Introduction

Grammar Spectrum 3 is for intermediate students of English. It explains and practises the grammar that intermediate students need to learn. It can be used for self-study, for homework, and in class. This book is part of the Grammar Spectrum series of books; students can use the whole series to progress from an elementary to an intermediate level of English.

Using the book

When you have a particular grammar problem, you can look it up in the Contents at the front of the book, or in the Index at the back. You can then study the unit that deals with that problem. Or, you can work through the book from beginning to end.

Each unit begins with an explanation of the grammar point, and then it has a number of exercises for students to practise the grammar they have read about. Students can write their answers in the book, or on a separate piece of paper. When you have finished the exercises, you can check your answers in the answer key at the back of the book (page 102).

Grammar and spelling tables at the back of this book (pages 94–97) give information on plural and uncountable nouns, Present Simple forms, -ing forms, past participles, etc.

Finishing the book

When you have finished studying the whole book, you can do the Exit tests on pages 98 to 101. In the Exit tests, every question tests something from a unit with the same number. If you make a mistake, for example in question 30, you can look back to unit 30 and study that unit again. The answers to the Exit tests are on page 117.

Enjoy your studies.
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Exit tests

Answer key to practice exercises

Answer key to exit tests

Index

Verb tenses and structures
The Present Simple has two forms (e.g. know, knows). We use do and does to make negatives, questions, and short answers:

**POSITIVE**
I/you/we/they  know.
He/she/it     knows.

**NEGATIVE**
I/you/we/they  don't  know.
He/she/it     doesn't  know.

**QUESTIONS**
Do     I/you/we/they  know?
Does   he/she/it       know?

**SHORT ANSWERS**
Yes, { I/you/we/they  do.
        he/she/it       does.
No,  { I/you/we/they  don't.
        he/she/it       doesn't.

(For more information on the forms of the Present Simple, see Table C, page 95.)

2 Note also:
- plural nouns:
  The girls know.
  The boys don't know.
- singular nouns:
  Sarah knows the answer.
  Michael doesn't know the answer.

- uncountable nouns (e.g. ice, water, cotton, information):
  Ice floats on water.
  (For more details on uncountable nouns, see Table B, page 94.)

3 We use the Present Simple to talk about facts:
  Heat rises.
  Does glass float on water? ~ No, it doesn't.
  Fiona doesn't eat meat.

4 We use the Present Simple to talk about repeated actions (e.g. habits or routines):

![Monday
Tuesday
Wednesday](image)

  He always gets up at 8 o'clock.
  Do you cycle to work? ~ Yes, I do.

5 We use the Present Simple with expressions of frequency (e.g. twice a week, often):
  We watch TV two or three times a week.
  Tom doesn't practise every day.
  Note that we put adverbs (e.g. never, often, usually) before the main verb (e.g. go, visit):
  I never go to bed after midnight.
  Do you often visit your grandparents?

**Practice**

A Write the correct Present Simple form of the verb in brackets (). Sometimes you do not need to change the verb.

0 Jane _reads_ (read) ‘The Guardian’ newspaper, but I _read_ (read) ‘The Independent’.

1 Fred _cycle_ (cycle) to work, but his wife _go_ (go) by car.

2 Mark _say_ (say) he _do_ (do) a lot of fishing, but he never _catch_ (catch) anything.

3 Jeff _buy_ (buy) his food in small shops, but Jane _do_ (do) all her shopping at the supermarket.

4 Diana _like_ (like) Physics, Chemistry and Biology; she always _get_ (get) good marks in her science exams.

5 Susan _live_ (live) in Leeds, but she _work_ (work) in Bradford.

6 I _leave_ (leave) work at 6 o'clock, but John _finish_ (finish) work at 5 o'clock.

7 Mary _ride_ (ride) her bike to school and her father _carry_ (carry) her books.

8 For breakfast, Ann _eat_ (eat) cereal with milk and then she _have_ (have) some toast.
B Make Present Simple questions and answers from the words in brackets. Sometimes no change is required.

0 (the President of the U.S.A./live/in New York? ~ No, he/do/. /He/live/in Washington.)
   *Does the President of the U.S.A. live in New York? ~ No, he doesn't. He lives in Washington.*

1 (modern trains/use/coal? ~ No, they/do/. /They/use/electricity.)

2 (the Queen/often/wear/a crown? ~ No, she/do/. /She/usually/wear/a hat.)

3 (wine/come/from oranges? ~ No, it/do/. /It/come/from grapes.)

4 (Sri Lanka/export/coffee? ~ No, it/do/. /It/export/tea.)

5 (potatoes/grow/on bushes? ~ No, they/do/. /They/grow/in the ground.)

C Now, using the words from exercise B, write negative sentences.

0 *The President of the USA* doesn't live in New York.

1

2

3

4

5

D Use the words in brackets to make sentences that are true; sometimes you will need *doesn't* or *don't*.

0 (The sun/rise/in the East)
   *The sun rises in the East.*

0 (The sun/rise/in the West)
   *The sun doesn't rise in the West.*

1 (Ice/float/on water)

2 (Lions/live/in the Arctic)

3 (Winter/come/after spring)

4 (Austrians/speak/German)

5 (Cotton/come/from sheep)

E Look at these notes about different people’s habits.

<table>
<thead>
<tr>
<th>Name</th>
<th>Habit</th>
<th>Habits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruth Clark</td>
<td>jog – twice a week</td>
<td>smoke – no</td>
</tr>
<tr>
<td>Neil Peters</td>
<td>cycle – every day</td>
<td>drink beer – never</td>
</tr>
<tr>
<td>Mary Thomas</td>
<td>swim – every weekend</td>
<td>smoke – 15 cigarettes a day</td>
</tr>
<tr>
<td>Bill Brown</td>
<td>play tennis – once a week</td>
<td>smoke – no</td>
</tr>
<tr>
<td>Susan West</td>
<td>swim – twice a week</td>
<td>drink alcohol – no</td>
</tr>
</tbody>
</table>

Now write sentences about these people, as in the example.

0 Ruth *jogs twice a week. She doesn't smoke.*

1 Neil

2 Mary

3 Bill

4 Susan
Present Continuous (I’m eating)

1 We make the Present Continuous with the present tense of be and the -ing form of a verb:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am/m’m</td>
</tr>
<tr>
<td>You/we/they</td>
<td>are/’re</td>
</tr>
<tr>
<td>He/she/it</td>
<td>is/’s</td>
</tr>
</tbody>
</table>

- eating.

We make negatives, questions, and short answers like this:
- Jim isn’t speaking to me.
- You aren’t listening.
- Is Mary working in the garden? ~ Yes, she is.
- Are the others helping her? ~ No, they aren’t.

(For more information on -ing forms, see Table D, page 95.)

2 We use the Present Continuous for actions in progress at the time of speaking:

- Look! It’s snowing.
- Shh! I’m watching the TV.

3 We use the Present Continuous for an action that has started, that has not finished, and that will continue in the future. The action is not in progress at the time of speaking, but we often say at the moment:

4 We use the Present Continuous for a temporary action or situation that is different from a person’s normal habits:
- A: Can I speak to Ann, please?
- B: No, she’s not at work. She’s doing a course in Norwich this week.

5 We use the Present Continuous to talk about changes and trends. This use often goes with nowadays, these days etc.

- The earth’s climate is getting warmer.
- These days, more and more people are going abroad for their holidays.

6 We can use the Present Continuous with always to say that something happens too often:

- Tom is always asking stupid questions.
- They’re always phoning me at home.

Practice

A Look at the pictures. Complete the sentences, describing the pictures, using the Present Continuous of a verb in the box. Use He/She/It/They, as in the example.

0 paint
1 eat
2 walk
3 look
4 run
5 wash

0 They’re walking over the bridge.
1 ___________ after a ball.
2 ___________ a picture.
3 ___________ the baby.
4 ___________ some fish.
5 ___________ over a wall.
B Choose the best phrase from the box to complete these sentences. Put the verb in the Present Continuous.

(sleep) in the sitting-room at the moment
(do) a computer course this week
(not sleep) very well at the moment
(go) to work by bus this week

0 A: You look tired.
B: Yes, I'm not sleeping very well at the moment.

1 A: Does Tim Sharp work with you?
B: Yes, but he's not here. He

2 My brother has borrowed my car. That's why I

3 The ceiling in our bedroom fell down so we

C What do people say about our world these days? Write complete sentences. Use the Present Continuous.

0 (The air/become/more polluted every year)
   The air is becoming more polluted every year.

1 (Fashions/change/all the time these days)

2 (More women/study/at university these days)

3 (House prices/go/up all the time nowadays)

4 (The sea/get/dirtier every year)

D Use the words in brackets () to complete these dialogues. Use the Present Continuous.

0 A: Why don't you like Adam?
B: (Because he/always/tell/stupid stories)
   Because he's always telling stupid stories.

1 A: Why are you annoyed with Mary?
B: (Because she /always/ask/me for money)

2 A: Why don't you like Pam and Paul?
B: (Because they/always/argue)

3 A: Why are you annoyed with Susan?
B: (Because she/always/borrow/my CDs)

4 A: Why don't you like Tom?
B: (Because he /always/ phone/me late at night)
3 Present Simple (I work) or Present Continuous (I’m working)

Compare the Present Simple and the Present Continuous:

<table>
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<th>Present Continuous</th>
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<tr>
<td>1 We use the Present Simple for things that are true at any time. We use it for a general truth, or a fact: Things fall to the ground because of gravity. Ann doesn’t play the violin very well, but she plays the piano beautifully.</td>
<td>We use the Present Continuous to say that an action is in progress now, at the time we speak: Look! The leaves are falling from the trees. Listen! Ann’s playing the piano; she’s playing something by Beethoven.</td>
</tr>
<tr>
<td>2 We use the Present Simple when we talk about a permanent situation, or an activity that is repeated again and again. We think that it will continue for an unlimited time: What does Fred do? – Fred’s a journalist; he writes for a geographical magazine. I work for a company that makes computers. We sell them all over the world. Mary usually studies in the library. I stay with friends when I go on business trips to Japan.</td>
<td>We use the Present Continuous to describe a current activity or situation that is unusual or temporary. We know it will continue for a limited period of time from now: Fred is writing four articles about Africa. He did two yesterday. He’ll do the rest tomorrow. I don’t usually work at the weekends, but I’m working on Saturdays at the moment. Mary’s studying at home. The library is shut. Sue and Martin are staying in a friend’s flat until they find a flat of their own.</td>
</tr>
<tr>
<td>3 We use the Present Simple with words like always, usually, often etc. when we talk about how often we do something: Mary sometimes studies at home, but she usually works in the library.</td>
<td>We can use the Present Continuous with always to say that something happens too often: Tom is always asking stupid questions. They’re always complaining.</td>
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Practice

A Look at this table.

<table>
<thead>
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<th>Name</th>
<th>Home</th>
<th>Job</th>
<th>Current project</th>
<th>Project location</th>
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<td>Mike</td>
<td>Glasgow</td>
<td>engineer</td>
<td>bridge design</td>
<td>Aberdeen</td>
</tr>
<tr>
<td>Sally</td>
<td>London</td>
<td>conference organiser</td>
<td>congress</td>
<td>Dublin</td>
</tr>
<tr>
<td>Philip</td>
<td>Leeds</td>
<td>salesman</td>
<td>trade fair</td>
<td>Birmingham</td>
</tr>
<tr>
<td>Jenny</td>
<td>Brighton</td>
<td>accountant</td>
<td>head office</td>
<td>London</td>
</tr>
</tbody>
</table>

Use these verbs in the Present Simple or the Present Continuous: live, work, stay.

0 Mike lives in Glasgow and he works as an engineer.

0 At the moment Mike is staying in Aberdeen because he is working on a bridge design there.

1 Sally in London where she as a conference organiser.

2 At the moment Philip in Birmingham because he at a trade fair there.
3 At the moment Sally ____________ in Dublin because she ____________ at a congress there.

4 Jenny ____________ in Brighton where she ____________ as an accountant.

5 Philip ____________ in Leeds where he ____________ as a salesman.

6 At the moment Jenny ____________ in London because she ____________ at head office.

B Use the words in brackets ( ) to complete the dialogues. Use the Present Continuous or the Present Simple.

0 (The sun/rise/in the east.) 0 (Look! The sun/come/up.)

The sun rises in the east. Look! The sun is coming up.

1 Ann: Is the swimming pool open today?
   Jane: (No, they/get/things ready for the next competition.)

   Ann: (How often/they/have/these competitions?)

   Jane: About three times a year.

2 Sam: (Why/that machine/not/work/at the moment?)

   Chris: (I don’t know, but a mechanic/mend/it.)

   Sam: (What/the machine/do/in fact?) (it/make/boxes?)

   Chris: (Yes, it/make/boxes of all sizes.)

3 Mary: (Look! The Fosters/work/in their garden.)

   (They/not/usually/work/on Sundays.)

   Let’s have a word with them. Hello, Joe. Hello, Sara. (you/get/ready/for the winter?)

   Joe: (Yes, we/tidy/up the leaves.)

   (We/always/try/to do it before the winter/come/.)

4 Tim: (Sam, what/you/look/for?)

   Sam: (I/look/for Jean’s glasses.)

   (She/not/often/wear/them.)

   (She only/wear/them to read, so she often/lose/them.)
Verbs not used in continuous tenses

1. Look at this:
   A: What does Tom do?
   B: He sings in a pop group.

   A: What is Tom doing?
   B: He's singing with his band.

Action verbs, like sing, are used in simple forms (e.g. he sings) and in continuous forms (e.g. he's singing). Most verbs (e.g. sing, teach, study, talk, listen, sit, play etc.) are verbs of action.

But some verbs do not describe actions. Look at this:

Tom has a motorbike.

Tom likes Mary.

Non-action verbs, like have (= ‘possess’), like, know, are not usually used in continuous tenses:
Not Tom is having a motorbike.
Not Tom is liking Mary.

2. Non-action verbs include:
   
   - verbs of thinking:
     know forget notice
     remember recognize understand

     I know the answer. (Not I’m knowing…)

   - verbs of feeling:
     hate like love want

     He likes ice-cream. (Not He’s liking…)

   - other verbs:
     be cost fit hear
     include mean need own
     matter prefer smell sound

     These shoes cost £55. (Not …are costing…)

4. Some verbs have two meanings: one that describes an action, and one that does not:
look: He’s looking at the picture. (action)
He looks (= seems) tired. (not an action)
taste: John is tasting the soup. (action)
The soup tastes nice. (not an action)
feel: She’s feeling the material.
I feel (= am) cross about the accident.
have: What’s she doing? She’s having lunch.
What’s wrong? I have a headache.
think: Please be quiet. I’m thinking.
I think you’re right.

Practice

A. Complete this text about a party. Put in the right words from the box in the right form, Present Simple (I eat) or Present Continuous (I’m eating). Use each verb once.

   listen like sit talk want
   drink play understand think

   Everybody ⁰ is talking very loudly. Tom ¹ ____________ near the CD player because he ² ____________ to the music. ‘Who ³ ____________ the guitar?’
Judy asks him. ‘It’s Eric Clapton. I ⁴ ____________ he’s fantastic,’ says Tom.
‘I ⁵ ____________ the music, but I don’t ⁶ ____________ the words very well,’ Judy says. At the end of the song, Judy says, ‘Are you thirsty, Tom? ⁷ ____________ you ⁸ ____________ a drink?’ ‘Yes, a glass of orange juice, please,’ says Tom, ‘I never ⁹ ____________ beer or wine.’
Put in the words in the Present Simple or the Present Continuous. Sometimes you do not need to change the verb in brackets.

0 I don't understand (not/understand) that sign over there. What does it mean (it /mean)?

1 Paula and Jack are in the sitting-room. They (listen) to the news, and Paula (look) at a magazine as well.

2 The students (count) the books in the library today, because we (not/ know) how many we have.

3 Tim (like) his new shoes; they (fit) him perfectly.

4 June: Look! That woman (sit) in your chair.
   Barry: It (not/matter). I can sit over there.

5 This computer is very expensive. It (cost) more than £3000, but the price (include) tax.

Use the Present Simple or the Present Continuous. Sometimes you do not need to change the verb.

0 Alan: (You/wear/your overcoat./you/go/out?)
   You're wearing your overcoat. Are you going out?

   Jane: (Yes/I/go/the shops. I/need/some more paint.)
   Yes, I'm going to the shops. I need some more paint.

1 Adam: (you/recognize/the woman in this photo?)

   Susan: (you/mean/ the woman who/look/straight at the camera?)

2 Mark: (Hello, David. Why/you/stand/here/?you/wait/for me?)

   David: (Yes, I/want/to speak to you.)

3 James: (Listen to the engine. /you/think/it is all right?)

   Fiona: (It/sound/all right, but it/smell/of oil.)

Complete each sentence using the words in the box.

| tastes is tasting feels is-feeling has is having thinks is-thinking |

0 A customer is feeling some curtain material.

1 She's smiling because she is-feeling about her boyfriend.

2 John is very rich. He has a house, a flat, and two cars.

3 The cook is-tasting the soup now.

4 This material is-feeling very soft.

5 This cake is-thinking delicious.

6 Sue breakfast at the moment.

7 Pamela English is an easy language to learn.
5 Past Simple (I walked)

1 We form the Past Simple like this:

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>I/you/he/she/it/we/they</th>
<th>walked.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEGATIVE</td>
<td>I/you/he/she/it/we/they</td>
<td>didn’t walk.</td>
</tr>
<tr>
<td>QUESTIONS</td>
<td>Did I/you/he/she/it/we/they walk?</td>
<td></td>
</tr>
<tr>
<td>SHORT ANSWERS</td>
<td>Yes, I/you/he/she/it/we/they did.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No, I/you/he/she/it/we/they didn’t.</td>
<td></td>
</tr>
</tbody>
</table>

(For information on how to form Past Simple verbs, see Tables E and F on page 96.)

2 We use the Past Simple for single complete events in past time. We often use it with time expressions like at 4 o’clock, yesterday, when?, in 1993 etc:

A: When did you win the cup?
B: We won the cup in 1993.
We went to a concert yesterday.

3 We use the Past Simple for complete events, even when they continued for a long time:
A: How long did the First World War last?
B: It lasted for about 5 years, I think.
My parents lived in Japan for three years.
Then they went to live in Australia.

4 We also use the Past Simple to talk about repeated events, or habits in the past:

When George was young, he always walked to school.

5 We use the Past Simple to tell a story in past time:
We left home early on Saturday morning and drove, without stopping, to the Scottish border. It took about 6 hours to get there. After we crossed the border, we stopped in a little village, and had something to eat…

Practice

A Use the words in brackets ( ) to make a question and an answer. Use the Past Simple.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>(When/Kennedy/die?) ~ (He/in 1963)</td>
</tr>
<tr>
<td></td>
<td>When did Kennedy die? ~ He died in 1963.</td>
</tr>
<tr>
<td>1</td>
<td>(What/Marie Curie/discover/in 1898?) ~ (She/radium)</td>
</tr>
<tr>
<td></td>
<td>What did Marie Curie discover in 1898? ~ She discovered radium.</td>
</tr>
<tr>
<td>2</td>
<td>(Where/Michelangelo/live?) ~ (He/in Florence)</td>
</tr>
<tr>
<td></td>
<td>Where did Michelangelo live? ~ He lived in Florence.</td>
</tr>
<tr>
<td>3</td>
<td>(When/Margaret Thatcher/become/Prime Minister?) ~ (She/Prime Minister in 1979)</td>
</tr>
<tr>
<td></td>
<td>When did Margaret Thatcher become Prime Minister? ~ She became Prime Minister in 1979.</td>
</tr>
<tr>
<td>4</td>
<td>(What/Alexander Bell/invent?) ~ (He/the telephone)</td>
</tr>
<tr>
<td></td>
<td>What did Alexander Bell invent? ~ He invented the telephone.</td>
</tr>
<tr>
<td>5</td>
<td>(How many books/Agatha Christie/write?) ~ (She/over a hundred books)</td>
</tr>
<tr>
<td></td>
<td>How many books did Agatha Christie write? ~ She wrote over a hundred books.</td>
</tr>
<tr>
<td>6</td>
<td>(When/Greta Garbo/move/to the United States.) ~ (She/there in 1925)</td>
</tr>
<tr>
<td></td>
<td>When did Greta Garbo move to the United States? ~ She moved to the United States in 1925.</td>
</tr>
</tbody>
</table>
B  In each case the two facts were true many years ago. Write a sentence to describe the past situation, as in the example.

0  (It is 1984.) Sally is at school. She plays in a football team.
   When Sally was at school, she played in a football team

1  (It is 1987.) Bob's sister is at university. She writes a lot of poetry.
   When

2  (It is 1990.) Fred is in the army. He goes to many different countries.
   When

3  (It is 1992.) Jane and Michael are at school. They don't do much homework.
   When

4  (It is 1985.) Anna is a teenager. She wears very long skirts.
   When

C  Put the right form of the best verb from the box in each sentence. Use each verb once. Then write the sentences in the correct order so they tell a story.

<table>
<thead>
<tr>
<th>be</th>
<th>believe</th>
<th>decide</th>
<th>eat</th>
<th>enjoy</th>
<th>get</th>
<th>talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>last</td>
<td>leave</td>
<td>make</td>
<td>see</td>
<td>take</td>
<td>tell</td>
</tr>
</tbody>
</table>

After I ________ school, I ________ a job on the railways.
We ________ by train, of course.
In particular, we ________ some mushrooms that ________ as big as plates.
We ________ everyone about the size of the mushrooms when we ________ back home.
But nobody ________ us.
Of course, we ________ all the famous buildings in Rome. They were fascinating.
We ________ to go together to Rome.
I ________ friends with a man called Harry.
But most of all, we ________ the delicious Italian food.
Sometimes, we ________ about our ideas for a holiday.
The journey ________ over 24 hours.

0  After I left school, I took a job on the railways.
1
2
3
4
5
6
7
8
9
10
Past Simple (I waited) or Past Continuous (I was waiting)

Compare the Past Simple and the Past Continuous:

<table>
<thead>
<tr>
<th>Past Simple</th>
<th>Past Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/you/he/she/it/we/they</td>
<td>I/he/she/it was/wasn't</td>
</tr>
<tr>
<td>{ talked.</td>
<td>You/we/they were/weren't</td>
</tr>
<tr>
<td>{ didn't talk.</td>
<td>} talking.</td>
</tr>
<tr>
<td>Did I/you/he/she/it/we/they talk?</td>
<td>Was I/he/she/it talking?</td>
</tr>
<tr>
<td></td>
<td>Were you/we/they talking?</td>
</tr>
</tbody>
</table>

2 We use the Past Simple to talk about a complete event in the past:

*Last Saturday morning, Paul played football in the park.*

Past

Paul played football.

Now

Here are some more examples:

*On Sunday I made a cake.*

*It rained a lot on Saturday morning.*

We use the Past Continuous to talk about an action that was in progress, when something else happened:

*Last Saturday, Paul was playing football in the park when he saw Jane.*

Past

Paul was playing football.

Now

Here are some more examples:

*The phone rang while I was making a cake.*

*It was raining when we left home.*

3 We often use the Past Simple to talk about an event that followed another event:

*When Ann James left university, she went to work for a bank. She left the bank after five years, and wrote a book which...*

In a story we often use the Past Continuous to say what was in progress, when something happened:

*The sun was shining. People were sitting under the trees or walking around the park. Suddenly a car drove into the park...*

Practice

A Use the Past Simple and the Past Continuous to make sentences from the words in brackets.

0 (The police/arrive/while/I have/breakfast)

The police arrived while I was having breakfast.

1 (The storm/start/while/they drive/home)

2 (I see/an accident/while/I wait/for the bus)

3 (Mary/go/to several concerts/while/she stay/in London)

0 (I have/breakfast/when/the police/arrive)

*I was having breakfast when the police arrived.*

4 (My father/cook/the dinner/when/he/burn/his fingers)

5 (The soldiers/prepare/to leave/when/the bomb/explode)
B Complete these texts using the Past Simple or the Past Continuous of the verbs in brackets.

0 Beethoven wrote (write) nine symphonies; he was writing (write) another symphony when he died.

1 Last Saturday Tom wanted to make two salads. He make the first one in five minutes. He make the second one when his guests arrive), and they help him to finish it.

2 The artist Gaudi design) several houses in Barcelona, Spain. Later he start) work on a church. He work) on the church when he die).

3 Last month a bank robber escape) while the police take) him to prison. Later they catch) him again, and this time they lock) him up without any problem.

4 Philip’s football team were lucky last Saturday. After 20 minutes they lose), but in the end they win) the game by 4 goals to 2.

5 John Lennon sing) and play) on many records with the Beatles. After that he record) several songs without the Beatles. He prepare) a new record when Mark Chapman shoot) him.

6 The evening was getting darker; the street lights come) on. People hurry) home after work. I stand) in a queue at the bus stop. Suddenly somebody grab) my bag.

C A policewoman is interviewing Mary Croft about last Friday evening. Look at the pictures and complete the conversation. Use the Past Simple or the Past Continuous of the words in brackets.

Policewoman: What time did you get (you/get) home from work?
Mary: At about 6 o’clock.

Policewoman: And what did you (you /do) after you got home?
Mary: I read the newspaper.

Policewoman: Did anything happen while you (read) the paper?
Mary: Yes, the phone ring).

Policewoman: What did you (you/do) when your husband came home?
Mary: I was watching TV, and I drink) a cup of coffee.

Policewoman: Did you and your husband stay at home?
Mary: No, I drink) my coffee. Then I put on my raincoat, and we go) out at seven o’clock.

Policewoman: Why did you (you/put) your raincoat on?
Mary: Because it rain), of course.
Present Simple, Past Simple, and **used to** (*I used to know*)

1. We can use the Present Simple to talk about present situations or habits:
   - situations:
     * My sister works as a translator.*
     * Andrew lives in London.*
   - habits:
     * Peter usually wears jeans.*
     * I often eat a sandwich for lunch.*
     * Mike doesn’t smoke any more.*
     * Does John drive to work every day?*

2. Look at these sentences with the Past Simple:
   - situation:
     * Henry lived in France for many years.*
   - habit:
     * When I was young, I ran three miles every day.*

The verbs are in the Past Simple and the sentences are about past situations or habits.

3. Look at these sentences with **used to**:
   * Jill used to live in Ireland.*
   * Many people used to make their own bread.*
   * My husband used to work at home.*

We use **used to** to talk about a past situation or habit that continued for months or years, and to emphasize that the situation today is different:

* Jill doesn’t live in Ireland now.*
* Nowadays people usually buy bread from a shop.*
* My husband doesn’t work at home now.*

Compare the Past Simple and **used to**:
   - Past Simple: *When he was young, he ran three miles every day.* (He may or may not run 3 miles every day now.)
   - **used to:** When I was young, I **used to run** three miles every day. I don’t do that now. (I don’t run 3 miles everyday now.)

We make negative sentences and questions with **did + use to**:
   * Sue didn’t use to like black coffee.*
   * Paul didn’t use to smoke a pipe.*
   * Did Alan use to cycle to school?*
   * Did your parents use to read to you?*

4. We do not use **use to** for present situations or habits; we use the Present Simple:
   * Ann sings in a band.*
   * (Not Ann uses **to** sing in a band.*)
   * Joe doesn’t cycle to school.*
   * (Not Joe **doesn’t use** to cycle...*)

**Practice**

A. Use the words in brackets ( ) to make complete sentences. Use a Past Simple and a Present Simple verb in each sentence.

0. (Yesterday Ian/get up at 7.15, but he normally/get up at 8)
   * Yesterday Ian got up at 7.15, but he normally gets up at 8.*

0. (Fred usually/walk/to work, but last week he/go/by car)
   * Fred usually walks to work, but last week he went by car.*

1. (Last Sunday Mike/stay/at home, but he normally/go/fishing)

2. (We usually/swim/in the sea, but last Sunday we/swim/in the river)

3. (Last summer, Bob/have/a short holiday, but he usually/have/a long holiday)

4. (Mrs Jones normally/sleep/for seven hours every night, but last night she/sleep/for nine hours)

5. (I usually/enjoy/the food in this restaurant, but I/not/like /it yesterday)
B Complete the questions. Use the Present Simple or the Past Simple.

0 Sally: My sister and I usually work on Saturdays.
Tim: Did _________ you ______ work _______ last Saturday as well?

0 Robin: Last Sunday Peter went to bed at 9 o’clock.
Diana: Does _______ he usually ______ go _________ to bed at 9 o’clock?

1 Jeff: Neil had a cold shower yesterday.
Helen: ___________ he usually __________ a cold shower?

2 Kate: Bob wakes up very early almost every day.
John: _______________ he __________ very early yesterday as well?

3 Mary: My cousins usually send us a card at Christmas.
Jim: _______________ they __________ you a card last Christmas?

4 Susan: Paula phoned me again last night.
Derek: _______________ she often __________ you?

C Look at this table of people who have changed what they eat or drink.

<table>
<thead>
<tr>
<th>name</th>
<th>in the past</th>
<th>now</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann</td>
<td>meat</td>
<td>fish</td>
</tr>
<tr>
<td>Tom</td>
<td>coffee</td>
<td>tea</td>
</tr>
<tr>
<td>Robert</td>
<td>white bread</td>
<td>brown bread</td>
</tr>
<tr>
<td>Pam</td>
<td>tap water</td>
<td>bottled water</td>
</tr>
<tr>
<td>Mary</td>
<td>tinned fruit</td>
<td>fresh fruit</td>
</tr>
<tr>
<td>Susan</td>
<td>margarine</td>
<td>butter</td>
</tr>
</tbody>
</table>

Now make sentences, as in the examples.

0 Ann used to eat ______ meat, but now she eats ______ fish.
0 Tom drinks tea ______ now, but he used to drink ______ coffee.

1 Robert ______ white bread, but now ______ brown bread.
2 Pam ______ tap water, but now ______ bottled water.
3 Mary ______ fresh fruit now, but ______ tinned fruit.
4 Susan ______ butter now, but ______ margarine.

Now complete these questions.

0 Did Ann use to eat ______ meat? ~ Yes she did, but now she eats fish.
5 ______ white bread? ~ Yes he did, but now he eats brown bread.
6 ______ tinned fruit? ~ Yes she did, but now she eats fresh fruit.
7 ______ tap water? ~ Yes she did, but now she drinks bottled water.

Now complete these sentences.

