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<td>The future: going to</td>
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<td>17</td>
<td>The future: plans &amp; intentions</td>
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<td>18</td>
<td>The present continuous</td>
<td>53</td>
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<td>19</td>
<td>The present perfect simple</td>
<td>55</td>
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<tr>
<td>20</td>
<td>The present perfect with since &amp; for</td>
<td>57</td>
</tr>
<tr>
<td>21</td>
<td>The past simple</td>
<td>59</td>
</tr>
<tr>
<td>22</td>
<td>The past continuous</td>
<td>61</td>
</tr>
<tr>
<td>23</td>
<td>The past continuous &amp; past simple</td>
<td>64</td>
</tr>
<tr>
<td>24</td>
<td>used to</td>
<td>68</td>
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<td>25</td>
<td>Modal verbs: can &amp; can't</td>
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<td>26</td>
<td>Modal verbs: could &amp; managed to</td>
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<td>27</td>
<td>Modal verbs: probability modals</td>
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<td>28</td>
<td>Verb patterns: -ing verbs/to + infinitive</td>
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<td>29</td>
<td>Verb patterns: verbs with two objects</td>
<td>80</td>
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<td>30</td>
<td>Verb patterns: verb + object + (to) + infinitive</td>
<td>82</td>
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<td>32</td>
<td>Review unit B</td>
<td>87</td>
</tr>
</tbody>
</table>

Answer key 89
Introduction

To the student

Welcome to Just Grammar. You can use this book with other students and a teacher, or you can work alone with it.

In this book you will find clear explanations of the grammar you need at this level. There are examples to help you understand the explanations too. Each unit has exercises for you to practise your 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.

You can look at the contents page to find the grammar you want to understand and practise.

We are sure that this book will help you to progress in English.

To the teacher

This book is part of a series designed to be used alone or to supplement any course book you may be using. Each book in the series specialises in either language skills or (as in the case of Just Grammar) in aspects of the English language.

It can be used either in class or by students working on their own.

Just Grammar consists of 32 units which offer comprehensive grammar explanations, and provide practice activities to ensure the student’s ability to use the language. Apart from the last two review units, the organisation is alphabetical. Users should look in the contents list on page 3 to see which area of grammar they wish to work on.

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 can do the exercises, and then check them in the comprehensive Answer key at the back. However, the units are also highly appropriate for work in class.

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.
2. Read the country facts in the table and complete the sentences. Use the comparative form of any suitable adjectives from the box.

<table>
<thead>
<tr>
<th></th>
<th>South Africa</th>
<th>Canada</th>
<th>UK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>42,718,530</td>
<td>32,507,874</td>
<td>60,270,708</td>
</tr>
<tr>
<td>Official languages</td>
<td>11</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Internet users</td>
<td>3.1 million</td>
<td>16.11 million</td>
<td>25 million</td>
</tr>
<tr>
<td>Size</td>
<td>1,219,912 sq km</td>
<td>9,984,670 sq km</td>
<td>244,820 sq km</td>
</tr>
<tr>
<td>Highest point</td>
<td>Njesuthi 3,408 m</td>
<td>Mount Logan 5,959 m</td>
<td>Ben Nevis 1,343 m</td>
</tr>
<tr>
<td>Coastline</td>
<td>2,798 km</td>
<td>202,080 km</td>
<td>12,429 km</td>
</tr>
</tbody>
</table>

There are (a) **more** people living in the UK than in Canada.
Of the three countries mentioned, Canada has a (b) **greater** population than South Africa and the UK.
South Africa has (c) **fewer** official languages than the UK, which has only one – English. The UK has (d) **more** official languages than Canada, which has two, English and French.
A (e) **larger** number of people use the Internet in Canada than in South Africa.
South Africa is much (f) **lower** than the UK, but it is (g) **smaller** than Canada.
Njesuthi is (h) **shorter** than Mount Logan, but it is much (i) **lower** than Ben Nevis.
Canada’s coastline is (j) **longer** than Britain’s coastline.

3. Complete the sentences with the comparative form of the adjectives and adverbs in brackets. Add ‘than’ only where necessary.

a. Cities are **more interesting** than (interesting) beaches, but you can relax
   ........................................................................ (easily) at the beach.

b. The food in Australia was ........................................................................ (good) here, and you could eat
   ........................................................................ (cheaply), too!

c. Where is the public transport ........................................................................ (fast), in London or in Dublin? In Dublin,
   probably, and Dublin is ........................................................................ (small), so you can walk.

d. I find travelling by train ........................................................................ (comfortable) travelling by car and you can
   also get to your destination ........................................................................ (quickly).

e. In July, plane fares to New Zealand are ........................................................................ (low) in December. But it’s
   ........................................................................ (cold) then, because it’s winter there.
Comparative adjectives & adverbs

Use comparative adjectives (and adverbs) with than.

He's older than my brother.
The red ones are more expensive than the blue ones.
He ran faster than me.

For short adjectives and adverbs: add -er.
tall - taller
fast - faster

For short adjectives with vowel + consonant: final letter x 2 + -er.
hot - hotter
thin - thinner

For short adjectives which end in -y: i + er.
noisy - noisier
ugly - uglier

For adverbs that end with -ly:
more + adverb.

She eats more quickly than I do.

For long adjectives: more + adjecty.

beautiful - more beautiful
comfortable - more comfortable

Some common adjectives (and adverbs) have their own special forms.
good (well) - better
bad (badly) - worse

two syllables
e.g. happy
tall

Can you add more adjectives to the columns?

1. Complete the table. Put the words in the correct columns.

<table>
<thead>
<tr>
<th>one syllable</th>
<th>two syllables</th>
<th>three syllables</th>
<th>beautiful</th>
<th>fast</th>
<th>high</th>
<th>large</th>
<th>popular</th>
<th>small</th>
<th>sunny</th>
<th>tall</th>
<th>sunny</th>
<th>friendly</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. big</td>
<td>e.g. heavy</td>
<td>e.g. unhappy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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2. Read the country facts in the table and complete the sentences. Use the comparative form of any suitable adjectives from the box.

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<td>2,798 km</td>
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</tr>
</tbody>
</table>

There are (a) ............. people living in the UK than in Canada.

Of the three countries mentioned, Canada has a (b) ............. population than South Africa and the UK.

South Africa has (c) ............. official languages than the UK, which has only one – English. The UK has (d) ............. official languages than Canada, which has two, English and French.

A (e) ............. number of people use the Internet in Canada than in South Africa.

South Africa is much (f) ............. than Canada. Njesuthi is (h) ............. than Mount Logan, but it is much (i) ............. than Ben Nevis.

South Africa has (c) ............. official languages than the UK, which has only one – English. The UK has (d) ............. official languages than Canada, which has two, English and French.

A (e) ............. number of people use the Internet in Canada than in South Africa.

South Africa has (c) ............. official languages than the UK, which has only one – English. The UK has (d) ............. official languages than Canada, which has two, English and French.

3. Complete the sentences with the comparative form of the adjectives and adverbs in brackets.

Add 'than' only where necessary.

a. Cities are (more interesting than) (interesting) beaches, but you can relax
(better) (easily) at the beach.

b. The food in Australia was (more good than) (good) here, and you could eat
(less expensive than) (cheaply), too!

c. Where is the public transport (more fast than) (fast) in London or in Dublin? In Dublin,
probably, and Dublin is (more small than) (small), so you can walk.

d. I find travelling by train (more comfortable than) (comfortable) travelling by car and you can
also get to your destination (more quickly than) (quickly).

e. In July, plane fares to New Zealand are (less low than) (low) in December. But it's
(less low than) (cold) then, because it's winter there.

UNIT: Comparative adjectives & adverbs

big | great | few | high | large
low | many | small | tall | long
Look at the pictures on page 9. Use the prompts to write sentences.

a Stadium Australia/the Millennium Stadium

b Edmonton Stadium/Stadium Australia

c Kingda Ka/Top Thrill Dragster

d In Australia, horse racing / rugby league

e Pipeline Bungee/Mokai Canyon

f In Britain, football/cricket

g The Millennium Stadium/Edmonton Stadium

h In the USA, American football/basketball

Now answer the questions about the places in the pictures.

a Which rollercoaster is taller - The Big One, or Kingda Ka? Kingda Ka

b Is rugby more or less popular on TV in Britain, than cricket?

c Which sport is less popular on TV in the USA, baseball or basketball?

d Is the Edmonton Stadium in Canada smaller or bigger than Australia Stadium?

e Which bungee jump is higher - the one in New Zealand or South Africa?

f In which country is horse racing less popular on TV than football?

Now answer the questions about the places in the pictures.

a Which rollercoaster is taller - The Big One, or Kingda Ka? Kingda Ka

b Is rugby more or less popular on TV in Britain, than cricket?

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d Is the Edmonton Stadium in Canada smaller or bigger than Australia Stadium?

e Which bungee jump is higher - the one in New Zealand or South Africa?

f In which country is horse racing less popular on TV than football?
Superlative adjectives

Use superlative adjectives and adverbs with the.
He's the oldest person in the
world.
They're the most beautiful paintings I've ever seen.
He climbed the most carefully.

For short adjectives: add -est.
tall - tallest
fast - fastest

For short adjectives with vowel + consonant: final letter x 2 + -est.
hot - hottest
thin - thinnest

Short adjectives which end in -ly: y = i + est.
noisy - noisiest
ugly - ugliest

For adverbs that end with -ly: most + adverb.
She eats the most quickly.

For long adjectives: most + adjective.
beautiful - most beautiful
comfortable - most comfortable

Some common adjectives (and adverbs) have their own special forms.
good (well) - best
bad (badly) - worst

1 Make the following into superlative adjectives.

<table>
<thead>
<tr>
<th>He's</th>
<th>the oldest man</th>
<th>in the world.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's</td>
<td>the most beautiful film</td>
<td>I've ever seen.</td>
</tr>
<tr>
<td>He</td>
<td>sang</td>
<td>the fastest.</td>
</tr>
<tr>
<td>She</td>
<td>drove</td>
<td>the most carefully.</td>
</tr>
</tbody>
</table>

2 Complete these sentences using the superlative form of the adjective in brackets.

a This is the worst (bad) film I have ever seen!
b A Brief History of Time is the most interesting (interesting) book I have ever read.
c Would you like to live in the most large (large) city in the world?
d I think this is the most uncomfortable (uncomfortable) chair I have ever sat in.
e They went to the most cheap (cheap) restaurant in the city, because they had very little money.
f The Lamborghini Murcielago is one of the most expensive (expensive) cars in the world.
g Charlie Chaplin's films are still some of the most funny (funny) films ever.
h What do you think is the most good (good) way to get to the bridge from here?
i Try to cross the river here, because this is the most narrow (narrow) part.
j Richie is the most thin (thin) of my three nephews.

3 Read the advertisements. Answer the questions, using the superlative forms of the adjectives.

A
2-bedroomed flat in quiet street
40 minutes from town centre. Not near transport. Large windows - very light.
Modern kitchen and bathroom. Garden - good for children. £200 per week.

Which flat is the ...?

a (small) Flat B is the smallest.
b (sunny)
c (large)
d (near) to town
e (modern)
f (noisy)
g (expensive)

B
Small, cozy 1-bedroom flat. Bathroom and kitchen need some work - a bit old-fashioned. Small windows - not very sunny. In busy town centre - transport no problem. £150 per week.

C
3-bedroomed flat in countryside.
One hour by train to city centre. Large windows and glass roof in kitchen! Fairly modern. £150 per week.

4 Now write sentences using the opposites of the superlative adjectives you have written in exercise 3.

Flat C is the largest.
5 Read 'The Top Three' in the table, and make sentences.

<table>
<thead>
<tr>
<th>The Top Three</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long rivers</td>
<td>Nile</td>
<td>Amazon</td>
<td>Yangtze-Kiang</td>
</tr>
<tr>
<td>Tall telecommunications towers</td>
<td>CN Tower, Canada</td>
<td>Ostankino Tower, Russia</td>
<td>Oriental Pearl Broadcasting Tower, China</td>
</tr>
<tr>
<td>Large countries</td>
<td>Russia</td>
<td>Canada</td>
<td>China</td>
</tr>
<tr>
<td>High waterfalls</td>
<td>Angel Falls, Venezuela</td>
<td>Tugela, South Africa</td>
<td>Utigárd, Norway</td>
</tr>
<tr>
<td>Deep caves</td>
<td>Lamprechtshofen, Austria</td>
<td>Gouffre Mirolda, France</td>
<td>Réseau Jean Bernard, France</td>
</tr>
<tr>
<td>Crowded cities</td>
<td>Hong Kong, China</td>
<td>Lagos, Nigeria</td>
<td>Dhaka, Bangladesh</td>
</tr>
</tbody>
</table>

a. The longest river is the Nile.

b. ..........................

c. ..........................

d. ..........................

e. ..........................

6 Look at the photos on page 13 and complete these sentences. Use the superlative form of the adjectives in the box.

The (a) ................................ female twins were Kin Narita and Gin Kanie (born 1892, Japan), whose names mean gold and silver. Gin lived the (b) ................................: she died in 2001, aged 108, and her sister Kin died the year before, aged 107.

The (c) ................................ orange nose push was achieved by Myles Anderson, who pushed an orange with his nose for 1.6 km, in London. This took 1 hour and 14 minutes.

The (d) ................................ production car was the Peel P50, which was 134 cm long, 99 cm wide and 134 cm high. It was made in Britain in the 1960s.

The (e) ................................ guitar was sold for $957,500, in 2002. It had belonged to Jerry Garcia, of the band The Grateful Dead.
UNIT 3

-ing & -ed adjectives

Use -ed adjectives to say how you feel.
I am interested.
I am bored.

Use -ing adjectives to talk about something or somebody else.
He is boring.
This book is exciting.

1 Circle the correct words in the dialogues.

GIRL 1: Let's do something. I'm so (a) boring/bored.
GIRL 2: Yes. It's (b) boring/bored here. Let's go out.

MAN: I'm going to watch this DVD about Jamaica. Are you (c) interesting/interested?
WOMAN: Yes, It sounds (d) interesting/interested.

MAN: You can't come with us? How (e) disappointing/disappointed.
WOMAN: I'm (f) disappointing/disappointed too. Next time, maybe.

2 Choose the correct adjective for each blank. Does it end in -ed or -ing?

a I find swimming very ................................ (relax).
b Learning about other cultures is very ................................ (interest).
c I am ................................................ (interest) in travelling.
d Jude was very ........................................ (tire) after the long trip.
e Sharon thinks flying is ........................................ (tire).
f The plane moved up and down but all the people were completely ........................................ (relax).
g I was ................................................ (worry) about the long flight.
h James finds my accent ........................................ (amuse).
i The film was very ........................................ (amuse), I laughed a lot.

