1,600 years ago, in 383 CE.
Mixed practice

The past of modals

1 Rewrite the expressions in blue, in the following sentences, using either must have, couldn't have or might have. The first one is done for you.

CUSTOMS OFFICIAL: I believe you thought that we wouldn't search you.

a You must have thought

TRAVELLER: What on earth? I'm sure somebody put them in my bag.

b

CUSTOMS OFFICIAL: It isn't possible that someone else put them in your bag. You said you packed your bag yourself.

c

TRAVELLER: Perhaps someone who works for the airline put them in my bag.

d

CUSTOMS OFFICIAL: It's not possible that someone who works here put the diamonds in your bag.

e

TRAVELLER: Well, perhaps someone put them in my bag at home and I didn’t notice.

f

CUSTOMS OFFICIAL: Yes, and possibly it was your fairy godmother! You’re under arrest!

g
Circle the correct modal verb in blue.

TEACHER: Someone took the statue of Shakespeare from this classroom. Who was it?
ANGELA: It (a) ought to/must have been the school cleaner, sir.
TEACHER: Why do you say that?
ANGELA: Because it (b) couldn’t/might have been anyone from this class. We’re not like that.
TEACHER: Oh come on Angela, it (c) might/didn’t need to have been any of you. Did someone take it as a joke?
ALL THE STUDENTS: Sir!
TEACHER: Well really. It (d) can’t/ought to have been the cleaner. I mean, why would she do such a thing?
ANGELA: OK sir, but if it wasn’t the cleaner it (e) might/should have been Miss Williams.
TEACHER: Miss Williams? Why? You really (f) didn’t need to/shouldn’t make accusations like that!
ANGELA: Well, because she likes, ummm, sculptures.
TEACHER: Oh don’t be ridiculous. It (g) couldn’t/should have been Miss Williams. She teaches art, for heaven’s sake, not literature.
ANGELA: But sir, that’s why it (h) couldn’t/must have been her. She (i) had to/should have it for her classes to draw Shakespeare.
SIMON: Sir?
TEACHER: What, Simon?
SIMON: It (j) can’t/didn’t need to have been Miss Williams. She was away sick yesterday and Shakespeare was taken before she ...
TEACHER: Yes, Simon? Go on.
SIMON: Nothing, sir.
TEACHER: Nothing, sir? You know something about this, don’t you?
SIMON: I (k) couldn’t/might do, sir.
TEACHER: Well then, was it you? Did you steal Shakespeare?
SIMON: Oh no sir. It (l) couldn’t/shouldn’t have been me.
TEACHER: Why not?
SIMON: Because, well, Shakespeare and me, well, we don’t get on! You (m) should/can’t have known that, sir.
A Conditional sentences (1) first and zero conditionals

1. Read this explanation.

1. We use conditional sentences when we want to say that something is the consequence of or depends on something else:

   the condition                  the consequence
   If it rains                     I will get wet.
   If I was rich                  I would buy an aeroplane.

   The if clause can come first or second in a sentence:
   If there are any tickets left we can see the film tomorrow.
   We can see the film tomorrow if there are any tickets left.

2. We sometimes use an imperative verb in the second clause when the if clause refers to the present or future:
   If you're going to play your guitar, do it quietly!
   If you send him a card, put my name on it too.

3. We use the first conditional when we are talking about something that may happen in the future. In this type of conditional sentence, we usually choose will for the consequence clause, with the if clause in the present simple:
   If I lose my job I will emigrate.
   She'll marry him if he asks her.

   Note: we can use the continuous form in a conditional sentence:
   If you tell him the truth you will be doing the right thing.

4. We can use other modal verbs such as can and may, and even be going to in place of will:
   If Julia comes this evening, we can go to the cinema.
   We may go to see Terminator 3 if it's not sold out.
   As soon as Jack finishes the book I'm going to read it.

5. We use the zero conditional when we are talking about things that are generally true all the time. In this type of conditional we use the present simple in both clauses:
   If you beat wax it (always) melts.
   The dog runs away if we leave the door open.

   Note: we can use the continuous form in a zero conditional:
   When I am running I always get out of breath.
2 Write what the man is saying, using the clauses in the boxes. Start each sentence with the second clause from the sentence before. The first one is done for you.

- a go to the shop
- b buy a lottery ticket
- c watch the lottery programme on TV this evening
- d probably be disappointed

a If I need some more milk
   I'll go to the shop.

b If I go to the shop,

b If I go to the shop,

c

d

e buy a boat
f sail to the USA.
g visit Las Vegas.
h lose all my money.

e If I win the lottery
f

g

h

3 Match up the two halves of the sentences in the boxes.

- a If I finish my work before 5
- b Barbara won't be able to go swimming
- c If it snows
- d Tom won't be happy
- e If Jenny loses her glasses
- f If the taxi arrives soon
- g If Jonathan wants to close a file on his computer

- 1 she'll be very upset.
- 2 he always saves it first.
- 3 if they don't buy him a cat for his birthday.
- 4 I'll give you a lift home.
- 5 Mr and Mrs Thompson will be able to get to the airport in time for their flight.
- 6 if she forgets her costume.
- 7 we'll need to put chains on the car wheels.

a

b

c

d

e

f

g
Conditional sentences (2) second and third conditionals

1. Read this explanation.

We use the second conditional to talk about the consequence of impossible or unlikely events or situations in the present or future. The verb pattern is past simple in the if clause and *would* + infinitive in the consequence clause:

- If there was a war, the stock market would boom.
- If I passed Meg on the street, I wouldn't recognise her.

2. We often use the subjunctive form *were* in place of *was* in the if clause, especially in phrases giving advice:

- If I were you, I wouldn't spend so much on clothes.
- I would punish that dog if it were mine.

3. We often abbreviate the *would* after a pronoun:

- We'd send him a card if we knew the address.
- I don't know if he'd reply.

