Dedication
The original concept for the Practical Grammar series was David Riley's. David was a well-known and highly respected ELT author, teacher and publisher. He died before the Practical Grammar books were completed but the memory of David inspired everyone working on the project.
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Introduction

Welcome to *Practical Grammar* Level 2. This is the second in a series of grammar books for students of English. Level 2 introduces grammar to students at low-intermediate to intermediate level. It aims to:

- teach all the key grammar at intermediate level.
- improve accuracy with grammar.
- help students use grammar in real-life situations, including conversations.

Organisation of the book

*Practical Grammar* Level 2 has 100 units and is organised into blocks of five units. Each block is made up of four main units focusing on one area of grammar and a review unit. After every ten units, there is a progress test at the back of the book to check understanding. You’ll also find extra useful information in the appendices (pages 232–239) and an index (pages 272–286) for quick reference. A key feature of the book is the CDs which you can use to listen to the conversations in the book and improve your pronunciation of grammar items.

Using *Practical Grammar* Level 2

*Practical Grammar* Level 2 is ideal for use as self study or in the classroom with a teacher. Some students may want to begin at unit 1 and work through the units in order. Other students may prefer to choose specific areas of grammar from the contents pages and index, and focus on those areas first. (Use the contents or the index to do this.) If you want to use *Practical Grammar* Level 2 as a supplementary study book with your classroom course, you can also select particular units to match the lessons.

Grammar in real contexts

The rules of grammar are important but it’s also important to see the grammar being used in a real-life situation. For this reason, each unit introduces the grammar through a short conversation or text. After the presentation of the grammar, there are exercises that practise the new language in authentic contexts with recordings on the CDs to hear the language in use.

Study at home (to the student)

This book helps you understand English grammar. Here are some ideas for using *Practical Grammar* Level 2:

- Study the grammar regularly. For example, complete one unit every day. Read the introductory conversation or text and study the presentation of the grammar. Then complete the exercises and listen to the CDs.
- Complete the review unit and check you understand the grammar by doing the progress tests (pages 212–231).
- Study with a friend. Do the units together and read some of the conversations aloud.
- If you find some of the grammar in a unit especially difficult, it’s a good idea to repeat the unit.
• Remember that grammar isn't the only part of English. If you find new words in *Practical Grammar* Level 2, check them in your dictionary and write them down.

• Use the online component mypg at [myelt.heinle.com](http://myelt.heinle.com). The activities allow you to continue working with all the grammar in new contexts. There is a gradebook where you can build up a picture of your progress.

### In the classroom (to the teacher)

Students can use *Practical Grammar* Level 2 for self study but you can also use it in class. It is aimed at students at low-intermediate and intermediate levels.

If you are using a course book, *Practical Grammar* Level 2 will be a useful supplementary grammar book as it reflects the order of the grammar often taught on many courses.

Ask students to read the conversation or text at the beginning of the unit. If there is a conversation, you could ask two students to read it aloud to the class. Then read through the presentation of the grammar and deal with any questions the students might have.

As students work through the exercises, monitor their progress and help out with any questions they have. Students could also work in pairs or small groups for some exercises and compare their answers. In some units, the final exercise asks students to personalise the grammar and write their own sentences. Afterwards, ask some students to read theirs aloud or to compare with a partner.

If you have done the first four units of a section in class, you could set the review unit for homework. However, the review unit also includes help with pronunciation and listening linked to the grammar, so sometimes you might want to work on these as a class.

The progress tests (pages 212–231) check students' progress after every ten units. You can use these in class to monitor how much students have learnt. If students have particular difficulties with certain parts of the test, you will be able to see if they need to work on any of the units again.

Also note that for further practice you can use the online component mypg. This component has a Content Management System, which allows you to set specific exercises to be completed in a set time. When students 'submit' the exercises, their scores appear in the gradebook, allowing you to see how each student is progressing.

There are two CDs at the back of the book. They contain all the listening and pronunciation activities. Use them to help students hear the grammar in use and also for revision of the forms.
Overview of Practical Grammar Level 2

The units
Every unit is made up of two pages and has a similar format so it’s easy to follow.

Title
The title tells you the main grammar area. Some units also have subtitles to give extra information.

Context
Practical Grammar teaches you how to use grammar in real situations. Each unit starts with a conversation or a short text to show the grammar in context. Read this first.

Presentation
The presentation explains the rules of the grammar and has information on the form, meaning and use of the grammar with example sentences. Use the presentation to help you complete the exercises.

Tip
This gives you extra information about the grammar in real situations.

Review units
At the end of every block of four units, there is a review unit.

Grammar
This section gives extra practice of all the grammar in the four units. It’s also a good way to check progress.

Grammar in context
It’s important to be able to recognise and use grammar in real situations, so this section provides practice with the grammar from all four units in an authentic context.

Pronunciation
It’s important to know the rules of grammar but you also need to be able to say the grammatical forms correctly. Practical Grammar includes a pronunciation practice section with recordings.

Listen again
A key feature of Practical Grammar is the listening practice. Listening is a great way to learn a new language. Here you listen again to one of the recordings from the four units and become more confident with the grammar in context.
Exercises

Every unit gives lots of practice with the grammar. Always start with exercise 1 because it helps with learning the form of the grammar. Later exercises help you to understand its meaning.

Listening

A really useful feature in Practical Grammar is the recordings. Most units include a listening exercise so you can listen to the completed exercise and hear the grammar in a real situation.

Progress tests

After every ten units, there is a progress test (see pages 212–231).

Appendices

These have more useful information on spelling and punctuation. There are also summaries of the key grammar areas, including verb forms and phrasal verbs (see pages 232–239).

Index

Use the index to find items of grammar quickly and help with terminology (see pages 272–279).

mypg

This online component provides extra practice of all the language covered in the book through a wide range of exercise types.
1 Pronouns: subject, object, reflexive

l, me, myself, each other

A love story

1 He loves her. She’s angry with him.
2 He phones her. She doesn’t want to talk to him.
3 He sends her an email.
4 She doesn’t answer it.
5 He asks himself what he’s done wrong.
6 They see each other.
7 He smiles. She smiles.
8 He says, ‘I’m sorry.’ She says, ‘Me, too.’
9 They love each other.

Presentation

You use pronouns to substitute for nouns.

The boy loves the girl. He loves her. They love each other.

Subject pronouns

You use subject pronouns (I, you, he, she, etc.) with verbs to show who or what the subject of the verb is:

He wrote an email. Did she reply? No, she didn’t.

Object pronouns

You use object pronouns (me, you, him, her, etc.) ...

• after a verb to show who or what the object of the verb is:
  He sent her an email. (object = the girl)

• after a preposition:
  She’s angry with him. (object = the boy)

• after be:
  Hello, who’s speaking? It’s me.
  Who broke this window? It was them. / It wasn’t us.

• in short answers:
  Who sent the email? Me.
  I’m sorry. Me, too.

Reflexive pronouns

You use reflexive pronouns to show that both the subject and the object of the verb are the same thing or person:

He asked himself what he’d done wrong.

He looked at himself in the mirror. = He looked at his reflection in the mirror.

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<th>Subject</th>
<th>Object</th>
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<td>me</td>
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<td></td>
<td>they</td>
<td>them</td>
<td>themselves</td>
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each other and -self/-selves

You use each other to say that each person or thing does the same to the other person/people or thing/things:

They looked at each other = the boy looked at the girl and the girl looked at the boy.
Exercises

1 Replace the nouns in bold with the pronouns in the box.

he (x4)  it (x2)  they (x5)  him  her (x2)  them  himself  each other

1 The boy looked at the phone. He looked at it.
2 The boy waited for the girl to call the boy.
3 The phone didn’t ring.
4 So the boy called the girl.
5 The boy and the girl talked for a few minutes.
6 The boy smiled at his reflection in the mirror.
7 The boy and the girl met in their favourite café.
8 The boy looked at the girl and the girl looked at the boy.
9 The people in the café watched the boy and the girl.
10 The people in the café could see that the boy and the girl were in love.

2 Choose the correct pronouns.

1 It’s the twins’ birthday tomorrow. We / Us need to buy presents for they / them.
2 John’s only three years old but he can dress him / himself and brush his teeth on his own.
3 Would you / yourselves like to come to the cinema with us / we this evening?
4 Jane can’t come this evening. Her / She sent I / me a message on my mobile this morning.
5 Sue is really selfish. She / Her only thinks about her / herself and nobody else.
6 My boyfriend’s working really hard at the moment so us / we only see each other / ourselves at weekends.
7 My brother’s in hospital. He / Him hurt him / himself playing football.
8 Could you get my keys for me / myself, please? It’s / They’re in the office.

3 Complete the conversation with pronouns. Then listen and check.

A: Hi, Tom. Come in. Would 1 ____________ like a coffee?
B: No, thanks. 2 ____________ had one at home.
A: Did 3 ____________ have a good weekend?
B: Yes, 4 ____________ was great. Suzy and 5 ____________ went camping with some friends. 6 ____________ really enjoyed
A: Was Pete there?
B: Yes, 8 ____________ was. 9 ____________ came with 10 ____________ in our car.
A: How is 11 ____________ ?
B: He’s fine. He asked 12 ____________ to invite 13 ____________ to come to a party at his house next weekend.
A: Great! I’d love to. Pete and I haven’t seen 14 ____________ for months.
2 there

to be + a/an/some/any

Presentation

You use *there is* and *there are* to talk about things that exist.

**Affirmative**

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<th>class. instructor.</th>
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<td>There are</td>
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**Negative**

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**Questions and short answers**

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Yes, there is/are. No, there isn’t/aren’t.

**Countable and uncountable nouns**

- Countable nouns refer to things that we can count. They can have a singular form and a plural form: 
  *a class, two classes.*
- Uncountable nouns refer to things that we cannot count. They do not have a plural form. We do not use them with *a/an:* 
  *water, time, space.*

For more information about countable and uncountable nouns, see Unit 16.

**a/an, some or any**

Use *a/an* in affirmative statements, negative sentences and questions with singular countable nouns: 
*There’s a class. There isn’t a class. Is there a class?*

Use *some* in affirmative statements …
- with uncountable nouns: 
  *There is some water.*
- with plural nouns: 
  *There are some classes.*

Use *any* in negative statements and questions …
- with uncountable nouns: 
  *There isn’t any bread.* 
  *Is there any water?*
- with plural nouns: 
  *There aren’t any classes. Are there any towels?*
Exercises

1 Choose the correct forms.

1 There’s / are water all over the floor!

2 A: Is / Are there a bus station near here?
   B: Yes, there’s / is. It’s over there, next to the supermarket.

3 There isn’t / aren’t any taxis. I’ll call one for you.

4 Waiter! There’s / are something in my soup.

5 There isn’t / aren’t any bread. Can you buy some when you go out?

6 Hi, it’s John. Is / Are Katy there, please?

7 There’s / are some information about times and dates in the newspaper.

8 A: Is / Are there any of those chocolates left?
   B: No, there isn’t / aren’t. Someone ate them all.

2 Complete the conversation about the advert with the correct form of there is or there are. Then listen and check.

A: Are there any fitness clubs near here?
B: Yes, I go to the Eden Fitness Club.

A: Great. a swimming pool?
B: Yes, two. One for children.

A: any swimming classes for the kids?
B: Yes, – at the weekend, I think. And tai chi classes. They’re very relaxing.

A: Sounds great. any yoga classes?
B: No, but massages and free childcare.

A: That sounds good. a restaurant?
B: No, but a café with free wi-fi access.

3 Add a, an, some or any to the sentences.

1 There’s button missing on my shirt.

2 Is there alternative route to your house?

3 There aren’t rooms at the hotel, I’m afraid.

4 There are messages on your voicemail.

5 Is there problem with the room?

6 There isn’t information about the town in this book.

7 There isn’t bridge over the river here.

8 There’s interesting story about your teacher in the newspaper.
This, that, these, those

Presentation

You use *this*, *that*, *these* and *those* to show exactly which thing or person we are talking about.

**this and these**

Use *this* and *these* to talk about things that …

- are near you: *This* is a good table. Let’s sit here.
- are happening now: *This has been* a great holiday. *I want to come back again!* (You are still on holiday.)

Use *this* with singular nouns and *these* with plural nouns: *this table*, *these olives*.

**that and those**

Use *that* and *those* to talk about things that …

- are not near you: *That* table looks good. *Let’s go over there*.
- are near the person you’re talking to: *Could you pass me that chair just behind you?*
- happened in the past: *That was a great holiday*. (The holiday has finished.)

Use *that* with singular nouns and *those* with plural nouns: *that table*, *those people*.

**Tip** You can also use *this*, *that*, *these* and *those* without nouns:

- *Have you seen this?*
- *Whose are those?*
Exercises

1 Choose the correct words.

1 Did you see this / that film on TV last night?
2 Whose shoes are these / those over there in the corner?
3 Mmm, I really like this / that cake. Did you make it yourself?
4 Hey, is this / that coat you’re wearing new? It looks good on you.
5 Who were these / those people you were talking to at the party?
6 Are you hungry? Would you like to share these / those sandwiches with me?
7 Hey, come over here. Have you seen this / that?
8 A: What’s this / that you’ve got in your hand?
   B: This / That? Oh, nothing.

2 Complete the conversations with this, that, these or those. Then listen and check.

Conversation 1
A: What’s 1 ___________ building over there?
B: Where?
A: 2 ___________ house in the distance, over there, behind 3 ___________ trees.
B: I don’t know.

Conversation 2
C: Mmm, 4 ___________ tastes really good. Did you make it?
D: Yes. I used 5 ___________ new recipe Tim gave me last week …
C: Did you use 6 ___________ Indian spices he gave you as well?
D: No, I didn’t. I used 7 ___________ Mexican spices instead. Here they are.
C: Let’s see. Mmm, interesting. Where did you get them?
D: In 8 ___________ new shop on the High Street.

3 Correct the sentences. Four sentences are correct.

1 I’m sorry, I can’t come to the meeting tomorrow. I’m really busy that week. this
2 Hi, John. This is my brother Steve. Steve, this is John. ✔
3 A: What does he do exactly?
   B: He works in this new shopping centre on the other side of town.
4 Wow! Are those shoes new? They look great!
5 Look, here. These are the photos I was telling you about on the phone.
6 Can you help me with this bags, please? They’re really heavy!
7 In these days, there weren’t any mobile phones or internet cafés.
8 A: How many cakes have you had?
   B: Only two. This is the second one.
Possessives
possessive adjectives, possessive pronouns, possessive 's, of and whose

Presentation

You can talk about possession in different ways.

**Possessive adjectives**
Use possessive adjectives before nouns:

*We’re having a party at my house. It’s his birthday.*

Possessive adjectives do not change for singular or plural nouns:

*We celebrated his birthday on Friday. He was really pleased with his presents.*

**Possessive pronouns**
Use possessive pronouns instead of nouns:

*We aren’t having the party at his house. We’re having it at mine. It isn’t my birthday, it’s his. (his birthday)*

Possessive pronouns do not change for singular or plural nouns:

*It’s my bag. > It’s mine. They’re my bags. > They’re mine.*

**Possessive ‘s**
You generally use the possessive ‘s for people and animals:

• Add ‘s to a singular noun: William’s birthday.
• Add ’ to a plural noun: My parents’ anniversary.

You can add ’ or ‘s to a singular noun that finishes in s: Charles’ birthday or Charles’s birthday.

See page 232: Punctuation rules

<table>
<thead>
<tr>
<th>Subject pronouns</th>
<th>Possessive adjectives</th>
<th>Possessive pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>my</td>
<td>mine</td>
</tr>
<tr>
<td>you</td>
<td>your</td>
<td>yours</td>
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<tr>
<td>he</td>
<td>his</td>
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<tr>
<td>she</td>
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<tr>
<td>it</td>
<td>its</td>
<td>its*</td>
</tr>
<tr>
<td>we</td>
<td>our</td>
<td>ours</td>
</tr>
<tr>
<td>they</td>
<td>their</td>
<td>theirs</td>
</tr>
</tbody>
</table>

* This form is not common in everyday English.

**TIP** *it’s* = it is: **It’s a nice day.**

**TIP** *its* = possessive adjective: **The dog shook its head.**

**TIP** There is no ’ before the s in yours, hers, its, ours, theirs.

**of**
You can also talk about possession with *of + noun + ’s* or *of + possessive pronoun*:

*She’s a friend of Peter’s. = She’s one of Peter’s friends.*
*She’s a friend of his. = She’s one of his friends.*

Did you borrow a book of mine? = Did you borrow one of my books?

**whose**
With questions about possession, we often use Whose ...?:

*Whose birthday is it? It’s William’s.*
*Whose presents are these? They’re his.*
1 Complete the conversation with the words in the box. Then listen and check.

A: I like your car.
B: Actually, it isn’t ________.
A: ________ car is it?
B: It belongs to ________ friend ________ mine called Rita.
A: That’s nice of her to lend it to you.
B: We’re sharing it at the moment. She’s staying at ________ house for a month because ________ new house isn’t ready yet.

2 Complete the sentences with a possessive adjective or a possessive pronoun.

1. My coat is blue but this one is red so it isn’t ________.
2. This isn’t ________ meal. I ordered the steak and chips.
3. The city of Florence in Italy is famous for ________ art and architecture.
4. He looks similar to my brother. ________ hair is dark, too.
5. Where are we going to meet, at your house or ________?
6. ________ taxi is waiting for us outside. Let’s go!
7. Excuse me. Whose is this bag? Is it ________, sir?
8. Happy birthday! Here’s ________ present. I hope you like it.
9. Waiter. I don’t think this soup is ________. I ordered a salad.
10. That isn’t Mr and Mrs Hanson’s house. ________ is the one with the blue door.
11. Don’t forget to put ________ coat on! It’s really cold outside.
12. Sandra agreed but Jane shook ________ head and said, ‘No.’

3 Complete the second sentence so that it has the same meaning as the first sentence.

1. He’s a friend of Gillian’s.
   He’s one of Gillian’s friends.
2. She’s one of my cousins.
   She’s a cousin ________.
3. It’s their idea.
   The idea ________.
4. The paintings of Renoir are beautiful.
   Renoir’s ________.
5. Are these bags ours?
   Are ________ bags?
6. Amsterdam is a city with amazing bridges.
   Amsterdam’s ________.
7. Who does this pen belong to?
   Whose pen ________?
8. My bags are the big red bags over there.
   The big red bags ________ are ________.
9. Is he a student of yours?
   Is that ________ students?
10. Buckingham Palace is one of the most famous buildings in London.
    One of London’s ________.
5 Review of units 1 to 4

Grammar

1 Choose the correct responses.

1 Did your dad help you do that?
   a No, I did it me.
   b No, I did it myself.

2 Is this book yours?
   a No, it's Fred.
   b No, it's Fred's.

3 Is there any water left?
   a No, sorry, there isn't. I drank it all.
   b Yes, there is. It's in this bottle over there on the table.

4 I found this book on the floor.
   a Who book is it?
   b Whose is it?

5 Where are the kids?
   a My mum has taken they to the cinema.
   b They're in the park with my mum.

6 Who's that girl over there?
   a She's one of my sister's friends.
   b That's my sister, Jane. He's staying with me at the moment.

7 Are there any tomatoes? I want to make a salad.
   a Yes, there are any in the fridge I think.
   b No, I don't think there are. Have a look in the fridge.

8 There's a strange man at the door. Do you know him?
   a Is there woman with him, too?
   b Yes, that's the plumber. He's come to fix the shower.

2 Correct the mistake in each sentence.

1 Would you like to come to the cinema with we tomorrow? __________

2 Thanks for last night. We really enjoyed us. __________

3 John, this is Pat. Have you two met yourselves before? __________

4 Is there any new students in your class? __________

5 There aren't some email messages for you. I've just looked. __________

6 What's this down there on the street? Is it a bird or is it a piece of paper? __________

7 Did you bring these shoes you bought yesterday? __________

8 A: Whose bag is this? B: It's my. __________

9 And that over there is Martin office. He's the head of the department. __________

10 A: Are these yours books? B: No, they're Jill's. __________

11 That's one of Dad paintings. It's good, isn't it? __________

12 Does anyone know who mobile phone this is? __________

3 Complete the texts with the words in the boxes.

The woman stopped and looked at __________ in the window.

__________ put __________ hair behind __________ ear and walked into the cafe. __________ was a man sitting in the corner. __________ was reading a newspaper. When he saw __________ he stood up. She walked over to __________ table and smiled at __________. They looked at __________ for a moment in silence, then they both sat down.

Hi, come in. __________ is my flat. It isn't very modern, but it's comfortable. __________ are three bedrooms and a living room. __________ are the bedrooms, here. One for me and one for __________ brother. __________ is his computer over there in the corner and __________ are his drawings next to it. He's studying architecture. And this is __________ bedroom for the next month. Please, go in, make yourself at home!
Grammar in context

4 Complete the text with the correct answer a, b or c.

Welcome to the Blogosphere!
A new website where you can post your blog for all to see!

There _a_____ a new world where everyone is writing about _b_____ or her life, thoughts and weekly activities. The Blogosphere is a place where you can introduce _c_____ to the world and let _a_____ friends know what _b_____ are doing. People also use blogs to publish _b_____ own writing. So what makes a good blog? _c_____ original and attracts visitors. As a result there _a_____ blogs which also make money.

This is how you do it:
• The writers don’t write for _c_____ . They write for _a_____ readers.
• Make sure your blog has _c_____ own unique style.
• Are there _c_____ blogs on similar topics? How is _b_____ different?

1  a  ’s     b  ’re     c  ’m
2  a  he     b  his     c  himself
3  a  you    b  your    c  yourself
4  a  you    b  your    c  yourself
5  a  you    b  your    c  yourself
6  a  them   b  their   c  themselves
7  a  It      b  It’s    c  Its
8  a  a      b  any     c  some
9  a  there   b  their   c  themselves
10  a  there  b  their   c  theirs
11  a  it     b  it’s    c  its
12  a  a      b  any     c  some
13  a  your   b  yours   c  you

Listen again

7  a 1.08 Listen and choose the correct answers.

1  Whose car is it?
   a  the man’s
   b  the woman’s
   c  Rita’s

2  Who is Rita?
   a  one of the speakers
   b  one of the woman’s friends
   c  one of the man’s friends

3  Where is Rita staying at the moment?
   a  at her new house
   b  at the man’s house
   c  at the woman’s house
Tips and advice for foreign students in the UK
Over 150,000 overseas students live and study in the UK.

Read what some of them think.

Do people in the UK seem friendly?

My experience is very positive. British people like meeting people from other countries.
Rosa, Chile

What differences do you notice?

People say the English are very punctual but I don’t think it’s true. For example, my physics class never starts on time.
Frank, Switzerland

Presentation

Use the present simple tense to talk about …

• facts (things that are always or currently true):
  Over 150,000 overseas students live and study in the UK.

• repeated events and routines:
  I have a Physics classes every Monday at 9 a.m.
  It never starts on time!

• likes/dislikes and opinions:
  British people like meeting people from other countries.
  I don’t think it’s true.

Third person (he/she/it) -s: key spelling rules

You usually add -s: live → lives

However, there are exceptions:

1. Add -es to verbs ending in -ch, -o, -s, -ss, -sh, and -x: watch → watches, go → goes
2. Change verbs ending in consonant + y to -i: study → studies
3. Do NOT change the ending -y after a vowel: buy → buys NOT buies
4. Note also have → has

See page 233: Spelling rules

Affirmative

I / You / We / They live in the UK.
He / She / It lives

Negative

I / You / We / They don’t (do not) think it’s true.
He / She / It does not (doesn’t) think it’s true.

You usually use the contracted forms don’t/doesn’t when speaking and writing informally.

Questions and short answers

Do I / you / we / they seem friendly?

Yes, I am.
No, I’m not.

Where do I / you / we / they come from?

I am not.

Where do he / she / it come from?

He / she / it is.
He / she / it isn’t.
Exercises

1 Complete the sentences with the present simple form of the verbs in the box.

<table>
<thead>
<tr>
<th>verb</th>
<th>catch</th>
<th>cost</th>
<th>enjoy</th>
<th>feel</th>
<th>go</th>
<th>have</th>
<th>live</th>
<th>study</th>
<th>travel</th>
<th>understand</th>
</tr>
</thead>
</table>

1. Ricki goes to English lessons twice a week.
2. The US President lives in the White House.
3. We always travel to work at eight in the morning.
4. This bicycle costs over €500.
5. He enjoys playing computer games with his friends.
6. Most people in France study their summer holiday in July and August.
7. Nigel and Bruce go for their exams in the evenings.
8. The moon travels round the Earth at 3,683 kilometres per hour.
9. How do you feel today? Are you better?
10. I don’t understand this question. Can you help me?

2 Complete the interview for a school magazine. Use the present simple form of the verbs in brackets. Then listen and check.

Gabi Teschner, a German exchange student, is spending three months in the USA.

Interviewer: What do you notice about students in the USA?

Gabi: They get up very early for school.

Interviewer: What time (school/start) in Germany?

Gabi: We also begin at eight o’clock but in the USA the school day last longer. Also the timetable (not give) much time for breaks and lunch.

Interviewer: What you think of American food, Gabi?

Gabi: I like the breakfasts because they are similar to Germany but the school lunch (not taste) very good. It’s always burgers or pizza and fries.

Interviewer: And what (students do) in their free time?

Gabi: Sport is very important in the USA so they play baseball or football after school.

Interviewer: (you play) these sports in Germany?

Gabi: Yes, I’m in a women’s football team but we (not use) an oval ball. Our footballs, or soccer balls, are round!

3 Correct the sentences. Three sentences are correct.

1. Everyone has a mobile phone these days. ✓
2. What time does you get up? do
3. I doesn’t believe everything in newspapers. doesn’t
4. Do they like meeting people? do
5. The postman bring the letters in the morning. brings
6. The children like the cake.●
7. How often does he goes to the gym? goes
8. It not feel very comfortable. doesn’t
9. My sister studys modern languages at university. studies
10. What similarities you see between the two nationalities? you
Presentation

Use adverbs and expressions of frequency to say how often something happens. You often use these adverbs and expressions with the present simple tense.

Adverbs of frequency

These are some of the most common adverbs of frequency:

- 100% always
- 80% normally/usually
- 60% often
- 40% occasionally/sometimes
- 20% not often
- 0% hardly ever/rarely
- 0% never

The Irish always celebrate St Patrick’s Day on 17th March.

Position of adverbs of frequency

Adverbs of frequency normally come ...
- after the main verb

The Irish always wear green on St Patrick’s Day.

Do Russian people often give presents on 25th December?
- after the verb to be

Guests are often late.

Guests aren’t often late.

Are guests often late?

Expressions of frequency

<table>
<thead>
<tr>
<th>once a(n)</th>
<th>hour / day / week / month / year</th>
</tr>
</thead>
<tbody>
<tr>
<td>twice a(n)</td>
<td>hour / day / week / month / year</td>
</tr>
<tr>
<td>three times a(n)</td>
<td>hour / day / week / month / year</td>
</tr>
<tr>
<td>every</td>
<td>Monday / Tuesday / Wednesday / six months / five years</td>
</tr>
</tbody>
</table>

The Queen celebrates her birthday twice a year.

The Irish celebrate St Patrick’s Day every year.

We play football once a week.

Position of expressions of frequency

Expressions of frequency can come at the beginning or the end of the sentence:

Every year they celebrate St Patrick’s Day.

They celebrate St Patrick’s Day every year.

(don’t say They every year celebrate St Patrick’s Day.)
Exercises

1 A hotel interviewed the guests about meals. Look at the results and then choose the correct words in the summary.

1 How often do you use the hotel room service for your meals?
Every meal 5% Once a day 45% Not often 50%  
2 Which do you normally prefer for breakfast?
Continental breakfast 85% Full English breakfast 12% Don't eat breakfast 3%  
3 Do you ever eat at the restaurant in the evening?
Yes, every night 6% Sometimes 25% No, I usually eat out 69%  

Five percent of the guests always / often use room service for meals and 45% eat in their rooms every / all day. The rest hardly ever / sometimes use room service. Only 3% rarely / never eat breakfast and most people occasionally / usually have the Continental breakfast instead of the Full English breakfast. Most people always / normally eat out in the evening. Only 6% always / sometimes eat there.

2 Complete the second sentence so that it has the same meaning as the first sentence. Use the phrases in the box.

<table>
<thead>
<tr>
<th>always</th>
<th>don't normally</th>
<th>don’t often</th>
</tr>
</thead>
<tbody>
<tr>
<td>hardly ever</td>
<td>once a year</td>
<td>twice a week</td>
</tr>
</tbody>
</table>

1 My brother is never on time.
My brother is late.  
2 Spanish people rarely eat before nine in the evening.
Spanish people eat before nine in the evening.  
3 We have English lessons on Mondays and Thursdays.
We have English lessons on Mondays and Thursdays.  
4 My family live apart but we always meet on the first of January.
My family live apart but we meet on the first of January.  
5 People in my country usually offer tea to a visitor.
People in my country always offer tea to a visitor.  
6 My schedule is busy so I often work at weekends.
My schedule is busy so I have a free weekend.

3 Add the adverbs and expressions of frequency in brackets to the sentences.

Cultural Habits

Breakfast habits around the world

1 What we eat for breakfast is the same every day. (usually)
2 In Madagascar, people eat dried beef. (a few times a week)
3 Canadians put maple syrup on their morning pancakes. (always)
4 Many of us start the day without either tea or coffee. (rarely)
5 Italians drink a cup of coffee before they do anything else. (normally)
6 Most breakfast tables around the world include bread. (every day)
8 Present continuous

Presentation

Use the present continuous to describe ...
- temporary events and actions at the moment of speaking:
  
  I'm calling about my computer.

- events around now (but not always at the moment of speaking). These events are often repeated events over a period of time:

  I'm having a lot of problems with it.

- a changing trend or situation:
  
  It's getting worse.

Affirmative and negative

<table>
<thead>
<tr>
<th></th>
<th>calling about a computer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>'m (am) / 'm not (am not)</td>
</tr>
<tr>
<td>He / She / It</td>
<td>'s (is) / isn't (is not)</td>
</tr>
<tr>
<td>You / We / They</td>
<td>'re (are) / aren't (are not)</td>
</tr>
</tbody>
</table>

Tip You usually use the contracted forms 'm, 's, isn't, 're, aren't when speaking and writing informally.

Yes/No questions

| Is     | he / she / it is having a lot of problems? |
| Are    | you / we / they are having a lot of problems? |

Short answers

| Yes, he / she / it is. | No, he / she / it isn’t. |
| Yes, you / we / they are | No, you / we / they aren’t. |

Key spelling rules

- With most verbs, add -ing to the verb: call → calling
- When a verb ends with -e, delete it: have → having, live → living
- When a verb with one syllable ends in consonant, vowel, consonant, double the final consonant: get → getting, stop → stopping, run → running, swim → swimming, jog → jogging

Note also: die → dying, travel → travelling

See page 233 for more examples.
Exercises

1 Complete the sentences with the present participle (-ing form) of the verbs in brackets.

1 Please turn off the television. I’m _____________ (try) to study for an exam.
2 We’re _____________ (go) to bed early every day this week.
3 Sorry, I can’t hear you. Someone’s _____________ (make) a lot of noise.
4 David’s in the kitchen. He’s _____________ (get) dinner ready, so come into the garden and have a drink.
5 They aren’t here at the moment. They’re _____________ (have) lunch I think.
6 He’s _____________ (do) a lot of training for the marathon.
7 Is someone _____________ (live) in that house?
8 That ice cream looks delicious. I’m _____________ (die) to try some!

2 Look at the present continuous verbs in exercise 1. Do they describe an action now or around now?

1 now / around now 2 now / around now 3 now / around now 4 now / around now
5 now / around now 6 now / around now 7 now / around now 8 now / around now

3 Complete the telephone conversation with the present continuous of the verbs in brackets. Then listen and check.

A: Hello, can I speak to the manager of your shop, please?
B: I’m afraid she’s _____________ (talk) to another customer at the moment. Can I help?
A: Well, I’m _____________ (call) about a TV I bought from your website.
   It _____________ (not work). For example, I’m _____________ (try) to change
   the channels now and it _____________ (not do) anything.
B: _____________ you _____________ (look) at the television now?
A: Yes, I am.
B: OK. Press the ‘on’ button. _____________ anything _____________ (happen)?
A: No, it isn’t.
B: Can you check it’s plugged in?
A: One moment. I’m _____________ just _____________ (plug) it in now .... Sorry!

4 Complete the texts about changing situations and trends. Use the present continuous form of the verbs in the box.

fall get get increase

As you can see the weather _____________ getting worse with terrible wind and rain. Temperatures _____________ across the country . . .

This graph shows that profits _____________ and that the situation _____________ much better for us.
## Present simple and present continuous

**THE MUSDN DREITS**

**THE EHRTH ONCE H**

**C7RV HT R SPEED DF**

3,683 KILOMETRES PER HOUR.

**I'M CURRENTLY ORBITING THE EARTH AT A SPEED OF 28,000 KILOMETRES PER HOUR!**

---

### Presentation

<table>
<thead>
<tr>
<th>Present simple</th>
<th>Present continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use the present simple to talk about ...</strong></td>
<td></td>
</tr>
<tr>
<td>• facts and things that are always true: <strong>The moon orbits the Earth once a day.</strong> (= this is always true)</td>
<td></td>
</tr>
<tr>
<td>• things that are generally true: <strong>I often have problems with my computer.</strong> (= this is generally true)</td>
<td></td>
</tr>
<tr>
<td>• general tendencies and repeated situations: <strong>It gets cold at this time of year.</strong> (= every year)</td>
<td></td>
</tr>
<tr>
<td>• permanent situations: <strong>Where does he live? He lives with his mum.</strong> (= there’s no plan to change this situation)</td>
<td></td>
</tr>
<tr>
<td><strong>Use the present continuous to talk about ...</strong></td>
<td></td>
</tr>
<tr>
<td>• actions happening now: <strong>I’m currently orbiting the Earth.</strong> (= this is happening now)</td>
<td></td>
</tr>
<tr>
<td>• something that is happening now or around now: <strong>I’m having lots of problems with my computer.</strong> (= at the moment)</td>
<td></td>
</tr>
<tr>
<td>• changing situations: <strong>It’s getting colder.</strong> (= at the moment)</td>
<td></td>
</tr>
<tr>
<td>• temporary or new situations: <strong>Where is he living now? He’s staying with friends</strong> (= for the moment, but this situation will change)</td>
<td></td>
</tr>
</tbody>
</table>

### Stative verbs

You usually use the present simple with verbs such as be, like, believe, look, understand and know. These verbs describe states. You rarely use them in the present continuous form:

- I understand what you mean. ✓
- I’m understanding what you mean. X

### Time expressions and adverbs

You often use these adverbs and expressions with the present simple tense: **always, sometimes, every day, all the time.**

You often use these time expressions with the present continuous: **at the moment, currently, now, today.**
1 Choose the correct forms.
1 The Earth has / is having a population of 6.7 billion people.
2 The climate of the Earth becomes / is becoming warmer at the moment.
3 As you move towards the equator, the temperature becomes / is becoming warmer.
4 You live in France now but where do you come / are you coming from originally?
5 My family lives / is living in Nigeria for two years. After that we’ll move to Alaska.
6 Sorry, I can’t hear you because I stand / am standing on the platform at the train station.
7 The train comes / is coming into the station now. I’ll be home in ten minutes.
8 This car never starts / is never starting in the winter.
9 How often do you take / are you taking a holiday?
10 Do you understand / Are you understanding what I’m saying?

2 Complete the article about an internet businessman. Use the present simple or present continuous forms of the verbs in brackets.

A day in the life of Simon Nixon of www.moneysupermarket.com

I normally 1 get up (get up) at seven o’clock, but this week I 2 start (start) work earlier because it’s a busy period. I 3 usually arrive (usually arrive) at work by nine and I 4 check (check) my emails. Today, I 5 work (work) on reports on our websites because these tell me how many people 6 currently visit (currently visit) our websites. For example, we 7 have (have) about six million visitors every month and this number 8 increase (increase). We 9 also make (also make) a lot of improvements to our sites at the moment.

The internet business is very competitive and it 10 get (get) harder to stay at the top.

3 Complete these questions for Simon. Use the present simple or present continuous forms.

1 What time do you get up?
   At seven o’clock.
2 Why ............................................................ earlier this week?
   Because it’s a busy period.
3 When ...................................................... at work?
   Around nine.
4 What ...................................................... today?
   The reports on our websites.
5 How many people ....................................... every month?
   About 6 million.
6 .......................................................... the number of people who visit your sites ............................................ ?
   Yes, it is.
7 .......................................................... easier to stay at the top?
   No it isn’t.
Grammar

1 Put the words in order.
1 on arrive time always does she?
2 I a twice girlfriend my see week.
3 watch time we never to TV have.
4 start nine work usually do at you?
5 are dinner early always they for.
6 normally do celebrate you when Christmas?
7 is hardly my brother trouble ever in.
8 a once the company year closes.
9 we to don't the go cinema often.
10 the bus you how do often catch?

2 Correct the mistakes.
1 The train leave at five o’clock every day.
   The train leaves at five o’clock every day.
2 Don’t believe everything he is saying.
3 What are you makeing?
4 I’m afraid my colleague are visiting a client.
5 What do you wait for? Let’s go.
6 You look very similar to someone else I’m knowing.
7 How much do that cost?
8 What time does usually he arrive?

3 Choose the correct options.
1 I’m leaving the office now / often so I’ll be home in twenty minutes.
2 Currently / Once a year we celebrate Independence Day.
3 What are you doing today / often?
4 Where does Rowena come from now / originally?
5 They aren’t answering the phone right now / always.
6 We visit the gardens in the park always / every weekend.
7 You need to get a new passport every / once five years.
8 We visit my grandparents always / once a week.

4 Write questions 1-6 using the words given. Use the present simple or present continuous.
Match 1-6 to a-f.
1 How often / you / eat out?
   a I think it’s the youngest but I’m not sure.
2 Why / you / leave / now?
   b Because it’s late.
3 What time / the match / normally / start?
   c At the bus stop.
4 Which sister / talk / to Harry?
   d About twice a week.
5 Where / Nigel / wait for us?
   e I read and sometimes go to the cinema.
6 What / you do / in your free time?
   And you?
   f At three.
Grammar in context

5 Read the letter. Correct the mistake in each line.

Dear Sir or Madam,
writing
1 I am write to request a copy of your brochure.
2 Currently, my wife and I plan a cruise round the Mediterranean and we is very interested in your tours.
3 Your advert in the newspaper show a picture of a traditional fishing village. It is looking fascinating.
4 We also wants to know about trips to the USA.
5 Do you offering any tours to California this year?

Yours sincerely,
George & Bertha Wright

Pronunciation: linking sounds 1

6 [6.11] Listen to these sentences. Notice how the speaker links the word ending with the consonant /s/ or /z/ to the word beginning with a vowel.

/s/
She gets ___ up before nine.
/z/
He goes ___ out to work.

7 [6.12] Listen to these sentences. Draw the link and decide if the consonant is /s/ or /z/.

/z/
1 The Chinese New Year is ___ always different.
2 The US President lives in the White House.
3 Nicola likes any kind of music.
4 My boss drives a red Porsche.
5 Simon works at the supermarket.
6 This meat tastes awful.
7 She's often late.

Then listen again and repeat the sentences.

Listen again

8 [6.13] Read the article in a student magazine about a visiting student from Germany. Then listen and correct the four mistakes.

You might see a new boy at our school. She's Gabi Teschner and she's visiting our school for three months so we interviewed her about life in her home country of Germany and the USA. One difference is students in the USA get up late for school. It's similar in Germany but the school day here is longer with more time for breaks. As for the food, she likes breakfast but loves school lunches! German students also like to play sport after school but the shape of their ball is square not oval!
You use indefinite articles (*a/an*) and the definite article (*the*) in the following ways …

<table>
<thead>
<tr>
<th><em>a/an</em></th>
<th><em>the</em></th>
</tr>
</thead>
</table>

**Use *a/an***

- to talk about a person or a thing in a general way:  
  *I'm looking for a job.* (I don't have a specific job in mind.)

- to talk about something or someone for the first time:  
  *There's a gentleman to see you.*

- to say that a person or thing is one of many:  
  *He's a director.* (There are lots of directors, he's one of them.)
  *Mars is a planet in the solar system.* (There are lots of planets in the solar system.)

- to talk about what job someone does:  
  *I'm a teacher. He's an architect.*

**Use *the***

- to talk about a specific person or thing:  
  *The job advertised in the paper.*

- to refer back to the same thing or person for a second time:  
  *It's the man I told you about earlier.*

- to say that a person or thing is the only one in that context:  
  *He's the director.* (There's only one director in this company.)
  *The earth goes around the sun.* (There is only one earth and only one sun.)

- when it is clear in the context which person or thing you are talking about:  
  *I've come about the job.* (It's a particular job.)

**Use *a/an*** with singular, countable nouns (see Units 2 and 16):  

- We use *a* before a consonant sound and *an* before a vowel sound:  
  *a cup of coffee, an orange juice, a university, an umbrella*  

**Use *the*** with all nouns (singular, plural and uncountable):  

- the gentleman, the men, the coffee
Exercises

1 Choose the correct words.

1 Mum! There’s a/an/the woman on a/an/the phone for you.

2 A: Hello, can I speak to a/an/the manager, please?
   B: I’m afraid he isn’t in a/an/the office at the moment.

3 I’d like to make a/an/the appointment, please.

4 John just phoned to cancel a/an/the meeting for this afternoon.

5 Excuse me, have you got a/an/the pen I can use?

6 Sorry to disturb you. Can I ask you a/an/the question?

7 Is that a/an/the computer you bought last week?

8 I’ve got a/an/the problem with my computer.

9 A: Can I have a/an/the apple, please?
   B: Sure. Help yourself.

10 A: Excuse me. What’s a/an/the time?
    B: It’s half past ten.

2 Find and correct ten mistakes in the story.

A man took the pair of trousers to a shop for cleaning.

The shop assistant gave a man a receipt. He put receipt
in his wallet. Two days later a police officer arrested
him and he went to prison for ten years.

When he finally got out of prison, he got in the taxi and
went to a centre of town. He opened his wallet to pay a
taxi driver and he found the receipt for his trousers. He
decided to see if a shop still had his trousers. He walked
into the shop. There was a old woman behind the counter.
He gave her the receipt. An old woman looked at a receipt
and said, ‘They’re not ready yet. Come back in a week.’

3 Add articles to the conversations where necessary.

1 A: Shall we go to see a film?
   B: Yes, OK. What do you want to see?

2 A: Did you enjoy show?
   B: Yes, it was great. Music was fantastic.

3 A: Is there bus stop near here?
   B: Yes, nearest bus stop is on corner, opposite police station.

4 A: Is that new mobile phone? Where did you get it?
   B: In shop in town centre. It’s new shop. It opened last week.

5 A: This is first time I’ve been to this restaurant. Is it new?
   B: No, it’s been here for years. Friend brought me here once after work.

6 A: Look! There’s man waving at you over there, on other side of street.
   B: Who? Man with black dog?
Zero article

Name: Natasha, but everyone calls me Tash!

Occupation: Illustrator. I love it! I don't go out to work. I work from home!

Favourite food: I love pasta. I hate peas and green beans.

Likes and dislikes: I love cats but I hate dogs, especially really small dogs – and the two big black dogs that live next door.

Free time activities: I spend hours listening to the radio on my computer and watching TV. I love playing football and I'm learning to play the guitar.

What you admire in a friend: A good sense of humour, honesty, intelligence – and a great music collection!

Presentation

The zero article means you do not use a/an or the.

You do not use an article with plural or uncountable nouns to talk about people, animals or things in a general way.

- plural nouns
  I hate dogs = You hate all dogs. (don't say I hate the dogs.)
  Compare with: The two big black dogs that live next door. (= two specific dogs)

- uncountable nouns
  I love pasta. = You love all types of pasta. (don't say I love the pasta.)
  Compare with: I love the pasta your mum makes. (= a specific type of pasta)

- abstract nouns and concepts
  I love silence. (don't say I love the silence.)
  Compare with: I love the silence in the early morning when everyone is sleeping. (= a specific example of silence)

Some special cases

- play + sports
  You say play tennis (and other sports) with no article, but you say play the piano (and other instruments).
  I play football. I'm learning to play the guitar.

- home, work and school
  You do not use an article when talking about home, work or school as part of your day to day life.
  I'm staying at home tonight.
  I'm not going in to work tomorrow.
  Where are the children? They're at school.
  Compare with:
  Her grandmother lives in an old people's home. (= a specific kind of home)
  I've finished all the work I had to do this weekend. (= a specific amount of work)
  The children go to the school at the end of the road. (= explaining which school)

- by + transport
  by car, by taxi, by train
1 Complete the text with the or 0 (zero article).

**Name:** Fred

**Favourite food:** I love _________ homemade food. I particularly love _________ food my grandmother makes. I hate _________ burgers and _________ chips and _________ coffee from _________ machine at work.

**Likes and dislikes:** I love _________ dancing and spending time with my friends. I especially love going to _________ park and listening to _________ music on my mp3 player.

**Free time activities:** I like to keep fit. I play _________ basketball twice a week and go swimming in _________ local pool every morning. I spend _________ hours playing _________ games on my computer and I love watching _________ DVDs of old black and white films. I’m learning to play _________ saxophone. I’m not very good but it’s _________ great fun.

2 Cross out the definite articles which are not necessary.

1 I admire the people who know what they want to do in _________ life.
2 Those are the people who live in the house next door to us.
3 I loved the apple pie your mum made for us last night.
4 The bus is always late in the morning and I’m always late for the work!

5 The money cannot buy the happiness.
6 Jim is the happiest person I know.
7 A: How did you get here?
   B: I came by the bus.
   A: The number _________?
   B: No, the number 3.
8 A: Where are you working at the moment?
   B: At the new school near the stadium.
9 A: Does Tom do any sport at the school?
   B: Yes, he plays the football twice a week.

3 1.15 Add the to the conversation where necessary. Then listen and check.

A: Would you and kids like to have lunch with us on Sunday?
B: Yes, we’d love to. Kids love food you cook!

A: Is there anything they don’t like? I’m thinking of making chicken and rice. And ice cream for dessert.
B: Great! They both love chicken – especially with special homemade tomato sauce you always make.

A: And maybe we can go and see a film later? New Disney film is on at Odeon Cinema near us.
B: I can take them if you want and you can stay at home and enjoy some peace and quiet.

A: That sounds great!
B: No problem. See you on Sunday then.
A: Yeah, bye.
How much do you know about geography? Try our quick quiz and see!

1. Which ocean is the smallest?
   a) the Pacific
   b) the Atlantic
   c) the Arctic

2. Which desert is the biggest?
   a) the Sahara
   b) the Gobi
   c) the Kalahari

3. Which country was the first to give women the vote?
   a) the USA
   b) Australia
   c) New Zealand

4. Which is the world’s second longest river?
   a) the Amazon
   b) the Nile
   c) the Yangtze

5. Which town is the home of the White House?
   a) New York
   b) Washington
   c) Chicago

6. In which country is English not an official language?
   a) the USA
   b) South Africa
   c) the Philippines

7. Who was the first European to sail around the world?
   a) Christopher Columbus
   b) Ferdinand Magellan
   c) Juan Sebastian Elcano

8. When is the best time to see the Aurora Borealis (the Northern Lights)?
   a) September and October
   b) December and January
   c) June and July

Presentation

Names without the

You do not normally use the with the names of...
- people: Ferdinand Magellan, Christopher Columbus
- towns: Washington, New York
- countries: New Zealand, Australia, South Africa
- continents: Asia, Africa, Europe, Antarctica
- lakes and mountains: Lake Geneva, Lake Titicaca, Mount Everest, Mount Whitney
- months and days of the week: January, February, Monday, Tuesday
- languages: English, French, Japanese
- school subjects: geography, history, art

Names with the

You use the with the names of...
- deserts: the Gobi, the Kalahari
- rivers: the Amazon, the Nile
- mountain ranges: the Alps, the Himalayas, the Andes
- oceans and seas: the Pacific, the Mediterranean
- groups of countries or states: the USA, the European Union
- countries whose names are plural: the Philippines, the Maldives
- countries whose names include a political label: the Republic of Ireland, the United Kingdom
- some buildings: the White House, the Eiffel Tower, the Sheraton Hotel
- periods of time: the nineties, the 21st century, the holidays, the weekend
- geographical regions: the Middle East, the north, the coast, the mountains, the countryside, the Antarctic
Exercises

1 \textbf{Complete sentences 1–10 with the or \( \varnothing \) (no article).}

1 \( \varnothing \) Roald Amundsen was the first man to reach the South Pole.

2 More than 370 million people speak English at home.

3 The population of China is four times bigger than the population of United States.

4 Nile is the longest river in the world.

5 Kilimanjaro is the highest mountain in Africa.

6 Sahara desert is expanding to south at a rate of 30 miles a year.

7 Most children study history and geography at school.

8 The coldest month of the year in Antarctica is July.

9 Middle East is the region of the world east of Mediterranean Sea and west of India.

10 Global warming is one of the biggest problems facing the world in 21st century.

2 \( \text{\textit{3.16 Cross out any unnecessary articles. Then listen and check.}} \)

1 A: Where are you from?
   B: A small town called the Amasra. It’s in the Turkey on the Black Sea.

2 A: Who’s your teacher for the Maths this year?
   B: It’s the Mr Smith I think.

3 A: What are you reading?
   B: It’s a book about the British explorer, the Scott of the Antarctic.

4 A: What did you do at the weekend?
   B: We went to the country. We stayed at a hotel near the Lake Balaton.

5 A: Excuse me, do you speak the German?
   B: No, I’m sorry. I don’t. Do you speak the Portuguese?

6 A: What are you doing in the holidays?
   B: We’re going to the beach, in the south of the France.

3 \textbf{Add the ten missing definite articles (the) to the text.}

Chile

Chile, officially known as Republic of Chile, is the longest country in world. This long, thin country is situated between Pacific Ocean in west and Andes to east. It is more than 4,300 km long and is a land of extremes, from Atacama desert in north to the frozen lakes in south. The official language is Spanish and the capital city is Santiago, although the main government buildings are in the city of Valparaiso, on coast.
one/ones

Presentation

one or a/an
Use a/an when you are talking about a single person or thing without saying which person or thing (see Unit 11): I want to buy a new dress. (You don't know which dress yet.)

Use one when you want to emphasise that you are talking about a single thing and not two or more things: I can only afford one dress, not both.

one/ones
You can use one/ones as pronouns:
Look that's the dress. Look that's the one.
There are some nice shoes over there. There are some nice ones over there.
Is there a shoe shop near here? Yes, there's one on the next street.

You can use one/ones with the, this, that, these and those:
This one? Not that one, the one behind you.
These ones here? No, those ones over there.

You can also use one/ones with adjectives:
the pink one, a red one, those pretty ones, some nice black ones

You cannot use a/an + one without an adjective.
Say I saw a nice one in the window or I saw one in the window. (don't say I saw a one in the window.)

Which one?
Use Which one? when you want to identify which thing or person from two or more things or people:
A: I like this one.
B: Which one?
A: The one with the black sleeves.

Time expressions with one
Use one in time expressions to talk about …
• a particular time in the past (often in stories): One day a man was walking down the road.
• some time in the future without specifying when: We must go out for lunch one day.

Julie: Look, that's the one I told you about. The red one with the black sleeves. Do you like it?
Karen: Yes, I do. But I liked the pink one too. And there was a lovely green one in that other shop too.
Julie: I know but I can only afford to get one dress. The problem is: which one?

Julie: Which shoes should I get?
Karen: There are some nice black ones over there.
Julie: Do you mean these ones?
Karen: No, the ones with the red dots.
Exercises

1 Complete the conversations with one or ones.

1 A: Can you pass me my keys, please?
   B: Which one?
   A: The one next to your cup of coffee.

2 A: I got one of those remote control cars for Tim's birthday.
   B: Which one? The one with the big wheels?
   A: Yes, that's right.

3 A: I'm having problems with my computer. I think I'm going to have to buy a new one.
   B: I saw some cheap ones in an advert in the newspaper yesterday.

4 A: Are there any pens around? I can't find one anywhere!
   B: I think there's one in the kitchen.

5 A: Which sunglasses do you like?
   B: I like the red one. They're really cool.

2 Choose the correct words.

1 A / One day we visited the mosque in Cordoba.

2 Do you fancy a / one game of tennis an / one afternoon next week?

3 She's a / one really good friend of my brother's.

4 Would you like a / one cup of coffee?

5 Sorry, I asked for a / one cheese sandwich, not two.

6 Excuse me, I've got a / one problem with my computer.

7 I'm sorry, but there's only a / one ticket left.

8 I think a / one car is enough for any family.

3 Complete the conversation with the words in the box. Then listen and check.

one (x2) one of (x2) the one the ones this one these ones which one

A: Excuse me, I'm looking for a new computer. I was looking at some over there – 1 the one in the corner. 2 which one would you recommend?
B: Well, 3 the one's very popular at the moment. It's 4 the best on the market.
A: Yes, but it's the most expensive 5 ones in the shop! I don't want to pay that much.
B: How about 6 the ones here? They're light and easy to carry. This is 7 all the students want. And there's a 10% discount at the moment.
A: OK. I'll take 8 the ones. Could you get me 9 the one with a green bag, please?
B: Sure. I'll bring it to you at the cash desk.
A: Thanks.

4 Complete the sentences so that they are true for you.

1 My favourite films are the ones that

2 One of my favourite books is

3 The one thing I hate is

4 One day I want to
15 Review of units 11 to 14

Grammar

1 Correct the mistake in each sentence.
   1 Excuse me, did you ask for a coffee or two?
   2 This is a book I was telling you about last night.
   3 I love the dancing. I go to class every Friday.
   4 I play the golf once or twice a week.
   5 Tim and Helen are going to Maldives on their honeymoon.
   6 It's a most beautiful present I've ever received. Thank you!
   7 This is last time I'm coming to this restaurant. The service is terrible!
   8 We really must play tennis again a day next week.
   9 My daughter is studying French and the Film Studies at university.
   10 My husband usually takes the kids to school in morning.

2 Complete the conversations with a, an, one, the or Ø (no article).

   A: We need to buy 1 new car. Ours is very old. But 2 cars are so expensive these days.
   B: Why don't you buy 3 second-hand 4 ?
   A: Yes, that's 5 good idea.
   C: There's 6 man to see you. He says he has 7 appointment.
   D: Ask him to wait in 8 meeting room, please.
   C: Which 9 ?
   D: The 10 next to reception.
   E: Can you speak 11 Japanese?
   F: Yes, I took 12 classes when I was at 13 school. I really enjoyed it.
   E: Do you ever speak it these days?
   F: No, not often. Only when I go to 14 local sushi bar!

3 Cross out the unnecessary articles.

   1 We visited the Eiffel Tower when we were in the Paris.
   2 My uncle teaches the Philosophy at an American university.
   3 We always take the bus to go to the work.
   4 I’m looking for a job. I’d like an one in a local bar or restaurant.
   5 I love watching the old movies, especially the silent ones from the 1920s.
   6 What time do the children get back home from the school in the afternoon?
   7 My favourite food is a pasta with a rich tomato sauce.
   8 Which the ones do you mean? The new ones on the kitchen table?

4 Add a, an, the, one or ones where necessary.

   1 A: Who's that man over there, one with long hair? He's got guitar.
   B: He's my cousin. He's singer. He's really good.
   2 A: Did you see Bond film last night?
   B: Yes, we did. It was great. Action scenes were fantastic.
   3 A: You look tired.
   B: I am. I really need holiday!
   4 A: Where are you going for your holidays this year?
   B: We don't know. We're thinking of going to south of France, or maybe north coast of Africa.
5 Complete the text with the correct answer a, b or c.

Mount Everest is highest mountain in the world. first men to reach the top were climber from New Zealand, Edmund Hillary, and Tenzing Norgay, his Nepalese guide. They reached the summit at 11.30 a.m. on 29th May 1953. They placed cross in the snow, took a few photos and then climbed back down.

In 1978 Italian climber, Rheinhold Messner became the first climber to reach the summit without using oxygen. And in 2005 Frenchman Didier Desalle landed helicopter on the summit. In 2008 Olympic torch was carried up the mountain. Chinese government put up mobile phone tower so that people can now use mobile phones on the summit.

Pronunciation: the

6 Listen to the sentence and notice the difference in the pronunciation of the.

We pronounce the as /ði:/ before a vowel sound: the Amazon.

We pronounce the as /ðə/ before a consonant sound: the widest.

7 How is the pronounced in the sentences? Write /ðə/ or /ði:/.

Listen and check.

1 The Eiffel Tower was built in 1889. /ði:/
2 Sir Edmund Hilary was the first man to climb Everest.
3 The Danube is the longest river in Europe.
4 The Andes are the longest mountain range on Earth.
5 The largest desert in the world is the Antarctic.
6 The Panama canal links the Atlantic with the Pacific.
Countable and uncountable nouns

Plural nouns

Families travelling with babies and young children this way, please.