3 Read the postcards. Write the letter of the correct picture in the boxes.

Here I am in England, finally! I'm so (a) excited/exciting! Some things are (b) surprised/surprising, some are even (c) shocked/shocking. The weather is particularly (d) interested/interesting. Today it rained all day and it was cold. Now, at 9:00 p.m., the sun is shining! One thing is sure: things are different but never (e) bored/boring!
Wish you were here! David

Picture a

"How about a cuppa?" That's what my friend asks me all the time! She means 'a cup of tea'. Here people drink tea when they are cold, or hot, when they are (f) tired/tiring, or (g) relaxed/relaxing ... tea always makes you feel better! But nobody has the famous four o'clock tea, like it says in our English book. That's very (h) disappointed/disappointed!

Lucy

Picture b

4 Underline the correct word in the postcards.

a Driving on the left was a bit ................................ (frighten) at first.
b I am a bit ........................................ (worry) about my English.
c I went to a cricket match. It was long and ........................................ (bore).
d English food is very good. That's ........................................ (surprise), isn't it?
e People say English humour is very ........................................ (amuse), but I don't understand it.
f I am ........................................ (interest) in British pop music.
Articles

**Use the to talk about the names of some countries with**

**Don't use a, an or the for plural nouns which describe things in general.**

**Zero article (= no article)**

- Use the to talk about something special that we all know about.
- Use the to talk about something for the second time, or when people know which one it is.
- Use the to talk about the names of some countries with more than one word or which end with 'of something'.
- People often complain about _noise._
- Don't use _a_ or _an_ for plural nouns which describe things in general.
- Don't use _a_ or _an_ for uncountable nouns (see above) about things in general.
- Don't use _a_ or _an_ or the with the names of most countries.
- He went to _Russia._
- I've never been to _Pakistan._

1 Say why no article is used in each one of the examples 1–6.

<table>
<thead>
<tr>
<th>Example</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td><a href="https://example.com">zero article before a plural noun describing things in general</a></td>
</tr>
<tr>
<td>b</td>
<td><a href="https://example.com">zero article before uncountable nouns describing things in general</a></td>
</tr>
<tr>
<td>c</td>
<td><a href="https://example.com">zero article before most names of countries</a></td>
</tr>
<tr>
<td>d</td>
<td><a href="https://example.com">zero article before a plural noun describing things in general</a></td>
</tr>
<tr>
<td>e</td>
<td><a href="https://example.com">zero article before uncountable nouns describing things in general</a></td>
</tr>
<tr>
<td>f</td>
<td><a href="https://example.com">zero article before most names of countries</a></td>
</tr>
</tbody>
</table>

2 Complete these paragraphs with _a_, _an_, _the_ or nothing (zero article).

(a) __________ Eiffel Tower in Paris was built between 1887 and

(b) __________ architect was Stephen Sauvestre. There is

(c) __________ restaurant on the second level called (d) __________

Jules Verne restaurant and there is (e) __________ restaurant on the

first level called Altitude 95. There are (f) __________ shops on the

third level and of course there is (g) __________ great view of

(h) __________ city. There are 1,665 steps to (i) __________ top of

(j) __________ tower, but there is also (k) __________ elevator.

3 Match the explanations a–h with examples 1–8 from the text about Zaha Hadid.

- **a** We use _a_ to talk about one of something.
- **b** We use _an_ if the next word starts with a vowel sound.
- **c** We use _the_ with some country names with more than one word or which end with 'of something' (e.g. The People's Republic of China).
- **d** We use _the_ when we mention something for the second time.
- **e** We use _the_ when we talk about a special thing (or things) that we all know about.
- **f** We don't use _a_, _an_ or _the_ for the names of most countries (or cities).
- **g** We don't use _a_, _an_ or _the_ with plural nouns which describe things in general.
- **h** We don't use _a_, _an_ or _the_ when we talk about uncountable nouns.

1. an even more gigantic personality
2. she grew up in Iraq
3. she wears bright shiny jewellery
4. she's a woman
5. she's good with people
6. the opera house
7. the storms are on the outside
8. the USA
4. Put a, an, the or nothing in the gaps in the following sentences.

a. Magda comes from _______ _______ Poland. She lives in _______ _______ Warsaw.

b. She’s _______ _______ actress and does most of her work on _______ _______ national radio station.

c. Her house is full of _______ _______ modern furniture, except for _______ _______ furniture in her dining room. That’s very ‘brown’ and old.

d. _______ _______ Polish people love Magda, and now she is working for _______ _______ international radio station.

e. _______ _______ fan (a member of the public who likes her) wrote her _______ _______ letter. _______ _______ letter was very long, but Magda likes _______ _______ letters like that.

f. Last summer she went on holiday in _______ _______ West Indies.

g. She visited _______ _______ different islands, but didn’t have time to see them all.

h. Next month, Magda is going to _______ _______ United States. She wants to work in _______ _______ films there.

i. ‘ _______ _______ film industry is very important in _______ _______ America,’ she says. ‘I have _______ _______ dreams, but _______ _______ big dream of my life is to be a Hollywood actress!’

5. Read sentences a–i and match the use of the article a, an or the with reasons 1–6 for using it.

a. I want to buy a new car.

b. My brother is an artist.

c. Don’t stay in the sun too long!

d. Which kitten do you want? The black one or the grey one?

e. Have you been to the United Kingdom?

f. The first man walked on the moon in 1969.

g. I need a hammer. Can you pass me the hammer, please.

h. That’s a good idea!

i. He’s going to the USA next week.

1. use a to talk about one of something

2. use an to talk about one of something that begins with a vowel

3. use the to talk about one special thing that everybody knows

4. use the to talk about something for the second time

5. use the to talk about something when people know which one you are talking about

6. use the before the name of some countries

The first conditional

<table>
<thead>
<tr>
<th>If</th>
<th>it rains.</th>
<th>If</th>
<th>you don’t hurry.</th>
<th>Get wet.</th>
<th>Be late.</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td>don’t hurry.</td>
<td>you</td>
<td>will (11)</td>
<td>get wet.</td>
<td>be late.</td>
</tr>
</tbody>
</table>

Use if sentences to talk about things that will probably happen if something else happens. Use the present simple in the ‘if’ clause, and will for the ‘might happen’ clause.

If it rains, I’ll get wet.

If my brother wins the race, I’ll be very happy.

We can change the order of the clauses:

I’ll get wet if it rains.

I’ll be very happy if my brother wins the race.

Use do / does not (don’t / doesn’t) and will not (won’t) to make negative conditional sentences:

If he doesn’t arrive soon, we’ll be late.

We won’t arrive on time if you don’t hurry.

Match the two parts of these sentences.

a. If it rains on Saturday, _______ _______ we’ll arrive at the party.

b. If it rains, _______ _______ you’ll really happy.

c. If the children are feeling better, _______ _______ you’ll have no problem falling asleep.

d. If there are noises, _______ _______ we’ll stay at home.

e. If you are lying down, _______ _______ you’ll finish your homework.

f. If it will wake you up, _______ _______ you won’t be able to sleep.

g. If you don’t take the film, _______ _______ we’ll stay at home.

h. If my cold is gone by tomorrow, _______ _______ we’ll stay at home.

i. If the temperature goes above 24°C, _______ _______ you’ll find it difficult to sleep.
UNIT 5: The first conditional

2 Complete the following sentences with the verb in brackets in the correct tense.

a If you are not lying (not lie down), you will not be able to sleep.
b Your leg will get better if you rest.
c If you study hard, you will pass the test.
d You will feel better if you drink more water every day.
e Your heart will not get stronger if you do not exercise more.
f If I eat more calcium, my bones will get stronger.
g You'll catch a cold if you go out in this rain.
h If you listen to that loud music, you will hurt your ears.
i Will she go on holiday if she does not finish the report?

3 Complete these sentences about yourself.

a If it rains this weekend, I will do some exercise.
b If I pass this English course, I will enjoy playing with the Shape Game.
c If I ever win a lot of money, I will not be sorry.
d If my child is over three years old, she or he will enjoy playing with the Shape Game.

4 Read these sentences from advertisements and complete them with the correct verb tenses.

a If you like chocolate, you will love our new chocolate chew bar.
b You will have whiter teeth if you use our new toothpaste.
c Your clothes will stay cleaner longer if you wash them with Brite washing powder.
d If your child is over three years old, she or he will enjoy playing with the Shape Game.
e You will not be sorry if you change to the Best Bank.
f If you do not have time to eat, our new soup will fill you up and save you time.
UNIT 6: The zero conditional

The zero conditional

Use if sentences to talk about things that are always true if something else happens. Use the present simple in the 'if' clause and in the 'something else happens' clause.

If ice gets warm, it melts.
If something is funny, I always laugh.

We can change the order of the clauses.

Ice melts if it gets warm.
I always laugh if something is funny.

Use do/does not (don't/doesn't) or is not/are not (isn't/aren't) to make negative zero conditional sentences.

If ice doesn't get warm, it doesn't melt.
I don't laugh if something isn't funny.

1 Match sentences 1 and 2 with (a) or (b). Write 1 or 2 in the boxes.

a If I exercise too much, I'll get out of breath. b something that is always true c something that is possible or probable

2 Read these sentences. Write T (true) if they tell you about something that is always true, or P (possible/probable) if they tell you about something that is possible or probable in the future.

a If you don't lie down, you won't fall asleep. T b If you are at an altitude of over 4,000 feet, you need to breathe differently. P c I always find it difficult to sleep if I drink coffee before I go to bed. P d If you drink that coffee, you won't be able to get to sleep. P e If you melt ice, it becomes water. P f If you want some dessert, you'll have to eat your dinner. P g If he doesn't study harder, he won't pass his exam. P

3 Match the two parts of these sentences.

- I feel sick, because I'm allergic to them.
- You won't be able to do well in your exam
- If I eat mushrooms,
- You always get tired
- If you live near a river,
- It expands (gets bigger),
- I feel tired for your exam.

Match the two parts of these sentences.

a If you don't get enough sleep,
b You won't be able to do well in your exam
c If I eat mushrooms,
d You always get tired
e If you live near a river,
f If metal is heated,

4 Complete these sentences about yourself.

a If I eat too much,
b If I don't get enough sleep,
c If I study hard for this course,
d If it rains this weekend,

5 Read this article and circle the best way to complete these sentences.

a You will damage your hair if
- you don't eat enough iron.
- you eat vegetables.
- you eat too much meat.

b If you eat plenty of vitamin C, you must eat fruits and vegetables that contain vitamin C. Secondly, it is a good idea to cut your hair regularly. It does not become thicker or stronger when it is cut, but cutting your hair makes it easier to take care of.

c If you cut your hair regularly, it will become thicker.
d If you use hair products, they will never colour your hair.

d If you don't lie down, you won't fall asleep. T

e If you are at an altitude of over 4,000 feet, you need to breathe differently. P

f If you drink that coffee, you won't be able to get to sleep. P

g If he doesn't study harder, he won't pass his exam. P

Healthy Hair

Here are some tips for men and women to keep your hair healthy. You need to have enough iron in your diet. If not, you will damage your hair. Your hair stays healthy when you eat foods like meat, eggs, cereals, and vegetables like spinach.

First, to make your hair healthy and shiny, you must eat fruits and vegetables that contain vitamin C. Secondly, it is a good idea to cut your hair regularly. It does not become thicker or stronger when it is cut, but cutting your hair makes it easier to take care of.

Thirdly, be careful with the products that you use on your hair. When you colour your hair you can damage it. Some people have more delicate hair, so you should test a new product before you use it to see what happens to your hair. If it is hurt by a product or if your skin is allergic to a hair product, you must stop using that product to stop the problem from getting worse.
Countable & uncountable nouns

Countable nouns are nouns we can count. We can make them plural.
- a car - two cars - four cars
- a potato - two potatoes - twenty potatoes

Uncountable nouns are nouns we can’t count because they are about something in general. We can’t make them plural.
- The furniture in her house is very old.
- I like rice.

Some nouns have one meaning which is uncountable and another meaning which is countable.
- He loves chocolate. (= chocolate in general: uncountable)
- He ate two chocolates from the box. (= little bits of chocolate: countable)

Complete the table with the nouns in the sentences.

<table>
<thead>
<tr>
<th>Countable nouns (C)</th>
<th>a potato - three potatoes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uncountable nouns (U)</td>
<td>milk</td>
</tr>
<tr>
<td>Countable and uncountable nouns</td>
<td>coffee - a coffee - coffees</td>
</tr>
</tbody>
</table>

1. Complete the table with the nouns in the sentences.

- a Vegetarians don't eat meat.
- b I had fish for lunch.
- c Oranges, apples and bananas are all fruit.
- d I love tropical fruits.
- e Sugar is bad for you.
- f Crisps have a lot of salt.
- g Is stress a serious problem?
- h I bought salad and a box of chocolates.
- i There is a wide variety of salads in this cafeteria.
- j I love chocolate. I bought a box of chocolates.

2. Read this leaflet. Write the nouns in green in the correct place in the table in exercise 1 on page 24.

Stressed out? Try T’ai Chi

When you have many things to do and no time to do them all, the result is often stress. Stress is a part of modern living. It is bad for your mind and bad for your body. T’ai Chi is a good way to reduce stress.

What is T’ai Chi?
T’ai Chi is an old Chinese form of exercise. The movements increase the energy inside you, or your ‘chi’.

How does it work?
The exercises in T’ai Chi are very slow and controlled. When you do T’ai Chi, you think only of the movement and your breathing. Energy moves inside your body and you become stronger and calmer – and less stressed.

Who can do T’ai Chi?
People of all ages. You don’t have to be very strong and you don’t need any special equipment. Wear comfortable clothes and comfortable shoes – or you can do it without shoes.

Plan your healthy meals to include yoghurt, vegetables and plenty of fruit but be careful! Fruit juice has a lot of sugar.

First, eat less sugar and oil. So, things like cakes and biscuits and fried potatoes are never a good idea.

Cut down on red meat – have chicken and fish instead.

Eat only small quantities of rice and pasta. A few boiled potatoes are fine too.

Label the nouns in the text C (countable) or U (uncountable).

- First, eat less sugar and oil. So, things like cakes and biscuits and fried potatoes are never a good idea.
- Cut down on red meat – have chicken and fish instead.
- Eat only small quantities of rice and pasta. A few boiled potatoes are fine too.
- Plan your healthy meals to include yoghurt, vegetables and plenty of fruit but be careful! Fruit juice has a lot of sugar.
4 Write a or an before the nouns, where possible.

a. a shoe  
b. exercise  
c. chicken  
d. stress  
e. clothes  
f. furniture  
g. orange  
h. furniture  
i. fish

5 Write the plural form of the nouns, where possible. If it is not possible, write NP.

a. advice  
b. cheese  
c. paper  
d. furniture  
e. information  
f. homework  
g. milk  
h. apple  
i. rice

6 Circle the nouns that can be countable and uncountable.

salad, soup, stress, coffee, cake, fruit, chocolate, butter, clothing

Noun quantifiers

Use a lot of (or lots of - informal) with countable and uncountable nouns.