4. We use *even if* to mean ‘it wouldn't matter if’ and *unless* to mean ‘if ... not’:

- Even if he was the king, she wouldn't marry him. (= It wouldn't matter if he was the king, she still wouldn't marry him.)
- I wouldn't vote for her unless she changed her policies. (= ... if she did not change her policies.)

5. We often use the conditional *would* form without an *if* clause when we want to ask questions or make requests in a polite way:

- Would you pass me the milk, please?
- I'd like to give you a small gift.

6. The third conditional is used to express the imagined consequences of something that didn’t happen in the past:

- If I’d caught the bus (but I didn’t catch the bus), I would have arrived at work on time. (The consequence of catching the bus – but I can only imagine it because it didn’t happen!)

7. We use the past perfect in the *if* clause, and *would have* + past participle in the consequence clause:

- If Carol had given me her purse to look after, she wouldn't have lost it.
- Phoebe would have played in the hockey team if she had brought her kit.

8. We can use the continuous form of the verb in either or both clauses:

- If David had been watching the match, he would have seen that amazing goal.
- Jane would have been working today if she hadn't been visiting her mother.
2 Complete the dialogue with one word in each gap.

MAN: Taxi! Taxi!

DRIVER: Where (a) ____________ you like to go, sir?

MAN: Harrington Square, please.

DRIVER: Right you are, sir. There’s a lot of traffic today. Do you think it (b) ____________ be quicker if I went through Austin Street?

MAN: Not sure about that. If I (c) ____________ you, I think I’d go round by the park.

DRIVER: Too late for that now, sir, though I would (d) ____________ done that yesterday – but this morning I got stuck for hours on the roundabout.

MAN: OK, I take your point. It’s my fault, anyway. If I had left a bit earlier I would (e) ____________ missed the rush hour altogether.

DRIVER: You’re not to blame, sir. If this taxi only went a bit faster we (f) ____________ be halfway there …

MAN: Watch out!

DRIVER: Phew! That was close!

MAN: Yes, it certainly was. If you (g) ____________ braked so quickly you (h) ____________ have hit that cyclist and probably killed him! How about driving just a bit more slowly?

DRIVER: Sorry, sir. But if cyclists (i) ____________ take so many risks they wouldn’t have so many accidents. Anyway, I’d better hurry – otherwise you won’t get to Harrington Square on time.

MAN: Actually, I think I (j) ____________ prefer to be late!

DRIVER: That’s your decision, sir, but if you (k) ____________ not worried about the time …

MAN: Yes, what?

DRIVER: Well, I mean why did you ask me to get there as fast as possible?

MAN: I didn’t.

DRIVER: Didn’t you?

3 Rewrite the sentences using if or if … not and the second or third conditional. Use the phrases in blue (but you may have to change the form of the verb and change affirmative statements into negative ones).

a Change my job? I’m not going to, of course. But I like the idea of being a teacher.

If I changed my job I would be a teacher.

b I wasn’t listening to the radio. That’s the reason why I didn’t hear about the traffic jams on the motorway.

I didn’t hear about the traffic jams on the motorway because I wasn’t listening to the radio.

c I’m a gardener. I spend all my time outdoors. Nice idea, but it’s not going to happen! It’s just my imagination.

I’m a gardener. I spend all my time outdoors. Nice idea, but it’s not going to happen because it’s just my imagination.

d My dream is to win the lottery and buy a new house – but it’s not going to happen.

My dream is to win the lottery and buy a new house, but it’s not going to happen.
Mixed practice

1 Read the sentences and then write the correct form of the verb in brackets. The first one is done for you.

a If you ___________ (be) my sister, I ___________ (give) you my honest opinion but you aren’t, so I won’t!
b I ___________ (be) completely amazed if you ___________ (come) last in the race. But it’s not going to happen so I don’t need to worry, do I?
c If I ___________ (be) you, I ___________ (not/say) that again. That’s my advice anyway.
d Before you speak I must just tell you that if you ___________ (say) that again, I ___________ (get) really cross. So don’t do it, OK?
e It’s going to be a rough race, but I have confidence in you. If you ___________ (win), I ___________ (be) really happy.
f The light’s going. Why are we waiting? If the race ___________ (not/start) soon it ___________ (be) dark.
g We’re brothers, but even if you ___________ (be/not) my brother I ___________ (still/be) on your side.
h You need a rest. If I ___________ (be) you, I ___________ (stop) training for a week.

2 Circle the correct answer to the questions about the following pairs of sentences.

a 1 I wouldn’t go to see that band even if you bought me a ticket.
2 I wouldn’t have been to see that band if you hadn’t bought me a ticket.
Which sentence means you went to see the band? 1 or 2? ________

b 1 If I had gone on that television quiz show, I would have won a million pounds.
2 If I go on that television quiz show, I’ll win a million pounds.
Which sentence means that you think you’re going to go on the TV show? 1 or 2? ________

c 1 If she plays well, she’ll get a place on the team.
2 If she played well, she’d get a place on the team.
Which sentence suggests that she is more likely to get a place on the team? 1 or 2? ________

d 1 The teacher would have forgotten the homework if Vita hadn’t reminded her.
2 If Vita doesn’t remind the teacher, she forgets the homework.
Which sentence means that the teacher didn’t forget the homework? 1 or 2? ________

c 1 If you train properly, you get fit.
2 If you trained properly, you’d get fit.
Which sentence refers to everybody? 1 or 2? ________

f 1 If I were young, I would take up squash.
2 I wouldn’t have taken up squash if I didn’t feel young.
Which sentence means you have taken up squash? 1 or 2? ________

g 1 If they play like this, they’ll win in the final.
2 If they had played like this, they would have won in the final.
Which sentence means that the final has already happened? 1 or 2? ________
They invited Kevin Harley to the annual international sales conference in Amsterdam. When Kevin Harley is around, disaster strikes! He had a front-row seat. Anthea Donnelly was invited to open the meeting. She stood up to walk over to the projector. Kevin had his feet stuck out in front of him. She tripped over his feet and fell on to the projector. The projector fell over and all the slides were mixed up on the floor. The wire came out of the projector and the lights were fused. It went dark. Everyone began to panic and scramble over the seats to get out. Kevin lit a match and the fire sprinklers came on. It was chaos.