Place all watches, belts, mobile phones and keys in the trays, please. Have you got any water or other liquids in your bag? Any scissors, knives or other sharp objects?

I've got some bad news. Our flight's delayed by five hours.

Oh no! My family's going to be waiting for us at the other end.

Presentation

Countable nouns are words for things that you can count. They have both a singular and a plural form. You can use them with a/an and numbers:

one phone, two phones, an announcement, two announcements.

Uncountable nouns are words for things that you cannot count, e.g. music, liquid. They are singular. You cannot use them with a/an or numbers. They have no plurals forms.

<table>
<thead>
<tr>
<th>Countable nouns</th>
<th>Uncountable nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>an apple</td>
<td>music / news</td>
</tr>
<tr>
<td>two apples</td>
<td>a piece of music</td>
</tr>
<tr>
<td>some apples</td>
<td>some music / news</td>
</tr>
</tbody>
</table>

Some nouns can be both countable and uncountable with different meanings:

Keep your luggage with you at all times. (= on all occasions)

Quick, we haven't got much time! (= the general concept of time)

I love Italian coffee. (= uncountable)

Can I have three coffees, please? (= three cups of coffee)

Can I have some cake? (= part of a cake)

Can I have some cakes? (= a number of whole cakes)

You use some with uncountable nouns and plural countable nouns: some music, some cups

Plural nouns

You usually form plural nouns by adding -s, -es or -ies:

belt/belts, key/keys, watch/watches, family/families

See page 233: Spelling rules

Some nouns have an irregular plural form:

child/children, man/men

See page 233: Plural nouns

When you want to measure uncountable nouns, or talk about a specific quantity you can use an expression with a/an or a number and of: a cup of coffee, three bottles of water, a bowl of salad, two tins of soup, a packet of sugar.

TIP Some nouns which are uncountable in English are often countable in other languages: luggage, money, news, information, advice.

Say some information, a piece of luggage (don’t say some informations, some luggages)
Exercises

1 Add *a/an* to the countable nouns and *some* to the uncountable nouns.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>an</td>
<td>apple</td>
<td>6</td>
<td>child</td>
</tr>
<tr>
<td>2</td>
<td>some</td>
<td>orange juice</td>
<td>7</td>
<td>family</td>
</tr>
<tr>
<td>3</td>
<td>box</td>
<td>8</td>
<td>foot</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>bus</td>
<td>9</td>
<td>music</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>meat</td>
<td>10</td>
<td>snow</td>
<td></td>
</tr>
</tbody>
</table>

2 Write the plural form of the countable nouns in exercise 1.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>apples</td>
<td>3</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

3 Complete the labels with the words in the box.

<table>
<thead>
<tr>
<th>bread</th>
<th>cheese</th>
<th>pasta</th>
<th>rice</th>
<th>sugar</th>
<th>toothpaste</th>
<th>water</th>
<th>wine</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>a bottle of</td>
<td></td>
<td>5</td>
<td>a spoonful of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>a plate of</td>
<td></td>
<td>6</td>
<td>a glass of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>a kilo of</td>
<td></td>
<td>7</td>
<td>a slice of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>a piece of</td>
<td></td>
<td>8</td>
<td>a tube of</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 Correct the sentences. One sentence is correct.

1 I'd like some informations about the new English course.
2 Excuse me, can I ask you for an advice?
3 Quiet, please. I have one important news to give you.
4 She let the sand run slowly between her fingers.
5 Have you got any moneys I can borrow?
6 I'm sorry, I haven't got a time to talk. I'm late for work.

5 Complete the sentences a) and b) with the pairs of words in the box.

<table>
<thead>
<tr>
<th>glasses / glass</th>
<th>light / lights</th>
<th>paper / papers</th>
<th>room / rooms</th>
<th>time / times</th>
<th>cake / cakes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 a</td>
<td>How many</td>
<td>a week do you go to the gym?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>How much</td>
<td>have we got before the train arrives?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 a</td>
<td>The Christmas</td>
<td>look wonderful.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Can you open the curtains, please. We need some</td>
<td>in here.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 a</td>
<td>Is there enough</td>
<td>in your car for one more person?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>It's a big house. It's got ten</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 a</td>
<td>Be careful where you put your feet. There's some broken</td>
<td>on the floor.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Can I have two</td>
<td>of water, please?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 a</td>
<td>There's no</td>
<td>in the photocopier.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Have you seen the</td>
<td>today? They've all got the same story on the front page.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 a</td>
<td>I loved those</td>
<td>your mum made for the party. Can I have the recipe?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| b | Are you hungry? Would you like a sandwich or some |.
17 some, any, no, none

some of, any of, none of

Presentation

You use *some*, *any* and *no* with plural and uncountable nouns to show the number or quantity of things or people you are talking about.

**some**

You generally use *some* in …
- affirmative sentences: *There are some CDs on the table.*
- in requests and offers when you are referring to something specific: *Can I have some cake? / Would you like some cake? (= A piece of the cake I have here on the plate and I am offering to you.)*

**any**

You generally use *any* in …
- negative sentences and questions: *There isn’t any coffee in the machine. Is there any coffee?*

**some and any**

You can use *some* and *any* without a noun when the meaning is clear in the context:
- *Can I borrow some money? Sorry, I haven’t got any. (= any money)*
- *Have you got any coins? Yes, there are some over there. (= some coins)*

A: Is there any coffee? There isn’t any in the machine.
B: No, you’ll have to make some.
A: OK. Do you want one?
B: No thanks. I had some earlier. But I’ll have a slice of cake.
A: There’s no cake left.
B: What, none at all?
A: No, it’s all gone. I had the last piece for breakfast.

A: What are these?
B: Oh, those are some CDs Kevin gave me last week.
A: What are they like?
B: Some of them are great. Some of them aren’t very good. Have a look.
A: I haven’t heard of any of them! Can I borrow some?
B: Yes. Sure, take them all if you want.

**no and none**

You use *no* with an affirmative verb in both questions and statements. The meaning is similar to ‘not any’:
*Is there no coffee? There’s no coffee.*
Don’t use *no* with negative verbs: *There isn’t no coffee.*
You cannot use *no* without a noun. You have to use *none*:
*Is there no coffee left? No, there’s none. (= no coffee)*
*No / None is more emphatic than any / not any.*
*Isn’t there any coffee? Is there no coffee? There isn’t any. There’s none.*

**some of, any of, none of**

You can use *some*, *any* and *none* with *of* + plural or uncountable nouns:
- *Some of the songs are great.*
- *None of the songs is/are very good. Are any of the songs new?*
You can also use *some* of in negative sentences:
- *I don’t like some of their new songs. (= certain songs but not all)*
You can also use *any of* and *none of* with object pronouns (*it, them, us, you)*:
- *I don’t like any of them. None of us is very good at tennis.*

**Tip** None of means ‘not one of’ so is usually followed by a singular verb but a plural verb is also common in speech.
Exercises

1 Choose the correct words.

1 Would you like some / no coffee?  5 I'm really thirsty but there's some / no water left!
2 Have you got no / any old magazines you don't need?  6 I'd like some / any apples. Two or three of those red ones, please.
3 I've just made any / some biscuits. Would you like to try them?  7 I've got so much work at the moment I have any / no time to relax!
4 There isn't any / no milk left. I finished it all last night.  8 I met some / any really interesting people on holiday.

2 Complete the conversations with some, any, no or none. Then listen and check.

Conversation 1
A: Can I borrow 1 some money? I need 2 change for the bus.
B: Just a second. I think I've got 3 in the pocket of my coat. Here you are.

Conversation 2
C: There's 4 petrol in the car. It won't start!
C: Well, there isn't 7 there now.

Conversation 3
E: I was sure I left 8 letters here on the table. Have you seen them?
F: No, I haven't seen 9 letters, sorry. Oh, wait a minute, there are 10 over there. Look! On the chair.

Conversation 4
G: Have you got any painkillers? I've got a terrible headache.
H: Let's see. No, I'm sorry, there's 11 left. Shall I get 12 from the chemist for you?
G: Thanks. Here's 13 money.

3 Correct the mistakes. Four sentences are correct.

1 Any of my friends came to my house on Friday evening and we watched a DVD.
2 We rented three films from the DVD club but none of them was any good!
3 Do you keep in touch with any of the people you went to school with?
4 Don't listen to none of the stories he tells you.
5 You won't believe some of the things we saw on holiday!
6 A: Can I borrow some sugar?
   B: Sorry, I haven't got some.
7 I really didn't enjoy the course. Some of the people on it wasn't very friendly.
8 She's my favourite author at the moment. Have you read any of her books?

4 Complete the sentences so that they are true for you.

1 Some of my friends like .................................................................
2 None of my family ever .................................................................
3 I don't like any of the .................................................................
4 I really like some of the .................................................................
Use much, many, lots, a lot of, a little and a few to talk about quantity.

**much / many**
You usually use much / many in questions and negative statements. Use much with uncountable nouns and many with plural countable nouns:

I haven’t got much time. I don’t have many friends.
How much money do you earn? How many different sports do you play?

Don’t use much in speech in affirmative statements. You normally use a lot / lots:

Say I’ve got a lot of free time this weekend. (don’t say I’ve got much free time this weekend.)

You can use many in affirmative statements, but it can seem very formal:

I’ve got many things to do today. (formal)
I’ve got a lot of things to do today. (more common)

**not much / not many**
Use not much and not many to talk about small quantities.

Use not much with uncountable nouns:
I haven’t got much work to do this weekend.

Use not many with plural countable nouns:
I don’t exercise many hours a week.

You can also use not much and not many in short answers:
How many hours a week do you exercise? Not many.

**a lot of / lots of**
Use lots of or a lot of to talk about large quantities with uncountable nouns and plural countable nouns:

I spend a lot of money on food. I have lots of meetings.

There is no difference in meaning or use between lots of and a lot of:

I spend a lot of money on food. = I spend lots of money on food.

Do not use of when there is no noun:
How much exercise do you do?
Say A lot. (don’t say A lot of.)

**a little / a few**
Use a little and a few to talk about small quantities.

Use a little with uncountable nouns: I have a little free time.

Use a few with plural countable nouns: I play a few sports.

You can also use little and few without a but there is a difference in meaning.

A little or a few has a positive meaning. Little or few has a negative meaning:

I have a little free time today so let’s play golf. 😊
I have little free time so I can’t play golf. 😞

**TP** not much / not many have a similar meaning to very little / few:

I don’t have much free time = I have very little time.
I don’t have many friends at work = I have very few friends.
Exercises

1 Choose the correct words. Then listen and check.

A: Are you spending 1 lot / lots of time at the gym these days?
B: No, not 2 much / many. What about you?
A: No, I have very 3 little / few spare time at the moment.
B: Me too. A 4 little / few of my friends find time to go out after work but I find there aren’t any hours left for anything else.
A: How 5 much / many hours do you work a week?
B: A 6 lot / lots! Last week I worked over one hundred hours.
A: Don’t you get any holiday?
B: I have a 7 little / few days off next week, actually.

2 Correct the mistake in lines 1–7. Underline the mistake and write the correction.

A survey of gyms and fitness centres suggests that people spend a lots of their spare time at the gym, but very little people are actually losing any weight.

In answer to the question ‘How many weight have you lost since joining the gym?’ only 23% of the members said they were fitter. A little people (4%) even said they had gained a few weight. But gyms needn’t worry about these results.

When asked the question ‘Will you pay your membership next year?’ only few people answered ‘no’ (9%). It’s clear that much members are more interested in the extra benefit, e.g. the sauna.

3 Choose the correct words. In two sentences both answers are possible.

1 A: How much / many milk do you like in your tea?
   B: A lot / lot of, please.
2 Lot / Lots of students study online nowadays.
3 Few / A few people write letters anymore. Everyone uses email.
4 Can I have much / a little ice cream, please? It looks delicious!
5 Would you like a little / few milk?
6 Sorry, but we don’t have much / many information about train times.
7 You don’t earn much / little money as a teacher!
8 There isn’t much / ’s very little bread left. Can you buy some?
9 The post office is only a little / a few metres from the cinema.
10 In my opinion, not many / few children learn to be polite anymore.
**Presentation**

**enough**
Use enough to say you have the correct or sufficient quantity. Use enough with uncountable nouns and plural countable nouns:

We’ve got enough hospital beds for all our patients.

(= all our patients have beds)

Have you had enough sleep? You look tired.

(= a sufficient amount of sleep)

Use not enough to say you have less than you want or need:

We haven’t got enough doctors.

**too many / too much**
Use too many or too much to say you have more than you want or need.

You use too much with uncountable nouns:

There’s too much information.

(There’s more information on the internet than we have time to read.)

You use too many with plural countable nouns:

There are too many patients. We can’t treat them all.

**too few / too little**
Use too few or too little to say you have less than you want or need.

You use too little with uncountable nouns:

Too little sleep can be very bad for you.

You use too few with plural countable nouns:

Too few senior jobs in the world of finance go to women.

Too few and too little mean the same as not enough:

Too few women take senior posts in the world of finance.

Not enough women take senior posts in the world of finance.

Too few and too little are more formal in style. You usually see them in writing. When you speak, you tend to use not enough.

<table>
<thead>
<tr>
<th>Less than you want or need</th>
<th>The correct amount</th>
<th>More than you want or need</th>
</tr>
</thead>
<tbody>
<tr>
<td>not enough doctors</td>
<td>enough doctors</td>
<td>too much doctors</td>
</tr>
<tr>
<td>too little sleep</td>
<td>enough sleep</td>
<td>too much sleep</td>
</tr>
<tr>
<td>too few women</td>
<td>enough women</td>
<td>too many patients</td>
</tr>
</tbody>
</table>
Exercises

1 Choose the correct options.

1 A: Would you like any more to eat?  
   B: No, thanks. I've had enough / too little. That was delicious.

2 There are too many / too much cars on the road.

3 A: Is that OK?  
   B: No, that's enough / too much, actually.

4 The match was cancelled as there were too few / little players.

5 A: Why are you stopping at the garage?  
   B: We don't have enough / too little petrol.

6 There's too much / isn't enough time in the day.

2 Rewrite the sentences with the word in bold.

1 We have the right amount of money to pay for this. enough
   We ___________ to pay for this.

2 There's too little space in the house for more furniture. enough
   There ___________ for more furniture.

3 There aren't enough male teachers in primary schools. too
   There are ___________ in primary schools.

4 The police don't have enough evidence to be able to arrest them. little
   The police ___________ to be able to arrest them.

5 Was that the right amount of food for everyone? enough
   Has everyone had ___________?

6 There isn't enough time in the day to do all the things I need to do. little
   There's ___________ to do everything.

7 That's more luggage than you need. We're only going for one night. much
   That's ___________. We're only going for one night.

8 You've had lots of sweets. Don't eat any more. It'll soon be lunch. enough
   You've had more than ___________. It'll soon be lunch.

3 Complete this description of your home.

In my home, I have plenty of ___________, but there isn't / aren't enough ___________. My home has too many ___________, and there are too few ___________.
Review of units 16 to 19

Grammar

1 Complete the crossword with words from units 16 to 19.

Across
1 Could I just have a __________ sugar in my tea?
2 Don’t eat __________ much cake. You won’t want your dinner.
3 __________ of the people that I invited to my party came. I don’t know why.
4 Can I borrow __________ money?
5 I don’t have __________ information about the museum but I’ll give you what I’ve got.
6 You have __________ chance of winning the lottery. Don’t waste your money.
7 Have you got __________ books about grammar?

Down
1 Use my mobile phone. The battery has __________ of charge on it.
2 Don’t worry. We’ve got more than __________ time to finish this.
3 We aren’t going to have an extra lesson. Too __________ students were interested.
4 How __________ people work here?

2 Is the meaning in each pair of sentences the same (S) or different (D)?

1 How much time do you have to play sports every week?
   How many times do you play sports every week?
   ____________________________

2 There isn’t much butter left.
   There’s very little butter left.
   ____________________________

3 We don’t have any chairs.
   We don’t have enough chairs.
   ____________________________

4 There are lots of useful books in the library.
   There are a lot of useful books in the library.
   ____________________________

5 They didn’t have enough blankets for everyone.
   They had too few blankets for everyone.
   ____________________________

6 There were no taxis at the airport so I took the bus.
   There weren’t any taxis at the airport so I took the bus.
   ____________________________

7 Stop! That’s enough.
   Stop! That’s too many.
   ____________________________

3 Rewrite the first sentence to have the same meaning, using the word in brackets.

1 There aren’t any biscuits left.
   (no) There __________ biscuits left.

2 There are too few places at the table.
   (enough) __________ places at the table.

3 We have little information about this person.
   (not much) __________ information about this person.

4 There are few jobs left in this part of the country.
   (not many) __________ jobs left in this part of the country.

5 Some of the songs are good.
   (few) __________ songs are good.
Grammar in context

4 Complete the questionnaire with the words in the box.

| any   | enough | few   | little | lot   | many  | much  | none | some |

**How can you help the environment at work?**

Are you doing enough at work to help the environment? Find out with this quiz. Tick (✓) your answers to the four questions and add up your final score.

Are there any paper recycling bins in the building?

A Yes, there are lots of bins everywhere.
B Yes, there are _1_ ___ bins in some of the offices, but not many.
C No, there aren’t _2_ ___ bins at all.

How _3_ ___ people travel to your workplace by bicycle or public transport?

A A _4_ ___ of the people I work with travel by bike or public transport.
B A few people travel by bike or public transport.
C Zero people! _5_ ___ of the people in my office travel by bike or public transport.

How _6_ ___ equipment do you leave on overnight at your office?

A None. We switch everything off at the end of the day.
B We leave very _7_ ___ equipment on overnight – only essential equipment (e.g. security cameras).
C We leave everything on (e.g. computers).

How much time do you spend discussing ways to help the environment at work?

A We spend a lot of time discussing ways to help the environment at work.
B We don’t spend _8_ ___ time.
C None. We never discuss the topic.

**Pronunciation: vowel sounds 2**

Listen to each set of words. Cross out the word with a different vowel sound.

1 any many much
2 much some too
3 too few lots
4 some few none
5 any enough none
6 some not lots

**Listen again**

6 Listen to four short conversations. Are the statements true (T) or false (F)?

**Conversation 1**

1 One person doesn’t have any change for the bus. T/F
2 The other person lends him some money. T/F

**Conversation 2**

3 There’s a little petrol in the car but not enough. T/F
4 The other person thought there was some. T/F

**Conversation 3**

5 There are some letters on the table. T/F
6 There are a few letters on the chair. T/F

**Conversation 4**

7 Neither speaker has got any painkillers. T/F
8 Neither speaker has got any money. T/F
MY TOP TWENTY FILMS

15 In A Lonely Place

For Dix and Laura it was love at first sight. But then a girl died. The police were sure that it was Dix who murdered her. Laura defended him. She didn't believe the stories about his violent past. But Dix became more and more possessive and she wasn't so sure. Did Dix kill the girl? Was their love strong enough to survive?

Presentation

Use the past simple to talk about actions and situations in the past.

**to be**

The past simple forms of to be are was and were:

It was love at first sight. The police were sure Dix was the murderer.

**Regular Verbs**

With most other verbs add -ed to form affirmative verbs:

kill → killed, defend → defended

Use did/didn't + infinitive to form questions and negatives. Did Dix kill the girl? (not Did Dix killed the girl?)

Laura didn’t believe the stories. (not Laura didn’t believed the stories)

Use did/didn’t to form short answers.

Did Laura believe the police? No, she didn’t.

**Irregular Verbs**

Some verbs have an irregular affirmative form in the past simple:

become → became, leave → left, tell → told

See page 235: Irregular verb list

**Time expressions**

Here are some common time expressions often used with the past simple: yesterday, last week, last year, two years ago, five minutes ago

---

**to be**

<table>
<thead>
<tr>
<th>I / He / She / It was</th>
<th>wasn’t (was not) sure.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You / We / They were</td>
<td>weren’t (were not)</td>
</tr>
</tbody>
</table>

| Was I / he / she / it right?  | Yes, I / he / she / it was.  |
|                               | No, I / he / she / it wasn’t. |

| Were you / we / they          | Yes, you / we / they were.  |
|                               | No, you / we / they weren’t. |

**Other verbs**

I / You / He / She / It / We / They believed the stories.

<table>
<thead>
<tr>
<th>What did I / you / he / she / it / we / they ask Laura?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did I / you / he / she / it / we / they believe the stories?</td>
</tr>
</tbody>
</table>

| Yes, I / you / he / she / it / we / they did.  |
| No, I / you / he / she / it / we / they didn’t. |

**Key spelling rules**

You may need to make small changes to the spelling of the verb at times:

1. live → lived (not liveed)
2. cry → cried (not cryed)

See page 233: Spelling rules
Exercises

1 Complete the text with the past simple form of the verb in brackets or short answers.

Dix 1 (be) a writer and Laura 2 (be) a young actress. They 3 (live) in the same apartment block, but they 4 (not know) each other. One night Dix 5 (bring) a young girl back to his flat. As they arrived, they 6 (meet) Laura. She and Dix 7 (look) at each other. They 8 (not speak), but they were instantly attracted to each other.

The next morning the police 9 (ask) Laura to go to the police station. The girl 10 (be) dead. The police 11 (think) that Dix was the murderer. '12 (you see) Dix leave with the girl?' they 13 (ask).

'No, I 14 ,' she replied, 'I 15 (see) him standing at his bedroom window – alone.'

Dix and Laura’s eyes met across the room. Everyone could see they 16 (be) in love.

2 Complete the questions with the past simple form of the verbs in the box.

[ask be (x 2) do meet talk tell]

1 What job Dix? He was a writer.
2 When Dix and Laura first? One night, when Dix brought a girl home to his flat.
3 they to each other? No, they didn’t. They just looked at each other.
4 Why the police Laura to go to the police station? They wanted to ask her some questions.
5 Dix worried? No, he was sure Laura could prove his innocence.
6 What she the police? That she saw him standing alone at his bedroom window.
7 they in love? Yes, it was obvious to everybody.

3 Put the words in the correct order to make questions.

1 night what you last do did?
2 see you what film did?
3 actors were who the?
4 about was what it?
5 it you enjoy did?

4 Match the responses a–e to the questions in exercise 3. Then listen and check.

a Yes, it was great.

b A writer and an actress who fell in love.

c An old black and white film called In A Lonely Place.

d We went to the cinema.

e Humphrey Bogart and Gloria Grahame.
Past continuous and past simple

Actions in progress, temporary actions and situations, the background to a story

Presentation

Use the past continuous to talk about actions and situations in progress at a particular moment in the past:

*It was snowing and the traffic was moving really slowly.*

**Past continuous**

**Affirmative and negative**

<table>
<thead>
<tr>
<th>I / He / She / It</th>
<th>was</th>
<th>running.</th>
<th>wasn't (was not)</th>
</tr>
</thead>
<tbody>
<tr>
<td>We / You / They</td>
<td>were</td>
<td>weren't (were not)</td>
<td></td>
</tr>
</tbody>
</table>

**Questions and short answers**

<table>
<thead>
<tr>
<th>Where</th>
<th>was</th>
<th>I / he / she / it</th>
<th>going?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>were</td>
<td>we / you / they</td>
<td></td>
</tr>
</tbody>
</table>

Yes, I / he / she / it was.  
No, I / he / she / it wasn’t.

Yes, you / we / they were.  
No, you / we / they weren’t.

You also often use the past continuous to describe the background to a story:

*It was winter. I was staying with my grandparents at the time.*

Do not use the past continuous with stative verbs:

*I needed ... (not I was needing.*)

See Unit 9 for information about stative verbs.

Past continuous and past simple

You can use the past continuous with the past simple to talk about two actions that happened at the same time. Use the past continuous to talk about the action which was already in progress. Use the past simple to talk about a second, shorter action:

*She arrived on the platform*  
*The train was leaving the station*

*When she arrived at the platform, the train was leaving the station.*

The second, shorter action sometimes interrupts the action already in progress:

*The ticket collector stopped me*  
*I was running up the stairs*

*I was running up the stairs to the platform when the ticket collector stopped me.*
Exercises

1 Complete the sentences with was, were, wasn’t or weren’t.

1 What __________________ you doing at ten o’clock last night?
2 Why __________________ he running away so fast?
3 He __________________ doing his homework. He __________________ watching TV instead!
4 They __________________ disturbing the neighbours with their loud music.
5 I’m sorry. I __________________ working late at the office and I forgot to call.
6 Sorry, we __________________ listening. What did you say?
7 She __________________ living there for very long, only a few weeks, I think.
8 They __________________ having problems with their car, so they took a taxi.

2 Choose the correct form of the verb. Then listen and check.

Conversation 1

A: What did you do / were you doing at 2 a.m. this morning? Did you have / Were you having a party?
B: No, not a party. We invited / were inviting some friends round for dinner. Why?
A: The music was really loud! I tried / was trying to get to sleep.
B: Sorry! I didn’t know / wasn’t knowing it was so loud.

Conversation 2

C: Oh! Hello! I didn’t know you waited / were waiting for me. I spoke / was speaking to Mark on the phone.
D: It’s OK. I finished / was finishing work about half an hour ago. Would you like to go for a quick coffee?
Have you got time?
C: Yes, I have. I just looked / was just looking at a report, but I can finish it later.

3 Complete the text with the past continuous or past simple of the verbs in brackets.

A man (walk) down the street. It (be) a beautiful day – the sun (shine) and the birds (sing). The man (walk) past a park bench when he (see) a piece of paper on the floor. He (pick) it up. It (be) a lottery ticket. He (cross) the street to a shop where a woman (write) the winning lottery numbers on a board. He (read) the numbers on the board and (look) at the numbers on his ticket. He couldn’t believe his eyes! As he (walk) out of the shop, he (dream) about how he would spend his three-million-pound prize!
Present perfect and past simple 1

**Presentation**

Use the present perfect to talk about your experiences – the things you’ve done, and haven’t done, in your life.

Form the present perfect with have / has + past participle.

**Past participle**

With regular verbs, add -ed: ski → skied

Some verbs are irregular: see → seen, fly → flown

See page 235: irregular verb list

**Affirmative and negative**

<table>
<thead>
<tr>
<th>I / You / We / They</th>
<th>‘ve (have) visited Paris.</th>
</tr>
</thead>
<tbody>
<tr>
<td>He / She / It</td>
<td>‘s (has) hasn’t (has not) visited Paris.</td>
</tr>
</tbody>
</table>

**Questions**

How many countries have I / you / we / they visited?

Has he / she / it visited Paris?

**Short answers**

Yes, I / you / we / they have. No, I / you / we / they haven’t.

Yes, he / she / it has. No, he / she / it hasn’t.

**ever / never**

You often use the present perfect with ever and never:

Have you ever driven a jeep? (ever = in your life)

I’ve never been to India. (never = not in my whole life)

You also use the present perfect with not / never ... before:

I haven’t been here before. I’ve never skied before.

You use the present perfect and not the present simple with the first / second / third time.

Say This is the first time I’ve ridden a bike. (don’t say This is the first time I ride a bike.)

**Present perfect and past simple**

Use the present perfect to talk about experiences in general. You do not say when it happened.

Have you been to Paris? ( = at any time in your life)

You often use the past simple after present perfect questions to give information about specific events and times in the past.

Yes, I have. I went last year, with my friend Maddy.

**been**

When you are talking about experiences, you often use been as the past participle for go.

Say I’ve been to Paris three times. (don’t say I’ve gone to Paris three times.)

See Unit 24 for more information about been and gone.
Exercises

1 Complete the sentences with the present perfect of the verb in brackets.

1 This is the first time I _____________________________ (eat) here. The food is really good.
2 Dave _____________________________ (win) a prize before. He’s so pleased!
3 Jamie _____________________________ (meet) Klara? I think he’d like her.
4 I _____________________________ (not do) anything like this before. It’s great fun!
5 you ever _____________________________ (go) to a football match?
6 My parents _____________________________ (not be) here before. It’s their first time.
7 you _____________________________ (study) this before? You’re very good at it.
8 Abby _____________________________ (see) the new photo exhibition? She’d love it.

2 Write questions using you and the present perfect.

1 travel / abroad? Have you ever travelled abroad?
2 be / a live concert?
3 take part / sports competition?
4 be / on TV ?

3 Answer the questions in exercise 2. If the answer is yes, give more details. Use the present perfect or simple past as appropriate.

1 Yes, I have. I’ve been to France, Morocco and Thailand. I went to Thailand last year for a month. It was great!

4 Choose the correct form of the verb. Then listen and check.

Conversation 1
A: Have you tried / Did you try the new Korean restaurant in town?
B: Yes, I have / did. We’ve been / went there a couple of times. We’ve been / went last weekend.
A: What have you thought / did you think of it?
B: It was good, really good.

Conversation 2
C: I hate my job!
D: Have you ever thought / Did you ever think about changing it?
C: Yes, I have / did, lots of times! In fact I’ve spoken / spoke to my boss about it yesterday.
D: Really? What has he said / did he say?

5 Underline the mistake in each sentence and write the correct version.

1 Have you eaten well when you were in London? Did you eat
2 This is only the second time I sleep in a tent.
3 I never went here before. It’s really beautiful.
4 Have you ever gone to Australia? I’d love to go.
5 He visited so many interesting places in these last three months.
6 Have you enjoyed the film last night? Yes, we did. It was great.
7 Is this the first time your kids visited Disneyland?
8 I’ve seen Paul at the swimming pool yesterday.
Present perfect and past simple 2
Unfinished time, present result, recent actions, just, yet and already

Presentation

Unfinished time and finished time
Use the present perfect to talk about past actions within a period of time that is unfinished (this week, this year, ever, never, yet):

Have you seen Jack this morning? (It's still morning; the morning has not finished.)
I've seen Jack a couple of times this morning.

Use the past simple to talk about actions in a period of time which is finished (last week, yesterday, five minutes ago):

Did you see Jack this morning? (It's now evening, the morning has finished.)
I saw Jack about five minutes ago.

Present result
Use the present perfect to talk about a past action which has a result in the present. You do not say when the action happened: He's handed in the report. (The present result is it's on the boss's desk now.)
If you want to say when the action happened, use the past simple: He handed in the report last night.

just, yet, already
You often use the present perfect with just, yet and already to talk about actions that happened recently, or actions that we are expecting to happen soon.
I've just found it. He's already handed it in. The boss hasn't seen it yet.

- Use just to show that an action happened in the recent past:
  He's just gone out. (It happened a few minutes ago.)
  They've just got married. (It happened a few weeks ago.)
- Use yet in yes/no questions and in negative sentences with not.
  Has he finished it yet?
- Use yet in negative sentences to say that something we are expecting to happen hasn't happened:
  He hasn't finished it yet.
- Use already to emphasise that something has happened before now:
  I've already finished the report. (We don't know exactly when this happened. The important thing is that it happened before now.)

been and gone
In the present perfect there are two possible past participles forms for the verb go.
- Use been to say that someone went somewhere and came back:
  I've been to Paris three times. (I'm not in Paris now.)
  See Unit 23.
- Use gone to say that someone went somewhere and is still there.
  Suzi's gone to Paris for the weekend. (She's still there.)
Exercises

1 **Match the sentences in column A to the responses in column B.**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has anyone seen my phone?</td>
<td>Yes, I’ve already told her.</td>
</tr>
<tr>
<td>Have you washed my shirt?</td>
<td>Well, hurry up! We’re late.</td>
</tr>
<tr>
<td>I haven’t had a shower yet.</td>
<td>It was here two minutes ago.</td>
</tr>
<tr>
<td>Have you had lunch?</td>
<td>No, thanks. I’ve just had one.</td>
</tr>
<tr>
<td>Can I get you a coffee?</td>
<td>No, I’ve already done it, thanks.</td>
</tr>
<tr>
<td>Do you want me to make dinner?</td>
<td>Yes, it’s on the back of the chair in your room.</td>
</tr>
<tr>
<td>You look really sleepy.</td>
<td>Yes, I’ve just got up.</td>
</tr>
<tr>
<td>Does Lynne know about the party?</td>
<td>No, I haven’t. Would you like to go to that new café?</td>
</tr>
</tbody>
</table>

2 **Add the words in brackets to the sentences.**

1 Don’t throw that away! I haven’t finished ityet.
2 I’ve spoken to Polly. She’s coming at two o’clock. (just)
3 There’s no need to clean the kitchen. I’ve done it. (already)
4 Have you spoken to Simon? He’s called you a couple of times. (yet)
5 Jo and Matt are so happy. They’ve had their first baby. (just)
6 Don’t make any lunch. I’ve eaten. (already)
7 Careful! I’ve painted the front door. It hasn’t dried. (just / yet)

3 **Choose the correct forms. Then listen and check.**

**Conversation 1**
A: What’s happening about Mum’s birthday present? Have you phoned / Did you phone Dad yet?
B: No, but he has sent / sent me an email earlier. It’s OK. He’s already bought / already bought the flowers. He has been / went to the market first thing this morning to pick them up.

**Conversation 2**
C: Oh no, I’ve just remembered something! Last night I’ve promised / promised Jane that I’d pick her up after class today.
D: It’s OK, don’t worry. Tom’s just been / gone to get her. He’s on his way now.

**Conversation 3**
E: I think everything’s almost ready. I’ve packed / packed the bags, I’ve got the tickets and the passports. I haven’t called / didn’t call the taxi yet.
F: Don’t worry. I’ve already booked / just booked one. I phoned them last night.

4 **Complete these sentences so that they are true for you.**

1 I’ve just
2 I haven’t yet.
3 I’ve already
4 I haven’t done any this week.
5 I’ve done a lot of over the past month.
6 I’ve never been

59
Review of units 21 to 24

Grammar

1 Correct the mistakes. There is one mistake in each item.

1 One day I was walking down the road when I saw was seeing a very strange thing.

2 A: Have you ever been to India?
   B: Yes, I went three times.

3 Have you spoken to Jim yesterday?

4 A: Can I have the newspaper?
   B: No, sorry, I haven’t read it already.

5 A: Where’s Hugh?
   B: He’s just been to the shop. He left two minutes ago.

6 A: Have you finished yet?
   B: Yes, I have. I’ve finished half an hour ago.

7 He was breaking his leg when he was playing football.

8 I never rode a motorbike in my life. Have you?

2 Put the words in order.

1 you me for looking were yesterday?

2 get time what there you did?

3 this morning seen have Beth you?

4 exam you about worried were the?

5 learn play did you tennis where to?

6 were working you last late night?

3 Match the questions in exercise 2 to the answers below.

a I don’t know, but it was really late.

b No, I don’t think she’s come in yet.

c Yes, I sometimes babysit for Beth at the weekends.

d I was busy. I was studying for an exam.

e Yes, I wanted to ask you about the new timetable.

f Yes, I was working on that report.

g My dad taught me. He was a professional.

h Yes, I was. I really wanted to pass it.

4 Underline the correct form of the verb.

Conversation 1
A: What 1 did you do / were you doing in the library at 10 p.m. last night?
B: I 2 studied / was studying for my driving test.
A: I 3 thought / was thinking you 4 have taken / took it last week.
B: I 5 have / did! But I 6 failed / was failing.

Conversation 2
C: 7 Have you been / Have you gone to the photo exhibition in the town hall?
D: No, I haven’t. But Paula 8 has been / went last week.
C: 9 Has she liked / Did she like it?
D: Yes, she said it was great. She 10 bought / was buying me a poster. I 11 ve put / was putting it on the wall in the office.
C: Oh, was that you? I 12 ve noticed / noticed it yesterday when I was coming in to work.
**Grammar in context**

5 Complete the text with the correct answer, a, b, or c.

1 a lot of strange things in my life, but this 2 definitely the strangest. A few years ago I 3 as a travelling librarian for the summer. Once a week we 4 to visit a small village in the middle of the country. One day a hen 5 into the library and asked for three books. I don't know about you, but I 6 a talking hen before. I was so surprised I gave her the books. The next week, when we came back, the hen 7 for us when we arrived. She gave me her 8 books back and 9 for some more. This went on for a few weeks. I got curious. 10 really read all those books? 11 to follow her. The hen walked out of the village and into a field. In the middle of the field, there was a pond where a frog 12 for the hen. The hen 13 up to the frog and put the books down at his feet, one by one. As she put each book down at his feet, the frog looked up and said 13.

1 a I've seen b was seeing c saw
2 a has been b was being c was
3 a have worked b was working c worked
4 a went b been c gone
5 a was coming b has come c came
6 a never saw b never see c have never seen
7 a waited b have waited c was waiting
8 a asked b didn't ask c was asking
9 a Did the hen b Was the hen c The hen did
10 a was deciding b decided c decide
11 a waited b were waiting c was waiting
12 a was walking b walks c walked
13 a I've read it b I was reading it c I read it

**Pronunciation: past simple -ed endings**

6 (1.29) When you add an -ed to verbs, you can pronounce the final sound of the verb in three ways: /t/, /d/ or /id/.

Listen and repeat these examples:

/ t/ 1 help - helped
/ d/ 2 want - wanted
/ id/ 3 listen - listened

7 (1.30) Listen to these verbs with -ed endings and write the phoneme /t/, /d/ or /id/ over the -ed ending:

decided asked arrived looked needed started lived played visited promised dreamed waited

**Listen again**

8 (1.31) Listen to two short conversations. Answer the questions for each one.

**Conversation 1**

1 How many times have they been to the new restaurant?

2 When did they last go there?

**Conversation 2**

3 What did she talk to her boss about?

4 When did she talk to him?
Present perfect 3
for and since

You use the present perfect with how long, for and since to talk about an action or a situation that started in the past and continues in the present.

*He's worked here for over fifty-five years.* (He started working here fifty-five years ago – he still works here.)

*I haven't played tennis since I left school.*

*How long have you known Steve?*

You do not use the present simple. (don’t say *He works here for over fifty-five years.*)

for and since

You use for to talk about a period of time:

*He's worked here for fifty-five years / a long time.*

You use since with the point in time when the action started:

<table>
<thead>
<tr>
<th>time ————→ now</th>
</tr>
</thead>
<tbody>
<tr>
<td>for 35 years</td>
</tr>
<tr>
<td>He's worked here for thirty-five years.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>time ————→ now</th>
</tr>
</thead>
<tbody>
<tr>
<td>since he left school</td>
</tr>
<tr>
<td>He's worked here since he left school.</td>
</tr>
</tbody>
</table>

**Tip** You use the past simple in time expressions with since:

*He's worked for his father since he left school.*

*I’ve made a lot of friends since I moved here.*

*I’ve known Jim since I was a child.*
Exercises

1 Look at the pictures and write sentences using the present perfect of the verbs in brackets and time expressions with for or since.

1  He (be) here ________ fifteen years.
2  She (not play) tennis ________ four years.
3  I (live) here ________ child.
4  They (have) the same car ________ a very long time.
5  They (know) each other ________ at university.
6  We (not see) John ________ weeks and weeks.

2 Correct the mistake in each sentence.

1  I haven’t heard from Tom for the day of your birthday party. ________ since
2  We work really hard on this project for the last six months.
3  Dave hasn’t been very happy since the last few days. Has anything happened between you two?
4  They’re living in the same house for as long as I can remember.
5  She’s had a bad back for the baby was born.
6  I’ve always been interested in music, ever since I’ve been a small child.
7  He doesn’t speak to his mother since he left home.
8  I’ve waited since a long time for this opportunity.

3 Complete the questions using you and the verbs in brackets and then answer them.
Give two answers each time, one with for and one with since.

1  How long have you lived ________ (live) in your present home?
   For ________ Since ________
2  How long ________ (know) your best friend?
   For ________ Since ________
3  How long ________ (study) English?
   For ________ Since ________
4  How long ________ (have) this grammar book?
   For ________ Since ________
27 Present perfect continuous

Tell other students about you

I’ve been studying English for three years. I’ve passed two exams and recently I’ve been preparing for a third. I think it’s going to be really difficult so I’ve been taking extra classes at the weekend. In fact, I’ve just been looking at my homework for tomorrow’s class. I need to go back now and finish it!

Presentation

Use the present perfect continuous to talk about recent continuous or repeated actions:

I’ve just been looking at my homework. (continuous)

I’ve been going to extra classes at the weekend. (repeated)

To form the present perfect continuous, use have / has + been + verb + -ing

Affirmative and negative

I / You / We / have (have)

They haven’t (have not)

He / She / It ‘s (has)

hasn’t (has not)

Questions

How long have I / you / we / they been studying English?

have

has

Has

I / you / we / they

been studying English?

been

been

She / he / it

been

been

Short answers

Yes, I / you / we / have. No, I / you / we / haven’t.

they

they

they

they

Yes, he / she / it has. No, he / she / it hasn’t.
1 Look at the pictures. Complete the sentences with the present perfect continuous of the verbs in the box.

<table>
<thead>
<tr>
<th>build</th>
<th>dance</th>
<th>eat</th>
<th>paint</th>
<th>run</th>
<th>swim</th>
</tr>
</thead>
</table>

1 They _ a marathon. 4 They _ in the pool.
2 She _ all day. 5 They _ ice cream.
3 He _ the living room. 6 He _ a wall all morning.

2 Match the two halves of the sentences.

1 I've been writing _ a money for a holiday.
2 I've written _ b emails all morning.
3 I've been saving _ c three times this week.
4 I've saved _ d 300 euros in the last three months.
5 I've been playing tennis _ e with Sarah and now we're going for a drink.
6 I've played tennis _ f five emails this morning.

3 Look at the verbs in bold. Four of the verbs should be in the present perfect simple. Correct the sentences. Then listen and check.

A: How long __ have you been being interested in science fiction?
B: Since I was a child. I used to read science fiction books all the time.
A: And how long __ have you been writing science fiction stories yourself?
B: For about five years. I wrote my first short story when I was at university.
A: How many books __ have you been publishing?
B: Well, not many. I mainly write short stories for magazines. __ I've been writing more than 200 stories.
A: 200 stories? But that's 40 stories a year! How do you find the time?
B: Well, I used to write at night. But last year I gave up my job and since then __ I've been writing full time.
A: What __ have you been working on recently?
B: Well, for the last six weeks, __ I've been working on a film version of one of my first stories. It's really exciting. It's the first time __ someone's been asking me to do anything for film.
Past perfect

This month's winning photo:

Before I went to Tierra del Fuego, I'd travelled all over the world and I'd seen all kinds of incredible sights. But this was definitely more impressive than anything else I'd ever seen. I'd never been so close to an iceberg before. I took this photo just as it started to turn. I hadn't realized how big it was until then. The side that had previously been underwater came to the top. It was a beautiful deep blue.

Roberto F. (Buenos Aires)

Presentation

Use the past perfect to talk about an action that happened before a certain time in the past:

*Before I went to Tierra del Fuego, I'd travelled all around the world. I'd been to Japan, Mexico and Kenya.*

You can also use the past perfect to talk about an action that did not happen before the given time in the past:

*I'd never been so close to an iceberg before.*

Affirmative and negative

<table>
<thead>
<tr>
<th>I / You / He / She / It / They</th>
<th>'d (had)</th>
<th>didn't (had not)</th>
</tr>
</thead>
<tbody>
<tr>
<td>seen an iceberg before.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Yes/No questions

<table>
<thead>
<tr>
<th>Had</th>
<th>I / you / he / she / it / they</th>
<th>seen an iceberg before?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Short answers

<table>
<thead>
<tr>
<th>Yes</th>
<th>I / you / he / she / it / they</th>
<th>had.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>I / you / he / she / it / they</td>
<td>hadn't (had not).</td>
</tr>
</tbody>
</table>

TIP Don't confuse the contracted forms of *had* (‘d) and *would* (‘d):

*I’d seen an iceberg.* (I had seen an iceberg.)
*I’d like to see an iceberg.* (I would like to see an iceberg.)

Past perfect and past simple

You often use the past perfect and the past simple together. Use the past simple to talk about the most recent past action. Use the past perfect to talk about actions and situations that happened before a certain time in the past:

*I hadn't realised how big it was until it turned over.*

The side that had previously been underwater came to the top.

Time expressions

The past perfect is often used with the following adverbs to emphasise the fact that the action happened earlier: *already, just, recently, before, previously, earlier.*

- *Already, just* and *recently* come between *had* and the past participle.
  
  He had just come back from Laos. I had recently sold my car.

- *Before* comes at the end of the sentence. In negative sentences it is often used with *never.*

  I’d been to Argentina many times before. I had never seen anything like it before.
Exercises

1 Complete the text with the past perfect of the verbs.

When I first met Mark, he was working for an advertising agency in London. He recently finished his MBA and he was very happy because his company just offered him a post in Tokyo. He never worked abroad before and he always wanted to go to Japan. Then two weeks before he planned to leave, the company told him that they closed their office in Tokyo. He already booked his flight. He started learning Japanese. I just came back from Tokyo. My company still hasn’t found anyone to take my job. I told Mark to call them. Ten days later Mark’s dreams came true: he was finally in Japan!

2 Look at the text in exercise 1. Write questions using the verbs in the brackets. Use the past perfect or past simple.

1 Where (you meet) Mark for the first time?
   At a party in London.
2 What (his company offer) him a few weeks before?
   A job in Tokyo.
3 (he ever work) abroad before?
   No, never.
4 When (his company tell) him the Tokyo office had closed?
   Only two weeks before he was leaving.
5 How (Mark feel)?
   Very disappointed.
6 (he already book) his flight?
   Yes, he had and he’d paid for it too!
7 How (you help) him?
   I told him to call my company.
8 So, (he go) to Japan in the end?
   Yes, he did. Ten days later he was living in my old flat in Tokyo.

3 Complete the conversations with the past perfect or the past simple of the verbs. Then listen and check.

Conversation 1
A: 1 you 2 meet Kris before the party last week?
B: No, not really. 3 (see) her around, but I 4 not speak to her. She’s really nice, isn’t she?

Conversation 2
C: I didn’t know that Rae 5 leave her job! When 6 that?
D: Last week. She 7 have an argument with her boss the day before.

Conversation 3
E: Have you heard? John and Beth 9 get divorced last month.
F: But they’d only just got married!
E: Yes, three months ago! They 10 only just come back from their honeymoon when John 11 decide that he wanted a divorce.
Presentation

Use used to to talk about ...
• past habitual actions (things that happened regularly in the past): I used to scream and run away.
The past habitual action may or may not still be true in the present.
No longer true: I used to run away from spiders, now I keep them as pets.
Still true: I used to scream when I saw a spider when I was a child, and I still do.
• situations and states that are no longer true: I used to hate spiders but I don’t mind them now.
You only use used to to talk about the past. You cannot use it to talk about the present.
Say I don’t usually do any work at the weekend.
(don’t say I don’t use to do any work at the weekend.)
You can also use the past simple to talk about past habits and situations:
I kept spiders as pets. (I used to keep spiders as pets.)
You do not use used to to talk about …
• a specific time or action in the past:
Say I got up at six this morning. (don’t say I used to get up at six this morning.)
• the number of times something happened in total:
Say We went to the zoo three times last year. (don’t say We used to go to the zoo three times last year.)
• when you say how long a single action or situation lasted:
Say We lived in France for three years. (don’t say We used to live in France for three years.)

Affirmative and negative
I / You / He / She /  used to keep spiders.
It / We / They didn’t use to keep spiders.

Questions
Where did I / you / he / she / it / we / they used to keep the spiders?
Did I / you / he / she / it / we / they use to be scared of spiders?

Short answers
Yes, I / you / he / she / it / we / they did.
No, I / you / he / she / it / we / they didn’t.

TIP Be careful with the question and negative forms: there is no -d in used to:
Did you use to have pets when you were in school? (not Did you used to ...?)
I didn’t use to like dogs when I was younger. (not I didn’t used to ...)
1 Choose the correct form.

1 When I was a kid, I 1 used to / didn’t use to think there were monsters under my bed. I never 2 used to / didn’t use to go to sleep until my mum had looked under the bed.

2 I 3 used to / didn’t use to like dogs. Our neighbours had a big black dog that always 4 used to / didn’t use to bark at me whenever I went near it. I 5 used to / didn’t use to cross the road to get away from it.

3 I 6 used to / didn’t use to like visiting my great aunt. She 7 used to / didn’t use to have any toys for us to play with and she never 8 used to / didn’t use to let us watch TV.

2 Complete the conversation using the correct form of used to and short answers. Then listen and check.

A: 1 (you have) any pets when you were young?
B: Yes, we 2 . We always 3 (have) animals in the house: cats and dogs, and sometimes birds and fish too.

A: 4 (you help) to look after them?
B: Yes, my dad said that we could only have pets if we promised to look after them.
We 5 (take) it in turns. My sister 6 (not like) looking after the birds very much. She 7 (be) scared they’d peck her.

3 Rewrite the sentences using used to where possible.

1 My brother kept snakes when he was younger. My brother used to keep snakes.

2 He got his first snake when he was eight.

3 He kept them in a box in the garage.

4 He looked after them very well.

5 They lived there for almost six years.

6 Then he lost interest and he took them all to the local zoo.

7 He visited them there once a week.

8 I think he went about nine or ten times before he forgot about them.

4 Write about three things that used to be true for you when you were younger.

1 I used to

2 I didn’t use to

3 I always used to
1 Choose the correct responses.

1 Did you go to university?
   a No, but I used to go to the local technical college.
   b Yes, I used to study Law at the university in Manchester for three years.

2 How long have you been studying English?
   a For a long time.
   b Since about five years.

3 Was it the first time you’d seen the sea?
   a No, my grandparents used to take me to the sea on holiday one summer.
   b No, my grandparents used to take me to the sea on holiday every summer.

4 Chris and Sue are getting married.
   a Really? How long have they been knowing each other?
   b Really? They haven’t been dating for very long.

5 Pete won the tennis tournament again last week.
   a Great! How many times has he won it?
   b Great! How many championships has he been winning?

6 Did you see what happened?
   a No, the car was leaving before I got here.
   b No, the car had left before I got there.

7 I haven’t seen you for ages. What have you been doing?
   a I’ve studied really hard. I’ve got exams next month.
   b I’ve been travelling a lot with work.

8 Did you enjoy the trip?
   a Yes, it was the most exciting thing I’d ever done.
   b Yes, I haven’t done anything like that since a long time.

2 Complete the sentences with the present perfect simple, present perfect continuous or past perfect of the verbs. Sometimes more than one form is possible.

1 We ______________________ (know) each other since university.

2 They ______________________ (stay) at our house for the last three weeks.

3 He ______________________ (write) more than 40 books before his death two years ago.

4 They ______________________ (work) really hard all morning and they still haven’t finished.

5 He ______________________ (write) two best-selling novels in the last twelve months.

6 He ______________________ (never eat) curry before he went to London.

7 They ______________________ (play) chess all morning.

8 He’s really good. He ______________________ (play) against some of the best players in the world.

9 She ______________________ (never visit) Paris before and she instantly fell in love with the city.

3 Complete the second sentence so that it means the same as the first section.

1 He started studying five hours ago and is still studying.
   He’s ______________________ for five hours.

2 He went to India and then he went to Japan.
   Before he went to Japan, ______________________ to India.

3 John went to the post office and he hasn’t come back.
   John ______________________ to the post office.

4 I washed the car. The car is clean.
   I ______________________ the car.

5 I did an exam yesterday. I did another exam the day before. I had another exam today.
   I ______________________ three exams this week.

6 Every Sunday we visited my grandparents.
   We used ______________________ my grandparents every Sunday.
Here we are. We’ve almost reached the top of the volcano. 1 .......... for six hours over ice and snow and we’re really tired. The locals in the last village we visited 2 .......... it was going to be difficult. I had no idea how difficult! The air is thick with the smell of the smoke from the volcano. It’s getting difficult to breathe. The volcano 3 .......... out small rocks at us 4 .......... the last hour or so. The last one came very close, but luckily the guide 5 .......... it coming and pulled me out of the way just in time. I 6 .......... volcanoes were magical and romantic. Now I just think they’re dangerous! 7 .......... for this moment and I certainly don’t want to turn back now. But I can’t help remembering that very few climbers have ever succeeded in getting to the top. A few years ago, two climbers had almost managed to reach the top when the volcano 9 .......... and covered them in lava. I know I’ve done some crazy things in my life, but I think this might just be one of the craziest!

Pronunciation: irregular past participles

5 (3.135) Write the past participles. Then listen and check.

1. buy
2. fly
3. show
4. think
5. bring
6. run
7. teach
8. throw
9. do
10. swim
11. grow
12. win

Listen again

7 (3.137) Listen to the conversation. What do the numbers refer to?

1. 5 He’s been writing science fiction for 5 years.
2. 200
3. 40
4. 6

6 (3.136) Listen again and write the past participles in the correct column.

-bought /ɔːt/ -flown /ɔːtn/ -done /dən/
# Prepositions of time and place

**in, on, at**

## Presentation

Use the prepositions *in, on* and *at* to talk about time and place.

<table>
<thead>
<tr>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
</table>
| **in** | • parts of the day: *in the morning/afternoon/evening*  
• weeks: *in two weeks, in the second week of August*  
• months: *in August*  
• years: *in 2012*  
• seasons: *in the summer / in summer*  
• centuries: *in the 20th century* | • when we mean *inside something*: *in the house, in the car*  
• with towns, regions, countries, continents: *in London, in Texas, in France, in Africa*  
• common expressions: *in school, in a book, in the front/middle/back, in prison, in hospital* |
| **on** | • days: *on Saturday*  
• dates: *on 1st January*  
• special days: *on her birthday, on Christmas Day* | • surfaces of objects: *on the table, on the wall*  
• floors of a building: *on the fifth floor*  
• roads and water: *on the motorway*  
• types of scheduled or public transport: *on the bus, on the midday train*  
• attached objects: *the note is on the fridge, a leaf on a tree*  
• common expressions: *on a farm, on a train, on the plane, on the phone, on the TV* |
| **at** | • times of the day: *at 10 a.m., at midday*  
• these expressions: *at the weekend, at Christmas, at New Year, at night* | • a point in a journey: *We stopped at a pub for lunch.*  
• events with groups of people: *at a party, at a meeting*  
• addresses: *at 1600 Pennsylvania Avenue, Washington DC*  
• common expressions: *at home, at school, at work, at the front/back/side* |

**in or at?**

With locations such as buildings, we use *in* to emphasise the location: *He’s in the library.* (He’s inside the library.)  
You use *at* to emphasise the activity that takes place there: *He’s doing some research at the library.*

**Tip** In everyday English you don’t normally include prepositions of time and place in the question form:

- Say *What year was she born?* (don’t say *What year was she born in?*)
- Say *What day is your birthday?* (don’t say *What day is your birthday on?*)
- Say *What time does it open?* (don’t say *What time does it open at?*)
Exercises

1 Complete these sentences with a preposition of time (in, on or at).

1 We like to eat outside ________ the evenings.
2 In my opinion, the motor car caused the biggest change ________ the twentieth century.
3 I was born ________ 11.15 ________ the morning.
4 ________ the spring we like to walk in the park and smell the flowers.
5 I’ll be with my family ________ New Year.
6 I’ll be with my family ________ New Year’s Day.
7 President Barack Obama was born ________ 1961.
8 I won’t be at school ________ Monday.
9 Long hair was very fashionable ________ 1973.
10 We always like to take a short holiday ________ April.

2 Where are these people? Write full sentences with the verb to be + a preposition of place (in, on or at).

1 he / a party
2 they / the fifth floor
3 the tourist / Australia
4 the cars / motorway
5 my dog / the garden
6 Madge and Ron / their wedding

He's at a party.

3 Which lines in this conversation need a preposition (in, on or at)? Add any necessary prepositions. Then listen and check.

A: 1 What time does the show begin? ✓
   B: 2 It starts ________ seven thirty.
A: 3 When are the others coming?
B: 4 They’re all meeting Felicity’s house.
A: 5 Are they coming her car?
B: 6 No, they’re coming the underground.
A: 7 I hope they aren’t late for the main part of the show.
B: 8 Oh! There’s a message ________ my phone from Felicity.
A: 9 Where are they?
B: 10 They’re the building now.
Presentation

before, after

Use before to talk about actions or events leading to a point in time: Buy tickets for these concerts before 20th April for a 20% discount. (= You won’t get a discount on or after 20th April.)

Use after to talk about actions or events following a point in time: No admissions after 7.30 p.m. (= You cannot enter later than 7.30 p.m.)

until (till)

Use until to talk about the period of time for an action or situation up to a point in time: The museum will be open until 10 p.m. (= the museum closes at 10 p.m.)

Till is an informal way to say until: The museum will be open till 10 p.m.

by

Use by to talk about a single event or situation happening at or before a point in time: We need to open the museum by 10 a.m. (= Because visitors expect to enter at 10 a.m.)

from ... to ...

Use from ... to ... to talk about when something begins and ends: We are open every day from 10 a.m. to 8 p.m.

You can also use from ... until/till:...

We are open every day from 10 a.m. until 8 p.m.
We are open every day from 10 a.m. till 8 p.m.

for

Use for to talk about periods of time: There will be longer opening hours for three months.
1 Match 1–6 to a–f.

**A**

1. The film this afternoon doesn’t start __________.
2. If we want a good seat, we need to be there __________.
3. I work really late. I never get home __________.
4. The shop is open every day from nine to __________.
5. We don’t go out much __________.
6. Can you take messages for the rest of the day? I’m going out __________.