He bought lots of eggs at the farm.

Use many to talk about plural nouns in questions and negative sentences.

How many potatoes do you want?

Use much to talk about uncountable nouns in questions and negative sentences.

I haven't got much time.

Use some in positive and negative statements with plural nouns.

There are some pens in the drawer.

Use some in offers and requests with uncountable and countable nouns.

Can you give me some advice?

Would you like to buy some socks?

Use any with countable and uncountable nouns in questions and negative sentences.

I don't want any sugar.

Have you got any apples?

1 Match the columns.

<table>
<thead>
<tr>
<th>A little</th>
<th>A few</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 grams of butter</td>
<td>24 eggs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lots of</th>
<th>A lot of</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 millilitres of milk</td>
<td>4 tomatoes</td>
<td>1 kilo of cheese</td>
</tr>
<tr>
<td>0 potatoes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Countable nouns</th>
<th>Uncountable nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large quantities</td>
<td>a lot of</td>
</tr>
<tr>
<td>Small quantities</td>
<td>some</td>
</tr>
<tr>
<td>No quantity</td>
<td>no</td>
</tr>
<tr>
<td></td>
<td>not any</td>
</tr>
</tbody>
</table>
UNIT 8: Noun quantifiers

3. Complete the sentences with as many words and phrases from the table as possible.

a. This hot chocolate is very, very sweet so don’t put _____________ sugar in it.
b. I love that shop. They have _____________ great cakes.
c. _____________ people are learning to cook these days.
d. This dish has _____________ butter and _____________ cream at all.
e. _____________ recipes from this book, about three, are from India.
f. _____________ people know this recipe, only some people in my family.
g. Is there _____________ milk? I don’t like black coffee.
h. Are there _____________ biscuits? I’d like some with my tea.

4. Complete the sentences with phrases from the table in exercise 2.

a. For this recipe you need _____________ tomatoes, not _____________, just two or three.
b. You also need _____________ chicken, say 200 grams.
c. Then you need _____________ olive oil. Not _____________, about two tablespoons.
d. Next, you need _____________ bread – two slices.
e. _____________ salad is nice – a leaf or two.
f. You can also add _____________ cheese. Just _____________ small pieces.

5. Can you guess what the recipe is? Check your guess at the bottom of the page.

6. Circle the right words. Decide first whether the nouns are countable or uncountable.

a. I haven’t got _____________ free time during the week but at the weekend I have _____________ (many / lots of) time to see my friends.
b. I have _____________ (much/many) friends, but only _____________ (a few / a little) good friends.
c. We have to go shopping: there isn’t _____________ (many/much) food in the fridge and there is _____________ (any/no) milk at all.
d. Is there _____________ (any/some) coffee? Yes, but we haven’t got _____________ sugar.
e. In the past, I had _____________ (a few / not many) problems sleeping. Now I haven’t got _____________ (some / any) and I feel great!
The Pentathlon

The modern pentathlon is an Olympic sport. It consists of competition in five events in one day:
(a) **pistol shooting**
(b) **free style – 200 metres**
(c) **cross country – 3 kilometres**
(d) **jumping over low walls and other obstacles**
(e) **indoor on a 18 x 2 metre piste using swords**.

Prepositions of place

Use prepositions before nouns to say where something is.
The bank is **opposite** the cinema.
She is **in front of** me.

Choose a word or phrase from the box to complete each sentence. Use each word or phrase once only.

**a** The Just Films building is **between** a church and a supermarket.
**b** The Just Films building is **opposite** Dover Street.
**c** The Just Films building is **in front of** the supermarket.
**d** The Just Films building is **on top of** the station.
**e** The car park is **in front of** the Just Films building.
**f** The film star is **behind** the Just Films building.
**g** The third floor of the Just Films building is **under** the second floor and **next to** the fourth floor.
**h** There are a lot of photographers **in front of** the entrance.
**i** There is a limousine **in front of** the Just Films building.
**j** There's a helicopter **in front of** the Just Films building.
**k** There's a tunnel **next to** Dover Street.

Complete the sentences with an -ing form.

**a** I don't like **playing** football. It's too exhausting!

**b** I like **bird watching**, but I don't go when it's very cold.

**c** I like **horse riding** because I've always liked horses, and I love the exercise.

**d** I love **reading** books on holiday. Sometimes I finish six or seven!

**e** I've always been interested in **stamp collecting**. I've got a stamp from 1792 which is very, very valuable.

**f** If I feel bad, I **go shopping**. It makes me happy.

**g** My favourite activity? Sitting by the fire, **listening to beautiful music**.

Make the verbs into -ing nouns to complete the sentences.

**a** I love **watching** the Olympic Games on television.

**b** I need to go **shopping** for food.

**c** **Smoking** is bad for you so don't even start!

**d** **Swimming** in the sea is usually fun.

**e** Do you enjoy **buying** clothes?

**f** What do you think about **boxing** for women?
Look at words and phrases that are used with at, in or both (when talking about place). Use them to complete the task in exercise 3.

<table>
<thead>
<tr>
<th><strong>at</strong></th>
<th><strong>in</strong></th>
<th><strong>at or in</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>the bus stop</td>
<td>Turkey</td>
<td>the cinema</td>
</tr>
<tr>
<td>the entrance to the station</td>
<td>the living room</td>
<td>Steve's house</td>
</tr>
<tr>
<td>home</td>
<td>the office</td>
<td>(the) hospital</td>
</tr>
<tr>
<td>work</td>
<td></td>
<td>the station</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a cafe</td>
</tr>
</tbody>
</table>

4 Where is the ball? Use one of these prepositions to say where the ball is in relation to the table(s).

5 Write as many sentences about this picture as you can.

- Where is the ball? Use one of these prepositions to say where the ball is in relation to the table(s).

6 Write as many sentences about this picture as you can.
Prepositions of movement

Use prepositions to say where something is going.

He climbed up the ladder.
She was walking towards the hospital.

1. Read the description of the first minutes of a new film *The Driver*. Write the correct order of the pictures.

   1. picture h
   2. picture f
   3. picture e
   4. picture d
   5. picture c
   6. picture b
   7. picture a
   8. picture i
   9. picture g
   10. picture j
   11. picture k
   12. picture l

**THE DRIVER**

In the first scene Sally drives onto a ferry. In the second scene she is driving off the ferry at Jebel Ali. She drives towards the airport, and then through the new airport tunnel to Terminal 1. She goes into the terminal building and meets her friend. Then we see her driving over the Ras Al Khaimah bridge. She drives along the coast road with her friend. Suddenly she turns into the desert. She drives up a sand dune and down the other side. There are two men and three camels waiting for them.

2. Read Mark’s directions and draw a line to show the way to his house.

   MARK: Walk along the road until you get to the bridge. Walk over the bridge and then turn left.
   Go down the hill towards the park. Go into the park and walk towards the lake. Turn right at the lake and walk towards the street. Turn right and walk down the hill. Turn left onto Market Street and my house is the first house on the right.

3. Now draw a route to Katie’s house and write how to get there from Mark’s.
The present simple

I get up at 6.30 in the morning.

You (do not) play football on Sundays.

We watch TV in the evening.

They get(s) up at 6.30 in the morning.

He (do not) play(s) football on Sundays.

It watch(es) TV in the evening.

Use the present simple to talk about repeated actions and habits. Use -s when you talk about he, she or it.

I get up at 6.30 every morning.

She always travels to work by bus.

Use the present simple to talk about general facts that are true and will be for some time.

We live in London.

Ana speaks three languages.

Use the present simple to describe what happens in a story.

Romeo sees Juliet at a big party.

They go to Mexico on holiday.

Use does not (doesn't) for he, she & it and do not (don't) for I, you, we & they to make negative present simple sentences.

I don't like TV programmes very much.

He doesn't play the violin any more.

<table>
<thead>
<tr>
<th>Do</th>
<th>you</th>
<th>play football?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>I do.</td>
<td>Yes, you do.</td>
</tr>
<tr>
<td>No</td>
<td>I don’t do.</td>
<td>No, we don’t.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does</th>
<th>he</th>
<th>watch TV?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>he does.</td>
<td>Yes, he does.</td>
</tr>
<tr>
<td>No</td>
<td>he doesn’t.</td>
<td>No, he doesn’t.</td>
</tr>
</tbody>
</table>

1. Read the sentences. Underline the verbs which are in the present simple.

a. She goes to school, she watches TV and goes shopping with her friends, but she doesn’t eat well.

b. In game shows, people play games or answer questions and win prizes.

c. Most people buy magazines and watch TV.

d. Why do people like reality TV?

e. In the famous novel Jane Eyre (1847), Jane marries Mr Rochester.

2. Choose the correct form of the underlined verbs to complete the sentences.

a. I cry when I watch soap operas on TV. My mother ___ cries ___ too.

b. I buy magazines once a month, but my sister ___ buys ___ them every week.

c. My parents watch the news every night. My brother often ___ watches ___ with them.

d. In my house nobody reads the papers during the week, but we all ___ read ___ them at the weekend.

e. We don’t have a college newspaper. My friend’s college ___ have ___ one either. Maybe we can start one.

f. Our neighbours have many TV channels, but we ___ have ___ only five.

g. We have a DVD recorder so I usually ___ record ___ my favourite documentaries. My grandmother ___ record ___ one so I sometimes ___ record ___ programmes for her.

3. Complete the questions.

a. What does Kirsty want to be? She wants to be a model.

b. What does your younger sister do with her pocket money? She buys books.

c. Don’t some girls eat well? Because they want to be thin.

d. Don’t some people want to be thin? Because they want to look like the models in magazines.

e. Do you watch TV? Every evening after dinner.

f. Are you listening to the radio? I love it! I can’t do anything without music.
Presenting Breakfast:
a dream job?

Breakfast is a programme on British television. The presenters (a) interview (interview) people and (b) read (read) the news. Millions of viewers (c) watch (watch) it every day.

Breakfast is on air live from 6.00 to 9.15 every morning. This (d) means (mean) a very early start for the presenters, Dermot Murnaghan and Natasha Kaplinski. Natasha (e) gets up (get up) at 3.15. Dermot (f) does not (not get up) so early but they both (g) arrive (arrive) at the studios at 4.30.

First they (h) meet (meet) with the producer of the programme. Natasha and Dermot usually (i) prepare (prepare) about 12 people every day so they (j) talk (talk) carefully – and fast! Then, they have to make sure they look good.

So (k) they enjoy (enjoy) their job? 'It's fantastic,' says Natasha. 'But the working hours are terrible.' Natasha (l) go (go) to bed at 8 o'clock and she (m) try (try) to go to sleep by 9.00. When does she (n) see (see) her friends? At lunchtime.

She (o) not have (not have) any other time!

So, do you think presenting Breakfast is a dream job?

---

6. Interview Natasha. Write questions for the answers. Read the article again if you need to.

a. YOU: What is your job? Do you do for a living?

NATASHA: I am a TV presenter. I present Breakfast with Dermot.

b. YOU: What time does it start?

NATASHA: It starts at 6.00 and finishes at 9.15.

c. YOU: What time do you get up at?

NATASHA: Very early. At 3.15!

d. YOU: Do you get up at 3.15 too?

NATASHA: No. He gets up a little later, but we start work at the same time.

e. YOU: When do you see your friends?

NATASHA: My friends? I see them at lunchtime – it's the only time I have!

f. YOU: How do you enjoy your job?

NATASHA: I love my job! But I don't really like the working hours.

---

7. Put the words in the correct order to write three more questions for Natasha.

a. do / for / time / you / have / breakfast

Do you have time for breakfast?

b. days / do / work / you / how many / week / a

How many days do you work a week?

c. your family / what / think / about / does / working hours / your

What do you think about your working hours?

d. you / lots of / buy / new clothes / do / for work

Do you buy new clothes for work?
UNIT 13: The present simple: subject & object questions

The present simple: subject & object questions

Use object questions when you want to ask about the object of the verb.
Change the order of the words (subject and object).
Use do/does for the present simple and did for the past simple.

1. Look at the pictures and answer the questions with the people in the box.

Bart Simpson  'goody-goody' people
Kenny's brother Sally Lola (the blonde girl)

2. Complete the table with examples from exercise 1.

<table>
<thead>
<tr>
<th>Asking about the object: Who/What with do or does</th>
<th>Asking about the subject: Who/What without do or does</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who do you admire? Nicole Kidman.</td>
<td>Who admires Nicole Kidman?</td>
</tr>
</tbody>
</table>

3. Read the sentences. Ask questions about the underlined sections, using the given question word. Write the answers using the underlined words.

a. Everybody wants to be a millionaire. Who?
   Q: Who wants to be a millionaire?
   A: Everybody does.

b. Everybody wants to be a millionaire. What?
   Q: Everybody wants to be a millionaire. What?
   A: Everybody wants to be a millionaire.

celebrities don't like photographers. Who?
   Q: url
   A: url

f. Celebrities don't like photographers. What?
   Q: celebrities don't like photographers. What?
   A: celebrities don't like photographers.

g. Monkeys eat nuts and fruit. What?
   Q: Monkeys eat nuts and fruit. What?
   A: Monkeys eat nuts and fruit.

h. Monkeys eat nuts and fruit. Who?
   Q: Monkeys eat nuts and fruit. Who?
   A: Monkeys eat nuts and fruit.
UNIT 13: The present simple: subject & object questions

4 Nancy and Norah are identical twins, but they are very different. Unscramble the lines and complete the sentences with Norah and/or Nancy.

a ... Nancy ... likes trees and flowers.
b ... admires Bono (and her sister does, too, secretly).
c ... reads romantic novels.
d ... watches soap operas and reads her sister's diary (secretly!)
e ... loves Barry. ... does too.
f Does Barry love ... ? No. He only loves his rock band.

5 Complete the questions about Nancy and Norah. Use the verbs in brackets.

a What (like) ... does Nancy like ... ? Trees and flowers.
b Who (like) ... trees and flowers? Nancy does.
c Who (love) ... Barry? Both girls do.
d Who (love) ... His rock band.
e What programmes (watch) ... ? Soap operas.
f Who (admire) ... Bono? Both girls do.
g Who (admire) ... Nancy? Norah does.
h What (read) ... ? Her sister's diary (secretly!)
i Who (watch) ... television? Both girls do.

The present continuous

<table>
<thead>
<tr>
<th>You</th>
<th>We</th>
<th>They</th>
<th>You</th>
<th>We</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>am/are</td>
<td>(not)</td>
<td>living in Switzerland.</td>
<td>am/are</td>
<td>(not)</td>
<td>studying Turkish.</td>
</tr>
<tr>
<td>is</td>
<td>doing homework.</td>
<td>is</td>
<td>listening to music.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use the present continuous to talk about things in progress (= they have not finished).
Use am/is/are + verb -ing.
Ken's studying Russian for a few weeks.
They're staying at a friend's house this weekend.
Use is not (isn't) for he, she & it. Use are not (aren't) for you, we & they.
Use am not (I'm not) for I.
She isn't enjoying her holidays.
We aren't living in London any more.