Next year I don’t think they will invite him!

Using the information in the text, put the words in the box in the gaps in these sentences. You may have to change the form of the verbs.

be  want
fall  fuse
have  wouldn't
if  light
will  have not
have

a. If Kevin had not been invited, everything would have ______________ all right.
b. He wouldn't have caused any trouble if he had not ______________ a front-row seat.
c. ______________ Anthea Donnelly had not been invited to open the meeting, she wouldn't have fallen over him.
d. It would have been better if she hadn't ______________ to use the projector.
e. If Kevin had not stuck his feet out, she ______________ have tripped over him.
f. If the projector had not ______________ over, the wire wouldn't have come out of it.
g. The lights wouldn't have gone out if the wire ______________ come out of the projector.
h. If the lights hadn't ______________, the people wouldn't have panicked.
i. Kevin wouldn't have ______________ a match if it hadn't gone dark suddenly.
j. If the fire alarm ______________ been less sensitive, the match wouldn't have started the sprinklers.
k. If they invite him next year I think they ______________ make him sit at the back!
A Verb patterns (1) verb + ing form and verb + to + infinitive

1. Read this explanation.

verb + -ing form

1. When we want to use two verbs together we often use the -ing form of the second verb:
   - I really enjoy swimming in the sea.
   - Kate imagined competing in the final.

Some verbs are always followed by the -ing form. These are verbs such as:
- admit, avoid, consider, deny, dislike, enjoy, finish, imagine, involve, miss, risk, suggest
- phrasal verbs such as:
  - carry on, give up, keep on, put off

verb + to + infinitive

2. After certain verbs we always use to + infinitive:
   - George decided to buy a new car.
   - Grace didn't dare to tell her boss the truth.

Other verbs of this type are:
- agree, appear, arrange, attempt, dare, decide, fail, forget, hope, learn, manage, offer, plan, pretend, promise, refuse, seem, tend, threaten, want

2. Which is the correct sentence in each pair? Circle 1 or 2.

a. 1. Isla enjoys to listen to jazz.
   2. Isla enjoys listening to jazz.

b. 1. She offered to buy her friend a ticket to a jazz concert.
   2. She offered buying her friend a ticket to a jazz concert.

c. 1. He agreed to go with her.
   2. He agreed going with her.

d. 1. She suggested to meet at seven o'clock.
   2. She suggested meeting at seven o'clock.

e. 1. He promised arriving on time.
   2. He promised to arrive on time.

f. 1. Isla expected to see him outside the jazz club.
   2. Isla expected seeing him outside the jazz club.

g. 1. The next day he denied forgetting about their arrangement!
   2. The next day he denied to forget about their arrangement!
Circle the correct alternative, in **blue**, in the following sentences. The first one is done for you.

a My brother wanted **to go**/ **going** to the cinema with me.
b He suggested **to go**/**going** later that evening and I agreed.
c In the afternoon I decided **to go**/**going** and see my friend.
d I promised **to get**/**getting** home in time.
e I enjoyed **to see**/**seeing** my friend.
f We decided **to play**/**playing** tennis.
g We both managed **to win**/**winning** some games.
h We finished **to play**/**playing** quite late, just as it was getting dark.
i On the way home I avoided **going**/**to go** on the motorway.
j I forgot **turning**/**to turn** right at the traffic lights and I got completely lost.
k When the police stopped me I denied **to go**/**going** too fast.
l I admitted **being**/**to be** lost.
m I dislike **to be**/**being** lost.
n In the end the police agreed **letting**/**to let** me go.
o I got home far too late, but I offered **to go**/**going** to the cinema with my brother on a different evening.

When the actor Tony Forbes reached his 60th birthday, his friends gave him a party. Read the speech he made at the party and write the correct form of the verbs. The first one is done for you.

What a fantastic party for my 60th birthday. I (a) **appear**/**to have** (appear/have) a lot of friends. That makes me very happy.

When I was a young man my father (b) ________________ (agree/let) me study acting and he (c) ________________ (offer/pay) for it, but I said no because I (d) ________________ (want/do) it on my own. I had great dreams, you know. I (e) ________________ (imagine/star) in films, but I (f) ________________ (fail/become) a really big star. Still, life is not so bad. I’ve (g) ________________ (enjoy/do) small parts in films, although I (h) ________________ (admit/be) disappointed sometimes when I haven’t (i) ________________ (manage/get) the lead role.

When I’ve finished this film I (j) ________________ (plan/stop) acting. I (k) ________________ (hope/go) and live abroad. I (l) ________________ (want/be) somewhere where there is sun, you see. Of course, I’ll (m) ________________ (miss/work) with all the other actors, but I’ve (n) ________________ (promise/keep) in touch with my friends.

I (o) ________________ (dislike/say) goodbye. I (p) ________________ (tend/prefer) ‘see you later’. And that’s what I hope. That I will see you all later. Thank you all for this lovely party. I will never forget it.
B Verb patterns (2)

1 Read this explanation.

1 Some verbs can be followed by either the -ing form or to + infinitive without any change to the meaning. These are verbs such as:

- love, hate, begin, start, continue, intend, not bother
- Tom loves to go for long walks in the country. (= Tom loves going for long walks in the country.)
- Pete began to study French. (= Pete began studying French.)

2 Other verbs can be followed by either the -ing form or to + infinitive but the meaning is different. Compare the different meanings with these verbs.

**never forget:**

- I’ll never forget seeing the Eiffel Tower for the first time. (= Seeing the Eiffel Tower for the first time was fantastic. I’ll never forget it.)
- I’ll never forget to see if there is enough petrol in the fuel tank again. (= I must see if there is enough petrol in the tank in the future. I’m not going to forget it.)