**B**

a. five.

b. by a quarter to seven.

c. for the whole afternoon.

d. until five.

**2 Read the information about an art gallery. Choose the correct preposition.**

**Art Gallery**

**OPENING HOURS**

The gallery is open every day 1 until / from 9 a.m. 2 before / to 8 p.m. On Saturdays, exhibitions continue 3 by / until 11 p.m. The ticket office closes at 7.15 p.m. There are no admissions 4 before / after this time.

**BOOK TICKETS ONLINE**

Buy your tickets from this website 5 before / after your visit and you will receive a 10% discount.

**SPECIAL FAMILY DAY!**

Why not try being an artist 6 for / before a day? On 23rd July, parents and children can join in our summer family art experience. 7 Before / For the whole day (11 a.m. – 5 p.m.) there will be art classes and the chance to create your own masterpieces! Places are limited so be sure to reserve tickets 8 until / by 20th July at the latest.

3 Two organisers are discussing the schedule for opening a new exhibition. Complete their conversation with the prepositions in the box. Then listen and check.

A: OK. So here’s the schedule. As you can see the guests need to arrive 1 _______ 8 p.m. at the latest.
B: Why at eight?
A: Because they have to be here 2 _______ the artists give their speeches.
B: Of course. So then the artists speak 3 _______ everyone has arrived and then the main exhibition is 4 _______ eight fifteen 5 _______ ten o’clock.
A: That’s right.
B: What about food? When does everyone eat?
A: The guests can eat 6 _______ the exhibition.
B: Good idea. So the whole event lasts 7 _______ two and a half hours.
A: Yes. Do you think that’s too long?
33 Prepositions of place

Spot the Difference
Can you spot six differences?

A
The rabbit is inside the hat.
The magician is behind the boy.
The white dove is above the stage.
The ball is between the cups.
The women are opposite each other.
There's a ring around the boy.

B
The rabbit is on top of the hat.
The magician is in front of the boy.
The white dove is below the stage.
The ball is on the right of the cups.
The two women are next to each other.

Now check your answers!

Presentation

We use prepositions of place to answer the question Where is it?

- in/inside
- below
- between
- opposite
- outside
- behind
- by/next to
- on the left (of)*
- on top of
- in front of
- round/around
- on the right (of)*
- above

TIP
- * In answer to the question: Where's the ball? Say It's on the left of the cup. It's on the left. (don't say It's on the left of.)
- You often say in, on and round instead of inside, on top of and around when you are speaking.
1 Complete the sentences with a preposition of place.

1 The man is **above** the people.

2 The lion is **a** ball.

3 The shop is **the** circus tent.

4 The clown is **the** strong man.

5 They’re **each** other.

6 His head is **the** lion’s mouth.

7 He’s **the** elephants.

8 He’s **the** car.

2 Choose the correct answer a, b, or c.

1 The cat’s still ___. Let it in.
   a outside  b inside  c above

2 I think that car ___ you wants to get past.
   a in front of  b behind  c between

3 We’re putting a fence ___ our house.
   a at  b above  c around

4 I’m feeling ___ of the world today. I’ve never felt better!
   a on the right  b on top  c on the left

5 The bank is ___ so let’s cross the road here.
   a next to  b by  c opposite

6 In the photograph you can see Ralph when he was six. He’s ___ his two sisters.
   a between  b around  c round

7 Don’t let them sit ___ each other. They’ll cause trouble.
   a in front of  b between  c next to

8 In the majority of countries the driver sits ___.
   a on the right  b on the left  c on the top

3 Where are you reading this? Describe the location with these sentences and a preposition.

1 I’m reading this **in / on / by**

2 I’m sitting **next to / between / in front of**
There's a great new ride at the theme park. It's called Niagara. At the beginning you get into a car and it moves along really slowly. Then you go up a hill and suddenly you're travelling down at an incredible speed. Next you're coming towards a mountain. You go around a huge rock and you think you're going to crash, but at the last minute the mountain opens and you drive through a dark tunnel. When you come out of the mountain the car falls off the end of the track and you drop into a huge lake. You get so wet. Then, amazingly, the car floats across the lake and sails away.

Presentation

Use prepositions of movement to talk about the direction of the movement:

*It moves along. You go up the hill. You're travelling down.*

Prepositions of movement usually follow a verb of movement, for example: go, travel, get, put, walk, run, dive, fall, come, move, sail, float, drive.

You sometimes use in/out for into/out of and on for onto when speaking informally:

*We got into the car = We got in the car.*

Note that into and out of must be followed by a noun.

Say *We got in the car. We got into the car. We got in.* (don’t say *We got into.*)
Exercises

1 Choose the correct prepositions. Then listen and check.

Good morning and thank you for coming. Welcome to our factory. First of all the bottles move 1 along / across this conveyor belt and the cola comes 2 out of / towards this tap and 3 onto / into the bottles. Next, we put caps 4 onto / to the bottles. After that, the bottles go 5 up / through this hole in the wall to the warehouse. We load them 6 off / onto the lorries and the driver takes them 7 along / away.

2 Complete the sentences with the present continuous form of the verbs and the prepositions in the box.

climb dive drive fall float get put run swim take travel walk

across along around away down into off onto out of through towards up

1 The boat is floating along the river.

2 The comet __________________ the planet.

3 He __________________ the statue this plinth.

4 He ____________________________.

5 He ____________________________ his car.

6 She ____________________________ a tunnel.

7 She ____________________________ the bridge.

8 The criminal ______________________ from the police officer.

9 They ____________________________ the mountain.

10 The girl ____________________________ the board.

11 He ____________________________ the statue the box.

12 The sharks ____________________________ the boat.
35 Review of units 31 to 34

Grammar

1 Complete the pairs of sentences with the same preposition.

1  a  The meeting starts __at__ 2 p.m.
   b  She lives __at__ 99 Crescent Road.
2  a  We’re open seven days a week from seven __eleven__.
   b  How do you get __the train station__ from here?
3  a  Your keys are __the table__.
   b  My favourite TV show is __Thursday__.
4  a  See you again __two weeks__.
   b  The keys are __your coat pocket__.
5  a  Your umbrella is __the door__.
   b  You need to let them know __the end of today__.
6  a  The bus leaves __the station__.
   b  He works __10 a.m. until 6 p.m. every day__.

2 Is the meaning in each pair of sentences the same (S) or different (D)?

1  a  She goes to St Medes School for girls.
   b  She’s at St Medes School for girls.
2  a  Tickets are available until midnight.
   b  Tickets are not available after midnight.
3  a  We’ll be there from two till five.
   b  We’ll be there for three hours.
4  a  Sorry the traffic’s bad. We won’t get there by five.
   b  Sorry the traffic’s bad. We won’t get there until five.
5  a  John’s in hospital. But he’s coming home later today.
   b  John’s at the hospital. But he’ll be home later.
6  a  I’m working nights for the whole of this week.
   b  I’m working nights until the beginning of next week.

3 Complete this message for a friend using this map. Use the prepositions in the box.

Come __________________ the station and
walk __________________ Station Avenue.
Go __________________ the High Street
__________________ the shopping mall.
The bank is __________________ Go
__________________ the pedestrian bridge
and my house is __________________ you.
4. Complete the text with the correct answer a, b or c.

UFO over town centre

Saturday night, the whole population of Over-by-Marsh was standing the town square. Police officers stopped and got their cars but not to arrest anyone. Everyone was looking into the night sky at five bright lights which seemed to be travelling slowly the earth. Tom Lawless was one of the people. 'We were the restaurant but ran when we heard what was happening. There were four lights and then another one flew the sky to the others. After an hour or so they started moving from us so midnight we couldn't see them anymore.' The following morning, local people got to find that their town was busy again - this time with journalists and TV news reporters!

1. a In b On c At
2. a in b on c at
3. a in b on c at
4. a away b into c out of
5. a up b down c across
6. a along b across c towards
7. a out b in c on
8. a outside b inside c out of
9. a onto b off c across
10. a towards b away c down
11. a until b by c to
12. a down b into c up

Pronunciation: linking sounds 2

5. English speakers often link two words together. If one word ends with a consonant sound and the next word begins with a vowel sound they often sound like one word.

Listen and notice the linking in sentences 1 and 2. Then listen and draw the linking in sentences 3 to 9.

1. Put...in this box.
2. Drive...along this road.
3. It's in five minutes.
4. I'm on top of the world.
5. The lifeguard dived into the water.
6. Don't run away!
7. Walk up Rupert Street.
8. We're at home until ten.
9. It came across the sky.

Then listen again and repeat the sentences.
36 Imperatives

Police officer: Stop! This is a one way street!
Man: Sorry, but I’m lost. I need Welbeck Street.
Police officer: OK. Turn the car around. Go up this street and turn right.
Man: Thank you very much.
Police officer: You’re welcome. But be more careful next time.

Man: Hi, sorry I’m late.
Woman: Don’t worry. Did you have problems finding us?
Man: Yes!
Woman: Relax! Have a seat and tell me about it.

Presentation

No subject is used with the imperative. You (singular or plural) is the missing subject.

Affirmative

- Stop ___________ here.
- Turn

Negative

- Don’t stop here.
- Don’t turn here.

Use the imperative form for ...
- Giving orders: Stop!
- Giving instructions and directions: Go up this street and turn right.
- Requesting: Please help me.
- Warning: Be more careful.
- Giving advice or making suggestions: Relax.
- Inviting: Come to the cinema with us. Come for a drink.
- Requests and offers (informal): Come in! Have a seat.
Exercises

1 Match the imperatives 1–7 to the situations a–g.

1 Look out!  a You are angry with your children for breaking something.
2 Slow down.  b You have just read something interesting in the newspaper.
3 Hold on a moment.  c A brick is falling from a building.
4 Be more careful!  d A teacher can't hear a student very well.
5 Speak up, please.  e You ask someone to wait on the phone.
6 Listen to this!  f A librarian speaks to some noisy children.
7 Be quiet, please.  g You are breaking the speed limit in your car.

2 Make these sentences into the shortest possible imperative expressions.

1 You need to stop the car now! Stop!
2 Can you pass me the salt, please? Pass the salt, please.
3 Would you mind holding this, please?
4 You don't need to say anything to them.
5 You ought to take more exercise.
6 You press this button when you want to switch the computer on.
7 I want you all to help me with this.
8 You're running across the road. Don't do it.

3 Complete the advice with the affirmative or negative form of the verbs in the box.

Then listen and check.

do  drink  eat  get up  go  have  relax  switch  take

How to get a good night's sleep

1 Take a long walk before you go to bed.
2 Do some relaxing exercises or yoga.
3 Don't eat too much before bedtime. A full stomach stops you sleeping.
If you have a TV in the bedroom, 4 switch it on!
5 Go to bed and 6 go to bed at regular times.
If you can't sleep, 7 relax in a warm bath or 8 a hot drink
but 9 don't drink anything with caffeine.

4 Write a similar ‘How to ...’ text. Give advice on something you know about. For example: How to get healthy.
Phrasal verbs 1
Transitive and intransitive verbs

A phrasal verb is a verb + a particle:

I've been looking for your phone number.
I have to look after my younger sister.

When you combine the verb with a particle, it creates a new meaning:

Look at this picture. (= direct your eyes towards something)

I've been looking for your phone number. (= try to find something in different places)
I have to look after my younger sister. (= take care of someone)

It can be difficult to guess the meaning of a phrasal verb by trying to understand the meaning of the verb and particle separately. Learn them as one word.

Common verbs in phrasal verbs include: bring, call, come, get, give, go, keep, look, make, pick, put, run, set, take, turn

Common particles in phrasal verbs include: about, round, at, away, back, down, for, in, into, off, on, out through, to up

Transitive or intransitive?

Many phrasal verbs need a direct object. They are transitive verbs:

I've been looking for your phone number.
I have to look after my younger sister.

Some phrasal verbs do not take a direct object. They are intransitive verbs:

I'll come round at six.
Maybe we could eat out somewhere.

Common intransitive verbs: call round, come back, come round, eat out, get away, get on, get up, go down, go up, grow up, log in, look out, look up, take off

A good dictionary will tell you if a phrasal verb is transitive or intransitive. For example, the Collins Cobuild Advanced Dictionary provides this information with the symbols v (verb), p (particle), n (noun):

look after [v p n] = look after is transitive because the verb and particle must be followed by a noun.
go out [v p] = go out is intransitive because there is no noun after the verb and particle.

See page 239: Common transitive and intransitive phrasal verbs.

Presentation

Hi Shelley,

Sorry I didn’t call about meeting on Friday. I looked for your phone number but couldn’t find it. Anyway, I’m afraid I have to look after my little sister. Would Saturday be OK? I’ll come round at six and maybe we could eat out somewhere?

Bye,

Gini
1 Complete the sentences with the phrasal verbs in the box.

**pick up**  **come back**  **call round**  **wake up**  **look after**  **put on**  **take off**

1. **______**! It’s time for school.
2. Don’t forget to **______** a coat. It’s cold outside.
3. **______** your clothes.
4. **______** those dirty shoes!
5. Can you **______** your sister while I go to the shops?
6. I don’t want any of your friends to **______** until you’ve done all your homework.
7. **______** here this minute!

2 Choose the correct particles.

1. When can I come **at** / **round** / **to** for tea?
2. I’m looking **for** / **after** / **at** your house. Where is it?
3. The temperature goes **up** / **away** / **down** in the summer.
4. Turn **up** / **out** / **down** the TV. It’s too loud.
5. Look **to** / **off** / **out**! It’s going to fall on your head.
6. Don’t give **up** / **out** / **off**. Keep trying.
7. Have you picked **on** / **off** / **out** the one you want yet?
8. The plane is about to take **away** / **off** / **up**.

3 Categorise all the phrasal verbs in exercises 1 and 2 as transitive or intransitive.

**Transitive (verb + particle + direct object):**

**Intransitive (verb + particle):**

4 Answer these questions so that they are true for you. Write complete sentences.

1. What time do you wake up?
2. How often do you eat out?
3. Do you look after anyone or anything? (e.g. a younger brother or sister, a pet)
4. How well do you get on with your neighbours?
Many phrasal verbs are transitive and they need a direct object (see unit 37). Transitive phrasal verbs can be separable or inseparable.

**Separable phrasal verbs**

With separable phrasal verbs the direct object can go before or after the particle:

*The courier is picking up a package.*

*The courier is picking a package up.*

Common separable verbs: *bring up, give away, give out, give up, pay out, pick out, put in, put on, set up, turn down, turn off, take over, turn up*

If the direct object is a pronoun, it must go before the particle:

*Say [don’t say]*

Can you ring Shannon back? (don’t say Can you ring back Shannon?)

Other verbs like this include: *ask (someone) over, get (someone) up, see (someone) around.*

**Inseparable phrasal verbs**

Some phrasal verbs are inseparable. The direct object must go after the participle. It cannot go between the verb and the particle:

*Say Please look after Mr Wu for a few minutes.

(don’t say Please look Mr Wu after for a few minutes.)*

Say Please look after him for a few minutes. (don’t say Please look him after for a few minutes.)

Common inseparable verbs: *come across, go through, look after, look for*

*A good dictionary will tell you if a phrasal verb is separable or inseparable. For example, the Collins Cobuild Advanced Dictionary provides this information with the symbols v (verb), p (particle), n (noun): pick up [v n p] and [v p n] = the phrasal verb pick up, the noun can follow the verb and particle [v n p] or it can also separate the verb and the particle [v p n] ring up [v n p] = ring up is only separable because the noun [n] is between the verb [v] and the particle [p]. look after [v p n] = look after is inseparable because the noun [n] comes after the verb [v] and the particle [p]. See page 239: Common separable and inseparable phrasal verbs.*
1 Choose the correct options. Both answers are possible in some questions.

Exercises

1 Log onto my computer / Log my computer onto and look for the file named EXPO.

2 Alex might call / I might call. His number down / Take his number down and I'll call him back / call back him.

3 I will leave on Friday. Can you pick up Melanie / pick a nice present out / pick out a nice present for her.

4 If Donald Sterling arrives, please look after him / look him after until I get back from lunch. Perhaps you could take out him / take him out for a coffee.

5 Can we set up a meeting / set a meeting up about the conference? Is tomorrow OK?

6 Put the words in order. Sometimes there are two possible answers.

1 pick I’ll up Melanie
I’ll pick up Melanie.
I’ll pick Melanie up.

2 mother after baby is looking the my
My mother is looking after the baby.

3 new looking for apartment we’re a

4 me these let sunglasses on put

5 across he old came an photograph

6 stupid off that hat take

7 the up her number in look phone book

7 Write the missing pronouns it and them in the conversation. Then listen and check.

A: ‘Can you call Mandy and Paul back? them
B: ‘Why do I have to call back? A
A: ‘They want to go through your offer again. B
B: ‘But we’ve already gone through.

A: ‘But I think they want to bring up the cost. There’s a problem.
B: ‘Not again. They brought up last time.

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**Presentation**

You can use two objects, a direct object and an indirect object with some verbs:

*You show the photograph to your friend.*

*You give your friend a lift home.*

Add the prepositions *to* or *for* to the indirect object if it comes after the direct object:

*You give the only copy to him.*

*You make a copy for him.*

You can also put the indirect object before the direct object but don’t add the preposition *to* or *for*:

*You give your best friend the number.* (don’t say *You give to your best friend the number.*)

*You show her your answers during the test.*

If the direct and indirect objects are pronouns, you can put them in either order (but don’t forget to include *to* or *for*):

*You show him it and promise not to show it to anyone else.*

*You show it to him and promise not to show anyone else it.*

These verbs often have two objects: bring, play, lend, pay, give, show, wish, email, write, promise, buy, get, leave, make, pass, teach, tell
1 Complete the sentences with the pairs of words.

<table>
<thead>
<tr>
<th>get + another one</th>
<th>tell + your answer</th>
<th>show + me</th>
<th>play + tune</th>
<th>a letter + my mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>wish + a Happy Birthday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 We ________ you ________.

2 I’m writing ________ ________ ________.

3 Can you ________ ________ please?

4 ________ ________ ________ me ________ for number two.

5 ________ your driving licence, please.

6 ________ me a little ________ ________ ________ ________

2 Rewrite these sentences. Put the direct object before the indirect object. Use the preposition to or for.

1 I bought you these flowers.
I bought ________ ________ ________ ________ ________ ________ ________.

2 Lend me your car, please.
Lend ________ ________ ________ ________ ________ ________ ________ ________ please.

3 I think you should pay the salesman the full price.
I think you should ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ______

4 Play the children a song by The Beatles.
Play ________ ________ ________ ________ ________ ________ ________ ______

5 We’re making you dinner.
We’re making ________ ________ ________ ________ ________ ________ ________ ________ ______

6 Julia can get everyone a drink.
Julia can get ________ ________ ________ ________ ________ ________ ________ ________ ______

7 Today I’m teaching my students some grammar.
Today I’m teaching ________ ________ ________ ________ ________ ________ ________ ________ ______

8 Leave Martin the report.
Leave ________ ________ ________ ________ ________ ________ ________ ________ ______

89
40 Review of units 36 to 39

Grammar

1 Match the two halves of the sentences.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Press the small green button</td>
<td>a by pressing the large button.</td>
</tr>
<tr>
<td>2 Take a photo</td>
<td>b for customer services and then ask to speak to the assistant.</td>
</tr>
<tr>
<td>3 Don’t forget to</td>
<td>c this button to record a message.</td>
</tr>
<tr>
<td>4 Dial the number</td>
<td>d recharge the phone every 48 hours.</td>
</tr>
<tr>
<td>5 Push</td>
<td>e to switch it on.</td>
</tr>
</tbody>
</table>

Help!
Use the list of phrasal verbs in appendix 5 on page 239 to complete exercises 2, 3, 4 and 5.

2 Write the word in brackets in the correct position in sentences 1–12. Where there are two possible positions, show both.

1 Can you email (it) back to me?
2 When are you going to write a letter? (me)
3 Please look after (this) for a moment.
4 Can you give these keys (to)?
5 Turn off and go outside and play! (that)
6 Don’t tell my number. (anyone)
7 Have you picked a book? (out)
8 Tell me. (your news)
9 I made this sweater (for)
10 Look it on the internet. (up)
11 Put on. It’s cold. (a coat)
12 Let me take all your details. (down)

3 For each sentence (1–8), match a verb with a particle to make the phrasal verb. Use the definition in brackets to help you. Change the form or tense where necessary.

<table>
<thead>
<tr>
<th>come</th>
<th>pick</th>
<th>take</th>
<th>go</th>
<th>turn</th>
<th>set</th>
<th>give</th>
<th>get</th>
</tr>
</thead>
<tbody>
<tr>
<td>out</td>
<td>through</td>
<td>off</td>
<td>out</td>
<td>up</td>
<td>away</td>
<td>across</td>
<td>up</td>
</tr>
</tbody>
</table>

1 I was putting some books away when I (find by accident) the first book I ever read!
2 The criminals never (escape) in these old detective films.
3 Can you (distribute to people) these leaflets to people walking by?
4 Make sure you (choose) something you really like.
5 Bill Gates (start a business) Microsoft in 1975.
6 Let me (study or examine) your application and I’ll make a decision.
7 I want to listen to the news. (increase volume) the radio!
8 (remove) your glasses and I’ll check your eyes.

4 In each sentence there is one word which should not be there. Delete it.

1 Come in! You take a seat.
2 This is interesting. I came this across in the newspaper.
3 Take it off your coat.
4 Pass to me the salt.
5 That child is running across the road. Look out (him!)
6 Make for your grandmother a cup of tea.
7 Can you give to the bag to John?
8 I’ve prepared your favourite meal for (to) you.
5 Complete the text with the correct form of the verbs in the box.

take grew come eat set log look

How social networking grew up

NOWADAYS it seems as if social networking sites have taken over the internet AND our social lives. Everyone is on the web these days – even the rich and famous. 2 up the name of your favourite celebrity on MySpace.com and you’ll cross information such as where Madonna likes to out or a download of U2’s latest song. Chris DeWolfe and Tom Anderson were some of the social networking pioneers when they set up MySpace in 2002. Within months, millions of visitors were on every day. In 2006 the News Corporation paid 580 million dollars for the site. From being a meeting place for friends, social networking sites had finally up and become big business.

Listen again

7 Listen and answer the questions.

1 What should you do outside before you go to bed?

2 What can you do as well as doing some exercise?

3 What can stop you sleeping?

4 What do you need to switch off?

5 When should you go to bed or get up?

6 Where can you relax if you can’t sleep?

7 What should you drink?
Position and order of adjectives

Presentation

There are two common positions for adjectives in sentences: after copula verbs and before nouns.

Adjectives after copula verbs
Copula verbs are also called linking verbs. They link the subject of the sentence with a description of the subject. The most common copula verbs include be, appear, look, feel, sound, smell, taste, become, seem, get. Adjectives come after these verbs to describe the subject.

Your dress looks awful!

I feel great.

The design is Italian.

Some adjectives can only come after the verb. Many of these begin with a-, e.g., asleep, afraid, alone, awake, alive:

Are the children awake yet?

Order of adjectives after copula verbs
When you use more than one adjective after a verb, you usually add and between the last two adjectives:

They look cold, tired and hungry.

There is no rule for word order with adjectives joined by and. However, some adjectives are placed according to convention: tall, dark and handsome (not handsome, dark and tall.)

Adjectives before nouns
When you use adjectives with a noun, the adjective comes before the noun:

Say I love your black boots. (don’t say I love your black-boots.)

Order of adjectives before nouns
You can use more than one adjective before the noun: Dorothy put on her red, Italian dress.

When you use more than one adjective before the noun, you usually place them in this order:

<table>
<thead>
<tr>
<th>opinion</th>
<th>size/shape</th>
<th>age</th>
<th>colour</th>
<th>origin/nationality</th>
<th>material</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>red</td>
<td></td>
<td></td>
<td>Italian</td>
<td></td>
<td>dress</td>
</tr>
<tr>
<td>awful</td>
<td>blue</td>
<td>old</td>
<td>wooden</td>
<td></td>
<td></td>
<td>shoes</td>
</tr>
<tr>
<td>beautiful</td>
<td>tall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>wardrobe</td>
</tr>
</tbody>
</table>

When you use more than one adjective, you normally use two or three at the most. If you want to use four, you use two sentences.

Say That’s a beautiful, old, wooden wardrobe. It’s English. (don’t say That’s a beautiful, old, English, wooden wardrobe.)

Use commas in sentences with more than one adjective:

It’s a beautiful, old, wooden wardrobe.

When you have two adjectives before the noun referring to the same feature (e.g. colour, origin), use and:

Say My grandfather still watches a black and white TV.

(don’t say My grandfather still watches a black, white TV.)

Tip The choice of word order is often based on convention: a black and white TV (not a white-and-black TV)
Exercises

1 Put the words in order.

1 here your is new assistant
2 cars these look new
3 dress that’s nice a
4 him is for chocolate hot the
5 sale is the house big for
6 sounds idea good your

2 Correct the mistakes.

1 This is Monika and she’s wearing a beautiful, blue, silk shirt.
2 Item number 112 is a metal, stylish, French table and chairs. Let’s start the bidding at £100.
3 It’s an old, brick, attractive house in the centre of the city.
4 That’s her over there. She’s with that dark, tall, Russian-looking man.

3 Combine the sentences to make one sentence.

1 I left an old hat here. It’s black and very large.
   I left a very large, old, black hat here.
2 Their new dog is a puppy. It’s really cute and little.
   Their new dog is a puppy and really cute.
3 Would you like to try on this stylish suit? It’s woollen.
   Would you like to try on this woollen suit?
4 Spend your next holiday on an island. It’s exotic.
   Spend your next holiday on an exotic island.
5 We’re looking for a tall filing cabinet. We need it in metal and we’d like a black one.
   We are looking for a tall, metal filing cabinet that’s black.
6 You have a large apartment. It’s modern.
   You have a large and modern apartment.
42 Participles as adjectives
Dependent prepositions

Are you bored of reading film reviews by so-called experts and critics? Then let the world know what you think. Review the latest films.

The main actor looks tired in this and the film was so boring!!!
Nigel, UK

I was surprised how much I liked this. Loads of great music and dancing and even the script is amusing.
Raj, Delhi

‘It was very frightening and I was shocked at the violence. Don’t take your mother!’
Melanie, Melbourne

MANHUNT 10
BOLLYWOOD ROMEO
NIGHT OF THE GHOSTS

Presentation

The present participle (verb + -ing) and past participle (verb + -ed) forms of some verbs can be used as adjectives:
to bore – boring – bored
to frighten – frightening – frightened

Present participles as adjectives

Use present participles as adjectives to describe the person or thing that makes you feel a certain way:
The film was boring.
Dracula is a very frightening book.

Past participles as adjectives

Use past participles as adjectives to describe how you feel about someone or something:
He was bored of work.
I was surprised how much I liked this.

Say I’m bored (of this film). (don’t say I’m boring (of this film).
Say This film is boring. (don’t say This film is bored.)

Dependent prepositions

-ed adjectives are often followed by dependent prepositions:
Are you excited about the show tonight?
Dependent prepositions are followed by either nouns or gerunds:
I’m tired of working on this.

Common present participles as adjectives:
amusing, annoying, boring, confusing, convincing, depressing, disappointing, embarrassing, exciting, frustrating, interesting, pleasing, relaxing, satisfying, shocking, surprising, terrifying, tiring, worrying

Common past participles as adjectives:
amused, annoyed, bored, confused, convinced, depressed, disappointed, embarrassed, excited, frustrated, interested, pleased, relaxed, satisfied, scared, shocked, surprised, terrified, tired, worried

Common past -ed adjectives and their dependent prepositions:
annoyed with, bored with, excited about, fascinated by, frightened of, interested in, irritated by, pleased with, satisfied with, scared of, tired of, terrified of, worried about
Exercises

1 Choose the correct adjectives in the film reviews.

THE RED QUEEN
"I didn't like the characters. I was really irritated by them and the plot was totally confusing".

LIVE TO FIGHT ANOTHER DAY
"The special effects are amazing and there's a really exciting scene where the hero has to jump out of an aeroplane without a parachute."

BROKEBACK MOUNTAIN
"I was pleasing to see that Ang Lee directed this film. The story is interesting, but don't see it if you are already depressing – it will make you feel worse!"

MONSTER FROM BELOW
"There's a terrifying moment in the first five minutes when the monster appears but after that nothing very surprising happens. The audience were bored for the rest of the movie."

2 Two people are discussing a holiday. Complete their conversations with the present or past participle form of the verbs in the box. Then listen and check.

A: So, how was your holiday?
B: Great. It was so relaxing. I didn't think about work once. And I was really

A: And what were the other people like in your group?
B: Everyone was really nice except for one person. She was really

A: And did you meet anyone?
B: Well, there was one man I enjoyed talking to. He was a friendly waiter at the hotel.

A: Really?
B: He also told jokes and was very . He made everyone laugh. And on the last night he asked me to dance and everyone was watching us.

A: Were you?
B: Yes, I was! I went bright red but it was wonderful! Then I flew home the next day and it was raining. I'm so to be home.

3 Add a preposition to make complete sentences.

1 elephants / frighten / mice
Elephants are frightened of mice.

2 my children / excite / the holidays

3 my best friend / interest / the books of J.R.R. Tolkien

4 are you / worry / leave / home?
Richard: The weather isn’t very good and I’m a bit ill. I’m going back to bed.

Julia: My exams went well yesterday so I’m having a quiet day today!

Sandy: I had a late night so I got up late and I’m drinking my morning coffee slowly.

**Presentation**

**Adjectives and adverbs**

Use adjectives to describe nouns:

*The weather isn’t very good.*

I’m having a *slow* day.

Use adverbs of manner to describe verbs, to say how you do something or how something happens:

*My exams went well yesterday.*

I’m *drinking* my coffee slowly.

**-ly adverbs**

You can add *-ly* to many adjectives to make them into adverbs: *slowly, quickly, quietly, loudly, badly, happily, early, early.*

**Key spelling rules**

Normally you add *-ly* to the adjective. Also note:

- adjectives ending in *-I*: beautiful → beautifully
- adjectives ending in *-y*: happy → happily
- adjectives ending in *-ble*: horrible → horribly

See page 233: Spelling rules

**adjectives or adverbs?**

Some adjectives and adverbs have the same form.

*I had a late night* (late is an adjective).

*I got up late* (late is an adverb).

Other adjectives / adverbs like this include:

*He’s a fast runner. / Run fast!*  
*She always has an early breakfast. / She gets up early.*

**good or well?**

*Good* is an adjective and *well* is the adverb:  
*My exam results were good.* / *My exams went well.*

However, *well* can also be an adjective (to talk about health):  
*I don’t feel very well.* ( = *I feel ill.*)

**Position of adverbs of manner**

An adverb of manner often comes …

- after the object: *He plays the guitar brilliantly.*
- after the verb if there is no object: *He can play brilliantly.*
  
  (don’t say *He plays brilliantly the guitar.*)

With questions, the adverb comes after *how*: *How well can you play?*

See Unit 7 for more information on position of adverbs.

**hard / hardly, late / lately**

The adjectives *hard* and *late* have two different adverb forms:

*hard* → *hard* / *hardly*  
*My father works hard.*

*late* → *late* / *lately*  
*This train always arrives late.*  
*I haven’t been on the train lately.* (lately = recently)
Exercises

1 Choose the correct forms in this school report for a pupil.

**School Report**

Peter is a **quiet** boy but he participates **happily** in class and works **well** with other students. This term he has produced some **excellent** essays.

Unfortunately, he scored **badly** in his mathematics tests because he made some **simple** mistakes. Checking answers **carefully** at the end of a test will help.

Sometimes he can be **slowly** in class and he does not write **quickly**. However, he has made **reasonable** progress.

2 Add -ly to the sentences where necessary.

1 I can run fast. ✓
2 You need to come quickly!
3 That music is very quiet. Can you turn it up?
4 She sang so nice at the school musical.
5 Be careful!
6 Can you lift that carefully? It’s very fragile.
7 I don’t understand your English. Please speak slowly.
8 You play the piano beautifully.

3 Put the words in brackets in the correct place in the sentences.

1 Your daughter sings **beautifully**
2 I woke up this morning. **late**
3 How do you know Michelle? **well**
4 The Olympic swimmer Michael Phelps swims **fast**
5 John plays the piano. **badly**
6 She speaks English. **very well**

4 Complete the sentences with hard, hardly, late or lately.

1 My mathematics homework has become really **hard** since we got this new teacher.
2 Don’t stay up too **late**. You’ll be tired in the morning.
3 Don’t be **home**. We’ve got guests for dinner tonight.
4 We **lately** go away any more because petrol is so expensive.
5 I haven’t see Richard for ages. Have you seen him **recently**?
6 How **did** the other car hit you?
### 44 Modifying adjectives and adverbs

**very, really, quite, not very, enough, too**

**Presentation**

**very, really, quite and not very**

Use the words very, really, quite and not very to modify the meaning of adjectives or adverbs:

- *I caught a really big fish.*
- *My fishing trip went really well.*

The words can make the meaning of the adjective or adverb stronger or weaker:

<table>
<thead>
<tr>
<th>Very / Really ↑ ++</th>
<th>My trip went very well. 😊</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quite</td>
<td>My trip went really well. 😊</td>
</tr>
<tr>
<td>Not Very ↓ -</td>
<td>My trip didn't go very well. 😞</td>
</tr>
</tbody>
</table>

**too and very**

You can use *too* as a modifier. It makes the adjective or adverb stronger. It means *more than necessary*.

- *The fish was very big (but I could fit it in my car).*
- *The fish was too big (so I couldn't fit it in my car).*

**enough and not enough**

You can use *enough* and *not enough* to say you have (or don’t have) the correct or sufficient quantity:

- *My car was big enough to take six people.*
- *My car wasn’t big enough to fit the fish in.*

**Notice the word order!**

*enough* comes *after* the adjective or adverb:

- Say *My car was big enough.* (don’t say *My car was enough big.*)
- Say *He was driving slowly enough.* (don’t say *He was driving enough slowly.*)

---

A: How did your fishing trip go?  
B: Really well! I caught a really big fish! 
A: How big?  
B: Oh, VERY big! 
A: Can I see it?  
B: Oh, it was too big to fit in my car! The boot isn’t big enough. I threw it back.
Read the report on customer feedback and complete sentences 1–6.

Answer the following questions about service at this shop:

<table>
<thead>
<tr>
<th>0 = Not very</th>
<th>1 = Quite</th>
<th>2 = Very</th>
<th>Mr Ross</th>
<th>Mrs Slater</th>
<th>Ms Turnbull</th>
</tr>
</thead>
<tbody>
<tr>
<td>How polite were the staff?</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How quickly could you find what you wanted?</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How satisfied were you with the choice and range?</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How efficiently were you served at the checkout?</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Two customers thought the staff were  
   very polite.
2. Mr Ross couldn’t find what he wanted  
   quickly.
3. Two other customers found what they wanted  
   well.
4. Everyone was  
   with the choice and range.
5. Two customers weren’t served  
   efficiently at the checkout.
6. One customer was served  
   too at the checkout.

Complete the sentences with too, very or enough.

1. This coat is  
   big for me. Can I have a size smaller?
2. I’m  
   well today, thanks.
3. You need to send this back  
   quickly.
4. These curtain aren’t long  
   enough.
5. You always do things  
   quickly and then you make a mistake.
6. Are you sure this coat is big  
   for him?

Complete the conversations with the words in the boxes. Then listen and check.

Conversation 1

A: How was your holiday?
B: It was 1  
   good! It was so relaxing!
A: How about the weather?
B: It rained for the first couple of days but after that it was 2  
   sunny.
A: Was your hotel close to the beach?
B: No, it 3  , but it was close 4  
   to a swimming pool so we went there most days.

Conversation 2

C: What did you think of the film?
D: Daniel Craig was great but the plot was 5  
   complicated. I couldn’t understand it at all.
C: I agree. I thought the whole story was 6  
   badly written.
D: Me too. It wasn’t exciting 7  .
45 Review of units 41 to 44

Grammar

1 Complete the sentences with the words in brackets.

1 How much did that green coat cost you? (lovely)
2 It's the large brick building on the right. (red)
3 They've found an Egyptian temple in the desert. (ancient)
4 Who does this new grammar book belong to? (green)
5 All these modern designs are stunning. (Italian)
6 You quite rudely to her. (spoke)
7 He works and he never takes a break. (hard)
8 How can your daughter play the flute? Is she any good? (well)
9 Have you seen Malcolm? (lately)
10 How do you think she will be? (late)
11 I've met them once before so I know them. (hardly)
12 He fell down and broke his leg badly. (quite)
13 The twins are excited about their birthday. (really)
14 You finished that very! (quickly)
15 Don't be angry with him. (too)
16 He's working hard at school to pass this course. (enough)
17 The recording isn't clear. (enough)

2 Correct the mistakes.

1 This TV show is really amusing. It always makes me laugh.
2 What's so depressed? Why do you look sad?
3 I'm not really convincing by this idea. I don't think it'll work.
4 My ex-boyfriend is sitting over there. If he sees me, it'll be very embarrassing.
5 Travelling by plane makes me tiring.
6 Aren't you bored of working here? Get another job!
7 I'm interested in apply for the position of receptionist.
8 This leather feels quite softly.
9 The two children are getting on really good.
10 There's been a lot of rain late, hasn't there?
11 This orchestra plays Mozart so beautiful.
12 This is totally confusing. Please explain it again.

3 A school teacher is talking to a parent. Choose the correct words.

Mother: So how is Francesca doing?
Teacher: She gets on *good / well with other students and is always *happy / happily.
Mother: What about her test scores?
Teacher: She scored *bad / badly. I'm afraid, Francesca is an *intelligent / intelligently girl but she's also very *lazy / lazily.
Mother: Is she *slow / slowly?
Teacher: No, in fact she writes *quick / quickly, but she needs to be more *careful / carefully and check her writing for mistakes.

4 Complete the second sentence so that it has the same meaning as the first sentence.

1 Jane's a really good tennis player.
   Jane plays tennis really well.
2 The violence in the film was worrying.
   I *about the violence in the film.
3 Alan is a quick learner.
   Alan learns
4 Felicity was annoyed by her brother's behaviour.
   Felicity's brother's behaviour was
5 The winner was a fast runner.
   The winner ran
6 This coffee's too cold!
   This coffee isn't
5 Complete the three reviews with the correct form of the word in brackets.

**HOTWORK COOLS OFF WITH NEW ALBUM**

I was very 1 excited to receive the new album from Hotwork. When the band released their first album, the world went 2 _____________ crazy and it will be 3 _____________ to see if they can do it again. The new album is good but I wasn’t 4 _____________ . Many of the tracks are too similar.

**DILLON BACK IN ACTION!**

Daniel Dillon is back as the superhero and he still looks 5 _____________ . In this sequel - he gets the bad guys, and he also gets the girl played by the 6 _____________ actress, Meg Carter. However, you’ll be 7 _____________ by the strange plot ...

**A NEW NOVEL FROM SINGH**

Mary Singh is an 8 _____________ new novelist. When you read her books, she seems 9 _____________ . With her new novel, The Exile of Kashmir, you turn every 10 _____________ because you want to know what happens next ...

---

**Pronunciation: stressing modifiers**

6 Listen and underline the word with the most stress. Listen and repeat.

1 I’m really sorry.
2 We’re very happy for you.
3 That is not very good behaviour!
4 That’s too hot!
5 I suppose it’s quite nice.

---

**Listen again**

7 Listen to someone talking about their holiday. Are these statements true (T) or false (F)?

1 She relaxed on holiday.  
2 She did some work while she was away.  
3 She liked everyone she met.  
4 One person talked too much.  
5 She really liked one person she met.  
6 She isn’t very happy to be home.
Presentation

Use the comparative form ...  

• to make comparisons: This course is better than the last one.  
• to describe the results of a change: Your memory will be more efficient (than it was before).  
• to describe how something is in the process of changing: Your memory is getting less reliable.

Adjectives
To form comparative adjectives, use -er or more / less.

<table>
<thead>
<tr>
<th>Short adjectives (one syllable or two syllables ending in -y)</th>
<th>Long adjectives (two syllables or more)</th>
</tr>
</thead>
<tbody>
<tr>
<td>adjective + -er</td>
<td>more / less + adjective</td>
</tr>
<tr>
<td>old → older, easy → easier, big → bigger</td>
<td>efficient → more efficient / less efficient</td>
</tr>
</tbody>
</table>

Some adjectives have two possible comparative forms: more quiet / quieter, more gentle / gentler 

Some adjectives are irregular: good → better, bad → worse, far → further 

The spelling sometimes changes when we add -er: big → bigger, silly → sillier 

See page 233: Spelling rules 

Adverbs
Form comparative adverbs in the same way as comparative adjectives, using -er or more / less.

<table>
<thead>
<tr>
<th>Short adverbs (one syllable)</th>
<th>Long adverbs (two syllables or more)</th>
</tr>
</thead>
<tbody>
<tr>
<td>adverb + -er</td>
<td>more / less + adverb</td>
</tr>
<tr>
<td>hard → harder, fast → faster</td>
<td>efficiently → more efficiently / less efficiently</td>
</tr>
</tbody>
</table>

Some adverbs are irregular: well → better, badly → worse 

than
Use the preposition than to link the two objects, people or situations that you are comparing: My memory is less reliable than it used to be.
Exercises

1 Complete the text with the correct comparative form of the adjectives and adverbs. Use -er, more or less.

Do you find that you’re getting 1 __________ (busy) every day? You’re working 2 __________ (hard) than ever, but you’re getting 3 __________ (efficient)? You’ve never got time to get to the gym and you’re getting 4 __________ (fat) and 5 __________ (slow)? Then try our new, improved Desk Top Aerobics. The new version is guaranteed to make you 6 __________ (fit) and 7 __________ (healthy). It’ll help you feel 8 __________ (stressed). It’ll help you work 9 __________ (quickly) and 10 __________ (efficiently). You’ll love it. Your boss’ll love it. Start now!

2 Complete the texts using the comparative form of the adjectives and adverbs in the boxes. Then listen and check.

I hate my job! I’m working 1 __________ hours than ever and the wages aren’t getting any 2 __________. I’m 3 __________ than I’ve ever been before. My hair’s getting 4 __________ by the day! I don’t think I can take it anymore!

I love my new life. I can relax now so I’m 5 __________ than before. I’m working 6 __________ hours. I’m eating 7 __________. I’m 8 __________ and enjoying life more than I ever have before.

3 Write sentences that give your opinion. Use a comparative form using -er, more or less.

1 pizza / ice-cream (tasty) I think ice-cream is tastier than pizza.
2 work / studying (stressful) I think
3 listening to music / doing sport (relaxing) I think
4 travelling by car / travelling by train (fast) I think
5 dancers / golfers (fit) I think
6 teachers / lawyers (work hard) I think

4 Complete these sentences so that they are true for you.

1 I am less __________ than I was five years ago.
2 I think __________ is more important than __________.
3 __________ is easier than __________.
4 __________ is better for you than __________.
5 I’d like to be more / less __________ than I am at the moment.
Superlatives
Adjectives and adverbs

Zurich, Switzerland’s largest city, has been voted the best city in the world to live in. Zurich’s parks make it one of the greenest cities in the world, its air is the least polluted and it’s one of the cities where you can travel most comfortably. And with the third lowest crime rate, it is certainly one of the safest.

Presentation

Use the superlative form to show that one thing or person in a group has got more or less of a quality than all the others in the same group: Zurich is Switzerland’s largest city. (= no other city in Switzerland is larger.)

Adjectives

To form superlative adjectives, use -est or most / least.

Short adjectives (one syllable or two syllables ending in -y)

- adjective + -est
- large → largest, green → greenest
- big → biggest, easy → easiest
- pretty → prettiest

Long adjectives (two syllables or more)

- most / least + adjective
- expensive → most expensive, exciting → most exciting,
polluted → least polluted

Some adjectives have two possible superlative forms:
most polite / politest, most gentle / gentlest

Some adjectives are irregular: good → best, bad → worst,
far → furthest

See page 233: Spelling rules

the and possessive adjectives

You often use the, a possessive or possessive’s before a superlative adjective: The best city, its best attraction, Switzerland’s largest city.

Common expressions

Superlative adjectives are often used with …
- one / some of the … : one of the greenest cities, some of the cleanest water
- the second / third etc. … in … : the third lowest in Europe
- the most … ever … : the most exciting city you’ll ever visit

Adverbs

Form superlative adverbs in the same way as superlative adjectives, using -est or most / least.

Short adverbs (one syllable)

- adverb + -est
- hard → hardest, fast → fastest

Long adverbs (two syllables or more)

- most / least + adverb
- safely → most / least safely
- comfortably → most / least comfortably

Some adverbs are irregular: well → best, badly → worst

We can use superlative adverbs both with and without the: It’s the city where you travel most comfortably / the most comfortably.
1 Complete the text by adding most or -est to the adjectives in brackets. Make any necessary spelling changes.

Tierra del Fuego is one of the 1 (fascinating) places on earth. Its snowy mountains offer some of the 2 (spectacular) views you will ever see. The 3 (high) peak stands at 2448 m above sea level. The 4 (easy) access to Tierra del Fuego is from Argentina, and Ushuaia is the 5 (popular) destination with tourists. But the 6 (southern) town in South America, and the world, is Puerto Toro, Chile. It is also one of the 7 (small) towns in South America with a population of under fifty people. A visit to Puerto Toro will certainly be one of the 8 (unforgettable) experiences of your life.

2 Complete the sentences using most, least or -est and the adjectives and adverbs in the box.

<table>
<thead>
<tr>
<th>cold</th>
<th>expensive</th>
<th>fast</th>
<th>high</th>
<th>hot</th>
<th>northern</th>
<th>small</th>
<th>visited</th>
</tr>
</thead>
</table>

1 Ulaan Batar, Outer Mongolia, is the 1 (cold) capital city in the world. It has an average temperature of −1.3° C.

2 Bangkok is the 2 (hot) city in the world, with an average temperature of 30° C all year round.

3 Chonqing, China, is probably the 3 (fast) growing city in the world. Experts believe its size will double from ten million to twenty million in the next thirteen years.

4 Paris is the 4 (visited) city in the world. It has over thirty million tourists a year.

5 The Vatican City is probably the world’s 5 (least) capital city. Just under 1000 people live inside its walls.

6 La Paz, Bolivia, situated at 3640 m above sea level, is the 6 (southern) capital city in the world.

7 Asuncion in Paraguay is possibly the 7 (northern) capital city in the world. The cost of living in Asuncion is only a third of the cost of living in New York.

8 Hammerfest, Norway, situated just outside the Arctic Circle, is one of the 8 (expensive) cities in the world.

3 Complete the conversations with the comparative or superlative form of the adjectives in brackets. Then listen and check.

Conversation 1

A: So, what did you think of Prague?
B: Amazing. It’s definitely 1 (beautiful) than any of the other cities I’ve visited so far. But, I must admit, the food is 2 (good) in Paris.

Conversation 2

C: What’s 3 (good) way to get to London?
D: Well, the train probably gets you there 4 (quick). It’s definitely 5 (fast) than going by car.

Conversation 3

E: What was the hotel like?
F: Well, it wasn’t 6 (comfortable) hotel I’ve ever stayed in! It was on one of 7 (busy) streets in the town – it was really noisy. And the second night was 8 (bad) than the first. The air-conditioning wasn’t working and there was a party going on in the street. That was probably 9 (bad) night’s sleep I’ve ever had!
Modifying comparatives and superlatives

Don’t miss our special online offers!
Travel much further, spend much less!

Shooting the rapids in Chile
£1,500 - £1,000

Horseback trekking in Mexico
£1,250 - £800

Paragliding in southern Spain
£850 - £550

Presentation

Modifying comparatives

Use modifiers such as a bit, a little, much more, in comparisons to show the degree of difference between the things being compared.

- small difference: This holiday is a little less expensive.
- big difference: You can book much more cheaply online.

Use the same modifiers with both adjectives and adverbs.

<table>
<thead>
<tr>
<th>Small differences</th>
<th>Superlative form + the</th>
</tr>
</thead>
<tbody>
<tr>
<td>a bit</td>
<td>cheaper</td>
</tr>
<tr>
<td>a little</td>
<td>more / less expensive</td>
</tr>
<tr>
<td>slightly</td>
<td>more / less cheaply</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Big differences</th>
<th>Superlative form + the</th>
</tr>
</thead>
<tbody>
<tr>
<td>much</td>
<td>cheaper</td>
</tr>
<tr>
<td>a lot</td>
<td>more / less expensive</td>
</tr>
<tr>
<td>far</td>
<td>more / less cheaply</td>
</tr>
</tbody>
</table>

A bit is more informal than a little or slightly.

<table>
<thead>
<tr>
<th>Modifier</th>
<th>Superlative form + the</th>
</tr>
</thead>
<tbody>
<tr>
<td>easily</td>
<td>the best</td>
</tr>
<tr>
<td>by far</td>
<td>the most exciting</td>
</tr>
<tr>
<td></td>
<td>the least interesting</td>
</tr>
</tbody>
</table>

This is by far the best film. (= much better than anything else.)
This is easily the most exciting holiday. (= much more exciting than anything else.)
This is by far the least interesting book. (= much less interesting than anything else.)

What about this one? It’s a little less expensive, and it still looks pretty good.

This one is a little more expensive than the others, but it looks much more exciting.

Book much more cheaply and quickly online

Look at this one! It’s easily the best. It’s a lot cheaper than the other two and it looks as if it’s even more fun!

Tip: When using fun in a comparison, say more fun than (don’t say funner.)

This one’s more fun than the other one.
1 Look at the table and use the notes to write sentences. Use the modifiers in the boxes.

### Top three honeymoon destinations of the month

<table>
<thead>
<tr>
<th>Price</th>
<th>$$$$$$$</th>
<th>$$</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of stay</td>
<td>5 days</td>
<td>10 days</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Weather</td>
<td>🌡️ ⬆️</td>
<td>⬆️ ⬆️</td>
<td>⬆️</td>
</tr>
<tr>
<td>Adventure</td>
<td>😄</td>
<td>😄 😄</td>
<td>😄 😄 😄</td>
</tr>
<tr>
<td>Romance</td>
<td>❤️❤️❤️❤️</td>
<td>❤️❤️❤️❤️</td>
<td>❤️❤️</td>
</tr>
</tbody>
</table>

**Enter the correct modifiers:**

1. weather / New York / better / Finland The weather in New York is a bit better than the weather in Finland.
2. weather / the Maldives / better / Finland
3. Finland / exciting / New York
4. New York / exciting / the Maldives
5. the Maldives / romantic choice
6. Finland / romantic / New York

2 Choose the correct modifiers. Then listen and check.

A: How was your trip to Finland?
B: Amazing! It’s a really beautiful place. It was 1 a bit / much greener than I’d imagined. I thought it was covered in snow all year and that there was no grass or plants. But, of course, in summer there’s no snow. And it was 2 slightly / a lot warmer than I thought as well. We took heavy winter clothes with us, but we were in shorts and T-shirts most of the time. We went swimming in one of the lakes one day. The water was just 3 a little bit / a lot colder than I’d like but not much. But we soon got warm again in the sun.

A: Sounds good. Did you go up to the Arctic Circle?
B: Yes, we did. That was 4 by far / far the most interesting part of the trip. It was definitely 5 easily / much colder there! And the mosquitoes were incredible. There were thousands of them. That was 6 a little / easily the worst thing about the whole trip! Everyone says that 7 a lot / by far the best time to go is early spring, when there are no mosquitoes, and if you’re lucky you can see the Northern Lights.
It looks like a normal sports car, it’s as fast as a normal sports car, it drives just as well as a normal sports car, but it isn’t a normal sports car. It’s 100% electric. It may be twice as expensive to buy as a traditional sports car, but it’s a hundred times more ecological and it isn’t nearly as expensive to run. With this car, saving the planet isn’t nearly as difficult as we thought – and it’s much more fun!

Presentation

Use as ... as ... to compare two things and say that they are similar:

It’s as fast as a normal sports car. (= Sports cars are fast. This car is equally fast.)

Use just with as ... as ... to emphasise the similarity:

It drives just as well as a normal sports car.

Use not as ... as ... to compare two things and say that they are different, and that one possesses less of a certain quality and ability than the other:

It isn’t as expensive to run as a traditional petrol-fuelled car. (= It’s cheaper to run than a traditional petrol-fuelled car.)

<table>
<thead>
<tr>
<th>(not) as adjective</th>
<th>as</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>as cheap as a bicycle.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It drives as well as a normal sports car.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Also use not as ... as... to explain that an object, person or situation has less of a quality than you imagined:

It isn’t as difficult as we’d expected.

Modifying as ... as ...

You can modify expressions using (not) as ... as ... to show the degree of similarity or difference.

- small difference: This one is almost as exciting as that one.
- big difference: This one is twice as expensive as that one.

<table>
<thead>
<tr>
<th>Small differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>nearly as exciting as</td>
</tr>
<tr>
<td>not quite as exciting as</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Big differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>twice / three times as expensive as</td>
</tr>
<tr>
<td>not nearly as expensive as</td>
</tr>
</tbody>
</table>

Common expressions

As ... as ... is used in a lot of common fixed expressions:

as soon as possible, as quickly as I can, as good as new, as good as gold, as old as the hills
1 Put the words in order. Start with the phrase which is underlined.

**Question:**
Old-fashioned style or new tech comfort? Which camper van do you prefer?

1 popular as the new model isn’t the original model as

2 stylish not the new van as is

3 it’s as comfortable sleep to in just

4 to run not expensive as the new model is

5 the new one the old one big as as just is

2 Complete the sentences using as ... as ... and the words in brackets.

1 bus ($25) train ($40): The bus isn’t (nearly / expensive) the train.

2 car (5 passengers) van (10 passengers): The car isn’t (quite / big) the van.

3 bike (no fuel) car (full tank of fuel): Obviously a bike isn’t (nearly / expensive) to run as a car.

4 bike (30 mins) bus (30 mins): You can get there by bike (just / quickly) by bus.

5 January (4°) August (18°): The weather in January isn’t (warm) it is in August.

6 bus (© ©) train (© ©): The bus isn’t (quite / comfortable) the train.

3 Complete the common expressions with the words in the box. Then listen and check.

bad easy good much quickly young

1 A: Thanks for looking after the kids.
   B: You’re welcome. It was a pleasure. They’ve been as as gold.

2 A: Hi! Sorry I’m late. I got here as as I could.
   B: Don’t worry. We started without you.

3 A: You can fix the car, can’t you?
   B: Mmm ... I’m not sure. It isn’t as as it looks.

4 A: Help yourselves to some food. Take as as you want.
   B: Thanks! It looks delicious!

5 A: Look at this! It’s ruined!
   B: Let me see. No, it isn’t as as you think. It’ll come out in the wash.

6 A: Ouch! I’m not as as I used to be!
   B: Watch out Fred. You’re showing your age!
Review of units 46 to 49

Grammar

1 Choose the correct option.
   1 Russia is the larger / largest country in the world.
   2 Canada has got by far / slightly the longest coastline of any country in the world.
   3 Russia is much bigger than / as big as China.
   4 The Democratic Republic of the Congo is the three / third biggest country in Africa.
   5 Luxembourg is one of the smallest / most small countries in the world and it is also one of the richest / most rich.
   6 The United States is by far / far more popular with visitors than the UK.
   7 The population of Liberia is growing more fast / faster than that of any other country in the world.
   8 English is not nearly as / more important on the internet as it used to be.

2 Add one word from the box to each sentence. You can use some words more than once.

   a as by more than the

   1 Jake is politer than his sister.
   2 This is far the most delicious meal I've ever eaten!
   3 Green tea is much better for you than black tea.
   4 This is one of most difficult exams I've taken so far.
   5 It's far difficult than all the others.
   6 This is worst car in the whole world. It's always breaking down.
   7 This flat looks good. It's just as big as the other one, but it's lot cheaper.
   8 This is boring! It isn't nearly as much fun it looks on the TV.

3 Write sentences using the prompts.

   1 this TV programme / lot / funny / that one
      This TV programme is a lot funnier than that one.
   2 this TV programme / not / funny / that one
   3 this TV programme / funny / I've ever seen
   4 this phone is / just / expensive / that one
   5 these phones are / cheap / the phones in the shop
   6 Sydney / far / hot / London
   7 Sydney / as cold / London in winter
   8 Sydney / hot / place / I've ever visited
4 Read about Death Valley and complete the text. Write one word in each gap.

Death Valley, California, is a place of extremes. It is 1________ of the hottest and driest places on earth. 2________ second highest recorded temperature in the world (57°C) was recorded in Death Valley in July, 1913. Daytime temperatures are higher 3________ 40°C for at least four months of the year.

In most desert regions, night time temperatures are 4________ lot cooler than day time temperatures. Although this is also true in Death Valley, in summer it makes very little difference. With night time temperatures hardly ever dropping lower 5________ 30°C that often means that the nights can feel almost 6________ hot as the day.