We also use the present continuous to talk about future plans and arrangements (see Unit 18). I'm seeing him tomorrow.
We're leaving on Tuesday.

Am I
Yes, I am.
No, I'm not.

Are you they
Yes, you are.
No, you aren't.

We are they
Yes, we are.
No, we aren't.

Are you they
Yes, they are.
No, they aren't.

Is he she it
Yes, he is.
No, he isn't.

Are you they
Yes, she is.
No, she isn't.

Is he she it
Yes, it is.
No, it isn't.

1 You can use the present continuous to talk about the present [P], and to talk about the future [F]. Are the underlined verbs about the present or the future? Write P or F in the boxes.

a We are playing [ ] in the final on Sunday, so we're training [ ] hard.
b I'm meeting [ ] my client tomorrow, so I'm checking [ ] the plans.
c I'm practising [ ] because I'm taking [ ] my driving test tomorrow.
d I'm working [ ] hard now, but on Saturday we are having [ ] a party!

2 Which meaning usually takes a time expression, present or future? __________
UNIT 14: The present continuous

3 Complete the table with the time expressions in the list. You can use some of them with both future and present meaning.

<table>
<thead>
<tr>
<th>Time expressions for the present</th>
<th>Time expressions for the future</th>
</tr>
</thead>
<tbody>
<tr>
<td>now</td>
<td>tomorrow</td>
</tr>
</tbody>
</table>

Can you add more time expressions to the table?
For more on the present continuous for future, see Unit 18.

4 Read these four sentences. Which ones are about regular or habitual actions? Mark them R/H. Which are about temporary actions or actions happening at the moment of speaking? Mark them T.

- a Tony lives with his parents. (R)
- b Sonya is living in Liverpool. (T)
- c What are you doing there? (T)
- d What do you do there? (R)

5 Complete the sentences in the box below with the present simple or present continuous tense. Use the present simple or the present continuous form of the verbs in brackets.

When he was young, Marco's parents had a restaurant. He loved helping in the kitchen and by the age of 12 he was a pretty good cook. Now, Marco [a] wants [want] to be a chef—a famous chef. But he (b) knows (know) it is a hard job. At the moment, Marco (c) training (train) to be a chef in college. To get experience (and a little money!) he (d) works (work) in a restaurant at night. He (e) doesn't (not do) interesting jobs at the moment: he (f) washes (wash) dishes and (g) prepares (prepare) things for the chef every day. How (h) feels (feel) about it? ‘It’s only temporary,’ he says. ‘And it’s all part of the training.’ 'The best cook I know is my mother,' Marco says. So I (i) write (write) down all her secrets little by little. Maybe one day I'll write a book. But at the moment I (j) just works (work) hard and (k) learns (learn) as much as I can.

You interviewed Marco. Write questions for Marco’s answers. Use the present simple or the present continuous.

- a What do you know about a chef’s job?
  Well, I know it's hard!
  A famous chef.
  in college?
  I'm training to be a chef.
  at the moment?
  In a restaurant.
  
- b What are you doing there?
  I wash dishes and help the chef.
  Because she is the best cook I know!
  No, I'm not. But, who knows? Maybe one day I will write one.

The future: will
(predictions/unplanned decisions)

Use will to make predictions about the future (we can shorten will to ‘ll).
(See also going to, Unit 16.)
- I think Brazil will win the World Cup.
  She’ll probably be here in a few minutes.
- Use will when you make sudden unplanned decisions.
  I’ll call back in a few minutes.
  It’s OK, I’ll wash the dishes.
- Ask questions by changing the order of will and the subject.
  Brazil will win the World Cup. — Will Brazil win the World Cup?
  I’ll wash the dishes. — Will you wash the dishes?
- Use will not to make negative sentences (we can shorten will not to won’t).
  I won’t see you tomorrow.
  They will not win this game.

1 Look at these pictures. What are the missing words in the speech bubbles?

- a [a] [do] [not] [to] [buy] [eggs]! (Oh no! I forgot to buy eggs!)
- b [do] [you] [think] [Jamie] [is] [rich]?
- c [does] [the] [film] [start]?
- d [is] [his] [present] [famous] [writer]?

- [b] [yes] [you] [are] [a] [famous] [writer].
- [b] [no] [I] [will] [not] [see] [you] [tomorrow].
- [b] [I] [will] [wash] [the] [dishes] [and] [get] [some] [eggs].
- [b] [yes] [of] [course] [He] [is] [a] [famous] [writer].
UNIT 15: The future: will

2 Write the letters of the pictures in the boxes.
   "a These are predictions about the future. [ ]
   "b These are decisions which have not been planned. [ ]

3 Look at the phrases in bold. Which are predictions and which are unplanned decisions? Write P or UD.
   "JOHN: What do you think about the soccer game on Saturday? "MEL: Oh, I think Chelsea will win. (a) P
   "JOHN: I'm not so sure. Arsenal will give them a hard time, I think. (b) ....
   "MEL: Do you think so? I'll buy you lunch if they win. (c) ....
   "JOHN: OK. It's a deal!
   "MADELINE: Hello. I'd like to speak to the manager, please.
   "RECEPTIONIST: I'm afraid she's not here at the moment.
   "MADELINE: Will she be back later? (d) ....
   "RECEPTIONIST: Yes, she'll be in the office by 2 o'clock. (e) ....
   "MADELINE: Thanks. I'll call back then. (f) ....
   "MUM: If you eat any more strawberries, there won't be enough for tea. (g) ....
   "RONNIE: But I like strawberries!
   "MUM: OK, you can eat those and I'll buy some more for tea. (h) ....
   "RONNIE: Thanks, mum. I'll wash the dishes tonight. (i) ....
   "MUM: You really do like strawberries!

4 Complete these dialogues with predictions or unplanned decisions, using the verb in brackets.
   "JOHIE: Who do you think (a) will...be... (be) at the party?
   "MARTIN: Here's what I think. James (b) be there, because it's his party. Kristen (c) (go), because she doesn't like James, and Richard (d) (go) because he's sick.
   "JOHIE: What do we have to take?
   "MARTIN: I don't know. I think I (e) (take) some crisps.
   "JOHIE: That a good idea. I (f) (make) some dip to go with them.
   "LAUR: (g) (make) I (h) (make) a good doctor, mum?
   "MUM: I think you (h) (be) a great doctor, dear.
   "LAUR: I'm worried that I (i) (pass) all the exams.
   "MUM: I'm sure you (j) (do) very well in the exams.
   "LAUR: But (k) the teachers (l) (be) helpful?
   "MUM: Yes, I think they (l) (be) helpful and you (m) (have to) study hard, but you (n) ....

5 Match what the person is saying to the pictures.
   "a He won't be here. [ ]   "c I think you'll like this. [ ]
   "b I'll carry that for you. [ ]   "d I think I'll go for a walk. [ ]

Which sentences are examples of predictions? __________
Which sentences are examples of unplanned decisions? __________

6 Complete this conversation with appropriate forms of the future simple.
   "RICHIE: Hey Emma! You know a lot about runners. Who (a) win the marathon on Saturday?
   "EMMA: Well, Mark Brown is the fastest man, so I think he (b) (get) first place.
   "RICHIE: What about Mike Harris? Do you think he (c) (come) second?
   "EMMA: No, he (d) (be) second. Fred Garrett is faster than he is. Fred (e) (beat) Mike Harris.
   "RICHIE: (f) the race (be) on TV, do you think?
   "EMMA: Oh, yes, I'm sure it (g) (be) on TV, but I (h) (be able) to watch it.
   "RICHIE: Why not?
   "EMMA: I (i) probably (have to) help my parents in their shop.
   "RICHIE: I (j) (record) it for you and you can watch it later.
   "EMMA: Thanks.
The future: going to

<table>
<thead>
<tr>
<th>I</th>
<th>You</th>
<th>We</th>
<th>You</th>
<th>They</th>
<th>He</th>
<th>She</th>
<th>It</th>
</tr>
</thead>
<tbody>
<tr>
<td>am/</td>
<td>are</td>
<td>are</td>
<td>going to</td>
<td>listen to some music.</td>
<td>play football.</td>
<td>read a book.</td>
<td>watch TV.</td>
</tr>
</tbody>
</table>

Use going to to talk about plans and intentions. Going to is followed by an infinitive verb.

Next year I'm going to study Greek.
I'm going to watch TV this evening.
Use going to to make predictions about the future (See also will, Unit 15.)
I think next year is going to be fantastic.
She's probably going to get here in about 30 minutes.
Use is/are not going to to make negative sentences (we can shorten is not and are not to isn't and aren't).
I am not going to be late.
He isn't going to travel to St Petersburg.

1. Look at these sentences about Jodie and write past if they refer to something that happened in the past, present if they refer to a situation in the present, or future if they refer to the future.
   a) Last year I went to France for a year.  .Past.  
   b) Next year I'm going to go to Russia to learn Russian.  .Future.  
   c) At the moment I'm studying French at night school.  .Present.  
   d) My family and I are going to buy a new house this year.  .Future.  
   e) I've never been to Russia before.  .Past.  
   f) My friends work in that school over there.  .Present.  
   g) I'm not going to be a teacher, I'm going to be a translator.  .Future.  

2. Read the conversation and complete it with the correct form of going to.

   LAURA: So, what (a) are you going to do (do) this weekend, Frank?
   FRANK: Well, (b) I (go) to a party on Saturday.
   LAURA: Great! Whose party?
   FRANK: My uncle John (c) (get) married on Saturday and he and his wife (d) (have) a big reception in the evening.
   LAURA: (e) (take) anyone with you?
   FRANK: No, (f) I (take) anyone.
   LAURA: Oh.
   FRANK: What (g) (do) on Saturday?
   LAURA: Nothing. (h) (do) anything.
3 Look at these pictures and write what is going to happen.

a. They're going to have breakfast.

b. ..............................................................

c. ..............................................................

d. ..............................................................

4 Read these situations. Are the sentences in bold true or false? Correct the sentences that are false.

a. It has started to rain and Steve and Lisa don't have an umbrella. They are not going to get wet. 
   False. They are going to get wet.

b. David studies mathematics every day. He is very good at maths. He's going to fail the mathematics exam.

c. John and Emma are wearing skis. They're going to go swimming.

b. There are black clouds everywhere and it's cold. It's going to rain.

e. Richard and Charlie are sitting at their desks with their English textbooks open. They're going to play video games.

f. The film starts at 8.30 p.m. Julia and Michael live 20 miles from the cinema. They are leaving their house at 8.15 p.m. They are going to be late for the film.

The future: plans & intentions

1 Complete these conversations. Use will or going to.

Conversation 1

MARTINA: What are you going to do in the summer?
CARL: Well, I think I'll be able to get a job at my uncle's shop.

MARTINA: Are you going to go on holiday?
CARL: No, I'm going to save as much money as I can, because Kevin and I plan to spend six months in Australia next year.

MARTINA: That's great. You love it there. It's a great country.

Conversation 2

CANDY: Do you think you'll pass your final exams?
JIMMY: Well, I'll be really angry if I don't, because I've worked really hard this term. I will work for a top law firm.

CANDY: If you still get the job if you fail your exams?
JIMMY: Oh, I will fail my exams.

CANDY: It's good that you're so confident.

2 Mark which verbs in exercise 1 talk about planned intentions (PI) and which talk about predictions (P).

a. It starts to rain and Steve and Lisa don't have an umbrella. They are not going to get wet.
   ..............................................................

b. David studies mathematics every day. He is very good at maths. He's going to fail the mathematics exam.

4. Richard and Charlie are sitting at their desks with their English textbooks open. They're going to play video games.
   ..............................................................

f. The film starts at 8.30 p.m. Julia and Michael live 20 miles from the cinema. They are leaving their house at 8.15 p.m. They are going to be late for the film.

3 Read Maria's schedule, and in a notebook make sentences about her future plans.

Example: She's going to go to work early on Monday.

Now make predictions about her weekend.

Example: I think she'll sleep until 10 am on Saturday.
UNIT 17: The future: plans & intentions

4 Underline the best answer to complete these conversations.

a MANDY: What are you going to study?
JEFF: I will study if I'm going to study law.

b MUM: What are you going to do tomorrow?
MELISSA: I'm not sure yet, I'll probably I'm going to stay at home.

c OLD MAN: Oh, these books are heavy.
YOUNG WOMAN: Do you need help? I'll/l'm going to carry your books for you.

Old Man: Thanks, dear.

d MARTHA: What are you going to do in the holidays?
PETE: We're going to Spain.

MARTHA: That's nice.

e MIKE: I don't know what to write. I have to write a letter.
LISA: I have an idea. Give me that pen - I'll/l'm going to write the letter for you.

Mike: Thanks.

f DARREN: Right. Here's my plan. I'm going to get some painters to paint the house. I'll/l'm going to carry your books for you.

Louise: That sounds great. I'll help you/I'm going to help you, if you like.

Darren: That would be great.

5 Match responses 1-8 to the questions a-h.

a What are you going to do next weekend?  
Who do you think will win the chess competition?  
Will you help me with my homework tonight?  
Do you know what she's going to study?  
What's he going to be when he grows up?  
Can you help me with this maths problem?  
Who will be the next world football champions?  
Are you going to go to Dave's party?  

1 Yes, I'll see you there.
2 Sorry, I can't. I'm going to go to the cinema with Charlie later.
3 I think Jane will beat Mike.
4 Sure, I'll read the problem and you tell me what you don't understand.
5 We're going to visit my grandmother.
6 It's going to be a tough competition, but I think Brazil will win.
7 He's going to be a fire fighter.
8 Yes. She's going to study psychology.

6 Complete the sentences with going to or will.

a Stop! You're going too fast. You're going to fall off your bike!

b Oh, dear. I can't do this English homework. I will fail!

c Oh, it's not so hard! Come on, I will help you.

d Which film do you think will win the Oscar for Best Film?

e I'm watching TV tonight. I will finish packing for the holiday.

f Where will you go on holiday this year?

g To Mexico. We will stay there for three weeks.

h I think I will have the roast lamb. Does that come with vegetables?

i You will go to the class party on Saturday night?

j I don't know. I will decide on Saturday morning.

k I will tell you a secret, but you mustn't tell anyone else.

l I will tell anyone else, I promise.

The present continuous

We use the present continuous tense to talk about arrangements for the future.

The president is arriving at 6 o'clock. They're going to Australia next week.

Use time expressions with the present continuous to show future plans.

I'm seeing the doctor tomorrow.

She's appearing in a new play next month.