**Note:** never forget behaves differently from forget on its own.

**remember:**

- David remembered meeting Sally. (= David remembered that he had met Sally.)
- David remembered to meet Sally. (= He had arranged to meet her, he remembered the arrangement and did it.)

**stop:**

- I think you should stop painting the wall. (= I think you should not paint any more.)
- I think you should stop to paint the wall. (= I think you should stop what you are doing and paint the wall.)

**try:**

- I tried to open the window but it was stuck. (= I couldn’t open it.)
- I tried opening the window but it was still too hot. (= I opened the window but it did not make the room cooler.)

3 We can use both the -ing form and to + infinitive after the verb like, but the meaning is slightly different. We usually use the -ing form when we want to say that we enjoy something:

- Sue likes relaxing at home. (= Sue enjoys relaxing at home.)

And we use the to + infinitive form when we want to say that we actually choose to do something:

- I like to wear a hat in the sun. (= I prefer to wear a hat in the sun.)

After not like we can use the -ing form or to + infinitive with no difference in meaning.

4 After would like we use the to + infinitive form:

- Would you like to come round on Sunday?
- Would Andy like to have another sandwich?

5 These verbs can also be followed by that + clause:

- admit, agree, decide, deny, expect, forget, promise, remember, suggest

They agreed to leave. → They agreed that they should leave.
Helen forgot to pay the fine. → Helen forgot that she had to pay the fine.
Jane promised to phone. → Jane promised that she would phone.
Paul suggested phoning the police. → Paul suggested that we should phone the police.
2 What exactly do the following sentences mean? The first one is done for you.

a. She stopped to tie her shoelaces...She stopped what she was doing and tied her shoelaces.

b. She remembered meeting him at a concert.

c. Keith forgot sending that letter to his friend.

d. I stopped running and had a rest.

e. I hope you remember to phone me.

f. Julie forgot to water the plants.

g. We never stop talking, you and I!

3 Write the correct word or words in the gaps, using the words in the brackets. Sometimes more than one answer is possible. The first one is done for you.

When the policeman arrested Ruth in the supermarket and took her to the police station, she admitted (a) that she had (she/have) some things in her bag she had not paid for, but she denied (b) (she/take) them. She began (c) (offer) to pay for the things straight away so that she could take her six-year-old daughter Jane home, but the policeman told her to stop (d) (talk), and said that he intended (e) (take) action over the incident.

At that moment, Jane started (f) (cry). When the police officer asked what the matter was, Ruth said that her daughter hated (g) (listen) to their conversation. The officer said that he did not like (h) (be) unkind, but he could not ignore a crime like this. But he agreed to stop (i) (ask) questions until Jane was happier.

When Jane finally stopped (j) (cry), she told them that she had put the things in her mother’s bag. Jane didn’t realise that her mother would get into trouble. In the end the police officer decided (k) (he/believe) Jane. He agreed (l) (he/be) a bit unkind, but he suggested (m) (Ruth/watch) her daughter a bit more carefully. Ruth promised (n) (she/do) that and left the police station a sadder but wiser person.
Mixed practice

1. Rewrite the sentences using the to + infinitive or -ing form of the verb in brackets. The first one is done for you.
   
a. I play tennis. (enjoy)
   
   I enjoy playing tennis.

b. I'll finish the job in a couple of hours. (expect)

   I expect to finish the job in a couple of hours.

c. Phil: ‘I didn’t borrow her bicycle.’ (deny)

   Phil denied borrowing her bicycle.

d. Phil: ‘I’ll mend it.’ (offer)

   Phil offered to mend it.

e. Phil: ‘I’ll buy a new bell.’ (agree)

   Phil agreed to buy a new bell.

f. I didn’t do any work yesterday. (avoid)

   I avoided doing any work yesterday.

g. I played tennis with my cousin when I was young. (remember)

   I remember playing tennis with my cousin when I was young.

h. I am going to Italy this summer. (want)

   I want to go to Italy this summer.

i. Phil: ‘Buy a new computer.’ (suggest)

   Phil suggested buying a new computer.

j. Me: ‘I’ll do it.’ (decide)

   I decided to do it.

k. My cousin didn’t come to play tennis with me. (forget)

   My cousin forgets to come to play tennis with me.

2. Complete the following sentences using a form of the verb *skydive*, either to *skydive* or *skydiving*. The first one is done for you.

   a. I asked my mother for advice on a new hobby and she suggested ... *skydiving* ...

   b. My best friend loves ...........................................

   He loves skydiving.

   c. When the police questioned Gary he denied ...........................................

   He denied skydiving.

   d. He said he wouldn’t dare ...........................................

   He said he wouldn’t dare to skydive.

   e. I can’t! I’ve never learnt ...........................................

   I can’t! I’ve never learnt to skydive.

   f. Karen hates ...........................................

   Karen hates skydiving.

   g. When they met she was pretending ...........................................

   She pretended to skydive.

   h. Michael suddenly realised that he had always hoped ...........................................

   He suddenly realised he had always hoped to skydive.

   i. After the accident, they stopped ...........................................

   After the accident, they stopped skydiving forever.
3 Make sentences by matching words from columns A and B. Each phrase can only be used once. The first one is done for you.

Column A
a Jack admitted
b He denied
c Jack managed to avoid
d I didn’t see you yesterday. At least I don’t remember
e I don’t like sport and I hate
f I know I’ve lied in the past but this time I promise
g Would you like
h I still like singing but I stopped
i I know it’s late but I don’t want
j My shoe felt loose so I stopped
k The drummer forgot

Column B
1 playing football by pretending he was ill.
2 being in Bob’s room.
3 to go home yet.
4 playing the cello when I left school.
5 seeing you.
6 taking Bob’s money.
7 to tell you the truth.
8 to take his drumsticks to the rehearsal.
9 to share my pizza?
10 watching it.
11 to tie my shoelace.