 Fewer 7________ 5 cm of rain fall per year on average, and some years there’s no rain at all. It is also a place of extreme differences. Badwater, a dry salt lake at the floor of the valley, is 8________ lowest point of land in the USA.

Thanks to these extremes, Death Valley has become the home of what is by 9________ the world’s toughest foot race, the Death Valley Ultramarathon. The 10________ extreme of all physical challenges, the race covers 135 miles in 45°C, from Badwater, Death Valley, at 82 m below sea level to Whitney Portal at 2,500 m. There is a time limit of just 60 hours to finish the race. 11________ fastest runner did it in just over 22 hours.

Pronunciation: sentence stress 1

5 Read the information. Listen and repeat.

1 Notice how the main stress falls on the adjective.
   Badwater is the hottest place in North America.

2 Notice how the main stress now falls on the modifier.
   Badwater is easily the hottest place in North America.

6 Mark the main stress in the sentences. Listen and repeat.

1 January is the coldest month.
2 August is far hotter than May.
3 The Ultramarathon is much more challenging than I thought.
4 The Ultramarathon is more than three times as long as a standard marathon.
Presentation

**going to**
You can use *be + going to + infinitive* to talk about intentions or plans for the future:

*I’m going to stay single.*
*I’m never going to get married.*

**Affirmative and negative**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td><em>’m / ’m not</em></td>
<td></td>
</tr>
<tr>
<td>He / She / It</td>
<td><em>’s / isn’t</em></td>
<td></td>
</tr>
<tr>
<td>You / We / They</td>
<td><em>’re / aren’t</em></td>
<td></td>
</tr>
</tbody>
</table>

**Present continuous**
You can use the present continuous to talk about arrangements in the future:

*Paula and I are getting married on 1st May.*
*I’m meeting Harry tomorrow night at eight.*

See also Units 8 and 9.

**Present continuous or going to?**
You can use either form to talk about plans and arrangements in the future:

*We’re playing tennis tomorrow.*
*We’re going to play tennis tomorrow.*

When you use the present continuous to talk about the future you normally use a specific future time expression:

*We’re playing tennis tomorrow.*

If you don’t use a future time expression (or the time is not obvious), the present continuous refers to the present time:

*We’re playing tennis tomorrow. (= future)*
*We’re playing tennis. (= now at the moment of speaking)*

**go and come**
You normally use the verbs *go* and *come* in the present continuous, not with *going to*:

*Who’s coming to your wedding?* (not *Who’s going to come to your wedding?*)
*Who’s going to the wedding?* (not *Who’s going to go to the wedding?*)
1 Look at the pictures and write sentences. Use going to and the phrases in the box.

Exercises

become a firefighter  buy a Ferrari  get married  grow her own food  have a long holiday
start his diet next week  travel round the world  try something exciting

1 He’s going to travel round the world.
2 He
3 They
4 She
5 He
6 He
7 She
8 She

2 Tick the sentences where you can use the present continuous without changing the future meaning.

1 We’re going to speak to everyone in about an hour. ✓
2 I’m going to ask him to call you back. X
3 Lucinda isn’t going to arrive until three.
4 Is she going to explain how to answer these questions?
5 I’m going to tidy my room. I promise I will.
6 The children are going to start school at the end of August.
7 Everyone is going to meet in the town square at midnight.
8 They’re going to rebuild that old house.
9 Are you going to tell her how you really feel? She needs to know.
10 The whole family is going to spend their next holiday on the beach.

3 Complete these sentences about your plans and intentions for the future.

1 Next week I’m going to
2 Next month I’m going to
3 Next year I’m going to
Presentation

Use will and going to to talk about decisions:

I'm going to buy her a scarf.

I'll buy her some jewellery or something.

going to

Use going to to talk about a decision made before the conversation:

It's Sandra's birthday tomorrow. I'm going to buy her a scarf.

will

Use will to talk about a decision made during the conversation (while we are speaking or making the decision):

I didn't know it was her birthday! I'll buy her some jewellery or something.

Rule of form for modal verbs

Will is a modal verb and follows the rules of form for all modal verbs.

- The third person singular has no -s: John will be here at 9 o'clock. (not He wills be here at 9 o'clock.)
- The auxiliary verbs do and does are not used in questions or negatives: Will he be here at 9 o'clock? (not Does he will be here at 9 o'clock?)
- It is followed by the bare infinitive of the verb. He'll be here at 9 o'clock. (not He'll to be here at 9 o'clock.)

You normally use the contracted form 'll in conversation.
Exercises

1 Put these words in the correct order to make sentences or questions.

1 are fun you something to going do for your birthday?

2 going birthday are you to what buy for her?

3 as soon back as call you possible I’ll

4 next you do will what?

5 do to won’t be that we able

6 Laura and decide today to are going Mike

2 Tick the correct response, a or b. Then listen and check.

1 I’m really sorry. I’ve just broken the handle on the door.
   a: That’s OK. I’m going to fix it later.
   b: That’s OK. I’ll fix it later.

2 Are you busy later? Can you help me with something?
   a: I can’t, I’m afraid. I’ll help Martin later on.
   b: I can’t, I’m afraid. I’m going to help Martin later on.

3 I need someone to help me with something.
   a: I’ll do it.
   b: I’m going to do it.

4 What are your plans for your retirement?
   a: I’m going to travel round the world on a cruise ship. I’ve already bought the tickets!
   b: I’ll travel round the world on a cruise ship.

5 Are you going to join us later?
   a: Maybe later. I’m going to see a play at the theatre.
   b: Maybe later. I’ll see a play at the theatre.

6 Is anyone going to come shopping with me? Why don’t any of you want to?
   a: OK then. I’m supposed to be in class but I’m going to come.
   b: OK then. I’m supposed to be in class but I’ll come.

3 Complete the emails with the will or going to form of the verbs in brackets.

Hi Mariana
I have a conference in Brazil next month and I 1 ________________ (stay) in Rio for three days so we can meet!
Raul

Hi Raul
Great! The problem is I’ve already planned my holiday for next month - I 2 ________________ (travel) round Argentina with Lizzie for a couple of weeks and we 3 ________________ (not return) until the 18th. Is that too late? I could change our flights I suppose.
M.

I’m not exactly sure about my dates yet so don’t change anything. I 4 ________________ (email) again when I know for certain.
Raul

OK, I 5 ________________ (not change) my flights until I hear from you.
M.
will and shall
promising, offering, requesting, suggesting

Man: There's someone at the door! Shall I answer it?
Woman: No, it's OK. I'll go. It's probably my taxi.
Man: Where are you going?
Woman: To see a friend. Don't worry. I promise I won't be late.
Man: Shall I pick you up?
Woman: That would be nice.
Man: Will you phone me when you want to come home, then?

Presentation

will
You can use will for ...
- Promising: I promise I won't be late.
- Offering: I'll come and pick you up if you want.
- Requesting: Will you phone me, please?

shall I / we:
Shall is a modal verb. See Unit 52 for notes on the rules of form for modal verbs.
You often use Shall I ...? or Shall we ...? for ...
- Asking what to do: Shall I answer it?
- Suggesting: Shall we go out later?
- Offering: Shall I pick you up?

will or shall?
Questions with Shall ...? and questions with Will ...? have different functions:

```
offer question about future
Shall I pick you up later or will you catch the bus?
```
Exercises

1 Replace the words in bold with the words in the box.

I’ll I won’t shall I shall we we’ll will you

1 I promise not to be late.

2 Why don’t we have some lunch here?

3 Can you help me with something?

4 Do you want me to speak to them?

5 Shall we leave a message for them?

6 The phone’s ringing. Let me answer it.

2 Complete the conversations with shall, will/’ll. Then listen and check.

1 A: we start or do you want to wait for the others to arrive?
   B: I give them a call and see how long they’re going to be.

2 A: This is my favourite song! we dance?
   B: No, I can’t dance to this but I dance if they play some Elvis.

3 A: there be time for a break later on?
   B: Unfortunately not, so we take a break now?

4 A: The package is at the post office. I go and collect it?
   B: Don’t worry. I pick it up when I go for lunch.

5 A: I carry your bags for you?
   B: Oh. Thanks a lot. You take this one and I carry the other.

6 A: you carry my bag for me?
   B: Sure. Give it here. I take your coat as well?

3 Write a sentence for each situation. Use the word in brackets.

1 Promise your friend not to tell anyone his secret.
   (won’t)

2 Offer to make a cup of tea for someone.
   (shall)

3 You bought an mp3 player but it doesn’t work. Ask a shop assistant to change it for another.
   (will)

4 You are with a group of friends. Suggest going to the park.
   (shall)

5 A friend lends you his car. Promise to look after it.
   (’ll)
54 Present simple for future
Schedules, *when/as soon as*

---

**Presentation**

**Present simple for future**

We can use the present simple to talk about timetables or scheduled events in the future:

*The bus leaves at ten o’clock.*

**Tip** You often use verbs such as *arrive, come, finish, go, leave, start* with the present simple for future reference.

**Present tenses in future time clauses**

You can talk about the future using a sentence with two clauses joined by time conjunctions such as *after, as soon as, before, if, when, by the time, unless, until.*

\[
\text{Main clause} \quad \text{time clause}
\]

\[
\text{It’ll take you about 15 minutes to get to my house unless the traffic delays you.}
\]

Notice that the verb in the future time clause is in the present simple and not the future.

*You’ll need to get off as soon as you see the sign for the park.*

*I’ll be home by the time you arrive.*
Exercises

1  Complete the conversation with the present simple form of the verbs in brackets. Then listen and check.

A: Let’s go and see Live One More Time.
B: Good idea. What time (it start)?
A: Erm. It (start) at six fifty-five. If we (catch) the bus from Suffolk Street at twenty-five to seven, it’ll arrive at the cinema in time.
B: But (not finish) work until seven. Is there a later showing?
A: It (last) nearly three hours so it (not start) again until ten.
B: Is there anything else we can see?
A: Master of the World (begin) at seven.
B: That sounds terrible. What about Love Interestingly?
A: Err. There’s a showing at eight twenty-five.
B: What time (it end)?
A: It (finish) two hours later.
B: Is there a bus home?
A: The bus (leave) at ten twenty.
B: That’s too late. Aren’t there any other buses?
A: Yes, but the next bus (not leave) until eleven twenty.
B: That’s OK. We can get something to eat afterwards.

2 Which lines in this email are correct? Correct the mistakes.

1 Our flight leave Rome at five in the morning
2 so when we land it will be about six thirty
3 unless they will delay the flight – they
4 often do! The first airport bus don’t leave
5 until seven. It will be seven by the time we’ll
6 get through passport control and customs.
7 If we will catch this bus, we’ll get to the city
8 centre at half past. What time do you leaves
9 for work? Will you be there when we arrive?

3 Combine the two sentences to make one sentence. Use the words in bold in your new sentence.

1 They’ll get here soon. Let’s eat then.
as soon as Let’s eat as soon as they get here.
2 Everybody will arrive. The meeting will begin.
when The meeting will begin
3 The taxi will arrive. We’ll be ready.
by the time We’ll be ready
4 I’ll speak to my parents tonight. Don’t mention it to anyone until then.
until Don’t mention it to anyone
5 Jean might bring his car. If not, I’ll drive us to the movie.
if I’ll drive us to the movie
55 Review of units 51 to 54

Grammar

1 Match 1–5 to a–e.

1 We're going
2 We're
3 The bus
4 Shall we
5 I'll

a meet at your house?
b meeting Lisa at her house.
c meet you at your house.
d to move house in a year.
e goes past your house.

2 Choose the correct forms.

1 Are they ever going to finish / Are they ever finishing building the new road?
2 You don't need to call me when you land unless the plane is / will be late.
3 A: Has Dorothy sent us an email with the directions to her house?
   B: I don't know. I check / I'll check my inbox.
4 A: This soup is cold.
   B: Will / Shall I heat it up again for you?
5 You'll join / you're going to join the army! When did you make that decision?
6 Let's clean the house before your parents get / are getting home.
7 A: Shall we try / Are we trying the new Greek restaurant at the end of the road?
   B: Good idea.
8 Sandy and Michelle come / are coming on holiday with us. Is that OK?

3 Complete the telephone conversation with the present simple or present continuous form of the verbs in brackets.

A: Hi Frank. It's Eugenia.
B: Oh hi Eugenia. How are things?
A: Fine. 1 do anything this Friday evening? There's a new film at the cinema by that Chinese director we like – Zhang Yimou.
B: Sorry, but Malcolm and I 2 go to the mountains this weekend. We 3 ski all day on Saturday and Sunday.
A: Sounds great! What about the following Monday?
B: What time 4 the film start?
A: At five thirty.
B: That's going to be difficult. I 5 meet with my boss until five. It's about a pay rise so it's important. The bus from my office to the city centre is at quarter past the hour so if I 6 take it, I'll probably be late.
A: Don't worry. I 7 come in my car so I'll pick you up as soon as you 8 be ready to leave.

4 There is one word missing in each sentence. Write it in.

1 Do you think it's going to rain today?
2 I let you know as soon as I hear something.
3 I won't come if you want me to.
4 When the visitors arriving?
5 He coming for dinner. He had to cancel because his mother is ill.
6 The film start until half past seven. We've still got time to get there.
7 My son says he is going make a million dollars before he's thirty!
5 Complete the email with the correct answer a, b or c.

To: Marty  
From: Rosie

Hi Marty,
Well, I've booked my tickets to Kathmandu and I 1 ______ on the 19th. 2 ______ you meet me off the plane? You'd better! The flight is eighteen hours long with a six-hour stop in Karachi so as soon as I 3 ______ I'll need some sleep. Anyway, I'm so excited. 4 ______ you anything in particular from England? I 5 ______ some space in my luggage because I'm going to buy loads of new clothes when I 6 ______ there. By the way, 7 ______ carry everything in a suitcase or a backpack? Which is better? I suppose when we 8 ______ trekking it's better to have a backpack. Anyway, let me know what you think.
Rosie.

1 a comes  b 'm coming  c will come  
2 a Shall  b Will  c Are  
3 a land  b will land  c am landing  
4 a Shall I bring  b Will I bring  c Am I bringing  
5 a 'm having  b 'll have  c have  
6 a 'm going  b 'm getting  c get  
7 a will I  b shall I  c am I going to  
8 a go  b will go  c are going to

Pronunciation: going to

6 There are two ways to pronounce going to: /ˈɡoʊ ɪŋ/ and /ˈγoʊɪŋ/. Listen to six sentences and tick the pronunciation of going to that you hear.

Listen again

7 Listen to the conversation and answer the questions.

1 What time does Live One More Time start?  
2 What time does the bus leave in order to see this film?  
3 How long does the film last?  
4 What time does Master of the World begin?  
5 What time does Love Interestingly begin?  
6 Which bus do they decide to catch after the film?
It's going to rain. Let's take an umbrella.

Man: Do you think it'll be cold in Rome at this time of year?
Woman: What? In May? No, it'll be warm and sunny. I don't think you'll need that jumper.

Countries in the north of Europe will have more and more rain over the coming years.

Presentation

You can use both going to and will to make predictions about the future:

- It's **going to** rain.
- It'll be warm and sunny.

**going to** or **will**?

You can often use both forms with very little difference:

- Do you think it'll rain this afternoon?
- Do you think it's **going to** rain this afternoon?

You tend to use going to when you make a prediction based on information in the present situation:

- There are big, black rain clouds in the sky. It's going to rain soon.

You often use will with I think / don't think, I'm sure, I expect:

- I don't think it'll rain.
- I think she'll win the election.
- I'm sure they'll be very happy.

**TIP** You usually say I don't think it’ll rain. (not I think it won't rain.)

You tend to use will for long-term predictions:

- Global temperatures will rise by two or three degrees over the next ten to twenty years.
1 Write sentences to describe what is going to happen in the pictures.

1 car / crash into / wall The car is going to crash into the wall.
2 vase / fall off / shelf
3 she / have a baby
4 cat / catch / mouse
5 they / play tennis
6 branch / break

2 Complete the sentences using will, 'll or won't.

1 They make a great couple. I think they will be very happy together.
2 I don’t think he will be very pleased when he finds out they’ve stolen his bicycle.
3 Why don’t you ask her out for a drink? I’m sure she will say yes.
4 Do you think I will get into the football team this year?
5 They want to see our passports, do you think?
6 Don’t worry. I’m sure it won’t be as difficult as you think.
7 They won’t get married until Luis finds a job.
8 We will all be a lot happier when the exams are over.

3 Answer the questions with your own predictions. Write full sentences with will, 'll or won’t.

1 Do you think it’ll rain tomorrow?
   No, it won’t rain tomorrow. It’ll be warm and sunny.
2 Who do you think will win the next election in your country?
3 What kind of job do you think you’ll have in ten years’ time?
4 Will you have (more) children in the next five years?
5 Where will you live in ten years’ time?
6 Do you think you will live to be 100?
The future is in mobile phones

Mobile phones will continue to play an important part in our lives. They will possibly become the most important thing we possess. They will certainly be more important than computers. We definitely won’t need computers for internet access and emails. Most people will use their phones instead, and personal laptop computers will probably become a thing of the past.

Presentation

You often use the adverbs certainly, (almost) definitely, possibly and probably with will to make predictions:

Computers will probably become a thing of the past.
Mobile phones will certainly be more important than computers.

Certainty / Uncertainty

The adverbs show whether you think something is more or less certain to happen.

- **certainly / definitely**: 100% certain it will happen
- **almost definitely**: 90% certain it will happen
- **probably**: more than 50% certain it will happen
- **possibly**: less than 50% certain it will happen

The speaker is...

When you use these adverbs with **will** they come between will and the main verb.

- They will certainly be more important that computers.
- They will possibly become the most important thing we possess.

When you use the adverbs with **won’t** they come before won’t.

- We definitely won’t need computers for internet access.
- We probably won’t use computers for sending emails.
1 Complete the sentences with the adverb in brackets.

1 Computers in the future will look very different. (probably)
2 In fact, they won’t look anything like computers as we know them today. (probably)
3 But they will be part of everything we use. (certainly)
4 Our televisions will include computer technology that can download films and programmes directly from the internet. (definitely)
5 We won’t see any difference in our personal music players. (possibly)
6 And we won’t change the way we use them. (definitely)
7 But new technology will make it possible to download music directly onto the players without using a computer. (probably)

2 Raymond Lacey is a futurologist. His job is to predict the future. Read this interview with him about transport in the future. Choose the correct options. Then listen and check.

Interviewer: Good morning Doctor Lacey. In one of your articles you say we 1 definitely / possibly won’t have cars by the end of the century. Why are you so sure?

Lacey: Actually I didn’t say that. I said we 2 will definitely / definitely won’t have cars that use traditional fuel. There isn’t enough oil in the world. But it’s difficult to say what we will use in its place. We’ll 3 possibly / certainly use water or air but it’s hard to predict exactly what will happen.

Interviewer: What about aeroplanes? How do you think they’ll be able to fly without oil?

Lacey: Well, cars will almost 4 possibly / definitely fly in the future, so the car and the aeroplane will be the same vehicle.

Interviewer: Really? When do you think this will happen?

Lacey: It 5 probably / definitely won’t happen in my lifetime – I have no doubt about that – but my grandchildren 6 will probably / probably won’t fly the car to the shops once a week or fly to work.

Interviewer: And what about travel through time?

Lacey: No, that’s impossible. That will 7 definitely / probably never happen.

3 Look at these predictions about the future. Decide if you think they will happen before the end of this century. Add certainly, definitely, probably or possibly to the sentences. You can change will to won’t if you want.

1 Cars will fly. 4 Robots will do all the housework for us.
2 We will eat pills instead of traditional food. 5 People will live to be 150.
3 Tourists will travel to the moon. 6 Water will become more expensive than gold.

4 Write three more sentences with your own predictions.

1  
2  
3  
### Presentation

You use *may*, *might* and *could* to show that you think something is possible, but you’re not certain.

*It may / might / could rain.* (= It’s possible that it’ll rain, but it’s also possible that it won’t.)

<table>
<thead>
<tr>
<th>I / You / He / She / It / We / They</th>
<th>may / might / could</th>
<th>go cycling.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>may not / might not / could not</td>
<td>be wrong.</td>
</tr>
</tbody>
</table>

#### may not / might not

You use *may not* and *might not* to say that you think it is possible that something is not true, or is not going to happen:

*It may not rain after all.*

Be careful – you can’t use *could not* with the same meaning.

*He may not come.* = (future, it’s possible that he won’t come.)

*He couldn’t come.* = (past, he wasn’t able to come.)

*May, might* and *could* are modal verbs. See Unit 52 for notes on the rules of form for modal verbs.
1 Rewrite the sentences using the modal verb in brackets.

1 It’s possible that Sue will get a new job. (may)
   Sue

2 I don’t think I’ll go to the meeting tomorrow. (might)
   I

3 There’s a possibility that it will rain during the night. (could)
   It

4 It’s possible that Luis won’t be here tomorrow. (may)
   Luis

5 There’s a chance Jess and Marcos won’t get married this year. (might)
   Jess and Marcos

6 The economic situation will possibly get worse next year. (could)
   The economic situation

7 We’re thinking of asking Katie to look after the children. (may)
   We

8 We probably won’t take a summer holiday this year. (might)
   We

2 Look at the conversations. Change the words in bold to might / might not where possible. Then listen and check.

Conversation 1
Ana: Are you going to the party tonight?
Ben: I don’t know. I think I won’t be able to go. I need to ask Jan.
Ana: Why, what’s Jan doing?
Ben: She’ll have a parents’ meeting after work. I’m not sure. If she does, I’ll definitely need to stay at home to look after the kids.

Conversation 2
Jake: Do you think it’ll rain tomorrow?
Suzy: I don’t know. Just a second, I’ll look at the weather forecast on the internet. … Yes, I’m afraid it’ll definitely rain. It says here that there’s a 100% chance of it!
Jake: Oh dear! I don’t think we’ll go to the beach then!

Conversation 3
Lee: Hello? Bob? Listen, I’m really sorry, but I won’t have time to finish that job today.
Bob: Oh no! But I really need it for tomorrow afternoon.
Lee: I think I’ll be able to do it by midday. I’ll try my best, at least.
Bob: Thanks, Lee. I really appreciate it.

3 Complete the sentences so that they are true for you.

1 I may at the weekend.

2 I might not this evening.

3 It could later today.
Bigfoot

A mysterious creature that may live in the forests of north-west Canada. Some theories suggest that the creature might be a bear, and others that it could be a giant ape similar to a gorilla. Similar stories are also told in Indonesia and Australia and many say there must be some truth to them. Others say the creatures can’t possibly exist as no one has ever been able to find a body or the remains of a body.

Presentation

You can use *may, might, could, must, can't, couldn't* to discuss possible and probable explanations of present situations:

*It may live in the forests of north-west Canada.*

The creature *might* be a bear.

*It could be a giant ape.*

Many say there *must* be some truth to the stories.

Others say they *can't possibly exist.*

*may, might and could*

You use *may, might* and *could* to say that you think something is possible but that you cannot be certain that is true:

The creature *may / might / could* be a bear.

*may not and might not*

You use *may not* and *might not* to say that you think it is possible that something is not true:

*It may not exist.*

*can’t and couldn’t*

You use *can’t* and *couldn’t* to say that you think something is impossible:

*It can’t be true.*

*must*

You use *must* to say that you believe very strongly that something is true:

*There must be some truth to the story.*

You do not use *mustn’t* to say that something is impossible:

Say *It can’t be true.* (don’t say *It mustn’t be true.*)

*May, might, could* and *must* are modal verbs. See Unit 52 for notes on the rules of form for modal verbs.
Exercises

1 Choose the correct modal verb. Sometimes both are possible.

The Yeti, or Abominable Snowman
Another mysterious creature, similar to Bigfoot, that may or can't / may not live in the Himalayas. Some theories suggest that the creature could / may be an ape and others say it might / must be an enormous grey wolf. Locals say there must / couldn't be some truth to the story and point to giant footsteps as proof of its existence. Scientists argue that it can't / mustn't possibly be true as no real evidence has ever been found.

2 Complete the second sentence using the word given in brackets so that it has the same meaning as the first sentence.

1 That man looks just like John. It's obviously his brother.
   (must) That man must be John's brother, they look so similar.

2 I'm sure that answer's wrong.
   (can't) That answer can't be right.

3 They live in the same street. Perhaps they know each other.
   (might) They live in the same street. They might each other.

4 He looks too young to drive a car.
   (can't) He can't be old enough to drive a car.

5 It's possible that the footprints belong to a large bear.
   (may) The footprints may belong to a large bear.

6 They've got three houses. They're obviously very rich.
   (must) They've got three houses. They must be very rich.

3 Complete the sentences with might, must or can't. Then listen and check.

1 Is that Rose over there? No, it can't be. She's gone to visit her mother.

2 You've been working since six o'clock this morning. You must be exhausted.

3 You're going in the sea? You must be serious! It's too cold.

4 Sue want us to bring some food to the party. I'll phone and ask her.

5 He must love his job. He's always at the office.

6 He works so hard, he must spend much time with his family.

7 That's the phone. I'll get it. It must be my mother. She sometimes phones around this time.

8 Jamie's so happy these days. He's always smiling and singing to himself. He must be in love!
Grammar

1 Correct the mistakes.

1 I’ve got an exam on Monday. I’m going to study really hard over the weekend.

2 Oh no! Look out! It going to fall!

3 I really think our team will to win this time.

4 Take an umbrella with you. It must rain later today.

5 Tom doesn’t will be able to come to dinner tonight. He’s too tired.

6 The next exam won’t definitely be as difficult as the last one!

7 That mustn’t be true! It’s impossible!

8 They probably’ll buy a house when Fran gets a new job.

2 Choose the correct option. Sometimes both are possible.

1 Do you think we’ll ever find / we’re ever going to find intelligent life in space?

2 You can’t / mustn’t be serious! That’s a totally crazy thing to do!

3 He might / couldn’t change his mind. I’ve no idea.

4 With Tony around, you really don’t know what might / mustn’t happen!

5 We’ll be probably / probably be back by seven o’clock.

6 I won’t definitely / definitely won’t do that again. I promise!

7 I’m probably going to / I’ll probably take some time off work next week.

8 That may / might be James over there – in the taxi. Look!

3 Rewrite the sentences using the verbs in the box. Use some verbs more than once.

can’t / going to / might / must / ‘ll / won’t

1 He’ll probably want something to eat when he gets home. He might want something to eat when he gets home.

2 I really don’t think that’s John. He’s away on holiday. That’s away on holiday.

3 There’s definitely something wrong. Sally’s never late. Sally’s never late so there’s something wrong.

4 There’s a strong possibility of rain. Look at those clouds. Those are storm clouds over there. It’s going to rain.

5 It’s my 30th birthday on Saturday. I’m going to celebrate it on Saturday.

6 I don’t believe they’re going to close the station. Too many people depend on it. They probably won’t close the station.

7 We possibly won’t see you again until next year. We probably won’t see you again until next year.

8 Watch out for that glass! There’s a danger of it falling off the table. Watch out for that glass! It might fall off the table.

9 I can’t find my wallet anywhere. I definitely left it at home. I can’t find my wallet anywhere. It should be at home.

10 I think it’s very unlikely I’ll be able to come tonight. I really don’t think I’m going to come tonight.
4 Read the article and put the words in bold in the right order.

The future of teaching?

Classrooms of the future 1 certainly look will very different from the one in the photo! In fact, most children 2 may go not to school at all. They 3 go will probably to virtual, 3D schools on their computers or mobile phones. They 4 may to choose log on at home in the comfort of their bedrooms. But most 5 to prefer will log on in public places, at a café, in a shopping centre or in a park. These online learning centres will offer students freedom, choice and variety. But parents are worried that 6 will there be too much choice – and too much freedom. 'They 7 serious be can’t about this, surely? How 8 know they will that the kids are learning and not just playing?' said one concerned parent. But that’s the key. The new digital generation is already learning through playing and sharing and communicating in virtual worlds. Teachers 9 need to going are to learn how to use these virtual worlds. As one teacher said, 'If it means the kids are having fun as they learn, then 10 must it be a good thing!'

Pronunciation: contracted forms

5  Listen to five sentences. Are the verb forms contracted or full? Tick the sentences you hear.

1 It can’t be true.
   It cannot be true.
2 It mightn’t open until later.
   It might not open until later.
3 It couldn’t possibly happen.
   It could not possible happen.
4 I definitely won’t forget.
   I definitely will not forget.
5 I’ll do it tomorrow, I promise.
   I will do it tomorrow, I promise.

Listen again and repeat the sentence you hear.

Listen again

6  Listen to the interview with Doctor Lacey. Tick the predictions he makes.

1 We won’t have cars by the end of the century.
2 Cars may use air or water instead of oil.
3 Aeroplanes will continue to use oil.
4 Cars will be able to fly.
5 Time travel may become possible one day.
61 **can and could**

**Ability and possibility**

---

**Incredible but true**

Aron Ralston was climbing in Blue John Canyon, Utah, when his arm became trapped under an enormous rock. He couldn’t move. He couldn’t call for help. He waited for five days. Finally, he cut off part of his arm with a pocket knife. He lost his arm, but saved his life. But this didn’t stop him from climbing. With his new prosthetic arm, he can climb just as well now as he ever could before.

---

**Presentation**

Use *can* and *could* to talk about ability and possibility.

**can**

Use *can* and *can’t* (*cannot*) to talk about ability and possibility in the present:

*He can climb just as well now as he could before.*

*I can’t come tomorrow. I’m busy.*

*Can he climb with his prosthetic arm?*

See Units 59, 62 and 66 for other uses of *can* and *can’t*.

**could**

Use *could* and *couldn’t* to talk about general ability and possibility in the past:

*He could climb much better than any of the other children in his class.*

*He couldn’t swim until he was ten.*

*Could he call for help?*

See Units 58 and 59 for other uses of *could* and *couldn’t*.

---

**Exercises**

1 Choose the correct form.

1. He’s always loved the water. He can / could swim when he was three.
2. She teaches French and she can / can’t speak fluent Chinese as well.
3. When he lost his driving licence, he could / couldn’t drive for two years.
4. We’re a bit worried about Jake. He’s six years old, but he still can’t / couldn’t read.
5. You can / could see the sea from here before they built that hotel.
6. He was heart-broken and he could / couldn’t understand why she left him.
7. *Can / Could* you read that poster, over there? Wow! Your eyesight is very good!
8. *Can / Could* you speak Spanish before you moved to Spain?
2 Correct the mistakes. Three sentences are correct.

1 I’m really sorry we couldn’t come to the party last night. couldn’t
2 My father’s going to give me some money so I can buy my first car. ✓
3 Which one of you could run the fastest? Let’s have a race to find out!
4 I can speak Spanish really well when I was at school.
5 I really can’t believe he’s forgotten your birthday!
6 She could believe her eyes when she saw the beautiful flowers.
7 I’m sorry, I don’t think I can help you with that. Maybe you should ask Seb?
8 It was a long time before he couldn’t walk again after the accident.

3 Look at the pictures. Which do you think are possible? Write sentences using can, can’t, could or couldn’t and the verbs in the box.

colours fly jump see sleep standing up swim

1 Horses can sleep standing up.
2 Elephants
3 Penguins
4 Snails
5 Bulls
6 The Tyrannosaurus Rex

4 Complete the sentences so that they are true for you.

1 I can but I can’t
2 When I was I could
3 I couldn’t until I
can / can’t
Use can and can’t to talk about permission:
We can usually stay up late at weekends. (= we have permission to stay up late)
You also use can to ask for and give permission.
• asking for permission: Can we stay up late tonight?
• giving permission: You can stay up late tonight.
• refusing permission: You can’t stay up late tonight because you have to go to school tomorrow.

be allowed to
You can also use be allowed to to talk about permission:
Are you allowed to stay up late at weekends?
We’re allowed to stay up late at the weekend, but we aren’t usually allowed to watch TV in the evening.
Exercises

1. **Choose the correct forms. Then listen and check.**

A: Thanks for offering to look after the kids.
B: You’re welcome. What time do they usually go to bed?
A: They *can/can’t* stay up until nine o’clock. They aren’t normally *allowed to/can* stay up so late, but there’s no school tomorrow.
B: *Can/Can’t* they watch TV before they go to bed?
A: Yes, they’re *allowed to/can* watch TV, but they *aren’t allowed/can’t* play any computer games.
B: Will they want me to read them a bedtime story?
A: No, but they *can/are allowed* to read in bed for half an hour before you turn out their lights.

2. **Write sentences to explain the signs using *can* and *can’t*.**

1. You *can’t* eat or drink here.
2. *
3. *Can/can’t* they watch TV before they go to bed?
4. *Can/can’t* you smoke here?
5. *
6. *

3. **Complete the conversations. Use the correct form of *can* or *allowed to*.**

**Conversation 1**
A: I’m sorry, you *can’t/smoke* here. It’s a no-smoking area.
B: Oh. *Can/Can’t* I smoke in the bar?
A: Yes, you *can*.

**Conversation 2**
C: *Can/can’t* we *take grammar books into the exam?*
D: No, I’m afraid you *aren’t allowed* to. But you *can* *take your dictionary*.

**Conversation 3**
E: *Can/can’t* I bring my dog in here?
F: No, sorry. Dogs *aren’t allowed* to come into the hotel. It’ll have to stay in the car.

4. **Write three things you can do in your classroom or at work and three things you can’t.**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>We <em>can</em></td>
</tr>
<tr>
<td>2</td>
<td>We’re <em>allowed</em></td>
</tr>
<tr>
<td>3</td>
<td>We <em>aren’t allowed</em></td>
</tr>
</tbody>
</table>
must, have to, need to
Obligation, prohibition, no necessity

Tips for running your first marathon
You don’t have to be a world-class athlete to run a marathon. You don’t even need to be super fit. But you do have to follow a good training programme. And you must start training several months before your first race.

For a few days before the big race, you must make sure you rest well and eat lots of carbohydrates. During the race itself, remember to drink lots of water. You mustn’t get dehydrated.

Presentation

must, have to, need to
Use must, have to and need to to say that it is obligatory or very important to do something. There is very little difference between the three verbs in the affirmative.

Must suggests that the speaker thinks something is necessary: I must get up early tomorrow morning. (= I think it’s very important.)

Have to and need to suggest that somebody else has made the decision: My trainer says I have to / need to get more practice over the full distance.

You can also use must, have to and need to to give advice: You must start training as soon as possible. (= this is my advice.)

mustn’t
Use mustn’t to express prohibition, or to say that it is very important not to do something:

You mustn’t get dehydrated. (= It’s very important that you don’t get dehydrated.)

Spectators must not cross the road when the race is on. (= This is not permitted.)

don’t have to, don’t need to
Use don’t have to and don’t need to to show that …

• something is not important or essential: You don’t have to / don’t need to be a world-class athlete to run a marathon.

• you can choose not to do something if you want: You don’t have to / need to get up early to train; you can train in the evenings instead.

don’t have to, mustn’t
Notice the difference between don’t have to and mustn’t:

You don’t have to run every day. You can take a day off from time to time. (= There’s no obligation, it’s your choice.)

You mustn’t run every day. You aren’t fit enough. (= It’s a really bad idea, it’s prohibited.)

<table>
<thead>
<tr>
<th>Obligation / Necessity</th>
<th>must</th>
<th>You must start training several months before your first race.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>have to</td>
<td>You have to follow a good training programme.</td>
</tr>
<tr>
<td></td>
<td>need to</td>
<td>You need to run a distance of ten miles at least three times a week.</td>
</tr>
<tr>
<td>Prohibition</td>
<td>mustn’t</td>
<td>You mustn’t get dehydrated.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No obligation / No necessity</th>
<th>don’t have to</th>
<th>You don’t have to be a world-class athlete to run a marathon.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>don’t need to</td>
<td>You don’t need to be super fit.</td>
</tr>
</tbody>
</table>
1 Choose the correct form.

1 You have to / mustn’t train really hard if you want to run a marathon.
2 You need to / don’t have to follow the advice of an expert if you haven’t run a marathon before.
3 You mustn’t / must run for at least two hours three or four times a week.
4 It can be quite hard at times but you don’t need to / mustn’t stop.
5 I need to / don’t need to get up really early in the morning if I want to go running before work.
6 You mustn’t / don’t need to run every day if you don’t want to, but I think it helps.
7 You mustn’t / don’t have to run the whole race. You can walk some of the way if you want.
8 You really must / mustn’t be careful not to run too far when you first start training.

2 Complete the texts using have to, don’t have to and mustn’t. Then listen and check.

I like my job. I 1 wear a uniform. I can work in jeans and a T-shirt. I 2 get up early. I start work at 12. But I 3 be late! The boss gets really angry if I’m late.

I love chess. You 4 be tall, or fast or strong to play! Of course, you 5 be quick and intelligent. And you 6 let yourself get distracted. That’s a sure way to lose the game!

3 Complete the second sentence using the word given so it has the same meaning as the first sentence.

1 It is essential that you answer all the questions on the exam paper.
   (must) You  completely all the questions on the exam paper.
2 It isn’t necessary for you to take me in the car. I can go by bus.
   (need) You  me in the car. I can go by bus.
3 It is sometimes necessary for us to work at weekends.
   (have) We  at weekends.
4 Smoking is not allowed in the school buildings.
   (must) You  in the school buildings.
5 It is essential that you go to the front desk when you arrive.
   (must) You  to the front desk when you arrive.
6 You must get a good night’s sleep before an exam.
   (need) You  a good night’s sleep before an exam.

4 Write three things that you have to do and three things you mustn’t do in your flat or house.

<table>
<thead>
<tr>
<th>have to do</th>
<th>mustn’t do</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>
My parents sent me away to school when I was twelve. It was a very strict school. We had to wear a uniform all the time – even at weekends. We weren’t allowed to wear make-up or jewellery. We couldn’t listen to music or read comics. Our parents could only come and visit us on Sundays and we were only allowed to go home for the weekend once a month. I hated it! I was so happy when my parents said I didn’t have to go back after the summer.

**Presentation**

You can talk about permission, prohibition, obligation and necessity in the past with *could, was allowed to, had to,* and *didn’t have to:*

<table>
<thead>
<tr>
<th>Permission</th>
<th>could</th>
<th>Our parents could come and visit us on Sundays. We were allowed to go home for the weekend once a month.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>was / were allowed to</td>
<td></td>
</tr>
<tr>
<td>Prohibition</td>
<td>couldn’t</td>
<td>We couldn’t listen to music.</td>
</tr>
<tr>
<td></td>
<td>wasn’t / weren’t allowed to</td>
<td></td>
</tr>
<tr>
<td>Obligation / Necessity</td>
<td>had to</td>
<td>We had to wear a uniform.</td>
</tr>
</tbody>
</table>

Notice that there is no past form of *must* and *mustn’t.* Use *had to, couldn’t* and *wasn’t / weren’t allowed to.*

‘You **must** be in bed by ten.’ → We had to be in bed by ten.

‘You **mustn’t** leave the room!’ → We couldn’t / weren’t allowed to leave the room.
Exercises

1 Match 1–6 to a–f.

1 I had to be home by eleven o’clock during the week. a Because our flat was too small.
2 I could borrow my mother’s car at the weekends. b And sometimes we had parties.
3 I didn’t have to work in the school holidays. c If she wasn’t using it, that is.
4 I wasn’t allowed a pet. d Sometimes, at weekends, I could stay out until midnight.
5 I couldn’t go out much on my own. e So I always went out with my big brother.
6 I was allowed to invite friends to my home. f But I had to look after my little sister.

2 Choose the correct forms. Sometimes both forms are possible.

A: Hi, how’s your new job going in the restaurant?
B: Not too bad. You worked there last year, didn’t you?
A: Yes, I did.
B: 1 Could you / Did you have to work in the mornings?
A: No, we didn’t. But we 2 could / had to stay after the restaurant closed to clean up and wash the floors.
B: That’s changed. We do that in the morning now. 3 Did you have to / Were you allowed to ask for time off?
A: Yes, we 4 could / were allowed to have two days a week, but we 5 could / couldn’t ask for a Saturday or Sunday.
B: That’s still the same. But I don’t think it’s fair!
A: Yeah, but that’s always the busiest time. I remember that the only person who 6 couldn’t / didn’t have to work at the weekend was the boss!

3 Complete the text with the words in the box. Then listen and check.

My secondary school was really easy-going. We 1 could wear a uniform. We 2 could wear almost anything we liked. There were a few rules. We 3 had to wear football shirts unless we were playing official games. And the girls 4 had to wear make-up, especially not lipstick. But that was about it. We 5 had to listen to our mp3 players when we were studying if we wanted. But we 6 couldn’t / didn’t have to switch off our mobile phones in our exams.

4 Write sentences about you when you were ten years old.

1 I wasn’t allowed to
2 I couldn’t
3 I had to
4 I didn’t have to
Grammar

1 Do these sentences have the same meaning (S) or a different meaning (D)?

1 A: We don't have to go to bed early tonight.
   B: We can stay up late tonight if we want.

2 A: You can't park your car outside the door.
   B: You mustn't leave your car outside the door.

3 A: You don't have to tell him about your new job.
   B: You mustn't tell him about your new job.

4 A: We were allowed to stay in the classroom to do extra homework.
   B: We had to stay in the classroom to do extra homework.

5 A: You don't need to lock the door.
   B: You can't lock the door.

2 Correct the sentences. Four sentences are correct.

1 I mustn't forget to send my mother a birthday card.

2 The doctor says I must lift heavy objects because it's bad for my back.

3 My parents have said we can't have a pet if we promise to look after it ourselves.

4 I had to work in a bar when I was a student to pay for my studies.

5 I can't drive my dad's car until I was 21.

6 We weren't allowed to play football during the break at school.

7 I'm happy I didn't have to go away to school when I was a child.

8 You're allowed to smoke in most public places. It's forbidden by law.

3 Write the words in bold using the past tense.

1 Sorry, I can't come to the party.

2 We aren't allowed to ride our bikes in the school yard.

3 We must take the dog for a walk every night.

4 They can speak Portuguese very well.

5 We mustn't use our mobile phones during the concert.

6 He has to learn to control his anger.

7 I must study hard to pass my driving test.

8 They're allowed to take laptops into the exam.

4 Rewrite the sentences using the correct form of the words in brackets.

1 John doesn't know how to swim. (can)

2 Is it OK if I smoke here? (can)

3 Sarah didn't start talking until she was three. (could)

4 We can't park outside the main offices. (allowed)

5 There was no need for me to get up early. (have to)

6 It's very important that you remember to bring your passports. (must)
5 Read the article. Then cross out which of the three options (a–c) below cannot be substituted for the words in red.

The world’s strangest laws

1. You can’t call a pig Napoleon in France.
2. It is illegal to die in the Houses of Parliament.
3. In Miami, Florida, you mustn’t skateboard in a police station.
4. In London, you don’t have to pay to take a flock of sheep across London Bridge.
5. In Florida, unmarried women can’t parachute on Sundays.
6. It’s illegal to play golf on the streets of New York.
7. In Kentucky the law still says that everyone must have a bath at least once a year.
8. In seventeenth-century Russia, you couldn’t grow a beard unless you paid a special tax.
9. In fifteenth-century England, it was illegal for men to wear a moustache.
10. In the USA in the eighteenth century, bars couldn’t sell soda water on Sundays.

1  a  It is illegal to  
2  a  You must
3  a  it is illegal to  
4  a  it isn’t necessary to  
5  a  aren’t allowed to  
6  a  You don’t have to  
7  a  has to  
8  a  you had to  
9  a  men weren’t allowed to  
10  a  it was illegal for bars to

1  b  It is forbidden to  
2  b  You mustn’t
3  b  you’re allowed to  
4  b  it isn’t essential to  
5  b  mustn’t  
6  b  You mustn’t
7  b  can  
8  b  you weren’t allowed to  
9  b  men couldn’t  
10  b  bars weren’t allowed to

1  c  It is allowed  
2  c  You aren’t allowed to
3  c  it is against the law to  
4  c  it isn’t allowed to  
5  c  have to  
6  c  You can’t
7  c  needs to  
8  c  it wasn’t possible for you to  
9  c  men didn’t have to  
10  c  it was possible for bars to

Pronunciation: to /tɔ/
66 can, could, may, would, will
Requests 1

Presentation
You use can, could, may, would and will for making different types of requests.

Requesting people to do things
You use can, could, will and would to ask people to do things.

<table>
<thead>
<tr>
<th>Can</th>
<th>Could</th>
<th>Will</th>
<th>Would</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>you fill in this form, please?</td>
<td></td>
</tr>
</tbody>
</table>

Requesting things
You use can, could and may to ask for things.

<table>
<thead>
<tr>
<th>Can</th>
<th>Could</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I have a wake-up call at seven?</td>
<td></td>
</tr>
</tbody>
</table>

Requesting permission (and offers)
We use can, could and may to ask permission to do something:

<table>
<thead>
<tr>
<th>Can</th>
<th>Could</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I take your bag?</td>
<td></td>
</tr>
</tbody>
</table>

You can also use these verbs to make offers:
A: Can I take your bag?
B: Thanks.

Formality
• can and could
could is slightly more formal and less direct than can:
Can you fill in this form, please? → Could you fill in this form, please?
• will and would
would is more formal and less direct than will:
Will you carry my bag, please → Would you carry my bag, please?
• may
may is less common than will, would, can or could for requests. It is often used for formal requests.
May I see your passport, please?

Can, could, may, would and will are all modal verbs. This means:
• The third person singular form requires no -s.
• The auxiliary verbs do and does are not used in questions or negatives.
• Modal verbs are followed by the bare infinitive of the verb.

See Unit 52 for notes on the rules of form for modal verbs.
Exercises

1 Choose the correct verbs. Sometimes both forms are possible.

1 Can / Will you carry that for me?
2 May / Can you take a message?
3 May / Would I borrow a pen, please?
4 May / Could you answer the phone?
5 Could / Would you tell Martha I’ll be late?
6 Can / Could you move a little, please? I can’t see.
7 Could / Would I have another glass of water?
8 Could / Will you post these letters for me?

2 Underline five mistakes in the conversations. Then listen and check.

Conversation 1
Guest: Good evening. Will I have a room for one night?
Receptionist: Yes, of course. Can you fill this form in, please?
Guest: Certainly. Can I pay with American Express?
Receptionist: I'm sorry. Only Mastercard or Visa.

Conversation 2
Barman: Good evening. Could I get you a drink?
Guest: Yes. May I have a bottle of red wine, please?
Barman: Of course. Would I put that on your room bill?
Guest: Actually, will I pay for it now?
Barman: Sure.

Conversation 3
Guest: Hi. I haven’t seen you for ages. May you have dinner with me?
Friend: That would be nice.

3 Write a request for each situation.

1 You need to borrow ten euros from a colleague at work.
   Would __________________________ ?

2 You walk into a shop and ask for a kilo of apples.
   Can __________________________ ?

3 You ask your teacher if you can leave her lesson early today.
   Could __________________________ ?

4 It’s hot in the room. A good friend is sitting next to the window. Ask her to open it.
   Will __________________________ ?

5 You’re sitting on a train. The person next to you has a newspaper. You want to read it.
   May __________________________ ?

6 You’ve hurt your knee. Ask someone to drive you to the hospital.
   Would __________________________ ?

7 You want to have lunch early. Ask your boss for permission.
   Could __________________________ ?
Could you possibly …? Would / Do you mind …?

Requests 2

Presentation

Could you possibly …?
You can make could in requests more formal and less
direct with possibly:

Could you move your head to one side, please?
→ Could you possibly move your head to one side, please?

Would / Do you mind …?
Use questions beginning with Would you mind …? or
Do you mind …? to make polite requests:
Would you mind if I sat here?
Do you mind if I sit here?
Do / Would you mind talking somewhere else?

Follow with if for requests where the speaker wants to
do something.

<table>
<thead>
<tr>
<th>Would</th>
<th>you mind if I opened* the window?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do</td>
<td>open*</td>
</tr>
</tbody>
</table>

*Notice the use of the past simple with would.

Follow with the -ing form for requests where the speaker
wants the other person to do something.

<table>
<thead>
<tr>
<th>Would</th>
<th>you mind opening the window?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do</td>
<td></td>
</tr>
</tbody>
</table>

Responding to requests

Positive:
Certainly. / Sure. / Of course. / No problem. / Not at all.

Negative:
Actually … / I’m sorry but …

The verb to mind means to object:
Would / Do you mind …? = Would / Do you have an
objection …?

So the normal response to a request with Would you
mind …? Do you mind …? is No. This shows you are
happy to do something.

Would / Do you mind filling in this form?
Say No, not at all. (= I’m happy to do it.) or I’m sorry but
I can’t. (= I’m not happy to do it.)

Don’t say Yes, I do mind. (= I don’t feel happy about
doing it.)
1 Look at the pictures and write requests.

1 would / help / lift / box
2 possibly / move / bag
3 do / if / borrow / phone
4 would / copy / answers
5 do / post / parcel for me

2 Rewrite the requests using the words in brackets.

1 Will you buy me some milk at the shop? (possibly)
2 Would you ask Peter to come into my office? (mind)
3 Can I sit here? (do)
4 Do you mind helping Rachel with the cleaning? (could)
5 Do you mind if my brother comes with us? (would)
6 Would you mind if we met at the café? (meeting)

3 Choose the correct responses. Then listen and check.

1 A: Do you mind if we go in front of you to buy a ticket? Our train is about to leave.
   B: I'm sorry but / Of course my train goes in three minutes!
2 A: Would you mind if I left a few minutes earlier today? I have an appointment at the dentist’s.
   B: Yes, I mind. / No, not at all.
3 A: Could we possibly sit by the window?
   B: Yes, of course. / No, not at all.
4 A: Could I possibly talk to you about my salary? I think I deserve an increase.
   B: No, I couldn't. / I'm sorry but I'm just leaving. Can we talk about it tomorrow?
5 A: Do you mind turning that music down? I'm trying to write an essay.
   B: Sorry. Of course I'll turn it down. / Yes, I do.
Making suggestions
Could, should, let’s, shall, how about, what about, why don’t we, why not

Father: How about buying Jimmy a pet for his birthday?
Mother: That’s not a bad idea. We could get something small.
Father: What about getting him the puppy?
Mother: But who’s going to walk it every morning?
Father: True. Maybe we should choose something that’s easy to keep.
Mother: Why don’t we buy the goldfish?
Father: You must be joking!
Mother: Why not?
Father: They don’t do anything. They’re SO boring.
Mother: OK. I agree. Shall we buy Jimmy one of those? They’re small, easy to keep and cute.
Father: Agreed. Let’s buy him the hamster.

Presentation
should, could, let’s, shall
You can use should, could, let’s and shall + bare infinitive to make suggestions:
We should choose something that’s easy to keep.
We could get something small.
Let’s buy the hamster.
Shall I / we buy a hamster?
See Unit 53 for more on Shall I / we ...? for suggestions.
TIP With the verbs could and should, you often add the words maybe or perhaps:
Maybe we should choose something that’s easy to keep.
Perhaps we could get something smaller.

How about, What about, Why don’t we, Why not
You also use the questions How about ... ?, What about ... ?, Why don’t we ... ?, Why not ... ? to make suggestions:
How / What about buying a pet?
Why don’t we / Why not buy the goldfish?
We can use a noun or a verb after How about ... ? and What about ... ?. Use the verb in the -ing form.

<table>
<thead>
<tr>
<th>How about</th>
<th>a pet?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What about</td>
<td>a puppy?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How about</th>
<th>buying</th>
</tr>
</thead>
<tbody>
<tr>
<td>What about</td>
<td>getting</td>
</tr>
<tr>
<td></td>
<td>a pet?</td>
</tr>
</tbody>
</table>

|           | a puppy?    |

You use the bare infinitive with Why don’t we ... ? and Why not ... ?

<table>
<thead>
<tr>
<th>Why don’t we</th>
<th>buy</th>
<th>a pet?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why not</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercises

1  Choose the correct options. Sometimes both forms are possible.

1  We should / could get some pizza.
2  We could / Let’s go out for the day.
3  Why not / What about driving to the mountains?
4  How about / Why don’t we working on it in the evening?
5  Let’s / We could stay in on Saturday.
6  Why don’t / Why not you do it after lunch?

2  Add suggestions from exercise 1 to the conversation.

A: Are you doing any work over the weekend?
B: Yes, I’ve got to finish this report. But I don’t want to spend all weekend on it.
A: Well, 1 __________ and do it then?
B: No, I promised to play tennis with Neil on Saturday morning.
A: Well, 2 __________?
B: No, I always feel really tired after lunch. It really isn’t a good time to get any work done.

A: OK, 3 __________. I’ll cook and you can work while I watch the football.
B: 4 __________ instead. Then you wouldn’t have to cook.
A: Sounds like a good idea to me! And then on Sunday 5 __________ 6 __________ and going for a walk. We haven’t done that for ages.
B: Sounds like a good plan.

3  Write suggestions for each of these people. Use the words below.

1  don’t / cycle / work
2  could / use / stairs
3  let / have / drink
4  perhaps / try walking
5  how / take / holiday?
6  what / this one?
You use *should*, *ought to* and *had better* to express opinions and give advice.

**should**

Use *should* to ask for and give advice in specific situations:

*Should* I buy her some flowers, do you think?

You *should* definitely take a present.

You *shouldn't* worry about taking a present. She won't be expecting one.

You also use *should* to talk about what is generally accepted to be the right thing to do:

What *should* you do when you're invited to dinner at someone's house?

You *should* always take a present when you're invited to dinner at someone's house.

You *shouldn't* arrive too early. Your hosts may not be ready.

**ought to**

*Ought to* is similar to *should*. You use it to give advice in both specific and general situations:

You *ought to* take a present.

*Ought* 1 to buy flowers?

*Oughtn't to* be late you know.

*Ought to* is less common than *should*, especially in questions and negatives.

**had ('d) better**

You use *had ('d) better* to give strong advice in specific situations:

You’d *better* hurry up or you’ll be late.

With *had better*, the consequence of not following the advice is often said (or implied):

___ advice ___ consequence

You’d better hurry up or you’ll be late.

Notice that in negative sentences *not* comes after *better* and not *had*.

Say You’d *better* not forget. (don’t say You *hadn’t* better forget.)

**hadn’t you better...? / had you better ...?**

You use the negative form of the question to give advice. It is more common in everyday speech than the affirmative form of the question:

*Hadn’t you better* leave it until tomorrow?

You often use the question form to give advice. Form the question by inverting *have* with the subject:

*Had you better* leave it until tomorrow?
Exercises

1 Choose the correct form of the verb.

1 I think you should / shouldn't do more exercise. You’re putting on a bit of weight.
2 Parents ought / oughtn’t to let their children run around like that!
3 They ’d better / ’d better not call for a taxi. It’s getting late.
4 People ought / oughtn’t to keep their dogs under control in public places.
5 He should / shouldn’t talk to her like that. She’ll get really angry.
6 You ought / oughtn’t to talk to her about it. She needs to know the truth.
7 You ’d better / ’d better not stay much longer. You have to get up early tomorrow morning.

2 Complete the conversations with the positive or negative form of the words in brackets. Then listen and check.

Conversation 1
A: It’s my mum’s birthday on Friday. I really
  1 (should) buy her something in town tomorrow and post it to her.
B: It’ll take too long. You 2 (better) get her something online. It’s quicker. What about flowers?
A: Yes, that’s a good idea, and maybe I 3 (ought) to get her a book as well.
B: I 4 (should) worry about a book. I’m sure she’ll be happy with flowers.

Conversation 2
A: Jack’s arguing with the boss again.
B: He 5 (better) argue too much or he’ll lose his job.
A: Yes. I really think he 6 (ought) to try and relax about things.
B: Right. 7 (we / better) say something to him?
A: No, we 8 (ought) to get involved. It could make everything worse.

3 Write advice for these people.

1 You should
2 You ought to
3 You’d
Grammar

1 Match 1–7 with a–g.

1 Would you like to come to my birthday party on Saturday? __ b __
2 Would you mind closing the window, please? It's really cold in here. ______
3 Do you mind if I leave the room for a moment? I need to make a phone call. ______
4 Have you got any money? Could you lend me some? ______
5 Is that the phone ringing? ______
6 What are we going to do this weekend? ______
7 This cake is delicious. I wonder if the lady next door likes cake. ______

a I think so. Shall I answer it?
b I'd love to, but I might have to work this weekend.
c No, not at all. There's an empty room next door. Use that.
d No, not at all. Is that any better?
e Why don't you offer her some?
f Sorry, no. I've got nothing till pay day.
g Why don't we have a party?

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

1 Would you mind (wait) for five minutes?
2 Do you mind if I (sit) here?
3 Why don't we (order) a take-away pizza?
4 What about (ask) Tim to do it for you?
5 You (have) better leave now if you want to catch the train.
6 Why not (give) your old bicycle to your brother?
7 Do you mind if another friend (come) with us to the theatre?

3 There is one word missing in each sentence. Write it in.

1 Do you mind I use your phone?
2 You look exhausted. Why don't take a holiday?
3 If you want to bring a present, why buy flowers? She loves flowers.
4 You ought tell your parents the truth about last night.
5 How about to the cinema tonight?
6 Would you switching your mobile phones off, please?
7 You possibly stand over here while I move these boxes?
8 Hadn't you tell your parents you'll be late?