0 Ann didn’t use to eat ______ fish, but she does now.
0 Tom drinks tea now, but he didn’t use to drink ______ it.
8 Susan ______ butter, but she does now.
9 Mary eats fresh fruit now, but she ______ it.
10 Pam drinks bottled water now, but she ______ it.
1 We make the Present Perfect with have or has and a past participle (e.g. walked, taken):

<table>
<thead>
<tr>
<th>I/you/we/they</th>
<th>have/ˈve</th>
<th>have/ˈve</th>
<th>have/ˈve</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/she/it</td>
<td>has/ˈs</td>
<td>has/ˈs</td>
<td>has/ˈs</td>
</tr>
</tbody>
</table>

We make negatives, questions, and short answers with have or has:

You _haven’t_ started.
Diana _hasn’t_ started.

_Have_ you started? ~ Yes, I _have_.
_Has_ Diana started? ~ No, she _hasn’t_.

2 With regular verbs, we add -ed to form the past participle (e.g. walked, started). But there are many verbs with irregular past participles (e.g. taken, chosen, sold, slept). For more details on past participle forms, see Tables E and F on page 96.

3 We use the Present Perfect to talk about events in past time, but not about when they happened:

_Somebody has taken my bag._
(Not _Somebody has taken it yesterday._)

_I have read_ her latest novel.

We use the Present Perfect in this way when the past event is relevant now:

_Somebody has taken my bag. I can’t find it._
_I’ve been_ to the dentist. My tooth doesn’t hurt now.

4 We use the Present Perfect to talk about situations or actions during a period that started in the past, and has continued up to the present (e.g. _today, this month, this year, for three weeks, since last year_):

_We’ve lived here for six years._
(= from six years ago until now)
_I’ve worked at CGE since 1992._
(= from 1992 until now)
_Jane has phoned me three times this week._
_We haven’t saved much money this week._

_Have you seen Neil (today)?_

5 We can use the Present Perfect with _ever, never, already, and yet_, like this:

_Have you ever been inside a submarine?_
_I’ve never eaten_ horse meat.

_Chris has already sent her a present._
_They haven’t finished_ their game yet.

Note that we put _ever, never and already_ before the past participle, and _yet_ at the end of the sentence.

---

**Practice**

A Use the words in brackets ( ) to make questions and answers with the Present Perfect.

0 (have/you/eat/anything?)

~ (Yes, I have/eat/a lot.)

Have you eaten anything?

~ (Yes, I have/eat/a lot.)

1 (have/Tom/buy/anything?)

~ (Yes, he have/buy/a new suit.)

2 (have/Jane/give/him any money?)

~ (Yes, she have/give/him £10.)

3 (have/you/break/anything?)

~ (Yes, I have/break/a plate.)

4 (have/Pam/choose/a present?)

~ (Yes, she have/choose/this novel.)

5 (have/they/bring/any food?)

~ (Yes, they have/bring/some sandwiches.)
B  Say what has happened in each situation. Use the words in brackets and the Present Perfect.

0  Your bike is not where you left it.
   (somebody/take/my bike)  Somebody has taken my bike.

1  The garage door was closed; now it is open.
   (somebody/open/the garage door)

2  There are no biscuits in the cupboard.
   (somebody/eat/all the biscuits)

3  The kitchen window was all right; now it is smashed.
   (somebody/break/the kitchen window)

4  Mary’s watch is not where she left it.
   (somebody/steal/Mary’s watch)

5  Your orange juice was in the fridge; it isn’t there now.
   (somebody/drink/my orange juice)

6  Your shoes are not where you left them.
   (somebody/take/my shoes)

C  An inventor wants to advertise a new product. This week, he must send out a letter and organize a newspaper advertisement. He has made a list of jobs, and he has ticked (√) the things he has already done.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>prepare the circular letter ✓</td>
<td>2</td>
</tr>
<tr>
<td>0</td>
<td>buy the stamps</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>make copies of the letter ✓</td>
<td>4</td>
</tr>
</tbody>
</table>

Write positive sentences with already, and negative sentences with yet.

0  He has already prepared the circular letter.

0  He hasn’t bought the stamps yet.

1  

2  

3  

4  

D  Make complete questions and answers from the words in brackets.

0  (have/you/see/Kate this week?)
   Have you seen Kate this week?
   ~ No, I haven’t seen her since last month.

1  (have/Sue/win/any tennis competitions this year?)
   Yes, she has won/three this year.

2  (have/you/shave/today?)
   ~ No, I haven’t shaved/since yesterday

3  (have/you/sell/many TVs this month?)
   Yes, we have sold/23 this month.

4  (have/you/play/tennis this week?)
   ~ No, I haven’t played/for a month.
1 We can use the Past Simple, but not the Present Perfect, to ask questions with What time?, When? etc, and to make statements about when things happened (e.g. at 5 o'clock, in 1977):

A: What time did the plane land?
(Not What time has the plane landed?)

B: It landed at 5 o'clock.
(Not It has landed at 5 o'clock.)

\[ \text{past} \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad \text{now} \]

\[ \text{It landed.} \]

A: When did Elvis Presley die?
(Not When has he died?)

B: He died in 1977.
(Not He has died in 1977.)

2 We also use the Past Simple if other expressions set the event in past time:

When I was in the army, I had a terrible time.
(Not I've had...)

I was almost back home when the storm started.

3 We describe a past action or event with the Present Perfect to show that it is relevant now. The time of the action is not important.

Ann has broken her arm.
(= It is now broken.)

Bill has made the salad.
(= The salad is now made.)

The Past Simple does not imply anything about the situation now:

James broke his arm last year.
Kate broke her arm yesterday.

From this information we expect, of course, that James's arm is all right now, but that Kate's arm is still broken.

4 We introduce an event with the Present Perfect, but we continue to talk about it with the Past Simple:

A: Ann's broken her arm.
B: How did she break it?
A: She fell onto some rocks.

5 For a very recent event we can use the Present Perfect with just or the Past Simple with ago:

John has just gone out.
John went out a few minutes ago.

Note that we use just before the past participle (e.g. gone).

---

**Practice**

**A** Complete the sentences with the correct form of a verb from the box.

- die
- go
- write
- marry
- paint
- win

0 Bob Dylan wrote ‘Blowin’ in the Wind’ in 1962.
1 Mark Spitz _________ seven Olympic gold medals in 1972.
2 Pablo Picasso _________ ‘Guernica’ in 1937.
3 Marlene Dietrich _________ to Hollywood in 1930.
5 Diana _________ Prince Charles in 1981.

**B** Use the words in brackets ( ) to complete the sentences.

0 When I was at school, (I/not/like/history) _________
0 (My mother/be/at work) My mother was at work _________ when the explosion happened.
1 (I/meet/Brian) _________ when we were in the army.
2 (I/be/in the garden) _________ when you phoned.
3 When Sam was young, (she/love/swimming) _________
4  (I/buy/these shoes) __________________________________ when I was paid last week.
5  When Neil was sixteen, (he/have/very long hair) ________________________________
6  When he saw her, (he/smile) ________________________________________________

C  If the first sentence is true, do we know that the second sentence is true?
Write Yes or Don’t know.
0  John grew a beard.  John has a beard now.  Don’t know.
0  Bob has grown a moustache.  Bob has a moustache now.  Yes.
1  Ruth went to Italy.  Ruth is in Italy now.
2  Sarah has opened the door.  The door is now open.
3  Ian has gone abroad.  Ian is abroad now.
4  Bill opened the windows.  The windows are open now.

D  Complete these dialogues using the words in brackets. Use the Present
Perfect or the Past Simple.
0  A: Why are you crying?
   B: Look. (I/cut/my hand) _____________________________________________
   A: (How/it/happen?) ________________________________________________
1  A: Is that a telegram?
   B: Yes. It says that (Jane/have/a baby boy)
   A: (When/she/have/the baby?) ______________________________________
2  A: Why are you looking so cross, Jeff?
   B: Look. (Mary/break/my camera)
   A: (How/she/break/it?) _____________________________________________
3  A: What’s the problem, Jason?
   B: Look. (My bicycle/disappear)
   A: (Where/you/leave/it?) ___________________________________________
4  A: What’s the matter with Paul?
   B: (He/lose/his bag.) ________________________________________________
   A: (When/he/lose/it?) ______________________________________________
5  A: What’s that piece of paper?
   B: It’s my certificate. (I/pass/my exam)
   A: (What mark/you/get?) ___________________________________________

E  Express these sentences in a different way. Use just or a few minutes ago.
0  Mary has just phoned.  Mary phoned a few minutes ago.
1  Kathy came home a few minutes ago.
2  Colin has just finished his lunch.
3  Michael has just had a shower.
4  Jenny went to bed a few minutes ago.
Compare the Past Simple and the Present Perfect:

<table>
<thead>
<tr>
<th>Past Simple</th>
<th>Present Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at this example of the Past Simple:</td>
<td>Look at this example of the Present Perfect:</td>
</tr>
<tr>
<td><em>There were many earthquakes last century.</em></td>
<td><em>There have been many earthquakes this century.</em></td>
</tr>
<tr>
<td>past</td>
<td>past</td>
</tr>
<tr>
<td>last century</td>
<td>now</td>
</tr>
<tr>
<td>Note that <em>last century</em> is a period of past time. It ended before now.</td>
<td>Note that <em>this century</em> is a period of time that includes now (the time of speaking).</td>
</tr>
</tbody>
</table>

2 We use the Past Simple to talk about events or situations in a period of past time:
   A: How long *did you work in your last job*?  
   B: *I worked* there for four years.

   *Did you go to the cinema last week?*  
   Sheila *did not go* to work yesterday.

   We use the Past Simple for events in the lifetime of someone who is dead:
   A: *Did your grandmother ever visit* Canada?  
   B: Yes, she *spent* several holidays there.

   We use the Present Perfect for events in a period of time that includes now:
   A: How long *have you worked here*?  
   B: *I've worked* here since last summer.  
   (I still work here.)

   *Have you been to the cinema this week?*  
   Sheila *has not gone* to work today.

   We use the Present Perfect for events in the lifetime of a living person:
   A: *Have you ever visited* Canada?  
   B: Yes, I've *had* several holidays there.

3 Notice how a sentence with the Past Simple and one with the Present Perfect can give similar information from different points of view. Notice the use of *ago, for* and *since*:

   *Pam went to live in Dublin 5 years ago.*  
   *Pam has lived in Dublin for five years.*  
   *Pam has lived in Dublin since her wedding.*  
   (or . . . *since she got married.*)

(For more details about *ago, for* and *since*, see unit 41.)

**Practice**

A Complete the sentences with the Past Simple or the Present Perfect of the verb in brackets.

0 (be) There *were* a lot of accidents last year, and there *have been* a lot this year, too.
0 (see) I *have* not *seen* Jane today, but I *saw* her yesterday.
1 (win) Our team is very good. We *won* two competitions last year, and we *won* two this year as well.
2 (make) The factory *makes* more than 1,000 motorbikes this year; it *made* not *so many* last year.
3 (be) I'm worried about Mary. She *was* ill last week, and she *has been* ill most of this week as well.
4 (work) Joe *was* not *working* hard last month, but he *is working* hard this month.
5 (earn) I *earned* a lot of money this year - much more than I *earned* last year.
6. (rain) It __________ not __________ much last year here, and it __________ not __________ much this year, either.

B In the brackets, the first year is when the person was born. If there is a second year, it is when the person died. Put the verbs into the Past Simple or the Present Perfect.

0. Susan Cowley (1947– ) is an artist. She __________ (paint) in many different styles and she __________ (have) exhibitions in 14 countries.

1. Timothy Spinks (1846–1927) was a biologist. He __________ (study) the plants of New Zealand, and he __________ (write) several books on biology.

2. Claire Fox (1957– ) is a doctor. She __________ (develop) new treatments for several diseases, and she __________ (make) several TV programmes about medicine.

3. Catherine Knight (1824–1883) was a nurse. She __________ (work) mainly with soldiers, and she __________ (spend) most of her life trying to improve their lives.

4. Steven Brock (1963– ) is a golf player. He __________ (win) several competitions, and he __________ (earn) a lot of money from advertising different products.

C Use the words in brackets to express the same information from a different point of view. Use the Present Perfect or the Past Simple.

0. Ben stopped smoking five years ago.
   (not/smoke/for) Ben hasn’t smoked for five years.

0. Jane has lived in Bristol for two years.
   (move/to/ago) Jane moved to Bristol two years ago.

1. Anna and John moved to London after their wedding.
   (live/in/since) __________

2. Mary started working in France 6 months ago.
   (work/for) __________

3. Pam stopped playing tennis when she was 15.
   (not/play/since) __________

4. Fred hasn’t eaten meat for 2 years.
   (stop/eating/ago) __________

D Summary exercise: study units 9 and 10, before you do this exercise.
Use the words in brackets, and put them in the gaps in the Past Simple or the Present Perfect.

Policeman: Mr. Leach, how many times __________ (you/be) in prison?
Jim Leach: Twice.

Policeman: When __________ (you/finish) your last prison sentence?
Jim Leach: I __________ (come) out of prison about 6 months ago.

Policeman: How long __________ (you/live) in this town?
Jim Leach: About 7 years. I __________ (move) here when I got married.

Policeman: So you __________ (be) married for seven years.
Jim Leach: No, my wife __________ (leave) me two years ago.

Policeman: __________ (you/see) her in the last few weeks?
Jim Leach: No, she __________ (phone) me a few days ago. I __________ (meet) her once about a year ago, but I __________ (not/see) her since then.
Present Perfect Simple (I have done) or Present Perfect Continuous (I have been doing)

Compare the Present Perfect Simple and Continuous:

<table>
<thead>
<tr>
<th>Present Perfect Simple</th>
<th>Present Perfect Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/you/we/they have/ve</td>
<td>I/you/we/they have/ve</td>
</tr>
<tr>
<td>He/she/it has/s</td>
<td>He/she/it has/s</td>
</tr>
<tr>
<td></td>
<td>been eating.</td>
</tr>
</tbody>
</table>

2 We use the Present Perfect Simple (have painted) to talk about a past activity that is now completed:
   We've painted the rooms. (= The rooms are now painted.)
   Anna's mended her bike. (= She can ride it now.)

   We use the Present Perfect Continuous (have been painting) to emphasize the activity itself, which may or may not be completed:
   We've been painting the flat. That's why it smells. We still have three rooms to paint.
   Anna's hands are dirty because she's been mending her bike.

3 We use the Present Perfect Simple to ask and answer How many?, How much?:
   A: How many rooms have you painted?
   B: We've painted three of them.

   We usually use the Present Perfect Continuous to ask How long?, and with since and for:
   A: How long have you been waiting? Have you been queuing for a long time?
   B: I've been waiting since 2 o'clock.

4 Note that we usually use the Present Perfect Simple (not the Continuous):
   - to talk about short actions with have, stop, break, etc:
     Tony has had an accident on his bike.
   - with verbs of thinking (e.g. know, decide, forget, notice):
     I'm sorry. I've forgotten your name.
   - to talk about the last time that something happened:
     I haven't eaten meat for two years. (= I last ate meat two years ago.)

   Note that we can use the Present Perfect Simple or the Continuous with work, teach, and live, with no difference in meaning:
   - I have taught here for two years. or I have been teaching here for two years.

Practice

A Write out the sentences in brackets ( ). Use the Present Perfect Simple (e.g. I have done).

0 He's late again. (How many times/ he/ arrive/ late this month?)
   How many times has he arrived late this month?

1 What a good week! (We/ sell/ much more than we expected.)

2 (How much money/ you/ spend/ this week?)

3 (How many people/ Jane/ invite/ to her party?)
Now use the Present Perfect Continuous (I have been doing).

4 It's still raining. (It/rain/for hours.)

5 That noise is awful. (They/drill/holes in the wall all morning.)

6 Are you still here? (How long/you/sit/here?)

B Five friends have just finished some jobs. Look at the table.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neil sweep floors</td>
<td>he is sweating</td>
</tr>
<tr>
<td>Rachel cut grass</td>
<td>she is tired</td>
</tr>
<tr>
<td>Paul do washing-up</td>
<td>he has soft hands</td>
</tr>
<tr>
<td>Carol peel onions</td>
<td>she has red eyes</td>
</tr>
<tr>
<td>Tim defrost fridge</td>
<td>he has cold hands</td>
</tr>
</tbody>
</table>

Complete the dialogues from this information. Use the Present Perfect Simple or Continuous.

0 Neil, why are you sweating? ~ Because I have been sweeping the floors.

0 Is the lawn finished? ~ Yes, Rachel has cut the grass.

1 Paul, why are your hands so soft? ~ Because I have been washing them.

2 Are the onions ready for the pan? ~ Yes, Carol has peeled them.

3 Rachel, you look tired. ~ Yes, I have been washing them.

4 Tim, your hands are very cold. ~ Yes, I have been defrosting the fridge.

5 Are the floors clean? ~ Yes, Neil has swept them.

6 Why are your eyes red, Carol? ~ Because I have been peeling them.

7 Are the plates clean? ~ Yes, Paul has washed them.

8 Is the fridge all right now? ~ Yes, Tim has defrosted them.

C Put the verbs in brackets into the gaps in the right form. Use the Present Perfect Simple or Continuous.

0 Ellen: Where are you and your family going to live?
        Ian: Well, we’ve been talking (talk) about that for weeks, but we haven’t decided (decide) anything yet.

1 Tina: Excuse me. Have you (stand) in this queue for a long time?
        Larry: Yes, I’ve (queue) for almost an hour.

2 Sara: Why are you crying?
        Joe: Because my brother has (have) an accident. He’s (break) both his legs.

3 Susan: Excuse me. Whose is this bag? Who has (leave) it here?
        Wally: I don’t know. I’ve (sit) here all afternoon, but I haven’t (notice) it until now.
Past Perfect (I had eaten)

1 We form the Past Perfect with had and the past participle of a verb (e.g. started, taken):

I / you / he / she / it / we / they had / 'd started.

I had taken it. or I'd taken it.
They had not started. or They hadn't started.

2 Study this:

A year ago:
Jenny is flying to Rome. She thinks, ‘I have never been on a plane before now.'

Now:
Jenny flew to Rome last year. She had never been on a plane before that.

When we talk about an event or situation in past time we use the Past Simple (e.g. flew); if we talk about an event before that time, we use the Past Perfect (e.g. had been). Here is another example:

Last Saturday at the cinema:
Mary: We don't need to queue because I've already bought the tickets.

Now:
Mary: We didn't need to queue because I had already bought the tickets.

Note that we can use never and already before the past participle (e.g. been, bought).

3 If we talk about a series of past events in order, we use the Past Simple:

A I saw a beautiful bird in my garden. B I went to get my camera. C The bird flew away. D I returned with my camera.

past A B C D 

We need the Past Perfect to make it clear that one of the events is not in order:

D I returned with my camera. C The bird had already flown away. (The bird had gone before I returned.)

Also, compare these sentences using when:

► 
Past Perfect: When I returned with my camera, the bird had flown away. (The bird went before I returned.)

► 
Past Simple: When I returned with my camera, the bird flew away. (The bird went after I returned.)

4 The Past Perfect is used in reported speech: ‘I have suffered from asthma for many years.’
She told the doctor that she had suffered from asthma for many years.
(For more on reported speech, see unit 33.)

Practice

A Write sentences about what these people had already done or had never done before. Use the Past Perfect, and already or never.

0 Last summer Mary won a gold medal for the third time.
   She had already won two gold medals before that.

0 Last year Ken visited Scotland for the first time.
   He had never visited Scotland before that.

1 Last weekend Tom rode a horse for the first time.
   He rode a horse before that.

2 Last summer Jeff ran in a marathon for the sixth time.
   He ran in a marathon before that.

3 Last week Susan wrote a poem for the first time.
   She wrote a poem before that.

4 Last week Ann appeared on TV for the first time.
   She appeared on TV before that.
5 Last summer Tony played tennis at Wimbledon for the fifth time.
He _______________________________ before that.

6 Last year Jean wrote her third novel.
She _______________________________ before that.

B In each case you have two events in the order they took place. Write the information in one sentence using the words in brackets.

0 A The driver started the car. B Lady James appeared.
(When Lady James/appear/, the driver/already/start/the car)

   When Lady James appeared, the driver had already started the car.

1 A We put the fire out. B The firemen arrived.
(When the firemen/arrive/ , we/already/put/the fire out)

2 A Jim finished the work. B The manager came back.
(When the manager/come/back, Jim/already/finish/the work)

3 A I went to bed. B Philip telephoned.
(When Philip/telephone/, I/already/go/to bed)

4 A Alice and Jack had lunch. B Their children came home.
(When their children/come/home, Alice and Jack/already/have/lunch)

5 A Ian prepared the supper. B His wife got home from work.
(When his wife/get/home from work, Ian/already/prepare/the supper)

6 A The thieves spent the money. B The police caught them.
(The thieves/already/spend/the money, when the police/catch/them)

C Use the Past Perfect to complete the sentences.

0 Last summer Pam said, 'I've always wanted to fly in a helicopter.'
Pam said that she _______________________________.

1 Fred said, 'Jack has just gone out.'
Fred told us that Jack _______________________________.

2 Robert said to Jill, 'Have you been to Cambridge?'
Robert asked Jill if she _______________________________.

3 When the boys came home, Mrs Brock said, 'I've made some sandwiches.'
Mrs Brock told the boys that she _______________________________.

4 'I know your cousin,' said Tom. 'I met her in Amsterdam.'
Tom said he knew my cousin because he _______________________________.

5 Bob was talking to Jean, and he said, 'Have you ever been to Japan?'
Bob asked Jean if she _______________________________.

PAGE 29
1. We can talk about future time with different verb forms, for example:
   - will: I'll come with you.
   - be going to: He's going to come with us.
   - Present Continuous: We're coming tomorrow.

2. When we talk about events in the future that we expect to happen but that are not in our control, we can use will or be going to:
   Ann will be (or is going to be) 12 next week.
   We won't see (or aren't going to see) those birds again until next spring.
   Will they finish (or Are they going to finish) the building soon?

3. When we talk about events in the future that are in our control (i.e., we can decide what will happen), we use will differently from be going to. We use will at the time we decide what to do; we use be going to after we have decided what to do. Look at these examples:
   John: Can somebody help me, please?
   Helen: Yes, I'll help you.
   (Here Brenda decided after John asked.)

Now compare:
Carol: John needs some help.
Helen: I know, I'm going to help him.
(Here Helen had decided before Carol spoke.)

4. Look at these examples:
   If it rains, they'll stay (or they're going to stay) at home.
   We'll have (or we're going to have) lunch after the programme finishes.

When a sentence has two parts that refer to the future, we use the Present Simple after if, when, before, after, as soon as and until, and in the other part of the sentence we use will or be going to:

<table>
<thead>
<tr>
<th>When/after etc.</th>
<th>will</th>
<th>after etc. + present + be going to</th>
</tr>
</thead>
<tbody>
<tr>
<td>After it finishes</td>
<td>we'll have lunch.</td>
<td></td>
</tr>
</tbody>
</table>

5. We use the Present Continuous to talk about a future arrangement that we have made with someone else:
   A: Can you come and see us this evening?
   B: I can't. I'm playing squash with Sam. Peter can't come to the cinema with us tonight because he's meeting Jane for dinner.

Practice

A. Look at this table and then use will and these verbs: beat, draw with, lose to.

<table>
<thead>
<tr>
<th>Bob Foster's forecast for next Saturday's big football matches:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arsenal 1, Liverpool 1</td>
</tr>
<tr>
<td>Ipswich 3, Millwall 3</td>
</tr>
</tbody>
</table>

Bob Foster thinks that:
0 Arsenal will draw with Liverpool.
1 Leeds _________ Everton.
2 Chelsea _________ Luton.
3 Ipswich _________ Millwall.
4 Brighton _________ Oxford.
5 Portsmouth _________ Preston.

B. In each situation, think about when the person decides to do something. Then complete the sentences using will or be going to and one of the phrases from the box.

<table>
<thead>
<tr>
<th>take it to the car wash</th>
<th>get you an aspirin</th>
<th>see her</th>
</tr>
</thead>
<tbody>
<tr>
<td>go to the hairdresser's</td>
<td>have a shower</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>make some tea</td>
</tr>
</tbody>
</table>

0 Mary: Philip, I'm very thirsty.

Philip: I am too. I'm going to make some tea. I've already put the kettle on to boil.
0 Sally: What's the matter, Paul?
   Paul: I've got a headache.
   Sally: Oh, I'll get you an aspirin.
1 Jack: Is your toothache better?
   Jill: No, but I've phoned the dentist. I will go at 10.30.
2 Jane: Do you think my hair is all right?
   Sam: No, I'm sorry, I don't. I think it needs a cut.
   Jane: O.K. I will have it this afternoon.
3 Ann: Where's Tom?
   Mike: He's just gone into the bathroom. He will be back.
4 John: Where have you been with the car? It's very dirty.
   Rose: Is it? Okay, I will wash it.

C Use the words in brackets to write sentences using will and the Present Simple.
0 (Tom/help /us/when/he/come/home)
   Tom will help us when he comes home.
1 (I/buy/the tickets/before/I/go/to work)
2 (As soon as/Henry/arrive/, we/have/something to eat)
3 (The play/start/after/the music/stop)
4 (He/not/stop/until /he/finish/the job)
5 (When John/get/here, we/go/to the beach)

D Look at Ann's diary for the evenings of next week.

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>8 p.m. play squash with Mary</td>
</tr>
<tr>
<td>Tuesday</td>
<td>write some letters</td>
</tr>
<tr>
<td>Wednesday</td>
<td>7 p.m. have supper with Jill and Kate</td>
</tr>
<tr>
<td>Thursday</td>
<td>tidy my room</td>
</tr>
<tr>
<td>Friday</td>
<td>wash my hair</td>
</tr>
<tr>
<td>Saturday</td>
<td>6 p.m. meet Tim at the airport</td>
</tr>
</tbody>
</table>

If Ann has an arrangement with someone else, use the Present Continuous, but if she does not, use be going to.
0 Ann can't see Fred on Monday because she is playing squash with Mary.
0 She doesn't want to go out on Tuesday because she is going to write some letters.
1 She won't be at home on Wednesday because she
2 On Thursday Ann
3 She can't go out on Friday because she
4 Ann wants Saturday to come quickly because at 6 p.m. she
14 Second conditional (If he was…); I wish I was

1 Look at this sentence:

*If Charlie Chaplin was alive today, he would be over 100 years old.*

Of course, Chaplin isn’t alive today. The sentence imagines something that is not true. The verb after if is Past Simple, but it refers to the present. This structure is called the Second Conditional:

<table>
<thead>
<tr>
<th>If + Past Simple</th>
<th>would (or ’d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>If he worked harder,</td>
<td>he would do better.</td>
</tr>
</tbody>
</table>

Another example is someone who doesn’t have enough money to buy a new car and says:

*If I won a lot of money, I’d buy a big house.*

This sentence describes an unlikely future situation: it is unlikely that I will win a lot of money.

2 We can use the same type of sentence to talk about the future:

<table>
<thead>
<tr>
<th>If + Past Simple</th>
<th>would (or ’d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I won a lot of money, I’d buy a new car.</td>
<td></td>
</tr>
</tbody>
</table>

Note that we do not use a comma (,) before if.

3 We can use *wish* to say that we want something to be different from how it is now. Note that the verb after *wish* is past (e.g. could, was, had):

![Illustration of someone saying wish you could talk]

*I wish (that) Chaplin was still alive.*
*Mary wishes she had enough money for a new dress.*
*I wish I was very rich.*

4 After if and after *wish*, we sometimes use *I/he/she/it* with *were*:

*If he were (or was) alive today,… I wish Charlie Chaplin were (or was) still alive.*

Notice also the expression *if I were you,* when you give someone advice:

*If I were you, I’d go to the police.*
*(Not if I was you,…)*

Practice

A Complete these sentences.

0 If Sally lived in Brighton, ____________ (she/be) near her parents.
0 Fred would read more if ____________ (he/not/work) so hard.
1 If Elizabeth didn’t have to work in the evenings, ____________ (she/go) to concerts.
2 Susan wouldn’t go to work by car if ____________ (she/live) near a train station.
3 Alan wouldn’t be fat if ____________ (he/not/eat) so much.
4 If Peter didn’t live in a flat, ____________ (he/have) a dog.
5 Pam would definitely learn French if ____________ (she/get) a job in France.
6 If Mark wanted to be healthy, ____________ (he/not/smoke).
B  In the next few years:

It is unlikely that astronauts will visit Mars.
It is unlikely that governments will stop buying guns.
It is unlikely that doctors will find a cure for cancer.
It is unlikely that they will discover oil in Ireland.
It is unlikely that young people will stop buying pop records.

Now use the predictions in the box to complete these sentences.

0  If ____________, the world would be safer.
1  If ____________, the Irish would be very happy.
2  If ____________, this terrible disease would disappear.
3  If ____________, the popular music industry would disappear.
4  If ____________, we would learn a lot about the planet.

C  A manager tells people why they can’t have a job. Write their thoughts with I wish.

0  You don’t have a driving licence, so you can’t have the job.
   I wish ____________.

0  You can’t have the job because you can’t type.
   I wish ____________.

1  You can’t have the job because you don’t have good eyesight.
   I wish ____________.

2  You can’t speak German, so you can’t have the job.
   I wish ____________.

3  You don’t have a degree, so you can’t have the job.
   I wish ____________.

4  You can’t have the job because you are not 18.
   I wish ____________.

D  Imagine how life nowadays could be better. Complete the sentences using the words in brackets, and any other words you need.

0  People don’t do enough exercise, so there is a lot of heart disease.
   (more, less) If people ____________, there ____________.

1  There are too many cars. The city is very polluted.
   (fewer) I wish ____________, then the city wouldn’t be very polluted.

2  People drive too fast, so there are a lot of accidents.
   (more slowly) I wish ____________, then there would be fewer accidents.

3  People watch too much TV, so they don’t have much time for reading.
   (more) If people watched less TV, they ____________.

4  Children have bad teeth because they eat too many sweets.
   (fewer) Children would have better teeth if they ____________.

5  Not enough people travel by bus, so the roads are crowded.
   (more) I wish ____________, then the roads would be less crowded.

6  People haven’t got enough time to cook, so they eat a lot of ‘fast food’.
   (more, less) If people ____________, they ____________.
1 Look at this sentence:
If Charlie Chaplin had died in 1989, he
would have been 100 years old.
Chaplin did not in fact die in 1989. He died
before he was 100 years old. The sentence
imagines something that did not happen
in the past. This structure is called the Third
Conditional:

If + past perfect + would have
(or 'd have)
If he had tried harder, he would have won.