1 Read these sentences. Do they have future or present meanings? Write F (future) or P (present) in the boxes.

a Are you still looking for a job?  P
b Julie's taking a photography course all week.  F
c They're showing the same film at the cinema again next week.  P

d What are you doing under the table?  F
e Are you working?  P
f I can't go out tonight. I'm babysitting my baby sister.  F
g Everybody's getting a job this summer.  P

2 Write each sentence twice, once with present meaning and once with future meaning.

Use time expressions from the box.

at the moment (later) tonight (right) now from Monday next week at present this morning this week

a We're watching a DVD.
b I'm taking an English lesson.

c We are doing some grammar exercises.
d He's working on a new project.
e Are you working?

3 Write three fun things you are doing this week and three things you don't really want to do.

Examples: I'm having a party on Saturday.
I'm going to the dentist on Tuesday.

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

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

.................................................................
Look at Matthew's diary for the week. Write questions and answers.

<table>
<thead>
<tr>
<th>Monday</th>
<th>meet Elena</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>go to bank, have lunch with Tania</td>
</tr>
<tr>
<td>Tuesday</td>
<td>go shopping (a.m.), go to cinema (p.m.)</td>
</tr>
<tr>
<td>Wednesday</td>
<td>walk Billie's dog, watch tennis</td>
</tr>
<tr>
<td>Thursday</td>
<td>play badminton (a.m.), out with Chris (p.m.)</td>
</tr>
<tr>
<td>Saturday</td>
<td>go swimming</td>
</tr>
<tr>
<td>Sunday</td>
<td>go to Rob's party</td>
</tr>
</tbody>
</table>

---

a. What is he going to do on Monday?
   He's going to meet Elena.

b. On Tuesday?
   In the morning...
   In the evening...

c. On Wednesday?
   First,...
   Then...

d. On Thursday?
   In the morning,...
   and...

e. On Friday?
   Then...

f. On the weekend?
   On Saturday, and...
   On Sunday, and...
2 Complete these conversations with the present perfect or the past simple.

**Conversation 1**

MIKE: (a) ___________ you ever ___________ (eat) octopus?
LAURA: Yes, 1 (b) ___________ (try) it last year.
MIKE: (c) ___________ you ___________ (like) it?
LAURA: Yes, it (d) ___________ (be) delicious.

**Conversation 2**

CINDY: I (a) ___________ (see) a great film last night. It's called Escape from the Edge. (b) ___________ you (see) it?
BRAD: No, I (c) ___________ (not be) to the cinema for a long time, but I (d) ___________ (go) to the theatre last week.
CINDY: Really? What (e) ___________ you ___________ (see)?
BRAD: It (f) ___________ (be) a play called A Merry Life.

3 Complete the sentences with the correct form of the verb in brackets.

a Oh no! My bag ___________ (go) I ___________ (leave) it here a minute ago.

b Petra! I ___________ (not recognize) you! You ___________ (lose) weight?

c Yes, I ___________ (be) on a diet for the last few weeks.

d Can you help me with my English? I ___________ (forget) when to use the past simple, and when to use the present perfect.

e Sorry, I can't. I ___________ (give up) English a year ago. I ___________ (forget) everything about grammar.

f They ___________ (open) a new Internet café next to my flat last month. But I ___________ (not be) there yet.

g On holiday in France my French ___________ (improve) a lot. But now I'm back home it ___________ (get) worse again.

h I ___________ (fail) my driving test. I ___________ (feel) really upset this morning, but I ___________ (just speak) to the instructor about it and I feel a lot better now.

4 Make sentences. Use the past simple or the present perfect.

a you / hear / the news? The Prime Minister / resign.

b Long ago / the Egyptians / use / hieroglyphics / for communication.

c I / not see / you / for ages. / You / be / away?

d I / just / come back / from Italy.

e Alexander Graham Bell / invent / the telephone.

f you / finish / reading / that book / yet?

g Yes, I / lend / it / to Gavin / yesterday.

5 Read the information and complete the task which follows.

Carlton Joseph: fashion designer

Carlton Joseph is a fashion designer, but not just any fashion designer. He appears on television, he writes books, and he owns his own fashion house.

Born in 1980, Carlton started designing clothes when he was 11. His father owned a clothes store, and Carlton used to work there at the weekend. Then he did a design course at college.

When he was 21 someone suggested doing a TV programme. He made his first show ‘Carlton's clothes’ in 2004, and he wrote his first book in the same year. Since then he has written four more. Carlton got married to TV producer Susan Mills in 2005.

Three months ago Carlton started his new company. He called it ‘Design: Carlton’. At work Carlton always wears black trousers and a black top, but at home – or when he goes out – he wears clothes with bright colours (red, blue and yellow). He is especially keen on new glasses – he buys a new pair every few weeks. ‘I like to look different every day,’ he says.

Carlton started wearing glasses when he was 12. He dyed his hair red when he was 18. It is still red, and this year, for the first time, he has grown a beard. ‘My wife likes it, that's why,’ is his explanation. But his beard is black!
UNIT 20: The present perfect with since & for

1. Make sentences about Carlton with since or for.
   a. Carlton has been a fashion designer since 1991.
   b. He’s been a TV star since 2005.
   c. He’s had his own company for five years.
   d. He’s been a writer for ten years.
   e. He’s worn glasses since he was a child.
   f. He’s had a beard for ten years.
   g. He’s had red hair since he was a child.
   h. He’s been married for five years.

2. Complete these phrases with for or since.
   a. I’ve known him for four years.
   b. We’ve lived here since we were kids.
   c. She waited for him 25 minutes.
   d. They’ve been married since 1988.
   e. It’s been three years since I last saw her.
   f. I haven’t been here since I was a child.
   g. She has been so worried about it since you told her.
   h. But since 2005 he’s played for Arsenal.

3. Write for or since.
   a. I’m really hungry! I haven’t eaten for ages.
   b. I know. I haven’t had anything to eat since 7.00 am, either.
   c. Have you had that jacket for long?
   d. I’ve had it since last summer.
   e. I’ve known Nicola for ten years.
   f. Really? That must be since you were at secondary school, then.
   g. He played for Arsenal for five years.
   h. But since 2005 he’s played for Juventus.
   i. We’ve had cable TV since 1999.
   j. It’s ten years since my grandma died.

4. Read this paragraph and answer the questions below.

   Hi! I’m Lydia Brown and I’m from London. I moved to Paris five years ago and I moved back to London three months ago. I’m an executive for a music company and I work long hours. I’ve worked in this job since 2000 and I love it. My hobbies are Capoeira and dancing. I started classical ballet when I was little and I also do modern dance. I’ve never tried tap dancing, but I’ve always wanted to, ever since I was a child.

   a. How long did Lydia live in Paris?
      ___________ years
   b. How long has she lived in London?
      ___________ years
   c. How long has she been doing her present job?
      ___________ years
   d. How long has she studied classical ballet?
      ___________ years
   e. How long has she wanted to try tap dancing?
      ___________ years

UNIT 21: The past simple

Use the past simple to talk about things in the past that are finished/completed. Use -ed at the end of the verb.

We played tennis yesterday afternoon.
She talked about football this morning.
Some ‘irregular’ verbs in the past simple tense do not have -ed endings.
I met John at a party last year.
They saw a film on TV last night.
Use did not (didn’t) to make negative past simple sentences.
I didn’t see Sarah at the party.
He didn’t finish his exam on time.

<table>
<thead>
<tr>
<th>Did you</th>
<th>She</th>
<th>He</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>did some homework? Yes, I did. No, I didn’t.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>listen to music? Yes, he did. No, he didn’t.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>live in Paris? Yes, she did. No, she didn’t.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>read a book? Yes, it did. No, it didn’t.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>play football? Yes, we did. No, we didn’t.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>study Turkish? Yes, they did. No, they didn’t.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Write the base form of the verbs.

   a. laughed
   b. memorised
   c. repeated

   d. wanted
   e. forgot
   f. found

   g. felt
   h. gave
   i. had

   j. wrote
   k. met
   l. wrote

2. Complete a–k with verbs in the correct form, from exercise 1.

I (a) ___________ an old friend in the street. She (b) ___________ me her phone number.
I didn’t (c) ___________ it down but I (d) ___________ it and (e) ___________ it many times in my head. The next day I (f) ___________ to phone my friend but I couldn’t remember the number. Luckily I (g) ___________ her in the phone book. She laughed.

'Of course you (h) ___________ the number. Why didn’t you write it down? At school you always (i) ___________ a terrible memory,' she said. I (j) ___________ silly. Did I really have a terrible memory then? Well, not any more! Now, where did I (k) ___________ my keys?
Complete the questions. Write the correct form of the verbs in brackets.

a. What is your earliest memory of school? What (happen) that day? Who (meet) the names of your first friends? Who (be) your favourite teacher? (be)

b. Can you ride a bicycle, use a tin opener, or use a mobile phone? How long ago (do)?

c. Pick an important event in the history of your country. When exactly (happen) that day? Who (be) interested in people with emotional problems.

d. When (meet) you last (use) the phone to call someone who is not a friend?

Why (be) the phone number?

What (be) the phone number?

I (be) the phone number?

They (not) doing homework.

We were studying Turkish.

I (be) listening to music.

It (not) living in Freiberg for long. When he (move) to Vienna, Austria.

Sarah rang. She (hang up) the phone.

And, (hang up) when we (not agree) to work on our project, she (hurt) her finger.

And then the phone rang on Sunday. When I (answer) the phone, she (say) she was going to work with you any more.

Polly’s story

I am really angry with Laura. Last week we (not work) together. We agreed to meet at my house on Thursday and we started to work as soon as she arrived.

Well, when we (meet) her mobile ringing. She made some excuse about helping her father at his shop, and left.

When she left I continued to work. But when Sarah saw her later, she (say) she was having coffee with Joe!

I was really angry! When I (work) on our project, she (do) fun with Joe!

And then she phoned on Sunday. When I (answer), I said, ‘How is it going?’ I just said, ‘I don’t want to work with you any more. Do your project with Joe.’ And I hung up. So now we are not talking. And you know what the worst thing is? I get a C for my project.

Laura and Joe got an A!

Sigmund Freud

A very short biography

Sigmund Freud was born on 6 May, 1856 in Freiberg (now Pribor, Slovakia). But he (not live) in Freiberg for long. When he (graduate) from the University of Vienna and became a doctor. But he (not like) medicine. He (not live) in Freiberg for long. When he (move) to Vienna, Austria.

At 17, Freud (start) university. He (graduate) (many) studies in medicine. He (be) interested in people with emotional problems.

In 1886, Freud (publish) his book, Studies in Hysteria. It was about a ‘talking cure’ they (be) very effective.

It was the beginning of psychoanalysis.

Freud’s work is still very important today.

Sigmund Freud (die) in London in 1939.

The past continuous

Complete Polly’s story with the past continuous form of the verbs in the box.

Polly’s story

I am really angry with Laura. Last week we (not work) together. We agreed to meet at my house on Thursday and we started to work as soon as she arrived.

Well, when we (meet) her mobile ringing. She made some excuse about helping her father at his shop, and left.

When she left I continued to work. But when Sarah saw her later, she (say) she was having coffee with Joe!

I was really angry! When I (work) on our project, she (do) fun with Joe!

And then she phoned on Sunday. When I (answer), I said, ‘How is it going?’ I just said, ‘I don’t want to work with you any more. Do your project with Joe.’ And I hung up. So now we are not talking. And you know what the worst thing is? I get a C for my project.

Laura and Joe got an A!

Complete Laura’s story with the correct form of the verbs in the box.

Laura’s story

Polly’s not telling the truth. First of all, Polly and I (not work) together. She was just messing around. We (not do) anything important.

It’s true that my mobile (be) when we (not meet) in the shop when my brother (die), so I left. I met Joe in the street, and we had coffee together. What’s the problem?

I phoned her later but she (not hear) my voice. So, first, I did the project with Joe and she (not do) her part.

By the way, Joe and I did really well on our project!
3 Put the verbs in brackets in the correct form: the past simple or the past continuous.

a When Polly heard (hear) about Laura and Joe, she got (get) jealous.
b When Sarah saw (see) Laura, she had (have) coffee with Joe.
c While Laura was having (have) fun, Polly was working (work) on their project.
d Polly and Laura were talking (talk) when her dad was ringing (ring).
e What was Laura doing (do) when her brother arrived (arrive)?
f Polly was getting (get) angry when she heard (hear) about Laura's coffee with Joe.
g Polly and Laura were not talking (not talk), so we heard (hear) the party much.

4 Copy these time lines. They represent time passing. Write the verbs in the sentences b–d above the lines like in a, and note how long the verb was happening.

| a When we were working at my house, her mobile rang. |
|-----|-----|-----|
| the past | now (the present) | now (the present) |
| b She phoned on Sunday when I was looking up things on the Internet. |
| the past | now (the present) | now (the present) |
| c I was working on our project while she was having fun with Joe. |
| the past | now (the present) | now (the present) |
| d We started to work as soon as she arrived. |
| the past | now (the present) | now (the present) |

5 Complete the sentences. Use the past continuous of the verbs in brackets.

a When I fell off my bike, I hurt my shoulder.
   When I fell off my bike, I hurt my shoulder.
b When I saw them, they held hands.
c When I saw Melissa, she went to the hairdresser's.
d At 8 o'clock yesterday evening, I had dinner.
e When the teacher came into the classroom, I sent a text message.
f When I saw her at the party last night, she wore some new boots.
g When I saw him at the ticket office, he bought tickets for the show.
h When we saw them at the club, they danced.

6 Complete this story with the past continuous tense of the verbs in brackets.

A scary moment

It was a cold winter's night. It wasn't raining (rain) but it was very windy. I was sitting (sit) on the sofa watching a film on TV. It was really scary: a girl was babysitting late at night. We were watching (watch) a film, too. The phone rang and a man's voice said: 'Go check on the baby.' This happened several times. The phone rang at the baby's room; the baby wasn't there! It was a frightening film!

At that moment my phone rang. My heart raced, and my hands were sweating. I picked up the phone but all I heard were funny noises: some people were talking (talk), others were laughing (laugh), someone was screaming (scream). But nobody answered. I was so scared!

A few minutes later I heard a noise: somebody was trying (try) to open the door. It was only my sister. She tried (try) to open the door in the dark. I told her about the phone. She laughed. It was my mobile,' she said. 'I pressed your number by mistake and I only noticed as I parked (park) the car. Sorry!'
UNIT 23: The past continuous & past simple

1. Look at the picture carefully. What happened at seven o'clock yesterday morning? Choose the correct answer.
   - A van crashed into a gorilla.
   - A van crashed into another car.
   - A gorilla escaped from a van.
   - A gorilla went for breakfast.

2. Look at the picture again. What were the people doing at seven o'clock yesterday morning? Complete each sentence with the correct form of a verb from the box.