4 Complete the second sentence so that it has the same meaning as the first sentence.

1 Could we invite Julian? Would you mind if ____________?
2 Would you mind taking the rubbish outside, please? Could you possibly ____________?
3 Would you explain to the man that I don't speak Japanese? Do you mind ____________?
4 We could stop in Paris on the way to Barcelona. How about ____________?
5 What about trying the fish? Why don't we ____________?
6 You had better not walk home. It's very late. You ought ____________.
7 Should you be leaving soon? Hadn't you ____________?
Grammar in context

5 Complete the text with the correct answer a, b or c.

The young man drove up to the hotel in a limousine.

1 ______ you possibly take these for me, please?’ he said to the doorman as he handed him his coat and hat.

2 ______ take your bag for you, sir?’ said the porter, as he walked up to reception. Was he the same man? The smiling figure next to the dead body. I turned and asked Joe what he thought.

'It could be. We ______ to talk to him.’ Joe suggested.

'Why don’t I ______ to him alone. Two of us might scare him.’

'I’ll be outside if you need me.’ Joe left.

I watched the young man start to light a cigarette. ‘Do you mind if I ______ ?’ he asked the receptionist.

6 ______.’ The receptionist pointed at the No Smoking sign.

He slowly turned around and his eyes looked directly at mine. He walked towards me.

7 ______ ask you a question?’ he said.

He had an accent – possibly Italian or French. ‘Why have you been watching me?’

8 ______ invite me for a drink,’ I said. ‘And we can talk about it.’

He was amused by the suggestion. ‘Sure. ______ go to the bar.’ He smiled. At that moment – at that smile – I was certain he was the same man.

Pronunciation: intonation in requests

6 2.20 We use intonation to make requests more polite. Listen to this polite intonation:

1 Can you help me? (polite)

Listen to another request. The speaker sounds less polite and the listener might think he is rude:

2 Can you help me? (impolite)

7 2.21 Listen to the requests and tick when the speaker is polite.

1 Would you mind turning off your mobile phone? ✓
2 Do you mind not smoking?
3 Could you possibly say that again?
4 Can I get past you?
5 May I see your ID card?
6 Will you close the door?

8 2.22 Listen to the requests again. They now all have polite intonation. Listen and repeat.

Listen again

9 2.23 Listen to a man and woman planning their weekend. Complete the diary with their plans.

<table>
<thead>
<tr>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>Morning</td>
</tr>
<tr>
<td>Afternoon</td>
<td>Afternoon</td>
</tr>
<tr>
<td>Evening</td>
<td>Evening</td>
</tr>
</tbody>
</table>
**Presentation**

**Infinitive of purpose**
You use the infinitive of purpose to talk about why a person does something:

- Turn down the heating and put on an extra sweater to keep warm.
- To save energy, switch all electrical devices off at the wall.
- I'm waiting to see my teacher.

**in order to ... / in order not to ...**
You can also use *in order to*. It is often used in more formal writing such as instructions:

- Recycle glass, plastic and paper in order to reduce waste.
- Click here in order to back up your computer.

When the infinitive of purpose is negative, use *in order not to*:

Say Take your own bags in order not to use supermarket plastic bags.

**adjective + infinitive**
You can use the infinitive form after adjectives:

- It's easy to save the planet.
- I'm pleased to meet you.
- Sometimes English is difficult to learn.
- He's mad not to go to the dentist.

You often use the infinitive with adjectives that describe:

- feelings: You're afraid to do it yourself. / I'm happy to be here.
- opinions of other people's behaviour: You're silly not to see a doctor. / He's right to recycle everything.

**Tip** Note the word order for negatives:

Say You're silly not to see a doctor. (don't say ... to not see a doctor.)
Exercises

1 Match 1-7 to a-g.
1 Look the word up in a dictionary
2 Put your credit card in the machine
3 Turn the key
4 You need to leave now
5 Carry a passport
6 Take an umbrella
7 You can switch the radio on

1 a to get there on time.
b to visit another country.
c to start the car.
d in order to understand it.
e to listen to the news.
f to get money out.
g in order not to get wet.

2 Combine the two sentences using the words in brackets.
1 We employ over 200 people. They answer customer calls. (to)
   We employ over 200 people to answer customer calls.
2 We provide training to every employee. This helps guarantee quality. (to)
3 Our factories use the latest technology. This improves production. (in order to)
4 We check each product. This is so that we don’t sell any that don’t work. (in order not to)
5 We own twenty delivery lorries. These deliver our products to your local supermarket. (to)
6 We offer some of the lowest prices. We don’t want to be uncompetitive. (in order not to)

3 Complete the sentences with the pairs of words in the box.
afraid + meet crazy + buy easy + make nice + meet right + be sad + see

1 How do you do? It’s to you.
2 You’re to angry. I would be too!
3 Are you to my father?
4 The instructions say it’s to .
5 And at this price, you’d be not to it today!
6 We’re to you go.

4 Complete the sentences so that they are true for you.
1 I’m always happy to
2 It’s very difficult to
3 Humans are crazy not to
4 I think the government is right to
Verb patterns

How do you learn new words?

**Tick (✓) the techniques you use for learning new words in English.**

A  I translate it in my notebook in case I want to read it again later.
B  I practise repeating the word a few times.
C  I learn by listening to the new word.
D  I need to write a sentence with it.
E  I keep using it in conversation for the rest of the day.

**How many did you tick? Can you think of any other techniques? Why not try all of them?**

**Presentation**

The main verb in a sentence is sometimes followed by a second verb. This verb can be an infinitive or the *-ing* form.

*I want to read it again.*
*I keep using it in conversation.*

The choice depends on the main verb. Some verbs are always followed by a *to*-infinitive; some verbs are followed by the *-ing* form.

See Unit 73 for information about verbs that are followed by both forms.

**verb + to-infinitive**

Certain verbs are always followed by the *to*-infinitive form:

*I want to read it again later.*

Common verbs followed by *to*-infinitive: *agree, decide, expect, hope, learn, manage, need, offer, plan, promise, seem, want*

**verb + -ing form**

Certain verbs are always followed by the *-ing* form:

*I keep using it in conversation for the rest of the day.*

Common verbs only followed by the *-ing* form: *consider, dislike, enjoy, finish, imagine, involve, keep, mind, postpone, practise, suggest*

**verb + preposition + -ing form**

When a preposition follows the first verb, the next verb uses the *-ing* form:

*Which of these techniques do you use for learning new words in English?*
*I learn by hearing the new word.*

Common verbs followed by a preposition + the *-ing* form: *apologize for, learn by / from, plan on, stop from, thank for, think of / about, use for, worry about*

**verb + bare infinitive (infinitive without to)**

You use the bare infinitive (infinitive without *to*) with *do / does / did* when you form negatives and questions and with modal verbs, e.g. *can, must, will*:

*How do you learn new words?*
*How many did you tick? Can you think of any other techniques?*
Exercises

1 Complete the sentences with the correct words a, b or c.

1 I never learn by ______ words down.
   a write  b to write  c writing

2 Can we ______ that film again? It’s great!
   a watch  b to watch  c watching

3 Don’t keep ______ your music up so loud.
   a turn  b to turn  c turning

4 Did the owners of the company agree ______ us more money?
   a pay  b to pay  c paying

5 I hope ______ a professional football player after school.
   a become  b to become  c becoming

6 How many new words do you ______ a day?
   a learn  b to learn  c learning

7 My neighbour paid me for ______ his car.
   a clean  b to clean  c cleaning

8 Let’s postpone ______ out tonight. I’m too busy.
   a go  b to go  c going

9 This mp3 player doesn’t seem ______.
   a work  b to work  c working

10 Are you going to apologise for ______ your little sister?
    a hit  b to hit  c hitting

2 Cross out to where necessary.

1 Can you to help me?  6 How long did you to work here?
2 Can you to stay late at work tonight?  7 Did you want to speak to someone?
3 They’ve decided to get married.  8 Will you to be able to finish the project on your own?
4 When do they to plan to get married?  9 You mustn’t to drive so fast on this road.
5 Do you want to try that exercise again?  10 I don’t expect to be back here for a while.

3 Complete the text with the correct form of the verbs. Then listen and check.

Good morning everyone and thank you for ______ (come) today. Do you dislike ______ (look) for new words in a thick, heavy dictionary? Can you imagine ______ (have) instant access to the world’s biggest dictionary in every language?

Well, today I want ______ (present) the latest in electronic dictionaries, the XtraLingo. It’s so simple that anyone can ______ (use) it. First of all, you need ______ (press) the ON button. Then you begin by ______ (type) in a word in English and the machine will automatically ______ (give) you the translation in any language.

And don’t worry about ______ (carry) it around because the XtraLingo is the size of a mobile phone.
73 Verb + -ing form or to-infinitive
Change of meaning / no change of meaning

Presentation
verb + -ing / to-infinitive
You can follow some verbs with the to-infinitive form or the -ing form.
She's started to cross the road. / She's started walking again.
She's stopped to look in a shop window. / She's stopped looking in the shop.

No change of meaning
With some verbs there is little or no important change in meaning:
She's started to cross the road. = She's started crossing the road.
I love shopping. = I love to shop.
Common verbs which can be followed by either form: continue, begin, hate, like, love, prefer, start

would (‘d) + like / prefer / hate to ...
When you use would (‘d) with the verbs like, prefer, love, hate, use the to-infinitive form, not the -ing form.
Say I’d like to go shopping. (don’t say I’d like going shopping.)
Say We’d prefer to go out later. (don’t say We’d prefer going out later.)

Change in meaning
Some verbs can be followed by the to-infinitive or the -ing form but the meaning changes.

stop, remember, forget
Use a to-infinitive with stop, remember and forget when the action happens after the speaker stops, remembers or forgets:
She’s stopped to look in a shop window. (She was walking but stopped and looked in a shop window.)
I remembered to switch my phone off. (I remembered my phone was on so I switched it off.)
I forgot to look at her. (I was supposed to look at her but I didn’t.)

Use -ing with stop, remember and forget when the action happens before the speaker stops, remembers or forgets:
She’s stopped looking in the shop window. (The reason she stopped walking was to look in a shop window.)
I remember switching my phone off. (I had to switch it off and I did.)
I’ll never forget looking at her for the first time. (I’ll always remember looking at her for the first time.)
Exercises

1 Choose the correct forms. In some sentences, both forms are possible.

1 We like going out / to go out on a Saturday night.
2 Would you like going out / to go out next Saturday night?
3 The dog began chasing / to chase the cat across the road.
4 I think I’d prefer drinking / to drink tea this afternoon.
5 My father hates waiting / to wait for other people.
6 I’ve never been skiing but I’d love trying / to try.
7 They love skiing / to ski. They go every year.
8 If you continue driving / to drive like this, you’ll have an accident.

2 Rewrite the sentences using the verbs in brackets. Add would where necessary.

1 I enjoy doing any kind of exercise. (like)
   I
2 How about trying one of these cakes? (like)
   4 My brother often goes sailing. He really enjoys it. (love)
3 I dream of travelling around the world one day. (love)
   6 I wouldn’t want to see your mother get angry! (hate)
   5 I don’t like eating seafood. It’s horrible. (hate)

3 Match the responses (A and B) to the pairs of sentences. Then listen and check.

1 They’ve stopped to talk.
2 They’ve stopped talking.
   A: Why, what’s the matter? Have they had an argument?
   B: Well, tell them to hurry up. We’re late already.
3 I remembered to turn left at the traffic lights this time.
4 I remember turning left at the traffic lights last time I came.
   A: Great, I’m glad you found our house!
   B: Are you sure, because there aren’t any houses on this street?
5 I’ll never forget going to the dentist’s as a child.
6 I forgot to go to the dentist’s.
   A: You’d better call and make another appointment.
   B: Me neither. I hated it.

4 Complete the sentences with the -ing form or to-infinitive form of the verbs in the box.

come  feed  fly  have  see  tell

1 This restaurant looks nice. Let’s stop some lunch.
2 Why did you stop to the yoga classes? We all miss you.
3 a: Did you remember the cat before we left?
   b: Yes, don’t worry. I left enough for two days.
4 I don’t remember Joel at the party. Was he there?
5 I won’t ever forget over the Andes. The views were incredible.
6 Don’t forget Roger that his wife called.
Verb + object + infinitive

To do this week!

- Remind Petra to stay late on Thursday.
- I’d like Marcus to plan the next office party – tell him to arrange a planning meeting.
- Tell everyone to meet me at 2 p.m.
- Let the managers know about next month’s visit from head office.
- Ask my manager to give me a pay rise!

Presentation

verb + object + to-infinitive

You can follow some verbs with an object + to-infinitive:

<table>
<thead>
<tr>
<th>verb</th>
<th>object</th>
<th>to-infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remind</td>
<td>Petra</td>
<td>to stay late on Thursday.</td>
</tr>
<tr>
<td>I’d like</td>
<td>Marcus</td>
<td>to plan the next office party.</td>
</tr>
<tr>
<td>Ask</td>
<td>my manager</td>
<td>to give me a pay rise!</td>
</tr>
</tbody>
</table>

These verbs include: advise, ask, expect, hate, help, instruct, invite, like, love, need, order, prefer, remind, request, teach, tell, want, would like, would prefer

verb + object + bare infinitive

You can follow some verbs with an object + bare infinitive:

<table>
<thead>
<tr>
<th>verb</th>
<th>object</th>
<th>bare infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make</td>
<td>everyone</td>
<td>hand in their time sheets.</td>
</tr>
<tr>
<td>Let</td>
<td>the managers</td>
<td>know about next month’s visit from head office.</td>
</tr>
</tbody>
</table>

These verbs include: let, make, see, hear, feel, watch, notice
Exercises

1. The word to is missing five times in this list. Write it in.

   To do list
   • Advise Martin apply for a different job!
   • Invite all the staff attend the annual party.
   • Ask reception take all phone calls between 2 and 4.
   • Remind the local sandwich shop make a plate of sandwiches for today’s meeting.
   • Let Sally leave an hour early on Friday.
   • Teach the employees how use the new software.

2. Put the words in order.

   1. you a copy to make I’d like of this letter
      I’d like you to make a copy of this letter.

   2. me the police to drive more slowly told

   3. when do expect you to arrive them?

   4. to clean up the children remind afterwards

   5. taught my grandfather to play chess us

   6. do you to Harry help need?

   7. make wash the children their hands

3. Combine the sentences using verb + object + to-infinitive or bare infinitive.

   1. Do your own homework. Don’t tell other people to do it.
      Don’t __________________________ homework.

   2. Gina wants to make her own decisions now she’s eighteen. So let her.
      Let __________________________ now she’s eighteen.

   3. I read English. My mother taught me.
      My mother __________________________ .

   4. Where’s your homework? Hand it in by tomorrow at the latest.
      I want __________________________ by tomorrow at the latest.

   5. Everyone is late. I don’t like it.
      I like __________________________ on time.
Add the words in brackets to the sentences.

1. Do you want to call me back later? (to)
2. It works pressing this button. (by)
3. He isn’t enough to accept the job. (interested)
4. Can you remind to sign this? (her)
5. Let the boys watch TV for a while. (watch)
6. Let’s take a taxi in order to be late. (not)
7. I’m going to Paris to see the Eiffel Tower. (see)

Complete the sentences with the correct answer a, b or c.

1. Julian do his homework.
   a. Make  b. Ask  c. Suggest
2. Would you to help me?
   a. hating  b. like  c. to enjoy
3. Billy playing with the toy car you gave him.
   a. would like  b. wants  c. keeps
4. Billy clean his room right now!
   a. Remind  b. Make  c. Tell
5. You need to playing your piano music before the performance.
   a. practise  b. work  c. learn
6. I to tell you but you failed the exam.
   a. dislike  b. hate  c. don’t enjoy
7. With my new job, I to have six weeks’ holiday a year.
   a. plan  b. can  c. enjoy
8. You visit us next time you are here.
   a. consider  b. expect  c. must

Which sentences are correct? Correct the mistakes.

1. Do you remember being thirteen years old? ✓
2. I’ll never forget getting my first bike when I was six.
   getting
3. When did you begin learning English?
4. When did you begin to learn Chinese?
5. The politicians have stopped to take a quick break from their discussions.
6. Have you heard Michelle to play the guitar?
7. We’re really sad seeing you go.
8. Would you like trying some of this cake?
9. Ask someone in the office to photocopy this.
10. Turn all the taps off in order not to waste water.
4 Complete the review with the correct form of the verbs in brackets.

What (and how) is your child reading?

We often hear that children and teenagers have stopped 1 reading books because of computers.

Kids prefer 2 using the internet these days and many parents say it’s impossible to make their children 3 pick up a novel. But do we need 4 worrying? In my opinion, it’s wrong 5 suggesting that we are reading less. Every day, we read in order 6 working with a computer or 7 finding information quickly online. And if you want to read a novel, you can buy an electronic reader in order 8 downloading novels and newspapers from the internet. 9 Using the e-reader, you read the novel from a screen that you can carry around with you in your pocket – it could be the perfect answer for parents and children.

Pronunciation: sentence stress 2

5 Listen and underline the stressed words in these sentences. Then listen and repeat.

1 I’m pleased to meet you.
2 It’s difficult to learn.
3 It’s easy to play.
4 I’m afraid to go.
5 You’d be mad to disagree.
6 We’re happy to do it.
7 You’re right to worry.
8 It was nice to see you.

Listen again

6 Listen to someone talking about a modern dictionary. Tick the features he mentions.

1 Access to the world’s biggest dictionary
2 Tells you how to pronounce a new word
3 Immediately gives you a translation of any word
4 Small and easy to carry around
5 Buttons and controls are easy to use
6 Battery powers lasts up to fifty hours
7 Costs less than fifty dollars
Results of customer survey

We interviewed all the customers that visited the store between 10 a.m. and 11:30 a.m. on 30th May. Every customer who took part tried both products. Three customers refused to try either product. In total we interviewed 100 customers. Some of them were shopping with their partner or in small groups but each of them wrote their own individual comments on separate survey forms.

92%
Most customers preferred Product A.

46%
Some of the customers said they would also buy Product B.

4%
Four customers liked neither Product.

Presentation

all, most, some, none / no

You use all, most, some, no / none to talk about the quantity of people or things.

all = ☐ most = ☐ some = ☐ no/none = ☐

You use all, most, some, no in front of a noun:

All/Most/Some/No customers preferred Product A.

You can use all with the + noun:

All the customers preferred Product A.

You can use all, most, some, none + of in front of:

- the + noun: We interviewed all of the customers.
  We interviewed all the customers.
- an object pronoun: Some of them were shopping alone.
  (don’t say No of the customers / No of them.)

all, every, each

You use all, every and each to talk about all the members of a group of people or things:

- Use all with a plural noun: All of the customers have tried the same products.
- Use every and each with a singular noun: Every / Each customer has tried both products.

You can use all and each with of: All of them have filled out a separate form. Each of them has filled out a separate form.

You cannot use every with of.

Say Every customer filled out a separate form. (don’t say Every of them filled out a separate form.)

both, neither, either

Use both / both of to say two people or things are the same: Their comments were positive about both products.

Use neither / neither of to make a negative sentence: Four customers liked neither product.

Use either to say the choice between two people or things is not important: They would buy the ketchup in either bottle.

You can use not ... either instead of neither:

Four customers didn’t like either product.

(= Four customers liked neither product.)

Both is followed by a plural noun: both products
Either / Neither is followed by a singular noun: either product, neither product
Look at the results of a leisure survey. Complete the text with the determiners in the box. Then listen and check.

all of them  most  none of them  some of  some

The local council plans to build a new sports centre. We sent out a questionnaire to 100 local people about their preferences for the facilities. 1 .................................. were completed and returned. 2 .................................. people agree that the centre needs a swimming pool and 3 .................................. them would also like a sauna. 4 .................................. people said 'yes' to a beauty salon and yoga classes. However, 5 .................................. was interested in karate classes.

Complete the sentences using both, neither or either.

1 Make the twins pasta for lunch. of them will eat that.
2 I’ll sit in chair. I don’t mind where I sit. You choose.
3 A: How was your tennis match?  
   B: Not very good. of us was playing very well today.
4 We can turn left or right. We’ll get home just as quickly on road.
5 We interviewed two people but of them was very impressive. Let’s advertise the job again.
6 Cricket and baseball have some similarities. For example, with sports you use a bat and a hard ball.

Complete the sentences about these groups or pairs.

1 tennis, boxing, judo, badminton: All of them are sports with two people.
2 butter, milk, cheese, chicken, yoghurt: most of them are dairy products.
3 London, New York, Sydney, Paris, Venice, Moscow: of them are capital cities.
4 Bill Clinton, George Bush: of them have been Presidents of the USA.
5 cigarettes, alcohol: is good for your health.
6 Penélope Cruz, Antonio Banderas: are Spanish actors.
7 elephants, lions, giraffes: of them live in Africa.
8 Italy, Germany, Spain, Poland, Sweden, Mexico, China: of them are members of the European Union.
**Presentation**

You can combine *any, every, no* and *some* with *thing, where, one* and *body* (e.g. *anybody, everywhere, nothing, someone*) to talk in general about things, people or places.

<table>
<thead>
<tr>
<th><strong>-thing</strong></th>
<th><strong>-where</strong></th>
<th><strong>-one</strong></th>
<th><strong>-body</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>any-</em></td>
<td><em>anything</em></td>
<td><em>anywhere</em></td>
<td><em>anyone</em></td>
</tr>
<tr>
<td><em>every-</em></td>
<td><em>everything</em></td>
<td><em>everywhere</em></td>
<td><em>everyone</em></td>
</tr>
<tr>
<td><em>no-</em></td>
<td><em>nothing</em></td>
<td><em>nowhere</em></td>
<td><em>no one</em></td>
</tr>
<tr>
<td><em>some-</em></td>
<td><em>something</em></td>
<td><em>somewhere</em></td>
<td><em>someone</em></td>
</tr>
</tbody>
</table>

When a word with *any-/every-/no-/some-* is a subject, the verb is in the singular form:

*Nobody sells our jewellery.*

*Everything is good at this shop.*

**-one / -body**

There is no difference between the words ending in *-one* and *-body.*

*Anyone can sell jewellery but nobody sells our jewellery.*

= *Anybody can sell jewellery but no one sells our jewellery.*

**not any- / no-**

*not any (-thing/-where/-one/-body)* and *no (-thing/-where/-one/-body)* have the same meaning:

*There isn’t anything in the cupboard.* = *There’s nothing in the cupboard.*

**TIP** Notice the spelling: *no one* (not *no one*)

**Word order with adjectives**

Notice that the adjective comes after *something, anywhere* etc., and *not* before.

*Buy her something special this year.*

*We didn’t go anywhere interesting at the weekend.*
1 Complete the second half of each pronoun with thing, where, or one.

2 Complete the first half of each pronoun with any, every, no or some.

3 Complete the sentences.

4 Complete these sentences so that they are true for you.
Defining relative clauses 1
who, which, that, whose, where, when

Man: Oh look! It's that actor whose films we love!
Woman: Are you sure?
Man: Yes, he's the one who's always in films with Julia Roberts.
Woman: I don't recognise him.
Man: Don't you remember his film about the bank robbery which goes wrong? It was hilarious!
Woman: Oh, I know the one. So, is that his girlfriend?
Man: Yes, but it isn't the same girlfriend that he brought last year.
Woman: Really? What happened!
Man: Well, the newspapers say he wouldn't answer the phone one day when she called him.

Presentation

Use who, which, that, whose, where and when to introduce defining relative clauses. These clauses give us essential information about people, things, possessions, places or a time.

- Use which for things: I only watch films which make me laugh.
- Use whose for possessions: That's the actor whose new film we saw last week.
- Use where for a place: That's the town where we met.
- Use when for a time: He wouldn't answer the phone one day when she called him.

You can also use that for people or things instead of who or which:

It isn't the same girlfriend that he brought last year.
It isn't the same girlfriend who he brought last year.

Exercises

1 Match 1–6 to a–f.

1 He’s the person           a who's always late for work.
2 He only does jobs         b job I want.
3 I saw him at the weekend at that café     c when we normally break for coffee.
4 Ten thirty is the time    d which he likes doing.
5 That’s the manager whose  e works in accounts!
6 He came to the office to see the new girl that f where we often go after work.
2 Complete the conversation with the words in the box. Then listen and check.

when where which who whose

A: This is the villa \(1\) we stayed. It was next to the sea.
B: Looks nice.
A: It was. And these are the people \(2\) car we borrowed.
    They were very generous.
B: Yes, they were. Who's this?
A: He's the man \(3\) showed us round the island.
    He was a really good tour guide. One day we went to a parade \(4\) always takes place at the end of the summer.
    Here's a photograph of it. It's a special day \(5\) everyone dresses up and walks through the streets.

3 Which answers in exercise 2 can you replace with that?

4 Complete the sentences with who, which, whose, where or when and the phrases in the box.

controls the traffic new song we like so much stores information you can relax you feel a little special

1 It's something ____________________________

2 It's a place ____________________________

3 That's the band ____________________________

4 It's someone ____________________________

5 It's the one day in the year ____________________________

5 Complete these sentences so that they are true for you.

1 A good teacher is someone who ____________________________.
2 The best part of the year is the period when ____________________________.
3 Home is a place where ____________________________.
4 I usually read books which ____________________________.
5 ____________________________ is a singer whose music I really like.
Stratford-upon-Avon is an old English town which attracts about three million visitors every year. Stratford is famous because of the playwright who lived there.

Presentation

Combining sentences
You can use which, who, where, whose, when and that to combine sentences:

Stratford-upon-Avon is an old English town. Stratford-upon-Avon attracts three million visitors every year.

Stratford-upon-Avon is an old English town which attracts three million visitors every year.

Omitting the relative pronoun (which, who, that)

Subject of the relative clause
You always use which, who and that when it is the subject of the defining relative clause (i.e. when it is followed by the verb).

Say Stratford-upon-Avon is famous because of the playwright who lived there.
(don’t say Stratford-upon-Avon is famous because of the playwright lived there.)

Object of the defining relative clause
You don’t have to use a relative pronoun (who, which, that) when it is the object of the relative clause (i.e. when it is followed by a noun or pronoun).

Say This is one of the three pictures which we have of Shakespeare.
Say This is one of the three pictures we have of Shakespeare.
Exercises

1 Combine the sentences using the words in brackets.

1 Picasso was an artist. He was able to paint in many different styles. (who)
   Picasso was an artist who was able to paint in many different styles.

2 Paris is a popular tourist destination. It attracts 15 million visitors per year. (which)

3 4th April is the date. People in the USA remember Martin Luther King. (when)

4 Elvis lived in a house. It was called Graceland. (that)

5 Midnight on 31st December is a special time. Many people let off fireworks. (when)

6 The card is from a friend. She lives in Italy. (who)

7 The Louvre is an art gallery. Many people go to see the Mona Lisa. (where)

8 Switzerland is a country. It has four national languages. (which)

2 Cross out the relative pronoun where possible.

1 This is the school uniform which I wore as a child.

2 That's the same man who we talked to earlier.

3 She's the actress that was in that other film with Hugh Jackman.

4 Over there is the factory which is going to close down.

5 This tree is the first of many which we hope to plant around the town.

6 Aren't you the student who asked to change classes?

3 Add the missing relative pronoun (who, which, whose, where) to the sentences where necessary.

1 It isn't a book I've read. ✓

2 It isn't a book which interests me.

3 My grandfather is one of those people never seems to look older.

4 She's a TV presenter I can't stand watching!

5 Gone with the Wind is a film lasts for over four hours.

6 He's the man bag we found.

7 That's a nightclub lots of students like to go to on a Friday night.

8 The piano is an instrument I'd like to be able to play.
80 Review of units 76 to 79

Grammar

1 Put the words in order.
   1 for them dinner coming are of some
   2 speak language either can I
   3 good you're anything hungry tastes if
   4 have I go anywhere don't to this afternoon
   5 take special them let's something
   6 train which we is the catch this
   7 whose is my neighbour is missing that dog
   8 the person are you left a message that this morning?

2 Choose the correct options. In some sentences, both answers are possible.
   1 This room is full of boxes. We need to move all of / all them.
   2 I don't like neither / either colour for this room.
   3 Every / Each student has to pass this exam.
   4 This is the house where / which Elvis lived.
   5 All our products is / are good quality.
   6 There's no / isn't any milk in the fridge.
   7 Nobody make / makes these kinds of printers anymore.
   8 Is there anywhere / everywhere near here we can go for lunch?
   9 Are you the person who / that I'm supposed to speak to about a job?
   10 There's a place where / that we can buy some water.
   11 Are you the person who's / whose car is in front of my house?
   12 Johnny Depp is an actor who / that I'd like to meet.

3 Correct the mistakes.
   1 Neither film are very good.
   2 Every customers complained about this product.
   3 Did you buy her nice something for her birthday?
   4 Everybody leave work at five.
   5 There isn't nobody old enough to drive in my class.
   6 Michael Phelps is the swimmer won eight Olympic gold medals in Beijing.
   7 Is that the town which you grew up?
   8 This is the person who car we borrowed.

4 Rewrite the sentences using the words in bold.
   1 There isn't anybody at the door.
      nobody
   2 No staff work here at the weekend.
      no one
   3 Let's go to a quiet restaurant for dinner.
      somewhere
   4 I've been all over the world.
      everywhere
   5 Why will nobody come out with me tonight?
      anybody
   6 All people like chocolate!
      everyone
   7 I think there's a person at the door.
      someone
   8 There's nothing left to eat.
      anything
5 Complete the text with the correct answer a, b or c.

**Visit Hampton Court Palace**

Are you looking for 1 a something to do this weekend? Visit Hampton Court 2 b is one of England’s oldest and most beautiful royal palaces. Its most famous resident was King Henry VIII 3 c lived here 500 years ago. 4 a All part of the palace has a special story. It was the palace 5 c Henry’s first and only son was born. You might even meet the two palace ghosts. 6 a Both of them walk along the corridors at night.

Apart from the ghosts, 7 a everybody lives here now though the palace still belongs to the Queen of England. Luckily, it’s open to 8 a everywhere throughout the year and there’s 9 a something here for the whole family. As well as looking at the beautiful architecture and paintings inside, walk around the gardens and of course 10 a someone will want to miss a visit to the famous maze.

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>something</td>
<td>anywhere</td>
<td>somewhere</td>
</tr>
<tr>
<td>2</td>
<td>who</td>
<td>where</td>
<td>which</td>
</tr>
<tr>
<td>3</td>
<td>who</td>
<td>where</td>
<td>which</td>
</tr>
<tr>
<td>4</td>
<td>All</td>
<td>Each</td>
<td>Either</td>
</tr>
<tr>
<td>5</td>
<td>who</td>
<td>where</td>
<td>which</td>
</tr>
<tr>
<td>6</td>
<td>Both</td>
<td>Most</td>
<td>Neither</td>
</tr>
<tr>
<td>7</td>
<td>anybody</td>
<td>nobody</td>
<td>everyone</td>
</tr>
<tr>
<td>8</td>
<td>each one</td>
<td>all of them</td>
<td>something</td>
</tr>
<tr>
<td>9</td>
<td>nothing</td>
<td>anything</td>
<td>someone</td>
</tr>
<tr>
<td>10</td>
<td>anyone</td>
<td>no one</td>
<td>someone</td>
</tr>
</tbody>
</table>

**Pronunciation: vowel sounds 3**

6 **2.30** Write these words in the table according to their vowel sound. Then listen and check.

<table>
<thead>
<tr>
<th>all</th>
<th>any</th>
<th>both</th>
<th>every</th>
<th>most</th>
<th>none</th>
<th>some</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>/e/</th>
<th>/æ/</th>
<th>/əʊ/</th>
<th>/ʌ/</th>
</tr>
</thead>
</table>

7 **2.31** Listen again and answer the questions.

1 What is the local council planning to build?

2 How many people received the questionnaire?

3 Does everyone want a swimming pool?

4 Does everyone want a beauty salon and yoga classes?

5 Is anyone interested in karate classes?
The passive 1: present simple, past simple, by

Apples – the world’s favourite fruit
- More than 50 million tonnes of apples are grown every year.
- The first apples were grown in central Asia.
- The first apple tree was brought to Europe by Alexander the Great.
- Apples were introduced to the Americas by Europeans in the 1600s.
- Today, most apples are produced in China.
- Apples aren’t usually found in tropical countries.

Presentation

You can use the passive to talk about facts and processes.

Most apples are grown in China.

The passive focuses attention on an action or the object of the action. The object of the action becomes the subject of the verb.

People grow apples in China.

To form the passive, use the verb be + past participle. See page 235 for a list of common irregular past participles.

Affirmative and negative – present simple and past simple

<table>
<thead>
<tr>
<th>This apple juice</th>
<th>is / was</th>
<th>made</th>
<th>in China.</th>
</tr>
</thead>
<tbody>
<tr>
<td>These apples</td>
<td>are / were</td>
<td>grown</td>
<td></td>
</tr>
</tbody>
</table>

Questions – present simple and past simple

<table>
<thead>
<tr>
<th>Is / was</th>
<th>this apple juice</th>
<th>made</th>
<th>in China?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>are / were</td>
<td>these apples</td>
<td>grown?</td>
</tr>
</tbody>
</table>
Exercises

1 Complete the sentences with the present simple passive or the past simple passive form of the verb in brackets.

**Banana facts**

The first bananas 1 (grow) in Papua New Guinea.
Now bananas 2 (produce) in over 100 tropical countries all over the world.
Green bananas 3 (use) for cooking and yellow bananas 4 (eat) uncooked. Banana skin 5 (use) for making paper.
The banana tree 6 (introduce) to the east coast of Africa by Muslim Arabs.
The first bananas 7 (bring) to the Americas by Portuguese sailors in the 6th century AD.
Hundreds of accidents 8 (cause) every year by people slipping on banana skins.

2 Complete the second sentence so that it has the same meaning as the first sentence. Use a passive verb.

1 People in the west buy too much food.
   Too much food  in the west.

2 We do not eat all the food we buy.
   Not all the food we buy  .

3 Last year we threw away more than six million tonnes of food.
   More than six million tonnes of food  last year.

4 The ‘Love Food Hate Waste’ organisation started a campaign to stop waste.
   A campaign to stop waste  by .

5 The campaigners persuaded thousands of people to waste less food.
   Thousands of people  .

3 Cross out the phrases with by where they are not necessary. Then listen and check.

1 Pasta was first brought to Italy by Marco Polo.
2 Pasta is now eaten by people all over the world.
3 Tomatoes were first grown in South America by tomato growers.
4 The first cookbook with tomato recipes was written in Naples by a writer.
5 Parmesan cheese is made in Italy by the cheese makers of Parma.
6 The cheese is made by cheese makers with cow’s milk.
New bridge under construction

"We're building a second bridge across the bay. The bridge will be completed by this time next year."

A new bridge is going to be built across the bay of Cádiz.

The mayor announced today that the new bridge will be ready for use in twelve months’ time.

Presentation

In a sentence with an active verb, the subject of the verb is the person or thing responsible for the action:

*We are building a second bridge across the bay.*

In a sentence with a passive verb, the subject of the verb is the object of the action:

*A new bridge is going to be built across the bay.*

The choice between active and passive depends on what or who you want to focus on.

*The bridge was designed by a local architect.* (You are focusing attention on the bridge.)

*A local architect designed the bridge.* (You are focusing attention on the architect.)

You can form the passive with *be* in a variety of tenses.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Active Verb</th>
<th>Passive Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present perfect</td>
<td>We’ve built a bridge. → A bridge has been built.</td>
<td></td>
</tr>
<tr>
<td>Present continuous</td>
<td>We’re building a bridge. → A bridge is being built.</td>
<td></td>
</tr>
<tr>
<td>Past continuous</td>
<td>They were building a bridge. → A bridge was being built.</td>
<td></td>
</tr>
<tr>
<td>Past perfect</td>
<td>They had built a bridge. → A bridge had been built.</td>
<td></td>
</tr>
<tr>
<td>Going to</td>
<td>We’re going to build a bridge. → A bridge is going to be built.</td>
<td></td>
</tr>
<tr>
<td>Will</td>
<td>We’ll build a bridge. → A bridge will be built.</td>
<td></td>
</tr>
<tr>
<td>Can / must / may / might</td>
<td>We can / must / may / might build a bridge. → A bridge can / must / may / might be built.</td>
<td></td>
</tr>
</tbody>
</table>
Exercises

1 Choose the correct form of the verb.

Tower Bridge is probably the most famous bridge in London. It calls / is called Tower Bridge because it locates / is located near the Tower of London. The City of London first started / was started to plan a new bridge across the Thames in 1876. A public competition organised / was organised to choose the best design. More than 50 designs received / were received and it took / was taken eight years for the judges to choose the winning design. The bridge finally completed / was finally completed in 1893. The bridge still uses / is still used today. More than 40,000 people cross / are crossed the bridge every day.

2 Write one active and one passive sentence to describe each picture. Use the verbs in the box.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
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<td></td>
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</tr>
</tbody>
</table>

3 The men are eating.
The house is painted.
The woman is cutting.
The grass is broken.
The children have eaten.
All the cakes have been eaten.
The boys have just painted.
The window has just been cut.

3 Rewrite the sentences using the words below. Use the passive or active form. Do not include the agent in the passive sentences.

1 The local council are building new houses on the edge of town.
   New houses

2 The houses will be finished in two years’ time.
   The builders

3 The company has opened five new shops this year.
   Five new shops

4 Three more shops might be opened next summer.
   They

5 Local residents are going to hold a protest about road works in the town centre.
   A protest

6 The roadworks will affect local businesses.
   Local businesses
The passive 3: verbs with two objects

High school girls win gold!

Here's a photo of the lucky winners!
The members of the winning team were given gold medals and a prize of £1,000 was awarded to the winning school.
Congratulations girls!

Presentation

Some verbs can have two objects: a direct object and an indirect object (see Unit 39):

<table>
<thead>
<tr>
<th>direct object</th>
<th>indirect object</th>
</tr>
</thead>
<tbody>
<tr>
<td>The organisers gave</td>
<td>medals to the girls.</td>
</tr>
<tr>
<td>They awarded</td>
<td>a prize to the winners.</td>
</tr>
</tbody>
</table>

When a verb has two objects, you can form two passive sentences …

- either with the direct object of the action as the subject of the passive verb:
  Gold medals were given to the girls. A prize of £1,000 was awarded to the school.

- or with the indirect object of the action as the subject of the passive verb: The girls were given gold medals. The school was awarded a prize of £1,000.

Use of prepositions

When the passive sentence starts with the direct object of the action, you use a preposition with the indirect object:

- Gold medals were given to the girls.
- A prize of £1,000 was given to the school.

When the passive sentence starts with the indirect object of the action, you don’t need a preposition:

- The girls were given gold medals.
- The school was given a prize of £1,000.

Passive sentences with verbs with two objects that start with a personal pronoun are common:

They were promised a lot of things.
I was sent some information by email.
We were shown some plans for the stadium.

Here are some verbs that can have two objects and are commonly used in the passive: buy, give, leave, lend, pay, promise, send, show, teach, tell. (See also Unit 39.)
Exercises

1 Write two passive sentences for each of the active sentences below. Do not include the agent.

1 The organisers gave all the boys new football shirts.
   a All the boys were given new football shirts.
   b Football shirts were given to all the boys.

2 The bank is going to lend the school £10,000 for new sports equipment.
   a The school
   b £10,000

3 They paid the gallery a lot of money for the painting.
   a The gallery
   b A lot of money

4 The organisers will send a letter to all the participants.
   a All the participants
   b A letter

5 The older pupils showed the new sports hall to the visitors.
   a The visitors
   b The new sports hall

6 The sports teachers are going to teach the children a new dance routine.
   a The children
   b A new dance routine

2 Add to to the sentences where necessary.

1 He was given a new bicycle for his birthday.

2 An urgent letter was sent her family by the director of the school.

3 A £100 reward was promised the person who found the missing cat.

4 The visitors were offered traditional flowers as they arrived.

5 He was paid a lot of money for his work.

6 The photographs were shown the press.

7 He was left over a million pounds by his grandfather.

8 Bedtime stories were always read her by her father.

3 Rewrite the sentences in exercise 2.

1 A new bicycle was given to him for his birthday.

2 Her family

3 The person who found the missing cat

4 Traditional flowers

5 A lot of money

6 The press

7 Over a million pounds

8 She
Presentation

Use have / get + object + past participle to talk about things other people do for you:

A: Did you cut your own hair?
B: No, I got / had my hair cut at the salon across the road. (= a hairdresser cut it for me.)

You can use have / get something done in a variety of tenses:

I (don’t) get / have my hair cut very often.
Where do you get / have your hair cut?
I’m having my car repaired today.
I’ll get my suit cleaned tomorrow.
Have you had your ears pierced?
The neighbours haven’t had their house painted for ages.

**TIP** Get something done is more informal than have something done.
Exercises

1 Match 1–6 to a–f.

1 I have my breakfast □ a brought to my bedroom every morning.
2 I get my letters □ b brought to my house every day.
3 I get my hair □ c made for me by a designer.
4 I have my nails □ d manicured once a week.
5 I get all my clothes □ e read to me as I eat my breakfast.
6 I have fresh flowers □ f styled by my personal hairdresser.

2 Put the words in order.

1 hair cut where usually your get do you?

2 checked I my had yesterday eyes

3 get delivered a newspaper don’t we to the office

4 did taken photo your when you have?

5 painted getting I’m my nails tomorrow

6 I shaved have would never my head

3 Complete the conversation using have / get something done. Use the words in brackets and sentences 1–6. Then listen and check.

A: Hi, how’s it going?
B: Not too bad. We 1 had new windows put in (have) last week.
A: Oh, yes, very nice.
B: And we 2 (get) yesterday.
A: I love the colour!
B: We 3’re (get) today.
A: Yes, I saw the builders in there .... It looks great.
B: And, as you can see, we 4 (have) now as well. Tomorrow we 5 (get) on Monday – and the day after we’ll move in!
A: Well done! I think you’ve done a great job!
Grammar

1 Correct the mistake in each sentence.

iS
1 Football are played all over the world.
2 The modern version of association football first played in 1863.
3 The first official league matches was played between English teams.
4 The first World Cup was won for Uruguay in 1930.
5 The trophy was presented the winning team by the country’s President.
6 The Olympic stadium are being rebuilt after an accident.
7 The building work might completed in the new year.
8 The team got made new shirts for the final.
9 He always has his hair cutting before a big match.

2 Complete the conversations with the verbs in brackets in the passive or active form.

Conversation 1
A: When 1 ...............................................(they / sell) the house?
B: It 2 months ago, I think.
A: Who 3 (they / sell) it to?
B: It 4 (buy) by a family from New York.

Conversation 2
A: Have you heard the news? A new shopping centre 5 (going to / build) in the old town.
B: Really? When 6 (that / announce)?
A: Last night. They 7 (announce) it on the local news.

Conversation 3
A: Did you hear the announcement about the underground? It said ’All services 8 (cancel) on the Northern line.’
B: Oh no! That’s terrible. They 9 (do) that last week as well!

Conversation 4
A: Hey! When 10 (you / get) your hair 11 (do)?
B: I 12 (have / it / do) last week at that new salon in the mall.
A: It looks great!

3 Complete the second sentence so that it has the same meaning as the first sentence.

1 Someone painted their house for them.
They had

2 They grow a lot of potatoes in India.
A lot of

3 People are buying more and more books online.
More and more books

4 The mayor is going to open the new town library.
The new town library

5 The window cleaners wash our windows once a week.
We get

6 All the pupils will be given new computers.
New computers
Grammar in context

4 Complete the text with the phrases in the box.

a as she is known in Italian
b by the French Government
c a special glass case
d he was given
e restoration work
f it is seen
g the King of France
h was moved
i was found again
j wasn’t finished

The Mona Lisa is probably the most famous painting in the whole world. It is owned 1. It is on display in the Louvre museum in Paris where 2 by about six million people every year. The Mona Lisa, or the Giaconda 3, was painted by Leonardo da Vinci in the 16th century. He started painting it in 1503, but it 4 until 1519. The painting was bought by 5 and it was kept at the royal residence at Versailles until the French Revolution, when it 6 to the Louvre. The painting was stolen in 1911 but it 7 two years later. The thief was arrested and 8 a short prison sentence. The painting has had 9 done to it and the museum had 10 made to protect it from future damage.

Pronunciation: word stress

5 Look at the past participles in the box. How many syllables does each one have?

completed (3) delivered directed introduced located organised persuaded telephoned visited

6 Match each past participle to the correct stress pattern. Listen and check.

<table>
<thead>
<tr>
<th>•••</th>
<th>•••</th>
<th>•••</th>
</tr>
</thead>
<tbody>
<tr>
<td>completed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listen again

7 Listen and tick the things on the list that have already been done.

To do
1 Put in the new windows
2 Polish the floor
3 Paint the kitchen walls
4 Install the new kitchen
5 Paint the living room walls
6 Build the bookshelves
7 Get the furniture delivered
**Presentation**

You use direct speech to report someone’s …

- **words:**
  ```
  'Who are you?' said the Caterpillar.
  Alice replied, ‘Tell me who you are, first.’
  ```

- **thoughts:**
  ```
  Alice thought, ‘I don’t have a good reason.’
  ```

Common reporting verbs are: *said, asked, replied, told (someone), shouted, thought*

When the direct speech is at the beginning of the sentence, you can put the reporting verb before the subject.

```
'Tell me who you are, first,' replied Alice.
```

If the subject is a pronoun (e.g. *she*), you always use subject + verb.

```
'Tell me who you are, first,' she replied.
```

**TIP** You often see direct speech in stories and fiction.

### Punctuation rules

#### Quotation marks

Write quotation marks around the words spoken (or thought):

- ‘Who are you?’
- ‘Tell me who you are, first.’

#### Commas

Write a comma between the reporting verb and the direct speech:

- Alice replied, ‘Tell me who you are, first.’

If the direct speech comes before the reporting verb, you write a comma instead of a full stop:

- ‘Tell me who you are, first,’ Alice replied.

#### Full stops

Use a full stop (not a comma) when the direct speech ends the sentence:

- Alice replied, ‘Tell me who you are, first.’

#### Other punctuation marks

We often write *question marks (?)* or *exclamation marks (!) in direct speech.*

- ‘Why?’ asked the Caterpillar.
- ‘Come back!’ shouted the Caterpillar.

Don’t write a comma after these punctuation marks.
Exercises

1 Write direct speech for each picture using the reporting verbs in the box.

asked (×2) replied said shouted thought

1 He said, ‘Hello, my name’s Richard.’

2 She said, ‘What’s your name?’

3 The police officer said, ‘Stop!’

4 I wish I was older.

5 Where are you going?

6 To the Bahamas.

2 Rewrite sentences 1–6 in exercise 1. Put the direct speech first and then the subject and the verb.

1 ‘Hello, my name’s Richard,’ he said.

2 She asked, ‘What’s your name?’

3 The police officer said, ‘Stop!’

4 The girl replied, ‘I wish I was older.’

5 The passport officer asked, ‘Where are you going?’

6 The tourist said, ‘To the Bahamas.’

3 Add punctuation to the sentences.

1 Hello Michael said the woman’s voice on the phone.

2 Who is this I asked.

3 The voice on the phone laughed and replied Don’t you recognise my voice Michael

4 I said No

5 Are you sure the voice asked.

6 I thought It can’t be her. Not after all these years.

7 Michael shouted the voice. You know who I am. And you remember what you did.

8 I thought I don’t want to remember
Reported speech
(also called ‘indirect speech’)

Presentation

You use reported speech (or indirect speech) to report someone’s words from the past:

‘I have a dream.’ → In 1963, he said that he had a dream.

that

You often use the conjunction that after the reporting verb. There is no difference.

In 1963, he said that he had a dream. ✓
He thought that he could change people. ✓

Change in tense

When you report what someone said, you often move the tense ‘backwards’.

<table>
<thead>
<tr>
<th>Original Tense</th>
<th>Reported Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>present simple</td>
<td>past simple (I have a dream. → He said he had a dream.)</td>
</tr>
<tr>
<td>present continuous</td>
<td>past continuous (You’re meeting me at six. → You said you were meeting me at six.)</td>
</tr>
<tr>
<td>present perfect</td>
<td>past perfect (We’ve finished the book. → They said they had finished the book.)</td>
</tr>
<tr>
<td>will</td>
<td>would (I’ll call you back. → Gill said she’d call me back.)</td>
</tr>
<tr>
<td>can</td>
<td>could (We can help you. → They said they could help us.)</td>
</tr>
<tr>
<td>past simple</td>
<td>past perfect (We wanted more time. → They said they had wanted more time.)</td>
</tr>
</tbody>
</table>

Change in pronoun

Sometimes, you also need to change the pronoun. In this speech I becomes he because another person is talking about Martin Luther King:

Martin Luther King: ‘I have a dream.’
Other person: In 1963, he said that he had a dream.
Exercises

1 **Rewrite these sentences using reported speech.**

1 He said, ‘I’m happy to help.’

Yesterday, he said that he **was** happy to help.

2 They said, ‘We’re going out at seven.’

They said that they **were going out at seven**.

3 She said, ‘I’ve done all my homework.’

She said that she **had done all her homework**.

4 He thought, ‘They have forgotten my birthday.’

He thought that they **had forgotten his birthday**.

5 The politician said, ‘I want to improve people’s lives.’

The politician said that she **wanted to improve people’s lives**.

6 The team said, ‘We aren’t going to win.’

The team said that they **weren’t going to win**.

7 She said, ‘I’m busy so I won’t come.’

She said that she **was busy and wouldn’t come**.

8 He said, ‘I don’t know if I can come.’

He said that he **wasn’t sure if he could come**.

2 **Complete the conversation. Use the words in bold and reported speech. Then listen and check.**

A: **Are** we **going out** with Peter and Nigella tonight?
B: No, they said that they **were going out** somewhere else tonight, so they **can’t meet**.

A: Why didn’t they tell us last week that they **were going out** somewhere else tonight?
B: I don’t know. Anyway, we’re **having** dinner together next Friday instead.

A: But you said that we **were having** dinner with your parents next Friday.
B: Yes, but they’ll be on holiday.

A: Really? You didn’t tell me they **were going on holiday**?
B: Yes, I did. They’ve **booked** a holiday in France.

A: I thought they said they **were going to Italy**.
B: No, they said France.

A: So they **aren’t going to** visit us before they go.
B: No. They said they **hadn’t** have time to visit us.

3 **Look at the before and after pictures. Then write sentences using direct speech.**

1 You said that you knew how to drive it! ‘I know how to drive it’.

2 He always said he was going to be an astronaut when he grew up.

3 You said you’d be home early.

4 I thought he said he could play the guitar.
Reported questions

You use reported questions to report questions in the past.

*What are you doing?* → *I wanted to know what he was doing.*

*Do you need any help?* → *I asked him if he needed any help.*

Common reporting verbs for questions: *wanted to know, asked.*

Do not use question marks in reported questions:

*I wanted to know what he was doing.* (not *I wanted to know what he was doing?*)

**wh- questions**

When you report questions with *what, who, where, why, when, how,* the word order is the same as for an affirmative statement. The subject is before the verb:

*What are you doing?* → *I wanted to know what he was doing.* (don’t say *I wanted to know what was he doing.*)

**yes / no questions**

When you report questions which need an answer *Yes or No,* use *if or whether* and do not use the auxiliary verb *do ... ?*

*Do you need any help?* → *I asked him if he needed any help.* / *I asked him whether he needed any help.*

(don’t say *I asked him did he need any help.*)
Exercises

1 Put the words in order.

1 they wanted to were saying I know what
2 me why she asked was I leaving
3 they know if any you needed wanted to help
4 you grew he where up asked
5 we know when arrive he would wanted to
6 the neighbours whether were we asked free next week
7 wanted my mother to you had eaten know whether
8 asked from driven where you’d she

2 Write the journalists' questions as reported questions.

1 What is the name of your new film?
2 Are you happy with the film?
3 How long has it taken to make?
4 Who is the director?
5 Did you like the other actors?
6 Why are you visiting Europe?
7 Do you want to work with Tom Cruise again?
8 Are you going to make another film soon?
9 What will the next film be?
10 Will you film it in this country?

1 One journalist asked what the name of her new film was.
2 Another journalist wanted to know
3 They asked her
4 They also wanted to know
5 Someone asked
6 Another journalist asked
7 He also asked
8 Everyone wanted to know
9 Someone asked
10 Another journalist asked

3 Complete the sentences so they are true for you.

1 When I was younger, I wanted to know
2 In my last English lesson, I asked my teacher
A: How was your journey?
B: Terrible. I got lost so I asked somebody to give me directions to King Street. She told me to turn left but it was a one-way street.
A: Oh no! What happened?
B: A police officer stopped me. He said it was a one-way street and he told me to turn the car around.

**Presentation**

**say and tell**

**say SOMETHING**
You often use the verb *say* to report someone’s words:
‘This is a one-way street.’ → The police officer *said* (that) it was a one-way street.

tell SOMEBODY something
You can use *tell* to say who someone is talking to:
‘This is a one-way street.’ → The police officer *told me* (that) it was a one-way street.
(don’t say The police officer *said me* it was a one-way street.)

**say something TO somebody**
You can use *say* to report who you said something to:
‘This is a one-way street.’ → The police officer *said to the driver* (that) it was a one-way street.
(don’t say The police officer *told it* was a one-way street.)

**tell and ask**

**tell / ask somebody TO DO SOMETHING**
When you report instructions, orders or requests, you often use the reporting verbs *tell* and *ask* with the to-infinitive:

**instructions**
‘Turn left.’ → He *told me to turn left.*

**orders**
‘Turn the car around.’ → The police officer *told me to turn the car around.*

**requests**
‘Can you give me directions to King Street?’ → I *asked somebody to give me directions to King Street.*
Exercises

1 Complete the sentences using the correct form of say, tell or ask. Sometimes two answers are possible.

1 My dentist ______ me to come back in six months’ time.
2 What a surprise! Everyone ______ you weren’t coming to my party so it’s nice to see you.
3 What did you ______ to me about the lesson next week? Is it cancelled?
4 The train driver ______ the passengers that the train wasn’t stopping in Oxford.
5 We ______ someone where the theatre was but no one knew.
6 Arnold ______ he’d passed his exam! I’m amazed.
7 The boss has ______ a few people to work this weekend.
8 Why did you ______ Madeleine that I like her?
9 Your teacher looks angry. What did you ______ to him?
10 Why did you ______ Joanna to come with us? She’s so irritating!

2 Report the words of the receptionist. Complete sentences 1–6 using the to-infinitive.

1 The receptionist asked me ______.
2 She told me ______.
3 She asked the person on the phone ______.
4 She told me ______.
5 She asked another visitor ______.
6 She asked her boss ______.

3 Write the direct speech as reported speech using the words in brackets.

1 ‘This is my house.’ (he / say)
   He said (that) this was his house.
2 ‘I’m going to apply for the job.’ (she / tell / me)
3 ‘It’s true!’ (I / say)
4 ‘Lunch is going to be at two.’ (Gabi / tell / us)
5 ‘Press 100 on the machine for a coffee.’ (he / tell / us)
6 ‘Slow down!’ (my father / tell / me)
7 ‘Can you call me back later?’ (Rita / ask / me)
8 ‘Do you mind turning your music down?’ (they / ask / the people next door)
Review of units 86 to 89

Grammar

1 Match 1–6 to a–f.

1 The President told the reporters to [ ] a why the President hadn’t met other world leaders.
2 The reporters asked him if [ ] b said that change would take time.
3 Another journalist wanted to know [ ] c come back at three.
4 The President said to [ ] d a reporter to repeat the question.
5 The President asked [ ] e the reporters he would talk to them again next month.
6 The President [ ] f he would spend more money on hospitals.

2 Correct the mistakes.

1 ‘No, I don’t want to,’ replied she.
2 The teacher asked why were you late today.
3 He wanted to know if you were doing tonight.
4 My manager asked I if you’d join us for lunch.

5 I told to the taxi driver that I needed to get out at the station.
6 My sister said us to stay out of her room.
7 They said us to wait for the next flight and we said we could.

3 Complete the report with the words in the box.

[ ] asked if said that to (x2) was why

Report on management meeting

The meeting began at three. The company director thanked everyone for coming and said 1 everyone had understood how busy they had been in recent weeks. He explained 2 the company currently having problems and that the aim of the meeting was to find solutions ...

The company director asked his staff 4 they thought the company needed a new product.
The Marketing Manager 5 that he thought they did and she also asked 6 the company hadn’t introduced a whole new range of products for this year.

The company director ended the meeting by asking everyone 7 think about the discussion and 8 them all to come back next week at the same time with their ideas and solutions.
Grammar in context

There are words missing in the journalist’s report about his interview with a popstar. Write them in. Then listen and check.

So tell me about your new album. Is it different from your others?
Yes it is.

In what way?
I’ve used violins and an orchestra for the first time.