Here is another example:
If Jane had come on her usual train, I would
have seen her. (She didn't come on her
usual train, so I didn't see her.)
Notice how we can also use the negative
forms wouldn't have and hadn't:
John F. Kennedy wouldn't have died in 1963
if he hadn't gone to Dallas. (Kennedy died
in 1963 because he went to Dallas, but this
sentence imagines the opposite).
I would have phoned you if I hadn't lost your
phone number. (I didn't phone you because
I lost your phone number.)
I wouldn't have gone to the museum if I had
known it was shut. (I went to the museum
because I didn't know it was shut.)

2 We can use wish + had done to talk about the
past when we are sorry that something didn't
happen, and we imagine that it did:

He wishes he had studied hard at school. (He
didn't study hard, and now he's sorry
about it.)

I woke up very late this morning. I wish I had
gone to bed earlier last night.

We can use a negative form (wish... hadn't
done) to say that we are sorry that something
did happen:
Many people wish that John F. Kennedy
hadn't gone to Dallas. (Many people are
sorry that John F. Kennedy went to Dallas.)

Practice

A Read this story about Ellen.

In May 1992 Ellen lost her job in London. She didn't have much money
in the bank, so she was very worried. She looked in the newspapers and she
saw an advertisement for a job as a translator from German into English.
She didn't speak German very well, so she didn't apply for it. In June, she
heard about some teaching jobs abroad because a friend phoned to tell her
about them. She phoned the company, and they asked her to go for an
interview with the director. Ellen thought the interview went badly, but in
fact the director was happy with the interview and offered Ellen a job in
Spain. However, Ellen couldn't start at once because she didn't know any
Spanish. She took a course to learn the language. She was good at languages
and she made rapid progress. So, by September she had a new job, and she
still had a little money left in the bank.

Now write sentences using the words in brackets.

0 (If Ellen/ have/ a lot of money in the bank, she/ not/ be/ so worried)
   If Ellen had had a lot of money in the bank, she wouldn't have been so worried.

0 (If she/ not/ look/ in the newspapers, she/ not/ see/ the advertisement)
   If she hadn't looked in the newspapers, she wouldn't have seen the advertisement.
B Use the information in brackets ( ) to complete these sentences.

0 (Sam didn’t get the job as a translator because he failed the exam.)
   Sam had the job as a translator if he had not failed the exam.

1 (Alan lost our phone number, so he didn’t phone us.)
   If Alan not our phone number, he us.

2 (Sally broke her leg, so she didn’t go on holiday.)
   If Sally not her leg, she on holiday.

3 (We didn’t make a cake because we forgot to buy any eggs.)
   We a cake if we not to buy some eggs.

C Write sentences about these people who are sorry about things they did in the past. Use wish or wishes.

0 Ian wasted his time at school; now he’s sorry.
   Ian wishes he hadn’t wasted his time at school.

1 I didn’t tell the truth; now I’m sorry.
   I wish

2 John borrowed some money from his mother; now he’s sorry.
   John

3 Mary didn’t get up early; now she’s sorry.
   Mary

4 Peter didn’t go to the party; now he’s sorry.
   Peter

5 I didn’t send Jill a birthday card; now I’m sorry.
   I

6 Fiona didn’t help her sister; now she’s sorry.

7 He shouted at the children; now he’s sorry.
1 ZERO CONDITIONAL

If + Present Simple + [Present Simple]

If you eat too much, you get fat.

We use if + Present Simple + Present Simple to talk about something that is true at any time:
If something is lighter than water, it floats.
I don’t cycle to work if it’s very cold.

2 FIRST CONDITIONAL

If + Present Simple + will (or’ll)

If I see Ann, I’ll invite her.

We use if + Present Simple + will to talk about things that are possible in the future:
We will go to the beach this Saturday if the weather is hot enough. (= It’s possible it will be hot.)
Note that in this sentence there is a possibility and a result:
future possibility + result
If it’s hot, we will go to the beach.

If the result is only possible, not certain, we use might (not will):
If it’s hot, we might go to the beach.
(= It is possible that we will go to the beach if it’s hot.)

3 SECOND CONDITIONAL

If + Past Simple + would (or’d)

If he worked less, he’d enjoy life more.

We use if + Past Simple + would to talk about the present, and to imagine something different from the real situation now:
If Shakespeare was alive today, what would he write about? (Shakespeare isn’t alive today.)
If animals could speak, we would be able to discover what they think. (We aren’t able to discover what animals think, because they can’t speak.)
If he didn’t live so close to his office, he wouldn’t be able to stay in bed so late in the morning.

We can also use the second conditional to talk about an unlikely situation in the future:
If all the ice in the world melted, many coastal towns would disappear.

Practice

A Write what happens when you heat these things, as in the example.

0 The boiling point of water is 100 degrees centigrade.
So if you heat water to 100 degrees, it boils.

1 The melting point of gold is 1063 degrees centigrade.
So ____________________________

2 The boiling point of alcohol is 78 degrees.
So ____________________________

3 The melting point of silver is 960 degrees.
So ____________________________

B Complete each sentence using the verb in brackets in the Present Simple or with will, as in the examples.

0 If she wins (win) a prize, Mary will be (be) very happy.

1 If John comes (come) this weekend, we goes (go) to the theatre.

2 If Ann writes (write) to me, I tells (tell) you what she says.
3 My father __________ (forgive) Susan if she __________ (pay) for the broken window.
4 Jack __________ (feel) a lot better if he __________ (stop) smoking.
5 If Bob __________ (need) some money, we __________ (lend) him some.
6 If Mark __________ (listen) to the instructions, he __________ (know) what to do.

C Put will or might in the gaps.
0 If Mary comes, I ______ will ______ definitely tell her what happened.
0 I __________ might __________ change my car if I get a better job, but I’m not sure.
1 Alan hasn’t decided but he thinks that if his health doesn’t improve, he __________ move to another town.
2 Rose has decided what to do; if Tom doesn’t want to go to the museum, she __________ go there alone.
3 We’ve decided; we __________ lend them our car if they pay for the petrol.
4 I’m not sure. If I win some money, I __________ take a holiday, or I __________ put the money in the bank.

D Rewrite the underlined words using the words in brackets.
0 They won’t let her in to the concert unless she has a ticket.
   (if) They won’t let her in __________ if she doesn’t have a ticket.
0 We won’t go and see that film __________ you don’t want to.
   (unless) We won’t go and see that film __________ you want to.
1 The doctor will not see you __________ you do not telephone first.
   (unless) The doctor will not see you __________
2 You can’t go and stay at the Johnsons’ __________ they invite you.
   (if) You can’t go and stay at the Johnsons’ __________
3 You can’t be a sailor __________ you can swim.
   (if) You can’t be a sailor __________
4 Our team will be in trouble __________ we don’t win on Saturday.
   (unless) Our team will be in trouble __________

E Use each statement in brackets () to complete each sentence. Use wouldn’t be able to.
0 (Cats have very good eyes; that’s why they can see in the dark.)
   If cats didn’t have very good eyes, they __________ be able to see in the dark.
1 (Bats have very good ears; that’s how they move about so easily in the dark.)
   If bats didn’t have very good ears, they
2 (Dogs are able to recognize people because they have a good sense of smell.)
   Dogs __________ recognize people if they didn’t have a good sense of smell.
3 (We can train dogs; that’s why they are able to help blind people.)
   If we couldn’t train dogs, they
4 (Elephants remember everything because they have good memories.)
   Elephants __________ if they didn’t have good memories.
5 (Horses can pull heavy loads because they are very strong.)
   __________ if they weren’t very strong.
Uses of get, do and make

1 Get has many meanings; here are some of the most common ones:
   ▶ **have got** = 'have':
     Have you got any brothers or sisters?
   ▶ **get** (+ noun) = 'receive':
     Did you get any letters today?
     She got a dictionary for her birthday.
   ▶ **get** (+ noun) = 'obtain, 'buy':
     Could you get a pen from my desk?
     I'll get some cheese when I go to the shops.
   ▶ **get** (+ noun) = 'arrive at/in':
     What time did you get to the office?
   ▶ **get** (+ adjective) = 'become':
     Everything is getting more expensive.
     It was very hot and we got very thirsty.

Study these examples of *get* + adjective:

| get dressed | get divorced |
| get undressed | get confused |
| get washed | get lost |
| get engaged | get drunk |
| get married | get stuck |

2 Look at these examples of **do** and **make**:
   A: What's Jim doing?
   B: He's making a cake. (Not doing)
   A: What sort of cake is he making?
   B: A chocolate cake.
   A: What's Helen making?
   B: She isn't making anything.
   A: What's Helen doing then?
   B: She's reading.

We usually use **do** for action in general, but **make** means 'produce': e.g. *make bread*.

3 Here are some common uses of **do**:

| do your best | do some work |
| do an exercise | do some homework |
| do her hair | do a job |
| do the washing up | do someone a favour |
| do the cleaning | do the shopping |

Here are some common uses of **make**:

| make a complaint | make a decision |
| make a difference | make an effort |
| make friends | make a journey |
| make a meal | make a mistake |

Practice

A Complete the sentences using another verb instead of **get**.

0 Mary got a prize for her drawing.
   Mary _______ a prize for her drawing.

1 What time does this train get to London?
   What time does this train _______ in London?

2 The noise got louder and louder.
   The noise _______ louder and louder.

3 Will you get some fruit when you go to the shops?
   Will you _______ some fruit when you go to the shops?

4 Peter got a phone call from Japan this morning.
   Peter _______ a phone call from Japan this morning.

5 We usually get our meat from the supermarket.
   We usually _______ our meat from the supermarket.

6 They will get a cheque for the work they have done.
   They will _______ a cheque for the work they have done.

7 In the middle of the day the desert sand gets very hot.
   In the middle of the day the desert sand _______ very hot.

8 We got to the station after our train had left.
   We _______ at the station after our train had left.
B  Put in a suitable phrase with get and one of the words in the box.

confused  divorced  dressed  drunk  engaged
lost      married  stuck    undressed  washed

0 When you’ve finished swimming, _____________ quickly so you don’t get cold.
1 Jane and Bill were engaged for 3 years. They _____________ in 1987 and they _____________ in 1990. But they were only married for 2 years because they _____________ in 1992.
2 The doctor would like to examine you all over. Can you _______________ , please?
3 They took their car onto the beach and it _______________ in the sand.
4 Don’t go through the woods; follow the road and you won’t _______________.
5 I’m very dirty; I must go and _______________.
6 Football hooligans often go to pubs and _______________ before the match starts.
7 When people explain things too quickly to me, I often _______________.

C  Maria is fifteen and she is talking about her family. Put in the right form of do or make.
In our house there is always plenty of work _______________. Luckily, everybody _______________ something. For example, my big brother _______________ the shopping; my twin sister _______________ the toast for breakfast, and on Sundays she _______________ pancakes. My parents _______________ the supper, and I always _______________ the washing-up. At the weekends, we all _______________ the cleaning - except for my baby sister because she’s too small to _______________ anything.

D  Put the right form of do or make and one of the words in the box into the conversation.

best  -favour-  difference  effort  decision
friends  job  -shopping-  work  mistake

Rose: Would you _______________ me a favour and _______________ some shopping for me today?
Alan: Yes, okay.
Rose: Are you all right, Alan? Is something wrong?
Alan: I have to _______________ a difficult _______________ about my future. I think I’m going to leave my job.
Rose: What’s the matter at work? Are the people there not nice? Haven’t you _______________ any _______________ there?
Alan: Oh, yes. I like the people who work there.
Rose: What is it then?
Alan: Well, I think I _______________ a _______________ when I chose an office job because I have to _______________ all the boring _______________, and I don’t like it.
Rose: When you start, it doesn’t _______________ much _______________ what kind of company it is. New people often have to _______________ a boring _______________ at first. You just have to _______________ your _______________ and when they see that you are _______________ an _______________, then perhaps they’ll offer you something better.
Phrasal verbs (look for, put on, get up)

1 We can use many verbs with other words to make a phrasal verb, e.g. **look for, put on, get up**.

2 One verb can go with several other words to make different phrasal verbs: **go with, go off, go on**. The meaning of the phrasal verb is not always clear from the two parts. For example, **go on** means 'continue'. You should check the meaning of phrasal verbs in a dictionary.

3 Grammatically, there are three different groups of phrasal verbs.

   - **Group 1**:
     
     *The police are looking for the criminal.*
     *The police are looking for him.*
     *(Not They are looking him for.)*
     
     **Look for** has an object (**the criminal, him**). Note that the object goes after the phrasal verb. Some common verbs in this group are:

     | agree with | ask for | feel like |
     |------------|--------|-----------|
     | look after | look at | look for  |
     | get at     | join in| call for  |

   - **Group 2**:
     
     *She put on a hat.*
     *She put a hat on.*
     *She put it on.* (Not She put on it.)
     
     **Put on** has an object (**a hat, it**). If the object is a pronoun (**me, you, her, him, it, us, them, one, some, any**), then it goes in the middle of the phrasal verb; if the object is a noun, it can go either after the verb or in the middle. Some common verbs in this group are:

     | bring back | draw out | put on |
     | fill in    | take off | put away |
     | hand in    | rub out  | look up  |
     | let out    | turn down/off |    |

   - **Group 3**:
     
     *I usually get up at 7 o’clock.*
     
     **Get up** is a phrasal verb that does not have an object. Some common verbs in this group are:

     | come round | get away | get back |
     | get on     | get off  | get up   |
     | hold on (=wait)| go off | go out  |

---

**Practice**

A Use the phrasal verbs in the box in the correct form to complete the conversation between Frank and his daughter Anna.

<table>
<thead>
<tr>
<th>go out (= leave a building/room)</th>
<th>come round (= visit)</th>
<th>join in (= take part in)</th>
</tr>
</thead>
<tbody>
<tr>
<td>turn down (= lower, make quieter)</td>
<td>get back (= return)</td>
<td>call for (= collect)</td>
</tr>
<tr>
<td>get off (= leave a bus/airplane)</td>
<td>look after (= care for)</td>
<td>put on (= wear)</td>
</tr>
</tbody>
</table>

Frank: Anna, *turn down* the music a bit. I want to tell you something.

Anna: What is it?

Frank: Tom has just phoned to say that he is **1** here with his children, Jane and Michael. He wants us to **2** them while he goes to the shops in the centre of town.

Anna: We don’t have to stay at home, do we? I’m going to the sports club with Sally. She’s **3** me at 11 o’clock.

Frank: No, you can **4** if you like. But it’s cold; are you going to go on your bike?

Anna: Yes, but I’ll **5** some warm clothes.

Frank: Okay, Jane and Michael can go there on the bus. I’ll tell them where to **6**. And when you’re at the club, can you let Jane and Michael

---

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Anna: Don’t worry. We always have a good time together.
Frank: Good, but remember to ___ by 1 o’clock, because that’s when we’re having lunch.

B In each sentence, replace the underlined words with a phrasal verb from the box that means the same. Use a dictionary to help you.

<table>
<thead>
<tr>
<th>brought back</th>
<th>get away</th>
<th>went off</th>
<th>fill in</th>
<th>get at</th>
</tr>
</thead>
<tbody>
<tr>
<td>hold on</td>
<td>look up</td>
<td>put away</td>
<td>rubbed out</td>
<td></td>
</tr>
</tbody>
</table>

0 How did the prisoners escape? __get away___
1 If you want a passport, you must complete this form. ___complete___
2 Wait! I’m coming. ___coming___
3 I can’t reach the books at the back of the cupboard. ___reach___
4 The bomb exploded just before midnight ___exploded___
5 The teacher erased the words that were wrong. ___erased___
6 You can consult the meaning of the words in a dictionary. ___consult___
7 Has Philip returned the books that he borrowed? ___returned___
8 At the end of the day the children stored their toys. ___stored___

C Complete these short dialogues with a sentence that has a phrasal verb, in the correct tense, and the word in brackets().

0 Anna: Have you taken your shoes off?
   Carol: (them) Yes, I’ve ___taken them off___.

0 Jane: We must ask for some more paper.
   Dennis: (some) I’ll ___ask for some___ tomorrow.

1 Tom: Have you looked for your keys?
   Ann: (them) Yes, I’ve ___looked for them everywhere___.

2 Jeff: Can you turn the bedroom lights off, please?
   Harry: (them) Yes, I’ll ___turn them off___ in a minute.

3 Olive: Have the students handed in their homework?
   Pam: (it) Yes, they’ve all ___handed in___.

4 Ken: Do you agree with Tom?
   Ben: (him) No, I never ___agree with him___.

5 Susan: When did you draw the money out of your bank account?
   Noel: (it) I ___took the money out___ of my account yesterday.

6 Karen: When did you let the cat out into the garden?
   Sally: (it) I ___let the cat out___ into the garden, before I went to bed.
Can, could, be able to, may, will, shall

1. We use **can**, **could**, **be able to** and **may** with an infinitive (e.g. be, go, swim):

   **She can**
   **swim.**

2. **Ability**

   **She**
   **can/could**
   **will be able to**
   **swim.**

   Joy **can swim** 1,000 metres now.
   Last year she **couldn't swim** at all.
   She'll **be able to swim** the English Channel soon.

   When we talk about a person's ability to do something, we normally use **can** (negative **cannot** or **can't**) for present time, **could** for past time, and **will be able to** for future time.

   In past time, we do not normally use could for something that happened on a particular occasion. We use **was able to** or **managed**:

   The boat **was in difficulties**, but in the end it **managed** to reach the port. (or... it was able to reach...; not... it could reach...)

3. **Permission**

   **Can I**
   **Could I**
   **May I**

   We use Can I etc. to ask for permission. Note that Could I and May I are more formal and polite than Can I.

4. **Requests**

   Can you
   Could you
   Would you
   **Help me?**

   We use Can you, Could you, and Would you, (but not May you) when we ask someone to do something. Could and would are more formal and polite than can.

5. **Offers**

   I'll do it.
   Shall I do it?
   I'll post that letter for you.
   Shall I open the door?

   We use shall I and I'll to offer to do something. Note that shall I is a question:
   A: Shall I open the door?
   B: Yes, please. /No, thank you.

---

**Practice**

A. Look at this table and complete the sentences using can, could, or will be able to.

<table>
<thead>
<tr>
<th></th>
<th>last year</th>
<th>now</th>
<th>hopes for the future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joy</td>
<td>swim 100 metres</td>
<td>swim 1000 metres</td>
<td>swim for her club team</td>
</tr>
<tr>
<td>Mark</td>
<td>type 15 words per minute</td>
<td>type 30 words per minute</td>
<td>work as a secretary</td>
</tr>
<tr>
<td>Bill</td>
<td>lift 25 kilos</td>
<td>lift 100 kilos</td>
<td>join a weightlifting team</td>
</tr>
<tr>
<td>Anne</td>
<td>speak only a little French</td>
<td>speak French quite well</td>
<td>work as an interpreter</td>
</tr>
<tr>
<td>Carol</td>
<td>only cook omelettes</td>
<td>cook quite well</td>
<td>work as a chef</td>
</tr>
<tr>
<td>Tom</td>
<td>only play the piano</td>
<td>play the piano and the violin</td>
<td>be a professional musician</td>
</tr>
<tr>
<td>Susan</td>
<td>ride a bike</td>
<td>drive a car</td>
<td>drive a racing car</td>
</tr>
</tbody>
</table>

0. Last year Joy **could swim 100 metres**. Now, she **can swim 1000 metres**.

0. At the moment Anne **can speak French** quite well, and if she studies hard, perhaps she'll **be able to work** as an interpreter.

1. Last year Mark **could work**. Now, **will be able to work**.

2. At the moment Bill **can play the piano**, and if he trains hard, perhaps **will be able to play the piano and the violin**.
3 Last year Anne __________________. Now, ____________________________.
4 At the moment Carol ____________________________, and if she works hard, perhaps
   ________________________________.
5 Last year Tom _____________________________. Now, _____________________________,
   and if he studies hard, perhaps ________________________________.
6 Last year Susan ____________________________. Now, _____________________________,
   and she hopes that one day ________________________________

B Choose the right word from the words in brackets, and put it in the gap.
0 _______ (May/Will/Would) I take one of these forms, please?

1 In the street:
   Excuse me, officer, __________ (could/may/shall) you tell me how to get to the station?

2 In an office:
   A: __________ (Shall/Could/Would) I speak to Mrs Timms, please?
   B: I'm afraid she's in a meeting.
   A: I see. __________ (Will/Would/Shall) I come back later?
   B: Yes, come back in about an hour.

3 At a railway station:
   A: Do you think we __________ (may/can/would) eat our sandwiches here?
   B: __________ (Couldn't/Can't/Wouldn't) you read? Look at the notice; it says: 'FOOD __________ (WOULD/MAY/COULD) NOT BE EATEN IN THIS WAITING ROOM.'

4 A: Somebody must tell Jenny about next week's meeting.
   B: __________ (Will/Would/Shall) I phone her?
   A: No, you __________ (may not/can't/will not) phone her because she hasn't got a phone.
   B: Oh, I see. Tell me her address again, and I __________ (may/’ll) take a message to her.
   A: Are you sure you __________ (could/may/’ll be able to) find her house?
   B: Well, I __________ (could/would/managed to) find it the last time that I went there, without any problem.

5 A: __________ (May/Could/Shall) someone help me?
   B: What __________ (would/can) I do to help you?
   A: We need to move the chairs and to clean this room. Can you help?
   B: I'm afraid I __________ (may not/can't/would not) move the chairs because of my bad back. But __________ (I’ll/will I/shall I) do the cleaning for you if you like.
We use **must**, **can’t**, **may**, **might**, and **could** with an infinitive (e.g. **be**, **go**, **come**, **earn**):

**INFINITIVE**

They **must** earn a lot.

---

**2 CERTAINTY** *She must be rich.*

Look at this example with **must**:

*Jane got top marks in her exams. She must be very clever.* (= From what we know, we can be certain that Jane is very clever.)

We use **must** to say we are certain:

*The Greens have two houses and two cars. They must earn a lot of money.* (= We can be sure that the Greens earn a lot of money.)

A: *There’s someone outside in an orange car.*

B: *It must be Susan. She’s the only person I know with an orange car.*

---

**3 POSSIBILITY** *She may/might/could be in the garden.*

Look at this example with **may**:

*A: Eve’s not in her room. Where is she?*

B: *She may be in the garden.*

(= From what we know, perhaps she is in the garden.)

We use **may, might** and **could** for something that is possible but not certain, now or in the future:

*My sister might come tomorrow.*

(= From what we know, perhaps she **will** come.)

Now look at this example with **may not**:

*A: I’ve phoned Jill, but there’s no answer.*

B: *She may not be at home. (or She might not be…)*

(= Perhaps she is not at home.)

**Could not** is not possible here.

---

**Practice**

**A** Complete the sentences using **must** or **can’t** and one of the verbs from the box.

<table>
<thead>
<tr>
<th>be</th>
<th>belong</th>
<th>speak</th>
<th>come</th>
<th>spend</th>
<th>have</th>
<th>like</th>
<th>live</th>
<th>want</th>
<th>remember</th>
</tr>
</thead>
</table>

0 Anna lived in America for three years, so she **must speak** ________ English.

1 Tom’s brother doesn’t know anything about medicine, so he **can’t be** ________ a doctor.

2 Jane has an incredible number of compact discs. She **spend** ________ music a lot.

2 Peter doesn’t speak German, so he **belong** ________ from Germany.

3 This jacket **belong** ________ to Janet because it’s not her size.

4 That man **live** ________ around here because he doesn’t know any of the street names.

5 Jack **spend** ________ a lot of clothes. He wears something different every day.

6 Sam’s grandmother is over eighty years old, so she **remember** ________ the Second World War.

7 You’ve got ten cats already. You **spend** ________ to get another one.

8 Susan buys a new dress every day. She **spend** ________ a lot of money on clothes.
B Someone has robbed a bank. The police are sure that the criminal is one of these men. Look at the pictures and complete the sentences using *can’t be*, *could be*, or *must be*.

Drake  Hall  Brown  Rogers  Smith

0 A witness says that the robber had short hair. If that’s true, then it _can’t be_ Drake or Rogers, but it _could be_ Hall.

0 A witness says that the robber had glasses. If that’s true, then it _can’t be_ Brown or Drake. It _must be_ either Hall or Rogers or Smith.

1 A witness says that the robber had black hair. If that’s true, then it __________ Hall, but it __________ Brown.

2 A witness says that the robber had a moustache. If that’s true, then it __________ Rogers but it __________ Drake or Brown.

3 A witness says that the robber didn’t have a beard. If that’s true, then it __________ Drake or Brown but it __________ Hall or Smith.

4 A witness says that the robber had a moustache, but no beard. If that’s true, then it __________ Drake or Rogers. It __________ Hall.

5 A witness says that the robber had black hair and wore glasses. If that’s true, then it __________ Rogers. It __________ Hall.

6 And if what everyone says is true, then it __________.

C Complete the dialogues with *must*, *can’t or might* and one of the phrases in the box.

<table>
<thead>
<tr>
<th>cost a lot of money</th>
<th>be a soldier</th>
<th>work long hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>go to Portugal</td>
<td>come this weekend</td>
<td>take much interest</td>
</tr>
<tr>
<td>also be at the shops</td>
<td>be at the gym</td>
<td></td>
</tr>
</tbody>
</table>

0 Ruth: I think Ann’s brother is in the army.
   James: He _can’t be a soldier_ ; he’s only 15.

1 Bob: What are you going to do next summer?
   Susan: I don’t know. We ____________, but it’s not certain yet.

2 Fred: Mike’s new flat is all electric—kitchen, heating, everything.
   Peter: That ____________ in electricity bills.

3 Sam: Is Mary coming to see us this week?
   Sally: It depends on her work. She ____________ if she finishes the project that she’s doing.

4 Carol: Have Brian and Kim got any children?
   Tom: Yes, they have two children, but they ____________ in them, because they never talk about them.

5 Andrew: Do you see your new neighbours very much?
   Sarah: No, they ____________, because they are hardly ever at home.

6 Paul: Fred’s gone out, hasn’t he? Where has he gone?
   Ann: I don’t know. He ____________ or he ____________.

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Obligation: must, have to, mustn’t, don’t have to

1 We use must when we think it is important to do an action:
   You must go. (= It is important that you go.)
We make negatives, questions and short answers like this:
   You mustn’t go.
   Must you go? ~ Yes, I must.

2 We use have to to talk about an action that is necessary because of rules or laws, or because someone obliges us to do it:
   Doctors sometimes have to work on Sunday.
   (It is in the rules of their work.)
We make negatives, questions and short answers with a form of do:
   Teachers don’t have to work on Sunday.
   Do you have to work today? ~ No, I don’t.

3 Positive
In positive sentences we can often use must and have to with little difference in meaning, because many things are important both because we think so and because there are rules:
   In Britain you must drive on the left. (or …you have to drive …)
   (= It is obligatory to drive on the left.)

4 Negative
Note the difference in meaning between mustn’t and don’t have to.
In negative sentences we often use mustn’t to say that something is against the rules, or against the law:
   You mustn’t smoke on buses.
   (Smoking is against the rules.)
   In football you mustn’t touch the ball with your hands. (Touching the ball is against the rules.)
We use don’t have to to say that people are not obliged to do something:
   In Britain, people don’t have to carry a passport with them. (= People are not obliged to carry one.)
   Nowadays pupils do not have to learn Latin at school. (= They are not obliged to learn it.)

5 Questions
In questions we usually use do/does…have to (not must) to ask if something is obligatory or important:
   Does Michael have to get up early tomorrow?
   Do we have to wait here?

Practice

A Make these sentences negative, as in the examples.
0 They must come today. 
0 Tim has to stay at home.
1 They have to go now.
2 Mark must speak to my cousin.
3 You have to drive slowly here.
4 Alice has to get up early.
5 The children must play in the park.
6 Mike has to phone his brother.

B From the statements in brackets, make a question using Do/Does…have to and a short answer, as in the examples.
0 (They don’t have to work hard.)  Do they have to work hard? ~ No, they don’t.
0 (They must stay at home.)  Do they have to stay at home? ~ Yes, they do.
1 (Jim has to go to the doctor’s.) ? ~ Yes,
2 (We must show our passports.) ? ~ Yes,
3 (Linda doesn't have to pay.) ____________________________ ? ~ No, __________
4 (They must do all this work today.) ____________________________ ? ~ Yes, __________

C Put must or mustn't and one of the verbs in the box in the sentences.

be drive obey park play work

0 Car drivers must drive _______ slowly in towns.
1 You _______________ your car in a 'No Parking' area.
2 Everybody _______________ the traffic police.
3 You _______________ football in the street.
4 Drivers _______________ careful when it's foggy.
5 Lorry drivers _______________ when they are tired.

D The Stanton Squash Club has decided that it is important for all club members to do these things:

wear sports shoes and clean clothes have a shower
pay before you play finish on time

But these things are not allowed:

disturb other players eat or drink outside the bar
take club balls home

Put have to, don't have to, or mustn't in the gaps.

0 You __________ wear white clothes, but you __________ wear sports shoes.
0 You __________ disturb other players, but you __________ be silent.
1 You __________ finish on time, but you __________ start on time.
2 You __________ play with club balls, but if you do, you __________ take them home.
3 You __________ eat or drink outside the bar, but you __________ buy your food in the bar if you don't want to.
4 You __________ have a shower, and you __________ wear clean clothes.

E Put the words in the box in the gaps. Don't add any other words.

Does she have to has she has
must mustn't have does she

Mark: We __________ to get up early tomorrow.
Bob: Why?
Mark: Have you forgotten? Angela __________ to move to a new flat tomorrow, and I promised we would help her.
Bob: __________ have to move out by a particular time?
Mark: No, there's no rush. She doesn't __________ leave her old flat before the afternoon, but there are lots of things that __________ to pack, so we __________ get there fairly early.
Bob: Why __________ have to move, by the way?
Mark: She said that I __________ tell you because she wants to tell you herself, when she sees you tomorrow.
Necessity: need, needn’t, needn’t have

1. We use the verb need to talk about things that we must do. We use to + infinitive (e.g. to do, to go) after need:
   
   I need to go to the dentist’s.

   After he/she/it we use needs:
   Mary needs to buy some white paint.

   We make negatives, questions, and short answers with a form of do:
   You don’t need to go to the doctor’s.
   Mary doesn’t need to buy any green paint.
   A: Do you need to go to the dentist’s?
   B: Yes, I do./No, I don’t.
   A: Does Mary need to buy any brushes?
   B: Yes, she does./No, she doesn’t.