4 Rewrite the following sentences inserting that where it should go. The first one is done for you.

a Mary agreed to go skating.
   Mary agreed that she would go skating.

b Ann forgot to phone her boss.

c Tom promised to help with the house move.

d Jo denied eating Graham’s sandwiches.

e Graham promised to forget about it.

f Sue remembered eating the cake.

g Arthur agreed he had behaved badly.
A Direct and indirect speech

direct speech, indirect speech in the present and past

1 When we want to say what we or someone else has said, or thought, we can do so in two ways. We can use direct speech or indirect speech.

1 In direct speech we can say exactly what was said or thought, using verbs like said, thought, shouted etc. We use inverted commas round the speech:

Paul said, ‘You’re late!’
I thought, ‘He doesn’t really like me.’

2 We can put the direct speech first (i.e. before said, thought, etc.). If it is first, we often put the name after the verb:

‘Larry is my favourite actor,’ said Tom.
But if we are using a pronoun we always put it before the verb:

‘I’m hungry!’ he thought.
We usually use this style in writing and not very often in speaking.

3 We sometimes use be like or go before direct speech, but only in very informal conversational English:

He’s like ‘are you OK?’
She goes ‘see you later.’
Note: to be like is more common in American English.

4 When we report what someone is saying or thinking now, we use indirect speech after says, thinks, hopes etc., with both clauses in the present tense. We often use that, but it is not obligatory.

GAIL: I’m just leaving London. → Gail says (that) she’s just leaving London.
We also use this form when we want to say something that is always true:

He says he doesn’t like rock music.
When we want to report something that someone says about the future we use the same tense they have used in the direct speech:

KEITH: I’m going to Boston tomorrow. → Keith says he’s going to Boston tomorrow.

5 We can use verbs that express the feeling of the speaker when we report what someone has said or thought. For example, hope, feel, be afraid, want, wish:

David hopes you can get some tickets.
He wants to see the show tomorrow.

6 When we want to say what someone said to us in the past, we put the tense into the past. We change the present simple to the past simple:

KEITH: I don’t have time to chat. → Keith said he didn’t have time to chat.
When we report someone using will or can we say would or could:

PAUL: I won’t have time! → He said he wouldn’t have time.

7 When we want to report something that was said about something that happened before the person spoke we have to use the past perfect in the indirect speech clause:

MARY: I’ve just got back from New York. → Mary said she had just got back from New York.
JOHN: I lost my wallet in the street. → John said he had lost his wallet in the street.

8 In informal speech we sometimes use the same tense that the person used in the direct speech, when we are talking about something that is still true at the moment of speaking:

HARRY: I’ve got three tickets for the concert. → Harry said he’s got three tickets for the concert.
2 Rewrite the following things that people said in the past as indirect speech. The first one is done for you.

a ‘I’ve lived here for two years.’ (Mary)
   Mary said she had lived there for two years.

b ‘I study music.’ (Peter)

c ‘We work in a software company.’ (Paul and Kenny)

d ‘I will finish my course in six months.’ (Mrs Yamanachi)

e ‘I will graduate next year.’ (Ellen)

f ‘I’m going to join a rock band.’ (Matt)


g ‘My brother’s going to work in a law firm in London.’ (Sally)

h ‘We’ve just watched a football match on TV.’ (Kate and Jane)

i ‘I’ve just been to New York for the first time.’ (Simon)

j ‘I’m going to marry George’ (Anita)

k ‘I’ll be there in a minute!’ (Henry)

3 Write the most appropriate form of the verb in brackets.

a He said that they .................. (meet) on holiday last year.

b He said that they .................. (fall) in love almost at once.

c He said that he .................. (never/be) in love before.

d She said that she .................. (have to) go home in two days.

e She said that she .................. (can/not) stay for another week.

f She said that she .................. (will) see him in three weeks.

g He said that he .................. (have/not) seen her since that day.

h He said that he still .................. (miss) her.

What were the speaker’s actual words in each case? The first one is done for you.

i ‘We met on holiday last year.’

j ........................................

k ........................................

l ........................................

m ........................................

n ........................................

o ........................................

p ........................................
B Other indirect speech forms
asking, wondering and telling in indirect speech

1 Read this explanation.

1 When we report questions said in the past, we can use the verbs asked/wondered + if/whether. We put the tense into the past:
   'Can I come to the meeting?' → He asked (me) if he could come to the meeting.
   'Is he a union member?' → She wondered whether he was a union member.
Notice that we change the order of the subject and the verb when we report questions:
   CARLOS: Who was the murderer? → Carlos asked me who the murderer was.
   (NOT: who was the murderer.)
   'Where has the money gone?' → I wondered where the money had gone. (NOT: where had the money gone.)

2 When we want to report a question at the same moment that it was said, we use the form want to know + if or question word. We use the same tense as that in the question:
   Paul wants to know if you have finished the washing up.
   Maria wants to know when the train leaves.

3 When someone asks someone to do something and we want to report it, we use ask/tell + someone + to + infinitive:
   The teacher asked Karen to stand up.
   The teacher told Karen to stand up.

4 Other verbs like invite, advise, order and persuade behave in the same way as ask and tell:
   Madeleine invited us to come to her party on Sunday.
   The teacher advised the class to be careful with their punctuation.
   The policeman ordered Frank to move his car.
   I persuaded her to leave work early.

5 When we want to say that someone told someone not to do something, we usually say not to (NOT: to not):
   GERALDINE: Don't shout, Dennis! → She told Dennis not to shout.
   MICHAEL: Don't make such a mess. → He told her not to make such a mess.