   - clean, stand, have breakfast, bring in, deliver, walk (x2), wait, read, jog

   a. A window cleaner ____________________________ a shop window.
   b. A man ____________________________ his dog.
   c. A group of children ____________________________ to school.
   d. Three people ____________________________ for the bus.
   e. A boy ____________________________ newspapers on his bike.
   f. A man ____________________________ on the corner.
   g. A woman ____________________________ the milk.
   h. Two girls ____________________________ a newspaper.
   i. The baker ____________________________ outside the bakery.
   j. Some people ____________________________ in a café.

3. Use these words to make questions in the past continuous. Use capital letters where necessary.

   a. the window cleaner / do / what
      What was the window cleaner doing?___________________________?
   b. you / do / at 7 o'clock / yesterday morning / what
      ____________________________ _______ what ____________________________ ___________?
   c. stand / the man / where
      ____________________________ _______ _____________________________________________________?
   d. the people / wait for / what
      ____________________________ _______ _____________________________________________________?
   e. the children / go / where
      ____________________________ _______ _____________________________________________________?
   f. everybody / look at / what
      ____________________________ _______ _____________________________________________________?
   g. the gorilla / walk / in the street / why
      ____________________________ _______ _____________________________________________________?

4. Cover the picture on page 64. Mark these sentences T (true) or F (false). Then correct the false statements.

   a. The man at the corner was reading a book.  
      F. He wasn't reading a book, he was reading a newspaper.
   b. Everybody was looking at the gorilla.
   c. A woman was bringing in the newspaper.
   d. The children were riding their bikes to school.
   e. The baker was standing outside his shop.
   f. A man was walking a large dog.
   g. The children were wearing jeans.
**Horror in the city**

It was a lovely morning. When I left the house the sun was shining. And I felt happy. But the feeling didn’t last long.

When I arrived at the station, lots of people were waiting to buy a ticket. The man closed his ticket window just as I got there. “Sorry, it’s my tea break,” he said.

The train was leaving when I got to the platform. The next train was packed. I stood all the way, while some children sat comfortably. No one offered me a seat. Children are so impolite these days!

A woman was standing next to me. She [read] her paper when a child put his hand in her bag. “Thief!” I shouted. “That boy is taking your purse!” But the boy was the woman’s son. Well, I offered him a seat. Children are so impolite these days!

When I left the station it was raining. People were pushing and running. When I got to the office, I certainly (not smile) anymore.

---

6. Read the article again. Find sentences to match the patterns.

**Past simple – happened**

**Past continuous – was happening**

**Pattern 1**

Something was happening when something else happened.

a. The train was leaving when I got to the platform.

b. __________ while __________.

c. __________ while __________.

**Pattern 2**

Something was happening when something else happened.

d. __________ when __________.

**Pattern 3**

Two things happened at the same time.

e. __________ and __________ at the same time.

---

7. Complete the questions with the correct form of the verbs in brackets, past simple or past continuous.

a. A: What __________ Brian doing when you __________?
B: He was washing his car.

A: What __________ he doing when you __________?
B: He offered me a cup of tea.

b. A: What __________ you __________ when you __________ the accident?
B: I was driving home.

A: What __________ you __________ when you __________ the accident?
B: I phoned for an ambulance.

c. A: What __________ you __________ about when the alarm clock __________?
B: I was dreaming of you.

A: What __________ you __________ when the alarm clock __________?
B: I threw it out of the window!

d. A: What __________ your friend __________ when you __________ home?
B: A football game.

A: What __________ you __________ when you __________ there?
B: The same football game!

e. A: What __________ you __________ when you __________ there?
B: A football game.

A: What __________ you __________ when you __________ there?
B: The same football game!

e. A: What __________ you __________ when you __________ there?
B: A football game.

A: What __________ you __________ when you __________ there?
B: The same football game!
Read the quotes. How old is Mrs Hall – around 60, around 80 or around 100?

We didn't use to have a car. They were very new and very expensive!

Can we spend some of our money on a meal at the restaurant?

Girls didn't use to wear fun clothes. But women had... 

When I was a child we used to play board games. There was no TV!

Ask questions by using Did and use to (without -d). Change the order of the words.

We used to go to the cinema every Friday.

- Did you use to go to the cinema every Friday?

- Did buildings use to be smaller in those days?

We used to go to the cinema every Friday.

- Did buildings used to be smaller in those days?

Write the correct form of used to with the words in brackets to complete the sentences.

1. The Halls used to have (have) a family holiday at the beach every summer. Then the children grew up and everything changed.

2. They used to (go out often). But they had lots of fun. The whole family (play board games) together. Television changed all that.

3. Mrs Hall loved the fashion in the 1950s. Women (wear fun clothes) and (have interesting hairstyles). Mrs Hall (love dancing) rock and roll. She is too old to dance now.

4. In the 1960s, Mrs Hall got her first car. She (not drive) before that.
**Did you know?**

- **Past habits**
  a. I used to play in a rock band!
  b. ........................................
  c. ........................................

- **Present habits**
  d. ........................................

- **Completed actions**
  e. ........................................

**Put the words and phrases in the correct order to make sentences about fashions. Add used to or didn't use to in the correct places, and put in any necessary capital letters.**

**Complete the actions and habits.**

- **Present habits**
  a. ........................................
  b. ........................................
  c. ........................................

- **Past habits**
  a. ........................................
  b. ........................................
  c. ........................................
  d. ........................................
  e. ........................................

**Ask questions about the fashions in exercise 5. Use the correct form of used to.**

- **Present habits**
  a. ........................................
  b. ........................................

- **Past habits**
  a. ........................................
  b. ........................................
  c. ........................................

**Circle the correct answer.**

- a. Can/Could you swim when you were four years old?
- b. Can/Could you speak English when you were eight years old?
- c. Sorry, I'm busy, so I can/couldn't come out with you tonight.
- d. Watch out! Can't/Couldn't you see that car is coming really fast around the corner?
- e. I'm afraid I can/can't help you.

---

**Modal verbs: can & can’t**

Use can and can't to talk about abilities (– things we are [not] able to do because we are strong, clever, or have learned them).

- She can speak Turkish.
- He can't run very fast.

Use can and can’t to say when something is [not] possible.

- I can see you at 11 o'clock tomorrow.
- We can’t connect to the Internet from this computer.

Use can in questions to ask someone to do something for you.

- Can you open the window?
- Can you help me with my homework?

<table>
<thead>
<tr>
<th>Can</th>
<th>May</th>
<th>Might</th>
<th>Will</th>
</tr>
</thead>
<tbody>
<tr>
<td>I you he she it</td>
<td>you we you they</td>
<td>can’t</td>
<td>can’t</td>
</tr>
<tr>
<td></td>
<td></td>
<td>can</td>
<td>can</td>
</tr>
<tr>
<td>Yes,</td>
<td></td>
<td>may,</td>
<td>might,</td>
</tr>
<tr>
<td>No,</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use modal verbs without another auxiliary verb to make yes/no questions.

- Change the order of the words.
- I could play the guitar when I was six. – Could you play the guitar when you were six?
- I’ll see you tomorrow. – Will I see you tomorrow?

For open questions use words like when, what, how often, etc.

- When will I see you?
- What could you do when you were little?
2 Complete the table with sentences a-g.

<table>
<thead>
<tr>
<th>Use can</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to talk about abilities or things people (don’t) know how to do</td>
<td>I can’t read this document...</td>
</tr>
<tr>
<td>2 to say (or ask) if something is possible</td>
<td></td>
</tr>
<tr>
<td>3 to ask someone to do something</td>
<td></td>
</tr>
</tbody>
</table>

3 Match the sentences with the meanings.

| a Abilities | 1 Could you meet me after class? |
| b Know how to | 2 Can you print this for me, please? |
| c Possibility | 3 Can you use this software? |
| d Request | 4 Can you type without looking at the keyboard? |

4 Rewrite these sentences using can or can’t.

a With this software we can design posters, but it is not possible to make them in colour.

b Do you know how to download music from the Internet?

c Please help me with this program.

d Is it possible to take photos with this mobile?

e Rizwan is good at taking photos of plants.

f I know how to fix a computer quickly.

g Howa is definitely not good at mixing music.

h Please take the CD out of the machine.

5 Match the sentences with the meanings.

| g Can you play the viola? |
| h Can you bring your laptop right now? |
| i Can you print photos from your computer? |
| j Can you put a photograph into my computer document— they didn’t show me how! |
| k Can you use this software? |
| l Can you type without looking at the keyboard? |

6 Use could, couldn’t, managed to, or didn’t manage to to complete the sentences.

1 a Jon wanted a new TV. He managed to save enough money to buy one with a plasma screen. He is very proud of his new TV.

b At the age of five, Rachel could use a word processor and she could play computer games. But at the age of 12 she couldn’t multiply or divide without a calculator.

c Matthew could understand what the problem was with his email. He managed to get through to the helpline only after trying for hours.

d Mia’s computer crashed but she managed to save most of her documents. Unfortunately, she couldn’t save her address book so she couldn’t write to her friends.

e Martha worked very hard, but she didn’t manage to pass her exam. It was surprising because in the past she always passed exams easily.

2 a At the age of four she couldn’t read the newspaper.

b At the age of six she could read some Italian when he spoke to us yesterday.

c Rizwan is good at taking photos of plants.

d Matthew couldn’t manage to make negative ‘managed to’ sentences.

e Martha worked very hard, but she didn’t manage to pass her exam. It was surprising because in the past she always passed exams easily.

3 Use could, couldn’t, managed to, or didn’t manage to to complete the sentences.

a Jon wanted a new TV. He managed to save enough money to buy one with a plasma screen. He is very proud of his new TV.

b At the age of five, Rachel could use a word processor and she could play computer games. But at the age of 12 she couldn’t multiply or divide without a calculator.

c Matthew could understand what the problem was with his email. He managed to get through to the helpline only after trying for hours.

d Mia’s computer crashed but she managed to save most of her documents. Unfortunately, she couldn’t save her address book so she couldn’t write to her friends.

e Martha worked very hard, but she didn’t manage to pass her exam. It was surprising because in the past she always passed exams easily.
Mark the sentences 1 or 2, depending on their meaning.

**Meanings**
1. talking about abilities in the past
2. talking about things that were difficult to do but which, once, you did

- Jim could climb up palm trees when he was young.
- Kris managed to open a window and got into the house.
- Did you manage to solve the puzzle?
- They couldn't fix Maria's MP3 player.

Read the text. Underline the correct verbs.

Complete the sentences. Use could, couldn't, managed to or didn't manage to.

- Last night I finally _______ to get to Level 6 of this game.
- ____________ you use a computer when you were 10?
- When Kevin was at school, he __________ spell, but now he can.
- I phoned Jean lots of times, but I ____________ speak to her. She's never in!
- Irene lost some computer files and she ____________ get them back.
- She ____________ type with her eyes shut in those days.
- Vanessa ____________ understand the instructions at all.
- Did they ____________ install the new software?
- Can you believe it? Johnny ____________ repair watches when he was five!

Yesterday I wanted to download some music. I (a) _______ to (b) _______ (c) _______ to (d) _______ or (e) _______ (f) _______ to (g) _______ to (h) _______ to (i) _______ to manage to do anything. In the end I had to ask her to help. She did it in a minute. But then she (l) _______ to (m) _______ (n) _______ to (o) _______ to manage to use a computer at 5 and she (p) _______ to (q) _______ to manage to record programmes on TV at 6. As for the Internet, she (r) _______ to (s) _______ to manage to use it for homework ages ago.

It's amazing, isn't it? But she (t) _______ to (u) _______ to (v) _______ to (w) _______ to manage to learn the arithmetic times tables until yesterday. Hey, what's 8 times 6?

Modal verbs: probability modals

<table>
<thead>
<tr>
<th>You</th>
<th>He</th>
<th>She</th>
<th>It</th>
<th>We</th>
<th>You</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>could</td>
<td>couldn't</td>
<td>may</td>
<td>might</td>
<td>will</td>
<td>won't</td>
<td>come this evening, play in the football team, pass the exam.</td>
</tr>
</tbody>
</table>

Use the modals will, might, could, may be won't to talk about how probable the future is.

I'll see you tomorrow. (I am 100% certain)
I won't see you tomorrow. (I am 100% certain that I won't)
I might see you tomorrow. (I am 50% certain)
I could/may see you tomorrow. (I am 40% certain)

Complete the sentences with one of these verb forms.

- I think Terry will win the race. **F**
- Charles might win the race. **F**
- Jack could win the race. **F**
- Murray may win the race. **F**
- Bob won't win the race. **F**

1. Which sentence talks about a prediction that you think certainly won't happen? **b**
2. Which sentence talks about a prediction that you think certainly won't happen? **b**
3. Which sentences talk about something that is possible, but less likely to happen? **a**

Who will arrive home first?

Complete these sentences with one of these verb forms.

- I think Ellie **will** arrive home first. **F**
- Matt **might** arrive home first. **F**
- Charlie **could** arrive home first. **F**
- Alice **may** arrive home first. **F**
- Kevin **won't** arrive home first. **F**
Look at these pictures. Write three sentences about what you think the pictures could, might or may be.

a. This could be a plane.

b. .........................................................

c. .........................................................

d. .........................................................

Circle the correct word to complete the sentences.

a. Oh, you can't/must be Kerry's brother. You look almost identical!

b. ‘Dog Runs from Glasgow to London in five hours.’ That can't/could be possible. It takes longer to drive that distance by car.

c. Tomorrow may/can't be sunny or cloudy. It's impossible to say for sure at the moment.

d. I can't/may go to the party on Friday. I haven't decided yet.

e. It might/can't be possible to get a ticket for the show at the door, but you usually need to book in advance.

f. Francis! Could/May it really be you? I haven't heard from you in years!

Verb patterns: -ing verbs/to + infinitive

1 Match the toys with the people.

<table>
<thead>
<tr>
<th>Toys were us</th>
<th>You</th>
<th>We</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary</td>
<td>hate listening, playing football.</td>
<td>like playing football.</td>
<td></td>
</tr>
<tr>
<td>Clive</td>
<td>loves taking exercise. watching TV.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pete</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When we use two verbs together the second verb is often verb + -ing.

I love playing football.
I hate listening to music.
With some verbs the second verb is always -ing.
I don't enjoy watching TV.
I dislike eating bananas.

I got my first Spacehopper for my 6th birthday in 1972. It was a great big ball, filled with air. I bounced around on it all day. My older brother was horrible! He put a little pin through it. Of course the air kept coming out very slowly so one day the ball didn't bounce anymore and my legs touched the floor. He told me that I was too big and fat for it!

I had to spend months in hospital, I lay there doing nothing for days. I hated being there. Then one day the nurse brought me one of those cubes to keep me busy. It was really, really difficult but I did it in the end - and then I changed it all and started playing with it all over again! I wasn't the only one - people bought more than 100 million of them. Yes, the Spacehopper was definitely my favourite toy.