Do you think the change is because you’re getting older?
Maybe. In the past, the words in my songs have been about love and teenage problems. I’m not interested in those issues any more.

And will you be performing live in our country this year?
No, I won’t but I’m planning a world tour for next year, so come and see me then!

And, now music news! The singer Rick Shaw was visiting our city last week, so I met him in his hotel. I asked him to tell me about his new album. I asked him if he used violins and an orchestra for the first time. I also wanted to know if he knew that the change in the music was because he was older. He replied that in the past the words in his songs were about love and teenage problems but he was interested in those issues any more. Finally I asked him if he would be performing live in our country. He told me he wouldn’t but that he was planning a world tour for next year, so he told us all to come and see him then!

Pronunciation: contrastive stress

Listen to the conversations. Underline the main stress.

1 A: This shirt was expensive.
   B: But you told me it was cheap.

2 A: It’s a long journey.
   B: I thought you said it was quick.

3 A: I hate living here.
   B: But you said you were happy here.

4 A: Shall I ask them to stay?
   B: No, tell them to go.

5 A: Did you say anything to Petra?
   B: No, but I said something to Bill.

Then listen again and repeat part B with the main stress.

Listen again

Are the sentences true (T) or false (F)?

1 Peter and Nigella said, ‘We’re going out somewhere else tonight.’

2 Peter and Nigella had told them they couldn’t meet last week.

3 He thought that her parents were having dinner with them next Friday.

4 She had told him that her parents were going on holiday.

5 She didn’t know why her parents weren’t visiting them.
Real conditionals: *if* + present simple
Zero conditional and first conditional, *if*, *when*, *unless*

Presentation

*If* + present simple, present simple
You use *if* or *when* with the present simple followed by the present simple in the main clause to talk about facts and things which are generally true:

*If it's sunny, we go to the beach.*
*When it's sunny, we go to the beach.*
*If it rains, we stay at home.*
*When it rains, we stay at home.*
This is often called the zero conditional.

*If* + present simple, *will*
You can also use *if* with the present simple to talk about a possible future situation or action. You use *will* / *won't* in the main clause to talk about the result of that situation or action:

*If it's sunny tomorrow, we'll go to the beach.*
This is often called the first conditional.

Note that you use *if* with the present simple, not *will*, to talk about the future.

(don't say *If it will be...* or *If it won't be...*)
You can also use the present simple to talk about the future after time conjunctions. See Unit 54.

Position of *if*
You can use *if* in two possible positions.
- *if*-clause first: *If it rains, we'll stay at home.*
- main clause first: *We'll stay at home if it rains.*

When the *if*-clause is at the beginning of the sentence, you use a comma to separate it from the main clause.

*If it's sunny, we'll go to the beach.*

*if* or *when?*
When you talk about things that are generally true, you can use *if* or *when*. There’s no difference.

*If it's sunny / When it's sunny...*  *If it rains / When it rains...*

When you talk about situations in the future, there is a difference between *if* and *when*.

*If I see Jim, I'll let him know.* (You don’t know if you’re going to see Jim, but you know it’s a possibility.)
*When I see Jim, I’ll let him know.* (You know you are definitely going to see Jim.)

*unless*
unless = *if ... not*

*We’ll go to the beach tomorrow unless it rains.*  = *We’ll go to the beach tomorrow if it doesn’t rain.*
Exercises

1 Match 1–6 to a–f.

1 I’ll be really surprised  a if he passes all his exams.
2 I’ll take a break  b when the teacher isn’t in the classroom.
3 If you talk to Ruth,  c they’ll cancel the flight.
4 It’s really cold  d when I finish this exercise.
5 If the storm doesn’t stop,  e when the wind blows from the north.
6 The children always behave badly  f will you tell her about the party?

2 Complete the conversation with the present simple or will future form of the verbs in brackets. Then listen and check.

Conversation 1
A: What do you usually do at the weekend?
B: If I 1 (not / have) any work to do, we 2 (often / go) away somewhere.

Conversation 2
C: What are you doing this weekend?
D: I’m not sure. If the weather 3 (be) good, we 4 (take) the kids to the zoo.

Conversation 3
E: Is Tim here today?
F: I don’t know. I haven’t seen him.
E: Well, if you 5 (see) him, 6 (you let) me know, please?
I need to talk to him.

Conversation 4
G: The receptionist isn’t here today. She’s not well.
H: OK. I’ll tell Laura. She 7 (usually / cover) on reception if the receptionist 8 (be) absent.

3 Complete the second sentence so that it has the same meaning as the first sentence.

1 You won’t pass the exam if you don’t study.
You won’t pass the exam unless
2 We’re going camping this weekend if it doesn’t rain.
We’re going camping this weekend unless
3 I’ll drive you to the airport tomorrow if John doesn’t want to.
I’ll drive you to the airport tomorrow unless
4 We don’t go out in the evenings unless we can get a babysitter.
We don’t go out in the evenings if
5 That plant will die unless you water it.
That plant will die if

4 Complete these sentences so that they are true for you.

1 I’ll probably  tomorrow, unless
2 If I have time this evening,
3 I don’t usually  unless I really have to.
4 If I have any free time during the week, I usually
92 Real conditionals: use of modals and imperative

First conditional

If you go to London,

... you can try some traditional British food.

... you may see the Queen!

... you must visit the Houses of Parliament.

... don’t forget to send me a postcard!

Presentation

When you talk about possible future situations, you can use the present simple form in the if-clause and a number of different modal verbs in the main clause.

| If you go to London,                     | you can / could stay with my brother. |
|                                        | you must / ought to / should visit the Tower of London. |
|                                        | you may / might / could see the Queen. |
|                                        | remember / don’t forget to send me a postcard. |

**can**

You use *can* to talk about the possible options you have to choose from. You can also use *could*:

*If you go to London, you can / could stay with my brother.*

See Unit 61 for more information about *can* and *could*.

**must**

You use *must* to ...

- recommend an action. You can also use *should* or *ought to*:

*If you go to London, you must / should / ought to visit the Houses of Parliament.*

- say what is important or necessary:

  *If you go to London, you must have a valid passport.*

See Units 63 and 69 for more information about *must, should* and *ought to*.

**may**

You use *may* to talk about events that are possible but not certain. You can also use *might* or *could*:

*If you go to Buckingham Palace, you may / might / could see the Queen.*

See Units 58 and 59 for more information about *may, might* and *could*.

**Imperative**

You can also use an imperative form in the main clause:

*If you go to London, remember / don’t forget to send me a postcard.*

See Unit 36 for more information about imperative forms.
1 Complete the sentences with the verbs in the box.

| do some work | have some pizza | wake me up | watch the football |

If I stay in tonight,

1. I can
2. I must
3. I may
4. Don’t
   when you come in!

2 Choose the correct verb. Sometimes both verbs are possible.

1. You can / should come with us in our car, if you want.
2. If you’re the last person to leave the office, you may / must remember to lock the door.
3. If you see Toni, please don’t / can you tell her about the party – it’s a surprise!
4. You should / must see a doctor if your back still hurts.
5. Ask / You can ask me if you need help.
6. If the phone rings, could you / please don’t answer it.
7. If you get the chance, you really should / may visit the cathedral.
8. We may / might come round to see you tomorrow if that’s OK.

3 Complete the sentences so that they are true for your town.

1. If you ever visit my town, you can
2. You really must and you should try to if you’ve got time.
3. If you come in the spring, you may
4. You could as well, if you want.
Presentation

You use *if* with the past simple to talk about situations that are ...

- possible but not probable:
  *If I won the lottery, ...* (I don’t think it’s very probable that I’ll win the lottery.)

- impossible:
  *If I were you, ...* (but I’m not and I never will be.)

You use the *if*-clause to describe the situation. You use *would/wouldn’t* + infinitive in the main clause to talk about the imagined reaction to, or result of, the situation:

*If I won the lottery, I’d buy a luxury yacht.*

*If I were you, I’d concentrate on my work.*

You can also use *if* with the past simple to talk about ...

- imagined present situations:
  *If I had a lot of money, ...* (the real situation is that I don’t have a lot of money.)

- imagined future situations:
  *If I got a new job next week, ...* (I don’t think I will get a new job.)

This is often called the second conditional.

<table>
<thead>
<tr>
<th>If clause: <em>if + past simple</em></th>
<th>Main clause: <em>would + infinitive</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>If I had a lot of money,</em></td>
<td><em>I’d (would) buy a yacht.</em></td>
</tr>
<tr>
<td><em>If he didn’t have to work,</em></td>
<td><em>He wouldn’t (would not) get up so early.</em></td>
</tr>
<tr>
<td><em>If you won the lottery,</em></td>
<td><em>Would you spend all the money?</em></td>
</tr>
<tr>
<td><em>Yes, I would.</em> / <em>No, I wouldn’t.</em></td>
<td></td>
</tr>
</tbody>
</table>

**TIP** The contracted form of *would* is ’d. Do not confuse it with the contracted form of *had* in the past perfect. *Would* is followed by the infinitive. *Had* is followed by the past participle.

*I’d = I would go*

*I’d gone = I had gone (not I would gone)*

**If I was or If I were?**

When you use the verb *be* with *if* in the simple past, you can use *was* or *were* for *I, he, she and it.*

*If I were rich ... / If I was rich ...*  
*If he were my husband ... / If he was my husband ...*  
*Were* is more formal.

You often use *If I were you to give advice.*  
*If I was / were in your position. You use would / wouldn’t for the advice.*

*If I were you, I’d get on with my work!*
Exercises

1 Put the words in order.
1 the lottery give I to charity won I’d the money if
2 taller he’d were he be a great if basketball player
3 if I more energy did I’d some exercise have
4 asked for mind if wouldn’t he you some help
5 if by bus I have go to work I’d didn’t a car
6 worrying it stop if I about were I’d you

2 Choose the correct options. Then listen and check.
A: So, if you 1 won / would win a million pounds on the lottery, what 2 did / would you do with it?
B: I don’t know. I think 3 I bought / I’d buy a house, and if my family 4 needed / would need some money,
5 I gave / I’d give them some, of course.
A: 6 Did / Would you give any money to charity?
B: If 7 I knew / I’d know the money was going to help someone have a better life, well, yes, I 8 did / would. What
about you?
A: If 9 I had / I’d have a million pounds, 10 I started / I’d start my own business. 11 I opened / I’d open an art
gallery or something like that …
B: Nice idea. If 12 I started / I’d start a new business, I think 13 I wanted / I’d want to run a restaurant or a bar.

3 Complete the people’s thoughts.
1 I have to work this morning. If I didn’t have to
work this morning, I’d have breakfast in bed.
2 I haven’t got enough time. If I
to school on my bike.
3 I haven’t got enough money. If I
that scooter.
4 I don’t know how to drive. If I
a taxi driver.

4 Complete the sentences so that they are true for you.
1 If I had , I
2 If I could , I
3 If I didn’t have to , I
Real and unreal conditionals
First and second conditionals

Presentation

Real conditionals
You use *if* with a present tense followed by *will* in the main clause to talk about a real situation, i.e. a situation which is possible in the future:

*If you forget something, I’ll bring it along later.* (The man thinks that it’s possible that the woman will forget something.)

These sentences are often called first conditionals.

See Units 91 and 92 for more information about real conditionals.

Unreal conditionals
You use *if* with the past simple followed by *would* in the main clause to talk about an imagined situation in the present or the future, i.e. a situation that is either impossible or possible but not probable:

*If I forgot her birthday, she’d never forgive me.* (He doesn’t think it’s probable. He’s imagining the situation.)

When you use the past simple with *if*, it does not refer to the past. It refers to the present or future.

These sentences are often called second conditionals.

See Unit 93 for more information about unreal conditionals.
Exercises

1 Choose the correct option.

1 If you wash the car,
   a I’d give you five pounds.       b I’ll give you five pounds.

2 I’ll come into town with you
   a if you want.                   b if you’ll want.

3 If she didn’t like you,
   a she won’t phone you.          b she wouldn’t phone you.

4 If he was really unhappy,
   a he’d left his job.            b he’d leave his job.

5 If you want a good job,
   a you must pass your exams.     b you’d need to study harder.

6 You definitely won’t pass your exam
   a if you wouldn’t study harder.  b if you don’t study harder.

7 If you hear a strange noise in the night,
   a you must call the police.     b you’d have to call the police.

8 Please come straight back here
   a if you don’t find him.        b if you won’t find him.

2 Complete the sentences with the present simple, past simple, will or would form of the verb in brackets.

1 If I don’t see you later, I __________________________ (send) you a text message.

2 If you didn’t have to work, what ______________________ (you / do)?

3 Jenny will be happy to help if you ______________________ (have) any problems.

4 If you ______________________ (wait) a minute, I can help you with those bags.

5 I wouldn’t do that if I ______________________ (be) you.

6 They ______________________ (do) anything if you gave them enough money.

7 What ______________________ (you / do) if the bus doesn’t come?

8 How would you react if it ______________________ (happen) to you?

3 Write sentences about the situations using if and the words in bold.

1 I don’t have any money. I can’t buy a car. had
   If I __________________________, I’d buy a car.

2 It may rain tomorrow. We may not play football. won’t
   __________________________, we may not play football.

3 I like my job. That’s why I do it. wouldn’t
   __________________________, that’s why I do it.

4 I have to work tomorrow. I need to go to bed early. didn’t
   __________________________, I need to go to bed early.

5 I’ll probably see Tom later today. I can tell him about the party. I’ll
   __________________________, I can tell him about the party.

6 I don’t know if you have any money. I can pay the bill. don’t
   __________________________, I can pay the bill.
95 Review of units 91 to 94

Grammar

1 Choose the correct option. In one question, both answers are possible.

1 If I were you, I’d / I’ll ask for more money.
2 What would you do if you would lose / lost your job?
3 If you have enough time, you can stay / don’t stay for dinner.
4 When the weather’s bad, we usually stay / stayed at home and watch / watched TV.
5 You don’t have to do it, unless you don’t want to / want to.
6 I’ll talk to my boss, when / if I’ll see him.
7 If I see Jake, I couldn’t / could ask him about the tickets.
8 If I had more time, I learned / I’d learn a new sport.

2 Correct the mistakes.

1 If the train will be cancelled, I can come and get you in the car.
2 When Bob gets home before 8 p.m. this evening, I’ll ask him to call you.
3 Watch out! You’ll fall and hurt yourself if you’re careful.
4 If you can’t come tomorrow, must you call to let me know.
5 If your company would offer you a job in another country, would you take it?
6 If it was an English-speaking country, I took the job.
7 If they were my children, I’d ask them to play more quietly.
8 If you need something, please to call me.

3 Complete the sentences with the correct form of the verb in brackets. Use the present simple, past simple, will or would.

1 If the market is closed, we ___________ (go) to the supermarket later this afternoon.
2 You can’t go kayaking if you ___________ (not know) how to swim.
3 I hate living in the city! I ___________ (be) much happier if I ___________ (live) in the country.
4 If you can’t come to the meeting, please ___________ (let) us know.
5 I ___________ (not do) that if I ___________ (be) you. You’ll get into trouble!
6 If our new house ___________ (have) a big garden, we’ll buy a dog.

4 Complete the second sentence so that it has the same meaning as the first sentence.

1 The last student to leave the room should close the windows.
   If you ___________ the last student to leave the room, please close the windows.
2 I’d like to travel but I don’t have enough money.
   If ___________
3 My cousins may visit us this weekend. When they visit, we usually go hiking together.
   If ___________
4 There are often boat races in the port. At this time, the town gets very busy.
   If there ___________
5 You don’t study enough. I don’t think you’ll pass your exams.
   Unless you study more, ___________
6 I don’t have enough free time at the moment. I don’t do any sport.
   I’d ___________
Grammar in context

5 Choose the correct forms to complete the quiz.

Are you a good language learner?

If you 1 have / will have / would have an hour free at the end of the day, do you ...

A Do some grammar exercises? □
B Switch on the computer and read or watch something in English? □
C Switch on the TV and watch football? □

If a foreign visitor 2 will approach / would approach / approached you in the street and 3 will speak / would speak / spoke to you in English, would you ...

A Try to help them and give them the information they wanted? □
B Stop and talk to them and maybe offer to buy them a coffee? □
C Cross to the other side of the street? □

If you 4 win / won / would win a week’s holiday of your choice, what 5 did / will / would you choose?

A A week’s intensive language course in New York □
B A week in a luxury hotel in one of the world’s famous capitals □
C A week on the beach □

Results
Mainly As: You are a great student, but don’t you think studying 6 is / will be / would be more fun if you 7 couldn’t / didn’t / wouldn’t always have your head in a grammar book?

Mainly Bs: You know how to learn a language and have fun at the same time. If you 8 continue / continued / will continue like this, you’ll soon be fluent!

Mainly Cs: Somehow I don’t think you’re that interested in language learning. Maybe you should find something else to study!

Pronunciation: elision

6 2.42 Listen to the conversation. Notice the pronunciation of would you in the questions.

Would you …? /wʊdˈjuː/
A: Would you cut all your hair off for £100?
B: Yes, I would. Would you?
A: No, I wouldn’t. Not for £100 – but if they gave me £1,000, I’d do it.

Then listen again and repeat the conversation.

Listen again

7 2.43 Listen and tick the things the two people would do if they won a million pounds on the lottery.

1 buy a car □
2 buy a house □
3 give money to charity □
4 help friends or family □
5 travel □
6 stop working □
7 start a business □
Subject and object questions

Policeman: Who called the police?
Shop owner: I did.
Policeman: What happened?
Shop owner: Someone broke into the shop.
Policeman: When did it happen?
Shop owner: In the middle of the night.
Policeman: What did they take?
Shop owner: They took some jewellery ...

Presentation

You can ask questions about the subject or the object of the verb using what / who / which / whose / how much / how many.

<table>
<thead>
<tr>
<th>Subject questions</th>
<th>Object questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>In subject questions, the question word is the subject of the verb.</td>
<td>In object questions, the question word is not the subject of the verb.</td>
</tr>
<tr>
<td>subject verb object</td>
<td>question word auxiliary verb subject main verb</td>
</tr>
<tr>
<td>Who called the police?</td>
<td>When did it happen?</td>
</tr>
</tbody>
</table>

The word order in a subject question is the same as in an affirmative sentence.

<table>
<thead>
<tr>
<th>subject verb object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who called the police?</td>
</tr>
<tr>
<td>The shop owner called the police.</td>
</tr>
</tbody>
</table>

You do not need an auxiliary verb (do, does, did) in present simple or past simple subject questions.

Say What happened? (don’t say What did happen?)

What usually happens? (don’t say What does usually happen?)

The word order in object questions is not the same as the word order in an affirmative sentence.

<table>
<thead>
<tr>
<th>subject verb object</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did they take?</td>
</tr>
<tr>
<td>They took some jewellery.</td>
</tr>
</tbody>
</table>

In the present simple and past simple, you need to add an auxiliary verb (do, does, did) before the subject.

Say What did you see? (don’t say What saw you?)

You cannot form subject questions with where, when, why or how.

Say Where do you live? (don’t say Where you live?)

Say When did you start work? (don’t say When you started work?)
Exercises

1 Read an article about a robbery. Complete the questions 1–7 with who, what or when and an auxiliary verb where necessary.

A robber thought the robbery was going well when he ran from the chemist’s with the money. But there was one problem. He had locked the car doors and the keys were inside. He couldn’t open the doors, so when the police arrived he ran away. The police finally caught him later that night and he asked them, ‘Would you mind taking care of my car, please? The keys are inside.’ But the police were more interested in locking him up than unlocking his car.

1 the robber think? The robbery was going well.
2 he run from? The chemist’s shop.
3 he leave the car keys? Inside the car.
4 arrived? The police.
5 happened next? The robber ran away.
6 the police catch him? Later that night.
7 asked the police to take care of the car? The robber.

2 Complete the conversation with subject or object questions. Then listen and check.

A: What did you do (you/do) last night?
B: I watched Miami Police Team.
A: Oh no! I always miss that show. (what / happen)?
B: Well, you know Detective Sanchez’s niece has joined the police force.
A: No. (when / she / join)? I missed that episode too.
B: Ages ago! She joined the police but he thought it was too dangerous for her. Anyway, she arrested someone for stealing a car, but it was an old boyfriend so then she released him.
A: Sorry, I don’t understand. (who / think) it was too dangerous?
B: Her uncle, Detective Sanchez.
A: And (who / she / arrest)?
B: An old boyfriend from school.
A: And (who / release / the boyfriend)?
B: She did.
A: OK. And (what / Uncle Sanchez / say)?
B: Well obviously, he wasn’t very happy.
A: (what / he / going to do) about it?
B: I think he’s going to make her leave the police force.
A: I must watch it next week. What time is it on?
B: Nine o’clock.

3 Which questions in exercises 1 and 2 are subject questions and which are object questions? Write S or O.

Exercise 1

Exercise 2

1 0 2 3 4 5 6 7 1 2 3 4 5 6 7 8
You can answer a question with the answer yes or no, but normally you also add a subject and an auxiliary verb:

Hello, are you Mr Robertson? Yes, I am.

Sometimes, you also add extra information after the answer:

Was the flight long? Yes, it was! About eighteen hours.

Use the auxiliary verb from the question in your answer:

Hello, are you Mr Robertson? → Yes, I am. / No, I’m not.
Have you got all your luggage? → Yes, I have. / No, I haven’t.
Did you have a good flight? → Yes, I did. / No, I didn’t.
Was it long? → Yes, it was. / No, it wasn’t.
Will the plane be late? → Yes, it will. / No, it won’t.

Do not use contracted forms in yes answers.

Say Yes, I am. (don’t say Yes, I’m.)
Say Yes, I have. (don’t say Yes, I’ve.)

Punctuation rule:

Put a comma after yes or no: Yes, I am.

When you answer a request or offer, you can answer with please/thank you instead of the subject + auxiliary verb. This is often more polite:

A: Can I carry it for you?
B: It’s OK thank you. I can manage.
A: Would you like to have a coffee before we go to your hotel?
B: Yes, please. That would be nice.

See Unit 67 for more on answering requests.
1 Match the 1–7 to a–g.

1 Excuse me, is he your husband?                          a Yes, it was.
2 Has Millie telephoned you?                             b No, she hasn’t.
3 Do you like this dish?                                c Yes, I will.
4 Will you call me when you arrive at the airport?      d Yes, he is.
5 Would you like another cup of coffee?                 e No, thanks.
6 Was the hotel comfortable?                            f Yes, it did.
7 Did your dog come home last night?                    g No, I don’t. It tastes awful!

2 Complete the conversation with auxiliary verbs. Then listen and check.

A: Is this your bag, sir?
B: Yes, it 1  .
A: Did you pack it yourself?
B: Yes, I 2  .
A: Has it been with you at all times since you left home and at the airport?
B: Yes, it 3  .
A: And has anyone else opened your bag since you left home?
B: No, no one 4  .
A: Was it ever with someone else?
B: No, it 5  .
A: OK. And do you have any dangerous objects in your bag? For example, a knife.
B: No, I 6  .
A: Are there any electrical items?
B: Yes, there 7  . There’s an electric shaver and a mobile phone.
A: That’s fine. Thank you.

3 Answer these questions with short answers so that they are true for you.

1 Are you busy today?                                     .
2 Have you got any spare time today?                      .
3 Are you going out later?                                .
4 Were you late for anything today?                       .
5 Do you and your friends like to travel?                 .
6 Have you finished all the exercises on this page?      .
Presentation

You can ask questions using the negative form of the verb:

Aren’t we there yet?

Can’t I sit in the front for a while?

When you use negative questions in spoken English, you normally use contracted forms.

Can’t I sit in the front? (not Can I not sit in the front?)

You often use negative questions to …

• to complain or show surprise: Aren’t we there yet? We’ve been driving for hours.
• suggest something: Why don’t we sing a song or play a game?
• request something (often impolite or expecting a negative response): Can’t I sit in the front?
• check some information or something you think is probably true: Isn’t that the name of the place we’re going to?
• exclaim about something: Don’t the mountains look wonderful!

**TIP** When you use negative question forms for exclamations, you use an exclamation mark (!) not a question mark (?).

Answering negative questions

You can answer negative questions with yes/no answers:

Aren’t we there yet? – Yes, we are. / No, we aren’t.

Can’t I sit in the front? – Yes, you can. / No, you can’t.

Don’t the mountains look beautiful! – Yes, they do. / No, they don’t.
1 Rewrite the questions as negative questions.

1. Are you ready yet?

2. Can you come out tonight?

3. Is the word ‘disappear’ spelt with one s?

4. Did you study in Paris?

5. Does he want to go too?

6. Were the neighbours at home?

7. Should I help you?

8. Do you like sushi? It’s delicious!

2 Complete the conversation with the negative form of the verbs in the box. Then listen and check.

**can** **did** **do** **does** **have** **is** **were** **will**

**A:** 1 _________ you finished your Spanish homework yet? You’ve been doing it for hours.

**B:** I know! 2 _________ you help me? It’s really hard!

**A:** Sorry, I can’t. I don’t speak Spanish. 3 _________ your teacher explain it to you in class?

Or 4 _________ you listening?

**B:** I was listening but I didn’t understand it.

**A:** Why 5 _________ you phone a friend? 6 _________ Rachel in your class? She’ll understand it.

**B:** But 7 _________ she think I’m stupid if I call her?

**A:** No, she won’t. Anyway, 8 _________ she owe you a favour? You helped her last week with maths.

**B:** That’s true. I’ll call her now.

3 Rewrite the sentences as negative questions.

1. How about taking a boat across the sea?

   Why _________ ?

2. Won’t you help me with some of the house cleaning?

   Can _________ ?

3. I think Kithnos is the name of the Greek island we’re going to.

   Is _________ ?

4. Your new house looks great!

   Does _________ !

5. I’m fairly certain this was the restaurant we went to last time.

   Was _________ ?
99 Indirect ways of asking questions

Presentation

You can ask questions in a more polite and less direct way by introducing them with certain expressions.

Does the museum have a café? → Could you tell me if the museum has a café?

Common expressions include:
- Could you / anyone tell me ...?
- Do you know / remember / think ...?
- Do you have any idea ...?
- Do you mind if ...?
- Would you mind telling me ...?
- I don’t know ... / I’d like to know ...
- I wonder ... / I was wondering ...

After the expressions, you can use ...
- wh-/how questions:
  Do you know what time the bus comes?
  Do you have any idea how old it is?
- if/whether with yes/no questions:
  Could you tell me if the museum has a café?
  I was wondering whether I could have a look at your programme.

Word order

When you ask questions in this way, the word order is the same as an affirmative sentence. You do not need an auxiliary verb (do, does, did) in the present simple or past simple. The subject comes before the verb.

I’d like to know what time does the bus comes.

Punctuation

Some indirect questions have a question mark (?) and some do not. The punctuation depends on the phrase that introduces the indirect question. If it is a question, you use a question mark (?).

Could you tell me if the museum has a café?

If it is an affirmative phrase, you use a full stop (.)

I was wondering whether I could have a look at your programme.

Tip You often start a conversation by asking the question indirectly and then continue with direct questions:

A: Excuse me, could you tell me if the museum has a café?
B: Yes, It’s downstairs.
A: Oh, thanks. What time does it close?
Exercises

1 Put the words in the correct order.

1 the you tell could station is me train where?
2 do film you the when starts know?
3 it’s closing like why I’d to know early.
4 the long journey you remember do how takes?
5 how you would telling you are mind me old?
6 Joel don’t whether is I coming know too.

2 Rewrite the direct questions as indirect questions.

1 When does the supermarket close?
   Could you tell me when the supermarket closes?
2 Is there another flight to Rome this evening?
   Do you know?
3 How long does this film last?
   Would you mind telling me?
4 Do they accept credit cards?
   Do you know?
5 Could I look at your newspaper?
   I was wondering.
6 Would your cousins enjoy this kind of music?
   Do you think?

3 Write an indirect question for each situation. Use the words in bold.

Situation 1: You are second in the queue for train tickets at a station but you want to buy your ticket next. Your train is leaving in four minutes. Ask the person in front.

Excuse me / do / mind / buy my ticket next

Situation 2: You are looking for the departure lounge at an airport. Ask at the information desk.

Could / tell / where

Situation 3: You are good friends with someone in your English class. You’d like to go out to dinner with them after class one evening. Invite them.

I / wondering / you’d like to go out

Situation 4: You are on a tour of a palace. You want to know more about a painting. Ask the tour guide.

would / mind / tell / me more about
1 Match 1–8 to a–h.

1 When did the accident happen? □ a Sure. Let me find it.
2 Did anyone get hurt? □ b At about three.
3 Wasn’t he looking where he was going? □ c Yes, I am. A bit later.
4 Is he OK? □ d Yes, he is. He’s fine.
5 What was he driving? □ e Yes, he was, but the other driver wasn’t.
6 Can I do anything to help? □ f Thanks, but it’ll be OK.
7 Aren’t you going to see him? □ g No, no one did. They were all OK.
8 Could you tell me what his number is? □ h He was driving that red car.

2 Correct the mistakes.

Conversation 1
A: Who did tell you about the job?
B: I saw it on the company’s website.

Conversation 2
A: Is not he coming with us?
B: No, he isn’t. He’s got other plans.

Conversation 3
A: Are you happy about the new job?
B: Yes, I’m.

Conversation 4
A: Why do we go somewhere different for our holiday this year?
B: That’s a good idea.

Conversation 5
A: Could you tell me if is the plane on time?
B: Yes, it is.

3 Complete the second sentence so that it has the same meaning as the first sentence.

1 Can you tell me how long he’s worked here?
   How long __________________? 
2 Do you know who scored the final goal?
   Who __________________? 
3 Are you coming with us?
   Aren’t __________________? 
4 Why did Alex want to speak to you?
   I’d like to know __________________.
5 Your new hairstyle looks great!
   Doesn’t __________________! 
6 We could use the money to buy a new car.
   Why __________________?

4 Rewrite these direct questions as indirect questions.

1 How much do you earn? _____________________________________________?
2 Why did you make your hair blonde? ____________________________________?
3 Are you going to be late again? ________________________________________?
4 Are you still married to Mike? ________________________________________?
5 Can I borrow fifty pounds? ____________________________________________?
6 How long have you studied English? ____________________________________?
Grammar in context

5 Choose the correct option.

Top ten most frequently asked questions:

Who were the original members of the band? John Lennon, Paul McCartney, George Harrison, Stuart Sutcliffe and Pete Best.

When did they start playing? In 1960.

They were all from Liverpool? Yes.


Why didn't Pete Best stay with the band? Some people say it was because he didn't want to cut his hair like the other Beatles.

Who wrote the songs? All four members wrote songs, but the majority were written by Lennon and McCartney.


How did John Lennon die? He was shot in New York in 1980.


They still do play together today? No, they don't, although the two surviving members, Ringo Starr and Paul McCartney, continue to perform.

Pronunciation: intonation on questions

6 Intonation rises [↑] on yes/no questions and falls [↓] on the short answers. Listen and draw the arrows in 2 and 3. Then listen again and repeat.

1 A: Is this your bag, sir?
   B: Yes, it is.

2 A: Did you pack it yourself?
   B: Yes, I did.

3 A: Was it ever with someone else?
   B: No, it wasn't.

Listen again

7 Listen and answer the questions with short answers.

1 Has Detective Sanchez's niece joined the police force?

2 Did he want her to?

3 Did he think it was too dangerous?

4 Did she arrest her uncle?

5 Is the TV programme at 8 o'clock?
1 Progress test (units 1 to 10)

1 Rachel loves Martin and I think he loves too.
   a herself  b she  c her

2 A: Who crashed my car?
   B: It wasn't me. It was
   a he  b him  c himself

3 Stop looking at in the mirror! You're so self-obsessed!
   a myself  b yourself  c you

4 Is that your dog? bit me!
   a It  b itself  c Me

5 I think would like to go skiing this winter.
   a we  b us  c ourselves

6 Bill and Ben looked at and burst out laughing.
   a they  b himself  c each other

7 My new baby is so clever! She likes to feed .
   a she  b her  c herself

8 There's new teacher at our school. He's great!
   a a  b some  c any

9 There some water in the jug.
   a 's  b are  c aren't

10 There isn't apple in the fridge. Are you sure you saw one?
   a a  b an  c some

11 Sorry, there aren't parking spaces left.
   a a  b some  c any

12 seats have a nice view out of the window.
   Let's sit here.
   a This  b That  c These

13 was a great film. Why don't we watch it again!
   a That  b These  c Those

14 There are some pairs of shoes over there. Are any of yours?
   a this  b these  c those

15 These aren't ours. They're .
   a they  b their  c theirs

16 Can you help me bring two chairs into the other room? I'll carry this one and you carry the other.
   a this  b these  c those

17 I love new house.
   a you  b yours  c your

18 Can you give me pen back, please?
   a I  b my  c mine

19 appointment is at three o'clock tomorrow.
   a We  b Our  c Ours

20 emailed you this document.
   a She  b Her  c Hers

21 Did you know it's job interview today? I hope it goes well for her.
   a Sheila  b Sheilas'  c Sheila's

22 A: Who is that woman over there?
   B: I think it's a friend .
   a Ringo  b of Ringo's  c Ringo's

23 Did you borrow a book of ? I'd like it back.
   a I  b my  c mine

24 Why are there decorations everywhere? birthday is it?
   a Whose  b Who's  c Who

25 I'm looking after my house for a week.
   They're on holiday.
   a parent's  b parents'  c parents

26 Children in England a school uniform.
   a wear  b wears  c doesn't wear

27 My daughter at Harvard University.
   a study  b study  c studies

28 What your friend eat for breakfast?
   a do  b does  c is

29 How many people in the city of Paris?
   a live  b lives  c living
30 I ______ think the rumours are true.
   a no  b don’t  c doesn’t

31 She ______ like salad, so give her French fries.
   a don’t  b doesn’t  c does

32 A: Do you like this music?
   B: Yes, I ______.
   a like  b do  c does

33 ______ anyone know the answer to question 27?
   a Do  b Does  c Is

34 Sashia ______ for school.
   a is usually late  b usually is late  c late is usually

35 We ______ tennis on Sunday afternoons.
   a play usually  b usually play  c usual play

36 We go out for dinner ______.
   a never  b often  c once a week

37 Richard gets up late every morning, so he ______ arrives on time for work.
   a always  b often  c rarely

38 ______ you looking forward to leaving school?
   a Are  b Is  c Am

39 They ______ dinner now so we need to hurry up.
   a prepares  b prepares  c ’re preparing

40 The price of food ______ again! It’s doubled this year already.
   a goes up  b is going up  c go up

41 I don’t know why, but I ______ so many problems with my car at the moment.
   a have  b ’m having  c has

42 Katia ______ in my apartment but she’ll move again in June.
   a stays  b stay  c is staying

43 In the USA, it ______ cold in the autumn and ______ warm again until May.
   a gets . . . isn’t getting  b gets . . . doesn’t get  c is getting . . . isn’t getting

44 We ______ it’s true.
   a know  b are knowing  c is knowing

45 Do you play chess? ______.
   a Yes, I do.  b Yes, I am.  c Yes, I have.

46 A: Excuse me. I ______ someone called Braun.
   B: He works on the fifth floor.
   a look for  b ’m looking for  c looking for

47 The sun ______ today.
   a doesn’t shining  b doesn’t shine  c isn’t shining

48 We ______ over Iceland. Please keep your seatbelts fastened.
   a currently fly  b are currently flying  c currently flies

49 Where ______ the President normally ______?
   a does . . . live  b is . . . living  c does . . . living

50 Are they coming with us? ______
   a Yes, they do.  b Yes, they are.  c Yes, they will.
## Progress test (units 11 to 20)

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have ____ cup of coffee.</td>
<td>a an the</td>
</tr>
<tr>
<td>2. Can you sit in ____ front of the car?</td>
<td>a an the</td>
</tr>
<tr>
<td>3. ____ sun is the only star in the solar system.</td>
<td>A An The</td>
</tr>
<tr>
<td>4. My uncle is ____ architect.</td>
<td>a an the</td>
</tr>
<tr>
<td>5. Mrs Grey is ____ managing director of this company.</td>
<td>a an the</td>
</tr>
<tr>
<td>6. Please tell ____ gentleman over there that someone is here to see him.</td>
<td>a an the</td>
</tr>
<tr>
<td>7. I think Giselle intends to study at ____ university in Spain, but I don't know which one.</td>
<td>a an the</td>
</tr>
<tr>
<td>8. I'll have ____ orange juice and my friend will have ____ coffee.</td>
<td>a . . . an b an a c a . . . a</td>
</tr>
<tr>
<td>9. I hate ____ spiders and any other insects that you find in the bath!</td>
<td>a b the c Ø</td>
</tr>
<tr>
<td>10. Welcome to ____ United States of America!</td>
<td>a b the c Ø</td>
</tr>
<tr>
<td>11. Who do ____ two large cats belong to? We saw them earlier in your garden.</td>
<td>a b the c Ø</td>
</tr>
<tr>
<td>12. Do you ever play ____ tennis?</td>
<td>a b the c Ø</td>
</tr>
<tr>
<td>13. I think I've finished all ____ work I had to do.</td>
<td>a b the c Ø</td>
</tr>
<tr>
<td>14. It's wonderful to be in the country! Let's sit outside and enjoy ____ silence.</td>
<td>a b the c Ø</td>
</tr>
<tr>
<td>15. What time are we going ____ home?</td>
<td>a b the c Ø</td>
</tr>
<tr>
<td>16. The twins are learning to play ____ piano.</td>
<td>a b the c Ø</td>
</tr>
<tr>
<td>17. ____ January can be quite warm in ____ Australia.</td>
<td>Ø . . . Ø b the . . . Ø c Ø . . . the</td>
</tr>
<tr>
<td>18. You'll want ____ long holiday after all this hard work. Will you take one?</td>
<td>a b the c Ø</td>
</tr>
<tr>
<td>19. The children have six weeks for ____ summer holidays.</td>
<td>a b the c Ø</td>
</tr>
<tr>
<td>20. What is ____ population of India?</td>
<td>a b the c Ø</td>
</tr>
<tr>
<td>21. I'm sure ____ Lake Geneva is in Switzerland.</td>
<td>a b the c Ø</td>
</tr>
<tr>
<td>22. It's time that you had ____ haircut.</td>
<td>a b one c Ø</td>
</tr>
<tr>
<td>23. Sorry, I can only afford to buy ____ of these.</td>
<td>a ones b one c Ø</td>
</tr>
<tr>
<td>24. This ____ is very nice. The blue of the dress matches your eyes.</td>
<td>a b one c ones</td>
</tr>
<tr>
<td>25. A: Is there a bank near here?</td>
<td>a an b one c ones</td>
</tr>
<tr>
<td>B: Yes, there's ____ opposite the supermarket.</td>
<td>a an b one c ones</td>
</tr>
<tr>
<td>26. Can I change these shoes? These ____ don't fit me.</td>
<td>a b one c ones</td>
</tr>
<tr>
<td>27. A: Which ____ are we keeping?</td>
<td>a a b one c ones</td>
</tr>
<tr>
<td>B: The two large puppies. We'll sell the rest.</td>
<td>a a b one c ones</td>
</tr>
<tr>
<td>28. I'd like ____ coffees, please.</td>
<td>a a b three c Ø</td>
</tr>
<tr>
<td>29. I have two ____ to check in.</td>
<td>a bags b luggage c luggages</td>
</tr>
<tr>
<td>30. Would you all like ____ slice of cake?</td>
<td>a a b some c Ø</td>
</tr>
</tbody>
</table>
31 You can buy our products in _______ good computer shop.
   a some    b any    c Ø

32 A: I need some coins for this machine.
   B: Sorry, I don't have _______.
   a any    b ones    c none

33 A: Do you have any scissors?
   B: Yes, there are _______ on the table next to my bed.
   a ones    b any    c some

34 Is there _______ milk left?
   a no    b none    c none of

35 Sorry, but there's _______ left.
   a no    b none    c none of

36 _______ of the songs on the new Bob Dylan album are his best ever! I love it!
   a Some    b Any    c None

37 A: Do Peter, Paul and Roy work here anymore?
   B: No, _______ does. They all left ages ago.
   a some of them    b any of them    c none of them

38 I'm afraid I don't have _______ information about this town.
   a many    b much    c a few

39 How _______ people work in your shop?
   a many    b much    c a lot of

40 The children have _______ free time this weekend, so let's go somewhere.
   a many    b much    c a lot of

41 A: Do we have any milk in the fridge?
   B: No, not _______.
   a many    b a lot    c a lot of

42 There _______ buses on Sundays. You should take the train.
   a aren't many    b aren't much    c are a little

43 My boss has _______ time for listening to anyone's problems. He's very impatient!
   a few    b little    c a little

44 _______ of us are going bowling tonight. Do you want to come?
   a Little    b Few    c A few

45 _______ people are leaving the countryside to live in the city.
   a Lots    b Lots of    c Much

46 I'm so tired. I didn't have _______ sleep last night.
   a too few    b enough    c too much

47 Drinking _______ water in this heat will dehydrate you.
   a too little    b too few    c enough

48 There are _______ places. We need some more chairs for the rest of the guests.
   a too few    b too little    c too many

49 A: Would you like any more to eat?
   B: No more for me, thanks. I've had _______.
   a much    b enough    c not enough

50 I think children watch _______ TV. They should play outside more.
   a too much    b too many    c too little
3 Progress test (units 21 to 30)

1 When ____ they born?
   a was      b are     c were

2 A: Were you late for class this morning?
   B: No, I ______.
   a was      b wasn’t    c weren’t

3 The artist Picasso ____ in France for many years.
   a live      b lived    c lives

4 Where did your friends ____ on holiday?
   a go        b went     c gone

5 ____ anyone ____ to Maura yesterday?
   a Was . . . speak    b Did . . . speak
   c Did . . . spoke

6 Everyone ____ the beach because of the bad weather.
   a leaving     b was leaving    c were leaving

7 Mrs Miles ____ to someone when we arrived, so we waited until she was free.
   a talked     b talking     c was talking

8 Sorry, I ____ listening. Can you say it again?
   a was      b wasn’t     c didn’t

9 I called round this morning but you didn’t answer. What ____?
   a were you doing    b did you do
   c are you doing

10 It ____ a beautiful day today! I hope it’s like that tomorrow as well.
    a was being     b did     c was

11 My son ____ home when he was eighteen. He went to university.
    a left        b was leaving    c leaves

12 Three politicians ____ my town this week! We have an election soon, so I think we’ll see more next week as well.
    a visit      b has visited    c have visited

13 How many countries ____ since you started travelling?
    a did you visit     b have you visited
    c have you visit

14 Have you ____ the Taj Mahal in India?
    a ever seen     b before seen    c seen ever

15 This is the first time we ____ . We’re a bit scared!
    a fly            b flew      c ’ve flown

16 My grandparents have ____ used a computer ______.
    a ever . . . before     b never . . . before
    c never . . . ever

17 Barack Obama ____ the US President in 2009.
    a became      b has become    c becoming

18 A: Has it rained this year?
    B: No, it ____.
    a didn’t     b didn’t have    c hasn’t

19 I ____ that before. Is it new?
    a haven’t seen  b didn’t see  c don’t see

20 They’ve interviewed him ____ , so they’re interested in employing him.
    a never     b ever    c twice

21 Julie and her family have ____ to Sicily. They’re back on Saturday.
    a been     b gone    c come

22 Have you ever seen the film Citizen Kane? Yes, I ____ . I ____ it when I was young.
    a have . . . saw     b have . . . seen
    c had . . . saw

23 Where ____ last night? We rang three times but you didn’t answer.
    a have you been     b were you    c were you been

24 I’m waiting for some important news, but there ____ any emails this morning.
    a weren’t     b haven’t been    c wasn’t

25 We handed in our homework ____.
    a ever     b an hour ago    c yet

26 I’ve ____ found my keys! Look! They were in my coat pocket.
    a just     b yet    c already
27 A: We’re going to the new exhibition at the gallery. Do you want to come?
B: No, thanks. I’ve been there _____ and it wasn’t very good.
   a just      b yet       c already
28 I can’t believe the builders haven’t finished your house ______. They started weeks ago!
   a just      b yet       c already
29 A: ______ have you worked for this company?
   B: Thirteen years.
       a How long        b When        c Why
30 Sam ______ his pet rabbit for fifteen years!
   a has      b has had    c is having
31 There hasn’t been a park here ______ 1999.
   a for      b since      c in
32 It hasn’t snowed ______ years. Do you think the climate is changing?
   a for      b since      c during
33 The city centre has been quieter since they ______ the new road to go around the city.
   a build     b built      c ’ve built
34 We ______ your job application and we’re very impressed.
   a ’ve just reading b ’ve just been read c ’ve just been reading
35 Look at your hands! Have you ______?
   a been painting b been painted c painted
36 My car ______ three times this week!
   a has broken down b has been breaking down c is broken
37 I wanted to copy my friend’s homework but he ______ it in before I had the chance.
   a was handing     b ’s handed     c ’d handed
38 They ______ along the motorway when the engine suddenly stopped!
   a were driving b had driven c ’ve driven
39 I took my cousins to the zoo last week. Guess what? They ______ seen a kangaroo before.
   a didn’t     b haven’t     c hadn’t
40 He hadn’t realised how far away it was until he ______ there.
   a goes       b went        c gone
41 Shona ______ her car the previous day so she had to take a bus.
   a was selling b had sold   c has sold
42 I’d ______ to see the Andes one day.
   a like       b liked      c likes
43 One day we watched the sun rise over the Himalayas. It was the most amazing thing we ______ seen.
   a would ever b had ever   c ever
44 My grandmother thinks children ______ be more polite.
   a use to      b used to    c used
45 I’m sure people ______ drive so fast.
   a didn’t used to b didn’t use to c hadn’t use to
46 Why ______ get up at seven this morning as they planned?
   a didn’t they b didn’t they use to c didn’t they used to
47 Scientists ______ the planet Mars for years, but they still know very little about it.
   a used to study b have been studying c studied
48 I didn’t use to like cats when I ______ younger.
   a was       b had been    c used to be
49 They’re showing repeats of my favourite TV show. ______ see it last night?
   a Did you use to? b Did you c Had you
50 Millie used to be afraid of spiders but she ______ them now.
   a liked      b used to like c likes
1. I like to eat outside ______ summer evenings.
   a. in  
   b. at  
   c. on

2. There’s a train to Milan ______ three-thirty and four-thirty.
   a. in  
   b. at  
   c. on

3. The Olympic Games were in Beijing ______ 2008.
   a. in  
   b. at  
   c. on

4. Rosanna’s birthday is ______ 21st February.
   a. in  
   b. at  
   c. on

5. We’ll meet again ______ two weeks.
   a. in  
   b. at  
   c. on

6. Let’s go hiking ______ the weekend.
   a. in  
   b. at  
   c. on

7. A: Where’s Lucille now?
   B: She’s ______ hospital with a broken leg.
   a. in  
   b. at  
   c. on

8. Your wallet is ______ the table.
   a. in  
   b. at  
   c. on

9. Slow down! There are usually lots of speed cameras ______ this motorway.
   a. in  
   b. at  
   c. on

10. Stop ______ the traffic lights and then turn left.
    a. in  
    b. at  
    c. on

11. We left the show ______ it finished. It wasn’t very good and we were bored.
    a. after  
    b. before  
    c. until

12. On 1st May, our shop will be open ______ 9 until 12.
    a. after  
    b. from  
    c. for

13. There was a terrible delay on the road to your house. We didn’t move ______ 30 minutes!
    a. till  
    b. from  
    c. for

14. There’s a security guard in ______ of the main door.
    a. behind  
    b. front  
    c. opposite

15. The submarine sank ______ the water and completely disappeared.
    a. above  
    b. below  
    c. behind

16. I recognise you and your brother on the left and right of this picture, but who is the woman ______ you both?
    a. outside  
    b. by  
    c. between

17. Who is the statue of ______ the column in the square?
    a. top of  
    b. the right  
    c. front of

18. Share prices in this company aren’t good. They have been going ______ for weeks now.
    a. up  
    b. down  
    c. straight

19. The painting keeps falling ______ the wall. You need to fix it.
    a. into  
    b. along  
    c. off

20. Would everyone please move ______ from this area? It’s very dangerous to be anywhere near it.
    a. away  
    b. through  
    c. across

21. Be careful when you dive ______ the pool. Don’t hit your legs on the side.
    a. towards  
    b. into  
    c. onto

22. They managed to get ______ the river in an old boat.
    a. off  
    b. across  
    c. around

23. Please ______ that.
    a. repeat  
    b. repeats  
    c. you repeat

24. ______ anything. Be quiet for a moment.
    a. Don’t say  
    b. Not say  
    c. You don’t say

25. ______ yourself to tea or coffee.
    a. Pass  
    b. Give  
    c. Help

    a. for  
    b. after  
    c. up

27. The plane takes ______ in twenty minutes. Run to the gate!
    a. off  
    b. on  
    c. over

28. They came ______ a beautiful little village while they were walking in the mountains.
    a. over  
    b. round  
    c. across
You should meet my brother. You'd get well. He likes computer games too.

Please turn the oven down. We don't want the turkey to get burnt.

Even when the weather got worse, the team of climbers never gave up.

I can't decide. Will you help me pick a cake for dessert?

Here's the package. The courier will pick it up at 12.

Can you go for me and find the documents marked March 2009?

It was nice to talk again. See you soon.

The manager would like to set meetings with everyone to discuss their progress this year.

Can you take any information from this meeting so we know what was agreed?

It's nice to talk again. See you soon.