2. We can also use need to talk about things that we must get. Here we use an object after need:
   Mary needs some white paint.
   I don’t need a new car.
   Does Peter need any help?

3. To talk about what we do not need to do, we can use needn’t. We use an infinitive (e.g. go, buy) after needn’t. Needn’t has the same meaning as don’t/doesn’t need to:
   You needn’t go to the shops. We have enough food.
   (Or You don’t need to go to the shops.)
   Mary needn’t buy any paint.
   (Or Mary doesn’t need to buy any paint.)

   We cannot use needn’t before an object (e.g. your coat); we must use don’t need:
   You don’t need your coat. It’s not cold outside.
   (Not You needn’t your coat.)

4. We can use needed to for past time:
   They needed to clean everything before they started to paint.

   Notice the meaning of needn’t have done:
   We needn’t have lit the fire, because it was a warm evening.
   (= We lit the fire, but it was not necessary to light it.)
   You needn’t have bought any bread, Jim.
   There is plenty in the cupboard.
   (= You bought some bread, but it was not necessary.)

Practice

A. From the statements in brackets, make a question and a short answer, like those in the examples.

   0. (Tom needs to take some warm clothes.) Does Tom need to take some warm clothes?
      ~ Yes, he does.

   0. (She doesn’t need to study hard.) Does she need to study hard?
      ~ No, she doesn’t.

   1. (Fred needs a ladder.) Does he need a ladder?
      ~ Yes, he does.

   2. (We don’t need to go to the shops.) Do we need to go to the shops?
      ~ Yes, we do.

   3. (John needs to leave before lunch.) Does John need to leave before lunch?
      ~ No, he doesn’t.

   4. (They need to check the train times.) Do they need to check the train times?
      ~ Yes, they do.

B. Change each sentence in brackets () into a negative sentence with needn’t, where possible. If not possible, write a negative sentence with doesn’t/don’t need to.

   0. (Jane needs to pay Jim today.) Jane needs to pay Jim today.

   0. (The car needs new tyres.) The car doesn’t need new tyres.

   1. (We need a lot of red paper.) We don’t need a lot of red paper.

   2. (Mark needs to get everything ready today.) Mark doesn’t need to get everything ready today.
3 (Mary needs to leave at six o'clock.)

4 (Ann needs a new bag.)

C When there are exams or competitions at Brightside School, the school provides certain things for all the students, but there are other things that the school does not provide. Look at the table.

<table>
<thead>
<tr>
<th>Examinations</th>
<th>The school provides:</th>
<th>The school doesn't provide:</th>
</tr>
</thead>
<tbody>
<tr>
<td>art exams</td>
<td>paint</td>
<td>brushes</td>
</tr>
<tr>
<td>maths exams</td>
<td>rubbers</td>
<td>pens and pencils</td>
</tr>
<tr>
<td>drawing exams</td>
<td>paper</td>
<td>rulers and pencils</td>
</tr>
<tr>
<td>tennis competitions</td>
<td>balls</td>
<td>racquets</td>
</tr>
<tr>
<td>football competitions</td>
<td>shirts</td>
<td>shorts and boots</td>
</tr>
</tbody>
</table>

Use the information in the table to write sentences with need to bring or needn't bring.

0 (art exams/paint) For art exams, students needn't bring paint.

0 (tennis competitions/raquets) For tennis competitions, students need to bring raquets.

1 (maths exams/pens and pencils)

2 (football competitions/shirts)

3 (drawing exams/paper)

4 (art exams/brushes)

5 (tennis competitions/balls)

6 (football competitions/shorts and boots)

7 (maths exams/ rubbers)

8 (drawing exams/rulers and pencils)

D Rewrite what each person says using needn't + verb, or needn't have + verb.

0 (Jane: You don't need to go to the passport office, Bob, to get a new passport. It says here that they send it to you in the post.)

Jane: You needn't go to the passport office, Bob, to get a new passport.

0 (Ann: Why did you take your umbrella this morning? It said on the radio that it was going to be a sunny day.)

Ann: You needn't have taken your umbrella this morning.

1 (Vicky: Why did you go to the electricity office to pay the bill yesterday? This letter says you can pay with a cheque in the post.)

Vicky: You didn't have to go to the electricity office yesterday.

2 (Bill: You don't need to phone Sarah. I'll invite her to the party tomorrow.)

Bill: You needn't phone Sarah. I'll invite her to the party tomorrow.

3 (Susan: It wasn't necessary to buy more food. John and Mary have just phoned to say that they can't come for dinner.)

Susan: I needn't have bought more food. John and Mary can't come for dinner.

4 (Peter: Why did you work during the weekend? We don't have to finish this before Friday.)

Peter: You needn't have worked during the weekend.

5 (Bob: You don't need to pay the whole amount now. You can pay some now and pay the rest later.)

Bob: You needn't pay the whole amount now.
Should, ought to, had better

1 We use should, ought to, and had better with an infinitive (e.g. be, go, ask, wait):

<table>
<thead>
<tr>
<th>INFINITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I should go.</td>
</tr>
<tr>
<td>You ought to ask.</td>
</tr>
<tr>
<td>We had better wait.</td>
</tr>
</tbody>
</table>

2 We use both should and ought to to ask for or to give advice, to say what is the correct or best thing to do:
A: I’ve got toothache. What should I do? (= What is the best thing for me to do?)
B: You should go to the dentist’s. (= The best thing for you to do is to go to the dentist’s.)

When we are talking about a duty or a law, we usually use ought to:
A: I saw a robbery. What should I do?
B: You ought to report it to the police. (= It is a person’s duty to report it.)

On the other hand, when we are giving a personal opinion, we use should:
B: I think you should forget about it.

We use should much more than ought to in negatives and questions:
I shouldn’t go. (or I ought not to go.)
Should I go? (or Ought I to go?)

3 We can also use had better to give advice, to say what is the best thing to do:

There’ll be a lot of traffic tomorrow. We had (or We’d) better leave early.
I had (or I’d) better ask the doctor about the pain in my stomach.

Note that had is a past form, but it does not refer to past time here; we use it to talk about present or future time.

We only use had better to give advice about a particular thing; when we give general advice, we use should or ought to:
When people are in trouble, they should go to the police. (Not … they had better go to the police.)

The negative is had better not:
They had better not be late.

Practice

A Put in the right form of the verbs in the box.

| start tell have listen try wait |

0 They ought to tell the manager about this problem.
1 Should we phone them again?
2 They had better the work at once.
3 We shouldn’t to what they say.
4 It’s a bit windy. We’d better lunch here in the house, not outside in the garden.
5 We ought until the police arrive.

B Make these sentences negative by putting not in the right place.

0 Henry should stay in bed. Henry shouldn’t stay in bed today.
1 You ought to move it.
2 They had better come after supper.
3  We should change everything.

4  You'd better tell the director.

C  Use should or shouldn't and one of the phrases from the box in each dialogue.

<table>
<thead>
<tr>
<th>call an ambulance</th>
<th>give you a new cup</th>
</tr>
</thead>
<tbody>
<tr>
<td>drive home in her car</td>
<td>leave everything where it is</td>
</tr>
<tr>
<td>decide for herself</td>
<td>move the person yourself</td>
</tr>
<tr>
<td>borrow money</td>
<td>do anything about it</td>
</tr>
<tr>
<td>let him eat so much</td>
<td>make him do lots of sport</td>
</tr>
<tr>
<td>report it to the police</td>
<td>ask someone to take her</td>
</tr>
<tr>
<td>touch anything</td>
<td></td>
</tr>
</tbody>
</table>

0  A: There is a house near my home where I often hear a child crying.
   B: You should report it to the police.

0  A: My daughter wants to marry a sailor. What should I do about it?
   B: In my opinion, you shouldn't do anything about it. Your daughter should decide for herself.

1  A: If someone has a serious accident, what's the right thing to do?
   B: Well, you should call an ambulance. It's not a good idea to move an injured person. Instead, you should take the person to hospital.

2  A: Last Saturday I bought some coffee cups but one of the handles was broken. What can I expect the shop to do?
   B: They should replace them.

3  A: My son is 12 years old and he's already very fat.
   B: Well, it's important not to eat too much, so you should drive home in her car. Also, you should eat healthy food.

4  A: If you come home and see that you've been robbed, what's the best thing to do?
   B: Well, you should call the police. You shouldn't do anything about it and call the police.

5  A: Mary can't work because she's feeling sick. How can she get home?
   B: Well, she should leave everything where it is. She should touch anything home.

6  People should leave everything where it is if they can't pay it back.

D  Use the sentences in brackets to write a reply with had better in the following dialogues.

0  A: I've got a headache.
   B: (You should go and lie down.) You'd better go and lie down.

1  A: The children want to play in the kitchen.
   B: (Well, they should clear everything away when they finish.) Well, had better when they finish.

2  A: I think it's going to rain.
   B: (Yes, we ought to take our umbrellas.) Yes, had better.

3  A: I'm going to go to bed now. We have to get up very early tomorrow.
   B: (Yes, I should go to bed early too.) Yes, had better.
Had to go, should have gone

1 Look at this example:

Jane had to wait an hour for a bus.
Had to wait means that Jane waited because no bus came for an hour.

We use had to to talk about something that someone did because it was necessary.

If someone did not do something because it was not necessary, we use didn't have to:
I didn't have to work last Saturday.
(= I didn’t work because it was not necessary.)
The question form is did... have to:
Did you have to work last Saturday?

2 Now consider this situation:

Pam's job includes working on Saturday.
Last Saturday she was ill, so she didn't work:
Pam should have gone to work last Saturday, but she was ill. So she stayed at home.

We use should have (done/gone etc.) to say that something which did not happen was the correct or best action. We can also use should have to criticize someone. Look at this example:

Peter, a farm worker, didn’t close a gate, and the cows got into the wrong field:
Peter should have closed the gate.

We use shouldn’t have (done/gone etc.) to say that something which did happen was not the correct action:
I shouldn’t have got angry with Jane.
(= I got angry with Jane, but it was not a good thing to do.)
Peter shouldn’t have left the gate open.

Practice

A Complete the dialogues with had to, or did... have to and the words in brackets.

0 Jim: When you had that stomach trouble, ___________ (you) go into hospital?
   Joan: No, I didn't have to ___________ (not) go into hospital, but I had to ___________ stay in bed for a week.

1 Alan: Was there a translation in the exam?
   Jane: No, we ___________ (not) translate anything, but we ___________ write three essays.

2 Ann: I was very busy yesterday.
   Bill: What ___________ (you) do?
   Ann: I ___________ prepare everything for today's meeting.

3 Ken: ___________ (you) wear uniform when you were at school?
   Jean: Yes, and we ___________ make sure it was always neat and tidy, as well.

4 Tom: What ___________ (you) do to get your international driving licence?
   Tina: I ___________ show the police my national driving licence, but I ___________ (not) take another driving test.
5 Mark: Our children enjoyed their holiday at the summer camp.
Mary: __________________________ (they) help at mealtimes?
Mark: Well, they __________________________ (not) make the food, but they
______________________________ help with the washing-up.

B Complete the sentences with should have or shouldn't have for these situations.

0 Philip didn't take his medicine. Later he got very ill.
   Philip __________ have taken __________ his medicine.
0 Sara drove her car when she was tired and she had an accident.
   Sara __________ have driven __________ her car when she was tired.
1 Tony didn't buy any sugar so he couldn't make a cake.
   Tony __________________________ some sugar.
2 Sally had a cold but she still went to the cinema. Later she had to stay in bed.
   Sally __________________________ to the cinema.
3 Ted ate a lot of apples. Later he had stomach ache.
   Ted __________________________ so many apples.
4 Lucy didn't lock the door to her flat when she went to buy a newspaper. While she was away, someone stole her television.
   Lucy __________________________ the door when she went out.
5 Mary borrowed Tom's camera without asking him.
   Mary __________________________ Tom's camera without asking him.

C Here is the work plan for the Information Office at Heathrow Airport for last weekend. If someone did not in fact work, there is a comment.

<table>
<thead>
<tr>
<th>SATURDAY On duty</th>
<th>Comments</th>
<th>SUNDAY On duty</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenny</td>
<td>✓</td>
<td>Colin</td>
<td>✓</td>
</tr>
<tr>
<td>Brian</td>
<td>ill</td>
<td>Mary</td>
<td>✓</td>
</tr>
<tr>
<td>Joan</td>
<td>ill</td>
<td>Derek</td>
<td>ill</td>
</tr>
<tr>
<td>Daniel</td>
<td>✓</td>
<td>Carol</td>
<td>ill</td>
</tr>
</tbody>
</table>

From the information in the table, write complete sentences using had to, didn't have to, or should have and the words in brackets.

0 (Jenny/Saturday) Jenny had to work on Saturday.
0 (Colin/Saturday) Colin didn't have to work on Saturday.
0 (Carol/Sunday) Carol should have worked on Sunday but she was ill.
1 (Colin/Sunday) __________________________
2 (Joan/Sunday) __________________________ but he was ill.
3 (Derek/Sunday) __________________________ but he was ill.
4 (Mary/Saturday) __________________________
5 (Brian/Saturday) __________________________ but he was ill.
6 (Daniel/Saturday) __________________________
7 (Joan/Saturday) __________________________ but she was ill.
8 (Derek/Saturday) __________________________
Passive sentences (1) (It is made)

1 These two sentences describe the same event:
   ACTIVE: Ann took these photos.
   PASSIVE: These photos were taken by Ann.
   The object (these photos) in the active sentence corresponds to the subject in the passive sentence. The subject (Ann) in the active sentence corresponds to the phrase with by in the passive sentence (by Ann).

2 Here are some passive tenses:

<table>
<thead>
<tr>
<th>Subject + be + Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Simple: it is taken, they are taken</td>
</tr>
<tr>
<td>Past Simple: it was taken, they were taken</td>
</tr>
<tr>
<td>Present Perfect: it has been taken, they have been taken</td>
</tr>
<tr>
<td>will (Future): it will be taken, they will be taken</td>
</tr>
</tbody>
</table>

3 We use the passive when we do not know who did the action or when it is not important to say who did it:
   Our car was made in Korea.
   The work will be finished today.
   We also use the passive to make the topic of a conversation into the subject of the sentence. For example, if a dog bit a girl, we can say:
   A: What did the dog do? (topic: the dog)  B: It bit the girl. (active)
   Or:
   A: What happened to the girl? (topic: the girl)  B: She was bitten by a dog. (passive)

3 Some verbs, like give, have two objects:

<table>
<thead>
<tr>
<th>OBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>+person</td>
</tr>
<tr>
<td>+thing</td>
</tr>
<tr>
<td>Diana</td>
</tr>
<tr>
<td>a camera</td>
</tr>
</tbody>
</table>

We usually make the person (e.g. Diana) the subject of a passive sentence:
   PASSIVE: Diana was given a camera.

Other verbs that can have two objects are:
ask  pay  sell  offer  tell  bring  send  lend  promise

Practice

A Write complete sentences from the words in brackets. Use the Past Simple passive.

0 (St. Paul's Cathedral/completed/ in 1710) St. Paul's Cathedral was completed in 1710.
0 (Millions of Beatles records/sold/ in the 1960s) Millions of Beatles records were sold in the 1960s.
1 (The planet Pluto/discovered/ in 1930) The planet Pluto was discovered in 1930.
2 (Two atomic bombs/dropped/ on Japan in 1945) Two atomic bombs were dropped on Japan in 1945.
3 (John F. Kennedy/killed/ in Dallas) John F. Kennedy was killed in Dallas.
4 (The first Apple computers/produced/ in the 1970s) The first Apple computers were produced in the 1970s.
5 (The Eiffel Tower/build/ a hundred years ago) The Eiffel Tower was built a hundred years ago.
6 (The first jet planes/made/ in Germany) The first jet planes were made in Germany.
7 (The Taj Mahal/built/ in the 17th century) The Taj Mahal was built in the 17th century.
8 (In 1957, millions of pounds/stolen/ from a train) In 1957, millions of pounds were stolen from a train.
9 (Queen Elizabeth/crowned/ in 1953) Queen Elizabeth was crowned in 1953.
10 (In the old days, horses/used/ for transport) In the old days, horses were used for transport.
11 (The first books/printed/ in the 15th century) The first books were printed in the 15th century.
12 (Everest/climbed/ for the first time in 1953) Everest was climbed for the first time in 1953.
B Each of the following sentences tells us something about a person. Express the same fact in a sentence that tells us about the thing and that has a passive verb. Use by.

0 Picasso painted ‘Guernica’.
   ‘Guernica’ was painted by Picasso.

1 Alexander Fleming discovered the drug penicillin.

2 The Beatles wrote the song ‘Yesterday’.

3 Agatha Christie created the detective Hercule Poirot.

4 Beethoven composed the ‘Eroica’ symphony.

5 Margaret Mitchell wrote ‘Gone with the Wind’.

6 Alexander Bell invented the telephone.

7 Frank Whittle designed the jet engine.

8 Steven Spielberg directed ‘Jurassic Park’.

9 Leonardo da Vinci painted the ‘Mona Lisa’.

C Use a passive sentence to say the same as the sentence in brackets, but do not say who did the action. Use the correct tense.

0 They asked John a lot of difficult questions.
   John was asked a lot of difficult questions.

1 They gave Mary some flowers.
   Mary

2 They offered Jane a wonderful job.
   Jane

3 He will give all the children a present.
   All the children

4 Somebody sent me a strange letter.
   I

5 They will pay Mrs Jenkins over five hundred pounds.
   Mrs Jenkins

6 Her parents have promised Ann a bicycle for her birthday.
   Ann

7 They gave Madame Curie the Nobel Prize for Chemistry in 1911.
   Madame Curie

8 They didn’t tell us the truth.
Passive sentences (2)

1 Here is a summary of passive tenses. Note that we always use a past participle in a passive verb (e.g. typed, taken). For more information on past participles, see Tables E and F on page 96.

Present Simple:

<table>
<thead>
<tr>
<th>ACTIVE:</th>
<th>VERB (present) + PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone types the letters.</td>
<td></td>
</tr>
<tr>
<td>PASSIVE:</td>
<td>The letters are typed.</td>
</tr>
</tbody>
</table>

Past Simple:

<table>
<thead>
<tr>
<th>ACTIVE:</th>
<th>VERB (past) + PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone took my camera.</td>
<td></td>
</tr>
<tr>
<td>PASSIVE:</td>
<td>My camera was taken.</td>
</tr>
</tbody>
</table>

Present Perfect:

<table>
<thead>
<tr>
<th>ACTIVE:</th>
<th>HAVE/HAS + PARTICIPLE + PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>She has packed the books.</td>
<td></td>
</tr>
<tr>
<td>PASSIVE:</td>
<td>The books have been packed.</td>
</tr>
</tbody>
</table>

Past Perfect:

<table>
<thead>
<tr>
<th>ACTIVE:</th>
<th>HAD + PARTICIPLE + PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bob had paid the bill.</td>
<td></td>
</tr>
<tr>
<td>PASSIVE:</td>
<td>The bill had been paid.</td>
</tr>
</tbody>
</table>

Present Continuous:

<table>
<thead>
<tr>
<th>ACTIVE:</th>
<th>am/is/are + -ing + PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are mending the car.</td>
<td></td>
</tr>
<tr>
<td>PASSIVE:</td>
<td>The car is being mended.</td>
</tr>
</tbody>
</table>

Past Continuous:

<table>
<thead>
<tr>
<th>ACTIVE:</th>
<th>was/were + -ing + PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>They were building it.</td>
<td></td>
</tr>
<tr>
<td>PASSIVE:</td>
<td>It was being built.</td>
</tr>
</tbody>
</table>

will, can, must etc:

<table>
<thead>
<tr>
<th>ACTIVE:</th>
<th>will etc. + INFINITIVE + PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will finish the job.</td>
<td></td>
</tr>
<tr>
<td>PASSIVE:</td>
<td>The job will be finished.</td>
</tr>
<tr>
<td>ACTIVE:</td>
<td>We must do the work.</td>
</tr>
<tr>
<td>PASSIVE:</td>
<td>The work must be done.</td>
</tr>
</tbody>
</table>

2 In all passive sentences, the first verb (= auxiliary verb) is singular if the subject is singular, and plural if the subject is plural:

<table>
<thead>
<tr>
<th>AUXILIARY VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>The house is being built.</td>
</tr>
<tr>
<td>The houses are being built.</td>
</tr>
</tbody>
</table>

We also use the auxiliary verb to make questions and negatives:

Have the books been packed? The bill hadn't been paid.

Practice

A Complete the sentences with a passive form of the verb in brackets.

0 Bread is made (make) from flour.
0 I was at school when these houses were being built (was building).
1 Cakes (make) from flour.
2 We lived in a caravan in the garden while our house was (was building).
3 These letters (must type) before 5 o'clock.
4 All the windows (have cleaned) this week.
5 These cups (broke) when we arrived.
6 Some money (have stolen) from Tom's jacket.
B  Make questions from the passive sentences in brackets.
0  (That car was made in Germany.) Where _was that car made?_ 
1  (Mary was examined by the doctor this morning.) When ________________________________
2  (The food will be prepared on Friday.) When ________________________________
3  (This window has been broken three times.) How many times ________________________________

C  Write the negative of the sentences in exercise B.
0  That car _was not made in Germany._
1  Mary ________________________________
2  The food ________________________________
3  This window ________________________________

D  Make these active sentences passive. Use a phrase with _by_.
0  Your manager must write the report.
  The report _must be written by your manager._
0  The children are organizing the Christmas party.
  The Christmas party _is being organized by the children._
1  The French team has won the silver medal.
  The silver medal ________________________________
2  A woman was training the guard dogs.
  The guard dogs ________________________________
3  People of all ages can play this game.
  This game ________________________________
4  A large crowd was watching the match.
  The match ________________________________
5  The secretary sent a reply.
  A reply ________________________________
6  Two different teachers have marked the exams.
  The exams ________________________________
7  A police car is following that green van.
  That green van ________________________________

E  Complete the sentences with the correct passive form of the verb in brackets.
0  The castle _was built_ (build) in 1546.
0  These mountains can _be seen_ (see) from a great distance.
1  These houses _be built_ (build) in 1946.
2  The repairs must _be finished_ (finish) by tomorrow.
3  The town has _been attacked_ (attack) several times since the beginning of the war.
4  The decision has already _been taken_ (take).
5  The letters will _be posted_ (post) tomorrow morning.
6  White wine can _be made_ (make) from red grapes.
7  The accident happened while the cars _were loaded_ (load) onto the lorries.
8  The letters _are being typed_ (type) at this very moment.
27 Have something done (We had it cleaned)

1 Look at this sentence:

► Mary and Tim painted their flat.
This tells us that Mary and Tim were the
painters; they painted their flat.

Now look at this sentence with have
something done:

► Jenny and John had their flat painted.
This tells us that Jenny and John wanted
their flat painted, and that someone
painted it for them.

2 Here are some more examples:

<table>
<thead>
<tr>
<th>TENSE</th>
<th>OBJECT</th>
<th>PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have mended</td>
<td>my bike</td>
<td></td>
</tr>
<tr>
<td>I have had</td>
<td>my bike</td>
<td>mended</td>
</tr>
</tbody>
</table>

► Sheila is going to cut her hair.
► Sheila is going to have her hair cut.
(= Someone is going to cut it for her.)

► She washes her car every Sunday.
► She has her car washed every Sunday.
(= Someone washes her car for her.)

3 We sometimes use get instead of have:
I must get my suit cleaned.

4 Now look at this example:

Susan is very cross. She had her bike stolen.
Here, we use have something done to talk
about something that happens to someone,
usually something unpleasant. Here is
another example:
The group had two concerts cancelled
because of bad weather.

Practice

A Make sentences with a form of have something done for these situations. Use the correct tense.

0 Tom’s windows were dirty, but he didn’t have time to clean them himself.
   Last Saturday, Tom had his windows cleaned.

1 The shop delivers Mary’s food to her house.
   Mary ________________________________

2 At the butcher’s Fred said, ‘Please cut the meat into small pieces’
   Fred ________________________________ into small pieces.

3 The hairdresser cuts Rachel’s hair about twice a year.
   Rachel ________________________________ about twice a year.

4 Last week, the optician checked Mr Stone’s eyes.
   Last week, Mr Stone ________________________________

5 Mrs Frost’s doctor says to her: ‘When you come to see me next week, I’ll check your blood
pressure.’
   When Mrs Frost goes to see the doctor next week, she ________________________________

6 Last week, the garage serviced Jane’s car.
   Last week, Jane ________________________________

7 A builder is going to replace the gutters on our house.
   We ________________________________ on our house.
B  Look at these signs from some shops and a garage. Then write what people think when they see the signs using the words in brackets and have or had.

0  WE REPAIR ALL KINDS OF BOOTS AND SHOES.
   (That reminds me. I/must/my brown boots/repair)
   That reminds me. I must have my brown boots repaired.

1  LET US CLEAN YOUR CARPETS AND CURTAINS.
   (My parents use that company. They/their carpets/clean/there)
   My parents use that company. ___________________________

2  CAN WE CHECK YOUR OIL AND TYRES?
   (That reminds me. I/must/the tyres/check)
   That reminds me. ___________________________

3  WE MAKE KEYS OF ALL TYPES.
   (I'd almost forgotten. I/ought to/a new key/make/for the front door)
   I'd almost forgotten. ___________________________

4  OUR SPECIALITY: PAINTING HOUSES AND FLATS.
   (I don't think I can afford to/our flat/paint)
   I don't think I can afford to ___________________________

5  WE MEND WATCHES AND CLOCKS.
   (That shop isn't expensive. I/my watch/mend/there last week)
   That shop isn't expensive. ___________________________

6  WE TEST YOUR EYES FREE
   (Ah, yes! My husband/his eyes/test/there last winter)
   Ah, yes! ___________________________

7  WE REMOVE ALL KINDS OF STAINS FROM ALL KINDS OF CLOTHES.
   (Wonderful! I'll take my suit there and/that coffee stain/remove)
   Wonderful! I'll take my suit there and I'll ___________________________

C  Some unpleasant things happened to these people last week. Use the sentence in brackets to write a sentence with had something done.

0  (Mary's bag was pulled off her shoulder.)
   Mary had her bag pulled off her shoulder.

1  (Peter's driving licence was taken away by the police.)
   Peter ___________________________

2  (Paula's bike was stolen from the garage.)
   Paula ___________________________

3  (Fiona's glasses were broken.)
   ___________________________

4  (John's clothes were torn in a fight.)
   ___________________________

5  (Jane's flat was burgled at the weekend.)
   ___________________________

6  (Our electricity was cut off because we had forgotten to pay the bill.)
   ___________________________
Verb + to (He wants to help) or verb + -ing (I enjoy reading)

1. Look at these sentences:
   My sister promised to help me.
   John doesn't want to wait.
We use to + infinitive after these verbs:

<table>
<thead>
<tr>
<th>afford</th>
<th>dare</th>
<th>decide</th>
</tr>
</thead>
<tbody>
<tr>
<td>deserve</td>
<td>want</td>
<td>hope</td>
</tr>
<tr>
<td>learn</td>
<td>mean</td>
<td>offer</td>
</tr>
<tr>
<td>pretend</td>
<td>promise</td>
<td>refuse</td>
</tr>
<tr>
<td>seem</td>
<td>have ('must')</td>
<td></td>
</tr>
</tbody>
</table>

+ to + INFINITIVE

2. Look at these sentences:
   Have they finished painting the garage?
   We enjoy sitting in the garden.
We use an -ing form after these verbs:

<table>
<thead>
<tr>
<th>avoid</th>
<th>dislike</th>
<th>enjoy</th>
</tr>
</thead>
<tbody>
<tr>
<td>finish</td>
<td>give up</td>
<td>imagine</td>
</tr>
<tr>
<td>keep</td>
<td>practise</td>
<td>stop</td>
</tr>
</tbody>
</table>

+ -ING

3. Look at these sentences:
   Jenny likes to stay at home.
   Jenny likes staying at home.
These verbs can usually take an -ing form or to + infinitive with no difference in meaning:

<table>
<thead>
<tr>
<th>begin</th>
<th>continue</th>
<th>hate</th>
<th>intend</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
<td>love</td>
<td>prefer</td>
<td>start</td>
</tr>
</tbody>
</table>

4. We can use an an -ing form or to + infinitive after these verbs, but the meaning is different:

<table>
<thead>
<tr>
<th>try</th>
<th>remember</th>
<th>forget</th>
</tr>
</thead>
</table>

- I tried to lift that heavy stone. (= make an attempt; I made an attempt to lift the stone.)
If you can’t read where you are, try sitting nearer the window. (= test something out; Sit nearer the window and see if you can read there.)

- Remember to go to the bank. (= Don’t forget that you must go to the bank.)
She remembers going to the bank. (= She remembers that she went to the bank.)

- Don’t forget to phone Mrs Grey. (= Remember that you must phone Mrs Grey.)
I’ll never forget seeing that rainbow. (= I saw that rainbow, and I’ll always remember it.)

Practice

A. Put in the correct form of the verb in brackets.

0. Paul dared _______ to argue (argue) with the police.
0. I can’t imagine _______ (live) in the country.
✓ 1. We’ve decided _______ (go) to the beach.
✓ 2. I stopped _______ (play) tennis when I got married.
  3. I meant _______ (buy) some butter, but I forgot.
✓ 4. Did you promise _______ (take) the children to the zoo?
✓ 5. Have the men finished _______ (repair) the roof yet?
✓ 6. I’d love _______ (visit) China.
  7. You shouldn’t avoid _______ (talk) about your problems.
✓ 8. Peter refused _______ (help) us.
✓ 9. Would you prefer _______ (pay) now or later?
10. I couldn’t afford _______ (live) in London.
11. Why does Peter keep _______ (talk) about his mother?
✓ 12. John hopes _______ (go) to China next year.
B Complete this conversation between Janet and Sharon with the correct form of the verbs in brackets.

Janet:  What do your children want to do (want/ do) when they leave school?

Sharon: Well, Ann enjoys writing (enjoy/ write), so she’s hoping to work (hope/ work) for a newspaper. But I don’t know about Paul. He (give up/ study) months ago. He seems to deserve (deserve/do) nothing now. He doesn’t refuse (refuse/ listen) to us, when we tell him to keep (keep/ study).