My parents couldn't afford to buy us expensive toys. One day, dad came home with a present. Imagine the excitement! But we were really disappointed. It was just a round plastic disc. But that simple disc gave us hours of pleasure. We loved playing with it in the open air. The Spacehopper has to be the most popular toy ever! They have sold more than 200 million in the past 40 years!

My most memorable toy was my Frisbee. When I was about 12 those things were really cool. Even older people travelled around the city on them. My sister and I practised pushing with one foot every day. We wanted to go as fast as possible. One day we tried going downhill together on the same one and we had a bad fall. Only little children use them now.
UNIT 28: Verb patterns: -ing verbs / to + infinitive

2 Find the following verbs in the text in exercise 1. Do the activities that follow.
afford start hate keep love practise try want

3 Complete the chart with verbs followed by another verb ending in -ing (e.g. I enjoy doing), or by another verb with to + infinitive (e.g. I can’t afford to do).

<table>
<thead>
<tr>
<th>Verbs + -ing</th>
<th>Verbs + to + infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>love</td>
<td>afford</td>
</tr>
</tbody>
</table>

4 Complete these sentences about yourself. Use a verb ending in -ing or a verb with to + infinitive.

a I enjoy watching films at home.
b I love talking with my friends.
c I often practise in my English class.
d I hate practising at the weekend.
e I can afford, but I can’t afford .
f My best friend wants .
g My parents keep .
h I always try other people.
i I have decided as soon as I can.

5 Read the text. Underline the correct verbs. Be careful, sometimes both verbs are possible.

Tango Mad
When my friend invited me (a) to see/sing an Argentinian tango show, I wasn’t keen. But I wasn’t disappointed. The dance is elegant and romantic. I like (b) to try/try new things, so I decided (c) to learn/learning.

I can’t afford (d) to go going to Argentina so I started (e) to take/take a weekly class in a local college. But once is not enough – now I try (f) to go/going at least twice a week. I’m tango mad!

It isn’t an easy dance to learn (and I hate (g) to wear/ wearing those high heels!), and you really have to be fit. But I want (h) to be being like the women in the show, so I keep (i) to practise/practising.

Sometimes, when I’m alone in the house, I put on my tango clothes (and heels!) and I practise (j) to do/doing the new steps front in front of a video. I try (k) to copy/copying the people on the screen. But really, it takes two to tango!

6 Complete the sentences with the correct form of the verbs in brackets.
a No, thank you. I really dislike dancing (dance).
b Don’t forget (revise) your vocabulary.
c Mark promised (help) Cecilia with her project.
d Did you finish (write) the invitations?
e Imagine (go) to Argentina to learn the tango!
f Stop (talk) so loudly, please. I can’t hear the film.
g I asked him to stop, but he continued (talk).
h Yes, please! I love (go) on picnics.

7 What do you say in these situations? Write sentences using verbs from exercise 6.

a You’re having a party. Your friend said ‘I can help with the cooking’. Now he’s watching the football.
Don’t forget to help with the cooking.
b Your friend was writing a report. You are not sure she has finished. What do you ask your friend?

c You’re in a concert. The person behind you is talking on a mobile phone, isn’t elegant and romantic.
like
learning.

(d)

(e)

(f)

(g)

(h)

(i)

(j)

(k)
Verb patterns: verbs with two objects

When we use two objects we often put the indirect object first (1) and the direct object second (2).

<table>
<thead>
<tr>
<th>Indirect object</th>
<th>Direct object</th>
</tr>
</thead>
<tbody>
<tr>
<td>She gave me a present.</td>
<td>I gave her some money.</td>
</tr>
<tr>
<td>She lent her coat to her friend.</td>
<td>I gave it to him.</td>
</tr>
</tbody>
</table>

Use a preposition with the indirect object if the direct object is first.

<table>
<thead>
<tr>
<th>Indirect object</th>
<th>Direct object</th>
</tr>
</thead>
<tbody>
<tr>
<td>She lent her coat to her room.</td>
<td>I gave it to me.</td>
</tr>
<tr>
<td>She lent it to you.</td>
<td>I gave you a present.</td>
</tr>
</tbody>
</table>

Use the direct object first if both objects are pronouns.

<table>
<thead>
<tr>
<th>Indirect object</th>
<th>Direct object</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm going to lend it to you.</td>
<td>I gave it to me.</td>
</tr>
</tbody>
</table>

1 Read these sentences. Which are correct? Which are wrong? Put a tick or a cross in the boxes. If necessary, write correct sentences in the spaces provided.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
</tr>
</thead>
<tbody>
<tr>
<td>She gave a present to me.</td>
<td>✔</td>
<td>She gave a present to my mother.</td>
<td>☐</td>
<td>She gave it me.</td>
<td>☐</td>
<td>She gave me it.</td>
</tr>
<tr>
<td>She gave a present to my mother.</td>
<td>☐</td>
<td>She gave it me.</td>
<td>☐</td>
<td>She gave me it.</td>
<td>☐</td>
<td>She gave to me a present.</td>
</tr>
<tr>
<td>She gave my mother a present.</td>
<td>☐</td>
<td>She gave to my mother a present.</td>
<td>☐</td>
<td>She gave a present to my mother.</td>
<td>☐</td>
<td>She gave me a present.</td>
</tr>
</tbody>
</table>

2 Put the following words in order to make correct sentences.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
</tr>
</thead>
<tbody>
<tr>
<td>a / letter / me / She / wrote</td>
<td>She wrote me a letter.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b / bought / for / him / I / it</td>
<td>I bought him a present.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c / a / for / her / to / I / played / song</td>
<td>I played her a song.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d / a / birthday / for / gave / me / mother / My / my / radio</td>
<td>I gave my mother a radio for my birthday.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e / a / cost / it / lot / money / of / them</td>
<td>It cost them a lot of money.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f / a / good / He / offered / price / them</td>
<td>He offered a good price.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g / a / father / I / to / money / my / of / owe / to</td>
<td>I owe my father money.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Who did what? Complete the story using the verbs in the box.

Use the past tense if possible.

Steve (a) lent Jim some money and Jim (b) gave an expensive present to Judy. Judy was very happy and (c) gave the present to her friend Ingrid. Two weeks passed.

Steve wasn't very happy. He (d) gave Jim an email. You (e) lent him some money, he said. Jim (f) gave him a text message. '2 bad. U can't get it,' he texted. Steve (g) gave the text message to his friend Philip, so Philip rang up Jim and (h) gave him a message. 'I'm going to (i) him a lesson' but then Jim rang him up. 'I'll (k) you half today,' he said, 'and half next week. Is that OK?' And it was. But Steve isn't going to lend Jim any money ever again!

4 Write the following sentences with borrow and lend.

a When you (l) money, you give money to someone (and you expect it back).

b When you (m) money, you take money from someone and you expect to give it back.

5 Read this paragraph and answer the questions below using complete sentences.

Katie bought a new CD. She listened to it twice and then Michelle borrowed it. Michelle was showing it to Chris and she left it at his house. The next day, Chris asked Michelle if he could borrow it, because he liked it. After a week Katie asked Michelle to give the CD to her mother. Michelle said, 'I'm sorry, Katie, but I lent it to Chris.' So Katie phoned Chris. 'Yes,' I borrowed it from Michelle,' said Chris, 'but then I bought the CD at the music shop.' 'So, who has my CD?' said Katie. 'I gave it back to Michelle and then she lent it to Karen.'

a What did Katie buy? (l) a new CD.

b How many times did she listen to it? (m) twice.

c Who did Katie lend it to? (n) Michelle.

d Whose house did Michelle leave it at? (o) Chris.

e Who asked to borrow the CD? (p) Chris.

f Who did he ask? (q) Michelle.

g When did Katie ask Michelle for the CD? (r) After a week.

h What did Chris buy? (s) a new CD.

i Who did he give the CD to? (t) Michelle.

j Who borrowed the CD from Michelle?
### Verb patterns: verb + object + (to) + infinitive

**Verb patterns:** verb + object + (to) + infinitive

Use verbs + object + to + infinitive with verbs like ask, beg, order, want & warn.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Object</th>
<th>Infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>asked</td>
<td>him</td>
<td>to leave</td>
</tr>
<tr>
<td>beg</td>
<td>them</td>
<td>to stay</td>
</tr>
<tr>
<td>ordered</td>
<td>you</td>
<td>to talk</td>
</tr>
</tbody>
</table>

**Example:**

- He asked me to show my passport.

**Note:** Don’t use to with a few verbs like let & make.

**Example:**

- She made me finish the exam paper.
- He made me wait for hours.

---

1 Mary is 16 and trains every week to be a boxer. She wants to enter a competition. Report what people said using the verbs in the box.

**Exercise 2:**

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>ask, beg, invite, order, remind, tell, want, warn</td>
<td></td>
</tr>
</tbody>
</table>

| a | She let her son play in the sea. |
| b | Maria warned him not to fall in the river. |
| c | Cristina told Jason not to stay very late. |
| d | Laura and Frank invited them to dinner. |
| e | Katia taught her son to cook. |
| f | We begged them not to wait too long. |
| g | She wanted to go to the party. |

**Exercise 3:**

Use an appropriate verb from exercise 2 to write what they said.

| a | ‘Don’t forget to take your books,’ Mary to Jake. |
| b | ‘Would you like to come to dinner?’ Ron and Jody to Kevin. |
| c | ‘You have to go home now,’ Susie to Michelle and Claire. |
| d | ‘Do you want to watch TV?’ Chris to Mike. |
| e | ‘Put it down now!’ David to Janie. |
| f | ‘That’s dangerous. Don’t go in there,’ Emma to Richie and Charles. |
| g | ‘I’d like some cake,’ Ellie. |
| h | ‘Please, please help me,’ Alice to Marty. |
4 Use the verbs in the box to rewrite these sentences.

a) Mother angrily to child: Go to bed at once!
   She ordered the child to go to bed at once.

b) One girl to another girl: I think you should wear the blue one.

c) Customer to shop assistant: May I have my money back?

d) Driver to traffic warden: Please don’t give me a parking ticket.

e) Boy looking romantically at girl: I will never, ever leave you.

f) Nurse to patient in hospital: Don’t worry. You’ll be fine.

g) Mother to daughter: Don’t forget, it’s Dad’s birthday in two days.

5 Complete the conversation with make or let.

MUM: I can’t (a) .... have ...... you go out late at night, Janice. You’re only 17.

JANICE: Oh, Mum! You can’t (b) ...... me stay at home every night! You’ll (c) ...... make me lose all my friends!

MUM: Well, do their mothers (d) ...... them to go out at night?

JANICE: Not on their own, but they (e) ...... them go out in groups or pairs!

MUM: OK, I’ll (f) ...... you to go out as long as you have a friend with you. Will that (g) ...... you happy?

JANICE: Oh, yes! Thanks, Mum.

**Review unit A**

1 Match each sentence with the explanation of its meaning.

<table>
<thead>
<tr>
<th>Explanations</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>a repeated action or habit in the present</td>
<td>1 Any plans for tomorrow?</td>
</tr>
<tr>
<td>a prediction about the future</td>
<td>Yes, I’m going to do some housework at last.</td>
</tr>
<tr>
<td>an interrupted action in the past</td>
<td>2 It gets darker at night.</td>
</tr>
<tr>
<td>something that was in progress in the past</td>
<td>3 Have you seen this film yet? It’s wonderful.</td>
</tr>
<tr>
<td>a completed past action</td>
<td>4 We were watching TV last night when my aunt called from Australia.</td>
</tr>
<tr>
<td>connects the present and the past</td>
<td>5 The show is about a woman who lives in France.</td>
</tr>
<tr>
<td>a general fact which is true</td>
<td>6 We used to go to the cinema once a week. Now it’s impossible.</td>
</tr>
<tr>
<td>an unplanned decision</td>
<td>7 You have to see that play. You’ll love it!</td>
</tr>
<tr>
<td>something in progress at the moment</td>
<td>8 Every day he eats lunch at Harry’s restaurant.</td>
</tr>
<tr>
<td>describes what happens in a film, book, programme or story</td>
<td>9 I’m taking dance classes at the moment.</td>
</tr>
<tr>
<td>a plan</td>
<td>10 The sun was shining as she walked through the park.</td>
</tr>
<tr>
<td>a habit in the past</td>
<td>11 You say the number and I’ll write it down.</td>
</tr>
<tr>
<td>a habit in the past</td>
<td>12 He passed the test.</td>
</tr>
</tbody>
</table>

2 Complete these dialogues with the correct tense.

JAMES: Where (a) does ...... he live ...... (live) now?

MARIE: He (b) .............. (live) in a strange little house in the mountains.

MARTIN: (c) .............. you ever (be) to Egypt?

JOANNE: No, I (d) .............., but I’m (e) .............. (go) to Cairo next year.

MUM: What time (f) .............. your train (leave) yesterday?

BOBBY: It (g) .............. (leave) at 9.00 and (h) .............. (arrive) at 11.30.

OLD MAN: I can’t open this door. (i) .............. you (help) me?

YOUNG WOMAN: Of course! I (j) .............. (open) it for you.
Complete this paragraph with appropriate verb forms.

Stephen Hawking, the world famous physicist, (a) has been (be) worried for a long time about computers. He (b) has been (be) worried, because computers (c) have developed (develop) very quickly. He (d) believes (think) that in the future, computers (e) will become (become) more intelligent than humans. He (f) believes (believe) that computers with artificial intelligence could control the world.

Complete these sentences with a suitable word from the box.

a Mum, will you (buy) me a new toy, please?
b Did you (owe) the money you (owe) to your sister?
c This is a letter to the manager. I'm (write) it to him to complain about the hotel room.
d Will you (send) me that book when you have (lend) it?
e I'd like to (borrow) your car, if you don't mind.
f Come here and I'll (teach) you how to use this new computer program.
g Do you think you could (send) me how to play the piano?
h He didn't want to (read) his children alone with the new babysitter, because she seemed strange.

Complete the sentences with can, can't, could or couldn't.

a She's a famous singer. She (can) sing very well. But (can) you believe that she (can) sing at all when she was younger? It's true! She was so shy, she (can) even stand up and read in front of her classmates!
b 'I'm afraid you have a broken ankle,' the doctor said. 'You (can) leave hospital today, but you (can) walk on this leg for a while. You certainly (can't) do any sports.'
c When I heard him say that, I (can) believe my ears. I (can't) help my team to win the cup in the match on Saturday! I felt really miserable.
d 'Cheer up!' said the doctor. 'You (can) still do a lot of things. You (can) listen to music, you (can) watch TV ... and you (can) watch your team play!'