You should meet my brother. You'd get along really well. He likes computer games too.
5 Progress test (units 41 to 50)

1 Have you seen my ____? I'm sure I left them here.
   a news sunglasses  b new sunglasses  c sunglasses new

2 Your dress ____. Where did you buy it?
   a looks great  b great looks  c look great

3 Have you seen that ____ baby? He's so cute.
   a asleep  b sleeping  c sleep

4 I love your _____.
   a shoes red leather  b leather, red shoes  c red, leather shoes

5 The fashion models were wearing the designer's _____ collection.
   a silk, new, Italian  b new, Italian, silk  c Italian, new, silk

6 This ____ chest of drawers was my grandfather's.
   a beautiful, old, wooden  b wooden, beautiful, old  c old, wooden, beautiful

7 The nature film was long and _____.
   a boring  b bored  c boreing

8 The old horror films are never very _____.
   a frightening  b frightened  c frighten

9 The jokes weren't that funny but the audience seemed _____.
   a amusing  b amused  c amuse

10 Everyone's so _____ about going to the carnival this weekend.
    a exciting  b excited  c exciteing

11 After all this hard work it will be nice to take a _____ break.
    a relaxing  b relaxed  c relax

12 People were going to work as normal when they heard the news. It was _____.
    a shocking  b shocked  c shock

13 I'm very ____ at the moment. My friend is seriously ill in hospital.
    a worrying  b worried  c worry

14 There's a terrible delay on the road to your house. We didn't move _____ 30 minutes!
    a till  b from  c for

15 After a while the employees will get tired _____ working such long hours.
    a of  b in  c about

16 We are rather pleased _____ the progress all the pupils have made this year.
    a of  b in  c with

17 Sometimes I get irritated ____ the person who sits opposite me. He talks about himself all day long.
    a of  b about  c with

18 Why are some people so fascinated _____ technology?
    a in  b by  c about

19 The weather isn't very ____ today, is it?
    a good  b well  c best

20 Please eat your dinner _____. There's no rush!
    a slow  b slowly  c slowely

21 The whole team played ____ so I don't know why they expected to win.
    a bad  b badly  c worst

22 They play _____.
    a the guitar brilliantly  b brilliantly the guitar  c the guitar brilliant

23 Rose can _____. She sounds like Maria Callas.
    a sings amazingly  b amazingly sing  c sing amazingly

24 A: How ____?
    B: Not very.
    a well can you play chess?  b can you play well chess?  c can you play chess well?

25 Your teacher has worked _____ to help you this term.
    a hard  b hardly  c the hardly

26 I haven't seen you _____. Where have you been?
    a late  b lately  c later
When they arrived at the airport, their luggage was ______ heavy. The person at the check-in wouldn’t let them take it on the aeroplane.

a a lot       b too       c enough

Is your bag ______ to carry all those school books?

a big enough   b enough big   c bigger enough

Now we’ve cleaned the computer’s memory, it should run ______.

a efficient   b more efficient   c more efficiently

That meal was ______ than the one we had last time. Tell the waiter!

a bad       b worse       c worst

The more you practise something, the ______ it becomes.

a easy       b more easy       c easier

The town council intends to make our town one of the ______ in the country.

a green       b greener       c greenest

With all these cars in the city, it’s as ______ as it’s always been.

a polluted       b more polluted       c most polluted

Bicycles are probably ______ way to get around.

a quickly       b quicker       c the quickest

These days, flying is so ______.

a uncomfortable   b uncomfortably   c least comfortable

I’d say London is the most exciting city you’ll ______ visit.

a than       b ever       c just

When you meet someone for the first time in my country, it’s ______ to use first names straight away.

a commonly       b common       c more commonly

Please wipe the car’s windscreen. That’s better! I can see ______ now.

a clear       b as clearly       c clearly

I find that listening to music is ______ than silence.

a relaxing   b less relaxing   c least relaxing

What’s the ______ you’ve ever walked?

a far       b most far       c furthest

The flight to Los Angeles is ______ the one to New York.

a longer       b longest       c as long as

Some ______ best skiers come from Norway.

a of the       b as       c the

Monaco is one of ______ Formula One races in the world.

a hardly       b harder       c the hardest

I’m looking for something ______ more up-to-date than my current laptop.

a bit       b slightly       c quite

A: How is Shirley?
B: She’s ______ happier now she has a job.

a many       b more       c much

This is quite expensive. Do you have anything ______ cheaper?

a as       b than       c slightly

I’m certain your painting will win the competition. It’s ______ the best entry.

a easy       b easily       c easier

The athlete Usain Bolt ran ______ far the fastest time of anyone during that race.

a than       b as       c by

Wow! Since you cleaned your car, it looks as ______ as new!

a good       b well       c better

The difference in price is quite small. The second one is ______ as expensive as the first.

a almost       b not nearly       c as cheaply
6 Progress test (units 51 to 60)

1. He ______ going to the party tonight. He's busy.
   a. is  b. isn't  c. aren't

2. ______ you ______ to the cinema with us tomorrow?
   a. Do . . . go  b. Is . . . go  c. Are . . . going

3. He's going ______ for his father.
   a. work  b. to work  c. working

4. He isn't ______ until next week.
   a. start  b. started  c. starting

5. I'm sorry, I can't come right now. I'm ______ on the phone.
   a. going speak  b. going to speak  c. speaking

6. I ______ do it first thing tomorrow morning - I promise.
   a. am  b. going to  c. 'll

7. ______ to watch the match this evening?
   a. You are going  b. Are you going  c. Will you

8. What ______ you ______ when you finish the course?
   a. do . . . do  b. will . . . doing  c. will . . . do

9. I ______ around Asia next year.
   a. travel  b. 'm going to travel  c. 'll travel

10. A: I can't lift my bag down. It's too heavy.
    B: Don't worry, I ______ it for you.
    a. 'm getting  b. 'm going to get  c. 'll get

11. Sorry, I can't speak now. I'm in a meeting. I ______ you later.
    a. 'm calling  b. 'm going to call  c. 'll call

12. ______ wait for the bus, or do you want to get a taxi?
    a. We shall  b. Shall we  c. I shall

13. I'm really sorry. It was a mistake. I promise I ______ do it again!
    a. shall  b. will  c. won't

14. It's a bit cold in here. ______ I close the window?
    a. Shall  b. Will  c. Won't

15. ______ wait a moment, please? I need to get my coat.
    a. Shall I  b. Shall you  c. Will you

16. The traffic's really slow in the centre today. ______ park the car here and walk?
    a. Shall we  b. We shall  c. I shall

17. A: ______ wash the kitchen floor?
    B: No, leave it. ______ do it later.
    a. Shall I . . . I'll  b. I'll . . . Shall I  c. I'll . . . I'll

18. What time ______?
    a. finishes the film  b. does finish the film  c. does the film finish

19. The next train ______ in five minutes from platform 3.
    a. leave  b. is leave  c. leaves

20. It's a long drive. ______ be very late when we ______ home.
    a. It's . . . 'll get  b. It'll . . . 'll get  c. It'll . . . get

21. Remember to call me as soon as you ______.
    a. arrive  b. 'll arrive  c. arrives

22. There's no hurry. Tom ______ here with me until you ______ back.
    a. waits . . . 'll get  b. 'll wait . . . get  c. 'll wait . . . 'll get

23. I need to finish this report before I ______ home tonight.
    a. 'll go  b. 'm going  c. go

24. It's really cold this evening. I think it ______.
    a. 's snowing  b. 's going to snow  c. 's snow

25. Who ______ to invite to the party?
    a. you're going  b. are going you  c. are you going

26. ______ want anything to eat when you arrive?
    a. You'll  b. You're going to  c. Will you

27. He ______ win the race. He isn't fast enough.
    a. won't  b. 's going to  c. 'll
28. He _____ continue his studies. He wants to get a job instead.
   a. going to    b. 'll    c. isn't going to

29. _____ a warm, windy day, with a possibility of rain in the afternoon.
   a. Will it be    b. It'll be    c. It won't be

30. _____ be home by 8 o'clock.
   a. We probably'll    b. Probably will we    c. We'll probably

31. Sue _____ at the party tonight.
   a. won't definitely be    b. definitely won't be    c. won't be definitely

32. We _____ our best to be there on time.
   a. 'll try certainly    b. won't certainly try    c. 'll certainly try

33. There's no doubt about it. He'll _____ be a great president.
   a. possibly    b. definitely    c. probably

34. We're still not completely sure, but we _____ won't go camping this weekend.
   a. certainly    b. definitely    c. probably

35. No, it's impossible. He _____ to sell his family house.
   a. definitely won't agree    b. won't definitely agree    c. won't agree definitely

36. A: Have you seen my glasses?
   B: _____ in the living room, next to the TV.
   a. May they be    b. May be they    c. They may be

37. He _____ pass his exam tomorrow. He hasn't been studying very hard.
   a. may not    b. not may    c. couldn't

38. _____ rain later this afternoon. We'd better take an umbrella.
   a. Might it    b. Could it    c. It may

39. I'm really sorry I _____ come to the meeting yesterday.
   a. mightn't    b. couldn't    c. may not

40. We definitely _____ leave until 2.30.
   a. won't    b. may not    c. might not

41. Take a jacket with you. _____ get cold later in the evening.
   a. It may not    b. It won't    c. It could

42. A: Is that the new boss?
   B: It _____ . I don't know, I haven't seen her yet.
   a. must be    b. can't be    c. might be

43. A: Is that my seat?
   B: Yes, it _____ . There aren't any others left.
   a. must be    b. can't be    c. couldn't be

44. Did you hear that noise? There _____ someone in the house.
   a. can't be    b. might not be    c. might be

45. I think those people _____ live in the house on the corner. I've seen them there before.
   a. can    b. may    c. mustn't

46. I _____ with you. You _____ need help carrying the shopping.
   a. 'll come . . . may    b. won't come . . . could    c. come . . . might

47. Have you seen his new car? It's beautiful!
   He _____ have a lot of money.
   a. can't    b. must    c. might

48. When the show _____, we _____ go out for something to eat.
   a. finish . . . could    b. finishes . . . may    c. will finish . . . must

49. A: Is that David over there?
   B: That _____ David. He's away on business.
   a. can't be    b. must be    c. might not

50. I _____ need to work late tonight. I don't know yet. I _____ call and let you know.
   a. may . . . 'll    b. must . . . call    c. 'll . . . must
Progress test (units 61 to 70)

1. I can swim but I _____ surf.
   a can       b could       c can’t

2. Youssef _____ speak five languages before he was ten years old.
   a can       b could       c can’t

3. I _____ play the guitar but I could sing.
   a couldn’t  b can’t       c could

4. A: You can borrow my car if you want.
   B: No, thanks. I _____ drive!
   a couldn’t  b can’t       c could

5. I _____ ride a bike until I was 12 years old!
   a could     b can         c couldn’t

6. A: _____ you cook paella?
   B: Yes, I _____ show you how.
   a Can . . . can       b Can’t . . . can’t
   c Can . . . can’t

7. _____ smoke in the bar?
   a Are we allowed  b We can     c Can we

8. Our students _____ to take up to five DVDs to watch at home.
   a are they allowed  b are allowed  c can

9. We _____ park our car outside our front door. There’s no space.
   a aren’t allowed  b are allowed to  c can’t

10. _____ to take your mobile phone to school?
    a Can you to       b Are you allowed
    c You allowed

11. We _____ to watch TV but we _____ play computer games.
    a can’t . . . are allowed to  b aren’t allowed . . . can
    c aren’t allowed . . . are allowed

12. Only buses and taxis _____ drive through the main square. Cars are banned.
    a aren’t allowed to  b can’t       c can

13. You _____ be here on time or the bus will go without you.
    a must       b need       c have

    a must       b mustn’t     c don’t have to

15. You _____ forget to buy your mother a birthday present.
    a must       b mustn’t     c don’t have to

16. You _____ pay with cash. They don’t accept credit cards.
    a have to     b mustn’t     c don’t need to

17. My uncle won the lottery last year. He’s so rich he _____ work!
    a has to       b don’t have to
    c doesn’t need to

18. We _____ to take any food with us, but we really _____ remember to take some water.
    a don’t need . . . must  b mustn’t . . . must
    c don’t need . . . don’t need

19. Our car broke down, so we _____ take the bus.
    a must       b could       c had to

20. When I was a child, I _____ to watch television.
    a couldn’t  b wasn’t allowed  c didn’t have to

21. _____ to wear a uniform when you were at school, Mum?
    a Were you allowed to     b Could you
    c Did you have

22. We always _____ do a lot of homework in the evening on weekdays.
    a had to       b didn’t have to
    c weren’t allowed to

23. In my last job I _____ work from home if I wanted to.
    a were allowed to  b could     c need

24. We _____ smoke in the hotel. We _____ go out into the garden.
    a had to . . . could  b couldn’t . . . had to
    c didn’t have . . . were allowed

25. _____ open the door for me, please?
    a Could you     b Can I       c May you
26 Excuse me, ______ I leave the room for a moment? Thank you.
   a may     b would     c will
27 ______ ask you a favour? ______ help me with this computer program?
   a Can you . . . Could you  b May I . . . Would you  
   c Can you . . . Could I
28 ______ move a little to the left, please? I don’t have much space.
   a Can you     b May you     c Would I
29 ______ wait here a moment, please? I’ll see if the director is in his office.
   a May you     b Will I     c Could you
30 My meeting finishes at six. ______ come and pick me up?
   a May I     b Could I     c Would you
31 Oh no! I’ve forgotten my wallet! ______ lend me some money until tomorrow?
   a Could possibly you     b Could you possibly
   c Possibly could you
32 Would you mind ______ your car, please? I need to open the gate.
   a move     b moving     c I moved
33 Do you mind ______ early this afternoon? I have an appointment with the dentist.
   a if I leave     b if I left     c if I leaving
34 Do you mind ______ the window open? It’s quite hot in here.
   a if you leave     b you leave     c leaving
35 ______ ask the waiter for some more water?
   a Could you possibly     b Do you mind
   c Would you mind
36 A: Would you mind passing me the salt?  
    B: ______. Here you are!
   a Yes, I would.     b No, of course not.
   c Yes, I do mind actually.
37 How about ______ for a pizza tonight? I’ll pay!
   a go out     b to go out     c going out
38 We could ______ to that new Chinese restaurant.
   a go     b to go     c going
39 I’m getting tired. ______ taking a coffee break?
   a Why don’t we     b What about     c Let’s
40 ______ leave this until tomorrow? It’s getting late.
   a Why don’t     b Shall we     c How about
41 Perhaps we ______ think again. This plan isn’t going to work.
   a shall     b should     c let’s
42 It’s such a beautiful day! You don’t have to work. ______ going for a picnic?
   a Why not     b Why don’t     c How about
43 Do you think I ______ to buy my boss a birthday present?
   a should     b had better     c ought
44 You ______ really try and visit the castle if you have time.
   a should     b shouldn’t     c ought
45 ______ start studying soon or you’ll never pass your exam!
   a Should you     b You ought     c You’d better
46 You look tired. I think you ______ go to bed early tonight.
   a hadn’t better     b had better not
   c had better
47 He really ______ tell so many lies. He’ll get into trouble.
   a should     b ought     c shouldn’t
48 Those children ______ be on their own! They ______ to be with an adult.
   a should . . . oughtn’t     b shouldn’t . . . ought
   c oughtn’t . . . shouldn’t
49 ______ stopping here for a coffee? Or ______ better keep driving?
   a Why don’t we . . . ought we
   b How about . . . had we
   c What about . . . shouldn’t
50 ______ finish your English homework?
   a You should     b You’d better
   c Hadn’t you better
1 I'm going to the shop _____ some bread.
   a get        b getting        c to get
2 I need to leave home at 7.30 in the morning _____
   get to work on time.
   a in order    b in order to    c in order not to
3 I always write everybody's birthday in my diary _____ forget.
   a in order to  b to            c in order not to
4 It isn't always easy _____ patient with small
   children.
   a to be        b be            c to being
5 I find it really difficult _____ in the evenings.
   a study        b to study      c not to study
6 I was lucky _____ my exam!
   a fail         b to fail       c not to fail
7 What do you want _____ this evening?
   a do            b to do        c doing
8 Have you ever considered _____ to a new town?
   a move         b to move       c moving
9 Did you _____ to play an instrument at primary
   school?
   a learn        b to learn      c learning
10 I really want to thank you for _____ me last
    weekend.
   a help         b to help       c helping
11 He promised _____ me if he was going to
    be late.
   a call         b to call       c calling
12 I really dislike _____ at the weekend.
   a work         b to work       c working
13 They stopped _____ at a restaurant at the side
    of the road.
   a to eat       b to eating     c eating
14 I remember _____ really scared of the dark when
    I was a child.
   a to be        b being         c been
15 Please don't forget _____ the computer off when
    you've finished.
   a to switch    b switching     c switched
16 I'd love _____ to the cinema tonight.
   a to go        b going         c go
17 It stopped _____ as soon as we got out of the car.
   a to rain      b raining       c rain
18 I must remember _____ Tim about the
    appointment.
   a tell         b telling       c to tell
19 He wants _____ some food for the party.
   a we make      b us make       c us to make
20 Can you please remind _____ my mother this
    evening?
   a me call      b me to call    c I need to call
21 No one can make _____ something he doesn't
    want to do!
   a he does      b him do        c him to do
22 The teacher likes all the students _____ quiet
    when she's speaking.
   a to be        b be            c are being
23 Maria's got a great voice. Have you ever heard _____?
   a her sing     b she sing      c she sings
24 They let _____ our dog with us on the train.
   a we take      b us to take    c us take
25 _____ at the school have to take an exam at the end of the year.
   a All the student   b All of students
   c All of the students
26 Most of the people loved the show, but _____ were
    not so happy.
   a some of them    b some of they  c some them
27 He made two films. _____ was particularly
    successful.
   a Neither films   b Neither film
   c Neither of the film
Heather has two brothers.______ play professional football.
   a Both them  b Both of them  c Both of they

______ gets a free meal during transatlantic flights.
   a Every of the passengers  b Every passengers  c Every passenger

______ my friends is going to the party, so I don’t want to go either!
   a None of  b No of  c None

______ candidate needs to complete ______ stages of the competition.
   a Each . . . all  b Each of the . . . all the  c Every . . . all of

We looked at two flats, but ______ of them were too expensive.
   a either  b both  c every

Where have you been? I’ve been looking for you ______!
   a nowhere  b anywhere  c everywhere

I’m so hungry! I haven’t had ______ to eat since breakfast!
   a nothing  b something  c anything

I’ve lost my bag! I’ve asked _______, but ______ has seen it.
   a everywhere . . . nowhere  b everybody . . . nobody  c everything . . . nothing

Are you hungry? Would you like ______ to eat?
   a something  b nothing  c everything

I’ve had a terrible day.______ is going right for me today!
   a Everything  b Nothing  c Anything

A: Have you forgotten ______?
   B: Yes, I think I left my sunglasses at home.
   a something  b somebody  c somewhere

That’s the man ______ I was telling you about last night.
   a which  b whose  c that

Are these the photos ______ were in the newspaper?
   a who  b which  c when

What’s the name of that actor ______ is in the Bond films?
   a which  b whose  c who

Do you remember the time ______ we all went on holiday together?
   a where  b which  c when

The hotel ______ the president stayed is in the city centre.
   a which  b where  c when

Last night I met a woman ______ children go to the same school as Lucy.
   a who  b whose  c that

The film ______ the Oscar for the best foreign film last year is on TV tonight.
   a who won  b that won  c which it won

The company______ I’ve been working for the last ten years has just closed down.
   a where  b when  c whose

The book ______ me for my birthday is really interesting.
   a you gave  b who you gave  c which gave

Have you met Aron, the man ______ Kris’s sister?
   a married  b which married  c who married

They were a great band ______ influenced millions of fans.
   a that their music  b whose music  c which music

Loud music in public places is the one thing ______ really annoys me.
   a which it  b that  c who
1. I do my supermarket shopping online and the food _______ to my door.
   a. is brought   b. are brought   c. is brought

2. The football match _______ because of the weather.
   a. were cancelled  b. was cancelled  c. are cancelled

3. The tree _______ in the middle of the square.
   a. was planted  b. was planted  c. were planted

4. This road is new, isn’t it? When _______ it built?
   a. was  b. were  c. is

5. According to some historians, the first pizzas were eaten _______ the Ancient Egyptians.
   a. in  b. from  c. by

6. The first modern pizzas were made _______ Naples, in southern Italy.
   a. in  b. from  c. by

7. People from different countries _______ different kinds of pizzas.
   a. is eaten  b. are eaten  c. eat

8. The school _______ by the Queen.
   a. is going to open  b. is going to be opened  c. are going to be opened

9. My language school _______ free conversation classes.
   a. is offering  b. is offered  c. is being offered

10. Did you know that a new stadium _______ next to the swimming pool?
    a. is being built  b. is building  c. is builted

11. The government _______ announced a new property tax.
    a. is  b. has  c. has been

    a. is  b. have  c. have been

13. I _______ a new computer for my birthday.
    a. promised  b. were promised  c. was promised

14. Photos of the president in his private residence _______ to the press.
    a. have sold  b. has been sold  c. have been sold

15. Their parents _______ the boys new bicycles for their birthdays.
    a. were given  b. gave  c. given

16. The visitors _______ the gardens first and then they _______ to their rooms.
    a. were shown . . . were taken  b. showed . . . taken  c. were shown . . . took

17. An urgent letter _______ all the parents.
    a. was sent to  b. sent to  c. was sent

18. The school _______ £1,000 by the Parents’ Association.
    a. was given to  b. gave  c. was given

19. I _______ yesterday at that new hairdresser’s in the town centre.
    a. had cut my hair  b. did my hair cut  c. got my hair cut

20. They always _______ when they go to the supermarket.
    a. get washed their car  b. get their car wash  c. get their car washed

21. I’ve never _______. Have you?
    a. a tattoo done  b. had a tattoo done  c. had done a tattoo

22. We’re getting _______ while we’re away on holiday.
    a. painted the kitchen  b. the kitchen paint  c. the kitchen painted

23. Years ago we _______ developed in a shop. Now everybody does it online.
    a. have our photos  b. had our photos  c. are having our photos

24. I _______ made for me for my sister’s wedding.
    a. ’m getting a dress  b. getting a dress  c. ’m get a dress
25 ‘I have a problem,’ ______. ‘I’d like to talk to you about it?’
   a  he replied  b  said he  c  the man asked
26 ‘Can I have a drink of water, ______’ he asked.
   a  please,  b  please?  c  please? ______
27 ‘Certainly. Wait here. I won’t be a minute,’ ______.
   a  answered she  b  said she  c  replied the woman
28 ______ shouted the teacher.
   a  Be careful!  b  ‘Be careful!’  c  ‘Be careful!’
29 ‘That’s the last time I’m coming ______’ I thought.
   a  here.  b  here,  c  here
30 The man shook my hand and said, ______.
   a  ‘Welcome.’  b  Welcome!  c  ‘, welcome.’
31 A: See you at six!
   B: But you said we ______ at eight!
   a  are meeting  b  met  c  were meeting
32 He told me he ______ to see the doctor.
   a  go  b  has gone  c  had been
33 She said she ______ here by the time we got home.
   a  is  b  ’d be  c  ’ll be
34 People used to think the world ______ flat.
   a  is  b  was  c  had been
35 I thought I ______ do it, but I was wrong. It was far too difficult for me.
   a  could  b  can  c  ’ll
36 A: Are we all going in your car?
   B: No, Mike said ______ on the bus.
   a  he’d come  b  he comes  c  he came
37 They asked us ______ come.
   a  why had we  b  why did we  c  why we had
38 He was curious and wanted to know how long ______ to take.
   a  was it going  b  it was going  c  is it going
39 She was very friendly and asked us ______ anything to eat.
   a  we wanted  b  if did we want  c  if we wanted
40 Bob called. He wanted to know what ______ doing this evening.
   a  we were  b  are we  c  were we
41 The teacher asked me ______ you. I said no, of course!
   a  had I seen  b  if had I seen  c  if I’d seen
42 He really wanted to ask her what ______, but he was too shy.
   a  her name was  b  is her name  c  was her name
43 He ______ a long story about his family.
   a  said me  b  told to me  c  told
44 I didn’t ______ anything to Eva about the party. I promise you!
   a  tell  b  say  c  told
45 Fran ______ us that she was going to buy a new house.
   a  said  b  told  c  told to
46 The customs officer ______ show him our passports.
   a  asked us to  b  asked to us to  c  asked us
47 They ______ wait in the car until they came back.
   a  told us  b  told to us  c  told us
48 Sue asked ______ she’s going to be late.
   a  I tell you  b  me tell you  c  me to tell you
49 I ______ them to ask their mother if ______ come.
   a  said . . . they could  b  told . . . could they  c  told . . . they could
50 She asked ______ if he ______ marry her.
   a  him . . . will  b  him . . . would  c  to him . . . would
10 Progress test (units 91 to 100)

1 If I get home before you tonight, _____ cook the dinner.
   a I'll       b I'm       c I

2 If the boss asks me to work late, _____ always say yes.
   a I'll       b I'm       c I

3 You won't grow big and strong _____ you eat all your vegetables!
   a if        b when      c unless

4 I've got a meeting with John tomorrow. _____ I see him, I'll give him your message.
   a If        b When      c Unless

5 If _____ have any free time next week, we'll go to visit my grandparents.
   a we'll      b we       c we don't

6 _____ for something to eat if _____ hungry.
   a We'll stop . . . we'll be   b We stop . . . we'll be
     c We'll stop . . . we're

7 We usually finish work at five, _____ an emergency.
   a unless there's       b unless there will be
     c if there won't be

8 _____ I use your car next weekend, if you _____ need it?
   a Will . . . won't       b Can . . . don't
     c Can . . . 'll

9 If you hear the fire alarm, _____ immediately to the nearest fire exit.
   a must you go   b will you go  c go

10 If you see anything unusual, _____ report it to the airport police.
    a you must      b can you     c will you

11 I _____ some new shoes _____ see any nice ones in the sales.
    a buy . . . if I might     b might buy . . . if I'll
      c might buy . . . if I

12 _____ gets the job, _____ get married next summer.
    a Toni . . . if we'll     b If Toni . . . we'll
      c If Toni . . . if we

13 You look really stressed! If I were you, _____ a holiday!
    a I took       b I'd taken    c I'd take

14 If _____ younger, I'd leave my job and travel around the world.
    a I'd be       b I'm        c I were

15 _____ much happier if they _____ less.
    a They'd be . . . worked    b They were . . . 'd work
      c They'd been . . . worked

16 _____ to the party if I _____ so tired.
    a I came . . . wouldn't be   b I'd come . . . wasn't
      c I'd come . . . were

17 If _____ a house in the country, _____ a dog.
    a I'd have . . . I'd get     b I had . . . I'd get
      c I'd have . . . I got

18 If I _____ his name, I'd _____ you to him.
    a knew . . . introduce     b I'd know . . . introduce
      c knew . . . introduced

19 You _____ always stay at our house if you _____.
    a can . . . want           b can . . . 'd want
      c could . . . 'd want

20 If it _____ this afternoon, the tennis will be cancelled.
    a 'll rain       b 'd rain    c rains

21 If we _____ get back before 12 o'clock, we'll be in trouble!
    a didn't       b won't     c don't

22 _____ you leave your job if your girlfriend asked you to?
    a Will       b Would     c Can

23 They wouldn't do anything about it unless you _____ them.
    a 'd tell       b told     c 'll tell

24 If you want to make a lot of money, _____ a bank!
    a rob          b you'd rob  c you robbed

25 A: Oh no! What _____ to you?
    B: I broke my arm.
    a did it happen   b happened  c it happened
26 A: How ______?  
B: I fell off my bike!  
    a did it happen  b it happened  c happened it  
27 Who ______ how to play tennis? You're really good!  
    a did teach you  b they taught you  c taught you  
28 How long ______ playing tennis?  
    a you have been  b have been  c have you been  
29 Who ______ the Oscars this year? Follow the show live online!  
    a will they win  b will win  c they will win  
30 Who ______ for in the next election?  
    a will you vote  b will vote  c you will vote  
31 A: Is that your car?  
    B: _______.  
    a Yes, it's.  b No, it isn't.  c Yes, is.  
32 A: Did you speak to Marie this morning?  
    B: No, I _______.  
    a don't  b haven't  c didn't  
33 A: Are you going away this weekend?  
    B: Yes, _______. We're going to my parents' house.  
    a we're  b we are  c we aren't  
34 A: Would you like me to help you with that?  
    B: _______.  
    a Yes, I'd like.  b No, I don't.  c No, thanks.  
35 A: Excuse me, have you got a moment?  
    B: Yes, _______. How can I help you?  
    a I have  b I've got  c thanks  
36 A: Would anybody like some more cake?  
    B: _______.  
    a I like some, please.  b Yes, please.  c No, thanks, I don't like.  
37 _______ you coming? Why not? It won't be the same without you.  
    a Don't  b Are  c Aren't  
38 _______ the sea look lovely today?  
    a Does  b Doesn't  c Don't  
39 A: _______ we stop for a coffee?  
    B: No, sorry. I don't want to be late.  
    a Can't  b Don't  c Won't  
40 It's been a long day. Why _______ stop now? We can finish it tomorrow.  
    a don't we  b shall we  c can we  
41 _______ anyone know where Joni is?  
    a Don't  b Doesn't  c Do  
42 I've never been here before. _______ it a beautiful place?  
    a Doesn't  b Don't  c Isn't  
43 Do you know how much _______?  
    a costs the bus  b does the bus cost  c the bus costs  
44 I'd like to know what _______ of his new book.  
    a do you think  b you think  c think you  
45 I was wondering if _______ to come out with me tonight.  
    a would you like  b you'd like  c would like you  
46 Why _______ Paul to help you?  
    a did you ask  b did you asked  c you asked  
47 Could you tell me what _______ in the park at that time?  
    a were you doing  b were doing you  c you were doing  
48 Do you remember what _______ to you?  
    a did he say  b said he  c he said  
49 A: Excuse me, sir. _______ leaving tomorrow as planned?  
    B: Yes, _______. The taxi will pick us up at 9.  
    a We are . . . we are  b Are we . . . we are  c Are we . . . we're  
50 A: Do you have any idea what time _______?  
    B: No, I _______, sorry.  
    a is it . . . don't  b it is . . . don't  c it is . . . do
Appendix 1  Punctuation

Capital letters
Use a capital letter for ...
- the first letter of a sentence: He worked for my father.
- the names of people and places: Wolfgang Mozart, Helen Keller, Jackie Chan, Madrid, New York, Hong Kong.
- the names of countries, nationalities and languages: China/Chinese, France/French, Australia/Australian, England/English.
- days of the week and months of the year (but not seasons): Monday, Thursday, April, September.
- school subjects: English, Maths, Biology.
- people’s titles: Mr Brown, Doctor Smith, President Clinton.
- the pronoun I: Martha and I live in Simpson Street.

End of a sentence
Normally, we end a sentence with a full stop (British English) or period (American English): I live in London.

Question mark
Put ? at the end of a question (not a full stop): Where do you live?

Exclamation mark
Put ! at the end of a sentence exclaiming something (not a full stop): That’s amazing!

Commas
Use commas, for ...
- lists of nouns: I bought a pen, a book and a bag.
- lists of adjectives: It’s an old, black, electric lamp.
- between a reporting verb and direct speech: Alice replied, ‘Tell me who you are, first.’
- You can also use commas in conditional sentences when the if-clause comes first: If you leave now, you’ll catch the last train.

Apostrophe
Use an apostrophe, for ...
- contracted verbs forms: I’m, doesn’t, he’d
- possessive ’s (see Unit 4): William’s birthday, my parents’ birthday, William Jones’ birthday

Quotation marks
Use quotation marks around words which are spoken or thought.
‘Who are you?’ she asked.
‘Tell me who you are, first,’ I said.
(See also Unit 86.)
Appendix 2  Spelling rules

Plural nouns
• We usually form plural nouns by adding -s or -es
  
  dog → dogs
desk → desks	house → houses
hippo → hippos
bus → buses

• Add -es to nouns ending in -ch, -s, -ss, -sh and -x.
  
  sandwich → sandwiches
dish → dishes
bus → buses
box → boxes
class → classes

• Change nouns ending in -y (after a consonant) to -i.
  
  country → countries
story → stories
city → cities

Don’t change the -y to -i after a vowel: holidays, keys

• Some nouns are irregular. For example:
  
  man → men
child → children
woman → women
person → people
potato → potatoes

Present simple third person (he/she/it) verbs
• Add -s to most verbs in the present simple third person form.
  
  live → lives
start → starts
work → works

• Add -es to verbs ending in -ch, -o, -s, -ss, -sh and -x.
  
  watch → watches
finish → finishes
go → goes
relax → relaxes

• Change verbs ending in -y (after a consonant) to -i.
  
  study → studies
fly → flies

Don’t change the -y to -i after a vowel: plays, buys

• A few verbs have irregular forms.
  
  have → has
be → is

Comparative and superlative adjectives
• Add -er to short adjectives to form the comparative.
  Add -est to short adjectives to form the superlative.
  
  young → younger → youngest
cheap → cheaper → cheapest

When the adjective ends in -e, add -r/-st:
large → larger/largest

• Change adjectives ending in -y (after a consonant) to -i.
  
  happy → happier → happiest
angry → angrier → angriest

• Double the final consonant on adjectives ending with consonant + vowel + consonant.
  
  hot → hotter → hottest
big → bigger → biggest

Don’t double the consonant with adjectives ending in -w or -y: slow → slower/slowest.

Adverbs ending in -ly
• We often add -ly to an adjective to form an adverb:
  
  quick → quickly
slow → slowly

Note these differences:
Adjectives ending in -l: beautiful → beautifully (not beautifully)
Adjectives ending in -y: happy → happily
Adjectives ending in -ble: horrible → horribly
Past simple regular verbs (-ed endings)

- Add -ed to verbs ending in a consonant.
  watch → watched
  visit → visited

- Add -d to verbs ending in -e.
  dance → danced
  arrive → arrived
  live → lived

- With verbs ending in -y (after a consonant), change the -y to i.
  cry → cried

- Don’t change the -y to -i after a vowel.
  play → played
  stay → stayed

- Double the final consonant on most verbs ending with consonant + vowel + consonant.
  stop → stopped
  jog → jogged

Present participles (-ing endings)

- With verbs ending in -e, delete the -e before adding -ing.
  dance → dancing
  live → living
  have → having

- With the verb to die, delete the -e and change the i to y
  die → dying

- Double the final consonant on most verbs ending with consonant + vowel + consonant.
  stop → stopping
  run → running
  swim → swimming
  jog → jogging
  get → getting
  travel → travelling

British and American spelling

There are a few differences.

- Words ending in -re often end in -er:
  centre (Br Eng) → center (Am Eng)

- Words with -our are often spelt:
  colour (Br Eng) → color (Am Eng),
  favourite (Br Eng) → favorite (Am Eng)

- Verbs with more than one syllable that end in consonant + vowel + consonant, don’t double the final consonant: travelling (Br Eng) → traveling (Am Eng)

- Verbs ending with -ise or -ize are always -ize:
  memorise (Br Eng) → memorize (Am Eng).
<table>
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<tr>
<th>infinitive</th>
<th>past simple</th>
<th>past participle</th>
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## Appendix 4  Summary of main verb forms

### Summary of present tenses

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<tr>
<th>Present simple</th>
<th></th>
<th>Present continuous</th>
<th></th>
<th>Present perfect simple</th>
<th></th>
<th>Present perfect continuous</th>
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<tbody>
<tr>
<td>I/You/We/They live in Ireland.</td>
<td>He/She/It lives in Ireland.</td>
<td>I'm eating at the moment.</td>
<td>You/We/They're eating at the moment.</td>
<td>I/You/We/They've gone into the garden.</td>
<td>I/You/We/They've been sleeping for hours.</td>
<td></td>
</tr>
<tr>
<td>We don't live in Ireland.</td>
<td>She doesn't live in Ireland.</td>
<td>I'm not playing basketball at the moment.</td>
<td>He/She/It's not playing basketball at the moment.</td>
<td>We haven't gone into the garden.</td>
<td>We haven't been sleeping for hours.</td>
<td></td>
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<tr>
<td>Where do they live?</td>
<td>Where does he live?</td>
<td>What are you doing?</td>
<td>Where is she playing basketball?</td>
<td>Where have they gone?</td>
<td>Where have they been sleeping?</td>
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### Summary of past tenses

<table>
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<th>Past simple</th>
<th></th>
<th>Past continuous</th>
<th></th>
<th>Past perfect</th>
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<tbody>
<tr>
<td>I/You/He/She/It finished last night.</td>
<td>I/You/He/She/It didn't finish last night.</td>
<td>I/He/She/It was waiting by the bus stop.</td>
<td>You/We/They were waiting for a bus.</td>
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<tr>
<td>Did I/you/he/she/it/we/they finish last night?</td>
<td>Was he waiting for a bus?</td>
<td>Were you waiting for a bus?</td>
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</tr>
<tr>
<td>I/He/She/It had left before the parcel arrived.</td>
<td>I/He/She/It/You/We/They hadn't left before the parcel arrived.</td>
<td>Had you/they left before the parcel arrived?</td>
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<tr>
<td>I/He/She/It/You/We/They used to love chocolate ice cream.</td>
<td>I/He/She/It/You/We/They didn't use to love chocolate ice cream.</td>
<td>Did I/he/she/it/you/we/they use to love chocolate ice cream?</td>
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### Summary of future forms

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>I'll see you tonight.</td>
<td>I'm going to see her tonight.</td>
<td>I leave at eight o'clock tonight.</td>
</tr>
<tr>
<td>We're seeing each other this evening.</td>
<td></td>
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</tbody>
</table>

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236
Modal verbs

Use **will** for ...
- talking about the future:
  I’ll be in the café at six.
  She won’t be here tonight.
- predictions, certainty and possibility:
  I think she’ll pass her exams.
  I’m sure they’ll get married.
- offers, promises and requests:
  I’ll pick you up.
  I’ll be there in ten minutes.
- instant decisions:
  I think I’ll have fish.
  Don’t worry. I’ll go and get her.

Use **shall** for ...
- asking what to do:
  Shall I answer it?
  Shall we stand here?
- suggesting:
  Shall I tell her?
  Shall we go out later?
- offering:
  Shall I pick you up?
  Shall we help?

Use **can** for ...
- ability:
  I can speak French.
  I can’t play the piano.
- offers and requests:
  Can I help you?
  Can I have a drink?
- permission:
  You can go after eight.
  You can’t go tonight.
- possibility:
  Sorry. I can’t come tomorrow.

Use **could** for ...
- for past ability:
  Mozart could play the organ.
  How well could she see?
- possibility (in the past):
  He couldn’t escape.
  Why couldn’t you climb down the mountain?
- polite requests:
  Could I speak to Shelby?
  Could you spell that?

Use **would** for ...
- talking about the results or consequences of an imagined situation:
  A: What would you do if you won the lottery?
  B: I’d buy a yacht.

Use **would like** for ...
- requests and offers:
  I’d like some water.
  Would you like a drink?

Use **would you like to** for ...
- requests and offers:
  Would you like to help me?
  Would you like me to help you?

Use **must** for ...
- obligation:
  You must be home by ten thirty.
  You mustn’t be late.
- prohibition:
  You mustn’t park on a yellow line.
  You mustn’t stay out late.

Use **should** for ...
- advice and suggesting:
  You should buy that dress.
  He shouldn’t go with them.
Summary of active to passive verb forms

Present simple: He builds a house. → A house is built.

Present continuous: He is building a house. → The house is being built.

Present perfect: He has built the house. → The house has been built.

Past simple: He built the house. → The house was built.

Past continuous: He was building the house. → The house was being built.

Past perfect: He had built the house. → The house had been built.

Will (future): He will build the house. → The house will be built.

Be going to: He’s going to build the house. → The house is going to be built.

Must: He must build the house. → The house must be built.

Can: He can’t build the house. → The house can’t be built.

Might: He might build the house. → The house might be built.

Summary of tense change backwards in reported speech

present simple → past simple:
‘We often go to the cinema.’ → They said they often went to the cinema.

present continuous → past continuous:
‘We’re going to the cinema.’ → They said they were going to the cinema.

present perfect → past perfect:
‘We’ve booked tickets for the cinema.’ → They said they had booked tickets for the cinema.

will → would:
‘We’ll go to the cinema.’ → They said they would go to the cinema.

can → could:
‘We can go to the cinema.’ → They said they could go to the cinema.

past simple → past perfect:
‘We went to the cinema.’ → They said they had been to the cinema.

Summary of conditionals

Real conditionals
• Generally true (zero conditional)
  When/if it’s sunny, we go to the beach.

• Possible future situations (first conditional)
  If it’s sunny, we’ll go to the beach.

Unreal conditionals
• Impossible or improbable present and future situations (second conditional)
  If it was sunny, I’d go to the beach.
  If I were you, I’d go to the beach.
  If I had more time, I’d go running every day.
Phrasal verbs

This is the list of phrasal verbs in Units 37, 38 and 40. The word order is shown in square brackets [ ]

v = verb
p = particle
n = noun

For example:
call round [v p] = Don’t forget to call round.
look after [v p n] = I’m looking after my little sister.
look up [v n p] = Look the information up in your book.

ask (someone) over [v n p] = Why don’t you ask Roy over for dinner?
bring up [v p n] / [v n p] = Bring up the information on the screen. / Bring it up on the screen.
call back [v n p] = Can you call me back?
call round [v p] = I’ll call round at about five.
come across [v p n] = I came across this article in the paper.
come back [v p] = Come back! You forgot your bag.
come round [v p] = You must come round again sometime.
eat out [v p] = Let’s eat out this evening.
get away [v p] = I need to get away and relax for a few days.
get on [v p] = Do you and your sisters get on?
get up [v p] = What time do you get up?
get (someone) up [v n p] = Can you get Jimmy up? He’ll be late for school.
give away [v p n] / [v n p] = Give away these toys to children who need them. / Give these toys away to children who need them.
give out [v p n] / [v n p] = Give these leaflets out to anyone on the street. / Give out these leaflets to anyone on the street.
give up [v p n] / [v n p] = Don’t give up your job. / Don’t give your job up.
go down [v p] = The price of petrol went down last week.
go through [v p n] = Let’s go through the answers together.
go up [v p] = Inflation is going up.
grow up [v p] = You need to grow up!
log in [v p] = Log in with your password and username.
log onto [v p n] = Log onto my computer if yours doesn’t work.
look after [v p n] = Can you look after the baby?
look at [v p n] = I love to look at paintings.
look for [v p n] = Look for a house with a red door.
look out [v p] = Look out! The bookcase is falling over.
look up [v p] = Look up! The sky is beautiful tonight.
look up (someone in a book) [v p n] / [v n p] = Look up their address in this directory. / Look their address up in this directory.
pay out [v p n] / [v n p] = The company is paying out bonuses to all its staff. / The company is paying bonuses out to all its staff.
pick out [v p n] / [v n p] = Pick out a nice dress for the party. / Pick a nice dress out for the party.
pick up [v p n] / [v n p] = Will you pick up Rachel? / Will you pick Rachel up?
put in [v p n] / [v n p] = Put in the coin. / Put the coin in.
put on [v p n] / [v n p] = Can I put on some of your lipstick? / Can I put some of your lipstick on?
ing (someone) back [v n p] = Your mother wants you to ring her back.
see (someone) around [v n p] = I’ll see you around. Bye!
set up [v p n] / [v n p] = Did you set up the meeting with everyone? / Did you set the meeting up with everyone?
take down [v p n] / [v n p] = Let me take down your telephone number. / Let me take your telephone number down.
take off [v p] = The plane takes off at three.
take off (something) [v p n] / [v n p] Take off your hat in the house. / Take your hat off in the house.
take over [v p n] / [v n p] = The company took over its competitor. / The company took its competitor over.
turn down [v p n] / [v n p] = Please turn down your music! / Please turn your music down!
turn off [v p n] / [v n p] = Let’s turn off the TV. / Let’s turn the TV off.
turn up [v p n] / [v n p] = Turn up the temperature on the oven. / Turn the temperature up on the oven.
Unit 1

1 1 He looked at it.
   2 He waited for her to call him.
   3 It didn't ring.
   4 So he called her.
   5 They talked for a few minutes.
   6 He smiled at himself in the mirror.
   7 They met in their favourite café.
   8 They looked at each other.
   9 The people in the café watched them.
   10 They could see that they were in love.

2 1 We, them
   2 you, us
   3 She, herself
   4 He, himself
   5 you
   6 he
   7 we, each other
   8 me, They're

3 1 you
   2 I
   3 you
   4 it
   5 I
   6 we
   7 ourselves
   8 he
   9 He
   10 us
   11 he
   12 me/us
   13 you
   14 each other

Unit 2

1 1's
   2 Is, is
   3 aren't
   4 's
   5 isn't
   6 Is
   7's
   8 Are, aren't

2 1 Are there
   2 there are
   3 Is there
   4 there is
   5 there are
   6 Are there
   7 there are
   8 there are
   9 Are there
   10 there aren't
   11 there are
   12 there's
   13 Is there
   14 there's

3 1 There's a button missing on my shirt.
   2 Is there an alternative route to your house?
   3 There aren't any rooms at the hotel, I'm afraid.
   4 There are some messages on your voicemail.
   5 Is there a problem with the room?
   6 There isn't any information about the town in this book.
   7 There isn't a bridge over the river here.
   8 There's an interesting story about your teacher in the newspaper.

Unit 3

1 1 that
   2 those
   3 this
   4 this
   5 those
   6 these
   7 this
   8 that, This

2 1 that
   2 That
   3 those
   4 this
   5 that
   6 those
   7 these
   8 that

3 1 I'm sorry, I can't come to the meeting tomorrow.
   2 correct
   3 A: What does he do exactly?
   B: He works in that new shopping centre on the other side of town.
   4 correct
   5 correct
   6 Can you help me with these bags, please?
   They're really heavy!
   7 In those days, there weren't any mobile phones or internet cafés.
   8 correct

Unit 4

1 1 mine
   2 Whose
   3 a
   4 of
   5 my
   6 Rita's

2 1 mine
   2 my
   3 its
   4 His
   5 mine
   6 Our
   7 yours
   8 your
   9 mine
   10 Theirs
   11 your
   12 her

3 1 Gillian's friends
   2 of mine
   3 is theirs
   4 paintings are beautiful
   5 these our
   6 bridges are amazing
   7 is this
   8 over there, mine
   9 one of your
   10 most famous buildings

Unit 5

1 1 b
   2 b
   3 a
   4 b
   5 b
   6 a
   7 b
   8 b

2 1 Would you like to come to the cinema with us tomorrow?
   2 Thanks for last night. We really enjoyed ourselves.
   3 John, this is Pat. Have you two met each other before?
   4 Are there any new students in your class?
   5 There aren't any email messages for you. I've just looked.
   6 What's that down there on the street? Is it a bird or is it a piece of paper?
   7 Did you bring those shoes you bought yesterday?
8 A: Whose bag is this? B: It's mine.
9 And that over there is Martin's office. He's the head of the department.
10 A: Are these your books? B: No, they're Jill's.
11 That's one of Dad's paintings. It's good, isn't it?
12 Does anyone know whose mobile phone this is?

Track 1.08
A: I like your car.
B: Actually, it isn't mine.
A: Whose car is it?
B: It belongs to a friend of mine called Rita.
A: That's nice of her to lend it to you.
B: We're sharing it at the moment. She's staying at my house for a month because Rita's new house isn't ready yet.

Unit 6
1 1 goes 2 lives 3 catch 4 costs 5 enjoys  
6 have 7 study 8 travels 9 feel 10 understand
2 1 do you notice 2 get up 3 does school start 4 begin 5 lasts 6 doesn't give 7 do you think 8 like 9 doesn't taste 10 do students do 11 play 12 Do you play 13 don't use

3 1 correct 2 What time do you get up? 3 I don't believe everything in newspapers.
Answer key (and tapescript)

2 1 get up  2 'm starting  3 usually arrive  4 check  
5 'm working  6 are currently visiting  7 have  
8 is increasing  9 're also making  10 's getting

3 1 do you get up  
2 are you starting work  
3 do you (usually) arrive  
4 are you doing/work ing on  
5 visit the website  
6 Is ... increasing  
7 Is it getting

Unit 10

1 1 Does she always arrive on time?  
2 I see my girlfriend twice a week.  
3 We never have time to watch TV.  
4 Do you usually start work at nine?  
5 They are always early for dinner.  
6 When do you normally celebrate Christmas?  
7 My brother is hardly ever in trouble.  
8 The company closes once a year.  
9 We don't often go to the cinema.  
10 How often do you catch the bus?

2 1 The train leaves at five o'clock every day.  
2 Don't believe everything he says.  
3 What are you making?  
4 I'm afraid my colleague is visiting a client.  
5 What are you waiting for? Let's go.  
6 You look very similar to someone else I know.  
7 How much does that cost?  
8 What time does he usually arrive?

3 1 now  2 Once a year  3 today  4 originally  
5 right now  6 every weekend  7 every  
8 once a week

4 1 How often do you eat out?  
2 Why are you leaving now?  
3 What time does the match normally start?  
4 Which sister is talking to Harry?  
5 Where is Nigel waiting for us?  
6 What do you do in your free time?  
 a4 b2 c5 d1 e6 f3

5 1 I am writing to request a copy of your brochure.  
2 Currently, my wife and I are planning a cruise round the  
3 Mediterranean and we are very interested in your tours.

4 Your advert in the newspaper shows a picture of a  
5 traditional fishing village. It looks fascinating.  
6 We also want to know about trips to the USA.  
7 Do you offer any tours to California this year?

7 1 The Chinese New Year is__ always different. /z/  
2 The US President lives__ in the White House. /z/  
3 Nicola likes__ any kind of music. /s/  
4 My boss drives__ a red Porsche. /z/  
5 Simon works__ at the supermarket. /s/  
6 This meat tastes__ awful. /s/  
7 She's__ often late. /z/

8 You might see a new girl at our school. She's Gabi Teschner and she's visiting our school for three months so we interviewed her about life in her home country of Germany and the USA. One difference is students in the USA get up early for school. It's similar in Germany but the school day here is longer with more time for breaks. As for the food, she likes breakfast but doesn't like/hates school lunches! German students also like to play sport after school but the shape of their ball is round not oval!

Track 6.1.13
Interviewer: What do you notice about students in the USA?  
Gabi: They get up very early for school.

Interviewer: What time does school start in Germany?  
Gabi: We also begin at eight o'clock but in the USA the school day lasts longer. Also, the timetable doesn't give much time for breaks and lunch.

Interviewer: What do you think of American food, Gabi?  
Gabi: I like the breakfasts because they are similar to Germany but the school lunch doesn't taste very good. It's always burgers and fries.

Interviewer: And what do students do in their free time?  
Gabi: Sport is very important in the USA so they play baseball or football after school.

Interviewer: Do you play these sports in Germany?  
Gabi: I'm in a women's football team but we don't use an oval ball. Our footballs, or soccer balls, are round!
Unit 11

1 a, the 2 the, the 3 an 4 the 5 a 6 a 7 the 8 a 9 an 10 the

2 A man took a pair of trousers to a shop for cleaning. The shop assistant gave the man a receipt. He put the receipt in his wallet. Two days later a police officer arrested him and he went to prison for ten years.

When he finally got out of prison, he got in a taxi and went to the centre of town. He opened his wallet to pay the taxi driver and he found the receipt for his trousers. He decided to see if the shop still had his trousers.

He walked into the shop. There was an old woman behind the counter. He gave her the receipt. The old woman looked at the receipt and said, ‘They’re not ready yet. Come back in a week.’

3 1 A: Shall we go to see a film?
   B: Yes, OK. What do you want to see?
2 A: Did you enjoy the show?
   B: Yes, it was great. The music was fantastic.
3 A: Is there a bus stop near here?
   B: Yes, the nearest bus stop is on the corner, opposite the police station.
4 A: Is that a new mobile phone? Where did you get it?
   B: In a shop in the town centre. It’s a new shop. It opened last week.
5 A: This is the first time I’ve been to this restaurant. Is it new?
   B: No, it’s been here for years. A friend brought me here once after work.
6 A: Look! There’s a man waving at you over there, on the other side of street.
   B: Who? The man with the black dog?

Unit 12

1 1 Ø 2 Ø 3 Ø 4 Ø 5 the 6 the 7 Ø 8 the 9 Ø 10 Ø 11 the 12 Ø 13 Ø 14 Ø 15 the 16 Ø

2 1 I admire the people who know what they want to do in the life.
   2 correct
3 correct
4 The bus is always late in the morning and I’m always late for the work!

5 The money cannot buy the happiness.
6 correct
7 A: How did you get here?
   B: I came by the bus.
   A: The number 1?
   B: No, the number 3.
8 correct
9 A: Does Tom do any sport at the school?
   B: Yes, he plays the football twice a week.

3 A: Would you and the kids like to have lunch with us on Sunday?
   B: Yes, we’d love to. The kids love the food you cook!
   A: Is there anything they don’t like? I’m thinking of making chicken and rice. And ice cream for dessert.
   B: Great! They both love chicken – especially with the special homemade tomato sauce you always make.
   A: And maybe we can go and see a film later? The new Disney film is on at the Odeon Cinema near us.
   B: I can take them if you want and you can stay at home and enjoy some peace and quiet.
   A: That sounds great!
   B: No problem. See you on Sunday then.
   A: Yeah, bye.

Unit 13

1 1 Ø, the 2 Ø 3 Ø, the 4 The 5 Ø, Ø
2 The, the 7 Ø, Ø 8 Ø, Ø 9 The, the, Ø 10 the Ø

2 1 A: Where are you from?
   B: A small town called the Amasra. It’s in the Turkey on the Black Sea.
   2 A: Who’s your teacher for the Maths this year?
   B: It’s the Mr Smith I think.
3 A: What are you reading?
   B: It’s a book about the British explorer, the Scott of the Antarctic.
4 A: What did you do at the weekend?
   B: We went to the country. We stayed at a hotel near the Lake Balaton.
   5 A: Excuse me, do you speak the German?
   B: No, I’m sorry. I don’t. Do you speak the Portuguese?
   6 A: What are you doing in the holidays?
   B: We’re going to the beach, in the south of France.
Unit 14
1 1 ones, ones  2 one, one, one  3 one, ones  4 one, one  5 ones
2 1 One  2 a, one  3 a  4 a  5 one  6 a  7 one  8 one
3 1 the ones  2 Which one  3 this one  4 one of  5 one  6 these ones  7 the one  8 one of  9 one
4 Students’ own answers.

Unit 15
1 1 Excuse me, did you ask for one coffee or two?
2 This is the book I was telling you about last night.
3 I love the dancing. I go to a class every Friday.
4 I play the golf once or twice a week.
5 Tim and Helen are going to the Maldives on their honeymoon.
6 It’s the most beautiful present I’ve ever received. Thank you!
7 This is the last time I’m coming to this restaurant. The service is terrible!
8 We really must play tennis again one day next week.
9 My daughter is studying French and the Film Studies at university.
10 My husband usually takes the kids to school in the morning.

2 1 a  2 Ø  3 a  4 one  5 a  6 a  7 an  8 the
9 one  10 one  11 Ø  12 Ø  13 Ø  14 the

3 1 We visited the Eiffel Tower when we were in Paris.
2 My uncle teaches the Philosophy at an American university.
3 We always take the bus to go to the work.
4 I’m looking for a job. I’d like an one in a local bar or restaurant.
5 I love watching the old movies, especially silent ones from the 1920s.
6 What time do the children get back home from the school in the afternoon?
7 My favourite food is a pasta with a rich tomato sauce.
8 Which the ones do you mean? The new ones on the kitchen table?

4 1 A: Who’s that man over there, the one with long hair? He’s got a guitar.
B: He’s my cousin. He’s a singer. He’s really good.
2 A: Did you see the Bond film last night?
B: Yes, we did. It was great. The action scenes were fantastic.
3 A: You look tired.
B: I am. I really need a holiday!
4 A: Where are you going for your holidays this year?
B: We don’t know. We’re thinking of going to the south of France, or maybe the north coast of Africa.

5 1 a  2 c  3 c  4 b  5 c  6 c  7 b  8 b  9 a  10 b
11 a  12 a

6 1 /di:/  2 /dæ/  3 /dʌ/, /də/  4 /diː/, /də/  5 /də/, /dɪː/  6 /də, dɪː, /də/}

7 1 /dɪt/  2 /dæt/  3 /dæt, /dət/  4 /dɪt/, /dət/  5 /dət, /dɪt/  6 /dət, dɪt, /dət/

8 1 The family are going to have lunch with their friends on Sunday.
2 They’re going to have chicken and rice.
3 The children love chicken.
4 Later they’re going to see a new film.
5 The cinema is near them.
Track 3:1.20
A: Would you and the kids like to have lunch with us on Sunday?
B: Yes, we'd love to. The kids love the food you cook!
A: Is there anything they don't like? I'm thinking of making chicken and rice. And ice cream for dessert.
B: Great! They both love chicken – especially with the special homemade tomato sauce you always make.
A: And maybe we can go and see a film later? The new Disney film is on at the Odeon Cinema near us.
B: I can take them if you want and you can stay at home and enjoy some peace and quiet.
A: That sounds great!
B: No problem. See you on Sunday then.
A: Yeah, bye.

Unit 16

1 1 an 2 some 3 a 4 a 5 some 6 a 7 a 8 a
9 some 10 some 11 a 12 a 13 some 14 a 15 a
2 1 apples 2 boxes 3 buses 4 children 5 families
6 feet 7 songs 8 teeth 9 toys 10 watches
3 1 wine 2 pasta 3 rice 4 cheese 5 sugar
6 water 7 bread 8 toothpaste
4 1 I'd like some information about the new English course.
2 Excuse me, can I ask you for some advice?
3 Quiet, please. I have some important news to give you.
4 correct
5 Have you got any money I can borrow?
6 I'm sorry, I haven't got any time to talk. I'm late for work.
5 1 a: times, b: time
2 a: lights, b: light
3 a: room, b: rooms
4 a: glass, b: glasses
5 a: paper, b: papers
6 a: cakes, b: cake

Unit 17

1 1 some 2 any 3 some 4 any 5 no 6 some
7 no 8 some

Unit 18

1 1 lots 2 much 3 little 4 few 5 many 6 lot 7 few
2 1 A survey of gyms and fitness centres suggests that people spend a lot/lots of
2 their spare time at the gym, but very few people are actually losing any weight.
3 In answer to the question 'How much weight have you lost since joining the
4 gym?' only 23% of the members said they were fitter. A few people (4%) even
5 said they had gained a little weight. But gyms needn't worry about these results.
6 When asked the question 'Will you pay your membership next year?' only a few
7 people answered 'no' (9%). It's clear that a lot of/ lots of members are more interested in
8 the extra benefits, e.g. the sauna.

Unit 19

1 1 enough 2 too many 3 too much 4 few
5 enough 6 isn't enough

2 1 have enough money
2 isn't enough space in the house
3 too few male teachers
4 have too little evidence
5 enough food
Answer key (and tapescript)

Students’ own answers.

Unit 20

1 Across
1 little 3 too 5 None 6 some 7 much
8 no 9 any
Down
1 lots 2 enough 4 few 7 many

2 D 2 S 3 D 4 S 5 S 6 S 7 D

3 1 There are no biscuits left.
2 There aren’t enough places at the table.
3 We don’t have much information about this person.
4 There aren’t many jobs left in this part of the country.
5 A few of the songs are good.

4 1 few 2 any 3 many 4 lot 5 None 6 much
7 little 8 enough 9 some

5 1 much 2 too 3 lots 4 few 5 any 6 some

6 1 T 2 T 3 F 4 T 5 F 6 F 7 T 8 F

Conversation 1
A: Can I borrow some money? I need some change for the bus.
B: Just a second. I think I’ve got some in the pocket of my coat. Here you are.

Conversation 2
C: There’s no petrol in the car. It won’t start!
C: Well, there isn’t any there now.

Conversation 3
E: I was sure I left some letters here on the table.
Have you seen them?
F: No, I haven’t seen any letters, sorry. Oh, wait a minute, there are some over there. Look! On the chair.

Conversation 4
G: Have you got any painkillers? I’ve got a terrible headache.
H: Let’s see. No, I’m sorry, there’s none left. Shall I get some from the chemist for you?
G: Thanks. Here’s some money.

Unit 21

1 1 was 2 was 3 lived 4 didn’t know 5 brought
6 met 7 looked 8 didn’t speak 9 asked 10 was
11 thought 12 Did you see 13 asked 14 didn’t
15 saw 16 were

2 1 did, do 2 did, meet 3 Did, talk 4 did, ask
5 Was 6 did, tell 7 Were

3 1 What did you do last night?
2 What film did you see?
3 Who were the actors?
4 What was it about?
5 Did you enjoy it?

4 a 5 b 4 c 2 d 1 e 3

Unit 22

1 1 were 2 was 3 wasn’t, was 4 were 5 was
6 weren’t 7 wasn’t 8 were

2 1 were you doing 2 Were you having 3 invited
4 was trying 5 didn’t know 6 were waiting
7 was speaking 8 finished 9 was just looking

3 1 was walking 2 was 3 was shining 4 were
5 singing 6 walked 7 saw 8 picked 9 crossed
10 was writing 11 read 12 looked
13 walked 14 was dreaming
Unit 23

1 Have you ever travelled abroad?
2 Have you ever been to a live concert?
3 Have you ever taken part in a sports competition?
4 Have you ever been on TV?

3 Students’ own answers.

4 1 Have you tried 2 have 3 ‘ve been 4 went 5 did you think 6 Have you ever thought 7 have 8 spoke 9 did he say

5 1 Did you eat well when you were in London?
2 This is only the second time I’ve slept in a tent.
3 I’ve never been here before. It’s really beautiful.
4 Have you ever been to Australia? I’d love to go.
5 He’s visited so many interesting places in these last three months.
6 Did you enjoy the film last night? Yes, we did. It was great.
7 Is this the first time your kids have visited Disneyland?
8 I saw Paul yesterday at the swimming pool.

Unit 24

1 1 c 2 f 3 b 4 h 5 d 6 e 7 g 8 a

2 1 Don’t throw that away! I haven’t finished it yet.
2 I’ve just spoken to Polly. She’s coming at two o’clock.
3 There’s no need to clean the kitchen. I’ve already done it.
4 Have you spoken to Simon yet? He’s called you a couple of times.
5 Jo and Matt are so happy. They’ve just had their first baby.
6 Don’t make any lunch. I’ve already eaten.
7 Careful! I’ve just painted the front door. It hasn’t dried yet.

3 1 Have you phoned 2 sent 3 ‘s already bought 4 went 5 promised 6 gone 7 ‘ve packed 8 haven’t called 9 ‘ve already booked

4 1 Students’ own answers.

Unit 25

1 One day I was walking down the road when I saw a very strange thing.
2 A: Have you ever been to India?
   B: Yes, I’ve been three times.
3 Did you speak to Jim yesterday?
4 A: Can I have the newspaper?
   B: No, sorry, I haven’t read it yet.
5 A: Where’s Hugh?
   B: He’s just gone to the shop. He left two minutes ago.
6 A: Have you finished yet?
   B: Yes, I have. I finished half an hour ago.
7 He broke his leg when he was playing football.
8 I’ve never ridden a motorbike in my life. Have you?

2 1 Were you looking for me yesterday?
2 What time did you get there?
3 Have you seen Beth this morning?
4 Were you worried about the exam?
5 Where did you learn to play tennis?
6 Were you working late last night?
7 What were you doing?
8 Have you worked with children before?

3 a 2 b 3 c 8 d 7 e 1 f 6 g 5 h 4

4 1 were you doing 2 was studying 3 thought 4 took 5 did 6 failed 7 Have you been 8 went 9 Did she like 10 bought 11 ‘ve put 12 noticed

5 1 a 2 c 3 b 4 a 5 c 6 c 7 c 8 a 9 a 10 b 11 c 12 c 13 a

6 want

7 decide, need, start, visit, wait
Answer key (and tapescript)

8  1 a couple of times  2 last weekend
    3 changing her job  4 yesterday

Track (31.31)

Conversation 1
A: Have you tried the new Korean restaurant in
town?
B: Yes, I have. We’ve been there a couple of times.
    We went last weekend.
A: What did you think of it?
B: It was good, really good.

Conversation 2
A: I hate my job!
B: Have you ever thought about changing it?
A: Yes, I have, lots of times! In fact I spoke to my
    boss about it yesterday.
B: Really? What did he say?