Janet: With our children, in the past, if we offered (offer/ help) them, they always promised (promise/ study) hard. Nowadays if they want (want/talk) to us, that’s fine, but I’ve learnt to stop (stop/ ask) them questions. I suppose they dislike (dislike/ listen) to my suggestions. They seem (think) that they don’t need (need/ study) hard, but one day they’ll have (have/ find) a job.

C Use an -ing form, or to + infinitive, of the word in brackets to complete each sentence.

0 You say that I’ve met Janet, but I can’t remember her.
   I can’t remember meeting (meet) Janet.

1 Please remember that you must buy some stamps.
   Please remember buying (buy) some stamps.

2 We wanted to open the door, but we couldn’t.
   We tried opening (open) the door.

3 John met Madonna once. He’ll never forget it.
   John will never forget meeting (meet) Madonna.

4 Sheila intended to phone Peter, but she forgot.
   Sheila forgot phoning (phone) Peter.

5 Jenny had a headache. She took an aspirin, but it didn’t help.
   Jenny tried taking (take) an aspirin for her headache.

6 I have a special soap that will probably get your hands clean.
   Try washing (wash) your hands with this special soap.

7 It will not be easy to do all the work today.
   We’ll try finishing (finish) the work before tonight.

8 I stayed in Jane’s flat while she was on holiday. I remembered that I had to feed her cats every day.
   I remembered feeding (feed) Jane’s cats every day while she was on holiday.

9 Remember that you must invite Mary to the party next week.
   Don’t forget inviting (invite) Mary to the party next week.
Purpose: What is it for? ~ It’s for cutting cloth.

1 Look at this dialogue:
A: What’s this machine for?
B: It’s for cutting cloth.
The question What is it for? asks about the purpose of something (what we use something for). When we describe the purpose of a thing, we use for + -ing. Here are some more examples:
This is an instrument for measuring wind speed.
This tool is used for making holes.

2 Now look at this dialogue:
A: What does he need my camera for?
   (= Why does he need my camera?)
B: He needs it for his work. (= His work is the reason why he needs the camera.)
The question What...for? asks about purpose. To talk about someone’s purpose, we can use for + noun. Here are some more examples:
A: What did he go to the shops for?
   B: He went to the shops for some fruit. (He wanted to buy some fruit.)

3 Now look at this dialogue:
A: What does he need my camera for?
B: He needs it to take some photos. (= ...in order to take some photos.)
To talk about someone’s purpose, we can also use to + infinitive (e.g. to take). Here are some more examples:
He went to the shops to buy some fruit.
   (= ...in order to buy some fruit.)

John phoned the police to tell them about the burglar.

Practice

A Make definitions of the things in Box A using one of the phrases from Box B.

A

| telescope — instrument | hammer — tool |
| fridge — appliance | kettle — appliance |
| thermometer — instrument | vacuum cleaner — appliance |
| drill — tool | speedometer — instrument |
| freezer — appliance |

B

| boil water | measure temperature |
| knock-in nails | clean carpets |
| see things at a distance | keep food cold |
| measure speed | keep food frozen |
| make holes |

0  A hammer      is a tool for knocking in nails.
1  A kettle
2  A thermometer
3  A vacuum cleaner
4  A fridge
5  A telescope
6  A speedometer
7  A freezer
8  A drill

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B In the following short dialogues, use *What…for?* to make questions from the words in brackets. Then write a reply using the words in brackets and *for*.

0 A: (/ did/Tom/go/to the park/?)  
    *What did Tom go to the park for?*
    
    B: (He/go/to the park/some fresh air)  
    *He went to the park for some fresh air.*

1 A: (/ does/Mary/want/the money/?)  
    
    B: (She/want/the money/a train ticket)  
    
2 A: (/ does/Philip/want/the flour/?)  
    
    B: (He/want/the flour/ a cake)  
    
3 A: (/ did/Bill/go/to the butcher’s/?)  
    
    B: (He/go/to the butcher’s/some sausages)  
    
4 A: (/ does/Helen/want/the polish/?)  
    
    B: (She/want/it/her shoes)  
    
5 A: (/ did/Alison/go/to the library/?)  
    
    B: (She/go/to the library/ a book on India)  
    
6 A: (/ did/Jane/phone/Ann/?)  
    
    B: (She/phone/Ann/some advice)  
    
C Now write the answers from exercise B using one of the verbs in the box, as in the example. Use each verb once.

<table>
<thead>
<tr>
<th>borrow</th>
<th>buy (x2)</th>
<th>clean</th>
<th>get (x2)</th>
<th>make</th>
</tr>
</thead>
</table>

0 Tom:  
He went to the park to get some fresh air.

1 Mary:  

2 Philip:  

3 Bill:  

4 Helen:  

5 Alison:  

6 Jane:  

Verb + object (+ to) + infinitive (I asked her to come)

1 Look at these examples:

Carol said to Bob:
'Make some coffee, please.'
We can say:
Carol asked Bob to make some coffee.

Ann said to Rose:
'Can you come to my party, Rose?'
We can say:
Ann invited Rose to come to her party.

Tom thinks Chris should see a doctor. He can say:
I'll persuade Chris to go to the doctor's.

The structure is:

<table>
<thead>
<tr>
<th>VERB</th>
<th>OBJECT</th>
<th>+ to + INFINITIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>asked</td>
<td>Jill</td>
</tr>
<tr>
<td>She</td>
<td>asked</td>
<td>her</td>
</tr>
</tbody>
</table>

We use these verbs in this structure:
tell  force  teach
help  allow  remind
ask  invite  encourage  + OBJECT + to
want  forbid  persuade
advise  would  like

2 Note that the first verb can change its tense, but the second verb is always to + infinitive (to make):

She is asking Bob
She will ask Bob to make some coffee.
She has asked Bob

Note that if we use a pronoun, we use me, him, us etc. (object pronoun) after the verb:
Carol asked him to make some coffee.

3 Now look at these two sentences:
The teacher let Jane leave school early.
I made him tell me the truth.

Let here means 'allow', and make means 'force' or 'order'. Make and let are followed by an infinitive (without to):

<table>
<thead>
<tr>
<th>VERB</th>
<th>OBJECT</th>
<th>+ INFINITIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>let</td>
<td>Jane</td>
</tr>
</tbody>
</table>
| Feel, hear, see and watch can also be followed by an infinitive (without to):
I heard your sister shout 'Fire!' (Not ...to shout...)
Tom saw a car come round the corner.

Practice

A Write complete sentences from the words in brackets. Be careful to use the correct tense.

0 (Tomorrow/I/encourage/Janet/enter/the competition)
   Tomorrow I will encourage Janet to enter the competition.

0 (I was already tired, but I/force/myself/go on working)
   I was already tired, but I forced myself to go on working.

1 (Ann/teach/Mary/drive/last year)

2 (Don't worry! Tomorrow I/persuade/my father/see/a doctor)

3 (The boss has/forbid/his staff/wear/jeans in the office)

4 (Last Sunday, John/invite/Sheila/come/for lunch)

5 (Next year the teachers/allow/the students/use/calculators in exams)
B  Use the words in brackets to complete the sentences.

0  (Police: ‘Can everyone please stay indoors?’)
   The police asked everyone to stay indoors.

1  (Jane: ‘Remember to come home early, Tim.’)
   Jane reminded Tim

2  (Manager: ‘You must work quicker.’)
   The boss wants us

3  (Captain: ‘Let’s do our best in the game.’)
   The captain encouraged us

4  (Jane: ‘Can you come to my party next Saturday?’)
   Jane invited me

C  Answer the questions, changing the nouns (e.g. Michael) to pronouns (e.g. him). Be careful to use the correct tense.

0  A: Did Jane tell Michael to be careful?
   B: Yes, she told him to be careful.

1  A: Would Jane like Peter to stay?
   B: Yes,

2  A: Did Mrs Slater help her son to finish?
   B: Yes,

3  A: Did the doctor advise Michael to stay in bed?
   B: Yes,

4  A: Does Susan allow her children to go to late-night parties?
   B: Yes,

5  A: Did Mary remind Mark to phone?
   B: Yes,

D  Write a sentence with a similar meaning, using the verb in brackets.

0  The police told everyone to leave the building.
   (make) The police made everyone leave the building.

1  The driver allowed the old man to travel on the bus without a ticket.
   (let) __________

2  Jack told his younger brother to wash the dishes.
   (make) __________

3  I don’t allow people to smoke in my house or in my car!
   (let) __________

E  Combine the two sentences into one.

0  Your sister shouted ‘Fire!’ I heard her.
   I heard your sister shout ‘Fire!’

1  Tom prepared the sandwiches. Diane watched him.
   Diane

2  The ground shook. We felt it.
   We

3  Brian left early. Did you see him?
   Did you
What...like? (What’s she like?)

1 Look at this question and answer:
A: What’s Julie like?
B: She’s very pretty and she’s very kind, but she’s not very clever.

We use What...like? to ask about a person’s physical appearance (tall, short, pretty etc.) or character (interesting, boring, friendly, unfriendly etc).

We can also use What...like? to ask about places, books, films and events (e.g. a party, a football match):
A: What’s Rio de Janeiro like?
B: Well, the beaches are wonderful but the traffic is awful.
A: What’s Spielberg’s latest film like?
B: It’s excellent.

2 We use look like? to talk about someone’s appearance:
A: What does Julie look like?
B: She’s tall with brown hair.

We can also use like with taste, feel, sound, and smell:
A: What does that taste like?
B: It tastes like cheese.

A: What is this material?
B: I don’t know. It looks like wool but it feels like cotton.

3 We can also use like, with the question word Who and in statements, to mean ‘similar to’:
A: Who’s Julie like—her father or her mother?
B: She’s like her mother. (= She is similar to her mother.)
Rio de Janeiro is like Buenos Aires. (= Rio is similar to Buenos Aires.)

4 The word like in What’s she like? is a preposition; it is not the verb like. Here is an example of like used as a verb:
A: What music does Julie like?
B: She likes rock music.

5 We usually use How?, not What...like?, when we ask about someone’s health or temporary state:
A: How’s your brother today?
B: He’s feeling much better.
A: How was your boss today?
B: He was very friendly today!

Practice

A Use the words in brackets to make a question that goes with the answer. Use is/are or look. Sometimes more than one answer is possible.

0 (What/Sally/like)
A: ____________________________? ~ B: She’s clever, but she’s a bit boring.

0 (What/Jane/like)
A: ____________________________? ~ B: She’s quite short and has dark hair.

1 (What/Peter/like)
A: ____________________________? ~ B: He’s not a very interesting person.

2 (What/Anna’s parents/like)
A: ____________________________? ~ B: They’re very generous.

3 (What/Tom/like)
A: ____________________________? ~ B: He’s very tall, and he has blond hair.

4 (What/Eva/like)
A: ____________________________? ~ B: She’s tall and strong.

5 (What/Bob and Tom/like)
A: ____________________________? ~ B: They’re very amusing.

6 (What/Susan/like)
A: ____________________________? ~ B: She’s tall and slim, and she wears glasses.
B Read the following descriptions.

- Kiwis are a round, brown fruit with a rough skin. They have almost no smell, but they are sweet, with a flavour similar to strawberries.
- A double bass is a musical instrument. It is the largest member of the violin family. It has a deep sound.

Now for each of the answers, write a question about kiwis or a double bass, using look/sound/taste/smell/feel + like.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 What do kiwis look like?</td>
<td>~ They’re round and brown.</td>
</tr>
<tr>
<td>1</td>
<td>~ It has a deep sound.</td>
</tr>
<tr>
<td>2</td>
<td>~ They don’t really have a smell.</td>
</tr>
<tr>
<td>3</td>
<td>~ They have a flavour like strawberries.</td>
</tr>
<tr>
<td>4</td>
<td>~ Like a very big violin.</td>
</tr>
<tr>
<td>5</td>
<td>~ They are rough to the touch.</td>
</tr>
</tbody>
</table>

C Use the words in brackets to write a question with the preposition like or the verb like. Add any other necessary words.

0 (What music/you/like)  
A: ___________? ~ B: I like rock music.

0 (What/Julie/like)  
A: ___________? ~ B: She is very amusing.

1 (Who/your sister/like)  
A: ___________? ~ B: She likes a boy in her class.

2 (What/Paul’s brothers/like)  
A: ___________? ~ B: They think they’re clever, but I don’t.

3 (What/Jane/like/for breakfast)  
A: ___________? ~ B: She likes toast and marmalade.

4 (Who/you/like)  
A: ___________? ~ B: I’m like my mother.

5 (What/Mary’s husband/like)  
A: ___________? ~ B: He is rather boring. He’s not like her.

6 (What sports/you/like)  
A: ___________? ~ B: I like swimming and football.

D Write questions with What…like? (for things that are permanent) or How…? (for health or temporary situations). Use a form of be and the other words in brackets.

0 (be/Atlanta) What is Atlanta like? ~ It’s a very modern city.

0 (be/Mike/yesterday) How was Mike yesterday? ~ He felt a lot better.

1 (be/John’s flat) ___________? ~ It’s very big, and it has a wonderful view over the city.

2 (be/your boss/yesterday) ___________? ~ He was tired but friendly.

3 (be/a squash racquet) ___________? ~ It’s similar to a tennis racquet, but lighter.

4 (be/your sister) ___________? ~ She’s very well, thank you.

5 (be/Portugal) ___________? ~ It’s very interesting. There are lots of things to see.
Questions and question words (Who, What etc.)

1 Questions to which we can reply 'yes' or 'no' have a form of be or an auxiliary (e.g. can, have, do, would) before the subject:

<table>
<thead>
<tr>
<th>SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Mary here?</td>
</tr>
<tr>
<td>Can Roger swim?</td>
</tr>
<tr>
<td>Are they leaving</td>
</tr>
<tr>
<td>Has Simon gone</td>
</tr>
</tbody>
</table>

2 If there is a question word (e.g. Where, Who, What), it goes before be or the auxiliary:

<table>
<thead>
<tr>
<th>SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is Mary?</td>
</tr>
<tr>
<td>What did Roger do on Sunday?</td>
</tr>
<tr>
<td>Where have they gone?</td>
</tr>
</tbody>
</table>

3 Who is for people. What is for things:

Who did you meet yesterday? ~ I met Peter.
What do you want for lunch? ~ Soup, please.

We use Which for a choice between a limited number of people or things. Compare Which and What:

What sports do you like? ~ I like football and hockey.
Which do you like best, football or hockey? ~ I like hockey best.

4 Which (but not Who or What) can have a phrase with of (e.g. Which of them):

Which of these pictures did you paint?

5 Here are examples of other question words:

Where do they live? ~ In Dublin.
When do they get up? ~ At 7 o'clock.
Why is Tom in bed? ~ He's got a headache.
Whose car is that? ~ It's my mother's.
How do you get to work? ~ By bus.
How long did he stay? ~ One or two days.
How far is it to York from here? ~ 20 miles.

We use How many with plural nouns and How much with uncountable nouns:

How many records have you got? ~ About 40.
How much milk do you want? ~ Two pints.
(For more details on uncountable nouns, see Table B, page 94.)

6 If the question word is the subject, then the word order is the same as in a statement:

<table>
<thead>
<tr>
<th>SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who took my pen?</td>
</tr>
<tr>
<td>Which of them won the race?</td>
</tr>
<tr>
<td>How many people came?</td>
</tr>
</tbody>
</table>

Practice

A Choose a suitable word from the box for each question, and put it in the right gap.

| are can did was do does has shall who you what is |

0 Was John ___ at work last week?
0 Where ___ I ___ buy a stamp?
1 ___ Tim and Jenny ___ going to Oxford tomorrow?
2 ___ Philip ___ ever been on television?
3 How many photos ___ they ___ take yesterday?
4 Where ___ your sister ___ work?
5 ___ you ___ have ___ a shower every morning?
6 What ___ I ___ bring when I come to see you tomorrow?
7 ___ lives ___ in that big house across the street?
8 ___ did ___ Ted say to Bill?
9 Would ___ like ___ to come on holiday with us?
10 Where ___ Ann ___ living at the moment?
B Write the questions in the correct tense. Use the words in brackets and the question words in the box. Use any other words you need.

<table>
<thead>
<tr>
<th>when</th>
<th>what (x2)</th>
<th>which</th>
<th>which of (x2)</th>
<th>who (x2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 (…leave/school) When did you leave school? ~ I left school last year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 (…these books/Sally/read) Which of these books has Sally read? ~ She has read all of them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 (…Jane/have /for breakfast) ____________________________? ~ She has toast and coffee.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 (…you/ see/at the station) ____________________________? ~ I saw John.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 (…Mary/prefer/, tea or coffee) ____________________________? ~ She prefers tea.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 (…you/studying/at university) ____________________________? ~ I’m studying chemistry.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 (…these two books/you/buy) ____________________________? ~ I’m buying both of them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 (…they/invite/to their party) ____________________________? ~ They’re inviting all their friends.</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

C Use the ‘full’ answers to write questions with Where, How much, When etc. (We usually use the short, underlined answers when we reply to a question.)

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Where do Tom and Jean live? ~ (Tom and Jean live) in Plymouth.</td>
<td></td>
</tr>
<tr>
<td>0 How much butter have you bought? ~ (I’ve bought) half a kilo of butter.</td>
<td></td>
</tr>
<tr>
<td>1 ____________________________? ~ (Lucy is going to come) tomorrow.</td>
<td></td>
</tr>
<tr>
<td>2 ____________________________? ~ (They borrowed) Maria’s car.</td>
<td></td>
</tr>
<tr>
<td>3 ____________________________? ~ (They’ve lived here) for four years.</td>
<td></td>
</tr>
<tr>
<td>4 ____________________________? ~ (Michael has got) fifty compact discs.</td>
<td></td>
</tr>
<tr>
<td>5 ____________________________? ~ (Pam goes to work) by bus.</td>
<td></td>
</tr>
<tr>
<td>6 ____________________________? ~ (They stopped working) because the lights went out.</td>
<td></td>
</tr>
<tr>
<td>7 ____________________________? ~ (That bicycle is) mine.</td>
<td></td>
</tr>
<tr>
<td>8 ____________________________? ~ (The coast is) five miles (from here).</td>
<td></td>
</tr>
</tbody>
</table>

D Use the information in brackets to write a suitable question for each reply.

0 (Tina Taylor interviewed the winner.)
  a Who did Tim Taylor interview? ~ The winner. |
  b Who interviewed the winner? ~ Tina Taylor. |
1 (Jack is going to help Susan.)
  a Who ____________________________? ~ He’s going to help Susan. |
  b Who ____________________________? ~ Jack . |
2 (John won three prizes.)
  a How many ____________________________? ~ Three. |
  b Who ____________________________? ~ John. |
3 (There are three machines; the machine in the corner makes the boxes.)
  a Which ____________________________? ~ The one in the corner. |
  b What ____________________________? ~ It makes boxes. |
4 (Mary ate Tim’s sandwiches.)
  a Whose ____________________________? ~ She ate Tim’s sandwiches. |
  b Who ____________________________? ~ Mary did.
Reported speech (She said that…); say or tell

1 Look at this example:

Mike: ‘I’ve never been abroad.’
Mike says (that) he has never been abroad.

When we use a present tense reporting verb (e.g. say/says), the tense of the original verb does not change. We can use that after say/says, but we do not have to. We use say/says to report a conversation that we are still in the middle of:

2 When we report a statement later, then we usually use a past reporting verb (e.g. said), and we usually change the tense of the original verb:
A: Where’s Sam?
B: Oh, he said (that) he was ill.

Jean: ‘I want to come to the party.’
Jean said (that) she wanted to come to the party.

3 The most common tense changes are:
► Present → Past: am/is → was are → were go → went is going → was going
► Present Perfect → Past Perfect: has taken → had taken
► Past Simple → Past Perfect: took → had taken
► Modals: will → would can → could may → might must → had to

4 In reported speech we often need to change nouns and pronouns. For example:

‘Sara’s brilliant,’ said Joe.
Later Joe could say:
I said (that) Sara was brilliant.
Sara could say:
Joe said (that) I was brilliant.

5 Note that we can:
► say that
► tell someone that
► say to someone that
Look at these examples:
Joe: ‘You’re brilliant, Sara.’
Joe said (that) she was brilliant.
Joe said to Sara (that) she was brilliant.
Joe told Sara (that) she was brilliant.
Joe told her (that) she was brilliant.
We cannot say someone that, and we cannot tell that:
Not Joe said Sara (that) she was brilliant.
Not Joe told (that) she was brilliant.

Practice

A These people are saying these things. Report them, using says that.

0 Paul: ‘Atlanta is a wonderful city.’
Paul says that Atlanta is a wonderful city.

1 Ruth: ‘I go jogging every morning.’
Ruth

2 Anna: ‘Jenny isn’t studying for her exams.’

3 Andrew: ‘I used to be really fat.’

4 Jim: ‘I can’t swim.’
B People made these statements. Report them, using said.

0 ‘Mary works in a bank,’ Jane said.
Jane said Mary worked in a bank.

1 ‘I’m staying with some friends,’ Jim said.

2 ‘I’ve never been to Russia,’ Mike said.

3 ‘Tom can’t use a computer,’ Ella said.

4 ‘Everybody must try to do their best,’ Jill said.

5 ‘Jane may move to a new flat,’ Rachel said.

6 ‘I’ll stay at home on Sunday,’ Bill said.

C People made these statements. Make different reports for different situations.

0 Norman said: ‘Rosa, I love you.’
Later, Rosa said to her sister: Norman said that he loved me.

0 Jenny said: ‘I like your paintings, Peter.’
Later, Jenny said to a friend: I said to Peter that I liked his paintings.

1 Anna said: ‘You can rely on me, Tom.’
Later, Tom said to his brother: Anna said that

2 Susan said: ‘Jane, your mother has been very kind.’
Later, Jane said to her mother: Susan said that

3 Mary said: ‘Jenny is staying with me, Peter.’
Later, Peter said to Jenny: Mary said that

4 Christina said: ‘I’ll help you with your homework, Angela.’
Later, Christina said to a friend: I said to Angela that

5 The teacher said: ‘Class! You’re making too much noise.’
Later, the pupils said to their parents: The teacher said that

6 Mark said: ‘John may come to your party, Andrew.’
Later, Andrew said to John: Mark said that

D Rewrite the sentences in brackets using tell instead of say.

0 (Norman said to Rosa that he would be late.) Norman told Rosa that he would be late.

0 (She said to him that she liked his paintings.)

2 (You said to me that you liked that film.)

3 (Tom said to Ann that he felt ill.)

4 (She said to Bill that she was leaving.)

5 (I said to you that I couldn’t find it.)

6 (Mary said to him that she would send the letter.)

7 (We said to them that we would arrive at six.)
34  Reported requests, orders, and advice

1 Requests
There are different ways to make a request, e.g.:  
Sarah: ‘Please wait a minute, Tom.’  
Sarah: ‘Will you wait a minute, please?’  
Sarah: ‘Tom, could you wait a minute, please?’  
We can report all of these requests in the same way, using asked:  
Sarah asked Tom to wait a minute.  
We do not usually use please in a reported question.

2 Orders
There are different ways to give an order:  
‘Stand up, John.’  
‘You must work harder.’  
We can report orders like this, using told:
He told John to stand up.  
He told me to work harder.

3 Advice
We can give advice like this:  
‘You should get married, Peter.’  
‘You ought to stop smoking, Jane.’  
We can report advice like this, using advised:
He advised Peter to get married.  
He advised Jane to stop smoking.

3 In reported speech, we use ask, tell, and advise like this:

<table>
<thead>
<tr>
<th>Verb + Object + to + infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah asked Tom to wait.</td>
</tr>
<tr>
<td>She told him to stand.</td>
</tr>
<tr>
<td>He advised Jane to stop smoking.</td>
</tr>
</tbody>
</table>

Here is a list of common verbs that we use in this structure:

<table>
<thead>
<tr>
<th>Advise</th>
<th>Ask</th>
<th>Tell</th>
<th>Order</th>
<th>Persuade</th>
<th>Remind</th>
<th>Forbid</th>
<th>Warn</th>
</tr>
</thead>
</table>

Examples:
I’ll remind them to come early.  
I advised them to go to the police.  
We cannot use say in this structure:
She said (that) he should wait.  
(Not she said him to wait.)  

3 To report a negative request, order etc. (e.g. ‘Don’t laugh’), we use not + to + infinitive:

<table>
<thead>
<tr>
<th>Verb + Object + not + to + infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sara told Tom not to laugh.</td>
</tr>
<tr>
<td>They warned lan not to borrow money.</td>
</tr>
<tr>
<td>I reminded John not to be late.</td>
</tr>
</tbody>
</table>

Practice

A Rewrite the sentences using an object + to + infinitive, as in the example.

0 ‘Make some coffee please, Bob.’
   Carol asked Bob to make some coffee.

1 ‘You must do the homework soon, Jane.’
   She told ____________________________

2 ‘Remember to buy a map, Ann.’
   He reminded ____________________________

3 ‘You should see a doctor, Mrs Clark.’
   He advised ____________________________

4 ‘Keep all the windows closed, Bill.’
   They warned ____________________________

5 ‘Go home, Paul.’
   Francis told ____________________________

6 ‘Please stay for supper, Bob.’
   I tried to persuade ____________________________
B  Report what these people said using the words in brackets. Use the Past Simple, as in the example.

0  Fred said, ‘Anne, would you lend me five pounds, please?’
   (ask)  Fred asked Anne to lend him five pounds.

1  I said to John, ‘Remember to phone Sally.’
   (remind)  ____________________________

2  ‘You must wash your hands, children,’ the teacher said.
   (tell)  ____________________________

3  ‘Please play the guitar, Tom,’ said Jane.
   (try to persuade)  ____________________________

4  ‘Mary, please lend me your bicycle pump,’ said Paul.
   (ask)  ____________________________

5  She said, ‘Children, stay away from the water.’
   (warn)  ____________________________

6  ‘You ought to see a lawyer’ the policeman said to Mark.
   (advise)  ____________________________

7  ‘Alan, have a shower immediately,’ she said.
   (tell)  ____________________________

8  I said, ‘Sally, remember to take an umbrella.’
   (remind)  ____________________________

C  Complete the conversations using the words in brackets. You will also need a pronoun (e.g. me, him, them) and the word not. Use the Past Simple, as in the example.

0  A: Did you tell the children to clean the car?
   B: (Yes, but I/tell/to use too much water)
      Yes, but I told them not to use too much water.

1  A: Did you ask Bill to come to the meeting?
   B: (Yes, and I/tell/to be late)

2  A: Did the doctor tell your sister to keep warm?
   B: (Yes, and she/warn/to go outside the house)

3  A: Did you ask Michael to post the letters?
   B: (Yes, and I/tell/to forget the stamps)

4  A: Did the manager tell the players to go to bed early?
   B: (Yes, and he/warn/to eat late at night as well)

5  A: Did the policeman advise everyone to stay indoors?
   B: (Yes, and he/tell/to go near the windows)

6  A: Did the dentist advise you to eat carefully?
   B: (Yes, and she particularly/warn/to eat nuts)
Reported questions (She asked if…)

1 ‘Yes/no’ questions have a form of be (e.g. is, are) or an auxiliary verb (e.g. can, do, have) that goes before the subject:

- **SUBJECT**
  - Are they English?
  - Can John type?

We report these questions with ask if:

- **SUBJECT**
  - She asked if they were English.
  - She asked if John could type.

Or:

- She asked whether they were English.
- She asked whether John could type.

Note that in a reported question we do not put be or an auxiliary before the subject.

2 Many questions begin with a question word (Who, What, Where etc.):

- **SUBJECT**
  - Where does Ann live?
  - Why has Jane gone?

We report these questions with ask:

- **SUBJECT**
  - They asked where Ann lived.
  - She asked why Jane had gone.

3 We can also ask someone something:

- The manager asked me if I could type.
- They asked him where Sarah lived.

4 Note that when we report a question that somebody asked, we usually change the tense of the verb:

- ‘Can John swim?’
- He asked if John could swim.

The most common tense changes are:

- Present → Past: am/is → was are → were is living → was living live → lived
- Present Perfect → Past Perfect: has gone → had gone
- Past Simple → Past Perfect: arrived → had arrived
- Modals: will → would can → could

We often also change other words, for example:

- ‘Have you finished, Mike?’
- She asked Mike if he had finished.

5 We can use wanted to know and wondered instead of asked:

- She wanted to know if they were English.
  - (or She wanted to know whether they….)
- She wondered why Jane had gone.

Practice

A Use the sentence in brackets to complete each sentence. End each sentence with a full stop (.) or a question mark (?).

0 (Did they come? ) She asked if they came ___
1 (Do you speak English?) They asked me I spoke English ___
2 (I wanted to know why he had taken my key.) did you take my key ___
3 (How many people came to the party?) I asked people came to the party ___
4 (Does Ann work on Saturdays?) I asked Ann worked on Saturdays ___
5 (Can we meet tomorrow?) I asked we could meet tomorrow ___
6 (I asked what he had done.) has he done ___
7 (Was Tom born in 1965 or 1966?) I asked them Tom was born ___
8 (Why has Jane gone home?) I wondered Jane had gone home ___
9 (Where do you go for your holidays?) I wanted to know they went for their holidays ___
10 (Is Bill coming to the party, Jane?) I asked Jane Bill was coming to the party ___
11 (I asked him where he worked.) do you work ___

PAGE 74
B Use the words in brackets to write a question, and then complete the reported question.

0 (Where/have/Maria/go /?)
   Question: ____________________________________________
   Reported question: I asked where Maria had gone.

1 (do/Jim/often/play/football/?)
   Question: ____________________________________________
   Reported question: I wondered if _______________________

2 (What/have/the children/eat/?)
   Question: ____________________________________________
   Reported question: She wanted to know _______________________

3 (Where/be/Mark /going/?)
   Question: ____________________________________________
   Reported question: I asked _______________________

4 (When/be/the next bus /?)
   Question: ____________________________________________
   Reported question: We wanted to know _______________________

5 (Have/Ann/see/this film/?)
   Question: ____________________________________________
   Reported question: Tom asked _______________________

6 (How many/student/will /come /on the trip?)
   Question: ____________________________________________
   Reported question: Sara wondered _______________________

C Steven Ellis robbed a bank. The police believe that Alan Reeves helped him. A policeman asked Reeves these questions:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>How long have you been out of prison?</td>
</tr>
<tr>
<td>1</td>
<td>Have you worked since then?</td>
</tr>
<tr>
<td>2</td>
<td>Does your sister give you money?</td>
</tr>
<tr>
<td>3</td>
<td>Who else gives you money?</td>
</tr>
<tr>
<td>4</td>
<td>Do you know Steven Ellis?</td>
</tr>
<tr>
<td>5</td>
<td>How long have you known Steven?</td>
</tr>
<tr>
<td>6</td>
<td>Have you seen Steven recently?</td>
</tr>
</tbody>
</table>

Later the policeman talked about the interview. Complete what he said, using the questions in the box.