2 Choose the right word or words from the box to go in each gap.

had couldn't
would be that
would take it out him
told be able to
agreed what
was advised

Jake went to the library with me yesterday afternoon. He said he had a library book he wanted to return. Jenny, the librarian, asked him when he had borrowed it. He told her that he'd had it five years ago. She said she was sorry but the fine was £122. He said he was afraid he couldn't possibly pay that much. She agreed him to pay a small amount each week. He agreed to do that, but he wasn’t at all happy about it. He realised if he didn't pay his fine, he wouldn’t use the library again. He said that this would be terrible because he was still a student. I asked him the book was. He me it was a comic book about a character called Tintin.
3 Some of the following sentences have got errors in them. If the sentence is not correct underline the part of the sentence where the problem is. Write the missing words or the correct form of the words in the space under the sentence. The first one is done for you.

a. Jane asked I was ready to go.
   asked if I

b. We wondered to be late for the film.

c. I was talking to Mrs Grant. My sister asked me who was she.
   asked who

d. Sally wondered to go to Spain or Italy on holiday.


e. The students thought to do the exam in the spring.

f. I know who that man is! He’s Jude Law!


g. We are all invited to have lunch with James on Friday.

h. I invited Mark see Elettrica this Friday.

i. Why don’t you tell Tom buy a newspaper while he’s out?

4 Use the correct form of the verbs in the box to fill each gap in the following sentences. Use each verb once.

promise
invite
want
say
ask
advise
order
persuade

a. Lucy me to come and see her new flat.
   promise me to come

b. Gordon he was very lucky to have got his new job.
   promise that he was very lucky

c. The officer the soldiers to salute the president.
   order the soldiers to salute

d. ‘I’ll come and visit you next week,’ I .
   promise to come and visit you

e. You’ll never him to eat meat, no matter how well you cook it! He’s a vegetarian.
   persuade him to eat

f. I him to pick up the children from school today. He said he would.
   advise him to pick up

g. I him not to complain to his boss.
   advise him not to complain

h. I to know if he thinks he will win the prize. Does he think he will?
   advise him to know
C Mixed practice

1 Write down what Marianne (the dancer) is telling her friend about her phone call with Bob. The first one is done for you.

a MARIANNE: Are you coming round tonight?
b BOB: No, I'm going to meet my mates at the skate park.
c MARIANNE: Do you want to come round here later?
d BOB: No, thanks. I think it'll be too late.
e MARIANNE: Do you want to come to the ballet with me next week?
f BOB: I don't think I want to see you again.
g MARIANNE: Why? Am I too boring?
h BOB: No, of course not. It's just that I prefer girls who like skateboarding better than ballet.

a I asked Bob if he was coming round that night.
b ________________________________
c ________________________________
d ________________________________
e ________________________________
f ________________________________
g ________________________________
h ________________________________

2 What does Sergeant Jones say? Report the parts of the conversation in blue, using wants to know and says. The first one is done for you.

INSPECTOR PORTWOOD: Can she see them?

SERGEANT JONES: (a) Inspector Portwood wants to know if...you can see them?

WPC GREEN: Yes, I can see them now.

SERGEANT JONES: (b) She says...

INSPECTOR PORTWOOD: What are they doing now?

SERGEANT JONES: (c) He wants to know

WPC GREEN: They are sitting on a park bench.

SERGEANT JONES: (d)

INSPECTOR PORTWOOD: Are they talking to each other?

SERGEANT JONES: (e)

WPC GREEN: Yes, I think they're talking. I think they are arguing.

SERGEANT JONES: (f)

INSPECTOR PORTWOOD: Have they got anything in their hands?

SERGEANT JONES: (g)

WPC GREEN: No...yes...wait...she's passing him a small package.

SERGEANT JONES: (h)

INSPECTOR PORTWOOD: What's in the package?

SERGEANT JONES: (i)

WPC GREEN: Oh dear...it's just sandwiches. Sorry!

SERGEANT JONES: (j)
ANSWER KEY

UNIT 1

A 2
a lives
b gets up
c drives
d works
e wears
f is working
g is making
h leaves
i drives
j reads
k are reading
l watches
m goes
n dreams

A 3
a We know – explanation 4
b runs ... bowls ... goes – explanation 3
c are just leaving – explanation 6
d You're always telling – explanation 8
e is getting – explanation 7
f leaves ... gives ... tells – explanation 3

c 1
a is
b are


c 2
a is
b is

c 3
a Is Malcolm Clarke a member of staff there?
b When is he at work?
c What is he discussing in Warsaw?
d Does Mr Clarke believe global warming is a problem?
e Why does he believe global warming is a problem?
f Does Mr Clarke travel a lot?
g How does he travel?
h Where is he staying in Warsaw?
i Is Mr Clarke having a good time?

C 4
a lives
b takes
c doesn't drive
d doesn't enjoy
e travels
f visits
g is taking part
h is speaking
i likes
j leaves
k realises
l goes
m have
n isn't
o seems
p likes
q is growing
r making
s is feeling
t gets
u likes
v is leaving

UNIT 2

A 2
a was
b were arriving

c was running
d was sweeping
e heard
f looked

g was standing
h speaking
i noticed
j stopped
k ran
l were you doing
m shouted
n said
o was passing
p was
q wanted

A 3
a was arriving – arrived
b was being – was
c was calling – called
d was going – went
e (correct)
f went – was going
g (correct)
h was being – was

A 4
a picture 1
b picture 3
c picture 2
d picture 3
e picture 2
f picture 3

g picture 2
h picture 4
i picture 1

B 2
a got ... saw ... had left
b wondered ... had happened
c noticed ... had made
d was ... had locked
e was ... had smashed
f guessed ... had broken in

g went ... saw ... had gone
h had not had ... came
i had looked ... phoned.
**UNIT 3**

A 2
a Most
b A lot of/Many
c A lot of/Many
d Few/Not many
e Many
f Many/A lot of
g Some
h Every

A 3
a a few/some
b any
c Lots of/A lot of
d some/a few
e lots of/a lot of
f lot of
g many
h some/a few
i All
j Most
k no

B 2
a Much
b all
c no
d most
e some/a bit of
f a lot of

B 3
a Much
b a little
c lots
d much
e some
f any
g all
h few
i a bit
j lots of
k a bit
l no
m any

**Example answers**
a A few people eat boiled eggs.
b A few people drink water/milk.
c A lot of people eat cereal.
d Most people eat cereals.
e Some people drink fruit juice.
f Not many people eat no breakfast/boiled eggs/cooked breakfasts.
g Most people drink tea.