Circle the correct answer.

a Paris is (the largest) city in France.
b I don't want (any) sugar, thank you.
c I'd like (anyone) boiled potatoes, please.
d How (many) apple juice do you need?
e I just need (many) apples for this apple pie.
f Nicole Kidman is (more popular) than Julia Roberts.
g Who is the (most) singer in the world?
h Iron is (lighter) than feathers.
i The building on the left is (larger) than the other one.
j This is the (largest) book I've ever read.
k Do you like (the most interesting) animals?
l I'm hungry. I'd like (the best) sandwich, please.
m I enjoyed walking (through) the town yesterday.
n I was driving (in) a street near my house, looking at the flowers, when I saw a strange animal.
Two women were walking (a) ___ through ___ a local cemetery, filming with a video camera. Suddenly (b) ___ camera stopped working. They kept recording with (c) ___ portable tape recorder that one woman had (d) ___ her pocket. They chatted about the beauty of the cemetery as they walked (e) ___ the path. Later when they listened to (f) ___ recording, they heard something very strange. After one of (g) ___ women said ‘What (h) ___ peaceful area,’ a creepy whisper said ‘peaceful.’ They played (i) ___ tape about 20 times and heard the voice each time.

**Unit 1**

1. a) - b) - c) - d) - e) - f) - g) - h) - i) - j) - k) - l) - m) - n) - o) - p) - q) - r) - s) - t) - u) - v) - w) - x) - y) - z) -
2. a) - b) - c) - d) - e) - f) - g) - h) - i) - j) - k) - l) - m) - n) - o) - p) - q) - r) - s) - t) - u) - v) - w) - x) - y) - z) -
3. a) - b) - c) - d) - e) - f) - g) - h) - i) - j) - k) - l) - m) - n) - o) - p) - q) - r) - s) - t) - u) - v) - w) - x) - y) - z) -
4. a) - b) - c) - d) - e) - f) - g) - h) - i) - j) - k) - l) - m) - n) - o) - p) - q) - r) - s) - t) - u) - v) - w) - x) - y) - z) -
5. a) - b) - c) - d) - e) - f) - g) - h) - i) - j) - k) - l) - m) - n) - o) - p) - q) - r) - s) - t) - u) - v) - w) - x) - y) - z) -

**Unit 2**

1. a) - b) - c) - d) - e) - f) - g) - h) - i) - j) - k) - l) - m) - n) - o) - p) - q) - r) - s) - t) - u) - v) - w) - x) - y) - z) -
2. a) - b) - c) - d) - e) - f) - g) - h) - i) - j) - k) - l) - m) - n) - o) - p) - q) - r) - s) - t) - u) - v) - w) - x) - y) - z) -
3. a) - b) - c) - d) - e) - f) - g) - h) - i) - j) - k) - l) - m) - n) - o) - p) - q) - r) - s) - t) - u) - v) - w) - x) - y) - z) -

**Unit 3**

1. a) - b) - c) - d) - e) - f) - g) - h) - i) - j) - k) - l) - m) - n) - o) - p) - q) - r) - s) - t) - u) - v) - w) - x) - y) - z) -
2. a) - b) - c) - d) - e) - f) - g) - h) - i) - j) - k) - l) - m) - n) - o) - p) - q) - r) - s) - t) - u) - v) - w) - x) - y) - z) -
3. a) - b) - c) - d) - e) - f) - g) - h) - i) - j) - k) - l) - m) - n) - o) - p) - q) - r) - s) - t) - u) - v) - w) - x) - y) - z) -
4. a) - b) - c) - d) - e) - f) - g) - h) - i) - j) - k) - l) - m) - n) - o) - p) - q) - r) - s) - t) - u) - v) - w) - x) - y) - z) -
5. a) - b) - c) - d) - e) - f) - g) - h) - i) - j) - k) - l) - m) - n) - o) - p) - q) - r) - s) - t) - u) - v) - w) - x) - y) - z) -
Unit 6
3 sugar [U]

Unit 7
5 a1 b2 c3 d4 e6 f3 g3 h1 i6

Unit 8
1 a little = 30 grams of butter, a few = four tomatoes, lots of = 24 eggs, a lot of = 1 kilo of cheese, no or 0 millilitres of milk, no or 0 potatoes
2 Large quantities:
Countable nouns: lots of, a lot of
Uncountable nouns: lots of, a lot of

Small quantities:
Countable nouns: a few, some
Uncountable nouns: a little

No quantity:
Countable nouns: no, not any
Uncountable nouns: no, not any
3 a any b some many c a lot of, Many, Lots of
d no, no a few f Few g some h lots of
4 a a few some, lots many b some
c some, much
d some
e Some
f some, a few
g a much, lots of
h many, a few
c much, no
d any, any
e a few, any
6 Suggested answer:
If you like exciting books, you'll like this one book.
2 Buy these shoes if you like style and elegance.
3 If you use this shampoo, your hair will shine.
You'll love this drink if you like coffee.

Unit 11
1 The correct sequence is 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13.
2 Walk along the road until you get to the park.
3 Turn left into the park. Go past the lake. Turn left out of the other side and walk down the street. Turn right onto Green Street and Kate's house is the first house on the right.

Unit 12
1 a goes, watches, goes, doesn't eat b buy, answer, win
c buy, watch
d do, like
e marry
2 a hungry b buys c watches d read e doesn't have f have g doesn't have, record
3 a does, want b does, do c Why? d eat e Why? f do, eat g When do, watch h Do, like
4 a interview b read c watch d means e gets up f doesn't get up g arrive h meet i interview j prepare k do (they) enjoy l go m tries n see o doesn't have
5 a Natasha gets up at 3.15.
Dermot doesn't get up so early.
They both arrive at the studios at 4.30.
She goes to bed at 8 o'clock.
They meet with the producer of the programme.
Natalia and Dermot usually interview 12 people every day and they prepare carefully.
b Millions of viewers watch it every day.
The working hours are terrible.
c The presenters interview people and read the news.
a What is your job? What do you do for a living?
b What time is the programme? What time does the programme start and finish?
c What time do you get up?
d Does Dermot get up at 3.15 too?
e When do you see your friends?
f Do you like your job?
g How many days a week do you work?
h What does your family think about your working hours?
d Do you buy lots of new clothes for work?
Unit 14
1 a are playing (on Sunday) F, we're training (at this moment) P
b I'm meeting (tomorrow) F, I'm checking (right now) P
c I'm practising P, I'm taking (tomorrow) F
d I'm working F, we're having (on Saturday) F
2 Time expressions are usually used with F meanings.
3 Present: now, today, at this moment, at 8 o'clock, present
4 a A P b T C T d R/H
5 a wants b knows c is training d is working
e is not doing f washes g prepares
h does (he) feel i am writing j (am just) working
k I am learning
6 a What do you know about a chef's job? b What do you want to be?
c What are you dissatisfied d Where are you working?
e What do you do (all day)? f Why are you writing down your mum's secrets?
g Are you writing a book?

Unit 15
1 a will go b Will, be c be d will like e will love f was g and h be and d i and
3 a A P b P c UD d eP e UD f gP h UD i UD
4 a will be b will be c won't go d won't go e I'll take f I'll make g Will ... make h be i I won't pass j I'll do k will ... be l I'll be m I'll have to n I'll pass
5 a A b c d e Predictions: a c Unplanned decisions: b, d
6 a will win b will get c will/l'll come d won't be e will beat f Will (the race) be g will be h won't be able i will (probably) have to j will/l'll record

Unit 16
1 a past b future c present d future e past/present f present g future
2 a Are you going to do b I'm going to go c is going to d are going to have

e Are you going to take f I'm not going to take g are you going to h b I'm not going to do
i They're going to have breakfast j He's going to go swimming.
k They're going to get married. l They're going to go to Australia.

Unit 17
1 Conversation 1:
- a Are you going to b I'll c are ... going to d I'm going to e are going to f I'll

Conversation 2:
- a A planned intention b prediction c planned intention d planned intention e planned intention f prediction g prediction h prediction i planned intention

3 Suggested answers:
- On Monday she's going to go to work early. She's going to have a meeting. She's going to have lunch with her mother on Wednesday. On Thursday she's going to go to the gym in the evening. She's going to work late on Friday.
- 1 a going to go b will go c will be d will like e will love f was g and h be and d i and
- 3 a A P b P c UD d eP e UD f gP h UD i UD
- 4 a will be b will be c won't go d won't go e I'll take f I'll make g Will ... make h be i I won't pass j I'll do k will ... be l I'll be m I'll have to n I'll pass

Unit 19
1 a 1 b 2 c 3 d 4 e 5 f 6 g h i 2 a Have, eaten b tried c Did, like d was e was, was f did (choose a)

Conversation 1:
- a Have, eaten b tried c Did, like d was e was, was f did (choose a)

Conversation 2:
- a saw b Have, seen c haven't been d went e did, see f was

3 a has gone, left b didn't recognise, Have, lost c 've been d have forgotten e gave up, have forgotten f opened, haven't been g improved, has got h failed, felt, have just spoken

4 a Have you heard the news? b Prime Minister has resigned.

Unit 20
1 a since 1991/for XX years b since 2004/for 4 years c since 1 month/for three months d since 2004/for 4 years e since he was 12/for since 1992/for XX years f since (choose a month)/for X months g since he was 18/for 1998/for XX years h since 2005/for 4 years

Unit 21
1 a I laugh, b memorise c repeat d want e forget f find g feel h give i have j keep k put l write m write

2 a met b gave c write d memorised e repeated f wanted, tried g found h forgot i had k felt l put

3 a happened, b (did) meet, were, was c did (you) learn d did you, learn e did (the event) happen, did the (people) do f did (you last) use, did (you) phone, was g a did not live b was c moved d lived e had f started g studied h graduated i did not like j was k married l used m died n can o did p did q moved r (to school) s did t did u (to school)! v did w did x did you y did z did

4 a Did the Freud family move to b did Freud move to Vienna c did he/did Freud move to (school)! d did he/did Freud move to (England)! e brothers and sisters did he/did Freud have? f did he/did Freud marry? g did he/did Freud die? h did he/did Freud die?

Unit 22
1 a were doing b were working c was having d working e was having f was looking up

2 a weren't working b weren't doing c rang d were talking e was helping f arrived g hung up h heard i wrote

3 a heard, got b saw, was having c was having, was working d were talking, rang e did (Laura) do, arrived f got, heard g were not talking, did not enjoy h hang i hurt j my k shoulders k were l holding m hands n was going o to the hairdresser's.
Unit 23
1 a. A gorilla escaped from a van.
   b. A window cleaner was cleaning a shop window.
   c. A group of children were walking to school.
   d. Three people were waiting for a bus.
   e. A boy was delivering newspapers on his bike.
2 a. It wasn't raining.
   b. She was sitting.
   c. She was babysitting.
   d. Did you do anything?
3 a. 4 was shining.
   b. 6 a was arriving.
   c. 5 a used to put butter, egg, or their enemy's head inside their sandals?
   d. 6 b was trying.
4 a. 6 a was wearing some new boots.
   b. Were you doing anything?
   c. Yes, I used to play in a rock band!
5 a. He wasn't reading.
   b. He was reading a book.
   c. Did you help me with this program?
   d. Can you read music from this mobile?
6 a. Two girls were jogging.
   b. We used to play board games.
   c. A gorilla escaped from a van.
   d. A man was delivering newspapers on his bike.
   e. A gorilla was walking in the street.
   f. Some people were having breakfast in a cafe.
7 a. The man was closing his ticket window just as I got there.
   b. The man was closing his ticket window just as I got there.
   c. I got married so I left the band.
8 a. I used to have a car.
   b. I used to play in a rock band.
   c. I used to play at parties and clubs.
   d. I used to miss playing, terribly.
9 a. It was a computer.
   b. This may be a DVD player.
   c. This may be a computer.
   d. This may be a mobile.
10 a. It was a computer.
   b. This may be a mobile.
   c. I used to work at parties and clubs.
   d. I always try to help other people.
11 a. She gave a present to me.
   b. She gave me a present.
   c. She gave a present to me.
   d. She gave a present to her mother.
12 a. She wrote me a letter.
   b. She wrote me a letter.
   c. She wrote a letter.
   d. I bought it for him.
13 a. She can't make them in colour.
   b. She can't make them in colour.
   c. She can't make them in colour.
   d. She can't make them in colour.
14 a. I went to the gym just as I got there.
   b. I didn't use to drive.
   c. I didn't use to drive.
   d. I didn't use to drive.
15 a. I was feeling happy.
   b. I was feeling happy.
   c. I was feeling happy.
   d. I was feeling happy.
6 Direct objects: underlined
Indirect objects: circled
Katie bought a new CD. She listened to it twice and then Michelle borrowed it from Michelle. The next day, Chris asked Michelle if he could borrow it, because he liked it. After a week Katie asked Michelle to give the CD back to Chris. "I'm sorry, Katie, but I lent it to Chris," said Chris. "Yes, I borrowed it from Michelle," said Chris, "but then I bought the CD at the music shop." "No, who has my CD?" said Katie.
I gave it back to Michelle and then she lent it to Katie.

Unit 30
1 a Frank told her to enter the competition.
b Martin begged her not to enter the competition.
c Paul wanted her to enter the competition.
d Sam invited her to enter the competition.
e Her father ordered her to enter the competition.
f Sue reminded her to enter the competition.
g Brad warned her not to enter the competition.
h Anita asked her to enter the competition.

2 a play
b not to fall
c not to stay
d to come
e to cook
f not to wait
g to go

3 a Mary reminded Jake to take his books.
b Ron and Jody invited Kevin to come to dinner.
c Susie told Michelle and Claire to go home.
d Chris invited Mike to watch TV.
e David told Jamie to put it down.
f Emma warned Richie and Charles not to go in there.
g Ellie wanted to have some cake.
h Alice begged Marty to help her.

4 a She ordered the child to go to bed at once.
b She suggested that she (should) wear the blue one.
c The customer asked for his/her money back.
d The driver begged the traffic warden not to give her/him a parking ticket.
e The boy promised the girl (that) he would never, ever leave her.
f The nurse reassured the patient (that) he/she would be fine.
g She reminded her daughter (that) it was her Dad's birthday in two days' time.

5 a let b make c make d let e let f let g make

Unit 31
1 a 8 b 7 c 4 (were watching) d 10 e 12
f 3 g 2 h 11 i 9 j 5 k 1 l 6
2 a does, live
b lives
c Have, been
d haven't
e going
f did, leave
g left
h arrived
i Will, help
j'll
3 a has been b is/has been
c are developing/have developed
d thinks
e will become f believes
4 a buy b pay, owed c sending d lend, read
e borrow f show g teach h leave
5 a can, can, couldn't, couldn't b can, can't, can't c couldn't, couldn't d can, ca, ca, can

Unit 32
1 a the largest b any c some d much e a few f more popular g best h heavier i higher
j the most interesting k - l m through n along
2 a past b future c present
d present/past e present f past
g future h present i past
3 a past simple (passive) b future continuous c present continuous
d present perfect e present continuous (passive) f past simple
g future simple h present simple i past continuous

4 a 3 b 2 c 1 d 1 e 2 f 3 g 1 h 2 i 1

96 ANSWER KEY
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