0 I asked him ________________________, and he replied that he had left prison six months ago.

1 Then I asked him ________________________. He told me that he hadn’t found a job.

2 I asked him ________________________, and he said she did give him some money, but not very much.

3 Then I asked him ________________________. He replied that nobody else did.

4 I asked him ________________________, and he said that he and Steven were friends.

5 So I asked him ________________________, and he said that he had known him for six years.

6 Then I asked him ________________________, and he said that he couldn’t remember.
A/an, some, any or the

1 We use a and an with singular nouns. We use a before a consonant sound:
   a pear  a house  a university (a = ‘you’)
We use an before a vowel sound:
   an apple  an hour  an honest woman
We make the plural of these phrases with some or any:
   some/any pears  some/any apples
We also use some and any with uncountable nouns (see Table B, page 94):
   some/any bread  some/any information

2 We use a/an when we do not need to make clear which person or thing we are talking about:
   Yesterday I bought a blouse and a skirt.
   Have you ever seen a rainbow?
   A climber has died in Tibet.
Notice that we use a/an with professions:
   My mother is an architect.
   James is a doctor.
We also use some and any when we do not need to make clear which people or things we are talking about:
   I bought some shoes today.
   I didn’t meet any nice people at the party.
   Did you buy any bread at the supermarket?

4 We use the with singular, plural and uncountable nouns:
   the girl  the girls  the information

5 We use the when it is obvious which person or thing we are talking about because:
   ▶ we have already mentioned it or something related to it:
     A: I’ve bought a blouse and a skirt.
     B: What colour is the blouse?
     We took our children to a circus. The clowns were very good.
   ▶ the situation makes it clear:
     The moon is bright tonight.
     Is the radio in the kitchen?
     Let’s meet at the station.

6 We also use the when we make it clear which person or thing we mean with words that identify it:
   This is the skirt that I bought.
   Do you know the girls in this photo?

7 We do not use the with a noun and a number:
   Do Exercise 3 on page 29.
But we use the with first, second etc. + noun:
   Do the third exercise.

Practice

A Put a or an in the gaps.
   0 An hour is a long time.
   1 Take _______ umbrella if you’re going for _______ walk.
   2 Would you prefer _______ orange or _______ banana?
   3 We saw _______ interesting TV programme about _______ woman who lives alone on _______ island.

B In each pair of sentences, one sentence needs a/an, and the other needs the. Put them in.
   0 ‘Mary’ is a girls’ name.
     ‘Mike’ is the name my parents gave me.
   1 Batsford is _______ town where my uncle lives.
     Winchester is _______ town in the south of England.
   2 Trains don’t stop here because _______ station is closed.
     Almost all towns have _______ railway station.
   3 My sister wants to make _______ programme about her favourite hobby.
     _______ TV programme that we saw last night was terrible.
4 If you don’t know how to get somewhere, you should ask ______ policeman.
   I know ______ police officer whose photo was in the paper.

5 A German family lives in ______ house next to ours.
   My cousin can’t find ______ house to buy anywhere.

6 ______ woman behind you is Ann’s mother.
   On the plane I was sitting next to ______ woman with beautiful, red hair.

C Put a, an or the in the dialogues.

0 A: Have Ann and Mark got any pets?
   B: Yes, they’ve got ______ dog and ______ cat.
   A: Does ______ dog like ______ cat?

1 A: I’m reading ______ interesting book.
   B: Who’s ______ author?
   A: Jane Sinclair—you know, she’s ______ woman who has her own show on TV.

2 A: Have you got ______ ruler that I can borrow?
   B: I’ve got ______ plastic one and ______ wooden one. But ______ wooden one is broken.
   A: Well, lend me ______ plastic one then, please.

3 A: We saw ______ wonderful film last weekend.
   B: Who was ______ director?
   A: Bob Pine. He’s never made ______ film before.

4 A: Why is ______ earth hottest at ______ equator?
   B: Because that is ______ part of ______ earth that is closest to ______ sun.

D Put a, an, some or the in the gaps.

Last Saturday we went for ______ walk in ______ area of Yorkshire where we had never been before. At about lunchtime, we came to ______ village that wasn’t on our map. It had ______ pretty square with ______ trees and ______ old church. ______ sun was very hot. There were ______ people sitting under ______ trees in ______ square, and we asked them what ______ village was called. They told us that they were strangers there, and that they didn’t know ______ name. ______ woman heard what we were talking about. She came over to tell us that ______ village was called Bridgend. She told us she had lived there since she was ______ young girl, and that now she was ______ grandmother.

E Write each sentence in a different way.

0 Do Exercise three. ______ third exercise.

1 Turn to the fourth chapter. ______ fourth chapter.

2 Who knows the answer to the second question? ______ the second question?

3 I have to do sentence two. ______ sentence two.

4 Now look at the second test. ______ second test.
There or it/they

1 Look at these sentences:
   There is a big market near the river; it is very good for fruit and meat.
   There are two buses on Sunday; they both go to the station.
We use there is/are when we talk about something for the first time in a conversation, and when we say where it is or when it is. We do not use there to talk about the same thing again; we use singular it (here meaning 'the big market') or plural they (here meaning 'the two buses'). Here are some more examples:
   There are two schools here; they are both new.
   There's a good programme on Sunday; it gives all the sports news.

2 We use there with different forms of be:
   There weren't any compact discs 20 years ago.
A: Have there been any problems this year?
B: Yes, there have.
   There used to be a park here. (= There was a park here but it isn't here now.)
   There may be some eggs in the fridge. (= It is possible that there are some eggs...)

3 We also use there is/are etc. to talk about the number of people or things in a place. Look at these questions and answers:
   A: How many people were there at your party?
   B: There were about 12. (Not We were about 12.)
   A: Are there many restaurants where you live?
   B: Yes, there must be 10 or more. (Not They must be 10.)
We can use of us, of them etc. after the number:
   There were about 12 of us.

4 For the weather, we use it with a verb or adjective, but there with a noun:
   it + verb: It rained/snowed a lot last winter.
   it + adjective: It was foggy/sunny/windy/cloudy.
   there + noun: There was a lot of fog/cloud.

5 Notice these examples with it takes:
   It takes seven years to become a doctor.
A: How long does it take to make bread?
B: It takes several hours (to make bread). These sentences describe the time that is necessary to do something.

Practice

A Put in there is, there are, it is or they are.
0 There are two cinemas in our town; they are both near my flat.
1 _________ one train on Sundays; _________ an express train.
2 _________ two national holidays this month, and _________ both on a Friday.
3 _________ several trees in our garden, but _________ not very tall.
4 _________ a big lake in the park; _________ very deep.

B Use there and the words in the box to complete the sentences. Use each word in the box once.
   have been  is  may be  used to be  was  will be

0 There is _________ an accident on this road almost every day.
1 Last year _________ a terrible fire at that factory.
2 Next Monday at 7 p.m. _________ a meeting of the committee.
3 When I was young, _________ a lot more cinemas than there are now.
4 Since 1900 _________ two world wars.
5 _________ a late-night bus, but I'm not sure if there is.
C  Write answers to the questions using there were… of and the words in brackets.
   0 A: How many people were there at your party?
      B: (20/us) There were 20 of us.
   1 A: How many of you were there in the car?
      B: (five/us) ____________________________
   2 A: How many sailors were there in the boat?
      B: (six/them) ____________________________
   3 A: How many people were there at the supper?
      B: (twelve/us) ____________________________

D  Rewrite the sentences using the word in brackets and it or there.
   0 There was a lot of snow last winter.
      (snowed a lot) It snowed a lot last winter.
   0 It's quite cloudy this morning.
      (quite a lot of cloud) There's quite a lot of cloud this morning.
   1 There was a lot of rain last night.
      (rained a lot) ____________________________
   2 It was quite foggy at the weekend.
      (quite a lot of fog) ____________________________
   3 There's a lot of cloud this morning.
      (very cloudy) ____________________________
   4 It rained quite a lot last week.
      (quite a lot of rain) ____________________________

E  Look at the times needed to prepare certain foods, then write a statement or a question and answer.

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>bake bread</td>
<td>about 3 hours</td>
</tr>
<tr>
<td>prepare a salad</td>
<td>about 10 minutes</td>
</tr>
<tr>
<td>cook a stew</td>
<td>about 2 hours</td>
</tr>
<tr>
<td>cook an omelette</td>
<td>a few minutes</td>
</tr>
<tr>
<td>boil an egg</td>
<td>about 3 minutes</td>
</tr>
<tr>
<td>make tea</td>
<td>about 5 minutes.</td>
</tr>
<tr>
<td>make a cake</td>
<td>about an hour.</td>
</tr>
</tbody>
</table>

0 It ____________________________ takes about three minutes to boil an egg.
0 A: How long ____________________________ does it take to prepare a salad?
   B: It takes about 10 minutes.
1 It ____________________________ takes about 10 minutes.
   an omelette.
2 A: How long ____________________________ does it take to prepare tea?
   B: ____________________________
3 It ____________________________ takes about 3 minutes.
   bread.
4 A: How long ____________________________ does it take to prepare stew?
   B: ____________________________
5 It ____________________________ takes about 5 minutes.
   a cake.
So or such (She’s so clever)

We use **so** and **such** to intensify adjectives. Compare:

1. **Helen got all the answers right. She is so clever.** (= She is very clever.)
   We use **so** before adjectives that do not have a noun after them, and before adverbs:
   - *This tea is so sweet!*
   - *Tom’s feet are so big!*
   - *They get up so late.*
   - *Maria sang so beautifully!*

   **Helen got all the answers right. She is such a clever person.** (= She is a very clever person.)
   We use **such a/an** before an adjective + singular noun (e.g. **person**). We use **such** before a plural noun (e.g. **feet**) or an uncountable noun (e.g. **food**):
   - *It was such an amazing car!*
   - *He has such big feet!*
   - *That was such excellent food.*
   (For uncountable nouns, see Table B.)

2. We can use **so** with **many** and **much**:
   - **so many** + plural noun:
     - *There were so many people in the shop.*
   - **so much** + uncountable noun:
     - *We had so much work to do.*

   We can use **such** with a **lot of**:
   - **such a lot of** + plural noun:
     - *There were such a lot of people in the shop.*
   - **such a lot of** + uncountable noun:
     - *We had such a lot of work to do.*

3. Sentences with **so** and **such** can also describe the result of something:
   - *It was so dark that we didn’t see him.*
   - *He arrived so late, he missed his plane.*
   - *It was such a dark night that we didn’t see him.*
   - *It was such a lovely day, we went to the beach.*

Practice

A. Put in **such or so**.

0. Tom is very handsome. He has ______ beautiful eyes.
0. It was a very pleasant trip because the guide was ______ nice.
1. My birthday was wonderful. I got ______ lovely presents.
2. It was difficult to drive because there was ______ much snow.
3. I like Tom. He is ______ a nice person.
4. We couldn’t play tennis because it was ______ windy.
5. Jack loves his children. He is ______ a wonderful father.
6. Nobody listens to Jane because she says ______ silly things.
7. The nurses are wonderful here. They are ______ helpful.
8. Look at the stars. They are ______ bright tonight.
B Put *such, such a or such an* in the gaps.

0 Edinburgh is *such a* wonderful city.

1 Motorbikes are *_________* dangerous machines.

2 I love skiing. It's *_________* exciting sport. But it's a dangerous sport, too.

3 My cousin had *_________* terrible accident. He almost died.

4 I like these new dresses. They have *_________* pretty colours.

5 We had *_________* wonderful meal. The food was excellent.

6 Susan Strange is *_________* interesting writer.

C Use *so, such, such a or such an* to write sentences from the words in brackets. Put the verbs in the correct tense.

0 I can't believe that Tom is only thirteen. (He/have/grow/tall)
   *He has grown so tall!*

0 I never believe those boys. (They/be/always/tell/stupid lies)
   *They are always telling such stupid lies!*

1 I enjoy John's cooking. (He /be/wonderful cook)

2 I can't hear anything. (Those people /be/make /much noise)

3 Fred won three prizes. (He/be/lucky)

4 Sara always looks lovely. (She/ wear/pretty clothes)

5 We had three ice-creams. (They/be/delicious)

6 I don't smoke. (It/be/unhealthy habit)

7 I enjoyed that test. (It/be/easy)

D For each sentence, write another sentence with a similar meaning. Use *so… that.*

0 We decided not to phone them because it was very late.
   It was *so late that we decided not to phone them.*

1 Sally didn't finish the exam because she worked very slowly.
   She worked *_________.*

2 We didn't buy the camera because it was very expensive.
   The camera was *_________.*

3 Paul didn't go out because he was very tired.
   Paul was *_________.*

4 Peter couldn't see the holes because they were very small.
   The holes were *_________.*

5 I couldn't finish the food because there was too much of it.
   There was *_________.*
Adjective + preposition (angry with, afraid of)

1 Some adjectives can have a preposition + a noun (or pronoun) after them:

<table>
<thead>
<tr>
<th>ADJECTIVE + PREPOSITION + NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m afraid of dogs.</td>
</tr>
<tr>
<td>She’s good at maths.</td>
</tr>
</tbody>
</table>

Here are some more examples:

**afraid of:** I’m afraid of my teacher.
**angry with:** John is very angry with me.
**annoyed with:** I was annoyed with my sister.
**brilliant at:** Jenny is brilliant at maths.
**busy with:** Tom was busy with his work.
**careless with:** Bill is careless with his money.
**cruel to:** Ann’s mother was cruel to her.
**famous for:** France is famous for its cheese.
**fond of:** Peter is very fond of children.
**frightened of:** Our cat is frightened of your dog.
**full of:** The rooms were full of old furniture.
**good at:** Are you good at sport?
**grateful for:** They were grateful for our help.
**interested in:** She’s interested in old coins.
**keen on:** He’s very keen on chess.
**kind to:** Your sister was very kind to us.
**lucky at:** I’m often lucky at games.

pleased with: Ian was pleased with the result.

2 Some adjectives have a preposition + an -ing form after them:

<table>
<thead>
<tr>
<th>ADJECTIVE + PREPOSITION + -ING FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>He was sick of washing dishes.</td>
</tr>
<tr>
<td>I’m not very good at running.</td>
</tr>
<tr>
<td>Robert is very fond of talking.</td>
</tr>
<tr>
<td>Anne is used to working at night.</td>
</tr>
</tbody>
</table>

(= She often works at night, and she doesn’t mind it.)

3 A few adjectives can have an -ing form without a preposition:

<table>
<thead>
<tr>
<th>ADJECTIVE + -ING FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>They were busy getting things ready.</td>
</tr>
<tr>
<td>It’s no good worrying about the weather.</td>
</tr>
<tr>
<td>It’s not worth taking the car; we can walk.</td>
</tr>
</tbody>
</table>

Practice

**A** Put in the missing prepositions (e.g. with, of).

0 Mary was pleased with her exam results. She had got good marks in most subjects.
1 Thank you very much. I am very grateful for your help.
2 I’m not sure about the price, but I think they cost about £5.
3 It was the day of the concert, and everyone was busy with the preparations.
4 I didn’t expect to win the match. I was quite surprised at the result.
5 Sandra was very brave. We are very proud of her.
6 I like geography and I’m very interested in history as well.
7 We’ve got plenty of food. The fridge is full of things to eat.
8 Mary didn’t like the director. She was annoyed with him.
9 John is very clever. He’s brilliant at physics and chemistry.
10 Jane doesn’t like small animals, but she’s very fond of horses.
11 Jeff should look after his disks. He’s very careless with them.
12 Susan and Jane like sports. They are particularly keen on hockey.
13 Colin must be good at French. He got top marks in the exams.
14 Mike has never learnt to swim because he’s afraid of water.
B Write these short dialogues in the Present Simple. Use the words in brackets and any prepositions (e.g. *with, of, at*) that you need.

0  A: (Jane, why *be* /you/angry/Peter?)  ~  B: (Because *be* /be/very careless/his money)
   A: Jane, why *are* you angry with Peter?
   B: *Because* he is very careless with his money.

1  A: (be/ their daughter/good/school work?)  ~  B: (Yes, in fact she be /be/brilliant /everything)
   A: __________________________________________
   B: __________________________________________

2  A: (Why/be/Mr Bell’s dog/afraid/him?)  ~  B: (Because he be /be/often/cruel/it)
   A: __________________________________________
   B: __________________________________________

3  A: (be/Jenny/fond/classical music?)  ~  B: (Yes, she be /be/very keen/Bach, for example)
   A: __________________________________________
   B: __________________________________________

4  A: (be/you/pleased/Peter’s exam results?)  ~  B: (Yes, we /be/ very proud/him)
   A: __________________________________________
   B: __________________________________________

C Use the words or phrases in the box to complete each sentence, and put in a preposition (e.g. *at, for*) if it is necessary.

   card   cards   getting up early   his watches   old books   listening to their problems

   talking to him

0  Maria has won again. She is usually lucky *at* cards.

1  I don’t want to talk to them. I’m sick __________________________________________.

2  The boxes were heavy because they were full __________________________________________.

3  Alan never listens to anybody. It’s no good __________________________________________.

4  I’m used __________________________________________, but I know some people like to sleep late.

5  Switzerland is famous __________________________________________.

D Use the words in brackets to write complete sentences. Use the Present Simple. Add any necessary prepositions and make any necessary changes.

0  (Mrs Jackson *be* /always/ kind/me)
   Mrs Jackson is always kind to me.

1  (It *be* /not/worth/stay/until the end of the conference)

2  (Mary *be* /very good /make/people happy)

3  (I *be* /very interested/Jill’s new ideas)

4  (Tom *be* / busy /talk/to the guests)
1 **In, on and at** are used to talk about places:
   - We use *in* with enclosed spaces (e.g. rooms, buildings), and with limited areas (e.g. towns, parks, countries, continents):
     *in my pocket* *in her car* *in Germany*
   - We use *on* with surfaces (e.g. walls, floors, shelves) and lines (e.g. paths, coasts, the equator):
     *on the grass* *on the sea* *on the line*
   - We use *at* with a point (e.g. *at the bus stop*), and *at* with a building, when we mean either inside or outside:
     A: Let's meet *at* the cinema.
     B: OK. Shall we meet *in* the cinema itself or *on* the pavement outside?

Here are other prepositions of place:
*I sat between Jane and Pam on the plane;*  
*Ann was sitting in front of me,* and Carol was behind me.  
*Jane talked to the man next to/beside her.*  
*Buda lies opposite Pest; together they are the city of Budapest.*  
*We sat down to rest under a large tree.*  
*Please leave the flowers outside my room.* (not in my room)

2 **Into, onto, and to** are used to talk about movement:
   - *We moved the chairs into my bedroom.*  
   *The actor ran onto the stage.*  
   *They walked to the next town.*

The opposites are *out of, off and from*:
   - *We moved the chairs out of my bedroom.*  
   *The actor ran off the stage.*  
   *We drove from London to Edinburgh.*

Here are other prepositions of movement:
*They ran across the field to the road.*  
*Jim cycled along the road to the next town.*  
*I walked up the hill and ran down the other side.*  
*The bus went past the bus stop without stopping.*  
*The train goes through three tunnels.*

3 **In, on and at** are also used to talk about time:
   - We use *in* with years, seasons, and months:  
     *in 1987 in the spring in May*
   - Notice also: *in the morning/afternoon/evening.*
   - We use *on* with days and dates:  
     *on Friday on Christmas Day on 30th May*
   - We use *at* for times:  
     *at 5 o'clock at lunch-time*

**Practice**

A **Put in, on or at in the gaps.**

0 Peter lives **in** Turkey.
1 There were some beautiful pictures **in the walls** of their sitting-room.
2 The children are playing **on** the grass **in the park.**
3 Does this bus stop **on** the railway station?
4 The books were **in** a box **on** a shelf **in** the garage.
5 Ecuador is **in** South America; it lies **in** the equator.
6 The gun was **in** the pocket of a dress that was hanging **on** the cupboard.

B **Look at this picture of a town, and complete the sentences.**

0 There is a road **beside** the river.
1 There are some boats **on** the river.
2 The Town Hall is **in** the theatre.
3 The post office is **in** the theatre.
4 The theatre is **in** the Town Hall.
5 The post office is **in** the theatre and the police station.
C Put the words in the box in the gaps.

into (x3) onto (x2) to out of off

0 The march started in the park. From there we marched to the Town Hall.
1 The tiger escaped from its cage and jumped off the lake. It took a long time to get it off the lake and back into its cage.
2 Stupidly, Simon drove his car onto the beach and then he couldn’t move it, because the wheels sank under the sand. In the end he needed eight people to push it across the beach and back down the road.

D Look at this picture of a town showing the route for a race.

Now fill the gaps using the words in the box.

across along at down in front of past from under through up

The race starts at the Town Hall. The runners go across the Town Hall and they run along the main square, to the river. Then they run over New Bridge and they go past the road beside the river for about 200 yards. They go through the theatre and under Castle Hill. They turn right across the Castle, and they go up Steep Hill. Then they go through the tunnel across the river, and they finish at the station.

E Look at this page from a diary. Put in the information requested in the brackets. Use a preposition.

| April 1995 | 0 (the year?) | I interviewed Kate in 1995. |
| 20 Monday  | 1 (the month?) | I interviewed Kate. |
| 10 a.m.    | 2 (the date?)  | I interviewed Kate. |
| Interview  | 3 (the day?)   | I interviewed Kate. |
| Kate Bell  | 4 (the part of the day?) | I interviewed Kate. |
| in the London office | 5 (the time?) | I interviewed Kate. |
| 21 Tuesday | 6 (the season?) | I interviewed Kate. |
Since, for, ago; first, last

1 Since is followed by a time (e.g. 6 o’clock, yesterday), a year or date (e.g. 1945), or an event (e.g. the end of the war):
   There hasn’t been a world war since 1945.
   Things have changed a lot since the end of the war.

We use since to talk about a period from that time in the past to now:

<table>
<thead>
<tr>
<th>past</th>
<th>1945</th>
<th>1965</th>
<th>1985</th>
<th>now</th>
</tr>
</thead>
<tbody>
<tr>
<td>since 1945</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note that we use since with the Present Perfect (e.g. have changed). But a verb after since is about an event, and it must be in the Past Simple:
   Things have changed a lot since the war ended.

2 We use for with a period of time (e.g. 6 years), to answer the question How long?:
   A: How long did the war continue?
   B: The war continued for 6 years.

<table>
<thead>
<tr>
<th>past</th>
<th>1 2 3 4 5 6</th>
<th>now</th>
</tr>
</thead>
<tbody>
<tr>
<td>for 6 years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The verb in the example is Past Simple (continued), but we can use for with other tenses to talk about a period of time in the present, the past, or the future:
A: How long is Mary staying?
B: She’s staying for five days.

past     now     future
1 2 3 4 5

for five days

There hasn’t been a world war for many years.
It will probably snow for several hours.

3 If we talk about the start and end of a period, we use from (not since) and to:
   The war lasted from 1939 to 1945.

4 We can use ago with a Past Simple verb to say when something happened:
   A: When did the Second World War start?
   B: It started over 50 years ago.
   (= It started 50 years back in the past from now.)

5 Look at these sentences, where first means ‘for the first time’ and last means ‘for the last time’:
   Jane and Bill first met 10 years ago.
   The planet Pluto was first seen in 1940.
   A: When did you last visit Scotland?
   B: I last visited Scotland two years ago.

Practice

A Put in when, how long, ago, since, for or from in the gaps.

0   When did you leave the office?
1   My mother died five years ago.
2   I was at university 1989 to 1993.
3   They’ve worked here about five years.
4   We’ve lived here 1989.
5   did you start your present job?
6   have you had your present job?

B Put the verbs in brackets in the gaps in the right form.

0  I     (see) Tony two or three days ago.
1  Nothing interesting (happen) since my birthday.
2  Michelangelo      (live) from 1475 to 1564.
3  Marilyn Monroe     (die) over thirty years ago.
4  Marilyn Monroe     (be) dead for over thirty years.
C The dates of the First World War are 1914-1918. Complete the questions and answers.

0 A: When did the war ___ start?
   B: It ______ over seventy years ago.

1 A:  ______ did the war continue?
   B: It ______ for five years, 1914 to 1918.

2 A:  ______ the war end?
   B: It ______ over seventy years.

3 A: Have many things changed ______ the end of the war?
   B: Yes, many things ______ 1918.

D From the information, write sentences using the words in brackets. Put the verb in the correct tense, and use for, since, or ago.

0 I haven’t seen Bill since his birthday. That was four months ago.
   (I/not/see/Bill/four months) ______.
   (I /last/see/Bill/four months) ______.

1 We haven’t spoken to Jane since her accident. That was two weeks ago.
   (We/not/speak/to Jane/two weeks) ______.
   (We /last/speak/to Jane/two weeks) ______.

2 Helen last visited Rome twenty years ago when she was a student.
   (Helen/not/visit/Rome/twenty years) ______.
   (Helen/not/visit/Rome/she/be/a student) ______.

3 Mary got married two years ago. We haven’t seen Mary since her wedding.
   (We /last/see/Mary/two years) ______.
   (We /not/see/Mary/two years) ______.
   (We /not/see/her/she/get/married) ______.

E Read this text:

The film ‘The Storm’ was made in 1972. The stars were Anna Strong and Douglas Wild; they had never met before. The film took eleven months to make, from January to November 1972, and it cost a lot of money. Luckily, it was an enormous success and it was shown in cinemas from 1972 to 1977, and in 1988 and 1990. Anna and Douglas met once in 1992. But they did not see each other again, before Anna died in a car accident in 1993.

Now complete the questions and answers about the text.

0 A: When ___ ‘The Storm’ ___?
   B: It ___ over 20 years ago.

1 A: _____ Anna and Douglas first meet?
   B: They _____ in 1972, when they made ‘The Storm’.

2 A: _____ did the film take to make?
   B: It ____ eleven months to make, January to November.

4 A: When _____ Anna and Douglas _____ meet?
   B: They last _____ in 1992.

5 A: _____ has Anna been dead?
   B: She _____ dead 1992.
42 Defining relative clauses with **who, which, that or whose**

1 If we use a sentence like:

   *The police have found the boy.*

   it may not be clear which boy. We can make it clear like this:

   *The police have found the boy who disappeared last week.*

   **Who** links the relative clause (**who disappeared last week**) to the main clause (*The police have found the boy*).

2 When we talk about people, we use **that** or **who**:

   *I talked to the girl that (or who) won the race.*

   When we talk about things or animals, we use **that** or **which**:

   *I like the car that (or which) won the race.*

3 **That, who, or which** can be the subject of the relative clause, like this:

   | I talked to the girl |  
   | **who** won.  
   | The girl won.  

   | That is the dog |  
   | **that** attacked me.  
   | The dog attacked me.  

   There is no other pronoun (e.g. *it, they*):

   Not *That is the dog that it attacked me.*

4 **That, who, or which** can be the object of the relative clause, like this:

   | Subject  
   | **OBJECT**  
   | *The card which Ken sent was nice.*  
   | *The man that I saw was very rude.*

   There is no other pronoun (e.g. *him, them*):

   Not *The man I saw *him* was very rude.*

   When **that, who, or which** is the object of the relative clause (e.g *The card which Ken sent*), we can leave them out:

   *The card Ken sent was nice.*  
   *The man I saw was very rude.*

5 Now look at this sentence with **whose**:

   *Susan is the woman whose husband is an actor.* (= Her husband is an actor.)

   We use **whose** in place of **his, her, their**, etc.

   We only use it with people, countries and organizations, not things. It has a possessive meaning. Here is another example:

   *The man whose dog bit me didn't apologise.* (= The man didn't apologise. **His** dog bit me.)

***Practice***

A Complete the sentences using the information in brackets and **who or which**.

0 (I went to see a doctor. She had helped my mother.)

   I went to see the doctor **who had helped** my mother.

1 (A dog bit me. It belonged to Mrs Jones.)

   The dog **belonged to Mrs Jones.**

2 (A woman wrote to me. She wanted my advice.)

   The woman **wanted my advice.**

3 (A bus crashed. It was 23 years old.)

   The bus **was 23 years old.**

4 (Ann talked to a man. He had won a lot of money.)

   Ann talked to the man **who had won a lot of money.**

5 (Mary was staying with her friend. He has a big house in Scotland.)

   Mary was staying with her friend **who has a big house in Scotland.**

6 (He's an architect. He designed the new city library.)

   He's the architect **who designed the new city library.**
B  Complete the sentences using the information in brackets and that.

0  (Jack made a table. It's not very strong.)
   The table ___________________________ is not very strong.

1  (I read about a new computer. I had seen it on TV.)
   I read about the new computer _____________________________

2  (Jane made a cake. Nobody liked it.)
   Nobody liked the cake _____________________________

3  (Mary sent me a letter. It was very funny.)
   The letter _____________________________ was very funny.

4  (My sister wrote an article. The newspaper is going to publish it.)
   The newspaper is going to publish the article _____________________________

5  (I met an old lady. She was 103 years old.)
   The old lady _____________________________ was 103 years old.

6  (I saw a house. My brother wants to buy it.)
   I saw the house _____________________________

C  Complete the sentences with one of the phrases in the box and who or whose.

interviewed me  has visited so many different countries
had saved their son  wives have just had babies
book won a prize last week  divorce was in the newspapers
car had broken down  complain all the time

0  The parents thanked the woman ___________________________.

0  The couple ___________________________ have got married again.

1  It is very interesting to meet somebody _____________________________.

2  The person ____________________________ asked me some very difficult questions.

3  In my office there are two men _____________________________.

4  What’s the name of that writer _____________________________.

5  I don’t like people _____________________________.

6  We helped a woman _____________________________.

D  Put in who or that ONLY IF NECESSARY.

0  The match ___________________ we saw was boring.

0  Did I tell you about the people ___________________ live next door?

0  The horse ___________________ won the race belongs to an Irish woman.

1  I love the ice-cream ___________________ they sell in that shop.

2  The book ___________________ I’m reading is about jazz.

3  The woman ___________________ came to see us was selling magazines.

4  We’ll go to a restaurant ___________________ has a children’s menu.

5  The factory ___________________ closed last week had been there for 70 years.

6  Have you read about the schoolgirl ___________________ started her own business and is now a
   millionaire?

7  Jane says that the house ___________________ Tom has just bought has a beautiful garden.
Non-defining relative clauses with who, which or whose

1 Look at these two sentences:

- London has over 6 million inhabitants.
- London, which is the capital of Britain, has over 6 million inhabitants.