**UNIT 4**

A 2
a rule 6
b rule 2
c rule 5
d rule 1
e rule 1
f rule 3
g rule 5
h rule 2
i rule 6

A 3

**Example answers**
a The Regent is more expensive than the Hotel Mario. The Majestic is probably the most expensive.
b The Hotel Mario seems less comfortable than the Regent. The Majestic is the most comfortable.
c The Hotel Mario is the noisiest. The Regent is noisier than the Majestic.
d The Regent is the most modern. The Majestic is less modern than the Hotel Mario.
e The Hotel Mario seems the most crowded. The Regent seems more crowded than the Majestic.
The Regent looks cheaper than the Majestic. The Hotel Mario looks the cheapest.
The Hotel Mario is less luxurious than the Regent. The Majestic is the most luxurious.
The Hotel Mario looks less peaceful than the Regent. The Majestic looks the most peaceful of all.
I think the Hotel Regent looks more attractive than the Mario. The Majestic, of course, looks the most attractive.

The hotter the better.
Linda is the oldest/eldest sister.
It's getting less and less crowded.
It's getting dirtier and dirtier.
They're much happier than they were.
The cheaper the better.
The nurse doesn't earn nearly as much as the doctor.
It's as expensive as they.
The slower it goes, the safer it is.
much/far ... than
as ... as
much/far ... than
d much ... than
e as ... as
f a little/a bit ... than
g almost ... as

UNIT 5
A 5
a explanation 2
b explanation 4
c explanation 3
d explanation 2
e explanation 4

A 3
a has lived ... for
b has been ... since
c has worked ... since
d haven't eaten ... for
e has spoken ... since
f 've been ... for
g haven't seen ... since
h 's had ... since

A 4
a Has he finished his meal?
b Has he paid his bill?
c Has he seen/hailed a taxi?
d Has he dropped his wallet?
e Has he lost all his money/Has he got any money?
f Has he given the taxi driver his watch/Has the taxi driver taken his watch?

B 2
a The boys have been swimming.
b Mark has been cleaning the window.
c It's/It's been snowing.
d Tom has been dancing.
e Jane has been cooking.
f Mr and Mrs Thomas have been shopping.
g Megan has been painting.
h My dog has been digging/My dog has been hiding a bone.

B 3
a She has been learning Greek for three years.
b I've been watching TV since six o'clock.
c John has just been driving his new car.
d I've been living on a houseboat for six months.

Jane hasn't just been skating on the ice.
The Gordon family have been going to Ireland every year for ten years.
Maria has been listening to classical music since she was a child.
Keith has just been digging a new flower bed.
Phillip has been working in the City of London since 18 January.
Susan and Jack have been talking about their relationship for three hours.

A 4
a How long have they been living in America?
b How long have they been living in the beach house?
c How long has Rita been working for Hakyon Music?
d How long has Tom been playing the guitar?
e How long has Rita been studying Japanese?
f How long has Tom been playing with Moondance?

C 1
a 1 have lived 2 have liked
b 3 have been 4 haven't been able to
3 have never wanted
b 1 have always wanted 2 have been living 3 have been looking
c 1 has driven 2 has repaired
3 has had to 4 has kept
5 has not driven
d 1 have been fishing 2 've caught
3 have you been fishing 4 I've just got back 5 have tried 6 've never been

C 2
a ever tried
b haven't
c haven't done
d ever been
e used
f noticed
g n't had
h been working
i have found
j lost

C 3
a for
b already
c already
d yet
e for
f since
g always
h again
i so
j since

C 4
a How long has Grace been at college?
b How many friends has Grace made?
c Has she joined the drama society?
d Has she managed to get a part in a play?
e How long has Ursula been studying at the college?
f How long have Ursula and Grace been sharing a room?
g Has Grace always been a good student?
UNIT 6

A 2
was built, was constructed, was called, was made, had not ... been invented, were pulled, was designed, were left, is not known, were used, were placed, have been found, is thought, were designed, are visited

A 3
a was built
b was designed
c was thought
d was not given
e was damaged f were drowned
g were passed
h was established
i was located
j was explored
k have been made
l was released

A 4
a The boy has been hit by the ball
b The house was built in 1886.
c The man has been/is being arrested.
d She has been given an Oscar.
e The biscuits have (all) been eaten.
f The orange has been split.

B 2
a was ... known, was called, was published, are inherited – explanation 2
b was known, were built, is used – explanation 3
c are worn, must be washed, should ... be worn – explanation 4
d is burnt, was patented, to be used – explanation 2
e was won, was given, was presented, was awarded – explanation 6

B 3
a 1 A huge cake was baked for the President's daughter by the chef.
2 The President's daughter was baked a huge cake by the chef.
b 1 The new sculpture was shown to the journalists by the director of the gallery.
2 The journalists were shown the new sculpture by the director of the gallery.
c 1 Robbie Williams was offered a multi-million-dollar contract recently.
2 A multi-million-dollar contract was offered to Robbie Williams recently.
d 1 Some war veterans were granted a pardon by the government.
2 A pardon was granted to some war veterans by the government.

UNIT 7

A 2
a present
b future
c past
d future
e present
f present
g future
h future
i future
j future
k present
l past
m future
n future
o future
p future
q future

A 3
a does the show start
b goes up
c is meeting ... doesn't leave
d 're sending
e Are they faxing ... is it coming
f is coming ... is bringing
g are you going
h 'm having
i get ... 'm going
j are you going
k leaves ... don't get
l are leaving

A 4
a Where are you going this afternoon?
b What are you doing this evening?
c When does the film start?
d How is Kevin getting to the station?
e What is on TV this evening?
f Is Jane coming to see us with the new baby?
g When are you going to the supermarket?
h When does the meteorite pass close to the earth?
i How is he getting in touch with you?
j Are you putting sugar in that?