Unit 26
1  1 hasn’t been, for fifteen years
    2 hasn’t played, for four years
    3 ’ve lived, since I was a
    4 ’ve had, for a very long time
    5 ’ve known, since they were
    6 haven’t seen, for weeks and weeks
2  1 I haven’t heard from Tom since the day of
    your birthday party.
    2 We’ve worked really hard on this project for
    the last six months.
    3 Dave hasn’t been very happy for the last few
    days. Has anything happened between you
    two?
    4 They’ve lived in the same house for as long
    as I can remember.
    5 She’s had a bad back since the baby was
    born.
    6 I’ve always been interested in music, ever
    since I was a small child.
    7 He hasn’t spoken to his mother since he left
    home.
    8 I’ve waited for a long time for this
    opportunity.
3  1 have you lived  2 have you known
    3 have you studied  4 have you had
Students’ own answers.

Unit 27
1  1 ’ve been running
    2 ’s been dancing
    3 ’s been painting
    4 ’ve been swimming
    5 ’ve been eating
    6 ’s been building
2  1 b  2 f  3 a  4 d  5 e  6 c
3  1 have you been
    2 correct
    3 have you published
    4 I’ve written
    5 correct
    6 correct
    7 correct
    8 someone has asked

Unit 28
1  1 had recently finished
    2 had just offered
    3 had never worked
    4 had always wanted
    5 had closed
    6 had already booked
    7 had even started
    8 had just come back
    9 hadn’t found
    10 had come
2  1 did you meet
    2 had his company offered
    3 Had he ever worked
    4 did his company tell
    5 did Mark feel
    6 Had he already booked
    7 did you help
    8 did he go
3  1 Had 2 met 3 ’d seen 4 hadn’t spoken 5 had
    left 6 did 7 happen 8 had had 9 got 10 ’d only
    just come back 11 decided

Unit 29
1  1 used to  2 used to  3 didn’t use to  4 used to
    5 used to  6 didn’t use to  7 didn’t use to
    8 used to
2
1 Did you use to have
did
used to have
Did you use to help
used to take
didn’t use to like
used to be

3
1 My brother used to keep snakes.
not possible
He used to keep them in a box in the garage.
He used to look after them very well.
not possible
not possible
He used to visit them there once a week.
not possible

4 Students’ own answers.

Unit 30
1 1 a 2 a 3 b 4 b 5 a 6 b 7 b 8 a
2 1 ‘ve known / ‘d known
2 ‘ve been staying
3 had written
4 ‘ve worked / ‘ve been working
5 ‘s written
6 had never eaten
7 ‘ve played / ‘ve been playing
8 ‘s played
9 ‘d never visited

3 1 been studying
he went / he had gone
‘s gone
‘ve washed
‘ve done
to visit
4 1 c 2 c 3 b 4 a 5 c 6 c 7 b 8 a 9 c
5 1 bought 2 flown 3 shown 4 thought 5 brought
6 run 7 taught 8 thrown 9 done 10 swum
11 grown 12 won
6 /ɔː/ bought, thought, brought, taught
/əʊ/ flown, shown, thrown, grown
/ʌ/ done, run, swum, won

7 1 He’s been writing science fiction for 5 years.
2 He’s written more than 200 stories.
3 He’s written 40 stories a year.
4 He’s spent 6 weeks working on a film version of
one of his stories.

Track 31.37
A: How long have you been interested in science fiction?
B: Since I was a child. I used to read science fiction
books all the time.
A: And how long have you been writing science fiction
stories yourself?
B: For about five years. I wrote my first short story
when I was at university.
A: How many books have you published?
B: Well, not many. I mainly write short stories for
magazines. I’ve written more than 200 stories.
A: 200 stories? But that’s 40 stories a year! How do you
find the time?
B: Well, I used to write at night. But last year I gave up
my job and since then I’ve been writing full time.
A: What have you been working on recently?
B: Well, for the last six weeks, I’ve been working on
a film version of one of my first stories. It’s really
exciting. It’s the first time someone’s asked me to do
anything for film.

Unit 31
1 1 in 2 in 3 at, in 4 In 5 at 6 on 7 in 8 on
9 in 10 in
2 1 He’s at a party.
They’re on the fifth floor.
The tourist is in Australia.
The cars are on the motorway.
My dog is in the garden.
Madge and Ron are at their wedding.
3 1 ✓
2 It starts at seven thirty.
3 ✓
4 They’re all meeting at Felicity’s house.
5 Are they coming in her car?
6 No, they’re coming on the underground.
7 ✓
8 Oh! There’s a message on my phone from Felicity.
9 ✓
10 They’re in the building now.

Unit 32
1 1 d 2 b 3 f 4 a 5 e 6 c
2 1 from 2 to 3 until 4 after 5 before 6 for
7 For 8 by
3 1 by 2 before 3 after 4 from 5 to 6 during
7 for

Unit 33
1 1 above 2 on 3 next to 4 behind 5 opposite
6 inside 7 between 8 in front of
2 1 a 2 b 3 c 4 b 5 c 6 a 7 c 8 b
3 Students’ own answers.

Unit 34
1 1 along 2 out of 3 into 4 onto 5 through
6 onto 7 away
2 1 The boat is floating along the river.
2 The comet is travelling towards the planet.
3 He’s putting the statue onto this plinth.
4 He’s falling down.
5 He’s getting into his car.
6 She is driving through a tunnel.
7 She’s walking across the bridge.
8 The criminal is running away from the police officer.
9 They’re climbing up the mountain
10 The girl’s diving off the board.
11 He’s taking the statue out of the box.
12 The sharks are swimming around the boat.

Unit 35
1 1 at 2 to 3 on 4 in 5 by 6 from
2 1 S 2 S 3 S 4 D 5 D 6 S
3 1 out of 2 along 3 across 4 towards
5 on the left 6 over 7 in front of

4 1 c 2 b 3 a 4 c 5 a 6 c 7 b 8 a 9 c 10 b 11 b
12 c

5 1 Put… in this box.
2 Drive… along this road.
3 It’s… in five minutes.
4 I’m… on top… of the world.
5 The lifeguard dived… into the water.
6 Don’t run… away!
7 Walk… up Rupert Street.
8 We’re… at home… until ten.
9 It came… across the sky.

6 1 F 2 T 3 T 4 F 5 F

Track 1.42
A: OK. So here’s the schedule. As you can see the guests need to arrive by 8 p.m. at the latest.
B: Why at eight?
A: Because they have to be here before the artists give their speeches.
B: Of course. So then the artists speak after everyone has arrived and then the main exhibition is from eight fifteen to ten o’clock.
A: That’s right.
B: What about food? When does everyone eat?
A: The guests can eat during the exhibition.
B: Good idea. So the whole event lasts for two and a half hours.
A: Yes. Do you think that’s too long?

Unit 36
1 1 c 2 g 3 e 4 a 5 d 6 b 7 f
2 1 Stop!
2 Pass the salt, please.
3 Hold this, please.
4 Don’t say anything.
5 Take more exercise.
6 Press this button.
7 Help me.
8 Don’t run across the road.
3 1 Take 2 Do 3 Don’t eat 4 don’t switch 5 Go
6 get up 7 relax 8 drink 9 don’t have
4 Students’ own answers.
Unit 37

1 1 Wake up 2 put on 3 Pick up 4 Take off 5 look after 6 call round 7 Come back
2 1 round 2 for 3 up 4 down 5 out 6 up 7 out 8 off
3 Transitive: put on (your coat), pick up (your clothes), take off (your dirty shoes), look after (your sister), look for (your house), turn down (the TV), pick out (the one you want)
Intransitive: wake up, call round, come back, go up, look out, give up, take off

4 Students’ own answers.

Unit 38

1 1 Log on to my computer 2 look for the file 3 both 4 both 5 call him back 6 both 7 look after him 8 take him out
2 1 I’ll pick up Melanie. / I’ll pick Melanie up. 2 My mother is looking after the baby. 3 We’re looking for a new apartment. 4 Let me put on these sunglasses. / Let me put these sunglasses on. 5 He came across an old photograph. 6 Take off that stupid hat. / Take that stupid hat off. 7 Look up her number in the phone book. / Look her number up in the phone book.
3 1 correct 2 Why do I have to call them back? 3 correct 4 But we’ve already gone through it. 5 correct 6 Not again. They brought it up last time.

Unit 39

1 1 We wish you a Happy Birthday. 2 I’m writing a letter to my mother. 3 Can you get me another one, please? 4 Tell me your answer for number two. 5 Show me your driving licence, please. 6 Play me a little tune.
2 1 these flowers for you 2 your car to me 3 the full price to the salesman 4 a song by the Beatles to the children 5 dinner for you 6 a drink for everyone 7 some grammar to my students 8 the report for Martin

Unit 40

1 1 e 2 a 3 d 4 b 5 c
2 1 Can you email it back to me? 2 When are you going to write me a letter? 3 Please look after this for a moment. 4 Can you give these keys to him? 5 Turn that off and go outside and play! 6 Don’t tell anyone my number. 7 Have you picked a book out? Have you picked out a book? 8 Tell me your news. 9 I made this sweater for you. 10 Look it up on the internet. 11 Put on a coat. It’s cold. Put a coat on. 12 Let me take all your details down. Let me take down all your details.
3 1 came across 2 got away 3 give out 4 pick out 5 set up 6 go through 7 Turn up 8 Take off
4 1 Come in! You Take a seat. 2 This is interesting. I came this across it in the newspaper. 3 Take it off your coat. 4 Pass me the salt. 5 That child is running across the road. Look out him! 6 Make for your grandmother a cup of tea. 7 Can you give to the bag to John? 8 I’ve prepared your favourite meal for you.
5 1 taken 2 Look 3 come 4 eat 5 set 6 logging 7 grown
6 1 We wish you /w/ a Happy Birthday. 2 We always go /w/ out on Tuesdays. 3 Don’t go /w/ away! 4 You /w/ ask him to help you.
5 Go /w/ up this hill and turn left.
6 Give the books to /w/ Arthur.

7 1 Take a long walk.
2 yoga
3 a full stomach
4 the TV
5 at regular times
6 in a warm bath
7 a hot drink (but nothing with caffeine)

**Track (1.46)**

How to get a good night’s sleep. Take a long walk before you go to bed. Do some relaxing exercises or yoga. Don’t eat too much before bedtime. A full stomach stops you sleeping. If you have a TV in the bedroom, don’t switch it on! Go to bed and get up at regular times. If you can’t sleep, relax in a warm bath or drink a hot drink. (but don’t have anything with caffeine).

**Unit 41**

1 1 Here is your new assistant.
2 These cars look new.
3 That’s a nice dress.
4 The hot chocolate is for him.
5 The big house is for sale.
6 Your idea sounds good.

2 1 This is Monika and she’s wearing a beautiful, blue, silk shirt.
2 Item number 112 is a stylish, metal, French table and chairs.
3 It’s an attractive, old, brick house in the centre of the city.
4 She’s with that tall, dark, Russian-looking man.

3 1 a very large, old, black hat here
2 a really cute, little puppy
3 this stylish woolen suit
4 an exotic island
5 a tall, black, metal filing cabinet
6 large, modern apartment

**Unit 42**

1 1 irritated 2 confusing 3 amazing 4 exciting
5 pleased 6 interesting 7 depressed 8 terrifying
9 surprising 10 bored

2 1 relaxing 2 pleased 3 annoying 4 interesting
5 amusing 6 embarrassed 7 depressed

3 1 Elephants are frightened of mice.
2 My children are excited about the holidays.
3 My best friend is interested in the books of JRR Tolkien.
4 Are you worried about leaving home?

**Unit 43**

1 1 quiet 2 happily 3 well 4 excellent 5 badly
6 simple 7 carefully 8 slow 9 quickly
10 reasonable

2 1 – 2 quickly 3 – 4 nicely 5 – 6 carefully
7 slowly 8 beautifully

3 1 Your daughter sings beautifully.
2 I woke up late this morning.
3 How well do you know Michelle?
4 The Olympic swimmer Michael Phelps swims fast.
5 John plays the piano badly.
6 She speaks English very well.

4 1 hard 2 late 3 late 4 hardly 5 lately 6 hard

**Unit 44**

1 1 very polite 2 very quickly 3 quite quickly
4 very satisfied 5 very efficiently 6 quite efficiently

2 1 too 2 very 3 very 4 enough 5 too 6 enough

3 1 really 2 quite 3 wasn’t 4 enough 5 too
6 very 7 enough

**Unit 45**

1 1 How much did that lovely green coat cost you?
2 It’s the large red brick building on the right.
3 They’ve found an ancient Egyptian temple in the desert.
4 Who does this new green grammar book belong to?
5 All these modern Italian designs are stunning.
6 You spoke quite rudely to her.
7 He works hard and he never takes a break.
8 How well can your daughter play the flute? Is she any good?
9 Have you seen Malcolm lately?
10 How late do you think she will be?
11 I've met them once before so I hardly know them.
12 He fell down and broke his leg quite badly.
13 The twins are really excited about their birthday.
14 You finished that very quickly!
15 Don't be too angry with him.
16 He's working hard enough at school to pass this course.
17 The recording isn't clear enough.

2 1 correct
2 What's so depressing? Why do you look sad?
3 I'm not really convinced by this idea. I don't think it will work.
4 correct
5 Travelling by plane makes me tired.
6 correct
7 I'm interested in applying for the position of receptionist.
8 This leather feels quite soft.
9 The two children are getting on really well.
10 There's been a lot of rain lately, hasn't there?
11 This orchestra plays Mozart so beautifully.
12 correct.

3 1 well 2 happy 3 badly 4 intelligent 5 lazy
6 slow 7 quickly 8 careful
4 1 tennis really well 2 was worried 3 quickly
4 annoying 5 fast 6 hot enough
5 1 excited 2 really 3 interesting 4 amazed
5 amazing 6 beautiful 7 confused 8 exciting
9 easily 10 quickly
6 1 I'm really sorry.
2 We're very happy for you.
3 That is not very good behaviour!
4 That's too hot!
5 I suppose it's quite nice.

7 1 T 2 F 3 F 4 T 5 T 6 T

Track -1.50
A: So, how was your holiday?
B: Great. It was so relaxing. I didn't think about work once. And I was really pleased with the hotel. The service was five star.
A: And what were the other people like in your group?
B: Everyone was really nice except for one person. She was really annoying because she wouldn't stop talking. But apart from her it was fine.
A: And did you meet anyone interesting?
B: Well, there was one young man I enjoyed talking to. He was a friendly waiter at the hotel.
A: Really?
B: He also told jokes and was very amusing. He made everyone laugh. And on the last night he asked me to dance and everyone was watching us.
A: Were you embarrassed?
B: Yes, I was. I went bright red but it was wonderful! Then I flew home the next day and it was raining. I'm so depressed to be home.

Unit 46
1 1 busier 2 harder 3 less efficient
4 fatter 5 slower 6 fitter 7 healthier
8 less stressed 9 more quickly
10 more efficiently
2 1 longer 2 better 3 more stressed 4 greyer
5 less stressed 6 shorter 7 more healthily
8 happier
3 Students' own answers.
4 Students' own answers.

Unit 47
1 1 most fascinating 2 most spectacular
3 highest 4 easiest 5 most popular 6 most southern
7 smallest 8 most unforgettable
2 1 coldest 2 hottest 3 fastest 4 most visited
5 smallest 6 highest 7 least expensive
8 most northern
3 1 more beautiful 2 better 3 the best
4 the quickest 5 faster 6 the most comfortable
7 the busiest 8 worse 9 the worst
Answer key (and tapescript)

Unit 48

1 1 The weather in New York is a bit better than the weather in Finland.
   2 The weather in the Maldives is far better than the weather in Finland.
   3 Finland is much more exciting than New York.
   4 New York is a little less exciting than the Maldives.
   5 The Maldives is easily the most romantic choice.
   6 Finland is slightly less romantic than New York.

2 1 much  2 a lot  3 a little bit  4 by far  5 much
   6 easily  7 by far

Unit 49

1 1 The new model isn’t as popular as the original model.
   2 The new van is not as stylish.
   3 It’s just as comfortable to sleep in.
   4 The new model is not as expensive to run.
   5 The new one is just as big as the old one.

2 1 nearly as expensive as  2 quite as big as
   3 nearly as expensive  4 just as quickly
   5 as warm as  6 quite as comfortable as

3 1 good  2 quickly  3 easy  4 much  5 bad
   6 young

Unit 50

1 1 largest  2 by far  3 bigger than  4 third
   5 smallest, richest  6 far  7 faster  8 as

2 1 Jake is politer than his sister.
   2 This is by far the most delicious meal I’ve ever eaten!
   3 Green tea is much better for you than black tea.
   4 This is one of the most difficult exams I’ve taken so far.
   5 It’s far more difficult than all the others.
   6 This is the worst car in the whole world. It’s always breaking down.
   7 This flat looks good. It’s just as big as the other one, but it’s a lot cheaper.
   8 This is boring! It isn’t nearly as much fun as it looks on the TV.

3 1 This TV programme is a lot funnier than that one.
   2 This TV programme isn’t as funny as that one.
   3 This TV programme is the funniest I’ve ever seen.
   4 This phone is just as expensive as that one.
   5 These phones are the cheapest phones in the shop.
   6 Sydney is far hotter than London.
   7 Sydney is as cold as London in winter.
   8 Sydney is the hottest place I’ve ever visited.

4 1 one  2 The  3 than  4 a  5 than  6 as  7 than
   8 the  9 far  10 most  11 The

6 1 January is the coldest month.
   2 August is far hotter than May.
   3 The Ultramarathon is much more challenging than I thought.
   4 The Ultramarathon is more than three times as long as a standard marathon.

7 1 c  2 f  3 b  4 e  5 d  6 a

Track (1.57)
A: How was your trip to Finland?
B: Amazing! It’s a really beautiful place. It was much greener than I’d imagined. I thought it was covered in snow all year and that there was no grass or plants. But, of course in summer there’s no snow. And it was a lot warmer than I thought as well. We took heavy winter clothes with us, but we were in shorts and T-shirts most of the time. We went swimming in one of the lakes one day. The water was just a little bit colder than I’d like but not much. But we soon got warm again in the sun.
A: Sounds good. Did you go up to the Arctic Circle?
B: Yes, we did. That was by far the most interesting part of the trip. It was definitely much colder there! And the mosquitoes were incredible. There were thousands of them. That was easily the worst thing about the whole trip! Everyone says that by far the best time to go is early spring when there are no mosquitoes, and if you’re lucky you can see the Northern Lights.
Unit 51
1 1 He's going to travel round the world.  2 He's going to become a fire-fighter.  3 They're going to get married.  4 She's going to try something exciting.  5 He's going to buy a Ferrari.  6 He's going to start his diet next week.  7 She's going to have a long holiday.  8 She's going to grow her own food.
2 1 ✓  2 ×  3 ✓  4 ✓  5 ✓  6 ✓  7 ✓  8 ✓  9 ✓  10 ✓
3 Students' own answers.

Unit 52
1 1 Are you going to do something fun for your birthday?  2 What are you going to buy for her birthday?  3 I'll call you back as soon as possible.  4 What will you do next?  5 We won't be able to do that.  6 Mike and Laura/Laura and Mike are going to decide today.
2 1 b  2 b  3 a  4 a  5 a  6 b
3 1 I'm going to stay  2 I'm going to travel  3 aren't going to return  4 I'll email  5 won't change

Unit 53
1 1 I won't  2 Shall we  3 Will you  4 Shall I  5 We'll  6 I'll
2 1 Shall, 'll  2 Shall, 'll  3 Will, shall  4 Shall, 'll  5 Shall, 'll  6 Will, Shall
3 1 I won't tell anyone your secret.  2 Shall I make you a cup of tea?  3 Will you change this mp3 player for another?  4 Shall we go to the park?  5 I'll look after it.

Unit 54
1 1 does it start  2 starts  3 catch  4 don't finish  5 lasts  6 doesn't start  7 begins  8 does it end  9 finishes  10 leaves  11 doesn't leave
2 1 Our flight leaves Rome at five in the morning  2 correct
3 unless they will delay the flight – they often do! The first airport bus doesn't leave until seven. It will be seven by the time we'll correct.  7 If we will catch this bus, we'll get to the city centre at half past. What time do you leave?  9 correct
3 1 as soon as they get here  2 when everybody arrives  3 by the time the taxi arrives  4 until I speak to my parents  5 if Jean doesn't bring his car

Unit 55
1 1 d  2 b  3 e  4 a  5 c
2 1 Are they ever going to finish  2 is  3 'll check  4 Shall  5 're going to join  6 get  7 Shall we try  8 are coming
3 1 Are, doing  2 are going  3 're skiing  4 does, start  5 'm meeting  6 take  7 'll come  8 are
4 1 Do you think it's going to rain today?  2 I'll let you know as soon as I hear something.  3 I won't come if you don't want me to.  4 When are the visitors arriving?  5 He isn't coming for dinner. He had to cancel because his mother is ill.
6 The film doesn't start until half past seven. We've still got time to get there.
7 My son says he is going to make a million dollars before he's thirty!
5 1 b  2 b  3 a  4 a  5 b  6 c  7 b  8 a
6 1 /gona/  2 /gauŋ tə/  3 /gona/  4 /gauŋ tə/  5 /gauŋ tə/  6 /gona/

Track 2.05
1 What are you gonna do later?  2 Are you going to meet the Queen?  3 I'm not gonna bother I don't think.  4 When are you going to ask her?  5 I'd like to see the show. Are you going to buy tickets?  6 It's gonna be a better day today I think.
**Answer key (and tapescript)**

7  1 six fifty-five  2 twenty-five to seven  
   3 nearly three hours  4 seven  
   5 eight twenty-five  6 eleven twenty

**Track 62.06**
A: Let’s go and see Live One More Time.
B: Good idea. What time does it start?
A: Erm. It starts at six fifty-five. If we catch the bus
   from Suffolk Street at twenty-five to seven, it’ll
   arrive at the cinema in time.
B: But I don’t finish work until seven. Is there a
   later showing?
A: It lasts nearly three hours so it doesn’t start
   again until ten.
B: Is there anything else we can see?
A: Master of the World begins at seven.
B: That sounds terrible. What about Love
   Interestingly?
A: Err. There’s a showing at eight twenty-five.
B: What time does it end?
A: It finishes two hours later.
B: Is there a bus home?
A: The bus leaves at ten twenty.
B: That’s too late. Aren’t there any other buses?
A: Yes, but the next bus doesn’t leave until eleven
   twenty.
B: That’s OK. We can get something to eat
   afterwards.

**Unit 56**
1  1 The car is going to crash into the wall.
   2 The vase is going to fall off the shelf.
   3 She is going to have a baby.
   4 The cat is going to catch the mouse.
   5 They are going to play tennis.
   6 The branch is going to break.

2  1 I’ll  2’ll  3’ll  4’ll  5 Will  6 won’t  7 won’t
   8’ll

3  Students’ own answers.

**Unit 57**
1  1 Computers in the future will probably look very
   different.
   2 In fact, they probably won’t look anything like
   computers as we know them today.
   3 But they will certainly be part of everything we
   use.
   4 Our televisions will definitely include computer
   technology that can download films and
   programmes directly from the internet.
   5 We possibly won’t see any difference in our
   personal music players.
   6 And we definitely won’t change the way we use
   them.
   7 But new technology will probably make it
   possible to download music directly onto the
   players without using a computer.

2  1 definitely  2 definitely won’t  3 possibly
   4 definitely  5 definitely  6 will probably
   7 definitely

3  Students’ own answers.

4  Students’ own answers.

**Unit 58**
1  1 Sue may get a new job.
   2 I might not go to the meeting tomorrow.
   3 It could rain during the night.
   4 Luis may not be here tomorrow.
   5 Jess and Marcos might not get married this year.
   6 The economic situation could get worse next
   year.
   7 We may ask Katie to look after the children.
   8 We might not take a summer holiday this year.

2  1 might not  2 might  3 not possible  4 might
   5 not possible  6 not possible  7 not possible
   8 might not  9 might  10 not possible

3  Students’ own answers.

**Unit 59**
1  1 may not  2 both  3 might  4 must  5 can’t

2  1 must be  2 can’t be  3 might know  4 can’t be
   5 may belong  6 must be
3 1 can't 2 must 3 can't 4 might 5 must 6 can't 7 might 8 must

Unit 60

1 1 I've got an exam on Monday. I'm going to study really hard over the weekend.  
2 Oh no! Look out! It's going to fall!  
3 I really think our team will win this time.  
4 Take an umbrella with you. It might rain later today.  
5 Tom won't be able to come to dinner tonight. He's too tired.  
6 The next exam definitely won't be as difficult as the last one!  
7 That can't be true! It's impossible!  
8 They'll probably buy a house when Fran gets a new job.

2 1 both 2 can't 3 might 4 might 5 probably be 6 definitely won't 7 both 8 both

3 1 might want something to eat when he gets home  
2 can't be John  
3 must be something wrong  
4 's going to rain  
5 'm going to be thirty  
6 won't close the station  
7 might not see you again until next year  
8 might fall  
9 must  
10 I'll be able to come

4 1 will certainly look 2 may not go 3 will probably go 4 may choose to 5 will prefer to 6 there will be 7 can't be serious 8 will they know 9 are going to need 10 it must be

6 1 contracted 2 full 3 contracted 4 full 5 contracted

Unit 61

1 1 could 2 can 3 couldn't 4 can't 5 could 6 couldn't 7 Can 8 Could

2 1 I'm really sorry we couldn't come to the party last night.  
2 correct  
3 Which one of you can run the fastest? Let's have a race to find out!  
4 I could speak Spanish really well when I was at school.  
5 correct  
6 She couldn't believe her eyes when she saw the beautiful flowers.  
7 correct  
8 It was a long time before he could walk again after the accident.

3 1 Horses can sleep standing up.  
2 Elephants can't jump.  
3 Penguins can't fly.  
4 Snails can sleep for three years.  
5 Bulls can't see colours.  
6 The Tyrannosaurus Rex could swim.

4 Students' own answers.
Unit 62
1 1 can 2 allowed to 3 Can 4 allowed to 5 can’t 6 are allowed
2 1 You can’t eat or drink here.
   2 You can’t smoke here.
   3 You can’t play ball games/football here.
   4 You can’t park here.
   5 You can cycle here.
   6 You can drink the water here.
3 1 aren’t allowed 2 Can 3 can 4 Are 5 allowed 6 can’t 7 can’t
   8 Can 9 aren’t allowed
4 Students’ own answers.

Unit 63
1 1 have to 2 need to 3 must 4 mustn’t 5 need to 6 don’t need to 7 don’t have to
   8 must
2 1 don’t have to 2 don’t have to 3 mustn’t 4 don’t have to 5 have to 6 mustn’t
3 1 must answer 2 needn’t take 3 sometimes have to work 4 mustn’t smoke 5 must go
   6 need to get
4 Students’ own answers.

Unit 64
1 1 d 2 c 3 f 4 a 5 e 6 b
2 1 Did you have to 2 had to 3 both 4 both 5 couldn’t 6 didn’t have to
3 1 didn’t have to 2 could 3 weren’t allowed to 4 couldn’t 5 were allowed 6 had to
4 Students’ own answers.

Unit 65
1 1 S 2 S 3 D 4 D 5 D
2 1 correct
   2 The doctor says I mustn’t lift heavy objects because it’s bad for my back.
3 My parents have said we can have a pet if we promise to look after it ourselves.
4 correct
5 I couldn’t drive my dad’s car until I was 21.
6 correct
7 correct
8 You aren’t allowed to smoke in most public places. It’s forbidden by law.

3 1 couldn’t come 2 weren’t allowed 3 had to take 4 could speak 5 weren’t allowed to use
   6 had to learn to 7 had to study 8 were allowed to take
4 1 John can’t swim.
   2 Can I smoke here?
   3 Sarah couldn’t talk until she was three.
   4 We aren’t allowed to park outside the main offices.
   5 I didn’t have to get up early.
   6 You must remember to bring your passports.
5 1 c 2 a 3 b 4 c 5 c 6 a 7 b 8 a 9 c 10 c
7 1 X 2 ✓ 3 ✓ 4 X 5 ✓

Track 2.16
A: Thanks for offering to look after the kids.
B: You’re welcome. What time do they usually go to bed?
A: They can stay up until nine o’clock. They aren’t normally allowed to stay up so late, but there’s no school tomorrow.
B: Can they watch TV before they go to bed?
A: Yes, they’re allowed to watch TV, but they can’t play any computer games.
B: Will they want me to read them a bedtime story?
A: No, but they are allowed to read in bed for half an hour before you turn out their lights.
Unit 66

1 1 both 2 Can 3 May 4 Could 5 both 6 both
7 Could 8 both

2 Conversation 1
Guest: Good evening. Will I have a room for one night?
Receptionist: Yes, of course. Can you to fill this form in, please?
Guest: Certainly. Can I pay with American Express?
Receptionist: I'm sorry. Only Mastercard or Visa.

Conversation 2
Barman: Good evening. Could I get you a drink?
Guest: Yes. May I have a bottle of red wine, please?
Barman: Of course. Would I put that on your room bill?
Guest: Actually, will I pay for it now?
Barman: Sure.

Conversation 3
Guest: Hi. I haven't seen you for ages. May you have dinner with me?
Friend: That would be nice.

Unit 67

1 1 Would you help me lift this box, please?
2 Could you possibly move your bag?
3 Do you mind if I borrow your phone?
4 Would you mind if I copy your answers?
5 Do you mind posting this parcel for me?

2 1 Could you possibly buy me some milk at the shop?
2 Would you mind asking Peter to come into my office?
3 Do you mind if I sit here?
4 Could you help Rachel with the cleaning?
5 Would you mind if my brother comes with us?
6 Would you mind meeting at the café?

3 1 I'm sorry but
2 No, not at all.
3 Yes, of course.
4 I'm sorry but I'm just leaving.
5 Sorry. Of course I'll turn it down.

Unit 68

1 1 both
2 both
3 What about
4 How about
5 both
6 Why don't

2 1 Let's / We could stay in on Saturday
2 Why don't you / Why not do it after lunch?
3 How about working on it in the evening?
4 We could get some pizza.
5 We could / Let's go out for the day.
6 What about driving to the mountains?

3 1 Why don't you cycle to work?
2 You could take the stairs.
3 Let's have a drink.
4 You could perhaps try walking.
5 How about taking a holiday?
6 What about (getting) this one?

**Unit 69**

1. should 2 oughtn't 3 'd better 4 ought
   5 shouldn't 6 ought 7 'd better not
2. 1 should 2 'd better 3 ought to 4 shouldn't
   5 'd better not 6 ought 7 Had we better
   8 oughtn't
3. Possible answers:
   1 You should see a doctor.
   2 You ought to park somewhere else.
   3 You'd better go to bed early.

**Unit 70**

1. 1 b 2 d 3 c 4 f 5 a 6 g 7 e
2. 1 waiting 2 sit 3 order 4 asking 5 'd 6 give
   7 comes
3. 1 Do you mind if I use your phone?
   2 You look exhausted. Why don't you take a holiday?
   3 If you want to bring a present, why not buy flowers? She loves flowers.
   4 You ought to tell your parents the truth about last night.
   5 How about going to the cinema tonight?
   6 Would you mind switching your mobile phones off, please?
   7 Could you possibly stand over here while I move these boxes?
   8 Hadn't you better tell your parents you'll be late?

4. 1 I invited Julian
   2 take the rubbish outside
   3 explaining to the man that I don't speak Japanese
   4 stopping in Paris on the way to Barcelona
   5 try the fish
   6 n't to walk home
   7 better be leaving soon / leave soon
5. 1 c 2 c 3 b 4 a 5 a 6 b 7 a 8 b 9 c
6. polite intonation: 1, 2, 3, 5
7. Saturday morning: playing tennis with Neil
   Saturday evening: getting a pizza, A watching football, B working on report
   Sunday: go out for the day

**Track (2.23)**

A: Are you doing any work over the weekend?
B: Yes, I've got to finish this report. But I don't want to spend all weekend on it.
A: Well, how about getting up early on Saturday and doing it then?
B: No, I promised to play tennis with Neil on Saturday morning.
A: Well, why don't you do it after lunch?
B: No, I always feel really tired after lunch. It really isn't a good time to get any work done.
A: OK, let's stay in on Saturday night then. I'll cook and you can work while I watch the football.
B: Why don't we get some pizza instead? Then you don't have to cook?
A: Sounds like a good idea to me! And then on Sunday we could go out for the day.
B: What about driving to the mountains? We haven't done that for ages.
A: Sounds like a good plan.

**Unit 71**

1. 1 d 2 f 3 c 4 a 5 b 6 g 7 e
2. 1 We employ over 200 people to answer customer calls.
   2 We provide training to every employee to help guarantee quality.
   3 Our factories use the latest technology in order to improve production.
   4 We check each product in order not to sell any that don't work.
   5 We own twenty delivery lorries to deliver our products to your local supermarket.
   6 We offer some of the lowest prices in order not to be uncompetitive.

3. 1 nice, meet
   2 right, be
   3 afraid, meet
   4 easy, make
   5 crazy, buy
   6 sad, see

4. Students' own answers.
Unit 72
1 1 c 2 a 3 c 4 b 5 b 6 a 7 c 8 c 9 b 10 c
2 1 Can you to help me?
   2 Can you to stay late at work tonight?
   3 correct
   4 When do they to plan to get married?
   5 correct
   6 How long did you to work here?
   7 correct
   8 Will you to be able to finish the project on your own?
   9 You mustn’t to drive so fast on this road.
   10 correct
3 1 coming 2 looking 3 having 4 to present
   5 use 6 to press 7 typing 8 give 9 carrying

Unit 73
1 1 both 2 to go out 3 both 4 both 5 both
   6 to try 7 both 8 both
2 1 I like doing any kind of exercise.
   2 Would you like to try one of these cakes?
   3 I’d love to travel around the world one day.
   4 My brother loves to go / going sailing.
   5 I hate to eat / eating seafood. It’s horrible.
   6 I’d hate to see your mother get angry!
3 1 B 2 A 3 A 4 B 5 B 6 A
4 1 to have 2 coming 3 to feed 4 seeing
   5 flying 6 to tell

Unit 74
1 Advise Martin to apply for a different job!
   Invite all the staff to attend the annual party.
   Ask reception to take all phone calls between 2 and 4.
   Remind the local sandwich shop to make a plate of sandwiches for today’s meeting.
   Let Sally leave an hour early on Friday.
   Teach the employees to use the new software.
2 1 I’d like you to make a copy of this letter.
   2 The police told me to drive more slowly.
   3 When do you expect them to arrive?
   4 Remind the children to clean up afterwards.
   5 My grandfather taught us to play chess.
   6 Do you need to help Harry?
   7 Make the children wash their hands.
3 1 Don’t tell other people to do your homework.
   2 Let Gina make her own decisions now she’s eighteen.
   3 My mother taught me to read English.
   4 I want you to hand in your homework by tomorrow at the latest.
   5 I like it when everybody is on time.

Unit 75
1 1 Do you want to call me back later?
   2 It works by pressing this button.
   3 He isn’t interested enough to accept the job.
   4 Can you remind her to sign this?
   5 Let the boys watch TV for a while.
   6 Let’s take a taxi in order not to be late.
   7 I’m going to Paris to see the Eiffel Tower.
2 1 a 2 b 3 c 4 b 5 a 6 b 7 a 8 c
3 1 correct
   2 I’ll never forget getting my first bike when I was six.
   3 correct
   4 correct
   5 correct
   6 Have you heard Michelle play the guitar?
   7 We’re really sad to see you go.
   8 Would you like to try some of this cake?
   9 correct
   10 correct
4 1 reading 2 to use / using 3 pick 4 to worry
   5 to suggest 6 to work 7 to find 8 to download
   Using
5 1 I’m pleased to meet you.
   2 It’s difficult to learn.
   3 It’s easy to play.
   4 I’m afraid to go.
   5 You’d be mad to disagree.
   6 We’re happy to do it.
   7 You’re right to worry.
   8 It was nice to see you.
Answer key (and tapescript)

6  Tick: 1, 3 and 4

Track 03E3

Good morning everyone and thank you for coming today. Do you dislike looking for new words in a thick, heavy dictionary? Can you imagine having instant access to the world’s biggest dictionary in every language? Well, today I want to present the latest in electronic dictionaries, the XtraLingo. It’s so simple that anyone can use it. First of all, you need to press the ON button. Then you begin by typing in a word in English and the machine will automatically give you the translation in any language. And don’t worry about carrying it around because the XtraLingo is the size of a mobile phone.

Unit 76

1  1 All of them  2 Most  3 some of  4 Some  5 none of them
2  1 Both  2 either  3 Neither  4 either  5 neither  6 both
3  1 All  2 Most  3 Some  4 Both  5 Neither  6 Both
   7 All  8 Most / Some

Unit 77

1  1 where  2 thing  3 one  4 one
2  1 any  2 some  3 every  4 No
3  1 someone  2 somewhere  3 everyone  4 anything
   5 no one  6 anywhere
4  Students’ own answers.

Unit 78

1  1 a  2 d  3 f  4 c  5 b  6 e
2  1 where  2 whose  3 who  4 which  5 when
3  Answers 3 and 4
4  1 which stores information  2 where you can relax
   3 whose new song we like so much  4 who controls the traffic
   5 when you feel a little special
5  Students’ own answers.

Unit 79

1  1 Picasso was an artist who was able to paint in many different styles.
2  Paris is a popular tourist destination which attracts 15 million visitors per year.
3  4th April is the date when people in the USA remember Martin Luther King.
4  Elvis lived in a house that was called Graceland.
5  Midnight on 31st December is a special time when many people let off fireworks.
6  The card is from a friend who lives in Italy.
7  The Louvre is an art gallery where many people go to see the Mona Lisa.
8  Switzerland is a country which has four national languages.

2  1 This is the school uniform which I wore as a child.
2  That’s the same man who we talked to earlier.
3  not possible
4  not possible
5  This tree is the first of many which we hope to plant around the town.
6  not possible

3  1 correct
2  It isn’t a book which interests me.
3  My grandfather is one of those people who never seems to look older.
4  correct
5  Gone with the Wind is a film which lasts for over four hours.
6  He’s the man whose bag we found.
7  That’s a nightclub where lots of students like to go to on a Friday night.
8  correct

Unit 80

1  1 Some of them are coming for dinner.
2  I can speak either language.
3  Anything tastes good if you’re hungry. / If you’re hungry, anything tastes good.
4  I don’t have to go anywhere this afternoon.
5  Let’s take them something special.
6  This is the train which we catch.
7  That is my neighbour whose dog is missing.
8  Are you the person that left a message this morning?
Unit 81

1 1 were grown 2 are produced 3 are used
4 are eaten 5 is used 6 was introduced
7 were brought 8 are caused

2 1 is bought 2 is eaten 3 were thrown away
4 was started, the ‘Love Food Hate Waste’
organisation 5 were persuaded to waste less food

3 1 Pasta was first brought to Italy by Marco Polo.
2 Pasta is now eaten by people all over the world.
3 Tomatoes were first grown in South America by
tomato growers.
4 The first cookbook with tomato recipes was
written in Naples by a writer.
5 Parmesan cheese is made in Italy by the cheese
makers of Parma.
6 The cheese is made by cheese makers with cow’s
milk.

4 Students’ own answers.

Unit 82

1 1 is called 2 is located 3 started 4 was
organised 5 were received 6 took 7 was finally
completed 8 is still used 9 cross

2 1 The men are painting the house.
The house is being painted.
2 The woman is cutting the grass.
The grass is being cut.
3 The children have eaten the cakes.
All the cakes have been eaten.
4 The boys have just broken the window.
The window has just been broken.

3 1 New houses are being built on the edge of town.
2 The builders will finish in two years’ time.
3 Five new shops have been opened this year.
4 They might open three more shops next summer.
5 A protest is going to be held about road works in
the town centre.
6 Local businesses will be affected.

Unit 83

1 1 a All the boys were given new football shirts.
b Football shirts were given to all the boys.
2 a The school is going to be lent £10,000 for new
sports equipment.
b £10,000 is going to be lent to the school had
for new sports equipment.
Answer key (and tapescript)

3 a The gallery was paid a lot of money for the painting.
   b A lot of money was paid to the gallery for the painting.

4 a All the participants will be sent a letter.
   b A letter will be sent to all the participants.

5 a The visitors were shown the new sports hall.
   b The new sports hall was shown to the visitors.

6 a The children are going to be taught a new dance routine.
   b A new dance routine is going to be taught to the children.

2 1 correct
2 An urgent letter was sent to her family by the director of the school.
3 A £100 reward was promised to the person who found the missing cat.
4 correct
5 correct
6 The photographs were shown to the press.
7 correct
8 Bedtime stories were always read to her by her father.

3 1 A new bicycle was given to him for his birthday.
   2 Her family was sent an urgent letter by the director of the school.
   3 The person who found the missing cat was promised a £100 reward.
   4 Traditional flowers were offered to the visitors as they arrived.
   5 A lot of money was paid to him for his work.
   6 The press were shown the photographs.
   7 Over a million pounds was left to him by his grandfather.
   8 She was always read bedtime stories by her father.

Unit 84
1 1 a 2 e 3 f 4 d 5 c 6 b

2 1 Where do you usually get your hair cut?
   2 I had my eyes checked yesterday.
   3 We don’t get a newspaper delivered to the office.
   4 When did you have your photo taken?
   5 I’m getting my nails painted tomorrow?
   6 I would never have my hair shaved.

3 1 had new windows put in
   2 got the walls painted
   3 ‘re getting the kitchen done
   4 ’re having the bookshelves put up
   5 we’re going to have the floor polished
   6 ’ll get the furniture delivered

Unit 85
1 1 Football is played all over the world.
   2 The modern version of association football was first played in 1863.
   3 The first official league matches were played between English teams.
   4 The first World Cup was won by Uruguay in 1930.
   5 The trophy was presented to the winning team by the country’s President.
   6 The Olympic stadium is being rebuilt after an accident.
   7 The building work might be completed in the new year.
   8 The team had new shirts made for the final.
   9 He always has his hair cut before a big match.

2 1 did they sell
2 was sold
3 did they sell
4 was bought
5 is going to be built
6 was that announced?
7 announced
8 have been / are cancelled
9 did
10 did you get
11 done
12 had it done

3 1 They had their house painted.
   2 A lot of potatoes are grown in India.
   3 More and more books are being bought online.
   4 The new town library is going to be opened by the mayor.
   5 We get our windows washed once a week.
   6 New computers will be given to all the pupils.

4 1 b 2 f 3 a 4 j 5 g 6 h 7 i 8 d 9 e 10 c
They all have three syllables.

ooO introduced
0oO completed, delivered, directed, located,
persuaded
00o organised, telephoned, visited

Things already done: 1 and 5

Track 6:25

A: Hi, how’s it going?
B: Not too bad. We had new windows put in last week.
A: Oh, yes, very nice.
B: And we got the living room walls painted yesterday.
A: I love the colour!
B: We’re getting the kitchen done today.
A: Yes, I saw the builders in there … It looks great.
B: And, as you can see, we’re having the bookshelves put up now as well. Tomorrow we’re going to have the floor polished. We’ll get the furniture delivered on Monday – and the day after we’ll move in!
A: Well done! I think you’ve done a great job!

Unit 86

1 1 He said, ‘Hello, my name’s Richard.’
2 She asked, ‘What’s your name?’
3 The police officer shouted, ‘Stop!’
4 The girl thought, ‘I wish I was older.’
5 The passport officer asked, ‘Where are you going?’
   The tourist replied, ‘To the Bahamas.’

2 1 ‘Hello, my name’s Richard,’ he said.
2 ‘What’s your name?’ she asked.
3 ‘Stop!’ the police officer shouted
4 ‘I wish I was older,’ the girl thought.
5 ‘Where are you going?’ the passport officer asked.
6 ‘To the Bahamas,’ the tourist replied.

3 1 ‘Hello Michael,’ said the woman’s voice on the phone.
2 ‘Who is this?’ I asked.
3 The voice on the phone laughed and replied,
   ‘Don’t you recognise my voice, Michael?’
4 I said, ‘No.’
5 ‘Are you sure?’ the voice asked.

6 I thought, ‘It can’t be her. Not after all these years.’
7 ‘Michael!’ shouted the voice. ‘You know who I am. And you remember what you did.’
8 I thought, ‘I don’t want to remember.’

Unit 87

1 1 Yesterday, he said that he was happy to help.
2 They said that they were going out at seven.
3 She said that she had done all her homework.
4 He thought that they had forgotten his birthday.
5 The politician said that she wanted to improve people’s lives.
6 The team said they weren’t going to win.
7 She said that she was busy so she wouldn’t come.
8 He said that he didn’t know if he could come.

2 1 were going out
2 couldn’t meet
3 were having
4 would be
5 had booked
6 weren’t going to

3 1 I know how to drive it.
2 I am going to be an astronaut when I grow up.
3 I’ll be home early.
4 I can play the guitar.

Unit 88

1 1 I wanted to know what they were saying.
2 She asked me why I was leaving.
3 They wanted to know if you needed any help.
4 He asked where you grew up.
5 He wanted to know when we would arrive.
6 The neighbours asked whether we were free next week.
7 My mother wanted to know whether you had eaten.
8 She asked where you’d driven from.

2 1 One journalist asked what the name of her new film was.
2 Another journalist wanted to know if she was happy with the film.
3 They asked her how long it had taken to make.
4 They also wanted to know who the director was.
5 Someone asked if / whether she had liked the other actors.
6 Another journalist asked why she was visiting Europe.
7 He also asked if / whether she wanted to work with Tom Cruise again.
8 Everyone wanted to know if / whether she was going to make another film soon.
9 Someone asked (her) what the next film would be.
10 Another journalist asked if / whether she would film it in this country?

3 Students’ own answers.

Unit 89

1 1 asked / told 2 said 3 say 4 told 5 asked 6 said 7 asked / told 8 tell 9 say 10 ask / tell
2 1 The receptionist asked me to sign the form.
   2 She told me to take a seat.
   3 She asked the person on the phone to (please) hold.
   4 She told me to turn left at the end of the corridor.
   5 She told another visitor to take the lift to the second floor.
   6 She asked her boss if she could take her lunch break.

3 1 He said (that) this was his house.
   2 She told me (that) she was going to apply for the job.
   3 I said (that) it was true.
   4 Gabi told us (that) lunch was going to be at two.
   5 He told us to press 100 on the machine for a coffee.
   6 My father told me to slow down!
   7 Rita asked me to call her back later. / Rita asked if / whether I could call her back later.
   8 They asked the people next door to turn their music down. / They asked the people next door if they minded turning their music down.

Unit 90

1 1 c 2 f 3 a 4 e 5 d 6 b
2 1 No, I don’t want to,’ she replied.
   2 The teacher asked why you were late today.
   3 He wanted to know what you were doing tonight.
   4 My manager asked me if you’d join us for lunch.
   5 I told the taxi driver that I needed to get out at the station.
   6 My sister told us to stay out of her room.

7 They asked us to wait for the next flight and we said we could.

3 1 to 2 that 3 was 4 if 5 said 6 why 7 to 8 asked
4 1 tell me about his new album
   2 it was different from his other albums
   3 was
   4 ’d used
   5 thought
   6 was getting
   7 had been
   8 wasn’t
   9 would be performing
   10 wouldn’t
11 was planning
12 come and see him then

5 1 A: This shirt was expensive.
    B: But you told me it was cheap.
   2 A: It’s a long journey.
    B: I thought you said it was quick.
   3 A: I hate living here.
    B: But you said you were happy here.
   4 A: Shall I ask them to stay?
    B: No, tell them to go.
   5 A: Did you say anything to Petra?
    B: No, but I said something to Bill.

7 1 T 2 F 3 T 4 T 5 F

Track 2.38

A: Are we going out with Peter and Nigella tonight?
B: No, they said that they were going out somewhere else tonight, so they can’t meet.
A: Why didn’t they tell us last week that they couldn’t meet?
B: I don’t know. Anyway, we’re having dinner together next Friday instead.
A: But you said that we were having dinner with your parents next Friday.
B: Yes, but they’ll be on holiday.
A: Really? You didn’t tell me they’d be holiday.
B: Yes, I did. They’ve booked a holiday in France.
A: I thought they said they’d booked their holiday in Italy.
B: No, they said France.
A: So they aren’t going to visit us before they go.
B: No. They said they weren’t going to have time to visit us.
Unit 91

1 1 a 2 d 3 f 4 e 5 c 6 b
2 1 don’t have 2 often go 3 is 4 I’ll take 5 see 6 will you let 7 usually covers 8 is
3 1 you study 2 it rains 3 John wants to 4 we can’t get a babysitter 5 you don’t water it
4 Students’ own answers.

Unit 92

1 1 watch the football 2 do some work 3 have some pizza 4 wake me up
2 1 can 2 must 3 don’t 4 both 5 both 7 should 8 both
3 Students’ own answers.

Unit 93

1 1 If I won the lottery, I’d give the money to charity.
2 He’d be a great basketball player if he were taller.
3 I’d have more energy if I did some exercise.
4 He wouldn’t mind if you asked for some help.
5 If I didn’t have a car, I’d go to work by bus.
6 If I were you, I’d stop worrying about it.
2 1 won 2 would 3 I’d buy 4 needed 5 I’d give 6 Would 7 I knew 8 would 9 I had 10 I’d start 11 I’d open 12 I started 13 I’d want
3 1 didn’t have to work this morning, I’d have 2 had enough time, I’d go 3 had enough money, I’d buy 4 knew how to drive, I’d be
4 Students’ own answers.

Unit 94

1 1 b 2 a 3 b 4 b 5 a 6 b 7 a 8 a
2 1 I’ll send 2 would you do 3 have 4 wait 5 were 6 would do 7 will you do 8 happened
3 1 If I had some money, I’d buy a car.
2 We won’t play football if it rains tomorrow.
3 If I didn’t like my job, I wouldn’t do it.
4 If I didn’t have to work tomorrow, I wouldn’t need to go to bed early.
5 If I see Tom later today, I’ll tell him about the party.
6 If you don’t have any money, I can pay the bill.

Unit 95

1 1 ’d 2 lost 3 can stay 4 stay, watch 5 don’t want to 6 both 7 could 8 I’d learn
2 1 If the train is cancelled, I can come and get you in the car.
2 If Bob gets home before 8 p.m. this evening, I’ll ask him to call you.
3 Watch out! You’ll fall and hurt yourself if you aren’t careful.
4 If you can’t come tomorrow, you must call to let me know.
5 If your company offered you a job in another country, would you take it?
6 If it was an English-speaking country, I would take the job.
7 If they were my children, I’d ask them to play more quietly.
8 If you need something, please call me.
3 1 I’ll go 2 don’t know 3 would be, lived 4 let 5 wouldn’t do, were 6 has
4 1 If you are the last student to leave the room, please close the windows.
2 If I had more money, I’d travel.
3 If my cousins visit us this weekend, we’ll go hiking together.
4 If there are boat races in the port, the town will get very busy.
5 Unless you study more, you won’t pass your exams.
6 I’d do some sport if I had more free time.
5 1 have 2 approached 3 spoke 4 won 5 would 6 would be 7 didn’t 8 continue
Answer key (and tapescript)

Track \(2.42\)

A: So, if you won a million pounds on the lottery, what would you do with it?
B: I don’t know, I think I’d buy a house, and if my family needed some money, I’d give them some, of course.
A: Would you give any money to charity?
B: If I knew the money was going to help someone have a better life, well, yes, I would. What about you?
A: If I had a million pounds, I’d start my own business. I’d open an art gallery or something like that …
B: Nice idea. If I started a new business, I think I’d want to run a restaurant or a bar.

Unit 96
1 1 What did 2 Where did 3 Where did 4 Who
5 What 6 When did 7 Who

2 1 What did you do
2 What happened
3 When did she join?
4 Who thought
5 who did she arrest
6 who released the boyfriend
7 what did Uncle Sanchez say
8 What is he going to do

3 Exercise 1: 1 O 2 O 3 O 4 S 5 S 6 O 7 S
Exercise 2: 1 O 2 S 3 O 4 S 5 O 6 S 7 O 8 O

Unit 97
1 1 d 2 b 3 g 4 c 5 e 6 a 7 f
2 1 is 2 did 3 has 4 has 5 wasn’t 6 don’t 7 are
3 Students’ own answers.

Unit 98
1 1 Aren’t you ready yet?
2 Can’t you come out tonight?
3 Isn’t the word ‘disappear’ spelt with one s?
4 Didn’t you study in Paris?
5 Doesn’t he want to go too?

6 Weren’t the neighbours at home?
7 Shouldn’t I help you?
8 Don’t you like sushi? It’s delicious!

2 1 Haven’t 2 Can’t 3 Didn’t 4 weren’t 5 don’t
6 Isn’t 7 won’t 8 doesn’t

3 1 Why don’t we take a boat across the sea?
2 Can’t you help me with some of the house cleaning?
3 Isn’t Kithnos the name of the Greek island we’re going to?
4 Doesn’t your new house look great?
5 Wasn’t this the restaurant we went to last time?

Unit 99
1 1 Could you tell me where the train station is?
2 Do you know when the film starts?
3 I’d like to know why it’s closing early.
4 Do you remember how long the journey takes?
5 Would you mind telling me how old you are?
6 I don’t know whether Joel is coming too.

2 1 Could you tell me when the supermarket closes?
2 Do you know if there is another flight to Rome this evening?
3 Would you mind telling me how long this film lasts?
4 Do you know if they accept credit cards?
5 I was wondering if I could look at your newspaper?
6 Do you think your cousins would enjoy this kind of music?

3 1 Excuse me. Would you mind if I buy my ticket next?
2 Could you tell me where the departure lounge is, please?
3 I was wondering if/whether you’d like to go out to dinner after class one evening.
4 Would you mind telling me more about this painting?

Unit 100
1 1 b 2 g 3 c 4 d 5 h 6 f 7 c 8 a
2 1 Who told you about the job?
2 Isn’t he coming with us?
3 Yes, I am.
4 Why don’t we go somewhere different for our holiday this year?
5 Could you tell me if the plane is on time?

3 1 Why don’t we go somewhere different for our holiday this year?
   2 Could you tell me if the plane is on time?

4 1 How long has he worked here?
   2 Who scored the final goal?
   3 Aren’t you coming with us?
   4 I’d like to know why Alex wanted to speak to you.
   5 Doesn’t your new hairstyle look great!
   6 Why don’t we use the money to buy a new car?

Possible answers:
1 Would you mind telling me how much you earn?
2 I was wondering why you made your hair blonde?
3 Could you tell me if you are going to be late again?
4 Would you mind telling me if you are still married to Mike?
5 I was wondering if I could borrow fifty pounds?
6 Would you mind telling me how long you have studied English?

5 1 WERE THE ORIGINAL MEMBERS OF THE BAND
   2 did they start
   3 Were they
   4 they were
   5 played
   6 didn’t Pete Best
   7 wrote
   8 did John Lennon marry
   9 did John Lennon die
   10 shot
   11 Do they still
   12 don’t

6 1 rise 2 fall 3 rise 4 rise 5 fall 6 fall 7 fall 8 rise

7 1 Yes, she has.
   2 No, he didn’t.
   3 Yes, he did.
   4 No, she didn’t.
   5 No, it isn’t.

Progress test 1
1 c 2 b 3 a 4 a 5 b 6 b 7 a 8 b 9 a 10 b 11 c
12 c 13 a 14 c 15 a 16 a 17 c 18 b 19 b 20 a
21 c 22 b 23 c 24 a 25 b 26 a 27 c 28 c 29 b
30 b 31 a 32 b 33 a 34 b 35 a 36 b 37 c 38 a
39 c 40 b 41 b 42 c 43 b 44 a 45 a 46 b 47 c
48 b 49 a 50 b

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1 a 2 c 3 c 4 b 5 c 6 c 7 a 8 b 9 c 10 b 11 b
12 c 13 b 14 b 15 c 16 b 17 a 18 a 19 b 20 b
21 c 22 a 23 b 24 b 25 b 26 c 27 c 28 b 29 a
30 a 31 b 32 a 33 c 34 c 35 b 36 a 37 c 38 b
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**Practical Grammar** is a three-level British English grammar course for self study or use in the classroom. The series takes students through key aspects of English grammar from Elementary to Upper Intermediate levels.

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**Organisation of Practical Grammar**

Each level of *Practical Grammar* has 100 units, divided into modules of five units. Each module examines a particular area of grammar. The grammar is set in short, everyday conversations or texts, showing the language in natural situations which students will find engaging and can relate to.

Students then examine the form, meaning and use of the language before practising it in a variety of activity types. A Review section concludes each module and regular tests check students’ progress.

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**Key features**

- **Real language in natural situations**: exposes students to grammar at work

- **Listening and pronunciation**: two audio CDs provide listen and check support and key pronunciation of the grammar items

- **Tips**: highlight common errors and characteristics of English Grammar

- **Regular review and progress tests**: give students the opportunity to check their learning

**Each level of Practical Grammar is available in two editions:** with or without answers.

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**The Collins Cobuild Dictionary** is a useful companion to *Practical Grammar* 2.