Which is the capital of Britain gives us more information about London, but we do not need this information to define London. We can understand the first sentence without this extra information. Which is the capital of Britain is a non-defining relative clause. It has commas (,) to separate it from the rest of the sentence.

2 For things or animals, we use which (but not that) in non-defining relative clauses:

Fred sold his computer, which he no longer needed, to his cousin. (Not ... that he no longer needed...)
In the summer we stay in my uncle’s house, which is near the sea.

3 For people, we use who (but not that) in non-defining relative clauses. We use who when it is the subject of the relative clause:

Elvis Presley, who died in 1977, earned millions of dollars.
(Presley died in 1977.)

We use who (or sometimes whom) when it is the object of the relative clause:

My boss, who (or whom) I last saw before Christmas, is very ill.
(I last saw my boss before Christmas.)

4 We use whose to mean ‘his’, ‘her’, or ‘their’:

Marilyn Monroe, whose real name was Norma Jean, was born in Los Angeles.
(Her real name was Norma Jean.)

5 We can also use which (but not that) to refer to a whole fact:

Ann did not want to marry Tom which surprised everybody.
Here, which refers to the fact that Ann did not want to marry Tom.

Practice

A Make one sentence from the two that are given. Use who or which with the underlined words.

0 Mont Blanc is between France and Italy. It is the highest mountain in the Alps.
Mont Blanc, which is between France and Italy, is the highest mountain in the Alps.

0 Alfred Hitchcock was born in Britain. He worked for many years in Hollywood.
Alfred Hitchcock, who was born in Britain, worked for many years in Hollywood.

1 The sun is really a star. It is 93 million miles from the earth.

2 John F. Kennedy died in 1963. He was a very famous American President.

3 Charlie Chaplin was from a poor family. He became a very rich man.

4 The 1992 Olympics were held in Barcelona. It is in the north-east of Spain.
We went to see the Crown Jewels. They are kept in the Tower of London.

B From the notes, make one sentence. Use who or which with the words in brackets.

0 Greta Garbo. (She was born in Sweden.) She moved to America in 1925.  
Greta Garbo, who was born in Sweden, moved to America in 1925.

1 Football. (It first started in Britain.) It is now popular in many countries. 
Football, 

2 Margaret Thatcher. (She was the Prime Minister of Britain for 11 years.) She studied science at university. 

3 Michelangelo. (He lived until he was 90.) He is one of Italy’s greatest artists. 

4 The Nile. (It runs through several countries.) It is the longest river in Africa. 

5 Gandhi. (He was born in 1869.) He became India’s nationalist leader. 

6 Elephants. (They are found in Africa and India.) They live to a great age. 

C From the notes make one sentence. Use who or which with the words in brackets.

0 Martina Navratilova. (She was born in Prague.) She became a US citizen in 1981.  
Martina Navratilova, who was born in Prague, became a US citizen in 1981.

0 Darwin. His ideas changed our view of the world. He travelled to a lot of countries when he was young.  
Darwin, whose ideas changed our view of the world, travelled to a lot of countries when he was young.

1 Madonna. (Her parents were born in Italy.) She is a famous American singer. 

2 Bill Clinton. (His wife is a brilliant lawyer.) He became President of the USA in 1993. 

3 Sebastian Coe. (He was a successful English runner.) He is now a politician. 

4 Catherine of Russia. (She ruled for over 30 years.) She made many important changes. 

D Underline the words that which refers to.

0 They climbed Snowdon, which is the highest mountain in Wales. 
0 They climbed Snowdon, which made them very tired. 
1 Maria sang and played the guitar, which everyone enjoyed a lot. 
2 The boat stopped at Sousse, which is in Tunisia. 
3 The coach stopped at a petrol station, which allowed everyone to get out. 
4 We listened to the news, which was in French.
Because, in case, so, so that

1 We use because to give the reason for something:

\[\text{REASON}\]

Jack is in bed because he’s got the flu.
We couldn’t go out because the weather was terrible.
I took a taxi because I was in a hurry.

We use because of with a noun (e.g. flu, weather, noise):

\[\text{REASON}\]

Jack’s in bed because of his flu.
We couldn’t go out because of the storm.
I couldn’t sleep because of the noise.

2 We use in case when the reason is something that might happen:

\[\text{REASON}\]

I’m taking an umbrella in case it rains.
(= I’m taking an umbrella because it might rain.)

3 We use so to talk about the result of something:

\[\text{RESULT}\]

I was in a hurry so I took a taxi.
Jack has got the flu so he’s in bed.
The weather was terrible so we couldn’t go out.
My neighbours were having a party and making a lot of noise so I couldn’t sleep.

4 We use so that to talk about the purpose of an action:

\[\text{PURPOSE}\]

I took a taxi so that I would arrive on time.
I listen to the news in the morning so that I know what’s happening in the world.
Tom goes jogging every day so that he won’t get fat.
I took a taxi so that my friends would not have to wait for me.
(We can also use to + infinitive to talk about purpose; see unit 29.)

Practice

A Write each sentence in a different way using the words given.

0 Tom didn’t want to go out because he had a cold.

Tom didn’t want to go out because of his cold.

0 Take some money because you might need to take a taxi.

Take some money in case you need to take a taxi.

0 John and I asked for a drink because we were thirsty.

John and I were thirsty so we asked for a drink.

1 Mary went to bed because she was tired.

Mary went to bed so.

2 I couldn’t sleep because it was so hot.

I couldn’t sleep because of the heat.

3 Jill doesn’t like apples so she doesn’t eat them.

Jill doesn’t like apples because.

4 The streets were crowded because of the football match.

The streets were crowded because there was a football match.
5 I'll give Jane a key to the house because she might get home before me. in case

B Complete the sentences with because, in case, or so, and a phrase from the box. Use each phrase once.

I'll take a book to read
she's at home
his passport was out of date
there is a power cut this weekend

I want to lose weight
they had to wait for the next one
his wife was ill

0 They missed one bus so they had to wait for the next one.
1 I don't know where my sister is, but I'll try phoning her
2 I'm eating less these days
3 Peter had trouble at the airport
4 It's a long journey
5 We've bought some candles
6 Mr Smith didn't go to the meeting

C Complete each sentence using so that and one of the phrases in the box.

she can be nearer her work
I know what's in the news
they can keep in contact with each other
everybody would know our new address
they can keep their clothes clean

0 I read the newspaper every day so that I know what's in the news.
1 We sent cards to all our friends
2 Scientists and doctors wear white coats
3 Policemen carry radios
4 Mary is moving to Bristol

D Write out complete sentences from the words in brackets, making any necessary changes and including so that.

0 (Mark/go/swimming every day /he can stay healthy)
Mark goes swimming every day so that he can stay healthy.
1 (Last week, my brother/lend/me £20/I could buy some new shoes)
2 (Last month, the Government/pass/new traffic laws/fewer people will have accidents)
3 (Our school has/open/a new library /we can have more books)
4 (Ann always/write/everything in her diary/she doesn't forget her appointments)
5 (Last Friday, we/leave/home early/we could avoid the morning traffic)
# Grammar and spelling tables

## Table A  Plural nouns

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>shop</td>
<td>shops</td>
</tr>
<tr>
<td>tyre</td>
<td>tyres</td>
</tr>
<tr>
<td>kilo</td>
<td>kilos</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>With nouns that end with -s, -ss, -sh, -ch, -x, we add -es:</th>
</tr>
</thead>
<tbody>
<tr>
<td>bus</td>
</tr>
<tr>
<td>dress</td>
</tr>
<tr>
<td>wish</td>
</tr>
<tr>
<td>beach</td>
</tr>
<tr>
<td>box</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>With some nouns that end with -o, we add -es:</th>
</tr>
</thead>
<tbody>
<tr>
<td>tomato</td>
</tr>
<tr>
<td>potato</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>We change -f/-fe to -ves in the plural:</th>
</tr>
</thead>
<tbody>
<tr>
<td>thief</td>
</tr>
<tr>
<td>shelf</td>
</tr>
<tr>
<td>leaf</td>
</tr>
<tr>
<td>life</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>With nouns that end with a consonant* + -y, we change the -y to -ies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>story</td>
</tr>
<tr>
<td>copy</td>
</tr>
<tr>
<td>lorry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Irregular nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>tooth</td>
</tr>
<tr>
<td>child</td>
</tr>
<tr>
<td>woman</td>
</tr>
</tbody>
</table>

## Table B  Uncountable nouns

<table>
<thead>
<tr>
<th>ice, water, rain, snow, heat, noise</th>
<th>cotton, glass, petrol, money, luggage</th>
</tr>
</thead>
<tbody>
<tr>
<td>information, work, homework, advice, news</td>
<td>meat, milk, butter, bread, marmalade, food, tea, coffee, sugar, toast, cheese</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uncountable nouns do not have a plural form:</th>
</tr>
</thead>
<tbody>
<tr>
<td>petrol (Not petrods)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>We cannot use a/an with an uncountable noun, but we can use some/any, the, much (not many), such, and my/your/his etc:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-a: I always have an egg, and then toast and marmalade for breakfast.</td>
</tr>
<tr>
<td>some: I'd like some tea please.</td>
</tr>
<tr>
<td>the: Look at the snow outside.</td>
</tr>
<tr>
<td>much: How much luggage have you got?</td>
</tr>
<tr>
<td>such: We've had such wonderful news.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Some nouns can be countable or uncountable:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I heard a noise from downstairs. (countable)</td>
</tr>
<tr>
<td>I can't sleep. The neighbours are making so much noise. (uncountable)</td>
</tr>
</tbody>
</table>
### Table C  Present Simple

<table>
<thead>
<tr>
<th>I/youn/we/they</th>
<th>He/she/it</th>
</tr>
</thead>
<tbody>
<tr>
<td>After he/she/it, we add -s to most Present Simple verbs:</td>
<td>say</td>
</tr>
<tr>
<td></td>
<td>make</td>
</tr>
<tr>
<td></td>
<td>advise</td>
</tr>
</tbody>
</table>

| We add -es to verbs that end with -ss, -sh, -ch, -o (e.g. finish, go): | pass | passes |
| | finish | finishes |
| | wish | wishes |
| | catch | catches |
| | go | goes |
| | do | does |

| We change -y to -ies with verbs that end with a consonant* + -y: | fly | flies |
| | carry | carries |
| | study | studies |

### Table D  -ing forms

<table>
<thead>
<tr>
<th></th>
<th>INFINITIVE</th>
<th>-ING FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>With most verbs we add -ing:</td>
<td>go</td>
<td>going</td>
</tr>
<tr>
<td></td>
<td>ask</td>
<td>asking</td>
</tr>
</tbody>
</table>

| With verbs that end with a consonant* + -e, we delete the -e and add -ing: | take | taking |
| | hope | hoping |
| | live | living |
| | queue | queuing |

| With verbs that end with -ie, we change -ie to -ying: | lie | lying |
| | die | dying |

| With verbs that end with one vowel* + one consonant (e.g. run, swim, jog), we double the consonant: | get | getting |
| | run | running |
| | swim | swimming |
| | jog | jogging |

| But note that we do not double the consonant, (1) when it is a y or w (e.g. stay), (2) when the last syllable* is not stressed (e.g. VISit, LISTen, WONder): | stay | staying |
| | buy | buying |
| | borrow | borrowing |
| | draw | drawing |
| | visit | visiting |
| | listen | listening |
| | wonder | wondering |

| But note also that we double the l at the end of verbs, when the last syllable is not stressed (e.g. TRAvel): | travel | travelling |

* Consonants: b c d f g h j k l m n p q r s t v w x y z
Vowels: a e i o u
Syllables: 1 hit = 1 syllable 1 vi|sit = 2 syllables 1 rel mem ber = 3 syllables
### Table E  Regular verbs: Past Simple and past participle

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past Simple</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>With most verbs we add -ed:</strong></td>
<td>happen</td>
<td>happened</td>
</tr>
<tr>
<td><strong>With verbs ending with -e, we add -d:</strong></td>
<td>live</td>
<td>lived</td>
</tr>
<tr>
<td><em><em>With verbs that end with a consonant</em> + -y, we change the y to -ied:</em>*</td>
<td>try</td>
<td>tried</td>
</tr>
<tr>
<td></td>
<td>study</td>
<td>studied</td>
</tr>
<tr>
<td><em><em>With verbs that end with one vowel</em> + one consonant, we double the consonant:</em>*</td>
<td>stop</td>
<td>stopped</td>
</tr>
<tr>
<td></td>
<td>grab</td>
<td>grabbed</td>
</tr>
<tr>
<td><strong>We do not double the consonant,</strong> &lt;br&gt; (1) when it is a y or w (e.g. enjoy),  &lt;br&gt; (2) when the last syllable* is not stressed (e.g. discovEr, lisTEn, hapPEn):</td>
<td>enjoy</td>
<td>enjoyed</td>
</tr>
<tr>
<td></td>
<td>allow</td>
<td>allowed</td>
</tr>
<tr>
<td></td>
<td>discover</td>
<td>discovered</td>
</tr>
<tr>
<td></td>
<td>listen</td>
<td>listened</td>
</tr>
<tr>
<td><strong>But note also that we double the l at the end of verbs, when the last syllable is not stressed (e.g. traVell):</strong></td>
<td>cancel</td>
<td>cancelled</td>
</tr>
<tr>
<td></td>
<td>travel</td>
<td>travelled</td>
</tr>
</tbody>
</table>

### Table F  Irregular verbs: Past Simple and past participle

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past Simple</th>
<th>Past Participle</th>
<th>Infinitive</th>
<th>Past Simple</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFINITIVE</td>
<td>PAST SIMPLE</td>
<td>PAST PARTICIPLE</td>
<td>INFINITIVE</td>
<td>PAST SIMPLE</td>
<td>PAST PARTICIPLE</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
<td>----------------</td>
<td>-----------</td>
<td>-------------</td>
<td>----------------</td>
</tr>
<tr>
<td>send</td>
<td>sent</td>
<td>sent</td>
<td>swim</td>
<td>swam</td>
<td>swum</td>
</tr>
<tr>
<td>show</td>
<td>showed</td>
<td>shown/showed</td>
<td>take</td>
<td>took</td>
<td>taken</td>
</tr>
<tr>
<td>shut</td>
<td>shut</td>
<td>shut</td>
<td>teach</td>
<td>taught</td>
<td>taught</td>
</tr>
<tr>
<td>sing</td>
<td>sang</td>
<td>sung</td>
<td>tell</td>
<td>told</td>
<td>told</td>
</tr>
<tr>
<td>sit</td>
<td>sat</td>
<td>sat</td>
<td>think</td>
<td>thought</td>
<td>thought</td>
</tr>
<tr>
<td>sleep</td>
<td>slept</td>
<td>slept</td>
<td>throw</td>
<td>threw</td>
<td>thrown</td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
<td>spoken</td>
<td>understand</td>
<td>understood</td>
<td>understood</td>
</tr>
<tr>
<td>spend</td>
<td>spent</td>
<td>spent</td>
<td>wake</td>
<td>woke</td>
<td>woken</td>
</tr>
<tr>
<td>stand</td>
<td>stood</td>
<td>stood</td>
<td>wear</td>
<td>wore</td>
<td>worn</td>
</tr>
<tr>
<td>steal</td>
<td>stole</td>
<td>stolen</td>
<td>win</td>
<td>won</td>
<td>won</td>
</tr>
<tr>
<td>sweep</td>
<td>swept</td>
<td>swept</td>
<td>write</td>
<td>wrote</td>
<td>written</td>
</tr>
</tbody>
</table>

### Table G  Comparative and superlative adjectives

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheap</td>
<td>cheaper</td>
<td>the cheapest</td>
</tr>
<tr>
<td>near</td>
<td>nearer</td>
<td>the nearest</td>
</tr>
<tr>
<td>long</td>
<td>longer</td>
<td>the longest</td>
</tr>
<tr>
<td>late</td>
<td>later</td>
<td>the latest</td>
</tr>
<tr>
<td>big</td>
<td>bigger</td>
<td>the biggest</td>
</tr>
<tr>
<td>hot</td>
<td>hotter</td>
<td>the hottest</td>
</tr>
<tr>
<td>wet</td>
<td>wetter</td>
<td>the wettest</td>
</tr>
<tr>
<td>few</td>
<td>fewer</td>
<td>the fewest</td>
</tr>
<tr>
<td>expensive</td>
<td>more expensive</td>
<td>the most expensive</td>
</tr>
<tr>
<td>beautiful</td>
<td>more beautiful</td>
<td>the most beautiful</td>
</tr>
<tr>
<td>polluted</td>
<td>more polluted</td>
<td>the most polluted</td>
</tr>
<tr>
<td>happy</td>
<td>happier</td>
<td>the happiest</td>
</tr>
<tr>
<td>lucky</td>
<td>luckier</td>
<td>the luckiest</td>
</tr>
<tr>
<td>easy</td>
<td>easier</td>
<td>the easiest</td>
</tr>
<tr>
<td>dirty</td>
<td>dirtier</td>
<td>the dirtiest</td>
</tr>
<tr>
<td>good</td>
<td>better</td>
<td>the best</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>the worst</td>
</tr>
<tr>
<td>far</td>
<td>farther</td>
<td>the farthest</td>
</tr>
<tr>
<td>little</td>
<td>less</td>
<td>the least</td>
</tr>
</tbody>
</table>

We use **more** / **the most** before adjectives of two or more syllables*:

But note that with adjectives ending with **-y** (e.g. happy), we change **-y** to **-ier** / **-iest**:

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
<td>happier</td>
<td>the happiest</td>
</tr>
<tr>
<td>lucky</td>
<td>luckier</td>
<td>the luckiest</td>
</tr>
<tr>
<td>easy</td>
<td>easier</td>
<td>the easiest</td>
</tr>
<tr>
<td>dirty</td>
<td>dirtier</td>
<td>the dirtiest</td>
</tr>
<tr>
<td>good</td>
<td>better</td>
<td>the best</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>the worst</td>
</tr>
<tr>
<td>far</td>
<td>farther</td>
<td>the farthest</td>
</tr>
<tr>
<td>little</td>
<td>less</td>
<td>the least</td>
</tr>
<tr>
<td>fewer</td>
<td>less</td>
<td>the least</td>
</tr>
</tbody>
</table>

Note that we usually use **fewer** with plural nouns, and **less** with uncountable nouns (e.g. money):

- There are fewer shops in the centre of town than there used to be.
- John earns less money than Mary.

* Consonants: b c d f g h j k l m n p q r s t v w x y z
Vowels: a e i o u
Syllables: l hit l = 1 syllable  l vil sit l = 2 syllables  l rel mem l ber l = 3 syllables
Exit tests

You can do these tests when you have finished studying the units in this book, to see if there are units that you should look at again. In the tests, each question relates to the unit with the same number, e.g. question 1 tests something from unit 1, question 2 tests something from unit 2, etc.

Exit test 1

Choose the right answer (a, b, c) and write a, b, or c in the box, as in the example. The correct answers are on page 117.

0 John always a get up b gets up c is getting up every morning at six o'clock. b

1 The Queen a don't live b doesn't live c don't lives in Edinburgh.  

2 In the photo, a dog a are running b is running c running after a cat.  

3 Look! Two policemen a come b is coming c are coming this way.

4 That sign a is meaning b mean c means that we must be quiet.

5 When a did you leave b you left c you did leave school?

6 When the phone rang, I couldn't answer it because I a had b have had c was having a bath.

7 When we were young, we a swim b were swimming c used to swim every day.

8 I a did never eat b has never eaten c have never eaten horse meat.

9 What date a have you sent b did you send c you have sent that letter?

10 Mrs Buxton a taught b has taught c is teaching at that school since 1993.

11 We have a invited b been inviting c being invited 200 people to our party.

12 When I got home there was nobody there. Everybody a was going b went c had gone to the cinema.

13 Pam has asked me to play tennis with her. We a will b are going c will go to play on Saturday.

14 If Elvis Presley was alive today, he a will b would c should be over 60 years old.

15 If Tom had studied hard, he a had b would c would have passed his exams.

16 If Jane's team wins next Saturday, she a will be b is c would be very happy.

17 When did your sister a make b do c get married?

18 You can a look after b get up c look up the new words in your dictionary.

19 When Peter was a boy, he a wasn't able b couldn't c wouldn't swim very well.

20 I can see Mary's car in the car park, so she a can't b can c must be here somewhere.
In towns you have to drive slowly. You **a** don’t have to **b** mustn’t **c** haven’t to drive faster than 50 kph.

My brother **a** doesn’t need **b** don’t need **c** needn’t new football boots.

If you find someone’s passport, you **a** had better **b** ought **c** should to give it to the police.

Susan usually works from Monday to Friday, but last week she **a** should have **b** must **c** had to work on Saturday as well.

In the old days, bottles **a** are made **b** were made **c** were making by hand.

We can’t use the car because it **a** is mended **b** hasn’t mended **c** is being mended.

Tomorrow I’m going to **a** have cut my hair **b** cut my hair **c** have my hair cut at the **new** hairdresser’s.

All my family enjoy **a** to go **b** go **c** going for long walks.

Jane has gone to the shop **a** to **b** for **c** for buying some eggs.

Ann wanted **a** that I have **b** me to **c** that I should have lunch with her.

**a** How is she? **b** What is she like? **c** What does she like? – She’s very nice.

I hear you went to Scotland last summer. **a** How many times **b** How far **c** How long did you stay there?

Peter **a** told me **b** said me **c** told that he was going to be away this week.

I asked **a** he **b** them **c** she to help me.

He asked **a** I **b** her **c** she if she was Japanese.

My mother **a** is **b** is an **c** is a university teacher.

If you’re hungry, **a** there’s **b** it’s **c** they are some food in the fridge.

I’ve never seen **a** such **b** so much **c** so enormous apples.

I like classical music. I’m **a** fond of **b** pleased with **c** like Beethoven, for example.

The birds were sitting **a** at **b** in **c** on the telephone wires.

This house was built **a** for 600 years **b** since 600 years **c** 600 years ago.

Was Mary the woman **a** who **b** that she **c** which came to see you last week?

Edinburgh, **a** which **b** who **c** that is the capital of Scotland, is well worth a visit.

We couldn’t hear the speaker **a** because of **b** because **c** in case the noise from the street.

Total: 44
Exit test 2

Choose the right answer (a, b, c) and write a, b, or c in the box, as in the example. The correct answers are on page 117.

0 Ann  a don't like  b like  c doesn't like  her new house.
1 Cars  a doesn't use  b don't use  c not uses coal.
2 Jill isn't at home. She  a staying  b are staying  c is staying  with her cousin this week.
3 A police car sometimes  a is stopping  b stop  c stops  in front of our house.
4 We  a aren't knowing  b aren't know  c don't know  their names.
5 My sisters  a didn't like  b not like  c liked  the concert. They hated it.
6 I saw the accident. I  a was waiting  b waited  c am waiting  for the bus when it happened.
7 I  a was smoking  b used to smoking  c used to smoke  years ago, but I don't now.
8 Our address is 23, Brook Road. We  a lived  b are living  c have lived  there for almost 10 years.
9 Tom  a just has  b just  c has just  gone to the shops.
10 Half an hour ago someone  a has come  b came  c come  to see you.
11 All the runners are very tired. They have  a been run  b run  c been running  for two hours.
12 It was raining when I woke up this morning, but when I left home to go to work the rain  a has  b is  c had stopped.
13 In the year 2006, it  a will be  b is being  c going to be  250 years since Mozart was born.
14 I live in London, but I wish I  a would live  b lived  c have lived  in a small town.
15 I wish I  a would have gone  b have been gone  c had gone  to Jean's party last night.
16 Bob lives in a small flat, but he  a preferred  b will prefer  c would prefer  to live in a house with a garden.
17 Parents often say to their children that they must  a make  b do  c get  their homework before they watch TV.
18 If your clothes are wet, take  a off  b off them  c them off.
19 I've got a problem.  a May  b Shall  c Could you help me, please?
20 I'm not sure where Anne is, but she  a may be  b is  c must be  in her room.
21 Tell Mark that he  a doesn't have  b mustn't  c hasn't  to come tomorrow if he's got other things to do.
22 There was plenty of food, so we a needn’t b needn’t have c need bought any more.

23 Jane isn’t very well. We a should b ought c had better to go and visit her.

24 Sara a must go b had to go c should have gone to Edinburgh last Saturday, but she was ill and so she stayed in bed.

25 The window a was smashing b smashed c was smashed by a ball.

26 We couldn’t meet at our house, because it a was being b was c has been painted.

27 My mother a had taken her photo b had her photo taken c her photo was taken by a well-known photographer.

28 I don’t want to see a film. I’d like a going b to go c that we go to a restaurant.

29 I borrowed Anna’s van a to transport b for transport c for transporting the furniture I had bought.

30 Jane let me a borrow b borrowing c to borrow her car.

31 In the film Julie seems a very serious person. a What she likes b What’s she like c What does she like in real life?

32 a How far is it b How long is it c How long is there from here to Newcastle?

33 What did Carol say? ~ She a said me b told c said she would help us, but she hasn’t come.

34 She told a to them b them to c them be quiet.

35 I asked a if them b whether they c whether them were ready.

36 Are you thirsty? Would you like a glass b the glass c a glass of water?

37 When I was young, a there were b it was c they were 12 cinemas in this town.

38 I’m pleased Jane’s here. She’s a such a b such c so nice person.

39 Bob is very fond a of visiting b to visit c about visiting old churches.

40 My birthday is a in b on c at March.

41 We have lived in this house a for b during c since 30 years.

42 The car a I saw b I saw it c that I saw it was going very fast.

43 The Eiffel Tower, a that b who c which was built in 1889, is still very popular with tourists.

44 Peter arrived at the airport early a because b so that c in case he would not miss his plane.
Answer key to practice exercises

Unit 1

A 1 cycles ... goes
2 says ... does ... catches
3 buys ... does
4 likes ... gets
5 lives ... works
6 leave ... finishes
7 rides ... carries
8 eats ... has

B 1 Do modern trains use coal? ~ No, they don’t. They use electricity.
2 Does the Queen often wear a crown? ~ No, she doesn’t. She usually wears a hat.
3 Does wine come from oranges? ~ No, it doesn’t. It comes from grapes.
4 Does Sri Lanka export coffee? ~ No, it doesn’t. It exports tea.
5 Do potatoes grow on bushes? ~ No, they don’t. They grow in the ground.

C 1 Modern trains don’t use coal.
2 The Queen doesn’t often wear a crown.
3 Wine doesn’t come from oranges.
4 Sri Lanka doesn’t export coffee.
5 Potatoes don’t grow on bushes.

D 1 Ice floats on water.
2 Lions don’t live in the Arctic.
3 Winter doesn’t come after spring.
4 Austrians speak German.
5 Cotton doesn’t come from sheep.

E 1 Neil cycles every day. He never drinks beer.
2 Mary swims every weekend. She smokes 15 cigarettes a day.
3 Bill plays tennis once a week. He doesn’t smoke.
4 Susan swims twice a week. She doesn’t drink alcohol.

Unit 2

A 1 It is/It’s running
2 She is/She’s painting
3 He is/He’s washing
4 They are/They’re eating
5 They are/They’re looking

B 1 is/’s doing a computer course this week.
2 am/’m going to work by bus this week.
3 are/’re sleeping in the sitting-room at the moment.

C 1 Fashions are changing all the time these days.
2 More women are studying at university these days.
3 House prices are going up all the time nowadays.
4 The sea is getting dirtier every year.

D 1 Because she is always asking me for money.
2 Because they are always arguing.
3 Because she is always borrowing my CDs.
4 Because he is always phoning me late at night.

Unit 3

A 1 lives ... works
2 is staying ... is/’s working
3 is staying ... is/’s working
4 lives ... works
5 lives ... works
6 is staying ... is working

B 1 No, they are getting things ready for the next competition.
2 Why is that machine not working at the moment?
   I don’t know, but a mechanic is mending it.
3 Look! The Fosters are working in their garden.
   They don’t usually work on Sundays.
   Are you getting ready for the winter?
   Yes, we’re tidying up the leaves.
   We always try to do it before the winter comes.
4 Sam, what are you looking for?
   I’m looking for Jean’s glasses.
   She doesn’t often wear them.
   She only wears them to read, so she often loses them.
**Unit 4**

A 1 is sitting
2 is listening
3 is playing
4 think
5 like
6 understand
7 Do ... want
8 drink

B 1 are listening ... is looking
2 are counting ... do not/don't know
3 likes ... fit
4 is sitting ... does not/doesn’t matter
5 costs ... includes

C 1 Do you recognize the woman in this photo? ... Do you mean the woman who is looking straight at the camera?
2 Hello, David. Why are you standing here? Are you waiting for me? ... Yes, I want to speak to you.
3 Listen to the engine. Do you think it is all right? ... It sounds all right, but it smells of oil.

D 1 is thinking
2 has
3 is tasting
4 feels
5 tastes
6 is having
7 thinks

**Unit 5**

A 1 What did Marie Curie discover in 1898? ~ She discovered radium.
2 Where did Michelangelo live? ~ He lived in Florence.
3 When did Margaret Thatcher become Prime Minister? ~ She became Prime Minister in 1979.
4 What did Alexander Bell invent? ~ He invented the telephone.
5 How many books did Agatha Christie write? ~ She wrote over a hundred books.
6 When did Greta Garbo move to the United States? ~ She moved there in 1925.

B 1 When Bob's sister was at university, she wrote a lot of poetry.
2 When Fred was in the army, he went to many different countries.

C 1 When Jane and Michael were at school, they didn't do much homework.
2 When Anna was a teenager, she wore very long skirts.
3 I made friends with a man called Harry.
4 Sometimes we talked about our ideas for a holiday.
5 We decided to go together to Rome.
6 We went by train, of course.
7 The journey lasted over 24 hours.
8 Of course, we saw all the famous buildings in Rome. They were fascinating.
9 But most of all, we enjoyed the delicious Italian food.
10 In particular, we ate some mushrooms that were as big as a plate.
11 We told everyone about the size of the mushrooms when we got back home.
12 But nobody believed us.

**Unit 6**

A 1 The storm started while they were driving home.
2 I saw an accident while I was waiting for the bus.
3 Mary went to several concerts while she was staying in London.
4 My father was cooking the dinner when he burnt his fingers.
5 The soldiers were preparing to leave when the bomb exploded.