B 2
a is going to buy a newspaper.
b is going to get into a taxi.
c are going to see a film.
d is going to take a photograph.
e is going to climb a tree.
f is going to play his/the guitar.
g is going to arrest the thief.
h is going to steal a/the wallet.
i is going to rain.

B 3
a Shall ... try – Is ... going to
b (correct)
c let – Will
d is – going to – will
e (correct)
f will have – is having/is going to have
g 'm going to – 'll
h (correct)

B 4
a O
b P
c R
d O
e P
f O
g R
h P
i O
j R
k P

C 1
a are going to – explanation B 2
b 'm going to – explanation B 1
c 're meeting – explanation A 2
d 'll visit – explanation B 3
e is going to – explanation B 1
f 'll make – explanation B 5
g closes – explanation A 1
h 's going to – explanation B 2
i Why don't you – explanation B 6
j Shall I phone – explanation B 7
k 'll miss – explanation B 4
l 'll leave – explanation B 3
m 'll ... see – explanation B 3

C 2
a It's probably going to snow.
b I'm going to the hairdresser tomorrow.
c He's going to faint.
d ... the boat will turn over.
e ... let's have a sandwich.
f The course starts in October.
g Frank is definitely going to win.
UNIT 8

UNIT 9
h. His wife owned a large, old-fashioned Chevrolet. (The adjectives should all go before the noun.)
i. I support the team playing in red. (The present participle should go after the noun.)
j. Michael had a long pointed nose and short hair. (The adjective should go before the noun.)

UNIT 10
A 2
a. who/that
b. who/that/who

c. who/that
d. who
e. who
f. who/that
g. who
h. who
i. whose
j. whose

C 2
a. who/that
d. who
f. who
i. who
k. who

C 3
a. who/that
c. who
h. who

C 4
a. which
b. which

c. which
f. which
h. which

UNIT 11
A 2
a. must have – explanation 8
b. could have – explanation 3
c. couldn’t – explanation 5
d. could have – explanation 3
e. might have – explanation 1
f. can’t have – explanation 9
g. couldn’t – explanation 7
h. may have – explanation 1
i. might not have – explanation 2

C 3
a. which
b. which

c. which
f. which
h. which
UNIT 12

A. 2
a  I'll go to the shop.
b  I'll buy a lottery ticket.
c  If I buy a lottery ticket, I'll watch the lottery programme on TV this evening.
d  If I watch the lottery programme on TV this evening, I'll be disappointed.
e  I'll buy a boat.
f  If I buy a boat, I'll sail to the USA.
g  If I sail to the USA, I'll visit Las Vegas.
h  If I visit Las Vegas, I'll lose all my money.

C. 1
a  You must have thought
b  Someone must have
c  Someone else couldn't have
d  Someone who works for the airline might have
e  Someone who works here couldn't have
f  Someone might have
g  It might have been

C. 2
a  must
b  couldn't
c  might
d  can't
e  might
f  shouldn't
g  couldn't
h  must
i  had to
j  can't
k  might
l  couldn't
m  should

UNIT 13

A. 2
a  I'll go to the shop.
b  I'll buy a lottery ticket.
c  If I buy a lottery ticket, I'll watch the lottery programme on TV this evening.
d  If I watch the lottery programme on TV this evening, I'll be disappointed.
e  I'll buy a boat.
f  If I buy a boat, I'll sail to the USA.
g  If I sail to the USA, I'll visit Las Vegas.
h  If I visit Las Vegas, I'll lose all my money.

C. 1
a  I enjoy playing tennis.
b  I expect to finish the job in a couple of hours.
c  Phil denied borrowing her bicycle.
d  Phil offered to lend it.
e  Phil agreed to buy a new bell.
f  I avoided doing any work yesterday.
g  I remember playing tennis with my cousin when I was young.
A 3
a had met
b had fallen
c had never been
d had to go
e could not
f would
g had read/has not
h missed/misses
i We met on holiday last year.
j I fell in love almost at once.
k I had never been in love before.
l I have to go home in two days.
m I cannot stay for another week.
n I'll see you in three weeks.
p I haven't seen her since that day.
q I still miss her.

C 2
a skydiving
b skydiving/to skydive
c skydive
d to skydive
e to skydive
f skydiving
g to skydive
h to skydive
i skydiving

B 2
a had
b him
c taken it out
d would be
e couldn't
f advised
g agreed
h that
i be able to
j was
k what
l told

B 3
a asked if I
b wondered if we were/would be late
c who she was
d wondered whether to go
e thought they would do
f (correct)
g (correct)
h invited Mark to see
i tell Tom to buy

A 2
a Mary said she had lived there for two years.
b Peter said he studied music.
c Paul and Kenny said they worked in a software company.
d Mrs Yamanuchi said she would finish her course in six months.
e Ellen said she would graduate next year.
f Matt said he was going to join a rock band.
g Sally said her brother was going to work in a law firm in London.
h Kate and Jane said they had just watched a football match on TV.
i Simon said he had just been to New York for the first time.
j Anita said she was going to marry George.
k Henry said he would be there in a minute.

C 1
a I asked Bob if he was coming round that night.
b He said he was going to meet his mates at the skateboard park.
c I asked him if he wanted to come round later.
d He said no thanks, he thought it would be too late.
e I asked him if he wanted to go to the ballet with me next week.
f He said he didn't think he wanted to see me again.
g I asked him if I was too boring.
h He said no, of course not. It was just that he preferred girls who liked/liked skateboarding better than ballet.
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About the Author
Jeremy Harmer is an internationally-recognized authority on ELT, and a best-selling author of methodology and course books, which are widely used in over 40 countries.