B 1 made ... was making ... arrived ... helped
2 designed ... started ... was working ... died
3 escaped ... were taking ... caught ...
4 locked
5 were losing ... won
6 sang ... played ... recorded ... was preparing ... shot
7 were coming ... were hurrying ... was standing ... grabbed

C 1 did you do
2 you were reading
3 rang
4 were you doing
5 was drinking
6 drank
7 went
8 did you put
9 was raining
Unit 7

A 1 Last Sunday Mike stayed at home, but he normally goes fishing.
2 We usually swim in the sea, but last Sunday we swam in the river.
3 Last summer, Bob had a short holiday, but he usually has a long holiday.
4 Mrs Jones normally sleeps for seven hours every night, but last night she slept for nine hours.
5 I usually enjoy the food in this restaurant, but I did not/didn’t like it yesterday.
6 Peter usually does his homework, but he didn’t do it yesterday.

B 1 Does ... have
2 Did ... wake up
3 Did ... send
4 Does ... phone

C 1 used to eat ... he eats
2 used to drink ... she drinks
3 eats ... she used to eat
4 eats ... she used to eat
5 Did Robert use to eat ...
6 Did Mary use to eat ...
7 Did Pam use to drink ...
8 didn’t use to eat
9 didn’t use to eat
10 didn’t use to drink

2 He has not/hasn’t put the copies in the envelopes yet.
3 He has/He’s already written the text of the advertisement.
4 He has not/hasn’t sent the advertisement to the paper yet.

D 1 Has Sue won any tennis competitions this year? ~ Yes, she has/she’s won three this year.
2 Have you shaved today? ~ No, I have not/haven’t shaved since yesterday.
3 Have you sold many TVs this month? ~ Yes, we have/we’ve sold 23 this month.
4 Have you played tennis this week? ~ No, I have not/haven’t played for a month.

Unit 8

A 1 Has Tom bought anything? ~ Yes, he has/he’s bought a new suit.
2 Has Jane given him any money? ~ Yes, she has/she’s given him £10.
3 Have you broken anything? ~ Yes, I have/I’ve broken a plate.
4 Has Pam chosen a present? ~ Yes, she has/she’s chosen this novel.
5 Have they brought any food? ~ Yes, they have/they’ve brought some sandwiches.

B 1 Somebody has opened the garage door.
2 Somebody has eaten all the biscuits.
3 Somebody has broken the kitchen window.
4 Somebody has stolen Mary’s watch.
5 Somebody has drunk my orange juice.
6 Somebody has taken my shoes.

C 1 He has/He’s already made copies of the letter.

2 He has not/hasn’t put the copies in the envelopes yet.
3 He has/He’s already written the text of the advertisement.
4 He has not/hasn’t sent the advertisement to the paper yet.

D 1 Has Sue won any tennis competitions this year? ~ Yes, she has/she’s won three this year.
2 Have you shaved today? ~ No, I have not/haven’t shaved since yesterday.
3 Have you sold many TVs this month? ~ Yes, we have/we’ve sold 23 this month.
4 Have you played tennis this week? ~ No, I have not/haven’t played for a month.

Unit 9

A 1 won
2 painted
3 went
4 died
5 married

B 1 I met Brian
2 I was in the garden
3 she loved swimming.
4 I bought these shoes
5 he had very long hair.
6 he smiled.

C 1 Don’t know.
2 Yes.
3 Yes.
4 Don’t know.

D 1 B: Jane has had a baby boy
   A: When did she have the baby?
2 B: Mary has broken my camera.
   A: How did she break it?
3 B: My bicycle has disappeared.
   A: Where did you leave it?
4 B: He has lost his bag.
   A: When did he lose it?
5 B: I have/I’ve passed my exam.
   A: What mark did you get?

E 1 Kathy has just come home.
2 Colin finished his lunch a few minutes ago.
3 Michael had a shower a few minutes ago.
4 Jenny has just gone to bed.
Unit 10
A 1 won ... have won
2 has made ... did ... make
3 was ... has been
4 did ... work ... has worked
5 have earned ... earned
6 did ... rain ... has ... rained
B 1 studied ... wrote
2 has developed ... has made
3 worked ... spent
4 has won ... has earned
C 1 Anna and John have lived in London since their wedding.
2 Mary has worked in France for 6 months.
3 Pam hasn't played tennis since she was 15.
4 Fred stopped eating meat 2 years ago.
D 1 did you finish
2 came
3 have you lived
4 moved
5 have been
6 left
7 Have you seen
8 phoned
9 met
10 have not seen

Unit 12
A 1 had never ridden a horse
2 had already run in five marathons
3 had never written a poem
4 had never appeared on TV
5 had already played tennis at Wimbledon four times
6 had already written two novels
B 1 When the firemen arrived, we had already put the fire out.
2 When the manager came back, Jim had already finished the work.
3 When Philip telephoned, I had already gone to bed.
4 When their children came home, Alice and Jack had already had lunch.
5 When his wife got home from work, Ian had already prepared the supper.
6 The thieves had already spent the money, when the police caught them.
C 1 had just gone out.
2 had been to Cambridge.
3 had made some sandwiches.
4 had met her in Amsterdam.
5 had ever been to Japan.

Unit 11
A 1 We have sold much more than we expected.
2 How much money have you spent this week?
3 How many people has Jane invited to her party?
4 It has been raining for hours.
5 They have been drilling holes in the wall all morning.
6 How long have you been sitting here?
B 1 have been doing the washing-up.
2 has peeled
3 have been cutting the grass.
4 have been defrosting the fridge.
5 has swept
6 have been peeling the onions.
7 has done the washing-up.
8 has defrosted it.
C 1 been standing ... been queuing
2 had ... broken
3 left ... been sitting ... noticed

Unit 13
A 1 will beat
2 will lose to
3 will draw with
4 will beat
5 will lose to
B 1 'm going to see her
2 'll go to the hairdresser's
3 's going to have a shower
4 'll take it to the car wash
C 1 I will/I'll buy the tickets before I go to work.
2 As soon as Henry arrives, we will/we'll have something to eat.
3 The play will start after the music stops.
4 He will not/won't stop until he finishes the job.
5 When John gets here, we will/we'll go to the beach.
D 1 is/’s having supper with Jill and Kate.
2 is going to tidy her room.
3 is/’s going to wash her hair.
4 is/’s meeting Tim at the airport.
Unit 14

A 1 she would go
   2 she lived
   3 he didn’t eat
   4 he would have
   5 she got
   6 he wouldn’t smoke

B 1 they discovered oil in Ireland
   2 doctors found a cure for cancer
   3 young people stopped buying pop records
   4 astronauts visited Mars

C 1 I had good eyesight.
   2 I could speak German.
   3 I had a degree.
   4 I was/were 18.

D 1 were fewer cars
   2 drove more slowly
   3 would have more time for reading
   4 ate fewer sweets
   5 more people travelled by bus
   6 had more time to cook … would eat less ‘fast food’

Unit 15

A 1 If she had spoken German very well, she would have applied for the job.
   2 If her friend hadn’t phoned, she wouldn’t have heard about the teaching jobs.
   3 If she hadn’t contacted the company, they wouldn’t have asked her to go for an interview.
   4 If the interview had gone badly, the director wouldn’t have offered Ellen a job.
   5 If Ellen had known some Spanish, she would have started at once.
   6 If she hadn’t been good at languages, she wouldn’t have made rapid progress.

B 1 had not lost … would have phoned
   2 had not broken … would have gone
   3 would have made … had not forgotten

C 1 I had told the truth.
   2 wishes he hadn’t borrowed some money from his mother.
   3 wishes she had got up early.
   4 wishes he had gone to the party.
   5 wish I had sent Jill a birthday card.
   6 Fiona wishes she had helped her sister.
   7 He wishes he hadn’t shouted at the children.

Unit 16

A 1 if you heat gold to 1063 degrees, it melts.
   2 if you heat alcohol to 78 degrees, it boils.
   3 if you heat silver to 960 degrees, it melts.

B 1 comes … will’ll go
   2 writes … will’ll tell
   3 will forgive … pays
   4 will feel … stops
   5 needs … will’ll lend
   6 listens … will’ll know

C 1 might
   2 will
   3 will
   4 might … might

D 1 unless you telephone first.
   2 if they don’t invite you.
   3 if you can’t swim.
   4 unless we win on Saturday.

E 1 wouldn’t be able to move about so easily in the dark.
   2 wouldn’t be able to recognize people
   3 wouldn’t be able to help blind people.
   4 wouldn’t be able to remember everything
   5 Horses wouldn’t be able to pull heavy loads

Unit 17

A 1 arrive
   2 became
   3 buy
   4 received
   5 buy
   6 receive
   7 becomes
   8 arrived

B 1 got engaged … got married … got divorced
   2 get undressed
   3 got stuck
   4 get lost
   5 get washed
   6 get drunk
   7 get confused

C 1 does
   2 does
   3 makes
   4 makes
   5 make
   6 do
   7 do
   8 do
D 1 make a difficult decision
2 made any friends
3 made a mistake
4 do all the boring work
5 make much difference
6 do a boring job
7 do your best
8 making an effort

Unit 18
A 1 coming round
2 look after
3 calling for
4 go out
5 put on
6 get off
7 join in
8 get back

B 1 fill in
2 Hold on!
3 get at
4 went off
5 rubbed out
6 look up
7 brought back
8 put away

C 1 looked for them
2 turn them off
3 handed it in
4 agree with him
5 drew it out
6 let it out

Unit 19
A 1 could type 15 words per minute ... he can type 30 words per minute
2 can lift 100 kilos ... he'll be able to join a weightlifting team
3 could speak a little French ... she can speak French quite well
4 can cook quite well ... she'll be able to work as a chef
5 could only play the piano ... he can play the piano and the violin ... he'll be able to be a professional musician
6 could ride a bike ... she can drive a car ... she'll be able to drive a racing car

B 1 could
2 Could ... Shall
3 can ... Can't ... MAY

4 Shall ... can't ... 'll ... 'll be able to ... managed to
5 Could ... can ... can't ... I'll

Unit 20
A 1 must like
2 can't come
3 can't belong
4 can't live
5 must have
6 must remember
7 can't want
8 must spend

B 1 can't be ... could be
2 can't be ... could be
3 can't be ... could be
4 can't be ... could be
5 could be ... can't be
6 must be Smith.

C 1 might go to Portugal
2 must cost a lot of money
3 might come this weekend
4 can't take much interest
5 must work long hours
6 might be at the gym ... might also be at the shops

Unit 21
A 1 They don't have to go now.
2 Mark mustn't speak to my cousin.
3 You don't have to drive slowly here.
4 Alice doesn't have to get up early.
5 The children mustn't play in the park.
6 Mike doesn't have to phone his brother.

B 1 Does Jim have to go to the doctor's? ~ Yes, he does.
2 Do we have to show our passports? ~ Yes, we do.
3 Does Linda have to pay? ~ No, she doesn't.
4 Do they have to do all this work today? ~ Yes, they do.

C 1 mustn't park
2 must obey
3 mustn't play
4 must be
5 mustn't work

D 1 must ... don't have to
2 don't have to ... mustn't
**Unit 22**

**A**
1. Does Fred need a ladder? ~ Yes, he does.
2. Do we need to go to the shops? ~ No, we don’t.
3. Does John need to leave before lunch? ~ No, he doesn’t.
4. Do they need to check the train times? ~ Yes, they do.

**B**
1. We don’t need a lot of paper.
2. Mark needn’t get everything ready today.
3. Mary needn’t leave at six o’clock.
4. Ann doesn’t need a new bag.

**C**
1. For maths exams, students need to bring pens and pencils.
2. For football competitions, students needn’t bring shirts.
3. For drawing exams, students needn’t bring paper.
4. For art exams, students need to bring brushes.
5. For tennis competitions, students needn’t bring balls.
6. For football competitions, students need to bring shorts and boots.
7. For maths exams, students needn’t bring rubbers.
8. For drawing exams, students need to bring rulers and pencils.

**D**
1. needn’t have gone
2. needn’t phone
3. needn’t have bought
4. needn’t have worked
5. needn’t pay

**Unit 24**

**A**
1. did not/didn’t have to ... had to
2. did you have to ... had to
3. Did you have to ... had to
4. did you have to ... had to ... did not/didn’t have to
5. Did they have to ... did not/didn’t have to ... had to

**B**
1. should have bought
2. shouldn’t have gone
3. shouldn’t have eaten
4. should have locked
5. shouldn’t have borrowed

**Unit 25**

**A**
1. The planet Pluto was discovered in 1930.
2. Two atomic bombs were dropped on Japan in 1945.
3. John F. Kennedy was killed in Dallas.
4. The first Apple computers were produced in the 1970s.
5. The Eiffel Tower was built a hundred years ago.
The first jet planes were made in Germany.
The Taj Mahal was built in the 17th century.
In 1957, millions of pounds were stolen from a train.
Queen Elizabeth was crowned in 1953.
In the old days, horses were used for transport.
The first books were printed in the 15th century.
Everest was climbed for the first time in 1953.

The drug penicillin was discovered by Alexander Fleming.
The song 'Yesterday' was written by the Beatles.
The detective Hercule Poirot was created by Agatha Christie.
The 'Eroica' symphony was composed by Beethoven.
'Gone with the Wind' was written by Margaret Mitchell.
The telephone was invented by Alexander Bell.
The jet engine was designed by Frank Whittle.
'Jurassic Park' was directed by Steven Spielberg.
The 'Mona Lisa' was painted by Leonardo da Vinci.

was not examined this morning.
will not be prepared on Friday.
has not been broken three times.

has been won by the French team.
were being trained by a woman.
can be played by people of all ages.
was being watched by a large crowd.
was sent by the secretary.
have been marked by two different teachers.
is being followed by a police car.

were built
be finished
been attacked
been taken
be posted
be made
were being loaded
are being typed

Unit 27

has her food delivered.
had the meat cut
has her hair cut
had his eyes checked.
will have her blood pressure checked.
had her car serviced.
are going to have the gutters replaced

They always have their carpets cleaned there.
I must have the tyres checked.
I ought to have a new key made for the front door.
I don't think I can afford to have our flat painted.
I had my watch mended there last week.
My husband had his eyes tested there last week.
have that coffee stain removed.

Peter had his driving licence taken away by the police.
Paula had her bike stolen from the garage.
Fiona had her glasses broken.
John had his clothes torn in a fight.
Jane had her flat burgled at the weekend.
We had our electricity cut off because we had forgotten to pay the bill.
Unit 28

A 1 to go
2 playing
3 to buy
4 to take
5 repairing
6 to visit
7 talking
8 to help
9 to pay
10 to live
11 talking
12 to go

B 1 gave up studying
2 enjoy doing
3 deserve to pass
4 refuses to listen
5 keep studying
6 offered to help
7 promised to study
8 want to talk
9 stop asking
10 dislike listening
11 seem to think
12 need to study
13 have to find

C 1 to buy
2 to open
3 meeting
4 to phone
5 taking
6 washing
7 to finish
8 to feed
9 to invite

B: He wants the flour for a cake.
3 A: What did Bill go to the butcher’s for?
B: He went to the butcher’s for some sausages.
4 A: What does Helen want the polish for?
B: She wants it for her shoes.
5 A: What did Alison go to the library for?
B: She went to the library for a book on India.
6 A: What did Jane phone Ann for?
B: She phoned Ann for some advice.

C 1 She wants the money to buy a train ticket.
2 He wants the flour to make a cake.
3 He went to the butcher’s to buy some sausages.
4 She wants the polish to clean her shoes.
5 She went to the library to borrow a book.
6 She phoned Ann to get some advice.

Unit 30

A 1 Ann taught Mary to drive last year.
2 Don’t worry! Tomorrow I will/I’ll persuade my father to see a doctor.
3 The boss has forbidden his staff to wear jeans in the office.
4 Last Sunday, John invited Sheila to come for lunch.
5 Next year the teachers will allow/ are going to allow the students to use calculators in exams.

B 1 to come home early.
2 to work quicker.
3 to do our best in the game.
4 to come to her party next Saturday.

C 1 she would like him to stay.
2 she helped him to finish.
3 she/he advised him to stay in bed.
4 she allows them to go to late-night parties.
5 she reminded him to phone.

D 1 The driver let the old man travel on the bus without a ticket.
2 Jack made his younger brother wash the dishes.
3 I don’t let people smoke in my house or in my car!

E 1 Diane watched Tom prepare the sandwiches.
2 We felt the ground shake.
3 Did you see Brian leave early?
**Unit 31**

A 1 What is Peter like?
2 What are Anna’s parents like?
3 What does Tom look like?/What is Tom like?
4 What does Eva look like?/What is Eva like?
5 What are Bob and Tom like?
6 What does Susan look like?/What is Susan like?

B 1 What does a double bass sound like?
2 What do kiwis smell like?
3 What do kiwis taste like?
4 What does a double bass look like?
5 What do kiwis feel like?

C 1 Who does your sister like?
2 What are Paul’s brothers like?
3 What does Jane like for breakfast?
4 Who are you like?
5 What is Mary’s husband like?
6 What sports do you like?

D 1 What is John’s flat like?
2 How was your boss yesterday?
3 What is a squash racquet like?
4 How is your sister?
5 What is Portugal like?

**Unit 33**

A 1 Ruth says that she goes jogging every morning.
2 Anna says that Jenny isn’t studying for her exams.
3 Andrew says that he used to be really fat.
4 Jim says that he can’t swim.

B 1 Jim said (that) he was staying with some friends.
2 Mike said (that) he had never been to Russia.
3 Ella said (that) Tom couldn’t use a computer.
4 Jill said (that) everybody had to try to do their best.
5 Rachel said (that) Jane might move to a new flat.
6 Bill said (that) he would stay at home on Sunday.

C 1 Anna said that I could rely on her.
2 Susan said that you had been very kind.
3 Mary said that you were staying with her.
4 I said to Angela that I would help her with her homework.
5 The teacher said that we were making too much noise.
6 Mark said that you might come to my party.

D 1 She told him (that) she liked his paintings.
2 You told me (that) you liked that film.
Tom told Ann (that) he felt ill.
She told Bill (that) she was leaving.
I told you (that) I couldn’t find it.
Mary told him (that) she would send the letter.
We told them (that) we would arrive at six.

**Unit 34**

A 1 Jane to do the homework soon.
2 Ann to buy a map.
3 Mrs Clark to see a doctor.
4 Bill to keep all the windows closed.
5 Paul to go home.
6 Bob to stay for supper.

B 1 I reminded John to phone Sally.
2 The teacher told the children to wash their hands.
3 Jane tried to persuade Tom to play the guitar.
4 Paul asked Mary to lend him her bicycle pump.
5 She warned the children to stay away from the water.
6 The policeman advised Mark to see a lawyer.
7 She told Alan to have a shower immediately.
8 I reminded Sally to take an umbrella.

C 1 Yes, and I told him not to be late.
2 Yes, and she warned her not to go outside the house.
3 Yes, and I told him not to forget the stamps.
4 Yes, and he warned them not to eat late at night as well.
5 Yes, and he told them not to go near the windows.
6 Yes, and she particularly warned me not to eat nuts.

**Unit 35**

A 1 if/whether …
2 Why …?
3 how many …
4 if/whether …
5 if/whether …
6 What …?
7 when …
8 why …
9 where …
10 if/whether …
11 Where …?

B 1 Does Jim often play football?
   I wondered if Jim often played football.
2 What have the children eaten?
   She wanted to know what the children had eaten.
3 Where is Mark going?
   I asked where Mark was going.
4 When is the next bus?
   We wanted to know when the next bus was.
5 Has Ann seen this film?
   Tom asked if/whether Ann had seen this film.
6 How many students will come on the trip?
   Sara wondered how many students would come on the trip.

C 1 if/whether he had worked since then
2 if/whether his sister gave him money
3 who else gave him money
4 if/whether he knew Steven Ellis
5 how long he had known him
6 if/whether he had seen Steven recently
Unit 36
A 1 an ... a
  2 an ... a
  3 an ... a ... an
B 1 the ... a
  2 the ... a
  3 a ... The
  4 a ... the
  5 the ... a
  6 The ... a
C 1 an ... the ... the
  2 a ... a ... a ... the ... a
  3 a ... the ... a
  4 the ... the ... the ... the ... the
D 1 a
  2 a
  3 some
  4 an
  5 The
  6 some
  7 the
  8 the
  9 the
 10 A
 11 the
 12 a
 13 a
E 1 Turn to chapter four.
  2 Who knows the answer to question two?
  3 I have to do the second sentence.
  4 Now look at test two.

Unit 37
A 1 There is ... it is
  2 There are ... they are
  3 There are ... they are
  4 There is ... it is
B 1 there was
  2 there will be
  3 there used to be
  4 there have been
  5 There may be
C 1 There were five of us.
  2 There were six of them.
  3 There were twelve of us.
D 1 It rained a lot last night.
  2 There was quite a lot of fog at the weekend.
  3 It’s very cloudy this morning.
  4 There was quite a lot of rain last week.
E 1 It takes a few minutes to cook an omelette.
  2 A: How long does it take to make tea?
      B: It takes about 5 minutes.
  3 It takes about 3 hours to bake bread.
  4 A: How long does it take to cook a stew?
      B: It takes about 2 hours.
  5 It takes about an hour to make a cake.

Unit 38
A 1 such
  2 so
  3 such
  4 so
  5 such
  6 such
  7 so
  8 so
B 1 such
  2 such an
  3 such a
  4 such
  5 such a
  6 such an
C 1 He is such a wonderful cook!
  2 Those people are making so much noise!
  3 He was/is so lucky!
  4 She wears such pretty clothes!
  5 They were so delicious!
  6 It is such an unhealthy habit!
  7 It was so easy!
D 1 so slowly that she didn’t finish the exam.
  2 so expensive that we didn’t buy it.
  3 so tired that he didn’t go out.
  4 so small that Peter couldn’t see them.
  5 so much food that I couldn’t finish it.
Unit 39

A 1 for
  2 about
  3 with
  4 at
  5 of
  6 in
  7 of
  8 with
  9 at
 10 of
 11 with
 12 on
 13 at
 14 of

B 1 A: Is their daughter good at school work?
   B: Yes, in fact she is brilliant at everything.
  2 A: Why is Mr Bell's dog afraid of him?
   B: Because he is often cruel to it.
  3 A: Is Jenny fond of classical music?
   B: Yes, she is very keen on Bach, for example.
  4 A: Are you pleased with Peter's exam results?
   B: Yes, we are very proud of him.

C 1 of listening to their problems
  2 of old books
  3 talking to him
  4 to getting up early
  5 for its watches

D 1 It is not worth staying until the end of the conference.
  2 Mary is very good at making people happy.
  3 I am very interested in Jill's new ideas.
  4 Tom is busy talking to the guests.

Unit 40

A 1 on
  2 on ... in
  3 at
  4 in ... on ... in
  5 in ... on
  6 in ... in

B 1 on
  2 behind
  3 next to/beside
  4 in front of
  5 between

C 1 into ... out of ... into
  2 onto ... into ... off ... onto

D 1 from
  2 across
  3 along
  4 past
  5 up
  6 in front of
  7 down
  8 through
  9 under

E 1 in April.
  2 on 20th April.
  3 on Monday.
  4 in the morning.
  5 at 10 a.m.
  6 in the spring.

Unit 41

A 1 ago
  2 from
  3 for
  4 since
  5 When
  6 How long

B 1 has happened
  2 lived
  3 died
  4 has been

C 1 How long ... continued ... from
  2 When did ... ended ... ago
  3 since ... have changed since
D 1 We haven't spoken to Jane for two weeks. We last spoke to Jane two weeks ago.
2 Helen hasn't visited Rome for twenty years. Helen hasn't visited Rome since she was a student.
3 We last saw Mary two years ago. We haven't seen Mary for two years. We haven't seen her since she got married.

E 1 When did ... first met
2 How long ... took ... from
3 did ... last ... met
4 How long ... has been ... since

Unit 42

A 1 which bit me
2 who wrote to me
3 which crashed
4 who had won a lot of money
5 who has a big house in Scotland
6 who designed the new city library

B 1 that I had seen on TV.
2 that Jane made.
3 that Mary sent me
4 that my sister wrote.
5 that I met
6 that my brother wants to buy.

C 1 who has visited so many different countries
2 who interviewed me
3 whose wives have just had babies
4 whose book won a prize last week
5 who complain all the time
6 whose car had broken down

D 1 -
2 -
3 who/that
4 that
5 that
6 who/that
7 -

Unit 43

A 1 The sun, which is really a star, is 93 million miles from the earth.
2 John F. Kennedy, who died in 1963, was a very famous American President.
3 Charlie Chaplin, who was from a poor family, became a very rich man.
4 The 1992 Olympics were held in Barcelona, which is in the north-east of Spain.
5 We went to see the Crown Jewels, which are kept in the Tower of London.

B 1 Football, which first started in Britain, is now popular in many countries.
2 Margaret Thatcher, who was the Prime Minister of Britain for 11 years, studied science at university.
3 Michelangelo, who lived until he was 90, is one of Italy's greatest artists.
4 The Nile, which runs through several countries, is the longest river in Africa.
5 Gandhi, who was born in 1869, became India's nationalist leader.
6 Elephants, which are found in Africa and India, live to a great age.

C 1 Madonna, whose parents were born in Italy, is a famous American singer.
2 Bill Clinton, whose wife is a brilliant lawyer, became President of the USA in 1993.
3 Sebastian Coe, who was a successful English runner, is now a politician.
4 Catherine of Russia, who ruled for over 30 years, made many important changes.

D 1 Maria sang and played the guitar
2 Sousse
3 The coach stopped at a petrol station
4 the news
Unit 44

A 1 Mary was tired so she went to bed.
2 I couldn't sleep because of the heat.
3 Jill doesn't eat apples because she doesn't like them.
4 The streets were crowded because there was a football match.
5 I'll give Jane a key in case she gets home before me.

B 1 in case she's at home.
2 because I want to lose weight.
3 because his passport was out of date.
4 so I'll take a book to read.
5 in case there is a power cut this weekend.
6 because his wife was ill.

C 1 so that everybody would know our new address.
2 so that they can keep their clothes clean.
3 so that they can keep in contact with each other.
4 so that she can be nearer her work.

D 1 Last week, my brother lent me £20 so that I could buy some new shoes.
2 Last month, the Government passed new traffic laws so that fewer people will have accidents.
3 Our school has opened a new library so that we can have more books.
4 Ann always writes everything in her diary so that she doesn't forget her appointments.
5 Last Friday, we left home early so that we could avoid the morning traffic.
### Answer key to exit test 1

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## Verb tenses

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<th>I know the answer.</th>
<th>I don't cook very well.</th>
<th>Do you like Indian food?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jane walks to school.</td>
<td>She doesn't like him.</td>
<td>Does John drive to work?</td>
</tr>
<tr>
<td>Present Continuous</td>
<td>I'm writing a letter.</td>
<td>I'm not sleeping.</td>
<td>Am I winning?</td>
</tr>
<tr>
<td></td>
<td>He's reading a book.</td>
<td>It isn't working.</td>
<td>Is she waiting for you?</td>
</tr>
<tr>
<td></td>
<td>They're playing football.</td>
<td>We aren't using it at the moment.</td>
<td>What are you cooking?</td>
</tr>
<tr>
<td>Past Simple</td>
<td>I cooked the dinner last night.</td>
<td>They didn't have a holiday last year.</td>
<td>Did you see John yesterday?</td>
</tr>
<tr>
<td>Past Continuous</td>
<td>She was watching the TV.</td>
<td>The fridge wasn't working.</td>
<td>Was it raining?</td>
</tr>
<tr>
<td></td>
<td>We were talking to the doctor.</td>
<td>They weren't enjoying the film.</td>
<td>Where were you staying?</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>I've lost my car keys.</td>
<td>We haven't paid the bill.</td>
<td>Have you heard the news?</td>
</tr>
<tr>
<td></td>
<td>He's found a new job.</td>
<td>It hasn't rained for weeks.</td>
<td>Has the train arrived yet?</td>
</tr>
<tr>
<td>Present Perfect Continuous</td>
<td>We've been staying with some friends.</td>
<td>You haven't been doing well at school.</td>
<td>Have you been waiting long?</td>
</tr>
<tr>
<td></td>
<td>He's been saving his money for a holiday.</td>
<td>He hasn't been running.</td>
<td>What have you been doing?</td>
</tr>
<tr>
<td>Past Simple</td>
<td>I had posted the letter.</td>
<td>He hadn't arrived.</td>
<td>Had it finished?</td>
</tr>
</tbody>
</table>

## Verb structures

### Modal verb + infinitive:

<table>
<thead>
<tr>
<th>MODAL + INFINITIVE</th>
<th>She</th>
<th>He</th>
<th>Jane</th>
<th>It</th>
<th>I</th>
<th>You</th>
<th>I</th>
<th>Mark</th>
<th>Tom</th>
</tr>
</thead>
<tbody>
<tr>
<td>can swim.</td>
<td>can</td>
<td>could</td>
<td>may</td>
<td>might</td>
<td>must</td>
<td>needn't</td>
<td>shall</td>
<td>will</td>
<td>would</td>
</tr>
<tr>
<td>right.</td>
<td>be</td>
<td>be</td>
<td>be</td>
<td>come</td>
<td>finish</td>
<td>go</td>
<td>arrive</td>
<td>ask</td>
<td>be</td>
</tr>
</tbody>
</table>

### Verb + -ing:

<table>
<thead>
<tr>
<th>VERB + -ING FORM</th>
<th>James</th>
<th>They've</th>
<th>He</th>
<th>She's</th>
</tr>
</thead>
<tbody>
<tr>
<td>enjoys travelling.</td>
<td>finished repairing the car.</td>
<td>keeps asking questions.</td>
<td>stopped smoking.</td>
<td></td>
</tr>
</tbody>
</table>

### Verb + to + infinitive:

<table>
<thead>
<tr>
<th>VERB + TO + INFINITIVE</th>
<th>I</th>
<th>She</th>
<th>We</th>
<th>He</th>
<th>She</th>
<th>Jane</th>
</tr>
</thead>
<tbody>
<tr>
<td>decided to go to America.</td>
<td>hopes to get a job soon.</td>
<td>ought to tell the police.</td>
<td>promise to write to you.</td>
<td>refused to talk to me.</td>
<td>used to smoke.</td>
<td>wants to be a doctor.</td>
</tr>
</tbody>
</table>